

# 2002 年深圳大学硕士研究生入学考试试题

专业: 外国语言学及应用语言学      考试科目: 综合英语

## I. Reading comprehension (20 points)

**Directions:** There are several reading passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C, and D. You should decide on the best choice and mark the corresponding letter on the Answer Sheet with a single line through the center.

*Questions 1 to 4 are based on the following passage.*

Adam Smith, writing in the 1770s, was the first person to see the importance of the division of labour and to explain part of its advantages. He gives as an example the process by which pins were made in England.

"One man draws out the wire, another strengthens it, a third cuts it, a fourth points it, a fifth grinds it at the top to prepare it to receive the head. To make the head requires two or three distinct operations. To put it on is a separate operation, to polish the pins is another. It is even a trade by itself to put them into the paper. And the important business of making pins is, in this manner, divided into about eighteen distinct operations, which in some factories are all performed by different people, though in others the same man will sometimes perform two or three of them."

Ten men, Smith said, in this way, turned out twelve pounds of pins a day or about 4,800 pins apiece. But if all of them had worked separately and independently without division of labour, they certainly could not each of them have twenty pins in a day and perhaps not even one.

There can be no doubt that division of labour, provided that it is not taken too far, is an efficient way of organising work. Fewer people can make more pins. Adam Smith saw this but he also took it for granted that division of labour is in itself responsible for economic growth and development and that it accounts for the difference between expanding economies and those that stand still. But division of labour adds nothing new; it only enables people to produce more of what they already have.

1. According to the passage, Adam Smith was the first person to \_\_\_\_\_.
  - A. take advantage of the division of labour
  - B. introduce the division of labour into England
  - C. understand the effects of the division of labour
  - D. explain the causes of the division of labour
2. Adam Smith saw that the division of labour \_\_\_\_\_.
  - A. enabled each worker to make pins more quickly and more cheaply
  - B. increased the possible output per worker
  - C. increased the number of people employed in factories
  - D. improved the quality of pins produced

3. Adam Smith mentioned the number 4,800 in order to \_\_\_\_.
- A. show the advantages of the division of labour
  - B. show the advantages of the old craft system
  - C. emphasize how powerful the individual worker was
  - D. emphasize the importance of increased production
4. According to the writer, Adam Smith's mistake was in believing that division of labour \_\_\_\_.
- A. was an efficient way of organising work
  - B. was an important development in methods of production
  - C. inevitably led to economic development
  - D. increased the production of existing goods

*Questions 5 to 7 are based on the following passage.*

In the collected body of writing we call literature, there may be distinguished two separate groupings capable of blending, but also fitted for reciprocal repulsion. There is first the literature of knowledge, and secondly the literature of power. The function of the first is to teach; the function of the second is to move. The first is a rudder, the second an oar or sail. The first speaks to the mere discursive understanding; the second speaks ultimately to the higher understanding or reason, but always through the affections of pleasure and sympathy. Whenever we talk in ordinary language of seeking information or gaining knowledge, we understand the works as connected with absolute novelty. But it is the grandeur of all truth which can occupy a very high place in human interests, although it may not be absolutely novel to the meanest of minds.

What do we learn from *Paradise Lost*? Nothing at all. What do we learn from a cookbook? Something new, something we did not know before, in every paragraph. But would we therefore put the wretched cookbook on a higher level of estimation than the divine poem? What we owe to Milton is not any knowledge, of which a million separate items are still but a million advancing steps on the same earthly level; what we owe is power, that is, exercise and expansion of your own latent capacity of sympathy with the infinite, where every pulse and each separate influx is a step upwards — a step ascending as upon Jacob's ladder from earth to mysterious altitudes above the earth. All the steps of knowledge, from first to last, carry us farther on the same plane, but could never raise us one foot above your ancient level on earth; whereas, the very first step of power is flight — an ascending into another element where earth is forgotten.

5. The main purpose of this passage is to \_\_\_\_.
- A. differentiate between the attainment of factual knowledge and the arrival at philosophical understanding
  - B. disparage intellectual activities and the attainment of learning
  - C. encourage mysticism as a desirable philosophical goal
  - D. inspire writers to produce more practical books
6. Which of the following statements can be inferred from the passage?
- A. We stand to gain most from the reading of political treatises.
  - B. The first step on the moon was mankind's most important moment.

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- C. A recipe for bread is worth a thousand poems.  
D. Great literature must address itself to fundamental philosophical truths rather than to material progress.
7. According to the passage, Milton's *Paradise Lost* could be characterized as \_\_\_\_.
- A. pedantic  
B. literature of knowledge  
C. a kind of philosophical cookbook  
D. expressive of the grandeur of truth

Questions 8 to 13 are based on the following passage.

Radiation occurs from three natural sources: radioactive material in the environment, such as in soil, rock, or building materials; cosmic rays; and substances in human body, such as radioactive potassium in bone and radioactive carbon in tissues. These natural sources account for an exposure of about 100 millirems a year for the average American.

The largest single source of man-made radiation is medical x-rays, yet most scientists agree that hazards from this source are not as great as those from weapons-test fallout, since strontium-90 and carbon-14 become incorporated into the body, hence delivering radiation for an entire lifetime. The issue is, however, by no means uncontroversial; indeed, the last two decades have witnessed intensified examination and dispute about the effects of low-level radiation, beginning with the United Nations Scientific Committee on the Effects of Atomic Radiation, which reported in 1958: "Even the smallest amounts of radiation are liable to cause deleterious genetic and perhaps also somatic effects."

A survey conducted in Britain confirmed that an abnormally high percentage of patients suffering from arthritis of the spine who had been treated with x-rays contracted cancer. Another study revealed a high incidence of childhood cancer in cases where the mother had been given prenatal pelvic x-rays. These studies have pointed to the need to re-examine the assumption that exposure to low linear energy transfer presented only a minor risk.

Recently, examination of the death certificates of former employees of a West Coast plant which produces plutonium for nuclear weapons revealed markedly higher rates for cancers of the pancreas, lung, bone marrow and lymph systems than would have been expected in a normal population.

While the National Academy of Sciences committee attributes these differences to chemical or other environmental causes, rather than radiation, other scientists maintain that any radiation exposure, no matter how small, leads to an increase in cancer risk. It is believed by some that a dose of one rem, if sustained over many generations, would lead to an increase of one percent in the number of serious genetic defects at birth, a possible increase of 1,000 disorders per million births.

In the meantime, regulatory efforts have been disorganized, fragmented, and inconsistent. characterized by internecine strife and bureaucratic delays. A Senate report concluded that coordination of regulation among involved departments and agencies was not possible because of jurisdictional disputes and confusion. One Federal agency has been unsuccessful in its efforts to obtain sufficient funding and manpower for the enforcement of existing radiation laws, and the chairperson of a panel especially created to develop a coordinated Federal

program has resigned.

8. According to the passage, scientists generally agree that \_\_\_\_\_.
  - A. man-made radiation accounts for 100 millirems per person
  - B. the last two decades have witnessed intensified low-level radiation
  - C. radioactive fallout constitutes a far greater threat than low-level radiation from medical x-rays.
  - D. cosmic rays and other man-made radiation can be ignored
9. The primary purpose of the passage is to \_\_\_\_\_.
  - A. explain the difference between natural and man-made radiation
  - B. arouse concern about the risks connected with the use of producers of low-level radiation, such as medical x-rays
  - C. criticize the United Nations Scientific Committee on the Effects of Atomic Radiation
  - D. advocate limiting the use of atomic-weapons testing since the fallout is extremely hazardous
10. It can be inferred that the chairperson, mentioned in the last paragraph, who resigned from the panel to develop a coordinated federal program for radiation regulation probably did so because \_\_\_\_\_.
  - A. he disagreed with the findings of the Senate committee
  - B. regulatory efforts have been balked by disputes, confusion, and bureaucratic delays
  - C. his agency could not obtain funding or manpower for implementation of existing laws
  - D. he supported the position of the National Academy of Sciences Committee and opposed regulation of radiation exposure
11. Which of the following are not supported by the passage?
  - A. The average American receives an exposure to radiation of 100 millirems a year.
  - B. Higher rates of cancer of the pancreas, lung, and bone marrow and lymph systems were found among employees in a West Coast plutonium producing plant.
  - C. Even a relatively small dose of radiation, sustained over a number of generations, could lead to an increased number of serious genetic defects.
  - D. The United Nations Scientific Committee on the Effects of Atomic Radiation seems to disagree with most scientists on the hazards involved in the use of low-level radiation.
12. Some scientists believe that a dose of one rem, continued over a period of generations, would \_\_\_\_\_.
  - A. raise the strontium-90 levels in the body, but otherwise have little effect
  - B. relieve the acute suffering of those afflicted with arthritis of the spine without side effects
  - C. have the effect of increasing by one percent the cases of genetic defects of a serious order
  - D. in the long run have little impact on the regulatory efforts of federal agencies
13. It can be inferred from this passage that \_\_\_\_\_.

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- A. the causes of particular types of cancers can be readily ascertained by identifying the source of radiation
- B. the amount of low-level radiation in the nation has increased measurably since 1958
- C. scientists, by and large, are unconcerned about environmental aspects of cancer causation
- D. the committees on radiation effects of the National Academy of Sciences and of the United Nations are in disagreement on the impact of low linear energy transfer

*Questions 14 to 17 are based on the following passage.*

Bexley, Ohio — Of all the places I have dreamed of visiting, I have been lucky enough to visit most. And yet the place that had been most on my mind always seemed an impossible destination. Not because it is remote; it is not that far a journey to central Ohio. Not because it is expensive, either; money was not even a factor.

But it remained unlikely, because people just don't do things like this. What I wanted to do was go back to the house in which I grew up; not just look at it from a car driving by, but spend time there visit it, remember it as it was. Several families have lived there since my own family moved away, often I had thought about what would happen if I just showed up unannounced some day, but I always rejected that as fantasy.

This time, though, I did it. I didn't have the nerve to simply knock on the door. But I found out the names of the people who now live in the house — Stanley and Elaine Shayne and their children — and I wrote them a letter asking if they'd mind. The Shayne family couldn't have been more understanding; they let me know that it was OK for me to be there (they even put a "Welcome Home" sign on the big tree in the front yard), and for the better part of three days, I lived at 2722 Bryden Road again.

It was jarring, moving, weird. Think about what it would be like if you were turned loose in the house where you grew up. You would find that it had been redecorated several times as families had moved in and out; you would find strangers living in the rooms you always associated with your parents and brothers and sisters. Everything would be different, yet everything would be the same. One moment you would feel a thousand miles away, the next you would feel as if you had never left. It would be confusing and exhilarating and happy and sad, all at the same time.

My visit was all of those things. I found myself climbing the front stairs countless times, looking into bedrooms, sitting on the front stoop waiting for the paperboy to arrive. The Shaynes got used to me soon enough; they had their meals, and talked in the living room or the backyard, and just allowed me to have the run of the place.

I went to my old room, and the boy who lives there now was lying on his bed listening to music. What a feeling. That might have been me in there when I was his age, but now I was standing in the doorway, an observer almost afraid to step inside.

In the upstairs hallway was a little cranny built into the wall to hold a telephone. I had forgotten about it completely, but seeing it again took me back to all the nights I had pulled the cord into my own room and locked the door for privacy. And sure enough, on this



evening the phone had been pulled away, and was locked in one of the children's bedrooms.

The interior of the house looked completely different, but every few minutes I would come across a touch that almost made me shiver. The front door, for example; it had been painted and refinished, but when I went to open it, the knob and latch felt so familiar in my hand; I looked at them, and although I hadn't thought about them in years, I knew immediately that they were the same ones.

And the wooden banister that runs up the stairway and then curves around next to the bedrooms -- as I walked I found myself letting my hand glide across the top of it, and I realized that this was a habit I had ever since I was a child. Everywhere I turned there was something like that; the bathrooms had been refurbished and decorated, but in the children's bathroom the old-fashioned heater was still built into the wall beneath the window; you wouldn't imagine that something like that would affect you, but believe me, it does.

The house seemed very small to me. Which is inevitable, I guess; when you are growing up, your house is your whole world, and once your world becomes the real world itself, one building can never seem quite so imposing again. As I stood at the top of the stairs I realized that, of course, there was nothing inherently romantic in this structure; it was just one house on one block in one small city.

Still, when the three days were over, I had a feeling of satisfaction that is hard to describe. I hope someday, the people in the Shayne family will look back on their years at 2722 Bryden Road with the same warmth and joy that I do; and I hope, if they ever get the urge to come back they won't be too shy to ask, and that the people who live there in that future summer will not be too protective of their privacy to say yes.

Because I can promise them this: It may not be the most lavish vacation they will ever spend, but it will surely be one of the best.

14. All of the following describe the author's reactions except \_\_\_\_\_.
  - A. satisfaction
  - B. confusion
  - C. happiness
  - D. fear
15. The author feels that the Shayne family is \_\_\_\_\_.
  - A. warm and sharing
  - B. very different from his own family
  - C. inherently romantic
  - D. very private about their lives
16. The statement that best expresses the author's attitude about his experience is that \_\_\_\_\_.
  - A. one can never recapture the memories of youth.
  - B. seeing the changes in one's childhood home brings a longing to stay there
  - C. returning to one's childhood home carries with it mixed emotions
  - D. it is difficult to recapture one's childhood emotions during a short visit home
17. The author believes that \_\_\_\_\_.
  - A. families need to protect their privacy
  - B. compared with youth of years ago, today's teenagers experience different home

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environments

- C. one's childhood home represents a very small portion of one's world
- D. strangers can often show great understanding

*Questions 18 to 20 are based on the following passage.*

Studies serve for delight, for ornament, and for ability. Their chief use for delight is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgment and disposition of business; for expert men can execute, and perhaps judge of particulars, one by one; but the general counsels, and the plots and marshaling of affairs come best from those that are learned. To spend too much time in studies is sloth; to use them too much for ornament is affectation; to make judgment wholly by their rules is the humor of a scholar. They perfect nature, and are perfected by experience; for natural abilities are like natural plants, that need pruning by study; and studies themselves do give forth directions too much at large, except they be bounded in by experience. Crafty men condemn studies, simple men admire them, and wise men use them; for they teach not their own use; but that is a wisdom without them and above them, won by observation. Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider.

- 18. The audience that might benefit the most from the author's ideas is likely to be those who \_\_\_\_\_.
  - A. have returned to university study
  - B. think studies are unnecessary
  - C. are poor readers
  - D. already have university degrees
- 19. According to the passage, reading is beneficial when supplemented by \_\_\_\_\_.
  - A. academic necessity
  - B. literary criticism
  - C. personal experience
  - D. brief discussion
- 20. The sentence "They perfect nature... by experience" most probably means that \_\_\_\_\_.
  - A. the message in some books is too complex to be understood by the common person
  - B. the ideas in books are readily accessible to one who reads widely
  - C. people misspend valuable time in the pursuit of evasive knowledge
  - D. everything one learns in books cannot necessarily be applied directly to real-life situations

## II. Cloze ( 20 points )

**Directions:** Fill in each of the numbered blanks with an appropriate word or complete the word with the given first letter.

Visionaries are possessed creatures, men and 1 in the thrall(支配) of belief so powerful that they ignore all else — even reason — to ensure that r 2 catches up with their d 3

A generation 4, social theorist Marshall McLuhan proclaimed the a 5 of a “global village,” a sort of b 6 world in which communications media would transcend the boundaries of nations. “7 is a brand-new world of *allatoniceness*,” he wrote. “Time has ceased, space has v 8. We now live in... a simultaneous happening.”

McLuhan underestimated the enduring appeal of the status 9 and the stubborn persistence of *the petty side of human nature*. The fusion of 10 and satellites did not produce instantaneous brotherhood, just a slowly dawning awareness of the implications of a world transfixed by a single TV image.

It took another visionary, and the band of dreamers and opportunists he gathered around him, to demonstrate that McLuhan was wrong only temporarily. In 1991, one of the most eventful years of this 11 the world witnessed the dramatic and transforming impact 12 those events of l 13 television by satellite. The very d 14 of news was rewritten — from something that has happened to something that is happening at the 15 moment you are hearing of it.

Contrary to the dictum of former US House Speaker Tip O'Neill that “all politics is local,” Cable News Network, the first global TV news company that c 16 world news widely, has demonstrated that politics can be planetary, 17 ordinary people can take a deep interest in events remote 18 them in every way — and can respond 19 reportage in global rather than purely nationalistic terms.

Back in CNN's infancy, when he was dismissed as crackbrained and soon to be bankrupt, Ted Turner sensed the wonders to come. “I am the right man in the right place at the right 20” he said. “Not me alone, but all the people who think the world can be brought together by telecommunications.” The years since, and most especially the one just past, have demonstrated how emphatically he was right.

### III. Proofreading and error correction (20 points)

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

Example:

- |   |  |
|---|--|
| 1. When A art museum wants a new exhibit,               | <u>an</u> ( for a missing word )         |
| 2. it neyer buys things in finished form and hangs      | <u>never</u> ( for an unnecessary word ) |
| 3. them on the wall. When a natural history museum      | <u>✓</u> ( If the line is correct )      |
| 4. wants an <u>exhibition</u> , it must often build it. | <u>Exhibition</u> ( for a wrong word )   |



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1. Like many young Norwegian who escaped \_\_\_\_\_
2. the Germany occupation of their country during \_\_\_\_\_
3. the World War II, Corie found his adventure \_\_\_\_\_
4. intricated by language. On his way to the \_\_\_\_\_
5. coast, he was stopped by a German Petrol. \_\_\_\_\_
6. " They couldn't speak Norwegian," he recalled \_\_\_\_\_
7. " and I couldn't speak German. But both us \_\_\_\_\_
8. the patrol leader and I knew little English. \_\_\_\_\_
9. So, whereas standing on Norwegian soil, I was \_\_\_\_\_
10. questioned English by a German officer, \_\_\_\_\_
11. and gave my replies in English," The \_\_\_\_\_
12. replies must have been satisfiable, because \_\_\_\_\_
13. he was allowed to precede. There were still a few \_\_\_\_\_
14. British soldiers hiding from Norway at \_\_\_\_\_
15. the time. The night Corie escaped in a \_\_\_\_\_
16. fish boat, he managed to take two of them along. \_\_\_\_\_
17. The trio were picked up in the North Sea by \_\_\_\_\_
18. a British destroyer ship. When its officers \_\_\_\_\_
19. discovered Corie rescued two British \_\_\_\_\_
20. soldier, they feasted for him royally. \_\_\_\_\_

## IV. Paraphrase the italicized part of the following sentences in plain English ( 20 points )

For example: What he did was *a labour of love*.

Paraphrase: What he did was something he did gladly without the thought of gain.

1. She spent hours *on end* rewriting the introductory chapter.
2. Don't worry about that *downpour*. The *paper* said it should *clear up* this afternoon.
3. They don't use traveler's checks; instead, they carry around *a wallet full of big bills*.
4. If you see the new pottery Lisa's made for the exhibition, you'll know that she *outdid herself* this time ?
5. I can't go for dinner tonight. I *am up to my ears in work*, so I'll have to take a rain check.
6. They *bruised the Achilles' heel of him*.
7. The comedian *brought down the house*. He reminded people of the famous Mr. Bean.
8. That politician *cries wolf* in every speech he makes.
9. All of us were on holiday during August except Joe. As he had had a holiday in June he

couldn't eat his cake and have it.

10. Life was *more than head and shoulders above* the other new magazines. It was a *legend*.
11. Your story *does not hold water*, either you yourself have been misinformed or you are telling me a lie.
12. Don't trust him. He *has an itching palm* and will certainly cheat you out of your share of the profits.
13. It will take *a month of Sundays* to finish this work.
14. She was born *with a silver spoon in her mouth*.
15. Though his life *hung in the balance*, he thought only of the public interests.
16. He made an *off-hand speech*.
17. They may have done foolish things from time to time but you can always expect them to *play the game*.
18. His injury was *child's play* compared with the damage he *inflicted*.
19. The car dealer would not allow him to drive car until he saw *the colour of his money*.
20. The car we bought last year is *a white elephant*; it uses a lot of petrol and often breaks down.

**V. Match the works with their authors by filling in the parentheses with the right letters.**  
**( 20 points )**

A

- |                                   |   |
|-----------------------------------|---|
| 1.(    ) A.N.Chomsky              | a. <i>Discourse on the Origin of Inequality</i>                 |
| 2.(    ) B F. Skinner             | b. <i>Confessions</i>   |
| 3.(    ) Edward T. Hall           | c. <i>The Marriage of Figaro</i>                                |
| 4.(    ) Lin Yu Tang              | d. <i>Leviathan</i>   |
| 5.(    ) George Orwell            | e. <i>The Sistine chapel ceiling. Expulsion of Adam and Eve</i> |
| 6.(    ) William Faulkner         | f. <i>A History of the English Speaking People</i>              |
| 7.(    ) Emily Bronte             | g. <i>Interpretation of Dreams</i>                              |
| 8.(    ) Ernest Hemingway         | h. <i>The Origin of Species</i>                                 |
| 9.(    ) Aristotle                | i. <i>A General Theory of Employment, Interest and Money</i>    |
| 10.(    ) St. Augustus of Hippo   | j. <i>Analects</i>  |
| 11.(    ) Francis Bacon           | k. <i>Nineteen Eighty-four</i>                                  |
| 12.(    ) Thomas Hobbes           | l. <i>My Country and My People</i>                              |
| 13.(    ) Winston Churchill       | m. <i>The Sound and the Fury</i>                                |
| 14.(    ) Charles Darwin          | n. <i>The Sun Also Rises</i>                                    |
| 15.(    ) John M. Keynes          | o. <i>Syntactic Structures</i>                                  |
| 16.(    ) Jean J. Rousseau        | p. <i>Verbal Behavior</i>                                       |
| 17.(    ) Sigmund Freud           | q. <i>Ethics</i>  |
| 18.(    ) Wolfgang Amadeus Mozart | r. <i>The Hidden Dimension</i>                                  |
| 19.(    ) Confucius               | s. <i>The Advancement of Learning</i>                           |
| 20.(    ) Buonarroti Michelangelo | t. <i>Wuthering Heights</i>                                     |

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## Answer Sheet

( 注意： I, II 题在此处答题； III, V 题答在试题纸上； IV 题答在考场发的空白答卷纸上。 )

I.

- 1.ABCD    2.ABCD    3.ABCD    4.ABCD    5.ABCD    6.ABCD    7.ABCD  
8.ABCD    9.ABCD    10.ABCD    11.ABCD    12.ABCD    13.ABCD    14.ABCD  
15.ABCD    16.ABCD    17.ABCD    18.ABCD    19.ABCD    20.ABCD

II.

1. \_\_\_\_\_    2. r \_\_\_\_\_    3. d \_\_\_\_\_    4. \_\_\_\_\_    5. a \_\_\_\_\_  
6. b \_\_\_\_\_    7. \_\_\_\_\_    8. v \_\_\_\_\_    9. \_\_\_\_\_    10. \_\_\_\_\_  
11. \_\_\_\_\_    12. \_\_\_\_\_    13. l \_\_\_\_\_    14. d \_\_\_\_\_    15. \_\_\_\_\_  
16. c \_\_\_\_\_    17. \_\_\_\_\_    18. \_\_\_\_\_    19. \_\_\_\_\_    20. \_\_\_\_\_

- III.    Write your answers in the blanks *beside* the text of III of the test paper.  
IV.    Write your answers on a separate answer sheet.  
V.    Write your answers in the parentheses of V of the test paper