

中山大学

二〇〇七年攻读硕士学位研究生入学考试试题

科目代码: 221

科目名称: 英语

考试时间: 1月20日下午

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。

Section I: Use of English

Directions:

Read the following text. Choose the best word (s) for each numbered blank and mark A, B, C or D. on ANSWER SHEET. (10 point)

Most of this rapid job shrinkage in telecommunications has come through layoffs, buyouts and forced retirements. Indeed, telecommunications companies 1 any other industry in the number of publicly announced job cuts over the last 18 months.

The 2 have come from the dozens of companies that build and operate the nation's networks for telephone service, cable television, the Internet, e-mail and data 3. Having wildly overexpanded in the 1990's, the companies have been rushing to shrink 4, serving as a drag on the economic recovery.

Not all job losses are 5 announced, of course. In total, the nation has lost 1.5 million jobs since the economic 6 began in March of last year, with the telecommunications industry 7 167,000 to that loss through April, 8 the latest industry breakdown from the Bureau of Labor Statistics. Employment is so important to well-being 9 some economists are reluctant to declare a new expansion firmly under way 10 a revival in the job market is clearly happening.

While telecommunications companies continue to 11 jobs, many other industries appear to have stopped doing so. Since April, national employment has even begun to grow a bit, 12 so far adding back only 40,000 jobs.

This time the rehiring and job creation must take place without help from telecommunications companies, industry executives insist. The jobs that 13 in the industry will not have to be recreated, they say. Once the downsizing is over, the industry may level off at fewer than 1.2 million employees. Some of the lost jobs represented overstaffing, even in good times, to build more capacity into wireless and fiber optic networks 14 the nation will be able to use for a long time, said Scott Cleland, a telecommunications expert and CEO of the Precursor Group, an investment research firm.

"Everyone overbuilt," he said, "and telecom companies will not be spending appreciably 15

expansion for years to come." Other jobs are being lost to labor-saving technology, many in the industry argue, and to changes in the way the companies now 16, given that cellophanes are cutting into the more labor-intensive regular phone service.

"In some small markets, we have lost 50 percent of our customers," Jeff Batcher, a BellSouth 17 said. If past recoveries are a guide, the men and women who have lost their jobs in telecommunications will eventually find work in 18 industries. But that is not happening quickly for Roy Abrahamson, a technician at an AT&T maintenance center at 33 Thomas Street in Manhattan until that center was closed in March. 19 to choose between a buyout package or a transfer to an office in White Plains, Mr. Abrahamson, 56 and a Brooklyn 20, took the buyout.

1. [A] exceed [B] exceeded [C] have exceeded [D] will exceed
2. [A] increases [B] cuts [C] grows [D] improvements
3. [A] transmission [B] transaction [C] transportation [D] transition
4. [A] by then [B] before [C] ever since [D] after that
5. [A] prominently [B] secretly [C] quietly [D] anonymously
6. [A] prosperity [B] revival [C] recovery [D] recession
7. [A] contribute [B] contributing [C] to contribute [D] contributed
8. [A] in accordance with [B] on the basis of
[C] according to [D] on the scale of
9. [A] which [B] that [C] as [D] then
10. [A] until [B] if [C] till [D] whether
11. [A] increase [B] create [C] eliminate [D] elevate
12. [A] although [B] however [C] then [D] but
13. [A] have cut [B] had been cut [C] are to cut [D] are being cut
14. [A] that [B] than [C] so that [D] which
15. [A] with [B] in [C] for [D] on
16. [A] operate [B] administer [C] manage [D] run
17. [A] exceptive [B] excitative [C] executive [D] excessive
18. [A] another [B] other [C] the other [D] others
19. [A] Tell [B] Telling [C] To tell [D] Told
20. [A] residue [B] redundant [C] resistant [D] resident

Section 2: Reading Comprehension

Part A

Directions: Read the following four texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on the ANSWER SHEET. (40 points)

Text 1

Emotions are an essential part of our nature and may be either helpful or destructive depending on how we deal with them.

Daniel Goleman, author of *Emotional Intelligence*, contends that emotional intelligence, or EQ, is more important than IQ in a person's ability to be successful and happy.

It's widely known that emotions can empower people or drive them up a wall. When you can't get through to that special someone, your emotions tie you up in knots and you feel powerless. Getting a handle on those feelings, then being able to use alternative behaviors, is the beginning of EQ.

We all have emotions — even your partner, who appears stone-faced and unruffled by crisis. Identifying a specific emotion at the time you're having it is the basis of EQ.

Take jealousy, for example. Remember that time your partner spent so much extra time with that tall blonde at your best friend's party? When you mentioned it, he got angry and yelled: "you're always so jealous! You have to learn to trust me." He made you feel so foolish — like an insecure little girl — and you vowed you would never be jealous again.

It doesn't work that way. Jealousy is only a symptom, and trust isn't the issue. Fear is. Until you figure out what you're afraid of, you'll find yourself on that merry-go-round again and again. So sit down and analyze why you feel so fearful about the attentions your significant someone shines on sultry (性感的) sisters.

Some fears are obvious. Will he find someone else more attractive? If he finds someone more attractive, will he leave you? If he leaves you, what will you do? We stay in unhappy or destructive relationships and jobs for far longer than is emotionally healthy because we fear change. And we don't trust ourselves to make the right decisions.

Goleman says emotionally literate people have learned how to express their emotions at the right time and place and in the right way. They're also aware of how their emotions affect others, keeping the focus on cooperation instead of competition or compliance.

21. According to the author, just as emotions can empower people, they can also _____.

- [A] make people crazy
- [B] prevent a person from jumping high
- [C] help people find the person they are looking for
- [D] increase a person's physical strength

22. _____ is the root of jealousy.

- [A] Selfishness
- [B] Fear
- [C] Lack of confidence
- [D] Lack of trust

23. Judging from the context, "you will find yourself on that merry-go-around again and again" (Line 2, Para. 6) most probably means _____.

- [A] you will attend your friend's party frequently

- [B] you will dance with your partner all the time
 [C] you will repeatedly find yourself in that kind of situation
 [D] you will always feel happy so long as you don't know what you are afraid of
24. Which of the following statement is NOT a characteristic of emotionally literate people?
 [A] They can express their emotions appropriately.
 [B] They are considerate of others' feelings
 [C] They prefer to cooperate rather than compete with others.
 [D] They tend to do anything at the request of other people.
25. From what is said in the passage, it can be concluded that _____.
 [A] bad emotions might bring about disasters in one's life
 [B] EQ is as important as IQ in a person's ability to be successful
 [C] sometimes it is because of money that we don't quit unhappy jobs
 [D] all of us tend to lose control of our emotions regardless of any consequences

Text 2

From my earliest memories of elementary school, I remember how the classes were made to compete. Mrs. Olsen's class was particularly good at marching to the lunch room. Because they were quieter and their lines were straighter, they were allowed to eat before our class.

This was the beginning of group identity, and along with it came rivalry, competition, and conflicts.

By high school, I had almost no individual identity left. I was an American and all other countries were enemies. I was a Hillcrest Hiskey and all other high schools were enemies. I was a wrestler and all the other sports were for wimps (懦弱者). I was on the debate team and everyone else was dumb.

At my high school, there were cowboys, jocks, seminary students, nerds, acid rockers and so on. Everyone had a group; no one was an individual. Wait. I take that back. There were a few individuals, but they were completely outcast from social order.

Never in my life can I remember stronger feelings of hate than in high school. But we never called it hate. We called it loyalty.

If you are like me, you want to avoid teaching rivalry, conflict and prejudice to your children. Many home school families reject the public schools precisely to avoid the kind of "socialization" that leads to these problems. As adults, most of us are better at being an individual than we were in high school, but the influences of group identity continue to promote competition and prejudice in our world. How can we avoid teaching these unwanted attitudes to our children?

One possible strategy for stopping the negative influences of group identity would be: recognize and replace. Look for the prejudice in your life and replace it with charity. Treat every

person as an individual and ignore the social classifications created by a group-dependent world.

A good friend and I once discovered our differing religious beliefs. He identified with a certain group and I with another. Because of our dependence on group identity, our conversation revolved around the beliefs of the groups. Our individual beliefs, which were quite similar, took a back seat while we discussed topics we knew little about. We defended our groups even when we did not understand or did not know the official group decision on many issues. The resulting rivalry has damaged our friendship ever since.

26. Which of the following may be the most appropriate title of the passage?
- [A] Group Identity and its Negative Influences
 [B] Group Identity and Hate
 [C] Loyalty is responsible for Group Identity
 [D] Individualism and Group Identity
27. According to the passage, which of the following accompanies group identity?
- [A] Debate. [B] Hate. [C] Loyalty. [D] Socialization.
28. Which of the following is true of the author's high school?
- [A] Cowboys are the few who have no group identity.
 [B] Seminar students have group identity but they were not popular among their peers
 [C] Those who don't belong to any group are frowned on by most of the people.
 [D] The feelings of hate are stronger than at any other high schools.
29. The author's friendship with his good friend was damaged because of _____.
- [A] their differing individual beliefs
 [B] their differing group beliefs
 [C] their differing ideas about group identity
 [D] their differing attitudes towards children
30. It can be inferred from the passage that the author's attitude toward group identity is _____.
- [A] objective [B] subjective [C] doubtful [D] positive

Text 3

Have you played it? It's a game for one person or for a carload.

Someone begins, "I'm grateful to God for ..." And he or she shares something. Then the next person gives gratitude for something. This goes on for 5 minutes or until you reach your destination. There's no loser. Everyone is a winner. Everyone feels happy after expressing gratitude. And sometimes you discover amazing things.

My 5-year-old granddaughter and I played the gratitude game when she visited us. I found out she was grateful for her friend Josh...and "the other Josh." She was grateful to go swimming at the pool. She was grateful to have a daddy who played with her. And for a nice mommy.

She would begin the gratitude game as soon as we settled into the car to drive somewhere. Playing it with her, I tried to be honest and not just say something fast. I really stopped to think. What was I grateful for at that moment? That our country was not at war. That we had a nice place to live. That we had plenty to eat. Playing the game made me more aware of the good things in my life.

A friend of mine was having a tough time seeing that there was any good in his life. I suggested to my friend that he take a few minutes before going to bed and write down all the good things he could think of that had happened during the day.

Later he told me what happened. The first night he couldn't think of anything good. But he persisted until he was able to write a few things down.

The next morning he decided to look for signs of good during the day. He sat down on his front steps. A robin landed on the grass. In his words, it began "doing a little dance," preening and cleaning itself. He watched the entire show. It was delightful. He realized that if he hadn't been really looking for good, he would never have noticed the robin and would have missed what to him was a remarkable display.

That evening he filled several pages with recordings of good that had happened during the day and things he was grateful for. Gratitude had made a huge difference!

31. The purpose of the gratitude game is to _____.
- [A] let people share their gratitude to God
 [B] discover amazing things in life
 [C] make people alert to the good things around them
 [D] practice people's skill of expressing themselves
32. From the description by the writer, we can know that her granddaughter _____.
- [A] spoke much faster than her
 [B] enjoyed the gratitude game
 [C] finished the game within five minutes
 [D] doubted her honesty
33. What was the problem with the writer's friend?
- [A] He saw nothing worth his appreciation in life.
 [B] He had lost his purpose of life.
 [C] He had trouble remembering what happened during the day.
 [D] He found it hard to play the game.
34. In which way has the game helped the writer's friend?
- [A] It taught him the necessity of giving gratitude.
 [B] It opened his eyes to the good things in life.
 [C] It made him interested in birds
 [D] It inspired him to keep a record of the good things around him.

35. The story of the writer's friend tells us that _____.

- [A] life is meaningless to a person who doesn't know how to give gratitude
 [B] one can always find relief in nature when he is in depression
 [C] gratitude plays an important role in changing a person's character
 [D] it's not difficult to find good things in life if one starts looking for them

Text 4

Geniuses look at problems in many different ways. Genius often comes from finding a new perspective that no one else has taken. Leonardo da Vinci believed that, to gain knowledge about the form of a problem, you begin by learning how to restructure it in many different ways. He felt that the first way he looked at a problem was too biased toward his usual way of seeing things. He would restructure his problem by looking at it from one perspective and move to another perspective and still another. With each move, his understanding would deepen and he would begin to understand the essence of the problem.

Geniuses make their thought visible. The explosion of creativity in the Renaissance was intimately tied to the recording and conveying of vast knowledge in drawings, graphs, and diagrams, as in the renowned diagrams of da Vinci and Galileo. Galileo revolutionized science by making his thought graphically visible while his contemporaries used only conventional mathematical and verbal approaches.

Geniuses produce. A distinguishing characteristic of genius is immense productivity. Thomas Edison held 1,093 patents, still the record. He guaranteed productivity by giving himself and his assistants idea quotas. His own personal quota was one minor invention every 10 days and a major invention every six months. Bach wrote a cantata (清唱剧) every week, even when he was sick or exhausted. Mozart produced more than 600 pieces of music. Einstein is best known for his paper on relativity, but he published 248 other papers. T.S. Eliot's numerous drafts of *The Waste Land* constitute a jumble (杂乱的一团) of good and bad passages that eventually was turned into a masterpiece.

Geniuses make novel combinations. Like the highly playful child with a bucket of building blocks, a genius is constantly combining and recombining ideas, images and thoughts into different combinations in their conscious and subconscious minds. Consider Einstein's equation, $E=mc^2$. Einstein did not invent the concepts of energy, mass, or speed of light. Rather, by combining these concepts in a novel way, he was able to look at the same world as everyone else and see something different.

36. In order to understand a problem thoroughly, da Vinci _____.

- [A] referred to numerous books
 [B] compared it with many other problems
 [C] made use of drawings and graphs
 [D] approached it from different angles

37. During the Renaissance, graphs and diagrams _____.
- [A.] were often used to aid scientific researches
 [B] served as sources of fresh ideas for some scientists
 [C] could provide scientists with an immense quantity of knowledge
 [D] were necessary for the expression of creative ideas
38. What is the main idea of the third paragraph?
- [A] Geniuses make creations or discoveries in large quantities.
 [B] Geniuses can make many achievements without much effort.
 [C] Geniuses inevitably experience failures before making a success.
 [D] Geniuses may just produce something common and ordinary.
39. In the last paragraph, the author mentions the playful child in order to show _____.
- [A] that geniuses are fond of playing games, too
 [B] that geniuses are as creative as most children with a set of interesting toys
 [C] how geniuses turn ideas into reality in different ways
 [D] why making different combinations can work wonders
40. According to the passage, which of the following statements is true?
- [A] Einstein invented the concept of speed of light
 [B] *The Waste Land* is a great work of literature.
 [C] Edison made one major invention every 10 days.
 [D] Mozart composed something every day even when he was sick.

Part B

Directions:

In the following text, some sentences have been removed. For Questions 41—45, choose the most suitable one from the list A -- G to fit into each of the numbered blank. There are two extra choices, which do not fit in any of the gaps. Mark your answers on ANSWER SHEET 1 (10 points)

Neil Armstrong was the flight's commander. He was a test pilot. And he had flown in space before on one of the two-person Gemini flights. Armstrong was a calm person, a man who talked very little. Edwin Buzz Aldrin was the pilot of the moon lander spacecraft, named Eagle. He also had flown on a Gemini flight. And he also was a quiet man except when he talked about space. Michael Collins was the pilot of the command spacecraft, Columbia. 41. _____

He was popular and always ready with a smile.

Halfway to the moon, the astronauts broadcast a television program to Earth. 42. _____
 _____. And it showed the moon growing larger in the blackness ahead.

The days passed. The pull of the moon's gravity grew stronger. 43. _____

Apollo-11 circled the moon while the crew prepared for the landing. Finally it was time to separate the lander spacecraft, Eagle, from the command spacecraft, Columbia.

Armstrong and Aldrin moved through the small opening between the two spacecraft. Then they moved Eagle away from Columbia. As Armstrong reported, "The Eagle has wings." Humans were about to land on the moon.

On Earth, all activity seemed to stop. President Richard Nixon gave federal government workers the day off to watch the moon landing on television. 44. _____
Millions more listened to their radios.

Armstrong and Aldrin fired the lander's rocket engine. This slowed the spacecraft and sent it down toward the landing place, an area known as the moon's Sea of Tranquility. A computer guided Eagle toward the airless surface of the moon. 45. _____

Here on Earth, we listened to the voices of Aldrin and Armstrong — their short messages and commands — as they flew Eagle away from a dangerous rocky area and then, gently, down to Tranquility Base: "Forward, Forward. Good. Tranquility Base here. The Eagle has landed."

- [A] The broadcast showed how astronauts move and work in the weightlessness of space. The broadcast also showed the Earth behind Apollo-11.
- [B] He would wait in orbit around the moon while Armstrong and Aldrin landed and explored the surface. Collins, too, had flown in space before.
- [C] These astronauts had to make the spaceship circle the earth slowly before they landed on the moon.
- [D] As Apollo-11 neared the moon, it was moving at 6,500 kilometers an hour. The astronauts fired rockets to slow the spacecraft enough to put it into moon orbit.
- [E] Then 140meters from the surface, the astronauts took control themselves.
- [F] Most state and local governments and businesses also declared the day a holiday. Around the world, 500-million person s watched the television report.
- [G] The astronauts slowed the spacecraft and sent it down toward a landing place on the earth.

Part C

Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on the ANSWER SHEET 2. (10 points)

The reality of multilingualism is exceedingly complex. Multilingualism can be an individual or a social phenomenon, can be differentially spread across different spheres of language use, and can be viewed quite different normatively. (46)Multilingualism can reflect ideological, political, economic, cultural, and ethnic identity in a host of different ways. Further, in the educational context, multilingualism can be constructed either in terms of the means of education, or with regard to educational outcomes. (47)It is this complexity, in part, that makes multilingualism such an incredibly controversial aspect of educational policy and practice. One aspect of multilingualism that is especially important for language educators to understand is that of language rights.

As we enter a new millennium, the world in which we live is very different from what it was a mere century ago. (48)Since 1901, the changes are probably nowhere more visible, recognized, and utilized than in the scientific and technological spheres. So too, have our social, cultural, and political realities changed, although not always in such obvious ways. One area in which we can clearly see significant evolution in social thought is with respect to the discourse on human rights.

(49)Indeed, the latter half of the 20th century has witnessed a veritable explosion of interest in and concern with human rights. To some extent, of course, such interest and concern have been self-serving. As with young children who master the concept of unfairness when it applies to them far more quickly than when it applies to others, we tend to be more aware of violations of our own rights than of our violations of others' rights. Discourse about human rights, and on the violation of human rights, in the international realm also serves multiple purposes, and is often used as a convenient weapon to distract or to delegitimize a political opponent.

The use and misuse of rights discourse to achieve other kinds of ends sometimes, quite understandably, leads to a tendency to simply ignore or dismiss the issue altogether as merely another sort of meaningless political rhetoric. (50)Rights do matter, though, as does discourse about rights. Discussions and debates about rights impact legislation, social policy, and ultimately, the quality of life of both groups and individuals.

The 20th century, then, has witnessed not only challenges to and abrogations of human rights, but also growing awareness and articulation of such rights. One area in which such awareness has been relatively late to develop, despite on-going and often egregious violations of group and individual rights, is that of language. Given the centrality of language to self-identification and to our sense of who we are, and where we fit in the broader world, it is interesting that a concern with language rights has taken so long to emerge. And yet, such concern has emerged in recent decades, and the scholarly and political literature dealing with issues of language rights has increased dramatically both quantitatively and qualitatively.

Section 3: Writing**Part A****51. Directions:**

You got injured last weekend when riding the bicycle on the campus and you could not go ahead with your sprained ankle. At that time a foreign student came up to you and helped you back to your dorm. A few days later you write a formal thank-you letter to him to express your thanks, and also describe your better conditions now.

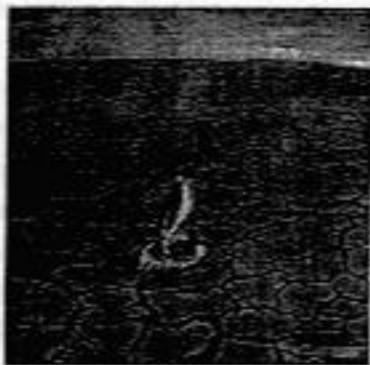
You should write about 100 words on **ANSWER SHEET 2**. Do not sign your own name at the end of the letter. Use "Wang Ming" instead. You do not need to write the address. (10 points)

Part B**52. Directions:**

Study the following cartoon carefully and write an essay to

- 1) describe the cartoon,
- 2) deduce the message in this cartoon, and
- 3) give your comment on it.

You should write about 160-200 words neatly on **ANSWERSHEET 2**. (20 points)



Home