

中山大学

二〇〇五年攻读硕士学位研究生入学考试试题

科目代码: 352

科目名称: 基础英语

考试时间: 1月23日上午

考生须知

全部答案一律写在答题纸上,
答在试题纸上的不得分! 请用
蓝、黑色墨水笔或圆珠笔作答。
答题要写清题号, 不必抄题。

I. Reading (30%)

Read the following passages and answer the questions below each passage.

Passage 1

The "taint of melancholy" which Edgar Allan Poe throughout his life associated with the more "soulful" aspects of beauty was, of course, one of the familiar moods of romantics everywhere. But it is somewhat unusual that this particular mood should be so favored by Southern poets. From the defiant anguish reminiscent of Byron to the delicate sadness characteristic of female poets like Mrs Felicia Hemans, the whole range of melancholy feeling could be found in the pages of the *Messenger* during the 1830s. This is not to say that the magazine published only the poems of Southern poetasters who invoked melancholy. The significant point is that the Southern poets whom the *Messenger* did publish were prone to exploit melancholy. Poems on Poe's favorite subject, the death of a beautiful woman, were numerous enough in the *Messenger* to make us feel some retroactive concern about the durability of Southern belles.

Questions 1-5: Choose the one that you think is the correct answer. Write your answers on your answer sheet.

1. Most poetry published in the South
 - A. was cheerful in mood.
 - B. was melancholy.
 - C. did not reflect one of the familiar moods of the romantics.
 - D. was written by Edgar Allan Poe.
2. Poe had a preference for poems that dealt with
 - A. the death of a child.
 - B. Byronic despair.
 - C. Southern belles.
 - D. the death of a beautiful woman.
3. The author implies that Southern belles
 - A. may often have been delicately sad.
 - B. may often have died young.
 - C. may have written many poems.
 - D. may have lived very melancholy lives.

4. The *Messenger* published
- A. only melancholy poems.
 - B. only female poets.
 - C. only Southern poets who wrote melancholy poems.
 - D. many poems about death.
5. The words *reminiscent of* (underlined) mean most nearly
- A. prominent in.
 - B. recalling.
 - C. absent in.
 - D. favored by.

Passage 2

Until recent years, the children of immigrants were forced to "sink or swim" and to learn English in American schools. But in the mid 60's there developed an awareness among ethnic groups that every American has a heritage and should be proud of his or her other identity. For new immigrant groups, this has become a demand that their children should begin their education in the native language and learn about their first culture in the schools.

Bilingual programs provide separate classes and curricula for students who need to use their native tongue in class until they have made the transition to classes conducted in English. The number of lessons taught in the native language or in English differs from program to program. Some bilingual programs use the native language 90% of the time; others are 50-50; while still others begin in the native language and rapidly move to complete use of English after a few years.

Today, 287,000 foreign-born students in America—76% of them Hispanic --- are taught some, if not all, of their lessons in 70 different dialects and languages. The idea behind the bilingual program is to ease immigrant children into the mainstream of American society. Critics argue that bilingual programs are badly managed and inefficient, and that qualified foreign-born teachers are hard to find. They feel that students who speak no English at home will not learn enough English to compete in a highly technological society. Says the deputy mayor of New York City, a Puerto Rican: "We have plenty of jobs in Manhattan businesses; the problem is that our kids can't spell."

At 19 million, 9% of the U. S. population is Hispanic, the largest group of foreign-born Americans. Hispanics are also the most undereducated. Only 40% have completed high school, while the school drop out rate for Hispanics often reaches 85% in large urban areas. In addition, nearly 27% of Hispanic families in the U.S. are below the poverty line, and earn under \$ 7, 000 a year. Since good jobs require education, Hispanic leaders want to keep their children in school and are demanding more and better bilingual education programs. But the central question remains: Can bilingual programs that emphasize cultural pride successfully teach the English language skills that students need to success in American society?

Questions 1-5: Choose the one that you think is the correct answer. Write your answers on your answer sheet.

1. "Every American has a heritage" most closely means
- A. every American is bilingual.
 - B. Every American speaks a foreign language .
 - C. Every American belongs to an ethnic group.
 - D. Every American has heirlooms.
2. Bilingual programs are
- A. on T. V.
 - B. in some schools.
 - C. for Hispanics
 - D. always successful.

3. Some foreign-born students in America
 - A. are taught in their native language.
 - B. are taught in English only.
 - C. are taught in New York City.
 - D. are taught in 70 different dialects and languages.
4. Some critics argue that
 - A. bilingual programs are not successful.
 - B. English should be spoken at home.
 - C. only Hispanics need bilingual programs.
 - D. students of bilingual programs will get good jobs.
5. Bilingual programs are meant to
 - A. give foreign-born teachers a job.
 - B. keep bilingual people below the poverty line.
 - C. ease immigrant children into American society.
 - D. raise the level of education.

Passage 3

In the early nineteenth century Rousseau's misgivings concerning the progress of civilization were largely forgotten, but his idea of tracing the evolution of human nature from brute-like beginnings took hold with a vengeance. Theories of social evolution proliferated like mushrooms. The impetus to their elaboration came less from biology than from a growing awareness of change and improvement in social institutions and a growing conviction that man's early condition had been a savage one. Taking progress for granted, social scientists endeavored to discover its laws and stages. Auguste Comte, for example, set for "social physics" (or sociology, as he later called it) the task of discovering "by what necessary chain of successive transformations the human race, starting from a condition barely superior to that of a society of great apes, has been gradually led up to the present stage of European civilization." Like Rousseau, Comte regarded man as the only species of animal capable of evolution.

Questions 1-4: Choose the one that you think is the correct answer. Write your answers on your answer sheet.

1. The growth of theories of social evolution is compared to the growth of mushrooms because
 - A. mushrooms grow in the dark.
 - B. mushrooms grow and multiply very rapidly.
 - C. mushrooms can be poisonous.
 - D. mushrooms are searched for with great care.
2. Sociology was first known as
 - A. social science.
 - B. Comtism.
 - C. social philosophy.
 - D. social physics.
3. Rousseau believed
 - A. in the inevitability of progress.
 - B. that man was the only creature capable of evolution.
 - C. that all of nature (animals, plants, and men) was constantly evolving.
 - D. that the science of sociology would promote social evolution.
4. Theories of social evolution proliferated because of
 - A. advances in biology.
 - B. the belief, with Rousseau, that man's condition was showing no real improvement.
 - C. respect for Rousseau as a social thinker and philosopher.
 - D. the conviction that man's beginnings had been brute-like, but that his condition was showing steady improvement.

Passage 4

If you can hold a pen, you can use a computer. Forget about keyboards. With our new **Pen-In-Hand** system, all you do is write on paper, and your words appear typewritten on the screen, instantly.

Whether you want to write text or add figures, you simply pick up your pen and write. With our new computer system you can add, delete, and correct with the same stroke.

Questions 1-2: Choose the one that you think is the correct answer. Write your answers on your answer sheet.

1. What is being sold?
A. An adding machine B. A new computer system C. A ballpoint pen D. A keyboard
2. What is the advantage of this product?
A. It is expensive. B. You don't need a keyboard.
C. You don't have to write. D. You only need an adding machine.

II Correct errors in the following sentences; please underline the wrong parts and put the correct ones in the brackets. (10%)

Example: I have several jackets, but only one trousers. (one pair of)

1. Two hundred and ninety-nine pounds are too unreasonable a price for such a shabby second-hand bike.
2. Tom was greatly flattered when the teacher said that he was the only one of the boys who were granted a scholarship.
3. Each of the more than three hundred and fifty thousand species of plants differ from every other species in one or more ways.
4. He scarcely left the house when he heard an awful sound of explosion behind him.
5. Nobody was faulty, and so none of us were to be blamed for the accident.
6. The bill has been presented to every Congress since 1878 but continually failed to pass until 1920, when the Nineteenth Amendment granted women the right to vote.
7. The citizens of a democracy take part in government either directly as members of government and indirectly by voting in election.
8. No sooner had the words been spoken so he realized that he should have remained silent.
9. The songs of Bob Dylan are very popular among young people, who regard him as superior than other musicians.
10. No other quality is more important for a scientist to acquire as the quality to observe carefully.

III. English composition (40%)

Read the following passage and then write a fluent and well-organized essay of about 400 words. Your essay should include the main ideas of the passage and your views about them.

希腊哲人柏拉图曾说过一句话：“对一个小孩最残酷的待遇，就是让他心想事成”。

是的，凡事都心想事成的孩子，一直在父母的保护伞下成长，他要什么就有什么，正如“金手指”一样一直享受心想事成的果实。可是，没有遭遇挫折打击难道就是件好事吗？万一有一天长辈的保护伞不再能够遮风避雨，又如何继续生活下去？

曾经有一个大学男生告诉我，他未来找另一半的条件...貌美、漂亮是一定要的啦！而且最好也是大学学历，有一栋别墅、一辆奔驰轿车、还有1,000万现金作为嫁妆，这样我就可以减少奋斗20年了。有人多么盼望能减少奋斗20年，也希望生活中有“金手指”以便能心想事成。可是，你的斗志在哪里？

生命难道只是茶来伸手、饭来张口吗？岂不知人生是一连串奋斗的过程，充满昂扬斗志的人生才有意义啊！

IV. (A) Translate the following passage into English: (20%)

我怎么能再流浪下去？诗人，我怎么能再幻想苹果园里，异国的院子，也会有一个子夜寻访的连琐？大理石砌起的广厦里会不会生长一株忏悔流泪的绛珠草？蛮荒的向往已经终止，武士的幻梦已经流逝，不再是西欧洲落拓的游唱诗人，不再是南北朝蓄意落第的士子，我只是偶然间奔进了第几代的坟地，在盎格鲁·撒克逊的兵火海涛中迷失了方向。我迷失了方向，诗人，乌狄在你的四周哀号。南十字星不再从我的面前升起，我是不是要溺在这无苇可航的江水里？

两年在爱荷华城的盘桓即将结束。又是一个树荫满城的夏季了。我目睹院子里那几棵欣欣向荣的苹果树抽芽，开花，落英，成伞。我目睹蒲公英金黄的卑微逐渐消融，过了五月中旬，花朵褪色，转成雪白的粉末，到处飘零；然后郁金香就开了，在绿草地的中央，现在六月的酷暑停留在人家的烟囱上，在千里外花莲纵谷的小烟囱上；我感觉我竟是一个逃避的人！不久以前赶着整理一册译诗，我每天下午都坐在院子里埋首工作，飞鸟和松鼠的诧异变成耽留异国的学生的讽刺，我不知道在别人的民谣和旋律里，到底能不能为自己找到宣泄愁绪的路。

(B) Translate the following passage into Chinese : (20%)

No doubt this new translation of *Madame Bovary* is a labor of love. But affection and affectation don't sit well together. In his introduction Professor Bowie quotes his protégé's translation of the paragraph about Rodolphe that contains the most famous thing Flaubert ever wrote about human language. According to Mauldon, Flaubert said it was "like a cracked kettledrum on which we beat out tunes for bears to dance to, when what we long to do is make music that will move the stars to pity." Well, it certainly sounds precise. But it isn't, quite. ...But he knew that a *chaudron* isn't a kettledrum. If Flaubert had meant a kettledrum, he would have said so. What he meant was a kettle. (注: Mauldon is the translator)

So much for accuracy as a fetish: it is bound to lead one into trouble when one strays into the territory of stuff that won't stay still to be researched. And in that territory lie the things of the mind. As his learned admirers, from Francis Steegmuller to Julian Barnes, have had so much constructive fun telling us, Flaubert would go to any lengths in the quest for factual precision. But Flaubert was a creative genius: he was putting his research to work in aid of psychological perceptions that were uniquely his. One of those perceptions was that he himself was *Madame Bovary*. No wonder he loved her. Loving her, he gave her novel everything he had. Henry James thought that *Madame Bovary* was as good as Flaubert ever got. James was wrong to believe that the book was a tract against immorality. If it was, then its author notably failed to heed the lesson. But James might have been right to believe that everything Flaubert subsequently wrote added up to a decline. Even Proust thought that *le mot juste* made a fetish out of what should be taken for granted. The Monty Python crew translated *Wuthering Heights* into semaphore, and incidentally proposed that in a novel, story comes before language. So it does, even when the language is a miracle. (From *the Atlantic*, October 2004, p.182)

V. Please answer the following questions about British and American society and culture.(30%)

1. What are the differences between a tabloid and a quality paper?
2. What does a "vote of no confidence" refer to?
3. Why do people call American agriculture "agribusiness"?
4. Explain the structure and function of the US Congress.