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• 主编：张 剑

• 编者：赵 冬

考研英语第一时间

全国硕士研究生
入学统一考试英语辅导用书

冲刺卷

- 做任何事情都一样，
只有拼才会赢。考研是对个人意志的考验。

——张 剑

- 人若失去梦想好比鸟儿断了翅膀，
愿此书助你添上双翼，飞到梦想的彼岸。

——赵 冬

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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前言

按复习规律和复习计划,广大参加 2007 年研究生入学考试的考生现在应该进入了模拟冲刺阶段。经过了几个月乃至半年有针对性且全面、系统的复习,考生的英语知识得到了进一步巩固,更深入地了解了新的考研大纲的要求,研究分析了测试题型、命题难度和规律、出题范围和取材渠道,摸索总结出了答题思路和方法,现在迫切需要的是通过做大量的模拟试题来检验自己的复习效果,进一步查漏补缺,强化提高,使自己进入临考状态。鉴于考生的实际需求,我们精心编写了这本考前冲刺模拟试题。

本书在 2006 年版的基础上进行了修改和补充,改动的内容达三分之一以上。全书包括全真模拟试题十套,严格按照 2007 年新的考研大纲要求编写,难度力求与 2005 和 2006 两年实际考题一致,并融入近两年考题反映出的新特点、新趋势。

考研大纲在 2006 年进行了较大调整,并对研究生英语考试作了新规定,即阅读理解 B 节新增三种备选题型:

1. 完形填空:给出一篇 500 ~ 600 词的文章,其中有 5 段空白,文章后有 6 ~ 7 段文字,要求考生从这 6 ~ 7 段文字中选 5 段放进文章中的空白处。

2. 段落排序:在一篇约 500 ~ 600 词的文章中,有 2 ~ 3 个段落的位置已经给出,其他各段落的原有顺序已被打乱,要求考生根据文章内容和结构将所列段落(7 ~ 8 个)重新排序。

3. 选概括句或小标题:在一篇约 500 词的文章前或后,有 6 ~ 7 段文字或 6 ~ 7 个概括句或小标题。这些文字或标题分别是对文章中某一部分的概括、阐述或举例。要求考生根据文章内容,从这 6 ~ 7 个选项中选出最恰当的 5 段文字或 5 个标题填入文章的空白处。

在考试时,将会从这三种备选题型中选择一种进行考查。

由此可见,新增题型的备选项都是多于题目数量的,这在无形中增加了题目的难度。这三种新增题型的要求相同,考查的都是考生对文章谋篇布局的理解能力和对文章段落逻辑结构的分析能力,即语言综合运用和理解的能力,这也体现了对研究生英语能力的要求。

下面将详细讲讲考生普遍感到比较困难的题型的解题方法:

1. 完形填空

要想认识完形填空试题的能力目标,首先必须充分了解目前完形填空试题的特点。完形填空试题主要考查考生综合运用各项英语基础知识的能力,特别是考生对文章整体内容理解的深度,以及对一些语言要素(语法、词汇、上下文逻辑关系和历史背景)的掌握程度,并要求考生有扎实的语法知识、丰富的词汇量和较强的阅读能力。一直以

来,考研英语中完形填空的考查都体现了一个趋势,就是对近义词辨析能力的考查。在2006年的完形填空中,有七道题目涉及近义词的辨析。因此,考生在平时复习中要有意识地积累和区分一些近义词。

解答完形填空题需要注意以下几点:首先,分析、认识文章结构,理解、领会文章各部分、各层次之间的逻辑关系。只有明白文章结构,了解各段落之间的关系,才能加深对文章的理解。明白了各部分是如何为表现主题思想服务的,也就更容易把握题目所在的句子需要填入的内容,答案也更容易选准。这要求考生具有扎实的英语词组、短语和习惯搭配的基础,这对于理解文章的逻辑关系很有帮助。文章的逻辑关系不外乎列举、原因、结果、让步、对照、补充、目的和条件等。其次,完形填空题的篇章有时提供的信息不够,需要考生结合常识和背景知识进行综合考虑,最后选出与常识相符的最佳答案。因此,考生的知识范围越广,就越容易理解文章内容。从整体上把握住文章的内容,局部的选项也更容易解答。最后,要培养在阅读中捕捉并记忆相关信息的能力。答题时,应根据文章的整体内容作答,要照顾到文章的方方面面,不能顾此失彼。特别是一些结构词,如 *but, however, therefore, though* 等,更要特别注意。而在答题过程中,不断地重复地阅读文章是不可能的,这就需要考生培养对关键内容和关键词语的记忆能力。

研究生英语入学考试正在向理解、应用转型,这与目前英语教学正在向实用型转化相一致。针对这样的题型,考生平时复习要做到以下两点:第一,多做模拟练习题,本书为大家提供了十套样题及解析,正好满足读者这方面的要求;第二,要求考生平时进行大量的英文阅读积累,培养语感和英语思维表达能力,本书也为此提供了平台,精选了各种体裁的文章供大家阅读和分析。

同时,我们在阅卷和辅导过程中发现,相当一部分考生由于受所学专业限制,知识面较窄,因而给理解造成障碍,导致丢分。所以在选材上,我们注重选取题材新颖、体裁各异的文章,力图使覆盖的知识面更广阔,文章的内容更丰富、更有深度,所涉及的词汇和表达方式对应试更有实用性。

为了帮助考生自查、自测、自批改,我们在每套模拟试题后面不仅提供了答案,还附有比较详细的分析和讲解,指出了该题的考点并对命题思路进行了分析,对解题要领进行了指导。其目的就是使考生通过做一道题,总结归纳直至把握一类题的命题规律和答题技巧,以达到触类旁通的效果,真正提高应试能力。

2. 翻译

众所周知,做好翻译需要一定的英语基础知识,并掌握一些基本的翻译技巧和方法。在研究生入学考试中,翻译题的时间限制和紧张状态由不得考生去“慢条斯理”地字斟句酌。所以,在考试时用有限的时间来成功完成翻译试题,交上一份让自己满意的答卷,需要在平时进行有效练习,用平时感觉稍微轻松和宽裕的时间来进行翻译的强化训练。每天持之以恒的练习是关键。考研的复习千头万绪,如果每天针对自己的优点和缺点,针对复习的各门课程列出一个固定的复习计划,将会使每天的复习变得平静而轻松、步步为营并不断进步。针对考研英语翻译而言,建议每天坚持固定的时间来进行强化练习。

考生可以从以下三个方面着手:一是要理解英语原文,拆分语法结构。在翻译的过

程中,理解英语原文是进行翻译的前提,也是最关键、最容易出问题的一步。许多考生在复习时常常发现,自己做的翻译中那些含糊不清、语焉不详的地方,正是自己没有透彻理解原文的地方。考试中出现的大部分翻译错误都是由于考生的理解错误造成的。没有正确的理解,考生就无法准确传达原文的意思,甚至有可能扭曲原文的意思,造成严重的扣分乃至不得分。再者,英语语言具有“形合”的特点,也就是说,英语的句子无论多么复杂,都是通过一些语法手段和逻辑手段连接起来的“葡萄藤”一样的结构。于是,在理解英语句子的时候,理解并拆分句子的语法结构和逻辑结构自然就成了解题的突破口。考研翻译中的所有句子基本上都是结构复杂的长难句,所以,理清句子的结构层次就显得至关重要。在翻译句子之前,先通读全句,注意一边读一边拆分句子的语法结构。三是由于英汉两种语言的表达习惯不同,在翻译时需要进行词类和句式转换。在英译汉的实践中,词义引申或词类转换十分常见。词类可根据词语在上下文中的作用进行转换,也可根据汉语表达习惯进行转换,在实际操作中应变通处理、灵活掌握。

3. 写作

鉴于自 1997 年以来所考的作文全部是图表、图画形式,本书把写作部分的题型重点也放到了这一形式上,所设置的题目和涉及的内容均为社会生活中普遍关注的热点问题,瞄准了命题的方向。除了提供参考范文,编者还对文章的构思和结构安排进行了分析讲解,并给出了与题目相关的词语和句型,以便帮助考生举一反三,掌握同一话题的核心词汇,多角度、全方位地提高灵活表达的能力。

考纲规定的应用文和议论文在考查重点上虽各有侧重,但总体来讲更加注重考查考生的语言应用能力,以及在日常工作中能否完成简单的任务。第二部分写作仍然占 20 分,但字数要求已减少到 160—200 个单词,考查的题型分别为简单提纲作文、图表作文、图画作文和情景作文。从阅卷人员所依据的评分原则和评分标准——总体评分(Global Scoring)中可以看出高分作文的成功关键:作文是就内容和语言两方面给分,语言和内容是一个统一体,要求内容切题、表达清楚、意义连贯、句法多变且语言正确。

考前的写作训练应该从以下三个方面着手:一是要掌握一些固定的句式。把平时自己喜欢的句子用汉语写出来并固定下来,之后套用英语句式。这其实是一项“汉译英”的工作,考生在考场写作文时,很难即兴写出正确而优美的句子,只能靠平时积累。二是选择几篇难度适中、句式变化较多的范文反复朗诵,并争取背诵下来。一提到背诵有些同学就想到了猜题,其实这里的背诵并不是猜题,而是培养一种英文写作的感觉。现在的考研作文,要猜题是非常困难的。很多同学一看到作文题就感到无从下手,其根本原因就是平时积累不够,脑袋空空。俗话说“读书破万卷,下笔如有神”,适当增加阅读量、背诵几篇比较好的文章是必要的。三是要勤于练习,在有限的时间内,最好能写上五篇左右的作文。在练习的过程中,要善于模仿一些写得比较成功又比较适合自己英文水平的文章(平时背诵的范文就是最好的模仿材料)。经过反复的强化训练,才能达到在规定时间内完成写作任务的要求。

值得一提的是,本书的阅读部分全部配有参考译文,这在同类书中是比较少见的。我们之所以花很多时间将原文内容翻译成中文,一方面旨在帮助考生快速、准确地理解

原文,抓住作者意图和文章展开的脉络,避免在没有读懂内容的情况下靠胡乱猜测答题;另一方面,考生可以借助译文更到位地领会某些词在应用中的确切含义,进一步提高对语法结构较复杂的长句、难句的把握;同时,考生还可以对照译文利用阅读文章做翻译练习,从而加大练习量,在实践中体会英、汉两种语言在理解和表达上的差异,掌握语言转换的灵活性,不断提高翻译水平。我们认为,这样可以更有效地增强考生的语言综合运用能力,进而提高答题的准确率。

本书是外语教学与研究出版社“考研英语第一时间”丛书的《冲刺卷》,与《历年试题卷》、《阅读理解卷》、《英语知识运用卷》、《翻译和写作卷》以及《相似易混单词对比记忆》共同组成一个完整的系列,也是对整个复习阶段的最后检验和考前的大练兵用书。整个系列丛书由中国人民大学富有考研辅导经验的老师编写,多年参加考研命题工作的北京外国语大学的张剑教授根据命题经验,从命题人的角度进行指导、把关并亲自修改和审定全部书稿。

最后,预祝广大考生在研究生入学考试中获得优异的成绩!

编者

2006年9月

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模拟试题(1)

Section I 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)

Translation is indispensable to the modern world. It is an activity 1 the interpretation of the meaning of a text in one language and the production, in another language, of a new, 2 text. Traditionally, translation has been a human activity, 3 attempts have been made to 4 and computerize the translation of natural-language text. The goal of translation is generally to 5 that both texts communicate the same message.

The translator must have an excellent, up-to-date knowledge of his source languages, full facility in the handling of his target language, which will be his mother tongue or language of habitual 6 and a knowledge and understanding of the latest subject-matter in his field of specialization.

This is, as it were, his professional equipment. 7 this, it is desirable that he should have an inquiring mind, wide interests, a good memory and the ability to grasp quickly the basic principles of new developments. He should be willing to work 8 his own, often at high speeds, but should be humble enough to consult others 9 his own knowledge not always prove adequate to the task in hand. He should be able to type fairly quickly and accurately and, if he is working mainly for publication, should have more than a nodding 10 with printing techniques and proof-reading. If he is working basically as an information translator, let us say, for an industrial firm, he should have the flexibility of mind to enable him to 11 rapidly from one source language to another, as well as from one subject-matter to another, since this ability is frequently 12 of him in such work. Bearing in mind the nature of the translator's work, i. e. the processing of the written word, it is, strictly speaking, 13 that he should be able to speak the language he is dealing with. If he does speak them, it is an advantage 14 a hindrance, but this skill is in many ways a luxury that he can 15 with. It is, 16, desirable that he should have an approximate idea about the pronunciation of his source languages even if this is restricted to 17 how proper names and place names are pronounced. The same 18 to an ability to write his source languages. If he can, well and good; if he cannot, it does not 19. There are many other skills and 20 that are desirable in a translator.

- | | | | |
|------------------|------------------|--------------|---------------|
| 1. A. compose | B. comprising | C. comprised | D. composing |
| 2. A. correspond | B. correspondent | C. equal | D. equivalent |
| 3. A. yet | B. although | C. however | D. therefore |

- | | | | |
|------------------------|-----------------|-----------------|-------------------|
| 4. A. auto | B. automaton | C. automation | D. automate |
| 5. A. ensure | B. reassure | C. assure | D. sure |
| 6. A. application | B. use | C. utility | D. usage |
| 7. A. More than | B. Except for | C. Because of | D. In addition to |
| 8. A. of | B. by | C. for | D. on |
| 9. A. should | B. when | C. because | D. if |
| 10. A. familiarity | B. acquaintance | C. knowledge | D. skill |
| 11. A. change | B. transform | C. turn | D. switch |
| 12. A. lacked | B. required | C. faced | D. confronted |
| 13. A. essential | B. unnecessary | C. advantageous | D. useless |
| 14. A. over | B. despite | C. rather than | D. instead |
| 15. A. deal | B. concern | C. work | D. do away |
| 16. A. however | B. accordingly | C. consequently | D. thus |
| 17. A. knowing | B. having known | C. know | D. have known |
| 18. A. refers | B. comes | C. applies | D. amounts |
| 19. A. matter | B. mind | C. harm | D. work |
| 20. A. characteristics | B. qualities | C. distinctions | D. features |

Section II 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

The Greek's lofty attitude toward scientific research—and the scientists' contempt of utility—was a long time dying. For a millennium after Archimedes, this separation of mechanics from geometry prevented fundamental technological progress and in some areas restrained it altogether. But there was a still greater obstacle to change until the very end of the Middle Ages—the organization of society.

The social system of fixed class relationships that prevailed through the Middle Ages itself made improvement impossible. Under this system, the labouring masses, in exchange for the bare necessities of life, did all the productive work, while the privileged few—priests, nobles, and kings—concerned themselves only with ownership and maintenance of their own position. In the interest of their prerogatives they did achieve considerable progress in defence, in war-making, in government, in trade, and in the arts of leisure, but they had no familiarity with the processes of production. On the other hand, the labourers, who were familiar with manufacturing techniques,

had no incentive to improve or increase production to the advantage of their masters. Thus, with one class possessing the requisite knowledge and experience, but lacking incentive and leisure, and the other class lacking the knowledge and experience, there was no means by which technical progress could be achieved.

The whole ancient world was built upon this relationship—a relationship as sterile as it was inhuman. The availability of slaves made efficient machinery needless. In many of the commonplace fields of human endeavour, actual stagnation prevailed for thousands of years.

For about twenty-five centuries, two-thirds of the power of the horse was lost because he wasn't shod, and much of the strength of the ox was wasted because his harness wasn't modified to fit his shoulders. For more than five thousand years, sailors were confined to rivers and coasts by a primitive steering mechanism which required remarkably little alteration (in the thirteenth century) to become a rudder.

With any originality at all, the ancient plough could have been put on wheels and the ploughshare shaped to bite and turn the sod instead of merely scratching it—but the originality wasn't forthcoming. And the villager of the Middle Ages, like the men who first had fire, had a smoke hole in the center of the straw and reed roof of his one-room dwelling, while the medieval charcoal burner (like his Stone Age ancestor) made himself a hut of small branches.

21. According to the passage, lack of technological progress in the ancient and medieval worlds was primarily due to the absence of
- [A] natural resources.
 - [B] inventive ability.
 - [C] people's desire for the "better things of life".
 - [D] proper social organization.
22. It can be inferred from the passage that a change in class relationship after the Middle Ages led to greater productivity because
- [A] freemen had incentives to produce work more.
 - [B] masters had greater incentive to make their workers work harder.
 - [C] slaves never starved, no matter what they produced.
 - [D] productivity could go in only one direction.
23. During the Middle Ages, productivity of labour
- [A] was a primary concern of society.
 - [B] was hampered by class relationships.
 - [C] went beyond levels reached by the Greeks.
 - [D] both increased and decreased.

24. In supporting his argument about the ancient world, the author mainly talks about
- [A] examples of the separation of mechanics and geometry.
 - [B] cases about the studies of lack of communication between classes.
 - [C] obstacles to the progress of technology.
 - [D] his concern about the plight of the labouring classes.
25. The author uses the examples of horse and ox to argue that
- [A] humans should not maltreat animals.
 - [B] man wasted a lot of resources in his exploitation of the environment.
 - [C] there was no technical improvement in normal areas of human efforts.
 - [D] stagnation which prevailed for a long time was as sterile as it was inhuman.

Text 2

When we use a word in speech and writing, its most obvious purpose is to point to some thing or relation or property. This is the word's "meaning".

Let us suppose that the one grandparent of the dog was a collie, another was an Irish terrier, another a fox terrier, and the fourth a bulldog. We can express these facts equally scientifically and objectively by saying that he is a dog of mixed breed. We have in no way gone beyond the requirements of exact scientific description.

Suppose, however, that we had called the same animal a "mongrel". The matter is more complicated. We have used a word which objectively means the same as "dog of mixed breed", but which also arouse in our hearers an emotional attitude of disapproval toward that particular dog. A word, therefore, can not only indicate an object, but can also suggest an emotional attitude toward it. Such suggestion of an emotional attitude does go beyond exact and scientific discussion because our approvals and disapprovals are individual—they belong to ourselves and not to the objects we approve or disapprove of.

Once we are on the outlook for this difference between "objective" and "emotional" meanings, we shall notice that words which carry more or less strong suggestions of emotional attitudes are very common and are ordinarily used in the discussion of such debatable questions as those of politics, morals, and religion. This is one reason why such controversies cannot yet be settled.

There is a well-known saying that the word "firm" can be declined as follows: I am firm, you are obstinate, he is pigheaded. This is a simple illustration of what is meant. "Firm", "obstinate", and "pigheaded" all have the same objective meaning—that is, following one's own course of action and refusing to be influenced by other people's opinions. They have, however, different emotional meanings: "firm" has an emotional meaning of strong approval, "obstinate" of mild disapproval, "pigheaded" of strong disapproval.

In much the same way when, during World War I, thoughts were dominated by emotions, the Americans contrasted the spirit of our heroic boys with ruthlessness of the Germans. Now with the more objective attitude that has been brought by the lapse of time, we can look back and see that the

spirit and the ruthlessness are objectively the same. Only the one word has an emotional meaning of approval, the other of disapproval.

26. The first three paragraphs tell us that

- [A] there is no real difference between calling a dog a mongrel and calling it a mixed breed.
- [B] "a dog of mixed breed" is an emotional term.
- [C] "mongrel" is an objective term.
- [D] words may suggest emotional attitude as well as objective meaning.

27. The author maintains that in discussing

- [A] scientific subjects, emotional words are often used to make meaning clearer.
- [B] debatable questions, objective terms are generally used to help clarify meanings.
- [C] scientific subjects, objective terms are generally used, in order to avoid controversy.
- [D] debatable questions, emotional terms are used very often.

28. The author believes that people have disagreements on many subjects partially because

- [A] people have not yet learned how to get along with each other.
- [B] words that carry emotional overtones tend to make people hostile to each other.
- [C] words with objective meanings mean different things to different persons.
- [D] politics, morals, and religion cause controversies that cannot yet be settled.

29. The author believes that in World War I

- [A] our men showed spirit and heroism, while the Germans displayed ruthlessness.
- [B] although our men acted heroically, they were almost as ruthless as the Germans.
- [C] there was no difference between the actions of the Americans and those of the Germans.
- [D] most people thought that with the passage of time they will realize how savage the Germans really were.

30. The word "controversy" (Para. 4) probably means

- [A] agreement.
- [B] argument.
- [C] discussion.
- [D] contribution.

Text 3

That experiences influence subsequent behaviour is evidence of an obvious but nevertheless remarkable activity called remembering. Learning could not occur without the function popularly named memory. Constant practice has such an effect on memory as to lead to skillful performance on the piano, to recitation of a poem, and even to reading and understanding these words. So-called intelligent behaviour demands memory, remembering being a primary requirement for reasoning. The ability to solve any problem or even to recognize that a problem exists depends on memory. Typically, the decision to cross a street is based on remembering many earlier experiences.

Practice (or review) tends to build and maintain memory for a task or for any learned material. Over a period of no practice what has been learned tends to be forgotten; and the adaptive consequences may not seem obvious. Yet, dramatic instances of sudden forgetting can be seen to be adaptive. In this sense, the ability to forget can be interpreted to have survived through a process of natural selection in animals. Indeed, when one's memory of an emotionally painful experience leads to serious anxiety, forgetting may produce relief. Nevertheless, an evolutionary interpretation might make it difficult to understand how the commonly gradual process of forgetting survived natural selection.

In thinking about the evolution of memory together with all its possible aspects, it is helpful to consider what would happen if memories failed to fade. Forgetting clearly aids orientation in time, since old memories weaken and the new tend to stand out, providing clues for inferring duration. Without forgetting, adaptive ability would suffer; for example, learned behaviour that might have been correct a decade ago may no longer be. Cases are recorded of people who (by ordinary standards) forgot so little that their everyday activities were full of confusion. Thus forgetting seems to serve the survival of the individual and the species.

Another line of thought assumes a memory storage system of limited capacity that provides adaptive flexibility specifically through forgetting. In this view, continual adjustments are made between learning or memory storage (input) and forgetting (output). Indeed, there is evidence that the rate at which individuals forget is directly related to how much they have learned. Such data offer gross support of contemporary models of memory that assume an input-output balance.

31. From the evolutionary point of view,

- [A] forgetting for lack of practice tends to be obviously inadapive.
- [B] if a person gets very forgetful all of a sudden he must be very adaptive.
- [C] the gradual process of forgetting is an indication of an individual's adaptability.
- [D] sudden forgetting may bring about adaptive consequences.

32. According to the text, if a person never forgot,

- [A] he would survive best.
- [B] he would have a lot of trouble.
- [C] his ability to learn would be enhanced.
- [D] the evolution of memory would stop.

33. Which is the proper explanation of the word "fade" (L. 2, Para. 3)?

- [A] Disappear. [B] Decrease. [C] Demonstrate. [D] Declare.

34. From the last paragraph we know that

- [A] forgetfulness is a response to learning.
- [B] the memory storage system is an exactly balanced input-output system.
- [C] memory is a compensation for forgetting.

- [B] show how temperature differences depend on the positions of the continents.
[C] describe the complicated motions made possible by the ocean currents.
[D] account for the rising currents under mid-ocean ridges.
38. According to the traditional view of the origin of the ocean basins, which of the following is sufficient to move the continental plates?
[A] Spreading of ocean trenches.
[B] Movements of mid-ocean ridges.
[C] Sinking of ocean basins.
[D] Differences in temperature under oceans and continents.
39. Which of the following, if it could be demonstrated, would most support the traditional view of ocean basin formation?
[A] The upper mantle of the earth behaves as a dense solid.
[B] Movements usually occur along lines.
[C] Sinking plates cool the surface of the earth.
[D] The rising motion currents keep exact pace with them.
40. Which of the following does the author seem to prefer?
[A] The traditional view of the origin of the ocean basin is thoroughly wrong.
[B] The temperature of the sinking plate is lower than its surroundings.
[C] That the earth behaves as a liquid results in many great oceans.
[D] Neither the African nor the American plate moves according to the alternative theory.

Part B

Directions:

In the following text, some sentences have been removed. For Questions 41~45, choose the most suitable one from the list A ~ G to fit into each of the numbered blanks. There are two extra choices, which do not fit in any of the blanks. Mark your answers on ANSWER SHEET 1. (10 points)

Recently, a college student used his Personal Digital Assistant (PDA) to film a female teacher berating and tearing in two the work of a classmate. The public discussion that the incident sparked off was confined initially to the virtual community in which the video clip was posted. However, when it came to the media's attention, it quickly became a major talking point in the education circles.

The reactions so far suggest that the focus on the debate has been on the apportion of blame. Teachers who are anxious to defend their professional integrity have closed ranks and put the blame squarely on the student who recorded the incident. They have also cited intrusion of privacy as the reason for their request to the Ministry of Education (MOE) to ban PDAs in schools.

(41) _____

Caught up in the war of words between both sides, people are no longer interested in the "truth" of the matter which seems to have become immaterial. It was left to newspaper commentaries to identify the issue at the heart of the controversy, by highlighting the deep underlying problems in the education system.

Different times call for different professional approaches in education. (42) _____ The ability to understand the kind of students they are teaching has always been the hallmark of successful teachers. Mitigating factors notwithstanding, the outburst by the teacher shows an undeniable lack of professionalism on her part. Nothing can exonerate her from that. (43) _____

From a different perspective, the incident illustrates an issue with which we should all be familiar: the dilemma that we sometimes find ourselves in as a result of new technology. (44) _____

From the early days of uni-directional instructions from teachers, we have reached a stage which stresses interactive learning. (45) _____

This new "supervisory mechanism" also means that the possibility of internally resolving issues within a school may be reduced. An isolated incident can easily become a matter of public interest and thus, susceptible to media scrutiny. The question of course is whether the media is always the best platform to discuss educational issues.

As a profession in its own right, why has the response from the education circles been so homogeneous? The MOE and the college also hold identical position on the matter. Where then is the spirit of self-discipline and reflection and how can the public be expected to continue to have confidence in the teaching profession?

- [A] Besides, even for recalcitrant students, there are provisions under the current system to deal with them. Irrational acts of verbal abuse or even aggression are totally unnecessary.
- [B] We've all heard the stories about teachers that yell at their students, throw things in the classroom or have negative dispositions with their students. These are individuals that have chosen to be educators, and it can reasonably be assumed that at some point they were enthusiastic about the prospect of teaching our children. What happens to that enthusiasm and their love of teaching?
- [C] True, cutting-edge technology is developing by leaps and bounds and has made life much more comfortable and convenient for us. But in the context of this episode, the PDA, as a symbol of technological innovation, has also fundamentally changed the nature of interaction between the teacher and students in the classroom.
- [D] A Personal Data Assistant (PDA) is great for making notes, storing contact information, keeping track of To Do items and appointments, and even playing games. The key to the advantages of reading e-books on a PDA is convenience. Reading e-books on a PDA provides opportunities for reading that mesh with one's life.