

2019 年攻读浙江财经大学硕士学位研究生入学考试试题

科目代码: 211 科目名称: 翻译硕士英语

答案请写答题纸上

Part I Vocabulary & Grammar (30 points)

Directions: *There are 30 sentences in this section. Beneath each sentence there are four words or phrases marked A, B, C, and D. Choose the ONE answer that best completes the sentence. Please write your answer on the answer sheet.*

1. The attorney tried to _____ the testimony of the two witnesses.
A. contradict B. correspond C. corporate D. correlate
2. The origin of the universe _____ human understanding.
A. transcends B. trespasses C. overtakes D. beyond
3. It is well known that knowledge is the _____ condition for expansion of mind.
A. incompatible B. incredible C. indefinite D. indispensable
4. I _____ you didn't do anything about it for the time being.
A. would rather B. hope C. suggest D. suppose
5. Don't worry. The company will _____ all your expense.
A. satisfy B. meet C. pay D. submit
6. As my exams are coming next week, I'll take advantage of the weekend to _____ on some reading.
A. catch up B. clear up C. make up D. pick up
7. At first many people thought that this great disaster would inflict a terrible damage _____ the economy. But for some strange reason it touched a great shopping spree.
A. to, of B. on, upon C. on, off D. for, down
8. You may feel exhausted under stressful brainwork, heavy physical labor, or panic and _____ moods.
A. pitiful B. dismal C. cordial D. rough

9. If you _____ the old apartment, you can rent it for a good price.
A. did for B. did up C. did in D. did with
10. Some couples think that a quarrel, far from doing damage, actually adds a bit of _____ to their tired relationship.
A. taste B. sauce C. flavor D. spice
11. Zoe doesn't want to blow her own _____, so she declined to talk about her achievements at the meeting.
A. trumpet B. whistle C. bugle D. flute
12. Economic growth produces more revenue and that will help to _____ the tax cut and actually lower the debt.
A. impose B. buoy C. offer D. offset
13. We are getting a lot from search engines and Google is _____ one of the greatest inventions in human history.
A. questionably B. arguably C. contentiously D. debatably
14. They are _____ with hatred against the Jews who, they believe, have deprived them of their patrimony.
A. presumed B. assumed C. resumed D. consumed
15. As mentioned above, technical translations _____ a lot of research and are not really any fun to do unless you're interested in the topic at hand.
A. entail B. ascertain C. ensure D. secure
16. I don't doubt _____ the plan will be well-conceived.
A. why B. that C. whether D. when
17. Mrs. Brown is supposed _____ for Italy last week.
A. to have left B. to be leaving C. to leave D. to have been left
18. You may keep the book a further week _____ no one else requires it.
A. provided that B. if only C. in case D. even if
19. _____ the spirit is exhausted by overwork, _____ it is destroyed by idleness.
A. So...that B. Such...that C. Such...as D. As...so

20. The fire was finally brought under control, but not _____ extensive damage had been caused.
A. before B. since C. after D. as
21. _____ around us gives us vital information about our environment.
A. The sounds are heard B. That the hearing of sounds
C. Hearing the sounds D. Whatever the sounds are heard
22. Which of the following sentences is **INCORRECT**?
A. The fishing and the hunting in Arizona were good that year.
B. Brown bread and butter are usually eaten with smoked salmon.
C. Many a man and woman in this room is entitled to a copy.
D. Not only the switches but also the old writing has been changed.
23. The ease _____ computers connected to the Internet can transmit a lengthy document is so much more convenient than that of a fax machine.
A. for which B. with which C. at which D. on which
24. She would have been more agreeable if she had changed a little bit, _____?
A. hadn't she B. hasn't she C. wouldn't she D. didn't she
25. Which of the following italicized phrases indicates CAUSE?
A. *As he grew older* he lost interest in everything except gardening.
B. Her eyes were red *from excessive reading*.
C. *For all his efforts*, he didn't pass the exam.
D. I wish I could write *as well as you*.
26. _____ we wish him prosperous, we have objections to his ways of obtaining wealth.
A. As much B. Much as C. How much D. Much though
27. They _____ the problems with the principal himself had the parents gone to the meeting.
A. had discussed B. could discuss
C. could have discussed D. would discuss
28. Nearly all our clothes are made from fibers of one sort or another, _____ from plants, animals, coal or petroleum and all these fibers are seen to consist of long chain molecules.
A. despite they are derived B. whether are they derived
C. they be derived D. be they derived

29. Walter offered us a lift when he was leaving the office, but our work _____, we declined the offer.

- A. not having been finished B. was not finished
C. did not finish D. had not been finished

30. If I hadn't stood under the ladder to catch you when you fell, you _____ now.

- A. wouldn't be smiling B. couldn't have smiled
C. won't smile D. didn't smile

Part II Reading Comprehension (40 points)

Directions: *There are four passages in this part. Each passage is followed by some questions or statements. For each of them there are four choices marked A, B, C, and D. You are expected to make the best choice. Write your answer on the answer sheet.*

Passage 1

Questions 31-35 are based on the following passage.

Global energy demand is expected to triple by mid-century. The earth is unlikely to run out of fossil fuels by then, given its reserves of coal, but it seems unthinkable that we will continue to use them as we do now. It's not just a question of supply and price, or even of the disease caused by filthy air. The terrorist assault on the World Trade Center raises other scary scenarios: how much easier would it be to crack open the Trans-Alaska pipeline and how much deadline would it be to bomb a nuclear plant than to attack a wind farm?

Skeptics may recall the burst of enthusiasm for conservation and renewable power when oil prices quadrupled in the 1970s. State-funded energy research and development surged, while tax incentives boosted solar, wind and other alternatives to petroleum and atom. But when oil supplies loosened and prices dropped in the 1990s, governments lost interest. In the state of California, subsidies evaporated, pushing wind companies into bankruptcy.

Clean energy has a long way to go. Only 2.2% of the world's energy comes from "new" renewables such as small hydroelectric dams, wind, solar, and geothermal. How to boost that share--and at what pace--is debated in industrialized nations--from Japan, which imports 99.7% of its oil, to Germany, where the Chernobyl accident turned the public against nuclear plants, to the U.S., where the Bush Administration has strong ties to the oil industry. But the

movement toward clean renewable is undeniable. How soon we reach an era of clean, inexhaustible energy depends on technology. Solar and wind energies are intermittent: when the sky is cloudy or the breeze dies down, fossil fuel or nuclear plants must kick in to compensate. But scientists are working on better ways to store electricity from renewable sources.

While developed nations debate how to fuel their power plants, however, some 1.6 billion people--a quarter of the globe's population--have no access to electricity or gasoline. Many spend their days collecting firewood and cow dung, burning it in primitive stoves that belch smoke into their lungs. To emerge from poverty, they need modern energy. And researchers can help. From village-scale hydro power to household photovoltaic systems to bio-gas stoves that convert dung into fuel.

Ultimately, the earth can meet its energy needs without fouling the environment. "But it won't happen," asserts Thomas Johansson, an energy adviser to the United Nations Development Program, "without political will." To begin with, widespread government subsidies for fossil fuels and nuclear energy must be dismantled to level the playing field for renewables. Moreover, government should pressure utility to meet targets for renewable sources of energy.

31. According to the passage, the renewable energy research lose support from governments in the early 1990s because _____.
- A. skeptics were becoming doubtful about the efficiency of renewables
 - B. the investment in the field was not worth its value
 - C. renewables could not meet the increasing energy needs of the society
 - D. it was much easier and cheaper to use oil than before
32. According to the passage, which one of the following is true?
- A. The more developed a nation is, the higher the proportion of renewables being used.
 - B. Developed nations haven't reached a consensus about using more renewables.
 - C. Developed nations are experiencing a fierce energy revolution.
 - D. Developed nations' ties with the oil industry are becoming tense.
33. It can be concluded from the passage that _____.
- A. poor areas are badly polluted and are in high need of renewable energy
 - B. the development of a nation will invariably pollute the environment
 - C. it will be impossible for wind and solar energy to completely replace fossil fuels
 - D. high technology plays a vital role in the trend toward clean energy

34. The author's purpose of writing this article is to _____.
- A. urge the governments to take effective measures
 - B. encourage developed nations to set up an example in the energy revolution
 - C. illustrate the urgent demand of clean energy
 - D. elaborate the difficulties in the use of clean energy
35. It can be inferred from the passage that the author's biggest worry about using nuclear energy is that _____.
- A. There will be a wide gap between developed and developing countries
 - B. It will limit the development of many other alternatives
 - C. It is deadly if terrorists attack a nuclear plant
 - D. It will do great harm to the inadequate reserves of coal

Passage 2

Questions 36-40 are based on the following passage.

It is April 1959. I'm standing at the railing of the Batory's upper deck, and I feel that my life is ending. I'm looking out at the crowd that has gathered on the shore to see the ship's departure from Gdynia--a crowd that, all of a sudden, is irrevocably on the other side--and I want to break out, run back, run toward the familiar excitement, the waving hands, the exclamations. We can't be leaving all this behind--but we are. I am thirteen years old, and we are emigrating. It's a notion of such crushing, definitive finality that to me it might as well mean the end of the world.

When the brass band on the shore strikes up the jaunty mazurka rhythms of the Polish anthem, I am pierced by a youthful sorrow so powerful that I suddenly stop crying and try to hold still against the pain. I desperately want time to stop, to hold the ship still with the force of my will. I am suffering my first, severe attack of nostalgia. It is a feeling whose **shades and degrees** I'm destined to know intimately, but at this hovering moment, it comes upon me like a visitation from a whole new geography of emotions, an annunciation of how much an absence can hurt. Or a symptom of absence, because at this divide, I'm filled to the brim with what I'm about to lose--images of Cracow, which I loved as one loves a person, of the sunbaked villages where we had taken summer vacations, of the hours I spent poring over passages of music with my piano teacher, of conversations and mischiefs with friends. Looking ahead, I come across an enormous, cold blankness--a darkening, and erasure, of the imagination, as if a **camera eye** has snapped shut, or as if a **heavy curtain** has been pulled over the future. Of the place where we're going--Canada--I know

nothing. There are vague outlines of half a continent, a sense of vast spaces and little habitation. When my parents were hiding in a branch-covered forest bunker during the war, my father had a book with him called *Canada Fragrant with Resin* which, in his horrible confinement, spoke to him of majestic wilderness, of animals roaming without being pursued, of freedom. That is partly why we are going there, rather than to Israel, where most of our Jewish friends have gone. But to me, the word “Canada” has ominous echoes of the “Sahara.” No, my mind rejects the idea of being taken there. I don’t want to be pried out of my childhood, my pleasure, my safety, my hopes for becoming a pianist. The Batory pulls away, the foghorn emits its lowing, shofar sound, but my being is engaged in a stubborn refusal to move. My parents put their hands on my shoulders consolingly; for a moment, they allow themselves to acknowledge that there’s pain in this departure, much as they wanted it.

Many years later, at a stylish party in New York, I met a woman who told me that she had an enchanted childhood. Her father was a highly positioned diplomat in an Asian country, and she had lived surrounded by sumptuous elegance...No wonder, she said, that when this part of her life came to an end, at age thirteen, she felt she had been exiled from paradise, and had been searching for it ever since.

36. Which of the following can be suggested from the first paragraph?
- A. The author’s irrational fear that she will be permanently separated from her family.
 - B. Sad realization that the author is leaving a familiar life.
 - C. Severe state of desperation that may lead the author to seek professional help.
 - D. Overwhelming sense of the desperate life that the author and her family have led.
37. By describing her feelings as having “shades and degrees” in Paragraph 2, the author suggests that _____.
- A. she is numb to the pain of her grief
 - B. she is defeated by her emotions
 - C. she is allowing herself to grieve only a little at a time
 - D. her emotional state is multifaceted
38. The purpose for the author to refer to the “camera eye” and the “heavy curtain” is to suggest _____.
- A. her inability to overcome her fear of death
 - B. her inability to imagine her future life
 - C. the difference between reality and art

D. the importance of images to the human mind

39. The passage implies that the author differs from her parents in that she _____.

- A. has happier memories of Poland than her parents do
- B. is too young to understand what she is leaving behind
- C. is reluctant to wave to the crowd on the shore
- D. feels no response to the rhythms of the Polish anthem

40. In the last paragraph, the author mentions the anecdote about the woman she met in order to _____.

- A. provide the evidence that she has become less childlike and more sophisticated
- B. tell the reader how wealthy children are raised in Asian countries
- C. emphasize the importance of childhood happiness
- D. show that she has ultimately lived in Canada without any problems

Passage 3

Questions 41-45 are based on the following passage.

Americans are proud of their economic system, believing it provides opportunities for all citizens to have good lives. Their faith is clouded, however, by the fact that poverty persists in many parts of the country. Government anti-poverty efforts have made some progress but have not eradicated the problem. Similarly, periods of strong economic growth, which bring more jobs and higher wages, have helped reduce poverty but have not eliminated it entirely.

The federal government defines a minimum amount of income necessary for basic maintenance of a family of four. This amount may fluctuate depending on the cost of living and the location of the family. In 1998, a family of four with an annual income below \$16,530 was classified as living in poverty.

The percentage of people living below the poverty level dropped from 22.4 percent in 1959 to 1.4 percent in 1978. But since then, it has fluctuated in a fairly narrow range. In 1998, it stood at 12.7 percent.

What is more, the overall figures mask much more severe pockets of poverty. In 1998, more than one-quarter of all African-Americans (26.1 percent) lived in poverty; though distressingly high, that figure did represent an improvement from 1979, when 31 percent of blacks were officially classified as poor, and it was the lowest poverty rate for this group since 1959. Families headed by single mothers are particularly susceptible to poverty. Partly as a result of this phenomenon, almost one in five children (18.8 percent) was poor

in 1997. the poverty rate was 36.7 percent among African-American children and 34.4 percent among Hispanic children.

Some analysts have suggested that the official poverty figures overstate the real extent of poverty because they measure only cash income and exclude certain government assistance programs such as Food Stamps, health care, and public housing. Others point out, however, that these programs rarely cover all of a family's food or health care needs and that there's a shortage of public housing. Some argue that even families whose incomes are above the official poverty level sometimes go hungry, skimping on food to pay for such things as housing, medical care, and clothing. Still others point out that people at the poverty level sometimes receive cash income from casual work and in the "underground" sector of the economy, which is never recorded in official statistics.

In any event, it is clear that the American economic system does not apportion its rewards equally. In 1997, the wealthiest one-fifth of American families accounted for 47.2 percent of the nation's income, according to the Economic Policy Institute, a Washington-based research organization. In contrast, the poorest one-fifth earned just 4.2 percent of the nation's income, and the poorest 40 percent accounted for only 14 percent of income.

41. According to the author, as determined by the federal government, the poverty level is based on _____.

- A. the minimum income that a family of four can live off comfortably
- B. the minimum income that can sustain a family of four
- C. the percentage of people living in poverty
- D. statistical data that fluctuate greatly from year to year

42. It can be learned from the third paragraph that the percentage of the population living in poverty _____.

- A. has not improved much since 1978
- B. has continued to decline since 1959
- C. fluctuated only slightly between 1959 and 1978
- D. has not changed much since 1959

43. It can be concluded from the passage that the current percentage of African-Americans living in poverty _____.

- A. has not improved in the last quarter century
- B. is largely comprised of single mothers
- C. has created racial tension in the country
- D. is significantly higher than the overall national rate

44. From Paragraph 5, we know some analysts believe that the US official formulas for determining poverty levels _____.

- A. do not adequately address the shortage of public housing
- B. are the most comprehensive in the world
- C. should exclude any forms of government assistance
- D. may misread the actual extent of poverty

45. It can be learned from the passage that poverty in America _____.

- A. is a marginal issue for the country
- B. is a persisting problem in many areas
- C. can be eradicated by strong economic growth
- D. is a main concern of the US government

Passage 4

Questions 46-50 are based on the following passage.

Intelligence has historically been conceptualized as a more or less fixed trait. This view perceives intelligence as something people are born with, and the function of development is to allow this genetic endowment to express itself. A number of investigators have taken the approach that intelligence is highly heritable, transmitted through the genes. Other investigators believe that intelligence is minimally heritable, if at all. Most authorities take an intermediate position.

Considering the large number of studies that have investigated the heritability of intelligence, it is surprising that so much disagreement exists among researchers. It has been estimated that roughly half the variation in intelligence test scores is caused by hereditary influences. But it is significant that estimates of heritability can differ among ethnic and racial groups, as well as across time within a single group. Moreover, the estimates are computed, for the most part, on the basis of intelligence test scores, so that the estimates are only for that part of intelligence measured by the tests.

Whatever the heritability factor of IQ, a separate issue is whether intelligence can be increased. Work by a New Zealand researcher, James Flynn, has shown that, in the late 20th century, scores on intelligence tests have been rising rather steadily throughout the world. Although the reason for the increase has not been satisfactorily explained, there is little doubt that this is a developing phenomenon requiring careful investigation.

Despite the general increase in scores, average IQs continue to vary both across countries and across different socioeconomic groups. For example, many researchers have found a positive correlation between socioeconomic status and

IQ, although they disagree over the reason for the relationship. Most investigators agree that differences in educational opportunities play an important role, and some investigators believe that there is a hereditary basis for the differences as well. But there is simply no broad **consensus** on the issue of why the differences exist, and, again, it should be noted that the differences are based on IQ, not broadly defined intelligence.

It is important to understand that no matter how heritable intelligence is, some aspects of it are still malleable. Heritability of a trait is a separate issue from its malleability. A person's height, for example, is 90 percent heritable; the best predictor of height is the height of a person's parents. Yet, because of better nutrition and health care, average heights in the United States have climbed during the 20th century. Thus, with intervention, even a highly heritable trait can be modified. There is a growing body of evidence that aspects of intelligence, too, can be modified. Intelligence, in the view of many authorities, is not a fixed trait, with its level a foregone conclusion the day the person is born. A program of training in intellectual skills can increase some aspects of a person's level of intelligence. No training program--no environmental condition of any sort--can make a genius of a person with low measured intelligence. But some gains are possible, and programs have been developed for increasing intellectual skills. A main trend for psychologists in the intelligence field has been to combine testing and training functions in order to enable people to optimize their intelligence.

46. Which of the following can be the best title for this passage?
- A. The Optimization of Intelligence
 - B. The Development of Programs for Increasing Intellectual Skills
 - C. The Malleability of Intelligence
 - D. The Heritability of Intelligence
47. Which of the following statements is true according to this passage?
- A. The malleability of a trait is closely related to its heritability.
 - B. It is not possible for a person with low measured intelligence to become a genius.
 - C. Intelligence can be increased in spite of its heritability.
 - D. There is little correlation between socioeconomic status and IQ.
48. The most probable meaning of the word "consensus" in Paragraph 4 is _____.
- A. minority opinion
 - B. general agreement
 - C. moral sense
 - D. ethical feelings
49. What does the last paragraph mainly deal with?

- A. Even a highly heritable trait can be modified.
- B. Heritability of a trait is a separate issue from its malleability.
- C. Programs have been developed for increasing intelligence skills.
- D. Intelligence is not solely heritable.

50. A person's height is used as an example in the last paragraph to ____.
- A. Show even a highly inheritable trait can be modified.
 - B. Make a comparison between intelligence and height.
 - C. Explain why intelligence cannot be modified
 - D. Support that the height is highly inheritable

Part III Writing (30 points)

Directions: *In this part you are supposed to write an argumentative essay of no less than 400 words within 60 minutes based on the information given below.*

Read the following paragraph and write an essay on the topic below

Should University Evaluate the Teaching Effectiveness of Teachers Only?

Fifteen years ago, Omega University implemented a new procedure that encouraged students to evaluate the teaching effectiveness of all their professors. Since that time, Omega University professors have begun to assign higher grades in their classes, and overall student grade averages at Omega University have risen by 30%. Potential employers, looking at this dramatic rise in grades, believe that grades at Omega University are inflated and do not accurately reflect student achievement. As a result, Omega graduates have not been as successful at getting jobs as have graduates from nearby Alpha University.

In the first part of your essay, you should state clearly your main argumentation, and in the second part, you should support your argument with appropriate details. In the last part, you should bring what you have written to a natural conclusion, or make a summary.

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