

中山大学

二〇〇九年攻读硕士学位研究生入学考试试题

科目代码: 633

科目名称: 综合英语

考试时间: 1月11日上午

考生须知

全部答案一律写在答题纸上, 答
在试题纸上的不得分! 请用蓝、黑
色墨水笔或圆珠笔作答。答题要写
清题号, 不必抄题。

I. Reading Comprehension (40 marks)

Passage One:

The status of women in colonial North America has been well studied and described and can be briefly summarized. Throughout the colonial period there was a marked shortage of women, which varied with the regions and was always greatest in the frontier areas. This favorable ratio enhanced women's status and position and allowed them to pursue different careers. The Puritans, the religious sect that dominated the early British colonies in North America, regarded idleness as a sin, and believed that life in an underdeveloped country made it absolutely necessary that each member of the community perform an economic function. Thus work for women, married or single, was not only approved, it was regarded as a civic duty. Puritan town councils expected widows and unattached women to be self-supporting and for a long time provided needy spinsters with parcels of land. There was no social sanction against married women working; on the contrary, wives were expected to help their husbands in their trade and won social approval for doing extra work in or out of the home. Needy children, girls as well as boys, were indentured or apprenticed and were expected to work for their keep. The vast majority of women worked within their homes, where their labor produced most articles needed for the family. The entire colonial production of cloth and clothing and partially that of shoes was in the hands of women. In addition to these occupations, women were found in many different kinds of employment. They were butchers, silversmiths, gunsmiths, upholsterers. They ran mills, plantations, tanyards, shipyards, and every kind of shop, tavern and boardinghouse. They were gatekeepers, jail keepers, sextons, journalists, printers, apothecaries, midwives, nurses, and teachers.

1. What does the passage mainly discuss?
 - A. Colonial marriages
 - B. The Puritan religion
 - C. Colonial women's employment
 - D. Education in the colonies

2. According to the passage, where in colonial North America were there the fewest women?
- A. Puritan communities
 - B. seaports
 - C. Frontier settlements
 - D. capital cities
3. It can be inferred from the passage that Puritans were
- A. uneducated
 - B. hardworking
 - C. generous
 - D. wealthy
4. According to the passage, Puritans believed that an unmarried adult woman should be
- A. financially responsible for herself
 - B. returned to England
 - C. supported by her family
 - D. trained to be a nurse
5. The phrase "unattached woman" in sentence 6 is closest in meaning to which of the following?
- A. women without high social status
 - B. women without property
 - C. unmarried women
 - D. unemployed women

Passage 2

Marianne Moore (1887-1972) once said that her writing could be called poetry only because there was no other name for it. Indeed her poems appear to be extremely compressed essays that happen to be printed in jagged lines on the page. Her subjects were varied: animals, laborers, artists, and the craft of poetry. From her general reading came quotations that she found striking or insightful, she included these in her poems, scrupulously enclosed in quotation marks, and sometimes identified in footnotes. Of this practice, she wrote, " 'Why the many quotation marks?' I am asked... When a thing has been said so well that it could not be said better, why paraphrase it? Hence my writing is, if not a cabinet of fossils, a kind of collection of **flies in amber**." Close observation and concentration on detail are the methods of her poetry.

Marianne Moore grew up in Kirkwood, Missouri, near St. Louis. After graduation from Bryn Mawr College in 1909, she taught commercial subjects at the Indian School in Carlisle, Pennsylvania. Later she became a librarian in New York City. During the 1920s she was editor of *The Dial*, an important literary magazine of the **period**. She lived quietly all her life, mostly in Brooklyn, New York. She spent a lot of time at the Bronx Zoo, fascinated by animals. Her admiration of the Brooklyn Dodgers---before the team moved to Los Angeles---was widely known.

Her first book of poems was published in London in 1921 by a group of friends associated with the Imagist movement. From that time on her poetry has been read with interest by **succeeding** generations of poets and readers. In 1952 when she was awarded the Pulitzer Prize for her *Collected Poems*, she wrote that she did not write poetry "for money or fame. To earn a living is needful, but it can be done in routine ways. One writes because one has a burning desire to objectify what it is indispensable to one's happiness to express..."

1. Which of the following can be inferred about Moore's poems?
 - A. They are better known in Europe than the United States
 - B. They do not use traditional verse forms.
 - C. They were all published in *The Dial*.
 - D. They tend to be abstract.
2. According to the passage Moore wrote about all of the following EXCEPT
 - A. artists
 - B. animals
 - C. fossils
 - D. workers
3. What does Moore refer to as "flies in amber" near the end of the first paragraph?
 - A. a common image in her poetry
 - B. poetry in the twentieth century
 - C. concentration on detail
 - D. quotations within her poetry
4. The word "succeeding" in paragraph 3, sentence 2, is closest in meaning to
 - A. inheriting
 - B. prospering
 - C. diverse
 - D. later
5. It can be referred from the passage that Moore wrote because she
 - A. wanted to win awards
 - B. was dissatisfied with what others wrote
 - C. felt a need to express herself
 - D. wanted to raise money for the Bronx Zoo

Passage 3

People appear to be born to compute. The numerical skills of children develop so early and so inexorably that it is easy to imagine an internal clock of mathematical maturity guiding their growth. Not long after learning to walk and talk, they can set the table with impressive accuracy---one plate, one knife, one spoon, one fork, for each of the five chairs. Soon they are capable of noting that they have placed five knives, spoons and forks on the table, and, a bit later, that this amounts to fifteen pieces of silverware. Having thus mastered addition, they move on to subtraction. It seems almost reasonable to expect that if a child were secluded on a desert island at birth and retrieved seven years later, he or she could enter a second-grade mathematics class without any serious problems of intellectual adjustment.

Of course, the truth is not so simple. This century, the work of cognitive psychologists has **illuminated** the subtle forms of daily learning on which intellectual progress depends. Children were observed as they slowly grasped---or, as the case might be, bumped into---concepts that adults take for granted, as they refused, for instance, to concede that quantity is unchanged as water pours from a short stout glass into a tall thin one. Psychologists have since demonstrated that young children, asked to count the pencils in a pile, readily report the number of blue or red pencils, but must be coaxed into finding the total. Such studies have suggested that the rudiments of mathematics are mastered gradually, and with effort. They have also suggested that the very concept of abstract numbers---the idea of a oneness, a twoness, a threeness that applies to any class of objects and is a **prerequisite** for doing anything more mathematically demanding than setting a table---is itself far from innate.

1. It can be inferred from the passage that children normally learn simple counting
 - A. soon after they learn to talk
 - B. by looking at the clock
 - C. when they begin to be mathematically mature
 - D. after they reach second grade in school
2. The word "illuminated" in paragraph 2, sentence 2, is closest in meaning to
 - A. illustrated
 - B. accepted
 - C. clarified
 - D. lighted
3. According to the passage, when small children were asked to count a pile of red and blue pencils they
 - A. counted the number of pencils of each color
 - B. guess at the total number of pencils
 - C. counted only the pencils of their favorite color
 - D. subtract the number of red pencils from the number of blue pencils
4. The word "prerequisite" in the last sentence is closest in meaning to
 - A. reason
 - B. theory
 - C. requirement
 - D. technique
5. With which of the following statements would the author be LEAST likely to agree?
 - A. Children naturally and easily learn mathematics.
 - B. Children learn to add before they learn to subtract.
 - C. Most people follow the same pattern of mathematical development.
 - D. Mathematical development is subtle and gradual

Passage 4

Over the years, and especially since the Second World War, the realm of landscape architecture has been diversified and its activities classified in response to the needs of a changing world. There now appear to be three clearly definable related stages. First there is landscape planning and assessment. This has a strong ecological and natural science base and is concerned with the systematic evaluation of large areas of land in terms of the land's suitability or capability for any likely future use. The process usually

involves a team of specialists. It may result in a land use plan or policy, affecting, for example, the distribution and type of development or land use, the **alignment** of highways, the location of industrial plants, the conservation of water, soil, and amenity values, and the use of countryside for recreation. The study area usually coincides with a natural physiographic region such as the watershed of a major river or some other logical unit of land; unfortunately these seldom coincide with the legal jurisdiction of county and state boundaries. The planning function may at times be less comprehensive and concentrate on the impact of major proposals on the environment or the identification of land suitable for one major use such as recreation.

The second stage is site planning. This represents the more conventional kind of landscape architecture and within this realm lies landscape design. Site planning is the process in which the assessment of the site and the requirements of the program for the use of the site are brought together in creative synthesis. Elements and facilities are located on the land in functional relationships and in a manner fully responsive to the characteristics of the site and its region.

Finally, there is detailed landscape design. This is the selection of components, materials, and plants and their combination as solutions to limited and well-defined problems: paving, steps, fountains, and so forth. This is the process through which specific quality is given to the diagrammatic spaces and areas of the site plan.

1. With what topic is the passage primarily concerned?
 - A. The training required for landscape architects
 - B. The history of landscape architecture
 - C. The various aspects of landscape architecture
 - D. The locations of landscape architects' work
2. According to the passage, the first stage of landscape architecture is firmly grounded in
 - A. artistic principles
 - B. history
 - C. agricultural needs
 - D. ecology
3. The word "it" in paragraph 1, sentence 6 refers to
 - A. the future use
 - B. the process
 - C. a team
 - D. a science base
4. The author mentions all of the following as possible goals of landscape assessment EXCEPT
 - A. identifying land suitable for recreational uses
 - B. relocating boundaries neighboring jurisdictions
 - C. deciding where highways should be built
 - D. establishing areas for industry
5. The word "alignment" in paragraph 1, sentence 6 is closest in meaning to
 - A. facilities for traveling
 - B. adjustment by line
 - C. convenience of traffic
 - D. condition of close coordination

II. Error Detection and Correction Test (10 marks)

Direction:	In the following passage, there are altogether 10 errors, one in each numbered line. You may have to change a word, add or delete a word. Please write down your editing in the answer sheet.
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The whole atmosphere of the world in which we live is tinged by	
science, so is shown most immediately and strikingly by our modern	(1)
conveniences and materials resources. A little deeper thinking shows	
that the influence of science goes much farther and color the entire	(2)
mental outlook of modern civilized man on the world about him. Perhaps	
one of the most telling evidences of this is his growing freedom of	(3)
superstition. This freedom is result of the conviction that the world	(4)
is not governed by caprice, and that it is a world of order and can be	(5)
understood by man if he will only try hard enough and clever enough.	(6)
This conviction that the world is understanding is, doubtless, the	(7)
most important single gift of science as to civilization. The wide-	(8)
spread acceptance of this view can dated to the discovered by Newton	(9)
of the universal sway of the law of gravitation; and for this reason	
Newton may be just regarded as the most important single contributor	(10)
to modern life.	

III. English Composition (40 marks)

Read the following article and write a 400-word commentary **in English** on its ideas. Marks will be given in consideration of **Content, Organization, Grammar and Appropriateness**. Failure to follow the instruction will result in loss of marks.

变化中的语言

世间万事万物都在变化，语言也不例外。

任何一门语言都包括语音、语法、词汇三大组成部分，即使是没有文字的语言也不例外。

与语音和语法相比，词汇变化的速度更快。

试想想，每出现一件新事物，就得有新的名词术语来表示，比如“雷达”、“激光”、“解构”、“伊妹儿”等。

其次，老词也会有新义。例如“羹”这个词，在现代汉语中意为蒸煮成的糊状食物。可是《史记》写楚汉相争，项羽威胁说要把刘邦的父亲煮熟吃掉，但刘邦不怕，还说如果要煮，就“分我一杯羹”。这里的“羹”却不是糊状食物，而是带汤汁的烧肉块。60年代初许国璋《英语》教材第一册有一篇关于大学生活的课文，其中有一句“We are happy and gay”，那时候的“gay”是“愉快”的意思，而今天的“gay”则有“男同性恋”的意思了。

再者，一个词在用法，比如搭配方面，也会起变化，比如汉语“打”这个动词，以往都没有“乘坐”的意思，但如今“打”字和“车”或“的”搭配，成为词组“打车”、“打的”，这时候“打”字就有了新的“乘坐”的意思了。

语言变化的起因有两大方面：一、人使用语言时的一些习惯原则；二、不同语言之间的互动。

人在使用语言时会遵循一些个原则，比如省力原则就是很重要的一条。咱们汉语拼音里没有相当于英语中的/v/这个辅音的声母，只有相当于/w/的撮口的声母，所以把英语人名 Davis 翻译成汉语时只好译成“戴维斯”，以/w/代替/v/。但是，根据在美国的语言学家王士元的调查统计，北京人早已有用/v/取代/w/的趋势了。原因无他，只因为发/v/的音比发/w/的音省力，不必先用劲把双唇伸出聚成圆形。语法变化中的省力主要体现在节省注意力上。例如英语“You are older than me”，这里用“me”在60年代算是错的，应该用主格人称代词“I”。今天大家却可以用“me”了，因为按常规的句子结构，这个位置是宾语的，所以用“me”这个宾格人称代词可以少费思量。词汇变化的省力则主要体现在简约化。例如跳迪士高在汉语简称“蹦迪”。

另一条很重要的原则是礼貌原则，即使用语言进行交际时要顾及对方的面子及承受能力。所以明明是指偷东西，在超市里会有委婉的新说法，就是“高买”。

现在谈谈不同语言之间的互动。这种互动方式可以是和平的，也可以是暴力的。

和平方式的互动包括翻译、旅行、通婚、通商、移民、外交以及其他温和的文化交流，在此过程中一门语言受到另一门语言的影响。汉语中的许多新词就是从日语译名借来的。毛泽东提出的“纸老虎”(paper tiger)现在已被收入英语辞典。英语中的一些有关中国烹饪的词语如“wok”(镬)、“chow mien”(炒面)以及其他与中国文化有关的“yin yang”(阴阳)、“kung fu”(功夫)等词语也是通过这种方式引入的。另外，方言逐渐进入官方语言，比如广州方言的“炒鱿鱼”、“的士”等词语已经被收入《现代汉语词典》，正式成为普通话用语。

暴力方式的互动包括异族入侵以及其他强制性的文化交流。在这方面英语有很典型的例子。公元43年起，古罗马皇帝 Claudius 带兵占领了英国中部和东南部，这一军事占领长达300多年。今天英国城镇中凡是用“chester”结尾的都是在当年罗马占领军的营地或营地废墟上建立起来的，因为罗马人使用的古拉丁语中“castra”是“军营”或“营地”的意思。后来英国东北部又曾被丹麦海盗占领，于是凡是名称以“-by”结尾的村镇都是丹麦人占领过的地方，因为“-by”在丹麦语中意为“村镇”。更有趣的一种现象是英语中一些家畜的名称和它们的肉的名称是不一致的，例如：猪叫做“pig”或“swine”，猪肉则叫做“pork”；羊叫做“sheep”或“goat”，而羊肉却叫做“mutton”。原因是英国曾被诺曼人入侵并占领，英国老百姓要伺候诺曼贵族，为他们养猪放羊，于是猪、羊的名称是地道的英语，而享受猪肉羊肉的诺曼贵族则用他们的本族语去称呼这些食物，于是出现了这种现象。这在英国小说《撒克逊劫后英雄传》里有描述。

语言的变化会像流行服饰一样成为社会上某一部分人追逐的时尚。

语言尽管没有阶级性，但可以有阶级习惯语，用语言学的术语更准确地描述应该叫“社会方言”(social dialect)。当下网络上流行的很多新奇的用语其实就是“网民”这一社会群体的“社会方言”。它也给语言带来了变化。

我花了如此多的口舌来阐述语言的变化，无非是想表达一种观点：语言有变化是正常的，变化中

的语言才是有生命力的、鲜活的语言。没有必要把这些变化上升到意识形态的高度，以至于要保卫它的纯洁。

其实，语言的变化除了产生新的语言现象之外，也包括对多数使用语言者认为不合理的一些成分的自然淘汰。武则天自制的十九字，到如今不是只剩下一个“鑿”字，因为是她的大名才得以收入词典吗？明朝就有的“淡巴孤”（tobacco）、“五四”时期流行的“德谟克拉西”（democracy）到如今不是已经不再通用了吗？

当然，假如有人利用语言政策来企图强行改变另一部分人的文化身份，就像法国作家都德所写的短篇小说《最后一课》所描写的那样，那就不能掉以轻心了。宽容是有底线的。

IV. Translation

1. Please translate the following passage into Chinese. (20 marks)

In the course of my travels in America I have been impressed by a kind of fundamental malaise which seems to me extremely common and which poses difficult problems for the social reformer. Most social reformers have held the opinion that, if poverty were abolished and there were no more economic security, the millennium would have arrived. But when I look at the faces of people in opulent cars, whether in your country or in mine, I do not see that look of radiant happiness which the aforesaid social reformers had led me to expect. In nine cases out of ten, I see instead a look of boredom and discontent and an almost frantic longing for something that might tickle the jaded palate.

2. Please translate the following passage into English. (20 marks)

福建福州永远是我的故乡，虽然我不在那里生长，但它是我的父母之乡！到今日为止，我这一生只回去过两次。第一次是1911年，是在冬季。从严冷枯黄的北方归来，看到展现在我眼前的青山碧水，红花绿叶，使我惊讶而欢喜！我觉得我的生命的风帆，已从蔚蓝的海，驶进了碧绿的江。这天我们在闽江口从大船下到小船，驶到大桥头，来接我们的伯父堂兄们把我们包围了起来，他们用乡音和我的父母热烈地交谈。我的五岁的大弟弟悄悄地用山东话问我说：“他们怎么都会说福州话？”因为从来在我们姐弟心里，福州话是最难懂难说的！

V. General test on British and American culture

1. Please choose the correct answer from each of the following. (10 marks)

(1) The Church of England founded by Henry VIII was named in England as _____.

- | | |
|-------------|--------------|
| A. Catholic | C. Puritan |
| B. Anglican | D. Episcopal |

(2) The United Kingdom of Great Britain and Northern Ireland is reigned over by _____, but ruled by the _____.

- | | |
|-------------------------------|------------------------------------------|
| A. the government/the Monarch | C. the Parliament/Constitutional monarch |
| B. the Monarch/the government | D. the Cabinet/Queen Elizabeth |

(3) The British GCE (the General Certificate of Education) is divided into 3 levels in the sequence of _____ Levels.

A. A-O-S

C. O-A-S

B. S-A-O

D. A-S-O

(4) Under the principle of _____, the Federal Government is divided into three branches, the legislative, the executive and the judicial.

A. division of labor

C. division of power

B. Segregation of races

D. segregation of parties

(5) The rescue plan recently approved by the American government of the current American financial storm reminds us of the Emergency Banking Act presented by President Roosevelt in his _____.

A. Amendment V.

C. Marshall Plan

B. Bill of Rights

D. New Deal

2. Please respond to ONE of the topics provided. (10 marks)

(1) Please name three historical factors attributing to the rise of the United Kingdom of Great Britain after the 19th century, and briefly discuss them.

(2) Please name three historical factors attributing to the rise of the United States of America after World War II, and briefly discuss them.