

新东方国内英语考试培训教材

考研英语

阅读分册

○ 新东方教材决策委员会审定



西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS



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图书在版编目(CIP)数据

考研英语辅导 / 新东方教材决策委员会编. —西安:
西安交通大学出版社, 2005. 6

新东方英语综合能力培训教材

ISBN 7-5605-2021-9

I. 考... II. 新... III. 英语—研究生—入学考试
—自学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2005) 第 056722 号

- | | |
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| 书 名 | 考研英语辅导·阅读分册 |
| 编 者 | 新东方教材决策委员会 |
| 责任编辑 | 陈丽 于晓东 |
| 封面设计 | 寻嘉乐 |
| 出版发行 | 西安交通大学出版社 |
| 地 址 | 西安市兴庆南路 25 号(邮编:710049) |
| 电 话 | (029)82668357 82667874(发行部)
(029)82668315 82669096(总编办) |
| 印 刷 | 北京朝阳新艺印刷有限公司 |
| 字 数 | 216 千字 |
| 开 本 | 787mm×1092mm 1/16 |
| 印 张 | 8.75 |
| 印 数 | 29000 册 |
| 版 次 | 2005 年 6 月第 1 版 2005 年 6 月第 1 次印刷 |
| 书 号 | ISBN 7-5605-2021-9/H·498 |
| 定 价 | 12.00 元(全套共三册,总价 36.00 元) |

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第一部分 阅读理解全真试题 (1994 — 2004 年)

Unit 1

Passage 1

The American economic system is organized around a basically private-enterprise, market-oriented economy in which consumers largely determine what shall be produced by spending their money in the marketplace for those goods and services that they want most. Private businessmen, striving to make profits, produce these goods and services in competition with other businessmen; and the profit motive, operating under competitive pressures, largely determines how these goods and services are produced. Thus, in the American economic system it is the demand of individual consumers, coupled with the desire of businessmen to maximize profits and the desire of individuals to maximize their incomes, that together determine what shall be produced and how resources are used to produce it.

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An important factor in a market-oriented economy is the mechanism by which consumer demands can be expressed and responded to by producers. In the American economy, this mechanism is provided by a price system, a process in which prices rise and fall in response to relative demands of consumers and supplies offered by seller-producers. If the product is in short supply relative to the demand, the price will be bid up and some consumers will be eliminated from the market. If, on the other hand, producing more of a commodity results in reducing its cost, this will tend to increase the supply offered by seller-producers, which in turn will lower the price and permit more consumers to buy the product. Thus, price is the regulating mechanism in the American economic system.

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The important factor in a private-enterprise economy is that individuals are allowed to own productive resources(private property), and they are permitted to hire labor, gain control over natural resources, and produce goods and services for sale at a profit. In the American economy, the concept of private property embraces not only the ownership of productive resources but also certain rights, including the right to determine the price of a product or to make a free contract with another private individual.

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51. In Line 7, Para. 1, "the desire of individuals to maximize their incomes" means _____.

- [A] Americans are never satisfied with their incomes
- [B] Americans tend to overstate their incomes
- [C] Americans want to have their incomes increased
- [D] Americans want to increase the purchasing power of their incomes

52. The first two sentences in the second paragraph tell us that _____.

- [A] producers can satisfy the consumers by mechanized production
- [B] consumers can express their demands through producers
- [C] producers decide the prices of products
- [D] supply and demand regulate prices

53. According to the passage, a private-enterprise economy is characterized by _____.

- [A] private property and rights concerned
- [B] manpower and natural resources control
- [C] ownership of productive resources
- [D] free contracts and prices

54. The passage is mainly about _____.

- [A] how American goods are produced
- [B] how American consumers buy their goods
- [C] how American economic system works
- [D] how American businessmen make their profits

Passage 2

Line
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One hundred and thirteen million Americans have at least one bank-issued credit card. They their owners automatic credit in stores, restaurants, and hotels, at home, across the country, and even abroad, and they make many banking services available as well. More and more of these credit cards can be read automatically, making it possible to withdraw or deposit money in scattered locations, whether or not the local branch bank is open. For many of us the "cashless society" is not on the horizon — it's already here.

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While computers offer these conveniences to consumers, they have many advantages for sellers too. Electronic cash registers can do much more than simply ring up sales. They can keep a wide range of records, including who sold what, when, and to whom. This information allows businessmen to keep track of their list of goods

by showing which items are being sold and how fast they are moving. Decisions to reorder or return goods to suppliers can then be made. At the same time these computers record which hours are busiest and which employees are the most efficient, allowing personnel and staffing assignments to be made accordingly. And they also identify preferred customers for promotional campaigns. Computers are relied on by manufacturers for similar reasons. Computer-analyzed marketing reports can help to decide which products to emphasize now, which to develop for the future, and which to drop. Computers keep track of goods in stock, of raw materials on hand, and even of the production process itself.

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Numerous other commercial enterprises, from theaters to magazine publishers, from gas and electric utilities to milk processors, bring better and more efficient services to consumers through the use of computers.

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55. According to the passage, the credit card enables its owner to _____.

- [A] withdraw as much money from the bank as he wishes
- [B] obtain more convenient services than other people do
- [C] enjoy greater trust from the storekeeper
- [D] cash money wherever he wishes to

56. From the last sentence of the first paragraph we learn that _____.

- [A] in the future all the Americans will use credit cards
- [B] credit cards are mainly used in the United States today
- [C] nowadays many Americans do not pay in cash
- [D] it is now more convenient to use credit cards than before

57. The phrase "ring up sales"(Line 2, Para. 2) most probably means "_____".

- [A] make an order of goods
- [B] record sales on a cash register
- [C] call the sales manager
- [D] keep track of the goods in stock

58. What is this passage mainly about?

- [A] Approaches to the commercial use of computers.
- [B] conveniences brought about by computers in business.
- [C] Significance of automation in commercial enterprises.
- [D] Advantages of credit cards in business.

Passage 3

Exceptional children are different in some significant way from others of the

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same age. For these children to develop to their full adult potential, their education must be adapted to those differences.

Line Although we focus on the needs of exceptional children, we find ourselves
(5) describing their environment as well. While the leading actor on the stage captures our attention, we are aware of the importance of the supporting players and the scenery of the play itself. Both the family and the society in which exceptional children live are often the key to their growth and development. And it is in the public schools that we find the full expression of society's understanding—the knowledge, hopes, and fears
(10) that are passed on to the next generation.

Education in any society is a mirror of that society. In that mirror we can see the strengths, the weaknesses, the hopes, the prejudices, and the central values of the culture itself. The great interest in exceptional children shown in public education over the past three decades indicates the strong feeling in our society that all citizens,
(15) whatever their special conditions, deserve the opportunity to fully develop their capabilities.

"All men are created equal." We've heard it many times, but it still has important meaning for education in a democratic society. Although the phrase was used by this country's founders to denote equality before the law, it has also been interpreted to mean equality of opportunity. That concept implies educational opportunity for all
(20) children—the right of each child to receive help in learning to the limits of his or her capacity, whether that capacity be small or great. Recent court decisions have confirmed the right of all children—disabled or not—to an appropriate education, and have ordered that public schools take the necessary steps to provide that education. In
(25) response, schools are modifying their programs, adapting instruction to children who are exceptional, to those who cannot profit substantially from regular programs.

59. In paragraph 2, the author cites the example of the leading actor on the stage to show that _____.

- [A] the growth of exceptional children has much to do with their family and the society
- [B] exceptional children are more influenced by their families than normal children are
- [C] exceptional children are the key interest of the family and society
- [D] the needs of the society weigh much heavier than the needs of the exceptional children

60. The reason that the exceptional children receive so much concern in education is

that _____.

- [A] they are expected to be leaders of the society
- [B] they might become a burden of the society
- [C] they should fully develop their potentials
- [D] disabled children deserve special consideration

61. This passage mainly deals with _____.

- [A] the differences of children in their learning capabilities
- [B] the definition of exceptional children in modern society
- [C] the special educational programs for exceptional children
- [D] the necessity of adapting education to exceptional children

62. From this passage we learn that the educational concern for exceptional children

_____.

- [A] is now enjoying legal support
- [B] disagrees with the tradition of the country
- [C] was clearly stated by the country's founders
- [D] will exert great influence over court decisions

Passage 4

"I have great confidence that by the end of the decade we'll know in vast detail how cancer cells arise," says microbiologist Robert Weinberg, an expert on cancer. "But," he cautions, "some people have the idea that once one understands the causes, the cure will rapidly follow. Consider Pasteur, he discovered the causes of many kinds of infections, but it was fifty or sixty years before cures were available."

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This year, 50 percent of the 910,000 people who suffer from cancer will survive at least five years. In the year 2000, the National Cancer Institute estimates, that figure will be 75 percent. For some skin cancers, the five-year survival rate is as high as 90 percent. But other survival statistics are still discouraging—13 percent for lung cancer, and 2 percent for cancer of the pancreas.

(10)

With as many as 120 varieties in existence, discovering how cancer works is not easy. The researchers made great progress in the early 1970s, when they discovered that oncogenes, which are cancer-causing genes, are inactive in normal cells. Anything from cosmic rays to radiation to diet may activate a dormant oncogene, but how remains unknown. If several oncogenes are driven into action, the cell, unable to turn them off, becomes cancerous.

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The exact mechanisms involved are still mysterious, but the likelihood that many cancers are initiated at the level of genes suggests that we will never prevent all

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Line cancers. "Changes are a normal part of the evolutionary process," says oncologist
(20) William Hayward. Environmental factors can never be totally eliminated; as Hayward points out, "We can't prepare a medicine against cosmic rays."

The prospects for cure, though still distant, are brighter.

"First, we need to understand how the normal cell controls itself. Second, we
(25) have to determine whether there are a limited number of genes in cells which are always responsible for at least part of the trouble. If we can understand how cancer works, we can counteract its action."

63. The example of Pasteur in the passage is used to _____.

- [A] predict that the secret of cancer will be disclosed in a decade
- [B] indicate that the prospects for curing cancer are bright
- [C] prove that cancer will be cured in fifty to sixty years
- [D] warn that there is still a long way to go before cancer can be conquered

64. The author implies that by the year 2000, _____

- [A] there will be a drastic rise in the five-year survival rate of skin-cancer patients
- [B] 90 percent of the skin-cancer patients today will still be living
- [C] the survival statistics will be fairly even among patients with various cancers
- [D] there won't be a drastic increase of survival rate of all cancer patients

65. Oncogenes are cancer-causing genes _____.

- [A] that are always in operation in a healthy person
- [B] which remain unharmed so long as they are not activated
- [C] that can be driven out of normal cells
- [D] which normal cell can't turn off

66. The word "dormant" in the third paragraph most probably means _____.

- [A] dead
- [B] ever-present
- [C] inactive
- [D] potential

Passage 5

Discoveries in science and technology are thought by "untaught minds" to come
in blinding flashes or as the result of dramatic accidents. Sir Alexander Fleming did
not, as legend would have it, look at the mold on a piece of cheese and get the idea for
Line penicillin there and then. He experimented with antibacterial substances for nine
(5) years before he made his discovery. Inventions and innovations almost always come
out of laborious trial and error. Innovation is like soccer; even the best players miss
the goal and have their shots blocked much more frequently than they score.

The point is that the players who score most are the ones who take the most

shots at the goal—and so it goes with innovation in any field of activity. The prime difference between innovators and others is one of approach. Everybody gets ideas, but innovators work consciously on theirs, and they follow them through until they prove practicable or otherwise. What ordinary people see as fanciful abstractions, professional innovators see as solid possibilities.

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“Creative thinking may mean simply the realization that there's no particular virtue in doing things the way they have always been done,” wrote Rudolph Flesch, a language authority. This accounts for our reaction to seemingly simple innovations like plastic garbage bags and suitcases on wheels that make life more convenient: “How come nobody thought of that before?”

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The creative approach begins with the proposition that nothing is as it appears. Innovators will not accept that there is only one way to do anything. Faced with getting from A to B, the average person will automatically set out on the best-known and apparently simplest route. The innovator will search for alternate courses, which may prove easier in the long run and are bound to be more interesting and challenging even if they lead to dead ends.

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Highly creative individuals really do march to a different drummer.

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67. What does the author probably mean by “untaught mind” in the first paragraph?

- [A] A person ignorant of the hard work involved in experimentation.
- [B] A citizen of a society that restricts personal creativity.
- [C] A person who has had no education.
- [D] An individual who often comes up with new ideas by accident.

68. According to the author, what distinguishes innovators from non-innovators?

- [A] The variety of ideas they have.
- [B] The intelligence they possess.
- [C] The way they deal with problems.
- [D] The way they present their findings.

69. The author quotes Rudolph Flesch in Paragraph 3 because _____.

- [A] Rudolph Flesch is the best-known expert in the study of human creativity
- [B] the quotation strengthens the assertion that creative individuals look for new ways of doing things
- [C] the reader is familiar with Rudolph Flesch's point of view
- [D] the quotation adds a new idea to the information previously presented

70. The phrase “march to a different drummer” (the last line of the passage) suggests that highly creative individuals are _____.

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- [A] diligent in pursuing their goals
- [B] reluctant to follow common ways of doing things
- [C] devoted to the progress of science
- [D] concerned about the advance of society

Unit 2

Passage 1

Money spent on advertising is money spent as well as any I know of. It serves directly to assist a rapid distribution of goods at reasonable price, thereby establishing a firm home market and so making it possible to provide for export at competitive prices. By drawing attention to new ideas it helps enormously to raise standards of living. By helping to increase demand it ensures an increased need for labour, and is therefore an effective way to fight unemployment. It lowers the costs of many services: without advertisements your daily newspaper would cost four times as much, the price of your television licence would need to be doubled, and travel by bus or tube would cost 20 per cent more.

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And perhaps most important of all, advertising provides a guarantee of reasonable value in the products and services you buy. Apart from the fact that twentyseven acts of Parliament govern the terms of advertising, no regular advertiser dare promote a product that fails to live up to the promise of his advertisements. He might fool some people for a little while through misleading advertising. He will not do so for long, for mercifully the public has the good sense not to buy the inferior article more than once. If you see an article consistently advertised, it is the surest proof I know that the article does what is claimed for it, and that it represents good value.

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Advertising does more for the material benefit of the community than any other force I can think of.

There is one more point I feel I ought to touch on. Recently I heard a wellknown television personality declare that he was against advertising because it persuades rather than informs. He was drawing excessively fine distinctions. Of course advertising seeks to persuade.

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If its message were confined merely to information-and that in itself would be difficult if not impossible to achieve, for even a detail such as the choice of the colour of a shirt is subtly persuasive-advertising would be so boring that no one would pay any attention. But perhaps that is what the well-known television personality wants.

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51. By the first sentence of the passage the author means that _____.

- [A] he is fairly familiar with the cost of advertising
- [B] everybody knows well that advertising is money consuming
- [C] advertising costs money like everything else

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- [D] it is worthwhile to spend money on advertising
52. In the passage, which of the following is NOT included in the advantages of advertising?
- [A] Securing greater fame.
[B] Providing more jobs.
[C] Enhancing living standards.
[D] Reducing newspaper cost.
53. The author deems that the well-known TV personality is _____.
[A] very precise in passing his judgement on advertising
[B] interested in nothing but the buyers' attention
[C] correct in telling the difference between persuasion and information
[D] obviously partial in his views on advertising
54. In the author's opinion, _____.
[A] advertising can seldom bring material benefit to man by providing information
[B] advertising informs people of new ideas rather than wins them over
[C] there is nothing wrong with advertising in persuading the buyer
[D] the buyer is not interested in getting information from an advertisement

Passage 2

There are two basic ways to see growth; one as a product, the other as a process. People have generally viewed personal growth as an external result or product that can easily be identified and measured. The worker who gets a promotion, the student whose grades improve, the foreigner who learns a new language—all these are examples of people who have measurable results to show for their efforts.

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By contrast, the process of personal growth is much more difficult to determine, since by definition it is a journey and not the specific signposts or landmarks along the way. The process is not the road itself, but rather the attitudes and feelings people have, their caution or courage, as they encounter new experiences and unexpected obstacles. In this process, the journey never really ends; there are always new ways to experience the world, new ideas to try, new challenges to accept.

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In order to grow, to travel new roads, people need to have a willingness to take risks, to confront the unknown, and to accept the possibility that they may "fail" at first. How we see ourselves as we try a new way of being is essential to our ability to grow. Do we perceive ourselves as quick and curious? If so, then we tend to take more chances and to be more open to unfamiliar experiences. Do we think we're shy and indecisive? Then our sense of timidity can cause us to hesitate, to move

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slowly, and not to take a step until we know the ground is safe. Do we think we're slow to adapt to change or that we're not smart enough to cope with a new challenge? Then we are likely to take a more passive role or not try at all.

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These feelings of insecurity and self-doubt are both unavoidable and necessary if we are to change and grow. If we do not confront and overcome these internal fears and doubts, if we protect ourselves too much, then we cease to grow. We become trapped inside a shell of our own making.

55. A person is generally believed to achieve personal growth when _____.

- [A] he has given up his smoking habit
- [B] he has made great efforts in his work
- [C] he is keen on learning anything new
- [D] he has tried to determine where he is on his journey

56. In the author's eyes, one who views personal growth as a process would _____.

- [A] succeed in climbing up the social ladder
- [B] judge his ability to grow from his own achievements
- [C] face difficulties and take up challenges
- [D] aim high and reach his goal each time

57. When the author says "a new way of being" (line 2~3, Para. 3) he is referring to _____.

- [A] a new approach to experiencing the world
- [B] a new way of taking risks
- [C] a new method of perceiving ourselves
- [D] a new system of adaptation to change

58. For personal growth, the author advocates all of the following except _____.

- [A] curiosity about more chances
- [B] promptness in self-adaptation
- [C] open-mindedness to new experiences
- [D] avoidance of internal fears and doubts

Passage 3

In such a changing, complex society formerly simple solutions to informational needs become complicated. Many of life's problems which were solved by asking family members, friends or colleagues are beyond the capability of the extended family to resolve. Where to turn for expert information and how to determine which expert advice

Line

(5) to accept are questions facing many people today.

In addition to this, there is the growing mobility of people since World War II. As families move away from their stable community, their friends of many years, their extended family relationships, the informal flow of information is cut off, and with it the confidence that information will be available when needed and will be trustworthy and reliable. The almost unconscious flow of information about the simplest aspects of living can be cut off. Thus, things once learned subconsciously through the casual communications of the extended family must be consciously learned.

(10) Adding to societal changes today is an enormous stockpile of information. The individual now has more information available than any generation, and the task of finding that one piece of information relevant to his or her specific problem is complicated, time-consuming and sometimes even overwhelming.

Coupled with the growing quantity of information is the development of technologies which enable the storage and delivery of more information with greater speed to more locations than has ever been possible before. Computer technology makes it possible to store vast amounts of data in machine-readable files, and to program computers to locate specific information. Telecommunications developments enable the sending of messages via television, radio, and very shortly, electronic mail to bombard people with multitudes of messages. Satellites have extended the power of communications to report events at the instant of occurrence. Expertise can be shared world wide through teleconferencing, and problems in dispute can be settled without the participants leaving their homes and/or jobs to travel to a distant conference site. Technology has facilitated the sharing of information and the storage and delivery of information, thus making more information available to more people.

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(30) In this world of change and complexity, the need for information is of greatest importance. Those people who have accurate, reliable up-to-date information to solve the day-to-day problems, the critical problems of their business, social and family life, will survive and succeed, "Knowledge is power" may well be the truest saying and access to information may be the most critical requirement of all people.

59. The word "it" (Line 4, Para.2) most probably refers to _____.

- [A] the lack of stable communities
- [B] the breakdown of informal information channels
- [C] the increased mobility of families
- [D] the growing number of people moving from place to place

60. The main problem people may encounter today arises from the fact that _____.

- [A] they have to learn new things consciously
- [B] they lack the confidence of securing reliable and trustworthy information
- [C] they have difficulty obtaining the needed information readily
- [D] they can hardly carry out casual communications with an extended family

61. From the passage we can infer that _____.

- [A] electronic mail will soon play a dominant role in transmitting messages
- [B] it will become more difficult for people to keep secrets in an information era
- [C] people will spend less time holding meetings or conferences
- [D] events will be reported on the spot mainly through satellites

62. We can learn from the last paragraph that _____.

- [A] it is necessary to obtain as much knowledge as possible
- [B] people should make the best use of the information accessible
- [C] we should realize the importance of accumulating information
- [D] it is of vital importance to acquire needed information efficiently

Passage 4

Personality is to a large extent inherent—A-type-parents usually bring about A type offspring. But the environment must also have a profound effect, since if competition is important to the parents, it is likely to become a major factor in the lives of their children.

Line

One place where children soak up A-characteristics is school, which is, by its very nature, a highly competitive institution. Too many schools adopt the 'win at all costs' moral standard and measure their success by sporting achievements. The current passion for making children compete against their classmates or against the clock produces a two-layer system, in which competitive A-types seem in some way better than their B type fellows. Being too keen to win can have dangerous consequences: remember that Pheidippides, the first marathon runner, dropped dead seconds after saying: "Rejoice, we conquer!"

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By far the worst form of competition in schools is the disproportionate emphasis on examinations. It is a rare school that allows pupils to concentrate on those things they do well. The merits of competition by examination are somewhat questionable, but competition in the certain knowledge of failure is positively harmful.

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Obviously, it is neither practical nor desirable that all A youngsters change into B's. The world needs types, and schools have an important duty to try to fit a child's

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