



# 2011 考研英语

## 真题同源阅读 80篇

最新版

许卉艳 李丽君 孙杰 编著

最新时文，真题同源  
考题设置，紧扣大纲  
中文概要，把握主线  
难句剖析，细节点津  
参考译文，加深理解

北京新航道学校考研英语培训教材



H319.4  
912

# 2011 考研英语

## 真题同源阅读 80篇

许卉艳 李丽君 孙 杰 编著  
姜防震 翻译

最新版

最新时文，真题同源  
考题设置，紧扣大纲  
中文概要，把握主线  
难句剖析，细节点津  
参考译文，加深理解

中国出版集团  
中国对外翻译出版公司

**图书在版编目 (C I P) 数据**

考研英语真题同源阅读 80 篇 / 许卉艳, 李丽君, 孙杰  
编著. —北京: 中国对外翻译出版公司, 2010. 3  
ISBN 978-7-5001-2608-9

I. 考… II. ①许…②李…③孙… III. 英语—阅读教学—  
研究生—入学考试—自学参考资料 IV. H319.4

中国版本图书馆CIP数据核字(2010)第053082号

---

出版发行 / 中国对外翻译出版公司

地 址 / 北京市西城区车公庄大街甲4号物华大厦六层

电 话 / (010) 68338545 68353673 68359101

邮 编 / 100044

传 真 / (010) 68357870

电子邮箱 / book@ctpc.com.cn

网 址 / http://www.ctpc.com.cn

策划编辑 / 吴良柱 郭 遐

责任编辑 / 韦 薇 郝伟凡

印 刷 / 三河市东方印刷厂

经 销 / 新华书店

规 格 / 787 × 1092 毫米 1/16

印 张 / 20.625

字 数 / 280 千字

版 次 / 2010 年 4 月第 1 版

印 次 / 2010 年 4 月第 1 次

ISBN 978-7-5001-2608-9

定价: 32.00 元



版权所有 侵权必究  
中国对外翻译出版公司

## 新航道图书编委会

主 任      胡 敏

副主任    [美] John Gordon

委 员    (按姓氏笔画为序)

马朝霞      李传伟      陈采霞      张建宇

张 登      吴 蓉      虎劲钻      郑俊斌

胡 敏      袁 昊      陶 春      顾 强

徐卡嘉      辜 驰      蔡 政      [美] 彭铁城

[美] John Gordon      [英] Pierce Harding

# 前 言

考研英语大纲自 2005 年发生重大变化，阅读理解部分的分值从原先的 50 分增加到 60 分，在整个考研英语中的份量越来越足以决定考研的成败。因此，“得阅读者得天下”。本书由三位一直关注考研命题趋势、有多年考研辅导教材编写经验的高校英语教师精心编写；胡敏老师在把握考研最新动向的基础上，为本书的题目设置提出了很多宝贵的修改建议，使内容得到进一步完善并对本书进行了整体把关。本书集万般努力于一身，旨在帮助广大考生切实提高英语阅读理解能力，打下考研英语阅读理解这半壁江山。本书也可作为拟通过大学英语六级考试的考生提高阅读理解能力的有效辅助教材。

编者通过仔细分析近年考研英语阅读文章，发现文章选材多出自英语时文报刊。鉴于此，本书阅读文章在题源上与考研阅读文章保持一致，均选自国外最近两年出版的英文报刊：《新闻周刊》、《泰晤士报》、《经济学家》、《科学美国人》、《时代周刊》、《纽约时报》、《国际先驱者论坛》、《自然》、《洛杉矶时报》、《新科学家》、《未来学家》、《美国新闻与世界报道》、《财富》、《观察家》、《商业周刊》、《科学》等，既充分保证了选材的时新性和典型性，又保证了文章在题材和体裁上与考研阅读文章的一致性。同时，本书还提供了文章的题目及详细出处，供考生进一步查询、阅读及参考。实践证明，广泛阅读英语报刊文章，有助于学习者真正掌握英语语言表达规律，切实提高语言运用能力。

本书所选文章题材广泛，涉及科普、经济、语言、社会生活、文化、健康、环境、商业等各方面。超纲词和长难句含量贴近真题，贴近大纲；文章组合结构与最新考研大纲完全一致；题目设计严格参照真题的题型模式。

本书包括 16 个 TEST，每个 TEST 分为 Part A 和 Part B。Part A 包括四篇（共 64 篇）多项选择阅读文章，主要锻炼考生理解主旨要义、具体信息、概念性含义，进行有关的判断、推理和引申，根据上下文推测生词的词义等能力；

**Part B** 为一篇（共 16 篇）阅读文章，涉及四种备选题型：选择搭配题、段落排序题、观点与例证和小标题选择题，测试要点是理解文章结构，理解诸如连贯性、一致性等语段特征，锻炼考生分辨论点和论据的能力。

每篇文章的谋篇除应考题目之外，还补充了以下五项内容：1、难词 / 词组释义。对文中出现的重点、难点词汇进行解释，并加注音标，利于考生寓记于读。2、文章概要。简介文章内容，帮助考生了解文章大意及行文逻辑，攻克阅读难点。3、难句分析。针对近年来考研阅读理解的长难句数量增加的趋势，本书从文中选出一些长难句，对其句子结构、理解难点逐一分析，并附有参考译文，以增强考生对难句的驾驭能力，从根本上提高阅读水平。4、题目解析。每道题都明确标注题目考查要点，详细说明解题方法，帮助考生快速理清思路，掌握答题技巧。5、参考译文。每篇阅读文章最后都附有参考译文，帮助考生透彻理解文章，不留任何盲点。

本书编写过程中，三位老师付出了宝贵的时间、大量的精力和辛勤的汗水；本书内容参考并采用了相关期刊杂志及资料，特在此说明并表示感谢。

**编者**

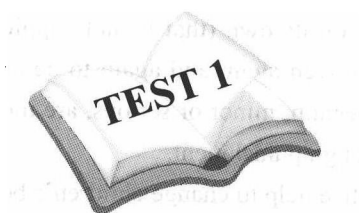
**2010 年 3 月**

# Contents

<b>TEST 1 .....</b>	<b>1</b>
Part A .....	1
Part B .....	16
<b>TEST 2 .....</b>	<b>21</b>
Part A .....	21
Part B .....	36
<b>TEST 3 .....</b>	<b>41</b>
Part A .....	41
Part B .....	56
<b>TEST 4 .....</b>	<b>61</b>
Part A .....	61
Part B .....	75
<b>TEST 5 .....</b>	<b>80</b>
Part A .....	80
Part B .....	95
<b>TEST 6 .....</b>	<b>100</b>
Part A .....	100
Part B .....	116
<b>TEST 7 .....</b>	<b>121</b>
Part A .....	121
Part B .....	136
<b>TEST 8 .....</b>	<b>141</b>
Part A .....	141



Part B .....	156
<b>TEST 9 .....</b>	<b>161</b>
Part A .....	161
Part B .....	175
<b>TEST 10 .....</b>	<b>180</b>
Part A .....	180
Part B .....	194
<b>TEST 11 .....</b>	<b>200</b>
Part A .....	200
Part B .....	215
<b>TEST 12 .....</b>	<b>220</b>
Part A .....	220
Part B .....	234
<b>TEST 13 .....</b>	<b>239</b>
Part A .....	239
Part B .....	254
<b>TEST 14 .....</b>	<b>259</b>
Part A .....	259
Part B .....	275
<b>TEST 15 .....</b>	<b>281</b>
Part A .....	281
Part B .....	296
<b>TEST 16 .....</b>	<b>301</b>
Part A .....	301
Part B .....	317



## Part A

### Directions:

*Read the following four texts. Answer the questions below each text by choosing A, B, C, or D.*

#### Text 1

Thanks to more than 50 years of research, we know how to change children's behavior. In brief, you identify the unwanted behavior, define its positive opposite (the desirable behavior you want to replace it with), and then make sure that your child engages in a lot of reinforced practice of the new behavior until it replaces the unwanted one. Reinforced practice means that you pay as much attention as possible to the positive opposite so that your child falls into a pattern: Do the right behavior, get a reward (praise or a token); do the behavior, get a reward. Real life is never as mechanically predictable as that formula makes it sound, and many other factors will bear on your success—including your relationship with your child, what behaviors you model in your home, and what influences your child is exposed to in other relationships—but, still, we know that reinforced practice usually works.<sup>1</sup> If you handle the details properly, in most cases a relatively brief period of intense attention to the problem, lasting perhaps a few weeks, should be enough to work a permanent change in behavior.

So, yes, you can change your child's behavior, but that doesn't mean you always should. When faced with an unwanted behavior, ask yourself if changing a behavior will really make a worthwhile difference in your child's life and your own. Many unwanted behaviors, including some that disturb parents, tend to drop out on their own, especially if you don't overreact to them and reinforce them with a great deal of excited attention.<sup>2</sup> Take thumb sucking, which is quite common up to age 5. At that point it drops off sharply and continues to decline. Unless the dentist tells you that you need to do something about it right now, you can probably let thumb sucking go.

Now, we're not saying that you should ignore lying or stealing or some other potentially serious misbehavior just because it will probably drop out on its own in good time. There's an important distinction to be made here between managing behavior and other parental motives and duties. Parents punish for several reasons—to teach right and wrong, to satisfy the demands of justice, to establish their authority—that have little to do with changing behavior. You can't just let vandalism go without consequences, and it's reasonable to refuse to put up with even a lesser offense such as undue whining, but don't confuse punishing misbehavior with taking effective



steps to eliminate it. Punishment on its own (that is, not supplemented by reinforced practice of the positive opposite) has been proven again and again to be a fairly weak method for changing behavior. The misbehaviors in question, minor or serious, are more likely to drop out on their own than they are to be eliminated through punishment.

1. How can reinforced practice help to change children's behavior?  
[A] Reinforced practice can eventually replace the unwanted behavior.  
[B] Parents need to define the consequences of unwanted behavior.  
[C] A timely reward can always help to define positive behavior.  
[D] Children can automatically take in reinforced practice as part of their habits.
2. Which of the following may NOT affect the realization of permanent change in behavior?  
[A] Relationship between parents and children.  
[B] What models parents set up at home.  
[C] How much award children are promised.  
[D] How attentive parents are.
3. The example of thumb sucking is cited to prove all the following EXCEPT that \_\_\_\_\_.  
[A] it is unnecessary to correct all unwanted behaviors  
[B] some parents are disturbed by such misbehaviors  
[C] dentists sometimes can be wrong in diagnosing diseases with oral cavity  
[D] as children grow up, some unwanted behaviors might deny themselves
4. According to the author, what attitude should parents take towards lying or stealing?  
[A] Parents can expect such behaviors to drop out on its own.  
[B] Parents should learn to put up with such unwanted behavior.  
[C] Parents can do nothing except relying on the self-reliance of children.  
[D] Parents need to resort to effective steps in order to eliminate such behavior.
5. The author implies that the results of punishment \_\_\_\_\_.  
[A] may not be as profitable as they are expected  
[B] can serve as a supplementary practice to persuasion  
[C] are mostly underestimated by parents  
[D] rely on the nature of misbehavior



### 难词释义

vandalism ['vændəlɪz(ə)m] *n.* 故意破坏, 破坏行为

whining ['waɪnɪŋ] *n.* 哭哭啼啼, 哭嚷



### 文章概要

本文出自 SLATE 2009 年 3 月 27 日一篇题为 “The Messy Room Dilemma—When to Ignore Behavior, When to Change It” 的文章, 作者 Alan E. Kazdin 和 Carlo Rotella。本文主要阐述了家长对孩子负面行为应该持有的态度。习惯上, 家长们总是会竭力纠正或制止从



自己的角度出发不能接受的行为,然而本文作者认为孩子们的某些负面行为是会随着他们的成长而自然终止的。比如许多孩子的一个通病:啃手指甲就会在孩子大概5岁时自然停止。但是象撒谎、偷窃这样的行为的确不容忽视,家长应该采取切实有效的措施,正确引导孩子形成新的正面的行为,取代以前不好的负面行为。

### ★ 难句分析

1. Real life is never as mechanically predictable as that formula makes it sound, and many other factors will bear on your success—including your relationship with your child, what behaviors you model in your home, and what influences your child is exposed to in other relationships—but, still, we know that reinforced practice usually works.

**结构分析:** 本句是“and”和“but”连接的三个并列句,其中第二个并列句包括介词“including”引导的主语补足语,补充说明“many other factors”都包括哪些因素;第三个并列句是主谓宾的结构,“that”引导宾语从句。

**参考译文:** 现实生活从来没有定式可言,许多其他因素会影响到你的成功,包括你与孩子的关系,你在家里的行为模式,以及孩子接触到的其他关系所产生的影响;但尽管如此,我们知道,强化某一行为常常是行之有效的。

2. Many unwanted behaviors, including some that disturb parents, tend to drop out on their own, especially if you don't overreact to them and reinforce them with a great deal of excited attention.

**结构分析:** 本句是包括“if”所引导的条件从句的主从复合句,主句的核心结构为“Many unwanted behaviors...tend to drop out on their own”,介词结构“including some that disturb parents”是主句主语“Many unwanted behaviors”的补足语。

**参考译文:** 许多负面行为,包括那些让父母很不安的行为,往往会自行消失,尤其是那些你没有过度矫正,和那些由于刻意重视反而被强化的行为。

### ★ 题目解析

1. 答案为[A]。细节题。文章首段第二句“...your child engages in a lot of reinforced practice of the new behavior until it replaces the unwanted one”,可见作者认为不断地强化一种新的行为会使其逐渐取代那些不好的行为,这是一个逐步改造和最终替代的过程,因此选择[A]。

2. 答案为[C]。细节题。文章第一段第四句“Real life..., and many other factors will bear on your success...”指出校正孩子的行为也会受到一些其他因素的影响,比如 1) your relationship with your child; 2) what behaviors you model in your home; 3) what influences your child is exposed to in other relationships. 只有选项[C]原文没有提及,因此本题应选[C]。

3. 答案为[C]。推断题。文章第二段首先阐述了家长在制止孩子的某些负面行为时首先要判断这样做是否有意义,因为这些行为往往会自然终止,由此可判断选项[A]和[D]是符合文章原意的,选项[B]与本段第三句话所表达的意思一致,因此只有[C]选项是文章没有提及的,所以本题应选[C]。



4. 答案为 [D]。态度题。文章最后一段首句指出 “...we're not saying that you should ignore lying or stealing...”，也就是我们不应该忽视诸如撒谎、偷窃这样的行为，因为这类行为的性质和前段所列举的小孩子“啃指甲”的坏毛病不同。对于后者，家长可以不干涉，因为这类行为在孩子长大后自然会自然终止，撒谎等行为既然不同于这类行为，就应该重视，并采取有效的方法制止，因此本题选择 [D]。[A] 选项和 [B] 选项都不符合原文的意思；[C] 选项的意思是家长面对此类行为无能为力，显然也与作者的原意相反。

5. 答案为 [A]。推断题。根据文章的最后两句话 “Punishment on its own...for changing behavior.” 以及 “The misbehaviors...are to be eliminated through punishment” 可以得出作者认为许多负面的行为是会自动停止的，相对而言，惩罚常常是行之有效的，因此本题应选 [A]。[B]、[C] 选项与原文意思不符，[D] 选项的内容与文章主题不相关。

### 参考译文

过去 50 多年来的研究成果使我们懂得了该如何改变孩子的行为习惯。简而言之，首先识别孩子的不良行为，而后明确其积极的对立面（即你希望孩子取代坏习惯的理想行为），然后确保孩子不断地强化练习这种新行为，最终使其取代那些不良行为。强化练习是指尽可能更多地关注不良行为的积极对立面，帮助孩子形成这样一种模式：做对了会有奖（口头表扬或给个奖品）；以后按照正确的方式去做了也有奖。现实生活从来没有定式可言，许多其他因素会影响到你的成功，包括你与孩子的关系，你在家里的行为模式，以及孩子接触到的其他关系所产生的影响；但尽管如此，我们知道，强化某一行为常常是行之有效的。如果细节处理得当，大多数情况下，只要对该问题密切关注一段时间（也许需要几周），那么就足以使行为永久改变。

的确，你可以改变孩子的行为，但那不意味着你永远都可以这样做。遇到孩子有不良行为时，问问自己，如果矫正了这种行为，对你和孩子的生活是否真的值得、真的重要。许多不良行为，包括那些让父母很不安的行为，往往会自行消失，尤其是那些你没有过度矫正，和那些由于刻意重视反而被强化的行为。以吮拇指为例，这在 5 岁以下的孩子中是非常常见的。但到 5 岁时就会明显减少，并会持续减少下去。除非牙医对你说有必要立刻制止孩子吮拇指，否则你可以任其发展下去。

以上事实并不是说因为有些坏毛病到一定时候自行消失，所以我们应该无视那些撒谎、偷窃或其他潜在的严重坏行为。这里有必要对矫正习惯和其他父母管教的职责和目的做一个区分。父母惩罚孩子有如下几个原因：教给孩子是非观念，满足正义的要求，建立家长权威，而这些都与改变孩子行为习惯关系不大。我们不能放任不顾后果的破坏行为，而且也有必要拒绝容忍像过分哭闹那样的小小触怒。但是，我们不能把惩罚不良行为与采取有效措施消除不良行为混为一谈。惩罚本身（指没有对不良行为的积极对立面强化训练来加以补充）一次又一次地被证明对改变行为方式收效甚微。那些大家认为的不良行为，无论大小，都更有可能自行改正而不是通过惩罚来消除。



## Text 2

Harvard officials sent shock waves through academia in December 2008 by detailing a new financial-aid policy that will charge families making up to \$180,000 just 10% of their household income per year, substantially subsidizing the annual cost of more than \$45,600 for all but its wealthiest students.<sup>1</sup> The move was just the latest in what has amounted to a financial-aid bidding war in recent years among the U.S.'s elite universities as they try to ease concerns over staggering tuition bills.

Though Harvard is the most generous to date, Princeton, Dartmouth, Yale and Stanford have all launched similar plans to cap tuition contributions for students from low- and middle-income families. Indeed, students on financial aid at nearly every Ivy stand a good chance of graduating debt-free, thanks to loan-elimination programs introduced over the past five years. And other exclusive schools have followed their lead. Williams and Amherst colleges in Massachusetts, North Carolina's Davidson College and Virginia's William & Mary all replaced loans with grants and work-study aid starting last year. And several more schools are joining the no-loan club this fall, including Maine's Bowdoin College and California's Claremont McKenna College. "Applications were up 11% last year," says Davidson president Tom Ross. "That tells us a lot more families now see Davidson as an affordable option."

Even more schools have taken steps to reduce debt among their neediest students. Among them: Caltech, which this year began replacing loans with grants for American students with household incomes below \$60,000, and College of the Holy Cross, which offers free tuition to students from its surrounding community in Worcester, Mass., if their family makes less than \$50,000. And many public and private universities now offer similar packages to state residents who are at or below the federal poverty level of \$21,000 a year for a family of four. "Students' tuition, fees, food, books and a place to live are all covered in full," says Rick Shipman, financial aid director at Michigan State, which has offered a loan-replacement plan since 2005.

But experts caution that families shouldn't expect to see most financial-aid packages rise to the level of Harvard's largesse anytime soon. Over the past few years, Congress has gotten fed up with wealthy schools hoarding their enormous endowments while still regularly raising tuition prices.<sup>2</sup> The average tuition and fees at private four-year colleges rose 14% in the past five years, according to the nonprofit College Board; the increase was 31% at public schools. Fees themselves at many public universities are skyrocketing, even as tuition holds more or less steady. "It's fair to ask whether a college kid should have to wash dishes in the dining hall to pay his tuition when his college has \$1 billion in the bank," U.S. Senators Max Baucus and Chuck Grassley, the leaders of the Senate Finance Committee, wrote last January in a letter to the 136 American colleges with endowments of \$500 million or more.

6. The word "cap" (Line 2, Para. 2) is closest in meaning to \_\_\_\_\_.

[A] limit                      [B] enable                      [C] afford                      [D] expense

7. Students will be exempt from tuition if their household income is lower than \_\_\_\_\_ per



capita.

[A] \$21,000 [B] \$5,000 [C] \$50,000 [D] \$6,000

8. We can learn from the text that the no-loan club \_\_\_\_\_.

[A] is a government organization to supervise the school budget

[B] calls for providing students with free-interest grants and work-study aid

[C] ensures fair play in the fierce competition among higher education units

[D] examines and verifies the qualification of those students who apply for grants

9. According to the text, what is Congress's attitude towards the rising tuition prices?

[A] Indifferent. [B] Supportive. [C] Indignant. [D] Apprehensive.

10. The author intends to show that \_\_\_\_\_.

[A] both public and private universities are making efforts to offer students financial aid

[B] grants and work-study aid can be the best way to help students out of financial difficulties

[C] the rapid increase in tuition prices is beyond control in spite of the enormous endowments

[D] financial-aid policy needs to be uniformed so that low-income students can secure the aid

### ★ 难词释义

hoard [hɔ:d] vt. 贮藏, 秘藏

### ★ 文章概要

本文出自《泰晤士报》2009年3月31日一篇题为“The New Battle over Financial Aid”的文章, 作者 Kathleen Kingsbury。文章指出: 为了应对不断上涨的学费, 有效缓解学生的压力, 以哈佛大学为首的美国各常春藤名校纷纷参加到增加给学生经济资助的行动中来, 它们还自愿组成了“the no-loan club”, 倡导给学生提供无偿的助学金以及半工半读的机会, 以减轻高额学费带给学生的压力, 特别是对于那些家庭收入水平在全国最低收入值之下的学生, 校方更应该减免学费或提供助学金。

### ★ 难句分析

1. Harvard officials sent shock waves through academia in December 2008 by detailing a new financial-aid policy that will charge families making up to \$180,000 just 10% of their household income per year, substantially subsidizing the annual cost of more than \$45,600 for all but its wealthiest students.

结构分析: 本句主干是“Harvard officials sent shock waves...”, 介词短语“by detailing a new financial-aid policy”作状语, 修饰主句谓语, “policy”之后接“that”引导的定语从句, 从句谓语动词“charge”加间接宾语“families”(现在分词结构“making up to \$180,000”做其定语) 和直接宾语“just 10% of their household income per year”, 现在分词结构



“subsidizing ...students”作句子状语，补充说明所筹集资金的用途。

**参考译文：**2008年12月，哈佛大学的校方人士给学术界带来了巨大冲击。他们详细说明了一项新的财政援助政策，那就是要求年收入18万美元以上的家庭缴纳其收入的10%，共计45,600美元用以资助其他来自不富裕家庭的学生。

2. Over the past few years, Congress has gotten fed up with wealthy schools hoarding their enormous endowments while still regularly raising tuition prices.

**结构分析：**本句是简单句，句子主干是“Congress has gotten fed up with wealthy schools”，现在分词结构“hoarding ... raising tuition prices”作后置定语修饰“wealthy schools”。

**参考译文：**在过去的几年里，美国国会已经厌倦了那些富有的学校存有大量捐款的同时仍然不断提高学费的做法。



### 题目解析

6. 答案为[A]。语义题。文章第一段讲到了美国一流学校为了缓减不断上涨的学费给学生带来的压力，努力推行一些经济资助的政策，哈佛大学每年总计给学生补贴\$45,600。第二段接着讲普林斯顿大学、耶鲁大学、斯坦福大学都通过类似政策帮助学生，由此可以推测“cap tuition contributions”与哈佛大学的做法是一致的，所以应该是“限额收取”的意思，也就是减免部分学费，缓解学生压力，因此本题应该选择[A]。选项[B]“使能够”，与原文意思不符；[C]“支付”和[D]“花费”都与原文意思恰好相反，因此均不正确。

7. 答案为[B]。细节题。根据文章第三段第三句话可以知道大多数公立和私立的大学会免除学生的学费，前提是他的家庭（以四人家庭为例）年收入相当于或低于全国最低收入水平：\$21,000，由此通过简单的运算，很容易得出免除学费的条件是人均家庭收入是[B]。

8. 答案为[B]。细节题。根据文章第二段第5句可以看出越来越多的学校自愿加入了“the no-loan club”，而“no-loan”的含义在前一句话中可以找到解释，即这一组织号召学校取消贷款，代之以助学金和半工半读的资助方式，因此本题应该选[B]。选项[A]是说该组织是主要管理学校财政的政府机构，显然不正确，因为它是各高校自愿联合的组织；选项[C]是讲该组织的主要任务是确保各高校公平竞争，这在原文也没有提到。选项[D]是该组织主要审查申请助学金的学生是否符合条件，显然也是不正确的。

9. 答案为[D]。态度题。本题问的是文章最后一段提到的国会对于不断上涨的学费所持的态度。通过原文对国会观点的描述，如：“Congress has gotten fed up with wealthy schools hoarding their enormous endowments while still regularly raising tuition prices”以及参议员 Max Baucus 和 Chuck Grassley 的观点，他们也认为在学校资金充足的情况下，不应该再让学生们靠打工缴学费，我们可以判断国会和参议员们对高昂学费的态度是忧虑的，担心的。所以[D]是正确的。本题最容易误选的是[C]。[C]的含义是“愤怒的”，有点言过其实。选项[A]“漠不关心的”，[B]“支持的”，都与原文意思不符。

10. 答案为[A]。主旨题。本文首段的最后一句话点明了全文的主题：各高校在积极寻找有效途径，缓解学生的经济压力。此外，作者在文章中例举了多所高校以及相应的资金数量来具体讲述经济资助的情况，所以本题应该选择[A]。[B]选项的“助学金和半工半读”在原文虽然有所提及，但并没有说它们是帮助学生走出经济困境最好的办法。[C]选项“尽



管学校收到的赞助不断增多,但是学费也还是一直在上涨”,这在原文最后一段中提到,但并不是本文的主要内容。[D]选项的内容原文没有提到,所以也不正确。

## 参考译文

2008年12月,哈佛大学的校方人士给学术界带来了巨大冲击。他们详细说明了一项新的经济援助政策,那就是要求年收入18万美元的学生家庭每年缴纳其收入的10%、共计45,600美元用来资助其他来自不富裕家庭的学生。近几年为了缓解不断上涨的学费给学生带来的压力,美国名牌大学几乎是在进行一场经济援助竞拍战,哈佛大学此举不过是这场战争里的最新举措。

虽然哈佛大学是迄今为止最慷慨的,普林斯顿大学、达特茅斯大学、耶鲁大学和斯坦福大学也都已经推出了类似计划,限额收取捐款来资助低收入和中等收入家庭学生的学费。的确,由于过去5年里推行的免除贷款项目,几乎每个常春藤名校享有经济援助的学生都很有可能毕业时没有债务。其他贵族学校也纷纷仿效。马萨诸塞州的威廉姆斯大学和阿姆斯特大学、北卡罗来纳州的戴维森大学、弗吉尼亚州的威廉玛丽大学都从去年开始提供无偿助学金和勤工俭学援助来代替贷款。今年秋天,又有几个学校加入了这个“无贷款俱乐部”,包括缅因州的鲍登大学和加利福尼亚州的克莱蒙特·麦肯纳学院。“去年的入学申请增加了11%,”戴维森大学校长汤姆·罗斯说,“这告诉我们现在越来越多的家庭认为戴维森大学是他们可以负担的一个选择。”

更多的学校已经采取措施减少最贫困学生的债务。这其中包括加州理工大学和圣十字大学:前者从今年开始为家庭年收入6万美元以下的美国学生提供免费助学金,以此来代替过去的贷款;后者位于马萨诸塞州伍斯特市,免除家庭年收入低于5万美元的当地学生的学费。很多公立和私立大学现在都为本州居民提供类似的经济援助一揽子计划,前提是他/她的家庭(以四口之家为例)年收入相当于或低于全国最低收入水平:2.1万美元。“学生的学费、杂费、伙食、书本和住宿全部都包括了”,密歇根州的经济援助负责人瑞克·希普曼如是说。密歇根州自2005年以来一直在提供一个取代贷款的经济援助项目。

但专家指出,美国家庭不应该指望大多数经济援助一揽子计划近期会上涨到哈佛大学的慷慨程度。在过去的几年里,美国国会已经厌倦了那些富有的学校存有大量捐助的同时仍然不断提高学费的做法。根据非盈利性的大学委员会给出的数据,在过去5年里,四年制私立大学的平均学杂费上涨了14%;而公立大学的平均学杂费则上涨了31%。尽管学费差不多保持稳定,但是很多公立大学的杂费却在暴涨。“当一个大学的银行存款有10亿美元时,我们有理由考虑学生是否应该通过在食堂洗盘子挣钱来付学费这个问题。”去年1月在一封写给136所捐款为5亿美元以上的美国大学的信中,参议院财政委员会的领导马克斯·鲍卡斯和查克·格拉斯里写道。



## Text 3

MANY will know that the word “muscle” comes from the Latin for “mouse”. But what about “chagrin”, derived from the Turkish for roughened leather, or scaly sharkskin. Or “lens” which comes from the Latin “lentil” or “window” meaning “eye of wind” in old Norse? Looked at closely, the language comes apart in images, like those strange paintings by Giuseppe Arcimboldo where heads are made of fruit and vegetables.

Not that Henry Hitchings’s book is about verbal surrealism. That is an extra pleasure in a book which is really about the way the English language has roamed the world helping itself liberally to words, absorbing them, forgetting where they came from, and moving on with an ever-growing load of exotics, crossbreeds and subtly shaded near-synonyms.<sup>1</sup> It is also about migrations within the language’s own borders, about upward and downward mobility, about words losing their roots, turning up in new surroundings, or lying in wait for their moment.

All this is another way of writing history. The Arab etymologies of “saffron”, “crimson” and “sugar” speak of England’s medieval trade with the Arab world. We have “cheque” and “tariff” from this source too, plus “arithmetic” and “algorithm”—just as we have “etch” and “sketch” from the Dutch, musical terms from the Italians and philosophical ones from the Germans. French nuance and finesse are everywhere. At every stage, the book is about people and ideas on the move, about invasion, refugees, immigrants, traders, colonists and explorers.

This is a huge subject and one that is almost bound to provoke question-marks and explosions in the margins—soon forgotten in the book’s sheer sweep and scale. A balance between straight history and word history is sometimes difficult to strike, though. There is a feeling, occasionally, of being bundled too fast through complex linguistic developments and usages, or of being given interesting slices of history for the sake.<sup>2</sup> But it is churlish to carp. The author’s zest and grasp are wonderful. He makes you want to check out everything—“carp” and “zest” included. Whatever is hybrid, fluid and unpoliced about English delights him. English has never had its Académie Française, but over the centuries it has not lacked furious defenders against foreign “corruption”. There have been rearguard actions to preserve its “manly” pre-Norman origins, even to reconstruct it along Anglo-Saxon lines: “wheel-saddle” for bicycle, “painlore” for pathology. But the omnivorous beast is rampant still. More people speak it as their second language than as their first. Forget the language of Shakespeare. It’s “Globish” now, the language of aspiration. No one owns it, a cause for despair to some. Mr. Hitchings admits to wincing occasionally, but almost on principle he is more cheerful than not.

11. This text is possibly taken from \_\_\_\_\_.

[A] a book review

[B] a linguistic coursebook

[C] an interview with the author

[D] the foreword of the book

12. The underlined words “this source” (Line 3, Para. 3) probably means \_\_\_\_\_.

[A] philosophical teachings

[B] arithmetic coursebooks

[C] cross-nation business

[D] the Arab etymologies