

浙江工商大学 2011 年硕士研究生入学考试试卷 (A) 卷

招生专业: 外国语言学及应用语言学/英语语言文学

考试科目: 综合英语

总分: 150 分

考试时间: 3 小时

I. Vocabulary (每小题 1 分, 共 30 分)

Directions: Choose one word or phrase that correctly completes the sentence. Write your answer on the Answer Sheet.

- The two countries have developed a _____ relation and increased a great deal in foreign trade.
A. managerial B. metric C. lethal D. cordial
- He argues that the policy has done little to ease joblessness, and has left the country _____.
A. energized B. enacted C. enervated D. nerved
- He had wanted a 25% raise in pay, but after talking to his boss, he decided that a 5% raise would have to _____.
A. suffice B. satisfy C. gratify D. delight
- Women who entered voluntary work during the inter-war years did so largely because it provided them with _____ from household routine.
A. dissipate B. diversion C. discount D. distortion
- In a competitive and fast-paced modern society, busy business executives are so _____ their work that they hardly know what the word leisure means.
A. skeptical of B. extraneous to C. engrossed in D. exempt from
- But the depth of a novel and the value of its artistic and ideological feature do not depend on the theme —either _____ or significant.
A. versatile B. alternate C. trivial D. preliminary
- She often remains coldly remote from him; probably his badly scarred face produced an involuntary feeling of _____ in his neighbor.
A. discordance B. deliberation C. perversity D. repulsion
- For us it is a big and dark secret; to _____ it would be to jeopardize our future, confessed an avi-aphobe who is currently undergoing therapy.
A. divulge B. recall C. retain D. duplicate
- Meanwhile, the U.S. and Israel regard Iran as a rouge state that seeds to export terror, build nuclear weapons and _____ the Middle East peace process.
A. sabotage B. distort C. deviate D. conspire
- None of these _____ is an end in itself. They are tentative, experimental. They are movements not towards something definite but away from something definite.
A. doubts B. assurance C. expedients D. awareness
- The sport of wrestling tests _____, strength, and stamina.
A. coordination B. agility C. tactics D. courage
- English _____ in idioms, and so does Chinese.
A. remains B. abounds C. exists D. caters
- Divorced from his wife just three months ago, he has made quite a _____ of himself by gallivanting about with his new girlfriend, a former supermodel.

- A. revelation B. improvidence C. spectacle D. extravagance
14. Happiness used to have a much broader meaning—tied to the idea of a _____ and meaningful life—but now it's almost indistinguishable from pleasure.
A. depraved B. virtuous C. vicious D. malicious
15. Now they think that their views about the president and his policies on Iraq, global warming or unilateralism have all been _____, so why keep ranting?
A. treacherous B. fraudulent C. vindicated D. avenged
16. Antiwar champion Rep. John Murtha wants to attach conditions on the impending supplemental bill to fund the war _____.
A. approximations B. appropriations C. apprehensions D. approbations
17. The workers of space shuttle Discovery got into the back of the shuttle to look for _____ in the electronics that send data from the sensors to onboard computers.
A. suspects B. glitches C. orbiters D. pitches
18. Although he had done many great things, he never felt it necessary to _____ his achievements.
A. lavish B. vaunt C. impose D. extravert
19. He was reluctant but he _____ because he wanted to find out more about their plans before going to the police.
A. played down B. played about C. played along D. played in
20. Identity theft can range for the simple theft of a credit card, or it can go into more complex schemes where the thieves can _____ hundreds of people at a time.
A. impersonate B. personify C. assume D. embody
21. He acknowledged that the _____ of financial support in the election took long hours of persuasion.
A. gestation B. enlistment C. establishment D. temperance
22. In his most famous play, a couple's _____ marriage is centered on the fantasy child they have created.
A. tempestuous B. rumble C. roaring D. tumultuous
23. Despite claims made by skincare manufacture's, the effects of aging are _____.
A. irrefutable B. irreversible C. irritable D. irreplaceable
24. Religious freedom and democratic choice were strongly _____ again at this international human rights conference.
A. embedded B. asserted C. sequenced D. impressed
25. The walkers in front crossed the ledge easily, seemingly _____ of the fact that there was a 3000-foot drop on either side.
A. oblivious B. pretentious C. remindful D. attentive
26. His _____ over the crime was beyond words.
A. modification B. rage C. microbe D. negligence
27. She cannot _____ him due to his misbehavior at the party.
A. presume B. peck C. reconcile D. perturb
28. Hacker could even take control of the entire system by implanting his own instructions in the software that runs it. Moreover, he could program the computer to ease any sign of _____.
A. his being there B. his ever having been there
C. him having ever been there D. having ever been there

29. Though Richard Colson owned a large car, he hardly ever used it, preferring to go on foot. So he was regarded as a (an) _____ man.
 A. eccentric B. unreasonable C. insane D. unique
30. Woody arrived at a most _____ moment; I was just getting into the bath.
 A. importunate B. incongruous C. inopportune D. unfitting

II. Cloze (每小题 1 分, 共 20 分)

Directions: Put your answers on the Answer Sheet.

Until recently, women in advertisements wore one of these things --- an apron, a glamorous dress or a (1) _____. Although that is now changing, many women still feel angry enough to deface offending advertisements with stickers (2) _____, "This ad degrades women." Why does this sort of advertising (3) _____? How can advertisers and ad agencies produce, sometimes, after months of research, advertising that (4) _____ the consumer? (5) _____ Advertising Standards Authority (the body which deals with complaints about print media) is carrying out research (6) _____ how women feel about the way they are portrayed in advertisements. Its conclusions are likely to be (7) _____ the advertising industry already knows: although women are often irritated by the way they are seen in ads, few feel strongly enough to complain.

Women are not the only victims of poor and boring stereotypes --- in many TV commercials men are seen either as useless, childish oafs who are unable to perform the simplest household tasks, or as inconsiderate boozers, permanently on the lookout for an escape to the pub. But it is women who seem to (8) _____ the brunt of the industry's apparent inability to put people into an authentic present-day context.

Yet according to Emma Bennet, (9) _____ creative director of a London advertising agency, women are (10) _____ infuriated by stereotypes and sexist advertising. It tends to wash over them, they are not militant or angry --- they just find it annoying or tiresome. They reluctantly accept outdated stereotypes, but (11) _____ a sigh of relief when an advertisement really gets it right.

She says that it is not advertising's use of the housewife's (12) _____ that bothers women, but the way in which it is (13) _____. "Researchers have often asked the wrong questions. The most important thing is the advertisement's (14) _____ of voice. Women hate being patronized, (15) _____ or given desperately down-to-earth commonsense advice."

(16) _____ the end, the responsibility for good advertising must be shared between the advertiser, the advertising agency and the (17) _____. Advertising does not set trends but it reflects them. It is (18) _____ to the consumer to tell advertisers where they fail, and until people on the receiving end (19) _____ the business seriously and make their feelings known, the (20) _____ of change will remain laboriously slow.

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|------------------|-------------|---------------|--------------|
| 1. A. frown | B. grimace | C. scowl | D. grin |
| 2. A. expounding | B. shouting | C. protesting | D. objecting |
| 3. A. go | B. exist | C. announce | D. show |
| 4. A. impresses | B. shocks | C. astonishes | D. offends |
| 5. A. The | B. An | C. Some | D. Any |
| 6. A. about | B. into | C. with | D. of |
| 7. A. why | B. how | C. when | D. what |
| 8. A. bear | B. avoid | C. chase | D. hide |

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|-------------------|--------------|----------------|-------------------|
| 9. A. secretarial | B. executive | C. managerial | D. representative |
| 10. A. greatly | B. much | C. even | D. not |
| 11. A. heave | B. have | C. do | D. breathe |
| 12. A. task | B. role | C. part | D. function |
| 13. A. handled | B. shown | C. displayed | D. exaggerated |
| 14. A. glamour | B. sound | C. tone | D. style |
| 15. A. encouraged | B. flattered | C. persuaded | D. courted |
| 16. A. By | B. To | C. In | D. At |
| 17. A. customer | B. client | C. patron | D. consumer |
| 18. A. up | B. prior | C. akin | D. contrary |
| 19. A. do | B. make | C. take | D. manipulate |
| 20. A. procession | B. progress | C. progression | D. process |

III. Proofreading and Error Correction (每小题 2 分, 共 20 分)

Directions: Each indicated line of the following two passages contains one error. You should proofread the passages to identify the errors. Copy the bracketed numbers and the errors and then give your corrections with a “→” sign on the Answer Sheet in the following way:

e.g. When an art museum want a new exhibit, (1)
it buys things in finish form and hangs them on the wall. (2)

(On the Answer Sheet)

(1) want → wants

(2) finish → finished

There are a number of different areas that are currently of interest to language teachers which are directly related to and draw upon the field of psychology. An example is an area of learner training, which looks at (1)_____ what learners can be helped to acquire appropriate strategies (2)_____ for learning languages. This by turn involves an understanding of the (3)_____ cognitive and metacognitive strategies that learners bring to any learning task. Another example is the complicated issue of motivation: what motivates (4)_____ learners to learn a language. A deeper understanding of recent views about why people are motivated to learn and theories of intrinsic and extrinsic (5)_____ motivation can assist the language teacher to a deep understanding of the (6)_____ motivation of his or her own learner.

This book, then, aims to provide language learners with a background to (7)_____ a number of topics in education psychology which will assist them (8)_____ in their day-to-day practice in teaching a language. In additional to those, the (9)_____ book also aims to equip teachers with a means of viewing the teaching and learning situations within which they work in an informal and analytical way. (10)_____

IV. Reading Comprehension

Part 1 (每小题 4 分, 共 20 分)

Directions: Read the following essay carefully, and briefly answer the questions.

I used to worry about the hole in the ozone. Not any more. I don't worry about the

greenhouse effect, lead in the air, nuclear waste or the loss of biodiversity. The energy problem? No problem. I know our future is in good hands because our college students are finally studying the right stuff: Madonna.

We don't need to administer national tests to our schoolchildren. We don't need to throw more money into the endless drain of our school districts. We don't need to pay teachers higher salaries. We need more videos.

Professor Jesse Nash is teaching a course in Madonna at Loyola University, where tuition is \$10,000 per year. If you get what you pay for, it must be a good school. And if it is a good school it must know what it is doing when it offers courses in Madonna.

Those who have plowed through Western Civilization as college freshmen may think it is a joke, but I am not making this up. Professor Cathy Schwichtenberg at the University of Massachusetts says it is significant to study Madonna because she's part of our culture.

A graduate student at the University of Florida is doing his master's thesis on her. He says that you can learn the same things by studying the Material Girl that you can by perusing Aristotle, Plato and Socrates. Who needs physics and Philosophy? They are so boring.

Since Madonna's musical masturbatory expressionism, so un-Like a Virgin, is the new university equivalent of Plato's *Theaetetus*, surely there are not other, more interesting substitutions for such dull courses as history, math and biology. High school dropouts would flock to higher education if we would offer credit in finite mathematics in exchange for viewing a Marilyn Monroe retrospective. I guess that would show those study-mad Japanese a thing or two!

Wouldn't you be reassured to know your cardiologist studied M.C. Hammer and Vanilla Ice as an undergraduate? When assessing heart function, the doctor who studied Tina Turner wouldn't be tempted to wonder what love's got to do with it. If I needed bypass surgery I'd want the steady hands that must inevitably emerge from years of immersion in dependable iambic rap. It must at least be the equivalent of a semester of anatomy.

Since Madonna is equivalent to the Greek philosophers, surely Judy Garland films could replace Constitutional law. We couldn't throw in a few Busby Berkeley extravaganzas for the intellectually hungry, and judging from the decisions handed down by the current Supreme Court, a refresher course on Ginger Rogers musicals couldn't hurt.

But law and medicine are not the only areas that could be improved by enlightened course offerings. Think of the kinds of weapons Silicon Valley engineers could turn out by studying Madonna. We could admit women to combat positions, dress them in pointed aluminum bras and let them hurl themselves at the enemy.

Besides achieving educational excellence and eliminating dropouts, we could reduce the budgets for elementary and high schools and eliminate the hassle of a national test. After all, you don't need to read or write to watch videos.

By integrating the educational trends of our universities into primary and secondary schools we will produce a generation of students qualified for admission to those universities. I guess that ought to prove to the rest of the world we're still Number One!

Questions:

1. What words in the first paragraph help you to realize the writer is being satiric rather than serious?

2. Does the writer actually believe we need more videos rather than providing more money

for education?

3. Is the remark in the paragraph, "If you get what you pay for, it must be a good school," sarcastic? Why, or why not?

4. List three examples of exaggeration the writer uses to help the reader understand that she is ridiculing the course offering at Loyola.

5. The writer never states her thesis directly but implied it throughout the essay, particularly in the last paragraph. What is the thesis?

Part 2 (每小题 6 分, 共 30 分)

Directions: Read the following essay carefully, and explain the meaning of the underlined parts, using your own words as far as possible.

When God foreclosed on Eden, he condemned Adam and Eve to go to work. Work has never recovered from that humiliation. From the beginning, the Lord's word said that work was something bad: a punishment, the great stone of mortality and toil laid upon a human spirit that might otherwise soar in the infinite, weightless playfulness of grace.

A perfectly understandable prejudice against work has prevailed ever since. Most work in the life of the world has been hard, but since it was grindingly inevitable, it hardly seemed worth complaining about very much. Work was simply the business of life, as matter-of-fact as sex and breathing. In recent years, however, the ancient discontent has grown elaborately articulate. The worker's usual old bitching has gone to college. Grim tribes of sociologists have reported back from office and factory that most workers find their labor mechanical, boring, imprisoning, stultifying, repetitive, dreary, heartbreaking. In his 1972 book *Working*, Studs Terkel began: "This book, being about work, is, by its very nature, about violence — to the spirit as well as to the body." The historical horrors of industrialization (child labor, Dickensian squalor, the dark satanic mills) translate into the 20th century's robotic busywork on the line, tightening the same damned screw on the Camaro's fire-wall assembly, going nuts to the banging, jangling Chaplinesque whirr of modern materialism in labor, bringing forth issue, disgorging itself upon the market.

The lamentations about how awful work is prompt an answering wail from the management side of the chasm: nobody wants to work any more. As American productivity, once the exuberant engine of national wealth, has dipped to an embarrassingly uncompetitive low, Americans have shaken their heads: the country's old work ethic is dead. About the only good words for it now emanate from Ronald Reagan and certain beer commercials. Those ads are splendidly mythic playlets, romantic idealizations of men in groups who blast through mountains or pour plumingly molten steel in factories, the work all grit and grin. Then they retire to flip around iced cans of sacramental beer and debrief one another in a warm sundown glow of accomplishment. As for Reagan, in his presidential campaign he enshrined work in his rhetorical "community of values," along with family, neighborhood, peace and freedom. He won by a landslide.

Has the American work ethic really expired? Is some old native eagerness to level wilderness and dig and build and invent now collapsing toward a decadence of dope, narcissism, income transfers and aerobic self-actualization?

The idea of work — work as an ethic, an abstraction — arrived rather late in the history of toil. Whatever edifying and pietistic things may have been said about work over the centuries (Kahlil Gibran called work “love made visible,” and the Benedictines say, “To work is to pray”), humankind has always tried to avoid it whenever possible. The philosophical swells of ancient Greece thought work was degrading; they kept an underclass to see to the laundry and other details of basic social maintenance. That prejudice against work persisted down the centuries in other aristocracies. It is supposed, however, to be inherently un-American. Edward Kennedy likes to tell the story of how, during his first campaign for the Senate, his opponent said scornfully in a debate: “This man has never worked a day in his life!” Kennedy says that the next morning as he was shaking hands at a factory gate, one worker leaned toward him and confided, “You ain’t missed a goddamned thing.”

The Protestant work ethic, which sanctified work and turned it into vocation, arrived only a few centuries ago in the formulations of Martin Luther and John Calvin. In that scheme, the worker collaborates with God to do the work of the universe, the great design. One scholar, Leland Ryken of Illinois’s Wheaton College, has pointed out that American politicians and corporate leaders who preach about the work ethic do not understand the Puritans’ original, crucial linkage between human labor and God will.

During the 19th century industrialization of America, the idea of work’s inherent virtue may have seemed temporarily implausible to generations who labored in the mines and mills and sweatshops. The century’s huge machinery of production punished and stunned those who ran it.

And yet for generations of immigrants, work *was* ultimately availing; the numb toil of an illiterate grandfather got the father a foothold and a high school education, and the son wound up in college or even law school. A woman who died in the Triangle Shirtwaist Co. fire [1911] in lower Manhattan had a niece who made it to the halcyon Bronx, and another generation on, the family went to Westchester County. So for millions of Americans, as they labored through the complexities of generations, work worked, and the immigrant work ethic came at last to merge with the Protestant work ethic.

The motive of work was all. To work for mere survival is desperate. To work for a better life for one’s children and grandchildren lends the labor a fierce dignity. That dignity, an unconquerably hopeful energy and aspiration — driving, persisting like a life force — is the American quality that many find missing now.

The work ethic is not dead, but it is weaker now. The psychology of work is much changed in America. The acute, painful memory of the Great Depression used to enforce a disciplined and occasionally docile approach to work — in much the way that older citizens in the Soviet Union do not complain about scarce food and overpopulated apartments, because they remember how much more horrible everything was during the war. But the generation of the Depression is retiring and dying off, and today’s younger workers, though sometimes laid off and kicked around by recessions and inflation, still do not keep in dark storage that residual apocalyptic memory of Hoovervilles and the Dust Bowl and banks capsizing.

Today elaborate financial cushions — unemployment insurance, union benefits, welfare payments, food stamps and so on — have made it less catastrophic to be out of a job for a while. Work is still a profoundly respectable thing in America. Most Americans suffer a sense of loss, of diminution, even of worthlessness, if they are thrown out on the street. But the blow seldom carries the life-and-death implications it once had, the sense of personal ruin. Besides, the wild

and notorious behavior of the economy takes a certain amount of personal shame out of joblessness; if Ford closes down a plant in New Jersey and throws 3,700 workers into the unemployment lines, the guilt falls less on individuals than on Japanese imports or American car design or an extortionate OPEC.

Because today's workers are better educated than those in the past, their expectations are higher. Many younger Americans have rearranged their ideas about what they want to get out of life. While their fathers and grandfathers and great-grandfathers concentrated hard upon plow and drill press and pressure gauge and tort, some younger workers now ask previously unimaginable

