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As prison populations continue to rise, we will certainly see alternatives to prison such as electronic tagging increase. But I don't generally envisage any sudden shift towards reduced sanction; net levels of punishment could well continue to increase somewhat. Overall, I expect to see some growth in the population of prisons, mainly independent ones -- and a massive increase in private policing and other law enforcement.

21. According to the passage, the recent drastic increase in prison populations probably results from the following factors **except** _____.

- | | |
|----------------------------------------|--------------------------------------------------|
| [A] the rising occurrences of crime | [B] the harsher punishments taken by governments |
| [C] the popularity of weak governments | [D] the worries about crime among citizens |

22. It can be inferred from Paragraph 2 that _____.

- [A] social divisions and racial tensions are not serious in the UK
- [B] minor violence in the UK does not arouse public anxieties
- [C] the gun control is crucial to lower rates of murder
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23. What is the trend predicted by the passage regarding the rate of crime in the UK?

- [A] The rate of violent crime will keep leveling off.
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- | | | | |
|-----------------------|----------------|------------------|------------------|
| 7. [A] expressing | [B] explaining | [C] exposing | [D] illustrating |
| 8. [A] appeared | [B] felt | [C] sounded | [D] seemed |
| 9. [A] so | [B] as | [C] either | [D] neither |
| 10. [A] originals | [B] origins | [C] discoveries | [D] resources |
| 11. [A] concerned | [B] itself | [C] available | [D] oneself |
| 12. [A] players | [B] followers | [C] pioneers | [D] fans |
| 13. [A] for | [B] by | [C] with | [D] as |
| 14. [A] hours | [B] weeks | [C] months | [D] times |
| 15. [A] formed | [B] composed | [C] demonstrated | [D] hosted |
| 16. [A] demonstration | [B] procession | [C] body | [D] march |
| 17. [A] Even | [B] Therefore | [C] But | [D] Furthermore |
| 18. [A] numbers | [B] members | [C] bodies | [D] relations |
| 19. [A] sad | [B] solemn | [C] funeral | [D] happy |
| 20. [A] whistled | [B] sung | [C] showed | [D] presented |

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

Punishment depends as much on politics as it does on crime: crime rates have been stable in recent years but there has been a striking increase in the prison population. And because populism is coming so much to dominate the political agendas, politicians are advocating sharp increase in penalties to take advantage of public unease. The question is how far this will get. In the 21st century weak governments might try to win legitimacy by being especially tough on crime. That could mean high prison populations and draconian(严峻的) punishments such as those adopted in the United States in recent years.

Luckily, there remain significant differences between the UK and the USA: social divisions are less extreme and racial tensions are not as high. Although there is a great deal of minor violent crime here, rates of murder -- which particularly fuel public anxieties -- are much lower because guns have not been so widely dispersed. It's unlikely that this will change greatly: the trend to tighten up the

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: 241

科目名称: 英语

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, 不必抄原题。

Section 1: 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 the ANSWER SHEET. (10 points)

Music comes in many forms; most countries have a style of their own. 1 the turn of the century when jazz was born, America had no prominent 2 of its own. No one knows exactly when jazz was 3, or by whom. But it began to be 4 in the early 1900s. Jazz is America's contribution to 5 music. In contrast to classical music, which 6 formal European traditions, jazz is spontaneous and free-form. It bubbles with energy, 7 the moods, interests, and emotions of the people. In the 1920s, jazz 8 like America. And 9 it does today. The 10 of this music are as interesting as the music 11. American Negroes, or blacks, as they are called today, were the jazz 12. They were brought to the Southern states 13 slaves. They were sold to plantation owners and forced to work long 14. When a Negro died his friends and relatives 15 a procession to carry the body to the cemetery. In New Orleans, a band often accompanies the 16. On the way to the cemetery the band played slow, solemn music suited to the occasion. 17 on the way home the mood changed. Spirits lifted. Death had removed one of their 18, but the living were glad to be alive. The band played 19 music, improvising on both the harmony and the melody of the tunes 20 at the funeral. This music made everyone want to dance. It was an early form of jazz.

- | | | | |
|-------------------|--------------|----------------|----------------|
| 1. [A] At | [B] In | [C] By | [D] On |
| 2. [A] music | [B] song | [C] melody | [D] style |
| 3. [A] discovered | [B] invented | [C] designed | [D] acted |
| 4. [A] noticed | [B] found | [C] listened | [D] heard |
| 5. [A] classical | [B] sacred | [C] light | [D] popular |
| 6. [A] forms | [B] follows | [C] approached | [D] introduces |

考试完毕, 试题和草稿纸随答题纸一起交回。

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24. Which of the following statements about death penalty is **false**?

- [A] Death penalty has been ceased in the UK.
- [B] Death penalty is regard as illegal by the Council of Europe protocol.
- [C] Death penalty is now generally regarded ineffective.
- [D] The opinion on death penalty can reflect public attitude.

25. To tackle rising prison populations, feasible measures may include _____.

- [A] introducing less severe punishments
- [B] increasing the number of independent prisons
- [C] substituting electronic tagging for traditional prisons
- [D] restoring the capital punishment

Text 2

Not long ago, chief executive officers (CEOs) were lauded as heroes, leaders of the brave new economy. Bill Gates and Jack Welch were the two most celebrated American CEOs, hailed as geniuses, superstars and revolutionaries.

But since Enron and other scandals, Americans don't need much convincing when it comes to mistrusting business leaders. A recent poll in *Investor's Business Daily* found that only eight percent of Americans have high confidence in the honesty and integrity of corporate CEOs, and only four percent hold CEOs in 'high esteem'.

In today's CEO-bashing environment, executives' actions are more scrutinized and regulated than ever before.

In the USA, congress has passed the Sarbanes-Oxley Act, which among other things, requires CEOs to personally certify to the accuracy of the company's accounts. In Britain, investment banker Derek Higgs has proposed a new code of corporate governance, spelling out new responsibilities and liabilities for executives and boards of directors.

Fortune has praised the 'new breed' of CEO: the latest crop pf CEOs is disciplined, deferential, even a bit dull. Less self-reliant, today's CEOs turn to counselors to help 'rehab behavior' to become self-aware, ever-improving and 'the opposite of the Eronesque narcissist'. The opportunity to run a major company used to be an executive's highest aspiration. Now more than half of senior executives surveyed said they would turn down the CEO position.

It happens that most CEOs have decided to lie low, hoping that the storm will pass. The Business Roundtable, an association of CEOs, has been relatively quiet of late; as *Fortune* reported,

during key debates the organization 'chose to work behind the scenes -- and mostly to water down reforms'.

Some might feel little affinity with CEOs -- their roles are not, after all, altruistic (利他的) or public-serving ones. But in slamming CEOs, critics often knock values worth defending in everyone -- like leadership, individual achievement and ambition. Even the pursuit of self-interest and simply wanting more can be progressive. On the other hand, caution and modesty have their place, but they are not likely to produce innovative technology, build great cities or fight disease.

Geniuses, superstars, revolutionaries -- we could do with some.

26. According to the passage, that a great majority of American don't put trust in CEOs is the outcome of _____.

- [A] the CEOs former fame as heroes
- [B] Enron and other scandals
- [C] individual CEO's lack of honesty
- [D] current CEO-blaming atmosphere

27. It can be inferred from the passage that _____.

- [A] CEOs' actions used to under no supervision
- [B] CEOs were once highly adored
- [C] CEOs now take more personal responsibilities
- [D] CEOs still enjoy appealing public attention

28. The new-generation CEOs show the following qualities **except** _____.

- [A] strong self-control
- [B] willingness to improve
- [C] high self-admiration
- [D] less self-dependent

29. Which of the following statements is **true**?

- [A] The new-generation CEOs have regained praise from the public.
- [B] Presently no one expects to hold the CEO position.
- [C] The Business Roundtable now stops carrying out any reform.
- [D] Most CEOs are now biding their time for a return.

30. The author believes that _____.

- [A] critics' bash on CEOs is totally reasonable
- [B] leadership, individual achievement and ambition are positive personal values
- [C] caution and modesty should not be advocated for they are not productive
- [D] the world can revolve without geniuses, superstars and revolutionaries

Text 3

Japan's mass culture has long prevailed in East Asia. Japanese comics are ubiquitous (无处不在的) on newsstands in Malaysia and Hong Kong, where half of all those sold are from Japan. Stores in remote areas of the Philippines stock snacks made by Tokyo's companies. And anyone can dial for sushi delivery in Singapore or sing in Karaoke bars in distant Inner Mongolia. With the Japanese cartoon craze now lapping at American and European shores, it is time to ask: why is Japan's pop culture, especially its comics and cartoon characters, so appealing to Asians and, now, the world?

"It's because they're high quality, that's all," some people say. True, Japan has few peers in making stylishly produced comic books and animation. But Toei and other animation companies have also built a massive promotion machine to marry that quality with market clout. Comic heroes in the 1950s became animated TV star stars in the 1960s.

Soon after, media, comics, animation, publishing, toy and clothing companies joined forces to turn characters into commercial smashed.

Characters do not have to begin on stands or the small screen -- all they need is a canny promoter. The well-known cat Hello Kitty was created by merchandiser Sanrio as a logo for children's goods. In fact, the line between a cartoon and its commercial application has become more and more invisible.

Perhaps what most entrances fans of all ages and from all regions about Japanese cartoons is their adolescent exuberance, their unique glorification of the dreams and imagery of youth. The most popular series, such as *Sailor moon* and *Doraemon*, have children or teenagers as central characters. The world of these shows is painted in bubble-gum colors, while love and relationships take on the unserious character of teenage crushes. Futuristic set and situations contribute to suffused sense of innocent wonder.

And Japan's fascination with childlike things could be a reflection of the "infantilism of postwar Japanese culture," as an analyst put it. He suggests that the trauma of the postwar period may have encouraged Japanese to look at childhood with fondness. For youth it implies an evasion of responsibility, a major issue for a society still struggling with its vicious role in World War II. It is an interesting psychological view.

But there's still another more convincing and important reason. In a society with strict structures and high expectations, fantasies flourish. Children who spend long, stressful hours preparing for all-important school examinations take refuge in cheerfully fantastic characters and animations. That, coupled with the spending power of Japan's young -- a typical 10-year-old may have \$1000 in the bank from doting relatives -- can explain the replete pre-adolescent orientation of Japan's pop culture.

Due to the worries about overwhelming exterior cultural aggression, some Asian governments have taken some measures to supervise or limit Japanese products. But the tide is unlikely to turn. Their attraction is too widespread and Japanese companies too market-savvy. Toei has started a marketing campaign in four cities in China. Even if only 10% of the population in this country gets hooked on its products, Toei will make a market the size of Japan.

31. The passage is mainly about _____.
[A] the prevailing Japanese mass culture in East Asia
[B] popularizing elements in Japan's pop culture
[C] the infantilism of postwar Japanese culture
[D] Asian governments measures against cultural aggression
32. The massive promotion machine of animation companies is built to _____.
[A] make stylishly produced comic books and animations
[B] develop comic and cartoon characters into commercial hit
[C] explore new cartoon characters somewhere else besides stands or screens
[D] search for more peers in American and European markets
33. Japanese cartoons attract a big audience varied in age and culture because of _____.
[A] the dreamy combination of youth vitality and innocence
[B] the innocent heroes and heroines of children or teenagers
[C] the theme of human love and relationship
[D] settings and situations characteristic of innocence and wonder
34. In Paragraph 6, "infantilism of postwar Japanese culture" according to an analyst reflects the reality that _____.
[A] Japanese youth refuse to be grown-ups with responsibility
[B] Japanese society as a whole feels guilty of its role during WWII

[C] Japanese attempt to rid themselves of the postwar emotional shock

[D] psychological health is now a serious issue facing Japan

35. Which of the following statements is **not true**?

[A] Despite the burden of study, Japanese children are addicted to cartoons.

[B] The target consumers of Japan's pop culture are children or teenagers

[C] Japan's pre-adolescents are capable of consuming the pop culture.

[D] Japanese society is one with high demands for success.

Text 4

How good are grades as method of evaluation if almost everyone's GPA (平均积分点) is the same? This is where the problem lies. Grade inflation is the term given to the trend in some universities where higher grades are being given to less deserving students. The problem began in the Vietnam draft. Professors didn't want to feel responsible for sending young men into war, especially since college campuses were popular sites of anti-war protest. The letter grade C became rare while the F was actually banned at places like Stanford University in California, and Brown University in Rhode Island.

Today, grades are hardly a matter of life and death, but they can mean the difference between a good job and a great career. This is why it's important to differentiate excellent students from average ones. Charles Rooney of the National Center for Fair and Open Testing feels that in the coming years good grades may not carry as much weight as before. "Whereas 10 percent of a class used to receive an A, now 40 percent is normal, The A has lost its meaning."

When Donna LaBella began her college at Syracuse University, Syracuse, NY, three years ago, she expected it to be the greatest challenge of her life. Before long, Donna realized that the easiest road to a high GPA is by selecting classes taught by "generous" professors. "Course selection is just as significant as the final exam week in the outcome of your grade. By my sophomore year, I knew which instructors to avoid and I ended up with a perfect 4.0 without actually learning much."

Professor William Cole of Harvard once said, "Grade inflation rewards mediocrity and discourages excellence." Though different opinions may exist, one thing about grades is certain: as grades get higher and higher they will have less and less meaning.

36. Professors began to give high grades to students in the early 1970's because ____.

[A] some of them are not very responsible

[B] all students worked very hard at that time

[C] they did not want to send young people into war

[D] they hate the educational system

37. According to the passage, "grade inflation" in Line 2 means that _____.

- [A] nowadays professors in some universities tend to give lower grades to all hardworking students
- [B] now professors in some universities would not give high grades to deserving students
- [C] nowadays in some universities professors tend to give high grades to less hardworking students
- [D] today in some universities professors tend to give higher grades to less deserving students

38. Donna LaBella managed to get a perfect GPA of 4.0 by _____.

- [A] working harder than others
- [B] forming some good study habits
- [C] seeking some help from her classmates
- [D] selecting her classes carefully

39. What do people in the educational profession think of grade inflation?

- [A] Excellent students may feel discouraged if grade inflation goes on.
- [B] It is all right so long as professors have no objections.
- [C] High grades no longer mean so much as before.
- [D] It has already affected the quality of education in the USA.

40. Which of the following statements is false according to the passage?

- [A] Forty percent of students can get A's in college nowadays.
- [B] Grades used to be a matter of life and death to American college students.
- [C] Professors tend to give students higher grades because they think that can help students get better jobs.
- [D] The writer of the article implies that people in the educational profession concern much about this grade inflation.

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 the ANSWER SHEET (10 points).

Whatever their strategies, students did not always get what they wanted immediately and they sometimes had to put up with considerable inconvenience before they reached their objectives. Hence, they needed to find ways to deal with the resulting frustration. (41) _____

A few freshmen tried to reduce their frustration with the campus bureaucracy by simple avoidance. One explained, "I haven't dropped or added a class just because I didn't want to have to go through the crap. It just seemed like too much of an ordeal." For most, however, avoidance was not feasible. (42) _____.

One approach was to create psychological distance. Students sometimes responded to staff impersonally by viewing staff just as impersonally as the staff viewed them. If staff members were affectively distant, our interviewees would transform them into just another part of the bureaucratic apparatus, expressing only partly concealed resentment by referring to them as "Miss Whatever" or "the poor little lady". Or as another put it, "A receptionist is a receptionist." (43) _____.

Another set of strategies for reducing frustration centered around waiting in line. Both observation and interview data indicate that students in lines spent much time talking to one another, allowing them to build social networks and pass the time. Indeed, 5 of our 20 interviewees actually recruited friends to go with them to a campus office. As one said, "It would have been a lot worse if I hadn't had someone to wait with me." Others were accompanied by parents for the same reason. (44) _____.

Others passed the time and reduced their anxiety by tracking their progress: "I just watched the line in front of me and noticed how much time each person was taking and tried to evaluate how much longer until I would be seen."

Because freshmen were unwilling to vent their frustration to staff, they turned elsewhere to express their feelings. (45) _____.

When staff members were near, these complaints were suppressed or muted in the interest of avoiding friction with staff. Friends, roommates, and parents could also provide a sympathetic ear for students needing to blow off steam.

[A] The ends of lines, for example, provided "back regions" where students could "come out of character" and voice their complaints to other students.

[B] Bureaucracy is the dominant organizational form in our society and freshmen must define a new situation and adapt to bureaucratic constraints.

[C] By reducing or managing frustration, these safety valve strategies made it easier for students to maintain smooth relations with the campus bureaucracy.

[D] They had to find other ways to reduce or manage frustration.

[E] By creating interpersonal distance, students could avoid damage to their self-esteem by deciding that staff opinions of them did not matter and justify expressing resentment toward staff.

[F] By waiting in line, sometimes students can reduce their frustration because they can get acquainted with someone else and make more friends.

[G] Some freshmen reported using waiting time to conduct "symbolic rehearsals" of upcoming interaction with staff.

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)

(46)Each nation has its own peculiar character which distinguishes it from others. But the people of the world have more points in which they are all like each other than points in which they are different. One type of person that is common in every country is the one who always tries to do as little as he possibly can and to get as much in return as he can. (47)His opposite, the man who is in the habit of doing more than is strictly necessary and who is ready to accept what is offered in return, is rare everywhere.

Both these types are usually unconscious of their characters. The man who avoids effort is always talking about his "rights": he appears to think that society owes him a pleasant, easy life. (48)The man who is always doing more than his share talks of "duties": he feels that the individual is in debt to society, and not society to the individual. As a result of their views, neither of these men thinks that he behaves at all strangely.

(49)The man who tries to do as little as he can is always full of excuses: if he has neglected to do something, it was because he had a headache, or the weather was too hot — or too cold — or because he was prevented by bad luck. A first, other people, such as his friends and his employer, generously accept his stories. (50)But soon they realize what kind of person he is. In the long run he deceives only himself. When his friends become cool towards him and he fails to make progress in his job, he is surprised and hurt. He blames everyone and everything except himself. He soon becomes one of the discontented members of the society he lives in.

Section 3: Writing

Part A (10 points)

51. Directions:

Suppose you've already sent an application to Guangdong Research Institute of China Telecom for a place as an intern with language skills in French, German, Japanese or Korea, and now you are anxious to know if you've been considered to have an interview. Write to the department concerned enquiring information.

Write your letter with **no less than 100 words**. Write it neatly on the ANSWER SHEET.

Do not sign your own name at the end of the letter. Use "Wang Ying" instead. You do not need to write the address.

Part B (20 points)

52. Directions:

Study the following picture carefully and write an essay to

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

You should give a title and write about 160-200 words neatly on the ANSWER SHEET.



有朋自远方来，学汉语和这个夏天一样热。