



考研必备 2005 年版

# 英语

# 阅读一本全

主编 郭庆民  
吴永麟  
策划 高 联



- 摸底测试
- 阶梯精读
- 模拟训练

国家行政学院出版社



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**图书在版编目(CIP)数据**

英语阅读一本全/郭庆民,吴永麟主编. - 北京:国家行政学院出版社,2003

(考研必备)

ISBN 7-80140-286-3

I. 英… II. ①郭… ②吴… 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(2003)第 028912 号

**英语阅读一本全**

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**国家行政学院出版社出版发行**

**北京市海淀区长春桥路6号**

**邮政编码:100089**

**发行部电话:68920615,68929949**

**新华书店经销**

**北京市朝阳区印刷厂印刷**

\*

**787×1092 1/16 开本 26.5 印张 700 千字**

**2004 年 2 月第 2 版 2004 年 2 月第 1 次印刷**

**ISBN 7-80140-286-3/H·65 定价:36.00 元**

## 前 言

阅读理解部分占英语试卷分值的 40%, 因此, 英语能否过关, 阅读理解部分的得分至关重要。另外, 扩大英语词汇量、掌握基础语言知识、提高翻译和写作能力, 都通过阅读这座桥梁来实现才能更加有效。否则, 即使把词汇和语法规则背下来, 也是看不懂、译不出、写不了, 何况, 死记硬背的东西理解不深刻, 容易忘。

阅读能力的提高, 不是一朝一夕的事, 也不是随意翻阅文章就能解决问题。提高速度、扩大视野、提高答题的命中率, 显然需要精读一批文章。通过精读, 学会把握重要信息, 提高理解疑难长句的能力, 扩大词汇量, 拓宽自己的视野, 掌握答题的思路。本书正是本着这一宗旨, 在十多年考研英语辅导班教学经验的基础上, 并针对学生存在的问题而编写的。本书具有以下鲜明特点:

1. **题材广泛。**本书文章摘选自国外报刊、杂志、书籍、考题。内容丰富、时效性强, 文章涉及政治、经济、文化、教育、语言、哲学、心理、历史、新科普知识等方面, 旨在让学生了解西方社会的热点问题, 扩大学生的视野, 提高分析问题的能力。

2. **体裁齐全。**本书所选文章包括报刊评论、议论文、说明文, 还包括部分叙述文和应用文。以提高学生对各种体裁文章的分析和理解能力。

3. **层次分明。**本书第一篇设置 2 套阅读理解水平摸底测试题, 试题及短文的难度与真题基本相当, 以便考生检测自己阅读理解的水平层次, 找出薄弱环节, 这样有利于考生在后面的阅读与训练中有的放矢。第二篇将所选文章按难度依次分为基础、中级、高级三个等级, 为方便学生阅读, 每篇文章均配有生词表及其国际音标。第三篇中的 13 套模拟试题涉及知识新颖, 题型多样, 也尽量按难易程度排列。这样做的目的是让学生循序渐进地进行系统复习和训练。

4. **详解详译。**本书第二篇包括了对文章难点、长句、涉及到的各方面知识的详细注解和翻译。每篇文章配有摘要, 画龙点睛地对文章的结构和作者的主要观点进行分析和点评, 从宏观上给学生以阅读指导。“答案详解”部分对答案和题解做了深入剖析, 其中也包括了难点讲解和难句翻译, 教会学生掌握答题的角度。

5. **综合性强。**由于存在以上四个特点, 通过阅读本书精选的文章, 学生不仅提高

了阅读能力,而且还提高了翻译能力,扩大了词汇量,提高了词汇应用能力,拓宽了自己的知识面,学了解题思路。

我们认为,学生必须要花大力气精读文章,在精读中获得应试能力的全面提高。不能走马观花地只强调做题的量,更重要的是扎扎实实地读懂每篇文章,从分析句子(尤其是疑难长句)结构入手,仔细精读,甚至将文章中的部分句子亲自动手翻译出来。如果坚持这样做,学生才有切实的积累,久而久之,对于英文文章的写法、语句的表达方式就会了如指掌,提高了理解的深度和阅读的速度,并为做翻译、写作和综合填空积累了充足的语言知识。正所谓一石击“四”鸟。

另外,考生在做题时如果遇到难题,不要急于看题解,首先要自己检验自己的解题思路是否正确,然后再查阅和对比本书的解题思路,这样做当然会大大地帮助考生摆正自己的解题思路。遇到疑难长句也不要急于看本书的翻译,学生应该对难句进行分析并动手翻译一下,再核对参考译文。只有这样,才能切实做到在练习中不断提高自己的理解能力。

本书的突出特点在于一个“精”字。自出版以来,也因其鲜明的特点受到了广大考生的好评。根据考研形势的需要,我们今年对本书进行了重大修改和补充,以期更适合于读者备考的需要。

本书由中国人民大学外国语学院 郭庆民、清华大学外语系 吴永麟主编。参加编写的还有毕玉玲、王珠英、吴永春等。

由于作者水平有限,错误和缺点在所难免,望读者和广大同仁指正。

编者

2004年2月

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# 第一篇 阅读理解水平摸底测试——寻找薄弱环节

## 摸底测试一

### Section III Reading Comprehension

**Directions:** Read the following four texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on ANSWER SHEET 1. (40 points)

#### Text 1

Just as 2001 was coming to an end, the USA TODAY-CNN-Gallup Poll asked Americans if they were satisfied with the way things are going in the country. Surprisingly, 70 percent said yes. Think about it. Less than four months after the most devastating foreign attack in the nation's history, and with an economy still in recession, one might think most Americans would be in a sour mood and unlikely to think positively about much of anything. Yet, 7 of 10 expressed an upbeat outlook.

What makes the number even more remarkable is that the 70 percent satisfaction index is among the highest the Gallup Poll has measured in the nearly 30 years it has been asking the question. Moreover, the satisfaction rate has usually been lowest in times of economic difficulty. For example, in June 1992, with the economy in recession, just 14 percent said they were satisfied with the way things were going in the country. This time around, while most Americans are concerned about the economy and the accompanying threat of job losses, they're not letting the uncertainty get them down. Three of 4 say they expect the economy to be better a year from now.

So how can we explain this unexpected expression of optimism that appears to be sweeping through the population?

Some analysts suggest that it is merely whistling past the graveyard. But other analysts say it is more a reflection of the indomitable and generous American spirit that showed itself so dramatically in the aftermath of Sept. 11. Rather than pull down the shades and hide under the bed in the face of further terrorism threats and the grim realization that the United States is not as invulnerable as most once thought, Americans poured into the streets and came together in a unity of purpose and resolve not seen since World War II. They rallied around the president and strongly supported the use of military force to combat terrorism. At the same time, Americans showed their compassion not only in their generous contributions to funds to aid the thousands of families of victims of the attacks, but also in their support for sending hu-

manitarian aid to the people in war-torn Afghanistan and their insistence that women there be given equal rights with men.

Are 70 percent of the American people really satisfied with the way things are going in the country right now? Probably not. Terrorism threats are still with us. Unemployment is up to 5.8 percent. Yet, there is something running through the American psyche that causes it to refuse to give in to despair. Call it naive. Call it foolish. Call it whistling past the graveyard. Whatever it is, it's good to see. With spirit like that, we can be sure that this too will pass.

41. The result from the poll is surprising owing to C
- the gloomy mood the American people are in.
  - the sceptical attitude of the public towards the government.
  - the present dismal political and economic situation.
  - the changed outlook of the public about this world.
42. What is so remarkable about the result of the poll? A
- Over the last 3 decades the Americans have never been so satisfied with their economy.
  - The satisfaction is expressed at a time when the country's economy is in recession.
  - The poll was made when most of the American people suffered job losses.
  - The poll was taken when most of the American people expect the economy to recover.
43. The expression "whistling past the graveyard" (Line 4, Para. 5) probably means C
- pretending to be brave in face of threat.
  - fulfilling a routine task without much deliberation.
  - a transient phenomenon with no hope of lasting long.
  - assuming a grave expression while feeling miserable inside.
44. The author attributes the Americans' overwhelming satisfaction to A
- a superficial enthusiasm in face of misery.
  - a sudden consciousness of their obligations.
  - a heartfelt compassion for the miserable.
  - an unconquerable and generous spirit.
45. The best title for this passage might be D
- Whistling past the Graveyard with Courage.
  - The Triumph of Good Old American Optimism.
  - Looking Misery in the Eye.
  - A Silver Lining in the Cloud.

## Text 2

In a recent survey, Garber and Holtz concluded that the average half-hour children's television show contains 47 violent acts. When asked about the survey, network television executive Jean Pater responded, "I don't think that Bugs Bunny's pouring a glass of milk over a chipmunk's head is violence." Unfortunately, both Garber and Holts and Pater beg the question. The real issue is whether children view

such acts as violence.

The violence programming aimed at children almost always appears in the context of fantasy. Cartoon violence generally includes animation, humor, and a remote setting; make-believe violence generally uses only the first two cues; realistic, acted violence, which is not used in programming for children, depends entirely on the viewer's knowledge that the portrayal is fictional. Most children as young as four years can distinguish these three contexts, though there is no support for the idea that children, especially young children, can differentiate types of violence on a cognitive or rational basis—for example, by justification of the motives for the violent behavior.

There is no evidence of direct imitation of television violence by children, though there is evidence that fantasy violence can energize previously learned aggressive responses, such as a physical attack on another child during play. It is by no means clear, however, that the violence in a portrayal is solely responsible for this energizing effect. Rather, the evidence suggests that any exciting material can trigger subsequent aggressive behavior and that it is the excitation rather than the portrayal of violence that instigates or energizes any subsequent violent behavior. "Cold" imitation violence by children is extremely rare, and the very occasional evidence of direct, imitative associations between television violence and aggressive behavior has been limited to extremely novel and violent acts by teenagers or adults with already established patterns of deviant behavior. The instigational effect means, in the short term, that exposure to violent portrayals could be dangerous if shortly after the exposure (within 15 to 20 minutes), the child happens to be in a situation that calls for interpersonal aggression as an appropriate response—for example, an argument between siblings or among peers. This same instigational effect, however, could be produced by other exciting but nonviolent television content or by any other excitational source, including, ironically, a parent's turning off the set.

So there is no convincing causal evidence of any cumulative instigational effects such as more aggressive or violent dispositions in children. In fact, passivity is a more likely long-term result of heavy viewing of television violence. The evidence does not warrant the strong conclusions advanced by many critics who tend to use television violence as a scapegoat to draw public attention away from the real causes and parents and a culture that celebrates violence generally.

46. The expression "beg the question" in Paragraph 1 is closest in meaning to

- ☐ (A) ask for a definite answer to the question.
- ☐ (B) fail to grasp the nature of the question.
- ☐ (C) cast doubts on the nature of the question.
- ☐ (D) are dissatisfied with the answer to the question.

47. We learn from Paragraph 2 that

- ☐ (A) there are mainly three types of violence programming aimed at children.
- ☐ (B) studies have shown that even four-year-old children are capable of differentiating violence.
- ☐ (C) further research needs to be done on the assumption that young children can cognitively distinguish types of violence.
- ☐ (D) children on the average have no trouble judging whether the description of violence is realistic or fictional.

48. According to the writer, aggressive behavior in children is likely to be produced by  
☐ (A) violent television content. ☐ (B) arguments between two children.  
☐ (C) portrayal of violence in TV. ☐ (D) all kinds of exciting material.
49. It can be concluded from the last paragraph that  
☐ (A) violent behavior in children has little to do with exposure to TV violence.  
☐ (B) critics need to produce more evidence that TV violence has inciting effect on children.  
☐ (C) parents should actually be responsible for violent dispositions in children.  
☐ (D) heavy viewing of TV violence may gradually have instigational effects on children.
50. The writer's viewpoint on the energizing effect of TV violence on children is  
☐ (A) positive. ☐ (B) ambiguous. ☐ (C) neutral. ☐ (D) negative.

### Text 3

America succeeded in remoulding the world because it was unbeatably rich and invincibly mighty. By the turn of the millennium, the US embodied the world's only surviving economic option—capitalism—and the most practical political system; democracy. American business empires colonised vast zones in the era of Coca-colonialism and McDonaldisation. Americans began to talk complacently about the “end of history”—not the Armageddon threatened only a generation before, but a millennial world-republic on American lines. They started using “globalisation” as a euphemism for “Americanisation”.

For a brief moment, America had been the cynosure of the world; but already her economic dominance, by measurable standards, is in decline; her superpower status is under sentence; and the long-term lessons of history suggest that Americanisation can never deliver political and economic uniformity, much less globalised values and lifeways. For, to judge from the past, a future of world-wide cultural convergence is implausible—perhaps impossible. To find a period of genuinely universal culture, you have to think back to primitive times, when, throughout the inhabited world, people embraced the same hunting and gathering economy with more or less the same technologies and, as far as we can judge, religions of similar kinds. Ever since then, the trend has been divergent. Peoples grew apart as they invaded more varied habitats, accommodated culture to more varied conditions, and developed distinctive technologies, which, in turn, reshaped their societies. Development brings diversity. Today's world is a laboratory of humankind, more crowded than ever with different specimens.

Of course, not all trends are in one direction. Peoples die out; but new ethnicities emerge. Languages disappear, but others fracture and mutate. Religions wither, but replacements arise. Especially in the last few centuries, world-wide migrations and ecological exchanges have eliminated some sources of difference; intermarriages of peoples and cultures have made homogenisation imaginable.

It would be a mistake, however, to suppose that these tendencies could ever bring about generalised global culture, on an American model or, indeed, any other pattern. In the arenas of super-states, peoples kick up the sand. Empires break up. Federations fail. If you try to remake one community in another's image, its members retrieve—or even, if necessary, invent—traditions of their own. Globalisation is more likely to rekindle historic identities than to extinguish them, more likely, in the long run, to increase differences than to crush them. So the rest of the world will never be like America; Americans

who want to remodel man in their own image are doomed to disappointment. America has probably reached a peak of influence, from which the only way is down.

51. When they talked about the "end of history", the Americans meant that
- [A] history would come to a tragic end if countries kept fighting each other.
  - [B] the world would become a union remodeled after America.
  - [C] the end of the world would come sooner without Americanisation.
  - [D] the republics on the American lines would be threatened by globalisation.
52. By saying "her superpower status is under sentence" (the second paragraph), the author means the status of the United States
- [A] is threatened by globalisation.
  - [B] is raised by her economic dominance.
  - [C] is acknowledged worldwide.
  - [D] is shaken by diversification.
53. According to the author, the world
- [A] is heading for a political and economic uniformity.
  - [B] is coming to a world-wide cultural convergence.
  - [C] is becoming a place with greater diversity.
  - [D] has become a laboratory filled with dead specimens.
54. Globalisation
- [A] will benefit no others but America.
  - [B] is likely to strengthen traditions.
  - [C] will eventually deprive people of their traditions.
  - [D] will cause an identity crisis among people.
55. The best title of the passage is
- [A] Not Everyone Wants to Be an American.
  - [B] American's World Status Is under Threat.
  - [C] It is Better to Be Different than the Same.
  - [D] The Whole World Resents America's Arrogance.

## Text 4

How can science be encouraged to flourish and grow? How can the results of science be used to the best purpose for the benefit of humanity? It was to find the answers to these questions, which are not merely academic but practical ones, that this whole inquiry into the place of science in society was undertaken.

The way to answer the first question is to find the best conditions, external and internal, which have in the past helped the progress of science, and to anticipate the changed needs of the present and future. The answer to the second question, which depends on the first, is to set out towards the end of this chapter. In essence, the external conditions for the flourishing of science in the past are provided only in periods of social and economic advance, when science is given social importance and material means and is continually stimulated to new activity by problems presented to it from the economic and social spheres.

Now these problems have been essentially those that touched the interests of the ruling class of the time, whether real, like navigation, or imaginary, like astrology. The opportunity and the honour given to the practitioners of science at any time are a measure of the degree to which they serve these interests. They are greatest in periods of active advance, because then the people who are occupied with science are closely in touch with the main economic interests, and are often drawn from the directing classes themselves or are brought into their counsels because of their abilities.

But for the secure advance of science it is also essential that those interests should lie along lines which bring the scientists into connection with constructive practical activities. For example, the relative sterility of natural science in the times between Pericles and Alexander is an indication of what able and gifted individuals could fail to do, if divorced from any relation to production through the overriding interest of the political problems of a decaying, small city, slave society. The Alexandrian revival of experimental science shows by contrast the immediate effect of contacts with the practical needs of a large-scale and, for the time, expanding economy.

The first condition for the material support of science is that it should be on an adequate scale. The progress of science has been halted over and over again by the lack of suitable materials. Sometimes, it is true, because they were unobtainable, like rubber before the discovery of America, but more often because the scientists lacked the means to acquire them. Throughout most of its history science has been starved. The scientists have been driven to other pursuits to keep alive—like John Dalton's having to teach children to read—and have found it hard enough to command the tools for their trade. Even now, in the era of government and industrial subvention of science, they are as often as not held up simply for lack of equipment. It is paradoxical when we consider the large part which purely scientific gear plays in our present civilization, where television sets and motor-cars abound, that the very people whose work made those things possible are often too poor to use them themselves, even for purposes which would result in their improvement. Scientific work is continually being hampered by such elementary needs as those of intercommunication and transport.

The total demands of science today, however big they loom compared to its poverty in earlier days, are very small compared with the sums available for capital expenditure. Where the demands of science can be met, and where science is closely linked with an industry and agriculture which provide it with the necessary stimulus of problems, the external conditions for its rapid advance can easily be satisfied.

56. Which of the following is NOT an important external condition for the flourishing of science?

- ☐ A Social attitude towards science.
- ☐ B Progress made in social and economic spheres.
- ☐ C Adequate material support.
- ☐ D The necessity to solve practical problems.

57. From the third paragraph we learn that in the past

- ☐ A science was not given much social importance.
- ☐ B the amount of material means never affected science seriously.
- ☐ C scientists did not make admirable achievements.
- ☐ D scientific activities were mainly patronized by the ruling class.



58. What is the main point of the fourth paragraph?
- ☐ A Practical needs alone can guarantee the advance of science.
  - ☐ B Natural science receives less attention than experimental science.
  - ☐ C Practical activities can produce an immediate effect on the flourishing of science.
  - ☐ D Material support alone can not bring about the flourishing of science.
59. What is the paradox the passage refers to in the development of science?
- ☐ A Material support has failed to get into the hands of some needy scientists.
  - ☐ B The rapid advance of science can only be achieved in some prosperous industries.
  - ☐ C The demands of science today, though still not satisfactory, are much bigger than before.
  - ☐ D Problems presented to science from industrial and agricultural sectors help to boost science.
60. According to the author, what is more often considered as a hindrance to science?
- ☐ A The lack of means to acquire suitable materials.
  - ☐ B The failure in the development of agriculture.
  - ☐ C The inadequate demand for science.
  - ☐ D The relative poverty of modern society.

## 摸底测试一答案与解析

### Text 1

41. C 意为:政治和经济目前的暗淡形势。

第一段提到,在2001年末,USA TODAY和CNN做了一项民意测验,询问美国人对目前国家的状况是否满意,令人惊奇的是,70%的人回答满意。想想吧,美国有史以来最惨重的外来袭击刚刚过去4个月,经济也还处于衰退中,人们可能认为多数美国人尚处于烦躁的情绪状态,可能对任何事情都不会有好感。但是,竟然有7/10的人表达了乐观的态度。

[B]意为:公众对政府的怀疑态度。

42. B 意为:满意的态度是在经济衰退的时刻表现出来的。

第二段提到,使这个数字(70%)更加不同寻常的是,在过去近30年的民意测验中,70%是最高的数字之一。而且,在经济困难的年代,满意程度往往最低。可见,作者称这次调查的结果 remarkable 原因有二,而选择项[B]表达的是第二方面。

43. A 意为:面对威胁假装胆大。

Whistle 的意思是“吹口哨”,graveyard 是“墓地”;过墓地是很令人害怕的事,因此这里说“吹着口哨过墓地”,实际上讽刺假装不害怕。

[B]意为:不假思索地做一项日常工作。[D]意为:内心痛苦但表面严肃。

44. D 意为:一种不可战胜的精神和宽宏的胸怀。

第四段提到,某些分析家认为,这(70%的满意度)只不过是给自己壮胆,但是有些人却认为,这反映了美国人不可战胜的精神和宽宏的胸怀,这种精神在9.11事件以后表现得淋漓尽致。面对恐怖威胁,美国人没有拉上窗帘(pull down the shades),将自己藏在床下。虽然美国人意识到美国没有多数人过去认为的那样坚不可摧,但是他们还是涌向街道,团结一致,意志

坚决。这是自二战以来所没有的。这里似乎只是表达的某些人的观点,但是,只要看一下下文就会发现,这也正是作者表达的观点。

45. B 意为:乐观向上的传统美国精神的胜利。

最后一段再次提到,果然有70%的人对美国目前的状况满意吗?也许不是,恐怖威胁还存在,失业率高达5.8%,但是,在美国人的心理中存在着一种不向绝望低头的东西,也许有人会称之为天真,有人称之为愚蠢,有人称之为自我壮胆。无论这种东西是什么,它是件好东西,如果有这样的精神,我们肯定能度过难关。

[C]意为:勇敢地面对痛苦。[D]意为:乌云中的一缕彩霞。

## Text 2

46. B 从上下文理解,beg the question 意为“没有抓住问题的实质”,所以下一句指出:真正的问题是孩子是否认为这些行为是暴力行为。

47. C 意为:小孩是否能从认知上区别各种暴力(行为),对这样的问题需要做进一步研究。

第二段第三句提到,多数甚至才四岁的孩子能区别这三种情形(见上一句),但是,没有证据表明孩子——特别是小孩子——能在认知或理性的水平上区分各种暴力(行为),例如对暴力行为的动机做出解释。

48. D 第三段第三句提到,证据表明,任何令人兴奋的东西都可能激发儿童的好斗行为,而且激发这种行为的正是这种兴奋,而不是电视中暴力场面。

49. A 意为:孩子的暴力行为与观看电视上的暴力内容无关。

最后一段的结论是,没有充分的证据能证明,电视中的暴力内容在儿童身上产生累计的煽动性影响,致使他们变得更好斗或粗暴。事实上,长期观看电视暴力内容的儿童更可能变得被动。许多批评者将电视当作替罪羊,误导公众,使他们看不到真正原因,他们的批评是缺乏证据的。家长和赞颂暴力的文化社会才是产生暴力的根源。

50. D 意为:否定。

参阅第46、48、49题题解。

## Text 3

51. B 意为:世界将成为一个按美国模式形成的统一体。

第一段提到,美国人成功地重新塑造了世界,因为它富强得不可战胜。在这个千年之交的时刻,美国代表着世界惟一能够存活的经济模式——资本主义,和最实用的政治体制——民主政体。在可口可乐和麦当劳向世界扩张的同时,美国的经济帝国殖民了(世界)广大的区域。美国人开始得意地谈论“历史的完结”——这并不是指20年前 Armageddon(在《圣经》中指善恶决战的战场)的威胁,而是指一个根据美国模式建立的千年盛世的世界共和国。他们开始使用“全球化”这样的词语,因为这比说“美国化”更中听。

52. D 意为:被多样化动摇了。

第二段提到,曾几何时,美国成了世界仰望的北极星,但是现在,她的经济主导地位明显已经下降,她的超级大国地位已经被判了刑。长期的历史教训说明:美国化绝不会带来政治和经济的一体化,更不可能产生全球统一的价值观和生活方式,因为,从过去的历史来看,将来不可能产生世界范围内文化的统一。