

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: 616

科目名称: 基础英语

考试时间: 1 月 20 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 (40%)

I. Reading comprehension:

Passage 1:

The 1960's witnessed two profound social movements: the civil rights movement and the movement protesting the war in Vietnam. Although they overlapped in time, they were largely distinct. For a brief moment in 1967, however, it appeared that the two movements might unite under the leadership of Martin Luther King, Jr.

King's role in the antiwar movement appears to require little explanation, since he was the foremost advocate of nonviolence of his time. But King's stance on the Vietnam War cannot be explained in terms of pacifism alone. After all, he was something of a latecomer to the antiwar movement, even though by 1965 he was convinced that the role of the United States in the war was indefensible. Why then the two years that passed before he translated his private misgivings into public dissent? Perhaps he believed that he could not criticize American foreign policy without endangering the support for civil rights that he had won from the federal government.

1. According to the passage, the delay referred to in lines 7-9 is perhaps attributable to which of the following?
 - A. King's ambivalence concerning the role of the United States in the war in Vietnam.
 - B. King's desire to keep the leadership of the civil rights movement distinct from that of the antiwar movement.
 - C. King's desire to draw support for the civil rights movement from the leadership of the antiwar movement.
 - D. King's reluctance to jeopardize federal support for the civil rights movement.

2. The author supports the claim that "King's stance on the Vietnam War cannot be explained in terms of pacifism alone"(lines 6-7) by implying which of the following?
 - A. King, despite pacifist sympathies, was not convinced that the policy of the federal government in Vietnam was wrong.
 - B. King's belief in nonviolence was formulated in terms of domestic policy rather than in terms of international issues.
 - C. Opponents of United States foreign policy within the federal government convinced King of their need for support.
 - D. Had King's actions been based on pacifism alone, he would have joined the antiwar movement earlier than he actually did.

3. Which of the following can be inferred from the passage about the movement opposing the war in Vietnam?
- It preceded the civil rights movement.
 - It was well underway by 1967.
 - It was supported by many who otherwise opposed public dissent.
 - It drew support from most civil rights leaders.
4. Which of the following best describes the passage?
- It discusses an apparent inconsistency and suggests a reason for it.
 - It outlines a sequence of historical events.
 - It shows why a commonly held view is inaccurate.
 - It evaluates an explanation and finally accepts that explanation.

Passage 2:

Theorists are divided concerning the origin of the Moon. Some hypothesize that the Moon was formed in the same way as were the planets in the inner solar system (Mercury, Venus, Mars, and Earth)—from planet-forming materials in the presolar nebula. But, unlike the cores of the inner planets, the Moon's core contains little or no iron, while the typical planet-forming materials were quite rich in iron. Other theorists propose that the Moon was ripped out of the Earth's rocky mantle by the Earth's collision with another large celestial body after much of the Earth's iron fell to its core. One problem with the collision hypothesis is the question of how a satellite formed in this way could have settled into the nearly circular orbit that the Moon has today. Fortunately, the collision hypothesis is testable. If it is true, the mantlerocks of the Moon and the Earth should be the same geochemically.

5. The primary purpose of the passage is to _____.
- present two hypotheses concerning the origin of the Moon
 - discuss the strengths and weaknesses of the collision hypothesis concerning the origin of the Moon
 - propose that hypotheses concerning the Moon's origin be tested
 - argue that the Moon could not have been formed out of the typical planet-forming materials of the presolar nebula
6. According to the passage, Mars and the Earth are similar in which of the following ways?
- Their satellites were formed by collisions with other celestial bodies.
 - Their cores contain iron.
 - They were formed from the presolar nebula.
- III only.
 - I and III only.
 - II and III only.
 - I, II, and III.
7. The author implies that a nearly circular orbit is unlikely for a satellite that _____.
- circles one of the inner planets
 - is deficient in iron
 - is different from its planet geochemically
 - was formed by a collision between two celestial bodies

8. Which of the following, if true, would be most likely to make it difficult to verify the collision hypothesis in the manner suggested by the author?
- A. The Moon's core and mantlerock are almost inactive geologically.
 - B. The mantlerock of the Earth has changed in composition since the formation of the Moon, while the mantlerock of the Moon has remained chemically inert.
 - C. Much of the Earth's iron fell to the Earth's core long before the formation of the Moon, after which the Earth's mantlerock remained unchanged.
 - D. Certain of the Earth's elements, such as platinum, gold, and iridium, followed iron to the Earth's core.

Passage 3:

Why write about literature? Certainly not to be rewarded with money, fame, and love, as Freud suggested about artists, and not from any assurance of being widely read. General readers may dip into reviews of new books but seldom feel compelled to read literary criticism, especially now that books and writers are less central to American culture than they were fifty years ago. Even professors of literature rarely assign critical works to their students, much as they may borrow from them, since literature itself rightly fills out the syllabus. Critics confronting the other arts have the bracing challenge of translating paintings or string quartets or jazz performances into another medium; literary critics too often play a losing game of paraphrase as their language competes with the works they are describing. Criticism can do much to illuminate all kinds of art, but few works, even famously difficult ones, actually cry out for criticism.

9. The passage DOES NOT make a contrast between:
- A. art critics and literary critics.
 - B. literature and literary criticism.
 - C. general readers and professors of literature.
 - D. literature and other kinds of art.
10. In line 7, the phrase "another medium" refers to:
- A. literature.
 - B. newspaper.
 - C. language.
 - D. another form of art.
11. Which of the following statements can be inferred from the passage:
- A. The purpose of literary criticism is not to earn money, fame and love.
 - B. Literary criticism has a suspicious status since it cannot illuminate the works it is describing.
 - C. Literary criticism is now less popular among general readers than it used to be fifty years ago.
 - D. Even professors of literature nowadays rarely read literary criticism.
12. According to the passage, literary critics and art critics are different in which of the following ways?
- I. Art critics can attract the attention of media, while literary critics cannot.
 - II. Art critics and literary critics are faced with different readers.
- A. Only I.
 - B. Only II.
 - C. Both I and II.
 - D. Neither I or II.

Passage 4:

Traditionally, the study of history has had fixed boundaries and focal points —periods, countries, dramatic events, and great leaders. It also has had clear and firm notions of scholarly procedure: how one inquires into a historical problem, how one presents and documents one's findings, what constitutes admissible and adequate proof.

Anyone who has followed recent historical literature can testify to the revolution that is taking place in historical studies. The currently fashionable subjects come directly from the sociology catalog: childhood, work, leisure. The new subjects are accompanied by new methods. Where history once was primarily narrative, it is now entirely analytic. The old questions "What happened?" and "How did it happen?" have given way to the question "Why did it happen?" . Prominent among the methods used to answer the question "Why" is psychoanalysis, and its use has given rise to psychohistory.

Psychohistory does not merely use psychological explanations in historical contexts. Historians have always used such explanations when they were appropriate and when there was sufficient evidence for them. But this pragmatic use of psychology is not what psychohistorians intend. They are committed, not just to psychology in general, but to Freudian psychoanalysis. This commitment precludes a commitment to history as historians have always understood it.

Psychohistory derives its "facts" not from history, the detailed records of events and their consequences, but from psychoanalysis of the individuals who made history, and deduces its theories not from this or that instance in their lives, but from a view of human nature that transcends history. It denies the basic criterion of historical evidence: that evidence be publicly accessible to, and therefore assessable by, all historians. And it violates the basic tenet of historical method: that historians be alert to the negative instances that would refute their theses. Psychohistorians, convinced of the absolute rightness of their own theories, are also convinced that theirs is the "deepest" explanation of any event, that other explanations fall short of the truth.

Psychohistory is not content to violate the discipline of history (in the sense of the proper mode of studying and writing about the past); it also violates the past itself. It denies to the past an integrity and will of its own, in which people acted out of a variety of motives and in which events had a multiplicity of causes and effects. It imposes upon the past the same determinism that it imposes upon the present, thus robbing people and events of their individuality and of their complexity. Instead of respecting the particularity of the past, it assimilates all events, past and present, into a single deterministic schema that is presumed to be true at all times and in all circumstances.

13. Which of the following best states the main point of the passage?
- A. Traditional historians can benefit from studying the techniques and findings of psychohistorians.
 - B. The approach of psychohistorians to historical study is currently in vogue even though it lacks the rigor and verifiability of traditional historical method.
 - C. Areas of sociological study such as childhood and work are of little interest to traditional historians.
 - D. The psychological assessment of an individual's behavior and attitudes is more informative than the details of his or her daily life.
14. It can be inferred from the passage that one way in which traditional history can be distinguished from psychohistory is that traditional history usually
- A. views past events as complex and having their own individuality.
 - B. relies on a single interpretation of human behavior to explain historical events.
 - C. interprets historical events in such a way that their specific nature is transcended.
 - D. turns to psychological explanations in historical contexts to account for events.

15. It can be inferred from the passage that the methods used by psychohistorians probably prevent them from _____.
- A. presenting their material in chronological order
 - B. producing a one-sided picture of an individual's personality and motivations
 - C. uncovering alternative explanations that might cause them to question their own conclusions
 - D. offering a consistent interpretation of the impact of personality on historical events
16. The passage supplies information for answering which of the following questions?
- A. When were the conventions governing the practice of traditional history first established?
 - B. When do traditional historians consider psychological explanations of historical developments appropriate?
 - C. What sort of historical figure is best suited for psychohistorical analysis?
 - D. What is the basic criterion of historical evidence required by traditional historians?
17. The author mentions which of the following as a characteristic of the practice of psychohistorians?
- A. The lives of historical figures are presented in episodic rather than narrative form.
 - B. Archives used by psychohistorians to gather material are not accessible to other scholars.
 - C. Past and current events are all placed within the same deterministic schema.
 - D. Analysis is focused on group behavior rather than on particular events in an individual's life.
18. The author of the passage suggests that psychohistorians view history primarily as _____.
- A. a report of events, causes, and effects that is generally accepted by historians but which is, for the most part, unverifiable
 - B. an episodic account that lacks cohesion because records of the role of childhood, work, and leisure in the lives of historical figures are rare
 - C. a record of the way in which a closed set of immutable psychological laws seems to have shaped events
 - D. a proof of the existence of intricate causal interrelationships between past and present events
19. The author of the passage puts the word "deepest" (line 22) in quotation marks most probably in order to _____.
- A. signal her reservations about the accuracy of psychohistorians' claims for their work
 - B. draw attention to a contradiction in the psychohistorians' method
 - C. emphasize the major difference between the traditional historians' method and that of psychohistorians
 - D. disassociate her opinion of the psychohistorians' claims from her opinion of their method
20. In presenting her analysis, the author does all of the following EXCEPT:
- A. Contrast the underlying assumptions of psychohistorians with those of traditional historians.
 - B. Describe some of the criteria employed by traditional historians.
 - C. Question the adequacy of the psychohistorians' interpretation of events.
 - D. Point out inconsistencies in the psychohistorians' application of their methods.

II. Correct the mistakes in the following sentences: underline the wrong parts and put the correct ones in the brackets. (10%)

1. Minoru Yamasaki is an American architect which works departed from the austerity frequently associated with architecture in the United States after the Second World War.
2. Thunder can be listened from a maximum distance of about ten miles except under unusual atmospheric conditions.
3. The basic elements of public-opinion research are interviewers, questionnaires, tabulating equipment, and to sample population.
4. There is evidence that the caribou originated into North America and crossed over all land bridge into Asia and evolved into the Old World's reindeer.
5. The Egyptians first discovered that drying fruit preserved it, made it sweeter, and improvement its flavor.
6. The bold way in which Margaret Mead defined the terms "family" - based as much on choice as on biological relationship - is possibly the most enduring of her legacies.
7. Archeological studies have provided evidence that the use of plants for decoration as well as for food developed early in the history.
8. Small distinctions among stamps, unimportant to the person average, would mean a great deal to the stamp collector.
9. As her focus changed, the love poetry that Edna St. Vincent Millay produced in the 1920's increasing gave way to poetry dealing with social injustice.
10. Halifax is largest city and chief port of Nova Scotia and is the eastern terminus of Canada's two great railway systems.

III. English Composition (40%)

Read the following and write an argumentation of about 400 words on personality development in education.

“Feelings of worth can flourish only in an atmosphere where individual differences are appreciated, mistakes are tolerated, communication is open, and rules are flexible -- the kind of atmosphere that is found in a nurturing family.” by Virginia Satir

In the first part of your writing you should introduce your argument, and in the second part you should support your argument with appropriate details. In the final part, you should bring what you have written to a natural conclusion or summary.

Marks will be awarded for *Content, Organization, Grammar, and Appropriateness*. Failure to follow the instruction will result in a loss of marks.

IV. Translation

1. Translate the following passage into Chinese. Write your translation on the ANSWER SHEET. (20%)

When the clouds play in the canyon, as they often do in the rainy season, another set of effects is produced. Clouds creep out of canyons and wind into other canyons. The heavens seem to be alive, not moving as move the heaven over a plain, in one direction with the wind, but following the multiplied courses of these gorges. In this manner the little clouds seem to be individualized, to have wills and souls of their own, and to be going on diverse errands – a vast assemblage of self-willed clouds, faring here and there, intent upon purposes hidden in their own breasts. In the imagination the clouds belong to the sky, and when they are in the canyon the skies come down into the gorges and cling to the cliffs and lift them up to immeasurable heights, for the sky must still be far away. Thus they lend infinity to the walls. (from *The Most Sublime Spectacle On Earth* by John Wesley Powell)

2. Translate the following passage into English. Write your translation on the ANSWER SHEET. (20%)

在人际关系上我们不能太浪漫主义。人是很有趣的，往往在接触一个人时首先看到的都是他或她的优点。这一点颇像是在餐馆里用餐的经验。开始吃头盘或冷碟的时候，印象很好。吃头两个主菜时，也是赞不绝口。愈吃愈趋于冷静，吃完了这顿宴席，缺点就都找出来了。于是转喜为怒，转赞美为责备挑剔，转首肯为摇头。这是因为，第一，开始吃的时候你正处于饥饿状态，而饿了吃糠甜如蜜，饱了吃蜜也不甜。第二，你初到一个餐馆，开始举筷时有新鲜感，新盖的茅房三天香，这也可以叫做“陌生化效应”吧。

V.

1. Choose the correct answer from each of the following. (10%)

1. The most famous of the English Crusaders was the Norman king,

_____ .
A. Richard Lion-Heart
B. King John

C. King Arthur
D. Alfred the Great

2. Shakespeare lived in the period of _____ .

A. the Middle Ages
B. the Victorian age

C. the Elizabethan age
D. the Industrial Revolution

3. Which of the following is not a New England state?

A. Connecticut
B. New York State

C. New Hampshire
D. Vermont

4. Which of the following is home of the great American gods: Ford, General Motors and Chrysler?
- A. Chicago, Illinois
 - B. Chicago, Michigan
 - C. Detroit, Illinois
 - D. Detroit, Michigan
5. Which of the following was not a true description of southern blacks' situation after the Civil War?
- A. They were provided separate but equal facilities and services.
 - B. They were second-class citizen.
 - C. They were terrorized by the Ku Klux Klan.
 - D. Their freedom was restricted by "black codes".

2. Answer the following question. (10%)

How did the blacks suffer in American history? What is the current situation?