

上海大学 2004 年综合英语考研试题

SECTION 1: READING COMPREHENSION (45 points)

Directions: In this section, you will find two passages, each of which is followed by some questions. Read the passages carefully and then answer the questions in your own words on your Answer Sheet. Please note that each response should be limited to less than ten words in order to be valid.

Questions 1 ~ 5

An essay that appeals chiefly to the intellect is Francis Bacon's "Of Studies." His careful tripartite division of studies expressed succinctly in aphoristic prose demands the complete attention of the mind of the reader. He considers studies as they should be: for pleasure, for self-improvement, and for business. He considers the evils of excess study: laziness, affectation, and preciosity. Bacon divides books into three categories: those to be read in part, those to be read cursorily, and those to be read with care. Studies should include reading, which gives depth, speaking which adds readiness of thought, and writing which trains in preciseness. Somewhat mistakenly, the author ascribes certain virtues to individual fields of study: wisdom to history, wit to poetry, subtlety to mathematics and depth to natural philosophy. Bacon's four-hundred-word essay, studded with Latin phrases and highly compressed in thought, has intellectual appeal indeed.

1. What is Bacon's tripartite division of studies?
2. What does the word "affectation" (Line 4) mean?
3. What is Bacon's criterion for dividing books into three categories?
4. What does the author think about Bacon's ascribing certain virtues to individual fields of study?
5. What characterizes Bacon's "Of Studies"?

Questions 6 ~ 15

For me, scientific knowledge is divided into mathematical sciences, natural sciences or sciences dealing with the natural world (physical and biological sciences), and sciences dealing with mankind (psychology, sociology, all the sciences of cultural achievements, every kind of historical knowledge). Apart from these sciences is philosophy, about which we will talk later. In the first place, all this is pure or theoretical knowledge, sought only for the purpose of understanding, in order to fulfill the need to understand what is intrinsic and consubstantial to man. What distinguishes man from animal is that he knows and needs to know. If man did not know that the world existed, and the world was of a certain kind, that he was in the world and that he himself was of a certain kind, he wouldn't be man. The technical aspects of applications of knowledge are equally necessary for man and are of the greatest importance, because they also contribute to defining him as man and permit him to pursue a life increasingly more truly human.

But even while enjoying the results of technical progress, he must defend the primacy and autonomy of pure knowledge. Knowledge sought directly for its practical applications will have immediate and foreseeable success, but not the kind of important result whose revolutionary scope is in large part unforeseen, except by the imagination of the Utopians. Let me recall a well-known example. If the Greek mathematicians had not applied themselves to the investigation of conic

section, zealously and without the least suspicion that it might someday be useful, it would not have been possible centuries later to navigate far from shore. The first men to study the nature of electricity could not imagine that their experiments, carried on because of mere intellectual curiosity, would eventually lead to modern electrical technology, without which we can scarcely conceive of contemporary life. Pure knowledge is valuable for its own sake, because the human spirit cannot resign itself to ignorance. But, in addition, it is the foundation for practical results that would not have been reached if this knowledge had not been sought disinterestedly.

6. What does scientific knowledge consist of?
7. Where do most important advances made by mankind come from?
8. Does the author include the study of literature among the sciences?
9. What may we expect the author to discuss in the paragraph that follows this passage?
10. What distinguishes man from animal?
11. What does man seek pure or theoretical knowledge for?
12. Were the Greeks who studied conic sections aware of the value of their studies?
13. What is the best title for this passage?
14. Does the practical scientist know the value of what he will discover?
15. What does the word "disinterestedly" (Last line of this passage) probably mean?

SECTION 2: CLOZE (25 points)

Directions: In this section, you will find a passage with 25 words missing. Read the passage carefully and then fill in each of the blanks with ONE suitable word. Remember to write your responses on your Answer Sheet.

I like the idea __ (1) __ "the English (language) is like an English park, which is __ (2) __ out Seemingly without any definite plan, and in __ (3) __ you are allowed to walk everywhere __ (4) __ to your fancy __ (5) __ having to fear a stern keeper enforcing rigorous regulations." Consider that the same cultural soil, the Celtic-Roman-Saxon-Danish-Norman amalgam, which __ (6) __ the English language also nourished the great principles of freedom and rights of __ (7) __ in the modern world. The first shoots __ (8) __ up in England and they grew stronger in __ (9) __. Churchill called __ (10) __ "the joint inheritance of the English-speaking world." At the very core of those __ (11) __ are popular consent and resistance __ (12) __ arbitrary authority; both are fundamental characteristics of the English language. The English-speaking people have defeated all efforts to build __ (13) __ around their language, to defer __ (14) __ an academy

on what was permissible English and __ (15) __ not. They have decided for themselves.

Nothing better expresses resistance to arbitrary __ (16) __ than the persistence of __ (17) __ grammarians have denounced for centuries __ (18) __ "errors." In the common speech of English-speaking peoples—Americans, Englishmen, Canadians, Australians, New Zealanders, and others—these usages persist, __ (19) __ rising literacy and wider education. We hear these "errors" every day, __ (20) __ as "I don't want none of that," "Don't make that any more heavier," and "Will you learn me to read?" They have been __ (21) __ us for at least four hundred years, because you can find each of them in such works as "Hamlet" and "Othello" by __ (22) __. Hidden in this is a simple fact: the English language is not the special private __ (23) __ of the language police, or grammarians, or teachers, or even great writers. The genius of __ (24) __ is that it has always been the tongue of the __ (25) __ people, literate or not. English belongs to everybody!

SECTION 3: TRANSLATION (30 points)

Part A: English-Chinese Translation

Directions: Translate the following passage into Chinese and write your version on your Answer Sheet.

The Rise of Realism

Between the work of Hawthorne and Melville, the major novelists of the 1850s, and the work of Twain, James and Howells, the major novelists of the last quarter of the century, falls the shadow of the American Civil War (1861—1865). In his famous Gettysburg address Abraham Lincoln described the conflict in terms of epic simplicity:

Four score and seven years ago our fathers set forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether this nation, or any other nation so conceived and so dedicated can long endure. In the event, the war showed that the nation could endure—but only in a permanently changed and, in some respects, a deeply scarred form.

The result of the Civil War was not just the triumph of the abolitionists over the slave-owners. It was also the triumph of the industrial North over the agrarian South. Despite the much-vaunted program of “Reconstruction,” the Southern states long remained ravaged and dispirited territory; the war left a legacy of bitterness that has not yet disappeared from American politics. In the North, on the other hand, the aftermath of war brought financial boom. The North's prosperity was increased by rapid mechanization and industrialization, its population swelled by new influxes of foreign immigrants. To contemporary observers cities like Boston, New York, Philadelphia and Chicago presented a double image. On the surface there was elegance, security and comfort; but underneath there was all the seething discontent which accompanies the growth of any modern industrial society.

Part B: Chinese-English Translation

Directions: Translate the following passage into English and write your version on your Answer Sheet.

无人知是荔枝来

在京欲食鲜荔枝者，上周可在果摊觅得。其上市系一新景；盖归功于华南种荔枝者日增，与北来运输业之改善。

若干世纪之前，来京华之荔枝仅限帝王及皇室所享用者。据传，荔枝在一代帝王之“后宫轶事”中，分量不轻。

或曰，荔枝之形貌、醇香、及其甘美回味，均非其他果类所可与伦比。红皮之内，果肉晶莹，含汁欲滴，内核椭圆，呈棕色，光滑似佛珠。

或曰，荔枝在传说及诗歌中所占之地位，亦非其他果类所可与伦比。试举一例。

早在唐初，荔枝已属享有盛名之美味。玄宗之宠杨贵妃，嗜之尤甚。玄宗为取悦贵妃，差人南下，将荔枝送回长安。

有鉴于炎夏荔枝易腐，玄宗乃下令，将荔枝密封于竹管内，标以“军机急件”之类字样，由驿站辗转送抵京城，骑者信以为真。凡怠慢者，处以死刑，故骑者与马匹常有累死于途中者。

唐代诗人杜牧，有感于此，命笔成诗，诗曰：

“长安回望绣成堆，山顶千门次第开。

一骑红尘妃子笑，无人知是荔枝来。”

贵妃之笑，并不长久。玄宗之荒淫与玩忽国事，激怒一将军，于是兵变起…玄宗遂令一太监，扼死贵妃云云。

贵妃之悲剧，固非全然起因于酷爱荔枝。但此段传闻可使人明瞭，当年荔枝保鲜，殊非易事。

SECTION 4: WRITING (50 points)

Directions: In this section, you are to write a composition of no less than 500 words on the topic “Shanghai University Is My Choice.” Remember to write your composition clearly and convincingly on your Answer Sheet