



张鑫友英语专业应试系列

英语专业

过关阅读 180 篇

主编 张鑫友

READING
Comprehension

8 级

湖北人民出版社

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写在前面的话

在大学英语专业八级试题中,阅读理解部分所占百分值最大,因而此部分解题准确率的高低,是直接决定专业八级能否通过的关键所在。

中国有句古语:“读书破万卷,下笔如有神。”多多阅读的重要性由此可见。在常年的试题及教学研究中我们发现,考生们面临的问题主要有:词汇量不足,缺乏阅读文章的技能,知识面有限,解题思路不明等。同时我们也发现,阅读能力的提高,不是一朝一夕的事,更不是随意翻阅就能解决的问题。提高速度与准确度,扩大视野,显然需要大量泛读。针对这一要求,我们结合多年教学经验和学生中普遍存在的问题编写了此书,以帮助广大考生更有效率地提高自身英语实力。本书的特点如下:

★ 题材新颖、选材广泛、体裁多样。本书所选文章囊括了百余篇来自新近国外报刊书籍的文章,选材涉及到有关政治、文化、社会生活、科技及医学等方面。包括叙事文、说明文、议论文和描写文四种。以说明文和议论文为主,以帮助考生提高其分析和解决问题的能力。

★ 解析详尽。本书中每篇文章均附有详尽解析。由词汇注释、思路及大意、答案及详析等三大部分组成。其中答案及详析又细分为参考答案、题目译文及详析(解题思路)等三栏,旨在使考生在每次阅读及解题后都能得到详细指导,并在此基础上得到启发,取得进步。

★ 层次分明。本书共分 15 个单元,每一单元包括 5 篇精读文章和 6~7 篇泛读文章,按其程度由易到难分布,以便于考生循序渐进地进行练习备考。

本书是英语专业八级考试应试者之良师益友,同时也是广大英语爱好者及大专院校学生自学英语的首选参考书目,更是英语教学者进行教学的好帮手。

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UNIT 1

SECTION A READING COMPREHENSION

In this section there are five reading passages followed by a total of fifteen multiple-choice questions. Read the passages and then mark your answers on your colored answer sheet.

TEXT A

Science, in practice, depends far less on the experiments it prepares than on the preparedness of the minds of the men who watch the experiments. Sir Isaac Newton supposedly discovered gravity through the fall of an apple. Apples had been falling in many places for centuries and thousands of people had seen them fall. But Newton for years had been curious about the cause of the orbital motion of the moon and planets. What kept them in place? Why didn't they fall out of the sky? The fact that the apple fell down toward the earth and not up into the tree answered the question he had been asking himself about those larger fruits of the heavens, the moon and the planets.

How many men would have considered the possibility of an apple falling up into the tree? Newton did because he was not trying to predict anything. He was just wondering. His mind was ready for the unpredictable. Unpredictability is part of the essential nature of research. If you don't have unpredictable things, you don't have research. Scientists tend to forget this when writing their cut and dried reports for the technical journals, but history is filled with examples of it.

In talking to some scientists, particularly younger ones, you might gather the impression that they find the "scientific method" a substitute for imaginative thought. I've attended research conferences where a scientist has been asked what he thinks about the advisability of continuing a certain experiment. The scientist has frowned, looked at the graphs, and said "the data are still inconclusive." "We know that," the men from the budget office have said, "but what do you think? Is it worthwhile going on? What do you think we might expect?" The scientist has been shocked at having even been asked to speculate.

What this amounts to, of course, is that the scientist has become the victim of his own writings. He has put forward unquestioned claims so consistently that he not only believes them himself, but has convinced industrial and business management that they are true. If experiments are planned and carried out according to plan as faithfully as the reports in the science journals indicate, then it is perfectly logical for management to expect research to produce results measurable in dollars and cents. It is entirely reasonable for auditors to believe that scientists who know exactly where they are going and how they will get there should not be distracted by the necessity of keeping one eye on the cash register while the other eye is on the microscope. Nor, if regularity and conformity to a standard pattern are as desirable to the scientist as the writing of his papers would appear to reflect, is management to be blamed for discriminating against the "odd balls" among researchers in favor of more conventional thinkers who "work well with the team".

1. The autor wants to prove with the example of Isaac Newton that _____.

- A) inquiring minds are more important than scientific experiments
- B) science advances when fruitful researches are conducted

- C) scientists seldom forget the essential nature of research
D) unpredictability weighs less than prediction in scientific research
2. The author asserts that scientists _____.
A) shouldn't replace "scientific method" with imaginative thought
B) shouldn't neglect to speculate on unpredictable things
C) should write more concise reports for technical journals
D) should be confident about their research findings
3. It seems that some young scientists _____.
A) have a keen interest in prediction
B) often speculate on the future
C) think highly of creative thinking
D) stick to "scientific method"
4. The author implies that the results of scientific research _____.
A) may not be as profitable as they are expected
B) can be measured in dollars and cents
C) rely on conformity to a standard pattern
D) are mostly underestimated by management

TEXT B

Growing tightly packed together and collectively weaving a dense canopy of branches, a stand of red alder trees can totally dominate a site to the exclusion of almost everything else. Certain species such as salmonberry and sword ferns have adapted to the limited sunlight dappling through the canopy, but few evergreen trees will survive there; still fewer can compete with the early prodigious growth of alders. A Douglas fir tree reaches its maximum rate of growth ten years later than an alder, and if the two of them begin life at the same time, the alder quickly outgrows and dominates the Douglas fir. After an alder canopy has closed, the Douglas fir suffers a marked decrease in growth, often dying within seven years. Even more shade-tolerant species of trees such as hemlock may remain badly suppressed beneath aggressive young alders.

Companies engaged in intensive timber cropping naturally take a dim view of alders suppressing more valuable evergreen trees. But times are changing; a new generation of foresters seems better prepared to include in their management plans consideration of the vital ecological role alders play.

Among the alder's valuable ecological contributions is its capacity to fix nitrogen in nitrogen-deficient soils. Alder roots contain clusters of nitrogen-fixing nodules like those found on legumes such as beans. In addition, newly developing soils exposed by recent glacier retreat and planted with alders show that these trees are applying the equivalent of ten bags of high-nitrogen fertilizer to each hectare per year. Other chemical change to soil in which they are growing include a lowering of the base content and rise in soil acidity, as well as a substantial addition of carbon and calcium to the soil.

Another important role many alders play in the wild, particularly in mountainous areas, is to check the rush of water during spring melt. In Japan and elsewhere, the trees are planted to stabilize soil on steep mountain slopes. Similarly, alders have been planted to stabilize and rehabilitate waste material left over

from old mines, flood deposits, and landslide areas in both Europe and Asia.

5. What does the passage mainly discuss?

- A) Differences between alder trees and Douglas fir trees
- B) Alder trees as a source of timber
- C) Management plans for using alder trees to improve soil
- D) The relation of alder trees to their forest environments

6. Alder trees can suppress the growth of nearby trees by depriving them of _____.

- A) nitrogen
- B) sunlight
- C) soil nutrients
- D) water

TEXT C

Ethnography is the study of a particular human society or the process of making such a study. Contemporary ethnography is based almost entirely on fieldwork and requires the complete immersion of the anthropologist in the culture and everyday life of the people who are the subject of his study. Ethnography, by virtue of its intersubjective nature, is necessarily comparative. Given that the anthropologist in the field necessarily retains certain cultural biases, his observations and descriptions must, to a certain degree, be comparative. Thus the formulating of generalizations about culture and the drawing of comparisons inevitably become components of ethnography.

Modern anthropologists usually identify the establishment of ethnography as a professional field with the pioneering work of the Polish-born British anthropologist Bronislaw Malinowski in the Trobriand Islands of Melanesia. Ethnographic fieldwork has since become a sort of rite of passage into the profession of cultural anthropology. Many ethnographers reside in the field for a year or more, learning the local language or dialect and, to the greatest extent possible, participating in everyday life while at the same time maintaining an observer's objective detachment.

This method, called participant-observation, while necessary and useful for gaining a thorough understanding of a foreign culture, is in practice quite difficult. Just as the anthropologist brings to the situation certain inherent, if unconscious, cultural biases, so also is he influenced by the subject of his study. While there are cases of ethnographers who felt alienated or even repelled by the culture they entered, many—perhaps most—have come to identify closely with “their people”, a factor that affects their objectivity. In addition to the technique of participant-observation, the contemporary ethnographer usually selects and cultivates close relationships with individuals, known as informants, who can provide specific information on ritual, kinship, or other significant aspects of cultural life. In this process also the anthropologist risks the danger of biased viewpoints, as those who most willingly act as informants frequently are individuals who are marginal to the group and who may provide other than objective explanations of cultural and social phenomena. A final hazard inherent in ethnographic fieldwork is the ever-present possibility of cultural change produced by or resulting from the ethnographer's presence in the group.

Contemporary ethnographies usually adhere to a community, rather than individual, focus and concentrate on the description of current circumstances rather than historical events. Traditionally, commonalities among members of the group have been emphasized, though recent ethnography has begun to reflect an interest in the importance of variation within cultural systems. Ethnographic studies are no longer restricted

to small primitive societies but may also focus on such social units as urban ghettos. The tools of the ethnographer have changed radically since Malinowski's time. While detailed notes are still a mainstay of fieldwork, ethnographers have taken full advantage of technological developments such as motion pictures and tape recorders to augment their written accounts.

7. Which of the following may NOT give biases to the ethnographer's study of culture?

- A) The people who answer his questions.
- B) His own cultural background.
- C) The kind of information he wants to get.
- D) The changes made by his presence in the culture in question.

8. The ethnographer shows great interest in all of the following EXCEPT _____.

- A) current conditions that exist with a culture
- B) individual behavior as shaped by a custom
- C) behavior patterns common among members of a culture
- D) differences existing within a culture

9. Malinowski _____.

- A) developed ethnography into anthropology
- B) used tape recorders to record the desired information
- C) studied such units as urban ghettos
- D) is considered father of ethnography

10. It is implied in the last paragraph that the method used by earlier ethnographers was _____.

- A) detailed note-taking
- B) random selection
- C) tape-recording
- D) on-the-spot investigation

TEXT D

A folk culture is small, isolated, cohesive, conservative, nearly self-sufficient group that is homogeneous in custom and race, with a strong family or clan structure and highly developed rituals. Order is maintained through sanctions based in the religion or family, and interpersonal relationships are strong. Tradition is paramount, and change comes infrequently and slowly. There is relatively little division of labor into specialized duties. Rather, each person is expected to perform a great variety of tasks, though duties may differ between the sexes. Most goods are handmade, and a subsistence economy prevails. Individualism is weakly developed in folk cultures, as are social classes. Unaltered folk cultures no longer exist in industrialized countries such as the United States and Canada. Perhaps the nearest modern equivalent in Anglo-America is the Amish, a German American farming sect that largely renounces the products and labor saving devices of the industrial age. In Amish areas, horse-drawn buggies still serve as a local transportation device, and the faithful are not permitted to own automobiles. The Amish's central religious concept of Demut, "humility", clearly reflects the weakness of individualism and social class so typical of folk cultures, and there is a corresponding strength of Amish group identity. Rarely do the Amish marry outside their sect. The religion, a variety of the Mennonite faith, provides the principal mechanism for maintaining order.

By contrast, a popular culture is a large heterogeneous group, often highly individualistic and con-

stantly changing. Relationships tend to be impersonal, and a pronounced division of labor exists, leading to the establishment of many specialized professions. Secular institutions of control such as the police and army take the place of religion and family in maintaining order, and a money-based economy prevails. Because of these contrasts, "popular" may be viewed as clearly different from "folk". The popular is replacing the folk in industrialized countries and in many developing nations, folk-made objects give way to their popular equivalent, usually because the popular item is more quickly or cheaply produced, is easier or time saving to use, or lends more prestige to the owner.

11. What does the passage mainly discuss?
- A) Two decades in modern society.
 - B) The influence of industrial technology.
 - C) The characteristics of "folk" and "popular" societies.
 - D) The specialization of labor in Canada and the United States.
12. Which of the following is typical of folk cultures?
- A) There is a money-based economy.
 - B) Social change occurs slowly.
 - C) Contact with other cultures is encouraged.
 - D) Each person develops one specialized skill.
13. Which of the following statements about Amish beliefs does the passage support?
- A) A variety of religious practices is tolerated.
 - B) Individualism and competition are important.
 - C) Premodern technology is preferred.
 - D) People are defined according to their class.

TEXT E

There are a great many careers in which the increasing emphasis is on specialization. You find these careers in engineering, in production, in statistical work, and in teaching. But there is an increasing demand for people who are able to take in a great area at a glance, people who perhaps do not know too much about any one field. There is, in other words, a demand for people who are capable of seeing the forest rather than the trees, of making general judgements. We can call these people "generalists." And these "generalists" are particularly needed for positions in administration, where it is their job to see that other people do the work, where they have to plan for other people, to organize other people's work, to begin it and judge it.

The specialist understands one field; his concern is with technique and tools. He is a "trained" man; and his educational background is properly technical or professional. The generalist—and especially the administrator deal with people; his concern is with leadership, with planning, and with direction giving. He is an "educated" man; and the humanities are his strongest foundation. Very rarely is a specialist capable of being an administrator. And very rarely is a good generalist also a good specialist in a particular field. Any organization needs both kinds of people, though different organizations need them in different proportions. It is your task to find out, during your training period, into which of the two kinds of jobs you fit, and to plan your career accordingly.

Your first job may turn out to be the right job for you—but this is pure accident. Certainly you should not change jobs constantly or people will become suspicious of your ability to hold any job. At the same time you must not look upon the first job as the final job; it is primarily a training job, an opportunity to understand yourself and your fitness for being an employee.

14. There is an increasing demand for _____.

- A) all-round people in their own fields
- B) people whose job is to organize other people's work
- C) generalists whose educational background is either technical or professional
- D) specialists whose chief concern is to provide administrative guidance to others

15. During your training period it is important _____.

- A) to try to be a generalist
- B) to choose a profitable job
- C) to find an organization which fits you
- D) to decide whether you are fit to be a specialist or a generalist

SECTION B SKIMMING AND SCANNING

In this section there are seven passages with ten multiple-choice questions, skim or scan them as required and then mark your answers on your answer sheet.

TEXT F

First read the question.

16. From which of the followings we can find Toro's research?

- A) Nonscientific Talents.
- B) On Being "The Youngest" at Everything.
- C) Best of the Best.
- D) How to Raise a Genius.

Now, go through the text quickly and answer the question.

Hometown: Boulder, Colorado

Family: Only child of Gabriel Toro, a civil engineer, and Beatriz Toro, a homemaker

Best of the Best: Fourteen at the time, Natalia was the youngest entrant ever to take the top prize of \$ 50,000. She studied the oscillations' of neutrinos (elusive subatomic particles).

Favorite Childhood Activity: Pulling her toys apart to figure out how they worked.

On the Fast Track: Aced her first calculus class at ten; entered high school after sixth grade; took college courses in her senior year.

Nonscientific Talents: Speaks fluent Spanish, plays stennis, swims, sings in a women's choir and plays piano.

On Being "The Youngest" at Everything: "No big deal. I've spent most of my time at school with people older than me."

How to Raise a Genius: "Listen to your children; don't push them," says Beatriz Toro.

In a Class of Her Own: Just entered MIT to study physics.

TEXT G

First read the questions.

17. The writer of this article is _____.

- A) a convict
- B) a professional person of some sort, probably a psychologist
- C) a priest
- D) a judge

18. At the conclusion, the writer is _____.

- A) sure that evil is the cause of crime
- B) sure that mental chaos is the cause of crime
- C) sure that environment of a criminal is the cause of crime
- D) unsure whether either mental chaos or evil is the cause of crime

Now, go through the text quickly and answer the questions.

Clank! —the first set of automatic jail doors closed behind me. Clank clank—the second and third sets closed as I entered the loathsome pit of the county jail. I paced slowly down the hall, attempting by my demeanor to look very different from the inmates who circled me. I entered the room reserved for visiting doctors and awaited the arrival of the defendant, a convicted capital murderer.

My employer, the state and the defense, my mission, to find, if it exists, some aspect of the psychology of the defendant that will convince the jury not to sentence him to death. My method, endless hours of searching interview into the feelings, history and thoughts of the killer.

This relatively new approach to sentencing in death-penalty cases came about because the California Supreme Court has ruled that it is wrong to exclude “expert” in testimony on the psychology of a killer. Since that ruling, I have interviewed a murderer almost every week.

The almost potent tool in this psychological exploration is not the skills of scientific psychoanalysis, nor the recent advances in psychiatry, but rather the protective cloak of confidentiality.

All psychological interviews are secret from the trial judge, prosecutor and jury. Only if the results are favorable do they see the light of day. Most of my results go unspoken, unwritten and are never presented to the jury. But with the protection of confidentiality, a terrifying confession comes forth. These confessions include undiscovered crimes, the gruesome pleas of the victim before the moment of death, picturesque descriptions of crime scenes that police can only infer, and the callous thoughts of the perpetrator throughout what proves to be a long history of criminal behavior.

As I listen to these terrifying tales, I muster all my psychic energy to hide any gestures of disgust, rage and confusion. A single slip and I will lose trust and truth. No matter what the legal issue may be, my curiosity drives me to the ultimate questions: Why do people do these horrible things to other people? How can an angelic little boy sucking at a bottle and cuddling his blankets be transformed into such a diabolical force?

Yes, it is true that killers are also victims. Their lives are filled with alcoholic parents, physical and sexual abuse, divorce, parental deaths, tough neighborhoods, uninterested teachers and poverty. Some are even victims of biology. Many are born with learning disabilities or low intelligence, which denies them any

place in our world of words.

But millions upon millions of Americans are born with these handicaps, or worse and they don't kill. From all those with hard lives, how does fate choose its lustful murderers? Does anyone really believe that people wake up one morning and say to themselves, "I am going to torture, maim and kill. That's my new identity."

More often than not, as the jail doors close behind me and I enter the world of fresh air, birds and freedom, I have little idea of the answers to my questions. Late in the evening, in the security of my home, I lie awake as my wife and children sleep, pondering what dark force might be working right now in some other home, to some other man's wife and children.

I am forced to ask: Is there evil?

Not since my youthful debates on theism and agnosticism have I faced such a basic question. Some teach that such questions are silly and without meaning, but could there be such a thing as evil? Could there be an extra force, a dark force, that works through humans and perpetrates terror? Certainly my subjects appear possessed when they act out their visions of carnage. Might they literally be possessed? Are they evil, or does an evil force temporarily inhabit their soul?

To take such questions seriously is a sin in my profession.

A strange answer to my queries recently came in the mail. A prisoner who had been in state prison sent me a copy of a scientific article on chaos. Chaos is a new concept in mathematics and physics that attempts to understand how apparently orderly systems become inchoate and disorderly. (The classic example is the way a smooth stream of smoke rising from a cigarette will suddenly become a jumbled mess of particles in mid-air.)

The writer, a scientist who has killed, wondered if maybe the regulatory systems of his body entered into chaos before he killed. I wondered whether chaos was the scientific word for evil.

Of course, wondering is not knowing, yet as California approaches another decision on the death penalty I wonder whether the prisoners are simply evil—whether, they are, too, are victim of chaos.

TEXT H

First read the question.

19. centimetre can be the distance between _____.

A) lovers

B) friends

C) relatives

D) strangers

Now, go through the text quickly and answer the question.

Proxemics is the study of what governs how closely one person stands to another. People who feel close will be close, though the actual distances will vary between cultures. For Americans we can discern four main categories of distance: intimate, personal, social and public. Intimate ranges from direct contact to about 45 centimetres. This is for the closest relationships such as those between husband and wife. Beyond this comes personal distance. This stands at between 45 and 80 centimetres. It is the most usual distance maintained for conversations between friends and relatives. Social distance covers people who work together or are meeting at social gatherings. Distances here tend to be kept between 1.30 to 2 metres. Be-

yond this comes public distance, such as that between a lecturer and his audience.

All cultures draw lines between what is an appropriate and what is an inappropriate social distance for different types of relationship. They differ, however, in where they draw these lines. Look at an international reception with representatives from the US and Arabic countries conversing and you will see the Americans pirouetting backwards around the hall pursued by their Arab partners. The Americans will be trying to keep the distance between themselves and their partners which they have grown used to regarding as "normal". They probably will not even notice themselves trying to adjust the distance between themselves and their partners, though they may have the vague feeling that their Arab neighbours are being a bit "pushy". The Arabs, on the other hand, coming from a culture where much closer distance is the norm, may be feeling that the Americans are being "standoffish". Finding themselves happier standing close to and even touching those they are in conversation with they will relentlessly pursue the Americans round the room trying to close the distance between them.

The appropriateness of physical contact varies between different cultures too. One study of the number of times people conversing in coffee shops over a one hour period showed the following interesting variations: London, 0; Florida, 2; Paris, 10; and Puerto Rico 180. Not only does it vary between societies, however, it also varies between different subcultures within one society. Young people in Britain, for example, are more likely to touch and hug friends than are the older generation. This may be partly a matter of growing older, but it also reflects the fact that the older generation grew up at a time when touching was less common for all age groups. Forty years ago, for example, footballers would never hug and kiss one another on the field after a goal as they do today.

TEXT I

First read the questions.

20. The article is about _____.

- A) body language
- B) eye contact
- C) eye contact between strangers
- D) eye contact between speaker and listener

21. Not looking at the person you are talking may mean _____.

- A) you fear the person
- B) your contempt or uneasiness
- C) your guilt or indifference
- D) all of the above

Now, go through the text quickly and answer the questions.

In dealing with strangers the rule for British society is that you must avoid staring at them but at the same time avoid ignoring them. Passing strangers in the street, for example: Figure 1, you may look at the approaching strangers until they are about eight feet away, then your glances must veer away as they pass. Generally speaking strangers feel comfortable looking at one another at a distance. The closer the proximity the greater the tendency to avoid eye contact. This can readily be observed in the confines of a crowded lift where strangers' glances fly from one spot to another or become absorbed in the finer points of the ceiling's construction.

Turning from strangers to those who are communicating with one another, British practice demands eye contact. There is a saying in English, "Don't trust anyone who won't look you in the eye." Not looking at the person could imply a number of things, including fear, contempt, uneasiness, guilt or indifference. Even for a lecturer addressing his audience there is plenty of eye contact. To bury one's nose in one's manuscript is frowned upon. This is not to say that people talking to one another will look directly into one another's eyes all the time. British people normally look at the other person's eyes much longer when they are listening than when speaking. When they are about to stop speaking and start listening they look at the other person's eyes to signal they are about to change role. A person speaking who does not wish to yield the floor to someone who wishes to speak will often deliberately look away so that the would-be speaker cannot catch his eyes.

Staring at people is considered rude in Britain and young children will be reprimanded by their parents if they look too long and too intensely at another person. Many English people travelling to some countries find being looked at intensely an unnerving experience because of this early training and their culture's definition of it as being rude and unwelcoming.

TEXT J

First read the question.

22. If you want to know something about team schedules, you can access to the follows expect _____.

- A) <http://www.nba.com/>
- B) <http://www.nba.com/playerfile/profile/michael-jordan-cp.html>
- C) <http://cnn.com/SPORT/BASKETBALL/pro/>
- D) <http://ESPN.com/nba/>

Now, go through the text quickly and answer the question.

NBA.com, the official National Basketball Association Web site. Look here to find league statistics, standings and schedules, along with audio and video highlights. In the news section, check the current or upcoming season schedule, or take another look at replays of the game's golden moments. This site also hosts live chats with NBA players. **Access to NBA.com**: <http://www.nba.com/>

Page of Michael Jordan provides biography and career information about this great professional basketball player. This page includes Michael scoring record, a video clip of him playing basketball, and a history of the teams on which he played. **Access to Page of Michael Jordan**: <http://www.nba.com/playerfile/profile/michael-jordan-cp.html>

CNN Sports Site(Basketball) is one of the most interesting web sites with current information and news about professional basketball(NBA). You can link to scores, standings, statistics, and schedules for each team. **Access to CNN Sports Site(Basketball)**: <http://cnn.com/SPORTS/BASKETBALL/pro/>

If you visit ESPN's Web site, you will have a chance to read the latest news in professional basketball(NBA). There are also links to information about team schedules, personalities, standings, and columns about the sport. **Access to ESPN's Web site**: <http://ESPN.com/nba/>

TEXT K

First read the questions.

23. The article is about _____.

A) leadership

B) teamwork skills

C) leadership and teamwork skills

D) neither of the above

24. The third paragraphe is about _____.

A) leadership

B) teamwork skills

C) leadership and teamwork skills

D) neither of the above

Now, go through the text quickly and answer the questions.

Every business school expects of you two potential qualities before it agrees to accept you for further training: leadership and teamwork skills.

Was it Napoleon who once said that a soldier who did not want to be a general was not a good soldier? If I take the liberty of translating it in the context of a business school, it goes like this: If you do not want to be a manager or CEO (Chief Executive Officer), you won't be a good student.

I can still recall the weird expressions on my friends' faces when I told them that I would never dream of being in top management team. Why do you want to invest so much money in an MBA degree, if you do not have ambition? I was asked. Most of my fellow students wanted to have their own business, or to become a CEO, CFO (Chief Financial Officer), or COO (Chief Operating Officer), anything other than living a mediocre life. The education at the school further encourages you to embrace such an ambition. From the first day at school, you are offered a wide array of lectures on leadership skills. you are taught to be aggressive and ambitious since the business school's objective is to train middle and top management candidates. If you are mild before you go to business school, you are expected to become tough upon graduation.

On the other hand, at business school you have to cultivate your teamwork skills, that is, how to work and interact with different people in the same group. Throughout the two-year study, group work constitutes a overwhelmingly heavy portion of your study life. Together, you have to work on the problem sets, on group projects and on presentations. Together, you will become wild with joy at a joint good grade and feel down-crested at a bad collective performance.

Team work can be a very pleasant experience if everyone cooperates and is readily open to different perspectives. However, it can also be extremely frustrating, especially when you've got a few self-centered and free-riding students. But you come to learn to cope with different situations and play different roles in different groups. Perhaps you are the group leader this time and will be a facilitator next time. The most important thing is that you have to make yourself feel comfortable with different roles.

These skills pay off when you go through the exruciating and frustrating job interviews. Almost every company that interviewed me asked me to give an example of my being a leader in a project and an example of working in a team.

Remember, wherever you work, leadership and teamwork skills are the two essential tools for your success. This is what the business school has trained me to believe.

TEXT L

First read the question.

25. These question may happen in _____.

A) an Application letter

B) an interview for a job

C) an TV interview

D) an public investigation

Now, go through the text quickly and answer the question.

“What can you tell me about yourself?” This is not an invitation to give your life history. The interviewer is looking for clues about your character, qualifications, ambitions, and motivations. The following is a good example of a positive response. “In high school I was involved in competitive sports and I always tried to improve in each sport I participated in. As a college student, I worked in a clothing store part-time and found that I could sell things easily. The sale was important, but for me, it was even more important to make sure that the customer was satisfied. It was not long before customers came back to the store and specifically asked for me to help them. I’m very competitive and it means a lot to me to be the best.”

“Why do you want to work for us?” This is an obvious question and, if you have done your research on the company, you should be able to give a good reason. Organize your reasons into several short sentences that clearly spell out your interest. “You are a leader in the field of electronics. Your company is a *Fortune* 500 company. Your management is very progressive.”

“Why should I hire you?” Once again, you should not be long winded, but you should provide a summary of your qualifications. Be positive and show that you are capable of doing the job. “Based on the internships that I have participated in and the related part-time experiences I have had, I can do the job.”

“How do you feel about your progress to date?” Never apologize for what you have done. “I think I did well in school. In fact, in a number of courses I received the highest exam scores in the class.” “As an intern for the X Company, I received some of the highest evaluations that had been given in years.”

“What would you like to be doing five years from now?” Know what you can realistically accomplish. You can find out by talking to others about what they accomplished in their first five years with a particular company. “I hope to be the best I can be at my job and because many in this line of work are promoted to area manager, I am planning on that also.”

“What is your greatest weakness?” You cannot avoid this question by saying that you do not have any, everyone has weaknesses. The best approach is to admit your weakness but show that you are working on it and have a plan to overcome it. If possible, cite a weakness that will work to the company’s advantage. “I’m such a perfectionist that I won’t stop until a job is well done.”

“What is your greatest strength?” This is a real opportunity to “toot your own horn.” Do not brag or get too egotistical, but let the employer know that you believe in yourself and that you know your strengths. “I feel that my strongest asset is my ability to stick to things to get them done. I feel a real sense of accomplishment when I finish a job and it turns out just as I’d planned. I’ve set some high goals for myself. For example, I want to graduate with highest distinction. And even though I had a slow start in my freshman year, I made up for it by doing an honor’s thesis.”

“What goals have you set and how did you meet them?” This question examines your ability to plan ahead and meet your plan with specific actions. “Last year, during a magazine drive to raise money for our band trip, I set my goal at raising 20 percent more than I had the year before. I knew the drive was going to begin in September, so I started contacting people in August. I asked each of my customers from