

山东大学

二〇一八年招收攻读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

(1-30 题答案涂在答题卡上, 其余试题答案写在答卷纸上, 写在试题上无效)

一、Vocabulary and Grammar (30%)

Directions: Beneath each sentence there are four words or phrases marked A, B, C and D. Choose the answer that best completes the sentence. Mark your answers on your answer sheet.

1. Although in his seventies at the time of the interview, Picasso proved alert and insightful, his faculties _____ despite the inevitable toll of the years.

(A) atrophied (B) diminished (C) intact (D) useless

2. While the 1940s are most noted for the development of black modern dance, they are also _____ because they were the last gasp for tap dancing.

(A) irrelevant (B) unfounded (C) significant (D) speculative

3. People who take megadoses of vitamins and minerals should take care: though beneficial in small quantities, in large amounts these substances may have _____ effects.

(A) admirable (B) redundant (C) intangible (D) toxic

4. The number of black hawks has _____ because the encroachments of humans on their territory have caused them to shun their customary breeding places.

(A) dwindled (B) extrapolated (C) increased (D) multiplied

5. Although Britain's film makers often produce fine films, they are studiously _____ and rarely aim at a mass market.

(A) commercial (B) viable (C) derivative (D) elitist

6. MacDougal's former editors remember him as a cantankerous man whose _____ and exhaustive reporting was worth the trouble.

(A) meticulous (B) pretentious (C) supercilious (D) garbled

7. The opossum is _____ the venom of snakes in the rattlesnake subfamily and thus views the reptiles not as lethal enemies but as a food source.

(A) vulnerable to (B) conscious of (C) impervious to (D) sensitive to

8. Breaking with established musical conventions, Stravinsky was _____ composer whose heterodox works infuriated the traditionalists of his day.

(A) a derivative (B) an iconoclastic (C) an uncontroversial (D) a venerated

9. A code of ethics governing the behavior of physicians during epidemics did not exist until 1846 when it was _____ by the American Medical Association.

(A) rescinded (B) promulgated (C) presupposed (D) depreciated

10. China will continue to _____ to control population growth and improve the living standard of Chinese people.

(A) stride (B) contrive (C) strive (D) stripe

11. The critics were distressed that an essayist of such glowing _____ could descend to writing such dull, uninteresting prose.

(A) obscurity (B) ill-repute (C) shallowness (D) promise

12. Famous in her time and then forgotten, the 17th-century Dutch painter Judith Leyster was _____ obscurity when, in 1993, the Worcester Art Museum organized the first retrospective exhibition of her work.

(A) resigned to (B) rewarded with (C) rescued from (D) indifferent to

13. The testimony of eyewitnesses is notoriously _____; emotion and excitement all too often cause our minds to distort what we see.

(A) judicious (B) interdependent (C) credible (D) unreliable

14. Although Henry was not in general a sentimental man, occasionally he would feel a touch of _____ for the old days and would contemplate making a brief excursion to Boston to revisit his childhood friends.

(A) anxiety (B) chagrin (C) nostalgia (D) lethargy

15. We had not realized how much people appreciated the library's old borrowing policy until we received complaints once it had been _____.

- (A) superseded (B) continued (C) imitated (D) administered

16. During the Dark Ages, hermits and other religious _____ fled the world to devote themselves to silent contemplation.

- (A) renegades (B) skeptics (C) altruists (D) recluses

17. No real life hero of ancient or modern days can surpass James Bond with his nonchalant disregard of death and the _____ with which he bears torture.

- (A) distress (B) fortitude (C) guile (D) terror

18. Even though the basic organization of the brain does not change after birth, details of its structure and function remain _____ for some time, particularly in the cerebral cortex.

- (A) plastic (B) immutable (C) essential (D) unavoidable

19. Lavish in visual beauty, the film *Lawrence of Arabia* also boasts _____ of style: it knows how much can be shown in a shot, how much can be said in a few words.

- (A) extravagance (B) economy (C) autonomy (D) frivolity

20. Unlike the highly emotional Romantic poets of the previous century, Arnold and his fellow Victorian poets were _____ and interested in moralizing.

- (A) lyrical (B) distraught (C) didactic (D) strange

二、 Reading Comprehension (40%)

Section 1 Multiple choice (20%)

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

Passage A

In large part as a consequence of the feminist movement, historians have focused a great deal of attention in recent years on determining more accurately the status of women in various periods. Although much has been accomplished for the modern period, premodern cultures have proved more difficult: sources are restricted in number, fragmentary, difficult to interpret, and often contradictory. Thus it is not particularly surprising that some earlier scholarship concerning such cultures has so far gone unchallenged. An example is Johann Bachofen's 1861 treatise on Amazons, women-ruled societies of questionable existence contemporary with ancient Greece.

Starting from the premise that mythology and legend preserve at least a nucleus of historical fact, Bachofen argued that women were dominant in many ancient societies. His work was based on a comprehensive survey of references in the ancient sources to Amazonian and other societies with matrilineal customs—societies in which descent and property rights are traced through the female line. Some support for his theory can be found in evidence such as that drawn from Herodotus, the Greek "historian" of the fifth century B. C., who speaks of an Amazonian society, the Sauromatae, where the women hunted and fought in wars. A woman in this society was not allowed to marry until she had killed a person in battle.

Nonetheless, this assumption that the first recorders of ancient myths have preserved facts is problematic. If one begins by examining why ancients refer to Amazons, it becomes clear that ancient Greek descriptions of such societies were meant not so much to represent observed historical fact—real Amazonian societies—but rather to offer "moral lessons" on the supposed outcome of women's rule in their own society. The Amazons were often characterized, for example, as the equivalents of giants and centaurs, enemies to be slain by Greek heroes. Their customs were presented not as those of a respectable society, but as the very antitheses of ordinary Greek practices.

Thus, I would argue, the purpose of accounts of the Amazons for their male Greek recorders was didactic, to teach both male and female Greeks that all-female groups, formed by withdrawal from traditional society, are destructive and dangerous. Myths about the

Amazons were used as arguments for the male-dominated status quo, in which groups composed exclusively of either sex were not permitted to segregate themselves permanently from society. Bachofen was thus misled in his reliance on myths for information about the status of women. The sources that will probably tell contemporary historians most about women in the ancient world are such social documents as gravestones, wills, and marriage contracts. Studies of such documents have already begun to show how mistaken we are when we try to derive our picture of the ancient world exclusively from literary sources, especially myths.

21. All of the following are stated by the author as problems connected with the sources for knowledge of premodern cultures EXCEPT:

- (A) partial completeness
- (B) restricted accessibility
- (C) difficulty of interpretation
- (D) limited quantity

22. Which of the following is presented in the passage as evidence supporting the author's view of the ancient Greeks' descriptions of the Amazons?

- (A) The requirement that Sauromatae women kill in battle before marrying
- (B) The failure of historians to verify that women were ever governors of ancient societies
- (C) The classing of Amazons with giants and centaurs
- (D) The well-established unreliability of Herodotus as a source of information about ancient societies

23. It can be inferred from the passage that the probable reactions of many males in ancient Greece to the idea of a society ruled by women could best be characterized as

- (A) confused and dismayed
- (B) wary and hostile
- (C) cynical and disinterested
- (D) curious but fearful

24. The author suggests that the main reason for the persisting influence of Bachofen's work is that

- (A) feminists have shown little interest in ancient societies
- (B) Bachofen's knowledge of Amazonian culture is unparalleled
- (C) reliable information about the ancient world is difficult to acquire
- (D) ancient societies show the best evidence of women in positions of power

25. The author's attitude toward Bachofen's treatise is best described as one of

- (A) qualified approval
- (B) profound ambivalence
- (C) studied neutrality
- (D) pointed disagreement

Passage B

By 1950, the results of attempts to relate brain processes to mental experience appeared rather discouraging. Such variations in size, shape, chemistry, conduction speed, excitation threshold, and the like as had been demonstrated in nerve cells remained negligible in significance for any possible correlation with the manifold dimensions of mental experience.

Near the turn of the century, it had been suggested by Hering that different modes of sensation, such as pain, taste, and color, might be correlated with the discharge of specific kinds of nervous energy. However, subsequently developed methods of recording and analyzing nerve potentials failed to reveal any such qualitative diversity. It was possible to demonstrate by other methods refined structural differences among neuron types; however, proof was lacking that the quality of the impulse or its condition was influenced by these differences, which seemed instead to influence the developmental patterning of the neural circuits. Although qualitative variance among nerve energies was never rigidly disproved, the doctrine was generally abandoned in favor of the opposing view, namely, that nerve impulses are essentially homogeneous in quality and are transmitted as "common currency" throughout

the nervous system. According to this theory, it is not the quality of the sensory nerve impulses that determines the diverse conscious sensations they produce, but rather the different areas of the brain into which they discharge, and there is some evidence for this view. In one experiment, when an electric stimulus was applied to a given sensory field of the cerebral cortex of a conscious human subject, it produced a sensation of the appropriate modality for that particular locus, that is, a visual sensation from the visual cortex, an auditory sensation from the auditory cortex, and so on. Other experiments revealed slight variations in the size, number, arrangement, and interconnection of the nerve cells, but as far as psychoneural correlations were concerned, the obvious similarities of these sensory fields to each other seemed much more remarkable than any of the minute differences.

However, cortical locus, in itself, turned out to have little explanatory value. Studies showed that sensations as diverse as those of red, black, green, and white, or touch, cold, warmth, movement, pain, posture, and pressure apparently may arise through activation of the same cortical areas. What seemed to remain was some kind of differential patterning effects in the brain excitation: it is the difference in the central distribution of impulses that counts. In short, brain theory suggested a correlation between mental experience and the activity of relatively homogeneous nerve-cell units conducting essentially homogeneous impulses through homogeneous cerebral tissue. To match the multiple dimensions of mental experience psychologists could only point to a limitless variation in the spatiotemporal patterning of nerve impulses.

26. The author suggests that, by 1950, attempts to correlate mental experience with brain processes would probably have been viewed with

- (A) indignation
- (B) impatience
- (C) pessimism
- (D) indifference

27. The author mentions "common currency" (underlined) primarily in order to emphasize the

- (A) lack of differentiation among nerve impulses in human beings
- (B) similarity of the sensations that all human beings experience
- (C) similarities in the views of scientists who have studied the human nervous system
- (D) continuous passage of nerve impulses through the nervous system

28. According to the passage, some evidence exists that the area of the cortex activated by a sensory stimulus determines which of the following?

- I. The nature of the nerve impulse
- II. The modality of the sensory experience
- III. Qualitative differences within a modality

- (A) II only
- (B) III only
- (C) I and II only
- (D) II and III only

29. Which of the following best summarizes the author's opinion of the suggestion that different areas of the brain determine perceptions produced by sensory nerve impulses?

- (A) It is a plausible explanation, but it has not been completely proved.
- (B) It is the best explanation of brain processes currently available.
- (C) It is disproved by the fact that the various areas of the brain are physiologically very similar.
- (D) There is some evidence to support it, but it fails to explain the diversity of mental experience.

30. It can be inferred from the passage that which of the following exhibit the LEAST qualitative variation?

- (A) Nerve cells
- (B) Nerve impulses
- (C) Cortical areas
- (D) Spatial patterns of nerve impulses

Section 2 Answering questions (20%)

Directions: Read the following passages and then answer IN COMPLETE SENTENCES the questions which follow each passage. Use only information from the passage you have just read and write your answer in the corresponding space in your answer sheet.

Questions 1-3

IN APRIL Kumon, a Japanese firm, opened a tuition centre in Small Heath, a poor district of Birmingham. Its lessons are fairly cheap: about £55 (\$88) a month for twice-weekly English and maths classes and homework. As in many of Kumon's 680 British outfits, its clients are diverse. Many are south Asian; a few are eastern European; none is white and British.

In much of Europe, pupils from many ethnic minorities linger at the bottom of the heap, says Chris Hamnett of King's College London. That used to be true in Britain too—but not anymore. Every ethnic-minority group that trails white Britons in GCSE exams, normally taken at 16, is catching up. Bangladeshis used to perform worse than whites; now they do better. Indians have maintained a huge lead. All this despite the fact that ethnic minorities are poorer than average. Control for that, by looking at pupils who are entitled to free school meals, and all ethnic-minority groups now do well.

But some fare better than others. One difference is imported social capital: Indians, who were middle-class when they arrived in Britain, have lots. Bangladeshis and Pakistanis, who often came from rural parts of their homelands, have less. Tenure in Britain matters too. Newcomers have immigrant aspirations but suffer from not understanding the system. Better-established folk know how things work, but may have lost some of their ambition. A few are in a sweet spot in between.

Bangladeshis certainly seem to be. They arrived in large numbers from the 1970s and are now settled, largely in London. Plenty are still poor: half fall into the lowest income quintile. But the parents of many children now in school grew up speaking English and attended British

schools. They not only understand the system but are shaping it. In 1987 the Collective of Bangladeshi School Governors was set up in the London borough of Tower Hamlets, where a fifth of Britain's Bangladeshis live. Shahanur Khan, its chairman, encourages parents to get involved in local schools. Parents are increasingly pushy: one mother recently complained to him that her children were not getting enough homework.

Somalis arrived much more recently: just 9% of Somali pupils were born in Britain compared with 83% of Bangladeshis. And they struggle. Many parents came as asylum-seekers and speak little English. Just one in ten Somalis is in full-time work. But their children are faring better, along with other black Africans. In Lambeth, a borough of London, 61% of Somali pupils got five good GCSEs last year, up from 11% in 2007. Schools employ Somali teaching assistants to help parents and children with their English. The council organizes an awards ceremony for outstanding students. And, increasingly, parents pay for extra tuition.

That is another reason black and Asian children are doing better. Saturday schools have long been common, but parents are increasingly turning to private tutors. In a survey of 11- to 16-year-olds by the Sutton Trust, an education charity, 45% of Asian children said they received some kind of private tuition compared with 20% of white pupils. Another study suggests that Somalis are more likely to receive tuition than average, too. Supply has increased along with demand. Karamat Iqbal, director of Forward Partnership, an education consultancy in Birmingham, sees growing numbers of Pakistani graduates, who themselves attended British schools, working as tutors.

Black Caribbeans, a long-established group, are doing better but not dramatically so. They have mostly lost immigrant zeal: many doubt that education will make much difference to their chances in life, suggests Steve Strand, a professor of education at Oxford University. And some teachers may be conflating bad behavior (last year black Caribbean boys were over four times more likely to be excluded from school than Bangladeshi boys) with a lack of aptitude.

Afro-Caribbeans are less likely to be entered into higher tiers for exams where they could obtain the best grades.

Job prospects for ethnic minorities are not yet improving commensurately with their school results. Despite their success in exams, Mr. Khan worries that Bangladeshi students are choosing “easy” A-levels, such as sociology and psychology, which limit their options. Pakistani pupils in Birmingham are doing better, says Mr. Iqbal, but too many are still driving taxis and running corner shops or cheap restaurants.

Still, blacks and especially Asians are edging their way into the professions. Fully 2,087 British Pakistanis started studying law at university in 2011, up from 478 in 2000. Some of those long-held ambitions are now being realized.

1. What does the article mainly talk about?
2. In what ways do the minority ethnic groups in Britain differ from each other?
3. Please describe briefly the Somalis in Britain.

Questions 4-5

Before Michael Pollan came along, eating as a form of politics was a fringe activity. Dubbed the “liberal foodie intellectual” by the New York Times, the American activist and author has spent the last two decades writing bestselling books, such as “In Defence of Food” and “The Omnivore’s Dilemma”, in an effort to popularize cooking and highlight the defects of the food industry and the rich world’s bad eating habits.

Mr. Pollan’s latest book, “Cooked”, is divided into four sections: fire, water, air and earth. Although something of an authorly conceit, these divisions allow him to explore a range of culinary topics from the joy of making soufflés that rise to why bacteria are needed in fermentation. He also returns to a conundrum he has previously described as the “cooking paradox”: why it is that people now spend less time preparing food from scratch and more time reading about cooking or watching cookery programmes on television.

Mr. Pollan explores the same way a naturalist might, by studying the animals, plants and microbes involved in cooking, and delving into history, culture and chemistry. With help from experts he masters the “whole hog” barbecue, a loaf of bread and the cooking pot. He describes the remarkable transformations that take place in the humble saucepan, where fibres are broken down, seeds softened and rendered edible, plants detoxified, and flavors brought together from far-flung taxonomic kingdoms.

Side by side with Mr. Pollan the naturalist is the author as activist. Although the fruit and vegetable areas of supermarkets have grown ever bigger over the past two decades, cooking has expanded to take in heating up a tin of soup, microwaving ready-meals and frozen pizzas or breaking open a bag of mixed lettuce leaves. Mr. Pollan places great emphasis on the work of Harry Balzer, an expert on food, diet and eating patterns in America. Collecting data from thousands of food diaries, Mr. Balzer concludes that, since the 1980s, fewer and fewer people have been cooking their evening meal.

Mr. Pollan is keen for this trend to be reversed and his book is a hymn to why people should be enticed back into the kitchen. Cooking, he believes, creates bonds between humans and the web of living creatures that sustain and nourish them. Turning away from this means that foods that are tasty and healthy (as bread once was) are being taken off the menu with far-reaching consequences. Industrially produced food almost always trades in quality ingredients for higher amounts of sugar, salt and fat—with a corresponding rise in levels of obesity.

Before refrigeration, bad food often killed people. Bacteria, such as E. coli, occasionally still do. In recent decades a great deal of research has been done on the array of good microbes humans carry within them and which they need in order to stay healthy. “Cooked” is particularly informative about the rapidly moving scientific frontier of microbial ecology and how, in a post-Pasteurian world, the live-culture foods which used to make up a large part of the human diet are good for people and for the microbes that live inside the gut.

The book dwells on fermented foods, for example. These have largely vanished from supermarkets but many cultures have developed such specialities, including Malaysian tempoyak, (fermented durian fruit), Russian kefir and Mexican pozole. Even bread, cheese and chocolate all depend on harnessing the power of microbes. These invisible forces travel alongside humans, Mr. Pollan says, in a “dance of biocultural symbiosis”, cleverly transforming, sterilizing or even adding nutrients.

Mr. Pollan recognizes that cooking today is very different from what it was in his grandmother's time, and that decades from now even a limited desire to cook may be seen as quaint. This would be a shame. Real cooking allows people to create, to put their own values into food, to escape the industrialized eating that has created health crises all over the world. Cooking is part of being human. The alternative is to evolve into passive consumers of standardized commodities that promise more than they deliver. Best of all, argues Mr. Pollan, cooking makes people happy.

4. Please describe briefly Mr. Pollan's attitude towards cooking.

5. Why can Mr. Pollan be called a naturalist?

三、 Writing (30 %)

John B. Watson (American psychologist) once said: “The first aim of a good college is not to teach books, but the meaning and purpose of life. Hard study and the learning of books are only a means to this end. We develop power and courage and determination and we go out to achieve Truth, Wisdom and Justice. If we do not come to this, the cost of schooling is wasted.”

How much do you agree with him? Why or why not?

Write an essay of about 400 words to express your views on the topic.