

# 青 岛 科 技 大 学

## 二〇一二年硕士研究生入学考试试题

### 考试科目：翻译硕士英语

- 注意事项：1. 本试卷共 5 道大题（共计 51 个小题），满分 100 分；  
2. 本卷属试题卷，答题另有答题卷，答案一律写在答题卷上，写在该试题卷上或草纸上均无效。要注意试卷清洁，不要在试卷上涂划；  
3. 必须用蓝、黑钢笔或签字笔答题，其它均无效。

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**I. There are 20 sentences in this part. Beneath each sentence there are four words or phrases marked A, B, C and D. Choose the one word or phrase that best completes the sentence. (10 points)**

1. The school has \_\_\_\_\_ 10 million *yuan* so that there will be enough computers to \_\_\_\_\_ for the students.  
A. thrown out; go about                      B. thrown in; go around  
C. pumped in; turn around                    D. pumped out; turn round
2. The dramatic economic development of that region is now regarded as the \_\_\_\_\_ for the rest of our country.  
A. anecdote                      B. abdomen                      C. paradigm                      D. anathema
3. The contract will \_\_\_\_\_ automatically if neither party expresses the wish in writing to renew it three months before it expires.  
A. eliminate                      B. eradicate                      C. exterminate                      D. terminate
4. They were worried that this policy might \_\_\_\_\_ the flow of foreign direct investment into our country.  
A. retard                      B. reject                      C. renounce                      D. denounce
5. When the truck drove to the middle of the bridge, the bridge suddenly \_\_\_\_\_ and down fell the truck into the river.  
A. gave in                      B. gave away                      C. gave way                      D. gave up
6. We often advise him not to drink more wine \_\_\_\_\_ is good for his health.  
A. as                      B. that                      C. than                      D. but
7. More than a year later he arrived back in America \_\_\_\_\_.  
A. ill, tired and unhappy                      B. with ill, tired and unhappy  
C. felt ill, tired and unhappy                      D. he felt ill, tired and unhappy
8. Mr. John had given no \_\_\_\_\_ that he was intending to resign.  
A. direction                      B. symptom                      C. information                      D. indication

9. \_\_\_\_ should any money be given to a small child.  
 A. On no account                      B. From all accounts  
 C. Of no account                      D. By all accounts
10. His body temperature has been \_\_\_\_ for three days, the highest point reaching 40.5 degree centigrade.  
 A. uncommon                      B. disordered                      C. abnormal                      D. extraordinary
11. Smith is a man of \_\_\_\_\_. He was very bright when he was young, for he graduated with \_\_\_\_\_.  
 A. letter...honor                      B. letters...honor                      C. letters...honors                      D. letter...honors
12. Although she is only fourteen, she looks like a \_\_\_\_\_ woman, beautiful and full in figure.  
 A ripe                      B. grown                      C. big                      D. mature
13. We it will be a tough game, \_\_\_\_ we \_\_\_\_ to give up.  
 A. yet...just don't want                      B. and yet... just don't want  
 C. Yet...don't want just                      D. and yet...don't just want
14. Sue was upset when she saw Joe laughing at her question. She said: " \_\_\_\_\_"  
 A. Do you seriously trust him?  
 B. Seriously, do you trust him?  
 C. Do you trust him seriously?  
 D. Do you trust seriously him?
15. When the demonstrators reached the Presidential Palace the well armed anti-riot police charged into the crowds and \_\_\_\_\_ the gathering.  
 A. diffused                      B. separated                      C. dispersed                      D. disseminated
16. Holding the unconscious boy in his arms, the guardian shouted at the crowd around, "Somebody \_\_\_\_\_ the doctor!"  
 A. goes and gets                      B. Went and got                      C. going and getting                      D. go and get
17. This tour along the east coast of America allows you, at it \_\_\_\_\_, to live through the most dramatic events of the American Independent War.  
 A. be                      B. was                      C. were                      D. is
18. The fate of the ancient mansion is sealed since the mayor has decided: " \_\_\_\_\_, this house will be pulled down by the First of October."  
 A. What may come                      B. Come what may  
 C. May what com                      D. Come may what
19. After winning the prize he has now become a very famous personality \_\_\_\_ often appears on the TV talking about his success.  
 A. whom                      B. who                      C. which                      D. when
20. Susan would never accept a penny from John \_\_\_\_\_ she had to sell her house to pay her debt.  
 A. even if                      B. as                      C. as soon as                      D. where

**II. Sentence revision: there is just one error in the following sentences. What you need to do is to revise them without changing the original meaning. Write down the correct ted**

**sentence on the answer sheet. (10 points)**

21. When Sam comes back from the war, he is no longer the man who he was.
22. The discovery of the inscription on the wall set all the archeologists wondered about the real date of the construction.
23. Rice to the Chinese people is just what as bread to the European people.
24. In the case you forget your password, please send us your e-mail address and we will find you your password.
25. Our school has taken a new look since the new principal took over office.
26. Have you gone to St. Petersburg? That is a very nice city.
27. Sorry and could you lend me your dictionary I have left mine at home.
28. Would you be so kind to let me use your mobile phone for a call back home?
29. He left his son a large fortune, however, his son hardly appreciated it.
30. He is a very economic person and never squanders his money.

**III. There are 3 passages and each is followed by 5 questions or unfinished statements. Choose from the four suggested answers marked A, B, C and D the one you think is the best answer. (30 points)**

**Passage 1 Leadership**

According to sociologists, there are several different ways in which a person may become recognized as the leader of a social group. In the family, traditional cultural patterns confer leadership on one or both of the parents. In other cases, such as friendship groups, one or more persons may gradually emerge as leaders, although there is no formal process of selection. In larger groups, leaders are usually chosen formally through election or recruitment.

Although leaders are often thought to be people with unusual personal ability, decades of research have failed to produce consistent evidence that there is any category of “natural leaders”. It seems that there is no set of personal qualities that all leaders have in common; rather, virtually any person may be recognized as a leader if the person has qualities that meet the needs of that particular group.

Research suggests that there are typically two different leadership roles that are held by different individuals. Instrumental leadership is leadership that emphasizes the completion of tasks by a social group. Group members look to instrumental leaders to “get things done”. Expressive leadership, on the other hand, is leadership that emphasizes the collective well beings of a social group’s members. Expressive leaders are less concerned with the overall goals of the group than with providing emotional support to group members and attempting to minimize tension and conflict among them.

Instrumental leaders are likely to have a rather secondary relationship to other group

members. They give others and may discipline group members who inhibit (阻碍) attainment of the group's goals. Expressive leaders cultivate a more personal or primary relationship to others in the group. They offer sympathy when someone experiences difficulties and try to resolve issues that threaten to divide the group. As the difference in these two roles suggest, expressive leaders generally receive more personal affection from group members; instrumental leaders, if they are successful in promoting group goals, may enjoy a more distant respect.

31. What does the passage mainly discuss?
- A. The problems faced by leaders.
  - B. How leadership differs in small and large groups.
  - C. How social groups determine who will lead them.
  - D. The role of leaders in social groups.
32. The passage mentions all of the following ways by which people can become leaders EXCEPT \_\_\_\_\_.
- A. recruitment
  - B. formal election process
  - C. specific leadership training
  - D. traditional cultural patterns
33. Which of the following statements about leadership can be inferred from paragraph 2?
- A. a person who is an effective leader of a particular group may not be an effective leader in another group.
  - B. Few people succeed in sharing a leadership role with another person.
  - C. A person can best learn how to be an effective leader by studying research on leadership.
  - D. Most people desire to be leaders but can produce little evidence of their qualifications.
34. In mentioning "natural leaders" in line 7, the author is making the point that \_\_\_\_\_.
- A. few people qualify as "natural leaders"
  - B. there is no proof that "natural leaders" exist
  - C. "natural leaders" are easily accepted by the members of a group
  - D. "natural leaders" share a similar set of characteristics
35. The passage indicates that instrumental leaders generally focus on \_\_\_\_\_.
- A. ensuring harmonious relationships
  - B. sharing responsibility with group members
  - C. identifying new leaders
  - D. achieving a goal

### **Passage 2 Colleges' Admissions Policies to Be Studied**

The national organization that oversees college application practices has decided not to sanction Harvard, Yale and Stanford universities for violating early-admission rules and will instead launch a two-year study of the increasingly controversial and confusing higher education application process.

Joyce Smith, executive director of the Alexandria, Va.-based National Association for

College Admission Counseling, said that the organization had circulated a memo to its college and high school members declaring a moratorium ( 暂停 ) on enforcing rules that govern early admissions to colleges and universities.

The move is the result of a continuing debate about the popular early-admissions programs, which some educators say do not give applicants enough time to consider their choices, and put low-income students at a disadvantage because they risk losing some financial aid if they apply early.

Under the early-admissions system, students can apply to schools as early as November of their senior year in high school and receive an answer before Christmas, in time to apply elsewhere if they are rejected.

The early-admission programs were originally designed to give applicants the opportunity to get into their favorite schools early, reducing their anxiety about where they would attend college, as well as allow colleges to spread out and control the admissions process.

Most selective schools offer an "early decision" policy, which requires the applicant to go to that school if accepted early. Some colleges have the less-restrictive "early action" policy, which allows students to apply to multiple colleges, both early and at the standard time, and not make up their minds until April.

When Yale and Stanford announced they were dropping their early-decision policies in favor of early action, they said they would still insist that applicants for that special status agree not to seek early admission from any other school.

Some association members said that violated the official definition of early action.

Harvard, after experimenting with an early-action policy that allowed students to seek similar treatment from other schools, ultimately returned to a policy similar to Yale's and Stanford's. Harvard's director of admissions, Marlyn McGrath Lewis, said that her staff found it difficult to carefully assess the additional early applications that poured in when the school lifted its restrictions. Georgetown University, one of the few colleges in Washington area with an early action policy, allows students to apply to other early action schools, but not to any early decision schools, said Dean of Admissions Charles Deacon.

Many college admissions directors and high school guidance counselors said they welcomed the association's decision to take a long look at the whole process rather than to penalize some schools by revoking their membership privileges or declaring their practices unethical.

"It's a very good idea," said Nina Marks, assistant head and director of college guidance at the National Cathedral School in the District of Columbia.

Martin A. Wilder Jr., the head of admissions for Mary Washington College and vice president for admissions, counseling and enrollment services of the national association, said, "The landscape is just changing so drastically ... There need to be some extended discussion and in-depth thinking about this."

36. Harvard, Yale and Stanford universities are not sanctioned because \_\_\_\_\_.
- A. they have not violated the admission rules
  - B. they have special permission to violate the admission rules
  - C. the national organization wants to launch a study first
  - D. it is not clear whether these universities have really violated the admission rules.
37. Mr. Smith's organization issued a memo to \_\_\_\_\_.
- A. reinforce the admission rules
  - B. remind its members of the existing rules
  - C. modify the admission rules
  - D. put a temporary stop to the application of the rules
38. The early admissions programs were initially designed to \_\_\_\_\_.
- A. favor good schools
  - B. let the applicants make up their mind quickly
  - C. favor high-income students
  - D. help students to enter schools they like
39. The "early decision" policy gives students \_\_\_\_\_.
- A. less choice than the "early action" policy
  - B. more choice than the "early action" policy
  - C. equal choice than the "early action" policy
  - D. different choices than the "early action" policy
40. From the passage we can know that the normal time for applicants to get their admission is \_\_\_\_\_.
- A. before Christmas
  - B. in November
  - C. in April
  - D. any time in the year

### Passage 3 Wynton's Blues

For twenty years the fates of Marsalis and jazz music have appeared inextricably intertwined. He was a young newcomer on the New York scene at a time when jazz seemed dominated and diminished by rock-oriented "fusion," marginalized by outré experimentation and electronics, and disconnected from the youth audience that has driven American popular culture since the postwar era. Extraordinarily gifted and fluent in both jazz and classical music, not to mention young, handsome, black, impassioned, and articulate, especially on the importance of jazz history and jazz masters, Marsalis was ideally equipped to lead a cultural-aesthetic movement suited to the time, a renaissance that raised public esteem for and the popular appeal of jazz through a return to the music's traditional values: jazz for the Reagan revolution. In 1990 Time magazine put him on the cover and announced the dawn of "The New Jazz Age." Record companies rediscovered the music and revived long-dormant jazz lines, signing countless young musicians inspired by Marsalis, along with three of his five brothers (first his older brother, Branford, a celebrated tenor saxophonist; later Delfeayo, a trombonist; and eventually the

youngest, Jason, a percussionist) and his father, Ellis (a respected educator and pianist in the family's native New Orleans). By the 1990s Wynton Marsalis had become an omnipresent spokesperson for his music and also one of its most prolific and highly decorated practitioners (he was the first jazz composer to win a Pulitzer Prize, for *Blood on the Fields*, his oratorio about slavery) – something of a counterpart to Leonard Bernstein in the 1950s. He took jazz up and over the hierarchical divide that had long isolated the music from the fine-arts establishment; the modest summer jazz program he created won a full constituency at Lincoln Center. In 1999, to mark the end of the century, Marsalis issued a total of fifteen CDs – about one new title every month.

Jazz's public advocates, Marsalis among them, like to talk about the music as a democratic art, a form of communal expression founded on the primacy of the individual voice. In recent years the conversation about the future of the music has focused on the global expansion of the jazz community and the integrity of the voices in that expanded community. But if the effectiveness of any democracy is in inverse proportion to its size, it looks again as though jazz may be doomed. That is to say, the music may not survive in the form we now know. Two decades after Wynton Marsalis and his troops took up arms against fusion, world music, the apotheosis of fusion, is at the gate.

“I wonder about the future of jazz, with all the music from other parts of the world floating around more and more and more,” Whitney Balliett, a well-known jazz critic, says. “Eventually that's going to be picked up in jazz. It already has been, and I wonder if there will eventually, in the next ten or twenty years, be a kind of diffusion – if the music will no longer be the jazz that we had ten or twenty years ago.”

As for Marsalis, the very subject of globalism and jazz makes him choke on his words. I brought up the topic while we were eating Chinese food on the Upper West Side of Manhattan, after he had told me how much he was enjoying his spicy chicken. “World music” – he coughed out the phrase – “and all that stuff. I like people's music from around the world, and music from around the world belongs in Jazz at Lincoln Center. But for me – my music – I like jazz. I like the swingin. I loved Art Blakey. I loved Dizzy. I love jazz musicians. Jazz has to be portrayed and brought forward for what it is – and celebrated. It can't be sold by being subsumed into the world-music market, and I'm just not willing to – I'm not willing to compromise my integrity under any circumstances. I wouldn't do it when I was twenty. I'm certainly not going to do it when I'm forty.”

41. When Marsalis went to New York, jazz music at the time was \_\_\_\_\_.
- A. very fashionable among the young people
  - B. much stronger than rock
  - C. marked by brave experimentation
  - D. not in a very good shape
42. Marsalis's succeed as a jazz musician was due to the fact that \_\_\_\_\_.
- A. he played for the president Reagan

- B. he never mentioned that he was young, handsome and black
- C. he had a remarkable talent
- D. he had ideal equipments when he played jazz.

43. Which of the following statements is true?

- A. He won quite a number of prizes.
- B. In the 1950s he had a rival called Leonard Bernstein.
- C. He took jazz and divided it in a hierarchy.
- D. He earned a lot of money at Lincoln Center.

44. Marsalis believes that jazz is a democratic art form because \_\_\_\_\_.

- A. jazz can preserve the privacy of individual voice.
- B. jazz gives expression to individual voices in a common art form.
- C. jazz can be expanded to the whole world.
- D. jazz will always change its shape to suit world music.

45. The subject of globalism and jazz makes Marsalis \_\_\_\_\_.

- A. very enthusiastic
- B. very fond of people's music around the world
- C. enjoy more the Chinese food
- D. less eloquent

**IV. Read the following article and answer the questions based on it. You are required to use your own words instead of copying original sentences; otherwise your performance will be discounted. (20 points)**

#### Making Disability Work

One of the gravest dangers posed by the weak economy is that the unemployed will become discouraged and give up looking for work, perhaps permanently as their skills atrophy. This would be harmful not only to the workers and their families, but also to the economy as a whole, as those people would no longer contribute to economic growth. The longer the labor market remains sluggish, the more pronounced this risk becomes.

Unfortunately, at this point more than six million people have been unemployed for six months or longer. More than one million have already given up looking for work because they believe no job is available. And a drastic rise in applications for disability insurance suggests we may be headed for more long-lasting trouble. The number of disability applications has reached more than 750,000 a quarter, according to the Social Security Administration, an increase of more than 50 percent from four years ago.

The disability insurance program provides crucial support for people who can no longer work because of a disability. But once someone begins receiving benefits, the likelihood that he will re-enter the work force is almost nonexistent; recipients become permanently dependent on the program.

The result is not only lost economic productivity, but also a fiscal burden for the federal

government: disability benefits now cost more than \$120 billion a year, and Medicare benefits for those on disability add \$70 billion.

The sharp rise in disability insurance applications (and awards) does not reflect a less healthy population. The fraction of working-age adults who report a disability, about one in 10, has remained roughly constant for the past 20 years. (Indeed, it would be surprising if the number of workers with disabilities had risen by 50 percent over the past four years.) Rather, the weak labor market has driven more people to apply for disability benefits that they qualify for but wouldn't need if they could find work.

When Congress created the disability insurance program in 1956, it required that recipients be unable to “engage in substantial gainful activity in the U.S. economy.” In other words, they had to be unable to work. That was sensible at the time, when more jobs involved physical labor and technologies to assist people with disabilities were not widely available.

Today, however, many people with disabilities are able to engage in some form of work — even if they can't admit that and still keep their insurance benefits. Cutting off access to the workplace in this way is both unfortunate and unnecessary — and reinforces the threat that the current downturn could cause a long-term reduction in the share of people who work.

So what should be done?

First, macroeconomic policy. We need more stimuli immediately, and more deficit reduction enacted now to take effect in two or three years. The plan just proposed by the White House in a compromise with Congressional Republicans is encouraging in that it includes a new payroll tax holiday, a helpful stimulus. It does not reduce future deficits, but at least it avoids making the Bush tax cuts permanent, reserving the flexibility to address medium-term deficits down the road.

Even if this plan goes ahead, however, the unemployment rate is likely to remain high for some time. For it to fall by even one percentage point (from 9.5 percent to 8.5 percent) the economy needs to grow by about 4.5 percent a year.

Second, unemployment insurance should be extended, as President Obama's compromise plan also would do. Unemployment benefits are a form of stimulus: they spur spending and thereby help keep the economy afloat. Just as important, unemployment benefits keep many people from falling back on disability insurance — and unlike disability insurance, which effectively prohibits beneficiaries from seeking work, unemployment insurance requires recipients to keep looking for a job and thus remain connected to the work force.

Finally, the disability insurance program itself must be reformed. Program administrators understand the need to encourage beneficiaries to return to work, and they have experimented with various incentives. Such initiatives have generally been ineffective, though, because they reach beneficiaries too late, after they have already become dependent on the program and lost

their attachment to the work force.

A better approach has been suggested by David Autor of M.I.T. and Mark Duggan of the University of Maryland. These economists argue that employers should be required to offer their workers private disability insurance. Such coverage would provide people who have a work-limiting disability with vocational assistance, workplace accommodation and limited wage replacement. Disabled workers could remain on this privately financed insurance for two years, and then be qualified for the existing public program. The goal would be to minimize long-term dependency, and re-orient the federal disability insurance program toward assisting those who are truly unable to work.

One concern is that this approach would burden firms with additional human resource costs when we need to encourage hiring. But the costs are projected to be modest — roughly \$250 per worker per year. And if they help to reduce the future payroll tax increases that would be needed to finance rapid growth in disability benefits, the pressure on overall labor costs would be even smaller.

Another concern is that private insurance firms would need to be given substantially expanded responsibility for evaluating workers' disabilities. Mr. Autor and Mr. Duggan propose to mitigate this potential problem by suggesting that workers be allowed to appeal any such evaluations to state government agencies.

None of these policy changes would be easy. But failing to act would result in millions of Americans needlessly dropping out of the work force. In our precarious economy, neither progressives nor conservatives should be willing to watch passively as the disability insurance rolls grow, and beneficiaries are locked out of the labor market.

**Questions:**

46. What is the danger that the author mentions in current weak economy? (3 points)
47. What does it mean when the disability insurance applications have increased sharply? (3 points)
48. Does the author think that the disability insurance program is still as sensible as it was created by Congress in 1956? Why or why not? (3 points)
49. What are the main points in the suggestions put forward by the two economists, David Autor and Mark Duggan? (3 points)
50. Write an abstract of the main ideas in this article in some 100 English words. (8 points)

**V. Writing (30 points)**

**51. The culture of an organization is of importance in guiding its members' behaviour and thought. Write an essay of about 300 words on the college culture of your university. You should entitle your essay according to what you will express. (Note: don't indicate the name of your university)**