

江西师范大学硕士研究生入学考试初试科目
考试大纲

科目代码、名称：245 二外英语

适用专业：050205 日语语言文学

一、考试形式与试卷结构

(一) 试卷满分及考试时间

本试卷满分为 100 分，考试时间为 180 分钟。

(二) 答题方式

答题方式为闭卷、笔试。

试卷由试题册和答题卡组成；答题卡分为答题卡 1 和答题卡 2；考生应将 1-60 题的答案按要求填涂在答题卡 1 上；将 61-66 答案写在答题卡 2。

(三) 试卷内容结构（考试的内容比例及题型）

试题分四部分，共 66 题，包括词语用法和语法结构、英语知识综合运用、阅读理解和写作。

各部分内容所占分值为：

| | |
|----------------|------|
| 第一部分：词语用法和语法结构 | 10 分 |
| 第二部分：英语知识综合运用 | 20 分 |
| 第三部分：阅读理解 | 50 分 |
| 第四部分：写作 | 20 分 |

(四) 试卷题型结构

第一部分 词语用法和语法结构 (Section I Vocabulary and Structure)

共 20 题，每小题 0.5 分，共 10 分，考试时间为 15 分钟。本部分为多项选择题。跟词语用法相关的题目主要测试考生运用英语词语及短语的能力，考试范围为大学英语四级标准所包含的词汇与短语。跟语法结构相关的题目主要测试考生掌握英语语法结构的程度，考试范围包括大学英语四级标准所含的语法内容。考生在答题卡 1 上作答。

第二部分 英语知识综合运用 (Section II Cloze)

共 20 小题，每小题 1 分，共 20 分，考试时间为 35 分钟。本部分选择一篇 240~280 词的文章，在文中留出 20 处空白，要求考生从每题给出的 4 个选项中选出最佳答案，使补全后的文章意思通顺、前后连贯、结构完整。考生在答题卡 1 上作答。完形填空的目的是测试考生综合应用英语的能力。考生在答题卡 1 上作答。

第三部分 阅读理解 (Section III Reading Comprehension)

共 25 小题，每小题 2 分，共 50 分，考试时间为 95 分钟。该部分由 A、B、C 三节组成，考查考生理解书面英语的能力。

A 节 (15 小题)：主要考查考生理解主旨要义、具体信息、概念性含义，进行有关的判断、推理和引申，根据上下文推测生词的词义等能力。要求考生根据所提供

的三篇(总长度约为 1200 词)文章的内容,从每题所给出的 4 个选项中选出最佳答案。考生在答题卡 1 上作答。

B 节(5 小题):主要考查考生对诸如连贯性、一致性等语段特征以及文章结构的理解。本部分有 3 种备选题型。每次考试从这 3 种备选题型中选择一种进行考查。考生在答题卡 1 上作答。

备选题型有:

1)本部分的内容是一篇总长度约为 500 词的文章,其中有 5 段空白,文章后有 6-7 段文字,要求考生根据文章内容从这 6-7 段文字中选择能分别放进文章中 5 个空白处的 5 段。

2)在一篇长度约为 500 词的文章中,各段落的原有顺序已经被打乱,要求考生根据文章内容和结构将所列段落(7-8 个)重新排序。其中有 2-3 个段落的位置已经给出。

3)在一篇长度约为 500 词的文章的前或后有 6-7 段文字或 6-7 个概括句或小标题,这些文字或标题分别是对文章中某一部分的概括、阐述或举例。要求考生根据文章内容,从这 6-7 个选项中选出最恰当的 5 段文字或 5 个标题填入文章的空白处。

C 节(5 小题):主要考察考生准确理解概念或结构较复杂的英语文字材料的能力。要求考生阅读一篇约 400 词的文章,并将其中 5 个划线部分(约 150 词)译成汉语,要求译文准确、完整、通顺。考生在答题卡 2 上作答。

第四部分 写作(Section IV Writing)

共 1 题,20 分,考试时间为 35 分钟。该部分由 A、B 两节组成,考查考生的书面表达能力。总分 30 分。本部分要求考生根据提示信息写出一篇 160~200 词的短文(标点符号不计算在内)。提示信息的形式有主题句、写作提纲、规定情景、图、表等。考生在答题卡 2 上作答。

试卷结构表

| 部分 | 各部分名称 | 节 | 题号 | 测试要点 | 题型 | 题目数 | 计分 | 考试时间 | 答题卡种类 |
|-----|-----------|---|-------|------------------------------|--------------------|-----|----|------|--------------|
| I | 词语用法和语法结构 | | 1-20 | 词义辨析和语法结构 | 多项选择题(四选一) | 20 | 10 | 15 | 答题卡 1 (机器阅卷) |
| II | 语言知识综合运用 | | 21-40 | 词汇、语法和结构 | 完形填空 多项选择题(四选一) | 20 | 20 | 35 | 答题卡 1 (机器阅卷) |
| III | 阅读理解 | A | 41-55 | 三篇文章(共约 1200 词)。理解主旨要义、具体信息、 | 多项选择题(四选一) | 15 | 30 | 50 | 答题卡 1 (机器阅卷) |

| | | | | | | | | | |
|----|----|---|-------|-----------------------------------|----------------|----|-----|-----|------------|
| | | | | 概念性含义，进行有关的判断、推理和引申，根据上下文推测生词的词义等 | | | | | |
| | | B | 55-60 | 一篇文章（约500词）对连贯性、一致性等语段特征以及文章结构的理解 | 选择搭配题 | 5 | 10 | 20 | 答题卡5（人工阅卷） |
| | | C | 61-65 | 一篇文章（约400词）理解概念或结构较复杂的英语文字材料 | 英译汉 | 5 | 10 | 25 | 答题卡2（人工阅卷） |
| IV | 写作 | | | 根据主题句、写作提纲、规定情景、图表等进行书面表达 | 短文写作（160-200词） | 1 | 20 | 35 | 答题卡2（人工阅卷） |
| 总计 | | | | | | 66 | 100 | 180 | |

三、考查范围或考试内容概要

本考试为江西师范大学国际教育学院招收日语专业硕士研究生而设置。考试主要以《大学英语教学大纲（文、理科本科用）》中对大学英语四级水平的具体要求为根据，测试学生在英语语法、词汇、阅读理解、翻译及写作等方面的英语语言应用能力。本考试没有指定的参考教材或参考书。

考试内容概要：

考生应掌握下列语言知识和技能：

（一）语言知识

1. 语法知识

考生应能熟练地运用基本的语法知识。

本大纲没有专门列出对语法知识的具体要求，其目的是鼓励考生用听、说、读、写的实

践代替单纯的语法知识学习，以求考生在交际中更准确、自如地运用语法知识。

2. 词汇

考生应能掌握 5500 左右的词汇以及相关词组。

除掌握词汇的基本含义外，考生还应掌握词汇之间的词义关系，如同义词、近义词、反

义词等；掌握词汇之间的搭配关系，如动词与介词、形容词与介词、形容词与名词等；掌握词汇生成的基本知识，如词源、词根、词缀等。英语语言的演化是一个世界范围内的动态发展过程，它受到科技发展和社会进步的影响。因此，考生还应自行掌握涉及科技领域、宗教信仰等方面的新兴词汇。

(二) 语言技能

1. 阅读

考生应能读懂选自各类书籍和报刊的不同类型的文字材料(生词量不超过所读材料总词汇量的 3%)，还应能读懂与本人学习或工作有关的文献、技术说明和产品介绍等。对所读材料，考生应能：

- 1) 理解主旨要义；
- 2) 理解文中的具体信息；
- 3) 理解文中的概念性含义；
- 4) 进行有关的判断、推理和引申；
- 5) 根据上下文推测生词的词义；
- 6) 理解文章的总体结构以及上下文之间的关系；
- 7) 理解作者的意图、观点或态度；
- 8) 区分论点和论据。

2. 写作

考生应根据命题要求写不同类型的应用文、一般描述性、叙述性、说明性或议论性的文章。写作时，考生应能：

- 1) 做到语法、拼写、标点正确，用词恰当；
- 2) 遵循文章的特定文体格式；
- 3) 合理组织文章结构，使其内容统一、连贯；
- 4) 根据写作目的和特定读者，恰当选用语域。

四、样卷

Section I Structure and Vocabulary

Directions: Beneath each of the following sentences, there are four choices marked [A], [B], [C] and [D]. Choose the one that best completes the sentence. Mark your answer on the ANSWER SHEET 1 by blackening the corresponding letter in the brackets with a pencil. (10 points)

Example:

I have been to the Great Wall three times _____ 1979.

[A] from

[B] after

[C] for

[D] since

The sentence should read, "I have been to the Great Wall three times since 1979." Therefore, you should choose [D].

1. For many patients, institutional care is the most _____ and beneficial form of care.

- A) persistent
- B) appropriate
- C) thoughtful
- D) sufficient

2. It's pleasure for him to _____ his energy and even his life to research work.

- A) dedicate
- B) dictate
- C) decorate
- D) direct

3. They are well _____ with each other since they once studied in the same university.

- A) identified
- B) recognized
- C) acknowledged
- D) acquainted

4. There is a _____ difference in meaning between the words surroundings and environment.

- A) gentle
- B) subtle
- C) feeble
- D) humble

5. All the finished products are stored in a _____ of the delivery port and shipping is available at any time.

- A) garage
- B) cabinet
- C) capsule
- D) warehouse

6. When he tried to make a _____, he found that the hotel was completely filled because of a convention.

- A) reservation
- B) claim
- C) mess
- D) revision

7. Doing your homework is a sure way to improve your test scores, and this is especially true _____ it comes to classroom tests.

- [A] before
- [B] as
- [C] since
- [D] when

8. I' ve kept up a friendship with a girl whom I was at school _____ twenty years ago.

- [A] about
- [B] since
- [C] till
- [D] with

9. He wasn' t asked to take on the chairmanship of the society, _____ insufficiently popular with all members.

- [A] being considered
- [B] considering
- [C] to be considered
- [D] having considered

10. _____ for the timely investment from the general public, our company would not be so thriving as it is.

- [A] Had it not been
- [B] Were it not
- [C] Be it not
- [D] Should it not be

11. If you want this painkiller, you' ll have to ask the doctor for a _____.

- A) transaction
- B) permit
- C) settlement
- D) prescription

12. The _____ form childhood to adulthood is always critical time for everybody.

- A) conversion
- B) transition
- C) turnover
- D) transformation

13. It is hard to tell whether we are going to have a boom in the economy or a _____.

- A) concession
- B) recession

- C) submission
D) transmission
14. His use of color, light and form quickly departed from the conventional style of his as _____ he developed own technique.
A) descendants
B) predecessors
C) successors
D) ancestors
15. Failure in a required subject may result in the _____ of a diploma.
A) refusal
B) betrayal
C) denial
D) burial
16. To help students understand how we see, teachers often draw a(n) _____ between an eye and a camera.
A) image
B) analogy
C) denial
D) axis
17. By the time he arrives in Beijing, we _____ here for tow days.
A) have been staying
B) have stayed
C) shall stay
D) will have stayed
18. The millions of calculations involved, had they been done by hand, _____ all practical value by the time they were finished.
A) had lost
B) would lose
C) would have lost
D) should have lost
19. As a public relations officer, he is said _____ some very influential people.
A) to have been knowing
B) to be knowing
C) to have known
D) to know
20. In recent years much more emphasis has been put _____ developing the students' productive skills.
A) over
B) onto

- C) in
- D) on

Section II Cloze

Directions: Read the following text. Choose the best word(s) for each numbered blank and mark [A], [B], [C] or [D] on ANSWER SHEET 1. (20 points)

The human nose is an underrated tool. Humans are often thought to be insensitive smellers compared with animals, 21 this is largely because, 22 animals, we stand upright. This means that our noses are 23 to perceiving those smells which float through the air, 24 the majority of smells which stick to surfaces. In fact, 25, we are extremely sensitive to smells, 26 we do not generally realize it. Our noses are capable of 27 human smells even when these are 28 to far below one part in one million.

Strangely, some people find that they can smell one type of flower but not another, 29 others are sensitive to the smells of both flowers. This may be because some people do not have the genes necessary to generate 30 smell receptors in the nose. These receptors are the cells which sense smells and send 31 to the brain. However, it has been found that even people insensitive to a certain smell 32 can suddenly become sensitive to it when 33 to it often enough.

The explanation for insensitivity to smell seems to be that brain finds it 34 to keep all smell receptors working all the time but can 35 new receptors if necessary. This may 36 explain why we are not usually sensitive to our own smells we simply do not need to be. We are not 37 of the usual smell of our own house but we 38 new smells when we visit someone else's. The brain finds it best to keep smell receptors 39 for unfamiliar and emergency signals 40 the smell of smoke, which might indicate the danger of fire.

- 21. [A] although [B] as [C] but [D] while
- 22. [A] above [B] unlike [C] excluding [D] besides
- 23. [A] limited [B] committed [C] dedicated [D] confined
- 24. [A] catching [B] ignoring [C] missing [D] tracking
- 25. [A] anyway [B] though [C] instead [D] therefore
- 26. [A] even if [B] if only [C] only if [D] as if
- 27. [A] distinguishing [B] discovering [C] determining [D] detecting
- 28. [A] diluted [B] dissolved [C] determining [D] diffused
- 29. [A] when [B] since [C] for [D] whereas
- 30. [A] unusual [B] particular [C] unique [D] typical

31. [A] signs [B] stimuli [C] messages [D] impulses
32. [A] at first [B] at all [C] at large [D] at times
33. [A] subjected [B] left [C] drawn [D] exposed
34. [A] ineffective [B] incompetent [C] inefficient [D] insufficient
35. [A] introduce [B] summon [C] trigger [D] create
36. [A] still [B] also [C] otherwise [D] nevertheless
37. [A] sure [B] sick [C] aware [D] tired
38. [A] tolerate [B] repel [C] neglect [D] notice
39. [A] available [B] reliable [C] identifiable [D] suitable
40. [A] similar to [B] such as [C] along with [D] aside from

Section III Reading Comprehension

Part A

Directions: Each of the passages below is followed by some questions. For each question there are four answers marked [A], [B], [C] and [D]. Read the passages carefully and choose the best answer to each of the questions. Then mark your answer on ANSWER SHEET 1 by blackening the corresponding letter in the brackets with a pencil. (30 points)

Passage One

Questions 41 to 45 are based on the following passage.

In department stores and closets all over the world, they are waiting. Their outward appearance seems rather appealing because they come in a variety of styles, textures, and colors. But they are ultimately the biggest deception that exists in the fashion industry today. What are they? They are high heels—a woman's worst enemy (whether she knows it or not). High heel shoes are the downfall of modern society. Fashion myths have led women to believe that they are more beautiful or sophisticated for wearing heels, but in reality, heels succeed in posing short as well as long term hardships. Women should fight the high heel industry by refusing to use or purchase them in order to save the world from unnecessary physical and psychological suffering.

For the sake of fairness, it must be noted that there is a positive side to high heels. First, heels are excellent for aerating (使通气) lawns. Anyone who has ever worn heels on grass knows what I am talking about. A simple trip around the yard in a pair of those babies eliminates all need to call for a lawn care specialist, and provides the perfect-sized holes to give any lawn oxygen without all those messy chunks of dirt lying around. Second, heels are quite functional for defense against oncoming enemies, who can easily

be scared away by threatening them with a pair of these sharp, deadly fashion accessories.

Regardless of such practical uses for heels, the fact remains that wearing high heels is harmful to one's physical health. Talk to any podiatrist (足病医生), and you will hear that the majority of their business comes from high-heel-wearing women. High heels are known to cause problems such as deformed feet and torn toenails. The risk of severe back problems and twisted or broken ankles is three times higher for a flat shoe wearer. Wearing heels also creates the threat of getting a heel caught in a sidewalk crack or a sewer-grate (阴沟栅) and being thrown to the ground—possibly breaking a nose, back, or neck. And of course, after wearing heels for a day, any woman knows she can look forward to a night of pain as she tries to comfort her swollen, aching feet.

41. What makes women blind to the deceptive nature of high heels?
- A) The multi-functional use of high heels.
 - B) Their attempt to show off their status.
 - C) The rich variety of high heel styles.
 - D) Their wish to improve their appearance.
42. The author's presentation of the positive side of high heels is meant _____.
- A) to be ironic
 - B) to poke fun at women
 - C) to be fair to the fashion industry
 - D) to make his point convincing
43. The author uses the expression "those babies" (Line 3, Para. 2) to refer to high heels _____.
- A) to show their fragile characteristics
 - B) to indicate their feminine features
 - C) to show women's affection for them
 - D) to emphasize their small size
44. The author's chief argument against high heels is that _____.
- A) they pose a threat to lawns
 - B) they are injurious to women's health
 - C) they don't necessarily make women beautiful
 - D) they are ineffective as a weapon of defense
45. It can be inferred from the passage that women should _____.
- A) see through the very nature of fashion myths
 - B) boycott the products of the fashion industry
 - C) go to a podiatrist regularly for advice
 - D) avoid following fashion too closely

Passage Two

Questions 46 to 50 are based on the following passage.

War may be a natural expression of biological instincts and drives toward aggression in the human species. Natural impulses of anger, hostility, and territoriality (守卫地盘的天性) are expressed through acts of violence. These are all qualities that humans share with animals. Aggression is a kind of innate (天生的) survival mechanism, an instinct for self-preservation that allows animals to defend themselves from threats to their existences. But, on the other hand, human violence shows evidence of being a learned behavior. In the case of human aggression, violence can not be simply reduced to an instinct. The many expressions of human violence are always conditioned by social conventions that give shape to aggressive behavior. In human societies violence has a social function. It is a strategy for creating or destroying forms of social order. Religious traditions have taken a leading role in directing the powers of violence. We will look at the ritual and ethical (道德上的) patterns within which human violence has been directed.

The violence within a society is controlled through institutions of law. The more developed a legal system becomes, the more society takes responsibility for the discovery, control, and punishment of violent acts. In most tribal societies the only means to deal with an act of violence is revenge. Each family group may have the responsibility for personally carrying out judgment and punishment upon the person who committed the offense. But in legal systems, the responsibility for revenge becomes depersonalized and diffused. The society assumes the responsibility for protecting individuals from violence. In cases where they cannot be protected, the society is responsible for imposing punishment. In a state controlled legal system, individuals are removed from the cycle of revenge motivated by acts of violence, and the state assumes responsibility for their protection.

The other side of a state legal apparatus is a state military apparatus. While the one protects the individual from violence, the other sacrifices the individual to violence in the interests of the state. In war the state affirms its supreme power over the individuals within its own borders. War is not simply a trial by combat to settle disputes between states; it is the moment when the state makes its most powerful demands upon its people for their commitment allegiance, and supreme sacrifice. Times of war test a community's deepest religious and ethical commitments.

46. Human violence shows evidence of being a learned behavior in that _____.

- A) it threatens the existing social systems
B) it is influenced by society
C) it has roots in religious conflicts
D) it is directed against institutions of law
47. The function of legal systems, according to the passage, is _____.
A) to control violence within a society
B) to protect the world from chaos
C) to free society from the idea of revenge
D) to give the government absolute power
48. What does the author mean by saying "... in legal systems, the responsibility for revenge becomes depersonalized and diffused" (Lines 4-5, Para. 2)?
A) Legal systems greatly reduce the possibilities of physical violence.
B) Offenses against individuals are no longer judged on a personal basis.
C) Victims of violence find it more difficult to take revenge.
D) Punishment is not carried out directly by the individuals involved.
49. The word "allegiance" (Line 4, Para. 3) is closest in meaning to _____.
A) loyalty
B) objective
C) survival
D) motive
50. What can we learn from the last paragraph?
A) Governments tend to abuse their supreme power in times of war.
B) In times of war governments may extend their power across national borders.
C) In times of war governments impose high religious and ethical standards on their people.
D) Governments may sacrifice individuals in the interests of the state in times of war.

Passage Three

Questions 51 to 55 are based on the following passage.

When school officials in Kalkaska, Michigan, closed classes last week, the media flocked to the story, portraying the town's 2,305 students as victims of stingy (吝啬的) taxpayers. There is some truth to that; the property-tax rate here is one-third lower than the state average. But shutting their schools also allowed Kalkaska's educators and the state's largest teachers' union, the Michigan Education Association, to make a political point. Their aim was to spur passage of legislation Michigan lawmakers are debating to increase the state's share of school funding.

It was no coincidence that Kalkaska shut its schools two weeks after residents rejected a 28 percent property-tax increase. The school board argued that without the increase it lacked the \$1.5 million needed to keep schools open.

But the school system had not done all it could to keep the schools open. Officials declined to borrow against next year's state aid, they refused to trim extra curricular activities and they did not consider seeking a smaller—perhaps more acceptable—tax increase. In fact, closing early is costing Kalkaska a significant amount, including \$600,000 in unemployment payments to teachers and staff and \$250,000 in lost state aid. In February, the school system promised teachers and staff two months of retirement payments in case schools closed early, a deal that will cost the district \$275,000 more.

Other signs suggest school authorities were at least as eager to make a political statement as to keep schools open. The Michigan Education Association hired a public relations firm to stage a rally marking the school closing, which attracted 14 local and national television stations and networks. The president of the National Education Association, the MEA's parent organization, flew from Washington, D. C., for the event. And the union tutored school officials in the art of television interviews. School supervisor Doyle Disbrow acknowledges the district could have kept schools open by cutting programs but denies the moves were politically motivated.

Michigan lawmakers have reacted angrily to the closings. The state Senate has already voted to put the system into receivership (破产管理) and reopen schools immediately; the Michigan House plans to consider the bill this week.

51. We learn from the passage that schools in Kalkaska, Michigan, are funded _____.

- A) by both the local and state governments
- B) exclusively by the local government
- C) mainly by the state government
- D) by the National Education Association

52. One of the purposes for which school officials closed classes was _____.

- A) to avoid paying retirement benefits to teachers and staff
- B) to draw the attention of local taxpayers to political issues
- C) to make the financial difficulties of their teachers and staff known to the public
- D) to pressure Michigan lawmakers into increasing state funds for local schools

53. The author seems to disapprove of _____.

- A) the Michigan lawmakers' endless debating
B) the shutting of schools in Kalkaska
C) the involvement of the mass media
D) delaying the passage of the school funding legislation
54. We learn from the passage that school authorities in Kalkaska are concerned about _____.
- A) a raise in the property-tax rate in Michigan
B) reopening the schools there immediately
C) the attitude of the MEA' s parent organization
D) making a political issue of the closing of the schools
55. According to the passage, the closing of the schools developed into a crisis because of _____.
- A) the complexity of the problem
B) the political motives on the part of the educators
C) the weak response of the state officials
D) the strong protest on the part of the students' parents

Part B

Directions: In the following text, some sentences have been removed. For Questions (56-60), choose the most suitable one from the list A-G to fit into each of the numbered blank. There are two extra choices, which do not fit in any of the gaps. Mark your answers on ANSWER SHEET 2. (10 points)

Coinciding with the groundbreaking theory of biological evolution proposed by British naturalist Charles Darwin in the 1860s, British social philosopher Herbert Spencer put forward his own theory of biological and cultural evolution. Spencer argued that all worldly phenomena, including human societies, changed over time, advancing toward perfection.

56. _____.

American social scientist Lewis Henry Morgan introduced another theory of cultural evolution in the late 1800s. Morgan, along with Tylor, was one of the founders of modern anthropology. In his work, he attempted to show how all aspects of culture changed together in the evolution of societies. 57. _____.

In the early 1900s in North America, German-born American anthropologist Franz Boas developed a new theory of culture known as *historical particularism*. Historical particularism, which emphasized the uniqueness of all cultures, gave new direction to anthropology. 58. _____.

Boas felt that the culture of any society must be understood as the result of a unique history and not as one of many cultures belonging to a broader evolutionary stage or type of culture. 59. _____.

Historical particularism became a dominant approach to the study of culture in American anthropology, largely through the influence of many students of Boas. But a number of anthropologists in the early 1900s also rejected the particularist theory of culture in favor of diffusionism. Some attributed virtually every important cultural achievement to the inventions of a few, especially gifted peoples that, according to diffusionists, then spread to other cultures. 60. _____.

Also in the early 1900s, French sociologist Mile Durkheim developed a theory of culture that would greatly influence anthropology. Durkheim proposed that religious beliefs functioned to reinforce social solidarity. An interest in the relationship between the function of society and culture, known as functionalism, became a major theme in European, and especially British, anthropology.

[A] Other anthropologists believed that cultural innovations, such as inventions, had a single origin and passed from society to society. This theory was known as *diffusionism*.

[B] In order to study particular cultures as completely as possible, Boas became skilled in linguistics, the study of languages, and in physical anthropology, the study of human biology and anatomy.

[C] He argued that human evolution was characterized by a struggle he called the “survival of the fittest,” in which weaker races and societies must eventually be replaced by stronger, more advanced races and societies.

[D] They also focused on important rituals that appeared to preserve a people’s social structure, such as initiation ceremonies that formally signify children’s entrance into adulthood.

[E] Thus, in his view, diverse aspects of culture, such as the structure of families, forms of marriage, categories of kinship, ownership of property, forms of government, technology, and systems of food production, all changed as societies evolved.

[F] Supporters of the theory viewed as a collection of integrated parts that work together to keep a society functioning.

[G] For example, British anthropologists Grafton Elliot Smith and W. J. Perry incorrectly suggested, on the basis of inadequate information, that farming, pottery making, and metallurgy all originated in ancient Egypt and diffused throughout the world. In fact, all of these cultural developments occurred separately at different times in many parts of the world.

Part C

Directions: Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written carefully on ANSWER SHEET 2. (10 points)

There is a marked difference between the education which every one gets from living with others, and the deliberate educating of the young. In the former case the education is incidental; it is natural and important, but it is not the express reason of the association. (61) It may be said that the measure of the worth of any social institution is its effect in enlarging and improving experience; but this effect is not a part of its original motive. Religious associations began, for example, in the desire to secure the favor of overruling powers and to ward off evil influences; family life in the desire to gratify appetites and secure family perpetuity; systematic labor, for the most part, because of enslavement to others, etc. (62) Only gradually was the by-product of the institution noted, and only more gradually still was this effect considered as a directive factor in the conduct of the institution. Even today, in our industrial life, apart from certain values of industriousness and thrift, the intellectual and emotional reaction of the forms of human association under which the world's work is carried on receives little attention as compared with physical output.

But in dealing with the young, the fact of association itself as an immediate human fact, gains in importance. (63) While it is easy to ignore in our contact with them the effect of our acts upon their disposition, it is not so easy as in dealing with adults. The need of training is too evident; the pressure to accomplish a change in their attitude and habits is too urgent to leave these consequences wholly out of account. (64) Since our chief business with them is to enable them to share in a common life we cannot help considering whether or no we are forming the powers which will secure this ability. If humanity has made some headway in realizing that the ultimate value of every institution is its distinctively human effect, we may well believe that this lesson has been learned largely through dealings with the young.

(65) We are thus led to distinguish, within the broad educational process which we have been so far considering, a more formal kind of education -- that of direct tuition or schooling. In undeveloped social groups, we find very little formal teaching and training. These groups mainly rely for instilling needed dispositions into the young upon the same sort of association which keeps the adults loyal to their group.

Section V Writing (20 points)

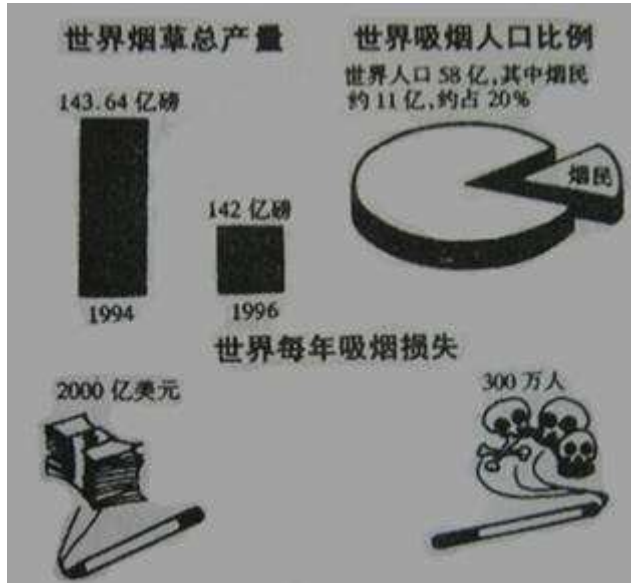
Directions:

[A] Study the following set of pictures carefully and write an essay in no less than 120 words.

[B] Your essay must be written clearly on the ANSWER SHEET 2.

[C] Your essay should cover all the information provided and meet the requirements below:

1. Interpret the following pictures.
2. Predict the tendency of tobacco consumption and give your reason.



样卷答案

Section I: Structure and Vocabulary (20 points)

1. [B] 2. [A] 3. [D] 4. [B] 5. [D]
6. [A] 7. [D] 8. [D] 9. [A] 10. [A]
11. [D] 12. [B] 13. [B] 14. [B] 15. [C]
16. [B] 17. [D] 18. [C] 19. [C] 20. [D]

Section II: Cloze

21. [C] 22. [B] 23. [A] 24. [C] 25. [B]
26. [A] 27. [D] 28. [A] 29. [D] 30. [B]
31. [C] 32. [A] 33. [D] 34. [C] 35. [D]
36. [B] 37. [C] 38. [D] 39. [A] 40. [B]

Section III: Reading Comprehension

41. [D] 42. [B] 43. [C] 44. [B] 45. [D]
46. [B] 47. [A] 48. [D] 49. [A] 50. [D]
51. [D] 52. [C] 53. [B] 54. [A] 55. [B]
56. [C] 57. [E] 58. [A] 59. [B] 60. [G]

61. 尽管人们可以这样说, 对任何一个社会制度价值的衡量就是其在增长和丰富经验方面所产生的影响, 但是这种影响并不是其最初(原来)动机的一部分。

62. 这个制度的副产品仅仅是为人们所逐步注意到, 而在实施这种制度时, 认为这种影响是一个制约因素则仍然更为缓慢。

63. 尽管我们在与年轻人交往时，很容易忽视我们的行为对他们性格的影响，但是与成年人接触或交往却并不那么容易。

64. 既然我们对他们的主要职责（任务）就是使年轻人能够参与到一个共同的生活中去，因此我们不禁思考我们是否正具备这种力量，而这种力量将有助于我们获得这种能力。

65. 因此，我们到目前为止一直在思考这种广泛的教育过程，从而促使我们去区别一个更为正规的教育，也就是说，那种直接教导或学校教育。

