

广西师范大学 2005 年研究生入学考试试题

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科目名称: 综合英语

(答案必须写在考试专用答题纸上, 否则造成错批、漏批等后果自负)

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I. Structure & Vocabulary: (25%)

Directions: Choose the answer which you think best completes the sentence. Cross the letter with a bar in your answer sheet.

1. I'd rather you ___ anything about the garden until the weather improves.
A. shouldn't do B. didn't do C. mustn't do D. oughtn't to do
2. I am pleased with what you have given me and ___ you have told me.
A. that B. all that C. which D. about whatever
3. I should have come to see you, but I ___ too busy.
A. was B. were C. had been D. am
4. How long ago ___ playing with dolls?
A. have you stopped B. had you stopped C. did you stop D. do you stop
5. Even on Sundays, Peter Jackson prefers dressing formally ___ sport clothes.
A. to wear B. rather than wearing C. rather than to wear D. to wearing
6. There is going ___ a tea party ___ the evening of May 4.
A. to have... in B. to be ...in C. to have ...on D. to be ...on
7. I never see her ___ I think of my younger sister.
A. while B. but C. as D. nor
8. ___, Henry Lee went on leave from the army.
A. His health failing B. His health fallen
C. His health fell D. His health to fall
9. The distance ___ light travels in one second is 300,000 kilometers.
A. by which B. at which C. that D. in which
10. The factory is said ___ in a fire two years ago.
A. to be destroyed B. to have been destroyed C. to destroy D. to have destroyed
11. Far ___ it from me to call him a liar.
A. be B. is C. was D. were
12. You ___ finish your homework before watching TV.
A. are going to B. will C. would like to D. are to
13. It ___ be too much emphasized that it is important for us students to build up reading skills.
A. can B. scarcely can C. should not D. cannot
14. Success in life does not depend ___ on one's school record as on one's honesty and diligence.
A. very much B. so much C. such much D. too much
15. Without facts, we cannot form a worthwhile opinion for we need to have factual knowledge ___ our thinking.
A. which to be based on B. upon which to be based
C. which to base on D. to which to be based

You might think that knowing what causes greenhouse warming, it would be an easy matter to predict how hot the world will be in the next century. Unfortunately, things aren't that simple. The world is a complex place, and reducing it to the climatologist's tool of choice ___ the computer model ___ isn't easy. Around almost every statement in the greenhouse debate is a penumbra of uncertainty that results from our current inability to capture the full complexity of the planet in our models.

There is one fact, though, that everyone agrees on: the amount of carbon dioxide in the atmosphere is increasing steadily. It is near 360 parts per million today, vs. 315 p.p.m. in 1958 (when modern measurements started) and 270 p.p.m. in pre-industrial times (as measured by air bubbles trapped in the Greenland ice sheet).

An analysis of admittedly spotty temperature records indicates that the world's average temperature has gone up about 0.5°C (1°F) in the past century, with the 90s being the hottest decade in recent history. This fact is quoted widely in the scientific community, although there are nagging doubts even among researchers. Recent satellite records, using different kinds of instrumentation, fail to show a warming trend.

If we accept that there has been moderate warming, we turn to computer models to see if humans are to blame and what will happen to the earth's climate in the future. These models are complex because climate depends on thousands of things, from the Antarctic Sea to sub-Saharan soil conditions. While the electronic simulation monuments to the ingenuity and perseverance of their creators, they provide us with, at best, a fuzzy view of the future. They have difficulty handling factors like clouds and ocean currents (two major influences on climate), and if you fed the climate of 1900 into any of them, they couldn't predict the climatic history of the 20th century. Like everything else in this frustrating field, the models' limitations force to make important decisions in the face of imperfect knowledge.

1. What is the main title of this passage?
 - A. Greenhouse Effects and Global Warming
 - B. Environment and Habitation
 - C. Living in Outer Space
 - D. Modeling of Climate
2. From the last sentence of the first paragraph, we can infer that _____.
 - A. people like to see global warming in movies
 - B. people start to take global warming seriously
 - C. in summer people tend to watch movies
 - D. policy makers are not concerned with this warming
3. The third paragraph mainly tells us that _____.
 - A. greenhouse effect is so dangerous that we pay a lot of attention to it
 - B. greenhouse effect is also necessary to keep our environment suitable for living
 - C. there are advantages in burning more fuel
 - D. our knowledge about greenhouse effect is insufficient

4. From the last paragraph, we can predict that the author will write about which of the following in the next paragraph?
- Some explanation of the complexity.
 - Some authoritative predictions about future warming.
 - The relation between warming and clouds.
 - Other factors involved in warming.
5. According to the passage, it has been certain except that _____.
- the world is under the greenhouse effect
 - the carbon dioxide level in the atmosphere is increasing
 - the world is becoming warmer and warmer
 - present scientific equipment can not stimulate our climate change

Text B "John F. Kennedy's Inaugural Address" _1961_ by John F. Kennedy

We observe today not a victory of party but a celebration of freedom... symbolizing an end as well as a beginning ... signifying renewal as well as change for I have sworn before and Almighty God the same solemn oath our forebears prescribed nearly a century and three quarters ago.

The world is very different now, for man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe...the belief that rights of man come not from the generosity of the state but from the hand of God. We dare not forget today that we are the heirs of that first revolution.

Let word go forth from this time and place...to friend and foe alike...that the torch has been passed to a new generation of Americans...born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage...and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today...at home and around the world.

Let every nation know...whether it wishes us well or ill...that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty. This much we pledge... and more...

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger: I do not shrink from this responsibility... I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who deserve it...and the glow from that fire can truly light the world...

...And so, my fellow Americans... ask not what your country can do for you...ask what you can do for the country. My fellow citizens of America or citizens of the world. Ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds; let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

6. President Kennedy said the people were celebrating _____.
A. a party B. freedom C. the victory of the democratic D. the revolution
7. President Kennedy has promised God and _____ that he will continue to renew the United States.
A. Congress B. the American people C. Jacqueline D. the world
8. How is the world different today (in 1961)?
A. We can destroy each other. B. We can travel quickly.
C. We can get rid of hunger. D. We can fight without God's help.
9. Who supplies the rights of man?
A. The State. B. God. C. Man. D. My fellow citizens.
10. What should friends and foes know?
A. The United States is powerful.
B. A new generation of Americans are responsible for their government.
C. The United States is governed by liberals.
D. We will lead the world.
11. What do you think the "maximum danger" is in Kennedy's opinion? (remember it is 1961)
A. China. B. Restricted Trade. C. Communism. D. His domestic enemies
12. What should Americans ask of America?
A. how much their taxes will be
B. what they can do for the United States
C. What the government will do for them
D. What the world will help them
13. Who is responsible for what happens on the planet Earth?
A. God B. Destiny C. Man D. Leaders
14. What should Americans not forget?
A. vote for Kennedy
B. to ask the government for help
C. what their ancestors created
D. to help the poor people
15. What should citizens of the U.S.A. and other nations require of the United States?
A. that the U.S.A. is as honest and sacrifices as much as they do
B. more money for support programs
C. less interference with their own political systems
D. power to lead the world

Text C Passages of Human Growth

A person's life at any given time incorporates both external and internal aspects. The external system is composed of our memberships in the culture: our job, social class, family and social roles, how we present ourselves to and participate in the world. The interior realm concerns the meanings this participation has for each of us. In what ways are our values, goals, and our

aspirations being invigorated or violated by our present life system? How many parts of our personality can we live out, and what parts are we suppressing? How do we feel about our way of living in the world at any given time?

The inner realm is where the crucial shifts in bedrock begin to throw a person of balance, signaling the necessity to change and to move on to new footing in the next stage of development. These crucial shifts occur throughout life, yet people persistently refuse to recognize that they possess an internal life system. Ask anyone who seems down, "Why are you feeling low?" Most will displace the inner message onto a marker event: "I've been down since we moved, since I changed jobs, since my wife went back to graduate school and turned into a damn social worker in sackcloth," and so on. Probably less than ten percent would say: "There's some unknown disturbance within me, and even though it's painful, I feel I have to stay with it and ride it out." Even fewer people would be able to explain that the turbulence they feel may have no external cause. And yet it may not resolve itself for several years.

During each of these passages, how we feel about our way of living will undergo subtle changes in four areas of perception. One is the interior sense of self in relation to others. A second is the proportion of safeness to danger we feel in our lives. A third is our perception of time ___ do we have plenty of it, or are we planning to feel that time is running out? Last, there will be some shift at the gut level in our sense of aliveness or stagnation. These are the hazy sensations that compose the background tone of living and shape the decisions on which we take action.

The work of adult life is not easy. As in childhood, each step presents not only new tasks of development but requires a letting go of the techniques that worked before. With each passage some magic must be given up, some cherished illusion of safety and comfortably familiar sense of self must be cast off, to allow for the greater expansion of our distinctiveness.

Pulling Up Roots

Before 18, the motto is loud and clear: "I have to get away from my parents." But the words are seldom connected to action. Generally still safely part of our families, even if away at school, we feel our autonomy to be subject to erosion from moment to moment.

After 18, we begin Pulling UP Roots in earnest. College, military service and short-term travels are all customary vehicles our society provides for the first round trips between family and a base of one's own. In the attempt to separate our view from our family's view, despite vigorous protestations to the contrary ___ "I know exactly what I want!" ___ we cast about for any beliefs we can call our own. And in the process of testing those beliefs we are often drawn to fads, preferably those most mysterious and inaccessible to our parents.

Whatever tentative memberships we try out in the world, the fear haunts us that we are really kids who cannot take care of ourselves. We cover that fear with acts of defiance and mimicked confidence. For allies to replace our parents, we turn to our contemporaries. They become conspirators. So long as their perspective meshes with our own, they are able to substitute for the sanctuary of the family. But that doesn't last long. And the instant that they diverge from the shaky ideals of "our group", they are seen as betrayers. Rebounds to the family are common between the ages of 18 and 22.

The tasks of this passage are to locate ourselves in a peer role, a sex role, an anticipated occupation, an ideology or world view. As a result, we gather the impetus to leave home physically and the identity to begin leaving home emotionally.

Even as one part of us seeks to be an individual, another part longs to restore the safety and comfort of merging with another. Thus one of the most popular myths of this passage is: We can piggyback our development by attaching to a Stronger One. But people who marry during this time often prolong financial and emotional ties to the family and relatives that impede them from becoming self-sufficient.

A stormy passage through the Pulling Up Roots years will probably facilitate the normal progression of the adult life circle. If one doesn't have an identity crisis at this point, it will erupt during a later transition, when the penalties may be harder to bear.

The Trying Twenties

The Trying Twenties confront us with the question of how to take hold in the adult world. Our focus shifts from the interior turmoils of late adolescence — “Who am I?” “What is truth?” — and we become almost totally preoccupied with working out the externals. “How do I put my aspirations into effect?” “What is the best way to start?” “Where do I go?” “Who can help me?” “How did you do it?”

In this period, which is longer and more stable compared with the passage that leads to it, the tasks are as enormous as they are exhilarating: To Shape a Dream, that vision of ourselves which will generate energy, aliveness, and hope. To prepare for a lifework. To find a mentor if possible. And to form the capacity for intimacy. Without losing in the process whatever consistency of self we have thus far mustered. The first test structure must be erected around the life we choose to try.

Doing what we “should” is the most pervasive theme of the twenties. The “shoulds” are largely defined by family models, the press of the culture, or the prejudices of our peers. If the prevailing cultural instructions are that one should get married and settle down behind one's own door, a nuclear family is born.

One of the terrifying aspects of the twenties is the inner conviction that the choices we make are irrevocable. It is largely a false fear. Change is quite possible, and some alternation of our original choices is probably inevitable.

Two impulses, as always, are at work. One is to build a firm, safe structure for the future by making strong commitments, to “be set”. Yet people who slip into a ready-made form without much self-examination are likely to find themselves locked in.

The other urge is to explore and experiment, keeping any structure tentative and therefore easily reversible. Taken to the extreme, these are people who skip from one trial job and one limited personal encounter to another, spending their twenties in the transient state.

Although the choices of our twenties are not irrevocable, they do set in motion a Life Pattern. Some of us follow the locked-in pattern, others the transient pattern, the wunderkind pattern, the caregiver pattern, and there are a number of others. Such patterns strongly influence the particular questions raised for each person during each passage through the life.

Buoyed by powerful illusions and belief in the power of the will, we commonly insist in our twenties that what we have chosen to do is the one true course in life. Our backs go up at the merest hint that we are like our parents, that two decades of parental training might be reflected in our current actions and attitudes.

“Not me,” is the motto, “I'm different.”

16. The internal aspect of a person's life differs from the external aspect in that it _____.

A. is composed of a person's job, social class, family and social roles

- B. deals with the meaning of a person's participation in the world
- C. involves how we present ourselves to the world
- D. concerns the composition of a person's personality

17. The meaning of "most will displace the inner message onto a marker event" is that most people _____.
- A. only accept the external cause for their mental problems
 - B. only want to use markers to keep their inner message
 - C. have trouble in changing their jobs
 - D. want to hide their inner message
18. According to the writer, four areas of perception are important to influence a person to make decisions in order to take actions. They are senses of _____.
- A. selfishness, happiness, safeness and humor
 - B. oneself, safeness, leisure and aliveness
 - C. oneself in the society, safety, easiness and health
 - D. oneself in the society, safety, easiness and wealth
19. According to the text, the difference of the young people's behavior before and after the age of 18 is that one _____, while the other _____.
- A. has the motto loudly and clearly, does not
 - B. has only empty words, has serious actions
 - C. stays at home, does not
 - D. feels safe, does not
20. To avoid the fear that we can't take care of ourselves in our efforts to separate from our parents, we naturally try to get help from _____.
- A. joining college, military service and short-term travels
 - B. those most mysterious and inaccessible to our parents
 - C. our teachers
 - D. our contemporaries
21. Which element will prevent young people during the years of Pulling Up Roots years is _____.
- A. having a peer group
 - B. getting an anticipated occupation
 - C. leaving home physically but not emotionally
 - D. getting married
22. According to the writer, a stormy passage during the Pulling Up Roots years is _____.
- A. in some ways helpful to one's growth
 - B. harmful to the family
 - C. not necessary and therefore should be avoided
 - D. helpful to prevent an identity crisis
23. In the Trying Twenties, people are more concerned about _____.
- A. the interior turmoils
 - B. the external effects
 - C. the truth in life
 - D. a more stable life

24. Our sense of duty in the Trying Twenties comes from _____.
- the environment in which we have been brought up
 - the way we look at other people
 - the way we look at ourselves
 - the struggle we had in our late adolescence
25. "Although the choices of our twenties are not irrevocable, they do set in motion a Life Pattern." This sentence means that with these choices, we do _____.
- start following a certain kind of life pattern
 - start fixing ourselves in a kind of life pattern
 - start changing frequently our life patterns
 - hesitate about what kind of life pattern to choose

Text D Economic Development and Democracy

Seymour Martin Lipset explains the conditions which promote democracy, anti-democratic tendencies, and electoral tendencies in his book. Here's an abstract from Part One.

Lipset defines democracy in a complex society as a political system which supplies regular constitutional opportunities for changing government officials, and as a social mechanism which permits the largest possible part of the population to influence major decisions by choosing among contenders for office. This definition implies a political formula or body of beliefs specifying which institutions are legitimate (the degree to which institutions are valued for themselves and considered right and proper), as well as implying that one set of political leaders be in office and other sets of recognized leaders attempting to gain office.

The above conditions are needed because if a political system is not characterized by a value system allowing the peaceful play of power, democracy can become chaotic. Furthermore, if the outcome of the political game is not the periodic awarding of effective authority to one group, unstable and irresponsible government will result. And if the conditions for perpetuating an effective opposition do not exist, the authority of individuals in power will steadily increase and popular influence in policy will become a minimum. Once established, a democratic political system gathers momentum and creates social supports (institutions) to ensure its continued existence.

In this chapter, Lipset is most concerned with social conditions like education which serve to support democratic political institutions. He will not be dealing with those which serve to maintain them yet

Economic Development in Europe and the Americas

Democracy is positively related to the level of economic development in European and American countries. Lipset looks at indices such as wealth, industrialization, urbanization, and education. In each case, these indices are higher in the more democratic countries. Lipset hypothesizes these elements to be functionally interdependent.

Economic development and the class struggle

Economic development, by producing increased income and higher levels of education, largely determines the form of the class struggle by permitting those in the lower strata to develop more gradualist views of political change. Yet, this can only be the case for a fairly well off lower class. In the two wealthiest countries, US and Canada, communist parties are almost nonexistent and socialist parties are not major forces, due to a lack of sufficient lower strata discontent. There is

an inverse relationship between nationalist economic development and extremist political groups. A large middle class in a country tempers conflict by penalizing extremist groups and rewarding moderacy. In addition, the propensity to form voluntary associations is a function of wealth. A country without a multitude of organizations separate from state power has a high dictatorial or revolutionary potential. (de Tocqueville -- "mass society" theory).

The politics of rapid economic development

Extremist left movements often develop in time of rapid industrialization. This may be due to sharp discontinuities between the industrial and pre-industrial state (concerning a new surplus of unskilled agricultural workers). (e.g., Russian Revolution as documented by Trotsky). In Europe, a cluster of factors led to the development of democracy, such as economic development, and Protestantism. Lipset uses a multivariate system where the focus may be on any element, and its conditions and consequences may be stated without the implication that he has arrived at a complete theory. It seems to me that he takes a largely functionalist view. For instance, open classes lead to the development of democracy which in turn fosters more open classes. Yet on the other hand, democracy can sometime create situations which will later undermine it -- bureaucracy, for instance.

26. Which of the following statements is not true to democracy?
- Democracy allows constitutional opportunities for officials to run the government.
 - Democracy means the vast majority of people can exercise their power in choosing their favorite leaders.
 - Democracy is based on no set value system.
 - Democracy might be improved by a two-party system or multi-party system.
27. What will undermine the authority of the running government?
- The government gains more power.
 - The government wins social supports by means of education.
 - The government punishes the extreme leftists.
 - Opposition from the public and bureaucracy from the government itself might be the potential factors.
28. What is the meaning of "gathers momentum" in the second paragraph?
- Takes time
 - Gets more time
 - Gets strengthened
 - Has a good rest
29. In western countries, democracy has been nurtured by ____.
- sufficient complaints from the lower class
 - the socialist parties
 - the people with higher level of education
 - the higher level of economic development together with increasing wealth, urbanization and education
30. What can you infer from the writer's comment on Lipset's democracy theory?
- He is critical of democracy.
 - Democracy may nourish people's openness as well as bureaucracy.
 - The theory cannot hold water.
 - Democracy can be established regardless of any social conditions.

V. Error Correction: (10%)

Directions: This section consists of a short passage. There are all together 10 mistakes. You may add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in the blank.

The first and smallest unit that can be discussed in relation with language is the word. In speaking, the choice of words is the most importance. Proper selection will eliminate one source of timely breakdown in the communication cycle. Too often, careless use of words prevented a meeting of minds of the speaker and listener. The words used by the speaker may stir unfavorable reactions in the listener who interfere with his comprehension; hence, the transmission- reception system breaks down.

Moreover, inaccurate or indefinite words may make that difficult for the listener to understand the sense which is being transmitted to him. The speaker who do not have specific words in his working vocabulary may be unable to explain or describe in a case that can be understood by his listeners.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

VI. Sentence transformation: (10%)

Directions: Finish each of the following sentences in such a way that means the same as the sentence before it.

1. The workers did their work so well that they fulfilled the plan ahead of schedule.
So well _____
2. With all the improvement you've made in the past year, you might as well give up singing.
Although _____
3. It is believed that there are a number of wounded on both sides.
There _____
4. It is reported that the British destroyer has been sunk.
The British destroyer _____
5. I happen to have had nasty experience in dealing with him.
It _____
6. He has given her a present.
What _____
7. She spoke French rapidly. I couldn't understand her.
As _____
8. His indifference was such as to make all of us despair.
He was so _____
9. When dinner was ready, the hostess asked her guests to be seated.
Dinner _____
10. You'll either behave yourself. or you will never go out with me.
If _____

VII. Figures of speech: Identify the figure of speech in the following sentences. (10%)

1. You are as welcome as flowers in May. _____
2. He could hardly earn his everyday bread. _____
3. The moon is riding in the sky. _____
4. He is said to be a rough diamond. _____
5. Blood streams down from his forehead. _____
6. He worked and worked until he breathed his last. _____
7. "I have had enough of your cruel kindness," the girl said to his stepmother. _____
8. Robbing a widow of her life savings was certainly a noble act. _____
9. He picked up his hat and his courage. _____
10. Nature gives women too much power; the law gives them too little. _____

Terms of figures of speech for reference: irony, personification, metaphor, simile, zeugma, pun, oxymoron, metonymy, hyperbole, antithesis, euphemism, onomatopoeia, etc.

VIII. Paraphrase the underlined parts in the following sentences. (20%)

1. President Wen Jiabao is very witty and eloquent, always hitting his viewpoints on the head.
2. These two established singers are said to be hand in glove with drug dealers.
3. College students should be well prepared to show themselves up on the spur of the moment.
4. The company managed to withstand the financial crisis, reducing its loss by far and large.
5. The visiting professor gave us a wonderful lecture, informing us with the state of the art of foreign language teaching.
6. Recently the BBC released its intention of laying off about 3000 staff for it is worried the dwindling revenue from advertisers and high expenditure of running the business.
7. He always promises to back me up. But when it comes to the crunch, he does nothing.
8. To make learning effective and meaningful, schools are required to offer subjects to bear on the learners' interests and goals.
9. The young English teacher supported his thesis by citing his pilot studies in his two high school classes.
10. Young people should face any challenge in their prime of life. If they withdraw, they will only aggravate the pressure of life.
11. Over these months, all those aspiring for entrance to graduate program have been up to their ears in preparing for the examination.
12. Mr. James's fanaticism for rock music remained a standing joke among his fellow workers after his death.
13. The British Queen Elizabeth II is known for keeping herself in good shape, raising her diet to an art form.
14. The leaders concerned took pains to ruminate on the recent events occurring in the city.
15. The ally among the three countries will soon fall through, for none of them shows any sincerity.
16. The young lady has fallen into a habit of making a fuss about nothing.
17. I must tell you the truth that you are going wrong all along the line.
18. Professor Wang is studying for his doctorate with his daughter at the same school. He was

quite out of his depth when it came to computer and English in the first year.

19. The swimmer became so full of herself after winning three gold medals at the Olympic Games in Sydney.

20. Mobile phones caught on in 1990s in China.

IX. Give the forms of the following acronyms and initialisms: (10%)

- | | | | | |
|---------|---------|---------|----------|----------|
| 1. NATO | 2. SARS | 3. WWW | 4. IT | 5. WB |
| 6. ASAP | 7. IBM | 8. ICBM | 9. ASEAN | 10. APEC |

XI. Give the original forms of the following clipped words: (5%)

- | | | | | |
|-------|--------|--------|------------|--------|
| 1. ID | 2. pub | 3. max | 4. Cert Ed | 5. pro |
|-------|--------|--------|------------|--------|

XII. Give the synonyms or antonyms of the following words: (10%)

A) Synonyms (5%)

- | | | |
|----------------|----------------|----------|
| 1. credentials | 2. resume | 3. inept |
| 4. reprimand | 5. catastrophe | |

B) Antonyms (5% 0.5 % for each word)

- | | | | |
|----------------|-----------------|------------|--------------|
| 1. mediocre | 2. a green horn | 3. vice | 4. defensive |
| 5. stagnant | 6. gibberish | 7. assault | 8. feminine |
| 9. superficial | 10. admiration | | |