

考研最新题型

(内附 2001 年全国硕士研究生入学考试英语试卷)

硕士研究生英语入学考试 模拟试卷精编

40套

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内 容 简 介

本书选编了 40 套考研模拟试卷和 2001 年全国考研试卷,并配齐了参考答案。本书信息量大、覆盖面广、难度适宜、针对性强,增加了阅读和写作的份量,完全符合 2001 年颁布的最新考研大纲的要求,可供准备报考硕士研究生英语入学考试的考生进行实战演练时使用。

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前 言

——同考生说些心里话

近年来为考研英语辅导班授课时,本书编者同考生有过较多的接触,对他们的需求有较深入的了解。我们在此想要与考生讨论两个方面的问题:阅读理解和写作。

从几次考研题型的改变(1991年,1994年)情况来看,考研英语考试大纲都把重点放在了阅读理解上,即重点放在语言的实际应用上。改变后的2001年大纲也不例外。阅读仍为5篇文章,但5篇阅读文章的总词汇数增加了200~400词,延长了Cloze的长度,即Cloze的篇幅又增加了100~150词。由此可见,阅读理解已经到了不能不强调的时候了。那么,我们怎样才能提高阅读理解的能力呢?读10篇文章行不行?20篇?50篇?据我们多年的英语教学经验和考研辅导班的经验,以及实际观察的情况来看,我们认为阅读能力的提高是一个由量变到质变的一个渐变过程。量变积累到一定程度就会发生质变。我们认为拿到大学英语四级证之后,要通过硕士研究生英语入学考试,考生应阅读的短文的最基本的数量应为200篇。此外,多多益善,这也是我们编写本书的初衷。

我们对阅读的复习有一个建议:考生不妨化整为零,每天抽少许时间读2~3篇,做短文后的练习。阅读时最好限定时间,以每篇10~15分钟为宜(包括做题时间),尽量不查字典以保证阅读速度以及语义的连贯性。对答错的题进行复查,以弄清问题之所在。

考生一定要明白:如果不进行这样的训练,在考试时就有可能读不完短文,也就无法做完阅读理解题。另外,Cloze也是一种对阅读理解能力的综合考查,阅读理解能力高,Cloze答对率也高,反之亦然。其次,阅读理解能力提高也会带动翻译能力和写作能力的提高。试想一

个能把文章读懂的人其翻译能力总要高于阅读理解能力低下的人吧？

再谈一点写作的问题。在这里我们劝考生不要单纯采用传统的复习方法：押题，背范文。背范文固然有用，但是它限制了人的思想自由驰骋，使考生写出的作文单调、干瘪，不具有灵活性。我们主张动手写作文。考试之前至少写 30 篇（当然也是多多益善）。当你写的内容落实到纸上时，平常注意不到的问题就显露出来了，如主谓不一致、第三人称单数错误、名词复数错误以及用错时态等都出现了。写作文时除了中心思想要突出之外，还要注意以下两点：其一是语义的连贯性。要注意上下文的连贯，思路的连贯，尽量一气呵成。判卷教师判作文时所采取的一个重要标准就是语义、思路连贯与否。其二是运用好逻辑承接语，即一些用来连接上下文的词或短语等，如表示递进关系，转折关系，因果关系等，使整个作文浑然成为一个整体。切记：能使用简单词时决不使用深奥词，尽量使短文通俗易懂。

以上简单介绍了考研英语复习中应引起重视的两个方面。本书编写的目的也在于此。

本书按教育部 2001 年新颁布的《硕士研究生入学考试英语考试大纲》的要求编写了 40 套模拟试卷。本书具有以下特点：

1. 信息量大 本书最大的特点是信息量大，内容丰富。全部 40 套试卷覆盖考试的全部语法、词汇以及其他考试项目。用过此书的考生可以从容面对考试。

2. 贴近大纲 本书编者认真研究了考试大纲，使本书词汇、短语、阅读，完形填空，英译汉等各方面均符合大纲要求。此外，本书编者收集了 1990 年以来历届真题中的词汇及短语并融入本书之中，使本书难度更贴近大纲。

3. 最新题型 本书的编写采用了 2001 年考研英语考试大纲形式，同考研题型完全一致。

4. 全新图表作文 针对近年来考研真题中图表作文出现次数频繁的情况，本书编者收集了大量的图表作文题目，约占作文总数的三分之

。其它作文题目,主要为议论文,也都是新近收集、加工整理的,并配有参考答案,以供考生实战演练时参考。

5. 实战检验 本书大部分内容曾多次在考研英语辅导班试用过。其内容的难度和广度令使用本书的考生极为满意。

为确保本书高质量,本书编委会特别聘请清华大学外语系副教授赵珊审阅此书,特致谢忱。

由于编写时间仓促,故不当之处请读者指正。

编 者

2001 年 4 月

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模拟试卷一

Section I Structure and Vocabulary

Part A

Directions:

Beneath each of the following sentences, there are four choices marked [A], [B], [C] and [D]. Choose the one that best completes the sentence. Mark your answer on ANSWER SHEET 1 by blackening the corresponding letter in the brackets with a pencil. (5 points)

Example:

I have been to the Great Wall three times _____ 1979.

[A] from [B] after [C] for [D] since

The sentence should be read, "I have been to the Great Wall three times since 1979." Therefore, you should choose [D].

Sample Answer

[A] [B] [C] ☒

1. It has been so cold in here that gardening has been _____ most of the time.
A. without question ☒ B. out of question
C. out of the question D. beyond question
2. Many people who are underpaid are frightened to complain in case _____ troublemakers.
A. they would be accused as B. of being accused
C. they are accused of being D. of their being accused
3. The stout fellow over there is _____ the great magician himself.
A. no other but B. no other than C. none other than D. no one but
4. _____ the expected world-wide shortage of many resources, recycling of wastes will become a socio-economic necessity.
A. In view of B. In the light of C. In accordance with D. In line with
5. If cities are to remain pleasant places to live in _____, it seems imperative that communications in transport should be improved.
A. at all B. after all C. above all D. all in all
6. _____ the Atlantic Ocean crosses the equator, the trade winds cause a flow of water to the west.
A. Where B. And C. That D. At
7. Prof. Lee's book will show you _____ can be used in other contexts.
A. that you have observed B. that how you have observed
C. how that you have observed D. how what you have observed
8. Human beings are superior to animals _____ they can use language as a tool of communication.
A. for which B. in that C. in which D. must be
9. Not one in one hundred children exposed to the disease _____ likely to develop it.
A. is B. should be C. are D. must be
10. We have reason to believe that our education, to some extent, _____ what we should wish it

to be.

- A. falls short of B. loses track of C. keeps step with D. leaves behind

Part B

Directions:

Beneath each of the following sentences, there are four choices marked [A], [B], [C] and [D]. Choose the one that best completes the sentence. Mark your answer on ANSWER SHEET 1 by blackening the corresponding letter in the brackets with a pencil. (10 points)

Example:

The lost car of the Lees was found _____ in the woods off the highway.

- [A] vanished [B] scattered [C] abandoned [D] rejected

The sentence should be read, "The lost car of the Lees was found abandoned in the woods off the highway." Therefore, you should choose [C].

Sample Answer

- [A] [B] ☒ [D]

11. We discussed the _____ plans of having a picnic or taking on a boat.
A. selective B. alternative C. chosen D. abundant
12. She's got an excellent job and earns a great _____ of money.
A. quantity B. level C. amount D. deal
13. Richard doesn't think he could ever _____ what is called "free-style" poetry.
A. take on B. take over C. take to D. take after
14. If we believe something is good and true we should _____ to it.
A. hold up B. keep on C. hold on D. keep up
15. The blue whale may soon have to be added to the list of _____ species.
A. expired B. dead C. extinct D. died out
16. The bus driver acted with great presence of mind to _____ disaster.
A. evade B. avert C. turn off D. divert
17. The city is an important railroad _____ and industrial and convention center.
A. conjunction B. network C. junction D. link
18. Prof. White, my respected tutor, frequently reminds me to _____ myself of every chance to improve my English.
A. assure B. inform C. avail D. notify
19. Visitors to Britain are often surprised to find that the weather is an almost _____ topic of conversation.
A. inexhausted B. inexhaustible C. inexhaustive D. inexhausting
20. In some regions of Scotland, people raise and shear sheep. They weave wool into Scottish tweed, which _____ much money in foreign trade.
A. gets in B. brings in C. turns in D. hands in
21. In hazardous working conditions a moment's _____ can lead to tragedy.
A. negligence B. diligence C. apathy D. excitement
22. The two opponent parties seemed more bent on _____ each other than on talking about possibilities of constructive cooperation.
A. concurring B. obeying C. slandering D. moving
23. The ordinary family in Colonial North America was primarily concerned with _____ physical survival and beyond that, its own economic prosperity.
A. sheer B. thoroughly C. utterly D. simply
24. A steadily increasing _____ of students is enrolled in government-run institutions.

- A. formation B. fraction C. fragment D. segment
25. The nurse put a _____ round Jack's bleeding knee.
A. ribbon B. bandage C. belt D. scarf
26. To survive in the intense we trade competition between countries, we must _____ the qualities and varieties of products we make to the world market demand.
A. improve B. enhance C. guarantee D. gear
27. There ought to be less anxiety over the perceived risk of getting cancer than _____ in the public mind today.
A. exists B. exist C. existing D. existed
28. The war's effects were not enough to create a suddenly prosperous and well-balanced economy. In fact, immediately after the war, the country _____ into depression.
A. trapped B. plunged C. stumbled D. strode
29. Any final assessment of Lincoln's record largely depends upon how we _____ the conflicting values of personal liberty and national security.
A. manage B. meet C. satisfy D. weigh
30. There was a Jewish trader, who had come by one of Strickland's pictures in a(n) _____ way.
A. single B. singular C. elaborate D. essential

Section II Cloze Test

Directions:

For each numbered blank in the following passage, there are four choices marked [A], [B], [C] and [D]. Choose the best one and mark your answer on ANSWER SHEET 1 by blackening the corresponding letter in the brackets with a pencil. (10 points)

Stephen Czerkas is an artist who works with clay. Like many artists, Stephen spends months, even a year or more to create one statue. 31 makes Stephen's work different are his subjects. They are the huge dinosaurs that lived millions of years ago.

Museum officials say the 32 of dinosaurs by Stephen Czerkas are the best ever produced. They say this is because he does so 33 research about each dinosaur he makes. Stephen Czerkas is not only an expert 34. He is also an expert in paleontology—the study of fossils and 35 life. Stephen Czerkas' art work can be found in many museums all 36 the world.

Stephen says it is his knowledge of dinosaurs that makes his statues so 37. Knowledge of dinosaur skin, for example. Stephen Czerkas is a 38 expert in fossils of dinosaur skin. He says the 39 show that the skin of these huge beasts was very thin. So muscles are clearly seen on the dinosaur statues he creates. The statues made by Stephen Czerkas seem 40. His dinosaurs never seem to be standing 41. They always 42 as if they are moving, with 43 muscles stretching, or straining.

The artist sometimes uses his knowledge of dinosaurs to help solve scientific 44. Recently, he 45 a question about a dinosaur called stegosaurus. A fossil skeleton of a stegosaurus did not make clear if the huge reptile had one or two rows of hard plates along the top of its back. Early work by researchers and scientists had 46 them to believe stegosaurus had two rows. But Stephen Czerkas found the plates would all 47 in one row.

Stephen Czerkas has no university training as an artist 48 a paleontologist. But he says he has been doing research 49 the subject of fossils and dinosaurs for years. He still has his first dinosaur research paper, 50 when he was only four years old. It is a list of dinosaur names he typed from a picture book.

- | | | | |
|------------------|-------------|--------------|--------------|
| 31. A. That | B. What | C. The thing | D. Which |
| 32. A. statues | B. status | C. states | D. stages |
| 33. A. many | B. huge | C. important | D. much |
| 34. A. artistic | B. painter | C. artist | D. craftsman |
| 35. A. past | B. ancient | C. old | D. early |
| 36. A. over | B. across | C. of | D. in |
| 37. A. real | B. true | C. lifelike | D. realistic |
| 38. A. superb | B. well | C. better | D. leading |
| 39. A. fossils | B. statues | C. knowledge | D. muscles |
| 40. A. living | B. alive | C. life | D. lively |
| 41. A. up | B. alone | C. still | D. stable |
| 42. A. seem | B. look | C. walk | D. crawl |
| 43. A. tense | B. powerful | C. power | D. thick |
| 44. A. mysteries | B. fiction | C. solutions | D. evidence |
| 45. A. asked | B. resolved | C. settled | D. required |
| 46. A. imposed | B. forced | C. talked | D. led |
| 47. A. suit | B. fit | C. stand | D. seat |
| 48. A. or | B. and | C. yet | D. still |
| 49. A. at | B. in | C. on | D. of |
| 50. A. doing | B. did | C. read | D. done |

Section III Reading Comprehension

Directions:

Each of the passages below is followed by some questions. For each question there are four answers marked [A],[B],[C] and [D]. Read the passages carefully and choose the best answer to each of the questions. Then mark your answer on ANSWER SHEET 1 by blackening the corresponding letter in the brackets with a pencil. (40 points)

Passage 1

Fire worship is a religious devotion to fire as a sacred element. Like sun worship, from which it cannot always be distinguished, the worship of fire is one of the earliest forms of religion. The flame itself may be the object of admiration, or it may be regarded as the material manifestation of a divinity(神) or fire spirit.

In almost every mythology there is an account of the way fire was brought to humankind. In Greek legend, the Titan Prometheus is said to have stolen the precious flame from Mount Olympus, the home of the gods. A legend among the Polynesian Cook Islanders of the South Pacific describes the descent of the culture hero Maui to the underworld, where he learned the art of making fire by rubbing two sticks together. Various emitic peoples appeased the fire god Moloch with the sacrifice of their firstborn children, and ritual(仪式的) offerings to fire gods were made by the Egyptians and other peoples of the ancient world.

Fire worship occupied a central position in the religious rites of the early Indo-European peoples. Among the early Hindus sacrifice to the fire was one of the first acts of morning devotion, and the hymns(颂歌) addressed to the fire god Agni outnumbered those in praise of any other divinity. Fire worship also was generally practiced among the ancient Slavic peoples.

The worship of fire had its fullest development, however, in ancient Persia, where from earliest times the ritual keeping of the flame was the chief characteristic of the Zoroastrian

religion. Fire was believed to be the earthly manifestation of the Divine, the heavenly light. The conquest of Persia by the Muslims was symbolized by the putting out of the holy flame in the Persian temples.

Closely associated with fire worship is the religious ceremony of fire walking. Practiced by many peoples in all ages, it is still performed in Tahiti, Trinidad, Mauritius, the Fiji Islands, India, and Japan. The ceremony involves stepping, barefoot, across large stones that have been heated upon a bed of burning logs. Various explanations, none of them altogether satisfactory, have been offered to explain why fire walkers apparently suffer no burns or pain. In ancient times, particularly in India, the rite is said to have involved passing through the flames, rather than walking upon them. Some authorities believe that participants may have been able to walk through the flames without being touched by them.

51. According to the first paragraph, which of the following is the reason that people worship fire?
- A. Because it comes from the sun. B. Because it is often used in religious rites.
C. Because it is believed to be holy. D. Because it provides warmth to people.
52. The Semitic people _____.
~~A.~~ offered the lives of their first children to fire god
B. used their firstborn children in their rites
C. believed their firstborn children were given to them by fire god
D. regarded their first born children as sacred beings
53. Among the early Hindus, _____.
A. most of their songs were sung in praise of fire god
~~B.~~ most of their holy songs was composed to praise fire god
C. sacrifice of their children to fire god was made early in the morning
D. there were more than one fire gods to worship
54. In the history of fire worship, among what people(s) was it most popular?
A. The Semitic peoples. ~~B.~~ The ancient Persians.
C. The ancient Greeks. D. The early Hindus.

Passage 2

Battles are like marriages. They have a basic experience they share in common; they differ infinitely, but still they are all alike. A battle seems to me a conflict of wills to the death in the same way that a marriage of love is the identification of two human beings to the end of creation of life—as death is reverse of life, and love of hate. Battles are commitments to cause death as marriages are commitments to create life. Whether for any individual, either union results in death or in the creation of new life, each risks it—and in the risk commits himself.

As the servants of death, battles always remain horrible. Those who are attracted by them are being attracted by death. There is no battle aim worthy of the name except that of ending all battles. Any other conception is, literally, suicidal. The fascist worship of battle is a suicidal drive; it is love of death instead of life.

In the same idiom, to triumph in battle over the forces which are fighting for death is—again literally—to triumph over death. It is a surgeon's triumph as he cuts a body and bloodies his hands in removing a cancer in order to triumph over the death that is in the body.

In these thoughts, I have found my own peace, and I return to an army that fight death and cynicism in the name of life and hope. It is a good army. Believe in it.

55. According to the author, battles are similar to marriages in that they are _____.
A. conflicts B. commitments C. involved with the hard life D. ends

56. Although the author says that battles are horrible, he also says that _____.
 A. most people find attraction in them B. there is no battle aim worthy of the name
 C. one should love life and not death D. fighting to end battles is justifiable
57. The author states that one who fights a battle toward any other than peace is _____.
 A. poisoned by fascism B. misguided and unworthy
 C. victimized by unconscious drives to kill D. bent on his own destruction
58. The article says that the individual, in battle and in marriage, must _____.
 A. make a union B. compromise his beliefs
 C. take the risks he has committed himself to D. recognize that death is the reverse of life

Passage 3

Arcades filled with video games became an essential element of the amusement industry throughout the world. The 16-bit systems introduced by Japanese-based companies in the early 1990s made enhanced graphics possible in home video-game systems. The large memory capacity of CD-ROM technology made graphics-intensive games affordable for home users. Modern control units have greater information-processing power than many personal computers, and some process rapid full-motion video and richly detailed animations (动画). Virtual reality games create the illusion of a three-dimensional field of experience. The most complicated virtual reality games use stereo visual perspectives and multichannel surround-sound effects to simulate (模拟) real-world environments or vivid, imaginary worlds.

Critics of video games contend that children spend too much time and money on the games and that immersion (沉迷) in the fantasy of video games can have adverse effects on personality growth.

Supporters of video games claim that playing the games teaches problem-solving techniques, strengthens hand-eye coordination, and familiarizes people with computers. The games have also been used in nursing homes as entertainment.

The video-game industry first gained success in the United States with the electronic tennis game Pong in the early 1970s, which was followed by other simple games. Then Japanese companies improved game technology and introduced such popular adventure games as Donkey Kong and Super Mario Brothers. Japanese-based companies such as Nintendo and Sega continue to dominate the market.

In 1993 both Sega and Nintendo led an effort to establish an industry-controlled rating board that would design a rating system for video games. The effort was a response to critics, especially parents, who voiced concerns over the increasing violence and mature subject matter in video games.

59. The first paragraph mainly describes _____.
 A. the changes technology has brought to computer science
 B. the technology that makes the video games possible
 C. the complexity of modern computer video games
 D. the recent progress in the computer science
60. Those who criticize video games believe that _____.
 A. the producers of such games make too much profit
 B. such games have too much violence in them
 C. such games have bad influence on children's growth
 D. such games should be made less fantastic
61. Some people welcome such games because they believe that _____.
 A. such games help train people's minds

- B. such games help people understand the society better
 - C. students can improve their math scores by playing them
 - D. nurses can use them to relax themselves at home
62. A rating system will be developed for _____.
 A. assessing the quality or the value of the games
 B. ensuring the best game-producing technology
 C. improving the production of the games
 D. controlling the development of game producing industry

Passage 4

Europe's world status had drastically changed. Its individual nations, once great powers, were dwarfed—politically and militarily by the United States and the Soviet Union, numerically by them and by India and China, economically by the United States, Japan, and any new economic powers that might emerge. Europe's empires had been widely separated; and yet, like the rest of the world's rich Northern Hemisphere, it could not shrug off the poor and hungry millions in the South. All the more reason, therefore, for European countries to come together—not merely to hold their own political and economic superpowers but also to maximize their power to meet their wider responsibilities in the world.

20th-century Europe had witnessed and shared in extraordinarily rapid technological change. Computers, industrial robots, and genetic engineering are only its most obvious recent examples. The splitting of the atom had vastly multiplied humanity's power to destroy itself. Jet aircraft, space travel, and electronic telecommunications had revolutionized the sense of distance and scale. Radio and television, still more than the cinema, had become truly "mass media", with satellites giving all broadcasts global range.

But economic progress had not kept pace with technology; in a world of potential plenty and well-being, there were still both poverty and pollution. Political progress had been slower still. International cooperation was increasing, but the basic political unit remained the nation-state. That dated from an age when the fastest means of travel had been a galloping horse.

This was why the founders of the EC, as Monnet said, were not concerned to make coalitions (联合) of states but to unite people. A united Europe along these lines, with common rules and democratic institutions, was in his eyes a pilot plan for a united world.

63. According to the second sentence, _____.
 A. India has a longer history than Europe
 B. Europe is more developed than Japan
 C. India has a big population than Europe
 D. Europe has greater political and military power
64. By saying that Europe could not "shrug off the poor and hungry millions in the South" (the third sentence), the author means _____.
 A. it alone could not support the poor people in most third world countries
 B. it should not put away its responsibilities for supporting the poor nations
 C. it should not be arrogant towards the developing countries
 D. it should care more for its own poor people in southern Europe
65. What is one of Europe's wider responsibilities?
 A. To become politically strong.
 B. To place itself among the economic powers.
 C. To lead the world in technological advance.
 D. To help the developing countries.

66. What is one of the problems with the present Europe?
- A. Its economy is developing too fast.
 - B. Its technology is developing too fast.
 - C. Its politics does not keep pace with its technology.
 - D. Its economic system is too old to be of any use.

Passage 5

So far there have been discovered no limits to man's capacity to learn. From earliest times, however, men in positions of power or influence have suggested that the learning capacity of certain individuals or groups is severely limited and that they should not be expected to profit greatly, if at all, from education. These "ineducable" individuals have usually been members of minority or disadvantaged groups. But, repeatedly, when their cultural disadvantages have been removed, these groups have shown that their previous failure to learn has been due not to incapacity but to lack of fully realized opportunity.

These findings have led educators to be much more modest and less hasty in their labelling and classifying procedures. It has been realized that labels affixed to children tend to become self-fulfilling prophecies, that those who are expected to learn usually do so, and those who are expected to fail to learn also usually do so. Hence, when educators rather than permanent, as saying something only about a quality of the child rather than about his person, and as something to be abandoned as soon as the child's performance proves the label wrong.

Similarly, no one has been able to confirm any certain limits to the speed with which man can learn. Schools and universities have usually been organized as if to suggest that all students learn at about the same rather tedious and regular speed. But, whenever the actual rates at which different people learn have been tested, nothing has been found to justify such an organization. Not only do individuals learn at vastly different speeds and in different ways, but man seems capable of astonishing feats of rapid learning when the attendant circumstances are favourable. It seems that, in customary educational settings, one habitually uses only a tiny fraction of one's learning capacities.

67. In the past, what were considered the "ineducable" individuals were really those _____.
A. whose learning ability was seriously limited
B. who could not develop to their fullest capability
C. who were too silly to receive any education
D. who were living at the bottom of the society
68. If a teacher calls a child a dull boy, chances are that _____.
A. he will turn out to be a foolish boy B. the teacher begins to be unfriendly to him
C. he will prove to be a bright boy D. the child can not develop any more
69. The author warns teachers not to _____.
A. criticize their students B. say anything about a child's quality
C. use general words to label a child D. label a child according to his quality
70. According to the author, schools and universities are founded on the idea that _____.
A. students learning abilities are different
B. students learn in different ways
C. students learning speed and manner are similar
D. some students can never develop to their fullest abilities

Section IV English-Chinese Translation

Directions:

Read the following passage carefully and then translate the underlined sentences into Chinese. Your translation must be written clearly on Answer Sheet 2. (15 points)

Traditionally, the study of history has had fixed boundaries and focal points—periods, countries, dramatic events, and great leaders. 71) It also has had clear and firm notions of scholarly procedure; how one inquires into a historical problem, how one presents and documents one's findings and what constitutes admissible and adequate proof.

Anyone who has followed recent historical literature can testify to the revolution that is taking place in historical studies. The currently fashionable subjects come directly from the sociology catalog: childhood, work, leisure. The new subjects are accompanied by new methods. Where history once was primarily narrative, it is now entirely analytic. The old questions “What happened?” and “How did it happen?” have given way to the question “Why did it happen?” Prominent among the methods used to answer the question “Why” is psychoanalysis, and its use has given rise to psychohistory.

Psychohistory does not merely use psychological explanations in historical contexts. 72) Historians have always used such explanations when they were appropriate and when there was sufficient evidence for them. But this pragmatic use of psychology is not what psychohistorians intend. They are committed, not just to psychology in general, but to Freudian psychoanalysis. This commitment precludes a commitment to history as historians have always understood it. 73) Psychohistory derives its “facts” not from history, the detailed records of events and their consequences, but from psychoanalysis of the individuals who made history, and deduces its theories not from this or that instance in their lives, but from a view of human nature that transcends history. It denies the basic criterion of historical evidence: that evidence be publicly accessible to, and therefore assessable by, all historians. And it violates the basic tenet of historical method that historians be alert to the negative instances that would refute their theses. 74) Psychohistorians, convinced of the absolute rightness of their own theories, are also convinced that theirs is the “deepest” explanation of any event, that other explanations fall short of the truth.

Psychohistory is not content to violate the discipline of history (in the sense of the proper mode of studying and writing about the past); it also violates the past itself. It denies to the past an integrity and will of its own, in which people acted out of a variety of motives and in which events had a multiplicity of causes and effects. It imposes upon the past the same determinism that it imposes upon the present, thus robbing people and events of their individuality and of their complexity. 75) Instead of respecting the particularity of the past, it assimilates all events, past and present, into a single deterministic schema that is presumed to be true at all times and in all circumstances.

Section V Writing (20 points)

76. Directions: Some people say that the best preparation for life is learning to be cooperative. Others take the opposite view and say that learning to be competitive is the best preparation.

- 1) Tell which one you agree with.
- 2) Please explain your reasons.

You should write about 200 words on ANSWER SHEET 2.