

华南理工大学  
2008 年攻读硕士学位研究生入学考试试卷

（请在答题纸上做答，试卷上做答无效，试后本卷必须与答题纸一同交回）

科目名称：英语综合水平测试

适用专业：英语语言文学，外国语言学及应用语言学

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**Part I. Vocabulary (20 marks)**

**Section One**

*Directions: In each of the following sentences, there is one word underlined, followed by three possible choices. Choose the one that is closest in meaning to this word. Mark the corresponding letter on the Answer Sheet with a single line through the centre. (10 marks)*

1. To espouse their new theory, scientists have made repeated empirical studies.
  - a. negate
  - b. illustrate
  - c. support
2. His account of the war includes a lot of extraneous details.
  - a. irrelevant
  - b. relevant
  - c. related
3. Stravinsky's *Rite of Spring* was a seminal work.
  - a. historic
  - b. historical
  - c. innovative
4. She knew very well that she was an erratic tennis player so she continued practicing hard with might and main.
  - a. incompetent
  - b. changeable
  - c. accomplished
5. It is well-known nowadays that motivation is a primary factor in language learning.
  - a. aptitude
  - b. intelligence
  - c. incentive
6. Some critics have praised James Michener's epic novels for their facts but deplored their characterizations.

- a. lamented
  - b. ridiculed
  - c. complimented
7. Louise May Alcott's novel *Little Women*, which recounts the experiences of the four March sisters during the American civil War, is largely autobiographical.
- a. praises
  - b. narrates
  - c. exaggerates
8. The fertility of natural world and the ideas of birth, death, and resurrection appear as recurring themes through mythology.
- a. repeated
  - b. reliable
  - c. respected
9. Critics have traced the genesis of Mark Twain's central themes to his boyhood experiences.
- a. meaning
  - b. structure
  - c. origin
10. In the book *Autobiography of Values*, the aviation hero Charles Lindbergh reveals his paradoxical and often sobering thoughts on life.
- a. contradictory
  - b. mystic
  - c. paramount
11. A fable is a didactic tale focused on a single character trait.
- a. instructive
  - b. muddled
  - c. legendary
12. This English teacher categorizes students in her class into seven basic groups.
- a. clarifies
  - b. classifies
  - c. channel
13. Mr. Johnson has just published an erudite work on the history of the Roman Empire.
- a. scholarly
  - b. significant
  - c. monumental
14. We all felt puzzled at these equivocal words in his article.
- a. equivalent

- b. ambiguous
  - c. lucid
15. . Mary McCarthy's satires are couched in a prose style that has a classic precision.
- a. expressed
  - b. veiled
  - c. fused
16. We admire her, but we cannot endorse her recent statements on pragmatics.
- a. improve
  - b. understand
  - c. approve
17. Although scientists can form a hypothesis about the origin of this phenomenon, neither humans or machines can measure it in terms of its function.
- a. report
  - b. speculation
  - c. conclusion
18. He is really a congenial colleague and we all like him a lot.
- a. pleasant
  - b. hard-working
  - c. cooperative
19. Theodore Dreiser was one of the first American novelists to portray immoral characters without condemnation.
- a. hostility
  - b. sadness
  - c. blame
20. I love to read his novels because he always expresses his ideas in a succinct style.
- a. artistic
  - b. humorous
  - c. concise

## Section Two

**Directions:** *In each of the following sentences, there is one underlined word or phrase. Write down its Chinese equivalent on the Answer Sheet. (10 marks)*

1. The researcher may be drawing on several conflicting premises and traditions in the project design.
2. Interaction, then, is viewed as domain of activity in its own right and not as an expression of psychological idiosyncrasies and dispositions.
3. CA has not only generated a substantial and cumulative body of findings about the nature of interaction, but it has developed as a distinctive sociological method for the

analysis of social activities. .

4. Alice Hamilton helped bring about legislation aimed at rectifying factory conditions detrimental to the health of workers.
5. What most of these approaches have in common is that they focus almost exclusively on coherence.
6. Windows in early New England houses were large enough to provide only minimal light and ventilation. .
7. The novel, which is a work of art, exists not by its resemblances to life, but by its immeasurable distance from life.
8. One of Willa Cather's major preoccupations in her writing was the need for artists to free themselves from inhibiting influences.
9. In Chapter 1, Taylor notes that large amounts of qualitative data are now being archived for use by future researchers.
10. Some of the ideas of New historicism have yoked an epistemological skepticism about assured historical truth to a notable nervousness of grand narratives.
11. The action in James Baldwin's novel *Go Tell It on the Mountain* spans two days in the lives of several members of a strict religious sect.
12. If the British novel and the British culture of 1910 seemed split and in need of reconciliation, then it was offered one kind of answer in the work of E.M. Forster, whose *Howards End* appeared that year. .
13. Age is one of the variables which seem to determine the attitude of an older person toward conformity.
14. The original sentence starts from the historical perspective, which makes sense since the theme of the exhibition is industrial history.
15. To give you some indication of the types of results that you may expect, I looked at two criteria: length and number of replies. .
16. Over the Fifties the social theme flourished, one of the most significant figures being Angus Wilson himself.
17. One identifying feature of academic articles, which has been of interest to researchers, is the reporting of reference to the previous research. .
18. 'New patterns', new types of discourse, new adventures were an important theme of the writing of the Seventies, especially among women writers whose work had been invigorated by feminism.
19. Rather, genealogy is concerned with describing the procedures, practices, apparatuses and institutions involved in the production of discourse and knowledge, and their power effects.
20. Some people say that women who cannot see this are battling against a fundamental

truth of evolution. However, despite the prevalence of these attitudes, change is on the way.

## **Part II. Reading Comprehension (50 marks)**

*Read the following passages and answer the questions that follow. Mark the corresponding letter on the Answer Sheet with a single line through the centre.*

(1)

Critics call it “a human zoo.” Tour companies consider it a tourist attraction. Whichever is the case, the long-necked women of Padaung have become an important source of money for several small villages on the border of Thailand and Myanmar.

Each year around 10,000 tourists visit three small villages along the Thai/Myanmar border to see the famous long-necked women. The attraction is a tradition which requires women to stretch their necks by wearing brass coils, or rings. Originally from the Padaung tribe, the women and their families have been running from Myanmar to Thailand since the 1980s to escape poverty and war. Their new lives are very different from their lives as farmers in Myanmar. Now they spend their days talking with tourists, posing for pictures, and selling handmade souvenirs.

When a Padaung girl turns 5, a thick coil of brass is wrapped around her neck. At different times in her life, more rings are added until her neck carries up to 25 of them, weighing 5 to 10 kilos. The rings push up her chin and press down her collarbone, making her neck longer.

Pa Peiy is a young woman with 20 neck coils. When asked to describe her early years of neck stretching, Pa Peiy said, “At first it was painful, but now it’s OK. Now sleeping, eating, working ... everything is OK. But I cannot take it off, so this is my life.” Truly it is her life. Pa Peiy’s neck is now so weak that if she takes off the coils, her head will fall forward and she will stop breathing.

Despite the discomfort, Padaung women in Thailand continue to wear the rings even though the tradition has almost disappeared in Myanmar. The simple reason for this fact is that there is money in it.

Ma Nang, a graceful woman with 24 neck rings, explains that in Myanmar she had worked hard growing food. Today, she sits while tourists take pictures of her. In one month she makes seventy to eighty dollars. Ma Nang added, “Sometimes I’m tired of tourists always looking at me, but it’s easy work and good money for my family.”

Each year, as the long-necked women become more and more popular, the controversy about them increases. In a hotel in Thailand, tourists discuss whether or not to visit Nai Soi. Sandra Miller, from Toronto, Ontario, feels that it’s fine to visit Nai Soi. She explained, “I don’t really see a problem. I mean, this is their tradition, and so, if I go, it’s

like I'm helping them to preserve it. Spending my money is also helping them to feed their families and so on. They need the tourists."

Frederick Johnson, a visitor from Seattle, Washington, disagrees. "Actually I don't see that we're preserving tradition at all," Johnson explained. "This tradition has already died in Myanmar. These women are just harming their bodies to ... to entertain us. It's degrading for these women. It's like paying to go see animals in a zoo."

For now, the future of the long-necked women is easy to predict. As long as there are tourists who will pay to see them, they will continue to wrap their daughters' necks. The controversy continues, with one side seeing the villages as examples of how tourism can save dying traditions, and others criticizing it as harmful and degrading to the Padaung women.

1. What is the main idea of this passage?
  - a. Traveling to Thailand.
  - b. Women's fashion trends.
  - c. A controversy related to tourism.
  - d. The political conflict in Myanmar.
2. In these villages, what is the attraction for tourists?
  - a. Learning about the history of Thailand.
  - b. Visiting the farms of the Padaung people.
  - c. Seeing women who stretch their necks with coils.
  - d. Buying coils for tourists to wear around their necks.
3. In paragraph 2, all of the following reasons why the Padaung people moved to Thailand are mentioned EXCEPT \_\_\_\_\_.
  - a. to escape war
  - b. to make money
  - c. to start a new life
  - d. to work on farms
4. According to the author, why do the women continue the neck-stretching tradition?
  - a. To make money.
  - b. To remember the past.
  - c. To escape farming.
  - d. To create controversy.

5. What is the best way of describing Nai Soi?
- a. A tradition from Myanmar.
  - b. A hotel for tourists in Thailand.
  - c. A woman with coils on her neck.
  - d. A village with long-necked women.
6. What can be inferred about Sandra Miller?
- a. She thinks that the tradition of wearing coils is dead.
  - b. She is going to visit a village of long-necked women.
  - c. She traveled to Thailand to help long-necked women
  - d. She believes the coils are physically dangerous to the women.
7. In paragraph 8, which of the following is NOT an opinion expressed by Frederick Johnson?
- a. The tradition of the long-necked women ended when they left Myanmar.
  - b. The long-necked women are hurting themselves physically.
  - c. Tourists are treating the long-necked women like animals.
  - d. The long-necked women are good entertainment for tourists.
8. The word “degrading” in paragraph 8 is closest in meaning to \_\_\_\_\_.
- a. entertaining
  - b. disrespectful
  - c. interesting
  - d. disappointing

(2)

Early French visitors to the wilderness of the Lower Mississippi Valley were impressed by the hostility of the Natchez Indians. The LaSalle voyagers, who in 1682 stopped beneath the steep bluff on which the tribe resided, were sure that the Indians were plotting “some evil design” and were “resolved to betray and kill us.” Jesuits journeyed to the Natchez villages soon after the birth of the Louisiana colony at Biloxi in 1699, but so fruitless was their work that the mission was abandoned eight years later. The priests were shocked by the “barbarous” and “vicious” natives. Whether the Natchez were more unreceptive to Gallic ways than were neighboring Indians is moot, but certainly the French encountered in them a strong and unusual tribe.

9. The Jesuits began their work at the Natchez villages \_\_\_\_\_.

- a. in 1699
- b. in 1682
- c. around 1707
- d. around 1680

10. How did the Natchez respond to the French?

- a. They abandoned their mission.
- b. They founded the Louisiana colony at Biloxi.
- c. They were very hostile to the French
- d. They were receptive to French ways.

11. The one thing about the Natchez that most impressed early French settlers was \_\_\_\_\_.

- a. their unfriendliness
- b. their numbers
- c. their highly developed civilization
- d. their methods of government

12. What quality was *not* attributed to the Natchez?

- a. Barbarity.
- b. Viciousness.
- c. Insanity.
- d. Strength.

(3)

By the end of the first quarter of the nineteenth century a number of our Eastern institutions – Harvard, Yale, Columbia, and Pennsylvania – had some of the necessary ingredients of a university, but hardly yet the point of view. They were little clusters of schools and institutes. Indeed, just after the Revolution, the schools of Pennsylvania and Harvard had assumed the somewhat pretentious title of university, and shortly after the University of Virginia was founded under the guidance of Thomas Jefferson. In the South, Georgia and later North Carolina began to rise. The substance in all these was mainly lacking, though the title was honored. There were rather feeble law, medical, and divinity schools, somewhat loosely attached to these colleges. It has been commonly recognized, however, that the first decade after the close of the Civil War, that is, from about 1866 to 1876, was the great early flowering of the university idea in America.



13. In the opinion of the author of this passage, in 1825 \_\_\_\_\_.  
a. only Harvard, Yale, Columbia, and Pennsylvania could truly be called universities.  
b. all American educational institutions could justifiably claim to be universities  
c. those institutions which called themselves unvisited were not justified in doing so  
d. no American institution of higher education had any of the necessary ingredients of a universe
14. Thomas Jefferson founded \_\_\_\_\_.  
a. the University of Pennsylvania  
b. Harvard  
c. The University of Virginia  
d. The university of Georgia
15. The words “little cluster” most nearly mean \_\_\_\_\_.  
a. small groups  
b. small colleges  
c. small buildings  
d. small organizations
16. The university idea really began to develop \_\_\_\_\_.  
a. in the first quarter of the nineteenth century  
b. just after the Revolution  
c. during the last quarter of the nineteenth century  
d. just after the Civil War

(4)

In a very broad sense, legislation plays the same role in civil law countries as judicial decisions play in common law countries. Legislative rules provide the starting point which lawyers and judges work toward their goal, the most just solution for the problem at hand. Usually the statute provides a clear answer to the problem. In those cases, the statute is strictly applied, more because it is just than because it is a statute. Because of this it often appears that legislation is the law and that the judge's role is simply to apply automatically the ready-made solutions provided by the legislature. Nevertheless, there are a great many cases where the judge's role is far more creative.

17. When civil law lawyers and judges strictly apply a statute, it is usually because \_\_\_\_\_.

- a. it provides a just solution to a problem
- b. statutes are laws, and must be obeyed
- c. the judge's role is always simply to apply automatically the ready-made solutions provided by the legislature
- d. the role of the civil law judiciary is never really creative

18. Judicial decisions in common law countries play the same role as \_\_\_\_\_.

- a. legislation in common law countries
- b. legislation in civil law countries
- c. U.S. Supreme Court interpretations
- d. Common law decision in civil law countries

19. A "statute" is \_\_\_\_\_.

- a. a judicial decision
- b. a just solution to a problem
- c. a law
- d. the goal of lawyers and judges

20. When the author says that "the judge's role is far more creative" he means that \_\_\_\_\_.

- a. the judge, not the legislature, makes the law
- b. the judge applied that solution provided by the legislature
- c. the judge creates some cases he tries
- d. the judge often does more than just apply the law

(5)

A century ago, the overwhelming majority of people in developed countries worked with their hands: on farms, in domestic service, in small craft shops and in factories. There was not even a word for people who make their living other than by manual work. These days, the fastest-growing group in the developed world are knowledge workers – people whose jobs require formal and advanced schooling.

At present, this term is widely used to describe people with considerable theoretical knowledge and learning: doctors, lawyers, teachers, accountants, chemical engineers. But the most striking growth in the coming years will be in "knowledge technologist": computer technicians, software designers, analysts in clinical labs, manufacturing technologists, and so on. These people are as much manual workers as they are knowledge workers; in fact, they usually spend far more time working with their hands than with their

brains. But their manual work is based on a substantial amount of theoretical knowledge which can be acquired only through formal education. They are not, as a rule, much better paid than traditionally skilled workers, but they see themselves as professionals. Just as unskilled manual workers in manufacturing were the dominant social and political force in the twentieth century, knowledge technologists are likely to become the dominant social – and perhaps also political – force over the next decades.

Such workers have two main needs: formal education that enables them to enter knowledge work in the first place, and continuing education throughout their working lives to keep their knowledge up to date. For the old high-knowledge professionals such as doctors, clerics and lawyers, formal education has been available for many centuries. But for knowledge technologists, only a few countries so far provide systematic and organized preparation. Over the next few decades, educational institutions to prepare knowledge technologists will grow rapidly in all developed and emerging countries, just as new institutions to meet the new requirements have always appeared in the past.

What is different this time is the need for the continuing education of already well-trained and highly knowledgeable adults. Schooling traditionally stopped when work began. In the knowledge society it never stops. Continuing education of already highly educated adults will therefore become a big growth area in the next society. But most of it will be delivered in non-traditional ways, ranging from weekend seminars to online training programmes, and in any number of places, from a traditional university to the student's home. The information revolution, which is expected to have an enormous impact on education and on traditional schools and universities, will probably have an even greater effect on the continuing education of knowledge workers, allowing knowledge to spread near-instantly, and making it accessible to everyone.

All this has implications for the role of women in the labor force. Although women have always worked, since time immemorial the jobs they have done have been different from men's. Knowledge work, on the other hand, is "unisex," not because of feminist pressure, but because it can be done equally well by both sexes. Knowledge workers, whatever their sex, are professionals, applying the same knowledge, doing the same work, governed by the same standards and judged by the same results.

The knowledge society is the first human society where upward mobility is potentially unlimited. Knowledge differs from all other means of production in that it cannot be inherited or bequeathed from one generation to another. It has to be acquired anew by every individual, and everyone starts out with the same total ignorance. And nowadays it is assumed that everybody will be a "success" – an idea that would have seemed ludicrous to earlier generations. Naturally, only a tiny number of people can reach outstanding levels of achievement, but a very large number of people assumed they will reach adequate levels.

The upward mobility of the knowledge society, however, comes at a high price: the psychological pressures and emotional trauma of the rat race. Schoolchildren in some countries may suffer sleep deprivation because they spend their evenings at a crammer to help them pass their exams. Otherwise they will not get into the prestige university of their choice, and thus into a good job. In many different parts of the world, schools are becoming viciously competitive. That this has happened over such a short time – no more than 30 or 40 years – indicates how much the fear of failure has already permeated the knowledge society.

Given this competitive struggle, a growing number of highly successful knowledge workers of both sexes – business managers, university teachers, museum, directors, doctors – “plateau” in their 40s. They know they have achieved all they will achieve. If their work is all they have, they are in trouble. Knowledge workers therefore need to develop, preferably while they are still young, a non-competitive life and community of their own, and some serious outside interest – be it working as a volunteer in the community, playing in a local orchestra or taking an active part in a small town’s local government. This outside interest will give them the opportunity for personal contribution and achievement.

21. According to the writer, a hundred years ago in the developed world, manual workers \_\_\_\_\_.

- a. were mainly located in rural areas
- b. were not provided with sufficient education
- c. were the largest single group of workers
- d. were the fastest growing group in society

22. The writer suggests that the most significant difference between knowledge technologists and manual workers is \_\_\_\_\_.

- a. their educational background
- b. the pay they can expect
- c. their skill with their hands
- d. their attitudes to society

23. He predicts that in the coming years, knowledge technologist \_\_\_\_\_.

- a. will have access to the same educational facilities as professional people
- b. will have more employment opportunities in educational institutions
- c. will require increasing mobility in order to find suitable education
- d. will be provided with appropriate education for their needs

24. According to the writer, the most important change in education this century will be \_\_\_\_\_.

- a. the way in which people learn
- b. the sorts of things people learn about
- c. the use people make of their education
- d. the type of people who provide education

25. The writer says that changes in women's role \_\_\_\_\_.

- a. means women are now judged by higher standards
- b. have led to greater equality with men in the workplace
- c. are allowing women to use their traditional skills in new ways
- d. may allow women to out-perform men for the first time

### Part III. Critical Reading (30%)

*Read the following paragraphs or passages and answer the questions that follow. Write down your answers on the Answer Sheet.*

(1)

Just as Darwin discovered the law of development of organic nature, so Marx discovered the law of development of human history: the simple fact, *hitherto* concealed by an overgrowth of ideology, that mankind must first of all eat, drink, have shelter and clothing, before it can pursue politics, science, art, religion, etc.; that therefore the production of the immediate material means of subsistence and consequently the degree of economic development attained by a given people or during a given epoch form the foundation upon which the state institutions, the legal conceptions, art, and even the ideas on religion, of the people concerned have been evolved, and in the light of which they must, therefore, be explained, instead of vice versa, as had *hitherto* been the case.

——Friedrich Engels, "In Memory of Karl Marx"

1. Write a short complete sentence in your own words stating the main idea.
2. Why does the writer use the word 'hitherto'?

(2)

It is obvious that there is a great deal of difference between being international and being cosmopolitan. All good men are international. Nearly all bad men are cosmopolitan. If we are to be international we must be national. And it is largely because those who call

themselves the friends of peace have not dwelt sufficiently on this distinction that they do not impress the bulk of any of the nations to which they belong. International peace means a peace between nations, not a peace after the destruction of nations, like the Buddhist peace after the destruction of personality. The golden age of the good European is like the heaven of the Christian: it is a place where people will love each other; not like the heaven of the Hindu, a place where they will be each other. And in the case of national character this can be seen in a curious way. It will generally be found, I think, that the more a man really appreciates and admires the soul of another people the less he will attempt to imitate it; he will be conscious that there is something in it too deep and too unmanageable to imitate. The Englishman who has a fancy for France will try to be French; the Englishman who admires France will remain obstinately English. This is to be particularly noticed in the case of our relations with the French, because it is one of the outstanding peculiarities of the French that their vices are all on the surface, and their extraordinary virtues concealed. One might almost say that their vices are the flower of their virtues.

——G. K. Chesterton, “French and English”

3. Write a complete sentence in your own words that expresses the main idea.
4. By what means does the author reveal his opinion in the above passage?
5. What can you infer from the fifth sentence, “...those who call themselves the friends of peace have not dwelt sufficiently on this distinction that they do not impress the bulk of any of the nations to which they belong”?

(3)

The acceptance or rejection of abstract linguistic forms, just as the acceptance or rejection of any other linguistic forms in any branch of science, will finally be decided by their efficiency as instruments, the ratio of the results achieved to the amount and complexity of the efforts required. To decree dogmatic prohibitions of certain linguistic forms instead of testing them by their success or failure in practical use, is worse than futile; it is positively harmful because it may obstruct scientific progress. The history of science shows examples of such prohibitions based on prejudices deriving from religious, mythological, metaphysical, or other irrational sources, which slowed up the developments for shorter or longer periods of time. Let us learn from the lessons of history. Let us grant to those who work in any special field of investigation the freedom to use any form of expression which seems useful to them; the work in the field will sooner or later lead to the elimination of those forms which have no useful function. Let us be cautious in making assertions and critical in examining them, but tolerant in permitting linguistic forms.

——Rudolf Carnap, “Empiricism, Semantics, and Ontology”

6. What is the main idea of the above paragraph?
7. How is the paragraph developed?
8. What implications (for your study and life) can you get from the above passage?

(4)

But the eternal note of sadness will find its way even through the keyhole of a library. You turn some familiar page, of Shakespeare it may be, and his “infinite variety”, his “multitudinous mind”, suggests some new thought, and as you are wondering over it you think of Lycidas, your friend, and promise yourself the pleasure of having his opinion of your discovery the very next time when by the fire you two “help waste a sullen day”. Or it is, perhaps, some quainter, tenderer fancy that engages your solitary attention, something in Sir Philip Sidney or Henry Vaughan, and then you turn to look for Phyllis, ever the best interpreter of love, human or divine. Alas! the printed page grows hazy beneath a filmy eye as you suddenly remember that Lycidas is dead — “dead ere his prime” — and that the pale cheek of Phyllis will never again be relumined by the white light of her pure enthusiasm. And then you fall to thinking of the inevitable, and perhaps, in your present mood, not unwelcome hour, when the “ancient peace” of your old friends will be disturbed, when rude hands will dislodge them from their accustomed nooks and break up their goodly company.

“Death bursts amongst them like a shell,  
And strews them over half the town.”

They will form new combinations, lighten other men’s toil, and soothe another’s sorrow.  
Fool that I was to call anything *mine*!

—— Augustine Birrell, “Book-Buying”

9. Write a complete sentence in your own words that expresses the main idea.
10. By what means does the author develop the above paragraph?
11. What does the writer intend to express when he writes the last sentence?

(5)

All movements go too far, and this is certainly true of the movement toward

subjectivity, which began with Luther and Descartes as an assertion of the individual and has culminated by an inherent logic in his complete subjection. The subjectivity of truth is a hasty doctrine not validly deducible from the premises which have been thought to imply it; and the habits of centuries have made many things seem dependent on theological belief which are not so. Men lived with one kind of illusion, and when they lost it they fell into another. But it is not by old error that new error can be combated. Detachment and objectivity, both in thought and feeling, have been historically but not logically associated with certain traditional beliefs; to preserve them without these beliefs is both possible and important. A certain degree of isolation both in space and time is essential to generate the independence required for the most important work; there must be something which is felt to be of more importance than the admiration of the contemporary crowd. We are suffering not from the decay of theological beliefs but from the loss of solitude.

——Bertrand Russell, “On Being Modern-Minded”

12. Write a complete sentence in your own words that expresses the main idea.
13. By what means does the author develop the above paragraph?
14. What can you infer from the first sentence?
15. Why does the author use the word ‘culminated’?

#### **Part IV Composition (50 marks)**

**Topic: Living in Harmony with Nature**