

2005 考研辅导教材



双博士系列

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

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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
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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:

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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 目 科	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
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西医综合	生理学 生物化学	病理学	外科学	内科学	点题

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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。

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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。

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(三)引导考生备考,总结考试规律和特点。

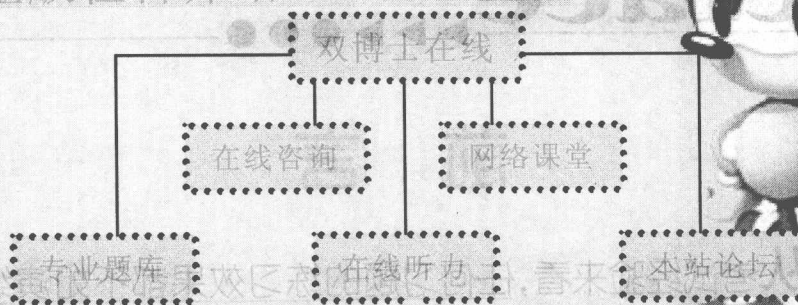
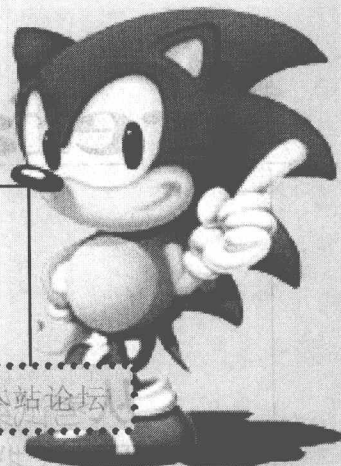
(四)从历届试题中探寻 2005 年的命题趋势。

(五)通过自测,找出自身的薄弱环节。

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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		
	central plateau		
			1
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	
	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 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. 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

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

indispensable

12193502 1/10

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

toasting

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 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.

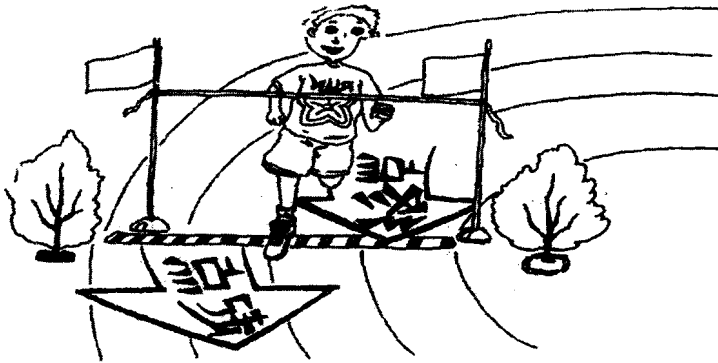
Section IV Writing

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)



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2003 年全国硕士研究生入学考试英语试题

National Entrance Test of English for MA/MS Candidates

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 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 Arts. 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)

Boston Museum of Fine Arts	
Founded (year)	1870
Opened to the public (year)	1
Moved to the current location (year)	1909
The west wing completed (year)	2
Number of departments	9
The most remarkable department	3
Exhibition space(m ²)	4
Approximate number of visitors/year	800,000
Programs provided	classes
	lectures
	5
	films