

硕士研究生入学考试英语

全真模拟试题

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冲刺模拟

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实战演练

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最新试题



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前 言

本书根据 2002 年制定的《全国硕士研究生入学考试英语考试大纲》编写而成,目的是帮助大学本科生以及同等学力考生全面地掌握新大纲词汇,提高英语语言能力,顺利地通过硕士研究生英语入学考试。

本书共由十套模拟试题组成。每套试题都严格依据和《全国硕士研究生入学考试英语考试大纲》的精神和要求的样题为样板,精心编写而成。试题的第一部分是听力理解(Listening Comprehension),该部分由 A、B、C 三节组成,共 20 小题,旨在考查考生理解英语口语的能力。第二部分是英语知识运用(Use of English),在一篇 240~280 词的文章中留出 20 个空白,要求考生从每题给出的四个选项中选出最佳答案。第三部分是阅读理解,该部分由 A、B 两节组成,考查考生理解书面英语的能力,共 25 小题。第四部分是写作,该部分要求考生写一篇约 200 词的短文,目的是考查考生的书面表达能力。

每套试题均附参考答案,写作部分附带范文。

本书的编者都是教学第一线富有经验的骨干教师,对大学英语教学和测试曾潜心进行过研究,并多次参加英语四、六级考试及研究生英语入学考试的阅卷工作。我们相信,本书一定会成为广大考生的良师益友。本书由张培、张鹏、张志勇负责整体设计,补充修改、审阅定稿,并编写试题。张培除编写一套试题外,还编写了一篇范文;张鹏编写一套试题(不包括听力和范文);张志勇编写两套试题(不包括听力和范文);殷雪雁、王艳、李红薇、张玉英、白娜各编写一套试题;孙宝国编写一套试题(不包括听力和范文),丁维媛提供三篇范文、吴砚华编写四套听力部分。

囿于我们的水平,书中难免有所疏漏,敬请批评指正。

编者

2002 年 8 月

Model Test One

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.

If you have any questions, you may raise your hand NOW as you will not be allowed to speak once the test has started.

Now look at Part A in your test booklet.

Part A

Directions:

You will hear a conversation in which a woman is trying to book an air ticket from Beijing to London. Listen to it and fill out the table with the information you've heard for questions 1~5. Some of the information has been given to you in the table. Write **only 1 word** in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below. (5 points)

Information about Air China		
departure time	12:00 noon	
arrival time	p. m.	1
one-way cost	¥	2
round-trip cost	¥	3

Information about British Airways		
departure time	p. m.	4
arrival time	p. m.	5

Part B

Directions:

You will hear a piece of information about Holland. For questions 6~10, complete the sentences and answer the question while you listen. 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 the questions below. (5 points)

Holland is also called the "Netherland",
meaning

	6
--	---

The main enemy of the Dutch is

	7
--	---

To prevent floods, Dutch engineers take or
reclaim land that was

	8
--	---

Land is usually reclaimed from a passage
between

	9
--	---

How many years have the Dutch been re-
claiming land?

	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 introducing the custom of bargaining in various countries. You now have 15 seconds to read questions 11~13.

11. When bargaining in a foreign country, what may cause the local merchant to raise the price instead of lowering it?

- [A] being patient
- [B] getting angry
- [C] being too eager
- [D] being shy

12. Which of the following are not negotiable in Middle Eastern and African markets?

- [A] taxis

- [B] crafts
- [C] fruits and vegetables
- [D] restaurants

13. In which of the following countries you are not supposed to bargain at government-owned shops?

- [A] Eastern European countries
- [B] Muslim countries
- [C] Middle Eastern countries
- [D] African countries

You now have 30 seconds to check your answers to Questions 11~13.

Questions 14~16 are based on the following recorded material. You now have 15 seconds to read questions 14~16.

14. What is the talk mainly about?

- [A] The origins of paper currency.
- [B] The origins of modern banking.
- [C] Who was the first to make a bank loan for an interest.
- [D] The circulation of goldsmith's receipts.

15. Why did people choose to store their gold with the goldsmiths?

- [A] Because they were trustworthy.
- [B] Because they made gold merchandise.
- [C] Because they had the strongest vaults.
- [D] Because they dealt with everyone.

16. Why did business people begin to exchange the goldsmith's receipts instead of exchanging the gold?

- [A] Because it was more profitable.
- [B] Because they didn't need to pay the goldsmith.
- [C] Because it was safer.
- [D] Because it was much easier and more convenient.

You now have 30 seconds to check your answers to Questions 14~16.

Questions 17~20 are based on a conversation between two people who are preparing the specification for the position of a retail manager. You now have 20 seconds to read questions 17~20.

17. When the man says the candidate should have a "substantial amount" of experience in retailing, what does he mean?
- [A] He or she would have to be at least 30 years old.
 - [B] He or she should at least have 20 years of respective experience.
 - [C] He or she should at least have 10 years of respective experience.
 - [D] He or she should be familiar with every aspect of the retailing business.
18. What does the man think is the most essential qualification in the candidate?
- [A] personal skills and experience
 - [B] education and experience
 - [C] personal skills and education
 - [D] personal skills, experience and education
19. What language(s) does the woman think the candidate should be fluent in?
- [A] English
 - [B] French
 - [C] English and French
 - [D] English or French
20. Why does the man think the candidate should speak one other language?
- [A] Customers will be from various countries.
 - [B] Employees will probably be from other countries.
 - [C] The person recruited may be re-located to another country in the future.
 - [D] Language ability is a reliable symbol of education received.

You now have 40 seconds to check your answers to Questions 17~20.

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

That is the end of Listening Comprehension.

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)

Returning in 1894 from an 21 trip to Pikes Peak in Colorado, a minor New England poet named Katharine Lee Bates wrote a verse she titled "America". It was printed

the following year in a church publication in Boston to 22 the Fourth of July.

Lynn Sherr, the ABC News correspondent, has written a timely and deliciously researched book about how that verse was written and edited and how it was fitted 23 a hymn called "Materna", written about the same time by Samuel Augustus Ward, whom the poet never met. In "America the Beautiful: The Stirring True Story Behind Our Nation's Favorite Song" (Public Affairs), Sherr reveals the rewriting by Bates that shows the 24 of working over a lyric.

"O beautiful for **halcyon** skies," the poem began. **Halcyon** is a beautiful word, based 25 the Greek name for the bird, probably a kingfisher, that ancient legend 26 nesting in the sea during the winter solstice and calming the waves. It means "calm, peaceful" and all those happy things, but the word is 27 and does not evoke the West. **Spacious**, however, not only describes Big Sky country but also alliterates with **skies**, so she changed it.

After 10 years in rewrite, a poem's every 28 is mended, and it becomes a hymn for the ages.

The often-unsung third stanza contained a zinger at the 29 of wealth: "America! America! /God shed his grace on thee/ Till selfish gain 30 stain/ The banner of the free!" Sherr writes that Bates, disillusioned 31 the Gilded Age's excesses, "wanted to purify America's great wealth, to channel what she had originally called 'selfish gain' 32 more noble causes." The poet took another crack at the line that derogated the profit motive, and the stanza now goes: "America! America! /May God thy gold refine/ Till all success be nobleness/ And every gain divine!"

The line that needed 33 the most was the 34 and dispiriting conclusion: "God shed his grace on thee/ Till nobler men keep once again/ Thy whiter jubilee!" That cast an aspersion on the current generation, including 35 was singing the lyric. The wish for "nobler men" to come in the future ended the song, about to be set to Ward's hymn, on a self-deprecating note.

In 1904, 10 years after her first draft, Katharine Lee Bates 36 the imperfect last lines of the final stanza. The new image 37 at the end not only reminds the singers 38 the "spacious skies" that began the song but also 39 the final theme to one of unity and tolerance. Her improvement makes 40 the difference, especially in times like these:

America! America!
God shed his grace on thee
And crown thy good with brotherhood
From sea to shining sea!

21. [A] inspire

[C] inspired

22. [A] commemorate

[B] inspiring

[D] inspiration

[B] commend

- | | |
|---------------------|------------------|
| [C] comment | [D] commence |
| 23. [A] for | [B] in |
| [C] to | [D] up |
| 24. [A] usefulness | [B] worth |
| [C] price | [D] value |
| 25. [A] upon | [B] in |
| [C] off | [D] by |
| 26. [A] says | [B] said |
| [C] has | [D] had |
| 27. [A] familiar | [B] unfamiliar |
| [C] famous | [D] infamous |
| 28. [A] flaw | [B] mistake |
| [C] fault | [D] wrong |
| 29. [A] acquire | [B] acquiring |
| [C] acquisition | [D] acquired |
| 30. [A] no longer | [B] not longer |
| [C] no sooner | [D] not sooner |
| 31. [A] by | [B] for |
| [C] in | [D] with |
| 32. [A] onto | [B] into |
| [C] towards | [D] for |
| 33. [A] edit | [B] editing |
| [C] to edit | [D] to be edited |
| 34. [A] flat | [B] sad |
| [C] encouraging | [D] pleasant |
| 35. [A] whatever | [B] whenever |
| [C] whoever | [D] however |
| 36. [A] corrected | [B] reviewed |
| [C] rectified | [D] revised |
| 37. [A] called up | [B] called back |
| [C] called for | [D] called in |
| 38. [A] of | [B] about |
| [C] for | [D] at |
| 39. [A] accelerates | [B] elevates |
| [C] increases | [D] strengthens |
| 40. [A] any | [B] some |
| [C] every | [D] all |

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

Just what's a dictionary for? What does it propose to do? What does the common reader go to a dictionary to find? What has the purchaser of a dictionary a right to expect for his money?

Before we look at basic principles, it is necessary to interpose two brief statements. The first of these is that a dictionary is concerned with words. Some dictionaries give various kinds of other useful information. Some have tables of weights and measures on the flyleaves. Some list historical events and some, home remedies. And there's nothing wrong with their so doing. But the great increase in our vocabulary compels all dictionaries to make more efficient use of their space. And if something must be eliminated, it is sensible to throw out these extraneous things and stick to words.

The second brief statement is that there has been even more progress in the making of dictionaries in the past decades than there has been in the making of automobiles. The difference, for example, between the much-touted Second International (1934) and the much-clouted Third International (1961) is not like the difference between yearly models but like the difference between the horse and buggy and the automobile. Between the appearance of these two editions a whole new science related to the making of dictionaries, the science of descriptive linguistics, has come into being.

The broad general findings of the new science are:

1. All languages are systems of human conventions, not systems of natural laws. The first — and essential — step in the study of any language is observing and setting down precisely what happens when native speakers speak it.

2. Each language is unique in its pronunciation, grammar, and vocabulary. It can not be described in terms of logic or of some theoretical ideal language. It cannot be described in terms of any other language, or even in terms of its own past.

3. All languages are dynamic rather than static, and hence a "rule" in any language can only be a statement of contemporary practice. Change is constant — and normal.

4. "Correctness" can rest only upon usage, for the simple reason that there is nothing else for it to rest on. And all usage is relative.

From these propositions it follows that a dictionary is good only insofar as it is a com-

prehensive and accurate description of current usage. And to be comprehensive it must include some indication of social and regional associations.

New dictionaries are needed because English has changed dramatically over the years. It has had to adapt to extraordinary cultural and technological changes two world wars, unparalleled changes in transportation and communication and unprecedented movements of populations.

More subtly, but pervasively, it has changed under the influence of mass education and the growth of democracy. As written English is used by increasing millions and for more reasons than ever before, the language has become more utilitarian and more informal. You simply can't hold the language of one generation up as a model for the next.

41. According to the author, a dictionary should be
- [A] primarily concerned with words.
 - [B] as comprehensive as possible.
 - [C] inclusive of tables of weights and measures.
 - [D] inclusive of historical events and home remedies.
42. The findings of the science of descriptive linguistics imply that
- [A] languages are both practices accepted by a society and scientific laws about the behaviour of members of the society.
 - [B] languages are laws about human behaviour rather than generally accepted practices.
 - [C] languages are generally accepted practices rather than scientific laws about human behaviour.
 - [D] languages are neither accepted practices nor scientific laws.
43. By saying "all languages are dynamic rather than static", the author means that
- [A] languages are free from moving and changing.
 - [B] change is relative; permanence is absolute.
 - [C] change happens all the time and is no surprise.
 - [D] change does take place although it is a rare phenomenon.
44. In the author's opinion, a dictionary is good only when it provides information that is
- [A] accurate and concise.
 - [B] accurate, comprehensive and concise.
 - [C] accurate and comprehensive.
 - [D] accurate, comprehensive and updated.
45. We can infer from the last paragraph that the trend of the language of English has become

- [A] more simplified.
- [B] more concerned with practical use.
- [C] more concerned with perfect form.
- [D] more literary.

Text 2

In the early '50s, we non-Christian students at Loreto House were suspicious of Mother Teresa's motives in helping street children and orphans. Was she rescuing these children to convert them?

But the project of Mother Teresa's that confused us most was her care of the terminally ill destitute who came to the Kalighat Temple to die near a holy place. She wasn't interested in prolonging their life. What she railed against was the squalor and loneliness of their last hours. Her apparent dread of mortality and her obsession with dignified dying were at odds with Hindu concepts of reincarnation and death as a hoped-for release from *maya*, the illusory reality of worldly existence.

It wasn't until she had set up a leprosarium outside Calcutta on land provided by the government that I began to see her as an idealist rather than an eccentric. Lepers were a common sight all over India and in every part of Calcutta, but extending help beyond dropping a coin or two into their rag wrapped stumps was not. As a child I was convinced even touching a spot a leper had rubbed against would lead to infection. The ultimate terror the city held had nothing to do with violence. It was fear of the others, the poor, the dying. And so I could no longer be cynical about her motives. Her care of lepers changed the mind of many Calcuttans. Young physicians, one of them the uncle of a classmate, began to sign up as volunteers. It all made Mother Teresa seem less remote.

I left Calcutta as a teenager and did not return to live there for any length of time until 1973. The Calcutta I went back to was vociferously in love with Mother Teresa. The women I had been close to in Loreto House, women who in the '70s had become socialite wives and volunteer social workers, were devoted to Mother Teresa and her projects, especially the leprosarium.

It is the fate of moral crusaders to be vulnerable to charges of hypocrisy or have the arbitrary selectiveness of their campaigns held against them. Mother Teresa's detractors have accused her of overemphasizing Calcuttans' destitution and of coercing conversion from the defenseless. In the context of lost causes, Mother Teresa took on battles she knew she could win. Taken together, it seems to me, the criticisms of her work do not undermine or topple her overall achievement. The real test might be, did she inspire followers, skeptics and even opponents to larger acts of kindness or greater visions of possibility? If the church demands hard evidence of a miracle for sainthood, the transformation of many hearts might make the strongest case.

46. We may infer from the text that the author's attitude towards Mother Teresa and her

causes underwent a gradual and yet thorough change over the years. The sequence of the change may be summarized as

[A] misunderstanding→appreciative→suspicious→confused & cynical.

[B] suspicious→confused & cynical →appreciative→understanding.

[C] confused & cynical→suspicious→misunderstanding→appreciative.

[D] suspicious→confused & cynical→understanding→appreciative.

47. By saying "Was she rescuing these children to convert them?" the author doubted

[A] whether Mother Teresa was trying to make the children Christian.

[B] whether Mother Teresa was trying to rescue the children from their sad lives.

[C] whether Mother Teresa was trying to help improve the health of the children.

[D] whether Mother Teresa was trying to change the children's future.

48. The main purpose of Mother Teresa's project in taking care of the dying poor was

[A] to prolong their lives as much as possible.

[B] to prevent them from dying in a filthy and lonely place.

[C] to help them believe that death was a release from misery.

[D] to help them pray for reincarnation after death.

49. What was the turning point that finally changed the author's opinion of Mother Teresa and her motives?

[A] Mother Teresa's helping street children and orphans.

[B] Mother Teresa's taking care of the dying poor.

[C] Mother Teresa's helping lepers in Calcutta.

[D] women of Calcutta becoming volunteers and being devoted to Mother Teresa's projects.

50. In the last paragraph of the text, the author strongly argues that Mother Teresa can be called a saint for the reason that

[A] her good deeds and selfless devotion not only produced many followers, but also made people who had doubted and even accused her change hearts.

[B] what she did was a miracle.

[C] she braved all criticisms of her work.

[D] she helped many poor people believe in Christianity.

Text 3

Icebergs are among nature's most spectacular creations, and yet most people have never seen one. A vague air of mystery envelops them. They come into being — somewhere — in faraway, line frigid waters, amid thunderous noise and splashing turbulence, which in most cases no one hears or sees, they exist only a short time and then slowly

waste away just as unnoticed.

Objects of sheerest beauty, they have been called. Appearing in an endless variety of shapes, they may be dazzlingly white, or they may be glassy blue, green, or purple, tinted faintly or in darker hues. They are graceful, stately, inspiring — in calm, sunlit seas.

But they are also called frightening and dangerous, and that they are — in the night, in the fog, and in storms. Even in clear weather one is wise to stay a safe distance away from them. Most of their bulk is hidden below the water, so their underwater parts may extend out far beyond the visible top. Also, they may roll over unexpectedly, churning the waters around them.

Icebergs are parts of glaciers that break off, drift into the water, float about a while, and finally melt. Icebergs afloat today are made of snowflakes that have fallen over long ages of time. They embody snows that drifted down hundreds, or many thousands, or in some cases maybe a million years ago. The snows fell in polar regions and on cold mountains, where they melted only a little or not at all, and so collected to great depths over the years and centuries.

As each year's snow accumulation lay on the surface, evaporation and melting caused the snowflakes slowly to lose their feathery points and become tiny grains of ice. When new snow fell on top of the old, it too turned to icy grains. So blankets of snow and ice grains mounted layer upon layer and were of such great thickness that the weight of the upper layers compressed the lower ones. With time and pressure from above, the many small ice grains joined and changed to larger crystals, and eventually the deeper crystals merged into a solid mass of ice.

51. which of the following is the best title for the text?

- [A] The Melting of Icebergs
- [B] The Nature and Origin of Icebergs
- [C] The Size and Shape of Icebergs
- [D] The Dangers of Icebergs

52. The author states that icebergs are rarely seen because they are

- [A] surrounded by fog.
- [B] hidden beneath the mountains.
- [C] located in remote regions of the world.
- [D] broken by waves soon after they are formed.

53. According to the text, icebergs are dangerous because they

- [A] usually melt quickly.
- [B] can turn over very suddenly.
- [C] may create immense snowdrifts.
- [D] can cause unexpected avalanches.

54. According to the text, icebergs originate from a buildup of
- [A] turbulent water.
 - [B] feathers.
 - [C] underwater pressure.
 - [D] snowflakes.
55. The formation of an iceberg is most clearly analogous to which of the following activities?
- [A] walking on fluffy new snow, causing it to become more compact and icy
 - [B] ploughing large areas of earth, leaving the land flat and barren
 - [C] skating across a frozen lake and leaving a trail behind
 - [D] blowing snow into one large pile to clear an area

Text 4

If you were asked to describe your own culture, what would you say? Describing one's own culture is, in fact, not an easy task. It is a bit like asking a fish in water what it is like to swim in the water. Washed up on the beach, the fish quickly recognizes the difference, but may not be able (nor inclined) to describe it. Its immediate objective is to get back into the water.

We only begin to perceive our culture when we are out of it, confronted with another "I understand my country so much better", said Samuel Johnson, the eighteenth century British writer, "When I stand in someone else's". Or in the words of French philosopher, Jean Baudrillard, "To open our eyes to the absurdity of our own customs is the charm and benefit of travel". Another way of exploring our own behavior and values is to introduce an outsider, someone from an alien culture who, unfettered by preconceptions, could point out the absence of the Emperor's new clothes. Such was the story of *Gulliver's Travels* by Swift or Voltaire's *Candide*, outsiders or innocents who questioned what they observed.

Culture serves as a lens through which we perceive the other. Like the water surrounding the fish, culture distorts how we see the world and how the world sees us. Furthermore, we tend to use our own culture as a reference point to evaluate the other. For instance, as far as many continental Europeans are concerned the British do not drive on the left side of the road; they drive on the *wrong* side of the road.

It is easy when encountering differences to evaluate them according to what we take as normal. This can give rise to a perceived hierarchy of civilization, whereby some cultures are seen as only slightly less civilized than our own, while others are considered primitive. For example, Chinese negotiators' among themselves, often refer to their Western counterparts as "harmless barbarians".

Recognizing cultural differences is the necessary first step to anticipating potential threats and opportunities for business encounters. But in order to go beyond awareness and to create useful interaction, these differences need to be open for discussion. It is im-

portant to be clear about what I know and do not know about myself and what others know and do not know about me. Through self-disclosure and feedback, we can become more aware of the potential blind spots in how we see ourselves and how others see us that may interfere with effective interaction. This, may be helpful in making cultural differences discussable.

56. The major point that the author poses to the reader is that
- [A] culture is hard to define.
 - [B] culture is better perceived and explored by an outsider.
 - [C] people tend to judge others with their own culture.
 - [D] it is necessary to recognize cultural differences and to study the differences so as to make cross-cultural interaction effective.
57. What does the author mean when he says an outsider "could point out the absence of the Emperor's new clothes"?
- [A] An outsider may be able to ask questions or point out what appear to him to be absurd or different with regard to the native behaviour and values.
 - [B] Native people are afraid of questioning what they observe.
 - [C] When joined by an outsider, a native may be more open to facts, and may even tell the truth.
 - [D] An outsider is usually wiser than an insider.
58. By saying "culture distorts how we see the world and how the world sees us", the author implies
- [A] due to cultural influence, we cannot see the world as clearly and correctly as we would have done without it.
 - [B] people judge others by their own cultural standards.
 - [C] culture tends to make people see the ugly side of things.
 - [D] the same culture makes different people see things differently.
59. Why, according to the author, do Chinese negotiators often refer to their Western counterparts as "harmless barbarians"?
- [A] Westerners are usually rude and arrogant in negotiations.
 - [B] By the Chinese standards, the behaviours of the Westerners are less civilized.
 - [C] Although Westerners are not polite and modest enough, they mean no harm.
 - [D] Meaning good, Westerners are nevertheless not polite and modest.
60. We may infer from the text that the author is a scholar in the area of
- [A] philosophy.
 - [B] anthropology.

[C] business study.

[D] communication.

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)

1848 was a year of revolution in Europe; Karl Marx and Friedrich Engels published the *Communist Manifesto*, and political demonstrations tore apart the gr̄eat cities of Paris, Vienna, Naples and Berlin. 61) That same year, in New England, a bizarre accident touched off a minor revolution of a different sort — not a radical change in man's attitude to man, but a turning-point in his understanding of the mind.

The accident occurred in the small town of Cavendish, Vermont. Phineas Gage, working on a new line of railroad, was trying to blast a rock that blocked the way. The powder was accidentally ignited, and a massive rod, shot under the force of the explosion, struck Gage just beneath his left eye and tore through his skull, departed from a hole in the top of his head, and finally landed some fifty yards away.

Believe it or not, this was not the end of Phineas Gage. After three weeks, he was eager to escape from his bed. Two months after the accident, he was planning his new future. It was an astonishing accident followed by an equally astonishing recovery.

Now comes the point of this curious tale. 62) Phineas Gage had become a different man: The friendly, considerate Phinesas Gage was dead; in his place rose a childlike phoenix with the strength of an ox and an evil temper to match it. He was fitful and irreverent. His mind was decidedly changed, and his friends and acquaintances said that he was "no longer Gage".

News of the metamorphosis of Phineas Gage reached the ears of the medical world in the 1860s, just when the theory that different mental functions were localized in different parts of the brain was gaining acceptance. The theory had been started by a Viennese physician, Franz Joseph Gall. When a boy, Gall had noticed that a number of acquaintances with particularly good memories also had large, protruding eyes. 63) "I was forced to the idea," he later wrote, "that eyes so formed are the mark of a good memory . . . Why should not the other faculties also have their visible external characteristics?" He travelled to foundling homes, prisons and lunatic asylums in his search for people with extraordinary heads, and in time built up a huge catalogue of the relationship between particular mental characteristics and bumps on the skull. He conceived the idea of phrenology — a pseudo-science which had one thing to its credit; it prepared the way for the studies of some devoted neurologists in London and Paris. They observed the symptoms of human patients who had suffered damage to parts of the cerebral hemispheres, and suggested that the control of movement, the sensations and even the power of speech were strictly local-

ized in the brain. The unfortunate Phineas Gage cemented this new phrenology. Even the imponderable elements of the mind — responsibility, personality and compassion — must have their machinery in the brain.

Today of course man knows a good deal more about his brain than in Phineas Gage's day. However, though the brain as an organ of the human body is no more magical than the heart and liver, a rational explanation of man's mental faculties is still lacking. 64) The study of the brain is one of the last frontiers of human knowledge and of much more immediate importance than understanding the infinity of space or the mystery of the atom. 65) The "actions" of the conscious mind, whose existence as genuine operations many would deny, still give scientists nightmares, philosophers headaches, and theologians eternal joy.

Section IV Writing

66. Directions:

If there is anything in this world which can drive everybody crazy, it is football. Because of football, people laugh, cry, get drunk, go to gaol, and commit suicide. What is it in football that makes all the world, men and women so crazy? Write a composition of about 200 words to express your view on why the world is crazy about football. Your composition should be written neatly on ANSWER SHEET 2 with the title The World Is Crazy about Football (20 points).