



跨考教育集团推荐用书

2012

考研英语 阅读进阶大全

跨考教育考研英语名师团队 编著

总策划 张爱志 张文平 曹先仲

业内最权威考研英语阅读用书

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2012 考研英语阅读进阶大全

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内 容 简 介

在考研英语中,高达60%的分值比例使得阅读理解复习在很大程度上决定英语考试的成败。阅读能力的快速提升绝非一朝一夕,应该有一个系统的规划。本书为此提供了一套提高阅读能力的系统规划方案,通过进阶的方式来提高得分能力。全书分为两大部分:基础阶段与提高阶段,共16个单元,每个单元包含4篇文章。文章的取材涉及了社会、经济、科技、教育、文化等常考内容。每篇文章除了有全文翻译,难句解析还同时对重点难点词汇附加了详细的备注和翻译演练,为此提供了全方位的演练。

书中加入了笔者在跨考教育的教学实践中对考研英语的一些独到的见解和体会,对考生很有启发性,可用于考生在考研复习的基础阶段(3~6月)的自学,同时本书可用于考研英语的培训教材。

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前 言

阅读理解是考研英语中的重中之重,分值占到总分的 60%,“得阅读者得天下”已经成为考研英语界的共识。对于大部分英语成绩不理想的考生来说,阅读理解失分严重是他们英语分偏低的“罪魁祸首”。因此,如何攻克阅读理解就成了考生在复习考研英语时所面临的也是最重要最核心的任务。

本书紧贴最新考试大纲的内容编写而成,依据大纲要求提供了大量的阅读训练材料。文章选材涉及社会、经济、科技、教育、文化等常考内容;选项设置针对考试大纲的考查重点,同时遵循了命题规范;答案解析详尽,并对解题关键点和做题技巧进行了深入的分析和指导。

我们希望各位考生能够认真对待每一篇文章,切忌做完 5 道选择题便草草了事,要学会正确处理精读和泛读的关系:泛读是培养做题的感觉,精读是夯实英语基础。考生需要认真研读每一篇阅读材料,通过阅读来突破以下 4 个考研英语中的重点:

(1) 词汇的记忆。充足的词汇量不仅是应试阅读理解的基础,也是整个考试成功的关键,因此在备考之初必须花大力气来积极扩展词汇量,在阅读过程中理解背诵单词,把握单词的多义性。词汇的记忆应该结合文章的上下文,不能孤立地进行,只有通过上下文的记忆印象才更深刻,理解才更透彻,同时也锻炼了根据上下文推测和理解其他词义的能力。

(2) 长难句的把握。提高对疑难长句的理解能力,关键在于迅速把握句子的主干,这样才能把握各句子成分之间的结构和逻辑关系,准确迅速地提炼出句子的核心意思。即使有个别单词不认识,也不会影响对整个句子的基本理解。再就是将阅读文章中的长难句进行分析、自己动手翻译成汉语,也能够为阅读理解 C 部分打下基础。

(3) 语篇结构的理解。在阅读文章时,要利用上下文提供的线索把握词语的确切含义,结合上下文来把握理解困难的语句。学会把握句与句之间、段与段之间的关系,分析段落结构和语篇结构,这样有利于帮助把握阅读理解中的新题型。

(4) 作文的积累。模仿是语言学习的法宝之一。语言表达是否规范、准确是写作中重要的因素,也是学习的难点。在精读文章时可以把常用的句型和成语抄录下来,为后面的作文写作提供一些素材和信息,在写作时就能够游刃有余,有效解决苦于找不到合适的表达方式,无法用地道的英语来表达的难题。

坚持是意志力的完美表现,是考研路上斩棘的利剑。有了正确的学习方法,坚持到底必有收获。

本书由跨考教育考研英语名师团队编著,参加的人员有贾宝云,罗浩文,王顺香,张磊。由于时间有限,书中难免有不足之处,希望广大考生和英语同仁给予批评指正。如遇到疑难问题可通过以下方式与我们联系:bjbaba@263.net。

最后祝每一位怀揣着梦想的考生都能考出好成绩!

跨考教育考研英语名师团队于北京

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Unit 1



Passage One

Scratchy throats, stuffy noses and body aches all spell misery, but being able to tell if the cause is a cold or flu may make a difference in how long the misery lasts.

The American Lung Association (ALA) has issued new guidelines on combating colds and the flu, and one of the keys is being able to quickly tell the two apart. That's because the prescription drugs available for the flu need to be taken soon after the illness sets in. As for colds, the sooner a person starts taking over-the-counter remedy, the sooner relief will come.

The common cold and the flu are both caused by viruses. More than 200 viruses can cause cold symptoms, while the flu is caused by three viruses—flu A, B and C. There is no cure for either illness, but the flu can be prevented by the flu vaccine (疫苗), which is, for most people, the best way to fight the flu, according to the ALA.

But if the flu does strike, quick action can help. Although the flu and common cold have many similarities, there are some obvious signs to look for.

Cold symptoms such as stuffy nose, runny nose and scratchy throat typically develop gradually, and adults and teens often do not get a fever. On the other hand, fever is one of the characteristic features of the flu for all ages. And in general, flu symptoms including fever and chills, sore throat and body aches come on suddenly and are more severe than cold symptoms.

The ALA notes that it may be particularly difficult to tell when infants and preschool age children have the flu. It advises parents to call the doctor if their small children have flu-like symptoms.

Both cold and flu symptoms can be eased with over-the-counter medications as well. However, children and teens with a cold or flu should not take aspirin for pain relief because of the risk of Reye syndrome (综合症), a rare but serious condition of the liver and central nervous system.

There is, of course, no vaccine for the common cold. But frequent hand washing and avoiding close contact with people who have colds can reduce the likelihood of catching one.

1. According to the author, knowing the cause of the misery will help _____.

A) shorten the duration of the illness

B) the patient buy medicine over-the-counter



- C) the patient obtain cheaper prescription drugs
D) prevent people from catching colds and the flu
2. We learn from the passage that _____.
A) one doesn't need to take any medicine if he has a cold or the flu
B) aspirin should not be included in over-the-counter medicines for the flu
C) delayed treatment of the flu will harm the liver and central nervous system
D) over-the-counter drugs can be taken to ease the misery caused by a cold or the flu
3. According to the passage, to combat the flu effectively, _____.
A) one should identify the virus which causes it
B) one should consult a doctor as soon as possible
C) one should take medicine upon catching the disease
D) one should remain alert when the disease is spreading
4. Which of the following symptoms will distinguish the flu from a cold? _____.
A) A stuffy nose
B) A high temperature
C) A sore throat
D) A dry cough
5. If children have flu-like symptoms, their parents _____.
A) are advised not to give them aspirin
B) should watch out for signs of Reye syndrome
C) are encouraged to take them to hospital for vaccination
D) should prevent them from mixing with people running a fever

词汇链接

scratchy	['skrætʃi]	a. 发沙沙声的
stuffy	['stʌfi]	a. 不通气的, 缺乏新鲜空气的; 沉闷的, 乏味的
spell	[spel]	vt. 拼写; 意味着, 招致
misery	['mizəri]	n. 痛苦, 苦恼, 苦难; 悲惨的境遇, 贫苦
lung	[lʌŋ]	n. 肺
association	[ə'səʊʃi'eɪʃən]	n. 协会, 联盟, 社团; 联合, 结合, 交往
issue	['ɪʃu]	vt. 颁布, 发行, 出版; 分发, 发给
guideline	['gaɪdlaɪn]	n. 指导方针, 准则, 标准
combat	['kɒmbæt]	vt. 与……斗争, 与……战斗
tell... apart		区分, 辨别
prescription	[prɪ'skrɪpʃən]	n. 处方, 药方, (医生开的)药; 开处方, 开药方
available	[ə'veɪləbl]	a. 现成可使用的, 在手边的, 可利用的; 可取得联系的, 可得到的
set in		开始, 到来
as for		至于, 关于
over-the-counter	['əʊvəðə'kaʊntə]	a. 不需处方可以出售的
remedy	['remɪdi]	n. 补救办法, 纠正办法; 药品, 治疗法
relief	['rɪ'li:f]	n. 轻松, 宽慰; (痛苦等)缓解, 减轻
virus	['vaɪərəs]	n. 病毒; 病毒性疾病, 病毒病
symptom	['sɪmptəm]	n. 症状; 征候, 征兆
strike	[straɪk]	vi. 罢工; 打, 敲; 袭击, 侵袭
runny	['rʌni]	a. 流鼻涕的
teen	[ti:n]	n. (13~19岁的)青少年



characteristic	[kærɪktə'ristɪk]	a. 特有的, 典型的
sore	[sɔ:]	a. 疼痛的, 痛苦的; 恼火的; 极度的, 剧烈的
✓ severe	[si'veiə]	a. 严重的; 严厉的, 严格的; 严峻的, 艰难的
infant	['ɪnfənt]	n. 婴儿, 幼儿
preschool	['pri:skul]	a. 学龄前的, 入学前的
medication	[,medi'keɪʃən]	n. 药物, 药剂
✓ aspirin	['æspərɪn]	n. 阿司匹林(解热镇痛药)
liver	['lɪvə]	n. 肝脏
contact	['kɒntækt]	n. 接触, 联系, 交往; 熟人, 社会关系

难句解析

1. Scratchy throats, stuffy noses and body aches all spell misery, // **but** being able to tell (if the cause is a cold or flu) may make a difference in (*how long the misery lasts*).

【翻译演练】

【结构分析】此句是由并列连词 but 连接两个分句组成的并列句, 前后是转折关系; 在第一段分句中, 画线的三个名词短语并列作分句的主语, 谓语动词是 spell, 宾语是 misery; 在第二段分句中, 画线的动名词短语 being able to... 是主语, 谓语动词是 may make, 宾语是 a difference, 句末的斜体表达是介词短语 in... 作范围状语。

【知识链接】scratchy throats 嗓子嘶哑; stuffy noses 鼻塞; body aches 浑身酸痛; make a difference in... 在... 方面有很大不同

【参考译文】嗓子嘶哑、鼻子不通和浑身酸痛都会带来痛苦, 但是能够识别其原因是普通感冒还是流感, 对于这种痛苦持续的时间长短有着重要的意义。

2. That's // **because** the prescription drugs (available for the flu) need to be taken **soon after** the illness sets in.

【翻译演练】

【结构分析】此句的主语是 That, 谓语动词是系动词 is, 双斜杠后面是 because 连接的表语从句; 在表语从句中, 主语是 the prescription drugs, 谓语部分是 need to be taken, 句末画线表达是 after 引导的时间状语从句, 表示从句谓语动词发生的时间, 括弧中的表达 available... 是形容词短语, 作前面 drugs 的后置定语。

【知识链接】the prescription drugs 处方药物; be available for 对于... 是可得到的; **set in** 开始

【参考译文】这是因为流感患者必须在患病后立即服用处方药物。

3. As for colds, **the sooner** a person starts taking over-the-counter remedy, // **the sooner** relief will come.

【翻译演练】

【结构分析】此句的 the sooner..., the sooner... 是一典型的“越..., 越...”结构; 句首的 As for colds 是范围状语, 表示句子内容发生的范围; 前一个 the sooner... 句中, 主语是 a person, 谓语是 starts, 宾语是动名词短语 taking... remedy; 第二个 the sooner... 句中, 主语是 relief, 谓语是 will come; 两个 the sooner 分别是两个分句的时间状语, 表示谓语动词 starts 和 will come 发生的时间。此句的“越..., 越...”结构是学习的重点, 再比如:

The more careful you are, the fewer mistakes you will make.

你越认真, 犯的错就越少。

【知识链接】as for... “至于; 关于”, 通常置于句首, 表示范围; take remedy 服用药物; over-the-counter 在商店(柜台)购买的, (药物)非处方的

【参考译文】至于普通感冒, 患者越早服用非处方药物, 痛苦越早减轻。

4. Cold symptoms (such as stuffy nose, runny nose and scratchy throat) typically develop gradually, // **and** adults and teens often do not get a fever.

【翻译演练】

【结构分析】此句是由 and 连接两个分句组成的并列句; 第一个分句中, 主语是 cold symptoms, 谓语是 develop, 括弧中的表达是 such as 引导的介词短语作后置定语, 修饰主语 symptoms, typically 和 gradually 是副词作状语, 修饰 develop; 第二个分句中, 主语是 adults and teens, 谓语是 do not get, 宾语是 a fever.

【知识链接】cold symptoms 感冒症状; stuffy nose 鼻塞; runny nose 流鼻涕; scratchy throat 嗓子嘶哑; get a fever(习语)发烧

【参考译文】感冒的症状如鼻塞、流鼻涕和嗓子嘶哑往往是逐渐形成的,而且成人和青少年通常不发烧。

5. And in general, flu symptoms (including fever and chills, sore throat and body aches) come on suddenly and are more severe than cold symptoms.

【翻译演练】

【结构分析】此句的主语是 flu symptoms, 谓语是并列的 come on 和系动词 are, 其中 are 后面的 more severe 是表语, 句末的斜体表达 than... 和前面的 more severe 形成搭配, 作比较状语; 此句重点应关注括弧中的表达, 它是现在分词短语 including... 作后置定语, 修饰 symptoms。

【知识链接】in general 一般来讲, 总的来说; flu symptoms 流感症状; cold symptoms 感冒症状; fever and chills 发烧和寒战; sore throat 嗓子疼; body aches 浑身疼痛; come on(疾病)开始, 来到

【参考译文】而且一般来说, 流感的症状包括发烧、寒战、嗓子疼和浑身疼痛, 这些症状是突然出现的, 比感冒症状要严重得多。

6. The ALA notes //that it may be particularly difficult to tell when infants and preschool age children have the flu.

【翻译演练】

【结构分析】此句的主语是 The ALA, 谓语动词是 notes, 宾语是双斜杠后面 that 引导的名词性从句(即宾语从句); 在宾语从句中, it 是形式主语, 真正的主语是不定式 to tell..., 谓语是 may be, 表语是 particularly difficult; 值得注意的是: 在不定式短语 to tell... 中, 画线部位是 when 引导的名词性从句, 作 tell 的宾语(即宾语从句)。

【知识链接】The ALA 是上文 The American Lung Association(美国肺病联合会)的缩写; note that... 注意到……; tell 此处作“区分”讲; have the flu 患流感

【参考译文】美国肺病联合会指出, 当婴儿和学龄前儿童患流感时, 可能会特别难以区分。

7. However, children and teens (with a cold or flu) should not take aspirin for pain relief because of the risk of Reye syndrome(综合征), a rare but serious condition (of the liver and central nervous system).

【翻译演练】

【结构分析】此句的主语是 children and teens, 谓语是 should not take, 宾语是 aspirin, 主语后面括弧中的介词短语 with... 是其后置定语; 画线表达 for... 是介词短语作目的状语, 修饰前面动词 take, 表示其目的; 紧随其后的画线表达 because of... 是介词短语作原因状语, 修饰 should not take, 表示其原因; 值得关注的是黑体表达 a... condition, 它是逗号前面 Reye syndrome 的同位语, 句末括弧中的表达则是介词短语 of... 作后置定语, 修饰前面的 condition。

【知识链接】take aspirin 服用阿司匹林; pain relief 疼痛缓解; central nervous system 中枢神经系统

【参考译文】然而, 患感冒或流感的儿童和青少年不应服用阿司匹林来减轻疼痛, 因为有导致 Reye 综合征的危险。这是一种罕见但很严重的肝脏和中枢神经系统的疾病。

8. But frequent hand washing and avoiding close contact with people (who have colds) can reduce the likelihood (of catching one).

【翻译演练】

【结构分析】此句主语是并列的动名词短语 frequent hand washing and avoiding close contact with people, 谓语动词是 can reduce, 宾语是 the likelihood; 第一个括弧中的表达是关系代词 who 引导的定语从句, 修饰先行词 people, 第二个括弧中的表达是介词短语 of... 作后置定语, 修饰其前面的 likelihood。

【知识链接】avoid close contact with... 避免和……密切接触; reduce the likelihood of... 降低……的可能性; catch a cold 患感冒

【参考译文】不过, 经常洗手和避免与患感冒的人密切接触可以减少患感冒的可能性。

答案解析

1. 选 A

细节题。问题问“作者认为, 了解痛苦的原因有助于_____”。解答依据在第一段, 尤其是其中的“... may make a difference in how long the misery lasts”。A 项“缩短疾病的持续时间”应该是对原文恰当的理解。



B项“有助于病人购买非处方药”和题句没有因果关系。C项“帮助病人得到更便宜的处方药”同样错误,中间的 cheaper 一词更是无从谈起。D项“帮助人们预防患感冒和流感”有两个错误:一是和题句同样构不成因果关系,二是文章中讲到对于流感可以接种疫苗预防,而对于普通感冒则无预防疫苗。

2. 选 D

细节题。解题依据为第七段开头一句“Both cold and flu symptoms can be eased with over-the-counter medications as well.”D项“可以服用非处方药以缓解由感冒或流感引发的病痛”正确。文章第二段中讲到“治疗流感的处方药物应当在流感刚开始时就立即服用。而对于感冒来说,人们越早服用抗感冒的非处方药物,好得就越快”。所以A项“人们如果得了感冒或流感不需要服任何药”与文章意思相反,可轻易排除。第七段提到患流感和感冒的儿童不应服用阿司匹林来缓解疼痛,因为这样会有患 Reye 综合征的危险。但是这里是针对儿童而言,而非针对所有人,所以说B项“阿司匹林不应该被包括在治疗流感的非处方药中”犯了以偏概全的错误。C项“对流感的延误治疗将会伤害肝脏和中枢神经系统”,其中主语不当。伤害肝脏和中枢神经系统不是由延误治疗引发,而是儿童服用阿司匹林可能引发的危险。

3. 选 B

推理题。问题问“根据文章,为了有效战胜流感,人们应该做什么?”该题有一定难度,也引发了一些争议。许多人误选C项“人们得病就该服药”。但文章第二段讲得很清楚:“美国肺病联合会颁布了治疗普通感冒和流感的新的指导准则,其中关键的一条是能够迅速将两者加以区别。这是因为流感患者必须在患病后立即服用处方药物。至于普通感冒,患者越早服用非处方药物,痛苦越早减轻”。请注意其中的“治疗流感的处方药”和题干中的 flu 一词,所以B项“人们应该立刻看医生”为正确答案。因为处方药只能由医生诊断后开出。第六段的第二句话也可作为解答该题的佐证。A、D两项可轻易排除。A项“人们应该确认引发流感的病毒”;D项“当疾病蔓延时,人们应该保持警觉”。

4. 选 B

细节题。问题问“下列哪个症状可以区别感冒和流感?”该题简单。第五段第二句话说“但是发烧却是所有年龄段的人患流感的一种典型特征”。B项“发高烧”正确。A项“鼻塞”和C项“咽喉痛”则是二者共同特征。D项“干咳”文章没有提到。

5. 选 A

细节题。问题问“如果孩子得了流感疑似症状,他们的父母_____”。该题定位容易,解题也简单。解题依据是第七段第二句:“然而,患感冒或流感的儿童和青少年不应服用阿司匹林来减轻疼痛,因为有导致 Reye 综合征的危险”。所以A项“建议父母不给孩子服用阿司匹林”为正确答案。B项“(父母)应该观察是否有 Reye 综合征迹象”,而我们知道 Reye 综合征的危险是由孩子服用阿司匹林可能会引发的。文章最后一段讲到经常洗手,避免与感冒病人密切接触,就能够降低感染感冒的可能性,并不能推出D项“(父母)应该防止他们和发高烧的人混杂在一起”。

全文翻译

嗓子嘶哑、鼻子不通和浑身酸痛都会带来痛苦,但是能够识别其原因是普通感冒还是流感,对于这种痛苦持续的时间长短有着重要的意义。

美国肺病联合会颁布了治疗普通感冒和流感的新的指导准则,其中关键的一条是能够迅速将两者加以区别。这是因为流感患者必须在患病后立即服用处方药物。至于普通感冒,患者越早服用非处方药物,痛苦越早减轻。

常见的普通感冒和流感都是由病毒引起的。有200多种病毒能引起感冒症状,而引起流感的有三种病毒——A型、B型和C型。这三种病都没有治疗办法,但是流感疫苗可以预防流感,按照美国肺病联合会的说法,对于大多数人来说,这是战胜流感最佳的办法。

但是如果一旦患了流感,快速行动会有所帮助。虽然流感和普通感冒有很多共同点,但还是可以找到一些明显的不同之处。

感冒的症状如鼻塞、流鼻涕和嗓子嘶哑是逐渐形成的,而且成人和青少年通常不发烧。但是发烧却是所有年龄段的人患流感的一种典型特征。而且一般来说,流感的症状包括发烧、寒战、嗓子疼和浑身酸痛,这些症状是突然出现的,比感冒症状要严重得多。

美国肺病联合会指出,当婴儿和学龄前儿童患流感时,可能会特别难以区分。它建议,如果幼儿有流感症状,父母应请医生诊断。



非处方药物也可以减轻感冒和流感的症状。然而,患感冒或流感的儿童和青少年不应服用阿司匹林来减轻疼痛,因为会导致 Reye 综合征的危险。这是一种罕见但很严重的肝脏和中枢神经系统的疾病。

当然,还没有普通感冒的疫苗。不过,经常洗手和避免与患感冒的人密切接触可以减少患感冒的可能性。



Passage Two

In a time of low academic achievement by children in the United States, many Americans are turning to Japan, a country of high academic achievement and economic success, for possible answers. However, the answers provided by Japanese preschools are not the ones Americans expected to find. In most Japanese preschools, surprisingly little emphasis is put on academic instruction. In one investigation, 300 Japanese and 210 American preschool teachers, child development specialists, and parents were asked about various aspects of early childhood education. Only 2 percent of the Japanese respondents (答问卷者) listed "to give children a good start academically" as one of their top three reasons for a society to have preschools. In contrast, over half the American respondents chose this as one of their top three choices. To prepare children for successful careers in first grade and beyond, Japanese schools do not teach reading, writing, and mathematics, but rather skills such as persistence, concentration, and the ability to function as a member of a group. The vast majority of young Japanese children are taught to read at home by their parents.

In the recent comparison of Japanese and American preschool education, 91 percent of Japanese respondents chose providing children with a group experience as one of their top three reasons for a society to have preschools. Sixty-two percent of the more individually oriented (强调个性发展的) Americans listed group experience as one of their top three choices. An emphasis on the importance of the group seen in Japanese early childhood education continues into elementary school education.

Like in America, there is diversity in Japanese early childhood education. Some Japanese kindergartens have specific aims, such as early musical training or potential development. In large cities, some kindergartens are attached to universities that have elementary and secondary schools.

Some Japanese parents believe that if their young children attend a university-based program, it will increase the children's chances of eventually being admitted to top-rated schools and universities. Several more progressive programs have introduced free play as a way out for the heavy intellectualizing in some Japanese kindergartens.

1. We learn from the first paragraph that many Americans believe _____.
A) Japanese parents are more involved in preschool education than American parents
B) Japan's economic success is a result of its scientific achievements
C) Japanese preschool education emphasizes academic instruction
D) Japan's higher education is superior to theirs
2. Most Americans surveyed believe that preschools should also attach importance to _____.
A) problem solving
B) group experience
C) parental guidance
D) individually-oriented development
3. In Japan's preschool education, the focus is on _____.
A) preparing children academically



- B) developing children's artistic interests
C) tapping children's potential
D) shaping children's character
4. Free play has been introduced in some Japanese kindergartens in order to _____.
A) broaden children's horizon
B) cultivate children's creativity
C) lighten children's study load
D) enrich children's knowledge
5. Why do some Japanese parents send their children to university-based kindergartens?
A) They can do better in their future studies.
B) They can accumulate more group experience there.
C) They can be individually oriented when they grow up.
D) They can have better chances of getting a first-rate education.

词汇链接

academic	[ˈækəˈdemɪk]	a. 学校的, 学院的; 学术的; 纯理论的, 不切实际的
achievement	[əˈtʃiːvmənt]	n. 成就, 成绩; 达到, 完成, 实现
turn to		转向, 求助于
preschool	[ˈpriːskʊl]	n. 幼儿园, 保育园
emphasis	[ˈemfəsɪs]	n. 强调, 重点
instruction	[ɪnˈstrʌkʃən]	n. 教学, 教导; 命令, 指示
investigation	[ɪnvestɪˈgeɪʃən]	n. 调查, 调查研究
specialist	[ˈspeʃəlist]	n. 专家
various	[ˈveəriəs]	a. 不同的, 各种各样的; 多方面的
aspect	[ˈæspekt]	n. 方面; (建筑物的) 朝向, 方向; 面貌, 外观
in contrast		相反
persistence	[pəˈsɪstəns]	n. 坚持不懈, 执意; 持久性
concentration	[kənsənˈtreɪʃən]	n. 专注, 专心; 集中; 浓缩, 浓度
vast	[vɑːst]	a. 广阔的, 浩瀚的; 巨大的, 庞大的, 大量的
majority	[məˈdʒɔrɪti]	n. 多数, 大多数
comparison	[kəmˈpærɪsən]	n. 比较, 对照; 比拟, 比喻
elementary school		小学
diversity	[daɪˈvɜːsɪti]	n. 差异, 不同点; 多样性
kindergarten	[ˈkɪndəˈɡɑːtn]	n. 幼儿园
specific	[spiˈsɪfɪk]	a. 特定的, 特有的; 明确的, 具体的
potential	[pəˈtenʃəl]	a. 潜在的, 可能的 n. 潜力, 潜能
secondary school		中学
eventually	[ɪˈventʃuəli]	ad. 最后, 终于
progressive	[prəˈɡresɪv]	a. 进步的, 先进的; 前进的, 渐进的
intellectualize	[ɪntɪˈlektʃuəlaɪz]	vt. 使知识化, 使理智化

难句解析

1. In a time (of low academic achievement) (by children in the United States), many Americans are turning to Japan, a country (of high academic achievement and economic success), for possible answers.

【翻译演练】



【结构分析】此句话的主语是 many Americans, 谓语是 are turning, 画线表达分别是时间状语 (In a time)、地点状语 (to Japan) 和目的状语 (for possible answers), 也可把 turn to... for... 视作固定搭配; 双逗号之间的黑斜体表达 a country... 是本句的学习重点, 它作其前面 Japan 的同位语, 对 Japan 进行补充说明, 注意: 它在形式上分隔了 turning to Japan... for possible answers 的搭配, 是一个典型的搭配分裂情形; 此外, 第一个括弧中的表达 of... 是介词短语, 作 time 的后置定语, 第二个括弧中的表达 by... 是介词短语作后置定语, 修饰 achievement, 而第三个括弧中的表达 of... 则是介词短语作 a country 的后置定语。

【知识链接】in a time of... 在一个……时代/时期; academic achievement 学业成绩; turn to... for... 求助于……以得到……

【参考译文】如今, 美国儿童的理论课成绩差, 许多美国人正转向理论成就高而且经济取得成功的日本寻求可能的答案。

2. However, the answers (**provided** by Japanese preschools) are not the ones (**Americans expected to find**).

【翻译演练】

【结构分析】此句的主干结构是: ... the answers... are not the ones..., 即主语是 the answers, 谓语是否定系动词 are not, 表语是 the ones, 第一个括弧表达是过去分词短语 provided by... 作主语 (the answers) 的后置定语, 第二个括弧表达是省略了关系代词 that 的定语从句, 修饰先行词 the ones。

【知识链接】expect to do sth. 期待着做某事

【参考译文】但是, 日本的幼儿园所提供的答案并不是美国人所期待的。

3. In one investigation, (300 Japanese) **and** (210 American) preschool teachers, child development specialists, and parents were asked about various aspects (of early childhood education).

【翻译演练】

【结构分析】此句的主语是画线的三个并列名词短语 preschool teachers, child development specialists, and parents, 谓语动词是 were asked, 斜体表达分别是时间状语 (In one investigation) 和范围状语 (about various aspects); 主语前面的两个括弧中的表达是并列定语, 共同修饰后面的主语, 而句末括弧中的表达则是介词短语作其前面 aspects 的后置定语。

【知识链接】preschool teacher 幼儿园教师; child development specialists 儿童研究专家; be asked about 被问到……事情; various aspects of... 关于……的各个方面; early childhood education 儿童的早期教育

【参考译文】在一项调查中, 300 名日本和 210 名美国的幼儿园教师、儿童研究专家和家長被问及关于早期儿童教育的各个方面。

4. To prepare children for successful careers in first grade and beyond, Japanese schools **do not** teach reading, writing, and mathematics, **but rather** skills (such as persistence, concentration, and the ability to function as a member of a group).

【翻译演练】

【结构分析】此句的主语是 Japanese schools, 谓语是并列的 do not teach... but rather (teach) (注: 后面的 teach 为避免重复被省略), 宾语分别是 reading, writing, and mathematics 和 skills; 其中, skills 后面又有 such as 引导的介词短语作其后置定语; 在此后置定语中, 最后面的斜体部分是不定式短语 to function as... 作其前面 ability 的后置定语; 句首部位是不定式短语 To prepare... 作句子的目的状语, 其中画线表达分别是 prepare 的目的状语 (for...) 和时间状语 (in...)。

【知识链接】prepare... for... 使……为……作准备; in first grade and beyond 在一年级和以后 (的年级); not... but (rather) 不是……而是……; the ability to do 做……的能力; function as... 作为……发挥作用

【参考译文】为了让孩子们为一年级和以后的成功生涯做好准备, 日本的学校并不教学生阅读、写作和算术, 而是教他们坚持不懈、专心和集体精神。

5. An emphasis (**on the importance of the group**) (**seen** in Japanese early childhood education) continues into elementary school education.

【翻译演练】

【结构分析】此句话的主语是 An emphasis, 谓语动词是 continues, 画线表达是介词短语 into... 作时间状语; 两个括弧中的表达分别是介词短语 (on...) 和过去分词短语 (seen...) 作后置定语, 修饰主语 emphasis。

【知识链接】an emphasis on... 对……的强调; the importance of the group 团队重要性; see 见证, 目睹, 经历; early childhood education 早期儿童教育; elementary school education 小学教育



【参考译文】日本儿童的早期教育对集体重要性的强调将继续延续到小学教育中。

6. Several more progressive programs have introduced free play (as a way out) for the heavy intellectualizing (in some Japanese kindergartens).

【翻译演练】

【结构分析】此句的主语是 Several more progressive programs, 谓语动词是 have introduced, 宾语是 free play, 画线的介词短语 for... 是目的状语, 修饰 have introduced, 表示其目的; 两个括弧中的表达皆是介词短语, 分别修饰 free play 和 intellectualizing。

【知识链接】progressive program 进步的项目; introduce... for... 为……引进……; a way out 出路; heavy intellectualizing 繁重的文化教育

【参考译文】有些更为进步的项目引入了自由玩耍的活动, 作为减轻日本某些幼儿园繁重文化教育负担的一种方法。

答案解析

1. 选 C

细节题。问题问“我们从第一段了解到许多美国人认为_____”。解题依据为文章开头两行: “如今, 美国儿童的理论课成绩差, 许多美国人正转向理论成就高而且经济取得成功的日本寻求可能的答案。”从中可以断定 C 项“日本的学龄前教育很强调学习指导”为正确答案。A 项“日本父母比美国父母更多参与学龄前教育”, 文章并没有比较。B 项中的 economic success 和 scientific achievements 在原文中属并列, 并没有因果关系, 所以不对。整篇文章都是讨论学龄前教育, 所以 D 项“日本的高等教育比美国的高等教育更好”也是错误的选项。

2. 选 B

细节题。问题问“被调查的大多数美国人认为学龄前教育也应该注重_____”。依据第二段第二句话: “在更强调个性发展的美国人中有 62% 的人把团队经历列为三个首要选择之一”。据此可以认为大多数美国人也认为团队经历很重要。B 项正确。A 项“解决问题”和 C 项“父母指导”没有提及, 属想当然。而 D 项“个性化发展”是指美国人本身的特征。

3. 选 D

细节题。问题问“在日本的学前教育上, 重点放在_____”。根据第一段倒数第二句 but 后的内容: “rather skills such as persistence, concentration, and the ability to function as a member of a group.” 可以归纳出日本的学龄前教育的重点是为了塑造孩子的性格。D 项正确。该段的第四行: “In most Japanese preschools, surprisingly little emphasis is put on academic instruction.” 倒数第三行又说: “... Japanese schools do not teach reading, writing, and mathematics.” 据此, A 项“在学习上为孩子做准备”是错误的, 和文章意思完全相反。B 项“培养孩子的艺术兴趣”和 C 项“开发孩子的潜能”都是提到的局部, 而非重点, 所以都不是该题的正确答案。

4. 选 C

细节题。问题问“在一些日本的幼儿园里引入自由玩耍是为了什么目的?” 解答该题定位在文章最后一句: “有些更为进步的项目引入了自由玩耍的活动, 作为减轻日本某些幼儿园繁重文化教育负担的一种方法”。C 项“减轻孩子们的学习负担”完全正确。A 项“开阔孩子们的眼界”; B 项“培养孩子们的创造性”; D 项“丰富孩子们的知识”。这三项的内容文章没有提及, 属想当然。

5. 选 D

细节题。问题问“一些日本父母为什么把孩子送大学附属幼儿园?” 依据是第四段第一句中的 “... , it will increase the children's chances of eventually being admitted to top-rated schools and universities.” D 项“他们能够享有更好的接受一流教育的机会”应该是对原文恰当的理解。文章只是说上大学附属幼儿园就会大大增加被一流中学和大学录取的机会, 并不能说他们将来的学业一定就更好。所以 A 项不妥。日本幼儿园普遍重视 group experience, 而不仅仅局限在大学附属幼儿园, 所以 B 项也不对。

全文翻译

如今, 美国儿童的理论课成绩差, 许多美国人正转向理论成就高而且经济取得成功的日本寻求可能的答



案。但是,日本的幼儿园所提供的答案并不是美国人所期待的。令人惊讶的是,在大多数日本幼儿园中,理论教育并不受重视。在一项调查中,300名日本的和210名美国的幼儿园教师、儿童研究专家和家長被问及关于早期儿童教育的各个方面。只有2%的日本答卷者把“在理论上为儿童提供一个好的开端”列为社会设置幼儿园的三个首要原因之一。相反,却有半数以上的美国答卷者把这一点列为三个首要选择之一。为了让孩子们为一年级和以后的成功生涯做好准备,日本的学校并不教学生阅读、写作和算术,而是教他们坚持不懈、专心和集体精神。绝大部分日本儿童是在家中由父母教授他们阅读的。

在最近这项对日本和美国学龄前教育的比较中,有91%的日本答卷者把“让儿童有团队经历”列为社会设置幼儿园的三个首要原因之一。在更强调个性发展的美国人中有62%的人把团队经历列为三个首要选择之一。日本儿童的早期教育对集体重要性的强调将继续延续到小学教育中。

像在美国一样,日本儿童的早期教育也有多样性。有些日本幼儿园有具体的目标,如早期音乐培训或潜力开发。在一些大城市,有附小和附中的大学也有幼儿园。

一些日本家长认为,如果他们的小孩参加了大学发起的项目,就增加了孩子最终进入名牌中学和大学的机会。有些更为进步的项目引入了自由玩耍的活动,作为减轻日本某些幼儿园繁重文化教育负担的一种方法。



Passage Three

Lead deposits, which accumulated in soil and snow during the 1960s and 1970s, were primarily the result of leaded gasoline emissions originating in the United States. In the twenty years that the Clean Air Act has mandated unleaded gas use in the United States, the lead accumulation (world wide) has decreased significantly.

A study published recently in the journal *Nature* shows that air-borne leaded gas emissions from the United States were the leading contributor to the high concentration of lead in the snow in Greenland. The new study is a result of the continued research led by Dr. Charles Boutron, an expert on the impact of heavy metals on the environment at the National Center for Scientific Research in France. A study by Dr. Boutron published in 1991 showed that lead levels in arctic snow were declining.

In his new study, Dr. Boutron found the ratios of the different forms of lead in the leaded gasoline used in the United States were different from the ratios of European, Asian and Canadian gasolines and thus enabled scientists to differentiate (分区) the lead sources. The dominant lead ratio found in Greenland snow matched that found in gasoline from the United States.

In a study published in the journal *Ambio*, scientists found that lead levels in soil in the Northeastern United States had decreased markedly since the introduction of unleaded gasoline.

Many scientists had believed that the lead would stay in soil and snow for a longer period.

The authors of the *Ambio* study examined samples of the upper layers of soil taken from the same sites of 30 forest floors in New England, New York and Pennsylvania in 1980 and in 1990. The forest environment processed and redistributed the lead faster than the scientists had expected.

Scientists say both studies demonstrate that certain parts of the ecosystem respond rapidly to reductions in atmospheric pollution, but that these findings should not be used as a license to pollute.

1. The study published in the journal *Nature* indicates that _____.

A) the Clean Air Act has not produced the desired results