东南大学考试卷(A卷)

| 1 5 | 课程名称 研究生学位英语 考试学期 14~15-春 得分 |
|--------|--|
| 1 | 适用专业 考试形式 闭卷 考试时间长度 90 分钟 |
| 在名 | Attention: All your answers should be written on Answer Sheet. (所有答案请写在答卷纸上) I. Multiple choices. (1'*10=10') Directions: Choose the best answer to each of the following questions. 1. Which of the following statements best describes the feature of literature review? A A literature review is just a summary of what you have read. B. A literature review includes a critical analysis of relationship among different opinions. C. The literature review section cannot be an entire chapter in a thesis or dissertation. D. It is not necessary to relate the review of literature to the work of your own. 2. Which tense can be used to state that the research results are recent, expressing what has been found over an extended period in the past and up to the present to highlight the direct relevance of previous studies to the writer's own research? A. Simple present tense B. Simple past tense C. Present perfect tense D. Present continuous tense |
| | 3 is taking another person's words or ideas and using them as if they were your own. A. Citation B. Paraphrasing C. Summarizing D. Plagiarism 4. Nowadays, 98 percent of the commodities in Tibet are in excess of demand, a sharp to the old days when 80 percent of needed goods in Tibet had to be transferred from the inland areas. A. opposite B. color C. comparison D. contrast 5 popular belief that classical music is too complex, it achieves a simplicity that only a genuine can create. A. Subject to B. Contrary to C. Familiar to D. Similar to 6. If you British English with American English, you will find they are different in many ways. A. tell B. compare C. divide D. separate |
| | 7. Eating too much fat canheart disease and cause high blood pressure. A. attribute to B. devote to C. attend to D. contribute to |
| | |

| | hish are | ctill densely nonulat | ed the | eir severe |
|--|---------------------------|--------------------------|-----------------------|----------------|
| | me areas which are | Still delisely popular | | |
| weather condition | | | D. but for | |
| A. due to | B. with regard to | C. regardless of | D. but for | |
| | | | | al the am |
| 9 He always did | well at school | having to do part-ti | me jobs every now | and then. |
| A in spite of | B. regardless of | C. on account of | D. to case of | |
| A. In spile of | D. 109a. a | | | |
| | of working too ha | ard the man became | ill. | * |
| | of working too ne | C. cause | D. result | |
| A. end | B. reason | C. Cause | | |
| | | | | |
| II. Rearranger | ment. (2'*5=10') | | t of a namer antit | lad |
| Distribute The | following sentence | s are from an abstra | ct of a paper end | an Voor |
| Language Lear | ning and Acculturat | ion: Lessons From I | aign School and G | ap-rear |
| m - Lange Chic | lante Please nut the | m in the logical ord | er. | |
| A The research | or compared descript | tions of students' accu | lituration and a mea | asure of |
| A. The research | ve outcomes to their la | anguage developmen | t as measured by a | n unofficial |
| their acculturativ | le buildonnes to their in | 10 months | | |
| Oral Proficiency | Interview after 5 and | - hin hotwoon accultu | ration and languag | e learning |
| B. This study in | vestigates the relation | Iship between accord | ete level | |
| during a year-lo | ng study abroad prog | fram at the pre-collegi | ale level. | higher |
| C. The results in | ndicated that higher le | evels of acculturation | are associated with | ringrier |
| levels of proficie | ency, while a rejection | n of the host culture is | associated with lov | ver levels of |
| ficional | | | | |
| The researcher presents the experiences of four U.S. American sojourners to Sweden | | | | |
| oc case studies | s. This mixed-methods | s study looks specifica | ally at students with | no prior |
| as case studies | ne target language. | | | |
| knowledge of the | her presents the impli | ications for study abro | ad program design | s that |
| | | loadono loi otaay azir | | |
| support langua | | | | |
| Correct orde | er: | | | |
| | | | | |
| III. Matching | . (1'*7=7') | | | (0) |
| A. Directions | Match the following | g four sentences wi | th strengthening o | laims (S) or |
| wookening cl | aims(W). Write down | n (S) or (W) in the fol | lowing blanks. (1" | *4=4') |
| (4) In our stud | ly, zinc supplementat | tion did not result in | a significant reduct | ion in overall |
| (1) III our stud | ldren aged 148 mor | oths in a population wi | th high malaria tran | ismission. |
| mortality in crit | there was a suggest | tion that the effect v | aried by age, with | no effect on |
| (2) However, | there was a suggest | uoti and and olioce | hildren of 1248 m | onths old. |
| mortality in infa | ants, and an 18% red | uction of mortality in c | dethe from molar | ria and other |
| (3) This effect | ct was mainly a con | sequence of fewer | deaths from maiar | la alla ottion |
| infections. | | | | |
| (4) Anv effect | on mortality in this | trial was in addition | to a possible effect | of vitamin A |
| supplementati | | | | |
| Supplomonus | | | | |
| (4) . (0 | 2); (3); | (4) | | |
| (1); (2 | ,), (3), | 1 | | |

B: Directions: Decide which method of citation the author uses in the following sentences. Match the methods of citation in the left column with the sentences in the right column, (1'*3=3')

| the right column. (1) |)···) | | | |
|-----------------------|---|--|--|--|
| Methods of citation | Sentences | | | |
| | A. Zheng (2013) provided some implications of EAP studies for | | | |
| | college English teaching in China based on the investigation in | | | |
| (1)Author prominent | the aspects of the learners' needs, curriculum, and evaluation | | | |
| citation | system. | | | |
| (2)Weak author | B. The role of English for Academic Purposes has been widely | | | |
| prominent citation | recognized and become a major trend in the tertiary college | | | |
| (3)Information | English education today (Ye, 2013; Wang& Qian, 2013; Zhang et | | | |
| prominent citation | al., 2011). | | | |
| | C. As Hyland & Hamp (2002) noted, EAP focuses on the specific | | | |
| | communicative needs and practices of particular groups in | | | |
| | academic contexts. | | | |

| communicative needs and practices of particular groups academic contexts. | in |
|--|-----|
| 1); (2); (3) | |
| V. Blank filling. (1'*8=8') | |
| : Directions: Rewrite the following into an academic passage with nominalization | n. |
| 1'*5=5') | |
| The 1(not equal) in the 2(distribute) of wealth in Australia is | yet |
| nother indicator of Australia's lack of egalitarianism. In1985, 20% of the Australi | an |
| opulation owned 72.2% of the wealth with the top 50% owning 92.1% (Raskall, 198 | 38: |
| 87). Such a significant skew in the distribution of wealth indicates that, at least in terms | of |
| conomics, there is an established class system in Australia. McGregor (1988) argu | ies |
| hat Australian society can be categorised into three levels: the Upper, Middle a | |
| Vorking classes. In addition, it has been shown that most Australians continue to remain | |
| n the class into which they were born (McGregor, 1988:156) despite 3(argu | |
| bout the ease of social 4(mobile) in Australian society (Fitzpatrick, 1994). T | |
| ssue of class and its inherent unfairness, however, is further compounded by factors su | ich |
| s race and gender within and across these class divisions. | |
| The relative disadvantage of women with regard to their earnings and levels of as | |
| (own) indicates that within classes there is further economic unfairness based | on |
| ender. | |
| 1 2 3 4 5 | |
| 4 5 | |
| | |
| 3. Directions: Fill in the blanks with the appropriate forms of the given words in t | he |
| prackets. (1'*3=3') | |
|) According to Krugman (1988), the debt overhang theory 1(show) the | nat |
| expected debt-service costs will discourage further domestic and foreign investment a | ind |
| hus harm growth. | |

2) 2_____(base on) the modification of Elibadawi, Ndulu and Ndung'u model (1997),

| Odegbite (2008) 3(investigate) the impact of large eternal debt dock with |
|--|
| its servicing requirements and resulting fiscal deficit on private investment. |
| |
| 1 2 3 |
| V. Choose five academic expressions from the following ten statements. |
| (2'*5=10') |
| He couldn't finish his work within the given time. |
| 2. There is an emerging consensus that a concerted effort on a national level will be |
| required to capture the glittering prizes that a new technology offers. |
| 3. I would like to focus on the following areas of research. |
| 4. A microsystem is the immediate setting in which the individual exists. |
| 5. Writing instructors focus on a number of complex skills that require extensive practice. |
| 6. The language is a participant operates in is the language used for the interview. |
| 7. Though kind of restricted, this good study reveals the process of language learning. |
| 8. In addition, the data wasn't used to focus on the following hypothesis. |
| 9. One economic theory of crime assumes that people weigh the consequences of |
| committing crime. |
| 10. We at any rate, will continue to keep an open mind. |
| |
| \(\lambda\) \(\tau_{\text{or}} \Gamma_{\text{or}} \Gamma_{\text{or}} \Gamma_{\text{or}} \Gamma_{\text{or}} \(\text{or} \Gamma_{\text{or}} \Gamma_{\text{or}} \Gamma_{\text{or}} \\ \text{or} \\ or |
| VI. True or False. (1'*5=5') Directions: Decide whether the following statements are True (T) or False (F). |
| 1. In writing conclusions, we can include quotations and statistics. |
| 2. Conclusion allows writers the last chance to make a final comment about the |
| essay's main idea. |
| 3. In conclusion session, writers may introduce new ideas that have never appeared |
| in the paper. |
| 4. One of the functions of Conclusion is to give the work a sense of completion. |
| 5. Both HEEE style and MLA style need to italicize the title of the journal or book. |
| |
| 1 2 3 4 5 |
| |
| VII. Translation. (2'*5=10') |
| Directions: Complete the following paragraph by translating Chinese into English. |
| (1)(本调查研究包括对 6 个地点进行取样分 |
| 析) to measure changes in groundwater chemistry. The sites were selected from the |
| London Bain area, which is located in the south-east of England and has been frequently |
| used to interpret groundwater evolution. |
| (2)(共采集并分析了 18 个样本) for the |
| Isotopes mentioned earlier. Samples 1-9 were collected in thoroughly-rinsed 25 ml brown |
| glass bottles which were filled to the top and then sealed tightly to prevent contamination. |
| (3)(装满样本的瓶子直接运送 |
| 到两个实验室) at Reading University, where they were analyzed using standard methods |

| suitably | miniaturized | to | handle | | quantities | of | water |
|--------------|--------------------|----------|--------------|----------------|-----------------|---------------------|-----------|
| (4) | | | | _ (10 至 18 | 号样本是在我们 | 们立验室 | 准久的 |
| using a re- | vised version of | the pre | cipitation i | method esta | blished by the | ISF Ins | titute in |
| Germany. | This method ob | tains a | precipitat | e through th | ne addition of | BaCl _o H | O: the |
| resulting pr | ecipitate can be v | washed | and stored | d easily. | | | |
| The sampl | es were subsec | uently : | shipped to | o ISF for a | nalysis by acc | elerating | macc |
| spectromet | ry (AMS). All tubi | ng used | was stain | iless steel, a | nd although two | n sample | e word |
| at risk o | f CFC contan | nination | as a | result of | brief contact | with | plactic |
| (5) | | | (样 | 本之间的差異 | 是可以忽略不计 |) | plastic, |
| | | | | | T SOURTH IN | /- | |
| 1) | | | | | | | |
| 2) | | | | | | | <u> </u> |
| 3) | | | | | | | |
| 4) | | | | | | | |
| 5) | | | | | | | • |

VIII. Writing. (40')

Directions: Some people prefer to spend their lives doing the same thing and avoid changes. Others, however, think that change is always a good thing. Compare both these views and give your own opinion. Write at least 250 words.