

## 聊城大学 2012 年硕士研究生入学考试初试试题

考试科目	[211]翻译硕士英语	B 卷
适用专业	英语笔译 英语口语	
<p>注意事项: 1、本试题共 3 道大题(共 36 个小题), 满分 100 分。</p> <p>2、本卷为试题, 答题另有答题纸。答案一律写在答题纸上, 写在该试题纸上或草稿纸上无效。</p> <p>3、答题必须用蓝、黑钢笔或圆珠笔书写, 其它均无效。</p> <p>4、特殊要求携带的用具请注明, 没有特殊要求填“无”。_____ 无</p>		
<p><b>I. Vocabulary and Grammar (30')</b></p> <p><b>Multiple Choice</b></p> <p><b>Directions: Beneath each sentence there are four words or phrases marked A, B, C and D. Choose the answer that best completes the sentence. Mark your answers on your answer sheet.</b></p> <p>1. His classmates are all _____ supporters of Kobe Bryant.</p> <p>A. staunch B. persevering C. relentless D. resolved</p> <p>2. All the _____ people of the town were invited to attend the ceremony.</p> <p>A. conspicuous B. projecting C. pronounced D. prominent</p> <p>3. Angles that are more than <math>90^\circ</math> and less than <math>180^\circ</math> are called _____ angles.</p> <p>A. acute B. converging C. obtuse D. focal</p> <p>4. The weather is so hot that only iced tea can _____ his thirst.</p> <p>A. quieten B. quash C. quell D. quench</p> <p>5. She is fond of the silk shawls with _____ patterns.</p> <p>A. fabricate B. duplicate C. complicate D. intricate</p> <p>6. It is very important for science education teachers to encourage the _____ minds of students.</p> <p>A. incidental B. indignant C. inquisitive D. changing</p> <p>7. There is no _____ that the novel was written by a boy of only 16 years old.</p>		
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- A. indiscretion
- B. indecision
- C. indication
- D. indigestion

8. The old man is often deceived because he is a \_\_\_\_\_ person.

- A. credulous
- B. credible
- C. believable
- D. trusting

9. Her husband is now in a \_\_\_\_\_ about whether or not to accept the new job offer.

- A. condition
- B. conflict
- C. state
- D. dilemma

10. The house fire has been \_\_\_\_\_ to electrical short circuit.

- A. attributed
- B. contributed
- C. distributed
- D. caused

11. He insisted on his opinion \_\_\_\_\_ strong opposition.

- A. because
- B. despite
- C. accordingly
- D. though

12. What she says does not bear \_\_\_\_\_.

- A. to repeat
- B. to be repeated
- C. being repeated
- D. repeating

13. \_\_\_\_\_ the doctor's urgent operation, the patient could not have survived.

- A. Had not it been for
- B. It hadn't been for
- C. Had it not been for
- D. Hadn't been for

14. The machine that we are using now is \_\_\_\_\_ the one used before in many respects.

- A. superior than
- B. superior to
- C. as superior as
- D. more superior than

15. Much \_\_\_\_\_ Julie has seen the film, she is looking forward to seeing it for a second time.

- A. although
- B. despite
- C. as
- D. even

16. The reason why he did not attend the meeting was \_\_\_\_\_ he was seriously ill.

- A. because
- B. owing to



C. due to

D. that

17. It is demanded that every committee member \_\_\_\_\_ the meeting.

A. will attend

B. shall attend

C. should attend

D. could attend

18. Books are to the mind \_\_\_\_\_ food is to the body.

A. that

B. which

C. what

D. like

19. For the sake of safety, the parents forbid her \_\_\_\_\_ alone.

A. from going out

B. to go out

C. going out

D. go out

20. Many young people \_\_\_\_\_ stay in the big cities than in the small towns.

A. would rather

B. choose

C. had better

D. prefer

## II. Reading Comprehension (40')

### Section 1 Multiple Choice (20')

**Directions:** In this section there are 2 reading passages followed by multiple-choice questions.

**Read the passages and then mark your answers on your answer sheet.**

#### Passage A

Around the world, hearts were broken when news came that the conjoined Bijani twins had died on the operating table. Having lived in tortured unity for 29 years, they traveled from their native Iran to Singapore for the surgery meant to set them free. The doctors who performed it were devastated. When you lose a patient, particularly when the patient dies at your own hand, the heartbreak mixes with unbearable guilt. The doctors are asking themselves the same question everyone else is asking:

Should they have done it?

The doctors certainly knew the risk. They knew that with the women's shared circulatory systems, the risk was great. They might have underestimated the technical challenges, but they did not deceive their patients. The sisters, highly educated and highly motivated, knew full well the risk of never waking up from the surgery.

Indeed, they never did. Should the surgeons have attempted such a risky procedure on patients who were not dying, and, in fact, were not even sick?

For all the regrets and second guesses, it is hard to see how the answer could have been anything but yes. The foundation of the medical vocation is that the doctor is servant to the patient's will. Not always, of course. There are times when the doctor must say no. This was not such a time.

Consider those cases in which outside *values* trump the patient's expressed desire. The first is life. Even if the patient asks you to, you may not kill him. In some advanced precincts—Holland and Oregon, for example--this is thought to be a quaint idea, and the state permits physicians to perform "assisted suicide." That is a terrible mistake, for the state and for the physician. And not



only because it embarks us on a slippery slope where putting people to death in the name of some higher humanity becomes progressively easier.

Even if there were no slippery slope, there is a deeply important principle at stake: doctors are healers, not killers. You cannot annihilate the subject you are supposedly serving--it is not just a philosophical absurdity, it constitutes the most fundamental violation of the Hippocratic oath. You are not permitted to do any harm to the patient, let alone the ultimate harm.

There are other forms of self-immolation, less instantaneous and less spectacular, to which doctors may not contribute. Drug taking, for example. One could say, The patient wants it, and he knows the risks--why not give him what he wants? No. The doctor is there to help save a suffering soul from the ravages of a failing body. He is not there to ravage a healthy body in the service of a sick and self-destructive soul.

Doctors are not just biotechnicians. They must make judgments about, yes, the soul. Before serving a patient's will, doctors have to decide whether it is perverse and self-destructive. One has to ask what kind of plastic surgeon would repeatedly do his work on Michael Jackson. Or on the Manhattan socialite, known now as the cat woman, who had her face tweaked so many times that it changed inexorably into that of a feline.

Do sex-change operations fall into this category? Some doctors believe that prospective transsexuals really are born into the wrong body; the surgery is therefore corrective. Others argue with equal force that gender dysphoria, as it is known, is a psychiatric affliction and that mutilating the body to fit the afflicted psyche is to inflict a double injury on the patient. The area is gray enough, and the controversy serious enough, to leave the matter, as we have, to the conscience of the individual physician.

But we ought never leave the decision to the individual physician when we come to the two redlines: no assistance in self-destruction (whether gradual or immediate) and no assistance in mutilation.

That is all, however. Beyond that, the patient is sovereign and the physician's duty is to be the servant, which is why the doctors in Singapore were right to try to separate the twins. They were not seeking self-destruction; they were seeking liberation. And they were trying to undo a form of mutilation imposed on them by nature. The extraordinary thing about their request was that it was so utterly ordinary. They were asking for nothing special, nothing superhuman, nothing radically enhancing of human nature. They were only seeking to satisfy the most simple and pedestrian of desires: to live as single human beings.

The twins suffered from an error of nature, a mistake in individuation. They were asking for nothing more than the possibility of solitude. To risk everything for this was perfectly rational--indeed, an act of nobility and great courage. Their doctors were assisting heroism, not suicide. They should feel no guilt, only sorrow that victory once again went to nature, in all its cruelty.

1. According to the passage, which of the following is generally accepted as a doctor's duty?
  - A. Healing patients.
  - B. Performing "assisted suicide".
  - C. Contributing to a patient's self-immolation.
  - D. Serving a patient's perverse will.
2. What is meant by "The area is gray" in Line 4, Paragraph 9?
  - A. The area is in an unhealthy state.
  - B. The area is gray in color.
  - C. The area cannot be dealt with in a definite way.
  - D. The area poses a threat to people.



3. How should a doctor deal with a patient's will?
  - A. A doctor should satisfy a patient's any demand.
  - B. A doctor should always make a decision according to his own conscience.
  - C. A doctor should ignore a patient's will.
  - D. A doctor should avoid any assistance in the patient's self-destruction or mutilation.
4. According to the passage, which of the following statements is NOT true?
  - A. The doctors who performed the operation for the twins felt guilty.
  - B. Doctors should help save a suffering soul from the ravages of a sick body.
  - C. Doctors can destroy a healthy body in the service of a sick soul.
  - D. The doctors were right in trying to separating the twins who were seeking liberation.
5. According to the passage, what attitude does the author adopt toward the event that the conjoined Bijani twins died during operation?
  - A. The author does not express his opinion about the operation.
  - B. The author supports the operation.
  - C. The author objects to the operation.
  - D. The author is skeptical about the operation.

#### Passage B

A powerful lobby of leading authors and educationists accuse the Government today of setting children up for failure.

In a letter to The Times they say that ambitious education targets – including using punctuation before a child turns 5 – are unrealistic and risk harming pre-school children by setting back their development.

They accuse Beverley Hughes, the Children's Minister, of ignoring her advisers and shelving research commissioned by her department because it contradicted policy.

Philip Pullman and Michael Morpurgo, the children's authors, Susie Orbach, the sociologist, and Steve Biddulph, the psychologist, have joined dozens of academics to demand that the reforms be scrapped or turned into a voluntary code before they come into force this autumn.

Children as young as 4 are expected to write in sentences and use punctuation under the Early Years Foundation Stage (EYFS) framework – widely described as a “toddlers' curriculum”.

This sets 69 goals and more than 500 development milestones that children in England should reach by the age of 5.

They are supposed to use mathematics to solve practical problems, retell stories in the correct sequence, understand right from wrong, read simple sentences on their own, sit quietly, be able to use a computer and understand that other people have different views, cultures and beliefs that need to be respected.

However, two of the most contentious targets are being reviewed by Sir Jim Rose, who carried out an inquiry into primary school literacy teaching. These are that children should “write their own names . . . and begin to form simple sentences, sometimes using punctuation” and, “use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words”.

Evidence suggests that only 30 per cent of five-year-olds achieve the first target and 46 per cent the second.

Campaigners claim that young children affected by EYFS will become “guinea-pigs of ministerial whim”.

An outcry from nurseries, child-minders, pre-schools and independent schools, who will have to adopt the framework, prompted two concessions from Ms Hughes, including the review of the two literacy targets.



But these are lambasted today by the Open Eye campaign, founded by Richard House, a child psychologist and university lecturer.

The letter, signed by more than 80 campaigners, says the two “alleged ‘concessions’ fail to address the concerns” because Ms Hughes has “ignored calls to scrap or suspend literacy goals that are widely deplored as being far too advanced for many young children.

“Her other ‘concession’ – the 34-page exemption process purporting to enable providers to opt out of some of the ‘learning requirements’ – is expertly camouflaged, labyrinthine and bureaucratically complex, appearing to have been intentionally designed to deter anyone from applying.”

It adds: “Parents should have the right to choose how their preschool children are cared for and educated.”

The letter is signed by Tim Brighouse, Visiting Professor at the London University’s Institute of Education; Pullman, who wrote the *His Dark Materials* trilogy; Morpurgo, the former Children’s Laureate; Sally Goddard Blythe, director of the Institute for Neuro-physiological Psychology; Lilian Katz, Professor of Education at the University of Illinois; Katherine Langrish and John Dougherty, the children’s authors; and Sue Palmer, the educational consultant and author of *Toxic Childhood*.

Dr House told *The Times*: “Certain parts of the learning requirements set some children up for failure, particularly those who haven’t got the necessary foundations of social learning or basic skills.” He said that children who did not come from middle-class families, or those who were less academically bright, were particularly at risk. “They may withdraw into themselves and stop trying. Trying for them becomes associated with fear and angst.

“Just because you can get children to do something at 4 or 5 it doesn’t follow that it’s appropriate for them, and Beverley Hughes has never made that distinction.”

A spokeswoman for the Department for Children, Schools and Families said that the commissioned research had not been published because “the evidence base was too small to be significant”.

Ms Hughes said: “The EYFS is hugely important as a single framework for play-based early learning and care, based on the kind of support that helps children thrive in the early years. We have always said that we will keep the EYFS under review.”

6. What do the authors and educationists say about the education targets in the letter to *The Times*?

- A. The education targets are unrealistic.
- B. The education targets are doing harm to pre-school children.
- C. The education targets are helpful to children.
- D. The education targets are contradictory.

7. The following are all that children are supposed to do by the age of 5 according to toddlers curriculum EXCEPT \_\_\_\_\_.

- A. To apply mathematics to the solution of practical problems.
- B. To tell stories on their own.
- C. To read simple sentences by themselves.
- D. To be able to use a computer.

8. What do the campaigners say about young children affected by EYMS?

- A. They will become very lively.
- B. They will become subjects for experiment.
- C. They are very clever kids.
- D. They will make remarkable achievements in the future.

9. What does the word “camouflaged” in Line 2, Paragraph 14 mean?



- A. expressed
- B. hidden
- C. distorted
- D. decorated

10. What attitude do the campaigners take toward toddler literacy?

- A. Positive
- B. Skeptical
- C. Negative
- D. Ambiguous

## Section 2 Answering questions (20')

**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 on your answer sheet.

Questions 1~3

Teachers have long said that success is its own reward. But these days, some students are finding that good grades can bring them cash and luxury gifts.

In at least a dozen states this school year, students who bring home top marks can expect more than just gratitude. Examples:

- Baltimore schools chief Andres Alonso last week promised to spend more than \$935,000 to give high school students as much as \$110 each to improve their scores on state graduation exams.

- In New York City, about 9,000 fourth- and seventh-graders in 60 schools are eligible to win as much as \$500 for improving their scores on the city's English and math tests, given throughout the school year.

- In suburban Atlanta, a pair of schools last week kicked off a program that will pay 8th- and 11th-grade students \$8 an hour for a 15-week "Learn & Earn" after-school study program (the federal minimum wage is currently \$5.85).

In most cases, the efforts are funded privately through corporate or philanthropic donors.

The most ambitious experiment began in September, when seven states — Arkansas, Alabama, Connecticut, Kentucky, Massachusetts, Virginia and Washington — won spots in an Exxon/Mobil-funded program that, in most cases, pays students \$100 for each passing grade on advanced placement (AP) college-prep exams.

It's an effort to get low-income and minority students interested in the courses, says Tommie Sue Anthony, president of the Arkansas Advanced Initiative for Math and Science. "We still have students who are not sure of the value, who are not willing to take the courses," she says. "Probably the incentives will make a difference with those students."

Gregg Fleisher of the National Math and Science Initiative, which runs the seven-state program, says the effort is modeled on a program adopted by Dallas in the 1995-96 school year that saw AP course-taking jump substantially. That program is now statewide.

While many educators would blanch at offering kids cash for good grades, Fleisher and others say the idea is simple: "It's an incentive to get them to basically make the right decision and choose a more rigorous class," he says. "This teaches them that if they work at something very hard and have a lot of support, they can do something they didn't think they could do."

An analysis of the Texas program last month by Cornell economist C. Kirabo Jackson found that it linked to a 30% rise in the number of students with high SAT and ACT scores and an 8% rise in college-going students.

But a few critics say the payouts amount to little more than bribes, undermining kids' motivation to do high-quality work when they're not being paid.



"It's a strategy that helps only around the edges," says Thomas Toch of the Education Sector, a Washington think tank. Most students in AP classes "are already internally motivated, and the opportunity to earn college credits for passing AP tests is a bigger motivator than small cash awards."

Bob Schaeffer of the National Center for Fair & Open Testing, a watchdog group, is more blunt: "Bribing kids for higher test scores — or paying teachers bounties for their students' work — is similar to giving them steroids," he says. "Short-term performance might improve but the long-term effects can be very damaging."

At Northeast Health Science Magnet High School in Macon, Ga., principal Sam Scavella says he's trying lots of different incentives for doing the right thing. If students attend Saturday study sessions, they qualify for an iPod, movie tickets or a dinner for two, among other prizes.

Jessie Humphrey, a sophomore at Northeast, is one of 25 students who made the school's All-A Honor Roll. That entitled her to a slot in a special drawing Thursday. When it was over, she walked away with a 26-inch, flat-screen television set, which now sits in her room.

An honor roll student most years, Jessie, 15, says she usually pulls As and Bs, but this semester, "I got lucky and got all As."

Scavella says the incentives seem to be making a difference — only 10 students made the All-A Honor Roll this time last year.

"We have to reward the behavior we expect," he says. "I don't see it as a way of paying students to do well — it's a reward. If you do well in school, then life will pay you well. If you do well in school, you can afford a lifestyle that will pay you well."

The two-year New York City experiment, begun last September, essentially pays students monthly to do their best on skills tests. If it seems like an economist's dream, that's because it's the brainchild of *wunderkind* Harvard economist Roland Fryer, who also serves as the schools' chief equality officer. He came up with the idea while trying to figure out how to make school "tangible" for disadvantaged kids with few successful role models. "I just thought that giving them some short-term incentives to do what's in their long-term best interests would be a good way to go."

While teachers talk about success, he says, it's not enough to tell a kid that, in the long term, hard work will pay off. "We're asking them to look down a path that they have probably never seen anyone go down ... and then to have the wisdom and the fortitude to wait for their reward."

1. What can good grades bring students in some states?
2. What is the major purpose of offering students cash for good grades?
3. Why do some people object to payouts?

#### Questions 4~5

Whenever I hear of a woman giving up work to spend more time with her older children, I give her a year. After 12 months of full-time domesticity, the born-again homemaker has invariably signed up for an art foundation course or taken up psychotherapy.

It's not that she didn't sincerely mean to concentrate full time on easing her teenagers' path to well-balanced adulthood but that, once she had parked her briefcase, she discovered that she was not needed as much as she fondly imagined.

According to Parkinson's Law, a task can expand to fit the time available, but even if you take the most leisurely approach you cannot make a full-time job out of looking after teenagers.

Once children start secondary school they aren't just physically absent from the home more of the time, they begin a private, psychological retreat from which anyone who isn't their



own age is barred.

Sometimes, when I happen (despite my full-time job) to be at home at teatime, I bound through the front door, eager for quality mothering time with one of my five children. "Cooooeee, I'm home," I yell, ready to act as a sounding board for their moral dilemmas and to share my limited knowledge of the causes of the English Civil War. Echoing silence follows. After a few minutes I realise, yet again, that what my three teenagers really want is for me to get on with my own life, with the proviso that I am available on fast-response should they need to let off steam about the French teacher/best friend/urgent desire to eat salmon fillets for dinner. The vast majority of this can be done at the end of a phone. Or it can wait until I get home.

Waiting is good for teenagers. So is learning to be self-sufficient. If I were at home all day I wouldn't be able to bear the levels of mess in their bedrooms and would sneak in to tidy up - probably reading their private diaries in the process.

I also know that, in order to feel useful and wanted, I would act as an all-hours taxi service. Since I'm not around, they are learning the hard way that elves don't pick their knickers off the floor, that homework is not intended to be a collaborative effort, and that if they want brownies they had better find a recipe and follow it.

"I need a lift" is still a sentence I hear far too often but, reluctantly, even the most princess-like of my children are discovering that those big, red vehicles on the road are buses, and that Tube trains aren't scary.

Of course, there are dangers to travelling around unaccompanied, especially if you live - as we do - in London. This weekend a drunk waved a Stanley knife at one of my girls who was with a group of friends. It did her the power of good. Paradoxically, she is now much less worried about the threat of mugging because she has faced it and coped.

Right, you may think, you've got my number: I'm one of those emotionally bankrupt Remote-Control Mums who thinks she is being a mother when in fact she is just the family administrator. Maybe you are right, but a little independence from their parents is what children both want and need, so long as there are plenty of times when you are around to dry their tears and hear their fears.

Like most working women I have often wished I had been able to spend more time at home with my children. I would have loved to have had longer with them when they were tiny, and it would have been delightful to have had more opportunity to stand and stare into puddles with them as toddlers.

I didn't because we couldn't afford it. Neither my husband nor I have what are called "big jobs", but the advantage of that is that neither of us is working 16-hour days or travelling for half the year. We are both around enough for grumpy teenagers to feel there is always one of us available, whether to act as an emotional punch-bag or to hear their news.

When women say they are giving up work to spend more time with their older children, often what they mean is that they want a break and a change, but they can give themselves permission to do so only if they couch their choice in self-sacrificial terms. For a short while it will be heaven. After that, I wish them well with their choice of second career.

4. Do teenagers need full-time mums? And why?

5. What is more important for a mother of teenagers to do?

### III. Writing (30')

Write a composition of about 400 words on the title "On Honesty".