

宁波大学 2011 年攻读硕士学位研究生

入学考试试题(答案必须写在答题纸上)

考试科目: 基础英语 (A 卷) 考码: 638 专业名称: 英语语言文学/外国语言学及应用语言学

I. Vocabulary (20 points)

Directions: There are two sections in this item, which test your use of vocabulary. Remember to write your answers on the Answer Sheet.

Section A. Multiple choices. Choose an answer from A, B, C and D that best explains the underlined word or phrase in each of the following sentences (0.5×20 points).

- As you penetrate deeper into the bazaar, the noise of the entrance fades away, and you come to the muted cloth-market.
A. dies B. withers C. recedes D. faints
- "See? This is where it is." He sketched a little map for me on the back of my invitation.
A. pointed out B. roughed out C. stretched out D. fetched out
- I was standing in the sun on the hot steel deck of a fishing ship capable of processing a fifty-ton catch on a good day.
A. arrest B. grasp C. custody D. fish
- She has told me once that she thinks orchids are tacky flowers.
A. greatly beautiful B. greatly tactful C. conventionally beautiful D. conventionally tactful
- The Germans had invaded Russia on a(n) enormous front, had surprised a large portion of the Soviet Air Force grounded on the airfields.
A. extensive B. unimaginable C. great D. immeasurable
- "One thing I'd like to know. I got a curious nature, ma'am. How'd you figure where he was?"
A. number B. draw C. guess D. symbolize
- Virtually all financial transactions will be conducted by computer.
A. commanded B. done C. deducted D. confirmed
- Digitalization is a mathematical scheme that translates data into the simplest form.
A. changes B. makes C. treats D. deals
- Nine years after *Tom Sawyer* swept the nation, Huck was given a life of his own.
A. hit against B. cleaned through C. cleared about D. enjoyed its popularity across
- I was offered my teaching job back but I declined.
A. inclined B. reclined C. refused D. incurred
- Never has a scholarly work of this stature been attacked with such unbridled fury and contempt.
A. unbound B. unimpeded C. unmade D. unlashd

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12. Piquette must have been seventeen then, although she looked about twenty. I stared at her, astounded that anyone could have changed so much.

- A. overwhelmed B. greatly surprised C. worried D. frightened

13. Most emerging countries in the Third World are out to carry a bigger share of their trade in their own ships.

- A. emergent B. emergency C. immersing D. newly rising

14. Burne-Wilke's cabin had the dark, warm, comfortable look of a library den. "I say, Henry, what is your position on shipboard drinking? I have a fair bottle of cherry here."

- A. much-contented B. just C. nice D. beautiful

15. Our ports of call are few, and when they do occur I resent them. I should like this empty existence to be prolonged beyond calculation.

- A. endlessly B. numerously C. heavily D. grandly

16. Mr. President, I second the proposal! (A silence; Hancock swats a fly.)

- A. succeed B. propose C. support D. stand

17. As the wind mounted to a roar, the house began leaking—the rain driven right through the walls.

- A. rode on B. amounted to C. climbed up D. grew into

18. They rise out of the earth, they sweat and starve for a few years, and then they sink back into the nameless mounds of the graveyard.

- A. work hard B. feel hot C. fall ill D. feel hungry

19. Conversation is the most sociable of all human activities. And it is an activity only for humans.

- A. societal B. communicative C. sociological D. associative

20. I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly a century and three-quarters ago.

- A. imposed B. described C. inscribed D. subscribed

Section B. Lexical interpretation. There are ten words or phrases underlined in the following sentences. You are required to use other English words or phrases to explain them with the meanings that best suit those sentences (1×10 points).

For example:

Johnny Carson has much to do to keep up with my quick and witty tongue.

Answer: great eloquence

1. She was, to be sure, a girl who excited the emotions, but I was not one to let my heart rule my head.

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2. I went back to my room with a heavy heart. I had gravely underestimated the size of my task.
3. As buildings become more alike, the people who inhabit the buildings become more alike. The result is described precisely in a phrase that is already familiar: the disappearance of history.
4. Barring the catastrophe of nuclear war, it will continue to shape both modern culture and the consciousness of those who inhabit that culture.
5. Here is something that the psychologists have so far neglected: the love of ugliness for its own sake, the lust to make the world intolerable.
6. It was familiar ground; boy and man, I had been through it often before. But somehow I had never quite sensed its appalling desolation.
7. In Western history, craftsmanship, especially as it developed in the thirteenth and fourteenth centuries, constitutes one of the peaks in the evolution of creative work.
8. Ever-increasing production, the drive to make bigger and better things, have become aims in themselves, new ideals. Work has become alienated from the working person.
9. Thus in a changing world youth was faced with the challenge of bringing our mores up to date. But at the same time it was tempted, in America at least, to escape its responsibilities and retreat behind an air of naughty alcoholic sophistication and a pose of Bohemian immorality.
10. What they had wanted was an America more sensitive to art and culture, less avid for material gain.

II. Cloze (20 points)

Directions: There are twenty blanks in the following passage. You are required to fill the words or phrases in them that best complete the passage to make a smooth and logical reading semantically, syntactically and textually. The words that you use to fill in the blanks can be any that you think are suitable and able to make the passage smooth in meaning and grammar.

Radical feminists, however, remained hostile to the temptations of consumer capitalism. Drawing inspiration from the civil rights slogan "The Personal is Political," movement activists (1) _____ as Casey Hayden and Mary King began (2) _____ organize women against the male domination (3) _____ SNCC (Students for a Democratic Society), and (4) _____ groups. Despite the radical community's support (5) _____ equal rights, they asserted, New Left men reflected the establishment culture by assigning women office duties (6) _____ other minor tasks. Feminists also complained (7) _____ the male-oriented sexual revolution degraded women (8) _____ treating them (9) _____ playthings and objects (10) _____ conquests.

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While their male colleagues greeted their efforts with ridicule and open hostility, New Left women introduced “rap” sessions to share (11) _____ complaints and address gender identity issues. (12) _____ 1968, 200 (13) _____ feminists organized (14) _____ first women’s liberation demonstration. Calling themselves the Women’s International Terrorist Conspiracy from Hell (WITCH), activists projected (15) _____ “sexism” and capitalism’s “objectification” of women’s bodies. They picketed the Miss America Pageant and threw “instruments of torture” such as brassieres and high-heeled (16) _____ into a “freedom trash can.” Feminists focused (17) _____ women’s control of their (18) _____ bodies with an agenda (19) _____ included the right to legal abortions, distribution of birth control literature, and passage of tougher laws (20) _____ rape and spousal abuse.

III. Error Detection and Correction (20 points)

Directions: There are twenty-one errors in the following passage. You may detect and correct either twenty of them or more than that. When you get more than twenty correct answers, your scores will not surpass twenty. Remember to write your answers on the Answer Sheet.

Cultural anthropology emerging as formal discipline during the heyday of colonialism (1) _____ when many European anthropologists focused in the study of traditional peoples and (2) _____ their cultures in the colonies overseas. For instance, French anthropologists do most of (3) _____ their research at North and West Africa and Southeast Asia; British anthropologists in (4) _____ Southern and Eastern Africa; Dutch anthropologists in that has become Indonesia, (5) _____ Western New Guinea, and Suriname; and Belgium anthropologists in the Congo of Africa. (6) _____ Meanwhile, anthropologists in Canada and the United States focused primarily in their (7) _____ own countries’ American Indian and Eskimo communities—usual residing on tracts of (8) _____ land known for reservations, or in remote Artic villages. (9) _____

At one time it was common practice to compare people still pursuing tradition life- (10) _____ ways, base on hunting, fishing, gathering, and small-scale farming or herding, with the (11) _____ ancient prehistory ancestors of Europeans and to categorize the cultures of these traditional (12) _____ peoples as “primitive”. Although anthropologists have long abandon such ethnocentric (13) _____ terminology, many other continue to think and speak of these traditional cultures in terms (14) _____ of being “underdeveloped” or evenly “undeveloped.” This misconception helped state (15) _____ societies, commercial enterprises, but other powerful outside groups justify expanding (16) _____ their activities and even invade the lands belonging to these peoples, often exerting over- (17) _____ whelming pressure on them to change their ancestral ways.

Every culture comprises underlying rules or standards what are rarely obvious. A major (18) _____ challenge to the anthropologist is to identify and analyze those rules. Fundament to the (19) _____ effort is ethnographic fieldwork—extended on-location research to gather detail and in- (20) _____ depth information on a society’s customary ideas, values, and practices within partici- (21) _____ pation in its collective social life.

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IV. Sentence Paraphrase (10 points)

Directions: There are five long or difficult sentences underlined in the following passage. You are required to paraphrase them in your own words according to the context. Remember to write your answers on the Answer Sheet.

(1) Britain's merchant navy seldom grabs the headlines these days; it is almost a forgotten industry. Yet shipping is the essential lifeline for the nation's economy. Ninety-nine per cent of our trade in and out of the country goes by ship—and over half of it in British ships.

Shipping is also a significant British success story. It earns over £1000 million a year in foreign exchange earnings: (2) without our merchant fleet, the balance of payments would be permanently in deficit, despite North Sea oil. But, today this vital British industry is more in peril than ever before. (3) On almost all the major sea routes of the world, the British fleet risks being elbowed out by stiff foreign competition.

The threat comes from two main directions: from the Russians and the Eastern bloc countries (4) who are now in the middle of a massive expansion of their merchant navies, and carving their way into the international shipping trade by severely undercutting Western shipping companies; and from the merchant fleets of the developing nations, (5) who are bent on taking over the lion's share of the trade between Europe and Africa, Asia and the Far East—routes in which Britain has a big stake.

V. Reading Comprehension (30 points)

Directions: There are three sections in this item with a passage in each section. Section A requires you to read a passage and provide a brief answer to each of the given questions. Section B requires you to read and judge whether the relevant statements are true or false. Section C requires you to read and then write a summary of it. Remember to write your answers on the Answer Sheet.

Section A. Read the following passage and provide a brief answer to the questions after the passage (2.5×4 points).

If someone says to you 'Our car has broken down', your reaction may simply be to feel sorry. For the linguist, though, even such a simple utterance calls for quite an elaborate explanation. As far as the meaning and the grammar of the sentence are concerned, a traditional description would try to paraphrase the meanings of the words used; it would analyze the clause pattern (here a simple combination of subject and verb or predicate), and would probably go on to discuss the use of the present perfect tense.

Modern linguists have on the whole not been satisfied with the traditional explanation of grammatical structures and word meanings. Indeed much work in modern linguistics has been devoted

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to constructing rules that would produce our initial sentence, but would exclude sentences like *We car has broken down* or *Our car has jumped up* as not well-formed. The ultimate goal of this endeavor has been to establish a body of logical rules for generating the sentences of a language that are grammatically correct and semantically acceptable. For the individual words a set of 'objective' semantic features has been proposed which would guarantee that the words are inserted appropriately into the grammatical structure. Thus the meaning of *car* would be described with the semantic features 'inanimate', 'concrete', 'movable' and 'self-propelled'.

Assuming that the logical rules and objective semantic features which generate language are stored in our memory, it seems only natural to claim that they are of a mental nature. This approach is therefore also 'cognitive' in the original sense of the word (i.e. 'related to knowledge'). However, it is not the kind of 'cognitive linguistics' that our topic is about. To distinguish this approach from what we have in mind when we talk about 'cognitive linguistics', we will characterize it as the logical view in cognitive linguistics.

As we understand the term, cognitive linguistics is today chiefly represented by the experiential view. Its main claim is that instead of postulating logical rules and objective definitions on the basis of theoretical considerations and introspection, a more practical and empirical path should be pursued. For example, one can ask language users to describe what is going on in their minds when they produce and understand words and sentences. As experiments have shown, people will not only state that a car has a box-like shape, that it has wheels, doors, and windows, that it is driven by an engine and equipped with a steering wheel, an accelerator and brakes, and that it has seats for the driver and the passengers. More likely than not, it will also be mentioned that a car is comfortable and fast, that it offers mobility, independence and perhaps social status. Some people may connect the notion of *car* with their first love affair, or with injury if they were once involved in an accident.

1. What would a traditional linguist do with 'Our car has broken down'?
2. What would a modern linguist do with 'Our car has broken down'?
3. How is the logical view related to 'cognitive linguistics'?
4. What is the claim of the experiential view?

Section B. Read the following passage and decide whether the statements after it are true or false (2.5×4 points).

It is strange and disturbing to watch the straight (i.e., mainstream) community's angry, sometimes violent reaction to the hippies. There are many reasons for this. The principal one is appearance. The hippies dress strangely. They dress this way because they have thrown a lot of middle-class notions out of the window and with them the most sensitive middle-class dogma: the neutral appearance.

The straight world is a jungle of taboos, fears, and personality games. People in that jungle prey on each other mercilessly. Therefore, to survive in any jungle requires good protective coloring: the camouflage of respectable appearance. The anonymity of middle-class dress is like a flag of truce. It means (whether true or not): "I'm not one of the predators." It is in the nature of an assurance of harmlessness. Unusual or bright-colored clothing then becomes an alarm, a danger signal to the fearful and their armed truce with the rest of mankind. They see it as a challenge. They are fearful, unsure of themselves, and fear sours into anger. It is but a step to thinking that the anger is "good." The oldest

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fallacy in the world is that anything that makes you angry must be mad.

The sin of the hippies is that they will not play the straight game of camouflage. Their non-participation, in effect, exposes them as another tribe, whose disregard of straight taboos of dress makes them seem to be capable of anything, and therefore a danger. That danger moreover is felt clear up to city hall, that shrine of Squaredom. Why else, I submit, does the Health Department of this city have such a tender solitude about the living conditions of human beings at the Haight when they have ignored the conditions at Hunter's Point, the Mission and the Fillmore?

Many people cannot understand the hippies' rejection of everything that is commonly expected of the individual in regard to employment and life goals: steady lucrative employment, and the accumulation through the years of possessions and money, building (always building) security for the future. It is precisely this security hypochondria, this checking of bank book rather than pulses, this worrying over budgets instead of medicine cabinets, that drive the youth of today away. It is this frantic concern with money that also drives the young into the Haight-Ashbury. They have seen their parents slave for years, wasting away a lifetime to make sure that the house was paid off, that the kids got through school in order to get "good" jobs so that they could join the frantic scramble, later on. The parents' reward for this struggle is that they wind up old and tired, alienated from their children, and just as often each parent from the other.

1. The hippies dress strangely because they have defied the dressing values of the middle class. ()
2. For middle class, to survive in the straight world is to protect themselves by the camouflage of respectable appearance. ()
3. The hippies belong to another tribe of people because they have a different custom of dresses. ()
4. The hippies understand their parents struggling their way all their lives and sympathize them. ()

Section C. Read the following passage and then write a summary of it within 100 words (1×10 points).

The vast majority of books on the English language take British English as their starting point. There are many reasons for this: British English is the old variety, and traditionally British English has enjoyed more prestige, at least in Europe and in former English colonies, than American English. Until not so long ago, American English was considered less educated, less cultured, less beautiful than British English. Teachers in many European countries were not allowed to have an American accent, and high-school students who returned from a year in the United States were sometimes punished with low grades by conservative teachers. This attitude seems mostly to have disappeared even if there are still traces of it.

Another reason for the predominance of British English is simply one of publishing traditions: Britain has a long tradition of producing textbooks and dictionaries and of marketing them all over the world, whereas there have been relatively few American textbooks or dictionaries written for audiences worldwide.

The result is a curious situation: The majority of the world's native speakers of English are Americans, about 240 million people. They make up the majority of the 400 million native speakers, compared with about 57 million speakers in Britain. They speak English with American pronunciation,

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vocabulary, and grammar. Much more American than British English is heard in films and on television, and more American English is used in international business, computing, and science. Yet the textbooks for non-native speakers that are used in schools in many countries are still mostly oriented toward British English, sometimes presenting American English as an aberration, often just in the form of a collection of words to learn. There are some useful books on American English, mostly designed for college or university use, that deal with vocabulary, spelling and pronunciation, but they usually give very little information concerning grammar or practical language use in the United States. Nor do they make any attempts to explain why there are differences between the two major varieties.

Summary

VI. Writing (50 points)

Directions: One of the differences between a BA student and an MA student is that the latter reads books, papers and monographs more critically than the former. MB students do not just read only to accept the knowledge. It is a fact that MA students are selected from good BA students who are supposed to be able to read critically so that they are more apt to do research work. Since you are taking this entrance exam, you must know something about what is a critical reading. In the following topic of writing, please talk about how to do a critical reading. You are suggested to make your argument in three major paragraphs with introduction, argumentation and conclusion. Remember to write your essay on the Answer Sheet.

How to Do a Critical Reading