

哈尔滨工业大学（深圳）2021/2022 学年秋季学期  
英语读写试题（A）

（仅阅读部分）（Reading comprehension part only）（2\*20=40）

[2022.6.15 13:30—15:30]（选项顺序可能和原卷略有不同）

Passage 1 (2018.12 CET6② 51-55)

For years, the U.S. has experienced a shortage of registered nurses. The Bureau of Labor Statistics projects that while the number of nurses will increase by 19 percent by 2022, demand will grow faster than supply, and that there will be over one million unfilled nursing jobs by then.

So what's the solution? Robots.

Japan is ahead of the curve when it comes to this trend. Toyohashi University of Technology has developed Terapio, a robotic medical cart that can make hospital rounds, deliver medications and other items, and retrieve records. It follows a specific individual, such as a doctor or nurse, who can use it to record and access patient data. This type of robot will likely be one of the first to be implemented in hospitals because it has fairly minimal patient contact.

Robots capable of social engagement help with loneliness as well as cognitive functioning, but the robot itself doesn't have to engage directly—it can serve as an intermediary for human communication. Telepresence robots such as MantaroBot, Vgo, and Giraf can be controlled through a computer, smartphone, or tablet, allowing family members or doctors to remotely monitor patients or Skype them, often via a screen where the robot's 'face' would be. If you can't get to the nursing home to visit grandma, you can use a telepresence robot to hang out with her. A 2016 study found that users had a "consistently positive attitude" about the Giraf robot's ability to enhance communication and decrease feelings of loneliness.

A robot's appearance affects its ability to successfully interact with humans, which is why the RIKEN-TRI Collaboration Center for Human-Interactive Robot Research decided to develop a robotic nurse that looks like a huge teddy bear. RIBA (Robot for Interactive Body Assistance), also known as "Robear", can help patients into and out of wheelchairs and beds with its strong arms.

On the less cute and more scary side there is Actroid F, which is so human-like that some patients may not know the difference. This conversational robot companion has cameras in its eyes, which allow it to track patients and use appropriate facial expressions and body language in its interactions. During a month-long hospital trial, researchers asked 70 patients how they felt being around the robot and "only three or four said they didn't like having it around."

It's important to note that robotic nurses don't decide courses of treatment or make diagnoses (though robot doctors and surgeons may not be far off). Instead, they perform routine and laborious tasks, freeing nurses up to attend to patients with immediate needs. This is one industry where it seems the integration of robots will lead to collaboration, not replacement.

1. What does the author say about Japan?
  - A) It delivers the best medications for the elderly.
  - B) It takes the lead in providing robotic care.
  - C) It provides retraining for registered nurses.
  - D) It sets the trend in future robotics technology.
2. What do we learn about the robot Terapio?
  - A) It has been put to use in many Japanese hospitals.
  - B) It provides specific individualized care to patients.
  - C) It does not have much direct contact with patients.
  - D) It has not revolutionized medical service in Japan.
3. What are telepresence robots designed to do?
  - A) Directly interact with patients to prevent them from feeling lonely.
  - B) Cater to the needs of patients for recovering their cognitive capacity.
  - C) Closely monitor the patients' movements and conditions around the clock.
  - D) Facilitate communication between patients and doctors or family members.
4. What is one special feature of the robot Actroid F?
  - A) It interacts with patients just like a human companion.
  - B) It operates quietly without patients realizing its presence.
  - C) It likes to engage in everyday conversations with patients.
  - D) It uses body language even more effectively than words.
5. What can we infer from the last paragraph?
  - A) Doctors and surgeons will soon be laid off.
  - B) The robotics industry will soon take off.
  - C) Robots will not make nurses redundant.
  - D) Collaboration will not replace competition.

**Passage 2 (2019.12 CET6① 51-55)**

Here's how the Pacific Northwest is preparing for "The Big One". It's the mother of all disaster drills for what could be the worst disaster in American history. California has spent years preparing for "The Big One" -the inevitable earthquake that will undoubtedly unleash all kinds of havoc along the famous San Andreas fault (断层). But what if the fault that runs along the Pacific Northwest delivers a gigantic earthquake of its own? If the people of the Cascadia region have anything to do with it, they won't be caught unawares.

The region is engaged in a multi-day earthquake-and-tsunami (海啸) drill involving around 20,000 people. The Cascadia Rising drill gives area residents and emergency responders a chance to practice what to do in case of a 9.0-magnitude earthquake and tsunami along one of the nation's dangerous-and underestimated-faults.

The Cascadia Earthquake Zone is big enough to compete with San Andreas (it's been called the most dangerous fault in America), but it's much lesser known than its California cousin. Nearly 700 miles long, the earthquake zone is located by the North American Plate of the coast

of Pacific British Columbia, Washington, Oregon and Northern California.

Cascadia is what's known as a "megathrust" fault. Megathrusts are created in earthquake zones-land plate boundaries where two plates converge. In the areas where one plate is beneath another, stress builds up over time. During a megathrust event, all of that stress releases and some of the world's most powerful earthquakes occur. Remember the 9.1 earthquake and tsunami in the Indian Ocean of Sumatra in 2004? It was caused by a megathrust event as the India plate moved beneath the Burma micro-plate.

The last time a major earthquake occurred along the Cascadia fault was in 1700, so officials worry that another event could occur any time. To prevent that event from becoming a catastrophe, first responders will join members of the public in rehearsals that involve communication, evacuation, search and rescue, and other scenarios.

Thousands of casualties are expected if a 9.0 earthquake were to occur. First, the earthquake would shake metropolitan areas including Seattle and Portland. This could trigger a tsunami that would create havoc along the coast. Not all casualties can necessarily be prevented-but by coordinating across local, state, and even national borders, officials hope that the worst-case scenario can be averted. On the exercise's website, officials explain that the report they prepare during this rehearsal will inform disaster management for years to come.

For hundreds of thousands of Cascadia residents, "The Big One" isn't a question of if, only when. And it's never too early to get ready for the inevitable.

6. What does "The Big One" refer to?

- A) A gigantic geological fault.
- B) A large-scale exercise to prepare for disasters.
- C) A massive natural catastrophe.
- D) A huge tsunami on the California coast.

7. What is the purpose of the Cascadia Rising drill?

- A) To prepare people for a major earthquake and tsunami.
- B) To increase residents' awareness of imminent disasters.
- C) To teach people how to adapt to post-disaster life.
- D) To cope with the aftermath of a possible earthquake.

8. What happens in case of a megathrust earthquake according to the passage?

- A) Two plates merge into one.
- B) A variety of forces converge.
- C) Boundaries blur between plates.
- D) Enormous stress is released.

9. What do the officials hope to achieve through the drills?

- A) Coordinating various disaster-relief efforts.
- B) Reducing casualties in the event of a disaster.
- C) Minimizing property loss caused by disasters.
- D) Establishing disaster and emergency management.

10. What does the author say about "The Big One"?

- A) Whether it will occur remains to be seen.
- B) How it will arrive is too early to predict.
- C) Its occurrence is just a matter of time.
- D) It keeps haunting Cascadia residents.

**Passage 3 (2019.6 CET6① 46-50)**

Professor Stephen Hawking has warned that the creation of powerful artificial intelligence (AI) will be "either the best, or the worst thing, ever to happen to humanity", and praised the creation of an academic institute dedicated to researching the future of intelligence as "crucial to the future of our civilization and our species".

Hawking was speaking at the opening of the Leverhulme Centre for the Future of Intelligence (LCFI) at Cambridge University, a multi-disciplinary institute that will attempt to tackle some of the open-ended questions raised by the rapid pace of development in AI research. "We spend a great deal of time studying history," Hawking said, "which, let's face it, is mostly the history of stupidity. So it's a welcome change that people are studying instead the future of intelligence."

While the world-renowned physicist has often been cautious about AI, raising concerns that humanity could be the architect of its own destruction if it creates a super-intelligence with a will of its own, he was also quick to highlight the positives that AI research can bring. "The potential benefits of creating intelligence are huge," he said. "We cannot predict what we might achieve when our own minds are amplified by AI. Perhaps with the tools of this new technological revolution, we will be able to undo some of the damage done to the natural world by the last one-industrialization. And surely we will aim to finally eradicate disease and poverty. And every aspect of our lives will be transformed. In short, success in creating AI could be the biggest event in the history of our civilization."

Huw Price, the center's academic director and the Bertrand Russell professor of philosophy at Cambridge University, where Hawking is also an academic, said that the center came about partially as a result of the university's Centre for Existential Risk. That institute examined a wider range of potential problems for humanity, while the LCFI has a narrow focus.

AI pioneer Margaret Boden, professor of cognitive science at the University of Sussex, praised the progress of such discussions. As recently as 2009, she said, the topic wasn't taken seriously, even among AI researchers. "AI is hugely exciting," she said, "but it has limitations, which present grave dangers given uncritical use."

The academic community is not alone in warning about the potential dangers of AI as well as the potential benefits. A number of pioneers from the technology industry, most famously the entrepreneur Elon Musk, have also expressed their concerns about the damage that a super-intelligent AI could do to humanity.

11. What did Stephen Hawking think of artificial intelligence?
- A) It would be vital to the progress of human civilisation.
  - B) It might be a blessing or a disaster in the making.
  - C) It might present challenges as well as opportunities.
  - D) It would be a significant expansion of human intelligence.
12. What did Hawking say about the creation of the LCFI?
- A) It would accelerate the progress of AI research.
  - B) It would mark a step forward in the AI industry.
  - C) It was extremely important to the destiny of humankind.
  - D) It was an achievement of multi-disciplinary collaboration.
13. What did Hawking say was a welcome change in AI research?
- A) The shift of research focus from the past to the future.
  - B) The shift of research from theory to implementation.
  - C) The greater emphasis on the negative impact of AI
  - D) The increasing awareness of mankind's past stupidity.
14. What concerns did Hawking raise about AI?
- A) It may exceed human intelligence sooner or later.
  - B) It may ultimately over-amplify the human mind.
  - C) Super-intelligence may cause its own destruction.
  - D) Super-intelligence may eventually ruin mankind.
15. What do we learn about some entrepreneurs from the technology industry?
- A) They are much influenced by the academic community.
  - B) They are most likely to benefit from AI development.
  - C) They share the same concerns about AI as academics.
  - D) They believe they can keep AI under human control.

**Passage 4 (2019.12 CET6③ 46-50)**

Schools are not just a microcosm (缩影) of society; they mediate it too. The best seek to alleviate the external pressures on their pupils while equipping them better to understand and handle the world outside-at once sheltering them and broadening their horizons. This is ambitious in any circumstances, and in a divided and unequal society the two ideals can clash outright (直接地).

Trips that many adults would consider the adventure of a lifetime-treks in Borneo, a sports tour to Barbados-appear to have become almost routine at some state schools. Parents are being asked for thousands of pounds. Though schools cannot profit from these trips, the companies that arrange them do. Meanwhile, pupils arrive at school hungry because their families can't afford breakfast. The Child Poverty Action Group says nine out of 30 in every classroom fall below the poverty line. The discrepancy is startlingly apparent. Introducing a fundraising requirement for students does not help, as better-off children can tap up richer aunts and neighbours.

Probing the rock pools of a local beach or practising French on a language exchange can fire children's passions, boost their skills and open their eyes to life's possibilities. Educational outings help bright but disadvantaged students to get better scores in A-level tests. In this globalised age, there is a good case for international travel, and some parents say they can manage the cost of a school trip abroad more easily than a family holiday. Even in the face of immense and mounting financial pressures, some schools have shown remarkable determination and ingenuity in ensuring that all their pupils are able to take up opportunities that may be truly life-changing. They should be applauded. Methods such as whole-school fundraising, with the proceeds (收益) pooled, can help to extend opportunities and fuel community spirit.

But £3,000 trips cannot be justified when the average income for families with children is just over £30,000. Such initiatives close doors for many pupils. Some parents pull their children out of school because of expensive field trips. Even parents who can see that a trip is little more than a party or celebration may well feel guilt that their child is left behind.

The Department for Education's guidance says schools can charge only for board and lodging if the trip is part of the syllabus, and that students receiving government aid are exempt from these costs. However, many schools seem to ignore the advice; and it does not cover the kind of glamorous, exotic trips, which are becoming increasingly common. Schools cannot be expected to bring together communities single-handed. But the least we should expect is that they do not foster divisions and exclude those who are already disadvantaged.

16. What does the author say best schools should do?

- A) Prepare students to both challenge and change the divided unequal society.
- B) Protect students from social pressures and enable them to face the world.
- C) Motivate students to develop their physical as well as intellectual abilities.
- D) Encourage students to be ambitious and help them to achieve their goals.

17. What does the author think about school field trips?

- A) They enable students from different backgrounds to mix with each other.
- B) They widen the gap between privileged and disadvantaged students.
- C) They give the disadvantaged students a chance to see the world.
- D) They only benefit students with rich relatives and neighbours.

18. What does the author suggest can help build community spirit?

- A) Events aiming to improve community services.
- B) Activities that help to fuel students' ingenuity.
- C) Events that require mutual understanding.
- D) Activities involving all students on campus.

19. What do we learn about low-income parents regarding school field trips?

- A) They want their children to participate even though they don't see much benefit.
- B) They don't want their kids to participate but find it hard to keep them from going.
- C) They don't want their kids to miss any chance to broaden their horizons despite the cost.
- D) They want their children to experience adventures but they don't want them to run risks.

20. What is the author's expectation of schools?
- A) Bringing a community together with ingenuity.
  - B) Resolving the existing discrepancies in society.
  - C) Avoiding creating new gaps among students.
  - D) Giving poor students preferential treatment.

### 参 考 答 案

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B	C	D	A	C	C	A	D	B	C
11	12	13	14	15	16	17	18	19	20
B	C	A	D	C	B	B	D	A	C