

2008 年上海海事大学攻读硕士学位研究生入学考试试题 (B)

(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 (20/150):

- A series of border incidents _____ led the two countries to war.
A. avoidably B. distinctly C. actually D. inevitably
- The twin brother 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
- The UNDP has the obligation to _____ funds to the poverty-stricken areas in developing countries.
A. consign B. transfer C. entrust D. commit
- With time, the memory of childhood quarrels and frictions among family members will fade into _____.
A. obliteration B. oblivion C. realization D. thin air
- _____ the invention of word processors, writers left us manuscripts, a priceless heritage.
A. In addition to B. Prior to C. Akin to D. With reference to
- 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
- 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. Her _____ should not be confused with miserliness; as long as I have known her, she has always been willing to assist those who are in need.
- A. frugality B. apprehension C. intolerance D. intemperance
12. A diligent scholar, she devoted herself _____ to the completion of the book.
- A. assiduously B. ingenuously C. voluminously D. sporadically
13. The young, self-assured prince _____ power upon the death of the king.
- A. assumed B. consumed C. resumed D. presumed
14. 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
15. The unfair criticism left Norman quite _____ with anger.
- A. spellbound B. speechless C. silent D. mute
16. 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

17. He was habitually so docile and _____ that his friends could not understand his sudden _____ his employers.
- A. incorrigible ... suspicion of
C. erratic ... envy of
- B. accommodating ... outburst against
D. hasty ... cordiality toward
18. _____ was the president when the United States joined the Allied Force against the Axis Power during the World War II.
- A. Abraham Lincoln
C. Franklin Delano Roosevelt
- B. Andrew Jackson
D. Theodore Roosevelt
19. _____ is the state church in England.
- A. The Roman Catholic Church
C. The Protestant Church
- B. The Baptist Church
D. The Church of England
20. The Declaration of Independence was drafted by _____.
- A. Thomas Jefferson B. Thomas Paine C. John Jay D. Benjamin Franklin

II. Fill in each of the blanks with an appropriate word (20/150):

Two 1) _____ the major 2) _____ of the world are Christianity and 3) _____. Although seemingly 4) _____, the two faiths share several fundamental beliefs and practices. Both worship the same deity, whom the 5) _____ term God and the Muslims call 6) _____. 7) _____ knowledge of his faith and for inspiration, the Christian turns 8) _____ his holy book, the 9) _____. The Muslim, 10) _____, has a holy book, the Koran, which guides his prayers and gives meaning 11) _____ his 12) _____. The Ten Commandments and the Sermon 13) _____ the Mount provides a 14) _____ of ethics 15) _____ the lives of all Christians. 16) _____, all Muslims subscribe 17) _____ the Hadith and the Five Pillars of Faith for daily 18) _____. Such basic 19) _____ in code and conduct illustrate the shared heritage of 20) _____ and Islam.

III. Write a brief answer to the following questions or requirements (20/150):

1. How many kinds of “complements” in the structure of English sentences? Please explain them with examples. (5)
2. Please define “non-finite verb” with illustrations. (5)
3. Please define “tense and aspect” with illustrations. (5)
4. What are the differences among adjuncts, conjuncts, and disjuncts? Please clarify them with examples (5)

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 Brea 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

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 planner. 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.

6. The author thinks that Danes adopt a ___ attitude towards their country.
A. boastful B. modest C. deprecating D. mysterious
7. 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.
8. The author's reaction to the statement by the Ministry of Business and Industry is _____.
A. disapproving B. approving C. noncommittal D. doubtful
9. 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

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

The Five Books of Moses, the core of the Jewish Bible, begin with the story of Creation, which, based on the biblical narrative, is calculated by Orthodox Jews as having taken place 5,759 years ago. That narrative begins in the most precise way, which any historian could envy (I will use in these letters the seventeenth-century King James version, on which all schoolchildren, myself included, were brought up in England half a century ago): “In the beginning God created the heaven and the earth.” The Bible goes on to say that the Creation took God six days, during which time he created day and night, land and water, grass and trees, sun and moon, “great whales, and every living creatures”—including cattle—and man.

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

一个人的生命究竟有多大意义,这有什么标准可以衡量吗? 提出一个绝对的标准当然很困难: 但是,大体上看一个人对待生活的态度是否严肃认真,看他对待工作、生活的态度如何,也就不难对这个人的存在意义做出适当的估计了。

古来一切又成就的人,都很严肃地对待自己的生命,当他活着一天,总要尽量多工作、多学习,不肯虚度年华,不让时间白白浪费掉。我国历代的劳动人民以及大政治家、大思想家等等都莫不如此。

VII. Write on the topic chosen from the list around 500 words (30/150):

- 1) Why I Have Chosen SHMU for My MA Study?
- 2) How Shall I Do If I Am Admitted to SHMU?
- 3) Language, Literature, or Culture? Why?