东华理工大学 2018 年硕士生入学考试初试试题

840 ; **A**

Part I Reading Comprehension   (50%   2.5*20)

In this section there are four passages followed by questions or unfinished statements, each with four suggested answers marked A, B, C and D. Choose the one that you think is the best answer.

Text A

The bag is one of the most simple and useful things in the world. It is a container made of paper or cloth. It has given the world many strange expressions that are not very simple. Some of them are used in the United States today.

One is "*bagman*". It describes a go-between. The go-between sees to it that money is passed — often illegally — from one person to another. Another widely-used expression is to "let the cat out of the bag". It is used when someone tells something that was supposed to be secret. No one can explain how the cat got into the bag. But there is an old story about it.

Long ago tradesmen sold things in large cloth bags. One day a woman asked for a pig. The tradesman held up a cloth bag with something moving inside it. He said it was a live pig. The woman asked to see it. When the dishonest tradesman opened the bag, out jumped a cat — not a pig. The tradesman's secret was out. He was trying to trick her. And now everybody knew it.

The phrase "to be left holding the bag" is as widely used as the expression "to let the cat out of the bag". This expression makes the person left holding the bag responsible for an action, often a crime or misdeed. That person is the one who is punished. The others involved in the act escape. Where the expression came from is not clear. Some say that General George Washington used it during the American Revolutionary War. One of Washington's officers, Royall Taylor, used the expression in a play about Daniel Shay's rebellion. The play was in 1787, after Taylor helped to put down Shay's rebellion.

Shay led a thousand war veterans in an attack on a federal building in Springfield, Massachusetts. Guns were in the building. Some of the protesters were farmers who had no money to buy seed. Some had been put in prison for not paying their debts. They were men

who fought one war against the king of England, and were now prepared to fight against their own government. Most of the rebels were captured. Shay and some of the officers escaped.

In his play, Taylor describes Shay as disappearing, giving others "the bag to hold".

A bag is useful in many ways. Just be careful not "to let the cat out of the bag", or someone may leave you "holding the bag".

1. According to the passage, a ***bagman*** refers to _____.

    A) a person who travels around carrying his things in a bag   B) a vagrant worker

    C) a person who delivers or collects money for criminals   D) a homeless person

2. Which of the following is **TRUE** concerning the story about "let the cat out of the bag"?

    A) The tradesman wanted to play a joke with the woman.

    B) The woman wanted to buy a cat.

    C) The tradesman kept a cat in a plastic bag.

    D) The tradesman lied to the woman that he had a live pig in the bag.

3. What can we infer from the story "***to be left holding the bag***"?

    A) The person left holding the bag was completely innocent.

    B) The person left holding the bag took no responsibility for committing crimes.

    C) Many farmers protested against the government because they couldn't pay their debts.

    D) Many protesters became the scapegoats for Shay and his officers.

4. What does the last sentence of this passage mean?

    A) A bag has many different functions.

    B) People should often keep secret or they will be left to take the responsibility for everything.

    C) People should watch out and learn to take the responsibility for their actions.

    D) You will have to hold the bag if you let the cat out of it.

5. The best title for this passage is _____.

    A) Don't Let the Cat Out of the Bag   B) To Be Left Holding a Bag

    C) Words and Their Stories: Bag Expressions   D) Bag: A Useful Container

Text B

Traditional plant breeding involves crossing varieties of the same species in ways they could cross naturally For example disease-resistant varieties of wheat have been crossed with high-yield wheat to combine these properties This type of natural gene exchange is safe and fairly predictable

Genetic engineering GE involves exchanging genes between unrelated species that cannot naturally exchange genes with each other GE can involve the exchange of genes between vastly different species—e.g. putting scorpion toxin genes into maize or fish antifreeze genes into tomatoes It is possible that a scorpion toxin gene even when it is in maize DNA will still get the organism to produce scorpion toxin, but what other effects may it have in this alien environment We are already seeing this problem—adding human growth hormone genes to pigs certainly makes them grow—but it also gives them arthritis and makes them cross-eyed which was entirely unpredictable

It will be obvious for example that the gene for human intelligence will not have the same effect if inserted into cabbage DNA as it had in human DNA, but what side-effect would it have In other words is GM food safe to eat The answer is that nobody knows because long-term tests have not been carried out

Companies wanting a GM product approved in the UK or U.S. are required to provide regulatory bodies with results of their own safety tests Monsanto's soya beans were apparently fed to fish for ten weeks before being approved There was no requirement for independent testing for long-term testing for testing on humans or testing for specific dangers to children or allergic people

The current position of the UK Government is that "There is no evidence of long-term dangers from GM foods." In the U.S. the American Food and Drug Administration (AFDA) is currently being prosecuted for covering up research that suggested possible risks from GM foods

6. Genetic engineering_____.

   A) involves crossing varieties of the same species

   B) is safe and fairly predictable

   C) is dangerous and entirely unpredictable

D) covers the exchange of genes between different species

7. According to the passage, which of the following statements is **NOT** true?

   A) The side-effect of adding human growth hormone to pigs is that pigs may acquire some diseases of human.

   B) Human intelligence gene functions differently in human DNA and in cabbage DNA.

   C) In the UK or U.S., a GM product cannot be approved before the results of its safety tests are provided.

   D) Tests show that GM foods have specific dangers to children or allergic people.

8. What can we infer from the last paragraph?

   A) There is no evidence of long-term dangers from GM foods.

   B) The UK government and the U.S. government have different attitudes towards GM foods.

   C) The AFDA in the U.S. was charged with concealing some research findings.

   D) The governments of the UK and the U.S. are protecting the GM foods.

9. The possible title for the passage might be_____.

   A) Safe to Eat?   B) GM Food Needs

   C) Genetic Engineering   D) A New Way of Breeding

10. What's the writer's attitude towards GM food?

    A) Neutral.   B) Positive.   C) Negative.   D) Indifferent.

Text C

Faces, like fingerprints, are unique. Did you ever wonder how it is possible for us to recognize people? Even a skilled writer probably could not describe all the features that make one face different from another. Yet a very young child or even an animal, such as a pigeon can learn to recognize faces. We all take this ability for granted.

We also tell people apart by how they behave. When we talk about someone's personality, we mean the ways in which he or she acts, speaks, thinks and feels that make that individual different from others.

Like the human face, human personality is very complex. But describing someone's personality in words is somewhat easier than describing his face. If you were asked to describe what a "nice face" looked like, you probably would have a difficult time doing so.

But if you were asked to describe a "nice person," you might begin to think about someone who was kind, considerate, friendly, warm, and so forth.

There are many words to describe how a person thinks, feels and acts. Gordon Allport, an American psychologist, found nearly 18,000 English words characterizing differences in people's behavior. And many of us use this information as a basis for describing, or typing, his personality. Bookworms, conservatives, military types---- people are described with such terms.

People have always tried to "type" each other. Actors in early Greek drama wore masks to show the audience whether they played the villain's or the hero's role. In fact, the words "person" and "personality" come from the Latin *persona*, meaning "mask". Today, most television and movie actors do not wear masks. But we can easily tell the "good guys" from the "bad guys" because the two types differ in appearance as well as in actions.

11. The main idea of this passage is _____.

    A) how to distinguish people's faces

    B   how to describe people's personality

    C) how to distinguish people both inward and outward

    D) how to differ good persons from bad persons

12. The author is most probably a _____.

    A) behaviorist   B) psychologist   C) sociologist   D) scientist

13. Which of the following is NOT true?

    A) Different people may have different personalities.

    B) People differ from each other in appearance.

    C) People can learn to recognize faces.

    D) People can describe all the features of others.

14. The reason why it is easier to describe a person's personality in words than his face is that

    _____.

    A) a person's face is more complex than his personality

    B) a person's personality is easily distinguished

    C) a person's personality is very complex

    D) many words are available when people try to describe one's personality

15. We learn from the passage that people classify a person into a certain type according to
_____.

    A) his way of acting and thinking   B) his way of speaking and behaving

    C) his learning and behavior   D) his physical appearance and his personality

Text D

It is often helpful when thinking about biological processes to consider some apparently similar yet better understood *non*-biological process. In the case of visual perception an obvious choice would be colour photography. Since in many respects eyes resemble cameras, and percepts photographs, is it not reasonable to assume that perception is a sort of photographic process whereby samples of the external world become spontaneously and accurately reproduced somewhere inside our heads? Unfortunately, the answer must be no. The best that can be said of the photographic analogy is that it points up what perception is not. Beyond this it is superficial and misleading. Four simple experiments should make the matter plain.

In the first a person is asked to match a pair of black and white discs, which are rotating at such a speed as to make them appear uniformly grey. One disc is standing in shadow, the other in bright illumination. By adjusting the ratio of black to white in one of the discs the subject tries to make it look the same as the other. The results show him to be remarkably accurate, for it seems he has made the proportion of black to white in the brightly illuminated disc almost identical with that in the disc which stood in shadow. But there is nothing photographic about his perception, for when the matched discs, still spinning, are photographed, the resulting print shows them to be quite dissimilar in appearance. The disc in shadow is obviously very much darker than the other one. What has happened? Both the camera and the person were accurate, but their criteria differed. One might say that the camera recorded things as they look, and the person things as they are. But the situation is manifestly more complex than this, for the person also recorded things as they look. He did better than the camera because he made them look as they really are. He was not misled by the differences in illumination. He showed perceptual constancy. By reason of an extremely rapid, wholly unconscious piece of computation he received a more accurate record of the

external world than could the camera.

In the second experiment a person is asked to match with a colour card the colours of two pictures in dim illumination. One is of a leaf, the other of a donkey. Both are coloured an equal shade of green. In making his match he chooses a much stronger green for the leaf than for the donkey. The leaf evidently looks greener than the donkey. The percipient makes a perceptual world compatible with his own experience. It hardly needs saying that cameras lack this versatility.

In the third experiment hungry, thirsty and satiated people are asked to equalize the brightness of pictures depicting food, water and other objects unrelated to hunger or thirst. When the intensities at which they set the pictures are measured it is found that hungry people see pictures relating to food as brighter than the rest (i.e. to equalize the pictures they make the food ones less intense), and thirsty people do likewise with "drink" pictures. For the satiated group no differences are obtained between the different objects. In other words, perception serves to satisfy needs, not to enrich subjective experience. Unlike a photograph the percept is determined by more than just the stimulus.

The fourth experiment is of a rather different kind. With ears plugged, their eyes beneath translucent goggles and their bodies either encased in cotton wool, or floating naked in water at body temperature, people are deprived for considerable periods of external stimulation. Contrary to what one might expect, however, such circumstances result not in a lack of perceptual experience but rather a surprising change in what is perceived. The subjects in such an experiment begin to see, feel and hear things which bear no more relationship to the immediate external world than does a dream in someone who is asleep. These people are not asleep yet their hallucinations, or so-called 'autistic' perceptions, may be as vivid, if not more so, than any normal percept.

16. In the first paragraph, the author suggests that _____.

    A. colour photography is a biological process

    B. vision is rather like colour photography

    C. vision is a sort of photographic process

    D. vision and colour photography are very different

17. In the first experiment, it is proved that a person _____.

A. makes mistakes of perception and is less accurate than a camera

B. can see more clearly than a camera

C. is more sensitive to changes in light than a camera

D. sees colours as they are in spite of changes in the light

18. The second experiment shows that _____.

A. people see colours according to their ideas of how things should look

B. colours look different in a dim light

C. cameras work less efficiently in a dim light

D. colours are less intense in larger objects

19. What does "to equalize the brightness" (Line 1, Para. 4) mean?

A. To arrange the pictures so that the equally bright ones are together.

B. To change the lighting so that the pictures look equally bright.

C. To describe the brightness.

D. To move the pictures nearer or further away.

20. The group of experiments, taken together, proves that human perception is _____.

A. unreliable

B. mysterious and unpredictable

C. less accurate than a camera

D. related to our knowledge, experience and needs

Part II **Translation (50 Points)**

Section A : *For this part, you are allowed 30 minutes to translate a passage from Chinese into English.* **30%**

Section B : *For this part, you are allowed 30 minutes to translate a passage from English into Chinese.* **20%**

For me, teaching is a red-

always nervous before I enter the classroom, sure that I will be found out for the fool that I am. Sinking-stomach, because I leave the classroom an hour later convinced that I was even more boring than usual. I teach because I like the pace of the academic calendar. I teach because teaching is a profession built on change. I teach because I like the freedom to make my own mistakes, to learn my own lessons, to stimulate myself and my students. I teach because I like to ask questions that students must struggle to answer. I teach because I enjoy finding ways of getting myself and my students out of the ivory tower and into the real world.

Part III **Writing** (50%)

Section A   Composition (30%)

For this part, you are allowed 30 minutes to write a composition on the topic **On WeChat.** You should write at least 300 words but no more than 500 words, and base your composition on the outline (given in Chinese) below:

1

2.

3.

Section

ter of about 150 words based on the following situation:

Marks will be awarded for content, organization, language and appropriateness.