

2007 年上海海事大学攻读硕士学位研究生入学考试试题

(重要提示: 答案必须做在答题纸上, 做在试题上不给分)

考试科目: 综合英语

I. Complete each of the following statements with the best appropriate word(s) or phrase(s) chosen from the 4 alternatives attached (40/150):

1. "The show must go on" is the oldest _____ of show business; every true performer lives by that creed.

A. euphemism B. allegory C. precursor D. tenet

2. A New World lizard, the basilisk, occasionally does something that seems to _____ physics: it runs across the surface of water for distances of up to thirty feet.

A. defy B. quantify C. assess D. corroborate

3. 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A. rescinded B. promulgated C. presupposed D. depreciated

4. A diligent scholar, she devoted herself _____ to the completion of the book.

A. assiduously B. ingenuously C. voluminously D. sporadically

5. Donald Trump's latest casino in Atlantic City is the most _____ gambling palace in the East, easily outglittering its competitors.

A. professional B. speculative C. ostentatious D. lucrative

6. Dr. Smith cautioned that the data so far are not sufficiently _____ to warrant dogmatic assertions by either in the debate.

A. hypothetical B. tentative C. controversial D. unequivocal

7. If Amelia Earhart's acceptance was by no means _____, her fame was unusually widespread and her popularity long-lived.

A. universal B. ambiguous C. expedient D. genuine

8. The museum administration appears to be singularly _____ the comforts of its employees, providing an employee health club, a lending library, and a part-time social worker to help staff members with financial or domestic problems.
- A. ignorant of B. indifferent to C. attentive to D. uninvolved in
9. The omniscient narrator stands above the story he is telling, _____ his knowledge of what will occur.
- A. disheartened by B. unlimited in C. ostracized for D. vindicated by
10. We must overcome his _____ social change if we wish to win his support for this innovative program of home health care for the elderly.
- A. tendency to B. endorsement of C. antipathy to D. respect for
11. Only after I finished reading this essay did it dawn on me that the whole story about grebe's diet was not a _____ of her imagination.
- A. figment B. fantasy C. fabrication D. figure
12. Cooper was delighted to learn that aluminum is the most plentiful metal in the earth's _____.
- A. surface B. exterior C. crust D. core
13. A detective story _____ in the African jungle or Australian bush appeals to our interest in remote places.
- A. set down B. set C. set out D. set to
14. The young, self-assured prince _____ power upon the death of the king.
- A. assumed B. consumed C. resumed D. presumed
15. The good news that his book was at last published left him with a _____ of satisfaction in his heart.
- A. blaze B. scorch C. flame D. glow
16. The unfair criticism left Norman quite _____ with anger.
- A. spellbound B. speechless C. silent D. mute

17. The writer was not used to speaking in public, but when the opportunity presented itself, he rose to the _____.
- A. chance B. circumstance C. event D. occasion
18. The new employee would be more popular in the office if he didn't try so hard to _____ himself with the boss.
- A. regard B. identify C. ingratiate D. appreciate
19. The U. S. Government made a very _____ excuse for conducting the experiments with the hydrogen bomb in the South Pacific.
- A. feeble B. faint C. frail D. fragile
20. The twin brothers showed great _____ to their elder sister, who had acted as sole parent to them since their parents died during the American Civil War.
- A. allegiance B. devotion C. compliance D. subjection
21. The novel *Uncle Tom's Cabin*, which effectively _____ the unfairness toward black people, was a major influence in _____ the anti-slavery movement.
- A. portrayed ... strengthening B. attacked ... pacifying
C. glamorized ... launching D. exposed ... condemning
22. The opossum is _____ the venom of snakes in the rattlesnake subfamily and thus views the reptiles not as _____ enemies but as a food source.
- A. vulnerable to ... natural B. conscious of ... mortal
C. impervious to ... lethal D. sensitive to ... deadly
23. There was some stagecraft behind the supposedly _____ moments photographed by Doisneau; in a legal dispute last year, Doisneau _____ that he had paid two models to pose for his famous *The Kiss at the Hotel de Ville*.
- A. innocent ... disproved B. candid ... acknowledged
C. theatrical ... regretted D. affected ... intimated
24. The best Eskimo carvings of all ages seem to possess a powerful ability to _____ the great barriers of language and time and communicate _____ with us.
- A. reach across ... directly B. leap over ... temporarily
C. rise above ... verbally D. pass through ... infrequently

25. T. S. Eliot, famous for his _____, nevertheless accepted posterity's interest in his life, _____ that his correspondence with his lady friends eventually would be read.

- A. reticence ... assuming B. modesty ... prohibiting
C. boastfulness ... remembering D. vanity ... intimating

26. Rebuffed by his colleagues, the initially _____ young researcher became increasingly _____.

- A. tedious ... polished B. outgoing ... withdrawn
C. diligent ... tolerant D. boisterous ... excitable

27. Nowadays life models—men and women who pose in the nude for artists—seem curiously _____, relics of a bygone age when art students labored amid skeletons and anatomical charts, learning to draw the human body as painstakingly as medical students learn to _____ it.

- A. daring ... cure B. stereotyped ... diagnose
C. archaic ... dissect D. anachronistic ... sketch

28. Like Machiavelli before him, Henry Kissinger has a keen appreciation for the head-headed, even _____, use of power, to the point of admiring some traits in leaders who were otherwise _____.

- A. cynical ... benevolent B. gentle ... insignificant
C. resentful ... charismatic D. ruthless ... detestable

29. It is relief to see people who can be interested in the arts without being "arty"—collectors who collect for their own _____ rather than for _____.

- A. delight ... show B. interest ... pleasure
C. reputation ... amusement D. enjoyment ... satisfaction

30. He was habitually so docile and _____ that his friends could not understand his sudden _____ his employers.

- A. incorrigible ... suspicion of B. accommodating ... outburst against
C. erratic ... envy of D. hasty ... cordiality toward

31. _____ was the president when the United States joined the Allied Force against the Axis Power during the World War II.

- A. Abraham Lincoln B. Andrew Jackson
C. Franklin Delano Roosevelt D. Theodore Roosevelt

32. U. S. presidents normally serve a(n) _____ term.
- A. two-year B. four-year C. six-year D. eight-year
33. Which of the following cities is NOT located in the Northeast, U. S.? _____
- A. Houston B. Boston C. Baltimore D. Philadelphia
34. Those on board of the *Mayflower* were the earlier British settlers who built up the _____ Colony.
- A. Pennsylvania B. Virginia C. Massachusetts D. North Carolina
35. The Prime Minister in Britain is head of _____.
- A. the Shadow Cabinet B. the Parliament C. the Opposition D. the Cabinet
36. *Common Sense* written by _____ played a very important role in arousing the awareness of the American colonists to get independence from the British governance.
- A. Thomas Jefferson B. Thomas Paine C. John Jay D. Benjamin Franklin
37. _____ is the state church in England.
- A. The Roman Catholic Church B. The Baptist Church
C. The Protestant Church D. The Church of England
38. The Declaration of Independence was drafted by _____.
- A. Thomas Jefferson B. Thomas Paine C. John Jay D. Benjamin Franklin
39. The Mori were the natives of _____ before the arrival of the white settlers.
- A. Australia B. New Zealand C. Americas D. South Africa
40. There are the Senate and House of Representatives under the Congress in the United States, while in the United Kingdom, there are _____ under the Parliament.
- A. the Lords and House of Commons
B. the House of Lords and Commons
C. the Lords and Commons
D. the House of Lords and House of Commons

II. Fill in each of the blanks (30/150):

A. with an appropriate preposition or a particle (15):

1) _____ the time the American colonists took 2) _____ arms 3) _____ Great Britain in order to secure their independence, the institution of Black slavery was deeply entrenched. But the contradiction inherent 4) _____ this situation was, 5) _____ many, a source of constant embarrassment. "It always appeared a most iniquitous scheme 6) _____ me," Abigail Adams wrote her husband in 1774, "to fight ourselves for what we are daily robbing and plundering 7) _____ those who have as good a right 8) _____ freedom as we have."

Many Americans 9) _____ Abigail Adams were struck 10) _____ the inconsistency of their stand 11) _____ the War of Independence, and they were not averse 12) _____ making moves to emancipate the slaves. Quakers and other religious groups organized antislavery societies, while numerous individuals manumitted their slaves. 13) _____ fact, 14) _____ several years of the end of the War of Independence, most of the Eastern states had made provisions 15) _____ the gradual emancipation of slaves.

B. with an appropriate word (15):

Two of the major 16) _____ of the world are Christianity and 17) _____. Although seemingly 18) _____, the two faiths 19) _____ several fundamental beliefs and practices. Both worship the same deity, whom the 20) _____ term God and the Muslims call 21) _____. For knowledge of his faith and for inspiration, the Christian 22) _____ to his holy book, the 23) _____. The Muslim, 24) _____, has a holy book, the Koran, which guides his prayers and gives meaning to his 25) _____. The Ten Commandments and the Sermon on the Mount provides a 26) _____ of ethics for the lives of all Christians. 27) _____, all Muslims subscribe to the Hadith and the Five Pillars of Faith for daily 28) _____. Such basic 29) _____ in code and conduct illustrate the shared heritage of 30) _____ and Islam.

III. Answer the following Questions (10/150):

1. What are the differences among adjuncts, conjuncts, and disjuncts? Please clarify them with examples (6):
2. Is there any difference between cohesion and coherence? What if any? (4):

IV. Reading Comprehension (20/150):

Passage A

As school starts this fall in Tununak, a tiny Eskimo community on the wind swept coast of Alaska, Teacher Ben Orr is planning to invite elderly storyteller into the classroom so his young students can learn and then write down traditional legends and lore of their vanishing culture. For Donna Maxim's third-graders in Boothbay, Me., writing will become a tool in science and social studies as students record observations, questions and reactions about what they discover each day. In Eagle Butte, S. D., Geri Gutwein has designed a writing project in which her ninth-grade students exchanged letters with third-graders about stories they have read together. This year a few of her students will sit with Cheyenne women who tell tales as they knit together, their heritage becoming grist for today's young writers.

Although these teachers are separated by thousands of miles, their methods of trying to encourage children to write spring from a common source: the Bread Loaf School of English. There, near Vermont's Middlebury College, grade school and high school teachers give up part of their vacations each summer to spend six weeks brainstorming, studying and trading experiences as they try to devise new methods of getting their pupils to write. Says Dixie Goswami, a Clemson University English professor who heads Bread Loaf's program in writing: "We have nothing against 'skill-and-drill' writing curricula, except they don't work." Instead, Bread Loaf graduates have quietly created one of the nation's most inventive programs to encourage student writers.

The Bread Loaf literature and writing program began in 1920 as a summer retreat where English teachers studied for advanced degrees. Until the late 1970s most were teachers from elite Eastern prep schools. Bread Loaf "was failing in its social responsibility," says Paul Cubeta, a Middlebury humanities professor who has directed the program since 1965. "So we went looking in rural America for potential educational leaders." Foundation funds were raised to help defray the \$2,500 cost for tuition and board. Over the past ten years nearly 500 rural instructors have studied in the shadow of the distinctly flattened mountain that gives the school its name. This summer 73 came to Bread Loaf from small towns in 32 states.

Bread Loafers are convinced that children are inspired to write well when they have information to communicate. In Gilbert, S. C., for instance, students interviewed old-timers to discover what life in their small towns was like many decades ago. The students' narrative accounts, vividly describing everything from butter making to courtship and marriage, were published in a magazine they named *Sparkleberry*. This summer at Gilbert's Fourth of July Peach Festival, the homemade magazines sold like hot cobbles.

Many of the new ideas that teachers took away from Bread Loaf seemed in danger of withering back home, remembers Cubeta. "We needed to devise a way for them to go back with support for their projects and for each other." One result was an idea called BreadNet: by setting up a network of word processors, Bread Loaf-trained teachers could instantaneously connect their classrooms. Last year the project lifted off when a charitable

trust donated \$1.5 million for that and other programs.

The new national hookup provided evidence for another Bread Loaf belief: children will write freshly when given a new audience. Students in the tiny ranching community of Wilsall, Mont., began writing to children in Pittsburgh about life in winter. "Cows aren't smart enough to paw through the snow like horses, so you have to feed them," one child explained. A Sioux student on a reservation in South Dakota wrote candidly about what is happening to one branch of the tribe: "Life for the Lakota people is going in a downward direction... To control it would take great human power or magic."

This fall 68 teachers in 33 states will be able to send their students' writing electronically into distant classrooms. Later in the year, the fourth edition of *Voices Across the Wires*, a student-edited collection of BreadNet writing, will be published. "Having real situations to write about has really changed their attitude," says Joanne Tulonen, whose Wilsall students were among the first to use BreadNet. "Before, their writing was artificial. Now they see themselves as people with information worth sharing."

1. The reason why the school was named Bread Loaf is _____.
 - A. the school is made up of a group of idle people
 - B. the school's head name is Bread Loaf
 - C. the school lies in a flattened mountain
 - D. the school was named by national hookup
2. Bread Loafers are convinced that _____.
 - A. children will be inspired when they have information to communicate
 - B. children will write freshly when given a new audience
 - C. both A and B
 - D. children will be more creative
3. What kind of way is devised for teachers to go back with support for each other?
 - A. Interview old-timers.
 - B. Set up BreadNet.
 - C. Exchange letters about stories.
 - D. Adopt the skill-and-drill project.
4. Teachers trained in Bread Loaf will not _____.
 - A. invite elder storytellers to classroom
 - B. have summer vacation in Bread Loaf School
 - C. devise innovative writing program
 - D. work against skill and drill

5. The writing project devised by the teachers in Bread Loaf is _____ to the students' writing.

A. effective
B. insipid
C. worthless
D. non of the above

Passage B

Campaigning on the Indian frontier is an experience by itself. Neither the landscape nor the people find their counterparts in any other portion of the globe. Valley walls rise steeply five or six thousand feet on every side. The columns crawl through a maze of giant corridors down which fierce snow-fed torrents foam under skies of brass. Amid these scenes of savage brilliancy there dwells a race whose qualities seem to harmonize with their environment. Except at harvest-time, when self-preservation requires a temporary truce, the Pathan tribes are always engaged in private or public war. Every man is a warrior, a politician and a theologian. Every large house is a real feudal fortress made, it is true, only of sun-baked clay, but with battlements, turrets, loopholes, drawbridges, etc. complete. Every village has its defense. Every family cultivates its vendetta; every clan, its feud. The numerous tribes and combinations of tribes all have their accounts to settle with one another. Nothing is ever forgotten, and very few *debts* are left unpaid. For the purpose of social life, in addition to the convention about harvest-time, a most elaborate code of honor has been established and is on the whole faithfully observed. A man knew it and observed it faultlessly might pass unarmed from one end of the frontier to another. The slightest technical slip would, however, be fatal. The life of the Pathan is thus full of interest, and his valleys, nourished alike by endless sunshine and abundant water, are fertile enough to yield with little labor the modest material requirements of a sparse population.

Into this happy world the nineteenth century brought two new facts: the rifle and the British Government. The first was an enormous luxury and blessing, the second, an unmitigated nuisance. The convenience of the rifle was nowhere more appreciated than in the Indian highlands. A weapon which would kill with accuracy at fifteen hundred yards opened a whole new vista of delights to every family or clan which could acquire it. One could actually remain in one's own house and fire at one's neighbor nearly a mile away. One could lie in wait on some high crag, and at hitherto unheard-of ranges hit a horseman far below. Even villages could fire at each other without the trouble of going far from home. Fabulous prices were therefore offered for these glorious products of science. Rifle-thieves scoured all Indian to reinforce the efforts of the honest smuggler. A steady flow of the coveted weapons spread its genial influence throughout the frontier, and the respect which the Pathan tribesmen entertained for Christian civilization was vastly enhanced.

The action of the British Government on the other hand was entirely unsatisfactory. The great

organizing, advancing, absorbing power to the southward seemed to be little better than a monstrous spoil-sport. If the Pathan made forays into the plains, not only were they driven back (which after all was no more than fair), but a whole series of subsequent interferences took place, followed at intervals by expeditions which toiled laboriously through the valleys, scolding the tribesmen and exacting fines for any damage which they had done. No one would have minded these expeditions if they had simply come, had a fight and then gone away again. In many cases this was their practice under what was called the "butcher and bolt policy" to which the Government of India long adhere. But towards the end of the nineteenth century these intruders began to make roads through many of the valleys and in particular the great road to Chitral. They sought to ensure the safety of these roads by threats, by forts and by subsidies. There was no objection to the last method so far as it went. But the whole of this tendency to road-making was regarded by the Pathans with profound distaste. All along the road people were expected to keep quiet, not to shoot one another, and above all not to shoot at travelers along the road. It was too much to ask, and a whole series of quarrels took their origin from this source.

6. The word *debts* in "very few debts are left unpaid" in the first paragraph means _____.

- A. loans B. accounts C. killings D. bargains

7. Which of the following is NOT one of the geographical facts about the Indian frontier?

- A. Melting snow. B. Large population. C. Steep hillsides. D. Fertile valleys

8. According to the passage, the Pathans welcomed _____.

- A. the introduction of the rifle B. the spread of British rule
C. the extension of luxuries D. the spread of trade

9. Building roads by the British _____.

- A. put an end to a whole series of quarrels
B. prevented the Pathans from carrying on feuds
C. lessened the subsidies paid to the Pathans
D. gave the Pathans a much quieter life

10. A suitable title for the passage would be _____.

- A. Campaigning on the Indian Frontier
B. Why the Pathans Resented the British Rule
C. The Popularity of Rifles among the Pathans
D. The Pathans at War

Passage C

The fox really exasperated them both. As soon as they had let the fowls out, in the early summer mornings, they had to take their guns and keep guard, and then again as soon as evening began to mellow, they must go once more. And he was so sly. He slid along in the deep grass; he was difficult as a serpent to see. And he seemed to circumvent the girls deliberately. Once or twice March had caught sight of the white tip of his brush, or the ruddy shadow of him in the deep grass, and she had let fire at him. But he made no account of this.

The trees on the wood-edge were a darkish, brownish green in the full light—for it was the end of August. Beyond, the naked, copper-like shafts and limbs of the pine trees shone in the air. Nearer the rough grass, with its long, brownish stalks all agleam, was full of light. The fowls were round about—the ducks were still swimming on the pond under the pine trees. March looked at it all, saw it all, and did not see it. She heard Banford speaking to the fowls in the distance—and she did not hear. What was she thinking about? Heaven knows. Her consciousness was, as it were, held back.

She lowered her eyes, and suddenly saw the fox. He was looking up at her. His chin was pressed down—she knew he knew her. So he looked into her eyes, and her soul failed her. He knew her, he was not daunted.

She struggled; confusedly she came herself, and saw him making off, with slow leaps over some fallen boughs, slow, impudent jumps. Then he glanced over his shoulder, and ran smoothly away. She saw his brush held smooth like a feather; she saw his white buttocks twinkle. And he was gone, softly, soft as the wind.

She put her gun to her shoulder, but even then pursed her mouth, knowing it was nonsense to pretend to fire. So she began to walk slowly after him, in the direction he had gone, slowly, pertinaciously. She expected to find him. In her heart she was determined to find him. What she would do when she saw him again she did not consider. But she was determined to find him. So she walked abstractedly about on the edge of the wood, with wide, vivid dark eyes, and a faint flush in her cheeks. She did not think. In strange mindlessness she walked hither and thither...

As soon as supper was over, she rose again to go out, without saying why.

She took her gun again and went to look for the fox. For he had lifted his eyes upon her, and his knowing look seemed to have entered her brain. She did not so much think of him; she was possessed by him. She saw his dark, shrewd, unabashed eye looking into her, knowing her. She felt him invisibly master her spirit. She knew the way he lowered his chin as he looked up, she knew his muzzle, the golden brown, and grayish white. And again she saw him glance over his shoulder at her, half inviting, half contemptuous and cunning. So she went, with her great startled eyes glowing, her gun under her arm, along the wood edge. Meanwhile the night fell, and a great moon rose above the pine trees.

11. At the beginning of the story, the fox seems to be all EXCEPT _____.
A. cunning B. fierce C. defiant D. annoying
12. As the story proceeds, March begins to feel under the spell of _____.
A. the light B. the trees C. the night D. the fox
13. Gradually March seems to be in a state of _____.
A. blankness B. imagination C. sadness D. excitement
14. At the end of the story, there seems to be a sense of _____ between March and the fox.
A. detachment B. anger C. intimacy D. conflict
15. The passage creates an overall impression of _____.
A. mystery B. horror C. liveliness D. contempt

Passage D

Despite Denmark's manifest virtues, Danes never talk about how proud they are to be Danes. This would sound weird in Danish. When Danes talk to foreigners about Denmark, they always begin by commenting on its tininess, its unimportance, the difficulty of its language, the general small-mindedness and self-indulgence of their countrymen and the high taxes. No Dane would look you in the eye and say, "Denmark is a great country." You're supposed to figure this out for yourself.

It is the land of the silk safety net, where almost half the national budget goes toward smoothing out life's inequalities, and there is plenty of money for schools, day care, retraining programs, job seminars—Danes love seminars: three days at a study centre hearing about waste management is almost as good as a ski trip. It is a culture bombarded by English, in advertising, pop music, the Internet, and despite all the English that Danish absorbs—there is no Danish Academy to defend against it—old dialects persist in Jutland that can barely be understood by Copenhageners. It is the land where, as the saying goes, "Few have too much and fewer have too little," and a foreigner is struck by the sweet egalitarianism that prevails, where the lowliest clerk gives you a level gaze, where Sir and Madame have disappeared from common usage, even Mr. and Mrs. It's a nation of recyclers—about 55% of Danish garbage gets made into something new—and no nuclear power plants. It's a nation of tireless planners. Trains run on time. Things operate well in general.

Such a nation of overachievers — a brochure from the Ministry of Business and Industry says, "Denmark is one of the world's cleanest and most organized countries, with virtually no pollution, crime, or poverty. Denmark is the most corruption-free society in the Northern Hemisphere." So, of course, one's heart lifts at any sighting of Danish sleaze: skinhead graffiti on buildings ("Foreigners Out of Denmark!"), broken beer bottles in the gutters, drunken teenagers slumped in the park.

Nonetheless, it is an orderly land. You drive through a Danish town, it comes to an end at a stone wall, and on the other side is a field of barley, a nice clean line: town here, country there. It is not a nation of jaywalkers. People stand on the curb and wait for the red light to change, even if it's 2 a.m. and there's not a car in sight. However, Danes don't think of themselves as awaiting-at-2-a.m.-for-the-green-light people—that's how they see Swedes and Germans. Danes see themselves as jazzy people, improvisers, more free spirited than Swedes, but the truth is (though one should not say it) that Danes are very much like Germans and Swedes. Orderliness is a main selling point. Denmark has few natural resources, limited manufacturing capability; its future in Europe will be as a broker, banker, and distributor of goods. You send your goods by container ship to Copenhagen, and these bright, young, English-speaking, utterly honest, highly disciplined people will get your goods around to Scandinavia, the Baltic States, and Russia. Airports, seaports, highways, and rail lines are ultramodern and well-maintained.

The orderliness of the society doesn't mean that Danish lives are less messy or lonely than yours or mine, and no Dane would tell you so. You can hear plenty about bitter family feuds and the sorrows of alcoholism and about perfectly sensible people who went off one day and killed themselves. An orderly society can not exempt its members from the hazards of life.

But there is a sense of entitlement and security that Danes grow up with. Certain things are yours by virtue of citizenship, and you shouldn't feel bad for taking what you're entitled to, you're as good as anyone else. The rules of the welfare system are clear to everyone, the benefits you get if you lose your job, the steps you take to get a new one; and the orderliness of the system makes it possible for the country to weather high unemployment and social unrest without a sense of crisis.

1. The author thinks that Danes adopt a ____ attitude towards their country.

A. boastful B. modest C. deprecating D. mysterious

2. Which of the following is NOT a Danish characteristic cited in the passage?

A. Fondness of foreign culture. B. Equality in society.
C. Linguistic tolerance. D. Persistent planning.

3. The author's reaction to the statement by the Ministry of Business and Industry is ____.

- A. disapproving B. approving C. noncommittal D. doubtful

4. According to the passage, Danish orderliness

- A. sets the people apart from Germans and Swedes
- B. spares Danes social troubles besetting other people
- C. is considered economically essential to the country
- D. prevents Danes from acknowledging existing troubles

5. At the end of the passage the author states all the following EXCEPT that

- A. Danes are clearly informed of their social benefits
B. Danes take for granted what is given to them
C. the open system helps to tide the country over
D. orderliness has alleviated unemployment

- V. Write a short paragraph of CONTRAST using the title, topic and concluding sentences given (10/150):

The Objective Test and the Essay Exam

In college and university courses, the objective test and the essay exam are two contrasting methods of evaluation commonly used to measure a student's grasp of subject matter.

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Although the object test and the essay exam have similar goals—the assessment of a student's academic achievement—the techniques (and very often the results) of the two types of examination differ significantly.

(见反面)

VI. Turn the following into Chinese (20/150):

Passage One

In addition, one class of family reasons shares a border with the following category, namely, having children in order to maintain or improve a marriage; to hold the husband or occupy the wife; to repair or rejuvenate the marriage; to increase the number of children on the assumption that family happiness lies that way. The point is underlined by its converse: in some societies the failure to bear children (or males) is a threat to the marriage and a ready cause for divorce.

Beyond all that is the profound significance of children to the very institution of the family itself. To many people, husband and wife alone do not seem a proper family—they need children to enrich the circle, to validate its family character, to gather the redemptive influence of offspring. Children need the family, but the family seems also to need children, as the social institutions uniquely available, at least in principle, for security, comfort, assurance, and direction in a changing, often hostile world. To most people, such a home base, in the literal sense, needs more than one person for sustenance and in generational extension.

VII. Turn the following into English (20/150):

1938年11月10日，是德国犹太裔孪生姐妹露茜娅和佳丽娜(Lucia and Carina Greenberg)的18岁生日。当露茜娅等待她的恋人汉斯(Hans Shultz)登门求婚时，罗特舅舅闯进家门，带来了儿子鲍立斯(Boris Cohen)被抓进集中营和夫人被打死的噩耗。已成为党卫军的汉斯追踪而至，在抓“逃犯”与贺生日、求婚之间陷入尴尬。当晚，汉斯又随梅·辛格(May Singer)中校焚烧犹太人教堂、商店、医院、学校、住宅等建筑，大肆屠杀犹太人，露茜娅的母亲亦遭枪杀。生日的夜晚变成犹太人鲜血遍地流淌的“水晶之夜”。与此同时，远在世界东方，日本军队也对 中国苏南农村大扫荡，留德学生唐金汉之妻刘舒婷的娘家一毗邻上海的刘庄，138位乡亲全部被杀，刘舒婷赶来时只能抱着父母的尸体撕心地痛哭。