

南京航空航天大学 二〇〇八年硕士研究生入学考试试题

考试科目: 基础英语

说 明: 答案一律写在答题纸上, 写在试卷上无效

I. Vocabulary (20 points)

A. Directions: There are 10 incomplete sentences in this part. For each sentence there are four choices marked A, B, C, and D. Choose the ONE that best completes the sentence. Be sure to write down your choice in the numbered space on the answer sheet. (10 points)

1. The lovers were so absorbed in their conversation that they seemed to be ___ of what was going on around them.
A. susceptible B. devoid C. oblivious D. reckless
2. She talked a blue streak ___ the sweet potatoes.
A. with B. from C. over D. in
3. It was the most _____ crossword puzzle she'd ever seen.
A. difficult B. elaborate C. complicated D. hard
4. The _____ shop is well known for the owner is an authoritative relic connoisseur.
A. archaic B. old C. antique D. ancient
5. A great fire burned ___ the ground 250 houses in the slum neighborhood.
A. from B. in C. off D. to
6. If the repairs were done ___, the criminals could get their car away safely.
A. diffidently B. discreetly C. discretely D. differentially
7. Some critics ___ the compilers of *Webster's Third New International Dictionary* as traitors to good English.
A. denounced B. demolished C. reconciled D. renounced
8. Almost everyone at the party was strange to him, so he felt much _____.
A. initiated B. inhibited C. restricted D. refrained
9. Falstaff is an interesting character in Shakespeare's play and there is a striking ___ between what he claimed to be and what he in reality is.
A. discrepancy B. discrimination C. distortion D. discretion
10. People there ___ that there's a dark side to all these bright dreams.
A. conciliate B. concentrate C. concede D. conceal

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

1. ...and thus *beguile ourselves* for an hour or so after dinner.
2. The detective inspected the room and *scribbled* in his notebook.
3. laboriously *hitching* one leg forward from the hip, then the other.
4. In an odd way the two people *belittled* each other.
5. The man standing behind me *grabbed* my purse and ran off like a rabbit.
6. To get rid of the policemen, he ran into the forest and then *scrambled* up the hill.
7. Has the dictionary *abdicated* its responsibility?

8. *Broke* and discouraged, Jack accepted a job as reporter.
 9. There must be no *vacillation* or dallying because of the smallness of mind.
 10. There has been an enormous *proliferation* of closing and demarking devices and structures.

II. Cloze (20 points)

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

There was once a town in the heart of America where all life seemed to live in harmony with its surroundings. The 1 lay in the midst of a checkerboard of prosperous farms, 2 fields of grain and hillsides of orchards 3, in spring, white clouds of bloom drifted above the green fields. In autumn, oak and maple and birch set up a blaze of colour that flamed and flickered across 4 backdrop of pines. Then foxes barked in the hills and deer silently crossed the fields, half hidden in the 5 of the autumn mornings.

Along the 6, laurel, viburnum and alder, great ferns and wild flowers, delighted the traveller's eye through 7 of the year. Even in winter the roadsides were 8 of beauty, where countless birds came to 9 on the berries and on the seed heads of the dried weeds rising above the snow. The 10 was, in fact, famous for the abundance and variety of its bird life, and when 11 flood of migrants was pouring through in spring and autumn, people travelled from great distances to observe 12. Others came in large numbers to fish the stream, which 13 clear and cold out of the hills and contained shady pools where trout lay. So it had been from the days many years 14 when the first settlers raised their houses, sank their wells and built their barns.

Then a strange blight crept over the area and 15 began to change. Some evil spell had settled 16 the community: mysterious maladies swept the flocks of chickens; the cattle and sheep sickened and 17. Everywhere was a shadow of death. The farmers spoke of much illness among their 18. In the town the doctors had become more and more puzzled by new kinds of sickness appearing among their 19. There had been several sudden and unexpected deaths even among children, who could be stricken dead while at 20 and die within a few hours.

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

always	analytical	disregard	feel	it	intuitive	involve	like	manipulate	or
remain	sense	so	specifically	tailor	tend	them	what	while	until

Remember that unless you can take charge of your own learning, you will probably not succeed in mastering a new language. You know yourself best, 1 you should use your self-knowledge to guide your studies, even if 2 means that sometimes you will have to 3 some of your teacher's approaches 4 other people's suggestions.

People 5 to learn in different ways. Some are very 6 and need a rule for everything. Others are more 7; they prefer to gather examples and imitate 8. Some need lots of repetition, 9 others require less. In a classroom situation, the teacher cannot 10 the approach to each individual student. Therefore, you cannot 11 rely on your teacher to provide you with an approach that is 12 designed for you. You need to experiment in order to discover 13 works best.

So in order to master another language, you need to be personally 14. You need to play with the language to develop a 15 for how it works. The language must become, in some 16, a part of you rather than 17 an external mechanical system that you 18 according to a set of instructions. Learning a language is 19 learning to ride a bicycle. One can describe

rather precisely what is involved in bicycle riding, but 20 a learner actually gets on the bike and falls off a few times, no meaningful learning can take place.

III. Error correction (20 points)

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

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

In many birds, communication takes the form of simple, stereotyped. 1
signals. Some birds, like parrots, are capable at learning huge repertoires of 2
phrases by mimicking each other or other species. But, until now, there is no 3
evidence that some bird could make the big leap to associating one sound 4
exclusive with one object or quality.

Alex can. Dr Irene Pepperberg, his trainer, exploited the natural curiosity 5
of a parrot to teach him to use the names of different toys. The trainer and 6
an assistant play with the toys and ask each other questions about it. To join 7
in, the parrot has to compete for the trainer's attentions.

The results have been spectacular. Alex rapidly learned to ask for certain 8
objects, identified them by words for shape, colour and material. He is asked 9
to repeating words until he gets them right and is then rewarded by being 10
given the object to play. Dr Pepperberg believes it is important that the bird 11
is not rewarded with food, because that would make him think words as ways 12
of getting treats rather as symbols for objects.

Twice a week, Alex is tested and he normally gets about 80% of the objects 13
right. The mistakes are usually small omissions rather than specific errors. To 14
discover if he really is able to grasp concepts as colour and shape, he is shown 15
entirely novel combinations. When first showing a blue piece of leather he 16
said "blue hide" even though the blue objects he had previously seen was all 17
keys or made of wood. This suggests that he is aware that words are building 18
blocks that can be used in different combination. 19

Still, a vocabulary of adjectives and nouns hardly amounts mastery of a 20
language. The scientists have been looking for evidence when Alex under-
stands more complicated ideas. An unexpected breakthrough was when he
learned to say "no". He picked this out from the conversations between the
trainer and her assistant and seems to understand at least one meaning of the
word — rejection. He can also count to five when asked how many objects
are being shown.

IV. Paraphrase (20 points)

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

1. She gasped like a bee had stung her.
2. He clucked his tongue reprovingly.
3. The students took a leaf out of their teacher's book.

4. All his pretence of blandness was gone after a futile effort.
5. My skin is like an uncooked barley pancake.
6. The attorney mopped his dome in silence.
7. The burying-ground is merely a huge waste of hummocky earth, like a derelict building lot.
8. Science is committed to the universal.
9. Red brick, even in a steel town, ages with some dignity.
10. Nowadays New York is out of phase with American taste.

V. General Knowledge (20 points)

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

1. The study of signs, their forms of expression and contents, is called _____.
[A] semantics
[B] semiotics
[C] syntactics
[D] tactics
2. What is the capital of New Zealand?
[A] Victoria
[B] Auckland
[C] Melbourne
[D] Wellington
3. Which of the following is a British news agency?
[A] AFP
[B] Reuters
[C] Associated Press
[D] TASS
4. Who is NOT a modern poet?
[A] T.S. Eliot.
[B] William Carlos Williams
[C] Allen Jinsberg
[D] William Wordsworth.
5. The present prime minister of the United Kingdom is _____.
[A] Tony Blair
[B] John Major
[C] Margaret Thatcher
[D] Gordon Brown
6. Charles Dickens' works does NOT include
[A] The Pickwick Papers
[B] American Notes
[C] A Farewell to Arms
[D] No Thoroughfare
7. Saint Valentine's Day or Valentine's Day is a holiday on _____.
[A] December 25.

- [B] April 1.
- [C] February 14.
- [D] June 14.

8. *Syntactic Structure* is written by_____.

- [A] N. Chomsky
- [B] L. Bloomfield
- [C] F. de Saussure
- [D] M.A.K. Halliday

9. The Nobel Prize winner for literature of 2007 is_____.

- [A] V.S.Naipaul
- [B] Doris Lessing
- [C] Harold Pinter
- [D] Seamus Heaney

10. English is the language most commonly spoken in Canada EXCEPT_____.

- [A] Toronto
- [B] Montreal
- [C] Vancouver
- [D] Quebec

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

1. diphthong
2. split infinitive
3. aspect
4. discourse
5. structural linguistics
6. biography
7. fable
8. imagery
9. meter
10. novel

VI. Reading Comprehension (50 points)

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

Passage A

Foot trouble and athletes have been associated with each other from the time of Achilles' infamous heel. In the 1950s, jogging in the uncomfortable shoes that were available hurt --- a painful fact that might prevail today if not for the efforts of a stubborn man in Eugene, Oregon. His name is Bill Bowerman, and he helped invent the modern-day running shoes, fashioning with his own hands

prototypes of the comfy footwear seen everywhere from Wall Street to Big Sur.

As the head track coach at the University of Oregon, Bill Bowerman knew that athletic shoes weren't very good. So he designed a lighter shoe with better support and traction and sent the design to leading sporting-goods companies. They all turned him down.

The rejections brought Bowerman face to face with his own philosophy of "competitive response". He had taught his athletes to value competition not so much for its prizes as for its intellectual and spiritual demands. When you lose, you obtain information that helps you next time --- more knowledge about yourself as well as the opposition.

The competitive response to Bowerman's problem was: "If you can't find someone to do it, learn to do it yourself." So he became a shoemaker. Eventually, he made his first pair of track shoes --- sleek and light. One of his athletes, Philip Knight, believed that athletes would embrace the superior shoes if he could find a manufacturer.

In 1962 Knight traveled to Japan and called on Onitsuka Tiger, at that time one of Japan's best manufacturers of athletic shoes. Tiger made Knight an offer: they would manufacture shoes of his design and Knight's company would be their sole distributor in the United States. Knight hurried back to America desperately in need of \$1000 to cover the first order and a company.

It was shoestring operation at first, with Knight and Bowerman working part-time and small but devoted team selling out of cars at track meets. But slowly, as Bowerman improved his shoes --- adding features such as the heel wedge, nylon uppers and the "waffle" sole --- the mystique of their product grew in the running world. Bowerman and Knight were poised to ride the crest of the fitness movement about to sweep the country.

The bottom fell out. In 1972 Onitsuka Tiger cut off all supplies to their company. A court case confirmed that Tiger had established a separate distribution network in the United States. Within 24 hours Knight was on a plane to Japan. In 30 days he lined up a new manufacturer. And today the company does \$900 million in business a year. Its name? NIKE, after the Greek goddess of victory. (447 words)

1. The painful fact in the 1950s, as mentioned in the passage, is that _____.
 - A. Bowerman failed in his efforts as a track coach.
 - B. foot trouble and athletes were associated with each other.
 - C. athletic shoes invariably hurt athletes.
 - D. Bowerman's designs were turned down in the US.

2. "Big Sur" in paragraph 1 is probably the name of a place _____.
 - A. in Oregon, US.
 - B. on the west coast of the US.
 - C. in Japan.
 - D. in western Europe.

3. The value of Bowerman's philosophy of "competitive response" lies in _____.
 - A. more knowledge about yourself
 - B. negligence of prize-winning
 - C. more spiritual than physical demands
 - D. strife for success next time

4. Most surprisingly, Bowerman's hand-made shoes _____.
 - A. could make his athletes look funny and uninterested
 - B. were funny-looking though neat and light
 - C. are prototypes of the now world-famous Nike shoes
 - D. could win favors first from manufacturers

5. "To ride the crest" in paragraph 7 most probably means _____.

- A. to initiate an operation
- B. To support a movement
- C. to compete fiercely in
- D. to rise to the top

Passage B

The purpose of any language course is to develop in learners the ability to engage in communicative behavior and this must mean that there has to be a concern for capacity, for the procedural activation of competence. To coin a slogan: no course without discourse. But language courses have generally concentrated on competence and left capacity out of account. The structurally-ordered course concentrates attention on linguistic competence as such but does not effectively indicate how this competence can be drawn upon as a communicative resource. It is true that words and sentence patterns will often be associated with situations, but these situations are designed simply to reveal the symbolic signification of linguistic forms. The direction of fit, as it were, is situation to language.

In courses which have a notion/functional orientation, the focus of attention is on the schematic level and the direction of fit is reversed. That is to say, the starting point is a particular functional routine: asking the way, asking and granting permission, apologizing and so on. The language is then brought in to serve the presentation of these schemata. In both cases the whole business of language behavior is presented as a straightforward matter of projecting knowledge. One gets the image of the language user as somebody going around with bits of language in his head aiming for the appropriate occasion to insert them into the right situational slots.

But actual language use is not like this at all. It is rather a series of problems that have to be solved on the spot by reference to knowledge of linguistic systems and communicative schemata. This knowledge does not provide ready-made solutions which are simply selected from storage and fitted in. But language courses have generally been based on the assumption that it does. Whether they are structurally or functionally oriented, what they have tended to do is to present and practice solutions. What they need to do is to create problems which require interpretative procedures to discover solutions by drawing on the knowledge available as a resource. In other words, they need to encourage the exercise of the capacity for negotiating meaning and working out the indexical value of language elements in context. (367 words)

6. The writer is arguing in favor of _____.

- A. structurally-oriented language courses
- B. functionally-oriented language courses
- C. notionally-oriented language courses
- D. none of the above.

7. The writer thinks that _____.

- A. presenting the learners with problems is more important than providing them with solutions.
- B. it is more important for the learners to acquire competence than to acquire capacity.
- C. knowledge of communicative schemata is more important than that of linguistic systems.
- D. communicative competence is more important than linguistic competence.

8. In a functionally-oriented language course, _____.

- A. the focus is on linguistic competence.
- B. that linguistic competence can be drawn upon as a communicative resource is not shown.
- C. situations are brought in to serve the presentation of the language.
- D. language use is presented as a matter of selecting ready made solutions to fit into the right

situational slots.

9. In a structurally-oriented language course, _____.

- A. language behavior is conceived as a matter of projecting knowledge.
- B. language is never taught in association with situations.
- C. the focus is on the schemata.
- D. language is brought in to fit the schemata.

10. Which of the following best describe the author's general attitude toward the present practice in language teaching?

- A. Anxious
- B. Critical
- C. Optimistic
- D. Unconcerned

Passage C

Crazy. Nuts. Bonkers. Psycho. Manic. These are just a few of terms that are used every day that illustrate our attitudes towards people with mental illness. If you have a mental illness or know someone who has a mental illness, you will realize how hurtful these terms can be.

One must differentiate between everyday "stress" and other types of mental illness. Almost everyone suffers from stress but one in three people will suffer from a mental illness. Mental illness has a range of types, from acute depression to manic depression to schizophrenia.

Schizophrenia deserves some special attention from college students, because it is a disease commonly called "youth's greatest disabler". Schizophrenia initially affects people between the ages of 15-25, which places the college experience right at the prime time. It is characterized by visual and auditory hallucinations, delusions, and social withdrawal. What does this look like to a roommate? The person affected might start avoiding contact with others, or speak of things that seem quite impossible. If they believe someone is trying to hurt them, there is nothing a roommate can say to dissuade them of the danger.

There are many myths about schizophrenia that are damaging. For example, schizophrenia is confused with another illness called "split personality". Instead, schizophrenia gets its name from the inability to discern the real world from a fantasy one. The word schizophrenia is constantly being used to mean a split between two things. I even heard someone call Canada schizophrenia because of its linguistic struggle between French and English!

Another myth states that people with schizophrenia are violent. This myth has been created by horror movies or bad media coverage. People with schizophrenia are usually shy and avoid contact with others. The only time they would hurt another person would be in self defence, due to a delusion that they are in danger. In fact, people with mental illness are less likely to commit violent crime than those with "good" mental health.

Schizophrenia is a brain disease, and is not caused by a trauma or bad parents. Although scientists do not know everything about what causes the illness, they do know that it results in the production of too much of a chemical called dopamine. This chemical acts as a bridge, aiding in the transfer of thoughts between parts of the brain. In schizophrenia, too much information is transferred at one time, resulting in confusion, frustration, and difficulty in processing logical thoughts.

About one in four families are affected by having a relative with schizophrenia. Studies have shown that the ratios of people with the illness are consistent internationally. This means that at least 1 in 100 people are affected in your country also! (450 words)

11. The clause "which places the college experience right at the prime time" reflects the author's _____.

- A. unprejudiced attitude
- B. concern for the mental health of college students
- C. recognition of the seriousness of schizophrenia

D. knowledge of a clearly defined period in the human life

12. Which of the following is closest in meaning to “myth”?

A. fantasy B. legend C. falsehood D. mystery

13. Schizophrenia may result from _____.

A. the high content of dopamine
B. other mental illnesses
C. the transfer of too much information in the brain
D. intake of too much medicine

14. The ratio of people affected with schizophrenia in the world is around _____.

A. 33% B. 1% C. 25% D. Not mentioned.

15. The author’s purpose in writing the passage is _____.

A. to illustrate the various mental illnesses
B. to warn the reader against schizophrenia
C. to convince people of the high ratio of schizophrenia
D. to differentiate schizophrenia from other mental illnesses

Passage D

A classical series of experiments to determine the effects of overpopulation on communities of rats was reported in an article in *Scientific American*. The experiments were conducted by a psychologist, John B. Calhoun, and his associates. In each of these experiments, an equal number of male and female adult rats were placed in an enclosure and given an adequate supply of food, water, and other necessities. The rat populations were allowed to increase. Calhoun knew from experience approximately how many rats could live in the enclosures without experiencing stress due to overcrowding. He allowed the population to increase to approximately twice this number. Then he stabilized the population by removing offspring that were not dependent on their mothers. He and his associates then carefully observed and recorded behavior in these overpopulated communities. At the end of their experiments, Calhoun and his associates were able to conclude that overcrowding causes a breakdown in the normal social relationships among rats, a kind of social disease. The rats in the experiments did not follow the same patterns of behavior as rats would in a community without overcrowding.

The females in the rat population were the most seriously affected by the high population density. They showed deviant maternal behavior: they did not behave as mother rats normally do. In fact, many of the pups died as a result of poor maternal care. Under normal conditions, a mother rat would not leave her pups alone to die. However, the experiments verified that in overpopulated communities, mother rats do not behave normally. Their behavior may be considered diseased, pathological.

The dominant males in the rat population were the least affected by overpopulation. Each of these strong males claimed an area of the enclosure as his own. Therefore, these individuals did not experience the overcrowding in the same way as the other rats did. The fact that the dominant males had adequate space in which to live may explain why they were not as seriously affected by overpopulation as the other rats. However, dominant males did behave pathologically at times. Their antisocial behavior consisted of attacks on weaker male, female and immature rats. This deviant behavior showed that even though the dominant males had enough living space, they too were affected by the general overcrowding in the enclosure.

Nondominant males in the experimental rat communities also exhibited deviant social behavior. Some withdrew completely: they moved very little and ate and drank at times when the other rats

were sleeping in order to avoid contact with them. Other nondominant males were hyperactive: they were much more active than is normal, chasing other rats and fighting each other.

The behavior of the nondominant males and of the other components of the rat population has parallels in human behavior. People in densely populated areas exhibited deviant behavior similar to that of the rats. In large urban areas such as NYC, London, Calcutta, Jakarta, Mexico City, and Cairo, there are abandoned children. There are cruel, powerful individuals, both men and women. There are also people who withdraw and people who become hyperactive. Other forms of social pathology such as murder, rape and robbery also frequently occur in densely populated human communities. Is the principal cause of these disorders overpopulation? In any case, social scientists and city planners have been influenced by the results of this series of experiments. (557words)

16. Which of the following inferences cannot be made from the passage?

- A. Calhoun had experimented with rats before.
- B. Calhoun's experiment is still considered important today.
- C. Overpopulation causes pathological behavior in rat populations.
- D. Stress does not occur in rat communities unless there is overcrowding.

17. Calhoun stabilized the rat population _____.

- A. when it was double the number that could live in the enclosure without stress.
- B. by removing young rats.
- C. so that there was a constant number of adult rats in the enclosure.
- D. All of the above are correct.

18. Those rats that "withdrew completely" would probably do the following except_____.

- A. Moved very little.
- B. Ate and drank when the other rats were sleeping.
- C. Avoided contact with other rats.
- D. Slept all day long without eating or drinking.

19. The author implies that the behavior of the dominant male rats is sometimes parallel to that of _____.

- A. cruel and powerful people.
- B. people who abandon their children
- C. hyperactive people.
- D. All of the above are correct.

20. The main idea of this reading is that _____.

- A. although rats are affected by overcrowding, people are not.
- B. data from experiments indicate that overcrowding may be an important cause of social pathology.
- C. the social behavior of rats is seriously affected by overcrowding.
- D. Calhoun's experiments have influenced many people.

二〇〇八年硕士研究生入学考试 参考答案

I. Vocabulary (20 points)

A

1C 2D 3C 4C 5D 6B 7A 8B 9A 10C

B

- 1 pass our time pleasantly
- 2 wrote down hastily
- 3 moving jerkily
- 4 diminish the value of
- 5 took away suddenly
- 6 crawled hurriedly
- 7 given up, neglected
- 8 bankrupt/ penniless
- 9 indecisiveness
- 10 increase

II. Cloze (20 points)

A

1. town 2. with 3. where 4. a 5. mists 6. roads 7. much 8. places 9. feed 10. countryside 11. the 12. them 13. flowed 14. ago 15. everything 16. on 17. died 18. families 19. patients 20. play

B

1. so 2. it 3. disregard 4. or 5. tend 6. analytical 7. intuitive
8. them 9. while 10. tailor 11. always 12. specifically 13. what 14. involved 15. feel
16. sense 17. remain 18. manipulate 19. like 20. until

III. Proof-reading and Error correction (20 points)

1. of 2. has been 3. any 4. exclusively 5. the 6. them 7. attention 8. identifying 9. repeat 10. (play) with 11. (think) of 12. (rather) than 13. like 14. shown 15. were 16. combinations 17. (amounts) to 18. that 19. One 20. up

IV. Paraphrase (20 points)

- 1 She breathed suddenly in a painful surprise.
- 2 He made noises with his tongue to show his disapproval.
- 3 The pupils took their teacher as their example.
- 4 After a useless attempt, he gave up his pretended politeness.
- 5 My complexion had a smooth and creamy texture.
- 6 The lawyer wiped the sweat off his bald head without saying anything.
- 7 The burying ground is nothing more than a huge piece of wasteland full of mounds of earth looking like a deserted and abandoned piece of land on which a building was going to be put up.
- 8 Science is engaged in the task of making its basic concepts understood and accepted by scientists all over the world.
- 9 Red brick, even in a steel town, looks quite respectable with the passing of time.
- 10 Nowadays New York cannot understand nor follow the taste of the America people and often in disagreement with American politics.

V. General Knowledge (20 points)

A.

1-5 BDBDD

6-10 CCABD

B.

1. It is a speech sound which involves two vowels, with one sound gliding to the other.
2. It is a sentence in which the word *to* in an infinitive has been separated from the base of the verb.
3. It is a grammatical category which deals with the type of temporal activity denoted by a verb, such as completion or non-completion of an action..
4. It is a continuous stretch of spoken language larger than a sentence produced as the result of an act of communication.
5. It is an approach to linguistics which stresses the importance of language as a system and which investigates the place that linguistic units such as sounds, words, and sentences have within this system.
6. The story of a person's life written by someone other than the subject of the work.
7. A brief tale designed to illustrate a moral lesson.
8. A word or group of words in a literary work which appeal to one or more of the senses: sight, taste, touch, hearing, and smell.
9. A regular pattern of unstressed and stressed syllables in a line or lines of poetry.
10. A fictional prose work of substantial length.

VI. Reading Comprehension (50 points)

1-5 CBCCD 6-10 DADAB 11-15 BCCBB 16-20 ADDDC