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考试科目：基础英语

科目代码：638

适用专业：英语语言文学、外国语言学及应用语言学

研究方向：英美文学、美国文化研究、加拿大文化研究、欧洲文化研究、现代英语及语言理论、英语翻译理论与实践、现代外语教育及教育技术

(注意：答案必须写在答题纸上，写在试题上不给分)

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Part One Reading Comprehension (40 points)

I Cloze Test (10 points)

Choose one of the four answers marked [A], [B], [C], [D] to complete the article. Write your answer on the answer sheet. Be sure that the number of the answers is in agreement with the number of the blanks.

It is well known that teenage boys tend to do better 1 math than girls, that male high school students are more likely than their female counterparts 2 advanced math courses like calculus, that virtually all the great mathematicians 3 men. Are women born with 4 mathematical ability? Or does society's sexism slow their progress? In 1980 two Johns Hopkins University researchers tried 5 the eternal nature /nurture debate. Julian Stanley and Camilla Benhow 6 10,000 talented seventh-and eighth-graders between 1972 and 1979. Using the Scholastic Aptitude Test, in which math questions 7 to measure ability rather than knowledge, they discovered 8 sex differences. 9 the verbal abilities of the males and females 10 differed, 11 girls scored over 500 (on a scale of 200 to 800) 12 mathematical ability; at the 700 level, the ratio was 14 to 1. The conclusion: males have 13 superior mathematical reasoning ability.

Benhow and Stanley's findings 14 were published in "Science", disturbed some men and 15 women. Now there is 16 for those people in a new study from the University of Chicago that suggests math 17 not, after all, a natural male domain. Prof. Zalman Usiskin studied 1,366 tenth-graders. They were selected from 18 classes and tested on their ability to solve geometry proofs, a subject requiring 19 abstract reasoning and spatial ability. The conclusion 20 by Usiskin: there are no sex differences in math ability.

1. [A] at [B] to [C] of [D] about

2. [A] in tackling [B] tackling [C] to tackle [D] about tackling
3. [A] might be [B] have been [C] must be [D] had been
4. [A] smaller [B] less [C] fewer [D] not more
5. [A] to settle [B] to set [C] settling [D] setting
6. [A] were tested [B] have tested [C] were testing [D] had tested
7. [A] are meant [B] designed [C] meant [D] designing
8. [A] distinct [B] instinct [C] remote [D] vague
9. [A] Since [B] However [C] As [D] While
10. [A] scarcely not [B] virtually [C] largely [D] hardly
11. [A] many boys twice as [B] twice many boys as
[C] twice as many boys as [D] boys twice as many
12. [A] on [B] of [C] about [D] with
13. [A] superficially [B] universally [C] inherently [D] initially
14. [A] as [B] that [C] which [D] all
15. [A] few [B] not a few [C] not few [D] quite few
16. [A] belief [B] dismay [C] comfort [D] courage
17. [A] be [B] were [C] was [D] is
18. [A] geometric [B] arithmetic [C] geometry [D] symmetry
19. [A] none of [B] neither of [C] either [D] both
20. [A] got [B] gained [C] reached [D] accomplished

II. Reading comprehension (30 points)

In this section there are three passages followed by a total of fifteen multiple-choice questions. Read the passages and write your answer on the answer sheet.

Passage 1

In addition to urge to conform which we generate ourselves, there is the external

pressure of the various formal and informal groups we belong to, the pressure to back their ideas and attitudes and to imitate their actions. Thus our urge to conform receives continuing, even daily reinforcement. To be sure, the intensity of the reinforcement, like the strength of the urge and the ability and inclination to withstand it, differs widely among individuals. Yet some pressure is present for everyone. And in one way or another, to some extent, everyone yields to it.

It is possible that a new member of a temperance group might object the group's rigid insistence that all drinking of alcoholic beverages is wrong. He might even speak out, reminding them that occasional, moderate drinking is not harmful, that even the Bible speaks approvingly of it. But the group may quickly let him know that such ideas are unwelcome in their presence. Every time he forgets this, he will be made to feel uncomfortable. In time, if he values their companionship he will avoid expressing that point of view. He may even keep himself from thinking.

This kind of pressure, whether spoken or unspoken, can be generated by any group, regardless of how liberal or conservative, formal or casual it may be. Friday night poker clubs, churches, political parties, committees, fraternities, unions. The teenage gang that steals automobile accessories may seem to have no taboos. But let one uneasy member remark that he is beginning to feel guilty about his crimes and their wrath will descend on him.

Similarly, in high school and college, the crowd a student travels with has certain (usually unstated) expectations for its members. If they drink or smoke, they will often make the member who does not do so feel that he doesn't fully belong. If a member does not share their views on sex, drugs, studying, cheating, or any other subject of importance to them, they will communicate their displeasure. The way they communicate, of course, may be more or less direct. They may tell him he'd better conform "or else". They may launch a teasing campaign against him. Or they may be even less obvious and leave him out of their activities for a few days until he asks what is wrong or decides for himself and resolves to behave more like them.

The urge to conform on occasion conflicts with the tendency to resist change. If the group we are in advocates an idea or action that is new and strange to us, we can be torn between seeking their acceptance and maintaining the security of familiar ideas and behavior. In such cases, the way we turn will depend on which tendency is stronger in us or which value we are more committed to. More often, however, the two tendencies do not conflict but reinforce each other. For we tend to associate with those whose attitudes and actions are similar to our own.

1. The writer most probably discusses _____ in the previous part of the text.

- [A] advantages that conformity brings us
- [B] internal urge we have to conform with others
- [C] the definition of conformity
- [D] the necessity of conformity

2. You may experience external pressure to conform _____.

- [A] when you conceal your points of view
- [B] from the time when you were born
- [C] when your opinions are different from those of the group to which you belong
- [D] when you face something new

3. A temperance group is _____.

- [A] an organization that advocates drinking of alcoholic beverages
- [B] an organization that urges people to stop drinking alcoholic liquors
- [C] an organization in which all members have no taboos to drink alcoholic beverages
- [D] an organization in which all drivers are not allowed to drink alcoholic liquors

4. If you refuse to give up your ideas which are different from the others in the group you belong to, _____.

- [A] you will be torn apart by the others
- [B] their wrath will descend on you
- [C] you will gradually be deserted by them
- [D] you will resolve to behave more like them

5. The main topic of this text is _____.

- [A] the external pressure which urges us to conform with others
- [B] both the internal and external urge we have to conform with others
- [C] the urge and the tendency for us to conform with others
- [D] the generation of the external urge for us to conform with others

Passage 2

The world is going through the biggest wave of mergers and acquisitions ever witnessed. The process sweeps from hyperactive America to Europe and reaches the emerging countries with unsurpassed might. Many in these countries are looking at this process and worrying: "Won't the wave of business concentration turn into an uncontrollable anti-competitive force?"

There's no question that the big are getting bigger and more powerful. Multinational corporations accounted for less than 20% of international trade in 1982. Today the figure is more than 25% and growing rapidly. International affiliates account for a fast-growing segment of production in economies that open up and welcome foreign investment. In Argentina, for instance, after the reforms of the early 1990s, multinationals went from 43% to almost 70% of the industrial production of the 200 largest firms. This phenomenon has created serious concerns over the role of smaller economic firms, of national businessmen and over the ultimate stability of the world economy.

I believe that the most important forces behind the massive M&A wave are the same that underlie the globalization process: falling transportation and communication costs, lower trade and investment barriers and enlarged markets that require enlarged operations capable of meeting customers' demands. All these are beneficial, not detrimental to consumers. As productivity grows, the world's wealth increases.

Examples of benefits or costs of the current concentration-wave are scanty. Yet it is hard to imagine that the merger of a few oil firms today could recreate the same threats to competition that were feared nearly a century ago in the U.S., when the Standard Oil trust was broken up. The mergers of telecom companies, such as World Com, hardly seem to bring higher prices for consumers or a reduction in the pace of technical progress. On the contrary, the price of communications is coming down fast. In cars, too, concentration is increasing—witness Daimler and Chrysler, Renault and Nissan—but it does not appear that consumers are being hurt.

Yet the fact remains that the merger movement must be watched. A few weeks ago, Alan Greenspan warned against the megamergers in the banking industry. Who is going to supervise, regulate and operate as lender of last resort with the gigantic banks that are being created? Won't multinationals shift production from one place to another when a nation gets too strict about infringements to fair competition? And should one country take upon itself the role of "defending competition" on issues that affect many other nations, as in the U.S. vs Microsoft case?

6. What is the typical trend of businesses today?

- [A] To take in more foreign funds.
- [B] To invest more abroad.
- [C] To combine and become bigger.
- [D] To trade with more countries.

7. According to the author, one of the driving forces behind M&A wave is _____.

- [A] the greater customers' demands

- [B] a surplus supply for the market
- [C] growing productivity
- [D] the increase of the world's wealth

8. From Paragraph 4 we can infer that _____.

- [A] the increasing concentration is certain to hurt consumers
- [B] World Com serves as a good example of both benefits and costs
- [C] the costs of the globalization process are enormous
- [D] the Standard Oil trust might have threatened competition

9. Toward the new business wave, the writer's attitude can be said to be _____.

- [A] optimistic
- [B] objective
- [C] pessimistic
- [D] biased

10. What is the best title of this passage?

- [A] M&A Wave in Argentina.
- [B] Disadvantages of the Merger Movement.
- [C] M&A Wave around the World.
- [D] Benefits of M&A Wave.

Passage 3

Discussion of the assimilation of Puerto Ricans in the United States has focused on two factors: social standing and the loss of national culture. In general, excessive stress is placed on one factor or the other, depending on whether the commentator is North American or Puerto Rican. Many American social scientists, such as Oscar Handlin, Joseph Fitzpatrick, and Oscar Lewis, consider Puerto Ricans as the most recent in a long line of ethnic entrants to occupy the lowest rung on the social ladder. Such a "socio-demographic" approach tends to regard assimilation as a benign process, taking for granted increased economic advantage and inevitable cultural integration, in a supposedly egalitarian context. However, this approach fails to take into account the colonial nature of the Puerto Rican case, with this group, unlike their European predecessors, coming from a nation politically subordinated to the United States. Even the "radical" critiques of this mainstream research model, such as the critique developed in *Divided Society*, attach the issue of ethnic assimilation too mechanically to factors of economic and social mobility, and are thus unable to illuminate

the cultural subordination of Puerto Ricans as a colonial minority.

In contrast, the “colonialist” approach of island-based writers such as Eduardo Seda-Bonilla, Manuel Maldonado-Denis, and Lius Nieves-Falcon tends to view assimilation as the forced loss of national culture in an unequal contest with imposed foreign values. There is, of course, a strong tradition of culture accommodation among other Puerto Rican thinkers. The writings of Eugenio Fernandez Mendez clearly exemplify this tradition, and many supporters of Puerto Rico’s commonwealth status share the same universalizing orientation. But the Puerto Rican intellectuals who have written most about the assimilation process in the United States all advance cultural nationalist views, advocating the preservation of minority cultural distinctions and rejecting what they see as the subjugation of colonial nationalities.

This cultural and political emphasis is appropriate, but the colonialist thinkers misdirect it, overlooking the class relations at work in both Puerto Rican and North American history. They pose the clash of national cultures as an absolute polarity, with each culture understood as static and undifferentiated. Yet both the Puerto Rican and North American traditions have been subject to constant challenge from cultural forces within their own societies, forces that may move toward each other in ways that cannot be written off as mere “assimilation”. Consider, for example, the indigenous and Afro-Caribbean traditions in Puerto Rican culture and how they influence and are influenced by other Caribbean cultures and Black cultures in the United States. The elements of coercion and inequality, so central to cultural contact according to the colonialist framework, play no role in this kind of convergence of racially and ethnically different elements of the same class.

11. The author’s main purpose is to _____.

- [A] criticize the emphasis on social standing in discussions of the assimilation of Puerto Ricans in the United States.
- [B] support the thesis that assimilation has not been a benign process for Puerto Ricans
- [C] defend a view of the assimilation of Puerto Ricans that emphasizes the preservation of national culture
- [D] indicate deficiencies in two schools of thought on the assimilation of Puerto Ricans in the United States

12. Culture accommodation is promoted by _____.

- [A] Eduardo Seda-Bonilla
- [B] Manuel Maldonado-Denis
- [C] The author of *Divided Society*
- [D] many supporters of Puerto Rico’s commonwealth status

13. A writer such as Eugenio Fernandez Mendez would most likely agree that _____.
- [A] it is necessary for the members of such groups to adapt to the culture of the majority
- [B] the members of such groups generally encounter a culture that is static and undifferentiated
- [C] social mobility is the most important feature of the experience of members of such groups
- [D] social scientists should emphasize the cultural and political aspects of the experience of members of such groups
14. The Puerto Rican writers who have written most about assimilation do NOT _____.
- [A] regard assimilation as benign.
- [B] resist cultural integration
- [C] describe in detail the process of assimilation
- [D] take into account the colonial nature of the Puerto Rican case
15. The “colonialist” approach is so called because its practitioners _____.
- [A] support Puerto Rico’s commonwealth status
- [B] have a strong tradition of culture accommodation
- [C] emphasize the class relations at work in both Puerto Rican and North American history
- [D] regard the political relation of Puerto Rico to the United States as a significant factor in the experience of Puerto Ricans

Part Two English-Chinese Translation (30 points)

Translate the following passages into Chinese. Each translated passage will account for 15 points. Give the number of the passage on your answer sheet.

Passage 1

Schools should consider using signal-blocking devices to prevent pupils using mobile phone text messaging to cheat in examinations, a leading expert on exam fraud said yesterday.

Jean Underwood, a Professor of Psychology at Nottingham Trent University, said that although most of the debate on the use of new technology and cheating had focused on universities, the problem was likely to be more widespread in schools.

“The problems of academic dishonesty may be less well researched in the school system than in the tertiary education sector, but all the evidence points to the problem being

both real and on a growing scale," she said.

Passage 2

As she sat facing the open window, she could see in the open square before her house the tops of trees that were all a quiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which some one was singing reached her faintly, and countless sparrows were twittering in the eaves. There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.

Part Three Chinese-English Translation (30 points)

Translate the following passage into English:

当我们从文化的视角放眼全球之际，对本土文化的认同与对未来发展方向的选择成为首要问题。什么是中华文明的优良传统？什么是当今世界上的先进文化？只有把这些放到人类文明发展的大背景下，放到全球多元文化的大视野中，才能得出结论。回首人类文明的产生与交往历史，东西方文化的差异与冲突不容回避。长期以来，人们热衷于讨论中西文化孰优孰劣，究竟谁是先进或落后，但对其各自的渊源与特征却不甚明了，对文化差异与冲突的根本性质也缺乏认识。因此，我们更需要进行一番扎实的追本溯源工作，才能拥有自己的发言权。

Part Four English Writing (50 points)

Directions: The following is a piece of news report. Read it carefully and write a comment of no less than 300 words.

Victims Refuse to Act as Eye-Witnesses for Police

A policeman in Jinan was seriously stabbed while trying to catch a hijacker who attempted to rob a young couple. The couple, however, refused to act as eye-witnesses to the incident, reports Qilu Evening News.

During their patrol along a quiet lane last Saturday evening, three local policemen caught two men robbing the couple. The third, however, ran away, with a luxurious purse and a bulky business bag under each arm, which obviously belonged to the couple. He was thinner, taller, -- but fiercer.

When one of the policeman, Shi Lei, gave chase, the cornered robber stabbed him and fled. The couple said they were too busy to help police record the incident, and also left.

Shi has appealed for the couple to assist police.