

# 广西大学 2005 年硕士研究生入学考试试卷

使用专业：外国语言学及应用语言学

考试科目代码：314

考试科目名称：综合英语

请注意：答案必须写在答题纸上（写在试卷上无效）。

## PART ONE

### Vocabulary and Grammar: 25 %

*Directions: There are 25 incomplete sentences in this section. For each sentence there are four choices marked A, B, C and D, choose the one answer that best completes the sentence. Then blacken the corresponding letter on the Answer sheet.*

1. Too strong a sense of \_\_\_\_\_ hampered him from enjoying life.  
A. humor                      B. duty                      C. pleasure                      D. antagonism
2. Their \_\_\_\_\_ were drawn aslant over their brows, and they were chewing gums leaning against the wall.  
A. gloves                      B. legs                      C. caps                      D. overcoats
3. Do you know your wife belong to the same \_\_\_\_\_ association?  
A. alumna                      B. alumnus                      C. alumni                      D. graduate
4. They denounced him to the police as a(an) \_\_\_\_\_.  
A. criminal                      B. observer                      C. criminate                      D. witness
5. You can't blame the baby for breaking the antique vase because he is \_\_\_\_\_.  
A. amoral                      B. immoral                      C. unmoral                      D. acquisitions
6. It was surprising that he showed so little \_\_\_\_\_ at his sister's death.  
A. feelings                      B. sympathy                      C. grief                      D. involvement
7. The situation was \_\_\_\_\_ complicated by John's indecision.  
A. more                      B. extra                      C. further                      D. altogether
8. Sport provides an \_\_\_\_\_ for a teenager's feelings of aggression or frustration.  
A. overflow                      B. exit                      C. outlet                      D. exhaust
9. He pointed out that the living standard of urban and \_\_\_\_\_ people continued to improve.  
A. remote                      B. rural                      C. municipal                      D. provincial
10. China Daily never loses sight of the fact that each day all of us \_\_\_\_\_ a tough, challenging world.  
A. encounter                      B. acquaint                      C. preside                      D. confront
11. I'm sorry to say that John is not the kind of man who can be \_\_\_\_\_ with either money or secret information.  
A. entrusted                      B. committed                      C. condemn<sup>ed</sup>                      D. assigned
12. The company manager suggested \_\_\_\_\_ steps to handle the heavy workload.  
A. affective                      B. influential                      C. responsive                      D. effective
13. The newly elected director had to reorganize the entire office; he angrily complained of his \_\_\_\_\_, who had been so incompetent that everything was left in a mess.  
A. subordinate                      B. predecessor                      C. successor                      D. ancestor

14. I will pay you a visit as soon as I can manage, \_\_\_\_\_, this weekend if nothing unexpected turns out.  
A. however      B. moreover      C. longingly      D. hopefully
15. We'll \_\_\_\_\_ you for any damage done to your house while we are in it.  
A. remedy      B. sublet      C. compensate      D. relieve
16. What he did is a demonstration of his character. Actions \_\_\_\_\_ character.  
A. detect      B. despair      C. determine      D. possess
17. The official was greatly \_\_\_\_\_ by Mr. Smith's impolite remarks and he decided to get rid of him.  
A. enjoyed      B. annoyed      C. interrupted      D. avoided
18. Unless economic conditions improve next year, there will be widespread \_\_\_\_\_ in the United states.  
A. rumor      B. stability      C. debate      D. unrest
19. The experiment \_\_\_\_\_ the discovery of a cure for cancer.  
A. happened to      B. led up      C. resulted in      D. set up
20. All the efforts to build a bridge over the wide and swift river ended \_\_\_\_\_.  
A. for good      B. at length      C. in vain      D. on earth
21. When people reach 55 they stop being employed and start receiving a state \_\_\_\_\_.  
A. petition      B. donation      C. pension      D. subsidy
22. The manager gave her his \_\_\_\_\_ that her complaint would be investigated.  
A. consent      B. assurance      C. conception      D. insurance
23. The fire has caused great losses, but the factory tried to \_\_\_\_\_ the consequences by saying that the damage was not as serious as reported.  
A. decrease      B. subtract      C. degrade      D. minimize
24. He is looking for a job which will give him greater \_\_\_\_\_ for his creative mind.  
A. range      B. scope      C. space      D. area ?
25. As productivity in the factory has risen, the manager plan a \_\_\_\_\_ in staff.  
A. reduction      B. discount      C. double      D. compromise

## PART TWO

### Cloze: 10%

*Directions: Complete the following passage by filling in the blanks with appropriate words. Give your answers on the Answer sheet:*

It has been established beyond a shadow of doubt that readers in general waste a great deal of time and effort. Why is this   1  ? Why is it that the poorest readers by   2   standard are often the ablest of people? Why is it that the majority of students have very   3   idea of how to tackle   4   reading? Why is it that a high   5   of readers-not excluding those whose professional work involves a lot of reading-use a technique that is   6   more advanced than   7   they were children?

Or why are there people-to take an extreme but illuminating example-who in conversation and discussion   8   sustain a difficult argument with ease and yet who as readers assimilate only factual information, and even that with difficulty, so that worthwhile books are virtually   9   them? In our opinion, reading presents technical problem of communication that dispose the reader to use inappropriate

methods of assimilation; this, and only this, can provide an adequate \_\_10\_\_ of why readers as a class so inefficient.

- |  |   |   |  |
|--|---|---|--|
| 1. A. it   | B. so   | <input checked="" type="checkbox"/> C. that   | D. kind  |
| 2. A. any  | B. the  | C. their                                      | D. what  |
| 3. A. little <input checked="" type="checkbox"/>     | B. good   | C. high                                       | D. low   |
| 4. A. with   | B. their  | <input checked="" type="checkbox"/> C. on     | D. about   |
| 5. A. number <input checked="" type="checkbox"/>     | <input checked="" type="checkbox"/> B. percentage | C. amount                                     | <input checked="" type="checkbox"/> D. rate        |
| 6. A. definitely <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> B. hardly     | C. basically                                  | D. generally                                       |
| 7. A. that   | B. what   | <input checked="" type="checkbox"/> C. when   | D. which   |
| 8. A. couldn't                                       | B. always   | <input checked="" type="checkbox"/> C. seldom | D. however   |
| 9. A. nothing  | B. useless  | <input checked="" type="checkbox"/> C. beyond | D. over  |
| 10. A. problem                                       | B. question                                       | C. way  | <input checked="" type="checkbox"/> D. explanation |

## PART THREE

### Reading comprehension: 25%

*Directions: In this section there are four reading passages followed by a total of 25 multiple-choice questions. Read the passage and then mark your answers on your ANSWER SHEET.*

#### TEXT A

So what have they taught you at college about interviews? Some courses go to town on it, others do very little. You may get conflicting advice. Only one thing is certain; the key to success is preparation.

There follow some useful suggestions from a teacher training course coordinator, a head of department and a headteacher. As they appear to be in complete harmony with one another despite never having met, we may take their advice seriously.

Oxford Brookes University's approach to the business of application and interview focuses on research and rehearsal. Training course coordinator Brenda Stevens speaks of the value of getting students "to deconstruct the advertisement, see what they can offer to that school, and that situation, and then write the letter, do their CVs and criticize each other's." Finally, they role-play interviewer and interviewee.

This is sterling stuff, and Brookes students spend a couple of weeks on it. "The better prepared students won't be thrown by nerves on the day," says Ms Stevens. "They'll have their strategies and questions worked out." She also says, a trifle disconcertingly, "the better the student, the worse the interviewee." She believes the most capable students are less able to put themselves forward. Even if this were true, says Ms Stevens, you must still make your own case.

"Beware of informality," she advises. One aspirant teacher, now a head of department at a smart secondary school, failed his first job interview because he took his jacket off while waiting for his appointment. It was hot and everyone in the staffroom was in shirtsleeves but at the end of the day they criticized his causal attitude, which they had deduced from the fact that he took his jacket off in the staffroom, even though he put it back on for the interview.

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Incidentally, men really do have to wear a suit to the interview and women really cannot wear jeans, even if men never wear the suit again and women teach most days in jeans. Panels respond instantly to these indicators. But beware: it will not please them any better if you are too smart.

Find out about the people who will talk to you. In the early meetings they are likely to be heads of departments or heads of year. Often they may be concerned with pastoral matters. It makes sense to know their priorities and let them hear the things about you that they want to hear.

During preliminary meetings you may be seen in groups with two or three other applicants and you must demonstrate that you know your stuff without putting your companions down. The interviewers will be watching how you work with a team.

But remember the warning about informality: however friendly and co-operative the other participants are, do not give way to the idea that you are there just to be friends.

Routine questions can be rehearsed, but "don't" go on too long, advises the department head. They may well ask: "what have been your worst/best moments when teaching?", or want you to "talk about some good teaching you have done." The experts agree you should recognize your weaknesses and offer a strategy for overcoming them. "I know I've got to work on classroom management-I would hope for some help, perhaps. No one expects a new teacher to know it all, but they hope for an objective appraisal of capabilities.

Be warned against inexpert questioning. You may be asked questions in such a way that it seems impossible to present your best features. Some questions may be plain silly, asked perhaps by people on the panel who are from outside the situation.

Do not be thrown, have ways of circumnavigating it, and never, ever let them see that you think they have said something foolish. Circumnavigating it, and never, ever let them see that you think they have said something foolish.

You will almost certainly be asked how you see the future and it is important to have a good answer prepared. Some people are put off by being asked what they expect to be doing in five or ten years time. On your preliminary visit, says the department head, be sure to give them a bit of an interview of your own, to see the direction the department is going and what you could contribute to it.

The headteacher offers his thoughts in a nine-point plan.

- Iron the application form! Then it stands out from everyone else's, which have been folded and battered in the post. It gives an initial impression which may get your application to the top of the pile.
- Ensure that your application is tailored to the particular school. Make the head feel you are writing directly to him or her.
- Put yourself at ease before you meet the interviewing panel: if you are nervous, you will talk too quickly. Before you enter the room remember that the people are human beings too; take away the mystique of their roles.

- Listen. There is a danger of not hearing accurately what is being said. Make eye contact with the speakers, and with everyone in the room.
- Allow your warmth and humanity to be seen. A sense of humour is very important.
- Have a portfolio of your work that can link theory to practice. Many schools want you to show work. For a primary appointment, give examples from the range of the curriculum, not just art. (For this reason, taking pictures on your teaching practice is important.)
- Prepare yourself in case you are asked to give a talk. Have prompt cards ready, and don't waffle.
- Your speech must be clear and articulate, with correct grammar. This is important: they want to hear you and they want to hear how well you can communicate with children. Believe in yourself and have confidence. Some of the people asking the questions don't know much about what you do. Be ready to help them.

Thus armed, you should have no difficulty at all. Good luck and keep your jacket on!

1. Ms. Brenda Stevens Suggests that before applying job applicants should \_\_\_\_\_.  
 A. go through each other's CVs      B. rehearse their answers to questions  
 C. understand thoroughly the situations      D. go to town to attend training course
2. Is it wise to admit some of your weaknesses relating to work?  
 A. Yes, but you should have ideas for improvement in the future.  
 B. Yes, because it is natural to be weak in certain aspects.  
 C. No, admitting weaknesses may put you at a disadvantage.  
 D. No, it will only prompt the interviewers to reject you.
3. The best way to deal with odd questions from the interviewers is to \_\_\_\_\_.  
 A. remain smiling and kindly point out the inaccuracies  
 B. keep calm and try to be tactful in your answers  
 C. say frankly what you think about the issues raised  
 D. suggest something else to get over your nervousness
4. The suggestions offered by the headteacher are \_\_\_\_\_.  
 A. original      B. ambiguous      C. practical      D. controversial

## TEXT B

Pundits who want to sound judicious are fond of warning against generalizing. Each country is different, they say, and no one story fits all of Asia. This is, of course, silly: all of these economies plunged into economic crisis within a few months of each other, so they must have had something in common.

In fact, the logic of catastrophe was pretty much the same in Thailand, Malaysia, Indonesia and South Korea. (Japan is a very different story.) In each case investors—mainly, but not entirely, foreign banks who had made short-term loans—all tried to pull their money out at the same time. The result was a combined banking and currency crisis; a banking crisis because no bank can convert all its assets into cash on short notice; a currency crisis because panicked investors were trying not only to convert long-term assets into cash, but also to convert baht or rupiah into dollars. In the face of the stampede, governments had no good options. If they let their currencies plunge inflation would soar and companies that had borrowed in dollars would go bankrupt; if they tried to support their currencies by pushing up

interest rates, the same firms would probably go bust from the combination of debt burden and recession. In practice, countries split the difference—and paid heavy price regardless.

Was the crisis a punishment for bad economic management? Like most clichés, the catchphrase “crony capitalism” has prospered because it gets at something real: excessively cozy relationships between government and business really did lead to a lot of bad investments. The still primitive financial structure of Asian business also made the economies peculiarly vulnerable to a loss of confidence. But the punishment was surely disproportionate to the crime, and many investments that look foolish in retrospect seemed sensible at the time.

Given that there were no good policy options, was the policy response mainly on the right track? There was frantic blame-shifting when everything in Asia seemed to be going wrong: now there is a race to claim credit when some things have started to go right. The international Monetary Fund points to Korea's recovery—and more generally to the fact that the sky didn't fall after all—as proof that its policy recommendations were right. Never mind that other IMF clients have done far worse, and that the economy of Malaysia—which refused IMF help, and horrified respectable opinion by imposing capital controls—also seems to be on the mend. Malaysia's prime Minister, by contrast, claims full credit for and good news—even though neighboring economies also seem to have bottomed out.

The truth is that an observer without any ax to grind would probably conclude that none of the policies adopted either on or in defiance of the IMF's advice made much difference either way. Budget policies, interest rate policies, banking reform—whatever countries tried, just about all the capital that could flee, did. And when there was no more money to run, the natural recuperative powers of the economies finally began to prevail. At best, the money doctors who purported to offer cures provided a helpful bedside manner; at worst, they were like medieval physicians who prescribed bleeding as a remedy for all ills.

Will the patients stage a full recovery? It depends on exactly what you mean by “full”. South Korea's industrial production is already above its pre-crisis level; but in the spring of 1997 anyone who had predicted zero growth in Korean industry over the next two years would have been regarded as a reckless doomsayer. So if by recovery you mean not just a return to growth, but one that brings the region's performance back to something like what people used to regard as the Asian norm, they have a long way to go.

5. According to the passage, which of the following is NOT the writer's opinion?

- A. Countries paid a heavy price for whichever measure taken.
- B. Countries all found themselves in an economic dilemma.
- C. Withdrawal of foreign capital resulted in the crisis.
- D. Most governments chose one of the two options.

6. The writer thinks that those Asian countries \_\_\_\_\_.

- A. well deserved the punishment
- B. invested in a senseless way at the time
- C. were unduly punished in the crisis
- D. had had relationships between government and business

7. It can be inferred from the passage that IMF policy recommendations \_\_\_\_\_.

- A. were far from a panacea in all case



B. were feasible in their recipient countries

C. failed to work in their recipient countries

D. were rejected unanimously by Asian countries

8. At the end of the passage, the writer seems to think that a full recovery of the Asian economy is \_\_\_\_\_.

A. due

B. remote

C. imaginative

D. unpredictable

### TEXT C

Do people who choose to go on exotic, far-flung holidays deserve free health advice before they travel? And even if they pay, who ensures that they get good, up-to-date information? Who, for that matter, should collect that information in the first place? For a variety of reasons, travel medicine in Britain is a responsibility nobody wants. As a result, many travelers go abroad ill prepared to avoid serious disease.

Why is travel medicine so unloved? Partly there's an identity problem. Because it takes an interest in anything that impinges on the health of travelers, this emerging medical specialism invariably cuts across the traditional disciplines. It delves into everything from seasickness, jet lag and the hazards of camels to malaria and plague. But travel medicine has a more serious obstacle to overcome. Travel clinics are meant to tell people how to avoid ending up dead or in a tropical diseases hospital when they come home. But it is notoriously difficult to get anybody to pay out money for keeping people healthy.

Travel medicine has also been colonized by commercial interests—the vast majority of travel clinics in Britain are run by airlines or travel companies. And while travel concerns are happy to sell profitable injections, they may be less keen to spread bad news about travelers' diarrhea in Turkey, or to take the time to spell out preventive measures travelers could take. "The NHS finds it difficult to define travelers' health," says Ron Behrens, the only NHS consultant in travel and tropical medicine and director of the travel clinic of the Hospital for Tropical Diseases in London. "Should it come within the NHS or should it be paid for? It's a grey area, and opinion is split. No one seems to have any responsibility for defining its role," he says.

To compound its low status in the medical hierarchy, travel medicine has to rely on statistics that are patchy at best. In most cases we just don't know how many Britons contract diseases when abroad. And even if a disease is linked to travel there is rarely any information about where those afflicted went, what they ate, how they behaved, or which vaccinations they had. This shortage of hard facts and figures makes it difficult to give detailed advice to people, information that might even save their lives.

A recent leader in the British Medical Journal argued: "Travel medicine will emerge as a credible discipline only if the risks encountered by travelers and the relative benefits of public health interventions are well defined in terms of their relative occurrence, distribution and control." Exactly how much money is wasted by poor travel advice? The real figure is anybody's guess, but it could easily run into millions. Behrens gives one example. Britain spends more than £1 million each year just on cholera vaccines that often don't work and so give people a false sense of security. "Information on the prevention and treatment of all forms of diarrhea

would be a better priority," he says.

9. Travel medicine in Britain is \_\_\_\_\_.

- A. not something anyone wants to run      B. the responsibility of the government  
C. administered by private doctors      D. handled adequately by travel agents

10. The main interest of travel companies dealing with travel medicine is to \_\_\_\_\_.

- A. prevent people from falling ill      B. make money out of it  
C. give advice on specific countries      D. get the government to pay for it

11. In Behren's opinion the question of who should run travel medicine \_\_\_\_\_.

- A. is for the government to decide      B. should be left to specialist hospitals  
C. can be left to travel companies      D. has no clear and simple answer

12. People will only think better of travel medicine if \_\_\_\_\_.

- A. it is given more resources by the government  
B. more accurate information on its value is available  
C. the government takes over responsibility from the NHS  
D. travelers pay more attention to the advice they get

#### TEXT D

Iris Rossner has seen eastern German customers weep for joy when they drive away in shiny, new Mercedes-Benz sedans. "They have tears in their eyes and keep saying how lucky they are," says Rossner, the Mercedes employee responsible for post-delivery celebrations. Rossner has also seen the French pop corks on bottles of champagne as their national flag was hoisted above a purchase. And she has seen American business executives, Japanese tourists and Russian politicians travel thousands of miles to a Mercedes plant in southwestern Germany when a classic sedan with the trademark three-pointed star was about to roll off the assembly line and into their lives. Those were the good old days at Mercedes, an era that began during the economic miracle of the 1960s and ended in 1991.

Times have changed. "Ten years ago, we had clear leadership in the market," says Mercedes spokesman Horst Krambeer. "But over this period, the market has changed drastically. We are now in a pitched battle. The Japanese are partly responsible, but Mercedes has had to learn the hard way that even German firms like BMW and Audi have made efforts to rise to our standards of technical proficiency."

Mercedes experienced one of its worst years ever in 1992. The automaker's worldwide car sales fell by 5 percent from the previous year, to a low of 527,500. before the decline, in 1988, the company could sell close to 600,000 cars per year. In Germany alone, there were 30,000 fewer new Mercedes registrations last year than in 1991. As a result, production has plunged by almost 50,000 cars to 529,400 last year, a level well beneath the company's potential capacity of 650,000.

Mercedes's competitors have been catching up in the United States, the world's largest car market. In 1986, Mercedes sold 100,000 vehicles in America; by 1991, the number had declined to 59,000. Over the last two years, the struggling company has lost a slice of its US market share to BMW, Toyota and Nissan. And BMW outsold Mercedes in America last year for the first time in its history. Meanwhile, just as Mercedes began making some headway to Japan, a notoriously difficult market, the Japanese economy fell to hard times and the company saw its sales decline by 13 percent in that country.



Revenues will hardly improve this year, and the time has come for getting down to business. At Mercedes, that means cutting payrolls, streamlining production and opening up to consumer needs revolutionary steps for a company that once considered itself beyond improvement.

13. The author's intention in citing various nationalities' interests in Mercedes is to illustrate Mercedes' \_\_\_\_\_.

A. sale strategies    B. market monopoly    C. superior quality    D. past record

14. Mercedes is having a hard time because \_\_\_\_\_.

A. it is lagging behind in technology    B. Japan is turning to BMW for cars  
C. its competitors are catching up    D. sales in America have dropped by 13%

15. In the good years Mercedes could sell about \_\_\_\_\_.

A. 527,500 cars    B. 529,400 cars    C. 600,000 cars    D. 650,000 cars

16. What caused the decline of Mercedes' sales in Japan?

A. Japan is a very difficult market.  
B. The state of the economy there  
C. Competition from other car companies.  
D. BMW and Audi's improved technical standards.

#### TEXT E

Ever hear of the small, ratlike animal called the lemming? Lemmings are arctic rodents with a very odd habit: periodically, for reasons no one entirely know, they mass together in a large herd and commit suicide by rushing into deep water and drowning themselves. They all run in together, blindly, and not one of them ever seems to stop and ask, "Why am I doing this? Is this really what I want to do?" and thus save itself from destruction. Obviously, lemmings are driven to perform their strange mass suicide rites by common instinct. People choose to "follow the herd" for more complex reasons, yet we are still all too often the unwitting victims of the bandwagon appeal.

Essentially, the bandwagon urges us to support an action or an opinion—because it is popular because "everyone else is doing it." This call to "get on the bandwagon" appeals to the strong desire in most of us to be one of the crowd, not to be left out or alone. Advertising makes extensive use of the bandwagon appeal ("join the Pepsi people"), but so do politicians ("Let us join together in this great cause"). Senator Yakalot uses the bandwagon appeal when he says "More and more citizens are rallying to my cause every day" and asks his audience to "join them-and me-in our fight for America."

One of the ways we can see the bandwagon appeal at work is in the overwhelming success of various fashions and trends which capture the interest (and the money) of thousands of people for a short time, then disappear suddenly and completely. For a year or two in the fifties, every child in North America wanted a coonskin cap so they could be like Davy Crockett; no one wanted to be left out. After that there was the hula hoop craze that helped to dislocate the hips of thousands of Americans. More recently, what made millions of people rush out to buy their very own "pet rocks"?

The problem here is obvious: just because everyone's doing it doesn't mean that we should too. Group approval does not prove that something is true or is worth doing. Large numbers of people have supported actions we now condemn.

Just a generation ago, Hitler and Mussolini rose to absolute and catastrophically repressive rule in two of the most sophisticated and cultured countries of Europe. When they came into power they were welled up by massive popular support from millions of people who didn't want to be "left out" at a great historical moment.

Once the mass begins to move—on the bandwagon—it becomes harder and harder to perceive the leader riding the bandwagon. So don't be a lemming, rushing blindly on the destruction because "everyone else is doing it". Stop and ask, "Where is this bandwagon headed? Never mind about everybody else, is this what is best for me?" ...

As we have seen, propaganda can appeal to us by arousing our emotions or distracting our attention from the real issues at hand. But there's a third way that propaganda can be put to work against us—by the use of faulty logic. This approach is really more subtle, than the other two because it gives the appearance of reasonable, fair argument. It is only when we look more closely that the holes in the logic fibre show up.

17. The writer cites the mass suicide of lemmings in order to \_\_\_\_.

- A. raise public awareness                      B. support his point of view  
☒ C. justify bandwagon appeal                      D. discredit their habit

18. In the passage, bandwagon appeal refers to \_\_\_\_.

- A. a mass consensus among young people  
 B. a universal way of thinking  
 C. the pursuit of a moral code of behavior  
☒ D. the desire to support a popular course of action

19. Which of the following is NOT given by the writer to show bandwagon appeal at work?

- A. Fighting for America                      B. Advertising.  
☒ C. Political campaigning.                      D. Following fashions.

20. In the writer's opinion, propaganda can cause more harm by \_\_\_\_.

- A. arousing our emotions                      B. distracting our attention  
☒ C. using false reasoning                      D. presenting popular issues

#### TEXT F

Cooperative competition. Competitive cooperation. Confused? Airline alliances have travelers scratching their heads over what's going on in the skies. Some folks view alliances as a blessing to travelers, offering seamless travel, reduced fares and enhanced frequent-flyer benefits. Others see a conspiracy of big businesses, causing decreased competition, increased fares and fewer choices. Whatever your opinion, there's no escaping airline alliances: the marketing hype is unrelenting, with each of the two mega-groupings, Oneworld and Star Alliance, promoting itself as the best choice for all travelers. And, even if you turn away from their ads, chances are they will figure in any of your travel plans. By the end of the year, Oneworld and Star Alliance will between them control more than 40% of the traffic in the sky. Some pundits predict that figure will be more like 75% in 10 years.

But why, after years of often-ferocious competition, have airlines decided to band together? Let's just say the timing is mutually convenient. North American airlines, having exhausted all means of earning customer loyalty at home, have been looking for ways to reach out to foreign flyers. Asian carriers are still hurting



from the region-wide economic downturn that began two years ago—just when some of the airlines were taking delivery of new aircraft. Alliances also allow carriers to cut costs and increase profits by pooling manpower resources on the ground (rather than each airline maintaining its own ground crew) and code sharing—the practice of two partners selling tickets and operating only one aircraft.

So alliances are terrific for airlines—but are they good for the passenger? Absolutely, say the airlines: think of the lounges, the joint FFP (frequent flyer program) benefits, the round-the-world fares, and the global service networks. Then there's the promise of "seamless" travel: the ability to, say, travel from Singapore to Rome to New York to Rio de Janeiro, all on one ticket, without having to wait hours for connections or worry about your bags. Sounds utopian? Peter Buecking, Cathay Pacific's director of sales and marketing, thinks that seamless travel is still evolving. "It's fair to say that these links are only in their infancy. The key to seamlessness rests in infrastructure and information sharing. We're working on this." Henry Ma, spokesperson for Star Alliance in Hong Kong, lists some of the other benefits for consumers: "Global travelers have an easier time making connections and planning their itineraries." Ma claims alliances also assure passengers consistent service standards.

Critics of alliances say the much-touted benefits to the consumer are mostly pie in the sky. These alliances are all about reducing costs for the airlines, rationalizing services and running joint marketing programs. Jeff Blyskal, associate editor of Consumer Reports magazine, says the promotional ballyhoo over alliances is much ado about nothing. "I don't see much of a gain for consumers: alliances are just a marketing gimmick. And as far as seamless travel goes, I'll believe it when I see it. Most airlines can't even get their own connections under control, let alone coordinate with another airline."

Blyskal believes alliances will ultimately result in decreased flight choices and increased costs for consumers. Instead of two airlines competing and each operating a flight on the same route at 70% capacity, the allied pair will share the route and run one full flight. Since fewer seats will be available, passengers will be obliged to pay more for tickets.

The truth about alliances and their merits probably lies somewhere between the travel utopia presented by the players and the evil empires portrayed by their critics. And how much they affect you depends on what kind of traveler you are.

Those who've already made the elite grade in the FFP of a major airline stand to benefit the most when it joins an alliance: then they enjoy the FFP perks and advantages on any and all of the member carriers. For example, if you're a Marco Polo Club "gold" member of Cathay Pacific's Asia Miles FFP, you will automatically be treated as a valuable customer by all members of Oneworld, of which Cathay Pacific is a member—even if you've never flown with them before.

For those who haven't made the top grade in any FFP, alliances might be a way of simplifying the earning of frequent flyer miles. For example, I belong to United Airline's Mileage Plus and generally fly less than 25,000 miles a year. But I earn miles with every flight I take on Star Alliance member—All Nippon Airways and Thai Airways.

If you fly less than I do, you might be smarter to stay out of the FFP game altogether. Hunt for bargains when booking flights and you might be able to save



enough to take that extra trip anyway. The only real benefit infrequent flyers can draw from an alliance is an inexpensive round-the-world fare.

The bottom line: for all the marketing hype, alliances aren't all things to all people-but everybody can get some benefit out of them.

21. Which is the best word to describe air travelers' reaction to airline alliances?  
A. Delight.      B. Indifference.      C. Objection.      D. Puzzlement.
22. According to the passage, setting up airline alliances will chiefly benefit \_\_\_\_\_.  
A. North American airlines and their domestic travelers  
B. North American airlines and their foreign counterparts  
C. Asian airlines and their foreign travelers  
D. Asian airlines and their domestic travelers
23. Which of the following is NOT a perceived advantage of alliances?  
A. Baggage allowance.      B. Passenger Comfort.      C. convenience.      D. Quality.
24. One disadvantage of alliances foreseen by the critics is that air travel may be more expensive as a result of \_\_\_\_\_.  
A. less convenience      B. higher operation costs  
C. less competition      D. more joint marketing
25. According to the passage, which of the following categories of travelers will gain most from airline alliances?  
A. Travelers who fly frequently economy class.  
B. Travelers who fly frequently business class.  
C. Travelers who fly occasionally during holidays.  
D. Travelers who fly economy class once in a while.

## PART FOUR

### Literature: 15%

*Directions: There are 15 incomplete sentences in this section. For each sentence there are four choices marked A, B, C and D, choose one answer that best completes the sentence. Give your answers on the Answer sheet:*

1. The literature of the Anglo-Saxon Period falls naturally into two divisions: \_\_\_\_\_ and Christian. The former represents the poetry which the Anglo-Saxons probably brought with them in the form of oral sagas.  
A. page      B. pagan      C. pageant      D. padre
2. *The Song of Beowulf* can be justly termed England's national \_\_\_\_\_ and its hero Beowulf--- one of the national heroes of the English people.  
A. hero      B. honor      C. epic      D. poetry
3. \_\_\_\_\_, the "father of English poetry" and one of the greatest narrative poets of England was born in London in or about the year 1340.  
A. Geoffrey Chaucer      B. Elizabeth  
C. William Shakespeare      D. Francis Bacon
4. Shakespeare's literary work may be divided into three major periods: the first period from 1590 to 1600, the second from 1601 to 1608, and the third from \_\_\_\_\_.  
A. 1609 to 1612      B. 1609 to 1661  
C. 1609 to 1616      D. 1609 to 1621
5. \_\_\_\_\_ is considered to be the summit of Shakespeare's art. It was written in 1601-1602 and first published in 1603.

- A. *The Tempest* B. *A Midsummer Night's Dream*  
 C. *King Lear* D. *Hamlet*
6. The most outstanding personality of the epoch of Enlightenment in England was \_\_\_\_\_ who ruthlessly exposed the dirty mercenary essence of bourgeois relationships.  
 A. Joseph Addison B. Jonathan Swift  
 C. Richard Steele D. Alexander Pope
7. Romanticism as a literary movement came into being in England early in the latter half of the \_\_\_\_\_ century.  
 A. 20<sup>th</sup> B. 19<sup>th</sup> C. 18<sup>th</sup> D. 17<sup>th</sup>
8. *The Sky-Lark* is one of the best lyrics written by \_\_\_\_\_.  
 A. Percy Bysshe Shelley B. Jane Austen  
 C. Walter Scott D. John Keats
9. The critical realism of the 19th century flourished in the forties and in the beginning of fifties. The greatest English realist of the time was \_\_\_\_\_.  
 A. Alfred Tennyson B. Charles Dickens  
 C. Robert Browning D. G. Eliot
10. *Jane Eyre* is written by \_\_\_\_\_.  
 A. Thomas Hood B. Robert Browning  
 C. Emily Bronte D. Charlotte Bronte
11. Ernest Hemingway was a novelist and short story writer who became one of the best-known \_\_\_\_\_ authors of this century.  
 A. American B. British C. Scottish D. Irish
12. *The Scarlet Letter* was written by \_\_\_\_\_.  
 A. Herman Melville B. Nathaniel Hawthorne  
 C. Henry David Thoreau D. Emerson
13. Which is not written by Theodore Dreiser?  
 A. *An American Tragedy* B. *Sister Carrie*  
 C. *The Titan* D. *A Study*
14. *For Whom the Bell Tolls* was written by \_\_\_\_\_.  
 A. Ernest Hemingway B. Scott Fitzgerald  
 C. J.B. Priestley D. Jack London
15. Which is not written by John Steinbeck?  
 A. *The Long Valley* B. *Of Mice and Men*  
 C. *The Grapes of Wrath* D. *The Sound and the Fury*

## PART FIVE

### Linguistics: 20%

#### I. Fill in each blank with a suitable word. (10%)

1. F. de. Saussure looks at language more from a \_\_\_\_\_ point of view while Chomsky looks at it more from a psychological point of view.
2. The model of the standard theory of T G Grammar has three major components: semantic component, \_\_\_\_\_ component and syntactic component.
3. \_\_\_\_\_ is the study of the internal structures of words and the way in which words are formed.
4. In communication, gestures and eye-movement are called \_\_\_\_\_ features.

5. There are two \_\_\_\_\_ in the word "cats".
6. Competence is the ideal language user's Knowledge of the rules of his language, and \_\_\_\_\_ is the actual realization of this Knowledge in utterances.
7. The description of a language at some point in time is a \_\_\_\_\_ study.
8. The distinction of linguistic potential and linguistic behaviour is made by M.A.K. Halliday, a/an \_\_\_\_\_ linguist.
9. \_\_\_\_\_ refers to a separate linguistic system which has features of both the first and the second language but is neither.
10. \_\_\_\_\_ can be defined as the study of language in use and linguistic communication.

**II. Translate the following terms into English: (5%)**

1. 联想意义    2. 语码转换    3. 人类语言学    4. 合作原则    5. 对比分析

**III. Translate the following terms into Chinese: (5%)**

1. contextual category    2. discourse analysis    3. Sapir-Whorf Hypothesis
4. thematic meaning    5. lexical collocation

## PART SIX

**Rhetoric: 10%**

**I. Fill in each blank with a suitable word: (5%)**

1. Figures of \_\_\_\_\_ are ways of making our language figurative.
2. In a \_\_\_\_\_, the words like, as, as...so are used to make the comparison.
3. Understatement, as the work implies, is the opposite of \_\_\_\_\_ or overstatement.
4. \_\_\_\_\_ is a figure of speech that has to do with the substitution of the name of one thing for that of another.
5. \_\_\_\_\_ is defined as substitution of an agreeable or inoffensive expression for one that may offend or suggest something unpleasant.

**II. Translate the following terms into English: (5%)**

1. 类比    2. 双关语    3. 反语    4. 矛盾修饰法    5. 头韵

## PART SEVEN

**English Writing: 45%**

Write an English essay of about 400 words to answer the question:

**Who do you think should pay for college education, the government or the student?**

Write your composition on the Answer Sheet.