

北京外国语大学 2013 英语专业考研

基础英语模拟试卷

来源：环球时代学校

I. READING COMPREHENSION (60 points).

A. Multiple Choice (36 points).

Please read the following passages and choose A, B, C or D to best complete the statements about them.

Obama Derangement Syndrome

BY MOST people's standards Barack Obama has had an excellent week. He enjoyed a counter-Carter moment when navy commandos rescued an American hostage, leaving three kidnappers dead. He gave a measured speech on the economy. And, to cap it all, he gave his daughters a Portuguese water dog named "Bo". What's not to like?

Plenty, according to some people. Mr Obama may be widely admired both at home and abroad. But there are millions of Americans who do not like the cut of his jib—and a few whose dislike boils over into white-hot hatred. The *American Spectator*, which came of age demonising the Clintons, has run an article on its website on Mr Obama entitled "Il Duce, Redux?" The internet crackles with comparisons between Mr Obama and various dictators (Hitler, Stalin and Mussolini) or assorted psychotics (Charles Manson and David Koresh). When Jonah Goldberg, a conservative pundit, praised Mr Obama over the dispatching of the Somali pirates, his e-mail inbox immediately overflowed, he said, with "snark and bile".

(1) What does the "snark and bile" most likely refer to?

- [A] virus
- [B] dump mails
- [C] advertisement
- [D] censureship

A recent Pew poll showed that public opinion about Mr Obama is sharply divided along party lines. Some 88% of Democrats approve of the job that he is doing compared with only 27% of Republicans. The approval gap between the two parties is actually bigger than it was for George Bush in April 2001. Bush loyalists, led by Karl Rove, have duly over-interpreted this poll in order to soften their former boss's reputation as America's most divisive president. Today's Republican base is significantly smaller than the Democratic base was in 2001, so surviving Republicans are more likely to have hard-core views. But there are nevertheless enough people out there who dislike the president to constitute a significant force in political life.

(2) Why Bush loyalists over-interpreted the recent Pew poll?

- [A] The approval gap between the two parties is smaller than it was for George Bush in 2001.
- [B] They aimed to change Bush's reputation as America's most decisive president.
- [C] They doubted the credibility of the poll.
- [D] They need to enlarge the base of Democratic party.

As *The Economist* went to press, the bestselling book in the United States was Mark Levin's "Liberty and Tyranny". Mr Levin frequently denounces Mr Obama on his radio show as an exponent of the second of those two qualities. The new sensation in the world of cable is Fox News's Glenn Beck, who has already attracted 2.2m regular viewers since his show was launched in January. Mr Beck recently apologised to his viewers for saying

that Mr Obama's America is on the path to "socialism" when it is really on the march to fascism. Media Matters, a left-wing organisation that monitors the media, reports that, since the inauguration, "there have been over 3,000 references to socialism, fascism or communism" in describing the president.

Rush Limbaugh claims that he has seen an uptick in his audience since he announced that he hopes that Mr Obama fails. He has no time for the idea that all Americans should wish their president well ("We are being told that we have to hope Obama succeeds, that we have to bend over, grab the ankles...because his father was black"). Mr Limbaugh is not the ankle-grabbing type. He has also added Robert Mugabe to the list of people to whom Mr Obama can be likened.

Why are some people so angry? For all his emollient manner and talk of "post partisanship", Mr Obama is just as much an embodiment of liberal America as Mr Bush was of conservative America—an Ivy League-educated lawyer who became a community organiser before launching a political career in one of America's most cosmopolitan and corrupt big cities, Chicago. Mr Obama almost lost the Democratic nomination to Hillary Clinton because of his lack of rapport with white working-class voters. In the general election he did worse than Michael Dukakis in the Appalachian states of Kentucky and West Virginia.

(3) Which of the following statements is not true about Mr Obama?

- [A] He is graduated from Ivy League
- [B] Mr. Levin describes him as an exponent of Liberty
- [C] He is often by compared with the dictators and psychotics
- [D] Many people think his policy sound communism like.

(4) According to the author, why do people dislike Obama ?

- [A] He made people bow in front of him
- [B] He sent military ship to Somalia
- [C] He is black
- [D] He spent a lot of money on stimulating the economy

(5) What is the author's purpose for this article?

- [A] To blame Obama's policy and personality
- [B] To Blame the Multi-partism
- [C] To fight against the conservative speakers who criticize Mr. Obama
- [D] To criticize the unhealthy president-hatred trend

The economic crisis has transformed this cultural suspicion into a much more potent political force. It is true that Mr Obama's solution to the recession—spending public money in order to stimulate demand and trying to prevent a run on the banks—is supported by most economists. Mr Bush would have done much the same thing. But it is nevertheless driving many Americans crazy. April 15th—the last day on which Americans can perform the melancholy duty of filing their tax returns—saw rallies in every state, 500 or so in all. The protesters, some of whom dressed in three-cornered hats and waved "Don't tread on me" flags, repeated a litany of criticisms that has been mounting since Mr Obama won the election—that he is a big government socialist (or fascist) who wants to take people's money away and crush their freedoms.

It is hard to judge so early in the game what the rise of anti-Obama sentiment means for the Obama presidency. Bush-hatred eventually spread from a molten core of leftists to set the cultural tone of the country. But Obama-hatred could just as easily do the opposite and brand all conservatives as a bunch of Obama-hating cranks.

(6) According to the author what will be the result of this Obama-hatred trend?

- [A] Obama will be forced to change his policy
- [B] The hatred trend will spread and a culture will be coined.
- [C] The critics will ask FOR an insult.

[D] The people will get more freedom during the tough time.

What is clear is that the rapid replacement of Bush-hatred with Obama-hatred is not healthy for American politics, particularly given the president's dual role as leader of his party and head of state. A majority of Republicans (56%) approved of Jimmy Carter's job performance in late March 1977. A majority of Democrats (55%) approved of Richard Nixon's job performance at a comparable point in his first term. But today polarisation is almost instant, thanks in part to the growing role of non-negotiable issues such as abortion in American politics, in part to the rise of a media industry based on outrage, and in part to a cycle of tit-for-tat demonisation. This is not only poisoning American political life. It is making it ever harder to solve problems that require cross-party collaboration such as reforming America's health-care system or its pensions. Unfortunately, the Glenn Becks of this world are more than just a joke.

(7) According to the author which of the following statements is not the cause of the president-hatred trend?

- [A] The non-negotiable issues are of increasing importance
- [B] The economic crisis hit the America all of a sudden
- [C] Media tends to create fighting, which can be used to attract public attention.
- [D] He critics are very likely to be criticized in return by mean words.

In the eighteenth century, Japan's feudal overlords, from the shogun to the humblest samurai, found themselves under financial stress. In part, this stress can be attributed to the overlords' failure to adjust to a rapidly expanding economy, but the stress was also due to factors beyond the overlords' control. Concentration of the samurai in castle-towns had acted as a stimulus to trade. Commercial efficiency, in turn, had put temptations in the way of buyers. Since most samurai had been reduced to idleness by years of peace, encouraged to engage in scholarship and martial exercises or to perform administrative tasks that took little time, it is not surprising that their tastes and habits grew expensive. Overlords' income, despite the increase in rice production among their tenant farmers, failed to keep pace with their expenses. Although shortfalls in overlords' income resulted almost as much from laxity among their tax collectors (the nearly inevitable outcome of hereditary office holding) as from their higher standards of living, a misfortune like a fire or flood, bringing an increase in expenses or a drop in revenue, could put a domain in debt to the city rice-brokers who handled its finances. Once in debt, neither the individual samurai nor the shogun himself found it easy to recover.

It was difficult for individual samurai overlords to increase their income because the amount of rice that farmers could be made to pay in taxes was not unlimited, and since the income of Japan's central government consisted in part of taxes collected by the shogun from his huge domain, the government was too constrained. Therefore, the Tokugawa shoguns began to look to other sources for revenue. Cash profits from government-owned mines were already on the decline because the most easily worked deposits of silver and gold had been exhausted, although debasement of the coinage had compensated for the loss. Opening up new farmland was a possibility, but most of what was suitable had already been exploited and further reclamation was technically unfeasible. Direct taxation of the samurai themselves would be politically dangerous. This left the shoguns only commerce as a potential source of government income.

Most of the country's wealth, or so it seemed, was finding its way into the hands of city merchants. It appeared reasonable that they should contribute part of that revenue to ease the shogun's burden of financing the state. A means of obtaining such revenue was soon found by levying forced loans, known as *goyo-kin*; although these were not taxes in the strict sense, since they were irregular in timing and arbitrary in amount, they were high in yield. Unfortunately, they pushed up prices. Thus, regrettably, the Tokugawa shoguns' search for solvency for the government made it increasingly difficult for individual Japanese who lived on fixed stipends to make ends meet.

(8) Which of the following financial situations is most analogous to the financial situation in which Japan's Tokugawa shoguns found themselves in the eighteenth century?

- [A] A small business borrows heavily to invest in new equipment, but is able to pay off its debt early when it is awarded a lucrative government contract.
- [B] Fire destroys a small business, but insurance covers the cost of rebuilding.
- [C] A small business is able to cut back sharply on spending through greater commercial efficiency and thereby compensate for a loss of revenue.
- [D] A small business has to struggle to meet operating expenses when its profits decrease.

(9) According to the passage, the major reason for the financial problems experienced by Japan's feudal overlords in the eighteenth century was that

- [A] profits from mining had declined
- [B] spending had outdistanced income
- [C] the samurai had concentrated in castle-towns
- [D] the coinage had been sharply debased

(10) The passage implies that individual samurai did not find it easy to recover from debt for which of the following reasons?

- [A] Taxes were irregular in timing and arbitrary in amount.
- [B] The Japanese government had failed to adjust to the needs of a changing economy.
- [C] There was a limit to the amount in taxes that farmers could be made to pay.
- [D] The domains of samurai overlords were becoming smaller and poorer as government revenues increased.

(11) The passage suggests that, in eighteenth-century Japan, the office of the tax collector

- [A] remained within families
- [B] was regarded with derision by many Japanese
- [C] was a source of personal profit to the officeholder
- [D] took up most of the officeholder's time

(12) According to the passage, the actions of the Tokugawa shoguns in their search for solvency for the government were regrettable because those actions

- [A] resulted in the exhaustion of the most easily worked deposits of silver and gold
- [B] raised the cost of living by pushing up prices
- [C] were far lower in yield than had originally been anticipated
- [D] acted as deterrent to trade

B. True or False (10 points).

Read the following passage carefully and then decide whether the statements which follow are true (T) or false (F) or not given(NG).

A Remarkable Beetle

Some of the most remarkable beetles are the dung beetles, which spend almost their whole lives eating and breeding in dung.

More than 4,000 species of these remarkable creatures have evolved and adapted to the world's different

climates and the dung of its many animals. Australia's native dung beetles are scrub and woodland dwellers, specialising in coarse marsupial droppings and avoiding the soft cattle dung in which bush flies and buffalo flies breed.

In the early 1960s George Bornemissza, then a scientist at the Australian Government's premier research organisation, the Commonwealth Scientific and Industrial Research Organisation (CSIRO), suggested that dung beetles should be introduced to Australia to control dung-breeding flies. Between 1968 and 1982, the CSIRO imported insects from about 50 different species of dung beetle, from Asia, Europe and Africa, aiming to match them to different climatic zones in Australia. Of the 26 species that are known to have become successfully integrated into the local environment, only one, an African species released in northern Australia, has reached its natural boundary.

Introducing dung beetles into a pasture is a simple process: approximately 1,500 beetles are released, a handful at a time, into fresh cow pats in the cow pasture. The beetles immediately disappear beneath the pats digging and tunnelling and, if they successfully adapt to their new environment soon become a permanent, self-sustaining part of the local ecology. In time they multiply and within three or four years the benefits to the pasture are obvious.

Dung beetles work from the inside of the pat so they are sheltered from predators such as birds and foxes. Most species burrow into the soil and bury dung in tunnels directly underneath the pats, which are hollowed out from within. Some large species originating from France excavate tunnels to a depth of approximately 30 cm below the dung pat. These beetles make sausage-shaped brood chambers along the tunnels. The shallowest tunnels belong to a much smaller Spanish species that buries dung in chambers that hang like fruit from the branches of a pear tree. South African beetles dig narrow tunnels of approximately 20 cm below the surface of the pat. Some surface-dwelling beetles, including a South African species, cut perfectly-shaped balls from the pat, which are rolled away and attached to the bases of plants.

For maximum dung burial in spring, summer and autumn, farmers require a variety of species with overlapping periods of activity. In the cooler environments of the state of Victoria, the large French species (2.5 cms long) is matched with smaller (half this size), temperate-climate Spanish species. The former are slow to recover from the winter cold and produce only one or two generations of offspring from late spring until autumn. The latter, which multiply rapidly in early spring, produce two to five generations annually. The South African ball-rolling species, being a subtropical beetle, prefers the climate of northern and coastal New South Wales where it commonly works with the South African tunnelling species. In warmer climates, many species are active for longer periods of the year.

Dung beetles were initially introduced in the late 1960s with a view to controlling buffalo flies by removing the dung within a day or two and so preventing flies from breeding. However, other benefits have become evident. Once the beetle larvae have finished pupation, the residue is a first-rate source of fertiliser. The tunnels abandoned by the beetles provide excellent aeration and water channels for root systems. In addition, when the new generation of beetles has left the nest the abandoned burrows are an attractive habitat for soil-enriching earthworms. The digested dung in these burrows is an excellent food supply for the earthworms, which decompose it further to provide essential soil nutrients. If it were not for the dung beetle, chemical fertiliser and dung would be washed by rain into streams and rivers before it could be absorbed into the hard earth, polluting water courses and causing blooms of blue-green algae. Without the beetles to dispose of the dung, cow pats would litter pastures making grass inedible to cattle and depriving the soil of sunlight. Australia's 30 million cattle each produce 10-12 cow pats a day. This amounts to 1.7 billion tonnes a year, enough to smother about 110,000 sq km of pasture, half the area of Victoria.

Dung beetles have become an integral part of the successful management of dairy farms in Australia over the past few decades. A number of species are available from the CSIRO or through a small number of private breeders, most of whom were entomologists with the CSIRO's dung beetle unit who have taken their specialised

knowledge of the insect and opened small businesses in direct competition with their former employer.

- (13) Bush flies are easier to control than buffalo flies.
- (14) Four thousand species of dung beetle were initially brought to Australia by the CSIRO.
- (15) Dung beetles were brought to Australia by the CSIRO over a fourteen-year period.
- (16) At least twenty-six of the introduced species have become established in Australia.
- (17) The dung beetles cause an immediate improvement to the quality of a cow pasture.

C. Gap Filling (14 points).

Please choose the best sentence from the list after the passage to fill in each of the gaps in the text. There are more sentences than gaps.

Hart and Risley showed that language exposure in early childhood correlated strongly with I.Q. and academic success later on in a child's life. Hearing fewer words, and a lot of prohibitions and discouragements, had a negative effect on I.Q.; hearing lots of words, and more affirmations and complex sentences, had a positive effect on I.Q. The professional parents were giving their children an advantage with every word they spoke, and the advantage just kept building up.

In the years since Hart and Risley published their findings, social scientists have examined other elements of the parent-child relationship, and while their methods have varied, their conclusions all point to big class differences in children's intellectual growth. Jeanne Brooks-Gunn, a professor at Teachers College, has overseen hundreds of interviews of parents and collected thousands of hours of videotape of parents and children, and she and her research team have graded each one on a variety of scales. Their conclusion: (18)_____ They analyzed the data to see if there was something else going on in middle-class homes that could account for the advantage but found that while wealth does matter, child-rearing style matters more.

Martha Farah, a researcher at the University of Pennsylvania, has built on Brooks-Gunn's work, using the tools of neuroscience to calculate exactly which skills poorer children lack and which parental behaviors affect the development of those skills. (19)_____

Another researcher, an anthropologist named Annette Lareau, has investigated the same question from a cultural perspective. Over the course of several years, Lareau and her research assistants observed a variety of families from different class backgrounds, basically moving in to each home for three weeks of intensive scrutiny. Lareau found that the middle-class families she studied all followed a similar strategy, which she labeled concerted cultivation. (20)_____ They planned and scheduled countless activities to enhance their children's development—piano lessons, soccer games, trips to the museum.

The working-class and poor families Lareau studied did things differently. In fact, they raised their children the way most parents, even middle-class parents, did a generation or two ago. They allowed their children much more freedom to fill in their afternoons and weekends as they chose—playing outside with cousins, inventing games, riding bikes with friends — but much less freedom to talk back, question authority or haggle over rules and consequences. Children were instructed to defer to adults and treat them with respect. This strategy Lareau named accomplishment of natural growth.

In her book "Unequal Childhoods," published in 2003, Lareau described the costs and benefits of each approach and concluded that the natural-growth method had many advantages. Concerted cultivation, she wrote, "places intense labor demands on busy parents. ... Middle-class children argue with their parents, complain about

their parents' incompetence and disparage parents' decisions." Working-class and poor children, by contrast, "learn how to be members of informal peer groups. They learn how to manage their own time. They learn how to strategize." But outside the family unit, Lareau wrote, the advantages of "natural growth" disappear. (21)_____ Middle-class children become used to adults taking their concerns seriously, and so they grow up with a sense of entitlement, which gives them a confidence, in the classroom and elsewhere, that less-wealthy children lack. (22)_____

Taken together, the conclusions of these researchers can be a little unsettling. Their work seems to reduce a child's upbringing, which to a parent can feel something like magic, to a simple algorithm: give a child X, and you get Y. Their work also suggests that the disadvantages that poverty imposes on children aren't primarily about material goods. True, every poor child would benefit from having more books in his home and more nutritious food to eat (and money certainly makes it easier to carry out a program of concerted cultivation). (23)_____ However you measure child-rearing, middle-class parents tend to do it differently than poor parents—and the path they follow in turn tends to give their children an array of advantages. As Lareau points out, kids from poor families might be nicer, they might be happier, they might be more polite—but in countless ways, the manner in which they are raised puts them at a disadvantage in the measures that count in contemporary American society.

What would it take to overcome these disadvantages? Does poverty itself need to be eradicated, or can its effects on children somehow be counteracted? (24)_____ Is it enough simply to educate poor children in the same way that middle-class children are educated? And can any school, on its own, really provide an education to poor minority students that would allow them to achieve the same results as middle-class students?

A. In public life, the qualities that middle-class children develop are consistently valued over the ones that poor and working-class children develop.

B. But the real advantages that middle-class children gain come from more elusive processes: the language that their parents use, the attitudes toward life that they convey.

C. Can the culture of child-rearing be changed in poor neighborhoods, and if so, is that a project that government or community organizations have the ability, or the right, to take on?

D. The parents in these families engaged their children in conversations as equals, treating them like apprentice adults and encouraging them to ask questions, challenge assumptions and negotiate rules.

E. The cultural differences translate into a distinct advantage for middle-class children in school, on standardized achievement tests and, later in life, in the workplace.

E. Children from more well-off homes tend to experience parental attitudes that are more sensitive, more encouraging, less intrusive and less detached—all of which, they found, serves to increase I.Q. and school-readiness.

F. She has found, for instance, that the "parental nurturance" that middle-class parents, on average, are more likely to provide stimulates the brain's medial temporal lobe, which in turn aids the development of memory skills.

II. Please read the following passage and translate the underlined parts into Chinese (40 points, 8 points each).

Ideal College Education

If we look at education in our own society, we see two sharply different factors. First of all, there is the overwhelming majority of teachers, principals, curriculum planners, school superintendents, who are devoted to passing on the knowledge that children need in order to live in our industrialized society. They are not especially imaginative or creative, nor do they often question why they are teaching the things they teach. Their chief concern is with efficiency, that is, with implanting the greatest number of facts into the greatest possible number

of children, with a minimum of time, expense, and effort. (25) On the other hand, there is the minority of humanistically oriented educators who have as their goal the creation of better human beings, or in psychological terms, self-actualization and self-transcendence.

Classroom learning often has as its unspoken goal the reward of pleasing the teacher. Children in the usual classroom learn very quickly that creativity is punished, while repeating a memorized response is rewarded, and concentrate on what the teacher wants them to say, rather than understanding the problem. Since classroom learning focuses on behavior rather than thought, the child learns exactly how to behave while keeping his thoughts his own.

Students, of course, have been steeped in attitudes of extrinsic learning and respond to grades and exams as the chimps responded to the poker chips. In one of the best universities in the country a boy sat on the campus reading a book, and a friend passing by asked him why he was reading that particular book, as it hadn't been assigned. (26) The only reason for reading a book could be the extrinsic rewards that it could bring. In the poker-chip milieu of the university, the question was logical.

(27) The difference between the intrinsic and the extrinsic aspects of a college education is illustrated by the following story about Upton Sinclair. When Sinclair was a young man, he found that he was unable to raise the college tuition. Upon careful reading of the college catalogue, however, he found that if a student failed a course, he received no credit for the course, but was obliged to take another course in its place. The college did not charge the student for the second course, reasoning that he had already paid once for his credit. Sinclair took advantage of this policy and got a free education by deliberately failing all the courses.

(28) The phrase "earning a degree" summarizes the evils of extrinsically oriented education. The student automatically gets his degree after investing a certain number of hours at the university, referred to as credits. All the knowledge taught in the university has its "cash value" in credits, with little or no distinction made between various subjects taught at the university. A semester of basketball coaching, for example, earns the student as many credits as a semester in French philology. Since only the final degree is considered to have any real value, leaving college before the completion of one's senior year is considered to be a waste of time by the society and a minor tragedy by parents.

In the ideal college, there would be no credits, no degrees, and no required courses. A person would learn what he wanted to learn. A friend and I attempted to put this ideal into action by starting a series of seminars at Brandeis called "Freshman Seminars Introduction to the Intellectual Life." (29) In the ideal college, intrinsic education, would be available to anyone who wanted it—since anyone can improve and learn. The student body might include creative, intelligent children as well as adults; morons as well as geniuses. The college would be ubiquitous—that is, not restricted to particular buildings at particular times, and the teachers would be any human beings who had something that they wanted to share with others. The college would be lifelong, for learning can take place all through life. Even dying can be a philosophically illuminating, highly educative experience.

The ideal college would be a kind of educational retreat in which you could try to find yourself; find out what you like and want; what you are and are not good at. People would take various subjects, attend various seminars, not quite sure of where they were going, but moving toward the discovery of vocation, and once they found it, they could then make good use of technological education. The chief goals of the ideal college, in other words, would be the discovery of identity, and with it, the discovery of vocation.

III. Please translate the following passage into English (50 points).

笑是最流动、最迅速的表情，从眼睛里泛到口角边。笑的确可以说是人面上的电光，眼睛忽然增添了明亮，唇吻间闪烁着牙齿的光芒。我们不能扣留住闪电来代替高悬普照的太阳和月亮，所以我们也不能把笑变为一个固定的、集体的表情。经提倡而产生的幽默，一定是矫揉造作的幽默。幽默不能提倡，也是为此。一经提倡，自然流露的弄成模仿的，变化不拘的弄成刻板的。这种幽默本身就是幽默的资料，这种笑

本身就可笑。一个真有幽默的人别有会心，欣然独笑，冷然微笑，替沉闷的人生透一口气。



北京外国语大学 2013 英语专业考研
基础英语模拟试卷（一）参考答案

I. READING COMPREHENSION (60 points).

A. Multiple Choice (36 points).

- (1) 【D】 (2) 【B】 (3) 【B】 (4) 【D】 (5) 【D】 (6) 【C】 (7) 【B】 (8) 【D】 (9) 【B】
(10) 【C】 (11) 【A】 (12) 【B】

B True or False (10 points).

- (13) 【F】 (14) 【F】 (15) 【T】 (16) 【T】 (17) 【F】

C Gap Filling (14 points)

18. 【F】 19. 【H】 20. 【D】 21. 【A】 22. 【E】 23. 【B】 24. 【C】

II. Please read the following passage and translate the underlined parts into Chinese (40 points, 8 points each).

(25) 【参考译文】另一方面，少数人文主义教育者致力于培育更加优秀的人，或从心理学的角度讲，去进

行自我实现和自我超越。

(26) 【参考译文】这时的读书仅仅是为了获得一些外在的回报。在急功近利的大校园里，这个问题完全合乎逻辑。

(27) 【参考译文】下面要讲到的厄普顿·辛克莱尔的故事正好说明了大学教育的内在和外在这两个方面的

差异。

(28) 【参考译文】“挣文凭”这种说法正揭露了大学功利主义教育的弊端。学生在投入了一定的时间后便可以获得所谓学分，而自动换来一个学位。大学所传授的所有知识都有一定的“面值”，科目与科目之间几乎不存在差异。

(29) 【参考译文】在理想的大学中，真正的素质教育应该面向每一个有志于此的人，因为人人都可以进步、都可以学习。学生团体既可以招收富有创造力和高智力的儿童、又可以吸纳成人；既可以有傻瓜、又可以有天才。大学应当是无所不在的，不受时间地点所限。只要有知识与人分享，任何人都可以成为良师。学习无止境，大学也将伴人终生。即便死亡也是哲思的启迪和教益的经验。

III. Please translate the following passage into English (50 points).

【参考译文】(略)