



海文考研

万学·海文 全国硕士研究生入学考试用书



2010 考研英语

阅 读 高 分 完 全 攻 略 之 三

阅读理解 高分强化120篇

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海文考研
内部教案
公开出版



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文考研

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本书特点及使用说明

一、本书特点说明

实践证明：阅读分数的提高依赖于两个因素：一是答题的正确率，二是阅读的速度。阅读答题正确率的保证要靠对文章内容的准确理解和对解题技巧的熟练运用，万学海文的《考研英语阅读理解技巧标准全书》与《考研英语易混超难词汇对比记忆手册》则系统地提供了这方面的保证。但考研是要求在60分钟左右的时间内完成4篇文章的精读，这就对我们阅读的速度提出了一定的要求。而阅读速度的提高则是建立在一定数量、科学的阅读材料的训练上，这就是本书给考生提供的最有价值的目标。

有效阅读速度的提高依赖于阅读训练材料的质量、数量、广度和深度。本书中所使用的文章全部来自Economist, Newsweek, Time和US News and World Report以及《英语文摘》、《英语世界》等历年考研英语真题来源刊物，与真题选材保持高度的一致。本书的阅读练习从题目的设计到答案的解析都是由拥有多年考研阅卷与辅导经验的权威专家精心策划编写，完全体现考研真题的命题思路。本书从文章题材结构分析、试题解析、核心词与超纲词、长难句分析以及全文翻译等方面对文章进行全方位深度解析，对于新题型则给出了干扰选项分析，让考生明白干扰项的设计角度，以保证答题的正确率并提高答题速度。

二、本书使用说明

为了达到本书的最大使用效果，我们依据考研复习全程规划以及本书的编排结构，对本书的复习做如下安排。

我们设定一个标准考生的初始状态、期望目标以及达成此目标所需花费的时间：对一个起点为四级英语400分左右，考研英语目标65分以上的考生而言，整个英语复习约需要500—700个小时的时间，其中用于阅读训练的时间至少要花200—300个小时，本书预计复习时间为70—110小时。以此为基础，我们给出了如下的学习方案。

注：对于起点状态与上述情况有所偏差的考生，可根据自己的情况，进行方案的合理调整。具体做题时要切记：A部分每篇阅读的做题时间前期控制在17—20分钟以内，后期必须控制在15分钟以内；B部分每篇阅读的做题时间前期控制在20—25分钟以内，后期必须控制在20分钟以内。以保证最后考试时的做题速度。

	本书内容	使用说明	参考用时
第一遍	Unit 1 -Unit 24	参照考试时间做题，争取在75—95分钟内完成每单元5篇文章的阅读。然后对照书后的“答案速查”，把自己做错的题目记录下来并仔细思考，尽量找出错误的原因。但不要去单元后的详细解析，因为只要看过详细解析之后，再做就起不到练习效果了。根据每篇文章给出的“核心词与超纲词”结合自己的实际情况，把不认识的单词背一遍。如果文章中的长难句严重影响自己的理解，要把给出的长难句仔细看一遍，对关键语法做笔记。	每单元 2.5小 时，共60 小时

第二遍	Unit 1 -Unit 24	严格按考试时间做题，即在75-80分钟内完成每单元5篇文章的阅读。核对答案，并把做错的题与第一遍做错的题目进行对比，如果是重复做错，则要详细看解析，分析自己出错的原因，把自己容易做错的题目进行归类整理，对此类题型进行强化训练。对于做对的题目只需要快速看一下解析就可以了。如果对于文章整体把握仍有模糊的感觉，有必要浏览一下全文翻译。	每单元2 小时，共 48小时
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最后，本书的成稿要感谢万学海文教学研究中心各位老师，李秀敏、陆汉艳、毛利锋、陈芳和陈胡露等在本书编校过程中付出的努力，同时还要感谢高思远、赵晓栋、李晓昆、严拥庆、姜刚等老师提供的良好建议。可以说，本书是万学教育全体同仁共同智慧的结晶。

最后，如果您有任何疑问或建议敬请与我们联系。E-mail: books@wanxue.cn。

万学海文教学研究中心

考研全程学习规划方案

对全国937所院校考研学生的学习时间调查显示：如果考生提前一年进行研究生入学考试的准备，扣除其完成学校课程及考试，参加四、六级，参加工作面试等等必不可少的事宜所占用的时间，每个考生所能自由支配用于考研复习的全部时间大约为2000个小时。

以清华大学课程最繁忙的理工科学生为例，全年时间300天，可用于自由支配的学习时间共计1920小时，由三部分构成，具体计算如下：

1. 大三下半学期，不算节假日，共计80天，课程较多，在校考生每天可自由支配时间3小时，共计学习时间240小时；
2. 大四上半学期，不算节假日，共计80天，只有极少量课程，在校考生每天可自由支配时间6小时，共计学习时间480小时；
3. 其余时间都是节假日，共计140天，减去一些不可预知事件所占用的天数20天，还剩120天，在校考生每天可自由支配时间10小时，共计学习时间1200小时。

这2000个小时在各部门学科中应该如何分配才相对合理？考生应该如何选择相对应的学习资料？如何选择相对应的课程？为帮助每一位刚刚踏上考研征程的学子彻底解决以上疑虑，万学海文融合了众多考研高分学子的宝贵经验，并结合学科特点对各部门学科的全年学习方案进行了系统规划。

一、考生初始状态预设及达成目标

为尽量保证绝大多数考研学生可参照此方案制定个性化的学习计划，我们设定了一个标准初始状态以及目标终点。

1. 起点：政治为零，英语4级400分水平，数学当年期末考试擦边及格，至今未学；
2. 过程：跨校跨档跨一级学科，但非跨排斥学科；
3. 目标：80%概率达到政治75，英语65，数学120，专业课排名前10%（报录比10:1左右的硕士点）。

注：1. 以下方案是依托上述标准起点和目标所设定，考生可在此基础上根据个人情况对每阶段复习任务及时间进行弹性调整；

2. 以下方案是按考数学的情况进行设定，不考数学的考生政治、英语科目的复习同样可参照此方案，并可适当加强英语的复习时间。

二、政治全程解决方案

考研政治复习全程总时间大约需要200~300小时。

政治全程详细解决方案敬请关注万学海文考研政治类图书。

三、英语全程解决方案

考研英语复习全程总时间大约需要500~700小时。

在前期复习阶段每天至少保证学习英语2.5~3小时,中后期根据各科的总体规划,英语学习时间有所下降,为1.5~2小时,给政治和专业课让路。

考研英语最核心的复习工作其实就集中在两件事,背单词、做阅读,单词记忆和阅读训练最少要占用每个考生英语总复习时间的80%。关于作文考生只要熟练掌握一些高品质的模板再加以适当训练,即可取得较好的成绩,无需占用太多的时间。

由于很多在校学生英语一直都没有完全放下,功底较为扎实,所以许多考生没有把考研英语的复习放在一个很重要的位置,而事实上全国每年英语是淘汰考生最多的一门学科,每年全国过60分的比率只略多于10%。因此希望各位考生对考研英语从而引起足够的重视,并从自身实际情况出发,结合我们的建议,合理规划学习,从而取得良好的成绩。

阶段划分	学习任务及时间规划	学习资料	本阶段目标
第一阶段: 夯实基础阶段(3月1日~5月31日,平均每天1.5小时,共计130~170小时)	1. 将大纲要求的5500 words、常见超纲词、短语和固定搭配背7~10遍;(90~110小时) 2. 将考研基本语法融会贯通、理解记忆3遍;(10~20小时) 3. 研究传统阅读理解(阅读Part A)解题技巧并进行基本训练;(20~30小时) 4. 万学导学课程(10小时)	1. 《考研英语分级词汇记忆宝典》 2. 《考研英语语法特训手册》 3. 《考研英语阅读理解技巧标准全书》 4. 《考研英语词汇自定义手册》 5. 《导学班内部讲义》	1. 熟悉考研词汇,达到5成熟; 2. 熟练掌握考研语法; 3. 对传统阅读理解(阅读Part A)命题规律有较深入了解。
第二阶段: 强化提高阶段1(6月1日~8月31日,平均每天2小时,共计160~220小时)	1. 传统阅读理解(阅读Part A)的解题技巧复习和强化训练;(60~90小时) 2. 新题型(阅读Part B)的解题技巧研究和强化训练;(30小时) 3. 万学强化班课程;(50~60小时,7月或8月) 4. 复习单词、语法和强化重难点词汇。(20~40小时,以单词为主)	1. 两本词汇手册 2. 《考研英语阅读理解技巧标准全书》 3. 《考研英语阅读理解高分强化120篇》 4. 《考研英语易混超难词汇对比记忆手册》 5. 《强化班内部讲义》 6. 自行增加其他阅读理解训练资料(针对基础较好者)	1. 由对单词熟悉的语点能力提升为对句子理解到位的语线能力,全面提升传统阅读理解和新题型的做题能力; 2. 阅读理解能力有一个质的飞跃,为完形填空、翻译这些本质上还是考查阅读能力的题型打下基础; 3. 通过做题进一步巩固单词和语法。
第三阶段: 强化提高阶段2(9月1日~9月30日,平均每天2小时,共计50~60小时)	1. 完形填空强化训练;(20~25小时) 2. 翻译强化训练;(20~25小时) 3. 复习单词和语法。(10小时,以单词为主)	1. 三本词汇手册 2. 《考研英语完形填空特训手册》 3. 《考研英语翻译特训手册》	1. 熟悉考研英语完形填空的命题特点并进行强化训练; 2. 熟悉考研英语翻译的命题特点并进行强化训练; 3. 单词和语法进一步巩固记忆。

<p>第四阶段： 真题研究阶段（10月1日~11月10日，平均每天2小时，共计50~85小时）</p>	<ol style="list-style-type: none"> 1. 对近十年真题以做套题的方式全真模拟一遍并认真分析；（40~70小时） 2. 复习单词和语法。（10~15小时，以单词为主） 	<ol style="list-style-type: none"> 1. 三本词汇手册 2. 《考研英语阅读理解技巧标准全书》 3. 《考研英语历年真题权威解析》 	<ol style="list-style-type: none"> 1. 对考研英语真题的特点有更系统深入的研究和把握； 2. 尤其真题中的阅读理解要能从命题角度去掌握每一篇文章； 3. 单词和语法进一步巩固记忆。
<p>第五阶段： 模拟训练阶段（11月11日~12月20日，平均每天2小时，共计55~80小时）</p>	<ol style="list-style-type: none"> 1. 做十套模拟题；（40~60小时） 2. 万学真题精讲课程；（5小时，11月下旬） 3. 复习单词和语法；（10~15小时，以单词为主） 	<ol style="list-style-type: none"> 1. 三本词汇手册 2. 《考研英语阅读理解技巧标准全书》 3. 《考研英语成功冲刺模拟卷》 4. 《考研英语历年真题权威解析》 	<ol style="list-style-type: none"> 1. 通过做一定数量的模拟题提高做题速度，把握好做题节奏； 2. 通过真题精讲课程进一步把握命题规律，找到做真题的感觉； 3. 单词和语法进一步巩固记忆。
<p>第六阶段： 冲刺备考阶段（12月21日~1月28日，平均每天1.5小时，共计55~85小时）</p>	<ol style="list-style-type: none"> 1. 将十年真题再做一遍；（20~30小时） 2. 万学作文模板及作文训练；（作文模板班8小时，12月，训练10~20小时） 3. 万学冲刺课程（12小时，12月）； 4. 复习单词和语法。（5~15小时） 	<ol style="list-style-type: none"> 1. 三本词汇手册 2. 《考研英语阅读理解技巧标准全书》 3. 《考研英语历年真题权威解析》 4. 《考研英语作文21天高分突破》 5. 《冲刺班内部讲义》 	<ol style="list-style-type: none"> 1. 继续保持做真题的感觉，迎接最后的挑战； 2. 熟练运用大、小作文常用模板； 3. 单词的冲刺性记忆。

（注：关于本方案的操作细节和学习原理敬请考生关注万学海文所开设的全程策划班。）

四、数学全程解决方案

考研数学复习全程总时间大约需要700~1000小时。

数学全程详细解决方案敬请关注万学海文考研数学类图书。

五、专业课全程解决方案

专业课因为考生的情况十分复杂，不一一探讨，考生可关注www.vipkaoyan.com，获取适合自己的专业课解决方案。

前言

以突破某种考试为目的的学习行为，其基本学习原理就是锁定最有效的学习任务，并精确测算完成此任务所需的学习时间，在学习时间和学习任务之间构建最合理的配置关系才能达成最佳的学习效果。

对于刚刚踏上征途的考研学子而言，其最主要的学习任务就是看书，最迫切需要了解的就是到底应该看哪些书，需要花多少时间，如何来规划才能收获最大的学习价值。

万学海文通过对往年数万考研学子的深入调查表明：

- ◆ 每个考研学子最少会在学习资料上花费超过70%的学习时间；
- ◆ 许多考研学子因缺乏科学权威的指导在选择学习资料时常常无所适从；
- ◆ 许多考研学子因盲目跟风常常会购买大量超越自己学习时间极限的学习资料。

为帮助刚刚踏上考研路的学子们构建最清晰、最合理的学习规划方案，万学海文凭借其在考研领域最强大的权威师资和最优秀的辅导团队，组织了各考研学科原命题组专家、阅卷组专家，并会同万学海文冠军辅导团队，融合十多年辅导精华，回归学习原理的本质，精心打造了本套全程策划书系，在众多的考研辅导书籍中，它独具特色，卓尔不群，主要具有如下优异品质：

一、全国惟一系统整合资深专家命题经验和高分学子学习实践的考研辅导书

8位有丰富经验的命题组组长和数十位命题组专家，根据其多年的命题经验，集合1000多名优秀学子的学习实践，在精准把握命题规律的基础上，对备考内容进行最权威和最科学的剖析。

二、全国惟一以学生为本全程整体策划的考研辅导书

在10多年的考研辅导过程中，我们透彻了解各种考生的学习特性，归纳总结了众多学子的优秀学习方法，并以此为基础提炼出最有效的学习内容，同时进行全程学习规划，最大限度提升考研学子的学习效率，使其不再将宝贵的复习时间浪费在一些根本不会考到的学习内容上。

三、全国惟一配备《使用说明书》的考研辅导书

好的产品要有好的《使用说明书》；

万学海文考研辅导书系全国独家首度配备《使用说明书》。

本书附有详尽的学习计划，针对不同基础的学生应该在什么阶段、花费多少时间学习本书，在学习计划中都有科学量化的系统说明。

万学海文教学研究中心

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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

Every profession or trade, every art, and every science has its technical vocabulary, the function of which is partly to designate things or processes which have no names in ordinary English, and partly to secure greater exactness in nomenclature. Such special dialects, or jargons, are necessary in technical discussion of any kind. Being universally understood by the devotees of the particular science or art, they have the precision of a mathematical formula. Besides, they save time, for it is much more economical to name a process than to describe it. Thousands of these technical terms are very properly included in every large dictionary, yet, as a whole, they are rather on the outskirts of the English language than actually within its borders.

Different occupations, however, differ widely in the character of their special vocabularies. In trades and handicrafts, and other vocations, like farming and fishery, that have occupied great numbers of men from remote times, the technical vocabulary, is very old. It consists largely of native words, or of borrowed words that have worked themselves into the very fiber of our language. Hence, though highly technical in many particulars, these vocabularies are more familiar in sound; and more generally understood, than most other technicalities. The special dialects of law, medicine, divinity, and philosophy have also, in their older strata, become pretty familiar to cultivated persons, and have contributed much to the popular vocabulary.

Yet every vocation still possesses a large body of technical terms that remain essentially foreign, even to educated speech. And the proportion has been much increased in the last fifty years, particularly in the various departments of natural and political science and in the mechanic arts. Here new terms are coined with the greatest freedom, and abandoned with indifference when they have served their turn. Most of the new coinages are confined to special discussions, and seldom get into general literature or conversation. Yet no profession is nowadays, as all professions once were, a close guild.

The lawyer, the physician, the man of science, the divine, associates freely with his fellow-creatures, and does not meet them in a merely professional way. Furthermore, what is called "popular science" makes everybody acquainted with modern views and recent discoveries. Any important experiment, though made in a remote or provincial laboratory, is at once reported in the newspapers, and everybody is soon talking about it—as in the case of the roentgen rays and wireless telegraphy. Thus our common speech is always taking up new technical terms and making them commonplace.

1. What is this passage primarily concerned with?

- [A] A new language.
- [B] Technical terminology.
- [C] Various occupations and professions.
- [D] Scientific undertakings.

2. Special words used in technical discussion _____.

- [A] may become part of common speech
- [B] should be confined to scientific fields
- [C] should resemble mathematical formulae
- [D] are considered artificial speech

3. It is true that _____.

- [A] the average man often uses in his own vocabulary what was once technical language
- [B] various professions and occupations often interchange their dialects jargons
- [C] there is always a clear-cut non-technical word that may be substituted for the technical word
- [D] an educated person would be expected to know most technical terms

4. In recent years, there has been a marked increase in the number of technical terms in the nomenclature of _____.

- [A] farming
- [B] government
- [C] botany
- [D] fishing

5. What is the author's main purpose in the passage?

- [A] To describe a phenomenon.
- [B] To argue a belief.
- [C] To propose a solution.
- [D] To stimulate action.

Text 2

Alarmed by a 20-year decline in student achievement, American schools are considering major upheavals in the career structure of teachers, school boards around the country are planning to abandon traditional salary schedules and single out outstanding teachers for massive pay rise. The idea is regarded with deep suspicion by the United States' biggest teachers' unions, the National Education Association and the American Federation of Teachers.

But heightened public anxiety about secondary education appears to have given the master teacher concept unstoppable political momentum. Florida and Tennessee are racing to introduce ambitious statewide master teacher schemes before the end of the year. Less grandiose proposals to pay teachers on the basis of merit instead of seniority have already been implemented in countless school districts. And the Secretary of Education, Mr. Terrel Bell, recently promised substantial incentive grants to states which intend to follow their example.

Low pay is believed to be the single most important reason for the flight from teaching. The average salary of a teacher in the United States is just under \$19,000, much less than that of an engineer (\$34,7000) and not much more than that of a secretary. To make ends meet it is common for teachers to take second jobs in the evening and in their summer holidays, and women, who used to make up the bulk of teacher candidates are turning to better paid professions.

The unions insist that the answer to this problem is to increase the answer is to increase the basic pay of all teachers, but most states would find that too expensive, they would be better able to afford schemes that confine pay increases to a small number of exceptional teachers. Champions of the idea say it would at least hold out the promise of high pay and status to bright graduates who are confident of their ability to do well in the classroom, but are deterred by the present meager opportunities for promotion.

One of the first large-scale tests of this approach will come in Tennessee, where a year of painstaking

negotiations has just overcome bitter union opposition to a wide-ranging master teacher scheme. In return for a chance to earn bigger salaries and faster promotion, teachers will subject themselves to closer scrutiny. The Tennessee plan will make it harder for poor teachers to join the profession. Beginners will have to serve a probationary year before qualifying, and another three apprentice years before receiving tenure. Apprentice teachers who fail to reach a required standard will not be allowed to stay on and survivors will be designated "career teachers" and given a chance to climb through three career ladders and earn bonuses of up to \$7,000. advancement will not be automatic. The performance will be closely assessed by committees of teachers drawn from other districts.

6. What support is the federal government offering to states that set up a master teacher scheme?

- [A] Substantial incentive grants. [B] Political support.
[C] Bare loan. [D] \$ 300 million.

7. What's the purpose of the master teacher scheme?

- [A] To improve student performance.
[B] To stop teachers leaving for better-paid jobs.
[C] To provide incentives to excellent teachers.
[D] To improve teacher performance.

8. In the state of Tennessee, how will teachers be assessed?

- [A] By student performance. [B] By their teaching time.
[C] By their teaching achievement. [D] By committees of teachers from other districts.

9. What is the main idea of the passage?

- [A] American master teacher scheme has been adopted.
[B] American teachers leave for better-paid jobs.
[C] American teachers will go through strict assessment.
[D] The American government adopted effective measures to stimulate the teachers.

10. It can be inferred from the passage that the master teacher scheme _____.

- [A] will be welcome by all the teachers in other states
[B] will not be carried out smoothly in other states
[C] is questioned by the teachers' unions
[D] is an ideal way to improve student performance

Text 3

Chris Hrapko isn't afraid of tough conversations. As the founder of a nonprofit social-service agency, she battles bureaucracies on behalf of the homeless and the working poor. But there is one conversation Hrapko avoided. When her 92-year-old mother fell and broke her hip earlier this year, Hrapko knew it would affect her independent mother's living arrangements and health. But Hrapko, 51, was clueless about her mom's wishes. "We talked about a lot of things," she says, "but we never talked about a future in which my mom faced a problem that could leave her disabled, bedridden or on life support."

A recent survey by AARP found that nearly 70 percent of adult children have not talked to their parents about issues related to aging. Some children avoid this most intimate of conversations because they believe their parents don't want to talk. Others think they know what their parents want. And some simply

don't want to face the very real truth that if you are lucky enough to have parents who live well into their senior years, chances are good that disease, injury, frailty, even loneliness, will affect a parent's well-being.

While it's clear that having a conversation with aging parents is important, there is no blueprint on how to do it well. What works for one family may not work for yours. The key is to be flexible, says Mary Anne Ehlert, founder of Chicago-based Protected Tomorrows, an advocacy firm for families with special needs. She has found that one of the best ways to get the conversational ball rolling is to talk about your parents' personal values and what they would do if faced with a situation in which people they loved could no longer care for themselves. "Ask your parents for advice; seek their wisdom in helping you help them," Ehlert says.

It's also important for adults to be honest about what they are prepared to do for their parents. As parents age and become frail, many will need help with personal hygiene. It's these kinds of issues that can make the most devoted child balk. "Before you agree to be a caregiver, make sure you understand what you may be in for," says Monika White, president-elect of the National Association of Professional Geriatric Care Managers. "Adult children need to acknowledge their own limitations and then be prepared to make some type of arrangement for the things they simply can't do."

Realize that there is no such thing as one conversation about aging. "No one resolves the future in one afternoon of talk," says psychologist Brian Carpenter of Washington University in St. Louis. "It's a process." One strategy is to schedule time to talk about a specific subject, such as wills or living arrangements.

11. According to the first paragraph, Chris Hrapko _____.

- A [A] avoided talking about the issue of aging with her mother
B [B] realized that her mother wanted to talk to her about the future life ×
C [C] believed that her mother didn't want to talk to her about the aging issue
D [D] knew that the injury would cause her mother lonelier than before

12. Many adult children have not talked to their parents about aging not because _____.

- A [A] some children think that their parents don't want to talk
B [B] some children believe that they know their parents well
C [C] some children are not lucky enough to have parents who live well into their senior years
D [D] some children shun the reality that their parents need help

13. We can learn from paragraph 3 that _____.

- A [A] Chris Hrapko needs to seek advices from the expert and follow them step by step
B [B] talking about your parents' personal values may make the conversation disputable
C [C] it is inadvisable to talk about your parents' future life where you cannot take care of them
D [D] talking with your parents about their aging but find an appropriate way

14. The underlined word "balk" (Paragraph 4) most probably means _____.

- B [A] lazy × [B] stop
C [C] joy [D] disappoint

15. Which of the following is true of the text?

- A [A] Chris Hrapko's mother refused to talk about the future problem with her daughter.
B [B] Mary Anne Ehlert advised people to communicate with their parents on their own way.
C [C] Monika White thought that if people cannot meet their parents' need, they cannot be a good caregiver ×
D [D] Brian Carpenter suggested that people should spend more time in communicating with their parents.



Text 4

It's generally considered a good idea to know where you are at all times, apart from occasional lapses due to alcohol or passion. Technology is now making it increasingly easy for everyone else to know where you are as well.

We are so used to having mobile phones around us that we no longer see how much emotional reassurance they provide. We have slowly shifted from feeling slightly unnatural when connected to feeling very unnatural when disconnected. This week I sat next to a woman on a train whose bag kept vibrating with an irritating, mosquito-like hum. I wondered if she had hearing problems, and hadn't noticed that her phone was going off, or was missing a vibrating alert because the phone was in an outside pocket of her bag, nicely positioned to irradiate my head.

It may be that she didn't know she could set her device not to give her a vibromassage at three-second intervals, but I suspect she just liked the reassurance provided by this humming network node in her Mulberry. It was impossible to miss the warm glow she got from being connected. We don't all have Blackberrys but we pretty much all have phones, and we are all getting the same nice warm glow of connection and validation from these devices.

Personal productivity, guru David Allen, godfather of Geeing Things Done, an approach to managing your day which has become something of a cult amongst programmers and tech industry workers, sees the Blackberry as symptomatic not of our efficiency but of our failure to make decisions and priorities. We can't make decisions about what's important, so we carry our office around with us at all times, compensating for our failing powers of decision.

Many people in the rich parts of the world live atomized urban lives characterized by anonymity, hurry, and rush, and a kind of low-level anxiety caused by the stresses of the world we've built ourselves. We seem to be turning to digital devices to provide compensatory connections that remind us who we are and that give us good feelings of connection and identity.

Mobile phone companies know this and market their products to young preteens. I've seen research which explains that the period of adolescent uncertainty, in which you're not really sure who your friends are, is the time when a mobile phone for texting and calling friends is at its most powerful. The modern mobile phone user in the UK will spend most of their money on calls before the age of forty. After that, presumably, they have a landline and a fixed circle of friends, and don't need constant texts and calls to reassure them that they're accepted by their peer group.

16. The word "guru" in the fourth paragraph probably means _____.

- [A] inventor
[B] a greatly respected person whose ideas are followed
[C] an Indian religious leader
[D] a teacher

17. We can infer from the passage, the Blackberry is _____.

- [A] a common mobile phone
[B] a kind of fruit
[C] a kind of handheld, which has many functions such as phone, email-receiver
[D] a mini computer

18. According to the passage, which is NOT correct?

- [A] The handhelds provide us with information, reassurance, and security.
 [B] In the author's opinion, because we can't make decisions about what's important, so we carry our office around with us at all times, compensating for our failing powers of decision.
 [C] Blackberry is a symbol of our efficiency to make decisions and priorities.
 [D] Many people in the rich parts of the world live atomized urban lives characterized by anonymity, hurry, and rush, and a kind of low-level anxiety.

19. In the author's eyes, the digital devices are used to _____.

- [A] only connect with others
 [B] merely show one's identity
 [C] give us confidence
 [D] provide compensatory connections

20. The best title for this passage may be _____.

- [A] There's a Phone Booth on the Corner
 [B] A Research on Mobile Phone
 [C] The Influence of Mobile Phone
 [D] Digital Devices Era

Part B

Directions:

In the following article, some sentences have been removed. For Questions 21—25, choose the most suitable one from the list [A]—[G] to fit into each of the numbered blank. There are two extra choices that do not fit in any of the gaps.

Shopping used to be nothing more than a way of obtaining food, clothing and other necessities of life. Today, however, shopping symbolizes the materialistic culture of western society and its popularity as a leisure activity reflects the rise of consumerism. 21. _____. Having more money has meant spending patterns have changed. While traditional models of economic behavior assume that consumers are rational and weigh up the costs and benefits before making a purchase, anyone who has ever walked into a shop and left five minutes later with a new jacket and 180 less in their wallet knows that this theory does not always hold true.

22. _____. Her research on consumer behavior identified impulsive buying as an attempt by shoppers to bolster their self-image, particularly for those who suffered from so-called compulsive buying or shopping addiction, a condition that affects 2 to 5 per cent of adults in the West.

The three-year study compared excessive buyers to a similar group of ordinary consumers. Excessive shoppers were more materialistic and believed that buying goods was a pathway to success, happiness and identity. "Excessive buying is a coping strategy to fill the gaps between how shoppers feel about themselves and the person they want to be" Dr Dittmar said. 23. _____. Her research also reveals that certain types of goods are more likely to be bought on impulse than others. Those most frequently reported —clothes, jewellery, ornaments — are closely related to self-image and appearance. This finding is contrary to usual theories about impulse shopping, which explain it as a short-term gratification winning out over longer-term concerns such as debt.

24. _____. In other words, shoppers were more willing to wait for “low impulse” goods such as kitchenware, than they were for clothes or other “high impulse” items. However, it was found that some of the 60 consumers asked to maintain a shopping diary for the study often regretted their impulsive purchases. Dr Dittmar said, “When people had explicitly bought for self-image reasons, regret was more likely to occur.”

But this finding was ambiguous because shopping addicts were more motivated by self-image than ordinary shoppers and were more likely to regret their actions. “It’s not quite clear which way round this relationship goes, but there is a link between being very concerned with self-image goods and regretting impulse buying.” The conclusions drawn by Dr Dittmar about the treatment of compulsive shoppers are that prescribing anti-depressant drugs might solve the problem but only as long as sufferers continue to take them. Instead, they needed therapeutic help to address the underlying causes such as poor self-image.

25. _____. “In no sense do these people directly force anyone to buy anything. But they are very sophisticated, making advertisements and shopping environments very seductive and playing on the idea that if you buy product X you will be much more attractive.”

- [A] Dr Dittmar said that the idea that consumers' impulsiveness differed, depending on the type of goods, was also supported by the finding that shoppers were less willing to delay gratification for items bought on impulse.
- [B] But there are pitfalls, such as debt and addiction to buying. Addicts shop for shopping's sake rather than to buy what they need.
- [C] Helga Dittmar, senior lecturer in psychology at Sussex University, has found that consumer goods are the material symbols of who a person is and who they would like to be.
- [D] Her research also raises questions over the methods used to attract shoppers and encourage them to buy. Although advertisers and retailers increasingly appeal to consumers' self-image, Dr Dittmar said it was very difficult to argue that these factors were responsible for compulsive shopping.
- [E] Although there were other ways of dealing with poor self-image, such as over-exercising or alcoholism, she said that shopping had become one of the most important strategies. This was especially true for women, who were three times more likely to be compulsive shoppers than men, as shopping was a socially approved activity, and allowed those who do not go out to work to get out of the house, Dr Dittmar said.
- [F] Women make the majority of buying decisions—estimates anywhere from 60—80% and growing. Despite these facts, some industries have created frustrating walls and barriers failing to cater to the buying characteristics women are looking for.
- [G] This has been made possible by the 75 per cent increase in disposable income in the past 20 years. The number of credit cards in use has more than quadrupled, and the amount of outstanding consumer debt has almost tripled in the same period.