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考研英语 阅读理解新题型 专项突破

KAOYAN YINGYU YUEDU LIJIE XINTIXING
ZHUANXIANG TUPO

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新大纲新题型模拟练习
新准全实特点尤为突出



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2006 年全国硕士研究生入学考试报名

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5CH07/02

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图书在版编目(CIP)数据

考研英语阅读理解新题型专项突破 / 张勇先、夏待荣主编. - 北京:
新华出版社, 2005. 7

2006 年全国硕士研究生入学考试用书

ISBN 7-5011-7152-1

I. 考... II. ①张... ②夏... 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(2005)第 078303 号

敬告读者

本书封面粘有策划者专用防伪标识,
凡有防伪标识的为正版图书,请读者注意
识别。

2006 年全国硕士研究生入学考试用书
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新华出版社出版发行
(北京石景山区京原路 8 号 邮编:100043)
新华出版社网址:<http://www.xinhupub.com>

中国新闻书店:(010)63072012

新华书店总经销
北京云浩印刷有限责任公司印刷

*

787 毫米×1092 毫米 16K 10.125 印张 240 千字

2005 年 7 月第 1 版 2005 年 7 月第 1 次印刷

ISBN 7-5011-7152-1 定价:18.00 元

若有印装质量问题,请与印厂联系(010)82570299

前 言

《阅读理解新题型专项突破》是根据教育部颁发的《2006 年全国硕士研究生入学统一考试英语考试大纲》精心编写而成的。本书针对 2006 年考研英语大纲中阅读理解 PART B 部分题型的变化作出详尽地解析,并给予解题方法上的指导,并且配备大量有针对性的实战练习。本书适用于广大考研学子。

本书的结构:“大纲说明及新题型详解”、“模拟练习”。

大纲说明及新题型详解:本部分深入地分析了 2006 年考研大纲阅读理解 PART B 的新增题型。该部分除了详尽地解析原有题型语段填空之外,对另外三种新增题型:段落排序、举证和概括主题也进行了具体的分析。以便使考生进一步了解新题型和有针对性地进行备考。

模拟练习:针对各类题型,提供复习策略、答案方法的整套方案;在此基础上,配足足量的实战练习,“学”与“练”相结合,使考生对这部分题型有很好的把握。

本书的特点:“新 + 准 + 全 + 实”

新:本书根据新大纲编写,详细解析最新题型,选取当今时尚题材。

准:本书力求使每道题的容量与难度都和实际考题一致。

全:本书就考研英语阅读理解 PART B 部分的三种题型进行了全面的解析,并且针对各种题型配备了各种题材的练习。

实:本书编著过程既注重基础的夯实,也总结应试的技巧和方法,强调务实的原则。

总之,本书综合全面地阐述了英语阅读理解 PART B 部分的新增题型以及解题技巧。

衷心希望本书能够成为广大学子的良师益友,帮助大家顺利掌握这部分的题型,考上理想的学校。

由于水平有限,加之时间仓促,书中失误疏漏之处在所难免,恳请同仁及广大读者批评指正。

编著者

2005 年 7 月

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第一篇 大纲说明及新题型详解

一、《2006 年全国硕士研究生入学统一考试英语考试大纲》做了如下修订：

1. 阅读理解 B 节增加了两个备选题型。该节现有三种备选题型。每次考试将从三种备选题型中选择一种进行考查。
2. 修改了“考试说明”中对部分考查要点的描述。
3. 将“附录 1”中的“全国硕士研究生入学统一考试英语试卷示例”改为“全国硕士研究生入学统一考试英语参考试题”。并在参考试题中增加了阅读理解 B 节新备选题型的样题。
4. 删去了“附录 1”中的答题卡部分。
5. 将“附录 4”的内容更换为“2005 年全国硕士研究生入学统一考试英语试题、参考答案及评分参考”。

二、阅读理解题型详解

该部分由 A、B、C 三节组成，考查考生理解书面英语的能力。共 30 小题，每小题 2 分，共 60 分。

A 节(20 题)：主要考查考生理解主旨要义、具体信息、概念性含义，进行有关的判断、推理和引申，根据上下文推测生词的词义等能力。要求考生根据所提供的 4 篇(总长度约为 1600 词)文章的内容，从每题所给出的 4 个选项中选出最佳答案。

B 节(5 题)主要考查考生对诸如连贯性、一致性等语段特征以及文章结构的理解。本部分有 3 种备选题型。每次考试从这 3 种备选题型中选择一种进行考查。

备选题型有：

1) 本部分的内容是一篇总长度为 500~600 词的文章，其中有 5 段空白，文章后有 6~7 段文字。要求考生根据文章的内容从这 6~7 段文字中选择能分别放进文章中 5 个空白处的 5 段。考生需要认真阅读主干部分，搞清主干内容和结构上的关系和布局，从而分辨出选项部分是属于那个部分，并可以与空白处的上下文有机地衔接起来。一般情况下不可能有特别明显的词汇、句子等语言方面的提示，也并不要求考生过分关注某一具体的细节，而是要考生着眼于全文，在理解全文内容、文章结构、逻辑关系(如时间、地点、因果关系、从属关系等)的基础之上作出正确选择。

2) 在一篇长度为 500~600 词的文章中，各段落原有的顺序已被打乱，要求考生根据文章内容和结构将所列段落(7~8 个)重新排序，其中有 2~3 个段落在文章中的位置已经给出。要求考生将一组段落排序，使其意思通顺，这就要求考生在阅读各个段落时要把握它们的中心大意，并将各段大意整合，理清他们之间的逻辑顺序。

3) 在一篇长度约 500 词的文章前或后有 6~7 段文字或者 6~7 个概括句或小标题。这些文字或标题分别是对文章中某一个部分的概括、阐述或举例。要求考生根据文章内容，从

这6~7个选项中选出最恰当的5段文字或5个标题填入文章的空白处。事实上,这一题型包括两种题型,一种是为论点找论据,这是考查考生区分论点、论据,把握论点论据一致性的能力。该题要求考生能根据文章内容,从多个选项中找到能支持相应论点的论据。另一种是为段落寻找小标题。这是考查考生把握主旨大意,进行概括总结的能力。这种题型其实就是要求考生选出最能概括段落主题或要点的标题。

C节(5题):主要考查考生准确理解概念或结构较复杂的英语文字材料的能力。要求考生阅读一篇约400词的文章,并将其中5个划线部分(约150词)译成汉语,要求译文准确、完整、通顺。

阅读的这三个部分中只有B节是一个新的题型,其他的A节、C节还是以前原有的题型,只是现在C节单独列出来了。因此我们应该对这个新的题型多加关注。

第二篇 模拟练习

Part one 选择搭配题

一、解题技巧

(一) 题型说明

2006年考研英语大纲的阅读理解B节主要考查考生对诸如连贯性、一致性等语段特征以及文章结构的理解。本节有3种备选题型。每次考试从这3种备选题型中选择一种进行考查。考生在答题卡1上作答。本部分为选考题型之一:选择搭配题。

(二) 题型要求

选择搭配题的内容是一篇总长度为500~600词的文章,其中有5段空白,文章后有6~7段文字。要求考生根据文章内容从这6~7段文字中选择能分别放进文章中5个空白处的5段。该部分共5题,每题2分,共10分。

该部分的测试重点在于把握文章结构,通过考查考生对诸如连贯性、一致性、逻辑联系等语篇、语段整体特征的理解,要求考生能在理解全文的基础上弄清文章的整体和微观结构。这里一定要注意,题目有1~2个选项是干扰项。

(三) 解题方法

1. 由于该节分为两个部分:主干部分和选项部分。主干部分中空白处的位置可能在段首、段落中间、段末。所以,有必要先大致通读一下全文以及选项部分,使脑中对文章大意有大致的脉络。

2. 因为在主干部分中空白处前后,一般情况下不可能有特别明显的词汇、句子等语言方面的提示,测试目的也并不要求考生过分关注某一具体的细节,所以,要力求着眼于全文。在理解全文内容、文章结构、逻辑关系(如时间、地点、因果关系、从属关系等)的基础之上方

能做出正确选择。

3. 再次阅读文章时,注意题目附近的句子,找出选项与前后句相符的特点。从文章大意和特征词两方面角度来寻找答案,这些能够提供线索的特征有可能是代词、专用名词、连接词、数字、复数名词等。

4. 选好后,再回头去看一遍原文,确定好5个选项的位置,体会一下全文是否通顺、连贯。

注意:

1. 选项部分为6或7文字,每段文字可能是一个句子,可能是两三个短句,也有可能是完整的段落。其中5段分属于主干部分的空白处。要求考生依据自己对文章的理解从选项中选择5段文字放回到文章中相应的5段空白处。

2. 考生需要认真搞清楚主干内容和结构上的关系和布局,从而分辨出选项部分从结构和内容上看是属于文章的哪个部分,并可以与空白处的上下文有机地衔接起来。

3. 就近原则寻找信息线索,从中找出内在的逻辑关系。

4. 选项中出现时间年代时,往往要注意与原文中年代的前后对应关系。

5. 选项中出现代词时,往往该选项不能放在首句,因而要注意该指代成立的条件。

6. 注意前后句与选项句之间的关系。它们之间的关系大体分为描述、释义、比较、原因等方面。

7. 要注意每段首句,因为一般来说它通常是主题句,概括了每段大意,能为前后出现的空白处提供启示。反过来,如是首句为空白处,往往是概括全段大意的句子。

8. 做题不用按顺序,先易后难,紧扣上下文相互逻辑关系。

9. 注意逻辑关系词,比如说因果连词(therefore, thus, as a result, for this reason, hence)、总结性连词(in short, to sum up, to conclude, in a word)、转折性连词(but, nevertheless, on the contrary)、并列和递进关系(and, furthermore, as well as, accordingly)、定义关系(namely, in other words, that is to say, or rather)等。

二、例题解析

选择搭配题大纲样题解析(Sample One)

Directions:

In the following text, some sentences have been removed. For Questions 41—45, choose the most suitable one from the list A—G to fit into each of the numbered blanks. There are two extra choices, which do not fit in any of the blanks. Mark your answers on ANSWER SHEET 1. (10 points)

Long before Man lived on the Earth, there were fishes, reptiles, birds, insects, and some mammals. Although some of these animals were ancestors of kinds living today, others are now extinct, that is, they have no descendants alive now. 41) _____ . Very occasionally the rocks show impression of skin, so that, apart from color, we can build up a reasonably accurate picture of an animal that died millions of years ago. That kind of rock in which the remains are found tells us much about the nature of the original land, often of the plants that

grew on it, and even of its climate.

42) _____. Nearly all of the fossils that we know were preserved in rocks formed by water action, and most of these are of animals that lived in or near water. Thus it follows that there must be many kinds of mammals, birds, and insects of which we know nothing.

43) _____. There were also crablike creatures, whose bodies were covered with a horny substance. The body segments each had two pairs of legs, one pair for walking on the sandy bottom, the other for swimming. The head was a kind of shield with a pair of compound eyes, often with thousands of lenses. They were usually an inch or two long but some were 2 feet.

44) _____. Of these, the ammonites are very interesting and important. They have a shell composed of many chambers, each representing a temporary home of the animal. As the young grew larger it grew a new chamber and sealed off the previous one. Thousands of these can be seen in the rocks on the Dorset Coast.

45) _____.

About 75 million years ago, the Age of Reptiles was over and most of the groups died out. The mammals quickly developed, and we can trace the evolution of many familiar animals such as the elephant and horse. Many of the later mammals though now extinct, were known to primitive man and were featured by him in cave paintings and on bone carvings.

[A] The shellfish have a long history in the rock and many different kinds are known.

[B] Nevertheless, we know a great deal about many of them because their bones and shells have been preserved in the rocks as fossils. From them we can tell their size and shape, how they walked, the kind of food they ate.

[C] The first animals with true backbones were the fishes, first known in the rocks of 375 million years ago. About 300 million years ago the amphibians, the animals able to live both on land and in water, appeared. They were giant, sometimes 8 feet long, and many of them lived in the swampy pools in which our coal seam, or layer, or formed. The amphibians gave rise to the reptiles and for nearly 150 million years these were the principal forms of life on land, in the sea, and in the air.

[D] The best index fossils tend to be marine creature. There animals evolved rapidly and spread over large over large areas of the world.

[E] The earliest animals whose remains have been found were all very simple kinds and lived in the sea. Later forma are more complex, and among these are the sea-lilies, relations of the star-fishes, which had long arms and were attached by a long stalk to the sea bed, or to rocks.

[F] When an animal dies, the body, its bones, or shell, may often be carried away by streams into lakes or the sea and there get covered up by mud. If the animal lived in the sea its body would probably sink and be covered with mud. More and more mud would fall upon it until

the bones or shell become embedded and preserved.

[G] Many factors can influence how fossils are preserved in rocks. Remains of an organism may be replaced by minerals, dissolved by an acidic solution to leave only their impression, or simply reduced to a more stable form.

题解:

本篇介绍的是史前类动物。文章结构的脉络清晰:首先介绍什么是史前动物和我们研究史前动物的依据——化石,以及化石形成的过程。随后,作者即按照动物进化的顺序——我们可以见到其化石的最早的动物,水生壳类动物,脊椎类动物——逐一加以介绍。

41. 文章一开始,作者告诉我们,早在人类出现以前地球上就有许多物种,现在有些物种的后代依然生存,而另外一些则没有留下后裔。在本题空白处后面文章又说岩石上偶尔会留下数百万年前就死掉了的动物精确的印记。显然,空白处应该是关于岩石与灭绝了的动物之间的关系(7个选项中有A、B、E、G四项提到了“rock”,但另外三项意思上不符)。此外,空白处前面的“extinct”和“no descendant”均为否定意义和表达,而空白处的后面“accurate”和“much”则为肯定意义的表达;这意味着空白处的内容应该有一个结构上的转折——只有B项符合这一条件。所以正确答案只能是B项。(注意:这道题去年的考试大纲中是段尾题,现在成了段中题,估计是打印错误)

42. 本题考查寻找特征词的能力。在该题中,根据就近原则在该题后的句子中找到“the fossils”和“water action”为特征词。“the fossils”说明“fossils”一词至少是第二次出现,因为它前面加了定冠词the,通过仔细观察并不难发现,42 以及其前面的内容中都没有fossils,这就确定fossils一词必定出现在41,42中。根据意群相一致原则,在42中必定要与“water action”同现或复现的语言点。综上所述,只有同时满足以上两个条件的选项才是正确答案。虽然G项一开始就有“how fossils are preserved”,与上文和下文似乎都是相吻合的;但是G项后面讲的是动物遗体上的有机组织“organism”可能转化成几种形式,而本题空白处后面的内容则告诉人们“Nearly all of the fossils that we know were preserved in rocks formed by water action”(岩石中几乎所有的化石都是由于水作用泥沙对于化石保存下来所起的作用——与上下文相符合。)

43. 本题选择的特征词是“also”。“also”表示并列关系,这就证明在43前面的句子中应当与also后的crab-like creatures相并列,即空白处显然有关于另一动物的内容;从本段开始,文章转向讨论由低级向高级变化(进化)中的动物。E项开始的部分是“The earliest animals whose remains have been found...”,符合文章写作的顺序。B项与上文相符,但与下文不符,且与全文结构不相吻合。

44. 本题选择的特征词是these以及与其具有同指关系的ammonites和They。通过阅读44以后的两个句子不难发现,these, ammonites, They是指同一事物,意即有“shell”的事物。同时44后一开始就有“Of these, ...”,也就是说,空白部分应该有“some, several, many”或类似的词,答案只能是A。由于文中有了“The first animals”,为避免句式上的重复,作者改变句子起始的模式——这种做法很多见,因而也是考生阅读和写作中应该注意的。

45. 该题目是一道简单试题,一方面这是一道段落题,这就决定了有可能选最长的选项为答案,另一方面根据就近原则在下一段首句中发现的About 75 million years ago成为我们

解题的关键。从文章的整体结构看,这里需要一个内容的“高潮”:前面几段,动物都在不断的进化,而下文中“About 75 million years ago the Age of Reptiles was over”,这里需要有一个“交代”。只有 C 项符合这一条件;同时,“reptile”在本题空白处前文章中从没有提到,在下文中又没有作为新信息,因而作为正确答案的选项中一定有这个词,只有 C 项中有“The amphibians gave rise to the reptiles for nearly 150 million years these were the principal forms of life on land, in the sea, and in the air”。所以正确答案只能是 C 项。

三、模拟练习

Passage 1

All you remember about your child being an infant is the incredible awe you felt about the precious miracle you created. 1) _____ You wished for your child to hurry and grow up.

All you remember about your child being two is never using the restroom alone or getting to watch a movie without talking animals. You recall afternoons talking on the phone while crouching in the bedroom closet, and being convinced your child would be the first Ivy League¹ college student to graduate wearing pullovers at the ceremony. 2) _____

All you remember about your child being five is the first day of school and finally having the house to yourself. You remember joining the PTA and being elected president when you left a meeting to use the restroom. You remember being asked “Is Santa real?” and saying “yes” because he had to be for a little bit longer. 3) _____

All you remember about your child being seven is the carpool schedule. 4) _____ You considered painting your car yellow and posting a “taxi” sign on the lawn next to the garage door. You remember people staring at you, the few times you were out of the car, because you kept flexing your foot and making acceleration noises. You wished for the day your child would learn how to drive.

All you remember about your child being ten is managing the school fundraisers. You sold wrapping paper for paint, T-shirts for new furniture, and magazine substitutions for shade trees in the school playground. You remember storing a hundred cases of candy bars in the garage to sell so the school band could get new uniforms, and how they melted together on an unseasonably warm spring afternoon. You wished your child would grow out of playing an instrument.

All you remember about your child being twelve is sitting in the stands during baseball practice and hoping your child’s team would strike out fast because you had more important things to do at home. The coach didn’t understand how busy you were. You wished the baseball season would be over soon.

All you remember about your child being fourteen is being asked not to stop the car in front of the school in the morning. You had to drive two blocks further and unlock the doors without coming to a complete stop. 5) _____

All you remember about your child being sixteen is loud music and undecipherable lyrics

screamed to a rhythmic beat. You wished for your child to grow up and leave home with the stereo.

[A] You remember shaking the sofa cushions for loose change, so the toothfairy could come and take away your child's first lost tooth. You wished for your child to have all permanent teeth.

[B] You remember having plenty of time to bestow all your wisdom and knowledge. You thought your child would take all of your advice and make fewer mistakes, and be much smarter than you were.

[C] You remember worrying about the bag of M&M's melting in your pocket and ruining your good dress. You wished for your child to be more independent.

[D] You learned to apply makeup in two minutes and brush your teeth in the rearview mirror because the only time you had to yourself was when you were stopped at red lights.

[E] And, as you walk through your quiet house, you wonder where they went and you wish your child hadn't grown up so fast.

[F] You remember not getting to kiss your child goodbye or talking to him in front of his friends. You wished your child would be more mature.

[G] You remember the day your child was born and having all the time in the world.

Passage 2

"Of the people, by the people, and for the people." That's how Abraham Lincoln described the American government in his Gettysburg Address. These simple phrases capture the essence of American democracy. Instead of ruling over U. S. citizens, the government is ruled by them. 1)

Each American citizen has a vested interest in how he or she is governed. Former President Theodore Roosevelt expressed the American view of government well: "The government is us." At first glance, it might seem that the U. S. president, as "leader of the free world," is the "ruler" of America. 2) Even as far back as George Washington, who once rejected a suggestion to become "King of America," people have sought to ascribe far-reaching powers to the president. But the Constitution ensures that the president will not become an all-powerful ruler.

The U. S. government, as outlined by the Constitution, is divided into three branches: legislative, executive and judicial. The legislative branch passes the laws, the executive enforces the laws and the judicial interprets the laws. The legislative branch is comprised of the two houses of Congress, the Senate and the House of Representatives. Thanks to CNN, C/SPAN and the nightly news, many lawmakers have almost become celebrities in their own right. 3)

Besides that, as commander in chief of the armed forces, the president carries more than a little clout in world affairs. The judicial branch is made up of the Supreme Court and about 100 other federal courts. The nine Supreme Court justices hold office for life. In order to prevent any one branch of government from becoming more powerful than the other two, the Constitution has established a system of "checks and balances." For instance, when Congress passes a bill, it must have the signature of the president in order to become law. But even if the president rejects the bill, Congress can override his veto with a two-thirds majority vote

in both the House and the Senate. The Supreme Court, as final arbiter of the Constitution, can overturn legislative acts or executive orders if it finds them to be unconstitutional. In this way, the powers of government are balanced, or held in check.

4) _____

The English political theorist Thomas Paine wrote in 1776, "Government, even in its best state, is but a necessary evil; in its worst state, an intolerable one." The American government, like every government, has its share of thorny problems. An increasing number of governmental agencies and government workers has created the problem of bureaucracy, where a mountain of paperwork stifles efficiency. 5) _____

- [A] The presidency has formal powers deriving from the Constitution, acts of Congress, and judicial opinions interpreting them. Thus the Constitution charges presidents with nominating federal judges and members of their administrations, an act of Congress directs them to submit annual budget requests, and judicial decisions have directed presidents to spend money appropriated by Congress.
- [B] Elected officials are known as public servants who represent their constituents. Americans can get involved in government by voting, by writing letters to their representatives and even by organizing peaceful demonstrations to make their voices heard.
- [C] In many countries, power rests with a strong centralized government. In contrast, under the American federal system, the national government shares its power with the state governments. The federal government possesses only those powers clearly delineated in the Constitution; all remaining powers are reserved for the states.
- [D] On Inauguration Day, the swearing in of President Bill Clinton for his second term will reflect the pomp and circumstance of a coronation ceremony, with dignitaries from around the world in attendance.
- [E] Today questions about the relations between the national government and the states have again become a hot issue for Americans. This debate was one of the central themes of the 1994 congressional and the 1996 presidential elections.
- [F] Lobbyists make appeals to Congress on behalf of special interest groups. As a result, those with the biggest lobby—and the most money—tend to have the loudest voice in Washington.
- [G] The executive branch is represented by the president, who is called the chief executive or chief of state.

Passage 3

"You are what you eat." Nutrition experts often use this saying to promote better eating habits. What we put in our mouths does become a part of us. But we can look at this statement another way. What we eat reflects who we are—as people and as a culture. Do you want to understand another culture? Then you ought to find out about its food. Learning about American food can give us a real taste of American culture.

What is "American food"? At first you might think the answer is easy as pie. 1) _____
_____ It's true that Americans do eat those things. But are those
the only kind of vittles you can find in America?

2) _____ When people move to America, they
bring their cooking styles with them. That's why you can find almost every kind of ethnic food in
America. In some cases, Americans have adopted foods from other countries as favorites. Ameri-
cans love Italian pizza, Mexican tacos and Chinese egg rolls. But the American version doesn't
taste quite like the original!

As with any large country, the U. S. A has several distinct regions. Each region boasts its own
special style of food. Visit the South and enjoy country-style cooking. Journey through Louisiana
for some spicy Cajun cuisine. Take a trip to New England and sample savory seafood dishes. 3) _____

Americans living at a fast pace often just "grab a quick bite." Fast food restaurants offer peo-
ple on the run everything from fried chicken to fried rice. 4) _____

_____ If it can fit between two slices of bread, Americans probably make a sandwich out of
it. Peanut butter and jelly is an all-time American favorite.

5) _____

American culture is a good illustration of the saying "you are what you eat." Americans re-
present a wide range of backgrounds and ways of thinking. The variety of foods enjoyed in the U.
S. reflects the diversity of personal tastes. The food may be international or regional. Sometimes
it's fast, and sometimes it's not so fast. It might be junk food, or maybe it's natural food. In
any case, the style is all-American.

[A] Seemingly American food is just characterized by McDonald and KFC. But this is not the
truth.

[B] To many people, American food means hamburgers, hot dogs, fried chicken and pizza. If you
have a "sweet tooth," you might even think of apple pie or chocolate chip cookies.

[C] American food best reflects its culture, which can be called multi-culture because of its large
variety of food.

[D] Except for Thanksgiving turkey, it's hard to find a typically "American" food. The United
States is a land of immigrants. So Americans eat food from many different countries.

[E] Americans on the go also tend to eat a lot of "junk food." Potato chips, candy bars, soft
drinks and other goodies are popular treats. Many people eat too many of these unhealthy
snacks. But others opt for more healthy eating habits. Some even go "all natural." They re-
fuse to eat any food prepared with chemicals or additives.

[F] Travel through the Midwest, "the breadbasket of the nation," for delicious baked goods.
Cruise over to the Southwest and try some tasty Tex-Mex treats. Finish your food tour in the
Pacific Northwest with some gourmet coffee.

[G] Microwave dinners and instant foods make cooking at home a snap. Of course, one of the

most common quick American meals is a sandwich.

Passage 4

President Clinton's decision on Apr. 8 to send Chinese Premier Zhu Rongji packing without an agreement on China's entry into the World Trade Organization seemed to be a massive miscalculation. The President took a drubbing from much of the press, which had breathlessly reported that a deal was in the bag. 1) _____ And when Clinton later telephoned the angry Zhu to pledge a renewed effort at negotiations, the gesture was widely portrayed as a flip-flop.

In fact, Clinton made the right decision in holding out for a better WTO deal. 2) _____

Many business lobbyists, while disappointed that the deal was not closed, agree that better terms can still be had. And Treasury Secretary Robert E. Rubin, National Economic Council Director Gene B. Sperling, Commerce Secretary William M. Daley, and top trade negotiator Charlene Barshefsky all advised Clinton that while the Chinese had made a remarkable number of concessions, "we're not there yet," according to senior officials.

3) _____ And the temptation for meddling on Capital Hill may prove over-whelming. Zhu had barely landed before Senate Majority Leader Trent Lott (R-Miss) declared himself skeptical that China deserved entry into the WTO. And Senators Jesse A. Helms (R-N. C.) and Ernest F. Hollings (D-S. C.) promised to introduce a bill requiring congressional approval of any deal.

The hidden message from these three textile-state Southerners: Get more protection for the U. S. clothing industry. Hoping to smooth the way, the Administration tried, but failed, to budge Zhu on textiles. Also left in the lurch: Wall Street, Hollywood, and Detroit. Zhu refused to open up much of the lucrative Chinese securities market and insisted on "cultural" restrictions on American movies and music. He also blocked efforts to allow U. S. automakers to provide fleet financing.

4) _____

Just how tough the lobbying job on Capitol Hill will be become clear on Apr. 20, when Rubin lectured 19 chief executives on the need to discipline their Republican allies. 5) _____

_____ Business must make this much dear to both its GOP allies and the White House: This historic deal is too important to risk losing to any more partisan squabbling.

[A] Negotiating with Zhu over the remaining issues may be the easy part. Although Clinton can signal U. S. approval for China's entry into the WTO himself, he needs Congress to grant Beijing permanent most-favored-nation status as part of a broad trade accord.

[B] With business and the White House still trading charges over who is responsible for the defeat of fast-track trade negotiating legislation in 1997, working together won't be easy.

[C] The Cabinet and White House still appeared divided, and business leaders were characterized

as furious over the lost opportunity. Zhu charged that Clinton lacked “the courage” to reach an accord.

[D] And Republicans—with a wink—say that they’ll eventually embrace China’s entry into the WTO as a favor to Corporate America.

[E] Though not long before they torture Clinton. But Zhu is out on a limb, and if Congress overdoes the criticism, he may be forced by domestic critics to renege.

[F] A lot more horse-trading is needed before a final agreement can be reached. And without the Administration’s goal of a “bullet-proof agreement” that business lobbyists can enthusiastically sell to a Republican Congress, the whole process will end up in partisan acrimony that could harm relations with China for years.

[G] Already, business lobbyists are blanketing Capitol Hill to presale any eventual agreement, but what they’ve heard so far isn’t encouraging. Republicans, including Lott, say that “the time just isn’t right” for the deal. Translation: We’re determined to make it look as if Clinton has capitulated to the Chinese and is ignoring human, religious, and labor rights violations; the theft of nuclear-weapons technology; and the sale of missile parts to America’s enemies. Beijing’s fierce critics within the Democratic Party, such as Senator Paul D. Wellstone of Minnesota and House Minority leader Richard A. Gephardt of Missouri, won’t help, either.

Passage 5

Social circumstances in Early Modern England mostly served to repress women’s voices. Patriarchal culture and institutions constructed them as chaste, silent, obedient, and subordinate. 1)

_____ Accordingly, a woman’s subjection, first to her father and then to her husband, imaged the subjection of English people to their monarch, and of all Christians to God. Also, the period saw an outpouring of repressive or overtly misogynist sermons, tracts, and plays, detailing women’s physical and mental defects, spiritual evils, rebelliousness, shrewishness, and natural inferiority to men.

2) In the 17th century, however, various circumstances enabled women to write original texts in some numbers. For one thing, some counterweight to patriarchy was provided by female communities—mothers and daughters, extended kinship networks, close female friends, the separate court of Queen Anne (King James’ consort) and her often oppositional masques and political activities. 3) _____ Also, representation of vigorous and rebellious female characters in literature and especially on the stage no doubt helped to undermine any monolithic social construct of women’s mature and role.

4) _____ There is plenty of support in St Paul’s epistles and elsewhere in the Bible for patriarchy and a wife’s subjection to her husband, but some texts (notably Galatians 3:28) inscribe a very different politics, promoting women’s spiritual equality: “There is neither Jew nor Greek, there is neither bond nor free, there is neither male nor female; for ye are all one in Jesus Christ.” 5) _____

- [A] Most important, perhaps, was the radical potential inherent in the Protestant insistence on every Christian's immediate relationship with God and primary responsibility to follow his or her individual conscience.
- [B] Yet some social and cultural conditions served to empower women. During the Elizabethan era (1558—1603) the culture was dominated by a powerful Queen, who provided an impressive female example though she left scant cultural space for other women. Elizabethan women writers began to produce original texts but were occupied chiefly with translation.
- [C] There is also the gap or slippage between ideology and common experience. English women throughout the 17th century exercised a good deal of accrual power: as managers of estates in their husbands' absences at court or on military and diplomatic missions; as members of guilds; as wives and mothers who apex during the English Civil War and Interregnum (1640—1660) as the execution of the King.
- [D] For another, most of these women had a reasonably good education (modern languages, history, literature, religion, music, occasionally Latin) and some apparently found in romances and histories more expansive terms for imagining women's lives.
- [E] At the beginning of the 17th century, the ideology of patriarchy, political absolutism, and gender hierarchy were reaffirmed powerfully by King James in *The Trew Law of Free Monarchie* and the *Basilikon Doron*; by that ideology the absolute power of God the supreme patriarch was seen to be imaged in the absolute monarch of the state and in the husband and father of a family.
- [F] Such texts encouraged some women to claim the support of God the supreme patriarch against the various earthly patriarchs who claimed to stand toward them in his stead.
- [G] The attendant disruption of social hierarchies led many women to seize new roles—as preachers, as prophetesses, as deputies for exiled royalist husbands, as writers of religious and political tracts.

Passage 6

Though England was on the whole prosperous and hopeful, though by comparison with her neighbors she enjoyed internal peace, she could not evade the fact that the world of which she formed a part was torn by hatred and strife as fierce as any in human history. 1) _____

_____ So the struggle went on with increasing fury within each nation to impose a single creed upon every subject, and within the general society of Christendom to impose it upon every nation. 2) _____ It did this in two ways, by the activities of its missionaries, as in parts of Germany, or by the military might of the Catholic Powers, as in the Low Countries, where the Dutch provinces were sometimes near their last extremity under the pressure of Spanish arms. 3) _____

These were young Englishmen who had either never given up the old faith, or having done so, had returned to it and felt called to become priests. There being, of course, no Catholic seminaries left in England, they went abroad, at first quite easily, later with difficulty and danger, to