

西南大学

2010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、美国学、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)

I. Explain the following terms briefly on the ANSWER SHEET. (15 points)

1. *Beowulf*
2. hyponymy
3. Puritanism
4. Halloween
5. the New Deal
6. the Black Death
7. speech act theory
8. componential analysis
9. Ferdinand de Saussure
10. stream of consciousness

II. Cloze (20 points)

Directions: Decide which of the four choices given below would correctly complete the passage if inserted in the corresponding blanks. Select the correct choice for each blank and then mark your answers on the ANSWER SHEET.

From childhood to old age, we all use language as a means of broadening our knowledge of ourselves and the world about us. When humans first (1) _____, they were like newborn children, unable to use this (2) _____ tool. Yet once language developed, the possibilities for humankind's future (3) _____ and cultural growth increased.

Many linguists believe that evolution is (4) _____ for our ability to produce and use language. They (5) _____ that our highly evolved brain provides us (6) _____ an innate language ability not found in lower (7) _____. Proponents of this innateness theory say that our (8) _____ for language is inborn, but that language itself develops gradually, (9) _____ a function of the growth of the brain during childhood. Therefore there are critical (10) _____ times for language development.

Current (11) _____ of innateness theory are mixed, however, evidence supporting the existence of some innate abilities is undeniable. (12) _____, more and more schools are discovering that foreign languages are best taught in (13) _____ grades. Young children often can learn several languages by being (14) _____ to them, while adults have a much harder time learning another language once the (15) _____ of their first language have become firmly fixed.

(16) _____ some aspects of language are undeniably innate, language does not develop automatically in a vacuum. Children who have been (17) _____ from other human beings do not possess language. This demonstrates that (18) _____ with other human beings is necessary for proper language development. Some linguists believe that this is even more basic to human language (19) _____ than any innate capacities. These theorists view language as imitative, learned behavior. (20) _____, children learn language from their parents by imitating them. Parents gradually shape their child's language skills by positively reinforcing precise imitations and negatively reinforcing imprecise ones.

- | | | | |
|----------------------|-----------------|-------------------|-------------------|
| 1. A. generated | B. evolved | C. born | D. originated |
| 2. A. valuable | B. appropriate | C. convenient | D. favorite |
| 3. A. attainments | B. feasibility | C. entertainments | D. evolution |
| 4. A. essential | B. available | C. reliable | D. responsible |
| 5. A. confirm | B. inform | C. claim | D. convince |
| 6. A. for | B. from | C. of | D. with |
| 7. A. organizations | B. organisms | C. humans | D. children |
| 8. A. potential | B. performance | C. preference | D. passion |
| 9. A. as | B. just as | C. like | D. unlike |
| 10. A. ideological | B. biological | C. social | D. psychological |
| 11. A. reviews | B. reference | C. reaction | D. recommendation |
| 12. A. In a word | B. In a sense | C. Indeed | D. In other words |
| 13. A. various | B. different | C. the higher | D. the lower |
| 14. A. revealed | B. exposed | C. engaged | D. involved |
| 15. A. regulations | B. formations | C. rules | D. constitutions |
| 16. A. Although | B. Whether | C. Since | D. When |
| 17. A. distinguished | B. different | C. protected | D. isolated |
| 18. A. exposition | B. comparison | C. contrast | D. interaction |
| 19. A. acquisition | B. appreciation | C. requirement | D. alternative |
| 20. A. As a result | B. After all | C. In other words | D. Above all |

III. Proof-reading (15 points)

Directions: Proofread the given passage on the ANSWER SHEET as instructed.

The passage contains 10 errors. Each indicated line contains a maximum of ONE error. In each case, only one word is involved. You should proofread the passage and correct it the following way:

- For a wrong word, underline the wrong word and write the correct one in the blank provided at the end of the line.
- For a missing word, mark the position of the missing word with a "Λ" sign and write the word you believe to be missing in the blank provided at the end of the line.
- For an unnecessary word, cross the unnecessary word with a slash "/" and put the word in the blank provided at the end of the line.

In general, the ancient Romans were practical people. They cared little about philosophy and pure mathematics than do the Greeks. The Romans were the best of the ancient engineers and architects. They were brilliant students of Greek geometry and trigonometry, and they applied their knowledge in the construction of fine bridges, road aqueducts, and public buildings. They used the iron they produced mainly for spears, swords, and shields rather for building construction. Although the Romans accomplished practical wonders, but they did very little theoretical and scientific thinking. Because of their frequent wars, much of their inventions were no more than improvements in the design of Greek weapons to which they were familiar. There are two reasons for the Roman neglect of philosophy and mathematics. First they were too busy conquering nearby nations.

Secondly, they are handicapped by the rigidity of their numerical system which encouraged the study of pure mathematics.

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

IV. Reading Comprehension (20 points)

Directions: Read the following two passages and then mark your answers on your ANSWER SHEET for each of the 10 multiple-choices questions.

A

Some people say that the study of liberal arts is a useless luxury we cannot afford in hard times. Students, they argue, who do not develop salable skills will find it difficult to land a job upon graduation. But there is a problem in speaking of "salable skills." What skills are salable? Right now, skills for making automobiles are not highly salable, but they have been for decades and might be again. Skills in teaching are not now as salable as they were during the past 20 years.

and the population charts indicate they may not be soon again. Home construction skills are another example of varying salability, as the job market *fluctuates*. What's more, if one wants to build a curriculum exclusively on what is salable, one will have to make the courses very short and change them very often, in order to keep up with the rapid changes in the job market. But will not the effort be in vain? In very few things can we be sure of future salability, and in a society where people are free to study what they want, and work where they want, and invest as they want, there is no way to keep supply and demand in labor in perfect accord.

A school that devotes itself totally to salable skills, especially in a time of high unemployment, sending young men and women into the world armed with only a narrow range of skills, is also sending lambs into the lion's den. If those people gain nothing more from their studies than supposedly salable skills, and can't make the sale because of changes in the job market, they have been cheated. But if those skills were more than salable, if study gave them a better understanding of the world around them and greater adaptability in a changing world, they have not been cheated. They will find some kind of job soon enough. Flexibility, an ability to change and learn new things, is a valuable skill. People who have learned how to learn can learn outside of school. That is where most of us have learned to do what we do, not in school. Learning to learn is one of the highest liberal skills.

- From the passage, we can learn that the author is in favor of _____.
 - teaching practical skills that can be sold in the current job market
 - a flexible curriculum that changes with the times
 - a liberal education
 - keeping a balance between the supply and demand in the labor market
- The word "*fluctuate*" in the first paragraph most probably means _____.
 - remain steady
 - change in an irregular way
 - follow a set pattern
 - become worse and worse
- According to the author, who of the following is more likely to get a job in times of high unemployment?
 - A person with the ability to learn by himself.
 - A construction worker.
 - A car repairman.
 - A person with quite a few salable skills.
- According to the author, in developing a curriculum schools should _____.
 - predict the salability of skills in the future job market
 - take the current job market into consideration
 - consider what skills are salable

D. focus on the ability to adapt to changes

5. We can learn from the passage that _____.

- A. liberal arts education is being challenged now
- B. schools that teach practical skills fare better during hard times
- C. extracurricular activities are more important than classroom learning
- D. many students feel cheated by the educational system

B

Amid his arduous and apparently superfluous wooing of Princess Katherine of France, Shakespeare's King Henry V exclaims, "It is as easy for me, Kate, to conquer the kingdom as to speak so much more French." Since he has just conquered the kingdom this is no idle boast, but why does he speak so much French? And why is an entire scene of the same play conducted in French, save for a few words of comically mispronounced English? Why are French words and phrases sprinkled liberally through the speeches of French and English alike? While it is not quite true, as George Watson has suggested, that Shakespeare is "the only Elizabethan dramatist to write at length in a foreign language" – Thomas Kyd's "language of Babel" in *The Spanish Tragedy* is a well-known counterexample – these French passages are too prominent and unconventional, even disruptive for those spectators not conversant in French, to pass unremarked. At the same time, unlike Thomas Middleton who passed off a kind of pidgin English as Dutch for comic effect in *No Wit, No Help like a Woman's*, Shakespeare did write essentially correct French, relying on its familiarity to much of his audience.

This final act of *Henry V* has been knocked about for centuries by shifting currents of critical fashion. One line of critics, tracing descent from Samuel Johnson, has dismissed Act V outright as an ill-conceived and inapposite sequel. In recent years, though, as the play has, in the words of Katherine Eggert, "assumed a surprisingly prominent place not only in Shakespeare criticism, but (also) in wider critical debates over the relations between literature and hegemonic political power," the two French scenes have begun to come into focus. ... They may, in fact, be the keystone in the play's dramatic structure, and in the sociopolitical project of the entire tetralogy.

What exactly this structure and this project are, though, and why exactly the French scenes are so crucial, have occasioned rather less consensus. Do they consummate the personal developments of Hal-Henry, or demonstrate the public "lesson of harmonious marriage" that unites and pacifies the warring nations? While the bilingual singularity of the French scenes of *Henry V* is no longer ignored, as it often was in earlier work, the language is often relegated to a sideshow for potical, social, and sexual conflicts. Eggert, for instance, ... related the princess's English lesson to the Archbishop's disquisition on the Arcanum of Salic law, and to anxieties about the potency and legitimacy of a female monarch, ever more salient in the last decade of Elibath's reign.

The French language is not, however, an arbitrary sign for something foreign or feminine. J. M. Maguin points out that Shakespeare in *Henry V* "presents the French language in a ridiculous light," and, more significantly, that "the national epic is a co-exalting of the virtues of the hero and the virtues of the tongue." These ideas deserve further exploration. There is a scheme of linguistic antagonism that pervades the histories, something more precise than the "sort of delayed revenge for the Norman Conquest" that Watson has spied there.

As the English nation is perpetually at war with the French, so must their languages be at war. In particular, the gender cleansing that Eggert described is portrayed, enacted, and consummated in its linguistic incarnation. As the Englishmen are virile, rugged, honest, and virtuous, so must be their language, in opposition to the womanish, effete, deceptive, and perfidious language of the French. Contrary to Watson's suggestion, this linguistic ethnicity rooted in the language's ancient Anglo-Saxon loam, forming the core of English nationhood itself, was not Shakespeare's own discovery. Not only was it a fashionable topic for Elizabethan writers, but it was also backed by an estimable literary and political tradition, in which the historical Henry V himself had played a substantial part.

In his history plays Shakespeare has set himself a formidable task, made explicit in the almost self-abasing Chorus that opens *Henry V*: to represent "two mighty monarchies" with the limited means of the theater, "Turning th' accomplishment of many years / Into an hour-glass" (Prologue 20, 30-1). This "accomplishment" was, at least in part, the forging of a united English nation in the struggle against the ancient enemy France. The French armies could not be transported into the theater, but in a sense they were already there. Not the armies that Henry V fought at Agincourt, but the Norman armies of three-and-a-half centuries before, who imposed a French-speaking nobility and repressed English to an unwritten plebian jargon. While the foreign rulers were slowly domesticated in the centuries of Anglo-Saxon twilight, a thick stratum of French vocabulary survived in English. With it survived, too, the native English resentment, in the English-speaker's unconscious sense that French words are arrogant, mannered, and even rude. In quest of purely poetic means to manifest the titanic national struggle, it is no wonder that the dramatist should reach into this persistent cleavage in the English-speaking audience's deepest sense of their own language. While most evident and thematically essential in *Henry V*, this linguistic polemic runs throughout the history plays.

6. The title of the essay from which the present passage is taken is most likely "_____".

- A. The Politics of French Language in Shakespeare's History plays
- B. The Relationship between King Henry V and Princess Katherine of France
- C. The Courtship Scene in *Henry V*.
- D. The Structure of *Henry V*.

7. This essay will answer the following questions EXCEPT _____.
- A. why Henry V speaks so much French
 - B. why an entire scene of *Henry V* is conducted in French, except for a few comically mispronounced English words
 - C. why French words and phrases appear both in the speeches in French and English
 - D. why Act V is not a good ending
8. Which of the following is NOT George Watson's idea?
- A. The French passages in *Henry V* are too prominent unconventional to pass unremarked.
 - B. Shakespeare is the only dramatist of his time to use so much foreign language.
 - C. The history plays of Shakespeare portray Englishmen's revenge on the French for the Norman Conquest.
 - D. Shakespeare was the first to find that the Englishmen's pride in the ancient Anglo-Saxon English was essential to the formation of English nationhood.
9. Which of the following CANNOT be inferred from the passage?
- A. According to Salic law, females are not entitled to the throne.
 - B. Act V of *Henry V* contains the courtship scene where French is used at length.
 - C. Henry V won the war against France at Agincourt.
 - D. There is no need for Henry V to take so much pains to court Princess Katherine because their marriage has been arranged already.
10. The main idea of the essay should be that _____.
- A. the French scenes in *Henry V* are aimed to produce comic effects
 - B. *Henry V* is both a representation of triumph of England over France and English over French, which had suppressed the native English since the Norman Conquest
 - C. the use of French in *Henry V* helps to demonstrate the political, social, and sexual conflicts.
 - D. Princess Katherine learns English because it is the conqueror's language.

V. Translation (40 points)

1. English-Chinese Translation (20 points)

Directions: Please translate the following passage into Chinese.

"What is an emotion?" That question was asked in precisely that form by William James, as the title of an essay he wrote for *Mind* well over 100 years ago. But philosophers have been concerned about the nature of emotion since Socrates and the "pre-Socratics" who preceded him, and although the discipline has grown up (largely because of Socrates and his student Plato) as the pursuit of reason, the emotions have always lurked in the background—often as a threat to reason and a danger to

philosophy and philosophers. One of the most enduring metaphors of reason and emotion has been the metaphor of master and slave, with the wisdom of reason firmly in control and the dangerous impulses of emotion safely suppressed, channeled, or (ideally) in harmony with reason. But the question "What is an emotion?" has proved to be as difficult to resolve as the emotions have been to master. Just when it seems that an adequate definition is in place, some new theory rears its unwelcome head and challenges our understanding.

2. Chinese-English Translation (20 points)

Directions: Please translate the following passage into English.

学校里不乏有人考试一过就欢呼：“可以把书丢掉啦！”把这种现象归于念书旗下，可捡来“小和尚念经，有口无心”一句撑腰，解释比较圆满。投入心思，广为涉猎，类比归纳、消化分析书中材料，不以分数为终极，才具备“读书”的起码要求。读书是长途旅行，是开拓心灵的漫长陶冶过程；念书是短程旅游，是满足文凭欲望的虚幻纸笔战争。读书是春风化雨，修得一身气质，终身受用；念书是糊涂度日，走一段世俗小路，荒凉而乏善可陈。天底下念书的人多，读书者少。因为读书需要跋涉，讲求兴趣与耐力，缺一不可。

VI. Writing (40 points)

Directions: Write a composition with no less than 200 words on the following

quotation: "Ask not what others can do for you — ask what you can do for others."