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020-29122496 18127950401 QQ:3021818589

英语语言文学及外国语言学与应用语言学

2005年 英语写作与翻译试题

Part One Writing (100)

Task 1: Summary Writing (40)

Directions:

Study the following passage and summarize its contents within 200 words. Note that you must not copy complete sentences directly from the original passage (which is plagiarism, and would cause deduction of your scores).

Women and Politeness

Finally, one stereotype of women's speech is that it is more polite than men's. Studies at least since Lakoff (1975) have made this claim, but is it true? Lakoff (1975) mentions a number of linguistic features which she believes is associated with women's greater politeness. One of these is tag questions, in which the subject and verb of the preceding statement is repeated in a question of typically reversed polarity, such as *Bill took Luke to the party last night, didn't he?* or *Louise and Lucille didn't leave together last night, did they?* Lakoff claims that female speakers tend to make use of tag questions as a consequence of their reluctance to make direct assertions, to avoid potential conflicts with addressees, a type of negative politeness in Brown and Levinson's (1987) terms. Tag questions have come under intensive study since Lakoff, and most of this work contradicts her claim of a gender asymmetry in their use (Dubois and Crouch 1975). An especially interesting study was done by Holmes (1984). She argues first of all, that tag questions serve two types of functions: modal tags, which request information from an addressee or indicate that the addressee confirms the truth of a statement (*Luke and Bill went to the party, didn't they?*) and affective tags, which display the speaker's concern for the addressee (*You didn't go there, did you?*). Affective

tags are themselves of two types: softeners, which mitigate a request or criticism (negative politeness) (*Wash the car for me, would you, son?*) and facilitative, which demonstrate the speaker's desire to continue the conversation (positive politeness) (*still at the same old job, are you?*). When tag are classified according to function, Holmes found a clear gender asymmetry in their usage, a large majority of male speakers' tag questions are modal (61 percent), but most of women's tag questions are affective (65 percent), especially facilitative (59 percent). This shows that men typically use tag questions to gain or confirm information, while women use them to develop and encourage conversation. Interpreted in a "two cultures" framework, it may be taken to mean that men use tag questions to get information that may be valuable in relative status competitions, while women use them to establish connections. What this would mean about the relative politeness of men's and women's speech is, however, not obvious, but for a very interesting study, see Brown (1980). Further, cases like Java demonstrate the difficulty of any direct link between gender and relative politeness, for in this society men are linguistically more polite than women, as men compete in the more artful use of the highly deferential polite speech levels to enhance their own status. A case like this poses new problems: is using highly polite linguistic forms to gain one up on one's addressee really being deferential and "polite"? Ultimately what is the relationship between linguistic reflexes of politeness and politeness in a wider sense? These are questions that demand answers before any real progress on the relationship between gender and politeness can be made.

From William A. Foley (1997), *Anthropological Linguistics: An Introduction*.

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Task 2: Essay Writing (60)

Directions:

The latest issued ratio between baby girls and baby boys in China is 100 to 120. What is the implication of this statistical fact to the Chinese society and particularly young people of marriage age?

Produce an essay in no less than 300 words, in which you should present and justify your answer to this question. Your essay will be evaluated on its content (reasoning vigor, and evidences' quality of being specific and relevant) and its expression (reader friendly organization and paragraphing, clarity and accuracy of the language).

68% 男
36-47% 中间
36-42% 及后
35% 以下 及后

36% 以下 及后
1.45
2.35
3.40

2.305
3.40

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Part 2 Translation (50)

Task 1: Translate the underlined part of the following passage into Chinese (25).

Random Thoughts

John Boynton Priestley

This matter of other people's learning and accomplishments has been worrying me for some time. I never read the life of any important person without discovering that he knew more and could do more than I could ever hope to know or to do in half a dozen lifetimes. To begin with, unless these people chance to be obvious invalids like Stevenson or Tchekhov, they are always tremendous athletes, with surprising strength, powers of endurance, and so forth. They could all walk and run and climb our heads off, even when they were seventy. Then they all have the gift of tongues. You never catch a glimpse of them sitting down to learn a new language, not even running an eye over its irregular verbs, yet it is admitted that they speak any number with an astonishing fluency and purity of accent. They never confine themselves to one science, but are inevitably masters of several. The big book of Nature they know by heart. Only the other day I was reading an account of a great novelist, a most sophisticated and subtle person, and was told that he knew the name and habits and history of every wild flower and plant and tree and bird in the country. Nor is that all. There is not one of these big-wigs who is not (I quote the customary phrases) a sensitive and accomplished musician, or an extraordinarily fine amateur water-colourist, or the possessor of a

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magnificent prose style. We are always told that, had circumstance been different, their talents were such that they need only have given their serious attention to one or other of these arts to have procured for themselves lasting and perhaps world-wide reputations. So runs the legend of the eulogists.

I am baffled. How is it done? I ask the question again, my voice rises to a scream of envy and vexation. Consider what is involved in this matter (so lightly touched upon and dismissed) of music or water-colour painting or fine writing, what years of serious application, of drudgery at the keyboard, the easel, or the writing-desk. It is one thing to strum on the piano, as you and I do, faking the left-hand passages as we go along, or to daub a few patchy water-colours, or to paste on to clumsy prose some old spangles of rhetoric, and it is quite another thing to be an accomplished musician or artist or writer. If the first were meant I could understand it; but the second — and as a mere recreation, too! And then to add the athleticism, the sciences, the tongues, the natural history! I am bewildered and crushed. The very wide rumour of fellow-creatures so wonderfully-gifted makes me dwindle in my own estimation to the size of a gnat.

no LQ.

beholden: 弄糊糊涂 - 泥玩

crush: 1. 压坏
2. 压下, 击败, 镇压 (某人/某事物)

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Task 2: Translate the underlined part of the following passage into English (25).

有空到书店走走

大学生的阅读资源，主要来自图书馆。但是，我希望大家有空也到书店走走。书店当然比图书馆狭小得多，但它是很有意思的文化前沿。当代人的精神劳作有什么走向？这些走向与社会走向有什么关系？又被大众接受到什么程度？解答这些疑问的最好场所是书店。

崭新的纸页，鲜亮的封面，夸张的宣传，繁忙的销售，处处让你感受到书籍文明热气腾腾的创造状态，而创造，总是给人一种愉悦的力量。这种力量对读书人是一种莫名的滋养，使你在长久的静读深思之后舒展筋骨，浑身通畅。

你可以关注一下畅销排行榜，判断一下买书的人群，然后，也准备为自己选几本书。在书店选书与在图书馆选书有所不同，对于重要的书，你会反复考虑永久性拥有的必要性，于是在书架前进行了一次短短自我拷问。你也许会较少犹豫地购买几本并不重要却有趣、可爱的新书，由此你与自己与书籍的奇异关系产生了某种疑问，这种疑问的每一个答案都让人开心。

(余秋雨)