

## 北京师范大学 2013 年英语专业考研

### 基础英语模拟试题

来源：环球时代学校

#### I. Grammar 20 points

1. Supply the passage with proper prepositions(8 points)

\_\_\_\_(1)\_\_\_\_ food and shelter, clothing is one of people's most important needs. Clothing includes all the different garments, accessories, and ornaments worn by people\_\_\_\_(2)\_\_\_\_ the world.

Most people, no matter where they live, wear some kind of clothing. People\_\_\_\_(3)\_\_\_\_ various regions dress differently \_\_\_\_ (4)\_\_\_\_ many reasons. They may have different materials and methods making clothes, or they may have different habits of dress. Any person may wear certain clothing for a variety of individual reasons. But \_\_\_\_ (5)\_\_\_\_ general, people wear clothes for three main reason: a. protection, b. communication, and c. decoration. Most clothing serves all three purposes.

In many areas of the world, people need clothing for protection\_\_\_\_(6)\_\_\_\_ the weather. Clothing also protects people who work \_\_\_\_ (7)\_\_\_\_ dangerous jobs, take part in rough sports, or engage \_\_\_\_ (8)\_\_\_\_ other hazardous activities.

2. Choose from A, B, C or D the one that best complete each sentence.(12 points)

(9) As teachers we should concern ourselves with what is said, not what we think\_\_\_\_\_.

- A. ought to be said                      B. must say  
C. have to be said                        D. need to say

(10) The chief reason for the population growth isn't so much a rise in birth rates\_\_\_\_\_ a fall in death rates as a result of improvements in medical care.

- A. and                      B. as                      C. but                      D. or

(11) In my opinion, he's\_\_\_\_\_ the most imaginative of all the contemporary poets.

- A. in all                      B. at best                      C. for all                      D. by far

(12) She is\_\_\_\_\_ a musician than her brother.

- A. much of                      B. much as                      C. more of                      D. more as

(13)\_\_\_\_\_ my wife's consistent encouragement I wouldn't have accomplished my graduate study.

- A. But for                      B. But with                      C. Except for                      D. as are

(14) Most insulation devices of this kind,\_\_\_\_\_ manufactured for such purposes, are extremely expensive to install.

- A. that are                      B. which is                      C. those are                      D. as are

(15) Just as there are occupations that require college or even higher degrees, \_\_\_\_\_ occupations for which technical training is necessary.

- A. so too there are  
B. so also there are  
C. so there are too

- D. so too are there
- (16) This, they say, is proof that the more primitive species was not simply supplanted by an advanced one \_\_\_\_\_ into one.  
A. but also developed                      B. but reformed sharply  
C. but merely turned                      D. but evolved slowly
- (17) In such desperate strains did he find himself that he was reduced to \_\_\_\_\_ the violin in the streets.  
A. play                      B. playing                      C. be playing                      D. having played
- (18) Those twins are so alike that it is next to impossible to distinguish \_\_\_\_\_.  
A. who is who                      B. which is which                      C. one and the other                      D. one another
- (19) He is determined to prove his innocence, \_\_\_\_\_ he has to go to the highest court in the land.  
A. even though                      B. even as                      C. even if                      D. even so
- (20) When \_\_\_\_\_, many racists cannot give a logical reason for their attitudes towards other racial groups.  
A. questioning                      B. having been questioned  
C. having questioned                      D. questioned

## II. Vocabulary      30 points

*Directions: complete the passage by choosing the best word for each gap from the box. Change the word form when you think it is necessary to do so. (30 points).*

since   rather   select   lazy   lose   natural   always   diversity   whereas   specialize   ever  
afford   complex   curious   contact   matter   where   keep   promote   accentuate

### English as a killer language

Throughout the world, people regard English as a language of economic opportunity, though this is not a universal feeling, since some consider English a tool for the destruction of linguistic and cultural \_\_\_\_\_ (21) \_\_\_\_\_. A number of commentators have seen the spread of English not as an unqualified benefit, but rather as an opportunity reserved only for the \_\_\_\_\_ (22) \_\_\_\_\_ few and a means to construct patterns of inequality both within countries and between the “west” and the “rest”.

The global spread of English is \_\_\_\_\_ (23) \_\_\_\_\_ : on the one hand it appears as an unstoppable process that homogenizes culture wherever it goes: Crystal (1997a) cites the Italian word cocacolonizzare ( to co-colonize), while the poet Derrick Desmond \_\_\_\_\_ (24) \_\_\_\_\_ crudely laments the ‘Californication’ (sic) of world culture. On the other hand , however, the spread of English creates divisions in society, and \_\_\_\_\_ (25) \_\_\_\_\_ with other languages causes the creation of new language varieties.

Pattayanyak(1996) has suggested that in India the use of English \_\_\_\_\_ (26) \_\_\_\_\_ improved educational opportunities for only a very small minority. On the whole it \_\_\_\_\_ (27) \_\_\_\_\_ the rift between the urban and rural, the developed and developing and the masses and the elite. He argues that \_\_\_\_\_ (28) \_\_\_\_\_ English is the almost exclusive language of science and technology, this actually prevents ordinary people from having access to and interacting with it. Because it prevents many languages sharing communication, it \_\_\_\_\_ (29) \_\_\_\_\_ ‘alienation, anomie, and blind spots in cultural perception’. Ultimately, Pattaynayak argues, English causes other cultures to wither and die, and

its use by the elite to secure their position of privilege is just as much of an imposition on the people as colonialism \_\_\_\_\_ (30) \_\_\_\_\_ was.

It has also been suggested (and it does seem to be true certainly of most Britons and American) that the spread of global English has led to complacency about the use of English, and has encouraged people to be \_\_\_\_\_ (31) \_\_\_\_\_ about learning languages. Certainly in my recent experience teaching at university in Great Britain, many of the foreign-language programmers are struggling to recruit students who wish to \_\_\_\_\_ (32) \_\_\_\_\_ in a foreign language and traditional literature-based German and French programmers in particular seem to be struggling to retain student numbers. On the other hand, as we mentioned in the section on the boom in English teaching, courses that combine European language with, for example, business studies, marketing or IT training, \_\_\_\_\_ (33) \_\_\_\_\_ the instrumental function of learning the language is transparent, are indeed attracting students. Thus, this complacency or lack of interest might not be a simple \_\_\_\_\_ (34) \_\_\_\_\_ of students losing interest in learning languages, but rather of academics \_\_\_\_\_ (35) \_\_\_\_\_ touch with how and why we teach them.

### III. Reading Skills 40points

#### Text A

*Task 1: Complete the passage by choosing the best sentence for each gap. There are more sentences given than necessary. (10 points)*

We might marvel at the progress made in every field of study, but the methods of testing a person's knowledge and ability remain as primitive as ever they were. It really is extraordinary that after all these years; educationists have still failed to device anything more efficient and reliable than examinations. For all the pious claim that examinations test what you know, it is common knowledge that they more often do the exact people opposite. (36) \_\_\_\_\_

(37) \_\_\_\_\_ It doesn't matter that you weren't feeling very well, or that your mother died. Little things like that don't count: the exam goes on. No one can give off his best when he is in mortal terror, or after a sleepless night, yet this is precisely what the examination system expects him to do.

(38) \_\_\_\_\_

(39) \_\_\_\_\_ What has to be learnt is rigidly laid down by a syllabus, so the student is encouraged to memorize. Examinations do not motivate a student to read widely, but to restrict his reading; they do not enable him to seek more and more knowledge, but induce cramming. They lower the standards of teaching, for they deprive the teacher of all freedoms. Teachers themselves are often judged by examination results and instead of teaching their subjects, they are reduced to training their students in exam techniques which they despise. The most successful candidates are not always be best educated; they are the best trained in the technique of working under duress.

The result on which so much depends are often nothing more than a subjective assessment by some anonymous examiner. Examiners are only human. They get tired and hungry; they make mistakes. Yet they have to mark stacks of hastily scrawled scripts in a limited amount of time. They work under the same sort of pressure as the candidates. And their word carries weight. After a judge's decision you have the right of appeal, but not after an examiner's.

(40) \_\_\_\_\_ It is cynical to suggest that examinations are merely a profitable business for the institutions that run them? This is what is boils down to in the last analysis. The best comment

on the system is this illiterate message recently scrawled on a wall "I were a teenage drop-out and now I are a teenage millionaire."

- A. Every class at school requires homework, quizzes, texts, and finally, a final exam. We take exams to prove ourselves---to prove we have advanced our education.
- B. There must surely be many simpler and more effective ways of assessing a person's true abilities.
- C. Stress has hit an eleven on the one-to-ten scale during examinations. Stress is not healthy, and it makes everyone angry. The last thing I remember when I go back to school is exams. Is the school trying aversion therapy on its student?
- D. The moment a child begins school, he enters a world of vicious competition where success and failure are clearly defined and measured. Can we wonder at the increasing number of 'drop-outs': young people who are written off as utter failures before they have even embarked on a career? Can we be surprised at the suicide rate among students?
- E. As anxiety-makers, examinations are second to none. That is because so much depends on them. They are the mark of success or failure in our society. Your whole future may be decided in one fateful day.
- F. They may be a good means of testing memory, or the knack of working rapidly under extreme pressure, but they can tell you nothing about a person's true ability and aptitude.
- G. A good education should, among other things, train you to think for yourself. The examination system does anything but that.

### Text B

*Task 1: Read the passage and then mark your answers. (6 points)*

During adolescence, the development of political ideology becomes apparent in the individual; ideology here is defined as the presence of roughly consistent attitudes, more or less organized in reference to a more encompassing, though perhaps tacit, set of general principles. As such, political ideology is dim or absent at the beginning of adolescence. Its acquisition by the