

科目代码: 211 名称: 翻译硕士英语 适用专业或方向: 英语口语 英语笔译

(必須在答題紙上答題，在試卷上答題無效，答題紙可向監考老師索要)

I. Vocabulary and Grammar (30 points)

- 第 1 页 共 9 页

B. order

C. prescribe

D. reclaim

- 第 2 页 共 9 页

23. Switzerland is _____ a place to indulge in all your favorite winter sports; it's also a marvelous spot to relax.
A. rather than B. more than
C. else than D. other than
24. Military orders are _____ and cannot be disobeyed.
A. defective B. conservative
C. alternative D. imperative
25. We suggest that Smith _____ about his physical condition as soon as possible.
A. is told B. will be told
C. would be told D. be told
26. The disagreement over trade restrictions could seriously _____ relations between the two countries.
A. tumble B. jeopardize
C. manipulate D. intimidate
27. "On no account _____ to feed animals," the warning can be seen on the signboard in front of every cage.
A. are visitors allowed B. allow visitors
C. visitors are allowed D. allowed visitors
28. The man sitting opposite me smiled dreamily, as if _____ something pleasant in the past.
A. to remember B. remembered
C. having been remembered D. remembering
29. She cut her hair short and tried to _____ herself as a man.
A. decorate B. disguise
C. fabricate D. fake
30. Respect for the law is the foundation of civilized living. _____ breaks it will be punished.
A. Who B. No matter who
C. Whoever D. People who

II. Reading Comprehension (40 points)

Section I Multiple Choice (20 points)

Directions: In this section there are two passages followed by multiple-choice questions. Read the passages and then mark your answers on you answer sheet

Passage A

Students of United States history, seeking to identify the circumstances that encouraged the emergence of feminist movements, have thoroughly investigated the mid-nineteenth-century American economic and social conditions that affected the status of women. These historians, however, have analyzed less fully the development of specifically feminist ideas and activities during the same period. Furthermore, the ideological origins of feminism in the United States have been obscured because, even when historians did take into account those feminist ideas and activities occurring within the United States, they failed to recognize that feminism was then a truly international movement actually centered in Europe.

American feminist activists who have been described as "solitary" and "individual theorists" were in reality connected to a movement -utopian socialism-- which was already popularizing feminist ideas in Europe during the two decades that culminated in the first women's rights conference held at Seneca Falls, New York, in 1848. Thus, a complete understanding of the origins and development of nineteenth-century feminism in the United States requires that the geographical focus be widened to include Europe and that the detailed study already made of social conditions be expanded to include the ideological development of feminism.

The earliest and most popular of the utopian socialists were the Saint-Simonians. The specifically feminist part of Saint-Simonianism has, however, been less studied than the group's contribution to early socialism. This is regrettable on two counts. By 1832 feminism was the central concern of Saint-Simonianism and entirely absorbed its adherents' energy; hence, by ignoring its feminism, European historians have misunderstood Saint-Simonianism. Moreover, since many feminist ideas can be traced to Saint-Simonianism, European historians' appreciation of later feminism in France and the United States remained limited.

Saint-Simon's followers, many of whom were women, based their feminism on an interpretation of his project to reorganize the globe by replacing brute force with the rule of spiritual powers. The new world order would be ruled together by a male, to represent reflection, and a female, to represent sentiment. This complementarity reflects the fact that, while the Saint-Simonians did not reject the belief that there were innate differences between men and women, they nevertheless foresaw an equally important social and political role for both sexes in their Utopia.

Only a few Saint-Simonians opposed a definition of sexual equality based on gender distinction. This minority believed that individuals of both sexes were born similar in capacity and character, and they ascribed male-female differences to socialization and education. The envisioned result of both currents of thought, however, was that women would enter public life in the new age and that sexual equality would reward men as well as women with an improved way of life.

1. It can be inferred that the author considers those historians who describe early feminists in the United States as "solitary" to be _____.
 - A. insufficiently familiar with the international origins of nineteenth-century American feminist thought
 - B. overly concerned with the regional diversity of feminist ideas in the period before 1848
 - C. not focused narrowly enough in their geo-graphical scope
 - D. insufficiently aware of the ideological consequences of the Seneca Falls conference
2. According to the passage, which of the following is true of the Seneca Falls conference on women's rights?
 - A. It was primarily a product of nineteenth-century Saint-Simonian feminist thought.
 - B. It was the work of American activists who were independent of feminists abroad.

- C. It was the culminating achievement of the Utopian socialist movement.
 - D. It was a manifestation of an international movement for social change and feminism
3. The author's attitude toward most European historians who have studied the Saint-Simonians is primarily one of ____.
- A. approval of the specific focus of their research
 - B. disapproval of their lack of attention to the issue that absorbed most of the Saint-Simonians' energy after 1832
 - C. approval of their general focus on social conditions
 - D. disapproval of their lack of attention to links between the Saint-Simonians and their American counterparts
4. It can be inferred from the passage that the author believes that study of Saint-Simonianism is necessary for historians of American feminism because such study ____.
- A. would clarify the ideological origins of those feminist ideas that influenced American feminism
 - B. would increase understanding of a movement that deeply influenced the Utopian socialism of early American feminists
 - C. would focus attention on the most important aspect of Saint-Simonian thought before 1832
 - D. promises to offer insight into a movement that was a direct outgrowth of the Seneca Falls conference of 1848
5. According to the passage, which of the following would be the most accurate description of the society envisioned by most Saint-Simonians?
- A. A society in which women were highly regarded for their extensive education.
 - B. A society in which the two genders played complementary roles and had equal status
 - C. A society in which women did not enter public life.
 - D. A social order in which a body of men and women would rule together on the basis of their spiritual power.

Passage B

The mythology of a culture can provide some vital insights into the beliefs and values of that culture. By using fantastic and sometimes incredible stories to create an oral tradition by which to explain the wonders of the natural world and teach lessons to younger generations, a society exposes those ideas and concepts held most important. Just as important as the final lesson to be gathered from the stories, however, are the characters and the roles they play in conveying that message.

Perhaps the epitome of mythology and its use as a tool to pass on cultural values can be found in Aesop's Fables, told and retold during the era of the Greek Empire. Aesop, a slave who won the favor of the court through his imaginative and descriptive tales, almost exclusively used animals to fill the roles in his short stories. Humans, when at all present, almost always

played the part of bumbling fools struggling to learn the lesson being presented. This choice of characterization allows us to see that the Greeks placed wisdom on a level slightly beyond humans, implying that deep wisdom and understanding is a universal quality sought by, rather than steaming from, human beings.

Aesop's fables illustrated the central themes of humility and self-reliance, reflecting the importance of those traits in early Greek society. The folly of humans was used to contrast against the ultimate goal of attaining a higher level of understanding and awareness of truths about nature and humanity. For example, one notable fable features a fox repeatedly trying to reach a bunch of grapes on a very high vine. After failing at several attempts, the fox gives up, making up its mind that the grapes were probably sour anyway. The fable's lesson, that we often play down that which we can't achieve so as to make ourselves feel better, teaches the reader or listener in an entertaining way about one of the weaknesses of the human psyche.

The mythology of other cultures and societies reveal the underlying traits of their respective cultures just as Aesop's fables did. The stories of Roman gods, Aztec ghosts and European elves all served to train ancient generations those lessons considered most important to their community, and today they offer a powerful looking glass by which to evaluate and consider the contextual environment in which those culture existed.

6. The author appears to view fables as _____.
 - A. the most interesting and valuable form of mythology
 - B. entertaining yet serious subjects of study
 - C. a remnant tool of past civilizations, but not often used in the modern age
 - D. the primary method by which ancient values and ideas were transmitted between generations
7. The way that fables were used in the past is most similar to today's _____.
 - A. fairy tales that entertain children at home
 - B. stories in children's school textbooks that reinforce the lesson
 - C. science documentaries that explain how nature works
 - D. movies that depict animals as having human characteristics
8. The main purpose of paragraph 3 is to _____.
 - A. examine how one of Aesop's fables sheds light on certain facets of Greek belief
 - B. dissect one of Aesop's fables in order to study the elements that make up Greek mythology
 - C. learn from the lesson presented in one of Aesop's most well-known fables
 - D. illustrate a fable typical of Aesop's style, so as to examine how one goes about studying the meaning behind it
9. The author names the Roman, Aztec and European cultures in order to _____.
 - A. identify other cultures in which fables were the primary method by which to pass on traditions and values

- B. explicitly name the various types of characters in those culture's fables
- C. stress that mythology was used by cultures other than the Greeks to convey societal morals
- D. establish them, in addition to the Greeks, as the societies most notable for their mythology

10. The main point of this text is _____.

- A. Aesop's fables provide a valuable glimpse into early Greek thought and beliefs
- B. the most efficient and reliable way to study the values system of an ancient culture is through study of its mythology
- C. without a thorough examination of a society's fables and other mythology, a cultural study on that society would be only partial
- D. through the study of a culture's mythological tradition, one can discern some of the underlying beliefs that shaped those stories

Section 2 Answering Questions (20 points)

Directions: read the following passages and then answer IN COMPLETE SENTENCES the questions which follow each passage. Use only information from the passage you have just read and write your answer in the corresponding space in your answer sheet.

Question 1-3

Certainly no creature in the sea is odder than the common sea cucumber. All living creature, especially human beings, have their peculiarities, but everything about the little sea cucumber seems unusual. What else can be said about a bizarre animal that, among other eccentricities, eats mud, feeds almost continuously day and night but can live without eating for long periods, and can be poisonous but is considered supremely edible by gourmets?

For some fifty million years, despite all its eccentricities, the sea cucumber has subsisted on its diet of mud. It is adaptable enough to live attached to rocks by its tube feet, under rocks in shallow water, or on the surface of mud flats. Common in cool water on both Atlantic and Pacific shores, it has the ability to suck up mud or sand and digest whatever nutrients are present.

Sea cucumbers come in a variety of colors, ranging from black to reddish-brown to sand-color and nearly white. One form even has vivid purple tentacles. Usually the creatures are cucumber-shaped---hence their name---and because they are typically rock inhabitants, this shape, combined with flexibility, enables them to squeeze into crevices where they are safe from predators and ocean currents.

Although they have voracious appetites, eating day and night, sea cucumbers have the capacity to become quiescent and live at a low metabolic rate---feeding sparingly or not at all for long periods, so that the marine organisms that provide their food have a chance to multiply. If it were not for this faculty, they would devour all the food available in a short time and would probably starve themselves out of existence.

But the most spectacular thing about the sea cucumber is the way it defends itself. Its major enemies are fish and crabs, when attacked, it squirts all its internal organs into the water. It also casts off attached structures such as tentacles. The sea cucumber will eviscerate and regenerate itself if it is attacked or even touched; it will do the same if the surrounding water temperature is too high or if the water becomes too polluted.

1. Why is the shape of sea cucumbers important?
2. What does Paragraph Four primarily discuss?
3. Of all the characteristics of the sea cucumber, which seems to fascinate the author most?

Question 4-5

Given the lack of fit between gifted students and their schools, it is not surprising that such students often have little good to say about their school experience. In one study of 400 adults who had achieved distinction in all areas of life, researchers found that three-fifths of these individuals either did badly in school or were unhappy in school. Few MacArthur Prize fellows, winners of the MacArthur Award for creative accomplishment, had good things to say about their precollegiate schooling if they had not been placed in advanced programs. Anecdotal reports support this. Pablo Picasso, Charles Darwin, Mark Twain, Oliver Goldsmith, and William Butler Yeats all disliked school. So did Winston Churchill, who almost failed out of Harrow, an elite British school. About Oliver Goldsmith, one of his teachers remarked, "Never was so dull a boy." Often these children realize that they know more than their teachers, and their teachers often feel that these children are arrogant, inattentive, or unmotivated.

Some of these gifted people may have done poorly in school because their gifts were not scholastic. Maybe we can account for Picasso in this way. But most fared poorly in school not because they lacked ability but because they found school unchallenging and consequently lost interest. Yeats described the lack of fit between his mind and school: "Because I had found it difficult to attend to anything less interesting than my own thoughts, I was difficult to teach." As noted earlier, gifted children of all kinds tend to be strong-willed nonconformists. Nonconformity and stubbornness and Yeats's level of arrogance and self-absorption) are likely to lead to Conflicts with teachers.

When highly gifted students in any domain talk about what was important to the development of their abilities, they are far more likely to mention their families than their schools or teachers. A writing prodigy studied by David Feldman and Lynn Goldsmith was taught far more about writing by his journalist father than his English teacher. High-IQ children, in Australia studied by Miraca Gross had much more positive feelings about their families than their schools. About half of the mathematicians studied by Benjamin Bloom had little good to say about school. They all did well in school and took honors classes when available, and some skipped grades.

4. To what did many gifted people attribute their success?
5. Why do many gifted students have bad memories of their school years?

III. Writing (30 points)

Write a composition of about 400 words on your view of the topic **Starting Career in a Big City or a Small Town?**