

星火考研英语复习速成体系

spark 星火英语
ENGLISH

考研英语 2006

多功能阅读

星火记忆研究所 马德高
Adam Boynton Emily Jones

主编

- ◆ 词汇重现篇 轻松语境记忆 完成阅读热身
- ◆ 阅读达标篇 逼真模拟演练 适应真题实战
- ◆ 能力突破篇 拔高难度强化 实现满分冲刺

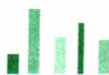
第2册

阅读达标

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阅读达标篇



Multi-Function Reading

本部分包含15单元共90篇在难度、长度、结构、题材和体裁等方面与考研英语阅读真题相似的文章，并完全按照最新考研题型(Part A, Part B, Part C的三重结构)进行编排。为了充分提升这些文章、题目的使用价值，还在编写中加入了连线解读、多功能分类索引和阅读锦囊。

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》》 连线解读

—— 将题目与正文里的信息点直接连线，指导考生发现解题信息的真正出处。

》》 阅读锦囊

—— 专门针对考生弱点，使考生通过经验总结领悟到一些阅读“微技能”。

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—— 考生可选取相同类型的文章进行集中、专门训练，使本书一书多用。

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单元/节	文 章	文 章 主 题	题 材 分 类						体 裁 分 类			难 度 分 类		页 码
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Unit 1	Text 1	奥林匹克精神		✓						✓		✓		189
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^{*}使用说明:

1. 本索引将全书 20 个单元的所有文章按照本书的自然顺序依次列出,方便考生按照顺序查找所需文章。
2. 本索引将每篇文章分别按照题材(6 类)、体裁(3 类)和难度(2 级)进行了分类,并在各栏中用“✓”表示其所属类别,便于考生针对某一专项类别进行集中训练。具体用法举例:
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 - 要专门训练议论文,可从“体裁分类”大栏中查找“议论文”一栏依次向下,可查到 Unit 1 中的 Part A-Text 2, Text 4, Part B; Unit 2 中的 Part A-Text 1, Text 4, Part B, Part C 等都属于议论文。
 - 难度分类中的实心星号表示难易程度;四个实心星号一标准;五个实心星号一较难。要专门训练难度较高的文章,可从“五星”一栏中查到 Unit 1 中的 Part C; Unit 2 中的 Part B 等都属于此类。

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Unit 3	Text 1	美国人饮食习惯的变化		✓					✓			✓	
	Text 2	奥运会的历史渊源		✓					✓			✓	
	Text 3	对“不知情”权利的驳斥						✓			✓	✓	
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Part B	—	欧洲经济持续低迷的原因	✓							✓			✓
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Unit 4	Text 1	激烈运动应当禁止		✓							✓	✓	
	Text 2	体育暴力		✓							✓	✓	
	Text 3	人类及动植物的起源			✓					✓		✓	
	Text 4	美国小说家威廉·福克纳					✓		✓			✓	
Part B	—	网络普及并未改变女性工作状况		✓							✓		✓
Part C	—	“温室效应”的产生及其影响			✓					✓		✓	
Unit 5	Text 1	人的“无视本能”						✓			✓	✓	
	Text 2	水球运动		✓					✓			✓	
	Text 3	哈莱姆黑人社区的发展	✓						✓			✓	
	Text 4	对创世说本质的批驳		✓							✓	✓	
Part B	—	第二世界国家人才外流现象及实质				✓				✓			✓
Part C	—	电脑的利弊			✓					✓			✓

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Part A

Text 1

★★★☆☆ 开始时间: 结束时间:

These are the words written around the Olympic flame, burning in the latest ultramodern stadium, the latest gathering place of one of the most outstanding spectacles in the world. Each day thousands in their seats in the stadium and millions in their chairs at home watch excitedly as men and women from almost every nation in the world attempt to run faster, jump higher and longer, lift heavier and heavier weights and throw further and further. They are all competing for that ultimate prize: an Olympic gold medal. Some only just fail by hundredths of a second or fractions of a millimeter but are content with silver or bronze. Most are extremely happy just to be there and in so doing agree with the other proverb of the Games which says that it is not winning that is important but taking part. However, as the Olympics reach the end of the 20th century and look forward to the 21st, it seems as if this second ideal is no longer a realistic one for our competitive world. Much as we are happy to see the medals won, especially if they are won by our compatriots, it is not enough. What the crowd badly wants to see is records being broken. We all want to witness that moment in history when something is achieved for the very first time.

Even though we pretend that the Olympics are still the last preserve of the amateur ideal, we know that to be a world-class athlete now is a full-time activity. It is not only the intensive training given to potential champions by the superpowers, but many athletes are paid now. Since 1982 the International Olympic Committee has allowed money from appearances and advertising to be kept by the competitor until he or she retires and even used for training purposes and expenses.

Are we pushing the athletes too hard? Can we expect the athletes to live up to the ideal of the Games without the help of modern science and technology? Indeed, how much further can the human body go? Records continue to be broken but increasingly by smaller and smaller margins. Will we reach the stage of seeing someone run the fastest, jump the highest and throw the furthest that is humanly possible to do? Is it too late to go back to the pure ideals of the ancient Games or is it just another part of our life that is increasingly dominated by technology?

1. Competitors at the Olympics want to ____.

- [A] entertain the spectators in the stadium and at home
- [B] perform better than any one else in the specific field
- [C] come as close as possible to the fastest time
- [D] do more than just participate

2. In accordance with the writer, the second motto of the Olympic Games ____.

- [A] will be dropped in the 21st century
- [B] does not satisfy the general public
- [C] has been overtaken by the first motto
- [D] is too idealistic

3. The International Olympic Committee ____.

- [A] prevents amateurs from entering the Games
- [B] makes athletes pay to enter the Games
- [C] allows athletes to be paid to enter the Games
- [D] permits athletes to use the money earned from commercials

4. The writer upholds _____.

- [A] it will become more difficult to break records
- [B] the Olympic ideals will be followed
- [C] we must force athletes to train harder
- [D] athletes can continue to break records without resorting to drugs or technology

5. What does the phrase "live up to" (Line 1, Para. 3) mean?

- [A] play a part in
- [B] reach the standard that may be expected
- [C] make use of
- [D] make known publicly and clearly

Text 2

It might be supposed that greater efficiency be achieved if several people collaborate to solve a problem than if only one individual works on it. The assumption is by no means invariably true.

Although groups often may increase the motivation of their members to deal with problems, there is a counter-balancing need to contend with conflicts arising among members of a group and to give it coherent directions. Problem solving is facilitated by the presence of an effective leader who not only provides direction but permits the orderly, constructive expression of a variety of opinions; much of the leader's efforts may be devoted to resolving differences. Successes in problem solving also depends on the distribution of the ability within a group. Solutions may simply reflect the presence of an outstanding individual who might perform even better by himself.

Although groups may reach a greater number of correct solutions, or may require less time to discover an answer, their net man-hour efficiency is typically lower than that achieved by skilled individuals working alone.

A process called brainstorming has been offered as a method of facilitating the production of new solutions to problems. In brainstorming, a problem is presented to a group of people who then proceed to offer whatever they can think of, regardless of quality and with as few inhibitions as possible. Theoretically, these unrestricted suggestions increase the probability that at least some superior solutions will emerge. Nevertheless, studies show that when individuals work alone under similar conditions, performance tends to proceed more efficiently than it does in groups.

Under special circumstances, however, a group may solve problems more effectively than does a reasonably competent individual. Group members may contribute different (and essential) resources to a solution that no individual can readily achieve alone; such pooling of information and skills can make group achievements superior in dealing with selected problems. Sometimes social demands may require group agreement on a single alternative, as in formulating national economic or military policies under democratic governments. When only one among alternative solutions is correct, even if a group requires more time, it has a higher probability of identifying the right one than does an individual alone.

6. In this passage, the author argues that thinking in groups _____.

- [A] is the best way to solve any problem
- [B] is by no means useful in problem-solving
- [C] may result in effective problem-solving under certain circumstances
- [D] will inevitably produce greater efficiency in problem-solving than individual thinking

7. According to the author, the most important capability that a competent leader in a group should have is _____.

- [A] issuing coherent commands and collecting suggestions
 - [B] swift problem-solving
 - [C] charisma and keen judgement
 - [D] popularity and senior experience
8. According to the author, compared with an individual, a group _____.
 [A] may need more time to discover an answer
 [B] needs an effective leader to provide direction
 [C] often fails to resolve conflicts among its members
 [D] will always produce better suggestions
9. The word "brainstorming" (Line 1, Para. 4) means roughly _____.
 [A] offering a method of the production of new solutions to problems
 [B] unrestrained offering of ideas and suggestions by a group of people to seek solutions to a problem
 [C] increasing the efficiency in problem-solving by working with each other
 [D] forcing people to work together to solve a problem
10. It can be seen from the passage that a group will be more efficient in _____.
 [A] solving problem that need intensive study
 [B] analyzing information and data
 [C] dealing with national problems
 [D] selecting the best solution to a problem

Text 3

o company likes to be told it is contributing to the moral decline of a nation. "Is this what you intended to accomplish with your careers?" Senator Robert Dole asked Time Warner executives last week. "You have sold your souls, but must you corrupt our nation and threaten our children as well?" At Time Warner, however, such questions are simply the latest manifestation of the soul-searching that has ever involved the company ever since the company was born in 1990. It's a self-examination that has, at various times, involved issues of responsibility, creative freedom and the corporate bottom line.

At the core of this debate is Chairman Gerald Levin, 56, who took over for the late Steve Ross in 1992. On the financial front, Levin is under pressure to raise stock price and reduce the company's mountainous debt, which will increase to \$17.3 billion after two new cable deal close. He has promised to sell off some of the property and restructure the company, but investors are waiting impatiently.

The flap over rap is not making life any easier for him. Levin has consistently defended the company's rap music on the grounds of expression. In 1992, when Time Warner was under fire for releasing Ice-T's violent rap song Cop Killer, Levin described rap as a lawful expression of street culture, which deserves an outlet. "The test of any democratic society," he wrote in a Wall Street Journal column, "lies not in how well it can control expression but in whether it gives freedom of thought and expression the widest possible latitude, however disputable or irritating the results may sometimes be. We won't retreat in the face of any threats."

Levin would not comment on the debate last week, but there were signs that the chairman was backing off his hard-line stand, at least to some extent. During the discussion of rock singing verses at last month's stockholders' meeting, Levin asserted, "Music is not the cause of society's ills," and even cited his son, a teacher in the Bronx, New York, who uses rap to communicate with students. But talked as well about the "balanced struggle" between creative freedom and social responsibility, he announced that the company would launch a drive to develop standards for distribution and labeling of potentially objectionable music.

The 15-member Time Warner board is generally supportive of Levin and his corporate strategy. But insiders

say several of them have shown their concerns in this matter. "Some of us have known for many, many years that the freedoms under the First Amendment are not totally unlimited," says Luce. "I think it is perhaps the case that some people associated with the company have only recently realized this."

11. Senator Robert Dole criticized Time Warner for _____.

- [A] its raising of the corporate stock price
- [B] its self-examination of soul
- [C] its neglect of social responsibility
- [D] its emphasis on creative freedom

12. Which of the following is true according to the passage?

- [A] Luce is the spokesman of Time Warner.
- [B] Gerald Levin is liable to compromise.
- [C] Time Warner is united as one in the face of the debate.
- [D] Steve Ross is no longer alive.

13. "The flap over rap is not making life any easier for him" probably means _____.

- [A] the chairman is annoyed at rap music
- [B] rap music makes the chairman blind
- [C] the chairman cannot live a comfortable life
- [D] the chairman fails to make his work successful as expected

14. In face of the recent attacks on the company, the chairman _____.

- [A] stuck to a strong stand to defend the freedom of expression
- [B] softened his tone and adopted some new policy
- [C] changed his attitude and yielded to objection
- [D] received more support from the 15-member board

15. The best title for this passage could be _____.

- [A] A Company under Fire
- [B] A Debate on Moral Decline
- [C] A Lawful Outlet of Street Culture
- [D] A Form of Creative Freedom

Text 4



Parents can easily come down with an acute case of schizophrenia from reading the contradictory reports about the state of the public schools. One set of experts asserts that the schools are better than they have been for years. Others say that the schools are in terrible shape and are responsible for every national problem from urban poverty to the trade deficit. One group of experts looks primarily at such indicators as test scores, and they cheer what they see: all the indicators—reading scores, minimum competency test results, the Scholastic Aptitude Test scores—are up, some by substantial margins. Students are required to take more academic courses—more mathematics and science, along with greater stress on basic skills, including knowledge of computers. More than forty state legislatures have mandated such changes.

But in the eyes of another set of school reformers such changes are at best superficial and at worst counter-productive. These experts say that merely toughening requirements, without either improving the quality of instruction or, even more important, changing the way schools are organized and children are taught makes the school worse rather than better. They challenge the nature of the test mostly multiple choice or true or false, by which children's progress is measured; they charge that raising the test scores by drilling pupils to come up with

the right answers does not improve knowledge, understanding and the capacity to think logically and independently. In addition, these critics fear that the get-through approach to school reform will cause more of the youngsters at the bottom to give up and drop out. This, they say, may improve national scores but drain even further the nation's pool of educated people.

The way to cut through the confusion is to understand the different yardsticks used by different observers.

Compared with what schools used to be like "in the good old days", with lots of drill and uniform requirements, and the expectation that many youngsters who could not make it would drop out and find their way into unskilled jobs—by those yardsticks the schools have measurably improved in recent years. But by the yardsticks of those experts who believe that the old school was deficient in teaching the skills in modern world, today's schools have not become better. These educators believe that rigid new mandates may actually have made the schools worse.

16. The assertion of the experts who think schools are doing better is based on the ____.

- [A] qualification of the teachers
- [B] test scores
- [C] reading ability of the children
- [D] basic skills of the children

17. People who think schools are not doing any better base their judgement on ____.

- [A] non-substantial margins of the scores
- [B] toughened requirements of state legislation
- [C] nature of the tests
- [D] ability of students to think logically

18. The word "yardsticks" (Line 3, Para. 4) probably means ____.

- [A] standard
- [B] opinion
- [C] angle
- [D] score

19. According to the author the drop-out rate of school children is often caused by the ____.

- [A] inability of the children
- [B] school reforms
- [C] easy access to unskilled job
- [D] tough requirements of the schools

20. The purpose of this article is to ____.

- [A] show the author's positive attitude towards schools in the United States
- [B] show the author's negative attitude towards schools for readers to judge
- [C] present two opposing views on the quality of schools for readers to judge
- [D] offer the way to cut through the confusion about the quality of schools

Part B

Ever hear of the small, rat-like animal called the lemming? Lemmings are arctic rodents with a very odd habit: periodically, for reasons no one entirely knows, they mass together in large herds and commit suicide by rushing into deep water and drowning them. They all run in together, blindly, and no one seems to stop and ask, "Why am I doing this? Is really what I want to do?" and thus save itself from destruction. Obviously, lemmings are driven to perform their strange suicide rites by common instinct. 21)

Essentially, the bandwagon urges us to an action or an opinion because it is popular because every else is doing it. This call to "get on the bandwagon" appeals to strong desire in most of us to be one of the crowds, not to be left out or alone. Advertising makes extensive uses of the bandwagon appeal ("join the people"), but so do politicians ("let us join together in this great cause"). 22)

One of the ways we can see the bandwagon at work is in the overwhelming success of various fashions and trends which capture the interest (and the money) of thousands of people for a short time, then disappear suddenly and completely. For a year or two in the fifties every child in North America wanted a coonskin cap so that they could be like Davy Crockett; no one wanted to be left out. After that there was the hula-hoop craze that helps to dislocate thousands of Americans. 23)

The problem here is obvious; just because everyone's doing it doesn't mean that we should too. Group approval does not approve that something is true or something is worth doing. Large number of people has supported actions we now condemn. Just a generation ago, Hitler and Mussolini rose to absolute and catastrophically repressive rule in two of the most sophisticated and cultured countries of Europe. 24)

Once the mass begins to move—on the bandwagon, it becomes harder and harder to perceive the leader riding the bandwagon. So don't be a lemming, rushing blindly onto the destruction because "everyone else is doing it". Stop and ask, "Where is this bandwagon headed? Never mind about everyone else, is this the best for me. . ."

As we have seen, propaganda can appeal to us by arousing our emotions or distracting our attention from the real issues at hand. 25) . This approach is really more subtle, than the other two because it gives the appearance of reasonable, fair argument. It is only when we look more closely that the holes in the logic fiber show up.

- [A] When they came into power they were welled up by massive popular support from millions of people who didn't want to be "left out" at a great historical moment.
- [B] Senator Yacolt uses the bandwagon appeal when he says that "More and more citizens are rallying to my cause everyday", and asks his audience to "join them and me in our fight for America".
- [C] In the nineteenth century, the upper class in the United States, especially in its southern part, usually wore the traditional beeches.
- [D] But there's a third that propaganda can be put to work against us—by the use of faulty logic.
- [E] Therefore, nearly all silver-tongued orators conquer their audience by using as many rhetorical techniques in their stirring speeches as possible.
- [F] People choose to "follow the herd" for complex reasons, yet we are still too often the unwilling victims of the bandwagon appeal.
- [G] More recently, what made millions of people rush out to buy their own "pet rocks"?

Part C

★ ★ ★ ★ ★

Without doubt, the international relations appear at times bewildering. 26) Students may at time feel that their efforts to understand the complexities of the international system today are futile.

The task is a difficult one, but it is not futile. It requires patience and persistence as well as logical enquiry and flexible perspectives. As the examples just given often illustrate, contemporary international events are regularly interrelated; our task of achieving understanding is therefore further complicated because seemingly unrelated events in different areas of the world may over a period of time combine to affect still other regions of the globe. 27) Events are demonstrably independent, and as we improve our ability to understand the causes and reasons behind this independence, we will improve our ability to understand contemporary international relations.

How can our task be best approached? Throughout history, analysts of international relations have differed in their approaches to improving their understanding in their field. During the late 19th century and early 20th century, for example, the study of international relations centered around diplomatic history. Who did what to whom at a particular time and place were the main features of the method of diplomatic history. 28) This methodology concentrated on nation-states as the main actors in international relations and included the study of the

major diplomats and ministers of the period. Detailed accuracy were required and obtained, but seldom were causal connections or comprehensive analyses sought. 29) As a means for understanding a particular series of events, diplomatic history was (and is) excellent; as a means for understanding broader sweeps of international relations or for developing a theoretical basis for the study of international relations, diplomatic history was (and is) of limited utility.

Whereas diplomatic history sought to explain a particular series of events, other methodologies were developed during the 19th and early 20th centuries that viewed international relations on a global scale. 30) Strategic and geopolitical analyses, methodologies in wide use even today, trace their roots to concepts developed by the US Admiral Alfred Mahan during the late 19th century and British geographer Sir Halford Mackinder during the early 20th century. To Mahan the world's ocean were its highways, and whoever controlled its highways could control the course of international relations. Mahan bases most of his analysis on Great Britain and its Royal Navy. Partly because of the urgings of Mahan, the United States strengthened its fleet during the late 19th century and actively sought and acquired territorial possessions in the Pacific Ocean, including Hawaii, Samoa, Guam, and the Philippines.

(422 words)



Part A

Text 1

(典型试题, 连线解读: 请见 201 页)



难句分析

- [原文] Each day thousands in their seats in the stadium and millions in their chairs at home watch excitedly as men and women from almost every nation in the world attempt to run faster, jump higher and longer, lift heavier and heavier weights and throw further and further.

[解析] 本句为复杂简单句。基本结构为“sb. + watch + sb. + do + sth.”即“thousands(people) and millions(people) watch men and women attempt to...”

[译文] 每天成千上万的人坐在体育馆, 成百万的人坐在家, 兴奋地观看几乎来自世界各地的男女运动员比赛, 看他们奋力拼搏, 力争跑得更快, 跳得更高或更远、举得更重、投得更远。
- [原文] Much as we are happy to see the medals won, especially if they are won by our compatriots, it is not enough.

[解析] 复合句。本句难点在于“Much as...”句型, 相当于“Although...”句型。

[译文] 尽管有奖牌产生时, 特别是被我们国家选手获得时, 我们非常高兴, 可是我们仍然觉得有些不够。
- [原文] Since 1982 the international Olympic Committee has allowed money from appearances and advertising to be kept by the competitor until he or she retires and even used for training purposes and expenses.

[解析] 复合句。主要句子结构是“Since... the international Olympic Committee has allowed money... to be kept... until... and even used for...”。