

2008 年硕士研究生入学初试试题

科目代码名称: 704 基础英语 共3页 第1页

请将试题做在答题纸上,在题笺上做题无效。

TEST FOR ENGLISH MAJOR 2008

GRADUATE SCHOOL YANSHAN UNIVERSITY

I. vocabulary 20Points (20 minutes)

directions: there are 10 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. Although he was on a diet, the delicious food _____ him enormously.

- a) distracted c) tempted
b) stimulated d) inspired

2. When construction can begin depends on how soon the _____ of the route is completed.
- a) survey c) orientation

- a) survey c) orientation
b) identity d) conviction

3. He said that ending the agreement would _____ the future of small or family-run shops, lead to fewer books being published and increase prices of all but a few bestsellers.

- a) venture c) legalize
b) jeopardize d) expose

4. The boxer _____ and almost fell when his opponent hit him.

- a) scattered c) staggered
b) shattered d) stamped

5. At first everything went well with the project but recently we have had a number of _____ with the machinery.

- a) disturbances
b) distortions
c) outputs
d) setbacks

6. Anyone not paying the registration fee by the end of this month will be _____ to have withdrawn from the program.

- a) deemed
b) anticipated
c) contemplated
d) acknowledged

7. It is generally known that new york is a city for _____ and a center for odd bits of information.

- a) veterans
b) eccentrics
c) victims
d) pedestrians

30. Which of the following statements about human alveolar macrophage is TRUE?
- A. Airborne dust may trigger suppressor macrophage suicides.
 - B. Airborne dust may trigger stimulatory macrophage suicides.
 - C. The ratio of suppressor macrophages to stimulatory ones in people with lung diseases is much higher than that in people with healthy lungs.
 - D. Only stimulatory macrophages show responses to airborne dust.

PART III GENERAL KNOWLEDGE

10 Points [10 MIN.]

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

31. The Anglo-Saxons began to settle in Britain in _____ century.
- A. the 4th
 - B. the 5th
 - C. the 6th
 - D. the 7th
32. The Australian national day is set on January 26 to commemorate _____.
- A. the founding of the Commonwealth of Australia
 - B. the discovery of the great southern "unknown land"
 - C. the first European settlement of the continent
 - D. Captain James Cook's first voyage around Australia
33. The largest city in Australia is _____.
- A. Alaska
 - B. Sydney
 - C. Canberra
 - D. Perth
34. On which day is Halloween celebrated?
- A. 5 November.
 - B. 31 October.
 - C. 17 March.
 - D. 25 December.
35. Who was recognized throughout his life as the leader of transcendentalism movement?
- A. William Cullen Bryant.
 - B. Edgar Allan Poe.
 - C. Ralph Waldo Emerson.
 - D. Henry David Thoreau.
36. Which of the following is NOT written by Edgar Alla Poe?
- A. *Nature*.
 - B. *To Helen*.
 - C. *The Raven*.
 - D. *Annabel Lee*.
37. Most poems in *Leaves of Grass* were about _____.
- A. man and love
 - B. love and nature
 - C. man and nature
 - D. nature
38. Romanticism as a literary movement came into being in England early in the latter half the _____ century.
- A. 16th
 - B. 17th
 - C. 18th
 - D. 19th
39. Which of the following words contains one bound morpheme?
- A. Disappearance.
 - B. Untouchable.
 - C. Desirability.
 - D. Physician.
40. The word "girl" originally meant young people; and now it refers to young lady. This is an example of _____.
- A. meaning shift
 - B. loss of meaning
 - C. widening of meaning
 - D. narrowing of meaning

PART IV PROOFREADING & ERROR CORRECTION [15 MIN.] 20 Points

Proofread the given passage 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 " ^ " 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, it never buys things in finished form and hangs them on the wall. When a natural history museum wants an exhibition, it must often build it.

- (1) an
- (2) never
- (3) exhibit

As a matter of fact, when all a language takes from another one is mere words, it is usually because only a small number of speakers of the first language are bilingual in the second — usually the ruling classes and the educator. In such cases, most speakers are not using the second language alongside the first one at a daily basis — instead, the influence on the second language "trickles down" from the elite class to the masses. In cases like this, which trickles down most easily are isolated words, rather than the things that are harder to pick up from a foreign language, such as word order and endings, which require the actual use of the second language to get the hang of. This was the situation, for example, in England when it was occupied by the Norman French: The Normans were the rulers when the masses continued happily using English. It is this reason that so many of the words we inherited from French have to do with conception of government [*reign*], fashion [*attire*], art [*pen*], cuisine [*poultry*], and, actually, the very words *government*, *fashion*, *art* and *cuisine*. Just like often, moreover, geography and history have it that many, most, or all of a language's speakers speak another one together alongside,

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (8) _____
- (9) _____
- (10) _____

and the result is the likes of Is it out of your mind you are? In fact, most languages have had some influence on their structure from other languages at some point in their history.

PART V TRANSLATION

40 points [60 MIN.]

SECTION A CHINESE TO ENGLISH

Translate the following text into English. Write your translation on ANSWER SHEET THREE.

我这个无可救药的中国丈夫喜欢吃中餐,更乐于挽袖下厨。从前在欧洲当留学生时我就喜欢在自己的蜗居里玩锅碗,弄瓢盆,演奏个人打击乐音乐会,并常常请一帮穷留学生分享我的杰作。不过妻子精于法式烹饪并且酷爱维持室内清洁。中国庖丁总是喜欢什么都油煎油爆,是一个大油耗子和大污染源,因此妻子根本不理睬中国庖丁的一厢情愿并毫不留情地请其下岗。有一天,下岗厨师终于忍不住请妻子让贤:“亲爱的,今天我想做中国菜,做一桌川菜,让咱们一饱口福。你把厨房借给我好吗?”“没问题!不过油烟不要太大。”习惯于清水煮菜的夫人叮嘱道,显得有些兴奋,也有些担心。我这位厨师关好厨房门,然后就在里面兴高采烈丁零当啷地演奏起锅碗瓢盆打击乐并跳起了锅边舞。菜谱早在一周前就已经定好,很快浓烈的川菜香在房子里弥漫开来。我端出第一道香喷喷的“哆来咪发嗦”——几盘凉菜:撒满香菜的松花蛋、撒满辣椒面的凉拌猪耳朵丝、四川泡菜。“快来,亲爱的!”我得意洋洋地大叫。

SECTION B ENGLISH TO CHINESE

Translate the following text into Chinese. Write your translation on ANSWER SHEET THREE.

The United States believes that the effort to reduce tensions is served by improving communication between countries that have different ideologies so as to lessen the risks of confrontation through accident, miscalculation or misunderstanding. Countries should treat each other with mutual respect and be willing to compete peacefully, letting performance be the ultimate judge. No country should claim infallibility and each country should be prepared to re-examine its own attitudes for the common good. The United States stressed that the peoples of Indochina should be allowed to determine their destiny without outside intervention; its constant primary objective has been a negotiated solution; the eight-point proposal put forward by the Republic of Vietnam and the United States on January 27, 1972 represents a basis for the attainment of that objective in the absence of a negotiated settlement the United States envisages the ultimate with drawal of all U. S. forces from the region consistent with the aim of self-determination for each country of Indochina. The United States will maintain its close ties with and support for the Republic of Korea; the United States will support efforts of the Republic of Korea to seek a relaxation of tension and increased communication in the Korean peninsula. The United States places the highest value on its friendly relations with Japan; it will continue to develop the existing close bonds.

PART VI WRITING

20 points [45 MIN]

Some people claim that advertisers perform a useful service to the community. How far do you agree or disagree with these people? Write an essay of about 400 words, commenting and express-

ing your views on the topic:

ADVERTISING IS USEFUL

In the first part of your writing you should present your thesis statement, and in the second part you should support the thesis statement with appropriate details. In the last part you should bring what you have written to a natural conclusion or a summary.

Marks will be awarded for content, organization, grammar and appropriacy. Failure to follow the above instructions may result in a loss of marks.

Write your composition on ANSWER SHEET FOUR.

8. In mountainous regions, much of the snow that falls is _____ into ice.

- a) compiled c) embodied
- b) dispersed d) compacted

9. Henry went through the documents again carefully for fear of _____ any important data.

- a) relaying c) overlooking
- b) revealing d) deleting

10. Elisabeth did not enter the museum at once, but _____ in the courtyard.

- a) dwelled c) resided
- b) lingered d) delayed

PART II READING COMPREHENSION

40 Points [30 MIN.]

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

TEXT A

Because markets are often unpredictable, successful marketing is rather like hitting a moving target. Consumer tastes vary depending on fashions and trends, causing the demand for products to fluctuate with alarming frequency. It is because of this uncertainty that we need to analyse and know as much as we can about customers and markets, and also about our own businesses.

Not all marketplace opportunities are real opportunities for every business. Only those which a business can successfully exploit — those which match its capabilities — come into this category. The process of analysing marketing opportunities therefore begins with an internal analysis of a business itself — a process which must include not only the specifically market-related aspects of its operations, such as sales and advertising, but also other aspects, such as financial resources, work-related aspects of its operations, such as sales and advertising, but also other aspects, such as financial resources, work-force skills, technology and so on. A useful framework for undertaking this internal analysis is to divide these aspects into four areas: customers, sales, marketing activities and other factors. We must determine who the business's customers are, how many there are and what their requirements are. We must then estimate how many products the business can be expected to sell in order to determine what product development will be required. Product development includes market research, which is vital to ensure that the business's products are right for the market, and to enable the business to set pricing and discount policies which will maximise sales. Finally, we must examine how all of these factors relate to other aspects of the business that may affect sales levels, such as management and work-force skills and corporate goals.

Having carefully analysed these internal factors, it is time to look at the outside world. An external analysis also needs to examine carefully a wide range of areas — such as legal/political factors; economic factors; cultural/social factors; technology; institutions and competition. There may be restrictions on the production or sale of particular products; for example, the age restrictions that exist in many countries on the sale of alcohol; and tobacco will obviously influence the size of the market for these products. Rising or falling interest rates affect people's disposable income, and may alter demand and therefore market size. Development of the society and its population, and how people's requirements will be affected, must also be considered. New technologies

may affect both people's expectations and other products that are likely to become available. Consequently it may be expected that traditional, social and economic institutions will alter over time, so that people may no longer buy, sell and distribute products in traditional ways through wholesalers and retail outlets; instead they will order products from home using the latest computer and cable television technology. And lastly, we must consider any potential competition from other businesses at home or overseas which produce similar products, and whether or not our business would be able to remain profitable even with this competition.

Identifying the competition is in many respects the most important aspect of an external market analysis and, to be useful, it must be as objective as possible. Many marketers greatly overestimate or underestimate the competition that their business will face from other businesses, especially if they look at the competition from their own standpoint rather than seeing it through the eyes of their customers. In other words, many people identify competitors by looking at apparently similar products, how they are made and what features they have, rather than at the benefits these products have for users and at ways of meeting market needs. With personal computers, for instance, this approach would mean assessing competitors on the basis of the type of microchip circuit used and the elegance of the software. A much more useful comparison would focus on the ability of the various computers to provide what the personal computer user wants: ease of use, flexibility and the ability to grow with the user. This way, we are much less likely to overlook competition from businesses that produce products which appear to be different from our own, but which produce similar benefits for customers.

When the internal analysis is taken together with the external analysis, the result is an all-round picture of the current situation. This is usually known as a situation analysis or marketing audit. Developing this analysis requires a mass of information, which is the raw material for analysing market opportunities in order to identify the most promising.

Possibly the most powerful, and certainly the most widely used, technique for structuring the analysis of the information is the SWOT analysis. This refers to Strengths of the organization, Weaknesses of the organization, Opportunities in the market place, and Threats to it (especially competitive threats) in the market place.

Strengths and weaknesses relate to the findings of the internal analysis, as seen from the viewpoint of the customer — things it or its product does better than the competition, and things it does less successfully. Opportunities relate to findings from the analysis of the external environment. For instance, the trend among the educated middle classes in many countries to adopt "healthier" eating patterns opens up demand for a wide range of health food products. The other side of this coin, however, is market threats: factors which inhibit demand for a business's products. For example, for a manufacturer of highly processed convenience foods containing chemical additives, the trend towards more "natural" eating is a marketing "threat".

It is important to remember that the attractiveness of a market depends largely on the strengths and weaknesses of the assessor. For this reason, an opportunity for one business may well constitute a threat to another. Similarly, the definition of any factor as a strength or a weakness depends

largely on market conditions. The some organisational factor may constitute a strength in one market and a weakness in another.

11. According to the writer, real opportunities for businesses are those which _____.
A. require no advertising B. require few resources
C. match their capabilities D. exploit new technology
12. According to the passage, the age range of some businesses' customers may be limited because of _____.
A. social/cultural factors B. economic factors
C. legal/political factors D. factors of state
13. According to the passage, new technologies are likely to influence _____.
A. the extent of competition B. people's spending power
C. attitudes to advertising D. the way people shop

TEXT B

An invisible border divides those, arguing for computers in the classroom on the behalf of students career prospects and those arguing for computers in the classroom for broader reasons of radical educational reform. Very few write on the subject; have explored this distinction — indeed, contradiction — which goes to the heart of what is wrong with the campaign to put computers in the dark.

An education that aims at getting a student a certain kind of job is a technical education, justified for reasons radically different from why education is universally required by law. It is not simply to raise everyone's job prospects that all children are legally required to attend school into their teens. Rather, we have a certain conception of the American citizen, a character who is incomplete if he cannot competently asses how his livelihood and happiness are affected by things outside of himself. But this was not always the case, before it was legally required for all children to attend school until a certain age. It was widely acteristic of all industrialized countries, we came to accept that everyone is fit to be educated. Computer education advocates forsake this optimistic notion for a pessimism that betrays their otherwise cheery out-look. Banking on the confusion between educational and vocational reasons for bringing computers into schools, computer advocates often emphasize the job prospects of graduates over their educational achievement.

There are some good arguments for a techznical education given the right kind of student. Many European schools introduce the concept of professional training early on in order to make sure children are properly equipped for the profession they want to join. It is, however, presumptuous to insist that there will only be so many jobs for so many scientists, so many businessmen, so many accountants. Besides, this is unlikely to produce the needed number of every kind of professional in a country as large as ours and where the economy is spread over so many states and involves so many international corporations.

But, for a small group of students, professional training might be the way to go since well-developed skills, all other factors being equal, can be the difference between having a job and not. Of course, the basics of using any computer these days are very simple. It does not take a life-long

acquaintance to pick up various software programs. If one wanted to become a computer engineer, that is of course, an entirely different computer skills are only complementary to the host of great skills that are necessary to becoming any kind of professional. It should be observed, of course that no school, vocational or not, is helped by a confusion over its purpose.

14. The author thinks the present rush to put computers in the classroom is _____.
A. far-reaching
B. dubiously oriented
C. self-contradictory
D. radically reformatory
15. The belief that education is indispensable to all children _____.
A. is indicative of a pessimism in disguise
B. came into being along with the arrival of computers
C. is deeply rooted in the minds of computered advocates
D. originated from the optimistic attitude of industrialized countries .
16. It could be inferred from the passage that in the author's country the European model of professional training is _____.
A. dependent upon the starting age of candidates
B. worth trying in various social sections
C. of little practical value .
D. attractive to every kind of professional
17. According to the author, basic computer skills should be _____.
A. included as an auxiliary course in schools
B. highlighted in acquisition of professional qualifications .
C. mastered through a life-long course
D. usually emphasized by any school

TEXT C

Opinion polls are now beginning to show a reluctant consensus that, whoever is to blame and whatever happens from now on, high unemployment is probably here to stay. This means we shall have to find ways of sharing the available employment more widely.

But we need to go further. We must ask some fundamental questions about the future of work. Should we continue to treat employment as the norm? Should we not rather encourage many other ways for self-respecting people to work? Should we not create conditions in which many of us can work for ourselves, rather than for an employer? Should we not aim to revive the household and the neighbourhood, as well as the factory and the office, as centres of production and work?

The industrial age has been the only period of human history in which most people's work has taken the form of jobs. The industrial age may now be coming to an end, and some of the changes in work patterns which it brought may have to be reversed. This seems a daunting thought. But, in fact, it could offer the prospect of a better future of work. Universal employment, as its history shows, has not meant economic freedom.

Employment became widespread when the enclosures of the 17th and 18th centuries made many people dependent on paid work by depriving them of the use of the land, and thus of the

means to provide a living for themselves. Then the factory system destroyed the cottage industries and removed work from people's homes. Later, as transport improved, first by rail and then by road, people commuted longer distances to their places of employment until, eventually, many people's work lost all connection with their home lives and the places in which they lived.

Meanwhile, employment put women at a disadvantage. In preindustrial times, men and women had shared the productive work of the household and village community. Now it became customary for the husband to go out to pay employment, leaving the unpaid work of the home and family to his wife. Tax and benefit regulations still assume this norm today, and restrict more flexible sharing of work roles between the sexes.

It was not only women whose work status suffered. As employment became the dominant form of work, young people and old people were excluded — a problem now, as more teenagers become frustrated at school and more retired people want to live active lives.

All this may now have to change. The time has certainly come to switch some effort and resources away from the utopian goal of creating jobs for all, to the urgent practical task of helping many people to manage without full time jobs.

18. Recent opinion polls show that _____.

- A. available employment should be restricted to a small percentage of the population
- B. new jobs must be created in order to rectify high unemployment figures
- C. available employment must be more widely distributed among the unemployed
- D. the present high unemployment figures are a fact of life .

19. The word "revive" in paragraph 2 meant that _____.

- A. make active again .
- B. study again
- C. go over again
- D. find the value again ●

20. The arrival of the industrial age in our historical evolution meant that _____.

- A. universal employment virtually guaranteed prosperity
- B. economic freedom came within everyone's grasp
- C. patterns of work were fundamentally changed .
- D. people's attitudes to work had to be reversed

21. The enclosures of the 17th and 18th centuries meant that _____.

- A. people had to do the productive work at home
- B. people were forced to look elsewhere for means of supporting themselves .
- C. people were able to be dependent on their land
- D. people were badly paid for the work they managed to find

22. The effects of almost universal employment were overwhelming in that _____.

- A. the work status of those not in paid employment suffered
- B. the household and village community disappeared completely
- C. men now traveled enormous distances to their places of work
- D. young and old people became superfluous components of society .

TEXT D

The earliest controversies about the relationship between photography and art centered on

whether photograph's fidelity to appearances and dependence on a machine allowed it to be a fine art as distinct from merely a practical art. Throughout the nineteenth century, the defence of photography was identical with the struggle to establish it as a fine art. Against the charge that photography was a soulless, mechanical copying of reality, photographers asserted that it was instead a privileged way of seeing, a revolt against commonplace vision, and no less worthy an art than painting.

Ironically, now that photography is securely established as a fine art, many photographers find it pretentious or irrelevant to label it as such. Serious photographers variously claim to be finding, recording, impartially observing, witnessing events, exploring themselves — anything but making works of art. They are no longer willing to debate whether photography is or is not a fine art, except to proclaim that their own work is not involved with art. It shows the extent to which they simply take for granted the concept of art imposed by the triumph of Modernism: the better the art, the more subversive it is of the traditional aims of art.

Photographers' disclaimers of any interest in making art tell us more about the harried status of the contemporary notion of art than about whether photography is or is not art. For example, those photographers who suppose that, by taking pictures, they are getting away from the pretensions of art as exemplified by painting remind us of those Abstract Expressionist painters who imagined they were getting away from the intellectual austerity of classical Modernist painting by concentrating on the physical act of painting. Much of photography's prestige today derives from the convergence of its aims with those of recent art, particularly with the dismissal of abstract art implicit in the phenomenon of Pop painting during the 1960's. Appreciating photographs is a relief to sensibilities tired of the mental exertions demanded by abstract art. Classical Modernist painting — that is, abstract art as developed in different ways by Picasso, Kandinsky, and Matisse — presupposes highly developed skills of looking and a familiarity with other paintings and the history of art. Photography, like Pop painting, reassures viewers that art is not hard; photography seems to be more about its subjects than about art.

Photography, however, has developed all the anxieties and self-consciousness of a classic Modernist art. Many professionals privately have begun to worry that the promotion of photography as an activity subversive of the traditional pretensions of art has gone so far that the public will forget that photography is a distinctive and exalted activity — in short, an art.

23. The author is concerned with _____.

- A. defining the Modernist attitude toward art
- B. explaining how photography emerged as a fine art
- C. explaining the attitude of serious contemporary photographers toward photography as art and placing those attitudes in their historical context
- D. defining the various approaches that serious contemporary photographers take toward their art and assessing the value of each of those approaches

24. Which of the following adjectives best describes "the concept of art imposed by the triumph of Modernism" as the author represents it in Paragraph 2?
- A. Objective. B. Mechanical. C. Superficial. D. Paradoxical.
25. Why does the author introduce Abstract Expressionist painters?
- A. He wants to provide an example of artists who, like serious contemporary photographers, disavowed traditionally accepted aims of modern art.
- B. He wants to set forth an analogy between the Abstract Expressionist painters and classical Modernist painters.
- C. He wants to provide a contrast to Pop artist and others.
- D. He wants to provide an explanation of why serious photography, like other contemporary visual forms, is not and should not pretend to be an art.
26. How did the nineteenth-century defenders of photography stress the photography?
- A. They stressed photography was a means of making people happy.
- B. It was art for recording the world.
- C. It was a device for observing the world impartially.
- D. It was an art comparable to painting.

TEXT E

Seven years ago, an Environmental Protection Agency statistician stunned researchers studying the effects of air pollution on health when he reported analyses indicating that as many as 60,000 U. S. residents die each year from breathing federally allowed concentrations of airborne dust. This and subsequent studies figured prominently in EPA's decision last year to ratchet down the permitted concentration of breathable particles in urban air — and in human airways.

At the time, many industrialists argued that they shouldn't have to pay for better pollution control because science had yet to suggest a plausible biological mechanism by which breathing low concentrations of urban dust might sicken or kill people.

Now, scientists at the University of Texas Houston Health Science Center describe how they uncovered what they think may be one of the basic elements of that toxicity.

On the alert for foreign debris, a community of white blood cells known as alveolar macrophages patrols small airways of the lung. When these cells encounter suspicious material, they identify it and send out a chemical clarion call to rally the immune system cells best suited to disabling and disposing of such matter.

The trick is to recruit only as many troops as are needed. If they call in too many, the lung can sustain inflammatory damage from friendly fire. Alongside the small troop of macrophages that stimulates defense measures, a larger squadron of macrophages halts immune activity when it threatens the host.

Andrij Holian and his coworkers in Houston have found that people with healthy lungs normally have 10 times as many suppressor macrophages as stimulatory ones. In people with asthma and other chronic lung diseases — who face an increased risk of respiratory disease from inhaling urban dust — that ratio may be only 3 to 1. The reason for the difference is not known.

