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When I was in my early teens, I was taken to a spectacular show on ice by the mother of a friend. Looked round at the luxury of the rink, my friend's mother remarked on the "plush" seats we had been given. I did not know what she meant, and being proud of my vocabulary, I tried to infer its meaning from the context. "Plush" was clearly intended as a complimentary, a positive evaluation; that much I could tell it from the tone of voice and the context. So I started to use the word. Yes, I replied, they certainly are plush, and so are the ice rink and the costumes of the skaters, aren't they? My friend's mother was very polite to correct me, but I could tell from her expression that I had not got the word quite right.

Often we can indeed infer from the context what a word roughly means, and that is in fact the way which we usually acquire both new words and new meanings for familiar words, specially in our own first language. But sometimes we need to ask, as I should have asked for Plush, and this is particularly true in the aspect of a foreign language. If you are continually surrounded by speakers of the language you are learning, you can ask them directly, but often this opportunity does not exist for the learner of English.

So dictionaries have been developed to mend the gap.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

14

There is widespread consensus among scholars that second language acquisition (SLA) emerged as a distinct field of research from the late 1950s to early 1960s.

There is a high level of agreement that the following questions (1) \_\_\_\_\_ have possessed the most attention of researchers in this area: (2) \_\_\_\_\_

Is it possible to acquire an additional language in the same sense one acquires a first language? (3) \_\_\_\_\_

What is the explanation for the fact adults have (4) \_\_\_\_\_ more difficulty in acquiring additional languages than children have?

What motivates people to acquire additional language?

What is the role of the language teaching in the (5) \_\_\_\_\_ acquisition of additional languages?

What social-cultural factors, if any, are relevant in studying the learning of additional languages?

From a check of the literature of the field it is clear that all (6) \_\_\_\_\_ the approaches adopted to study the phenomena of SLA so far have one thing in common:

The perspective adopted to view the acquiring of an additional language is that of an individual attempts to do (7) \_\_\_\_\_

so. Whether one labels it "learning" or "acquiring" an additional language, it is an individual accomplishment or what is under (8) \_\_\_\_\_

focus is the cognitive, psychological, and institutional status of an individual. That is, the spotlight is on what mental capabilities are

involving, what psychological factors play a role in the learning (9) \_\_\_\_\_  
or acquisition, and whether the target language is learnt in the  
classroom or acquired through social touch with native speakers. (10) \_\_\_\_\_

13

Psycho-linguistics is the name given to the study of the psychological processes involved in language. Psycholinguistics study understanding,

production and remembering language, and hence are concerned with (1) \_\_\_\_\_  
listening, reading, speaking, writing, and memory for language.

One reason why we take the language for granted is that it usually (2) \_\_\_\_\_  
happens so effortlessly, and most of time, so accurately. (3) \_\_\_\_\_

Indeed, when you listen to someone to speaking, or looking at this page, (4) \_\_\_\_\_  
you normally cannot help but understand it. It is only in exceptional

circumstances we might become aware of the complexity (5) \_\_\_\_\_  
involved: if we are searching for a word but cannot remember it;

if a relative or colleague has had a stroke which has influenced (6) \_\_\_\_\_  
their language; if we observe a child acquire language; if (7) \_\_\_\_\_

we try to learn a second language ourselves as an adult; or if we are visually impaired or hearing-impaired or if we meet

anyone else who is. As we shall see, all these examples (8) \_\_\_\_\_  
of what might be called “language in exceptional circumstances”

reveal a great deal about the processes evolved in speaking, (9) \_\_\_\_\_  
listening, writing and reading. But given that language processes

were normally so automatic, we also need to carry out careful (10) \_\_\_\_\_  
experiments to get at what is happening.

2012

*Proofread the given passage on ANSWER SHEET TWO as instructed.*

The central problem of translating has always been whether to translate literally or freely. The argument has been going since at least the first (1) \_\_\_\_\_

century B.C. Up to the beginning of the 19th century, many writers  
favored certain kind of “free” translation: the spirit, not the letter; the (2) \_\_\_\_\_

sense not the word; the message rather the form; the matter not (3) \_\_\_\_\_  
the manner. This is the often revolutionary slogan of writers who (4) \_\_\_\_\_

wanted the truth to be read and understood. Then in the turn of 19th (5) \_\_\_\_\_  
century, when the study of cultural anthropology suggested that

the linguistic barriers were insuperable and that the language (6) \_\_\_\_\_  
was entirely the product of culture, the view translation was impossible (7) \_\_\_\_\_

gained some currency, and with it that, if was attempted at all, it must be as (8) \_\_\_\_\_  
literal as possible. This view culminated the statement of the (9) \_\_\_\_\_

extreme “literalists” Walter Benjamin and Vladimir Nobokov.

The argument was theoretical: the purpose of the translation, the nature of the readership, the type of the text, was not discussed. Too often, writer, translator and reader were implicitly identified with each other. Now, the context has changed, and the basic problem remains. (10) \_\_\_\_\_

11

From a very early age, perhaps the age of five or six, I knew that when I grew I should be a writer. Between the ages of about 1 \_\_\_\_\_ seventeen and twenty-four I tried to abandon this idea, but I did so with the conscience that I was outraging my true nature and that 2 \_\_\_\_\_ soon or later I should have to settle down and write books. 3 \_\_\_\_\_ I was the child of three, but there was a gap of five years 4 \_\_\_\_\_ on either side, and I barely saw my father before I was eight. For this and other reasons I was somewhat lonely, and I soon developed disagreeing mannerisms which made me unpopular throughout my 5 \_\_\_\_\_ schooldays. I had the lonely child's habit of making up stories and holding conversations with imaginative persons, and I think from 6 \_\_\_\_\_ the very start my literal ambitions were mixed up with the feeling of 7 \_\_\_\_\_ being isolated and undervalued. I knew that I had a facility with words and a power of facing in unpleasant facts, and I felt that this created 8 \_\_\_\_\_ a sort of private world which I could get my own back for my failure 9 \_\_\_\_\_ in everyday life. Therefore, the volume of serious — i.e. seriously 10 \_\_\_\_\_ intended — writing which I produced all through my childhood and boyhood would not amount to half a dozen pages. I wrote my first poem at the age of four or five, my mother taking it down to dictation.

10

So far as we can tell, all human languages are equally complete and perfect as instruments of communication: that is, every language appears to be well equipped as any other to say 1 \_\_\_\_\_ the things their speakers want to say. 2 \_\_\_\_\_ There may or may not be appropriate to talk about primitive 3 \_\_\_\_\_ peoples or cultures, but that is another matter. Certainly, not all groups of people are equally competent in nuclear physics or psychology or the cultivation of rice . Whereas this is not the 4 \_\_\_\_\_ fault of their language. The Eskimos , it is said, can speak about snow with further more precision and subtlety than we can in 5 \_\_\_\_\_ English, but this is not because the Eskimo language (one of those sometimes miscalled 'primitive') is inherently more precise and

subtle than English. This example does not come to light a defect 6 \_\_\_\_\_  
in English, a show of unexpected 'primitiveness'. The position is  
simply and obviously that the Eskimos and the English live in similar 7 \_\_\_\_\_  
environments. The English language will be just as rich in terms 8 \_\_\_\_\_  
for different kinds of snow, presumably, if the environments in which  
English was habitually used made such distinction as important. 9 \_\_\_\_\_  
Similarly, we have no reason to doubt that the Eskimo language  
could be as precise and subtle on the subject of motor manufacture  
or cricket if these topics formed the part of the Eskimos' life. 10 \_\_\_\_\_

09

The previous section has shown how quickly a rhyme passes  
from one school child to the next and illustrates the further difference (1) \_\_\_\_\_  
between school lore and nursery lore. In nursery lore a verse,  
learnt in early childhood, is not usually passed on again when the (2) \_\_\_\_\_  
little listener has grown up, and has children of their own, or even (3) \_\_\_\_\_  
grandchildren. The period between learning a nursery rhyme and  
transmitting it may be something from twenty to seventy years. With (4) \_\_\_\_\_  
the playground lore, therefore, a rhyme may be excitedly passed (5) \_\_\_\_\_  
on within the very hour it is learnt; and in the general, it passes (6) \_\_\_\_\_  
between children of the same age, or nearly so, since it is uncommon  
for the difference in age between playmates to be more than five  
years. If, therefore, a playground rhyme can be shown to have been (7) \_\_\_\_\_  
currently for a hundred years, or even just for fifty, it follows that it (8) \_\_\_\_\_  
has been retransmitted over and over; very possibly it has passed  
along a chain of two or three hundred young hearers and tellers, and (9) \_\_\_\_\_  
the wonder is that it remains live after so much handling, (10) \_\_\_\_\_  
to let alone that it bears resemblance to the

08

The desire to use language as a sign of national identity is a very natural one, and in result language has played a prominent part in national moves. Men have often felt the need to cultivate a given language to show that they are distinctive from another race whose hegemony they resent. At the time the United States split off from Britain, for example, there were proposals that independence should be linguistically accepted by the use of a different language from those of Britain. There was even one proposal that Americans should adopt Hebrew. Others favoured the adoption of Greek, though, as one man put it, things would certainly be simpler for Americans if they stuck on to English and made the British learn Greek. At the end, as everyone knows, the two countries adopted the practical and satisfactory solution of carrying with the same language as before. Since nearly two hundred years now, they have shown the world that political independence and national identity can be complete without sacrificing the enormous mutual advantages of a common language.

2015

1. looked 改成 looking
2. she 后面加 had
3. 去掉第二个 a
4. 去掉 it
5. polite 改成 politely
6. which 改成 that
7. specially 改成 especially
8. this 改成 it
9. continually 改成 often
10. mend 改成 narrow

2014

1. 把 of 去掉。
2. 把 possessed 改成 attracted,
3. 把 a 改成 the
4. 在 facts 和 adults 之间加个 that,
5. 把第二个 the 去掉。
6. 把第二个 of 改成 in
7. 把 attempts 改成 attempt
8. 把 or 改成 and
9. what 改成 how
10. 把 touche 改成 touches

2013

1. production 改成 producing
2. 去掉 the
3. 去掉 accurately 前面的 so
4. looking 改为 look
5. we 前面加 that
6. 去掉 colleague 后面的 has
7. their 改成 his

8. anyone 改成 pure 老师 someone 9. evolved 改成 involved 10. were 改成 are

2012:

1. going  $\wedge$  since—加入 on 题解: go on 的意思是“继续”,符合句子表达的含义“争论一直在继续”。

2. certain—改为 a certain 题解:此处要表达的意思是“很多作家喜欢一种自由的翻译方法”,第一次出现这种方法应该加上不定冠词。

3. rather—改为 not

题解:根据原句的句子结构, rather 应改为 not。

4. is—改为 was

题解:此句应该为过去时。

5. in—改为 at

题解: at the turn of 19th century “十九世纪之初”,是固定搭配。

6. the—删去第二个 the

题解:这里并没有特指某种语言,所以不用定冠词。

7. view  $\wedge$  translation—加入 that

题解:在 view 和 translation 之间加上 that,可将“translation was impossible”看成 view 的同位语。

8. was—删去 was

题解:条件状语从句常可以省略主语和系动词。

9. culminated  $\wedge$  the—加入 in

题解: culminate in 是“以……告终”的意思,符合上下文含义。

10. and—改为 but

题解:根据原句意思“现在背景变化了,但是基本问题依然存在”,两句话之间应该是转折关系。

2011

1, 在 grow 后加 up, 考固定短语

2, 改 conscience 为 consciousness 考词语区别, conscience 翻译为“良心,道德心”, consciousness 翻译为“意识”

3, 改 soon 为 sooner, sooner or later 是固定短语

4, 在 child 前加 middle, 考上下文理解。作者是三个孩子句中的那位

5, 改 disagreeing 为 disagreeable, disagreeing 只能作动名词,不能作形容词。disagreeable mannernisms 令人讨厌的习惯

6, 改 imaginative 为 imaginary, 考词语区别 imaginative 翻译为“有想象力的”, imaginary 翻译为“想象的,虚构的”

7, 改 literal 为 literary, 考词义区别, literal 翻译为“字面的”, literary 翻译为“文学方面的”

8, 去掉 face 后的 in, face 接宾语时是及物动词。考动词的基本用法

9, 在 world 后加 in 或者改 which 为 where, 考定语从句

10, 改 Therefore 为 However 或者 Nevertheless, 考语境。

## 2010 年专八真题改错参考答案以及分词

- 1 be 后插入 as; as...as 引导的比较级
- 2 their 改为 its; its 代替 every language
- 3 There 改为 It; It 此处作为形式主语，真正的主语是后面的不定式
- 4 Whereas 改为 But ; 语境需要表示转折的连词，whereas 表示对比
- 5 further 改为 much further 不能修饰比较级
- 6 come 改为 bring; (sth)come to light , bring sth to light  
bring to light the defect of English =bring the defect of english to light 揭示英语的缺陷
- 7 similar 改为 different; 根据语境应该用 different
- 8 will 改为 would; 虚拟语气
- 9 as important 去掉 as;
- 10 the part 去掉 the 或者改 the 为 a be/become/form (a) part of 是固定短语

## 2009

### 答案分析:

- (1) the further difference 改为 a further difference (此次应该用不定冠词表示泛指)
- (2) 改 when 为 until, 结构 not...until 翻译为“直到……才”
- (3)their 改为 his (代词与前文 a little listener 在单复数上保持一致)
- (4)something 改为 anything 此处指二十到七十的任何时段
- (5)therefore 改为 however (根据上下文逻辑关系)
- (6) in the general 去掉 the (习惯用法 in general 表示总的来说，一般不用冠词)
- (7) currently 改为 current (这里起的是表语的作用，需要形容词而不是副词)
- (8) it has passed 改为 it has been passed (与分号前的被动保持一致)
- (9) live 改为 alive alive 翻译为“鲜活的”，一般作补语；live 翻译为“现场转播的；活的”，一般作定语
- (10) to let alone 改为 let alone (let alone 为习惯搭配，意思是“更不用说”)

## 2008

1. in result 改成 in consequence,
- 2 moves 改成 movements.
- 3 distinctive 改成 distinct 或 different
- 4 在 time 后加 when
- 5 accepted 改成 realized
- 6 those 改成 that
- 7 删除 on,
- 8 At 改成 In
- 9 carrying with 改成 carrying on with
- 10 now 改成 ago