

南京大学 2004 年攻读硕士学位研究生入学考试试题(三小时)

考试科目名称及代码 基础英语 436

适用专业: 英语语言文学 外国语言学及应用语言学

注意:

1. 所有答案必须写在“研究生入学考试答题纸”上, 写在试卷和其他纸上无效;

2. 本科目允许/不允许使用无存储器和编程功能的计算器。

I. Reading Comprehension and Vocabulary: Reading the following selection and then, on your answer sheet, answer the questions that follow.

Science vs. the Humanities

by Jacques Barzun

- 1 Are the humanities a useless frill - a vestigial appendage of our antiquated educational system? Has the importance of technology been stressed over that of the humanities at a time when perhaps the converse should be true? Should we bother at all to teach the humanities in our schools? These are questions which have often beset educators and serious-minded thinkers, especially in the "Atomic Age" of today. Let us investigate these questions in their broad context, for our heritage depends to an extent on the answers.
- 2 The humanities are not a mere device; they are not agencies for general improvement. The humanities in the broad cultural sense, and in the narrow academic one, have uses that are much more intimate and permanent. In any generation, persons are born who find books, music, works of art, and theaters in the world and are instinctively drawn to them. These people grow up with an ingrained desire for the objects of their interest and a preference for people of a like taste. A larger group, though less intent, takes similar pleasure in artistic activities from time to time. The two groups together are strong enough to impose on the remainder the daily presence of what delights them.
- 3 Thus the art of architecture and its decoration - the post-office mural or the restored Williamsburg - are forced on millions who, left to themselves, might live in a cave or a tent. Thus newspapers and magazines reproduce pictures, retell history, comment on art old and new, criticize music and books, write about the lives and opinions of artists - in short, cater for the minority who sway us all by their peculiar tastes.
- 4 Thus again, public libraries and museums and concerts in parks and dinner-hour broadcasts "make available to all" (as we say) the products of these special concerns. Consequently, when we repeat the commonplace that the modern world is ruled by science, we must at once add that that same world is given its shape and color by art, its most pleasing sounds and meanings by music and poetry, its categories, characters, and catchwords by philosophy, fiction, and history. Imagine all the devotees of the humanities suddenly withdrawing to a monastery, taking with them all that belongs to them; the workaday world we know would turn before our astonished faces into something bleak, dark, soundless, bare of sensuous charm, and empty of any meaning beyond that of immediate needs and their fulfillment by mechanical aids.
- 5 A few persons - many fewer than the humanities can count as devotees - might still enjoy intellectual contemplation and mathematical thrills, but even they might miss from the stripped stage of daily life the furniture we call civilization.

- 6 This contrast is at once instructive and comforting. It tells us that the arts produce objects for the senses and not only for the mind, which is one reason why the humanities are not interested in proofs or in statistics; in place of proof they give possession, and in place of averages they give uniqueness. And, despite fashions in taste, these objects form an ever-enlarging treasury. We speak of 3,000 years of literature, philosophy, and architecture; of a vast collection of objects of art, of an impressive repertory of music - all of it as varied, new, and mysterious as it ever was. This reality points to the true role, the indispensable function, of the academic humanities - they are the organizers of our huge inheritance of civilization. Without the continual work of humanistic scholars, we should be living not in a culture full of distinct and vigorous traditions - national, religious, artistic, philosophical, scientific, and political; rather, we should be rummaging about in an attic full of incomprehensible relics.
- 7 When, therefore, the representative of a foundation expresses official skepticism about the humanities in the modern world (not ever speaking for himself, since he is a humanist at heart, but for his Board of Trustees, whose hardheadedness is reported as granitic), the argument against his skepticism is quite simple: The humanities are of no use in the social worker's sense of "useful." They are of use, unobtrusively, all day and every day, to those who respect and enjoy and require the evidences of civilization.
- 3 The use of the humanities, then, is proved and fixed by the ancient, unshakable, ever-spreading desire for them. On the surface, these uses appear more individual than social, more self-indulgent than altruistic. Some men are so selfish that they read a book or go to a concert for their own sinister pleasure, instead of doing it to improve social conditions, as the good citizen does when drinking cocktails or playing bridge.
- 9 But one must take things as they are; the advocate of practicality is very unpractical if he does not. We may acknowledge the desirability of devoting human energies to killing viruses and improving our neighbors; but it does not follow that all rewards and research funds should go to projects for the immediate relief of pain and sorrow - the "studies" that promise to reduce nail-biting among wallflowers and prevent dorsal decubitus in backsliders.
- 10 For, if we drop the jargon of projects for a moment and look about us, we find that people have a perverse liking for simple satisfactions of their own choosing. They like singing and dancing and storytelling; they like to argue about the existence of God and the reality of their senses; they want to sit in a corner with a book or outdoors with an easel and a box of paints; they collect coins and arrowheads; they trace their genealogy and develop an interest in the history of the iron pipe industry. They read about foreign affairs and learn foreign languages for the sake of aimless travel abroad; there is no end to the silly, scholarly interest that actual, living, modern, scientific, respectable American citizens will take up rather than do an honest day's work clearing slums and keeping down divorce.
- 11 The real state of affairs should now be plain. The humanities, which pander to these follies and which are perfectly useless as an antibiotic, are all about us, tempting our eye, ear, and mind, and always adding, adding to the load of mischief they stand for. Their practitioners seem to have no thought but to increase the sum of the things they deal in. True, these things do not cost any more than the undertakings of social science - rather less - and far less than the mighty enterprises of physical science. To that extent the humanities are unwise and, perhaps, undeserving of the attention of those entrusted with millions for educational purposes. Yet those same guardians, it is well known, give of their own money to the liberal-arts college of their youth and send their children there to study chiefly the humanities. The practical man, it seems, has been too busy spinning dreams of medical and behavioral betterment to bring his opinions in line with his practice.

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- 12 The academic humanities undoubtedly deal with the arts; why, then, doesn't it follow that scholars and teachers in those fields are artists, or at least cultivated men? The fact is that they are not, or need not be. This must be bluntly said, if only to prevent the serious claims of the humanities from being understood as the claims of humanists to wisdom, elegance, and glamour. Not long ago, a well-known psychiatrist denounced the humanities as a wasteful expense. Put the time and money into mass psychoanalysis, he said, and the sum of individual happiness in this country would be immeasurably increased. This sort of argument is unanswerable. It is also irrelevant. But it shows the danger of perpetuating conventional nonsense about the academic humanists and their work. They can be adequately rewarded and respected only when they appear in their colors.
- 13 The humanities, then, are not a Cinderella who goes forth into the world only with the aid of magic and has to scurry home when real life resumes its sway. Quite the contrary, the humanities are permanently abroad, and if in their academic setting they are poor, it is because their actual services are taken too much for granted; it is that, by dint of living on their intellectual capital, they look rich - rich in students, rich in enthusiasm, rich in intangible rewards. They are poor in means, because they have not known how to make out their case on their own grounds. They have claimed powers that belong either to no man or to other men, and at the same time they have been culpably modest and retiring.
- 14 They have heard sanctimonious voices repeating *ad nauseam* that "man does not live by bread alone," and they have never interrupted to say, "Bakers and butchers, be quiet - and discharge your debt to us for the alchemy which makes your life behind the counter bearable."
- 15 The rejoinder, to be sure, is neither gracious nor ennobling, but it is at least honest and, when competition is the order of the day, it is appropriate. In more contemplative moments, the humanities can find other words to represent them, and it is with approximation of such words that this article comes to an end.
- 16 The humanities are a form of knowledge. Like other knowledge, this deals with man's life in nature and society, but it is acquired through the study of man's spiritual creations - language, art, history, philosophy, and religion. This filtering of the subject, man, through the medium of mind has the effect of keeping always in the foreground the element of novelty, of uniqueness, of astonishing unpredictability. Whereas the study of nature assumes and finds its uniformities, and whereas the scientific study of society tries also to grasp what is regular and inevitable, the study of nature and man through the humanities dwells on what is individual and unlike and anarchic. It finds what does not conform to rule, what has no counterpart, what does not "behave," but simply is or acts - this is the splendid and refreshing spectacle of the humanities. It is the *Antigone* of Sophocles, which describes the unique woman and is like no other drama; the Athenian plague in Thucydides, which is at once unknown, vividly present, and forever the past; the old woman painted by Rembrandt, whose like we shall never see again, but in that record; the Adagio of Beethoven's *Fourth Symphony*, which rose from no formula and yields none; the *Zarathustra* of Nietzsche, which is an impossibility and a revelation; the lyrics of Thomas Hardy, which defy all the canons of diction and sentiment and prove them wrong; the languages of a thousand peoples, which are each more illogical and more subtle than the next. These are the substance

which the humanities present to us in the order of logic and veracity, combining thereby fixed reason with wayward spirit, and thus alone deserving the name of Misbehavioral Science.

1. (20 points; minus 2.5 for each miss) Choose one answer for each of the following statement or question (Note: Write your answers on your answer sheet):
- (1) The writer's main purpose in this selection is to demonstrate that
 - A. sanction of the sciences is truth, and sanction of the humanities is fantasy
 - B. as the world is ruled by science, it is given meaning by the humanities
 - C. order, logic, and veracity, when leveled upon the study of the humanities, negate artistic concepts
 - (2) One of the most important functions of the academic humanities is that they
 - A. organize our huge inheritance of civilization
 - B. teach our college youth to appreciate the beautiful
 - C. help clear slum areas and bring down the divorce rate
 - (3) According to the article, science is interested in giving proofs and averages, whereas the humanities
 - A. are interested only in objective feelings
 - B. offer possession and uniqueness
 - C. cater to the personal tastes of savants
 - (4) According to the writer, the world without the humanities would be
 - A. a better place in which to live
 - B. an impossibility, for man could not exist without them
 - C. without color, sound, and charm and empty of meaning beyond the fulfillment of immediate needs
 - (5) In paragraph 14 the author seems rather annoyed and apparently believes that
 - A. man should be thankful for the humanities, for they make an otherwise dull life bearable
 - B. tradesmen are the people responsible for the sad plight of the humanities
 - C. only the humanist has the privilege to criticize the humanities
 - (6) The academic humanities are poor in means, because
 - A. they have been much too modest and retiring in "making out their case" for support
 - B. they are not supported by colleges
 - C. their contributions, when measured against those of the sciences, are negligible
 - (7) With which of the following statements do you think the writer would most agree?
 - A. Wise and judicious social leaders feel that the study of the humanities must be maintained in the name of democracy.
 - B. Exhausted research scientists require exposure to the arts as psychiatric relief from the pressures of their work.
 - C. To the demands of selfish, human desires and the unwillingness to relinquish art, we owe our "furnished," well-rounded civilization.
 - (8) The study of nature and man through the humanities dwells on that which is
 - A. anarchic
 - B. uniform
 - C. inevitable

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- (9) Some of what currently passes for the humanities is
- in the social worker's sense of "usefulness," a shameful waste of time and effort
 - actually a part of the domain of science
 - a domain which does not belong to anyone

- (10) The humanities are a form of knowledge acquired through the study of
- anything that can be classified as ascetic
 - man's spiritual creations
 - all things not classified as a science

2. (20 points; minus 2 for each miss) Find a word in the passage which means:

- having the nature of a trace, mark, or visible sign left by something which no longer exists (paragraph 1)
- deep-seated (2)
- frequently repeated words or phrases; slogans (4)
- unselfish (8)
- the special vocabulary and idioms of a particular group (10)
- lineage; family history (10)
- in a manner worthy of blame (13)
- hypocritically pious (14)
- principles accepted as true or in conformity with good usage (16)
- truthfulness; honesty (16)

3. (10 points, minus 0.5 for each miss.) Fill in each blank with an appropriate word (Note: give your answers on the answer sheet):

Plagiarism is considered by most writers, teachers, journalist, scholars and even members of the general public to be the major intellectual crime. Being caught ___(1)___ can destroy a politician's career, get a college ___(2)___ kicked out of school, and destroy a writer's, scholar's ___(3)___ journalist's reputation.

Plagiarism can be a form ___(4)___ fraud, but it is not a crime. If a thief ___(5)___ your car, you lose the market value of the car. ___(6)___ a writer copies material from a book you wrote, ___(7)___ you don't have to replace the book. At worst, ___(8)___ plagiarist gets a reputation that he does not deserve.

The most serious plagiarism is ___(9)___ students and professors who have a bad effect ___(10)___ the system of student and scholarly evaluation. Less serious ___(11)___ the plagiarism of historians who make their books ___(12)___ exciting with vivid passages copied from previous historians ___(13)___ whose "crime" is easy to detect.

In fact, this ___(14)___ of copying is quite common. Classical musicians plagiarize folk melodies ___(15)___ often use earlier classical works. Countless movies ___(16)___ based on books, such as "The Thirty-Nine Steps" ___(17)___ John Buchan's novel of that name or "For Whom the Bell Tolls" on Hemingway's novel.

Many of the "plagiarisms" ___(18)___ authorized, and perhaps none was deceptive. What they show is ___(19)___ copying is an important form of creativity, and ___(20)___ should make us careful in our condemnations of plagiarism.

II. Translation

1. (25 points) Translate the following passage into Chinese:

For many people the need for human translators seems paradoxical in this age of computers. Since modern computers can be loaded with dictionaries and grammars, why not let computers do the work? Computers can perform certain very simple interlingual tasks, providing there is sufficient pre-editing and post-editing. But neither advertising brochures nor lyric poetry can ever be reduced to the kind of logic required of computer programs. Computer printouts of translation can often be understood, if the persons involved already know what the text is supposed to say. But the results of machine translating are usually in an unnatural form of language and sometimes just plain weird. Furthermore, real improvements will not come from merely doctoring the program or adding rules. The human brain is not only digital and analogic, but it also has a built-in system of values, which gives it a componentially incalculable advantage over machines. Human translators will always be necessary for any text, which is stylistically appealing and semantically complex — which includes most of what is worth communicating in another language.

2. (25 points) Translate the following passage into English:

教科书问题并不仅是中日两国之间的问题，它是日本同整个亚洲有关国家和亚洲人民的问题。如果日本的军国主义者发动侵略战争这个历史事实被歪曲，那不但伤害了中国人民的感情，而且也伤害了全亚洲人民的感情。这些教科书是要由日本政府的文部省来审定的，所以日本政府对修改教科书负有不可推卸的责任。不能够以观点言论自由作为借口来推卸这个责任。我听说已经做了一些修改。但是，根据亚洲各国人民的反映，这种修改是不够的。我认为这并不是谁要去干涉日本的内政，而是关系到日本人民同包括中国人民在内的亚洲人民能不能世代友好下去的问题，也是关系日本人民的利益的问题。

III. Composition

1. (20 points) Edit the following sentences, which may (or may not) contain some errors

(Note: you will be penalized if you change what is correct):

- (1) The writers of fairytales emphasize on the uncomplicated friendship between youngsters.
- (2) Despite the great progress, women are still being discriminated in many ways in our social life.
- (3) Maybe she has meant well and her intention is harmless, however, her imprecation puts her father at stake.
- (4) A good student is always easy to enter a good university.
- (5) Although with the support of the government, there seemed nothing impossible, yet the success of this co-op of laid-off workers still impressed many visitors.
- (6) Corrupt officials, no matter in movies or in reality, are always among the most hated people in the world.

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(7) In terms of the characterization of heroes, Chinese folk literature does share many features with western ones, but leading a lonely life is not one of them.

(8) The "9.11" changed the world and will continue to influence on the world economy.

(9) Because students should not have the belief that teachers know everything and should bear in mind that if teachers did know everything, there would be no reason for them to continue with their study and research, so the students should learn to think for themselves and work independently.

(10) During the class, teacher should pay attention to every student.

2. (30 points) Writing

(1) Study the following table that compares learning in university with learning in high school at two points, and add a third point by filling out the blank spaces on the last line of the table (Note: you may need to draw this line on your answer sheet):

| Point | Learning in High school | Learning in University |
|-----------------|-----------------------------|---------------------------------|
| Teacher's role | Explain everything | Help students find own answers |
| Manner of study | One textbook for each class | Some work done in library / lab |
| | | |

(2) Suppose you are writing an essay of about 300 words, arguing that college students should take more initiative in their study than high school students. In this essay, you will compare learning in university with learning in high school at the three points outlined in the above table, i.e., teacher's role, manner of student and a point of your own (in any order you see fit). On your answer sheet, write out the introductory paragraph of this essay. This paragraph should contain a thesis statement and should not be too long. (Remember: the entire essay is only 300 words long.)

(3) In the body of this short essay, you will have three paragraphs, each elaborating on one of the three points in the above table. On your answer sheet, write down the topic sentences for the paragraph that discusses "teacher's role" and write down one for the paragraph that discusses "manner of study."

(4) On your answer sheet, write out the entire paragraph that discusses the point you yourself have chosen. The paragraph should have a topic sentence and should have supporting evidence. It should not be too long. (Remember, again: the entire essay is only 300 words long.)

[Warning: you will not get any score if you write out the entire essay.]