

江苏大学

硕士研究生入学考试样题

A 卷

科目代码: 243

科目名称: 英语(二外)

满分: 100 分

注意: ①认真阅读答题纸上的注意事项; ②所有答案必须写在答题纸上, 写在本试题纸或草稿纸上均无效; ③本试题纸须随答题纸一起装入试题袋中交回!

Part I Writing (15%)

The Chinese government has announced new policies to help students-turned village officials (大学生村官) to develop their career, in an effort to sustain the program that recruits college graduates to work in rural areas. This has led to a heated debate as to whether college graduates should work in rural areas (乡村地区). Write a composition of 150-180 words on the following topic:

Should College Students work in Rural Areas?

You are to write in three parts.

In the first part, state clearly what your point of view is.

In the second part, support your point of view with appropriate reasons.

In the last part, bring what you have written to a natural conclusion.

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

Part II Vocabulary and Grammar (15%)

Directions: There are thirty sentences in this section. Beneath each sentence there are four words or phrases marked A, B, C and D. Choose one word or phrase that best completes the sentence.

1. With the _____ of Mary, all the girl students are eager to go to the party.
A. exhibition B. exception C. except D. reception
2. Although the traffic is not busy, he likes to drive at a _____ speed.
A. pare B. fast C. moderate D. moral
3. All the memories of his childhood had _____ from his mind by the time he was 65.
A. faded B. illustrated C. confined D. concerned
4. This river is so big that it is impossible to build a _____ under it without modern technology.
A. canal B. tunnel C. channel D. cable

5. The _____ is nearly dead, so I can not start the car again.
A. bean B. beam C. bake D. battery
6. This kind of medicine has the power to _____ poison.
A. splash B. resist C. adopt D. occupy
7. He is easily _____ so I do not like to talk with him.
A. defended B. afforded C. created D. offended
8. I am _____ to believe that he won't come back to see his wife again.
A. inclined B. puzzled C. accompanied D. performed
9. Before you mail this letter, you should check again whether you have _____ it or not.
A. sunk B. sighed C. sought D. sealed
10. After talking for nearly ten hours, he _____ to the government's pressure at last.
A. expressed B. yielded C. decreased D. approved
11. For many patients, institutional care is the most _____ and beneficial form of care.
A. pertinent B. appropriate C. acute D. persistent
12. Among all the changes resulting from the _____ entry of women into the work force, the transformation that has occurred in the women themselves is not the least important.
A. massive B. quantitative C. surplus D. formidable
13. Mr. Smith became very _____ when it was suggested that he had made a mistake.
A. ingenious B. empirical C. objective D. indignant
14. Rumours are everywhere, spreading fear, damaging reputations, and turning calm situations into _____ ones.
A. turbulent B. tragic C. vulnerable D. suspicious
15. The _____ cycle of life and death is a subject of interest to scientists and philosophers alike.
A. incompatible B. exceeding C. instantaneous D. eternal
16. Please do not be _____ by his offensive remarks since he is merely trying to attract attention.
A. distracted B. disregarded C. irritated D. intervened
17. Once you get to know your mistakes, you should _____ them as soon as possible.
A. rectify B. reclaim C. refrain D. reckon
18. He wouldn't answer the reporters' questions, nor would he _____ for a photograph.
A. summon B. highlight C. pose D. marshal
19. The club will _____ new members the first week in September.
A. enroll B. subscribe C. absorb D. register
20. If you don't _____ the children properly, Mr. Chiver, they'll just run riot.
A. mobilize B. warrant C. manipulate D. supervise
21. Already the class is _____ about who our new teacher will be.
A. foreseeing B. speculating C. fabricating D. contemplating
22. We should _____ our energy and youth to the development of our country.
A. dedicate B. cater C. ascribe D. cling

23. Just because I'm _____ to him, my boss thinks he can order me around without showing me any respect.
A. redundant B. trivial C. versatile D. subordinate
24. Japan has begun to rival America _____.
A. producing automobiles B. to manufacture automobiles
C. in the production of automobiles D. for automobiles producing
25. He appreciated _____ the chance to deliver his thesis in the annual symposium on Comparative Literature.
A. having given B. to have been given C. to have given D. having been given
26. Have you ever been in a situation _____ you know the other person is right yet you cannot agree with him?
A. by which B. that C. in where D. where
27. She managed to save _____ she could out of her wages to help her brother.
A. how little money B. so little money C. such little money D. what little money
28. The board deemed it's urgent that there invitations _____ first thing tomorrow morning.
A. had to be put in the mail B. must be put in the mail
C. be put in the mail D. should have been put in the mail
29. Being in no great hurry, _____.
A. we went the long route B. the long scenic route was our preference
C. we took the long, scenic route D. our preference was taking the long, scenic route
30. Not until a monkey is several years old _____ to exhibit signs of independence from its mother.
A. it does begin B. when it begins C. does it begin D. before it begins

Part III Reading comprehension (50%)

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blanks from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on the answer sheet with a single line through the center. You may not use any of the words in the bank more than once.

Questions 31 to 40 are based on the following passage.

Could the reason for the world's economic misfortunes all come down to finger length? Although certainly an oversimplification of our 31 troubles, scientists have shown that financial traders who lose the biggest dollars are more 32 to have shorter ring fingers than index fingers.

Former Wall Street trader and scientist John Coates of the University of Cambridge wondered whether finger ratio correlated with trader success. His team 33 that traders with the lowest index-to-ring finger ratios made the most money over a 20 month period, even

when the researchers controlled for years of experience. They averaged the 34 of 1,232,590 dollars, nearly six times more than that of men with 35 ratios. "I almost fell off my chair," says Coates, "I could not believe what I was seeing."

Tim Harford, a columnist for the *Financial Times* and author of the *Logic of Life: The rational Economics of an Irrational World*, calls the study "fascinating". He says he's glad to see that economics have 36 looking at financial markets in terms of natural 37 instead of looking at them in terms of rational people making rational decisions.

Coates, 38, says it is important to note that this study 39 on only one type of trading, and increased confidence and quick reactions may in fact be an obstacle to those trading over long periods of time, like investors at hedge funds and investment banks. "Each 40 of trading may require a different set of traits," he says.

- A. focuses B. started C. however D. figure E. strengthen F. likely
G. equivalent H. style I. high J. conventional K. found L. studied
M. moreover N. selection O. current

Section B

Directions: *There are 4 passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best choice and mark the corresponding letter on the Answer Sheet.*

Passage 1

For centuries the most valuable of African resources for Europeans were the slaves, but these could be obtained at coastal ports, without any need for going deep inland. Slavery had been an established institution in Africa. Prisoners of war had been enslaved, as were also debtors and individuals guilty of serious crimes. But these slaves usually were treated as part of the family. They had clearly defined rights, and their slave status was not necessarily inherited. Therefore, it is commonly argued that Africa's traditional slavery was mild compared to the Vans-Atlantic slave trade organized by the Europeans. This argument, however, can be carried too far. In the most recent study of this subject, some scholars warned against the illusion that "cruel and dehumanizing enslavement was a monopoly of the West. Slavery in its extreme forms, including the taking of life, was common to both Africa and the West. The fact that African slavery had different origins and consequences should not lead us to deny what it was—the exploitation and control of human beings." Neither can it be denied that the whole sale shipment of Africans to the slave plantations of the Americas was made possible by the participation of African chiefs who rounded up their fellow Africans and sold them as a handsome profit to European ship captains waiting along the coasts.

Granting all this, the fact remains that the trans-Atlantic slave trade conducted by the Europeans was entirely different in quantity and quality from the traditional type of slavery that had existed within Africa. From the beginning the European variety was primarily an economic institution rather than social, as it had been in Africa. Western slave traders and

slave owners were acted on by purely economic considerations, and were quite ready to work their slaves to death if it was more profitable to do so than to treat them more mercifully. This inhumanity was reinforced by racism when the Europeans became involved in the African slave trade on a large scale. Perhaps as a subconscious rationalization they gradually came to look down on Negroes as inherently inferior, and therefore destined to serve their white masters. Rationalization also may have been involved in the Europeans' use of religion to justify the traffic in human beings. It was argued, for instance, that enslavement assured the conversion of the African evil-believing religions to the true faith as well as to civilization.

41. In the first paragraph, the author argues that
- A. the Europeans were innocent in the trade of African slaves.
 - B. slavery in Africa and in the West was the same in nature.
 - C. the view in the most recent studies of enslavement is baseless.
 - D. slaves had been treated even more cruelly in the African tradition.
42. Which of the following was true of the local African slavery?
- A. Slaves might have their own families.
 - B. The son of a slave might not be a slave.
 - C. Slavery was confined to the coastal regions.
 - D. There was no killing in African slavery.
43. The sentence "This argument. . . can be carried too far" implies that
- A. African's traditional slavery was inhumane.
 - B. the slavery in Africa was confined to some regions.
 - C. supporters of this argument knew little of Africa.
 - D. slave shipment was not as serious as was imagined.
44. Supporters of the rationalization of slavery believe that the trade
- A. was out of good intents from the beginning.
 - B. helped the development of local religion.
 - C. was a help for civilizing the Africans.
 - D. drove the evils out of the African religions.
45. The relation between the two paragraphs is that in the 2nd paragraph the author
- A. challenges the viewpoint in the 1st paragraph.
 - B. modifies his view expressed in the 1st paragraph.
 - C. provides the reason for the argument in the 1st paragraph.
 - D. further analyzes the issue discussed in the 1st paragraph.

Passage 2

William Shakespeare described old age as "second childishness" --no teeth, no eyes, no taste. In the case of taste, he may, musically speaking, have been more perceptive than he realized. A paper in Neurology by Giovanni Frisoni and his colleagues at the National Centre for Research and Care of Alzheimer Disease in Italy, shows that frontotemporal dementia (额颞痴呆) can affect musical desires in ways that suggest a regression, if not to infancy, then at

least to a patient's teens. Frontotemporal dementia, a disease usually found with old people, is caused, as its name suggests, by damage to the front and sides of the brain. These regions are concerned with speech, and with such "higher" functions as abstract thinking and judgment.

Two of such patients intrigued Dr Frisoni. One was a 68-year-old lawyer, the other a 73-year-old housewife. Both had undamaged memories, but displayed the sorts of defect associated with frontotemporal dementia--a diagnosis that was confirmed by brain scanning.

About two years after he was first diagnosed, the lawyer, once a classical music lover who referred to pop music as "mere noise", started listening to the Italian pop band "883". As his command of language and his emotional attachments to friends and family deteriorated, he continued to listen to the band at full volume for many hours a day. The housewife had not even had the lawyer's love of classical music, having never enjoyed music of any sort in the past. But about a year after her diagnosis she became very interested in the songs that her 11-year-old granddaughter was listening to.

This kind of change in musical taste was not seen in any of the Alzheimer's patients, and thus appears to be specific to those with frontotemporal dementia. And other studies have remarked on how frontotemporal dementia patients sometimes gain new talents. Five sufferers who developed artistic abilities are known. And in another case, one woman with the disease suddenly started composing and singing country and western songs.

Dr. Frisoni speculates that the illness is causing people to develop a new attitude towards novel experiences. Previous studies of novelty-seeking behavior suggest that it is managed by the brain's right frontal lobe(大脑右侧额叶). A predominance of the right over the left frontal lobe, caused by damage to the latter, might thus lead to a quest for new experience. Alternatively, the damage may have affected some specific nervous system that is needed to appreciate certain kinds of music. Whether that is a gain or a loss is a different matter. As Dr. Frisoni puts it in his article, there is no accounting for taste.

46. The writer quotes Shakespeare mainly to

- A. praise the keen perception of the great English writer.
- B. support Dr. Frisoni's theory about a disease.
- C. start the discussion on a brain disease.
- D. show the long history of the disease.

47. The word "regression" in the 1st paragraph is best replaced by

- A. backward movement.
- B. uncontrolled inclination.
- C. rapid advancement.
- D. unexpected restoration.

48. After contracting frontotemporal dementia, the 68-year-old lawyer

- A. became more dependent on his family.
- B. grew fond of classical music.
- C. recovered from language incompetence.
- D. enjoyed loud Italian popular music.

49. Frontotemporal dementia is a disease
- A. identified with loss of memory.
 - B. causing damage to certain parts of the brain.
 - C. whose patients may develop new talents.
 - D. whose symptoms are similar to those of Alzheimer's patients.
50. Dr. Frisoni attributed the patients' changing music taste to
- A. man's desire to seek novel experience.
 - B. the damage to the left part of the brain.
 - C. the shift of predominance from the right lobe to the left.
 - D. the weakening of some part of the nervous system.

Passage 3

No one should be forced to wear a uniform under any circumstance. Uniforms are demeaning to the human spirit and totally unnecessary in a democratic society. Uniforms tell the world that the person who wears one has no value as an individual but only lives to function as a part of the whole. The individual in a uniform loses all self-worth. There are those who say that wearing a uniform gives a person a sense of identification with a large, more important concept. What could be more important than the individual oneself? If an organization is so weak that it must rely on cloth and buttons to inspire its members, that organization has no right to continue its existence.

Others say that the practice of making persons wear uniforms, say in school, eliminates all envy and competition in a matter of dress, such that a poor person who cannot afford good-quality clothing, why would anyone strive to be better? It is only a short step from forcing everyone to wear the same clothing to forcing everyone to drive the same car, have the same type of house, eat the same type of food. When this happens, all incentive to improve one's life is removed. Why would parents bother to work hard so that their children could have a better life than they had when they know that their children are going to be forced to have exactly the same life that they had? Uniforms also hurt the economy. Right now, billions of dollars are spent on the fashion industry yearly.

Thousands of persons are employed in designing, creating, and marketing different types of clothing. If everyone were forced to wear uniforms, artistic personnel would be unnecessary. Salespersons would be superfluous as well: why bother to sell the only items that are available? The wearing of uniforms would destroy the fashion industry which in turn would have a ripple effect on such industries as advertising and promotion. Without advertising, newspapers, magazines, and television would not be able to remain in business. Our entire information and entertainment industries would founder.

51. The author's viewpoint on uniforms can best be described as _____.
- A. practical
 - B. hysterical
 - C. radical

D. critical

52. Judged from its style, this passage might be found in _____.

- A. a children's comics book
- B. an editorial in a paper
- C. a sociology textbook
- D. a political platform

53. It can be inferred that the author believes that _____.

- A. individuals have no self-worth when they become part of an organization
- B. individuals are more important than organizations
- C. individuals are not so important as organizations
- D. individuals are the same important as organizations

54. The author brings in the example of a parent striving to make life better for his children to make the point that _____.

- A. parents have responsibilities for their children
- B. uniforms would be less expensive than clothing for children
- C. uniforms cause dissension between parents and children
- D. individual motivation would be destroyed by uniforms

55. The last word of the passage "founder" probably means _____.

- A. collapse
- B. shrink
- C. disappear
- D. establish

Passage 4

Jill Ker Conway, president of Smith, echoes the prevailing view of contemporary technology when she says that "anyone in today's world who doesn't understand data processing is not educated." But she insists that the increasing emphasis on these matters leave certain gaps. Says she: "The very strongly utilitarian emphasis in education, which is an effect of man-made satellites and the cold war, has really removed from this culture something that was very profound in its 18th and 19th century roots, which was a sense that literacy and learning were ends in themselves for a democratic republic."

In contrast to Plato's claim for the social value of education, a quite different idea of intellectual purposes was advocated by the Renaissance humanists. Overjoyed with their rediscovery of the classical learning that was thought to have disappeared during the Dark Ages, they argued that the imparting of knowledge needs no justification--religious, social, economic, or political. Its purpose, to the extent that it has one, is to pass on from generation to generation the corpus of knowledge that constitutes civilization. "What could man acquire, by virtuous striving, that is more valuable than knowledge?" asked Erasmus, perhaps the greatest scholar of the early 16th century. That idea has acquired a tradition of its own. "The educational process has no end beyond itself," said John Dewey, "It is its own end."

But what exactly is the corpus of knowledge to be passed on? In simpler times, it was all included in the medieval universities' Quadrivium(四门学科)(arithmetic, geometry, astronomy, music) and Trivium (三门学科) (grammar, rhetoric, logic). As recently as the last century, when less than 5% of Americans went to college at all, students in New England establishments were compelled mainly to memorize and recite various Latin texts, and crusty professors angrily opposed the introduction of any new scientific discoveries or modern European languages. "They felt," said regretfully Charles Francis Adams Jr., the Union Pacific Railroad president who devoted his later years to writing history, "that a classical education was the important distinction between a man who had been to college and a man who had not been to college, and that anything that diminished the importance of this distinction was essentially revolutionary and tended to anarchy."

56. The first paragraph shows that Jill Ker Conway accepts utilitarian emphasis in education

- A. whole heartedly.
- B. with reservation.
- C. against her own will.
- D. with contempt.

57. Education for education's sake was probably opposed by

- A. scholars in the Renaissance period.
- B. Jill Ker Conway.
- C. scholars in the Dark Ages.
- D. Plato.

58. The idea that education transmits knowledge is dated back to

- A. the Renaissance humanists.
- B. the medieval universities.
- C. the 18th century's American scholars.
- D. the cold war period.

59. It can be inferred that Charles Francis Adams Jr.

- A. devoted his later years to classical education.
- B. was an advocate of education in history.
- C. was an opponent to classical education.
- D. regretted diminishing the importance of the distinction.

60. According to the third paragraph, which of the following is true?

- A. Five percent of American college students learnt Latin texts.
- B. Students in New England learnt Latin texts in official organizations.
- C. Students were compelled to learn modern European languages.
- D. American college students had to learn Latin grammar by heart.

Part IV Translation (20%)

Section A (10%)

Directions: *For this part, you are supposed to translate a passage from Chinese into English.*

丝绸之路 (the Silk Road) 是中国古代一条重要的商业贸易路线。它始于古都西安, 连接亚非欧三大洲。最初的作用是运输中国古代出产的丝绸, 因此命名为“丝绸之路”。丝绸之路不仅促进了古代亚欧之间的商业贸易, 还增进了亚欧各国和中国的友好往来和文化交流。中国历史上一些著名人物的故事都与这条路有关, 如张骞、班超和玄奘。

Section B (10%)

Directions: *For this part, you are supposed to translate a passage from English into Chinese.*

The lives of most men are determined by their environment. They accept the circumstances amid which fate has thrown them not only with resignation but even with good will. They are like streetcars running on their rails and they despise the motorcycle that dashes in and out of the traffic and speeds so jauntily across the open country. I respect them; they are good citizens, good husbands and good fathers and of course somebody has to pay the taxes; but I don't find them exciting. I am fascinated by the men few enough in all conscience who take life in their own hands and seem to live it to their own liking.