

华侨大学 2011 年硕士研究生入学考试专业课试卷  
(答案必须写在答题纸上)

招生专业 英语语言文学 科目名称 英语综合 科目代码 758

Part I Error Correction: 10 points

**Directions:** In the following passage there are 10 mistakes, one in each numbered line. Read the passage and correct the mistakes. If you change a word, cross it out and write the substitute in the corresponding blank. If you add a word, put the insertion mark (Λ) in the right place and write the word you want to add in the blank. If you delete a word, cross it out and put a slash (/) in the blank.

Example:

Television is rapidly becoming the literatures of our ~~periods~~. 1. time  
Many of the arguments ~~having~~ used for the study of literature as a 2. /  
school subject are valid for Λ study of television. 3. the

We communicate not only through speaking language 1. \_\_\_\_\_  
but also via nonverbal language. Indeed, it has estimated 2. \_\_\_\_\_  
that little more than 20 percent of communication between  
two individuals within a same culture is verbal in nature. The 3. \_\_\_\_\_  
bulk of communications, then takes place nonverbally — via  
a nod of the head, a wave of the hand, a smile, or even a step  
toward or away from another people. 4. \_\_\_\_\_

The number of classification systems of nonverbal 5. \_\_\_\_\_  
language exist, some containing up to twenty-four different  
categories of behaviors. Most classification systems include  
facial expressions, eye contact and gaze, body movement,  
touching, smell, space usage, time symbolism, appearance or dress,  
color symbolism, and even silence. It is important to note which 6. \_\_\_\_\_

nonverbal methods of communication are more universal 7. \_\_\_\_\_  
than verbal methods. Just as one word can mean different  
thing in different countries, so, too, nonverbal cues vary in their 8. \_\_\_\_\_  
meaning. The America "OK" gesture communicated by making 9. \_\_\_\_\_  
a circle with one's thumb and index finger mean zero or worthless 10. \_\_\_\_\_  
in France and a willingness to give money in Japan. In Greece  
and Brazil, however, it carries a quite vulgar connotation.

## Part II Grammar: 30 points

### (I) Complete each of the following sentences with the best choice: 10 points

**Directions:** There are 10 sentences in this section. Beneath each sentence there are four choices marked A, B, C and D. Choose the one that best completes the sentence.

1. I can answer the question for you but I \_\_\_\_\_.  
A. don't feel like it                      B. don't feel liking it  
C. don't feel like                         D. don't feel like to
2. He \_\_\_\_\_ in his savings account after buying the car.  
A. has scarcely no money left              B. scarcely has not any money left  
C. has scarcely not any money left        D. has scarcely any money left
3. George neither \_\_\_\_\_ for the past three days.  
A. eating nor drinking                      B. ate nor drank  
C. eats nor drank                             d. ate nor drinks
4. Never \_\_\_\_\_ faith in himself, James Watt went on with his experiment.  
A. losing      B. to lose      C. lost      D. loses
5. You should insure your house \_\_\_\_\_ there's a fire.

- A. in case    B. if    C. because    D. for
6. I'll consider \_\_\_\_\_ Mr. Smith tonight, but I am not sure if I have the time.  
A. to see    B. seeing    C. to be seeing    D. having seen
7. You \_\_\_\_\_ me because I never said that I would meet you there.  
A. must be misunderstanding    B. must misunderstand  
C. had to misunderstand    D. must have misunderstood
8. A lot of \_\_\_\_\_ should be studied before any conclusion can be made.  
A. data    B. datas    C. datum    D. datums
9. Trying to climb the mountain in such terrible conditions was \_\_\_\_\_.  
A. out of question    B. beyond the reach  
C. out of the question    D. of the point
10. She's going to the photographer's \_\_\_\_\_.  
A. to have taken her photograph    B. to take her photograph  
C. that he takes her photograph    D. to have her photograph taken

**(II) There are 10 sentences in this section. Each sentence has four parts underlined. The four underlined parts are marked (A),(B),(C),and (D). Identify the one underlined part that is wrong: 10 points**

1. The reason Tom has made such great progress is because he has never wasted his  
A B C D  
time.
2. Though the meeting was about to end and everybody was in a hurry to leave,  
A B C  
Richard insisted to ask several questions.  
D
3. Yesterday afternoon, walking along the road, a small flower pot fell from the  
A B C  
balcony of a house, and knocked him unconscious.  
D
4. Neither his training nor his experience as a railway engineer qualify him for the

A

B

C

D

Job.

5. The patient's doctor strongly urges that he has an operation on his back as soon as

A

B

C

his general health improves.

D

6. Not too many years ago, it was an excited experience to travel 25 or 50 miles from home.

A

B

C

D

7. We need a unusual gifted chemist to solve this sensitive problem without creating any hazards.

A

B

C

D

8. One of the things she wrote about were life on a small farm at the beginning of the century.

A

B

C

D

9. It is necessary that a person drink several glasses of the water daily if he wishes to remain healthy.

A

B

C

D

10. Since the last two decades biology and biochemistry have both advanced very rapidly. This has led to many changes in medical practice.

A

B

C

D

**(III) Rewrite the following, using the subjunctive in a "that-clause": 2 points**

1. She insists on his taking his vacation now.

2. It was necessary for him to leave immediately.

**(IV) Rewrite the following sentences, using the double genitive(双重属格) construction: 2 points**

1. Where's that pen, the one you have?

2. What will this policy the government is following lead to?

**(V) Combine each pair of simple sentences into a complex sentence, using proper subordinators: 2 points**

1. She spoke French rapidly. I couldn't understand her.

2. My wife was using the vacuum cleaner. I was trying to listen to a broadcast play.

**(VI) Combine each of the following pairs or groups of sentences using a relative pronoun, making any other changes necessary: 2 points**

1. You sent me a present. Thank you very much for it.
2. He paid me £ 1 for washing ten windows. Most of them hadn't been washed for at least a year.

**(VII) Translate the following two sentences into Chinese: 2 points**

1. He has written to me frequently since I was ill.
2. Since he has been in the army, he has been in much better health.

### **Part III Reading Comprehension: 50 points**

**Directions:** There are 4 passages in this part. Each passage is followed by four questions or incomplete statements. For each question or statement, there are four choices marked A, B, C, and D. Choose only ONE that best answers the question or finishes the incomplete statement.

#### **Passage 1**

In the twenty-two years before the appearance of "Essay on the Principle of Population" of Thomas Malthus, the rapid development of the textile and other industries in England through the recent mechanical inventions had called new towns into existence, and greatly stimulated the increase of population. Increased production seemed to mean a disproportionate increase in population, and a decrease in the subsistence of the poor. The obvious objection, that this condition was attributable to bad distribution rather than to insufficient production, had indeed come to the attention of Malthus.

In some degree his book was an answer to that very objection. William Godwin, a disciple of the French revolutionary philosophers, had been defending the theory that all the evils of society arose from defective social institutions, and that there was more than enough wealth for all, if it were only distributed equally. Malthus replied to this position with his "Essay on the Principle of Population". His thesis was that population constantly tends to outrun subsistence, but that it is held in check by vice - abortion, infanticide, prostitution, and by misery in the form of war, plague, famine, and unnecessary disease. If all persons were provided with sufficient sustenance, and these checks removed, the relief would be only

temporary; for the increase of marriages and births would soon produce a population far in excess of the food supply.

As a popular refutation of the theories of Godwin, the book was a success, but its author soon began a deeper inquiry into the facts from which he had drawn his conclusions. The result of his labors was the appearance in 1803 of a second edition of the "Essay", which differed so much in size and content from the first as to constitute, in the words of Malthus himself, "a new work". In the first chapter of the new edition he declared that "the constant tendency of all animated life to increase beyond the nourishment prepared for it", had not hitherto received sufficient attention. Before attempting to prove the existence of this tendency, he inquired what would be "the natural increase of population if left to exert itself in perfect freedom...under the most favorable circumstances of human industry". On the basis of the history of North America during the century and a half preceding 1800, and from the opinions of some economists, he concluded that "population when unchecked goes on doubling itself every 25 years, or increases in a geometrical ratio".

In the second volume he discusses the means which have been proposed to prevent an undue increase of population, and, therefore, to render unnecessary the action of the positive checks. Some of the means that he recommended were abstention from public provision for the encouragement of population increase and for the relief of the poor, and abolition of existing laws of this kind, especially the Poor Law of England. But his chief recommendation was the practice of what he called "moral restraint". In the new edition of his work, consequently, Malthus not merely pointed out a new check to population, but advocated it, in order to prevent and forestall the operation of the cruel and immoral checks automatically set in motion by vice and misery.

1. Malthus objected to Godwin's thesis by insisting that \_\_\_\_\_.  
[A] social evils had nothing to do with the social institutions  
[B] wealth created by new innovations was equally distributed  
[C] evils of society played a positive part by holding the population in check  
[D] relative decrease in subsistence of the poor was due to increase in population
2. When there were no vices to hold population in check, Malthus indicated that \_\_\_\_\_.  
[A] shortage of food supply would be the chief restrictive force  
[B] there would appear an ideal state of sufficient sustenance  
[C] social evils would arise from defective social institutions  
[D] there would be enough wealth for all members of the society
3. It is implied that in the first edition of his book, Malthus \_\_\_\_\_.  
[A] reached quite a number of unjustified conclusions  
[B] did not have sufficient statistics to bear his thesis out

- [C] had identified the wrong forces that kept population in check  
[D] did not conduct any insightful study into Godwin's position
4. In what way did the second edition elaborate the first edition of the "Essay"?  
[A] The second edition described the natural growth of human population.  
[B] The second edition modified the conclusions to make them less radical.  
[C] The second edition provided abundant data to support the argument.  
[D] The second edition incorporated a mechanism for predicting the tendency of population growth.
5. Malthus proposed some measures to control population because \_\_\_\_\_.  
[A] population growth in England at his time was already out of control  
[B] legal measures did not seem to work properly towards reducing population  
[C] the moral standard in England at his time was declining  
[D] he believed these were more merciful than man-made or natural disasters

## Passage 2

Real policemen hardly recognize any resemblance between their life and what they see on TV.

The first difference is that a policeman's real life revolves round criminal law. He has to know exactly what actions are crimes and what evidence can be used to prove them in court. He has to know nearly as much law as a professional lawyer, and what is more, he has to apply it on his feet, in the dark and rain, running down a street after someone he wants to talk to.

Little of his time is spent in chatting. He will spend most of his working life typing millions of words on thousands of forms about hundreds of sad, unimportant people who are guilty of stupid, petty crimes.

Most television crime drama is about finding the criminal; as soon as he's arrested, the story is over. In real life, finding criminal is seldom much of a problem. Except in very serious cases like murders and terrorist attacks little effort is spent on searching.

Having made an arrest, a detective really starts to work. He has to prove his case in court and to do that he often has to gather a lot of different evidence.

A third big difference between the drama detective and the real one is the unpleasant pressures: first, as members of a police force they always have to behave absolutely in accordance with the law. Secondly, as expensive public servants they have to get results. They can hardly ever do both. Most of the time some of them have to break the rules in small ways.

If the detective has to deceive the world, the world often deceive him. Hardly anyone he meets tells him the truth. And this separation that detective feels between himself and the rest of the world is deepened by the simple-mindedness - as he sees it - of citizens, social workers, doctors, law-makers, and judges, who, instead of eliminating crime, punish the

criminals less severely in the hope that his will make them reform. The result, detectives feel, is that nine-tenths of their work is re-catching people who should have stayed behind bars. This makes them rather cynical.

6. A policeman has to be trained in criminal law because \_\_\_\_\_.  
[A] he must work hard to help reform criminals  
[B] he must behave as professional lawyers do  
[C] he must be able to tell when and where a crime is committed  
[D] he must justify the arrests he makes of criminals
7. What is the most suitable word that describes the work of a policeman according to the passage?  
[A] Dangerous. [B] Distressing. [C] Demanding. [D] Dramatic.
8. According to the passage, policemen spend most of their time and efforts \_\_\_\_\_.  
[A] patrolling the street, rain or shine [B] tracking and arresting criminals  
[C] collecting and providing evidence [D] consulting the rules of law
9. What's the policeman's bigger headache?  
[A] He has to get the most desirable results without breaking the law in any way.  
[B] He has to justify his arrests while unable to provide sufficient evidence in most cases.  
[C] He can hardly find enough time to learn criminal law while burdened with numerous criminal cases.  
[D] He has to provide the best possible public service at the least possible expense.
10. Why do policemen feel separated from the rest of the world?  
[A] Because they do not receive due support from society.  
[B] Because they find people insincere to them.  
[C] Because they feel superior to the simple-minded people around them.  
[D] Because they are suspicious of the people around them.

### Passage 3

In most people's mind, growth is associated with prosperity. We judge how well the economy is doing by the size of the Gross National Product (GNP), a measure, supposedly, of growth. Equally axiomatic(其理自明的), however, is the notion that increased pressure on dwindling natural resources must inevitably lead to a decline in prosperity, especially when accompanied by a growth in population. So, which is correct?

What growth advocates mean, primarily, when they say growth is necessary for prosperity is that growth is necessary for the smooth functioning of the economic system. In one arena the argument in favor of growth is particularly compelling and that is with regard to the Third World. To argue against growth, other than population growth, in light of Third World poverty and degradation, seems callous. But is it? Could it be that growth, especially the growth of the



wealthier countries, has contributed to the impoverishment, not the advancement, of Third World countries? If not, how do we account for the desperate straits these countries find themselves in today after a century of dedication to growth?

To see how this might be the case we must look at the impact of growth on Third World countries - the reality, not the abstract stages-of-economic-growth theory advocated through rose-colored glasses by academicians of the developed world. What good is growth to the people of the Third World if it means the conversion of peasant farms into mechanized agri-businesses producing commodities not for local consumption but for export, if it means the stripping of their land of its mineral and other natural treasures to the benefit of foreign investors and a handful of their local collaborators, if it means the assumption of a crushing foreign indebtedness, the proceeds of which goes not into the development of the country but into the purchase of expensive cars and the buying of luxurious residence in Miami?

Admittedly, this is an oversimplification. But the point, I believe, remains valid: that growth in underdeveloped countries cannot simply be judged in the abstract; it must be judged based on the true nature of growth in these societies, on who benefits and who is harmed, on where growth is leading these people and where it has left them. When considered in this way, it just might be that in the present context growth is more detrimental to the well-being of the wretched of the earth than beneficial.

So, do we need growth for prosperity? Only the adoption of zero growth can provide the answer. But that is a test not easily undertaken. Modern economies are incredibly complex phenomena, a tribute to man's ability to organize and a challenge to his ability to understanding. Anything that affects their functioning, such as a policy of zero growth, should not be proposed without a wary prudence and a self-doubting humility. But if the prospect of leaping into the economic unknown is fear-inspiring, equally so is the prospect of letting that fear prevent us from acting when the failure to act could mean untold misery for future generations and perhaps environmental catastrophes which threaten our very existence.

11. Which of the following statements does the author support?

- [A] Gross National Product Is a safe measure for economic growth.
- [B] Diminishing natural resources will prove harmful to the well-being of humanity.
- [C] A decline in prosperity will inevitably lead to a growth in population.
- [D] Growth in population will be a chief threat to economic prosperity.

12. It is implied in Paragraphs 2 and 3 that \_\_\_\_\_.

- [A] the smooth functioning of the economic system is dependent on sustained prosperity
- [B] economic growth have not contributed to the poverty of the Third World countries
- [C] growth in richer countries is achieved at the expense of the Third World countries
- [D] the stages of economic growth cannot be superseded or modified by social

mechanisms

13. With regard to the economic development in Third World countries, the author is actually saying that \_\_\_\_\_.  
[A] the people in these countries have not actually benefited from it  
[B] inadequate investment has seriously affected the development  
[C] deep debt virtually makes further growth in these countries impossible  
[D] agriculture in these countries should have been left intact
14. The author seems to believe that prosperity \_\_\_\_\_.  
[A] can be achieved without economic growth  
[B] can only be achieved with economic growth  
[C] is a tribute to man's ability and creativity  
[D] is fragile in face of environmental catastrophes
15. The answer of the author to the question "Do we need growth for prosperity?" is \_\_\_\_\_.  
[A] negative            [B] positive            [C] vague            [D] inconclusive

#### Passage 4

Best's major theme recognizes the complexities and uncertainties that bedevil so many scientifically related public debates. His focus, however, is on statistical studies and their presentation. Most earlier books in this area, such as Darrell Huff's classic *How To Lie With Statistics*, deal mainly with the technical apparatus of statistics and its abuse, especially in misleading visual displays. Best, I think, goes deeper, explaining how inherent uncertainties and imprecisions in the area of human social behavior can affect our ability to gather and interpret statistical information about ourselves.

His book is organized around a few central themes, among them the basic causes of misleading statistics (bad guesses, deceptive definitions, confusing questions and biased samples), "mutant statistics" (how good statistics can be misunderstood or misrepresented, knowingly or otherwise) and problems in comparisons (across time, space, groups). The narrative flows easily, and all the points are driven home with engaging examples from real life.

The book starts by examining the opening line of a recent PhD proposal, "Every year since 1950, the number of American children gunned down has doubled." Starting with one death in 1950, this implies that more than the current world population would have been dead by the early 1980s. Best tracks the reference down to a colorful mutation of a 1994 report that "the number of American children killed each year by guns has doubled since 1950".

I often cite the well-known statistic that two per cent of Americans believe they have been abducted by aliens and returned to Earth. Sadly, Best explains the source: the researchers

thought a direct question about abduction might be off-putting, so instead they devised five indicative symptoms. One was. "Have you experienced waking up paralyzed with a sense of a strange person or presence of something else in the room?" Scoring four out of five positive responses apparently equated to affirming abduction.

In a more constructive vein. Best shows how we can test for racial bias in police arrests. Suppose we find that among 100 white and 100 black youths, 10 and 17, respectively, have experienced arrest. This may look plainly discriminatory. But suppose we then find that of the 80 middle-class white youths 4 have been arrested, and of the 50 middle-class black youths 2 arrested, whereas the corresponding numbers of lower-class white and black youths arrested are, respectively, 6 of 20 and 15 of 50. These arrest rates correspond to 5 per 100 for white and 4 per 100 for black middle-class youths, and 30 per 100 for both white and black lower-class youths. Now, better analyzed, the data suggest effects of social class, not race as such. I also especially liked Best's lucid and comprehensive analysis of the heated dispute between the Muslim leader Louis Farrakhan and the Washington Park police over how many actually marched in the Nation of Islam Million Man March in 1995.

16. According to Best, our ability to collect and interpret statistics about ourselves is affected by \_\_\_\_\_.

- [A] the way we organize and present these statistics
- [B] the complexities and uncertainties of related public debates
- [C] the technical apparatus of statistics and its abuse
- [D] the uncertain and imprecise nature of our behavior

17. From the central themes in Best's book, we can infer that the book is mainly about

- [A] the inherent uncertainties and imprecision of statistical information
- [B] the collection, presentation and interpretation of statistics
- [C] misrepresentation and abuse of statistical information about human behavior
- [D] the technical apparatus of statistics and the abuse in their interpretation

18. The recent PhD proposal \_\_\_\_\_.

- [A] made a reference from a wrong source
- [B] miscalculated the number of death
- [C] was a perfect example of sound proposal
- [D] made a false claim

19. The author indicates that the survey about alien abduction is an example of \_\_\_\_\_.

- [A] confusing and biased questions
- [B] mutant statistics
- [C] misleading visual displays
- [D] deceptive definitions

20. The author of the passage \_\_\_\_\_.

- [A] makes a critical analysis of Best's book
- [B] shows his admiration for Best's book

- [C] gives an impartial introduction to Best's book  
[D] makes a systematic comparison between Huff's and Best's books

### Passage 5

At the Kyoto conference on global warming in December 1997, it became abundantly clear how complex it has become to work out international agreements relating to the environment because of economic concerns unique to each country. It is no longer enough to try to forbid certain activities or to reduce emissions of certain substances. The global challenges of the interlink between the environment and development increasingly bring us to the core of the economic life of states. During the late 1980s we were able, through international agreements, to make deep cuts in emissions harmful to the ozone layer. These reductions were made possible because substitutions had been found for many of the harmful chemicals and more important, because the harmful substances could be replaced without negative effects on employment and the economies of states.

Although the threat of global warming has been known to the world for decades and all countries and leaders agree that we need to deal with the problem, we also know that the effects of measures, especially harsh measures taken in some countries, would be nullified if other countries do not control their emissions. Whereas the UN team on climate change has found that the emissions of carbon dioxide would have to be cut globally by 60% to stabilize the content of carbon dioxide in the atmosphere, this path is not feasible for several reasons. Such deep cuts would cause a breakdown of the world economy. Important and populous low-and medium-income countries are not yet willing to undertake legal commitments about their energy uses. In addition, the state of world technology would not yet permit us to make such a big leap.

We must, however, find a solution to the threat of global warming early in the 21<sup>st</sup> century. Such a commitment would require a degree of shared vision and common responsibilities new to humanity. Success lies in the force of imaginations, in imagining what would happen if we fail to act. Although many living in cold regions would welcome the global-warming effect of a warmer summer, few would cheer the arrival of the subsequent tropical diseases, especially where there had been none.

21. The main purpose of this passage is to \_\_\_\_\_.  
[A] convince people that global warming is a real threat  
[B] criticize some countries for refusing to cut down emissions harmful to the ozone layer  
[C] analyze the problem of global warming  
[D] argue against making deep cuts in emissions
22. The reason why it is difficult to get rid of the threat of global warming is that \_\_\_\_\_.

- [A] the leaders of many countries are not fully aware of the gravity of the problem  
[B] world technology is not able to solve the problem  
[C] not all the countries are willing to make deep cuts in emissions  
[D] many people welcome the global-warming effect of a warmer summer
23. In the passage the author implies that \_\_\_\_\_.  
[A] it is always difficult to work out international agreements to cut down emissions harmful to the ozone layer  
[B] it is no longer easy to reach international agreements relating to the environment  
[C] the world has recently become aware of the threat of global warming  
[D] the problem of global warming has largely been solved
24. According to the author, it is impossible at present to cut 60% of carbon dioxide emissions globally because \_\_\_\_\_.  
[A] it is only a goal to be reached in the future  
[B] some people lack enough imagination  
[C] some people are irresponsible  
[D] it would cause a collapse of the world economy
25. What should all countries do to help solve the problem of global warming?  
[A] They should replace all the harmful substances.  
[B] They should willingly undertake legal commitments about their energy uses.  
[C] They should hold another world conference on climate change.  
[D] They should provide advanced technology.

#### Part IV Linguistics: 30 points

##### (I) Decide whether the following statements are true or false : 8 points

1. According to the semantic field theory, the meaning of an individual word is dependent upon the meaning of the rest of the words of the same lexical or conceptual field. ( )
2. It is the thematic meaning that is more peripheral since it is only determined by the order of the words in a sentence and the different prominence they each receive. ( )
3. The word-to-word relations can be both internally and externally analyzed. The former kind of analysis is actually the syntagmatic-paradigmatic relations and the latter turns out to be the sense relations. ( )
4. *I will love you for five hundred years* is a figure of speech called hyperbole that violates the maxim of quantity. ( )

##### (II) Study the antithesis in the given datum and do the task that follows: 6 points

Brutus: ...If then that friend demand why Brutus rose against Caesar, this is my answer: --- *Not that I loved Caesar less, but that I loved Rome more.*

**Task: Discuss the rhetorical use of antonyms by exemplifying at least two figures of speech achieved by antonyms.**

**(III) Please exemplify G. Leech's Seven Types of Meaning: 8 points**

**(IV) Make a comment on ANY ONE of the following two claims: 8 points**

1. Antonyms are not really opposite in every aspect of their semantic features. They share all but one crucial semantic feature that happens to be present in one but absent in the other.
2. The intermediate degrees or possibilities between the polar terms of a pair of gradable antonyms can be either lexicalized or grammaticized.

**Part V British and American Literature: 30 points**

**(I) Fill in the following blanks with appropriate items of information: 10 points**

1. \_\_\_\_\_ ① \_\_\_\_\_, written by John Milton, reshapes the biblical story of Satan and his revolt against God.
2. *The Deserted Village*, written by \_\_\_\_\_ ② \_\_\_\_\_, was a long poem typical of Sentimentalism.
3. William M. Thackeray's \_\_\_\_\_ ③ \_\_\_\_\_ has been considered a classic work of the historical novel.
4. *Ulysses*, a modernist novel written by \_\_\_\_\_ ④ \_\_\_\_\_, is characterized by its use of stream-of-consciousness.
5. \_\_\_\_\_ ⑤ \_\_\_\_\_, the Nobel Prize Winner in Literature in 1995, is well-known for his poetry of Irish country life.
6. The authors of "The Lost Generation" are best represented by \_\_\_\_\_ ⑥ \_\_\_\_\_ and \_\_\_\_\_ ⑦ \_\_\_\_\_, et al.
7. John Steinbeck's \_\_\_\_\_ ⑧ \_\_\_\_\_ is set in the Great Depression of the 1930s.
8. \_\_\_\_\_ ⑨ \_\_\_\_\_ has been considered the most important black poet of the Harlem Renaissance.
10. J. D. Salinger was best-known for his \_\_\_\_\_ ⑩ \_\_\_\_\_, a novel that challenges the established

values of the mid-class people in America.

**(II) Comment briefly on *ANY ONE* of the following topics: 20 points**

1. John Keats' poetry
2. Thoreau's *Walden*
3. A story by Edgar A. Poe

