

# 中山大学

## 二〇一〇年攻读硕士学位研究生入学考试试题

科目代码: 240

科目名称: 英语(单考)

考试时间: 1月9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 points)**

Social change is more likely to occur in societies where there is a mixture of different kinds of people than in societies where people are similar in many ways. The simple reason 1 this is that there are more different ways of looking at things 2 in the first kind of society. There are more ideas, more disagreements 3 interest, and more groups and organizations with different beliefs. 4, there is usually a greater worldly interest and greater 5 in mixed societies. All these factors tend to 6 social change by opening more areas of life to 7. In a simple-racial society, there are fewer 8 for people to see the need or the opportunity 9 change because everything seems to be the same. And 10 conditions may not be satisfactory, they are at least customary and 11.

Social change is also likely to occur more 12 and readily in the material aspects of the 13 than in the non-material, for example, in technology rather than in 14; in the less basic and emotional aspects of society than in their 15; in form rather than in 16; and in elements that are acceptable to the culture rather than in 17 elements.

Furthermore, social change is easier if it is 18. For example, it comes more readily in human relations on a continuous 19 rather than one with sharp differences. This is one reason why change has not come more quickly to Black Americans as compared to other American minorities, because of the sharp difference between them and their white 20.

- |                     |                |                 |                   |
|---------------------|----------------|-----------------|-------------------|
| 1. [A] of           | [B] for        | [C] why         | [D] how           |
| 2. [A] present      | [B] current    | [C] elapsed     | [D] emerged       |
| 3. [A] to           | [B] on         | [C] in          | [D] with          |
| 4. [A] In contrast  | [B] In brief   | [C] In reality  | [D] In addition   |
| 5. [A] variety      | [B] capacity   | [C] tolerance   | [D] endurance     |
| 6. [A] detain       | [B] promote    | [C] enforce     | [D] hamper        |
| 7. [A] decision     | [B] reflection | [C] meditation  | [D] contemplation |
| 8. [A] conversions  | [B] premises   | [C] occasions   | [D] motives       |
| 9. [A] in           | [B] to         | [C] at          | [D] for           |
| 10. [A] as          | [B] if         | [C] when        | [D] though        |
| 11. [A] undisturbed | [B] undisputed | [C] undisguised | [D] unchanged     |

考试完毕, 试题和草稿纸随答题纸一起交回。

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- |                      |                  |                  |                    |
|----------------------|------------------|------------------|--------------------|
| 12. [A] frequently   | [B] radically    | [C] routinely    | [D] sensibly       |
| 13. [A] community    | [B] authenticity | [C] culture      | [D] structure      |
| 14. [A] features     | [B] values       | [C] notions      | [D] qualities      |
| 15. [A] techniques   | [B] components   | [C] opponents    | [D] opposites      |
| 16. [A] substance    | [B] consequence  | [C] competence   | [D] significance   |
| 17. [A] distinct     | [B] obsolete     | [C] strange      | [D] ordinary       |
| 18. [A] rational     | [B] gradual      | [C] irresistible | [D] indispensable  |
| 19. [A] flow         | [B] trend        | [C] array        | [D] scale          |
| 20. [A] counterparts | [B] inhabitants  | [C] colleagues   | [D] contemporaries |

## 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 (40 points)

#### Text 1

Remember global warming? Back in December, the threat of climate change was thundering and the rich countries agreed to cut their carbon-dioxide and other green-house-related emissions. Since then, interest has cooled markedly, and many European countries are already running away from the promises they made so loudly a few months ago. But there has been much talk, and a bit of action, to encourage renewable energies such as wind, hydro, solar and all living organisms. These emit no greenhouse gases, but tend to cost more than coal, oil or gas.

The better, simpler idea is to remember that the easiest way to reduce something is to tax it — in this case, by taxing the carbon content power. The dirtier the power, the more tax it would pay. So dirty coal would be more expensive than clean coal, which would see its price rise in relation to oil, which would be more expensive compared with gas, which would lose some of its price advantage over renewables.

Unless a carbon tax was so huge as to be economically **crippling**, it would not remove the price differential between all renewables and fossil fuels. But it would narrow that gap, by fixing the differing environmental costs into the price — a useful principle in itself. It would also give renewable producers a strong incentive to cut costs, and fossil-fuel suppliers the motivation to clean their products.

Precedents suggest strongly that a carbon tax would be effective. But the disadvantage to carbon tax is political. After almost a decade of trying, the European Union gave up an attempt at a European carbon tax last year. Germany's ruling coalition is fighting against a proposed energy tax. In America, politicians believe that even mentioning the notion is certain death. But many of the political objections could be met if a carbon tax were made up for the loss elsewhere, for example by lowering payroll or sales taxes. There is always suspicion when governments come up with clever new ways to tax, and rightly so. The response to that suspicion should be to win the argument, not to abandon it.

21. According to the passage, the easiest way to remove global warming is \_\_\_\_\_.

- A. to encourage people to use renewable energies
  - B. to cut down the cost of wind, hydro, solar and all living organisms
  - C. to force people to pay more tax for the carbon content of power
  - D. to talk less but act more
22. The standard of paying tax was \_\_\_\_\_.
- A. that the more carbon content of power it contained, the higher tax one would pay
  - B. that oil would be more expensive than clean coal
  - C. that renewables would be most expensive of all
  - D. in the order that renewables are the most expensive while clean coal the cheapest
23. We can infer from the passage that carbon tax \_\_\_\_\_.
- A. may not be as effective as people expect
  - B. has encouraged renewable producers to cut costs
  - C. has reduced consumption of the carbon content energy successfully
  - D. couldn't be that effective if fossil fuels would not be forbidden
24. The word "crippling" (Para.3) most probably means \_\_\_\_\_.
- A. greatly increasing
  - B. seriously weakening
  - C. sharply declining
  - D. abruptly halting
25. The reason why many countries stopped introducing carbon tax eventually was mainly that \_\_\_\_\_.
- A. governments had tried to put it into effect for many years but with no obvious result.
  - B. if one country made up the loss by paying the carbon tax, other countries would follow it.
  - C. government were afraid of being suspected if they adopted the new tax.
  - D. governments had been discussing what to do with carbon tax for a long time, but they hadn't come to an agreement.

### Text 2

No matter who we are or where we live, no matter what our language or our culture is, we have many things in common with all other human beings. we can all feel the breeze on our skin, hear a child cry, enjoy the smell of the flowers, see the stars in the night sky, feel the pain of a knife cut on a finger, experience heat and cold, thirst and hunger and tense and relax our muscles. To use our computer image, we all have the same hardware, the same equipment; we all have similar eyes, ears, muscles and nerve endings that enable us to sense the world.

We can also all think and as a result of thinking, we all know that the physical that the physical world exists apart from our ability to sense it. We know that the moon exists even though we have never been there or talked to anyone who has been there. it may look like a shining flat round disk when we look at it, but other tell us that it is more like a round ball with rocks and soil. We believe them even though that is not what we see when we look at the moon. We know many things that we have not directly experienced and we accept the idea that others know these things too. There is a physical reality that is "out there" quite separate from our experience of it.

A European coming to china for the first time may think that everyone looks alike because he sees people with black hair and dark eyes everywhere. After a time, if the newcomer is paying attention, he or she will start to see differences in the blackness of hair. It is the same with the taste of food, the sound of voices and the sounds of music. For someone unfamiliar with Asia, at first all rice will just taste like rice. They may not notice differences in

types and quality until someone points out their characteristics. In learning Chinese it is especially difficult for speakers of western languages to hear the tones of Chinese words because words in their languages do not have tones. It is the same for a person from a tropical country who travels to the far north for the first time. He can only see "snow" until a native points out differences among the various types of snow. In time he will learn to see, to feel and even smell different types of snow. As he walked, he can feel which type of snow is under his feet.

I hope these examples convince you that how we experience the world through our senses is molded by our home culture. One of the least recognized difficulties that people have when they move from a familiar to an unfamiliar culture is the difficulty in perceiving things as the local people do.

26. The main idea the author conveys in this article is that \_\_\_\_\_.
- A. We humans have a lot in common in our ability to sense the world.
  - B. A physical world does exist beyond our ability to sense it.
  - C. Our view of what the world looks like is shaped by our culture.
  - D. It is difficult for speakers of western languages to learn Chinese.
27. "To use our computer image, we all have the same hardware, the same equipment." this sentence means that \_\_\_\_\_.
- A. the senses of all humans function are the same.
  - B. We all use the same hardware and the same equipment in our computers.
  - C. Our computer image is the same.
  - D. What our senses to us are what hardware to the computer.
28. By "physical realities", the author refers to \_\_\_\_\_.
- A. the physical world existing apart from our ability of sensing it.
  - B. our senses to see, to hear, to feel, to taste, and to smell, etc.
  - C. Our ability to think and the result of our thinking.
  - D. Both A and B.
29. According to the author, our culture \_\_\_\_\_ the process of our interpretation of the world.
- A. has nothing to do with
  - B. plays a decisive role in
  - C. learns how to interpret our sensations with
  - D. interprets a slash of red color as the rising sun in
30. When people move from a familiar to an unfamiliar culture, the most difficult thing is \_\_\_\_\_.
- A. They don't know how difficult.
  - B. They don't recognize the difficulty at all.
  - C. To do as the Romans do.
  - D. To receive things the local people give to them.

### Text 3

We sometimes hear that essays are an old-fashioned form, that so-and-so is the "last essayist", but the facts of the marketplace argue quite otherwise. Essays of nearly any kind are so much easier than short stories for a writer to sell, so many more see print, it's strange that though two fine anthologies (collections) remain that publish the year's best stories, no comparable collection exists for essays. Such changes in the reading public's taste aren't always to the good, needless to say. The art of telling stories predated even cave painting,

surely; and if we ever find ourselves living in caves again, it(with painting and drumming)will be the only art left, after movies, novels, photography, essays, biography, and all the rest have gone down the drain—the art to build from.

Essays, however, hang somewhere on a line between two sturdy poles: this is what I think, and this is what I am .Autobiographies which aren't novels are generally extended essays, indeed. A personal essay is like the human voice talking, its order being the mind's natural flow, instead of a systematized outline of ideas. Though more changeable or informal than an article or treatise, somewhere it contains a point which is its real center, even if the point couldn't be uttered in fewer words than the essayist has used. Essays don't usually boil down to a summary, as articles do, and the style of the writer has a "nap" to it, a combination of personality and originality and energetic loose ends that stand up like the nap(绒毛)on a piece of wool and can't be brushed flat. Essays belong to the animal kingdom, with a surface that generates sparks, like a coat of fur, compared with the flat, conventional cotton of the magazine article writer, who works in the vegetable kingdom, Instead. But, essays, on the other hand, may have fewer "levels" than fiction, because we are not supposed to argue much about their meaning. In the old distinction between teaching and storytelling, the essayist, however cleverly he tries to conceal his intentions, is a bit of a teacher or reformer, and an essay is intended to convey the same point to each of us.

An essayist doesn't have to tell the whole truth and nothing but the truth; he can shape or shave his memories, as long as the purpose is served of explaining a truthful point. A personal essay frequently is not autobiographical at all, but what it does keep in common with autobiography is that, through its tone and tumbling progression, it conveys the quality of the author's mind. Nothing gets in the way. Because essays are directly concerned with the mind and the mind's peculiarity, the very freedom the mind possesses is conferred on this branch of literature that does honor to it, and the fascination of the mind is the fascination of the essay.

31. The author asserts that the changes in readers' taste \_\_\_\_\_.
- [A] contribute to the incompatibility of essays with stories.
  - [B] often result in unfavorable effect, to say the least.
  - [C] sometimes come to something undesirable, of course.
  - [D] usually bring about beneficial outcome, so to say.
32. The author suggests that if the Stone Age should come up again \_\_\_\_\_.
- [A] the art of essay-writing would lose its foundation.
  - [B] the art and literature would most totally vanish.
  - [C] the art of story-telling would remain in caves alone.
  - [D] the life of art would be thoroughly drained away.
33. Essays are characterized by all of the following EXCEPT \_\_\_\_\_.
- [A] careful arrangement and organization of chief ideas.
  - [B] remarkable concision and meaningful presentation.
  - [C] improbable condensation to any shorter accounts.
  - [D] flashes of wit and enlightenment of argumentation.
34. What chiefly distinguishes essays from articles may be in \_\_\_\_\_.
- [A] the different amount of words used in representation.
  - [B] the acute sensibility and keen insight of essayists.
  - [C] the distinction between animal and vegetable worlds.
  - [D] the variation of arguments about their meanings.

35. The essayists' main task seems to be \_\_\_\_\_.
- [A] the implied revelation and description of the truth.
  - [B] the free depiction and modification of their memories.
  - [C] the frank confession of what is concealed in their mind.
  - [D] the communication of their striking thoughts to readers.

#### Text 4

Before a big exam, a sound night's sleep will do you more good than poring over textbooks. That, at least, is the folk wisdom. And science, in the form of behavioral psychology, supports that wisdom. But such behavioral studies cannot distinguish between two competing theories of why sleep is good for the memory. One says that sleep is when permanent memories form. The other says that they are actually formed during the day, but then "edited" at night, to flush away what is superfluous.

To tell the difference, it is necessary to look into the brain of a sleeping person, and that is hard. But after a decade of painstaking work, a team led by Pierre Maquet at Liege University in Belgium has managed to do it. The particular stage of sleep in which the Belgian group is interested in is rapid eye movement (REM) sleep, when brain and body are active, heart rate and blood pressure increase, the eyes move back and forth behind the eyelids as if watching a movie, and brainwave traces resemble those of wakefulness. It is during this period of sleep that people are most likely to relive events of the previous day in dreams.

Dr. Maquet used an electronic device called PET to study the brains of people as they practiced a task during the day, and as they slept during the following night. The task required them to press a button as fast as possible, in response to a light coming on in one of six positions. As they learnt how to do this, their response times got faster. What they did not know was that the appearance of the lights sometimes followed a pattern- what is referred to as "artificial grammar". Yet the reductions in response time showed that they learnt faster when the pattern was present than when there was not.

What is more, those with more to learn (i.e., the "grammar", as well as the mechanical task of pushing the button) have more active brains. The "editing" theory would not predict that, since the number of irrelevant stimuli would be the same in each case. And to eliminate any doubts that the experimental subjects were learning as opposed to unlearning, their response times when they woke up were even quicker than when they went to sleep.

The team, therefore, concluded that the nerve connections involved in memory are reinforced through reactivation during REM sleep, particularly if the brain detects an inherent structure in the material being learnt. So now, on the eve of that crucial test, maths students can sleep soundly in the knowledge that what they will remember the next day are the basic rules of algebra and not the incoherent talk from the radio next door.

36. Researchers in behavioral psychology are divided with regard to \_\_\_\_\_.
- [A] how dreams are modified in their courses
  - [B] the difference between sleep and wakefulness
  - [C] why sleep is of great benefit to memory
  - [D] the functions of a good night's sleep
37. As manifested in the experimental study, rapid eye movement is characterized by \_\_\_\_\_.
- [A] intensely active brainwave traces
  - [B] subjects' quicker response times

- [C] complicated memory patterns  
[D] revival of events in the previous day
38. By referring to the artificial grammar, the author intends to show \_\_\_\_\_.
- [A] its significance in the study  
[B] an inherent pattern being learnt  
[C] its resemblance to the lights  
[D] the importance of night's sleep
39. In their study, researchers led by Pierre Maquet took advantage of the technique of \_\_\_\_\_.
- [A] exposing a long held folk wisdom  
[B] clarifying the predictions on dreams  
[C] making contrasts and comparisons  
[D] correlating effects with their causes
40. What advice might Maquet give to those who have a crucial test the next day?
- [A] Memorizing grammar with great efforts.  
[B] Study textbooks with close attention.  
[C] Have their brain images recorded.  
[D] Enjoy their sleep at night soundly.

### 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 (10 points)*

One morning a few years ago an envelope arrived from my parents containing the bill from New Rochelle Hospital for my delivery, in 1952. The contents of a basement or attic were being culled, and the bill had turned up in one of the many cardboard reliquaries that have long lent a kind of ballast to my childhood home. The hospital's total charge for a five-day stay including drugs and phone calls, came to \$187.86. I was amazed at the cost, to be sure. But I was also struck by something else: that among all those decades' worth of family documents my parents had looked through, the delivery bill was the only thing they thought of sufficient interest to pass along.

(41) \_\_\_\_\_.

At some point most of us realize that having a personal archival strategy is an inescapable aspect of modern life: one has to draw the line somewhere. What should the policy be toward children's drawings and report cards? Toward personal letters and magazine clippings? People work out answers to such questions, usually erring, I suspect, on the side of over-accrual of rubbish documents. Almost everyone seems to save—or “curate,” as archaeologist says—issues of National Geographic. That is why in garbage landfills copies of that magazine are rarely found in isolation; rather, they are found in herds, when an entire collection has been discarded after an owner has died or moved.

(42) \_\_\_\_\_.

I happen to be an admirer of the archiving impulse and an inveterate archivist at the household level. Though not quite one of those people whom public-health authorities seem

To run across every few years, with a house in which neatly bundled stacks of newspaper occupy all but narrow aisles, I do tend to save almost everything that is personal and familial, and even to supplement this private hoard with oddities of a more public nature—a calling card of Thomas Nast's, for instance, and Kim Philby copy of the Joy of Cooking.

(43)

I cannot help wondering, though, whether as a nation we are compiling archives at a rate that will exceed anyone's ability ever to make sense of them. A number of observers have cited the problem of "information overload" as if it were a recent development, largely the consequence of computers. In truth, the archive backlog has been a problem for millennia. Historians obviously have problems when information is scarce, but it's not hard to see a very different problem emerging as source material becomes spectacularly overabundant.

(44)

Leave aside the task of assessing an entire epoch and consider what is required in purely physical terms to preserve even a single prominent person's lifetime documentary output. Benjamin Disraeli's correspondence survived down to the level of what today would be an E-mail message: "My darling, I shall be home for dinner at 1/2 pt 7. In haste, Your, Dis." Woodrow Wilson left so much behind that the historian Arthur S. Link spent his entire career at Princeton University annotating and publishing Wilson's personal papers, in sixty-nine volumes.

(45)

Is it preposterous to begin thinking of some of our archives as the new tells? Tells are the mounds that layer upon layer of former cities make; they are everywhere in the Middle East, harboring the archaeological record of thousands of years of human history. But there are too many of them for more than a few ever to be excavated systematically and understanding what's in even those few takes decades if not centuries.

Don't get me wrong: I am not proposing that we discard any thing at all. One rarely knows in advance what will turn out to be of interest or importance and what should have gone directly into the oubliette. It is always delightful when something is discovered. But information does have its natural predators, and it may be that sometimes natural processes work out for the best.

[A] Passion for personal and familial archival collection.

[B] Reception of a hospital delivery bill.

[C] Overabundance of trivial personal documents.

[D] Explosion of public documents.

[E] It is imperative to put archival policies into perspective.

[F] What tactics should be adopted in document-saving?

[G] Information has natural predators.

### 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 (10 points)*

The "standard of living" of any country means the average persons share of the goods and services which the country produces. A country's standard of living, therefore, depends first and foremost on its capacity to produce wealth. (46) "Wealth" in this sense is not money, for we do not live on money but on things that money can buy: "goods" such as food and clothing, and "services" such as transport and entertainment.

A country's capacity to produce wealth depends upon many factors, most of which have an effect on one another. Wealth depends to a great extent upon a country's natural resources, such as coal, gold, and other minerals, water supply and so on. (47) Some regions of the world are well supplied with coal and minerals, and have a fertile soil and a favorable climate; other regions possess none of them.

Next to natural resources comes the ability to turn them to use. (48) Some countries are perhaps well off in natural resources, but suffered for many years from civil and external wars, and for this and other reasons have been unable to develop their resources. Sound stable political conditions, and freedom from foreign invasion, enable a country to develop its natural resources peacefully and steadily, and to produce more wealth than another country equally well served by nature but less well ordered. Another important factor is the technical efficiency of a country's people. Industrialized countries that have trained numerous skilled workers and technicians are better placed to produce wealth than countries whose workers are largely unskilled.

(49) A country's standard of living does not only depend upon the wealth that is produced and consumed within its own borders, but also upon what is indirectly produced through international trade. For example, Britain's wealth in foodstuffs and other agricultural products would be much less if she had to depend only on those grown at home. Trade makes it possible for her surplus manufactured goods to be traded abroad for the agricultural products that would otherwise be lacking. (50) A country's wealth is, therefore, much influenced by its manufacturing capacity, provided that other countries can be found ready to accept its manufactures.

### Section III Writing

#### Part A

**Directions:** Write a letter to the Economics School of a famous university, asking for the details about the entrance test for MA. Do not sign your name at the end of the letter. Use Li Ming instead. You do not need to write the address.

*You should write about 100 words on ANSWER SHEET (10 points)*

#### Part B

**Directions:** For this part, you are required to write an essay of about 160-200 words on the topic **The Good and Bad Effects of Advertising.**

You are to write in four paragraphs.

In the first paragraph, state your point of view.

In the second paragraph, describe the harmful effects and give specific examples.

In the third paragraph, describe the helpful effects and give specific examples.

In the last paragraph, restate your point of view.

*Your essay must be written clearly on ANSWER SHEET (20 points)*