

南京审计大学

2025 年硕士研究生招生考试初试（笔试）试题（ A 卷 ）

科目代码: 211

科目名称: 翻译硕士（英语）

满分: 100 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!

Part I Reading Comprehension (33 points)

Directions: *There are 2 passages in this part. Each passage is followed by some questions. You are required to answer each question respectively and write the corresponding answer on the Answer Sheet.*

Passage 1

Questions 1-5 are based on the following passage.

If you know exactly what you want, the best route to a job is to get specialized training. A recent survey shows that companies like graduates in such fields as business and health care who can go to work immediately with very little on-the-job training.

That's exactly true of booming fields that are challenging for workers. At Cornell's School of Hotel Administration, for example, bachelor's degree graduates get an average of four or five job offers with salaries ranging from the high teens to the low 20s and plenty of chances for rapid advancement. Large companies, especially, like a background of formal education coupled with work experience.

But in the long run, too much specialization doesn't pay off. Business, which has been flooded with MBAs, no longer considers the degree an automatic stamp of approval. The MBA may open doors and command a higher salary initially, *but the impact of a degree washes out after five years.*

As further evidence of the erosion of corporate faith in specialized degrees, Michigan State's Scheetz cites a pattern in corporate hiring practices. Although companies tend to take on specialists as new hires, they often seek out generalists for middle- and upper-level management. "They want someone who isn't constrained by nuts and bolts to look at the big picture," says Scheetz.

This sounds suspiciously like a formal statement that you approve of the liberal-arts

graduate. Time and again labor-market analysts mention a need for talents that liberal-arts majors are assumed to have: writing and communication skills, organizational skills, open-mindedness and adaptability, and the ability to analyze and solve problems. David Birch claims he does not hire anybody with an MBA or an engineering degree. “I hire only liberal-arts people because they have a less-than-canned way of doing things,” says Birch. Liberal Arts means an academically thorough and strict program that includes literature, history, mathematics, economics, science, human behavior – plus a computer course or two. With that under your belt, you can feel free to specialize. “A liberal-arts degree coupled with an MBA or some other technical training is a very combination in the market place,” says Scheetz.

1. What kinds of people are in high demand on the job market?
2. What does the author mean by saying “... *but the impact of a degree washes out after five years*”?
3. What kinds of people do companies prefer according to Scheetz’s statement (Para. 4)?
4. Why does David Birch claim that he only hires liberal-arts people?
5. What kind of statement does the author support according to the last two paragraphs?

Passage 2

Questions 6-10 are based on the following passage.

Early decision – you apply to one school, and admission is binding – seems like a great choice for nervous applicants. Schools let in a higher percentage of early-decision applicants, which arguably means that you have a better chance of getting in. And if you do, you’re done with the whole agonizing process by December. But what most students and parents don’t realize is that schools have hidden motives for offering early decision.

Early decision, since it’s binding, allows schools to fill their classes with qualified students; it allows admissions committees to select the students that are in particular demand for their college and know those students will come. It also gives schools a higher yield rate, which is often used as one of the ways to measure college selectivity and popularity.

The problem is that this process effectively shortens the window of time students have to make one of the most important decisions of their lives up to that point. Under regular admissions, seniors have until May 1 to choose which school to attend; early decision effectively steals six months from them, months that could be used to visit more schools, do more research,

speak to current students and alumni and arguably make a more informed decision.

There are, frankly, an astonishing number of exceptional colleges in America, and for any given student, there are a number of schools that are a great fit. When students become too fixated on a particular school early in the admissions process, that fixation can lead to severe disappointment if they don't get in or, if they do, the possibility that they are now bound to go to a school that, given time for farther reflection, may not actually be right for them.

Insofar as early decision offers a genuine admissions edge, that advantage goes largely to students who already have numerous advantages. The students who use early decision tend to be those who have received higher-quality college guidance, usually a result of coming from a more privileged background. In this regard, there's an argument against early decision as students from lower-income families are far less likely to have the admissions know-how to navigate the often confusing early deadlines.

Students who have done their research and are confident that there's one school they would be thrilled to get into should, under the current system, probably apply under early decision. But for students who haven't yet done enough research, or who are still constantly changing their minds on favorite schools, the early-decision system needlessly and prematurely narrows the field of possibility just at a time when students should be opening themselves to a whole range of thrilling options.

6. What are students obliged to do under early decision?
7. Why do schools offer early decision?
8. What is said to be the problem with early decision for students?
9. Why are some people opposed to early decision?
10. What does the author advise college applicants to do?

Part II Translation (34 points)

Section A Sentence Writing (17 points)

Directions: *Translate the following sentences into English and write the corresponding answers on the Answer Sheet.*

1. 虽然种族隔离是违法的, 但种族歧视在美国仍然以不同形式存在着。
2. 显而易见, 德国法西斯企图使那个地区人民屈服于他们的统治。
3. 他为了实现自己的目标付出了最大的努力, 但最后美好的梦想还是化成了泡影。

4. 中国共产党是中国工人阶级的先锋队，同时是中国人民和中华民族的先锋队。
5. 丰硕的成果表明，“一带一路”倡议顺应时代潮流，适应发展规律，符合各国人民的利益，具有广阔前景。

Section B Paragraph Translation (17 points)

Directions: *Translate the following paragraph into Chinese and write the corresponding answer on the Answer Sheet.*

Actually the “lost generation” was never lost. It was shocked, unrooted for the time, bitter, critical, rebellious, iconoclastic, experimental, often absurd, more often misdirected—but never “lost.” A decade that produced, in addition to the writers listed above, such figures as Eugene O’Neill, Edna St. Vincent Millay, F. Scott Fitzgerald, William Faulkner, Sinclair Lewis, Stephen Vincent Benet, Hart Crane, Thomas Wolfe, and innumerable others could never be written off as sterile, even by itself in a moment of self-pity. The intellectuals of the Twenties, the “sad young man,” as F. Scott Fitzgerald called them, cursed their luck but didn’t die; escaped but voluntarily returned; flayed the babbitts but love their country, and in so doing gave the nation the liveliest, freshest, most stimulating writing in its literary experience.

Part III Writing (33 points)

Section A Note-Writing (7points)

Directions: *Write on the Answer Sheet a note of 50-60 words based on the following situation:*

Write a note to Tom to invite him to see a film with you.

Marks will be awarded for content, organization, grammar and appropriateness.

Section B Article-Writing (26 points)

Directions: *Nowadays, the crisis of English major is increasingly serious. Faced with the crisis brought by the major’s single orientation such as linguistics and literature, the foreign language circles propose an approach to the development of interdisciplinary talents (students with both foreign language proficiency and knowledge of a particular discipline). Meanwhile, ESP (English for Specific Purposes) might be a new direction for the English major, as it applies functional linguistics to the study of how knowledge of other disciplines is constructed. Which one will be the best way out for the English majors in China? Please write an article of not less than 300 words on the Answer Sheet to express your opinion and illustrate your idea with necessary supporting details.*