

广西科技大学 2022 年硕士研究生招生考试  
初试专业课试卷

考试科目代码：211

考试科目名称：翻译硕士英语

考试时间：180 分钟

（本试题共 9 页）

注意：

1. 所有试题的答案均写在专用的答题纸，写在试题纸上一律无效。
2. 考试结束后试题与答题纸一并交回

**Part I Vocabulary and Grammar (1\*20=20 POINTS)**

**Directions:** *There are 20 incomplete sentences in this part. For each sentence there are four choices marked [A], [B], [C] and [D]. Choose the **ONE** answer that best completes the sentence.*

1. In the headmaster's office, exercise-books kept \_\_\_\_\_ owing to the fact that he had marked very little recently.  
[A] heaping up [B] piling up  
[C] accumulating up [D] amassing up
2. Some women \_\_\_\_\_ a good salary in a job instead of staying home, but they decided not to work for the sake of the family.  
[A] must make [B] should have made  
[C] would make [D] could have made
3. Fewer and fewer of today's workers expect to spend their working lives in the same field, \_\_\_\_\_ the same company.  
[A] all else [B] much worse  
[C] let alone [D] less likely
4. Some studies confirmed that this kind of eye disease was \_\_\_\_\_ in tropical countries.  
[A] prospective [B] prevalent  
[C] provocative [D] perpetual
5. You should dry-clean curtains if possible, as they are less likely to \_\_\_\_\_.

- [A] shrink [B] compress  
[C] condense [D] contract
6. According to the law, parents are \_\_\_\_\_ obligation to send their children to school.  
[A] in [B] with  
[C] under [D] within
7. They lost their way in the forest, and \_\_\_\_\_ made matters worse was that night began to fall.  
[A] that [B] what  
[C] it [D] which
8. Picasso became a master at painting reality \_\_\_\_\_, before he became a master at distorting it with his mind and paintbrush.  
[A] as it was [B] as it were  
[C] as if it was [D] as if it were
9. The mayor was asked to \_\_\_\_\_ his speech in order to allow his audience to raise questions.  
[A] constrain [B] conduct  
[C] condense [D] converge
10. Sodium, potassium and chloride, \_\_\_\_\_ phosphates and bicarbonates, function to maintain homeostasis.  
[A] with regard to [B] in spite of  
[C] in terms of [D] along with
11. Nowadays, a kind of \_\_\_\_\_ grain that is twice as expensive as regular grain is becoming popular in China.  
[A] purified [B] clarified  
[C] whitened [D] refined
12. Some scientists claim some characteristics are \_\_\_\_\_ and this means that children can get them from their parents.  
[A] conceivable [B] imaginable  
[C] inheritable [D] unbelievable
13. \_\_\_\_\_ pretty late, we decided to leave at once, as we didn't want to risk missing the last bus.  
[A] Being [B] It being  
[C] As is being [D] It was being
14. The expansion of industry, communications and exchange will \_\_\_\_\_ the imagination of past generations.  
[A] deny [B] deter  
[C] delay [D] defy
15. Some educators try to put students of similar abilities into the same class because they believe this kind of \_\_\_\_\_ grouping is advisable.

- [A] homogeneous [B] instantaneous  
 [C] spontaneous [D] anonymous
16. During that period, a lot of companies \_\_\_\_\_ the financial crisis and the unemployment rate was high.  
 [A] fell behind [B] fell down  
 [C] fell in with [D] fell victim to
17. Regardless of how \_\_\_\_\_ your designs are to customers and users, without considering the feasibility of the proposed solution there is no chance that the product will thrive.  
 [A] desired [B] desirable  
 [C] desirous [D] desiring
18. Don't worry about sounding a bit vain or conceited, \_\_\_\_\_ you do it in private and out of anyone's earshot.  
 [A] as long as [B] though  
 [C] otherwise [D] although
19. It was reported that two youths were caught \_\_\_\_\_ stolen goods just outside the supermarket.  
 [A] in charge of [B] with regard to  
 [C] in possession of [D] as to
20. You must realize that we bear you no \_\_\_\_\_ and our intent is only that justice be served.  
 [A] malignancy [B] despise  
 [C] hate [D] malice

**Part II Cloze (1\*10=10 POINTS)**

**Directions:** *There is one passage in this part. The passage has 10 blanks. For each blank there are four choices marked [A], [B], [C] and [D]. You should decide on the best choice and write it down on the Answer Sheet.*

A team of world-leading neuroscientists has developed a technique that allows them to look deep inside a person's brain and read their (21)\_\_\_\_\_ before they act. The research breaks controversial (22)\_\_\_\_\_ in scientists' ability to probe people's minds and eavesdrop on their thoughts, and raises serious ethical issues over how brain-reading technology may be used in the future. The team used high-resolution brain scans to identify (23)\_\_\_\_\_ of activity before translating them into meaningful thoughts, revealing what a person planned to do in the near future. It is the first time scientists have succeeded in reading intentions in this way.

"Using the scanner, we could look around the brain for this information and read out something that from the outside there's no way you could (24)\_\_\_\_\_ tell. It's like shining a torch around, looking for writing on a wall," said John-Dylan Haynes at the Max Planck Institute for Human Cognitive and Brain Sciences in Germany.

The research builds on a series of recent studies in which brain imaging has been used to identify tell-tale activity linked to lying, violent behaviour and racial prejudice.

If brain-reading can be refined, it could quickly be (25)\_\_\_\_\_ to assist interrogations of criminals and terrorists, and even usher in a “Minority Report” era (as portrayed in the Steven Spielberg science fiction film of that name), where judgments are handed down before the law is broken, (26)\_\_\_\_\_ of an incriminating brain scan.

“These techniques are (27)\_\_\_\_\_ and we need an ethical debate about the implications, so that one day we’re not surprised and overwhelmed and caught on the wrong (28)\_\_\_\_\_ by what they can do. These things are going to come to us in the next few years and we should really be prepared,” Professor Haynes told the Guardian. The use of brain scanners to judge whether people are likely to (29)\_\_\_\_\_ crimes is a contentious issue that society should (30)\_\_\_\_\_ now, according to Prof Haynes. “We see the danger that this might become compulsory one day, but we have to be aware that if we prohibit it, we are also denying people who aren’t going to commit any crime the possibility of proving their innocence.”

- |     |                     |                     |                    |                  |
|-----|---------------------|---------------------|--------------------|------------------|
| 21. | [A] purposes        | [B] plans           | [C] aims           | [D] intentions   |
| 22. | [A] area            | [B] areas           | [C] grounds        | [D] ground       |
| 23. | [A] models          | [B] modes           | [C] patterns       | [D] types        |
| 24. | [A] possibly        | [B] probably        | [C] likely         | [D] maybe        |
| 25. | [A] applied         | [B] adapted         | [C] adopted        | [D] adjusted     |
| 26. | [A] by the strength | [B] on the strength | [C] with the power | [D] by the power |
| 27. | [A] appearing       | [B] rising          | [C] merging        | [D] emerging     |
| 28. | [A] face            | [B] hand            | [C] foot           | [D] side         |
| 29. | [A] commit          | [B] involve         | [C] conduct        | [D] engage       |
| 30. | [A] deal            | [B] dispose         | [C] treat          | [D] tackle       |

### Part III Reading Comprehension (2\*10+4\*5=40 POINTS)

#### Section A

**Directions:** *There are 2 passages in this section. Each passage is followed by some questions. For each of them there are four choices marked [A], [B], [C] and [D]. You should decide on the best choice and write it down on the **Answer Sheet**.*

### *Passage 1*

Nearly every history of Top 40 launches from an anecdote about how radio station manager Todd Storz came up with the idea sometime between World War II and the early 1950s, watching with friends in a bar in Omaha as customers repeatedly punched up the same few songs on the jukebox.

A waitress, after hearing the tunes for hours, paid for more listens, though she was unable to explain herself. “When they asked why, she replied, simply: ‘I like’em.’ ” As Storz said on another occasion, “Why this should be, I don’t know. But I saw waitresses do this time after time.” He resolved to program a radio station following the same principles: the hits and nothing but the hits.

Though sponsored broadcasting had been part of radio in America, unlike much of the rest of the world, since its beginnings, Top 40 raised hackles in a postwar era concerned about the numbing effects of mass culture. “We become a jukebox without light,” Radio Advertising Bureau’s Kevin Sweeney complained. Time called Storz the “King of the Giveaway” and complained of broadcasting “well larded with commercials.”

Storz and those who followed answered demands that licensed stations serve a communal good by calling playlist catholicity a democracy of sound: “If the public suddenly showed a preference for Chinese music, we would play it...I do not believe there is any such thing as better or inferior music.”

Mike Joseph boasted, “When I first go into a market, I go into every record store personally. I’ll spend up to three weeks doing interviews, with an average of forty-five minutes each. And I get every single thing I can get: the sales on every configuration, every demo for every single, the gender of every buyer, the race of every buyer...I follow the audience flow of the market around the clock.”

Go back to Storz’s jukebox. In the late 1930s, jukeboxes revived a record business collapsed by free music on radio and the Great Depression. Jack Kapp in particular, working for the US branch of British-owned Decca, tailored the records he handled to boom from the pack: swing jazz dance beats, slangy vernacular from black urban culture and significant sexual frankness.

This capitalized on qualities inherent in recordings, which separated sound from its sources in place, time and community, allowing both new artifice—one did not know where the music came from, exactly—and new realism: one might value, permanently, the warble of a certain voice, suggesting a certain origin.

31. What do the first two paragraphs tell us?

[A] Todd Storz was inspired by what he saw in the bar.

[B] The waitress knew why she paid for more listens after hearing the tunes for hours.

[C] Only few customers repeatedly punched up the same few songs on the jukebox.

[D] People repeatedly punched up the same few songs on the jukebox because they were accustomed to them.

32. Which of the following is not true regarding sponsored broadcasting?

- [A] It raised hackles in the rest of the world except the US.
- [B] It had been part of radio in America.
- [C] Top 40 belongs to it.
- [D] It was received differently in the US and the rest of the world.

33. For Storz,\_\_\_\_\_.

- [A] some music is better than the others
- [B] the public's taste is not important
- [C] the music they play should cater to the public's taste
- [D] the public's taste is not that important

34. Which of the following is not mentioned by Mike Joseph?

- [A] Spending time doing interviews.
- [B] Getting as much information as possible.
- [C] Going into every record store in person.
- [D] Following audience wherever they go.

35. Why are qualities inherent in recordings important?

- [A] Because sound is separated.
- [B] Because people don't want to know where the music came from exactly.
- [C] Because it allows both new artifice and new realism.
- [D] Because the warble of a certain voice is highly valued.

### **Passage 2**

School shootings have pervaded the news and the national conversation in recent years, casting a shadow on what should be safe spaces devoted to learning. Scenes from Columbine, Virginia Tech and Sandy Hook are etched into collective memory as clearly as the questions they conjured: Who are these shooters? Why do shootings happen? How can they be prevented?

Peter Langman, a psychologist who has evaluated potential school shooters and studied incidents across the country and around the world, maintains a trove of resources online and published his first book on the topic, *Why Kids Kill: Inside the Minds of School Shooters*, in 2010.

In his new book, *School Shooters: Understanding High School, College and Adult Perpetrators*, released Friday, Langman presents four dozen brief sketches of shooters. He covers cases ranging from Charles Whitman's 1966 rampage at the University of Texas through Adam Lanza's 2012 massacre of first graders and staff members at Sandy Hook Elementary School, before parsing out themes and addressing prevention.

In a Q&A, Langman discusses patterns that emerged from years of research into school shooters, common misconceptions and warning signs. Edited excerpts follow:

What spurred your research interest in school shooters? Back in 1999 I was doing my doctoral internship in a hospital for children and adolescents with psychiatric problems. On April 20 , 1999 the attack on Columbine High School occurred. Just 10 days later, April 30, a 15-year-old boy was admitted to the psychiatric hospital because he was seen as a risk for going on a Columbine-type rampage. He was the first potential school shooter I had to evaluate but he was not the last. Over the 12 years I was at that organization, each year there'd be one to two kids, sometimes more, coming through the hospital who presented a serious risk of mass violence in schools. So my interest in the topic began kind of out of necessity, because I was dealing with this population of potential shooters.

What do you think are some of the most common misconceptions or stereotypes about school shooters that you wanted to address, dispel or add nuance to? One is that the perpetrators are always isolated loners. I think that perception comes from certain cases in which that may have been true, for example Adam Lanza at Sandy Hook. He was profoundly isolated. But most shooters have some level of social connection. If people think they know what a school shooter looks like and they see a kid playing on the football team and socializing with friends and going out with girls, they may assume that kid cannot be a danger. And that would be a dangerous assumption to make.

Another big misconception is that school shooters are virtually always the victims of horrendous bullying that is so bad it drives them to seek retaliation against their tormentors. School shooters have been picked on, but not all of them.

36. What can we infer from the first two paragraphs?

[A] “*Why Kids Kill: Inside the Minds of School Shooters*” is Peter Langman’s first book.

[B] People soon forgot the details of those school shootings.

[C] People still regard schools as safe places devoted to learning despite school shootings.

[D] School shootings have aroused much attention in recent years.

37. In “*School Shooters: Understanding High School, College and Adult Perpetrators*”,\_\_\_\_\_.

[A] many cases are provided

[B] Langman elaborates on the themes at the very beginning

[C] there are no preventive measures offered

[D] themes and prevention are less important than cases

38. What spurred Langman’s research interest in school shooters?

[A] Because school shooters have received too much attention.

[B] Because he is sympathetic towards them.

[C] It is due to necessity to some extent.

[D] Because he hates school shooters.

39. What does the word “stereotype” in Paragraph 6 mean?

[A] Conception which is formed based on the reality.

[B] Popular idea.

[C] Image, idea, character, etc. that has become fixed and is perhaps false.

[D] Absurd idea.

40. Which of the following about school shooters is true?

[A] Some school shooters have received awful treatment.

[B] A kid playing on the football team and dating with girls cannot be a school shooter.

[C] Most school shooters are separated with other people.

[D] School shooters all hate the world.

## Section B

**Directions:** *Read the following passage carefully and then translate the underlined segments into Chinese.*

(41) Nonetheless, the growing wedge between skilled elite and ordinary workers is worrying. Angry voters whose wages are stagnant will seek scapegoats: witness the rise of xenophobia and protectionism in the rich world. In poor countries dashed expectations and armies of underemployed people are a recipe for extremism and unrest. Governments across the globe therefore have a huge interest in helping remove the obstacles that keep workers from wealth.

The answer is not regulation or a larger state. (42) High minimum wages will simply accelerate the replacement of workers by machines. Punitive tax rates will deter entrepreneurship and scare off the skilled on which prosperity in the digital era depends. (43) The best thing governments can do is to raise the productivity and employability of less-skilled workers. That means getting rid of daft rules that discourage hiring, like protections which make it difficult to sack poor performers. It means better housing policy and more investment in transport, to help people work in productive cities such as London and Mumbai. (44) It means revamping education. Not every worker can or should complete an advanced degree, but too many people in poor countries still cannot read and too many in rich ones fail to complete secondary school. In future, education should not be just for the young: adults will need lifetime learning if they are to keep up with technological change.

(45) Yet although governments can mitigate the problem, they cannot solve it. As technology progresses and disrupts more jobs, more workers will be employable only at lower wages. The modest earnings of the generation that technology leaves behind will need to be topped up with tax credits or wage subsidies. That need not mean imposing higher tax rates on the affluent, but it does mean closing the loopholes and cutting the giveaways from which they benefit.

**Part IV Writing (30 POINTS)**

*Directions: Write a composition on the topic “**Silent Spring**” in about 400 words.*

You are to write in three parts.

In the first part, state clearly what your view is.

In the second part, support your view with appropriate reasons.

In the last part, bring what you have written to a natural conclusion or a summary.