

聊城大学2017年硕士研究生入学考试初试试题

考试科目	[211]翻译硕士英语	A 卷
注意事项	1. 本试题满分100分。 2. 答题须用黑色字迹签字笔书写。答案必须写在答题纸上，写在试题或草稿纸上无效。	
<p>I. Vocabulary and Grammar (30 points)</p> <p>Multiple Choice</p> <p>Directions: Beneath each sentence there are four words or phrases marked A, B, C, and D. Choose the answer that best completes the sentence. Write the answers on your answer sheet.</p> <ol style="list-style-type: none"> 1. The city of Chicago _____ an area of 606.2 km². A. covers B. covering C. that covers D. is covered 2. The Nobel Prize winner expressed the society _____ in his novels. A. he had grown up B. in which he had grown up C. which had he grown up in D. he had grown up in it 3. Not until 1846 _____ made the capital of the state of Alabama. A. was Montgomery B. Montgomery was C. when Montgomery was D. was when Montgomery 4. He told Mary to be more patient _____ her parents. A. for B. at C. with D. in 5. Any person in her position _____ the same choice. A. has made B. might have made C. made D. had made 6. It is really difficult to judge _____ is the better student, John or Ruth. A. which B. whom C. who D. whose 7. No one has seen her these days because she is _____. A. on holiday B. in holiday C. by her leave D. at leave 8. We _____ on this project for two years but _____ only half of it. A. have been working...have completed B. worked...have completed C. will be working...completed D. will have worked...have completed 9. How do you like this evening's lecture? Well, I find it _____. A. most enlightening B. the most enlightening C. most enlightened D. a lot enlightening 10. Judy is _____ girl that everyone likes her. A. so lively a B. so lovely C. a such lively D. such lively a 11. Mr. Johnson is a thoroughly _____ man, so we can trust him in doing business with him. A. shabby B. sharp C. sinister D. upright 12. All the students are required to _____ their essays next Friday. A. submit B. subscribe C. commit D. depict 13. Luckily, no one was hurt in the traffic accident. Furthermore, the cars remained _____. A. invariable B. irresistible C. integral D. intact 14. We should buy things we really need rather than spend money _____. A. exclusively B. scantily C. lavishly D. frugally 15. Many parents try to _____ their children from the cold realities of the world. A. extract B. redeem C. insulate D. reclaim 16. Because of poverty, some patients are now receiving no or _____ treatment. A. obedient B. terminal C. appalling D. inadequate 17. Many parents do everything they can in order to _____ a bright future for their children. A. empower B. enact C. ensure D. entrust 		
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18. More and more people believe that it is unhealthy to eat only _____ foods.

A. refined B. produced C. retailed D. wholesale

19. The company's development has been _____ because of the lack of advanced technology.

A. hindered B. misled C. tugged D. accelerated

20. When the old man _____, he found himself lying in the hospital.

A. came to B. came off C. came through D. came over

II. Reading Comprehension (40 points)

Section One Multiple Choice (20 points)

Directions: In this section, there are two passages followed by multiple-choice questions. Read the passages and then write the answers on your answer sheet.

Passage 1

With the possible exception of equal rights, perhaps the most controversial issue across the United States today is the death penalty. Many argue that it is an effective deterrent to murder, while others maintain there is no convincing evidence that the death penalty reduces the number of murders.

The principal argument advanced by those opposed to the death penalty, basically, is that it is cruel and inhuman punishment, that it is the mark of a brutal society and finally that it is of questionable effectiveness as a deterrent to crime anyway.

In our opinion, the death penalty is a necessary evil. Throughout recorded history there have always been those extreme individuals in every society who were capable of terribly violent crimes such as murder. But some are more dangerous than others.

For example, it is one thing to take the life of another in a fit of blind rage, but quite another to coldly plan and carry out the murder of one or more people in the style of a butcher. Thus, murder, like all other crimes, is a matter of relative degree. While it could be argued with some conviction that the criminal in the first instance should be merely isolated from society, such should not be the fate of the latter type murderer.

The value of the death penalty as a deterrent to crime may be open to discussion. But the overwhelming majority of people believe that the death penalty protects them. Their belief is reinforced by evidence which shows that the death penalty deters murder. For example, from 1954 to 1963, when the death penalty was consistently imposed in California, the murder rate remained between three and four murders for each 100, 000 population. Since 1964 the death penalty has been imposed only once, and the murder rate has risen to 10.4 murders for each 100, 000 population. The sharp climb in the state's murder rate, which began when killings stopped, is no coincidence. It is convincing evidence that the death penalty does deter many murderers. If the bill reestablishing the death penalty is vetoed, innocent people will be murdered—some whose lives may have been saved if the death penalty were in effect. This is literally a life or death matter. The lives of thousands of innocent people must be protected.

21. Some people are opposed to the death penalty because of the following except _____.

- A. it is an inhuman punishment
- B. it is the mark of a brutal society
- C. it is not certain whether it can deter crimes
- D. it does not prevent crimes

22. According to the author, the death penalty is necessary because _____.

- A. it is cruel
- B. it can end all terribly violent crimes.

- C. it can protect the lives of thousands of innocent people
D. no one is opposed to it
23. Which of the following statements reflects the author's attitude towards the death penalty?
- A. All murderers should receive the death penalty.
B. Those who kill others in a fit of blind rage should receive the death penalty.
C. Those who coldly plan and carry out the murder of one or more people in the style of a butcher should receive the death penalty.
D. No murderer should receive the death penalty.
24. What does the word "reinforced" in the 3rd line of paragraph 5 mean?
- A. strengthened
B. questioned
C. proved
D. abandoned
25. According to the passage, there exists a close relationship between _____.
- A. equal rights and the death penalty
B. murder rate and the imposition of the death penalty
C. Two types of murder
D. the effects of the death penalty and those of isolation

Passage 2

Immigration poses two main challenges for the rich world's governments. One is how to manage the inflow of migrants; the other, how to integrate those who are already there.

Whom, for example, to allow in? Already, many governments have realized that the market for top talent is global and competitive. Led by Canada and Australia, they are redesigning migration policies not just to admit, but actively to attract highly skilled immigrants. Germany, for instance, tentatively introduced a green card of its own two years ago for information-technology staff.

Whereas the case for attracting the highly skilled is fast becoming conventional wisdom, a thornier issue is what to do about the unskilled. Because the difference in earnings is greatest in this sector, migration of the unskilled delivers the largest global economic gains. Moreover, wealthy, well-educated, ageing economies create lots of jobs for which their own workers have little appetite.

So immigrants tend to cluster at the upper and lower ends of the skill spectrum. Immigrants either have university degrees or no high-school education. Mr. Smith's survey makes the point: Among immigrants to America, the proportion with a postgraduate education, at 21%, is almost three times as high as in the native population; equally, the proportion with less than nine years of schooling, at 20%, is more than three times as high as that of the native-born.

All this means that some immigrants do far better than others. The unskilled are the problem. Research by George Borjas, a Harvard University professor whose parents were unskilled Cuban immigrants, has drawn attention to the fact that the unskilled account for a growing proportion of America's foreign-born. Newcomers without high-school education not only drag down the wages of the poorest Americans; their children are also disproportionately likely to fail at school.

These youngsters are there to stay. "The toothpaste is out of the tube," says Mark Krikorian, executive director of the Centre for Immigration Studies. And their numbers will grow. Because the rich world's women spurn motherhood, immigrants give birth to many of the rich world's babies. Foreign mothers account for one birth in five in Switzerland and one in eight in Germany and Britain. If these children grow up underprivileged and undereducated, they will create a new underclass that may take many years to emerge from poverty.

For Europe, immigration creates particular problems. Europe needs it even more than the

United States because the continent is ageing faster than any other region. Immigration is not a permanent cure (immigrants grow old too), but it will buy time. And migration can “grease the wheels” of Europe’s sclerotic labour markets, argues Tito Boeri in a report published in July. However, thanks to the generosity of Europe’s welfare states, migration is also a sort of tax on immobile labour. And the more immobile Europeans are—the older, the less educated—the more xenophobic they are too.

26. According to the passage, many rich world’s governments have realized the importance of admitting _____.

- A. poor immigrants
- B. young immigrants
- C. highly skilled immigrants
- D. male immigrants

27. Which of the following statements is NOT true according to Mr. Smith’s survey?

- A. 21% of the immigrants to America have a postgraduate education.
- B. 20% of the immigrants to America have less than nine years of schooling.
- C. In America, the immigrants have either university education or no high-school education.
- D. There are more highly skilled immigrants than the unskilled ones in America.

28. According to the passage, the unskilled immigrants are the problem because _____.

- A. They do not want to work
- B. They cannot adapt themselves to the new environment
- C. They are not satisfied with the wages
- D. They may exert a negative influence on their children’s school performance

29. The word “xenophobic” in the last line of the last paragraph means _____.

- A. fearing foreigners
- B. hospitable
- C. hard-working
- D. disappointed

30. What conclusion can be drawn according to the last paragraph of the passage?

- A. Immigration not only creates problems but also provides the labor force for the developed countries.
- B. Immigration brings about serious challenges for the developed countries.
- C. There are more immigrants than the natives in the developed countries.
- D. It is impossible to solve the immigration problem.

Section Two Answering Questions (20 points)

Directions: Read the following passages and then answer **IN COMPLETE SENTENCES** the questions which follow them. Use only the information from the passages you have just read and write the answers on your answer sheet.

Passage 1

Guthrie’s contiguity principle offers practical suggestions for how to break habits.

One application of the threshold method involves the time young children spend on academic activities. Young children have short attention spans, so the length of time they can sustain work on one activity is limited. Most activities are scheduled to last no longer than 30 to 40 minutes. However, at the start of the school year, attention spans quickly wane and behavior problems often result. To apply Guthrie’s theory, a teacher might, at the start of the year, limit activities to 15 to 20 minutes. Over the next few weeks the teacher could gradually increase the time students spend working on a single activity.

The threshold method also can be applied to teaching printing and handwriting. When children

first learn to form letters, their movements are awkward and they lack fine motor coordination. The distances between lines on a page are purposely wide so children can fit the letters into the space. If paper with narrow lines is initially introduced, students' letters would spill over the borders and students might become frustrated. Once students can form letters within the larger borders, they can use paper with smaller borders to help them refine their skills.

The fatigue method can be applied when disciplining disruptive students who build paper airplanes and sail them across the room. The teacher can remove the students from the classroom, give them a large stack of paper, and tell them to start making paper airplanes. After the students have made several airplanes, the activity should lose its attraction and paper will become a cue for not building airplanes.

Some students continually race around the gym when they first enter their physical education class. To employ the fatigue method, the teacher might decide to have these students continue to run a few more laps after the class has begun.

The incompatible response method can be used with students who talk and misbehave in the media center. Reading is incompatible with talking. The media center teacher might ask the students to find interesting books and read them while in the center. Assuming that the students find the books enjoyable, the media center will, over time, become a cue for selecting and reading books rather than for talking with other students.

In a social studies class some students regularly fall asleep. The teacher realized that using the board and overhead projector while lecturing was very boring. Soon the teacher began to incorporate other elements into each lesson, such as experiments, videotapes, and debates, in an attempt to involve students and raise their interest in the course.

31. What is the passage mainly about?

32. What does the fatigue method mean?

Passage 2

Visiting a National Park can be relaxing, inspiring and rejuvenating, but it can also be disturbing. As you drive into Rocky Mountain National Park, and you will see starving elk, damaged meadows and dying forests. Our parks are growing old because we have mistakenly protected them from natural processes, such as fire, predation, and insects. We believed that we were saving these remnants of wild America, but actually we have "protected" them to death. If we want to save our National Parks, the National Park Service must change its management priorities to prevent over population of animals and to restore natural process in the forest in order to prevent their stagnation and "death" by old age. We must act soon: our parks are dying of old age because we have altered the forces in nature that keep them young and strong.

By tracing the history of our National Parks, we can understand the problem and see why we need active management. In the early part of the 20th century, settlers exploited wildlife heavily, resulting in near-extinction of many species. Therefore, several National Parks were established by Congress primarily to save endangered animals. However, stricter wildlife protection laws and improved wildlife management techniques resulted in greater populations of animals overcrowding in areas of high concentration, such as the Yellowstone elk herds. Complicating the problem, the National Park Service in the early part of the 20th century adopted a policy of aggressive predator elimination, thus reducing natural wildlife population control. Subsequently, elk and deer populations exploded in many National Parks, resulting in severe damage to native vegetation. Vigorous forest fire and insect suppression in the National Parks throughout the 20th century further altered the natural environment by allowing forests to over-mature, without natural thinning processes. Park managers thought that they were protecting the land, but actually they were removing important controls from the forest ecosystems.

Clearly, we must act immediately if we want to pass down to our children and grandchildren the green legacy of our National Parks: we must step in and restore the natural processes which we have altered through our well-intentioned, but misguided, policies in the past.

33. Why are the National Parks growing old according to the author?
34. Why were National Parks established in the early 20th century?
35. Why was there a population explosion of elk and deer in many National Parks?

III. Writing (30 points)

Directions: Write an essay of about 400 words on the following topic:

Advantages and Disadvantages of Online Shopping