

浙江工商大学 2008 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: 615 综合英语 总分: 150 分 考试时间: 3 小时

I. Vocabulary and Structure. (20 points, one point for each item)

Directions: Choose one word or phrase that best completes each sentence.  
Make your answer on the Answer Sheet.

1. Mr. Smith became very \_\_\_\_\_ when it was suggested that he had made a mistake.  
A. ingenious B. empirical C. formidable D. indignant
2. Rumors are everywhere, spreading fear, damaging reputations, and turning calm situations into \_\_\_\_\_ ones.  
A. turbulent B. pertinent C. vulnerable D. suspicious
3. The \_\_\_\_\_ cycle of life and death is a subject of interest to scientists and philosophers alike.  
A. incompatible B. mundane C. instantaneous D. eternal
4. Now a paper in Science argues that organic chemicals in the rock come mostly from \_\_\_\_\_ on earth rather than bacteria on Mars.  
A. configuration B. constitution C. condemnation D. contamination
5. After four years in the same job his enthusiasm finally \_\_\_\_\_.  
A. deteriorated B. dispersed C. dissipated D. drained
6. The suspect \_\_\_\_\_ that he had not been in the neighborhood at the time of the crime.  
A. advocated B. alleged C. addressed D. announced
7. Although the colonists \_\_\_\_\_ to some extent with the native Americans, the Indians' influence on American culture and language was not extensive.  
A. migrated B. depicted C. mingled D. melted
8. We must look beyond \_\_\_\_\_ and assumptions and try to discover what is missing.  
A. justifications B. illusions C. manifestations D. specifications
9. There is much I enjoy about the changing seasons, but my favorite time is the \_\_\_\_\_ from fall to winter.  
A. transmission B. transformation C. transition D. transfer
10. She cut her hair short and tried to \_\_\_\_\_ herself as a man.  
A. decorate B. disguise C. fabricate D. decry
11. Starting with the \_\_\_\_\_ that there is life on the planet Mars, the scientist went on to develop his argument.  
A. premise B. pretext C. foundation D. presentation
12. No one imagined that the apparently \_\_\_\_\_ businessman was really a criminal.  
A. respective B. respectable C. respectful D. digressive

13. The \_\_\_\_\_ of the scientific attitude is that the human mind can succeed in understanding the universe  
 A. essence B. texture C. content D. virtuosity
14. The old lady has developed a \_\_\_\_\_ cough which cannot be cured completely in a short time.  
 A. perpetual B. permanent C. chronic D. sustained
15. Body paint or face paint is used mostly by men in preliterate societies in order to attract good health or to \_\_\_\_\_ disease.  
 A. set aside B. ward off C. shrug off D. give away
16. Small farms and the lack of modern technology have \_\_\_\_\_ agricultural production.  
 A. blundered B. tangled C. bewildered D. hampered
17. The Japanese scientists have found that scents \_\_\_\_\_ efficiency and reduce stress among office workers.  
 A. enhance B. amplify C. foster D. ameliorate
18. It is hard to tell whether we are going to have a boom in the economy or a \_\_\_\_\_.  
 A. concession B. recession C. submission D. transmission
19. They were \_\_\_\_\_ in their scientific research, not knowing what happened just outside their lab.  
 A. submerged B. drowned C. immersed D. dipped
20. Each workday, the workers followed the same schedules and rarely \_\_\_\_\_ from this routine.  
 A. deviated B. disconnected C. detached D. distorted

**II. Cloze. (20 points, one point for each item)**

**Directions: Fill in each of the blanks in the following passage with one appropriate word. Make your answer on the Answer Sheet.**

Is it possible to persuade mankind to live without war? War is an ancient \_\_\_\_\_ 1 \_\_\_\_\_, which has existed for at least six thousand years. It was always bad and usually foolish, but in the past human race managed to \_\_\_\_\_ 2 \_\_\_\_\_ with it. Modern \_\_\_\_\_ 3 \_\_\_\_\_ has changed this. Either man will abolish war, or war will abolish man. For the present, it is nuclear weapons that cause the most serious danger, but bacteriological or chemical weapons may, \_\_\_\_\_ 4 \_\_\_\_\_, offer an even greater \_\_\_\_\_ 5 \_\_\_\_\_. If we succeed in abolishing nuclear weapons, our work will not be done. It will never be done until we have \_\_\_\_\_ 6 \_\_\_\_\_ in abolishing war. To do this, we need to \_\_\_\_\_ 7 \_\_\_\_\_ mankind to look upon international questions in a new way, not as contests of \_\_\_\_\_ 8 \_\_\_\_\_, in which the victory goes to the side which is most skillful in \_\_\_\_\_ 9 \_\_\_\_\_ people, but by arbitration in \_\_\_\_\_ 10 \_\_\_\_\_ with agreed principles of law. It is not easy to change very old \_\_\_\_\_ 11 \_\_\_\_\_ habits, but this is what must be attempted.

There are those who say that the adoption of this or that \_\_\_\_\_ 12 \_\_\_\_\_ would prevent war. I believe this to be a big \_\_\_\_\_ 13 \_\_\_\_\_. All ideologies are based upon dogmatic statements that are, \_\_\_\_\_ 14 \_\_\_\_\_, doubtful, and at worst, totally false. Their \_\_\_\_\_ 15 \_\_\_\_\_ believe in them so fanatically that they are willing to go to war in support of them.

The movement of world opinion during the past few years has been very largely such as we can welcome. It has become a \_\_\_16\_\_\_ that nuclear war must be avoided. Of course very difficult problems remain in the world, but the spirit in which they are being \_\_\_17\_\_\_ is a better one than it was some years ago. It has begun to be thought, even by the powerful men who decide whether we shall live or die, that negotiations should reach agreements \_\_\_18\_\_\_ both sides do not find these agreements wholly satisfactory. It has begun to be \_\_\_19\_\_\_ that the important conflict nowadays is not between different \_\_\_20\_\_\_, but between man and the atom bomb.

- |                    |                |                   |                 |
|--------------------|----------------|-------------------|-----------------|
| 1. A. tool         | B. practice    | C. training       | D. institution  |
| 2. A. live         | B. deal        | C. survive        | D. abandon      |
| 3. A. government   | B. science     | C. ingenuity      | D. sociology    |
| 4. A. before long  | B. long before | C. after all      | D. above all    |
| 5. A. comfort      | B. risk        | C. courage        | D. threat       |
| 6. A. won          | B. cheered     | C. finalized      | D. succeeded    |
| 7. A. dissuaded    | B. persuade    | C. coerce         | D. inform       |
| 8. A. force        | B. aspiration  | C. aggression     | D. battle       |
| 9. A. fooling      | B. killing     | C. hurting        | D. injuring     |
| 10. A. harmony     | B. balance     | C. accordanc      | D. disagreecmnt |
| 11. A. physical    | B. mental      | C. legal          | D. commercial   |
| 12. A. methodology | B. pathology   | C. pedagogy       | D. ideology     |
| 13. A. error       | B. honor       | C. wonder         | D. horror       |
| 14. A. at most     | B. at last     | C. at best        | D. at least     |
| 15. A. adherents   | B. absurdities | C. administrators | D. alcoholics   |
| 16. A. scene       | B. bizarre     | C. commonplace    | D. trivial      |
| 17. A. reached     | B. approached  | C. revised        | D. modified     |
| 18. A. even if     | B. whether if  | C. however        | D. whenever     |
| 19. A. twisted     | B. distorted   | C. understood     | D. mistaken     |
| 20. A. guns        | B. countries   | C. governors      | D. diplomats    |

**III. Proofreading and Error Correction. (20 points, one point for each correction)**

**Directions:** There are two passages in this part. Each passage contains TEN errors. Each indicated line contains a maximum of ONE error. In each case, only ONE word is involved. You should proofread each 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 “^” sign and write the word you believe to be missing in the blank provided at the end of the line.

For an unnecessary word—frame the unnecessary word with a square and put the word in the blank provided at the end of the line.

Copy your marks and corrections on the Answer Sheet.

**EXAMPLE**

When <sup>A</sup> art museum wants a new exhibit, it never buys things in finished form and hangs them on the wall. When a natural history museum wants an exhibition, it must often build it.

- (1) an
- (2) never
- (3) exhibit

**Passage One**

Pronouncing a language is a skill. Every normal person is an expert with it, the skill of pronouncing his own language; but few people are even moderately proficient at pronouncing foreign languages. There are many reasons to this, some obvious, some perhaps not so obvious. But I suggest that the fundamental reason which people in general do not speak foreign languages very much than they do is that they fail grasp the true nature of the problem of learning to pronounce, and consequently never set in tackling it in the right way. Far too many people fail to realize that pronouncing a foreign language is a skill—one needs careful training of a special kind, and one that cannot be acquired by just leaving it to take care of itself. I think of even teachers of language, while recognizing the importance of a good accent, tend to neglect, in their practical teaching, the branch of study concerning with speaking a language. So the first point which I want to make is that English pronunciation must be taught; the teacher should be preparing to devote some of the lesson time to this, and, by his whole attitude to the subject, should get the student to feel that here is a matter worthy receiving his close attention.

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_
- (5) \_\_\_\_\_
- (6) \_\_\_\_\_
- (7) \_\_\_\_\_
- (8) \_\_\_\_\_
- (9) \_\_\_\_\_
- (10) \_\_\_\_\_



## Passage Two

Jane Austen was an English novelist, who spent her life in middle-class society, which she described intimately and with ironical humor in her novels, the most famous which are <i>Sense and Sensibility</i> , <i>Mansfield Park</i> , <i>Emma</i> , and <i>Persuasion</i> . She was the first English writer who gave the novel their modern characteristics through the treatment of everyday life. Since Austen was widely read in her life time, she published her works anonymously. The most emergent preoccupation of her bright, young heroines is courtship and finally marriage. Austen herself never married. Jane Austen was mostly tutored at home, and irregularly at school, but she accepted a broader education than many women of her time. She started to write for family amusement as a child. Her parents were avid readers. Very shy about her writing, she wrote on small pieces of paper that she slipped under the desk. In her letters she observed the daily lives of her family and friends in an intimate and gossipy manner. Austen's father supported his daughter's writing aspirations and tried to help her get a publisher. Austen never married, but her social life was active and she had suitors and romantic dreams. Austen connected with the middle-rich landed gentry that she portrayed in her novels. Austen was focused on middle class provincial life with any humor and understanding. She depicted minor landed gentry, country clergymen and their families, there marriage mainly determined women's social status.	(11) _____ (12) _____ (13) _____ (14) _____ (15) _____ (16) _____ (17) _____ (18) _____ (19) _____ (20) _____
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## IV. Reading Comprehension. ( 40 points, 2 points for each question )

**Directions:** In this section there are four passages. Each passage is followed by some questions. Read the passages and answer the questions. Mark the corresponding letters on the Answer Sheet.

## Text A

At a chess tournament in Tunisia in 1967, Bobby Fischer, then 24, was pitted against another American grand master, Samuel Reshevsky. At game time, Fischer was nowhere to be found so Reshevsky sat down opposite Fischer's empty chair, made his first move, punched the game clock and waited. And waited. With five minutes left, Fischer suddenly strode onstage and, with a series of blindingly quick moves, hammered Reshevsky into defeat. Two days later, Fischer quit the tournament and abandoned competitive chess for two years, which raises the question. Why is the gift of genius so often given to people too stupid to know what to do with it?

In *Bobby Fischer Goes to War* (Ecco; 342 pages), David Edmonds and John Eidinow tell the story of Fischer's most famous match, the 1972 world championship in Reykjavik. Fischer faced Soviet grand master Boris Spassky in a chess game that was not only an epic staring match between two intellectual gladiators but also the focus of all kinds of weird, free-floating cold war cultural-political energy. It was the Rumble in the Jungle and the Cuban missile crisis all rolled into one.

The drama was hopelessly miscast. Fischer, the champion of the American way, was an antisocial, anti-Semitic egomaniac who complained about the lighting, the auditorium, the prize money, even the marble the chessboard was made of. Spassky, the cog in the Soviet machine, was a genial, sensitive fellow who liked a drink once in a while. He was Ali to Fischer's Foreman. Of course, Fischer ate him alive. *Bobby Fischer Goes to War* tells the story in fine, brisk style, interpreting the red-hot chess-fu action--the Ruy Lopez opening! The Nimzo-Indian defense! --for us non-geniuses and conveying the richness of the world beyond the chessboard through details plucked from FBI and KGB records. We see, for example, Soviet experts whisking Spassky's orange juice back to Moscow to test for suspicious capitalist contaminants.

It seems to be in the nature of genius to zero in on its purpose. In the 1790s a young French boy named Jean-Francois Champollion, the son of a bookseller, became obsessed with ancient languages--not only Latin and Greek but also Hebrew, Arabic, Persian and Chaldean. According to *The Linguist and the Emperor* (Ballantine; 271 pages), by Daniel Meyerson, Champollion was a dreamy, solitary kid who mouthed off in class, but as a schoolboy, he assembled a 2000-page dictionary of Coptic, an ancient Egyptian language. Luckily for him, French soldiers in Egypt soon discovered the Rosetta stone, a chunk of gray and pink rock with the same text written on it in both Greek and Egyptian hieroglyphics, which no one had yet deciphered. Unlocking hieroglyphics was Champollion's great work, and Meyerson tells the story as a passionate linguistic love affair. After finally solving the mystery, Champollion collapsed in a coma for eight days.

Champollion and Fischer were lucky: they were heroes in their time. Deprived of the spotlight, genius can grow up twisted and strange. David Hahn was the child of divorced, clueless parents living in a David Lynch--perfect Michigan suburb in the mid-1990s. A loner and a compulsive thinker, Hahn somehow got it into his head in high school to build a nuclear reactor in his mom's potting shed, and damn if he didn't come close. In *The Radioactive Boy Scout* (Random House; 209 pages), Ken Silverstein describes how Hahn extracted radioactive elements from household objects -- americium from smoke detectors, thorium from Coleman lanterns, deadly radium from the glow-in-the-dark paint used on the hands of vintage clocks. For sheer improvisational ingenuity, Hahn makes MacGyver look like Jessica Simpson. When public-health officials finally caught on to what Hahn was up to, the potting shed was so hot that it had to be classified as a Superfund site.

Stories about geniuses rarely end well. Hahn wound up in the Navy, assigned to the nuclear-powered aircraft carrier the U. S. Enterprise, but his officers wouldn't even let him tour the engine room. Champollion died at 40. Fischer never defended

his world title. He declined into irascibility and then obscurity. What happened to him? A chess master once said, "Chess is not something that drives people mad. Chess is something that keeps mad people sane." Which is to say that genius may lie not only in having a gift but in lacking something crucial as well. Reading these books, one feels grateful for being just a little stupid.

1. According to the passage, which of the following about the 1972 match is NOT true?
  - A. Fischer defeated Spassky.
  - B. It was a match between two cleverest men.
  - C. It was an embodiment of strength of two countries.
  - D. Fischer lost the game hopelessly.
2. Which of the following is NOT true according to the passage?
  - A. Champollion was linguistically gifted.
  - B. Champollion became great for what he did.
  - C. Champollion made great efforts to decipher the dead language.
  - D. Champollion died of hard work at 40.
3. What is the main idea of the passage?
  - A. Geniuses are great people.
  - B. Geniuses are strange people.
  - C. Geniuses always lead a sad life.
  - D. To be too gifted is not good for people.
4. What is the author's attitude toward the geniuses?
  - A. Appreciative.
  - B. Sympathetic.
  - C. Indifferent.
  - D. Admiring.

**Text B**

Have you ever known a couple that just didn't seem as though they should fit together--yet they are both happy in the marriage, and you can't figure out why? What mysterious force drives us into the arms of one person, while pushing away from another?

Of the many factors influencing our idea of the perfect mate, one of the most telling, according to John Money, professor emeritus of medical psychology and pediatrics at Johns Hopkins University, is what he calls our "love map"--a group of messages encoded in our brains that describes our likes and dislikes. It shows our preferences in hair and eye color, in voice, smell, and body build. It also records the kind of personality that appeals to us, whether it's the warm and friendly type or the strong, silent type.

When I lecture, I often ask the audience what drew them to their dates or mates. Answers range from "She is strong and independent" to "I love his sense of humor". I know that if I were to ask those same men and women to describe their mothers, there would be many similarities between their ideal mates and their moms. Yes, our mothers--the first real love of our lives--write a significant portion of our love map.

When we are little, our mother is the center of our attention. So our mother's

characteristics leave an indelible impression, and we are forever after attracted to people with her facial features, body type, personality, even sense of humor. Mother has an additional influence on her sons: she not only gives them clues to what they will find attractive in mate, but also affects how they feel about women in general. So if she is warm and nice, her sons are going to think that's the way women are. Conversely, a mother who has a depressive personality and is sometimes friendly but then suddenly turns cold and rejecting, may raise a man who becomes a "dance-away lover".

While the mother determines in large part what qualities attract us in a mate, it's the father--the first male in our lives--who influences how we relate to the opposite sex. Fathers have an enormous effect on their children's personalities and chances of marital happiness. Just as mothers influence their sons, fathers influence their daughter's general feelings about men. If a father lavishes his praise on his daughter and demonstrates that she is a worthwhile person she'll feel very good about herself in relation to men. But if the father is cold, critical or absent, the daughter will tend to feel she's not very lovable or attractive.

In addition, most of us grow up with people of similar social circumstances. We hang around with people in the same town; our friends have about the same educational backgrounds and career goals. We tend to be most comfortable with these people, and therefore we tend to link up with others whose families are often much like our own.

5. Which of the following is right to describe "love map"?
  - A. Our preference in hair and eye color, in voice, etc.
  - B. What our parents want us to do.
  - C. A group of messages encoded in our brains.
  - D. The kind of personality that attracts us.
6. How do mothers influence people's "love map"?
  - A. Mothers tend to influence their son more than they do their daughter.
  - B. The son will be irresponsible to his family if the mother is irresponsible.
  - C. Sons will only fall in love with the ones who look like his mother.
  - D. People are attracted by the ones with their mother's characteristics.
7. What will a "dance-away lover" probably do?
  - A. He runs away when someone gets too close.
  - B. He likes dancing with his lover or mate.
  - C. He keeps a distance away from his beloved.
  - D. He clings to the illusion of intimacy.
8. Father is more important than mother in determining \_\_\_\_\_.
  - A. the qualities of a mate that attracts us
  - B. the material condition of those who attract us
  - C. how we relate to the opposite sex
  - D. the personality of the persons who attract us
9. It can be inferred from the passage that \_\_\_\_\_.
  - A. Daughters always praised by fathers relate well to the opposite sex

- B. it's hard for children from single parent families to their mates
- C. sons of loving mothers will get married at an early age
- D. friends will decide who we will be in love with

### Text C

For more than 2,000 years, a liberal education has been the ideal of the West--for the brightest, if not for all, students. The tradition goes back to Plato, who argued in *The Republic* that "leadership should be entrusted to the philosopher". More recently, in a World War II-era treatise, a Harvard University committee concluded that a liberal education best prepared an individual to become "an expert in the general art of the free man and the citizen." The report, which led to the introduction of Harvard's general education curriculum, concluded, "The fruit of education is intelligence in action. The aim is mastery of life."

In recent years, the fruit has spoiled and such high-sounding rhetoric has been increasingly challenged. Critics have charged that liberal arts education is elitist education, based on undefined and empty shibboleths. Caroline Bird, social critic and author, argues in *The Case Against College* that the liberal arts are a religion, "the established religion of the ruling class." Bird writes, "The exalted language, the universalistic setting, the ultimate value, the inability to define, the appeal to personal witness...these are all the familiar modes of religious discourse."

Students in the 1960s charged that such traditional liberal arts courses as "Western Thought and Institutions" and "Contemporary Civilization" were ethnocentric and imperialistic. Other students found little stimulation in a curriculum that emphasized learning to both formulate ideas and engage in rational discourse. They preferred, instead, to express themselves in experience and action; they favored feeling over thought, the nonverbal over the verbal, the concrete over the abstract. In the inflationary, job-scarce economy of the 1970s, many students argue that the liberal arts curriculum is "irrelevant" because it neither prepares them for careers nor teaches them marketable skills. In its present form, moreover, liberal arts education is expensive education.

Partly in response to these charge and, more immediately to faculty discontent, Harvard recently approved a redesigning of the liberal arts program. Faculty had complained that the growing numbers and varieties of courses had "eroded the purpose of the existing general education program." Students, they felt, could use any number of courses to satisfy the university's minimal requirements, making those requirements meaningless. The new core curriculum will require students to take eight courses carefully distributed among five basic areas of knowledge. The Harvard plan proposed to give students "a critical appreciation of the ways in which we gain knowledge and understanding of ourselves." Plausible as this credo may be, it rests on rhetoric and not solid research evidence--like curriculum innovations of the 1960s.

In an era of educational accounting and educational accountability, it would be helpful to have a way of determining what the essential and most valuable "core" of a university education is and what is peripheral and mere tradition. What are the actual effects of a liberal education, this most persistent of Western ideals? It is sobering to

realize that we have little firm evidence.

Against this background, we recently designed and carried out a new study to get some of the evidence. Our findings suggest that liberal arts education does, in fact, change students more or less as Plato envisioned, so that the durability of this educational ideal in western civilization may not be undeserved. In our research, liberal education appears to promote increases in conceptual and social-emotional sophistication. Thus, according to a number of new tests we developed, students trained in the liberal arts are better able to formulate valid concepts, analyze arguments, define themselves, and orient themselves maturely to their world. The liberal arts education in at least one college also seems to increase the leadership motivation pattern—a desire for power, tempered by self-control.

We started our study from two fundamental premises: first, that the evidence to date was probably more a reflection of the testing procedures used than of the efficacy of higher education; and, second, that new tests should be modeled on what university students actually do rather than on what researchers can easily score. If liberal education teaches articulate formation of complex concepts, then student research subjects should be asked to form concepts from complex material and then scored on how well they articulate them, rather than being asked to choose the "best" of five concepts by putting a check mark in one of the boxes. Any study of the effects of higher education has the difficult task of distinguishing educational effects from simply maturational effects. In order to have some control over the effects of maturation, therefore, we tested students who were receiving three different kinds of higher education: A traditional four-year liberal arts education at a prestigious Eastern U.S. institution; a four-year undergraduate program for training teachers and other professionals; a two-year community college that offers career programs in data processing, electronics, nursing secretarial skills, and business administration.

At all three institutions, last-year students scored higher than first-year students, but seniors at the liberal arts college far outdistanced their counterparts at the teachers' and community colleges.

10. To some critics, liberal arts education is but \_\_\_\_\_.
- A. a high-sounding idea of religious people  
 B. an ideal for a few brightest people  
 C. the general art of the free man  
 D. something revered only by philosophers
11. Students in the 1970s considered liberal arts courses \_\_\_\_\_.
- A. impractical B. expensive C. concrete D. stimulating
12. What did the author think of the Harvard's efforts in redesigning liberal arts program'?
- A. It was carefully designed and therefore should prove effective.  
 B. It spoiled the purpose of the present general education program.  
 C. It enabled students to appreciate the ways they gained knowledge.  
 D. It was not any better than their earlier attempts in effect.
13. The major aim of the author's research was set to \_\_\_\_\_.

- A. study the problems of liberal arts education in universities
  - B. refute Plato's theory concerning liberal arts education
  - C. find out the best college in developing students' talents
  - D. prove the effectiveness of liberal arts education on students' development
14. We may infer from the author's designing of the study that natural maturation with age might, in fact, \_\_\_\_\_.
- A. affect the accuracy of the scoring of the tests
  - B. lower the score of the tests
  - C. be a factor to be ignored in the testing
  - D. be the dominant variable in the tests
15. It is clear that the author is \_\_\_\_\_.
- A. a challenger to liberal arts education
  - B. a neutral to liberal arts education
  - C. an advocate of liberal arts education
  - D. an opponent of liberal arts education

**Text D**

Space may seem remote, but it's really not that far away. If you could drive your car straight up, in just a few hours you'd reach the altitude at which the space shuttle flies. The popular orbits for satellites begin twice as far up--about 400 miles above our heads. There telecommunications and weather satellites orbit at the same rate that Earth rotates, allowing them to hover above a single spot on the Equator.

It was the explosions of derelict rockets that first drew NASA's attention to debris. In the 1970s Delta rockets left in orbit after delivering their payloads began blowing up. An investigation showed that the bulkheads separating the leftover fuels were probably cracking as a result of the rocket's passing in and out of sunlight. NASA began recommending that leftover fuels be burned at the end of a flight, or that they be vented into space. Since then most public and private launchers have taken similar measures--such steps are relatively inexpensive means of limiting debris. Still, every few months on average an old rocket or satellite explodes, flinging a cloud of debris into space.

For many years NASA and the Department of Defense were skeptical about the dangers of space debris. The problem seemed abstract, residing more in computer models than in hard experience. And it challenged the can-do mentality of space enthusiasts. Earth's orbit seemed too large and empty to pollute. To its credit, NASA has long maintained a debris--research program, staffed by top-notch scientists who have persisted in pointing out the long-term hazards of space junk even when the higher-ups at NASA haven't wanted to hear about it. Then came the Challenger accident, in 1986. NASA officials realized that their emphasis on human space flight could back-fire. If people died in space, public support for the shuttle program could unravel.

Engineers took a new look at the shuttle and the international Space Station. Designed in the 1970s, when debris was not considered a factor, the shuttle was determined to be clearly vulnerable. After almost every mission windows on the

shuttle are so badly pitted by microscopic debris that they need to be replaced. Soon NASA was flying the shuttle upside down and backward, so that its rockets, rather than the more sensitive crew compartments, would absorb the worst impacts. And engineers were adding shielding to the space station's most vulnerable areas.

But adding shielding and repair kits won't solve the real problem. The real problem is that whenever something is put into an orbit, the risk of collision for all objects in that orbit goes up. Therefore the only truly effective measure is a process known as deorbiting. The logic behind deorbiting has been inescapable since the beginning of the Space Age, yet it has just begun to penetrate the consciousness of spacecraft designers and launchers. In 1995 NASA issued a guideline saying that satellites and the upper stages of rockets within 1,250 miles of Earth should remain in orbit for no longer than 25 years after the end of their functional lives. But the guideline applies only to new spacecraft and can be waived if other considerations prevail. As a result NASA and the Defense Department also continue to leave the upper stages of some of their launch vehicles in orbit, partly because existing design do not lend themselves to deorbiting.

Furthermore, the character of the Space Age is changing. The private sector now puts more payloads into orbit than do NASA and the US and Russian militaries combined. A score of communications companies in the United States and other countries have announced plans that will put hundreds of satellites into orbit over the next decade.

None of these companies is under any obligation to limit orbital debris. Companies that are launching large constellations of satellites are worried about collisions between the satellites, and they are well aware that a public-relations disaster would ensue if a piece of a shattered satellite smacked the station. As a result, some plan to deorbit satellites at the end of their useful lives. But other companies are leaving their satellites up or are counting on atmospheric drag to bring them down.

Government regulations covering orbital debris are still rudimentary. For now, the federal agencies that have authority over commercial launches are waiting to see if the private sector can deal with the problem on its own. But deorbiting rockets and satellites is expensive. A satellite could keep operating for several additional months if it didn't need to reserve fuel for deorbiting. Some industry representatives say they want regulations, but only if the regulations apply to everyone and cannot be evaded.

One reason for our nonchalance is that new technologies have gotten us out of many past scrapes--and maybe they will with orbital debris, too. In 1987 the World Commission on Environment and Development defined sustainable development as meeting the needs of the present generation without compromising the ability of future generations to meet their needs. In space we are failing the sustainability test miserably. A hundred years from now, when our descendants want to put satellites into orbits teeming with debris, they will wonder what we could have been thinking. The simple answer is we weren't thinking at all.

16. NASA began to pay attention to the problem of debris because \_\_\_\_\_.

- A. a part of the rockets snapped, which resulted in its explosion  
B. burning of the articles the rockets carried led to its explosion  
C. leftover fuels leaked and the rockets fell onto the earth  
D. leftover fuels were heated, which caused the rockets' explosion
17. It can be inferred from the third paragraph that \_\_\_\_\_  
A. The American government showed deep concern for debris pollution  
B. debris pollution didn't arouse much public attention  
C. there was little chance of the earth being polluted by debris  
D. few scientists considered debris pollution harmful to the earth
18. In order to solve the problem of debris, NASA has adopted all the following methods EXCEPT \_\_\_\_\_  
A. to apply a new technology  
B. to add some protective covering to the shuttle  
C. to fix the equipments of the shuttle  
D. to replace the shuttle with a rocket
19. All private companies will deal with space debris when \_\_\_\_\_  
A. deorbiting rockets and satellites becomes inexpensive  
B. their satellites are too old to serve them  
C. the law ordains that that they must do so  
D. operable regulations have been made by the government
20. A suitable title for this passage would be \_\_\_\_\_  
A. The Danger of Space Junk  
B. Ways of Combating Space Debris  
C. Causes of Producing Space Debris  
D. American Shuttle Programs

**V. Rhetoric ( 30 points )**

**Directions: Write your answer on the Answer Sheet.**

**1. Give the definition and an example of each of the following terms. ( 10 points, 2 points for each term )**

- a. Analogy
- b. Syllepsis
- c. Metonymy
- d. Apostrophe
- e. Euphemism

**2. In each passage of the following contains one or more figures of speech. Identify TEN of them by underlining and write down the names of those figures of speech . ( 20 points, 2 points for each figure of speech )**

- a. His honour rooted dishonour stood  
And faith unfaithful kept him false true.  
( Tennyson )
- b. If there is an irresistible force, there can be no immovable object. If there is an immovable object, there can be no irresistible force.

( Max Shulman )

e. 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.

( Engels )

d. Paper and ink cut the throats of men, and the sound the sound of a breath may shake the world.

e. He was no Uncle Tom when it came to dealing with racial discrimination by the whites.

f. She looked better in plain cotton than in silks and satin.

g. Love, free as air, at sight of human ties, spreads his light wings, and in a moment flies. (Pope)

h. My heart leaps up when I behold  
A rainbow in the sky;  
So was it when my life began,  
So is it now I am a man,  
So be it when I shall grow old  
Or let me die!  
The child is father of the man  
And I could wish my days to be  
Bound each to each by natural piety.

( Wordsworth )

**VI. Language and culture. ( 20 points )**

**Directions: Write your Answer on the Answer Sheet.**

**1. Define the following terms. (10 points, 2 point for each term)**

- a. Arbitrariness
- b. Analytic language
- c. Connotation
- d. Ethnocentrism
- e. Culture shock

**2. Give a brief comparison of value orientations between Chinese and Westerners. ( 10 points )**