

2005 考研辅导教材



# 硕士研究生入学考试

# 历年真题解析及 双色 点评

## 英语分册

编 写

双博士考研英语课题组

支 持

双博士在线

[www.bbdd.cc](http://www.bbdd.cc)

总策划

胡东华

礼品

买80元双博士考研书送80元

机械工业出版社  
China Machine Press

# 2005 考研辅导教材

## 硕士研究生入学考试历年真题解析及双色点评 英语分册 (1993 年—2004 年)

编 写 双博士考研英语课题组

支 持 双博士在线 [www.bbdt.cc](http://www.bbdt.cc)

总策划 胡东华

机械工业出版社

声明:本书封面及封底均采用双博士品牌专用图标(见右图);该图标已由国家商标局注册。未经本策划人同意,禁止其他单位或个人使用。



### 图书在版编目(CIP)数据

硕士研究生入学考试历年真题解析及双色点评(英语分册)/双博士英语课题组编. - 北京:机械工业出版社. 2004. 3

考研辅导教材

ISBN 7-111-12059-0

I. 硕... II. 双... III. 英语-研究生-入学考试-解题 IV. R

中国版本图书馆 CIP 数据核字(2004)第 029331 号

机械工业出版社(北京市百万庄大街 22 号 邮编:100037)

责任编辑:于宁 韩蕊

责任校对:朱宪臣

封面设计:胡东华

责任印制:何全君

北京高岭印刷有限公司印刷

机械工业出版社出版发行

2004 年 3 月第 2 版 第 1 次印刷

787mm × 1092mm 1/16 印张 16.5 字数 420 千字

定价:15.00 元

©版权所有 违法必究

盗版举报电话:13801064123(著作权者)

封面无防伪标识均为盗版

(注:防伪标识揭开有用户名(10 位)和密码(6 位))

为了保护您的消费权益,请使用正版图书。正版双博士品牌考研图书均贴有防伪标识物(由 10 位数字组成的 ID 和 6 位组成的 PW)。凭此 ID 和 PW 可登录双博士在线([www.bbdd.cc](http://www.bbdd.cc))中的网络课堂、各高校专业课题库及考前各科密押试卷。该试卷去年版本押中大量 2004 年考研真题,每购一本双博士图书,可点击以上非公开内容 30 次。

<http://www.bbdd.cc>(双博士在线)

凡购买本书,如有字迹不清、缺页、倒页、脱页,由本社发行部负责调换。

<http://www.bbdd.cc>(网络课堂)

## “考研押题讲座”授课计划

一、内容:考研政治、英语、数学(一、二、三、四)、西医综合科目考前押题讲座

二、讲座总策划:胡东华

三、讲座资料提供:

北大、清华、人大考研辅导班资料采编组

联合提供

京城考研命题信息搜集研究组

四、讲座时间:2004年12月1日~2005年1月7日(以网上通知为准)

五、课程表:

时 间 科目	12月第1周	12月第2周	12月第3周	12月第4周	1月第1周
政 治	马克思主义哲学 政治经济学	毛泽东思想 概论	邓小平理论与 三个代表重要 思想概论	当代世界经济 与政治 形势与政策	点题
英 语	听力	英语知识运用	阅读理解 A (命题趋势)	阅读理解 B (英译汉)	写作命题预测 及背诵范文
数 学 一	高数 (1~5)	高数 (6~11)	线性代数	概率论与 数理统计	点题
数 学 二	高数(1~3)	高数(4~6)	高数(7~11)	线性代数	点题
数 学 三	微积分 (1~5)	微积分 (6~10)	线性代数	概率论与 数理统计	点题
数 学 四	微积分 (1~5)	微积分 (6~10)	线性代数	概率论	点题
西医综合	生理学 生物化学	病理学	外科学	内科学	点题

注:本讲座需凭双博士考研图书封面上的防伪标识提供的 ID(10 位数字)和 PW(6 位密码)方可登陆。



## 双博士在线 [www.bbdd.cc](http://www.bbdd.cc) 在线咨询

您在复习备考,尤其是复习专业课的过程中,会经常遇到很多疑难问题,在您的具体客观条件下,这些疑难问题都不能得到及时、正确的解答和引导,日久成积,直接影响了您的考试结果。基于对此的认识,双博士在线以您为服务对象,以您的疑难问题为切入点,为您提供个性化、一对一、实质性的专业咨询。双博士在线聘用您欲报考大学的在校优秀研究生作为您的专业咨询员,他们都是该专业的顶尖高手,会学习,更会考试!他们的点“金”成“金”将为您的考试赢得关键性的分数!

---

### 来自北京大学研究生会的感谢信

双博士:

您好!

首先感谢您对北京大学“十佳教师”评选活动的热情支持和无私帮助!师恩难忘,北京大学“十佳教师”评选活动是北京大学研究生会的品牌活动之一,是北京大学所有在校研究生和本科生对恩师情谊的最朴素表达。双博士作为大学教学辅导及考研领域全国最大的图书品牌之一,不忘北大莘莘学子和传道授业的老师,其行为将永久的被北大师生感怀和铭记。

作为考研漫漫征途上的过来人,双博士曾陪伴我们度过无数个考研岁月的日日夜夜,曾带给我们无数个明示和启发,当然也带给我们今天的成功。

特致此信,向双博士表达我们内心长久以来的感激之情,并祝愿双博士事业蒸蒸日上。

北京大学研究生会

2002年12月

---

### 安徽某大学学生的来信

双博士:

您好!

我是一名在校大学生,从去年来到学校时,我就认定了双博士图书,我认为它非常实用。我很喜欢。所以今年我又一次购买了双博士图书,还推荐给我们班许多同学。他们都感觉双博士不错。

现在,我班同学都报了英语四级,我上 [www.bbdd.cc](http://www.bbdd.cc) 网看了一下,我觉得非常适合我们的备考。在此我非常感谢你们,希望你们工作顺利!

买双博士图书,还可以获得赠品,我觉得这是一个非常好的事……,我的地址是:安徽省安庆师范学院东一区×数学×班,我的名字是:谢××。邮编246003。谢谢!

谢××

2003年10月28日

# Preface

## 前言

从考试经验来看,任何习题的练习效果都不如演练真题,真题具有无可比拟的权威性和实战性。基于以上考虑,我们编写本书,希望考生从中受益。

认识过去才能分析现在,把握未来。往年的真题是最权威的模拟试题。双博士考研英语课题组遴选京城历年参加考研英语命题的专家,对历年考研英语试题,深入透彻地剖析知识点,双色点评历年真题,以期考生朋友在准备英语第一轮或第二轮复习时,做到心中有数。

本书特点:

(一)双色排版,重点醒目突出。

(二)两种形式出版:一种以书的形式,一种以袋装形式。袋装时,每一年考题单册装订,方便自测,临模考场环境。考生可据自身喜好,自行选择。

(三)引导考生备考,总结考试规律和特点。

(四)从历届试题中探寻 2005 年的命题趋势。

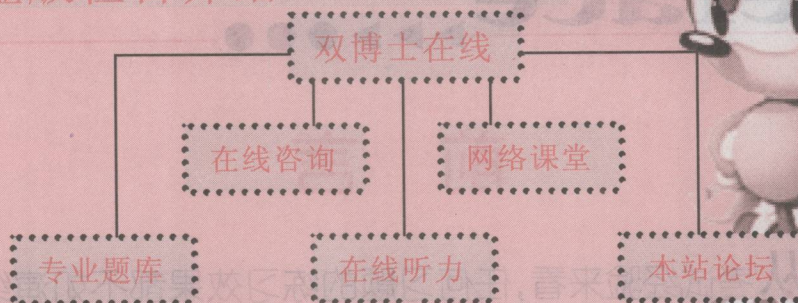
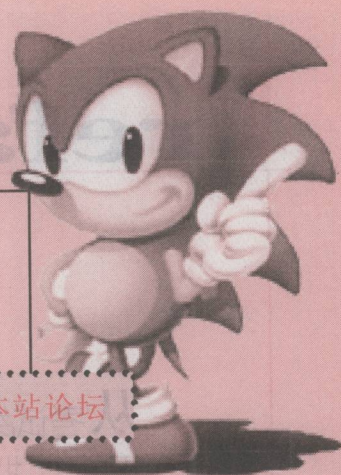
(五)通过自测,找出自身的薄弱环节。

为了保护您的消费权益,请使用正版图书。正版双博士品牌考研图书均贴有防伪标识物(由 10 位数字组成的 ID 和 6 位组成的 PW)。凭此 ID 和 PW 可登录双博士在线([www.bbdd.cc](http://www.bbdd.cc))中的网络课堂、全国各高校考研专业课试题库及考前各科密押试卷(该密押试卷去年版本押中大量的 2004 考研真题)。每购一本双博士书可点击以上内容 30 次。

考生在使用本书过程中,遇到问题可登录双博士在线 [www.bbdd.cc](http://www.bbdd.cc)/本站论坛/我爱双博士下面留言提问。



## 双博士在线(www.bbdd.cc) 黄金版栏目介绍



双博士在线 (www.bbdd.cc) 专业提供考研和四六级考试资源网站, 日访问量超过 10000 次。

### ● 在线咨询:

提供考研专业课和公共课个性化一对一实质性的专业咨询服务。专业课包括所有硕士专业, 涵盖各个高校和研究所的所有具有硕士点的专业。

双博士在线聘用你欲报考学校的在校优秀研究生作为您的专业咨询员, 为您提供专家级的解答和服务。咨询电话: 010 82608053

### ● 网络课堂:

随时随地, 省时省钱, 灵活有效享受面授无法比拟的教育资源服务。

### ● 专业题库:

包括全国各高校和科研单位历年考研专业课试题。

### ● 在线听力:

包括真题及 20 套模拟试题, 本栏目是同类网站中音频文件最为密集的栏目, 练就此栏目的音频文件听力过关不用愁。

### ● 在线测试:

考研政治、英语、数学、西医、中医和 MBA 5 门科目真题和模拟。

### ● 短信课堂:

订阅双博士短信课堂, 每日两条考试信息, 快乐备考, 轻松过级。考研直通车栏目包括: 高频词汇、低频词汇、词汇速记巧记、黄金短语、经典句型; 政治考点精华背诵、时事直通车、特快消息。

注: 购书登陆双博士在线

每购一本双博士品牌图书, 可凭双博士考研图书封面上的防伪标识提供的 ID (十位数字) 和 PW (六位密码) 登陆 30 次双博士网站的非公共资源栏目。如欲继续享受本服务, 请咨询 010 82608053



# 目 录

## 一、试题部分

2004 年全国硕士研究生入学统一考试英语试题 .....	(04 - 1)
2003 年全国硕士研究生入学统一考试英语试题 .....	(03 - 1)
2002 年全国硕士研究生入学统一考试英语试题 .....	(02 - 1)
2001 年全国硕士研究生入学统一考试英语试题 .....	(01 - 1)
2000 年全国硕士研究生入学统一考试英语试题 .....	(00 - 1)
1999 年全国硕士研究生入学统一考试英语试题 .....	(99 - 1)
1998 年全国硕士研究生入学统一考试英语试题 .....	(98 - 1)
1997 年全国硕士研究生入学统一考试英语试题 .....	(97 - 1)
1996 年全国硕士研究生入学统一考试英语试题 .....	(96 - 1)
1995 年全国硕士研究生入学统一考试英语试题 .....	(95 - 1)
1994 年全国硕士研究生入学统一考试英语试题 .....	(94 - 1)
1993 年全国硕士研究生入学统一考试英语试题 .....	(93 - 1)

## 二、答案及解析部分

2004 年全国硕士研究生入学统一考试英语试题答案 .....	(答案 04 - 1)
2003 年全国硕士研究生入学统一考试英语试题答案 .....	(答案 03 - 1)
2002 年全国硕士研究生入学统一考试英语试题答案 .....	(答案 02 - 1)
2001 年全国硕士研究生入学统一考试英语试题答案 .....	(答案 01 - 1)
2000 年全国硕士研究生入学统一考试英语试题答案 .....	(答案 00 - 1)
1999 年全国硕士研究生入学统一考试英语试题答案 .....	(答案 99 - 1)
1998 年全国硕士研究生入学统一考试英语试题答案 .....	(答案 98 - 1)
1997 年全国硕士研究生入学统一考试英语试题答案 .....	(答案 97 - 1)
1996 年全国硕士研究生入学统一考试英语试题答案 .....	(答案 96 - 1)
1995 年全国硕士研究生入学统一考试英语试题答案 .....	(答案 95 - 1)
1994 年全国硕士研究生入学统一考试英语试题答案 .....	(答案 94 - 1)
1993 年全国硕士研究生入学统一考试英语试题答案 .....	(答案 93 - 1)



# 2004 年全国硕士研究生入学考试

## 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, you should first put down your answers in your test booklet. At the end of the listening comprehension section, you will have five minutes to transfer all your answers from your test booklet to ANSWER SHEET I.

Now look at Part A in your test booklet.

#### Part A

#### Directions:

For Questions 1—5, you will hear a talk about Boston Museum of Fine Art. 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 years	April		4	
Average temperatures in July in Brussels	low	13°C	5	
	high	°C		

#### 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 medalist for his sportsmanship.
- D. a number 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 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 on the individual suggest that children engage in criminal behavior 22 they were not sufficiently penalized for previous misdeeds or that they have learned criminal behavior through 23 with others. Theories focusing on the role of society that children commit crimes in 24 to their failure to rise above their socioeconomic status 25 as a rejection of middle-class values.

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

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

Families have also 33 changes these years. More families consist of one parent households or two working parents; 34, children are likely to have less supervision at home 35 was common in the traditional family 36. This lack of parental supervision is thought to be an influence on juvenile crime rates. Other 37 causes of offensive acts include frustration or failure in school, the increased 38 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. interactions 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. chock      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

#### Directions:

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

#### Passage 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.

## Passage 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 Zoe 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).

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 Zo? 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" (Line 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.

### Passage 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, filling 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 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 Deadly, 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 need 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" (Lines 3 - 4, 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 showdown?

- 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 now boom, on the horizon.
- B. Tighten the belt, the single remedy.
- C. Caution all right, panic not. ✓
- D. The more ventures, the more chances.

#### Passage 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 reluctantly 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 Ravish 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) The Greeks assumed that the structure of language had some connection with the process of thought, which took root in Europe long before people realized how diverse languages could be.

Only recently did linguists begin the serious study of languages that were very different from their own. Two anthropologist-linguists, Franz Boas and Edward Sapir, were pioneers in describing many native languages of North and South America during the first half of the twentieth century. (62) We are obliged to them because some of these languages have since vanished, as the peoples who spoke them died out or became assimilated and lost their native languages. Other linguists in the earlier part of this century, however, who were less eager to deal with bizarre data from "exotic" language, were not always so grateful. (63) The newly described languages were often so strikingly different from the well studied languages of Europe and Southeast Asia that some scholars even accused Boas and Sapir of fabricating their data. Native American languages are indeed different, so much so in fact that Navajo could be used by the US military as a code during World War II to send secret messages.

Sapir's pupil, Benjamin Lee Whorf, continued the study of American Indian languages. (64) Being interested in the relationship of language and thought, Whorf developed the idea that the structure of language determines the structure of habitual thought in a society. He reasoned that because the structure of habitual thought in a society. He reasoned that because it is easier to formulate certain concepts and not others in a given language, the speakers of that language think along one track and not along another. (65) Whorf came to believe in a sort of linguistic determinism which, in its strongest form, states that language imprisons the mind, and that the grammatical patterns in a language can produce far-reaching consequences for the culture of a society. Later, this idea became to be known as the Sapir-Whorf hypothesis, but this term is somewhat inappropriate. Although both Sapir and Whorf emphasized the diversity of languages, Sapir himself never explicitly supported the notion of linguistic determinism.



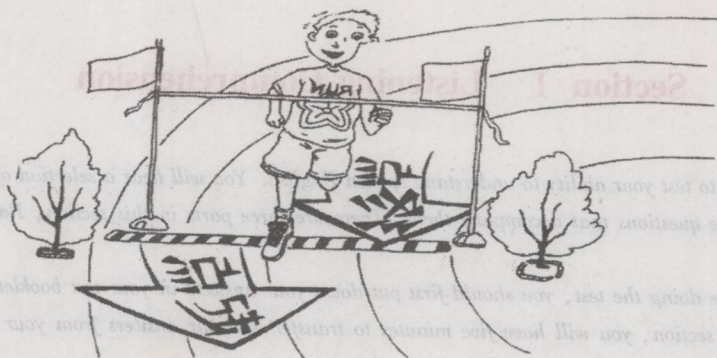
## Section IV Writing

### 66. Directions:

Study the following set of drawings carefully and write an essay in which you should

- 1) describe the drawing
- 2) interpret its meaning, and.
- 3) support your view with examples.

You should write about 200 words neatly on ANSWER SHEET 2. (20 points)



终点又是新起点

古希腊人推断语言的结构跟思维的过程有某种关联,这种看法在人们认识语言的多样性很早之前便根深蒂固于欧洲人那里。

由于这些语言的种族死亡或被同化了以致遗失了他们的本族语,这些语言便消失了,而我们也因此而无法知晓它们。

Programs provided	8
Approximate number of visitors/year	20
Exhibition space (m <sup>2</sup> )	300,000
The most remarkable department	
Number of departments	
The west wing completed (year)	
Moved to the current location (year)	
Opened to the public (year)	1909
Founded (year)	