

华中科技大学

二〇〇三年招收硕士研究生入学考试试题

考试科目: 综合英语和翻译

适用专业: 外国语言学及应用语言学

(除画图题外, 所有答案都必须写在答题纸上, 写在试题上及草稿纸上无效, 考完后试题随答题纸交回)

Part One Comprehensive English (90 points)

I. Replace the following underlined words with simple, everyday words or expressions (20 points)

1. The president desires to talk with him before Churchill comes to call, so expedite.
2. Pug was aghast to see cigarette butts and wastepaper in the scuppers, though droves of bluejackets were doing an animated scrub-down.
3. He is here because ignorance and bigotry are rampant, and it is a mighty strong combination.
4. The streets around the three-story red brick law court sprouted with rickety stands selling hot dogs, religious books and watermelons.
5. The ultimate auto will accommodate a pencilsized portable phone capable of reaching any number in the world in seconds, automatic braking that will take over from a panicked driver, and a miniradar to avert collisions.
6. It excels all forms of human wickedness in the efficiency of its cruelty and ferocious aggression.
7. Then the scene will be clear for the final act, without which all his conquests would be in vain --- namely, the subjugation of the Western Hemisphere to his will and to his system.
8. I was just about to make my little bow of assent, when the meaning of these last words sank in, jolting me out of my sad reverie.
9. Serious looking men spoke to one another as if they were oblivious of the crowds about them.
10. Otherwise, she existed for me only as a vaguely embarrassing presence, with her hoarse voice and her clumsy limping walk and her grimy cotton dress that were always miles too long.

11. He went west by stagecoach and succumbed to the epidemic of gold and silver fever in Nevada's Washoe region.
12. To the United Nations, we renew our pledge of support: to prevent it from becoming merely a forum of invective, to strengthen its shield of the new and the weak, and to enlarge the area in which its writ may run.
13. Now the trumpet summons us again — ... "rejoicing in hope, patient in tribulation," a struggle against the common enemies of man: tyranny, poverty, disease and war itself.
14. It was on such an occasion the other evening, as the conversation moved desultorily here and there, ... all at once there was a focus.
15. So rabbit is still rabbit on our tables, and not changed into some rendering of lapin.
16. Those ad campaigns celebrating the Big Apple ... are signs, pathetic in their desperation, of how the mighty has fallen.
17. A dozen other cities have buildings more inspired architecturally than any built in New York City in the past twenty years.
18. Perhaps some of these Europeans are reassured by the sight of all those familiar international names ... that exist to flatter and bilk the frivolous rich.
19. Nature's pleasures are much qualified in New York.
20. If painters disdain Madison Avenue's plush art gallery, Madison Avenue dealers set up shop in the grubby precincts of Soho.

II. Read the following sentences carefully, and then identify the figures of speech. (10 points)

21. This famous port used to be a harbor which was crowded with masts. -
22. My mother sat on the car rug in the sunshine and examined a brown spruce cone, meticulously turning it round and round in his small and curious hands.
23. The geographic core was the great valley of the Mississippi River, main artery of transportation in the young nation's heart.
24. But P & O has no intention of throwing in the towel.
25. In rivers the water that you touch is the last of that has passed and the first of that which comes: so with time present.
26. Death feeds on his mute voice, and laughs at our despair.
27. Heavy rain drops began pitter-pattering on the tent.
28. It must be delightful to find oneself in a foreign country without a penny in one's pocket.
29. At eleven, she enjoyed the fright of reading *Dracula*.
30. I don't think that it is his idea.

III. Fill in each blank with a suitable word. (20 points)

Directions: In this part, **no choices** are provided. You should fill in the blanks with the most appropriate words.

Instead of "stages", researchers today such as Gordon Rohman and James Britton tend to speak of the "phases" of composition: planning, drafting, and revising. (Some people break revising into "rewriting" and "editing", 31 they use one of these terms 32.)

The problem with "steps" and 33 to explain the writing process is that 34 isn't linear, (though reading is.) 35 recursive; like the "phases" of the moon, its 36 can be repeated. 37 writing isn't circular, either. It goes back and forth, 38 alternating currents. We plan, we write, we revise, we plan again, we write...

Planning is the "prewriting" phase of the 39. In it, you look for a subject to 40 about, conceive ideas about that 41, gather information, and begin to select 42 from a growing mass of data. Because it is partly unconscious 43 so requires time for percolating, this is the 44 that gets slighted most when you start a 45 the night before it is 46. (Well, come to think of it, 47 does drafting ----- and maybe revising, too.

The planning phase is traditionally considered the finding phase of composition; its 48 business is to "invert" a subject in the 49 sense of "to come upon". The main 50 of the second, or drafting phase is presentation. Here the writer orders what she is discovering into a passage comprehensible to other people. But she goes on discovering, too. In the third phase, revision, the writer is not so much ordering as recording what she has to say.

IV. Read the following paragraphs carefully and then paraphrase the underlined sentences. (15 points)

Great authors are constantly being asked by foolish people to talk as they write. Other people may celebrate the lofty conversations in which the great minds are supposed to have indulged in the great salons of 18th century Paris, but one suspects that the great minds were gossiping and judging the quality of the food and the wine.[51] Henault, then the great president of the First Chamber of the Paris Parliament, complained bitterly of the "terrible sauces" at the salons of Mme. Deffand, and went on to observe that the only difference between her cook and the supreme chef, Brinvilliers, lay in their intentions.[52]

The one place not to have dictionaries is in a sitting room or at a dining table. Look the thing up the next morning, but not in the middle of the conversation. Otherwise one will bind the conversation, one will not let it flow freely here and there. There would have been no conversation the other evening if we had been able to settle at once the meaning of "the king's English." We would never have gone to Australia, or leaped back in time to the Norman Conquest. [53]

And there would have been nothing to think about the next morning. Perhaps above all, one would not have been engaged by interest in the musketeer who raised the subject, wondering more about her.[54] The bother about teaching chimpanzees how to talk is that they will probability try to talk sense and so ruin all conversation.[55]

V. Read the following two passages carefully and then choose the one best answer to each question that best fits into the passage. (10 points)

Passage 1

Looking ahead to 2010, it appears financially impossible to accommodate 85,000 new students in classrooms at public four-year universities. Fortunately, such an approach is not necessary. Indeed, it's not even appropriate.

Several forces are riding to the rescue. The two most important are distance learning and community and technical colleges. These will not eliminate the traditional setting where bachelor's and graduate degrees are earned. But they will be able to handle much of the growth in enrollments and the demand for higher education.

"When faced with a problem created by technology, apply more technology," the late journalist Joseph Kraft once asserted. Higher education seems to be an example. New learning technology is a crucial tool in teaching new technical skills.

William Richardson heads Kellogg, the nation's largest educational foundation. Previously he was president of Johns Hopkins University, the top-ranked university in federal research grants. Richardson praised "Western Governors' University"—a virtual institution that uses the Internet and other information technology to overcome the vast distances of the West and reach people with education.

"Just as the extremely controlled high school of old was perfect training for an assembly-line work force, so today's college is equally appropriate as a setting for a society whose members must acquire and manage knowledge from a wide variety of sources," he notes.

Eastern Washington has long been a leader in this movement. For the past decade, Spokane's Education Service District 101 has brought the best teachers in the region to rural classrooms via satellite uplink. Washington State University (WSU) president Sam Smith reports that, during the same period, WSU managed a one-third increase in students with only 2 percent more faculty.

It's been done by holding growth at the main campus almost flat, setting up three branch campuses, locating learning centers at community colleges, and offering an extended degree program where students learn at home. In each case, technology is used to extend the "reach" of faculty.

The other cost-effective strategy is reliance on community and technical colleges. Here. Washington state has an edge. Its public two-year colleges provide the most extensive coverage in links with technology-based business. She notes the system served 425,000 adult enrollees last year ---- a tenth of the state's adult population. Almost half were there for job training versus 40 percent for academic preparation.

56. According to the author, to enroll more students, universities do not have to _____.

- [A] enlarge their campuses.
- [B] gain additional technical support.
- [C] retain the traditional academic setting.
- [D] accommodate more faculty members.

57. When the author says "Higher education seems to be an example", he means problems with higher education can be solved by all except _____.

- [A] applying new learning technology.
- [B] using Internet and other information technology.
- [C] teaching new technical skills.
- [D] setting up more technical colleges.

58. It is implied in paragraph 5 that to cope with the new problem, we should _____.

- [A] set up new main campuses.
- [B] train more assembly-line workforce.
- [C] provide knowledge through diverse means.
- [D] reinforce high schools of old.

59. What has made possible "a one-third increase in students with only 2 percent more faculty"?

- [A] technical and community colleges
- [B] new advances in science and technology
- [C] more learning centers
- [D] new school curricula

60. Which aspect of education is mainly discussed in the text?

- [A] traditional approaches
- [B] top-ranked universities
- [C] cost-effective strategies
- [D] technology-based business

Passage 2

A new movement is under way to give hundreds of thousands of employees over age 65 equal treatment with younger workers in building up pension benefits.

The federal government is expected soon to require all businesses to set aside the same pension benefits for older workers as for younger ones.

What set the new pension-benefits drive in motion was a 1978 law that advanced to 70 from 65 earliest age at which employers could require retirement for most workers. But, while employees could stay on the job past 65, most firms pension plans did not allow them to accrue new pension benefits beyond 65. They would get exactly the same pension if they retired at 70 as they would if they quit working at 65.

As a result, older workers complain that they are victims of discrimination. Many companies fear that added pension benefits will cost more, but, say specialists in compensation trends, a shift in that thinking is under way.

Employees at many companies ---- mainly smaller ones ---- probably will not be affected if they have "defined-contribution plans," say the experts. In these plans, the employer puts up a fixed amount of money or stock for each employee each year, and it is distributed when the worker retires.

Nearly half of all companies with these defined-benefits plans are now letting workers over 65 pile up some kind of pension benefits, according to two surveys.

One recent survey of 470 firms taken by Hewitt Associates, a consulting firm, showed that 48.5 percent provide for benefit increases for active employees working past 65 and 51.5 percent do not. Another survey ---- taken among 1,636 firms by Portland State University in Oregon ---- found that 77 percent of the firms providing these benefits credit an employee's service past 65 toward a pension and 71 percent credit wage raise after 65 when figuring an employee's average salary.

Equal treatment for equal work is the main reason given by companies that let more benefits accumulate. "Our philosophy is that if persons are healthy and productive and doing their jobs, we are happy to give them the same benefits we did before they were 65," says Mary Ann Linden, spokeswoman for Florida Power & Light Company.

Some firms with defined-benefits pension plans counter that they should not have to make contributions for employees who work past 65. "Most companies have determined the amount of pensions specifically to meet people's needs at retirement and believe that is enough," says one pension authority.

Changes in federal regulations may be coming soon. The Equal Employment Opportunity Commission appears to be leaning to the view that the Age Discrimination in Employment Act requires employers to let workers over 65 collect the same pension benefits as younger workers. A rough draft of such a ruling was circulated in April, and a final decision is in the works.

61. It can be inferred from the first three paragraphs that _____.
[A] employees over age 65 used to lose their pension benefits.
[B] Americans past 65 may still work without additional pension benefits.
[C] there has been a conflict between younger and older workers over retirement.
[D] the urge to build up pension benefits after age 65 has been set aside.
62. The word "accrue "(paragraph 3) most probably means _____.
[A] anchor.
[B] accumulate.
[C] anticipate.
[D] advocate.
63. According to the survey by Portland State University, _____.
[A] most average salaries usually include a wage raise after the age of 65.
[B] 71 percent of companies provide pension benefits for workers over age 65.
[C] half of the companies provide benefit increases for active employees over 65.
[D] most companies are not yet ready to provide additional pension benefits.
64. Some firms refuse to give additional pension benefits to workers over 65 because they think _____.
[A] the amount of pension benefits is subject to one's health conditions.
[B] older workers can hardly contribute the same as younger ones.
[C] workers' needs at retirement have already been met.
[D] industry should not act against the federal government regulations.
65. What might be an appropriate title for the passage?
[A] Pension Policies Destroying the U. S. Workforce
[B] Defined-benefits Pension for Older Workers
[C] Pension Credits Warding off New Employment Act
[D] Pension Credits for Work after 65

VI. Read the following passage and then do the following exercises. (15 points)

Of Studies

Francis Bacon

Studies serve for delight, for ornament, and for ability. Their chief use for delight, is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgement and disposition of business; for expert men can execute, and perhaps judge of particulars, one by one; but the general counsels, and the plots and marshalling of affairs come best from those that are learned. To spend too much time in studies, is sloth; to use them too much for ornament, is affectation; to make judgement wholly by their rules, is the humour of a scholar; they perfect nature, and are perfected by experience; for natural abilities are like natural plants, that need pruning by study; and studies themselves do give forth directions too much at large, except they be bounded in by experience. Crafty men condemn studies, simple men admire them, and wise men use them; for they teach not their own use; but that is a wisdom without them and above them, won by observation. Read not to contradict and confute, not to believe and take for granted, nor to find talk and discourse, but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read but not curiously; and some few to be read wholly, and with diligence and attention. Some books also may be read by deputy, and extracts made of them by others; but that would be only in the less important arguments and the meaner sort of books; else distilled books are, like common distilled waters, flashy things. Reading maketh a full man; conference a ready man; and writing an exact man; and, therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little, he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets, witty; the mathematics, subtle; natural philosophy, deep; moral, grave; logic and rhetoric, able to contend: *Abeunt studia in mores*; nay, there is no stand or impediment in the wit, but may be wrought out by fit studies: like as diseases of the body may have appropriate exercises; bowling is good for the stone and reins, shooting for the lungs and breast, gentle walking for the stomach, riding for the lungs and breast, gentle walking for the stomach, riding for the head, and the like; so if a man's wit be wandering, let him study the mathematics; for in demonstrations, if his wit be called away never so little, he must begin again; if his wit be not apt to distinguish or find difference, let him study the schoolmen; for they are *Cumini sectores*, If he be not apt to beat over matters, and to call up one thing to prove and illustrate another, let him study the lawyers' cases: so every defect of the mind may have a special receipt.

66. What type of writing is this? Who are its readers? What is the purpose of the author? What main kinds of writing methods are adopted by the author in this writing?

67. Please explain the structure of the passage. Try to divide the passage into several paragraphs and explain why you divide it into these paragraphs. And give some of your comments to the passage.

Part Two Translation (60 points)

VII. Translate the following into Chinese. (30 points)

1. Of all works not claiming divine inspiration, that book, written by a man proscribed and hated both for his politics and his religion, has proved the greatest blessing to humanity. More than any other it has prevented unmerited suffering, misery, and sorrow; more than any other it has ennobled the military profession; more than any other it has promoted the blessings of peace and diminished the horrors of war. (15 points)
2. And you, our guest, fearless, eloquent, large of heart and of mind, whose one thought is the salvation of oppressed Hungary, unfortunate but undiscouraged, struck down in the battle of liberty, but great in defeat and gathering strength for future triumphs, receive this action at our hands, that in this great attempt of man to repossess himself of the rights which God gave him, though the strife be waged under a distant belt of longitude and with the mightiest despotism of the world, the press of America takes part with you and your country. I give you - "Louis Kossuth." (15 points)

VIII. Translate the following into English. (30 points)

1. 凝视这纷繁的河岸，形形色色的草木茂密丛生，群鸟在灌木林中嬉戏啼鸣，昆虫上下飞舞，虫儿在泥土上爬行；静思这种构造精巧的生命类型，彼此之间如此不同，而又以复杂的方式互相联系，却又都是由大自然的规律所产生。真是有趣极了。(10分)
2. 迪更斯所著每到山穷水尽，辄发奇思，如孤峰突起，见者耸目。终不如此书伏脉至细，一语必寓微旨，一事必种远因，手写是间，而全局应有之人，逐处涌现，随地关合，虽偶尔一见，观者几复忘怀，而闲闲著笔间，已近拾即是。读之令人斗然记忆，循编逐节以索，又一一有是人之行踪，得是事之来源。综言之，如善弈之著子，偶然一下，不知后来咸得其用，此所以成为国手也。(20分)