

# 南京财经大学

## 2011 年攻读硕士学位研究生入学考试（初试）试卷 A

考试科目： 613 基础英语 适用专业： 英语语言文学 满分 150 分

考试时间： 2011 年 1 月 16 日上午 8: 30——11: 30

注意事项： 所有答案必须写在答题纸上，做在试卷或草稿纸上无效；

请认真阅读答题纸上的注意事项，试题随答卷一起装入试题袋中交回。

### I. Identify the rhetoric device. (10 points)

**Instructions:** Identify the rhetorical devices or the figures of speech in the following sentences. Choose the terminology in the box that best describes the rhetorical category of the sentence to fill in the blanks. (One terminology for each sentence)

**You must write your answer on the ANSWER SHEET.**

simile	metaphor	metonymy	synecdoche	personification	transferred epithet
alliteration	irony	repetition	oxymoron	allegory	hyperbole

1. There are a hundred *hands* working in his factory. \_\_\_\_\_
2. I wondered what mortal controlled it, in what must be one of the *loneliest, most forbidding* spots on earth. \_\_\_\_\_
3. Dedley Field Malene called by conviction a "*victorious defeat*". \_\_\_\_\_
4. Darrow had whispered throwing a *reassuring* arm round my shoulder. \_\_\_\_\_
5. *Laugh and the world laughs with you, weep and you weep alone.* \_\_\_\_\_

### II. Paraphrase the following underlined part of sentences. (10 points)

1. The microelectronic revolution promises to ease, enhance and simplify life in ways undreamed of even by the utopians.
2. Unless the man exploits others, he has to work in order to live. However simple and primitive his production may be, he has risen above the animal kingdom; rightly has he been defined as "animal that produces".
3. Her defiant face, momentarily, became unguarded and unmasked, and in her eyes there was a terrifying hope.
4. The nation (America) has entered a period in which many houses are distinguished less by their lingering similarities than by how they diverge both from one another and from homes of the past.

5. Great nations write their autobiographies in three manuscripts, the book of their deeds, the book of their words and the book of their art.

### III. Vocabulary and general knowledge. (20 points)

1. The new secretary has written a remarkably \_\_\_\_\_ report only in a few pages but with all the details.

- A. concise      B. clear      C. precise      D. elaborate

2. The governor of the prison made out the death \_\_\_\_\_ for the condemned man.

- A. diplomas      B. warrants      C. warnings      D. challenge

3. His \_\_\_\_\_ with everything we suggest makes it hard to know what he really feels.

- A. competency      B. compliance      C. complement      D. complacency

4. "When are you going to mend that broken window?" "Don't worry, I'll \_\_\_\_\_ it one of these days."

- A. get around to      B. get down on      C. get over with      D. get up to

5. The study of anthropology \_\_\_\_\_ the study of culture and evolution.

- A. entails      B. joins      C. combines      D. collaborates

6. Unless stricter hunting law are introduced, seals will soon be \_\_\_\_\_.

- A. extinct      B. archaic      C. out-dated      D. obsolete

7. After he set fire to the library, the boy was \_\_\_\_\_ from school.

- A. extracted      B. excluded      C. exiled      D. expelled

8. The student found the novel \_\_\_\_\_. It provided him with so much information about the subject.

- A. enlightening      B. confusing      C. perplexing      D. eroded

9. In my opinion standards of workmanship have \_\_\_\_\_ over the past 20 years.

- A. aggravated      B. diminished      C. deteriorated      D. eroded

10. The most affluent countries make \_\_\_\_\_ to assist poorer countries in educational efforts.

- A. obligations      B. concessions      C. options      D. commitments

11. The leader of the first English settlement Jamestown in North America is \_\_\_\_\_.

- A. Benjamin Franklin      B. Henry Hudson  
C. John Smith      D. Roger Williams

12. The \_\_\_\_\_ movement (about late 19th century to the mid-20th) advocates "new"

experimentation and flouts traditional conventions.

- A. Romanticism
- B. Sentimentalism
- C. Modernism
- D. Realism

13. Generally speaking, the Renaissance refers to the period between the 14<sup>th</sup> and mid-16<sup>th</sup> centuries, its essence is \_\_\_\_\_.

- A. science
- B. philosophy
- C. arts
- D. humanism

14. The kilt worn by males is a national symbol of \_\_\_\_\_.

- A. Anglo-Saxons
- B. Wales
- C. Ireland
- D. Scotland

15. The Greening of America is written by \_\_\_\_\_.

- A. Thorstein Veblen
- B. Charles Reich
- C. Joseph Brodsky
- D. Saul Bellow

16. George Bernard Shaw was a(n) \_\_\_\_\_.

- A. playwright
- B. poet
- C. novelist
- D. essayist

17. Where is Edinburgh?

- A. In Wales
- B. In Scotland
- C. In Northern Ireland
- D. In Ireland

18. Madame Bovary (1857) is written by \_\_\_\_\_.

- A. Jean Rousseau
- B. Virginia Woolf
- C. Gustave Flaubert
- D. John Ruskin

19. \_\_\_\_\_ is proposed by M. A. K. Halliday.

- A. Systemic-functional grammar
- B. Universal grammar
- C. Speech act theory
- D. IC analysis

20. Which of the following is NOT a blend?

- A. Autocide
- B. Telex
- C. Mass-produce
- D. Eurasia

#### IV. Error Correction. (10 points)

##### Directions:

The following passage contains TEN errors. Each indicated line contains a maximum of ONE error only. In each case, only one word is involved. You should proofread the passage and correct it in the following way:

For the wrong word, write the wrong word in the bracket and the correct one in the blank at

the end of the line.

For the missing word, indicate the missing place in the bracket with two words and a sign “ ^ ” and provide the missing word in the blank at the end of the sentence.

For the unnecessary word, write the unnecessary word in the bracket and cross it the with a slash “ / ”.

### You must write them on the ANSWER SHEET.

#### Example:

When art museum wants a new exhibit,  
 it never buys things in finished form  
 and hangs them on the wall. When a natural  
 history museum wants an exhibition.

1. (When ^ art) an

2. (~~never~~) \_\_\_\_\_

3. (~~exhibition~~) exhibit

Creating art is very personal experience. Creating a  
 photograph is equally as personal, because it is our art. It  
 is how we see the world... or it is what we want to  
 see the world. Regardless, it is undeniably part of who we  
 are. Even an abstract image that we captured in a  
 split-second decision at capturing an exposure represents  
 how we see the world. It is a representation of us, like  
 individuals.

1. ( ) \_\_\_\_\_

2. ( ) \_\_\_\_\_

And yet, I'm telling you to listen to others... learn from  
 others... embrace what they like or dislike about your  
 images, your sense of self. Having your images criticized is a  
 difficult necessary step towards becoming a better  
 photographer. I remember my first image that I posted for  
 critique... I loved it. But, when reading the comments that  
 people left, I took the negative so personally when I  
 disregarded the positive. As artists, we are touching on our  
 softer side, which can be surprisingly vulnerable. We are  
 opening our world up for others, and ASKING them to tell us  
 of their honest opinions, whether good or bad.

3. ( ) \_\_\_\_\_

4. ( ) \_\_\_\_\_

5. ( ) \_\_\_\_\_

First, I also want to ensure that not all critiques are  
 helpful, even I honestly believe that most critiquers are trying  
 to be helpful. Some are harsh, some are fluff, and some are  
 worthless. But, even if you receive these types of comments,  
 keep in your mind that these critiquers are in the process of  
 trying to learn for them “how” how to critique. It's a valuable  
 skill that they are developing in order to help themselves  
 become better artists as well!

6. ( ) \_\_\_\_\_

7. ( ) \_\_\_\_\_

8. ( ) \_\_\_\_\_

Second, you may not agree with all the comments you  
 accept. In fact, I can guarantee that you won't agree with all of  
 hem, and that's ok. After all, it's a personal perception of

9. ( ) \_\_\_\_\_



your image that people are commenting. And as a result of 10. ( ) \_\_\_\_\_  
 their personal experience and how they see their own world,  
 their reaction will differ from yours. If it doesn't, this world  
 surprise me enormously!

## V. Reading Comprehension. (30 points)

### Text A

People do not analyze every problem they meet. Sometimes they try to remember a solution from the last time they had a similar problem. They often accept the opinions or ideas of other people. Other times they begin to act without thinking; they try to find a solution by trial and error. However, when all these methods fail, the person with a problem has to start analyzing. There are six stages in analyzing a problem.

First the person must recognize that there is a problem. For example, Sam's bicycle is broken, and he cannot ride it to class as he usually does. Sam must see that there is a problem with his bicycle.

Next the thinker must define the problem. Before Sam can repair his bicycle, he must find the reason why it does not work. For instance, he must determine if the problem is with the gears, the brakes, or the frame. He must make his problem more specific.

Now the person must look for information that will make the problem clearer and lead to possible solutions. For instance, suppose Sam decided that his bike does not work because there is something wrong with the gear wheels. At this time, he can look in his bicycle repair book and read about gears. He can talk to his friends at the bike shop. He can look at his gears carefully.

After studying the problem, the person should have several suggestions for a possible solution. Take Sam as an illustration. His suggestions might be: put oil on the gear wheels; buy new gear wheels and replace the old ones; tighten or loosen the gear wheels.

Eventually one suggestion seems to be the solution to the problem. Sometimes the final idea comes very suddenly because the thinker suddenly sees something new or sees something in a new way. Sam, for example, suddenly sees that there is a piece of chewing gum between the gear wheels. He immediately realizes the solution to his problem, he must clean the gear wheels.

Finally the solution is tested. Sam cleans the gear wheels and finds that afterwards his bicycle works perfectly. In short, he has solved the problem.

1. As used in the first paragraph, the phrase "by trial and error" means
  - A. refer to others
  - B. by accident
  - C. consult teachers
  - D. through experiments
2. What is the main idea of the first paragraph?
  - A. People do not always analyze the problem they meet.
  - B. People often accept the opinions or ideas of other people.
  - C. People may learn from their past experience.
  - D. People can not solve some problems they meet.
3. What is the author's purpose of referring to Sam's broken bicycle?
  - A. To illustrate the ways to repair his bicycle.

- B. To discuss the problems of his bicycle.
  - C. To tell us how to solve a problem.
  - D. To show us how to analyze a problem.
4. What is the best title for this passage?
- A. How to Recognize and Define Problems.
  - B. Six Stages for Repairing Bicycles.
  - C. Stages of problem Analysis.
  - D. Analyzing a Problem by Yourself.

## Text B

The 10th launch of the space shuttle Challenger was scheduled as the 25th space shuttle mission. Francis R. (Dick) Scobee was the mission commander. The crew included Christa McAuliffe, a high-school teacher from New Hampshire. The five other crew members were Gregory B. Jarvis, Ronald E. McNair, Ellison S. Onizuka, Judith A. Resnik, and Michael J. Smith.

After several launch delays, NASA officials overruled the concerns of engineers and ordered a liftoff on a cold morning, Jan.28, 1986. The mission ended in tragedy. Challenger disintegrated into a ball of fire. The accident occurred 73 seconds into flight, at an altitude of 14020 meters and at about twice the speed of sound.

Strictly speaking, Challenger did not explode. Instead, various structural failures caused the spacecraft to break apart. Although Challenger disintegrated almost without warning, the crew may have briefly been aware that something was wrong. The crew cabin tore loose from the rest of the shuttle and soared through the air. It took almost three minutes for the cabin to fall to the Atlantic Ocean, where it smashed on impact, killing the seven crew members.

All shuttle missions were halted while a special commission appointed by President Reagan determined the cause of the accident and what could be done to prevent such disasters from happening again. In June 1986, the commission reported that the accident was caused by a failure of O rings in the shuttle's right solid rocket booster. These rubber rings sealed the joint between the two lower segments of the booster. Design flaws in the joint and unusually cold weather during launch caused the O rings to allow hot gases to leak out of the booster through the joint. Flames from within the booster streamed past the failed seal and quickly expanded the small hole. The flaming gases then burned a hole in the shuttle's external fuel tank. The flames also cut away one of the supporting beams that held the booster to the side of the external tank. The booster tore loose and ruptured the tank. The propellants from the tank formed a giant fireball as structural failures tore the vehicle apart.

The commission said NASA's decision to launch the shuttle was flawed. Top-level decision makers had not been informed of problems with the joints and O rings or of the possible damaging effects of cold weather.

Shuttle designers made several technical modifications, including an improved O-ring design and the addition of a crew bail-out system. Although such a system would not work in all cases, it could save the lives of shuttle crew members in some situations. Procedural changes included stricter safety reviews and more restrictive launching conditions. The space shuttle resumed flying on Sept. 29, 1988, with the launch of the redesigned shuttle Discovery.

5. The word "overrule" in the first sentence of paragraph 2 means\_\_\_\_\_.

- A. share
  - B. ignore
  - C. consider
  - D. know
6. The crew died as a direct result of \_\_\_\_\_.
- A. the smash of the cabin on impact on water
  - B. the explosion of the spacecraft into a fireball
  - C. the disintegration of the spacecraft
  - D. the breakdown of the booster
7. Investigation by the special commission revealed that \_\_\_\_\_.
- A. top-level NASA officials made an arbitrary decision for takeoff
  - B. designers of the spacecraft failed to assess the problem with the booster
  - C. cold weather caused the O ring to come off the rocket booster
  - D. the tragedy was caused by at least three factors working together
8. It is obvious from Paragraph 4 that the chief cause leading to the disaster is \_\_\_\_\_.
- A. the leakage of the O rings
  - B. cold weather
  - C. structure failures
  - D. the faulty fuel tank
9. Which of the following is mentioned as an improvement on the launch of Discovery?
- A. a special examination of the O ring
  - B. greater safety design of the crew cabin
  - C. redesign of the booster system
  - D. careful consideration of the effects of weather

### Text C

By the year 2000 nearly half the workforce will be over 40 and yet throughout Europe there is a deep ambivalence—if not outright suspicion—towards the capabilities of older workers.

Those over the age of 40 generally take longer to find new employment, but European governments have done little to protect their employment fights. Only Germany, with incentives to business to encourage the employment of older people, and France, with the introduction of legislation making it illegal to use age barriers in recruitment or to make employees redundant because of their age have done anything substantive to combat age discrimination.

Yet even in these two countries, there has been no noticeable improvement in the lot of the older worker; indeed in France job advertisements flout the law openly by asking for applicants of a certain age. So, should France and Germany be tightening up their laws and should the rest of Europe follow suit?

Bill Robbins, a careers consultant with outplacement specialist DBM, believes not. He said: "Legislation against age discrimination has been in existence for well over ten years in the US and Canada, but has had no effect per se.

Employers will always be able to find some reason for turning down an older applicant without appearing to break the law. Age laws merely act as a symbol of a commitment to change societal attitudes, and it is these that must be changed if we are to make progress."

Ironically, it was governments which played a leading role in hardening business culture against older workers in the first place. In the late 1970s many European countries were extremely concerned about the levels of youth unemployment, and France, Germany and Belgium even initiated incentive schemes for business to encourage older employees to take early retirement provided that younger trainees were taken on in their place. As more and more employees took early retirement, often willingly, a new, youth-oriented culture permeated business throughout most of Europe—even in those countries that had taken no active measures to promote it.

Demographic trends mean that governments are now anxious to slow down the policy of early retirement as they realize that they simply do not have the funds to meet their pension promises. But reversing business attitudes is no easy matter. Dianah Worman, a policy adviser for the Institute of Personnel and Development, said: “There is a widely held belief that older people are less adaptable and trainable. This is just not true: “research has shown that differences in capability are as wide within age groups as they are between them”.

So what can older job-seekers do? On a practical level it is often recommended that applicants either omit their age from a CV or leave it to the end, to ensure that at least it gets read. Yet Tony Milne, an independent careers consultant, believes that the way forward is for older people themselves to adopt a positive attitude to their age when applying for work. “You can’t expect someone else to give you a job if you think you might be too old for it. Many older applicants are extremely aggressive or defensive about their age in interviews. They are immediately labeled by potential employers as difficult characters who would have problems fitting into a new organization and it is for these reasons rather than their age that they are rejected. If older workers can learn to become relaxed and confident about their age, then I am sure that a change in business attitudes will follow.”

10. Which of the following words best characterizes the European attitude to older workers?
- A. disapproval
  - B. dismay
  - C. distrust
  - D. dislike
11. France, US and Canada have all taken which of the following steps to discourage age discrimination?
- A. encourage business to employ older people by offering rewards
  - B. make age discrimination in respect of employment illegal
  - C. refuse to employ younger workers
  - D. enforce age discrimination laws strictly
12. What did governments do to discourage the employment of older workers in the 1970s?
- A. offer early retirement to all employees
  - B. offer incentives to businesses to take on younger employees
  - C. only employ young trainees
  - D. set specific age limit for employment

### Text D

When imaginative men turn their eyes towards space and wonder whether life exists in any part of it, they may cheer themselves by remembering that life need not resemble closely the life



that exists on Earth. Mars looks like the only planet where life like ours could exist even this is doubtful. But there may be other kinds of life based on other kinds of chemistry, and they may multiply on Venus or Jupiter. At least we cannot prove at present that they do not.

Even more interesting is the possibility that life on the planets may be in a more advanced state of evolution. Present-day man is in a peculiar and probably temporary stage. His individual units retain a strong sense of personality. They are, in fact, still capable under favorable circumstances of leading individual lives. But man's societies are already sufficiently developed to have enormously more power than individual lives. But man's societies are already sufficiently developed to have enormously more power than the individuals have.

It is not likely that this transitional situation will continue very long on the evolutionary time scale. Fifty thousand years from now man's societies may have become so close-knit that the individuals retain no sense of separate personality. Then little distinction will remain between the organic parts of the multiple organisms and the inorganic parts (machines) that have been constructed by it. A million years further on man and his machines may have merged as closely as the muscles of the human body and the nerve cells that set them in motion.

The exploration of space should be prepared for some such situation. If they arrive on a foreign planet that has reached an advanced stage (and this is by no means impossible), they may find it being inhabited by a single large organism composed of many closely cooperating units.

The units may be "secondary" – machines created millions of years ago by a previous form of life and given the will and ability to survive and reproduce. They may be built entirely of metals and other durable materials. If this is the case, they may be much more tolerant of their environment, multiplying under conditions that would destroy immediately and organism made of carbon compounds and dependent on the familiar carbon cycle.

Such creatures might be relics of a past age, many millions of years ago, when their planet was favorable to the origin of life, or they might be immigrants from a favored planet.

13. Humans on Earth today are characterized by \_\_\_\_\_.  
A. their existence as free and separate beings  
B. their capability of living under favorable conditions  
C. their great power and effectiveness  
D. their strong desire for living in a close-knit society
14. According to this passage, some people believe that eventually \_\_\_\_\_.  
A. human societies will be much more cooperative  
B. man will live in highly organized world  
C. machines will take control over man  
D. living beings will disappear from Earth
15. Even most imaginative people have to admit that \_\_\_\_\_.  
A. human societies are as advanced as those on some other planets  
B. planets other than Earth are not suitable for life like ours to stay  
C. it is difficult to distinguish between organic parts and inorganic parts of the human body.  
D. organisms are more creative than machines
16. the passage is mainly concerned with \_\_\_\_\_.  
A. the feasibility of life existing on other planets  
B. the description of Mars'  
C. the comparison between the physical features of Mars and Earth.

D. the feasibility of men's migrating onto Mars.

## Text E

Specialisation can be seen as a response to the problem of an increasing accumulation of scientific knowledge. By splitting up the subject matter into smaller units, one man could continue to handle the information and use it as the basis for further research. But specialisation was only one of a series of related developments in science affecting the process of communication. Another was the growing professionalisation of scientific activity.

No clear-cut distinction can be drawn between professionals and amateurs in science: exceptions can be found to any rule. Nevertheless, the word "amateur" does carry a connotation that the person concerned is not fully integrated into the scientific community and, in particular, may not fully share its values. The growth of specialisation in the nineteenth century, with its consequent requirement of a longer, more complex training, implied greater problems for amateur participation in science. The trend was naturally most obvious in those areas of science based especially on a mathematical or laboratory training, and can be illustrated in terms of the development of geology in the United Kingdom.

A comparison of British geological publications over the last century and a half reveals not simply an increasing emphasis on the primacy of research, but also a changing definition of what constitutes an acceptable research paper. Thus, in the nineteenth century, local geological studies represented worthwhile research in their own right; but, in the twentieth century, local studies have increasingly become acceptable to professionals only if they incorporate, and reflect on the wider geological picture. Amateurs, on the other hand, have continued to pursue local studies in the old way. The overall result has been to make entrance to professional geological journals harder for amateurs, a result that has been reinforced by the widespread introduction of refereeing, first by national journals in the nineteenth century and then by several local geological journals in the twentieth century. As a logical consequence of this development, separate journals have now appeared aimed mainly towards either professional or amateur readership. A rather similar process of differentiation has led to professional geologists coming together nationally within one or two specific societies, whereas the amateurs have tended either to remain in local societies or to come together nationally in a different way.

Although the process of professionalisation and specialisation was already well under way in British geology during the nineteenth century, its full consequences were thus delayed until the twentieth century. In science generally, however, the nineteenth century must be reckoned as the crucial period for this change in the structure of science.

17. The growth of specialisation in the 19th century might be more clearly seen in sciences such as \_\_\_\_\_

- A. sociology and chemistry.
- B. physics and psychology.
- C. sociology and psychology.
- D. physics and chemistry

18. We can infer from the passage that \_\_\_\_\_

- A. there is little distinction between specialisation and professionalisation.
- B. amateurs can compete with professionals in some areas of science.

- C. professionals tend to welcome amateurs into the scientific community.  
D. amateurs have national academic societies but no local ones.
19. The author writes of the development of geology to demonstrate
- A. the process of specialisation and professionalisation.  
B. the hardship of amateurs in scientific study.  
C. the change of policies in scientific publications.  
D. the discrimination of professionals against amateurs.
20. The direct reason for specialisation is
- A. the development in communication.  
B. the growth of professionalisation.  
C. the expansion of scientific knowledge.  
D. the splitting up of academic societies.

#### VI. Translating the following text into Chinese. (20 points)

A true classic, as I should like to hear it defined, is an author who has enriched the human spirit, who has truly increased its treasure, who has caused it to take a step forward, who has discovered some unequivocal moral truth or laid fresh hold on some eternal passion in that heart where all seemed known and explored; who has conveyed his thought, his observation, or his discovery in whatever form, only let it be liberal and grand, choice and judicious, intrinsically wholesome and seemly; who has spoken to all men in a style of his own which at the same time turns out to be every man's style, a style that is new without neologism, at once new and old, easily contemporaneous with every age.

#### VII. Translation from Chinese into English. (20 points)

名声、财产、知识等都是身外之物，人人都可求而得之，但没有人能够代替你感受人生。你死以后，没有人能够代替你再活一次。如果你真正意识到这一点，你就会明白，活在世上，最重要地事情就是活出你自己地特色和滋味来。你的人生是否有意义，衡量地标准不是外在地成功，而是对人生意义地独特领悟和坚守，从而使你的自我闪放出个性的光华。

#### VIII. Writing. (30 points)

**Directions:** Write a composition of about 400 words on the following statement.

Write an article on the following topic:

**Some people think that lying (说谎) is sometimes necessary and morally good if it is for a good purpose, while other people think that lying is always immoral. What is your idea?**

**You should supply a title for your article.**

Marks will be awarded for content, organization, grammar and appropriateness. Failure to follow the above instructions may result in a loss of marks.