

西南大学

2006 年攻读硕士学位研究生入学考试试题

学科、专业：英语语言文学、外国语言学及应用语言学

研究方向：语言学及现代英语、翻译理论与实践、英语课程论、英美文学、计算机辅助外语教学、语言学理论与应用、英语教育理论

试题名称：英语综合考试

试题编号：318

(答题一律做在答题纸上，并注明题目番号，否则答题无效。)

I. Explain briefly each of the following terms and phrases. (20 points)

1. UNESCO

2. Oliver Cromwell

3. baron

4. Rock'n' Roll

5. Queensland

6. British Columbia

7. Battles of Lexington and Concord

8. the Emancipation Proclamation

9. "God Save the Queen"

10. Alaska

II. Cloze (15 points)

The many senses of style can be classified into two broad types: the evaluative and the descriptive. Under the first 1 style is thought of in a(n) 2 way: the features that make someone or something stand out from an "undistinguished" background. In this sense, it implies a degree of 3 in performance or a desired standard of production, as when someone is complimented for "having style", or 4 for writing "without style". The second sense lacks these value judgments and simply describes the set of distinctive characteristics that 5 objects, persons, periods, or places. In this sense, we talk of "Shakespearean style", the "house style" of an institution, and all the 6 in the expression that relate to psychological or social states ("informal style", "legal style", etc.).

Both these general senses are widely used in language study. 7 notions are an essential part of aesthetic approaches to language, and are implicit in such areas as elocution, oratory, and literary criticism. Descriptive approaches are found more in scientific studies, such as the various branches of linguistics, where there is a concern for 8 identification without evaluation. But there is a common strand running through these various traditions: style always involves an appreciation of contrast between 9 locations, periods, appearances, or behavior. As language observers, we distinguish "Shakespearean" from "not Shakespearean", "formal" from "informal", "scientific" from "religious", and so on. And as producers of language ourselves, we can to a large extent 10 the linguistic "guise" in which we wish to appear.

This concept of choice is central to stylistic study, whatever

1. a. section
b. title
c. heading
d. categorization
2. a. scientific
b. critical
c. empirical
d. appreciative
3. a. excellence
b. priority
c. degeneration
d. homogeneity
4. a. condemned
b. commented
c. disputed
d. compromised
5. a. verify
b. justify
c. classify
d. identify
6. a. differentiations
b. justifications
c. variations
d. counterparts
7. a. Evaluative
b. Appreciative
c. Descriptive
d. Confirmative
8. a. impartial
b. objective
c. subjective
d. evaluative
9. a. multiple
b. alternative
c. successive
d. distinctive
10. a. criticize
b. create
c. choose
d. abandon
11. a. analysis
b. selection
c. integration
d. retraction
12. a. convey
b. intermingle

our approach. Style is seen as the (conscious or unconscious) 11 of a set of linguistic features from all the possibilities in a language. The effects these features 12 can be understood only by 13 sensing the choices that have been made (as when we react to the linguistic impact of a religious archaism, a poetic 14, or a joke), and it is usually enough simply to respond to the effect in this way. But there are often occasions when we have to develop a more analytical approach, as when we are asked our opinion about a particular use of language. Here, when we need to explain our responses to others, or even 15 others how to respond (as in the teaching of literature), our intuition needs to be 16 by a more objective account of style. It is this 17 which is known as stylistics.

The notion of stylistic choice could be used to explain many of the effects used in the expression of social and 18 identity; and indeed, several stylisticians do adopt this wider approach. For them, "style" is any situationally distinctive use of language — a characteristic of groups as well as individuals. In the present volume, however, a narrower 19 is used: a "style" is viewed as the set of language features that make people distinctive — the basis of their personal 20 identity.

- c. dominate
- d. disentangle
- 13. a. unconsciously
- b. instinctively
- c. intuitively
- d. psychologically
- 14. a. composition
- b. rhyme
- c. collection
- d. prize
- 15. a. consult
- b. advise
- c. explore
- d. evoke
- 16. a. paralleled
- b. equated
- c. replaced
- d. supplemented
- 17. a. analysis
- b. account
- c. response
- d. approach
- 18. a. literal
- b. contextual
- c. economic
- d. poetic
- 19. a. categorization
- b. classification
- c. definition
- d. generalization
- 20. a. racial
- b. cultural
- c. social
- d. linguistic

III. Proofreading. (15 points)

Directions: There are 18 errors to be corrected in the following passage. No line has more than one error and some lines are correct. If you think there is no error in a line, then put a tick (✓) in the space provided.

Corrections should be made as follows:

Extra word: Draw a slash (/) through a word you wish to cross out and write the word in the space provided.

Missing word: Mark the position of the missing word with (Λ) sign and write the missing word in the space provided.

Wrong word: Underline () the wrong word and write the correct version in the space provided.

It is easy to recognize a change in language—but only before it has taken place. It is not difficult to reflect on how people spoke several years ago, to point a new word which has recently entered into the language, or to express an opinion about the emergence of a cliché. What is almost impossible is predict a language change. Which sounds, words, or grammatical constructions *will* change in the next 10, 20... years? There is just as difficult to be precisely about the origins of a change in language. Who first used the new form? Where was it being used? And when, exactly? Historic dictionaries always give an approximate date of entry for a new word or meaning—so these dates invariably reflect the easier known use of that word in the written language. The first use of the word in speeches is always an unknown number of years previously.

To obtain answers for these questions, we need to know more about how language changes. If we understood the causes of change, we begin to make predictions about when a change was more likely to occur, and observe it while it was happening. It has long been imaginative speculation on the matter, with suggested causes coming from fields as far apart from theology and climatology. Some scholars have adopted a highly optimistic view, feeling that the causes can never be found.

1. _____
2. _____
3. _____
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7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

IV. Reading Comprehension. (20 points)

Passage 1

Perhaps the most vivid image left over from the murder of Kayla Rolland is a basically benign one: a six-year-old boy sitting at a table, drawing pictures. That he did this only hours after killing Kayla has been taken to mean that he didn't grasp the gravity of his act and so is not criminally culpable.

Fast-forward 10 years. Suppose the same boy, now 16, kills a member of a rival gang. On his way home, he picks up a pizza and rents a video—a comedy. He enjoys a few yuks and then turns in early. This segue from mayhem to amusement would be taken as proof of his brutality. A jury would find it easier to give him a stiff sentence than if he had gone home and paced the floor racked by remorse.

Such paradox pervaded the way we think about blames, and few cases have displayed them more clearly than this one. There has been much pondering of whether this child knew what he did was wrong. Well, probably not. But that's often the problem, isn't it—that criminals disagree with society over what is wrong? Shootings often arise out of grievance, a sense of just retribution. And more than a few robbers weave elaborate theories—not always implausible—about why their victims didn't deserve their money in the first place. Should we let these reflective thieves walk?

As for the question of whether six-year-olds have a sense of right and wrong: absolutely. Kids whine about unfairness almost as soon as they can whine. They instinctively justify their social retaliations—physical or not—as just deserts. Kayla probably died because her killer felt he was wronged.

To stress the continuity of moral development between young and old is not necessarily to favor jailing the six-year-old killer. In fact, from the same premise you could favor leniency for old as well as young.

Consider this child's miserable environment. How can we blame a six-year-old who has criminals as role models for his faulty moral compass? But will it be so much easier to blame him for being morally defective at 16, after another 10 years in that environment? As the twig is bent, the tree is inclined. ("A young child is even more open to cultural and family influence than an older kid," a psychologist told the *New York Times*. True. But older kids were once young—that is, when they got the firm dispositions, for good or ill, that later resisted social influence.)

Many people dichotomize between the six-year-old and his father. The boy is a victim of a corrupting environment; the man is the culprit, the one who shaped the environment. But of course the man was himself shaped—perhaps corrupted—by an early environment. I don't know the details of his life, but I'll bet he didn't attend an elite school.

This is not the place for a discourse on free will. It's a murky issue, and our everyday notions of blame, even if incoherent, do a passable job of punishing the people who, as a practical matter, must be punished for society to stay livable. But I do dissent from the common belief that this murder was unusual in being a "double tragedy." The more you know about what makes bad people bad—whether it is environment, genes or both—the more you realize that all murders are double tragedies.

1. In this passage the writer _____.
 - a. shows his doubt if six-year-old is the age of innocence
 - b. argues for the fair legal treatment of child offenders
 - c. explains the deeper cause of teenagers' commitment of crimes
 - d. verifies the importance of early environment in children's moral development
2. The cases of the six-year-old killer and the supposed sixteen-year-old killer are used to _____.
 - a. point out the fact that there is injustice in jury's legal judgment
 - b. show the reality that adult offenders unfairly receive more severe punishment
 - c. reveal a very common mode of thinking among people about blame
 - d. emphasize the similar legal consequence of child and adult crimes
3. Which of the following CANNOT be inferred from the passage? _____.
 - a. Criminals have their own notions of justice
 - b. Many crimes are committed out of the criminals' sense of just retribution
 - c. The boy who killed Kayla had his justification in doing so
 - d. A six-year-old child does not have any sense of right and wrong
4. Which of the following factors is not mentioned, explicitly or implicitly, in the passage as is related to child crimes? _____.
 - a. Corrupting environment
 - b. Education
 - c. cultural and family influence
 - d. psychological defectives
5. Which of the following can best express the writer's idea in this passage? _____.
 - a. Any kind of crime should be punished for the maintenance of social stability
 - b. Inside every killer, there is a six-year-old
 - c. Environment exerts as strong an influence on an older kid as on a young child
 - d. Both children and adults should enjoy the equal legal rights and take the equal legal responsibilities

Passage 2

The relationship between the home and market economies has gone through two distinct stages. Early industrialization began the process of transferring some production processes (e. g. clothmaking, sewing and canning foods) from the home to the marketplace. Although the home economy could still produce these goods, the processes were laborious and the market economy was usually more efficient. Soon, the more important second stage was evident -- the marketplace began producing

goods and services that had never been produced by the home economy, and the home economy was unable to produce them (e.g. electricity and electrical appliances, the automobile, advanced education, sophisticated medical care). In the second stage, the question of whether the home economy was less efficient in producing these new goods and services was irrelevant; if the family were to enjoy these fruits of industrialization, they would have to be obtained in the marketplace. The traditional ways of taking care of these needs in the home, such as in nursing the sick, became socially unacceptable (and, in most serious cases, probably less successful). Just as the appearance of the automobile made the use of the horse-drawn carriage illegal and then impractical, and the appearance of television changed the radio from a source of entertainment to a source of background music, so most of the fruits of economic growth did not increase the options available to the home economy to either produce the goods or services or purchase them in the market. Growth brought with it increased variety in consumer goods, but not increased flexibility for the home economy in obtaining these goods and services. Instead, economic growth brought with it increased consumer reliance on the marketplace. In order to consume these new goods and services, the family had to enter the marketplace as wage earners and consumers. The neoclassical model that views the family as deciding whether to produce goods and services directly or to purchase them in the marketplace is basically a model of the first stage. It cannot accurately be applied to the second (and current) stage.

6. The reason why many production processes were taken over by the marketplace was that _____.
a. it was a necessary step in the process of industrialization
b. they depended on electricity available only to the market economy
c. it was troublesome to produce such goods in the home
d. the marketplace was more efficient with respect to these processes
7. It can be seen from the passage that in the second stage _____.
a. some traditional goods and services were not successful when provided by the home economy
b. the market economy provided new goods and services never produced by the home economy
c. producing traditional goods at home became socially unacceptable
d. whether new goods and services were produced by the home economy became irrelevant
8. During the second stage, if the family wanted to consume new goods and services, they had to enter the marketplace _____.
a. as wage earner

- b. both as manufacturers and consumers
 - c. both as workers and purchasers
 - d. as customers
9. Economic growth did not make it more flexible for the home economy to obtain the new goods and services because ____.
- a. the family was not efficient in production
 - b. it was illegal for the home economy to produce them
 - c. it could not supply them by itself
 - d. the market for these goods and services was limited
10. The neoclassical model is basically a model of the first stage, because at this stage ____.
- a. the family could rely either on the home economy or on the marketplace for the needed goods and services
 - b. many production processes were being transferred to the marketplace
 - c. consumers relied more and more on the market economy
 - d. the family could decide how to transfer production processes to the marketplace

V. Translation (40 points)

1. Chinese-English Translation. (20 points)

Translate the underlined parts of the following text into English.

民俗起源于社会生活中民众不断重复的不自觉行为，因其满足了社会群体的某些基本要求，逐渐规范并为入群广泛地接受与传承，而积淀在五光十色的社会生活中。中国民俗是弥漫在中国人日常社会中最广泛的文化现象。每一个中国人，从刚一出生直到走向生命的终结，都会置身在林林总总的民俗文化之中，世代相沿，传承不绝。

中国又是一个统一的多民族的国家，五十六个民族分布在辽阔的国土上，一代又一代的华夏儿女，生息繁衍，用辛勤的劳动与充满智慧的头脑，创造了光彩照人的中华文化，而中国民俗正是中华文化中的瑰丽奇葩。由于历史上民族的迁徙和融合，也由于气候、地理等自然条件的殊异，再加上王朝更迭、战争频繁，乃至历朝历代开疆拓土的移民戍边，形成了中国民俗“十里不同风，百里不同俗”的多姿多彩的特殊景观，也形成了丰富多彩的岁时节令礼俗、五花八门的游艺以及具有中国特色的吉祥物，它们共同组合，因袭相传，染习相承，大大丰富了中国民俗宝库的精神力量和蓬勃旺盛的审美价值。

2. English-Chinese Translation. (20 points)

Translate the underlined parts of the following text into Chinese.

We might marvel at the progress made in every field of study, but certainly not at the methods of testing a person's knowledge and ability. It really is extraordinary that after all these years, educationists have still failed to devise anything more efficient and reliable than examinations. For all the pious claim that examinations test what you know, it is common

knowledge that they more often do the exact opposite. They may be a good means of testing memory, or the knack of working rapidly under extreme pressure, but they can tell you nothing about a person's true ability and aptitude

The examination system does anything but train one to think independently. Examinations do not motivate a student to read widely, but to restrict his reading; they do not enable a student to seek more and more knowledge, but induce cramming. They lower the standards of teaching, for they deprive the teacher of all freedom. Teachers themselves are often judged by examination results and instead of teaching their subjects; they are reduced to training their students in exam techniques which they despise.

As anxiety-makers, examinations are second to none. That is because so much depends on them. They are the mark of success or failure in our society. Your whole future may be decided in one fateful day. It doesn't matter that you weren't feeling very well, or that a tragedy happened to your family. Little things like that don't count; the exam goes on. No one can give of his best when he is in mortal terror, or after a sleepless night, yet this is precisely what the examination system expects him to do. The moment a child begins school, he enters a world of vicious competition where success and failure are clearly defined and measured. Unfortunately, the results on which so much depends are often nothing more than a subjective assessment by examiners, who are only human not free from making mistakes. Consequently one may be written off as utter failures before he or she has even embarked on a career.

VI. Writing (40 points)

Write an English composition of about 350 words on the following topic:

Are Mistakes an Essential Part of Education?

In the first part of your writing you should state clearly your main argument about this topic, and in the second part you should support your argument with appropriate details or examples. In the last part you should bring what you have written to a natural conclusion or 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.