

## 江苏大学 2010 年硕士研究生入学考试试题

科目代码: 613

科目名称: 基础英语

考生注意: 答案必须写在答题纸上, 写在试卷、草稿纸上无效!

### English Examination for Graduate Candidates 2010 (A)

#### Part I Vocabulary (20 points)

1. Plato's teachings had a profound effect on Aristotle.  
a. depth                      b. affection              c. affliction              d. influence
2. The superintendent was the principal speaker at the school board meeting.  
a. only                      b. main                      c. outstanding              d. stronger
3. The campers heard a strange rustling in the trees.  
a. stealing              b. pillaging              c. movement              d. fight
4. He was an exemplary prisoner despite his past experience.  
a. model                      b. sample                      c. honest                      d. humble
5. The hotel manager became suspicious of those people who were loitering in the lobby.  
a. bustling              b. sleeping              c. meddling              d. loafing
6. We decided to pay for the furniture on the installment plan.  
a. cash and carry      b. piece by piece      c. monthly payment              d. credit card
7. Boys' Clubs do not deprive poor children of the opportunity to participate in sports.  
a. deny                      b. retract                      c. improvise                      d. dilute
8. The supervisor dictated a memo to her secretary.  
a. letter                      b. note                      c. report                      d. research paper
9. Picasso was a well-known cubist painter.  
a. artistic                      b. colorful                      c. celebrated                      d. knowledgeable
10. The inquiry concerning the accident was handled by the chief of police.  
a. gossip                      b. inquisitiveness      c. investigation              d. recording
11. The department chairman refused to authorize the requisition.  
a. request                      b. transfer                      c. grant                      d. project
12. It is imperative that they arrive on time for the lecture.  
a. necessary                      b. suggested                      c. hoped                      d. intended
13. The counterfeit bills were a good facsimile of the real one.  
a. factorial                      b. reproduction              c. identification              d. similarity
14. The Montforts have decided to take a cruise, so they went to the travel agency for some brochures.  
a. questions                      b. inquisition                      c. price lists                      d. pamphlets
15. Scott seized the opportunity to present his proposal to the director.  
a. realized                      b. grasped                      c. rendered                      d. delivered
16. The boundary between Canada and the United States has been unfortified for over one hundred years.  
a. border                      b. bridge                      c. water                      d. diplomatic relations
17. While they were away on vacation, they allowed their mail to accumulate at the post office.  
a. be delivered                      b. pile up                      c. get lost                      d. be returned
18. The professor tried to stimulate interest in archaeology by taking his students on expeditions.  
a. simulate                      b. fake                      c. encourage                      d. diminish
19. John's unsportsmanlike behavior caused him to be ostracized by the other members of the country club.  
a. shunned                      b. excelled                      c. readmitted                      d. wavered
20. As result of the accident, the police revoked his driver's license.  
a. reconsidered              b. exorcised                      c. canceled                      d. investigated

#### Part II Paraphrase (15 points)

Directions: In the following passage, there are ten underlined sentences you are expected to paraphrase. Remember: do not simply substitute some words or expressions with some others!

(1)Obama's apparent lack of interest in America's European allies – some call it indifference, even disdain – is a source of growing unease on the Old World side of the Atlantic. (2)As polls suggest Europeans, by and large, are hugely enamoured of

George Bush's dashing successor, his coolness is more than a little hurtful. It's like being the spotty, socially challenged nerd who has a crush on the prom queen.

(3)Evidence suggesting Obama's heart belongs elsewhere is plentiful. Gordon Brown's suit was callously repelled at the Pittsburgh G20 summit, when the object of his desire refused a private meeting. Suave Nicolas Sarkozy, the most Atlanticist of French presidents, has been frustrated, too. Instead of an *entente cordiale* of mutual admiration, he has faced awkward questions about Afghanistan troop levels, Turkey-phobia, and the French nuclear arsenal.

Policy differences between the US and the EU abound. (4)On climate change, the chief topic of tomorrow's summit, Washington believes the Europeans have raised unrealistic expectations of a global treaty to replace the Kyoto protocol. (5)The best that can be hoped for in Copenhagen next month, it is suggested, is a voluntary deal to cut emissions.

(6)East Europeans are still smarting over Obama's decision to modify missile defence plans that the Russians found objectionable – which they interpreted as a weakening of US commitment. (7)Washington, for its part, continues to be dismayed by perceived EU flakiness over threatening problems on its own doorstep.

"Europe is still not up to resolving its own security problems," said Edward Joseph of Johns Hopkins university, writing in Foreign Policy. "(8)Brussels is indifferent at best, and divided at worst, when it comes to pressing issues in the Balkans. Five EU states still do not recognise Kosovo. The EU lacks a viable policy towards Bosnia." EU blocking of Turkish membership attracts similar criticism.

Speaking generally, European governments have been disappointed by Obama's backtracking on Israeli settlement expansion. (9)They feel sidelined by Washington's interminable Afghan strategy debate, notwithstanding the presence of 35,000 European troops. (10)And on vexed issues such as global human rights, significant differences remain. All of which appears to strain Obama's patience.

### Part III Rhetoric (15 points)

#### Section A

Directions: Rewrite the following sentences as is instructed in the brackets.

1. I don't think I am wrong, but the worth and integrity of so many believers makes me modest in my unbelief. (Begin the sentence with "Modest")
2. It would be odd for any 53-year-old man to kiss any 77-year-old woman on first acquaintance, let alone a queen, at a formal occasion, and "full on the lips". (Begin with "Odd")
3. Painstakingly, at snail's pace, the commission took one doctrinal difference after another, and every few years produced a document in impenetrable language that was supposed to have ironed it out. (Use the structure "It is ... that")
4. Progress had already been miserably slow when in 2003 Gene Robinson, who is openly gay, became an Anglican bishop in the US and Pope John Paul II suspended the commission's work. (Begin with "Miserably")
5. If the Pope's initiative succeeds, the Church of England will be further weakened and plunged into even greater disarray. (Use "success" as the subject)

#### Section B

Directions: Correct the following sentences as you think proper.

1. To attain high marks in computer science, many hours of practice must be spent on the computer terminal.
2. After putting on a shirt, the room didn't seem as cold.
3. We nearly collected three thousand signatures on our petition.
4. Mother told us on Friday to mow the lawn and trim the hedge.
5. Our school's computers are more advanced than your school.

### Part IV Fill in the blanks (10 points)

The charm of —1— is that it does not really start —2— anywhere, and no one has any —3— where it will go as it —4— or leaps and sparkles or just glows. The —5— of good conversation is the person who has "something to say." Conversation is not for —6— a point. Argument may often be a part of it, but the —7— of the argument is not to convince. There is —8— winning in conversation. In fact, the best conversationists are those who are prepared to —9—. Suddenly they see the moment for one of their best anecdotes, but in a flash the conversation has moved on and the opportunity is —10—. They are ready to let it go.

### Part V Reading Comprehension A (40 points)

#### Passage One

In 1892 the Sierra Club was formed. In 1908 an area of coastal redwood trees north of San Francisco was established as Muir Woods National Monument. In the Sierra Nevada mountains, a walking trail from Yosemite Valley to Mount Whitney was dedicated in 1938. It is called John Muir Trail.

John Muir was born in 1838 in Scotland. His family name means moor, which is a meadow full of flowers and animals. John loved nature from the time he was small. He also liked to climb rocky cliffs and walls.

When John was eleven, his family moved to the United States and settled in Wisconsin. John was good with tools and soon became an inventor. He first invented a model of a sawmill. Later he invented an alarm clock that would cause the sleeping person to be tipped out of bed when the timer sounded.

Muir left home at an early age. He took a thousand-mile walk south to the Gulf of Mexico in 1867 and 1868. Then he sailed for San Francisco. The city was too noisy and crowded for Muir, so he headed inland for the Sierra Nevadas.

When Muir discovered the Yosemite Valley in the Sierra Nevadas, it was as if he had come home. He loved the mountains, the wildlife, and the trees. He climbed the mountains and even climbed trees during thunderstorms in order to get closer to the wind. He put forth the theory in the late 1860's that the Yosemite Valley had been formed through the action of glaciers. People ridiculed him. Not until 1930 was Muir's theory proven correct.

Muir began to write articles about the Yosemite Valley to tell readers about its beauty. His writing also warned people that Yosemite was in danger from timber mining and sheep ranching interests. In 1901 Theodore Roosevelt became president of the United States. He was interested in conservation. Muir took the president through Yosemite, and Roosevelt helped get legislation passed to create Yosemite National Park in 1906.

Although Muir won many conservation battles, he lost a major one. He fought to save the Hetch Valley, which people wanted to dam in order to provide water for San Francisco. In the late 1913 a bill was signed to dam the valley. Muir died in 1914. Some people say losing the fight to protect the valley killed Muir.

1. What happened first?
  - A. The Muir family moved to the United States.
  - B. Muir Woods was created.
  - C. John Muir learned to climb rocky cliffs.
  - D. John Muir walked to the Gulf of Mexico
  - E. Muir visited along the east coast.
2. When did Muir invent a unique form of alarm clock?
  - A. while the family still lived in Scotland
  - B. after he sailed to San Francisco
  - C. after he traveled in Yosemite
  - D. while the Muir family lived in Wisconsin
  - E. after he took the long walk
3. What did John Muir do soon after he arrived in San Francisco?
  - A. He ran outside during an earthquake.
  - B. He put forth a theory about how Yosemite was formed.
  - C. He headed inland for the Sierra Nevadas.
  - D. He began to write articles about the Sierra Nevadas.
  - E. He wrote short stories for the local newspaper.
4. When did John Muir meet Theodore Roosevelt?
  - A. between 1901 and 1906
  - B. between 1838 and 1868
  - C. between 1906 and 1914
  - D. between 1868 and 1901
  - E. between 1906-1907
5. What happened last?
  - A. John Muir died.
  - B. John Muir Trail was dedicated.
  - C. Muir's glacial theory was proven.
  - D. The Sierra Club was formed.
  - E. John's family visited him.

### Passage Two

The Galapagos Islands are in the Pacific Ocean, off the western coast of South America. They are a rocky, lonely spot, but they are also one of the most unusual places in the world. One reason is that they are the home of some of the last giant tortoises left on earth.

Weighing hundreds of pounds, these tortoises, or land turtles, wander slowly around the rocks and sand of the islands. Strangely, each of these islands has its own particular kinds of tortoises. There are seven different kinds of tortoises on the eight islands, each kind being slightly different from the other.

Hundreds of years ago, thousands of tortoises wandered around these islands. However, all that changed when people started landing there. When people first arrived in 1535, their ships had no refrigerators. This meant that fresh food was always a problem for the sailors on board. The giant tortoises provided a solution to this problem.

Ships would anchor off the islands, and crews would row ashore and seize as many tortoises as they could. Once the animals were aboard the ship, the sailors would roll the tortoises onto their backs. The tortoises were completely helpless once on their backs, so they could only lie there until used for soups and stews. Almost 100,000 tortoises were carried off in this way.

The tortoises faced other problems, too. Soon after the first ships, settlers arrived bringing pigs, goats, donkeys, dogs and cats. All of these animals ruined life for the tortoises. Donkey and goats ate all the plants that the tortoises usually fed on, while the pigs. Dogs and cats consumed thousands of baby tortoises each year. Within a few years, it was hard to find any tortoise eggs-or even any baby tortoises.

By the early 1900s, people began to worry that the last of the tortoises would soon die out. No one, however, seemed to care enough to do anything about the problem. More and more tortoises disappeared, even though sailors no longer needed them for food. For another fifty years, this situation continued. Finally, in the 1950s, scientist decided that something must be done.

The first part of their plan was to get rid of as many cats, dogs and other animals as they could. Next, they tried to make sure that more baby tortoises would be born. To do this, they started looking for wild tortoise eggs. They gathered the eggs and put them in safe containers. When the eggs hatched, the scientists raised the tortoises in special pens. Both the eggs and tortoises were numbered so that the scientists knew exactly which kinds of tortoises they had-and which island they came from. Once the tortoises were old enough and big enough to take care of themselves, the scientists took them back to their islands and set them loose. This slow, hard work continues today, and, thanks to it, the number of tortoises is now increasing every year. Perhaps these wonderful animals will not disappear after all.

6. What happened first?

- A. Sailors took tortoises aboard ships.
- B. The tortoise meat was used for soups and stews.
- C. Tortoises were put onto their backs.
- D. Settlers brought other animals to the islands.
- E. Pigs had been all the sailors had to eat.

7. What happened soon after people brought animals to the islands?

- A. Tortoise eggs were kept in safe containers.
- B. Scientists took away as many animals as they could.
- C. The animals ate the tortoises' food and eggs.
- D. The tortoises fought with the other animals.
- E. The tortoises continued to wander freely.

8. When did people start to do something to save the tortoises?

- A. in the 1500s
- B. in the 1950s
- C. in the early 1900s
- D. in the 1960s
- E. in the 1400s

9. What happens right after the tortoise eggs hatch?

- A. The scientists take the tortoises back to their islands.
- B. The scientists get rid of cats, dogs, and other animals.
- C. The sailors use the tortoises for food.
- D. The scientist raised the tortoises in special pens.
- E. The scientist encouraged the villagers to help.

10. What happened last?

- A. The tortoises began to disappear.
- B. The number of tortoises began to grow.
- C. Scientists took away other animals.
- D. Tortoises were taken back to their home islands.
- E. The number of tortoises began to decrease.

### Passage Three

Charles A. Lindbergh is remembered as the first person to make a nonstop solo flight across the Atlantic, in 1927. This feat, when Lindbergh was only twenty-five years old, assured him a lifetime of fame and public attention.

Charles Augustus Lindbergh was more interested in flying airplanes than he was in studying. He dropped out of the University of Wisconsin after two years to earn a living performing daredevil airplane stunts at country fairs. Two years later, he joined the United States Army so that he could go to the Army Air Service flight-training school. After completing his training, he was hired to fly mail between St. Louis and Chicago.

Then came the historic flight across the Atlantic. In 1919, a New York City hotel owner offered a prize of \$25,000 to the first pilot to fly nonstop from New York to Paris. Nine St. Louis business leaders helped pay for the plane Lindbergh designed especially for the flight. Lindbergh tested the plane by flying it from San Diego to New York, with an overnight stop in St. Louis. The flight took only 20 hours and 21 minutes, a transcontinental record.

Nine days later, on May 20, 1927, Lindbergh took off from Long Island, New York, at 7:52 A. M. He landed at Paris on May 21 at 10:21 P. M. He had flown more than 3,600 miles in less than thirty four hours. His flight made news around the world. He was given awards and parades everywhere he went. He was presented with the U. S. Congressional Medal of Honor and the first Distinguished Flying Cross. For a long time, Lindbergh toured the world as a U. S. goodwill ambassador. He met his future wife, Anne Morrow, in Mexico, where her father was the United States ambassador.

During the 1930s, Charles and Anne Lindbergh worked for various airline companies, charting new commercial air routes. In 1931, for a major airline, they charted a new route from the east coast of the United States to the Orient. The shortest, most efficient route was a great curve across Canada, over Alaska, and down to China and Japan. Most pilots familiar with the Arctic did not believe that such a route was possible. The Lindberghs took on the task of proving that it was. They arranged for fuel and supplies to be set out along the route. On July 29, they took off from Long Island in a specially equipped small seaplane. They flew by day and each night landed on a lake or a river and camped. Near Nome, Alaska, they had their first serious emergency. Out of daylight and nearly out of fuel, they were forced down in a small ocean inlet. In the next morning's light, they discovered they had landed on barely three feet of water. On September 19, after two more emergency landings and numerous close calls, they landed in China with the maps for a safe airline passenger route.

Even while actively engaged as a pioneering flier, Lindbergh was also working as an engineer. In 1935, he and Dr. Alexis Carrel were given a patent for an artificial heart. During World War I in the 1940s, Lindbergh served as a civilian technical advisor in aviation. Although he was a civilian, he flew over fifty combat missions in the Pacific. In the 1950s, Lindbergh helped design the famous 747 jet airliner. In the late 1960s, he spoke widely on conservation issues. He died August 1974, having lived through aviation history from the time of the first powered flight to the first steps on the moon and having influenced a big part of that history himself.

11. What did Lindbergh do before he crossed the Atlantic?

- A. He charted a route to China.
- B. He graduated from flight-training school.
- C. He married Anne Morrow.
- D. He acted as a technical advisor during World War II.
- E. He was responsible for the fuel supply for planes.

12. What happened immediately after Lindbergh crossed the Atlantic?

- A. He flew the mail between St. Louis and Chicago.
- B. He left college.
- C. He attended the Army flight-training school.
- D. He was given the Congressional Medal of Honor.
- E. He married Anne Morrow.

13. When did Charles meet Anne Morrow?

- A. before he took off from Long Island
- B. after he worked for an airline
- C. before he was forced down in an ocean inlet
- D. after he received the first Distinguished Flying Cross
- E. when visiting his parents

14. When did the Lindberghs map an air route to China?

- A. before they worked for an airline
- B. before Charles worked with Dr. Carrel
- C. after World War II
- D. while designing the 747
- E. when he was thirty

15. What event happened last?

- A. Lindbergh patented an artificial heart.
- B. The Lindberghs mapped a route to the Orient.
- C. Lindbergh helped design the 747 airline.
- D. Lindbergh flew fifty combat missions.
- E. Charles finally was given an honorary degree from college.

**Passage Four**

The village of Vestmannaeyjar, in the far northern country of Iceland, is as bright and clean and up-to-date as any American or Canadian suburb. It is located on the island of Heimaey, just off the mainland. One January night in 1973, however, householders were shocked from their sleep. In some backyards red-hot liquid was spurting from the ground. Flaming 捞 kyrockets?shot up and over the houses. The island's volcano, Helgafell, silent for seven thousand years, was violently erupting!

Luckily, the island's fishing fleet was in port, and within twenty-four hours almost everyone was ferried to the mainland. But then the agony of the island began in earnest. As in a nightmare, fountains of burning lava spurted three hundred feet high. Black, baseball-size cinders rained down. An evil-smelling, eye-burning, throat-searing cloud of smoke and gas erupted into the air, and a river of lava flowed down the mountain. The constant shriek of escaping steam was punctuated by ear-splitting explosions.

As time went on, the once pleasant village of Vestmannaeyjar took on a weird aspect. Its street lamps still burning against the long Arctic night, the town lay under a thick blanket of cinders. All that could be seen above the ten-foot black drifts were the tips of street signs. Some houses had collapsed under the weight of cinders; others had burst into flames as the heat ignited their oil storage tanks. Lighting the whole lurid scene, fire continued to shoot from the mouth of the looming volcano.

The eruption continued for six months. Scientists and reporters arrived from around the world to observe the awesome natural event. But the town did not die that easily. In July, when the eruption ceased, the people of Heimaey Island returned to assess the chances of rebuilding their homes and lives. They found tons of ash covering the ground. The Icelanders are a tough people, however, accustomed to the strange and violent nature of their Arctic land. They dug out their homes. They even used the cinders to build new roads and airport runways. Now the new homes of Heimaey are warmed from water pipes heated by molten lava.

16. The village is located on the island of-

- A. Vestmannaeyjar
- B. Hebrides
- C. Heimaey
- D. Helgafell
- E. Heimma

17. The color of the hot liquid was-

- A. orange
- B. black
- C. yellow
- D. red
- E. gray

18. This liquid was coming from the ?

- A. mountains
- B. ground
- C. sea
- D. sky
- E. ocean

19. The island's volcano had been inactive for-

- A. seventy years
- B. seven thousand years
- C. seven thousand months
- D. seven hundred years
- E. seventy decades

20. Black cinders fell that were the size of\_\_

- A. baseballs
- B. pebbles
- C. golf balls
- D. footballs
- E. hail-stones

#### Part VI Reading Comprehension B (20 points)

On the face of it, Lord Mandelson's new framework for higher education looks like a student-friendly vision for the future of our universities. It talks about a "public-facing" higher education system, "responsive to the needs of students". It refocuses the Quality Assurance Agency to have a "greater focus on the student experience and the service delivered to the student" and states that "students should be an 'equal partner' in their education from start to finish". But the government's commitment to that equal partnership will be put to the test within the next fortnight.

Today's framework lacks one single, headline-grabbing proposal, but it should not be interpreted as anything other than a fundamental shift in the balance of power and priorities towards the consumers of higher education, namely students and businesses. While the traditional role of higher education as a civilising force and place for the pursuit of truth and knowledge are recognised, in the hard financial climate of the next decade, whoever pays the piper calls the tune.

We are in danger of sleepwalking into a system where students become customers and a degree becomes a commodity to be bought and sold in the marketplace; where students go simply to be certified rather than educated; and where higher education is a means to an end rather than an end in itself. I believe this is reductive and detrimental to the real value of higher education, but if the government leads us on the path to consumerism and university vice-chancellors choose to follow, then students will act as consumers and in turn demand consumer rights. Those vice-chancellors should be incredibly careful what they wish for because they would be wholly unprepared to face the consequences.

Today's higher education framework will be debated and scrutinised within the context of the government's review of tuition fees, due to be launched imminently – and rightly so. The government has made no secret of the fact that today's framework is designed to provide the backdrop to that review, setting out a vision of the higher education landscape. The question of how that vision can be funded will be the central challenge facing that review.

If the government is indeed serious about universities listening to the voice of the "consumer", then it will practice what it preaches by including a student voice on the review panel itself. On this, the framework is vague and fails on its own terms. It says that "the student voice will be one of signal importance in contributing to the coming fees review and we expect the NUS [National Union of Students] to fully play its part in submitting evidence". I hope ministers were not labouring under the misapprehension that we would do anything other than democratically represent students' interests, but inviting NUS to send a letter to the (as yet unknown) chair of the review panel falls far short of the framework's own vision for a "partnership" with students.

NUS has made difficult choices ahead of the government's fees review. We chose to put forward alternative proposals for a graduate-tax-style system because we were determined that students should not sit outside in the cold while decisions were made inside about how our higher education system is funded and how we should contribute.

Lord Mandelson has not said one way or another whether or not a student voice will be on the government's review group. If he genuinely wants to see student engagement and "consumers" shaping their own experience, he must ensure we have a seat at the table. Anything less will look like a backroom stitch-up between government, business and universities. As such, it would be met with a fierce response from students in the run-up to the general election.

Question 1 What are the differences between the traditional higher education and the new framework? (6 points)

Question 2 What does the author imply by distinguishing "be certified" from "be educated"? (4 points)

Question 3 What's the author's objection to universities' consumerism? (5 points)

Questions 4 Why What's the author's opinion of NUS involvement in the review of tuition fees? (5 point)

#### **Part VII Writing (30 points)**

The Bible teaches us "eye for eye, tooth for tooth", but Confucianism urges us to forgive our foes. What's your choice? Why? (No less than 300 words)