

# 中山大学

## 二〇一二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 7 日 下 午

### 考生须知

全部答案一律写在答题纸上, 答在试题纸上的不计分! 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 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)

For some time now, nobody seems to have a solution for inflation. Not one that is \_\_\_(1)\_\_\_ to everybody. But \_\_\_(2)\_\_\_ the administration of President Ford he \_\_\_(3)\_\_\_ one on national television. He used the phrase, "to bite the bullet." The words were not new, but they spread \_\_\_(4)\_\_\_ the country.

Mr. Ford called \_\_\_(5)\_\_\_ Americans "to bite the bullet" and make personal sacrifices (牺牲). This, he said, would help to \_\_\_(6)\_\_\_ inflation.

He urged them to eat less, use less gasoline, to spend less and save more. He appealed \_\_\_(7)\_\_\_ them to do whatever was \_\_\_(8)\_\_\_ to fight inflation, no matter how unpleasant. Such is the meaning of "to bite the bullet" — to do something quickly, \_\_\_(9)\_\_\_ no further delay, no matter how \_\_\_(10)\_\_\_ the action may be.

But what does biting the bullet have to do \_\_\_(11)\_\_\_ all this? A reasonable question. This is the explanation: \_\_\_(12)\_\_\_ we all know, people \_\_\_(13)\_\_\_ great pain sometimes tighten their fists, or clench their teeth, or bite down hard on a \_\_\_(14)\_\_\_ . It seems to ease their pain. Years ago, \_\_\_(15)\_\_\_ the battlefield, one did not \_\_\_(16)\_\_\_ pain-killing drugs. And it is said that during \_\_\_(17)\_\_\_ operations, soldiers would bite a bullet, to ease their suffering.

This old phrase came \_\_\_(18)\_\_\_ to life in the 1960's. Former president Nixon used it in 1968. He asked Congress "to bite the bullet" and \_\_\_(19)\_\_\_ his proposal for a tax increase, a ten percent surcharge(额外费) \_\_\_(20)\_\_\_ income taxes.

1. [A] pleasant [B] exact [C] satisfactory [D] profound
2. [A] before [B] at [C] for [D] during
3. [A] stated [B] put [C] offered [D] showed
4. [A] out [B] through [C] across [D] along
5. [A] on [B] in [C] for [D] forth
6. [A] halt [B] decrease [C] withdraw [D] overcome
7. [A] in [B] of [C] for [D] to
8. [A] objective [B] necessary [C] important [D] certain
9. [A] by [B] with [C] under [D] upon
10. [A] awful [B] reluctant [C] advanced [D] painful
11. [A] about [B] with [C] except for [D] besides
12. [A] Because [B] Since [C] As [D] Though

13. [A] at [B] to [C] in [D] for
14. [A] finger [B] hand [C] foot [D] fist
15. [A] in [B] on [C] around [D] across
16. [A] find [B] invent [C] use [D] create
17. [A] surgery [B] emergency [C] temporary [D] virtual
18. [A] out [B] up [C] down [D] back
19. [A] approve in [B] approve of [C] carry out [D] carry on
20. [A] with [B] to [C] by [D] on

### 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

Play is the principal business of childhood, and more and more in recent years research has shown the vital importance of play in the development of a human being. From earliest infancy, every child needs adequate opportunity and the right material for play, and the main tools of play are toys. Their main function is to suggest, encourage and assist play. To succeed in this they must be good toys, therefore it is important to choose suitable toys for different stages of a child's development.

In recent years research on infant development has shown the standard a child is likely to reach, within the range of his inherited abilities, is largely determined in the first three years of his life. Therefore a baby's ability to profit from the right play materials should be things to touch, things to listen to; things to watch. At no time in his life will a child develop as fast as now; in the first two years each month brings a change in what he can do and what he needs. A baby who is encouraged and stimulated, talked to, and shown things and played with, has the best chance of growing up successfully. There is no doubt that the right play materials and opportunities are of the utmost importance.

The next stage, from three to five years old, is the heyday (全盛期) for toys, and at this stage curiosity knows no bounds. Every type of suitable toy should be made available to the child; bricks and jigsaws (拼板玩具) and construction toys; painting and making things; sand and water play; toys for imaginative and pretending play. Children of this age are concerned and serious when they play, for to them play is a serious business, and through it they are learning about the world and growing up.

By the third stage of play development — from five to seven or eight years — the child is at school. But for a few more years play is still the best way of learning, at home or at school. The right toy at this stage can sometimes lead to the choice of a career.

Until the age of seven or eight, play and work mean much the same thing to a child. But once reading has been mastered, then books and school become the main source of learning. Toys are still interesting and valuable, but their significance has changed — to a child of nine or ten years, toys and games mean, as to adults, relaxation and fun.

21. From the passage we understand that a child \_\_\_\_\_.
- [A] tends to be interested in toys
  - [B] matures through play over and over
  - [C] cannot mature without toys
  - [D] has to be taught how to play

22. In the writer's opinion, the right kind of play materials for infants \_\_\_\_\_,  
 [A] stimulates the talents [B] encourages visual awareness  
 [C] develops the touching sense [D] assists the aural responses
23. Children of three to five years old find play a serious business because they \_\_\_\_\_.  
 [A] are developing their muscles [B] are exercising their imagination  
 [C] are acquiring knowledge through play [D] are learning how to grow up
24. Once a child has learned to read, he usually \_\_\_\_\_.  
 [A] stops playing with toys [B] learns less from his toys  
 [C] only gets information from books [D] only learns when at school
25. It seems that older children and adults consider toys and games should \_\_\_\_\_.  
 [A] be played as a joke [B] be played for amusement  
 [C] teach the players to learn something [D] make the players feel funny

### Text 2

The Norwegian Government is doing its best to keep the oil industry under control. A new law limits exploration to an area south of the southern end of the long coastline; production limits have been raised; and oil companies have not been allowed to employ more than a limited number of foreign workers. But the oil industry has a way of getting over such problems, and few people believe that the Government will be able to hold things back for long. Just as one Norwegian politician said last week: "We will soon be changed beyond all recognition."

Ever since the war, the Government has been carrying out a programme of development in the area north of the Arctic Circle. During the past few years this programme has had a great deal of success: Tromsø has been built up into a local capital with a university, a large hospital and a healthy industry. But the oil industry has already started to draw people south, and within a few years the whole northern policy could be in ruins.

The effects of the oil industry would not be limited to the north, however. With nearly 100 per cent employment, everyone can see a situation by developing in which the service industries and the tourist industry will lose most of their workers to the oil industry. Some smaller industries might even disappear altogether when it becomes cheaper to buy goods from abroad.

The real argument over oil is its threat to the Norwegian way of life. Farmers and fishermen do not make up most of the population, but they are an important part of it because Norwegians see in them many of the qualities that they regard with pride as essentially Norwegian. And it is the farmers and fishermen who are most critical of the oil industry because of the damage that it might cause to the countryside and to the sea.

26. According to a new law, in "an area south of the southern end of the long coastline", \_\_\_\_\_.  
 [A] oil exploration is prohibited  
 [B] oil exploration is increased  
 [C] only a limited amount oil production is allowed  
 [D] limited number of foreign workers can be employed
27. Which of the following is true of the passage?  
 [A] The Government limitations will eliminate the oil industry.  
 [B] The Government limitations will reduce the oil production.  
 [C] Oil industry will expand a little despite the Government limitations.  
 [D] Oil industry will expand a lot despite the Government limitations.

28. According to the passage, \_\_\_\_\_.  
 [A] people began to come to the north because of oil industry  
 [B] oil industry started to draw people to the south  
 [C] oil industry drove northern people to the south  
 [D] oil industry would ruin the north
29. Which of the following is NOT the effect of the oil industry?  
 [A] The service industry will shrink.  
 [B] Some smaller industries may be shut down.  
 [C] Some tourist industry will be employed by oil industry.  
 [D] Some employees in tourism will work in oil industry.
30. Which of the following seems to be an especially important factor against the oil industry?  
 [A] Southern people have to move north.  
 [B] The traditional Norwegian way of life is being damaged.  
 [C] Some industries will disappear.  
 [D] The farmers and fishermen are most critical.

### Text 3

Our boat floated on, between walls of forest too thick to allow us a view of the land we were passing through, though we knew from the map that our river must from time to time be passing through chains of hills which crossed the jungle plains. Nowhere did we find a place where we could have landed, where the jungle did not actually spread right down into the river, banks of soft mud prevented us going ashore. In any case, what would we have gained by landing? The country was full of snakes and other dangerous creatures, and the jungle so thick that one would be able to advance only slowly, cutting one's way with knives the whole way. So we stayed in the boat, hoping that when we reached the sea, a friendly fisherman would pick us up and take us to civilization.

We lived on fish, caught with a home-made net of string (we had no hooks), and any fruit and nuts we could pick up out of the water. As we had no fire, we had to eat everything, including the fish, raw. I had never tasted raw fish before, and I must say I did not much enjoy the experience: perhaps sea-fish which do not live in the mud are less tasteless. After eating my raw fish, I lay back and dreamed of such things as fried chicken and rice, and ice-cream. In the never ending damp heat of the jungle, ice-cream was a particularly frequent dream.

As for water, there was a choice: we could drink the muddy river water, or die of thirst. We drank the water. Men who have just escaped what had appeared to be certain death lose all worries about such small things as diseases caused by dirty water. In fact, none of us suffered from any illness as a result.

One day we passed another village, but fortunately nobody saw us. We did not wish to risk being taken prisoners a second time: we might not be so lucky as to escape in a stolen boat again.

31. It can be inferred from the passage that they had been in \_\_\_\_\_.  
 [A] an uninhabited area [B] an ocean country  
 [C] a primitive area [D] a hunting ground

32. According to the passage, they would NOT go ashore where \_\_\_\_\_.
- [A] all trees reached the river  
 [B] the river side was covered with soft mud  
 [C] they could not find human help  
 [D] they could only find snakes and other dangerous creatures
33. What did they do on their boat?
- [A] They killed fish with hooks.  
 [B] They waited for some fishermen to pick them up.  
 [C] They picked fruit and nuts from the jungle.  
 [D] They ate everything raw and spent a night in the jungle.
34. According to the author, they \_\_\_\_\_.
- [A] survived on raw sea fish, fruit and nuts out of water  
 [B] enjoyed the sea fish in the muddy water  
 [C] had much experience of eating raw fish  
 [D] worried about things as diseases caused by dirty water
35. Which is of the following is True to the author?
- [A] They drank the river water because that was the only source.  
 [B] They drank the river water because they had experienced something worse.  
 [C] They had just escaped a certain death and worried about some illness.  
 [D] They were lucky to have landed another village.

#### Text 4

It scares us more than anything except death. Being alone. Our fear of aloneness is so ingrained that given the choice of being by ourselves or being with others we opt for safety in numbers, even at the expense of lingering(逗留不去的) in painful, boring, or totally unredeeming company.

From childhood we're conditioned to accept that when alone we instinctively(本能地) ache for company, that loners are outsiders yearning to get in rather than people who are content with their own company.

Alone, we squander (浪费) life by rejecting its full potential and wasting its remaining promises. Alone, we accept that experiences unshared are barely worthwhile, that sunsets viewed singly are not as spectacular, that time spent apart is fallow and pointless.

And so we grow old believing we are nothing by ourselves, steadfastly shunning the opportunities for self-discovery and personal growth that solitude could bring us.

We've even coined a word for those who prefer to be by themselves: antisocial, as if they were enemies of society. They are viewed as friendless, suspect in a world that goes around in twos or more and is wary of solitary travelers.

Ironically, most of us crave more intimacy and companionship than we can bear. We begrudge (嫉妒) ourselves, our spouses, and our partners sufficient physical and emotional breathing room, and become bemoan the suffocation of relationship.

To point out these facts is not to suggest we should abandon all our close ties. Medical surveys show that the majority of elderly people who live alone, yet maintain frequent contact with relatives and friends, rate their physical and emotional well-being as "excellent". Just as an apple a day kept the doctor away when they were young, an active social calendar appears to serve the same purpose now.

But we need to befriend and enjoy ourselves as well.

How does that old song go? "I've been to paradise, but I've never been to me..."

Let us learn, then, from those in search of what they have not been able to find and hold in the press of humanity around them: peace of mind, gentleness of heart, calmness of spirit, and daily joy. Those who are mastering the art of flying solo and soaring to their highest human potentials, who have come to understand and to know and to love and to be of value to others, first must know and love and value themselves; that is, to find a way in the world, they have to start by finding themselves.

36. One tends to believe \_\_\_\_\_.
- [A] aloneness is more dreadful than death [B] being in company is safer  
 [C] people are satisfied with their aloneness [D] whatever company is of benefits
37. The ingrained(根深蒂固的) negative understanding of aloneness wastes one's life. Why?
- [A] One can't cherish those experiences by oneself.  
 [B] The full possibilities in life are then ignored.  
 [C] One fails in exploring and developing oneself.  
 [D] All of the above mentioned.
38. It can be inferred from Paragraphs 5 and 6 that human nature is \_\_\_\_\_.
- [A] controversial [B] unfriendly [C] antisocial [D] aggressive
39. The author's purpose of writing this article is to \_\_\_\_\_.
- [A] stress the active role of necessary social ties on one's life  
 [B] remind us to reserve some space and time for ourselves  
 [C] persuade that anything but our close ties can be discarded  
 [D] show physical and emotional well-being needs social contact
40. The author suggests that \_\_\_\_\_.
- [A] the peaceful life is hard to find in crowds  
 [B] the highest human potential is fulfilled in aloneness  
 [C] the care for others is of first priority than for oneself  
 [D] self-discovery is of primary importance to know the world

#### 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).**

In the past, American colleges and universities were created to serve a dual purpose -- to advance learning and to offer a chance to become familiar with bodies of knowledge already discovered to those who wished it. To create and to impart, these were the hallmarks of American higher education prior to the most recent, tumultuous(喧嚣的) decades of the twentieth century. The successful institution of higher learning had never been one whose mission could be defined in terms of providing vocational skills or as a strategy for resolving societal problems. In a subtle way Americans (41) \_\_\_\_\_.

What the student obtained in college became beneficial in later life -- residually, without direct application in the period after graduation.

Another purpose has now been assigned to the mission of American colleges and universities. Institutions of higher learning -- public or private -- commonly face the

challenge (42)

This service role has various applications. Most common are programs to meet the demands of regional employment markets, (43)

\_\_\_\_\_, to achieve racial, ethnic, or social integration, or more generally to produce "productive" as compared to "educated" graduates. Regardless of its precise definition, the idea of a service-university has won acceptance within the academic community.

One need only be reminded of the change in language describing the two-year college to appreciate (44)

The traditional two-year college is generally called a "community" college, a clearly value-laden expression representing the latest commitment in higher education. Even the doctoral degree, long recognized as a required "union card" in the academic world, has come under severe criticism as the pursuit of learning for its own sake and the accumulation of knowledge without immediate application to a professor's classroom duties. The idea of a college or university that performs a triple function -- communicating knowledge to students, expanding (45)

-- has been the most important change in higher education in recent years.

- [A] described important changes in higher education relates to curriculum updates
- [B] believed postsecondary education to be useful, but not necessarily of immediate use
- [C] the services of various fields of study, and the direct relations with the government
- [D] of defining their programs in such a way as to contribute to the service of the community

- [E] to provide opportunities for upward social and economic mobility
- [F] the content of various disciplines, and interacting in a direct relationship with society
- [G] the new value currently being attached to the concept of a service-related university

### 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) A hundred years ago, when sport was confined largely to games played in the backyard or on the farm, one could hardly have imagined the attention that it has come to receive in the twentieth century. Today, the importance of sport in society is clearly demonstrated by the fact that even the CBS news can be preempted for the final of a tennis match. A survey conducted in the late 1980s revealed that fully 81 percent of all adults follow some organized sport, mostly on television. And the phenomenon of weekend "sports widows"—women abandoned by their husbands for weekend sports on television—is entering its third generation.

Sport is defined sociologically as competitive physical activity that is performed under established rules. Like all social institutions, sport serves numerous functions. First, it provides society with a vast array of leisure-time activities for all segments of the population. (47) Although it is an overstatement to say that modern society is a leisure society, there has been a significant increase in the amount of nonwork time that most people have available. Furthermore, recreational activity has become increasingly necessary in a society in which the vast majority of jobs provide little or no physical activity. Second, sport provides an outlet for energies that, if not diverted, could cause serious strain on the social order. (48) For both fan and participant, sport permits the expression of emotions (such

as anger and frustration) in ways that are acceptable to, even encouraged by, society. Finally, sport provides society with role models. Athletes at all levels, but especially famous athletes, provide examples of conduct and employment of skills that others can emulate.

Although sports promote many positive aspects of a society, conflict theorists are quick to point out that they also reflect society's inequalities. Like most other social institutions, sports are characterized by inequalities of class, race and gender. For example, certain sports—such as boxing, which is often associated with urban poverty—are distinctly lower class in origin and participation. (49) In general, members of the lower and working classes have tended to participate in sports like baseball and basketball: games that require little more than a field, a ball, and some players.

Although sport is sometimes considered exempt from racial inequality, sociological evidence has shown this not to be the case. (50) Although it is true that nonwhites in American society have enjoyed greater opportunities for high incomes in professional sports than in other occupations, it is also true that virtually all managers and owners of sports team are white. There are few nonwhite sportscasters, administrators, umpires, or referees. Furthermore, nonwhites are all but absent (even as players) from all professional sports except baseball.

## Section 3 Writing

### Part A (10 points)

**51. Directions: Write a letter based on the following situation.**

You've just received an invitation on 28 December 2011 from Dr. Liu regarding the International Conference on Applied Linguistics to be held on 24-28 June 2012 in Hong Kong. Write a letter to decline it.

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 cartoon carefully and write an essay to**

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

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

星二代

