

青 岛 科 技 大 学

二 〇 〇 七 年 硕 士 研 究 生 入 学 考 试 试 题

考 试 科 目：基 础 英 语

- 注意事项：1. 本试卷共四道大题（共计 32 个小题），满分 150 分；
 2. 本卷属试题卷，答题另有答题卷，答案一律写在答题卷上，写在该试题卷上或草纸上均无效。要注意试卷清洁，不要在试卷上涂划；
 3. 必须用蓝、黑钢笔或签字笔答题，其它均无效。

I. Each sentence below has one or two blanks. Complete each of the following sentences by filling the blanks with one from the 4 choices provided to best fit the meaning of the sentence. (20×2 points)

1. Roger's understanding of the pointillist technique is profound, albeit thoroughly____; there are few who can _____ his talent, recognized often and justly, for understatement and economy in the use of color.
 (A) brilliant ... imitate
 (B) specialized ... match
 (C) needless ... disregard
 (D) ill-founded ... approximate
2. Several surgeons cautioned against _____ the new procedure, _____ that patients had been kept in the dark too long about its possible catastrophic consequences.
 (A) revising ... advocating
 (B) publicizing ... adding
 (C) adopting ... complaining
 (D) administering ... forgetting
3. The primary impulse of each human being is to _____ himself, but the secondary impulse is to venture out of the self, to correct its provincialism and heal its loneliness.
 (A) actualize
 (B) reject
 (C) declare
 (D) withdraw
4. It is difficult to conceive how, even for those people well disposed to rule themselves, the attempt to achieve happiness should be rendered so _____ by one single curse, that of a bad form of government.
 (A) ineffectual
 (B) corrupt
 (C) disorganized
 (D) ill-tempered

5. Henry James was to some degree interested in exploring his characters' psychologies, though he was _____ this enterprise less by _____ than by sympathy.
 (A) seduced into ... affection
 (B) impelled to ... curiosity
 (C) discouraged from ... apathy
 (D) intrigued by ... self-pity
6. As has always been the case when tragedy has struck our community, the people of our town feel the obligation, and rightly so, to _____ in support of the victim and his family.
 (A) provoke
 (B) discontent
 (C) rally
 (D) apologize
7. The great leaders of the second world war alliance, Franklin Roosevelt and Winston Churchill, understood the opposing forces of destruction and _____; their war aims were not only to defeat fascism, but to create a world of shared _____.
 (A) grief ... solutions
 (B) hope ... domination
 (C) disaster ... antipathy
 (D) construction ... prosperity
8. One encouraging sign in the problem of chaos among the soldiers' ranks was their vow, for what it was worth, to act in a more _____ way.
 (A) concerted
 (B) ingenious
 (C) defiant
 (D) diligent
9. A gulf remains between negotiators from the rich world, who are so skeptical they hope to see the treaty's ambitious provisions _____, and those from poor countries, who want them _____.
 (A) absorbed... ignored
 (B) diluted ... strengthened
 (C) reinforced ... removed
 (D) relaxed ... loosened
10. Few mathematicians are _____ their futures on finding any such proof; instead, their efforts are focused on finding good, but not _____, solutions for most cases, a field of study aptly known as approximation theory.
 (A) destroying ... exact
 (B) developing ... convenient
 (C) betting ... perfect
 (D) establishing ... vague
11. Because many of the blacklists in the communications and entertainment industries were secret, the number of playwrights, script writers, novelists, and journalists who were _____ to stop writing permanently is _____.
 (A) happy ... astounding

- (B) forced ... unknown
 (C) unafraid ... impressive
 (D) inclined ... unsurprising
12. After the investigations and _____ that are both necessary and inevitable after a calamity such as the recently ended crisis, it may turn out that authorities could have handled the problem in a less _____ way.
 (A) observation ... convenient
 (B) analyses ... fashionable
 (C) second-guessing ... costly
 (D) footwork ... organized
13. Handedness can be influenced and changed by social and cultural mechanisms, as can be evidenced by the fact that teachers have been known to force children to switch from using their left hand to using their right hand for writing and that some more _____ societies show less left-handedness in their populations than other more _____ societies.
 (A) restrictive ... permissive
 (B) liberal ... suppressive
 (C) dominating ... plural
 (D) intriguing ... monotonous
14. His _____ of the assigned pages was itself a much too lengthy summary; by all accounts, if he wishes to succeed by the standards of succinctness and concision, he must learn to restrain his _____.
 (A) development ... technique
 (B) synthesis ... interest
 (C) analysis ... construction
 (D) synopsis ... verbosity
15. Although most people who acquire West Nile have no _____ and those who do normally suffer little more than flu-like illness, it is believed they still can carry _____ amounts of the virus in their blood for several days.
 (A) recourse ... hope
 (B) symptoms ... minute
 (C) cure ... significant
 (D) fever ... active
16. The purpose of interior design is to create a physical environment that is _____ yet connected to the outside world, an environment that is ideal for the pursuit of relaxation in a zone of partial _____.
 (A) transcendent of ... tastefulness
 (B) linked to ... autonomy
 (C) peripheral to ... tranquility
 (D) separate from ... isolation
17. Future generations of physicists may look at the _____ of their former ideas and see in it, not the relics of some extinct creature, but a crude, early, yet wholly _____ version of their more modern theories.

- (A) mockery ... distinct
- (B) laughable ... congruous
- (C) skeleton ... recognizable
- (D) treatment ... suspect

18. With legal migration, governments need to persuade voters that they are accepting immigrants who will be _____ for the country, rather than those who will _____ drain resources.

- (A) beneficial ... merely
- (B) exotic ... constantly
- (C) amusing ... ungraciously
- (D) helpful ... seldom

19. Sadly, Americans of every ethnicity still demand ideological _____ among their own kind---although we're all multi-culturalists now, we're much more _____ discussing diversity across the rainbow than within each other.

- (A) subservience ... catholic
- (B) resonance ... sensitive
- (C) conformity ... comfortable
- (D) reflection ... generous

20. The reality of governance is rarely _____; institutions do not operate according to mechanical laws, they evolve organically.

- (A) inconsistent
- (B) noble
- (C) documented
- (D) static

II. Read the following 2 passages and choose the best answer to each question about them.
 (10×4 points)

Passage One

Most words are “lexical words”, i.e. nouns signifying ‘things’, the majority of which are abstract concepts rather than physical objects in the world; only “proper nouns” have specific and unique referents in the everyday world. The communicative function of a fully-functioning language requires the scope of reference beyond the particularity of the individual instance. While each leaf, cloud or smile is different from all others, effective communication requires general categories or “universals”. Anyone who has attempted to communicate with people who do not share their language will be familiar with the limitations of simply pointing to things, given that the vast majority of lexical words in a language exist on a high level of abstraction and refer to classes of things such as “buildings” or to concepts like “construction”.

We lose any one-to-one correspondence of word and thing the moment we group instances into classes. Other than lexical words, language consists of “function words” or grammatical words, such as “only” and “under” which do not refer to objects in the world at all, and many more kinds of signs other than simple nouns. The notion of words as labels for concepts assumes that ideas exist independently of words and that ideas are established in advance before the introduction of linguistic structure. Clearly, language is not limited to naming things existing in the physical world, but includes non-existent objects and ideas well.

The nomenclaturist stance, in viewing words as labels for pre-existing ideas and objects, attempts unsuccessfully to reduce language to the purely referential function of naming things. Things do not exist independently of the sign systems which we use; “reality” is created by the media which seem simply to represent it. Language does not simply name pre-existing categories; categories do not exist in “the world”. e.g. “where are boundaries of a cloud; when does a smile begin”. Such an emphasis on reality as invariably perceptually seamless may be an exaggeration; our referential categories do seem to bear some relationship to certain features which seem to be inherently salient. Within a language, many words may refer to “the same thing” but reflect different evaluations of it. For example, “one person’s ‘hovel’ is another person’s ‘home’”.

Meanwhile, the signified of a word is subject to historical change. In this sense, “reality” or “the world” is created by the language we use: this argument insists on the primacy of the signifier. Even if we do not adopt the radical stance that “the real world” is a product of our sign systems, we must still acknowledge the lack of signifiers for many things in the empirical world and that there is no parallel correlation between most words and objects in the known world at all. Thus, all words are “abstractions”, and there is no direct correspondence between words and “things” in the world.

1. The author of the passage is primarily concerned with
 - (A) refuting a belief held by one school of linguistics
 - (B) reviewing an interesting feature of language
 - (C) illustrating the confusion that can result from the improper use of language
 - (D) suggesting a way in which languages can be made more nearly perfect
2. The author offers all of the following ideas as proof that there is no direct correspondence between words and things EXCEPT
 - (A) Language has other functions than that of reference.
 - (B) Many words refer to objects that do not exist in the world.
 - (C) Function words do not refer to objects.
 - (D) Proper nouns usually refer to unique entities.
3. According to the passage, which of the following assumptions would the “nomenclaturist” most likely agree with?
 - (A) The seamlessness of reality complicates the notion of linguistic categories, such that those categories must be questioned.
 - (B) The experience of reality largely varies from that of the experience of language, weakening the reliability of both experiences.
 - (C) Ideas invariably precede, in their existence and meaning, the language that subsequently articulates them.
 - (D) The meaning of a word is not fixed historically, and may evolve over time due to a variety of factors.
4. It can be inferred from the passage that the author is LEAST likely to agree with which of the following?
 - (A) Words can be categorized into different grammatical functions.
 - (B) Some relationship between signifier and signified can be articulated.
 - (C) Every signifier points to a single pre-existing signified.
 - (D) Words may name imaginary, non-physical things.
5. It can be inferred from the passage that the term “reductionist” would most likely apply to which

of the following views concerning language?

- (A) A number of words exist with identical meanings.
- (B) Several words with different connotations may refer to the same object.
- (C) A word used two centuries ago might refer to the same object today.
- (D) Reality is constructed, not discovered, by the medium of language.

Passage Two

The distinction between making art and thinking and writing about it should imply neither a mutual exclusiveness nor a hierarchic differentiation of these processes. Leonardo demonstrated that producing art and theorizing about it need not be antithetically opposed activities and that meaningful contributions can be achieved successfully in more than one field. Inexplicably, few theorists have built as memorable architectural structures as his and even fewer artists have been entrusted with the directorship of an influential art institution. Unfortunately, as theory and practice became more specialized in the modern era and their operational framework clearly defined both in the cultural milieu and the educational process, their independent paths and boundaries have curtailed possibilities of interaction. The creations of categories and divisions have further emphasized highly individualized idiosyncrasies and, by exposing differences, diminished the value of a unifying artistic vocabulary. The transformative cultural process of the last decades has critically examined the artificial separations between theoretical and studio practices and disclosed viable connections between making, writing, thinking, looking and talking about art. The recent dialogue between the various components of the artistic discourse has recognized the common denominators shared by theoretical analyses and artistic production, one of which is clearly exposed by the argument that the central objective of the theorist and artist is to unmask and understand artistic meanings in painting or text.

The notion that “true” art is the product of individuals who are incapable of in-depth understanding, in stark contrast to erudite, restrained and controlled scholars, is an outdated model. The assumption that artists make art but cannot or do not have to talk or write about it and that theorists rarely know anything about the creative process, has been consistently refuted by the many texts written from Leonardo da Vinci to Mary Kelly. Even van Gogh, a martyr of the stereotypical “misunderstood genius,” whose artistic career has been distorted by scores of films and books, wrote with lucidity and insight about art and his work. Apparently, the “mystery” of the creative process, jealously protected by artists but also selectively cultivated by some art historians has been both a fascination and frustration for those extrinsic to the process and artists have exposed the intimacy of creativity while acknowledging the role of cognition in creativity.

Even the ironic and subversive demise of authorship of the post-modern and electronic age acknowledges, at least indirectly, the value of the artist’s individual participation. However, many contemporary artists have abandoned the hierarchic segregation of the inner realm of the creator and, by combining theoretical and studio practices, brought a reconciliatory tone to the processes of making art and analyzing it. Their works, which are often simultaneously artistic productions and critique of the artistic discourse, making use of visual and textual forms to expose the connection between looking and thinking as the essential attribute to both creating and understanding art.

6. According to the passage, the specialization of art and theory has tended to

- (A) reduce the level of control artists have over artistic institutions
- (B) increase the usefulness of creating a unifying artistic vocabulary
- (C) permit a greater level of development of knowledge concerning both
- (D) curtail interactions and establish false boundaries between the two fields

7. It can be inferred from the passage that prior to the modern era artistic practice was regarded as
 - (A) a hermetic field without potential for collaboration, given that it was almost exclusively populated by “misunderstood genius”
 - (B) a field less isolated from the practice of critical analysis than the artistic process of the present era
 - (C) more meaningful and useful as a self-critical force than the aesthetic judgments of non-artists, especially art historians
 - (D) primarily concerned with the masking and concealment of artistic meanings from the general public
8. The passage suggests that the mystification of the artistic process by certain art historians and artists can be traced to
 - (A) the necessity of protecting artistic meaning from a general public who would most likely misunderstand and object to it
 - (B) an unconscious tendency of non-artists to lionize those artists whom the public admires but fails to understand
 - (C) a desire to protect and maintain the isolation between those who make art and those who analyze it, so as to reinforce the creative/critical distinction
 - (D) a movement to expunge the challenging texts of dual artist/critics like Leonardo da Vinci and Mary Kelly from the critical canon
9. The passage suggests that the post-modernist relegation of an artwork’s author to a minor and irrelevant post
 - (A) has resulted in a greater embrace of art forms that are sometimes wholly electronic
 - (B) has failed to entirely counter the notion that art-making originates at some point with an individual
 - (C) has enabled artists to demonstrate the visual and textual connections between art and art criticism
 - (D) has tended to subtly reinforce the ways in which artists are perceived as martyrs
10. The author’s primary purpose in mentioning van Gogh is most likely to
 - (A) cite the case of an artist whose intention was to increase the mystification of the artistic process
 - (B) discuss an artist whose life has been consciously distorted by biographers and filmmakers
 - (C) give an example of an artist depicted as incapable of comprehending his own art work but able to do so in fact
 - (D) provide an instance of an artist whose work can scarcely be understood without the assistance of art critics

III. Read the following passage and translate it into good Chinese. (30 points)

One uniform and harmonious system appealed to the imagination as a triumph of human progress, offering prospects of peace and ease, contentment and philanthropy, such as the world had not seen; but it invited dangers, formidable because unusual or altogether unknown. The corruption of such a system might prove to be proportionate with its dimensions, and uniformity might lead to evils as serious as were commonly ascribed to diversity.

The laws of human progress were matter not for dogmatic faith, but for study; and although

society instinctively regarded small States, with their clashing interests and incessant wars, as the chief obstacle to improvement, such progress as the world knew had been coupled with those drawbacks. The few examples offered by history of great political societies, relieved from external competition or rivalry, were not commonly thought encouraging. War had been the severest test of political and social character, baling bare whatever was feeble, and calling out whatever was strong; and the effect of removing such a test was an untried problem.

In 1815 for the first time Americans ceased to doubt the path they were to follow. Not only was the unity of their nation established, but its probable divergence from older societies was also well defined. Already in 1817 the difference between Europe and America was decided.

IV. Read the following passage and finish the writing task following it. (40 points)

Mary continued to look for a job, without success. Then she got a letter from a former colleague named Louise who was now on the faculty of a famous college in upstate New York. She said that one of her colleagues would be retiring at the end of the year and asked whether Mary would be interested in the position.

The letter surprised Mary, because enthusiasm for other people's cause did not come to Louise easily. Mary expected nothing, but sent a resume and copies of her two books. Shortly after that Louise called to say that the search committee, of which she was chairwoman, had decided to grant Mary an interview in early November.

The college looked the way colleges are supposed to look. Roger, a student who was assigned to show Mary around before the interview, explained that it was an exact copy of a college in England, right down to the gargoyles and stained-glass windows. Above the door of the Founder's Building was a Latin motto which, roughly translated, meant "God helps those who help themselves." As Roger recalled the names of illustrious graduates Mary was struck by the extent to which they had taken this precept to heart. They had helped themselves to railroads, armies, states, to empires of finance with outposts all over the world.

Roger took Mary to the chapel and showed her a plaque bearing the names of alumni who had been killed in various wars. There were not many names. Here too, apparently, the graduates had helped themselves.

"People think the college is really old-fashioned," he said, "but it isn't. They let girls come here now, and some of the teachers are women. In fact, there's a statute that says they have to interview at least one woman for each opening."

Mary arrived at the committee room exactly on time for her interview, but the room was empty. Her two books were on the table, along with a water pitcher and some glasses. She picked up one of the books and opened it. The pages were smooth, clean, unread.

Nearly twenty minutes later Louise came in with several men and introductions were made.

A shiny-faced man spoke first. "So," he said, "I understand you once taught at Brendon College."

"It was a shame that Brendon had to close," said a man with a pipe in his mouth.

"Now you're in Oregon," said Dr Howells, the Chairman of the Department. "I've never been there. How do you like it?"

"Not very much," Mary said.

"I suppose it rains a lot," Dr Howells said.

"Nearly every day."

"I wouldn't like that," he said, shaking his head. "I like it dry... Well, before we wind things up, is there anything you want to tell us?"

"Yes. I think you should give me the job." Mary laughed when she said this, but no one

laughed back, or even looked at her. They all looked away.

Write an article of about 400 words by including the following points in your composition.

1. Can you predict the outcome of the interview? Specify the grounds of your prediction.
2. What would Mary learn about Louise through the interview?
3. What is the theme of the story? What is the significance of the college motto in relation to the theme?

