

杭 州 师 范 大 学

2012 年招收攻读硕士研究生入学考试题

考试科目代码: 716

考试科目名称: 综合英语 (一)

- 说明: 1、命题时请按有关说明填写清楚、完整;  
2、命题时试题不得超过周围边框;  
3、考生答题时一律写在答题纸上, 否则漏批责任自负;

**I. Cloze (每小题 1 分, 共 20 分)**

Fill in the blanks with proper words (the first letter is given).

Sigmund Freud was born in Moravia but moved to Vienna with his parents at the age of four. He is known as the (1)i\_\_\_\_\_ of psychoanalysis, a method of treating people with (2)m\_\_\_\_\_ or physical illnesses. During (3)t\_\_\_\_\_ the patient is made to examine what he can remember about his (4)p\_\_\_\_\_ life which may have caused the illness. Freud's theory was that these past (5)e\_\_\_\_\_ have been repressed, or held back, in the unconscious mind.

One way of explaining the (6)c\_\_\_\_\_ of the conscious and the (7)s\_\_\_\_\_ mind, is to think of an iceberg, one tenth of which is (8)v\_\_\_\_\_ on the surface of the sea, but the other nine-tenths of which lie (9)h\_\_\_\_\_ in the deep, dark waters.

By bringing the subconscious experiences to the surface and out into the conscious mind, the patient and (10)d\_\_\_\_\_ can analyze all the different parts, which make up the (11)p\_\_\_\_\_ psychological condition. In other words, they analyze or examine any (12)a\_\_\_\_\_ complexes that the patient may have. This (13)a\_\_\_\_\_ analysis of past experiences, Freud believed, would help to (14)c\_\_\_\_\_ the patient.

Freud's major (15)w\_\_\_\_\_ is called The Interpretation of Dreams. In it Freud presents the theory that the unconscious mind tries to (16)r\_\_\_\_\_ consciousnesses during sleep, through the (17)p\_\_\_\_\_ of dreaming. Through (18)s\_\_\_\_\_ and (19)i\_\_\_\_\_, almost like a film, dreams express our unconscious fears and (20)d\_\_\_\_\_. The analysis of dreams could help us to understand our waking lives.

**II. Reading Comprehension (共 40 分)**

**Part A (每小题 2 分, 共 30 分)**

*Read the following three texts. Answer the questions on each text by choosing A, B, C or D.*

**TEXT 1**

Study requires a student's undivided attention. It is impossible to acquire a complex skill or absorb information about a subject in class unless one learns to concentrate without undue stress for long periods of time. Students with Attention Deficit Disorder (A. D. D.) are particularly deficient in this respect for reasons which are now known to be neurobiological and not behavioural, as was once believed. Of course, being unable to concentrate, and incapable of pleasing the teacher and oneself in the process, quickly leads to despondence and low self-esteem. This will naturally induce behavioural problems.

It is estimated that 3-5% of all children suffer from Attention Deficit Disorder. There are three main types of Attention Deficit Disorder: A. D. D. without Hyperactivity, A. D. D. with Hyperactivity (A. D. H. D.), and Undifferentiated A. D. D.

The characteristics of a person with A. D. D. are as follows:

- a. has difficulty paying attention
- b. does not appear to listen
- c. is unable to carry out given instructions
- d. avoids or dislikes tasks which require sustained mental effort
- e. has difficulty with organization
- f. is easily distracted
- g. often loses things
- h. is forgetful in daily activities

Children with A. D. H. D. also exhibit excessive and inappropriate physical activity, such as constant fidgeting and running about the room. This boisterousness often interferes with the educational development of others. Undifferentiated A. D. D. sufferers exhibit some, but not all, of the symptoms of each category.

It is important to base remedial action on accurate diagnosis. Since A. D. D. is a physiological disorder caused by some structural or chemically-based neurotransmitter problem in the nervous system, it responds especially well to certain psychostimulant drugs, such as Ritalin. In use since 1953, the drug enhances the ability to structure and complete a thought without being overwhelmed by non-related and distracting thought processes.

Psychostimulants are the most widely used medications for persons with A. D. D. and A. D. H. D. Recent findings have validated the use of stimulant medications, which work in about 70-80% of

A. H. D. D. children and adults (Wilens and Biederman, 1997). In fact, up to 90% of distractibility in A. D. D. sufferers can be removed by medication. The specific dose of medicine varies for each child, but such drugs are not without side effects, which include the reduction in appetite, loss of weight, and problems with falling asleep.

Not all students who are inattentive in class have Attention Deficit Disorder. Many are simply unwilling to commit themselves to the task at hand. Others might have a specific learning disability (S. L. D.). However, those with A. D. D. have difficulty performing in school not usually because they have trouble learning, but because of poor organization, inattention, compulsion and impulsiveness. This is brought about by an incompletely understood phenomenon, in which the individual is, perhaps, best described as “tuning out” for short to long periods of time. The effect is analogous to the switching of channels on a television set. The difference is that an A. D. D. suffers is not “in charge of the remote control”. The child with A. D. D. is unavailable to learn — something else has involuntarily captured his or her whole attention.

It is commonly thought that A. D. D. only affects children, and that they grow out of the condition once they reach adolescence. It is now known that this is often not the case. Left undiagnosed or untreated, children with all forms of A. D. D. risk a lifetime of failure to relate effectively to others at home, school, college and at work. This brings significant emotional disturbances into play, and is very likely to negatively affect self-esteem. Fortunately, early identification of the problem, together with appropriate treatment, make it possible for many victims to overcome the substantial obstacles that A. D. D. places in the way of successful learning.

1. The number of main types of A. D. D. is \_\_\_\_\_.  
A. 1      B. 2      C. 3      D. 4
2. Attention Deficit Disorder \_\_\_\_\_.  
A. is a cause of behavioural problems  
B. is very common in children  
C. has difficulty paying attention  
D. none of the above
3. Wilens and Biederman have shown that \_\_\_\_\_.  
A. stimulant medications are useful  
B. psychostimulants do not always work  
C. hyperactive persons respond well to psychostimulants  
D. all of the above
4. Children with A. D. D. \_\_\_\_\_.

- A. have a specific learning disability
- B. should not be given medication as a treatment
- C. may be slightly affected by sugar intake
- D. usually improve once they become teenagers

5. Psychostimulant drugs can be given to A. D. D. sufferers to assist them \_\_\_\_\_.

- A. with the reduction in appetite      B. to lose weight
- C. to fall asleep      D. with the completion of desired thought process

## **TEXT 2**

The Planning Commission asserts that the needed reduction in acute hospital beds can best be accomplished by closing the smaller hospitals, mainly voluntary and proprietary. This strategy follows from the argument that closing entire institutions saves more money than closing the equivalent number of beds scattered throughout the health system.

The issue is not that simple. Larger hospitals generally are designed to provide more complex care. Routine care at large hospitals costs more than the same care given at smaller hospitals. Therefore, closure of all the small hospitals would commit the city to paying considerably more for inpatient care delivered at acute care hospitals than would be the case with a mixture of large and small institutions. Since reimbursement rates at the large hospitals are now based on total costs, paying the large institutions a lower rate for routine care would simply raise the rates for complex care by a comparable amount. Such a reimbursement rate adjustment might make the charges for each individual case more accurately reflect the actual costs, but there would be not reduction in the total costs.

There is some evidence that giant hospitals are not the most efficient. Service organizations – and medical care remains largely a service industry --- frequently find that savings of scale have an upper limit. Similarly, the quality of routine care in the very largest hospitals appears to be less than optimum. Also, the concentration of all hospital beds in a few locations may affect the access to care.

Thus, simply closing the smaller hospitals will not necessarily save money or improve the quality of care.

Since the fact remains that there are too many acute care hospital beds in the city, the problem is to devise a proper strategy for selecting and urging the closure of the excess beds, however many it may turn out to be.

The closing of whole buildings within large medical centers had many of the cost advantages

of closing the whole of small institutions, because the fixed costs can also be reduced in such cases. Unfortunately, many of the separate buildings at medical centers are special use facilities, the relocation of which is extremely costly. Still, a search should be made for such opportunities.

The current lack of adequate ambulatory care facilities raises another possibility. Some floors or other large compact areas of hospitals could be transferred from inpatient to ambulatory uses. Reimbursement of ambulatory services is chaotic, but the problem is being addressed. The overhead associated with the entire hospital should not be charged even *pro rata* to the ambulatory facilities. Even if it were, the total cost would probably be less than that of building a new facility. Many other issues would also need study, especially the potential over-centralization of ambulatory services.

The Planning Commission language seems to imply that one reason for closing smaller hospital is that they are “mainly voluntary and proprietary,” thus, preserving the public hospital system by making the rest of the hospital system absorb the needed cuts. It is important to preserve the public hospital system for many reasons, but the issue should be faced directly and not hidden behind arguments about hospital size if indeed that was the meaning.

6. The best title for the passage would be \_\_\_\_\_.
- A. Maintaining Adequate Hospital Facilities
  - B. Defending the Public Hospitals
  - C. Protecting the Proprietary and Voluntary Hospitals
  - D. Economic Efficiency in Hospital Bed Closings
7. The Planning Commission is accused by the author of being \_\_\_\_\_.
- A. unfair
  - B. foolish
  - C. shortsighted
  - D. ignorant
8. The author’s purpose in discussing ambulatory care is to \_\_\_\_\_.
- A. discuss alternatives to closing hospital beds
  - B. present a method of reducing the fiscal disadvantages of closing only parts of larger hospitals
  - C. help preserve the public hospital system
  - D. attack the inefficient use of space on larger hospitals
9. With which of the following is the author least likely to agree?
- A. A proposal to save costs in a prison system by building only very large prison complexes.
  - B. A plan to stop the closing of any beds whatsoever in the city, until the costs of various alternatives can be fully considered.
  - C. A proposal by an architecture firm that new hospital buildings have centralized record

systems.

D. A mayoral commission being formed to study the plight of the elderly.

10. How does the author feel that his suggestions for closing inpatient beds could impact on the ambulatory care system?

A. Ambulatory care costs will probably be reduced.

B. A reduction of hospital beds will increase the demand for ambulatory services.

C. Smaller hospitals will have to cut back ambulatory services to stay fiscally viable.

D. The use as ambulatory facilities of the space made available in large hospitals by bed closings might result in having too many ambulatory services based in large hospitals.

### TEXT 3

Incidents like this are happening every day. A teacher in a college English course has returned a student's theme on the subject of a poem. One sentence in the theme reads, "Like all of Keats's best work, the 'Ode to Autumn' has a sensual quality that makes it especially appealing to me." The instructor's red pencil has underlined the word *sensual*, and in the margin he has written "Accurate?" or whatever his customary comment is in such cases. The student has checked the dictionary and comes back puzzled. "I don't see what you mean," he says. "The dictionary says *sensual* means 'of or pertaining to the sense or physical sensation.' And that's what I wanted to say. Keats's poem is filled with words and images that suggest physical sensation."

"Yes," replies the instructor, "that's what the word *means*—according to the dictionary." And then he takes his copy of the *American College Dictionary*, which contains the definition the student quoted, and turns to the word *sensual*. "Look here," he says, pointing to a passage in small type just after the various definitions of the word:

SENSUAL, SENSUOUS refer to experience through the senses. SENSUAL refers, usually unfavorably, to the enjoyments derived from the senses, generally implying grossness or lewdness: *a sensual delight in eating, sensual excesses*. SENSUOUS refers, favorably or literally, to what is experienced through the senses: *sensuous impressions, sensuous poetry*.

The student reads the passage carefully and begins to see light. The word *sensual* carries with it a shade of meaning, an unfavorable implication, which he did not intend; the word he wanted was *sensuous*. He has had a useful lesson in the dangers of taking dictionary definitions uncritically, as well as in the vital difference between denotation and connotation.

The difference between the two is succinctly phrased in another of those small-type paragraphs of explanation, taken this time from *Webster's New Collegiate Dictionary*:

*Denote* implies all that strictly belongs to the definition of the word, *connote* all of the ideas that are suggested by the term; thus, “home” *denotes* the place where one lives with one’s family, but it usually *connotes* comfort, intimacy, and privacy. The same implications distinguish denotation and connotation.

The denotation of a word is its dictionary definition, which is what the word “stands for.” According to the dictionary, sensuous and sensual have the same general denotation: they agree in meaning “experience through the senses.” Yet they *suggest* different things. And that difference in suggestion constitutes a difference in connotation.

Nothing is more essential to intelligent, profitable reading than sensitivity to connotation. Only when we possess such sensitivity can we understand both what the author means, which may be quite plain, and what he wants to suggest, which may actually be far more important than the superficial meaning. The difference between reading a book, a story, an essay, or a poem for surface meaning and reading it for implication is the difference between listening to the New York Philharmonic Symphony Orchestra on a battered old transistor radio and listening to it on a high-fidelity stereophonic record player. Only the latter brings out the nuances that are often more significant than the obvious, and therefore easily comprehended, meaning.

An unfailing awareness of the connotative power of words is just as vital, of course, to the writer. His ceaseless task is to select the word which will convey exactly what he wants to say. The practiced writer, like the practiced reader, derives his skill from his awareness that though many words may have substantially the same denotation, few are exactly synonymous in connotation. The inexperienced writer, forgetting this, often has recourse to a book like Roget’s *Thesaurus*, where he finds, conveniently assembled, whole regiments of synonyms; not knowing which to choose, he either closes his eyes and picks a word at random or else chooses the one that “sounds” best. In either case he is neglecting the delicate shadings in implication and applicability which differentiate each word in a category from its neighbors. Wishing to refer to the familiar terse expressions of wisdom in the Bible, for example, he has a number of roughly synonymous words at his disposal: *maxim, aphorism, apothegm, dictum, adage, proverb, epigram, saw, byword, motto*, among others. But if he chooses *saw* or *epigram* he chooses wrongly; for neither of these words is suitable to designate biblical quotations. (why?) The way to avoid the all too frequent mistake of picking the wrong word from a list is to refer to those invaluable paragraphs in the dictionary which discriminate among the various words in a closely related group. (If the definition of the word in question is not followed by such a paragraph, there usually is a cross reference to the place where the differentiation is made.) For further help, consult the fuller discussions, illustrated by examples

quoted from good writers, in *Webster's Dictionary of Synonyms*. But cheap pocket and desk dictionaries should always be avoided in any work involving word choice. They are frequently misleading because they oversimplify entries which are already reduced to a minimum in the large, more authoritative dictionaries.

What has been said so far does not mean that the conscientious reader or writer is required to take up every single word and examine it for implications and subsurface meanings. Many words — articles, conjunctions, prepositions, and some adverbs — have no connotative powers, because they do not represent ideas but are used to connect ideas or to show some other relationship between them. Still other words, such as (usually) polysyllabled scientific or technical term, have few if any connotation; that is, they call forth no vivid pictures, no emotional responses. The fact remains, however, that most words which stand for ideas have some connotation, however limited, simply because ideas themselves have connotations, some technical words, especially when they affect our daily lives, take on more and more connotation as they become familiar: *intravenous*, *angina pectoris*, *anxiety neurosis*, for example.

11. Why does the author describe the incident about a college teacher commenting on a student's theme?
  - A. He aims to show that sensual and sensuous are different in meaning.
  - B. He aims to show that words same in denotation may vary in connotation.
  - C. He suggests that students cannot understand Keats's poem.
  - D. He wants to tell that Keats's poem is filled with words and images that suggest physical sensation.
12. What is intelligent and profitable reading?
  - A. Knowing the connotation power of words.
  - B. Finding definitions of new words in several dictionaries.
  - C. Reading as many poems as possible.
  - D. Discovering different meanings of a word.
13. An awareness of the connotation of words is \_\_\_\_\_.
  - A. helpful to both writers and readers
  - B. more helpful to readers than writers
  - C. more helpful to writers than readers
  - D. not so helpful as expected
14. The rhetorical device used in the underlined sentence is \_\_\_\_\_.
  - A. metaphor
  - B. metonymy
  - C. analogy
  - D. simile

15. Why do some words have no connotative meaning?

- A. Because they are simple words.
- B. Because they cannot arouse readers' attention.
- C. Because they are polysyllabled words.
- D. Because they generally perform the grammatical function.

**Part B (每题 2 分, 共 10 分)**

*Read the following passage and decide whether the following statements are true or false. Write T for true and F for false.*

**Paralinguistic Communication**

Communication via the spoken word yields a vast amount of information in addition to the actual meaning of the words used. This is paralinguistic communication. Even the meaning of spoken words is open to interpretation; sarcasm, for instance, relies heavily on saying one thing and meaning another. It is impossible to produce spoken language without using some form of communication beyond the literal meaning of the words chosen.

Our skill in communicating what we wish to say is determined not only by our choice of words, but also by the accent we use, the volume of our speech, the speed at which we speak, and our tone of voice, to name but a few paralinguistic features. Furthermore, we sometimes miscommunicate because the ability to interpret correctly what is being said to us varies greatly with each individual.

Clearly, certain people are better at communicating than others, yet it is important to realize that the possession of a wide vocabulary does not necessarily mean one has the ability to effectively communicate an idea.

Each one of us speaks with an accent. It is not possible to do otherwise. Our accent quickly tells the listener where we come from, for unless we make a conscious effort to use another accent, we speak with the accent of those with whom we grew up or presently live amongst.

Accents, then, inform us first about the country a person is from. They may also tell us which part of a country the person lives in or has lived in, or they might reveal the perceived "class" of that person. In England, there are many regional accents—the most obvious differences begin between people who live or come from the north and those hailing from the south. It is usually the vowel sounds which vary the most.

Accents give us direct information about the speaker, but the information we decipher is, unfortunately, not always accurate. Accents tend to reflect existing prejudices towards people we

hear using them. All of us tend to judge each other in this way, whether it is a stereotypical response --- positive, negative or neutral --- to the place we assume a person is from, or a value we hold based on our perception of that person's status in society (Wilkinson, 1965).

Another instantly communicable facet of a person's conversation is the degree of loudness employed. We assume, perhaps correctly in the majority of instances, that extroverts speak louder than introverts, though this is not always the case. Also, men tend to use more volume than women. A person speaking softly might be doing so for any number of reasons — secrecy, tenderness, embarrassment, or even anger. People who are deaf tend to shout because they overcompensate for the lack of aural feedback they receive. And foreigners often complain of being shouted at by native speakers. Oddly, the latter must suppose that speaking loudly will somehow make up for the listener's apparent lack of comprehension.

The speed at which an individual speaks varies from person to person. The speech rate tells the listener a great deal about the speaker — his or her mood or personality, for instance — in addition to providing clues about the speaker's relationship to the listener, and the interest taken in the topic of conversation. Nonetheless, variations in talking speed are less a matter of context than of the speaker's basic personality (Goldman-Eisler, 1968).

There are three more non-verbal features of the voice to consider, each of which send paralinguistic messages to the listener: voice quality, the tone of voice used, and continuity of speech, that is, the deliberate or non-deliberate use of pauses, hesitations, repetitions, etc. Voice quality tells us about the physical attributes or health of the speaker; voice tone informs us of the speaker's feelings towards either the topic of conversation or the listener; and continuity of speech is particularly revealing of the speaker's nervous state of mind, as well as indicating familiarity with the listener and the language spoken.

All paralinguistic messages provide much useful information about the speaker; information which is either consciously or subconsciously received. In most cases people appear to interpret the messages appropriately, except where there is interference because of prejudice.

It is relatively easy to judge a person's age, sex and feelings from the paralinguistic clues they leave behind in their speech, but people are less able to correctly determine such detailed characteristics as, say, intelligence (Fay and Middleton, 1940).

1. The volume at which we speak is a paralinguistic feature of our speech.
2. A speaker's accent always indicates the country or place he or she comes from.
3. Personality is a greater determinant of talking speed than other factors in a person's speech.
4. The study of paralinguistics includes "reading between the lines" in written communication.

5. People from the south of England are sometimes prejudiced against the accents of people from the north.

### III. Translation (每小题 20 分, 共 40 分)

#### A. Translate the following passage from Chinese into English. (20 分)

最令人怵目惊心的一件事, 是看着钟表的秒针一下一下的移动, 每移动一下就是表示我们的寿命已经缩短了一部分。再看看墙上挂着的可以一张张撕下的日历, 每天撕下一张就是表示我们的寿命又缩短了一天。因为时间即生命。没有人不爱惜他的生命, 但很少人珍视他的时间。如果想在有生之年做一点什么事, 学一点什么学问, 充实自己, 帮助别人, 使生命成为有意义, 不虚此生, 那么就不可浪费光阴。这道理人人都懂, 可是很少人真能积极不懈的善为利用他的时间。

#### B. Translate the following passage from English into Chinese. (20 分)

Henry W. Longfellow once wrote: "Great is the art of beginning, but greater is the art of ending." How nice it would be if we all had a genie who could help us finish what we begin. Unfortunately, we don't. But what we do have is a dynamic called discipline — which extracts a high price. Accomplishment is often deceptive because we don't see the pain and perseverance that produced it. So we may credit the achiever with brains, brawn or lucky break, and let ourselves off the hook because we fall short in all three. Not that we could all be concert pianists just by exercising enough discipline. Rather, each of us has the makings of success in some endeavor, but we will achieve this only if we apply our wills and work at it.

### IV. Paraphrase the four underlined sentences in the above passage *Paralinguistic Communication*. (每小题 5 分, 共 20 分)

1. It is impossible to produce spoken language without using some form of communication beyond the literal meaning of the words chosen.
2. Accents tend to reflect existing prejudices towards people we hear using them.
3. Oddly, the latter must suppose that speaking loudly will somehow make up for the listener's apparent lack of comprehension.
4. Nonetheless, variations in talking speed are less a matter of context than of the speaker's basic personality.

**V. Writing (共 30 分)**

Please write in at least 400 words a commentary essay on the following statement: **Writing and thinking are culture-specific phenomena.** Pay attention to the focus of your theme, development of ideas, origination of structures and choice of dictions.