

南京理工大学

2009 年硕士学位研究生入学考试试题

考试科目：单独考试英语 （满分 100 分）

考生注意：所有答案（包括翻译、写作）按试题序号写在答题纸上，写在试卷上不给分

Part I Reading Comprehension (40 points, 2 points each)

Directions: There are 4 passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best choice and mark the corresponding letter on the Answer Sheet with a single line through the centre.

Passage One

Questions 1 to 5 are based on the following passage.

Throughout the nation's more than 15,000 school districts, widely differing approaches to teaching science and math have emerged. Though there can be strength in diversity, a new international analysis suggests that this variability has instead contributed to lackluster (平淡的) achievement scores by U.S. children relative to their peers in other developed countries.

Indeed, concludes William H. Schmidt of Michigan State University, who led the new analysis, "no single intellectually coherent vision dominates U.S. educational practice in math or science." The reason, he said, "is because the system is deeply and fundamentally flawed."

The new analysis, released this week by the National Science Foundation in Arlington, Va., is based on data collected from about 50 nations as part of the Third International Mathematics and Science Study.

Not only do approaches to teaching science and math vary among individual U.S. communities, the report finds, but there appears to be little strategic focus within a school district's curricula, its textbooks, or its teachers' activities. This contrasts sharply with the coordinated national programs of most other countries.

On average, U.S. students study more topics within science and math than their international counterparts do. This creates an educational environment that "is a mile wide and an inch deep," Schmidt notes.

For instance, eighth graders in the United States cover about 33 topics in math versus just 19 in Japan. Among science courses, the international gap is even wider. U.S. curricula for this age level resemble those of a small group of countries including Australia, Thailand, Iceland, and Bulgaria. Schmidt asks whether the United States wants to be classed with these nations, whose educational systems "share our pattern of splintered (支离破碎的) visions" but which are not economic leaders.

The new report "couldn't come at a better time," says Gerald Wheeler, executive director of the National Science Teachers Association in Arlington. "The new National Science Education

Standards provide that focused vision," including the call "to do less, but in greater depth."

Implementing the new science standards and their math counterparts will be the challenge, he and Schmidt agree, because the decentralized responsibility for education in the United States requires that any reforms be tailored and instituted one community at a time.

In fact, Schmidt argues, reforms such as these proposed national standards "face an almost impossible task, because even though they are intellectually coherent, each becomes only one more voice in the babble (嘈杂声)."

1. According to the passage, the teaching of science and math in America is _____.
A losing its vitality gradually
B characterized by its diversity
C going downhill in recent years
D focused on tapping students' potential
2. The fundamental flaw of American school education is that _____.
A it attaches too much importance to intensive study of school subjects
B it relies heavily on the initiative of individual teachers
C it sets a very low academic standard for students
D it lacks a coordinated national program
3. By saying that the U.S. educational environment is "a mile wide and an inch deep" (Line 2, Para. 5), the author means U.S. educational practice _____.
A scratches the surface of a wide range of topics
B lays stress on quality at the expense of quantity
C encourages learning both in depth and in scope
D offers an environment for comprehensive education
4. The new National Science Education Standards are good news in that they will _____.
A solve most of the problems in school teaching
B provide depth to school science education
C quickly dominate U.S. educational practice
D be able to meet the demands of the community
5. Putting the new science and math standards into practice will prove difficult because _____.
A many schoolteachers challenge the acceptability of these standards.
B there is always controversy in educational circles
C not enough educators have realized the necessity for doing so
D school districts are responsible for making their own decisions

Passage Two

Questions 6 to 10 are based on the following passage.

I had an experience some years ago which taught me something about the ways in which people make a bad situation worse by blaming themselves. One January, I had to officiate at two funerals on successive days for two elderly women in my community. Both had died "full of years," as the Bible would say; both yielded to the normal wearing out of the body after a long and full life. Their homes happened to be near each other, so I paid condolence (吊唁) calls on the two families on the same afternoon.

At the first home, the son of the deceased (已故的) woman said to me, "If only I had sent my mother to Florida and gotten her out of this cold and snow, she would be alive today. It's my fault

that she died." At the second home, the son of the other deceased woman said, "If only I hadn't insisted on my mother's going to Florida, she would be alive today. That long airplane ride, the abrupt change of climate, was more than she could take. It's my fault that she's dead."

When things don't turn out as we would like them to, it is very tempting to assume that had we done things differently, the story would have had a happier ending. Priests know that any time there is a death, the survivors will feel guilty. Because the course of action they took turned out badly, they believe that the opposite course - keeping Mother at home, postponing the operation C would have turned out better. After all, how could it have turned out any worse?

There seem to be two elements involved in our readiness to feel guilt. The first is our pressing need to believe that the world makes sense, that there is a cause for every effect and a reason for everything that happens. That leads us to find patterns and connections both where they really exist and where they exist only in our minds.

The second element is the notion that we are the cause of what happens, especially the bad things that happen. It seems to be a short step from believing that every event has a cause to believing that every disaster is our fault. The roots of this feeling may lie in our childhood. Psychologists speak of the infantile myth of omnipotence (万能). A baby comes to think that the world exists to meet his needs, and that he makes everything happen in it. He wakes up in the morning and summons the rest of the world to its tasks. He cries, and someone comes to attend to him. When he is hungry, people feed him, and when he is wet, people change him. Very often, we do not completely outgrow that infantile notion that our wishes cause things to happen.

6. What is said about the two deceased elderly women?

- A They lived out a natural life.
- B They died due to lack of care by family members.
- C They died of exhaustion after the long plane ride.
- D They weren't accustomed to the change in weather.

7. The author had to conduct the two women's funerals probably because _____.

- A he had great sympathy for the deceased
- B he wanted to console the two families
- C he was priest of the local church
- D he was an official from the community

8. People feel guilty for the deaths of their loved ones because _____

- A they believe that they were responsible
- B they had neglected the natural course of events
- C they couldn't find a better way to express their grief
- D they didn't know things often turn out in the opposite direction

9. In the context of the passage, "... the world makes sense" (Line 2, Para, 4) probably means that _____.

- A we have to be sensible in order to understand the world
- B everything in the world is predetermined
- C there's an explanation for everything in the world
- D the world can be interpreted in different ways

10. People have been made to believe since infancy that _____.

- A every story should have a happy ending
- B their wishes are the cause of everything that happens

C life and death is an unsolved mystery
D everybody is at their command

Passage Three

Questions 11 to 15 are based on the following passage.

Sunday afternoon November 19, the International Children's Peace Prize was awarded to Om Prakash Gurjar in the center of Dutch Government in The Hague, The Netherlands. The fourteen-year-old boy from the Jaipur region in India, won the prize because of his brave fight against child labor and child slavery. The Children's Peace Prize was awarded by Frederik Willem De Klerk, former President of South Africa, and winner of the Nobel Peace Prize together with Nelson Mandela.

Speaking through an interpreter, Om reminded adults that they have a duty to listen to children. "This is our right—that they have to listen. This is children's right. And if they are not abiding with that right, we will work harder to make them hear."

Om Prakash Gurjar was taken away from his parents at the age of five and went through three years of child slavery. After he was rescued by the activist of Bachpan Bachao Andolan, he was taken care of in Bal Ashram (a transit rehabilitation center for former child laborers run by Bachpan Bachao Andolan) and was able to go to school. From the moment Om Prakash started living in this refuge, he initiated several remarkable activities to bring attention to children's rights. For instance, he successfully fought against the unlawful contributions the poorest parents often still had to pay to let their children go to school. The result was that in the whole state of Rajasthan, education became accessible to all children. He also helped make many villages "Child Friendly", meaning that all children's rights are respected there and that child labour is not accepted. Moreover, he campaigned so that parents would get their children birth certificates, which protects their children from exploitation and gives them the right to health care and education. On his own, he arranged for more than 500 of such official documents, thus saving these children from the fate that was once his own. He says such registration is the first step towards enshrining children's rights, proving their age, and helping to protect them from slavery, trafficking, forced marriage or serving as child soldiers.

The International Children's Peace Prize was launched in 2005 in Rome by the Kids Rights Foundation in conjunction with Nobel Peace Prize Laureates headed by Mikhail Gorbachev. The Prize gives a voice to the voiceless: Aids orphans, child prostitutes, child slaves, street kids and other vulnerable children get a stage to tell their stories to the world. Initiator Kids Rights is active around the world supporting children who are on the edge of society.

11. Om Prakash Gurjar won the International Children's Peace Prize because _____.

- A he started working towards children's rights at fourteen
- B he fought against child slavery bravely
- C he had saved a lot of children
- D he tried to tell adults the rights of children

12. Om Prakash Gurjar _____.

- A started his fight against slavery at seven
- B didn't receive any education
- C was only five when he was forced to work
- D had been a child soldier

13. What can we infer from the passage?

- A Poorest parents will pay unlawful contributions to get their children educated.
- B Not all children have access to education in India.
- C All the parents in India don't have their children's birth certificates.
- D Children in India don't know their age.

14. According to the passage, children from poor families in India _____.

- A have to serve in the army at five
- B are respected for their work. and income
- C have no access to education at all
- D have to work at a young age

15. The International Children's Peace Prize _____.

- A is part of the Nobel Peace Prize
- B was initially set in Netherlands
- C supports every child in the world
- D started in the year 2005

Passage Four

Questions 16 to 20 are based on the following passage.

What might driving on an automated highway be like? The answer depends on what land of system is ultimately adopted. Two distinct types are on the drawing board. The first is a special purpose lane system, in which certain lanes are reserved for automated vehicles. The second is a mixed traffic system: fully automated vehicles would share the road with partially automated or manual driven cars. A special purpose lane system would require more extensive physical modifications to existing highways, but it promises the greatest gains in freeway capacity.

Under either scheme, the driver would specify the desired destination, furnishing this information to a computer in the car at the beginning of the trip or perhaps just before reaching the automated highway. If a mixed traffic system way was in place, automated driving could begin whenever the driver was on suitably equipped roads. If special purpose lanes were available, the car could enter them and join existing traffic in two different ways. One method would use a special onramp. As the driver approached the point of entry for the highway, devices installed on the roadside would electronically check the vehicle to determine its destination and to ascertain that it had the proper automation equipment in good working order. Assuming it passed such tests, the driver would then be guided through a gate and toward an automated lane. In this case, the transition from manual to automated control would take place on the entrance ramp. An alternative technique could employ conventional lanes, which would be shared by automated and regular vehicles. The driver would steer onto the highway and move in normal fashion to a "transition" lane. The vehicle would then shift under computer control onto a lane reserved for automated traffic. (The limitation of these lanes to automated traffic would, presumably, be well respected, because all trespassers (非法进入者) could be swiftly identified by authorities.)

Either approach to joining a lane of automated traffic would harmonize the movement of newly entering vehicles with those already traveling. Automatic control here should allow for smooth merging without the usual uncertainties and potential for accidents. And once a vehicle had settled into automated travel, the driver would be free to release the wheel, open the morning paper or just relax.

16. We learn from the first paragraph that two systems of automated highways _____.
A are being planned
B are being modified
C are now in wide use
D are under construction
17. A special purpose lane system is probably advantageous in that _____.
A it would require only minor changes to existing highways
B it would achieve the greatest highway traffic efficiency
C it has a lane for both automated and partially automated vehicles
D it offers more lanes for automated vehicles
18. Which of the following is TRUE about driving on an automated highway?
A Vehicles traveling on it are assigned different lanes according to their destinations.
B A car can join existing traffic any time in a mixed lane system.
C The driver should inform his car computer of his destination before driving onto it.
D The driver should share the automated lane with those of regular vehicles.
19. We know from the passage that a car can enter a special purpose lane _____.
A by smoothly merging with cars on the conventional lane
B by way of a ramp with electronic control devices
C through a specially guarded gate
D after all trespassers are identified and removed
20. When driving in an automated lane, the driver _____.
A should harmonize with newly entering cars
B doesn't have to rely on his computer system
C should watch out for potential accidents
D doesn't have to hold on to the steering wheel

- A attracted B got C caught D met
29. To develop light industry in a big way _____ to improving the people's livelihood.
- A owes B attributes C distributes D contributes
30. As they haven't a child of their own, they are going to _____ a little girl.
- A accept B receive C adapt D adopt
31. Would you please _____ these books to your classmates?
- A hand out B hand down C hand in D hand over
32. The doctor _____ a medicine for my headache.
- A subscribed B described C prescribed D inscribed
33. No agreement was reached in the discussion as neither side would give way to _____.
- A the other B any other C another D other
34. The dog has _____ its affection to its new master.
- A transferred B transformed C transported D transmitted
35. Although he was neat and well-groomed, he was somehow unattractive in _____.
- A outlook B look C appearance D feature
36. An increasing proportion of our population, unable to live without advanced medical _____, will become progressively more reliant on expensive technology.
- A interference B interruption C intervention D interaction
37. These causes produced the great change in the country that modernized the _____ of higher education from the mid-1860's to the mid-1880's.
- A branch B category C domain D scope
38. Crisis would be the right term to describe the _____ in many animal species.
- A minimization B restriction C descent D decline
39. The judge ruled that the evidence was inadmissible on the grounds that it was _____ to the issue at hand.
- A irrational B unreasonable C invalid D irrelevant
40. Fuel scarcities and price increases _____ automobile designers to scale down the largest models and to develop completely new lines of small cars and trucks.
- A persuaded B prompted C imposed D enlightened
41. The lost car of the Lees was found _____ in the woods off the highway.
- A vanished B scattered C abandoned D rejected
42. She worked hard at her task before she felt sure that the results would _____ her long effort.
- A justify B testify C rectify D verify
43. She _____ all criticism and went on with her project.
- A warded off B shrugged off C gave away D set aside
44. He is planning another tour abroad, yet his passport will _____ at the end of this month.
- A expire B exceed C terminate D cease
45. The local people were joyfully surprised to find the price of vegetables no longer _____ according to the weather.
- A altered B converted C fluctuated D modified
46. The wealth of a country should be measured _____ the health and happiness of its people as well as the material goods it can produce.
- A in line with B in terms of C in regard with D by means of
47. American companies are evolving from mass-production to _____ enterprises.

- | | | | |
|------------|------------|------------|-----------|
| A moveable | B changing | C flexible | D varying |
|------------|------------|------------|-----------|
48. I tried very hard to persuade him to join our group but I met with a flat ____ .
- | | | | |
|---------------|-------------|-----------|----------|
| A disapproval | B rejection | C refusal | D denial |
|---------------|-------------|-----------|----------|
49. The manager gave one of the salesgirls an accusing look for her ____ attitude toward customers.
- | | | | |
|-------------|--------|-----------|------------|
| A impartial | B mild | C hostile | D opposing |
|-------------|--------|-----------|------------|
50. We need more people to ____ their blood because there are so many injured men and women in the disaster.
- | | | | |
|----------|----------|------------|----------|
| A inject | B denote | C diagnose | D donate |
|----------|----------|------------|----------|

Part III. Cloze (10 points, 0.5 point each)

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked A, B, C and D. You should choose the ONE that best fits into the passage. Then mark the corresponding letter on Answer Sheet with a single line through the centre.

What does the future hold for the problem of housing? A good 51 depends, of course, on the meaning of "future". If one is thinking in 52 of science fiction and the space age 53 at least possible to assume that man will have solved such trivial and earthly problems as housing. Writers of science fiction have 54 the suggestion that men will live in great comfort, with every 55 device to make life smooth, healthy and easy, 56 not happy. But they have not said what his house will be made of.

The problem of the next generation or two can more readily be imagined. Scientists have already pointed out that 57 something is done either to restrict the world's rapid growth in population or to discover and develop new sources of food (or both), millions of people will be dying of starvation or, 58 , suffering from under-feeding before this 59 is out. But nobody has worked out any plan for housing these growing populations. Admittedly the worse situations will occur in the 60 parts of the world, where housing can be of light structure, or in backward areas where standards are 61 low. But even the minimum shelter requires materials of 62 kind, and in the crowded, bulging towns the low-standard "housing" of flattened petrol cans and dirty canvas is far more wasteful 63 ground space than can be tolerated.

Since the war, Hong Kong has suffered the kind of crisis which is likely to 64 in many other places during the next generation. 65 millions of refugees arrived to 66 the already growing population and emergency steps had to be taken to prevent squalor and disease and the 67 of crime. Hong Kong is only one small part of what will certainly become a vast problem — and not 68 a housing problem, because when population grows at this rate there are 69 problems of education, transport, water supply and so on. Not every area may have the same resources as Hong Kong to 70 and the search for quicker and cheaper methods of construction must never cease.

- | | | | |
|-------------------|---------------|---------------|-----------------|
| 51. A transaction | B deal | C definition | D assumption |
| 52. A reference | B respect | C terms | D consequence |
| 53. A he is | B one is | C it is | D we are |
| 54. A conveyed | B conceived | C deduced | D formulated |
| 55. A conceptual | B considerate | C conceivable | D complimentary |
| 56. A although | B but | C yet | D if |

57. A only if	B even if	C in case	D unless
58. A for the better	B in the least	C at the most	D at the least
59. A age	B resource	C century	D problem
60. A hottest	B coldest	C poorest	D richest
61. A customarily	B habitually	C conventionally	D traditionally
62. A every	B some	C this	D certain
63. A of	B on	C for	D with
64. A rise	B raise	C arise	D arouse
65. A Precisely	B Literally	C Numerically	D Previously
66. A swell	B diverge	C inflate	D delete
67. A extension	B disposal	C spread	D expansion
68. A likely	B certainly	C merely	D necessarily
69. A accompanying	B associating	C escorting	D attaching
70. A stretch on	B sticks to	C takes in	D draw on

Part IV. Translation (15 points)

地球是我们所知的唯一有海洋存在的行星。海洋是地球上最大的地貌特征，然而正是对地球的这一部分我们却了解得最少。关于覆盖了地球四分之三的这一水域我们所知道的情况，还不如我们对远离地球 24 万英里的月球所了解得多。人类已经登上了月球，但对海面以下 35000 英尺地球最深的地方却从未涉足过。

Part V Writing (20 points)

Directions: For this part, you are allowed 30 minutes to write a composition on the topic **Competition and Co-operation**. You should write at least 150 words and you should base your composition on the outline (given in Chinese) below.

- 1 现代社会竞争与合作同时存在
- 2 解释原因
- 3 你的观点