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二 00 七 年 研 究 生 入 学 考 试 试 题

招生专业 英语语言文学 050201  
外国语言学及应用语言学 050211  
考试科目及代码 基础英语 619

研究方向

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I. In each of the following sentences, *four words or phrases* have been underlined. Choose the one word or phrase that would **not** be appropriate in standard English. Write your choice on the **ANSWER SHEET**. (15/150)

1. Scientists and engineers throughout the world agree that high-level radioactive waste can be safely disposed of without harming people nor the environment.

A B

C D

2. The speaker claimed that no other modern nation devotes so small a portion of its wealth to public assistance and health than the United States does.

A B

C D

3. Most of us are of the opinion that this set of training program is among the wisest devised ones we have seen so far.

A B C

D

4. He can't plead ignorance as his excuse; he has known what was happening in his own department.

A B C D

5. Classification is a useful approach to the organization of knowledges in any field.

A B C D

6. The instructions ask that they don't open the fireproof doors in the big theatre without being permitted.

A B C

D

7. If they would believe that the time will soon be ripe for intervention in Iran, they would be faced by a large army.

A B C D

8. When I consider how talented he is as a painter, I cannot help but believing that the public will appreciate his gift.

A B C

D

9. The average age of the Mediterranean olive trees grow today is two hundred years.

A B C D

10. English words end in "ly" are often adverbs, but they may also be adjectives such as

A B C D

### Text C

"Ultimately this technology will enslave humanity," says Katherine Albrecht, a privacy campaigner and Harvard University doctoral student. The objects of her fire are radio-frequency identification (RFID) tags, slivers of silicon coming soon to supermarket shelves.

Gillette, the US consumer products group, last month ordered 500m RFID tags for tracking packets of razors through its supply chain. Michelin has developed a manufacturing process to vulcanize a tag into every tyre.

Ms Albrecht, who runs Consumers Against Supermarket Privacy Invasion and Numbering, a group that opposes data collection by retailers, says many members "would rather walk naked than wear clothes that have been tagged."

Chris Hoofnagle of the Electronic Privacy Information Center, says, "There are going to be any number of entities who will want to use the information collected from RFID tags to track individuals or groups. The issue is control. Can you determine when the tag is active and who is using the information collected."

It is possible to see how RFID technology could be misused and some consumers are taking steps to protect themselves being tracked. From a small office in Brooklyn, Stephen Galluccio sells bags lined with radio frequency-blocking material. "They are selling technology that does not turn off. You just don't have control any more."

Suggestions for industry-wide solution range from Ms Albrecht's call for a total ban to self-regulation and restraint by companies. Mark Roberti, editor of *RFID Journal*, argues for a code of practice that would switch off tags once they have been scanned at the point of sale, unless consumers agree for their purchases to be tracked. Mr. Hoofnagle goes further. He calls on the government to set up a data protection commission to look at the privacy implications of RFID and other emerging technologies. Epic has also called for the introduction of European-style data protection laws that control who can collect data and how it can be used.

On one thing, however, almost everyone agrees: without a concerted effort to address public concerns about privacy, RFID technology could face a public backlash. "Privacy will become a huge issue for the RFID community as this technology rolls out," said Joe Toboshi at Accenture, the consulting firm.

10. Gillette and Michelin are mentioned in the second paragraph to

- A. support that RFID tags will ultimately enslave humanity.
- B. illustrate that RFID tags can solve many business problems.
- C. show that RFID tags are accepted by companies as successors to barcodes.
- D. prove that RFID tags are accepted by companies as successors to barcodes.

11. Ms Albrecht thinks that RFID tags

- A. can be used to track objects.
- B. should be totally prohibited.
- C. may be harmful to one's health.
- D. will replace barcodes in near future.

12. One of the major concerns incurred by RFID tags is

- A. they may involve establishing a pervasive global network.
- B. they may be too expensive to become widespread.
- C. they may become out of control to invade privacy.
- D. they may turn off unexpectedly and lose control.

13. Which of the following is **NOT** mentioned as a way to solve the industry-wide problem?

- A. Tags are switched off at the point of sale.
- B. Consumers deactivate the tag at will.
- C. The government makes effort to monitor the use of RFID tags.
- D. Data protection laws are established.

14. Which of the following best summarizes the main idea of the passage?

- A. RFID tags have big advantages over barcodes.
- B. RFID tags provoke suspicions among the privacy activists.
- C. Solutions are already available for the RFID problems.
- D. A code of practice is to be established in the RFID community.

#### Text D

Archaeological records—paintings, drawings, and carvings of humans engaged in activities involving the use of hands—indicate that humans have been predominantly right-handed for more than 5000 years. In ancient Egyptian artwork, for example, the right hand is depicted as the dominant one in about 90 percent of the examples. Fracture or wear patterns on tools also indicate that a majority of ancient people were right-handed.

Cro-Magnon cave paintings some 27000 years old commonly show outlines of human hands made by placing one hand against the cave wall and applying paint with the other. Children today make similar outlines of their hands with crayons on paper. With few exceptions, left hands of Cro-Magnons are displayed on cave walls, indicating that the paintings were usually done by right-handers.

Anthropological evidence pushes the record of handedness in early human ancestors back to at least 1.4 million years. One important line of evidence comes from flaking patterns of stone cores used in toolmaking, implements flaked with a clockwise motion (indicating a right-handed toolmaker) can be distinguished from those flaked with a counter-clockwise rotation (indicating a left-handed toolmaker).

Even scratches found on fossil human teeth offer clues. Ancient humans are thought to have cut meat into strips by holding it between their teeth and slicing it with stone knives, as do the present-day Inuit. Occasionally the knives slip and leave scratches on the users' teeth. Scratches made with a left-to-right stroke direction (right-handers) are more common than scratches in the opposite direction (made by left-handers).

Still other evidence comes from cranial morphology: scientists think that physical differences between the right and left sides of the interior of the skull indicate subtle physical differences between the two sides of the brain. The variation between the hemispheres corresponds to which side of the body is used to perform specific activities. Such studies, as well as studies of tool use, indicate the right-or left-sided dominance is not exclusive to modern *Homo sapiens*. Populations of Neanderthals, such as *Homo erectus* and *Homo habilis*, seen to have been predominantly

right-handed, as we are.

15. What is the main idea of the passage?

- A. Human ancestors became predominantly right-handed when they began to use tools.
- B. It is difficult to interpret the significance of anthropological evidence concerning tool use.
- C. Humans and their ancestors have been predominantly right-handed for over a million years.
- D. Human ancestors were more skilled at using both hands than modern humans.

16. The fact that Inuit cut meat by holding it between their teeth is significant because

- A. the relationship between handedness and scratches on fossil human teeth can be verified.
- B. it emphasizes the differences between contemporary humans and their ancestors.
- C. the scratch patterns produced by stone knives vary significantly from patterns produced by modern knives.
- D. it demonstrates that ancient humans were not skilled at using tools.

17. All of the following are mentioned as types of evidence concerning handedness **EXCEPT**

- A. ancient artwork.
- B. asymmetrical skulls.
- C. studies of tool use.
- D. fossilized hand bones.

18. Which of the following conclusions is suggested by the evidence from cranial morphology?

- A. Differences in the hemispheres of the brain probably came about relatively recently.
- B. Variation between the brain's hemispheres was not evident in the skulls of Homo erectus and Homo habilis.
- C. Left-handedness was somewhat more common among Neanderthals.
- D. There may be a link between handedness and differences in the brain's hemispheres.

**B. Read the following passages and fulfill the required tasks. Write your choices on the ANSWER SHEET.**

#### Text E

#### The Brain and Intelligence

Human intelligence is an elusive quality. We all think we know it when we see it, but try to pin down that quality to a firm, testable definition and suddenly, even for the most experienced researchers, the concept disappears. But now a team of British and German scientists believe they have firmly nailed down at least part of the notion of intelligence. They claim to have found a location for intelligence, whatever it is, in the brain.

For many years researchers have believed that intelligence is a quality which is spread throughout the whole human brain. Traditional psychologists such as Benjamin Martin believe that this accounts for incidences where physical damage to the brain need not affect intelligence at all. By using advanced scanning equipment, however, researchers led by John Duncan of the Cognition and Brain Sciences Unit in Cambridge now think that it is much more localized, and at the front of the brain in particular.

Duncan and his team have attempted to link intelligence to the activity of nerve cells in the

brain by giving subjects a series of problem-solving tests. These tests are of the standard sort used to test and measure intelligence. They resemble puzzles, where sequences of numbers or letters have to be rearranged or continued, or patterns of shapes have to be inverted. While subjects are carrying out these intelligence tasks, their heads are scanned to see where electrical activity and blood flow in the brain are concentrated. It turns out that activity was concentrated in the frontal cortex and so, Duncan and his team presume, intelligence is situated there, too.

This new idea has not been met with universal acceptance, however. The usual definition of intelligence was set by Charles Spearman 100 years ago. This was the quality that allows some people to be very good at a whole variety of things—music, mathematics, practical problem solving and so on—while others are not. He called this quality general intelligence, or the ‘g factor’ for short. It was a contentious idea even at the time, but still no-one has come up with a better definition. Nonetheless, because the notion of intelligence is imprecisely defined, the idea that there is a fixed location for intelligence has to be questioned.

The questioning comes in an article in the prestigious journal *Science*, the same edition as Duncan’s own article. Yale psychologist Robert Sternberg points out that many people who are clearly intelligent, such as leading politicians and lawyers, do very badly in intelligence tests. Conversely, one might argue, there are plenty of academics who are good at intelligence tests but who cannot even tie their own shoe laces! Sternberg implies that the idea that being a successful politician or lawyer does not require intelligence flies in the face of reason. Rather more likely is the idea that so-called intelligence tests can have little to do with many practical manifestations of intelligence. The skills of verbal and mathematical analysis measured by these tests can tell us very little about the skills of social interaction and people-handling which are equally essential for success and are, therefore, equally valid qualities of intelligence.

Sternberg makes a further criticism of the conclusions drawn by Duncan’s team. The mental-atlas approach really does not tell us anything about intelligence. The fact that we know a computer’s ‘intelligence’ is produced by a computer chip and that we can say where this chip is, does not tell us anything about the computer’s ‘intelligence’ or ability. We could easily move the location of the chip and this would not change the computer’s ‘intelligence’. As Benjamin Martin points out, this may be what happens in reality when, following physical damage to one area of the brain, knowledge and ability appear able to relocate.

**Task I: Classify the following statements as referring to**

- |                     |                              |                    |
|---------------------|------------------------------|--------------------|
| A. John Duncan      | B. Charles Spearman          | C. Benjamin Martin |
| D. Robert Sternberg | E. The writer of the article |                    |

**Write the appropriate letters in boxes 19-21 on the ANSWER SHEET.**

Example	Answer
Physical damage to the brain need not affect intelligence.	C

19. Intelligence can be located throughout the brain.
20. Intelligence makes you good at many different things.
21. Intelligence tests can be bad at measuring the intellect of professionals.

**Task 2:** Using information contained in the text, complete the following sentences using **NO MORE THAN THREE WORDS** for each answer. Write your answer on your **ANSWER SHEET**.

22. Spearman's ideas about intelligence are \_\_\_\_\_.
23. The writer suggests that, in addition to academic ability, intelligence includes a proficiency in \_\_\_\_\_.
24. Sternberg believes that intelligence is not affected by its \_\_\_\_\_.
25. Researchers trying to find the site of intelligence in the brain employed \_\_\_\_\_.

VII. Read the following stories and fulfill the required tasks. (25/150)

**Text F**

### America's Dumbest Criminals

A lineup of bumbling crooks who practically caught themselves

#### Expired With a License

Some people would rather die than pay their traffic tickets. Just ask Kimberly Du.

The 36-year-old resident of Des Moines, Iowa, was scheduled to go to court to face traffic charges when she got a real stroke of luck. She passed away.

Last December 15, Polk County Judge William Price received a letter purportedly from Du's mother with the sad news that Kimberly had died ten days earlier in a car accident. Proof was included in the envelope: a death notice that appeared to a printout from the *Des Moines Register* website. The very next day, Judge Price threw the case out.

But it was soon resurrected, as it were. On January 4, Des Moines police stopped a woman and cited her for speeding and driving with a suspended license. Turns out the driver was none other than the deceased Kimberly Du.

Either fraud had been committed against the court or it was time to call Ghostbusters. Right away, the Polk County Attorney's office got to the bottom of things, discovering that the *Des Moines Register* had never published Du's obituary and that there had been no funeral for the woman. Moreover, Du's mother knew nothing of the letter to the court that she had supposedly written and signed. It was a forgery, and that became the charge against Kimberly Du when she appeared, for real, in court in early March.

What to do with someone who tries to avoid traffic charges by committing forgery instead? The judge went easy: a two-year prison sentence that he suspended; two years' probation; a \$500 fine; and treatment for substance abuse. But already Du is finding it hard to be back among the living. By late April, she had violated the terms of her probation.

#### All Tanked Up

Okay, granted, if you're cruising around town roaring drunk, it can be hard to fake sobriety when the police nab you. But these two guys didn't even come close.

In Waupaca, Wisconsin, Daniel Nordell was waiting at a traffic light when a cop approached his car. It seems the officer got a pretty good clue that Nordell wasn't in his right mind after noticing

the way he was driving along the city street: backward. The transmission's shot, Nordell explained, and the car will only go in reverse.

What was harder for Nordell to explain was his obvious intoxication. When the police ran a check, they discovered he'd been arrested 12 times for drunk driving. You'd think with a record like that, a guy would be extra careful not to back himself into more trouble.

Just one month before, a Wisconsin cop stopped another driver who gave a pretty good hint he was soused. When a Thiensville police officer pulled over Christopher Kennedy and walked up to the driver's window, Kennedy was already fishing in his wallet—and then tried to hand the officer a credit card. "Do you know why I stopped you?" the policeman asked. "Speeding?" Kennedy mumbled almost incoherently. After failing a sobriety test, he was arrested for driving under the influence.

So what had gotten the cop's attention in the first place? Mainly, it was that odd bit of hose dangling from Kennedy's gas tank. After fueling up at a Kwik Trip station, he drove off in a haze of oblivion—forgetting the hose was still attached to his car. Oops.

**Task A:**

The following are the sentences underlined in the texts. Paraphrase them in English. Write your answer on the **ANSWER SHEET**. (3 points each)

1. Either fraud had been committed against the court or it was time to call Ghostbusters.
2. She passed away.
3. But these two guys didn't even come close.
4. ..., he was arrested for driving under the influence.

**Task B:**

Answer the following questions and write your answers on your **ANSWER SHEET**:

5. What is your understanding of the sentence "Some people would rather die than pay their traffic tickets" when you first read the story, and how do you understand it when you turn back to read it again after you finish reading the story? (4 points)
6. What is the basic tone of the first story "Expired with a License"? Cite three sentences in the text to support you. (5 points)
7. Which word is involved in the use of a parody in the sentence "a guy would be extra careful not to back himself into more trouble", and what is the tone / effect of the parody? (4 points)

“friendly”.

11. The reason Michael has made such great progress is because he has never wasted his time.

A B C D

12. The music for the opera, which will perform next month, has been written by one of the

A B C D

students in the music department.

13. It was during the 1920s that the friendship between the two American writers Hemingway and

A B

Fitzgerald reached their highest point.

C D

14. One of the wildest and most inaccessible parts of the United States are the Everglades where

A B C

wildlife is abundant and largely protected.

D

15. Not only the movements of the earth are of great importance to you, but what the earth is made

A B C

of also governs what you do.

D

II. Find the *one choice* that best completes the sentence. Write your choice on the ANSWER SHEET. (15/150)

1. Not wanting to be seen by the man he was following, Mr. Steed moved \_\_\_\_\_.

A. moodily B. snugly C. modestly D. stealthily

2. Her white hat and shoes \_\_\_\_\_ her white dress.

A. correspond with B. contrast with  
C. consist with D. meet with

3. Most of the freshmen in our college have made \_\_\_\_\_ progress in their study of English than we first expected.

A. far more greater B. much more greater  
C. more greater D. far greater

4. Penicillin \_\_\_\_\_ to use by more and more doctors, the cure rate of many diseases increased dramatically.

A. having been put B. being put  
C. having put D. is being put

5. All the streets were filled with cheering people \_\_\_\_\_ their National Day and \_\_\_\_\_ beautiful lights.

A. celebrating, enjoying B. celebrate, enjoy

- C. celebrate, enjoying                      D. celebrating, enjoy
6. The mother didn't know \_\_\_\_\_ for the broken glass.
- A. what to blame                      B. whom to blame
- C. how to blame                      D. who to blame
7. You are so kind \_\_\_\_\_ read me all these words to see whether I understand what they mean.
- A. to              B. who              C. as to              D. that
8. I heard him \_\_\_\_\_ the whole story to his mother.
- A. told              B. tell              C. tells              D. to tell
9. Helen listened carefully \_\_\_\_\_ she might discover exactly what John wanted.
- A. lest                      B. in order that
- C. for fear that                      D. in case
10. I think the teacher will start \_\_\_\_\_ he stopped last time.
- A. what              B. where              C. when              D. which
11. Though the population could increase rapidly, the \_\_\_\_\_ of the food-producing land was fixed.
- A. number              B. numbers              C. amount              D. amounts
12. David was so regular in his habit that until the day he died people \_\_\_\_\_ to set their watch by his action.
- A. have been able              B. were able              C. are able              D. had been able
13. \_\_\_\_\_ was the day before yesterday.
- A. The France's Independence Day                      B. The day of the French independence
- C. France's Independence Day                      D. French's Independence Day
14. The use of radar as well as the two-way radio \_\_\_\_\_ for the police to intercept most speeders.
- A. make it possible                      B. makes possible
- C. makes it possible                      D. make it a possibility
15. After fifteen years of wedded life, the husband \_\_\_\_\_ his unfaithful wife.
- A. dispensed with                      B. got rid of
- C. split up with                      D. disposed of

III. Proofreading: (20/150): ( Do it in on the **ANSWER SHEET**)

The following passage contains **16** errors. Each line contains a maximum of one error, and **four** are free from error. In each case only one word is involved. You should proofread the passage and correct it in the following way:

For a wrong word, *underline* the wrong word and write the correct one in the blank provided at the end of the line.

For a missing word, *mark* the position of the missing word with a “^” and write the word you believe to be missing in the blank provided at the end of the line.

For an unnecessary word, *cross out* the unnecessary word with a slash “/” and put the word in the blank provided at the end of the line.

If the line is correct, *place* a tick “√” in the blank at the end of the line.

Example: It is impossible ^ any sentence in one (1) for  
 language to have exactly  
 the same meaning as any single sentence in (2) single  
 another language. It is also  
 impossible for any sentence in a particular (3) √  
 language to have exactly  
 the same meaning as the other sentence in (4) any  
 that same language.

There are some very good things about open education.

This way of teaching allow the students to grow as (1) \_\_\_\_\_  
 people, and to develop their own interests on many (2) \_\_\_\_\_  
 subjects. Open education allows students to be  
 responsible for their own education, as they are (3) \_\_\_\_\_  
 responsible for which they do in life. Some students do (4) \_\_\_\_\_  
 bad in a traditional classroom. The open classroom may (5) \_\_\_\_\_  
 allow them to enjoy learning. Some students will be (6) \_\_\_\_\_  
 happier in open education school. They will not have (7) \_\_\_\_\_  
 to worry about grade or rules. For students who worry (8) \_\_\_\_\_  
 about these things a lot, it was a good idea to be in an (9) \_\_\_\_\_  
 open classroom.

And many students will not do well in an open (10) \_\_\_\_\_  
 classroom. For some students, there is too few rules. (11) \_\_\_\_\_  
 These students will do a little in school. They will not (12) \_\_\_\_\_  
 make good use of open education. Because open (13) \_\_\_\_\_  
 education is so different from tradition education, (14) \_\_\_\_\_  
 these students may have a problem getting used to  
 make so many choices. For many students it is important (15) \_\_\_\_\_  
 to have some rules in classroom. They worry about the (16) \_\_\_\_\_  
 rules even there are no rules. Even a few rules will help (17) \_\_\_\_\_  
 this kind of students.

Some of the good points and bad points of open (18) \_\_\_\_\_  
 education have explained. The writer believes most (19) \_\_\_\_\_  
 students need to have rules and they must be made to  
 study some subjects. Many students are pleasing to find (20) \_\_\_\_\_

subjects they have to study interesting. They would not study those subjects if they did not have to.

#### IV. Cloze

Fill in each blank with *one* word that is logically and grammatically suitable. Write your answers on the **ANSWER SHEET**. (25/150)

What is the difference \_\_\_\_ 1 \_\_\_\_ a boy who kicks a dog and a man who beats \_\_\_\_ 2 \_\_\_\_ wife? Obviously just a matter of time. Studies conducted \_\_\_\_ 3 \_\_\_\_ the last three decades show that people who \_\_\_\_ 4 \_\_\_\_ animals invariably go on to abuse human.

When the FBI analyzed \_\_\_\_ 5 \_\_\_\_ lives of violent criminals and serial killers on death row, they \_\_\_\_ 6 \_\_\_\_ that almost all of them had tortured cats and dogs \_\_\_\_ 7 \_\_\_\_ they were young. Other research shows consistent patterns of \_\_\_\_ 8 \_\_\_\_ cruelty among people who commit child abuse \_\_\_\_ 9 \_\_\_\_ spouse abuse. A survey \_\_\_\_ 10 \_\_\_\_ 57 families under treatment for child abuse revealed \_\_\_\_ 11 \_\_\_\_ in 88 percent of the families, at least one person \_\_\_\_ 12 \_\_\_\_ abused animals. People who counsel battered women report that \_\_\_\_ 13 \_\_\_\_ to 70 percent of the women with pets have had \_\_\_\_ 14 \_\_\_\_ dogs and cats beaten, tortured, hanged or shot by their \_\_\_\_ 15 \_\_\_\_.

\_\_\_\_ 16 \_\_\_\_ does an abuser gain by attacking helpless animals? \_\_\_\_ 17 \_\_\_\_ gets pleasure. He gets a feeling of power \_\_\_\_ 18 \_\_\_\_ control. And when he discovers he \_\_\_\_ 19 \_\_\_\_ get away with it, he gains the confidence \_\_\_\_ 20 \_\_\_\_ start attacking people. And the violence doesn't just progress from animals to \_\_\_\_ 21 \_\_\_\_\_. It is also passed on from generation to generation. A / An \_\_\_\_ 22 \_\_\_\_ child, in turn, becomes an abusive child. When he \_\_\_\_ 23 \_\_\_\_ up, he becomes an abusive husband and abusive \_\_\_\_ 24 \_\_\_\_\_. In the process, he produces another generation of violent \_\_\_\_ 25 \_\_\_\_\_.

V. Fill in each blank with *the best answer* from the four choices given under the correspondent number. Write your choice on the **ANSWER SHEET**. (25/150)

#### (A)

Throughout history, people have been the victims of pickpockets. Today, pickpocketing is one of the most rapidly increasing crimes. Pickpockets are increasing in number and developing better methods to practice their skill. Approximately one million Americans lose money to pickpockets every year. No one is really safe from a skilled pickpocket. His victims, or "marks" as they are called can be rich or poor, young or old.

Police officials say that most \_\_\_\_ 1 \_\_\_\_ pickpockets come from south America. \_\_\_\_ 2 \_\_\_\_ of these expert pickpockets \_\_\_\_ 3 \_\_\_\_ in special schools called Jingle Bell School. A pickpocket graduates from a J. B. S. \_\_\_\_ 4 \_\_\_\_ he is able to steal a wallet from a dressed dummy that has \_\_\_\_ 5 \_\_\_\_ inside its pockets!

Some of the \_\_\_\_ 6 \_\_\_\_ places of pickpockets are banks, airports, supermarkets, trains and bus stations. \_\_\_\_ 7 \_\_\_\_ a pickpocket will work with another pickpocket \_\_\_\_ 8 \_\_\_\_ his partner.

\_\_\_\_ 9 \_\_\_\_ being the victim of a pickpocket, it is \_\_\_\_ 10 \_\_\_\_ to be very careful when in the midst of large gatherings of people.

- |    |               |                   |              |            |
|----|---------------|-------------------|--------------|------------|
| 1. | A. attractive | B. convenient     | C. efficient | D. serious |
| 2. | A. Much       | B. A large amount | C. Many      | D. Few     |

- |     |                   |                |                |              |
|-----|-------------------|----------------|----------------|--------------|
| 3.  | A. are researched | B. specialize  | C. are trained | D. major     |
| 4.  | A. where          | B. when        | C. although    | D. however   |
| 5.  | A. money          | B. jewelry     | C. bells       | D. rings     |
| 6.  | A. favorite       | B. liking      | C. favored     | D. be liked  |
| 7.  | A. Seldom         | B. Once        | C. Oftentimes  | D. Forever   |
| 8.  | A. like           | B. being       | C. for         | D. as        |
| 9.  | A. To avoid       | B. To neglect  | C. Trying not  | D. To forget |
| 10. | A. critical       | B. fortunately | C. important   | D. obvious   |

(B)

After lunch, without permission from their parents, the two boys set off to explore the part of the beach which 11 beyond the headland. They had 12 their young sister to 13, saying that the long walk would be 14 tiring for her. Once they had got beyond the headland, the beach 15 away endlessly before them. 16 discovering the world. There were damp dark caves to 17; there were innumerable pools among the rocks, full of sea creatures; 18 here and there along the beach were those strange, yet commonplace objects, washed up and 19 by the tide.

The afternoon passed quickly. The sun was already setting when the boys reluctantly 20 to make their way homeward. But long before they reached the headland, they could see that the tide had come in 21 far that they were now 22 from either end of the beach. The only chance of 23 was to find a way up the cliff nearby.

They soon found a narrow path leading to the cliff top. But half way up, their path was 24 by a large rock which they could not 25. The two boys had to shout at the top of their voices, hoping that someone might come to their rescue.

- |     |                    |                  |                   |                 |
|-----|--------------------|------------------|-------------------|-----------------|
| 11. | A. lay             | B. laid          | C. lying          | D. was laid     |
| 12. | A. persuaded       | B. forbidden     | C. warned         | D. permitted    |
| 13. | A. keep quiet      | B. stay behind   | C. take a nap     | D. join them    |
| 14. | A. too             | B. even          | C. ever           | D. still        |
| 15. | A. prolonged       | B. expanded      | C. reached        | D. stretched    |
| 16. | A. It was like     | B. It was liked  | C. They were like | D. They liked   |
| 17. | A. look up         | B. dig           | C. hide in        | D. seek         |
| 18. | A. and             | B. however       | C. meantime       | D. therefore    |
| 19. | A. moved           | B. covered       | C. stayed         | D. left         |
| 20. | A. had decided     | B. decided       | C. were deciding  | D. would decide |
| 21. | A. very            | B. too           | C. so             | D. such         |
| 22. | A. cut off         | B. left behind   | C. held back      | D. put away     |
| 23. | A. running through | B. keeping clear | C. getting away   | D. turning back |
| 24. | A. blocked         | B. covered       | C. stopped        | D. filled       |
| 25. | A. jump over       | B. climb over    | C. mount on       | D. walk through |

#### VI. Reading comprehension: (25/150)

A. Read the following passages carefully and choose *the one best answer* to each question from the four choices given. Write your choice on the **ANSWER SHEET**.

### Text A

Thomas Hardy's impulses as a writer, all of which he indulged in his novels, were numerous and divergent, and they did not always work together in harmony. Hardy was to some degree interested in exploring his characters' psychologies, though impelled less by curiosity than by sympathy. Occasionally he felt the impulse to comedy (in all its detached coldness) as well as the impulse to farce, but he was more often inclined to see tragedy and record it. He was also inclined to literary realism in the several senses of that phrase. He wanted to describe ordinary human beings; he wanted to speculate on their dilemmas rationally (and, unfortunately, even schematically); and he wanted to record precisely the material universe. Finally, he wanted to be more than a realist. He wanted to transcend what he considered to be the banality of solely recording things exactly and to express as well his awareness of the occult and the strange.

In his novels these various impulses were sacrificed to each other inevitably and often. Inevitably, because Hardy did not care in the way that novelists such as Flaubert or James cared, and therefore took paths of least resistance. Thus, one impulse often surrendered to a fresher one and, unfortunately, instead of exacting a compromise, simply disappeared. A desire to throw over reality a light that never was might give way abruptly to the desire on the part of what we might consider a novelist-scientist to record exactly and concretely the structure and texture of a flower. In this instance, the new impulse was at least an energetic one, and thus its indulgence did not result in a relaxed style. But on other occasions Hardy abandoned a perilous, risky, and highly energizing impulse in favor of what was for him the fatally relaxing impulse to classify and schematize abstractly. When a relaxing impulse was indulged, the style that was the sure index of an author's literary worth was certain to become verbose. Hardy's weakness derived from his apparent inability to control the comings and goings of these divergent impulses and from his unwillingness to cultivate and sustain the energetic and risky ones. He submitted to first one and then another, and the spirit blew where it listed, hence the unevenness of any one of his novels. His most controlled novel, *Under the Greenwood Tree*, prominently exhibits two different but reconcilable impulses—a desire to be realist-historian and a desire to be a psychologist of love, but the slight interlockings of plot are not enough to bind the two completely together. Thus even this book splits into two distinct parts.

1. Which of the following is the most appropriate title for the passage, based on its content?
  - A. The Real and the Strange: The Novelist's Shifting Realms
  - B. Energy Versus Relaxation: The Role of Ordinary People in Hardy's Fiction
  - C. Hardy's Novelistic Impulses: The Problem of Control
  - D. Divergent Impulses: The Issue of Unity in the Novel
2. Which of the following statements about the use of comedy in Hardy's novels is best supported by the passage?
  - A. Hardy's use of comedy in his novels tended to weaken his literary style.
  - B. Hardy's use of comedy in his novels was inspired by his natural sympathy.
  - C. Comedy appeared less frequently in Hardy's novels than did tragedy.
  - D. Comedy played an important role in Hardy's novels though that comedy was usually in the form of farce.

3. The passage supplies information to suggest that its author would be most likely to agree with which of the following statements about the novelists Flaubert and James?
- A. They indulged more impulses in their novels than did Hardy in his novels.
  - B. In the writing of their novels, they often took pains to achieve a compromise among their various novelistic impulses.
  - C. They have elicited a greater degree of favorable response from most literary critics than has Hardy.
  - D. They wrote novels in which the impulse toward realism and the impulse away from realism were evident in equal measure.
4. Which of the following words could best be substituted for "relaxed" (Line 8, Para. 2) without substantially changing the author's meaning?
- A. informal      B. risky      C. confined      D. wordy
5. The author implies which of the following about *Under the Greenwood Tree* in relation to Hardy's other novels?
- A. Although it is his most controlled novel, it does not exhibit any harsh or risky impulses.
  - B. It, more than his other novels, reveals Hardy as a realist interested in the history of ordinary human beings.
  - C. In it Hardy's novelistic impulses are managed somewhat better than in his other novels.
  - D. Its plot, like the plots of all of Hardy's other novels, splits into two distinct parts.

#### Text B

How is communication actually achieved? It depends, of course, either on a common language or on known conventions, or at least on the beginnings of these. If the common language and the conventions exist, the contributor, for example, the creative artist, the performer, or the reporter, tries to use them as well as he can. But often, especially with original artists and thinkers, the problem is in one way that of creating a language, or creating a convention, or at least of developing the language and conventions to the point where they are capable of bearing his precise meaning. In literature, in music, in the visual arts, in the sciences, in social thinking, in philosophy, this kind of development has occurred again and again. It often takes a long time to get through, and for many people it will remain difficult. But we need never think that it is impossible; creative energy is much more powerful than we sometimes suppose. While a man is engaged in this struggle to say new things in new ways, he is usually more than ever concentrated on the actual work, and not on its possible audience. Many artists and scientists share this fundamental unconcern about the ways in which their work will be received. They may be glad if it is understood and appreciated, hurt if it is not, but while the work is being done there can be no argument. The thing has to come out as the man himself sees it.

In this sense it is true that it is the duty of society to create conditions in which such men can live. For whatever the value of any individual contribution, the general body of work is of immense value to everyone. But of course things are not so formal, in reality. There is not society on the one hand and these individuals on the other. In ordinary living, and in his work, the

contributor shares in the life of his society, which often affects him both in minor ways and in ways sometimes so deep that he is not even aware of them. His ability to make his work public depends on the actual communication system of the language itself, or certain visual or musical or scientific conventions and the institutions through which the communication will be passed. The effect of these on his actual work can be almost infinitely variable. For it is not only a communication system outside him: it is also, however original he may be, a communication system which is in fact part of himself. Many contributors make active use of this kind of internal communication system. It is to themselves, in a way, that they first show their conceptions, play their music, present their arguments. Not only as a way of getting these clear, in the process of almost endless testing that active composition involves. But also, whether consciously or not, as a way of putting the experience into a communicable form. If one mind has grasped it, then it may be open to other minds.

In this deep sense, the society is in some ways already present in the act of composition. This is always very difficult to understand, but often, when we have the advantage of looking back at a period, we can see, even if we cannot explain, how this was so. We can see how much even highly original individuals had in common, in their actual work, and in what is called their "structure of feeling", with other individual workers of the time, and with the society of that time to which they belonged. The historian is also continually struck by the fact that men of this kind felt isolated at the very time when in reality they were beginning to get through. This can also be noticed in our own time, when some of the most deeply influential men feel isolated and even rejected. The society and the communication are there, but it is difficult to recognize them, difficult to be sure.

6. Creative artists and thinkers achieve communication by

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| A. depending on shared conventions.   | B. fashioning their own conventions. |
| C. adjusting their personal feelings. | D. elaborating a common language.    |

7. A common characteristic of artists and scientists involved in creative work is that

- A. they care about the possible reaction to their work.
- B. public response is one of the primary concerns.
- C. they are keenly aware of public interest in their work.
- D. they are indifferent toward response to their work.

8. According to the passage, which of the following statements is **INCORRECT**?

- A. Individual contributions combined possess great significance to the public.
- B. Good contributors don't neglect the use of internal communication system.
- C. Everyone except those original people comes under the influence of society.
- D. Knowing how to communicate is universal among human beings.

9. It is implied at the end of the passage that highly original individuals feel isolated because they

- A. fail to acknowledge and use an acceptable form of communication.
- B. actually differ from other individuals in the same period.
- C. have little in common with the society of the time
- D. refuse to admit parallels between themselves and the society.