

江苏大学
硕士研究生入学考试样题

科目代码: 620

A卷

科目名称 基础英语(含写作)

满分: 150分

注意: ①认真阅读答题纸上的注意事项; ②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; ③本试题纸须随答题纸一起装入试题袋中交回!

Part I Vocabulary (20 points)

Direction: There are four answers in each of the following items. Choose the one that is closest in meaning to the underlined word.

1. This meat that wagon freighting, stage coaching and steam boating did not come to an end when the first train appeared; rather they became supplements or feeders.

A. extensions B. reformers C. dependents D. influences

2. The woolly mammoth, a long-haired rhinoceros, and other mammals have been periodically exposed in the tundra of Siberia, the hair and red flesh still frozen in cold storage.

A. photographed B. uncovered C. located D. preserved

3. They had to exercise considerable skill to produce the desired results, for their northern location meant fleeting growing seasons.

A. much B. planning C. physical D. new

4. The linsey-woolsey covering was found in the colder regions of the country because of the warmth it afforded.

A. provided B. spent C. avoided D. absorbed

5. Apart from its low cost, the appeal of iron as a building material lay in its strength, its resistance to fire, and its potential to span vast areas.

A. adjustment B. attraction C. assignment D. attempt

6. Gallup' report of the experiment, published in a 1970 article, was a milestone in our understanding of animal minds, and psychologist wondered how widespread self-recognition would prove to be.

A. significant development B. initial step C. universal concept D. obstruction to progress

7. A snowfall consists of myriads of minute ice crystals that fall to the ground in the form of frozen precipitation.

A. tiny B. quick C. clear D. sharp

8. Throughout the nineteenth century and into the twentieth, citizens of the United States maintained a bias against big cities.

A. diagonal B. slope C. distortion D. prejudice

9. Though other materials were sometimes used, these four were the staples in their finest basketry.

A. combinations B. limitations C. accessories D. basic elements

10. The quality of the hinterland dictated the pace of growth of the cities.
A. spoiled B. reduced C. determined D. divided
11. Without a plentiful and convenient supply of some suitable writing medium, any very extended development of the arithmetic process was bound to be hampered.
A. impeded B. concluded C. unnoticed D. rejected
12. The upper end of the sea anemone has a mouth surrounded by tentacles that the animal uses to capture its food.
A. catch B. control C. cover D. clean
13. Horses lives in a monochrome world. Light visible to human eyes, however, occupies only a very narrow band in the whole electromagnetic spectrum.
A. monotonous B. ultraviolet C. one-dimension D. one-color
14. The willingness of local landowners to participate in this protection effort may have been stimulated by concerns that Congress would impose a legislative solution.
A. undermined B. anticipated C. substituted D. motivated
15. To the casual observer, dust seems to act in a totally random fashion, moving about chaotically without fixed direction.
A. unpredictable B. perplexing C. independent D. abnormal
16. Over the next centuries, it was supplanted by another culture, the Missippian, named after the river along which many of its earliest villages were located.
A. conquered B. preceded C. replaced D. imitated
17. The Rosetta stone thwarted scholars' effort for several decades until the earl nineteenth century when key hieroglyphic phrases were decoded using the Greek inscriptions.
A. continued B. influenced C. encouraged D. frustrated
18. The term "latent heat" refers to the energy that has to be used to convert liquid water to water vapor.
A. mix B. adapt C. change D. reduce
19. Other species may become better adapted to an environment, resulting in competition and, ultimately, in the death of a species.
A. exceptionally B. dramatically C. eventually D. unfortunately
20. One of the best -known examples of mass extinction occurred 65 million years ago with the demise of dinosaurs and many other forms of life.
A. Change B. recovery C. help D. death

Part II Blank-filling (10 Points)

Direction: Below is a paragraph with ten blanks. Please fill in these blanks with appropriate words. Only one word is needed in each blank.

Becoming a professional writer needs no special skill or training. Anybody from anywhere can venture into professional writing and (1)_____ in it. The most important thing is the

diligence and determination of the (2)_____involved. This is essential

(3)_____ to make something out of writing, the person has to be convinced that success is sure. Once this is on ground, all other necessary general skills would be acquired. Another interesting thing is the (4)_____ that the person learns while he writes. In addition, other things that characterize the work of professional writers include ability to write in clear and simple language, and at the same time providing a lucid explanation of the (5)_____ matter. The writer, with the chosen writing style, must be able to communicate easily and give a pictorial description of the subject being discussed in (6)_____ a way that will (7) _____ a vivid mental image in the minds of the (8) _____. A good professional writer must be empirical and proficient in the use of rhetoric.

Becoming a professional writer is (9)_____ a one-day job, but with constant practice coupled (10)_____ persistence, perfection is achieved. And along with it comes the remunerations attached.

Part III Error-correction (10 points)

Direction: The passage contains TEN errors. Each indicated line contains a maximum of ONE error. In each case, only ONE word is involved. You should proofread the passage and correct in the following way:

For a wrong word, underline the wrong word and write the correct one in the blank provided at the end of the line.

For a missing word, mark the position of the missing word with a “^” sign and write the word you believe to be missing in the blank provided at the end of the line.

For an unnecessary word, cross the unnecessary word with a slash “/” and put the word in the blank provided at the end of the line.

EXAMPLE

When ^ museum wants a new exhibit,	(1) a
it never buys things in finished form and hangs them	(2) never
them on the wall. When a natural history museum	
wants an <u>exhibition</u> , it must often build it.	(3) exhibit

Living is risky. Crossing the road, driving a car, flying,
Swallowing an aspirin table or eating a chicken sandwich-
they can all be fatal.

Clearly some risks worth taking, especially when the rewards
high: a man surrounded by flames and smoke generally
Considers that jumping out of a second-floor window is
an acceptable risk to save its life. But in medicine
a few procedures, drugs, operations or tests are
really a mater of life and death. There may be

[1] _____

[2] _____

[3] _____

sound medicine reasons totally dependent
 in the balance of risks and benefits for the patients.
 Surgery for cancer may cure or prolong a life, but the
 removal of tonsils(扁桃体) cannot save anything a
 sore throat. Blood pressure drugs definitely help some
 people live after a heart attack, but these same drug
 may be both necessary and harmful for those with only
 mild blood pressure problems.
 Deciding how much discomfort and risk we are preparing
 to put up with in the name of better health is a high
 personal matter, not a decision we should remain to
 doctors alone.

[4] _____
 [5] _____
 [6] _____
 [7] _____
 [8] _____
 [9] _____
 [10] _____

Part IV Paraphrase (20 points)

Direction: In the following passage, there are ten underlined sentences you are expected to paraphrase. Remember: do not simply substitute some words or expressions with some others.

Unwrapped: the psychology of gift giving

It is better, we're told, to give than to receive, but should you always give someone what you think they want? Possibly not, the experts say. Welcome to the great gifting paradox...

(1) As big dates approach and the pressure to deliver grows, the gift giver, without the benefit of a straightforward request, faces a familiar quandary: "What the hell do I buy?"

(2) How do I not only honour but also reflect the closeness of our bond in an object – something that can be wrapped and stuffed into one of those paper bags with ribbon handles that we all think we like but then stuff in a cupboard, never to use again?

Gift giving is a practical exercise, but also a psychological one. A 2006 study by neuroscientists at the National Institutes of Health found that the giver experiences both an increase in their dopamine levels and an activation of parts of the brain that are attuned to the joys of social interaction. It really does make us happy.

(3) For as long as there have been gifts, our instinct has told us to make choices based on the recipient. But what if we've been wrong all along and that, with a bit of thinking outside the box, we could turn things around? And what if doing this not only made gift buying easier, but the recipient happier, too?

(4) Experiments by psychologists have explored the differing priorities of the present giver. In 2015, Lauren Human, director of the Social Interaction and Perception Lab at McGill University in Montreal, Canada, and Lara Aknin of Simon Fraser University in British Columbia, started out with a big online survey.

(5) It suggested that when people buy gifts, we prefer to choose something based on the recipient's personality and tastes. Most people also said that they preferred receiving gifts

bought with them in mind: gifts for them. Sounds obvious, right?

(6) But Human and Aknin wondered if this transactional approach to giving failed to exploit the way we bond as people. So they sent 78 volunteers into a shopping centre before Mother's Day. Half were told to buy a card that "reveals your knowledge of the recipient". But the other half set out to buy a card that "reveals your true self". After the purchase, the givers who had thought partly of themselves reported feeling emotionally closer to their mothers.

To find out how that approach goes down with recipients, the psychologists did another test. More than 100 students were asked to choose a song on iTunes to give to a friend, partner or family member. Each half of the group received the same instructions as the card buyers. Results revealed that recipients of a song that revealed something of the giver felt closer to them than those who received gifts bought only with them in mind.

Now, this makes sense to anyone old enough to remember lovingly preparing a romantic mixtape, but Human and Aknin suggest it might apply to all gifts. **(7) "If building stronger social connections is the underlying goal" of a gift (and surely it should be) then we "may well be advised to offer more self-reflective gifts".** In short, for a present to be meaningful, you need to give away a bit of yourself, even if there is a risk that the gift might not square so closely with the recipient's practical needs or tastes than one acquired purely with that in mind.

(8) Moreover, giving something of oneself can be a safer bet, the psychologists added, because it reduces the risk of revealing poor knowledge of a recipient by attempting to buy something that fits their character – and failing. After all, the worst gifts are those that not only fail to be useful, but also suggest that the giver doesn't know you at all.

But a note of caution here: what the research does not examine is the potential risk in repeated, unsympathetic giver-centric giving, which, according to Human and Aknin, "could signal self-obsession or narcissism" – and nobody wants to reveal that about themselves.

(9) Of course, even the most self-aware and thoughtful giver will occasionally misfire. Giving something of yourself isn't necessarily going to work every time, not least if it's a piece of you that the recipient isn't inclined to appreciate.

The responsibility to protect the human bond in this instance falls on the receiver. In a survey by the Anderson School of Management at the University of New Mexico, Catherine Roster asked almost 200 people to remember an occasion on which they gave a present that was poorly received. **(10) The survey found that among all the telltale signs that someone had given an unwanted gift, only one risked changing the way the givers viewed their relationships.** Can you guess what it was? The simple failure of the receiver to say "thank you". Don't say you haven't been warned.

Part V Reading Comprehension A (40 points)

Direction: In this section there are four reading passages followed by a total of 20 multiple-choice questions. Read the passages and then write your answers on the Answer Sheet.

Passage One

These days we hear a lot of nonsense about the 'great classless society'. The idea that the twentieth century is the age of the common man has become one of the great clichés of our time. The same old arguments are put forward in evidence. Here are some of them: monarchy as a system of government has been completely discredited. The monarchies that survive have been deprived of all political power. Inherited wealth has been savagely reduced by taxation and, in time, the great fortunes will disappear altogether. In a number of countries the victory has been complete. The people rule; the great millennium has become a political reality. But has it? Close examination doesn't bear out the claim.

It is a fallacy to suppose that all men are equal and that society will be leveled out if you provide everybody with the same educational opportunities. (It is debatable whether you can ever provide everyone with the same educational opportunities, but that is another question.) The fact is that nature dispenses brains and ability with a total disregard for the principle of equality. The old rules of the jungle, 'survival of the fittest', and 'might is right' are still with us. The spread of education has destroyed the old class system and created a new one. Rewards are based on merit. For 'aristocracy' read 'meritocracy'; in other respects, society remains unaltered: the class system is rigidly maintained.

Genuine ability, animal cunning, skill, the knack of seizing opportunities, all bring material rewards. And what is the first thing people do when they become rich? They use their wealth to secure the best possible opportunities for their children, to give them 'a good start in life'. For all the lip service we pay to the idea of equality, we do not consider this wrong in the western world. Private schools which offer unfair advantages over state schools are not banned because one of the principles in a democracy is that people should be free to choose how they will educate their children. In this way, the new meritocracy can perpetuate itself to a certain extent: an able child from a wealthy home can succeed far more rapidly than his poorer counterpart. Wealth is also used indiscriminately to further political ends. It would be almost impossible to become the leader of a democracy without massive financial backing. Money is as powerful a weapon as ever it was.

In societies wholly dedicated to the principle of social equality, privileged private education is forbidden. But even here people are rewarded according to their abilities. In fact, so great is the need for skilled workers that the least able may be neglected. Bright children are carefully and expensively trained to become future rulers. In the end, all political ideologies boil down to the same thing: class divisions persist whether you are ruled by a feudal king or an educated peasant.

1. What is the main idea of this passage?

A. Equality of opportunity in the twentieth century has not destroyed the class system.

B. Equality means money.

C. There is no such society as classless society.

D. Nature can't give you a classless society.

2. According to the author, the same educational opportunities can't get rid of inequality

because _____

- A. the principle 'survival of the fittest' exists.
- B. Nature ignores equality in dispensing brains and ability.
- C. Material rewards are for genuine ability.
- D. People have the freedom how to educate their children.

3. Who can obtain more rapid success _____

- A. those with wealth.
- B. Those with the best brains.
- C. Those with the best opportunities.
- D. Those who have the ability to catch at opportunities.

4. Why does the author say the new meritocracy can perpetuate itself to a certain extent?

Because _____

- A. money decides everything.
- B. Private schools offer advantages over state schools.
- C. People are free to choose the way of educating their children.
- D. Wealth is used for political ends.

5. According to the author, class divisions' refers to _____

- A. the rich and the poor.
- B. Different opportunities for people.
- C. Oppressor and the oppressed.
- D. Genius and stupidity.

Passage Two

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

The truly reasonable men who know where the solutions lie are finding it harder and harder to get a hearing. They are despised, mistrusted and even persecuted by their own kind because they advocate such apparently outrageous things as law enforcement. If half the energy that goes into violent acts were put to good use, if our efforts were directed at cleaning up the

slums and ghettos, at improving living-standards and providing education and employment for all, we would have gone a long way to arriving at a solution. Our strength is sapped by having to mop up the mess that violence leaves in its wake. In a well-directed effort, it would not be impossible to fulfill the ideals of a stable social programme. The benefits that can be derived from constructive solutions are everywhere apparent in the world around us. Genuine and lasting solutions are always possible, providing we work within the framework of the law.

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

6. What is the best title for this passage?

- A. Advocating Violence.
- B. Violence Can Do Nothing to Diminish Race Prejudice.
- C. Important People on Both Sides See Violence As a Legitimate Solution.
- D. The Instincts of Human Race Are Thirsty for Violence.

7. Recorded history has taught us

- A. violence never solves anything.
- B. nothing.
- C. the bloodshed means nothing.
- D. everything.

8. It can be inferred that truly reasonable men

- A. can't get a hearing.
- B. are looked down upon.
- C. are persecuted.
- D. Have difficulty in advocating law enforcement.

9. "He was none the wiser" means

- A. he was not at all wise in listening.
- B. He was not at all wiser than nothing before.
- C. He gains nothing after listening.
- D. He makes no sense of the argument.

10. According the author the best way to solve race prejudice is

- A. law enforcement.
- B. knowledge.
- C. nonviolence.
- D. Mopping up the violent

Passage Three

Bernard Bailyn has recently reinterpreted the early history of the United States by applying new social research findings on the experiences of European migrants. In his reinterpretation, migration becomes the organizing principle for rewriting the history of preindustrial North America. His approach rests on four separate propositions.

The first of these asserts that residents of early modern England moved regularly about their countryside; migrating to the New World was simply a natural spillover. Although at first the colonies held little positive attraction for the English, they would rather have stayed home. However, by the eighteenth century people increasingly migrated to America because they regarded it as the land of opportunity. Secondly, Bailyn holds that, contrary to the notion that used to flourish in America history textbooks, there was never a typical New World community. For example, the economic and demographic character of early New England towns varied considerably.

Bailyn's third proposition suggest two general patterns prevailing among the many thousands of migrants: one group came as indentured servants, another came to acquire land. Surprisingly, Bailyn suggests that those who recruited indentured servants were the driving forces of transatlantic migration. These colonial entrepreneurs helped determine the social character of people who came to preindustrial North America. At first, thousands of unskilled laborers were recruited; by the 1730's, however, American employers demanded skilled artisans.

Finally, Bailyn argues that the colonies were a half-civilized hinterland of the European culture system. He is undoubtedly correct to insist that the colonies were part of an Anglo-American empire. But to divide the empire into English core and colonial periphery, as Bailyn does, devalues the achievements of colonial culture. It is true, as Bailyn claims, that high culture in the colonies never matched that in England. But what of seventeenth-century New England, where the settlers created effective laws, built a distinguished university, and published books? Bailyn might respond that New England was exceptional. However, the ideas and institutions developed by New England Puritans had powerful effects on North American culture.

Although Bailyn goes on to apply his approach to some thousands of indentured servants who migrated just prior to the revolution, he fails to link their experience with the political development of the United States. Evidence presented in his work suggests how we might make such a connection. These indentured servants were treated as slaves for the period during which they had sold their time to American employers. It is not surprising that as soon as they served their time they passed up good wages in the cities and headed west to ensure their personal independence by acquiring land. Thus, it is in the west that a peculiarly American political culture began, among colonists who were suspicious of authority and intensely anti-aristocratic.

11. Which of the following statements about migrants to colonial North America is supported by information in the text?

- A. A larger percentage of migrants to colonial North America came as indentured servants than as free agents interested in acquiring land.
- B. Migrants who came to the colonies as indentured servants were more successful at making a livelihood than were farmers and artisans.

C. Migrants to colonial North America were more successful at acquiring their own land during the eighteenth century than during the seventeenth century.

D. By the 1730's, migrants already skilled in a trade were in more demand by American employers than were unskilled laborers.

12. The author of the text states that Bailyn failed to

A. Give sufficient emphasis to the cultural and political interdependence of the colonies and England.

B. Describe carefully how migrants of different ethnic backgrounds preserved their culture in the United States.

C. Take advantage of social research on the experiences of colonists who migrated to colonial North America specifically to acquire land.

D. Relate the experience of the migrants to the political values that eventually shaped the character of the United States.

13. Which of the following best summarizes the author's evaluation of Bailyn's fourth proposition?

A. It is totally implausible.

B. It is partially acceptable.

C. It is highly admirable.

D. It is controversial though persuasive.

14. According to the text, Bailyn and the author agree on which of the following statements about the culture of colonial New England?

A. High culture in New England never equaled the high culture of England.

B. The cultural achievements of colonial New England have generally been unrecognized by historians.

C. The colonists imitated the high culture of England, and did not develop a culture that was uniquely their own.

D. The southern colonies were greatly influenced by the high culture of New England.

15. The author of the text would be most likely to agree with which of the following statements about Bailyn's work?

A. Bailyn underestimates the effects of Puritan thought on North American culture.

B. Bailyn overemphasizes the economic dependence of the colonies on Great Britain.

C. Bailyn's description of the colonies as part of an Anglo-American empire is misleading and incorrect.

D. Bailyn failed to test his propositions on a specific group of migrants to colonial North America.

Passage Four

Modern technology has put men on the moon and deciphered the human genome. But when it comes to brewing up flu to make vaccines, science still turns to the incredible edible egg. Ever since the 1940s, vaccine makers have grown large batches of virus inside chicken eggs. But given that some 36,000 Americans die of flu each year, it's remarkable that our first line of defense is still what Secretary of Health and Human Services Tommy Thompson calls "the

cumbersome and archaic egg-based production.” New cell-based technologies are in the pipeline, however, and may finally get the support they need now that the United States is faced with a critical shortage of flu vaccine. Although experts disagree on whether new ways of producing vaccine could have prevented a shortage like the one happening today, there is no doubt that the existing system has serious flaws.

Each year, vaccine manufacturers place advance orders for millions of specially grown chicken eggs. Meanwhile, public-health officials monitor circulating strains of flu, and each March they recommend three strains—two influenza A strains and one B strain—for manufacturers to include in vaccines. In the late spring and summer, automated machines inject virus into eggs and later suck out the influenza-rich goop. Virus from the eggs’ innards gets killed and processed to remove egg proteins and other contaminants before being packaged into vials for fall shipment.

Why has this egg method persisted for six decades? The main reason is that it’s reliable. But even though the eggs are reliable, they have serious drawbacks. One is the long lead time needed to order the eggs. That means it’s hard to make more vaccine in a hurry, in case of a shortage or unexpected outbreak. And eggs may simply be too cumbersome to keep up with the hundreds of millions of doses required to handle the demand for flu vaccine.

What’s more, some flu strains don’t grow well in eggs. Last year, scientists were unable to include the Fujian strain in the vaccine formulation. It was a relatively new strain, and manufacturers simply couldn’t find a quick way to adapt it so that it grew well in eggs. “We knew the strain was out there,” recalls Theodore Eickhoff of the University of Colorado Health Sciences Center, “but public-health officials were left without a vaccine—and, consequently, a more severe flu season.”

Worse, the viruses that pose the greatest threat might be hardest to grow in eggs. That’s because global pandemics like the one that killed over 50 million people between 1918 and 1920 are thought to occur when a bird influenza changes in a way that lets it cross the species barrier and infect humans. Since humans haven’t encountered the new virus before, they have little protective immunity. The deadly bird flu circulating in Asia in 1997 and 1998, for example, worried public-health officials because it spread to some people who handled birds and killed them—although the bug never circulated among humans. But when scientists tried to make vaccine the old-fashioned way, the bird flu quickly killed the eggs.

16. The moon-landing is mentioned in the first paragraph to illustrate ____.

- A. technology cannot solve all of our human problems
- B. progress in vaccine research for influenza has lagged behind
- C. great achievements have been made by men in exploring the unknown
- D. the development of vaccine production methods can not be stopped

17. What step is essential to the traditional production of flu vaccine?

- A. Manufacturers implant the vaccine into ordered chicken eggs.
- B. Scientists identify the exact strain soon after a flu pandemic starts.
- C. Public health measures are taken as an important pandemic-fighting tool.

- D. Viruses are deadened and made clean before being put into vaccine use.
18. The foremost reason why the egg-based method is defective lies in _____.
A. the complex process of vaccine production
B. its potential threat to human being
C. the low survival rate for new flu vaccines
D. its contribution to the flu vaccine shortage
19. Which of the following is true according to the passage?
A. Flu vaccines now mainly use egg-based technology.
B. A bird influenza has once circulated among humans.
C. Safety can be greatly improved with cell-culture vaccines.
D. Modern vaccine production methods are to replace egg-based methods.
20. In the author's view, the new vaccine production method seems to be _____.
A. remarkable B. criticized C. efficient D. accepted

Part VI Reading Comprehension B (20 points)

Direction: Read the passage, and then answer the questions that follow. Please write your answers on the Answer Sheet.

Methods of Scientific Inquiry

Why the inductive and mathematical sciences, after their first rapid development at the culmination of Greek civilization, advanced so slowly for two thousand years—and why in the following two hundred years a knowledge of natural and mathematical science has accumulated, which so vastly exceeds all that was previously known that these sciences may be justly regarded as the products of our own times—are questions which have interested the modern philosopher not less than the objects with which these sciences are more immediately conversant. Was it the employment of a new method of research, or in the exercise of greater virtue in the use of the old methods, that this singular modern phenomenon had its origin? Was the long period one of arrested development, and is the modern era one of normal growth? Or should we ascribe the characteristics of both periods to so-called historical accidents—to the influence of conjunctions in circumstances of which no explanation is possible, save in the omnipotence and wisdom of a guiding Providence?

The explanation which has become commonplace, that the ancients employed deduction chiefly in their scientific inquiries, while the moderns employ induction, proves to be too narrow, and fails upon close examination to point with sufficient distinctness the contrast that is evident between ancient and modern scientific doctrines and inquiries. For all knowledge is founded on observation, and proceeds from this by analysis, by synthesis and analysis, by induction and deduction, and if possible by verification, or by new appeals to observation under the guidance of deduction—by steps which are indeed correlative parts of one method; and the ancient sciences afford examples of every one of these methods, or parts of one method, which have been generalized from the examples of science.

A failure to employ or to employ adequately any one of these partial methods, an

imperfection in the arts and resources of observation and experiment, carelessness in observation, neglect of relevant facts, by appeal to experiment and observation—these are the faults which cause all failures to ascertain truth, whether among the ancients or the moderns; but this statement does not explain why the modern is possessed of a greater virtue, and by what means he attained his superiority. Much less does it explain the sudden growth of science in recent times.

The attempt to discover the explanation of this phenomenon in the antithesis of “facts” and “theories” or “facts” and “ideas”—in the neglect among the ancients of the former, and their too exclusive attention to the latter—proves also to be too narrow, as well as open to the charge of vagueness. For in the first place, the antithesis is not complete. Facts and theories are not coordinate species. Theories, if true, are facts—a particular class of facts indeed, generally complex, and if a logical connection subsists between their constituents, have all the positive attributes of theories.

Nevertheless, this distinction, however inadequate it may be to explain the source of true method in science, is well founded, and connotes an important character in true method. A fact is a proposition of simple. A theory, on the other hand, if true has all the characteristics of a fact, except that its verification is possible only by indirect, remote, and difficult means. To convert theories into facts is to add simple verification, and the theory thus acquires the full characteristics of a fact.

Questions

1. What's the concern of the modern philosopher?
2. Which methods of scientific inquiry are mentioned in the above passages?
3. What are the faults that cause all failures to ascertain truth?
4. How to distinguish “fact” from “theory”?
5. How to convert theories into facts?

Part VII Writing (30 points)

Direction: Many people say that we have developed into a “throw-away” culture, because we are filling up our environment with so many plastic bags and rubbish that we cannot fully dispose of. To what extent do you agree with this opinion and what measures can you recommend reducing this problem? Please write a composition of about 300 words to illustrate your point of view.

In the first part of your writing 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.

Do not forget to provide a title for your writing.

