

中山大学

2019 年攻读硕士学位研究生入学考试试题

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考生须知
全部答案一律写在答题纸
上, 答在试题纸上的不计分! 答
题要写清题号, 不必抄题。

Section I Use of English (10 points)

Directions: Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on the ANSWER SHEET.

“Science” is a lofty term. The word suggests a process of uncommon rationality, inspired observation, and near-saintly tolerance 1 failure. 2 often than not, that’s 3 we get from science. The term “science” also 4 people aiming high. Science has traditionally accepted the smartest students, the most 5 and self-sacrificing researchers, and the 6 money — that is, money with the fewest political strings 7. In both theory and practice, science in this century has been perceived 8 a noble endeavor.

Yet science has always been a bit outside society’s inner circle. The cultural center of Western civilization has 9 around the arts, with science 10 at a safe distance. When we say “culture,” we think of books, music, or painting. Since 1937 the United States has anointed a national poet laureate but 11 a scientist laureate. Popular opinion has 12 that our era will be remembered for great art, such as jazz. Therefore, musicians are esteemed. Novelists are hip. Film directors are cool. Scientists, 13, are nerds.

How 14, then, that while science sat in the cultural backseat, its steady output of wonderful products — radio, TV, and computer chips — furiously bred a pop culture 15 on the arts. The more science succeeded in creating an intensely mediated environment, the 16 it receded culturally.

The only reason to drag up this old 17 between the two cultures is that recently something 18 happened: A third culture emerged. It’s hard to pinpoint exactly when it happened, but it’s clear that computers had a lot to do 19 it. What’s not clear yet is what this new culture 20 to the original two.

- | | | | |
|------------------|--------------|---------------|---------------|
| 1. [A] to | [B] for | [C] in | [D] at |
| 2. [A] Less | [B] Much | [C] Many | [D] More |
| 3. [A] which | [B] who | [C] what | [D] where |
| 4. [A] entails | [B] contains | [C] consumes | [D] reverses |
| 5. [A] released | [B] revolted | [C] committed | [D] displayed |
| 6. [A] clean | [B] cleanest | [C] cleaner | [D] cleans |
| 7. [A] attaching | [B] attach | [C] attaches | [D] attached |
| 8. [A] like | [B] as | [C] as if | [D] alike |
| 9. [A] permitted | [B] ensured | [C] pivoted | [D] employed |
| 10. [A] orbiting | [B] orbited | [C] orbits | [D] orbit |

- | | | | |
|--------------------|-------------------|-------------------|-----------------------|
| 11. [A] forever | [B] always | [C] never | [D] frequently |
| 12. [A] imitated | [B] held | [C] corresponded | [D] supervised |
| 13. [A] likewise | [B] in conclusion | [C] in particular | [D] on the other hand |
| 14. [A] fortunate | [B] desirable | [C] ironic | [D] reputable |
| 15. [A] based | [B] spoiled | [C] imagined | [D] measured |
| 16. [A] shorter | [B] fewer | [C] more | [D] less |
| 17. [A] sufferings | [B] rivalry | [C] citizenship | [D] privacy |
| 18. [A] giving | [B] delivering | [C] remaining | [D] surprising |
| 19. [A] for | [B] with | [C] against | [D] on |
| 20. [A] means | [B] vanishes | [C] equals | [D] doubts |

Section II Reading Comprehension (60 points)

Part A (40 points)

Directions: *Read the following four texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on the ANSWER SHEET. (40 points)*

Text 1

“Deep reading” — as opposed to the often superficial reading we do on the Web — is an endangered practice, one we ought to take steps to preserve as we would a historic building or a significant work of art. Its disappearance would jeopardize the intellectual and emotional development of generations growing up online, as well as the preservation of a critical part of our culture: the novels, poems and other kinds of literature that can be appreciated only by readers whose brains, quite literally, have been trained to apprehend them.

Recent research in cognitive science and psychology has demonstrated that deep reading — slow, immersive, rich in sensory detail and emotional and moral complexity — is a distinctive experience, different in kind from the mere decoding of words. Although deep reading does not, strictly speaking, require a conventional book, the built-in limits of the printed page are uniquely helpful to the deep reading experience. A book’s lack of hyperlinks, for example, frees the reader from making decisions — Should I click on this link or not? — allowing her to remain fully immersed in the narrative.

That immersion is supported by the way the brain handles language rich in detail, indirect reference and figures of speech: by creating a mental representation that draws on the same brain regions that would be active if the scene were unfolding in real life. The emotional situations and moral dilemmas that are the stuff of literature are also vigorous exercise for the brain, propelling us inside the heads of fictional characters and even, studies suggest, increasing our real-life capacity for empathy.

None of this is likely to happen when we’re browsing through a website. Although we call the activity by the same name, the deep reading of books and the information-driven reading we do on the Web are very different, both in the experience they produce and in the capacities they develop. A growing body of evidence suggests that online reading may be less engaging and less satisfying, even for the “digital natives” for whom it is so familiar. Last month, for example, Britain’s National Literacy Trust released the results of a study of 34,910 young people aged 8 to 16. Researchers reported that 39% of children and teens read daily using electronic devices, but only 28% read printed materials every day. Those who read only onscreen were three times less likely to say they enjoy reading very much and a third less likely to have a favorite book. The study also found that young people who read daily only onscreen were nearly two times less likely to be above-average readers than those who read daily in print or both in print and onscreen.

21. What does the author say about “deep reading” ?
[A] It serves as a complement to online reading.
[B] It is mainly suitable for reading literature.
[C] It should be preserved before it is too late.
[D] It is an indispensable part of education.
22. Why does the author advocate the reading of literature?
[A] It enables readers to appreciate the complexity of language.
[B] It helps promote readers’ intellectual and emotional growth.
[C] It is quickly becoming an endangered practice.
[D] It helps readers build up immersive reading habits.
23. In what way does printed-page reading differ from online reading?
[A] It ensures the reader’s cognitive growth.
[B] It helps the reader learn rhetorical devices.
[C] It activates a different region of the brain.
[D] It enables the reader to be fully engaged.
24. What do the studies show about online reading?
[A] It gradually impairs one’s eyesight.
[B] It keeps arousing readers’ curiosity.
[C] It renders reading less enjoyable.
[D] It provides up-to-date information.
25. What do we learn from the study released by Britain’s National Literacy Trust?
[A] Onscreen readers may be less competent readers.
[B] Those who do reading in print are less informed.
[C] Young people find reading onscreen more enjoyable.
[D] It is now easier to find a favourite book online to read.

Text 2

Our risk of cancer rises dramatically as we age. So it makes sense that the elderly should be routinely screened for new tumors — or doesn’t it?

While such vigilant tracking of cancer is a good thing in general, researchers are increasingly questioning whether all of this testing is necessary for the elderly. With the percentage of people over age 65 expected to nearly double by 2050, it’s important to weigh the health benefits of screening against the risks and costs of routine testing.

In many cases, screening can lead to additional biopsies and surgeries to remove cancer, which can cause side effects, while the cancers themselves may be slow-growing and may not pose serious health problems in patients’ remaining years. But the message that everyone must screen for cancer has become so ingrained that when health care experts recommended that women under 50 and over 74 stop screening for breast cancer, it caused a riotous reaction among doctors, patients and advocacy groups.

It’s hard to uproot deeply held beliefs about cancer screening with scientific data. Certainly, there are people over age 75 who have had cancers detected by routine screening, and gained several extra years of life because of treatment. And clearly, people over age 75 who have other risk factors for cancer, such as a family history or prior personal experience with the disease, should continue to get screened regularly. But for the remainder, the risk of cancer, while increased at the end of life, must be balanced with other factors like remaining life expectancy.

A recent study suggests that doctors start to make more objective decisions about who

will truly benefit from screening — especially considering the explosion of the elderly that will soon swell our population.

It's not an easy calculation to make, but one that makes sense for the whole patient. Dr. Otis Brawley said, "Many doctors are ordering these tests purely to cover themselves. We need to think about the rational use of health care and stop talking about the rationing of health care."

That means making some difficult decisions with elderly patients, and going against the misguided belief that when it comes to health care, more is always better.

26. Why do doctors recommend routine cancer screening for elderly people?
- [A] It is believed to contribute to long life.
 - [B] It is part of their health care package.
 - [C] The elderly are in greater danger of tumor growth.
 - [D] The elderly are more sensitive about their health.
27. How do some researchers now look at routine cancer screening for the elderly?
- [A] It adds too much to their medical bills.
 - [B] It helps increase their life expectancy.
 - [C] They think it does more harm than good.
 - [D] They are doubtful about its necessity.
28. What is the conventional view about women screening for breast cancer?
- [A] It is a must for adult women.
 - [B] It applies to women over 50.
 - [C] It is optional for young women.
 - [D] It doesn't apply to women over 74.
29. Why do many doctors prescribe routine screening for cancer?
- [A] They want to take advantage of the medical care system.
 - [B] They want to protect themselves against medical disputes.
 - [C] They want data for medical research.
 - [D] They want their patients to suffer less.
30. What does the author say is the general view about health care?
- [A] Better early than late.
 - [B] Prevention is better than cure.
 - [C] The more, the better.
 - [D] Better care, longer life.

Text 3

With medicine, the benefit of biotechnology has been obvious. People readily accept it when they see how better drugs and clearer diagnoses improve their lives. Why is it different when biotech is applied to agriculture? The answer is that the clearest gains from the current crop of genetically modified (GM) plants go not to consumers but to producers. Indeed, that was what their developers intended: an appeal to farmers offered the suppliers of GM technology the best hope of a speedy return. For consumers, especially in the rich world, the benefits of super-yielding soybeans are less clear, the world, by and large already has too much food in its stores; developing countries principally lack money, not food as much. Yet companies still pitch their products as a cure for malnutrition even though little that they are doing can justify such a noble claim. In boasting the technology as the only answer to everything from pest control to world hunger, the industry has fed the popular view that its products are unsafe, unnecessary and bad for the environment.

Of the two main charges against GM crops, by far the weaker is that they are unsafe to eat. Critics assert that genetic engineering introduces into food genes that are not present naturally, cannot be introduced through conventional breeding and may have unknown health effects that should be investigated before the food is sold to the public. GM crops such as the maize and soybeans that now blanket America certainly differ from their garden variety neighbors. But there is a broad scientific consensus that the present generation of GM food is safe. Even so, this does little to reassure consumers. Food frights such as “mad cow” disease and revelations of cancer-causing dioxin (二噁英) in Belgian food have sorely undermined their confidence in scientific pronouncements and regulatory authorities alike. GM food has little future in Europe until this faith can be restored.

The second big worry about GM food is that it may harm the environment. The producers argue that the engineered traits — such as resistance to certain brands of herbicide or types of insects and virus — actually do ecological good by reducing chemical use and improving yields so that less land needs to go under the plough. Opponents retort that any such benefits are far outweighed by the damage such crops might do. They worry that pesticide-resistant genes may spread from plants that should be saved to weeds that have to be killed. They fear a loss of biodiversity. They worry that the in-built resistance to bugs that some GM crops will have may poison insects such as Monarch butterfly, and allow other nastier bugs to develop a natural resistance and thrive.

Many of the fears are based on results from limited experiments, often in the laboratory. The only way to discover whether they will arise in real life, or whether they will be any more damaging than similar risks posed by conventional crops and farming practice, is to do more research in the field. Banning the experimental growth of GM plants as some protesters want simply deprives scientists of their most fruitful laboratory.

31. Companies introduce GM food to the market as a solution to all these problems EXCEPT

- [A] world hunger
- [B] malnutrition
- [C] environment
- [D] pest control

32. GM crops are crops that _____.

- [A] consumers readily accept
- [B] does nothing to benefit consumers
- [C] are basically safe to eat
- [D] developing countries urgently need

33. The author suggests that the public does not accept GM food because _____.

- [A] biotech already caused problems like mad cow disease
- [B] consumer confidence collapsed in recent food scares
- [C] there are scientific pronouncements against GM food
- [D] GM foods are cheap to produce but dear to buy

34. Critics of GM food argue that the pesticide-resistant gene _____.

- [A] may poison good insects and let bad insects thrive
- [B] may kill the plants instead of the harmful weeds
- [C] have benefits far outweighing the damage they might do
- [D] do ecological good by reducing the use of chemicals

35. By presenting the case of GM food, the author of the passage probably aims to _____.

- [A] expose its risks
- [B] exhibit its advantages

- [C] answer various charges against it
- [D] propose an objective attitude to it

Text 4

Extraordinary creative activity has been characterized as revolutionary, flying in the face of what is established and producing not what is acceptable but what will become accepted. According to this formulation, highly creative activity transcends the limits of an existing form and establishes a new principle of organization. However, the idea that extraordinary creativity transcends established limits is misleading when it is applied to the arts, even though it may be valid for the sciences. Differences between highly creative art and highly creative science arise in part from a difference in their goals. For the sciences, a new theory is the goal and end result of the creative act. Innovative science produces new propositions in terms of which diverse phenomena can be related to one another in more coherent ways. Such phenomena as a brilliant diamond or a nesting bird are relegated to the role of data, serving as the means for formulating or testing a new theory. The goal of highly creative art is very different: the phenomenon itself becomes the direct product of the creative act. Shakespeare's *Hamlet* is not a tract about the behaviour of indecisive princes or the uses of political power; nor is Picasso's painting "*Guernica*" primarily a propositional statement about the Spanish Civil War or the evils of fascism. What highly creative artistic activity produces is not a new generalization that transcends established limits, but rather an aesthetic particular. Aesthetic particulars produced by the highly creative artist extend or exploit, in an innovative way, the limits of an existing form, rather than transcend that form.

This is not to deny that a highly creative artist sometimes establishes a new principle of organization in the history of an artistic field; the composer Monteverdi, who created music of the highest aesthetic value, comes to mind. More generally, however, whether or not a composition establishes a new principle in the history of music has little bearing in its aesthetic worth. Because they embody a new principle of organization, some musical works, such as the operas of the Florentine Camerata, are of signal historical importance, but few listeners or musicologists would include these among the great works of music. On the other hand, Mozart's *The Marriage of Figaro* is surely among the masterpieces of music even though its modest innovations are confined to extending existing means. It has been said of Beethoven that he toppled the rules and freed music from the stifling confines of convention. But a close study of his compositions reveals that Beethoven overturned no fundamental rules. Rather, he was an incomparable strategist who exploited limits — the rules, forms, and conventions that he inherited from predecessors such as Haydn and Mozart, Handel and Bach — in strikingly original ways.

36. The author considers a new theory that coherently relates diverse phenomena to one another to be the _____.
- [A] basis for reaffirming a well-established scientific formulation
 - [B] byproduct of an aesthetic experience
 - [C] tool used by a scientist to discover a new particular
 - [D] result of highly creative scientific activity
37. The author implies that Beethoven's music was strikingly original because Beethoven _____.
- [A] strove to outdo his predecessors by becoming the first composer to exploit limits
 - [B] fundamentally changed the musical forms of his predecessors by adopting a richly inventive strategy

- [C] embellished and interwove the melodies of several of the great composers who preceded him
- [D] manipulated the established conventions of musical composition in a highly innovative fashion
38. The passage states that the operas of the Florentine Camerata are _____.
- [A] unjustifiably ignored by musicologists
- [B] not generally considered to be of high aesthetic value even though they are important in the history of music
- [C] among those works in which popular historical themes were portrayed in musical production
- [D] often inappropriately cited as examples of musical works in which a new principle of organization was introduced
39. The passage supplies information for answering all of the following questions EXCEPT _____.
- [A] “Has unusual creative activity been characterized as revolutionary?”
- [B] “Did Beethoven work within a musical tradition that also included Handel and Bach?”
- [C] “Is Mozart’s *The Marriage of Figaro* an example of a creative work that transcended limits?”
- [D] “Who besides Monteverdi wrote music that the author would consider to embody new principles of organization and to be of high aesthetic value?”
40. The author regards the idea that all highly creative artistic activity transcends limits with _____.
- [A] deep skepticism
- [B] strong indignation
- [C] marked indifference
- [D] moderate amusement

Part B (10 points)

Directions: *In the following text, some sentences have been removed. For Questions 41-45, choose the most suitable one from the list [A] - [G] to fit into each of the numbered blanks. There are two extra choices, which do not fit in any of the blanks. Mark your answers on the ANSWER SHEET.*

Americans today don’t place a very high value on intellect. Our heroes are athletes, entertainers, and entrepreneurs, not scholars. _____ 41 _____ Symptoms of pervasive anti-intellectualism in our schools aren’t difficult to find.

“Schools have always been in a society where practical is more important than intellectual,” says education writer Diane Ravitch. “Schools could be a counterbalance.” Ravitch’s latest book, *Left Back: A Century of Failed School Reforms*, traces the roots of anti-intellectualism in our schools, concluding they are anything but a counterbalance to the American distaste for intellectual pursuits.

But they could and should be. Encouraging kids to reject the life of the mind leaves them vulnerable to exploitation and control. _____ 42 _____ Continuing along this path, says writer Earl Shorris, “We will become a second-rate country. We will have a less civil society.”

“Intellect is resented as a form of power or privilege,” writes historian and professor Richard Hofstadter in *Anti-Intellectualism in American Life*, a Pulitzer Prize winning book on the roots of anti-intellectualism in US politics, religion, and education. _____ 43 _____

Practicality, common sense, and native intelligence have been considered more noble qualities than anything you could learn from a book.

Ralph Waldo Emerson and other Transcendentalist philosophers thought schooling and rigorous book learning put unnatural restraints on children: "We are shut up in schools and college recitation rooms for 10 or 15 years and come out at last with a bellyful of words and do not know a thing." Mark Twain's *Huckleberry Finn* exemplified American anti-intellectualism. _____ 44 _____

Intellect, according to Hofstadter, is different from native intelligence, a quality we reluctantly admire. _____ 45 _____ Intelligence seeks to grasp, manipulate, re-order, and adjust, while intellect examines, ponders, wonders, theorizes, criticizes and imagines.

- [A] From the beginning of our history, says Hofstadter, our democratic and populist urges have driven us to reject anything that smells of elitism.
- [B] One writer says that our country's educational system is in the grips of people who joyfully and militantly proclaim their friendly attitude to intellect and their eagerness to identify with children who show the most intellectual promise.
- [C] Even our schools are where we send our children to get a practical education — not to pursue knowledge for the sake of knowledge.
- [D] Intellect is the critical, creative, and contemplative side of the mind.
- [E] Schools have not become places where intellect is mistrusted.
- [F] Without the ability to think critically, to defend their ideas and to understand the ideas of others, they cannot fully participate in our democracy.
- [G] Its hero avoids being civilized — going to school and learning to read — so he can preserve his innate goodness.

Part C (10 points)

Directions: *Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written neatly on the ANSWER SHEET.*

At first glance the patriarchy appears to be thriving. More than 90% of presidents and prime ministers are male, as are nearly all big corporate bosses. Men dominate finance, technology, films, sports, music and even stand-up comedy. In much of the world they still enjoy social and legal privileges simply because they have a Y chromosome. So it might seem odd to worry about the plight of men.

Yet there is plenty of cause for concern. One group in particular is suffering. Poorly educated men in rich countries have had difficulty coping with the enormous changes in the labour market and the home over the past half-century. (46) As technology and trade have devalued brawn, less-educated men have struggled to find a role in the workplace. Women, on the other hand, are surging into expanding sectors such as health care and education, helped by their superior skills. As education has become more important, boys have also fallen behind girls in school.

Those on the political left tend to focus on economics. Shrinking job opportunities for men, they say, are entrenching poverty and destroying families. (47) In America pay for men with only a high-school certificate fell by 21% in real terms between 1979 and 2013; for women with similar qualifications it rose by 3%. Around a fifth of working-age American men with only a high-school diploma have no job.

Those on the right worry about the collapse of the family. The vast majority of women would prefer to have a partner who does his bit both financially and domestically. (48) But

they would rather do without one than team up with a layabout, which may be all that is on offer: American men without jobs spend only half as much time on housework and caring for others as do women in the same situation, and much more time watching television.

These two sides often talk past each other. But their explanations are not contradictory: both economics and social change are to blame, and the two causes reinforce each other. Moreover, these problems are likely to get worse. (49) Technology will disrupt more industries, creating benefits for society but rendering workers who fail to update their skills redundant. The OECD, a think-tank, predicts that the absolute number of single-parent households will continue to rise in nearly all rich countries. Boys who grow up without fathers are more likely to have trouble forming lasting relationships, creating a cycle of male dysfunction.

What can be done? Part of the solution lies in a change in cultural attitudes. Politicians need to recognise that boys' underachievement is a serious problem, and set about fixing it. Some sensible policies that are good for everybody are particularly good for boys. Early-childhood education provides boys with more structure and a better chance of developing verbal and social skills. (50) Countries with successful vocational systems such as Germany have done a better job than Anglo-Saxon countries of motivating non-academic boys and guiding them into jobs, but policymakers need to reinvent vocational education for an age when trainees are more likely to get jobs in hospitals than factories.

The growing equality of the sexes is one of the biggest achievements of the post-war era: people have greater opportunities than ever before to achieve their ambitions regardless of their gender. But some men have failed to cope with this new world. It is time to give them a hand.

Section III Writing (30 points)

Part A (10 points)

Directions: *Write a letter based on the following situation.*

In your life, you have met a lot of different people. Some of them have helped you, while others may have hurt you. Write a letter to the person you feel the most grateful to. In your letter

- 1) introduce yourself;
- 2) explain why you express your thanks to him/her; and
- 3) how he/she affects you in your life.

You should write no less than 100 words on the ANSWER SHEET.

Do not write the address. **Do not** sign your own name at the end of the letter. Use Li Ming instead.

Part B (20 points)

Directions: *Select one of the following two topics and write an essay of about 160-200 words. Write it neatly on the ANSWER SHEET. (从给出的两个写作任务中选择一个, 完成一篇 160-200 英语单词的短文。)*

Option 1:

In our society, each individual is closely related and bears obligations to others. Nowadays, however, some people seem to lack the sense of social responsibility and even worse to ignore their social responsibilities. Please illustrate your opinion on the topic “**On Social Responsibility**”. You should follow the outline given below.

1. 什么是社会责任感
2. 如何加强社会责任感
3. 呼吁：肩负起自己的社会责任

Option 2:

Directions: Write an essay about “**Online Shopping**” based on the picture below. In your essay, you should

- 1) describe the picture briefly
- 2) interpret the meaning, and
- 3) give your comments.

