

华侨大学 2015 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 762

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

(I)

Tramore is a happy racecourse in a holiday town but,
at just a mile round and with cambers to rival Epsom, it
has never been favorably in the Irish jockeys' room. Its 1. _____
popularity will have dipped further after the New Year's
Eve shambles in which all 14 riders in a handicap chase
either rode a finish or pulled up a circuit early. Nine
jockeys, including Davy Russell, the championship leader,
were baned for five days each and the Irish Turf Club 2. _____
has begun an investigation that bring further action. 3. _____

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(II)

Number of people who died in passenger airline 4. _____

crashes last year was 20 per cent lower than in 2006.

There were 631 passenger deaths worldwide last 5. _____

year, 159 fewer than 2006, according to Ascend,

the industry information company. Robin Butler

has been a crossbencher in the House of Lords

for ten years since he retired after a 37-years career 6. _____

in the Civil Service, which he completed as a head 7. _____

of the Home Civil Service and as Cabinet Secretary

to prime ministers Thatcher, Major and Blair. On

retire he became Master of University College, 8. _____

Oxford. His parody of John Betjeman's famous poem

Seaside Golf, which includes the lines 'a glorious,

sailing bounding drive, /That made me glad I alive' is 9. _____

fondly remembered at Betjeman favourite course, 10. _____

St Enodoc, North Cornwall.

Part II Grammar (30 points)

(I) There are ten sentences in this section. Beneath each sentence there are four words or phrases marked A, B, C, and D. Choose the word or phrase that best completes the sentence. (10 points)

1. ____, Robert Ferguson's Law and Letters in American Culture has largely defined the critical understanding of the relationship between law and literature in the early American

republic.

- A. With its publication more than 20 years ago
 - B. Since its publication more than 20 years ago
 - C. After its publication more than 20 years ago
 - D. In its publication more than 20 years ago
2. Ferguson's central thesis, of course, is that a tight "configuration of law and letters," _____, was made possible by several closely related factors.
- A. lasts from the Revolution until roughly the 1830s
 - B. lasted from the Revolution until roughly the 1830s
 - C. lasting from the Revolution until roughly the 1830s
 - D. to last from the Revolution until roughly the 1830s
3. I used to love horror movies, but now I tend to dread screen dread. _____ I've grown too old and jaded to be scared--nobody outgrows fear--but the new breed of horror movies, pitched almost exclusively at young male moviegoers, are more interested in sensationalism than insinuation.
- A. It's not that
 - B. Not
 - C. It's not right that
 - D. Do not think that
4. The professional culture of late eighteenth-century America, first of all, essentially required individuals trained in the legal profession _____.
- A. to acquire a broad liberal education and to perform in a variety of literary modes
 - B. acquire a broad liberal education and perform in a variety of literary modes
 - C. to acquire a broad liberal education and performing in a variety of literary modes
 - D. acquiring a broad liberal education and performing in a variety of literary modes

5. Look at Jocelyn Wildenstein. OK, you can stop looking now. ____, she has become a warning of the pitfalls of overzealous plastic surgery.
- A. Known as ‘The Bride of Wildenstein’
B. To know as ‘The Bride of Wildenstein’
C. To be known as ‘The Bride of Wildenstein’
D. As known as ‘The Bride of Wildenstein’
6. Meanwhile, cosmetics manufacturers, ____, now produce potions boasting novel chemical compounds that read as if they are composed of letters from a poor deck of Scrabble tiles.
- A. in their search for new ceaseless tantalizing ingredients to put in their products
B. in their search for tantalizing new ceaseless ingredients to put in their products
C. in their new ceaseless tantalizing search for ingredients to put in their products
D. in their ceaseless search for tantalizing new ingredients to put in their products
7. I argue here that Neal’s historical novel ____ as a tightly interlaced performance where the narrative and its prefaces ____ reciprocally to set up a broad-based assault on the concept of precedent.
- A. had better be read ... to function B. is best read ... function
C. can best be read ... functioning D. could best be read ... as functioning
8. ____, his utterance takes on a more serious shape and tone.
- A. Giving time, however B. Time given, however
C. However, given time D. Given time, however
9. Though Mather, too, ____ the need for confessions in the trials of accused witches, Neal’s general representation of Mather’s argumentative approach ____ the legitimacy of the legal

proceedings of the Court of Oyer and Terminer was essentially accurate.

- A. stressed ...to support B. stresses ...to support
C. stressed ... supporting D. was stressing ... in support

10. The reading scores of ____ increased slightly (by 8 and 4 points, respectively) between 1971 and 1980 but then returned to their former levels or remained the same.

- A. nine and 13-year-olds B. 9- and 13-year-olds
C. 9 and 13 year olds D. 9 and 13-year-olds

(II)There are ten 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 big clock which used to strike the hours day and night was damaged many years ago and

A B

has been silent ever after.

C D

2. Looking at his watch, his clock said it was one o'clock, but the bell struck thirteen times

A B

before it stopped.

C D

3. The city at one time must have been prosperous, for it enjoyed a high level of civilization:

A B

houses--often three stories high--were built of stone.

C D

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4. Now that a tunnel has been built through the mountains, the Pass is less dangerous, but each

A

B

year, the dogs are still sent out into the snow nonetheless a traveller is in difficulty.

C

D

5. On his way into the sweet shop, he dropped his sixpence and it rolled along the pavement

A

B

C

and then disappeared down a drain.

D

6. George was not too upset by his experience because the lady who owns the sweet shop

A

B

heard about his troubles and rewarded him on a large box of chocolates.

C

D

7. Oddly shaped forms that are suspended from the ceiling and move in response to a gust

A

B

C

of wind are quite familiar with everybody.

D

8. Mark Twain went west by stagecoach and succumbed to the epidemic of gold and silver

A

B

C

fever in Nevada's Washoe region.

D

9. H. L. Mencken wrote sulphurous dispatches sitting in his pants with a fan blowing on him,

A

B

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and there was a talk of running him out of town for referring to the local citizenry as yokels.

C

D

10. This will enable people that do not share a common language to talk to each other

A

B

with out any difficulty or to read foreign publications.

C

D

(III) Rewrite the following sentences as required, without altering their meanings.

(10 points)

1. It is no use doing what you like, you have got to like what you do.

Use 'because'.

2. Broadly speaking, human beings may be divided into three classes: those who are toiled to death, those who are worried to death, and those who are bored to death.

Use the active voice.

3. The most economical age to capture an elephant for training is between fifteen and twenty years.

Use the comparative degree.

4. It is well known that where the white man has invaded a primitive culture the most destructive effects have come not from physical weapons but from ideas.

Use a simple sentence.

5. Science and technology have come to pervade every aspect of our lives and, as a result, society is changing at a speed which is quite unprecedented.

Talk about 'society' before 'science'.

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6. We cannot think outside the particular patterns that our brains are conditioned to, or, to be more accurate, we can think only a very little way outside, and then only if we are very original.

Use 'Only' in the beginning and invert your word order.

7. By a cough he pushed the tissue off the table.

Use 'cough' as a transitive verb.

8. I cannot open the door.

Begin by 'the door', making your sentence genuine/natural English.

9. Once the existence of this wave-length had been discovered, it was not long before its use as the uniquely recognizable broadcasting frequency for interstellar communication was suggested.

Begin with 'with' phrase.

10. For some time Paris had been swarming with countless other discharged foreign soldiers.

Begin by 'other discharged foreign soldiers'.

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

A study of nearly 140,000 women in the U. S. showed that regular helpings of a small portion

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of nuts can have a powerful protective effect against a disease that is threatening to become a global epidemic. Women who consumed a 28 gram packet of walnuts at least twice a week were 24 per cent less likely to develop type 2 diabetes than those who rarely or never ate them. Eating walnuts just two or three times a week can reduce the risk of type 2 diabetes by almost a quarter.

The latest findings, published in the Journal of Nutrition, are not the first to highlight the anti-diabetic effects of walnuts, with earlier research showing similar benefits. However, this is thought to be one of the largest studies to find regularly snarling on them can help prevent the condition. Although the latest research was carried out on female nurses, it's likely that the same benefits apply to men.

According to the charity Diabetes UK, at the current rate of increase, the numbers affected by type 2 diabetes in the UK will rise from around 2.5 million currently to four million by 2025 and five million by 2030. Left untreated, it can raise the risk of heart attacks, blindness and amputation (截肢). Being overweight, physically inactive and having a poor diet are major risk factors for the disease.

Scientists at the Harvard School of Public Health in Boston, U. S. , tracked 137,893 nurses aged from 35 to 77 over a ten year period to see how many developed type 2 diabetes. Their dietary habits were closely monitored, including details on how often they ate nuts, particularly walnuts. After allowing for body fat and weight, the researchers found eating walnuts one to three times a month reduced the risk by four per cent, once a week by 13 per cent and at least twice a week by 24 per cent.

In a report on the findings the researchers said: "These results suggest higher walnut consumption is associated with a significantly lower risk of type 2 diabetes in women."

Walnuts are rich in healthy fatty acids(脂肪酸)which have been shown to reduce inflammation (炎症) in the body and protect against heart disease, cancer and arthritis(关节炎). Last year, experts at the University of California Los Angeles also found young men in their twenties and thirties who ate walnuts every day increased their sperm count and boosted their fertility.

The research comes just after a Louisiana State University study which showed that eating nuts can reduce people's risk of obesity. The study found that those who consumed varieties such as almonds and pistachios(开心果) demonstrated a lower body weight, body mass index (BMI) and waist circumference compared to non-consumers. They were also at lower risk of developing heart disease, type 2 diabetes and metabolic syndrome.

1. According to the passage, what does "a global epidemic" (Line 3, Para. 1) refer to?
A. A disease. B. Type 2 diabetes. C. Cancer. D. Obesity.
2. According to the passage, the research published in the Journal of Nutrition _____.
A. was carried out on male nurses
B. is considered as the largest study of walnuts' anti-diabetic effects
C. emphasizes walnuts' anti-diabetic effects
D. is the first study of walnuts' anti-diabetic effects
3. Which of the following can be inferred from Paragraph 3?
A. The number of diabetes patients in the UK will double by 2025.
B. Type 2 diabetes is mainly triggered by childhood overweight.
C. Diet and exercise may reduce the risk of type 2 diabetes.
D. Type 2 diabetes will cause a significant increase of weight.
4. Which of the following is TRUE about the 137,893 nurses tracked by scientists at the Harvard?

- A. Most of them are female.
- B. Their eating habits were closely inspected for over ten years.
- C. Their age is ranging from 35 to 77 years old.
- D. They have about the same body fat and weight.
5. It has been proved that eating nuts can _____.
- A. lower people's body weight, BMI and waist circumference
- B. reduce inflammation in the body
- C. lower people's risk of heart disease, cancer and arthritis
- D. increase young men's sperm count and boost their fertility

Passage 2

Most young people enjoy some form of physical activity. It may be walking, cycling or swimming, or in winter, skating or skiing. It may be game of some kind football, hockey, golf, or tennis. It may be mountaineering.

Those who have a passion for climbing high and difficult mountains are often looked upon with astonishment. Why are men and women willing to suffer cold and hardship, and to take risks on high mountains? This astonishment is caused probably by the difference between mountaineering and other forms of activity to which men give their leisure.

Mountaineering is a sport and not a game. There are no man-made rules, as there are for such games as golf and football. There are, of course, rules of a different kind which it would be dangerous to ignore, but it is this freedom from man-made rules that makes mountaineering attractive to many people. Those who climb mountains are free to use their own methods.

If we compare mountaineering and other more familiar sports, we might think that one big

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difference is that mountaineering is not a 'team game'. We should be mistaken in this. There are, it is true, no 'matches' between 'teams' of climbers, but when climbers are on a rock face linked by a rope on which their lives may depend, there is obviously teamwork.

The mountain climber knows that he may have to fight forces that are stronger and more powerful than man. He has to fight the forces of nature. His sport requires high mental and physical qualities.

A mountain climber continues to improve in skill year after year. A skier is probably past his best by the age of thirty, and most international tennis champions are in their early twenties. But it is not unusual for man of fifty or sixty to climb the highest mountains in Alps. They may take more time than younger men, but they probably climb with more skill and less waste of effort, and their certainly experience equal enjoyment.

6. Mountaineering involves_____.

- A. cold B. hardship C. physical risk D. all of the above

7. The difference between a sport and a game has to do with the kind of _____.

- A. activity B. rules C. uniform D. participants

8. Mountaineering can be called a team sport because_____.

- A. it is an Olympic event
B. teams compete against each other
C. mountaineers depend on other while climbing
D. there are 5 climbers on each team

9. Mountaineers compete against_____.

- A. nature B. each other C. other teams D. international standards

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10. Choose the best title for the passage_____.

- A. mountaineering is different from golf and football
- B. mountaineering is more attractive than other sports
- C. mountaineering
- D. mountain climbers

Passage 3

Women's minds work differently from men's. At least, that is what most men are convinced of. Psychologists view the subject either as a matter of frustration or a joke. Now the biologists have moved into this minefield, and some of them have found that there are real differences between the brains of men and women. But being different, they point out hurriedly, is not the same as being better or worse.

There is, however, a definite structural variation between the male and female brain. The difference is in part of the brain that is used in the most complex intellectual processes – the link between the two halves of the brain.

The two halves are linked by a trunkline of between 200 and 300 million nerves, the *corpus callosum*. Scientists have found quite recently that the *corpus callosum* in women is always larger and probably richer in nerve fibres than it is in men. This is the first time that a structural difference has been found between the brains of women and men and it must have some significance. The question is "What?", and, if this difference exists, are there others? Research shows that present-day women think differently and behave differently from men. Are some of these differences biological and inborn, a result of evolution? We tend to think that is the influence of society that produces these differences. But could we be wrong?

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Research showed that these two halves of the brain had different functions, and that the *corpus callosum* enabled them to work together. For most people, the left half is used for word-handling, analytical and logical activities; the right half works on pictures, patterns and forms. We need both halves working together. And the better the connections, the more harmoniously the two halves work. And, according to research findings, women have the better connections.

But it isn't all that easy to explain the actual differences between skills of men and women on this basis. In schools throughout the world girls tend to be better than boys at "language subjects" and boys better at math and physics. If *these differences* correspond with the differences in the hemispheric function, there is an unalterable distinction between the sexes.

We shan't know for a while, partly because we don't know of any precise relationship between abilities in school subjects and the functioning of the two halves of the brain, and we cannot understand how the two halves interact via the *corpus callosum*. But this striking difference must have some effect and, because the difference is in the parts of the brain involved in intellect, we should be looking for differences in intellectual processing.

11. Which of the following statements is CORRECT?

- A. Biologists are conducting research where psychologists have given up. ☐
- B. Brain differences point to superiority of one sex over the other.
- C. Results of scientific research fail to support popular belief. ☐
- D. The structural difference in the brain between the sexes has long been known.

12. According to the passage it is commonly believed that brain differences are caused by ____ factors. ☐

A. biological

B. psychological

C. physical

D. social

13. "These differences" in Paragraph 5 refer to those in _____. ☐

- A. skills of men and women B. school subjects ☐
- C. the brain structure of men and women D. activities carried out by the brain

14. At the end of the passage the author proposes more work on _____. ☐

- A. the brain structure as a whole B. the functioning of part of the brain ☐
- C. the distinction between the sexes D. the effects of the *corpus callosum*

15. What is the main purpose of the passage? ☐

- A. To outline the research findings on the brain structure. ☐
- B. To explain the link between sex and brain structure. ☐
- C. To discuss the various factors that cause brain differences. ☐
- D. To suggest new areas in brain research.

Passage 4

To the 19th-century French poet Charles Baudelaire, there was no such thing as a bad smell. What a squeamish, oversensitive bunch he would have deemed the denizens of the 20th-century America, where body odors are taboo, strong aromas are immediately suppressed with air freshener and perfume, long celebrated for its seductive and healing powers, is banned in some places to protect those with multiple chemical sensitivities.

Indeed, in the years since Baudelaire set pen to paper, civilization has played havoc with the natural state of all the human senses, technology providing the ability not only to tame and to mute but also to tease and over-stimulate. Artificial fragrances and flavors trick the nose and tongue. Advertisers dazzle the eyes with rapid-fire images. Wailing sirens vie with the beeping of pagers to challenge the ears' ability to cope.

Yet even as we fiddle with the texture and scope of our sensibilities, science is indicating it might behoove us to show them a bit more respect. Growing evidence documents the surprising consequences of depriving or overwhelming the senses. And failing to nurture our natural capabilities, researchers are discovering, can affect health, emotions, even intelligence. Hearing, for example, is intimately connected to emotional circuits: When a nursing infant looks up from the breast, muscles in the middle ear reflexively tighten, readying the child for the pitch of a human voice. The touch of massage can relieve pain and improve concentration. And no matter how we spritz or scrub, every human body produces a natural odor as distinctive as the whorls on the fingertips, an aroma that research is showing to be a critical factor in choosing a sexual partner.

Beyond their capacity to heal and delight, the senses have also opened a window on the workings of the human brain. A flood of studies on smell, sight, hearing, touch and taste in the last two decades have upended most of theories about how the brain functions. Scientists once believed, for example, that the brain was hard-wired at birth, the trillions of connections that made up its neural circuits genetically predetermined. But a huge proportion of neurons in a newborn infant's brain, it turns out, require input from the senses in order to hook up to one another properly.

It is a similar case with a scientific theory until recently held that the sense organs did the lion's share of processing information about the world: The eye detected movement; the nose recognized smell. But researchers now know that ears, eye and fingers are only way stations, transmitting signals that are then processed centrally. "The nose doesn't smell, the brain does," says Richard Axel, a molecular biologist at Columbia University. Each of our sense shatters

experiences into fragments, parsing the world like so many nouns and verbs, then leaving the brain to put the pieces back together and make sense of it all.

In labs across the country, researchers are drafting a picture of the sense that promises not only to unravel the mysterious tangle of the nerves in the brain but also to offer reasons to revel in sensuous experience. Cradling a baby not only feels marvelous, scientists are finding, but it is absolutely vital to a newborn's emotional and cognitive development. And the results of this research are beginning to translate into practical help for people whose senses are impaired: Researchers in Boston last year unveiled a tiny electronic device called a retinal chip that one day may restore sight to people blinded after childhood. Gradually, this new science of the senses is redefining what it means to be a feeling and thinking human being. One day it may lead to an understanding of consciousness itself.

16. The author in the first two paragraphs intends to argue that _____.

- A. technology has disrupted the natural states of the human senses
- B. using perfume to suppress body odors is not correct
- C. what French poet Charles Baudelaire said is true to our life
- D. our noses and tongues have been tricked by artificial fragrances

17. Research findings indicate that if our senses are ill-treated, _____.

- A. our physical health can be affected
- B. a person can be affected enormously
- C. our intelligence can be influenced
- D. our emotional states can be disturbed

18. Which of the following statements is true?

- A. The sense organs process the world information.
- B. The eyes discover movement.
- C. The nose determines smells.
- D. The sense organs cannot process information.

Passage 5

So what have they taught you at college about interviews? Some courses go to town on it, others do very little. You may get conflicting advice. Only one thing is certain: the key to success is preparation.

There follow some useful suggestions from a teacher training course coordinator, a head of department and a head teacher. As they appear to be in complete harmony with one another despite never having met, we may take their advice seriously.

Oxford Brookes University's approach to the business of application and interview focuses on research and rehearsal. Training course coordinator Brenda Stevens speaks of the value of getting students "to deconstruct the advertisement, see what they can offer to that school, and that situation, and then write the letter, do their CVs and criticize each other's." Finally, they role play interviewer and interviewee.

This is sterling stuff, and Brookes students spend a couple of weeks on it. "The better prepared students won't be thrown by nerves on the day," says Ms Stevens. "They'll have their strategies and questions worked out." She also says, a trifle disconcertingly, "the better the student, the worse the interviewee." She believes the most capable students are less able to put themselves forward. Even if this were true, says Ms Stevens, you must still make your own

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case.

“Beware of infernality,” she advises. One aspirant teacher, now a head of department at a smart secondary school, failed his first job interview because he took his jacket off while waiting for his appointment. It was hot and everyone in the staffroom was in shirtsleeves but at the end of the day they criticized his casual attitude, which they had deduced from the fact that he took his jacket off in the staffroom, even though he put it back on for the interview.

Incidentally, men really do have to wear a suit to the interview and women really cannot wear jeans, even if men never wear the suit again and women teach most days in jeans. Panels respond instantly to these indicators. But beware: it will not please them any better if you are too smart.

Find out about the people who will talk to you. In the early meetings they are likely to be heads of departments or heads of year. Often they may be concerned with pastoral matters. It makes sense to know their priorities and let them hear the things about you that they want to hear.

During preliminary meetings you may be seen in groups with two or three other applicants and you must demonstrate that you know your stuff without putting your companions down. The interviewers will be watching how you work with a team.

But remember the warning about informality: however friendly and co-operative the other participants are, do not give way to the idea that you are there just to be friends.

Routine questions can be rehearsed, but “don’t go on too long,” advises the department head. They may well ask: “What have been your worst/best moments when teaching?”, or want you to “talk about some good teaching you have done.” The experts agree you should recognize your weaknesses and offer a strategy for over coming them. “I know I’ve got to work

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on classroom management — I would hope for some help,” perhaps. No one expects a new teacher to know it all, but they hope for an objective appraisal of capabilities.

Be warned against inexperienced questioning. You may be asked questions in such a way that it seems impossible to present your best features. Some questions may be plain silly, asked perhaps by people on the panel who are from outside the situation. Do not be thrown, have ways of circumnavigating it, and never, ever let them see that you think they have said something foolish.

You will almost certainly be asked how you see the future and it is important to have a good answer prepared. Some people are put off by being asked what they expect to be doing in five or ten years' time. On your preliminary visit, says the department head, be sure to give them a bit of an interview of your own, to see the direction the department is going and what you could contribute to it.

The head teacher offers his thoughts in a nine-point plan. Iron the application form! Then it stands out from everyone else's, which have been folded and battered in the post. It gives an initial impression which may get your application to the top of the pile. Ensure that your application is tailored to the particular school. Make the head feel you are writing directly to him or her. Put yourself at ease before you meet the interviewing panel: if you are nervous, you will talk too quickly. Before you enter the room remember that the people are human beings too; take away the mystique of their roles. Listen. There is a danger of not hearing accurately what is being said. Make eye contact with the speakers, and with everyone in the room. Allow your warmth and humanity to be seen. A sense of humour is very important.

Have a portfolio of your work that can link theory to practice. Many schools want you to show work. For a primary appointment, give examples from the range of the curriculum, not

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just art. (For this reason, taking pictures on your teaching practice is important.) Prepare yourself in case you are asked to give a talk. Have prompt cards ready, and don't waffle.

Your speech must be clear and articulate, with correct grammar. This is important: they want to hear you and they want to hear how well you can communicate with children. Believe in yourself and have confidence.

Some of the people asking the questions don't know much about what you do. Be ready to help them.

Thus armed, you should have no difficulty at all. Good luck and keep your jacket on!

19. Ms. Brenda Stevens suggests that before applying job applicants should ____.

- A. go through each other's CVs
- B. rehearse their answers to questions
- C. understand thoroughly the situations
- D. go to town to attend training course

20. The best way to deal with odd questions from the interviewers is to ____.

- A. remain smiling and kindly point out the inaccuracies
- B. keep calm and try to be tactful in your answers
- C. say frankly what you think about the issues raised
- D. suggest something else to get over your nervousness

Part IV Linguistics (30 points)

(I) Define the following terms with examples where necessary. (9 points)

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1. Pragmatics
2. Ideational function
3. Negative face

(II) “*Rose by any other name would smell as sweet.*” What nature of language does this statement demonstrate? (8 points)

(III) Exemplify the difference between SENSE and REFERENCE. (8 points)

(IV) Tell which of the following is true and which is false. (5 points)

1. Arbitrariness refers to the unmotivated relationship between the concept and the sound-image of a sign, while rules deal with the combinations of signs. ()
2. According to John Austin (1962), performative utterances must always take a first-person singular subject and a simple present tense verb. ()
3. It's associative meaning rather than conceptual meaning that determines the sense relations. ()
4. Paradigmatic relation is a semantic term that studies sentence structure. ()
5. According to Finch (1998), a large part of the pleasure we derive from language comes from the successful exploitation of linguistic novelty at different levels of the language. ()

Part V British and American Literature (30 points)

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

招生专业 英语语言文学

科目名称 英语综合 科目代码 762

1. Christopher Marlowe was well-known for his plays such as *The Tragical History of Dr. Faustus* and ____ (1) ____.
2. Francis Bacon's essays such as "Of Marriage and Single Life" and ____ (2) ____ are still widely read today.
3. The Bronte Sisters are well-known to Chinese readers for their novels such as ____ (3) ____ and ____ (4) ____.
4. Virginia Woolf was best-known for her modernist novels such as *To The Lighthouse* and ____ (5) ____.
5. Mark Twain's masterpiece ____ (6) ____ has a great influence on many American writers of younger generation.
6. ____ (7) ____, a novel written by John Steinbeck, is set in the Great Depression.
7. *Moby Dick* has been considered ____ (8) ____'s masterpiece.
8. *Sister Carrie*, written by ____ (9) ____, has been considered a great book of Naturalism.
9. The Lost Generation was best represented by such American authors as Hemingway and ____ (10) ____.

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

1. Humanism
2. Defoe's *Robinson Crusoe*
3. Robert Frost's poetry