

研究生期末考试试卷

开/闭卷 闭卷 A/B 卷 A

课程编号 080600 课程名称 学分 3

命题人(签字) 审题人(签字) 年 月 日

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| 题号 | 一 | 二 | 三 | 四 | 五 | 六 | 七 | 八 | 九 | 十 | 基本题 总分 | 附加题 |
| 得分 | | | | | | | | | | | | |
| 评卷人 | | | | | | | | | | | | |

考试时长: 120 minutes

Part I Listening Comprehension (25 points; 20 minutes)

题目出自课外; 录音只播放一遍

Section A

Directions: In this section you will hear three long conversations only once. After each conversation there will be some questions. For each of them there are four choices marked A, B, C and D. You should decide on the best choice and mark the corresponding letter on the Answer Sheet 1.

Questions for Conversation One

- Why did the man feel upset about the woman's plan for lunch in a restaurant?
A. Because it is too expensive and they are saving for a car.
B. Because it is a waste of time going there with stupid friends.
C. Because the woman shouldn't think about doing things for fun.
D. Because the woman invited only her friends from college for it.
- What did the woman decide to do after she realized the man was right?
A. Cancel her lunch party with her friends.
B. Change their plan to cooking together at home.
C. Ask their friends to cook lunch by themselves.
D. Go out for lunch in a less expensive restaurant.
- What is the first thing they would do after their friends arrive?
A. Walk down a nice trail nearby their home.
B. Go to buy fresh vegetables for their lunch.
C. Make their favorite apple pie for dessert.
D. Prepare chocolate ice cream together.
- What is implied in the conversation?
A. Family disagreement is better to be solved through compromise.
B. Saving money to buy a car is more important than going out to eat.
C. Inviting friends to an expensive family dinner is not necessary.

D. Cooking at home is better than going out to eat in a restaurant.

Questions for Conversation Two

5. Why does the girl want an American Girl doll as her birthday gift?

- A. Because all her friends have a doll like that.
- B. Because the doll's dress matches hers very well.
- C. Because the dolls she has got before are all too old.
- D. Because the doll makes a good gift for its high price.

6. What does the man do for the girl?

- A. Give her a doll worth remembering.
- B. Take her to the music of Mozart.
- C. Lead her way to the Symphony Concert Hall.
- D. Give her a tour around the Symphony Concert Hall.

7. What can we learn about the man from the conversation?

- A. He often attends music concerts.
- B. He expects the girl to become a musician.
- C. He got the same gift on his own 10th birthday.
- D. He fell in love with music because of his aunt.

8. What are the two speakers mainly talking about?

- A. How the man spent his 10th birthday.
- B. Why the girl's 10th birthday should be so special.
- C. What a popular birthday gift for a girl is in America.
- D. Why the man gives such a birthday gift to the girl.

Questions for Conversation Three

9. What makes the woman so excited?

- A. She will be working in a new company.
- B. She will be leading a meaningful project.
- C. She is going to form a new organization.
- D. She gets an opportunity for more education.

10. According to the woman, what is the current situation of women in the world?

- A. Seventy percent of them live on less than \$2 per day.
- B. Their earnings are only 80 percent of those of men.
- C. They have no land though their number is large.
- D. Women and children make up 70 percent of the world's poor.

11. Why is it that more women are in deep poverty?

- A. Because women often spend their money on alcohol.
- B. Because women spend all their money on children's education.
- C. Because women are more willing to spend money in helping the poor.
- D. Because women earn less but invest most of their earnings into their families.

12. What will the woman probably do after hearing the good news from the man?

- A. Go to buy her favorite red boots.
- B. Look at the websites to find other boots on sale.

- C. Find out how she can help poor women with the \$725.
- D. Send the \$725 to a poor family that is living on \$2 per day.

Section B

Directions: *In this section you will hear four passages only once. After each passage there will be some questions. For each of them there are four choices marked A, B, C and D. You should decide on the best choice and mark the corresponding letter on the **Answer Sheet 1**.*

Questions for Passage One

13. Why do people tell "little white lies" sometimes?
- A. Because they want to show their moral virtue.
 - B. Because they want to protect others' feelings.
 - C. Because few people tell the truth all the time.
 - D. Because it's common for bad people to tell lies.
14. What is the purpose for some people to tell evil lies according to the speaker?
- A. To make people believe what is untrue.
 - B. To make others spread rumors.
 - C. To gain something for themselves.
 - D. To get other people into trouble.
15. What is the main purpose of the talk?
- A. To argue that lies are sometimes necessary.
 - B. To classify liars into different categories.
 - C. To highlight the reasons why people tell lies.
 - D. To show the negative effects of telling lies.

Questions for Passage Two

16. What are student-teacher relationships like at smaller schools in America?
- A. They are more formal.
 - B. They are more casual.
 - C. They are more intense.
 - D. They are more dependable.
17. How do American students show their respect for teachers?
- A. Through not eating or drinking in the classroom.
 - B. Through their formal postures in the classroom.
 - C. Through the way they speak to their teachers.
 - D. Through recognizing their differences from teachers.
18. Why do American teachers expect students to ask them questions?
- A. Questions can prove that students are meeting their expectations.
 - B. Questions can give the teachers a chance to show their knowledge.
 - C. Questions can help the teachers to know how clearly they explain.
 - D. Questions can indicate that students are interested in their course.
19. What do American teachers dislike according to the recording?
- A. Students challenging what they say.
 - B. Students making careless mistakes.

- C. Students negotiating for higher grades.
- D. Students responding negatively to their lectures.

Questions for Passage Three

20. What did the man's family talk about most often?
- A. Important things going on in everyone's life.
 - B. Building emotional links with each other.
 - C. Interesting stories in the family history.
 - D. Limited practical needs in daily life.
21. What usually happened when the man tried to communicate with his parents?
- A. His parents got less angry and less violent.
 - B. His parents never cared about his concerns.
 - C. Everyone involved got unhappy and frustrated.
 - D. Everyone understood the others' desires better.
22. How did the man feel about his relationship with his parents?
- A. Sad.
 - B. Patient.
 - C. Hopeful.
 - D. Indifferent.

Questions for Passage Four

23. Which group of American women suffers the greatest stress?
- A. Women holding a full-time job.
 - B. Women with financial problems.
 - C. Women with family health issues.
 - D. Women aged between 45 and 60.
24. Why does this group of women have the lowest well-being among all Americans?
- A. They have no spare time for their kids.
 - B. They have many obligations to fulfill.
 - C. They are less strong than their mothers.
 - D. They are always worried about themselves.
25. According to medical experts, what can this group of women do?
- A. Take all of their spare time for fun.
 - B. Deal with everything all by themselves.
 - C. Seek help from friends and relatives.
 - D. Create more happy time for their parents.

Part II Reading Comprehension (25 points; 40 minutes)

Section A 三篇阅读出自课外，六级难度

Directions: *In this section you are required to read three passages. 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 mark the corresponding letter on the Answer Sheet 1.*

Passage One

Dr. Donald Sadoway at MIT started his own battery company with the hope of changing the world's energy future. It's a dramatic endorsement for a technology most people think about only when their smartphone goes dark. But Sadoway isn't alone in trumpeting energy storage as a missing link to a cleaner, more efficient, and more equitable energy future.

Scientists and engineers have long believed in the promise of batteries to change the world. Advanced batteries are moving out of specialized markets and creeping into the mainstream, signaling a tipping point for forward-looking technologies such as electric cars and rooftop solar panels.

The ubiquitous(无所不在的) battery has already come a long way, of course. For better or worse, batteries make possible our mobile-first lifestyles, our screen culture, our increasingly globalized world. Still, as impressive as all this is, it may be trivial compared with what comes next. Having already enabled a communications revolution, the battery is now poised to transform just about everything else.

The wireless age is expanding to include not just our phones, tablets, and laptops, but also our cars, homes, and even whole communities. In emerging economies, rural communities are bypassing the wires and wooden poles that spread power. Instead, some in Africa and Asia are seeing their first light bulbs illuminated by the power of sunlight stored in batteries.

Today, energy storage is a \$33 billion global industry that generates nearly 100 gigawatt-hours of electricity per year. By the end of the decade, it's expected to be worth over \$50 billion and generate 160 gigawatt-hours, enough to attract the attention of major companies that might not otherwise be interested in a decidedly pedestrian technology. Even utility companies, which have long viewed batteries and alternative forms of energy as a threat, are learning to embrace the technologies as enabling rather than disrupting.

Today's battery breakthroughs come as the world looks to expand modern energy access to the billion or so people without it, while also cutting back on fuels that warm the planet. Those simultaneous challenges appear less overwhelming with increasingly better answers to a centuries-old question: how to make power portable.

To be sure, the battery still has a long way to go before the nightly recharge completely replaces the weekly trip to the gas station. A battery-powered world comes with its own risks, too. What happens to the centralized electric grid(电网), which took decades and billions of dollars to build, as more and more people become "prosumers," who produce and consume their own energy onsite?

No one knows which—if any—battery technology will ultimately dominate, but one thing remains clear. The future of energy is in how we store it.

26. What does Dr. Sadoway think of energy storage?

- A. It involves the application of sophisticated technology.
- B. It is the direction energy development should follow.
- C. It will prove to be a profitable business.
- D. It is a technology benefiting everyone.

27. What is most likely to happen when advanced batteries become widely used?

- A. Mobile-first lifestyles will become popular.
- B. The globalization process will be accelerated.
- C. Communications will take more diverse forms.
- D. The world will undergo revolutionary changes.

28. In some rural communities of emerging economies, people have begun to _____.

- A. find digital devices simply indispensable
- B. communicate primarily by mobile phone
- C. light their homes with stored solar energy
- D. distribute power with wires and wooden poles

29. Utility companies have begun to realize that battery technologies _____.

- A. benefit their business
- B. transmit power faster
- C. promote innovation
- D. encourage competition

30. What does the author imply about the centralized electric grid?

- A. It might become a thing of the past.
- B. It might turn out to be a “prosumer.”
- C. It will be easier to operate and maintain.
- D. It will have to be completely transformed.

Passage Two

The public must be able to understand the basics of science to make informed decisions. Perhaps the most dramatic example of the negative consequences of poor communication between scientists and the public is the issue of climate change, where a variety of factors, not the least of which is a breakdown in the transmission of fundamental climate data to the general public, has contributed to widespread mistrust and misunderstanding of scientists and their research.

The issue of climate change also illustrates how the public acceptance and understanding of science (or the lack of it) can influence governmental decision-making with regard to regulation, science policy and research funding.

However, the importance of effective communication with a general audience is not limited to hot issues like climate change. It is also critical for socially charged neuroscience issues such as the genetic basis for a particular behavior, the therapeutic potential of stem cell therapy for neurodegenerative diseases, or the use of animal models, areas where the public understanding of science can also influence policy and funding decisions. Furthermore, with continuing advances in individual genome (基因组) sequencing and the advent of personalized medicine, more non-scientists will need to be comfortable analyzing complex scientific information to make decisions that directly affect their quality of life.

Science journalism is the main channel for the popularization of scientific information among the public. Much has been written about how the relationship between scientists and the media can shape the efficient transmission of scientific advances to the public. Good science journalists are specialists in making complex topics accessible to a general audience, while adhering to scientific accuracy.

Unfortunately, pieces of science journalism can also oversimplify and generalize their subject material to the point that the basic information conveyed is obscured or at worst, obviously wrong. The impact of a basic discovery on human health can be exaggerated so that the public thinks a miraculous cure is a few months to years away when in reality the significance of the study is far more limited.

Even though scientists play a part in transmitting information to journalists and ultimately the public, too often the blame for ineffective communication is placed on the side of the journalists. We believe that at least part of the problem lies in places other than the interaction between scientists and members of the media, and exists because for one thing we

underestimate how difficult it is for scientists to communicate effectively with a diversity of audiences, and for another most scientists do not receive formal training in science communication.

31. What does the example of climate change serve to show?
- A. The importance of climate data is increasingly recognized.
 - B. Adequate government funding is vital to scientific research.
 - C. Government regulation helps the public understand science.
 - D. Common folks' scientific knowledge can sway policy making.
32. What should non-scientists do to ensure their quality of life?
- A. Seek personalized medical assistance from doctors.
 - B. Acquire a basic understanding of medical science.
 - C. Have their individual genome sequenced.
 - D. Make informed use of animal models.
33. Why is it important for scientists to build a good relationship with the media?
- A. It helps them to effectively popularize new scientific information.
 - B. It enables the public to develop a positive attitude toward science.
 - C. It helps them to establish a more positive public image.
 - D. It enables them to apply their findings to public health.
34. What does the author say is the problem with science journalism?
- A. It is keen on transmitting sensational information.
 - B. It tends to oversimplify people's health problems.
 - C. It may give inaccurate or distorted information to the public.
 - D. It may provide information open to different interpretations.
35. What should scientists do to impart their latest findings to the public more effectively?
- A. Give training to science journalists.
 - B. Stimulate public interest in science.
 - C. Seek timely assistance from the media.
 - D. Improve their communication skills.

Passage Three

Many thoughtful parents want to shield their children from feelings of guilt or shame in much the same way that they want to spare them from fear. Guilt and shame as methods of discipline are to be eschewed(避开) along with raised hands and leather straps. Fear, guilt and shame as methods of moral instruction are seen as failures in decent parenting. Parents want their children to be happy and how can you feel happy when you are feeling guilty, fearful or ashamed?

If we were really convinced that using fear, guilt or shame as methods of discipline worked, though, we might be more ready to use them as techniques. But we aren't convinced that this is the case. We won't have more socially responsible people if fear, guilt and shame are part of their disciplinary diet as children.

Instead, we will simply have unhappy people. Responsible behavior has nothing to do with the traditional methods of raising moral children. This doesn't mean that guilt isn't an important feeling. It is. Guilt helps keep people on the right moral track. But guilt is a derivative emotion, one that follows from having violated an internalized moral standard. This is far different than

making someone feel guilty in order to create the standard in the first instance.

My wife once edited a magazine about hunger. A view held by many associated with the sponsoring organization claimed: You can't get people to give money to starving children by making them feel guilty. So the magazine didn't show pictures of starving children, children with doleful(悲哀的) eyes. Instead, there were photos of women in the fields, portraits of peasant farmers and pictures of political organizers. But the publishers weren't completely right about believing that guilt-inducing pictures don't lead to moral action. In fact, it was the graphic pictures of starving children in Somalia that called the world's attention to the dire(悲惨的) situation there. The power of television is that it does bring images of others' tragedies directly into our home. No rational analysis can do the same. When we are moved to pity, we should also be moved to action.

If we don't do anything, then we feel guilty. We become part of the problem we see and feel guilty for letting bad things happen to people. How can I, good person that I am, let this continue? What have pricked the conscience here are guilty feelings.

Guilt feelings arise when we have violated a moral norm that we accept as valid. A person who feels guilty, notes philosopher Herbert Morris, is one who has internalized norms and, as such, is committed to avoiding wrong. The mere fact that the wrong is believed to have occurred, regardless of who bears responsibility for it, naturally causes distress. When we are attached to a person, injury to that person causes us pain regardless of who or what has occasioned the injury. We needn't believe that we had control over hurting (or not helping) another person in order to feel guilty.

Psychologists Nico Frijda and Batja Mesquita of the University of Amsterdam find that people feel guilty about having harmed someone even when it was accidental. Nearly half the people they interviewed felt guilty for having caused unintended harm, such as hurting one's mother when leaving home to marry.

Unintentional harm may lead to as strong guilty feelings as intentional harm. We say, If only I had been more careful, If only I had paid more attention, If only I were a better driver. The fact that a court may not even bring charges against you in the first place may help to assuage(减轻) some of the pain but it doesn't remove all the feelings of guilt.

The feeling is useful in so far as it makes us more cautious, makes us better drivers or moves us to socially responsible action. The sociopath(反社会者) never experiences such feelings and therefore poses a danger to society; the neurotic experiences so much of it that he can't function normally in society.

Feeling guilty for harm you have caused when you aren't responsible is possible because there is a more generalized readiness to accept responsibility for your actions. Guilt arises when we think we have had choices and then have made the wrong moral choice. Guilt and responsibility appear to go together. If we do harm and feel no guilt, then we don't believe we are responsible for what we've done. This means that we see ourselves as victims—of circumstances, of coercion(强迫), of ignorance and so forth.

Remember that people who think of themselves as victims do so because they believe they have no control over events in their lives. They don't feel responsible and therefore don't feel guilty either. Several tactics can be used in disavowing(否认) responsibility: following the crowd, it is someone else's problem, it was done under coercion.

36. Which of the following statements about guilt might the writer agree with?

- A. Guilt is used as a method to discipline children.
- B. To set up a moral standard, you should feel guilty.
- C. Guilt is a feeling that comes with breaking some moral standards.
- D. The feeling of guilt often goes together with shame and fear.

37. The publishers of the magazine mentioned in the third paragraph think _____.
A. guilt-inducing photos can bring on moral action
B. it's not sure whether guilt-inducing photos can bring on moral action
C. guilt-inducing photos partially help bring on moral action
D. moral action has nothing to do with guilt-inducing photos
38. People will feel painful when a person _____ is hurt no matter what causes the injury.
A. they know
B. they love
C. they value
D. they hate
39. The writer mentions _____ as a pair to indicate that people should have moderate feelings of guilt.
A. over-anxious people and less sociable people
B. eccentric people and fashionable people
C. sociable people and healthy people
D. reserved people and radical people
40. Which of the following is **NOT** an excuse some people make for denying their responsibility?
A. They go with the stream.
B. They are misled by others.
C. They are forced to do it.
D. Other people should bear the blame.

Section B 出自教材13567五个单元的Text A任意一篇

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 1**.

(样卷短文出自Unit 5-Text B, 仅供熟悉题型)

In every case, these are men and women with very little future before them. They look upon their jobs as a form of drudgery, a _____ Q1 _____ they have to pay in order to enjoy the rest of their lives. And because of this attitude, they will seldom advance or be _____ Q2 _____. They will stay pretty much at the same level, moving from job to job, and always _____ Q3 _____ why other people seem to live the “good life” while they feel they are living lives of quiet desperation.

People who are not successful and happy in their work are those who have not taken the time to sit down and deal _____ Q4 _____ and openly with themselves. They have not looked deep within themselves to recognize the _____ Q5 _____ treasures of talent and ability that they have demonstrated throughout their lives. They are _____ Q6 _____ to do work that other people design and to achieve goals that other people set.

Over time, people who are not following their true calling begin to feel helpless. They feel that there is nothing they can do to change things. Their income rises enough only to meet their _____ Q7 _____ and they worry about money much of the time. The future looks to them to be very much the same as the past. But this is not for you!

Your aim in life is to become everything you are capable of becoming, to enjoy full self-expression of your talents and abilities. Your job is to develop yourself to the point at which every day is a source of joy and satisfaction, and you have so many interesting things to do that you do not have enough time to do them. Your Q8 is to continually hold up a mirror to yourself and refuse to work at anything that is not an expression of everything that is good and Q9 within you.

Success comes from being excellent at what you do. The market pays excellent rewards only for excellent performance. It pays average rewards for average performance and below average rewards—and Q10—for below-average performance.

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|-------------|---------------|-----------------|------------|--------------|
| A. promoted | B. inner | C. expenditures | D. mission | E. wondering |
| F. capable | G. insecurity | H. honestly | I. content | J. penance |

Part III Translation (25 points; 30 minutes)

翻译出自教材13567单元（包括Text A和Text B共10篇文章）

Directions: Please translate into Chinese the following five excerpts from the reading units we have covered this term and write your translation on the **Answer Sheet 2**.

1. However, making flunking work again would take a dedicated, caring conspiracy between teachers and parents. It would mean facing the tough reality that passing kids who haven't learned the material—while it might save them grief for the short term—dooms them to long-term illiteracy. It would mean that teachers would have to follow through on their threats, and parents would have to stand behind them, knowing their children's best interests are indeed at stake.
2. He also describes the concerted disinformation campaigns these companies waged for more than half a century—simultaneously obfuscating scientific evidence and spreading the belief that since everyone knew cigarettes were dangerous at some level, smoking was essentially an issue of personal choice and responsibility rather than a corporate one.
3. Authors have to wait longer to find out that their words are not theirs alone. But “unconscious borrowing”, as critics call such silent plunder, is common among writers, even the best of them. Perhaps because night-foraging by the imagination is so vital to literature, good writers react warily when, as now, charges of plagiarism fly.
4. Politicians, obsessed with inputs and outputs, targets and controls, are flummoxed by immeasurable concepts such as the value people place on spending time with their families. Another reason, which is related, is that electoral cycles lend themselves to a culture of short-termism, with a need for immediate, quantifiable measurements and results.
5. From Rome to Oregon, antiglobalization types create their own subcultures. The members of these and many other groups didn't inherit their identities. They took advantage of modernity, affluence and freedom to become practitioners of a do-it-yourself tribalism. They are part of a great reshuffling of identities, and the creation of new, often more rigid groupings. They have the zeal of converts.

Part IV Writing (25 points; 30minutes) 题目出自课外

Directions: *Total fertility rate (总生育率), the average number of children born to a woman over her lifetime, has fallen to 1.6 in recent years in China, which is below the 2.1 level recommended by the United Nations to keep a country's population stable.*

How should the government encourage women in China to have more babies? Please write no less than 200 words to give your suggestions.