

## 浙江师范大学 2005 年研究生

### 入学考试试题

综合英语

英语语言文学

考试科目: (含英汉互译) 报考学科、专业: 外国语言学及应用语言学

I. Complete the following sentences by choosing one suitable word or phrase from the four choices marked a, b, c and d and write your answers on the ANSWER SHEET. (25%)

- The soldiers reached their camp after \_\_\_\_\_ 15 miles through the deep snow.  
a. strolling      b. striding      c. rambling      d. trudging
- Sometimes Tom, our reporter, would \_\_\_\_\_ up and down the study, deep in thought.  
a. pace      b. prowl      c. stalk      d. tramp
- What appears to the laymen as \_\_\_\_\_ and unrelated facts is often precious to the archaeologist.  
a. minute      b. trivial      c. diminutive      d. minor
- I don't really know David all that well. He's just a(n) \_\_\_\_\_ acquaintance of mine.  
a. accidental      b. random      c. hazardous      d. casual
- From the \_\_\_\_\_ of the negotiations, it was clear that it would be hard for the two sides to reach an agreement.  
a. outbreak      b. outlook      c. outset      d. onset
- They had not cleaned the house for weeks and the health inspector found them living in the utmost \_\_\_\_\_.  
a. squalor      b. contamination      c. decay      d. pollution
- After the outbreak of an unknown disease, investigation revealed \_\_\_\_\_ of the city's water supply.  
a. contagion      b. infiltration      c. contamination      d. eruption
- The \_\_\_\_\_ of the lake is covered with reeds and rushes.  
a. shore      b. bank      c. coast      d. strand
- I hope to obtain your forgiveness, to \_\_\_\_\_ your ill opinion.  
a. diminish      b. lessen      c. reduce      d. dwindle
- I \_\_\_\_\_ quietly out of the room, so that I would not disturb him.  
a. crawled      b. crept      c. climbed      d. prowled

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11. Josh found that the evening was beginning to \_\_\_\_\_ after his mother made efforts to torture him to watch television.  
a. extend      b. prolong      c. drag      d. delay
12. The dreadful scenes of the major skirmish \_\_\_\_\_ the children off their dinner.  
a. took      b. put      c. sent      d. set
13. As a rule, Dad is generous, but as a businessman, he usually drives a hard \_\_\_\_\_.  
a. bargain      b. negotiation      c. deal      d. agreement
14. The zoo attendant opened the cage and tried hard to \_\_\_\_\_ the tigers back in.  
a. pacify      b. reassure      c. induce      d. coax
15. By the end of the month our only hopes of success \_\_\_\_\_ in recruiting more extra help.  
a. lay      b. consist      c. stood      d. persisted
16. He tries to \_\_\_\_\_ his lessons by telling an interesting anecdote about the president.  
a. cheer up      b. inspire      c. stimulate      d. liven up
17. There has been an \_\_\_\_\_ change in the country of late.  
a. appreciated      b. appreciable      c. appreciative      d. appreciating
18. He returned to the site of the Huaihai Campaign to \_\_\_\_\_ the battles he had witnessed.  
a. recollect      b. recall      c. reminisce      d. memorize
19. You cannot \_\_\_\_\_ ignorance as your excuse; you should have known what was happening all along.  
a. plead      b. refer to      c. defend      d. persist in
20. The students in the Advanced Teachers' Training Course are asked to visit the nearby middle schools for the \_\_\_\_\_ of lessons.  
a. inspection      b. investigation      c. observance      d. observation
21. These athletes threw petrol on to the bonfire and the sudden \_\_\_\_\_ lit up the whole garden.  
a. flare      b. spark      c. twinkle      d. glow
22. It was felt that these intellectual snobs lacked the \_\_\_\_\_ to pursue a difficult task to the end.  
a. commitment      b. engagement      c. obligation      d. persuasion

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23. It is not difficult to understand your \_\_\_\_\_ to grouping these gifted students according to their interest and ability.
- a. reaction      b. feelings      c. outlook      d. behavior
24. From the forest a winding path \_\_\_\_\_ down to the village.
- a. coiled      b. rolled      c. wavered      d. meandered
25. The newly-appointed manager is \_\_\_\_\_ evaluating the quality of the instruments.
- a. lately      b. formerly      c. currently      d. recently

II. Proofread the following passage and correct errors in it. Each line contains a maximum of ONE error, and THREE are free from error. In each case only ONE word is involved. (30%)

EXAMPLE:

1. It is impossible any sentence in one language to have exactly the same meaning as any
2. single sentence in another language. It is also impossible for any sentence
3. in a particular language to have exactly the same meaning
4. as the other sentence in that language.

On your ANSWER SHEET, you should write your answers like this (Do not write the sentences in the brackets on your ANSWER SHEET):

1. impossible any sentence ——— impossible ^for any sentence (Note: The sign “^” means the word “for” is inserted.)
2. any single sentence ——— any sentence (Note: It means the word “single” is deleted.)
3. ✓ (Note: The sign “✓” means this line is free of error.)
4. the other sentence ——— any other sentence (Note: The underlined word “any” means the word “the” is replaced by “any”.)

Now proofread the following and write your answers on the ANSWER SHEET:

1. The Open University was established in 1969 to provide degree courses
2. by correspondence for students of 21 years and up,
3. regardless of whether they have the entrance qualifications normally needed

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4. by the universities. The university now has some 75 thousand students.
5. the majority of which have fulltime jobs.
6. They study at their home about 12 - 15 hours a week
7. for about 30 weeks of the year. Most their
8. work is with printed self-instructional materials and textbooks, even these
9. are supplemented by some television and radio (broadcast especially by
10. the BBC), and some face-to-face tuition is also available.
11. Certain courses entail a week for summer school.
12. Students may gain a credit for each year's work,
13. six credits being needed for a degree and eight for
14. an honor degree. Courses are available in arts,
15. social science, educational studies, mathematics, science, and technology.
16. Each year, approximately one for every 16 students graduating
17. from the UK institutions is from the Open University.
18. Similar institutions offering high education by distance teaching
19. have been set in several other countries
20. those including Pakistan, Venezuela, and West Germany.

III. Read the following passages and answer the questions that follow by choosing the best answer from a, b, c and d and write your answers on the ANSWER SHEET. (40%)

### A

Elizabeth was fortunate to be born in the full flush of Renaissance enthusiasm for education. Women had always been educated of course, for had not St. Paul said that women were men's equals in the possession of a soul? But to the old idea that they should be trained in Christian manners and thought was now added a new purpose: to quicken the spirit and train them in the craft and eloquence of the classical authors of Greece and Rome. Critics were not wanting, morbidly obsessed with the weaknesses of the sex --- its love of novelty and inborn tendency to vice --- to think women dangerous enough without adding to their subtlety and forwardness; but

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they were not able to stem the tide.

Henry VII's mother was one of the first to indicate the new trend. She knew enough French to translate "The Mirror of God for the Sinful Soul" and was the patron of Caxton, the first English printer, and a liberal benefactor to the universities. Sir Thomas More's daughters studied Greek, Latin, Philosophy, Astronomy, Physics, Arithmetic, Logic, Rhetoric and Music. In his household women were treated as men's equals in conversation and wit, and scholars boasted of them in letters to friends abroad.

The movement was strengthened from abroad by Catherine of Aragon, Henry VIII's Spanish Queen. In the Spain of her childhood ladies were the friends of scholars Vives, one of the most refreshing figures in the history of education, to write a plan of studies for the education of her daughter Mary.

This was the heritage into which the sharp-witted child Elizabeth entered. At six years old, it was said, she was precociously intelligent and had as much gravity as if she had been forty. Little is known of her education until her tenth year, when she became the pupil of the Cambridge humanists, Roger Ascham and William Grindall, but she was already learning French and Italian and must have been well grounded in Latin. Ascham helped her to form that beautiful Italian hand she wrote on all special occasions and with him she spent the morning on Greek, first the New Testament and then the classical authors, translating them first into English and then back into the original. The afternoons were given over to Latin, and she also studied Protestant theology, kept up her French and Italian and later learned Spanish. When she was sixteen Ascham wrote: "Her mind has no womanly weakness, her perseverance is equal to that of a man, and her memory long keeps what it quickly picks up." Though it is easy to be cynical about the reputed accomplishments of the great, Elizabeth was notoriously quick and intelligent and had a real love of learning. Even as queen she did not abandon her studies.

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1. Women's education in the Middle Ages was intended to make them into good Christians, but in the Renaissance the idea was to \_\_\_\_\_.
  - a. make them superior to men in religious and intellectual matters
  - b. make them less religious and more rational and intellectual
  - c. make up for their weaknesses of character and brain
  - d. develop both their religious and their intellectual capacities
2. Some people were against the new education for women because \_\_\_\_\_.
  - a. they thought women clever and educated enough already
  - b. they were afraid of clever women and thought they would be badly-behaved
  - c. women thought they would get bored with education and want to enjoy themselves
  - d. women were afraid they would not benefit from a good education
3. Henry VII's mother, the Lady Margaret \_\_\_\_\_.
  - a. was a famous teacher of French and gave money to the universities
  - b. gave money to the universities to help the printer, Caxton
  - c. helped Caxton so that he would publish the book she had written
  - d. was a cultivated and generous woman
4. The author thinks that although rich and famous people are often said to be cleverer than they really are \_\_\_\_\_.
  - a. Elizabeth almost certainly did not deserve this praise
  - b. there is other evidence that Elizabeth was extremely clever
  - c. Elizabeth was not well-known for her hand-writing
  - d. there is other evidence that Elizabeth was famous and cynical

## B

A full moon was shining down on the jungle. Accompanied only by an Indian guide, the American explorer and archaeologist Edward Herbert Thompson --- 1300 years after the Mayas had left their cities and made a break for the country farther north --- was riding through the New Empire that they had built for themselves, which had collapsed after the arrival of the Spaniards. He was searching for Chichen-Itza, the largest, most beautiful, mightiest, and most splendid of

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all Mayan cities. Horses and men had been suffering intense hardships on the trail. Thompson's head sagged on his breast from fatigue, and each time his horse stumbled he all but fell out of the saddle. Suddenly his guide shouted to him. Thompson woke up with a start. He looked ahead and saw a fairyland.

Above the dark treetops rose a mound, high and steep, and on top of the mound was a temple, bathed in cool moonlight. In the hush of the night it towered over the treetops like the Parthenon of some Mayan acropolis. It seemed to grow in size as they approached. The Indian guide dismounted, unsaddled his horse, and rolled out his blanket for the night's sleep. Thompson could not tear his fascinated gaze from the great structure. While the guide prepared his bed, he sprang from his horse and continued on foot. Steep stairs overgrown with grass and bushes, and in part fallen into ruins, led from the base of the mound up to the temple. Thompson was acquainted with this architectural form, which was obviously some kind of pyramid. He was familiar, too, with the function of pyramids as known in Egypt. But this Mayan version was not a tomb, like the Pyramids of Gizeh. Externally it rather brought to mind a ziggurat, but to a much greater degree than the Babylonian ziggurats. It seemed to consist mostly of a story fill providing support for the enormous stairs rising higher and higher, towards the gods of the sun and moon.

Thompson climbed up the steps. He looked at the ornamentation, the rich reliefs. On top, almost 96 feet above the jungle, he surveyed the scene. He counted one-two-three --- a half-dozen scattered buildings, half-hidden in shadow, often revealed by nothing more than a gleam of moonlight on stone.

This, then, was Chichen-Itza. From its original status as advance outpost at the beginning of the great trek to the north, it had grown into a shining metropolis, the heart of the New Empire. Again and again during the next few days Thompson climbed on to the old ruins. "I stood upon the roof of this temple one morning," he writes "just as the first rays of the sun reddened the distant horizon. The morning stillness was profound. The noises of the night had ceased, and those of the day were not yet begun. All the sky above and the earth below seemed to be breathlessly waiting for something. Then the great round sun came up, flaming splendidly, and

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instantly the whole world sang and hummed. The birds in the trees and the insects on the ground sang a grand Te Deum. Nature herself taught primal man to be a sun-worshipper and man in his heart of hearts still follows the ancient teaching."

5. The territory which Thompson was exploring \_\_\_\_\_
- a. had been abandoned by the Mayas about 1300 years previously
  - b. had been occupied and developed by the Mayas about 1300 years before
  - c. had been deserted by the Mayas as soon as the Spaniards arrived
  - d. was conquered by the Mayas 1300 years ago
6. What was Thompson's first reaction to the scene ahead?
- a. He remained on the horseback and went forward.
  - b. He immediately jumped down and went forward.
  - c. He waited until his bed was ready and then dismounted.
  - d. He rode to the mound and stared at the structure before him.
7. What suggestion is made about the former purpose of the various ruins he could see?
- a. They had formed part of the capital of a new Mayan kingdom.
  - b. They were what remained of a temple to sky gods.
  - c. They were what was left of the starting-point from which the Mayans had moved to new territory.
  - d. They were what remained of the farthest city reached in a large-scale Mayan migration.
8. Thompson believed that man is instinctively a sun-worshipper because \_\_\_\_\_
- a. the worship of the sun-god had clearly been the function of the temple
  - b. all living things celebrate the sunrise
  - c. the sunrise is the most magnificent of all phenomena
  - d. it is natural for man to worship the sun and he has always done so

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## C

Much of the American anxiety about old age is a flight from the reality of death. One of the striking qualities of the American character is the unwillingness to face either the fact or meaning of death. In the more somber tradition of American literature --- from Hawthorne and Melville and Poe to Faulkner and Hemingway --- one finds a tragic depth that belies the surface thinness of the ordinary American death attitudes. By an effort of the imagination, the great writers faced problems which the culture in action is reluctant to face --- the fact of death, its mystery, and its place in the back-and-forth shuttling of the eternal recurrence. The unblinking confrontation of death in Greek times, the elaborate theological patterns woven around it in the Middle Ages, the ritual celebration of it in the rich, peasant cultures of Latin and Slavic Europe and in primitive cultures; these are difficult to find in American life.

Whether through fear of the emotional depths, or because of a drying up of the sluices of religious intensity, the American avoids dwelling on death or even coming to terms with it; he finds it morbid and recoils from it, surrounding it with word avoidance (Americans never die; they "pass away") and various taboos of speech and practice. A "funeral parlor" is decorated to look like a bank; everything in a funeral ceremony is done in hushed tones, as if it were something furtive, to be concealed from the world; there is so much emphasis on being dignified that the ceremony often loses its quality of dignity. In some of the primitive cultures, there is difficulty in understanding the causes of death; it seems puzzling and even unintelligible. Living in a scientific culture, Americans have a ready enough explanation of how it comes, yet they show little capacity to come to terms with the fact of death itself and with the grief that accompanies it. "We jubilate over birth and dance at weddings," writes Margaret Mead, "but more and more hustle the death off the scene without ceremony, without an opportunity for young and old to realize that death is as much a fact of life as is birth." And, one may add, even in its hurry and brevity, the last stage of an American's life --- the last occasion of this relation to his society --- is as standardized as the rest.

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9. Unwillingness to face death is a \_\_\_\_\_ .
- a. characteristic of only segments of American society
  - b. quality found in all civilizations
  - c. quality inherited from our Latin ancestors
  - d. striking quality of the American character
10. In the novels of Hawthorne and Melville, one will find \_\_\_\_\_ .
- a. ordinary American death attitudes
  - b. a willingness to accept death as a fact of life
  - c. a superficial attitude toward death
  - d. the foundation of modern American beliefs about death
11. In the author's opinion, Americans refuse to dwell on the idea of death \_\_\_\_\_ .
- a. out of fear of the emotional depths
  - b. because they no longer are intensely religious
  - c. because they are materialists
  - d. either A or B
12. Margaret Mead suggests that \_\_\_\_\_ .
- a. we should not rejoice at a birth
  - b. we should cry at a birth and rejoice at a funeral
  - c. a wedding should be solemn affair
  - d. death should be accepted in the same spirit as marriage and birth

### D

At last her efforts bore fruit. Burton was appointed to Santos, in Brazil, where Isabel might also go. They made their farewell rounds and Isabel learnt Portuguese while she packed up. At Lisbon three-inch cockroaches seethed about the floor of their room. Isabel was caught off her guard, but Burton was brutal, "I suppose you think you look very pretty, standing on that chair and howling at those innocent creatures." Isabel's reaction was typical. She reflected that of course he was right; if she had to live in a country full of such creatures, and worse, she had

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better pull herself together. She got down and started lashing out with a slipper. In two hours she had got a bag of ninety-seven.

On arrival in Brazil she found that Portuguese fauna had been nothing. Now there were spiders, as big as crabs. In the matter of tropical diseases it seems to have ranked with darkest Africa; there were slaves, too, and in a society where men drank brandy for breakfast, no one condemned the habit of chaining mad slave to the roof-top as a sort of domestic pet, or clown. There was cholera too, and the less dramatic but agonizing local boils, "so close you could not put a pin through them." The Emperor found the new Consul and his wife a great addition to the country, and once again Burton's wonderful conversation held his audience spell-bound. But chic Brazilians looked askance at Isabel wading barefoot in the streams, bottling snakes, painting and doing up a ruined chapel, or accompanying Richard on expeditions to the virgin interior. There were gymnastics and cold baths, and Mass and market, "helping Richard with literature" (his writing was always in capitals to her) and the wearisome pages of Foreign Office reports she was always so loyal and dutiful in copying out for him.

About now, a note of sadness creeps into Isabel's letters home. We sense an immense loneliness behind the courage with which she always faced life. Richard was going through a particularly trying phase. The explorer was dying hard, strangled in office tape. He would cut loose and disappear for weeks at a time, returning as bitter and restless as when he left. It was she who held everything together and kept up the façade, both with the Foreign Office, who were constantly making the most awkward enquiries, and the local society, who were equally curious. There were few diversions for her. Richard preferred discussing metaphysics and astronomy with the Capuchin monks to going to the local dances. She was learning now to be self-sufficient, to manage, unobtrusively, the practical side of their lives, and to rough it, both physically and emotionally. She had to combine the shadow-like devotion of the Oriental woman with a fighting spirit seldom found in women, and certainly not in most Victorian women.

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13. We can conclude that Isabel Burton \_\_\_\_\_.
- a. had been trying to get her husband a job in a place where she could go with him
  - b. had been trying to get her husband a job in Brazil
  - c. was always trying to plant fruit trees from Brazil
  - d. was always trying to make great efforts in Brazil
14. When her husband laughed at her reaction, Isabel decided \_\_\_\_\_.
- a. to hit her husband with a slipper
  - b. to carry on calmly with what she was doing
  - c. to pull herself towards the chair she was standing on
  - d. to calm down and behave sensibly
15. Brazilians in the nineteenth century \_\_\_\_\_.
- a. suffered from as many tropical diseases as Africans did
  - b. suffered from more tropical diseases than Africans did
  - c. had as many tropical diseases as ranks in the army
  - d. were attacked by tropical diseases like African people
16. Although he was employed by the Foreign Office, Richard Burton was \_\_\_\_\_.
- a. interested in becoming a monk or an explorer
  - b. very interested in his work and a number of other things
  - c. bored by his work and his duties
  - d. bored by his work and his many other interests and activities

E

They sat in silence for some time while Mrs. Gannet knitted with intense concentration. There was silence in the room except for the click of the needles, which nevertheless sounded hostile to Max.

"I wish you'd tell me," said his mother leaning forward with the air of a predatory pterodactyl (cruel, fierce and by rights extinct), "I wish you'd tell me just why you think that wretched girl needs your protection? If you ask me, it's you that ought to be protected."

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Max had a brainwave.

"Her father was against women working," he said. Now this was a really brilliant stroke --- a particularly well-calculated piece of tactics for nothing roused Mrs. Gannet so much as the slightest suggestion of male injustice to females. She would abandon any subject of argument, no matter how promising, in order to inveigh against the horrors of male dominance in spheres where females ought to have equal rights. She developed the well-known arguments at great length while Max sat back with a sigh of relief and congratulated himself on his escape from the usual prolonged and agonizing row. From time to time he skillfully fed the flames of his mother's wrath, taking care not to revert to the original subject of their tiff. These tactics succeeded admirably and the storm blew over.

17. What can we infer from the passage about Mrs. Gannet?

- a. She hates the girl more than anybody else and anything else.
- b. There is always a storm when they talk about anything.
- c. She is concerned about women's rights more than anything else.
- d. She doesn't want Max to get married.

18. Max escaped the usual lengthened and unpleasant dispute by \_\_\_\_\_.

- a. shifting the subject of the conversation
- b. arguing with Mrs. Gannet
- c. remaining silent in the argument
- d. soothing Mrs. Gannet skillfully

19. The word "tiff" in the last but one line probably means \_\_\_\_\_.

- a. a fight
- b. a friendly talk
- c. a private consultation
- d. a slight quarrel

20. Mrs. Gannet's attitude towards Max was \_\_\_\_\_.

- a. hostile
- b. indifferent
- c. friendly
- d. concerned

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IV. Translate the following passages. (55%)

Section A: Translate the following underlined parts of the text into English. Write your translation on the ANSWER SHEET. (30%)

在秋冬之交, 我病了一场。我一直以为, 在换季的当儿人最易得病。也有人说, 上了年纪的人患病常与情绪有关, 情绪不好病就乘虚而来。这话我信, 病后便常到公园走走。一是散步, 强健一下病后的筋骨; 二是为了调理情绪, 以此祛病去灾。

那天, 我刚刚走进滨河公园, 便听到小树林中传出了画眉 (song thrush) 的叫声, 顺声走去, 我看见一只画眉正在花坛里跳来跳去。我仔细观察想寻找它腿上应有的细索, 结果没有看到。呵, 这是一只跳出樊笼的自由鸟儿。它自由自在地, 一会跳上月季的花枝, 扬起头来歌唱一阵, 一会又躲进草丛里, 尾已一翘一翘, 向我张望。它那得意的神态, 确实招人喜爱。

在它不远的草地上, 有一只鸟笼, 涂了漆的竹篾儿, 根根洁净, 整齐。笼顶上那个大笼钩儿, 锃明瓦亮。笼门上挂着一个大红绒毯子, 好着极了, 若与住房比拟, 这可算得上幢福当豪华的住宅了。

Section B: Translate the following underlined parts of the text into Chinese. Write your translation on the ANSWER SHEET. (25%)

Possession for its own sake or in competition with the rest of the neighborhood would have been Thoreau's idea of the low levels. The active discipline of heightening one's perception of what is enduring in nature would have been his idea of the high. What he saved from the low was time and effort he could spend on the high. Thoreau certainly disapproved of starvation, but he would put into feeding himself only as much effort as would keep him functioning for more important efforts.

Effort is the gist of it. There is no happiness except as we take on life-engaging difficulties. Short of the impossible, as Yeats put it, the satisfaction we get from a lifetime depends on how high we choose our difficulties. Robert Frost was thinking in something like the same terms when he spoke of "the pleasure of taking pains". The mortal flaw in the advertised version of happiness is in the fact that it purports to be effortless.

## 浙江师范大学 2005 年研究生

### 入学考试试题

综合英语

英语语言文学

考试科目：(含英汉互译) 报考学科、专业：外国语言学及应用语言学

We demand difficulty even in our games. We demand it because without difficulty there can be no game. A game is a way of making something hard for the fun of it. The rules of the game are an arbitrary imposition of difficulty. When someone ruins the fun, he always does so by refusing to play by the rules. It is easier to win at chess if you are free, at your pleasure, to change the wholly arbitrary rules, but the fun is in winning within the rules. No difficulty, no fun.