

南京理工大学

2015 年硕士学位研究生入学考试试题

科目代码: 857

科目名称: 翻译与写作

满分: 150 分

注意: ①认真阅读答题纸上的注意事项; ②所有答案必须写在答题纸上, 写在本题目纸或草稿纸上均无效; ③本试题纸须随答题纸一起装入试题袋中交回!

I. Translate the following sentences. (20 points, 2 points each)

A. From English into Chinese:

1. Students should be exposed to artistic activities and enjoy the process of learning which will help gradually to encourage positive character development.
2. In today's competitive job market, a college degree has never been more important.
3. It would be unfortunate if students were made the instrument of competition and teaching and learning methods were reduced to mere strategies for coming out tops in the race.
4. The formal learner is generally motivated by some kind of external goal such as parental approval, social status, and potential financial reward.
5. Fools act on imagination without knowledge; pedants act on knowledge without imagination and the task of university is to weld together imagination and experience.

B. From Chinese into English:

1. 没有人是为了发财当老师的。人们之所以选择教师这个行业主要是为了做一些对社会更有益的事情。
2. 该大学拥有一支高水平的师资队伍, 既有富有开拓精神的年轻研究者, 又有成果卓著、闻名遐迩的老年学者。
3. 有些大学给不该得高分的学生很高的分数, 这种倾向被称之为“分数膨胀”。
4. 必须提醒我们自己和我们的学生, 大学是致力于学习的地方, 而学术欺骗行为则会破坏这一事业的基础。
5. 最有天赋的学生未必在考试中取得好的成绩, 比成绩更重要的是懂得如何充分发挥自己的能力。

II. Translate the following passages. (60 points, 30 points each)

A. From English into Chinese:

I observed that the vitals of the village were the grocery, the bar-room, the

post-office, and the bank; and, as a necessary part of the machinery, they kept a bell, a big gun, and a fire-engine, at convenient places; and the houses were so arranged as to make the most of mankind, in lanes and fronting one another, so that every traveller had to run the gauntlet, and every man, woman, and child might get a lick at him. Of course, those who were stationed nearest to the head of the line, where they could most see and be seen, and have the first blow at him, paid the highest prices for their places; and the few straggling inhabitants in the outskirts, where long gaps in the line begun to occur, and the traveler could get over walls or turn aside into cow-paths, and so escape, paid a very slight ground or window tax.

Signs were hung out on all sides to allure him; some to catch him by the appetite, as the tavern and victualling cellar; some by the fancy, as the dry goods store and the jeweller's; and others by the hair or the feet or the skirts, as the barber, the shoe-maker, or the tailor. Besides, there was a still more terrible standing invitation to call at every one of these houses, and company expected about these times. For the most part I escaped wonderfully from these dangers, either by proceeding at once boldly and without deliberation to the goal, as is recommended to those who run the gauntlet, or by keeping my thoughts on high things, like Orpheus, who "loudly singing the praises of the gods to his lure, drowned the voices of the Sirens, and kept out of danger."

Sometimes I bolted suddenly, and nobody could tell my whereabouts, for I did not stand much about gracefulness, and never hesitate at a gap in a fence. I was even accustomed to make an irruption into some houses, where I was well entertained, and after learning the kernels and very last sievelful of news—what had subsided, the prospects of war and peace, and whether the world was likely to hold together much longer—I was let out through the rear avenues, and so escaped to the woods again.

B. From Chinese into English:

“年轻人, 我不明白。我要活, 我要长久活下去。我还盼望总有那么一天, 我可以从污泥中拔出我的身子, 我要乘雷飞上天空。然后我要继续追寻丰富的、充实的生命。我的心在跳动, 我的意志就不会消灭。我的追求也将继续下去, 直到我的志愿完成。”

它说着, 泪水早已干了, 脸上也没有了痛苦的表情, 如今有的却是勇敢和兴奋。它还带着信心似地问我一句: “我现在还要往前走?”

“我要走, 就是火山、大海、猛兽在前面等我, 我也要去!” 我坚决地甚至热情地回答。

龙忽然哈哈地笑起来。它的笑声还未停止, 一个晴空霹雳突然降下, 把四周变成漆黑。我伸手也看不见五根指头。就在这样的黑暗中, 我听见一声巨响自下冲向天空。泥水跟着响声四溅。我觉得我站的土地在摇动了。我的头发昏。

天渐渐地亮开来。我的眼前异常明亮。泥沼没有了。我前面横着一片草原, 新绿中点缀了红色的花朵。我仰头望天。蔚蓝色的天幕上隐约地现出淡黑色的龙

影，一身鳞甲还是乌亮乌亮的。

III. Writing (70 points)

1. Directions: Write a summary on the following passage in about 100 words. You should use your own words to generalize the main idea in the original. (30 points)

Throughout 1915, 1916, and 1917 the same grim scenario was played and replayed. The attackers would commence with a massive artillery bombardment along a front sometimes 50 miles wide. The bombardment might last for several days and was intended to clear out the mines and barbed wire, smash in the frontline trench system, and kill and wound many of the defenders, while others suffered shell shock and hysteria. The defenders would take refuge in their underground bunkers while reinforcements and artillery were rushed up and held ready in the rear. When the attacker's artillery would rain shells on the attackers, and the defending infantry, reinforced, would come out of bunkers, man their machine guns, and mow down the attackers. The attackers would in turn be reinforced, and occasionally penetrate a few miles or so, but eventually both the attackers and the defenders would become exhausted and break off the fighting.

As the war progressed, commanders would send their men into battle hoping for a breakthrough but willing to settle for killing and incapacitating more of the enemy's men than they lost of their own. "I am nibbling them," Joffre explained. Two of the most gruesome encounters came in 1916, when 2 million men were killed and wounded in battles at the Somme River and at Verdun. "Humanity...must be mad...What scenes of horror and carnage...Hell cannot be so terrible," wrote a French soldier at Verdun. Since the casualty rates were approximately equal, neither side "won." Other major offensives had the same results.

Between battles, men died from sniper fire, frontline patrols, random mortar fire, disease, exposure, and spoiled or adulterated rations. In Erich Remarque's novel *All Quiet on the Western Front*, the hero commented,

Although we need reinforcement, the recruits give us more trouble than they are worth. They are helpless in this grim fighting area, they fall like flies...[A] man must have a feeling for the contours of the ground, an ear for the sound and character of shells, must be able to decide beforehand where they drop, how they burst, and how to take shelter.

The young recruits of course know none of these things. They get killed simply because they can hardly tell shrapnel from high-explosive, they are mown down...They flock together like sheep instead of scattering...Some of them in a shell hole took their masks off too soon; they did not know that the gas lies longest in the hollows...Their condition is hopeless, they choke to death with hemorrhages and suffocation.

Survivors endured crowded quarters, trench foot, rats, lice mud, loss of comrades,

and probability of death during the next offensive. Under such conditions, men became living automatons. "We are not leading, the lives of men at all," one British soldier wrote, "but that of animals, living in holes in the ground, and only showing outside to fight and to feed." Some deserted, and on occasions there were mutinies. Most of the troops, however, kept on fighting loyally.

In an attempt to find a way of the stalemate, each side invented new weapons. They used poison gas and flamethrowers, but, in particular, special hopes were pinned on developing effective airplanes and tanks that might help the infantry to break through entrenchments. Both sides use airplanes and dirigibles (propelled lighter-than-air craft) for the observation and for attacks on the front lines and the rear supply areas. Airplanes fought each other in spectacular "dogfights," and skillful pilots (aces) became romantic heroes in an otherwise grim war of impersonal death. Airplanes and dirigibles also attacked cities behind the battlefronts, often for the specific purpose of demoralizing the civilian population. The phenomenon of civilians suffering the same grisly deaths as soldiers and sailors foretold the nature of wars to come. Tanks became a major supporting weapon for infantry attacks in 1917. When used in conjunction with airplanes, they provided the promise of breaking through entrenched positions and thus returning combat to a war of maneuver. However, neither the airplane nor the tank was fully developed during the war, and they are not decisive in bringing victory.

2. Directions: Write an essay of about 400 words on the following topic. Make sure your essay should have a clear thesis statement and convincing supporting details. And it should be unified, coherent and distinctive, with few grammar and spelling mistakes. (40 points)

My Ambition