

电子科技大学

2008 年攻读硕士学位研究生入学试题

考试科目: 803 英语写作与翻译

所有答案必须写在答题纸上, 做在试卷或草稿纸上无效。

Part I. Translation (25 x 4=100 points)

Passage 1

Directions: Translate the following passage into English.

玉不琢, 不成器, 人不学, 不知道。是故古之王者, 建国君民, 教学为先。兑命^①曰: “念终始典于学。”其此之谓乎!

虽有嘉肴弗食, 不知其旨也; 虽有至道弗学, 不知其善也。是故学然后知不足, 教然后知困。知不足, 然后能自反也; 知困, 然后能自强也。故曰: “教学相长也。”兑命曰: “学学半。”其此之谓乎! (注: 《尚书·兑命篇》)

Passage 2

Directions: Translate the following passage into English.

新时期最鲜明的特点是改革开放。从农村到城市、从经济领域到其他各个领域, 全面改革的进程势不可当地展开了; 从沿海到沿江沿边, 从东部到中西部, 对外开放的大门毅然决然地打开了。这场历史上从未有过的大改革大开放, 极大地调动了亿万人民的积极性, 使我国成功实现了从高度集中的计划经济体制到充满活力的社会主义市场经济体制、从封闭半封闭到全方位开放的伟大历史转折。今天, 一个面向现代化、面向世界、面向未来的社会主义中国巍然屹立在世界东方。

新时期最显著的成就是快速发展。我们党实施现代化建设“三步走”战略, 带领人民艰苦奋斗, 推动我国以世界上少有的速度持续快速发展起来。我国经济从一度濒于崩溃的边缘发展到总量跃至世界第四、进出口总额位居世界第三, 人民生活从温饱不足发展到总体小康, 农村贫困人口从两亿五千多万减少到两千多万, 政治建设、文化建设、社会建设取得举世瞩目的成就。中国的发展, 不仅使中国人民稳定地走上富裕安康的广阔道路, 而且为世界经济发展和人类文明进步做出了重大贡献。

Passage 3

Directions: Translate the following passage into Chinese.

This parallel between the real world and the world of Shakespeare's imagination neglects one immensely important difference, which is overlooked only because it is so obvious, but which,

adequately apprehended, destroys the illusion of parallelism altogether, and explodes the theory of authorial reticence and dramatic impersonality.

The difference is this: In viewing the real world we frequently misunderstand the characters and motives of people who are very near to us, and we frequently miss the significance of important events which are taking place under our eyes. The grief of those we love is often inarticulate and unknown to us; passion sometimes gives no sign; hypocrisy wears its mask unpenetrated; and iniquity often goes not merely unpunished but undetected and even unsuspected to the grave. In partial or complete ignorance, even the wise and sensitive among us misplace their affection, their admiration, their compassion; and dull souls walk daily among tragic and comic friends and neighbors without a smile or a tear.

In viewing Shakespeare's imaginary world, on the other hand, we are all constrained to see and to feel poignantly the emotional and moral significance of every character and every event. We follow the course of the great passions, which for us have no underground channels, from their inception to their catastrophic close. The lid of life is off. We gaze into the heart of all the crises. The bosoms of sinners have no secrets for us. The just and the unjust man stand for us naked in their divers qualities, as we are told they shall stand in the Day of Judgment. There is not the least ambiguity in their appeal to our emotions or our judgment. The master of the spectacle has bared to the last filament their characters, their motives, and their intentions; for Shakespeare's technique aims at delight not by the defeat but by the fulfillment of expectation. His figures are so placed, so contrasted, so lighted from within and from without by soliloquy, aside, chorus, and direct speech and act that our sympathies go right ; go where he intended that they should go. If goodness and beauty are not always fortunate in the plot, they are invariably recognized and loved by the spectators. If the *dramatis persona* do not receive poetic justice in the play, they always receive it in the audience! (from Stuart Sherman's *On Contemporary Literature*, 1923: 288-289)

Passage 4

Directions: Translate the following passage into Chinese.

Beyond honest errors and errors caused through negligence are a third category of errors: those that involve deception. Making up data or results (fabrication), changing or misreporting data or results (falsification), and using the ideas or words of another person without giving appropriate credit (plagiarism)—all strike at the heart of the values on which science is based. These acts of scientific misconduct not only undermine progress but the entire set of values on which the scientific enterprise rests. Anyone who engages in any of these practices is putting his or her scientific career at risk. Even infractions that may seem minor at the time can end up being severely punished.

The ethical transgressions such as misallocation of credit or errors arising from negligence are matters that generally remain internal to the scientific community. Usually they are dealt with locally through the mechanisms of peer review, administrative action, and the system of appointments and evaluations in the research environment. But misconduct in science is unlikely to remain internal to the scientific community. Its consequences are too extreme: it can harm individuals outside of

science (as when falsified results become the basis of a medical treatment), it squanders public funds, and it attracts the attention of those who would seek to criticize science. As a result, federal agencies, Congress, the media, and the courts can all get involved.

Within the scientific community, the effects of misconduct—in terms of lost time, forfeited recognition to others, and feelings of personal betrayal—can be devastating. Individuals, institutions, and even entire research fields can suffer grievous setbacks from instances of fabrication, falsification, or plagiarism even if they are only tangentially associated with the case.

When individuals have been accused of scientific misconduct in the past, the institutions responsible for responding to those accusations have taken a number of different approaches. In general, the most successful responses are those that clearly separate a preliminary investigation to gather information from a subsequent adjudication to judge guilt or innocence and issue sanctions if necessary. During the adjudication stage, the individual accused of misconduct has the right to various due process protections, such as reviewing the evidence gathered during the investigation and cross-examining witnesses. (From *On Being A Scientist: Responsible Conduct In Research*)

Part II. Writing (50 points)

Give your comment on one of the following quotes (word limit: 350 words):

- 1) “Good manner sometimes means simply putting up with other people's bad manners.”
- 2) “Education is not filling a bucket but lighting a fire.”
- 3) “A woman is like a teabag: only in hot water can you realize how strong she is.”