

武汉科技大学

2005 年硕士研究生入学考试试题

考试科目及代码：专业综合 336

说明：1. 适用招生专业：外国语言学及应用语言学 共 3 页
2. 答题内容写在答题纸上，写在试卷或草稿纸上无效。

Section One ADVANCED ENGLISH (70%)

I. Explain each of the following cultural figures or terms briefly: (15%)

1. Black Humor
2. Niccolo Machiavelli
3. Ten Commandments
4. Malthusian Population Theory
5. The Great Depression

II. Identify the figures of speech in the following sentences: (10%)

1. All the perfumes of Arabia will not sweeten this little hand.
2. Good breeding consists in concealing how much we think of ourselves and how little we think of the other person.
3. Empire offered a few men a source of profit, many men a sense of mission and, to the anonymous everyman of Europe's slums, a sense of pride.
4. Gray peace pervaded the wilderness-ringed Argentina Bay in Newfoundland.
5. The young moon lies on her back tonight as is her habit in the tropics, and as, I think, is suitable if not seemly for a virgin.

III. Vocabulary (20%)

1. Explain the meaning of the following prefixes or suffixes as italicized in the following words:

- a) *Pseudoclassics* b) *ultraviolet* c) *forecast* d) *dictatorship* e) *fleshy*

2. Write out the full forms of the following shortenings, acronyms or blends:

- a) Radar b) MIT c) flu d) Stagflation e) quake

IV. Reading Comprehension (25%)

您所下载的资料来源于 kaoyan.com 考研资料下载中心
获取更多考研资料，请访问 <http://download.kaoyan.com>

Intellectual Advancement and Emotional Degeneration

Amazing, how a conversation that starts out on an innocent note, can suddenly zoom into something as in-depth as humanity and the reasons behind its performance. The other day a friend of mine mentioned the fact that many of the advantages that we now take for granted, such as personal computers, cellular phones, and many more miniaturized electronic equipment, are the direct results of our efforts to put a man on the moon in the sixties. My friend was therefore quite disturbed by various groups' current opposition toward space exploration.

My response to his aggravation was that maybe these opposing groups consider that there is still so much to be cleaned up amongst ourselves, and that we could use part of the humongous capital invested in space exploration to protect our environment, fund the economically less fortunate ones on our own earth, and reduce famine. (1)

This prompted the conversation in the direction of shortsightedness. My friend concluded that we, human beings, are inconsiderate creatures, unable to interact with honesty and integrity, incapable of tolerating differences without institutionalizing them, and inept toward having pride for our individuality rather than for the group we happen to be part of. He stated that humanity seems to dwell in an everlasting stage of infancy, impotent to rise toward maturity. (2)

This really fueled my pipe. I declared to my friend —and this may offend some readers even more at first impulse — that his cry was nothing new, for humanity has a herd-like mentality, which may explain the success of institutions such as the church throughout many centuries. Most of us are still group-thinkers rather than individual conclusers. (3) We seem to be incapable of obtaining a state where massive progress is key. Too many of us will try everything to prevent others from getting ahead. Instead of becoming inspired by the runners among us, we do everything in our power to slow them down. Backstabbing and badmouthing are therefore primary skills in many a corporate environment. The concept of spirituality in the workplace is a beautiful one, but oh so hard to realize given our just described tendencies.

We are in search for leadership, but our human leaders have their own set of flaws, for the human race is a fallible one. And this may, then, be the explanation for our need to find above-human leaders, which various religions name differently, so that we can gain some satisfaction from those.

A brief overview of our history teaches us that, indeed, we made progress in our inventions in order to increase the ease with which we move through life. We invented heating equipment, cooling devices, transportation tools, mass communication contrivances, various research components to explore our own world and whatever is outside of it, and numerous other cogs.

But, unfortunately, it seems that every time the quality of our life progresses, our mentality regresses. At the same time that we develop our great inventions, we also cultivate master-skills in making each other's life impossible. (4) Worse: we refuse to make the progress we obtain in one part of our planet available to other parts, thereby directly contradicting our religious teachings that we are all brothers and sisters, and that we should share with one another. The bare boned truth is, that we don't trust one

another, and, sadly enough, don't have any reason to! Many authors and philosophers have stated it before: our species is moving at a dazzling speed toward self-destruction. We seem to take pride in finding ourselves in this downward mental spiral. Or maybe we just deliberately keep ourselves blind for this truth.

But regardless which one of the above described approaches you perceive as the truth; we should seriously start wondering if our race is emotionally not developing in a reversed way. (5) Perhaps our ancient ancestors, in their unthinkable primitive ways, were the most perfect ones in emotional intelligence. And perhaps, then, the price for intellectual advancement is emotional degeneration.

Sounds like doom thinking? If you think so, just consider your work-environment. Look around you the next time you're there. Evaluate your colleagues, supervisors, and subordinates. Consider what your gut feeling tells you about them. Do you trust all of them? Totally? Or are you one of the many members of our working-class who realize that there are numerous ones, outside our circle of acquaintances, but also inside of it, who are impatiently waiting to take our place should we even slightly stumble?

1. Paraphrase the underlined sentences or parts in the article.
2. Write a summary of the passage in Chinese (word limit: 150 words)

Section Two LINGUISTICS (50%)

I. Define the following terms: (20%)

1. Stress
2. Semantic change
3. Sense relations
4. Sociolinguistics
5. The Co-operative principle

II. What are “selectional restrictions”? What role do they play in transformational grammar? (15%)

III. How does Halliday relate the functions performed by language to its structures, or systems? (15%)

Section Three LANGUAGE TEACHING (30%)

I. What is syllabus? List the major factors in syllabus design. (10%)

II. Some students feel puzzled, saying “I have been told to learn linguistics, but I don’t see any relation between linguistics and English learning.” Can you explain contributions of linguistics to the research in language learning? (20%)

