**河南工业大学硕士研究生入学考试大纲—《自命题英语》**

**科目名称：《自命题英语》**

**科目代码：240**

1. **考试目的及要求：**

本试卷《自命题英语》 是为以英语为第二外语的学习者参加河南工业大学全日制日语语言文学专业硕士研究生入学考试设计的，旨在测试考生的二外英语综合运用能力，特别是读、写、译等的能力，考试结果为录取相关专业的硕士研究生提供重要参考和依据。

**二.考试形式与分值：**

本考试要求考生具有良好的英语基本功，较系统的英语基础语法知识，具备 5000 左右的词汇量并掌握常用短语和搭配知识，较强的基础知识综合应用能力、阅读理解能力、英汉互译能力和英语写作能力。

**三.考试题型：**

《自命题英语》 为日语语言文学硕士研究生入学考试规定科目之一。本考试是选拔性水平考试，难度依据为相关专业本科高级阶段教学大纲有关要求和我校相关专业硕士生培养目标。考试范围包括考生入学应具备的英语词汇语法知识、英语读写译等能力，考查学生运用英语获取并表达信息的综合能力。

**四.复习范围及参考书目：**

本课程考试属于英语语言水平能力综合测试，因此不提供具体参考书目。考生可参照国内高校通用的《全新版大学英语》综合教程（[上海外语教育出版社](https://baike.baidu.com/item/%E4%B8%8A%E6%B5%B7%E5%A4%96%E8%AF%AD%E6%95%99%E8%82%B2%E5%87%BA%E7%89%88%E7%A4%BE/2813864)）兼及时事、政治、经济、文化及社会生活等方面的英文报刊或网站。

1. **样题：**

**河南工业大学**

**硕士研究生入学考试试题样题**

考试科目： 自命题英语 共 页（第 页）

注意：1、本试题纸上不答题，所有答案均写在答题纸上

 2、本试题纸必须连同答题纸一起上交。

**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 ANSWER SHEET 1.（20 points）**

All Sumerian cities recognized a number of gods in common, including the sky god, the lord of storms, and the morning and evening star. \_\_1\_\_the Sumerian worshipped the goddess of fertility, love, and war, she was evidently lower\_\_2\_\_status than the male gods, indicating that in a more urbanized society the\_\_3\_\_that the peoples of previous times had paid to the earth mother goddess had\_\_4\_\_. The gods seemed hopelessly violent and \_\_5\_\_, and one’s life a period of slavery at their easy will. The epic poem *the Creation* emphasizes that\_\_6\_\_were created to enable the gods to\_\_7\_\_ up working. Each city moreover had its own god, who was considered to\_\_8\_\_ the temple literally and who was in theory the owner of all property within the city. \_\_9\_\_the priests who interpreted the will of the god and controlled the\_\_10\_\_ of the economic produce of the city were favored\_\_11\_\_ their supernatural and material functions \_\_12\_\_. When, after 3,000 B. C., growing warfare among the cities made military leadership\_\_13\_\_, the head of the army who became king assumed a(n)\_\_14\_\_position between the god, whose agent he was, and the priestly class, whom he had both to use and to \_\_15\_\_. Thus king and priests represented the upper class in a hierarchical society. \_\_16\_\_them were the scribes, the secular attendants of the temple, who\_\_17\_\_every aspect of the city’s economic life and who developed a rough judicial system. \_\_18\_\_the temple officials, society was divided among an elite or\_\_19\_\_ group of large landowners and military leaders; a mixed group of merchants, artisans, and craftsmen, free peasants who\_\_20\_\_ the majority of the population; and slaves.

1. [A] Unless [B] As [C] Lest [D] Although

2. [A] on [B] in [C] with [D] about

3. [A] worship [B] reverence [C] admiration [D] gratitude

4. [A] vanished [B] recovered [C] declined [D] attained

5. [A] unpredictable [B] unforgivable [C] unlimited [D] unlikely

6. [A] creatures [B] animals [C] men [D] mortals

7. [A] use [B] turn [C] give [D] back

8. [A] inhabit [B] live [C] reside [D] lodge

9. [A] Hence [B] Thereafter [C] Somehow [D] Incidentally

10. [A] introduction [B] transaction [C] distribution [D] provision

11. [A] as [B] for [C] under [D] of

12. [A] along [B] anyway [C] afterwards [D] alike

13. [A] additional [B] vital [C] singular [D] exceptional

14. [A] alternative [B] secondary [C] intermediate [D] fundamental

15. [A] pacify [B] tempt [C] suppress [D] manipulate

16. [A] Beside [B] Beyond [C] Below [D] Before

17. [A] supervised [B] held [C] managed [D] presided

18. [A] Around [B] Under [C] Above [D] Outside

19. [A] leading [B] noble [C] controlling [D] principal

20. [A] consist [B] compose [C] compile [D] consume

**Section II Reading Comprehension**

**Part A**

**Directions:**

**Read the following four Passages. Answer the questions below each passage by choosing A, B, C or D. Mark your answers on ANSWER SHEET 1. (40 points)**

**Passage 1**

According to psychologists(心理学家), an emotion is aroused when a man or animal views something as either bad or good. When a person feels like running away from something he thinks will hurt him, we call this emotion fear. if the person wants to remove the danger by attacking it, we call the emotion anger. The emotions of joy and love are aroused when we think something can help us. An emotion does not have to be created by something in the outside world. it can be created by a person’s thoughts.

Everyone has emotions. Many psychologists believe that infants are born without emotions. They believe children learn emotions just as they learn to read and write. A growing child not only learns his emotions but learns how to act in certain situations because of an emotion.

Psychologists think that there are two types of emotion: positive and negative. Positive emotions include love, liking, joy, delight, and hope. They are aroused by something that appeals to a person. Negative emotions make a person unhappy or dissatisfied. They include anger, fear, despair, sadness, and disgust. in growing up, a person learns to cope with the negative emotions in order to be happy. Emotions may be weak or strong. Some strong emotions are so unpleasant that a person will try any means to escape from them. in order to feel happy, the person may choose unusual ways to avoid the emotion.

Strong emotions can make it hard to think and to solve problems. They may prevent a person from learning or paying attention to what he is doing. For example, a student taking an examination may be so worried about failing that he cannot think properly. The worry drains valuable mental energy he needs for the examination.

21. We learn from the passage that an emotion is created by something \_\_\_\_\_.

A) one thinks bad or good

B) one feels in danger

C) one faces in the outside world

D) one tries to escape from real life

22. Which of the following is **NOT** true?

A) Children learn emotions as they grow up.

B) Babies are born with emotions.

C) Emotions fall into two types in general.

D) People can cope with the negative emotions in life.

23. The author’s purpose of writing this passage is to\_\_\_\_.

A) explain why people have emotions

B) show how people avoid the negative emotions

C) explain what people should do before emotions

D) define and classify people’s emotions

24. We can safely conclude that a student may fail in an exam if\_\_\_\_.

A) he cannot think properly

B) he can’t pay attention to it

C) he can’t pay attention to it

D) he is not full of energy

25. As used in the last sentence, the word drains means\_\_\_\_.

A) stops　　B) ties　　C) weakens　　D) flows gradually

**Passage 2**

At 18, Ashanthi DeSilva of suburban Cleveland is a living symbol of one of the great intellectual achievements of the 20th century. Born with an extremely rare and usually fatal disorder that left her without a functioning immune system (the “bubble-boy disease,” named after an earlier victim who was kept alive for years in a sterile plastic tent), she was treated beginning in 1990 with a revolutionary new therapy that sought to correct the defect at its very source, in the genes of her white blood cells. It worked. Although her last gene-therapy treatment was in 1992, she is completely healthy with normal immune function, according to one of the doctors who treated her, W. French Anderson of the University of Southern California. Researchers have long dreamed of treating diseases from hemophilia to cancer by replacing mutant genes with normal ones. And the dreaming may continue for decades more. “There will be a gene-based treatment for essentially every disease,” Anderson says, “within 50 years.”

It’s not entirely clear why medicine has been so slow to build on Anderson’s early success. The National Institutes of Health budget office estimates it will spend $432 million on gene-therapy research in 2005, and there is no shortage of promising leads. The therapeutic genes are usually delivered through viruses that don’t cause human disease. “The virus is sort of like a Trojan horse,” says Ronald Crystal of New York Presbyterian/Weill Cornell Medical College. “The cargo is the gene.”

At the University of Pennsylvania’s Abramson Cancer Center, immunologist Carl June recently treated HIV patients with a gene intended to help their cells resist the infection. At Cornell University, researchers are pursuing gene-based therapies for Parkinson’s disease and a rare hereditary disorder that destroys children’s brain cells. At Stanford University and the Children’s Hospital of Philadelphia, researchers are trying to figure out how to help patients with hemophilia who today must inject themselves with expensive clotting drugs for life. Animal experiments have shown great promise.

But somehow, things get lost in the translation from laboratory to patient. In human trials of the hemophilia treatment, patients show a response at first, but it fades over time. And the field has still not recovered from the setback it suffered in 1999, when Jesse Gelsinger, an 18-year-old with a rare metabolic disorder, died after receiving an experimental gene therapy at the University of Pennsylvania. Some experts worry that the field will be tarnished further if the next people to benefit are not patients but athletes seeking an edge. This summer, researchers at the Salk Institute in San Diego said they had created a “marathon mouse” by implanting a gene that enhances running ability; already, officials at the World Anti-Doping Agency are preparing to test athletes for signs of “gene doping.” But the principle is the same, whether you’re trying to help a healthy runner run faster or allow a muscular-dystrophy patient to walk. “Everybody recognizes that gene therapy is a very good idea,” says Crystal. “And eventually it’s going to work.”

26. The case of Ashanthi Desilva is mentioned in the passage to \_\_\_\_\_\_\_\_\_\_\_\_.

[A] show the promise of gene-therapy

[B] give an example of modern treatment for fatal diseases

[C] introduce the achievement of Anderson and his team

[D] explain how gene-based treatment works

27. Anderson’s early success has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

[A] greatly speeded the development of medicine

[B] brought no immediate progress in the research of gene-therapy

[C] promised a cure to every disease

[D] made him a national hero

28. Which of the following is true according to the passage?

[A] Ashanthi needs to receive gene-therapy treatment constantly.

[B] Despite the huge funding, gene researches have shown few promises.

[C] Therapeutic genes are carried by harmless viruses.

[D] Gene-doping is encouraged by world agencies to help athletes get better scores.

29. The word “tarnish” (line 5, paragraph 4) most probably means \_\_\_\_\_\_\_\_\_\_\_\_.

[A] affect 　　[B] warn 　　[C] trouble 　　[D] stain

30. From the passage we can see that the author seems \_\_\_\_\_\_\_\_\_\_\_.

[A] optimistic 　　[B] pessimistic 　　[C] troubled 　　[D] uncertain

**Passage 3**

The purpose of an interview is to find out if your goals and the goals of an organization are compatible. Other goals of the interview are: to answer questions successfully, obtain any additional information needed to make a decision, accent your special strengths, establish a positive relationship, show confidence, and to sell yourself. Based on these goals, place yourself in the role of the interviewer and develop anticipated questions and answers to three categories: company data, personal data, and specific job data. You also develop questions which you will ask to determine how well your career goals match the needs of the organization. These questions include both those you would ask before a job offer and those you would ask after a job offer.

Prior to the interview，acquaint yourself with the laws pertaining to job discrimination. This knowledge will enhance your chances of being considered on an equal standing with other applicants.

To develop confidence, adequately prepare for the interview. Focus on how you can best serve the organization to which you are applying. Then rehearse until the rough edges are smoothed and you sound convincing to those with whom you have practiced.

Since the interview will center on you, proper self-management process is divided into four stages: the before stage, the greeting stage, the consultation stage, and the departure stage. The before stage includes writing a confirmation letter, concentrating on appearance and nonverbal communication, developing your portfolio, anticipating questions with positive responses, and arriving early. The greeting stage includes greeting everyone courteously, using waiting-room smarts, using your time wisely, and applying proper protocol when meeting the interviewer. The consultation stage includes responsiveness and enthusiasm, knowing when to interject key points, showing sincerity, highlighting your strengths, and listening intently. The departure stage includes leaving on a positive note, expressing appreciation, expressing interest, leaving promptly, and making notes immediately after departure.

To save time and money and offer convenience to prospective employees and employers, videotaping and satellite videophones may become a common method of interviewing. Being at ease in front of a camera would be important for these types of interviews.

Following the interview, write thank-you letters to each person who interviewed you and to those who helped you get the interview. When invited for a second interview, go prepared by using your notes and feedback from the interview to zero in on what the company wants. If the company doesn’t respond in two weeks, call back or write a follow-up letter. You may get turned down. If so, try to find out why as a means of self-improvement.

Following a job offer, take a few days to consider all elements and then call or write a letter either accepting or declining the offer —whichever is appropriate. If you accept and you are presently employed, write an effective letter of resignation, departing on a positive note.

31. The word “compatible” in the first sentence probably means\_\_\_\_.

[A] in agreement [B] in conflict 　　[C] complementary [D] practicable

32. The writer advises you to familiarize yourself with the laws concerning job discrimination so that \_\_\_\_.

[A] you can show your prospective employer you have a wide range of knowledge

[B] you stand on equal chance of being hired with other applicants to the job

[C] you will refuse to give answers to any questions against the current laws

[D] you know how to behave within the limit of laws at the interview

33. At which stage should you emphasize your qualifications for the job?

[A] The before stage.

[B] The greeting stage.

[C] The consultation stage.

[D] The departure stage.

34. If you are given a second interview, it is most important for you to\_\_\_\_.

[A] write a thank-you letter to each person who interviewed you last time

[B] find out exactly what the company wants of you

[C] learn from the last interview and improve yourself

[D] consider all the elements that are important for the job

35. The passage is mainly concerned with\_\_\_\_.

[A] how to manage an interview

[B] how to apply for a job vacancy

[C] how an applicant should behave during an interview

[D] how to make your private goal compatible with those of an organization

**Passage 4**

When you think of the tremendous technological progress we have made, it’s amazing how little we have developed in other respects. We may speak contemptuously of the poor old Romans because they relished the orgies of slaughter that went on in their arenas. We may despise them because they mistook these goings on for entertainment. We may forgive them condescendingly because they lived 2000 years ago and obviously knew no better. But are our feelings of superiority really justified? Are we any less blood-thirsty? Why do boxing matches, for instance, attract such universal interest? Don’t the spectators who attend them hope they will see some violence? Human beings remains as bloodthirsty as ever they were. The only difference between ourselves and the Romans is that while they were honest enough to admit that they enjoyed watching hungry lions tearing people apart and eating them alive, we find all sorts of sophisticated arguments to defend sports which should have been banned long age; sports which are quite as barbarous as, say, public hangings or bearbaiting.

It really is incredible that in this day and age we should still allow hunting or bull-fighting, that we should be prepared to sit back and watch two men batter each other to pulp in a boxing ring, that we should be relatively unmoved by the sight of one or a number of racing cars crashing and bursting into flames. Let us not deceive ourselves. Any talk of ‘the sporting spirit’ is sheer hypocrisy. People take part in violent sports because of the high rewards they bring. Spectators are willing to pay vast sums of money to see violence. A world heavyweight championship match, for instance, is front page news. Millions of people are disappointed if a big fight is over in two rounds instead of fifteen. They feel disappointment because they have been deprived of the exquisite pleasure of witnessing prolonged torture and violence.

Why should we ban violent sports if people enjoy them so much? You may well ask. The answer is simple: they are uncivilized. For centuries man has been trying to improve himself spiritually and emotionally - admittedly with little success. But at least we no longer tolerate the sight madmen cooped up in cages, or public floggings of any of the countless other barbaric practices which were common in the past. Prisons are no longer the grim forbidding places they used to be. Social welfare systems are in operation in many parts of the world. Big efforts are being made to distribute wealth fairly. These changes have come about not because human beings have suddenly and unaccountably improved, but because positive steps were taken to change the law. The law is the biggest instrument of social change that we have and it may exert great civilizing influence. If we banned dangerous and violent sports, we would be moving one step further to improving mankind. We would recognize that violence is degrading and unworthy of human beings.

36. It can be inferred from the passage that the author’s opinion of nowadays, human beings is\_\_\_\_.

[A] not very high [B] high 　　[C] contemptuous [D] critical

37. The main idea of this passage is\_\_\_\_.

[A] vicious and dangerous sports should be banned by law

[B] people are willing to pay vast sums money to see violence

[C] to compare two different attitudes towards dangerous sports

[D] people are bloodthirsty in sports

38. That the author mentions the old Romans is\_\_\_\_.

[A] To compare the old Romans with today’s people

[B] to give an example

[C] to show human beings in the past know nothing better

[D] to indicate human beings are used to bloodthirsty

39. How many dangerous sports does the author mention in this passage?

[A] Three. [B] Five. 　　[C] Six. [D] Seven.

40. The purpose of the author in writing this passage is\_\_\_\_.

[A] that, by banning the violent sports, we human beings can improve our selves

[B] that, by banning the dangerous sports, we can improve the law.

[C] that we must take positive steps to improve social welfare system.

[D] to show law is the main instrument of social change

**Part B**

**Directions：Read the following passage and answer the questions by choosing the most suitable subheading from the list A-G for each numbered paragraph (41-45). There are two extra subheadings which you do not need to use. Make your answers on the ANSWER SHEET. (10 points)**

 Like most people, you probably got your vaccinations as a child and, since then, you’ve had tetanus (破伤风) boosters, maybe some flu shots, and some antibiotics when you needed them. When you catch a germ, you usually recover quickly. Most people in the United States and other developed countries have good reason to feel smug. They are well protected against infectious disease by vaccination, antibiotics, good hygiene, and general good health.

 41) \_\_\_\_\_\_\_\_\_\_\_. In addition, diseases that just a few years ago seemed to be nearly wiped out often make worrisome comebacks despite widespread vaccination. Resistant strains of infections frequently appear.

 42) \_\_\_\_\_\_\_\_\_\_\_.

 What is the status of infectious disease in the 21st century? Wasn’t modern medicine supposed to have this under control by now with vaccines, antibiotics, and antiviral drugs? Are the news reports and alarming headlines about new and emerging disease to be believed? Will resistant strains of disease overpower our ability to develop new drugs and vaccines? Is the landscape of infectious disease changing in the 21st century, and if so, how can medical science meet the new challenges?

43) \_\_\_\_\_\_\_\_\_\_. As Cedric Mims described it in Mims’ Pathogenesis(病发机理) of Disease, “If none of the microorganisms associated with man did any damage and none was notably beneficial, they would be interesting but relatively unimportant objects. In fact, they have been responsible for the great pestilences (瘟疫) of history, and have at times determined the course of history.”

44) \_\_\_\_\_\_\_\_\_\_\_. Take, for example, the settlement of North America by Europeans. The smallpox virus and other diseases carried by Europeans played at least as great a role in wiping out the indigenous American populations as did war and weapons. The conquest of Aztecs in Mexico by Hernando Cortes in 1520, for example, was accomplished less by the use of weapons than by the inadvertent introduction of the smallpox virus, endemic in Europe but completely new to the Aztec people, who had no immunity and fell ill and died at a staggering rate. Two years after Cortez arrived, 3.5 million native Americans were dead of smallpox.

45) \_\_\_\_\_\_\_\_\_\_. Because of their rapid rate of evolution and the constantly changing circumstances of human life, they continue to present threats of future pestilences.

The age-old story does, however, take some new twists in the 21st century. Several conditions of the modern world combine to influence the threat of infectious disease today.

[A] Infectious disease in general and viruses in particular, have indeed, shaped history.

[B] In most cases, microorganisms live in harmony with their hosts. Such is the case for many tropical viruses and the insects, monkeys, or other animals in which they have lived and reproduced.

[C] Still more alarming are the “new and emerging” diseases reported in the news, like SARS or bird flu, for which we have little or no immunity. And sexually transmitted diseases continue to pose a major health threat, with HIV at the top of the list.

[D] But for people whose immune systems are weakened by age or disease, it’s a different story. There are plenty of infectious microbes looking for a place to multiply and cause illness and sometimes death.

[E] Despite such gloomy visions of possible world crises, many scientists remain optimistic that vaccines will eventually improve.

[F] The battle of human versus microbe is far from over and is never likely to be so.

[G] The tug-of-war between human and microbes has always taken place. It is the nature of infectious microbes to damage and kill their hosts.

**Section III Translation**

**46. Directions:**

**Translate the following text from English into Chinese. Write your translation on ANSWER SHEET 2. (15 points)**

 For people wary of abstract theorizing, it’s nice to see people investigating morality in ways that are concrete and empirical. But their approach does have certain implicit tendencies. They emphasize group cohesion over individual dissent. They emphasize the cooperative virtues, like empathy, over the competitive virtues, like the thirst for recognition and superiority. At this conference, they barely mentioned the yearning for transcendence and the scared, which plays such a major role in every human society.

 Their implied description of the moral life is gentle, fair and grounded. But it is all lower case. So far, at least, it might not satisfy those who want their morality to be awesome, formidable, transcendent or great.

**47. Directions:**

Write an essay based on the following chart. In your writing, you should

(1) interpret the picture, and

(2) give your comment.

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

