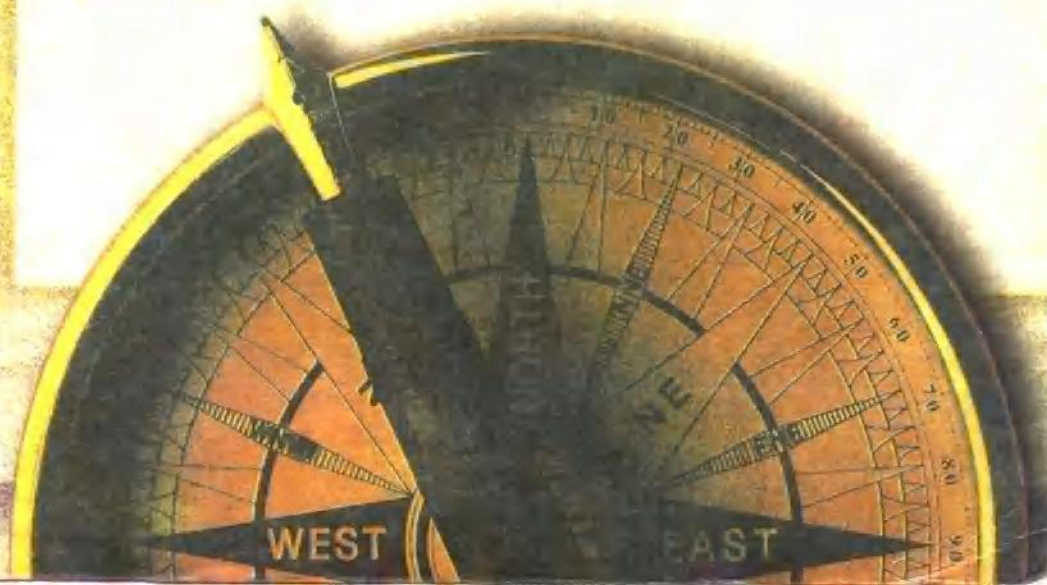


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1997年 硕士研究生 入学英语考试 应试指导

主编 张锦芯



1997 年硕士研究生入学 英语考试应试指导

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前言

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近年来,改革开放不但促进了经济的迅速发展,也推动了整个社会学习外语的热潮。各类外语水平考试推波助澜,使外语学习在普及的基础上不断向高层次迈进。

几年来,硕士研究生入学英语考试的学习辅导材料已经出版了不少,或分析语言本身的规则,或归纳考试技巧,或汇编多种模拟试题,这些都对考生的备考及英语学习起了积极有益的作用。1994年国家教委为了切实反映硕士研究生入学前的英语水平,修改了硕士研究生入学英语考试大纲,对试题的结构进行了调整,使试题更注重测试考生的综合运用语言的能力。为了达到选拔的目的,英语试题的难度比过去加大了,但如何从详解历年的考题(特别是1994年题型改革后的考题)入手,分析各类题型的基本规律,掌握解题的要点,从而提高考生的临场应试技巧,这些方面的研究尚待进一步探讨。鉴于这种情况,为了满足广大考生的需要,我们根据几年来在讲授有关考研的课程中考生的反馈材料,编写了《1997年硕士研究生入学英语考试应试指导》,同时我们还编写了《1997年硕士研究生入学英语考试模拟试题集》,以便通过更多的练习和阅读,从理论到实践,充分领会各类题型的特点,进一步掌握本书所概括的应试技巧。

根据考生学习的特点,我们在对1991年至1996年试题进行解析的过程中,尽量从总结题型角度出发,既概括各类题型的要点,又全面分析了题型的发展变化过程,并对这些题型的未来趋势进行了预测,使考生既能提高综合运用语言的能力,又能学到应试的技巧。

鉴于1994年国家教委对英语考试大纲进行了修改,我们把题解的重点放在1994年到1996年的试题上。大纲修改后的试题更注重考生总体能力和语言技巧的测试。比如语法方面的试题,一看就明白的语法现象越来越少,语感成分逐年加多,有时还会出现一些偏题;词汇方面的试题则看似明白,其实是似懂非懂,因为词汇虽然没有超出大纲的范围,但在词性、词义上提高了难度,只理解词的表面意思显然不行,考生必须从上下文,从句子与句子的关系去理解词义,去了解短文的深层含义。对词汇的理解不仅在词汇练习中有所反映,阅读理解、完形填空、英译汉等考题也都涉及对词汇的理解;在英译汉试题中,考生往往由于不理解一些词汇而无从下笔,每个词似乎都认识,但就是译不出来。这里不仅有词汇理解的问题,还因为知识面狭窄而不能理解短文的含义;在阅读理解考题部分,近年试题的难度加大了,常常一篇短文读了几遍,也弄不清短文究竟讲的是什么。在本书中我们对此类新问题进行了较详尽的分析,试图通过试题解析和模拟题练习,让考生提高理性和感性的认识。

同时,为便于广大考生了解全真试题的原貌,在本书第二部分中的试题和题解序号均对应真题的序号,不再重新编码。

本书在全面解析历年考题要点的同时,还为考生提供了8套全真模拟题。我们把试题的解析、题型的分析和实际练习结合在一起,目的是帮助考生加深理解,达到举一反三的效果。所选模拟题都是全新的材料,具有强烈的时代感,并附有答案和简略的题解,便于考生进行对照检查。

4年来,本书进行了多次修改补充,受到广大考生的好评。今年我们又作了较大的修改,从解析1994年后的试题入手,预测今后试题发展的趋势。我们相信,《1997年硕士研究生入学考试英语考试应试指导》必将为广大考生的英语学习和备考起到重要的辅导作用。

参加本书编写的几位老师在过去4年中都参加了讲授与考研有关的课程,积累了较丰富的教学经验,对考生的情况比较熟悉,对他们在考前准备过程中存在的难点及需要加强的重点都比较了解,因而本书内容的针对性极强。

本书主编是中国人民大学外语系张锦芯教授,参加编写工作的有张锦芯教授,白洁、王敏、郭庆民三位副教授。编写过程中新华社译审陈金岚同志参加了部分审订工作,武敏、汪明等同志承担了部分自动检索及资料整理、打印等工作。

限于水平和时间,疏漏及失误在所难免,欢迎广大读者、英语界同仁批评指正。

编 者

1996年3月

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第一部分 1996 年—1994 年历年考题及题解

1996 年攻读硕士学位研究生入学考试 英语试题

Part I Structure and Vocabulary

Section A

Directions:

Beneath each of the following sentences, there are four choices marked [A], [B], [C] and [D]. Choose the one that best completes the sentence. Mark your answer on the ANSWER SHEET by blackening the corresponding letter in the brackets. (5 points)

Example:

I have been to the Great Wall three times ____ 1979.

[A] from [B] after [C] for [D] since

The sentence should read, "I have been to the Great Wall three times since 1979."

Therefore, you should choose [D].

Sample Answer

[A] [B] [C] [●]

1. Do you enjoy listening to records? I find records are often _____, or better than an actual performance.
[A] as good as [B] as good [C] good [D] good as
2. My pain _____ apparent the moment I walked into the room, for the first man I met asked sympathetically: "Are you feeling all right?"
[A] must be [B] had been
[C] must have been [D] had to be
3. The senior librarian at the circulation desk promised to get the book for me _____ she could remember who last borrowed it.
[A] ever since [B] much as [C] even though [D] if only
4. Observations were made _____ the children at the beginning and at the end of pre-school and first grade.

- [A] towards [B] of [C] on [D] with
5. The article opens and closes with descriptions of two news reports, each _____ one major point in contrast with the other.
[A] makes [B] made [C] is to make [D] making
6. A safety analysis _____ the target as a potential danger. Unfortunately, it was never done.
[A] would identify [B] will identify
[C] would have identified [D] will have identified
7. The number of registered participants in this year's marathon was half _____.
[A] of last year's [B] those of last year's
[C] of those of last year [D] that of last year's
8. For there _____ successful communication, there must be attentiveness and involvement in the discussion itself by all present.
[A] is [B] to be [C] will be [D] being
9. There was a very interesting remark in a book by an Englishman that I read recently _____ what he thought was a reason for this American characteristic.
[A] giving [B] gave [C] to give [D] given
10. No one would have time to read or listen to an account of everything _____ going on in the world.
[A] it is [B] as is [C] there is [D] what is

Section B

Directions:

Each of the following sentences has four underlined parts marked [A], [B], [C] and [D]. Identify the part of the sentence that is incorrect and mark your answer on the ANSWER SHEET by blackening the corresponding letter in the brackets. (5 points)

Example:

A number of foreign visitors were taken to the industrial exhibition which they saw many new products.
[A] [B] [C] [D]

Part [C] is wrong. The sentence should read, "A number of foreign visitors were taken to the industrial exhibition where they saw many new products." So you should choose [C].

Sample Answer

[A] [B] [●] [D]

11. I'd rather you would go by train, because I can't bear the idea of your being in an airplane in such bad weather.
[A] [B] [C] [D]
12. It's essential that people be psychological able to resist the impact brought about by the transition from planned economy to market economy.
[A] [B] [C] [D]

13. Some bosses dislike to allow people to share their responsibilities; they keep all important matters tightly in their own hands.
[A] [B] [C] [D]
14. Each cigarette which a person smokes does some harm, and eventually you may get a serious disease from its effect.
[A] [B] [C] [D]
15. On the whole, ambitious students are much likely to succeed in their studies than are those with little ambition.
[A] [B] [C] [D]
16. Despite much research, there are still certain elements in the life cycle of the insect that is not fully understood.
[A] [B] [C] [D]
17. In 1921 Einstein won the Nobel Prize, and was honored in Germany until the rise of Nazism then he was driven from Germany because he was a Jew.
[A] [B] [C] [D]
18. The data received from the two spacecrafts whirling around Mars indicate that there is much evidence that huge thunderstorms are occurring about the equator of the planet.
[A] [B] [C] [D]
19. Generally speaking, the bird flying across our path is observed, and the one staying on the tree near at hand is passed by without any notice taking of it.
[A] [B] [C] [D]
20. Mercury's velocity is so much greater than the Earth's that it completes more than four revolutions around the Sun in the time that takes the Earth to complete one.
[A] [B] [C] [D]

Section C

Directions:

Beneath each of the following sentences, there are four choices marked [A], [B], [C] and [D]. Choose the one that best completes the sentence. Mark your answer on the ANSWER SHEET by blackening the corresponding letter in the brackets. (10 points)

Example:

The lost car of the Lees was found ____ in the woods off the highway.

[A] vanished [B] scattered [C] abandoned [D] rejected

The sentence should read, "The lost car of the Lees was found abandoned in the woods off the highway." Therefore, you should choose [C].

Sample Answer

[A] [B] [●] [D]

21. I was speaking to Ann on the phone when suddenly we were _____.

- [A] hung up [B] hung back [C] cut down [D] cut off
22. She wondered if she could have the opportunity to spend _____ here so that she could learn more about the city.
- [A] sometimes [B] some time [C] sometime [D] some times
23. Ms. Green has been living in town for only one year, yet she seems to be _____ with everyone who comes to the store.
- [A] accepted [B] admitted [C] admired [D] acquainted
24. He does not _____ as a teacher of English as his pronunciation is terrible.
- [A] equal [B] match [C] qualify [D] fit
25. Dozens of scientific groups all over the world have been _____ the goal of a practical and economic way to use sunlight to split water molecules.
- [A] pursuing [B] chasing [C] reaching [D] winning
26. The discussion was so prolonged and exhausting that _____ the speakers stopped for refreshments.
- [A] at large [B] at intervals [C] at ease [D] at random
27. When travelling, you are advised to take travellers' checks, which provide a secure _____ to carrying your money in cash.
- [A] substitute [B] selection [C] preference [D] alternative
28. I never trusted him because I always thought of him as such a _____ character.
- [A] gracious [B] suspicious [C] unique [D] particular
29. Changing from solid to liquid, water takes in heat from all substances near it, and this _____ produces artificial cold surrounding it.
- [A] absorption [B] transition [C] consumption [D] interaction
30. I didn't say anything like that at all. You are purposely _____ my ideas to prove your point.
- [A] revising [B] contradicting
[C] distorting [D] distracting
31. Language, culture, and personality may be considered _____ of each other in thought, but they are inseparable in fact.
- [A] indistinctly [B] separately
[C] irrelevantly [D] independently
32. Watching me pulling the calf awkwardly to the barn, the Irish milkmaid fought hard to _____ her laughter.
- [A] hold back [B] hold on [C] hold out [D] hold up
33. The manager gave one of the salesgirls an accusing look for her _____ attitude toward customers.
- [A] impartial [B] mild [C] hostile [D] opposing
34. I _____ with thanks the help of my colleagues in the preparation of this new column.
- [A] express [B] confess
[C] verify [D] acknowledge

35. It is strictly _____ that access to confidential documents is denied to all but a few.
 [A] secured [B] forbidden [C] regulated [D] determined
36. The pollution question as well as several other issues is going to be discussed when the Congress is in _____ again next spring.
 [A] assembly [B] session [C] conference [D] convention
37. Christmas is a Christian holy day usually celebrated on December 25th _____ the birth of Jesus Christ.
 [A] in accordance with [B] in terms of
 [C] in favor of [D] in honor of
38. Since it is too late to change my mind now, I am _____ to carrying out the plan.
 [A] obliged [B] committed [C] engaged [D] resolved
39. It was a bold idea to build a power station in the deep valley, but it _____ as well as we had hoped.
 [A] came off [B] went off [C] brought out [D] made out
40. To survive in the intense trade competition between countries, we must _____ the qualities and varieties of products we make to the world—market demand.
 [A] improve [B] enhance [C] guarantee [D] gear

Part II Cloze Test

Directions:

For each numbered blank in the following passage, there are four choices marked [A], [B], [C] and [D]. Choose the best one and mark your answer on the ANSWER SHEET by blackening the corresponding letter in the brackets. (10 points)

Vitamins are organic compounds necessary in small amounts in the diet for the normal growth and maintenance of life of animals, including man.

They do not provide energy, 41 do they construct or build any part of the body. They are needed for 42 foods into energy and body maintenance. There are thirteen or more of them, and if 43 is missing a deficiency disease becomes 44.

Vitamins are similar because they are made of the same elements—usually carbon, hydrogen, oxygen, and 45 nitrogen. They are different 46 their elements are arranged differently, and each vitamin 47 one or more specific functions in the body.

48 enough vitamins is essential to life, although the body has no nutritional use for 49 vitamins. Many people, 50, believe in being on the “safe side” and thus take extra vitamins. However, a well-balanced diet will usually meet all the body’s vitamin needs.

41. [A] either [B] so [C] nor [D] never
42. [A] shifting [B] transferring [C] altering [D] transforming

- | | | | |
|----------------------|---------------|---------------|-----------------|
| 43. [A] any | [B] some | [C] anything | [D] something |
| 44. [A] serious | [B] apparent | [C] severe | [D] fatal |
| 45. [A] mostly | [B] partially | [C] sometimes | [D] rarely |
| 46. [A] in that | [B] so that | [C] such that | [D] except that |
| 47. [A] undertakes | [B] holds | [C] plays | [D] performs |
| 48. [A] Supplying | [B] Getting | [C] Providing | [D] Furnishing |
| 49. [A] exceptional | [B] exceeding | [C] excess | [D] external |
| 50. [A] nevertheless | [B] therefore | [C] moreover | [D] meanwhile |

Part III Reading Comprehension

Directions:

Each of the passages below is followed by some questions. For each question there are four answers marked [A], [B], [C] and [D]. Read the passages carefully and choose the best answer to each of the questions. Then mark your answer on the ANSWER SHEET by blackening the corresponding letter in the brackets. (40 points)

Passage 1

Tight-lipped elders used to say, "It's not what you want in this world, but what you get."

Psychology teaches that you do get what you want if you know what you want and want the right things.

You can make a mental blueprint of a desire as you would make a blueprint of a house, and each of us is continually making these blueprints in the general routine of everyday living. If we intend to have friends to dinner, we plan the menu, make a shopping list, decide which food to cook first, and such planning is an essential for any type of meal to be served.

Likewise, if you want to find a job, take a sheet of paper, and write a brief account of yourself. In making a blueprint for a job, begin with yourself, for when you know exactly what you have to offer, you can intelligently plan where to sell your services.

This account of yourself is actually a sketch of your working life and should include education, experience and references. Such an account is valuable. It can be referred to in filling out standard application blanks and is extremely helpful in personal interviews. While talking to you, your could-be employer is deciding whether your education, your experience, and other qualifications will pay him to employ you and your "wares" and abilities must be displayed in an orderly and reasonably connected manner.

When you have carefully prepared a blueprint of your abilities and desires, you have something tangible to sell. Then you are ready to hunt for a job. Get all the possible information about your could-be job. Make inquiries as to the details regarding the job and the firm. Keep your eyes and ears open, and use your own judgement. Spend a certain amount of time each day seeking the employment you wish for, and keep in mind: Securing a job is

your job now.

51. What do the elders mean when they say, "It's not what you want in this world, but what you get. "?
[A] You'll certainly get what you want.
[B] It's no use dreaming.
[C] You should be dissatisfied with what you have.
[D] It's essential to set a goal for yourself.
52. A blueprint made before inviting a friend to dinner is used in this passage as _____.
[A] an illustration of how to write an application for a job
[B] an indication of how to secure a good job
[C] a guideline for job description
[D] a principle for job evaluation
53. According to the passage, one must write an account of himself before starting to find a job because _____.
[A] that is the first step to please the employer
[B] that is the requirement of the employer
[C] it enables him to know when to sell his services
[D] it forces him to become clearly aware of himself
54. When you have carefully prepared a blueprint of your abilities and desires, you have something _____.
[A] definite to offer
[B] imaginary to provide
[C] practical to supply
[D] desirable to present

Passage 2

With the start of BBC World Service Television, millions of viewers in Asia and America can now watch the Corporation's news coverage, as well as listen to it.

And of course in Britain listeners and viewers can tune in to two BBC television channels, five BBC national radio services and dozens of local radio stations. They are brought sport, comedy, drama, music, news and current affairs, education, religion, parliamentary coverage, children's programmes and films for an annual licence fee of £83 per household.

It is a remarkable record, stretching—back over 70 years—yet the BBC's future is now in doubt. The Corporation will survive as a publicly—funded broadcasting organisation, at least for the time being, but its role, its size and its programmes are now the subject of a na-

tion—wide debate in Britain.

The debate was launched by the Government, which invited anyone with an opinion of the BBC—including ordinary listeners and viewers—to say what was good or bad about the Corporation, and even whether they thought it was worth keeping. The reason for its inquiry is that the BBC's royal charter runs out in 1996 and it must decide whether to keep the organisation as it is, or to make changes.

Defenders of the Corporation—of whom there are many—are fond of quoting the American slogan “If it ain't broke, don't fix it.” The BBC “ain't broke”, they say, by which they mean it is not broken (as distinct from the word ‘broke’, meaning having no money), so why bother to change it?

Yet the BBC will have to change, because the broadcasting world around it is changing. The commercial TV channels—ITV and Channel 4—were required by the Thatcher Government's Broadcasting Act to become more commercial, competing with each other for advertisers, and cutting costs and jobs. But it is the arrival of new satellite channels—funded partly by advertising and partly by viewers' subscriptions—which will bring about the biggest changes in the long term.

55. The world famous BBC now faces _____.
[A] the problem of news coverage
[B] an uncertain prospect
[C] inquiries by the general public
[D] shrinkage of audience
56. In the passage, which of the following about the BBC is *not* mentioned as the key issue?
[A] Extension of its TV service to Far East.
[B] Programmes as the subject of a nation—wide debate.
[C] Potentials for further international co—operations.
[D] Its existence as a broadcasting organisation.
57. The BBC's “royal charter” (Line 4, Paragraph 4) stands for _____.
[A] the financial support from the royal family
[B] the privileges granted by the Queen
[C] a contract with the Queen
[D] a unique relationship with the royal family
58. The foremost reason why the BBC has to readjust itself is no other than _____.
[A] the emergence of commercial TV channels
[B] the enforcement of Broadcasting Act by the government
[C] the urgent necessity to reduce costs and jobs
[D] the challenge of new satellite channels

Passage 3

In the last half of the nineteenth century “capital” and “labour” were enlarging and perfecting their rival organisations on modern lines. Many an old firm was replaced by a limited liability company with a bureaucracy of salaried managers. The change met the technical requirements of the new age by engaging a large professional element and prevented the decline in efficiency that so commonly spoiled the fortunes of family firms in the second and third generation after the energetic founders. It was moreover a step away from individual initiative, towards collectivism and municipal and state—owned business. The railway companies, though still private business managed for the benefit of shareholders, were very unlike old family business. At the same time the great municipalities went into business to supply lighting, trams and other services to the taxpayers.

The growth of the limited liability company and municipal business had important consequences. Such large, impersonal manipulation of capital and industry greatly increased the numbers and importance of shareholders as a class, an element in national life representing irresponsible wealth detached from the land and the duties of the landowners; and almost equally detached from the responsible management of business. All through the nineteenth century, America, Africa, India, Australia and parts of Europe were being developed by British capital, and British shareholders were thus enriched by the world’s movement towards industrialisation. Towns like Bournemouth and Eastbourne sprang up to house large “comfortable” classes who had retired on their incomes, and who had no relation to the rest of the community except that of drawing dividends and occasionally attending a shareholders’ meeting to dictate their orders to the management. On the other hand “shareholding” meant leisure and freedom which was used by many of the later Victorians for the highest purpose of a great civilisation.

The “shareholders” as such had no knowledge of the lives, thoughts or needs of the workmen employed by the company in which he held shares, and his influence on the relations of capital and labour was not good. The paid manager acting for the company was in more direct relation with the men and their demands, but even he had seldom that familiar personal knowledge of the workmen which the employer had often had under the more patriarchal system of the old family business now passing away. Indeed the mere size of operations and the numbers of workmen involved rendered such personal relations impossible. Fortunately, however, the increasing power and organisation of the trade unions, at least in all skilled trades, enabled the workmen to meet on equal terms the managers of the companies who employed them. The cruel discipline of the strike and lockout taught the two parties to respect each other’s strength and understand the value of fair negotiation.

59. It’s true of the old family firms that _____.

- [A] they were spoiled by the younger generations
- [B] they failed for lack of individual initiative

- [C] they lacked efficiency compared with modern companies
- [D] they could supply adequate services to the taxpayers

60. The growth of limited liability companies resulted in _____.
[A] the separation of capital from management
[B] the ownership of capital by managers
[C] the emergence of capital and labour as two classes
[D] the participation of shareholders in municipal business
61. According to the passage, all of the following are true except that _____.
[A] the shareholders were unaware of the needs of the workers
[B] the old firm owners had a better understanding of their workers
[C] the limited liability companies were too large to run smoothly
[D] the trade unions seemed to play a positive role
62. The author is most critical of _____.
[A] family firm owners
[B] landowners
[C] managers
[D] shareholders

Passage 4

What accounts for the great outburst of major inventions in early America—break-throughs such as the telegraph, the steamboat and the weaving machine?

Among the many shaping factors, I would single out the country's excellent elementary schools; a labor force that welcomed the new technology; the practice of giving premiums to inventors; and above all the American genius for nonverbal, "spatial" thinking about things technological.

Why mention the elementary schools? Because thanks to these schools our early mechanics, especially in the New England and Middle Atlantic states, were generally literate and at home in arithmetic and in some aspects of geometry and trigonometry.

Acute foreign observers related American abaptiveness and inventiveness to this educational advantage. As a member of a British commission visiting here in 1853 reported, "With a mind prepared by thorough school discipline, the American boy develops rapidly into the skilled workman."

A further stimulus to invention came from the "premium" system, which preceded our patent system and for years ran parallel with it. This approach, originated abroad, offered inventors medals, cash prizes and other incentives.

In the United States, multitudes of premiums for new devices were awarded at country fairs and at the industrial fairs in major cities. Americans flocked to these fairs to admire the