



新大纲新标准

郑家顺考试捷径系列 (英语专业八级考试命题研究组 编)

Reading Comprehension

# 英语专业八级 阅读理解 100篇精讲

郑家顺◎主编

入门分析+技能实战+考前冲刺 把握试题中心与答题依据 省去查字典、问老师等麻烦

名师点津



东南大学出版社  
SOUTHEAST UNIVERSITY PRESS

# 英语专业八级阅读理解

# 100

## 篇精讲

主 编 郑家顺

副主编 张 斌 陆燚枫 朱月华

编 委 黎 敏 岳凤霞 许兰娟

蒋 玮 张长明 李云霞

东南大学出版社  
· 南京 ·

**图书在版编目(CIP)数据**

英语专业八级阅读理解 100 篇精讲/郑家顺主编. —南京:东南大学出版社,2009.4

ISBN 978 - 7 - 5641 - 1554 - 8

I. 英… II. 郑… III. 英语-阅读教学-高等学校-水平考试-自学参考资料 IV. H319.4

中国版本图书馆 CIP 数据核字(2009)第 009212 号

---

**英语专业八级阅读理解 100 篇精讲**

---

出版发行 东南大学出版社  
出 版 人 江汉  
社 址 南京四牌楼 2 号  
邮 编 210096  
网 址 <http://press.seu.edu.cn>  
电子邮件 [press@seu.edu.cn](mailto:press@seu.edu.cn)  
经 销 全国各地新华书店  
印 刷 常州市武进第三印刷厂  
开 本 787mm × 1092mm 1/16  
印 张 15.25  
字 数 397 千字  
版 次 2009 年 4 月第 1 版  
印 次 2009 年 4 月第 1 次印刷  
书 号 ISBN 978 - 7 - 5641 - 1554 - 8  
印 数 1 ~ 3000 册  
定 价 26.80 元

---

本社图书若有印装质量问题,请直接与读者服务部联系。电话(传真):(025)83792328。

# 前言

为了帮助广大考生在新大纲出台之后能够轻松获得英语专业八级高分,我们组织编写了《英语专业八级阅读理解 100 篇精讲》。

一、题目:根据新版教学大纲编写,按专业八级考试的形式,将 100 篇阅读理解汇编成 25 个 Test(分为入门分析篇、技能实战篇、学习提高篇、巩固强化篇和考前冲刺篇),每个 Test 均含 20 道题(4 篇文章)。

二、文章难易度编排:由易到难,循序渐进,便于考生有效突破阅读难关。

三、解释为该书最显著的特点:

1. 为便于考生理解原文、提高翻译水平以及实际英语运用的能力,每篇均给出中文内容大意,主题或主题句均用黑体字注出。

2. 选择项均给出答题依据,附以简练精讲,帮助考生养成良好的解题思维。

通过做题,每天一个 Test,举一反三,一个月内有效突破英语阅读难关,轻轻松松提高英语专业水平。

本书所选的例题、译句和解释都经过反复推敲、实践,但不当之处在所难免,敬请广大读者、同行专家不吝指正,以便改进。

★欢迎本书读者光临“郑家顺英语博客”( <http://blog.sina.com.cn/zhengjiashun> )!

这里既有作者在教学中的心得体会,也有英语专业四、八级考前做题技巧分析以及最新试卷及答案;同时也希望能借此收到更多学习者的反馈与意见。让我们一起进步,谢谢参与。

郑家顺

E-mail: zjsenglish@hotmail.com



# 目 录

## 入门分析篇

Test 1 .....	1
Test 2 .....	9
Test 3 .....	19
Test 4 .....	27
Test 5 .....	36

## 技能实战篇

Test 6 .....	47
Test 7 .....	56
Test 8 .....	66
Test 9 .....	75
Test 10 .....	84

## 学习提高篇

Test 11 .....	94
Test 12 .....	103
Test 13 .....	112
Test 14 .....	121
Test 15 .....	132

巩固强化篇

Test 16 ..... 143

Test 17 ..... 152

Test 18 ..... 161

Test 19 ..... 170

Test 20 ..... 180

考前冲刺篇

Test 21 ..... 191

Test 22 ..... 200

Test 23 ..... 209

Test 24 ..... 218

Test 25 ..... 227

## 入门分析篇

## Test 1

## Text A

As a contemporary artist, Jim Dine has often incorporated other people's photography into his abstract works. But, the 68-year-old American didn't pick up a camera himself and start shooting until he moved to Berlin in 1995—and once he did, he couldn't stop. The result is a voluminous collection of images, ranging from early-20th-century-style heliogravures to modern-day digital printings, a selection of which are on exhibition at the Maison Europeenne de la Photographie in Paris. They are among his most prized achievements. "I make photographs the way I make paintings," says Dine, "but the difference is, in photography, it's like lighting a fire every time."

Though photography makes up a small slice of Dine's vast oeuvre, the exhibit is a true retrospective of his career. Dine mostly photographs his own artwork or the subjects that he has portrayed in sculpture, painting and prints—including Venus de Milo, ravens and owls, hearts and skulls. There are still pictures of well-used tools in his Connecticut workshop, delightful digital self-portraits and intimate portraits of his sleeping wife, the American photographer Diana Michener. Most revealing and novel are Dine's shots of his poetry, scribbled in charcoal on walls like graffiti. To take in this show is to wander through Dine's life: his childhood obsessions, his loves, his dreams. It is a poignant and powerful exhibit that rightly celebrates one of modern art's most intriguing—and least hyped—talents.

When he arrived on the scene in the early 1960s, Dine was seen as a pioneer in the pop-art movement. But he didn't last long; once pop stagnated, Dine moved on. "Pop art had to do with the exterior world," he says. He was more interested, he adds, in "what was going on inside me." He explored his own personality, and from there developed themes. His love for handcrafting grew into a series of artworks incorporating hammers and saws. His obsession with owls and ravens came from a dream he once had. His childhood toy Pinocchio, worn and chipped, appears in some self-portraits as a red and yellow blur flying through the air.

Dine first dabbled in photography in the late 1970s, when Polaroid invited him to try out a new large format camera at its head-quarters in Cambridge, Massachusetts. He produced a series of colorful, out-of-focus self-portraits, and when he was done, he packed them away. A half dozen of these images—in perfect condition—are on display in Paris for the first time. Though masterful, they feel flat when compared with his later pictures.

Dine didn't shoot again until he went to Berlin in the mid-'90s to teach. By then he was

ready to embrace photography completely. Michener was his guide. "She opened my eyes to what was possible," he says. "Her approach is so natural and classic. I listened." When it came time to print what he had photographed, Dine chose heliogravure, the old style of printing favored by Alfred Stieglitz, Edward Curtis and Paul Strand, which gives photographs a warm tone and an almost hand-drawn look—like Dine's etchings. He later tried out the traditional black-and-white silver-gelatin process, then digital photography and jet-ink printing, which he adores.

About the same time, Dine immersed himself into Jungian psychoanalysis. That, in conjunction with his new artistic tack, proved cathartic. "The access photography gives you to your subconscious is so fantastic," he says. "I've learned how to bring these images out like a stream of consciousness—something that's not possible in the same way in drawing or painting because technique always gets in your way." This is evident in the way he works, when Dine shoots, he leaves things alone.

Eventually, Dine turned the camera on himself. His self-portraits are disturbingly personal; he opens himself physically and emotionally before the lens. He says such pictures are an attempt to examine himself as well as "record the march of time, what gravity does to the face in everybody. I'm a very willing subject." Indeed, Dine sees photography as the surest path to self-discovery. "I've always learned about myself in my art," he says. "But photography expresses me. It's me. Me." The Paris exhibit makes that perfectly clear.

1. According to Dine, the difference between painting and photography is that \_\_\_\_\_.
  - A. the latter requires more insight
  - B. the former needs more patience
  - C. the latter arouses great passions in him
  - D. the former involves more indoor work
2. The word "oeuvre" in the second paragraph probably means "\_\_\_\_\_".
  - A. all the works of an artist
  - B. all the efforts of an artist
  - C. an artist's great potential
  - D. an artist's great talent
3. Which of the following photographs of Dine's leaves the deepest impression on the author?
  - A. Pictures of graffiti on walls.
  - B. Photographs of his poetry.
  - C. Shots of his well-used tools.
  - D. Pictures of ravens and owls.
4. What does the author think of Dine's self-portraits in the late 1970s?
  - A. Their connotative meanings are not rich enough.
  - B. They are not so exquisite as his later works.
  - C. They reflect themes of his childhood dreams.
  - D. They are much better than his later pictures.
5. All of the following fields has Dine ever set foot in EXCEPT \_\_\_\_\_.
  - A. a new style of painting
  - B. a silver-gelatin process
  - C. an old style of printing
  - D. Jungian psychoanalysis



6. What is the main idea of the passage?
- A. Jim Dine's exhibit is a true retrospective of his career.
  - B. The author tells us Jim Dine's life stories as an artist.
  - C. Jim Dine is distinguished for his colorful self-portraits.
  - D. In a revealing exhibit, Jim Dine points his lens inward.

### Text B

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, which 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 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 great 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.

7. This passage is primarily concerned with \_\_\_\_\_.
- A. a new language
  - B. technical terminology
  - C. various occupations and professions

- D. scientific undertakings
8. Special words used in technical discussion \_\_\_\_\_.  
A. should be confined to scientific fields  
B. should resemble mathematical formulae  
C. are considered artificial speech  
D. may become part of common speech
9. It is true that \_\_\_\_\_.  
A. the average man often uses in his own vocabulary what was once technical language not meant for him  
B. various professions and occupations often interchange their dialects and jargons  
C. there is always a clear-cut nontechnical word that may be substituted for the technical word  
D. an educated person would be expected to know most technical terms
10. The writer of this article was probably \_\_\_\_\_.  
A. a linguist      B. an attorney      C. a scientist      D. an essayist

### Text C

Many philosophers have argued that people make decisions about what's right and wrong based on moral principles and rational thought. But other philosophers and more recently, some psychologists and neuroscientists—have argued that there's more to the story. When faced with a moral dilemma, these scholars say we rely on emotional reactions as well as our powers of reasoning. In a study of brain damage, published today, neuroscientists report evidence that emotions indeed exert a powerful influence on moral judgments.

In the new study, Antonio Damasio of the University of Southern California in Los Angeles and colleagues examined moral reasoning in six people who had damage to the ventromedial prefrontal cortex (VMPC), a brain region that regulates emotions. The researchers presented the patients with moral dilemmas that forced them to decide whether it was acceptable to sacrifice one person's life to save several others. For example, participants had to decide whether to flip a switch that diverts a runaway trolley from a track leading to five workers to a track leading to just one worker. The researchers also gauged the decisions of 12 people without brain damage and 12 patients with damage to brain regions unconnected to emotion.

In the trolley scenario, most people in all three groups said it was okay to flip the switch. However, the VMPC patients' decisions diverged when the scenario required inflicting direct personal harm on one person to save several others—such as shoving a large person off a bridge to slow a trolley headed for five people. From a strictly rational point of view, it's better to save five people instead of one, but the thought of pushing an innocent person to his death is emotionally wrenching. That may explain why only about 20% of people in the control groups said they'd push. The VMPC patients, on the other hand, made the utilitarian choice about twice as often, the researchers report online today in *Nature*.

The findings fit nicely with other evidence that moral judgments often involve a conflict

between emotion and reason and that those two competing influences rely on different networks of brain regions, says Joshua Greene, a philosopher and cognitive neuroscientist at Harvard University. But Jordan Grafman, a cognitive neuroscientist at the National Institute of Neurological Disorders and Stroke in Bethesda, Maryland, isn't convinced that extreme moral dilemmas like the trolley problem evoke the same cognitive processes—and involve the same brain regions—as moral judgments in the real world involve. Even so, he says, the study “emphasizes that disciplines other than philosophy can contribute to issues related to moral behavior.”

11. Many philosophers believe that \_\_\_\_\_.
  - A. most decisions are made morally
  - B. few decisions are made irrationally
  - C. decisions are much influenced by emotions
  - D. moral judgments are usually made rationally
12. The trolley problem is presented to illustrate that \_\_\_\_\_.
  - A. VMPC is a brain region that regulates emotions
  - B. moral judgments may be influenced by emotions
  - C. even patients with brain damage can deal with moral dilemmas
  - D. it's a tragedy to sacrifice an innocent person to save several others
13. In the trolley scenario, most participants believe that \_\_\_\_\_.
  - A. it's right to flip the switch to save more people
  - B. it's wrong to push an innocent person to his death
  - C. it's better to save five people without hurting anyone else
  - D. it's ridiculous for them to decide whether to flip the switch
14. Jordan Grafman thinks that \_\_\_\_\_.
  - A. philosophy helps little to account for moral behavior
  - B. the same brain regions are involved in moral judgments
  - C. moral issues have nothing to do with philosophical study
  - D. moral issues usually lead to the same cognitive processes
15. The best title for the text should be \_\_\_\_\_.
  - A. The VMPC Patients with a Moral Dilemma
  - B. The Conflict between Emotion and Reason
  - C. How the Heart Can Rule the Head
  - D. How to Face a Moral Dilemma

### Text D

The 1990s have witnessed a striking revival of the idea that liberal democratic political system is the best basis for international peace. Central to the vision of a peaceful democratic world has been the proposition that liberal democracies do not fight each other; that they may and frequently do get into fights with illiberal states, but not with other countries that are basically similar in their political systems. The proposition appeals to political leaders and scholars as well.

Yet it is doubtful whether the proposition is strong enough to bear the vast weight of

generalization that has been placed on it. Among the many difficulties it poses, two stand out. First there are many possible exceptions to the rule that democracies do not fight each other; and second, there is much uncertainty about why democracies have, for the most part, not fought each other. *Liberal Peace, Liberal War* by John M. Owen is an attempt to explain the twin phenomena of liberal peace (why democracies do not fight each other) and liberal war (why they fight other states, sometimes with the intent of making them liberal).

Owen's analysis in the book strongly suggests that political leaders on all sides judged a given foreign country largely on the basis of its political system, and this heavily influenced decisions on whether or not to wage war against it. However, he also shows that military factors, including calculations of the cost of going to war, were often influential in tipping the balance against war. In other words, democratic peace does not mean the end of power politics.

Owen hints at, but never addresses directly, a sinister aspect of democratic peace theory: its assumption that there would be peace if only everybody else was like us. This can lead only too easily to attempts to impose the favored system on benighted foreigners by force—regardless of the circumstances and sensibilities that make the undertaking hazardous. Owen's central argument is not strengthened by the occasional repetition, nor by the remorselessly academic tone of the more theoretical chapters. However, most of the writing is succinct; the historical accounts are clear and to the point; and the investigation of the causal links between liberalism and war "is admirably thorough".

There are several grounds on which the book's thesis might be criticized. The most obvious is that some twentieth-century experience goes against the argument that liberal states ally with others, above all, because they perceive them as fellow liberals. In our own time, several liberal democracies have maintained long and close relations with autocracies. However, Owen's argument for a degree of solidarity between liberal states provides at least part of the explanation for the continuation and even expansion of NATO in the post-cold war era.

16. The author implies that the theory of democratic peace \_\_\_\_\_.  
A. should not have been supported by scholars  
B. describes too simplified a picture of world politics  
C. reflects the outdated view of power politics  
D. explains nothing but war and peace between democracies
17. The author considers Owen's main argument to be \_\_\_\_\_.  
A. heavily biased  
B. completely unfounded  
C. harmfully misleading  
D. evidently self-contradictory
18. Which of the following statements would the author agree to?  
A. The fight between different political systems will be intensified.  
B. Wars are dangerous and should be avoided at all cost.  
C. There is no direct link between political system and war.  
D. Wars can be avoided if democracies stop fighting autocracies.
19. The expansion of NATO after the Cold War shows that \_\_\_\_\_.  
A. democratic nations will never cooperate with autocracies



- B. historical incidents never bear Owen's argument out  
 C. Owen's argument is not supported by the present situation  
 D. Owen's central argument is reasonable to some extent
20. The text is most likely to be \_\_\_\_\_.  
 A. an annual report about the world situation  
 B. a review of a book on international politics  
 C. an argument for an insightful proposition  
 D. a survey of the factors influencing world peace

## Keys

1—5	CABAA	6—10	DBDAA	11—15	DBAAC	16—20	BACDB
-----	-------	------	-------	-------	-------	-------	-------

## Notes

## Text A

本文介绍了 Jim Dine 的摄影作品和摄影之路。他在巴黎举办了个人摄影展,其影展作品的主题包括乌鸦、猫头鹰等。从早期的流行艺术先锋,到 20 世纪 90 年代中期的摄影探索,最后他将相机对准自己,开始进行自拍。巴黎摄影展是他对自我表达的最好诠释。

- C** 推断题。(Lines 7~8, Para. 1) "...the **difference** is, in photography, it's like **lighting a fire** every time."谈到 Dine 对摄影的不同感受,摄影激发了他极大的热情,故 C 为答案。
- A** 语义理解题。(Lines 1~2, Para. 2) "Though photography makes up a **small slice** of Dine's **vast oeuvre**, the exhibit is a **true retrospective** of his career."指出在 Dine 的庞大的 oeuvre 里,摄影“只占很小的一部分”,所以 oeuvre 是指“全部作品”,A 符合文意。
- B** 细节题。(Lines 6~7, Para. 2) "Most revealing and novel are Dine's shots of his poetry, **scribbled** in charcoal on walls **like graffiti**."只是说“诗乱写在墙上,像是涂鸦”,并非真正的涂鸦,A 项错误。
- A** 推断题。(Lines 4~5, Para. 4) "Though masterful, they **feel flat** when compared with his later pictures."通过比较,前期的那些显得苍白,故 A 为答案。其中的“masterful”表明作者对技巧的肯定,B 项的“精美”不符合文意。
- A** 细节题。(Line 4, Para. 5) "...Dine chose heliogravure, **the old style** of printing..."得出 C 项符合文意。(Lines 6~7, Para. 5) "He later tried out **the traditional black-and-white silver-gelatin** process,"得出 B 项符合文意。(Line 1, Para. 6) "About the same time, Dine immersed himself into **Jungian psychoanalysis**."表明 D 符合文意。只有 A 未提及,故为答案。
- D** 主旨题。文章以 Jim Dine 在巴黎举办了个人摄影展开始,简要介绍其影展作品的主题以及摄影师的艺术之路,最后指出(Line 1, Para. 7) "Eventually, Dine turned the camera on himself."他将相机对准自己。全文最后总结"The Paris exhibit makes that perfectly clear."这与 D 项意思一致,故为答案。A 项是第二段提到的细节,B 项范围过大,C 项未提及。

## Text B

本篇指出每个职业都有自己的专门词汇,供专业内部人员就专业问题进行讨论。然而专业词汇并不局限于专业内部,尽管许多专业词汇即便是知识分子也不理解,有的行业词语却为大众词汇做出贡献,进入日常用语中。同时媒介帮助每个人了解各行各业的词汇,因而经常可以发现人们在日常交往中也采用一些科技术语,使这些术语成为普通用语。

7. **B** 主旨题。(Line 1, Para. 1) “Every profession or trade, every art, and every science has its **technical vocabulary**...”开篇指出各行各业都有自己的“专业词汇”。(Line 1, Para. 2) “Different occupations, however, **differ widely** in the character of their **special vocabularies**.”而各自行业的词汇又各不相同。(Lines 1 ~ 3, Para. 3) “**The special dialects** of law, medicine, divinity, and philosophy have... become pretty **familiar to cultivated persons**, and have contributed much to the **popular vocabulary**.”有的行业词语还为大众词汇做出贡献。所以纵观全文,作者讨论的是专业词汇的问题。因此正确答案是 B。
8. **D** 细节题。(Line 1, Para. 4) Yet **no profession** is nowadays, as all professions once were, a **close guild**. (Line 7, Para. 4) “Thus our **common speech** is always taking up new technical terms and making them **commonplace**.”说明了专门词汇可能会变成日常用语。因此正确答案是 D。
9. **A** 细节题。  
 ①(Lines 3 ~ 4, Para. 3) “Yet every vocation possesses a large body of technical terms that **remain essentially foreign**, even to **educated speech**.”提到每个行业都有自己的技术词汇,对有文化的人来说也很陌生,所以选项 D 不正确,(Lines 3 ~ 4, Para. 1) “Such special dialects, or jargons, are necessary in technical discussion of any kind.”说明专业术语的必要性,但没有提到可以跨行业使用, B 项错误。同样 C 也是干扰项,原文没有提及非专业词汇取代专业词汇存在一个清晰的界限。  
 ②(Line 7, Para. 4) “Thus our **common speech** is always taking up new technical terms and making them commonplace.”普通民众会吸收专业词汇到他们的日常交流中。所以正确答案是 A。
10. **A** 推断题。原文出现了很多语言学专业词汇,比如 jargon, dialect, common speech 等等,而且原文探讨的是专门术语的本质、演变和发展,从这个角度来看,作者应该是一位语言学家。因此正确答案是 A。

## Text C

本篇主要涉及了大脑调节与道德行为的关系。开篇指出人们基于道德原则和理智思维来判断是非的这种观点并不完全正确,神经学家有证据表明,情感因素也会对此产生影响。在研究中,研究人员给出道德难题来测试相关人员,得出大脑的额前正中皮质是调节情感的区域。最后指出与道德行为相关的问题不是由哲学,而是由其他学科才能解释。

11. **D** 细节题。(Lines 1 ~ 2, Para. 1) “Many philosophers have argued that people make decisions about what's right and wrong **based on moral principles and rational thought**.”指出许多哲学家的观点:“人们基于道德原则和理智思维来判断是非。”D 项符合原文。
12. **B** 细节题。(Lines 5 ~ 6, Para. 1) “In a study of brain damage...neuroscientists report evidence that **emotions** indeed exert a powerful influence on **moral judgments**.”指出研究结果为“情感的确会对道德判断产生重大影响”。
13. **A** 细节题。(Line 1, Para. 3) “In the trolley scenario, most people in all three groups said it was okay to **flip the switch**.”指出“在这个机车场景中,这三个小组中的大多数人都表示可以扳动道岔。”因为这样可以拯救更多的人。A 项正确。
14. **A** 推断题。(Lines 7 ~ 8, Para. 4) 根据“Even so, he says, the study ‘emphasizes that **disciplines** other than philosophy can **contribute to** issues related to moral behavior.’”所以 Jordan Grafman 的观点为:“不是哲学,而是其他学科才能解释与道德行为相关的问题。”由此可见,哲学的贡献并不大。
15. **C** 主旨题。(Lines 1 ~ 2, Para. 1) “Many philosophers have argued that people make decisions about what's right and wrong based on moral principles and rational thought.”点明了全文的主旨。全文主要讨论“emotion”对“moral judgments”的影响问题。所以围绕这个主题 C 项的内容最适合为全文的标题。

## Text D

本文是一篇关于 John M. Owen 写的《自由的和平、自由的战争》的书评。开篇提出一种和平的民主世界观,引起政治领袖和学者的兴趣。接着就提到这本书的内容,将书中的观点列举出,并对几个论点进行批驳,最后指出书中还是有合理的观点的。

16. **B** 推断题。第一段提到了有关自由民主政治的观点;第二段转折指出,令人怀疑的是,这种见解是否具有很强的说服力,足以支持对它的高度概括,随后介绍了该理论导致的问题——民主国家彼此不会发生战争;对于为什么民主国家彼此不会发生战争这个问题,存在许多不确定因素。由此可知,该理论对世界的描述比较简单。B 与此意符合,为正确答案。
17. **A** 态度题。第二段提到了欧文的书,随后的段落分析了他的观点,(Line 1, Para. 5) “There are several grounds on which the book’s thesis might be criticized.” 指出,欧文书中的论点可以从几个方面进行批驳。这说明作者认为欧文的主要论点不恰当。A 与此意符合,为正确答案。
18. **C** 推断题。作者在前面的段落介绍了欧文的观点(自由民主国家彼此不会发生战争,它们也许并且通常肯定会卷入同非自由国家的战争)。最后一段指出,在我们这个时代,好几个自由民主国家同独裁国家保持着长期、密切的关系。由此可知,作者可能认为,政治制度与战争没有多大的关系。C 与此意符合,为正确答案。
19. **D** 细节题。(Line 1, Para. 5) “There are several grounds on which the book’s thesis might be criticized.” 首先批驳了欧文的观点,(Lines 4 ~ 6, Para. 5) “However, Owen’s argument for a degree of solidarity between liberal states provides at least part of the explanation for the continuation and even expansion of NATO in the post-cold war era.” 转而指出,“不过,欧文认为自由国家之间存在一定程度上的团结,这种论点至少部分解释了后冷战时期北约继续存在甚至在扩展的原因。”这说明欧文的有些观点是正确的。D 项符合,为正确答案。
20. **B** 归纳题。文章第一段引出了自由民主政治体制的话题,第二段提到了欧文写的书,随后的段落具体介绍了书中有关这个话题的观点。这说明本文应该是一个书评。B 与此意符合,为正确答案。

## Test 2

## Text A

American economists once spoofed university education as the only industry in which those who consume its product do not purchase it; those who produce it do not sell it, and those who finance it do not control it. That apt description, made in the 1970s, has been undermined since then by the emergence of the first for-profit universities in the United States. Controlled by entrepreneurs, these schools which number about 700 and counting sell a practical education to career-minded students and make a good buck doing it. They are now expanding abroad, creating the first multinational corporations in a sector long suspicious of balance sheets.

The companies are lured by a booming market in which capitalist competition is still scarce. The number of university students is expected to double in the next 25 years to 170 million worldwide. Demand greatly exceeds supply, because the 1990s saw massive global investment in primary and secondary schools, but not in universities. The number of children enrolled in primary

or secondary schools rose by 18 percent around the world—more than twice the rate of increase in any previous decade. Now these kids are often graduating from high school to find no openings in national universities, which nevertheless don't welcome for-profit competition. The Brazilian university teachers' union warned that foreign corporations would turn higher education into "a diploma industry". Critics raised the specter of declining quality and a loss of Brazil's "sovereign control" over education.

For-profit universities met with similar suspicion when they first opened in the United States. By the 1980s they were regularly accused of offering substandard education and had to fight for acceptance and respect. Lately, they have flourished by catering to older students who aren't looking for keg parties, just a shortcut to a better career. For-profit colleges now attract 8 percent of four-year students in the United States, up from 3 percent a decade ago. By cutting out frills, including sports teams, student centers and summer vacation, these schools can operate with profit margins of 20 to 30 percent.

In some countries, the American companies operate as they do at home. Apollo found an easy fit in Brazil, where few universities have dorms, students often take off time between high school and college, and there's no summer vacation—just two breaks in July and December. In other Latin countries, Sylvan has taken a different approach, buying traditional residential colleges like the Universidad del Valle de Mexico (UVM). It has boosted enrollment by adding and heavily advertising courses in career-track fields like business and engineering, and adding no-frills satellite campuses. Sensitive to the potential hostility against foreign buyers, Sylvan keeps original school names, adding its own brand, Sylvan International Universities, to publicity materials, and keeps tuition in line with local private schools.

Most of the schools that Sylvan has purchased were managed by for-profits to begin with, including the prestigious Les Roches Hotel Management School in Switzerland. But in general, Says Urdan, Sylvan's targets "have not been run with world-class business practices. They're not distressed, but there's an opportunity for them to be better managed." When Sylvan paid \$50 million for a controlling stake in UVM two years ago, the school had revenues of about \$80 million and an enrollment of a 2,000. The success of the for-profits is nothing to be afraid of, says World Bank education expert Jamil Salmi: "I don't think they will replace traditional universities, but they can push some more traditional providers to be more innovative and more attentive to the needs of the labor market." Some students at Sylvan schools in Latin America welcome the foreign invasion. At the Universidad de las Americas in Santiago, Daniela Villagran says friends tease her for studying at "Yankeeland," but she figures Sylvan connections "will give me an edge when I go out to look for a job." The emphasis on independent thought is what separates UVM from other institutions in Mexico. And, for better or worse, more American schools are on the way.

1. It can be inferred from the first paragraph that \_\_\_\_\_.
  - A. Americans are arguing about the for-profit universities
  - B. Americans used to pay little for university education
  - C. Americans are in favor of the expansion of the universities



- D. Americans call for the supervision of the for-profit universities
2. There is a booming market for for-profit universities because \_\_\_\_\_.  
 A. there was less global investment in national universities in the past  
 B. there are fewer universities than primary or secondary schools  
 C. for-profit universities can offer better education to their students  
 D. the competition for top national universities is getting fiercer and fiercer
3. The word “specter” in the second paragraph probably means \_\_\_\_\_.  
 A. something that people worry about  
 B. something that people know about  
 C. something that people are aware of  
 D. something that people are afraid of
4. Recently, for-profits universities have been favored by older people because \_\_\_\_\_.  
 A. the teaching methods are appropriate to them  
 B. they provide short-term training programs  
 C. they can secure them a brighter future  
 D. they can enable them to get higher salaries
5. According to Jamil Salmi, for-profit universities are \_\_\_\_\_.  
 A. a profit booster for national universities  
 B. a reform booster for national universities  
 C. more innovative than national universities  
 D. more conservative than national universities
6. The best title for the passage would be \_\_\_\_\_.  
 A. National and For-profit Universities    B. The Expansion of Universities  
 C. University Education of the USA    D. Dollars and Degrees

### Text B

In a reaction against a too-rigid, over-refined classical curriculum, some educational philosophers have swung sharply to an espousal of “life experience” as the sole source of learning. Using their narrow interpretation of John Dewey’s theories as a base for support, they conclude that only through “doing” can learning take place. Spouting such phrases as “Teach the child, not the subject,” they demand, without sensing its absurdity, an end to rigorous study as a means of opening the way to learning. While not all adherents to this approach would totally eliminate a study of great books, the influence of this philosophy has been felt in the public school curricula, as evidenced by the gradual subordination of great literature.

What is the purpose of literature? Why read, if life alone is to be our teacher? James Joyce states that the artist reveals the human situation by re-creating life out of life; Aristotle states that art presents universal truths because its form is taken from nature. Thus, consciously or otherwise, the great writer reveals the human situation most tellingly, extending our understanding of ourselves and our world.

We can soar with the writer to the heights of man’s aspirations, or plummet with him to tragic