

南京理工大学

2007 年硕士学位研究生入学考试试题

考试科目：基础英语（满分 150 分）

考生注意：所有答案（包括填空题）按试题序号写在答题纸上，写在试卷上不给分

I. Give synonyms and antonyms of the following. (每一词 1 分，共 40 分)

1) Give synonyms.

- | | | |
|-----------------|-------|-------|
| a) to revise | _____ | _____ |
| b) illustration | _____ | _____ |
| c) grateful | _____ | _____ |
| d) to conform | _____ | _____ |
| e) therefore | _____ | _____ |
| f) total | _____ | _____ |
| g) especially | _____ | _____ |
| h) opinion | _____ | _____ |
| i) aged | _____ | _____ |
| j) to expand | _____ | _____ |

2) Give antonyms.

- | | | |
|----------------|-------|-------|
| a) hostility | _____ | _____ |
| b) to destroy | _____ | _____ |
| c) grief | _____ | _____ |
| d) generally | _____ | _____ |
| e) cool | _____ | _____ |
| f) to deny | _____ | _____ |
| g) definite | _____ | _____ |
| h) displeasure | _____ | _____ |
| i) to ignore | _____ | _____ |
| j) readily | _____ | _____ |

II. Fill in each blank with one suitable word. (每空一分，共 20 分)

The days were too short. There was so much he wanted to study. He (1) _____ his sleep down to five hours and found that he could get along upon it. He tried four

hours and a half, and (2) _____ came back to five. He could joyfully have spent all his waking (3) _____ upon any one of his pursuits. It was with regret that he ceased (4) _____ writing to study, that he ceased from study to go to the library, that he (5) _____ himself away from the chart-room of knowledge or from the magazines in the reading-room that were filled with the secrets of (6) _____ who succeeded in selling their wares. It was like severing heart-room, when he was with Ruth, to stand up and go; and he scorched through the dark (7) _____ so as to get home to his books at the least possible expense of (8) _____. And the hardest of all was to shut up the algebra or physics, (9) _____ note-book and pencil aside, and close his tired eyes in sleep. He hated the thought of (10) _____ to live, even for so short a time, and his sole consolation was that the alarm-clock was (11) _____ five hours ahead. He would lose only five hours anyway, and then the jangling (12) _____ would jerk him out of unconsciousness and he would have before him another glorious day of (13) _____ hours.

In the meantime the weeks were passing, his money was (14) _____ low, and there was no money coming in. A month after he had mailed it, the adventure serial for boys was (15) _____ to him by the *Youth's Companion*. The rejection slip was so tactfully worded that he felt kindly toward the (16) _____. But he did not feel so kindly toward the editor of the *San Francisco Examiner*. After waiting two whole weeks, Martin had written to him. A week later he wrote again. At the end of the month, he went over to San Francisco and personally (17) _____ upon the editor. But he did not meet that exalted personage. At the end of the fifth week the (18) _____ came back to him, by mail, without comment. There was no rejection (19) _____, no explanation, nothing. In the same way his other articles were tied up with the other leading San Francisco papers. When he recovered them, he sent them to the magazines in the East, from which they were returned more promptly, (20) _____ always by the printed rejection slips.

III. PROOFREADING AND ERROR CORRECTION. (每空一分, 共 20 分)

The following passage contains 17 errors. Each line contains a maximum of one error, and three are free from error. In each case only one word is involved. You should proofread the passage and correct it in the following way:

- | | |
|---------------------------------|--|
| For a <u>wrong</u> word, | Underline the wrong word and write the blank provided at the end of the line. |
| For a <u>missing</u> word, | Mark the position of the missing word with a “^” sign and write the word you believe to be missing in the blank provided at the end of the line. |
| For an <u>unnecessary</u> word, | Cross out the unnecessary word with a slash “/” |

and put the word in the blank provided at the end of line.

If the line is correct,

Place a tick "✓" in the blank provided at the end of the line.

EXAMPLE

When \wedge art museum wants a new exhibit, (1) an
It ~~never~~ buys things in finished form and hangs (2) never
them on the wall. When a natural history museum (3) ✓
wants an exhibition, it must often build it. (4) exhibit

Go into any average provincial town and the last thing you will find is a decent book-shop. More than one great industrial town of a population of over a hundred thousand has only one such shop, and that is generally kept going by the sale of school-books.

- | | |
|---|-------------|
| (1) It is because we cannot afford to buy books. We | (1) _____ |
| (2) spend six hundred million pounds a year on the beer, | (2) _____ |
| (3) but we certainly do not spend six hundred million pence | (3) _____ |
| (4) on literature. Many people can afford to buy | (4) _____ |
| (5) motor-cars with anything from seven hundred pounds | (5) _____ |
| (6) would be horrifying at the idea of spending a single | (6) _____ |
| (7) pound occasionally on a book. Yet, merely alike | (7) _____ |
| (8) furniture, books are cheaper and better decoration | (8) _____ |
| (9) than blue chinas or eighteenth century chairs. They | (9) _____ |
| (10) are better because they put out the stamp of | (10) _____ |
| (11) individuality upon a house. The desire of eighteenth | (11) _____ |
| (12) century chairs and blue china may represent not as a | (12) _____ |
| (13) genuine personal taste for beautiful things, but an | (13) _____ |
| (14) artful passion for rare and expensive ones. On | (14) _____ |
| (15) the other hand, a column of books will give a house | (15) _____ |
| (16) character and meaning. It should tell you about its | (16) _____ |
| (17) owner. A house without books is a unmindful and | (17) _____ |
| (18) characterless house, and no matter how rich the Persian | (18) _____ |
| (19) rugs and how elegant the settees and the ornaments. | (19) _____ |
| (20) The Persian rugs not only tell you that the owner has | (20) _____ |
| got money, but the books will tell you whether he has | |
| got a mind as well. | |

IV. Reading Comprehension (每个选项 2 分,共 56 分)

Text A A Nice Place to Visit

Having heard that Toronto was becoming one of the continent's noblest cities, we flew from New York to investigate. New Yorkers proud of their city's reputation and concerned about challenges to its stature have little to worry about.

After three days in residence, our delegation noted an absence of shrieking police and fire sirens at 3 A.M.—or any other hour, for that matter. We spoke to the city authorities about this. What kind of city was it, we asked, that expected its citizens to sleep all night and rise refreshed in the morning? Where was the incentive to awaken gummy-eyed and exhausted, ready to scream at the first person one saw in the morning? How could Toronto possibly hope to maintain a robust urban divorce rate?

Our criticism went unheeded; such is the torpor with which Toronto pursues true urbanity. The fact appears to be that Toronto has very little grasp of what is required of a great city.

Consider the garbage picture. It seems never to have occurred to anybody in Toronto that garbage exists to be heaved into the streets. One can drive for miles without seeing so much as a banana peel in the gutter or a discarded newspaper whirling in the wind.

Nor has Toronto learned about dogs. A check with the authorities confirmed that, yes, there are indeed dogs resident in Toronto, but one would never realize it by walking the sidewalks. Our delegation was shocked by the presumption of a town's calling itself a city, much less a great city, when it obviously knows nothing of either garbage or dogs.

The subway, on which Toronto prides itself, was a laughable imitation of the real thing. The subway cars were not only spotlessly clean, but also fully illuminated. So were the stations. To New Yorkers, it was embarrassing, and we hadn't the heart to tell the subway authorities that they were light-years away from greatness.

We did, however, tell them about spray paints and how effectively a few hundred children equipped with spray-paint cans could at least give their subway the big-city look.

It seems doubtful they are ready to take such hints. There is a disturbing distaste for vandalism in Toronto which will make it hard for the city to enter wholeheartedly into the vigour of the late twentieth century.

A board fence surrounding a huge excavation for a new high-rise building in the downtown district offers depressing evidence of Toronto's lack of big-city impulse. Embedded in the fence at intervals of about fifty feet are loudspeakers that play recorded music for passing pedestrians.

Not a single one of these loudspeakers has been mutilated. What's worse, not a

single one has been stolen.

It was good to get back to the Big Apple. My coat pocket was bulging with candy wrappers from Toronto and—such is the lingering power of Toronto—it took me two or three hours back in New York before it seemed natural again to toss them into the street.

27. "The subway, on which Toronto prides itself, was a laughable imitation of the real thing." What does the author mean by "the real thing"?
- A. A subway that is extremely clean and well illuminated.
 - B. A subway that has a magnificent look.
 - C. A subway littered with garbage and covered with spray paints.
 - D. A subway crowded with boisterous children.
28. The author seems to suggest that high divorce rate is related to _____.
- A. police and fire sirens.
 - B. noises that keep people awake at night
 - C. true urbanity
 - D. sore eyes
29. The author wrote this article _____.
- A. to criticize Toronto
 - B. to ridicule Toronto
 - C. to praise New York
 - D. to satirize New York

Text B Dull Work

There seems to be a general assumption that brilliant people cannot stand routine; that they need a varied, exciting life in order to do their best. It is also assumed that dull people are particularly suited for dull work. We are told that the reason the present-day young protest so loudly against the dullness of factory jobs is that they are better educated and brighter than the young of the past. 5

Actually, there is no evidence that people who achieve much crave for, let alone live, eventful lives. The opposite is nearer the truth. One thinks of Amos the shepherd, Socrates the stonemason, Omar the tentmaker. Jesus probably had his first revelations while doing humdrum carpentry work. Einstein worked out his theory of relativity while serving as a clerk in a Swiss patent office. Machiavelli 10 wrote *The Prince* and the *Discourses* while immersed in the dull life of a small country town where the only excitement he knew was playing cards with muleteers at the inn. Immanuel Kant's daily life was an unalterable routine. The housewives of Königsberg set their clocks when they saw him pass on his way to the university. He took the same walk each morning, rain or shine. The greatest 15

distance Kant ever traveled was sixty miles from Konigsberg.

The outstanding characteristic of man's creativeness is the ability to transmute trivial impulses into momentous consequences. The greatness of man is in what he can do with petty grievances and joys, and with common physiological pressures and hungers. "When I have a little vexation," wrote Keats, "it grows in five minutes into a theme for Sophocles." To a creative individual all experience is seminal—all events are equidistant from new ideas and insights—and his inordinate humanness shows itself in the ability to make the trivial and common reach an enormous way. 20

An eventful life exhausts rather than stimulates. Milton, who in 1640 was a poet of great promise, spent twenty sterile years in the eventful atmosphere of the Puritan revolution. He fulfilled his great promise when the revolution was dead, and he in solitary disgrace. Cellini's exciting life kept him from becoming the great artist he could have been. It is legitimate to doubt whether Machiavelli would have written his great books had he been allowed to continue in the diplomatic service of Florence and had he gone on interesting missions. It is usually the mediocre poets, writers, etc., who go in search of stimulating events to release their creative flow. 25 30

It may be true that work on the assembly line dulls the faculties and empties the mind, the cure only being fewer hours of work at higher pay. But during fifty years as a workingman, I have found dull routine compatible with an active mind. I can still savor the joy I used to derive from the fact that while doing dull, repetitive work on the waterfront, I could talk with my partners and compose sentences in the back of my mind, all at the same time. Life seemed glorious. Chances are that had my work been of absorbing interest I could not have done any thinking and composing on the company's time or even on my own time after returning from work. 35

People who find dull jobs unendurable are often dull people who do not know what to do with themselves when at leisure. Children and mature people thrive on dull routine, while the adolescent, who has lost the child's capacity for concentration and is without the inner resources of the mature, needs excitement and novelty to stave off boredom. 40

I. Which of the following best states the purpose of Hoffer's writing?

- A. To disprove the general assumption that brilliant people cannot stand routine.
- B. To argue that there is no work that is really dull.
- C. To prove that an eventful life kills rather than stimulates a man's instinct for creation.
- D. To convince that creativeness of a man's mind is primary to what he can achieve.

II. Make what you think the most appropriate choice to complete each of the following statements.

1. In Hoffer's opinion, those who find dull work unbearable mostly belong to the age group of _____.
A. 9 to 14
B. 16 to 18
C. 50 and above
D. 35 to 45
2. From what Hoffer says about Kant, we can infer that _____.
A. Kant lived a secluded life
B. Kant disliked traveling
C. Kant kept very regular hours
D. Kant was something of a hermit
3. According to Hoffer, how much a man can achieve depends on _____.
A. what kind of work he does
B. what life experiences he has had
C. how well he can put up with mental and physiological pressures
D. none of the above
4. Hoffer seems to have enjoyed his 50-year experience as a workingman because _____.
A. his work had been of absorbing interest
B. he could talk with his workmates while working
C. his work, though dull, did not interfere with his creative thinking
D. he was one of those who find dull work tolerable

Text C The Good Daughter

The moment I walked into the dry-cleaning store, I knew the woman behind the counter was from Korea, like my parents. To show her that we shared a heritage, and possibly get a fellow compatriot's discount, I tilted my head forward, in shy imitation of a traditional bow.

"Name?" she asked, not noticing my attempted obeisance.

"Hwang," I answered.

"Hwang? Are you Chinese?"

Her question caught me off-guard. I was used to hearing such queries from non-Asians who think Asians all look alike, but never from one of my own people. Of course, the only Koreans I knew were my parents and their friends, people who've never asked me where I came from, since they knew better than I.

I ransacked my mind for the Korean words that would tell her who I was. It's always struck me as funny (in a mirthless sort of way) that I can more readily say "I am Korean" in Spanish, German and even Latin than I can in the language of my ancestry. In the end, I told her in English.

The dry-cleaning woman squinted as though trying to see past the glare of my

strangeness, repeating my surname under her breath. "Oh, fxuang," she said, doubling over with laughter. "You don't know how to speak your name."

I flinched. Perhaps I was particularly sensitive at the time, having just dropped out of graduate school. I had torn up my map for the future, the one that said not only where I was going but who I was. My sense of identity was already disintegrating.

When I got home, I called my parents to ask why they had never bothered to correct me. "Big deal," my mother said, sounding more flippant than I knew she intended. (Like many people who learn English in classroom, she uses idioms that don't always fit the occasion.) "So what if you can't pronounce your name? You are American," she said.

Though I didn't challenge her explanation, it left me unsatisfied. The fact is, my cultural identity is hardly that clear-cut.

My parents immigrated to this country 30 years ago, two years before I was born. They told me often, while I was growing up, that, if I wanted to, I could be president someday, that here my grasp would be as long as my reach.

To ensure that I reaped all the advantages of this country, my parents saw to it that I became fully assimilated. So, like any American of my generation, I whiled away my youth strolling malls and talking on the phone, rhapsodizing over Andrew McCarthy's blue eyes or analyzing the meaning of a certain upper-classman's offer of a ride to the homecoming football game.

To my parents, I am all-American, and the sacrifices they made in leaving Korea—including my mispronounced name—pale in comparison to the opportunities those sacrifices gave me. They do not see that I straddle two cultures, not that I feel displaced in the only country I know. I identify with Americans, but Americans do not identify with me. I've never known what it's like to belong to a community—neither one at large, nor of an extended family. I know more about Europe than the continent my ancestors unmistakably come from. I sometimes wonder, as I did that day in the dry cleaner's, if I would be a happier person had my parents stayed in Korea.

I first began to consider this thought around the time I decided to go to graduate school. It had been a compromise: my parents wanted me to go to law school; I wanted to skip the starched-collar track and be a writer—the hungrier the better. But after 20-some years of following their wishes and meeting all of their expectations, I couldn't bring myself to disobey or disappoint. A writing career is riskier than law, I remember thinking. If I'm a failure and my life is a washout, then what does that make my parents' lives?

I know that many of my friends had to choose between pleasing their parents and being true to themselves. But for the children of immigrants, the choice seems more complicated, a happy outcome impossible. By making the biggest move of their lives

for me, my parents indentured me to the largest debt imaginable—I owe them the fulfillment of their hopes for me.

It tore me up inside to suppress my dream, but I went to school for a Ph. D. in English literature, thinking I had found the perfect compromise. I would be able to write at least about books while pursuing a graduate degree. Predictably, it didn't work out. How could I labor for five years in a program I had no passion for? When I finally left school, my parents were disappointed, but since it wasn't what they wanted me to do, they weren't devastated. I, on the other hand, felt I was staring at the bottom of the abyss. I had seen the flaw in my life of halfway-ness, in my planned life of compromises.

I hadn't thought about my love life, but I had a vague plan to make concessions there, too. Though they raised me as an American, my parents expect me to marry someone Korean and give them grandchildren who look like them. This didn't seem like such a huge request when I was 14, but now I don't know what I'm going to do. I've never been in love with someone I dated, or dated someone I loved. (Since I can't bring myself even to entertain the thought of marrying the non-Korean men I'm attracted to, I've been dating only those I know I can stay clearheaded about.) And as I near that age when the question of marriage stalks every relationship, I can't help but wonder if my parents' expectations are responsible for the lack of passion in my life.

My parents didn't want their daughter to be Korean, but they don't want her fully American, either. Children of immigrants are living paradoxes. We are the first generation and the last. We are in this country for its opportunities, yet filial duty binds us. When my parents boarded the plane, they knew they were embarking on a rough trip. I don't think they imagined the rocks in the path of their daughter who can't even pronounce her own name.

1. What is the main theme of the passage?
 - A. Persons of Asian descent find life in the US difficult.
 - B. Some children of immigrant parents have identity problems.
 - C. People who cannot pronounce their names have identity problems.
 - D. The key to adjusting to a strange culture is to make compromises.
2. What sparked the writer's introspection?
 - A. Dropping out of graduate school.
 - B. Her mother's misuse of an idiom
 - C. Becoming fully assimilated.
 - D. The dry-cleaning store incident.
3. What metaphor does the writer use to describe dropping out of graduate school?
 - A. Tearing up the map for her future.
 - B. An attempted obeisance.
 - C. A sense of identity disintegrating.
 - D. Learning English in a classroom

4. What does "my grasp would be as long as my reach" mean?
- A. Her arms would grow longer.
 - B. She would eventually become president
 - C. She could use her abilities to the full.
 - D. Her ambitions would be too lofty
5. Which of the following statements does the passage support?
- A. Immigrants' children often feel that they belong nowhere.
 - B. All successful people in America are children of immigrants.
 - C. It is best to forget where your parents came from.
 - D. People move to other countries for selfish reasons.
6. The "starched collar track" means:
- A. Working in a dry-cleaning store.
 - B. Studying for a law degree.
 - C. Making one's life a washout.
 - D. Pursuing a conservative profession
7. The writer's dilemma can best be described as:
- A. Having been born in the US as an Asian.
 - B. The riskiness of the career as a writer.
 - C. Making concessions about her love life.
 - D. Having to fulfil her parents' ambitions.
8. In the passage, "indentured me to" means:
- A. took good care of my teeth.
 - B. imposed upon me.
 - C. liberated me from.
 - D. aid my school fees.
9. "Staring at the bottom of the abyss" describes the writer's despair as:
- A. never having passion in her life.
 - B. being unable to live a life of compromise.
 - C. failing to get a Ph. D. in English literature.
 - D. being rejected by American society.
10. How would you describe the tone of the passage?
- A. Anguished and pessimistic,
 - B. Buoyant and cheerful.
 - C. Outraged and incensed,
 - D. Cynical and indifferent.

Text D Global Fever

Floods. Droughts. Hurricanes. Twisters. Are all the bizarre weather extremes we've been having lately normal fluctuations in the planet's atmospheric systems? Or are they a precursor of the kind of climactic upheavals that can be expected from the global warming caused by the continued buildup of CO₂ and the other so-called greenhouse gases? Scientists are still not sure. But one of the effects of the unusual stretch of weather over the past 15 years has been to alert researchers to a new and perhaps even more immediate threat of the warming trend: the rapid spread of

disease-bearing bugs and pests.

Climate change, whether natural or man-made, may already be spreading disease and pestilence, according to a host of new studies, including a major report being prepared by the World Health Organization (WHO) and other international institutions for release this season. Malaria, for example, has been flourishing in recent years owing to unusually hot weather. Similarly, climate disruptions may be giving new life to such ancient scourges as yellow fever, meningitis and cholera, while fostering the spread of emerging diseases like hantavirus.

Underlying all these outbreaks is the same Darwinian mechanism: unusual weather such as dry spells in wet areas or torrential rains in normally dry spots tends to favor so-called opportunistic pests—rodents, insects, bacteria, protozoa, viruses—while making life more difficult for the predators that usually control them. Episodes of extreme weather are routinely followed by outbreaks of plagues, both old and new. Among the most recent examples:

CHOLERA. In 1991 a freighter coming from South Asia emptied its bilges off the coast of Peru. Along with the wastewater came a strain of cholera that found a home in huge algal blooms stimulated by unusually warm ocean waters and abundant pollution. The microbe then made its way into shellfish and humans. So far, the epidemic has infected over half a million people and killed at least 5,000.

HANTAVIRUS. In 1993 a six-year drought followed by heavy rains produced a tenfold increase in the population of deer mice in the American Southwest, leading to an outbreak of a deadly form of pulmonary hantavirus. The disease, which first appeared on a Navajo reservation, has since spread to 20 U.S. states and killed 45 people, nearly half of those infected.

PLAGUE. In 1994 a long monsoon in northern India followed by 90 consecutive days of 38°C heat drove rats into the cities. In Surat, they caused an outbreak of pneumonic plague. The ensuing panic killed 63 people and ultimately cost India \$2 billion.

DENGUE FEVER. The coastal mountain ranges of Costa Rica had long confined dengue fever, a mosquito-borne disease accompanied by incapacitating bone pain, to the country's Pacific shore. But in 1995 rising temperatures allowed *Aedes aegypti* mosquitoes to breach the coastal barrier and invade the rest of the country. Dengue also advanced elsewhere in Latin America, reaching as far north as the Texas border. By September the epidemic had killed 4,000 of the 140,000 people infected.

Of all the infectious diseases humans will have to contend with as the world gets warmer, malaria may be the worst. Malaria is already the world's most widespread

mosquito-borne illness. Rising temperatures will not only expand the range of *Anopheles* mosquitoes, but make them more active biters as well. Paul Epstein, an epidemiologist with the Harvard School of Public Health, notes that a temperature rise of 2°C would more than double mosquito metabolism, forcing them to feed more often. A 2°C rise in global temperatures could also expand malaria's domain from 42% to 60% of the planet. When temperatures rise above 40°C, mosquitoes begin to die off—but at those temperatures, so do people and the crops on which they live.

Humans often make matters worse for themselves by the changes they make in their local environments. Unusually warm waters played an important role in the cholera epidemic that hit Latin America in 1991, but the outbreak was also exacerbated by sewage poured into the waters off Asia and Latin America, the destruction of pollution-filtering mangroves in the Bay of Bengal and overcrowding in the cities.

The same synergies that empower microbes also weaken our defenses against them. Heat, increased ultraviolet radiation resulting from ozone depletion, and pollutants like chlorinated hydrocarbons all suppress the disease-battling immune systems—both for humans and for other animals. Epstein, who is one of the principal authors of the upcoming WHO study, notes that in recent years variants of the class of viruses that includes measles have killed seals in the North Sea, lions in the Serengeti and horses in Australia—three very different animals widely scattered around the globe.

A common denominator in each case: abnormal weather had caused malnutrition, weakened animal immune systems and spurred the reproduction of viruses. Epstein also notes that once ordinarily benign microbes invade weakened animals, they can become sufficiently deadly to invade healthy populations. The real threat for people, says Epstein, may not be a single disease, but armies of emergent microbes raising havoc among a host of creatures. "The message," he says, "is that diseases afflicting plants and animals can send ripples through economies and societies no less disastrous than those affecting humans."

A small but persistent group of critics, many of them supported by the oil and coal industries, still don't buy it. S. Fred Singer, president of the industry-funded Science and Environment Policy Project, argues that Epstein and his colleagues fail to note the positive health benefits of warmer nights and winters. Others, like John Shlaes, executive director of the Global Climate Coalition, suggest that when the world is faced with the pressing health problems stemming from overcrowded cities and the collapse of sanitation systems, the threat of disease caused by climate change may seem like a minor concern.

No one disputes the role of poverty and overpopulation in spreading disease.

That is no reason to ignore the warnings sounded by Epstein and his colleagues, however. Scientists first raised alarms about climate change in the late 1980s, but the international community has taken few concrete steps to address the problem. The world is gambling, in effect, that problems in the future will not be serious enough to warrant inconvenience in the present. With each passing year, the future gets closer and that bet gets bigger.

1. What is the main theme of this passage?
 - A. The accumulation of greenhouse gases is causing people to fall ill.
 - B. The worst effect of climate change is the spread of disease.
 - C. The spread of new types of diseases may be impossible to control.
 - D. The World Health Organization is campaigning against new diseases.
2. Which of the following is NOT an "ancient scourge"?
 - A. Yellow fever.
 - B. Cholera.
 - C. Pulmonary hantavirus
 - D. Dengue fever.
3. What is a "Darwinian mechanism"?
 - A. The effect of environmental change on living organisms.
 - B. A plan by the WHO to control the spread of malaria.
 - C. The way climate change brings havoc to farming areas.
 - D. The method predators use to control pests.
4. Dengue fever spread in Costa Rica because:
 - A. the country's inoculation program failed.
 - B. a drought killed off the predators that fed on mosquitoes.
 - C. the Costa Rican government ignored WHO warnings.
 - D. warmer weather enabled mosquitoes to breach the coastal barrier.
5. The increase in mosquito metabolism is linked to.
 - A. the Harvard School of Public Health.
 - B. rising temperatures.
 - C. the increase in the human population.
 - D. unseasonably heavy rains.
6. The passage answers which of the following questions?
 - A. What is the best way to combat global warming?
 - B. How is the WHO responding to the new crisis?
 - C. Which disease poses the worst threat to humans?
 - D. What is the most immediate danger from global warming?
7. Why did the destruction of mangroves in the Bay of Bengal exacerbate the Latin American cholera epidemic?
 - A. Because mangroves produce anti-cholera medicine.
 - B. Because the Bay of Bengal is in Latin America.
 - C. Because mangroves help to protect the sea from pollution.
 - D. Because mangroves help to keep sea water cool.

8. Which of the following statements is true?

- A. The new disease threat affects animals as well as humans.
- B. The oil and coal industries are alarmed by global warming.
- C. Climate change is responsible for overcrowded cities.
- D. Mankind faces the threat of a single disease.

9. According to the passage, we can assume that:

- A. there will be a drastic reduction in greenhouse gas emissions.
- B. mankind will be decimated by new diseases in the next century.
- C. the WHO will mount a new campaign to wipe out malaria.
- D. the Global Climate Coalition will campaign against global warming.

10. How would you describe the tone of this passage?

- A. Scornful and derisive.
- B. Somber and pessimistic.
- C. Smug and self-satisfied.
- D. Enthusiastic and optimistic.

V. Global Reading (14 分)

According to Ruth Benedict in *The Patterns of Culture*, the Pueblo Indians are different from the Dobus in three important ways. Take the Pueblos first, The Pueblos have a cooperative, peaceful society. They are not jealous about sexual rights and they do not punish infidelity. Moreover, they make no display of political or economic power. The Dobus are different in every way. To begin with, they are violent, aggressive people. Unlike the Pueblos, they are intensely jealous: the inlaws spy on married people constantly and any infidelity is met with swift, brutal punishment. Also, the Dobus are fiercely proud of political and economic success: like the old-time Captains of American Industry, they worship property and will go to any extreme—including fraud and murder—to get what they want. In short, the Pueblos are peaceful, passive, quiet, while the Doubs are aggressive, vengeful, and acquisitive.

Give brief answers to the following questions based on the above paragraph:

- 1) What is the central idea of the paragraph?
- 2) What method is used to develop the central idea?