

中山大学

二〇〇八年攻读硕士学位研究生入学考试试题

科目代码: 211

科目名称: 英语

考试时间: 1 月 19 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, 不必抄原题。

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 1. (10 points)

Broadly speaking, the Englishman is a quiet, shy, reserved person who is fully relaxed only among people he knows well. 1 the presence of strangers or foreigners he often seems inhibited (抑制), 2 embarrassed. You have only to 3 a commuter train any morning or evening to see the truth of this. Serious-looking businessmen and women sit reading their newspapers or dozing in a corner; no one speaks. In fact, to do so would seem most unusual. 4, there is here an unwritten but clearly understood code of behavior which, 5 broken, makes the person immediately the object of 6.

It is a well-known fact that the English have a 7 for the discussion of their weather and that, given half a chance, they will talk about it 8. Some people argue that it is because English weather 9 forecast and hence is a source of interest and 10 to everyone. This may be so. 11 Englishmen cannot have much 12 in the weathermen, who, after promising fine, sunny weather for the following day, are often proved wrong 13 a cloud over the Atlantic brings rainy weather to all districts! The man in the street seems to be as accurate—or as inaccurate—in his 14.

The overseas visitors may be excused for showing surprise at the number of references 15 weather that the English make to each other in the course of a single day. Very often conversational greetings are 16 by comments on the weather. "Nice day, isn't it?" "Beautiful!" may well be heard instead of "Good morning, how are you?" 17 the foreigner may consider this exaggerated and comic, it is worthwhile pointing out that it could be used to his advantage. 18 he wants to start a conversation with an Englishman but is 19 to know where to begin, he could do well to mention the state of the weather. It is a safe subject which will 20 an answer from even the most reserved of Englishmen.

experience of a professional nature; they should also learn about the extent of the various science fields and how these fields are related to each other. (50) But it is even more important for young people to acquire those skills and abilities that will enable them to take the responsibility for expanding their own learning.

Section III Writing

Part A:

Directions:

A professor from Australia will deliver a lecture on Australian society and culture, and you are asked to write a notice on behalf of the Students' Union. Your notice should include:

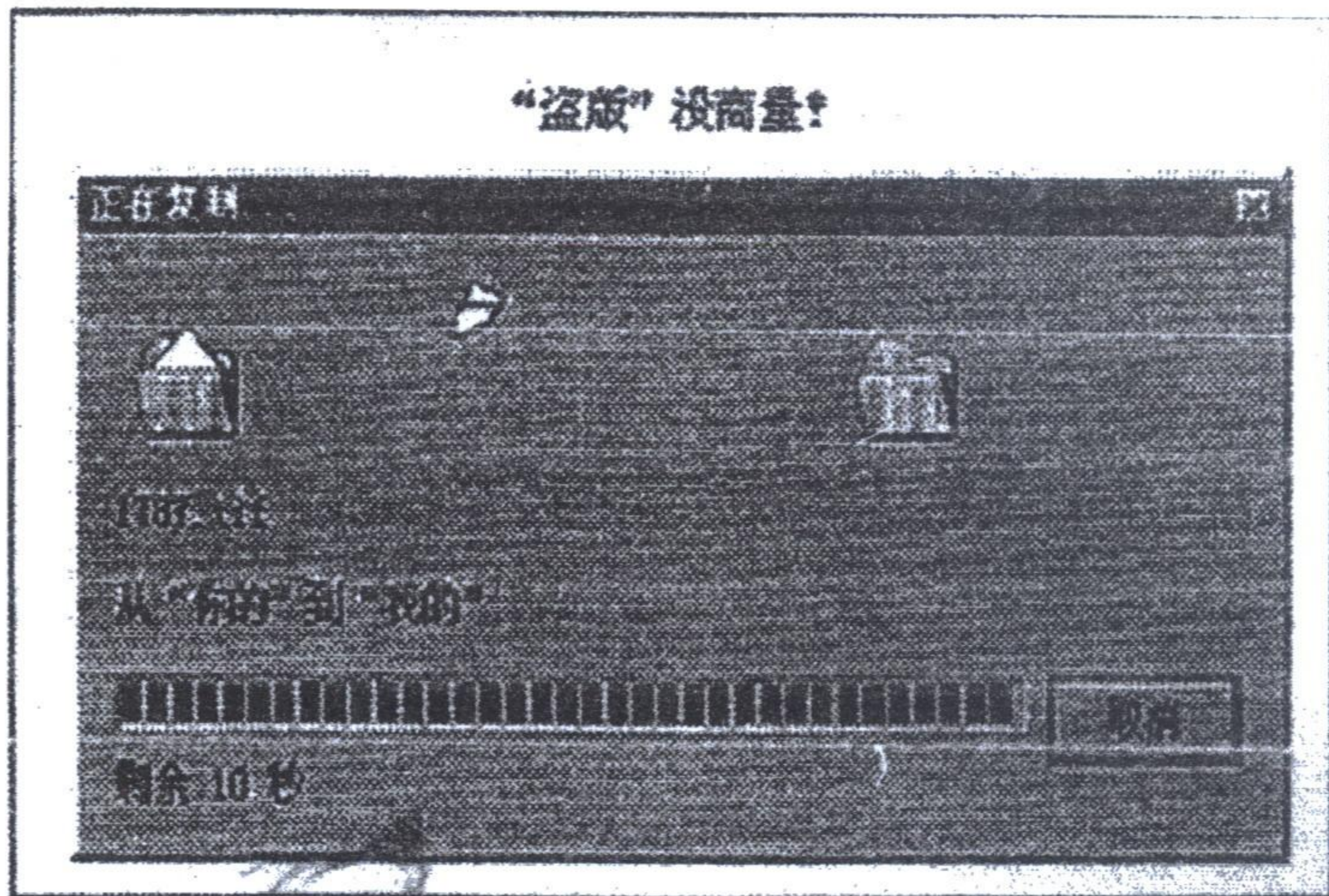
- (1) brief introduction of the lecturer
- (2) outline of the lecture
- (3) time and place.

Please write this notice with no less than 100 words. Do your writing on ANSWER SHEET 2. (10 points)

Part B.

Directions:

Write an essay of 160-200 words based on the following picture concerning "The problem of piracy". In your essay, you should first interpret the picture, then, point out the harmfulness of piracy and suggest a few counter-measures. Your essay must be written clearly on ANSWER SHEET 2. (20 points)



- | | | | |
|----------------------|-----------------|-----------------------|---------------------|
| 1. [A] At | [B] In | [C] On | [D] Among |
| 2. [A] yet | [B] otherwise | [C] even | [D] though |
| 3. [A] experience | [B] undergo | [C] travel | [D] witness |
| 4. [A] Obviously | [B] Frequently | [C] provided that | [D] Practically |
| 5. [A] unless | [B] if | [C] while | [D] as if |
| 6. [A] suspicion | [B] opposition | [C] attack | [D] study |
| 7. [A] passion | [B] fancy | [C] necessary | [D] judgement |
| 8. [A] at length | | [B] to a great degree | |
| [C] from their heart | | [D] by all means | |
| 9. [A] follows | [B] predicts | [C] defies | [D] violates |
| 10. [A] contribution | [B] deduction | [C] contemplation | [D] speculation |
| 11. [A] Still | [B] Also | [C] Certainly | [D] Fundamentally |
| 12. [A] faith | [B] reliance | [C] honor | [D] credit |
| 13. [A] if | [B] once | [C] when | [D] whereas |
| 14. [A] propositions | [B] predictions | [C] approval | [D] defiance |
| 15. [A] about | [B] on | [C] as to | [D] to |
| 16. [A] replace | [B] conducted | [C] executed | [D] proposed |
| 17. [A] Since | [B] Although | [C] However | [D] Before |
| 18. [A] Even if | [B] Because | [C] If | [D] For |
| 19. [A] At a lose | [B] at last | [C] in fact | [D] on the occasion |
| 20. [A] stimulate | [B] constitute | [C] furnish | [D] provoke |

Section II: 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 ANSWER SHEET 1. (40 points)

Text 1

Every year television stations receive hundreds of complaints about the loudness of advertisement. However, federal rules forbid the practice of making ads louder than the programming. According to one NBC executive, no difference exists in the peak sound level of ads and programming. Given this information, why do commercials sound so loud?

The sensation of sound involves a variety of factors in addition to its peak level. Advertisers are skillful at creating the impression of loudness through their expert use of such factors. One major contributor to the perceived loudness of commercials is that much less variation in sound level occurs during a commercial. In regular programming the intensity of sound varies over a large range. However, sound levels in commercials tend to stay at or near peak levels.

Other "tricks of the trade" are also used. Because low-frequency sound can mask higher frequency sounds, advertisers filter out any noises that may drown out the primary message. In addition, the human voice has more auditory impact in the middle frequency ranges. Advertisers electronically vary voice sounds so that they stay within such a frequency band. Another approach is to write the script so that lots of consonants are used, because people are

more aware of consonants than vowel sounds. Finally, advertisers try to begin commercials with sounds that are highly different from those of the programming within which the commercial is buried. Because people become adapted to the type of sounds coming from programming, a dramatic change in sound quality draws viewer attention. For example, notice how many commercials begin with a cheerful song of some type.

The attention getting property of commercials can be seen by observing one-to-two-year-old children who happen to be playing around a television set. They may totally ignore the programming. However, when a commercial comes on, their attention is immediately drawn to it because of its dramatic sound quality.

21. According to the passage, the maximum intensity of sound coming from commercials _____.
- [A] does not exceed that of programs
 - [B] is greater than that of programs
 - [C] varies over a large range than that of programs
 - [D] is less than that of programs
22. Commercials create the sensation of loudness because _____.
- [A] TV stations always operate at the highest levels
 - [B] Their sound levels are kept in around peak levels
 - [C] Their sound levels are kept in the middle frequency ranges
 - [D] Unlike regular programs their intensity of sound varies over a wide range
23. Many commercials begin with a cheerful song of some kind because _____.
- [A] pop songs attract viewer attention
 - [B] it can increase their loudness
 - [C] advertisers want to make them sound different from regular programs
 - [D] advertisers want to merge music with commercials
24. One of the reasons why commercials are able to attract viewer attention is that _____.
- [A] the human voices in commercials have less auditory impact
 - [B] people like cheerful songs that change dramatically in sound quality
 - [C] high-frequency sounds are used to mask sounds that drown out the primary messages
 - [D] they possess sound qualities that make the viewer feel that something unusual is happening
25. In the passage, the author is trying to tell us _____.
- [A] how TV ads vary vocal sounds to attract attention
 - [B] how the loudness of TV ads is overcome
 - [C] how advertisers control the sound properties of TV ads
 - [D] how the attention-getting properties of sound are made use of in TV ads

Text 2

The end of the 20th century has seen a subtle change in the way many industries are confronting environmental concerns: they are shifting away from the treatment or disposal of industrial waste and toward the elimination of its very creation. It seems likely that the next century will see an acceleration of this trend, a clear departure from the past emphasis on late-stage cleanup.

The old attitude often resulted only in manufacturers dumping waste into their own "backyard", thus generating a good deal of what might be called industrial archaeology. That heritage currently put many firms into the environmental cleanup business, whether they like it or not. But in the 21st century, industry may behave quite differently, so as to avoid creating more expensive burial sites that society will have to suffer or pay to clean up all over again.

What few people would like to see is a way to use industrial waste productively. Waste, after all, is wasteful. It is money going out of the door in the form of processed material and its embodied energy. To avoid this inefficiency, manufacturers of the next century must consider how to design and produce products in such a way as to make the control of waste and pollution part of their enterprise, not just an afterthought. Besides, they will need to pay attention to the entire product life cycle, worrying not only about the materials used and created in the course of manufacturing but also about what happens to a product at the end of its life. Will it become a disposal problem, or can it become a source of refined material and energy?

Manufacturers are just beginning to seek new approaches in what may well become a comprehensive revolution. As such movements often do, these efforts are producing new ideas and a new set of expression. Engineers had previously spoken of "design for manufacturing" and "design for assembly" and now we have added "design for disassembly", "design for recycling" and "design for environment" to our vocabulary. These terms mean simply that from the very start we are paying attention to the potential effects of excess waste and pollution in manufacturing.

Overcoming these problems is in part a technological problem -- clever new technologies that can reduce or recycle wastes will surely play a valuable role, but the answer will not depend entirely on inventing breakthrough technologies. Rather, it may hinge on coordinating what are fairly conventional methods in more prudent ways and in developing legal and market structures that will allow suitable innovation. These efforts will involve complex considerations of product and process design, economics and optimization, as well as regulation and handling of hazardous materials. Strangely, there has been relatively little general examination of these issues, although there are many individual cases in which such thinking has been employed.

26. We learn from the beginning of the passage that _____.

- [A] many industries are relieved of waste treatment
- [B] there will be an acceleration of waste disposals
- [C] manufacturers will take on new forms of business
- [D] there is a radical change in waste management

27. The expression "afterthought" (Paragraph 3) can be best associated with _____.

- [A] late-stage cleanup
- [B] public awareness
- [C] financial rewards
- [D] careful consideration

28. The term "design for recycling" has entered our vocabulary because _____.

- [A] waste cleanup in itself involved a comprehensive innovation
- [B] designers begin to seek new methods to refine their products
- [C] people have realized the potential hazards of industrial wastes
- [D] engineers are likely to produce new ideas and new expressions

29. It can be inferred from the passage that new industrial waste-management options _____.
- [A] are a potential remedy for the shortage of raw materials
 - [B] run counter to the interests of manufacturers absolutely
 - [C] are to be recommended economically and environmentally
 - [D] entitle industries to big profits from hazardous materials
30. The author states in the last paragraph that overcoming industrial wastes _____.
- [A] entails strict regulation enforcements
 - [B] involves some complex considerations
 - [C] calls for coordination of public efforts
 - [D] depends completely on new technologies

Text 3

Not so long ago almost any student who successfully completed a university degree or diploma course could find a good career quite easily. Companies toured the academic institutions, competing with each other to recruit graduates. However, those days are gone, even in Hong Kong, and nowadays graduates often face strong competition in the search for jobs.

Most careers organizations highlight three stages for graduates to follow in the process of securing a suitable career: recognizing abilities, matching these to available vacancies and presenting them well to prospective employers.

Job seekers have to make a careful assessment of their own abilities. One area of assessment should be of their academic qualifications, which would include special skills within their subject area. Graduates should also consider their own personal values and attitudes, or the relative importance to themselves of such matters as money, security, leadership and caring for others. An honest assessment of personal interests and abilities such as creative or scientific skills, or skills acquired from work experience, should also be given careful thought.

The second stage is to study the opportunities available for employment and to think about how the general employment situation is likely to develop in the future. To do this, graduates can study job vacancies and information in newspapers or they can visit a careers office, write to possible employers for information or contact friends or relatives who may already be involved in a particular profession. After studying all the various options, they should be in a position to make informed comparisons between various careers.

Good personal presentation is essential in the search for a good career. Job application forms and letters should, of course, be filled in carefully and correctly, without grammar or spelling errors. Where additional information is asked for, job seekers should describe their abilities and work experience in more depth, with examples if possible. They should try to balance their own abilities with the employer's needs, explain why they are interested in a career with the particular company and try to show that they already know something about the company and its activities.

When graduates are asked to attend for interview, they should prepare properly by finding out all they can about the prospective employer. Dressing suitably and arriving for the interview on time are also obviously important. Interviewees should try to give positive and helpful answers and should not be afraid to ask questions about anything they are unsure about. This is much better than pretending to understand a question and giving an

unsuitable answer.

There will always be good career, opportunities for people with ability, skills and determination; the secret to securing a good job is to be one of them.

31. In paragraph 1, "those days are gone, even in Hong Kong", suggests that _____.
- [A] in the past, finding a good career was easier in Hong Kong than elsewhere
 - [B] nowadays, everyone in Hong Kong has an equal chance of finding a good career
 - [C] it used to be harder to find a good job in Hong Kong than in other countries
 - [D] even in Hong Kong companies tour the universities trying to recruit graduates
32. According to paragraph 3, job seekers should _____.
- [A] aim to give a balanced account of what the employer needs
 - [B] divide the time equally between listening to the interviewer and speaking
 - [C] discuss their own abilities in relation to what the employer is looking for
 - [D] attempt to show the employer they have balanced abilities
33. According to paragraph 4, graduates should _____.
- [A] find a good position and then compare it with other careers
 - [B] ask friends or relatives to secure them a good job
 - [C] get information about a number of careers before making comparisons
 - [D] find out as much as possible and inform employers of the comparisons they want
34. In paragraph 6, the writer seems to suggest that _____.
- [A] interviewees should ask a question if they can't think of an answer
 - [B] pretending to understand a question is better than giving an unsuitable answer
 - [C] it is better for interviewees to be honest than to pretend to understand
 - [D] It is not a good idea for interviewees to be completely honest in their answers
35. Which of the following sentences is closest in meaning to the final paragraph?
- [A] Graduates should develop at least one of these areas to find a suitable career.
 - [B] Determined, skilled and able people can easily find a good career.
 - [C] The secret to a good career is to possess skills, determination or ability.
 - [D] People with the right qualities should be able to find a good career.

Text 4

In addition to his theory of color, Newton developed a theory of how light travels. This is known as *the corpuscular theory of light* (光的微粒理论, 亦称牛顿的光学理论), meaning that light travels as a series of tiny bits rather than in continuing waves. Newton sent his writings about light to the Royal Society, where they were given to a committee led by Hooke. Since the corpuscular theory was different from his own theory, Hooke attacked the paper. Soon others started to argue, and Hooke was supported by a scientist from Holland, Christian Huygens. At one time, Newton was so unhappy with the whole affair that he decided never again to publish any of his work.

The bitter argument continued over the years that followed. At first, Hooke and Huygens received most of the support. Later, after Newton had changed his mind and let his work on gravity be published, he became so famous that things changed. Now people believed Newton could do nothing wrong, and for a hundred years they followed his theory.

Then, in the early part of the 19th century, the experiments of a French scientist, Augustin Fresnel, showed that light could be explained best by a wave theory. So the scientists changed

sides again, saying that Newton's ideas had delayed scientific progress for a hundred years.

Strangely enough, the presently-accepted theory of light combines some of the ideas of both theories. This is known as *the quantum theory* (量子论) and the results from the work of such 20th-century scientists as Albert Einstein and Max Planck. The quantum theory assumes that light is given off as separate "packages" of energy. Each "packages" of light, or quanta of energy, as they are called, are given off at such a rapid rate that there is no great gap between them.

The quantum theory seems to explain the actions of light better than either of the two earlier theories. However, for many purposes, the wave theory is good enough. So it is used most often to explain light. But who is to say that new experiments and other scientists of our own time or in the future may not provide an even better theory? There is certainly still much work to be done with light and color.

36. From this passage it seems that Newton was scientist with _____.
- [A] only one important theory [B] two theories
[C] at least three theories [D] very many theories
37. The corpuscular theory of light _____.
- [A] was never accepted by the Royal Society
[B] was in the end accepted by Hooke and Huygens
[C] was rejected by Hooke and Huyens but immediately accepted by other scientists for the next hundred years
[D] was the most popular theory during the eighteenth century
38. The scientists who said that Newton's ideas had delayed scientific progress for a hundred years were _____.
- [A] right; because Fresnel's wave theory disproved Newton's corpuscular theory
[B] wrong, because Fresnel's theory has in turn been disproved
[C] right, because the quantum theory supports the wave theory
[D] wrong, because the quantum theory makes use of some of Newton's ideas
39. The quantum theory seems to be nearest in idea to that of _____.
- [A] Hooke and Huygen [B]. Fresnel and Newton combined
[C] Newton [D] Fresnel
- 40.. The evidence of this passage suggests that _____.
- [A] there would be no progress in our knowledge of light unless we questioned accepted theories
[B] the presently-accepted theory of light will very soon be replaced
[C] scientists do not know enough to be able to explain the theory of light
[D] scientists change their opinions too often

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 blanks. There are two extra choices, which do not fit in any of the blanks. Mark your answers on ANSWER SHEET 1. (10 points)

It has often been remarked that the saddest thing about youth is that it is wasted on the young. Reading a recent newspaper report on a survey conducted among college freshmen, I recalled the regret, "If only I knew then what I know now."

The survey disclosed what I had already suspected from informal polls of students. According to the survey, which was based on the responses of over 188,000 students, today's additional-age college freshmen are "more materialistic and less altruistic."

(41) _____. It follows then that today the most popular course is not literature or history but accounting. Interest in teaching, social service and the "altruistic" fields is at a low, along with ethnic and women's studies. On the other hand, enrollment in business programs, engineering and computer science is way up.

(42) _____. Frankly, I'm proud of the young lady (not her attitude but her success). But why can't we have it both ways? Can't we educate people for life as well as for a career? I believe we can. If we're not, then that is a fault of our educational system—elementary, secondary and higher. In a time of increasing specialization, a time when 90 percent of all the scientists who have ever lived are currently alive, more than ever we need to know what is truly important in life.

(43) _____. Most of us finally come to realize that quality of life is not entirely determined by how much we earn. Sure, everyone wants to be financially comfortable, but we also want to feel that we have a perspective on the world beyond the confines of our occupation; we want to be able to render service to our fellow man and to the world.

(44) _____. It is equally true that, in studying the diverse wisdom of others, we learn how to think. More important, perhaps, education teaches us to see the connections between things, as well as to see beyond our immediate needs.

(45) _____. In the long run that's what education really ought to be about. And I think it can be. That's the way it should be. Oscar Wilde had it right when he said that we ought to give our ability to our work but our genius to our lives. Let's hope our educators answer the students' cries for career education, but at the same time, let's ensure that the students are prepared for the day when they realize their folly. There's a lot more to life than a job.

A] Academic emphasis on competition, rationality and externals acknowledges only one kind of knowing. It makes students devalue their inner selves or larger social purposes.

B] Not surprising in these hard times, the student's major objective "is to be financially well off." Less important than ever is developing a meaningful philosophy of life.

C] Education must meet the needs of the human spirit. It must assist students to develop a satisfactory personal philosophy and sense of values; to cultivate tastes for literature, music and the arts; to grow in ability to analyze problems and arrive at thoughtful conclusions.

D] That's no surprise either. A friend of mine (a sales representative for a chemical company) was making twice the salary of her college instructors during her first year on the job. And that was four years ago; She must be earning much more now.

E] Most people, somewhere between the ages of 30 and 50, finally arrive at the inevitable conclusion that they could do more than serving a corporation, a government agency, or whatever.

[F] But the most important argument for a broad education is that in studying the accumulated wisdom of the ages, we improve our moral sense.

[G] While it's true that we all need a career, preferably a profitable one, it is equally true that our civilization has accumulated an incredible amount of knowledge—be it scientific or artistic.

Part C

Directions:

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

The very great advances in science just before and after the middle of the twentieth century have caused educators in many countries to realize that science teaching in the future must differ from science teaching in the past. During the past twenty years science has played an important part in shaping the character of our civilization. (46) The scientific revolution which we are beginning to experience, together with the trend toward industrialization demands a program of science education with new emphasis, purpose, and content.

In education there should be a good balance among the branches of knowledge that contribute to effective thinking and wise judgment. Such balance is defeated by too much emphasis on any one field. This question of balance involves not only the relation of the natural sciences, the humanities, and the arts but also relative emphases among the natural sciences themselves.

Similarly, we must have a balance between the current and classical knowledge. (47) The attention of the public is continually drawn to new possibilities in scientific fields and the discovery of new knowledge. These should not be allowed to turn our attention away from the sound, established materials that form the basis of courses for beginners.

Science teaching must deal with the knowledge and methods of science; both are necessary. From science courses students should acquire a useful command of scientific concepts and principles. (48) Science is more than a collection of unrelated facts; to be meaningful and valuable, they must be arranged to show generalized concepts. A student should learn something about the character of scientific knowledge, how it has been developed, and how it is used. He must see that knowledge is subject to development and change and that it is likely to change in meaning and status with time.

(49) At school the students need to increase his knowledge in an organized way, to acquire sufficient vocabulary in science for effective communication, and to learn some facts because they are important in everyday living, such as knowledge that is useful for his health, for his safety, and for an understanding of his surroundings.

Young people need to understand how our society depends upon scientific and technological advancement and to realize that science is a basic part of modern living. The scientific process and the knowledge produced cannot be considered to be ends in themselves, except for the classical scientist. A student should understand the relation of basic research to applied research, and the connection between technological developments and human affairs.

Science instruction should familiarize students with career possibilities in technical fields and in science teaching. A continuous effort should be made to identify and encourage those who develop special interests. They should be given opportunities for some direct