

# 中山大学

## 2017 年攻读硕士学位研究生入学考试试题

科目代码: 638

科目名称: 基础英语

考试时间: 2016 年 12 月 25 日 上 午

### 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。

### I. Reading comprehension (40 points)

Write your answers on the ANSWER SHEET.

#### Passage 1:

*His mistress had been severely reprimanded by her husband for helping Frederick Douglass learn to read. After all, the husband admonished, giving a slave the knowledge to read was like giving the slave access to thinking he or she was human. If you give the slaves an inch, they will take the ell.*

My mistress was, as I have said, a kind and tender-hearted woman; and in the simplicity of her soul she commenced, when I first went to live with her, to treat me as she supposed one human being ought to treat another. In entertaining upon the duties of a slaveholder, she did not seem to perceive that I sustained to her the relation of a mere chattel and that for her to treat me as a human being was not only wrong, but dangerously so. Slavery proved as injurious to her as it did to me. When I went there, she was a pious, warm, and tender-hearted woman. There was no sorrow or suffering for which she had not a tear. She had bread for the hungry, clothes for the naked, and comfort for every mourner that came within her reach. Slavery soon proved its ability to divest her of these heavenly qualities. Under its influence, the tender heart became stone, and the lamblike disposition gave way to one of tiger-like fierceness. The first step in her downward course was in her ceasing to instruct me. She now commenced to practice her husband's precepts. She finally became ever more violent in her opposition [to my learning to read] than her husband himself. She was not satisfied with simply doing as well as he had commanded; she seemed anxious to do better. Nothing seemed to make her more angry than to see me with a newspaper. She seemed to think that here lay the danger. I have her rush at me with a face made all up of fury, and snatch from me a newspaper, in a manner that fully revealed her apprehension. She was an apt woman; and a little experience soon demonstrated, to her satisfaction, that education and slavery were incompatible with each other.

From this time I was most narrowly watched. If I was in a separate room any considerable length of time, I was sure to be suspected of having a book, and was at once called to give an account of myself. All this, however, was too late. The first step had been taken. Mistress, in teaching me the alphabet, had given me the inch, and no precaution could prevent me from taking the ell.

The plan which I adopted and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent on errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome, for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge. I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but prudence forbids; -- not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this Christian country. I used to talk this matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men. This used to trouble them; they would express for me with the hope that something would occur by which I might be free.



1. The narrator's attitude toward his mistress can best be described as  
A. compassion and understanding    B. hatred and vengeance  
C. ridicule and dismissal              D. regret and thankfulness
2. The narrator would most likely adhere to the concept that  
A. all's well that ends well.                  B. some people's piety is only skin deep.  
C. one must take advantage of that which is close at hand.  
D. sometimes things don't work out the way you want them to.
3. The short paragraph 3 concludes with the author's clever use of  
A. a metaphor.    B. a version of an aphorism. C. an alliteration. D. a trite expression.
4. In Paragraph 4 near the end part, the words "Christian country" are most specifically chosen to  
A. express an irony.                                  B. show the religious element of the passage.  
C. express the spiritual feelings of the writer.    D. present an allusion.
5. The purpose of this passage can be interpreted as all of the following EXCEPT  
A. to relate a Negro slave's struggle to learn to read.  
B. to explain the impetus of a slave to seek freedom.  
C. to expose the hypocrisy of Christian slave owners.  
D. to show the changing attitude of the slave's mistress.
6. The author uses all of the following elements to tell his story EXCEPT  
A. retrospective storytelling.  
B. movement from the personal to the general.  
C. movement from the narrator's childhood to his adulthood.  
D. reference from specific people to a more general population.
7. The rhetorical mode that best describes the characteristics of this passage is one of  
A. comparison and contrast. B. argumentation. C. personal reflection. D. cause and effect.
8. One could characterize the narrator of this passage as  
A. an angry young man.                                  B. a despairing slave.  
C. one who had it better than most of his peers.    D. a young man determined to succeed.

### Passage 2:

It is not one ideal for all men, but a separate ideal for each separate man, that has to be realized if possible. Every man has it in his being to develop into something good or bad: there is a best possible for him, and a worst possible. His circumstances will determine whether his capacities for good are developed or crushed, and whether his bad impulses are strengthened or gradually diverted into better channels.

But although we cannot set up in any detail an ideal of character which is to be universally applicable – although we cannot say, for instance, that all men ought to be industrious, or self-sacrificing, or fond of music – there are some broad principles which can be used to guide our estimates as to what is possible or desirable.

We may distinguish two sorts of goods, and two corresponding sorts of impulses. There are goods in regard to which individual possession is possible, and there are goods in which all can share alike. The food and clothing of one man is not the food and clothing of another; if the supply is insufficient, what one man has is obtained at the expense of some other man. This applies to material goods generally, and therefore to the greater part of the present economic life of the world. On the other hand, mental and spiritual goods do not belong to one man to the exclusion of another. If one man knows a science, that does not prevent others from knowing it; on the contrary, it helps them to acquire the knowledge. If one man is a great artist or poet, that does not prevent others from painting pictures or writing poems, but helps to create the atmosphere in which such things are possible. If one man is full of good-will toward others, that does not mean that there is less goodwill to be shared among the rest; the more good will one man has, the more he is likely to create among others.

In such matters there is no possession, because there is not a definite amount to be shared; any increase



anywhere tends to produce an increase everywhere.

There are two kinds of impulses, corresponding to the two kinds of goods. There are possessive impulses, which aim at acquiring or retaining private goods that cannot be shared; these center in the impulse of property. And there are creative or constructive impulses, which aim at bringing into the world or making available for use the kind of goods in which there is no privacy and no possession.

The best life is the one in which the creative impulses play the largest part and the possessive impulses the smallest. This is no new discovery. The Gospel says: "Take no thought, saying, What shall we eat? or What shall we drink? Or wherewithal shall we be clothed?" The thought we give to these things is taken away from matters of more importance. And what is worse, the habit of mind engendered by thinking of these things is a bad one; it leads to competition, envy, domination, cruelty, and almost all the moral evils that infest the world. In particular, it leads to the predatory use of force. Material possessions can be taken by force and enjoyed by the robber. Spiritual possessions cannot be taken in this way. You may kill an artist or a thinker, but you cannot acquire his art or his thought. You may put a man to death because he loves his fellow-men, but you will not by so doing acquire the love which made his happiness. Force is impotent in such matters; it is only as regards material goods that it is effective. For this reason the men who believe in force are the men whose thoughts and desires are preoccupied with material goods.

9. Which of the following best summarizes the main point of the passage?
- A. People should strive harder to appreciate the arts.
  - B. Nothing can be possessed exclusively by one person.
  - C. Societies need strong laws against stealing.
  - D. Creativity is of higher value than possessiveness.
10. The passage mentions "food and clothing" (the underlined part in Paragraph 3) primarily as examples of things that
- A. everyone needs to survive
  - B. create a positive atmosphere of sharing
  - C. many underdeveloped countries lack
  - D. cannot be shared as freely as other things
11. As it is used in the first sentence of Paragraph 4, "such matters" (the underlined) can be inferred to refer to situations in which
- A. people must compete for ownership of goods
  - B. artists struggle to sell their works
  - C. possessing a good does not deny it to someone else
  - D. philosophers endeavor to define human ideals
12. In Paragraph 5, in the sentence "these center in the impulse of poverty", the phrase "impulse of" most nearly means
- A. reaction against
  - B. desire for
  - C. sharing of
  - D. fear of
13. According to the author, "force is impotent in such matters" (the underlined in the last paragraph) because
- A. violence cannot influence another person's thoughts
  - B. moral people do not engage in violence
  - C. spiritual things cannot be acquired coercively
  - D. reason is more powerful than physical force
14. In the last paragraph, the author indicates that his thesis is not
- A. ancient
  - B. a matter of logic
  - C. original
  - D. universal
15. Which of the following examples, if it existed, would most directly refute the main point of the author?
- A. an army that invades another country and plunders its wealth
  - B. a person who finds a large sum of money and gives it to charity
  - C. a tyrant who murders intellectuals in order to maintain his authority
  - D. an invention that benefits all of humankind even though it was created only to make money for its inventor



### Passage 3:

My own opinion of the spelling profession is that it has nothing to do with genius, except to kill it. I know that Shakespeare was a promiscuous sort of speller, even as to his own name, and no one can deny that he was a greater genius than Noah Webster. The reason America so long lagged behind Europe in the production of genius is that America, for many decades, was the slave of the spelling-book. No man who devotes the fiery days of his youth to learning to spell has time to be a genius.

Serena says, and I agree with her, that it is the jealousy of a few college professors who are trying to undermine the younger writers. They know that it is excusable to spell incorrectly now, but they want this new phonetic spelling brought into use so that there shall be no excuse for bad spelling, and that then, Serena says, self-made authors like me, who never can spell but who simply blaze with genius, will be hooted out of the literature that is spelled correctly. Serena looks upon the whole thing as a direct, personal stab at me. I look at it more philosophically.

To me it seems that the spelling reformers are entirely on the wrong track. Their proposed changes are almost a revolution, and we Americans do not like sudden changes. We like our revolutions to come about gradually. Think how gradually automobiles have come to pass. If, in our horse age, the streets had suddenly been covered with sixty horsepower snorters going thirty miles an hour and smelling like an eighteenth-century literary debate, and killing people right and left, we Americans would have arisen and destroyed every vestige of the automobile. But the automobile came gradually – first the bicycle, then the motorcycle, and so by stages, to the present monsters. So slowly and progressively did the automobile increase in size and number that it seemed a matter of course. We take to being killed by the automobile quite naturally now.

Of course, the silent letters in our words are objectionable. They are lazy letters. We want no idle class in America, whether tramp, aristocrat, or silent letter, but we do not kill the tramp and the aristocrat. We set them to work, or we would like to. My theory of spelling reform is to set the idle letters to work.

Take that prime offender, *although*. *Altho* does all the work, and *ugh* sits on the fence and whittles. I would put *ugh* to work. *Ugh* is a syllable in itself. I would have the *ugh* follow the pronounced *altho* as a third syllable. Doubtless the asthmatic islanders who concocted our English language actually pronounced it so.

I propose to have some millionaire endow my plan, and Serena and I will then form a society for the reforming of English pronunciation. I will not punch out the *i* of any chief, nor shall any one drag *me* from any programme, however dull. I will pronounce *programme* as it should be pronounced – *programmy* – and, as for *chief*, he shall be pronounced *chy-ef*.

The advantage of this plan is manifest. It is so manifest that I am afraid it will never be adopted.

Serena's plan is, perhaps, less intellectual, but more American. Serena's plan is to ignore all words that contain superfluous letters. She would simply boycott them. Serena would have people get along with such words as are already phonetically spelled. Why should people write *although*, when they can write *notwithstanding that*, and not have silent letter in it? I have myself often written a phrase twelve words long to stand instead of a single word I did not know how to spell. In fact, I abandoned my Platonic friendship for Serena, and replaced it with ardent love, because I did know how to spell *sweetheart*, but could not remember whether she was my *friend* or *freind*.

16. In Paragraph 1, Noah Webster is mentioned as an example of
- |                                     |  |
|-------------------------------------|--|
| A. a genius who was a poor speller  | B. one of the first spelling reformers |
| C. a man devoted to proper spelling | D. one who shares the author's opinion |
17. Serena regards phonetic spelling as a "personal stab" (Paragraph 2) at the author because its proponents
- |  |                          |
|--|--------------------------|
| A. have a history of vindictiveness                        | B. do not like hard work |
| C. want to eliminate the author's excuse for poor spelling | D. are well educated     |
18. The success of "Serena's plan" (Paragraph 8) depends on the ability of people to
- |   |                                     |
|---|-------------------------------------|
| A. change their habits of pronunciation | B. perfect their handwriting skills |
| C. learn an entirely new alphabet       | D. change their writing habits      |



19. By saying that Serena's plan is "more American" (Paragraph 8), the author implies that Americans
- A. are good spellers
  - B. regard writers with disdain
  - C. are inclined to protest
  - D. do not read enough
20. In this passage, the author's theory of spelling reform differs from that of Serena in that the author
- A. wants to alter the pronunciation of words that Serena wants to ignore
  - B. wants to change the alphabet but Serena does not
  - C. seeks to simplify spelling, while Serena does not
  - D. understands how to alter American habits but Serena does not

**II. Each of the following sentences contains either a single error or no error at all. Correct the mistakes in them: underline the wrong parts and put the correct ones in the brackets. If there is no error, place a ✓ or write "No error" on the ANSWER SHEET. (10 points).**

1. According to veterinarian Jim Silver, of all the breeds of dogs, poodles learn their tricks like "sit" and "roll over" more quickly.
2. The bubbly toddlers around the scenic park was walking, hoping to find a colorful jungle gym before their mothers decided it was time to return home.
3. Their sailing certificates hung side by side in the living room in symbolizing their commitment to trying new things in life and to inspire their young children to try new sports and activities.
4. Some parents coerce their children in playing one particular sport or another, without proper consideration of the youngsters' genuine interests and talents as individuals.
5. After eating their ice-cream cone and playing their fifth game of football, the invigorated boys joined in on a volleyball match at the net on the sand.
6. Just as a home theater was a dream come true for the Benson family, so a backyard tennis court was a dream come true for the Janice family.
7. Both on the playing field and off, Hugo's sportsmanship is far more admirable than that shown by Peter's.
8. The purpose of the annual Career Night is illustrating the many professors that high school students may one day choose.
9. Grandma, affectionately called "Gramm," encouraged her grandson's reading by assuring him that the words he hesitated are the same ones she would have stumbled upon.
10. Caravaggio demonstrated the great range of his artistic talent in such paintings as "Bacchus" and "Basket of Fruit," painted in 1593 and 1596, respectfully.

**III. English composition (40 points)**

**Think carefully about the issue presented in the following passage, and then write an essay that answers the question posed in the assignment.**

*Acquiring knowledge is like scaling a mountain. The proper attitude in reaching a summit, however, is to marvel not so much at one's achievement as at the glorious view of the unknown beyond. A well-educated person is known not so much for the questions he or she can answer as for the questions he or she can ask.*

**Assignment: What is one great question that every educated person should ask?**  
Plan and write an essay of **about at least 400 words** in which you indicate what this question should be and explain the reasons for your choice. You may draw inspiration and support from literature, the arts, history, politics, science and technology, current events, or your experience or observation.

**Marks** will be awarded for **Content, Organization, Grammar, and Appropriateness**. Failure to follow the instruction will result in a loss of marks.



#### **IV. Translation (40 points)**

- 1. Translate the following passage into Chinese. Write your translation on the ANSWER SHEET. (20 points)**

And, after boasting this way of my tolerance, I come to the admission that it has a limit. Conduct may be founded on the hard rock or the wet marshes, but after a certain point I don't care what it's founded on. When I came back from the East last autumn I felt that I wanted the world to be in uniform and at a sort of moral attention forever; I wanted no more riotous excursions with privileged glimpses into the human heart. Only Gatsby, the man who gives his name to this book, was exempt from my reaction—Gatsby, who represented everything for which I have an unaffected scorn.

- 2. Translate the following passage into English. Write your translation on the ANSWER SHEET. (20 points)**

我的祖母不识字，可是她有一箩筐的神话和传奇故事。小时候我总是缠着她，要她给我讲故事。而她在忙完家务之后，总会把我抱到膝上，一边讲故事一边有节奏地晃动我。这些故事加上她丰富的表情深深地吸引住了我。我父母发现了我对故事的浓厚兴趣，不失时机地引导我进行阅读。他们给我买了许多带插图的故事书，有空的时候就一遍遍地读给我听。慢慢地我认识了很多字，能自行阅读了。

#### **V. Culture-related Questions (20 points)**

**Write your answers on the ANSWER SHEET.**

- 1. Give short answers to the following questions. (10 points)**

- 1) What are the main principles of government in the United States?
- 2) What is the fundamental government policy for education in the United Kingdom?
- 3) What were the Puritan values and why did the Puritans go to America?
- 4) What was muckraking?
- 5) What is a welfare state?

- 2. Answer the following question. (10 points)**

Which image do you think reflects American society better, the "Melting Pot" or the "Salad Bowl"? And why?