

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: 841

考试科目名称: 综合英语 (二)

- 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. Fill in the blanks with proper words given below and write the correct ones on your answer sheet: 10 %

Washington is again seeking to increase pressure on Beijing to allow its currency to rise against the dollar, with 1 growing in Congress to consider legislation aimed at reducing the US trade deficit with China.

US pressure over the Chinese currency has been 2 since last July when China revalued the Renminbi by 2 per cent and 3 its decade-long exchange rate peg to the dollar. But the Bush administration and members of Congress are 4 that the Renminbi has since been allowed to rise by less than 1 per cent against the dollar.

While Chinese officials have consistently 5 international criticism of their currency 6, Wu Xiaoling, vice-governor of the People's Bank of China, admitted that Beijing needed to open its capital account further to create more foreign exchange demand and a more market-oriented exchange rate. Ms Wu told Caijing Magazine that China should boost 7 and encourage more companies to go 8 to reduce the country's trade and investment surpluses.

John Snow, US Treasury secretary, hinted strongly last week that his department was 9 formally to accuse China of being a "currency manipulator" in its next report on trade and exchange rates, saying the regime that Beijing introduced last summer had not led to 10 flexibility.

- | | |
|---------------|-----------------|
| A) threats | I) softened |
| B) broke | J) exports |
| C) rejected | K) hesitant |
| D) likely | L) disappointed |
| E) considered | M) abroad |
| F) greater | N) imports |
| G) management | O) wider |
| H) remarks | |

II. Proof reading 10%

The passage contains TEN errors. Each line contains ONE error. In each case, only ONE word is involved. You should proofread the passage and correct it and write the correct ones on your answer sheet.

We often speak language as a vehicle of expression—a metaphor that can 1.____
illumine many aspects of our foreign-languages teaching situation. 2.____
Language is a vehicle of meaning that we do not even realize we are used; 3.____
in other words, a vehicle that is transporting a person’s message to somewhere 4.____
but is not itself the object of the trip. After students can use such a 5.____
vehicle for their purposes they must be constructed, and this construction 6.____
requires blueprint and various stages of production, with tryouts 7.____
as the various of sections and combinations are assembled — tryouts 8. ____
during what has been assembled to date is used, if only 9.____
momentarily, for its ultimate purpose. By our language vehicle 10.____
this ultimate purpose is expression: people revealing themselves to, or disguising or
hiding themselves from, other people.

III. Read the following passages. Answer the questions on each text by choosing A, B, C or D, and write the correct ones on your answer sheet. 20%

Passage One

Joseph and Hannah Brown appeared to be indestructible. For as long as I could

remember they had lived together in the same house by the common. They had lived there, it was said, for fifty years; which seemed to me for ever. They had raised a large family and sent them into the world, and had continued to live on alone, with nothing left of their noisy brood save some dog-eared letters and photographs.

The old couple were as absorbed in themselves as lovers, content and self-contained; they never left the village or each other's company, they lived as snug as two podded chestnuts. By day blue smoke curled up from their chimney, at night the red windows glowed; the cottage, when we passed it, said 'Here live the Browns,' as though that were part of nature.

Though white and withered, they were active enough, but they ordered their lives without haste. The old woman cooked, and threw grain to the chickens, and hung out her washing on bushes; the old man fetched wood and chopped it with a billhook, did a bit of gardening now and then, or just sat on a seat outside his door and gazed at the valley; or slept. When summer came they bottled fruit, and when winter came they ate it. They did nothing more than was necessary to live, but did it fondly, with skill - then sat together in their clock-ticking kitchen enjoying their half-century of silence. Whoever called to see them was welcomed gravely, be it man or beast or child; and to me they resembled two tawny insects, slow but deft in their movements; a little foraging, some frugal feeding, then any amount of stillness. They spoke to each other without raised voices, in short chirrups as brief as bird-song, and when they moved about in their tiny kitchen they did so smoothly and blind, gliding on worn, familiar rails, never bumping or obstructing each other. They were fond, pink-faced, and alike as cherries, having taken and merged, through their years together, each other's looks and accents.

It seemed that the old Browns belonged for ever, and that the miracle of their survival was made commonplace by the durability of their love - if one should call it love, such a balance. Then suddenly, within the space of two days, feebleness took them both. It was as though two machines, wound up and synchronized, had run down at exactly the same time. Their interdependence was so legendary we didn't notice their plight at first. But after a week, not having been seen about, some neighbours thought it best to call. They found old Hannah on the kitchen floor feeding her man with a spoon. He was lying in a corner half-covered with matting, and they were both too weak to stand. She had chopped up a plate of peelings, she said, as she hadn't been able to manage the fire. But they were all right really, just a touch of the damp; they'd do, and it didn't matter.

Well, the Authorities were told; the Visiting Spinsters got busy; and it was decided they would have to be moved. They were too frail to help each other now, and their children were too scattered, too busy. There was but one thing to be done; it was for the

best; they would have to be moved to the Workhouse.

The old couple were shocked and terrified, and lay clutching each other's hands. 'The Workhouse' - always a word of shame, grey shadow falling on the close of life, most feared by the old (even when called The Infirmary); abhorred more than debt, or prison, or beggary, or even the stain of madness.

Hannah and Joseph thanked the Visiting Spinsters but pleaded to be left at home, to be left as they wanted, to cause no trouble, just simply to stay together. The Workhouse could not give them the mercy they needed, but could only divide them in charity. Much better to hide, or die in a ditch, or to starve in one's familiar kitchen, watched by the objects one's life had gathered - the scrubbed empty table, the plates and saucepans, the cold grate, the white stopped clock....

'You'll be well looked after,' the Spinsters said, 'and you'll see each other twice a week.' The bright busy voices cajoled with authority and the old couple were not trained to defy them. So that same afternoon, white and speechless, they were taken away to the Workhouse. Hannah Brown was put to bed in the Women's Wing, and Joseph lay in the Men's. It was the first time, in all their fifty years, that they had ever been separated. They did not see each other again, for in a week they both were dead.

1. At the beginning of the story, the old couple
 - A. depended on their family for their livelihood
 - B. lived by doing small jobs for their neighbours
 - C. looked after themselves quite well
 - D. were still as vigorous and hard-working as ever
2. The main impression a visitor had of them was that they
 - A. always gave him a warm welcome
 - B. never got in each other's way, despite their awkward movements
 - C. never spoke to each other
 - D. were alike in speech and movement
3. When the neighbours found them, the old couple
 - A. didn't seem greatly concerned
 - B. no longer had the strength to eat
 - C. were both laid out on the floor
 - D. were in despair
4. From the writer's point of view, the attitude of the Authorities was
 - A. cruel and vindictive

- B. irresponsible and careless
- C. natural and sensible
- D. well-meaning but unimaginative

5. Faced with the prospect of going to the Workhouse, Joseph and Hannah

- A. hid when the Authorities tried to take them away
- B. made up their minds to die
- C. showed their ingratitude to the Visiting Spinsters
- D. were more afraid of being separated than of dying

Passage Two

It is rightly said that “the sun has long set on the British Empire , but it is a different story for the language of that nation. English is expanding its reach in dramatic fashion. Using the channels of business and space, the language is breaking free and breaking over cultural barriers.”

It is an unprecedented linguistic phenomenon, “unique in the history of the world,” stated Braj Kachru, an Indian linguist recognised as one of the foremost authorities on the use of English. But the most interesting point brought up by Kachru is his observation that, as English steadily becomes more and more an international language, it is now ‘Englishes’ which have taken root in many countries, rather than strictly the British or American English that foreign students devoted their efforts to a generation or two ago. Thus Malaysia, Pakistan, India, Nigeria, the Caribbean, and the Philippines are among the host of nations often mentioned as having their own forms of English widely used domestically. Although English is not so widely used in countries such as Japan and those of Latin America, it is nevertheless widely taught for its usefulness as a window to the outside world. In China alone, there are easily more people studying or using English in one way or another than the total population of the United Kingdom. An official may personally dislike English because he doesn’t know it, but will do his best to see his children have a good command of English, knowing how much it will mean for their future.

The globalisation of English has long since run beyond the mother country itself. Unlike the Latin based languages of French and Spanish, the English language has never had an official academy to determine what’s acceptable in the language and what’s not. Attempts to form one have never been successful. One result is “a very big part of the world’s English speaking activity takes place completely within the realm of non-native speakers.” The late professor Stevens of Cambridge University predicted: “English will be taught mostly by non-native speakers, to non-native speakers, in order

to communicate with non-native speakers.” One sees this happening in Hong Kong, mainland China and all over the world.

Also true is what Stanford University’s Charles Ferguson wrote more than 20 years ago. “English is less and less regarded as a European language, and its development is less and less determined by the usage of its native speakers.” We leave to futurists whether too much local adaptation will bring about the decay of the English language. For his part and his views on “world Englishes” Kachru contends that he was “not attaching a value judgement, but just stating realities.”

If it is accepted that one of the realities is “English is less and less regarded as a European language,” it follows that when people learn English nowadays it is not wholly for the purpose of talking to native speakers or to somehow become a part of a Western culture.

“The spread of English,” said Larry Smith from Honolulu University, “is not a factor which causes cultural differences to disappear, but... offers a medium to express and explain these differences.” Seen in this light the international appeal of English could well serve as a vehicle for the mutual enrichment rather than the clash of civilisations.

6. Which of the following may be inferred from the text:
 - a. Latin based languages are more difficult to learn
 - b. French and Spanish should not be used as international languages
 - c. It is advantageous to have an academy setting language standards
 - d. None of the above
7. The author suggests:
 - a) English is no longer a European language
 - b) Any countries have their own style of English
 - c) English development should be determined by native speakers
 - d) Using English leads to the Westernisation of many countries
8. Which of the following may be inferred from the passage?
 - a) Local adaptation will ruin the purity of the English language in the long run
 - b) More English speaking activities will be done by non-native English speakers
 - c) More and more people are learning English to communicate with native speakers
 - d) No official academies can succeed in controlling the use of languages
9. According to Kachru
 - a) English is having difficulty breaking through cultural barriers

- b) The spread of English is causing cultural differences to disappear
- c) A generation or two ago British and American English were the standard forms learnt
- d) Pakistan English is completely different to British and American English

10. One can infer that

- a) Globalisation of English is running out of control
- b) English may serve as a vehicle for mutual enrichment between nations
- c) Most officials are trying to learn some basic English
- d) The British Empire is still strong

IV. Reading and writing: 30%

Read the following passage and decide whether the statements after the passage are true or false. (10%) . Write a summary of the Passage within 80-100 words (20%) . Write your answers on your answer sheet.

At any given time, more than a million international students around the world are engaged in the study of the English language in a predominantly English-speaking country. The five most popular destinations, in order of popularity, are the US, Britain, Australia, New Zealand, and Canada. The reasons for choosing to study English abroad differ with each individual, as do the reasons for the choice of destination.

Numerous studies conducted in Britain and the United States show that the country of choice depends to a large extent on economic factors. While this should not provoke much surprise, careful analysis of the data suggests that students and their parents are most influenced by the preconceptions they have of the countries considered for study abroad. The strength of international business connections between countries also gives a good indication of where students will seek tuition. In the main, students tend to follow the traditional pattern of study for their national group.

The US attracts the most diverse array of nationalities to its English language classrooms. Throughout the non-European world, in Asia and North and South America especially, the course books used to teach English in most elementary and high schools introduce students to American English and the American accent from a very early age. Canada also benefits from worldwide North American exposure, but has

the most homogenous group of students--- most with French as their first language. Before furthering their English skills, students in Europe study from predominantly British English material; most Europeans, naturally, opt for neighbouring Britain, but many Asian, Middle-Eastern, and African students decide upon the same route too.

Australia and New Zealand are often overlooked, but hundreds of thousands of international students have discovered the delights of studying in the Southern Hemisphere. The majority are Asian for reasons that are not difficult to comprehend: the proximity of the two countries to Asia, the comparatively inexpensive cost of living and tuition, and perhaps of most importance to many Asian students whose English study is a prelude to tertiary study, the growing awareness that courses at Australian universities and colleges are of an exceptionally high standard. In addition, revised entry procedures for overseas students have made it possible for an increasing number to attend classes to improve their English for alternative reasons.

Australia and New Zealand have roughly the same mix of students in their language classrooms, but not all students of English who choose these countries are from Asia. The emerging global consciousness of the late twentieth century has meant that students from as far as Sweden and Brazil are choosing to combine a taste for exotic travel with the study of English.

The US and Britain will always be the first choice of most students wishing to study the English language abroad. However, economic considerations undoubtedly wield great influence upon Asian and non-Asian students alike. If student expectations can be met in less traditional study destinations, and as the world continues to shrink, future international students of English will be advantaged because the choice of viable study destinations will be wider.

A. the true or false statements: 10%

1. There are presently more than 1,000,000 foreign students of English abroad.
2. Study destination choices are mostly influenced by proximity to home.
3. Students of the same nationality usually make similar study choices.
4. English language classrooms in the US have the widest range of student nationalities.
5. Standards at Australian and new Zealand tertiary institutions are improving.

B. Summary writing: 20%

V. Translation: 40%. Write your answers on your answer sheet.

A. Put the following parts into English: 20%

男女分校，总的来说是利有弊。所以，对待这一问题很多国家都采取了顺其自然的方法，一方面允许单性别学校的存在，另外一方面对这类学校存在的意义展开了研究。

澳大利亚教育部进行的一项为期 10 年的研究认为，研究称分校有助排除异性干扰，利于男女提高成绩。女子学校的女生往往比那些在双性别学校学习的女生更能发挥领导才能，也更喜欢理科，而男子学校的男生则比双性别学校的男生更喜欢音乐和艺术，从而扭转了普通学校中男生重理、女生重文的现象。支持美国政府教改计划的人认为，分班教学将大大改善学生的学习环境，可排除异性的干扰，集中精力学习，从而提高学习效率和成绩。在单性别学校里，男生将更加遵守纪律，可减少暴力、吸毒和性犯罪，女生则可以避免来自男生的压力，更好地发挥聪明才智和领导潜能。而且，许多家长也愿意将孩子送到男女分开教学的学校去学习。

B. Put the following parts into Chinese:20%

Some old people are oppressed by the fear of death. In the young there is a justification for the feeling. Young men who have reason to fear that they will be killed in battle may justifiably feel bitter in the thought that they have been cheated of the best things that life has to offer. But in an old man who has known human joys and sorrows, and has achieved whatever work it was in him to do, the fear of death is somewhat abject and ignoble.

**VI. Composition: 40%. Write a composition of 300 words on the following topic.
Write your answers on your answer sheet.**

In “The unhappy American way”, Russell mentions that...life for almost everybody is a competitive struggle and happiness lies in winning the competition. Do you agree with this statement? How do you support your own viewpoints? Please give a title, an

introduction, a conclusion and a specific example in your discussion.