

南京农业大学
2009 年攻读硕士学位研究生入学考试试题

试题编号: 626 试题名称: 基础英语

注意: 答题一律答在答题纸上, 答在草稿纸或试卷上一律无效

Part I Reading comprehension (2 point each, 40 points)

Directions: *In this part, there are four passages followed by 20 multiple-choice questions. Read the passages carefully and then choose the right answers to each of the questions. Write your answers on the ANSWER SHEET.*

Passage 1

In dealing with a student who is acting aggressively toward his classmates, you want to send a strong message that aggressive behavior will not be tolerated in your classroom. In addition, you want to help him develop more appropriate ways of settling disputes with peers.

If two elementary students are engaged in a fight, use a strong loud voice to stop it. If that doesn't work, you might say something odd ("Look up! The ceiling is falling!") to divert their attention. If they still don't stop and you can't separate them, send a student to the office to get help. If a crowd of children is gathering, insist that they move away or sit down, perhaps clapping your hands to get their attention. After the incident is over, meet with the combatants together so they can give you their versions of what happened and you can help them resolve any lingering problems. Also notify the parents.

Speak in a firm, no-nonsense manner to stop a student's aggressive behavior; use a physical restraint as a last resort. When responding to the student, pay attention to your verbal as well as non-verbal language. Even if he is yelling at you, stay calm. Allow him to express what he is upset about without interrupting him and then acknowledge his feelings. Avoid crossing your arms, pointing a finger or making threats; any of those actions could intensify his anger and stiffen his resistance.

You might conclude that a student's aggressive behavior warrants separating him from the rest of the class, either to send him a strong message that what he did merits a serious consequence or to protect the other students. You can do that by giving him a time out in class or by sending him to the office.

Although he might expect you to react **punitively**, surprising him by reacting supportively. Express your confidence that he can resolve problems without being hurtful to his peers. Tell him that you think he must be upset about something to lose control as he did and you want to understand what might be bothering him. If he does open up to you, listen attentively without interrupting. Speak in a calm voice, tell him that you understand why he was upset, but stress that he has to find a way to express his anger with words rather than with his hands.

You don't want to force an aggressive student to say he is sorry because that might

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fuel his anger, however, you want to strongly encourage him to make amends with the student he hit. If he is willing to do that, it will help soothe hurt feelings and avoid conflicts.

1. What is the purpose of saying something odd when seeing students in a fight?
 - A. To please the students.
 - B. To surprise the students.
 - C. To get the students' attention.
 - D. To distract the students' attention.
2. What is to be done about a student's aggressive behavior?
 - A. Respond calmly but firmly.
 - B. Tell the student's parents immediately.
 - C. Ask other students for help to stop the action.
 - D. Have the student go to see the principal.
3. What is NOT encouraged to do toward an aggressive student
 - A. Use physical restraint.
 - B. Give the student a time out.
 - C. Point at the students or make threats.
 - D. Talk with the student privately.
4. What does the word "punitively" (in Para. 5) probably mean?
 - A. Surprisingly.
 - B. Depressingly.
 - C. Involving persuasion.
 - D. Involving punishment.
5. What might be the last step to help an aggressive student?
 - A. Encourage the student to be nice to the student he hit.
 - B. Ask the student to promise he will never do it again.
 - C. Force the student to apologize for his behavior.
 - D. Persuade the student to open up to you.

Passage 2

At the time Jane Austin's novels were published-between 1811 and 1818, English literature was not part of any academic curriculum. In addition, fiction was under strenuous attack. Certain religious and political groups felt novels had the power to make so-called immoral characters so interesting that young readers would identify with them; these groups also considered novels to be of little practical use. Even Coleridge, certainly no literary reactionary, spoke for many when he asserted that "novel-reading occasions the destruction of the mind's powers."

These attitudes toward novels help explain why Austin received little attention from early nineteenth-century literary critics. (In any case, a novelist published anonymously, as Austin was, would not be likely to receive much critical attention.) The literary response that was accorded her, however, was often as incisive as twentieth-century criticism. In his attack in 1816 on novelistic portrayals “outside of ordinary experience”, for example, Scott made an insightful remark about the merits of Austin’s fiction. Her novels, wrote Scott, “present to the reader an accurate and exact picture of ordinary everyday people and places, reminiscent of seventeenth-century Flemish Painting.” Scott did not use the word “realism”, but he undoubtedly used a standard of realistic probability in judging novels, the critic Whately did’ not use the word realism either, but he expressed agreement with Scott’s evaluation, and went on to suggest the possibilities for moral instruction in what we have called Austin’s realistic method. Her characters, wrote Whately, are persuasive agents for moral truth since they are ordinary persons “so clearly evoked that we feel an interest in their fate as if it were our own.” Moral instruction, explained Whately, is more likely to be effective when conveyed through recognizably human and interesting characters than when imparted by a sermonizing narrator. Whately especially praised Austin’s ability to create characters who “mingle goodness and villainy, weakness and virtue, as in life they are always mingled.” Whately concluded his remarks by comparing Austin’s art of characterization to Dickens’, stating his preference for Austin’s.

Yet the response of nineteenth-century literary critics to Austin was not always so laudatory, and often anticipated the reservations of twentieth century critics. An example of such a response was Lewes’ complaint in 1859 that Austin’s range of subjects and characters was too narrow. Praising her verisimilitude, Lewes added that nonetheless her focus was too often upon only the unlofty and the commonplace. (Twentieth-century Marxists, on the other hand, were to complain about what they saw as her exclusive emphasis on a lofty upper-middle class.) In any case, having been rescued by some literary critics from neglect and indeed gradually lionized by them, Austin steadily reached, by the mid-nineteenth century, the enviable pinnacle of being considered controversial.

6. The primary purpose of the passage is to _____
- A. demonstrate the nineteenth-century preference for realistic novels rather than romantic ones.
 - B. explain way Jane Austin’s novels were not included in any academic curriculum in the early nineteenth century.
 - C. urge a reassessment of Jane Austin’s novels by twentieth-century literary critics.
 - D. describe some of the responses of nineteenth-century critics to Jane Austin’s novels as well as to fiction in general.

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7. The passage supplies information for answering which of the following questions?
- A. Was Whitely aware of Scott's remarks about Jane Austin's novels?
 - B. Who is an example of a twentieth-century Marxist critic?
 - C. Who is an example of a twentieth-century critic who admired Jane Austin's novels?
 - D. What is the author's judgment of Dickens?
8. The author mentions that English literature "was not part of any academic curriculum" in the early nineteenth century in order to _____
- A. emphasize the need for Jane Austin to create ordinary, everyday characters in her novels.
 - B. give support to those religious and political groups that had attacked fiction.
 - C. give one reason why Jane Austin's novels received little critical attention in the early nineteenth century.
 - D. suggest the superiority of an informal and un systematized approach to the study of literature.
9. The passage suggests that twentieth-century Marxists would have admired Jane Austin's novels more if the novels, as the Marxists understood them, had _____
- A. described the values of upper-middle class society.
 - B. avoided moral instruction and sermonizing.
 - C. depicted ordinary society in a more flattering light.
 - D. portrayed characters from more than one class of society.
10. It can be inferred from the passage that whitely found Dickens' characters to be _____
- A. especially interesting to young readers.
 - B. ordinary persons in recognizably human situations.
 - C. less liable than Jane Austin's characters to have a realistic mixture of moral qualities.
 - D. more often villainous and weak than virtuous and good.

Passage 3

The Anniversary

"Good morning Jennifer," Jason Maxwell whispered as he dutifully kissed his wife lightly on the forehead.

"Darling! How lovely; you've brought breakfast in. Where's Emily this morning?"

"I've given the servants the day off so that we could spend our anniversary alone." Jason exited to the terrace and set down the culinary delight he had prepared for the pleasure of his bride of two years. Pleasing Jennifer had become a habit he had grown to resent.

Jennifer eyed him lovingly, appreciating how happy she had become since her marriage to Jason. Three years ago, when Jennifer Macy's father died, the problems confronting her seemed "insurmountable. She had always been helplessly frail and dependent upon her father's care. At 42, she had never done a day's work in her life, and suddenly she had the monumental responsibility of managing the family's nationwide chain of department stores. Thanks to the bright capable young psychiatrist who counseled her through those difficult times, the business was doing better than ever.

Many of Jennifer's friends were skeptical when she announced her marriage to that bewitching chestnut-haired Adonis of New York's psychiatric circles, eleven years her junior; but now they could see that Jason seemed indeed the model husband. Jennifer had never been happier and could not imagine her life without Jason.

"I've made your favorite breakfast, Jen. Blueberry waffles with fresh blue-berries and whipped cream," Jason boasted as he poured them each a glass of Dom Perignon.

"Oh, Jason," Jennifer whined. "That's not enough champagne. Please, darling. Fill my glass." Jennifer always wanted the most and best of everything, and she had become accustomed to getting it. Jason, in turn, had become accustomed to satisfying her whims.

As he handed Jennifer her glass, Jason settled next to her on the bed and masked his contemptuous thoughts with an adoring gaze. He had become quite adept at feigning adoration in the two years he had been tied to the pitiful creature he called his wife. He supposed that some men might find her stately manner and sleek lines moderately attractive, but all he could see was the fading remnant of a woman, declining with each passing year. It had become increasingly difficult for him to camouflage the revulsion he felt whenever he saw this drab, meagerly endowed woman, completely insubstantial and deficient when compared with the youthful beauty and vitality of Rachel, the lover with whom he sought "refuge from the charade he called his marriage.

Jason had grown to despise Jennifer's childlike dependency and the energy he had to expend toward a relationship which meant nothing to him. The only thing which had any meaning for Jason was the Macy fortune, a fortune that was no longer worth the sacrifices it entailed. Jason had merely been biding his time until he could arrange for Jennifer's premature demise.

After months of careful preparation, he was finally ready to execute his plan as part of this anniversary celebration. It had not been easy to come up with the proper weapon for Jennifer's elimination from Jason's life, but after repeated experimentation in his basement laboratory, Jason had finally concocted the perfect poison: Artrepomine. This chemical mixture could easily be concealed in Jennifer's food, would cause her to have an apparently natural heart attack, and would remain undetectable in her body after death. The plan was so brilliantly conceived that Jason smiled with self-satisfaction. His extensive medical training was not in vain.

"What are you smiling about, darling?" Jennifer inquired.

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“I’m just happy about the prospect of being alone with you all day,” was Jason’s obligatory response. “Let’s go out on the terrace and have breakfast,” he remarked anxiously.

As they enjoyed another glass of champagne, Jason lavished blueberries and whipped cream on the waffles, being careful to place the waffle with the extra ingredient in front of Jennifer.

“This looks scrumptious.” Jennifer was brimming with delight at the sight and smell of her favorite breakfast. “Oh, Jason. This is all so perfect. You’re such a wonderful husband and I’m such a lucky woman.”

This touching scene was abruptly interrupted when the phone rang. “I’ll get it, Jen. You sit and enjoy your waffle.”

Jason hurried to answer the telephone, annoyed that Rachel was calling so early. When he returned he found Jennifer savoring the last bite of her waffle. He poured her another glass of champagne and sat back in his chair with a sigh of relief as he ate his waffle and awaited the inevitable. As he finished his breakfast, he watched Jennifer impatiently. Jennifer looked back at him with the face of a mischievous child and said, “I have a confession to make, Jason. You know how much I love whipped cream; and since your waffle had more whipped cream than mine, I traded. I hope you don’t mind, darling.”

11. Jason gave the servants the day off so that _____.
 - A. Jennifer and he could spend their anniversary alone
 - B. Jennifer would be more dependent on him
 - C. they could have more leisure
 - D. he could put his scheme through
12. The anniversary was their _____.
 - A. first
 - B. second
 - C. third
 - D. fourth
13. Jennifer thought that Jason was _____.
 - A. cunning
 - B. arrogant
 - C. obedient
 - D. modest
14. Jennifer loved Jason for he was _____.
 - A. handsome, young, and capable
 - B. strong, young, and capable
 - C. handsome and capable, though not young
 - D. young and capable, though not handsome
15. Jason married Jennifer because she was _____.
 - A. popular in high social circles
 - B. intelligent and attractive
 - C. beautiful and dependent
 - D. rich in wealth and fortune

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16. Jason wanted to murder Jennifer because _____.
A. she was ungrateful
B. he simply hated her
C. he got bored with her
D. he had some ulterior motive
17. Jason planned to kill Jennifer by _____.
A. poison
B. shooting
C. strangulation
D. pushing her off the balcony
18. Did Rachel have a hand in Jason's scheme? _____.
A. Absolutely yes
B. No
C. Perhaps
D. It's impossible for us to answer
19. It can be inferred that _____.
A. Jennifer would die
B. Jason would die
C. both of them would die
D. neither of them would die
20. The message of the story is that _____.
A. to do evil is to fry in one's own grease
B. nothing is worse than a familiar enemy
C. one careless move loses whole game
D. believe not all; you hear, and tell not all you know

Part II Vocabulary (1 point each, 30 points)

Directions: *In this part, there are thirty sentences. Beneath each sentence, there are four words or phrases marked A, B, C and D. Choose one that best replaces the underlined part in the sentence or best completes the sentence by filling the blank therein. Write your answer on the ANSWER SHEET.*

Section A:

21. The audience was agitated by the speaker at the auditorium, but unresponsive.
A. excited
B. surprised
C. shocked
D. silenced
22. He was constrained to withdraw this proposal from the manager for the construction of electronic factory there.
A. summoned
B. supposed
C. forced
D. persuaded
23. The scholar discoursed in detail on the poetic style of John Keats at the university hall.
A. quoted
B. talked
C. whispered
D. rationalized

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41. The science program on TV showed me that mosquitoes were the only means of _____ of malaria.
A. conductivity
B. transformation
C. transportation
D. transmission
42. Although the report is interesting and informative, much of the material was not to the subject assigned.
A. pertinent
B. Permanent
C. positive
D. perplexing
43. Whatever you say, I have to admit that my new secretary is a most responsible and _____ person.
A. conspicuous
B. conscious
C. contemptuous
D. conscientious
44. A woman _____ walked over many broken pieces, taking care that she would not get hurt.
A. proudly
B. warily
C. violently
D. insincerely
45. The tourists went to the Alps _____ to ski. We could know it well from their dress.
A. vaguely
B. implicitly
C. expressly
D. exquisitely
46. They discussed the problem _____ tea and cakes.
A. by
B. over
C. at
D. with
47. _____ your request for a refund, we have referred the matter to our manager.
A. With regard for
B. In regard of
C. With regard to
D. In regard for
48. You can take Carol out to dinner _____ you promise to send her back before 10 o'clock..
A. so far as
B. as far as
C. as long as
D. as much as
49. Now that you've read that sentence, reread the one _____.
A. proceeds
B. advances
C. marches
D. precedes

50. The _____ of his first novel appeared in *The Times* yesterday, no doubt he was very happy to see that.
- A. review B. survey
C. appraisal D. inspection

Part III General knowledge (1 point each, 10 points)

Directions: *In this part, there are 10 statements concerning general knowledge of literature, linguistics and culture. Beneath each statement, there are four choices marked A, B, C and D. Choose the one that correctly completes the statement. Write your answer on the ANSWER SHEET.*

51. _____ studies the internal structure of words, and the rules by which words are formed.
A. Morphology B. Syntax C. Phonology D. Semantics
52. The word “lab” is formed through _____.
A. back formation B. blending C. clipping D. derivation
53. _____ is the defining properties of units like noun (number, gender, etc.) and verb (tense, aspect, etc.).
A. Parts of speech B. Word classes
C. Grammatical categories D. Functions of words
54. _____ is a phrase which can only be understood as a unit, not as a summation of the meaning of each constituent word.
A. Collocation B. Idiom
C. Semantic component D. Synonym
55. It is _____ alone who, for the first time in English literature, presented to us a comprehensive realistic picture of the English society of his time and created a whole gallery of vivid characters from all walks of life.
A. Geoffrey Chaucer B. Martin Luther
C. William Langland D. John Gower
56. “Do you think, because I am poor, obscure, plain, and little, I am soulless and heartless” ... and if God had gifted me with some beauty, and much wealth, I should have made it as hard for you to leave me, as it is now for me to leave you.”
The above quoted passage is, more probably, taken from _____.
A. Great Expectations B. Wuthering Heights
C. Jane Eyre D. Pride and Prejudice

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57. Francis Bacon is best known for his _____ which greatly influenced the development of this literary form.
A. essays B. poems C. works D. plays
58. Christianity was first brought to England by _____.
A. the Normans B. the Danes
C. the Romans D. the Anglo-Saxons
59. 'The Beatles' is _____.
A. a classical music group B. a popular music group
C. a drama organization D. a football team
60. _____ were originally called *Yankees*, which came to stand for all Americans.
A. People living by the Mississippi River
B. People living in the New England area
C. People living in the age of 'gold rush'
D. People living in the southern state of Florida

Part IV Proofreading and error correction (1 points each, 10 points)

Directions: *In the following passage, there are 10 errors. Please read the passage through, find the errors and correct them. Write your answer on the ANSWER SHEET.*

- For a wrong word write the wrong word and the correct one with an arrow (→) to indicate the correction.
- For a missing word write the word before or after the position of the missing word with a sign of “^”, and then with an arrow (→) write the word you believe to be missing.
- For an unnecessary word write the unnecessary word and then with an arrow (→) write a slash “/”.

Examples: For a wrong word it → they
 For a missing word ^amount → an
 For an unnecessary word out → /

Ideas which are half-accepted by one generation
are often completely accepted by the one follows. (61)_____

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Innovations are bitterly attacked by those who can
not conceive a new order and are judged by standards (62)_____
of the past. This is because people's sensibilities are
confined to that they have always known and believed. (63)_____
What was new to one generation is easily assimilated
by another because sensibility has widened sufficiently
to allow a notion that is once considered radical or (64)_____
extreme to establish it. A good example of this is (65)_____
the publication of *The Origin of Species* in 1859.

The prolonged and bitter controversy with which (66)_____
Darwin's work provoked has lingered down to this day.
But whereas, initially, Darwin's arguments were hotly
Disputed, they have since become part of our cultural
heredity. Our view of the past is for ever changing. (67)_____
Tradition is like a great city which is growing up (68)_____
all the time. Old buildings are demolished and new ones
are put up. Each building, however large or small, alters (69)_____
our view of the shape and size of existing ones. The city
we look upon is not the one our ancestors saw; nor is it
the one we shall hand over to our successors. (70)_____

Part V Paraphrase (5 points each, 10 points)

Directions: *In this part, there are two short paragraphs. Paraphrase or reword the underlined parts in simpler English. Write your answer on the ANSWER SHEET.*

71. A man may usually be known by the books he reads as well as by the company he keeps; for there is a companionship of books as well as of men; and one should always live in the best company, whether it be of books or of men.

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A good book may be among the best of friends. It is the same today that it always was, and it will never change. It is the most patient and cheerful of companions. It does not turn its back upon us in times of adversity or distress. It always receives us with the same kindness; amusing and instructing us in youth, and comforting and consoling us in age.

72. We all know that science plays an important role in societies in which we live. Many people believe, however, that our progress depends on two aspects of science. The first of which is the application of the machines, products and systems of applied knowledge that scientists and technologists develop. Through technology, science improves the structure of society and helps man to gain increasing control over his environment. The second aspect is the application by all members of society, from the government official to the ordinary citizen, of the special methods of thought and action that scientists use in their work.

Part VI Writing (50 points)

Directions: *For this part, you are required to write a short essay in no less than 350 words on the topic “**Competition and Cooperation in the Harmonious Society**”. Marks will be given based on the content, organization, grammar and appropriateness of your writing. Write your composition on the ANSWER SHEET.*