



王迈迈英语

英语有品牌 认准王迈迈

2007 最新考研英语 阅读理解160篇

考研命题研究组 编

特别关注最新考研大纲新题型

——重新排序题 概括大意题

中国致公出版社



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丛书主编 王迈迈 本册主编 夏少芳 本册副主编 郭艳萍 邹燕
编者 董春枝 许铁楠 姜奕 徐江 王翼 王习惠 陈萍 曹永浩

特别关注最新考研大纲新题型

——重新排序题 概括大意题

一举突破阅读理解五大题型

- 1、多项选择题
- 2、选择搭配题
- 3、重新排序题
- 4、概括大意题
- 5、英汉翻译题

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Preface

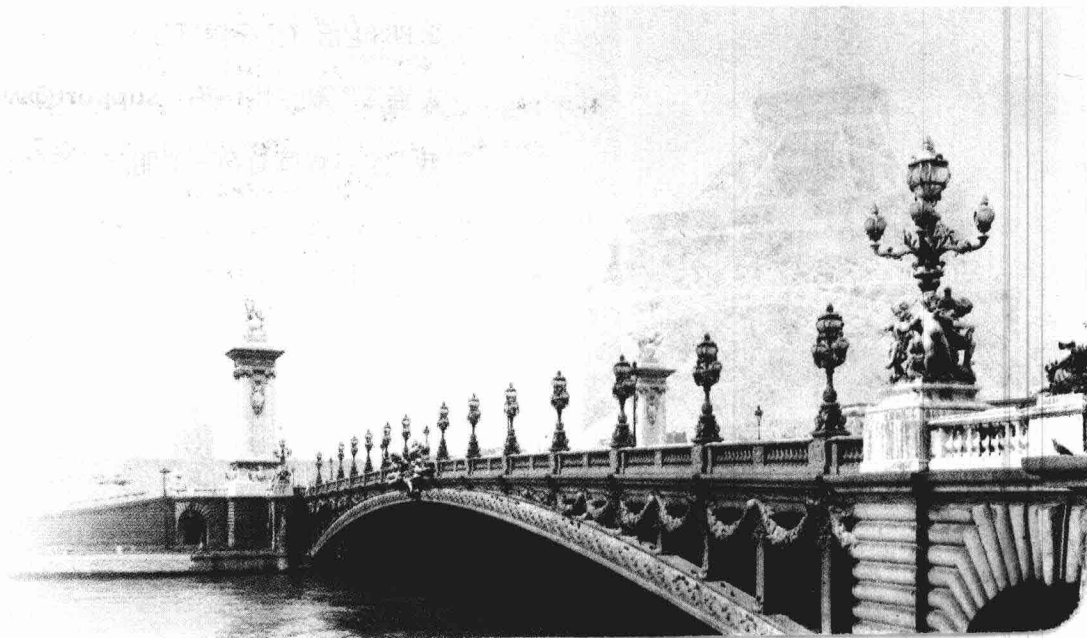
前言

最近一个时期，有两句话非常热门，一是“细节决定成败”，一是“准备决定一切”。笔者深有同感。要做大事，要打大仗，要参加一次可能会改变自己命运的考试，一定要有充分的准备，一定要有周密的安排，这样才能收到事半功倍的效果。可是，怎样才是充分的准备和周密的安排呢？比如考研准备，报名之后便万事大吉，不看任何书、不做任何题固然不可取，但整天抱着砖头厚（甚至比砖头还厚）的宏篇巨著，整天泡在无边无际的题海里，忙得昏天黑地，累得精疲力竭，恐仍会捉襟见肘，甚至得不偿失！

每一位考研学子的时间都是宝贵的！让每一位朋友用最少的时间，做好最充分的准备，用最小的代价，得到最丰厚的回报，是我们这套**王迈迈2007考研丛书**的最大心愿。本套丛书包括：

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Preface

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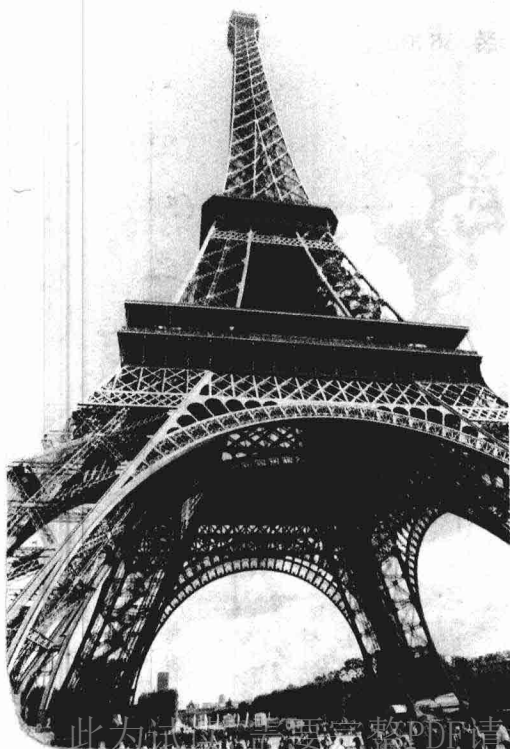
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编者

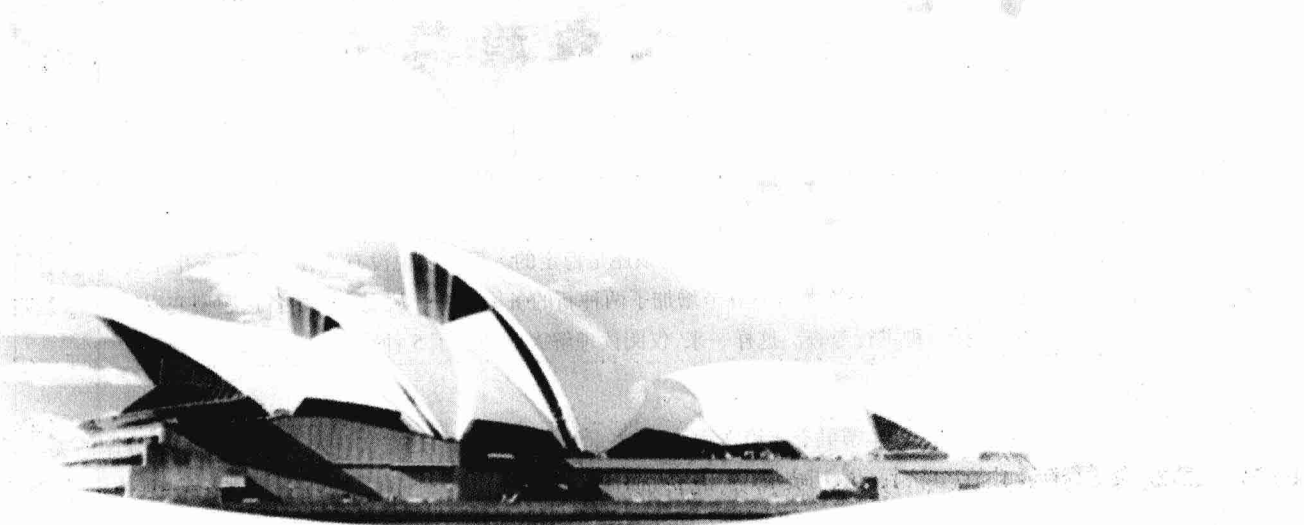


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第一章

最新考研英语



阅读理解命题趋势与应试技巧



一、命题趋势

阅读理解在整个考研英语试卷中的重要性无论怎样强调都不为过。100分的试卷,阅读理解竟占60%,阅读理解考得好与坏将决定考研英语的成与败。

两年来,考研英语试卷的题型、题量以及难易度总体上说应该还是稳定的。但不能说没有变化。这种变化主要就是阅读理解题的变化。2006年的考研英语大纲对阅读理解大题的B节增加了两种新的备用题型。从现在开始备选题型变成三种。以后每次考试都将从这三种备选题型中选择一种进行考查。这样一来,仅阅读理解大题便有了5种题型:

① 传统题型

这是阅读理解的主力题型,是A节。本节共有4篇文章,每篇文章约400词左右,这些文章大多取材于英、美等国的英语原版报刊杂志或图书,其内容涉及政治、经济、文化、历史、科学等方方面面。这类题目侧重考查考生理解主旨要义、具体信息、概念性含义,进行有关的判断、推理和引申以及根据上下文推测生词的词义等的能力。每篇文章后一般都有5个问题,每个问题均有4个选项,要求从4个选项中选出一个正确答案。阅读理解题基本上都是每小题2分,A节共有20题,总分40。可以看出,阅读理解大题是整个试卷的“重头戏”,而A节则是重中之重。

② 选择搭配题

这是阅读理解大题的B节,也是考研英语试卷题型改革的热点。2005年新增这种题型,2006年的大纲进一步改革,为此题型再配两种新的题型,使B节有了三种题型可供选择。选择搭配是一篇500-600词的英语文章,文章的长度比A节的传统题型多了 $\frac{1}{3}$,题材应该和A节不会有大的出入,也将是包罗万象,涉及社会生活、自然科学等方方面面。比如2005年的大纲给出的样题是一篇有关化石和生物进化的文章。2005年考研试卷是有关加拿大医疗保健方面的文章。2006年的考研试卷则是一篇由美国专栏作家写的有关美国赌博业对赌徒的危害方面的文章。文章中一般留有5段空白,文章后有6-7段文字,要求考生根据文章内容从这6-7段文字中选择正确答案,放进文章中5个空白处。这类题目对考生可能比较陌生,其命题重点是考查考生对连贯性、一致性等语段特征以及文章结构的理解,它要求考生不仅要读懂文章,而且要把握全文的篇章结构。此题共5小题,每小题2分,共计10分。

③ 重新排序题

此题是2006年考研大纲的新增题型。也是阅读理解B节的备用题型,此题型到目前为止还未正式在考研试卷中出现过。从大纲给出的样题可以看出,这是一篇600词左右的文章:市政府正在召开各部门负责人研讨会,一位警察局警长正在发言。如何把这几段发言的文字组成一篇通顺、完整、前后连贯的文章,需要考生首先读懂、理解这几段文字,理解后才能发现各段之间的逻辑关系。再看样题的逻辑顺序:第一段在开会,第二段警长发言,说“真地遇到了一个如何激励警员的难题”,但他并未在第二段把他的难题说出来,而是先赞扬了他手下的警员,说他们在外出警表现还不错。第三段开始转折,但一回到警察局,问题就来了……

这样的题型,可以看出对考生的要求提高了,换句话说,题目的难度更大了。考生做这类题型时,应反复揣摩文章的内容,可以多排列几种可能的顺序,看哪一种最合情合理,直至最终找到圆满的答案。

④ 概括大意题

此题也是2006年考研大纲新增题型,此题和选择搭配题与重新排序题一起,被大纲列为阅读理解B节的三种备选题型。此题是一篇长约500词的文章,题目给出了6-7个概括句或小标题。考生需从这6-7个选项中选出5个正确答案,放入文章中的5个空白处。概括大意题和重新排序题一样,也从未在考研试卷中出现过。这种题型主要考查的是考生把握主旨大意、进行概括总结,区分论点、论据,把握论点、论据一致性的能力。

⑤ 英译汉

英译汉是一道翻译题。考研英语试卷将此题并入阅读理解大题,其目的是测试考生根据上下文准确理解英文句子并用汉语正确表达的能力。该题是一篇约400词的英语文章,文内有5个划线部分,约150词,题目要求考生阅读这篇400词的文章并将5



个划线部分译成汉语,要求译文准确、完整、通顺。

英译汉共有 5 个划线的句子,每句话平均在 30 词左右,这些句子不仅词多句长,而且结构一般都比较复杂,命题者就是要通过这些来考查考生的语法及词汇知识,以及正确理顺句子各部分关系的能力。



二、应试技巧



(一) 阅读理解基本答题技巧

① 略读 (skimming)

略读是常用的阅读方法之一,其主要特征是选择性地阅读。通常的阅读要求看到每一个词,每次注目看 1-2 个词。略读不需要看到每一个词,眼睛跳动的频率和幅度都有较大的提高,有时甚至从上一行跳到下一行。略读不可能使你对所读内容全部了解,但是你能大大地提高阅读速度,也能获得大量的信息。

略读的主要作用是了解文章的大意。经过略读之后,你对所读内容已经有了大致的了解,再仔细阅读,这时你的印象会更深刻,理解更透彻。

大部分读者不需要正规的训练和指导就可以进行略读。但是有意识地训练会大大地提高你的略读速度和效率。进行略读训练的最简单的方法是强迫自己在规定的时间内读完某一篇文章,开始训练时,可以把略读速度定为平常阅读的 5/4 倍,以后逐步提高。略读的关键是增加眼跳的幅度,高度集中注意力,努力捕捉那些能引起注意或者你认为重要的内容。

② 扫读 (scanning)

扫读是以最快的速度扫视所读材料,在找到所需信息时才仔细阅读该项内容。如查找某个人名、地名、时间、地点等,也即在寻找特定信息、寻找具体事实、寻找答题所需内容时均可用这种方法。

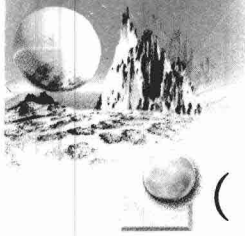
③ 研读 (study reading)

研读就是仔细阅读,对文章有透彻深刻的理解。根据考题,运用上下文、逻辑关系、背景知识进行判断和推论。对难句的理解和翻译可用这种方法。



(二) 阅读理解三种新题型答题技巧

这是研究生英语考试阅读理解题变化最大的一部分。自 2005 年考试起,原来的 B 节英译汉变成 C 节的测试内容,B 节主要用来考查考生对诸如连贯性、一致性等语段特征及文章结构的理解。而与最新的考试大纲相比可知,B 节的考查目的及宗旨并未发生显著变化,但考查的形式变得更多样化,有 3 种备选题型。测试的载体仍然是一篇 500~600 词的文章,除 2005 年已考过的选择搭配题型外,新增两种备选题型:段落排序和给文段配标题或给标题配文段。对于选择搭配题型,可先通读全文,大致猜想空缺信息应是什么内容,再浏览题中提供的文段,掌握其含意,有的放矢地进行选择,排除掉与文章关联不大的两段文字,最后把预选文段一一放进空白处,看是否真正实现了语意连贯,完整和紧凑。对于段落排序题,可先掌握已给出的 2~3 个段落的大意,再浏览其余文段,了解大意,进行比较、排序。对于文段和标题的匹配题型,弄清文段的大意及标题的含义当然是至关重要的,在此基础上,才能进行逻辑判断及推理,得出正确的答案。



(三) 英译汉答题技巧

新大纲要求在一篇近400词的文章中用下划线标出5个长句,要求考生用精确地道的汉语进行翻译。从词汇和句法的要求上看,词汇要根据上下文的段落内容确定词性和词义,主观臆断容易造成理解的误区;而复杂长难句仍然是考生面对的最大障碍,考生需要具备较强的从句句法知识,迅速拆分长句,确定主谓宾,再将定语从句、状语从句、同位语从句、平行结构、倒装结构、分词、代词指代、被动语态、特殊句型、词组一一击破。汉语表达的流畅性、准确性和灵活性也是得分的关键。

考研英语对英译汉译文的要求是目前公认的翻译的两条标准,即准确、通顺。

英译汉大体可以分为:理解、汉语表达和深化三个步骤。

① 理解

理解是准确表达的前提。考研英语英译汉试题出现在阅读理解的短文中,因此,考生应先读短文,做阅读理解试题,进而吃透文章大意,理解文章内容以及某些内在的联系,然后再重点研究划线的句子。原则上应根据英语语法来分析句子的结构,辨明主、谓和其它成分,辨明句子的类型,如果是并列复合句或主从复合句,要弄清各个分句间以及主、从句之间的关系。必要时也需要联系上下文来分析和理解。要注意整个句子的语气和语态,对同位语、不定式短语、独立主格句等语法形式在句中所处的地位、所起的作用以及和其他词语的关系也同样必须认识清楚,即使是一个逗号,一个破折号也不可忽视。

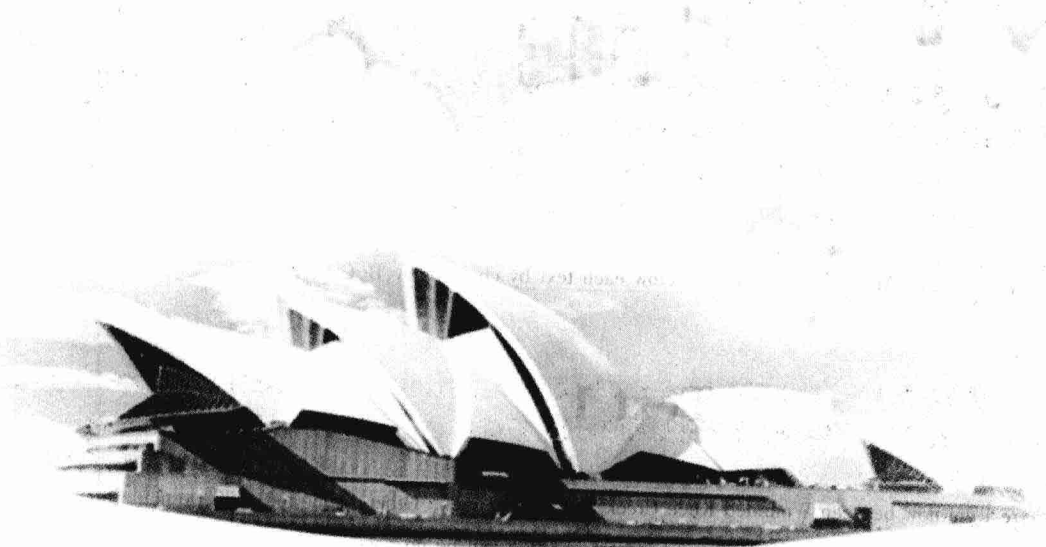
② 汉语表达

考生在对上述深刻理解的基础上,即可着手将仔细推敲过的划线部分用规范纯正的汉语准确通顺地表达出来。在这一阶段,要求考生对译文词语顺序的安排,语气、时态与语态的表达,以及复合句的结构和虚词的使用等方面都应尽量符合汉语的语法规则和修辞习惯。当原文的表达方式不符合汉语习惯时,译文在忠实于原文的同时,要特别注意不拘泥于原文的表达形式,不受原文句法的限制和影响。为了避免重复、累赘和歧义,在不影响原意的前提下,恰当地略去个别词语而不译或添加一些说明性词语或改换说法都是允许的,甚至是必要的。逐字对译或死抠原文,对原文不敢稍加变动,都是不可取的。

③ 深化

考生将划线部分用汉语表达出来之后,应对照原文进行仔细的核查,对译文进一步进行推敲。如有漏译或错误之处应及时订正。然后脱离原文对译文进行复校,看是否符合汉语语法,是否通顺,句意是否合乎道理,如果句意讲不通,就须重新分析句子,直到句子讲通,合乎逻辑和常识为止。最后需提醒考生的是,应特别注意书写工整,字迹清晰,卷面整洁。

对于考研翻译的准备,考生还要在精确理解历年真题的基础上有意识地增加翻译练习,提高自己的推理判断能力和中文表达熟练程度,不要学了英语而忽略了母语的运用。此外,在学习时要灵活掌握增词法、减词法、变换法、肯否表达法、分合法和省略法等基本翻译技巧。要让翻译成为考研英语中的得分题型,而不是被动地全盘放弃。



第二章

最新考研英语



阅读理解160篇



Unit 1

Part A

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

Text 1

I came to live here where I am now between Wounded Knee Creek and Grass Creek. Others came too, and we made there little gray houses of logs that you see, and they are square. It is a bad way to live, for there can be no power in a square.

You have noticed that everything an Indian does is in a circle, and that is because the Power of the World always works in circles, and everything tries to be round. In the old days when we were a strong and happy people, all our power came to us from the sacred hoop of the nation, and so long as the hoop was unbroken, the people flourished. (The flowering tree was the living center of the hoop, and the circle of the four quarters nourished it. The east gave peace and light, the south gave warmth, the west gave rain, and the north with its cold and mighty wind gave strength and endurance. This knowledge came to us from the outer world with our religion.

Everything the Power of the World does is done in a circle. The sky is round, and I have heard that the earth is round like a ball, and so are all the stars. The wind, in its greatest power, whirls. Birds make their nests in circles, for theirs is the same religion as ours. The sun comes forth and goes down again in a circle. The moon does the same, and both are round. Even the seasons form a great circle in their changing, and always come back again to where they were. The life of a man is a circle from childhood to childhood, and so it is in everything where power moves. Our tepees were round like the nests of birds, and these were always set in a circle, the nation's hoop, a nest of many nests, where the Great Spirit meant for us to hatch our children.

But the Wasichus have put us in these square boxes. Our power is gone and we are dying, for the power is not in us any more. You can look at our boys and see how it is with us. When we were living by the power of the circle in the way we should, boys were men at twelve or thirteen years of age. But now it takes them very much longer to mature.

- From the passage, we can see that the Indians _____.
A. don't have modern facilities in their homes
B. are content to live where they are
C. are strongly dissatisfied with their present status
D. are demanding better housing conditions
- To the narrator, roundness stands for _____.
A. a future better life
B. the past glorious life
C. the past achievements of the Indians
D. nature around the Indians
- In the third sentence of paragraph 2, the "four quarters" refers to _____.
A. the four corners of the Indians' houses
B. the four elements that are believed to make up everything
C. the four seasons
D. the four directions
- In the first sentence of paragraph 4, "Wasichus" probably refers to _____.
A. the Indian's enemies
B. the white men
C. the Great Spirit
D. the Power of the World
- What is the narrator's feeling about their present living?
A. discontentment
B. pleasantness
C. anger
D. no feeling



Text 2

The Supreme Court's recent decision (allowing regional interstate banks) has done away with one ^{限制} restriction in America's banking operation, although many others still remain. Although the ruling does not apply to very large money - center banks, it is a move in a liberalizing direction that could at last push Congress into framing a sensible legal and regulatory system that allows banks to plan their future beyond the next court case.

The restrictive laws that the courts are interpreting are mainly a ⁴⁴⁰ legacy of the bank failures of the 1930's. The current high rate of bank failure—higher than at any time since the Great Depression—has made ^{立法者} legislators afraid to remove the restrictions. While their legislative timidity is understandable, it is also mistaken. One reason so many American banks are getting into trouble is precisely that the old restrictions make it hard for them to build a domestic base (large and strong enough) to support their activities in today's telecommunicating, round - the - clock, around - the - world financial markets. In trying to escape from this restrictions, banks are taking (enormous, and what-should-be-unnecessary) risks. For example, would a large bank be buying small, failed savings banks at inflated prices if federal law and states regulations permitted that bank to expand instead through the acquisition of financially healthy banks in the region? Of course not. The solution is clear. American banks will be sounder when they are not geographically limited. The house of Representative's banking committee has shown part of the way forward by recommending commonsense, though limited, legislation for a five - year transition to nationwide banking. This would give regional banks time to group together to form counterweights to the big money - center banks. Without this breathing space the big money - center banks might soon extend across the country. But any such legislation should be regarded as only a way station on the road towards a complete examination of American's suitable banking legislation.

6. The author's attitude towards the current banking laws is best described as one of ____.

- A. concerned dissatisfaction B. tolerant disapproval C. uncaring indifference D. great admiration

7. Which of the following best describes why the restrictive banking laws of the 1930's are still on the book?

- A. The bank failures of the 1930's were caused by restrictive courts.
B. Banking has not changed in the past 50 years.
C. The banking system is too restrictive, but no alternatives have been suggested. ✓
D. ✓ Legislators apparently believe that banking problems similar to those of the Depression still exist today.

8. The author argues that the change to a nationwide banking systems should be ____.

- A. ✓ gradual so that regional banks have a chance to compete with larger banks
B. postponed until the consequences can be evaluated
C. immediate because we cannot afford any more bank failures
D. ✓ accelerated to overcome legislative fear

9. Which of the following best expresses the main idea of the passage?

- A. The current banking law must be interpreted by the Supreme Court to be useful to today's banks.
B. ✓ Although there are currently many bank failures, the nature of banking has not really changed that much.
C. ✓ Money-center banks currently have too much power as compared with the regional banks.
D. Because current laws are not responsive to contemporary banking needs, banks have been forced to take needless and dangerous risks.

10. In the first sentence of paragraph 2, "interpreting" probably refers to ____.

- A. according to B. explaining C. carrying on D. doing away

Text 3

Advertising is a form of selling. For thousands of years there have been individuals who have tried to persuade others to buy the food they have produced or the goods they have made or the services they can perform.

But the mass production of goods resulting from the Industrial Revolution in the 19th century made person - to - person selling less efficient than it previously was for most products. The mass distribution of goods that followed the development of rail and highway systems made person - to - person selling too slow and expensive for almost all companies. At the same time, however, a growth in mass communication occurred first in newspapers and magazines, then radio and television that made mass selling possible. Advertising, then, is merely

selling or salesmanship functioning in the paid space or time of various mass communication media.

The objective of any advertisement is to convince people that it is in their best interests to take an action the advertiser is recommending. The action may be to purchase a product, go to a showroom to try the product, use a service, vote for a political candidate, make a contribution, or even to join the army. Like any personal salesperson, the advertisement tries to persuade. The decision is the prospect's.

While advertising brings the economies of mass selling to the manufacturer, it produces benefits for the consumer as well. Some of those economies are passed along to the purchaser so that the cost of a product sold primarily through advertising is usually far less than that of one sold through personal salespeople. Advertising also brings people immediate news about products that have just come on the market. Finally, advertising pays for the programs on commercial television and radio and for about two thirds of the cost publishing magazines and newspapers.

11. Person-to-person sale failed to meet the need ____.

- ☒ A. when the Industrial Revolution started
- ☐ B. when goods began to be produced in great quantities
- ☐ C. because trains replaced men in carrying goods around
- ☐ D. as attention was shifted from distribution to production

12. From the last sentence of the second paragraph we learn ____.

- ☐ A. advertising is not different from person-to-person selling in substance
- ☒ B. advertising extends sales promotion to a larger area
- ☐ C. advertising has greatly improved the production of goods
- ☐ D. it is very expensive to advertise a new product

13. By saying that "the decision is the prospect's", the author means ____.

- ☐ A. advertisement often persuades people to buy what they don't really want
- ☒ B. advertisement can never really influence people's ability to decide
- ☐ C. whether to buy an advertised product is up to the customer
- ☐ D. the effect of an advertisement on the public is difficult to determine

14. The last paragraph is mainly about ____.

- ☒ A. the cost of advertising a product
- ☐ B. the effect of advertisement on people's lives
- ☐ C. the benefits advertisement brings
- ☐ D. various media for advertising products

15. Which statement is right according to the passage?

- ☒ A. We don't need person-to-person selling any more.
- ☐ B. Since the Industrial Revolution, person-to-person selling disappeared.
- ☐ C. Advertising pays for about two thirds of the cost of the programs on commercial television and radio.
- ☐ D. Advertising pays for about two thirds of the cost of publishing magazines and newspapers.

Text 4

The economic expansion prompted by the Second World War triggered a spectacular population boom in the West. Of course, the region was no stranger to population booms. Throughout much of its history, western settlement had been characterized by spurts, rather than by a pattern of gradual and steady population growth, beginning with the gold and silver rushes of the 1850's and 1860's.

The decade after the First World War—the 1920's—witnessed another major surge of people pouring into the West, particularly into urban areas. But the economic depression of the 1930's brought this expansion to a halt; some of the more sparsely settled parts of the region actually lost population as migrants sought work in more heavily industrialized areas. By 1941, when the United States entered the Second World War and began to mobilize, new job opportunities were created in the western part of the nation.

If the expansion of industries, such as shipbuilding and aircraft manufacturing, was most striking on the Pacific coast, it also affected interior cities like Denver, Phoenix, and Salt Lake City. Equally dramatic were the effects of the establishment of aluminum plants in Oregon and Washington and the burgeoning steel industry in Utah and California. The flow of people into these areas provided an enormous impetus to the expansion of the service industries—banks, health care services, and schools. Although strained to the limit by the influx of



newcomers, western communities welcomed the vast reservoir of new job opportunities. At the same time, the unprecedented expansion of government installations in the West, such as military bases, created thousands of new civilian openings. As land had served as a magnet for western migrants in the late nineteenth century, so wartime mobilization set in motion another major expansion of population. Indeed, it could be said that the entire western United States became a giant boomtown during the Second World War. This was especially true of California. Of the more than eight million people who moved into the West in the decade after 1940, almost one-half went to the Pacific coast. In fact, between 1940 and 1950, California's population surged by more than three million people.

16. What is the main point of the passage?

- ☐ A. California dominated the economic growth of the West during the Second World War.
- ☐ B. Industrial growth during the 1940's attracted large numbers of people to the West.
- ☐ C. The military drew people away from civilian jobs during the 1940's.
- ☒ D. The West experienced gradual and steady economic growth from 1900 to 19

17. Why does the author mention "the gold and silver rushes of the 1850's and 1860's" in the first paragraph?

- ☐ A. As causes of gradual population growth.
- ☐ B. As contrasts to later patterns of population growth.
- ☐ C. As illustrations of a market economy.
- ☒ D. As examples of western population booms.

18. Which of the following statements about the shipbuilding industry is suggested by the passage?

- ☐ A. It came into being during the First World War.
- ☐ B. Many new shipbuilding yards were established on the Pacific coast during the 1940's.
- ☒ C. Denver was considered to be a poor location for shipbuilding factories.
- ☐ D. Shipbuilding was the dominant industry in Oregon and Washington.

19. According to the passage, what was one result of the building of new military bases in the West in the 1940's?

- ☐ A. Military bases in other parts of the United States were closed.
- ☐ B. Many settlers were forced off their land.
- ☒ C. Many civilian jobs were created.
- ☐ D. The cost of living rose sharply in California and other western states.

20. It can be inferred from the passage that the principal cause of California's population surge between 1940 and 1950 was _____.

- ☐ A. the increased availability of land
- ☐ B. people's desire to live in a warm, coastal climate
- ☒ C. the industrial mobilization necessitated by the Second World War
- ☐ D. overcrowding in urban areas in other regions of the United States

Part B

Directions: In the following article, some sentences have been removed. Choose the most suitable one from the list A—G to fit into each of the numbered blank. There are two extra choices, which do not fit in any of the gaps.

Of all the areas of learning the most important is the development of attitudes. Emotional reactions as well as logical thought processes affect the behavior of most people.

"The burnt child fears the fire" is one instance; another is the rise of despots like Hitler. Both these examples also point up the fact that attitudes stem from experience. In the one case the experience was direct and impressive; in the other it was indirect and cumulative.

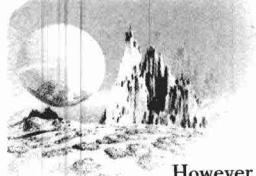
1. _____.

The classroom teacher in the elementary school is in a strategic position to influence attitudes. This is true partly because children acquire attitudes from those adults whose word they respect.

2. _____ [To a child who had previously acquired little knowledge of Mexico, his teacher's method of handling such a unit would greatly affect his attitude toward Mexicans.]

The media through which the teacher can develop wholesome attitudes are innumerable. [Social studies (with special reference to races, creeds and nationalities), science matters of health and safety, the very atmosphere of the classroom...]

3. _____.



However, when children come to school with undesirable attitudes, it is unwise for the teacher to attempt to change their feelings by cajoling or scolding them. She can achieve the proper effect by helping them obtain constructive experiences.

[To illustrate, first grade pupils afraid of policemen will probably alter their attitudes after a classroom chat with the neighborhood officer in which he explains how he protects them.] 4. _____

[Finally, a teacher must constantly evaluate her own attitudes, because her influence can be deleterious (对身心有害的) if she has personal prejudices.] 5. _____

A. Another reason it is true that pupils often delve somewhat deeply into a subject in school that has only been touched upon at home or has possibly never occurred to them before.

B. This is especially true in respect to controversial issues and questions on which children should be encouraged to reach their own decisions as a result of objective analysis of all the facts.

C. The pupils need their teachers' guide at any time, and only in this way can they avoid making mistakes.

D. In the same way, a class of older children can develop attitudes through discussion, research, outside reading and all-day trips.

E. The Nazis were indoctrinated largely by the speeches they heard and the books they read.

F. If the pupils are afraid of the police, they will hold the attitude forever.

G. These are a few of the fertile fields for the inculcation of proper emotional reactions

Part C

Directions: Read the following text carefully and then translate the underlined segments into Chinese.

Men commit nine times as many motoring offences as women. Home Office figures show that the vast majority dealt with by courts for every type of traffic offence are male.

(1) The disparity between the sexes is greatest for the most serious offences, with men guilty of 97 per cent of dangerous driving offences and 94 per cent for causing death or bodily harm.

Women's speeding offences have risen by four percentage points in the past five years yet still constitute only 17 per cent of the total. Women are far less likely to have high-speed collisions resulting in death. Crashes killed 238 women drivers in 2002, compared with 907 men.

In the past ten years the proportion of men with licences has remained at 81 per cent, but that of women increased from 49 per cent to 61 per cent. (2) However, the proportion of all motoring offences committed by women in the past five years has risen by only one percentage point, to 12 per cent.

Parking appears to be the only area of driving in which women have a poorer record. (3) Insurance claims showed in 2002 that women were twice as likely to have a collision in a car park, were 23 per cent more likely to hit a stationary car and 15 per cent more likely to reverse into another car.

Mary Williams, chief executive, of the road safety charity Brake, said: "(4) The Government should place more emphasis on changing men's attitudes to driving and improving their safety skills, through advertising in mediums such as men's magazines and through education in the workplace. Particular concerns are excessive speed, high-risk manoeuvres such as overtaking dangerously, and driving when tired."

Steve Stradling, Professor of Transport Psychology at Napier University, Edinburgh, said: "A key factor is that women get less fun out of risk-taking. (5) People speed because they are under pressure, and women have different patterns of obligations. Men are more likely to speed to make a business appointment."

In a survey for the Scottish Executive, Professor Stradling found that 82 per cent of women approved of speed cameras, compared with 68 per cent of men; 45 per cent of women believed that motorway speed limits should never be broken, compared with 30 per cent of men.

Nearly two thirds of men drive cars with an engine bigger than 1.6 litres, compared with 42 per cent of women. Women are also less likely to be members of the groups that campaign for an increase in speed limits.