

电子科技大学

2016 年攻读硕士学位研究生入学考试试题

考试科目： 211 翻译硕士英语

注：无机读卡，所有答案必须写在答题纸上，写在试卷或草稿纸上均无效。

Part I Grammar & Vocabulary (1 x 30 = 30 Points)

There are thirty sentences in this section. Beneath each sentence there are four words or phrases marked A., B., C., and D. Please choose the correct answer that best completes the sentence and write your answers on the ANSWER SHEET.

- _____ implies an active choice to cling to something, not passively being carried along out of inability to imagine anything else.
A. Tenancy B. Tenacity C. Tendency D. Tenure
- The elimination of _____ was believed to be a prerequisite for any successful intercultural exchange.
A. generalizations B. judgments C. doubts D. stereotypes
- The Pentagon was planning to launch a 24-hour satellite television channel based in Baghdad to make it easier to _____ the news media “filter” that Bush Administration officials believe is misleading the public by emphasizing bad news about the occupation of Iraq.
A. circumnavigate B. circulate C. circumvent D. curriculum
- This class will provide you as a parent with age appropriate songs and activities to enjoy music at home with toddler that will develop coordination, balance and _____ relationship skills as well as communication and cooperation.
A. scrutiny B. spacious C. stereotype D. spatial
- It is a _____ to say that the women who teach in India must know the language, the religion, superstitions and customs of the women to be taught in India. It ought to be the very same case for England.
A. truism B. genuine C. tenacity D. similarity
- The just-concluded election in Pakistan is simply a _____ for continuing military rule, according to Selig Harrison, a leading US authority on South Asia, Afghanistan and the region.
A. inflection B. façade C. ambiguity D. fabrication
- As television, and to an extent the internet have _____ further through our society, the effects are perhaps more significant than even we realize.
A. perpetuated B. pervasive C. permanent D. permeated
- There’s this new girl coming to my school, and I like her a lot. I want to _____ our friendship before I start a serious relationship.
A. cement B. lime C. clay D. concrete

9. There was so much pain there, _____ caused by both sides over the years. I didn't want to hurt them, nor they me, but the harm had been done and it was irreversible.
A. inappreciably B. inadvertently C. inarticulately D. invisibly
10. Strengthening regional economic cooperation is a top priority for many Asian countries. Interdependence among these different countries is becoming stronger - thanks to the adoption of a more open economic model. And now, Asian countries are making efforts to promote regional _____, and in turn realize common prosperity.
A. integration B. diversity C. competition D. integral
11. When people can't explain a new phenomenon using their knowledge, they will firstly try to understand the new phenomena using the logic reference of _____.
A. comparison B. analysis C. counterpart D. analogy
12. If you mess up, it's not your parents' fault, so don't _____ about your mistakes, learn from them.
A. wonder B. worried C. whine D. pester
13. The system was redesigned to embrace the network and eventually _____ it in a profitable direction.
A. adapt B. control C. install D. steer
14. The introduction of gunpowder gradually made the bow and arrow _____, particularly in western Europe.
A. obscure B. obsolete C. optional D. overlapping
15. From busy homemakers to professional people, many Americans enjoy the convenience of prepackaged meals that can be ready to serve in 10 minutes or less. On the other hand, many Americans recognize the value of _____ art.
A. cookie B. culinary C. cuisine D. cook
16. The chairman of the board _____ on me the unpleasant job of dismissing good workers the firm can no longer afford to employ.
A. compelled B. posed C. pressed D. tempted
17. I am not _____ with my roommate but I have to share the room with her, because I have nowhere else to live.
A. concerned B. compatible C. considerate D. complied
18. A good education should train students to think for themselves. However, most of them are trained in the technique of examination under _____.
A. duly B. duty C. duress D. obligation
19. Only those students _____ thinks the best can be accepted by this university.
A. who B. he C. that D. what
20. The tickets each _____ 10 dollars.
A. cost B. costs C. is costing D. are costing
21. _____, I am a little shy.
A. To tell you the truth B. Telling you the truth
C. To be told the truth D. Being told the truth
22. We watched carefully _____ the house.

- A. during she walked against B. during she walked towards
C. while she walked against D. while she walked towards
23. Tom or you _____ the job.
A. is going to do B. are going to do
C. is doing D. has done
24. It is not what you said but what you did_____ matters.
A. which B. that C. what D. why
25. Never _____ anything more important before.
A. there is B. has there been C. there had D. there has been
26. He was shivering _____ cold.
A. with B. on C. in D. by
27. _____ you eat the correct foods _____ be able to keep fit and stay healthy.
A. Only if; will you B. Only if; you will
C. Unless; will you D. Unless; you will
28. He didn't hear the news, _____.
A. so didn't I B. so did I C. neither did I D. nor didn't I
29. He is very popular among his students as he always tries to make them _____ in his lectures.
A. interested B. interesting C. interest D. to interest
30. If the weather had been better, we could have had a picnic. But it _____ all day.
A. rained B. Rains C. has rained D. is raining

Part II Reading Comprehension (2 x 25 = 50 Points)

In this section there are three reading passages followed by questions. Please read the passages and then write your answers on the ANSWER SHEET.

Passage One How a Frenchman is reviving McDonald's in Europe

- A. When Denis Hennequin took over as the European boss of McDonald's in January 2004, the world's biggest restaurant chain was showing signs of recovery in America and Australia, but sales in Europe were sluggish or declining. One exception was France, where Mr Hennequin had done a sterling job as head of the group's French subsidiary to sell more Big Macs to his compatriots. His task was to replicate this success in all 41 of the European countries where anti-globalisers' favourite enemy operates.
- B. So far Mr Hennequin is doing well. Last year European sales increased by 5.8% and the number of customers by 3.4%, the best annual results in nearly 15 years. Europe accounted for 36% of the group's profits and for 28% of its sales. December was an especially good month as customers took to seasonal menu offerings in France and Britain, and to a promotion in Germany based on the game of Monopoly.
- C. Mr Hennequin's recipe for revival is to be more open about his company's operations, to be

“locally relevant”, and to improve the experience of visiting his 6,400 restaurants. McDonald's is blamed for making people fat, exploiting workers, treating animals cruelly, polluting the environment and simply for being American. Mr Hennequin says he wants to engage in a dialogue with the public to address these concerns.

- D. He introduced “open door” visitor days in each country which became hugely popular. In Poland alone some 50,000 visitors came to McDonald's through the visitors' programme last year. The Nutrition Information Initiative, launched last year, put detailed labels on McDonald's packaging with data on calories, protein, fat, carbohydrates and salt content. The details are also printed on tray-liners.
- E. Mr Hennequin also wants people to know that “McJobs”, the low-paid menial jobs at McDonald's restaurants, are much better than people think. But some of his efforts have backfired: last year he sparked a controversy with the introduction of a “McPassport” that allows McDonald's employees to work anywhere in the European Union. Politicians accused the firm of a ploy to make cheap labour from eastern Europe more easily available to McDonald's managers across the continent.
- F. To stay in touch with local needs and preferences, McDonald's employs local bosses as much as possible. A Russian is running McDonald's in Russia, though a Serb is in charge of Germany. The group buys mainly from local suppliers. Four-fifths of its supplies in France come from local farmers, for example. (Some of the French farmers who campaigned against the company in the late 1990s subsequently discovered that it was, in fact, buying their produce.) And it hires celebrities such as Heidi Klum, a German model, as local brand ambassadors.
- G. In his previous job Mr Hennequin established a “design studio” in France to spruce up his company's drab restaurants and adapt the interior to local tastes. The studio is now masterminding improvements everywhere in Europe. He also set up a “food studio”, where cooks devise new recipes in response to local trends.
- H. Given France's reputation as the most anti-American country in Europe, it seems odd that McDonald's revival in Europe is being led by a Frenchman, using ideas cooked up in the French market. But France is in fact the company's most profitable market after America. The market where McDonald's is weakest in Europe is not France, but Britain.
- I. “Fixing Britain should be his priority,” says David Palmer, a restaurant analyst at UBS. Almost two-thirds of the 1,214 McDonald's restaurants in Britain are company-owned, compared with 40% in Europe and 15% in America. The company suffers from the volatility of sales at its own restaurants, but can rely on steady income from franchisees. So it should sell as many underperforming outlets as possible, says Mr Palmer.
- J. M.Mark Wiltamuth, an analyst at Morgan Stanley, estimates that European company-owned restaurants' margins will increase slightly to 16.4% in 2007. This is still less than in the late 1990s and below America's 18-19% today. But it is much better than before Mr Hennequin's reign. He is already being tipped as the first European candidate for the group's top job in Illinois. Nobody would call that a McJob.

Questions 1-6 Do the following statements reflect the claims of the writer in Passage One?

TRUE if the statement reflects the claims of the writer

FALSE if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

1. McDonald was showing the sign of recovery in all European countries except France after Denis Hennequin took office as the boss of Euro-markets.
2. Starting from last year, detailed labels are put on McDonald's packaging and detailed information is also printed on tray-liners.
3. France is said to be the most anti-American country in Europe, but the ideas of the open "door" visiting days and "McPassport" are invented in the French market.
4. Britain possesses the weakest McDonald market among European countries and approximately 1214 McDonald's restaurants are company-owned.
5. According to David Palmer, a restaurant analyst at UBS, David Hennequin should treat the problem about McDonald in Britain as the most important thing.
6. David Palmer suggested that the management of McDonalod in Italy should sell as many its outlets which lose money in business as possible for revival.

Questions 7-10 Choose the appropriate letters A-D and write them on your answer sheet.

7. The word "sterling" in line 3 of Paragraph A means_____
 - A. difficult
 - B. menial
 - C. terrible
 - D. excellent
8. Which of the following statements on the accusation of MacDonalod is NOT TRUE?
 - A. It tends to make people fat.
 - B. Its operations are very vague.
 - C. It tends to exploit workers.
 - D. It tends to treat animals cruelly.
9. Which of the following measures taken by Denis Hennequin produced undesired result?
 - A. "Food Studio" scheme.
 - B. "Open Door" visitor days.
 - C. The "McPassport" scheme.
 - D. The Nutrition Information Initiative.
10. What did Denis Hennequin do so as to respond to local trends?
 - A. set up a "Food Studio".
 - B. established a "Design Studio".
 - C. hired celebrities as local brand ambassadors.
 - D. employed local bosses as much as possible.

Passage Two How private universities could help to improve public ones

- A. There are many rich Germans. In 2003 private assets are estimated to have been worth €5 trillion (\$5.6 trillion), half of which belongs to the richest tenth of the population. But with money comes stinginess, especially when it comes to giving to higher education. America devotes twice as much of its income to universities and colleges as Germany (2.6% of GDP, against 1.1%) mainly because of higher private spending—and bigger donations.
- B. Next year's figures should be less embarrassing. In November Klaus Jacobs, a German-born billionaire living abroad, announced that he would donate €200m to the International University Bremen (IUB)—the biggest such gift ever. It saved the IUB, Germany's only fully fledged private and international university (with 30 programmes and 1,000 students from 86 countries) from bankruptcy. It may also soften the country's still rigid approach to higher education.
- C. German higher education has long been almost entirely a state-run affair, not least because universities were meant to produce top civil servants. After 1945 the German states were put in charge, deciding on such details as examination and admission rules. Reforms in the 1970s made things worse by strengthening, in the name of democracy, a layer of bureaucracy in the form of committees of self-governance.
- D. Tuition fees were scrapped in the name of access for all. But ever-rising student numbers then met ever-shrinking budgets, so the reforms backfired. Today the number of college drop-outs is among the highest in the rich world, making tertiary education an elite activity: only 22% of young Germans obtain a degree, compared with 31% in Britain and 39% in America. German universities come low in world rankings, so good students often go abroad.
- E. In the 1980s it was hoped that private universities might make a difference. Witten-Herdecke University, founded in 1980, was the first. Teaching at IUB, which will change its name to Jacobs University soon, began in 2001. Today, there are 69 (non-faith-based) private institutions of higher learning, up from 24 a decade ago. There is growing competition, particularly among business schools.
- F. At the same time the states have been introducing private enterprise into higher education. In 2003 Lower Saxony turned five universities into foundations, with more autonomy. Others have won more control over their own budgets. Some states have also started to charge tuition fees. And in October a jury announced the winners of the first round of the “excellence initiative”—a national competition among universities for extra cash.
- G. Yet all this has led to only small improvements. Private universities educate only 3% of Germany's 2m-odd students, which may be why they find it hard to raise money. It also explains why many focus on lucrative subjects, such as the Bucerius Law School in Hamburg. Others have come to depend on public money. Only recently have rich individuals' foundations made big investments, as at IUB or at the Hertie School of Governance in Berlin.
- H. Public universities, meanwhile, still have not been granted much autonomy. There is less direct control, but far more “administered competition”: a new bureaucracy to check the

achievement of certain goals. This might all be avoided through price competition, but tuition fees, now €1,000 a year on average, are fixed centrally by each state. The excellence initiative is a mere drop in the bucket.

- I. That is why Mr. Jacobs's donation matters. For the first time, Germany will have a private university worth the name and with a solid financial footing (if it keeps up its academic performance, that is: Mr. Jacobs has promised to donate €15m annually over the next five years and another €125m in 2011 to boost the endowment, but only if things go well). If it works, other rich Germans may be tempted into investing in higher education too.
- J. Even so, private universities will play a small part in German higher education for the foreseeable future. This does not mean that public universities should be privatized. But they need more autonomy and an incentive to compete with one another—whether for students, staff or donors. With luck, Mr. Jacobs's gift will not only induce other German billionaires to follow suit, but also help to persuade the states to set their universities free.

Questions 11-16 *Do the following statements reflect the claims of the writer in Passage Two?*

TRUE if the statement reflects the claims of the writer

FALSE if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

- 11. Mr. Jacob's donation to the IUB is more likely to result in a firmer approach to the management of German higher education.
- 12. German higher education is a mainly state-run affair primarily because universities were intended to train top civil servants.
- 13. The reforms in the sector of German tertiary education in the 1970s produced the opposite result to the one which it intended.
- 14. The Bucerius Law School in Hamburg offers profitable business opportunities for its students to make money for tuition fees.
- 15. Mr. Jacob would like to donate €125 million annually over the next five years to IUB on the condition that things go well.
- 16. Private universities will continue to play a small role in German higher education for quite a long period of time in the future.

Questions 17-18 *Choose the appropriate letters A-D and write them on answer sheet.*

- 17. Which of the following features about German higher education is NOT true:
 - A. The number of students drop out in the tertiary education is one of the highest among the rich countries in the world.
 - B. The universities have a higher position in the scale of the world concerning the number of students obtaining a degree.
 - C. The public universities exercise fairly less autonomy and they also experience more “administrated competition”.

- D. The competition among the private universities is becoming increasingly tough and it is especially true of business schools.
18. The word “scrapped” in the first line of the fourth paragraph means_____.
- A. raised
 - B. lowered
 - C. charged.
 - D. cancelled

Passage Three The nature of genius

- A. There has always been an interest in geniuses and prodigies. The word 'genius', from the Latin gens (= family) and the term 'genius', meaning 'begetter', comes from the early Roman cult of a divinity as the head of the family. In its earliest form, genius was concerned with the ability of the head of the family, the paterfamilias, to perpetuate himself. Gradually, genius came to represent a person's characteristics and hence an individual's highest attributes derived from his 'genius' or guiding spirit. Today, people still look to stars or genes, astrology or genetics, in the hope of finding the source of exceptional abilities or personal characteristics.
- B. The concept of genius and of gifts has become part of our folk culture, and attitudes are ambivalent towards them. We envy the gifted and mistrust them. In the mythology of giftedness, it is popularly believed that if people are talented in one area, they must be defective in another, that intellectuals are impractical, that prodigies burn too brightly too soon and burn out, that gifted people are eccentric, that they are physical weaklings, that there's a thin line between genius and madness, that genius runs in families, that the gifted are so clever they don't need special help, that giftedness is the same as having a high IQ, that some races are more intelligent or musical or mathematical than others, that genius goes unrecognised and unrewarded, that adversity makes men wise or that people with gifts have a responsibility to use them. Language has been enriched with such terms as 'highbrow', 'egghead', 'blue-stockings', 'wiseacre', 'know-all', 'boffin' and, for many, 'intellectual' is a term of denigration.
- C. The nineteenth century saw considerable interest in the nature of genius, and produced not a few studies of famous prodigies. Perhaps for us today, two of the most significant aspects of most of these studies of genius are the frequency with which early encouragement and teaching by parents and tutors had beneficial effects on the intellectual, artistic or musical development of the children but caused great difficulties of adjustment later in their lives,

and the frequency with which abilities went unrecognised by teachers and schools. However, the difficulty with the evidence produced by these studies, fascinating as they are in collecting together anecdotes and apparent similarities and exceptions, is that they are not what we would today call norm-referenced. In other words, when, for instance, information is collated about early illnesses, methods of upbringing, schooling, etc., we must also take into account information from other historical sources about how common or exceptional these were at the time. For instance, infant mortality was high and life expectancy much shorter than today, home tutoring was common in the families of the nobility and wealthy, bullying and corporal punishment were common at the best independent schools and, for the most part, the cases studied were members of the privileged classes. It was only with the growth of paediatrics and psychology in the twentieth century that studies could be carried out on a more objective, if still not always very scientific, basis.

- D. Geniuses, however they are defined, are but the peaks which stand out through the mist of history and are visible to the particular observer from his or her particular vantage point. Change the observers and the vantage points, clear away some of the mist, and a different lot of peaks appear. Genius is a term we apply to those whom we recognise for their outstanding achievements and who stand near the end of the continuum of human abilities which reaches back through the mundane and mediocre to the incapable. There is still much truth in Dr Samuel Johnson's observation, 'The true genius is a mind of large general powers, accidentally determined to some particular direction'. We may disagree with the 'general', for we doubt if all musicians of genius could have become scientists of genius or vice versa, but there is no doubting the accidental determination which nurtured or triggered their gifts into those channels into which they have poured their powers so successfully. Along the continuum of abilities are hundreds of thousands of gifted men and women, boys and girls.
- E. What we appreciate, enjoy or marvel at in the works of genius or the achievements of prodigies are the manifestations of skills or abilities which are similar to, but so much superior to, our own. But that their minds are, not different from our own is demonstrated by the fact that the hard-won discoveries of scientists like Kepler or Einstein become the commonplace knowledge of schoolchildren and the once outrageous shapes and colours of an artist like Paul Klee so soon appear on the fabrics we wear. This does not minimise the supremacy of their achievements.

- F. To think of geniuses and the gifted as having uniquely different brains is only reasonable if we accept that each human brain is uniquely different. The purpose of instruction is to make us even more different from one another, and in the process of being educated we can learn from the achievements of those more gifted than ourselves. But before we try to emulate geniuses or encourage our children to do so we should note that some of the things we learn from them may prove unpalatable. We may envy their achievements and fame, but we should also recognise the price they may have paid in terms of perseverance, single-mindedness, dedication, restrictions on their personal lives, the demands upon their energies and time, and how often they had to display great courage to preserve their integrity or to make their way to the top.
- G. Genius and giftedness are relative descriptive terms of no real substance. We may, at best, give them some precision by defining them and placing them in a context but, whatever we do, we should never delude ourselves into believing that gifted children or geniuses are different from the rest of humanity.

Questions 19-25 *Do the following statements agree with the information given in Passage Three?*

- TRUE** *if the statement agrees with the information*
FALSE *if the statement contradicts the information*
NOT GIVEN *if there is no information about this in the passage*

19. Nineteenth-century studies of the nature of genius failed to take into account the uniqueness of the person's upbringing.
20. Nineteenth-century studies of genius lacked both objectivity and a proper scientific approach.
21. A true genius has general powers capable of excellence in any area.
22. The skills of ordinary individuals are in essence the same as the skills of prodigies.
23. The ease with which truly great ideas are accepted and taken for granted fails to lessen their significance.
24. Giftedness and genius deserve proper scientific research into their true nature so that all talent may be retained for the human race.
25. Geniuses often pay a high price to achieve greatness.

PART III Writing (1 x 20 = 20 Points)

Write an essay about 400 words to state your view on the following topic:

Nowadays the way many people interact with each other has changed because of technology.

In what way has technology affected the types of relationships people make?

Has this become a positive or negative development?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Marks will be awarded for content, organization, grammar and appropriateness. Failure to follow the above instructions may result in a loss of marks.

Write your essay on the ANSWER SHEET.