# 南京理工大学 and a "applicate" and a

### 2015 年硕士学位研究生入学考试试题

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| 13. A modern city has sprung up in  | was a v             | wasteland ten year              | s ago.           |
|---|---------------------|---------------------------------|------------------|
| A. which B. what  | C. tnat             | D. where                        | Table 1888       |
| 14. Above the trees are the hills, on the surface.                            | magnince            | ence the river fait             | nfully reflects  |
| A. where B. of whose  | C whose             | D. which                        |                  |
| 15. Have you ever been in a situation   | vou kr              | D. WILLII<br>NOW the other pers | on is might and  |
| you cannot agree with him?  | J ou in             | iow the other pers              | on is right yet  |
| A. by which B. that   | C. in where         | D. where                        |                  |
| III. Cloze (每题 1 分, 共 20 分)   |                     |                                 |                  |
| The mass media is a big part of ou  | r culture, yet it c | an also be a helpe              | r. adviser and   |
| teacher to our young generation. The  | mass media aff      | ects the lives of a             | our young by     |
| acting as a(an) for a number  | of institutions as  | nd social contacts              | In this way      |
| it a variety of functions in hum  | an life             | na social contacts              | . III tills way, |
| The time spent in front of the telev  |                     | gually at the                   | C1 :             |
| there is less time for games amusemen   | at and root 4       | suany at the3                   | _ of leisure:    |
| there is less time for games, amusemer screen, children not only imitate what | there are lest 1    | _ by what is happ               | bening on the    |
| screen, children not only imitate what  | they see but di     | rectly 5 the                    | mselves with     |
| different characters. Americans have  | been concerne       | ed about the                    | 6 of             |
| violence in the media and its   | harm to childre     | en and adolescent               | s for at least   |
| forty years. During this period, new n  | nedia8              | _, such as video                | games, cable     |
| television, music videos, and the International                               | net. As they con    | tinue to gain pop               | ularity, these   |
| media, 9 television, 10   | public concern      | and research atter              | ition.           |
| Another large societal concern on o   | our young genera    | ation 11 b                      | y the media.     |
| is body image. 12 force   | es can influenc     | ce body image p                 | ositively or     |
| negatively. 13 one, so  | cietal and cultu    | aral norms and                  | mass media       |
| marketing 14 our concepts of  | of beauty. In       | the mass media.                 | the images       |
| of 15 beauty fill magazi  | nes and newsp       | apers. 16                       | from our         |
| televisions and entertain us17  | the movies. F.      | ven in advertisin               | g the mass       |
| media 18 on accepted cultural   | values of thinne    | ss and fitness for              | g, the mass      |
| gain. Young adults are presented with a                                       | 19 defi             | ned standard of at              | commerciai       |
| a(n) that carries unrealistic p   | hysical expectat    | ions                            | tractiveness,    |
| I. [A] alternative [B] prefere  | nce [C] m           | ions.                           | 5 4 2 2 4 2      |
| 2. [A] accomplishes [B] fulfills  |                     | ibstitute [D] re                | presentative     |
| 2. [A] accomplishes [B] fulfills  |                     | rovides [D] su                  | ıffices          |
| B. [A] risk [B] mercy   | [C] he              | eight [D] ex                    | pense            |
| [A] Absorbed [B] Attracted  | ed [C] A            | roused [D] Ad                   | ddicted          |
| [B] recogni   |                     |                                 |                  |
| [B] inciden   | ce [C] pr           | evalence [D] re                 | ecurrence        |

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| 20. [A] ideal [B] image [C] narrowly [D] subjectively [C] stereotype [D] criterion | 7. [A] disposed [B] hidden [C] implicit [D] poten 8. [A] merged [B] emerged [C] immerged [D] submer 9. [A] apart from [B] much as [C] but for [D] along value of the control of the contro |
|--|--|
|  | 14. [A] mark [B] effect [C] impact [D] should  |

## III. Reading Comprehension (4 篇阅读中 1-5 题每题 2 分, 第 6 题 5 分, 共计 60 分。请将所有答案写在答题纸上,标清篇章和题目序号)

Direction: After reading the following passages, choose the best answer for question 1-5 and give brief answers to question 6.

### 

An exciting event in our village was the arrival of the mesmerizer. I think the year was 1850. As to that I am not sure, but I know the month -- it was May; that detail has survived the wear of fifty-five years. A pair of connected little incidents of that month have served to keep the memory of it green for me all this time; incidents of no consequence, and not worth embalming, yet my memory has preserved them carefully and flung away things of real value to give them space and make them comfortable. The truth is, a person's memory has no more sense than his conscience, and no appreciation whatever of values and proportions. However, never mind those trifling incidents; my subject is the mesmerizer, now.

He advertised his show, and promised marvels. Admission as usual: 25 cents, children and negroes half price. The village had heard of mesmerism, in a general way, but had not encountered it yet. Not many people attended, the first night, but next day they had so many wonders to tell that everybody's curiosity was fired, and after that for a fortnight the magician had prosperous times. I was fourteen or fifteen years old -- the age at which a boy is willing to endure all things, suffer all things, short of death by fire, if thereby he may be conspicuous and show off before the public; and so, when I

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saw the "subjects" perform their foolish antics on the platform and make the people laugh and shout and admire, I had a burning desire to be a subject myself. Every night, for three nights, I sat in the row of candidates on the platform, and held the magic disk in the palm of my hand, and gazed at it and tried to get sleepy, but it was a failure; I remained wide awake, and had to retire defeated, like the majority. Also, I had to sit there and be gnawed with envy of Hicks, our journeyman; I had to sit there and see him scamper and jump when Simmons the enchanter exclaimed, "See the snake! see the snake!" and hear him say, "My, how beautiful!" in response to the suggestion that he was observing a splendid sunset; and so on -- the whole insane business. I couldn't laugh, I couldn't applaud; it filled me with bitterness to have others do it, and to have people make a hero of Hicks, and crowd around him when the show was over, and ask him for more and more particulars of the wonders he had seen in his visions, and manifest in many ways that they were proud to be acquainted with him. Hicks -- the idea! I couldn't stand it; I was getting boiled to death in my own bile.

| Questions:  |
|---|
| 1. The meaning of the remark "a person's memory has no more sense than his        |
| conscience" is mainly that  |
| A. a person doesn't always memorize things in a rational way.                     |
| B. a person's memory is not as sensible as his conscience.                        |
| C. a person's conscience is often irrational.                                     |
| D. both a person's memory and his conscience are rational                         |
| 2. The narrator's point of view in this passage is NOT a(n) one.                  |
| A. omniscient B. retrospective C. first-person D limited                          |
| 3. What does the narrator mean when he says "that detail has survived the woor of |
| my five years?  |
| A. He has almost forgotten that detail after 55 years.                            |
| B. He still keeps that detail in mind even after 55 years.                        |
| C. That detail happened again after 55 years.                                     |
| D. That detail happened more than 55 years ago.                                   |
| 4. The underlined expression "for a fortnight" means                              |
| A. for a night or two B. on the fourth night                                      |
| C. for a night at the fort D. for two weeks                                       |
| 5. What kind of practice is the so-called mesmerism here in this passage?         |
| A. A profitable amateur show of hypnosis.   |
| B. A child's play to pretend to sleep.  |
|   |

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- C. A serious research on how to put patients to sleep.
- D. A comic performance of magic.
- 6. Comment briefly on the detail, "Admission as usual: 25 cents, children and negroes half price."

#### [2]

Happy people know life can be hard and tend to bounce through hard times with an attitude of curiosity versus victimhood. They take responsibility for how they got themselves into a mess, and focus on getting themselves out of it as soon as possible.

Perseverance towards problem versus complaining over circumstances is a symptom of a happy person. Unhappy people see themselves as victims of life and stay stuck in the "look what happened to me" attitude versus finding a way through and out the other side.

I won't argue that healthy discernment is important, but most happy people are trusting of their fellow man. They believe in the good in people, versus assuming everyone is out to get them. Generally open and friendly towards people they meet, happy people foster a sense of community around themselves and meet new people with an open heart. Unhappy people are distrustful of most people they meet and assume that strangers can't be trusted. There's plenty wrong with this world, no arguments here, yet unhappy people turn a blind eye to what's actually right in this world and instead focus on what's wrong. You can spot them a mile away, they'll be the ones complaining and responding to any positive attributes of our world with "yeah but".

Happy people are aware of global issues, but balance their concern with also seeing what's right. I like to call this keeping both eyes open. Unhappy people tend to close one eye towards anything good in this world in fear they might be distracted from what's wrong. Happy people keep it in perspective. They know our world has problems and they also keep an eye on what's right.

Unhappy people believe someone else's good fortune steals from their own. They believe there's not enough goodness to go around and constantly compare yours against theirs. This leads to jealousy and resentment.

There's a difference between control and striving to achieve our goals. Happy people take steps daily to achieve their goals, but realize in the end, there's very little control over what life throws their way. Unhappy people tend to micromanage in effort to control all outcomes and fall apart in dramatic display when life throws a wrench in their plan. Happy people can be just as focused, yet still have the ability to go with the

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flow and not melt down when life delivers a curve-ball. The key here is to be goal-oriented and focused, but allow room for letting bad stuff happen without falling apart when the best laid plans go awry- because they will. Going with the flow is what happy people have as plan B.

Happy people take on a healthy dose of delusion and allow themselves to daydream about what they'd like to have life unfold for them. Unhappy people fill that head space with constant worry and fear.

Obviously none of us are perfect. We're all going to swim in negative waters once in a while, but what matters is how long we stay there and how quickly we work to get ourselves out. Practicing positive habits daily is what sets happy people apart from unhappy people, not doing everything perfectly.

#### Questions:

- 1. Which of the following statements about unhappy people is NOT true according to the passage?
- A. They often complain over circumstances
- B. They are distrustful of strangers
- C. They tend to focus on the seamy side
- D. They are prepared for the best-laid plans that go awry
- 2. Which of the following may be taken as a "healthy discernment"?
- A. I know she is wrong, but she might have a reason to be so.
- B. She is wrong in every sense, however hard she tries to explain.
- C. She must have stolen my book when I was away.
- D. Just because she helped me doesn't mean I should return her help.
- 3. The sentence "You can spot them a mile away" adopts the rhetorical device of

| A. metaphor     | B. hyperbole      | C. analogy      | D. oxymoron                             |
|-----------------|-------------------|-----------------|---|
| 4. Which of the | e following is wh | nat a happy per | son might choose to do according to the |
| passage?        |                   |                 |   |
| A Daydream o    | nd live on hall.  | •               |   |

- A. Daydream and live on hallucination
- B. Always keep in mind that one person's success brings about another's failure
- C. Stick only to plan A and never give up
- D. Going with the flow if need be
- 5. The difference, according to the passage, between the living habits of the happy and those of the unhappy may be summarized as \_\_\_\_.

| A. | positive | vs. negative | B. delusive vs. | realistic |
|----|----------|--------------|-----------------|-----------|

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|-----------------|-------------------|------------------|--|----|
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| A. Daydream a   | nd live on hallu  | cination         |  |    |

- B. Always keep in mind that one person's success brings about another's failure
- C. Stick only to plan A and never give up
- D. Going with the flow if need be
- 5. The difference, according to the passage, between the living habits of the happy and those of the unhappy may be summarized as \_\_\_\_.
- A. positive vs. negative B. delusive vs. realistic

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Is also great
And would suffice.

| Questions:   |
|--|
| 1. The poem might be labeled as a poem.  |
| A. satirical B. lyrical C. political D. philosophical  |
| 2. The poem adopts the following rhetorical devices EXCEPT   |
| A. metaphor B. contrast C. oxymoron D. symbolism   |
| 3. Which of the following statements best fits in with the motif of this poem?   |
| A. The Earth will end in fire or ice on the Doomsday.  |
| B. We should protect our environment from natural disasters.   |
| C. Human beings should stay away from unbridled desire and hate.   |
| D. Extreme weather conditions such as global warming are threatening the Earth.  |
| 4. The word "suffice" in the last line means   |
| A. be enough B. be frozen C. be deadly D. be horrible  |
| 5. The image of "fire" in this poem refers in an emblematic way to   |
| A. hate B. destruction C. desire D. anger  |
| 6. Please comment briefly on the theme of this poem.   |
|  |
| IV. Paraphrasing (每题 3 分, 共 30 分)  |
| Direction: Explain the following in your own words, bringing out any implied   |
| meaning.   |
| 1. Westernization is a phenomenon shot with inconsistencies and populated by very  |
| strange bedfellows.  |
| 2. Religious extremists, these days, demand "respect" for their attitudes with growing   |
| stridency.   |
| 3. The absence of worldly goods indicated a want of industrious habits and moral fiber.  |
|  |
| 4. But ideology is a drug; no matter how much it is exposed by experience, the   |
| craving for it still persists.  5. The spoils of year include some of the state of  |
| 5. The spoils of war include some of our most cherished values and liberties.  |
| 6. I knew now that he was a person who had hit rock bottom.  |
| 7. Auden's Dirac-like lucidity, the sheer wonder of the language, and the sense of fun   |
| about serous things were to me irresistible.  8. The distinctive human triumph lies in the contribution in the contribution in the contribution is the contribution of the contribution in |
| 8. The distinctive human triumph lies in the capacity to understand the frailty of   |
| human striving but to strive nonetheless.  |

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| 9. This is perhaps our most highly influential piece of fiction.                                  |
|---|
| 10. Saint George may caper on banners and in the speeches of politicians, but it is               |
| John Bull who delivers the goods.   |
|   |
| V. Error Identification (每题 1 分,共 10 分)   |
| Directions: There are 10 sentences in this section. Each sentence has four parts underlined. The  |
| four underlined parts are marked [A], [B], [C], and [D]. Identify the one underlined part that is |
| wrong.  |
|   |

| Di | rections: There are 10 sentences i  | n this sectio          | n. Each         | sentence   | has four par  | rts underlined. Th |
|----|-------------------------------------|------------------------|-----------------|------------|---------------|--------------------|
|    | r underlined parts are marked [A    |                        |                 |            |               |                    |
|    | ong.                                |                        |                 | 2.2        |               | 1                  |
|    |                                     |                        |                 |            |               |                    |
| 1. | While he was driving on the expr    | ess way, he            | was gett        | ing a flat | tire.         | w. 8 m             |
|    | [A] [B]                             |                        | [C]             | [D]        |               |                    |
| 2. | It is extremely necessary that he   | takes full ch          | arge of th      | ne joint p | roject.       |                    |
|    | [A]                                 | [B] [C]                |                 | [D]        |               |                    |
| 3. | If he has not seen the storekeeper  | 's <u>scissors</u> , i | ne <u>would</u> | have for   | gotten to buy | a <u>pair.</u>     |
|    | [A]                                 | [B]                    | [(              | <b>C</b> ] |               | [D]                |
| 4. | He can't hardly remember the acc    | cident becau           | se he <u>wa</u> | s only a j | four-year-old | boy when it        |
|    | [A]                                 |                        | [B]             |            | [C]           | [D]                |
|    | occurred.                           |                        |                 |            |               |                    |
| 5. | We gave him back his lost money     | . He thanked           | d us and        | gave us r  | o reward.     |                    |
|    | [A] [B]                             |                        | [C]             |            | [D]           |                    |
| 5. | Being a college student, a good li  | brary is <u>of</u> p   | rimary ir       | nportance  | e_to her.     |                    |
|    | [A]                                 | [B]                    | [C]             | [D]        |               |                    |
| 7. | Anyone should pay for a window      | he has brok            | en, no m        | atter who  | he is.        |                    |
|    | [A] [B]                             | [C]                    |                 | [D]        |               |                    |
| 3. | The commission has recently asked   | ed the mines           | what the        | e effects  | would be if p | ower supplies      |
|    | [A]                                 |                        |                 |            | [B]           |                    |
|    | were reduced to ten, twenty or thi  | rty per cent.          |                 |            |               |                    |
|    | [C] [D]                             |                        |                 |            |               |                    |
| ). | Some people in Britain think that   | the police m           | ust be al       | lowed to   | carry guns, a | and no doubt some  |
|    |                                     | [A]                    | [B              |            | [C]           |                    |
|    | policemen themselves would pref     | er to be arm           | ed.             |            |               |                    |
|    | [D]                                 |                        |                 |            |               |                    |
| 0. | He was told that if he had been a l | boy or the fa          | mily <u>had</u> | been ric   | her, he would | d have a better    |
|    | [A]                                 |                        |                 | [B]        | [C]           | [D]                |

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chance.