

# 温州大學

## 2010 年硕士研究生招生考试试题

科目代码及名称: 617 英语基础 A

适用专业: 英语语言文学

(请考生在答题纸上答题, 在此试题纸上答题无效)

### A 卷

#### Part I Reading Comprehension (30%)

**Directions:** There are 3 passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best one and mark the corresponding letter on the Answer Sheet.

##### *Passage 1*

In some countries where racial prejudice is acute, violence has so come to be taken for granted as a means of solving differences, that it is not even questioned. There are countries where the white man imposes his rule by brute force; there are countries where the black man protests by setting fire to cities and by looting and pillaging. Important people on both sides, who would in other respect appear to be reasonable men, get up and calmly argue in favor of violence – as if it were a legitimate solution, like any other. What is really frightening, what really fills you with despair, is the realization that when it comes to the crunch, we have made no actual progress at all.

We may wear collars and ties instead of war-paint, but our instincts remain basically unchanged. The whole of the recorded history of the human race, that tedious documentation of violence, has taught us absolutely nothing. We have still not learnt that violence never solves a problem but makes it more acute. The sheer horror, the bloodshed, the suffering means nothing. No solution ever comes to light the morning after when we dismally contemplate the smoking ruins and wonder what hit us.

Before we can even begin to contemplate peaceful co-existence between the races, we must appreciate each other's problems. And to do this, we must learn about them: it is a simple exercise in communication, in exchanging information. "Talk, talk, talk," the advocates of violence say, "all you ever do is talk, and we are none the wiser." It's rather like the story of the famous barrister who painstakingly explained his case to the judge. After listening to a lengthy argument the judge complained that after all this talk, he was none the wiser. "Possible, my lord," the barrister replied, "none the wiser, but surely far better informed." Knowledge is the necessary prerequisite to wisdom: the knowledge that violence creates the evils it pretends to solve.

1. What is the best title for this passage?
  - A. Advocating Violence.
  - B. Violence Can Do Nothing to Diminish Race Prejudice.
  - C. Important People on Both Sides See Violence As a Legitimate Solution.
  - D. The Instincts of Human Race Are Thirsty for Violence.
2. Recorded history has taught us
  - A. violence never solves anything.
  - B. nothing.
  - C. the bloodshed means nothing.
  - D. everything.
3. It can be inferred that truly reasonable men
  - A. can't get a hearing.
  - B. are looked down upon.
  - C. are persecuted.
  - D. have difficulty in advocating law enforcement.
4. "He was none the wiser" means
  - A. He was not at all wise in listening.
  - B. He was not at all wiser than nothing before.
  - C. He gains nothing after listening.
  - D. He makes no sense of the argument.
5. According the author the best way to solve race prejudice is
  - A. law enforcement.
  - B. knowledge.
  - C. nonviolence.
  - D. mopping up the violent mess.

### ***Passage 2***

Archaeology has long been an accepted tool for studying prehistoric cultures. Relatively recently the same techniques have been systematically applied to studies of more immediate past. This has been called "historical archaeology". A term that is used in the United States to refer to any archaeological investigation into North American sites that postdate the arrival of Europeans.

Back in the 1930s and 1940s, when restoration was popular, historical archeology was primarily a tool of architectural reconstruction. The role of archaeologists was to find the foundations of historic buildings and then take back seat to architects.

The maina for reconstruction had largely subsided by the 1950s and 1960s. Most people entering historical archaeology during this period came out of university anthropology departments where they had studied prehistoric cultures. They were, by training, social scientists, not historians, and their work tended to reflect this bias. The questions they framed and the techniques they used were designed to help them understand, as scientists, how people behaved. But because they were treading on historical ground for which there was often

extensive written documentation and because their own knowledge of these periods was usually limited, their contributions to American history remained circumscribed. Their reports, highly technical and sometimes poorly written, went unread.

More recently, professional archaeologists have taken over. These researchers have sought to demonstrate that their work can be a valuable tool not only of science but also of history, providing fresh insights into the daily lives of ordinary people whose existences might not otherwise be so well documented. This newer emphasis on archaeology as social history has shown great promise, and indeed work done in this area has led to a reinterpretation of the United States past.

In Kingston, New York, for example, evidence has been uncovered that indicates that English goods were being smuggled into that city at a time when the Dutch supposedly controlled trading in the area. And in Sacramento an excavation at the site of a fashionable nineteenth-century hotel revealed that garbage had been stashed in the building's basement despite sanitation laws to the contrary.

6. What is the main topic of the passage?

- A. How the purpose and the methods of historical archaeology have changed.
- B. How archaeology has been applied to studies of prehistoric cultures.
- C. The attitude of professional archaeologists holds toward historical archaeology.
- D. The contributions make to historical archaeology.

7. According to the passage, what is a relatively new focus in archaeology?

- A. Studying prehistoric cultures.
- B. Investigating ancient sites in what is now the United States.
- C. Comparing the culture of North America to that of Europe.
- D. Studying the recent past.

8. According to the passage, when had historical archaeologists been trained as anthropologists?

- A. Before the 1930s
- B. During the 1930s and 1940s
- C. During the 1950s and 1960s
- D. After the 1960s

9. In the third paragraph, the author implies the questions and techniques of history and those of social science are

- A. of equal value in studying prehistoric cultures
- B. quite different from each other

C. all aiming to understand people's behavior

D. all highly technical and poorly written

10. The equivalent of the "supposedly" in the last paragraph is

A. rigidly

B. barely

C. seemingly

D. ruthlessly

**Passage 3**

Many of the most damaging and life-threatening types of weather—torrential rains, severe thunderstorms, and tornadoes—begin quickly, strike suddenly, and dissipate rapidly, devastating small regions while leaving neighboring areas untouched. One such event, a tornado, struck the northeastern section of Edmonton, Alberta, in July 1987. Total damages from the tornado exceeded \$ 250 million, the highest ever for any Canadian storm.

Conventional computer models of the atmosphere have limited value in predicting short-lived local storms like the Edmonton tornado, because the available weather data are generally not detailed enough to allow computers to discern the subtle atmospheric changes that precede these storms. In most nations, for example, weather-balloon observations are taken just once every twelve hours at locations typically separated by hundreds of miles. With such limited data, conventional forecasting models do a much better job predicting general weather conditions over large regions than they do forecasting specific local events.

Until recently, the observation-intensive approach needed for accurate, very short-range forecasts, or Nowcast, was not feasible. The cost of equipping and operating many thousands of conventional weather stations was prohibitively high, and the difficulties involved in rapidly collecting and processing the raw weather data from such a network were insurmountable. Fortunately, scientific and technological advances have overcome most of these problems. Radar systems, automated weather instruments, and satellites are all capable of making detailed, nearly continuous observations over large regions at a relatively low cost. Communications satellites can transmit data around the world cheaply and instantaneously, and modern computers can quickly compile and analyze this large volume of weather information.

Meteorologists and computer scientists now work together to design computer programs and video equipment capable of transforming raw weather data into words, symbols, and vivid graphic displays that forecasters can interpret easily and quickly. As meteorologists have begun using these new technologies in weather forecasting offices, Nowcasting is becoming a reality.

11. The author mentions the tornado in Edmonton, Canada, in order to

A. indicate that tornadoes are common in the summer

B. give an example of a damaging storm

- C. explain different types of weather  
D. show that tornadoes occur frequently in Canada
12. All the following are mentioned as an advance in short-range weather forecasting EXCEPT  
A. weather balloons                      B. radar systems  
C. automated instruments              D. satellites
13. With Nowcasting, it first became possible to provide information about  
A. short-lived local storms              B. radar networks  
C. long-range weather forecasts      D. general weather conditions
14. With which of the following statements is the author most likely to agree?  
A. Communications satellites can predict severe weather.  
B. Meteorologists should standardize computer programs.  
C. The observation-intensive approach is no longer useful.  
D. Weather predictions are becoming more accurate.
15. Nowcasting would be best illustrated by  
A. a five-day forecast  
B. a warning about a severe thunder-storm on the radio  
C. the average rainfall for each month  
D. a list of temperatures in major cities

## **Part II Translation (60%)**

### **A. Translate the underlined sentences in the following passage into Chinese. (30%)**

At the invitation of President Hu Jintao of the People's Republic of China, President Barack Obama of the United States of America is paying a state visit to China from November 15–18, 2009. (1) The Presidents held in-depth, productive and candid discussions on U.S.-China relations and other issues of mutual interest. (2) They highlighted the substantial progress in U.S.-China relations over the past 30 years since the establishment of diplomatic ties, and they reached agreement to advance U.S.-China relations in the new era. President Obama will have separate meetings with Wu Bangguo, Chairman of the Standing Committee of the National People's Congress and Premier Wen Jiabao. President Obama also spoke with and answered questions from Chinese youth. (3) The United States and China agreed that regular exchanges between leaders of the two countries are essential to the long-term, sound, and steady growth of U.S.-China relations. (4) The two sides are of the view that the three meetings between the two presidents and other important bilateral exchanges this year have strengthened relations. President Obama invited President Hu to make a visit to the United States next year, and President Hu accepted the invitation with pleasure.

(5) Leaders of the two countries will continue to maintain close communication through mutual visits, meetings, telephone conversations and correspondence. (6) The United States and China spoke highly of the important role of the U.S.-China Strategic and Economic Dialogue and recognized that the Dialogue offers a unique forum to promote understanding, expand common ground, reduce differences, and develop solutions to common problems. (7) Both sides believed that the first round of the Dialogue held in Washington, D.C., in July this year was a fruitful one and agreed to honor in good faith the commitments made and hold the second round in Beijing in the summer of 2010. (8) The two sides agreed that they will continue to use the direct communication links among senior leaders to maintain timely communication on major and sensitive issues, institutionalize the annual exchange of visits by the two foreign ministers and encourage senior officials of other departments of the two countries to exchange visits on a regular basis.

(9) The United States and China commended the outcomes of the visit to the United States by General Xu Caihou(徐才厚), Vice Chairman of the Chinese Central Military Commission, in October this year, and stated that they will take concrete steps to advance sustained and reliable military-to-military relations in the future. The two sides will prepare for the visit to the United States by General Chen Bingde, Chief of the General Staff of China's People's Liberation Army, and the visits to China by Robert Gates, the U.S. Secretary of Defense, and Admiral Michael Mullen, Chairman of the U.S. Joint Chiefs of Staff. (10) The two sides will actively implement various exchange and cooperation programs agreed between the two militaries, including by increasing the level and frequency of exchanges. (11) The goal of these efforts is to improve their capabilities for practical cooperation and foster greater understanding of each other's intentions and of the international security environment.

(12) The United States and China agreed to deepen counter-terrorism consultation and cooperation on an equal and mutually beneficial basis and to strengthen law-enforcement cooperation. (13) They agreed to exchange evidence and intelligence on law enforcement issues in a timely and reciprocal manner. The two countries will undertake joint investigations and provide investigative assistance on cases of mutual interest. (14) The United States and China will strengthen cooperation on criminal investigations and deepen collaboration in combating embezzlement as well as in counter-narcotics and pre-cursor chemical control and in combating unlawful migration. (15) They also will boost joint efforts to combat transnational crime and criminal organizations as well as money laundering and the financing of terrorism including counterfeiting and recovery of illicit funds.

They will work to combat smuggling and human trafficking.

## **B. Translate the following passage into English. (30 %)**

我有一个同事刚刚从美国回来任教，在我们的几次交谈中，都触及了一个有点沉重的话题：在目前的中国，研究美国史究竟还有没有意义？这种谈话有一个特定的“语境”：我们都隐约感到，当前国内的舆论似乎有点不再把美国放在眼里；在有些人看来，美国已经陷入了一个很深的泥潭，其实，就在几年以前，许多人对美国的历史还充满了热情。在一般人的日常话题中，也经常涉及

美国的史事。那时，美国代表着“强大”、“先进”、“富裕”和“文明”，甚至是全世界的希望所在。很多人在谈到美国时，总不免要问：这个只有“几百年历史”的国家，为什么会发展得那样快，何以在很短的时间内就“崛起”为一个“大国”？我们的学者研究美国史，最大的目标是要找出其中的经验或奥秘，以帮助中国快步走向强大；我们在日常谈话中引述美国的史事，通常是为了反衬中国历史或现实中的落后或不合理。那时，我们很少注意到，美国历史上也曾发生过多危机，它的发展之路同样是曲折而崎岖的。

### **Part III Essay-writing (60%)**

Read the following poem and then write an essay with the identical title

#### **WHAT TEACHERS MAKE**

by Taylor Mali

The dinner guests were sitting around the table  
discussing life. One man, a CEO, decided to explain  
the problem with education. He argued:  
"What's a kid going to learn from someone who decided  
his best option in life was to become a teacher?"  
He reminded the other dinner guests that it's true  
what they say about teachers: "Those who can...do.  
Those who can't ... teach."  
To corroborate, he said to another guest: "You're a  
teacher, Susan," he said. "Be honest. What do you make?"  
Susan, who had a reputation of honesty and frankness,  
replied, "You want to know what I make?"  
I make kids work harder than they ever thought they  
could. I can make a C+ feel like a Congressional Medal  
of Honor and an A- feel like a slap in the face if the  
student did not do his or her very best."  
"I can make kids sit through 40 minutes of study hall in absolute silence."  
"I can make parents tremble in fear when I call home"  
"You want to know what I make?"  
"I make kids wonder."  
"I make them question."  
"I make them criticize."

"I make them apologize and mean it."

"I make them write."

"I make them read, read, read."

"I make them spell definitely beautiful, definitely beautiful, and definitely beautiful over and over and over again, until they will never misspell either one of those words again."

"I make them show all their work in math and hide it all on their final drafts in English."

"I make them understand that if you have the brains, then follow your heart...and if someone ever tries to judge you by what you make, you pay them no attention!"

"You want to know what I make?"

"I make a difference."

"And you? What do you make?"