

西安外国语学院

2005 年硕士研究生入学考试试题

(外国语言学及应用语言学)

科目名称: ^{英语}专业基础 科目代码: 311

第一部分 基础英语 (80 分)

I. Multiple-choice questions (30 points)

Section A Vocabulary (10 points)

Directions: In this section there are ten incomplete sentences. Each sentence is followed by four choices labeled [A], [B], [C] or [D]. Select the one that best fits in with each context and write your answer on the Answer Sheet.

1. The mayor is a woman with great _____ and therefore deserves our political and financial support.
 [A] intention [B] instinct
 [C] integrity [D] intensity
2. The flowers _____ from lack of water.
 [A] withered [B] flourished
 [C] vanished [D] stopped growing
3. One way of cutting down waste is to _____ such things as glass and paper.
 [A] repeat [B] renew
 [C] recycle [D] reproduce
4. At the inauguration ceremony, the newly elected president _____ his speech with a few words of thanks to his supporters.
 [A] preceded [B] proceeded
 [C] precluded [D] advanced
5. The rescue was _____ after several attempts because the snowstorm was getting worse.
 [A] deserted [B] abandoned
 [C] ceased [D] rejected
6. He failed to carry out some of the provisions of the contrast, and now he has to _____ the consequences.
 [A] answer for [B] run into
 [C] abide by [D] step into

7. I _____ with thanks the help of my colleagues in the preparation of this new column.
 [A] express [B] confess
 [C] verify [D] acknowledge
8. From this material we can _____ hundreds of what you may call direct products.
 [A] derive [B] discern
 [C] diminish [D] displace
9. Language, culture, and personality may be considered _____ of each other in thought, but they are inseparable in fact.
 [A] indistinctly [B] separately
 [C] irrelevantly [D] independently
10. Christmas is a Christian holy day usually celebrated on December 25th _____ the birth of Jesus Christ
 [A] in accordance with [B] in terms of
 [C] in favor of [D] in honor of

Section B Grammatical Structure (10 points)

Directions: In this section there are ten incomplete sentences, each followed by four possible answers. Choose the one that best completes each sentence and write your answer on the Answer Sheet.

11. Specialization can be seen as _____ response to _____ problem of _____ increasing accumulation of scientific knowledge.
 [A] a; the; the [B] a; the; an
 [C] /; the; an [D] the; the; /
12. One difficulty in translation lies in obtaining a concept match. _____ this is meant that a concept in one language is lost or changed in meaning in translation.
 [A] In [B] For
 [C] By [D] With
13. Intellect is to the mind _____ soul is to the body.
 [A] as [B] since
 [C] if [D] what
14. Humans have the ability to modify the environment in which they live, _____ other life forms to their own peculiar ideas and fancies.
 [A] subjecting [B] to subject
 [C] having subjected [D] to have subjected
15. In the early industrialized countries of Europe, the process of industrialization was spread over nearly a century, _____ a developing nation nowadays underwent the same process in a decade or so.
 [A] just as [B] thereby
 [C] whereas [D] nevertheless

16. For there _____ successful communication, there must be attentiveness and involvement itself by all present.
 [A] is [B] to be
 [C] will be [D] being
17. Without facts, we cannot form a worthwhile opinion, for we need to have factual knowledge _____ our thinking.
 [A] which to be based on [B] which to base on
 [C] upon which to base [D] to which to be based
18. Sometimes patients suffering from severe pain can be helped by "drugs" that aren't really drugs at all _____ sugar pills that contain no active chemical elements.
 [A] or rather [B] rather than
 [C] but rather [D] other than
19. Five minutes earlier, _____ we would have caught the last train.
 [A] and [B] or
 [C] but [D] so
20. In the course of a day, students do far more than just _____ classes.
 [A] attend [B] attended
 [C] to attend [D] attending

Section C Logic and Rhetoric (10 points)

Directions: Each of the following sentences contains one underlined part. Beneath each sentence, there are four ways of phrasing the underlined part, labeled [A], [B], [C] or [D]. Select the best version and write your answer on the Answer Sheet.

21. In the traditional Japanese household, most clothing could be packed flatly, and so it was not necessary to have elaborate closet facilities.
 [A] flat, and so no elaborate closet facilities were necessary
 [B] flatly, and so no elaborate closet facilities were needed
 [C] flat, and so there was no need for elaborate closet facilities
 [D] flatly, and so elaborate closet facilities were needless
21. According to his own account, Frederic-Auguste Bartholdi, the sculptor of the Statute of Liberty, modeled the face of the statue like his mother's and the body like his wife's.
 [A] modeled the face of the statue like his mother and the body like his wife
 [B] made the face of the statue after his mother and the body after his wife
 [C] modeled the face of the statue after his mother's and the body after his wife's
 [D] made the face of the statue like his mother's and the body like his wife's

23. A collection of 38 poems by Phillis Wheatley, a slave, was published in the 1770's, the first book by a Black woman and it was only the second published by an American woman.
- [A] it was only the second that an American woman published
 [B] only the second published by an American woman
 [C] the second one only published by an American woman
 [D] the second book that an American woman only published
24. There is ample evidence, derived from the lore of traditional folk medicine, that naturally occurring antibiotics are usually able to be modified to make them a more effective drug.
- [A] are usually able to be modified to make them more effective drugs
 [B] are usually able to be modified, which makes them more effective drugs
 [C] can usually be modified to make them a more effective drug
 [D] can usually be modified to make them more effective drugs
25. For many people, household labor remains demanding even if able to afford household appliances their grandparents would find a miracle.
- [A] despite being able to afford household appliances their grandparents would find a miracle
 [B] although they could afford household appliances their grandparents would find miraculous
 [C] even if they are able to afford household appliances which would have been a miracle to their grandparents
 [D] even if they can afford household appliances their grandparents would have found miraculous

II. Cloze Test (20 points)

Directions: Read the following text and fill in each numbered blank with ONE appropriate word. Write your answers on the Answer Sheet.

Men have traveled ever since they first appeared on the earth.

In primitive times they did not travel for pleasure but to 26 ^{find} new places where their herds could feed, or to escape from 27 neighbors, or to find more 28 ^{favourable} climates. They traveled on foot. Their 29 ^{journey} were long, tiring and often dangerous. They protected themselves with simple 30 ^{tools} such as wooden sticks or stone clubs, and by lighting fires at night and, 31 all, by keeping together.

Being intelligent and creative, they soon 32 ^{discovered} easier ways of traveling. They 33 ^{rested} on the backs of their domesticated animals; they hollowed out tree 34 ^{trunks} and, by using bits of wood 35 paddles, were able to travel across water.

Later they traveled, not from necessity, but 36 ^{for} the joy and excitement of seeing and experiencing new things, which is still the main 37 ^{reason} why we travel today.

Traveling, of course, has now become a 38 ^{well} organized business. There are cars and splendid roads, express trains, huge ships and jet airliners: all of 39 ^{them} provide us 40 ^{with} comforts and security. This sounds wonderful. 41 ^{However} there are difficulties. If you want to go 42 ^{abroad}, you need a passport and a visa, tickets, luggage, and a hundred and one 43 things. If you lose any of them, your journey may be 44 ^{delayed / affected}.

Scientists have invented machines that can explore 45 ^{into} space. Eventually there will be cheap day excursions to the moon and honeymoons on Venus. People will be able to fly from one planet to another in nasty little arrow-shaped tubes. I say "people" because I have no intention of being one of them.

III. Reading Comprehension (30 points)

Directions: In this section there are three reading texts, followed by fifteen multiple-choice questions. Read each text carefully and select the best answer to each question.

Questions 46 to 50 are based on the following text.

The world has spent on preparations for war more than \$112 billion a year, roughly \$450 per head for every man, woman, and child in the world. Let us consider for a moment what could be done with this sum of money if it were spent on peace and not on war. Some of it, at any rate, in the more prosperous countries, could be spent on the reduction of taxation. The rest should be spent in ways that will, at the same time, be of benefit to mankind and a solution to the economic problem of conversion from war industry to the expansion of peace industries. As to this expansion, let us begin with the most elementary of all needs, namely food. At present, the majority of mankind suffers from undernourishment, and in view of the population explosion, this situation is likely to grow worse in the coming decades. A very small part of what is now being spent upon armaments would rectify our predicament. Not only could the American surplus of grain, which was for many years uselessly destroyed, be spent in relief of famine, but, by irrigation, large regions now desert could be made fertile, and, by improvement in transport, distribution from regions of excess to regions of scarcity could be facilitated.

Hosing, even in the richest countries, is often disastrously inadequate. This could be remedied by a tiny fraction of what is being spent on missiles. Education everywhere, but especially in the newly liberated countries of Africa and Asia, demands an expenditure many times as great as that which it receives at present. But it is not only greater expenditure that is needed in education. If the terror of war were removed, science could be devoted to improving human welfare, instead of to the invention of increasingly expensive methods of mutual slaughter, and schools would no longer think it a part of their duty to promote hatred of possible enemies by means

of ignorance tempered by lies.

By the help of modern techniques, the world could enter upon a period of happiness and prosperity far surpassing anything known in previous history. All this is possible. It requires only a different outlook on international affairs and a different state of mind toward these nations which are now regarded as enemies. This is possible. I repeat, but it cannot be done all at once. To reverse the trend of affairs in the most powerful nation of the world is no light task and will require a difficult process of reeducation.

46. Which of the following words can best describe the author?

- [A] Utopian [B] Radical
[C] Indifferent [D] Pragmatic

47. According to the text, schools at the present time ____.

- [A] often have ignorant students
[B] have to make use of enemies for the target of hatred
[C] have to make use of lies to gain a certain purpose
[D] only need more lies to carry out their duty

48. It can be learned from the text that the problem of undernourishment will become ____.

- [A] more critical because America destroys its surplus goods
[B] worse because large regions are desert
[C] ☒ more critical because the population increases dramatically
[D] worse because more are spent on preparations for war

49. It can be inferred from the text that ____.

- [A] by diverting some or all of the money spent on preparations for war, peaceful purpose can easily be achieved
[B] ☒ people need to change their present viewpoint so as to live in happiness and harmony in the world
[C] science has always been properly applied
[D] our world will soon become a more prosperous and happier one

50. The word "rectify" (in line 10, Para.1) most probably means ____.

- [A] correct [B] rely on
[C] recede [D] ☒ prove

Questions 51 to 55 are based on the following text.

With its common interest in lawbreaking but its immense range of subject matter and widely-varying methods of treatment; the crime novel could make a legitimate claim to be regarded as a separate branch of literature, or, at least, as a distinct, even though a slightly disreputable, offshoot of the traditional novel.

The detective story is probably the most respectable (at any rate in the narrow

sense of the word) of the crime species. Its creation is often the relaxation of university teachers, literary economists, scientists or even poets. Fatalities may occur more frequently and mysteriously than might be expected in polite society, but the world in which they happen, the village, seaside resort, college or studio, is familiar to us, if not from our own experience, at least in the newspaper or the lives of friends. The characters, though normally realized superficially, are as recognizably human and consistent as our less intimate associates. A story set in a more remote environment, African jungle, or Australian bush, ancient China or gas-lit London, appeals to our interest in geography or history, and most detective story writers are conscientious in providing a reasonably authentic background. The elaborate, carefully assembled plot, despised by the modern intellectual critics and creators of significant novels, has found refuge in the murder mystery, with its sprinkling of clues, its spicing with apparent impossibilities, all with appropriate solutions and explanations at the end. With the guilt of escapism from Real Life nagging gently, we secretly revel in the unmasking of evil by a vaguely super-human detective, who sees through and dispels the cloud of suspicion which has hovered so unjustly over the innocent.

Though its villain also receives his rightful deserts, the thriller presents a less comfortable and credible world. The sequence of fist fights, revolver duels, car crashes and escapes from gas-filled cellars exhausts the reader far more than the hero, who, suffering from at least two broken ribs, one black eye, uncountable bruises and a hangover, can still chase and overpower an armed villain with the physique of a wrestler. He moves dangerously through a world of ruthless gangs, brutality, a vicious lust for power and money and, in contrast to the detective tale, with a near-omniscient arch-criminal whose defeat seems almost accidental. Perhaps we miss in the thriller the security of being safely led by our imperturbable investigator past a score of red herrings and blind avenues to a final gathering of suspects when an unchallengeable elucidation of all that has bewildered us is given and justice and goodness prevail. All that we vainly hope for from life is granted vicariously.

51. The crime novel may be regarded as _____.
 [A] a not quite respectable form of the conventional novel
 [B] not a true novel at all
 [C] related in some ways to the historical novel
 [D] an independent development of the novel
52. The text suggests that intellectuals write detective stories because _____.
 [A] the stories are often in fact very instructive
 [B] they enjoy writing these stories
 [C] the creation of these stories demands considerable intelligence
 [D] detective stories are an accepted branch of literature

53. What feature of the detective story is said to disqualify it from respectful consideration by intellectual critics?
- [A] The many seeming impossible events.
 - [B] The fact that the guilty are always found out and the innocent cleared.
 - ☒ [C] The existence of a neat closely-knit story.
 - [D] The lack of interest in genuine character revelations.
54. One of the most incredible characteristics of the hero of a thriller is ____.
- [A] his exciting life
 - ☒ [B] his amazing toughness
 - [C] his ability to escape from dangerous situations
 - [D] the way he deals with his enemies
55. In what way are the detective story and thriller unlike?
- [A] In introducing violence.
 - [B] In providing excitement and suspense.
 - [C] In appealing to the intellectual curiosity of the reader.
 - ☒ [D] In ensuring that everything comes right in the end.

Questions 56 to 60 are based on the following text.

Of all the American-Jewish writers who have poured forth their creative efforts in the golden medina, none has achieved more recognition from his literary peers than Saul Bellow. Born in Quebec in 1915, raised in Montreal and Chicago, he received a trilingual heritage of Yiddish, English, and French. Trained as an anthropologist at Northwestern and Chicago universities, he taught creative writing at Princeton before being appointed to the Committee on Social Thought at the University of Chicago. There he has made his home, and his most august works stem from that mid-western locus.

A biographical sketch is essential because the reading of Mr. Bellow's works involves some study in the fields of anthropology, social thought, creative writing, and in the various literary cultures of French, English, and Yiddish. The last, the Yiddish culture, Bellow's protestations to the contrary, permeates all his writing. He has become the great success that all his less popular and less materially successful Yiddish compatriots tried for, yet failed, as suggested by Cynthia Ozick in her remarkable story Envy, or Yiddish in America, because they lacked a good translator. Bellow does not need any translator; he represents the generation of American-Jews whose secular education was not only as good as their Gentile neighbors, but whose digestion and interpretation of American culture was markedly superior.

One work that perhaps best reveals Bellow's search for understanding his own literary success, and the resultant success (he was awarded the Nobel Prize for Literature in 1976) of Jewish writers during the third quarter of this century, is Humboldt's Gift (1975).

Through the character of Von Humboldt Fleisher, Bellow excavates the scarred relationship he shared with the brilliant but self-defeating Delmore Schwartz, his New York literary parent. He still writes, and his writing, though not as overwhelming in its greatness as it once was, still inspires the reader, who learns that reading Saul Bellow is an education into the mysteries of the universe, taught by a fellow Jew, whose vision of the possibility of human greatness and the penchant for human failure is singularly distinct and penetratingly clear.

56. What does the author infer about Saul Bellow's skills as a writer?
- [A] He had a better translator than his peers.
 - [B] He had a better knowledge of language than his peers
 - [C] His education made him a better writer than other Jewish American writers.
 - [D] His strong background and education allowed him to be more successful than his peers.
57. Why is a biographical sketch of Saul Bellow necessary according to the author?
- [A] To learn of all his works.
 - [B] To explain what the sources of the stories are.
 - [C] To understand the influences of the Yiddish Culture.
 - [D] To understand his character better in its full depth.
58. The word "secular" in the second paragraph is closest in meaning to _____.
- [A] religious
 - [B] comprehensive
 - [C] philosophical
 - [D] non-religious
59. What does the author seem to suggest is true of Bellow and his works?
- [A] Bellow's Yiddish culture highly influenced his work although Bellow didn't think it did.
 - [B] Bellow was aware of his Yiddish influence on his work and knew it permeated his writing.
 - [C] Bellow ignored his Yiddish influence and thus was able to write more as an American.
 - [D] Bellow's education was more important than his Yiddish influence.
60. The author's opinion of Bellow's works seems to suggest that _____.
- [A] his early works are greater but his latest works are still worth reading
 - [B] his best works are his latest because they inspire us
 - [C] his works inspire us equally
 - [D] his works all relate the Jewish American experience

第二部分 英美概况 (20 分)

I. Explain the following terms. (12 points)

1. the Norman Conquest
2. Magna Carta
3. the Pilgrim Fathers
4. the Great Depression

II. Give a brief account of ONE of the following questions and write your answer on the Answer Sheet. (8 points)

1. The major historical events that took place during the decline of British feudalism and the effects of each event
2. The American Civil Rights Movement of the 1960's and the contributions of the major leaders and organizations concerned

第三部分 语言学 (50 分)

I. In this section there are twenty incomplete statements, each followed by four choices labeled [A], [B], [C] or [D]. Select the one that best completes each statement. (20 points)

1. Rules formulated to express generalizations and regularities about various aspects of language are said to be _____.
 [A] prescriptive [B] descriptive
 [C] hypothetical [D] qualitative
2. The neutral term which refers to any distinguishable form of speech used by a speaker or a group of speakers is _____.
 [A] dialect [B] non-standard language
 [C] standard language [D] speech variety
3. Saussure's distinction of langue and parole is very similar to Chomsky's distinction of competence and performance, and the major difference between the two kinds of distinction lies in _____.
 [A] their points of view towards language
 [B] their abstraction of rules from language use
 [C] their study of idealized language forms
 [D] their collection of naturally occurring language data

4. When vowels are distinguished as front, central and back, the criterion is based on

<input checked="" type="checkbox"/> [A] the position of the tongue	<input type="checkbox"/> [B] the openness of the mouth
<input type="checkbox"/> [C] the length of the mouth	<input type="checkbox"/> [D] the shape of the lips
5. The vowel sounds contained in the two words "hit" and "hot" can be described in all the following distinctive ways except hit | hot

<input checked="" type="checkbox"/> [A] high vs. low	<input type="checkbox"/> [B] front vs. back
<input type="checkbox"/> [C] rounded vs. unrounded	<input type="checkbox"/> [D] tense vs. lax
6. Of the following features, the one that does NOT apply to the description of a phoneme is _____.

<input type="checkbox"/> [A] a phonological unit	<input checked="" type="checkbox"/> [B] a phonetic unit
<input type="checkbox"/> [C] a unit of distinctive value	<input checked="" type="checkbox"/> [D] an abstract unit
7. In the sentence "They up the prices", the word "up" as used here involves one method for the addition of new words called _____.

<input checked="" type="checkbox"/> [A] back-formation	<input type="checkbox"/> [B] simplification
<input checked="" type="checkbox"/> [C] functional shifts	<input type="checkbox"/> [D] blending
8. _____ is an example to show that "a" is treated as a bound morpheme.

<input type="checkbox"/> [A] A boy	<input checked="" type="checkbox"/> [B] Apple
<input type="checkbox"/> [C] Atypical	<input type="checkbox"/> [D] AWOL
9. _____ is used to show how small components in sentences go together to form larger components.

<input checked="" type="checkbox"/> [A] The "test-frames" method	<input type="checkbox"/> [B] The prescriptive approach
<input checked="" type="checkbox"/> [C] The structural analysis	<input type="checkbox"/> [D] The immediate constituent analysis
10. The classification of sentences into: statement, question, command, request, etc. is considered the _____ approach.

<input checked="" type="checkbox"/> [A] communicative	<input type="checkbox"/> [B] structural
<input type="checkbox"/> [C] functional	<input type="checkbox"/> [D] formal
11. Words in all languages can be grouped together into a relatively small number of classes, of which the most important to the syntactic study are _____ categories.

<input type="checkbox"/> [A] syntactic	<input checked="" type="checkbox"/> [B] lexical
<input type="checkbox"/> [C] phrasal	<input type="checkbox"/> [D] clausal
12. There are two levels of syntactic structure: D-structure and S-structure, which means that the representations of these two levels _____.

<input type="checkbox"/> [A] must be different	<input checked="" type="checkbox"/> [B] are not necessarily different
<input type="checkbox"/> [C] are sometimes arbitrary	<input type="checkbox"/> [D] are oversimplified
13. _____ constitute a gradable pair of opposites.

<input type="checkbox"/> [A] Absent—present	<input type="checkbox"/> [B] Fail—pass
<input checked="" type="checkbox"/> [C] High—low	<input type="checkbox"/> [D] Alive—dead

14. The symbolic nature of language that words are just symbols associated with objects, actions, ideas, etc. by convention best illustrates that _____.
☒ [A] language is arbitrary
 [B] language is human-specific
 [C] elements of language are combined according to rules
 [D] writing systems are only attempts to capture sounds and meaning on paper
15. The sentence "It was a warm sunny day" illustrates a (n) _____ speech act.
 [A] declarative
☒ [B] representative
 [C] expressive
 [D] commissive
16. Noam Chomsky claims that human beings are biologically programmed for language. The term he uses for this innate endowment is UG, which was originally referred to as _____.
 [A] LAD
☒ [B] CPH
 [C] CDS
 [D] SLA
17. Study the following conversation in terms of the Cooperative Principle:
 A: Do you think John is brave?
 B: Yes, he's a lion in battle.
 B's reply violates the maxim of _____.
 [A] quantity
☒ [B] relation
 [C] quality
☒ [D] manner
18. Diglossia and bilingualism both involve the sociolinguistic language use in the speech community, but in a diglossic situation _____.
 [A] two varieties of a language overlap each other
☒ [B] two different languages are used together
 [C] two languages play different roles
 [D] two varieties of a language have specialized functions
19. In the analysis of sentence formation, one fundamental mechanism used to modify a **deep structure** in various ways to produce a **surface structure** is _____.
 [A] transformation
☒ [B] lexical categorization
 [C] sub-categorization
☒ [D] phrasal structuring
20. There are two aspects to sentence meaning: grammatical meaning and semantic meaning. While grammaticality decides the former, _____ can determine whether a sentence is semantically meaningful.
☒ [A] predication analysis
 [B] selectional restrictions
 [C] constituent words
 [D] well-formedness

II. Answer THREE of the following questions. Write your answers on the Answer Sheet. (30 points)

1. Explain the contextualist view of meaning and use examples to illustrate the two kinds of context involved.
2. Give an account of the major criteria used to determine a word's category.
3. Describe the major approaches to explaining child language development.
4. Write a summary account of M. A. K. Halliday's register theory.
5. Define the term 'componential analysis' and use examples to illustrate its value.