

中山大学

二 00 八年攻读硕士学位研究生入学考试试题

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考生须知

全部答案一律写在答题纸

答在试题纸上的不得分! 请

蓝、黑色墨水笔或圆珠笔作

答题要写清题号, 不必抄题。

Section 1: Use of English

Directions:

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

English people are less genetically diverse (多种多样的) today than they were days of the Vikings, possibly due to two 1 plagues that swept their country centuries ago, a new study says.

The study compared DNA from ancient and modern Englishmen and found that the country has a smaller gene pool than it 2 a thousand years ago. The findings contrast to modern England's reputation as a cultural melting pot, 3 in many cities you are as likely to hear Urdu (from India) or Yoruba (from Nigeria) 4 streets as English.

"The findings were unexpected. Modern England is the result of centuries of many cultures, and so higher diversity was expected," said Rus Hoelzel, a geneticist from Britain's University of Durham, who led the study.

Hoelzel and his colleagues obtained DNA samples from the skeletal 5 of 48 ancient Britons who lived between A.D. 300 and 1000. The researchers studied the mitochondrial (线立体的) part of the DNA, which is 6 from mothers to their children. By comparing this DNA 7 that of thousands of people from various ethnic backgrounds in England today, they found that genetic diversity was greater in the ancient population. The team also compared the ancient DNA with samples from people living in continental Europe and the Middle East, and found a similar lack of genetic 9. "Few of the modern populations were as diverse as our ancient sample," Hoelzel said, adding that his team analyzed 6,320 modern samples in all. The findings are published in the journal *Biological Letters*.

One possible explanation for this 10 of diversity might be two major outbreaks of bubonic plague that swept England and much of Europe—the Black Death(1347-1351) and the Great Plague(1665-1666)—Hoelzel said. The Black Death epidemic is estimated to have killed as much as 50 percent of the population of Europe. Three centuries 12, a fifth of the population of London died in the Great Plague.

However, these diseases didn't kill randomly, Hoelzel explained. "The plague killed some people 13 others remained resistant," he said. Entire villages of related families

were often wiped 14, perhaps removing an entire genetic lineage in one fell swoop (突然下降).

Eske Willerslev, a specialist in ancient DNA from the University of Copenhagen, says he is surprised by the findings but agrees that the 15 epidemics may explain the loss in diversity. "If there were only small numbers of people with each DNA type, then the plague 16 enough to make many of these DNA types 17," he said.

Since the epidemics, it appears that England hasn't been able to 18 the loss to the gene pool, 19 the high rate of immigration into the country over the past 200 years. "Enough diversity was 20 to not be fully compensated by the recent immigration effect," Hoelzel said.

- | | | | |
|------------------------|-------------------|---------------------|--------------------|
| 1. [A] death | [B] dead | [C] deadly | [D] dying |
| 2. [A] has | [B] had | [C] does | [D] did |
| 3. [A] where | [B] when | [C] which | [D] that |
| 4. [A] speak | [B] speaking | [C] spoken | [D] being spoken |
| 5. [A] remain | [B] remains | [C] remaining | [D] remainings |
| 6. [A] passed down | [B] handed on | [C] taken over | [D] got over |
| 7. [A] to | [B] by | [C] with | [D] against |
| 8. [A] live | [B] lived | [C] living | [D] having lived |
| 9. [A] similarity | [B] variety | [C] difference | [D] identity |
| 10. [A] narrowing | [B] enlarging | [C] expanding | [D] transforming |
| 11. [A] have killed | [B] having killed | [C] to kill | [D] to have killed |
| 12. [A] ago | [B] earlier | [C] later | [D] after |
| 13. [A] while | [B] as long as | [C] when | [D] provided |
| 14. [A] down | [B] out | [C] up | [D] off |
| 15. [A] historical | [B] historic | [C] historian | [D] histrionic |
| 16. [A] must have been | | [C] could have been | |
| [B] should have been | | [D] would have been | |
| 17. [A] emerge | [B] turn up | [C] sprout out | [D] disappear |
| 18. [A] make up | [B] make for | [C] make of | [D] make over |
| 19. [A] in spite | [B] despite | [C] although | [D] despite that |
| 20. [A] missed | [B] missing | [C] lost | [D] losing |

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

In the second half of each year, many powerful storms are born in the tropical Atlantic and Caribbean seas. Of these, only about half a dozen generate the strong, circling winds of 75 miles per hour or more that give them hurricane status, and several usually make their way to the coast. There they cause millions of dollars of damage, and bring death to large numbers of people.

The great storms that hit the coast start as innocent circling disturbances hundreds -- even thousands -- of miles out to sea. As they travel aimlessly over water warmed by the summer sun, they are carried westward by the trade winds. When conditions are just right, warm, moist air flows in at the bottom of such a disturbance, moves upward through it and comes out at the top. In the process, the moisture in this warm air produces rain, and with it the heat is converted to energy in the form of strong winds. As the heat increases, the young hurricane begins to swirl in a counter-clockwise motion.

The average life of a hurricane is only about nine days, but it contains almost more power than we can imagine. The energy in the heat released by a hurricane's rainfall in a single day would satisfy the entire electrical needs of the United States for more than six months. Water, not wind, is the main source of death and destruction in a hurricane. A typical hurricane brings 6-to-12-inch downpours resulting in sudden floods. Worst of all is the powerful movement of the sea--the mountains of water moving toward the low-pressure hurricane center. The water level rises as much as 15 feet above normal as it moves toward shore.

21. When is an ordinary tropical storm called a hurricane?
 - [A] When it begins in the Atlantic and Caribbean seas.
 - [B] When it hits the coastline.
 - [C] When it is more than 75 miles wide.
 - [D] When its winds reach 75 miles per hour.

22. What is the worst thing about hurricanes?
 - [A] The destructive effects of water.
 - [B] The heat they release.
 - [C] That they last about nine days on the average.
 - [D] Their strong winds.

23. The counter-clockwise swirling of the hurricane is brought about by _____.
 - [A] the low-pressure area in the center of the storm
 - [B] the force of waves of water
 - [C] the trade winds
 - [D] the increasing heat

24. Apparently the word "downpour" (in paragraph 3) means _____.
- [A] heavy rainfall
 - [B] dangerous waves
 - [C] the progress of water to the hurricane center
 - [D] the energy produced by the hurricane
25. The title for the passage is likely to be _____.
- [A] Storms and Hurricanes
 - [B] Hurricane: Its Formation and Destructive Force
 - [C] Where Do Hurricanes Originate
 - [D] How Hurricanes Cause Heavy Losses

Text 2

Cheating: The income tax deadline approaches and some taxpayers' thoughts turn to it. Test time approaches and some students' thoughts turn to it.

"You want something you can't get by behaving within the rules, and you want it badly enough you'll do it regardless of any guilt or deep regret, and you're willing to run the risk of being caught." That's how Ladd Wheeler, psychology professor at the University of Rochester in New York, defines cheating.

Many experts believe cheating is on the rise. "We're suffering a moral breakdown." Pinkard says, "We're seeing more of the kind of person who regards the world as a series of things to be dealt with. Whether to cheat depends on whether it's in the person's interest." He does, however, see less cheating among the youngest students.

Richard Diensbier, psychology professor at the University of Nebraska in Lincoln, believes that society's attitudes account for much of the upsurge (增长) in cheating.

"Twenty years ago, if a person cheated in college, society said: That is extremely serious, you will be dropped for a semester if not kicked out permanently." he says, "Nowadays, at the University of Nebraska, for example, it is the stated policy of the College of Arts and Sciences that if a student cheats on an exam, the student must receive an 'F' on what he cheated. That's nothing. If you're going to flunk anyway, why not cheat?"

"Cheating is most likely in situations where the vital interests are high and the chances of getting caught are low," says social psychologist Lynn Kahle of the University of Oregon in Eugen.

26. The passage centers on _____.
- [A] convincing the reader that cheating is immoral
 - [B] discussing the reasons for cheating
 - [C] describing how students cheat on exam
 - [D] discussing how to control cheating
27. Cheating tends to occur when _____.
- [A] one wants something badly
 - [B] one can't get something in a right way
 - [C] it is not very likely to be revealed
 - [D] a series of things have to be dealt with

28. Which of the following is true according to the passage?
 [A] It is forgivable to cheat unless money is involved.
 [B] There has been an increase in cheating.
 [C] Most cheaters are college students.
 [D] Cheaters do not feel guilty and regretful.
29. What can be inferred from the passage?
 [A] Cheating is widespread because society is too tolerant.
 [B] Cheating is the result of intense pressure.
 [C] Cheating is cheating, whether on a test or on any other occasions.
 [D] Cheating comes together with civilization.
30. The word "flunk" (in paragraph 5) could best be replaced by which of the following?
 [A] Fear. [B] Succeed. [C] Be pleased. [D] Fail.

Text 3

Following the recent excitement over NASA's much-hyped (大肆宣传的) mission to Mars, what better time to bring out a movie about extraterrestrial life? Thankfully, this one isn't about an alien (外星人) invasion. Instead, it takes a more realistic approach and examines the impact a message from outer space is likely to have on us earthlings.

Dr. Eleanor "Ellie" Arroway (cast by Jodie Foster) has always believed there is intelligent life beyond Earth. As a child, she was fascinated by the distant voices she heard on her father's short-wave radio, and at college, she studied the techniques used to detect intelligent extraterrestrial messages.

Now qualified, she spends as much time as possible listening out for signals from beyond Earth. Her activities are scorned by much of the scientific community, but she persists, and eventually her patience is rewarded. During one of her routine scans of the sky, she picks up a message from a planet revolving around a distant star, Vega.

The news causes a sensation and plunges Ellie into an extremely complicated position of earthly politics. Suddenly, she finds herself in the middle of a power struggle, with people all around her fighting for control of a scientific investigation which is rightfully hers. Eventually, with the help of a well-connected friend, she gains control of the project and becomes the first person to make "contact".

Based on a novel by the late scientist and author Carl Sagan, "contact" is refreshing for two reasons. Firstly, because it doesn't go too far beyond the boundaries of scientific reality. If contact is ever made with extraterrestrials, it's far more likely to be via a radio signal than a visit in person, as most movies suggest.

Secondly, the film is more about us than "them". It examines the hopes and fears of a world soon to encounter a civilization, which is likely to be far more advanced than we are. How will we humans, who have dominated every species we have come into contact with, cope with our intellectual inferiority? Will we learn from the experience? Or might we be exterminated?

But before Ellie and humanity have to face these huge questions, there is likely to be a more immediate difficulty. What if the message contains an invitation?

31. This passage is most probably a _____.
 [A] film brief [C] news report
 [B] book review (评论) [D] a piece of science fiction
32. Ellie's activities and patience are _____.
 [A] supported by much of the scientific community
 [B] scorned by extraterrestrial intelligent beings
 [C] rewarded by a message she got from outer space
 [D] closely followed by politicians
33. What does "them" in Line 1, Paragraph 6, refer to?
 [A] Radio signals. [C] Hopes and fears.
 [B] Distant stars. [D] Aliens from outer space.
34. What is the theme of "Contact" (appears a few times in this article)?
 [A] Contact between humans and extraterrestrials.
 [B] Intelligent life beyond Earth.
 [C] NASA's mission to Mars.
 [D] Impact of extraterrestrial messages on earth.
35. "Contact" suggests that _____.
 [A] the power struggle in the human world is alien to extraterrestrial beings
 [B] there might be far more advanced beings in outer space
 [C] human beings' intention to dominate every species is doomed
 [D] extraterrestrial despise us humans for our intellectual inferiority

Text 4

The term "satellite city" is used to describe the relationship between a large city and neighboring smaller cities and towns that are economically dependent upon it. Satellite cities may be collection and distribution points in the commercial linkages of a trading metropolis, or there may be manufacturing or mining centers existing with one-industry economies as the creatures of some nearby center. This latter form is what is generally meant when one uses the term "satellite city." Taken in this sense, nineteenth-century Chicopee and Lowell, Massachusetts, were satellites of Boston. Both were mill towns created by Boston investors to serve the economy of that New England metropolis. Located on cheap land along water-power sites in the midst of a farming region that could supply ample labor, they were satellites in the fullest sense of the term. Pullman, Illinois, and Gary, Indiana, were likewise broader economy of nearby Chicago. Such places, as Vera Schlakman and Stanley Buder have pointed out in their excellent urban biographies, had a one-dimensional quality, a paucity of social vigor. These cities could not stand alone; they were in a sense colonies of a multifunctional mother city.

36. Which of the following is characteristic of a satellite city?
 [A] It is a self-sufficient community.
 [B] It offers cheap land to people.
 [C] It tends to concentrate on a single product.
 [D] It lies within a space station orbiting Earth.
37. 16. According to the passage, Chicopee and Lowell were ideal locations for the development of towns because they had _____.
 [A] fully developed electric power plants
 [B] an adequate number of workers
 [C] farmland that would not be flooded
 [D] extremely rich investors
38. The author describes each of the following as being economically dependent on another city except _____.
 [A] Chicopee, Massachusetts [B] Lowell, Massachusetts
 [C] Pullman, Illinois [D] Chicago, Illinois
39. It can be inferred from the passage the Vera Schlakman and Stanley Buder are _____.
 [A] authors [B] investors
 [C] social workers [D] factory workers
40. It can be inferred from the passage that Vera Schlakman and Stanley Buder would describe the economies of towns like Pullman and Gary as _____.
 [A] diversified [B] dependent [C] vigorous [D] primitive

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. (10 points)

What is bothersome though, is implication that if women are going to be taken seriously, they need to prove that they could hold their own against men. It's tiresome, it's sexist, it's old --- the notion that women's activities hold value only if they are accepted in the eyes of men. And in competitive sports, that value seemingly has to arise from the ability to play against, and emerge victorious over, men. Then they will respect us. And not until.

And what is the likelihood of this occurring? Not great. 41. _____

_____. This is an irrefutable fact. Does it make men superior? Well, if you measure that superiority by the potential to score more points in a game of women against men, then the answer would probably have to be yes. Are there women who can see the floor, handle the ball, understand the game and make the right moves as well as men can? Undoubtedly. 42. _____

_____. It's quite possible. But does it matter? Probably not. Still, there are actually some good reasons to compare the games of men and women. Among them is the fact that in competition. Comparison is the name of the game. Women's basketball is a relatively young sport. 43. _____

_____. As in swimming in the last twenty years, women's skills in the sport have improved, and continue to improve, at a tremendous rate. In swimming today, women's race times have reached the levels of men's times in the '60s and '70s. the question may be not "How good are the women?" but "How good will they become?" What are the limits? 44. _____

We haven't come close to those limits yet in women's basketball.

45. _____. If you want to measure against a fairly stable standard, men's basketball provides one --- which is what men tend to want, and women sometimes buy into.

And from there comes the speculation that no matter how good women are, just put them on the court with men, and we'll find out the real truth --- that women would be nothing if only they had to play against some real competition.

- [A] There are differences in physiology that makes men, on the whole, stronger and larger.
- [B] It is an irrefutable fact that men are superior to women in basketball and other games.
- [C] Is it possible that there are as yet unmeasured areas in which men excel in basketball skills.
- [D] We have begun to find that there are limits, as the rate of change in the world records in swimming and track show.
- [E] In men's basketball, arguable, the game hasn't changed that much in the last 20 years.
- [F] There is not enough history to have produced a yardstick against which to measure performance.
- [G] Both men and women would be winners if women had to play against some real competition.

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. (10 points)

If Indian newspaper reports are to be believed, the children of Punjab (庞遮普) are in the throes of a grey revolution. Even those as young as ten are sprouting tufts of white and grey hair. Some are going blind. In Punjabi villages, children and adults are afflicted with several uncommon cancers.

(46) The reason is massive and unregulated use of pesticides and other agricultural chemicals in India's most intensively farmed state. According to an environmental report by Punjab's government, the modest-sized state accounts for 17% of India's total pesticide use. The state's water, people, animals, milk and agricultural produce are all poisoned with this stuff. Ignorance is part of the problem. (47) The report includes details of a survey suggesting that nearly one-third of Punjabi farmers were unaware that pesticides come with instructions for use. Half of the farmers ignored these instructions. Three-quarters put empty pesticide containers to domestic uses.

Yet, over 250 dense pages, the report also reveals structural problems in the state's agricultural sector that no mere education program could address. Punjab was the totemic success of India's green revolution, a leap forward in agricultural productivity during the 1960s and 1970s that ended the subcontinent's periodic famines. It was based on the introduction of a few simple technologies — including artificial fertilisers, pesticides and better seeds. In Punjab, especially, the benefits were massive. (48) Between 1960 and 2000 the state's annual food-grain production increased from 3m tonnes (公吨) to 25m tonnes. Punjab, one of India's richest states on a per capita basis, supplies more than half the country's central grain reserves. But the successes of the green revolution are in retreat. Punjab's agricultural growth rate has slowed from 5% in the 1980s to less than 2% since 2000. In the past five years production of food grains has increased by 2%, and the state's population has grown by 8.6%.

(49) "Punjab, the most stunning example of the green revolution in India, is now at the crossroads," the report states. "The present agricultural system in Punjab has become unsustainable and non-profitable... the state's agriculture has reached the highest production levels possible under the available technologies." Indeed, the technologies available to farmers are part of the problem: "Over-intensification of agriculture over the years has led to overall degradation of the fragile agro-ecosystem of the state" (50) In particular, massive use of nitrogenous fertilisers—which draw multiple crops from Punjab's rather poor soil—has reduced the soil's overall fertility and led to widespread soil erosion. Massive application of pesticides has meanwhile extinguished some pests and insects while letting others thrive, including the American bollworm, an unpleasant cotton blight, and rice-leaf folder. Many of these survivors have developed resistance to common pesticides.

Intensive irrigation—especially from tube-wells, of which there are over a million in Punjab—has depleted the water-table. It dropped by 55cm each year between 1993 and 2003. Partly as a result, the land irrigated by canals has decreased by 35% since 1990. Use of sewage and industrially contaminated water for irrigation has drenched Punjab's soils in