

浙江工商大学 2006 年硕士研究生入学考试试卷 (A 卷)

招生专业: 外国语言学与应用语言学

考试科目: 综合英语

考试时间: 3 小时

(满分 150 分)

题号	项目	分数	得分	阅卷人
I	Vocabulary and Structure	30 分		
II	Cloze	20 分		
III	Proofreading & Error Correction	20 分		
IV	Reading Comprehension	50 分		
V	Rhetoric: Part 1.(20) + Part 2.(10)	30 分		
		总分 150		

I. Vocabulary and Structure (30 分)

Directions: Choose one word or phrase that correctly completes the sentence. Mark your answer with a single line through the letter on the Answer Sheet.

- As the first streamlined car, the Airflow represented a _____ in automotive development, and although its sales were _____, it had an immense influence on automobile design.
A. milestone ... disappointing
B. breakthrough ... significant
C. regression ... unimportant
D. misjudgment ... calculable
- Even though formidable winters are the norm in the Dakotas, many people were unprepared for the _____ of the blizzard of 1888.
A. inevitability
B. ferocity
C. importance
D. probability
- He was _____ and ready to conform to the pattern set by his friends.
A. complacent
B. compliant
C. determined
D. aping
- The architects of New York's early skyscrapers, hinting here at a twelfth-century cathedral, there at a fifteenth-century palace, sought to legitimize the city's social strivings by _____ a history the city did not truly _____.
A. revealing ... deserve
B. displaying ... desire
C. evoking ... possess
D. preserving ... experience
- Actual events in the history of life on Earth are accidental in that any outcome embodies just one _____ among millions; yet each outcome can be _____ interpreted.
A. coincidence... randomly
B. relationship... predictably
C. possibility... rationally
D. happening... uniquely

should stand for: moderates can claim Kerry was too liberal to woo swing voters; lefties will say he was too inside-the-Beltway to energize the angry, disillusioned masses; and the increasingly unbalanced Ralph Nader will declare him another loathsome Republicrat slave to corporate America.

This sort of infighting may feel cathartic, but it is dangerously counterproductive, serving largely to confirm Republicans' claims that Democrats lack the core values necessary to run the country. Besides, Kerry's problem wasn't his policies; it was his personality. The guy was simply too cerebral, too equivocating and too out of touch with Middle America to wrest enough purple--state voters from even a seriously tarnished Bush. Sure, his Vietnam medals were pretty, but no Democrat who attended Swiss boarding school, hails from Massachusetts and raves about his love of French skiers had a snowball's chance of unseating good ole W.

So we ran an unlikable candidate, and we lost. That's no reason to go nuts and launch a civil war over whether to embrace Al Sharpton or Zell (Mad Dog) Miller as our ideological guru for 2008. However we opt to handle our grief, Kerry supporters need to pull themselves together by Inauguration Day--because if you thought the past four years have been scary, just imagine the policy atrocities to be attempted by a Bush White House freed from the concerns of re-election. With George and Dick on the loose, self-pity and finger pointing are unaffordable distractions for liberals. To paraphrase renowned political sage Jesse Ventura: Democrats ain't got time to bleed.

6. According to the passage, which of the following is the reason why the Democrats are so disappointed at the election result?

- A. They failed to send President Bush into early retirement.
- B. The votes for John Kerry and George Bush were so close.
- C. They have to face the next four years with Bush as President.
- D. John Kerry was defeated.

7. According to the author, the Democrats should do the following EXCEPT that_____.

- A. they should move to another country
- B. they should stop accusing each other of the defeat
- C. they should work harder for a Democratic victory next time
- D. they should reconcile with their Republican friends and colleagues

8. The word "ire" in the fifth paragraph is closest in meaning to_____.

- A. idea
- B. anger
- C. feeling
- D. determination

9. Which of the following is NOT the reason for Kerry's defeat?

- A. His personality.
- B. His ambiguous attitude.
- C. His principles of action
- D. His relationship with Middle America

10. The main purpose of the passage is to_____.

- A. criticize John Kerry for his personality
- B. explain why John Kerry was defeated
- C. describe the Democrats' reaction to the defeat
- D. encourage the Democrats to overcome their depression

PASSAGE 3

A Woman Can Learn Anything a Man Can

I worried that my gender was holding me back, until I realized the boys were studying just as hard.

When I was a kid, everything in my bedroom was pink. I have two sisters and we had a complete miniature kitchen, a herd of My Little Ponies and several Barbie and Ken dolls. We didn't have any toy trucks, G. I. Joes or basketballs. We did have a Wiffle-ball set, but you would have been hard pressed to find it in our playroom. Tomboys we weren't.

So some people may find it ironic that I grew up to be a mechanical engineer. In fact, I am the only female engineer at my company. In order to get my college degree, I had to take a lot of math and science classes. I also had to work with a team of students as part of a national competition to convert a gas-guzzling SUV into a hybrid electric vehicle--that's where I learned how to fix cars. I'm proud to say that I got A's in all my classes, including multivariable calculus and differential equations. I've always been pretty good at math and design, but I didn't understand where that could take me. I was expected to go to college, but no one ever told me I'd make a good engineer someday.

When I was in high school, I didn't know the first thing about engineering. I couldn't have distinguished a transmission from an alternator. The car I drove needed some work but I was afraid to take it to the mechanic. Because honestly, the mechanic could have shown me an electric can opener and said "This is part of your car and it's broken--pay me to fix it" and I wouldn't have known any better.

At the end of my junior year of high school, I heard about a summer program designed to interest girls in engineering. The six-week program was free, and students were given college credit and a dorm-room at the University of Maryland. I applied to the program, not because I wanted to be an engineer, but because I was craving independence and wanted to get out of my parents' house for six weeks.

I was accepted to the program and I earned six engineering credits. The next year I entered the university as an engineering major. Five years later I had a degree and three decent job offers.

I can't help shuddering when I hear about studies that show that women are at a disadvantage when it comes to math. They imply that I am somehow abnormal. I'm not, but I do know that if I hadn't stumbled into that summer program, I wouldn't be an engineer.

When I was growing up I was told, as many students are, to do what I am best at. But I didn't know what that was. Most people think that when you are good at something, it comes easily to you. But this is what I discovered: just because a subject is difficult to learn, it does not mean you are not good at it. You just have to grit your teeth and work harder to get good at it. Once you do, there's a strong chance you will enjoy it more than anything else.

In eighth grade I took algebra. On one test I got only 36 percent of the answers correct. I failed the next one, too. I started to think, maybe I'm just no good at this. I was lucky enough to have a teacher who didn't take my bad grades as a judgment of my abilities, but simply as an indication that I should study more. He pulled me aside and told me he knew I could do better. He let me retake the tests, and I pulled my grade up to an A.

I studied a lot in college, too. I had moments of panic while sitting underneath the buzzing fluorescent lights in the engineering library on Saturday afternoons, when I worried that the

estrogen in my body was preventing me from understanding thermodynamics. But the guys in my classes had to work just as hard, and I knew that I couldn't afford to lose confidence in myself. I didn't want to choose between my femininity and a good career. So I reminded myself that those studies, the ones that say that math comes more naturally to men, are based on a faulty premise: that you can judge a person's abilities separate from the cultural cues that she has received since she was an infant. No man is an island. No woman is, either.

Why are we so quick to limit ourselves? I'm not denying that most little girls love dolls and most little boys love videogames, and it may be true that some people favor the right side of their brain, and others the left. But how relevant is that to me, or to anyone, as an individual? Instead of translating our differences into hard and fast conclusions about the human brain, why can't we focus instead on how incredibly flexible we are? Instead of using what we know as a reason why women can't learn physics, maybe we should consider the possibility that our brains are more powerful than we imagine.

Here's a secret: math and science don't come easily to most people. No one was ever born knowing calculus. A woman can learn anything a man can, but first she needs to know that she can do it, and that takes a leap of faith. It also helps to have selective hearing.

11. What is the most important factor for women to succeed according to the passage?

- A. Interest. B. Confidence. C. Ability. D. Luck. 17

12. What is the main idea of the seventh paragraph?

- A. You can be good at any subject if you work harder.
B. Girls are not good at math because it is difficult to learn.
C. If you are good at a subject, you will learn it easily.
D. If a subject is too difficult, you should try to enjoy it.

13. What does the author mean by saying in the ninth paragraph that "No man is an island. No woman is, either." ?

- A. Both men and women are dependent on each other.
B. Neither men nor women can succeed without help from others.
C. Both men and women are influenced by the culture they live in.
D. Both men and women are the same.

14. The main purpose of the passage is to _____.

- A. show that a woman can learn anything a man can.
B. indicate how the author succeeded in becoming a mechanical engineer.
C. persuade girls to take math.
D. show that the author is a very special person.

15. Which of the following is NOT true according to the passage?

- A. Neither girls nor boys are born good at science.
B. Anyone can be good at a subject if she works harder.
C. The idea that girls are not good at math is culture-bound.
D. The author went to the summer program out of her interest in engineering.

PASSAGE 4

An Islamic Alienation

Even if they produced no other positive result, the attacks on the London Underground have compelled Europeans of all faiths to think with new urgency about the Continent's Muslim minority. Such a reckoning was long overdue. Some left-wing politicians, like London's mayor, Ken Uvingstone, have chosen to emphasize the proximate causes of Muslim anger, focusing on the outrage widely felt in Islamic immigrant communities over the war in Iraq and the Israeli-Palestinian conflict. But the harsh reality is that the crisis in relations between the European mainstream and the Islamic Diaspora has far deeper roots, consoling as it might be to pretend otherwise.

Indeed, the news could scarcely be worse. What Europeans are waking up to is a difficult truth: the immigrants who perform the Continent's menial jobs, and, as is often forgotten, began coming to Europe in the 1950's because European governments and businesses encouraged their mass migration, are profoundly alienated from European society for reasons that have little to do with the Middle East and everything to do with Europe. This alienation is cultural, historical and above all religious, as much if not more than it is political. Immigrants who were drawn to Europe because of the Continent's economic success are in rebellion against the cultural, social and even psychological sources of that success.

In a sense, Europe's bad fortune is that Islam is in crisis. Imagine that Mexican Catholicism was in a similar state, and that a powerful, well-financed minority of anti-modern purists was doing its most successful proselytizing among Mexican immigrants in places like Los Angeles, Phoenix and Chicago, above all among the discontented, underemployed youth of the barrios. The predictable, perhaps even the inevitable, result would be the same sort of estrangement between Hispanics and the American mainstream.

Whatever the roots of the present troubles, what is undeniable is that many immigrant Muslims and their children remain unreconciled to their situation in Europe. Some find their traditional religious values scorned, while others find themselves alienated by the independence of women, with all its implications for the future of the "traditional" Muslim family. In response, many have turned to the most obscurantist interpretation of the Islamic faith as a salve. At the fringes of the Diaspora, some have turned to violence.

So far, at least, neither the carrot nor the stick has worked. Politicians talk of tighter immigration controls. Yet the reality is that a Europe in demographic freefall needs more, not fewer, immigrants if it is to maintain its prosperity. Tony Blair just proposed new laws allowing the deportation of radical mullahs and the shutting of mosques and other sites associated with Islamic extremism. But given the sheer size of the Muslim population in England and throughout the rest of Europe, the security services are always going to be playing catch-up. Working together, and in a much more favorable political and security context, French and Spanish authorities have, after more than 20 years, been unable to put an end to the terrorism of the Basque separatist group ETA. And there are at least twice as many Muslims in France as there are Basques in Spain.

At the same time, it is difficult to see how the extremists' grievances can ever be placated by conciliatory gestures. It is doubtful that the British government's proposed ban on blasphemy against Islam and other religions will have a demonstrable effect. (What would have happened to

Salman Rushdie had such a ban been in force when "The Satanic Verses" was published?) Meanwhile, the French government has tried to create an "official" state-sanctioned French Islam. This approach may be worth the effort, but the chances of success are uncertain. It will require the enthusiastic participation of an Islamic religious establishment whose influence over disaffected youth is unclear. What seems clearer is that European governments have very little time and nowhere near enough knowledge about which members of the Islamic community really are "preachers of hate" and which, however unpalatable their views, are part of the immigrant mainstream.

The multicultural fantasy in Europe--its eclipse can be seen most poignantly in Holland, that most self-defined liberal of all European countries--was that, in due course, assuming that the proper resources were committed and benevolence deployed, Islamic and other immigrants would eventually become liberals. As it's said, they would come to "accept" the values of their new countries. It was never clear how this vision was supposed to coexist with multiculturalism's other main assumption, which was that group identity should be maintained. But by now that question is largely academic: the European vision of multiculturalism, in all its simultaneous good will and self-congratulation, is no longer sustainable. And most Europeans know it. What they don't know is what to do next. If the broad-brush anti-Muslim discourse of Jean-Marie Le Pen's National Front in France or the Vlaams Belang Party in Belgium entered the political mainstream, it would only turn the Islamic Diaspora in Europe into the fifth column that, for the moment, it certainly is not. But Europeans can hardly accept an immigrant veto over their own mores, whether those mores involve women's rights or, for that matter, the right to blaspheme, which the Dutch filmmaker Theo van Gogh so bravely asserted--and died for.

Figuring out how to prevent Europe's multicultural reality from becoming a war of all against all is the challenge that confronts the Continent. It makes all of Europe's other problems, from the economy to the euro to the sclerosis of social democracy, seem trivial by comparison. Unfortunately, unlike those challenges, this one is existential and urgent and has no obvious answer.

16. According to the passage, which of the following is the major cause for the attacks on the London Underground?
 - A. The anger among Islamic immigrants over the Iraqi War.
 - B. The Israeli-Palestinian conflict.
 - C. The Islamic alienation from European society.
 - D. The Islamic Diaspora.
17. According to the passage, which of the following is the major lesson learned from the attacks on the London Underground?
 - A. The government should propose new laws stopping the Islamic Diaspora.
 - B. The British army should pull out from the Iraqi war.
 - C. The government should guard against the Islamic bombers.
 - D. Europeans should draw their attention to the Muslim minority.
18. The situation of the Muslims in Europe is what the following state EXCEPT _____.
 - A. their own religion is looked down upon

- B. they are satisfied with the economic success
 - C. they are alienated in culture, history and religion
 - D. the independence of women has an impact on the future of their family
19. The following are the measures mentioned in the passage to the solution of the Islamic problems EXCEPT ____.
- A. tighter immigration laws should be proposed
 - B. tougher measures like the deportation of radical mullahs should be taken
 - C. the ban on blasphemy against Islam is proposed
 - D. the security of the Middle East should be maintained
20. Which of the following is NOT true about multiculturalism in Europe?
- A. Multiculturalism might become a war of all against all.
 - B. Islamic and other immigrants will become liberals in Holland.
 - C. Group identity should be maintained in multiculturalism.
 - D. Multiculturalism fails to exist in Europe.

PASSAGE 5

My sister constantly tells me how much her 6-year-old son Ricky (not his real name) adores me. So when he came home with a flier about joining a fun and exciting group for kids his age, she had a tough decision to make. Should she let him join a group that doesn't like his beloved uncle Michael?

When the Supreme Court ruled that the Boy Scouts have the constitutional right to fire Scout leader for being gay, my sister was caught in an agonizing moral dilemma: allowing her son to become a member of America's most family-friendly group meant dishonoring part of her family.

The political backlash since the ruling against the Boy Scouts is clear to anyone who reads the local papers. Many cities, believing the Scouts are engaging in discrimination have told local scout troops that they can't use parks, schools and other municipal sites. Companies and charities have withdrawn hundreds of thousands of dollars in support. But what isn't so easy to see is the division the Supreme Court ruling created in millions of families like mine.

when my sister first called to tell me she was thinking of putting Ricky in the Cub Scouts (a program run by the Boy Scouts of America), I could hear the torment in her voice. Ricky is a bright, athletic boy who suffers from a shyness so paralyzing he doesn't have any friends. The other day my sister asked who he had played with during recess. "Nobody," he mumbled, looking at the floor. "I just scratched the mosquito bites on my leg till it was time to go back to class."

It breaks my sister's heart to see what Ricky's shyness is doing to him. Karate, softball and soccer leagues helped, but not nearly enough. In another age, my sister wouldn't have thought twice about letting him join the Scouts. But now the decision has taken on an unsettling ethical dimension.

"I don't understand why they are making me take sides in my own family", she said about the Boy Scout policy. "In order to help my son I have to abandon my brother."

My sister was afraid she'd be doing the same thing many parents did a generation ago when they joined the country clubs that didn't allow blacks and Jews. They, too, must have rationalized their membership by saying the clubs' wholesome activities would be good for their kids.

There was one thing my sister and her husband were not conflicted about: me. "No way are we putting Ricky in the Scouts if this is an issue for you," she said. "Blood is thicker than camping." Still, she wanted to know how I'd feel if my nephew became a Scout.

I felt completely torn, but I answered with as much certainty as I could muster. "I am not getting in the way of what's best for a 6-year-old," I told her. Ironically, I found myself trying to persuade her to let Ricky join the Scouts. It's families that teach morality, I argued, not after-school groups. Besides, I added, it's not like the issue will come up during any of the Scouting activities.

Or will it? Is it really inconceivable that kids who know why the president of the United States was impeached would ask their Scout leader why gay people aren't allowed in the organization? And what would the scoutmaster's response be? I was shaken by the possibility of my nephew hearing a trusted grown-up trying to convince him that his uncle Michael is someone to be scared of.

How can Ricky's parents know what the right thing to do is in this situation? For starters, they plan to get more information before they make a decision. And so my sister, a mom torn between her devotion to her brother and concern for her son, will go to next month's Scout meeting with her husband.

21. According to the passage, which of the following is NOT one of the factors that make the decision to let Ricky join the Scouts so hard to make?
- A. Ricky especially needed to join the Scouts to overcome his shyness.
 - B. The Scouts' policy against gay people would shatter Ricky's respect for his uncle Michael.
 - C. Ricky's parents had not got enough information about the Scouts.
 - D. Ricky's mother was torn between her love for her brother and her concern for her son.
22. Since the Supreme Court ruling, many cities have told local Scout troops that they can't use parks, schools and other municipal sites because _____.
- A. the Scouts have a gay as their leader
 - B. the Scouts do not treat gay people fairly
 - C. the Scout troops are disliked by the city people
 - D. gays in the Scouts will influence boys
23. The narrator's advice to his sister was that _____.
- A. Ricky should be put in the Scouts as it was best for the boy
 - B. blood is thicker than camping, for a family should not be divided
 - C. his sister should abandon her brother
 - D. they should get more information before they make a decision.
24. We can infer from the passage that _____.
- A. the narrator is Ricky's uncle Michael
 - B. Ricky's uncle was just dismissed from the Scouts for being a gay
 - C. Ricky's parents often quarrel with each other about Michael
 - D. the family regards Uncle Michael as a shame
25. The narrator seems to suggest that _____.

- A. homosexuals are morally supported in America
- B. according to the US Constitution, to be a gay is immoral
- C. there is a large population of gays
- D. many families are in the same moral dilemma as Ricky's family

V. Rhetoric

Part 1. Give the Definition of the Following Terms. Put your answers on the Answer Sheet. (20 分)

- | | |
|----------------|----------------|
| 1. Metonymy | 6. Synecdoche |
| 2. Synecdoche | 7. Paradox |
| 3. Antonomasia | 8. Epigram |
| 4. Syllepsis | 9. Oxymoron |
| 5. Zeugma | 10. Apostrophe |

Part 2. The Following Passages Contain Certain Figures of Speech. Try To Identify Them by Underlining and Write Down the Names of Those Figures of Speech. Put your answers on the Answer Sheet. (10 分)

1. A harsh critic of Sadat's peace moves, Assad earlier said that Camp David was the final striptease in which the Israelis won't even leave Sadat with a fig leaf.
2. Slowly, silently, now the moon
Walks the night in her silver shoon;
This way, and that, she peers and sees
Silver fruit upon silver trees.
3. The one in the brown suit gaped at her. Blue suit grinned, might even have winked. But big nose in the gray suit still stared---and he had small angry eyes and did not even smile.
4. He had been left alone for scarcely two minutes, and when we came back we found him in an armchair, peacefully gone to sleep--- but for ever.
5. His honor rooted in dishonor stood. And faith unfaithful kept him falsely true.
6. This the way things are: if they attack and we wipe them out, they will have that satisfaction; wipe out some, some satisfaction; wipe out more, more satisfaction; wipe out the whole lot, complete satisfaction.
7. If there is an irresistible force, there can be no immovable object. If there is an immovable object, there can be no irresistible force.
8. The glorious of our blood and state
Are shadows, not substantial things;
There is no armor against fate;
Death lays his icy hand on kings;
Scepter and crown
Must tumble down
And in the dust be equal made
With the poor crooked Scythe and Spade.

- 6 Although some of her fellow scientists _____ the unorthodox laboratory methodology that others found innovative, unanimous praise greeted her experimental results: at once pioneering and _____.
- A. ignored... untrustworthy
B. complimented... foreseeable
C. welcomed... mundane
D. decried... unexceptionable
- 7 Early critics of Emily Dickinson's poetry mistook for simplemindedness the surface of artlessness that in fact she constructed with such _____.
- A. astonishment
B. cunning
C. allusion
D. innocence
- 8 Nonviolent demonstrations often create such tensions that a community that has constantly refused to _____ its injustices is forced to correct them: the injustices can no longer be _____.
- A. acknowledge... ignored
B. decrease... verified
C. tolerate... accepted
D. address... eliminated
- 9 Since 1813 reaction to Jane Austen's novels has oscillated between _____ and condescension; but in general later writers have esteemed her works more highly than did most of her literary _____.
- A. dismissal... admirers
B. adoration... contemporaries
C. disapproval... readers
D. indifference... followers
- 10 There are, as yet, no vegetation types or ecosystems whose study has been _____ to the extent that they no longer _____ ecologists.
- A. perfected... hinder
B. exhausted... interest
C. prolonged... require
D. prevented... challenge
- 11 Under ethical guidelines recently adopted by the National Institutes of Health, human genes are to be manipulated only to correct diseases for which _____ treatments are unsatisfactory.
- A. similar
B. most
C. dangerous
D. alternative
- 12 It was her view that the country's problems had been _____ by foreign technocrats, so that to invite them to come back would be counterproductive.
- A. foreseen
B. attacked
C. ascertained
D. exacerbated
- 13 Winsor McCay, the cartoonist, could draw with incredible _____: his comic strip about Little Nemo was characterized by marvelous draftsmanship and sequencing.
- A. sincerity
B. efficiency
C. virtuosity
D. rapidity
- 14 The actual _____ of Wilson's position was always _____ by his refusal to compromise after having initially agreed to negotiate a settlement.
- A. outcome... foreshadowed
B. logic... enhanced

C. rigidity... betrayed

D. uncertainty... alleviated

15 Because many of the minerals found on the ocean floor are still _____ on land, where mining is relatively inexpensive, mining the ocean floor has yet to become a _____ enterprise.

A. scarce... common

B. accessible... marginal

C. plentiful... profitable

D. conserved ... public

16 The valedictory address, as it has developed in American colleges and universities over the years, has become a very strict form, a literary _____ that permits very little _____.

A. text... clarity

B. genre... deviation

C. work... tradition

D. achievement... rigidity

17 His book was marred by the many _____ remarks, which made us forget his main theme.

A. inappropriate

B. humorous

C. digressive

D. opinionated

18 Although the passage of years has softened the initially hostile reaction to his poetry, even now only a few independent observers _____ his works.

A. praise

B. revile

C. neglect

D. criticize

19 Unlike philosophers who constructed theoretically ideal states, she built a theory based on _____; thus, although her constructs may have been inelegant, they were _____ sound.

A. reality... aesthetically

B. intuition... intellectually

C. surmise... scientifically

D. experience... empirically

20 It is almost impossible at times to capture the _____ of words when we translate them into a foreign language.

A. implications

B. meanings

C. denotations

D. connotations

21 The _____ of his first complaint led him to contemplate pursuing stronger methods to obtain satisfaction.

A. inefficacy

B. eminence

C. success

D. efficiency

22 In his usual _____ manner, he had insured himself against this type of loss.

A. indifferent

B. pensive

C. caustic

D. circumspect

23 We regarded him as _____ to our cause because he accepted all our suggestions without hesitation.

A. intractable

B. amenable

C. antagonistic

D. amiable

24 He would not _____ where he had been, but only said that he had been in _____ places.

- A. reveal ... divers
C. mention ... dire
- B. disclose ... separate
D. discern ... vague
- 25 Unless his evidence was _____ a jury probably would not consider it _____.
A. incriminating ... acceptable
B. sound ... refuted
C. successful ... heard
D. corroborated ... valid
- 26 Automation threatens mankind with an increased number of _____ hours.
A. useless
B. active
C. complex
D. idle
- 27 There was so much _____ material in the essay that it was difficult to get the author's message.
A. exemplary
B. variegated
C. banal
D. extraneous
- 28 In her attempt to _____ the condition of poor people in the slums, she found that she needed the aid of wealthy benefactors.
A. depict
B. assay
C. ameliorate
D. evaluate
- 29 The hot tropical climate created a feeling of _____ and encouraged _____.
A. dissatisfaction ... looting
B. enervation ... activity
C. sweltering ... bathing
D. lassitude ... drowsiness
- 30 You should _____ this paragraph in order to make the essay more _____.
A. delete ... succinct
B. enlarge ... poignant
C. excise ... expansive
D. revise ... abstruse

II. Cloze (20 分). Mark your answer with a single line through the letter on the Answer Sheet.

Thomas Hardy's impulses as a writer, all of ____1____ he indulged in his novels, were numerous and ____2____ and they did not always work together ____3____ harmony. Hardy was to some degree interested in ____4____ 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, ____5____ he was more often inclined to see tragedy and record it. He was also inclined to ____6____ realism in the several senses of that phrase. He wanted to describe ordinary human beings; he wanted to ____7____ on their dilemmas rationally (and, unfortunately, even schematically); and he wanted to record precisely the material universe. ____8____, he wanted to be ____9____ a realist. He wanted to transcend what he considered to be the banality of ____10____ recording things exactly and to express as well his awareness of the occult and the strange.

In his novels these various impulses were ____11____ to each other inevitably and often. Inevitably, ____12____ Hardy did not care in the way ____13____ novelists such as Flaubert or James cared, and therefore took paths of least resistance. Thus, one impulse often ____14____ to a

fresher one and, ____ 15 ____, instead of exacting a compromise, simply disappeared. A desire to ____ 16 ____ over reality a light that never was might ____ 17 ____ way abruptly to the desire ____ 18 ____ the part of what we might consider a novelist-scientist to record exactly and ____ 19 ____ 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 ____ 20 ____ style.

- | | | | |
|----------------------|----------------|-----------------|-----------------|
| 1. A. them | B. which | C. himself | D. that |
| 2. A. divergent | B. scarce | C. coherent | D. related |
| 3. A. in | B. with | C. by | D. under |
| 4. A. exploiting | B. employing | C. exploring | D. embellishing |
| 5. A. but | B. and | C. so | D. because |
| 6. A. literal | B. literary | C. literature | D. novel |
| 7. A. specify | B. speculate | C. specialize | D. spell |
| 8. A. Therefore | B. However | C. Finally | D. Thus |
| 9. A. more than | B. less than | C. just | D. even |
| 10. A. wholly | B. carefully | C. solely | D. thoroughly |
| 11. A. damaged | B. contributed | C. devoted | D. sacrificed |
| 12. A. because | B. so | C. for | D. now that |
| 13. A. in which | B. which | C. that | D. in that |
| 14. A. surpassed | B. surrendered | C. subjected | D. subtitled |
| 15. A. unfortunately | B. luckily | C. surprisingly | D. expectedly |
| 16. A. put | B. place | C. lay | D. throw |
| 17. A. offer | B. lead | C. make | D. give |
| 18. A. in | B. on | C. at | D. by |
| 19. A. conditionally | B. commonly | C. concretely | D. comically |
| 20. A. relaxed | B. rejoiced | C. recoverable | D. reminiscent |

III. Proofreading & Error Correction: (20 分)

Directions: The following 2 passages contain 20 errors: Each indicated line contains one error only. In each case, only one word is involved. You should proofread the passage and correct it in the following manner: 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 “^” sign and write the word you believe to be missing in the blank provided at the end of the line. For an unnecessary word, cross the unnecessary word with a slash “/” and put the word in the blank provided at the end of the line. In addition, copy your marks and corrections on the Answer Sheet.

A

For well over a century, one street in New York City has been known as the heart of the American theater. The name of the street is Broadway. Mention that name to anyone who has ever visited New York, he will remember bright lights, eager crowds, and an electric air

1 _____

of excitement

Over the years, Broadway has been known success and failure, praise and scorn. In recent times it has faced special problems, both artistic and financial. Yet, despite of all its imperfections, Broadway remains the center of theatrical activity in the United States. The goal of young performers in the U.S. is still to act in a Broadway play.

Today the high cost of theatrical production is limiting both quantity and qualification. Whereas it was possible to produce a play on Broadway for \$10,000 or less before World War II, it costs at least ten times as many to do so today. As a result, less plays are produced, and producers seldom dare to try new forms of drama since they may not prove profit.

On Broadway, a play must be popular sufficiently to attract audiences over a long period of time. A long run is essential because Broadway theaters are not given financial support by the government, as like leading theaters in most other countries. Yet, funds are raised for individual productions and must be repaid to the investors, if at all possible. Thus producers need to find plays which will please audiences. Often the result is a play with little artistic value.

2 _____

3 _____

4 _____

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7 _____

8 _____

9 _____

10 _____

B

When I was about 11, I inherited my older brother's paper route. It was a good job, though it means waking up at the crack of dawn and hopping on my bike in Rockford, to deliver papers,

Punctuality was critic. People expected the paper on their front porch by 6 a.m. If I ran late, they would be standing in their doorways and I would infinitely hear about it. On the other hand, doing the job professionally often resulted in much-appreciated tips.

Ever since then, I have tried to do as professional a job as possible-whether it be bagging groceries, painting houses or tarring roofs. Acting is not different. I believe if you work hard and behave like a pro. it will pay back. and you will be offered more than better roles.

This means giving your all. If a scene requires another character to react to jumping into the water, I will jump in as many times as it takes to help him and the director get the shot. Several years ago, while filmed a movie in the mountains of Broil, my fellow actors and I all pitched in to help the screw move heavy equipment through ragged jungle.

11 _____

12 _____

13 _____

14 _____

15 _____

16 _____

17 _____

18 _____

Acting is a job like my other, and you can't let it go to your head. The thing that made a difference delivering papers--being though, punctual, doing your beat--also count on the movie set. And I still have to be woken up at the crack of dawn.

19 _____

20 _____

IV. Reading Comprehension (50 分)

Directions: In this section there are five passages. Each passage is followed by five questions. Read the passages and answer the questions. Mark your answer with a single line through the letter on the Answer Sheet.

PASSAGE 1

'Neutralizing' the Bad Guys

When a deranged immigrant took 46 little children and six nursery-school teachers hostage in Wasserbillig, Luxembourg, last week, officials said they would try to "neutralize" him. For nearly 30 hours they negotiated with Tunisian-born Neji Bejaoui, 39, a black belt in karate who had a history of domestic violence and mental illness, according to police. They brought his psychiatrist into the talks. They heard Bejaoui tell how distraught he had been since his own children were taken from him by social workers in 1994. But negotiations seemed to be going nowhere. So a police team disguised as journalists from a Luxembourg television station lured Bejaoui out into the open for an interview he had been requesting. He is said to have been holding a hostage child under one arm, and a grenade in his free hand. The police opened fire, and dropped Bejaoui with two bullets. The child escaped unhurt. "The goal was to neutralize him," Luxembourg's Interior Minister Michel Wolter told *Newsweek*. "You can imagine what sort of neutralization two shots to the head produces."

"SAFE AND SOUND", read headlines across Europe. There was, neutrally, widespread relief that no child and no teacher was physically hurt. And the undercover police probably acted in "legitimate defense," as the lawyerly phrase would have. Bejaoui was armed and dangerous--why take risks with a man carrying a hand grenade? Bejaoui even survived the shooting, apparently by sheer luck. He is now listed in stable condition. Yet the way in which the drama ended raises disturbing questions for Europeans who are proud that they've banned capital punishment, and appalled by it in other countries. For many, the rejection of the death penalty has become a test of what it means to be civilized. Politically and diplomatically, it's a basic criterion for membership in the European Community: countries that continue to execute criminals need not apply. When Europeans balance their morality against that of an America that electrocutes, gasses and poison convicts, they find America wanting.

So what to say when European police, defending the innocent, move to eliminate a threat to them once and for all? Wasserbillig was only the most recent of many disturbing incidents. In the 1980s, for instance, British antiterrorist teams were accused of acting as if they had a license to kill suspects, whether they were Iranian dissidents holding hostages inside Iran's London embassy or IRA fighters on the streets of Ulster.

But the most controversial episode came under circumstances remarkably similar to those last week in Luxembourg. Seven years ago, in May 1993, a Frenchman named Erick Schmitt took 21 children hostage at their nursery school in the Paris suburb of Neuilly. He called himself the

"Human Bomb," and had dynamite strapped to his chest. After 36 hours of negotiations, Schmitt fell asleep, possibly after drugs were slipped into food supplied by authorities. Police entered the school and shot Schmitt dead at point-blank range. His relatives cried murder, but charges against the police were eventually dropped for insufficient evidence. Two French magistrates wrote a book about the case, claiming the killing took place outside the law. The then Interior Minister Charles Pasqua sued the magistrates and won a symbolic settlement of one franc in damages. So legally, the cops were clean.

But morally? That's another matter. Hostage taking, although horrifying, does not have to end in killing. Just two weeks before Wasserbillig, a man in Norway took five children and two adults captive. The police simply waited him out, and in the end no one was hurt. It's not just the degree of force used at Wasserbillig that raises ethical questions, however. It's the emotions the shooting stirred in the public. "it's super," said a factory worker on the streets of that small town in Luxembourg. "Finally, it's over." Watching the stunned faces of the little children who were released during the negotiations, thinking about the rest who were still inside the school, it was natural for television viewers to want Bejaoui dead and applaud the police who nearly killed him. Suddenly it was easy for Europeans to feel in their guts how the families of crime victims in the United States might feel; how they might want to see the murderers of their loved ones eliminated, executed—neutralized—once and for all. Such emotions may not be humane, but they are quintessentially, universally human.

1. In this passage "neutralization" refers to _____.
 - A. the execution of dangerous suspects in police action
 - B. keeping mentally disturbed patients from threatening other people
 - C. objectivity toward hostage taking
 - D. calming down violent suspects in negotiations
2. Which of the following statements is NOT true according to the passage?
 - A. Quite a few people in Luxembourg supported the police gunning down Bejaoui while trying to rescue the hostages.
 - B. In the European Community death penalty for criminals has long been banned.
 - C. Hostage taking has to end in killing the suspect, as otherwise more people would be hurt or killed.
 - D. The shooting of Bejaoui in Wasserbillig disturbed the public emotionally.
3. The writer of this article thinks that _____.
 - A. the so-called neutralization is morally wrong
 - B. antiterrorist teams had a license to kill suspects
 - C. neutralization is universally acceptable
 - D. it is difficult to neutralize the bad guys
4. In the last sentence of the second paragraph the author implies that _____.
 - A. Europeans think that America needs better reasons to put convicts to death
 - B. Europeans don't think it necessary for America to use death penalty
 - C. compared with their counterparts in America, Europeans find themselves morally better

- D. Europeans think it better for America to use bullets instead of electricity, gas or poison to eliminate convicts
5. According to the author, in some cases of trying to rescue hostages, the police _____.
- A. were not skilled enough in negotiations
 - B. were not patient enough in negotiations
 - C. were too hesitant to take action
 - D. were overacting their duties

PASSAGE 2

Buck Up, Liberals: How to Get Over It

The most important thing now is for Democrats not to be panic. Despite what your gut is telling you, this is not the end of the world. The republic survived one run of the George and Dick Show. It will survive another. But I recognize that for those of us who really, really wanted to send President Bush into early retirement, it's hard to stop sobbing long enough to think rationally about the next four years.

The disappointment wouldn't weigh so heavily if the promise of victory hadn't swirled so tantalizingly close. John Kerry's finest days, the period when he looked the most presidential, came during the debates, with the campaign finish line twinkling on the horizon. Throughout October, as the race pulled tighter than Paris Hilton's jeans, Kerry volunteers flooded the purple states to energize their voters--tens of thousands of them newly registered.

And then...defeat. Now, with the image of Bush's victory speech seared into Democrats' forebrain, the temptation to abandon all hope is almost overwhelming, especially for those who, right up to the end, refused to entertain the possibility of a second term.

Just before Election Day, I quizzed some of my liberal friends about how they would cope with a Kerry loss. Their answers were variations on the famous five stages of grief: denial, anger, bargaining, depression and acceptance. Of course, the more politically obsessive the friend, the more anger and depression were emphasized. One die-hard Bush hater couldn't even contemplate acceptance. "I will be incapacitated," she declared.

Bitterly divided as the country is, many Kerry supporters instead must simply learn how to function at whatever stage of recovery they can attain. I know plenty of folks who plan to nurse their anti-Bush ire, using it as a motivating tool to work even harder for a Democratic victory next time. Such chronic rage may sound unhealthy--but it did the trick for Newt Gingrich's troops in the wake of Bill Clinton's 1992 win.

For some liberals, the first step forward will be less political than personal as they struggle to repair the damage done to relationships with friends and colleagues who backed Bush. "I've sat around listening to people I normally respect talk about how they planned to vote for him, and I just want to shake them," fumed my exceedingly gentle best friend, who spent the summer registering Kerry voters in her suburban Tampa, Fla., neighborhood. But beyond mending fences, my friend had no ideas for how to work through her blues. "It's not like there's really anything you can do--other than move to another country."

Unfortunately, what far too many Democrats will be tempted to do is indulge in the traditional orgy of recriminations over where the party went astray. A strikingly amorphous candidate, Kerry provides more than the usual fodder for Dems' eternal squabble over what they