

2003年攻读硕士学位研究生入学试题

考试科目: 基础英语

招生专业: 英语语言文学

I. Vocabulary and Structure

Choose the expression that best completes the sentence. (30 points, 1.5 point for each question)

1. Static electricity _____ one cloud to another or between clouds and the ground creates lightning.
 - a. flows from
 - b. the flow from
 - c. flowing from
 - d. is flowing from

2. Peter has a(n) _____ to tell people what they want to hear. As a result, he's engaged to three women.
 - a. utopia
 - b. propensity
 - c. attrition
 - d. contingency

3. The Model T car, introduced in 1908, _____ \$850.
 - a. the price was
 - b. a price of
 - c. to be priced at
 - d. was priced at

4. In the Antarctic Ocean _____ of plankton and crustacean forms of life.
 - a. an abundance
 - b. is an abundance
 - c. it is abundant
 - d. an abundance is

5. My high-school pals and I were a _____ group. We stuck together through good times and bad.

- a. prolific
b. bureaucratic
c. cohesive
d. terse
6. _____ to occur in the earth's crust, push-pull and shake waves would be generated simultaneously.
- a. Where a break was
b. If a break
c. A break was
d. If broken
7. In almost any job, being unable to read is a definite _____.
- a. recourse
b. mandate
c. tenet
d. liability
8. Because I had witnessed the accident, one driver asked me to _____ his claim that the other driver had gone through a red light.
- a. collaborate
b. estrange
c. corroborate
d. juxtapose
9. Felipe seems so _____ today that it's hard to believe he was close to death only two months ago.
- a. robust
b. terse
c. indigenous
d. superfluous
10. When I asked my father if he liked my new dress, he _____, saying, "That green is a terrific color."
- a. inundated
b. equivocated
c. ostracized
d. depreciated

11. Superstitious people believe that a cold, clammy wind _____ from the "haunted" house on Elm Street.
- a. synchronizes
 - b. vindicates
 - c. emanates
 - d. mitigates
12. If you grow up in a large family, it helps to be _____. Since you are so rarely alone, it's nice if you can enjoy the company.
- a. ambiguous
 - b. sporadic
 - c. gregarious
 - d. rudimentary
13. Some college students _____ campaign information for a favorite professor who was running for state senator.
- a. disseminated
 - b. diverged
 - c. hoisted
 - d. squandered
14. When driving to Melissa's house, go left at the fork in the road, the point where the road _____ into two.
- a. berates
 - b. scoffs
 - c. diverges
 - d. precipitates
15. Fairy tales, such as "Hansel and Gretel" and "Cinderella," have given stepmothers a reputation for being _____.
- a. holistic
 - b. diabolic
 - c. unprecedented
 - d. unassuming
16. Hang-gliding produces a feeling of ____ that few other activities can match.

- a. exhilaration
- b. decorum
- c. connotation
- d. atrophy

17. I had to _____ my little daughter for picking our neighbors' flowers, but she was so excited about giving me a bouquet that I couldn't really be angry.

- a. facilitate
- b. chide
- c. assimilate
- d. espouse

18. The severe whipping his father gave him was hardly _____ with the little boy's misbehaviors. All he did was eat a cookie before dinner.

- a. commensurate
- b. proficient
- c. tenuous
- d. exorbitant

19. _____ reacts with a chlorine atom, an electron is transferred from the outer shell of the sodium atom to the outer shell of the chlorine atom.

- a. A sodium atom
- b. For a sodium atom
- c. When a sodium atom
- d. It is a sodium atom

20. Asians tend to _____ the elderly, but in America, age does not necessarily bring respect.

- a. precipitate
- b. venerate
- c. juxtapose
- d. squeich

II. Cloze

Read the following script of a sales presentation. Fill in each blank with ONE suitable word.

(30 points, 2 points for each blank)

Mr. Ties and His Prepster Stripes

Mr. Ties is an American expert of ties. He is now making a presentation at a fashion show.

Hello, everybody. The tie of this week is called "Prepster Stripes". Look at these pictures, you may have noticed that the new fashion this year (1) _____ stripes. The colors, the patterns, and the fabric represent a time-honored tradition in old public schools in Britain.

As everyone knows, to be (2) _____ by the content of your character would be nice, but who really has the time? The old custom had it that you tend to look at the stripes on another bloke's necktie and (3) _____ with that. At least that's the way it's done in England. When a nineteenth-century schoolboy at a sailor's school had the pluck to remove the colored ribbon from his hat and wear it around his neck, the school (4) _____ was born. You see, in old England, stripes tell everyone who you are. Which public school you attended, which university you (5) _____ at, which college at said university you called home, which regiment you served in, which clubs you are a member of – all of these things can be determined by a simple combination of a few colors arranged in diagonal stripes. In the US, however, we're less concerned with the fact that your great-uncle was top of his (6) _____ at a prestigious school; we just think they look good. And we're not alone. Many of today's designers have welcomed the return of the old-fashioned (7) _____ as part of the more traditional styles that recall early-eighties elite school students and prewar British MPs who carried on about appeasement and trade unions. And in spite of what your dad (8) _____ have told you since you were in short pants, pairing stripes with stripes can work – if you know what

you're doing. Admittedly, it's a practice fraught (9) _____ peril; screw it up and people will start asking you if the carnival's in town. But if you take our lead and match them correctly, you'll surely demonstrate a confident and bold sense of style. A good (10) _____ of style is also based on a good sense of color. What do these colors mean when they are in stripes? And this brings us to the next topic, the code of colors in stripes.

Every color has its place. Sportsmen's organizations often had brightly colored ties so the hues would show through the mud that would spatter on them. The traditional (11) _____ of the Royal Military Academy – yellow, blue, and black – represent sulfur, saltpeter, and charcoal, which are the (12) _____ of gunpowder. A member of the Royal Tank Regiment would proudly wear a brown, red, and green tie to reflect the words of his battle cry: "from mud, through blood, to the green fields beyond."

The pattern of stripes in fact has a very strong symbolic function. As legend has it, Henry Cabot Lodge¹ was in a gentlemen's club in London when he was asked about his necktie: "That's a Royal Marines tie. Were you (13) _____ the Royal Marines?" Lodge replied, "Why, no. I bought it at a shop in town." His enquirer would have none of it. "Sir," he said, "I'm going to have to ask you to (14) _____ your tie. Otherwise, I would suggest we step outside." The moral of the story? If the Brits spent a little less time on protocol and (15) _____ on other matters, they might still have an empire.

Having said so much about our ties, now, let's turn to the suits that are also in stripes. ...

¹American diplomat and politician (1850-1924)

III. Proof reading

(20 points, 2 points for each blank)

Edit the following passage.

In each of the line marked with a number, there is either ONE mistake or NO mistake in grammar, usage, unnecessary repetition, or lack of a proper word.

Use the following editing symbols in your answer sheet.

Delete a word.

a

∇, add a word. Example, add **∇** word.

O, if there is no mistake in the line.

Replace a word like this: ~~Cross-out~~ the word and then **insert ∇** with your new word.

Rescue Technology

Manhattan Becomes a Lab

By Michael Dolan

	Within hours of the Sept. 11 attacks, experts rushed high-tech aid to Lower Manhattan.
	The shocking events of Sept. 11 had barely dented our consciousness when reports emerged about cellphone calls – some real, some wishful thinking – made by survivors buried beneath the devastation at the World Trade Center.
	The Federal Emergency Management Agency responded by setting up a system to trace the cellphone signals sent to nearby antennas. With this data, FEMA was able to triangulate the phones' actual positions under the rubble.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

The effort saved few lives. Still, the sheer accuracy of the cellular forensics³ was a remarkable demonstration of the vital role that science would make in post-attack rescue and recovery. Some of the work was gruesome, such as the task of identifying victims, frequently from bone fragments. Unlike soft body tissue, which provides no skin and blood cells from which to extract DNA, bone must be drilled nearly to the center to get a sample that can then be ground into powder and treated with chemicals to yield genetic material. "When we involved with examining bone DNA, we thought it was a giant advance in dealing with remains degraded by age," says Tom Bode of Bode Technologies. "We had no idea of we would be using the technology to process more than 1,000 bone segments per week."

Laser Doppler velocimeters⁴, developed by Jim Sabatier of the University of Mississippi, typically detect land mines in emitting sound waves that measure whether an underground object is permeable or solid. This technology was a lifesaver for rescue workers. While he frantically removed debris to look for survivors, Sabatier monitored the acoustic properties of the ruined shell of World Trade Center Building, looking for large gaps in oscillations that would indicate that the structure was about to fall.

The possibility of cave-ins was just one of the hazards at ground zero⁵. Fire, heat, and toxic chemicals were equally perilous. To map these potential dangers, the U.S. Geological Survey flew modified U2 airplanes over Lower Manhattan at altitudes ranging from 5,500 to 12,500 feet, and covered the area with infrared light. By measuring the way molecules on the ground reacted to those rays, the agency pinpointed buried hot spots ranging from 300⁰ to 800⁰F, as well as areas with high asbestos⁶ levels.

Among the more intriguing participants in the ground zero effort were eight cable-tethered robots that were sent into holes too small and dangerous for people to enter. Armed with lights, cameras, microphones, and heat sensors, the bots searched for bodies while rescue managers followed their activities on screens. "If you send a person down there, not only do you put them in danger, but you have to rely on what they see and report back," says robotics specialist Arnis Mangolds. "With a robot, a team can see the same image at the same time and make a determination together."

³ Application of scientific knowledge in legal matters. But in this context it means positioning of a cellular phone from the rubble.

⁴ A device to measure the speed of as of fluid flow or sound.

⁵ The site where the twin towers of the World Trade Center used to stand.

⁶ A construction material for insulation, which is used under strict regulations because of its carcinogenic nature.

IV. Reading

Read the following article and answer the questions.

The Dying Family⁷

By J. H. Plumb

1.

I was rather astonished when a minibus drove up to my house and out poured ten children. They had with them two parents, but not one child had them both in common as mother and father, and two of them belonged to neither parent, but to a former husband of the wife who had died. Both parents, well into middle age, had just embarked, one on his fourth, the other on her third marriage. The children, who came in all sizes, and ranged from blonde Nordic to jet-haired Greek, bounded around the garden, young and old as happy as any children that I have seen. To them, as Californians, their situation was not particularly odd; most of their friends had multiple parents. Indeed to them perhaps the odd family was the one which Western culture has held up as a model for two thousand years or more – the lifelong union of man and wife. But it took me a very long time to believe that they could be either happy or adjusted. And yet, were they a sign of the future, a way the world was going?

2.

Unlike anthropologists or sociologists, historians have not studied family life very closely. Until recently we knew very little of the age at which people married in Western Europe in the centuries earlier than the nineteenth or how many children they had, or what the rates of illegitimacy might be or whether, newly wed, they lived with their parents or set up a house of their own. Few of these questions can be answered with exactitude even now, but we can make better guesses. We know even less, however, of the detailed sexual practices that marriage covered: indeed this is a subject to which historians are only just turning their attention. But we do know much more of the function of family life – its social role – particularly if we turn from the centuries to the millennia and pay attention to the broad similarities rather than the fascinating differences between one region and another: and, if we do, we realize that the family has changed far more profoundly than even the bus load of Californians might lead us to expect.

⁷ Adapted from *The Little, Brown Reader*, 2nd edition, 1980, originally published in *In the Light of History*, 1972.

3.

Basically the family has fulfilled three social functions – to *provide a basic labor force, to transmit property and to educate and train children not only into an accepted social pattern, but also in the work skills upon which their future subsistence would depend.* Until very recent times, the vast majority of children never went to any school: their school was the family, where they learned to dig and sow and reap and herd their animals, or they learned their father's craft of smith or carpenter or potter. The unitary family was particularly good at coping with the small peasant holdings which covered most of the world's fertile regions from China to Peru. In the primitive peasant world a child of four or five could begin to earn its keep in the fields, as they still can in India and Africa: and whether Moslem, Hindu, Inca or Christian, one wife at a time was all that the bulk of the world's population could support, even though their religion permitted them more. Indeed, it was the primitive nature of peasant economy which gave the family, as we know it, its wide diffusion and its remarkable continuity.

4.

Whether or not it existed before the neolithic revolution we shall never know, but certainly it must have gained in strength as families became rooted to the soil. Many very primitive people who live in a pre-agrarian society of hunting and food-gathering often tend to have a looser structure of marriage and the women a far greater freedom of choice and easier divorce, as with the Esquimaux⁸, than is permitted in peasant societies. There can be little doubt that the neolithic revolution created new opportunities for the family as we know it, partly because this revolution created new property relations. More importantly it created great masses of property, beyond anything earlier societies had known. True, there were a few hunting peoples, such as the Kwakiutl Indians⁹, who had considerable possessions – complex lodges, great pieces of copper and piles of fibre blankets, which periodically they destroyed in great battles of raging pride – but the property, personal or communal, of most primitive hunting people is usually trivial.

⁸ Eskimo.

⁹ North American Indian people who live along the shores of Vancouver Island and the mainland opposite. They are known for their woodcarving and a stratified society, in which ranks are determined primarily by inheritance.

5.

After the revolution in agriculture, property and its transmission lay at the very heart of social relations and possessed an actuality which we find hard to grasp. Although we are much richer, possessions are more anonymous, often little more than marks in a ledger, and what we own constantly changes. Whereas for the majority of mankind over this last seven thousand years property has been deeply personal and familial: a plot of land, if not absolute ownership over it, then valuable rights in it; sometimes a house, even though it be a hovel by our standards; perhaps no more than the tools and materials of a craft, yet these possessions were the route both to survival and to betterment. Hence they were endowed with manna, bound up with the deepest roots of personality. In all societies the question of property became embedded in every aspect of family life, particularly marriage and the succession and rights of children. Because of property's vital importance, subservience of women and children to the will of the father, limited only by social custom, became the pattern of most great peasant societies. Marriage was sanctified not only by the rites of religion, but by the transmission of property. Few societies could tolerate freedom of choice in marriage - too much vital to the success or failure of a family depended on it: an ugly girl with five cows was a far fairer prospect than a pretty girl with one. And because of the sexual drives of frail human nature, the customs of marriage and of family relationships needed to be rigorously enforced. Tradition sanctified them; religion blessed them. Some societies reversed the sexually restrictive nature of permanent marriage and permitted additional wives, but such permission was meaningless to the mass of the peasantry who fought a desperate battle to support a single family. And, as we shall see, the patterns of family life were always looser for the rich and the favored.

6.

But a family was always more than property expressed clearly and visibly in real goods; it was for thousands of years both a school and a tribunal, the basic unit of social organization whose function in modern society has been very largely taken over by the state. In most peasant societies, life is regulated by the village community, by the patriarchs of the village, and the only officer of the central government these villagers see with any regularity is the tax-gatherer; but in societies that have grown more complex, and this is particularly true of the West during the last four hundred years, life has become regulated by the nation state or by the growth in power and importance of more generalized local communities - the town or county.

7.

This has naturally weakened the authority of heads of families, a fact that can be symbolically illustrated by change in social custom. No child in Western Europe would sit unbidden in the presence of its parents until the eighteenth century: if it did it could be sure of rebuke and punishment. No head of a household would have thought twice about beating a recalcitrant young servant or apprentice before the end of the nineteenth century. For a younger brother to marry without the consent of his eldest brother would have been regarded as a social enormity; and sisters were disposable property. All of this power has vanished. Indeed the family ties of all of us have been so loosened that we find it hard to grasp the intensity of family relationships or their complexity, they have disintegrated so rapidly this last hundred years. Now nearly every child in the Western world, male or female, is educated outside the family from five years of age. The skills they learn are rarely, if ever, transmitted by parents: and what is more they learn about the nature of their own world, its social structure and its relationships in time outside the family. For millennia the family was the great transmitter and formulator of social custom; but it now only retains a shadow of this function, usually for very young children only.

8.

Although the economic and education functions of the family have declined, most of us feel that it provides the most satisfactory emotional basis for human beings; that a secure family life breeds stability, a capacity not only for happiness, but also to adjust to society's demands. This, too, may be based on misjudgment, for family life in the past was not remarkable for its happiness. We get few glimpses into the private lives of men and women long dead, but when we do we often find strain, frustration, petty tyranny. For so many human beings family life was a prison from which they could not escape. And although it might create deep satisfactions here and there, the majority of the rich and affluent classes of the last four hundred years in Western Europe created for themselves a double standard, particularly as far as sex was concerned. In a few cities such as Calvin's Geneva¹⁰, the purity of family life might be maintained, but the aristocracies of France, Italy and Britain tolerated,

¹⁰John Calvin (1509-1564), French Protestant theologian and major figure of religious reform. He established a theocracy in Geneva, where he served as pastor and head of the Geneva Academy and wrote the sermons, biblical commentaries, and letters that form the basis of Calvinism.

without undue concern, adultery, homosexuality and that sexual freedom which, for better or worse, we consider the hallmark of modern life. Indeed the family as the basic social group began firstly to fail, except in its property relations, amongst the aristocracy.

9.

But what we think of as a social crisis of this generation – the rapid growth of divorce, the emancipation of women and adolescents, the sexual and educational revolutions, even the revolution in eating which is undermining the family as the basis of nourishment, for over a hundred years ago the majority of Europeans never ate in public in their lives – all of these things, which are steadily making the family weaker and weaker, are the inexorable result of the changes in society itself. The family as a unit of social organization was remarkably appropriate for a less complex world of agriculture and craftsmanship, a world which stretches back some seven thousand years, but ever since industry and highly urbanized societies began to take its place, the social functions of the family have steadily weakened – and this is a process that is unlikely to be halted. And there is no historical reason to believe that human beings could be less or more happy, less or more stable. Like any other human institution the family has always been molded by the changing needs of society, sometimes slowly, sometimes fast. And that bus load of children does no more than symbolize the failure, not of marriage, but the role of the old-fashioned family unit in a modern, urbanized, scientific and affluent society.

Questions (30 points)

1. Plumb argues that modernity will undermine the existence of a unitary family. Do you agree? Why? (5 points)
2. The life was looser for the rich and privileged. How do you understand this statement? Is it also true in today's Chinese society? And what can society do to implement social justice? (5 points)
3. Plumb says that a secure family does not always breed happiness. Comment on his statement. (5 points)
4. Do you think family life in China is undergoing a gradual change? Why? Consider the following aspects that may influence our family life. And then, write a short passage describing your observations. (10 points)

- a. Housing
- b. Modern education
- c. Fluidity in employment
- d. Eating habits
- e. The new social security system
- f. The new medical care system
- g. Entertainment

V. Academic Writing

Read the following views on globalization. (40 Points)

Write a short essay discussing the differences or/and similarities in Tony Blair and Marty Jezer's concerns about the current trend of globalization, and then critique their views. Your writing should not be shorter than 500 words.

VIEW 1

Globalisation¹¹ creates unprecedented new opportunities and risks. If the poorest countries can be drawn into the global economy and get increasing access to modern knowledge and technology, it could lead to a rapid reduction in global poverty – as well as bringing new trade and investment opportunities for all. But if this is not done, the poorest countries will become more marginalized, and suffering and division will grow. And we will all be affected by the consequences.

In order to make globalisation work for the poor we need not just strong and vibrant private sectors, but also effective governments and strong and reformed international institutions. We need to work collectively to tackle the problems of conflict and corruption, boost investment in education and health, spread the benefits of technology and research, strengthen the international financial system, reduce barriers to trade, tackle environmental problems and make development assistance¹² more effective.

¹¹ British spelling of *Globalization*.

¹² The aid from the developed world to the third world countries.

Tony Blair¹³

VIEW 2

We demonstrate against the institutions of global capitalism, yes; but we also need to articulate a vision of fair trade in which environmentalism and economic justice¹⁴ are valued more than short-term economic "efficiency" and the morally sanctioned accumulation of wealth. Environmentalists and the labor movement have to think and act internationally – much more than they are doing today.

Globalization is here to stay. Our challenge is to present a humane and democratic alternative vision.

Marty Jezer¹⁵

¹³ Current British Prime Minister.

¹⁴ The opinions that international trade should be related with environmental protection and labor conditions of the export countries.

¹⁵ American writer, author of *The Dark Ages: Life in the USA, 1945-1960*.