

考试科目代码及名称: 921 综合英语 B

招生专业(领域)名称: 学科教学(英语)

考生注意:

无论以下试题中是否有答题位置, 均应将答案做在考场另发的答题纸上(写明题号)。

### Part I Reading Comprehension (30%)

Directions: There are two reading passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four suggested answers marked A, B, C and D. Choose the best answer to each question.

Questions 1 to 5 are based on the following passage:

One of the most authoritative voices speaking to us today is, of course, the voice of the advertisers. It shouts at us from the television screen and the radio loudspeakers, waves to us from every page of the newspaper, signals to us from the roadside bill-boards all day and flashes messages to us in colored lights all night.

Advertising has been among England's biggest growth industries since the war. Perhaps the reason is that advertising saves the manufactures from having to think about the customer. At the stage of designing and developing a product, there is quite enough to think about without worrying over whether anybody will want to buy it. The designer is busy enough without adding customer-appeal to all his other problems of man-hours and machine tolerances and stress factors. So they just go ahead and make the thing and leave it to the advertiser to find eleven ways of making it appeal to purchasers after they have finished it, by pretending that it confers status, or attracts love, or signifies manliness.

Other manufacturers find advertising saves them from changing their product. And manufacturers hate change. The ideal product is one which goes on unchanged for ever.

If, therefore, for one reason or another, some alteration seems called for—how much better to change the image, the packet or the pitch made by the product, rather than go to all the inconvenience of changing the product itself.

- Which of the following can best describe the author's attitude toward modern advertising?  
A. Interested. B. Shocked.  
C. Disapproving. D. Approving.
- According to the author, which is NOT the designer's chief concern when he designs a product?  
A. Stress factors. B. Man-hours.  
C. Machine tolerances. D. Customer-appeal.
- It is stated in the passage that those responsible for giving a product customer-appeal are \_\_\_\_\_.  
A. customers B. designers  
C. advertisers D. manufacturers
- According to the author, when some change in a product is necessary, a manufacturer will choose to \_\_\_\_\_.  
A. lower the production cost B. hire a better designer

- C. improve its quality D. alter its image
5. The best title for the passage might be \_\_\_\_\_.  
A. Advertising since the War  
B. Advertising and Manufacturers  
C. Advertising and Purchasers  
D. Advertising—England's Biggest Industry

Questions 6 to 10 are based on the following passage:

By far the most common difficulty in study is simple failure to get down to regular concentrated work. This difficulty is much greater for those who do not work to a plan and have no regular routine of study. Many students muddle along, doing a bit of this subject or that, as the mood takes them, or letting their set work pile up until the last possible moment.

Few students work to a set timetable. They say that if they did construct a timetable for themselves they would not keep to it, or would have to alter it constantly, since they can never predict from one day to the next what their activities will be.

No doubt some temperaments take much more kindly to a regular routine than others. There are many who shy away from the self-regimentation of a weekly time-table, and dislike being tied down to a definite programme of work. Many able students claim that they work in cycles. When they become interested in a topic they work on it intensively for three or four days at a time. On other days they avoid work completely. It has to be confessed that we do not fully understand the complexities of the motivation to work. Most people over 25 years of age have become conditioned to a work routine, and the majority of really productive workers set aside regular hours for the more important aspects of their work. The 'tough-minded' school of workers is usually very contemptuous of the idea that good work can only be done spontaneously, under the influence of inspiration.

Those who believe that they need only work and study as the fit takes them have a mistaken belief either in their own talent or in the value of 'freedom'. Freedom from restraint and discipline leads to unhappiness rather than to 'self-expression' or 'personality development'. Our society insists on regular habits, timekeeping and punctuality, and whether we like it or not, if we mean to make our way in society we have to comply with its demands.

6. The most widespread problem in applying oneself to study is that of \_\_\_\_\_.  
A. the failure to keep to a routine of methodical and intensive work  
B. changing from one subject to another  
C. unwillingness to follow a systematic plan  
D. applying oneself to a subject only when one feels inclined
7. According to the selection, there are many students who \_\_\_\_\_.  
A. do not like being commanded to study according to a weekly timetable  
B. are too timid to accustom themselves to a weekly timetable  
C. refuse to exert themselves the whole week as if under military discipline  
D. shrink from the self-discipline required for working to a weekly plan
8. Those workers with strict views on work \_\_\_\_\_.  
A. are very critical of the belief that good work can be a natural product of instinct  
B. reject the idea that good work is second nature to man  
C. do not regard as serious the opinion that good work can be done at any time regardless of inspiration  
D. are deeply scornful of the idea that good work can only be done when free from external influence and prompted by internal stimulus
9. In Paragraph 4 "as the fit takes them" means \_\_\_\_\_.  
A. when they have the energy

- B. when they are in the mood  
 C. when they find conditions suitable  
 D. when they feel fit
10. A suitable title for the passage might be  
 A. Attitudes to Study  
 B. Study Plans  
 C. The Difficulties of Studying  
 D. Study and Self-discipline

Questions 11 to 15 are based on the following passage:

Like a needle climbing up a bathroom scale, the number keeps rising. In 1991, 15% of Americans were obese; by 1999, that proportion had grown to 27%. Youngster, who should have age and activity on their side, are growing larger as well: 19% of Americans under 17 are obese. Waistbands have been popping in other western countries too, as physical activity has declined and diets have expanded. By and large, people in the rich world seem to have lost the fight against flab.

Meanwhile, poorer nations have enjoyed some success in their battles against malnutrition and famine. But, according to research presented at the annual meeting of the American Association for the Advancement of Science, it is more a case of being out of the frying pan and into the fire. The most striking example actually in the poor world comes from the Pacific islands, home of the world's most obese communities. In 1966, 14% of the men on this land were obese while 100% of men under the age of 30 in 1996 were obese.

This increase in weight has been uneven as well as fast. As a result, undernourished and over-nourished people frequently live cheek by jowl (面颊). The mix can even occur within a single household. A study of families in Indonesia found that nearly 10% contained both the hungry and the fat. This is a mysterious phenomenon, but might have something to do with people of different ages being given different amounts of food to eat.

The prospect of heading off these problems is bleak. In many affected countries there are cultural factors to contend with, such as an emphasis on eating large meals together, or on food as a form of hospitality. Moreover, there is a good measure of disbelief on the part of policymakers that such a problem could exist in their countries. Add to that reluctance on the part of governments to spend resources on promoting diet and exercise while starvation is still a real threat, and the result is a recipe for inaction. Unless something is done soon, it might not be possible to turn the clock back.

11. The statement "Like a needle climbing up a bathroom scale, the number keeps rising" probably mean \_\_\_\_\_.
- A. many American are obsessed by the needle climbing in the bathroom  
 B. increasingly more people are getting overweight in the United States  
 C. larger people are climbing the bathroom scale with the help of needles  
 D. youngsters become larger thanks to age and activity
12. As physical exercise declines and diet expands, \_\_\_\_\_.
- A. other western countries has been defeated by fat  
 B. obesity has become an epidemic of the rich world  
 C. waistbands begin to be popular in other western countries  
 D. western countries can no longer fight against obesity
13. Which is NOT the point of the example of the Pacific Islands?  
 A. The poor community has shaken off poverty and people are nutritious now.  
 B. Obesity is becoming a problem in the developing world too.  
 C. Excessive weight increase will cause no less harm than the food shortage.

- D. The problem of obesity emerges very fast.
14. Of tackling obesity in the poor world, we can learn from the passage that \_\_\_\_\_.
- A. the matter is so complex as to go beyond our capacity  
 B. no matter what we do, the prospect will always be bleak  
 C. it is starvation, the real threat, which needs to be solved  
 D. we should take immediate actions before it becomes incurable
15. What is the main idea of this passage?  
 A. Obesity is now a global problem that needs tackling.  
 B. The weights increase fast throughout the whole world.  
 C. What results in the obesity in the poor world?  
 D. Obesity has shifted from the rich world to the poor world.

## Part II Cloze (20%)

Directions: Read the passage through, then go back and choose one item of the most suitable word(s) marked A, B, C and D for each blank in the passage.

Sophy Brent came to visit me nearly every day. She 1 me unbearably most of the time. She 2 incessantly and never used an ashtray. She 3 me into the kitchen while I 4 tea or coffee or supper and helped 5 the children's orange juice. She was very successful 6 my two-year-old daughter Flora, who would 7 her for hours and refer to her lovingly 8 "Sofa", and she was always talking about my husband and asking me where he was.

I could not decide why she chose my 9, although I realized that nobody 10 paid her very much attention. Her situation was very difficult 11 she was straight out of drama school and only nineteen, being required to play a leading part in a company of fairly 12 and experienced actors. They 13 her much even if she had been good, and as, from all accounts, she was not good they 14 every opportunity to speak evil against her. I think she thought I was the only person 15 who was both unconnected with the theatre and tolerably smart. And 16, although I was irritated by her I did not 17 her. There was something attractive in her overflowing enthusiasm and she had 18 physical charm that with me she could 19 anything. She was nice to have around, 20 flowers or a bowl of fruit.

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|----------------------|-------------------|---------------------|-------------------|
| 1. A. insulted       | B. teased         | C. irritated        | D. flattered      |
| 2. A. drank          | B. sang           | C. ate              | D. smoked         |
| 3. A. followed       | B. watched        | C. pushed           | D. forced         |
| 4. A. cooked         | B. did            | C. made             | D. prepared       |
| 5. A. herself with   | B. herself to     | C. herself to drink | D. herself to mix |
| 6. A. with           | B. to             | C. on               | D. for            |
| 7. A. hang to        | B. hang about     | C. embrace          | D. kiss           |
| 8. A. by             | B. as             | C. with             | D. for            |
| 9. A. companion      | B. mate           | C. company          | D. fellowship     |
| 10. A. ever          | B. anytime        | C. at all           | D. else           |
| 11. A. that          | B. in order to    | C. so that          | D. in that        |
| 12. A. distinguished | B. distinguishing | C. distinct         | D. distinctive    |

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|----------------------------------|---------------|-------------------|--------------|
| 13. A. will not like             |               | B. had not liked  |              |
| C. would not have liked          |               | D. did not like   |              |
| 14. A. made                      | B. took       | C. used           | D. got       |
| 15. A. nearly                    | B. nearby     | C. beyond         | D. around    |
| 16. A. as long as I am concerned |               | B. considering me |              |
| C. for my part                   |               | D. in my opinion  |              |
| 17. A. like                      | B. favour     | C. displease      | D. dislike   |
| 18. A. such                      | B. such a     | C. so             | D. great     |
| 19. A. do away with              | B. get rid of | C. get away with  | D. carry out |
| 20. A. with                      | B. as         | C. like           | D. for       |

### Part III Translation (25%)

**Directions:** Read the passage carefully, then translate the whole passage into Chinese.

No investment offers a better return than giving the children the best start in life. Research has shown that for every US \$1 spent—I would say invested—on early childhood programs, countries enjoy cost saving of US \$7. That is a pretty spectacular return. But it should not be surprising. It should be obvious.

Young children who receive good early care are less likely to die, get sick, fail in their school education or require remedial services. They will be able to support themselves and their families, push their societies forwards and help to break cycles of illness, deprivation and discrimination. Investing in early childhood plays a direct role in sustainable poverty reduction.

By young, I mean from before birth until the child is established in school at about the age of eight, but the first three years—including the pre-birth period—are particularly vital. This is when mental and physical capacities are forming and gaining strength.

UNICEF, the United Nations International Children's Emergency Fund, has long recognized the importance of these early years. More than half our program budget is devoted to early childhood. But last year, we went one step further. We made integrated early childhood development one of our five priorities (alongside girls' education, immunization, HIV/AIDS and child protection).

Progress in one area contributes to progress in others. Tackling deficiencies in iron and iodine will improve not just physical health, but long-term brain development. The children of a healthy, educated, secure mother will thrive, rather than simply survive. Enhancing the role of fathers pays equal dividends.

We need to focus most intensely on the under-threes, looking for ways to strengthen families' ability to care for their children, increasing their access to good quality, basic services, promoting gender equality and reinforcing national policies.

It also requires us to look at the health of women, because a young child's future is shaped by its mother's well-being before and during pregnancy.

### Part IV Writing (25%)

**Directions:** Do you agree or disagreed with the following statement? Parents are best teachers. Use specific reasons and examples to support your answer. You should write 300 words. Write your essay on the Answer Sheet.