

# 南京理工大学

## 2010 年攻读硕士学位研究生入学考试试题

试题编号: 2010014054

考试科目: 基础英语 (满分 150 分) (共 13 页)

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

### PART I Vocabulary (每题 1.5 分, 共 30 分):

**Directions:** There are 20 incomplete sentences in this part. For each sentence there are four choices marked A), B), C) and D). Choose the ONE answer that best completes the sentence.

1. Familiarity with a wide range of idiomatic expressions, and the ability to use them appropriately \_\_\_\_\_ are among the distinguishing marks of command of English like a native.  
A) in context      B) in practice      C) in place      D) in case
2. The old lady \_\_\_\_\_ for the door in the utter darkness.  
A) touched      B) groped      C) stretched      D) extended
3. A cup of water \_\_\_\_\_ my thirst after the long trip.  
A) quenched      B) stimulated      C) retained      D) prohibited
4. Bill is rich. His house is full of \_\_\_\_\_ such as expensive high-tech video systems and all the latest computer equipment.  
A) luxuries      B) festivities      C) dimensions      D) instruments
5. Textiles are one of the many \_\_\_\_\_ that China sells abroad.  
A) entities      B) commodities      C) properties      D) items
6. The army is on \_\_\_\_\_ in the desert to prepare for the coming war.  
A) performance      B) manoeuvres      C) demonstration      D) training
7. I would \_\_\_\_\_ that unemployment is our most serious social problem this year.  
A) contend      B) formulate      C) elicit      D) format
8. In law man is guilty when he violates the rights of another. In \_\_\_\_\_ he is guilty if he only thinks of doing it.  
A) ethics      B) psychology      C) athlete      D) aesthetics
9. Lacking \_\_\_\_\_ political goals, the two parties quarreled away.  
A) intricate      B) intrinsic      C) coherent      D) distinct
10. The charitable shelter the church provided could \_\_\_\_\_ 500 homeless at a time.  
A) accommodate      B) dwell      C) maintain      D) recommend
11. This book had made a great \_\_\_\_\_ on literature and art.  
A) implication      B) impact      C) impress      D) impulse
12. Based on the \_\_\_\_\_ that every business is now free to formulate its own strategy in light of the changing market, I would predict a market improvement in the efficiency of China's economy.  
A) guidance      B) instruction      C) premise      D) eminence

13. The accused was \_\_\_\_\_ to have been the leader of the plot to overthrow the government.  
A) reconciled      B) blended      C) alleged      D) referred
14. When Christopher Columbus landed in the New World, the North American continent was an area of astonishing\_\_\_\_\_ and cultural diversity.  
A) chronic      B) ethnic      C) drastic      D) Antarctic
15. I \_\_\_\_\_ with thanks the help of my colleagues in the preparation of this new column.  
A) express      B) verify      C) confess      D) acknowledge
16. The first flying machine of the Wrights' made of pieces of wood and cloth, looked too \_\_\_\_\_ to fly.  
A) fragile      B) crisp      C) subtle      D) creative
17. I never trusted him because I always thought of him as such a \_\_\_\_\_ character.  
A) gracious      B) unique      C) suspicious      D) particular
18. The gloves are really small, and it is only by them\_\_\_\_\_ that I manage to get them on.  
A) stretching      B) squeezing      C) enlarging      D) extending
19. Communication is the process of\_\_\_\_\_ a message from a source to an audience via a channel.  
A) transmitting      B) transforming      C) submitting      D) switching
20. It took a lot of imagination to come up with such an\_\_\_\_\_ plan.  
A) inherent      B) infectious      C) ingenious      D) indulgent

PART II GENERAL KNOWLEDGE (每题 1 分, 共 20 分):

There are ten multiple-choice questions in this section. Choose the best answer to each question, Mark your answers on your answer sheet.

1. The Declaration of Independence was adopted by the Second Continental Congress on July 4, \_\_\_\_\_.  
A. 1774      B. 1778      C. 1775      D. 1776
2. The largest lake in Britain is \_\_\_\_\_.  
A. Loch Lomond      B. the Lough Neagh  
C. Windermere      D. Ullswater
3. The origin of the American party system can be traced to \_\_\_\_\_.  
A. the struggle between the Royalists and revolutionaries in the War of Independence  
B. the constitutional debate between the Federalists and the anti-Federalists  
C. the struggle between those who upheld slavery and those who opposed slavery  
D. the struggle between the elections of President
4. The Hundred Years' War between Britain and France was fought \_\_\_\_\_.  
A. from 1327 to 1453      B. from 1337 to 1453  
C. from 1347 to 1453      D. from 1357 to 1453
5. The second largest state of the United States is \_\_\_\_\_.

- A. Texas      B. Alaska      C. California      D. Hawaii
6. American Presidents are elected \_\_\_\_\_ .  
 A. every two years      B. every four years  
 C. every five years      D. every six years
7. Australia is the world's largest exporter of \_\_\_\_\_ .  
 A. wheat      B. dairy products      C. meat      D. wool
8. Britain is separated from the rest of Europe by the English Channel in the \_\_\_\_\_ and the North Sea in the east.  
 A. east      B. south      C. west      D. north
9. Which of the following statements is NOT true about the Prime Minister in Britain?  
 A. He is appointed by the Queen.      B. He is Minister for the Civil Service.  
 C. He sits in the House of Commons.      D. He is elected every four years.
10. Which of the following statements about language is NOT true?  
 A. Language is a system.      B. Language is symbolic.  
 C. Animals also have languages.      D. Language is arbitrary.
11. William Faulkner is the author of \_\_\_\_\_ .  
 A. *Far From the Madding Crowd*      B. *The Sound and Fury*  
 C. *For Whom the Bell Tolls*      D. *The Scarlet Letter*
12. Robert Frost is a famous \_\_\_\_\_ .  
 A. novelist      B. playwright      C. poet      D. literary critic
13. *The Old Man and the Sea* is one of the great works by \_\_\_\_\_ .  
 A. Jack London      B. Charles Dickens  
 C. Samuel Coleridge      D. Ernest Hemingway
14. Which of the following poets is different from the others?  
 A. John Donne.      B. John Keats.  
 C. Lord Byron.      D. Percy Bysshe Shelley.
15. Which of the following is NOT written by William Shakespeare?  
 A. *Othello*.      B. *The Tragical History of Dr. Faustus*.  
 C. *Romeo and Juliet*.      D. *The Twelfth Night*.
16. *Beowulf* narrates a story taking place in \_\_\_\_\_ .  
 A. the Mediterranean      B. Northern Europe  
 C. England      D. Scandinavia
17. \_\_\_\_\_ refers to some contrast or discrepancy between appearance and reality  
 A. Allegory      B. Conflict      C. Irony      D. Flashback
18. William Wordsworth is an English \_\_\_\_\_ .  
 A. poet      B. novelist      C. playwright      D. critic
19. Arbitrariness of language was first discussed by  
 A. Chomsky      B. Halliday      C. Firth      D. Saussure
20. Which function is the major role of Language?  
 A. Informative.      B. Interpersonal.  
 C. Performative.      D. Emotive.

PART III PROOFREADING & ERROR CORRECTION (每题 2 分, 共 20 分)  
 Proofread the given passages on ANSWER SHEET TWO as instructed.

The passage contains TEN errors. Each indicated line contains a maximum of ONE error.

In each case, only ONE word is involved. You should proofread the passage and correct it in the following way :

For a wrong word, underline the wrong word and write the correct one in the blank provided at the end of the line.

For a missing word, mark the position of the missing word with a " A " sign and write the word you believe to be missing in the blank provided at the end of the line.

For an unnecessary word, cross the unnecessary word with a slash "/" and put the word in the blank provided at the end of the line.

#### EXAMPLE

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

The fact that we are not sum what "intelligence" is, (1) \_\_\_\_\_  
nor what is passed on does not prevent us from finding (2) \_\_\_\_\_  
a very useful working concept, and places a certain  
amount of reliance on tests which "measure" it.

In an intelligence test we take a sample of an  
individual's ability to solve puzzles and problems of (3) \_\_\_\_\_  
various kind, and if we have taken a representative  
sample it will allow us to predict successfully the level (4) \_\_\_\_\_  
of performance it will reach in a wide variety of occu-  
pations.

This became of particular importance when, as a  
result of the 1944 Education Act, secondary schooling (5) \_\_\_\_\_  
for all became of law, and grammar schools, with the  
exception of a small number of independent foundation  
schools, became available to the whole population.  
Since the number of grammar schools in the country  
could accommodate at most approximately 25 per cent  
of the total child population of eleven-plus, some (6) \_\_\_\_\_  
kind of selection had to be made. The narrowly aca-  
demic examinations and tests were felt, quite rightly,  
to be heavily weighted in favor of children who had (7) \_\_\_\_\_  
had the advantage of highly academic primary schools  
and academically biasing homes. Intelligence tests  
were devised to counteract this narrow specialization, (8) \_\_\_\_\_  
by introducing problems which were not based on spe-  
cifically scholastical-acquired knowledge. The intelli-  
gence test is an attempt to assess the general ability

of some child to think, reason, judge, analyze and  
synthesize by presenting him with situations, both ver-  
bal and practical, which is within his range of compe-  
tence and understanding.

(9) \_\_\_\_\_

(10) \_\_\_\_\_

#### PART IV READING COMPREHENSION (每题2分, 共50分)

In this section there are several reading passages followed by a total of twenty multiple-choice questions. Read the passages carefully and then mark your answers on your answer sheet.

##### TEXT A

1 In proposed changes to Title IX, the federal law prohibiting sex discrimination in education, the Bush administration wants to encourage creation of single-sex public schools and classes.

2 Our studies of sexism in America's education system have praised private single-sex schools because they offer the promise that education can transform the future of girls. Girls who attend these schools speak more freely in class, are more likely to major in math and science, and perhaps most encouraging, are more likely to attend college and graduate school.

3 So, given our past support for single-sex schools, you might expect us to be real cheerleaders for the new Bush administration plan.

4 But we are not cheering.

5 There is a right way and a wrong way to explore educational innovation, and the Bush administration has chosen the latter. Congress and the public should stop it before the real problems begin.

6 The No Child Left Behind Act promises to avoid fads and to build educational programs based on scientific evidence and research. But, for public single-sex education, the Bush administration has decided we can skip the evidence. This proposal ignores sound educational policy, and is particularly troubling considering that the effectiveness of single-sex education in public schools—which involve different factors from private schools—has yet to be carefully studied.

7 What we applauded in private single-sex schools was not their gender uniformity, but their educational practices. Many educators, including us, attribute much of the academic successes of these private schools to their smaller class sizes, engaged parents, well-trained teachers, and strong academic emphasis. Other educators believe that single-sex schools work less well for boys than for girls, or that only boys from low-income families benefit. Still others believe such schools may intensify gender stereotypes and homophobia. But so far, the Bush plan does not address these factors.

8 This is not the first time single-sex schooling has emerged as a quick fix. Pete Wilson, the former Republican governor of California, tried the same thing in the late 1990s, and even sweetened the pot by providing some extra funds to school districts willing to experiment with single-sex schools. A half-dozen created their own single-sex academies.

9 Did students benefit from the experiment? It's hard to say, because--like the Bush proposal--planning and evaluation were absent. California provided no training for teachers and no clear rationale for the changes, and within a few years most of these schools returned to coeducation. There were anecdotal reports that the girls enjoyed being in an environment free of sexual harassment and classroom interruptions, while the boys' schools degenerated into a disciplinary disaster, becoming little more than magnets for troubled youth. The California experiment was a valuable lesson in how not to go about educational change—a lesson this administration has chosen to ignore.

10 What the authors of these proposed changes seem to have forgotten is that Title IX is not an educational option, it is a civil rights protection. While Title IX currently permits select single-sex classes—in physical education or to remedy past discrimination, for example—it doesn't allow schools to segregate students arbitrarily.

11 There are powerful reasons for this. Whenever groups have been segregated, the least-valued group has ended up with fewer resources and fewer opportunities. Historically that has been a costly lesson for girls (and African-Americans and the poor). The proposed changes do not require equal treatment or equal facilities, but only "substantially equal" programs. As the proposal now stands, a school could provide a single-sex option for boys and not for girls, or cutting-edge science equipment for boys and an up-to-date cosmetology center for girls.

12 The word "equal" is omitted from the proposed regulations, and replaced with a strange new concept, "voluntary civil rights." The proposed changes to Title IX sidestep many unanswered research questions in order to promote sex segregation, putting three decades of civil rights protections at risk.

13 What is needed is a thoughtful examination of the diverse single-sex schools that already exist, to see what works and what doesn't.

14 Single-sex schooling may well provide powerful lessons for improving our public schools. But instead of a thoughtful, controlled study, the Bush proposal gives a green light to 15, 000 school districts to segregate students without purpose or preparation, a prescription for disaster.

1. It can be inferred from the first paragraphs that \_\_\_\_\_.
  - A. private single-sex schools are welcome
  - B. single-sex schools involve sex discrimination
  - C. math and science are majors for boys and girls alike
  - D. the changes proposed by Bush administration are encouraging
2. The author's main objection to Bush's proposal seems to be \_\_\_\_\_.
  - A. that it is not effective
  - B. that it ignores sound educational policy
  - C. that it is not well grounded
  - D. that it is no innovation
3. The author is most probably a(n) \_\_\_\_\_.
  - A. senator
  - B. parent
  - C. columnist
  - D. education researcher
4. "Sweeten the pot" in Para. 8 is equal to \_\_\_\_\_ in meaning.
  - A. deceive
  - B. support
  - C. praise
  - D. risk

5. Which of the following statements is NOT true?

- A. Title IX prohibits single-sex schooling.
- B. Single-sex public schooling may threaten equality in education.
- C. Single-sex schooling has both advantages and disadvantages.
- D. Civil rights have long been under protection.

#### TEXT B

1 I will now teach, offering my way of life to whomsoever desires to commit suicide by the scheme which has enabled me to beat the doctor and the hangman for seventy years. Some of the details may sound untrue, but they are not. I am not here to deceive; I am here to teach.

2 We have no permanent habits until we are forty. Then they begin to harden, presently they petrify, then business begins. Since forty I have been regular about going to bed and getting up--and that is one of the main things. I have made it a rule to go to bed when I had to. This has resulted in an unswerving regularity of irregularity. It has saved me sound, but it would injure another person.

3 In the matter of diet--which is another main thing--I have been persistently strict in sticking to the things which didn't agree with me until one or the other of us got the best of it. Until lately I got the best of it myself. But last spring I stopped frolicking with mince pie after midnight, up to then I had always believed I wasn't loaded. For thirty years I have taken coffee and bread at eight in the morning, and no bite nor sup until seven-thirty in the evening. Eleven hours. That is all right for me, and is wholesome, because I have never had a headache in my life, but headachy people would not reach seventy comfortably by that road, and they would be foolish to try it. And I wish to urge upon you this--which I think is wisdom--that if you find you can't make seventy by any but an uncomfortable road, don't you go. When they take off the Pullman and retire you to the rancid smoker, put on your

things, count your checks and get out at the first way station where there's a cemetery.

4 I have made it a rule never to smoke more than one cigar at a time. I have no other restriction as regards smoking. I do not know just when I began to smoke; I only know that it was in my father's lifetime, and that I was discreet. He passed from his life early in 1847, when I was a shade past eleven; ever since then I have smoked publicly. As an example to others, and not that I care for moderation myself, it has always been my rule never to smoke when asleep, and never to refrain when awake. It is a good rule, I mean, for me; but some of you know quite well that it wouldn't answer for everybody that's trying to get to be seventy.

5 I smoke in bed until I have to go to sleep; I wake up in the night, sometimes once, sometimes twice, sometimes three times, and I never waste any of these opportunities to smoke. This habit is so old and dear and precious to me that I would feel as you, sir, would feel if you should lose the only moral you've got--meaning the chairman--if you've got one; I am making no charges. I will grant, here, that I have stopped smoking now and then, for a few months at a time, but it was not on principle, it was only to show off; it was to pulverize those critics who said I was a slave to my

habits and couldn't break my bonds.

6. The author's tone in this passage is \_\_\_\_\_.  
A. solemn                      B. gay                      C. ironic                      D. blasphemous
7. The best title for this passage would be \_\_\_\_\_.  
A. How to Get to Seventy                      B. How to Tell a Funny Story  
C. Smoking and Aging                      D. My Funny Life
8. The author's age is probably \_\_\_\_\_.  
A. 70                      B. 40                      C. mysterious                      D. 55
9. In Para. 4, the author portrays himself as \_\_\_\_\_.  
A. a heavy smoker                      B. an austere person  
C. a rule follower                      D. a forgetful person
10. Although the author says "I am here to teach," his purpose is really \_\_\_\_\_.  
A. to deceive                      B. to joke                      C. to persuade                      D. to smoke

### TEXT C

1 During the adolescence, the development of political ideology becomes apparent in the individual; ideology here is defined as the presence of roughly consistent attitudes, more or less organized in reference to a more encompassing, though perhaps tacit, set of general principles. As such, political ideology is dim or absent at the beginning of adolescence. Its acquisition by the adolescent, in even the most modest sense, requires the acquisition of relatively sophisticated cognitive skills, the ability to manage abstractness, to synthesize and generalize, to imagine the future. These are accompanied by a steady advance in the ability to understand principles.

2 The child's rapid acquisition of political knowledge also promotes the growth of political ideology during adolescence. By knowledge I mean more than the dreary "facts" such as the composition of county government that the child is exposed to in the conventional ninth-grade civics course. Nor do I mean only information on current political realities. These are facets of knowledge, but they are less critical than the adolescent's absorption, often unwitting, of a feeling for those many unspoken assumptions about the political system that comprise the common ground of understanding, for example, what the state can "appropriately" demand of its citizens, and vice versa, or the "proper" relationship of government to subsidiary social institutions, such as the schools and churches. Thus, political knowledge is the awareness of social assumptions and relationships as well as of objective facts. Much of the naiveté that characterizes the younger adolescent's grasp of politics stems not from an ignorance of "facts" but from an incomplete comprehension of the common conventions of the system, of what is and not customarily done, and of how and why it is or is not done.

3 Yet I do not want to overemphasize the significance of increased political knowledge in forming adolescent ideology. Over the years I have become progressively disenchanted about the centrality of such knowledge and have come to believe that much current work in political socialization, by relying too heavily on its apparent acquisition, has been misled about the tempo of political understanding in adolescence. Just as young children can count members in series without grasping the

principle of ordination, young adolescents may have in their head many random bits of political information without a secure understanding of those concepts that would give order and meaning to the information.

4 Like magpies, children's minds pick up bits and pieces of data. If you encourage them, they will drop these at your feet--Republicans and Democrats, the tripartite division of the federal system, perhaps even the capital of Massachusetts. But until the adolescent has grasped the integumental function that concepts and principles provide, the data remain fragmented, random, disordered.

11. The author's primary purpose in the passage is to \_\_\_\_\_ .
- A. clarify the kinds of understanding an adolescent must have in order to develop a political ideology
  - B. dispute the theory that a political ideology can be acquired during adolescence
  - C. explain why adolescents are generally uninterested in political arguments
  - D. suggest various means of encouraging adolescents to develop personal political ideologies
12. According to the author, which of the following contributes to the development of political ideology during adolescence?
- A. Conscious recognition by the adolescent of his or her own naiveté.
  - B. Thorough comprehension of the concept of ordination.
  - C. Evaluation by the adolescent of the general principles encompassing his or her specific political ideas.
  - D. Intuitive understanding of relationships among various components of society.
13. The author uses the term "common ground of understanding" to refer to \_\_\_\_\_ .
- A. familiar legislation regarding political activity
  - B. the experiences that all adolescents share
  - C. a society's general sense of its own political activity
  - D. a society's willingness to resolve political tensions
14. It can be inferred from the passage that the author would be most likely to agree with the statement about schools that \_\_\_\_\_ .
- A. they should present political information according to carefully planned, schematic arrangements
  - B. they themselves constitute part of a general socio-political system that adolescents are learning to understand
  - C. they are ineffectual to the degree that they disregard adolescents' political naiveté
  - D. because they are subsidiary to government, their contribution to the political understanding of adolescents must be limited
15. Which of the following statements best describes the organization of the author's discussion of the role political knowledge plays in the formation of political ideology during adolescence?
- A. He acknowledges its importance, but then modifies his initial assertion of that importance.

- B. He consistently resists the idea that it is important, using a series of examples to support his stand.
- C. He wavers in evaluating it and finally uses analogies to explain why he is indecisive.
- D. He carefully refrains from making an initial judgment about it, but later confirms its critical role.

#### TEXT D

Roger Rosenblatt's book *Black Fiction*, in attempting to apply literary rather than sociopolitical criteria to its subject, successfully alters the approach taken by most previous studies. As Rosenblatt notes, criticism of Black writing has often served as a pretext for expounding on Black history. Addison Gayle's recent work, for example, judges the value of *Black Fiction* by overly political standards, rating each work according to the notions of Black identity which it propounds.

Although fiction assuredly springs from political circumstances, its authors react to those circumstances in ways other than ideological, and talking about novels and stories primarily as instruments of ideology circumvents much of the fictional enterprise. Rosenblatt's literary analysis discloses affinities and connections among works of Black Fiction which solely political studies have overlooked or ignored.

Writing acceptable criticism of *Black Fiction*, however, presupposes giving satisfactory answers to a number of questions. First of all, is there a sufficient reason, other than the racial identity of the authors, to group together works by Black authors? Second, how does Black Fiction make itself distinct from other modern fiction with which it is largely contemporaneous? Rosenblatt shows that Black Fiction constitutes a distinct body of writing that has an identifiable, coherent literary tradition. Looking at novels written by Blacks over the last eight years, he discovers recurring concerns and designs independent of chronology. These structures are thematic, and they spring, not surprisingly, from the central fact that the Black characters in these novels exist in a predominantly White culture, whether they try to conform to that culture or rebel against it.

*Black Fiction* does leave some aesthetic questions open. Rosenblatt's thematic analysis permits considerable objectivity ; he even explicitly states that it is not his intention to judge the merit of the various works-- yet his reluctance seems misplaced, 'especially since an attempt to appraise might have led to interesting results. For instance, some of the novels appear to be structurally diffuse. Is this a defect, or are the authors working out of, or trying to forge, a different kind of aesthetic? In addition, the style of some Black novels, like Jean Toomer's *Cane*, verges on expressionism or surrealism. Does this technique provide a counterpoint to the prevalent theme that portrays the fate against which Black heroes are pitted, a theme usually conveyed by more naturalistic means of expression?

In spite of such omissions, what Rosenblatt does include in his discussion makes for an astute and worthwhile study. *Black Fiction* surveys a wide variety of novels, bringing to our attention in the process some fascinating and little known works like James Weldon Johnson's *Autobiography of an Ex-Colored Man*. Its

argument is tightly constructed, and is forthright. Lucid style exemplifies level headed and penetrating criticism.

16. What is the main feature of Roger Rosenblatt's book *Black Fiction*?
- [ A ] It contains sociopolitical criteria.
  - [ B ] It analyzes Black Fiction with literary criteria.
  - [ C ] It is an controversial writing.
  - [ D ] It is the works of a Black author.
17. The author of the passage objects to criticism of *Black Fiction* like that by Addison Gayle because it \_\_\_\_\_ .
- [ A ] substitutes political for literary criteria in evaluating such fiction
  - [ B ] emphasizes purely literary aspects of such fiction
  - [ C ] misinterprets the ideological content of such fiction
  - [ D ] misunderstands the notions of Black identity contained in such fiction
18. The author's discussion of *Black Fiction* can be best described as \_\_\_\_\_ .
- [ A ] critical but admiring
  - [ B ] argumentative but unforced
  - [ C ] ironic and deprecating
  - [ D ] pedantic and contentious
19. The author uses all of the following techniques in the discussion of *Black Fiction* EXCEPT \_\_\_\_\_ .
- [ A ] definition of terms
  - [ B ] rhetorical questions
  - [ C ] specific examples
  - [ D ] comparison and contrast
20. The author's attitude towards *Black Fiction* is \_\_\_\_\_ .
- [ A ] commendatory
  - [ B ] ironical
  - [ C ] prejudiced
  - [ D ] objective

#### TEXT E

It is all very well to blame traffic congestion, the cost of petrol and the hectic pace of modern life, but manners on the roads are becoming deplorable. Everybody knows that the nicest men become monsters behind the wheel. It is all very well, again, to have a tiger in the tank, but to have one in the driver's seat is another kettle of fish altogether. You might tolerate the old road hog, but nowadays the well-mannered motorist is the exception to the rule. Perhaps the situation calls for a "Be Kind to Other Drivers" campaign, otherwise it may get completely out of hand.

Road courtesy is not only good manners, but good sense too. It takes the most level-headed and good-tempered drivers to resist the temptation to retaliate when subjected to uncivilized behavior. On the other hand, a little courtesy goes a long way towards relieving the tensions and frustrations of motoring. A friendly nod or a wave of acknowledgement in response to an act of courtesy helps to create an atmosphere of good will and tolerance so necessary in modern traffic conditions. But such acknowledgements of courtesy are all too rare today. Many drivers nowadays don't even seem able to recognize courtesy when they see it.

Contrary to general opinion, young drivers (especially sports-car owners, who take pride in their driving) have better manners than their seniors. But this attitude is short-lived in the world of modern driving where many drivers neither expect nor give any quarter. This may be a commendable trait on the battlefield but is out place on the roads.

Lorry drivers say they have almost abandoned the practice of signaling cars to overtake when the road is clear, because many of the cars took too long to pass. Their drivers couldn't be bothered to select a lower gear. Others, after overtaking, slowed down again and hogged the road. Again, a motoring magazine has recently drawn attention to the increasing number of drivers who never wait for gaps. "They manufacture them by force, using their direction indicators as a threat rather than a warning." Slanging matches and even punch-ups are quite common. It can't be long before we hear of pistols and knives being used: we can then call our dual carriageways and solve a spelling problem in the process. Driving is essentially a state of mind. However technically skilled a driver may be, he can't be an advanced motorist if he is always arrogant and aggressive.

Ironically, misplaced courtesy can also be dangerous and selfish. Typical examples are the driver who brakes violently to allow a lone car to emerge from a side street at some hazard to following traffic, when a few seconds later the road would be clear anyway; or the man who waves a child across a pedestrian crossing into the path of oncoming vehicles that may be unable to stop in time. The same goes for encouraging old ladies to cross the road wherever and whenever they care to. It always amazes me that the highways are not littered with the corpses of these grannies.

A veteran driver, whose manners are impeccable, told me it would help if motorists learnt to filter correctly into traffic streams one at a time without causing the total blockages that provoke bad temper and frustration. Unfortunately, modern motorists can even learn to drive, let alone master the subtler aspects of car manoeuvring and roadmanship. Years ago the experts warned us that the car-ownership explosion would demand a lot of more give-and-take from all road users. It is high time for all of us to take this message to heart.

21. Discourtesy on the roads is caused primarily by\_\_\_\_\_ .  
[A] too many vehicles on the road [B] the way people have to rush around nowadays  
[C] the aggressiveness of most drivers [D] too many pedestrians walking about
22. Road courtesy is good sense in that\_\_\_\_\_.  
[A] it minimizes friction for drivers[B] most drivers never make acknowledgements  
[ C ] it cuts down the number of drivers [D] most drivers will hit you if offended
23. The only trouble with young drivers is that\_\_\_\_\_.  
[ A ] they tend to own sports car [ B ] they are too proud of their cars  
[C] they soon become like the older ones[D] they think they are on the battlefield
24. A common example of bad manners on the roads is\_\_\_\_\_.  
[ A ] not signaling when overtaking [ B ] following no traffic lights  
[C] preventing other vehicles from overtaking [D] making holes in the roads on purpose
25. According to the passage, the misplaced courtesy is\_\_\_\_\_.  
[ A ] encouraging other drivers to knock down old ladies  
[ B ] making way for other cars without warning those behind  
[ C ] stopping at pedestrian crossings  
[D] turning up side streets without giving signals

PART V: QUESTIONS AND ANSWERS (每题 10 分, 共 30 分)

**Directions:** Read the following passage and then answer the questions given at the end.

The human genetic sequence will allow researchers to make rapid progress in understanding the relationship between genes and behavior. The finding that we have far fewer genes than expected suggests that environmental influences play a greater role in our development than was previously thought.

Understanding how a relatively small number of genes translate into the incredible complexity of a human being will be one of the challenges of the future. "We now have the list of parts of the human body," said Sir John Sulston, who spearheaded UK efforts to crack the human code. "Now we have to find out what all the parts are, we have to find out how all the parts interact and we have to probably do some very sophisticated things to understand how the control of those interactions goes forward to actually build our bodies."

Researchers are predicting that the data will unlock some of the secrets of how genes influence behavior. But they warn against headline-making claims that a given gene can be the cause of crime, homosexuality or even sporting brilliance. Dr. Craig Venter, the leader of the private effort to decode the human genome, said genetic determinism, the idea that a person is controlled by their genes, was a fallacy. "There are two fallacies to be avoided," Dr. Venter's team writes in the journal *Science*. "Determinism, the idea that all characteristics of a person are 'hard-wired' by the genome; and reductionism, that now the human sequence is completely known, it is just a matter of time before our understanding of gene functions and interactions will provide a complete causal description of human variability."

One implication of the work, said Dr. Venter, was to calm fears about human cloning. "Trying to clone a person to gain immortality would be a pointless venture," he said. "This whole debate about cloning is much ado about nothing because while you may be able to, as with twins, have someone who looks similar to you, the chances of them having the same personality and the same outcome in life is close to zero. That's why you can't have Xerox copies of people; you can't have clones of people that will be the same."

One area where the study of genes is expected to have an impact is in identifying mental disorders with genetic roots, perhaps reducing the stigma of conditions such as depression or schizophrenia. Researchers are also closing in on stretches of genetic code that may make an individual more vulnerable to developing drug or alcohol addiction.

1. What did Dr. Craig Venter, the leader of the private effort to decode the human genome, think of genetic determinism? Why?
2. Do we have to worry about human cloning? Why? Or why not?
3. According to Dr. Venter, trying to clone a person to gain immortality would be a pointless venture. Do you agree with him? Please explain your ideas in your own words.