

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: 882 科目名称: 翻译与写作

答案请写答题纸上

Part One Translation (80 points)

I. Put the English passage into Chinese. (40 points)

The Road to Knowledge

This *Encyclopedia* makes a feature of answering all those difficult questions which children ask grown-ups, and which grown-ups really want to ask somebody else. Well, perhaps not all those questions. There are two to which there were no answers in my volume, nor, I suspect, in any of the other volumes, and yet these are the two questions more often asked than any others. "How did God begin?" and "Where do babies come from?" Perhaps they were omitted because the answers to them are so easy. "That, my child, is something which you had better ask your mother," one replies; or if one is the mother, "You must wait till you're grown-up, dear." Nor did I see any mention of the most difficult question of all, the question of the little girl who had just been assured that God could do anything. "Then, if He can do anything, can He make a stone so heavy that He can't lift it?" Perhaps the editor is waiting for his second edition before he answers that one. But upon such matters as "Why does a stone sink?" or "What makes thunder?" he is delightfully informing.

But I felt all the time that in this part of his book he really had his eye on me and my generation rather than on the children. No child wants to know why a stone sinks; it knows the answer already -- "What else could it do?" Even Sir Isaac Newton was a grown-up before he asked why an apple fell, and there had been men in the world fifty thousand years before that (yes I have been reading *The Outline of History*, too), none of whom bothered his head about gravitation. Yes, the editor was thinking all the time that you and I ought to know more about these things. Of course, we should be too shy to order the book for ourselves, but we could borrow it from our young friends occasionally on the plea of seeing if it was suitable for them, and so pick up a little of that general knowledge which we lack so sadly.

The drawback of all *Guides to Knowledge* is that one cannot have the editor at hand in order to cross-examine him. This is particularly so in the case of a *Children's Encyclopedia*, for the child's first question, "Why does this do that?" is meant to have no finality. The child does not really want to know, but it does want to keep up a friendly conversation, or, if humorously inclined, to see how long you can go on without getting annoyed. Not always, of course; sometimes it really is interested; but in most cases, I suspect, the question, "What makes thunder?" is inspired by politeness or mischief. The grown-up is bursting to explain, or else he obviously doesn't know, and ought to be shown up.

II. Put the following Chinese into English. (40 points)

我有一个志愿

我是个没有什么大志愿的人。我向来没说过自己有如何了不起的学问与天才，也没觉得谁的职业比我自己的高贵或低贱。我只希望吃得饱，穿得暖，而尽心尽力地写些文章。

在写文章中我可是有个志愿——希望能写出一本好的剧本来。虽然我是没有什么远大志愿的人，这个志愿可的确不算很小。要达到这个志愿，我须第一，去读很多很多的书——顶好是能上外国去读几年书。第二，我须有戏必看，去“养”我的眼睛。第三，我想我应当到什么剧团中做两年职员，天天和导演、演员，与其他的专门的技术人员有亲密的接触。第四，或者我还应当学学演戏，常扮个什么不重要的角色。把上述四项都做到，我还不知道我是否有写剧的天才。假若没有，我的工夫虽然下到了，可还是难以如愿。这个志愿真的不算小！

恐怕有人以为我不很诚实吧——写个剧本也值得发这么大的愿？好，让咱们往远里说说吧。人，从一个意义来说，是活在记忆中的。他记得过去，才关切将来。否则他们活在虚无缥缈中，不知自己从何而来，和要往哪里去。

Part Two Writing (70 points)

William Martin, an American poet, once presented his ideas on education,

“Do not ask your children to strive for extraordinary lives. Such striving may seem admirable, but it is the way of foolishness. Help them instead to find the wonder and the marvel of an ordinary life. Show them the joy of tasting tomatoes, apples and pears. Show them how to cry when pets and people die. Show them the infinite pleasure in the touch of a hand. And make the ordinary come alive for them. The extraordinary will take care of itself.” Do you agree with him? Write an article of NO LESS THAN 500 words, in which you should:

1. interpret William Martin’s educational ideas, and then
2. state your opinion towards William Martin’s ideas, providing reasons and examples to illustrate your opinion.

Marks will be based on content relevance, content sufficiency, organization and language quality.