

# 杭 州 师 范 大 学

## 2010 年招收攻读硕士研究生入学考试题

考试科目代码: 725

考试科目名称: 综合英语

- 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;  
4、  
5、

### I. Cloze (每小题 1 分, 共 20 分)

Fill in the blanks with proper words.

It is a good thing my aunt Harriet 1 years ago. If she were alive today she 2 not be able to air her views on her favorite topic of conversation: domestic 3. Aunt Harriet lived in that leisurely age 4 servants were employed to do housework. She had a huge, rambling country house called 'The Gables'. She was sentimentally attached 5 this 6, for even though it was far too big for her needs, she persisted 7 living there long 8 her husband's death. Before she grew old, Aunt Harriet used to entertain lavishly. I often visited The Gables when I was a boy. No 9 how many guests were present, the great house was always *immaculate*(特别整洁的). The parquet floors 10 like mirrors; highly polished silver 11 displayed in gleaming glass cabinets; even my uncle's huge collection of books was kept miraculously 12 from dust. Aunt Harriet presided 13 an invisible army of servants that continuously scrubbed, cleaned, and polished. She always referred to them 14 'the shifting population', for they came and 15 with 16 frequency that I never even got a chance to 17 their names. Though my aunt pursued 18 was, in those days, an enlightened policy, in 19 she never allowed her domestic staff to 20 more than eight hours a day, she was extremely difficult to please.

### II. Reading Comprehension (每小题 2 分, 共 40 分)

#### Part A

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

## Text A

In recent years, linguists and language teachers have begun to describe language according not only to grammatical structure, using traditional concepts and terms such as the imperative, but also by function, that is, the use to which language is put. For example, add 'please' to the order 'Open the window!', and the structure remains imperative. The function of the utterance, however, is now that of request, and polite request at that. Function, then, is determined partly by the user's attitude, and is realized by a variety of linguistic and paralinguistic features—vocabulary, grammar and pronunciation, tone of voice, gesture and facial expression. The language learner can often distinguish passively between certain basic functions—those of command and request, for example—although learning to use these different functions of language to communicate effectively is not always so easy.

Function is also determined by the situation in which the language is used. 'Be quiet!' coming from a teacher tired of noisy pupils is obviously an order, or command. Used by one nervous bank robber to a fellow in crime, when he thinks he has heard a noise which could have been made by a suspicious policeman, the sentence would be a warning. Used again, as they prepare to blow open the safe, its function would be that of cautioning; too loud an explosion would give them away. Look at 'the imperative' in this way, then, and we realize that it consists of a small set of structural forms which can fulfill many different functions: command, prohibition, warning, persuasion, as well as many others.

To sum up, the approach to the study and use of language through the examination of its functions has been enriching for teachers and learners alike. For both, of course, the functional approach does not do without the need for attention to be paid to the workings of the grammar of a language, but it is an approach which extends the uses to which the control of structure may be put.

1. According to the text, language function is controlled by \_\_\_\_\_.  
[A] linguists and language teachers  
[B] linguistic and paralinguistic features  
[C] the speaker and listener  
[D] the user's attitude and situation
2. Adding 'please' to the utterance 'Open the window' does not change \_\_\_\_\_.  
[A] language function  
[B] grammatical structure  
[C] linguistic features  
[D] paralinguistic features
3. The examples given in paragraph 2 illustrate the point that \_\_\_\_\_.  
[A] teachers are good at language functions but pupils are not  
[B] the same utterance can be used to express different meanings

杭州师范大学硕士研究生入学考试命题纸

- [C] the utterance 'Be quiet' is no longer an imperative sentence  
[D] bank robbers are skillful in using language functions
4. Which of the following statements is true according to the text?  
[A] Language function is a traditional concept.  
[B] The functional approach has made language teachers wealthy.  
[C] Language function is not used in effective communication.  
[D] The knowledge of grammar cannot be replaced by language function.
5. The text implies that language learners \_\_\_\_\_.  
[A] can learn how to use language functions easily in communication  
[B] can do better in examinations if they are taught language functions  
[C] will benefit from functional approach in language learning  
[D] will learn grammar better when they use language functions

**Text B**

Football is not a new thing in Japan. In 1873 a British delegation advising Japan on how to build up its naval forces also organized the first game of football ever played there. The Japanese followed the British naval instructions well, scoring impressive away victories in the Russo-Japanese War, but the football lessons were less successful. Baseball, introduced by American missionaries around the same time, became Japan's national game. Football remained a minor sport until the late 1980s, when advertising executives identified it as a useful vehicle for reaching young consumers, many of whom find baseball too slow-moving. But by the late 90s Japan's inconsistent young consumers began to move on to new crazes, like caring for robotic pet dogs. Some clubs went bankrupt and, despite the triumph of hosting the World Cup, football was once again a minor sport.

Could anyone take the game as played in Japan seriously? For one thing, the Japanese call it *socca*, a language corruption of the sport's name among Americans, who, of course, know next to nothing about the game. For another, Japanese crowds are polite. Painfully so. They hold up signs urging PLEASE SHOW US YOUR BEST PERFORMANCE. They shout *ol é* (which comes out *or é*) in response to impressive plays, while a samba band bangs away. At half-time fans line up to buy snacks. After games, smiling fans struggle eagerly to catch furry toys tossed into the crowd by the players --- once they have completed their postgame bowing ceremonies.

On the pitch, Japanese players, their hair dyed bright colors to attract the attention of the thousands of young women who crowd the stands, display a discouraging lack of competitiveness. Is it really possible that a nation would produce football stars who are submissive and risk-shy? Yes, say the many European and South American coaches and players drawn to Japan by generous salaries. They struggle to explain this oddity. Perhaps, they suggest, the Japanese are not a people who are culturally encouraged to express their individuality forcefully. As a result, the Japanese game often lacks the style and strength of

杭州师范大学硕士研究生入学考试命题纸

South American and European football.

6. What was the main purpose of a British delegation in Japan?
- [A] assist the Japanese in building warships  
[B] instruct the Japanese in increasing the size of its navy  
[C] help the Japanese to organize its first football game  
[D] train the Japanese for their first football match with the Russians
7. We can infer from the passage that \_\_\_\_\_.  
[A] football became popular after Japan succeeded in its bid for the World Cup  
[B] baseball was introduced to Japan to replace football as a national game  
[C] baseball was popular because elderly Japanese found it slow-moving  
[D] football has been a national game in Japan for about a decade
8. According to the writer, the term *socca* is a clue to \_\_\_\_\_.  
[A] why Japanese football is not to be taken seriously  
[B] why the Japanese do not attach importance to football  
[C] what Japanese and American football has in common  
[D] what the Japanese and the Americans are ignorant of
9. The passage suggests that Japanese football is not as good as South American and European football in that \_\_\_\_\_.  
[A] foreign players enjoy higher salaries  
[B] foreign coaches do not work hard enough  
[C] Japanese players are brought up in a different culture  
[D] Japanese players are keen on attracting young women's attention
10. The writer's attitude towards Japanese fans' behavior can best be described as \_\_\_\_\_.  
[A] understanding  
[B] approving  
[C] appreciative  
[D] amused

**Text C**

Whenever I see anyone buying a National Lottery ticket I want to stop them and ask if they know just where their money is going.

The lottery money is supposed to go to charity—but it makes me angry to see some of the so-called “good causes” it's being used to support. Also, Camelot, the organizers, have made a profit of £10.8 million in five months. We hear now that a lot of that money is boosting the pay packets of the company's bosses.

### 杭州师范大学硕士研究生入学考试命题纸

For the past 10 years I've been helping to raise funds for a cancer research charity called Tenovus. My husband, Sandy, died from cancer 11 years ago—he was only 51. There's been a long line of deaths in our family through cancer and it's been devastating. I've also lost two sisters-in-law, my brother, Michael, my father-in-law and my father. That's apart from several close friends.

The charity is 50 years old now and raises money mainly for breast cancer research. It also runs a support line for the families of cancer sufferers. Our local group raises money through dances, sales and coffee mornings, and all the funds go directly to cancer research. In 1993 Tenovus raised £3 million—and half that money came from sales of our own lottery tickets at supermarkets. But our income has dropped by half since the National Lottery was introduced.

I'm not against people playing the National Lottery, but they should think about what they're doing. The chances of winning the jackpot are so small; they might as well throw their money away. The Government tells us that the proceeds are going to things like the arts and sport, but what about the National Health Service? They should give some cash to that, too. How can they justify spending ridiculous amounts of cash on so-called works of art—like displays of potatoes—or buying up Winston Churchill's papers at a cost of £12 million?

So who really are the winners in the National Lottery? When I think of all that money people could be donating to cancer research, I could weep. It's time people realized how charities across the country are suffering because of the National Lottery. It's disheartening and so infuriating.

11. The writer seems to hope that \_\_\_\_\_.

- [A] people will spend more money on the National Lottery
- [B] people will give more money to charity
- [C] most of the lottery money will go to charity
- [D] most of the lottery money will be used for cancer research

12. The reason why the writer raises funds for cancer research is that \_\_\_\_\_.

- [A] she herself is suffering from cancer
- [B] the cancer is the most frightening disease
- [C] a number of her relatives died of cancer
- [D] some cancer research needs more money than other research

13. In this text the writer is expressing \_\_\_\_\_.

- [A] her personal opinions
- [B] the opinions of the general public
- [C] her feelings about cancer sufferers
- [D] some ideas of fund-raising

杭州师范大学硕士研究生入学考试命题纸

14. The organization “Tenovus” is \_\_\_\_\_.  
[A] run by a group of people in the writer’s town  
[B] a charity organization which has some local groups  
[C] set up to collect money for people who lose their relatives  
[D] set up to assist the National Lottery
15. From the text we can conclude that \_\_\_\_\_.  
[A] the writer is enthusiastically supporting the National Lottery  
[B] the writer has objections to the National Lottery  
[C] the writer believes that the lottery money should be used for cancer research  
[D] the writer is just expressing her feelings about collecting money for charity

**Part B**

*Read the texts about five cities in Scotland. For questions 16 to 20, match the name of the city to one of the statements (A to G given below)*

**ABERIFOYLE** is the dramatically-set southern gateway to the beautiful Trossachs. The Scottish Wool Centre celebrates Scotland’s shepherding traditions with an entertaining and informative live show. Handspinners and weavers invite you to turn wool into cloth in the old-fashioned way, and on a sunny day there’s nothing more relaxing than to take a walk on the walkway beside the River Forth.

**ALEXANDRIA** is near Loch Lomond. In 1904, it became the site for the Argyll Motor Works. John Logic Baird, television pioneer, learned his skills here. In May 1997 the factory became the home of the Classic Car Collection, a new museum of Scottish motoring memories appealing to the whole family: sit in an Edwardian car or climb aboard a 1920s lorry, there’s plenty to see. Valuable exhibits and a videowall bring the ‘collection to life.

**COATBRIDGE** lies to the east of Glasgow. Most of the woolen sweaters produced here are famous names in Scotland—including The Edinburgh Woolen Mill—which are made here at Mackinnon Mills on Kirkshaws Road. From the manufacturing exhibition (view the complicated processes of high quality production) to a range of shops, the visitor center proudly proclaims “there is something to suit everyone, and all under one roof? You can also find the Mackinnon Mills Factory Outlet Shop which is attractive to bargain hunters.

**EDINBURGH** is Scotland’s capital and, until the union with England in 1707, the site of its parliament. A short journey from the Royal Mile brings you to Leith, the seaport where Queen Mary landed on returning from France in 1561. At James Pringle Weavers, Leith Mills on Bangor Road, a well-produced exhibition tells the stirring history of tartan, a checked woolen cloth for which Scotland is famous.

### 杭州师范大学硕士研究生入学考试命题纸

**NEW LANARK** was founded around 1785. The site exploited a natural energy source, the Falls of Clyde. Soon, mills employing 1,500 people had been built, together with houses for the workforce. Robert Owen developed the plan successfully and is still remembered as an important social reformer. New Lanark has won major awards for heritage conservation and for the exceptional attractions. Pick up a bargain in Owen's Warehouse—Edinburgh Woolen Mill's largest store in Scotland.

*Note: there are two extra statements.*

#### Statements

- |                |  |
|----------------|--|
| 16. ABERFOYLE  | [A] The tourist will see successful examples of old buildings                    |
| 17. ALEXANDRIA | which have been protected.   |
| 18. COATBRIDGE | [B] The tourist will see how woolen garments are made.                           |
| 19. EDINBURGH  | [C] The tourist will see a roofless building of the Middle Ages.                 |
| 20. NEW LANARK | [D] The tourist will see how sheep are tended and learn to weave.                |
|                | [E] The tourist will learn the history of the typical Scottish garment material. |
|                | [F] The tourist will see how Scots make their famous alcoholic drink.            |
|                | [G] The tourist will learn the history of Scotland's automobile industry.        |

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

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

作家没有了作品, 可以看作是个人艺术生命的死亡、职业的停顿。其中有些人是因为年事已高, 力不从心。这不是艺术的死亡, 而是艺术的离休, 他自己无可自责, 社会也会尊重他在艺术上曾经作出的贡献。痛苦的死亡却不然, 即当一个作家的体力和脑力还能胜任任何创作的时候, 作品已经没有了, 其原因主要是由于各种苦难和折磨(包括自我折磨)所造成。折磨了他的才华, 苦难消沉了意志, 作为人来说他还活着, 作为作家来说却正在或已死去。这种死亡他自己感到痛苦, 别人看了心里也很难受。

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

Although facts, as we said, are no argument and can even be disputed, it is easy to prove that present conditions are dangerous for the industrial arts, decidedly fatal for the traditional higher arts. The abundance of means is the first great danger with which art has to struggle. This expression is illogical, I admit (there is no abundance of means but only an inability to master them); however, it is justified in that it correctly describes the inverted state of our conditions.

**IV. Paraphrase the following underlined parts or the whole sentences.(共 20 分)**

1. We often speak of language as a vehicle of expression--- a metaphor that can illumine many aspects of our foreign-language teaching situation. Language is a vehicle of meaning that we do not even realize we are using; in other words, a vehicle that is transporting a person's message somewhere but is not itself the object of the trip

2.The literary fashion of these days is not to know what you mean and to shrug a careless shoulder and say that you write what you write and the reader must make his own interpretation. The author's observations are presumed to be pregnant; the reader is to be midwife and bring the child to birth. It is no business of genius to make itself plain.

3. Most domestic beasts seem machines almost pure and simple, unhesitatingly doing from minute to minute the duties they have been taught, and giving no sign that the possibility of an alternative ever suggests itself to their mind.

4. After the failure of his last novel his reputation stands on slippery grounds.

5. United, there is little we cannot do in a host of co-operative ventures. Divided, there is little we can do.

6. It is often said that, provided we are not of the unfortunate minority of people who have pathological( pathological: caused by or connected with disease) language defects, our language mechanism automatically equips us to say anything we need to say. What it means is that if my job or hobby entailed a knowledge of some activities, my language would rise to the occasion of talking about these activities.

7. The social tensions of the times often foster a society especially prone to depression.

**V. Writing (共 30 分)**

**Please write in at least 400 words a commentary essay based on the topic:**  
**What Role Does Linguistics Play in Language Learning?** Pay attention to the focus of your theme, development of ideas, origination of structures and choice of dictions.