

试题编号: 326

试题名称: 基础英语

注意: 答题一律答在答题纸上, 答在草稿纸或试卷纸上一律无效**Part I Reading Comprehension (65 points in all)**

Directions: Read the following 7 passages and answer the questions after each one. For the first 4 passages, you are expected to answer each of the questions (defined by one question mark) in one simple sentence (with one predicate verb) or phrase. For the last 3 passages, answer the follow-up questions as briefly as possible. You will be penalized for wordy answers or exceeding the limit.

Passage One

Our two pet donkeys were reliable watchmen, and their hearing was as sharp as their eyesight. I have seen them many a time look up from the grass they were eating and stare hard into the distance with ears raised; and in a minute or so I would see someone coming down the road towards the beach or observe a figure moving in a field a long way away.

When something unusual happened, Fred, the younger animal, would make so much noise that he could be heard in the next village and beyond. Obviously this could be embarrassing when the weather was still, for not everyone enjoys the sound of a donkey in full cry.

At night both donkeys were usually silent. They were undisturbed by the wild animals hunting in the fields after dark. They remained sleepily relaxed. Yet I was sure that they would always raise the alarm if there was a stranger about, or some activity which puzzled them. One clear August night, for instance, I was woken up around three in the morning by Fred making a great deal of noise. It was a very quiet night and I immediately thought of all the people in the neighborhood who might also have been awakened by him. It was a terrible noise, and it went on and on, and so I realized that something very unusual was bothering him. Then he stopped—and I heard voices.

On still nights we often heard the voices of the crews of fishing boats passing across the bay, sometimes speaking in French, but they soon faded away into the distance. On this night they did not fade away. And as I lay in bed realizing that they had gone on for far too long to belong to a moving boat, I knew that I had to get up and investigate.

I pulled on some clothes, went outside, and shone my torch into the field by the cottage where I had put the donkeys. The light shone on Fred who was standing with his head facing towards the sea, ears upright like a V sign, showing such an intense interest in what was mysteriously happening that I felt like saying to him, “here, take the torch, go and find out what it’s all about.”

1. Why were the writer’s two donkeys good at keeping watch? (2 points)
2. When the writer was woken up at 3:00 a.m., what did he do? (2 points)
3. When he went outside what did he do? (2 points)
4. What had alarmed the donkeys that particular August night? (2 points)

Passage Two

It is time for bed. Behind me is a long horizontal window several feet up in the wall. As I go to

the door I will have to look towards it and see my face reflected in the black glass as in a mirror. I have never suffered from night fears. I was never, that I can remember, afraid of the dark as a child. My mother early impressed upon me that fear of the dark was foolish and God-trusting people did not need to be worried about it; in any case I had found my parents a complete defense against every terror. It is just that, as I now suddenly realize, this is the first time in my life that I have been really alone at night. My childhood home, lodgings when I was in the theater, London flats, hotels, rented apartments in capital cities: I have always lived surrounded by human presences behind walls. And even when I lived in a hut for a period I was never alone. This is the first house which I have owned and the first time that I have really been by myself. Is this not what I wanted? Of course the house is full of little straining noises, even on a windless night, any old house is, and cold air moves through it from loose window frames and badly-fitting doors. So it is that I can imagine, as I lie in bed at night, that I hear soft footsteps in the rooms on the floor above me or that the curtains on the landing are moving gently because someone has passed through them.

Perhaps this is a foolish moment, so late at night, to choose to think about what happened yesterday, but it has come suddenly and very clearly into my head. I was sitting, with this notebook beside me, upon the rocks under the cliff, and looking out over the bay. The sun was shining, the sea was calm. Shortly before I had been looking into a rock pool and watching a long reddish, slightly hairy sea-worm which had curled itself up tightly before disappearing into a hole. I sat up and settled myself facing the sea, shading my eyes against the sun, then, not at once but after about two minutes, as my eyes became accustomed to the bright light I was sure that I saw a monster rising from the waves.

5. Thinking about his childhood, what does the man say about himself? (2 points)
6. Whose house is it? What happens in this house at night? (2 points)
7. Where has the man always lived? (2 points)
8. What had the man been doing on the beach the day before? (2 points)

Passage Three

It was on one of the hottest August days—the fourth, and at twelve o'clock exactly, for church clock was striking the hour—that a short, heavily-built woman of about fifty, carrying a shopping bag, came out from the darkness of an old storehouse where she worked every morning as a checker, and set off along the narrow gray street to a bus-stop. Most of the factories and offices in the town were closed for two weeks but the storehouse, which held food-stuffs and other goods that did not keep, had remained open during the holidays. The heat, made worse by the heavy smell of petrol from the main street nearby and undisturbed by the slightest current of cooler air, enveloped her. She was neither dressed nor built for energetic activity on a hot day, being very short indeed, and fat, so that she had to roll a little in order to get along. Her tight black dress was worn without a belt or any ornaments other than a large metal cross, well fingered but of no special value, which hung on a white ribbon around her neck. Her cracked shoes made loud footsteps in the silence of the empty street of closed buildings. The worn old bag she carried caused her to lean over slightly to her right as she walked, but it was clear that she was used to carrying such heavy weights.

Reaching her usual bus stop, she put down her bag and rested. Then, suddenly conscious of being watched, she turned quickly round and looked sharply upward at the tall man behind her.

He was the only other person waiting, and indeed, at that moment, the only other person in the street. She had never spoken to him, yet his face was already familiar to her: so big, so uncertain, so sweaty. She had seen it yesterday, and the day before, and for all she knew, the day before that as well. For the last three or four days anyway, this great nervous lump of a man, waiting for a bus or hanging about on the footpath outside the storehouse, had become a figure of the street for her; and what was more, a figure of a certain definite type, though she had yet to put her finger on exactly which type it was. More than once, she had felt his interest in her and she had wondered whether he was a policeman.

9. Why were there so few people about in this particular street at midday? (2 points)
10. Why did the woman turn around? (2 points)
11. Why did the woman recognize the man by the bus-stop? (2 points)

Passage Four

France Wingate had not been to Tockley for many years—she could not remember how many. Her grandfather had died when she was fourteen. Her grandmother had died ten years later, but she had been out of the country at the time and had not gone to the funeral. In fact, after her grandfather's death she had hardly visited Tockley at all, she now remembered guiltily: the place had begun to depress her. She could no longer stand the slow pace, the quietness, the emptiness, the very things that had charmed her as a small child, and her grandmother had turned odd and difficult to live with, even more bad-tempered than she had been when younger, even more given to sudden bursts of anger and long silences.

She thought of it, then as now, as "going to Tockley" but the house wasn't really in Tockley: it was about six miles out, a distance that had then seemed enormous, as it had to be traveled by bus. The town was a medium-sized ordinary town, with much light industry; it was easy enough to get to, but it was the kind of place one goes through, rather than stops at. Frances had booked a room at the Railway Hotel, because it was next to the station, and because her guide-book said it was well run and that the food was quite good. She looked out of the window of the train and wondered what she remembered of the town. Little, she thought. It hadn't meant much to her grandparents: they went there once a fortnight to shop, depending otherwise on the shop in the nearest village and on what they produced in their own garden. There was a famous church, rising out of the flat plain, which could be seen for miles: her guide-book described it with some excitement, but she didn't remember that she had ever been in it. She remembered the wool shop, the shoe shop, the grocer's a little. It had probably all changed by now.

The cottage, too, had probably changed. She remembered it in great detail. It had been the one fixed point in her childhood; for her parents had always been moving from the house to another as her father had been promoted from one academic post to the next; five years here, three years there, had been the pattern. Granny Ollerenshaw, in the cottage, had been immovable, unchanged and unchanging. They called it Eel Cottage: over the doorway there was a square sign which announced EEL 1779. For years Frances had thought that this meant the fish which lived in muddy ditches; only later, looking more closely, did she realize that the mysteriously word must have been the builder's or owner's initials. The cottage was a basic cottage, the kind that small children draw: low, a door in the middle, two windows downstairs, two windows upstairs. It was built of red brick, the brick of the

district, with a red-tiled steep roof.

12. Why didn't Frances remember very much about Tockley? (2 points)
13. Where was Frances's grandparents' house? (2 points)
14. Why was Frances's grandparents' house called "Eel Cottage"? (2 points)
15. Why did Frances stop visiting the cottage regularly? (2 points)
16. Why had her grandparents' house meant a lot to Frances as a child? (2 points)

Passage Five

In the early 1950's, historians who studied preindustrial Europe (which we may define here as Europe in the period from roughly 1300 to 1800) began, for the first time in large numbers, to investigate more of the preindustrial European population than the 2 or 3 percent who comprised the political and social elite: the kings, generals, judges, nobles, bishops, and local magnates who had hitherto usually filled history books. One difficulty, however, was that few of the remaining 97 percent recorded their thoughts or had them chronicled by contemporaries. Faced with this situation, many historians based their investigations on the only records that seemed to exist: birth, marriage, and death records. As a result, much of the early work on the nonelite was aridly statistical in nature; reducing the vast majority of the population to a set of numbers was hardly more enlightening than ignoring them altogether. Historians still did not know what these people thought or felt.

One way out of this dilemma was to turn to the records of legal courts, for here the voices of the nonelite can most often be heard, as witnesses, plaintiffs, and defendants. These documents have acted as "a point of entry into the mental world of the poor." Historians such as Le Roy Ladurie have used the documents to extract case histories, which have illuminated the attitudes of different social groups (these attitudes include, but are not confined to, attitudes toward crime and the law) and have revealed how the authorities administered justice. It has been societies that have had a developed police system and practiced Roman law, with its written depositions, whose court records have yielded the most data to historians. In Anglo-Saxon countries hardly any of these benefits obtain, but it has still been possible to glean information from the study of legal documents.

The extraction of case histories is not, however, the only use to which court records may be put. Historians who study preindustrial Europe have used the records to establish a series of categories of crime and to quantify indictments that were issued over a given number of years. This use of the records does yield some information about the nonelite, but this information gives us little insight into the mental lives of the nonelite. We also know that the number of indictments in preindustrial Europe bears little relation to the number of actual criminal acts, and we strongly suspect that the relationship has varied widely over time. In addition, aggregate population estimates are very shaky, which makes it difficult for historians to compare rates of crime per thousand in one decade of the preindustrial period with rates in another decade. Given these inadequacies, it is clear why the case history use of court records is to be preferred.

17. What is one of the drawbacks that most historians who studied preindustrial Europe before the early 1950's have? (2 points)
18. According to the passage, what work have historians done that indicates the manner in which those in power apportioned justice? (3 points)

19. In what way could the historians have made much of their early work on the European nonelite of the preindustrial period more illuminating? (3 points)
20. Are the indictments for crime in Europe in the preindustrial period an accurate indication of the extent of actual criminal activity? Why or why not? (3 points)
21. What can you infer from the passage would probably most aid a historian who wished to compare crime rates per thousand in a European city in one decade of the fifteenth century with crime rates in another decade of that century? (3 points)

Passage Six

Like our political society, the university is under severe attack today and perhaps for the same reason; namely, that we have accomplished much of what we have set out to do in this generation, that we have done so imperfectly, and while we have been doing so, we have said a lot of things that simply are not true. For example, we have earnestly declared that full equality of opportunity in universities exists for everyone, regardless of economic circumstance, race or religion. This has never been true. When it was least true the assertion was not attacked. Now that it is nearly true, not only the assertion but the university itself is locked in mortal combat with the seekers of perfection.

In another sense the university has failed. It has stored great quantities of knowledge; it teaches more people; and despite its failures, it teaches them better. It is in the application of this knowledge that the failure has come. Of the great branches of knowledge—the sciences, the social sciences and humanities—the sciences are applied sometimes almost as soon as they are learned. Strenuous and occasionally successful efforts are made to apply the social sciences, but almost never are the humanities well applied. We do not use philosophy in defining our conduct. We do not use literature as a source of real and vicarious experience to save us the trouble of living every life again in our own.

The great tasks of the university in the next generation are to search the past to form the future, to begin an earnest search for a new and relevant set of values, and to learn to use the knowledge we have for the questions that come before us. The university should use one-fourth of a student's time in his undergraduate years and organize it into courses which might be called history, and literature and philosophy, and anything else appropriate and organize these around primary problems. The difference between a primary problem and a secondary or even tertiary problem is that primary problems tend to be around for a long time, whereas the less important ones get solved.

One primary problem is that of interfering with what some call human destiny and others call biological development, which is partly the result of genetic circumstance and partly the result of accidental environmental conditions. It is anticipated that the next generation, and perhaps this one, will be able to interfere chemically with the actual development of an individual and perhaps biologically by interfering with his genes. Obviously, there are benefits both to individuals and to society from eliminating, or at least improving, mentally and physically deformed persons. On the other hand, there could be very serious consequences if this knowledge were used with premeditation to produce superior and subordinate classes, each genetically prepared to carry out a predetermined mission. This can be done, but what happens to free will and the rights of the individual? Here we have a primary problem which will still exist when we are all dead.

Of course, the traditional faculty members would say, "But the students won't learn enough to go to graduate school." And certainly they would not learn everything we are in the habit of making

them learn, but they would learn some other things. Surely, in the other three-quarters of their time, they would learn what they usually do, and they might even learn to think about it by carrying new habits into their more conventional courses. The advantages would be overwhelmingly greater than the disadvantages. After all, the purpose of education is not only to impart knowledge, but to teach students to use the knowledge which they either have or will find, to teach them to ask and seek answers for important questions.

22. What does the author suggest is the university's greatest shortcoming? (2 points)
23. According to the author's presupposition, what kind of course will the reader regard a course in literature as? (2 points)
24. Raise two questions (not the same as discussed in the passage) that the author would most likely consider primary questions. (3 points)
25. As regards to the use of scientific techniques to change an individual's genetic makeup, would the author agree with the statement that society has no right to use such techniques without the informed consent of the individual? Why or why not? (3 points)
26. What field of study does the problem discussed in the passage belong to? What is the primary purpose of the passage? (3 points)

Passage Seven

Throughout China's long history, the intellectuals considered themselves the preservers and transmitters of the precious culture of their country. Their road to success was not always smooth, but the intellectuals were strengthened by the belief that once they won recognition as first-rank scholars they would be rewarded with position, honor, and lasting fame.

The attitude of the Chinese communists toward intellectuals is in large measure influenced by their ideology. While workers and peasants were raised to the top position, the intellectuals were downgraded because they were considered products of bourgeois and feudal education and perpetrators of bourgeois ideology. The communist policy was to "absorb and reform" the intellectuals.

The intellectuals were made to undergo thorough thought remodeling to be "cleansed" of bourgeois ideas and attitudes. The remodeling began with relatively mild measures, such as "political study" and "reeducation." The policy became increasingly oppressive in the 1950s when intellectuals were pressured to take part in the class struggle of the land reform and in orchestrated attacks on university professors, writers, artists, and intellectuals in different walks of life. The intellectuals, especially those who had studied in Western schools or had been employed by Western firms, were forced to write autobiographies giving details of their reactionary family and educational background, pinpointing their ideological shortcomings, and confessing their failings.

Following Khrushchev's 1956 speech criticizing Stalin, violence broke out in Poland and Hungary. This worried Mao, who agreed to try Premier Zhou Enlai's proposal to relax the Communist Party's pressure on intellectuals. This resulted in the slogan "Let a hundred flowers bloom, a hundred schools of thought contend." Mao indicated that intellectuals would be allowed to speak freely.

The result, however, was unexpected and shocking. Once they began to speak freely, the intellectuals unleashed a torrent of angry words, fierce criticisms, and open attacks upon the

repressive measures under which they had suffered. Some recanted the confessions they had made under duress; others went so far as to denounce the Communist Party and its government. To avoid a more serious outburst of explosive ideas and emotions, the government decided to put a stop to the “blooming–contending.” Outspoken critics were labeled rightists, and an anti-rightist campaign not only silenced the intellectuals but also placed them under more restrictive controls than before. The “flowers” wilted and the “schools” were muffled.

During the Cultural Revolution, Mao's criticism of the intellectuals instigated young radicals all over the country to join the struggle against the intellectuals. Students were urged to slap and to spit at their teachers; insult, humiliation, and torture were common. Some teachers chose suicide. Others were sent to May 7th cadre schools or to the countryside to be reformed by labor.

27. Write an abstract of this passage within 60 words. (6 points)

Part II Vocabulary (1 point each, 30 points in all)

Section A

Directions: There are 15 sentences in this section. Each sentence has a word underlined. There are four words or phrases beneath each sentence. Choose the one word or phrase beneath each sentence which would best keep the meaning of the original sentence if it were substituted for the underlined part. Write your choice (A, B, C or D) on your answer sheet.

1. The young man was so bashful that he did not speak to the pretty girl.
 A. shy B. hesitant C. haughty D. prudent
2. My brother was very fractious when I asked him to help clean the kitchen.
 A. agreeable B. competent C. enthusiastic D. irritable
3. Nancy has had a perverted sense of righteousness since her childhood.
 A. twisted B. thoughtful C. true D. profound
4. Mark Anthon's eulogy of Caesar at his funeral is memorably recorded in a play by Shakespeare.
 A. admiration B. condemnation C. praise D. expectation
5. The little boy had had a long day; he was feeling drowsy.
 A. exhausted B. slippery C. sleepy D. improper
6. Although the ministers had agreed to defer the action, the king ordered otherwise.
 A. prolong B. postpone C. proceed D. soften
7. The salad dressing we had at the restaurant was very unsavory.
 A. delicious B. salty C. disgraceful D. distasteful
8. As soon as the board of elections promulgates the list of candidates, a ballot is prepared.
 A. officially declares B. informally discusses
 C. quickly contacts D. critically reviews
9. The proposed environmental amendment has not yet been ratified by all fifty states.
 A. revised B. approved C. judged D. renewed
10. In his statements to the press, the administer was consistently equivocal.
 A. confident B. frank C. reasonable D. ambiguous
11. During the war, the shipping lanes proved to be vulnerable to attack.
 A. feasible B. futile C. susceptible D. impossible

12. The man was afraid to eat the meat because it looked tainted.
 A. rotten B. rugged C. tasteless D. delicious
13. The annual precipitation in the west of the United States is less than that in the northeast.
 A. rain B. rainfall C. snowfall D. sleet
14. Penguins are bellicose, especially during the mating season.
 A. lovable B. protective C. beautiful D. warlike
15. In the rural area it's still possible to see a few rustic bridges.
 A. broken B. wooden C. bucolic D. stone

Section B

Directions: Fill in the following blanks with the most appropriate words (in their proper grammatical forms) so that the usage in each sentence is idiomatic and each sentence's meaning matches its connotations in Chinese. (Notice: Fill in ONE blank with ONE word only)

16. His wife died _____ him.
 他的太太的去世困扰他。
17. I have never known him do a disinterested action: he's always on the _____.
 我从来不知道他做过任何大公无私的事。他总是在不择手段追求名利。
18. Their youngest son has been twice sent to prison, and I suppose this is their _____ in the closet.
 他们的小儿子曾两次入狱,我想这件事是他们的心病。
19. His rudeness to the teacher left a nasty _____ in my mouth.
 他对老师的粗野无礼给我留下一个极坏的印象。
20. To leave before the guest of honor would be out of the _____.
 先于贵宾离席是不礼貌的。
21. We thought she'd come for a visit, but it seems she's staying for _____ and all.
 我们以为她是来作客的,但看来她是永远不会走了。
22. Sometimes they spent days on _____ in the saddle.
 有时候他们一连几天骑马。
23. "Hamlet" at this theater is playing to full _____.
 本剧院演出“汉姆雷特”常常客满。
24. She no longer kept her neighbor at a respectful _____.
 她不再对邻居敬而远之了。
25. Their attempt to shoot the king did not _____ off.
 他们谋刺国王未遂。
26. Now stop beating about the _____ and tell me what happened!
 别再绕圈子了,快告诉我发生了什么事!
27. His remarks _____ heavily on his experiences in that country.
 他的评论大量利用了他在那个国家的经历。
28. A case in _____ is the way too much television viewing undermines children's cognitive, social, physical, and emotional development.
 一个适当的例证就是贪看电视损害儿童认知、社会、身体与情感功能发育的方式。
29. The film was so wonderful that she was completely _____ away.
 影片十分精彩,她完全被吸引住了。

30. The store was cleaned and swept out after _____.

商店在打烊后大扫除。

Part III

Cloze (1 point each, 15 points in all)

For each of the 15 blanks in the following passage, fill in one word (in its proper grammatical form) (Notice again: Fill in ONE blank with ONE word only) that will make the passage logical, coherent and unified. Write your answer on your answer sheet.

The traditional wedding vow to stay together "till death us do part" is becoming obsolete in most western countries as divorce rates continue to rise steadily. In the U. S., for example, the statistics for 1978 show one divorce for _____1_____ two marriages; in that year, over a million couples _____2_____ their marriages dissolved, often at high financial and social _____3_____.

One factor behind the steady rise in _____4_____ rates, according to sociologists, is the changing _____5_____ of women. More and more women are continuing to work _____6_____ marriage, thus remaining financially independent. Moreover, they are becoming less _____7_____ of husbands who treat them as subordinates. _____8_____ important factor is the gradual relaxation of divorce _____9_____ in many states. It is now relatively easy to obtain an uncontested divorce on the _____10_____ of irretrievable breakdown of marriage.

_____11_____ divorce is often the only satisfactory solution for married couples who can no longer _____12_____ the sight of each other, it can have a shocking effect on their _____13_____. It is estimated that one in four American children _____14_____ lives with only one parent. Many _____15_____ children grow up to be emotionally unstable and unable to cope with the pressures of modern society. They are the principal victims of divorce.

Part IV Writing (40 points in all)

The scandals and corruption cases surrounding a few Chinese political leaders raise the question of whether moral character matters in a leader. Discuss this topic from your own point of view. You are required to write an essay on the following topic in about 350 words.

Does character matter in political leaders?