



研究生英语考试指定用书



研究生英语应试

150

阅读

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◎ 主编 / 钟利平



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副主编 匡 健 韩少杰



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如有印装错误, 请寄回本公司更换。

自 1978 年恢复研究生招生和 1981 年建立学位制度以来,我国的研究生教育取得了丰硕的成果。新世纪的到来使得全国硕士研究生入学考试日趋火爆。令人关注的是,近几年的英语试题逐步实现了从语法知识型向语言运用型的转变。同时,试题的结构、题量和难度都有了较大幅度的提高。特别是阅读理解,一直被认为是英语考试的重点和难点,也是一些考生的头疼之处。为了帮助广大师生加深对阅读理解试题的理解,掌握良好的学习方法,提高

考试成绩,我们严格按照国家教育部颁发的 2001 年研究生英语考试大纲,根据近两年实考试题的形式、内容和难度编写这本阅读精选集。本书结合众多专家的经验,收集了国内外最新的资料和素材。尤其是在试题的难度、广度方面接近全真试题。

研究生入学考试英语试卷的阅读理解部分为:5 篇短文,每篇短文后有 4 道选择题,共 20 题,每题 2 分,共计 40 分,考试时间为 60 分钟。阅读理解四篇短文的长度平均为 400 ~ 500 词左右,总阅读量为 2000 ~ 2500 词左右,阅读速度平均为 70wpm(word per minute)。

本书内容包括阅读理解试题精编和参考答案。阅读素材均选自近两年国外最新权威性的报刊杂志。内容涉及风土人情、社交礼仪、自然景观、人物传记、历史文化、环境资源、交通、医学、经济、信息教育等各个领域。体裁上以议论文、说明文、叙述文等科普文章和背景知识为主。因为通过历年试题



的分析,我们发现研究生考试阅读文章体裁主要是议论文和说明文。阅读理解测试的题型主要有主观性题型和客观性题型,前者主要包括主旨型、推理型、作者语气、态度型、结论型等;后者主要包括事实型、推测词义型、指代关系型、常识题、是非题等。在学习完本书之后,考生会发现所有这些信息和考点尽体现在本精选集中。

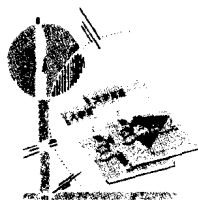
本书融应试与语言学习、知识传递、素质培养为一体。不但能快速提高考生的英语阅读水平,还能接收大量的最新国内外信息,开阔视野,增加对语言学习的兴趣,充分掌握英语阅读技能。

本书可作为研究生入学考试考前强化训练之用,也可作为大学英语四、六级考试,以及 GRE、TOEFL 等中高级英语考试考生参考。同时,也是一本不可多得的了解英语国家政治、经济、文化等资料的参考书。

由于编者水平有限,书中难免有错误和不足之处,敬请广大读者和同行批评指正。

编者

2001 年 10 月



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Passage 1

Transplant surgeons work miracles. They take organs from one body and integrate them into another, granting the lucky recipient a longer, better life. Sadly, every year thousands of other people are less fortunate, dying while they wait for suitable organs to be found. The terrible constraint on organ transplantation is that every life extended depends on the death of someone young enough and healthy enough to have organs worth transplanting. Such donors are few. The waiting lists are long, and getting longer.

Freedom from this constraint is the dream of every transplant surgeon. So far attempts to make artificial organs have been disappointing: nature is hard to mimic. Hence the renewed interest in trying to use organs from animals.

Doctors in India have just announced that they have successfully transplanted a heart from a pig into a person (though details of the operation remain extremely murky). Pressure to increase the number of such xenotransplants seems to be growing. In Europe and America, herds of pigs are being specially bred and genetically engineered for organ donation. During 1996 at least two big reports on the subject — one in Europe and one in America — were published. They agreed that xenotransplants were permissible on ethical grounds, and cautiously recommended that they be allowed. America's Food and Drug Administration has already published draft guidelines for xenotransplantation.

The ethics of xenotransplantation are relatively unworrying. People already kill pigs both for food and for sport; killing them to

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save a human life seems, if anything, easier to justify. However, the science of xenotransplantation is much less straightforward.

Import an organ from one animal to another and you may bring with it any number of infectious diseases. That much is well known. However, coping with this danger is not merely a matter of screening for obvious ills such as worms or bacteria such as *Escherichia coli* (大肠杆菌). Many diseases that could harm humans may be both undetectable and harmless in their natural hosts. Diseases that have been dormant for years may suddenly become active if they find themselves in a new environment, such as a human recipient's body. After that, they may start to infect other people.

The risk of this happening should not be underestimated. The DNA of every organism carries within it hundreds of ghosts of infections past. Such "retroviruses" which include HIV, the virus that causes AIDS — always incorporate themselves into the DNA of their hosts. Many retroviruses (although not HIV) also incorporate themselves into their hosts' eggs or sperm, and are passed passively from parent to child. Although it is true that most retroviruses gradually lose their infectious powers, some retain their ability to leap out of the host DNA — often much later. Certain pig retroviruses are probably among these.

Of course it is possible that none of the retroviruses will be harmful to humans; possible too that scientists will eventually isolate all prospective trouble-makers. But at a time when thousands of British cattle are being slaughtered (屠宰) because of the suspicion that they have a disease that may be transmissible to humans, it seems a reckless gamble to take.

1. Xenotransplantation is the technique of ____.

- A. putting animal organs into human beings
- B. putting organs from one person to another



- C. putting artificial organs into human beings
D. putting artificial organs into animals
2. *The main problem for organ transplantation is that* ____.
- A. the artificial organs can't work well
B. the quantity of donated organs is too limited
C. the artificial organs are too expensive
D. the number of death is too limited
3. *The controversy about Xenotransplantation is that* ____.
- A. it is immoral
B. it is dangerous to public health
C. it is illegal
D. it is too expensive
4. *The main idea of this passage is about* ____.
- A. the development of xenotransplantation
B. the ethics of xenotransplantation
C. the science of xenotransplantation
D. xenotransplantation paradox



Passage 2

Many translators are unaware of the role of publishers and editors in the process of translating. In fact, they sometimes spend months on a translation of a recent book without checking as to publishing rights for translations of the book in question or without determining whether the same book is being translated by someone else. If a freelance translator is interested in translating a particular book, he or she should certainly contact a publisher known to be interested in this type of publication. A sample translation of a



single chapter can provide a publisher or editor a basis for judging the competence of the translator. In most instances, however, publishers are acquainted with a number of translators, and they generally know the types of competence and experience which such translators have. Accordingly, they normally ask translators to undertake a particular task.

In addition to making preliminary arrangements for the translation of a particular text, it is important to know the type of audience which the publisher wishes to reach, the editorial principles and practices of the publishing house, and the ultimate format, since this may influence appreciably the treatment of major embedded sections and quotations, as well as footnoting, indices, and a possible introduction by the translator.

Through a publisher it is often possible to contact the author of a book and in this way be more certain about the interpretation of some obscure or ambiguous expressions. Some translators have been anxious to submit their translations to the authors, but this is relevant only when the authors know the target language quite well and are sympathetic with the principles employed in functional equivalent translating. Some authors are so enamored with their own choice of words and stylistic devices that they wrongly imagine that the specific way in which they have expressed their thoughts must be taken over literally into another language. In fact, some creative authors are incredibly inapt translators.

1. *From the first paragraph, we learn that a translator must _____ before the translation of a recent book.*
 - A. contact the author for suggestion
 - B. check the publishing rights for translations of the book in question
 - C. find out whether the same book is being translated by



someone else

- D. contact a publisher who is interested in it
2. The word "enamored" in the third paragraph most probably means _____.
A. familiar B. delighted
C. skillful D. sympathetic
3. What can you infer from the last sentence?
A. Some Creative authors don't believe in translators.
B. Some Creative authors have good relationships with translators.
C. Some creative authors are skilled translators.
D. Some creative authors are not skilled translators.
4. What is this passage mainly about?
A. The role of publishers and editors.
B. The translating habits of translators.
C. The copyright of translation.
D. The relationship between translators and authors.

5



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Passage 3

Piaget was not an educator and never enunciated rules about how to intervene in such situations. But his work strongly suggests that the automatic reaction of putting the child right may well be abusive. Practicing the art of making theories may be more valuable for children than achieving meteorological orthodoxy, and if their theories are always greeted by "Nice try, but this is how it really is ..." they might give up after a while on making theories. As Piaget put it, "Children have real understanding only



of that which they invent themselves, and each time that we try to teach them something too quickly, we keep them from reinventing it themselves. ”

Disciples of Piaget have a tolerance for — indeed a fascination with — children’s primitive laws of physics: that things disappear when they are out of sight, that the moon and the sun follow you around, that big things float and small things sink. Einstein was especially intrigued by Piaget’s finding that seven-year-olds insist that going faster can take more time — perhaps because Einstein’s own theories of relativity ran so contrary to common sense.

Although each teacher in training memorizes Piaget’s four stages of childhood development (sensorimotor, preoperational, concrete operational, formal operational), the better part of Piaget’s work is less well known, perhaps because schools of education regard it as “too deep” for teachers. Piaget never thought of himself as a child psychologist. His real interest was epistemology — the theory of knowledge — physics, was considered a branch of philosophy until Piaget came along and made it a science. Piaget explored a kind of epistemological relativism in which multiple ways of knowing are acknowledged and examined nonjudgmentally, yet with a philosopher’s analytic rigor. Since Piaget, the territory has been widely colonized by those who write about women’s ways of knowing, Afrocentric ways of knowing, even the computer’s ways of knowing. Indeed, artificial intelligence and the information-processing model of the mind owe more to Piaget than their proponents may realize. The core of Piaget is his belief that looking carefully at how knowledge develops in children will elucidate the nature of knowledge in general. Whether this has in fact led to deeper understanding remains, like everything about Piaget, controversial. In the past decade Piaget has been vigorously challenged

