

TOPWAY

淘金高阶

上海交通大学

◎钦寅 主编

考研英语全真题典

大脑风暴，
解题思维起革命

1991-2007

〔17套题〕



突破2008

一针见血，远胜废话连篇

三步进阶 → 定位●解析●点睛

沙里淘金

划线点评 画图说明 化英为中 化繁为简 画龙点睛

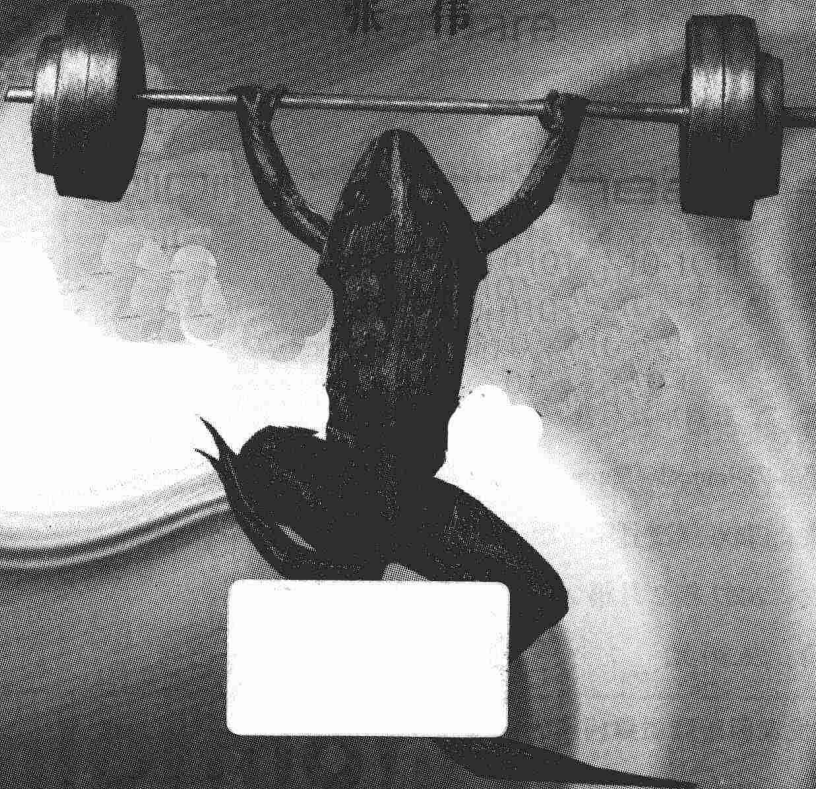
中山大学出版社

TOPWAY

淘金高阶

考研英语全真题典

编者：李平 宋田 郭洁
朱琳 张伟



中山大学出版社
· 广州 ·

淘金高阶

考研英语全真题典



中山大学出版社
· 广州 ·

版权所有 翻印必究

图书在版编目(CIP)数据

淘金高阶考研英语全真题典 / 钦寅主编. —广州:中山大学出版社, 2006.2

ISBN 978-7-306-02641-5

I. 淘… II. 钦… III. 英语-研究生-入学考试-试题 IV. H319.6

中国版本图书馆 CIP 数据核字(2005)第 147787 号

策 划: 华研外语

责任编辑: 熊锡源 许 玲

封面设计: 郭 炜 韩瑞玲

责任校对: 晨 露

责任技编: 黄少伟

出版发行: 中山大学出版社

编辑部电话(020)84111996, 84113349

发行部电话(020)84111160, 84111998

地 址: 广州市新港西路 135 号

印 刷 者: 湛江南华印务公司 邮编: 524002

经 销 者: 广东新华发行集团

规 格: 787mm×1092mm 1/16 24.25 印张 720 千字

版 次: 2006 年 2 月第 1 版 2007 年 2 月修订

印 次: 2007 年 2 月第 2 次印刷

定 价: 26.80 元

如发现因印装质量问题影响阅读, 请与承印厂联系调换



前言



定位、解析、点睛——《淘金高阶考研英语全真题典》首创“三步进阶”式考研英语应试思维，帮助考研学子走出试题迷宫，攻克考研难关。

定位 沙里淘金找出解题关键


一、划线点评，直指要害

考研英语每篇文章的平均长度为 400—450 个单词，但其中只有四五句话（50 字左右）是该阅读 5 道题的解题关键。大海捞针地寻求答案，不仅考试时间不够用，而且一旦抓错关键句，就会造成理解误差，答题丢分。《淘金高阶考研英语全真题典》首先教会考生正确定位解题关键句。在“试题答案与解析”部分，【定位】栏明确指出考点所在位置，让考生不必在次要文段徘徊。同时，给解题的关键句加上了下划线，标明其对应的题号，帮助考生迅速剔除无关信息，沙里淘金，萃取答题精华。

二、画图说明，脉络清晰

如何掌握快速定位考点的方法呢？《淘金高阶考研英语全真题典》别出心裁地设置了“图解 & 定位解析”，这在同类书籍中尚属首创。通过画图说明，阅读篇章的主干结构、题目设计与考点定位的关系便可一目了然。通过对“图解 & 定位解析”的学习，考生便能逐渐掌握快速定位考点的方法，遇到任何阅读文章，解答起来都同样得心应手。

题解符号说明：

- 1)  36 题 根据文章结构和题干要求所定位的解题关键位置；
- 2) “①②”表示文章中相应的段落；
- 3) ——▶表示前后存在紧密的逻辑关系（一般为因果关系）。

解析 一针见血远胜废话连篇

一、化英为中，理解倍易

在学习考研真题辅导书时，很多考生都有类似的感觉：解析常常大量引用英语原文，解释是中英文夹杂的长篇大论，一道题的解析甚至比全文的翻译还要长。读这样的解析犹如在做另一篇更长、更难、更烦的阅读题，读者的耐性饱受考验，苦不堪言。《淘金高阶考研英语全真题典》摒弃了这一得不偿失的解析方法，杜绝大量引用英语原文的做法，取而代之的是精练的中文解析，辅之以原文中的英文关键词/词组。考生学习起来不仅速度加倍，而且理解也更加容易。同时，本书不仅给出阅读理解的全文翻译，还十分贴心地给出“英语知识应用”题和翻译题的全部译文，让考生更透彻地理解试题原文。

二、化繁为简,一语中的

试题的解析越长越好吗?未必!解析要做到冗长并不难,难的是要“到位”。综观林林总总的考研真题辅导书,解析大多繁长不堪,一大堆无关紧要的东西往往湮没了重点。有的解析根本没有解释到点子上,纯粹是用“长”来掩饰其“不到位”。这样的解析,读完了还是令人迷惑不已。《淘金高阶考研英语全真题典》的【解析】内容力求短小精悍、一针见血,把重点放在“到位”二字上。为了达到这个目标,专家们对解析进行了一而再、再而三的修改和提炼,孜孜不倦方成寥寥数语,却能让考生茅塞顿开、豁然领悟。

点睛 触类旁通实现赢在起点

一、画龙点睛,触类旁通

学会解答一道题,便学会了解答一类题!考生学习真题,为的不只是学会解答这些已经考过的题目,而是要学会解题的方法。《淘金高阶考研英语全真题典》精心研究了帮助考生学会触类旁通的方法。

“英语知识应用”和“阅读理解”部分有【点睛】栏概括总结每一类题的性质、解答方案,或者剖析这类题的命题陷阱。其内容包括:强干扰项的排除方法,出题人的命题思路,不同层面、不同角度的解读、判断方法,举一反三的分析,学习方法的引申等,非常实用。

翻译题的【画龙点睛】对每一道题的理解难点和翻译技巧进行具体的分析和探讨,一步步提升读者的理解能力和翻译技能。

写作题的“范文解析”不仅给出参考范文,更对范文进行分点、分段的解析;它还标出该类写作的常用句型,并且罗列出可替换的句型来帮助考生充实语料库。

已经考过的题目通常不会再考,但是类似的命题手段却会反复再现。考生掌握了解题方法后,就能在考试中处变不惊,胸有成竹。

二、变换思维,赢在起点

哪怕实行题海战术,也会有遗漏之处。《淘金高阶考研英语全真题典》刻苦钻研,旨在不仅仅停留在教会考生“做题”的阶段,更要达到传授他们“应试思维”的层次。“定位——解析——点睛”是培养应试思维的一条直线路径,通往一个目标:帮助考生在考试当中变被动为主动,培养独立的思维习惯和解读方法,从“学会”向“会学”转变,信心十足、赢在起点!

编者

CONTENTS

目录

17年

2007 年全国硕士研究生入学统一考试英语试题	1
2007 年全国硕士研究生入学统一考试英语试题答案与解析	11
2006 年全国硕士研究生入学统一考试英语试题	29
2006 年全国硕士研究生入学统一考试英语试题答案与解析	39
2005 年全国硕士研究生入学统一考试英语试题	57
2005 年全国硕士研究生入学统一考试英语试题答案与解析	68
2004 年全国硕士研究生入学统一考试英语试题	88
2004 年全国硕士研究生入学统一考试英语试题答案与解析	96
2003 年全国硕士研究生入学统一考试英语试题	110
2003 年全国硕士研究生入学统一考试英语试题答案与解析	118
2002 年全国硕士研究生入学统一考试英语试题	133
2002 年全国硕士研究生入学统一考试英语试题答案与解析	141
2001 年全国硕士研究生入学统一考试英语试题	156
2001 年全国硕士研究生入学统一考试英语试题答案与解析	165
2000 年全国硕士研究生入学统一考试英语试题	181
2000 年全国硕士研究生入学统一考试英语试题答案与解析	189
1999 年全国硕士研究生入学统一考试英语试题	203
1999 年全国硕士研究生入学统一考试英语试题答案与解析	211
1998 年全国硕士研究生入学统一考试英语试题	225
1998 年全国硕士研究生入学统一考试英语试题答案与解析	233
1997 年全国硕士研究生入学统一考试英语试题	247

CONTENTS

目录

17年

1997 年全国硕士研究生入学统一考试英语试题答案与解析	255
1996 年全国硕士研究生入学统一考试英语试题	269
1996 年全国硕士研究生入学统一考试英语试题答案与解析	277
1995 年全国硕士研究生入学统一考试英语试题	289
1995 年全国硕士研究生入学统一考试英语试题答案与解析	297
1994 年全国硕士研究生入学统一考试英语试题	310
1994 年全国硕士研究生入学统一考试英语试题答案与解析	318
1993 年全国硕士研究生入学统一考试英语试题	331
1993 年全国硕士研究生入学统一考试英语试题答案与解析	337
1992 年全国硕士研究生入学统一考试英语试题	348
1992 年全国硕士研究生入学统一考试英语试题答案与解析	354
1991 年全国硕士研究生入学统一考试英语试题	365
1991 年全国硕士研究生入学统一考试英语试题答案与解析	371

2007 年全国硕士研究生入学统一考试

英语试题

Section I Use of English

integrate

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)

By 1830 the former Spanish and Portuguese colonies had become independent nations. The roughly 20 million 1 of these nations looked 2 to the future. Born in the crisis of the old regime and Iberian colonialism, many of the leaders of independence 3 the ideals of representative government, careers 4 to talent, freedom of commerce and trade, the 5 to private property, and a belief in the individual as the basis of society. 6 there was a belief that the new nations should be sovereign and independent states, large enough to be economically viable and integrated by a 7 set of laws.

On the issue of 8 of religion and the position of the Church, 9, there was less agreement 10 the leadership. Roman Catholicism had been the state religion and the only one 11 by the Spanish crown. 12 most leaders sought to maintain Catholicism 13 the official religion of the new states, some sought to end the 14 of other faiths. The defense of the Church became a rallying 15 for the conservative forces.

The ideals of the early leaders of independence were often egalitarian, valuing equality of everything. Bolivar had received aid from Haiti and had 16 in return to abolish slavery in the areas he liberated. By 1854 slavery had been abolished everywhere except Spain's 17 colonies. Early promises to end Indian tribute and taxes on people of mixed origin came much 18 because the new nations still needed the revenue such policies 19. Egalitarian sentiments were often tempered by fears that the mass of the population was 20 self-rule and democracy.

- | | | | |
|-------------------------------|-----------------|---------------|----------------|
| B 1. A. natives | B. inhabitants | C. peoples | D. individuals |
| D 2. A. confusedly | B. cheerfully | C. worriedly | D. hopefully |
| A 3. A. shared | B. forgot | C. attained | D. rejected |
| A 4. A. related | B. close | C. open | D. devoted |
| B 5. A. access | B. succession | C. right | D. return |
| D 6. A. Presumably | B. Incidentally | C. Obviously | D. Generally |
| A 7. A. unique | B. common | C. particular | D. typical |
| A 8. A. freedom | B. origin | C. impact | D. reform |

- | | | | |
|--------------------|-----------------|----------------------|-------------------|
| B 9. A. therefore | B. however | C. indeed | D. moreover |
| C 10. A. with | B. about | C. among | D. by |
| 11. A. allowed | B. preached | C. granted | D. funded |
| 12. A. Since | B. If | C. Unless | D. While |
| A 13. A. as | B. for | C. under | D. against |
| C 14. A. spread | B. interference | C. exclusion | D. influence |
| B 15. A. support | B. cry | C. plea | D. wish |
| 16. A. urged | B. intended | C. expected | D. promised |
| 17. A. controlling | B. former | C. remaining | D. original |
| 18. A. slower | B. faster | C. easier | D. tougher |
| 19. A. created | B. produced | C. contributed | D. preferred |
| 20. A. puzzled by | B. hostile to | C. pessimistic about | D. unprepared for |

Section II Reading Comprehension

Part A

Directions:

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

Text 1

If you were to examine the birth certificates of every soccer player in 2006's World Cup tournament, you would most likely find a noteworthy quirk: elite soccer players are more likely to have been born in the earlier months of the year than in the later months. If you then examined the European national youth teams that feed the World Cup and professional ranks, you would find this strange phenomenon to be even more pronounced.

What might account for this strange phenomenon? Here are a few guesses: a) certain astrological signs confer superior soccer skills; b) winter-born babies tend to have higher oxygen capacity, which increases soccer stamina; c) soccer-mad parents are more likely to conceive children in springtime, at the annual peak of soccer mania; d) none of the above.

Anders Ericsson, a 58-year-old psychology professor at Florida State University, says he believes strongly in "none of the above." Ericsson grew up in Sweden, and studied nuclear engineering until he realized he would have more opportunity to conduct his own research if he switched to psychology. His first experiment, nearly 30 years ago, involved memory: training a person to hear and then repeat a random series of numbers. "With the first subject, after about 20 hours of training, his digit span had risen from 7 to 20," Ericsson recalls. "He kept improving, and after about 200 hours of training he had risen to over 80 numbers."

This success, coupled with later research showing that memory itself is not genetically determined, led Ericsson to conclude that the act of memorizing is more of a cognitive exercise than an intuitive one. In other words, whatever inborn differences two people may exhibit in their abilities to memorize, those differences are swamped by how well each person "encodes" the information. And the best way to learn how to encode information meaningfully, Ericsson

determined, was a process known as deliberate practice. Deliberate practice entails more than simply repeating a task. Rather, it involves setting specific goals, obtaining immediate feedback and concentrating as much on technique as on outcome.

Ericsson and his colleagues have thus taken to studying expert performers in a wide range of pursuits, including soccer. They gather all the data they can, not just performance statistics and biographical details but also the results of their own laboratory experiments with high achievers. Their work makes a rather startling assertion: the trait we commonly call talent is highly overrated. Or, put another way, expert performers — whether in memory or surgery, ballet or computer programming — are nearly always made, not born.

21. The birthday phenomenon found among soccer players is mentioned to

- A. stress the importance of professional training.
- B. spotlight the soccer superstars in the World Cup.
- C. introduce the topic of what makes expert performance.
- D. explain why some soccer teams play better than others.

22. The word “mania” (Line 4, Paragraph 2) most probably means

- A. fun.
- B. craze.
- C. hysteria.
- D. excitement.

23. According to Ericsson, good memory

- A. depends on meaningful processing of information.
- B. results from intuitive rather than cognitive exercises.
- C. is determined by genetic rather than psychological factors.
- D. requires immediate feedback and a high degree of concentration.

24. Ericsson and his colleagues believe that

- A. talent is a dominating factor for professional success.
- B. biographical data provide the key to excellent performance.
- C. the role of talent tends to be overlooked.
- D. high achievers owe their success mostly to nurture.

25. Which of the following proverbs is closest to the message the text tries to convey?

- A. “Faith will move mountains.”
- B. “One reaps what one sows.”
- C. “Practice makes perfect.”
- D. “Like father, like son.”

Text 2

For the past several years, the Sunday newspaper supplement *Parade* has featured a column called “Ask Marilyn.” People are invited to query Marilyn vos Savant, who at age 10 had tested at a mental level of someone about 23 years old; that gave her an IQ of 228 — the highest score ever recorded. IQ tests ask you to complete verbal and visual analogies, to envision paper after it has been folded and cut, and to deduce numerical sequences, among other similar tasks. So it is a bit confusing when vos Savant fields such queries from the average Joe (whose IQ is 100) as, What’s the difference between love and fondness? Or what is the nature of luck and coincidence? It’s not obvious how the capacity to visualize objects and to figure out numerical patterns suits one to answer questions that have eluded some of the best poets and philosophers.

Clearly, intelligence encompasses more than a score on a test. Just what does it mean to be smart? How much of intelligence can be specified, and how much can we learn about it from neurology, genetics, computer science and other fields?

The defining term of intelligence in humans still seems to be the IQ score, even though IQ tests are not given as often as they used to be. The test comes primarily in two forms: the Stanford-Binet Intelligence Scale and the Wechsler Intelligence Scales (both come in adult and children's version). Generally costing several hundred dollars, they are usually given only by psychologists, although variations of them populate bookstores and the World Wide Web. Superhigh scores like vos Savant's are no longer possible, because scoring is now based on a statistical population distribution among age peers, rather than simply dividing the mental age by the chronological age and multiplying by 100. Other standardized tests, such as the Scholastic Assessment Test (SAT) and the Graduate Record Exam (GRE), capture the main aspects of IQ tests.

Such standardized tests may not assess all the important elements necessary to succeed in school and in life, argues Robert J. Sternberg. In his article "How Intelligent Is Intelligence Testing?", Sternberg notes that traditional tests best assess analytical and verbal skills but fail to measure creativity and practical knowledge, components also critical to problem solving and life success. Moreover, IQ tests do not necessarily predict so well once populations or situations change. Research has found that IQ predicted leadership skills when the tests were given under low-stress conditions, but under high-stress conditions, IQ was negatively correlated with leadership — that is, it predicted the opposite. Anyone who has toiled through SAT will testify that test-taking skill also matters, whether it's knowing when to guess or what questions to skip.

26. Which of the following may be required in an intelligence test?

- A. Answering philosophical questions.
- B. Folding or cutting paper into different shapes.
- C. Telling the differences between certain concepts.
- D. Choosing words or graphs similar to the given ones.

27. What can be inferred about intelligence testing from Paragraph 3?

- A. People no longer use IQ scores as an indicator of intelligence.
- B. More versions of IQ tests are now available on the Internet.
- C. The test contents and formats for adults and children may be different.
- D. Scientists have defined the important elements of human intelligence.

28. People nowadays can no longer achieve IQ scores as high as vos Savant's because

- A. the scores are obtained through different computational procedures.
- B. creativity rather than analytical skills is emphasized now.
- C. vos Savant's case is an extreme one that will not repeat.
- D. the defining characteristic of IQ tests has changed.

29. We can conclude from the last paragraph that

- A. test scores may not be reliable indicators of one's ability.
- B. IQ scores and SAT results are highly correlated.
- C. testing involves a lot of guesswork.

D. traditional tests are out of date.

30. What is the author's attitude towards IQ tests?

A. Supportive.

B. Skeptical.

C. Impartial.

D. Biased.

Text 3

During the past generation, the American middle-class family that once could count on hard work and fair play to keep itself financially secure has been transformed by economic risk and new realities. Now a pink slip, a bad diagnosis, or a disappearing spouse can reduce a family from solidly middle class to newly poor in a few months.

In just one generation, millions of mothers have gone to work, transforming basic family economics. Scholars, policymakers, and critics of all stripes have debated the social implications of these changes, but few have looked at the side effect: family risk has risen as well. Today's families have budgeted to the limits of their new two-paycheck status. As a result, they have lost the parachute they once had in times of financial setback — a back-up earner (usually Mom) who could go into the workforce if the primary earner got laid off or fell sick. This "added-worker effect" could support the safety net offered by unemployment insurance or disability insurance to help families weather bad times. But today, a disruption to family fortunes can no longer be made up with extra income from an otherwise-stay-at-home partner.

During the same period, families have been asked to absorb much more risk in their retirement income. Steelworkers, airline employees, and now those in the auto industry are joining millions of families who must worry about interest rates, stock market fluctuation, and the harsh reality that they may outlive their retirement money. For much of the past year, President Bush campaigned to move Social Security to a savings-account model, with retirees trading much or all of their guaranteed payments for payments depending on investment returns. For younger families, the picture is not any better. Both the absolute cost of healthcare and the share of it borne by families have risen — and newly fashionable health-savings plans are spreading from legislative halls to Wal-Mart workers, with much higher deductibles and a large new dose of investment risk for families' future healthcare. Even demographics are working against the middle class family, as the odds of having a weak elderly parent — and all the attendant need for physical and financial assistance — have jumped eightfold in just one generation.

From the middle-class family perspective, much of this, understandably, looks far less like an opportunity to exercise more financial responsibility, and a good deal more like a frightening acceleration of the wholesale shift of financial risk onto their already overburdened shoulders. The financial fallout has begun, and the political fallout may not be far behind.

31. Today's double-income families are at greater financial risk in that

A. the safety net they used to enjoy has disappeared.

B. their chances of being laid off have greatly increased.

C. they are more vulnerable to changes in family economics.

D. they are deprived of unemployment or disability insurance.

32. As a result of President Bush's reform, retired people may have

A. a higher sense of security.

B. less secured payments.

- C. less chance to invest. D. a guaranteed future.
33. According to the author, health-savings plans will
A. help reduce the cost of healthcare. B. popularize among the middle class.
C. compensate for the reduced pensions. D. increase the families' investment risk.
34. It can be inferred from the last paragraph that
A. financial risks tend to outweigh political risks.
B. the middle class may face greater political challenges.
C. financial problems may bring about political problems.
D. financial responsibility is an indicator of political status.
35. Which of the following is the best title for this text?
A. The Middle Class on the Alert B. The Middle Class on the Cliff
C. The Middle Class in Conflict D. The Middle Class in Ruins

Text 4

It never rains but it pours. Just as bosses and boards have finally sorted out their worst accounting and compliance troubles, and improved their feeble corporation governance, a new problem threatens to earn them — especially in America — the sort of nasty headlines that inevitably lead to heads rolling in the executive suite: data insecurity. Left, until now, to odd, low-level IT staff to put right, and seen as a concern only of data-rich industries such as banking, telecoms and air travel, information protection is now high on the boss's agenda in businesses of every variety.

Several massive leakages of customer and employee data this year — from organizations as diverse as Time Warner, the American defense contractor Science Applications International Corp and even the University of California, Berkeley — have left managers hurriedly peering into their intricate IT systems and business processes in search of potential vulnerabilities.

"Data is becoming an asset which needs to be guarded as much as any other asset," says Haim Mendelson of Stanford University's business school. "The ability to guard customer data is the key to market value, which the board is responsible for on behalf of shareholders." Indeed, just as there is the concept of Generally Accepted Accounting Principles (GAAP), perhaps it is time for GASP, Generally Accepted Security Practices, suggested Eli Noam of New York's Columbia Business School. "Setting the proper investment level for security, redundancy, and recovery is a management issue, not a technical one," he says.

The mystery is that this should come as a surprise to any boss. Surely it should be obvious to the dimpest executive that trust, that most valuable of economic assets, is easily destroyed and hugely expensive to restore — and that few things are more likely to destroy trust than a company letting sensitive personal data get into the wrong hands.

The current state of affairs may have been encouraged — though not justified — by the lack of legal penalty (in America, but not Europe) for data leakage. Until California recently passed a law, American firms did not have to tell anyone, even the victim, when data went astray. That may change fast: lots of proposed data-security legislation is now doing the rounds in Washington, D.C. Meanwhile, the theft of information about some 40 million credit-card

accounts in America, disclosed on June 17th, overshadowed a hugely important decision a day earlier by America's Federal Trade Commission (FTC) that puts corporate America on notice that regulators will act if firms fail to provide adequate data security.

36. The statement "It never rains but it pours" is used to introduce
- A. the fierce business competition.
 - B. the feeble boss-board relations.
 - C. the threat from news reports.
 - D. the severity of data leakage.
37. According to Paragraph 2, some organizations check their systems to find out
- A. whether there is any weak point.
 - B. what sort of data has been stolen.
 - C. who is responsible for the leakage.
 - D. how the potential spies can be located.
38. In bringing up the concept of GASP the author is making the point that
- A. shareholders' interests should be properly attended to.
 - B. information protection should be given due attention.
 - C. businesses should enhance their level of accounting security.
 - D. the market value of customer data should be emphasized.
39. According to Paragraph 4, what puzzles the author is that some bosses fail to
- A. see the link between trust and data protection.
 - B. perceive the sensitivity of personal data.
 - C. realize the high cost of data restoration.
 - D. appreciate the economic value of trust.
40. It can be inferred from Paragraph 5 that
- A. data leakage is more severe in Europe.
 - B. FTC's decision is essential to data security.
 - C. California takes the lead in security legislation.
 - D. legal penalty is a major solution to data leakage.

Part B

Directions:

You are going to read a list of headings and a text about what parents are supposed to do to guide their children into adulthood. Choose a heading from the list A — G that best fits the meaning of each numbered part of the text (41–45). The first and last paragraphs of the text are not numbered. There are two extra headings that you do not need to use. Mark your answers on ANSWER SHEET 1. (10 points)

- A. Set a Good Example for Your Kids
- B. Build Your Kids' Work Skills
- C. Place Time Limits on Leisure Activities
- D. Talk about the Future on a Regular Basis
- E. Help Kids Develop Coping Strategies
- F. Help Your Kids Figure Out Who They Are
- G. Build Your Kids' Sense of Responsibility

How Can a Parent Help?

Mothers and fathers can do a lot to ensure a safe landing in early adulthood for their kids. Even if a job's starting salary seems too small to satisfy an emerging adult's need for

rapid content, the transition from school to work can be less of a setback if the start-up adult is ready for the move. Here are a few measures, drawn from my book *Ready or Not, Here Life Comes*, that parents can take to prevent what I call “work-life unreadiness”:

41. _____.

You can start this process when they are 11 or 12. Periodically review their emerging strengths and weaknesses with them and work together on any shortcomings, like difficulty in communicating well or collaborating. Also, identify the kinds of interests they keep coming back to, as these offer clues to the careers that will fit them best.

42. _____.

Kids need a range of authentic role models — as opposed to members of their clique, pop stars and vaunted athletes. Have regular dinner-table discussions about people the family knows and how they got where they are. Discuss the joys and downsides of your own career and encourage your kids to form some ideas about their own future. When asked what they want to do, they should be discouraged from saying “I have no idea.” They can change their minds 200 times, but having only a foggy view of the future is of little good.

43. _____.

Teachers are responsible for teaching kids how to learn; parents should be responsible for teaching them how to work. Assign responsibilities around the house and make sure homework deadlines are met. Encourage teenagers to take a part-time job. Kids need plenty of practice delaying gratification and deploying effective organizational skills, such as managing time and setting priorities.

44. _____.

Playing video games encourages immediate content. And hours of watching TV shows with canned laughter only teaches kids to process information in a passive way. At the same time, listening through earphones to the same monotonous beats for long stretches encourages kids to stay inside their bubble instead of pursuing other endeavors. All these activities can prevent the growth of important communication and thinking skills and make it difficult for kids to develop the kind of sustained concentration they will need for most jobs.

45. _____.

They should know how to deal with setbacks, stresses and feelings of inadequacy. They should also learn how to solve problems and resolve conflicts, ways to brainstorm and think critically. Discussions at home can help kids practice doing these things and help them apply these skills to everyday life situations.

What about the son or daughter who is grown but seems to be struggling and wandering aimlessly through early adulthood? Parents still have a major role to play, but now it is more delicate. They have to be careful not to come across as disappointed in their child. They should exhibit strong interest and respect for whatever currently interests their fledging adult (as naive or ill conceived as it may seem) while becoming a partner in exploring options for the future. Most of all, these new adults must feel that they are respected and supported by a family that appreciates them.

Part C

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 study of law has been recognized for centuries as a basic intellectual discipline in European universities. However, only in recent years has it become a feature of undergraduate programs in Canadian universities. (46) Traditionally, legal learning has been viewed in such institutions as the special preserve of lawyers, rather than a necessary part of the intellectual equipment of an educated person. Happily, the older and more continental view of legal education is establishing itself in a number of Canadian universities and some have even begun to offer undergraduate degrees in law.

If the study of law is beginning to establish itself as part and parcel of a general education, its aims and methods should appeal directly to journalism educators. Law is a discipline which encourages responsible judgment. On the one hand, it provides opportunities to analyze such ideas as justice, democracy and freedom. (47) On the other, it links these concepts to everyday realities in a manner which is parallel to the links journalists forge on a daily basis as they cover and comment on the news. For example, notions of evidence and fact, of basic rights and public interest are at work in the process of journalistic judgment and production just as in courts of law. Sharpening judgment by absorbing and reflecting on law is a desirable component of a journalist's intellectual preparation for his or her career.

(48) But the idea that the journalist must understand the law more profoundly than an ordinary citizen rests on an understanding of the established conventions and special responsibilities of the news media. Politics or, more broadly, the functioning of the state, is a major subject for journalists. The better informed they are about the way the state works, the better their reporting will be. (49) In fact, it is difficult to see how journalists who do not have a clear grasp of the basic features of the Canadian Constitution can do a competent job on political stories.

Furthermore, the legal system and the events which occur within it are primary subjects for journalists. While the quality of legal journalism varies greatly, there is an undue reliance amongst many journalists on interpretations supplied to them by lawyers. (50) While comment and reaction from lawyers may enhance stories, it is preferable for journalists to rely on their own notions of significance and make their own judgments. These can only come from a well-grounded understanding of the legal system.

Section III Writing

Part A

51. Directions:

Write a letter to your university library, making suggestions for improving its service.

You should write about 100 words on ANSWER SHEET 2.

Do not sign your own name at the end of the letter. Use "Li Ming" instead.

Do not write the address. (10 points)

Part B

52. Directions:

Write an essay of 160–200 words based on the following drawing. In your essay, you should

- 1) describe the drawing briefly,*
- 2) explain its intended meaning, and then*
- 3) support your view with an example/examples.*

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

