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硕士研究生入学考试

王长喜英语指导

知识 规律 技巧 预测

王长喜 主编



学苑出版社 名家精品

硕士研究生入学考试

王长喜英语指导

主 编	王长喜	
副主编	许卉艳	马玉学
编 者	季爱梅	王丽娟

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| 6.三轮复习法 | 12.模拟与预测 |

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十、课程表：

内 容 周 月份	第 一 周	第 二 周	第 三 周	第 四 周
三 月	考试成功心理学 ①早做准备,合理规划 ②破釜沉舟,志在必得 ③山穷水尽,不留遗憾 ④柳暗花明,困难不存	2004年考研英语试卷评析 ①试题突出特点 ②考题重点、难点 ③今后考试命题走向	①考试大纲总体要求 a.听力 b.阅读 c.英语知识运用 d. 翻译 e. 写作 ②三轮复习 a. 第一轮重知识和能力 b. 第二轮重练习和技巧 c. 第三轮重总结和提高	首轮复习重点 ①记单词 ②抓考点 ③全面熟悉题型 ④打好全面基础
四 月	词汇(一) 黑白记忆法 词根、词缀记忆法 全息记忆法	听力(一) 考研听力概说	阅读理解 Part A(一) ①考研文章的长度,内容与来源 ②阅读理解题的类型和重点、难点 a. 主旨大意题 b. 作者论点和倾向题 c. 文中重要事实和细节题 d. 动词、名词和生词的理解题 e. 逻辑推理题	英语知识运用(一) 完形填空的考查重点 ①词汇辨析 ②句法结构 ③固定搭配 ④逻辑衔接
五 月	阅读理解 Part B(一) 英译汉试题的特点 ①句子长,结构复杂,内容抽象 ②英语的思维习惯、表达方式和语序 ③划线部分依赖上下文 ④试题中一词多义现象明显	写作(一) ①考研作文的命题范围 ②写作试题的类型 a. 提纲式作文 b. 规定情景式作文 c. 图表式作文 d. 应用文	词汇(二) 词汇记忆巩固的方法 ①把握遗忘规律贵在复习 ②加强练习,深度强化 ③自始至终,相辅相成	听力(二) 考研听力 细节信息获取 ①听数字,人名,地名 ②做笔记

内 容 周 月 份	第 一 周	第 二 周	第 三 周	第 四 周
六 月	阅读理解 Part A(二) 阅读理解能力 提高的途径 ①掌握英语文章的结构特点 ②学习英美文化知识,特别是了解美国的社会文化 ③大量阅读,扩大知识面 ④在规定的时间内阅读	写作(二) 写作基本功迅速提高要领: ①从阅读中学写作 ②提高发现、分析和解决问题的能力 ③学习英文写作基本知识 ④经常练习	考研首轮复习 总结和水平自测 发现进步与不足 测出差距,找出路	最新考试大纲变化 分析和应试对策 ①变化特点 ②新增或调整项目的复习 ③大纲变化对命题走向的影响
七 月	第二轮复习的 重点和特点 ①抓住重点,集中火力 ②专项练习,各个击破 ③研究技巧,举一反三	听力(三) 考研听力信息推断 抓住关键词,做逻辑判断	阅读理解 Part A(三) 阅读理解命题规律 ①段首尾常考 ②转折处常考 ③强对比处常考 ④列举处常考 ⑤举例处常考 ⑥引文常考	阅读理解 Part B(二) 翻译的一般答题步骤 ①结构分析 ②直接翻译 ③理顺汉语表达
八 月	写作(三) 常用写作技巧 ①开门见山,确保不跑题 ②使用顺序词,确保层次分明 ③使用规范的英语句子 a. 句子要完整 b. 句子要连贯 c. 句子要简练 ④注意句际段际衔接	阅读理解 Part B(三) 英译汉技巧 ①词义选择与引申 ①转换词性 ③含蓄否定的汉译	英语知识应用(二) 完形填空答题技巧 ①通读全文,掌握大意 ②利用同现、复现 ③抓篇章衔接手段	听力(四) 信息归纳 选听主要信息,进行逻辑归纳

内 容 周 月 份	第 一 周	第 二 周	第 三 周	第 四 周
九 月	阅读理解 Part A(四) 阅读理解解题技巧 ①读问题和选项,推测文章内容 ②读文章和段落首尾 预测问题类型	写作(四) 写作技巧 ①熟悉和掌握常用句型 ②掌握四种类型文章的写作要领 a. 提纲式作文写作要领 b. 规定情景式写作要领 c. 图表式作文写作要领 d. 应用文	第三轮复习策略 ①查缺补漏,穷追不舍 ②大量练习,总结提高 ③有的放矢,一锤定音 ④综合练习,常抓不懈	阅读理解 Part A(五) 各种题型的相应答题技巧 ①主旨题,直来直去 ②细节题,按图索骥 ③观点态度题,察言观色 ④逻辑题,全面客观 ⑤词汇题,左顾右盼
十 月	听力(五) 听懂词组和短语 ①熟悉考研听力核心词汇 ②区分易混淆的同音/近音词	阅读理解 Part B(四) 英译汉答题技巧 ①分译法 ②调整语序 ③转词为句 ④调整整体结构	写作(五) 特殊写作模式技巧——十二句作文法 ①开门见山点出论题 ②一、二、三、四理出层次 ③启、承、转、合定理 ④模式熟记,百变不惊	阅读理解 Part A(六) 特殊答题技巧 ①文章和段落首尾隐藏着答案 ②长句选项是答案 ③和文章句子相同的选项不是答案 ④相对的表达是答案 ⑤绝对的不是答案 ⑥表达变化的选项是答案 ⑦常见的意思不是答案
十一 月	听力(六) 听懂句子和段落	第三轮复习 总结与自测	冲刺阶段的词汇 学习与巩固	冲刺阶段听力练习
十二 月	冲刺阶段 英语知识运用练习	冲刺阶段 阅读理解提高	冲刺阶段 写作的背与练	本周及考前 ①考前预测,临阵磨枪 ②网上考试,全真模拟 ③真情互动,网上答疑

前言

坦率地说,考研辅导对我来说是体力劳动,不是脑力劳动。

近十年来,我一直从事考研辅导,潜心研究测试理论,细心揣摩出题人的思路与心理,深入了解考生的难点所在,不断总结解题的最佳策略与技法,以求将考试重压下的莘莘学子解放出来,帮助他们攻克难关,进入人生的更高境界。虽然很累,但我很欣慰。大批的学生走入研究生院的大门,让我体味到了无穷的快慰。

在国内实行的诸多英语考试中,考研题是最成熟的一种。它在材料选择上的规范性,题目设计上的严密性和答案设定上的准确性几乎都达到了炉火纯青的地步。然而,试题设计的天衣无缝并不意味着无懈可击。正是由于试题设计的科学性,才使其更具规律性。事实上 99% 的考题都可以总结成一些固定的模式。这些模式一旦在你的头脑中建立起来,就不再需要绞尽脑汁而又百思不得其解。模式有了,套用过来,得到的就是解;繁杂的脑力劳动也就变成了简单的体力劳动。

建立模式就必须切中“点”,也就是要把握住考点。这是编写考研辅导材料最重要的原则。本书在编写过程中也一直在牢牢地把握着这个原则。作为全套考研复习丛书的龙头和基础,本书的编写具有以下几方面的特点:

一、复习方法上的客观指导性

本书对考研英语试题五大部分的命题趋势与规律、试题类型与特征以及解题方法与技巧都进行了高度的概括和深入的分析,以便考生准确把握各部分试题的特点和要求,对自己准确定位,有的放矢地进行复习。

二、应试技巧的模式化与实用性

如前所述,应试复习的关键是能针对不同的题型和考点,适用不同的应对技巧,而这些技巧必须形成模式才易于掌握。但是,掌握技巧的最终目的是为了答题,否则花费大量的时间去训练这些技巧就成了对考生负担的加重和时间的浪费。本书除了对各种题型的技巧进行提炼和归纳外,还在每一部分练习的“答题引导和答案解析”中特别突出了所传授技巧的应用,真正实现了“从实践中来到实践中去”的编写原则。

三、基本功训练与标准化训练的有机结合

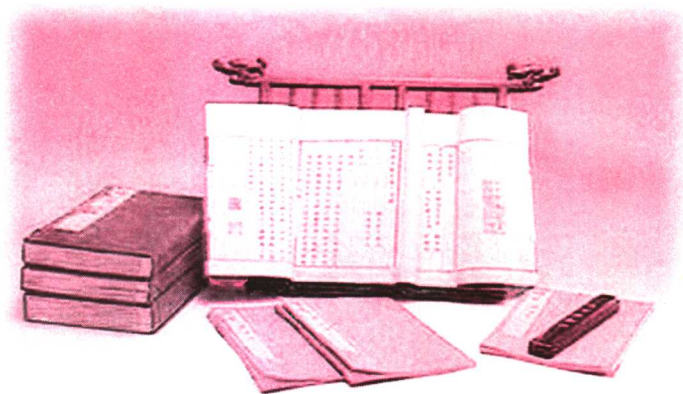
应试一半靠功底,一半靠技巧;没有语言功底,答题技巧也就无法施展。本书在总结技巧的同时也十分注重基本功的训练。每一部分都对必备知识进行了系统的归纳总结,并提供了充足的练习,利于考生打好基础,稳定地向高标准迈进。

本书在编写和整理过程中凝聚了不少编者的辛勤和汗水,在此一并表示感谢。相信本书定会让“炼狱”中的莘莘学子有耳目一新之感,帮他们冲出迷雾,顺利通过来年的研究生入学考试。

祝广大考生考研路上一路走好!



2004年2月于北京



2004 年真题自测

全国硕士研究生入学统一考试英语试卷

National Entrance Test Of English for MA/MS Candidates (2004)

考试注意事项

1. 考生必须严格遵守各项考场规则。
2. 答题前,考生应按准考证上的有关内容填写答题卡上的“报考单位”、“考生姓名”、“考试语种”、“考生编号”等信息。
3. 答案必须按要求填涂或写在指定的答题卡上。
 - (1) 听力、英语知识运用、阅读理解 A 节上的答案写或填涂在答题卡 1 上,阅读理解 B 节的答案和作文写在答题卡 2 上。
 - (2) 听力考试进行时,考生先将答案写或标在试题册上,然后在听力部分结束前专门留出的 5 分钟内,将试题册上的全部答案誊写、转涂到答题卡 1 上。
 - (3) 填涂部分应该按照答题卡上的要求用 2B 铅笔完成。如要改动,必须用橡皮擦干净。书写部分(听力 A、B 两节、阅读理解 B 节、写作)必须用蓝(黑)圆珠笔在指定的答题卡上作答。
4. 考试结束后,将答题卡 1、答题卡 2 一并装入原试卷袋中,试题交给监考人员。

Section I Listening Comprehension

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

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

Now look at Part A in your test booklet.

Part A

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

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

Part B

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

What is Saffo according to himself?

	6
--	---

The Institute for the Future provides services to private companies and

	7
--	---

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

	8
--	---

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

	9
--	---

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

	10
--	----

Part C

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

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

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

[A] Ask for their names.

[B] Name babies after them.

[C] Put down their names.

[D] Choose names for them.

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

[A] the family tree is fairly limited.

[B] the family tie is strong enough.

[C] the name is commonly used.

[D] nobody in the family complains.

13. Several months after a baby's birth, its name will

[A] show the beauty of its own.

[B] develop more associations.

[C] lose the original meaning.

[D] help form the baby's personality.

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

14. How many matches did Moore play during his professional career?

[A] 90.

[B] 108.

[C] 180.

[D] 668.

15. In 1964, Bobby Moore was made

[A] England's footballer of the year.

[B] a soccer coach in West Germany.

[C] a medallist for his sportsmanship.

[D] a member of the Order of the British Empire.

16. After Moore retired from playing, the first thing he did was

[A] editing Sunday Sport.

[B] working for Capital Radio.

[C] managing professional soccer teams.

[D] developing a sports marketing company.

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

17. Belfast has long been famous for its

- [A] oil refinery. [B] linen textiles.
[C] food products. [D] deepwater port.
18. Which of the following does Belfast chiefly export?
[A] Soap. [B] Grain. [C] Steel. [D] Tobacco.
19. When was Belfast founded?
[A] In 1177. [B] In 1315.
[C] In the 16th century. [D] In the 17th century.
20. What happened in Belfast in the late 18th century?
[A] French refugees arrived. [B] The harbor was destroyed.
[C] Shipbuilding began to flourish. [D] The city was taken by the English.

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

Section II Use of English

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

Many theories concerning the causes of juvenile delinquency (crimes committed by young people) focus either on the individual or on society as the major contributing influence. Theories 21 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 suggest 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] interaction | [B] assimilation | [C] cooperation | [D] consultation |
| 24. [A] return | [B] reply | [C] reference | [D] response |
| 25. [A] or | [B] but rather | [C] but | [D] or else |
| 26. [A] considering | [B] ignoring | [C] highlighting | [D] discarding |
| 27. [A] on | [B] in | [C] for | [D] with |
| 28. [A] immune | [B] resistant | [C] sensitive | [D] subject |
| 29. [A] affect | [B] reduce | [C] check | [D] reflect |
| 30. [A] point | [B] lead | [C] come | [D] amount |
| 31. [A] in general | [B] on average | [C] by contrast | [D] at length |



- | | | | |
|--------------------|------------------|----------------|--------------------|
| 32. [A] case | [B] short | [C] turn | [D] essence |
| 33. [A] survived | [B] noticed | [C] undertaken | [D] experienced |
| 34. [A] contrarily | [B] consequently | [C] similarly | [D] simultaneously |
| 35. [A] than | [B] that | [C] which | [D] as |
| 36. [A] system | [B] structure | [C] concept | [D] heritage |
| 37. [A] assessable | [B] identifiable | [C] negligible | [D] incredible |
| 38. [A] expense | [B] restriction | [C] allocation | [D] availability |
| 39. [A] incidence | [B] awareness | [C] exposure | [D] popularity |
| 40. [A] provided | [B] since | [C] although | [D] supposing |

Section III Reading Comprehension

Part A

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

Text 1

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

With thousands of career-related sites on the Internet, finding promising openings can be time-consuming and inefficient. Search agents reduce the need for repeated visits to the databases. But although a search agent worked for Redmon, career experts see drawbacks. Narrowing your criteria, for example, may work against you: "Every time you answer a question you eliminate a possibility," says one expert.

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

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

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

41. How did Redmon find his job?

- [A] By searching openings in a job database.

- [B] By posting a matching position in a database.
 [C] By using a special service of a database.
 [D] By E-mailing his resume to a database.
42. Which of the following can be a disadvantage of search agents?
 [A] Lack of counseling. [B] Limited number of visits.
 [C] Lower efficiency. [D] Fewer successful matches.
43. The expression "tip service" (Line 4, Paragraph 3) most probably means
 [A] advisory. [B] compensation. [C] interaction. [D] reminder.
44. Why does CareerSite's agent offer each job hunter only three job options?
 [A] To focus on better job matches. [B] To attract more returning visits.
 [C] To reserve space for more messages. [D] To increase the rate of success.
45. Which of the following is true according to the text?
 [A] Personal search agents are indispensable to job-hunters.
 [B] Some sites keep E-mailing job seekers to trace their demands.
 [C] Personal search agents are also helpful to those already employed.
 [D] Some agents stop sending information to people once they are employed.

Text 2

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

It has long been known that a taxi firm called AAAA cars has a big advantage over Zodiac cars when customers thumb through their phone directories. Less well-known is the advantage that Adam Abbott has in life over 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, Chretien 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 Zoe Zysman.
- [C] Customers often pay a lot of attention to companies' names.
- [D] Some form of discrimination is too subtle to recognize.

48. The 4th paragraph suggests that

- [A] questions are often put to the more intelligent students.
- [B] alphabetically disadvantaged students often escape from class.
- [C] teachers should pay attention to all of their students.
- [D] students should be seated according to their eyesight.

49. What does the author mean by "most people are literally having a ZZZ" (Lines 2-3, Paragraph 5)?

- [A] They are getting impatient.
- [B] They are noisily dozing off.
- [C] They are feeling humiliated.
- [D] They are busy with word puzzles.

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

- [A] People with surnames beginning with N to Z are often ill-treated.
- [B] VIPs in the Western world gain a great deal from alphabetism.
- [C] The campaign to eliminate alphabetism still has a long way to go.
- [D] Putting things alphabetically may lead to unintentional bias.

Text 3

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

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

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

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

51. By "Ellen Spero isn't biting her nails just yet" (Line 1, Paragraph 1), the author means

- [A] Spero can hardly maintain her business.

- [B] Spero is too much engaged in her work.
 [C] Spero has grown out of her bad habit.
 [D] Spero is not in a desperate situation.
52. How do the public feel about the current economic situation?
 [A] Optimistic. [B] Confused. [C] Carefree. [D] Panicked.
53. When mentioning "the \$ 4 million to \$ 10 million range" (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 slowdown?
 [A] They would benefit in certain ways.
 [B] The stock market shows signs of recovery.
 [C] Such a slowdown usually precedes a boom.
 [D] The purchasing power would be enhanced.
55. To which of the following is the author likely to agree?
 [A] A new boom, on the horizon. [B] Tighten the belt, the single remedy.
 [C] Caution all right, panic not. [D] The more ventures, the more chances.

Text 4

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

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

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

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

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

Intellect, according to Hofstadter, is different from native intelligence, a quality we 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 Ravitch and Emerson on schooling are

- [A] identical. [B] similar. [C] complementary. [D] opposite.

59. Emerson, according to the text, is probably

- [A] a pioneer of education reform. [B] an opponent of intellectualism.
[C] a scholar in favor of intellect. [D] an advocate of regular schooling.

60. What does the author think of intellect?

- [A] It is second to intelligence. [B] It evolves from common sense.
[C] It is to be pursued. [D] It underlies power.

Part B

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

The relation of language and mind has interested philosophers for many centuries. (61) 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 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 drawing carefully and write an essay in which you should

- 1) describe the drawing,
- 2) interpret its meaning, and