北京科技大学 2020－2021 学年 第 一 学期

英语 期末模拟试卷

Part I Writing

Directions: *Suppose you are asked to give advice on whether to major in science or humanities at college, write an essay to state your opinion. You are required to write at least 150 words but no more than 200 words.*

Part II Listening Comprehension

Section A

In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question, there will be a pause. During the pause, you must read the four choices marked A), B), C) and D) and decide which is the best answer. Then mark the corresponding letter on answer sheet I with a single line through the center.

1.

A. He is pleased to sit on the committee.

B. He is willing to offer the woman a hand.

C. He will tell the woman his decision later.

D. He would like to become a club member.

2.

A. Their planned trip to Vancouver is obviously overpriced.

B. They should borrow a guide book instead of buying one.

C. The guide books in the library have the latest information.

D. The library Can help order guide books about Vancouver.

3.

A. He regrets having taken the history course.

B. He finds little interest in the history books.

C. He has trouble finishing his reading assignments.

D. He has difficulty writing the weekly book report.

4.

A. The man had better choose another restaurant.

B. The new restaurant is a perfect place for dating.

C. The new restaurant caught her fancy immediately.

D. The man has good taste in choosing the restaurant.

5.

A. He has been looking forward to spring.

B. He has been waiting for the winter sale.

C. He will clean the woman，s boots for spring.

D. He will help the woman put things away.

6.

A. At a tailor’s.

B. At Bob’s home.

C. In a clothes store.

D. In a theatre.

7.

A. His guests favor Tibetan drinks.

B. His water is quite extraordinary.

C. Mineral water is good for health.
D. Plain water will serve the purpose.
8.
A. Report the result of a discussion.
B. Raise some environmental issues.
C. Submit an important document.
D. Revise an environmental report.

Questions 9 to 12 are based on the conversation you have just heard.
9.
A. They pollute the soil used to cover them.
B. They are harmful to nearby neighborhoods.
C. The rubbish in them takes long to dissolve.
D. The gas they emit is extremely poisonous.
10.
A. Growing population.
B. Packaging materials.
C. Changed eating habits.
D. Lower production cost.
11.
A. By saving energy.
B. By using less aluminum.
C. By reducing poisonous wastes.
D. By making the most of materials.
12.
A. We are running out of natural resources soon.
B. Only combined efforts can make a difference.
C. The waste problem will eventually hurt all of us.
D. All of us can actually benefit from recycling.

Questions 13 to 15 are based on the conversation you have just heard.
13.
A. Miami.
B. Vancouver.
C. Belling ham.
D. Boston.
14.
A. To get information on one—way tickets to Canada.
B. To inquire about the price of “Super Saver” seats.
C. To get advice on how to fly as cheaply as possible.
D. To inquire about the shortest route to drive home.
15.
A. Join a tourist group.
B. Choose a major airline.
C. Avoid trips in public holidays.
D. Book tickets as early as possible.

Section B

Directions: *In this section, you will hear three short passages. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the center.*

Passage One

Questions 16 to 18 are based on the passage you have just heard.

16.

A. There are mysterious stories behind his works.

B. There are many misunderstandings about him.

C. His works have no match worldwide.

D. His personal history is little known.

17.

A. He moved to Strat ford—on—Avon in his childhood.

B. He failed to go beyond grammar sch001.

C. He was a member of the town council.

D. He once worked in a well—known acting company.

18.

A. Writers of his time had no means to protect their works.

B. Possible sources of clues about him were lost in a fire.

C. His works were adapted beyond recognition.

D. People of his time had little interest in him.

Passage Two

Questions 19 to 21 are based on the passage you have just heard

19.

A. It shows you have been ignoring your health

B. It can seriously affect your thinking process

C. It is an early warning of some illness.

D. It is a symptom of too much pressure.

20.

A. Reduce our workload.

B. Control our temper.

C. Use painkillers for relief

D. Avoid masking syrup toms_

21.

A. Lying down and having some sleep.

B. Rubbing and pressing one’s back.

C. Going out for a walk

D. Listening to light music

Passage Three

Questions 22 to 25 are based on the passage you have just heard

22.

A. Depending heavily on loans.

B. Having no budget plans at all.

C. Spending beyond one's means

D. Leaving no room for large bills

23.

A. Many of them can be cut.

B. All of them have to be covered.

C. Their payment cannot be delayed

D. They eat up most of the family income

24.

A. Rent a house instead of buying one.

B. Discuss the problem in the family.

C. Make a conservation plan

D. Move to a cheaper Place

25.

A. Financial issues plaguing a family.

B. Difficulty in making both ends meet.

C. Family budget problems and solutions

D. New ways to boost family income

Part III Reading Comprehension

Section A

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 2 with a single line through the centre. You may not use any of the words in the bank more than once.*

Half of your brain stays alert and prepared for danger when you sleep in a new place, a study has revealed. This phenomenon is often __26__ to as the "first-night-effect". Researchers from Brown University found that a network in the left hemisphere of the brain "remained more active" than the network in the right side of the brain. Playing sounds into the right ears (stimulating the left hemisphere) of __27__ was more likely to wake them up than if the noises were played into their left ear.

It was __28__ observed that the left side of the brain was more active during deep sleep. When the researchers repeated the laboratory experiment on the second and third nights they found the left hemisphere could not be stimulated in the same way during deep sleep. The researchers explained that the study demonstrated when we are in a __29__ environment the brain partly remains alert so that humans can defend themselves against any __30__ danger.

The researchers believe this is the first time that the "first-night-effect" of different brain states has been __31__ in humans. It isn't, however, the first time it has ever been seen. Some animal __32__ also display this phenomenon. For example, dolphins, as well as other __33__ animals, shut down one hemisphere of the brain when they go to sleep. A previous study noted that dolphins always __34__ control their breathing. Without keeping the brain active while sleeping, they would probably drown. But, as the human study suggest, another reason for dolphins keeping their eyes open during sleep is that they can look out for __35__ while asleep. It also keeps their physiological processes working.

A) classified	E) identified	I) potential	M) specifically
B) consciously	F) inherent	J) predators	N) varieties
C) dramatically	G) marine	K) referred	O) volunteers
D) exotic	H) novel	L) species	

Section B

Directions: *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on Answer Sheet 2.*

[A] It is a movement building steady momentum: a call to make research data, software code and experimental methods publicly available and transparent. A spirit of openness is gaining acceptance in the science community, and is the only way, say advocates, to address a 'crisis' in science whereby too few findings are successfully reproduced. Furthermore, they say, it is the best way for researchers to gather the range of observations that are necessary to speed up discoveries or to identify large-scale trends.

[B] The open-data shift poses a confusing problem for junior researchers. On the one hand, the drive to share is gathering official steam. Since 2013, global scientific bodies have begun to back politics that support increased public access to research. On the other hand, scientists disagree about how much and when they should share date, and they debate whether sharing it is more likely to accelerate science and make it more robust, or to introduce vulnerabilities and problems. As more journals and make it more robust, or to introduce vulnerabilities and problems. As more journal and funders adopt data-sharing requirements, and as a growing number of enthusiasts call for more openness, junior researchers must find their place between adopters and those who continue to hold out, even as they strive to launch their own careers.

[C] One key challenge facing young scientists is how to be open without becoming scientifically vulnerable. They must determine the risk of jeopardizing a job offer or a collaboration proposal from those who are wary of—or unfamiliar with—open science. And they must learn how to capitalize on the movement's benefits, such as opportunities for more citations and a way to build a reputation without the need for conventional metrics, such as publication in high-impact journals.

[D] Some fields have embraced open data more than others. Researchers in psychology, a field rocked by findings of irreproducibility in the past few years, have been especially vocal supporters of the drive for more-open science. A few psychology journals have created incentives to increase interest in reproducible science—for example, by affixing an 'open-data' badge to articles that clearly state where data are available. According to social psychologist Brian Nosek, executive director of the Center for Open Science, the average data-sharing rate for the journal Psychological Science, which uses the badges, increased tenfold to 38% from 2013 to 2015.

[E] Funders, too, are increasingly adopting an open-data policy. Several strongly encourage, and some require, a date-management plan that makes data available. The US National Science Foundation is among these, some philanthropic (慈善的) funders, including the Bill & Melinda Gates Foundation in Seattle, Washington, and the Wellcome Trust in London, also mandate open data from their grant recipients.

[F] But many young researchers, especially those who have not been mentored in open science, are uncertain about whether to share or to stay private. Graduate students and postdocs, who often are working on their lab head's grant, may have no choice if their supervisor or another senior colleague opposes sharing.

[G] Some fear that the potential impact of sharing is too high, especially at the early stages of a career. "Everybody has a scary story about someone getting scooped (被抢先)," says New York University astronomer David Hogg. Those fears may be a factor in a lingering hesitation to share data even when publishing in journals that mandate it.

[H] Researchers at small labs or at institutions focused on teaching arguably have the most to lose when sharing hard-won data. "With my institution and teaching load, I don't have postdocs and grad students," says Terry McGlynn, a tropical biologist at California State University, Dominguez Hills. "The stakes are higher to share data because it's a bigger fraction of what's happening in my lab."

[I] Researchers also point to the time sink that is involved in preparing data for others to view. Once the data and associated materials appear in a repository (存储库), answering questions and handling complaints can take many hours.

[J] The time investment can present other problems. In some cases, says data scientist Karthik Ram, it may be difficult for junior researchers to embrace openness when senior colleagues—many of whom head selection and promotion committees—might ridicule what they may view as misplaced energies. "I've heard this recently—that embracing the idea

of open data and code makes traditional academics uncomfortable," says Ram. "The concern seems to be that open advocates don't spend their time being as productive as possible."

[K] An open-science stance can also add complexity to a collaboration. Kate Ratliff, who studies social attitudes at the University of Florida, Gainesville, says that it can seem as if there are two camps in a field—those who care about open science and those who don't. "There's a new area to navigate—'Are you cool with the fact that I'll want to make the data open?'—when talking with somebody about an interesting research idea," she says.

[L] Despite complications and concerns, the upsides of sharing can be significant. For example, when information is uploaded to a repository, a digital object identifier (DOI) is assigned. Scientists can use a DOI to publish each step of the research life cycle, not just the final paper. In so doing, they can potentially get three citations—one each for the data and software, in addition to the paper itself. And although some say that citations for software or data have little currency in academia, they can have other benefits.

[M] Many advocates think that transparent data procedures with a date and time stamp will protect scientists from being scooped. "This is the sweet spot between sharing and getting credit for it, while discouraging plagiarism (剽窃)," says Ivo Grigorov, a project coordinator at the National Institute of Aquatic Resources Research Secretariat in Charlottenlund, Denmark. Hogg says that scooping is less of a problem than many think. "The two cases I'm familiar with didn't involve open data or code," he says.

[N] Open science also offers junior researchers the chance to level the playing field by gaining better access to crucial date. Ross Mounce, a postdoc studying evolutionary biology at the University of Cambridge, UK, is a vocal champion of open science, partly because his fossil-based research depends on access to others' data. He says that more openness in science could help to discourage what some perceive as a common practice of shutting out early-career scientists' requests for data.

[O] Communication also helps for those who worry about jeopardizing a collaboration, he says. Concerns about open science should be discussed at the outset of a study. "Whenever you start a project with someone, you have to establish a clear understanding of expectations for who owns the data, at what point they go public and who can do what with them," he says.

[P] In the end, sharing data, software and materials with colleagues can help an early-career researcher to gain recognition—a crucial component of success. "The thing you are searching for is reputation," says Titus Brown, a genomics (基因组学) researcher at the University of California, Davis. "To get grants and jobs, you have to be relevant and achieve some level of public recognition. Anything you do that advances your presence—especially in a larger sphere, outside the communities you know—is a net win."

36. Astronomer David Hogg doesn't think scooping is as serious a problem as generally thought.
37. Some researchers are hesitant to make their data public for fear that others might publish something similar before them.
38. Some psychology journals have offered incentives to encourage authors to share their data.
39. There is a growing demand in the science community that research data be open to the public.
40. Sharing data offers early-career researchers the chance to build a certain level of reputation.
41. Data sharing enables scientists to publish each step of their research work, thus leading to more citations.
42. Scientists hold different opinions about the extent and timing of data sharing.
43. Potential problems related to data sharing should be made known to and discussed by all participants at the beginning of a joint research project.
44. Sharing data and handling data-related issues can be time-consuming.
45. Junior researchers may have no say when it comes to sharing data.

Section C

Directions: *There are 2 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 and mark the corresponding letter on Answer Sheet 2with a single line through the centre.*

Passage One

Questions 46 to 50 are based on the following passage.

In the beginning of the movie I, Robot, a robot has to decide whom to save after two cars plunge into the water—Del Spooner or a child. Even though Spooner screams "Save her! Save her!" the robot rescues him because it calculates that he has a 45 percent chance of survival compared to Sarah's 11 percent. The robot's decision and its calculated approach raise an important question: would humans make the same choice? And which choice would we want our robotic counterparts to make?

Isaac Asimov evaded the whole notion of morality in devising his three laws of robotics, which hold that 1. Robots cannot harm humans or allow humans to come to harm; 2. Robots must obey humans, except where the order would conflict with law 1; and 3. Robots must act in self-preservation, unless doing so conflicts with laws 1 or 2. These laws are programmed into Asimov's robots—they don't have to think, judge, or value. They don't have to like humans or believe that hurting them is wrong or bad. They simply don't do it.

The robot who rescues Spooner's life in I, Robot follows Asimov's zeroth law: robots cannot harm humanity (as opposed to individual humans) or allow humanity to come to harm—an expansion of the first law that allows robots to determine what's in the greater good. Under the first law, a robot could not harm a dangerous gunman, but under the zeroth law, a robot could kill the gunman to save others.

Whether it's possible to program a robot with safeguards such as Asimov's laws is debatable. A word such as "harm" is vague (what about emotional harm? Is replacing a human employee harm?), and abstract concepts present coding problems. The robots in Asimov's fiction expose complications and loopholes in the three laws, and even when the laws work, robots still have to assess situations.

Assessing situations can be complicated. A robot has to identify the players, conditions, and possible outcomes for various scenarios. It's doubtful that a computer program can do that—at least, not without some undesirable results. A roboticist at the Bristol Robotics Laboratory programmed a robot to save human proxies (替身) called "H-bots" from danger. When one H-bot headed for danger, the robot successfully pushed it out of the way. But when two H-bots became imperiled, the robot chocked 42 percent of the time, unable to decide which to save and letting them both "die." The experiment highlights the importance of morality: without it, how can a robot decide whom to save or what's best for humanity, especially if it can't calculate survival odds?

46. What question does the example in the movie raise?

A) Whether robots can reach better decisions.

B) Whether robots follow Asimov's zeroth law.

C) How robots may make bad judgments.

D) How robots should be programmed.

47. What does the author think of Asimov's three laws of robotics?

A) They are apparently divorced from reality.

B) They did not follow the coding system of robotics.

C) They laid a solid foundation for robotics.

D) They did not take moral issues into consideration.

48. What does the author say about Asimov's robots?

A) They know what is good or bad for human beings.

B) They are programmed not to hurt human beings.

C) They perform duties in their owners' best interest.

D) They stop working when a moral issue is involved.

49. What does the author want to say by mentioning the word "harm" in Asimov's laws?

A) Abstract concepts are hard to program.

B) It is hard for robots to make decisions.

C) Robots may do harm in certain situations.

D) Asimov's laws use too many vague terms.

50. What has the roboticist at the Bristol Robotics Laboratory found in his experiment?

A) Robots can be made as intelligent as human beings some day.

B) Robots can have moral issues encoded into their programs.
C) Robots can have trouble making decisions in complex scenarios.
D) Robots can be programmed to perceive potential perils.

Passage Two

Questions 51 to 55 are based on the following passage.

You may have heard that Coca-Cola once contained an ingredient capable of sparking particular devotion in consumers: cocaine. The "Coca" in the name referred to the extracts of coca leaf that the drink's originator, chemist John Pemberton, mixed with his sugary syrup (浆汁). At the time, coca leaf extract mixed with wine was a common tonic (滋补品), and Pemberton's sweet brew was a way to get around local laws prohibiting the sale of alcohol. But the other half of the name presents another ingredient, less infamous (名声不好的), perhaps, but also strangely potent: the kola nut.

In West Africa, people have long chewed kola nuts as stimulants, because they contain caffeine that also occurs naturally in tea, coffee, and chocolate. They also have heart stimulants.

Historian Paul Lovejoy relates that the cultivation of kola nuts in West Africa is hundreds of years old. The leafy, spreading trees were planted on graves and as part of traditional rituals. Even though the nuts, which need to stay moist, can be somewhat delicate to transport, traders carried them hundreds of miles throughout the forests and grasslands.

Europeans did not know of them until the 1500s, when Portuguese ships arrived on the coast of what is now Sierra Leone. And while the Portuguese took part in the trade, ferrying nuts down the coast along with other goods, by 1620, when English explorer Richard Jobson made his way up the Gambia, the nuts were still peculiar to his eyes.

By the late 19th century, kola nuts were being shipped by the tonne to Europe and the US. Many made their way into medicines, intended as a kind of energy boost. One such popular medicinal drink was Vin Mariani, a French product consisting of coca extract mixed with red wine. It was created by a French chemist, Angelo Mariani, in 1863. So when Pemberton created his drink, it represented an ongoing trend. When cocaine eventually fell from grace as a beverage ingredient, kola-extract colas became popular.

The first year it was available, Coca-Cola averaged nine servings a day across all the Atlanta soda fountains where it was sold. As it grew more popular, the company sold rights to bottle the soda, so it could travel easily. Today about 1.9 billion Cokes are purchased daily. It's become so iconic that attempts to change its taste in 1985—sweetening it in a move projected to boost sales—proved disastrous, with widespread anger from consumers. "Coca-Cola Classic" returned to store shelves just three months after the "New Coke" was released.

These days, the Coca-Cola recipe is a closely guarded secret. But it's said to no longer contain kola nut extract, relying instead on artificial imitations to achieve the flavour.

51. What do we learn about chemist John Pemberton?
A) He used a strangely potent ingredient in a food supplement.
B) He created a drink containing alcohol without breaking law.
C) He became notorious because of the coca drink he developed.
D) He risked breaking local law to make a drink with coca leaves.

52. What does the passage say about kola nuts?
A) Their commercial value was first discovered by Portuguese settlers.
B) They contain some kind of energy boost not found in any other food.
C) Many were shipped to Europe in the late 19th century for medicinal use.
D) They were strange to the Europeans when first imported from West Africa.

53. How come kola-extract colas became popular?
A) Cocaine had become notorious.
B) Alcoholic drinks were prohibited.
C) Fountains were set up to sell them.
D) Rights were sold to bottle the soda.

54. What is known about the taste of Coca-Cola?
A) It was so designed as to create addiction in consumers.

B) It still relies on traditional kola nut extract.
C) It has become more popular among the old.
D) It has remained virtually unchanged since its creation.
55. What is the passage mainly about?
A) The evolution of Coca-Cola.
B) The success story of Coca-Cola.
C) The medicinal value of Coca-Cola.
D) The business strategy of Coca-Cola.

Part IV Translation (30 minutes)

Directions: *For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on Answer Sheet 2.*

长江是亚洲最长、世界上第三长的河流。长江流经多种不同的生态系统，是诸多濒危物种的栖息地，灌溉了中国五分之一的土地。长江流域居住着中国三分之一的人口。长江在中国历史、文化和经济上起着很大的作用。长江三角洲产出多达20%的国内生产总值。几千年来，长江一直被用于供水、运输和工业生产。长江上还坐落着世界最大的水电站。