

南京大学 2007 年攻读硕士学位研究生入学考试试题(三小时)

考试科目名称及代码 基础英语 653

适用专业: 英语语言文学, 外国语言学及应用语言学

注意:

1. 所有答案必须写在研究生入学考试答题纸上, 写在试卷和其他纸上无效;
2. 本科目允许/不允许使用词典和/或带编程功能的计算机。

Part One. Comprehension (40/150)

Task 1: Reading (20/150)

Read the passage below and then do the exercises that follow.

THE INTERNATIONAL LANGUAGE OF GESTURES

On his first trip to Naples, a well-meaning American tourist thanks his waiter for a good meal well-served by making the "A-Okay" gesture with his thumb and forefinger. The waiter pales and heads for the manager. They seriously discuss calling the police and having the hapless tourist arrested for obscene and offensive public behavior. 5

2 What happened?

3 Most travelers wouldn't think of leaving home without a phrase book of some kind, enough of a guide to help them say and understand "Ja," "Nein," "Grazie" and "Où se trouvent les toilettes?" 10 And yet, while most people are aware that gestures are the most common form of cross-cultural communication, they don't realize that the language of gestures can be just as different, just as regional and just as likely to cause misunderstanding as the spoken word.

4 Consider our puzzled tourist. The thumb-and-forefinger-in-a-circle gesture, a friendly one in America, has an insulting meaning in France and Belgium: "You're worth zero," while in Greece and Turkey it is an insulting or vulgar sexual invitation. 15

5 There are, in fact, dozens of gestures that take on totally different meanings as you move from one country or region to another. 20 Is "thumbs up" always a positive gesture? Absolutely not. Does nodding the head up and down always mean "Yes"? No!

6 To make matters even more confusing, many hand movements have no meaning at all, in any country. If you watch television with the sound turned off, or observe a conversation at a distance, you 25 become aware of almost constant motion, especially with the hands and arms. People wave their arms, they shrug, they waggle their fingers, they point, they scratch their chests, they pick their noses.

7 These various activities can be divided into three major categories: manipulators, emblems, and illustrators. 30

- 8 In a manipulator, one part of the body, usually the hands, rubs, picks, squeezes, cleans or otherwise grooms some other part. These movements have no specific meaning. Manipulators generally increase when people become uncomfortable or occasionally when they are totally relaxed. 35
- 9 An emblem is a physical act that can fully take the place of words. Nodding the head up and down in many cultures is a substitute for saying, "Yes." Raising the shoulders and turning the palms upward clearly means "I don't know," or "I'm not sure."
- 10 Illustrators are physical acts that help explain what is being said but have no meaning on their own. Waving the arms, raising or lowering the eyebrows, snapping the fingers and pounding the table may enhance or explain the words that accompany them, but they cannot stand alone. People sometimes use illustrators as a pantomime or charade, especially when they can't think of the right words, or when it's simply easier to illustrate, as in defining "zigzag" or explaining how to tie a shoe. 40 45
- 11 Thus the same illustrator might accompany a positive statement one moment and a negative one the next. This is not the case with emblems, which have the same precise meaning on all occasions for all members of a group, class, culture or subculture. 50
- 12 Emblems are used consciously. The user knows what they mean, unless, of course, he uses them inadvertently. When Nelson Rockefeller raised his middle finger to a heckler, he knew exactly what the gesture meant, and he believed that the person he was communicating with knew as well. 55
- 13 The three of us are working on a dictionary of emblems. . . . In looking for emblems, we found that it isn't productive simply to observe people communicating with each other, because emblems are used only occasionally. And asking people to describe or identify emblems that are important in their culture is even less productive. Even when we explain the concept clearly, most people find it difficult to recognize and analyze their own communication behavior this way. 60
- 14 Instead, we developed a research procedure that has enabled us to identify emblems in cultures as diverse as those of urban Japanese, white, middle-class Americans, the preliterate South Fore people of Papua, natives of New Guinea, Iranians, Israelis and the inhabitants of London, Madrid, Paris, Frankfurt and Rome. The procedure involves three steps. 65 70
- 15 Give a group of people from the same cultural background a series of phrases and ask if they have a gesture or facial expression for each phrase: "What time is it?" "He's a homosexual." "That's good." "Yes." And so on. We find that normally, after 10 to 15 people have provided responses, we have catalogued the great majority of the emblems of their culture. 75
- 16 Analyze the results. If most of the people cannot supply a "performance" for a verbal message, we discard it.

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- 17 Study the remaining performances further to eliminate inventions and illustrators. Many people are so eager to please that they will invent a gesture on the spot. Americans asked for a gesture for "sawing wood" could certainly oblige, even if they had never considered the request before, but the arm motion they would provide would not be an emblem. 80
- 18 To weed out these "false emblems," we show other people from the same culture videotapes of the performances by the first group. We ask which are inventions, which are pantomimes and which are symbolic gestures that they have seen before or used themselves. We also ask the people to give us their own meanings for each performance. 85
- 19 The gestures remaining after this second round of interpretations are likely to be the emblems of that particular culture. Using this procedure, we have found three types of emblems: 90
- 20 First, popular emblems have the same or similar meanings in several cultures. The side-to-side head motion meaning "No" is a good example. 95
- 21 Next, unique emblems have a specific meaning in one culture but none elsewhere. Surprisingly, there seem to be no uniquely American emblems, although other countries provide many examples. For instance, the French gesture of putting one's fist around the tip of the nose and twisting it to signify, "He's drunk," is not used elsewhere. The German "good luck" emblem, making two fists with the thumbs inside and pounding an imaginary table, is unique to that culture. 100
- 22 Finally, multi-meaning emblems have one meaning in one culture and a totally different meaning in another. The thumb inserted between the index and third fingers is an invitation to have sex in Germany, Holland and Denmark, but in Portugal and Brazil it is a wish for good luck or protection. 105
- 23 The number of emblems in use varies considerably among cultures, from fewer than 60 in the United States to more than 250 in Israel. The difference is understandable, since Israel is composed of recent immigrants from many countries, most of which have their own large emblem vocabularies. In addition, since emblems are helpful in military operations where silence is essential, and all Israelis serve in the armed forces, military service provides both the opportunity and the need to learn new emblems. 110
- 24 The kind of emblems used, as well as the number, varies considerably from culture to culture. Some are especially heavy on insults, for instance, while others have a large number of emblems for hunger or sex. 115
- 25 Finally, as Desmond Morris documented in his book, *Gestures*,

there are significant regional variations in modern cultures. The findings we describe in this article apply to people in the major urban areas of each country: London, not England as a whole; Paris, not France. Because of the pervasiveness of travel and television, however, an emblem is often known in the countryside even if it is not used there.

Questions:

1. True or false? Manipulators have meaning independent of the spoken word.
2. True or false? In most cases, emblems are used consciously.
3. True or false? The best way to gather research about gestures is to observe people communicating with each other in natural settings.
4. True or false? Emblems do not generally pantomime the action they represent.
5. _____ are sometimes used when the speaker can't think of the right words.
6. Rockefeller's gesture was an example of a(n) _____.
7. The authors' research shows that there are _____ types of emblems.
8. When asked for a gesture that meant "sawing wood," Americans sometimes just invented one by making a sawing motion with their arm. This is an example of a(n) _____.
9. Why does Israel have so many emblems?

Task 2: Cloze (20/150)

Fill in the blanks with appropriate words where necessary.

Scholarship is, ___(1)___ definition, a communal act. Disseminating or sharing knowledge makes the work of academic life complete. Consider ___(2)___ we always say "research and publication," suggesting that scholarly investigation takes ___(3)___ meaning only when it is passed on to others, which might be considered an act of teaching. Surly, teaching undergraduates can be an authentic form of scholarly work.

The simple truth is that almost all of us ___(4)___ where we are today because of the inspiration of an inspiring teacher. Yet, on far too many campuses, it is deemed better for a professor to ___(5)___ a paper at the Hyatt in Chicago ___(6)___ to teach undergraduates back home. And it's really sad the way we speak ___(7)___ research "opportunities" and teaching "loads."

Giving teaching such a low priority has a profoundly ___(8)___ influence on liberal learning. Young scholars often observe that, ___(9)___ of catalog commitment to general education, the reality is that too much time with students will, in ___(10)___, jeopardize their careers.

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Part Two: Translation (50/150)

Task 1. Translate the underlined sentences into English. (25/150)

(1) 今年 9 月 10 日是中国的教师节, 那天我专程到医院去看望了北京大学的老教授季羨林。他已经是 92 岁的高龄, 学贯中西, 专攻东方学。我非常喜欢他的散文。他有个很好的习惯, 就是住在医院里每天还把所见所闻写一篇很好的散文。我们在促膝交谈中, 谈到近代有过西学东渐, 也有过东学西渐。 (2) 上上到十八世纪, 当外国传教士把中国的文化典籍翻译成西文传到欧洲的时候, 曾经引起西方一批著名的学者和启蒙的思想家极大的兴趣。 其中就有笛卡尔、莱布尼茨、孟德斯鸠、伏尔泰、歌德、康德等, 他们都对中国传统文化有过研究。我年轻的时候读过伏尔泰的著作。他说过, 作为思想家来研究这个星球的历史时, 首先要把目光投向包括中国在内的东方。他说, 当其他许多国家的人们还在争论人的起源的时候, 中国人已经在认真写自己的历史了。

(3) 非常有意思的是, 一个半世纪以前, 美国著名的哲学家杰出的哈佛人爱默生先生他也对中国的传统文化情有独钟, 他在文章中援引孔孟的言论很多。 他还把孔子和苏格拉底、耶稣相提并论, 认为儒家的道德学说虽然是针对一个与我们完全不同的社会, 但是我们今天读起来仍然受益匪浅。

今天的中国是一个改革、开放与和平、崛起的大国。费正清先生关于中国人多地少有这样的描述, 他说, 美国的一片农庄所拥有的土地, 到了中国去居住着整整一个拥有数百人的村落。(4) 他还说, 美国人尽管在历史上也曾经以务农为本, 但是体会不到人口稠密的压力。 人多, 不发达, 这是中国的两大国情, 中国有 13 亿人口, 我常常给大家介绍一个 13 亿的简单、但却很复杂的乘除法, 这就是, 多么小的问题乘以 13 亿, 都可以变成很大的问题; 多么大的经济总量除以 13 亿都可以变为一个很小的数目, 这是成为很低很低的人均水平, 这是中国领导人任何时候都必须牢牢记住的。解决 13 亿人的问题, 不能靠别人, 只能靠自己。(5) 中华人民共和国成立以来, 我们的建设取得了很大的成就, 同时, 我们也走了一些弯路, 失去了一些机遇。 从 1978 年开始的改革开放, 我们终于找到了一条发展自己的正确道路, 这就是中国人民独立自主的建设中国特色社会主义这条道路的精神, 就是调动一切积极因素, 解放和发展生产力, 尊重和保障中国人民追求幸福的自由。

Task 2. Translate the underlined sentences into Chinese. (25/150)

The Great Video Pacifier

Last spring, my husband and I loaded our three children into the car and drove off to see friends in the United States. Over the course of a week, we visited half a dozen households, each with children of its own. (1) And I found myself struck, again and again, by the frequency with which we modern parents use television to silence young children.

Get a couple of families together, and when noise from the kids rises too much, on goes the video and all is gratifying silence until the credits roll. (2) It's like throwing a blanket over a noisy parrot's cage: With one motion, the parrot's stimulating surroundings vanish and its squawking instantly subsides. Hit the "play" button and the same thing happens. Children might be wrestling or running around, but let that mesmerizing box light up and they'll stop to stare at the screen. Nearby, the adults smile as the caterwauling ceases: "Phew! That's better."

The video has become a member of every family I know. Need to finish a project on a Sunday afternoon? Popping a video buys you an hour or two. Often my children go to play in someone's basement rec room, and a video is on from the time they arrive until they leave.

Guilty as I am myself, I find promiscuous use of this sedative disquieting.

Children don't stand a chance against videos. (3) No matter how imaginative or independent they may be, or how much they may like playing with visiting friends, they cannot escape the stupefying effects of the box.

(4) Child-development expert Paul Smith attributes this to the brain's "orienting response," a reaction discovered by Pavlov early in the last century. "We humans are programmed to look at abrupt changes in our visual field," she writes. "It's part of our survival mechanism. The colorful, quick images on TV are difficult to resist."

(5) Years ago, I read in a newspaper about a study that found if people can choose between watching a lecturer behind a podium and a video projection of that same lecturer, they'll gaze at the screen. The TV trumps real life every time.

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Part Three: Writing (60/150)

Task 1: Sentence Correction (15/150)

The following sentences may or may not contain some errors. Copy these sentences onto your answer sheet and correct all the errors.

1. Why young people are eager to offer their help to schoolchildren in relatively poor areas? I think there are several reasons.
2. The first twenty to thirty pages of James Joyce would give any reader a big headache. Fortunately, the rest pages are not hopelessly difficult.
3. Semantics is the study of constant, literal meaning inherent in language. While pragmatics is the study of meaning that arise as language is used in various situations.
4. The decision to expand the MA program has already been made. In another word, it is too late for anyone to suggest that we reduce the enrolment this year.
5. Looking back my own learning experience, I found myself often relying on Chinese to construct English sentences.
6. The doctors ruled out the possibility of a SARS outbreak on the basis of the symptoms appeared on the patients.
7. The study of literature should emphasize on examining literary works against the social context that produced them.
8. "Children should learn to speak in a loud and clear voice," said the teacher, "no matter they speak in English or Chinese."
9. Many students are accustomed to use contracted forms such as "it's" and "isn't."
10. Such policy may distract students from their study.

Task 2: Paragraph Writing (25/150)

The student writer of the following essay was presented with an imaginary dilemma—whether or not to buy a stolen final exam under specific circumstances. The student was asked to justify one decision or another. She chose to argue for a decision she knew would be unpopular. *Read this essay and then write a paragraph in no more than 150 words to refute one of the arguments in this essay. Follow the three steps outlined below:*

1. *Identify in the essay the one argument that you strongly disagree ^{with} and summarize it in ^{one} sentence. (5/150)*

Argument to be refuted: _____

2. Write down your counterargument, that is, an argument against what you have identified in step 1. (5/150)

Your counterargument: _____

3. Use your counterargument as the topic sentence and write up the paragraph. (15/150)

Cheating Who?

I had a difficult decision to make. Normally, choosing between honesty and dishonesty barely requires thought. I try to be an honest person, but in my situation choosing to buy a black-marketed copy of an important math test forced me to be dishonest. As long as I understood how to work the required problems, I felt buying the test was not so unreasonable.

Before buying the test I weighed both sides carefully. I didn't want to make a hasty decision, and I found a compromise I could accept. I devoted most of my studying time to the problems on the black-marketed test. After conquering them, I then reviewed the rest of the material until I had mastered it as well. Knowing I had put forth a good effort to study all that was required, I felt better about my decision. I hadn't cheated myself out of learning important math concepts that I would need in the future.

A comprehensive math exam ranks high in difficulty among exams in general. In a whole semester of an advanced math course, there are probably over one hundred types of problems. Out of those, the instructor selects around twenty for the exam. What a relief it would be to know exactly what types of problems would appear. Much of the tension and worrying that final exams cause would be remedied. When I bought the test, the aggravation of wondering how well or how poorly I would do on the exam was gone. I felt very confident about my math course, which gave me reassurance for my other final exams.

Another reason for buying the test was the curve of our grades. Since almost all of my classmates had bought a copy of the test, they would naturally do well. The accumulation of high scores would push the curve way up, making it impossible for me to get a decent grade without a copy of my own. Math is one of the most important classes and one in which I must do well. Without a high score on the final exam and a good overall grade for the course, I would lose my scholarship and my means of finishing college. I was not ready to take that big chance; I could have lost too much.

I realize my decision to buy a copy of the test was a dishonest one, and many people would not justify it. However, I could not afford to fail the exam or the course. The consequences of failing would affect my future in many ways. I could not afford the expense of college without a scholarship. Without finishing college, my chances of finding a good, satisfying job would be substantially lowered.

Completing my college education sits at the top of my value list. My decision to buy the test assured me of a good math grade. I was also certain of being granted a scholarship.

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Task 3: Essay Writing (20/150)

Before you begin, carefully read all the three sub-questions below.

1. Rewrite the following lines by Robert Frost in prose form. Your rewrite (1) should NOT exceed two sentences and (2) should NOT contain the words that have been underlined. (4/150)

Two roads diverged in a wood, and
 I took the one less traveled by.
 And that has made all the difference.

2. Suppose you are writing an essay on how important (or not important) it is to make a choice and you want to use three body paragraphs to support your thesis. On your answer sheet, write down your thesis statement and the topic sentences of the two body paragraphs. (9/150)

Thesis Statement: _____
 Topic Sentence 1: _____
 Topic Sentence 2: _____
 Topic Sentence 3: _____

3. What would be a possible counterargument against your thesis? What would be your response? What evidence do you have that supports your response? Write down these items on your answer sheet. (7/150)

A possible counterargument: _____
 Your response: _____
 Your evidence: _____

----- The End -----