

中国运载火箭技术研究院 2020 年博士研究生入学考试

英语 试题

(本试题的答案必须全部写在答题纸上, 写在试题及草稿纸上无效)

(本试题共 12 页, 共 5 大题, 总分 100 分, 考试时长为 3 小时)

题号	一	二	三	四	五	总分
得分						

Part I Vocabulary. (20 points)

Directions: Choose one word or phrase that best completes the following sentence, and write your answer on the Answer Sheet.

1. What's the chance of _____ a general election this year?
A. there being B. there to be
C. there be D. there going to be
2. The meeting was put off because we _____ a meeting without John.
A. objected having B. were objected to having
C. objected to have D. objected to having
3. _____ you _____ further problems with your printer, contact your dealer for advice.
A. If, had B. Have, had C. Should, have D. In case, had
4. He asked me to lend him some money, which I agreed to do, _____ that he paid me back the following week.
A. on occasion B. on purpose C. on condition D. only if
5. Children who stay away from school do _____ for different reasons.
A. them B. / C. it D. theirs
6. I think they _____ if they attempted to escape from prison.

- A. have been caught B. been caught C. will catch D. would be caught
7. There are still many problems ahead of us, but by this time next year we can see light at the end of the _____.
- A. battle B. day C. road D. tunnel
8. We realized that he was under great _____, so we took no notice of his bad temper.
- A. excitement B. stress C. crisis D. nervousness
9. The director tried to get the actors to _____ to the next scene by hand signals.
- A. move on B. move off C. move out D. move along
10. His ideas are invariably condemned as _____ by his colleagues.
- A. imaginative B. ingenious C. impractical D. theoretical
11. Thousands of people turned out into the streets to _____ against the local authorities' decision to build a highway across the field.
- A. contradict B. reform C. counter D. protest
12. The majority of nurses are women, but in the higher ranks of the medical profession women are in a _____.
- A. minority B. scarcity C. rarity D. minimum
13. Professor Johnson's retirement _____ from next January.
- A. carries into effect B. takes effect
C. has effect D. puts into effect
14. The president explained that the purpose of taxation was to _____ government spending.
- A. finance B. expand C. enlarge D. budget
15. The heat in summer is no less _____ here in this mountain region.
- A. concentrated B. extensive C. intense D. intensive
16. Taking photographs is strictly _____ here, as it may damage the precious cave paintings.
- A. forbidden B. rejected C. excluded D. denied
17. Mr. Brown's condition looks very serious and it is doubtful if he will _____.
- A. pull back B. pull up C. pull through D. pull out
18. Since the early nineties, the trend in most businesses has been toward on-demand, always-available products and services that suit the customer's

_____ rather than the company's.

- A. benefit B. availability C. suitability D. convenience

19. The priest made the _____ of the cross when he entered the church.

- A. mark B. signal C. sign D. gesture

20. This spacious room is _____ furnished with just a few articles in it.

- A. lightly B. sparsely C. hardly D. rarely

Part II Cloze. (15 points)

Directions: There are 15 blanks in the following passage. For each blank there are four choices marked A, B, C, and D. You are to choose the one that best fits into the passage, and write your answer on the Answer Sheet.

A person's home is as much a reflection of his personality as the clothes he wears, the food he eats and the friends with whom he spends his time. Depending on personality, most have in mind a(n) "(1) _____ home". But in general, and especially for the student or new wage earners, there are practical (2) _____ of cash and location on achieving that idea.

Cash (3) _____, in fact, often means that the only way of (4) _____ when you leave school is to stay at home for a while until things (5) _____ financially. There are obvious (6) _____ of living at home—personal laundry is usually (7) _____ done along with the family wash; meals are provided and there will be a well-established circle of friends to (8) _____. And there is (9) _____ the responsibility for paying bills, rates, etc.

On the other hand, (10) _____ depends on how a family gets on. Do your parents like your friends? You may love your family—(11) _____ do you like them? Are you prepared to be (12) _____ when your parents ask where you are going in the evening and what time you expect to be back? If you find that you cannot manage a(n) (13) _____, and that you finally have the money to leave, how do you (14) _____ finding somewhere else to live?

If you plan to stay in your home area, the possibilities are (15) _____ well-known to you already. Friends and the local paper are always reliable. If you are going to work in a new area, again there are the papers—and the accommodation agencies, while these should be approached with caution. Agencies are allowed to charge a fee, usually the similarity of the first week's rent, if you take accommodation they have found for you.

1. A. ideal B. perfect C. imaginary D. satisfactory
2. A. deficiencies B. weaknesses C. insufficiencies D. limitations
3. A. cut B. shortage C. lack D. drain
4. A. getting over B. getting in C. getting back D. getting along
5. A. improve B. enhance C. develop D. proceed
6. A. concerns B. issues C. advantages D. problems
7. A. still B. always C. habitually D. consequently
8. A. call in B. call over C. call upon D. call out
9. A. always B. rarely C. little D. sometimes
10. A. little B. enough C. many D. much
11. A. and B. but C. still D. or
12. A. tolerant B. hostile C. indifferent D. good-tempered
13. A. agreement B. consensus C. compromise D. deal
14. A. go about B. go over C. go in for D. go through
15. A. seldom B. less C. probably D. certainly

Part III Translate the following sentences. (20 points)

Directions: There are two sections in this part. In section A, you are to translate the English into Chinese. In section B, you are to translate the Chinese into English. Write your translation on the Answer Sheet.

Section A (10 points)

1. Engineers need an understanding of the mechanical strength and corrosion resistance of various materials.
2. It will be seen that the processes above involve a change in either the magnitude or the direction of the velocity of the body.
3. A good understanding has been obtained of evaporation processes which are carried out at ordinary pressure.
4. Is the earth the only body in the whole enormous universe where human beings or anything like human being exist?

5. My assistant, who had carefully read through the instructions, could not obtain satisfactory results because he followed them mechanically.

Section B (10 points)

1. 美国妇女改变了游戏规则。三十年前很难相信会有一组女雇员声称因为受歧视，没有拿到数百万美元工资，来起诉大公司要求赔偿。
2. 和传统的游戏以及玩具不同，在线的娱乐项目会导致孩子们缺乏创造力、社交生活上不成熟并对周围的世界透露出冷漠。
3. 某种形式的社会福利保障救助应分发给向那些由于一时环境条件所限而找不到工作的人。
4. 我所认识的居里夫人不是什么巨人，而是一个有血有肉的人。她克服了事业发展的诸多困难，却也付出了惨痛的个人代价。我现在知道她的生活是多么的复杂---非常光荣却又富有悲剧性。
5. 首相赢得了大多数人的支持，稳稳地在唐宁街站稳了脚跟。

Part IV Reading comprehension. (30 points)

Directions: There are 3 passages in this part. Each passage is followed by some questions. For each of them there are four or five choices marked A, B, C, and D or (D, and E). you are to decide on the best choice and write your answer on the Answer Sheet.

Passage 1

At the bottom of the world lies a mighty continent still wrapped in Ice Age and, until recent times, unknown to man. It is a great land mass crisscrossed by mountain ranges whose extent and elevation are still uncertain. Much of the continent is a complete blank on our maps. A 1000-mile stretch of the coastline has never been reached by any ship. Man has explored, on foot, less than one percent of its area.

Antarctica differs fundamentally from the Arctic regions. The arctic is an ocean, covered with drifting packed ice and hemmed in by land masses of Europe, Asia, and North America. The Antarctic is a continent almost as large as Europe and Australia combined, centered roughly on the South Pole and surrounded by the most unobstructed water areas of the world-- the Atlantic, Pacific, and Indian Oceans.

The continental ice sheet is more than two miles high in its center; thus, the air over the Antarctic is far more refrigerated than it is over the Arctic regions. This cold

air cascades off the land with such force that it makes the nearby seats the stormiest in the world and renders unlivable those regions whose counterparts at the opposite end of the globe are inhabited. Thus, more than a million persons live within 2000 miles of the North Pole in an area that includes most of Alaska, Siberia, and Scandinavia---a region rich in forest and mining industries. Apart from a handful of weather stations, within the same distance of the South Pole there is not a single tree, industry, or settlement.

1. At the time this article was written, our knowledge of Antarctica was
A. very limited B. vast C. suppressed D. nonexistent
2. The differences between Antarctica and the Arctic are
A. superficial B. nonexistent C. fundamental D. fictional
3. The Antarctic is made uninhabitable primarily by
A. cold air B. calm seas C. ice D. lack of knowledge
4. When this article was written, the only human inhabitants in Antarctica were
A. miners B. meteorologists C. Scandinavians D. Siberians
5. The best title for this selection would be
A. Iceland B. Land of Opportunity
C. The Unknown Continent D. Utopia at Last

Passage 2

Immigrants' adoption of English as their primary language is one measure of assimilation into the larger United States society. Generally languages define social groups and provide justification for social structures. Hence, a distinctive language sets a cultural group off from the dominant language group. Throughout the United States history this pattern has resulted in one consistent, unhappy consequence, discrimination against members of the cultural minority. Language differences provide both a way to rationalize subordination and a ready means for achieving it.

Traditionally, English has replaced the native language of immigrant groups by the second or third generation. Some characteristics of today's Spanish-speaking population, however, suggest the possibility of a departure from this historical pattern. Many families retain ties in Latin America and move back and forth between their present and former communities. This "revolving door" phenomenon, along with the high probability of additional immigrants from the south, means that large

Spanish-speaking communities are likely to exist in the United States for the indefinite future.

This expectation underlies the call for national support for bilingual education in Spanish-speaking communities' public schools. Bilingual education can serve different purposes, however. In the 1960s, such programs were established to facilitate the learning of English so as to avoid disadvantaging children in their other subjects because of their limited English. More recently, many advocates have viewed bilingual education as a means to maintain children's native languages and cultures. The issue is important for people with different political agendas, from absorption at one pole to separatism at the other.

To date, the evaluations of bilingual education's impact on learning have been inconclusive. The issue of bilingual education has, nevertheless, served to unite the leadership of the nation's Hispanic communities. Grounded in concerns about status that are directly traceable to the United States history of discrimination against Hispanics, the demand for maintenance of the Spanish language in the schools is an assertion of the worth of a people and their culture. If the United States is truly a multicultural nation—that is, if it is one culture reflecting the contributions of many—this demand should be seen as a demand not for separation but for inclusion.

More direct efforts to force inclusion can be misguided. For example, movements to declare English the official language do not truly advance the cohesion of a multicultural nation. They alienate the twenty million people who do not speak English as their mother tongue. They are unnecessary since the public's business is already conducted largely in English. Further, given the present state of understanding about the effects of bilingual education on learning, it would be unwise to require the universal use of English. Finally, it is for parents and local communities to choose the path they will follow, including how much of their culture they want to maintain for their children.

6. It can be inferred from the passage that one of the characteristics of immigrant groups to the United States has traditionally been that, after immigration, relatively few members of the group _____.
- A. became politically active in their new communities
 - B. moved back and forth repeatedly between the United States and their former communities

- C. used their native languages in their new communities
 - D. suffered discrimination in their new communities at the hands of the cultural majority
 - E. sought assimilation into the dominant culture of the new communities they were entering
7. The passage suggests that one of the effects of the debate over bilingual education is that it has _____.
- A. given the Hispanic community a new-found pride in its culture
 - B. hampered the education of Spanish-speaking students
 - C. demonstrated the negative impact on imposing English as the official United States language
 - D. provided a common banner under which the Spanish-speaking communities could rally
 - E. polarized the opinions of local Spanish-speaking community leaders
8. In lines 38-39, the phrase “different political agendas” refers specifically to conflicting opinions regarding the _____.
- A. means of legislating the assimilation of minorities into United States society
 - B. methods of inducing Hispanics to adopt English as their primary language
 - C. means of achieving nondiscriminatory education for Hispanics
 - D. official given responsibility for decisions regarding bilingual education
 - E. extent to which Hispanics should blend into the larger United States society
9. In lines 64-65 the author says that “It would be unwise to require the universal use of English.” One reason for this, according to the author, is that _____.
- A. it is not clear yet whether requiring the universal use of English would promote or hinder the education of children whose English is limited
 - B. the nation’s Hispanic leaders have shown that bilingual education is most effective when it includes the maintenance of the Spanish language in the schools
 - C. requiring the universal use of English would reduce the cohesion of the nation’s Hispanic communities and leadership
 - D. the question of language in the schools should be answered by those who

evaluate bilingual education, not by people with specific political agendas

E. it has been shown that bilingual education is necessary to avoid disadvantaging in their general teaching children whose English is limited

10. In the last paragraph, the author of the passage is primarily concerned with discussing _____.

A. reasons against enacting a measure that would mandate the forced inclusion of immigrant groups within the dominant United culture

B. the virtues and limitations of declaring English the official language of the United States

C. the history of attitudes within the Hispanic community toward bilingual education in the United States

D. the importance for immigrant groups of maintaining large segments of their culture to pass on to their children

E. the difference in cultures between Hispanics and other immigrant groups in the United States

Passage 3

A conventional view of nineteenth-century Britain holds that iron manufacturers and textile manufacturers from the north of England became the wealthiest and most powerful people in society after about 1832. According to Marxist historians, these industrialists were the target of the working class in its struggle for power. A new study by Rubinstein, however, suggests that the real wealth lay with the bankers and merchants of London. Rubinstein does not deny that a northern industrial elite existed but argues that it was consistently outnumbered and outdone by a London-based commercial elite. His claims are provocative and deserve consideration.

Rubinstein's claim about the location of wealth comes from his investigation of probate records. These indicate the value of personal property, excluding real property (buildings and land), left by individuals at death. It does seem as if large fortunes were more frequently made in commerce than in industry and, within industry, more frequently from alcohol or tobacco than from textiles or metal. However, such records do not unequivocally make Rubinstein's case. Uncertainties abound about how the probate rules for valuing assets were actually applied. Mills and factories, being real property, were clearly excluded: machinery may also have been, for the same reason.

What the valuation conventions were for stock-in-trade (goods for sale) is also uncertain. It is possible that their probate values were much lower than their actual market value: cash or near-cash, such as bank balances or stocks, were, on the other hand, invariably considered at full face value. A further complication is that probate valuations probably took no notice of a business's goodwill (favor with the public) which, since it represents expectations about future profit-making, would today very often be a large fraction of market value. Whether factors like these introduced systematic biases into the probate valuations of individuals with different types of businesses would be worth investigating.

The orthodox view that the wealthiest individuals were the most powerful is also questioned by Rubinstein's study. The problem for this orthodox view is that Rubinstein finds many millionaires who are totally unknown to nineteenth-century historians: the reason for their obscurity could be that they were not powerful. Indeed, Rubinstein dismisses any notion that great wealth had anything to do with entry into the governing elite, as represented by bishops, higher civil servants, and chairmen of manufacturing companies. The only requirements were university attendance and a father with a middle-class income.

Rubinstein, in another study, has begun to buttress his findings about the location of wealth by analyzing income tax returns, which reveal a geographical distribution of middle-class incomes similar to that of wealthy incomes revealed by probate records. But until further confirmatory investigation is done, his claims can only be considered partially convincing.

11. The main idea of the passage is that _____.

A. the Marxist interpretation of the relationship between class and power in nineteenth-century Britain is no longer viable

B. a simple equation between wealth and power is unlikely to be supported by new data from nineteenth-century British archives

C. a recent historical investigation has challenged but not disproved the orthodox view of the distribution of wealth and the relationship of wealth to power in nineteenth-century Britain

D. probate records provide the historian with a revealing but incomplete glimpse of the extent and location of wealth in nineteenth-century Britain

E. an attempt has been made to confirm the findings of a new historical study of

nineteenth-century Britain, but complete confirmation is likely to remain elusive

12. The author of the passage implies that probate records as a source of information about wealth in nineteenth-century Britain are _____.

- A. self-contradictory and misleading
- B. ambiguous and outdated
- C. controversial but readily available
- D. revealing but difficult to interpret
- E. widely used by historians but fully understandable only by specialists

13. According to the passage, Rubinstein has provided evidence that challenges which one of the following claims about nineteenth-century Britain?

- A. The distribution of great wealth between commerce and industry was not equal.
- B. Large incomes were typically made in alcohol and tobacco rather than in textiles and metal.
- C. A London-based commercial elite can be identified.
- D. An official governing elite can be identified.
- E. There was a necessary relationship between great wealth and power.

14. The author mentions that goodwill was probably excluded from the probate valuation of a business in nineteenth-century Britain most likely in order to _____.

- A. give an example of a business asset about which little was known in the nineteenth century
- B. suggest that the probate valuations of certain businesses may have been significant underestimations of their true market value
- C. make the point that this exclusion probably had an equal impact on the probate valuations of all nineteenth-century British businesses
- D. indicate that expectations about future profit-making is the single most important factor in determining the market value of certain businesses
- E. argue that the twentieth-century method of determining probate valuations of a business may be consistently superior to the nineteenth-century method

15. Which one of the following studies would provide support for Rubinstein's claims?

- A. a study that indicated that many members of the commercial elite in nineteenth-century London had insignificant holdings of real property
- B. a study that indicated that in the nineteenth century, industrialists from the

north of England were in fact a target for working-class people

C. a study that indicated that, in nineteenth-century Britain, probate values of goods for sale were not as high as probate values of cash assets

D. a study that indicated that the wealth of nineteenth-century British industrialists did not appear to be significantly greater when the full value of their real property holdings was actually considered

E. a study that indicated that at least some members of the official governing elite in nineteenth-century Britain owned more real property than had previously been thought to be the case

Part V Essay writing. (15 points)

*Directions: In this part, you are to write an essay on the topic of **Technology and World peace** on the Answer Sheet. You may approach it from your own standpoint of view, and your essay should be titled and completed with at least 300 words.*