广东外语外贸大学

一九九九年英语专业硕士研究生入学考试

英语水平考试试题

I. PROOF READING （20%）

Complete this section on your ANSWER SHEET.

II. CLOZE （20%）

Fill in each gap with ONE of the words provided (there are a few extra words). Each word can be used only ONCE. Make sure that you write your answer on the ANSWER SHEET.

place	*devious*	*conscience*	*elected*	*arouse*
legislature	*injustice*	*structured*	*on*	*justice*
that	*such*	*with*	*which*	*registered*
deny	*evading*	*anarchy*	*if*	*not*
as	*having*	*peaceful*	*submit*	

What is unjust law then? A Law is unjust if it is inflicted on a minority that, as a result of being denied the right to vote, had no part in enacting or devising the law. Who can say that the _____(1) of Alabama which set up that state's segregation laws was democratically _____(2)? Throughout Alabama all sorts of _____(3) methods are used to prevent Negroes from becoming _____(4) voters, and there are some counties in _____(5), even though Negroes constitute a majority of the population, _____(6) a single Negro is registered. Can any law enacted under such circumstances be considered democratically _____(7)?

Sometimes a law is just on its face and unjust in its application. For instance, I have been arrested _____(8) a charge of parading without a permit. Now, there is nothing wrong in _____(9) an ordinance which requires a permit for a parade. But _____(10) an ordinance becomes unjust when it is used to maintain segregation and to _____(11) citizens the First Amendment privilege of _____(12) assembly and protest.

I hope you are able to see the distinction I am trying point out. In no sense do I advocate _____(13) or defying the law, _____(14) would the rabid segregationist. That would lead to _____(15). One who breaks an unjust law must do so openly, lovingly, and _____(16) a willingness to accept the penalty. I _____(17) that an individual who breaks a law that _____(18) tells him is unjust, and who willingly accepts the penalty of imprisonment in order to _____(19) the conscience of the community over its _____(20), is in reality expressing the highest respect for law.

III. READING COMPREHENSION (60%)

Read the passages and do the questions that follow. Choose the best answer, A, B, C, or D, by marking a 'X' against the corresponding letter on your ANSWER SHEET.

Passage One

Whether the languages of the ancient American peoples were used for expressing abstract universal concepts can be clearly answered in the case of Nahuatl, like Greek and German, which is a language that allows the formation of extensive compounds. By the combination of radicals or semantic elements, single compound words can express complex conceptual relations, often of an abstract universal character.

The tlamatinime ("those who know") were able to use this rich stock of abstract terms to express the nuances of their thought. They also availed themselves of other forms of expression with metaphorical meaning, some probably original, some derived from Toltec Nahuatl coinages. Of these forms the most characteristic in Nahuatl is the juxtaposition of two words that, because they are synonyms, associated terms, or even contraries, complement each other to evoke one single idea. Used as metaphor, the juxtaposed terms connote specific or essential traits of the being they refer to, introducing a mode of poetry as an almost habitual form of expression.

1. A main purpose of the passage is to
   (A) explain the abstract philosophy of the Nahuatl thinkers.
   (B) describe some conceptual and aesthetic resources of the Nahuatl language.
   (C) delineate the function of the tlamatinime in Nahuatl society.
   (D) argue against a theory of poetic expression by citing evidence about the Nahuatl.

2. According to the passage some abstract universal ideas can be expressed in Nahuatl by
   (A) taking away from a word any reference to particular instances.
   (B) removing a word from its associations with other words.
   (C) putting various, meaningful elements together in one word.
   (D) turning each word of a phrase into a poetic metaphor.

3. It can be inferred solely from the information in the passage that
   (A) there are many languages that, like Greek or German, allow extensive compounding.
   (B) some record or evidence of the thought of the tlamatinime exists.
   (C) metaphors are always used in Nahuatl to express abstract conceptual relationships.
   (D) the abstract terms of the Nahuatl language are habitually used in poetry.

Passage Two

For all its lurching and shambling imbecilities, the law—and only the law—is what keeps out society from bursting apart at the seams, from becoming a snarling jungle. While the law is not perfect, no other system has yet been found for governing men except violence. The law is society's safety valve, its most painless way, to achieve social catharsis; any other way lies anarchy.

The law is the busy fireman that puts out society' brush fires; that gives people a nonphysical method to discharge hostile feelings and settle violent differences; that substitutes orderly ritual for the rule of teeth and claw. The very slowness of the law, its massive impersonality, its insistence upon proceeding according to settled and ancient rules—all this tends to cool and bank the fires of passion and violence and replace them with order and reason. That is tremendous accomplishment in itself, however a particular case may turn out. All our fine Magna Cartas and constitutions and bills of rights and all the rest would be nothing but a lot of archaic and high-flown rhetoric if we could not and did not at all times have the law to buttress them, to interpret them, to breathe meaning, and force, and life into them. Lofty abstractions about individual liberty and justice do not enforce themselves. These things must be reforged in men's hearts every day. And they are reforged by the law, for every jury trial in the land is a small daily miracle of a democracy in action.

4. In this passage, the author is apparently trying to
   (A) describe the function of a social system.
   (B) inform the reader of the course of past events.
   (C) explain a new organization to the reader.
   (D) encourage the reader to take certain actions.

5. Taken as a whole, the author's attitude toward the law is one of
   (A) unqualified approval. (B) frustrated disapproval.
   (C) vague misgivings. (D) practical appreciation.

6. According to the passage, what relationship exists between the bills of rights and the law?
   (A) The bills of rights are more important than the law.
   (B) The bills of rights interpret the law.
   (C) The law needs the support of the bills of rights.
   (D) The law supports the bills of rights.

7. The term "lofty abstractions" refers to
   (A) "snarling jungle." (B) "society's safety valve."
   (C) "rule of teeth and claw." (D) "all our fine Magna Cartas."

8. To the author, the unique feature of the law is its
   (A) attention to detail. (B) appeal to reason.
   (C) complexity of wording. (D) history of compromise.

Passage Three

Like her white friends Eleanor Roosevelt and Aubrey Williams, Mary Bethune believed in the fundamental commitment of the New Deal to assist the black American's struggle and in the need for blacks to assume responsibilities to help win that struggle. Unlike those of her white liberal associates, however, Bethune's ideas had evolved out of a long experience as a "race leader." Founder of a small black college in Florida, she had become widely known by 1935 as an organizer of black women's groups and as a civil and political rights activist. Deeply religious, certain of her own capabilities, she held a relatively uncluttered view of what she felt were the New Deal's and her own people's obligations to the cause of racial justice. Unafraid to speak her mind to powerful whites, including the President, or to differing black factions, she combined faith in the ultimate willingness of whites to discard their prejudice and bigotry with a strong sense of racial pride and commitment to Negro self-help.

More than her liberal white friends, Bethune argued for a strong and direct black voice in initiating and shaping government policy. She pursued this in her conversations with President Roosevelt, in numerous memoranda to Aubrey Williams, and in her administrative work as head of the National Youth Administration's Office of Negro Affairs. With the assistance of Williams, she was successful in having blacks selected to NYA posts at the national, state, and local levels. But she also wanted a black presence throughout the federal government. At the beginning of the war she joined other black leaders in demanding appointments to the Selective Service Board and to the Department of the Army; and she was instrumental in 1941 in securing Earl Dickson's membership on the Fair Employment Practices Committee. By 1944, she was still making appeals for black representation in "all public programs, federal, state, and local," and 'in policymaking posts as well as rank and file jobs."

Through recognizing the weakness in the Roosevelt administration's response to Negro needs, Mary Bethune remained in essence a black partisan champion of the New Deal during the 1930s and 1940s. Her strong advocacy of administration policies and programs was predicated on a number of factors: her assessment of the low status of black Americans during the Depression; her faith in the willingness of some liberal whites to work for the inclusion of blacks in the government's reform and recovery measures, her conviction that only massive federal aid could elevate the Negro economically; and her belief that the thirties and forties were producing a more self-aware and self-assured black population. Like a number of her white friends in government, Bethune assumed that the preservation of democracy and black people's "full integration into the benefits and the responsibilities" of American life were inextricably tied together. She was convinced that, with the help of a friendly governments militant, aggressive "New Negro" would emerge out of the devastation of depression and war, a "New Negro" who would "save America from itself," who would lead America toward the full realization of its democratic ideas.

9. The author's primary goal in the passage is to do which of the following?
   (A) Criticize Mary Bethune for adhering too closely to New Deal policies.
   (B) Argue that Mary Bethune was too optimistic in her assessment of race relations.
   (C) Point out the weaknesses of the white liberal approach to black needs.
   (D) Demonstrate Mary Bethune's influence on black progress during the Roosevelt years.

10. It can be inferred from the passage that Aubrey Williams was which of the following?
   I A man with influence in the National Youth Administration
   II A "race leader" and organizer of his fellow blacks
   III A man of strong religious convictions
   (A) I only (B) II only
   (C) I and II only (D) I and III only

11. The author mentions Earl Dickson primarily to
   (A) cite an instance of Bethune's political impact.
   (B) identify him as one of the Bethune's white liberal friends.
   (C) contrast his career with that of Bethune.
   (D) introduce the subject of a subsequent paragraph.

Passage Four

The impact of major construction projects on existing geological features may result in unforeseen and disastrous consequences.

This is illustrated by one of the worst dam disasters in history which occurred at the Massa Dam on 1 April 1958 only two years after the dam had opened to international acclaim as one of the great engineering achievements of the 20th century. Designed to supply electricity for the region's developing industrial sector and irrigation for the farmers of the and Lower Massa Basin, the Massa project had taken seven years to complete. It took only seven minutes to collapse as an enormous landslide consisting of over 180 million cubic metres of rock tumbled down the right bank and fell into the 'reservoir' behind the dam wall. The landslide created a 250 metre-high wave preceded by a compressed-air blast which entered the interior workings of the dam, smashed the wall abutments and destroyed all control systems. As the wave poured down the valley, it swept away three high-level bridges and obliterated the town of Sesai, killing its 1,000 inhabitants. The wave was still 50 metres high when it reached the Kere River over two kilometres away.

The Massa disaster bore a striking resemblance to the Ryshkyk tragedy of 1949 when 500 people had been killed by a wall of water which had overtopped the dam abutments following a 100,000,000 cubic metre landslide. Both the Massa and Ryshkyk dam locations presented similar geological features: young folded limestone mountains with steeply tilted slopes offering no resistance to gravity sliding.

The commission of enquiry set up to investigate the causes of the Massa disaster heard that although Wolf Mason, the building contractors, had been aware of the findings of the investigations carried out after Ryshkyk they had disregarded two

recommendations made by the Ryshkyk commission of enquiry's report. The report had concluded that the Ryshkyk design engineers had been foolhardy to locate the dam in an area of permeable rock characterised by fractures. The Ryshkyk report also noted that the abutment measurements—a height of 20 metres above maximum reservoir elevation, and a thickness of 10 metres—should have been doubled.

At the Massa enquiry, Wolf Mason's engineer, Dr H. L. Ruiq, claimed that the presence of 50-metre deep clay marls underlying the limestone at Massa invalidated the relevance of the Ryshkyk recommendations, while the increased height and width of the Massa abutments, though not double those recommended by the Ryshkyk enquiry, were sufficient for the lower maximum reservoir elevation existing; at Massa. The Massa site, he added, had been thoroughly surveyed and provided no evidence for the presence of dangerous levels of slippage. In its final report, the Massa Commission accepted Dr Ruiqs evidence and cleared him of responsibility for the disaster.

The events which preceded the fatal 1 April movement, however, suggest that it was not as unpredictable as those involved in the dam's management claimed at the enquiry. Minor landslides had been common in the upper Massa valley even before the construction of the dam. After the construction of the dam and the flooding of the valley behind it, geologists found a 30-metre rise in the level of ground water surrounding the reservoir. Fractures in the permeable limestone further increased the hydrostatic uplift and this resulted in an increase of the observed land creep from an average of one centimetre per month registered in June 1956 to one centimetre per week by December of that year. This phenomenon resulted in an increase in the frequency and size of landslides, leading to a slide of 500,000 cubic metres on the right bank near the dam wall at the beginning of January.

In response to this, the chief engineer, Lennart Pulsaar, ordered a reduction in the elevation of the reservoir from 590 metres to 500 metres. In addition, a network of geodetic stations was installed to measure any movement in the potential slide area. They recorded. a slope creep of one centimetre per week. The area was also explored by drill holes in a search for a major slide plane. No such plane was detected and Pulsaar submitted a report which claimed that landslides of a greater magnitude than 1,000,000 cubic metres were unlikely to occur and that the reduction in reservoir capacity was sufficient to accommodate up to 5,000,000 cubic metres of material.

The commission of enquiry found that the drill holes made by Pulsaar's team were too shallow to intercept the major slide plane which led to the subsequent disaster.

The rains which fell throughout March 1956 caused heavy run-off, which further raised the level of hydrostatic pressure. In addition, despite the reduction in the level of storage capacity, maximum lateral infiltration resulting from the previously higher level did not peak until about late March. By early March, the geodetic sensors were recording a slope creep of one centimetre per day

At this time, some geodetic stations were observed to be moving at one centimetre per day The chief geologist at the site, Dr Magnus Krool, who analysed the data, believed that the stations were moving in blocks and did not suspect that the

entire area was moving as a single mass. When it was realised on 31 March that the right bank was in fact moving as a single mass at a rate of eight centimetres per day, the elevation of the reservoir was lowered a further 25 metres as a precautionary measure. The effects of this action, however, were reduced by a heavy inflow from run-off. When the landslide occurred the next day, the effective level of the reservoir was only five metres lower than it had been.

The commission of enquiry concluded that, despite accurate geological surveys of dam sites before construction, rock masses under changed environmental conditions as a result of dam construction can, be subject to significant weakening in a very short time and that the rate of acceleration from creep to collapse can occur in a matter of days. It therefore recommended the use of more accurate systems for observing and measuring changes in a rock mass and the adoption of more drastic reductions in reservoir elevations if a collapse appeared imminent.

12. The 250 metre-high wave was caused by
    (A) a rockslide.
    (B) a compressed-air blast.
    (C) the failure of control systems.
    (D) the collapse of high-level bridges.

13. The I April landslide involved approximately
    (A) 500,000 cubic metres of rock.
    (B) 5,000,000 cubic metres of rock and water.
    (C) 180,000,000 cubic metres of material.
    (D) 250,000,000 cubic metres of water.

14. Between the dam's completion and its collapse the site showed
    (A) no evidence of slippage.
    (B) a constant rate of slippage.
    (C) a decreasing rate of slippage.
    (D) an accelerating rate of slippage.

15. At the time of the disaster, the elevation of the reservoir was
    (A) 590 metres. (B) 500 metres.
    (C) 495 metres. (D) 475 metres.

16. The Massa commission of enquiry recommended that
    (A) more drastic reductions in reservoir elevations should be made in the event of an imminent collapse.
    (B) accurate geological surveys should be carried out before dam construction.
    (C) the rate of acceleration from creep to landslide can be very rapid.
    (D) abutment sizes should be doubled.

17. The passage suggests that responsibility for the disaster is attributable to
    (A) Dr. Magnus Krool.
    (B) Chief Engineer Pulsaar.
    (C) Both Krool and Pulsaar.
    (D) (D) Dr Ruiq.

Passage Five

Philosophy is a commitment to explain and understand the universe, an organization and clarification of the totality of human experience. It aspires to understand every thing, in its full extension and to its ultimate origins, not in its multiplicity of detail, nor encyclopedically, but in its principles and bases. Naturally, it cannot fulfil that aspiration adequately, just as science cannot attain a perfect knowledge of its various spheres. In philosophical knowledge, in scientific understanding, in the domination of natural forces, in the organization of society, humanity advances step by step; the rapid progress in some periods shouldn't make us forget the extreme slowness in overcome the scourges of war, hunger, and disease, evils that hurt him so cruelly, it sounds a little naive when some people blame philosophy because it has not found the solution to these enigmas. Philosophy advances slowly in its comprehension of the universe, with that slowness that is inevitable in man's greatest endeavors; perhaps its course is slower than that demonstrable in others of man's undertakings; because its objective could not be more vast or more ambitious—for the intellect to encompass all of reality, including that of the subject who is struggling to achieve this objective. This is the source of the combination of audacity and humility that ought to characterize the philosopher-the audacity to decide to take on the task, the humility to understand its difficulties and resign himself beforehand to obtaining only those results that his intellectual resources allow him in each case.

18. The title below that best expresses the ideas of this passage is
    (A) The Difference Between Philosophy and Science.
    (B) A Lofty Commitment.
    (C) Audacity and Humility of the Philosopher.
    (D) The Scope of Philosophy.

19. According to the author, philosophy progresses slowly because
    (A) it is inevitable.
    (B) humanity has not solved its problems.
    (C) of the details philosophers must learn.
    (D) of the enormity of its task.

20. The author believes that philosophers must be humble in order to realize that
    (A) they will be limited by their own intelligence.
    (B) science will achieve more impressive results.
    (C) they will not be able to control natural forces.
    (D) war and other disasters are inevitable.

21. The author's tone in speaking of philosophy is
    (A) critical. (B) humorous.
    (C) admiring. (D) humble.

Passage Six

Why does the Foundation concentrate its support on basic rather than applied research? Basic research is the very heart of science, and its cumulative product is the capital of scientific progress, a capital that must be constantly increased as the demands upon it rise. The goal of basic research is understanding, for its own sake. Understanding of the structure of the atom or the nerve cell, the explosion of a spiral nebula or the distribution of cosmic dust, the causes of earthquakes and droughts, or of man as a behaving creature and of the social forces that are created whenever two or more human beings come into contact with one another—the scope is staggering, but the commitment to truth is the same. If the commitment were to a particular result, conflicting evidence might be overlooked or, with the best will in the world, simply not appreciated. Moreover, the practical applications of basic research frequently cannot be anticipated. When Roentgen, the physicist, discovered X-rays, he had no idea of their usefulness of medicine.

Applied research, undertaken to solve specific practical problems, has an immediate attractiveness because the results can be seen and enjoyed. For practical reasons, the sums spent on applied research in any country always far exceed those for basic research and the proportions are more unequal in the less developed countries. Leaving aside the funds devoted to research by industry—which is naturally far more concerned with applied aspects because these increase profits quickly—the funds the U. S. Government allots to basic research currently amount to about 7 percent of its over-all research and development funds. Unless adequate safeguards are provided, applied research invariably tends to drive out basic. Then, as Dr. Waterman has pointed out, "Development will inevitably be undertaken prematurely, career incentives will gravitate strongly toward applied science, and the opportunities for making major scientific discoveries will be lost. Unfortunately, pressures to emphasize new developments, without corresponding emphasize upon pure science... tend to degrade the quality of the nation's technology in the long run, rather than to improve it."

22. The title below that best expresses the ideas of this passage is
    (A) Foundation Funds.
    (B) The Importance of Basic Research.
    (C) Basic Research vs. Applied Research.
    (D) The Attractiveness of Applied Research.

23. Industry is primarily interested in applied research because it
    (A) provides better understanding. (B) offers immediate profit.
    (C) drives out basic research. (D) solves practical problems.

24. Basic research is vital because
    (A) its results cannot be anticipated.
    (B) it leads to results that can be appreciated.
    (C) it provides the basis for scientific progress.
    (D) it tends to degrade the nation's technology.

25. The federal government
    (A) encourages basic research.
    (B) opposes the Foundation's grants to basic research.
    (C) spends far more on applied research than on military problems.
    (D) devotes more than 90% of its research and development funds to applied research.

26. Less developed countries
    (A) spend little on research.
    (B) devote a large portion of their budget to applied research.
    (C) encourage their career scientists to experiment.
    (D) devote less than 7% of their scientific budget to basic research.

Passage Seven

Mrs. Bennet found, with amazement and horror, that her husband would not advance a guinea to buy clothes for his daughter. He protested that she should receive from him no mark of affection whatever, on the occasion of her marriage. Mrs. Bennet could hardly comprehend it. That his anger could carried to such a point of inconceivable resentment, as to refuse his daughter a privilege, without which her marriage would scarcely seem valid, exceeded all that she could believe possible. She was more alive to the disgrace, which the want of new clothes must reflect on her daughter's nuptials, than to any sense of shame at her eloping and living with Wickham, a fortnight before they took place.

Elizabeth was now most heartily sorry that she had, from the distress of the moment, been led to make Mr. Darcy acquainted with their fears for her sister; for since her marriage would so shortly give the proper termination to the elopement, they might hope to conceal its unfavorable beginning, from all those who were not immediately on the spot.

She had no fear of its spreading farther, through his means. There were few people on whose secrecy she would have more confidently depended; but at the same time, there was no one, whose knowledge of a sister's frailty would have mortified her so much. Not, however, from any fear disadvantage front it, individually to herself; for at any rate, there seemed a gulf impassable between them. Had Lydia's marriage been concluded on the most honorable terms, it was not to be supposed that Mr. Darcy would connect himself with a family, where to every other objection would now be added, an alliance and relationship of the nearest kind with man whom he so justly scorned.

From such a connection she could not wonder that he should shrink. The wish of procuring her regard, which she had assured herself of his feeling in Derbyshire, could not in rational expectation survive such blow as this. She was humbled, she was grieved; she repented, though she hardly knew of what. She became jealous of his esteem, when she could no longer hope to be benefited by it. She wanted to hear of him, when there seemed the least chance of gaining intelligence. She was convinced that she could have been happy with him, when it was no longer likely they should meet.

27. All of the following statements about Mrs. Bennet may be inferred from the passage EXCEPT:
(A) She is ready to welcome home her newly married daughter.
(B) She finds a lack of proper attire more shameful than a lack of proper conduct.
(C) She is sensitive to the nature of her husband's scruples about the elopement.
(D) She is unable to grasp the degree of emotion her daughter's conduct has aroused.

28. According to the passage, Elizabeth Bennet presently
(A) has ceased to crave Darcy's affection.
(B) regrets having told Darcy of her sister's elopement.
(C) no longer desires to conceal Lydia's elopement.
(D) fears Darcy will spread the word about the sudden elopement.

29. The expression "a sister's frailty" refers to Elizabeth's sister's
(A) delicate health since birth.
(B) moral weakness in running away with a man.
(C) embarrassing lack of proper wedding garments.
(D) reluctant marriage to a man whom she disdained.

30. According to the passage, Mr. Darcy feels contempt for
(A) Lydia's hasty marriage.
(B) Elizabeth's confession to him
(C) Lydia's new husband.
(D) Mr. Bennet's harshness.

31. The passage can best be described as
(A) a description of the origins of a foolish and intemperate marriage.
(B) an account of a woman's reflections on the effects of her sister's runaway marriage.
(C) a description of a conflict between a young woman and her temperamental parents.
(D) a discussion of the nature of sacred and profane love.

Passage Eight

Purity of materials and cleanliness of processing may or may not be next to godliness, but in the manufacture of microelectronic chips, they are essential. Nonetheless, from time to time traces of uranium left in the aluminum used to make electrical connections on the chips emit alpha particles (helium nuclei, consisting of two protons and two neutrons). With its strong electric charge, an alpha particle may ionize atoms of silicon in the chip, thereby freeing electrons to wander about.

These electrons are capable of making switching devices in the chip change state— from off to on or vice versa-and, if the chip happens to be part of a computer, generate errors in the computer's memory. The chances that a 16k RAM (random-access memory) chip will generate such an error any given week are about 47 in 1,000,

but a large computer containing thousands of these devices could display a troublesome error rate.

Dr. Jon Meese of the University of Missouri at Columbia has devised a way to reduce the error rate significantly, "fifty to eighty-fold in our work with 16k RAMS," he says. By irradiating the chips' silicon foundations with neutrons, Meese creates recombination centers, regions of the silicon crystal in which the atoms have a positive charge. These regions act as electron sinks that trap the wandering particles before they cause any inadvertent switching. To prevent the neutrons from inducing additional radioactivity in the chip, which would just make matters worse, only neutrons in a narrow energy range are used. Unwanted flaws in the chip caused by the neutron bombardment are removed by controlled cycles of heating and cooling.

Meese's technique is cheaper to use than other means of controlling radiation-induced errors and should lower manufacturing costs. He admits one trade-off: a 3 percent increase in memory-access time. While this could be a problem in some critical applications, in most cases its effect should not be significant.

32. According to the passage, Dr. Meese's method of controlling the error rate
    (A) involves helium atoms.
    (B) results in an error rate of two percent.
    (C) is less expensive than other methods.
    (D) enables computer operations to work more rapidly.

33. The author indicates that in Dr. Meese's procedure
    (A) positively charged atoms are used to prevent the escape of electrons.
    (B) neutrons are removed by controlled cycles of heating and cooling.
    (C) a silicon crystal with an excess of electrons is created.
    (D) production costs will not be reduced.

34. The opening sentence of the paragraph contains an example of
    (A) hyperbolic language.
    (B) allusion to a proverb.
    (C) definition of a term.
    (D) paradox metaphor.

Passage Nine

In 1967, in response to widespread public concern aroused by medical reports of asbestos-related deaths, the National Medical Research Council instituted a commission of enquiry to investigate the health hazards associated with the use of asbestos in the building industry.

After examining evidence submitted by medical researchers and representatives of building workers and management, the NMRC published a report which included guidelines for handling asbestos. The report confirmed the findings of similar research in the United States and Canada. Exposure to relatively small quantities of asbestos fibres, they concluded, was directly responsible for the development of cancers, asbestosis and related diseases. Taking into account evidence presented by economists and building industry management, however, the report assumed that, despite the availability of other materials, asbestos would continue to play a major

35. According to paragraph 2
(A) exposure to even minimal levels of asbestos is unacceptable.
(B) asbestos should not be used in the building industry.
(C) the findings of US and Canadian reports differed from the NMRC report.
(D) the characteristics of asbestos would probably assure its future use.

36. The report assumed that asbestos would continue to be employed in the building industry on the basis of evidence provided by
(A) its versatility and cost effectiveness.
(B) building workers.
(C) building management and economists.
(D) US and Canadian reports.

37. In bonded form
(A) no asbestos fibres are released.
(B) asbestos fibres may enter the air.
(C) asbestos can be bonded with cement.
(D) there is an increased likelihood that asbestos fibres enter the air.

38. Dust formation can be reduced by
(A) the use of wetted, bonded forms of asbestos.
(B) inadequate ventilation.
(C) the use of protective respiratory equipment.
(D) the vacuuming of clothing.

39. The report claimed that
(A) higher levels of amosite and chrysotile can be safely inhaled.
(B) lower levels of amosite and chrysotile are dangerous.
(C) white asbestos can be safely inhaled only in smaller quantities than blue asbestos.
(D) there are no safe maximum levels of asbestos inhalation.

40. The statement that 'If [maximum exposure levels] are strictly adhered to, the onset of asbestosis in a normal working life should not develop' is
(A) the opinion of the writer of the reading passage.
(B) a claim made by the authors of the NMRC report.
(C) the assurance given by critics of the report.
(D) a claim rejected by building workers.

广东外语外贸大学

一九九九年英语专业硕士研究生入学考试

英语水平考试试题

I. PROOF READING (20%)

There are errors to be corrected in the following passage. No line has more than one error.

If you think there is no error in a line, then put a tick '√' in the space provided. Corrections should be done as follows:

Extra word:	bracket '( )' the word you wish to cross out and write the word in the space provided;
Missing word:	mark the position of the missing word with the sign '∧' and write the missing word in the space provided;
Wrong word:	underline '____' the wrong word and write the correct version in the space provided.

EXAMPLE:

Would you like to be a computer programmer?	A. √
This is a career ∧ has a greater future. Many	B. which
companies, banks, airlines, hotels and another businesses	C. other
(that) are looking for qualified computer programmers.	D. that

Go to the **opposite** *page for this section.*

II. CLOZE (20%)

1		6		11		16	
2		7		12		17	
3		8		13		18	
4		9		14		19	
5		10		15		20	

(I. PROOF READING)

What I have said so far may indicate that it is sufficient for the productive scientist to adopt existing theory as a lightly held tentative hypothesis, employ it *faute de mieux* in order to get a start in his research, and then abandon it as soon as it leads him to a trouble spot, a point which something has gone wrong. But though the ability to recognize trouble when confronted by it is surely a requisite of scientific advance, trouble must not be too easily recognized. Scientist requires a thorough-going commitment on the tradition with which, if he is fully successful, he will break. In a part this commitment is demanded by the nature of the problems to which the scientist normally undertakes. These, as we have seen, are usually esoteric puzzles whose challenge lie less in the information disclosed by their solutions (all but its details are often known in advance) and in the difficulties of technique to be surmounted in providing any solution at all. Problems of this sort are undertaken only by men assuring that there is a solution which ingenuity can disclose, and only current theory could possible provide assurance of that sort. That theory alone gives meaning to most of problems of normal research. To doubt it is often to doubt that the complex technical puzzles which constitute normal research has any solutions at all. Who, for example, would have developed the elaberate mathematical techniques required for the study of the effects of interplanetary attractions for basic Keplerian orbits if he has not assumed that Newtonian dynamics, applied to the planets which then known, would explain the last details of astronomical observation? But with that assurance, how would Neptune have been discovered and the list of planets changed?	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ 11. _____ 12. _____ 13. _____ 14. _____ 15. _____ 16. _____ 17. _____ 18. _____ 19. _____ 20. _____

III. READING COMPREHENSION (60%) (请在选定的空格内打 'X')

	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
1					11					21					31				
2					12					22					32				
3					13					23					33				
4					14					24					34				
5					15					25					35				
6					16					26					36				
7					17					27					37				
8					18					28					38				
9					19					29					39				
10					20					30					40				
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D