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许建平 编著





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前 言

随着近年高校扩大招生规模,以及社会对高层次人才需求的加大,全国性的考研热也在不断升温,报考研究生的人数每年以20%~30%的增幅急剧上升。2005年首次突破100万人,2006年高达127万人。从目前的趋势来看,考研人数还会继续增长。从每年的研究生考试阅卷和招生录取情况来看,相当大一部分考生因外语过不了关而被拒之门外。而在外语考试中,阅读的分值比重很大,占整个外语考试分值的一半以上。为了配合现已出版的《考研英语全面透析》、《考研英语读写译历年真题与新题型透析》及《2006考研英语新大纲解析》,我们编写了这本《考研英语阅读精选100篇》,旨在为广大考生提供提高阅读水平的有针对性的复习准备材料。

《考研英语阅读精选100篇》的全部题材选自英美重要报刊、杂志和书籍,内容涉及社会文化、人文思想、天文地理、科学发明、新闻报道等各种体裁。所选文章内容新颖,可读性强,对提高考生的阅读理解能力,顺利通过研究生英语人学考试无疑会有很大帮助。

《考研英语阅读精选100篇》的编写分为模拟练习和答案讲解两大板块,每4篇构成一个单元,共25个单元。所选材料难度适中,篇幅严格控制在大纲规定的400字左右,问题设计与大纲要求和历年考研阅读的实际情况保持一致。在讲解部分,为了帮助考生吃透原文精神,首先对每一篇文章进行简要的主题归纳,然后对每篇文章后面的5个问题进行逐一讲解、分析。先点明试题属于哪一类题型,给出答案及译文,然后指出所选答案的依据,或分析做出此选择的道理。对每一道试题的分析中,不但为读者提供了正确的答案,而且对其他相关的选项也做了必要的讲解。为了便于考生理解,把有些比较费解的问题及重点内容译成了中文,其目的是让考生能通过分析讲解,透彻理解每一问题的考点、把握其要点,将阅读理解的做题方法技巧融会贯通,灵活地运用于实际考试中。

我们希望《考研英语阅读精选 100 篇》的出版能帮助考生有效地进行考前阅读复习准备,并由此取得满意的考试成绩。

许建平 2006年2月

目 录

| Unit 1 | 1 |
|----------------------|-----|
| Unit 1 答案详解 ······· | |
| Unit 2 | |
| Unit 2 答案详解 ······ | |
| Unit 3 | 23 |
| Unit 3 答案详解 ······ | |
| Unit 4 ····· | |
| Unit 4 答案详解 ······ | |
| Unit 5 | |
| Unit 5 答案详解 ······ | |
| Unit 6 ···· | |
| Unit 6 答案详解 ······ | |
| Unit 7 | |
| Unit 7 答案详解 ······ | |
| Unit 8 | |
| Unit 8 答案详解 ······ | |
| Unit 9 | |
| Unit 9 答案详解 ······· | |
| Unit 10 | 101 |
| Unit 10 答案详解 ······ | 108 |
| Unit 11 | |
| Unit 11 答案详解 ······ | |
| Unit 12 | 123 |
| Unit 12 答案详解 ······· | 130 |
| Unit 13 | 134 |
| Unit 13 答案详解 ······· | 141 |
| Unit 14 | 145 |
| Unit 14 答案详解 | 152 |
| Unit 15 | 156 |
| Unit 15 答案详解 ······· | 163 |
| Unit 16 | 167 |
| Unit 16 答案详解 ······· | 175 |
| | |

考研英语阅读精选 100 篇

| Unit 17 | 179 |
|---------------------------------------------------|-----|
| Unit 17 答案详解 ···································· | 186 |
| Unit 18 | 191 |
| Unit 18 答案详解 ······· | 198 |
| Unit 19 | 202 |
| Unit 19 答案详解 ···································· | 209 |
| Unit 20 ····· | 212 |
| Unit 20 答案详解 ···································· | 219 |
| Unit 21 | 223 |
| Unit 21 答案详解 ···································· | 230 |
| Unit 22 | 234 |
| Unit 22 答案详解 ······· | 241 |
| Unit 23 | 245 |
| Unit 23 答案详解 ······· | 252 |
| Unit 24 ····· | 256 |
| Unit 24 答案详解 ···································· | 263 |
| Unit 25 | 267 |
| Unit 25 答案详解 ···································· | 274 |

Unit 1 mos well-accepted by some

(A) is effective to solve problems i

IC) advocates cooperation rather than count

Text 1

Globalization gives us an opportunity to solve problems in a new way—with a worldview of cooperation rather than conflict. But we are now seeing a backlash against the technologies and economic systems that further empower the powerful. Legions of disenfranchised minority groups, downsized workers, and others abandoned by the high and mighty are blaming globalization for their woes. To avoid a massive social uprising, the world's power elite must make a stronger case for globalization—and build stronger ties with the masses they hope to lead to future prosperity. At the end of the eighteenth century, the world saw powerful new technologies destroying the social fabric of the agricultural and feudal society. The visible conflict was the Napoleonic Wars, but beneath the surface it was really a social conflict between a society based upon feudalism and the new industrial society.

A century later, a similar conflict was brewing and at last erupted in 1914 with World War I. The second Industrial Revolution introduced technologies of transformation—technologies such as electricity, which could turn night into day, now allowed humanity to transform its surroundings. But as with the first Industrial Revolution, social structures were ripped apart, unable to accommodate all those striving for opportunities and wealth.

The revolutions wrought by the new technologies of power and of transformation both created growing disparities with regard to income, wealth, education, and access to knowledge on an unprecedented scale. They created tremendous wealth outside the established elite groups or classes of society, accompanied by destruction of wealth inside those elite groups. This led to the emergence of new political forces shaping the evolution of societies.

Our present societies epitomize exactly such a development. The new social disruption can be seen both within and between nation-states. Although clearly we have seen this disruption before, what is new is the strength, the speed, and the powerful repercussions it will have on our societies.

It is difficult to challenge the statement that disparities are growing both inside individual nationstates and between rich and poor nation-states. All statistical evidence points to that effect. It is equally difficult to challenge the view that tremendous wealth is being created outside the traditional elite circles. The new technology has the power to make some people extremely rich. The wizards of this global, high-tech economy may be worth individually about as much as the United States

| spe | nds per year in development assistance. (401 words) |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| [] [] | t is implied in the first paragraph that globalization [A] is effective to solve problems in a new way [B] are not well-accepted by some people [C] advocates cooperation rather than conflict [D] many people blame globalization for their woes |
| [[[| According to the passage, the actual conflict at the end of the eighteenth century is [A] The agricultural society vs. feudal society [B] The agricultural society vs. powerful new technologies [C] Napoleonic Wars [D] The feudalist society vs. the new industrial society |
| [] [| n the author's view, the problem of the two Industrial Revolutions is [A] the radical transformation [B] the ripping apart social structures [C] the gap between people in income, wealth, education [D] political forces shaping the evolution of societies |
|] [] | udging from the context, "epitomize" (Line 1, Para. 5) probably means A] to be a typical example of B] to follow C] to model D] to sum up |
|] | Which of the following statements would the author probably agree on? A] Globalization is an inevitable trend of the world. B] The second Industrial Revolution brought about the same effect as with the first Industrial Revolution. C] Our present societies see greater social disruption. D] More and more disparities are growing both inside individual nation-states and between rich and poor nation-states. |

Asked what he would do to improve a government, the ancient Chinese sage Confucius answered that his first measure would be "to correct language". He meant that if words don't mean what they seem to mean people cannot put any plan into action as intended. The state of language at the dawn of the twenty-first century appears to be more confused than ever—thanks in large part to the

enormous influence of television, radio, and print media over what we buy, desire, and believe.

Benjamin Radford, managing editor of *The Skeptical Inquirer* magazine, offers hundreds of examples of deceptive practices in journalism, advertising, political activism, public relations, and charity appeals. The real danger to the public, he insists, comes not from outright lies about events or individuals, because in most cases facts can ultimately be proven and mistakes corrected. But the emotional power of images, sound bites, and slogans can exert deep and lasting influence on our opinions and behavior as consumers, voters, and citizens.

The detailed coverage of violent crimes dominating local TV news shows seldom includes any larger context. The cumulative impression left in the minds of viewers is that violent crime is rampant and on the rise. As a result, many people live in fear and many more support the idea of ever-larger police forces, tougher laws, and bigger prisons without considering the actual crime rates in their community or across the nation.

Dramatic incidents like the sniper attacks in the Washington, D. C. area in the fall of 2002 receive so much media attention that, again, the actual numbers of people affected and the likelihood of such attacks being repeated anywhere else become wildly exaggerated in people's minds. In the media-fueled emotional state following such spectacular disasters, the effort and expense of turning schools into locked fortresses or putting cameras on every street to monitor suspicious individuals can seem insignificant compared to the hope of keeping our children safe from harm. Yet truly effective measures require clear thinking and clearly worded policies that citizens—not only lawyers and politicians—can understand. Too often the long-term future implications of new anticrime laws and policies are not even considered in the rush to feel safer by taking rapid and visible action.

Misleading practices by advertisers are another subject of public concern. Governments have long limited ads for alcohol and tobacco products and examined claims by drug companies, carmakers, food suppliers, and toy manufacturers to protect the public health. But advertising uses emotional appeals to shift the viewer's focus away from facts. Viewers who do not take the trouble to distinguish between provable claims and pleasant but meaningless word play end up buying "the sizzle, not the steak" and often paying high. (464 words)

- 6. Confucius is cited by the author in Para. 1 to imply that _____.
 - [A] it's urgent to improve a government
 - [B] it's very important to use language correctly
 - [C] words don't mean what they seem to mean
 - [D] today's language is in a state of confusion

- 7. According to Benjamin Radford, the real danger to the public opinions lies in _____.
 - [A] deceptive practices
 - [B] outright lies
 - [C] unproved facts and mistakes
 - [D] emotional images, sound bites, and slogans
- 8. Which of the following may reflect the author's opinion?
 - [A] TV news shows should include more background.
 - [B] We should have larger police forces, tougher laws, and bigger prisons.
 - [C] The report on the sniper attacks in the Washington, D. C. area is too dramatic.
 - [D] The media has done too much to keep our children safe from harm.
- 9. According to the author, the truly effective measures are _____.
 - [A] clear thinking and clearly worded policies
 - [B] policies that lawyers and politicians can understand
 - [C] measures that can be understood by the public
 - [D] measures that people feel safer by taking rapid and visible action
- 10. What does the author probably mean by "the sizzle, not the steak" (Line 5, Par. 5)?
 - [A] Sth. worthwhile.
 - [B] Sth. worthless.
 - [C] Sth. of no practical value.
 - [D] Sth. which is unnecessary.

Although the holy man's concept of happiness may enjoy considerable prestige in the Orient, I doubt the existence of such motionless happiness. What is certain is that his way of happiness would be torture to almost anyone of Western temperament. Yet these extremes will still serve to define the area within which all of us must find some sort of balance. Thoreau had his own firm sense of that balance: save on the petty in order to spend on the essential.

Possession for its own sake or in competition with the rest of the neighborhood would have been Thoreau's idea of the petty. The active discipline of raising one's perception of what is eternal in nature would have been his idea of the essential. Time saved on the petty could be spent on the essential. Thoreau certainly didn't intend to starve, but he would put into feeding himself only as much effort as would keep him functioning for more important efforts.

Effort is the essence of it: there is no happiness except as we take on challenges. Short of the impossible, the satisfactions we get from a lifetime depend on how high we place our difficulties.

The mortal flaw in the advertised version of happiness is in the fact that it claims to be effortless.

We demand difficulty even in our diversions. We demand it because without difficulty there can be no game; a game is a way of making something hard for the fun of it. The rules of the game are an arbitrary addition of difficulty. It is easier to win at chess if you are free to change the rules, but the fun is in winning within the rules. If we could mint our own money, even building a fortune would become boring. No difficulty, no fun.

Those in advertising seem too often to have lost their sense of the pleasure of difficulty. And the Indian holy man seems dull to us, I suppose, because he seems to be refusing to play anything at all. The Western weakness may be in the illusion that happiness can be bought. Perhaps the oriental weakness is in the idea that there is such a thing as perfect happiness.

Happiness is never more than partial. Whatever else happiness may be, it is neither in having nor in being, but in becoming. What the writers of the Constitution declared for us as an inherent right was not happiness but the pursuit of happiness. What the early patriots might have underlined, could they have foreseen the happiness-market, is the cardinal fact that happiness is in the pursuit itself, in the pursuit of what is engaging and life-changing, which is to say, in the idea of becoming. (453 words)

| 11. | According to the author, the holy man's concept of happiness is [A] a pleasure in the Orient [B] motionless to some extent [C] a distress to Western people [D] a Western temperament |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12. | In the passage "Thoreau" is cited as an example of [A] the idea of the petty [B] the idea of the essential [C] unintended starvation [D] some sort of idea of balance |
| 13. | Which of the following may be the mortal flaw in the advertised version of happiness? [A] Taking on challenges. [B] The satisfactions we get from a lifetime. [C] Demanding things without difficulty. [D] Demanding difficulty in diversions. |
| 14. | "No difficulty, no fun." (Line 5, Para. 4) This is evidently shown in [A] our diversions [B] the rules of the game |

[C] playing at chess

[D] minting our own money

- 15. Happiness is never more than partial, as is indicated in _____.
 - [A] the idea of becoming
 - [B] the process of the pursuit
 - [C] the happiness-market
 - [D] the cardinal fact

Both civilization and culture are fairly modern words, having come into prominent use during the 19th century by anthropologists, historians, and literary figures. There has been a strong tendency to use them interchangeably as though they mean the same thing, but they are not the same.

Although modern in their usage, the two words are derived from ancient Latin. The word civilization is based on the Latin civis, of a city. Thus civilization, in its most essential meaning, is the ability of people to live together harmoniously in cities, in social groupings. From this definition it would seem that certain insects, such as ants or bees, are also civilized. They live and work together in social groups. So do some microorganisms. But there is more to civilization, and that is what culture brings to it. So, civilization is inseparable from culture.

The word culture is derived from the Latin verb colere, till the soil. But colere also has a wider range of meanings. It may, like civis, mean inhabiting a town or village. But most of its definitions suggest a process of starting and promoting growth and development. One may cultivate a garden; one may also cultivate one's interests, mind, and abilities. In its modern use the word culture refers to all the positive aspects and achievements of humanity that make mankind different from the rest of the animal world. Culture has grown out of creativity, a characteristic that seems to be unique to human beings.

One of the basic and best-known features of civilization and culture is the presence of tools. But more important than their simple existence is that the tools are always being improved and enlarged upon, a result of creativity. It took thousands of years to get from the first wheel to the latest, most advanced model of automobile.

It is the concept of humans as toolmakers and improvers that differentiates them from other animals. A monkey may use a stick to knock a banana from a tree, but that stick will never, through a monkey's cleverness, be modified into a hook or a ladder. Monkeys have never devised a spoken language, written a book, composed a melody, built a house, or painted a portrait. To say that birds build nests and beavers their dens is to miss the point. People once lived in caves, but their cleverness, imagination, and creativity led them to progress beyond caves to buildings. (403 words)

| 16. | What does the author think of the words "civilization" and "culture"? [A] They are identical. |
|-----|------------------------------------------------------------------------------------------------|
| | |
| | [B] They are different concepts. |
| | [C] They can often be used interchangeably. |
| | [D] They are defined differently by different people. |
| 17. | According to the author the word "civilization" originally refers to |
| | [A] people's way of life in cities |
| | [B] people's ability to live together in cities |
| | [C] a type of social organizations |
| | [D] an advanced level of social life |
| 18. | The Latin verb colere originally means |
| | [A] live in a city |
| | [B] develop oneself |
| | [C] promote growth |
| | [D] cultivate the land |
| 19. | The author believes that creativity |
| | [A] is a unique feature of civilized beings |
| | [B] brings forth the improvement of tools |
| | [C] is the result of human development |
| | [D] helps the advance of culture |
| 20. | The author mentions monkeys in the last paragraph to show that |
| | [A] monkeys are the same as birds |
| | [B] people once lived in caves like monkeys |
| | [C] monkeys can never develop into human beings |
| | [D] man is different from other animals such as monkeys |



【文章大意】

这是一篇有关全球化的议论文。文章指出,全球化为我们解决各种问题提供了一个很好的 机会,但是一些人出于自身的利益不欢迎全球化。作者认为,第一次世界大战表面上的冲 突是由于拿破仑战争,但实质上是封建社会与新的工业社会的冲突所致。两次工业革命造 成收入、财富、教育方面越来越大的差距,无论是国内还是国与国之间都存在着社会的分 裂,无论国家穷富都如此。最后作者以美国为例,说明贫富的极端。

[答案详解]

- 1. 本题为推论题, 答案是B: 不受一些人的欢迎。文章第1段第3句谈到, 有些人 are blaming globalization for their woes (责怪全球化造成了他们的不幸), 由此可见全球化不受一些人的欢迎, 所以正确答案为B。
- 2. 本题为细节题, 答案是 D: 是封建社会与新的工业社会的冲突。第 2 段谈到, 表面上的冲突是 Napoleonic Wars, 而实质上是封建社会与新的工业社会的冲突: a social conflict between a society based upon feudalism and the new industrial society, 所以正确答案为 D。
- 3. 本题为细节题, 答案是 C: 在收入、财富、教育方面越来越大的差距。第 4 段提到, 两次工业革命造成收入、财富、教育方面越来越大的差距 (growing disparities with regard to income, wealth, education)。故正确答案为 C。
- 4. 本题为词汇语义题,答案是 A: 集中体现。根据上下文,我们知道 epitomize 为"集中体现"、"使成……的缩影"之意;如:Hs problems epitomize the problems of the entire neighborhood. 他的问题是全体街坊问题的缩影。所以正确答案为 A。
- 5. 本题为推论题,答案是 D: 越来越大的差别出现在国与国之间,无论国家穷富都如此。 文章第5段谈到,无论是国内还是国与国之间都存在着社会的分裂,最后一段以美国为例, 说明贫富的极端,所以正确答案为 D。

Text 2

【文章大意】

这是一篇议论文,文章阐述了正确使用语言的重要性。文章指出,要是词不达意,人们就

不能将预期的计划付诸行动。21世纪之初,语言由于受到电视、电台及出版界的影响,显得比以往任何时候都更加混乱。作者认为,对公众最危险的不是这些直率的谎言本身,而是对公众有深刻持续影响的图像的情感力量、新闻采访的原声摘要播出和口号。电视新闻节目很少提供大的背景,这样做有其弊端。电视新闻应当提供更多的背景,其内容不仅使律师和政治家们能懂,而且要便于普通公民的理解。

【答案详解】

- 6. 本题是一道推论题,答案为B:正确使用语言的重要性。文章一开始引用了孔夫子的话"正言"(to correct language)。要是词不达意,人们就不能将预期的计划付诸行动。接着又谈到,21世纪初,语言由于受到电视、电台及出版界的影响,显得比以往任何时候都更加混乱。通过对这一段落的分析理解,我们不难理解此处引用孔夫子话是暗示读者正确使用语言的重要性。选项A与原文主题无关;选项B只是原文中的一个条件句;选项D是对原文的陈述,没有推论;因此正确答案为B。
- 7. 本题为细节题,答案为 D: 带情感色彩的图像、新闻采访的原声摘要播出和口号。可根据文章第 2 段寻找答案。这一段中提到,Benjamin Radford 提供了数百例来自新闻广告、政治活动、公关慈善等方面的欺骗性做法(deceptive practices),但他认为,对公众最危险的不是这些直率的谎言(outright lies)本身,而是对公众有深刻持续影响的图像的情感力量、新闻采访的原声摘要播出(sound bites)和口号,所以 D 为正确答案。
- 8. 本题为推论题,答案为 A: 电视新闻应当提供更多的背景。可根据文章第 3 段做出正确选择。作者提到,电视新闻节目很少提供大的背景(seldom includes any larger context),然后指出这样做的弊端。选项 A 的意思是: 电视新闻应当提供更多的背景,这一说法与作者的见解完全相一致,因此为正确答案。 选项 B 是很多人的观点,而不是作者的观点; 选项 C 的 too dramatic 也不是作者的看法; 选项 D, 按作者的观点,保护孩子不受伤害的不是 the media,而是人们做出的努力和费用(the effort and expense)。
- 9. 本题为细节题,答案为 C: 公众能够理解的措施。作者在第 4 段倒数第 2 句提到,有效 的措施是不仅律师和政治家们能懂,而且普通公民也能够理解,这正好与 C 的说法一致: 公众能够理解的措施。因此 C 为正确答案。选项 A,清晰的思路和措辞明白的政策,这不是有效的措施,而是要求(require)达到的标准;选项 B,律师和政治家们能懂的政策,也不是作者的观点;选项 D,是作者对现行法律政策的草率所表达的不满。
- 10. 本题为词汇语义题,答案为 C: 无实际价值的东西。短语 "the sizzle, not the steak" 直译为 "咝咝的响声,而不是牛排",也即是 "议论纷纷的空谈而无实际内容"。根据文章最后一句的上文 pleasant but meaningless word 亦可判定为其含义为 "好听而无实际意义的话",因此正确答案为 C。

【文章大意】

这篇文章就不同的幸福观作了阐述。作者认为,出于不同的角度,人们对幸福的感觉不一样。东方人的幸福对西方人来说可能是一种痛苦。努力是幸福的精髓,只有我们接受了挑战,才会有幸福感。幸福既不是拥有,也不是存在,而是一种过程。

【答案详解】

- 11. 本题为细节题,答案是 C: 对西方人来说是一种痛苦。参见文章第 1 段: What is certain is that his way of happiness would be torture to almost anyone of Western temperament. 这句话的意思是: 可以肯定的是,他的幸福方式对于任何西方人来说将是一种折磨,故正确答案为 C。其他选项均不合题意。
- 12. 本题为细节题,答案是 D: 某种平衡的信念。参见文章第 1 段末 Thoreau had his own firm sense of that balance: save on the petty in order to spend on the essential. 这句话的意思是: 梭罗自己所坚信的平衡信念就是在琐事上省时省力,以便投入于重点大事。由此可见梭罗的观点被作为某种平衡的信念引用,故正确答案为 D。
- 13. 本题为细节题,答案是 C: 不费劲地得到东西。参见文章第 3 段。这段话的大意是,努力是幸福的精髓,只有我们接受了挑战,才会有幸福感。一生中的满足取决于我们把困难摆到怎样的高度。广告版幸福的致命缺陷(mortal flaw)在于它声称幸福不需要做出任何努力。故正确答案为 C。
- 14. 本题为推论题,答案是B: 各种比赛的规则。参见文章第4段。这段话的大意是,在娱乐中也需要难度,因为没有难度就没有了游戏乐趣;游戏比赛要制造难度以增加它的乐趣。游戏的规则是人为地增加难度。如果随便改变棋赛规则,赢一盘棋也就轻而易举。然而,赢棋的乐趣就在规则当中。如果我们能够自己造钱,即使造出金山也令人乏味。没有难度就没有乐趣。
- 15. 本题为推论题,答案是 B: 追求的过程。参见文章第 6 段。这段话的大意是,幸福从来就是局部的。不管我们对幸福还有什么别的解释,它都既不是拥有,也不是存在,而是一种过程(in becoming)。美国宪法的制订者为我们公布的天赋人权不是幸福权,而是对幸福的追求权。如果早期爱国者能够预料后来幸福市场的运作,他们或许会突出这样的主要事实:幸福在于追求本身,在于追求正在从事的工作和生活的变化。也就是说,幸福在于转换过程的念头。

【文章大意】

这篇文章对文明和文化的不同概念作了阐述。作者分别介绍了这两个词的起源及含义。

【答案详解】

- 16. 本题为细节题,答案是 B: 文明和文化是不同的概念。参见文章第 1 段: There has been a strong tendency to use them interchangeably as though they mean the same thing, but they are not the same. 由此可见作者认为,civilization 和 culture 是不同的概念。在随后的段落中作者分别介绍了这两个词的起源及含义。
- 17. 本题为上下文语义题,答案是B: 人在城市中和谐生存的能力。 参见文章第 2 段: The word civilization is based on the Latin *civis*, of a city. Thus civilization, in its most essential meaning, is the ability of people to live together harmoniously in cities, in social groupings. 这句话的大意是: civilization 一词起源于拉丁词 *civis*, 其基本含义是人在城市、在社会群体中和谐生存的能力。故正确答案为 B。
- 18. 本题为上下文语义题, 答案是D: 耕耘土地。参见文章第3段: The word culture is derived from the Latin verb *colere*, till the soil. 由此可见, 正确答案为D。
- 19. 本题为细节题,答案是 B: (创造力) 导致工具的改良。参见文章第 4 段: But more important than their simple existence is that the tools are always being improved and enlarged upon, a result of creativity. 作者认为,工具的改良和发展是创造力的结果。也就是说,作者相信创造力导致工具的改良。其他三个选项虽然可能是常识,但都不能在文中直接找到证据说明是作者的观点。故正确答案为 B。
- 20. 本题为主旨题,答案是 D: 人类与猴子等其他动物不同。参见文章最后一段的第一句: It is the concept of humans as toolmakers and improvers that differentiates them from other animals. 这是本段的主题句,接下来作者以猴子、鸟、海狸为例说明作为工具制造者和改良者的人类与其他动物之间的不同,故正确答案为 D。