

Part I Reading Comprehension (50 points)

Passage 1

The economic condition of the low-income regions of the world is one of the great problems of our time. Their progress is important to the high-income countries, not only for humanitarian and political reasons but also because rapid economic growth in the low-income countries could make a substantial contribution to the expansion and prosperity of the world economy as a whole.

The governments of most high-income countries have in recent years undertaken important aid programs, both bilaterally and multilaterally, and have thus demonstrated their interest in the development of low-income countries. They have also worked within the General Agreement on Tariffs and Trade (GATT) for greater freedom of trade and, recognizing the special problems of low-income countries, have made special trading arrangements to meet their needs. But a faster expansion of trade with high-income countries is necessary if the low-income countries are to enjoy a satisfactory rate of growth.

This statement is therefore concerned with the policies of high-income countries toward their trade with low-income countries. Our recommendations are based on the conviction that a better distribution of world resources and a more rational utilization of labor are in the general interest. A liberal policy on the part of high-income countries with respect to their trade with low-income countries will not only be helpful to the low-income countries, but when transitional adjustments have taken place, beneficial to the high-income countries as well.

It is necessary to recognize, however, that in furthering the development of low-income countries, the high-income countries can play only a supporting role. If development is to be successful, the main effort must necessarily be made by the people of the low-income countries. The high-income countries are, moreover, likely to provide aid and facilitate trade more readily and extensively where the low-income countries are seen to be making sound and determined efforts to help themselves, and thus to be making effective use of their aid and trade opportunities.

It is, then, necessary that the low-income countries take full account of the lessons that have been learned from the experience of recent years, if they wish to achieve successful development and benefit from support from high-income countries. Among the most important of these lessons are the following:

Severe damage has been done by inflation. A sound financial framework evokes higher domestic savings and investment as well as more aid and investment from abroad. Budgetary and monetary discipline and a more efficient financial and fiscal system help greatly to mobilize funds for investment and thereby decisively influence the rate of growth. Foreign aid should also be efficiently applied to this end.

The energies of the people of low-income countries are more likely to be harnessed to the task of economic development where the policies of their governments aim to offer economic opportunity for all and to reduce excessive social inequalities.

Development plans have tended to concentrate on industrial investment. The growth of industry depends, however, on concomitant development in agriculture. A steady rise in productivity on the farms, where in almost all low-income countries a majority of the labor force works, is an essential condition of rapid over-all growth. Satisfactory development of agriculture is also necessary to provide an adequate market for an expanding industrial sector and to feed the growing urban population without burdening the balance of payments with heavy food imports. Diminishing surpluses in the high-income countries underline the need for a faster growth of agricultural productivity in low-income countries. Success in this should, moreover, lead to greater trade in agricultural products among the low-income countries themselves as well as to increased exports of some agricultural products to the high-income countries.

There can be no doubt about the urgency of the world food problem. Adequate nourishment and a balanced diet are not only necessary for working adults but are crucial for the mental and physical development of growing children. Yet, in a number of low-income countries where the diet is already insufficient the production of food has fallen behind the increase in population. A continuation of this trend must lead to endemic famine. The situation demands strenuous efforts in the low-income countries to improve the production, preservation, and distribution of food so that these countries are better able to feed themselves.

1. The economic conditions of low-income countries are important to high-income countries because of
I. economic reasons;

II. political reasons;

III. cultural reasons.

(A) I only (B) III only (C) I and II only (D) II and III only (E) I, II, and III

2. According to the passage, governments of most high-income countries have

(A) not worked for freer trade with low-income countries

(B) undertaken important aid programs for low-income countries

(C) injected massive doses of capital into low-income countries

(D) provided training programs for low-income country entrepreneurs

(E) helped improve the educational systems of low-income countries

3. The major subject with which the passage is concerned is

(A) trade policies of high-income countries towards low-income countries

(B) foreign trade problems of low-income countries

(C) fiscal and monetary problems of low-income countries

(D) trade arrangements under the GATT organization

(E) general economic problems of low-income countries

4. If low-income countries expect aid from high-income countries, they must do all of the following except

(A) spend the aid wisely

(B) put their own houses in order first

- (C) learn from the experience of developed countries (D) curb inflation
(E) de-emphasize agricultural development in favor of industrial growth
5. Which of the following is mentioned for its influence upon the rate of economic growth?
(A) an efficient financial and fiscal system (B) a trade surplus
(C) a democratic government (D) little reliance upon foreign aid
(E) a budgetary surplus
6. Industrial growth depends upon a parallel growth of the
(A) labor force (B) agricultural system (C) balance of payments
(D) urban population (E) monetary system
7. The passage states that participation of high-income countries should be limited to
(A) 10 percent of their GNP (B) a supporting role (C) regulations stipulated by GATT
(D) what low-income countries can absorb (E) monetary aid only
8. In order to better enlist the support of the population in economic development efforts, low-income countries should
(A) not accept more foreign aid than they can use (B) budget the capital wisely
(C) reduce excessive social inequalities (D) concentrate on commercial development
(E) establish agricultural communes
9. Food surpluses in the high-income countries are diminishing because of
(A) a growing urban population (B) social inequality (C) increased food exports
(D) trade barriers (E) a low agricultural productivity in poor countries.

Passage 2

In *Scholasticism and Politics*, written during World War II, Maritain expressed discouragement at the pessimism and lack of self-confidence characteristic of the Western democracies, and in the postwar world he joined enthusiastically in the resurgence of that confidence. While stopping short of asserting that democracy as a political system flowed directly from correct philosophical principles, he nonetheless dismissed Fascism and Communism as inherently irrational. Bourgeois individualism was, however, implicitly immoral and, by breaking down all sense of community and shared moral values, would inevitably end in some form of statism order imposed from above. In *Integral Humanism* (1936) and later works, he developed a systematic critique of the prevailing modern political ideologies and argued that a workable political order, which might appropriately be democracy, depended on a correct understanding of human nature and of natural moral law.

Maritain became something of an Americanophile (偏爱美国的人), seeking to counter not only what he regarded as European misconceptions about America but also the Americans' own self-deprecation. In *Reflections on America* (1958), he argued that Americans were not really materialistic but were the most idealistic people in the world, although theirs was an idealism often unformed and lacking in philosophical bases. America, he thought, offered perhaps the best contemporary prospect for the emergence of a truly Christian civilization, based not on governmental

decree but on the gradual realization of Christian values on the part of a majority of the population. American saints were coming, he predicted.

But his postulation of a possible Christian civilization in America did not in any way temper his optimistic political liberalism--a facet of his thought, which caused him to be held in suspicion by some of his fellow Catholics in the 1950s. The Dominican chaplain at Princeton, for example, refused to allow him to address the Catholic students. (One of the exquisite ironies of recent Catholic history was that Maritain in his last books was acerbically critical of secularizing priests, while the Dominican chaplain resigned from the priesthood and ended his days as a real estate salesman in Florida.)

No doubt in part because of Raissa's background, Maritain had an enduring interest in anti-Semitism, which he analyzed and criticized in two books, and he was one of the principal influences in the effort to establish better Jewish-Catholic relations. Racism he regarded as America's most severe flaw. As early as 1958 he was praising Martin Luther King, Jr., and the Chicago neighborhood organizer Saul Alinsky.

Maritain and, to a lesser extent, Gilson provided the program for a bold kind of Catholic intellectuality--an appropriation of medieval thought for modern use, not so much a medieval revival as a demonstration of the perennial relevance of the medieval philosophical achievement. The modern mind was to be brought back to its Catholic roots, not by the simple disparagement of modernity or by emphasis on the subjective necessity of faith, but by a rigorous and demanding appeal to reason. In the process. Scholastic principles would be applied in new and often daring ways.

In the end the gamble failed. Despite promising signs in the 1940s, secular thinkers did not finally find the Scholastic appeal persuasive. And, as is inevitable when an intellectual community is dominated so thoroughly by a single system of thought, a restiveness was building up in Catholic circles. Although Maritain insisted that Thomism, because of the central importance it gave to the act of existence, was the true existentialism, Catholic intellectuals of the 1950s were attracted to the movement, which more usually went by that name; and Gabriel Marcel, a Catholic existentialist of the same generation as Gilson and Maritain, was available to mediate between faith and anguish. Catholic colleges in America were hospitable to existentialist and phenomenological currents at a time when few secular institutions were, and what Catholics sought there was primarily a philosophy which was serious about the metaphysical questions of existence, yet not as rationalistic, rigid, and abstract as Scholasticism often seemed to be.

10. Maritain believed that Americans were

I. Materialistic;

II. Idealistic;

III. self-deprecating

(A) I only (B) II only (C) I and II only (D) II and III only (E) I, II, and III

11. Maritain could be characterized as

(A) anti-Semitic (B) materialistic (C) a Catholic Chaplain

- (D) a historian (E) a political liberal
12. Which of the following statements best exemplifies Maritain's belief?
- (A) Democracy was an old-fashioned ideology.
(B) Democracy and Fascism were both imperfect.
(C) Democracy flowed from correct philosophical principles.
(D) Bourgeois individualism would end in statism.
(E) Fascism and Communism were just as bad.
13. Maritain's program for Catholic intellectuality may be expressed as
- (A) a synthesis of modernity and tradition (B) political liberalism
(C) Dominican Catholicism (D) Scholastic reasoning
(E) medieval Catholic values
14. Scholasticism was not accepted by secular thinkers because it was too
- I. Rationalistic;
II. Secular;
III. Nationalistic.
- (A) I only (B) II only (C) I and II only (D) II and III only (E) I, II, and III
15. Maritain discussed political ideologies in his publication(s)
- I. *Scholasticism and Politics*
II. *Integral humanism*
III. *Reflections on America*
- (A) I only (B) II only (C) I and II only (D) II and III only (E) I, II, and III
16. Catholic intellectuals of the 1950s were attracted to
- (A) eclectic movements (B) existentialism (C) Scholastic principles
(D) neo-Scholasticism (E) medieval philosophers
17. The most appropriate title for the passage is
- (A) Catholicism in America (B) Catholicism and Scholasticism
(C) Christian Civilization and Politics (D) Catholic Intellectual Renaissance
(E) Catholic Thought on Campus

Passage 3

Much as an electrical lamp transforms electrical energy into heat and light, the visual "apparatus" of a human being acts as a transformer of light into sight. Light projected from a source or reflected by an object enters the cornea and lens of the eyeball. The energy is transmitted to the retina of the eye whose rods and cones are activated.

The stimuli are transferred by nerve cells to the optic nerve and then to the brain. Man is a binocular animal, and the impressions from his two eyes are translated into sight--a rapid, compound analysis of the shape, form, color, size, position, and motion of the things he sees.

Photometry is the science of measuring light. The illuminating engineer and designer employ

photometric data constantly in their work. In all fields of application of light and lighting, they predicate their choice of equipment, lamps, wall finishes, colors of light and backgrounds, and other factors affecting the luminous and environmental pattern to be secured, in great part from data supplied originally by a photometric laboratory. Today, extensive tables and charts of photometric data are used widely, constituting the basis for many details of design.

Although the lighting designer may not be called upon to do the detailed work of making measurements or plotting data in the form of photometric curves and analyzing them, an understanding of the terms used and their derivation form valuable background knowledge.

The perception of color is a complex visual sensation, intimately related to light. The apparent color of an object depends primarily upon four factors: its ability to reflect various colors of light, the nature of the light by which it is seen, the color of its surroundings, and the characteristics and state of adaptation of the eye.

In most discussions of color, a distinction is made between white and colored objects. White is the color name most usually applied to a material that diffusely transmits a high percentage of all the hues of light. Colors that have no hue are termed neutral or achromatic colors. They include white, off-white, all shades of gray, down to black.

All colored objects selectively absorb certain wave-lengths of light and reflect or transmit others in varying degrees. Inorganic materials, chiefly metals such as copper and brass, reflect light from their surfaces. Hence we have the term "surface" or "metallic" colors, as contrasted with "body" or "pigment" colors. In the former, the light reflected from the surface is often tinted.

Most paints, on the other hand, have body or pigment colors. In these, light is reflected from the surface without much color change, but the body material absorbs some colors and reflects others; hence, the diffuse reflection from the body of the material is colored but often appears to be overlaid and diluted with a "white" reflection from the glossy surface of the paint film. In paints and enamels, the pigment particles, which are usually opaque, are suspended in a vehicle such as oil or plastic. The particles of a dye, on the other hand, are considerably finer and may be described as coloring matter in solution. The dye particles are more often transparent or translucent.

18. Light projected from a source enters the eye ball through the

- (A) cornea (B) retina (C) rods (D) cones (E) brain

19. Photometry is the science of

- (A) studying sight (B) color configurations (C) light projection
(D) light and motion (E) measuring light

20. According to the passage, lighting engineers need not

- (A) plot photometric curves (B) understand photometric techniques
(C) utilize photometric data (D) have mathematical expertise
(E) be college graduates

21. The color black is an example of

(A) a surface color (B) an organic color (C) an achromatic color
(D) a diffuse color (E) a pigment color

22. The reflection of light wave-length is accomplished by

(A) all colors (B) selective colors (C) surface colors
(D) achromatic colors (E) pigment colors

23. Inorganic materials reflect light from their

(A) hues (B) body (C) surface (D) pigment (E) compounds

24. Paint would be an example of a substance containing

(A) inorganic material (B) surface color (C) body colors
(D) metallic colors (E) enamels

25. The perception of color is

(A) a photometric phenomenon (B) activated by brain
(C) a complex visual sensation (D) light reflected by a source
(E) energy transmitted from the retina

Part II Use of English (20 points)

(1) Fill in the blanks each with one suitable word. (10 points)

Studies serve for delight, for 26, and for ability. Their chief 27 for delight, is in privateness and retiring; for ornament, is in 28; and for ability, is in the judgment, ... Crafty men contemn studies, simple men admire them, and 29 men use them; ... Some books are to be 30, others to be swallowed, and some few to be chewed and digested; ... Reading make a 31 man; conference a ready man; and writing an 32 man. And therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit: and if he 33 little, he had need have much cunning, to seem to know, that he doth not. Histories make men wise; poets witty; the 34 subtle; natural philosophy deep; moral grave; 35 and rhetoric able to contend.

(2) For each of the following blanks, choose one proper word form the list provided. Make inflective changes where necessary. There are more words than needed. (10 points)

institution; consolidate; exert; terminal; framework; apparatus; confrontation; engender; subjugation; emerge; synthesis;

My objective is to analyze certain forms of knowledge in terms of power. By power, I do not mean a group of 36 and mechanisms that ensure the subservience of the citizenry. I do not mean, either, a mode of 37 that, in contrast to violence, has the form of the rule. Finally, I do not have in mind a general system of domination 38 by one group over another. The sovereignty of the state, the form of law, or the overall unity of a domination are only the 39 forms power takes.

Power must be understood as the process that, through ceaseless struggle and 40, transforms, strengthens or reverses them; as the strategies in which they take effect, whose general design is embodied in the state 41, in the formulation of the law, in the various social hegemonies.

Thus, the viewpoint that makes it possible to use its mechanisms as a structural 42 for analyzing the social order, must be sought in the moving substrate of force relations that, by virtue of their inequality, constantly 43 local and unstable states of power. If power seems omnipresent, it is not because it has the privilege of 44 everything under its invincible unity, but because it is produced from one moment to the next, at every point, or rather in every relation from one point to another. Power is everywhere, simply because the overall effect that 45 from all these mobilities is a concatenation that rests on each of them and seeks in turn to arrest their movement. Power is the name that one attributes to a complex strategic situation in a particular society.

Part III Translation (40 points)

(1) From Chinese to English (20 points)

创作的一个重要成分是想像，经验好比黑暗里点上的火，想像是这个火焰发的光；没有火就没有光，但光照所及，远远超过火点儿的大小。创造的故事往往从多方面超越作者本人的经验。要从创造的故事里返求作者的经验是颠倒的。作者的思想情感经过创造，就好比发过酵而酿成了酒；从酒里辨认酿酒的原料，也不容易。我有机缘知道作者的经历，也知道酿成的酒是什么原料，很愿意让读者看看真人实事和虚构的人物情节有多少联系，而且是怎样的联系。因为许多所谓写实的小说，其实是改头换面地叙写自己的经历，提升或满足自己的感情。这种自传体的小说或小说体的自传，实在是浪漫的纪实，不是写实的虚构。

(2) From English to Chinese (20 points)

Let tyrants fear, I have always so behaved myself that, under God, I have placed my chiefest strength and safeguard in the loyal hearts and good-will of my subjects; and therefore I am come amongst you, as you see, at this time, not for my recreation and disport, but being resolved, in the midst and heat of the battle, to live and die amongst you all; to lay down for my God, and for my kingdom, and my people, my honour and my blood, even in the dust. I know I have the body but of a weak and feeble woman; but I have the heart and stomach of a king, and of a king of England too, and think foul scorn that Parma or Spain, or any prince of Europe, should dare to invade the borders of my realm; to which rather than any dishonour shall grow by me, I myself will take up arms, I myself will be your general, judge, and rewarder of every one of your virtues in the field. I know already, for your forwardness you have deserved rewards and crowns; and We do assure you in the word of a prince, they shall be duly paid you. In the mean time, my lieutenant general shall be in my stead, than whom never prince commanded a more noble or worthy subject; not doubting but by your obedience to my general, by your concord in the camp, and your valour in the field, we shall shortly have a famous victory over those enemies of my God, of my kingdom, and of my people.

Part IV Writing (40 points)

Direction: It is well known that the 29th Olympic Games was held in Beijing in 2008. All the Chinese people in the world feel proud of it. Based on your own experience, write a composition with no less than 500 English words about the benefits that the event has brought to our country and to you as a citizen.