

西北工业大学

2002 年硕士研究生入学考试试题

试题名称: 英语水平测试

试题编号: 481

说明: 所有试题一律写在答题纸上

共 20 页 第 1 页

TEST PAPER

i. Vocabulary (20)

Directions: In this part of the test, there are 40 sentences with one word underlined. Choose the letter of the word which best defines the word marked in the sentence and blacken it on your answer sheet.

1. This is the total cost of the trip, taking in everything.

A. providing	B. including
C. removing	D. subscribing
2. You always cheat me. Do you take me for a fool?

A. known me to be	B. recognized me as
C. referred me to as	D. thought me to be
3. It was very difficult to grasp what he actually meant.

A. catch on to	B. control
C. scope on	D. reach
4. This new office machine dispenses with the need for a secretary.

A. omits	B. dislikes
C. opposes	D. disapproves
5. He made a tacit agreement to share the profits.

A. written	B. declared
C. unspoken	D. stated
6. American young people find the transition into adulthood easy to face.

A. transfer	B. change
C. delivery	D. transfusion
7. The university president gave a beautiful speech at commencement.

A. ceremonies	B. initiation
C. origination	D. graduation
8. He gave a sarcastic reply.

A. scornful	B. rude
C. ironic	D. disparaging
9. In the near future we can look for more computers to be used in the office.

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共 26 页 第 10 页

passage 2

Some recent historians have argued that life in the British colonies in America from approximately 1763 to 1789 was marked by internal conflicts among colonists. Inheritors of some of the viewpoints of early twentieth century progressive historians such as Beard and Becker, these recent historians have put forward arguments that deserve evaluation.

The kind of conflict most emphasized by these historians is class conflict. Yet with the Revolutionary War dominating these years, how does one distinguish class conflict within that larger conflict? Certainly not by the side a person supported. Although many of these historians have accepted the earlier assumption that loyalists represented an upper class, new evidence indicates that Loyalists, like rebels, were drawn from all socioeconomic classes. (It is nonetheless probably true that a larger percentage of the well-to-do joined the Loyalists than joined the rebels.) Looking at the rebel side, we find little evidence for the contention that lower-class rebels were in conflict with upper-class rebels. Indeed, the war effort against Britain tended to suppress class conflicts. Where it did not, the disputing rebels of one or another class usually became Loyalists. Loyalty thus operated as a safety valve to remove socioeconomic discontent that existed among the rebels. Disputes occurred, of course among those who remained on the rebel side, but the extraordinary social mobility of eighteenth-century American society

(with the obvious exception of slaves) usually prevented such disputes from hardening along class lines. Social structure was in fact so fluid — though recent statistics suggest a narrowing of economic opportunity as the latter half the century progressed — that to talk about social classes at all requires the use of loose economic categories such as rich, poor, and middle class, or eighteenth-century designations like "the better sort." Despite these vague categories, one should not claim unequivocally that hostility between recognizable classes cannot be legitimately observed. Outside of New York, however, there were very few instances of openly expressed class antagonism.

Having said this, however, one must add that there is much evidence to support the further claim of recent historians that sectional conflicts were common between 1763 and 1789. The "Paxton Boys" incident and the Regulator movement are representative examples of the widespread, and justified discontent of western settlers against colonial or state governments dominated by eastern interests. Although undertones of class conflict existed beneath such hostility, the opposition was primarily geographical. Sectional conflict which also existed between North and South — deserves further investigation.

In summary, historians must be careful about the kind of conflict they emphasize in eighteenth-century America. Yet those who

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共 20 页 第 11 页

- stress the achievement of a general consensus among the colonists cannot fully understand that
- (70) consensus without understanding the conflicts that had to be overcome or repressed in order to reach it.
6. The author considers the contentions made by the recent historians discussed in the passage to be
- (A) potentially verifiable
(B) partially justified
(C) logically contradictory
(D) ingenious but flawed
(E) capricious and unsupported
7. The author most likely refers to "historians such as Beard and Becker" (lines 5-6) in order to
- (A) isolate the two historians whose work is most representative of the viewpoints of Progressive historians
(B) emphasize the need to find connections between recent historical writing and the work of earlier historians
(C) make a case for the importance of the views of the Progressive historians concerning eighteenth-century American life
(D) suggest that Progressive historians were the first to discover the particular internal conflicts in eighteenth-century American life mentioned in the passage
(E) point out historians whose views of history anticipated some of the views of the recent historians mentioned in the passage
8. According to the passage, Loyalty during the American Revolutionary War served the function of
- (A) eliminating the disputes that existed among those colonists who supported the rebel cause
(B) drawing upper, as opposed to lower, socioeconomic classes away from the rebel cause
(C) tolerating the kinds of socioeconomic discontent that were not allowed to exist on the rebel side
(D) channeling conflict that existed within a socioeconomic class into the war effort against the rebel cause
(E) absorbing members of socioeconomic groups on the rebel side who felt themselves in contention with members of other socioeconomic groups
9. The passage suggests that the author would be likely to agree with which of the following statements about the social structure of eighteenth-century American society?
- I. It allowed greater economic opportunity than it did social mobility.
II. It permitted greater economic opportunity prior to 1750 than after 1750.
III. It did not contain rigidly defined socioeconomic divisions.
IV. It prevented economic disputes from arising among members of the society.
- (A) I and IV only
(B) II and III only
(C) III and IV only
(D) I, II, and III only
(E) I, II, III, and IV
10. It can be inferred from the passage that the author would be most likely to agree with which of the following statements regarding socioeconomic class and support for the rebel and Loyalist causes during the American Revolutionary War?
- (A) Identifying a person's socioeconomic class is the least accurate method of ascertaining which side that person supported.
(B) Identifying a person as a member of the rebel or of the Loyalist side does not necessarily reveal that person's particular socioeconomic class.

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共 20 页 第 12 页

- (C) Both the rebel and the Loyalist sides contained members of all socioeconomic classes, although there were fewer disputes among socioeconomic classes on the Loyalist side.
- (D) Both the rebel and the Loyalist sides contained members of all socioeconomic classes, although the Loyalist side was made up primarily of members of the upper classes.
- (E) Both the rebel and the Loyalist sides contained members of all socioeconomic classes although many upper-class rebels eventually joined the Loyalists.

Passage 3

Scattered around the globe are more than one hundred regions of volcanic activity known as hot spots. Unlike most volcanoes, hot spots are rarely found along the boundaries of the continental and oceanic plates that comprise the Earth's crust, most hot spots lie deep in the interior of plates and are anchored deep in the layers of the Earth's surface. Hot spots are also distinguished from other volcanoes by their lavas, which contain greater amounts of alkali metals than do those from volcanoes at plate margins.

In some cases, plates moving past hot spots have left trails of extinct volcanoes in much the same way that wind passing over a chimney carries off puffs of smoke. It appears that the Hawaiian Islands were created in such a manner by a single source of lava, welling up from a hot spot, over which the Pacific Ocean plate passed on a course roughly from the east toward the northwest, carrying off a line of volcanoes of increasing age. Two other Pacific

island chains—the Austral Ridge and the Tuamotu Ridge—parallel the configuration of the Hawaiian chain; they are also aligned from the east toward the northwest, with the most recent volcanic activity near their eastern terminuses.

That the Pacific plate and the other plates are moving is now beyond dispute, the relative motion of the plates has been reconstructed in detail. However, the relative motion of the plates with respect to the Earth's interior cannot be determined easily. Hot spots provide the measuring instruments for resolving the question of whether two continental plates are moving in opposite directions or whether one is stationary and the other is drifting away from it. The most compelling evidence that a continental plate is stationary is that, at some hot spots, lavas of several ages are superposed instead of being spread out in chronological sequence. Of course, reconstruction of plate motion from the tracks

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共 20 页 第 13 页

of hot-spot volcanoes assumes that hot spots are immobile, or nearly so. Several studies support such an assumption, including one that has shown that prominent hot spots throughout the world seem not to have moved during the past ten million years.

Beyond acting as frames of reference, hot spots apparently influence the geophysical processes that propel the plates across the globe. When a continental plate comes to rest over a hot spot, material welling up from deeper layers forms a broad dome that, as it grows, develops deep fissures. In some instances, the continental plate may rupture entirely along some of the fissures so that the hot spot initiates the formation of a new ocean. Thus, just as earlier theories have explained the mobility of the continental plates, so hot-spot activity may suggest a theory to explain their mutability.

11. The primary purpose of the passage is to
- (A) describe the way in which hot spots influence the extinction of volcanoes
 - (B) describe and explain the formation of the oceans and continents
 - (C) explain how to estimate the age of lava flows from extinct volcanoes
 - (D) describe hot spots and explain how they appear to influence and record the motion of plates
 - (E) describe the formation and orientation of island chains in the Pacific Ocean
12. According to the passage, hot spots differ from most volcanoes in that hot spots
- (A) can only be found near islands
 - (B) are active whereas all other volcanoes are extinct
 - (C) are situated closer to the earth's surface
 - (D) can be found along the edges of the plates
 - (E) have greater amounts of alkali metals in their lavas

13. It can be inferred from the passage that evidence for the apparent course of the Pacific plate has been provided by the

- (A) contours of the continents
- (B) dimensions of ocean hot spots
- (C) concurrent movement of two hot spots
- (D) pattern of fissures in the ocean floor
- (E) configurations of several mid-ocean island chains

14. It can be inferred from the passage that the spreading out of lavas of different ages at hot spots indicates that a

- (A) hot spot is active
- (B) continental plate has moved
- (C) continental rupture is imminent
- (D) hot spot had been moving very rapidly
- (E) volcano contains large concentrations of alkali metals

15. The passage suggests which of the following about the Hawaiian Islands, the Austral Ridge, and the Tuamotu Ridge?

- (A) the three chains of islands are moving eastwards.
- (B) All the islands in the three chains have stopped moving.
- (C) The three island chains are a result of the same plate movement.
- (D) The Hawaiian Islands are receding from the other two island chains at a relatively rapid rate.
- (E) The Austral Ridge and the Tuamotu Ridge chains have moved closer together whereas the Hawaiian Islands have remained stationary.

16. Which of the following, if true, would best support the author's statement that hot-spot activity may explain the mutability of continental plates?

- (A) Hot spots move more rapidly than the continental and oceanic plates.

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共 20 页 第 14 页

- (B) Hot spots are reliable indicators of the age of continental plates.
- (C) Hot spots are regions of volcanic activity found only in the interiors of the continental plates.
- (D) The alignment of hot spots in the Pacific Ocean parallels the alignment of Pacific Ocean islands.
- (E) The coastlines of Africa and South America suggest that they may once have constituted a single continent that ruptured along a line of hot spots.
17. The author's argument that hot spots can be used to reconstruct the movement of continental plates is weakened by the fact that
- (A) hot spots are never found at the boundaries of plates
- (B) only extinct volcanoes remain after a plate moves over a hot spot
- (C) lava flow patterns for all hot spots have not been shown to be the same
- (D) the immobility or near immobility of hot spots has not been conclusively proven
- (E) the changing configurations of islands make pinpointing the locations of hot spots difficult

Passage 4

Climatic conditions are delicately adjusted to the composition of the Earth's atmosphere. If there were a change in the atmosphere—for example, in the relative proportions of atmospheric gases—the climate would probably change also. A slight increase in water vapor, for instance, would increase the heat-retaining capacity of the atmosphere and would lead to a rise in global temperatures. In contrast, a large increase in water vapor would increase the thickness and extent of the cloud layer, reducing the amount of solar energy reaching the Earth's surface.

The level of carbon dioxide, CO_2 , in the atmosphere has an important effect on climatic change. Most of the Earth's incoming energy is short-wavelength radiation, which tends to pass through atmospheric CO_2 easily. The Earth, however, reradiates much of the received energy as long-wavelength radiation, which CO_2 absorbs and then remits toward the Earth. This phenomenon, known as the greenhouse effect, can result in an increase in the surface temperature of a planet. An extreme example of the effect is shown by Venus, a planet covered by heavy clouds composed

mostly of CO_2 , whose surface temperatures have been measured at 430°C . If the CO_2 content of the atmosphere is reduced, the temperature falls. According to one respectable theory, if the atmospheric CO_2 concentration were halved, the Earth would become completely covered with ice. Another equally respectable theory, however, states that a halving of the CO_2 concentration would lead only to a reduction in global temperatures of 3°C .

If, because of an increase in forest fires or volcanic activity, the CO_2 content of the atmosphere increased, a warmer climate would be produced. Plant growth, which relies on both the warmth and the availability of CO_2 , would probably increase. As a consequence, plants would use more and more CO_2 . Eventually CO_2 levels would diminish and the climate, in turn, would become cooler. With reduced temperatures many plants would die; CO_2 would thereby be returned to the atmosphere and gradually the temperature would rise again. Thus, if this process occurred there might be a long-term oscillation in the amount of CO_2 present in the atmosphere.

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说明: 所有试题一律写在答题纸上

共 26 页 第 15 页

with regular temperature increases and decreases of a set magnitude.

Some climatologists argue that the burning of fossil fuels has raised the level of CO₂ in the atmosphere and has caused a global temperature increase of at least 1°C. But a supposed global temperature rise of 1°C may in reality be only several regional temperature increases restricted to areas where there are many meteorological stations and caused simply by shifts in the pattern of atmospheric circulation. Other areas for example the Southern Hemisphere oceanic zone may be experiencing an equivalent temperature decrease that is unrecognized because of the shortage of meteorological recording stations.

18. The passage supplies information for answering which of the following questions?
- (A) Why are projections of the effects of changes in water vapor levels on the climate so inaccurate?
- (B) What are the steps in the process that takes place as CO₂ absorbs long-wavelength radiation?
- (C) How might our understanding of the green house effect be improved if the burning of fossil fuels were decreased?
- (D) What might cause a series of regular increases and decreases in the amount of CO₂ in the atmosphere?
- (E) Why are there fewer meteorological recording stations in the Southern Hemisphere oceanic Zone than elsewhere?
19. The author is primarily concerned with
- (A) explaining the effects that the burning of fossil fuels might have on climate
- (B) illustrating the effects of CO₂ on atmospheric radiation
- (C) discussing effects that changes in the CO₂ level in the atmosphere might have on climate
- (D) challenging hypotheses about the effects of water vapor and CO₂ on climate
- (E) refuting hypotheses by climatologists about the causes of global temperature fluctuations
20. The passage suggests that a large decrease in the amount of CO₂ in the atmosphere would result in
- (A) at least a slight decrease in global temperatures
- (B) at the most a slight increase in short-wavelength radiation reaching the Earth
- (C) a slight long-term increase in global temperatures
- (D) a large long-term increase in the amount of volcanic activity
- (E) a slight short-term increase in atmospheric water vapor content
21. The author refers to Venus primarily in order to
- (A) show the inherent weakness of the green-house effect theory
- (B) show that the greenhouse effect works on other planets but not on Earth
- (C) show the extent to which Earth's atmosphere differs from that of Venus
- (D) support the contention that as water vapor increases, the amount of CO₂ increases
- (E) support the argument that the CO₂ level in the atmosphere has a significant effect on climate
22. The passage suggests that if there were a slight global warming at the present time, it would be
- (A) easy to measure the exact increase in temperature because of the abundance of temperature

西北工业大学

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共 20 页 第 16 页

- recording stations throughout the world
- (B) difficult to measure the increase of CO₂ in the atmosphere because of local variations in amounts
- (C) easy to demonstrate the effects of the warming on the water vapor in the atmosphere
- (D) difficult to prove that the warming was caused by the burning of fossil fuels
- (E) easy to prove that the warming was caused by an increase of cloud cover

23. The discussion of climate in the passage suggests which of the following conclusions?
- I. Climate is not perfectly stable, and slight regional temperature variations can be considered a normal feature of the environment.
- II. We are unable at present to measure global temperature changes precisely.
- III. The most important cause of regional climatic fluctuations is the change in CO₂ levels in the

atmosphere.

- (A) I only
- (B) II only
- (C) I and II only
- (D) I and III only
- (E) I, II, and III

24. All of the following can be found in the author's discussion of climate EXCEPT

- (A) a statement about the effects of increased volcanic activity on the Earth's temperatures
- (B) an indication of the effect of an increase in water vapor in the atmosphere
- (C) a contrast between two theories about the effects of a lowering of CO₂ levels in the atmosphere
- (D) a generalization of about the efficiency of meteorological recording stations
- (E) a hypothesis about the relationship between atmospheric gases and changes in climate

Passage 5

Investigators of monkeys' social behavior have always been struck by monkeys' aggressive potential and the consequent need for social control of their aggressive behavior. Studies directed at describing aggressive behavior and the situations that elicit it, as well as the social mechanisms that control it, were therefore among the first investigations of monkeys' social behavior.

Investigators initially believed that monkeys would compete for any resource in the environment: hungry monkeys would fight over food, thirsty monkeys would fight over water, and in general, any time more than one monkey in a group sought the same incentive simultaneously, a dispute would result and would be resolved through some form of aggression. However, the motivating force of competition for incentives began to be doubted when experiments like

Southwick's on the reduction of space or the withholding of food failed to produce more than temporary increases in intragroup aggression. Indeed, food deprivation not only failed to increase aggression but in some cases actually resulted in decreased frequencies of aggression.

Studies of animals in the wild under conditions of extreme food deprivation likewise revealed that starving monkeys devoted almost all available energy to foraging, with little energy remaining for aggressive interaction. Furthermore, accumulating evidence from later studies of a variety of primate groups, for example, the study conducted by Bernstein, indicates that one of the most potent stimuli for eliciting aggression is the introduction of an intruder into an organized group. Such introductions result in far more serious aggression than that produced in any other types of experiments contrived to produce competition.

西北工业大学

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共 25 页 第 17 页

These studies of intruders suggest that adult members of the same species introduced to one another for the first time show considerable hostility because, in the absence of a social order, one must be established to control interani-

mal relationships. When a single new animal is introduced into an existing social organization, the newcomer meets even more serious aggression. Whereas in the first case aggression establishes a social order, in the second case resident animals mob the intruder, thereby initially excluding the new animal from the existing social unit. The simultaneous introduction of several animals lessens the effect, if only because the group divides its attention among the multiple targets. If, however, the several animals introduced to a group constitute their own social unit, each group may fight the opposing group as a unit; but, again, no individual is subjected to mass attack, and the very cohesion of the groups precludes prolonged individual combat. The submission of the defeated group, rather than unleashing unchecked aggression on the part of the victorious group, reduces both the intensity and frequency of further attack. Monkey groups therefore seem to be organized primarily to maintain their established social order rather in hostilities perse.

1. The author of the passage is primarily concerned with
- (A) advancing a new methodology for changing a monkey's social behavior
 - (B) comparing the methods of several research studies on aggression among monkeys
 - (C) explaining the reasons for researchers' interest in monkeys' social behavior
 - (D) discussing the development of investigators' theories about aggression among monkeys
 - (E) examining the effects of competition on monkeys' social behavior

2. Which of the following best summarizes the findings reported in the passage about the effects of food deprivation on monkeys' behavior?

- (A) Food deprivation has no effect on aggression among monkeys.
 - (B) Food deprivation increases aggression among monkeys because one of the most potent stimuli for eliciting aggression is the competition for incentives.
 - (C) Food deprivation may increase long-term aggression among monkeys in a laboratory setting, but it produces only temporary increases among monkeys in the wild.
 - (D) Food deprivation may temporarily increase aggression among monkeys, but it also leads to a decrease in conflict.
 - (E) Food deprivation decreases the intensity but not the frequency of aggressive incidents among monkeys.
3. According to the author, studies such as Southwick's had which of the following effects on investigators' theories about monkeys' social behavior?
- (A) They suggested that existing theories about the role of aggression among monkeys did not fully account for the monkeys' ability to maintain an established social order.
 - (B) They confirmed investigators' theories about monkeys' aggressive response to competition in an established social order.
 - (C) They confirmed investigators' beliefs about the motivation for continued aggression among monkeys in the same social group.
 - (D) They disproved investigators' theory that the introduction of intruders in an organized monkey group elicits intragroup aggressive behavior.
 - (E) They cast doubt on investigators' theories that could account for observed patterns of aggression among monkeys.

西北工业大学

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试题名称: 英语水平测试

试题编号: 451

说明: 所有试题一律写在答题纸上

共 20 页 第 18 页

4. The passage suggests that investigators of monkeys' social behavior have been especially interested in aggressive behavior among monkeys because
- (A) aggression is the most common social behavior among monkeys
 - (B) successful competition for incentives determines the social order in a monkey group
 - (C) situations that elicit aggressive behavior can be studied in a laboratory
 - (D) most monkeys are potentially aggressive, yet they live in social units that could not function without control of their aggressive impulses
 - (E) most monkeys are social, yet they frequently respond to newcomers entering existing social units by attacking them
5. It can be inferred from the passage that the establishment and preservation of social order among a group of monkeys is essential in order to
- (A) keep the monkeys from straying and joining other groups
 - (B) control aggressive behavior among group members
 - (C) prevent the domination of that group by another
 - (D) protect individuals seeking to become members of that group from mass attack
 - (E) prevent aggressive competition for incentives between that group and another
6. The passage supplies information to answer which of the following questions?
- (A) How does the reduction of space affect intra-group aggression among monkeys in an experimental setting?
 - (B) Do family units within a monkey social group compete with other family units for food?
 - (C) What are the mechanisms by which the social order of an established group of monkeys controls aggression within that group?
 - (D) How do monkeys engaged in aggression with other monkeys signal submission?
 - (E) Do monkeys of different species engage in aggression with each other over food?

西北工业大学

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共 20 页 第 19 页

IV. Translation (15)

Directions: Put the following short poem into Chinese and write it clearly on your answer sheet.

Living Life Over

If I had my life to live over... I would have talked less and listened more.
I would have invited friends over to dinner even if the carpet was stained and the sofa faded.
I would have taken the time to listen to my grandfather ramble about his youth.
I would never have insisted the car windows be rolled up on a summer day
because my hair had just been teased and sprayed.
I would have burned the pink candle sculpted like a rose before it melted in storage.
I would have sat on the lawn with my children and not worried about grass stains.
I would have cried and laughed less while watching television - and more while watching life.
I would have gone to bed when I was sick instead of pretending the earth would go into a holding
pattern if I were not there for the day.
I would never have bought anything just because it was practical, would not show soil or was guaranteed
to last a life time.
There would have been more "I love yous" ... more "I'm sorrys" ... but mostly, given another shot at life, I
would seize every minute... look at it and really see it... live it... and never give it back.

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共 20 页 第 2 页

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|--|------------------|
| A. expect | B. observe |
| C. choose | D. engage |
| 10. To my mind her <u>integrity</u> is above suspicion. | |
| A. modesty | B. intelligence |
| C. uprightness | D. capability |
| 11. The packages were <u>dispatched</u> yesterday. | |
| A. disposed of | B. sent off |
| C. sent in | D. filled out |
| 12. Her efforts to help her friend were <u>futile</u> . | |
| A. frivolous | B. empty |
| C. fruitless | D. petty |
| 13. Tom was seriously <u>maimed</u> in the war. | |
| A. fought | B. beaten |
| C. wounded | D. trained |
| 14. He is good at making <u>impromptu</u> speeches. | |
| A. encouraging | B. exciting |
| C. important | D. improvised |
| 15. The dog <u>evinced</u> its dislike of strangers by growling. | |
| A. showed | B. shouted |
| C. cried | D. brought |
| 16. The chairman <u>hoisted</u> the flag. | |
| A. folded | B. saluted |
| C. lowered | D. raised |
| 17. The article, according to the comment, is written in a <u>compact</u> style. | |
| A. complex | B. florid |
| C. concise | D. plain |
| 18. It is a friendly and <u>respectful</u> laughter. | |
| A. gracious | B. respectable |
| C. complacent | D. polite |
| 19. We shouldn't <u>overlook</u> the needs of the farmers. | |
| A. forget | B. overstress |
| C. neglect | D. underestimate |

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共 20 页 第 20 页

V. Writing (20)

Directions: In this part of the test, you are to write a composition of about 200 to 250 words according to the topic given. And your writing should be based on the main ideas given below. Write it clearly on your answer sheet.

Falling leaves in fall

In fall when the leaves rustle and fall like yellow raindrops,
that's the best time of the year.

西北工业大学

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共 20 页 第 4 页

30. John has tremendous drive toward skillful swimming.
A. pressure
B. motor
C. ride
D. motivation
31. We were exhausted after the long hard trip.
A. fatigued
B. bored
C. tired out
D. sleepy
32. Jean is a mature girl who can make her own decisions.
A. developed
B. half-grown
C. prepared
D. juvenile
33. All of the peasants are toiling in the fields now.
A. relaxing
B. sweating
C. working
D. searching
34. At the outset, she wants to finish chapter one.
A. beginning
B. end
C. responsibility
D. investigation
35. All people at the conference think that Bill is a suave young man.
A. cute
B. wealthy
C. refined
D. poor
36. Thanks to their foresight, many of the town's privately owned structures remain as they once were.
A. idea
B. prescience
C. improvidence
D. thought
37. The chairman was known for being a great orator who could speak extemporaneously for hours.
A. without notes
B. excitedly
C. without getting tired
D. on important subjects
38. The newly built power plant can generate 10 billion kilowatts of power.
A. create
B. produce
C. improve
D. develop
39. She went to a lawyer to see if the contract had been breached.
A. observed
B. altered

西北工业大学

2002 年硕士研究生入学考试试题

试题名称: 英语水平测试

试题编号: 481

说明: 所有试题一律写在答题纸上

共 20 页 第 5 页

C. broken

D. renewed

40. The brown is a little sulky about taking bait than his redstriped cousin, but he doesn't need as cold a bath to swim in.

A. shy

B. joyful

C. aggressive

D. grouchy

II. Structure (15)

Directions: In this section you will be given a sentence with four words or phrases underlined. One of the underlined words or phrases is not standard English. You must choose the incorrect portion and blacken the corresponding letter on your answer sheet. Then try to correct it and write your correction clearly on your answer sheet.

1. There are vineyards in California that product some of the best in the world. A B C D

2. The teacher had already given the homework assignment when he had remem-bered that Monday was a holiday. A B C D

3. Having been beaten by the police for striking an officer, the men will cry out in pain. A B C D

4. Learning a foreign language is especially for those who had never learned one before. A B C D

5. It is difficult to do generalizations about the characteristics of modern music. A B C

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共 25 页 第 6 页

because of the variety of existing styles.
D

5. Because she was seriously injured, she laid in bed waiting for the doctor
A B C D
to come.

7. Because of the accident, grandmother will forbid my brother and me from
A B
swimming in the river unless someone agrees to watch us.
C D

8. Metal must be hammered, worked, and cooled rapidly to relieve internal
A B C
stresses causing by heating.
D

9. Some international students use a cassette recorder to make tapes of their
A B
classes so that they can repeat the lectures again.
C D

10. When our neighbor's grandson caught his finger in the car door, he did
A
not cry even though it must have hurted him a great deal.
B C D

11. The knife is probably the most useful of all the simple tools ever are
A B C
devised.
D

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共 20 页 第 7 页

12. The social studies, broad speaking, deal with, man's relationship to other
 A B C D
men.
13. Having paid my taxes, the amount left in the bank is hardly worth
 A B C
mentioning.
 D
14. The British Museum has a right to one copy of any book appeared in
 A B C D
 Britain.
15. Going forever are the days, when the imperialists could ride roughshod
 A B C
over the Chinese people.
 D

III. Reading Comprehension (30)

Directions: In this part of the test, you are to read 5 short passages. Read them carefully and select your correct answer from the 5 options given. Then mark your answer on your answer sheet.

Passage 1

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共 20 页 第 8 页

"I want to criticize the social system, and to show it at work, at its most intense." Virginia Woolf's provocative statement about her intentions in writing *Mrs. Dalloway* has regularly been ignored by the critics, since it highlights an aspect of her literary interests very different from the traditional picture of the "poetic" novelist concerned with examining states of reverie and vision and with following the intricate pathways of individual consciousness. But Virginia Woolf was a realistic as well as a poetic novelist, a satirist and social critic as well as a visionary; literary critics' cavalier dismissal of Woolf's social vision will not withstand scrutiny.

In her novels, Woolf is deeply engaged by the questions of how individuals are shaped (or deformed) by their social environments, how historical forces impinge on people's lives, how class, wealth, and gender help to determine people's fates. Most of her novels are rooted in a realistically rendered social setting and in a precise historical time.

Woolf's focus on society has not been generally recognized because of her intense antipathy to propaganda in art. The pictures of reformers in her novels are usually satiric or sharply critical. Even when Woolf is fundamentally sympathetic to their causes, she portrays people anxious to reform their society and possessed of a message or program as arrogant or dishonest, unaware of how their political ideas serve their own psychological needs. (*Her Writer's Diary* notes, "the only honest people are the artists," whereas "these social reformers and philanthropists" ... harbor ... discreditable desires under the disguise of loving their kind... Woolf detested what she called "preaching" in fiction,

too, and criticized novelist D. H. Lawrence (among others) for working by this method.

Woolf's own social criticism is expressed in the language of observation rather than in direct commentary, since for her, fiction is a contemplative, not an active art. She describes phenomena and provides materials for a judgement about society and social issues; it is the reader's work to put the observations together and understand the coherent point of view behind them. As a moralist, Woolf works by indirection, subtly undermining officially accepted mores, mocking, suggesting, calling into question, rather than asserting, advocating, bearing witness; hers is the satirist's art.

Woolf's literary models were acute social observers like Chekhov and Chaucer. As she put it in *The Common Reader*, "It is safe to say that not a single law has been framed or one stone set upon another because of anything Chaucer said or wrote; and yet, as we read him, we are absorbing morality at every pore." Like Chaucer, Woolf chose to understand as well as to judge, to know her society root and branch — a decision crucial in order to produce art rather than polemic.

1. Which of the following would be the most appropriate title for the passage?
- (A) Poetry and Satire as Influences on the Novels of Virginia Woolf
- (B) Virginia Woolf: Critic and Commentator on the Twentieth-Century Novel
- (C) Trends in Contemporary Reform Movements as a Key to Understanding Virginia Woolf's Novels
- (D) Society as Allegory for the Individual in the Novels of Virginia Woolf
- (E) Virginia Woolf's Novels: Critical Reflections on the Individual and on Society

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2002 年硕士研究生入学考试试题

试题名称: 英语水平测试

试题编号: 431

说明: 所有试题一律写在答题纸上

共 20 页 第 9 页

2. In the first paragraph of the passage, the author's attitude toward the literary critics mentioned can best be described as
- (A) disparaging
(B) ironic
(C) facetious
(D) skeptical but resigned
(E) disappointed but hopeful
3. It can be inferred from the passage that Woolf chose Chaucer as a literary model because she believed that
- (A) Chaucer was the first English author to focus on society as a whole as well as on individual characters
(B) Chaucer was an honest and forthright author, whereas novelists like D. H. Lawrence did not sincerely wish to change society
(C) Chaucer was more concerned with understanding his society than with calling its accepted mores into question
(D) Chaucer's writing was greatly, if subtly, effective in influencing the moral attitudes of his readers
(E) her own novels would be more widely read if, like Chaucer, she did not overtly and vehemently criticize contemporary society
4. It can be inferred from the passage that the most probable reason Woolf realistically described the social setting in the majority of her novels was that she
- (A) was aware that contemporary literary critics considered the novel to be the most realistic of literary genres
(B) was interested in the effect of a person's social milieu on his or her character and actions
(C) needed to be as attentive to detail as possible in her novels in order to support the arguments she advanced in them
(D) wanted to show that a painstaking fidelity in the representation of reality did not in any way hamper the artist
(E) wished to prevent critics from charging that her novels were written in an ambiguous and inexact style
5. Which of the following phrases best expresses the sense of the word "contemplative" as it is used in lines 44~45 of the passage?
- (A) Gradually elucidating the rational structures underlying accepted mores
(B) Reflecting on issues in society without prejudice or emotional commitment
(C) Avoiding the aggressive assertion of the author's perspective to the exclusion of the reader's judgment
(D) conveying a broad view of society as a whole rather than focusing on an isolated individual consciousness
(E) Appreciating the world as the artist sees it rather than judging it in moral terms