

复旦大学 赵丙银 主编

分级冲刺

挑战高分

2010考研英语

阅读理解

标准90篇+提高30篇

引导精读

喜报

本书上一版第17单元命中2009年1月考研英语阅读理解Part A一篇文章。

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——释义列出

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分级
冲刺

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本书上版 命中真题

2009年1月考研英语真题 Part A 第3篇

The relationship between formal education and economic growth in poor countries is widely misunderstood by economists and politicians alike. Progress in both areas is undoubtedly necessary for the social, political and intellectual development of these and all other societies; however, the conventional view that education should be one of the very highest priorities for promoting rapid economic development in poor countries is wrong. We are fortunate that it is, because building new educational systems there and putting enough people through them to improve economic performance would require two or three generations. The findings of a research institution have consistently shown that workers in all countries can be trained on the job to achieve radically higher productivity and, as a result, radically higher standards of living.

Ironically, the first evidence for this idea appeared in the United States. Not long ago, with the country entering a recession and Japan at its pre-bubble peak, the U.S. workforce was derided as poorly educated and one of the primary cause of the poor U.S. economic performance. Japan was, and remains, the global leader in automotive-assembly productivity. Yet the research revealed that the U.S. factories of Honda, Nissan, and Toyota achieved about 95 percent of the productivity of their Japanese counterparts — a result of the training that U.S. workers received on the job.

More recently, while examining housing construction, the researchers discovered that illiterate, non-English-speaking Mexican workers in Houston, Texas, consistently met best-practice labor productivity standards despite the complexity of the building industry's work.

What is the real relationship between education and economic development? We have to suspect that continuing economic growth promotes the development of education even when governments don't force it. After all, that's how education got started. When our ancestors were hunters and gatherers 10,000 years ago, they didn't have time to wonder much about anything besides finding food. Only when humanity began to get its food in a more productive way was there time for other things.

As education improved, humanity's productivity potential increased as well. When the competitive environment pushed our ancestors to achieve that potential, they could in turn afford more education. This increasingly high level of education is probably a necessary, but not a sufficient, condition for the complex political systems required by advanced economic performance. Thus poor countries might not be able to escape their poverty traps without political changes that may be possible only with broader formal education. A lack of formal education, however, doesn't constrain the ability of the developing world's workforce to substantially improve productivity for the foreseeable future. On the contrary, constraints on improving productivity explain why education isn't developing more quickly there than it is.

31. The author holds in paragraph 1 that the importance of education in poor countries
[A] is subject to groundless doubts. [B] has fallen victim of bias.
[C] is conventionally downgraded. [D] has been overestimated.
32. It is stated in paragraph 1 that the construction of a new educational system
[A] challenges economists and politicians. [B] takes efforts of generations.
[C] demands priority from the government. [D] requires sufficient labor force.
33. A major difference between the Japanese and U.S workforces is that
[A] the Japanese workforce is better disciplined. [B] the Japanese workforce is more productive.
[C] the U.S. workforce has a better education. [D] the U.S. workforce is more organized.
34. The author quotes the example of our ancestors to show that education emerged
[A] when people had enough time. [B] prior to better ways of finding food.
[C] when people no longer went hungry. [D] as a result of pressure on government.
35. According to the last paragraph, development of education
[A] results directly from competitive environments. [B] does not depend on economic performance.
[C] follows improved productivity. [D] cannot afford political changes.

长喜教你做阅读

你会做阅读吗

今年，考研英语结束后，我们对北京、西安、上海、武汉一些考生做了访谈，说起阅读，他们异口同声：

文章难。平时做了那么多阅读，上场还是感觉那么难，陌生词汇、长难句子，处处牵绊，读起来步步维艰。

时间紧。文章感觉难，处处遭牵绊，阅读速度自然上不去，时间一下格外紧张，到后面，几乎没时间读完。

手脚乱。文章难、时间紧，做题一下子变得手忙脚乱、全无章法，而手脚乱、没章法更加剧了时间紧张。

考场阅读如此艰涩、如此忙乱，皆因平时阅读不会读、不会练——80% 以上的考生不知如何练阅读：

读而不精——一篇篇测试自己，而不是提高自己。阅读做得不少，可每一篇，都仅仅是在做题，答案对完，也就完了。陌生词汇没有好好掌握，长句、难句没有好好分析，这次卡壳，下次还是卡壳。

做而不思——只追求得出答案，不梳理做题思路。题目做完后，不想着总结一下这个题目如何定位出处、如何发现题眼、如何整合信息、如何得出答案，不能形成自己一套稳定清晰的做题思路。

读而不精、提高不快，才会做了很多阅读，上场还是感觉文章难；做而不思、思路不稳，才会做了很多题目，上场还是出现手脚乱。

要想场上行云流水，场下就应多做精读——做一篇提高一篇。要想场上从容不迫，场下就应稳定思路——理清思路，有章有法。

本书给你示范

为了引导你平时练习中读透做细、篇篇提高，本书中每篇文章都带你熟悉词汇、分析难句、理清结构、翻译全文、找出题眼、清晰做题。

1. 语境词汇 快速熟悉 每单元后，每篇文章将文中出现的重要的、或者考生不是非常熟悉的词汇和短语列出，给出文中释义和其他重点释义，让考生对这部分词汇和短语灵活理解、快速熟悉。

2. 长句难句 译文剖析 每单元后，每篇文章将文中出现的长句、难句挑出，加以语法点拨和译文剖析，让考生对长句、难句渐渐适应，不再陌生。

分析中使用的一些标记符号如下：主语加黑，谓语加黑加斜，宾语和表语加波浪线，定语用小括号，状语用方括号，补语用下划双横线，同位语用大括号。如：[Located in the checkroom in Union Station as I am], I *see* everybody (that comes up the stairs)。

3. 结构主线 简明提示 每单元后，每篇文章都分析篇章结构和行文主线，帮助考生清晰理解文章、把握内容关键，同时，也训练考生如何在时间紧迫的情况下快速按主线阅读、理解文章。

4. 全文翻译 划线点拨 每单元后，每篇文章都给出准确地道的翻译，并在译文中将每道题目设题出处用下划线划出来，一方面让考生对文章有一个深入、细节的理解，一方面让考生做题更清晰、更透彻，同时也有利于培养考生坚持精读、做一篇提高一篇的良好习惯。

5. 找出题眼 清晰思路 每单元后，每篇文章每个题目都找出设题出处、解题题眼，解析都按照考生实际做题过程中注意力集中点的转移路线给出，解析的同时渗透了做题方法的讲解，考生解题的过程同时也是学习做题的过程。

全书解析模式统一、清晰，利于考生培养稳定的做题思路，上场从容不迫。

其他内容特色

除了上面从解析方面引导考生读透做细、篇篇提高外，本书内容、体例还有如下特色：

1. 全新选材 涵盖热点 120 篇文章涵盖考研阅读 5 个常考题材，让考生通过 120 篇文章全面熟悉考研阅读所有常考题材，考场之上不感陌生。120 篇文章全部精选自最新英美报刊时文，让考生通过 120 篇文章尽览最新热点信息，考场之上信心十足。

2. 标准设题 尺度严格 设题题眼是否合理、设题思路是否严谨、干扰选项是否有效，这是考研阅读设题是否标准的尺度。本书在保持“题材、体裁吻合，长度、难度适合，题干、选项符合”等基本特点的基础上，进一步深入研究、探讨考研最新真题，总结出各部分题型的设题标准，并严格控制到每一个环节，真正做到了与真题无异的程度。

3. 套题模拟 瞄准实战 120 篇文章按照考研阅读题型结构，科学地组合成 20 个单元，每个单元由 Part A 四篇篇章阅读、Part B 一篇选择搭配或一篇段落排序或一篇观点例证或一篇概括大意、Part C 一篇英译汉组成。一单元内整体难度、做题时间、题材分布均与真题一致。20 个单元，20 次模拟，给考生最扎实、最有效的实战演练。

考研阅读分 Part A、Part B、Part C 三部分，Part A 为四篇篇章阅读，每次考试均有；Part B 有选择搭配、段落排序、观点例证、概括大意四种备选题型，每次考试只选考一种，篇数为一篇；Part C 为一篇英译汉，每次考试均有。

4. 分级冲刺 挑战高分 20 个单元分为标准篇、提高篇两部分。标准篇 15 个单元，90 篇文章，难度同于真题，让考生在标准难度下扎实演练，适应实战；提高篇 5 个单元，30 篇文章，难度高于真题，让考生提高要求，瞄准高分，居高临下，完美冲刺。步步为营的演练方案，让考生对考研阅读游刃有余。

目 录

本目录以表格形式给出，方便你记录每单元每一篇的做题效果，同时，也给你列一下Part B的具体题型。

第一篇 标准篇

单 元	Part A				Part B	Part C	页 码
	Text 1	Text 2	Text 3	Text 4			
Unit 1					选择搭配题		2
Unit 2					概括大意题		18
Unit 3					段落排序题		33
Unit 4					观点例证题		48
Unit 5					选择搭配题		64
Unit 6					段落排序题		79
Unit 7					概括大意题		96
Unit 8					选择搭配题		112
Unit 9					观点例证题		129
Unit 10					概括大意题		145
Unit 11					选择搭配题		161
Unit 12					段落排序题		176
Unit 13					选择搭配题		191
Unit 14					观点例证题		206
Unit 15					概括大意题		222

上面15个单元，难度同于真题，让你标准演练。

第二篇 提高篇

单 元	Part A				Part B	Part C	页 码
	Text 1	Text 2	Text 3	Text 4			
Unit 16					选择搭配题		238
Unit 17					概括大意题		255
Unit 18					段落排序题		271
Unit 19					选择搭配题		288
Unit 20					观点例证题		304

上面5个单元，难度高于真题，让你挑战高分。



第一篇

标准篇

难度同于真题——让您标准难度，标准演练

Unit 1

By reading we enrich the mind, by
conversation we polish it.
读书使人充实, 交谈使人精明。

学习内容	题 材	词 数	建议时间	得分统计	做题备忘
Part A	Text 1	文化教育	462	14 分钟	/10
	Text 2	科普知识	474	15 分钟	/10
	Text 3	社会生活	445	13 分钟	/10
	Text 4	商业经济	462	16 分钟	/10
Part B	文化教育	645	20 分钟	/10	
Part C	社会生活	449	22 分钟	/10	

Part A

Directions: Read the following texts. Answer the questions below each text by choosing [A], [B], [C] or [D].

Text 1

Catneton Walker learned the hard way that sharing information online can have unintended consequences. In 2005, the sophomore at Fisher College in Boston organized a student petition dedicated to getting a campus police guard fired and posted it on the popular college social network Facebook. com. Walker wrote that the guard “loves to antagonize students... , and needs to be eliminated.” It was a poor choice of words. Another student informed school officials, who logged on and interpreted the comments as threatening. Though Walker claimed he was trying only to expose the guard’s demeanor, he was expelled. He’s now enrolled at another college and admits he made a serious mistake. “I was a naive 21-year-old,” he says.

Creating a page on a social-networking site is now a cherished form of self-expression at universities around the world. Students use ad-supported services like Facebook, MySpace, TagWorld and Bebo to make friends, plan their social lives and project their personalities. The most popular site among college students is Facebook, with more than 8 million members. A student’s personal Facebook page is usually a revealing, dynamic chronicle of campus life — one clearly not meant for the eyes of parents, teachers or anyone else older than 25.

But adults are taking notice. Sites like Facebook are accessible to nearly anyone willing to spend the time to gain access: teachers, school administrators, even potential employers and the police. Such online services can create the illusion of privacy where none actually exists. Facebook, in particular, was designed to emphasize privacy and intimacy. Only other users at your school (with the same college e-mail domain name), and those in networks you join, can see your home page. But determined off-campus visitors can persuade a student or alumnus to help them access the student’s page.

What happens when the identity you reveal to friends suddenly overwhelms the facade you present to grown-ups? The results can be awkward — or worse. Photos from drunken parties, recollections of sexual escapades, or threats — all these indiscretions, posted online, have gotten students suspended or expelled, or harmed job prospects. In a couple of decades, a presidential candidate may be called on to answer for a college misadventure that he or she impulsively detailed in a blog entry.

Not all students want to temper their behavior. They point out that the Internet lets them express themselves and find like-minded souls. Still, adults aren’t likely to stop prying any time soon. That means students who use Facebook and MySpace have a new burden. The Web may seem ephemeral, but what you casually post one night might just last a digital eternity. While social networking represents a powerful tool for today’s students, they’re advised to be prudent. Even if they have no plans to run for president someday.

1. Cameron Walker was dismissed because he
 - ☒ [A] was caught posting threatening information online.
 - [B] fought with the campus police guard fiercely.
 - [C] violated the rules when he created his own personal page.
 - [D] logged onto the school's official website without permission.
2. What is the major problem with Facebook?
 - ☒ [A] The information in it is shared too widely.
 - [B] Teachers are allowed no access to it.
 - [C] Its claimed privacy is only an illusion.
 - [D] It annoys too many teachers and parents.
3. Which of the following contents are you more likely to find at Facebook?
 - [A] Virtuous conducts.
 - ☒ [B] Pictures of drunken students.
 - [C] Flattering language.
 - [D] Lecture notes.
4. Why do students cherish the Internet?
 - [A] Because they can practise their communicative skills.
 - [B] Because they can communicate effectively with teachers.
 - ☒ [C] Because they can reveal their feelings freely.
 - [D] Because they compete for leadership.
5. Which of the following best summarizes the main idea of the text?
 - [A] Creating personal web page is gaining popularity on campus.
 - [B] Careless online postings can mean really big trouble to students.
 - [C] Colleges take tough measures against invasion on personal privacy.
 - ☒ [D] Undesirable online content should be made illegal and eliminated.

Text 2

Up to now, the main impact of technological change has been on long-distance calls. In the United States, where four nationwide fiber networks have been built in a decade, long-distance revenue per minute has halved during that period. Now other technologies are cutting the cost of the "local loop" — the connection between the nearest exchange and the subscriber's home. The connection is usually made with a twisted pair of copper wires, a technology unchanged for almost 120 years. As a rule of thumb, local distribution accounts for 80% of a network's costs. Peter Huber, a telecoms specialist based in Washington, DC, reckons that it costs around \$1,200~\$2,000 to connect a new customer with copper.

Two less expensive and more flexible alternatives to copper have now become available. One is to run telephone services over the same system as cable television. A breakthrough in laser design in the late 1980's made it possible to send analogue television pictures along optical fibers. Since then cable systems, like telephone systems, have increasingly acquired backbones of optical fiber. Adding telephony to an existing cable system usually costs much less than extending the copper-wire network.

The trouble is that a cable-television system, like a telephone network, involves high fixed costs and passes homes that do not want it, as well as homes that do; So building one from scratch (as in Britain) is expensive. These problems are avoided by the other technological breakthrough: the use of wireless transmission. Its extraordinary flexibility and low cost will allow the development of a new kind of network or networks — competing directly with fixed wires. "Wireless is the answer to the local monopoly," says Robert Pepper, head of the office of plans and policy at the Federal Communications Commission (FCC) in the United States.

"If local telecoms were to rebuild from scratch today, they would do so mostly with radio, at a cost of about \$800 per subscriber," says Peter Huber, Michael Kellogg and John Thorne in "The Geodesic Network II," a 1993 review of competition in the industry in the United States. Mobile telephones will increasingly compete head-on with fixed systems. But the most important innovation is likely to be a digital wireless linked to a small fixed radio antenna in the home, which can make extraordinarily efficient use of the radio spectrum; unlike a mobile phone, the antenna is always tuned precisely to the correct base station.

Such systems of wireless local access are now being developed by several companies including Hughes in

the United States and Ionica in Britain, but are not yet in commercial use in OECD countries. Nevertheless, calculations by analysts, a British consultancy, bear out the enthusiasm of Mr. Huber and his colleagues for fixed wireless access as potentially the least expensive way to make the final link to the home.

6. According to Paragraph 2, which of the following is true?
 - [A] Fiber networks have been dramatically reduced.
 - [B] Local calls are more expensive than long distance calls.
 - [C] Fiber networks have brought about a reduction in costs for long-distance calls.
 - [D] It is not so costly to connect a new customer with copper.
7. One advantage of the wireless transmission over fixed wires is that it
 - [A] enables subscribers to receive clearer digital signals.
 - [B] allows one company to monopolize local transmission.
 - [C] permits more competitors to set up new phone businesses.
 - [D] makes digital transmission possible.
8. The two technological breakthroughs in telecommunication mentioned are
 - [A] copper wire network & cable television system.
 - [B] cable-television system & wireless transmission.
 - [C] wireless transmission & copper wire network.
 - [D] fixed wires & radio network.
9. It can be inferred from the text that
 - [A] wireless telecommunication holds great prospect for the future.
 - [B] copper wire network will not be replaced by other types of networks.
 - [C] both cable television systems & radio networks will be the goal people try to reach.
 - [D] fixed wireless access is similar to mobile phones.
10. Which of the following would be the best title for the text?
 - [A] Impact of New Technology on Telecommunications.
 - [B] Great Changes in Telecommunications.
 - [C] Copper Wire Network vs Cable Television System.
 - [D] Reduction in Cost of Long-distance Calls.

Text 3

For most of us, the work is the central, dominating factor of life. We spend more than half our conscious hours at work, traveling to and from work. What we do there largely determines our standard of living and to a considerable extent the status we are accorded by our fellow citizens as well. It is sometimes said that because leisure has become more important, the indignities and injustices of work can be pushed into a corner, that because most work is pretty intolerable, the people who do it should compensate for its boredom, frustrations and humiliations by concentrating their hopes on the other parts of their lives. I reject that as a counsel of despair. For the foreseeable future the material and psychological rewards which work can provide, and the conditions in which work is done, will continue to play a vital part in determining the satisfaction that life can offer. Yet only a small minority can control the pace at which they work or the conditions in which their work is done; only for a small minority does work offer scope for creativity, imagination, or initiative.

Inequality at work and in work is still one of the cruelest and most glaring forms of inequality in our society. We cannot hope to solve the more obvious problems of industrial life, many of which arise directly or indirectly from the frustrations created by inequality at work, unless we tackle it head-on. Still less can we hope to create a decent and humane society.

The most glaring inequality is that between managers and the rest. For most managers, work is an opportunity and a challenge. Their jobs engage their interest and allow them to develop their abilities. They are constantly learning; they are able to exercise responsibility; they have a considerable degree of control over their own and others' working lives. Most important of all, they have opportunity to initiate. By contrast, for most manual workers, and for a growing number of white-collar worker, work is a boring, dull, even painful experience. They spend all their working lives in conditions which would be regarded as intolerable — for

themselves — by those who take the decisions which let such conditions continue. The majority has little control over their work; it provides them with no opportunity for personal development. Often production is so designed that workers are simply part of the technology. In offices, many jobs are so routine that workers justifiably feel themselves to be mere cogs in the bureaucratic machine. As a direct consequence of their work experience, many workers feel alienated from their work and their firm, whether it is in public or in private ownership.

11. It can be inferred from Paragraph 1 that people judge others by

- [A] the type of work they do.
- [B] the condition in which they work.
- [C] the time they spend at work.
- [D] the standard of living they have.

灵静太假

12. According to the author, work is now

- [A] more important than it will be in the future.
- [B] less important than it will be in the future.
- [C] important in deciding the satisfaction that life provides with.
- [D] offering less satisfaction than life used to provide with.

沙之一般

13. What is needed to solve our industrial problems?

- [A] A decent and humane society.
- [B] Equality in taking the initiative.
- [C] A more equal distribution of responsibility.
- [D] A more tolerable working condition.

薰. great

14. What advantages do managers have over other workers?

- [A] They won't lose their jobs.
- [B] They get time off to attend courses.
- [C] They can work at whatever interests them.
- [D] They can make their own decisions.

- 2 - 1 m n 1 2 3 4

15. Why do working conditions generally remain bad?

- [A] Because managers don't regard them as intolerable.
- [B] Because managers cannot decide what to do about them.
- [C] Because managers see no need to change them.
- [D] Because managers don't want to take the decisions

Text 4

Forget all the talk about corporate culture. It's time to analyze your company's personality.

Plenty of business gurus have argued for years that companies aren't just boxes and bubbles on org-charts. Instead, they've argued, companies are more like biological organisms — living things that learn, evolve, and eventually die. Are you ready to take this biological worldview to the next level? According to marketing consultant Sandy Fekete, companies can best be understood when thought of as people — as unique creatures with their own value, their own personalities, and sometimes, if her clients really get into the spirit, their own names.

"Most people assume that a company's personality matches its CEO's personality," says Fekete, 43, founder of Fekete Company, a marketing-communications firm based in Columbus, Ohio. "But that's not true. An organization has its own ways of being."

Fekete's job is to help her clients understand their company's personality — its strengths and its weaknesses. Her main tool is a 74-question diagnostic called, appropriately, "Companies Are People, Too." So far, people in 63 organizations ranging from museums to construction firms to medical practices have put pen to paper to scrutinize their companies' personalities.

It may sound like psychobabble, but the idea behind the tool is fairly simple: An organization, like a person, has preferred ways of focusing energy, gathering information, making decision, and structuring work. Once people inside an organization understand those preferences, argues Fekete, they can do a better job of ar-

articulating their company's identity and values, and they can figure out better ways to work and to communicate. Some of her clients even elect "keepers of the personality"—volunteers who make sure that their organization is clear about the attributes that it prizes.

"Change comes from awareness," Fekete says. "Once you figure out who you are, you can begin to differentiate yourself from your competitors."

Dixon Schwabl Advertising Inc., a fast-growing agency based in upstate New York, has actually undergone a personality change as a result of using the tool. After taking the test for the first time, the agency created a character, named Samm, to embody the company's strengths and weaknesses. But a year later, after the agency worked on its weaknesses, Samm gave way to Jazzy. "Samm was too deadline-focused", muses Lauren Dixon, 45, founder and president of Dixon Schwabl. "We're still driven to meet our deadlines, but not at the risk of compromising the creative. We need a different character to personify who we had become."

Indeed, Dixon claims that Jazzy has not only helped her company better understand its values; the personality has also contributed to the firm's phenomenal growth — from billings of \$ 18 million in 1997 to \$ 49 million in 2000. "In any situation," she says, "We ask ourselves, 'What would Jazzy do?'"

16. The analogy comparing a company to a biological organism implies that

- [A] companies can have strengths and weaknesses too.
- [B] companies are living, changing entities.
- [C] companies are made up of living individuals.
- [D] companies have lifespan just like humans.

17. Once a company's personality is understood, what can it do?

- [A] Begin to make changes to its personality.
- [B] Have a basis by which to make important hiring decisions.
- [C] Find ways to better its work and communication.
- [D] Create a character to market this personality to the public.

18. Samm and Jazzy are

- [A] elites who can improve Dixon Schwabl's personality.
- [B] employees who help Dixon Schwabl better understand its value.
- [C] qualities which embody Dixon Schwabl's.
- [D] codes that have contributed to Dixon Schwabl's growth.

19. The example of Dixon Schwabl is cited to illustrate that

- [A] small agencies like Dixon Schwabl can have personalities as well.
- [B] awareness of a company's personality can help it make improvements.
- [C] a company with a deadline-focused personality is unlikely to last long.
- [D] it is important to pick the right name for a company's personality.

20. According to the text, what's true about a company's personality?

- [A] It matches its CEO's personality.
- [B] It is a composite of its workers' personalities.
- [C] It relates to how it likes to make decisions and structure work.
- [D] It can only be determined by taking the appropriate diagnostic test.

Part B

Directions: You are going to read a text about reading books. For Questions 21—25, 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.

The greatest advantage of books does not always come from what we remember of them, but from their suggestiveness. 21. _____. Books often excite thought in great writers, even upon entirely different subjects. We often find in books what we thought and felt, could we have expressed ourselves. Indeed, we get acquainted with ourselves in books. We discover one feature in Emerson, another lineament in Shakespeare, an expression in Homer, a glimpse of ourselves in Dante, and so on until we spell out

our whole individuality. 22. _____.

We form many of our opinions from our favorite books. The author whom we prefer is our most potent teacher; we look at the world through his eyes. If we habitually read books that are elevating in tone, pure in style, sound in reasoning, and keen in insight, our minds develop the same characteristics. 23. _____.

The best books are those which stir us up most and make us the most determined to do something and be something ourselves. The best books are those which lift us to a higher plane where we breathe a purer atmosphere. As we should associate with people who can inspire us to nobler deeds, so we should only read those books which have an uplifting power, and which stir us to make the most of ourselves and our opportunities.

24. _____.

Furnish your house with books rather than unnecessary furniture, bric-a-brac, or even pictures if you cannot afford all. One of the most incongruous sights in the world is an elegant house with costly furniture, paintings of the masters, imported tapestries, statuary, costly carpets, extravagant frescoes, and yet with scarcely a standard work in the library.

Wear threadbare clothes and patched shoes if necessary, but do not pinch or economize on books. 25. _____.

Whatever you read, read with enthusiasm, with energy, read with the whole mind, if you would increase your mental stature. Learn to absorb the mental and the moral life of a book, and assimilate it into your life. He is the best reader who consumes the most knowledge and converts it into character. Mechanical readers remember words, the husks of things, but digest nothing. They cram their brains but starve their minds. If you are getting the most out of a book, you will feel a capacity for doing things which you never felt before.

- [A] Libraries are no longer a luxury, but a necessity. A home without books and periodicals and newspapers is like a house without Windows. Children learn to read by being in the midst of books; they unconsciously absorb knowledge by handling them. No family can now afford to be without good reading.
- [B] Perhaps no other thing has such power to lift the poor out of his poverty, the wretched out of his misery, to make the burden-bearer forget his burden, the sick his suffering, the sorrower his grief, the downtrodden his degradation, as books.
- [C] If you cannot give your children an academic education you can place within their reach a few good books which will lift them above their surroundings, into respectability and honour. A college education, or its equivalent, and more is possible to the poorest boy or girl who has access to the necessary books.
- [D] If, on the contrary, we read weak or vicious books, our minds contract the faults and vices of the books. We cannot escape the influence of what we read any more than we can escape the influence of the air that we breathe.
- [E] A good book often serves as a match to light the dormant powder within us. There is explosive material enough in most of us if we can only reach it. A good book or a good friend often serves to wake up our latent possibilities.
- [F] We may be poor, socially ostracized, shut out from all personal association with the great and the good, and yet be in the best society in the world, in books. We may live in palaces, converse with princes, be familiar with royalty, and associate with the greatest and noblest of all time.
- [G] True, we get many pleasing reflections of ourselves from friends, many mirrored deformities from our enemies, and a characteristic here and there from the world; but in a calm and unbiased way we find the most of ourselves, our strength, our weakness, our breadth, our limitations, our opinions, our tastes, our harmonies and discords, our poetic and prosaic qualities, in books.

Part C

Directions: Read the following text carefully and then translate the underlined segments into Chinese.

We all know that the normal human daily cycle of activity is of some 7-8 hours "sleep alternating with some 16-17 hours" wakefulness and that, broadly speaking, the sleep normally coincides with the hours of darkness. Our present concern is with how easily and to what extent this cycle can be modified.

The question is no mere academic one. 26) The ease, for example, with which people can change from working in the day to working at night is the question of growing importance in industry where automation calls for round-the-clock working of machines. It normally takes from five days to one week for a person to adapt to a reversed routine of sleep and wakefulness, sleeping during the day and working at night. Unfortunately, it is often the case in industry that shifts are changed every week; a person may work from 12 midnight to 8 a.m. one week, 8 a.m. to 4 p.m. the next, and 4 p.m. to 12 midnight the third and so on. 27) This means that no sooner has he got used to one routine than he has to change another, so that much of his time is spent neither working nor sleeping very efficiently.

The only real solution appears to be to hand over the night shift to a number of permanent night workers. An interesting study of the domestic life and health of night-shift workers was carried out by Brown in 1957. 28) She found a high incidence of disturbed sleep and other disorders among those alternating day and night shifts, but no abnormal occurrence of these phenomena among those on permanent night work.

29) This latter system then appears to be the best long-term policy, but meanwhile something may be done to relieve the strains of alternate day and night work by selecting those people who can adapt most quickly to the changes of routine. One way of knowing when a person has adapted is by measuring his body temperature. 30) People engaged in normal daytime work will have a high temperature during the hours of wakefulness and a low one at night; when they change to night work the pattern will only gradually go back to match the new routine and the speed with which it does so parallels, broadly speaking, the adaptation of the body as a whole, particularly in terms of performance. Therefore, by taking body temperature at intervals of two hours throughout the period of wakefulness it can be seen how quickly a person can adapt to a reversed routine, and this could be used as a basis for selection. So far, however, such a form of selection does not seem to have been applied in practice.

做题点拨与全文翻译

Part A

Text 1

语境词汇

1. sophomore /'sɒfəməɹ, -mər/	n. 大学二年级生	6. chronicle /'krɒnɪkl/	n. 编年史
2. petition /pɪ'tɪʃən/	n. 请愿; 请愿书 v. 请求, 恳求	7. intimacy /'ɪntɪməsi/	n. 隐私; 亲密
3. antagonize /æn'tæɡənaɪz/	vt. 敌对; 对抗	8. facade /fə'sa:d/	n. 外表; 正面
4. log on	登录	9. escapade /'eskəpeɪd/	n. 异常出轨的行为
5. demeanor /di'mi:nə/	n. 行为; 风度	10. indiscretion /ɪndɪs'kreʃən/	n. 不慎重; 轻率
		11. ephemeral /i'femərəl/	a. 短暂的; 短命的

难句突破

1. [In 2005], the sophomore (at Fisher College in Boston) **organized** a student petition (dedicated to getting a campus police guard fired) and **posted** it [on the popular college social network Facebook. com.]

【分析】简单句。句子的主干为 the sophomore organized... and post...。dedicated to... fired 为过去分词短语作定语。

【译文】2005 年, 在波士顿 Fisher 学院上二年级的他发起了一场学生请愿活动, 目的是想让学校将一名校园警卫开除, 他把请愿书贴在了学校最流行的社交网络 Facebook. com 上。

2. A student's personal Facebook page is usually a revealing, dynamic chronicle of campus life — (one clearly not meant for the eyes of parents, teachers or anyone else older than 25.)

【分析】简单句。句子的主干为 A student's personal Facebook page is usually a chronicle...。one clearly not... 为主语的同位语。

【译文】在 Facebook 上创建的个人网页通常是学生们一览无余和充满活力的校园生活的真实写照——这些内容显然不是让家长、老师和其他 25 岁以上的人看的。

本文是一篇观点论证型文章。论证了在网上分享信息可能产生意想不到的后果的观点。第一段举 Walker 的例子,说明无意间在网上发一个过于随意的帖子会产生什么样的后果;第二段提到了学生对 Facebook 等网站的喜爱;第三、四、五段提到了在 Facebook 等所谓保护隐私的网站上随意发表的东西对学生的现在和未来可能会产生的负作用。

【答案解析】

【全文翻译】

1. 【题眼】首段设题

【解析】选[A]。事实细节题。第一段提到, Walker 被开除的主要原因是他在网上发帖时用了一些威胁性的词语,故[A]正确。文中只是说在网上攻击,并没有说打架,排除[B];[C]、[D]文中未提及。

2. 【题眼】转折处设题

【解析】选[C]。事实细节题。第三段明确提到,这些服务网站制造出保护隐私的假象,但这实际上根本不能保护隐私。根据第二段尾句,可以排除[A];第三段首句提到只要有人肯花时间就有办法进入,排除[B];[D]文章中并没有提到。

3. 【题眼】例证处设题

【解析】选[B]。事实细节题。第四段提到了网页上可能贴出的内容,包括喝酒的聚会的照片、对性经验的回顾,或者一些威胁性的话语。在作者看来,这些轻率之举一旦贴到网上,被成人(包括家长、老师、学校、未来的雇主等)发现后将会对学生不利。[A]、[C]、[D]不属于 indiscretions 的范围,故排除。

4. 【题眼】观点总结处设题

【解析】选[C]。事实细节题。第二段提到学生使用 Facebook 等的目的,其中提到了交友、安排自己的社交生活、表达自己的个性。第五段第二句再次提到学生利用网络表达自己的思想和情感,寻找与自己心灵相通的人。可见,这里始终强调的是学生思想和情感的表露。

5. 【解析】选[B]。主旨大意题。文章第一段举 Walker 的例子,说明无意间在网上发一个过于随意的帖子会产生什么样的后果,第二段提到了学生对 Facebook 等网站的喜爱,第三、四、五段提到了在 Facebook 等所谓保护隐私的网站上随意发表的东西对学生的现在和未来可能会产生的负作用。故[B]最能概括文章大意。

Cameron Walker 的深刻教训是:在网上分享信息可能产生意想不到的后果。2005 年,在波士顿 Fisher 学院上二年级的他发起了一场学生请愿活动,目的是想让学校将一名校园警卫开除,他把请愿书贴在了学校最流行的社交网络 Facebook. com 上。[1] Walker 写到,这名警卫“喜欢与学生作对…需要被铲除”。他选用的词汇太烂了。另一名学生告诉了校方,校方的人登录到网上,看后把这种评价看做是一种威胁。虽然 Walker 声称他只是为了揭露警卫的行为,但他还是被开除了。他目前在另外一所大学读书,他承认自己犯了一个严重错误。他说:“我只是一个 21 岁的天真孩子。”

在某个社交网站创建个人网页,在世界各地的大学生中已经成为一种受人喜爱的自我表达方式。Face-book, MySpace, Tag-World 和 Bebo 等都是广告支持的服务网站,学生们利用这些网站交友、安排自己的社交生活、表达自己的个性。大学生们最喜欢的网站是 Facebook,它拥有 800 多万名会员。在 Facebook 上创建的个人网页通常是学生们一览无余和充满活力的校园生活的真实写照——这些内容显然不是让家长、老师和其他 25 岁以上的人看的。

但是,这些网页正在引起成人们的注意。像 Facebook 这样的网站,只要有人肯花时间就有办法进入,不管是老师还是学校管理人员,甚至是未来的雇主或警察。[2] 这些服务网站制造出保护隐私的假象,但这实际上根本不能保护隐私。Facebook 的设计强调对隐私和隐秘信息的保护。只有本校的其他用户(拥有同一所学校的 e-mail 域名)和你加入的网络里的那些用户才能看得到你的网页。但是,顽固的校外访问者可以劝说学生或校友帮助他们登录学生的网页。

当你向朋友们显示的个性倾向突然冲破你向成人展示的外表,把自己和盘托出时,会发生什么问题呢?结果可能会令人尴尬——或可能更糟。[3] 喝醉酒的那些聚会照片,对性经验的一些回顾,或威胁举动,这些不审慎的行为一旦贴到网上,可能会导致学生被停课或开除,或者影响到学生的就业前景。二三十年之后,一位总统候选人可能会被问到学生时代的恶作剧,而当时,他或她也许仅仅是因一时冲动而在博客上发表的。

不是所有的学生都想收敛自己的行为。[4] 他们指出,互联网使得他们能表达自己的情感和思想,找到心灵相通的人。但是,家长们不可能放弃他们爱打探的习惯。这意味着使用 Facebook 或 MySpace 的学生还有一个新添的负担。网站上的东西看起来似乎是瞬时即逝的,但是,你某个晚上偶然发的一个帖子可能会永久地保存在数字信息中。对于今天的学生来说,虽然社交网络代表一种功能强大的工具,但是他们还是需要谨慎从事——即使他们没有将来竞选总统的打算。

Text 2

语境词汇

1. fiber /'faɪbə/	n. 纤维; 质地; 纤维物质, 纤维质料	6. alternative /ɔ:l'tə:nətɪv/	n. 选择, 二选一; 选择的自由; 供选择的东西
2. subscriber /sʌbs'kraɪbə/	n. 签署者; 订户; 捐献者	7. telephony /tɪ'lefəni/	n. 电话机制造法, 通话法
3. twist /twɪst/	v. 扭转; 旋转; 绞; 扭弯; 捻, 搓	8. from scratch	从零开始, 从头做起
4. reckon /'rekən/	v. 认为, 测量; 觉得, 猜想; 判断; 估计	9. extraordinary /ɪks'trɔ:dɪnəri/	a. 非常的; 非凡的; 特别的
5. flexible /'fleksəbl/	a. 易曲的, 柔软的, 灵活的	10. antenna /æn'tenə/	n. 触须, 触角, 天线

难句突破

- [In the United States], (where four nationwide fiber networks have been built in a decade), **long-distance revenue** (per minute) **has halved** [during that period.]
【分析】复合句。主句为 long-distance revenue ... has halved; where 引导的定语从句修饰地点状语 United States。
【译文】在美国, 十年间建立了四个国家有线网络, 每分钟的长途收费在此期间被减少一半。
- The trouble is that a cable-television system, like a telephone network, involves high fixed costs and passes homes**(that do not want it), as well as homes(that do).
【分析】复合句。that 引导的表语从句主干结构为 a cable-television system involves ... and passes ... , 其中 passes 的两个并列宾语 homes 又分别由两个定语从句 that do 后省略了 want it。
【译文】麻烦的是, 有线电视系统, 与电话网络一样, 需要很高的安装费, 它要经过那些需要它的用户家庭, 同时还有那些不需要它的家庭。

本文是一篇观点论证型的文章。在文章的开头, 作者提出“科技变化的主要影响还是在长途电话方面”这一观点, 接下来又列举了“在有线电视系统中运行电话服务”和“无线传输的使用”这两项科技突破来证明自己的观点; 第四、五段通过别人的言论及对新科技的热情, 展示了新科技的优势和前景。

【答案解析】

- 【题眼】段首句设题; 段尾句设题
【解析】选[C]。事实细节题。就文章第二段关于有线电视系统的内容提问。该段首尾两句都提到比铜线网络更便宜的是有线电视网络, 可知[C]正确。选项[A]与原文事实不符; 选项[B]本身就不符合事实; 根据第一段最后一句可知, 用铜线网络与用户连接花费很高, 选项[D]与文章不符。
- 【题眼】引言处设题
【解析】选[C]。事实细节题。文章第三段第三句提到无线传输的优势就是很灵活、成本低, 在第四句中引用 Robert Pepper 的话说 Wireless is the answer to the local monopoly, 此处的 local monopoly 是指固定电话网络对当地电话业务的垄断, 而无线网络则是打破垄断的方法, 从而可推知无线技术会使更多的竞争者加入这一行业, 由此可知[C]正确。选项[A]“使用户能接收到更清晰的信号”原文并未明确指出, 原文只说到无线天线能准确接收基站的信号; 选项[B]是对 local monopoly 的错误理解; 数字传输是无线网络的特征, 而非优点, 故[D]错。

【全文翻译】

[10] 至今为止, 科技变化的主要影响还是在长途电话方面。在美国, 十年间建立了四个国家有线网络, 每分钟的长途收费在此期间被减少一半。现在, 其他的科技发展正在降低“本地环线”的成本, 本地环线即是用户与最近的接入点之间的连接。这一连接通常是由一项一百二十多年未曾变化过的技术——缠绕铜线圈来完成的。一般来说, 本地分布占网络成本的 80%。Peter Huber 是华盛顿地区一家电力通讯公司的专家, 他估计, 用铜线连接一个新用户的成本大约为 1200-2000 美元。

[6] 如今, 两项替代铜线的技术已经可以获得, 而且更加的便宜和灵活。一项就是在有线电视系统中运行电话服务, 二十世纪八十年代末的一项技术突破使得同样的电视图像在有线网络中的传播成了可能。[8] 从那时起, 有线电视系统, 正如电话系统一样, 迅速获得了有线网络的支持。[6] 在现有的有线网络中