

苏州大学

2010 年攻读硕士学位研究生入学考试试题

专业名称: 英语笔译、英语口语 (专业学位) 考试科目: 翻译硕士英语 (A) 卷

I. Vocabulary and Structure (30%)

Directions: Each of the following sentences has an underlined word or phrase. Below each sentence are four other words or phrases marked A), B), C) and D). You are to choose the ONE word or phrase which, if substituted for the underlined word or phrase, would best keep the meaning of the original sentence.

- This is an abstract of a sermon.
A) an agent B) accommodation
C) an abbreviation D) a summary
- The Statue of Liberty was a gift to the United States from the people of France to memorialize the alliance between the two countries.
A) negotiation B) anniversary
C) treaty D) association
- Formulated in 1823, the Monroe Doctrine asserted that the Americas were no longer open to European colonization.
A) emphatically stated B) assured
C) accentuated D) entreated
- The bleaching of laundry by sunlight is at least partly a photochemical process.
A) bleeding B) blessing
C) whitening D) scrubbing
- Diplomatic misunderstandings can often be traced back to blunders in translation.
A) mistakes B) attempts
C) insults D) arguments
- Over ninety percent of all household burglaries occur while the owners are out.
A) thefts B) bumps
C) clashes D) explosions
- Since fingernails can be easily clipped, they are a convenient resource for those who wish to measure levels of trace elements in the body.
A) cloaked B) clasped
C) trimmed D) clapped
- Prof. Baker came up with an idea in his lecture yesterday.
A) abolished B) took advantage of

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- appreciated D) proposed
- Salt has been a respected commodity for much of recorded time.
A) flavoring B) preservative
C) remedy for illness D) article of trade
- After 1850, various states in the United States began to pass compulsory school attendance laws.
A) harsh B) diversified
C) mandatory D) complicated
- Some birds consistently return to the same nesting area each spring.
A) occasionally B) purposely
C) regularly D) surprisingly
- Mary McCarthy's satires are couched in a prose style that has a classic precision.
A) fused B) prefaced
C) standardized D) expressed
- Andre Watts gave a dazzling interpretation of Beethoven's Emperor Concerto.
A) a daring B) a crystal
C) a crooked D) a brilliant
- Human facial expressions differ from those of animals in the degree to which they can be deliberately controlled and modified.
A) decently B) noticeably
C) intentionally D) creatively
- Astronauts are subjected to the most rigorous training that has ever been devised for human beings.
A) destined B) created
C) diagnosed D) afforded
- The Moon, the Sun, and the visible planets were considered by earliest observers to be divine objects.
A) orbital B) sacred
C) fanciful D) magnified
- A long journey in cold weather is dreadfully tiring.
A) unfortunately B) terribly
C) alternately D) desperately
- The Abstract Expressionist movement emerged in New York City in the 1940's.
A) merged B) came into prominence
C) meager D) was labeled
- In terms of precipitation, ten inches of snow is the equivalent of an inch of rain.
A) the symbol of B) the same as
C) the equality D) the disguise of

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20. A vein is a deposit of mineral matter that has filled a fault or seam in a rock.
A) a cave B) an indentation
C) a crack D) a hole
21. The use of formaldehyde foam in insulation was recently banned by the Consumer Product Safety Commission.
A) form B) formula
C) forum D) a mass of white bubbles
22. Farmers in eastern Maryland and on Long Island specialize in raising fowl.
A) sardines B) salmon
C) poultry D) shrimps
23. Philip Roth was hailed as a major new author in 1960.
A) growled B) frowned at
C) acclaimed D) exclaimed
24. Grouping stars by constellations is a handy way of mapping the sky.
A) grand B) gorgeous
C) fake D) convenient
25. Like most migratory birds, warblers head south in the fall.
A) jog B) gallop
C) crawl D) fly
26. I don't think it is impartial for the professor to flunk my Chemistry test.
A) unbiased B) compatible
C) imperial D) effusive
27. The microscope enables scientists to distinguish an incredible number and variety of bacteria.
A) an extra B) an unbelievable
C) a verifiable D) an unavoidable
28. In the Navajo household, grandparents and other relatives play indispensable roles in raising children.
A) dominant B) exemplary
C) essential D) demanding
29. The term "New Deal" applies to the program of reform and recovery initiated by President Franklin D. Roosevelt.
A) inferred B) inherited
C) originated D) injected
30. Rockefeller Center has leased part of its land from Columbia University.
A) exploited B) imported
C) grasped D) rented

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II. Reading Comprehension

Part One: There are 3 passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked [A], [B], [C] and [D]. Read the passages and then decide on the best choice. (30%)

Passage One

Although humans may have entered the New World between 20,000 and 40,000 years ago, the first solid evidence for their presence in the Midwest comes from the Paleo-Indian period, which dates 10,000 to 8000 B.C. By this time, humans had spread throughout both continents of the Western Hemisphere and had developed distinctive tool kits for exploiting the environment. Archaeological data suggest that subsistence activities centered around hunting large late-Pleistocene mammals, such as extinct forms of bison, mammoth, and mastodon. This exploitative pattern is frequently referred to as the big-game hunting tradition. It is probable that small game animals and plant resources also played an important, if not dominant, part in the subsistence activities during this period, but there is currently little archaeological evidence to substantiate this proposition. Social groups probably consisted of small bands that wandered over large areas in pursuit of game and other scattered resources.

The tradition from Paleo-Indian to Archaic occurred gradually throughout the eastern woodlands and is generally correlated with the retreat of the glaciers as well as with the concomitant change in the kinds and distributions of plant and animal resources. Dates assigned to the Archaic period range between approximately 8000 B.C. and 1000 B.C. This long period can be further subdivided into three parts: the Early Archaic (8000 to 5000 B.C.), Middle Archaic (5000 to 2000 B.C.), and Late Archaic (2000 to 1000 B.C.).

Archaic subsistence activities focused on gathering from localized areas a wide range of wild resources, such as large and small mammals, birds, fish, nuts, and seeds. Through time, Archaic populations developed from small, scattered groups scavenging resources over a wide area to larger groups forming greater regional populations that occupied more limited territories. Groups apparently moved from place to place to collect a variety of localized resources in a seasonal round. The archaic period marks the beginning of the development of regional cultural traditions that persist into later times throughout the eastern woodlands.

During the Early Archaic, sites tend to be small and scattered, much like those of the Paleo-Indian period. Sites occur primarily in upland situations, but Early Archaic remains have also been found in rock shelters and along high river terraces. Sites located in upland contexts are frequently concentrated near secondary stream valleys along major rivers. The variety of site locations evidently reflects seasonal shifts of settlements during the Early Archaic. However, in some areas, such as the lower Mississippi Valley, where Early Archaic sites are located in bottomland situations, variation in settlement type may be more a reflection of functional differences than of seasonal shifts.

During the Middle Archaic, subsistence emphasis shifts toward more intensive

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utilization of localized resources, with a stress on exploiting forests and riverine contexts. Data from the lower Illinois River valley suggest that a broad spectrum of fauna was being taken, along with a limited number of highly productive floral resources, such as hickory nuts. The appearance of the grinding stone in the tool inventory indicates that nuts and seeds had become an important part of the subsistence base. The beginning of the manufacture of working was also an important activity. Base camps with permanent habitation structures appear as part of the settlement system and are apparently occupied for most, if not all, of a year. The earliest burials in Illinois also occur during this period.

1. The passage supplies information for answering which of the following questions?
 - a. By what period did the grinding stone tools become feasible in the New World?
 - b. How rapidly did the population of the New World grow during the Archaic period?
 - c. What types of dwellings were constructed during the Middle Archaic period?
 - d. Why were Archaic settlements frequently located near rivers?
2. It can be inferred from the passage that the first humans to enter the New World _____.
 - a. lived a largely nomadic existence
 - b. subsisted mainly on a diet of meat
 - c. have left no clear-cut traces of their existence
 - d. were probably wiped out by the advance of the glaciers
3. According to the passage, subsistence activities in the Archaic period differed from those in the Paleo-Indian period in that they _____.
 - a. consisted mainly of activities that followed cultural patterns peculiar to particular areas
 - b. were predicted less directly upon the availability of a supply of game animals
 - c. involved larger groups of humans working together cooperatively
 - d. involved more regular and more localized patterns of group travel
4. According to the passage, evidence from the lower Illinois River Valley suggests that during the Middle Archaic period _____.
 - a. the amount of seasonal migration engaged in humans probably declined
 - b. the cultivation of plants for foods became increasingly important
 - c. woodworking was a major occupation
 - d. the idea of an afterlife appeared
5. The passage is most concerned with describing _____.
 - a. the life of the earliest humans to inhabit the new world
 - b. how humans of the Archaic period lived and supported themselves
 - c. archaeological evidence about the life of early humans in the American Midwest
 - d. the gradual development of tools, farming, and settlements during the Archaic

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period

Passage Two

A scientist who does research in economic psychology and who wants to predict the way in which consumers will spend their money must study consumer behavior. He must obtain data both on the resources of consumers and on the motives that tend to encourage or discourage money spending.

If an economist were asked which of three groups borrow most -- people with rising incomes, stable incomes, or declining incomes -- he would probably answer: those with declining incomes. Actually, in the years 1947 — 1950, the answer was: people with rising incomes. People with declining incomes were next and people with stable incomes borrowed the least. This shows us that traditional assumptions about earning and spending are not always reliable. Another traditional assumption is that if people who have money expect prices to go up, they will hasten to buy. If they expect prices to go down, they will postpone buying. But research surveys have shown that this is not always true. The expectations of price increases may not stimulate buying. One typical attitude was expressed by the wife of a mechanic in an interview at a time of rising prices. "In a few months," she said, "we'll have to pay more for meat and milk; we'll have less to spend on other things." Her family had been planning to buy a new car but they postponed this purchase. Furthermore, the rise in prices that has already taken place may be resented and buyer's resistance may be evoked. This is shown by the following typical comment, "I just don't pay these prices; they are too high."

Traditional assumptions should be investigated carefully, and factors of time and place should be considered. The investigations mentioned above were carried out in America. Investigations conducted at the same time in Great Britain, however, yielded results that were more in agreement with traditional assumptions about saving and spending patterns. The condition most conducive to spending appears to be price stability. If prices have been stable and people have become accustomed to consider them "right" and expect them to remain stable, they are likely to buy. Thus, it appears that the common business policy of maintaining stable prices with occasional sales or discounts is based on a correct understanding of consumer psychology.

6. The example of the mechanic's wife is intended to show that in times of rising prices _____.
 - a. people with declining income tend to buy less
 - b. people with stable income tend to borrow less
 - c. People with increasing income tend to buy more
 - d. People with money also tend to buy less
7. Findings in investigations in Britain indicate _____.
 - a. certain factors should be taken into account
 - b. people in Britain behave in the same way as those in America

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- c. price stability results from a correct understanding of consumer psychology
 - d. occasional discounts and sales are necessary
8. According to the passage people tend to buy more when _____.
- a. prices are expected to go up
 - b. prices are expected to go down
 - c. prices don't change
 - d. the business policy doesn't change
9. Which of the following statements is incorrect?
- a. To study consumer behaviour, one must obtain data both on the resources of consumers and on the motives that affect money spending.
 - b. People with declining incomes borrow most.
 - c. British consumers were more in agreement with traditional assumptions about saving and spending patterns.
 - d. In Britain, the practice of keeping stable price with occasional sales or discounts is reasonable.
10. The best title of the passage is _____.
- a. consumer's Purchasing Power
 - b. relationship between Income and Purchasing Power
 - c. traditional Assumptions
 - d. studies in Consumer Behaviour

Passage Three

Changes in the volume of unemployment are governed by three fundamental forces: the growth of the labor force, the increase in output per man-hour, and the growth of total demand for goods and services. Changes in the average hours of work enter in exactly parallel fashion but have been quantitatively less significant. As productivity rises, less labor is required per dollar of national product, or more goods and services can be produced with the same number of man-hours. If output does not grow, employment will certainly fall: if production increases more rapidly than productivity (less any decline in average hours worked), employment must rise. But the labor force grows too. Unless gross national product (total final expenditure for goods and services corrected for price changes) rises more rapidly than the sum of productivity increase and labor-force growth (again modified for any change in hours of work), the increase in employment will be inadequate to absorb the growth in the labor force. Inevitably the unemployment rate will increase. Only when total productivity expands faster than the rate of labor force growth plus the rate of productivity increase and minus the rate at which average annual hours fall does the unemployment rate fall. Increases in productivity were more important than growth of the labor force as sources of the wide gains in output experienced in the period from the end of the war to the mid-sixties. These increases in potential production simply

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were not matched by increases in demand adequate to maintain steady full employment.

Except for the recession years of 1949, 1954, and 1958, the rate of economic growth exceeded the rate of productivity increase. However, in the late 1950s productivity and labor force were increasing more rapidly than usual, while the growth of output was slower than usual. This accounted for the change in employment rates.

But if part of the national purpose is to reduce and contain unemployment, arithmetic is not enough. We must know which of the basic factors we can control and which we wish to control. Unemployment would have risen more slowly or fallen more rapidly if productivity had increased more slowly, or the labor force had increased more slowly, or the hours of work had fallen more steeply, or total output had grown more rapidly. These are not independent factors however, and a change in any of them might have caused changes in the others.

A society can choose to reduce the growth of productivity, and it can probably find ways to frustrate its own creativity. However, while a reduction in the growth of productivity at the expense of potential output might result in higher employment in the short run, the long-run effect on the national interest would be disastrous.

We must also give consideration to the fact that hidden beneath national averages is continuous movement into, out of, between, and within labor markets. For example, 15 years ago, the average number of persons in the labor force was 74 million, with about 70 million employed and 3.9 million unemployed. Yet 14 million experienced some term of unemployment in that year. Some were new entrants to the labor force, others were laid off temporarily. The remainder were those who were permanently or indefinitely severed from their jobs. Thus, the average number of unemployed during a year understates the actual volume of involuntary displacement that actually occurs.

High unemployment is not an inevitable result of the pace of technological change, but the consequence of passive public policy. We can anticipate a moderate increase in the labor force accompanied by a slow and irregular decline in hours of work. It follows that the output of the economy --- and the aggregate demand to buy it --- must grow in excess of 4 percent a year just to prevent the unemployment rate from rising, and even greater if the unemployment rate is to fall further. Yet our economy has seldom, if ever, grown at a rate faster than 3.5 percent for any extended length of time.

We have no cause for complacency. Positive fiscal, monetary, and manpower policies will be needed in the future.

11. The author's purpose in this passage is to _____.
- a. criticize the decisions of past administrations during recession years
 - b. allay current fears about increasing unemployment
 - c. document the rise of American productivity since the war
 - d. call for the application of positive economic control policies in the years that lie ahead

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12. The statement that is supported by the passage is _____.
- as productivity rises, a greater amount of labor per dollar of national product can be expected
 - unemployment falls when production expands faster than labor force growth plus productivity increase, minus the fall of average annual hours worked
 - reduction in the growth of productivity and a cutback in potential output are in the national interest
 - technological growth must, in the long run, increase unemployment
13. It can be inferred from the passage that the author would _____.
- advocate a carefully managed economy
 - prefer the unemployment rate to rise and fall with the value of the gross national product as a check on labor costs
 - perceive high unemployment as undesirable but unavoidable
 - contend that manipulation of the size of the labor force would have prevented recessions in the years noted
14. According to the passage, national employment averages _____.
- do not reveal the actual volume of unemployment due to layoffs and discharges during a year
 - have shown a steady increase in the cost of production over the last twenty years
 - are the best indices for monitoring the actual effect of increased productivity on economic growth
 - reveal that the recession years were really years of increased productivity and decreased employment
15. For which of the following questions does the author give enough information to provide an answer?
- How can the rate of growth of the new entrants into the labor market be controlled?
 - Why has the rate of growth of the economy remained under 3.5 percent over the long run?
 - To what extent did the postwar economy reflect the impact of prewar economic policy?
 - At what rate must the economy grow in order to avoid a rise in the unemployment rate, if there is a moderate growth in the labor force and a decline in hours of work?

Part Two: Read the following passage carefully and give a short answer to the each of the questions. (10%)

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My suicide attempt when I was a senior in high school must have puzzled those around me. From the outside, it seemed that I had a lot going for me. I lived in a comfortable middle class home with swimming pool. I was active in sports, a member of the National Honor Society, an editor of the school newspaper. But I was also miserable.

I was convinced that no one understood me, especially my parents. I didn't see much of my father, who was busy with his work. My mother had died when I was very young, and my stepmother and I didn't get along. Our personalities clashed, and I felt she didn't like me. I remember her once telling me, "I didn't have to take you, you know."

Socially awkward, I tried to make amends through sports. I remember eagerly waiting for my father to come home from work so I could tell him that I had made the field-hockey team. He just said, "I bet everybody made it." I interpreted his remark as another message that I was worthless.

When I was 15, my parents began to talk about divorce, and I was sure I was the cause. I knew that my father felt caught between my mother and me. He'd yell at me to "shape up," then I'd hear him in the next room, asking Mother, "Can't you give the kid a break?" though I thought of running away from home, I was stopped by the horror stories I'd heard of runaway girls, falling prey to drugs and prostitution. But I did wonder if the world would be better off without me.

Communication had always been a problem at home. And I was afraid to open up to friends. I felt that if people knew my problems and fears, they'd think less of me. So I nursed my hurts and anxieties into a towering self-hatred.

In my junior year, I wrote a paper on Sylvia Plath's *The Bell Jar*, an autobiographical novel about despair, which foreshadowed the author's eventual suicide. Suddenly, suicide seemed a realistic option. My English teacher commented on my report: "You really understand that book!" I thought, you bet I do! I became a closet expert on suicide, looking into serious literature on the topic. Although I wasn't a drinker and never used drugs, I concluded that a mixture of alcohol and tranquilizers, both available at home, would be my ticket out.

Once the school social worker asked me to list all my good qualities, and I came up with only two: blue eyes and good grades. I felt there wasn't anything good about me.

By my senior year I was convinced that I was an outcast, unlovable. Thoughts of suicide were ever-present. Though I had done very well on my college-board exams, I saw no reason to go on to college. Sooner or later, I was going to kill myself, so why bother? I applied to college "just in case," though the idea of going terrified me. I was sure college would be worse than high school. But I couldn't take the constant fighting at home. I didn't see any way out.

In February 1981, I chose my date with death. Once I'd picked the time, I felt relieved. I'm sure I seemed more cheerful to those around me as I began to plan. At about 2 a.m. on my "death date," I sneaked out of the house and wandered back streets, downing my tranquilizers and rum. I had trouble swallowing all the pills - a

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handful at a time, then a swig of rum. The last thing I recall is heading for the reservoir, where I knew I wouldn't be found for a while. I didn't make it. I passed out on the sidewalk. A man walking his dog found me and called an ambulance.

I woke up in the intensive-care unit with tubes up my nose and needles in my arms. I was sent home with orders to visit a psychologist twice a week. But I resisted her attempts to help me. I was angry I was alive.

I hoped that my parents would want to discuss the suicide attempt, and finally one night at dinner the subject came up. "Why did you do such a stupid thing?" my mother asked. My father replied quickly, "I'm sure she had her reasons." End of discussion. Except for the ever-patient psychologist and social worker, even in school the subject was not mentioned. I think that upset me as much as failing with the suicide did. It seemed as if nobody had enough interest in me to want to know why I'd done it.

Suicide was still on my mind when I attended an orientation session at a prestigious college where I had been accepted. That weekend gave me a glimmer of hope. People there seemed to like me. College could be a chance for a fresh start.

In college I began to make some friends, and decided to hand in "a little longer." I also began to appreciate how my high-school social worker had reached me in ways I hadn't realized at the time.

In class, I opened up a little more and my confidence improved. I moved into a girl club house. People actually wanted me in their group. By my junior year, I was a field-hockey star.

At the club I made friends with a girl I'll call Beth. We shared a dark secret, for she, too, had attempted suicide. Now and then we'd discuss suicide -- always in objective, intellectual terms. Then, one winter night in my senior year, a club sister burst into my room, crying: "Beth's not breathing!" Beth had asked her to call an ambulance, then collapsed on the floor.

Rage swept over me, I saw what her death put her friends through. There was a grief and guilt as we asked ourselves how we could have prevented her suicide.

I slowly began to realize that taking my own life was no longer an option. I could see what a total waste suicide was. Beth would have made a solid contribution to society.

I decided to do something positive with my life. I graduated in 1985. In March 1986 I answered an ad asking volunteers for The Samaritans suicide-prevention hot lines, hoping I could prevent others from making the desperate decision I'd made.

I can understand how I got to the state I was in that night several years ago. I just wish I'd known then that it didn't -- and it doesn't -- have to be that way. That's what I try to tell them when the hot line rings.

Question 1: What is the author's purpose in writing this article?

Question 2: What are the causes that contribute to the author's suicide?

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III. Writing (30 %)

Directions: Read the following extracts from current media coverage, and write an article of about 400 words on the topic "Heritage of the Two Great Masters".

On July 11, 2009, renowned Chinese scholar Ji Xianlin died of illness at the age of 98 in Beijing. Ji was best remembered for his achievements in research on ancient Indian aboriginal languages, primeval Buddhist languages and Sanskritic literature. He also translated works from ancient Indian and primeval Buddhist languages.

China's keystone space scientist Qian Xuesen, widely acclaimed as the country's "Father of Space Technology" and "King of Rocketry", died in Beijing Oct 31 at the age of 98.

Many people regard their deaths as "the ending of an era" and "superstars fallen", and call themselves "lonely children in an era of no masters".

Heritage of the Two Great Masters

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