

考试科目代码及名称: 921 综合英语 (B)

招生专业(领域)名称: 综合 (B)

## Part I Reading Comprehension (40%)

Directions: There are two reading passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four suggested answers marked A, B, C and D. Choose the best answer to each question.

## (1)

Monarchy is a form of government in which authority is held by a single person, a monarch, whose right to rule is generally hereditary and lifelong. At the start of the twentieth century, monarchs ruled over most of the world, but by the middle of the century, only a handful remained. A series of revolutions in the preceding centuries had weakened the European monarchies, and while monarchs remained symbols of national unity, real power had passed to constitutional assemblies. Monarchy survived as a form in Europe only where the king or queen functioned as the symbolic head of a parliamentary state, as in Britain, the Low Countries, and Scandinavia. It lasted longer in the few small states of Asia and Africa that had never come under direct colonial rule. By the 1960s, autocratic monarchy had become an outdated form of government. Throughout most of the world, people were considered citizens, not subjects, and the totality of the people were seen as constituting the state.

In most states where monarchical authority was removed, some form of liberal democracy took its place. A liberal democracy is a state where political authority rests in the people acting through elected representatives and where an elected executive is responsible to the will of the people as a whole. The term applies to a broad group of states with a parliamentary or representative political tradition. Liberal democracies differ from the communist states known as people's democracies, in which the Communist party holds the ultimate authority. Generally, liberal democracies follow the parliamentary pattern, with the executive power vested in a cabinet responsible to the parliament and drawn from the majority party or combination of parties. In the United States, an independently elected executive, the president, functions separately from the legislative authority, the congress.

The doctrine that all of the people had effective authority, or sovereignty, became the basis for the functioning of democratic states. This doctrine of popular sovereignty became all-inclusive as citizenship rights were extended to classes formerly excluded and to women. The liberal democratic state claimed the right to control every aspect of human life according to the will of the people, except where limits on state control were directly stated in a bill of rights in a democratic constitution and recognized in practice.

All democratic states, both parliamentary and presidential, changed in form during the twentieth century. To meet the needs of an urban industrial society, states generally enlarged their scope of activity to control economic power and to provide common services to the people. The expansion of state activity and extension of state services involved a new view of legislation and its role in society. The passing of laws

came to be seen as a way to promote the well being of the people. With this new concept of legislation, the number of new laws increased immensely, particularly in the area of social welfare, education, health and safety, and economic development.

The trend toward liberal democracy continued throughout the century, but at various times there was also a tendency toward a revival of authoritarian rule. In a number of states, democratic governments could not cope with the crises of the time. In these cases, some form of totalitarian dictatorship emerged, replacing popular sovereignty with the total power of the state. In some instances, monarchy gave way directly to dictatorship. In others, dictatorial regimes took over democratically organized states, notably in Eastern Europe in the years between the two world wars, in new states of Asia and Africa in the 1950s, and sporadically in Central and South America.

Authoritarian governments showed three principle characteristics. First, there was a head of state or leader with exceptional powers, with a party to support him. Second, the legislative body was elected by a system that prohibited parties opposed to the regime, and third, there was a bureaucratic administration that was in no way subject to popular control. The most extreme position on these points was taken by Hitler's totalitarian National Socialist State in the 1930s.

1. What point does the author make about monarchs in the twentieth century?  
A. Monarchs did not allow the people to vote in democratic elections.  
B. Monarchs did not have real power but were symbols of national unity.  
C. The monarch in most countries was a king rather than a queen.  
D. Monarchs were responsible for starting many popular revolutions.
2. The word *survived* in paragraph 1 is closest in meaning to \_\_\_\_\_.  
A. remained  
B. developed  
C. changed  
D. returned
3. The phrase *The term* in paragraph 2 refers to \_\_\_\_\_.  
A. monarchical authority  
B. liberal democracy  
C. will of the people  
D. communist
4. Why does the author mention people's democracies in paragraph 2?  
A. To contrast two concepts of where political authority rests.  
B. To suggest that people's democracies originated in liberal democracies.  
C. To explain differences between one-party and two-party systems.  
D. To describe the parliamentary system of people's democracies.
5. The word *pattern* in paragraph 2 is closest in meaning to \_\_\_\_\_.

- A. choice
  - B. party
  - C. model
  - D. purpose
6. According to the passage, which of the following is a limit on state control in a liberal democracy?
    - A. A cabinet drawn from the majority party.
    - B. The existence of only one political party.
    - C. An independently elected executive.
    - D. A bill of rights stated in a constitution.
  7. According to the passage, what is one way in which every democratic state changed during the twentieth century?
    - A. An authoritarian regime replaced the democratic institutions.
    - B. The executive's power became stronger than that of the parliament.
    - C. State-run bureaucracies came under the control of the majority party.
    - D. State activity expanded to promote the well being of the people.
  8. Which sentence below best expresses the essential information in the underlined sentence in paragraph 5? Incorrect choices change the meaning in important ways or leave out essential information.
    - A. Dictatorships were more popular in countries where the majority of people wanted the state to have total power.
    - B. In a totalitarian dictatorship, the government replaced authoritarian rule with popular sovereignty.
    - C. Totalitarian dictatorships took over some democracies with the idea that the state, not the people, held all power.
    - D. Some dictatorships gave the state total authority to rule, while others maintained the concept of popular sovereignty.
  9. According to the passage, all of the following are characteristics of authoritarian governments EXCEPT \_\_\_\_\_.
    - A. the absence of political parties opposed to the regime
    - B. the authority of the people through elected representatives
    - C. a leader with a great amount of power
    - D. an administration that does not answer to the people
  10. It can be inferred from the passage that the author most likely believes which of the following statements about political systems in the twentieth century?
    - A. There was a general movement away from monarchy toward democracy, with some cases of authoritarian rule.
    - B. The ultimate purpose of many dictatorships was the development of

effective democracy.

- C. Authoritarian governments are more likely to emerge in countries that had previously been ruled by a monarch.
- D. There are more similarities than differences between liberal democracies and people's democracies.

(2)

Smell is the most direct of all the senses. It is thought to be the oldest sense in terms of human evolution, which may explain why smell is hard-wired into the brain. The olfactory nerve, which manages the perception of smells, is essentially an extension of the brain. The olfactory nerve provides a direct link from receptors at the top of the nose to the portion of the brain that controls memory, emotion, and behavior.

The olfactory system detects certain airborne chemicals that enter the nose and then transmits this chemical information to the limbic system in the brain. The olfactory region at the upper end of each nostril is yellow, moist, and full of fatty substances. The shade of yellow indicates the strength of the sense of smell: the deeper the shade, the keener and more acute it is. Animals have a very strong sense of smell, so their olfactory regions are dark yellow to reddish brown, while those of humans are light yellow.

When an odorous substance enters the nose, it binds to olfactory receptor cells, the neurons lining the yellow upper portion of the nasal cavity. Olfactory receptor cells contain microscopic hairs called cilia that extend into the layer of mucus coating the inside of the nose. Odor molecules diffuse into this region and are absorbed by the cilia of the olfactory receptor cells. What this means is that when we hold a rose to our nose and inhale, odor molecules float up into the nasal cavity, where they are absorbed by five million olfactory receptor cells. The receptor cells alert the olfactory nerve, which sends impulses to the brain's olfactory bulb, or smell center. Thus, olfactory information about the rose enters the brain's limbic system, where, in most of us, it stimulates a feeling of pleasure.

The limbic system of the brain integrates memory, emotion, and behavior. The system is composed of a group of related nervous system structures that are the functional center of emotions such as anger, fear, pleasure, and sadness. The components of the limbic system are linked to the cerebral cortex, the part of the brain involved in complex learning, reasoning, and personality. The cerebral cortex makes decisions about the emotional content of these unique human qualities after "consulting" the limbic system and other brain centers in processing and retrieving memories. It may, in turn, use memories to modify behavior.

Scent may be the strongest trigger of memory and emotions. When we inhale a scent, receptors in the brain's limbic center compare the odor entering our nose to odors stored in our memory. Along the way, memories associated with those odors are stimulated. A smell can be overwhelmingly nostalgic because it triggers powerful images and emotions. The waxy fragrance of crayons can instantly transport us to our second-grade classroom, or the scent of freshly mown grass can flood us with the joy

of summer freedom. What we see and hear may fade quickly in short-term memory, but what we smell is sent directly to long-term memory.

Smells can increase alertness and stimulate learning and retention. In one study, children memorized a word list, which was presented both with and without accompanying scents. The children recalled words on the list more easily and with higher accuracy when the list was given with scents than without, showing the link between smell and the ability to retain information. In another study, researchers examined how various smells can increase alertness and decrease stress. They found that the scent of lavender could wake up the metabolism and make people more alert. They also found that the smell of spiced apples could reduce blood pressure and avert a panic attack in people under stress.

1. Why does the author use the term *hard-wired* in describing the sense of smell and the brain?
  - A. To describe the texture and feel of the olfactory nerve.
  - B. To emphasize the close connection between smell and the brain.
  - C. To compare the power of smell with that of other senses.
  - D. To explain how the sense of smell evolved in early humans.
2. The word *detects* in paragraph 2 is closest in meaning to \_\_\_\_\_.
  - A. notices
  - B. destroys
  - C. fights
  - D. compares
3. Of what significance is the color of the olfactory region at the upper end of each nostril?
  - A. The color changes with different airborne chemicals.
  - B. The significance of the color is little understood.
  - C. The color becomes darker when an odor is present.
  - D. The color shows the strength of the ability to smell.
4. The word *diffuse* in paragraph 3 is closest in meaning to \_\_\_\_\_.
  - A. drop
  - B. flow
  - C. cut
  - D. bend
5. What happens when the cilia of the olfactory receptor cells absorb odor molecules?
  - A. The tiny hairs inside the nose become darker in color.
  - B. The nervous system activates the digestive system.
  - C. The olfactory nerve sends impulses to the brain.
  - D. Some receptor cells die and are replaced by new cells.

6. The word *integrates* in paragraph 4 is closest in meaning to \_\_\_\_\_.
  - A. predicts
  - B. connects
  - C. damages
  - D. slows
7. When a scent is inhaled, all of the following occur in the limbic system EXCEPT \_\_\_\_\_.
  - A. The scent is compared to other scents stored in memory.
  - B. The scent is transmitted to the other sensory organs.
  - C. The brain stimulates memories associated with the scents.
  - D. The person may feel an emotion related to memory.
8. Why does the author mention crayons and freshly mown grass in paragraph 5?
  - A. To give examples of smells that can trigger memories and emotions.
  - B. To compare typical responses to two common smells.
  - C. To explain why smells are likely to affect a person's behaviour.
  - D. To identify smells that can increase alertness and work efficiency.
9. Which sentence below best expresses the essential information in the underlined sentence in paragraph 5? Incorrect choice change the meaning in important ways or leave out essential information.
  - A. We can accurately remember things that we see and hear, but we eventually forget things that we smell.
  - B. Short-term memory contains unimportant information, and long-term memory contains sensory information.
  - C. Smells go straight to long-term memory, while sights and sounds may be held only briefly.
  - D. It is difficult for us to use short-term memory, but we remember things in long-term memory.
10. The word *which* in paragraph 6 refers to \_\_\_\_\_.
  - A. learning
  - B. study
  - C. list
  - D. smell

## Part II Cloze (20%)

Directions: Read the passage through, then go back and choose one item of the most suitable word(s) marked A, B, C and D for each blank in the passage.

An expression used by Americans for about 100 years is "to pass the buck." It means refusing to take responsibility, letting others decide and act for (1)\_\_\_\_\_.

President Gerald Ford dramatized the phrase after (2)\_\_\_\_\_ Richard Nixon's place in the White House. Ford announced in a special television broadcast that he had decided to (3)\_\_\_\_\_ Nixon for any crimes he may have committed as President. Ford said such a decision had to be (4)\_\_\_\_\_ by him alone, that he could not let others do it for him. "The buck stops here," said Ford.

He remembered another (5)\_\_\_\_\_---Harry S. Truman---who made that expression (6)\_\_\_\_\_ more than 25 years ago. Truman had a sign on his desk which said: "The buck stops here." The message was clear; (7)\_\_\_\_\_ the President of the United States could not act and make the final decision on important national matters, who (8)\_\_\_\_\_ could? A president who refused to take the responsibility and "passed the buck" to someone else would (9)\_\_\_\_\_ find himself in serious trouble.

Where did the expression come from? It seems to have come from the (10)\_\_\_\_\_ game of poker where the players, one after the other, mix and pass out the cards.

The phrase seems to have come to (11)\_\_\_\_\_ in the gambling houses of the West. There, a silver dollar was put in (12)\_\_\_\_\_ of a player to show that he would be the next dealer to pass out the cards. A dollar, silver or paper, was called a "buck." It still is. (13)\_\_\_\_\_, nobody seems to know.

Forceful leaders, (14)\_\_\_\_\_, make decisions, take risks and responsibility. The risks can be great. Every choice at times may lead to (15)\_\_\_\_\_. In a military leader it may be defeat and ruin, in business, financial failure, loss of a job.

Therefore, it is easier to pass the (16)\_\_\_\_\_ and let others take the risks. Nobody, however, likes a man who passes the buck. He is soon found out and (17)\_\_\_\_\_ an unpleasant name---"buck-passer."

Nevertheless, buck-passers are found among us everywhere. (18)\_\_\_\_\_, the most famous buck-passer in history has been the devil. That is the picture we get of him from the ancient myths. The only time he seems to have acted for himself (19)\_\_\_\_\_ when he rebelled and tried to seize God's throne. But God threw him out. Since then, he has spent most of his energy in (20)\_\_\_\_\_ the buck, letting others do his work for him.

- |                 |            |           |                 |
|-----------------|------------|-----------|-----------------|
| 1. A. you       | B. someone | C. us     | D. none         |
| 2. A. replacing | B. seizing | C. taking | D. substituting |

- |                    |                   |                |              |
|--------------------|-------------------|----------------|--------------|
| 3. A. charge       | B. ignore         | C. suspect     | D. pardon    |
| 4. A. obeyed       | B. made           | C. introduced  | D. decided   |
| 5. A. President    | B. American       | C. politician  | D. person    |
| 6. A. known as     | B. world-shaking  | C. reasonable  | D. famous    |
| 7. A. if           | B. now that       | C. because     | D. while     |
| 8. A. indeed       | B. just           | C. else        | D. as yet    |
| 9. A. later        | B. soon           | C. naturally   | D. somehow   |
| 10. A. chess       | B. card           | C. pupils'     | D. very      |
| 11. A. operation   | B. service        | C. life        | D. effect    |
| 12. A. front       | B. honour         | C. place       | D. charge    |
| 13. A. Then        | B. Why            | C. Therefore   | D. Yet       |
| 14. A. possibly    | B. for instance   | C. in short    | D. of course |
| 15. A. risk        | B. opposition     | C. disaster    | D. solution  |
| 16. A. effort      | B. responsibility | C. survey      | D. thread    |
| 17. A. experiences | B. qualified as   | C. distributed | D. given     |
| 18. A. But         | B. Actually       | C. Perhaps     | D. In time   |
| 19. A. was         | B. is             | C. about       | D. lies in   |
| 20. A. presenting  | B. losing         | C. ending      | D. passing   |

### Part III Translation (15%)

Directions: Read the passage carefully, then translate the whole passage into Chinese.

Botany, the study of plants, occupies a peculiar position in the history of human knowledge. For many thousands of years it was the one field of awareness about which humans had anything more than the vaguest of insights. It is impossible to know today just what our Stone Age ancestors knew about plants, but from what we can observe of pre-industrial societies that still exist, a detailed learning of plants and their properties must be extremely ancient. This is logical.

Plants are the basis of the food pyramid for all living things, even for other plants. They have always been enormously important to the welfare of peoples not only for food, but also for clothing, weapons, tools, dyes, medicines, shelter, and a great many other purposes. Tribes living today in the jungles of the Amazon recognize literally hundreds of plants and know many properties of each. To them, botany, as such, has

no name and is probably not even recognized as a special branch of "knowledge" at all.

Unfortunately, the more industrialized we become the farther away we move from direct contact with plants and the less distinct our knowledge, and few people will fail to recognize a rose, an apple or an orchid.

When our Neolithic ancestors, living in the Middle East about 10,000 years ago discovered that certain grasses could be harvested and their seeds planted for richer yields the next season, the first great step in a new association of plants and humans was taken. Grains were discovered and from them flowed the marvel of agriculture: cultivated crops. From then on, humans would increasingly take their living from the controlled production of a few plants, rather than getting a little here and a little there from many varieties that grew wild — and the accumulated knowledge of tens of thousands of years of experience and intimacy with plants in the wild would begin to fade away.

#### Part IV Writing (25%)

**Directions:** You must select a person to teach your students. Which one of the following is the most important for you to consider in making your selection?

-----the person's education

-----the person's work experience

-----the quality of the person's previous work

Use specific reasons and examples to support your answer. You should write 300 words. Write your essay on the Answer Sheet.

考试科目代码及名称: 332 教育综合

招生专业(领域)名称: 教育硕士

考生注意:

无论以下试题中是否有答题位置, 均应将答案做在考场另发的答题纸上(写明题号)。

#### 一、名词解释题: (每题 5 分, 共 30 分)

- 1、教育目的
- 2、“双轨制”
- 3、京师同文馆
- 4、“活教育”
- 5、骑士教育
- 6、《莫雷尔法案》

#### 二、简答题: (每题 10 分, 共 40 分)

- 1、举例说明螺旋式课程内容组织及其依据和适用性。
- 2、何谓发展性教学原则? 在教学中遵循发展性原则有哪些基本要求?
- 3、举例说明学校实施德育的途径。
- 4、简述埃里克森人格发展理论的教育意义。

#### 三、论述题: (每题 20 分, 共 80 分)

- 1、试析学校转型性变革背景下教师的基本素养。
- 2、阅读以下材料, 分析和评论其中的教育思想:

虽有嘉肴, 弗食不知其旨也; 虽有至道, 弗学不知其善也。是故, 学然后知不足, 教然后知困。知不足, 然后能自反也; 知困, 然后能自强也。故曰: 教学相长也。《兑命》曰: 教学半。其此之谓乎?

- 3、试述永恒主义教育理论及其对当代世界教育实践的影响。
- 4、结合学习实例, 论述问题解决过程中各阶段的主要策略。