

2019 年攻读浙江财经大学硕士学位研究生入学考试试题

科目代码: 681 科目名称: 综合英语

答案请写答题纸上

Part I VOCABULARY(10 POINTS)

There are ten words or phrases underlined in the following sentences. You are required to use other English words or phrases to explain with the meanings that best suit those sentences.

For example: Using his knowledge and judgment, he is to promote the electorate's goals as he understands them.

Answer: constituents'

1. Public investment in sports complexes, parks and golf courses has made leisure cheaper and more accessible.
2. Results showed that when smokers were given e-cigarettes without any accompanying instructions or requirements for use, uptake was strong, and many participants went on to purchase their own e-cigarettes.
3. Professor Pisani and colleagues used cutting-edge statistical techniques to test whether the evolutionary models routinely used in phylogenetics can adequately describe the genomic datasets used to study early animal evolution.
4. Large dams can provide water and electricity, mitigate flooding and create beautiful lakes.
5. This has given rise to the idea that the environment itself is a legitimate water consumer, with attendant needs and rights.
6. High among the complaints has been that the rationale behind it was political.
7. You have to use a transparent material with some colored material incorporated into the print.
8. This stationary engine was both too large and inefficient to be utilised in transport.
9. Mindfulness involves a conscious focus on and awareness of your present state of mind and surroundings, without judgment or reaction.
10. The research is plagued by the same shortcomings identified in the adult literature.

Part II READING COMPREHENSION (70POINTS)

Section A

In this section, there are five reading passages followed by a total of 25 multiple-choice questions. Read the passages and finish the multiple choices.

Text A

One of the key challenges in urban architecture over the next 50 years will be figuring out how to squeeze vast numbers of additional people into urban areas that are already extremely crowded. London, for example, will somehow have to deal with a projected 100,000 extra inhabitants every year until 2016. The current plan of building new “satellite towns” of the city causes a lot of problems, but architecture think tanks are working on ambitious solutions that go vertical instead of horizontal in search of space.

In terms of population density, London is one of the least crowded major cities in the world—four times fewer people per square kilometer than Paris, for example, six times fewer than New York and eight times fewer than Cairo. But the fact remains that the city’s population is growing at a rapid rate, and horizontal expansion into the surrounding areas is eating up increasingly important agricultural land, as well as worsening all the transport problems that come with urban growth.

Popular Architecture would propose a radically different solution. The proposal is to go upwards, with vertical towers of considerable size, each representing an entire new town by the time it’s completed. Each tower would be 1500 meters high. Beyond mere accommodation, each tower would function as an entire town unit, with its own schools, hospitals, parks and gardens, sports facilities, business areas and community spaces. The population density of such a tower could help lower the individual energy requirements of each inhabitant, reducing the ecological impact of the population as a whole.

The village towers are considered as hollow tubes, with large holes to allow light and air through the entire construction. Occasional floor discs spread throughout the height of the building will give inhabitants large central areas in the middle of the tube to use as gathering spaces.

While the building itself is unlikely ever to be seriously considered for construction—imagine the number of elevators it would need, let alone the safety implications of open areas at such heights and with such wind exposure—the concept

can serve as a conversation-starter for urban planners looking to face the challenges of the current and coming centuries.

1. One key challenging task for urban architects in future is to _____.
 - A. build new satellite towns
 - B. work out ambitious plans
 - C. design less crowded cities
 - D. accommodate more inhabitants
2. Which of the following cities has the largest population density?
 - A. Cairo.
 - B. Paris.
 - C. London.
 - D. New York.
3. Horizontal expansion not only wastes land, but makes it hard for London to _____.
 - A. handle its safety problems
 - B. resolve its transport issues
 - C. control its population growth
 - D. measure its population density
4. The vertical tower would represent an entire new town in itself because _____.
 - A. it is energy-saving
 - B. it is cost-effective
 - C. it is self-sufficient
 - D. it is comfort-oriented
5. For city planners today, the idea of building a vertical tower can become _____.
 - A. a topic for fun
 - B. a shocking reality
 - C. a modest proposal
 - D. a source of inspiration

Text B

Most publishing is now “electronic” in the sense that books, magazines, and newspapers are prepared on computers, and exist as computer files before they are printed on paper. Often there are advantages to giving readers access to the electronic versions of publications as well as—or even instead of—the printed versions.

Print publications have lots of advantages. Paper is pleasant to handle, ready to read, and very portable: You can read it almost anywhere. On the other hand, print has its weaknesses. Paper is expensive, and articles are often cut to fit the space available. Printing and distributing paper is expensive and takes time. Printed materials are expensive to store and almost impossible to search. Electronic publishing offers

solutions to all these problems.

Suppose a publisher makes the electronic copy of a newspaper or magazine available from the net, perhaps on the Internet's World Wide Web. No paper is used and disc space is cheap, so Internet publishing costs very little. Articles don't have to be cut. Internet publishing is fast, and readers can access material as soon as it becomes available: Within minutes, instead of the next day, next week or next month. Internet publishing goes beyond geographical boundaries: The humblest local paper can be read everywhere from New York to London to Delhi to Tokyo. Delivery costs are low because there are no newsagents to pay, and no postal charges: Readers pick up the bills for their on-line sessions. Also, computer based publications are simple to store and every word can be searched electronically.

At the moment, newspapers and magazines, TV and radio stations, news agencies and book publishers are making content freely available on the Web because they are competing for "mindshare". Perhaps they want to find out if they can attract and hold an audience on line, or perhaps they're afraid of missing out because "everyone else is doing it". But don't count on things staying that way. Publishers are not in business to lose money.

6. What does the author probably foresee?
 - A. Readers will have more accesses.
 - B. Books and newspapers will be kept as computer files.
 - C. It will not make any sense to keep the printed versions.
 - D. Electronic publications will replace printed ones.
7. Which of the following situations is among the troubles print has?
 - A. It is dear to find printed materials.
 - B. Frequent editing is needed for better layout.
 - C. Paper is passed around quickly.
 - D. The space to restore articles is not enough.
8. The electronic version of newspapers has all the following advantages except that _____.
 - A. it can be carried around
 - B. it can be read in many places
 - C. it can be immediately accessed
 - D. it requires little delivery cost
9. Why are publishers making their books freely available?
 - A. They want to make money.
 - B. They don't like to lose their audience.
 - C. They are competing for fun.
 - D. They try to win more freedom.
10. What method does the author mainly use in the passage to achieve better effects?

- A. Examples.
- B. Listing.
- C. Comparisons and listing.
- D. Analysis and examples.

Text C

One important thing during the pre-Christmas rush at our house was the arrival of my daughter's kindergarten report card. She got high praise for her reading, vocabulary and overall enthusiasm. On the other hand, we learnt that she has work to do on her numbers and facility with the computer, though the detailed handwritten report her teachers prepared is absent of any words that might be interpreted as negative in describing her efforts. A number system indicates how she's measuring up in each area without any mention of passing or failing.

All of which seems to make my daughter's school neither fish nor fowl when it comes to the debate over the merits of giving formal grades to kids. At one level, the advantages and disadvantages are obvious. A grade system provides a straightforward standard by which to measure how your child is progressing at school—and how he or she is getting on compared to other children. But as writer Sue Ferguson notes, "Grades can deceive." The aim should be "to measure learning, not simply what a student can recall on a test." The two aren't the same—and if you doubt that as an adult, ask yourself whether you could sit down without any preparation and still pass those high-school-level examinations.

If you're old enough, you've lived through this debate before. At one time, it was considered unfair to put children in direct competition with one another if it could be avoided. The intention behind that may have been good, but it ignored the fact that competition, and the will to come out on top, are essential components of the human condition.

This time around, educators working with a no-grades approach are emphasizing different reasons. The thing is that approach is much more commonplace in the adult workplace than is the traditional pass-fail system we place on our children. Many workplaces conduct regular employee evaluations. There are usually fairly strict limits to what an employer can tell an employee in those evaluations—and even then, negative evaluations can be challenged by the employee. No matter where you sit in the debate over the grade system, then, the real question is this: If it's so good for kids, why isn't that also true for adults?

11. The school report indicates that the writer's daughter _____.
- A. lacks interest in her school work

- B. ranks among the best at language
 - C. has some trouble with her handwriting
 - D. needs to improve in math and computer skills
12. We can learn that the girl's school tries to deliver the report _____.
- A. in a positive way
 - B. in a scientific way
 - C. in an attractive way
 - D. in an enthusiastic way
13. Sue Ferguson seems dissatisfied with the grade system for its focus on _____.
- A. the process of getting the knowledge
 - B. the capability of memorizing for the test
 - C. the procedure of measuring learning
 - D. the standard of comparing schools
14. The writer would agree that cutting children off from competition is _____.
- A. fit for human development
 - B. fit for their age and experience
 - C. against a key part of human nature
 - D. out of consideration for children
15. It can be learned that today's educators supporting the no-grades approach insist that _____.
- A. kids be allowed to challenge the negative evaluations
 - B. the traditional teacher-student relationship be changed
 - C. the evaluation system for kids be similar to that for adults
 - D. strict rules be set up in evaluating school children

Text D

Investment in the public sector, such as electricity, irrigation, public services and transport (excluding vehicles, ships and planes) increased by about 10%, although the emphasis moved to the transport and away from the other sectors mentioned. Trade and services recorded a 16%~17% investment growth, including a 30% increase in investment in business premises. Industrial investment is estimated to have risen by 8%. Although the share of agriculture in total gross investment in the economy continued to decline, investment grew by 9% in absolute equipment. Housing construction had 12% more invested in it in 1964, not so much owing to increased demand, as to fears of new taxes and limitation of building.

Total consumption in real terms rose by close on 11% during 1964, and per capita personal consumption by under 7%, as in 1963. The undesirable trend towards a rapid rise in consumption, evident in previous years, remained unaltered. Since at current prices consumption rose by 16% and disposable income by 13%, there was evidently a fall in the rate of saving in the private sector of the economy. Once again consumption

patterns indicated a swift advance in the standard of living. Expenditure on food declined in significance, although consumption of fruit increased. Spending on furniture and household equipment, health, education and recreation continued to increase.

The greatest proof of altered living standards was the rapid expansion of expenditure on transport (including private cars) and personal services of all kinds, which occurred during 1964. The progressive wealth of large sectors of the public was demonstrated by the changing composition of durable goods purchased. Saturation point was rapidly being approached for items such as the first household radio, gas cookers, and electric refrigerators, whereas increasing purchases of automobiles and television sets were registered.

16. From this passage, we learn that people_____.
- A. spent more money than they earned
 - B. saved more money than previously
 - C. invested and consumed at an accelerated pace
 - D. spent their money wisely
17. The author thinks that the trend towards a rapid rise in consumption was “undesirable” because_____.
- A. expenditure on luxuries increased
 - B. people were wealthy
 - C. people consumed less
 - D. people saved less
18. Expenditure increased on all the following EXCEPT_____.
- A. food
 - B. automobiles
 - C. education
 - D. entertainment
19. It can be inferred from the increase of fruit consumption that_____.
- A. people had to spend more on transportation and furniture
 - B. the price of fruit dropped dramatically
 - C. people were more money conscious
 - D. people were more healthy conscious
20. The word “registered” in the last line most probably means _____.
- A. marked
 - B. approached
 - C. listed
 - D. booked

Text E

Britain's flexible labour market was a boon during the economic slump, helping keep joblessness down and then, when the recovery began, allowing employment to rise. Yet one of its bendier bits is causing politicians to fret. Ed Miliband, the leader of the Labour Party, has promised a crackdown on "zero-hours contracts" if he wins the next election. The government has launched a consultation.

Zero-hours contracts allow firms to employ workers for as few or as many hours as they need, with no prior notice. In theory, at least, people can refuse work. Fully 1.4m jobs were based on these contracts in January 2014, according to the Office for National Statistics. That is just 4% of the total, but the share rises to a quarter in the hospitality business.

The contracts are useful for firms with unstable patterns of demand, such as hotels and restaurants. They have also helped firms to expand during the recovery— allowing them to test new business lines before hiring permanent staff, who would be more costly to make redundant if things went wrong.

Flexibility suits some workers, too. According to one survey, 47% of those employed on zero-hours contracts were content to have no minimum contracted hours. Many of these workers are in full-time education. The ability to turn down work is important to students, who want to revise at this time of year. Pensioners keen for a little extra income can often live with the uncertainty of not having guaranteed hours.

Yet that leaves more than a quarter of workers on zero-hours contracts who say they are unhappy with their conditions. Some of this is cyclical. During recessions, a dearth of permanent positions forces people into jobs with no contracted hours even if they do not want them. Underemployment is particularly prevalent among these workers, 35% of whom would like more hours compared with 12% in other jobs. As the economy recovers, many should be able to renegotiate their contracts or find permanent jobs.

But the recovery will not cause unwanted zero-hours contracts to disappear. Some workers will never have much negotiating power; they are constrained by geography, family commitments and lack of competition for their skills among a small number of big employers. Zero-hours contracts make it easier for employers to abuse their labour-market power. Some use them to avoid statutory obligations such as sick and maternity pay. Workers are penalised for not being available when requested. And some contracts contain exclusivity clauses which prevent workers from taking additional jobs. These can harm other employers as well as workers, and actually reduce labour market flexibility. That, at least, is worth doing away with.

21. According to Paragraph 1, politicians are concerned about _____.
- A. the rise of unemployment rate
 - B. the disorder of market economy
 - C. the flexibility of the labour market
 - D. the severity of economic depression
22. Zero-hours contracts are characterized by their _____.
- A. reliability and popularity
 - B. flexibility and instability
 - C. stability and sustainability
 - D. adaptability and universality
23. Who may not be satisfied with zero-hours contracts?
- A. People with specific goals.
 - B. Workers requiring flexibility.
 - C. Students doing part-time jobs.
 - D. Pensioners desiring more income.
24. Zero-hours contracts may allow employers to _____.
- A. satisfy their need
 - B. violate legal provision
 - C. avoid legal punishment
 - D. fulfil their responsibility
25. The text mainly focuses on zero-hours contracts' _____.
- A. traits and effects
 - B. limits and defects
 - C. merits and impacts
 - D. features and problems

Section B

In this section, you are going to read a passage. The reading passage has nine paragraphs, A-I. Which paragraph has the following information? Write the correct letter A-I in boxes 26-35 on your answer sheet.

This year's Nobel prizewinners owe their award to insights into how people find jobs.

A TWO coconut trees grow on the veranda of the Chitradurga employment exchange in India's Karnataka state, where Kalandar Khan, a young member of the state civil service, holds jobs fairs and recruitment rallies. A snapshot on his mobile phone shows the veranda thronged with potential applicants for an ambulance-driver post. Another shows an event for Bharat Fertiliser; again, standing-room only. Mr. Khan's task—matching job-seekers from a variety of backgrounds to employers with quite specific requirements—is not easy. Many of those registered on his exchange lack the

skills that employers require.

B Mr. Khan is hardly alone in worrying about a mismatch between workers' abilities and the jobs on offer. Halfway around the world, some reckon that many unemployed Americans lack the skills needed to fill those jobs that are being created as the country emerges from recession. Others blame deficient demand for the country's stubbornly high unemployment. Still others point to the housing bust, which has hampered American homeowners' ability to move to where new jobs are being created.

C Divergent as they are, these opinions about America's persistently high unemployment rate are all based on a similar conceptual view of the labour market. It is seen as a mechanism for pairing people with jobs in which matching cannot take place instantaneously. This way of thinking about the jobs market and unemployment owes an intellectual debt to research on markets with search frictions carried out in the 1970s and 1980s by Peter Diamond of the Massachusetts Institute of Technology, Dale Mortensen of Northwestern University and Christopher Pissarides of the London School of Economics. On October 11th they were awarded this year's Nobel Prize for economics for their work.

D The economists' approach to these issues was a sharp break from the norm in the early 1970s, when standard economic models mostly treated labour as a commodity which had the worker's wage as its price. There could be no unemployment in the simplest versions of these models, because wages would fall instantaneously to eliminate it. True, few economists took these simple models literally, lots of research was done to modify their assumptions and generate more realistic results, often by making it harder for wages to fall. But even the modified models took little note of data on how people flowed into and out of employment. The stretches of unemployment, the job hunts, the moves from job to job, the rate at which workers were fired or hired, all this was absent. Mr. Mortensen argued that this needed to change. Investigating the way people actually went about finding jobs in an uncertain environment, he believed, should be a central concern of the analysis of labour markets. Initially working independently of each other—though Messrs Mortensen and Pissarides later collaborated fruitfully this year's laureates would go on to do just that.

E The three economists built upon earlier work by George Stigler, who had studied the process by which people acquired information, and who won the Nobel Prize himself in 1982. Pointing out that getting information costs time and effort, Mr. Stigler argued that people would do so only as long as the additional benefits of having more information exceeded the additional costs of acquiring it. Mr. Mortensen saw this framework as a useful way of thinking about labour markets, because finding employment in a decentralized labour market typically involves gathering and evaluating information on

vacancies and wages.

F Mr. Diamond modeled this job-search process in a series of seminal papers written between 1979 and 1982. One was based on the premise that not all jobs are equally suitable for all workers. The first person offered a job might not be as good a match for it as the second or third person. So if every unemployed person grabbed the first job that came his way, the match between workers and jobs that resulted would not be optimal. By making it possible for workers to be more selective about the jobs they accepted, Mr. Diamond showed, unemployment insurance would improve the efficiency of the labour market.

G In another famous paper published in 1982, Mr. Diamond showed how an economy in which different agents need to seek each other out could end up with several equilibrium rates of unemployment. In other words, there was no single “natural” rate. Policymakers could in principle try for the equilibrium they most favoured. In a touch which Mr. Khan in Chitradurga might appreciate, he explained his reasoning using the example of a tropical island where finding and trading coconuts was the only form of economic activity. Just as some people cannot find work, so some coconuts do not find a buyer. Economics students today still study the “Diamond coconut model”.

H The best-known work by Messrs Mortensen and Pissarides, a joint paper written in 1994, is also a staple of economics courses. Whereas earlier analysis had tended to make assumptions about the rate at which job vacancies arose, the two figured this out from more basic assumptions about the incentives of workers and employers. Their results have particular resonance today: their model showed why unemployment would shoot up in a recession but fall much more slowly when a recovery began.

I The work that earned this year’s Nobel prize was carried out decades ago. But with the unemployment rate in America stubbornly stuck at 9.6% 16 months after the official end of the country’s recession, it remains as relevant today as when it was done. Mr. Diamond, for one, may soon have to apply some of the insights from his research to the real world. His nomination to the board of America’s Federal Reserve is still in limbo after some Republicans questioned his competence. Perhaps a Nobel Prize will encourage them to revise their opinion.

26. The match between employees and jobs would not be perfect if every unemployed one took the first job he found.
27. Mr. Mortensen held that the most important concern of the analysis of the labour markets should be the investigation on the way people found jobs in an uncertain environment.
28. Many of those who registered on Mr. Khan’s exchange don’t possess the skills that

employers require.

29. In the early 1970s, standard economic models mostly regarded labour as a commodity.
30. Many people are worrying about the mismatch between the applicants competence and the jobs offered.
31. Mr. Stigler won the Nobel Prize in 1982.
32. Mr. Khan created the “Diamond coconut model”.
33. Peter Diamond, Dale Mortensen and Christopher Pissarides were awarded Nobel Prize for economics.
34. According to Mr. Stigler, people would not spend time and effort to acquire information if the additional costs outweighed the benefits.
35. In Mr. Diamond’s analysis, the efficiency of the personnel market could be enhanced by the unemployment insurance.

26. _____	27. _____
28. _____	29. _____
30. _____	31. _____
32. _____	33. _____
34. _____	35. _____

PART III PROOFREADING & ERROR CORRECTION

(20POINTS)

The passage contains TEN errors. Each indicated line contains ONE error. In each case, only ONE word is involved. You should proofread the passage, correct them and write your answer on the Answer Sheet in the following way:

EXAMPLE

When art museum wants a new exhibit, it never buys things in finished form and hangs in...

them on the wall. When a natural history museum wants an exhibition, it must often build it.

1. When an art museum ...
- 2....it never buys things
3. ...wants an exhibit, it ...

You’ve probably heard about face blindness, an incurable neurological disorder that impairs someone’s ability to recognize faces—even that of family or friends. It affects about 2.5 percent of the world’s population. At the other end of the spectrum are “super recognizers.” These gifted individuals can remember people they’ve

1.

met or seen only briefly, as well as people they haven't seen in decades whose appearance may have changed. Though researchers don't yet know how many of us have these superior facial recognition skills, early estimates indicate that, like facial blindness, 1 in 50 people has the skill. 2.

Researchers studied 254 British young adults and investigated how the super recognizers among them processed faces. According to Sarah Bate, Ph.D. it has long been known that the optimal way to process faces involve the use of a "configural" or "holistic" processing strategy. This involves seeing faces as a whole, taking amount of all of the facial features and the spacing between them. Interestingly, all of the super recognizer participants displayed heightened configural processing on at least one task. We also monitor their eye movements as they looked at faces. While control participants mostly looked at the eyes, super recognizers spent more time looking at the nose. It is possible that this more central viewing position promotes the optimal configural processing strategy. 3.
4.
5.
6.

Being a super recognizer has nothing to do with your intellect or your ability to excel at visual or memory tasks. However, it may have anything to do with your genes, as increasing evidence shows the ability is heredity. Face blindness has been known to run in families, too. 7.
8.

But don't feel bad if you're not a super recognizer. Chances are you recognize a lot many people than you realize: the vast majority of people recognize between 1,000 to 10,000 faces. "There's a huge difference between our ability to recognize familiar versus unfamiliar faces," Professor Mike Burton told *The Guardian*. "People are surprisingly bad between checking a real face against a photo ID, and yet we recognize friends and colleagues over a huge range of conditions." 9.
10.

PART IV CLOZE (20 POINTS)

There are twenty blanks in the following passage. For each blank there are four choices marked A, B, C and D. Choose the one answer that best fits into the passage.

For many people today, reading is no longer relaxation. To keep up their work they must read letters, reports, trade publications, interoffice communications,

not to mention newspapers and magazines: a never-ending flood of words. In ___1___ a job or advancing in one, the ability to read and comprehend ___2___ can mean the difference between success and failure. Yet the unfortunate fact is that most of us are ___3___ readers. Most of us develop poor reading ___4___ at an early age, and never get over them. The main deficiency ___5___ in the actual stuff of language itself—words. Taken individually, words have ___6___ meaning until they are strung together into phrases, sentences and paragraphs. ___7___, however, the untrained reader does not read groups of words. He laboriously reads one word at a time, often regressing to ___8___ words or passages. Regression, the tendency to look back over ___9___ you have just read, is a common bad habit in reading. Another habit which ___10___ down the speed of reading is vocalization—sounding each word either orally or mentally as ___11___ reads.

To overcome these bad habits, some reading clinics use a device called an ___12___, which moves a bar (or curtain) down the page at a predetermined speed. The bar is set at a slightly faster rate ___13___ the reader finds comfortable, in order to “stretch” him. The accelerator forces the reader to read fast, ___14___ word-by-word reading, regression and subvocalization, practically impossible. At first ___15___ is sacrificed for speed. But when you learn to read ideas and concepts, you will not only read faster, ___16___ your comprehension will improve. Many people have found ___17___ reading skill drastically improved after some training. ___18___ Charles Au, a business manager, for instance, his reading rate was a reasonably good 172 words a minute ___19___ the training, now it is an excellent 1,378 words a minute. He is delighted that now he can ___20___ a lot more reading material in a short period of time.

- | | | | |
|--------------------|-------------|---------------|------------------|
| 1. A. applying | B. doing | C. offering | D. getting |
| 2. A. quickly | B. easily | C. roughly | D. decidedly |
| 3. A. good | B. curious | C. poor | D. urgent |
| 4. A. training | B. habits | C. situations | D. custom |
| 5. A. lies | B. combines | C. touches | D. involves |
| 6. A. some | B. a lot | C. little | D. dull |
| 7. A. Fortunately | B. In fact | C. Logically | D. Unfortunately |
| 8. A. reuse | B. reread | C. rewrite | D. recite |
| 9. A. what | B. which | C. that | D. if |
| 10. A. scales | B. cuts | C. slows | D. measures |
| 11. A. some one | B. one | C. he | D. reader |
| 12. A. accelerator | B. actor | C. amplifier | D. observer |
| 13. A. Then | B. As | C. Beyond | D. Than |
| 14. A. enabling | B. leading | C. making | D. indicating |

- | | | | |
|--------------|-----------------|-----------|---------------|
| 15.A.meaning | B.comprehension | C.gist | D.regression |
| 16.A.but | B.nor | C.or | D.for |
| 17.A.our | B.your | C.their | D.such a |
| 18.A.Look at | B.Take | C.Make | D.Consider |
| 19.A.for | B.in | C.after | D.before |
| 20.A.master | B.go over | C.present | D.get through |

PART V SUMMARY AND QUESTION (30 POINTS)

Section A

To summarize an essay, you should not include your own thoughts on the matter, but describe the essay as objectively as possible, whether you agree with it or not. Try to use pertinent quotations by the author, working them in gracefully where appropriate. Also, any important or conspicuous words, phrases, or terms should be put in quotation marks. (20 POINTS)

Write a 150-word summary based on the following passage.

People have been settling near water for millennia, relying on it for transportation, energy, food and, most importantly, water. But despite its many benefits, this prime real estate is also haunted by a hidden danger: floods. And thanks to growing human populations and wilder weather from global warming, the threat of flooding is forecast to rise in many parts of the world for decades to come.

Floods aren't a new problem, of course. Even the first human fishing camps likely suffered when rivers flooded. But the stakes grew higher as populations swelled, and when early farmers found rich soil along river banks—leading to permanent settlements in floodplains—the stage was set for future disasters. Man-made dams have since reduced death tolls from floods, but economic losses continue to surge as cities expand near water.

Global warming is expected to worsen this trend, since warmer temperatures make more water evaporate, pumping more moisture into the atmosphere. Still, individual floods can't be directly tied to climate change, points out Mike Halpert of the U.S. Climate Prediction Center.

Too many factors are involved, he says, including local geography, ground cover, long-term precipitation and climate trends like El Niño, La Niña or the Arctic Oscillation. The annual floods of the Red River in North Dakota and Minnesota, for example, are spurred by spring rains as well as months of winter

snow. “When you put 4 feet of snow on the ground and then you get warm temperatures, or you get a nice warm rain on top of it, that’s a prime setup for flooding,” Halpert says. Elsewhere, record-breaking Mississippi River floods have been triggered by unusually snowy winters and intense spring storms, while many coastal states have been inundated as slow-moving tropical storms dump record amounts of rain.

Floods are the most common natural disaster in the U.S., capable of striking almost any river, creek, lake or coast nationwide. They kill about 140 Americans each year and are often more destructive than the storms that caused them—water flowing at 10 mph exerts the same pressure on a structure as 270 mph wind gusts. Across the country, floods destroy some \$6 billion worth of property every year.

Overflowing rivers are behind most U.S. floods, but anything from tsunamis and hurricanes to broken dams and urban runoff can cause one. A single flood may fit multiple categories, but floods are generally classified as one of the following:

Flash floods: Most deaths and damage from floods are due to flash flooding—“a rapid and extreme flow of high water into a normally dry area, or a rapid rise in a stream or creek above a predetermined flood level,” according to the National Weather Service. Flash floods develop suddenly, often in just a few minutes, and while they occur in all 50 states, they’re most common in hilly areas with steep valleys, or along small waterways in urban environments. Their speed, depth and element of surprise make flash floods highly dangerous, causing major damage while allowing little time to prepare or evacuate. Heavy rains are the top cause of flash floods, but urban runoff, “ice jams,” dam failures and other factors may also be involved.

Slow river floods: Rising waters may spur flash floods in steep, narrow river basins, but in flatter, wider ones, flooding tends to be slow, shallow and long-lasting. Flat floodplains can remain inundated for days or even weeks, but these floods are at least usually easier to predict than flash floods. Spring snowmelt regularly swells northern rivers, and when big blocks of un-melted ice are floating downstream, they can become lodged under bridges or in narrow passages, creating an “ice jam” that sets off a flash flood on top of the slower, pre-existing flood.

Coastal floods: Storms and earthquakes are the two leading causes of ocean floods. Hurricanes push walls of sea water ashore when they hit land, creating a saline flash flood known as a “storm surge.” Storm surges are often responsible for the majority of deaths from tropical cyclones, as was the case in New Orleans

after Hurricane Katrina in 2005. Despite hurricanes' strength, though, deep-sea earthquakes are capable of displacing even larger amounts of water, forming long-range waves called "tsunamis." Tsunamis can push floodwaters many miles inland, as seen after the 2004 Sumatran quake and the magnitude-9.0 temblor that hit Japan in March 2011.

Ground failures: Some floods attack from below, as the water table rises to the surface and washes away chunks of topsoil. This can cause a variety of ground failures, including "subsidence," or sinking soil, and "liquefaction," a process in which water-soaked sediment loses strength and acts like a liquid. Scientists also differentiate between "mud-floods"—a liquid flood that carries up to 50 percent solid sediment loads—and "mudflows"—solid landslides where the downward flow is viscous enough to support large boulders within a wave of smaller particles. Mud-floods and mudflows are most common in California and other Western states, since they tend to occur on hillsides burned bare by wildfire.

Lake floods: Most lakes experience fluctuating water levels, but they usually don't "flood" the way rivers do because lakes typically have outlet streams or rivers to help them drain. But not all lakes have such outlets, and these "closed-basin lakes" are prone to potentially catastrophic floods if their water level rises too high. Glacial lakes—which were carved and filled by glaciers, and make up most lakes in North America—are also at risk of drainage problems, and can undergo dramatic, long-term fluctuations in depth.

Opening the floodgates

While rain and snow cause most floods, they're also pawns of broader climatic trends that shape daily weather. Linking specific weather events to these trends is never easy, but climatologists can at least trace the origins of some recent U.S. flood problems to unusually heavy precipitation during preceding months.

The winter of 2010-'11 saw record snowfall in much of the U.S., for example, which was largely blamed on the Arctic Oscillation pushing Canadian weather south. That helped feed another big Red River flood the following spring, and when a low-slung jet stream later began producing frequent thunderstorms across the Midwest, it contributed to historic flooding on the Mississippi and other major rivers. A similar phenomenon also occurred between 2009 and 2010, when El Niño-driven rains were initially welcomed, helping end long droughts from California to South Carolina.

Within a few months, however, much of metro Atlanta was underwater. That region's drought had faded, and by September '09 El Niño was already drenching

the U.S., sending storm after storm east across the country. October '09 was the wettest month nationwide in 115 years of record keeping, and when winter arrived, all that rain began falling as snow instead. El Niño reached its peak in December, helping fuel one of the snowiest winters in recorded history—63 percent of the U.S. had a white Christmas in 2009, and by February, the entire Northern Hemisphere's snow cover was more than 1 million square miles above average.

The effects were so extreme, in fact, that climatologists soon realized El Niño wasn't working alone. Its accomplice turned out to be the strongest negative phase of the Arctic Oscillation ever recorded, a phenomenon that essentially shoves cold Arctic air south into mid-latitude regions, while pulling their warmer air up north. That helped create unseasonably cold temperatures across the U.S. and Europe, which in turn transformed El Niño's barrage of rainstorms into blizzards. When that snow later melted, it released a huge amount of moisture all at once—and many soils were still too waterlogged in 2010 to handle it.

“Snow always melts; it just depends how much is on the ground,” Halpert says. “[2010] was unusual in that both December and February had all-time record low values for Arctic Oscillation, and the seasonal value was also a record.” While that was odd, though, nearly the same thing happened in 2011: A negative Arctic Oscillation fueled heavy winter snow, followed by frequent spring storms, which proved too much for many rivers to contain. In March, U.S. officials warned that half the country faced spring-flooding risks, including the Red and Mississippi river basins.

Recent research has since linked intensifying U.S. winters to climate change, while two others even specifically related rising temperatures to rising floodwaters. Scientists typically discourage such specific attributions, but climate change could potentially affect flooding in several ways, depending on the region and type of flood in question. Most experts agree melting glaciers and warm, swollen seawater are raising sea levels, which may eventually flood low-lying coastal cities. NASA and other science agencies also predict weather patterns will swing more violently, possibly causing drought/flood cycles even more extreme than the ones seen recently in the U.S. And if climate change does create stronger storms as expected, many U.S. rivers could be in for unprecedented floods—suggesting that even if record flooding in 2010 and 2011 wasn't a reflection of global warming, it may still be a preview.

Flood safety

The main rule for staying safe during a flood is to never willingly go near the water, whether on foot or in a car. Just six inches of moving water can knock people off their feet, so FEMA warns against walking through flowing floodwaters, and points out that since even apparently dry land could be subject to ground failure in a flood, it's not a bad idea to use a pole or stick to test the soil before stepping on it. The best place to be is high ground, but if you're in a building when floods arrive, go to the roof or the highest floor, but be careful not to get trapped in an attic or other confined space by rising water.

More than half of all deaths in floods happen when vehicles are swept away, usually in flash floods. Many of the drivers are overtaken before they can react, but people also frequently overestimate their ability to drive through flowing water, often with tragic results. NOAA's "Turn Around, Don't Drown" campaign is aimed at reducing these preventable deaths by raising awareness of how dangerous road flooding can be.

Electrocution is another dangerous side effect of flooding, one more reason to stay away from the water. Avoid and report any downed power lines and electrical wires, and consider turning off your home's electricity and checking around for gas leaks.

Infection and disease can be major problems during a flood as well as long afterward. While water levels are still high, an array of contaminants can be mixed in with the flood, ranging from untreated sewage to toxic chemicals. But even after the threat of water-borne bacteria and synthetic pollutants wanes, respiratory risks arise from black mold and other fungi that flourish in water-damaged wood and fabrics. Anything that got wet from flooding should either be thoroughly cleaned or thrown away.

Section B

In this section there are two questions. Read the above passage carefully. Then answer the questions. (10 POINTS)

1. How is an ice jam formed? What damage will it cause?
2. Did El Niño alone cause one of the snowiest winters in recorded history in 2009? Give evidence.