

南京航空航天大学

2015 年硕士研究生入学考试初试试题 (A 卷)

科目代码: 620

满分: 150 分

科目名称: 基础英语

注意: 认真阅读答题纸上的注意事项; 所有答案必须写在答题纸上, 写在本试题纸或草稿纸上均无效; 本试题纸须随答题纸一起装入试题袋中交回!

I. Vocabulary (20 points)

A. Choose the word or phrase marked A, B, C, and D to best correspond to the word above. Be sure to write down your choice on the answer sheet. (10 points)

1. **stupendous**

- | | |
|------------------------|------------------------|
| a) astonishingly large | b) surprisingly stupid |
| c) astonishingly small | d) surprisingly heady |

2. **scamper**

- | | |
|------------|-----------|
| a) jog | b) scurry |
| c) saunter | d) stroll |

3. **cataract**

- | | |
|-----------|---------------|
| a) stream | b) water flow |
| c) deluge | d) river |

4. **derelict**

- | | |
|--------------|-------------|
| a) forsaken | b) foretold |
| c) forbidden | d) foreseen |

5. **idyllic**

- | | |
|----------------|----------------------------------|
| a) worshipping | b) blissfully peaceful and happy |
| c) worshipped | d) happy and pleasant |

6. **adversary**

- | | |
|--------------|-------------|
| a) opponent | b) adherent |
| c) proponent | d) adviser |

7. **rendezvous**

- | | |
|----------------------|------------------------|
| a) place for a fight | b) place for a tour |
| c) place for a drink | d) place for a meeting |

8. **modulate**

- | | |
|-----------------------|--------------------|
| a) vary the length | b) vary the height |
| c) vary the intensity | d) vary the width |

9. **deity**

- | | |
|-------------------|----------|
| a) devil | b) demon |
| c) god or goddess | d) ghost |

10. **belligerent**

- | | |
|---------------|---------------|
| a) hostile | b) awesome |
| c) aggressive | d) pugnacious |

B. Directions: Explain the *italicized* words in the following sentences with simple, everyday words or expressions in English. Be sure to write down your explanation on the answer sheet. (10 points)

1. Shopkeepers dealing in the same kind of goods *collect* in the same area, so that purchasers can know where to find them.
2. I see the Russian soldiers standing on the threshold of their native land, guarding the fields which their fathers have tilled from time *immemorial*.
3. It is the existence of the child, and their knowledge of its existence that makes possible the *poignancy* of their music.
4. It is as if some titanic and aberrant genius, uncompromisingly *inimical* to man, had devoted all the ingenuity of Hell to the making of them.
5. I was standing in the sun on the hot steel deck of a fishing-ship capable of processing a fifty-ton *catch* on a good day.
6. On the river, Twain found the ultimate expression of escape from life's regularities and the energy-sapping *clamor* for success.
7. Even the most incorrigible *maverick* has to be born somewhere.
8. Johnny Carson has much to do to keep up with my quick and witty *tongue*.
9. This is why the spread of technology makes the world look ever more *homogeneous*.
10. I thought that Hiroshima still felt the impact of the atomic *cataclysm*.

II. Cloze (20 points)

A. Fill in each of the following blanks with a suitable word in its proper form and write down the required word on the answer sheet. (10 points)

In the midst of a glorious summer day, I returned home to find my husband 1 , legs dangling off our bed, looking for the world as 2 he had lost his best friend. In a way, he had. When queried about his mood, he simply 3 , "Everybody hates me." We had been experiencing 4 of those weeks as parents when nobody understands the language you're speaking – and it was taking 5 toll!

My husband is not prone 6 moodiness, or worrying too much about 7 likes him and who doesn't. The military taught him that 8 over the course of more than twenty 9 . His last assignment in the military was 10 a Company Commander training recruits in the basic rudiments of the military way. This particular 11 demands a no nonsense style of authority and discipline – and he 12 this well. Why then were a few 13 giving him so many problems?

While doing his job, Paul understood that recruits are not supposed to 14 you when doing your job well - one of the qualities that 15 him outstanding at his job. Unfortunately, Paul, like most 16 parents, expects to discipline their children and have 17 like us; not only 18 that expectation

unrealistic, it can make us terribly ineffective at our jobs as parents. In the long 19, it is the guideline we lay down for children 20 cultivates a lasting love, respect and security as they grow.

B. Fill in each blank with a proper word from the following box. Change its form if necessary and write down the required word on the answer sheet. (10 points)

action applying athletic backwards biomechanic case date difference dubbed
element ever filled ideal later limb received recording relatively
resourcefulness strongly

One of the most important new methodologies is biomechanics, the study of the body in motion. A 1 films an athlete in 2 and then digitizes her performance, 3 the motion of every joint and 4 in three dimensions. By 5 Newton's law to these motions, 'we can say that this athlete's run is not fast enough; that he is not using his arms 6 enough during take-off,' says Dapena, who uses these methods to help high jumpers. To 7, however, biomechanics has made only a small 8 to athletic performance.

Revolutionary ideas still come from the athletes themselves. For example, during the 1968 Olympics in Mexico City, a 9 unknown high jumper named Dick Fosbury won the gold by going over the bar 10, in complete contradiction of all the 11 high-jumping wisdom, a move instantly 12 the Fosbury flop. Fosbury himself did not know what he was doing. That understanding took the 13 analysis of biomechanics specialists, who put their minds to comprehending something that was too complex and unorthodox 14 to have been invented through their own mathematical simulations. Fosbury also required another 15 that lies behind many improvements in 16 performance: an innovation in athletic equipment. In Fosbury's 17, it was the cushions that jumpers land on. Traditionally, high jumpers would land in pits 18 with sawdust. But by Fosbury's time, sawdust pits had been replaced by soft foam cushions, 19 for flopping. In the end, most people who examine human performance are humbled by the 20 of athletes and the powers of the human body.

III. Error correction (20 points)

Directions: There are twenty mistakes in the following passage. You are required to underline or mark the mistakes and get them corrected. Be sure to write down the correct form on the answer sheet.

Example: "Wordsworth is said to have most fascinating voice!" the

In modern times law is required by any society for its steadily development. 1
And law develops with society evolves. But what is law? 2
Law is a body of official rules and regulations, general found in constitutions, 3
legislation, judicial opinions, and like. Law is used to govern a society and 4
controlling the behavior of its members. The nature and functions of law 5
are varied throughout history. In modern societies, some authorized body such as 6
a legislature or a court make the law. It is backed by the coercive power of the 7
state, which enforces the law by mean of appropriate penalties or remedies. 8
Formal legal rules and actions are usually distinguished by other means of 9
social control and guides for behave such as mores, morality, public opinion, and 10

custom or tradition. Of course, a lawmaker may respond public opinion or other pressures, and a formal law may prohibit which is morally unacceptable.	<u>11</u>
Law serves the variety of functions. Laws against crimes, for example, help to maintain a peacefully, orderly, relatively stable society. Courts contribute to social stability by resolving disputes in a civilize fashion. Property and contract laws facilitate business activities and private planning. Laws limited the powers of government help to provide some degree of freedom that will not otherwise be possible. Law has also being used as a mechanism for social change; for instance, at various times laws have been passing to inhibit social discrimination and to improve the quality of individual life in matter of health, education, and welfare.	<u>12</u>
	<u>13</u>
	<u>14</u>
	<u>15</u>
	<u>16</u>
	<u>17</u>
	<u>18</u>
	<u>19</u>
	<u>20</u>

IV. Paraphrase (30 points)

Directions: Restate the following sentences in another form in English to clarify the meaning. Be sure to write down your restatement on the answer sheet.

1. They narrow down their choice and begin the really serious business of beating the price down.
2. We seem oblivious of the fragility of the earth's natural systems.
3. Let us redouble our exertions, and strike with united strength while life and power remain.
4. He became obsessed with the frailties of the human race.
5. Lexicography, like God, is no respecter of persons.
6. The developing nations are bent on taking over the lion's share of the trade.
7. On certain levels of the American race there seems to be a positive libido for the ugly.
8. Let both sides seek to invoke the wonders of science instead of its terrors.
9. It is going to pay off in cold dollars and cents to management.
10. Science has thus undermined an article of faith: the thingliness of things.

V. General Knowledge (20 points)

a. Directions: Choose the best to fill in the blank or answer the question.(10 points)

1. The sentence structure is _____.
 A. only linear
 B. only hierarchical
 C. complex
 D. both linear and hierarchical
2. *Macbeth*, *Hamlet*, *King Lear* and _____ are categorized as "Four tragedies" by William Shakespeare.
 A. *Romeo and Juliet*
 B. *All's Well That Ends Well*
 C. *Othello*
 D. *The Tempest*
3. "We shall know a word by the company it keeps." This statement represents _____.

- A. the conceptualist view
- B. contextualism
- C. the naming theory
- D. behaviorism

4. Which one is NOT the characteristic of neoclassicism?

- A. rationality
- B. imagination
- C. restraint
- D. order

5. “Can I borrow your bike?” _____ “You have a bike”.

- A. is synonymous with
- B. is consistent with
- C. entails
- D. presupposes

6. _____, the author of *The Sketch Book*, is often called “the father of American literature.”

- A. Washington Irving
- B. Nathaniel Hawthorne
- C. Herman Melville
- D. Edgar Allan Poe

7. Which of the following is NOT true?

- A. Sense is concerned with the inherent meaning of the linguistic form.
- B. Sense is the collection of all the features of the linguistic form.
- C. Sense is abstract and decontextualized.
- D. Sense is the aspect of meaning dictionary compilers are not interested in.

8. The Canadian writer Alice Munro, who won the 2013 Nobel Prize in Literature, is known as a _____.

- A. dramatist
- B. short story writer
- C. novelist
- D. poet

9. Chomsky studies language from a psychological point of view, holding that language is a form of _____; while Halliday focuses on the social aspect of language, regarding language as a form of _____.

- A. knowing, doing
- B. knowing, thinking
- C. thinking, doing
- D. doing, knowing

10. The American playwright Tennessee Williams’ famous play _____ depicts the fading of a Southern belle who clings tightly to the Southern decorum.

- A. *Death of a Salesman*
- B. *Desire Under the Elms*
- C. *A Street Car Named Desire*
- D. *The Adding Machine*

b. Directions: Candidates are **FREE** to choose any **FIVE** from the following **TEN** terms and explain them in plain English on the answer sheet. (10 points)

1. illocutionary act
2. phonology
3. interlanguage
4. metaphor
5. displacement
6. bildungsroman
7. blank verse
8. first-person narrative
9. tragicomedy
10. humanism

VI. Reading Comprehension (40 points)

Directions: Each of the passages below is followed by some questions. For each question there are four answers marked [A], [B], [C] or [D]. Read the passages carefully and choose the best answer to each of the questions. Be sure to write down your choice on the answer sheet.

Passage A

There are two realities about the current Ebola epidemic in West Africa — one from inside the infected zone, and another from outside of it.

Outside the zone, a miracle drug — ZMapp, or some iteration of it — is just around the corner, to sweep the problem away. The Western narrative of scientific progress demands no less. Inside the zone, fearful villagers and city dwellers continue to hide sick relatives, cross borders carrying the infection and touch infected corpses at funerals. More become infected, and more die. The epidemic, not science, advances.

Outside the zone, somebody else must be to blame for the worst Ebola epidemic in history: the United States or Europe, for not providing enough help or money, or international health agencies, for not committing enough resources or for not having stamped it out already. Inside the zone, attention is focused on staying alive and coping, not blaming. Inside the zone, Doctors Without Borders, a largely European organization, is stretched to the breaking point and is forced to turn away Ebola patients, the United States government's Centers for Disease Control and Prevention has committed scientists to the anti-Ebola fight — dozens have been deployed to the region, according to the C.D.C. — and even the maligned World Health Organization has sent in doctors, epidemiologists and health workers who are putting themselves at risk.

Outside the zone, hysteria over Ebola has led to the collective stigmatization of a big chunk of the African continent. Anybody coming from West Africa is suspected of carrying the disease. Inside the zone, life goes on, and people shop in markets — if not quite as normal, then at least as much so as human survival mechanisms

will allow. Near the gates of the Ebola treatment center in Guéckédou, Guinea, for instance, where the epidemic started, a licentious-looking bar called the “Deuxième Bureau” — “Second Office,” a local reference to the house of a kept woman or mistress — was still welcoming customers in mid-July, even as dying Ebola patients were being ferried past.

The clash of these two realities is to be expected, given the extreme circumstances. It is like this when one disadvantaged corner of the world is beset by a calamity, and the rest of the world peers in, anxiously and imperfectly, from a vantage point in which no one worries about relative order, a constant supply of electricity and running water, and air-conditioning. But the contrast is particularly striking this time because there is no risk in simply stepping off the few remaining planes flying in to Freetown, Conakry or Monrovia — contrary to what some in the West appear to believe.

Yet here is where the two narratives join up: because there is real fear, inside and outside the zone. Inside the Ebola zone, the fear is based on a potent reality. Ebola kills about half its victims, the epidemic is so far unchecked, and the medical resources on the ground, largely sent in from elsewhere, are not keeping pace. In fact they are losing ground.

That truth is difficult for people in the West to grasp. The misapprehension is comprehensible, because one of the world’s deadliest viruses is afflicting the weakest, least-prepared societies in the world. The consequences of such a confrontation cannot be anything other than fearsome. Nothing now stands in the way of the disease except the overstretched foreign aid agencies.

It is difficult for people in the West to imagine the extent of disorganization in these countries. There is a near-total absence of effectively functioning institutions of any sort, let alone those devoted to health care. Years of exploitation by thieving elites — followed by brutal civil wars that were in some ways the inevitable consequence — substituted for institution- and nation-building in Liberia and Sierra Leone, the two hardest-hit countries. In Guinea, a sinister, ideologically motivated dictator ruled his country with an iron hand for a quarter century. The lesson for the country’s beleaguered inhabitants was the same as in its neighbors, a lesson now playing out with awful consequences: The state and institutions were always sources of suffering, not succor.

1. There are many things that western people fail to understand about West Africa except _____.
 - A. The extent of chaos of the countries in West Africa.
 - B. The truth about the epidemic in West Africa.
 - C. Anybody coming from West Africa is suspected of carrying the disease.
 - D. The inefficiency of the countries in West Africa in dealing with the epidemic.

2. According to the article, which of the following statements is TRUE?
 - A. People inside the zone are exposed to the Ebola directly.
 - B. People outside the zone are not afraid of the Ebola because they are very well protected.
 - C. The Ebola epidemic divides Africa into two contrasting worlds.
 - D. People inside the zone are forced to stay within their own houses most of time.

3. According to the text, who was/were to blame for the worst Ebola epidemic in history?
 - A. Villagers and city citizens who get panicked.
 - B. The Western narrative.
 - C. USA and UN.
 - D. International health agencies.

4. What is the difference between the two zones?

- A. Outside the zone, people are immune to the Ebola epidemic, and inside the zone, people are afflicted with Ebola severely.
- B. The inside zone is more hazardous than the outside zone.
- C. White people in West Africa mainly lived outside the zone, and black people lived inside the zone.
- D. People outside the zone have a sense of superiority to those living inside the zone.

5. Why is Ebola so severe and fearsome for people in West Africa?

- A. The epidemic kills more than 50 percent of people who suffer from it.
- B. The epidemic has not been successfully diagnosed throughout the world.
- C. People are not very clear of the fact how the epidemic spreads.
- D. Nothing and nobody except foreign aid agencies can possibly prevent the epidemic from spreading effectively.

Passage B

In an ocean popularity contest, jellyfish would rank near the bottom. They sting. Their increasing population blooms clog power plant intakes, kill farmed salmon and frighten swimmers. Experts warn of the jellification of the oceans.

True, jellyfish are biological marvels and efficient swimmers, and some achieve a kind of immortality. But they are by definition gelatinous — you might even say gooey — and scientists have spotted them blanketing the ocean floor after die-offs, suggesting that even for indiscriminating scavengers, jellies are not the carrion of choice.

However, the first experimental test involving a dead-jellyfish buffet tells a completely different story. Work done in Norway by Andrew Sweetman of the International Research Institute of Stavanger and his colleagues suggests that the impression left by previous ocean-floor observations may be the exception, not the rule.

They sank platforms loaded with jellyfish and other platforms loaded with mackerel more than 4,000 feet deep in the Sognefjord, Norway's largest fjord. And what they found was that the seafloor cleanup crew — hagfish, crabs and other creatures — gobbled up the jellyfish just as fast as the mackerel, within a few hours.

The result was so surprising, Dr. Sweetman said, that the first time the researchers pulled up a bare platform after 18 hours at the bottom of the fjord, "we thought the jellyfish just washed off on the way down."

Then they checked the video. "None of us could believe it," he said. "It went against everything we thought." He said, "You can actually see the hagfish burrowing in and eating the energy-rich gonads."

Two kinds of jellyfish, helmet and lion's mane, were used, and Atlantic mackerel. The researchers matched the amounts they put on the platforms and the size of the pieces. Scavengers arrived in minutes and usually finished the jellyfish in one to two hours and the mackerel in around eight hours.

"This is exciting work," said David Billett, a visiting research fellow at the National Oceanography Center in Southampton, England. In an email, Dr. Billett, who was not involved in the experiments, wrote, "It provides the first direct evidence that when jellyfish die, they don't just fall to the bottom of the ocean as a pile of mush, but provide much-needed sustenance for a wide variety of deep-sea animals."

The cases where jellyfish blanket the bottom, Dr. Billett said, may be rare events, perhaps in areas where jellyfish are not part of the regular diet of scavengers.

Lisa A. Levin, the director of the Center for Marine Biodiversity and Conservation at the Scripps Institution of Oceanography, who was not part of the research, said the experiments showed that jellyfish were not "a dead end in the food web."

Instead, they are an important part of the system, which starts with plankton at the surface absorbing carbon dioxide. The plankton are eaten by other creatures, like jellyfish. "We may have been missing a big

component of the downward transport of carbon,” Dr. Sweetman said.

What this means for the overall effect of jellyfish is not clear. They are still competing with other fish, their blooms can still cause problems for power plants, and for reasons that are not clear, they do sometimes end up in a mushy mess on the ocean floor.

But they are also far more important to the food web than first realized. And the credit for that discovery, Dr. Levin said, goes to Dr. Sweetman and colleagues, who managed to conduct a logistically difficult experiment.

Observations alone would miss the scavenging of jellyfish if they were consumed in a few hours. Information would come only from the chance discovery of big die-offs when they aren't quickly consumed. So experiments are necessary, even if, as Dr. Levin said, “it's not that easy to do experiments in the deep sea.”

6. What does the word “scavenge” possibly mean in the text?

- A. wash up
- B. hunt for
- C. clean
- D. destroy

7. Which of the following statement is NOT a new finding about jellyfish?

- A. Jellyfish are not a dead end in the food chain.
- B. Jellyfish are far more significant to the food web than what people are previously aware of.
- C. Observations alone would miss the scavenging of jellyfish if they are eaten up in a short time.
- D. When jellyfish die, they don't just fall to the bottom of the ocean as a pile of mush, but provide much-needed sustenance for a wide variety of deep-sea animals.

8. Why does the jellyfish rank near the bottom in the ocean popularity contest?

- A. Jellyfish are biological marvels and even immortal.
- B. Jellyfish sting and they clog power plant inputs individually.
- C. Jellyfish kill farmed marlins and make swimmers feel frightened.
- D. Jellyfish are gelatinous and people think jellyfish blanket the sea floor after death.

9. What can be known or inferred from the first experimental test involving a dead-jellyfish buffet?

- A. The phenomenon that the dead jellyfish blanket the ocean floor is just an exception.
- B. Jellyfish are not the carrion of choice, even for indiscriminating scavengers.
- C. Hagfish, crabs and other creatures are natural enemies of jellyfish.
- D. Two kinds of jellyfish are the favorite of hagfish.

10. Which title is the best one for this article?

- A. A Surprising Appetite for Dead Jellyfish
- B. A Challenging Experiment and Jellyfish's Fate Change
- C. Jellyfish, Delicious Food
- D. Jellyfish: A Dead End in the Food Web?

Passage C

This historic landing of a spacecraft on a comet turned out to be not one but three landings as the craft hopped across the surface. Because of the failure of a thruster that was to press it against the comet's surface after touching down, the European Space Agency's Philae lander, part of the \$1.75 billion Rosetta mission, bounded up more than half a mile before falling to the surface of Comet 67P/Churyumov-Gerasimenko again

nearly two hours later, more than half a mile away. That is a considerable distance across a comet that is only 2.5 miles wide.

Philae then bounced again, less high, and ended up with only two of its three legs on the surface, tipped against a boulder, a wall of rock or perhaps the side of a hole. “We are almost vertical, one foot probably in the open air — open space. I’m sorry, there is no air around,” Jean-Pierre Bibring, the lead lander scientist, said at a news conference on Thursday.

In the skewed position, Philae’s solar panels are generating much less power than had been planned, and when its batteries drain in a couple of days, it may not be able to recharge. As the comet rotates once every 12 hours, the lander is receiving only about 1.5 hours of sunlight instead of the expected six to seven hours.

Despite the bumpy landing, Philae remained in contact with the Rosetta orbiter and performed its initial set of observations, including photographs of a cliff above the spacecraft.

Stephan Ulamec, the lander’s manager, said he was reluctant to do anything requiring mechanical movement that might tip Philae onto its back. “We need to be very careful about deploying instruments,” he said.

Later in the day, however, scientists announced via Twitter that they would proceed with plans to use Philae’s Mupus instrument (short for Multipurpose Sensors for Surface and Subsurface Science), which is to hammer a 14-inch-long hollow rod into the comet to measure properties including temperature, density and hardness. “We will deploy the Mupus penetrator for 2/3 of the max. length and then insert it,” the post said. “Should happen before midnight. Keep fingers crossed.”

Philae is the first spacecraft to land on a comet, a remarkable feat that will allow scientists to investigate one of the frozen leftovers from the formation of the solar system.

When the touchdown signal arrived at the spacecraft operations center in Darmstadt, Germany, the celebrations started.

The lander had hit its landing target almost exactly, Dr. Bibring said. Dr. Ulamec reported that its speed at landing was about one meter per second, or 2.2 miles per hour, a leisurely walking pace.

But two harpoons that were to have secured Philae to the surface never fired. And so, with radio signals taking 28 minutes to travel the 316 million miles from Rosetta, as mission scientists were celebrating its landing, Philae was back in space; it had recoiled upward at a speed of 38 centimeters a second, or less than a mile per hour. With the weak gravitational pull of the comet, Philae traveled high and far before touching down again.

The second bounce was smaller, with the lander leaving the surface at less than one-tenth the speed of the first bounce. “We have a better understanding now how we got there,” Dr. Ulamec said. “We still do not really know where.” Joel W. Parker, a planetary scientist at the Southwest Research Institute in Boulder, Colo., who has worked on the Rosetta project, said scientists had much to learn from the lander’s signals. “They may have enough data to sift through from the various instruments to do a ‘C.S.I. Philae’ and piece it all together,” Dr. Parker said by email.

Dr. Bibring took some umbrage at suggestions that the landing was a failure, pointing to the wealth of scientific data that has already been collected and how much had gone right.

“It’s gorgeous where we are,” he said.

11. Which is NOT the task or mission of Philae on the comet?

- A. To investigate the frozen leftovers from the formation of the solar system.
- B. To measure properties such as density, hardness and temperature.
- C. To hit the landing target exactly and finish the first landing on a comet.
- D. To perform some observations above the spacecraft and have a soft landing.

12. All the following statements about the historic landing of the spacecraft are true EXCEPT ____.

- A. The landing turned out to be not one but three since the craft bounced.
- B. The spacecraft still worked effectively and get recharged even it had a failure landing.
- C. The skewed position of landing affected the normal function the spacecraft.
- D. The spacecraft landed with only two of its three legs on the surface because of a wall of rock or a boulder.

13. Which of the followings is the best title for this article?

- A. Historic Landing, Bounce Thrice
- B. The Mission Impossible: Philae
- C. Comet Landing Bumpier Than Initially Thought
- D. A Remarkable Feat: The First Spacecraft to Land on a Comet

Passage D

Our strategy for dealing with rape on college campuses has failed abysmally. Female students are raped in appalling numbers, and their rapists almost invariably go free. Forced by the federal government, colleges have now gotten into the business of conducting rape trials, but they are not competent to handle this job. They are simultaneously failing to punish rapists adequately and branding students sexual assailants when no sexual assault occurred.

We have to transform our approach to campus rape to get at the root problems, which the new college processes ignore and arguably even exacerbate. How many rapes occur on our campuses is disputed. The best, most carefully controlled study was conducted for the Department of Justice in 2007; it found that about one in 10 undergraduate women had been raped at college.

But because of low arrest and conviction rates, lack of confidentiality, and fear they won't be believed, only a minuscule percentage of college women who are raped — perhaps only 5 percent or less — report the assault to the police. Research suggests that more than 90 percent of campus rapes are committed by a relatively small percentage of college men — possibly as few as 4 percent — who rape repeatedly, averaging six victims each. Yet these serial rapists overwhelmingly remain at large, escaping serious punishment. Neither strategy would get to the true problems: rapists going unpunished, the heady mixture of sex and alcohol on college campuses, and the ways in which colleges are expanding the concept of sexual assault to change its basic meaning.

Consider the illogical message many schools are sending their students about drinking and having sex: that intercourse with someone “under the influence” of alcohol is always rape. Typical is this warning on a joint Hampshire, Mount Holyoke and Smith website: “Agreement given while under the influence of alcohol or other drugs is not considered consent”; “if you have not consented to sexual intercourse, it is rape.”

Now consider that one large survey showed that around 40 percent of undergraduates, both men and women, had sex while under the influence of alcohol. Are all these students rape victims? And what if both parties were under the influence? Asked this question, a Duke University dean answered, “Assuming it is a male and female, it is the responsibility in the case of the male to gain consent.” This answer shows more ideology than logic. In fact, sex with someone under the influence is not automatically rape. That misleading statement misrepresents both the law and universities' official policies. The general rule is that sex with someone incapacitated by alcohol or other drugs is rape. There is — or at least used to be — a big difference. Incapacitation typically means you no longer know what's happening around you or can't manage basic physical activity like walking or standing.

But if schools are genuinely interested in preventing sexual assault, they need to overhaul how they think about assault and what they do about it. Prevention, rather than adjudication, should be a college's priority.

That means, first of all, we need to stop being so foolish about alcohol on campus. A vast majority of

college women's rape claims involve alcohol. Not long ago, 18-year-olds in many states could drink legally. College-sponsored events could openly involve a keg, with security officers on hand to ensure that things didn't get out of hand. Since 1984, when the federal government compelled states to adopt a drinking age of 21, college alcohol policies have been a mockery. Prohibition has driven alcohol into private spaces and house parties, with schools largely turning a blind eye. When those spaces and parties are male-dominated, it's a recipe for sexual predation. Such predation has been documented: Attending fraternity parties makes women measurably more likely to be sexually assaulted.

If colleges are serious about reducing rapes, they need to break the links among alcohol, all-male clubs and campus party life. Ideally, we should lower the drinking age so that staff or security personnel could be present at parties.

In any event, schools need to forcibly channel the alcohol party scene out of all-male clubs and teach students "bystander" prevention — how to intervene when one person appears to be taking sexual advantage of another's extreme intoxication. At the same time, students need to be told clearly that if they are voluntarily under the influence (but not incapacitated), they remain responsible for their sexual choices.

14. According to the text, what is the status quo of the rape on college campuses?
- A. Most of the rapists are not punished, even not known of by others.
 - B. It can be inferred that about one quarter of the undergraduate female students had been raped.
 - C. Only 10 percent of campus rapes are conducted by the majority of college male students.
 - D. Around 40 percent of undergraduates, both men and women, had sex while under the influence of alcohol, while merely 10 percent of the students report the assault to the police.
15. According to the article, if universities really want to prevent sexual assault, what kind of measure should be taken?
- A. Alcohol on campus should be prohibited.
 - B. Adjudication is be more emphasized.
 - C. The way how they think of sexual assault and how they react should be reconsidered.
 - D. College alcohol policies should be regarded as a mockery.
16. Which of the following statements about the influence of alcohol on the occurrence of rape is TRUE?
- A. According to the survey, about half of the undergraduates both including the male and female college students ever had sex because of the influence of alcohol.
 - B. Having sex with someone incapacitated by alcohol or other drugs is rape.
 - C. If both a male and female are under the influence of the alcohol, it is the responsibility in the case of the male to gain consent to have sex with the female.
 - D. Having sex with someone under the influence of alcohol is an automatic rape.
17. Who are responsible for the increasing number of female students raped discussed in the article?
- A. The parents who fail to offer constructive suggestions.
 - B. Male students who are always intoxicated with and seduce female students.
 - C. Universities that fail to take effective measures to prevent the happening of rape.
 - D. The businessmen who sell alcohol to universities without any restrictions.

Passage E

Police officers were sent to guard schools, while hundreds of security officers scoured large areas near the French capital. Spooked drivers locked their car doors. Residents cowered at home, fearful that a menacing

tiger would devour them whole. But a little more than 24 hours after the French police began their frantic search, they concluded that the errant feline was no tiger but, possibly, a large or perhaps overweight domestic cat.

At a time of economic and political malaise, the French could use a diversion, and the renegade beast — first spotted in Montévrain, a town east of the capital not far from Disneyland Paris — captured the national imagination, while also stoking more than a little fear.

It may also have played into what commentators have said is a growing public anxiety, stemming from 14 illegal drone flights over French nuclear plants in recent weeks, raising concern about the security of the country's main source of electricity. French authorities say they have no idea who was behind the mysterious flights.

Then came the reports of a large wild cat on the loose, slinking around the outskirts of the French capital and eluding a hunting squad that included officers armed with tranquilizer guns and a helicopter equipped with a thermal detector. As of Friday evening, they proved no match for the elusive cat, which officials estimated weighed at least 100 pounds, based on the size of its tracks.

The national agency for hunting and wildlife was quoted by Agence France-Presse as saying that the cat was not dangerous. "It is between a domestic cat and a larger feline," said Eric Hansen, an official from the agency, who also ruled out that it was a lynx.

Nevertheless, a fuzzy photograph of the creature was circulated by the French news media, and minute-by-minute sightings have been reported here as if the country were on alert for a serial killer or U.F.O.

The police said dozens of sightings have been phoned in. One driver reported spotting the cat crossing the A4, a major highway, prompting the authorities to tell drivers and residents in the area not to leave their cars, or, worse, venture into the woods. The feline was also seen stalking a gas station and prowling near the parking lot of a supermarket, news reports said.

Writing on Twitter, Olivier Rimmel, an entrepreneur, mused that the obsessive hunt seemed to reflect a current French obsession with nonsensical things. "Every two days, a new bogus issue keeps us busy," he wrote. "This time it's a little tiger that is going to eat lots of children." After it emerged that the tiger could, in fact, be an obese cat, *Libération*, the French newspaper, offered reassurance to its readers. "The tiger is not a tiger," it wrote in a post on Twitter. "You can resume normal activities."

18. This article might not appear in _____.

- A. New York Times
- B. Review of Contemporary Fiction
- C. Wall Street Journal
- D. Washington Post

19. The incident of the "menacing" animal reflects that_____.

- A. French obsession with nonsensical things.
- B. an increasing public anxiety of the safety of the children.
- C. French people's worry about the security of the whole country.
- D. French people need diversion since they are under great pressure.

20. Which of the following statements about the animal in the text is TRUE?

- A. It is a feline.
- B. It is proved to be a wild cat.
- C. It is proved to be a little tiger.
- D. It is a half-cat, half-tiger animal.