

# 西南大学

## 2007 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：英语语言学、翻译理论与实践、辞书研究、英美文学、英语课程论、语言学理论与应用、心理语言学

试题名称：英语综合考试

试题编号：602

（答题一律做在答题纸上，并注明题目番号，否则答题无效。）

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### I. Explain briefly each of the following terms and phrases: (15 points)

1. MPs

2. Tennessee

3. John Major

4. New South Wales

5. Pilgrim Fathers

6. Windsor Castle

7. the Liberal Democrats

8. Thomas Jefferson

9. Hippies

10. the Sabbath



## II. Cloze (20 points)

Prolonged and excessive use of alcohol can seriously 1 an individual's health. Physical 2 occurs because large quantities of alcohol can directly damage body tissue and indirectly cause malnutrition. Nutritional 3 can result for several reasons. Alcohol contains empty calories, which have no significant 4 value. When consumed in substantial amounts, alcohol curbs one's appetite for more wholesome foods. Excessive alcohol 5 can interfere with the proper digestion and absorption of food. Therefore, even the heavy drinker who does eat a well-balanced diet is 6 of some essential nutrients. Maintenance of a drinking habit can deplete economic resources 7 available for buying good, wholesome food. Malnutrition itself further reduces the body's ability to utilize the nutrients consumed. The results of damaged tissue and malnutrition can be brain injury, heart disease, diabetes, ulcers, cirrhosis or cancer of the liver, and weakened muscle tissue. Untreated alcoholism can reduce one's life 8 by ten to twelve years.

Heavy alcohol 9 also affects the body's usage of other drugs and medications. The 10 required by excessive drinkers may differ from those required by normal or non-drinkers. Serious consequences can be incurred 11 the prescribing physician is aware of the patient's drinking habits.

Sudden death may result from excessive drinking. It might occur when the individual has 12 such a large amount of alcohol that the brain center controlling breathing and heart action is 13 affected, or when taking some other drugs,

1. a. confide  
b. detract  
c. undermine  
d. divert
2. a. amelioration  
b. deterioration  
c. modification  
d. ambiversion
3. a. impediments  
b. infirmity  
c. redundancies  
d. deficiencies
4. a. substantial  
b. supplementary  
c. traversable  
d. nutritive
5. a. intake  
b. ingredient  
c. proportion  
d. stimulation
6. a. deprived  
b. extruded  
c. eliminated  
d. abdicated
7. a. respectively  
b. equally  
c. otherwise  
d. incredulously
8. a. expectation  
b. duration  
c. span  
d. discrepancy
9. a. modulation  
b. consumption  
c. digestion  
d. attenuation
10. a. quantities  
b. measures  
c. percentage  
d. dosages
11. a. in case  
b. unless  
c. except that  
d. so that
12. a. ingested  
b. alleviated  
c. disposed



particularly sleeping preparations, along with alcohol. Death, as a result of excessive drinking, can come during an automobile accident since half of all traffic accidents 14 the use of alcohol. Many self-inflicted deaths, as well as homicides, involve the use of alcohol.

It is important to remember that alcohol is a drug that is 15 addictive. Once the user is hooked on alcohol, withdrawal symptoms occur when it is not sufficiently 16 to body cells. At the 17 of developing alcohol addiction, these symptoms may be relatively mild and include hand tremors, anxiety, nausea, and sweating. As 18 increases, so does the severity of the withdrawal syndrome and the need for medical assistance to cope with it.

In 1956 the American Medical Association supported the growing 19 of alcoholism as an illness, falling under the treatment jurisdiction of the medical profession. Since then, the medical resources for problems of acute and 20 intoxication have increased and improved.

- d. invoked
- 13. a. sporadically  
b. derogatorily  
c. adversely  
d. interrogatively
- 14. a. incite  
b. inflate  
c. invigorate  
d. involve
- 15. a. implicitly  
b. potentially  
c. substantially  
d. inherently
- 16. a. obtainable  
b. extractable  
c. deducible  
d. available
- 17. a. onset  
b. climax  
c. initiation  
d. commencement
- 18. a. insufficiency  
b. disparity  
c. addiction  
d. dependency
- 19. a. condemnation  
b. acceptance  
c. accusation  
d. agreement
- 20. a. severe  
b. mild  
c. chronic  
d. benign

### 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 ( ^ ) 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.



Research into the bilingualism usually distinguishes between large-scale analyses of multilingual societies and small-scale analyses of the settings with which bilingual speakers interact. Several basic fundamental questions have to be dealt under the latter heading ---- in particular, how bilingualism is to be identifiable and defined, and what its purpose within the speech community. Both questions have "obvious" answers, neither of them is adequate.

The most obvious answer is: someone speaks two languages. But this answer will not be suffice. It does not allow for those who make regular use of one or other language, or those who have not used the languages at all for many years. Or does it allow for the many people who have developed a considerable skill in comprehending a foreign language, but who does not speak it; or those who have learned to read in another language, and who cannot speak or write. It leaves unclear the relationship between different languages and different dialects, style, or levels of the same language. And above all, this definition says nothing the level of proficiency that has to be attained after speakers can legitimately claim to be bilingual

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

#### IV. Reading Comprehension: (20 points)

##### *Passage 1*

Fellow-citizens, pardon me, allow me to ask, why am I called upon to speak here today? What have I, or those I represent, to do with your national independence? Are the great principles of political freedom and of national justice, embodied in that Declaration of Independence, extended to us? And am I, therefore, called upon to bring



our humble offering to the national alter, and to confess the benefits and express devout gratitude for the blessings resulting from your independence to us?

Would to God, both for your sake and ours, that an affirmative answer could be truthfully returned to these questions! Then would my task be light, and my burden easy and delightful. ... But such is not the state of the case. I say it with a sad sense of the disparity between us. I am not included within the pale of this glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice, are not enjoyed in common. -----The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me. The sunlight that brought light and healing to you, has brought stripes and death to me. This Fourth of July is yours, not mine. You may rejoice, I must mourn.

Fellow-citizens, above your national, tumultuous joy, I hear the mournful wail of millions! Whose chains, heavy and grievous yesterday, are today, rendered more intolerable by the jubilee shouts that reach them. ... To forget them, to pass lightly over their wrongs, and to chime in with the popular theme, would be treason most scandalous and shocking, and would make me a reproach before God and the world. My subject, then, fellow-citizens, is American slavery. I shall see this day and its popular characteristics from the slave's point of view. Standing there identified with the American bondman, making his wrongs mine, I do not hesitate to declare, with all my soul, that the character and conduct of this nation never blacker to me than on this 4<sup>th</sup> of July.

1. This is a speech that was addressed \_\_\_\_\_.
  - a. virtually to the whites
  - b. mainly to American blacks
  - c. to all American people
  - d. to the citizens of America in general
2. The speech was most probably made \_\_\_\_\_.
  - a. shortly after 1770s
  - b. round the turn of the 19<sup>th</sup> century
  - c. some time before 1860s
  - d. during the early 1960s
3. In the sentence "But *such* is not the state of the case ... (Line 3, Para. 2), the word "such" refers to \_\_\_\_\_.
  - a. the fact that there were affirmative answers to the questions asked
  - b. the assumption that it would be easier and the speaker would feel happy to deliver the speech under the condition prescribed



- c. the likelihood that the speaker, on behalf of those he represents, expresses the benefits and gratitude for the happiness brought about by the independence
  - d. the possibility that those questions could have affirmative answers
4. The main idea of the 2<sup>nd</sup> paragraph is that \_\_\_\_.
- a. there is a great ethnic gap between the black and the white
  - b. there exists strong racial discrimination in the US society
  - c. the celebration of the Independence Day does not bring any joy to the black
  - d. the independence of the country does not bring any benefit to American blacks
5. Which of the following statements is NOT true based on Paragraph 3? \_\_\_\_.
- a. the painful sufferings of the slaves become even more intolerable before the happy celebration of the Independence Day
  - b. It would mean betrayal of his fellow-blacks if the speaker forgets them and ignores their sufferings
  - c. the speaker does not hesitate to reveal the evils of the nation, even though he himself was not a slave and bondman,
  - d. the racial discrimination of the country is stronger than ever at the time when this speech is made

### Passage 2

The Carnegie Foundation report says that many colleges have tried to be "all things to all people". In doing so, they have increasingly catered to a narrow-minded careerism while failing to cultivate a global vision among their students. The current crisis, it contends, does not derive from a legitimate desire to put learning to productive ends. The problem is that in too many academic fields, the work has no context; skills, rather than being means, have become ends. Students are offered a variety of options and allowed to pick their way to a degree. In short, driven by careerism, "the nation's colleges and universities are more successful in providing credentials than in providing a quality education for their students." The report concludes that the special challenge confronting the undergraduate college is one of shaping an "integrated core" of common learning. Such a core would introduce students "to essential knowledge, to connections across the disciplines, and in the end, to application of knowledge to life beyond the campus."

Although the key to a good college is a high-quality faculty, the Carnegie study found that most colleges do very little to encourage good teaching. In fact, they do much to undermine it. As one professor observed: "Teaching is important, we are told, and yet faculty know that research and publication are most." Not surprisingly, over



the last twenty years colleges and universities have failed to graduate half of their four-year degree candidates. Faculty members who dedicate themselves to teaching soon discover that they will not be granted tenure, promotion, or substantial salary increases. Yet 70 percent of all faculty say their interests lie more in teaching than in research. Additionally, a frequent complaint among young scholars is that "There is pressure to publish, although there is virtually no interest among administrators or colleges in the content of the publication."

6. It is known from the passage that to be "all things to all people" \_\_\_\_\_.
  - a. is a kind of innovation in college education
  - b. aims to broad the vision of college and university graduates
  - c. positively encourages students to pursue careers
  - d. indirectly interferes with the quality education of the students
7. According to the Carnegie Foundation report, the current problem in education includes that \_\_\_\_\_.
  - a. too much emphasis has been given to the training of skills
  - b. skills are trained only for the sake of skill acquisition
  - c. there is too much freedom for students to choose their degrees
  - d. skills are exclusively connected to productive means
8. American colleges and universities failed to graduate half of their four-year degree candidates because \_\_\_\_\_.
  - a. most of them lack high-quality teaching staff
  - b. they attach greater importance to research and publication
  - c. the interests of most faculty members lie in research and publication
  - d. most faculty members do not want to dedicate themselves to teaching
9. The shaping of an "integrated core" of common knowledge will help \_\_\_\_\_.
  - a. bring about the changes for the view to be "all things to all people"
  - b. colleges offer more inter-disciplinary courses to their undergraduate students
  - c. reinforce students' basic knowledge of their study
  - d. students make practical use of what they have learned in society
10. It can be inferred from the passage that high-quality college education calls for \_\_\_\_\_.
  - a. a commitment to students and good teaching
  - b. teachers' dedication to research in frontier areas of knowledge
  - c. putting academic work in the proper context
  - d. the practice of putting learning to productive end



## V. Translation (40 points)

### 1. Chinese-English Translation (20 points)

Translate the underlined parts of the following text into English.

学之义不明于天下久矣。今之言学者，有新旧之争，有中西之争，有有用之学与无用之学之争。

余正告天下曰：学无新旧也，无中西也，无有用无用也。凡立此名者，均不学之徒。即学焉，而未尝知学者也。

学之义广矣。古人所谓学，兼知行言之。今专以知言，则学有三大类：曰科学也，史学也，文学也。凡记述事物，而求其原因，定其理法者，谓之科学；求事物变迁之迹，而明其因果者，谓之史学；至出入二者间，而兼有玩物适情之效者，谓之文学。然各科学，有各科学之沿革。而史学又有史学之科学。如刘知幾《史通》之类。若夫文学，则有文学之学如《文心雕龙》之类。焉，有文学之史如各史文苑传。焉。而科学、史学之杰作，亦即文学之杰作。故三者非截然有疆界，而学术之蕃变，书籍之浩瀚，得以此三者括之焉。

凡事物必尽其真，而道理必求其是，此科学之所有事也。而欲求知识之真，与道理之是者，不可不知事物道理之所以存在之由、与其变迁之故，此史学之所有事也。若夫知识、道理之不能表以议论，而但可表以情感者，与夫不能求诸实地，而但可求诸想象者，此则文学之所有事。古今东西之为学，均不能出此三者。惟一国之民，性质有所毗，境遇有所限，故或长于此学而短于彼学。承学之子，资力有偏颇，岁月有涯涘，故不能不主此学，而从彼学。且于一学之中，又择其一部而从事焉。此不独治一学当如是，自学问之性质言之，亦固宜然。然为一学，无不有待于一切他学，亦无不有造于一切他学。故是丹而非素，主入而奴出，昔之学者或有之，今日之真知学、真为学者，可信其无是也。

(选自王国维《国学丛刊序》)

### 2. English-Chinese Translation (20 points)

Translate the underlined parts of the following paragraph into Chinese.

It is simple enough to say that since books have classes - fiction, biography, and poetry - we should separate them and take from each what it is right that each should give us. Yet few people ask from books what books can give us. Most commonly we come to books with blurred and divided minds, asking of fiction that it shall be true, of poetry that it shall be false, of biography that it shall be flattering, of history that it shall enforce our own prejudices. If we could banish all such preconceptions when we read, that would be admirable beginning. Do not dictate to your author; try to become him. Be his fellow-worker and accomplice. If you hang back, and reserve and criticize at first, you are preventing yourself from getting the fullest possible value from what you read. But if you open your mind as widely as possible, then signs and hints of almost imperceptible fineness, from the twist and turn of the first sentences, will bring you into the presence of a human being unlike any other, steep yourself in this, acquaint yourself with this, and soon you will find that your author is giving you, or attempting to give you, something far more definite. The thirty-two chapters of a novel - if we consider how to read a novel first - are an attempt to make something as



formed and controlled as a building: but words are more impalpable than bricks; reading is a longer and more complicated process than seeing. Perhaps the quickest way to understand the elements of what a novelist is doing is not to read, but to write; to make your own experiment with the dangers and difficulties of words. Recall, then, some event that has left a distinct impression on you - how at the corner of the street, perhaps, you passed two people talking. A tree shook; an electric light danced; the tone of the talk was comic, but also tragic; a whole vision, an entire conception, seemed contained in that moment.

But when you attempt to reconstruct it in words, you will find that it breaks into a thousand conflicting impressions. Some must be subdued others emphasized; in the process you will lose, probably, all grasp upon the emotion itself. Then turn from your blurred and littered pages to the opening pages of some great novelist - Defoe, Jane Austen, Hardy. Now you will be better able to appreciate their mastery.

(From Virginia Woolf, *How should one read a book?*)

## **VI. Writing (40 points)**

Read the following paragraph and write a composition of 400 words by extending the last sentence. Marks will be given to viewpoints, organization, grammar and appropriateness.

### **What is Philosophy?**

Philosophy, like other studies, aims at knowledge. But philosophers seek a special sort of knowledge that eludes exact definition. It does not concern things that huddle on the periphery of life. It is knowledge directed to the fundamental and pervasive concerns of existence. Philosophy, as a quest for wisdom, is an attempt to provide a vision of the world that is systematic and clear, in which the connections between significant facts are made manifest. It is the search for first things and last things——for first principles and their ultimate implications.

We all become philosophers at crucial points in life...