2020年军队文职人员招聘考试

外国语言文学类—英语试卷

一、语法与词汇（共20题，每题0.5分，总计10分）

1. If non-compliance with the local housing pilot agreement, it is necessary to promptly (　　)the situation.

A. modify

B. revise

C. rectify

D. correct

2. Good posture leads to better body mechanics. You will tire less easily, feel less sore after you exercise, and also be less（　　）to injuries.

A. likely

B. subject

C. prone

D. apt

3. But it has a big disadvantage. It doesn't allow you to run both operating systems（　　）, or copy and paste material between them.

A simultaneously

B spontaneously

C consciously

D potentially

4. She expressed her strong determination that nothing could（　　）her to give up her career as a teacher.

A reduce

B induce

C seduce

D deduce

5. If you（　　）my advice, you would be better now.

A. had followed

B. followed

C. were to follow

D. follow

6. He is the only person（　　）was present at the time.

A. who

B. whom

C. which

D. that

7. Whether or not she will take up the job is up to her parents,（　　）?

A. isn’t it

B. is it

C. doesn’t she

D. does she

8. I don’t think your lecture（　　）the audience, for they appeared quite puzzled.

A. got lose to

B. got down to

C. got away with

D. got across to

9. The old castle requires（　　）after（　　）by the storm.

A. to be restored; hit

B. being restored; being hit

C. restoring; being hit

D. having been restored; hit

10. We will do everything we can to help anybody, (　　) his background, to go as far as his talents will take him.

A. whatever

B. however

C. whichever

D. wherever

11. (　　) himself (　　) the project, he had no time to go back home.

A. Occupied; with

B. Occupied; in

C. Occupying; with

D. Occupying; in

12. The number 911 is a special number, (　　), I think, that will be remembered by the Americans forever.

A. which

B. what

C. the one

D. one

13. It's a reported that all educators believe that a challenging situation can often (　　) the best qualities of a person.

A. bring up

B. bring about

C. bring forward

D. bring out

14. Mary（　　）by the traffic, otherwise, she wouldn't have been late for the meeting.

A. must have been held up

B. should have been held up

C. has been held up

D. had been held up

15. The new project needs more labor than（　　）because it is really difficult.

A. being put in

B. to be put in

C. has been put in

D. have been put in

16. Without facts, a person cannot form correct opinion, for he needs to have actual knowledge（　　）his thinking.

A. which to be based on

B. on which to base

C. which to base

D. on which to be based

17.（　　）the splendid mountain, that wooden building looks shabby.

A. Beneath

B. Over

C. Above

D. Beside

18. On weekends, he was too tied to do（　　）lie around or go to the gym.

A. everything and

B. something and

C. anything but

D .all but

19. I raised objections at the meeting, but how I（　　）rather not have done that.

A. could

B. would

C. should

D. might

20.（　　）ministers decide to instigate an inquiry, we（　　）welcome it.

A. Should; would

B. Suppose; could

C. If; would

D. Would; will

二、基础常识（共 10 题，每题 1 分，总计 10 分）

21.The author of Vanity Fair is（　　）.

A. Charles Dickens

B. Alfred Tennyson

C.William Thackeray

D. Robert Browning

22．Which is the highest rank among the titles of English nobility?（　　）

A. Earl

B. Duke

C. Marquees

D. Baron

23. Adelaide is a city of（　　）.

A. Australia

B. New Zealand

C. America

D.the United Kingdom

24.The great works of Francis Scott Key Fitzgerald is（　　）

A. Farewell to Arms

B.The Sun Also Rises

C.The Sound and the Fury

D. The Great Gatsby

25. The symbol of Republican Party United States is（　　）

A. deer

B. monkey

C. elephant

D. donkey

26. L.Bloomfiled belongs to（　　）.

A. descriptive linguistics

B. Prague School

C. Copenhagen School

D. Functional linguistics

27. Which of the following is NOT a design feature of human language?（　　）

A. Arbitrariness

B Displacement

C. Duality

D. Diachronicity.

28.（　　）is defined as the study of the relationship between language and mind.

A. Semantics

B. Pragmatics

C. Cognitive linguistics

D. Sociolinguistics

29.The speech act theory was first put forward by（　　）.

A. John Searle

B. John Austin

C. Noam Chomsky

D. M.A.K. Halliday

30. What essentially distinguishes semantics and pragmatics is the notion of（　　）.

A. reference

B. meaning

C. antonymy

D. context

三、阅读理解（共 25 题，每题 2 分，总计 50 分）

TEXT A

These days we hear a lot of nonsense about the ‘great classless society’. The idea that the twentieth century is the age of the common man has become one of the great clichés of our time. The same old arguments are put forward in evidence. Here are some of them: monarchy as a system of government has been completely discredited. The monarchies that survive have been deprived of all political power. Inherited wealth has been savagely reduced by taxation and, in time, the great fortunes will disappear altogether. In a number of countries the victory has been complete. The people rule; the great millennium has become a political reality. But has it? Close examination doesn’t bear out the claim.

It is a fallacy to suppose that all men are equal and that society will be leveled out if you provide everybody with the same educational opportunities. (It is debatable whether you can ever provide everyone with the same educational opportunities, but that is another question.) The fact is that nature dispenses brains and ability with a total disregard for the principle of equality. The old rules of the jungle, ‘survival of the fittest’, and ‘might is right’ are still with us. The spread of education has destroyed the old class system and created a new one. Rewards are based on merit.

For ‘aristocracy’ read ‘meritocracy’; in other respects, society remains unaltered: the class system is rigidly maintained.

Genuine ability, animal cunning, skill, the knack of seizing opportunities, all bring material rewards. And what is the first thing people do when they become rich? They use their wealth to secure the best possible opportunities for their children, to give them ‘a good start in life’. For all the lip service we pay to the idea of equality, we do not consider this wrong in the western world. Private schools which offer unfair advantages over state schools are not banned because one of the principles in a democracy is that people should be free to choose how they will educate their children. In this way, the new meritocracy can perpetuate itself to a certain extent: an able child from a wealthy home can succeed far more rapidly than his poorer counterpart. Wealth is also used indiscriminately to further political ends. It would be almost impossible to become the leader of a democracy without massive financial backing. Money is as powerful a weapon as ever it was.

In societies wholly dedicated to the principle of social equality, privileged private education is forbidden. But even here people are rewarded according to their abilities. In fact, so great is the need for skilled workers that the least able may be neglected. Bright children are carefully and expensively trained to become future rulers. In the end, all political ideologies boil down to the same thing: class divisions persist whether you are ruled by a feudal king or an educated peasant.

31. What is the main idea of this passage?（　　）

A. Equality of opportunity in the twentieth century has not destroyed the class system.

B. Equality means money.

C. There is no such society as classless society.

D. Nature can’t give you a classless society.

32. According to the author, the same educational opportunities can’t get rid of inequality because（　　）.

A. the principle ‘survival of the fittest’ exists.

B. nature ignores equality in dispensing brains and ability.

C. material rewards are for genuine ability.

D. people have the freedom how to educate their children.

33. Who can obtain more rapid success?（　　）

A. Those with wealth.

B. Those with the best brains.

C. Those with the best opportunities.

D. Those who have the ability to catch at opportunities.

34. Why does the author say the new meritocracy can perpetuate itself to a certain extent ? Because（　　）.

A. money decides everything.

B. private schools offer advantages over state schools.

C. people are free to choose the way of educating their children.

D. wealth is used for political ends.

35. According to the author, ‘class divisions’ refers to（　　）.

A. the rich and the poor.

B. different opportunities for people.

C. oppressor and the oppressed.

D. genius and stupidity.

TEXT B

(1) You should treat skeptically the loud cries now coming from colleges and universities that the last bastion of excellence in American education is being gutted by state budget cuts and mounting costs. Whatever else it is, higher education is not a bastion of excellence. It is shot through with waste, lax academic standards and mediocre teaching and scholarship.

(2) True, the economic pressures – from the Ivy League to state systems – are intense. Last year, nearly two-thirds of schools had to make midyear spending cuts to stay within their budgets. It is also true (as university presidents and deans argue) that relieving those pressures merely by raising tuitions and cutting courses will make matters worse. Students will pay more and get less.

The university presidents and deans want to be spared from further government budget cuts. Their case is weak.

(3) Higher education is a bloated enterprise. Too many professors do too little teaching to too many ill-prepared students. Costs can be cut and quality improved without reducing the number of graduates. Many colleges and universities should shrink. Some should go out of business. Consider:

● Except for elite schools, admissions standards are low. About 70 percent of freshmen at four-year colleges and universities attend their first-choice schools. Roughly 20 percent go to their second choices. Most schools have eagerly boosted enrollments to maximize revenues (tuition and state subsidies).

● Dropout rates are high. Half or more of freshmen don't get degrees. A recent study of PhD programs at 10 major universities also found high dropout rates for doctoral candidates.

● The attrition among undergraduates is particularly surprising because college standards have apparently fallen. One study of seven top schools found widespread grade inflation. In 1963, half of the students in introductory philosophy courses got a B – or worse. By 1986, only 21 percent did. If elite schools have relaxed standards, the practice is almost surely widespread.

● Faculty teaching loads have fallen steadily since the 1960s. In major universities, senior faculty members often do less than two hours a day of teaching. Professors are "socialized to publish, teach graduate students and spend as little time teaching (undergraduates) as possible," concludes James Fairweather of PennStateUniversity in a new study. Faculty pay consistently rises as undergraduate teaching loads drop.

● Universities have encouraged an almost mindless explosion of graduate degrees. Since 1960, the number of masters' degrees awarded annually has risen more than fourfold to 337,000. Between 1965 and 1989, the annual number of MBAs (masters in business administration) jumped from 7,600 to 73,100.

(4) Even so, our system has strengths. It boasts many top-notch schools and allows almost anyone to go to college. But mediocrity is pervasive. We push as many freshmen as possible through the door, regardless of qualifications. Because bachelors' degrees are so common, we create more graduate degrees of dubious worth. Does anyone believe the MBA explosion has improved management?

(5) You won't hear much about this from college deans or university presidents. They created this mess and are its biggest beneficiaries. Large enrollments support large faculties. More graduate students liberate tenured faculty from undergraduate teaching to concentrate on writing and research: the source of status. Richard Huber, a former college dean, writes knowingly in a new book ("How Professors Play the Cat Guarding the Cream: Why We're Paying More and Getting Less in Higher Education"): Presidents, deans and trustees ... call for more recognition of good teaching with prizes and salary incentives.

(6)The reality is closer to the experience of HarvardUniversity's distinguished paleontologist Stephen Jay Gould: "To be perfectly honest, though lip service is given to teaching, I have never seriously heard teaching considered in any meeting for promotion... Writing is the currency of prestige and promotion."

(7)About four-fifths of all students attend state-subsidized systems, from community colleges to prestige universities. How governors and state legislatures deal with their budget pressures will be decisive. Private schools will, for better or worse, be influenced by state actions. The states need to do three things.

(8) First, create genuine entrance requirements. Today's low standards tell high school students: You don't have to work hard to go to college. States should change the message by raising tuitions sharply and coupling the increase with generous scholarships based on merit and income. To get scholarships, students would have to pass meaningful entrance exams. Ideally, the scholarships should be available for use at in-state private schools. All schools would then compete for students on the basis of academic quality and costs. Today's system of general tuition subsidies provides aid to well-to-do families that don't need it or to unqualified students who don't deserve it.

(9) Next, states should raise faculty teaching loads, mainly at four-year schools. (Teaching loads at community colleges are already high.) This would cut costs and reemphasize the primacy of teaching at most schools. What we need are teachers who know their fields and can communicate enthusiasm to students. Not all professors can be path-breaking scholars. The excessive emphasis on scholarship generates many unread books and mediocre articles in academic journals. "You can't do more of one (research) without less of the other (teaching)," says Fairweather. "People are working hard – it's just where they're working."

(10) Finally, states should reduce or eliminate the least useful graduate programs. Journalism (now dubbed "communications"), business and education are prime candidates. A lot of what they teach can – and should – be learned on the job. If colleges and universities did a better job of teaching undergraduates, there would be less need for graduate degrees.

(11)Our colleges and universities need to provide a better education to deserving students. This may mean smaller enrollments, but given today's attrition rates, the number of graduates need not drop. Higher education could become a bastion of excellence, if we would only try.

36. It can be concluded from Para.3 that the author was ( ) towards the education.

A. indifferent

B. neutral

C. positive

D. negative

37. The following are current problems facing all American universities EXCEPT ( ).

A. high dropout rates

B. low admission standards

C. low undergraduate teaching loads

D. explosion of graduate degrees

38. In order to ensure teaching quality, the author suggests that the states do all the following EXCEPT ( ).

A. set entrance requirements

B. raise faculty teaching loads

C. increase undergraduate programs

D. reduce useless graduate programs

39. "Prime candidates" in Para. 10 is used as ( ).

A. euphemism

B. metaphor

C. analogy

D. personification

40. What is the author's main argument in the passage? ( )

A. American education can remain excellent by ensuring state budget.

B. Professors should teach more undergraduates than postgraduates.

C. Academic standard are the main means to ensure educational quality.

D. American education can remain excellent only by raising teaching quality.

TEXT C

Educators are seriously concerned about the high rate of dropouts among the doctor of philosophy candidates and the consequent loss of talent to a nation in need of Ph. D. s. Some have placed the dropouts loss as high as 50 percent. The extent of the loss was, however, largely a matter of expert guessing. Last week a well-rounded study was published. It was based on 22,000 questionnaires sent to former graduate students who were enrolled in 24 universities and it seemed to show many past fears to be groundless.

The dropouts rate was found to be 31 per cent, and in most cases the dropouts, while not completing the Ph. D. requirement, went on to productive work. They are not only doing well financially, but, according to the report, are not far below the income levels of those who went on to complete their doctorates.

Discussing the study last week, Dr. Tucker said the project was initiated `because of the concern frequently expressed by graduate faculties and administrators that some of the individuals who dropped out of Ph. D. programs were capable of competing the requirement for the degree. Attrition at the Ph. D. level is also thought to be a waste of precious faculty time and a drain on university resources already being used to capacity. Some people expressed the opinion that the shortage of highly trained specialists and college teachers could be reduced by persuading the dropouts to return to graduate schools to complete the Ph. D. "The results of our research" Dr. Tucker concluded, "did not support these opinions"：

●Lack of motivation was the principal reason for dropping out.

● Most dropouts went as far in their doctoral program as was consistent with their levels of ability or their specialities.

● Most dropouts are now engaged in work consistent with their education and motivation.

Nearly 75 per cent of the dropouts said there was no academic reason for their decision, but those who mentioned academic reason cited failure to pass the qualifying examination, uncompleted research and failure to pass language exams. Among the single most important personal reasons identified by dropouts for non-completion of their Ph. D. program, lack of finances was marked by 19 per cent.

As an indication of how well the dropouts were doing, a chart showed 2% in humanities were receiving$20,000 and more annually while none of the Ph. D. `s with that background reached this figure. The Ph. D.'s shone in the$7,500 to$15,000 bracket with 78% at that level against 50% for the dropouts. This may also be an indication of the fact that top salaries in the academic fields, where Ph. D.'s tend to rise to the highest salaries, are still lagging behind other fields.

As to the possibility of getting dropouts back on campus, the outlook was glum. The main condition which would have to prevail for at least 25%of the dropouts who might consider returning to graduate school would be to guarantee that they would retain their present level of income and in some cases their present job.

41.The author states that many educators feel that（　　）.

A．steps should be taken to get the dropouts back to campus.

B．the fropouts should return to a lower quality school to continue their study.

C．the Ph. D. holder is generally a better adjusted person than the dropout.

D． The high dropouts rate is largely attributable to the lack of stimulation on the part of faculty members.

42. Research has shown that（　　）

A．Dropouts are substantially below Ph. D. `s in financial attainment.

B．The incentive factor is a minor one in regard to pursuing Ph. D. studies.

C． The Ph. D. candidate is likely to change his field of specialization if he drops out.

D．About one-third of those who start Ph. D. work do not complete the work to earn the degree.

43. Meeting foreign language requirements for the Ph. D.（　　）

A．is the most frequent reason for dropping out.

B．is more difficult for the science candidate than for the humanities candidate.

C．is an essential part of many Ph. D. programs.

D．does not vary in difficulty among universities.

44. After reading the article, one would refrain from concluding that（　　）.

A．optimism reigns in regard to getting Ph. D. dropouts to return to their pursuit of the degree.

B．a Ph. D. dropout, by and large, does not have what it takes to learn the degree.

C．colleges and universities employ a substantial number of Ph. D. dropouts.

D．Ph. D. s are not earning what they deserve in nonacademic positions.

45.It can be inferred that the high rate of dropouts lies in（　　）.

A．salary for Ph. D. too low.

B．academic requirement too high.

C．salary for dropouts too high.

D．low positions.

TEXT D

My class at Harvard Business School helps students understand what good management theory is and how it is built. In each session, we look at one company through the lenses of different theories, using them to explain how the company got into its situation and to examine what action will yield the needed results. On the last day of class, I asked my class to turn those theoretical lenses on themselves to find answers to two questions: First, How can I be sure I'll be happy in my career? Second, how can I be sure my relationships with my spouse and my family will become an enduring source of happiness? Here are some management tools that can be used to help you lead a purposeful life.

1. Use Your Resources Wisely. Your decisions about allocating your personal time, energy, and talent shape your life's strategy. I have a bunch of "businesses" that compete for these resources: I'm trying to have a rewarding relationship with my wife, raise great kids, contribute to my community, succeed in my career, and contribute to my church. And I have exactly the same problem that a corporation does. I have a limited amount of time, energy and talent. How much do I devote to each of these pursuits?

Allocation choices can make your life turn out to very different from what you intended. Sometimes that's good: opportunities that you have never planned for emerge. But if you don't invest your resources wisely, the outcome can be bad. As I think about people who inadvertently invested in lives of hollow unhappiness, I can't help believing that their troubles related right back to a short-term perspective.

When people with a high need for achievement have an extra half hour of time or an extra ounce of energy, they'll unconsciously allocate it to activities that yield the most tangible accomplishments. Our careers provide the most concrete evidence that we're moving forward. You ship a product, finish a design, complete a presentation, close a sale, teach a class, publish a paper, get paid, get promoted. In contrast, investing time and energy in your relationships with your spouse and children typically doesn't offer the same immediate sense of achievement. Kids misbehave every day. It's really not until 20 years down the road that you can say, "I raised a good son or a good daughter." You can neglect your relationship with your spouse and on a daily basis it doesn't seem as if thing are deteriorating. People who are driven to excel have this unconscious propensity to underinvest in their families and overinvest in their careers, even though intimate and loving family relationships are the most powerful and enduring source of happiness.

If you study the root causes of business disasters, over and over you'll find this predisposition toward endeavors that offer immediate gratification. If you look at personal lives through that lens, you'll see that same stunning and sobering pattern: people allocating fewer and fewer resources to the things they would have once said mattered most.

2. Create A Family Culture. It's one thing to see into the foggy future with a acuity and chart the course corrections a company must make. But it's quite another to persuade employees to line up and work cooperatively to take the company in that new direction.

When there is little agreement, you have to use "power tools" – coercion, threats, punishments and so on, to secure cooperation. But if employee's ways of working together succeed over and over, consensus begins to form. Ultimately, people don't even think about whether their way yields success. They embrace priorities and follow procedures by instinct and assumption rather than by explicit decision, which means that they've created a culture. Culture, in compelling but unspoken ways, dictates the proven, acceptable methods by which member s of a group address recurrent problems. And culture defines the priority given to different types of problems. It can be a powerful management tool.

I use this model to address the question, How can I be my family becomes an enduring source of happiness? My students quickly see that the simplest way parents can elicit cooperation from children is to wield power tools. But there comes a point during the teen years when power tools no longer work. At that point, parents start wishing they had begun working with their children at a very young age to build a culture in which children instinctively behave respectfully

toward one another, obey their parents, and choose the right thing to do. Families have cultures, just as companies do. Those cultures can be built consciously.

If you want your kids to have strong self-esteem and the confidence that they can solve hard problems, those qualities won't magically materialize in high school. You have to design them into your family's culture and you have think about this very early on. Like employees, children build self-esteem by doing things that are hard and learning what works.

46. According to the author, the key to successful allocation of resources in your life depends on whether you ( ).

A. can manage your time well

B. have long-term planning

C. are lucky enough to have new opportunities

D. can solve both company and family problems

47. What is the role of the statement "Our careers provide the most concrete evidence that we're moving forward" with reference to the previous statement in the paragraph ( ).

A. To offer further explanation.

B. To provide a definition.

C. To present a contrast.

D. To illustrate career development.

48. According to the author, a common cause of failure in business and family relationships is ( ).

A. lack of planning

B. short-sightedness

C. shortage of resources

D. decision by instinct

49. According to the author, when does culture begin to emerge? ( )

A. When people decide what and how to do by instinct.

B. When people realize the importance of consensus.

C. When people as a group decide how to succeed.

D. When people use "power tools" to reach agreement.

50. One of the similarities between company culture and family culture is that ( ).

A. problem-solving ability is essential

B. cooperation is the foundation

C. respect and obedience are key elements

D. culture needs to be nurtured

TEXT E

In her novel of “Reunion, American Style”, Rona Jaffe suggests that a class reunion “is more than a sentimental journey. It is also a way of answering the question that lies at the back of nearly all our minds. Did they do better than I?”

Jaffe’s observation may be misplaced but not completely lost. According to a study conducted by social psychologist Jack Sparacino, the overwhelming majority who attend reunions aren’t there invidiously to compare their recent accomplishments with those of their former classmates. Instead, they hope, primarily, to relive their earlier successes.

Certainly, a few return to show their former classmates how well they have done; others enjoy observing the changes that have occurred in their classmates (not always in themselves, of course). But the majority who attend their class reunions do so to relive the good times they remember having when they were younger. In his study, Sparacino found that, as high school students, attendees had been more popular, more often regarded as attractive, and more involved in extracurricular activities than those classmates who chose not to attend. For those who turned up at their reunions, then, the old times were also the good times!

It would appear that Americans have a special fondness for reunions, judging by their prevalence. Major league baseball players, fraternity members, veterans groups, high school and college graduates, and former Boy Scouts all hold reunions on a regular basis. In addition, family reunions frequently attract blood relatives from faraway places who spend considerable money and time to reunite.

Actually, in their affection for reuniting with friends, family or colleagues, Americans are probably no different from any other people, except that Americans have created a mind-boggling number and variety of institutionalized forms of gatherings to facilitate the satisfaction of this desire. Indeed, reunions have increasingly become formal events that are organized on a regular basis and, in the process, they have also become big business.

Shell Norris of Class Reunion, Inc., says that Chicago alone has 1,500 high school reunions each year. A conservative estimate on the national level would be 10,000 annually. At one time, all high school reunions were organized by volunteers, usually female homemakers. In the last few years, however, as more and more women have entered the labor force, alumni reunions are increasingly being planned by specialized companies rather than by part-time volunteers.

The first college reunion was held by the alumni of Yale University in 1792. Graduates of Pennsylvania, Princeton, Stanford, and Brown followed suit. And by the end of the 19th century, most 4-year institutions were holding alumni reunions.

The variety of college reunions is impressive. At Princeton, alumni parade through the town wearing their class uniforms and singing their alma mater. At Marietta College, they gather for a

dinner-dance on a steamship cruising the Ohio River.

Clearly, the thought of cruising on a steamship or marching through the streets is usually not, by itself, sufficient reason for large numbers of alumni to return to campus. Alumni who decide to attend their reunions share a common identity based on the years they spent together as undergraduates. For this reason, universities that somehow establish a common bond – for example, because they are relatively small or especially prestigious - tend to draw substantial numbers of their alumni to reunions. In an effort to enhance this common identity, larger colleges and universities frequently build their class reunions on participation in smaller units, such as departments or schools. Or they encourage "affinity reunions" for groups of former cheerleaders, editors, fraternity members, musicians, members of military organizations on campus, and the like.

Of course, not every alumnus is fond of his or her alma mater. Students who graduated during the late 1960s may be especially reluctant to get involved in alumni events. They were part of the generation that conducted sit-ins and teach-ins directed at university administrators, protested military recruitment on campus and marched against "establishment politics." If this generation has a common identity, it may fall outside of their university ties - or even be hostile to them. Even as they enter their middle years, alumni who continue to hold unpleasant memories of college during this period may not wish to attend class reunions.

51. According to the passage, Sparacinos study（　　）.

A. provided strong evidence for Jaffe’s statement

B. showed that attendees tended to excel in high school study

C. found that interest in reunions was linked with school experience

D. found evidence for attendees intense desire for showing off success

52. Which of the following is NOT mentioned as a distinct feature of U.S. class reunions?（　　）

A. U.S. class reunions are usually occasions to show off one’s recent success.

B. Reunions are regular and formal events organized by professional agencies.

C. Class reunions have become a profitable business.

D. Class reunions have brought about a variety of activities.

53. What mainly attracts many people to return to campus for reunion?（　　）

A. The variety of activities for class reunion.

B. The special status their university enjoys.

C. Shared experience beyond the campus.

D. Shared undergraduate experience on campus.

54. The rhetorical function of the first paragraph is to（　　）.

A. introduce Rona Jeffe's novel

B. present the authors counterargument

C. serve as prelude to the authors argument

D. bring into focus contrasting opinions

55. What is the passage mainly about?（　　）

A. Reasons for popularity and (non)attendance for alumni reunions.

B. A historical perspective for alumni reunions in the United States.

C. Alumni reunions and American university traditions.

D. Alumni reunion and its social and economic implications.

四、英汉互译（共 2 篇，每篇 15 分，总计 30 分）

56. 请把下段文字翻译成中文：

I have nothing to offer but blood, toil, tears and sweat. We have before us an ordeal of the most grievous kind. We have before us many, many months of struggle and suffering. You ask, what is our aim? I can answer in one word, it is victory. Victory at all costs victory in spite of all terrors---victory, however long and hard the road may be, for without victory there is no survival.

Let that be realized, no survival for the British Empire, no survival for all that British Empire has stood for, no survival for the urge, the impulse of the ages, that mankind shall more forward toward his goal. I take up my task in buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. I feel entitled at this juncture, at this time, to claim the aid of all and to say, "Come then, let us go forward together with our united strength."

57. 请把下段文字翻译成英文：

祖国和平统一，乃千秋功业，台湾终必回归祖国，早日解决对各方有利。台湾同胞可安居乐业，两岸各族人民可解骨肉分离之痛，在台诸前辈及大陆去台人员亦可各得其所，且有利于亚太地区局势稳定和世界和平。吾弟尝以"计利当计天下利，求名应求万世名"自勉，倘能于吾弟手中成此伟业，必为举国尊敬，世人推崇，功在国家，名留青史。所谓"罪人"之说，实相悖谬。局促东隅，终非久计。明若吾弟，自当了然。如迁延不决，或委之异日，不仅徒生困扰，吾弟亦将难辞其咎。