

南京理工大学

2019 年硕士学位研究生入学考试试题

科目代码: 857 科目名称: 翻译与写作 满分: 150 分

注意: ①认真阅读答题纸上的注意事项; ②所有答案必须写在答题纸上, 写在本试题纸或草稿纸上均无效; ③本试题纸须随答题纸一起装入试题袋中交回!

I. Translate the following sentences. (20 points, 2 points each)

A. From English into Chinese:

1. A merchant, whose daughter had married a man with whom it proved she could not get on very well, was surprised some weeks later to see the young lady return home with all her belongings.
2. The recruitment of Chinese laborers was not universally accepted in racially conscious 19th century America and some white workers were unsettled by their appearance in large numbers.
3. The day before I was to leave I went walking across the river to the red mesa, where many times before I had gone to be alone with my thoughts.
4. He took a seat opposite Catherine, who kept her gaze fixed on him as if she feared he would vanish were she to remove it.
5. Suddenly the door burst open and the Time Traveler appears, dirty, disheveled, and bedraggled, with a nasty cut on his chin.

B. From Chinese into English:

1. 他英语很流利, 可还是要用译员——有时还挑译员的毛病——这样他就有时间考虑如何回答提问了。
2. 活水, 乃私家园林的标志性元素, 必不可缺。无水, 则园中一草一石, 一花一木皆了无生趣。
3. 大自然在这个季节显得特别纯洁, 令人赏心悦目的纯洁。
4. 人们乐于藉此节日之际互相走访, 互赠礼物, 借以表达相互之间的关怀, 从而巩固彼此的关系。
5. 要实施两项关键的政策: 一是经济结构的战略性调整, 一是继续扩大对外开放。

II. Translate the following passages. (60 points, 30 points each)

A. From English into Chinese:

But once they get to class, not every student is prepared. Nor do they necessarily want to be at college, or have a clear notion of what they're doing there. Although Pew finds that 40 percent of young Americans are currently enrolled, the Harvard

study notes that around 70 percent will try and take at least some college courses within two years of graduating high school. The economy is screaming that they need a degree. But once on campus, they don't last.

The system is incredibly wasteful. The students who show up but never graduate require administrative and academic resources. They take up precious classroom space, shutting other students out of the courses they need to graduate on time. They incur student debt, but don't get a credential, which weighs on their own finances.

This isn't how it works in the rest of the developed world. About 40 percent of Americans earn a college degree, which is roughly the same as European countries such as France, Finland and Sweden. The difference? Young Europeans who opt out of college can take extensive vocational training during their equivalent of high school. Rather than spending money on community college courses or a bachelor's degree they aren't sure what to do with, they can learn hard skills that will prepare them for employment. The graph below, via the Harvard study, shows the percentages of European students in either school-based vocational training (in yellow), or combined school and work-based training (in purple)

All of this should come with a qualification: Europe's youth unemployment is much more severe than America's. but that doesn't necessarily mean their education system is getting it wrong. The continent's legions of jobless youth are the product of a sclerotic labor market, rigged to benefit older union members at the express of recent graduates.

Europe's own problems are evidence that more vocational training won't be a panacea for the problems facing young Americans. But they would be a first step towards a less expensive, less wasteful educational system geared more towards the realities of the economy. Obviously the system we have now, where students flock to college, only to be overwhelmed by it, isn't working.

B. From Chinese into English:

上海是一个神秘的地方! 我在宜兴农村的童年时代, 每见到上海人回乡, 也总爱挤在人丛中听他们讲讲花花世界的见闻, 夏天, 他们穿着黑色的香云纱, 我以为香云纱就是上海人的标志, 在上海做事的人显然比乡下人高贵多了, 他们似乎很有钱, 带回来的整筒饼干和美女月份牌就够令人羡慕了, 后来我才知道他们都是当女工、小工和保姆的, 挣钱并不那么容易。和百分之九十九的乡亲们一样, 我的父母也从未见过上海, 虽然相距并不算远, 但上海对他们永远是一个遥远的天国。近几年我每到北站候车, 总听到地道的乡音, 年迈的乡亲们常来上海观光了。他们的子女在工厂、大学及科研单位工作, 他们有福气了。

外滩是大上海的面貌特征吧, 南京路一带的高楼大厦曾是上海人向乡下佬描述的骄傲。后来我在伦敦过了一个暑假, 发现那文艺复兴时代式样的古代楼房, 那狭窄的街道, 与南京路一带何其相似! 不是伦敦像南京路, 而是按照伦敦的某些模式捏造了南京路, 让人们回忆上海滩形成的史迹吧! 然而南京路还是有自己的特色的: 人多。这可与北京的王府井争冠军, 争世界冠军去!

III. Writing (70 points)

1. **Directions:** Write a summary on the following passage in about 150 words. You should use your own words to generalize the main idea in the original. (30 points)

So That Nobody Has To Go To School If They Don't Want To by Roger Sipher

A decline in standardized test scores is but the most recent indicator that American education is in trouble. One reason for the crisis is that present mandatory-attendance laws force many to attend school who have no wish to be there. Such children have little desire to learn and are so antagonistic to school that neither they nor more highly motivated students receive the quality education that is the birthright of every American.

The solution to this problem is simple: Abolish compulsory-attendance laws and allow only those who are committed to getting an education to attend. This will not end public education. Contrary to conventional belief, legislators enacted compulsory-attendance laws to legalize what already existed. William Landes and Lewis Solomon, economists, found little evidence that mandatory-attendance laws increased the number of children in school. They found, too, that school systems have never effectively enforced such laws, usually because of the expense involved.

There is no contradiction between the assertion that compulsory attendance has had little effect on the number of children attending school and the argument that repeal would be a positive step toward improving education. Most parents want a high school education for their children. Unfortunately, compulsory attendance hampers the ability of public school officials to enforce legitimate educational and disciplinary policies and thereby make the education a good one.

Private schools have no such problem. They can fail or dismiss students, knowing such students can attend public school. Without compulsory attendance, public schools would be freer to oust students whose academic or personal behavior undermines the educational mission of the institution.

Has not the noble experiment of a formal education for everyone failed? While we pay homage to the homily, "You can lead a horse to water but you can't make him drink," we have pretended it is not true in education.

Ask high school teachers if recalcitrant students learn anything of value. Ask teachers if these students do any homework. Quite the contrary, these students know they will be passed from grade to grade until they are old enough to quit or until, as is more likely, they receive a high school diploma. At the point when students could legally quit, most choose to remain since they know they are likely to be allowed to graduate whether they do acceptable work or not.

Abolition of archaic attendance laws would produce enormous dividends. First, it would alert everyone that school is a serious place where one goes to learn. Schools are neither day-care centers nor indoor street corners. Young people who resist learning should stay away; indeed, an end to compulsory schooling would require them to stay away. Second, students opposed to learning would not be able to pollute the educational atmosphere for those who want to learn. Teachers could stop policing

recalcitrant students and start educating. Third, grades would show what they are supposed to: how well a student is learning. Parents could again read report cards and know if their children were making progress. Fourth, public esteem for schools would increase. People would stop regarding them as way stations for adolescents and start thinking of them as institutions for educating America's youth. Fifth, elementary schools would change because students would find out early they had better learn something or risk flunking out later. Elementary teachers would no longer have to pass their failures on to junior high and high school. Sixth, the cost of enforcing compulsory education would be eliminated. Despite enforcement efforts, nearly 15 percent of the school-age children in our largest cities are almost permanently absent from school. Communities could use these savings to support institutions to deal with young people not in school. If, in the long run, these institutions prove more costly, at least we would not confuse their mission with that of schools.

Schools should be for education. At present, they are only tangentially so. They have attempted to serve an all-encompassing social function, trying to be all things to all people. In the process they have failed miserably at what they were originally formed to accomplish.

2. **Directions:** Write an essay of about 400 words on the following topic. Make sure your essay should have a clear thesis statement and convincing supporting details. And it should be unified, coherent and distinctive, with few grammar and spelling mistakes. (40 points)

Upon graduation, every undergraduate student has to make a decision: to continue study or look for a job. **What factors do you think students should consider when deciding whether to have further study or to go to work after graduation?**