

苏 州 大 学

二〇〇九年攻读硕士学位研究生入学考试试题

专业名称: 英语语言文学, 外国语言学及应用语言学

考试科目: 基础英语(B卷)

I. Reading Comprehension (40 points)

Passage One

Extraordinary creative activity has been characterized as revolutionary, flying in the face of what is established and producing not what is acceptable but what will become accepted. According to this formulation, highly-creative activity transcends the limits of an existing form and establishes a new principle of organization. However, the idea that extraordinary creativity transcends established limits is misleading when it is applied to the arts, even though it may be valid for the sciences. Differences between highly-creative art and highly-creative science arise in part from a difference in their goals

For the sciences, a new theory is the goal and end result of the creative act. *Innovative* science produces new propositions in terms of which diverse phenomena can be related to one another in more coherent ways. Such phenomena as a brilliant diamond or a nesting bird are relegated to the role of data, serving as the means for formulating or testing a new theory. The goal of highly-creative art is very different: the phenomenon itself becomes the direct product of the creative act. Shakespeare's *Hamlet* is not a tract about the behavior of indecisive prince or the uses of the political power; nor is Picasso's painting *Guernica* primarily a propositional statement about the Spanish Civil War or the evils of fascism. What highly-creative artistic activity produces is not a new generalization that transcends established limits, but rather an aesthetic particular. Aesthetic particulars produced by the highly-creative artist extend or exploit, in an innovative way, the limits of an existing form, rather than transcend that form.

This is not to deny that a highly-creative artist sometimes establishes a new principle of organization in the history of an artistic field; the composer Monteverdi, who created music of the highest aesthetic value, comes to mind. More generally, however, whether or not a composition establishes a new principle in the history of music has little bearing on its aesthetic worth. Because they embody a new principle in the history of organization, some musical works, such as the operas of the *Florentine Camerata*, are of signal historical importance,

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but few listeners or musicologists would include these among the great works of music. On the other hand, Mozart's *The Marriage of Figaro* is surely among the masterpieces of music even though its modest innovations are confined to extending existing means. It has been said of Beethoven that he toppled the rules and freed music from the stifling confines of convention. But a close study of his compositions reveals that Beethoven overturned no fundamental rules. Rather, he was an incomparable strategist who exploited limits — the rules, forms, and conventions that he inherited from predecessors such as Haydn and Mozart, Handel and Bach — in strikingly-original ways.

1. According to the author, distinctions between those engaged in the creative arts and in natural sciences can in part be explained by _____.
 - a. the different objectives of those involved in these respective pursuits
 - b. the different ways in which they attempt to extend accepted conventional forms
 - c. the different methods they employ in the collection of data to support their theories
 - d. the different principles of organization that they utilize in order to create new works
2. Why does the author suggest that the work of Beethoven was highly-creative?
 - a. Because he adopted a new principle of organization in his work by utilizing innovative strategies.
 - b. Because he creatively manipulated the accepted rules and forms governing musical composition.
 - c. Because he synthesized a transition between the older stylistic convention and the newer musical form.
 - d. Because he sought to become the only composer of his time to challenge accepted musical conventions.

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3. The author implies that an innovative scientific contribution is one that _____.
 - a. is often quoted in the work of other scientists
 - b. presents the discovery of a new scientific fact
 - c. does not relegate particulars to the role of data
 - d. generates a novel and well-founded generalization
4. The author regards the idea that all highly-creative artistic activity transcends limits with _____.
 - a. deep skepticism
 - b. strong indignation
 - c. modest amusement
 - d. marked indifference
5. The word "topple" in the last paragraph is closest in meaning to "_____".
 - a. follow
 - b. overturn
 - c. observe
 - d. formulate

Passage Two

Literary periods are slippery concepts. When dates are established and cultural developments are outlined, predecessors and successors have a way of making them dissolve. One discovers that the Romantic Period in English literature so comfortably introduced as extending from 1800 to 1830 has a long Pre-Romantic development and that it really is not over yet. The same thing is true of American literary history, perhaps more so. But if there is one date that seems to make a decisive cut in the continuity of twentieth-century America, it is probably the stock market crash at the end of October 1929. By 1930 reassessment was forced on the American consciousness.

The Twenties have a character of their own, an individualized and particularized decade for which there has come to be felt considerable nostalgia among the older generation. Clear memories can hardly regard these years as the good old days (this was the era of prohibition and gangsters), but one of the blessings of the human condition is the tendency to forget unpleasantness and remember what one chooses to remember. Perhaps even the Sixties will become

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a happy recollection in the twenty-first century.

Three major designations arose in the Twenties to define the twenties as a cultural phenomenon: the Jazz Age, the Lost Generation, and the Wasteland--- all with significant literary associations. Of them all the Jazz Age, as represented best in F. Scott Fitzgerald's fiction, was most clearly cut off by the stock market collapse and the ensuing depression. It is the period of the Twenties alone. But the Lost Generation (as proclaimed in the double epigraph from *Ecclesiastes* and Gertrude Stein in the 1926 *The Sun Also Rises* --- "You are all a lost generation."--- Gertrude Stein in conversation) continued to be lost in the Thirties. The uprootedness and disillusionment of the post-World War I fiction writers, many of whom had participated in that war and perhaps particularly of the Paris expatriates group including Hemingway, Elliot Paul, Henry Miller, and others, pursued them into the depression and beyond. The third term, the Wasteland, established by T. S. Eliot in his 1922 poem, had perhaps an even longer life; it has come to represent an age extending from the Twenties to 1945 and may indeed suggest the central features of the landscape of this larger period. The Wasteland poets, including Ezra Pound, Eliot himself, and possibly William Carlos Williams, Archibald MacLeish, and e. e. cummings, although many of them had written distinctive poetry even before 1920 and certainly before 1930, continued to develop and sharpen both their verse and their ideas into the Thirties and Forties. The wasteland runs into and disappears in the Age of Anxiety.

This is one reason for the inclusion of such American writers as Gertrude Stein, Ezra Pound, T. S. Eliot, Williams, cummings, and Hemingway in the post-1930 Canon rather in the pre-1930 one. They had all certainly made a mark in the literary world before 1930, but they were ahead of their time and made a larger and deeper mark after that date. This is true even for Gertrude Stein, who had only sixteen more years to live and who had begun her serious writing in the first decade of the twentieth century with *Things as They Are* (originally *Quod Erat Demonstrandum*) and *Three Lives* (1909). *Tender Buttons*, among her stylistically most radical work, appeared in 1914, and even *Four Saints in Three Acts*

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had been written and published in *transition* by 1929. But although she had been read and sought out by other writers like Sherwood Anderson and Hemingway, her initial impact on the public, even the most literate portion of it, probably did not come until the Thirties (and production of the Stein-Virgil Thomson opera, *Four Saints in Three Acts*) when people began to make fun of "a rose is a rose is a rose is a rose is" (often misquoting the lovely verse from *The World is Round*, a book for children) and the phrase from *Four Saints*, "Pigeons on the grass, alas." Gertrude Stein was always avant-garde and probably still is. Although T. S. Eliot became the most important single literary influence on Hart Crane, whose major creative period was over by 1930, again his greatest impacts on a more general public had hardly begun. That half or third of his creative effort in verse drama did not get under way until the mid-thirties.

It is in this fashion that American literature approaches the period which begins in 1930, trailing clouds of several impulses--- some would say glory--- as it comes. Realism and naturalism are by this time established as dominant modes, but anti-realistic frames of reference like expressionism, surrealism, psychology, and religious ideology are operative.

6. When the author says in the third paragraph that "It is the period of the twenties alone," he probably means that _____.

- a. he will discuss the 1920s only
- b. the 1920s alone constituted a cultural phenomenon
- c. the Jazz Age was a phenomenon of the Twenties only
- d. the stock market crash and the depression occurred in the 1920s

7. At the beginning of paragraph 4, the term "Canon" probably means _____.

- a. canyon in the Wasteland
- b. literary weaponry
- c. a list of saints
- d. catalogue

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8. We may conclude that the author regards the 1960s as _____.
- a. a worse decade than the 1920s
 - b. replica of the 1920s
 - c. happy recollection
 - d. the best of times
9. The author's extensive attention to Gertrude Stein is intended to stress that _____.
- a. although she wrote much before 1930, her fame reached its height after 1930
 - b. she was a versatile writer, even in her youth
 - c. she wrote much before her death in 1946
 - d. she was not a public figure
10. In view of the author's skepticism in the first paragraph about the strict demarcation of literary and historical periods, with which of the following statements about the stock market crash he would probably agree ?
- a. Economics did not impinge the Romantic Age.
 - b. He crash motivated a wave of new poems and novels.
 - c. The stock market crash affected economic history but not literary history.
 - d. The crash was the focus of a series of events that both preceded it and followed it.

Passage Three

When several different people look at the same person, it is not unusual for each of them to see different things; when you alone observe one behavior or one person at two different times, you may see different things. The following are but some of the factors that contribute to these varying perceptions:

1. Each person's perceptions of others are structured by his or her own cultural conditioning, education, and personal experiences. Adults teach children what they think are the critical dimensions to look for in other people. In the United States

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individuals are trained to develop their auditory and visual sensors and to pay less attention to information that could be obtained from touching or smelling. As an individual, I may have had previous experiences with tall, powerful, red-headed males that cause me to recoil in fear. The experience of another may cause him or her to see the same person as a good lover, a warm and gentle person, a dull person, a dogmatic person, an athlete, etc.

2. Sometimes perceptions differ because of what we choose to observe and how we process what we've observed. It is not necessarily true that person perception is based on observations of a particular person. Your observations may be totally dominated by what others have told you about this person; or you may focus primarily on the situation or role relationships. Most people do not use the same yardstick to measure their parents, their friends, and strangers. It is often difficult to see our own children or spouses as others do. An aggressive child may be perceived very differently at home by his or her parents than by a stranger when the child displays the same behavior. We do not mentally process everything we observe. There are moments when we will look for, see, respond to, and interpret a particular set of cues and other times when the same cues will go unnoticed or will be disregarded. Even when two people attend to the same cluster of cues and receive the same impressions, the language used to express these impressions may be sufficiently different to suspect different perceptions.

3. Sometimes we see only what we want to see or don't see what may be obvious to other because of our own needs, desires, or temporary emotional states. This is process known as selective perception. Selective perception is obviously more difficult when contradictory information is particularly vivid, but it can be done. We can ignore the stimulus --- "He's basically a good boy so what I saw was not shoplifting." We can reduce the importance of the contradictory information --- "All kids get into mischief. Taking a comic book from the drugstore isn't such a big deal."

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We can change the meaning of the contradictory information – “It wasn’t shoplifting because he was going to pay for it later.” We can reinterpret previously observed traits to fit the contradictory information – “I can see now how he tried to manipulate and use me. He ran errands for me so I wouldn’t report his shoplifting!” or we can infer new traits – “I still think he’s a kind and pleasant kid, but he doesn’t seem to be very honest or dependable.” In each attempt to deal with seemingly contradictory information, an effort was made to see the boy’s behavior as making sense.

When we learn that an old childhood acquaintance has been charged with a mass murder, we may selectively recall a variety of behaviors and incidents that were relatively unimportant to our previous image of this person, but will now help to explain the new image. And there will always be some who, after reconstructing the past, must say: “I always knew something like this would happen.” Encountering people who are consistently puzzling to us probably leads us to terminate association with them.

11. Which of the following is the best title for this passage?

- a. Why Perceptions Differ
- b. How We Process What We’ve Observed
- c. Our Needs, Desires and Emotions
- d. Information and Stimulus

12. According to the author, the first factor that affects our perception is _____.

- a. critical dimensions of the people
- b. cultural conditions and family background
- c. cultural background, education and personal experience
- d. education and individuality

13. In the United States, children are educated to judge the world mainly _____.

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- a. through their parents' experience
 - b. through touching and smelling
 - c. through the information provided by teachers
 - d. through their own eyes and ears
14. While observing a particular person, _____.
- a. one tends to choose certain cues to look for
 - b. children often differ from adults in perceptions
 - c. one may pay attention to role relationships only
 - d. one is likely to take all aspects into consideration
15. Observation of the same person by two people at the same time may differ because _____.
- a. their measuring yardstick are not the same
 - b. most people are usually aggressive
 - c. the time for observation is not long enough
 - d. each of them speaks a different language.

Passage Four

In economics, demand implies something slightly different from the common meaning of the term. The layman, for example, often uses the term to mean the amount that is demanded of an item. Thus, if the price were to decrease and individuals wanted more of the item, it is commonly said that demand increases. To an economist, demand is a relationship between a series of prices and a series of corresponding quantities that are demanded at these prices. If one reads the previous sentences carefully, it should become apparent that there is a distinction between the quantity demanded and demand. This distinction is often a point of confusion and we all should be aware of and understand the difference between these two terms. We repeat, therefore, that demand is a relationship between price

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and quantities demanded, and therefore suggests the effect of one (e.g., price) on the other (e.g., quantity demanded). Therefore, knowledge of the demand for a product enables one to predict how much more of a good will be purchased if price decreases. But the increase in quantity demanded does not mean demand has increased, since the relationship between price and quantity (i.e., the demand for the product) has not changed. Demand shifts when there is a change in income, expectations, taste, etc., such that a different quantity of the good is demanded at the same price.

In almost all cases, a consumer wants more of an item if the price decreases. This relationship between price and quantity demanded is so strong that it is referred to as the "law of demand." This "law" can be explained by the income and substitution effects. The income effect occurs because price increases reduce the purchasing power of the individual and, thus, the quantity demanded of goods must decrease. The substitution effect reflects the consumer's desire to get the "best buy." Accordingly, if the price of good A increases, the individual will tend to substitute another good and purchase less of good A. The negative correlation between price and quantity demanded is also explained by the law of diminishing marginal utility. According to this law, the additional utility the consumer gains from consuming a good decreases as successively more units of the good are consumed. Because the additional units yields less utility or satisfaction, the consumer is willing to purchase more only if the price of the good decreases.

Economists distinguish between individual and market demand. As the term implies, individual demand concerns the individual consumer and illustrates the quantities that individuals demand at different prices. Market demand includes the demand of all individuals for a particular good and is found by summing the quantities demanded by all individuals at the various prices.

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The other side of the price system is supply. As in the case of demand, supply is a relationship between a series of prices and the associated quantities supplied. It is assumed that as price increases the individual or firm will supply greater quantities of a good. There is a positive correlation between quantity supplied and product price.

Economists also distinguish between a change in supply and quantity supplied. The distinction is similar to the one made with respect to demand. Also, as in the case of demand, economists distinguish between individual firm supply and market supply, which is the summation of individual supply.

Taken together, supply and demand yield equilibrium prices and quantity. Equilibrium is a state of stability, with balanced forces in which prices and quantity will remain constant. Moreover, there are forces in the market that will act to establish equilibrium if changes in demand or supply create disequilibrium. For example, if prices are above equilibrium, the quantity supplied exceeds quantity demanded and surpluses occur that have a downward pressure on prices. These pressures will persist until equilibrium is established. If prices are below equilibrium, the good will become scarce and there will be an upward pressure on price.

In reality, equilibrium is seldom attained, for the factors affecting the market are constantly changing. In a dynamic market of this kind, there is a continual process of adjustment as the market searches or gropes for equilibrium. The rapidity of adjustment will depend to a large extent on the quality of information that is available to firms and consumers.

Through the market interaction of demand and supply, a "market price" is established. This price serves two very important roles of rationing and allocating goods. Since wants far exceed resources, there must be device by which to determine who gets the goods. In the market system, price plays this rationing role by supplying goods to all who pay the price of the product. As an allocator of goods, price insures that resources are utilized in their most valuable uses. In short,

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in a market system, price serves both a demand-inhibiting and a supply-eliciting function. Naturally, the market system does not work perfectly.

In most economies, the government plays a role in the market system. Governments enforce the "role of the game," impose taxes, and may control prices through price ceilings or price supports. These actions necessarily may create shortage or surpluses. In most developed and interdependent economies, the necessity of the government playing some role in the economy seldom is disputed.

16. Assume that firms develop an orange-flavored breakfast drink high in vitamin C that is a good substitute for orange juice but sells for less. Based upon assertions in the passage, which of the following would occur with respect to the demand for orange juice?

- a. The law of demand would prevail.
- b. Health food stores would resurrect the law of diminishing marginal utility.
- c. Assuming that the price of fresh orange juice remained constant, more oranges would be consumed.
- d. Assuming that the price of fresh orange juice remained constant, the demand would not change.

17. According to the passage, a group of individuals will _____.

- a. exert individual demand under appropriate conditions
- b. derive less satisfaction from a product
- c. shift the demand line to the right
- d. constitute a market.

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18. According to the passage, in which of the following situations would a change in demand occur?
- The gasoline price increases, resulting in the increased sale of Datsuns (which go on sale in response to increased gas prices).
 - The gasoline price increases, resulting in the increased sale of Datsuns (whose price remains stable).
 - The gasoline price decreases on the same day that a new 43-mpg car enters that market.
 - A federal order imposes a price ceiling on gasoline.
19. According to the passage, quantity supplied and product price are not _____.
- correlative
 - disjunctive
 - symbolic
 - consequential
20. Assume that the demand for houses increases. According to the passage, which of the following would most likely cause such a shift?
which of the following would most likely cause such a shift.
- In a poverty area, a new government program provides jobs for all who need them.
 - Interest rates on mortgages increase.
 - The government predicts a large increase in the extent of unemployment.
 - The cost of lumber increases.

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II. Vocabulary (30 points)

Directions: Below you find THREE tables, each of which contains 10 words or phrases. Under each table there are ten sentences. You are required to find one word or phrase from the table to fill in the blank in each of the sentences under the table. Remember to change the word forms where necessary. Otherwise you will get half of the score even if you have chosen the right word.

option	coherent	malleable	boosterism	renewal
where	markedly	glitz and glitter	sign	albeit

1. Words like "gentrification" and "yuppie", styles like postmodernism, the creation of spaces of play and spectacle, the imitation or preservation of past environments, the ceaseless promotion of almost anything that has _____, are just some of the signs of radical change.
2. _____ we used to think of the city as a machine for working in, we now see it as an antique, a spectacle or even an image for living in.
3. They were tempered by a certain political commitment to do something about material needs, _____ within the constraints of the efficient and rational planning of urban life and space.
4. There were abundant _____ of unrest (inner city impoverishment, inadequate social provision, radical protest against the homogeneity and blandness of daily life).
5. The qualities of urban life and culture have changed _____ throughout the western world since 1972.
6. The city is no longer treated as an entity _____ for broad social ends, but as a collage of spaces and people, of ephemeral events and fragmentary contacts.
7. Before then we had urban _____, public housing, tearing cities apart to make way for the car, suburbanisation, and mass production of urban environments in soulless modernist style.
8. Aesthetics dominates ethics. Images dominate the narratives of _____ analysis.
9. In the United States, cities with a long tradition of civic _____ and a larger leeway to take economic initiatives were at an advantage compared with their British counterparts.

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10. The other _____ for city growth look equally insecure.

countenance	forebears	catastrophic	interact	impotence
illumine	in the vanguard	endow	fecundity	witness

11. Shakespeare's immense _____ sometimes led to images becoming telescoped.
12. The first excuse is a mere denial of guilt. The second is an affirmation and defense of artistic _____.
13. Shall the Arts Council _____ with public funds publications of the poetry which the public is now so unwilling to read?
14. When Alfred Nobel invented dynamite in 1866, he supposed that, with such a terrible weapon in the world's arsenals, nobody could ever _____ waging war again.
15. I'm alive now, _____ the genesis of your terrible world, and I can scarcely believe it myself.
16. We have even predicted the _____ results of this "greenhouse effect".
17. You have grown to maturity now, and by rights expect very little from your _____.
18. Why should they not be _____ in meeting new challenges and seeking new opportunities?
19. We often speak of language as a vehicle of expression — a metaphor that can _____ many aspects of our foreign language teaching situation.
20. Teachers in this volatile period must understand how teaching and learning relate to each other and _____ fruitfully.

contain	reassurance	a wail of terror	offended	sure of
centre of attention	hatch	in detail	luminous	a shred of

21. The overall sound is occasionally reminiscent of telegraph wires, mechanically shrill and tense; but in the context of the night, speckled with stars, it becomes as wide, warm, and _____ as any symphony.
22. Many Augusts, singing loud, have passed me by without my giving them _____ attention.

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23. When I listen, I see that _____ the sounding of an August night is not melodious.
24. In any case the eggs are laid, which will stay dormant throughout the winter, to _____ in the spring.
25. Soon the old dog was where he most loved to be — the _____ among some human beings.
26. The old dog could _____ himself no longer and picked his way carefully down the hillside.
27. The old dog limped out of the shadows and into the ring of firelight, confident, friendly, and _____ his welcome.
28. The old dog was rather _____ and uncertain for a moment, but he made hopefully for the nearest boy, who retreated, nervously clutching his stone.
29. There was a stunned silence — broken by _____ from the smaller boy, who flung himself at his mother — and then a quick excited chatter from the Indians.
30. She spoke some soft words of _____, then patted his head gently and smiled at him. The old dog leaned against her and whipped his tail against her black stockings, happy to be in contact with a human being again.

III. Cloze (20 points)

Directions: Below you find two tables, each of which contains 10 words or phrases. Under each table you find a passage, each containing 10 blanks. You are required to choose one word from the table to fill in each of the blanks in the passage. Remember to change the word forms where necessary. Otherwise you will get half of the score even if you have chosen the right word.

Passage 1

stray	insure	compensate for	safeguard	get over
expensive	bracket	income	gross	dilemma

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For those who are self-employed such as physicians and attorneys, another deep, fascinating _____ 1 _____ appears. When they are not working, there is no _____ 2 _____. A holiday, therefore, becomes a very _____ 3 _____ experience. For example, an attorney with a _____ 4 _____ annual income of \$100,000, earning \$2,000 weekly (and in the 50% tax _____ 5 _____), is in a position where a vacation becomes too costly. Over and above his regular vacation expenses, he must add an additional \$2, 000 each week! Many wealthy professionals have not planned a vacation in years. Others do not _____ 6 _____ far from their offices and work several heavy days to _____ 7 _____ time away from their practices. The money net strangles them as they struggle not to lose income.

Money conversations of the wealthy are intriguing. A common question among them is: "How much do I need to feel secure?" They are talking about how many millions they require for mental tranquillity. This attitude is prominent among those who have "made it" from a poor childhood. That quality of neurotic reasoning and unbalanced emotions (neurotic meaning tremendously exaggerated feelings combined with insatiability) _____ 8 _____ that there are deep-seated inadequacy feelings. These people seldom _____ 9 _____ "what-if" concerns: What-if the stock market declines?; What-if I get sick?; What-if inflation goes through the roof?; etc., etc. They must always have more and more to protect against the possibility of having less and less. Of course, there are never enough _____ 10 _____ as far as they are concerned.

Passage 2

conveyed	beady	spring	presented	vixen
applied	come to	prescription	pant	leaning

In appearance I am nothing like her. Where she is short and stout, I am tall and _____ 11 _____ to the skinny side. Where she wears gaudy and sackish dresses, I wear informal _____ 12 _____ and shirts, not unlike those of my students. The closest my hair _____ 13 _____ red are the few rusty strands left over from the chlorine bleach of last summer's daily swimming. I am blind as a bat, and my _____ 14 _____ is strong -- but I don't wear horn-rimmed glasses. And my eyes are blue; not _____ 15 _____ black.

注意：答案请不要做在试题纸上。

苏州大学

二〇〇九年攻读硕士学位研究生入学考试试题

专业名称: 英语语言文学、外国语言学及应用语言学

考试科目: 基础英语(B卷)

Why, then, in the midst of midnight insomnia or the predawn stirrings of the soul, do I see myself in this red-haired _____ 16 _____?

The teaching of writing, of good writing, is the teaching of thinking -- not thinking _____ 17 _____ in a general, abstracted, grandiose way, but thinking _____ 18 _____ to the individual mind. When, as a writing teacher, I ask for an argumentative essay that _____ 19 _____ from a student's interest in a subject, I am not asking for a legislative document or a psychological treatise. I am asking for reasonable thought on a limited topic _____ 20 _____ from a unique perspective, the student's own.

IV. Proof-reading (10 points)

The following passage contains TEN errors. Each indicated line contains a maximum of ONE error. In each case, only ONE word is involved. You should proofread the passage and correct it in the following way:

For a wrong word, underline the wrong word and write the correct one in the blank provided at the end of the line.

For a missing word, mark the position of the missing word with a “^” sign and write the word you believe to be missing in the blank provided at the end of the line.

For an unnecessary word, cross out the unnecessary word with a slash “/” and put the word in the blank provided at the end of the line.

注意: 答案请不要做在试题纸上。

苏州大学

二〇〇九年攻读硕士学位研究生入学考试试题

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考试科目: 基础英语(B卷)

During the early years of this century, wheat was seen as the very lifeblood of Western Canada. People on city streets watched the yields and the price of wheat in almost as much feelings as if they were growers. (1) _____
The marketing of wheat became an increasing favorite topic of conversation. (2) _____

War set the stage for the most dramatic events in marketing the western crop. For years, farmers mistrusted speculative grain selling as carried on through the Winnipeg Grain Exchange. Wheat prices were generally low in the autumn, so farmers could not wait for markets to improve. It had happened too often that they sold their wheat soon shortly after harvest when farm debts were coming due, (3) _____
just to see prices rising and speculators getting rich. On various occasions, (4) _____
producer groups asked firmer control, but the government had no wish to (5) _____
become involving, at least not until wartime when wheat prices threatened (6) _____
to run wild. (7) _____

Anxious to check inflation and rising life costs, the federal (8) _____
government appointed a board of grain supervisors to deal with deliveries from the crops of 1917 and 1918. Grain Exchange trading was suspended, and farmers sold at prices fixed by the board. To handle with the crop of (9) _____
1919, the government appointed the first Canadian Wheat Board, with total authority to buy, sell and set prices. (10) _____

注意: 答案请不要做在试题纸上。

苏州大学

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V. Translation (30 points)

Directions: Turn the following sentences into English with the help of the words in their base forms given in brackets..

1. 这材料是经不起多少磨损的。(wear)
2. 他不习惯那里变幻无常的天气。(variable)
3. 公司害怕自己不稳定的资金情况被披露出来。(exposure)
4. 经过数月的忙乱准备, 他当起了杂货店老板。(hectic)
5. 他购买了一辆豪华轿车, 车上配有电视和电话。(complete)
6. 不要从表面现象来判断, 表面现象往往靠不住。(judge)
7. 人们发现他被埋在地震废墟里 20 天后还活着, 真是奇迹。(wonder)
8. 显然他没有听懂我在讲什么, 所以我设法用简单的语言解释了一下。(phrase)
9. 在美国他思念家园, 思念朋友, 思念一切曾使生活有意义的东西。(yearn)
10. 在我和他们挥手告别时, 我思索着我所见到的一切有什么样的意义。(reflect)

注意: 答案请不要做在试题纸上。

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VI. Writing (20 points)

Directions: Write an essay of about 300 words on the following topic:

My Reflections on this Examination

注意：答案请不要做在试题纸上。