

北京外国语大学 2013 年翻译硕士初试模拟题二
考试科目：211 翻译硕士英语

来源：育明教育

- 1、 As it turned out to be a small house party, we _so formally.
A. need not have dressed up; B,must not have dressed up
C. did not need to dress up; D,must not dress up
- 2、 Children under 16 are _from the usual charged for dental treatment.
A. exempt; B.likely; C.irresponsible; D、 sujet
- 3、 ,_for the war, the two countries would have normalized their relations 30 years earlier.
A. If it was not; B If had it not been; C Were it not; D.Had it not been
- 4、 Intelligent is to the mind _sight is to the body.
A. what; B.which; C. that; D.like
- 5、 As a senior professor she would have known better_ to get involved in such a scandal.
A. and not; B.but not; C. than; D.than not
- 6、 The decision_, what is to be done now is how to carry it out.
A. been made; B.has been made; C. having been made; D.having been making
- 7、 It is absolutly essential that William _his study in spite of some learning difficulties.
A. will continue; B.continued; C. continue; D.continues
- 8、 _at in his way, the situation does not seem so desperate.
A. Looking; B.Looked; C. Being looked; D.To look
- 9、 The research requires more money than_.
A. have been put in; B.has been put in; C. being put in; D.to be put in
- 10、 It is not uncommen for there _problems of communications between the old abd the young.
A.being; B.would; C. be; D.to be
- 11、 Buddhis has an integral and _influence on Chinese national life and culture.
A. persistent; B.persuasive; C. pervasive; D.perceptive
- 12、 You'd better not take his remarks too seriously, which apparently were_.
A. simultaneous; B.substantial; C. spontaneous; D.sporadic
- 13、 What's the chance of _an open-book exam this semester?
A. there is ; B.there being; C. there be; D.there is going to be
- 14、 He opened his lips as if _some reply.
A. to make; B.having made; C. to be made; D.to make
- 15、 The speaker explained to everyone _that the dely was inevitable.
A. that presents; B.was present; C. present; D.at present
- 16、 Fewer and fewer of today's workers expect to spend their working lives in the same field,_the same company.
A. all else; B.much worse; C. less likely; D.let alone
- 17、 Doing your homework is a sure way to improve your test scores and this is especially true_ it comes to classroom tests.
A. before; B.as; C. since; D.when
- 18、 Although a teenager, Tom could resist _ what to do and what not to do.

A. to be told; B. having been told; C. being told; D. to have been told

19、 His words will convince none but the most _

A. credible; B. credulous; C. compatible; D. creditable

20、 There is no doubt that the _ of these goods to the others is easy to see.

A. prestige; B. superiority; C. priority; D. publicity

21、 A lawyer needs an _ secretary.

A. inefficient; B. efficient; C. effective; D. sufficient

22、 _ the claim about German economic might, it is somewhat surprising how relatively small the German economy is.

A. To give; B. Given; C. Giving; D. Having given

Section II.

Identify Stylistic Problems

Identify the stylistic problem with each of the following sentences by choosing A, B, C OR

D. Write your correct sentence on the ANSWER SHEET

23, Wind is an enduring source of power. Water is also an unlimited energy source. Dams produce hydraulic power. They have existed for a long time. Windmills are relatively new.

24, Most of those computers in the Learning Assistance Center are broken already, this proves my point about American computer manufactures.

25, The boy showed us his ticket so someone gave.

26, Many of his customers coming back three or four times over the summer.

27, When Julia was four years old, her parents divorced. After 18 years of marriage.

28, There are many students want to go abroad to study.

29, It is going to rain, take umbrella with you.

30, Mrs Blanco gone to visit her mother at the hospital.

Part II Reading Comprehension(40%)

Passage 1 Reading the following passage and answer the questions by choosing A, B, C or D. Mark your answer on the ANSWER SHEET.

Equality of opportunity in the twentieth Century Has Not Destroyed the Class System

These days we hear a lot of nonsense about the 'great classless society'. The idea that the twentieth century is the age of the common man has become one of the great clichés of our time. The same old arguments are put forward in evidence. Here are some of them: monarchy as a system of government has been completely discredited. The monarchies that survive have been deprived of all political power. Inherited wealth has been savagely reduced by taxation and in time, the great fortunes will disappear altogether. In a number of countries the victory has been complete. The people rule; the great millennium has become a political reality. But has it? Close

examination doesn't bear out the claim.

It is a fallacy to suppose that all men are equal and that society will be leveled out if you provide everybody with the same educational opportunities. (It is debatable whether you can ever provide everyone with the same educational opportunities, but that is another question.) The fact is that nature dispenses brains and ability with a total disregard for the principle of equality. The old rules of the jungle, 'survival of the fittest', and 'might is right' are still with us. The spread of education has destroyed the old class system and created a new one. Rewards are based on merit. For 'aristocracy' read 'meritocracy'; in other respects, society remains unaltered: the class system is rigidly maintained.

Genuine ability, animal cunning, skill, the knack of seizing opportunities, all bring material rewards. And what is the first thing people do when they become rich? They use their wealth to secure the best possible opportunities for their children, to give them 'a good start in life'. For all the lip service we pay to the idea of equality, we do not consider this wrong in the western world. Private schools which offer unfair advantages over state schools are not banned because one of the principles in a democracy is that people should be free to choose how they will educate their children. In this way, the new meritocracy can perpetuate itself to a certain extent: an able child from a wealthy home can succeed far more rapidly than his poorer counterpart. Wealth is also used indiscriminately to further political ends. It would be almost impossible to become the leader of a democracy without massive financial backing. Money is as powerful a weapon as ever it was.

In societies wholly dedicated to the principle of social equality, privileged private education is forbidden. But even here people are rewarded according to their abilities. In fact, so great is the need for skilled workers that the least able may be neglected. Bright children are carefully and expensively trained to become future rulers. In the end all political ideologies boil down to the same thing: class divisions persist whether you are ruled by a feudal king or an educated peasant.

1. What is the main idea of this passage?

- [A] Equality of opportunity in the twentieth century has not destroyed the class system.
- [B] Equality means money.
- [C] There is no such society as classless society.
- [D] Nature can't give you a classless society.

2. According to the author, the same educational opportunities can't get rid of inequality because

- [A] the principle 'survival of the fittest' exists.
- [B] Nature ignores equality in dispensing brains and ability.
- [C] Material rewards are for genuine ability.
- [D] People have the freedom how to educate their children.

3. Who can obtain more rapid success

- [A] those with wealth.
- [B] Those with the best brains.
- [C] Those with the best opportunities.
- [D] Those who have the ability to catch at opportunities.

4. Why does the author say the new meritocracy can perpetuate itself to a certain extent?

Because

- [A] money decides everything.

- [B] Private schools offer advantages over state schools.
[C] People are free to choose the way of educating their children.
[D] Wealth is used for political ends.
5. According to the author, 'class divisions' refers to
[A] the rich and the poor.
[B] Different opportunities for people.
[C] Oppressor and the oppressed.
[D] Genius and stupidity.

Passage 2

The majority of successful senior managers do not closely follow the classical rational model of first clarifying goals, assessing the problem, formulating options, estimating likelihoods of success, making a decision, and only then taking action to implement the decision. Rather, in their day-by-day tactical maneuvers, these senior executives rely on what is vaguely termed intuition to manage a network of interrelated problems that require them to deal with ambiguity, inconsistency, novelty, and surprise; and to integrate action into the process of thinking.

Generations of writers on management have recognized that some practicing managers rely heavily on intuition. In general, however, such writers display a poor grasp of what intuition is. Some see it as the opposite of rationality; others view it as an excuse for capriciousness.

Isenberg's recent research on the cognitive processes of senior managers reveals that managers' intuition is neither of these. Rather, senior managers use intuition in at least five distinct ways. First, they intuitively sense when a problem exists. Second, managers rely on intuition to perform well-learned behavior patterns rapidly. This intuition is not arbitrary or irrational, but is based on years of painstaking practice and hands-on experience that build skills. A third function of intuition is to synthesize isolated bits of data and practice into an integrated picture, often in an Aha! experience. Fourth, some managers use intuition as a check on the results of more rational analysis. Most senior executives are familiar with the formal decision analysis models and tools, and those who use such systematic methods for reaching decisions are occasionally leery of solutions suggested by these methods which run counter to their sense of the correct course of action. Finally, managers can use intuition to bypass in-depth analysis and move rapidly to engender a plausible solution. Used in this way, intuition is an almost instantaneous cognitive process in which a manager recognizes familiar patterns.

One of the implications of the intuitive style of executive management is that thinking is inseparable from acting. Since managers often know what is right before they can analyze and explain it, they frequently act first and explain later. Analysis is inextricably tied to action in thinking/acting cycles, in which managers develop thoughts about their companies and organizations not by analyzing a problematic situation and then acting, but by acting and analyzing in close concert.

Given the great uncertainty of many of the management issues that they face, senior managers often instigate a course of action simply to learn more about an issue. They then use the results of the action to develop a more complete understanding of the issue. One implication of thinking/acting cycles is that action is often part of defining the problem, not just of implementing the solution.

1. According to the text, senior managers use intuition in all of the following ways EXCEPT

to

- [A] speed up of the creation of a solution to a problem.
- [B] identify a problem.
- [C] bring together disparate facts.
- [D] stipulate clear goals.

2. The text suggests which of the following about the writers on management mentioned in line 1, paragraph 2?

- [A] They have criticized managers for not following the classical rational model of decision analysis.
- [B] They have not based their analyses on a sufficiently large sample of actual managers.
- [C] They have relied in drawing their conclusions on what managers say rather than on what managers do.
- [D] They have misunderstood how managers use intuition in making business decisions.

3. It can be inferred from the text that which of the following would most probably be one major difference in behavior between Manager X, who uses intuition to reach decisions, and Manager Y, who uses only formal decision analysis?

- [A] Manager X analyzes first and then acts; Manager Y does not.
- [B] Manager X checks possible solutions to a problem by systematic analysis; Manager Y does not.
- [C] Manager X takes action in order to arrive at the solution to a problem; Manager Y does not.
- [D] Manager Y draws on years of hands-on experience in creating a solution to a problem; Manager X does not.

4. The text provides support for which of the following statements?

- [A] Managers who rely on intuition are more successful than those who rely on formal decision analysis.
- [B] Managers cannot justify their intuitive decisions.
- [C] Managers' intuition works contrary to their rational and analytical skills.
- [D] Intuition enables managers to employ their practical experience more efficiently.

5. Which of the following best describes the organization of the first paragraph of the text?

- [A] An assertion is made and a specific supporting example is given.
- [B] A conventional model is dismissed and an alternative introduced.
- [C] The results of recent research are introduced and summarized.
- [D] Two opposing points of view are presented and evaluated.

Passage 3

Proponents of different jazz styles have always argued that their predecessor's musical style did not include essential characteristics that define jazz as jazz. Thus, 1940's swing was belittled by beboppers of the 1950's who were themselves attacked by free jazzes of the 1960's. The neoboppers of the 1980's and 1990's attacked almost everybody else. The titanic figure of Black saxophonist John Coltrane has complicated the arguments made by proponents of styles from bebop through neobop because in his own musical journey he drew from all those styles. His influence on all types of jazz was immeasurable. At the height of his popularity, Coltrane largely abandoned playing bebop, the style that had brought him fame, to explore the outer reaches of

jazz.

Coltrane himself probably believed that the only essential characteristic of jazz was improvisation, the one constant in his journey from bebop to open-ended improvisations on modal, Indian, and African melodies. On the other hand, this dogged student and prodigious technician — who insisted on spending hours each day practicing scales from theory books — was never able to jettison completely the influence of bebop, with its fast and elaborate chains of notes and ornaments on melody.

Two stylistic characteristics shaped the way Coltrane played the tenor saxophone: he favored playing fast runs of notes built on a melody and depended on heavy, regularly accented beats. The first led Coltrane to sheets of sound where he raced faster and faster, pile-driving notes into each other to suggest stacked harmonies. The second meant that his sense of rhythm was almost as close to rock as to bebop.

Three recordings illustrate Coltrane's energizing explorations. Recording *Kind of Blue* with Miles Davis, Coltrane found himself outside bebop, exploring modal melodies. Here he played surging, lengthy solos built largely around repeated motifs — an organizing principle unlike that of free jazz saxophone player Ornette Coleman, who modulated or altered melodies in his solos. On *Giant Steps*, Coltrane debuted as leader, introducing his own compositions. Here the sheets of sound, downbeat accents, repetitions, and great speed are part of each solo, and the variety of the shapes of his phrases is unique. Coltrane's searching explorations produced solid achievement. *My Favorite Things* was another kind of watershed. Here Coltrane played the soprano saxophone, an instrument seldom used by jazz musicians. Musically, the results were astounding. With the soprano's piping sound, ideas that had sounded dark and brooding acquired a feeling of giddy fantasy.

When Coltrane began recording for the Impulse! Label, he was still searching. His music became raucous, physical. His influence on rockers was enormous, including Jimi Hendrix, the rock guitarist, who, following Coltrane, raised the extended guitar solo using repeated motifs to a kind of rock art form.

The primary purpose of the text is to

- [A] discuss the place of Coltrane in the world of jazz and describe his musical explorations.
- [B] examine the nature of bebop and contrast it with improvisational jazz.
- [C] analyze the musical sources of Coltrane's style and their influence on his work.
- [D] acknowledge the influence of Coltrane's music on rock music and rock musicians.

Which of the following best describes the organization of the fourth paragraph?

[A] A thesis referred to earlier in the text is mentioned and illustrated with three specific examples.

[B] A thesis is stated and three examples are given each suggesting that a correction needs to be made to a thesis referred to earlier in the text.

[C] A thesis referred to earlier in the text is mentioned and three examples are presented and ranked in order of their support of the thesis.

[D] A thesis is stated, three seemingly opposing examples are presented, and their underlying correspondence is explained.

According to the text, John Coltrane did all of the following during his career EXCEPT

- [A] improvise on melodies from a number of different cultures.
- [B] perform as leader as well as soloist.

[C] spend time improving his technical skills.

[D] eliminate the influence of bebop on his own music.

According to the text a major difference between Coltrane and other jazz musicians was the

[A] degree to which Coltrane's music encompassed all of jazz.

[B] repetition of motifs that Coltrane used in his solos.

[C] number of his own compositions that Coltrane recorded.

[D] indifference Coltrane maintained to musical technique.

In terms of its tone and form, the text can best be characterized as

[A] dogmatic explanation.

[B] indignant denial.

[C] enthusiastic praise.

[D] speculative study.

Passage 4

Choose the best from the following sentences marked A to E to complete the article below. Write your answers on the ANSWER SHEET.

★Why did a promising heart drug fail?

Doomed drug highlights complications of meddling with cholesterol.

1. The failure of a high-profile cholesterol drug has thrown a spotlight on the complicated machinery that regulates cholesterol levels. But many researchers remain confident that drugs to boost levels of 'good' cholesterol are still one of the most promising means to combat spiralling heart disease.

2. Drug company Pfizer announced on 2 December that it was cancelling all clinical trials of torcetrapib, a drug designed to raise heart-protective high-density lipoproteins (HDLs). In a trial of 15000 patients, a safety board found that more people died or suffered cardiovascular problems after taking the drug plus a cholesterol-lowering statin than those in a control group who took the statin alone.

3. The news came as a kick in the teeth to many cardiologists because earlier tests in animals and people suggested it would lower rates of cardiovascular disease. "There have been no red flags to my knowledge," says John Chapman, a specialist in lipoproteins and atherosclerosis at the National Institute for Health and Medical Research (INSERM) in Paris who has also studied torcetrapib. "This cancellation came as a complete shock."

4. Torcetrapib is one of the most advanced of a new breed of drugs designed to raise levels of HDLs, which ferry cholesterol out of artery-clogging plaques to the liver for removal from the body. Specifically, torcetrapib blocks a protein called cholesterol ester transfer protein (CETP), which normally transfers the cholesterol from high-density lipoproteins to low density, plaque-promoting ones. Statins, in contrast, mainly work by lowering the 'bad' low-density lipoproteins.

Under pressure

5. Researchers are now trying to work out why and how the drug backfired, something that will not become clear until the clinical details are released by Pfizer. One hint lies in evidence from earlier trials that it slightly raises blood pressure in some patients. It was thought that this mild problem would be offset by the heart benefits of the drug. But it is possible that it actually proved fatal in some patients who already suffered high blood pressure. If blood pressure is the explanation, it would actually be good news for drug developers because it suggests that the problems are specific to this compound. Other prototype drugs that are being developed to block CETP work in a slightly different way and might not suffer the same downfall.

6. But it is also possible that the whole idea of blocking CETP is flawed, says Moti Kashyap, who directs atherosclerosis research at the VA Medical Center in Long Beach, California. When HDLs excrete cholesterol in the liver, they actually rely on LDLs for part of this process. So inhibiting CETP, which prevents the transfer of cholesterol from HDL to LDL, might actually cause an abnormal and irreversible accumulation of cholesterol in the body. "You're blocking a physiologic mechanism to eliminate cholesterol and effectively constipating the pathway," says Kashyap.

Going up

7. Most researchers remain confident that elevating high density lipoproteins levels by one means or another is one of the best routes for helping heart disease patients. But HDLs are complex and not entirely understood. One approved drug, called niacin, is known to both raise HDL and reduce cardiovascular risk but also causes an unpleasant sensation of heat and tingling. Researchers are exploring whether they can bypass this side effect and whether niacin can lower disease risk more than statins alone. Scientists are also working on several other means to bump up high-density lipoproteins by, for example, introducing synthetic HDLs. "The only thing we know is dead in the water is torcetrapib, not the whole idea of raising HDL," says Michael Miller, director of preventive cardiology at the University of Maryland Medical Center, Baltimore.

Questions 1-7

This passage has 7 paragraphs 1-7.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number i-ix in boxes 1-7 on your answer sheet.

List of Headings

i. How does torcetrapib work?

- ii. Contradictory result prior to the current trial
- iii. One failure may possibly bring about future success
- iv. The failure doesn't lead to total loss of confidence
- v. It is the right route to follow
- vi. Why it's stopped
- vii. They may combine and theoretically produce ideal result
- viii. What's wrong with the drug
- ix. It might be wrong at the first place

Example

answer

Paragraph 1

iv

- 1. Paragraph 2
- 2. Paragraph 3
- 3. Paragraph 4
- 4. Paragraph 5
- 5. Paragraph 6
- 6. Paragraph 7

Part III Writing

The first chart below shows the results of survey which sampled a cross-section of 100,000 people asking if they travelled abroad and why travelled for period 1994-98. The second chart shows their destinations over the same period.

Write a report for a university lecturer describing the information shown below.

VISITS ABROAD BY UK RESIDENTS BY PURPOSE OF VISIT (1994 - 98)					
	1994	1995	1996	1997	1998
Holiday	15,246	14,898	17,896	19,703	20,700
Business	3,155	3,188	3,249	3,639	3,957
Visits to friends and relatives	2,689	2,628	2,774	3,051	3,181
Other reasons	982	896	1,030	1,054	990
TOTAL	22,072	21,610	24,949	27,447	28,828

DESTINATIONS OF VISITS ABROAD BY UK RESIDENTS BY MAIN REGION (1994 - 98)				
	Western Europe	North America	Other areas	Total
1994	19,371	919	1,782	22,072
1995	18,944	914	1,752	21,610
1996	21,877	1,167	1,905	24,949
1997	23,661	1,559	2,227	27,447
1998	24,519	1,823	2,486	28,828