

南京航空航天大学  
二〇一〇年硕士研究生入学考试试题

考试科目: 基础英语

说 明: 答案一律写在答题纸上, 写在试卷上无效

**I. Vocabulary (20 points)**

**A.** Choose the word or phrase marked A, B, C, and D to best correspond to the word above. Be sure to write down your choice in the numbered space on the answer sheet. (10 points)

1. vexed

- a) interested      b) bored      c) amused      d) annoyed

2. stake

- a) a passing interest in a project      b) a share or interest in a business  
c) a cut of meat      d) a decision to leave a company

3. adversity

- a) easy conditions      b) marketing strategy  
c) difficult circumstances      d) quality control

4. ruddy

- a) repugnant      b) colourless      c) reddish in colour      d) wrinkled

5. euphoric

- a) miserable      b) surprised      c) indignant      d) ecstatic

6. prone to

- a) tendency to be affected by something      b) difficulty in solving something  
c) tendency to be aggressive      d) difficulty in understanding new ideas

7. to admonish

- a) to speak sternly      b) to praise      c) to encourage      d) to dislike

8. dole

- a) child benefit      b) state pension      c) unemployment benefit      d) invalidity benefit

9. melodious

- a) harmonious      b) mellow      c) gracious      d) raucous

10. plausible

- a) problematic      b) believable      c) unbelievable      d) costly

**B.** Directions: Explain the *italicized* words in the following sentences with simple, everyday words or expressions in English. Be sure to write down your explanation in the numbered space on the answer sheet. (10 points)

1. ...ageing and *paunchy*, he walked on pompously.
2. ...to the purist of 40 years ago, *unbuttoned* gibberish.
3. "She is not *contagious*", my father said.
4. to *weather* the bad times
5. They have taken a *shellacking* so far.
6. That is a vast *ramshackle* apparatus.
7. Maggie's brain is *like an elephant's*.
8. The increase in heat threatens the global climate *equilibrium*.
9. The *noctilucent* cloud occasionally appears when the earth ....
10. ...he thundered in his *sonorous* organ tones...

**II. Cloze (20 points)**

**A.** Fill in each of the following blanks with a suitable word in its proper form and write down the required word in the numbered space on the answer sheet. (10 points)

Jane Goodall was born in London on April 3, 1934. On her second birthday, her father gave her a   1   chimpanzee named Jubilee. Jubilee was named   2   a baby chimp in the London Zoo, and seemed to foretell the   3   Jane's life

would take. To this day, Jubilee sits in a chair in Jane's London home. From an 4 age, Jane was fascinated by animals and animal stories. By the age of 10, she was 5 about going to Africa to live among the 6 there. At the time, in the early 1940s, this was a radical 7 because women did not go to Africa by themselves.

As a young woman, Jane finished school in London, 8 secretarial school, and then worked for a documentary filmmaker for a while. When a school friend invited her to 9 Kenya, she worked as a waitress until she had 10 the fare to travel there by boat. She was 23 years old.

11 in Kenya, she met Dr. Louis Leakey, a famous paleontologist and anthropologist. He was impressed with 12 thorough knowledge of Africa and its wildlife, and hired her to assist him and his wife on a fossil-hunting 13 to Olduvai Gorge. Dr. Leakey soon realized that Jane was the 14 person to complete a study he had been planning for some time. She expressed her 15 in the idea of studying animals by living in the 16 with them, rather than studying dead animals through paleontology.

One of the first significant observations that Jane 17 during the study was that chimpanzees make and use tools, 18 like humans do, to help them get food. It was previously thought that humans 19 used tools. Also thanks to Jane's research, we now know that chimps eat meat as well as plants and fruits. In many ways, she has helped us to see how chimpanzees and humans are 20. In doing so, she has made us more sympathetic toward these creatures, while helping us to better understand ourselves.

**B. Fill in each blank with a proper word from the following box. Change its form if necessary and write down the required word in the numbered space on the answer sheet. (10 points)**

|         |                |         |              |           |        |        |         |      |
|---------|----------------|---------|--------------|-----------|--------|--------|---------|------|
| alike   | and            | but     | contact      | heart     | height | number | of      | onto |
| own     | provides       | rapidly | requirements | resources | sector | theory | totally |      |
| touches | transformation | worship |              |           |        |        |         |      |

**As a new civilization arrives, it 1 the fundamental and the trivial 2. Thus today we see an enormous 3 of things that were inconceivable, unavailable, or socially disapproved 4 in the past --- everything from 5 transplants to Frisbees and yogurt franchises, from condos and consultants to 6 lenses, from spacewalks to Game Boy cartridges, from Jews for Jesus to New Age 7, from laser surgeons to CNN, from ecological fundamentalism to chaos 8.**

**Change all these social, technological, and cultural elements at once, 9 you create not just a transition but a 10, not just society 11 the beginnings, at least, of a 12 new civilization.**

But to introduce a new civilization 13 the planet and then expect peace and tranquility is the 14 of strategic naivete. Each civilization has **its 15 economic (and hence political and military) 16.** In this trisected world the First Wave 17 supplies agricultural and mineral 18, the Second Wave sector 19 cheap labour and does the mass production, and a 20 expanding Third Wave sector rises to dominance based on its new ways in which it creates and exploits knowledge.

### III. Error correction (20 points)

Directions: There are twenty mistakes in the following passage. You are required to underline or mark the mistakes and get them corrected. Be sure to write down the correct form in the numbered space on the answer sheet.

Example: "Wordsworth is said to have ✓ most fascinating voice!" the

Marketing is the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods and services create exchanges that satisfy individuals and organizational goals. These exchanges take place within markets that consist in consumers, organizational buyers, or both.

Successful marketing is customer driving; it identifies and addresses customer needs and desires, then seeks to satisfy it with quality goods and services. An increased number of marketers are adopting a quality approach to marketing based on the principles of totally quality management (TQM). Under TQM, all members of the organization are involved in continuous improving business processes to better

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

satisfy the needs and wants of customers. This approach requires empower employees to make decisions and take actions to improve quality and satisfying customers. 9 \_\_\_\_\_  
10 \_\_\_\_\_

During the past century, marketing evolved through periods during which different business role dominated. During the production era, firms typically sought an advantage by producing goods efficiently. During the sales era, many firms see a need to win more buyers for boosting their selling efforts. During the marketing era, many companies set up marketing departments so that they could focus meeting customer needs. More recently, organizations have been applied the principles of total quality management. This means that all employees assume role in satisfying customers. A way organizations are carrying out this approach is by using cross-functional teams, in that employees representing various functions work together to improve the organization's responsiveness on the markets it serves. 11 \_\_\_\_\_  
12 \_\_\_\_\_  
13 \_\_\_\_\_  
14 \_\_\_\_\_  
15 \_\_\_\_\_  
16 \_\_\_\_\_  
17 \_\_\_\_\_  
18 \_\_\_\_\_  
19 \_\_\_\_\_  
20 \_\_\_\_\_

#### IV. Paraphrase (30 points)

Directions: Restate the following sentences in another form in English to clarify the meaning. Be sure to write down your restatement in the numbered space on the answer sheet.

1. There is a touch of rough poetry about him.
2. Where he saw internal memos, someone else saw Beethoven.
3. The journalist had a lump in his throat in Hiroshima.
4. Her attendance had always been sporadic and her interest in schoolwork negligible.
5. The carpenter's market is in the maze... which honey-comb the bazaar.
6. The noctilucent cloud occasionally appears....
7. The case had erupted round my head.
8. His blood-lust and hateful appetites have impelled or lured him on this adventure.
9. He took on a musing note.
10. A man became obsessed with the frailties of the human race.

#### V. General Knowledge (20 points)

a. Directions: Choose the best to fill in the blank or answer the question. (10 points)

1. A \_\_\_\_\_ is the minimal unit of meaning.  
A. Phoneme B. Allophone C. morpheme D. allomorph
2. What is the capital of Canada?  
A. Toronto B. Quebec City C. Victoria D. Ottawa
3. Which of the following is an English news agency?  
A. Associated Press B. TASS C. Reuters D. AFP
4. Who is NOT a modern writer?  
A. Doris Lessing B. Allen Ginsberg C. William Faulkner D. William Hazlitt.
5. The immediate cause or trigger of the Global Financial Crisis is \_\_\_\_\_.  
A. the devaluation of US dollars  
B. the bursting of the United States housing bubble  
C. significant decline in consumer wealth  
D. collapse of global stock market
6. "A good poetry is a spontaneous overflow of powerful feelings." The statement in preface to *Lyrical Ballads* is written by \_\_\_\_\_.  
A. Samuel Taylor Coleridge B. William Wordsworth C. Robert Southy D. John Keats
7. Thanksgiving or Thanksgiving Day, presently celebrated on \_\_\_\_\_, has been an annual tradition in the United States since 1863.  
A. the fourth Thursday in October  
B. the third Thursday in October

- C. the fourth Thursday in November  
D. the third Thursday in November
8. Speech Act theory was first proposed by \_\_\_\_\_.
- A. J. Austin & J. Searle    B. P. Grice    C. D.H. Hymes    D. N. Chomsky
9. Which of the following is not included in English Romanticism?
- A. George Gordon Lord Byron    B. Robert Southey    C. Walt Scott    D. William Carlos Williams
10. The way in which how a speech sound is produced by the vocal organs is the primary concern of \_\_\_\_\_.
- A. English phonetics    B. Articulatory phonetics    C. Acoustic phonetics    D. Auditory phonetics

**b.** Directions: Candidates are **FREE** to choose any **FIVE** from the following **TEN** terms and explain them in plain English on the answer sheet. (10 points)

1. allomorph            2. assimilation        3. felicity condition    4. register    5. segment  
6. characterization    7. falling action        8. parody                9. meter        10. ode

### VI. Reading Comprehension (40 points)

Directions: Each of the passages below is followed by some questions. For each question there are four answers marked [A], [B], [C] or [D]. Read the passages carefully and choose the best answer to each of the questions. Be sure to write down your choice in the numbered space on the answer sheet.

#### Passage 1

The island of Great Britain being small, the natural place for holiday relaxation and enjoyment is its extensive coastline, above all its southern and eastern coasts, though Blackpool, which is probably the best known and most crowded seaside town, and the favorite resort of the mass-population of industrial Lancashire, is on the north-west coast. Distant and little-inhabited areas like Northern Scotland, are too remote for the development of large seaside resorts.

For most children, going to the seaside suggests a week or fortnight of freedom on the beach, ideally a sandy one providing ample opportunity for the construction of sandcastles, fishing in pools for stranded shrimps, paddling in shallow water or swimming in deep. Children's entertainments may include the traditional knockabout puppet show "Punch and Judy", donkey rides, paddleboats in artificial ponds, mini-golf and the swings and roundabouts in local fairgrounds. Their parents spend sunny days swimming in the sea and sunbathing on the beach. Not that the British sun can be relied on and the depressing sight of families wandering round the town in mackintoshes and under umbrellas is only too common. However, there are always the shops with their tourist souvenirs, plenty of cafes and, if the worst comes to the worst, the cinema to offer a refuge.

The average family is unlikely to seek accommodation in a hotel as they can stay more cheaply in one of the many boarding-houses. These are usually three or four-storeyed Victorian buildings, whose owners spend the summer season letting rooms to a number of couples or families and providing three cooked meals a day at what they describe as a reasonable price, with the hope that in this way they will add enough to their savings to see the winter through. Otherwise there are the caravan and camping sites for those who prefer self-catering.

Nowadays, even when an increasing number of people fly off to Mediterranean resorts where a well-developed suntan can be assured, or explore in comfort Swiss lakes and mountains or romantic Italian or Spanish cities, the British seaside is still the main attraction for families, especially those with younger children. As they queue for boat trips, cups of tea or ice-cream under grey skies and in drizzling rain, the parents are reliving their own childhood when time seemed endless, their own sandcastle the most splendid on the beach, the sea always blue and friendly and the sun always hot.

1. A reason suggested for the appeal of the British seaside is that \_\_\_\_\_
- A. it is within easy reach.  
B. the boarding-houses there are cheap.  
C. most holiday resorts are in the warmer south and east.  
D. a large number of people enjoy going there.
2. Children enjoy the seaside because \_\_\_\_\_.
- A. they can be sure of a sandy beach to play on.  
B. they are allowed to do as they like there.

- C. it offers a period of enjoyable escape from school routine.  
D. there are a variety of enjoyable ways of spending time there.
3. It is suggested that as a form of holiday entertainment the cinema \_\_\_\_\_.
- A. is visited only if there is nothing better to do.  
B. is the only place there is to go to in bad weather.  
C. is the best place there is to go to in bad weather.  
D. has nothing whatever to recommend it.
4. What reason is suggested for running a boarding-house?
- A. The owners earn their living by doing this.  
B. This helps to pay for the upkeep of a large house.  
C. This money they make will keep them through the winter.  
D. the resulting supplementary income will ensure a living for several months.
5. What attraction has the British seaside got for many parents in comparison with European resorts?
- A. They can take their families with them in their own country.  
B. There are more ways of enjoying themselves there.  
C. They can relive happy memories.  
D. It takes them less time to get there.

### Passage 2

Since the early 1970s, historians have begun to devote serious attention to the working class in the United State. Yet while we now have studies of working-class communities and culture, we know remarkably little of worklessness. When historians have focused on the Great Depression of the 1930's, the narrowness of this perspective ignores the pervasive recessions and joblessness of the previous decades, as Alexander Keyssar shows in his recent book. Examining the period 1870-1920, Keyssar concentrates on Massachusetts, where the historical materials are particularly rich, and the findings are applicable to other industrial areas. (The unemployment rates that Keyssar calculates appear to be relatively modest, at least by Great Depression standards: *during the worst years in the 1870's and 1890's, unemployment was around 15 percent.*)

Yet Keyssar rightly understands that a better way to measure the impact of unemployment is to calculate unemployment frequencies ---- measuring the percentage of workers who experience any unemployment in the course of a year. Given this perspective, joblessness looms much larger.

Keyssar also scrutinizes unemployment patterns according to skill level, ethnicity, race, age, class and gender. He finds that rates of joblessness differed primarily according to class: those in middle-class and white-collar occupations were far less likely to be unemployed. Yet the impact of unemployment on a specific class was not always the same. Even when dependent on the same trade, adjoining communities could have dramatically different unemployment rates. Keyssar uses these differential rates to help explain a phenomenon that has puzzled historians: the startlingly high rate of geographical mobility in the nineteenth-century United States. But mobility was not the dominant working-class strategy for coping with unemployment, nor was assistance from private charities or state agencies. Self-help and the help of kin got most workers through jobless spells.

While Kayssar might have spent more time developing the implications of his findings on joblessness for contemporary public policy, his study, in its thorough research and creative use of quantitative and qualitative evidence, is a model of historical analysis.

6. The passage is primarily concerned with \_\_\_\_\_.
- A. recommending a new course of investigation  
B. summarizing and assessing a study  
C. making distinctions among categories  
D. comparing and contrasting two methods for calculating data
7. According to the passage, which of the following was true of the study by historians of the working class in the United State before the early 1970's?
- A. The study ignored working-class joblessness during the Great Depression.

- B. The study was repeatedly criticized for its allegedly narrow focus.
- C. The study relied more on qualitative than quantitative evidence.
- D. The study focused more on the working-class community than on working-class culture.
8. What does the passage suggest about the findings concerning unemployment in Massachusetts before the early 1970s?
- A. They tend to contradict earlier findings about such unemployment.
- B. They are possible because Massachusetts has the most easily accessible historical records.
- C. They are the first to mention the existence of high rates of geographical mobility in the nineteenth century.
- D. They are relevant to a historical understanding of the nature of unemployment in other states.
9. According to the passage, which of the follow is true of the unemployment rates mentioned in line 9?
- A. They hovered, on average, around 15 percent during the period 1870-1920.
- B. They give less than a full sense of the impact of unemployment on working-class people.
- C. They overestimate the importance of middle class and white-collar unemployment
- D. They have been considered by many historians to underestimate the extent of working-class unemployment.
10. According to the passage, which of the following is true of the unemployment problem?
- A. Skill level and race were related to unemployment.
- B. Workers resorted to different means to pull through unemployment.
- C. Middle-class and white-collar workers were not troubled by unemployment.
- D. Most workers got help from their family members as a result of unemployment.

### Passage 3

Does university training help or hinder in developing intellectual capacity to do highly original work? Among highly creative modern thinkers the following were formally educated: Montesquieu, Jefferson, Goethe, Macaulay, Marx, Freud, Schweitzer, Proskouriakoff, Champollion, and Gandhi. These did not go to college: Voltaire, Hume, Owen, Austen, Balzac, Jairazbhoy, Gibran, Tolstoy, Twain and Shaw.

Bright people can teach themselves. As Henry Adams said, "No one can educate anyone else. You have to do it for yourself." There should, of course, be equivalency exams for the self-taught, as well as on-the-job training, for most professions.

Some would claim that if the youthful were encouraged to act freely their initiative would be too great; that they would go berserk. But I think not: Most would marry, others would travel, invent and carry on original work on all sorts of lines. Early marriage could balance many of the so they could work better. It is worth remembering in this connection that among the young, idealism and faith are uncommonly strong.

Those destined for ordinary jobs don't need to learn anything taught in college, and many of them know it. They attend college because it is the thing to do. They tend to take "snaps" such as English literature or sociology. I see no objection to letting them enjoy themselves at private colleges if they want to.

Public universities should, I think, confine themselves to serious training. The number entering should be preset as in Sweden, so as to train the quantity of people needed to fit the estimated number of openings in each profession, always allowing for the rise of some persons via equivalency exams.

College represents now too much of a good thing. There are too many learned professors and section leaders to adjust to, too many books to hasten through at a set speed, too many years to plod away on the treadmill. A Ph.D. in history is now expected to take four to eight years ---- on top of the twelve in school and four in college. Perhaps, worst of all, the Ph.D. subject is deliberately kept small, so that the student will be able to claim mastery of something. Four to eight years of deliberate narrowing can have the effect of incapacitating him from ever taking a broad view of anything. The result of all this mental drill tends to be a mashed human, an eviscerated person. Only a very sturdy soul, such as a Freud or a Schweitzer, can come through all this and still retain the ability to think for himself. University study could, with no intrinsic loss, be shortened from eight years to four, and school could be limited to ages ten to fifteen.

These suggested reductions in compulsory education would have another powerful advantage: They might set our people's minds largely free, a result surely to be wished.

11. Which of the following is probably the author's view towards university training?
- A. University's role is equally divided in facilitating and prohibiting intellectual capacity development.

- B. University training broadens minds.  
 C. University training hinders cultivation of originality.  
 D. University training is necessary, if not compulsory, for people's career.
12. What can we infer from the passage about some Ph.D. programs at universities?  
 A. Few people could think independently after Ph.D. training.  
 B. Students do not necessarily have a sound grip of a Ph.D. subject after Ph.D. training.  
 C. The narrowed subject may destroy a person's originality.  
 D. All of the above.
13. What are the worries of some people about the youthful encouraged to act freely?  
 A. Their creativity may go beyond command.  
 B. They may try to seek balance among many things they encounter.  
 C. They may get married too early.  
 D. They may become uncommonly idealistic
14. The author mentions many famous names in the beginning paragraph to imply that \_\_\_\_\_.  
 A. university education is a must for success.  
 B. university education is not a must for success.  
 C. both university education and life experience are important.  
 D. bright people do not need to attend university.

#### Passage 4

I became conscious of the difference between play and sport when I helped organize a sandlot football team at the age of 12. We had to figure out what we would do. The first thing was to schedule a game with a similar team from a nearby town.

It never occurred to us to practice or prepare for the game except to do what we had done for years ---- run around, pass the football and yell. The result was catastrophic.

It dawned on us that we were engaged in a sport, not in play. If we were to play decently, let alone win, we would have to prepare, and the only way was to learn the discipline of practice.

Looking back, I realize that at that moment we underwent a profound experience. We entered into a social contract that bound us together with ties still strong after more than 30 years.

Our quarterback imposed his rule on us and assumed the offices of captain and coach. He focused my attention on the importance of pain and the reaction to it.

We had been pushed around unmercifully by a larger and stronger opponent. On our 5-yard line, he told the team he would take the ball on every play until we lost it. He was not large, and it seemed folly to plunge into the center of the line, especially since he had no pads or helmet to protect him.

The first rush caught the other team by surprise, and he went for 10 yards. On the second plunge, they stiffened, but we still moved. For 60 yards, we inched forward. After the first few rushes, it was clear that our offense consisted of one play ---- up the center. By the time we had penetrated to their 30-yard-line, our quarterback was covered with dust and blood, but still giving the same command: "Snap the ball to me on three".

A surprising thing happened. The opposition collapsed. We moved 5, then 10, then 15 yards until the touchdown was made.

One boy, determined to break his opponents regardless of personal agony, had demoralized 11 other boys, all bigger than he and as good (or better) football players. Their undoing was their inability to understand how the human will can drive the body to do things that defy reason.

I have never forgotten that day and the lesson I learned. In the years since, I have used that lesson well. Pain of one sort or another is everywhere. It is painful to confront a problem in math that you cannot solve. It is *excruciating* to roll blank paper into a typewriter and have no words come for hours. It hurts to give a lecture that puts students to sleep or, worse, that is terrible but applauded.

And so I have continued to punish myself. Even at the slow pace I run, it hurts; my pass patterns in touch football are becoming fuzzy and less clean; the weights get heavier to lift, even when they add up to the same total; I don't bounce so

lightly anymore in a judo throw. It is still worth it, for my will remains firm though *I must lower my physical sights*.

And more and more, I have become a faithful spectator, for what I think I see in sports is the process by which young people become mature men and women. *I realize that modern psychology has claimed that sports do not build character*. It is true that sports may not improve a person, just as a college education is often wasted.

15. The main idea of the passage is that \_\_\_\_\_.
- A. sports are different from play.
  - B. physical pain can help conquer mental agony.
  - C. sports help develop determination and character.
  - D. pain is important to the maturity of the young people.
16. Which of the following about the quarterback is NOT true?
- A. He was elected captain and coach of the team.
  - B. He must be now around mid-40s.
  - C. He was strong willed and determined.
  - D. He was not physically strong compared with the opposition players.
17. The opposition team lost the game because \_\_\_\_\_.
- A. they did not perform well in the first rush.
  - B. it was too late for them to stiffen on the second plunge.
  - C. we practiced a lot and were well prepared for the match.
  - D. they were not as mentally strong as they were physically tough.
18. "Excruciating" in Paragraph 10 is closet in meaning to \_\_\_\_\_.
- A. humiliating
  - B. frustrating
  - C. disappointing
  - D. extremely painful
19. What does the author mean by "I must lower my physical sights"?
- A. I must look down upon myself.
  - B. I must lower my expectations of my performance in sports.
  - C. I must look down in order to see well.
  - D. I must lose my weight as I am getting heavier.
20. What is the author's attitude towards modern psychology?
- A. He doesn't have much use for modern psychology.
  - B. He has a lot of respect for modern psychology.
  - C. He doesn't really understand modern psychology.
  - D. He agrees with modern psychology in terms of the relationship between sports and character.