

庆人大社50年华诞  
迎考研书20载辉煌

# 2006<sup>年</sup> 考研英语 英语阅读200篇

张锦芯 主审  
郭庆民 主编

精析疑难长句 + 核心词汇  
精读泛读结合 & 最新题型



中国人民大学出版社

图书在版编目(CIP)数据

2006 年考研英语阅读 200 篇 张锦芯主审, 郭庆民主编. 5 版

# 2006 年考研英语阅读 200 篇



1. 2006

II. 张锦芯主审

III. 英语—阅读教学—研究生—入学考试—自学参考资料

A. 150.19

中国版本图书馆 CIP 数据核字 (2005) 第 011671 号

主 审 张锦芯  
主 编 郭庆民

2006 年考研英语阅读 200 篇

张锦芯 主审

郭庆民 主编

正版查询及服务程序

- 刮 开 涂 层
- 获取 16 位数字编码
- 以编码作短信查真伪
- 上 [www.lkao.net](http://www.lkao.net) 注册
- 登陆增值服务进免费课堂

编辑发行 中国人民大学出版社

电 话 010-62511239

766 (邮购部)

795 (发行公署)

www.crup.com.cn

<http://www.lkao.net> (中国 1 考网)

开 本 787mm×1092mm 1/16

印 张 39.5

字 数 1000 千字

版 次 2001 年 7 月第 1 版

2005 年 2 月第 5 版

次 2005 年 2 月第 1 次印刷

价 48.00 元

中国人民大学出版社

版权所有 侵权必究 印装差错 负责调换

## 图书在版编目(CIP)数据

2006 年考研英语阅读 200 篇/张锦芯主审,郭庆民主编. 5 版

北京:中国人民大学出版社,2005

ISBN 7-300-06306-3

I. 2...

II. ①张...②郭...

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 (2005) 第 011671 号

## 2006 年考研英语阅读 200 篇

张锦芯 主审

郭庆民 主编

---

出版发行 中国人民大学出版社

社 址 北京中关村大街 31 号

邮政编码 100080

电 话 010-62511242 (总编室)

010-62511239 (出版部)

010-82501766 (邮购部)

010-62514148 (门市部)

010-62515195 (发行公司)

010-62515275 (盗版举报)

网 址 <http://www.crup.com.cn>

<http://www.lkao.net> (中国 1 考网)

经 销 新华书店

印 刷 北京鑫鑫印务有限公司

开 本 787×1092 毫米 1/16

版 次 2001 年 7 月第 1 版

2005 年 2 月第 5 版

印 张 39.5

印 次 2005 年 2 月第 1 次印刷

字 数 1 269 000

定 价 48.00 元

# 前言

在备考考研的过程中，正确处理精读和泛读的关系很重要，不少考生过多地强调阅读的量，而忽视了阅读的质。如果不精读文章，就难以有积累，而积累可以有形的，也可能是无形的。有形的积累包括词汇量的扩大，尤其是重点词汇的积累；对语法结构和词语用法更熟练的掌握，尤其是把握复杂句结构的能力。无形的积累包括对英语特有句式的感受（其中包括所谓“语感”）以及对英语为母语的人表达出来的特有思维方式的深刻体会和认识。

不论是无形的积累还是有形的积累，都是考生应该刻意培养的能力，而培养这些能力的有效途径是通过精读。当然，考生不能忽视泛读的重要性，因为一定的量是提高质的前提，但考生绝不能忽视精读的重要性，因为除了以上提到的重要作用外，通过精读文章，考生的翻译、语言运用、甚至写作能力都会有相应的提高。

本书的设计体现了精、泛读的合理结合。笔者认为，以下五个因素是应试阅读理解部分的关键：

## 一、充足的词汇量

充足的词汇量不仅是应试阅读理解部分的基础，而且是整个考试成功的关键，因此考生在备考之初必须花大力气积极扩展词汇量。在考研大纲规定的5500个词汇和词组中，考生至少应该掌握其中的90%以上，而且应该选择其中一部分词汇和词组做重点记忆。不仅如此，考生还应该记忆一些虽然超纲、但出现频率很高的词语，记忆一些与目前的社会热点问题相关的新词语，如有关计算机网络的常用词语。而且，词汇的记忆应该结合文章的上下文，而不能孤立地进行。只有在上下文中记忆的词语印象才更深刻，理解才更透彻，这同时也锻炼了考生根据上下文推测和理解词义的能力。

本书第一部分列出了前80篇文章中出现的重点词汇和词组，并对其词义进行了精心筛选。

## 二、把握文章重要信息

把握重要信息的能力直接关系到做题的命中率。一篇文章的重要信息包括文章涉及的主要方面以及作者的观点。就作者的观点而言，在英文文章中，作者很少用“我认为”、“在我看来”这样的措辞直接表达自己的观点，而经常是借助于其他方式表达。例如，各种转折句经常准确地表达作者的观点，相应地，当回答涉及作者观点的题时，考生要充分

利用这些转折句提供的线索,达到对作者观点的准确把握。把握文章的重点信息不仅帮助考生正确地回答涉及作者观点的题,而且对整个文章的理解会起到强有力的引导作用。

本书第一、三、四部分中的模拟题都把培养考生把握重要信息的能力作为测试重点之一。

### 三、疑难长句的理解

提高对疑难长句的理解能力不仅对应试阅读理解部分重要,而且对应试翻译和综合填空部分同样重要。理解疑难长句,关键的问题是首先把握住句子的主干框架,只有这样,才把握住了各句子成分之间的结构和逻辑关系,才可能抓住句子的核心意思,这时,即使有个别单词不认识,也不会严重影响对整个句子的基本理解。其次,要达到对疑难长句的正确理解,考生必须学会利用上下文提供的线索把握词语的确切含义,具体地说,就是要学会利用某个句子的上一句和下一句提供的词语上的线索,达到对这个句子更确切的理解。这也是我们不主张考生脱离文章的上下文、孤立地分析疑难长句的原因。此外,学会把握句与句之间的关系,对应试阅读理解新题型尤其重要。

本书第一部分对 100 篇文章中的疑难长句进行了翻译和注解,第二部分对文章进行了全文翻译,为学生理解疑难长句提供了可靠的参考。

### 四、掌握解题思路

良好的解题思路当然非常重要。在做阅读理解部分题时,不少考生采用的方法是将四个选择项与文章中某些地方反复对照。这种做法不仅效率不高,而且占用了大量时间。笔者认为,不同的题型应该采用不同的思路来回答。例如,在回答问及作者态度的题时,考生应该集中考察文章中表达作者观点的那些句子(如转折句)或最后一段(尤其是最后两三句)表达的内容,待看懂这些地方以后,再阅读四个选择项。这样做往往能够帮助考生直接选出正确答案,省去反复核对文字占用的时间。

本书第五部分指导考生如何把握文章重要信息,并培养学生的解题思路。

### 五、扩大知识面

近几年来,考研文章的题材呈现出两个显著特点,一是选文内容比较新颖,二是涉及的领域较广阔,包括经济、文化、教育、科技、法律、社会等问题。为了达到对文章的透彻理解,考生必须积极扩大自己的知识面。除了上面提到的传统话题外,考生还要了解新知识,了解社会热点问题,如:计算机网络、信息等技术的应用带来的影响,医学、教育、法律等方面的一些争议,经济上的热点问题、全球化问题等等。相信知识面的扩大无疑将加深考生对文章的理解,拓展把握题的思路。

本书的选材在考虑到重点的前提下,也注意到了题材的多样性。其中有相当大比例的文章内容涉及一些热点问题,使考生得以了解新知识、新问题、新观点。

本书的主要目的是帮助学生提高以上几个方面的能力。有关各部分的使用和精读的方法,请务必仔细阅读本书的“使用说明”。

本书由中国人民大学外语学院郭庆民副教授主编,中国人民大学外语学院张锦芯教授审阅。其他参加编写的有吴万千、吴永春、郭欣、宋爽等,焦妹、张早、杜金妹、史凤晓、罗莉丽同志承担了部分编写和资料的收集与整理工作。

由于作者水平有限,本书错误在所难免,欢迎广大考生和英语界同仁提出宝贵意见。

编者

2005 年 2 月

# 使用说明

本书包括五部分，第一、二部分供考生精读用；第三部分供考生泛读用；第四部分精心准备了三套题（包括阅读理解新题型），供考生检验自己的水平；第五部分剖析并归纳了阅读理解解题思路，深受广大考生欢迎。

本书在各部分作了相应的设计。

**第一部分**精选了100篇涵盖考研常涉及的一些题材的文章，对其中的疑难长句进行了翻译和注解，对其中的80篇文章分“考研必备词汇”和“其他词汇”进行了注释。本部分供考生精读文章使用，并利用精读串起对阅读、翻译、完形填空和写作的全面复习。

精读的具体步骤是：

- (1) 在12分钟~15分钟之内读完一篇文章并做完问题。
- (2) 对照答案，但不要急于读题解，自行思考自己之所以对或错的原因。
- (3) 阅读题解，注意对照自己的解题思路和题解中的思路有何差别，总结规律，纠正自己的思路。
- (4) 找出文章的疑难长句，弄清文章的主干结构，然后再根据上一句和下一句对长句进行分析理解。如果对长句的理解感到别扭，应亲自动手翻译一下，然后再对照“疑难长句翻译与注解”或“题解”中对本句的翻译（文章中所有长句的译文均可以在这两部分找到）。千万不要只口头翻译一下了事。
- (5) 重点记忆“考研必备词汇”中的词汇和词组（词汇均按出现次序排列）。我们在选择这些词汇时参考了大纲，但更关心的是它们的使用频率，对其词义也进行了精选，考生务必要熟记这些词汇和词义。我们也主张考生在看词汇表前试着在文章中猜测一些生词的意思。作者不建议考生记忆“其他词汇”中列出的词汇。
- (6) 如果某篇文章涉及的知识对考生来说较生疏，考生也要从知识上对文章涉及的内容进行归纳和理解。
- (7) 从文章中筛选部分好句型和词组记忆，供写作使用，但要少而精。

**第二部分**是阅读理解新题型，第一节的指导仅仅是对解题思路的概括，在阅读第三节的题解时一定要结合第一节的概括不断归纳解题线索。



第三部分的 17 套模拟试题主要供学生泛读用,建议考生每套用 50 分钟~60 分钟完成。每套题之后是其题解,题解只力求起到画龙点睛的作用,其他留给考生自己去思考和归纳。该部分旨在进一步提高考生的阅读能力,扩大其知识面和词汇量。考生无须精读文章,只作为阅读理解练习来做就够了。当然,考生也应该在难度较大、内容较新的文章上多花一些时间。

第四部分是 3 套模拟试题和题解,其中包括了阅读理解新题型。在经过精泛读的训练后,考生可以在该部分综合检验一下自己的水平。因此,我们建议考生每次用 75 分钟~85 分钟的时间做完一套题。这样,考生还检验了自己做题的时间是否超出了规定时间。请根据这 3 套题的平均得分评价自己达到的水平。

第五部分详细分析了历年考题阅读理解部分的特点,在总结历年考题的基础上,通过实例讲解和剖析解题思路,训练考生阅读理解的应试技能、帮助考生把握答题所需要的重要信息、培养考生根据上下文猜测词义的能力。笔者建议考生首先阅读这部分,然后再阅读其他部分。

本书还包括部分通知、信函等形式的应用文和少量叙述文,目的是为了让考生熟悉一下大纲中提到的各种体裁的文章。

# 目 录

<b>第一部分 模拟阅读试题文章 1 篇~100 篇及疑难长句翻译与注解和题解 .....</b>	<b>(1)</b>
第一节 模拟阅读试题文章 1 篇~100 篇及疑难长句翻译与注解 .....	(1)
第二节 模拟阅读试题文章 1 篇~100 篇题解 .....	(268)
<b>第二部分 阅读理解新题型 10 篇模拟试题及题解与译文 .....</b>	<b>(334)</b>
第一节 阅读理解新题型解题思路概述 .....	(334)
第二节 阅读理解新题型 10 篇模拟试题 .....	(335)
第三节 阅读理解新题型 10 篇模拟试题题解与译文 .....	(347)
<b>第三部分 阅读理解模拟试题 17 套与题解 .....</b>	<b>(362)</b>
<b>第四部分 阅读理解自测题 3 套和题解 .....</b>	<b>(500)</b>
自测题一 (含新题型) .....	(500)
自测题一题解 .....	(508)
自测题二 (含新题型) .....	(512)
自测题二题解 .....	(519)
自测题三 (含新题型) .....	(523)
自测题三题解 .....	(530)
<b>第五部分 阅读应试技能指导 .....</b>	<b>(535)</b>
第一节 给考生的建议 .....	(535)
第二节 文章的阅读 .....	(535)
一、什么是正确的阅读方法 .....	(535)
二、把握文章的重要信息 .....	(541)
三、文章类型 .....	(568)
四、阅读中注意运用已有的知识 .....	(591)
五、对文章中的举例与引用的理解 .....	(592)
第三节 猜测词义 .....	(594)
第四节 解题思路训练 .....	(596)



# 第一部分

## 模拟阅读试题文章 1 篇~100 篇 及疑难长句翻译与注解和题解

### 第一节 模拟阅读试题文章 1 篇~100 篇 及疑难长句翻译与注解

#### Text 1

The “new economic order” is a global one. Policymakers, educators, business, and industry are all concerned with strengthening the United States for competition in this new arena. Career education has generally focused on helping people understand the relationship between education and work and acquire employability skills. Now people need assistance in realizing the opportunities and meeting the challenges of the international workplace.

The evolving global economy is based on a number of factors: decreasing transportation and communications costs, new political structures and economic alliances. The most important influence is the emergence of flexible, information-based technologies. Profound economic and social changes are creating new market standards (productivity, quality, variety, customization, convenience, timeliness) and integrating producers and consumers into networks for delivering goods and services globally or locally. Meeting these standards requires great changes in organizational structures, skill needs, and jobs.

According to Carnevale, competitive organizations will be characterized by productivity, flexibility, speed, affordable quality, and customer focus. Many organizations will emphasize closely integrated work groups, teamwork, and shared information. The need for certain types of workers is being reduced or eliminated. At the same time, freer movement of some workers across national borders is escalating; other workers may engage in “electronic immigration,” interacting through telecommunications with their employers in

other countries.

The global economy will influence people's lives whether or not they are employed in international firms. In the new economy, nations compete not only with each other's economic systems, but also with each other's research and development and educational systems. Global events affect domestic economies.

Other characteristics of work in the new economy also have implications for career development. Managers will become brokers/facilitators; there will be more technical specialists, and shorter, flatter career ladders. Instead of the old-style division of labor into discrete tasks, job functions will converge, and work teams will consist of individuals who alternate expert, brokering, and leadership roles. Rewards will be based more on the performance of teams and networks.

A number of the skills needed for work in the global economy are reflected in current curricular emphases such as development of critical thinking skills, tech prep, the integration of vocational and academic education. Career educators can collaborate with vocational and academic educators and employers in documenting the need for these skills and infusing them in a multidisciplinary approach. As Zwerling puts it, "the best liberal education may come to be seen as career education; the best career education may be seen to be liberal education". The challenges of the global economy are an opportunity not only for work organizations to redesign themselves across national borders, but also for education to transcend its traditional boundaries and reenvision ways to prepare people for life and for work.

1. In face of the evolving global economy, the author suggests that the emphasis in career education be shifted to \_\_\_\_\_.

- [A] facilitating the acquisition of employability skills
- [B] strengthening the United States for competition with other countries
- [C] preparing people for the challenges of the international workplace
- [D] understanding flexible and information-based technologies

2. The changes in the skills needed for work in the new economy are prompted mainly by \_\_\_\_\_.

- [A] new political structures
- [B] new market standards
- [C] decrease in transportation
- [D] organizational structures

3. All of the following are true of the work in the new economy EXCEPT \_\_\_\_\_.

- [A] the emphasis of collective efforts directed at a task
- [B] a worker's ability to shift between roles
- [C] more specialized jobs resulting from division of labor
- [D] intensified competition in research and education

4. What Zwerling means by "liberal education" is education directed at \_\_\_\_\_.

- [A] training students' employability skills
- [B] transcending traditional boundaries
- [C] encouraging students to think freely and critically
- [D] promoting students' academic capabilities

5. The passage is mainly about \_\_\_\_\_.

- [A] the features of work and career education in the new era  
 [B] the influence of the evolving global economy on education  
 [C] the emergence of a new economic and political order  
 [D] the need for new rules of competition in the international market

## 考研必备词汇

- |  |                     |
|--|---------------------|
| 1. strengthen/'streŋθən/                       | vt. 加强, 巩固          |
| 2. arena/ə'ri:nə/                              | n. 竞技场, 比赛场所; 界     |
| 3. evolve/i'vɒlv/                              | vi. 进化, 演化; 发展      |
| 4. communications/kə'mju:ni'keɪfɪnz/           | n. 通信; 交通           |
| 5. alliance/ə'laɪəns/                          | n. 联盟, 联合           |
| 6. emergence/i'mæ:dʒəns/                       | n. 浮现, 出现           |
| 7. flexible/'fleksəbl/                         | a. 灵活的, 富有韧性的       |
| 8. customization/'kʌstəmaɪ'zeɪʃn/              | n. 用户化, 定制          |
| 9. timeliness/'taɪmlɪnis/                      | n. 及时, 适时           |
| 10. integrate/'ɪntɪgreɪt/                      | vt. 使结合, 使成整体, 使一体化 |
| 11. network/'netwɜ:k/                          | n. 网络, (电视, 广播) 网   |
| 12. characterize/'kærəktəraɪz/                 | vt. 表现……的特色; 刻画     |
| 13. teamwork/'ti:mwɜ:k/                        | n. (集体的) 配合, 合作     |
| 14. eliminate/i'limɪneɪt/                      | vt. 消除, 去除          |
| 15. border/'bɔ:də/                             | n. 边界, 国界, 边        |
| 16. escalate/'eskəleɪt/                        | vi. 逐步升高, 逐步增强      |
| 17. immigration/ɪmɪ'greɪʃn/                    | n. 移居; 移民入境         |
| 18. interact/ɪntər'ækt/                        | vi. 互相作用, 互相影响, 交流  |
| 19. telecommunications/ɪtelɪkə'mju:ni'keɪfɪnz/ | n. 电信, (远程) 通讯      |
| 20. domestic/də'mestɪk/                        | a. 国内的, 家庭的; 驯服的    |
| 21. implication/ɪmplɪ'keɪʃn/                   | n. 含意, 暗示           |
| 22. broker/'brəʊkə/                            | n. 掮客, 经纪人          |
| 23. discrete/dɪs'kri:t/                        | a. 分离的, 分立的         |
| 24. converge/kən'veɪdʒ/                        | vi. 会聚; 聚合; 集中于一点   |
| 25. alternate/'ɔ:ltəneɪt/                      | v. 交替, 轮流, 改变       |
| 26. curricular/kə'ɪrɪkjələ/                    | a. 课程的              |
| 27. critical/'krɪtɪkl/                         | a. 批判的, 批评性的; 关键性的  |
| 28. vocational/vəʊ'keɪʃənəl/                   | a. 职业的              |
| 29. collaborate/kə'læbəreɪt/                   | vi. 协作; 合作          |
| 30. document/'dɒkjument/                       | vt. (用文件等) 证明       |
| 31. liberal/'lɪbəəl/                           | a. 通才的; 开明的; 慷慨的    |
| 32. transcend/træn'send/                       | vt. 超越, 胜过          |
| 33. boundary/'baʊndri/                         | n. 边界; 界限           |

## 其他词汇

- |                            |                           |
|----------------------------|---------------------------|
| 1. employability 可用性, 适于雇用 | 2. affordable 买得起的, 承担得起的 |
| 3. facilitator 服务者         | 4. tech prep 技术预备课程       |

5. infuse 灌输, 注入

6. multidisciplinary 多学科的

7. reenvision 重新设想; 再预想

## 疑难长句翻译与注解

1. The evolving global economy ... alliances.

【译文】正在形成的全球经济基于多种因素, 包括日益降低的运输和通信成本, 新的政治结构和经济同盟。

【注解】在本句中, transportation 和 communications 都修饰 costs, 这里, communications (通常用作复数) 指“通信”。decreasing 修饰 costs, 而不是 transportation。

2. According to Carnevale ... focus.

【译文】在 Carnevale 看来, 各组织机构之间将围绕提高生产率、加强灵活性、提供快捷的服务、生产出顾客买得起的高质量产品、开展以顾客为中心的服务展开竞争。

【注解】这个句子虽然不长, 但很难直译, 故需要通过添加一些词语处理。

3. At the same time, freer movement ... countries.

【译文】同时, 某些工作者国际间更自由的活动正在急剧增加; 其他人可能从事“电子移民”活动, 通过电讯同在其他国家的雇主交流。

【注解】这里所谓的 electronic immigration 指 (其他一些工作者) 虽然身处国内, 但其经营活动却通过电子设备的联络在国际间进行。

4. A number of the skills ... education.

【译文】在全球经济时代, 工作所需要的多种技能在目前课程的侧重点中得到体现, 如批评性思维技能, 技术预备课程, 职业教育和学术教育的结合。

5. The challenges of the global economy ... for work.

【译文】全球经济带来的挑战不仅为各种就业机构提供了重新做国际化设计的机会, 而且促使教育超越传统领域、重新设计出使人们适应生活和工作的培训方式。

## Text 2

Broadly speaking, antitrust laws seek to promote fair competition on the markets and to protect consumers and businesses from anti-competitive business practices. The antitrust laws therefore forbid the wrongful acquisition of monopoly power, the abuse of monopoly power even if it was properly acquired in the first place, and other business practices that improperly stifle or suppress free competition.

Antitrust law matters to consumers and businesses that have been either harmed by anti-competitive abuses or accused of employing them. An antitrust offender sued in civil court risks paying treble damages (three times the value of proven harm caused by its offense), as well attorney's fees and costs, which include high fees for expensive experts. The alleged offender might also be ordered to curtail certain business practices during the lawsuit, then ordered to do so permanently if the suspended practices are deemed at trial to be antitrust violations. This is usually costly to the alleged offender, who must abruptly change its way of doing business while forfeiting a profitable commercial practice, and at the same time it suffers hurtful bad press. For example, Microsoft was today ordered to

stop bundling its internet browser with its Windows operating system, since this practice will likely be shown to be harmful and unfair to purchasers of computing equipment.

In really egregious cases, the alleged offender might find itself the subject of a criminal prosecution, and its officers and directors may be personally indicted, tried, and convicted. Criminal prosecutions of antitrust law are done by the Antitrust Division of the United States Department of Justice (DOJ), as well as by state prosecutors. The Federal Trade Commission (FTC) has strong regulatory powers and can readily refer matters to the DOJ or act in concert with it.

If a criminal conviction is obtained, jail is possible for directors and officers, steep fines are certain, and a ruinous excess of civil cases from competitors and customers becomes inevitable. In most but not all cases, a criminal conviction for antitrust violations foretells the demise of the company that receives it. Criminal prosecutions tend to be undertaken only where the wrongdoing is either brazen or outrageous, or where the harm caused by the wrongdoing is exceptional. Much depends also on the political climate. During the Reagan-Bush years there were far fewer criminal prosecutions than there have been since President Clinton took office.

1. Which of the following is true according to the passage?  
[A] Some monopoly power can be acquired through anti-competitive practices.  
[B] Any monopoly is considered by antitrust laws to be harmful to competition.  
[C] Only monopoly that suppresses free competition abuses business practices.  
[D] Abuses of monopoly power harm business owners more than customers.
2. While an antitrust lawsuit is in progress \_\_\_\_\_.  
[A] the court might suspend some of the offender's business transactions  
[B] the offender should bear all the expenses involved thus far in the case  
[C] the offender should stop any profitable commercial practices  
[D] the offender might suspend the case by abandoning monopoly practices
3. The case of Microsoft is cited to show that \_\_\_\_\_.  
[A] no internet browser should be sold together with computing equipment  
[B] great pressure was exerted on Microsoft's business as a result of the lawsuit  
[C] monopoly is more likely in the market for new technologies  
[D] the cost of antitrust violation can be very high to the offender
4. The word "egregious" most probably means \_\_\_\_\_.  
[A] criminal [B] civil  
[C] offensive [D] influential
5. We learn from the last sentence of the passage that \_\_\_\_\_.  
[A] the Reagan and Bush administrations encouraged anti-competitive practices  
[B] there were more businesses violating antitrust laws in Clinton's time  
[C] anti-competitive business practices are rampant in today's America  
[D] political power plays a role in identifying and prosecuting antitrust cases

### 考研必备词汇

1. forbid /fə'bid/
2. acquisition /ækwi'ziʃn/

- vt. 禁止, 不准, 不许  
n. 获得, 取得; 收购

3. monopoly/mə'nɒpəli/
4. abuse/ə'bjʊ:s/
5. in the first place
6. suppress/sə'pres/
7. offender/ə'fendə/
8. civil/'sivl/
9. offence/ə'fens/
10. attorney/ə'tæni/
11. fee/fi:/
12. allege/ə'ledʒ/
13. curtail/kə'teɪl/
14. lawsuit/'lə:sjʊ:t/
15. permanently/'pə:mənəntli/
16. suspend/sə'spend/
17. deem/di:m/
18. abruptly/ə'brʌptli/
19. forfeit/'fɔ:fit/
20. press/pres/
21. browser/'braʊzə/
22. prosecution/,prəsi'kju:ʃn/
23. indict/in'daɪt/
24. convict/kən'vɪkt/
25. justice/'dʒʌstɪs/
26. federal/'fedərəl/
27. commission/kə'mɪʃn/
28. regulatory/'regulətəri/
29. concert/'kɒnsət/
30. jail/dʒeɪl/
31. steep/sti:p/
32. ruinous/'ruɪnəs/
33. excess/ɪk'ses/
34. inevitable/in'evɪtəbl/
35. foretell/fɔ:'tel/
36. demise/di'maɪz/
37. undertake/,ʌndə'teɪk/
38. outrageous/aʊt'reɪdʒəs/
39. exceptional/ɪk'sepʃənəl/

- n. 垄断; 独占
- n. 滥用, 虐待, 辱骂  
首先, 第一
- vt. 镇压, 抑制, 压制
- n. 罪犯, 冒犯者
- a. 民事的; 公民的; 国内的; 有礼貌的
- n. 犯罪, 冒犯, 违反
- n. 律师
- n. 费
- vt. 断言, 宣称; 指控
- vt. 缩短, 减缩; 限制
- n. 诉讼
- ad. 永存地, 不变地
- vt. 中止, 推迟; 悬挂
- vt. 认为, 断定
- ad. 突然, 急剧地
- vt. 没收, 放弃
- n. 新闻(界)
- n. 浏览器; 浏览者
- n. 检举, 起诉
- vt. 起诉, 控告
- vt. 证明……有罪; 宣告……有罪
- n. 司法, 审判; 正义
- a. 联邦的
- n. 委员会; 委任, 任命
- a. (制定) 规章的, 管理的; 调节的
- n. 一致; 音乐会
- n. 监禁; 监狱
- a. 陡峭的; 过分的
- a. 破坏性的; 毁灭性的
- n. 过度, 剩余
- a. 不可避免的, 必然的
- vt. 预言, 预示, 预测
- n. 死亡; 让位
- vt. 承担; 从事, 着手
- a. 无耻的; 蛮横的, 令人愤慨的
- a. 例外的, 不平常的

## 其他词汇

1. antitrust 反托拉斯的
2. stifle 使窒息, 抑制
3. treble 三倍的
4. bundle 捆(绑)在一起
5. egregious 极端恶劣的, 异乎寻常的, 过分的
6. brazen 厚颜无耻的

## 疑难长句翻译与注解

### 1. The antitrust laws therefore ... competition.

【译文】因此，反托拉斯法禁止使用不正当方式获取垄断权力，禁止滥用垄断权力——即使这种垄断权力起初是合理取得的，禁止不合理地抑制或压制自由竞争的商业行为。

【注解】在这个句子中，forbid 有三个宾语，即：(1) the wrongful acquisition of monopoly power; (2) the abuse of monopoly power ...; (3) other business practices ...。所谓反托拉斯法实际上是反行业垄断。

### 2. Antitrust law matters ... them.

【译文】反托拉斯法对消费者和商业之所以重要，是因为他们可能受到不当的反竞争行为的侵害或自身因使用不当竞争手段而被指控。

【注解】matter 是动词，意为“重要，有重大关系”。that 引导的从句既修饰 businesses 也修饰 consumers，所谓因不当的反竞争行为受到侵害，当然主要指消费者；所谓使用不正当竞争手段，当然主要指商家。

### 3. An antitrust offender ... experts.

【译文】受到民事起诉的违反反托拉斯法的人面临支付三倍损失赔偿的威胁(三倍于由于其侵害行为被证明造成的损失的价值)，并支付律师费和其他成本，包括聘请昂贵的专家带来的巨额费用。

### 4. For example, Microsoft was today ... equipment.

【译文】例如，微软公司现在被明令禁止将其互联网浏览器同其 Windows 操作系统捆绑在一起销售，因为这种做法可能被证明对计算机设备的购买者来说是有害的、不公平的。

### 5. The Federal Trade Commission ... with it.

【译文】联邦贸易委员会拥有很大的管制权，可以随时将问题提交司法部，或同司法部协作办案。

【注解】regulatory 指依据法规管理，如同在中国工商局对企业的管理，不同于一般的行政管理。in concert with 意为“与……相呼应(或合作)”。

### 6. If a criminal conviction ... inevitable.

【译文】在获得刑事判决的情况下，公司领导们可能坐牢，肯定要接受巨额罚款；并且，同样在所难免的是竞争对手和消费者还要(对公司)进行不计其数毁灭性的民事诉讼。

### 7. Criminal prosecutions ... exceptional.

【译文】只有在犯罪情节恶劣或民愤极大，或犯罪导致的伤害非同一般的情况下，才可能发生刑事诉讼。

【注解】这里的两个 where 引导地点状语。

## Text 3

The usual distinctions between “basic research,” “applied research,” and “development,” used for many years in the formal government statistics kept by the National Science Foundation are, unfortunately, insufficient for discussions of policy for government investment in technical activities. Indeed, definitions are the source of much of the confusion over the appropriate role for government in the national scientific and technical enterprise. One cannot distinguish in any meaningful way “basic” from “applied research” by observing what a scientist is doing.

“Applied research” should not be used to mean “purposeful and demonstrably useful



basic research,” and one should be wary of the use of the term in government statistics. In corporate research laboratories, such as the T. J. Watson Research Laboratories of IBM, all of the work is referred to simply as “research.” There is no need to attempt a distinction between “basic” and “applied” research. All of the company’s research investments are motivated by corporate interests. All of the research has a purpose. All of it is conducted under highly creative conditions. None of it is so “pure” that there are no expectations of value from the research investment.

We should reserve the words “applied research” for those narrowly defined tasks in which limited time and resources are devoted to a specific problem for an identified user who gets all the benefit and should pay all the costs. To make this view of applied research clear in this discussion, I use the words “problem-solving research” instead.

Narrow problem-solving and development are activities initiated by someone who wishes to apply research methods purposefully to exploit an identified opportunity or solve a problem. They involve the application of technical resources to achieve an identified goal for a specified beneficiary, usually the investor in the work. It is a reasonable assumption that those who engage in such activities expect to benefit from them, and to benefit by a sufficient margin over the cost to accommodate the technical risk that is ever-present in research. The investor in problem-solving may be a government agency, but is more likely to be a private firm. In most cases that firm would be expected to be able to appropriate sufficient benefits to need no government subsidy to take those risks.

Public investment in the creation of new technology (technological development, whether by research or as a product of problem-solving) is a critical link between societal goals and the scientific research that is pursued by virtue of society’s commitment to those goals. Thus the desire for technology is an important—perhaps the most important—source of demand for science.

1. According to the author, the distinction between basic and applied researches in government documents is \_\_\_\_\_.
  - [A] theoretically unjustifiable
  - [B] obscure and misleading
  - [C] scientific but insufficient
  - [D] meaningful though confusing
2. A disturbing result of the definitions of nature of research in government statistics is that \_\_\_\_\_.
  - [A] the role of government in funding research activities is poorly defined
  - [B] scientists are not sure whether what they are doing is meaningful
  - [C] the goals of both basic and applied researches are not rationally set
  - [D] research in corporate settings is not purposeful or demonstrably useful
3. It is implied in the second paragraph that basic research is characterized by \_\_\_\_\_.
  - [A] less creativity
  - [B] higher motivation
  - [C] lack of immediate value
  - [D] insufficient investment
4. The “applied research” as the author understands it is best defined in terms of \_\_\_\_\_.
  - [A] the goal it serves and the problem it solves
  - [B] the party that sponsors and benefits from it

- [C] the cost and risks involved in such research  
 [D] both A and B
5. The passage is mainly concerned with defining the role of \_\_\_\_\_.  
 [A] applied research in the creation of new technology  
 [B] basic research in the creation of new technology  
 [C] private firms in refunding problem-solving research  
 [D] government in the creation of new technology

## 考研必备词汇

- |                             |                                       |
|-----------------------------|---------------------------------------|
| 1. statistics/stə'tistiks/  | <i>n.</i> 数据; 统计(学)                   |
| 2. insufficient/ɪn'sʌ'fɪnt/ | <i>a.</i> 不足的, 不够的                    |
| 3. appropriate/ə'prəʊpriət/ | <i>a.</i> 适当的 <i>vt.</i> 获取; 挪用       |
| 4. enterprise/'entəpraɪz/   | <i>n.</i> 企业, 事业; 事业心, 进取心            |
| 5. corporate/'kɔ:pəreɪt/    | <i>a.</i> 公司的; 团体的, 社团的               |
| 6. motivate/'məʊtəveɪt/     | <i>vt.</i> 使具有……的机动; 激发, 促成           |
| 7. reserve/'rɪ:zə:v/        | <i>vt.</i> 保留, 储备; 预定                 |
| 8. initiate/'ɪnɪʃieɪt/      | <i>vt.</i> 开始, 创始; 发动                 |
| 9. exploit/ɪk'splɔɪt/       | <i>vt.</i> 开拓, 开发; 剥削                 |
| 10. assumption/ə'sʌmpʃn/    | <i>n.</i> 假定, 设想; 担当; 假装              |
| 11. margin/'mɑ:dʒɪn/        | <i>n.</i> 利润, 差数; 页边的空白; (湖、池等的) 边缘   |
| 12. accommodate/ə'kɒmədeɪt/ | <i>vt.</i> 容纳, 调解; 使适应; 供给……住宿        |
| 13. subsidy/'sʌbsɪdi/       | <i>n.</i> 补贴; 补助金                     |
| 14. product/'prɒdʌkt/       | <i>n.</i> 产物, 结果; 产品                  |
| 15. societal/sə'saɪətl/     | <i>a.</i> 社会的                         |
| 16. pursue/pə'sju:/         | <i>vt.</i> 从事, 追求; 追赶                 |
| 17. by virtue of            | 依靠, 由于, 根据                            |
| 18. commitment/kə'mɪtmənt/  | <i>n.</i> 致力, 献身; 承诺, (承担) 义务; 犯罪; 委托 |

## 其他词汇

1. demonstrably 可证明地, 确然    2. beneficiary 受惠者, 受益人

## 疑难长句翻译与注解

1. The usual distinctions between ... activities.

【译文】对“基础研究”和“应用研究”与“发展”这些词语的基本区分, 在国家科学基金会记录的正式的政府数据中已经沿用多年, 不幸的是, 在讨论政府对技术活动的投资政策时, 这些区分显得很不足。

【注解】本句的主干是: the usual distinctions ... are insufficient for ...。其中, used ... statistics 是定语, 修饰 the usual distinctions; 而 kept by the National Science Foundation 也是定语, 修饰 government statistics。

2. We should reserve ... the costs.

【译文】我们应该用“应用研究”这个概念专指完成那些狭义的任务, 即指在有限时间内利用有限资