

中山大学

2016 年全日制翻译硕士专业学位 (MTI) 研究生入学考试试题

科目名称: 翻译硕士英语 科目代码: 211

考试时间: 3 小时 满分: 100 分

PART I GRAMMAR & VOCABULARY (30 Points)

There are thirty sentences in this section. Beneath each sentence there are four words or phrases marked [A], [B], [C] and [D]. Please choose the correct answer that best completes the sentence and write your answers on the answer sheet.

1. Is this the museum _____ the exhibition was held last month?
[A] where [B] that [C] on which [D] which
2. After the new technique was introduced, the factory produced _____ tractors this year as the year before.
[A] as twice many [B] as many twice [C] twice as many [D] twice many as
3. The International Law of the Sea Conference is an attempt _____ major difference among countries with conflicting interests.
[A] resolving [B] to resolve [C] having resolved [D] to have resolved
4. _____ dog was the first animal to be domesticated is generally agreed upon by authorities in the field.
[A] Until the [B] It was the [C] The [D] That the
5. Neither Russia nor the United States _____ able to discover a mutually satisfactory plan for gradual disarmament.
[A] have been [B] are [C] has been [D] have
6. The position, _____, does not appeal to him, but the salary is a temptation.
[A] such that [B] as that [C] such as [D] as such
7. _____ she realized it was too late to go home.
[A] No sooner it grew dark than [B] Hardly did it grow dark when
[C] Scarcely had it grown dark when [D] It was not until dark when
8. He spent a large amount of money on clothes, and I guess he _____ a large sum of money.
[A] must earn [B] must have earned
[C] can earn [D] could have earned
9. He thinks that Hemingway's stories are not as humorous as _____.
[A] Mark Twain [B] Mark Twain's
[C] that of Mark Twain [D] those Mark Twain wrote
10. It is high time that we _____ some measures to deal with water pollution.
[A] will take [B] must take [C] took [D] shall take
11. _____ travels faster than _____.
[A] The light; sound [B] Light; the sound



- [C] Light; sound [D] The light; the sound
12. I could never understand _____ .
[A] why did Jane do such a crazy thing [B] why Jane does such a crazy thing
[C] why Jane has done such a crazy thing [D] why Jane did such a crazy thing
13. The decision of our company was that we _____ everything prepared well by the end of this month.
[A] have had [B] had [C] are to have [D] have
14. It is the first American movie of this kind _____ I've ever seen.
[A] which [B] that [C] what [D] when
15. The teacher will punish _____ comes late.
[A] who [B] anyone [C] whoever [D] whomever
16. Compared to other species, only human beings are _____ of speech.
[A] capable [B] able [C] competent [D] interested
17. He went on with his work _____ all the warnings about the danger.
[A] in case of [B] because of [C] regardless of [D] prior to
18. The nation's economy is _____ and will certainly show a great improvement next year.
[A] rising up [B] getting up [C] looking up [D] showing up
19. That old hat of his is a _____ joke to all his friends.
[A] steady [B] standing [C] lasting [D] stable
20. The little boy was very ambitious; he's filled with _____ for knowledge.
[A] aspiration [B] inspiration [C] respiration [D] expiration
21. When she saw how frightened he was at his mistake, her anger began to _____ .
[A] fade away [B] die away [C] fall down [D] die down
22. Eye contact is important in relationship because it _____ to show attention and interest.
[A] assists [B] promotes [C] serves [D] tends
23. No agreement was reached in the discussion as neither side would give way to _____ .
[A] the other [B] any other [C] another [D] other
24. It is _____ my power to solve this problem.
[A] beside [B] beyond [C] besides [D] beneath
25. In his paintings, Picasso tried to capture the _____ of his subjects.
[A] assurance [B] competence [C] essence [D] resemblance
26. Taxes account for almost 20 percent of the yearly _____ of American families.
[A] allowance [B] consumption [C] expenditure [D] resource
27. How high will you _____ her among the singers of this country?
[A] locate [B] assign [C] deliver [D] place
28. Social institutions are now being called _____ to provide assistance to the homeless.
[A] up [B] in [C] upon [D] off
29. Our boss said that he knew it was done by Peter but he deliberately _____ his faults because he wanted to give him a chance.
[A] passed down [B] passed over [C] passed away [D] passed by
30. I won't give you an account of all my wanderings, though I had been most indefatigable; for I am keeping,

as I told you before, a most _____ journal.

- [A] exhausted [B] exhaustive [C] exhausting [D] exhaustion

PART II READING COMPREHENSION (1.5 × 20 + 2 × 5 = 40 POINTS)

In this section there are five reading passages followed by a total of 20 multiple-choice questions and 5 short answer questions. Please read the passages and then write your answers on the answer sheet.

Passage 1

Most of us are neither pilots nor astronauts. We are not trained to steer large hulks of steel and gasoline while manipulating small computers. So there's something blindingly obvious about the risks of texting while driving. Yet research is beginning to show that driving while simply talking on a cell phone — including using hands-free technology — can prove dangerous, even deadly.

In late July, the Center for Auto Safety released hundreds of pages of a study that identified the cell phone as a serious safety hazard when used on the road. And though it's impossible to accurately calculate how many car accidents nationwide are cell phone related, David Strayer, a psychology professor at the University of Utah, estimates that only 2% of people are able to safely multitask while driving.

Strayer, who for more than a decade has been studying the effects driving and cell-phone use have on the brain, says those 2% are probably the same people who would be really good fighter pilots. Rarities. Some of Strayer's other findings show that most drivers tend to stare straight ahead while using a cell phone and are less influenced by peripheral vision. In other words, "cell phones," he says, "make you blind to your own bad driving."

And even though the common assumption is that hands-free technology has reduced the more dangerous side effects of cell-phone use, a series of tests conducted by Strayer seems to indicate the opposite. A passenger acted as another set of eyes for the driver in the test and even stopped or started talking depending on the difficulty of conditions outside the car. Meanwhile, half the drivers talking on a hands-free phone failed, bypassing the rest area the test had called for them to stop at.

Part of the problem may be that when people direct their attention to sound, the visual capacity of their brain decreases, says Steven Yantis, a professor of psychological and brain sciences at Johns Hopkins University. It can be as if a driver is seeing the image in her head of the person she is talking to, thereby decreasing her ability to see what's actually in front of her.

31. The passage is intended for emphasizing the safety issue on _____.

- [A] working on computers [B] traveling in space
[C] using a cell phone [D] driving a car

32. According to David Strayer, a good fighter pilot must be good at _____.

- [A] driving fast cars safely
[B] doing many tasks at the same time
[C] steering huge machines
[D] identifying risks of the surroundings

33. As it is mentioned in the passage, the drivers talking on the cell phone tend to _____.

- [A] be blind to the things straight ahead



- [B] be aware of their bad driving habits
[C] ignore the items on both sides
[D] be influenced by peripheral vision
34. In Strayer's tests, the drivers were required to _____ .
[A] stop at a certain rest area
[B] bypass a certain rest area
[C] be aware of the dangerous side effects of cell-phone use
[D] stop talking to the passenger under difficult conditions
35. Steven Yantis is most likely to agree that _____ .
[A] sound can weaken people's eyesight
[B] sound can distract people from vision
[C] sound is necessary for the formation of visual image
[D] sound is incompatible with visual ability of the brain

Passage 2

The average young American now spends practically every waking minute — except for the time in school, though reluctantly — using a smart phone, computer, television or other electronic devices, according to a new study.

Those ages 8 to 18 spend seven and a half hours a day with such devices, compared with less than six and a half hours five years ago. And that does not count the hour and a half that youths spend texting, or the half hour they talk on their cellphones. And because so many of them are multitasking — say, surfing the Internet while listening to music — they pack on average nearly 11 hours of media content into that seven and a half hours.

The study's findings shocked its authors, who had concluded in 2005 that use could not possibly grow further, and confirmed the fears of many parents whose children are constantly tethered to media devices. It found, moreover, that heavy media use is associated with several negatives, including behavior problems and lower grades.

Dr. Michael Rich, a pediatrician at Children's Hospital Boston who directs the Center on Media and Child Health, said that with media use so ubiquitous, it was time to stop arguing over whether it was good or bad and accept it as part of children's environment, "like the air they breathe, the water they drink and the food they eat."

Contrary to popular wisdom, the heaviest media users reported spending a similar amount of time exercising as the light media users. Nonetheless, other studies have established a link between screen time and obesity.

While most of the young people in the study got good grades, 47 percent of the heaviest media users — those who consumed at least 16 hours a day — had mostly C's or lower, compared with 23 percent of those who typically consumed media three hours a day or less. The heaviest media users were also more likely than the lightest users to report that they were bored or sad, or that they got into trouble, did not get along well with their parents and were not happy at school. The study could not say whether the media use causes problems, or, rather, whether troubled youths turn to heavy media use.

"This is a stunner," said Donald F. Roberts, one of the authors of the study. "In the second report, I



remember writing a paragraph saying we've hit a ceiling on media use, since there just aren't enough hours in the day to increase the time children spend on media. But now it's up an hour."

36. It can be inferred that young Americans probably _____.
- [A] are not allowed to use electronic devices in school
[B] prefer a smart phone to a computer or television
[C] want to buy the newest electronic devices
[D] are all very good at sending texts
37. Which of the following statements is **NOT** true?
- [A] The researchers' prediction several years ago proved to be wrong.
[B] The overuse of media devices can do harm to youngsters.
[C] Many children became addicted to media devices in 2005.
[D] Many parents worried about their children's use of media devices.
38. The word "**ubiquitous**" in Paragraph 4 is close in meaning to _____.
- [A] prevailing [B] obvious [C] notorious [D] disastrous
39. It can be inferred from the passage that generally people believe that _____.
- [A] the more time people spend on media use, the less time they spend on exercising
[B] the lightest media users spend more time in studying, exercising and sleeping
[C] the heaviest media users are more likely to suffer healthy problems
[D] the heaviest media users are more likely to have emotional problems
40. It seems that the time children spend on media _____.
- [A] has been unexpectedly increasing [B] is sure to be on the decline soon
[C] is not able to increase any more [D] is reported to reach its climax

Passage 3

A light drizzle was falling as my sister Jill and I ran out of the Methodist Church, eager to get home and play with the presents that Santa had left for us and our baby sister, Sharon. Across the street from the church was a Pan American gas station where the Greyhound bus stopped. It was closed for Christmas, but I noticed a family standing outside the locked door, **huddled** under the narrow overhang in an attempt to keep dry. I wondered briefly why they were there but then forgot about them as I raced to keep up with Jill.

Once we got home, there was barely time to enjoy our presents. We had to go off to our grandparents' house for our annual Christmas dinner. As we drove down the highway through town, I noticed that the family were still there, standing outside the closed gas station.

My father was driving very slowly down the highway. The closer we got to the turnoff for my grandparents' house, the slower the car went. Suddenly, my father U-turned in the middle of the road and said, "I can't stand it!" "What?" asked my mother. "They've got children. It's Christmas. I can't stand it."

When my father pulled into the service station, I saw that there were five of them; the parents and three children — two girls and a small boy. My father rolled down his window. "Merry Christmas," he said. "Howdy," the man replied. He was very tall and had to stoop slightly to peer into the car. "You are waiting for the bus?" my father asked. The man said that they were. They were going to Birmingham, where he had a brother and prospects of a job.

"Well, that bus isn't going to come along for several hours, and you're getting wet standing



here. Winborn is just a couple miles up the road. They've got a shed with a cover there and some benches," My father said, "Why don't you all get in the car and I'll run you up there."

The man thought about it for a moment, and then he beckoned to his family. They climbed into the car. They had no luggage, only the clothes they were wearing.

Once they settled in, my father looked back over his shoulder and asked the children if Santa had found them yet. Three gloomy faces gave him his answer.

"Well I didn't think so," my father said, winking at my mother, "because when I saw Santa this morning, he told me that he was having trouble finding all, and he asked me if he could leave your toys at my house. We'll just go to get them before I take you to the bus stop."

All at once, the three children's faces lit up, and they began to bounce around in the back seat, laughing and chattering.

When we got out of the car at our house, the three children ran through the front door and straight to the toys that were spread out under our Christmas tree. One of the girls spied Jill's doll and immediately hugged it to her breast. I remember that the little boy grabbed Sharon's ball. And the other girl picked up something of mine. All this happened a long time ago, but the memory of it remains clear. That was the Christmas when my sisters and I learned the joy of making others happy.

41. The word "**huddled**" in the first paragraph means _____.
- [A] quivered with cold [B] crowded together
[C] watched anxiously [D] listened quietly
42. It can be inferred that the father drove slowly because _____.
- [A] he was too careful to drive very fast
[B] he was reluctant to see the grandparents
[C] he was thinking about the family standing outside
[D] there was an accident on the way to the grandparents' house
43. What do we know about the family standing outside the locked door?
- [A] They led a thrifty and simple life. [B] They were invited to another city.
[C] Their living condition was quite poor. [D] They had missed a bus to Birmingham.
44. The three children of the family were gloomy probably because _____.
- [A] they didn't have new clothes to wear
[B] they hadn't got any presents for Christmas
[C] they were unwilling to move to another city
[D] they missed the friends they had made
45. Which of the following words can best describe the father?
- [A] Charitable. [B] Passionate. [C] Brisk. [D] Determined.

Passage 4

Have you ever heard that there are many plots which are designed against people? They are not designed by people on purpose, but sometimes, things happen as if they were to make people feel unhappy or frustrated. These things often happen with what is called "lifeless objects." The goal of all lifeless objects is to act against man and ultimately defeat him. Lifeless objects are classified into three kinds according to the method each object uses to achieve its purpose.

Some objects are capable of breaking down at the moment when they are most needed. The automobile is an example. The automobile seldom breaks down while entering a filling station where a lot of repairmen have little work to do. It waits until it reaches a downtown crossroad in the middle of rush hour, or until it is fully loaded with family members and luggage on the way back from a vacation. Thus it creates inconvenience, frustration, anger, and misery for its owner. Washing machines, light bulbs, electrical fuse, automatic laundry dryers, water pipes, enclosed fireplaces, television sets, tape recorders, projectors are all in league with the automobile to take their turns breaking down whenever life threatens to flow smoothly for the humans.

Many lifeless objects seem to be extremely difficult to break down. Money and keys, for example, are almost totally incapable of breaking down. Therefore, they have had to develop a different technique for resisting man — they get lost. It is not uncommon for money to climb all the way from a person's pocket onto the kitchen table in its single-minded determination to raise its owner's blood pressure. Keys have been known to hide themselves under mattresses. Women's purses, despite their great weight, frequently travel through two or three rooms to find a hiding space under a couch. Science has still not solved the mystery of how they do it. The most seemingly reasonable theory is that they have developed a secret method of movement by which they are able to escape from the constant human observation.

The lifeless objects which don't work constitute the most curious of all the three kinds. They include such objects as car clocks, cigarette lighters, flashlights and toy trains. It is inaccurate, to say they never work. They work once, usually for the first few hours after being brought home, and then quit. Thereafter, they never work again. These things that don't work have attained the highest state possible of a lifeless object, the state which things break down and things that get lost can still only hope for. They have truly defeated man by conditioning him never to expect anything of them, and in return they have given man the only peace he receives from lifeless society. He does not expect his electric train to run, his cigarette lighter to light, or his flashlight to work, and when they don't, his blood pressure does not rise.

46. The author classified lifeless objects into three kinds according to _____.
- [A] their functions
 - [B] their frequency of being used in daily life
 - [C] their value
 - [D] the method they adopt to work against people
47. Based on the passage, it can be inferred that your automobile usually doesn't break down when _____.
- [A] you are hurrying to an interview or a meeting
 - [B] you and your family are on the country road to a sea resort
 - [C] you are on your way to the airport to catch your flight
 - [D] the filling station is nearby
48. Why does the author say objects that don't work have reached the highest state possible of a lifeless object?
- [A] Because they make people completely lose hope of them.
 - [B] Because these objects never work after being brought home.
 - [C] Because the way they make people frustrated is complex.
 - [D] Because they are the most expensive but the least useful.
49. What can we infer from the passage?
- [A] Money, keys and women's purses often got lost because they are usually stolen by thieves.
 - [B] Different from the objects that don't work, the first two kinds of lifeless objects still give hope to



people.

[C] Scientists are now working on the secret way by which objects get lost, and they will soon solve the mystery.

[D] Lifeless objects work against people because people often mistreat them and they want to punish people.

50. Which of the following best summarizes the main idea of the passage?

[A] The way to cope with the plots of the lifeless objects.

[B] The way lifeless objects plot against people.

[C] Lifeless objects which often break down when most needed.

[D] Lifeless objects which often bring people surprise.

Passage 5

Recycling at work — handy hints to employer

It is estimated that avoidable waste costs UK businesses up to 4.5% of their annual revenue. Reducing waste in the workplace is about being efficient. By becoming more efficient, businesses not only increase profits but they also save natural resources.

On the island of Jersey, for example, the amount of waste produced each year has doubled since 1980. In 2004 it topped 100,000 tonnes — and 60% is generated by local businesses. A lot of waste for a small island!

Setting up a company scheme

Waste audit

Before starting a recycling scheme, perform an audit. This will make you aware of how much waste you are producing in the company.

Company policy

Consider switching your office waste contractor to one that provides a recycling service.

Buy recycled paper. Although this is sometimes more expensive, costs can be reduced by lowering consumption and using duplex printers.

Get everyone involved

- Raise awareness internally within the company, perhaps by putting up educational posters.
- Allocate a person to be the point of contact for anyone with queries.

There are also a couple of ways to increase motivation:

- Hold internal competitions between different departments. For example, see which can reduce their waste the most within a specific time period.

- Send out regular newsletters reporting on all waste improvements. Staff will then see the impact their actions are having.

What to recycle and how

Paper

According to a recent survey, 65% of waste produced is paper waste. Waste paper will inevitably be produced in the workplace, but it is not necessary to discard it. It can serve a variety of purposes before it is recycled, such as writing notes. Envelopes too can be re-used for internal mail.

Plastic cups

Rather than supplying disposable plastic cups in your workplace, get ceramic mugs that can be re-

used. Not only do they make your tea taste better, but they can reduce your office waste by up to 1%!

Electrical equipment

Rather than giving up on any old electrical equipment and just throwing it away, why not try upgrading it? This reduces waste, as well as avoiding the need to manufacture a new machine — a process which creates a large amount of waste. You could also consider donating your old computers to charities when it comes to replacing them.

Answer the following questions with NO MORE THAN THREE WORDS for each answer.

51. What does the writer think should be carried out in a company before it starts recycling?
52. What machines can help to cut the stationery budget?
53. What can be displayed in the workplace to publicize the recycling scheme?
54. What can unwanted paper be used for in the office?
55. Where can unwanted PCs be sent?

PART III WRITING (30 POINTS)

Advertisements are getting their way into people's lives. Some people hold that advertisements should be restricted. Do you agree or disagree? Write about 400 words on the following topic:

Should advertisements be restricted?

In the first part of your essay you should state clearly your main argument, and in the second part you should support your argument with appropriate details. In the last part you should bring what you have written to a natural conclusion or make a summary.

Marks will be awarded for content, organization, grammar and appropriateness. Failure to follow the above instructions may result in a loss of marks.

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

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Part I Vocabulary and grammar (30')

Multiple choice

Directions: Beneath each sentence there are four words or phrases marked [A], [B], [C] and [D].

Choose the answer that best completes the sentence. Mark your answers on your answer sheet.

1. First editions of certain popular books cannot be obtained for love or money.
[A] at any place [B] at any price [C] in any language [D] in any country
2. The firemen acted quickly because lives were at stake.
[A] in danger [B] in despair [C] out of condition [D] out of danger
3. A beautiful woman attended to me in that store yesterday.
[A] waited on [B] talked to [C] spoke to [D] stayed with
4. Below 600 feet ocean waters range from dimly lit to completely dark.
[A] inadequately [B] hardly [C] faintly [D] sufficiently
5. Many of novelist Carson McCullers' characters are isolated, disappointed people.
[A] solitary [B] gloomy [C] feeble [D] frugal
6. When she was invited to the party, she readily accepted.
[A] willingly [B] suddenly [C] firmly [D] quickly
7. Nerve signals may travel through nerve or muscle fibers at speeds as high as two hundred miles per hour.
[A] velocities [B] impulses [C] ratios [D] atrocities
8. All living organisms, regardless of their unique identity, have certain biological, chemical, and physical characteristics in common.
[A] as a result of [B] considering [C] on purpose [D] whatever
9. Fluoride deters tooth decay by reducing the growth of bacteria that destroy tooth enamel.
[A] facilitates [B] overwhelms [C] inhibits [D] loosens
10. The drinking water is contaminated with impurities.
[A] blackened [B] polluted [C] darkened [D] mixed
11. _____ is to arrange them in groups or sequences according to a plan.
[A] Things classified [B] In classifying things
[C] As classification of things [D] To classify things
12. Billie Holiday's reputation as a great jazz-blues singer rests on her ability _____ emotional depth to her songs.
[A] be giving [B] are given [C] being given [D] to give
13. Before _____ of synthetic dye, yarns were often colored by dyes obtained from natural vegetable and

mineral matter.

[A] introducing [B] introduction [C] the introduction [D] introducing that

14. _____, the constitution of the Cherokee Nation provided for a chief executive, a senate, and a house of representatives.

[A] In 1827 they drafted [B] The draft in 1827

[C] In 1827 was drafted [D] Drafted in 1827

15. Native to the western United States, mariposa lilies have narrow _____ like large blades of grass.

[A] shape of leaves [B] leaves shape them [C] leaf shaped [D] leaves shaped

16. Some laws formalize long accepted customs, while others impose norms _____ previously mandated by the populace.

[A] not [B] are not [C] while do not [D] and they do not

17. _____ of the seven continents were placed in the Pacific Ocean, there would still be room left for another continent the size of Asia.

[A] Each [B] If each [C] Were each [D] Since each

18. Anthropology is a science _____ anthropologists use a rigorous set of methods and techniques to document observations that can be checked by others.

[A] in that [B] that in [C] that [D] in

19. David always had a bedtime story at 7 o'clock _____.

[A] flat [B] sharp [C] right [D] just

20. The activities of the international marketing researcher are frequently much broader than _____.

[A] the domestic marketer has [B] the domestic marketer does

[C] those of the domestic marketer [D] that which has the domestic marketer

Part II Reading Comprehension (40')

Section 1 Multiple choice (20')

Directions: In this section there are reading passages followed by multiple-choice questions. Read the passages and then mark your answers on your answer sheet.

Passage A

Major companies are already in pursuit of commercial applications of the new biology. They dream of placing enzymes in the automobile to monitor exhaust and send data on pollution to a microprocessor that will then adjust the engine. They speak of what the *New York Times* calls "metal-hungry microbes that might be used to mine valuable trace metals from ocean water." They have already demanded and won the right to patent new life forms.

Nervous critics, including many scientists, worry that there is corporate, national, international, and inter-scientific rivalry in the entire biotechnological field. They create images not of oil spills, but of "microbe spills" that could spread disease and destroy entire populations. The creation and accidental release of extremely poisonous microbes, however, is only one cause for alarm. Completely rational and respectable scientists are talking about possibilities that stagger the imagination.

Should we breed people with cow-like stomachs so they can digest grass and hay, thereby relieving the



food problem by modifying us to eat lower down on the food chain? Should we biologically alter workers to fit the job requirement, for example, creating pilots with faster reaction times or assembly-line workers designed to do our monotonous work for us? Should we attempt to eliminate “inferior” people and breed a “super-race”? (Hitler tried this, but without the genetic weaponry that may soon issue from our laboratories.) Should we produce soldiers to do our fighting? Should we use genetic forecasting to pre-eliminate “unfit” babies? Should we grow reserve organs for ourselves, each of us having, as it were, a “savings bank” full of spare kidney, livers, or hands?

Wild as these notions may sound, everyone has its advocates (and opposers) in the scientific community as well as its striking commercial applications. As two critics of genetic engineering, Jeremy Rifkin and Ted Howard, state in their book *Who Should Play God?* “Broad scale genetic engineering will probably be introduced to America much the same way as assembly lines, automobiles, vaccines, computers and all the other technologies. As each new genetic advance becomes commercially practical, a new consumer need will be exploited and a market for the new technology will be created.”

1. According to the passage, the exhaust from a car engine could probably be checked by _____.
[A] using metal-hungry microbes [B] making use of enzymes
[C] adjusting the engine [D] patenting new life forms
2. According to the passage, which of the following would worry the critics the most?
[A] The unanticipated explosion of population.
[B] The creation of biological solar cells.
[C] The accidental spill of oil.
[D] The unexpected release of destructive microbes.
3. Which of the following notions is NOT mentioned?
[A] Developing a “savings bank” of one’s organs.
[B] Breeding soldiers for a war.
[C] Producing people with cow-like stomachs.
[D] Using genetic forecasting to cure diseases.
4. According to the passage, Hitler attempted to _____.
[A] change the pilots biologically to win the war
[B] develop genetic farming for food supply
[C] kill the people he thought of as inferior
[D] encourage the development of genetic weapons for the war
5. What does Jeremy Rifkin and Ted Howard’s statement imply?
[A] The commercial applications of genetic engineering are inevitable.
[B] America will depend on other countries for biological progress.
[C] Americans are proud of their computers, automobiles and genetic technologies.
[D] The potential application of each new genetic advance should be controlled.

Passage B

In the early 1950’s, historians who studied preindustrial Europe (which we may define here as Europe in the period from roughly 1300 to 1800) began, for the first time in large numbers, to investigate more of the preindustrial European population than the 2 or 3 percent who comprised the political and social elite; the

kings, generals, judges, nobles, bishops, and local magnates who had hitherto usually filled history books. One difficulty, however, was that few of the remaining 97 percent recorded their thoughts or had them chronicled by contemporaries. Faced with this situation, many historians based their investigations on the only records that seemed to exist: birth, marriage, and death records. As a result, much of the early work on the nonelite was aridly statistical in nature; reducing the vast majority of the population to a set of numbers was hardly more enlightening than ignoring them altogether. Historians still did not know what these people thought or felt.

One way out of this dilemma was to turn to the records of legal courts, for here the voices of the nonelite can most often be heard, as witnesses, plaintiffs, and defendants. These documents have acted as "a point of entry into the mental world of the poor." Historians such as Le Roy Ladurie have used the documents to extract case histories, which have illuminated the attitudes of different social groups (these attitudes include, but are not confined to, attitudes toward crime and the law) and have revealed how the authorities administered justice. It has been societies that have had a developed police system and practiced Roman law, with its written depositions, whose court records have yielded the most data to historians. In Anglo-Saxon countries hardly any of these benefits obtain, but it has still been possible to glean information from the study of legal documents.

The extraction of case histories is not, however, the only use to which court records may be put. Historians who study preindustrial Europe have used the records to establish a series of categories of crime and to quantify indictments that were issued over a given number of years. This use of the records does yield some information about the nonelite, but this information gives us little insight into the mental lives of the nonelite. We also know that the number of indictments in preindustrial Europe bears little relation to the number of actual criminal acts, and we strongly suspect that the relationship has varied widely over time. In addition, aggregate population estimates are very shaky, which makes it difficult for historians to compare rates of crime per thousand in one decade of the preindustrial period with rates in another decade. Given these inadequacies, it is clear why the case history use of court records is to be preferred.

6. The author suggests that, before the early 1950's, most historians who studied preindustrial Europe did which of the following?

- [A] Failed to make distinctions among members of the preindustrial European political and social elite.
- [B] Used investigatory methods that were almost exclusively statistical in nature.
- [C] Inaccurately estimated the influence of the preindustrial European political and social elite.
- [D] Confined their work to a narrow range of the preindustrial European population.

7. According to the passage, the case histories extracted by historians have _____.

- [A] scarcely illuminated the attitudes of the political and social elite
- [B] indicated the manner in which those in power apportioned justice
- [C] focused almost entirely on the thoughts and feelings of different social groups toward crime and the law
- [D] been considered the first kind of historical writing that utilized the records of legal courts

8. It can be inferred from the passage that much of the early work by historians on the European nonelite of the preindustrial period might have been more illuminating if these historians had _____.

- [A] used different methods of statistical analysis to investigate the nonelite



- [B] been more successful in identifying the attitudes of civil authorities, especially those who administered justice, toward the nonelite
- [C] been able to draw on more accounts, written by contemporaries of the nonelite, that described what this nonelite thought
- [D] relied more heavily on the personal records left by members of the European political and social elite who lived during the period in question
9. According to the passage, which of the following is true of indictments for crime in Europe in the preindustrial period?
- [A] They have, in terms of their numbers, remained relatively constant over time.
- [B] They give the historian important information about the mental lives of those indicted.
- [C] They are not a particularly accurate indication of the extent of actual criminal activity.
- [D] Their importance to historians of the nonelite has been generally overestimated.
10. The passage would be most likely to appear as part of _____.
- [A] a book review summarizing the achievements of historians of the European aristocracy
- [B] an essay describing trends in the practice of writing history
- [C] a textbook on the application of statistical methods in the social sciences
- [D] a report to the historical profession on the work of early-twentieth-century historians

Section 2 Answering questions (20')

Directions: Read the following passage and then answer IN COMPLETE SENTENCES the questions which follow each passage. Use only information from the passage you have just read and write your answers in the corresponding space in your answer sheet.

Questions 1 ~ 2

On Cloning a Human Being

It is now theoretically possible to recreate an identical creature from any animal or plant, from the DNA contained in the nucleus of any somatic cell. A single plant root-tip cell can be teased and seduced into conceiving a perfect copy of the whole plant; a frog's intestinal epithelial cell possesses the complete instructions needed for a new, same frog. If the technology were further advanced, you could do this with a human being, and there are now startled predictions all over the place that this will in fact be done, someday, in order to provide a version of immortality for carefully selected, especially valuable people.

The cloning of humans is on most of the lists of things to worry about from Science, along with behavior control, genetic engineering, transplanted heads, computer poetry, and the unrestrained growth of plastic flowers.

Cloning is the most dismaying of prospects, mandating as it does the elimination of sex with only a metaphoric elimination of death as compensation. It is almost no comfort to know that one's cloned, identical surrogate lives on, especially when the living will very likely involve edging one's real, now aging self off to side, sooner or later. It is hard to imagine anything like filial affection or respect for a single, unmated nucleus; harder still to think of one's new, self-generated self as anything but an absolute, desolate orphan. Not to mention the complex interpersonal relationship involved in raising one's self from infancy, teaching the language, enforcing discipline, instilling good manners, and the like. How would you feel if you became an incorrigible ju-

venile delinquent by proxy, at the age of fifty-five?

The public questions are obvious. Who is to be selected, and on what qualifications? How to handle the risks of misused technology, such as self-determined cloning by the rich and powerful but socially objectionable, or the cloning by governments of dumb, docile masses for the world's work? What will be the effect on all the uncloned rest of us human sameness? After all, we've accustomed ourselves through hundreds of millennia to the continual exhilaration of uniqueness; each of us is totally different, in a fundamental sense, from all the other four billion. Selfness is an essential fact of life. The thought of human non-selfness, precise sameness, is terrifying, when you think about it.

Well, don't think about it, because it isn't a probable possibility, not even as a long shot for the distant future, in my opinion. I agree that you might clone some people who would look amazingly like their parental cell donors, but the odds are that they'd be almost as different as you or me, and certainly more different than any of today's identical twins.

The time required for the experiment is only one of the problems, but a formidable one. Suppose you wanted to clone a prominent, spectacularly successful diplomat, to look after the Middle East problems of the distant future. You'd have to catch him and persuade him, probably not very hard to do, and extirpate a cell. But then you'd have to wait for him to grow up through embryonic life and then for at least forty years more, and you'd have to be sure all observers remained patient and unmeddlesome through his unpromising, ambiguous childhood and adolescence.

Moreover, you'd have to be sure of recreating his environment, perhaps down to the last detail. "Environment" is a word which really means people, so you'd have to do a lot more cloning than just the diplomat himself.

This is a very important part of the cloning problem, largely overlooked in our excitement about the cloned individual himself. You don't have to agree all the way with B. F. Skinner to acknowledge that the environment does make a difference, and when you examine what we really mean by the word "environment" it comes down to other human beings. We use euphemisms and jargon for this, like "social forces," "cultural influences," even Skinner's "verbal community," but what is meant is the dense crowd of nearby people who talk to, listen to, smile or frown at, give to, withhold from, nudge, push, caress, or flail out at the individual. No matter what the genome says, these people have a lot to do with shaping a character. Indeed, if all you had was the genome, and no people around, you'd grow a sort of vertebrate plant, nothing more.

So, to start with, you will undoubtedly need to clone the parents. No question about this. This means the diplomat is out, even in theory, since you couldn't have gotten cells from both his parents at the time when he was himself just recognizable as an early social treasure. You'd have to limit the list of clones to people already certified as sufficiently valuable for the effort, with both parents still alive. The parents would need cloning and, for consistency, their parents as well. I suppose you'd also need the usual informed-consent forms, filled out and signed, not easy to get if I know parents, even harder for grandparents. But this is only the beginning. It is the whole family that really influences the way a person turns out, not just the parents, according to current psychiatric thinking. Clone the family.

Then what? The way each member of the family develops has already been determined by the environment set around him, and this environment is more people, people outside the family, schoolmates, acquaintances, lovers, enemies, car-pool partners, even, in special circumstances, peculiar strangers across the aisle on the



subway. Find them, and clone them.

But there is no end to the protocol. Each of the outer contacts has his own surrounding family, and his and their outer contacts. Clone them all.

To do the thing properly, with any hope of ending up with a genuine duplicate of a single person, you really have no choice. You must clone the world, no less.

We are not ready for an experiment of this size, nor, I should think, are we willing. For one thing, it would mean replacing today's world by an entirely identical world to follow immediately, and this means no new, natural, spontaneous, random, chancy children. No children at all, except for the manufactured doubles of those now on the scene. Plus all those identical adults, including all of today's politicians, all seen double. It is too much to contemplate.

Moreover, when the whole experiment is finally finished, fifty years or so from now, how could you get a responsible scientific reading on the outcome? Somewhere in there would be the original clonee, probably lost and overworked, now well into middle age, but everyone around him would be precise duplicates of today's everyone. It would be today's same world, filled to overflowing with duplicates of today's people and their same, duplicated problems, probably all resentful at having had to go through our whole thing all over, sore enough at the clonee to make endless trouble for him, if they found him.

And obviously, if the whole thing were done precisely right, they would still be casting about for ways to solve the problem of universal dissatisfaction, and sooner or later they'd surely begin to look around at each other, wondering who should be cloned for his special value to society, to get us out of all this. And so it would go, in regular cycles, perhaps forever.

I once lived through a period where I wondered what Hell could be like, and I stretched my imagination to try to think of a perpetual sort of damnation. I have to confess, I never thought of anything like this.

I have an alternative suggestion, if you're looking for a way out. Set cloning aside, and don't try it. Instead, go in the other direction. Look for ways to get mutations more quickly, new variety, different songs. Fiddle around, if you must fiddle, but never with ways to keep things the same, no matter who, not even yourself. Heaven, somewhere ahead, has got to be a change.

1. Explain in your own terms what the author means in the following passages:

- a) The thought of human non-selfness, precise sameness, is terrifying, when you think about it.
- b) "Environment" is a word which really means people, so you'd have to do a lot more cloning than just the diplomat himself.

2. What reasons does Thomas give that cloning a human being is not probable?

Questions 3 ~ 5

The Test

This story was first published in *The New Yorker* on 15 June 1940.

On the afternoon Marian took her second driving test, Mrs. Ericson went with her. "It's probably better to have someone a little older with you," Mrs. Ericson said as Marian slipped into the driver's seat beside her. "Perhaps last time your Cousin Bill made you nervous, talking too much on the way."

"Yes, Ma'am," Marian said in her soft unaccented voice. "They probably do like it better if a white person shows up with you."

"Oh, I don't think it's that," Mrs. Ericson began, and subsided after a glance at the girl's set pro-

file. Marian drove the car slowly through the shady suburban streets. It was one of the first hot days of June, and when they reached the boulevard they found it crowded with cars headed for the beaches.

“Do you want me to drive?” Mrs. Ericson asked. “I’ll be glad to if you’re feeling jumpy.” Marian shook her head. Mrs. Ericson watched her dark, competent hands and wondered for the thousandth time how the house had ever managed to get along without her, or how she had lived through those earlier years when her household had been presided over by a series of slatternly white girls who had considered housework demeaning and the care of children an added insult. “You drive beautifully, Marian,” she said. “Now, don’t think of the last time. Anybody would slide on a steep hill on a wet day like that.”

“It takes four mistakes to flunk you,” Marian said. “I don’t remember doing all the things the inspector marked down on my blank.”

“People say that they only want you to slip them a little something,” Mrs. Ericson said doubtfully.

“No,” Marian said. “That would only make it worse, Mrs. Ericson. I know.”

The car turned right, at a traffic signal, into a side road and slid up to the curb at the rear of a short line of parked cars. The inspectors had not arrived yet.

“You have the papers?” Mrs. Ericson asked. Marian took them out of her bag: her learner’s permit; the car registration, and her birth certificate. They settled down to the dreary business of waiting.

“It will be marvelous to have someone dependable to drive the children to school every day,” Mrs. Ericson said.

Marian looked up from the list of driving requirements she had been studying. “It’ll make things simpler at the house, won’t it?” she said.

“Oh, Marian,” Mrs. Ericson exclaimed, “if I could only pay you half of what you’re worth!”

“Now, Mrs. Ericson,” Marian said firmly. They looked at each other and smiled with affection.

Two cars with official insignia on their doors stopped across the street. The inspectors leaped out, very brisk and military in their neat uniforms. Marian’s hands tightened on the wheel. “There’s the one who flunked me last time,” she whispered, pointing to a stocky, self-important man who had begun to shout directions at the driver at the head of the line.

“Oh, Mrs. Ericson.”

“Now, Marian,” Mrs. Ericson said. They smiled at each other again, rather weakly.

The inspector who finally reached their car was not the stocky one but a genial, middle-aged man who grinned broadly as he thumbed over their papers. Mrs. Ericson started to get out of the car. “Don’t you want to come along?” the inspector asked. “Mandy and I don’t mind company.”

Mrs. Ericson was bewildered for a moment. “No,” she said, and stepped to the curb. “I might make Marian self-conscious. She’s a fine driver, Inspector.”

“Sure thing,” the inspector said, winking at Mrs. Ericson. He slid into the seat beside Marian. “Turn right at the corner, Mandy-Lou.”

From the curb, Mrs. Ericson watched the car move smoothly up the street.

The inspector made notations in a small black book. “Age?” he inquired presently, as they drove along.

“Twenty-seven.”

He looked at Marian out of the corner of his eye. “Old enough to have quite a flock of