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历年考研英语 真题详解 名家

主编 张锦芯

详解十年真题

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归纳应试技能

提炼解题技巧



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历年考研英语真题名家详解

2005

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真题研究贯穿复习全过程

——张锦芯教授谈考研英语应试策略（四）

考研英语的复习需要记忆词汇，需要单项练习，需要模拟训练，而各种复习方法都离不开一点：研究真题。为帮助考生充分体会历年考题的命题思路，对自己面临的任务和需要解决的问题获得清醒的认识，提高应试能力，我们特别编写了这本《历年考研英语真题名家详解》。全书对1995年至2004年的考研英语试题进行了详细的题解，解题中注重揭示命题角度，注意总结归纳一些应试技能及理解文章和题意的办法。同时，为了帮助考生全面、透彻理解文章与句子，还为英语知识运用、阅读理解、翻译部分提供了全文翻译。我们认为，本书是考生在开始复习时应该首先阅读的书之一，更是考生在整个复习过程中需要始终参考的一本书。

请考生注意体会近几年英语试题显示出的一些突出特征：

(1) 涉及词汇量较大，几乎每部分都有超纲词汇或词义。考生应该清楚地认识到，良好的语言知识基础和充足的词汇量是考试成功的关键。因此，要早动手，在阅读过程中积极扩大词汇量，并提高根据词汇的原义推测其在上下文中的特定意思的能力。

(2) 答题要求一定的技能和不同的方法。不少考生采用一成不变的方法来答所有的题，思路相当狭窄，这显然是不得要领的，不同的题应该采用不同的策略来解决。考生有时抱怨出题的角度太“刁”，实际上也许恰恰是因为他们不懂得答题思路。

(3) 更强调学生综合运用语言的能力，如增加了英语知识运用题目的数量，提高了写作部分的分值。

(4) 语法考试起点高，从表面上看，纯属测试语法的部分仅限于英语知识运用的部分选择项，但实际上对语法的测试贯穿了整个考题，而且涉及相当复杂的句子，无论阅读理解部分还是翻译部分都是如此。很多考生往往孤立地去复习各个部分，忘记了贯穿各部分的一个核心问题：牢固掌握基础语言知识，并利用它提高自己破解复杂句的能力。我们相信，如果真正解决了这个问题，考生的综合应试能力会获得实质性提高。因此，考生应该牢固掌握并学会应用一些重点语法内容。

(5) 考题涉及一些新知识领域或社会热点问题，如近年考题中英语知识运用部分、阅读理解部分和翻译部分的选文等。因为考生对这些新领域或热点问题不了解，再加上语言障碍，读这些文章时充其量只能读到一知半解的程度，无怪乎考生答题时感到没有把握。

在整个复习中自始至终认真研究真题，从真题中找方法、找差距，是考研英语复习中不可忽视的一个重要方法。

编者说明

本书是《历年考研英语真题名家详解》的第6版，由中国人民大学外语学院张锦芯教授主编，参加编写工作的都是多年从事考研辅导的老师，包括张锦芯、田育英教授，白洁、王敏、郭庆民、赵艳萍副教授，韩满玲老师。他们对历年考题的命题特点和学生复习中所存在的问题都有深刻的认识。本书自初版以来，因讲解详细深入、针对性强而长期受到考生好评，今年新版我们又增加了英语知识运用、阅读理解和翻译部分的全文翻译，希望能对考生的复习提供更好的帮助。

编写过程中，新华社译审陈金岚同志参加了部分审订工作，郝彩虹、张锦、翟崇生等同志协助编写了其中一部分，陶灿梅、武敏、汪明等同志承担了部分资料整理和打印等工作。在丛书的设计上，中国人民大学出版社马胜利同志、李天英同志提出了不少宝贵意见。这里一并表示感谢。

限于水平和时间，疏漏及失误在所难免，欢迎广大读者、英语界同仁批评指正。

编者

2004年5月

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2004 年全国攻读硕士学位研究生 入学考试英语试题

Section I Listening Comprehension

Directions:

This section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are three parts in this section, Part A, Part B and Part C.

Remember, while you are doing the test, you should first put down your answers in your test booklet. At the end of the listening comprehension section, you will have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

Now look at Part A in your test booklet.



Part A

Directions:

For Questions 1~5, you will hear a talk about the geography of Belgium. While you listen, fill out the table with the information you have heard. Some of the information has been given to you in the table. Write only 1 word or number in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below. (5 points)

Geography of Belgium			
Three main regions	coastal plain		1
	central plateau		
Highest altitude of the coastal plain	m		2
Climate near the sea	humid		3
Particularly rainy months of the year	April		4
Average temperatures in July in Brussels	low	13℃	5
	high	℃	



Part B

Directions:

For Questions 6~10, you will hear an interview with Mr. Saffo from the Institute for the Future. While you listen, complete the sentences or answer the questions. Use not more than 3 words for each answer. You will hear the recording twice. You now have 25 seconds to read the sentences and questions below. (5 points)

What is Saffo according to himself?

	6
--	---

The Institute for the Future provides services to private companies and

	7
--	---

The Institute believes that to think systematically about the long-range future is

	8
--	---

To succeed in anything, one should be flexible, curious and

	9
--	---

What does Saffo consider to be essential to the work of a team?

	10
--	----



Part C

Directions:

You will hear three pieces of recorded material. Before listening to each one, you will have time to read the questions related to it. While listening, answer each question by choosing [A], [B], [C] or [D]. After listening, you will have time to check your answers. You will hear each piece once only. (10 points)

Questions 11~13 are based on the following talk about naming newborns. You now have 15 seconds to read Questions 11~13.

11. What do we often do with the things we love?

- [A] Ask for their names.
- [B] Name babies after them.
- [C] Put down their names.
- [D] Choose names for them.

12. The unpleasant meaning of an old family name is often overlooked if _____.

- [A] the family tree is fairly limited
- [B] the family tie is strong enough
- [C] the name is commonly used

- [D] nobody in the family complains
13. Several months after a baby's birth, its name will _____.
- [A] show the beauty of its own
[B] develop more associations
[C] lose the original meaning
[D] help form the baby's personality

Questions 14~16 are based on the biography of Bobby Moore, an English soccer player. You now have 15 seconds to read Questions 14~16.

14. How many matches did Moore play during his professional career?
[A] 90. [B] 108. [C] 180. [D] 668.
15. In 1964, Bobby Moore was made _____.
- [A] England's footballer of the year
[B] a soccer coach in West Germany
[C] a medallist for his sportsmanship
[D] a member of the Order of the British Empire
16. After Moore retired from playing, the first thing he did was _____.
- [A] editing *Sunday Sport*
[B] working for Capital Radio
[C] managing professional soccer teams
[D] developing a sports marketing company

Questions 17~20 are based on the following talk on the city of Belfast. You now have 20 seconds to read Questions 17~20.

17. Belfast has long been famous for its _____.
- [A] oil refinery
[B] linen textiles
[C] food products
[D] deepwater port
18. Which of the following does Belfast chiefly export?
[A] Soap. [B] Grain. [C] Steel. [D] Tobacco.
19. When was Belfast founded?
[A] In 1177. [B] In 1315.
[C] In the 16th century. [D] In the 17th century.
20. What happened in Belfast in the late 18th century?
[A] French refugees arrived.
[B] The harbor was destroyed.

- [C] Shipbuilding began to flourish.
 [D] The city was taken by the English.

You now have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

Section II Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark [A], [B], [C] or [D] on ANSWER SHEET 1. (10 points)

Many theories concerning the causes of juvenile delinquency (crimes committed by young people) focus either on the individual or on society as the major contributing influence. Theories 21 ^{centering} on the individual suggest that children engage in criminal behavior 22 ^{because} they were not sufficiently penalized for previous misdeeds or that they have learned criminal behavior through 23 ^{interaction} with others. Theories focusing on the role of society suggest that children commit crimes in 24 ^{response} to their failure to rise above their socioeconomic status, 25 ^{or} as a rejection of middle-class values.

Most theories of juvenile delinquency have focused on children from disadvantaged families, 26 ^{ignoring} the fact that children from wealthy homes also commit crimes. The latter may commit crimes 27 ^{for} lack of adequate parental control. All theories, however, are tentative and are 28 ^{subject} to criticism.

Changes in the social structure may indirectly 29 ^{affect} juvenile crime rates. For example, changes in the economy that 30 ^{lead} to fewer job opportunities for youth and rising unemployment 31 ^{in general} make gainful employment increasingly difficult to obtain. The resulting discontent may in 32 ^{turn} lead more youths into criminal behavior.

Families have also 33 ^{experienced} changes these years. More families consist of one-parent households or two working parents; 34 ^{consequently}, children are likely to have less supervision at home 35 ^{than} was common in the traditional family 36 ^{structure}. This lack of parental supervision is thought to be an influence on juvenile crime rates. Other 37 ^{identifiable} causes of offensive acts include frustration or failure in school, the increased 38 ^{ava} of drugs and alcohol, and the growing 39 of child abuse and child neglect. All these conditions tend to increase the probability of a child committing a criminal act, 40 a direct causal relationship has not yet been established.

21. [A] acting [B] relying [C] centering [D] commenting

22. [A] before [B] unless [C] until [D] because
 23. [A] interaction [B] assimilation [C] cooperation [D] consultation
 24. [A] return [B] reply [C] reference [D] response
 25. [A] or [B] but rather [C] but [D] or else
 26. [A] considering [B] ignoring [C] highlighting [D] discarding
 27. [A] on [B] in [C] for [D] with
 28. [A] immune [B] resistant [C] sensitive [D] subject
 29. [A] affect [B] reduce [C] check [D] reflect
 30. [A] point [B] lead [C] come [D] amount
 31. [A] in general [B] on average [C] by contrast [D] at length
 32. [A] case [B] short [C] turn [D] essence
 33. [A] survived [B] noticed [C] undertaken [D] experienced
 34. [A] contrarily [B] consequently [C] similarly [D] simultaneously
 35. [A] than [B] that [C] which [D] as
 36. [A] system [B] structure [C] concept [D] heritage
 37. [A] assessable [B] identifiable [C] negligible [D] incredible
 38. [A] expense [B] restriction [C] allocation [D] availability
 39. [A] incidence [B] awareness [C] exposure [D] popularity
 40. [A] provided [B] since [C] although [D] supposing

Section III Reading Comprehension



Part A

Directions:

Read the following four texts. Answer the questions below each text by choosing [A], [B], [C] or [D]. Mark your answers on ANSWER SHEET 1. (40 points)

Text 1

Hunting for a job late last year, lawyer Gant Redmon stumbled across CareerBuilder, a job database on the Internet. He searched it with no success but was attracted by the site's "personal search agent". It's an interactive feature that lets visitors key in job criteria such as location, title, and salary, then E-mails them when a matching position is posted in the database. Redmon chose the keywords *legal*, *intellectual property*, and *Washington D. C.* Three weeks later, he got his first notification of an opening. "I struck gold," says Redmon, who E-mailed his resume to the employer and won a position as in-house counsel for a company.

With thousands of career-related sites on the Internet, finding promising openings can be time-consuming and inefficient. Search agents reduce the need for repeated visits to the

databases. But although a search agent worked for Redmon, career experts see drawbacks. Narrowing your criteria, for example, may work against you: “Every time you answer a question you eliminate a possibility,” says one expert.

For any job search, you should start with a narrow concept—what you think you want to do—then broaden it. “None of these programs do that,” says another expert. “There’s no career counseling implicit in all of this.” Instead, the best strategy is to use the agent as a kind of tip service to keep abreast of jobs in a particular database; when you get E-mail, consider it a reminder to check the database again. “I would not rely on agents for finding everything that is added to a database that might interest me,” says the author of a job-searching guide.

Some sites design their agents to tempt job hunters to return. When CareerSite’s agent sends out messages to those who have signed up for its service, for example, it includes only three potential jobs—those it considers the best matches. There may be more matches in the database; job hunters will have to visit the site again to find them—and they do. “On the day after we send our messages, we see a sharp increase in our traffic,” says Seth Peets, vice president of marketing for CareerSite.

Even those who aren’t hunting for jobs may find search agents worthwhile. Some use them to keep a close watch on the demand for their line of work or gather information on compensation to arm themselves when negotiating for a raise. Although happily employed, Redmon maintains his agent at CareerBuilder. “You always keep your eyes open,” he says. Working with a personal search agent means having another set of eyes looking out for you.

41. How did Redmon find his job?

- [A] By searching openings in a job database.
- [B] By posting a matching position in a database.
- [C] By using a special service of a database.
- [D] By E-mailing his resume to a database.

42. Which of the following can be a disadvantage of search agents?

- [A] Lack of counseling.
- [B] Limited number of visits.
- [C] Lower efficiency.
- [D] Fewer successful matches.

43. The expression “tip service” (Line 4, Paragraph 3) most probably means _____.

- [A] advisory
- [B] compensation
- [C] interaction
- [D] reminder

44. Why does CareerSite’s agent offer each job hunter only three job options?

- [A] To focus on better job matches.
- [B] To attract more returning visits.

[C] To reserve space for more messages.

[D] To increase the rate of success.

45. Which of the following is true according to the text?

[A] Personal search agents are indispensable to job-hunters.

[B] Some sites keep E-mailing job seekers to trace their demands.

✓ [C] Personal search agents are also helpful to those already employed.

✓ [D] Some agents stop sending information to people once they are employed.

Text 2

✓ Over the past century, all kinds of unfairness and discrimination have been condemned, or made illegal. But one insidious form continues to thrive: alphabetism. This, for those as yet unaware of such a disadvantage, refers to discrimination against those whose surnames begin with a letter in the lower half of the alphabet.

✓ It has long been known that a taxi firm called AAAA cars has a big advantage over Zodiac cars when customers thumb through their phone directories. Less well known is the advantage that Adam Abbott has in life over Zoë Zysman. English names are fairly evenly spread between the halves of the alphabet. Yet a suspiciously large number of top people have surnames beginning with letters between A and K.

↓ Thus the American president and vice-president have surnames starting with B and C respectively; and 26 of George Bush's predecessors (including his father) had surnames in the first half of the alphabet against just 16 in the second half. Even more striking, six of the seven heads of government of the G7 rich countries are alphabetically advantaged (Berlusconi, Blair, Bush, Chirac, Chrétien and Koizumi). The world's three top central bankers (Greenspan, Duisenberg and Hayami) are all close to the top of the alphabet, even if one of them really uses Japanese characters. As are the world's five richest men (Gates, Buffett, Allen, Ellison and Albrecht).

3. Can this merely be coincidence? One theory, dreamt up in all the spare time enjoyed by the alphabetically disadvantaged, is that the rot sets in early. At the start of the first year in infant school, teachers seat pupils alphabetically from the front, to make it easier to remember their names. So short-sighted Zysman junior gets stuck in the back row, and is rarely asked the improving questions posed by those insensitive teachers. At the time the alphabetically disadvantaged may think they have had a lucky escape. Yet the result may be worse qualifications, because they get less individual attention, as well as less confidence in speaking publicly.

The humiliation continues. At university graduation ceremonies, the ABCs proudly get their awards first; by the time they reach the Zysmans (most people are literally having a ZZZ.) Shortlists for job interviews, election ballot papers, lists of conference speakers and

attendees: all tend to be drawn up alphabetically, and their recipients lose interest as they plough through them.

46. What does the author intend to illustrate with AAAA cars and Zodiac cars?
- [A] A kind of overlooked inequality.
 - [B] A type of conspicuous bias.
 - [C] A type of personal prejudice.
 - [D] A kind of brand discrimination.
47. What can we infer from the first three paragraphs?
- [A] In both East and West, names are essential to success.
 - [B] The alphabet is to blame for the failure of Zoë Zysman.
 - [C] Customers often pay a lot of attention to companies' names.
 - [D] Some form of discrimination is too subtle to recognize.
48. The 4th paragraph suggests that _____.
- [A] questions are often put to the more intelligent students.
 - [B] alphabetically disadvantaged students often escape from class.
 - [C] teachers should pay attention to all of their students.
 - [D] students should be seated according to their eyesight.
49. What does the author mean by "most people are literally having a ZZZ" (Lines 2~3, Paragraph 5)?
- [A] They are getting impatient.
 - [B] They are noisily dozing off.
 - [C] They are feeling humiliated.
 - [D] They are busy with word puzzles.
50. Which of the following is true according to the text?
- [A] People with surnames beginning with N to Z are often ill-treated.
 - [B] VIPs in the Western world gain a great deal from alphabetism.
 - [C] The campaign to eliminate alphabetism still has a long way to go.
 - [D] Putting things alphabetically may lead to unintentional bias.

Text 3

When it comes to the slowing economy, Ellen Spero isn't biting her nails just yet. But the 47-year-old manicurist isn't cutting, filing or polishing as many nails as she'd like to, either. Most of her clients spend \$12 to \$50 weekly, but last month two longtime customers suddenly stopped showing up. Spero blames the softening economy. "I'm a good economic indicator," she says. "I provide a service that people can do without when they're concerned about saving some dollars." So Spero is downscaling, shopping at middle-brow Dillard's department store near her suburban Cleveland home, instead of Neiman Marcus. "I don't know

if other clients are going to abandon me, too," she says.

Even before Alan Greenspan's admission that America's red-hot economy is cooling, lots of working folks had already seen signs of the slowdown themselves. From car dealerships to Gap outlets, sales have been lagging for months as shoppers temper their spending. For retailers, who last year took in 24 percent of their revenue between Thanksgiving and Christmas, the cautious approach is coming at a crucial time. Already, experts say, holiday sales are off 7 percent from last year's pace. But don't sound any alarms just yet. Consumers seem only mildly concerned, not panicked, and many say they remain optimistic about the economy's long-term prospects even as they do some modest belt-tightening.

Consumers say they're not in despair because, despite the dreadful headlines, their own fortunes still feel pretty good. Home prices are holding steady in most regions. In Manhattan, "there's a new gold rush happening in the \$4 million to \$10 million range, predominantly fed by Wall Street bonuses," says broker Barbara Corcoran. In San Francisco, prices are still rising even as frenzied overbidding quiets. "Instead of 20 to 30 offers, now maybe you only get two or three," says John Tealdi, a Bay Area real-estate broker. And most folks still feel pretty comfortable about their ability to find and keep a job.

Many folks see silver linings to this slowdown. Potential home buyers would cheer for lower interest rates. Employers wouldn't mind a little fewer bubbles in the job market. Many consumers seem to have been influenced by stock-market swings, which investors now view as a necessary ingredient to a sustained boom. Diners might see an upside, too. Getting a table at Manhattan's hot new Alain Ducasse restaurant used to be impossible. Not anymore. For that, Greenspan & Co. may still be worth toasting.

51. By "Ellen Spero isn't biting her nails just yet" (Line 1, Paragraph 1), the author means _____.
- [A] Spero can hardly maintain her business
 [B] Spero is too much engaged in her work
 [C] Spero has grown out of her bad habit
 [D] Spero is not in a desperate situation
52. How do the public feel about the current economic situation?
- [A] Optimistic. [B] Confused.
 [C] Carefree. [D] Panicked.
53. When mentioning "the \$4 million to \$10 million range" (Line 3, Paragraph 3), the author is talking about _____.
- [A] gold market [B] real estate
 [C] stock exchange [D] venture investment
54. Why can many people see "silver linings" to the economic slowdown?
- [A] They would benefit in certain ways.

- [B] The stock market shows signs of recovery.
 [C] Such a slowdown usually precedes a boom.
 [D] The purchasing power would be enhanced.
55. To which of the following is the author likely to agree?
 [A] A new boom, on the horizon.
 [B] Tighten the belt, the single remedy.
 [C] Caution all right, panic not.
 [D] The more ventures, the more chances.

Text 4

Americans today don't place a very high value on intellect. Our heroes are athletes, entertainers, and entrepreneurs, not scholars. Even our schools are where we send our children to get a practical education—not to pursue knowledge for the sake of knowledge. Symptoms of pervasive anti-intellectualism in our schools aren't difficult to find.

"Schools have always been in a society where practical is more important than intellectual," says education writer Diane Ravitch. "Schools could be a counterbalance." Ravitch's latest book, *Left Back: A Century of Failed School Reforms*, traces the roots of anti-intellectualism in our schools, concluding they are anything but a counterbalance to the American distaste for intellectual pursuits.

But they could and should be. Encouraging kids to reject the life of the mind leaves them vulnerable to exploitation and control. Without the ability to think critically, to defend their ideas and understand the ideas of others, they cannot fully participate in our democracy. Continuing along this path, says writer Earl Shorris, "We will become a second-rate country. We will have a less civil society."

"Intellect is ~~resented~~ as a form of power or privilege," writes historian and professor Richard Hofstadter in *Anti-Intellectualism in American Life*, a Pulitzer Prize winning book on the roots of anti-intellectualism in US politics, religion, and education. From the beginning of our history, says Hofstadter, our democratic and populist urges have driven us to reject anything that smells of elitism. Practicality, common sense, and native intelligence have been considered more noble qualities than anything you could learn from a book.

Ralph Waldo Emerson and other transcendentalist philosophers thought schooling and rigorous book learning put unnatural restraints on children: "We are shut up in schools and college recitation rooms for 10 or 15 years and come out at last with a bellyful of words and do not know a thing." Mark Twain's *Huckleberry Finn* exemplified American anti-intellectualism. Its hero avoids being civilized—going to school and learning to read—so he can preserve his innate goodness.

Intellect, according to Hofstadter, is different from native intelligence, a quality we re-

luctantly admire. Intellect is the critical, creative, and contemplative side of the mind. Intelligence seeks to grasp, manipulate, re-order, and adjust, while intellect examines, ponders, wonders, theorizes, criticizes and imagines.

School remains a place where intellect is mistrusted. Hofstadter says our country's educational system is in the grips of people who "joyfully and militantly proclaim their hostility to intellect and their eagerness to identify with children who show the least intellectual promise."

56. What do American parents expect their children to acquire in school?
- [A] The habit of thinking independently.
 [B] Profound knowledge of the world.
 [C] Practical abilities for future career.
 [D] The confidence in intellectual pursuits.
57. We can learn from the text that Americans have a history of _____.
- [A] undervaluing intellect
 [B] favoring intellectualism
 [C] supporting school reform
 [D] suppressing native intelligence
58. The views of Ravitch and Emerson on schooling are _____.
- [A] identical [B] similar [C] complementary [D] opposite
59. Emerson, according to the text, is probably _____.
- [A] a pioneer of education reform
 [B] an opponent of intellectualism
 [C] a scholar in favor of intellect
 [D] an advocate of regular schooling
60. What does the author think of intellect?
- [A] It is second to intelligence.
 [B] It evolves from common sense.
 [C] It is to be pursued.
 [D] It underlies power.



Part B

Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2. (10 points)

The relation of language and mind has interested philosophers for many centuries. 61)