

2018 年硕士研究生招生考试题签

(请考生将题答在答题册上, 答在题签上无效)

科目名称: 英语

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Section I Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on the ANSWER SHEET. (10 Points)

Invent challenges. A hundred years ago, pioneer psychologist William James declared that humans use only a 1 part of their potential. All too many of our tasks are 2 or tedious. Then the brain operates almost on idle. The result can be careless mistakes or dragged-out drudgery because we can't get with it.

The perfect state of flow, Csikszentmihalyi explains, 3 when our skills exactly measure up to the challenges confronting us. 4, says Csikszentmihalyi, the way to get a dull but simple job done easily is to make it harder. Turn a boring task into a challenging game, so that you 5 all your potential. Invent rules, 6 goals, 7 yourself against a clock. This 8 challenge may be what pushes you into your zone.

I was once asked to write an introduction to a 9 of articles on lawsuit. Words came slowly as I plugged away at a topic that didn't 10 me. I made 11 trips to the coffeepot. Then the magazine's art director phoned to say he'd created an eye-catching 12 for the article, drawing a gavel bent into the letter J. Could the first word of the article begin with J?

I not only accepted the challenge, but added one of my own: Could every paragraph begin with J? Using such words as Justice and Jurisprudence (法学), I managed nine paragraphs. By 13 my attention, the contest sped up the task.

Talk to yourself. As you 14 that drip irrigation system in your rose bed, tell yourself, "The line to the hose bib goes here. About six feet, then the first emitter (喷嘴)..." verbalizing (用词语表达) keeps your mind on the task, 15 the steps you're taking, and reminds you 16 what needs to be done.

Self-talk can also serve as "white noise", taking your mind off 17 stimuli. A young ski racer, 18 by spectators and blowing snow, was having a disappointing competition when his coach pulled him 19. "Look ahead," the coach said, reminding the skier to 20 on the gates ahead as he skied the ones before. Repeating the phrase like a spell (咒语) — "Look ahead, look ahead, look ahead" — the skier focused his attention and won a medal.

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|-----------------|---------------|----------------|--------------|
| 1. A. tiny | B. secondary | C. minimal | D. minimum |
| 2. A. daily | B. routine | C. commonplace | D. frequent |
| 3. A. recurs | B. occurs | C. incurs | D. arises |
| 4. A. However | B. Since | C. Therefore | D. But |
| 5. A. engage | B. adopt | C. contribute | D. devote |
| 6. A. settle | B. set | C. establish | D. found |
| 7. A. pave | B. walk | C. step | D. pace |
| 8. A. increased | B. included | C. delayed | D. decreased |
| 9. A. set | B. succession | C. series | D. chain |
| 10. A. inspire | B. encourage | C. motivate | D. prompt |
| 11. A. variable | B. numerous | C. variant | D. abundant |

- | | | | |
|--------------------|----------------|----------------|-----------------|
| 12. A. design | B. device | C. devise | D. resign |
| 13. A. narrowing | B. attending | C. engaging | D. recreating |
| 14. A. install | B. equip | C. furnish | D. arm |
| 15. A. reinforces | B. strengthens | C. advances | D. paces |
| 16. A. into | B. of | C. on | D. with |
| 17. A. distracting | B. retracting | C. contracting | D. subtracting |
| 18. A. upset | B. bothered | C. annoyed | D. disappointed |
| 19. A. aside | B. up | C. away | D. besides |
| 20. A. attend | B. take | C. focus | D. engage |

Section II Reading Comprehension

Part A

Directions:

Read the following four texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on the ANSWER SHEET. (40 points)

Text 1

The leadership puzzle has been hashed around for decades.

Their abilities have been compared to orchestra conductors who can bring together a variety of sounds and instruments to create a united song.

They've been compared to coaches who have the ability to orchestrate a group of people in joint strategy without being an actual player in the game.

The theories, though important, create a mystique and complexity around leadership that make it difficult to see some basic fundamentals.

These basics are not highly complex.

The highest level of leadership is gained when "fellowship" can be generated without force, assigned authority or positional status. True following is produced by people who want to engage — not because they have to, are conforming to the rules at hand, or seek to please the leader.

When people are following because they "have to", they are not acting of their own free will, but are conforming out of fear or threat.

True leadership understands that people need to own their actions and decisions and follow because they want to.

A major factor that impedes many leaders is the ability to get their ego in check.

Leaders who have perspective on their value don't need to be more important than anybody else. They are not concerned about their status or visibility.

Their focus is on their ability to collectively bring people together and create mass movement and action to resolve issues.

These leaders have given up their need to be "right" or "on top", and they understand that no one knows better than those performing the work how best to address the problems that emerge in that process.

Well-tuned leadership demonstrates the graceful balance between providing overview and perspective without interfering with the initiative taken by the team.

Balance enables leaders to stay focused on leading the processes by which the team operates, solves problems and generates new directions without getting in and providing all the answers.

These leaders understand that people on their team manage and solve complex problems every day in their lives

and in their work. They treat the team with integrity and belief that everyone has what it takes to find the way. These leaders bring out the best in people because they ask everyone to stretch to see the implausible.

21. According to the writer, the theories about leadership _____.
- A. are too complex to understand
 - B. provide important answers to the leadership puzzle
 - C. have complicated a simple issue
 - D. are of no help to the understanding of leadership
22. A good leader must be able to _____.
- A. be engaged to recreational activities
 - B. bring people together for a common goal
 - C. solve complex problems for the people
 - D. ensure his status among the people
23. According to the passage, the hardest thing for many leaders to do is to _____.
- A. create mass movement and action
 - B. give up their need to be “right” or “on top”
 - C. allow people to take the initiative
 - D. keep from getting in the way of his team
24. Why is “balance” important to good leaders?
- A. Because it enables the leaders to be fair to everybody.
 - B. Because it generates new directions in the team’s actions.
 - C. Because it helps the leaders see what they should do and what they should not.
 - D. Because it makes the originally very complex problems simple and easy for them to solve.
25. Which of the following may serve as a proper title for this passage?
- A. Leadership: A Puzzle for Decades
 - B. General Theories of Leadership
 - C. True Leadership
 - D. Leaders and Their Social Status

Text 2

Faces, like fingerprints, are unique. Did you ever wonder how it is possible for us to recognize people? Even a skilled writer probably could not describe all the features that make one face different from another. Yet a very young child — or even an animal, such as a pigeon — can learn to recognize faces. We all take this ability for granted.

We also tell people apart by how they behave. When we talk about someone’s personality, we mean the ways in which he or she acts, speaks, thinks and feels that make that individual different from others.

Like the human face, human personality is very complex. But describing someone’s personality in words is somewhat easier than describing his face. If you were asked to describe what a “nice face” looked like, you probably would have a difficult time doing so. But if you were asked to describe a “nice person,” you might begin to think about someone who was kind, considerate, friendly, warm, and so forth.

There are many words to describe how a person thinks, feels and acts. Gordon Allport, an American psychologist, found nearly 18,000 English words characterizing differences in people’s behavior. And many of us use this information as a basis for describing, or typing (分类), his personality. Bookworms, conservatives, military types — people are described with such terms.

People have always tried to “type” each other. Actors in early Greek drama wore masks to show the audience whether they played the villain’s (反派角色) or the hero’s role. In fact, the words “person” and “personality” come from the Latin *persona*, meaning “mask”. Today, most television and movie actors do not wear masks. But we can easily tell the “good guys” from the “bad guys” because the two types differ in appearance as well as in actions.

26. The main idea of this passage is _____.
- A. how to distinguish people's faces
B. how to describe people's personality
C. how to distinguish people both inward and outward
D. how to differ good persons from bad persons
27. The author is most probably a _____.
- A. behaviorist B. psychologist C. sociologist D. scientist
28. Which of the following is NOT true?
- A. Different people may have different personalities.
B. People differ from each other in appearance.
C. People can learn to recognize faces.
D. People can describe all the features of others.
29. The reason why it is easier to describe a person's personality in words than his face is that _____.
- A. a person's face is more complex than his personality
B. a person's personality is easily distinguished
C. a person's personality is very complex
D. many words are available when people try to describe one's personality
30. We learn from the passage that people classify a person into a certain type according to _____.
- A. his way of acting and thinking B. his way of speaking and behaving
C. his learning and behavior D. his physical appearance and his personality

Text 3

Eye-gazing and eye-avoidance have meanings and patterns of profound significance. Gazing at others' eyes generally signals a request for information and perhaps affection, but embarrassment can result from too long a mutual gaze. In fact in intimate situations, there seems to be a balance involving proximity (接近), eye contact, intimacy of topic, and smiling. If one component is changed, the others tend to change in the opposite direction.

But the extended gaze seems to have a function much deeper than that of maintaining a balance or ensuring a smooth flow of conversation. It signals, not surprisingly, an intensification of relationship, not necessarily along affectionate lines. It may be a threat, or a challenge for domination.

A definite pecking order (社会等级制度) of dominance and submission (恭顺, 顺从) emerges from the very first eye contact of strangers. Curiously, when conversation is possible, it turns out that the one who looks away first tends to be dominant. The averted eye is a signal that its owner is about to take the floor (发言). When conversation is not possible, however, the first to look away will be the submissive one.

Abnormal use of eye contact or aversion (避开) may well indicate an abnormal personality. Insane adults tend to use their eyes at all the wrong points in a conversation, and the bold liar can hold a steady gaze for longer than his truthful colleague when both are caught in the same offence.

31. According to the passage, eye-gazing can be taken as a signal of _____.
- A. disgust B. threat C. enquiry D. hatred
32. According to the passage, too long a mutual gaze may possibly result in _____.
- A. a love affair B. a threat
C. awkwardness D. an intimate conversation
33. When conversation is possible between two speakers, the one who looks away first might well be to _____.

- A. bear the blame
B. lose his temper
C. quit the talk
D. speak out

34. According to the last paragraph, eye-gazing or eye avoidance can be used to judge whether your partner _____.

- A. has mental problems
B. deserves your trust
C. might be a liar
D. depends on you

35. What is the main point of the passage?

- A. The definitions of eye-gazing and eye-avoidance in social settings.
B. The meanings of eye-gazing and eye-avoidance in social settings.
C. The uses of eye-gazing and eye-avoidance in social settings.
D. The examples of eye-gazing and eye-avoidance in social settings.

Text 4

Geniuses look at problems in many different ways. Genius often comes from finding a new perspective that no one else has taken. Leonardo da Vinci believed that to gain knowledge about the form of problems, you begin by learning how to restructure it in many different ways. He felt the first way he looked at a problem was too biased toward his usual way of seeing things. He would restructure his problem by looking at it from one perspective and move to another perspective and still another. With each move, his understanding would deepen and he would begin to understand the essence of the problem.

Geniuses make their thoughts visible. The explosion of creativity in the Renaissance was intimately tied to the recording and conveying of a vast knowledge in a parallel language; a language of drawings, graphs and diagrams — as, for instance, in the renowned diagrams of da Vinci and Galileo. Galileo revolutionized science by making his thought graphically visible while his contemporaries used only conventional mathematical and verbal approaches.

Geniuses produce. A distinguishing characteristic of genius is immense productivity. Thomas Edison held 1,093 patents, still the record. He guaranteed productivity by giving himself and his assistants idea quotas. His own personal quota was one minor invention every 10 days and a major invention every six months. Bach wrote a cantata (清唱剧) every week, even when he was sick or exhausted. Mozart produced more than six hundred pieces of music. Einstein is best known for his paper on relativity, but he published 248 other papers. T. S. Elliot's numerous drafts of "*The Waste Land*" constitute a jumble of good and bad passages that eventually was turned into a masterpiece.

Geniuses make novel combinations. Like the highly playful child with a bucket of building blocks, a genius is constantly combining and recombining ideas, images and thoughts into different combinations in their conscious and subconscious minds. Consider Einstein's equation, $E=mc^2$. Einstein did not invent the concepts of energy, mass, or speed of light. Rather, by combining these concepts in a novel way, he was able to look at the same world as everyone else and see something different.

36. In order to understand a problem thoroughly, da Vinci _____.

- A. referred to numerous books
B. compared it with many other problems
C. made use of drawings and graphs
D. approached it from different angles

37. During the Renaissance, graphs and diagrams _____.

- A. were often used to aid scientific researches
B. served as sources of fresh ideas for some scientists
C. could provide scientists with an immense quantity of knowledge
D. were necessary for the expression of creative ideas

38. What is the main idea of the third paragraph _____.
- A. Geniuses make creations or discoveries in large quantities.
 - B. Geniuses can make many achievements without much effort.
 - C. Geniuses inevitably experience failures before making a success.
 - D. Geniuses may just produce something common and ordinary.
39. In the last paragraph, the author mentions the playful child in order to show _____.
- A. that geniuses are fond of playing games, too
 - B. that geniuses are as creative as most children with a set of interesting toys
 - C. how geniuses turn ideas into reality in different ways
 - D. why making different combinations can work wonders
40. According to the passage, which of the following statements is true?
- A. Einstein invented the concept of speed of light.
 - B. *The Waste Land* is a great work of literature.
 - C. Edison made one major invention every 10 days.
 - D. Mozart composed something every day when he was sick.

Part B

Directions:

Read the following text and choose the best answer from the right column to complete each of the unfinished statements in the left column. There are two extra choices in the right column. Mark your answers on the ANSWER SHEET. (10 points)

Participating in the school community

It is important that students' feelings, opinions and suggestions are listened to, taken into account, and that the right action is taken. There are a number of ways that this can be achieved, i.e. school councils, year councils and peer mentoring.

School councils

Most schools have a school council which exists to let the teachers and head teacher know what students' opinions are on a range of school issues. The school council usually consists of two or three elected representatives from each year group.

A school council might meet once or twice a month to discuss issues such as the dress code, the use of social areas, charity fundraising and bullying.

Year councils

Because school councils are sometimes dominated by older students, some schools have introduced year councils. The aim of a year council is to give students the opportunity to express opinions on matters of importance to that particular year group. The following is an example of the rules relating to a school's council for year 8 (pupils aged 12-13).

1 The council's purpose is to act as a forum for discussion of school issues relevant to Year 8, and to let the teachers and head teacher know what student opinion is on these issues. The council will also take responsibility for cooperating with year staff in the organization of one social event per term for Year 8.

2 Membership of the council will consist of three representatives from each class, elected on a termly basis.

3 Meetings will be held once a fortnight. The council members will elect a chair to control the meetings and a secretary who will be responsible for circulating the agenda for each meeting and taking and circulating minutes of meetings.

4 The class representatives will be responsible for giving a report of the council's meetings to their class. Agenda and minutes of meetings will be put up in each classroom.

5 The Year 8 council will elect two of its members to be members of the school council, with responsibility for raising issues on behalf of Year 8 students at school council meetings.

6 The chair, secretary and school council representatives will be responsible for taking up matters raised at council meetings with the year head and other teachers, and for reporting back on such matters to the Year 8 council.

7 The head of year will attend all council meetings as an observer and both they and the other year staff will be available as required to offer support and advice to council members and to assist in the settlement of disputes.

Peer mentoring

There are other ways in which students' voices can be heard. One of the most popular schemes involves peer mentoring. Those who express an interest receive training to become mentors so that they are better equipped to help others. This starts from primary school age, when the mentors may get involved in issues related to conflict resolution. At secondary school and at university, mentors are likely to deal with a larger variety of issues, such as educational and health-related matters.

The underlying belief in schemes like these is that being heard by your peers can be more effective and helpful as fellow students may have more time and understanding than teachers or others in authority.

	A. more likely to bully others.
41. Students' views are likely to be taken seriously if there are	B. not always the best listeners.
42. Rules related to uniform are most likely to be discussed at	C. not left on their own.
43. Year councils may get involved in	D. organizing events.
44. In the Year 8 council that is mentioned, teachers make sure that students are	E. representative from the different year groups.
45. Those in power are	F. school and year councils as well as peer mentoring schemes.
	G. school councils.

Section III Translation

46. Directions:

Translate the following text into Chinese. Write your translation neatly on the ANSWER SHEET. (15 points)

Globalization has great implications for young Chinese. For example, young farmers are moving on a large scale to urban areas to look for jobs. And for those young people who aspire to study abroad or work in foreign-invested enterprises, English has become increasingly important. At the same time, a considerable number of overseas Chinese students have returned home in recent years, for they hold an optimistic outlook for the long-term growth of the Chinese economy. The Internet has strengthened the links between Chinese young people and those elsewhere. They follow the latest trend and copy foreign fashions. Some of them don't seem to care for traditional Chinese virtues, let alone carry them forward, which has given rise to worries that the traditional Chinese culture might one day vanish.

Section IV Writing

Part A

47. Directions:

Write a letter applying for Executive Assistant at ABC Company. In the letter, you should cover the following information:

- 1) Your experience in the position;
- 2) Your ability and skills;
- 3) Your expected salary.

You should write about 100 words on the ANSWER SHEET.

Do not use your own name. Use "Li Ming" instead.

Do not write your address. (10 points)

Part B

48. Directions:

Write an essay on the following topic:

On WeChat

You are to write in three parts.

- 1) 目前微信在中国非常流行。
- 2) 微信流行的原因 (各种功能)。
- 3) 我对微信的看法。

You should write about 150 words neatly on the ANSWER SHEET. (15 points)