

汕头大学 2021 年攻读硕士学位研究生入学考试试题

科目代码: 624

科目名称: 基础英语

适用专业: 英语语言文学

考生须知

答案一律写在答题纸上, 答在
试题纸上的不得分! 请用黑色字迹
签字笔作答, 答题要写清题号, 不
必抄原题。

I. Vocabulary and structure (1-5: 1 point each; 6-15: 1.5 points each. Total: 20 points)

Part A: Multiple choice of vocabulary.

- Obviously, the Chairman's remarks at the conference were _____ and not planned.
A. spontaneous B. substantial C. simultaneous D. synthetic
- Share prices on the Stock Exchange plunged sharply in the morning but _____ slightly in the afternoon.
A. regained B. recovered C. restored D. revived
- Professor Johnson's retirement _____ from next January.
A. carries into effect B. takes effect
C. has effect D. puts into effect
- _____ no cause for alarm, the old man went back to his room.
A. There was B. Since C. Being D. There being
- _____ for the fact that he broke his leg, he might have passed the exam.
A. Had it not been B. Were it not
C. If it was not D. Should it not

Part B: Choose one word to complete each of the following sentences:

A. ignoble B. invulnerable C. irrelevant D. immutable E. inveterate

- Ms. Smith heads a support group for _____ gamblers, helping them to get over their chronic habit through group counseling.
- No politician is safe from disparaging attacks by those who have designs on his position. He could have 100% affirmative votes and still not be _____ to defamation.
- John was expelled solely on his violation of our laws, and things such as race, gender and religion are _____.

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9. For a man already infamous like him, this _____ act comes as no surprise to us all.
10. Our dedication to the completion to this expressway project is _____. No setbacks will prevent us from finishing what we've started.

Part C: Multiple choice of syntactic knowledge:

11. In the sentence "It's no use *waiting for her*", the italicized phrase is _____.
A. the object B. an adverbial C. a complement D. the subject
12. Which of the following sentences has an object complement?
A. The directors appointed John manager.
B. I gave Mary a Christmas present.
C. You have done Peter a favor.
D. She is teaching children English.
13. Which of the following sentences contains an adverbial of cause?
A. He failed to lift the rock in spite of all his exertions.
B. To draw the map properly, you need a special pen.
C. For all her wealth, she never wastes money on luxury goods.
D. With all this work to do, I don't know whether I can go out.
14. Which of the following italicized parts indicates an appositive relation?
A. This is the best hotel *to stay*.
B. He got lots of tasks *to do*.
C. Sally hit back the urge *to tell a lie*.
D. There are many topics *to discuss*.
15. Which of the following statements is INCORRECT?
A. Fifteen miles are not a short walk for a 5-year-old kid.
B. Thirty percent of the refugees were from that country.
C. Neither my parents nor my brother is coming.
D. Only one out of six was absent at the meeting.

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II. Reading Comprehension (40 points)

Read the following passages and choose the best answer to each question.

Passage 1 (10 points)

Social circumstances in Early Modern England mostly served to repress women's voices. Patriarchal culture and institutions constructed them as chaste, silent, obedient, and subordinate. At the beginning of the 17th century, the ideology of patriarchy, political absolutism, and gender hierarchy were reaffirmed powerfully by King James in *The Trew Law of Free Monarchie* and the *Basilikon Doron*; by that ideology the absolute power of God the supreme patriarch was seen to be imaged in the absolute monarch of the state and in the husband and father of a family. Accordingly, a woman's subjection, first to her father and then to her husband, imaged the subjection of English people to their monarch, and of all Christians to God. Also, the period saw an outpouring of repressive or overtly misogynist sermons, tracts, and plays, detailing women's physical and mental defects, spiritual evils, rebelliousness, shrewishness, and natural inferiority to men.

Yet some social and cultural conditions served to empower women. During the Elizabethan era (1558—1603) the culture was dominated by a powerful Queen, who provided an impressive female example though she left scant cultural space for other women. Elizabethan women writers began to produce original texts but were occupied chiefly with translation. In the 17th century, however, various circumstances enabled women to write original texts in some numbers. For one thing, some counterweight to patriarchy was provided by female communities—mothers and daughters, extended kinship networks, close female friends, the separate court of Queen Anne (King James' consort) and her often oppositional masques and political activities. For another, most of these women had a reasonably good education (modern languages, history, literature, religion, music, occasionally Latin) and some apparently found in romances and histories more expansive terms for imagining women's lives. Also, representation of vigorous and rebellious female characters in literature and especially on the stage no doubt helped to undermine any monolithic social construct of women's nature and role.

Most important, perhaps, was the radical potential inherent in the Protestant insistence on every Christian's immediate relationship with God and primary responsibility to follow his or her individual conscience. There is plenty of support in St Paul's epistles and elsewhere in *the Bible* for patriarchy and a wife's subjection to her husband, but some texts (notably Galatians 3:28) inscribe a very different politics, promoting women's spiritual equality: "There is neither Jew nor Greek, there is neither bond nor free, there is neither male nor female: for ye are all one in Jesus Christ." Such texts encouraged some women to claim the support of God the supreme patriarch against the various earthly patriarchs who claimed to stand toward them in his stead.

There is also the gap or slippage between ideology and common experience. English women throughout the 17th century exercised a good deal of accrual power: as managers of estates in their husbands' absences at court or on military and diplomatic missions; as members of guilds; as wives

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and mothers who apex during the English Civil War and Interregnum (1640-1660), as the execution of the King and the attendant disruption of social hierarchies led many women to seize new roles—as preachers, as prophetesses, as deputies for exiled royalist husbands, as writers of religious and political tracts.

1. All of the following are characteristics of Early Modern England EXCEPT _____.

- A. women's merits were extolled in publications
- B. women's opinions were not asked
- C. women were subject to their husbands
- D. women were often referred to

2. Elizabethan women writers began to write novel articles NOT because _____.

- A. there was struggle against women's subordination
- B. they were better educated
- C. they were materially independent
- D. they were inspired by heroines in literary works

3. What did the religion do for the women?

- A. It did nothing.
- B. It appealed to the God.
- C. It supported women unconditionally.
- D. It asked women to be obedient except some texts.

4. It can be inferred from the last paragraph that in the 17th century, women _____.

- A. had a hard time in striving for their equal rights.
- B. made certain progress in their fight for equal rights.
- C. temporarily lost confidence in fighting for equal rights.
- D. triumphed over men in fighting for equal rights.

5. What is the best title for this passage?

- A. Women's Position in the 17th Century
- B. Women's Subjection to Patriarchy
- C. Social Circumstances in the 17th Century
- D. Women's Rebellion in the 17th Century

Passage 2 (12 points)

I was in a student coffee bar during my first week at university soaking in the atmosphere

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when a lad from Oldham announced calmly that he intended to get a first in classics. He would work 25 hours a week, study five hours a day on the weekdays and leave the weekends free. That would be sufficient.

I was vaguely committed to endless hours of work. I imagined that at some point I would spend weeks of intensive study. The vice-chancellor had told us in his address to freshers to look at the person on either side and note that in all probability one of us would not be around the following year. The message struck home: I would turn myself into a paragon of academic virtue. I could see that the classicist in the coffee bar had got it all wrong, or was bluffing.

Three years later he sailed to his first whilst other friends struggled to very modest achievements. As I discovered when sharing his lodgings, he worked more or less to the plan he had outlined. He slept late in the mornings, only stirring himself if there was a lecture to attend. He played the cards with the rest of us after lunch. Then he moved to his desk and stayed there till around seven. The evenings he spent more wildly than most—hence the late mornings. Nevertheless, when I came to look back I realized he had studied more than anyone else I knew. Through sticking assiduously to a modest but well-defined, realistic plan, he had achieved a great deal. He had enjoyed work much more, too. He argued that it was not possible to work productively at intensive intellectual tasks for more than a few hours at a time. I aimed to do much more. But I was easily distracted. By the time it was apparent that stretches of a day had slipped away, I felt so guilty that I blotted studies out of my mind, comforting myself with the thought of all the days which lay ahead.

I was too inexperienced at looking after my own affairs to realize I was already failing one of the major tests of studenthood, the organization of time. I thought that success in studying was to do with how brilliantly clever and original you were; I had yet to discover that one of the central challenges of adult life is time management.

At school the work timetable was defined for us and teachers made sure we fitted all that was required into the school year. At university I was at sea. Time came in great undifferentiated swathes. What to do with it all? Individuals vary and different subjects make different demands. Nevertheless with a target you can plan your studies, not just stumble ahead in hope. The sketchiest of weekly timetables, setting aside 40 hours to cover all study, is an invaluable aid in defining time. Then you can divide it into segments and use it strategically, rather than let it dribble away.

Defining what to do is harder. Take the booklists. How many books are students expected to read? How long should a book take? It took me so long to read just a few pages that I felt defeated when I looked ahead. I would sit in the library for a whole day, dipping into one book after another, often with glazed-over eyes. By comparison I went to lectures gratefully—at least I knew when they started and finished. Although my lecture notes weren't up to much, I could tell myself I had accomplished something, which would bring down my anxiety level.

Much later I discovered I could learn a great deal from a close reading of selected sections;

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that taking notes could sometimes be very satisfying and at other times was not necessary. The trick was to take control; to decide what I wanted to find out. Dividing big jobs into small subtasks helps to bring work under control, and allows you to set targets and check your progress. There is so much pressure to be ambitious—to go for the long dissertation, to read the huge tomes. Yet achievement arises out of quite modest activities undertaken on a small scale. The trouble with the big tasks is that you keep putting them off. Their scope and shape is unclear and we all flee from uncertainty. The more you can define your work as small, discrete, concrete tasks, the more control you have over it.

Organizing tasks into the time available can itself be divided into strategy and application. It is useful to think of yourself as “investing” time. Some tasks require intense concentration and need to be done at a prime time of day, when you are at your best and have time to spare. Others can be fitted in when you are tired, or as “warm-up” activities at the start of a session. Some, such as essay writing, may best be spread over several days. Some need to be done straight away.

There are few reliable guidelines. Essentially you have to keep circling round a self-monitoring loop: plan an approach to a task, try it out, reflect afterwards on your success in achieving what you intended and then revise your strategy.

Once you start to think strategically, you begin to take control of your studies rather than letting them swamp you.

6. The vice-chancellor's speech _____ the writer.

- A. amused B. failed to convince C. frightened D. inspired

7. The lad from Oldham's time at university was _____ than the writer.

- A. less successful B. more intellectual
C. more fun D. more strenuous

8. Different from school, university requires students of the ability to _____.

- A. do independent research
B. manage their study time
C. deal with several courses simultaneously
D. overcome difficulties in study

9. Towards the end of his time at university the writer _____.

- A. gave up hope B. organized himself better
C. worked harder D. wrote a long dissertation

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10. The writer recommends _____.

- A. studying for a short time every day
- B. finishing one task before starting another
- C. studying only when you are alert
- D. deciding when each kind of task is best done

11. "Circling round a self-monitoring loop" in the second to the last paragraph means _____.

- A. approaching your studies in a roundabout way
- B. continuing to study for a long time
- C. planning your study methods
- D. evaluating the success of your study methods

Passage 3 (8 points)

From the Chrysler Corporation to the Central Intelligence Agency, cultural diversity programs are flourishing in American organizations today. Firms can no longer safely assume that every employee walking in the door has similar beliefs or expectations. Whereas North American white males may believe in challenging authority, Asians tend to respect and defer to it. In Hispanic cultures, people often bring music, food, and family members to work, a custom that U.S. businesses have traditionally not allowed. A job applicant who won't make eye contact during an interview may be rejected for being unapproachable, when according to her culture, she was just being polite.

As a larger number of women, minorities, and immigrants enter the US work force, the workplace is growing more diverse. It is estimated that by 2008 women will make up about 48 percent of the US work force, and African Americans and Hispanics will each account for about 11 percent; by the year 2050, minorities will make up over 50 percent of the American population.

Cultural diversity refers to the differences among people in a work force due to race, ethnicity, and gender. Increasing cultural diversity is forcing managers to learn to supervise and motivate people with a broader range of values systems. According to a recent survey by the American Management Association, half of all US employers have established some kind of formal initiative to promote and manage cultural diversity. Although demographics isn't the only reason for the growth of these programs, it is a compelling one. An increasing number of organizations have come to believe that diversity, like quality and customer service, is a competitive edge. A more diverse work force provides a wider range of ideas and perspectives and fosters creativity and innovation. Avenues for encouraging diversity include recruiting at historically black colleges and universities, training and development, mentoring, and revamped promotion review policies. To get out the message about their commitment to diversity, many organizations establish diversity councils made

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up of employees, managers and executives.

Although many Fortune 500 companies are making diversity part of their strategic planning process, some programs stand out from the crowd.

At Texas Instruments, strategies for enhancing diversity include an aggressive recruiting plan, diversity training, mentoring, and an incentive compensation program that rewards managers for fostering diversity. Each business unit has a diversity manager who implements these strategies and works closely with the company's Diversity Network. The network provides a forum of employees to share ideas, solicit support, and build coalitions.

Convinced that strengthening diversity is a business imperative, Du Pont has established several programs to achieve that goal. In addition to training workshops and mentoring, Du Pont has established over 100 multicultural networks through which employees share work and life experiences and strive to help women and minorities reach higher levels of leadership and responsibility within the organization. Over half of Du Pont's new hires for professional and managerial positions are minorities and women.

Disney World's director of diversity wants theme park guests to see themselves reflected in the diversity of Disney's employees. Working to attract diverse employees, Disney hopes to convince them that the organization understands, respects, and values who they are. By holding a variety of diversity celebrations every year—including Dr. Martin Luther King's Birthday, Asian-Pacific Heritage Month, Hispanic Heritage Month, Disability Awareness Month, and Native American Heritage Month—Disney opens the door to this kind of understanding.

What do we learn from strong, successful diversity program such as these, as well as similar programs at Microsoft, Xerox, Procter & Gamble and Digital Equipment Corporation? First, they can go a long way toward eliminating prejudice in the workplace and removing barriers to advancement. Second, to be more than just the latest corporate buzzword, diversity programs require commitment from the top and a culture that supports an inclusive environment.

12. Which of the following is NOT mentioned as cultural diversity in the passage?

- A. Asian people tend to show submissiveness to their seniors.
- B. Spanish-speaking people enjoy gathering with their family members.
- C. African people try to avoid eye contact to show their respect.
- D. Americans might be innovators defying the experts in some fields.

13. For a company to be successful in business, it should do all of the following EXCEPT _____.

- A. to set up a division to supervise its employees
- B. to provide its clients with good services
- C. to guarantee the products it has produced

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D. to take in employees with different cultural backgrounds

14. The mention of Du Pont's diversity programs in the sixth paragraph is to highlight _____.

- A. aggressive recruiting plans
- B. perfect training systems
- C. famous international companies
- D. outstanding cultural diversity programs

15. It can be inferred from the last paragraph that diversity programs _____.

- A. have been put into practice by dozens of big corporations.
- B. may provide the minorities with more chances.
- C. make no demand of managers.
- D. have an effect on employees' motivation.

Passage 4 (10 points)

The earliest controversies about the relationship between photography and art centered on whether photography's fidelity to appearances and dependence on a machine allowed it to be a fine art as distinct from merely a practical art. Throughout the nineteenth century, the defense of photography was identical with the struggle to establish it as a fine art. Against the charge that photography was a soulless, mechanical copying of reality, photographers asserted that it was instead a privileged way of seeing, a revolt against commonplace vision, and no less worthy an art than painting.

Ironically, now that photography is securely established as a fine art, many photographers find it pretentious or irrelevant to label it as such. Serious photographers variously claim to be finding, recording, impartially observing, witnessing events, exploring themselves—anything but making works of art. In the nineteenth century, photography's association with the real world placed it in an ambivalent relation to art; late in the twentieth century, an ambivalent relation exists because of the Modernist heritage in art. That important photographers are no longer willing to debate whether photography is or is not a fine art, except to proclaim that their own work is not involved with art, shows the extent to which they simply take for granted the concept of art imposed by the triumph of Modernism: the better the art, the more subversive it is of the traditional aims of art.

Photographers' disclaimers of any interest in making art tell us more about the harried status of the contemporary notion of art than about whether photography is or is not art. For example, those photographers who suppose that, by taking pictures, they are getting away from the pretensions of art as exemplified by painting remind us of those Abstract Expressionist painters who imagined they were getting away from the intellectual austerity of classical Modernist painting by concentrating

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on the physical act of painting. Much of photography's prestige today derives from the convergence of its aims with those of recent art, particularly with the dismissal of abstract art implicit in the phenomenon of Pop painting during the 1960's. Appreciating photographs is a relief to sensibilities tired of the mental exertions demanded by abstract art. Classical Modernist painting—that is, abstract art as developed in different ways by Picasso, Kandinsky, and Matisse—presupposes highly developed skills of looking and a familiarity with other paintings and the history of art. Photography, like Pop painting, reassures viewers that art is not hard; photography seems to be more about its subjects than about art.

Photography, however, has developed all the anxieties and self-consciousness of a classic Modernist art. Many professionals privately have begun to worry that the promotion of photography as an activity subversive of the traditional pretensions of art has gone so far that the public will forget that photography is a distinctive and exalted activity—in short, an art.

16. According to the author, the 19-century defenders of photography stressed that photography was _____.
- A. an art that would eventually replace the traditional arts
 - B. a technologically advanced activity
 - C. a device for observing the world impartially
 - D. an art comparable to painting
17. It can be inferred that the author most probably considers serious contemporary photography to be a _____.
- A. contemporary art that is struggling to be accepted as fine art
 - B. modern art that displays the Modernist tendency
 - C. craft requiring sensitivity but by no means an art
 - D. mechanical copying of reality
18. One adjective which best describes “the concept of art imposed by the triumph of Modernism” is _____.
- A. objective
 - B. superficial
 - C. dramatic
 - D. paradoxical
19. The author's attitude towards Abstract Expressionist painters is _____.
- A. objective
 - B. ambiguous
 - C. ambivalent
 - D. approving
20. In the passage, the author is primarily concerned with _____.
- A. defining the Modernist attitude towards art
 - B. explaining how photography emerged as a fine art

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- C. explaining the attitudes of serious contemporary photographers towards photography as art
- D. defining various approaches that serious contemporary photographers take towards their art.

III. Translation (40 points)

Directions: Students are required to do the following translation by applying necessary techniques to meet the criteria of "faithfulness, expressiveness and closeness".

Translate the following sentences into Chinese. (20 points)

1. A gift is the key to open the door closed against you.
2. This war is becoming the most important story of this generation.
3. Perhaps this is the very mechanism of the creators of our nation who hold these truths to be self-evident.
4. The specific resistance of iron is not so small as that of copper.
5. I buried my head under the miserable sheet and rug, and cried like a child.
6. He had a strained relationship with the truth.
7. Since air has weight, it exerts force on any object immersed in it.
8. One step more, and you are a dead man.
9. When I am opposed to such actions on general principles, how can I make this case an exception?
10. The direction of a force can be represented by an arrow.

Translate the following paragraph into English. (20 points)

1. 他们讲索取，我们讲贡献。
2. 他对客队的主教练吹捧有加。
3. 幼儿园的孩子们看上去健康活泼。
4. 让我们把译文和原文作一番比较，看看有无出入。
5. 这本书会指导你更好地掌握写作技巧。
6. 这些西瓜熟透了，该摘了。
7. 你不该妒忌人，说人家的坏话。
8. 应该把闲散人员变为生产工人。
9. 那位贪污受贿的官员被撤销了职务。
10. 有效的管理是降低成本的重要因素。

IV. Writing (35 points)

Read the following topic and write an essay of about 300 words.

In China, Internet celebrities and Internet celebrity economy have expanded fast and received increasing attention from the public. Internet celebrities, known as "Wang Hong (网红)", are people

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who have become famous on social media and online communities. Internet celebrity economy refers to the business chain created by Internet celebrities, which involves incubators and agents, support teams and platforms, and online marketing strategies. Due to their huge influence on their fans on social media, Internet celebrities can often sell out a large quantity of products online through recommending those products to their fans or audience, and thereby make a great profit.

Why has Internet celebrity economy become popular nowadays? What influence, both positive and negative, will Internet celebrity economy have on young people? What suggestions would you give to those young people who are dreaming of becoming Internet celebrities?

V. Error correction (15 points)

The following passage contains TEN errors. Each indicated line contains a maximum of ONE error. In each case, only ONE word is involved. You should proof-read the passage and correct it in the following way:

For a wrong word, underline the wrong word and write the correct one in the blank provided at the end of the line.

For a missing word, mark the position of the missing word with a " ^ " sign and write the word you believe to be missing in the blank provided at the end of the line.

For an unnecessary word, cross the unnecessary word with a slash " / " and put the word in the blank provided at the end of the line.

Example

When ^ art museum wants a new exhibit, it [1] an
~~never~~ buys things in finished form and hangs them on the wall. [2] never
When a natural history museum wants an exhibition, it often [3] exhibit

As humankind moves into the third millennium, it can rightfully
Claim to have broken a new ground in its age-old quest to master the [1] _____
environment. The fantastic achievements of modern technology and
the speed at which scientific discoveries are translating into [2] _____
technological applications attest to the triumph of human endeavor.
At the same time, consequently, some of these applications threaten [3] _____
to unleash forces over which we have no control. In other word, the [4] _____
new technology Man now believes allows him to dominate this wider [5] _____
cosmos could well be a Frankenstein monster waited to turn on its [6] _____
master.

This is an entirely new situation that promises to change many

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of the perceptions governing life on the planet. The most acute challenges facing with the future are likely to be not only those pitting man against his fellow man, but those involving humankind's struggle to preserve the environment and ensure the sustainability of life on earth. A conflict waged to ensure the survive of the human species bound to bring humans closer together. Technological progress has thus proved to be a double-edged sword, giving rise to a new form of conflict: a clash between Man and Nature. The new conflict is more dangerous than the traditional one between man and his fellow man, which the protagonists at least share a common language. But when it comes to the reactions of the ecosystems to the onslaught of modern technology, there is no common language.

[7] _____

[8] _____

[9] _____

[10] _____