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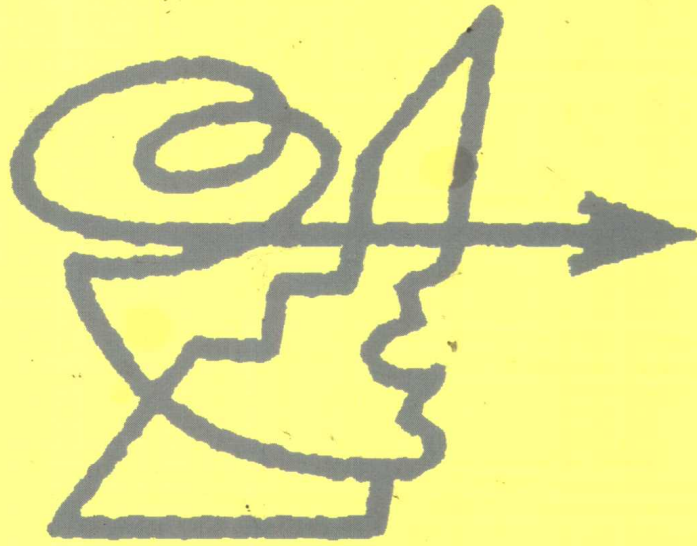
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考研英语阅读

200篇

张锦芯 主审
郭庆民 主编

 中国人民大学出版社



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前 言

新的考试大纲将阅读理解部分由原来的五篇文章改力四篇，每篇文章后也由四个问题增加到五个问题。这一改变首先意味着阅读总量的减少，意味着考生有更充足的时间花在这一部分上。这也同时意味着问题难度的加大，这样，做题的质量就显得尤其重要。

在考研试题中，阅读理解部分分值最大，是考研能否取胜的关键，2002年修改过大纲以后尤其是如此。在常年讲习辅导班的过程中我们发现，缺乏阅读文章的技能、解题思路不正确、知识面有限、词汇量不足，是考生面临的主要问题。

另外，这两年的考题从体裁、题材、难度、命题角度等方面呈现出如下特点：1) 文章的题材比较新颖，涉及新领域和新学科，包括经济、文化、科技等方面的社会热点问题；2) 文章体裁主要是报刊评论，如果考生不熟悉这种体裁的英文文章，就难以准确把握回答问题所需要的文章信息；3) 考题着重考查学生把握文章重要信息而不是细枝末节的能力，这样，学会正确的阅读方法，通过把握重要句子和段落来抓住文章的重要信息就显得尤其重要；4) 不少问题考查学生对包含文章重要信息的难句、复杂句的理解，据此，考生应该在模拟试题的过程中，培养自己破解难句、复杂句的能力，习惯英文的表达方式；5) 文章涉及的词汇较难，有些甚至超纲，这就要求考生积极扩展词汇量，记忆常见词根、词缀，学会从词的原义推断其引申义，根据上下文来判断词汇的含义。

应新大纲的要求，并针对多数学生在应试中存在的典型问题，我们编写了此书。此书的主要内容包括：1) 详细分析历年考题阅读理解部分的特点，在总结历年考题的基础上，通过讲解实例和练习提高阅读理解和应试技能，指导考生把握答题所需要的文章重要信息；2) 训练考生阅读不同题材和体裁的文章所需要的技能；3) 培养考生阅读重点语句的能力，教会考生根据上下文来猜测词义的方法；4) 剖析解题思路，增强考生的解题能力；5) 通过阅读不同题材的文章，扩大考生的知识面。

第一、三部分的200篇文章在题材和体裁的选择上都做了精心设计，涵盖广阔的知识面，涉及各种体裁和考研常见的题型，同时考虑到题材、体裁和题型的侧重。200篇文章都配有题解，我们对后100篇的难句进行了注解和翻译，考生也可以从中学习一些翻译技能。第五、六部分是应试技能讲解和训练，希望考生在做200篇模拟试题前先阅读这两部分，以便掌握正确的方法，使练习更有目的性。

本书由中国人民大学外语系张锦芒教授担任主审，主要编著者是中国人民大学外语系郭庆民副教授，还有吴万千、王业民副教授，张浩、夏岚、匡妹同志承担了部分资料的收集和整理工作。

相信通过阅读此书，考生应试阅读理解部分的能力将得到切实的提高。

由于作者水平有限,书中错误在所难免,欢迎广大考生和英语界同仁提出宝贵意见。

编者

2001年7月

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第一部分 模拟阅读试题文章 1~100 篇

Passage 1

Rapid changes in technology and increasing international competition have led employers to seek new strategies for producing goods and providing services. These changes require a high performance organization where all workers have more responsibility and decision making functions. Such organizations need employees who are well trained and possess the skills and knowledge necessary for their new functions. In addition, as learning becomes an integral part of the work itself, workers will need to be better prepared to avail themselves of training and learning opportunities in the workplace.

One challenge faced by educators and employers is how to prepare students for their changing roles in the workplace and how to ensure that the economy uses the full capacity and potential of our youth. At a point in our history when education beyond high school is increasingly viewed as necessary to meet the educational and skill requirements of many current and emerging careers, approximately one half of US youth do not attend college and about half of those who do will not complete their studies. For many of these youth, particularly those who are members of the growing underclass, the transition between school and work has become problematic. Many graduate from high school with few or no job-related skills; often their academic preparation is weak.

Those who drop out before high school graduation, many of them caught up in an inescapable world of poverty, fare worse with even more limited job and career prospects. Until the age of 25, these youth are likely to move from job to job, usually in the service sector of the economy where they find jobs that are low skilled, poorly paid, and offer few opportunities for further training or advancement.

The result for some young people is a life of poverty. For many others the prospect is employment that pays less than a living wage and offers neither self-respect nor a future. Unemployment rates among all youth are high (twice that for adults) and not responsive to economic upturns. The official 1991 unemployment rate for high school graduates below the age of 24 was 13 percent for whites, 17 percent for Hispanics, and 29 percent for blacks. In reality, these frighteningly high rates are probably even worse. If young people drop out of school, their prospects for not getting a job are one out of four, and their employment prospects do not improve with time.

1. As is mentioned in the passage, a high performance organization is one _____

[A] which seeks new strategies for producing goods and providing services

[B] in which workers play more active roles

[C] in which workers rather than the executives make the decisions

[D] which increases its competitiveness by hiring only skilled workers

A 2 While modern economic developments requires more highly educated people, _____

[A] 50 percent of the college students are unable to finish their studies

[B] professional training for high school graduates is of equal importance

[C] the transition between college and work is still a hard job for many youth

[D] job-related skills are not within the range of higher education

D 3 Those who even fail to complete their high school studies _____

[A] are unlikely to find stable employment until the age of 25

[B] usually attend vocational schools to get the required skills

[C] cannot find any jobs at all until the age of 25

[D] usually find jobs in the service industry

B 4 Unemployment rate is high for high school graduates _____

[A] when the economic situation is bad

[B] even when economy takes a turn for the better

[C] because most of them are from poor families

[D] because the service industry is the most fragile sector of economy

5 The passage is mainly about _____

[A] economic development and the creation of poverty

[B] school academic achievement and employment

[C] the difficulties of the US youth in employment

[D] the shortage of jobs for the poor population

Passage 2

Digital television (by satellite or cable) allows literally hundreds of channels. Many people expect this to change fundamentally the nature of television programming and viewing, from a broadcast medium (dominated by big networks like Britain's BBC and ITV and the big US networks, showing a mixture of programme types with something for everyone) to a "narrowcast" medium more like today's magazines and radio. On this narrowcast model, each channel would specialize in a particular niche: one programme type aimed at one specific target market

One widely assumed benefit of this approach is that, as with magazines, the audiences of these niche channels would be strongly segmented, so that, for instance, the gardening channel would be mostly watched by home owners with gardens, many of whom would be relatively affluent retired people. The argument is that, as with gardening magazines today,

such a channel could generate revenue both from subscriptions (since it would be tailored to that target audience) and from advertising (not just for gardening products, but also for other products and services such as cruise holidays and financial services aimed at the same target market)

Some of this is happening already, especially in countries with high cable penetration, notably the US where the average family already has fifty channels. However, even in homes with fifty channels, half the viewing is still of the four national terrestrial networks or of local, public or cable channels showing general mixed programming

More important, even for the niche channels the degree of audience segmentation and involvement is surprisingly low. For instance, whereas US radio stations are typically listened to by relatively few people but for many hours per week, the niche TV channels are watched only occasionally by those who watch them at all.

This reflects a fundamental difference between radio, which people mostly listen to as a secondary activity while working or driving, and television which — although watched fairly passively and often combined with desultory eating or conversation — is a primary activity. People listen to radio to take their minds off what they are doing; they watch television to take their minds off what they are not doing

- 1 The narrowcast model is based on the idea that _____.
[A] digital transmission will change the nature of television broadcasting
[B] the target market is segmented according to people's interests
[C] channels that show a mixture of programme types are no longer popular
[D] specialists like television channels with no advertising in them
- 2 It is implied in the second paragraph that today's magazines are run with _____.
[A] payment from subscribers
[B] money earned from advertising
[C] financial support from the rich retired people
[D] both [A] and [B]
- B 3 Surveys indicate that the most often watched programme in the United States is _____.
[A] the narrowcast
[B] the ~~general~~ ^{particular} type
[C] the particular type
[D] the gardening channel
- A 4 The word "segmentation" in the first sentence of the fourth paragraph is closest in meaning to _____.
[A] division
[B] preference
[C] subscription
[D] activity
- D 5 It seems the chief difference between watching television and listening to radio lies in _____.
[A] the number of the audience
[B] the availability of the media

[C] the domain of interest

[D] the degree of attentiveness

Passage 3

Do women tend to devalue the worth of their work? Do they apply different standards to rewarding their own work than they do to rewarding the work of others? These were the questions asked by Michigan State University psychologists Lawrence Messe and Charlene Callahan-Levy. Past experiments had shown that when women were asked to decide how much to pay themselves and other people for the same job, they paid themselves less. Following up on this finding, Messe and Callahan-Levy designed experiments to test several popular explanations of why women tend to shortchange themselves in pay situations.

One theory the psychologists tested was that women judge their own work more harshly than that of others. The subjects for the experiment testing this theory were men and women recruited from the Michigan State undergraduate student body. The job the subjects were asked to perform for pay was an opinion questionnaire requiring a number of short essays on campus related issue. After completing the questionnaire, some subjects were given six dollars in bills and change and were asked to decide payment for themselves. Others were given the same amount and were asked to decide payment for another subject who had also completed the questionnaire.

The psychologists found that, as in earlier experiments, the women paid themselves less than the men paid themselves. They also found that the women paid themselves less than they paid other women and less than the men paid the women. The differences were substantial. The average paid to women by themselves was \$2.97. The average paid to men by themselves was \$4.06. The average paid to women by others was \$4.37. In spite of the differences, the psychologists found that the men and the women in the experiment evaluated their own performances on the questionnaire about equally and better than the expected performances of others.

On the basis of these findings, Messe and Callahan-Levy concluded that women's attachment of a comparatively low monetary value to their work cannot be based entirely on their judgment of their own ability. Perhaps, the psychologists postulated, women see less of a connection than men do between their work (even when it is superior) and their pay because they are relatively indifferent to receiving money for their work.

D1 The work of Messe and Callahan-Levy tends to weaken the notion that _____.

[A] women are generally less concerned with financial rewards for their work than men are

[B] men are willing to pay women more than women are willing to pay themselves

[C] payment for work should generally be directly related to the quality of the work

- [D] women judge their own work more critically than they judge the work of men
- 2 Which of the following statements is supported by the facts stated in the passage?
- [A] Men tend to pay themselves more than they pay other men for the same work
- [B] Women tend to pay men more than they pay other women for the same work
- [C] Men tend to pay women less than they pay other men for the same work
- [D] None of the above
- 3 How is the research of Messe and Callahan Levy related to earlier experiments in the same field?
- [A] It suggests a need to discard methods used in earlier experiments
- [B] It tends to weaken the assumptions on which earlier experiments were designed
- [C] It suggests that the problem revealed in earlier experiments may be more widespread than previously thought
- [D] It helps to explain a phenomenon revealed in earlier experiments
- 4 The experiment designed in the passage would be most relevant to the formulation of a theory concerning the _____
- [A] generally lower salaries received by women workers in comparison to men
- [B] reluctance of some women to enter professions that are traditionally dominated by men
- [C] anxiety expressed by some women workers in dealing with male supervisors
- [D] discrimination often suffered by women in attempting to enter the workforce
- 5 The expression "shortchange themselves" probably means _____
- [A] never work long ~~work for a long time~~
- [B] get less for their work
- [C] shift jobs constantly
- [D] adapt oneself

Passage 4

Imagine a world in which there was suddenly no emotion — a world in which human beings could feel no love or happiness, no terror or hate. Try to imagine the consequences of such a transformation. People might not be able to stay alive: knowing neither joy nor pleasure, anxiety nor fear, they would be as likely to repeat acts that hurt them as acts that were beneficial. They could not learn: they could not benefit from experience because this emotionlessness would lack rewards and punishments. Society would soon disappear: people would be as likely to harm one another as to provide help and support. Human relationships would not exist: in a world without friends or enemies, there could be no marriage, affection among companions, bonds among members of groups. Society's economic underpinnings would be destroyed: since earning \$ 10 million would be no more pleasant than earning

\$ 10, there would be no incentive to work. In fact, there would be no incentives of any kind. For as we will see, incentives imply a capacity to enjoy them.

In such a world, the chances that the human species would survive are next to zero, because emotions are the basic instrument of our survival and adaptation. Emotions structure the world for us in important ways. As individuals, we categorize objects on the basis of our emotions. True, we consider the length, shape, size, or texture, but an object's physical aspects are less important than what it has done or can do to us — hurt us, surprise us, anger us or make us joyful. We also use categorization colored by emotions in our families, communities, and overall society. Out of our emotional experiences with objects and events comes a social feeling of agreement that certain things and actions are “good” and others are “bad”, and we apply these categories to every aspect of our social life — from what foods we eat and what clothes we wear to how we keep promises and which people our group will accept. In fact, society exploits our emotional reactions and attitudes, such as loyalty, morality, pride, shame, guilt, fear and greed, in order to maintain itself. It gives high rewards to individuals who perform important tasks such as surgery, make heroes out of individuals for unusual or dangerous achievements such as flying fighter planes in a war, and uses the legal and penal system to make people afraid to engage in antisocial acts.

B 1. The reason why people might not be able to stay alive in a world without emotion is that

- [A] they would not be able to tell the texture of objects
- [B] they would not know what was beneficial and what was harmful to them
- [C] they would not be happy with a life without love
- [D] they would do things that hurt each other's feelings

C 2. According to the passage, people's learning activities are possible because they _____

- [A] believe that emotions are fundamental for them to stay alive
- [B] benefit from providing help and support to one another
- [C] enjoy being rewarded for doing the right thing
- [D] know what is vital to the progress of society

C 3. It can be inferred from the passage that the economic foundation of society is dependent on

- [A] the ability to make money
- [B] the will to work for pleasure
- [C] the capacity to enjoy incentives
- [D] the categorization of our emotional experiences

A 4. The emotional aspects of an object are more important than its physical aspects in that they _____

- [A] help society to exploit its members for profit
- [B] encourage us to perform important tasks

- [C] help to perfect the legal and penal system
[D] help us adapt our behavior to the world surrounding us
- 5 By saying that “the chances that the human species would survive are next to zero” (the first sentence in Paragraph 2), the author means human species _____
- [A] could hardly survive
[B] could certainly survive
[C] would not have come into being
[D] would have lived in great danger

Passage 5

I became a devoted reader of Marianne Moore’s poetry while attending college in the early 1930’s. A school friend and her mother, both better read and more sophisticated in their literary tastes than I was, were the first to mention her poetry, and soon I had read every poem of Moore’s I could find.

I had not known poetry could be like that; her treatment of topics as diverse as glaciers and marriage struck me, as it still does, as a miracle of language and construction. Why had no one ever written about these things in this clear and dazzling way before?

As luck had it, when I first began searching for a copy of her volume entitled *Observations*, I found that the college library didn’t own one. Eventually, though, I did borrow a copy, but from one of the librarians, Fanny Borden, not from the library. And I received an invitation to meet Marianne Moore in the process.

In retrospect, Fanny Borden seems like a most appropriate person to have suggested I might meet Marianne Moore. Borden was extremely shy and reserved and spoke in such a soft voice it was hard to hear her at all. The campus rumor was that her personality had been permanently subdued by her family history: the notorious Lizzie Borden of Fall River was her aunt.

Contact with Fanny Borden was rare. Occasionally, in search of a book, students would be sent to her office, shadowy and cavelike, with books piled everywhere. She weighed down the papers on her desk with smooth, round stones, quite big stones, brought from the seashore. My roommate once commented on one in particular, and Borden responded in her almost inaudible voice, “Do you like it? You may have it,” and handed it over.

One day I was sent to her office about a book. During our talk, I finally got up my courage to ask her why there was not a copy of *Observations* by that wonderful poet Marianne Moore in the library. She looked ever so gently taken aback and inquired, “Do you like Marianne Moore’s poems?” I said I certainly did, the few I had been able to find. She then said calmly, “I’ve known her since she was a girl,” and followed that with the question that was possibly to influence the whole course of my life, “Would you like to meet her?”

I was painfully shy and I had run away many times rather than face being introduced to adults of much less distinction than Marianne Moore. Yet I immediately said, "Yes."

- 1 To the author, Marianne Moore's poetry was _____.
[A] subtly satirical
[B] too scholarly for most readers
[C] inspiring and well written
[D] difficult but rewarding
- A 2 The major purpose of the passage is to _____.
[A] describe the events that led to a milestone in the author's life
[B] reveal the character of a college librarian
[C] analyze the impact of Marianne Moore's poetry on the author
[D] show the unexpected surprises that can happen in an ordinary life
- 3 By mentioning the extent of her shyness (in the last paragraph), the author primarily emphasizes _____.
[A] her awareness of her own weakness
[B] how important meeting Marianne Moore was to her
[C] how hard it was for her to talk to people, even Borden
[D] how different her encounter with Borden was from her roommate's
- C 4 The author most likely remembers Fanny Borden primarily with feelings of _____.
[A] curiosity [B] amusement
[C] gratitude [D] loyalty
- D 5 The passage suggests that the author's interest in meeting Marianne Moore was _____.
[A] prompted by a desire to have the poet explain a difficult poem
[B] motivated by the idea of writing a biography of the poet
[C] a secret dream she had cherished for many years
[D] sufficiently strong to make her behave uncharacteristically

Passage 6

One of the most important social developments that helped to make possible a shift in thinking about the role of public education was the effect of the baby boom of the 1950s and 1960s on the schools. In the 1920s, but especially in the Depression conditions of the 1930s, the United States experienced a declining birth rate — every thousand women aged fifteen to forty-four gave birth to about 118 live children in 1920, 89.2 in 1930, 75.8 in 1936, and 80 in 1940. With the growing prosperity brought on by the Second World War and the economic boom that followed it, young people married and established households earlier and began to raise larger families than had their predecessors during the Depression. Birth rates rose to 102 per thousand in 1946, 106.2 in 1950, and 118 in 1955. Although economics was proba-

bly the most important determinant, it is not the only explanation for the baby boom. The increased value placed on the idea of the family also helps to explain this rise in birth rates. The baby boomers began streaming into the first grade by the mid-1940s and became a flood by 1950. The public school system suddenly found itself overtaxed. While the number of schoolchildren rose because of wartime and postwar conditions, these same conditions made the schools even less prepared to cope with the flood. The wartime economy meant that few new schools were built between 1940 and 1945. Moreover, during the war and in the boom times that followed, large numbers of teachers left their profession for better-paying jobs elsewhere in the economy.

Therefore, in the 1950s and 1960s, ~~the baby boom~~ hit an antiquated and inadequate school system. Consequently, the "custodial rhetoric" of the 1930s and early 1940s no longer made sense; that is, keeping youths aged sixteen and older out of the labor market by keeping them in school could no longer be a high priority for an institution unable to find space and staff to teach younger children aged five to sixteen. With the baby boom, the focus of educators and of laymen interested in education inevitably turned toward the lower grades and back to basic academic skills and discipline. The system no longer had much interest in offering nontraditional, new, and extra services to older youths.

1. What does the passage mainly discuss?

- [A] The teaching profession during the baby boom
- [B] Birth rates in the United States in the 1930s and 1940s
- [C] ✓ The impact of the baby boom on public education
- [D] The role of the family in the 1950s and 1960s

A 2. The public school of the 1950s and 1960s faced all of the following problems EXCEPT

-
- [A] a declining number of students
 - [B] ✓ old-fashioned facilities
 - [C] a shortage of teachers
 - [D] an inadequate number of school buildings

3. According to the passage, why did teachers leave the teaching profession after the outbreak of the war?

- [A] They needed to be retrained
- [B] They were dissatisfied with the curriculum
- [C] ✓ Other jobs provided higher salaries
- [D] Teaching positions were scarce

4. The "custodial rhetoric" mentioned in the second sentence of Paragraph 2 refers to

-
- [A] raising a family
 - [B] ✓ keeping older individuals in school

- [C] running an orderly household
- [D] maintaining discipline in the classroom

5 Which of the following best characterizes the organization of the passage?

- [A] The second paragraph presents the effect of circumstances described in the first paragraph
- [B] The second paragraph provides a fictional account to illustrate a problem presented in the first paragraph
- [C] The second paragraph argues against a point made in the first paragraph
- [D] The second paragraph introduces a problem not mentioned in the first paragraph.

Passage 7

In the world of entertainment, TV talk shows have undoubtedly flooded every inch of space on daytime television. And anyone who watches them regularly knows that each one varies in style and format. But no two shows are more profoundly opposite in content, while at the same time standing out above the rest, than the Jerry Springer and the Oprah Winfrey show.

Jerry Springer could easily be considered the king of "trash talk." The topics on his show are as shocking as shocking can be. For example, the show takes the ever-common talk show themes of love, sex, cheating, guilt, hate, conflict and morality to a different level. Clearly, the Jerry Springer show is a display and exploitation of society's moral catastrophe, yet people are willing to eat up the intriguing predicaments of other people's lives.

Like Jerry Springer, Oprah Winfrey takes TV talk show to its extreme, but Oprah goes in the opposite direction. The show focuses on the improvement of society and an individual's quality of life. Topics range from teaching your children responsibility, managing your work week, to getting to know your neighbors.

Compared with Oprah, the Jerry Springer show looks like poisonous waste being dumped on society. Jerry ends every show with a "final word." He makes a small speech that sums up the entire moral of the show. Hopefully, this is the part where most people will learn something very valuable.

Clean as it is, the Oprah show is not for everyone. The show's main target audience are middle-class Americans. Most of these people have the time, money, and stability to deal with life's tougher problems. Jerry Springer, on the other hand, has more of an association with the young adults of society. These are 18- to 20-year-olds whose main troubles in life involve love relationship, sex, money and peers. They are the ones who see some value and lessons to be learned underneath the show's exploitation.

While the two shows are as different as night and day, both have ruled the talk show circuit for many years now. Each one caters to a different audience while both have a strong

following from large groups of fans. Ironically, both could also be considered pioneers in the talk show world.

- D 1 Compared with other TV talk shows, both the Jerry Springer and the Oprah Winfrey shows are _____.
- [A] more family-oriented
 - [B] relatively formal
 - [C] more profound
 - [D] unusually popular 特别受欢迎
- B 2. Though the social problems Jerry Springer talks about appear distasteful, the audience _____.
- [A] remain indifferent to them
 - [B] remain fascinated by them
 - [C] are willing to get involved in them
 - [D] are ready to face up to them
- D 3 Which of the following is likely to be a topic of the Oprah Winfrey show?
- [A] Street violence
 - [B] A new type of robot
 - [C] Racist hatred
 - [D] Family budget planning
- C 4 Despite their different approaches, the two talk shows are both _____.
- [A] cynical
 - [B] sensitive 敏感
 - [C] instructive
 - [D] ironical
- 5 We can learn from the passage that the two talk shows _____.
- [A] are targeted at different audiences
 - [B] appear at different times of the day
 - [C] have monopolized the talk show circuit
 - [D] exploit the weaknesses in human nature

Passage 8

Miami University is a public university with approximately 16 000 undergraduates. The typical undergraduate student is Caucasian, is upper-middle class, and resides either on campus or in nearby off-campus housing. The average age of the incoming freshman class was 18 and, for the middle 50 percent of these students, the combined verbal and math SAT scores ranged between 1 110 and 1 260. Students typically enroll in principles of microeconomics in the first semester of their sophomore year with little or no prior economics background. Miami University offers approximately 35 sections of principles of microeconomics during the fall semester with a median class size of 40 students. The 5 sections taught using the inverted classroom were typical in terms of enrollment. There are a number of computer labs across the campus, and all dorm rooms have been wired into the university computer network. We