2024 Qiming English Exam(Based on Recollection)

转专业交流群

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Notice: Most of the questions in this document were obtained by seniors after copying the original text and searching the original text outside the examination room. The questions are different from the examination questions and are for reference only.

1 Reading Comprehension

1.1 Passage One

Social media can be a powerful communication tool for employees, helping them to collaborate, share ideas and solve problems. Research has shown that 82% of employees think social media can improve work relationships and 60% believe it can support decision-making processes. These beliefs contribute to a majority of workers connecting with colleagues on social media, even during work hours.

Employers typically worry that social media is a productivity killer; more than half of U.S. employers reportedly block access to social media at work. In my research with 277 employees of a healthcare organization I found these concerns to be misguided. Social media doesn' t reduce productivity nearly as much as it kills employee retention.

In the first part of the study I surveyed the employees about why and how they used platforms like Facebook, Twitter, or LinkedIn. Respondents were then asked about their work behaviors, including whether they felt motivated in their jobs and showed initiative at work. I found employees who engage in online social interactions with co-workers through social media blogs tend to be more motivated and come up with innovative ideas. But when employees interact with individuals outside the organization, they are less motivated and show less initiative.

In the second part of the study I found 76% of employees using social media for work took an interest in other organizations they found on social media. When I examined how respondents expressed openness to new careers and employers, I found that they engaged in some key activities including researching new organizations and making new work connections.

These findings present a dilemma for managers: employees using social media at work are more engaged and more productive, but they are also more likely to leave your company. Managers should implement solutions that neutralize the retention risk caused by social media.

They can create social media groups in which employees will be more likely to collaborate and less likely to share withdrawal intentions or discussions about external job opportunities. Managers can also use social media to directly reduce turnover (跳槽) intentions, by recognizing employees' accomplishments and giving visibility to employees' success stories.

1. What does previous research about social media reveal?

A. Most employees think positively of it.

B. It improves employees' work efficiency.

C. It enables employees to form connections.

D. Employees spend much of their work time on it.

2. What did the author's own research find about social media?

A. It influences employees' work negatively.

B. It does much harm to employee loyalty.

C. It kills employees' motivation for work.

D. It affects employers' decision-making.

3. What did the author find in his study about the effect of online social interactions?

A. It differs from employee to employee.

B. It tends to vary with the platform used.

C. It has much to do with whom employees interact with.

D. It is hard to measure when employees interact with outsiders.

4. What problem was found with employees using social media for work?

A. They seldom expressed their inner thoughts.

B. Most of them explored new job opportunities.

C. They were reluctant to collaborate with others.

D. Many of them ended with lower productivity.

5. What does the author suggest managers do to neutralize the retention risk?

A. Give promotions to employees for their accomplishments.

B. Create opportunities for employees to share success stories.

C. Acknowledge employees' achievements through social media.

D. Encourage employees to increase their visibility on social media.

1.2 Passage Two

Educators and business leaders have more in common than it may seem. Teachers want to prepare students for a successful future. Technology companies have an interest in developing a workforce with the STEM (science, technology, engineering and math) skills needed to grow the company and advance the industry. How can they wok together to achieve these goals? Play may be the answer.

Focusing on STEM skills is important,but the reality is that STEM skills are enhanced and more relevant when combined with traditional, hands-on creative activities. This combination is proving to be the best way to prepare today's children to be the makers and builders of tomorrow. That is why technology companies are partnering with educators to bring back good, old-fashioned play.

In fact many experts argue that the most important 2lst-century skills aren't related to specific technologies or subject matter, but to creativity; skills like imagination, problem-finding and problem-solving, teamwork, optimism, patience and the ability to experiment and take risks. These are skills acquired when kids tinker (鼓捣小玩意) , High-tech industries such as NASA's Jet Propulsion Laboratory have found that their best overall problem solvers were master tinkerers in their youth.

There are cognitive (认知的) benefits of doing things the way we did as children —building something, tearing it down, then building it up again. Research shows that given 15 minutes of free play, four- and five-year-olds will spend a third of this time engaged in spatial, mathematical, and architectural activities. This type of play—especially with building blocks—helps children discover and develop key principles in math and geometry.

If play and building are critical to 21st century skill development, that's really good news for two reasons: Children are born builders, makers, and creators, so fostering (培养) 21st century skills may be as simple as giving kids room to play, tinker and try things out, even as they grow older; Secondly, it doesn't take 21st century technology to foster 21st century skills. This is especially important for under-resourced schools and communities. Taking whatever materials are handy and tinkering with them is a simple way to engage those important "maker" skills. And anyone, anywhere, can do it.

1.What does the author say about educators?

A. They seek advice from technology companies to achieve teaching goals.

B. They have been successful in preparing the workforce for companies.

C. They help students acquire the skills needed for their future success.

D. They partner with technology companies to enhance teaching efficiency.

2. How can educators better develop students' STEM skills, according to the author?

A. By blending them with traditional, stimulating activities.
B. By inviting business leaders to help design curriculums.
C. By enhancing students' ability to think in a critical way.
D. By showing students the best way to learn is through play.
3. How do children acquire the skills needed for the 21 st century?
A. By engaging in activities involving specific technologies.
B. By playing with things to solve problems on their own.
C. By familiarizing themselves with high-tech gadgets.
D. By mastering basic principles through teamwork.
4. What can we do to help children learn the basics of math and geometry?
A. Stimulate their interest as early as possible.
B. Spend more time playing games with them.
C. Encourage them to make things with hands.
D. Allow them to tinker freely with calculators.
5. What does the author advise disadvantaged schools and communities to do?
A. Train students to be makers to meet future market demands.
B. Develop students' creative skills with the resources available.
C. Engage students with challenging tasks to foster their creativity.
D. Work together with companies to improve their teaching facilities.

1.3 Passage Three

In some countries, many universities use an employment system for teachers known as tenure. After a lengthy trial period, a faculty member whose performance meets with the approval of the senior members of the department and the administration of the institution may be awarded tenure. A tenured faculty member enjoys considerable job security for the rest of his or her working life and can only be fired for reasons of "moral turpitude" (bad or evil behavior) or "gross incompetence" or if the financial stability of the institution requires the elimination of an entire department or program.

The high degree of job security enjoyed by tenured faculty members has been the source of complaints about the tenure system. One issue that has been raised by many, including legislators evaluating the finances and managerial practices of state universities in the United States, is that tenure shelters faculty from accountability for poor performance. Another argument is that tenure makes the university inefficient in responding to changing instructional demands. It is difficult to substitute computer engineering faculty for civil engineering faculty if most of the latter have tenure. In 1988, the Education Reform Act significantly softened the tenure system in the United

Kingdom, making it easier to fire individual faculty members for financial reasons. More recently, some universities in the United States have taken steps to give university administrators more control over tenured professors. And, in general, American institutions of higher learning have tended to increase the use of part-time and nontenured instructors over time. In 1992, just 48 percent of all instructors had tenure or were in a position that was expected to lead to tenure.

The traditional argument in favor of tenure is based on academic freedom, the freedom to investigate and teach any area of knowledge without restriction or interference. In this view, tenure protects faculty members from retaliation for voicing unpopular views. For example, a labor economist might not present a complete examination of the costs and benefits of worker unions if he or she feared that a rabidly anti-union university leader might seek to have the economist fired for speaking of the positive aspects of unions. In fact, the American Association of University Professors (AAUP), a group dedicated to protecting academic freedom, got its start in the wake of a 1901 decision by Stanford University to fire economics instructor Edward Ross at the insistence of the university's co-founder, Jane Stanford, who objected to his views on economics and other matters.

Going beyond academic freedom, the economics literature has recently turned to an emphasis on tenure as a labor-market institution that may have a positive payoff to universities through the incentives (motivation) it provides.

1.Paragraph 1 answers which of the following questions about tenure?

A. How long must a teacher work before being considered for tenure?

B. What performance standards do senior faculty and administrators use to decide whether to award tenure?

C. In what situations may a tenured teacher lose his or her job?

D. How frequently are tenured teachers fired?

2. It can be inferred from paragraphs 1 and 2 that some critics of the tenure system believe that tenure can

A. reduce faculty members' motivation to do their jobs well

B. cause faculty members to prefer employment in state universities over employment in other universities

C. remove moral turpitude as a criterion for evaluating a faculty member's performance

D. encourage faculty members to switch from one department or program to another within a university

3. In paragraph 2, why does the author state that it may be difficult for some universities to substitute computer-engineering faculty for tenured civil-engineering faculty?

A. To help explain why teachers in some fields lack as much job security as teachers in other fields do

B. To suggest a reason for the shortage of qualified professors in some fields but not in others

C. To identify a possible reason for poor performance by some academic departments

D. To help make clear the argument that tenure can decrease universities' ability to respond to changes in teaching needs

4. According to paragraph 2, all of the following steps have been taken in response to complaints about tenure EXCEPT?

A. passing a law that allows universities to fire professors in order to save money

B. providing administrators with more control of professors who have tenure

C. allowing each department to have the same percentage of tenured faculty

D. hiring more part-time teachers

5.Which of the following can be inferred from paragraph 3 about the 1901 decision by Stanford University to fire economics teacher Edward Ross?

A. It led to greater awareness of possible conflicts of interest between university administrators and university founders.

B. It stimulated efforts to protect the jobs of professors against threats to their academic freedom.

C. It revealed how interested American university administrators were in the views of their economics teachers.

D. It encouraged many American universities to begin hiring instructors who opposed the AAUP.

1.4 Passage Four

Journal editors decide what gets published and what doesn' t, affecting the careers of other academics and influencing the direction that a field takes. You' d hope, then, that journals would do everything they can to establish a diverse editorial board, reflecting a variety of voices, experiences, and identities.

Unfortunately, a new study in *Nature Neuroscience* makes for disheartening reading. The team finds that the majority of editors in top psychology and neuroscience journals are male and based in the United States: a situation that may be amplifying existing gender inequalities in the field and influencing the kind of research that gets published.

Men were found to account for 60% of the editors of psychology journals. There were significantly more male than female editors at each level of seniority, and men made up the majority of editors in over three-quarters of the journals. Crucially, the proportion of female editors was significantly lower than the overall proportion of women psychology researchers.

The differences were even starker in the neuroscience journals: 70% of editors were male, and men held the majority of editorial positions in 88% of journals. In this case, the proportion of female editors was not significantly lower than the proportion of female researchers working in neuroscience —a finding that reveals enduring gender disparities in the field more broadly.

Based on their results, the team concludes that "the ideas, values, and decision-making biases of men are overrepresented in the editorial positions of the most recognized academic journals in psychology and neuroscience."

Gender inequality in science is often attributed to the fact that senior academics are more likely to be male, because historically science was male-dominated: it' s argued that as time goes on and more women rise to senior roles, the field will become more equal. Yet this study showed that even the junior roles in psychology journals tended to be held disproportionately by men, despite the fact that there are actually more female than male junior psychology faculty.

This implies that a lack of female academics is not the problem. Instead, there are structural reasons that women are disadvantaged in science. Women receive lower salaries and face greater childcare demands, for instance, which can result in fewer publications and grants —the kinds of things that journals look for when deciding who to appoint. Rather than simply blaming the inequality of editorial boards on tradition, we should be actively breaking down these existing barriers.

A lack of diversity among journal editors also likely contributes to psychology' s WEIRD problem. If journal editors are largely men from the United States, then they will probably place higher value on papers that are relevant to Western, male populations, whether consciously or not.

1. What would we expect an editorial board of an academic journal to exhibit in view of its important responsibilities?

A. Insight.

B. Expertise.

C. Integrity.

D. Diversity.

2. What do we learn from the findings of a new study in *Nature Neuroscience?

A. The majority of top psychology and neuroscience journals reflect a variety of voices, experiences, and identities.

B. The editorial boards of most psychology and neuroscience journals do influence the direction their field takes.

C. The editorial boards of the most important journals in psychology and neuroscience are male-dominated.

D. The majority of editors in top psychology and neuroscience journals have relevant backgrounds.

3. What fact does the author highlight concerning the gender differences in editors of psychology journals?

A. There were quite a few female editors who also distinguished themselves as influential psychology researchers.

B. The number of female editors was simply disproportionate to that of women engaged in psychology research.

C. The proportion of female editors was increasingly lower at senior levels.

D. There were few female editors who could move up to senior positions.

4. What can we infer from the conclusion drawn by the team of the new study on the basis of their findings?

A. Women' s views are underrepresented in the editorial boards of top psychology and neuroscience journals.

B. Male editors of top psychology and neuroscience journals tend to be biased against their female colleagues.

C. Male researchers have enough representation in the editorial boards to ensure their publications.

D. Female editors have to struggle to get women' s research articles published in academic journals.

5. What does the author suggest we do instead of simply blaming the inequality of editorial boards on tradition?

A. Strike a balance between male and female editors.

B. Increase women' s employment in senior positions.

C. Enlarge the body of female academics.

D. Implement overall structural reforms.

2 Fill the blanks

As a physician who travels quite a lot, I spend a lot of time on planes listening to that dreaded "Is there a doctor on board?" announcement. I' ve been 71 only once—for a woman who had merely fainted. But the 72made me quite curious about how 73 this kind of thing happens. I wondered what I would do if 74 with a real mid?air medical emergency—without access 75 a hospital staff and the usual emergency equipment. So 76 the New England Journal of Medicine last week 77 a study about in?flight medical events, I read it 78 interest. The study estimated that there are a(n) 79 of 30 in?flight medical emergencies on U.S. flights every day. Most of them are not 80; fainting and dizziness are the most frequent complaints. 81 13% of them—roughly four a day—are serious

enough to 82 a pilot to change course. The most common of the serious emergencies 83 heart trouble, strokes, and difficult breathing. Let' s face it: plane rides are 84.For starters, cabin pressures at high altitudes are set at roughly 85 they would be if you lived at 5,000 to 8,000 feet above sea level. Most people can tolerate these pressures pretty 86, but passengers with heart disease 87 experience chest pains as result of the reduced amount of oxygen flowing through their blood. 88 common in?flight problem is deep venous thrombosis—the so?called economy class syndrome (综合症). 89 happens, don' t panic. Things are getting better on the in?flight?emergency front. Thanks to more recent legislation, flights with at 90 one attendant are starting to install emergency medical kits to treat heart attacks.

1.A.called B.addressed C.Informed D.surveyed

2.A.Accident B.condition C.incident D.disaster

3.A.soon B.long C.many D.often

4.A.confronted B.treated C.identified D.provided

5.A.for B.to C.by D.through

6.A.before B.since C.when D.while

7.A.collected B.conducted C.discovered D.published

8.A.by B.of C.with D.in

9.A.amount B.average C.sum D.number

10A.significant B.heavy C.common D.serious

11.A.For B.On C.But D.So

12.A.require B.inspire C.engage D.command

13.A.include B.confine C.imply D.contain

14.A.enjoyable B.stimulating C.tedious D.stressful

15.A.who B.what C.which D.that

16.A.harshly B.reluctantly C.easily D.casually

17.A.ought to B.may C.used to D.need

18.A.Any B.One C.Other D.Another

19.A.Whatever B.Whichever C.Whenever D.Wherever

20.A.most B.worst C.least D.best