

安徽师范大学

2015 年招收硕士研究生考题

科目名称: 基础英语 科目代码: 652

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Part I. Vocabulary and structure (20 points)

Directions: There are twenty incomplete sentences in this part. For each sentence there are four choices marked A, B, C and D. Choose the one that best completes the sentences semantically or/and syntactically.

1. Making private calls on the office phone during office hours is severely _____ on in our company.
A. frowned B. regarded C. criticized D. objected
2. He was too _____ to see events in the proper _____.
A. awake - sequence B. lack - defended C. biased - perspective D. alert - light
3. When questioned about the missing ring, the suspect firmly _____ that he had ever laid his eyes on it.
A. defied B. accused C. refused D. denied
4. On the way to the church yesterday the road was blocked by a fallen tree, so we had to make a _____.
A. digression B. detour C. departure D. deviation
5. Because of the strong sun the curtains have _____ from dark green to grey.
A. paled B. faded C. fainted D. bleached
6. The policemen went into action _____ they heard the alarm.
A. promptly B. quickly C. presently D. directly
7. The dictator relied on abusing his opponents _____ on sound reasoning.
A. more than B. rather than C. other than D. better than
8. _____ that of iron construction, the technology for constructing buildings with reinforced concrete developed rather rapidly.
A. Dissimilar B. Different C. Not likely D. Unlike
9. Mercury differs from other industrial metals _____ it is a liquid.
A. whereas B. in that C. because of D. consequently

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10. Noise, in the technical sense, implies a random chaotic disturbance _____.
- A. usually does not want
B. usually is unwanted
C. that one does not usually want it
D. that is usually unwanted
11. Young herons are helpless for a few weeks _____ they learn to fly.
- A. how
B. before
C. despite
D. since
12. Mr. Brown _____ down the stairs, trying not to disturb his roommates, but a creaking floorboard still woke up his best friend.
- A. limped
B. truded
C. tiptoed
D. strutted
13. No hazard, peril or hardship would _____ the courageous mountaineer from his intention of reaching the summit.
- A. deflate
B. deter
C. defect
D. dilate
14. The opportunity to get "something for nothing" is one, which too few people can resist. The swindler could never operate so successfully if it were not for the _____.
- A. conservatism of the people
B. gentlemanly character that he exhibits
C. protection of the court
D. greed of his victims
15. I need your robe and nightgown as evidence. Don't worry. It's just a _____.
- A. ritual
B. ceremony
C. protocol
D. formality
16. According to the new legal system, the accused is _____ to be innocent until he's proved guilty.
- A. resumed
B. assumed
C. presumed
D. consumed
17. The sheep and horses are allowed to _____ freely on the pasture so that they will grow healthily and their meat will be tastier.
- A. wander
B. roam
C. ramble
D. loiter
18. I'm having trouble _____ his sudden passing away with his vitality. He was alive and kicking just few days ago.
- A. reconciling
B. combining
C. accepting
D. joining
19. My _____ were _____ when I heard his explanation; I was convinced that he was telling the truth.
- A. suspicions - confirmed
B. companions - startled
C. fears - distracted
D. doubts - dispelled
20. If you come to the conference with such _____ attitude, we cannot expect to reach a _____ agreement.
- A. a subservient - passive
B. an indolent - satisfactory
C. an opinionated - harmonious
D. a complicated - conclusive

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Part II. Reading Comprehension (50 points)

Directions: Read each text carefully and make the best choice based on the information in the text.

There is only one correct answer to each question.

Text 1

It is the official confirmation that every gardener has dreaded, but perhaps already known: weeds will never be beaten.

The garden invaders are adapting to the weather, their environment and people's attempts to kill them off to become even stronger, according to a study. Even though some species have been here for more than 200 years, they have not yet reached their full potential. It means that gardeners are destined to fight a losing battle forever against invasive species in their lawns, borders and driveways.

The researchers from the University of New South Wales School of Biological, Earth and Environmental Sciences in Australia chose Britain because of its detailed plant records stretching back over centuries. The ecologists looked at 505 specimens stored at herbaria — collections of preserved plant species — from institutions including the Natural History Museum, Oxford University, Cambridge University and The Royal Botanic Gardens at Kew.

Prof Angela Moles said: "We found the weeds are getting better and better adapted to life in their new environment so they will presumably become even more problematic invaders as time goes on."

They gave as examples three species of weeds introduced in Britain over the past two centuries from other countries but which are now a common sight throughout the UK.

Oxford ragwort, *senecio squalidus*, came from Sicily and was first recorded in Britain in 1794. The yellow daisy initially grown at the Oxford Botanic Garden, spread widely across the country along the railway lines which began to fan out from the city during the Industrial Revolution.

The winter speedwell, *veronica persica*, arrived in Britain from Eurasia around 1826 and the willow herb, *epilobium ciliatum*, came from the Americas in 1891.

"Britain has a very long and venerable tradition of collecting plants and storing them in herbaria, which is why we carried out our research there," said Prof Moles. It enabled the researchers to examine the changing leaf shape, size and plant height across several decades to see how the weeds have evolved since coming to Britain.

According to the study, Oxford ragwort has undergone a 20 per cent increase in both leaf area and plant height since its introduction 220 years ago.

The leaves of winter speedwell were found to be rounder and 17 per cent smaller since its introduction, although the plant height had increased by 14 per cent.

The willow herb, which has tough underground roots and, if left unchecked, will invade the space of other plants and restrict their growth, had shown a 50 per cent decrease in the area of its leaves.

These changes reflect how the plants have adapted to new water, nutrient and light conditions, according to the study published in the journal *Biological Invasions*.

"The change in the species' traits seemed to happen in spurts and all three invasive species showed evidence of change in at least one trait during the last 50 years," said Prof Moles. "The capacity to keep changing long after being introduced could allow invasive species to spread to more and more diverse environments."

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1. Judging by its content and writing style, this passage most probably comes from _____.
- A. An academic journal
B. An imaginary novel
C. A newspaper report
D. A private diary
2. Britain is chosen as the ideal place to carry out the research in because _____.
- A. Britain and Australia are culturally related so that the research is guaranteed.
B. Britain has famous universities which give full support to the research.
C. Britain possesses detailed plant records stretching back over centuries.
D. None of the above.
3. Which of the following statement concerning the three invasive species studied is TRUE?
- A. They are dying out in Britain.
B. They came to Britain in the same century.
C. They have evolved somehow in the new environment.
D. They have undergone similar change as far as their leaf shape, size and height are concerned.
4. "Herbaria" in this passage means _____.
- A. herbal medicine
B. herbivores
C. collections of preserved animal species
D. collections of preserved plant species
5. What is the major topic of this passage?
- A. Grim news for gardeners
B. The fighting between invasive species and local ones
C. The fragility of invasive species in adverse environments
D. The great adaptability of invasive species

Text 2

In some countries where racial prejudice is acute, violence has so come to be taken for granted as a means of solving differences, that it is not even questioned. There are countries where the white man imposes his rule by brute force; there are countries where the black man protests by setting fire to cities and by looting and pillaging. Important people on both sides, who would in other respects appear to be reasonable men, get up and calmly argue in favor of violence - as if it were a legitimate solution, like any other. What is really frightening, what really fills you with despair, is the realization that when it comes to the crunch, we have made no actual progress at all. We may wear collars and ties instead of war-paint, but our instincts remain basically unchanged. The whole of the recorded history of the human race, that tedious documentation of violence, has taught us absolutely nothing. We have still not learnt that violence never solves a problem but makes it more acute. The sheer horror, the bloodshed, and the suffering mean nothing. No solution ever comes to light the morning after when we dismally contemplate the smoking ruins and wonder what hit us.

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The truly reasonable men who know where the solutions lie are finding it harder and harder to get a hearing. They are despised, mistrusted and even persecuted by their own kind because they advocate such apparently outrageous things as law enforcement. If half the energy that goes into violent acts were put to good use, if our efforts were directed at cleaning up the slums and ghettos, at improving living-standards and providing education and employment for all, we would not have gone such a long way to arriving at a solution. Our strength is sapped by having to mop up the mess that violence leaves in its wake. In a well-directed effort, it would not be impossible to fulfill the ideals of a stable social programme. The benefits that can be derived from constructive solutions are everywhere apparent in the world around us. Genuine and lasting solutions are always possible, providing we work within the framework of the law.

Before we can even begin to contemplate peaceful co-existence between the races, we must appreciate each other's problems. And to do this, we must learn about them: it is a simple exercise in communication, in exchanging information. "Talk, talk, talk," the advocates of violence say, "all you ever do is talk, and we are none the wiser." It's rather like the story of the famous barrister who painstakingly explained his case to the judge. After listening to a lengthy argument the judge complained that after all this talk, he was none the wiser. "Possible, my lord," the barrister replied, "none the wiser, but surely far better informed." Knowledge is the necessary prerequisite to wisdom: the knowledge that violence creates the evils it pretends to solve.

1. What is the best title for this passage?
 - A. Advocating Violence
 - B. Violence Can Do Nothing to Diminish Racial Prejudice
 - C. Important People on Both Sides See Violence as a Legitimate Solution
 - D. The Instincts of Human Race Are Thirsty for Violence

2. Which statement is NOT TRUE according to the passage?
 - A. Violence is the very answer to any problem.
 - B. Much of human energy is squandered in violence that's created problems.
 - C. Human beings seem unable to draw lessons from the recorded history of violence.
 - D. VIPs can be unreasonable when it comes to the solution to racial prejudice.

3. It can be inferred that truly reasonable men _____.
 - A. can't get a hearing at all
 - B. are looked down upon and totally ignored
 - C. are persecuted
 - D. have difficulty in advocating law enforcement

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4. "He was none the wiser" means _____.
- A. he was not at all wise in listening
 - B. He was not at all wiser than nothing before
 - C. He gains nothing after listening
 - D. He makes no sense of the argument
5. According to the author the best way to solve racial prejudice is _____.
- A. law enforcement
 - B. knowledge
 - C. nonviolent resistance
 - D. Mopping up the violent mess

Text 3

Another critical factor that plays a part in susceptibility to colds is age. A study done by the University Of Michigan School Of Public Health revealed particulars, and they seem to hold true for the general population. Infants are the most cold-ridden group, averaging more than six colds in their first year. Boys have more colds than girls up to age three. After the age of three, girls are more susceptible than boys, and teenage girls average three colds a year to boys' two.

The general incidence of colds continues to decline into maturity. Elderly people who are in good health have as few as one to two colds annually. One exception is found among people in their twenties, especially women, who show a rise in cold infections, because people in this age group are most likely to have young children. Adults who delay having children until their thirties and forties experience the same sudden increase in cold infections.

The study also found that economic plays an important role. As income increases, the frequency at which colds are reported in the family decreases. Families with the lowest income suffer about a third more colds than families at the lower end. Lower income generally forces people to live in more cramped quarters than those typically occupied by wealthier people, and crowding increases the opportunities for the cold virus to travel from person to person. Low income may also adversely influence diet. The degree to which poor nutrition affects susceptibility to colds is not yet clearly established, but an inadequate diet is suspected of lowering resistance generally.

1. The paragraph that precedes this passage most probably deals with _____.
- A. minor disease other than colds
 - B. the recommended recipes for colds
 - C. a factor that affects susceptibility to colds
 - D. methods of preventing colds among elderly people

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2. What does the author claim about the study discussed in the passage?
- A. It contains many inconsistencies.
 - B. It specializes in children.
 - C. It contradicts the results of earlier studies in the field.
 - D. Its results are applicable to the population as a whole.
3. Who are most likely to catch colds according to the study?
- A. Infant boys
 - B. Young girls
 - C. Teenage boys
 - C. Elderly women
4. Which conclusion can be supported by the information in the second paragraph?
- A. Men are more susceptible to colds than women.
 - B. Children infect their parents with colds.
 - C. People who live in cold climate have more colds than those who live in a warm one.
 - D. People without children are more susceptible to colds than those with children.
5. The author's main purpose in writing the last paragraph of this passage is to _____.
- A. explain how cold viruses are transmitted from person to person
 - B. prove that a poor diet definitely causes colds
 - C. discuss the relationship between income and frequency of colds
 - D. discuss the distribution of income among the people in the study

Text 4

Cooperation is the only safeguard we have against the development of neurotic tendencies. It is therefore very important that children should be trained and encouraged in cooperation, and should be allowed to find their own way amongst children of their own age, in common tasks and shared games. Any barrier to cooperation will have serious consequences. The spoilt child, for example, who has learned to be interested only in himself, will take this lack of interest in others to school with him. His lessons will interest him only in so far as he thinks he can gain his teacher's favor. He will listen only to what he considers advantageous to himself. As he approaches adulthood, the result of his lack of social feeling will become more and more evident. When he first misconstrued the meaning of life, he ceased training himself for responsibility and independence. By now he is painfully ill-equipped for life's tests and difficulties.

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We cannot blame a child for his early mistakes. We can only help him to correct them and remember them when he begins to suffer the consequences. We do not expect a child who has never been taught geography to score high marks in an examination paper on the subject. Similarly, we cannot expect a child who has never been trained in cooperation to respond appropriately when tasks that demand cooperation are set before him. But all of life's problems demand an ability to cooperate if they are to be resolved; every task must be mastered within the framework of human society and in a way that furthers human welfare. Only the individual who understands that life means contribution will be able to meet his difficulties with courage and with a good chance of success.

If teachers, parents and psychologists understand the mistakes that can be made in ascribing a meaning to life, and provided that they do not make the same mistakes themselves, we can be confident that children who lack social feeling will eventually develop a better sense of their own capacities and of the opportunities in life. When they meet problems, they will not stop trying; they will not look for an easy way out, try to escape or throw the burden onto the shoulders of others; they will not demand extra consideration or special sympathy; they will not feel humiliated and seek revenge, or ask, "What is the use of life? What do I get from it?" They will say, "We must make our own lives. It is our own task and we are capable of performing it. We are masters of our own actions. If something new must be done or something old replaced, **no one can do it but ourselves.**" If life is approached in this way, as a cooperation of independent **human beings**, there are no limits to the progress of our human civilization.

1. Cooperation can cure the following EXCEPT _____.
A. lack of interest in others
B. selfishness
C. independence
D. lack of social feeling
2. When the child begins to suffer the consequences of his early mistakes, we should _____.
A. help him correct the mistakes
B. punish him for the wrongdoing
C. leave him alone to work out the problem
D. teach ourselves to understand his mistakes
3. "Construing the meaning of life" does NOT mean _____.
A. We can train ourselves for **responsibilities** and independence.
B. We can live a meaningful life **by contribution**.
C. We can face life's tests and **difficulties with courage**.
D. Individuals can acquire **more material things from others**.

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4. The main idea of the passage is _____.

- A. facing life's tests and difficulties with courage
- B. the progress of human civilization
- C. the importance of children's learning to cooperate with others
- D. the early education of children

5. Who are, most likely, the target readers of this passage?

- A. Scientists and researchers
- B. Children and their playmates
- C. Teachers, parents and psychologists
- D. Unmarried adults

Text 5

The earliest controversies center on the question whether photography's fidelity to appearances and dependence on a machine didn't prevent it from being a fine art. Throughout the nineteenth century, the defence 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 a vanguard revolt against ordinary standards of seeing, 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, and exploring themselves—anything but making works of art. The fact 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 in painting remind us of those Abstract Expressionist painters who imagined they were getting away from the intellectual austerity of classical Modernist painting by concentrating 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, or eager to avoid, 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 art and with certain notions about the history of art. Photography, like Pop art, reassures viewers that art is not hard; photography seems to be more about its subjects than about art.

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Photography, however, has acquired 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.

1. The author is mainly concerned with _____.
 - A. the accurate definition of art
 - B. how photography emerged as a fine art
 - C. the historical change of photographers' attitudes toward photography as art
 - D. the assessment of various approaches taken by contemporary photographers toward their art

2. Which adjective best describes "the concept of art imposed by the triumph of Modernism" as the author represents it in the end of paragraph two?
 - A. Objective
 - B. Mechanical
 - C. Superficial
 - D. Paradoxical

3. The purpose of the author's introducing Abstract Expressionist painters is _____.
 - A. to provide a precedent for contemporary photographers who disavowed traditionally accepted aims of modern art
 - B. to compare the two schools of painting
 - C. to contrast Pop artist with others
 - D. to explain why photography should not pretend to be an art

4. How did the nineteenth-century photographers defend photography?
 - A. They stressed that photography was a means of making people happy.
 - B. It was an art for recording the world.
 - C. It was a device for observing the world impartially.
 - D. It was an art comparable to painting.

5. The author of this passage most probably agrees that _____.
 - A. The unpopularity of abstract art helps photography enjoy much of its privilege.
 - B. The promotion of photography as an activity convinces the public that photography is an art.
 - C. Modern photographers are not interested in making their photos become works of art.
 - D. Photography is a soulless, mechanical copying of reality, which is faithful to appearances.

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Part III. Knowledge of target language and culture (20 points)

Section A (10 points) Directions: Complete the following with the best choice from the given items.

1. The Tower of London, a historical sight, located in the centre of London, was built by _____.
A. King Arthur
B. Robin Hood
C. Oliver Cromwell
D. William the Conqueror
2. Which of the following American values did NOT come from Puritanism?
A. separation of state and church
B. respect of education
C. intolerant moralism
D. a sense of mission
3. Which of the following is the only branch that can make federal laws, and levy federal taxes?
A. The executive
B. The legislative
C. The Judicial
D. The president
4. The New Deal was initiated by _____.
A. Franklin Roosevelt
B. J.F. Kennedy
C. George Washington
D. Thomas Jefferson
5. Which of the following does NOT belong to Americans' three basic religious beliefs?
A. Protestant
B. Catholic
C. Islamic
D. Judaism
6. Whitman's poetry has the following characteristics EXCEPT _____.
A. fragmented haunting images
B. long irregular lines
C. celebrating the American spirit
D. free-flowing structure
7. Which of the following is NOT a characteristic of British government?
A. It offers the Queen high political status and supreme power.
B. It is both a parliamentary democracy and a constitutional monarchy.
C. It is the oldest representative democracy in the world.
D. It has no written form of constitution.
8. Which of the following is a tragedy written by Shakespeare?
A. *Doctor Faustus*
B. *Macbeth*
C. *Frankenstein*
D. *The Tempest*
9. Which of the following is a privately funded university in Britain?
A. The University of Cambridge
B. The University of Oxford
C. The University of Edinburgh
D. The University of Buckingham
10. Which of the following statements is NOT TRUE about the British media?
A. They supply people with news, keeping them informed of what's happening in the world.
B. They are mainly interested in making huge profits by publishing advertisements.
C. They help shape British culture.
D. They provide entertainment.

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Section B (10 points) *Directions: Explain the following items in English briefly.*

1. the Commonwealth of Nations
2. the Declaration of Independence
3. the "Lost Generation"
4. Romanticism
5. Robin Hood

Part IV. Cloze (20 points)

Directions: Choose the right word from the list given below for each blank. Note: each word can only be used once.

accumulating	appeals	appeases	characteristic	compelled
converting	dependence	document	habitual	imaginary
refusing	search	soothing	take	tourism
unnatural	Unsure	way	without	work-driven

As photographs give people an 1) _____ possessions of a past that is unreal, they also help people to 2) _____ possession of space in which they are insecure. Thus, photography develops in tandem with one of the most 3) _____ of modern activities: 4) _____. For the first time in history, large numbers of people regularly travel out of their 5) _____ environments for short periods of time. It seems positively 6) _____ to travel for pleasure 7) _____ taking a camera along. Photographs 8) _____ sequences of consumption carried on outside the view of family, friends, neighbors. But 9) _____ on the camera doesn't fade when people travel more.

A 10) _____ of certifying experience, taking photographs is also a way of 11) _____ it—by limiting experience to a 12) _____ for the photogenic, by 13) _____ experience into an image, a souvenir. Travel becomes a strategy for 14) _____ photographs. The very activity of taking pictures is 15) _____, and assuages general feelings of disorientation that are likely to be exacerbated by travel. Most tourists feel 16) _____ to put the camera between themselves and whatever is remarkable that they encounter. 17) _____ of other responses, they take a picture. This gives shape to experience: stop, take a photograph, and move on. The method especially 18) _____ to people handicapped by a ruthless work ethic—Germans, Japanese and Americans. Using a camera 19) _____ the anxiety which the 20) _____ feel about not working when they are on vacation and supposed to be having fun.

Part V. Composition (40 points)

Directions: Read the following passage and write a critical essay (400 words).

Recently, two pictures put side by side are catching Netizens' attention. One shows a Chinese in the later Qing Dynasty smoking opium, and the other depicts a modern Chinese youngster holding his smart phone affectionately. Despite the time span of a century, their lying posture is so strikingly alike. What do the pictures reveal to you? **Make your own comments.**