

# 中山大学

## 二〇一一年攻读硕士学位研究生入学考试试题

科目代码: 241

科目名称: 英语

考试时间: 1月15日下午

### 考生须知

全部答案一律写在答题纸上, 答在试题纸上的不计分! 请用蓝、黑色墨水笔或圆珠笔作答, 答题要写清题号, 不必抄题。

### Section 1: Use of English

Directions: Read the following text. Choose the best word (s) for each numbered blank and mark A, B, C or D on the ANSWER SHEET. (10 points)

There was a time when parents who wanted an educational present for their children would buy a typewriter, a globe or an encyclopedia set. Now those \_\_\_1\_\_\_ seem hopelessly old fashioned; this Christmas, there were a lot of \_\_\_2\_\_\_ computers under the tree. \_\_\_3\_\_\_ that computers are the key to success, parents are also frantically insisting that children \_\_\_4\_\_\_ taught to use them in school — as early as possible.

The problem for schools is that when it \_\_\_5\_\_\_ computers, parents don't always know best. Many schools are \_\_\_6\_\_\_ parental impatience and are purchasing hardware \_\_\_7\_\_\_ sound educational planning so they can say, "OK, we've moved into the computer age." Teachers \_\_\_8\_\_\_ themselves caught in the middle of the problem — between parent pressure and \_\_\_9\_\_\_ educational decisions.

Educators do not even agree \_\_\_10\_\_\_ how computers should be used. A lot of money is going for computerized educational materials \_\_\_11\_\_\_ research has shown can be taught \_\_\_12\_\_\_ with pencil and paper. Even those who believe that all children should \_\_\_13\_\_\_ to computers, warn of potential \_\_\_14\_\_\_ to the very young.

The temptation remains strong largely because young children \_\_\_15\_\_\_ so well to computers. First graders have been \_\_\_16\_\_\_ willing to work for two hours on maths skills. Some have an attention span of 20 minutes. \_\_\_17\_\_\_ school can afford to go into computing, and that creates \_\_\_18\_\_\_ another problem: a division between the haves and have-nots. Very few parents are agitating \_\_\_19\_\_\_ computer instruction in poor school districts, \_\_\_20\_\_\_ there may be barely enough money to pay the reading teacher.

- |                    |                     |                  |                           |
|--------------------|---------------------|------------------|---------------------------|
| 1. [A] items       | [B] stationery      | [C] sets         | [D] series                |
| 2. [A] public      | [B] office          | [C] excited      | [D] personal              |
| 3. [A] Given       | [B] Provided        | [C] Convinced    | [D] Believed              |
| 4. [A] are         | [B] be              | [C] are being    | [D] were                  |
| 5. [A] talks about | [B] comes to        | [C] turns to     | [D] mentions              |
| 6. [A] ignorant of | [B] blaming         | [C] yielding to  | [D] turning a deaf ear to |
| 7. [A] without     | [B] with            | [C] through      | [D] for                   |
| 8. [A] relied on   | [B] relaxed         | [C] felt         | [D] found                 |
| 9. [A] wise        | [B] patient         | [C] best         | [D] final                 |
| 10. [A] on         | [B] with            | [C] to           | [D] about                 |
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| 12. [A] equally    | [B] in the same way | [C] just as well | [D] not as well           |
| 13. [A] be open    | [B] have access     | [C] look         | [D] turn                  |
| 14. [A] approaches | [B] exposures       | [C] dangers      | [D] wonders               |
| 15. [A] adopt      | [B] keep            | [C] adapt        | [D] devote                |
| 16. [A] watched    | [B] seen            | [C] noticed      | [D] shown                 |
| 17. [A] Each       | [B] Not every       | [C] Many         | [D] A few                 |
| 18. [A] already    | [B] though          | [C] so           | [D] yet                   |
| 19. [A] for        | [B] against         | [C] towards      | [D] without               |
| 20. [A] when       | [B] in that         | [C] which        | [D] where                 |

### Section 2: Reading Comprehension

#### Part A

Directions: Read the following four texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on the ANSWER SHEET. (40 points).

#### Text 1

Federal Reserve System, central banking system of the United States, popularly called the Fed. A central bank serves as the banker to both the banking community and the government; it also issues the national currency, conducts monetary policy, and plays a major role in supervision and regulation of banks and bank holding companies. In the U.S. these functions are the responsibilities

of key officials of the Federal Reserve System: the Board of Governors located in Washington, D.C., and the top officers of the 12 district Federal Reserve banks, located throughout the nation. The Fed's actions, described below, generally have a significant effect on the U.S. interest rates and, subsequently, on stock, bond, and other financial markets.

The Federal Reserve's basic powers are concentrated in the Board of Governors, which is paramount in all policy issues concerning bank regulation and supervision and in most aspects of monetary control. The board enunciates the Fed's policies on both monetary and banking matters. Because the board is not an operating agency, most of the day-to-day implementation of policies decisions is left to the district Federal Reserve banks, stock in which is owned by the commercial banks that are members of the Federal Reserve System. Ownership in this instance, however, does not imply control; the Board of Governors and the heads of the Reserve banks orient their policies to the public interest rather than to the benefit of the private banking system.

The U.S. banking system's regulatory apparatus is complex; the authority of the Federal Reserve is shared in some instances for example, in mergers or the examination of banks with other federal agencies such as the Comptroller of the Currency and the Federal Deposit Insurance Cooperation (FDIC). In the critical area of regulating the nation's money supply in accordance with national economic goals, however, the Federal Reserve is independent within the government. Income and expenditures of the Federal Reserve banks and of the Board of Governors are not subject to the congressional appropriation process; the Federal Reserve is subject to the congressional appropriation process; the Federal Reserve is self-financing. Its income (\$20.2 billion in 1992) comes mainly from Reserve bank holdings of income-earning securities, primarily those of the U.S. government. Outlays (\$1.5 billion in 1992) are mostly for operational expenses in providing services to the government and for expenditures connected with regulation and monetary policy. In 1992 the Federal Reserve returned \$16.8 billion in earnings to the U.S. Treasury.

21. The Fed of the United States \_\_\_\_\_.

- [A] functions as China Bank
- [B] is the counterpart of People's Bank of China
- [C] is subject to the banking community and government
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22. The fact that stock in the Fed belongs to commercial banks \_\_\_\_\_.

- [A] doesn't mean the latter is in control
- [B] means the latter is in control
- [C] means the latter is subjected to the Reserve banks
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23. Which of the following statements is NOT true according to the passage?

- [A] The Fed is a very big, complex and significant system which comprises many local banks.
- [B] All the commercial banks are not the components of Federal Reserve System.
- [C] Board of Governors is the supreme policy-makers of Federal Reserve System.
- [D] District Reserve banks rather than Board of Governors perform the day to day policies.

24. The authority of the Federal Reserve \_\_\_\_\_.

- [A] has to be shared with other establishments
- [B] is exclusive at other times
- [C] isn't limited by Comptroller of the Currency and FDIC
- [D] is limited by Board of Governors

25. Income of the Board of Governors \_\_\_\_\_.

- [A] is borrowed from the U.S. Treasury
- [B] is used by the government to make various policies
- [C] comes from the U.S. Treasury
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## Text 2

Monkeys and chimpanzees, although they are weaker and less fierce than many other animals, possess brains which are 55 far along the evolutionary road as any creature other than man. Birds can perform marvels of aerobatics, they can catch insects on the wing with unparalleled skill, they can navigate in a remarkable manner half round the world and back --- but they cannot think and reason. In technical terms it can be said that they are lacking in insight. The abilities which they do possess are built-in instincts derived from their genetic inheritance. Monkeys, on the other hand, can reason. They can easily remember a lighted door indicating the presence of food. They can remember what kind of food they are looking for. A monkey set the problem of reaching a banana, say, hung high up in its cage, can work out a system for getting it even if it involves piling up boxes to stand on and then knocking down the banana with a stick. A charming story is told about the

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psychologist Wolfgang Kobler, who had provided various boxes and other apparatuses by which he proposed to test a chimpanzee's ability to think out a method of reaching a fruit hung nine feet in the air. The animal looked about it and sized up the problem. Then it took Kobler by the hand, led him to a position immediately under the banana, jumped up on to his shoulder and reached it down from there.

But evolution, although it has brought monkeys to a remarkable degree of cleverness, has stopped short at a crucial ability, the possession of which places man at a clearly superior level. Their minds cannot cope with abstract ideas. For example, an ape can be taught to fill a can with water from a barrel and take the can of water to put out a fire so that it can reach into a box and get food. But if the whole set-up is arranged on a raft the animal will continue to draw its water only from the barrel. It can not grasp that any water, taken more conveniently, say, from the pond on which the raft is floating, will put out the fire just as well. The abstract idea that water puts out fire is beyond it.

26. Birds owe their remarkable abilities to \_\_\_\_\_.

- [A] inheritance
- [B] insight
- [C] intelligence
- [D] navigation

27. The superior intelligence of monkeys, compared with other creatures, apart from man, is demonstrated by \_\_\_\_\_.

- [A] the possession of brains
- [B] the ability to reason and think
- [C] the memory
- [D] the ability to cope with abstract ideas

28. Monkeys show their superiority in intelligence over other creatures apart from man by \_\_\_\_\_.

- [A] being less fierce
- [B] piling up boxes
- [C] remembering lighted doors
- [D] developing their own methods for solving problems

(go on to next page)

29. Monkeys are differentiated from man because they lack our ability to \_\_\_\_\_.

- [A] draw water from a pond
- [B] understand abstract ideas
- [C] stop short and consider difficult problems
- [D] use water to put out fires

30. Kobler's monkey is "charming" because the monkey \_\_\_\_\_.

- [A] chose Kobler himself as the quickest route
- [B] successfully completed the experiment
- [C] took Kobler by the hand
- [D] used all the gear provided

### Text 3

The term "formal learning" refers to all learning which takes place in the classroom regardless of whether such learning is informed by conservative or progressive ideologies. "Informal learning", on the other hand, is used to refer to learning which takes place outside the classroom.

These definitions provide the essential difference between the two modes of learning. Formal learning is separated from daily life and may actually promote ways of learning and thinking which often run counter to those obtained from practical daily life. A characteristic feature of formal learning is the centrality of activities which can prepare for the challenges of adult life outside the classroom, but it cannot, by its nature, consist of these challenges.

In doing this, language plays a critical role as the major channel for information exchange. The language of the classroom is more similar to the language used by middle class families than that used by working class families. Middle class children thus find it easier to acquire the language of the classroom than their working class classmates.

Informal learning, in contrast, occurs in the setting to which it relates, making learning immediately relevant. In this context, language does not occupy such an important role: the child's experience of learning is more direct, involving sight, touch, taste, and smell-senses that are underutilized in the classroom. Whereas formal learning is transmitted by teachers selected to perform this role, informal learning is acquired as a natural part of a child's socialization. Adults or older children who are proficient in the skill or activity provide—sometimes unintentionally—target models of behavior in the course of everyday activity. Informal learning, therefore, can take place at any time and place.

The motivation of the learner provides another critical difference between the two

models of learning. The formal learner is generally motivated by some kind of external goal such as parental approval, social status, and potential financial reward. The informal learner, however, tends to be motivated by successful completion of the task itself and the partial acquisition of adult status.

Given that learning systems develop as a response to the social and economic contexts in which they are embedded, it is understandable that modern, highly urbanized societies have concentrated almost exclusively on the establishment of formal education systems. What these societies have failed to recognize are the ways in which formal learning inhibits the child's multisensory acquisition of practical skills. The failure to provide a child with a direct education may in part account for many of the social problems which trouble our societies.

31. Formal learning and informal learning are mainly distinguished by \_\_\_\_.

- [A] the place where they take place
- [B] the kind of knowledge to be obtained
- [C] the people who learn
- [D] the language used in instruction

32. The language used in classroom instruction explains \_\_\_\_.

- [A] how learning can take place efficiently
- [B] why it is not easy for children of working class families to get high scores
- [C] why informal learning is more important
- [D] why formal learning does not work with children of middle class families

33. In informal learning, \_\_\_\_.

- [A] children usually follow the examples of adults to shape their own behaviour
- [B] children's learning is more direct
- [C] children are highly motivated by the learning activity itself
- [D] all of the above

34. The author's attitude towards the present state of formal learning is one of \_\_\_\_.

- [A] approval
- [B] criticism
- [C] suspicion
- [D] indifference

#### Text 4

Every British citizen who is employed (or self-employed) is obliged to pay a weekly contribution to the national insurance and health schemes. An employer also makes a contribution for each of his employees, and the Government too pays a certain amount.

This plan was brought into being in 1948. Its aim is to prevent anyone from going without medical services, if he needs them, however poor he may be; to ensure that a person who is out of work shall receive a weekly sum of money to survive; and to provide a small pension for those who have reached the age of retirement.

Everyone can register with a doctor of his choice and if he is ill, he can consult the doctor without having to pay for the doctor's services, although he has to pay a small charge for medicines. The doctor may, if necessary, send a patient to a specialist, or to a hospital; in both cases treatment will be given without any fee being payable. Those who wish may become private patients, paying for their treatment, but they must still pay their contributions to the national insurance and health schemes. During illness the patient can draw a small amount of money every week, to make up for his lost wages. Everyone who needs to have his eyes seen to may go to a state-registered oculist and if his sight is weak he can get spectacles from an optician at a much reduced price. For a small payment he may go to a dentist; if he needs false teeth, he can obtain dentures for less than they would cost from a private dentist.

Various other medical appliances can be obtained in much the same way. When a man is out of work, he may draw unemployment benefit until he finds work again; this he will probably do by going to a Job Centre (an office run by the State to help people find jobs). If he is married, the allowance he receives will be larger.

Obviously, the amount paid is comparatively small, for the State does not want people to stop working in order to draw a handsome sum of money for doing nothing! When a man reaches the age of sixty-five, he may retire from work and then he has the right to draw a State pension. For women, the age of retirement is sixty. Mothers-to-be and children receive special benefits such as free milk or certain foodstuffs for which only a minimum charge is made. The State pays to the mother a small weekly sum for each child in a family.

There is also an allowance for funerals, for the State boasts that it looks after people "from cradle to the grave"! There are special benefits for certain people such as the blind and the handicapped.

Most people in Britain agree that there are still many improvements to be made in the national insurance and health schemes, but it is also true that they have become a social institution that the



great majority of the population wishes to see maintained.

35. The money for the national insurance and health schemes comes for \_\_\_\_\_.  
[A] one source [B] two sources  
[C] three sources [D] four sources
36. Every citizen in Britain \_\_\_\_\_.  
[A] receives pay from the government  
[B] registers with a doctor and becomes a private patient  
[C] has access to medical services almost free of charge  
[D] retires from work in the early sixties
37. When a registered patient is in hospital, he \_\_\_\_\_.  
[A] pays nothing for the treatment  
[B] pays a lot for the treatment  
[C] does not pay his contribution for the health schemes  
[D] has to pay more for the health schemes
38. Which of the following is TRUE?  
[A] Unemployment benefit makes people stay idle at home.  
[B] Unemployment benefit is supposed to help people pull through a difficult time.  
[C] Unemployment benefit is insufficient to keep a family alive.  
[D] Unemployment benefit is available to married people only.
39. "From the cradle to the grave" in Para. 6 means \_\_\_\_\_.  
[A] from cradle makers to grave diggers  
[B] from the healthy to the handicapped  
[C] from morning till evening  
[D] from birth to death
40. This passage is mainly about \_\_\_\_\_ in Britain.  
[A] employment  
[B] welfare  
[C] people's living conditions  
[D] medical services

## Part B

Directions: In the following text, some sentences have been removed. For Questions 41—45, 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 the ANSWER SHEET (10 points).

Ivan Young shook his head with a mixture of frustration and relief as he recalled the monthslong battle persuading his father to take one of his kidneys.

Osborn Young, a military man from Honduras and a retired medical technician, didn't want his 28-years-old son putting his own life in danger. (41) \_\_\_\_\_.

"I didn't understand him, and he didn't understand me," Ivan said, (42) \_\_\_\_\_.  
\_\_\_\_\_. "I felt we were never close. But I never doubted his love for me."

So as he watched his father grow progressively weaker from the kidney disease brought on by hypertension and diabetes, Ivan decided he didn't want to see his father become another statistic.

Ivan will meet his father in the operating room Wednesday. Both hope the operations will give the elder Young a normal life again.

(43) \_\_\_\_\_. After being rejected twice, Ivan said it came down to an emotional meeting during a birthday party for his nephew at the elder Young's home. With the sound of children playing at the party, Ivan took his father into the elder Young's bedroom.

Ivan reassured his father that the doctors said donating a kidney was not a problem. Then he told Osborn he "wanted him around to see me get married, to see me finish law school and to be around to play with my children and his other grandchildren," Ivan recalled.

(44) \_\_\_\_\_. Then, Ivan said he looked at his father and saw something in his eyes that he was not accustomed to seeing — tears.

"He held me, and I held him," Ivan said. "We didn't say much. We never do."

Ivan doesn't view his actions as heroic. (45) \_\_\_\_\_. But his sister said he is courageous.

"This is a big operation. My father felt that Ivan might be in the same situation as he is one day," Ivan's sister said. "But my other two brothers and I told him without hesitation that if Ivan needs us one day, we will be there for him." She said. "Just like he is for our father."

- [A] He knows that his recovery will take several weeks.
- [B] After all, the two hadn't even been particularly close in recent years.
- [C] There was a long pause, and silence filled the room.
- [D] He knows that the other members of the family wanted to do it in place of Ivan.
- [E] For months, the elder Young had refused to go along with the operation.
- [F] recounting a childhood where his father was always working and rarely around
- [G] recalling his childhood that their parents were busy working, though, often played with them around.

### Part C

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

There is certainly much work which is exceedingly troublesome, and an excess of work is always very painful. (46) I think, however, that, provided work is not excessive in amount, even the dullest work is to most people less painful than idleness. Accordingly the more intelligent rich men work nearly as hard as if they were poor, while rich women for the most part keep themselves busy with unnumerable trifles of whose earth-shaking importance they are firmly persuaded.

(47) Work therefore is desirable, first and foremost, as a preventive of boredom, for the boredom that a man feels when he is doing necessary though uninteresting work is as nothing in comparison with the boredom that feels when he has nothing to do with his days. With this advantage of work another is associated, namely that it makes holidays much more delicious when they come. Provided a man does not have to work so hard as to impair his vigour, he is likely to find far more zest in his free time than an idle man could possibly find.

The second advantage of most paid work and of some unpaid work is that it gives chances of success and opportunities for ambition. In most work success is measured by income, and while our capitalistic society continues, this is inevitable. It is only where the best work is concerned that this measure ceases to be the natural one to apply. (48) The desire that men feel to increase their income is quite as much a desire for success as for the extra comforts that a higher income can obtain. However dull work may be, it becomes bearable if it is a means of building up a reputation, whether in the world at large or only in one's own circle. Continuity of purpose is one of the most essential ingredients of happiness in the long run, and for most men this comes chiefly through their work. In this respect those women whose lives are occupied with housework are much less fortunate than

men, or than women who work outside the home. The domesticated wife does not receive wages, and no means of bettering herself, is taken for granted by her husband (who sees practically nothing of what she does), and is valued by him not for her housework but for quite other qualities. (49) Of course this does not apply to those women who are sufficiently well-to-do to make beautiful houses and beautiful gardens and become the envy of their neighbors, but such women are comparatively few, and for the great majority housework cannot bring as much as satisfaction as work of other kinds brings to men and to professional women.

(50) The satisfaction of killing time and of affording some outlet, however modest, for ambition, belongs to most work, and is sufficient to make even a man whose work is dull happier on the average than a man who has no work at all. But when work is interesting, it is capable of giving satisfaction of a far higher order than mere relief from tedium.

## Section 3 Writing

### Part A (10 points)

51. Directions: Write a letter based on the following situation.

You've just received a note from Mary, saying that she has been awarded the Best Athlete for the year 2010. Write to congratulate her on her recent success.

Write your letter with no less than 100 words. Write it neatly on the ANSWER SHEET.

Do not sign your own name at the end of the letter. Use "Wang Ying" instead. You do not need to write the address.

(go on to next page)



Part B (20 points)

52. Directions: Study the following cartoon carefully and write an essay to

- 1) describe the cartoon,
- 2) deduce the message in this cartoon, and
- 3) give your comments on it.

You should give a title and write about 160-200 words neatly on the ANSWER SHEET.



