

# 南京航空航天大学

## 2011 年硕士研究生入学考试初试试题 ( A 卷 )

科目代码: 620

科目名称: 基础英语

满分: 150 分

注意: 认真阅读答题纸上的注意事项; 所有答案必须写在答题纸上, 写在本试题纸或草稿纸上均无效; 本试题纸须随答题纸一起装入试题袋中交回!

### 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 on the answer sheet. (10 points)

1. retrieve

a) to make good; to recover

b) sentimental to the point of tears

c) entertaining

d) change the mind or actions suddenly

2. whet

a) revenging agent

b) ability to identify with another's feelings, ideas, etc

c) brief; terse

d) sharpen; stimulate

3. badger

a) drink (alcoholic beverages) frequently

b) object to be thrown or projected

c) pester; annoy

d) malleability; flexibility

4. encroach

a) severity

b) act as a dictator

c) trespass or intrude

d) carefree

5. impolitic

a) separate

b) unwise; imprudent

c) improper; unfortunate

d) disagreeable

6. founder

a) noticeable; targeted for vengeance

b) drive out evil spirits

c) fail completely; sink

d) lower

7. integrity

a) possessing similar interests and tastes;

b) honesty, moral soundness

c) liable to make mistakes or be deceived

d) very heavy; clumsy

8. predatory

a) outstandingly bad

b) an assumption made for the sake of argument

c) inclined to plunder or rob

d) confused, unintelligible, meaningless talk

9. substantive

a) muddle; drive crazy

b) expressing praise

c) languish, decline; long for, yearn

d) essential; pertaining to the substance

10. dearth

a) scarcity

b) to punish or criticize severely

c) to cause, produce, or stir up

d) habitually fond of associating in a company

**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 on the answer sheet. (10 points)

1. This *intermezzo* came to an end.
2. ...ageing and paunchy, he walked on *pompously*.
3. The streets sprouted with *rickety* stands selling hot dogs.
4. ...knowing the *latitude* we can permit ourselves.
5. That conference is almost *pointless*.
6. ...to the purist of 40 years ago, unbuttoned *gibberish*.
7. He knows what will convey to his *auditors*.
8. with a magnificent *dash* and daring
9. Her hair was *frizzily* permed.
10. *Dismissive* as a Pharisee, he regarded as moonlings all those less practical ones.

## 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 on the answer sheet. (10 points)

Consistent discipline is not the only lesson Paul and I have learned from the military. We have also learned the principles of double jeopardy. In the military and in the American justice system, double jeopardy is 1 to be avoided. In our life 2 parents, we totally believe in double jeopardy and spread the word!

Our children dread the first time I go in to meet their 3. From the time they've been in kindergarten, I've 4 the effort to go in and establish a relationship with their teachers and administrators 5 to the first conference. One of the reasons I do this is to 6 a feel for the curriculum, the person teaching 7 and to make our views 8 regarding double jeopardy. We believe that 9 a child is disciplined at school for 10 infraction of the rules, the situation should also be addressed and have consequences at 11. This backs up the discipline policy of the 12 and precludes a child shouting "You can't do anything to me, my mom said so!"

Is that really 13 we want? When called to school, listen carefully to what the teacher or principal has to say. It is then equally important to listen just as 14 to the child's side of the story. Decide if the seriousness of the situation rates 15 action. Sometimes it does, sometimes it doesn't – but you need to find 16. Do not discount the fact; a mistake could have been made at the school. If this has happened, by all means, *act as an advocate for your child!* If your child has 17 a rule infraction, deal with it immediately and resolutely. Make sure he knows you support the school and their 18, that any further problem will lead 19 a greater consequence and then choose the 20 (if needed) to fit the crime. At the very least, a genuine rule infraction shows a lack of respect for leaders, society and rules.

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

against ask by case clue comment cradle effect emerge enough familiar grow  
instinctively keep line on predominance reveal so thrust

It is worth looking at one or two aspects of the way a mother behaves towards her baby. The usual fondling, cuddling and cleaning require little 1, but the position in which she holds the baby 2 her body when resting is rather 3. Careful American studies have disclosed the fact that 80 per cent of mothers 4 their infants in their left arms, holding them against the left side of their bodies. If 5 to explain the significance of this preference, most people reply that it is obviously the result of the 6 of right-handedness in the population. 7 holding the babies in their left arms, the mothers 8 their dominant arm free for manipulations. But a detailed analysis shows that this is not the 9. True, there is a slight difference between right-handed and left-handed females, but not 10 to provide an adequate explanation. It 11 that 83 per cent of right-handed mothers hold the baby on the left side, but then 12 do 78 per cent of left-handed mothers.

The only other 13 comes from the fact that the heart is on the left side of the mother's body. Could it be that the sound of her heartbeat is the vital factor? And in what way? Thinking along these 14 it was argued that perhaps during its existence inside the body of the mother, the 15 embryo becomes fixated 16 the sound of the heart beat. If this is so, then the re-discovery of this 17 sound after birth might have a calming 18 on the infant, especially as it has just been 19 into a strange and frighteningly new world outside. If this is so then the mother, either 20 or by an unconscious series of trials and errors, would soon arrive at the discovery that her baby is more at peace if held on the left against her heart, than on the right.

### 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 on the answer sheet.

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

Human beings are relative newcomers on earth, and are distributed throughout the world and live under the most diverse and extreme condition. Despite the enormous variety of local problems and hazards humans must overcome survive, all of the world's peoples are very similar to biological makeup and physique. In comparison with many other animals we are remarkably homogeneous and even a rather dull lot, lacking plumage and survival equipment. Why is that humans vary considerably in social life and customs while differ only in small degree biologically? Anthropology emphasizes on the connections between human society and the larger web of life. Only in appreciating the fact that we are subject to the same forces that affect all other living organisms can we come to understanding those aspects of

human behavior that distinguishes us from other species. And if we more fully	<u>9</u>
appreciate the extraordinary diversity evidently in the ways of life of the world's	<u>10</u>
peoples, we may come to a better understanding of our self society.	<u>11</u>
A perspective to humankind encompassing nonhuman life forms is relatively	<u>12</u>
recent in European thought. For millennia Europeans were accustomed to think of	<u>13</u>
the world, its peoples, and all other living things like eternally fixed and unchanging.	<u>14</u>
Though similarities among species were wide noted, these similarities were not	<u>15</u>
thought to represent the outcome of a shared and ongo process of change — the	<u>16</u>
process we call as evolution. Instead each species, even each distinctive human	<u>17</u>
society or culture, were seen as a unique entity with its own unique characteristics.	<u>18</u>
No such group was related to anything else besides in the seemingly obvious sense	<u>19</u>
that the world existed for humans, in particular for those favoring to be participants	<u>20</u>
in European civilization.	

#### 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 on the answer sheet.

1. ...little donkeys thread their way among the throngs of people.
2. People with brown skins are next door to invisible.
3. ...they had outgrown towns and families.
4. They are inept, shiftless, slovenly, messy.
5. We seem oblivious of the fragility of the earth's natural systems.
6. She washed us in a river of make-believe.
7. The words spat forth with sudden savagery, all pretence of blandness gone.
8. Bitterness fed on the man who had made the world laugh.
9. a flagrant example of lexicographic irresponsibility
10. Vague hope, rather than real confidence, was the note of the conference.

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

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

1. Classroom activity of pattern drills is based on \_\_\_\_\_.
  - A. Structural syllabus
  - B. Situational syllabus
  - C. Notional-functional syllabus
  - D. Communicative syllabus.
2. What is the legislative capital of South Africa?
  - A. Bloemfontein
  - B. Pretoria
  - C. Johannesburg
  - D. Cape Town

3. As the Head of Her Majesty's Government in the United Kingdom of Great Britain and Northern Ireland, the modern Prime Minister usually acts as all BUT \_\_\_\_.
- A. leader of a major political party
  - B. head of judicial department
  - C. leader of the Cabinet
  - D. commander of a majority in the House of Commons
4. Who is NOT a 20<sup>th</sup> century writer?
- A. James Joyce.
  - B. T.S. Eliot
  - C. George Eliot
  - D. William Faulkner
5. Which is NOT the newspaper of the United Kingdom of Great Britain?
- A. The Times
  - B. The Guardian
  - C. Financial Times
  - D. Christian Science Monitor
6. \_\_\_\_\_ writes, "All good poetry is the spontaneous overflow of powerful feelings."
- A. Jane Austen
  - B. William Wordsworth
  - C. William Blake
  - D. Walt Scott
7. What does IMF stand for?
- A. International Monetary Foundation.
  - B. International Monetary Fund.
  - C. Internal Monetary Foundation
  - D. Internal Monetary Fund
8. Which is not the component of Communicative Competence proposed by D. H. Hymes?
- A. Possibility
  - B. Performance
  - C. Context.
  - D. Feasibility
9. Which of the following is NOT written by William Faulkner.
- A. The Sound and the Fury
  - B. Light in August
  - C. As I Lay Dying
  - D. To the lighthouse

10. Which of the following is not an agglutinative language?

- A. Chinese
- B. Japanese
- C. French
- D. Russian

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. nominalization
2. lexicon
3. bound form
4. cognitive linguistics
5. turn-taking
6. characterization
7. falling action
8. symbolism
9. foreshadowing
10. understatement

## 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 on the answer sheet.

### Passage 1

British films that make it to American screens these days often fall into two distinct niches: life is miserable and life is sweet. Given its quality headliners and high commercial profile, it's no surprise that "The King's Speech," a buddy story about aggressively charming opposites —the stutterer who would be king and the speech therapist — comes with heaping spoonfuls of sugar.

The story largely unfolds during the Great Depression, building to the compulsory rousing end in 1939 when Britain declared war on Nazi Germany. As a child, Albert, or Bertie as his family called him, the shy, sickly second son of King George V had a stutter debilitating enough that as an adult he felt compelled to conquer it. In this he was aided by his wife, Elizabeth, a steely Scottish rose and the mother of their daughters, Elizabeth, the future queen, and Margaret.

Albert meets his new speech therapist, Lionel Logue, reluctantly. As eccentric and expansive as Albert is reserved, Logue enters the movie with a flourish, insisting that they meet in his shabby-chic office and that he be permitted to call his royal client, then the Duke of York, by the informal Bertie. It's an ideal odd coupling, or at least that's what the director would have us believe as he jumps from one zippy voice lesson to the next, pausing every so often to wring a few tears.

To that generally diverting end, Albert barks and brays and raps out a calculatingly cute string of expletives, including the four-letter kind that presumably earned this cross-demographically friendly film its R. Before you know it, Elizabeth, known as the Queen Mother, is sitting on Bertie's chest during an exercise while he lies on Logue's floor, an image that is as much about the reassuring ordinariness of the royals as it is about Albert's twisting tongue.

It isn't exactly "Pygmalion", not least because the director has no intention of satirizing the caste system that is one of this movie's biggest draws. Unlike "The Queen" barbed look at the royal family after the death of Diana, Princess of Wales, "The King's Speech" takes a relatively benign view of the monarchy, framing Albert as a somewhat poor little rich boy condemned to live in a fishbowl, an idea that the director unwisely literalizes by overusing a fisheye lens. The royals' problems are largely personal, embodied by King George playing the stern 19th-century patriarch to Logue's touchy-feely Freudian father. And while Albert initially bristles at Logue's presumptions, theirs is finally a democracy of equals, an angle that makes their inequities go down in a most uneventful way.

1. Which of the following best describes Logue's character according to the passage?

- A. Odd      B. introverted      C. Flourishing      D. Moody

2. Which of the following does **NOT** fit the descriptions of any of the three movies mentioned?

- A. Deriding the caste system.  
B. Criticizing sharply the royal family.  
C. Making fun of the monarchy.  
D. Feeling sympathy for the would-be king.

3. Albert is a poor little rich boy because \_\_\_\_\_.

- A. He could only live in a place as big as a fishbowl.  
B. He did not have much freedom.  
C. He did not have much privacy.  
D. He was too reserved and didn't want to become a king.

4. What's the tone of the review of the "The King's Speech"?

- A. Objective      B. Negative      C. Sarcastic      D. Humorous

5. Which is **NOT** correct about the movie?

- A. It fits audience of any age group.  
B. It is rated as R because of those four-letter expletives.  
C. It exhibits the ordinary side of the life of Royal members.  
D. It is a tragedy.

### Passage 2

It's hard to remember that in the 1980s Japan had the world's most admired economy. It would, people widely believed, achieve the highest living standards and pioneer the niftiest technologies. Nowadays, all we hear are warnings not to repeat the mistakes that resulted in Japan's "lost decade" of economic growth. Japan's cardinal sins, we're told, were skimping on economic "stimulus" and permitting paralyzing "deflation". People postponed buying, because they expected prices to go lower. That's the conventional wisdom — and it's wrong.

Japan's economic eclipse shows the limits of economic stimulus and, at least in modest doses, the exaggerated threat of deflation. There is no substitute for vigorous private-sector job creation and investment, and that's missing in Japan. This is a lesson we should heed.

Japan's economic problems, like ours, originated in huge asset "bubbles." From 1985 to 1989, Japan's stock market tripled. Land prices in major cities also tripled by 1991. The crash was brutal. By year-end 1992, stocks had dropped 57 percent from 1989. Land prices fell in 1992 and are now at early-1980s levels. Wealth declined. Banks — having lent on the collateral of inflated land values — weakened. Some became insolvent. The economy sputtered. It grew about 1 percent annually in the 1990s, down from more than 4 percent in the 1980s.

Despite massive stimulus, rapid growth hasn't resumed two decades later. Although the Japanese reacted slowly, they adopted the advice of economics textbooks. They raised spending, cut taxes, and let budget deficits balloon. Gross government debt soared from 63 percent of the economy's gross domestic product in 1991 to 101 percent of GDP by 1997. It's now about 200 percent. The Bank of Japan (its Federal Reserve) cut interest rates, going to zero in 1999 — a policy that, with some interruptions, endures.

Japan's **lackluster** performance has two main causes. One is the "dual economy": a highly efficient export sector (the Toyotas and Toshiba) offset by a less dynamic domestic sector. Until the 1980s, Japan depended on export-led growth that created jobs and investment. An undervalued yen helped. "You had 20 percent of the economy carrying the other 80 percent," says Richard Katz of The Oriental Economist.

But the yen's appreciation in the mid-1980s — making Japan's exports more expensive — doomed this economic strategy. Ever since, Japan has searched in vain for a substitute. Cheap credit (which fueled the original "bubbles") and many "reforms" haven't sufficed. Japan's domestic sector remains arthritic. Japan has the lowest rates of business creation among major industrial countries. Indeed, its best recent years of economic growth, from 2003 to 2007, occurred when a weaker yen revived exports.

The second problem is an aging, declining population, which dampens domestic spending. For decades, Japan's traditional family — a workaholic husband, a stay-at-home wife, and two children — has been besieged, as anthropologist Merry White of Boston University shows in her book *Perfectly Japanese*. Even in 1989, the fertility rate (children per adult woman) of 1.57 was below the replacement rate of about two. The poor economy further discourages family formation. For men, the age of first marriage is 35, up from 27 in 1990, says White. The fertility rate is about 1.3.

So Japan's economy is trapped: a high yen penalizes exports; low births and **sclerotic** firms hurt domestic growth. The lesson for us is that massive budget deficits and cheap credit are, at best, necessary stopgaps. They can't correct underlying economic deficiencies. "Stimulus" policies are now the main focus of U.S. economic debate — but shouldn't be. Success or failure ultimately depends on private firms. We ought to encourage their expansion by reducing regulatory burdens and policy uncertainty. If we don't, our mediocre recovery could mimic Japan's.

6. What is the popular opinion about the major cause of the stall in Japan's economic growth?

- A. Failing to develop advanced technologies as expected.
- B. The depreciation of its yen.
- C. Overreliance on economic stimulus policies.
- D. Falling prices.



7. According to the author, which of the following best accounts for Japan's prolonged economic eclipse?
- A. Limited economic stimulus.
  - B. Threat of deflation.
  - C. Lack of private-sector job creation and investment.
  - D. Huge asset bubbles
8. Which is synonymous with "lackluster" in Paragraph 4?
- A. arthritic    B. suffice    C. offset    D. balloon
9. Which of the following can best replace "sclerotic" in the last paragraph?
- A. Mediocre    B. modest    C. inflexible    D. besieged
10. Which is the best title for the passage?
- A. Japan's Lost Decade
  - B. What Japan Teaches Us?
  - C. "Stimulus" or "Deflation" --- Which Is the Way-out for Japan?
  - D. Japan's Lackluster Economy

### Passage 3

Get back to work, or we'll hire permanent replacements to take your jobs! That's what management at Robert Bosch, a German multinational firm with 270,000 employees worldwide, told union members who exercised their right to strike in December 2005.

Bosch's message might come as a surprise to anyone who reads the company's website, which promises "respect and support" for international labor standards, especially International Labor Organization (ILO) norms on workers' freedom of association. Bosch's threat directly contravened an ILO standard that says threatening or using permanent replacements to break a strike violates workers' freedom of association. Bosch's threat also ran counter to labor practices at home in Germany and throughout Europe, where permanent replacements are prohibited or, in the case of Germany, simply unheard of. No employer has ever tried using them there.

The 2005 strike wasn't taking place in Europe, however, but at Bosch's packaging equipment plant in New Richmond, Wisconsin, where the company was demanding wage cuts and higher health-insurance payments. Bosch acted legally under U.S. labor law, which uniquely allows employers to permanently replace workers who strike. Most other countries permit only temporary replacements. Some prohibit replacements altogether. Faced with permanent replacement, the Wisconsin workers returned quickly on management's terms.

If Robert Bosch lived up to its commitment to ILO standards, it would not have exploited weak U.S. labor laws to play the permanent-replacement card. This difference between rhetoric and action is the heart of a new report by Human Rights Watch, which I authored, on violations of workers' freedom of association in the United States by European multinational firms. The report shows how European corporations claiming commitment to international labor standards have a blind spot when it comes to workers' rights in the United States.

11. Which of the following is **TRUE** about Bosch?

- A. Bosch doesn't practice what it preaches.
- B. Bosch violates both domestic and international practices.
- C. Bosch is the first employer to try permanent replacements.
- D. A and C

12. Which of the following is **NOT** true?

- A. America adopted different labor laws concerning labor replacement.
- B. Employees were striking at Bosch's plant in the U.S.
- C. Bosch was taking advantage of U.S. labor laws.
- D. European corporations lack insightful understanding of workers' rights in the U.S.

#### Passage 4

Showman P. T. Barnum said, "There's a **sucker** born every minute." No, he didn't. Here's how we fell for this misconception, according to the Barnum Museum:

In 1868, a man named George Hull, of Binghamton, New York, arranged for a slab of gypsum to be carved in the shape of a huge human being, then had it treated to resemble an ossified corpse and buried it on a farm near Cardiff, New York. About a year later, the artifact was "discovered" when the owner of the farm engaged some friends to help dig a well. Newspapers everywhere picked up the story of the "Cardiff Giant," and soon thousands of the curious were paying 50 cents apiece to view it. Hull sold part ownership to a group of investors led by a man named Hannum, who moved the giant to Syracuse and doubled the admission fee.

Barnum made an offer to buy the giant but was turned down. Not to be outdone, he had a duplicate giant carved, which he exhibited, claiming Hannum had sold the original to him and had replaced it with a fake. Newspapers picked up Barnum's version, and the crowds started coming to see his giant. It was then that Hannum was quoted as saying, "There's a **sucker** born every minute," assuming his giant was real and the thousands paying to see Barnum's fake were being ripped off. Hannum sued Barnum for calling his giant a fake. In court, the original hoax was revealed, and the judge ruled for Barnum, finding that Hull's Cardiff Giant was a fake and Barnum was thus not guilty of anything.

Hannum and Hull have long since been forgotten, but the "sucker" quote has stuck to Barnum—who was nobody's fool.

13. Which is closest in meaning to "sucker"?

- A. the cheater      B. the cheated      C. crook      D. thief

14. What inference can we make from the story?

- A. Media are biased.
- B. Truth always prevails.
- C. Curiosity leads to being trapped.
- D. There is no real Cardiff Giant.

### Passage 5

The policies we are now asked to advance are incompatible not only with American values but also with American interests. Our fervent pursuit of war with Iraq is driving us to squander the international legitimacy that has been America's most potent weapon of both offense and defense since the days of Woodrow Wilson. We have begun to dismantle the largest and most effective web of international relationships the world has ever known. Our current course will bring instability and danger, not security.

The sacrifice of global interests to domestic politics and to bureaucratic self-interest is nothing new, and it is certainly not a uniquely American problem. Still, we have not seen such systematic distortion of intelligence, such systematic manipulation of American opinion, since the war in Vietnam. The September 11 tragedy left us stronger than before, rallying around us a vast international coalition to cooperate for the first time in a systematic way against the threat of terrorism. But rather than take credit for those successes and build on them, this Administration has chosen to make terrorism a domestic political tool, enlisting a scattered and largely defeated Al Qaeda as its bureaucratic ally. We spread disproportionate terror and confusion in the public mind, arbitrarily linking the problems of terrorism and Iraq. The result, and perhaps the motive, is to justify a vast misallocation of shrinking public wealth to the military and to weaken the safeguards that protect American citizens from the heavy hand of government. September 11 did not do as much damage to the fabric of American society as we seem determined to do to ourselves.

We should ask ourselves why we have failed to persuade more of the world that a war with Iraq is necessary. We have over the past two years done too much to assert to our world partners that narrow and mercenary U.S. interests override the cherished values of our partners. Even where our aims were not in question, our consistency is at issue. The model of Afghanistan is little comfort to allies wondering on what basis we plan to rebuild the Middle East, and in whose image and interests. Have we indeed become blind, as Russia is blind in Chechnya, as Israel is blind in the Occupied Territories, to our own advice, that overwhelming military power is not the answer to terrorism? After the shambles of post-war Iraq joins the shambles in Grozny and Ramallah, it will be a brave foreigner who forms ranks with Micronesia to follow where we lead.

We have a coalition still, a good one. The loyalty of many of our friends is impressive, a tribute to American moral capital built up over a century. But our closest allies are persuaded less that war is justified than that it would be perilous to allow the U.S. to drift into complete solipsism. Loyalty should be reciprocal. Why does our President condone the swaggering and contemptuous approach to our friends and allies this Administration is fostering, including among its most senior officials?

I urge you to listen to America's friends around the world. Even here in Greece, purported hotbed of European anti-Americanism, we have more and closer friends than the American newspaper reader can possibly imagine. Even when they complain about American arrogance, Greeks know that the world is a difficult and dangerous place, and they want a strong international system, with the U.S. and EU in close partnership. When our friends are afraid of us rather than for us, it is time to worry. And now they are afraid. Who will tell them convincingly that the United States is as it was, a beacon of liberty, security, and justice for the planet?

15. The article dismisses the US policies as \_\_\_\_\_.

- A. neglecting American values and interests
- B. relying too much on the potentials of the military weapons
- C. damaging the international relationships
- D. being too concerned about legality

16. The article suggests all the following except \_\_\_\_\_.  
A. The US always only cares about its own interests.  
B. Some other countries are preoccupied with their own interests.  
C. The US is inventing excuses for their military actions against Iraq.  
D. The US had legitimate reasons for the Vietnam War.
17. It can be inferred from Paragraph 2 that \_\_\_\_\_.  
A. Iraq seems to have little to do with terrorist attacks against America.  
B. America is not as rich as before because it has spent too much money on arms.  
C. American citizens are terrified and confused by the situation in Iraq.  
D. None of the above.
18. Which of the following is the possible reason why US fails to persuade the world to believe that a war in Iraq is necessary?  
A. Because US partners no longer believe in what it asserts.  
B. Because the allies don't know if Afghanistan model will work out in Iraq.  
C. Because the US is unlikely to solve the problem of terrorism by force.  
D. Because the world doubts both America's aim and consistency.
19. What is the US President's attitude towards American senior officials' approach to its allies?  
A. Condemning    B. Pardoning    C. Swaggering    D. Fostering
20. Which of the following is correct according to the article?  
A. Greek people, among the Europeans, seem to be most dissatisfied with America.  
B. US allies used to think that the US was a country boasting freedom, security and justice.  
C. America and EU seem to be divided in the issue of Iraqi War.  
D. A, B and C.