

2015

考研英语

历年真题阅读理解 精读笔记

适合英语（一）及英语（二）考生

主编：中国人民大学 **郭崇兴**

全面剖析近16年真题阅读理解

- 重点单词 统计出现频率
- 难句剖析 化解阅读障碍
- 答案解析 指点解题秘诀
- 全文精译 帮助理解原文

重要提示

本书赠送 2014 年考研英语（一）真题阅读理解精读笔记，
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北京航空航天大学出版社
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内容简介

本书严格按照考研英语大纲英语(一)(非英语专业)和1998年至2014年的考研英语真题编写而成。围绕考研英语历年真题阅读理解Part A部分进行剖析,帮助考生迅速全面提高考研英语阅读水平和应试能力。内容包括历年真题阅读理解Part A每篇文章的大纲词汇和超纲词汇(并且精确统计出每个单词在历年真题中出现的次数)、文中的长难句以及相应的语法结构分析、每道题目答题方法的详细解析及相关知识点、阅读原文的精准翻译。适合所有参加英语(一)的考研学生,参加英语(二)的考研学生可参考本书。作者郭崇兴是考研英语辅导顶级名师。

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主编:中国人民大学 郭崇兴

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责任编辑:周文慧

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新大纲英语(一)、英语(二) 对考研英语阅读理解的要求

一、新大纲英语(一)对考研英语阅读理解的要求

考生应能读懂选自各类书籍和报刊的不同类型的文字材料(生词量不超过所读材料总词汇量的3%),还应能读懂与本人学习或工作有关的文献资料、技术说明和产品介绍等。对所读材料,考生应能:

- 1) 理解主旨要义;
- 2) 理解文中的具体信息;
- 3) 理解文中的概念性含义;
- 4) 进行有关的判断、推理和引申;
- 5) 根据上下文推测生词的词义;
- 6) 理解文章的总体结构以及上下文之间的关系;
- 7) 理解作者的意图、观点或态度;
- 8) 区分论点和论据。

二、新大纲英语(二)对考研英语阅读理解的要求

考生应能读懂不同题材和体裁的文字材料。题材包括经济、管理、社会、文化、科普等,体裁包括说明文、议论文和记叙文等。

根据阅读材料,考生应能:

- (1) 理解主旨要义;
- (2) 理解文中的具体信息;
- (3) 理解语篇的结构和上下文的逻辑关系;
- (4) 根据上下文推断重要生词或词组的含义;
- (5) 进行一定的判断和推理;
- (6) 理解作者的意图、观点或态度。

作者感言

我对考研英语的一些看法

笔者分析，影响考研英语做题速度、成绩的症结，主要有以下几个方面：

首先是单词。第一是生词（目前你还没有掌握的单词）；第二是单词的熟词僻义（主要是中国人不常用，但在考研真题中经常出现）；第三是长难单词（需要花时间看词根前后缀再分析出单词意思，比短单词浪费几倍时间）。

其次是词组和不常见的习语。这也是出题的重点，需要根据上下文来分析其意思。

最后是长难句。无论单词还是词组，都是为看懂句子、文章服务的。可是阅读中遇到的最大障碍就是长难句，只有破译了长难句，考研才能得高分。

克服了以上难关只能保证你看懂文章，但是，假如你还想得高分，就需要仔细研究历年真题的出题思路和解题方法（特别是阅读理解），不能仅仅把历年真题当做模拟试题来做，而应当把历年真题当做考研精读材料，仔细分析每一篇文章。首先分析其中的大纲词汇、超纲词汇（对应的大纲词汇是什么）、有无熟词僻义单词（不常用的词义、不常用的词性）、重点语法现象（长难句、经典句型、写作可以借鉴的句型）等，然后再分析答案选项（对的为什么对，错的为什么错，对错都要有理由，阅读理解出题点在何处），只有经过如此细致的分析，才可以说，你算是开始真正“精读”历年真题了。

对于单词的学习，《考研英语词汇真题词频语境记忆》精读版和背诵版足以让考生掌握考研英语的所需词汇。对于词组的学习，可以参阅《考研英语必记词组》。而关于历年真题阅读理解的研究，本书足矣。

郭崇兴于北京

2014年8月

前言

众所周知,英语往往是决定考研成败的一门重要公共课。对于大部分考研学生来说,想考好英语必须经历很长时间的有效复习。英语不能靠临时抱佛脚来过关,而需要单词、语法、阅读、写作等综合能力同时提高。看起来仅仅是一张100分的卷子,要考好却须花费更多的努力。

那么,考研英语到底该如何复习呢?其实最好的方法就是根据历年真题老老实实去记单词、做阅读和写作文。而其中阅读又是考研英语的重中之重,得阅读者得天下,所以考生一定要重视。

很多人对英语阅读应该如何去读、如何去解题没有一个系统的方法,其实决定阅读成绩的是阅读实力和阅读方法,而不是阅读技巧。经济学中有个众所周知的“木桶理论”:决定盛水量的是箍成木桶的最短的木条。英语阅读中,阅读实际能力就是短木条,而阅读技巧是长木条。所以,在阅读复习的前中期一定要立足于提高实际能力,着重阅读方法,注重快速阅读中把握线索的能力等。阅读提高不在于读很多文章,而是要精读:即真正读懂每一篇文章,理解每道题正确选项为什么正确,错误选项为什么错误。

无论考研英语高分得主还是考研辅导名师都不得不承认一个事实:历年真题才是最好的复习资料。考生可以什么书都没有,但必须要有一本历年真题。真题的利用价值很大,从这些题中可以分析出考研的出题方式、出题角度和难度等,其好处有二:其一,历年真题都是很多命题专家仔细斟酌讨论的结果,虽然考过的题不会再考,但对其进行分析思考有助于了解命题思路,把握考题走向,掌握解题方法;其二,分析历年真题,使考生明确考题的难度、特点等,有助于挑选接近真题的练习题、模拟题。所以,每个考生都要对其仔细琢磨(而不仅仅是做做而已)。以往考研成功者的经验均是:反复地利用真题熟悉考试思路,直到弄懂每一个词、每一句话、每一个选项为止。研究真题的效果很明显,只要你找到个中关键所在,那么对阅读就一通百通了。对于真题建议大家至少仔细研读三遍。

实践证明,精读历年考研英语的阅读真题是提高阅读成绩最行之有效的手段。所谓精读,就是对阅读真题进行全面剖析,不仅牢记词汇和分析难句,使自己的语言水平得到提高,而且破解各种题型的解题思路,使自己永远立于不败之地。

基于以上思想,本书严格按照考研英语大纲英语(一)(非英语专业)和1998年至2014年的考研英语真题编写而成,围绕考研英语历年真题阅读理解Part A部分进行剖析,帮助考生迅速全面提高考研英语阅读水平和应试能力。本书内容包括历年真题阅读理解Part A每篇文章的大纲词汇和超纲词汇(并且精确统计出每个单词在历年真题中出现的次数)、文中的长难句以及相应的语法结构分析、每道题目答题方法的详细解析及相关知识点、阅读原文的精准翻译。

在此,笔者有一点需要提醒广大考生:阅读本书必须先做题,再看答案、解析。如果倒过来将毫无意义!做题时必须限制时间,每篇文章大约17~20分钟,四篇文章控制在70~80分钟,做完后必须花时间去分析文章、背诵单词、分析长难句、核对答案、研读解析,并且要仔细研究译文。绝对不能只简单地核对一下答案,这样你即使做一千篇,英语成绩的提高也是很渺茫的!

考研是非常辛苦的,但是只要方法得当,一定能事半功倍。希望所有考生都能在硕士研究生入学统一考试中取得好成绩!

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阅读的基本技巧

众所周知,考研是人生的一次重新洗牌和重大机遇,而在考研的四门课程中,英语成了许多考生前进征途上的一只凶猛的拦路虎和十分困难的羁绊与障碍。

详细分析历年考研英语试卷,又可以发现主要矛盾在于阅读(占60%的分数),故可谓:得阅读者得天下。阅读的60分细分为Part A、Part B和Part C,其中Part A为四篇阅读理解,占40分,是阅读理解考试中的主战场。那么,Part A有没有什么技巧呢?

技巧一:看懂

阅读理解其实主要考的是“阅读”之后的“理解”,所以,看得懂乃是第一项技巧。

任何一篇文章,若要能看懂它,至少需要两个条件:认识单词和看明白句子。单词就像盖房的砖瓦,考研词汇大约为5500个,这不是一个小数字,也并非三两天时间可以记住的,所以,考生必须先买一本考研英语词汇书进行系统、长期的学习和记忆。(推荐《考研英语词汇真题词频语境记忆精读版》,该书打破了传统考研词汇书按字母顺序排序的做法,而是采用历年真题作为单词出现频率的统计依据,将所有大纲单词及超纲单词按照历年真题出现的频率从高到低排列,而且全部按照考过的不同词义配不同的真题例句,可以使考生用最少的的时间达到最好的学习效率)

拿到词汇书之后,首先用大约一周的时间把这些单词中你根本不认识的挑出来,如 rear, tedious, deteriorate, plausible, jargon, isotope 等等(因为这些单词你可能完全不认识,看到之后两眼漆黑,所以称之为“黑”字)。“黑”字是阅读的首要障碍,单词不认识,句子当然看不懂,所以,消灭“黑”字是当务之急。(争取用一个月左右的时间消灭它们!)

考研词汇中,除“黑”字外,还有大量意思非常明白的所谓“白”字,如 able, benefit, culture, space, topic 等等。此类单词可一掠而过,除“黑”字(完全不认识)和“白”字(完全明白)两类外,还有许多似会不会的“灰”字,如 treaty, tutor, sample, saddle, fuss 等等。甚至还有大量你觉得会但其实并非如此的“灰”字,如 spring 除了“春天”之意外,还当“泉水”、“弹簧”讲;account 除了“账户”,还作“原因;理由;解释;说明;报告;占……”解;affect 除了“爱,深情”之外,还有“做作”之义。背诵单词时,一定要多看词汇书中所给的例句才能牢记其意义。

除单词外,有时句子太长也会对阅读造成致命的障碍,如:

If you add to this the effects of a sonar set mounted in the small nose of a torpedo rushing through the water at speeds up to 80 miles per hour with its consequent noise and vibration, plus hullborne vibrations from the power plant, it can be seen that only the most advanced electronic filtering gives any chance of success.

看完此句,很多考生如坠云里雾中,不知所云。其实,看懂长难句有点像撒网捕鱼,收网时应收紧网绳(纲),渔网自然会合拢。不要去乱抓网眼(目)。看长难句亦应做到“纲举目张”,先找句子的骨架(主+谓+宾),再解决修饰成分(定、状等)。

此句 it 后为主句,但它不是其真正主语,是形式主语,真正主语为后边的 that 从句,一般来说,英语的“主+谓+宾”也应像汉语那样按顺序排列,主语放谓语前,即:“只有最先进的电子过滤器才有成功的可能,这一点可以被看得很明白。”(形式主语 it 不必译)但英译汉时,应尽量少用被动句型。所以,此句可译为:“可以很清楚地看出:只有最先进的电子过滤器才有可能获得成功。”

it 前边的内容不是句子的主要部分,而是一个由 if 所引导的很长的状语从句。(如果说主+谓+宾是树干的话,定、状则像枝叶,要繁杂和麻烦得多)在整个 if... 这样一个句子构成的状语中,if you(主语)add(谓语)the effect to this(双宾语)为基本框架;那第二个宾语为何要倒过来呢?这是因为第一个宾语 effects 后面跟了那么长那么多的定语(注意:英语常将定语写在名词后,这一点

与中文大相径庭,中文的定语一律放在名词前)。

第一个定语为介词词组“of a sonar set”,修饰 effects,译为:“一套声呐设施的效果”;第二个定语为“mounted in the small nose”,过去分词做定语:“被安装在一个小鼻子上的”;第三个定语“of a torpedo”:“一个鱼雷的”;第四个定语“rushing...”译为:“以每小时 80 英里速度穿行于水里的”;后边还有一个“with...”(“plus...”为两逗号间的插入语),英文定语在名词后,中文译文却应将定语放在名词前边。若定语不止一个,常采用倒着翻译的方法,我们称之为“倒解连环”。

故整句意思是:

“如果你把带着巨大噪音和震动的、以每小时 80 英里速度穿过水中的一个鱼雷的鼻尖部位上所安装的一套声呐设备的效果也考虑进去的话,再加上由电机部分所造成的外壳的震动,那么,可以清楚地看到:只有最先进的电子过滤器才有可能获得成功。”

这就是考研英语的实情。难怪每年的百万考研大军中,过 60 分者每年也只有 18% 左右,英语考得好的同学,前途自然也比其他人更为光明。

大家切记,英语的句子中,“主+谓+宾”基本与中文一致,是按顺序摆放的,而定、状语经常倒着放,又长又多,比主、谓、宾要难很多。定、状语放好了,句子才能看明白,想看懂阅读理解中的长难句,语法基本功一定要扎实。

技巧二:选题

看懂文章后,还有一个如何选题的问题,所以第二项技巧是选题。

众所周知,读完文章之后就要针对文章后面的 questions 选出正确选项。许多考生说,文章有时看懂了,题就是选不对。其实选题也是大有技巧的,阅读的 questions 基本上分为五大类:

1. **主旨题(又称中心思想题)**:这类题基本上是问 main idea,或 best title;也可以问作者写此文章的 purpose 何在;或问此文的 conclusion 可总结为什么。碰到这类题最简单的方法是把文中每段的首句串起来考虑。若是仅问其中某一段的中心思想,则可将该段的首、尾句加起来考虑。

2. **词汇题(又称词语释义题)**:这类题常问考生一些不认识、从未见过的生词或词组的意思是什么。解题技巧为参考上下文,尤其是下文。因为下文常常有对该词的解释、说明、举例等。

3. **作者态度题**:常问作者对某事持什么态度:主观(subjective)还是客观(objective);肯定(positive)还是否定(negative);赞成(approval)还是反对(opposition)等。解题的关键是要看作者在文中用了什么样的口气。若用褒义词,显然是赞成。若用贬义词,显然是反对。若客观陈述,则是中性的立场,不偏不倚。注意:作者态度常常在转折词后表明出来。所以, but 一词至关重要(类似的还有 yet, however, although, nevertheless 等)。

4. **推理性问题**:其典型词有两个 infer 和 imply。如: What can you infer from the story? 或 What is the implied meaning of this sentence?

切记,推理性问题原文中没有现成的答案。答案是你自己推想出来的,但不能凭空瞎想,必须以原文中某句话或某个词语为依据合理推测才能找到合适的答案。

以上四种题型最多占阅读理解考试总分的 1/4,而其他约 30 分的题都属于以下提到的细节性问题!

5. **细节性问题**:(声明:本书中没有指出题型的,大多为细节题)。

此类题占阅读总分 40 分中的 30 分左右,因此十分重要。注意,这类问题与推理性问题截然相反,都可以从原文中找到答案,只不过为了迷惑考生,常常将原文进行改写,换一种说法。所以,照抄原文,一字不改的不一定就是答案,而与原文意思相同的才有可能正确答案。

除了将文章看懂,把题目选对之外,做阅读理解题还有两个非常重要的注意事项:速度与步骤。

技巧三:速度

大家都知道,仅仅把题选对是不够的,因为考试还有时间的限制。考试总共 180 分钟,四篇阅读最多占 70~80 分钟(即 17~20 分钟一篇),其余时间还要分配给作文、翻译、英语知识运用等。

那么,对于做题速度较慢的考生,又该如何复习呢?

第一,加大词汇量,这样读起来才会势如破竹,一气呵成。若看不懂的单词太多,自然会磕磕

绊绊,看不了太快。

第二,阅读中最忌讳的是一个单词一个单词地去读,那样效果又慢又差。正确的方法是用眼去抓句子的大致结构(叫意群阅读法)。以上文提到的长难句为例,我们并没有孤零零地去看每一个词,而是先找到了 it 后面的主句;前头的 if 句虽然很长,但只是个状语而已。而在主句中,又抓住了它的主语 that only the most advanced electronic filtering gives any chance of success 和谓语 can be seen。这种提纲挈领式的读法,不仅可以使速度加快,更可以使准确率提高。

第三,考研是一场艰苦卓绝的拼搏。考研英语又比四、六级要难,所以保持头脑清醒和旺盛的斗志至关重要。因此,考试前一天晚上的充足睡眠十分重要,在考场上保持敏锐清醒的头脑,对提高速度和专注精力大有裨益!

技巧四:步骤

阅读的步骤也十分重要。许多考生拿到文章后从头读起,读完再去一个一个选答案。这种方法十分传统,称为整体阅读法。其优点是可以有一种全局感或整体感。缺点是文章太长,读后细节记不住,再去找答案又费劲又容易出错,许多细节都混淆在一起了,得分经常不高。建议同学们用一下查找阅读法:读完第一段就做第一题。然后看第二个问题问的是什么,带着这个问题去看第二段,然后是第三段、第四段,依此类推(有一种问题可能此方法不太适用,那就是:主旨性问题)。查找式阅读法虽然把文章看得支离破碎,但得分往往很高,因为你刚看一段就去做一道题,这样记得住细节,抓得很准,广大考生不妨一试!



开篇演练

在开始研究历年真题阅读理解之前,有一件特别重要的事情必须提醒广大读者:要使自己的阅读水平真正提高,必须先做题,后看答案和解析。如果顺序颠倒过来,那么阅读水平丝毫得不到提高。做题时间为每篇文章 17 ~ 20 分钟,Part A 四篇文章时间控制在 70 ~ 80 分钟。下面,以 2014 年全国硕士研究生入学统一考试英语(一)试题中的阅读理解 Part A 题目为开篇,请同学们以这几篇真题阅读文章为练习,在规定的时间内,检测自己的真实水平。参考答案见 2015 年考研英语大纲。无论做的结果如何,都保持一种从零开始的心态,认真研读此书,一定获益匪浅!



2014 年考研英语(一)真题阅读理解 Part A

Text 1

In order to “change lives for the better” and reduce “dependency”, George Osborne, Chancellor of the Exchequer, introduced the “upfront work search” scheme. Only if the jobless arrive at the job centre with a CV, register for the online job search, and start looking for work will they be eligible for benefit—and then they should report weekly rather than fortnightly. What could be more reasonable?

More apparent reasonableness followed. There will now be a seven-day wait for the jobseeker's allowance. “Those first few days should be spent looking for work, not looking to sign on.” he claimed, “We're doing these things because we know they help people stay off benefits and help those on benefits get into work faster.” Help? Really? On first hearing, this was the socially concerned chancellor, trying to change lives for the better, complete with “reforms” to an obviously indulgent system that demands too little effort from the newly unemployed to find work, and subsidises laziness. What motivated him, we were to understand was his zeal for “fundamental fairness”—protecting the taxpayer, controlling spending and ensuring that only the most deserving claimants received their benefits.

Losing a job is hurting: you don't skip down to the job centre with a song in your heart, delighted at the prospect of doubling your income from the generous state. It is financially terrifying, psychologically embarrassing and you know that support is minimal and extraordinarily hard to get. You are now not wanted; you are now excluded from the work environment that offers purpose and structure in your life. Worse, the crucial income to feed yourself and your family and pay the bills has disappeared. Ask anyone newly unemployed what they want and the answer is always: a job.

But in Osborneland, your first instinct is to fall into dependency—permanent dependency if you can get it—supported by a state only too ready to indulge your falsehood. It is as though 20 years of ever-tougher reforms of the job search and benefit administration system never happened. The principle of British welfare is no longer that you can insure yourself against the risk of unemployment and receive unconditional payments if the disaster happens. Even the very phrase “jobseeker's allowance” is about redefining the unemployed as a “jobseeker” who had no fundamental right to benefit he or she has earned through making national insurance contributions. Instead, the claimant receives a time-limited

“allowance”, conditional on actively seeking a job; no entitlement and no insurance, at ? 71.70 a week, one of the least generous in the EU.

21. George Osborne's scheme was intended to _____
 [A] provide the unemployed with easier access to benefits.
 [B] encourage jobseeker's active engagement in job seeking.
 [C] motivate the unemployed to report voluntarily.
 [D] guarantee jobseekers' legitimate right to benefit.
22. The phrase "to sign on" (Line 2, Para. 2) most probably means _____
 [A] to check on the availability of jobs at the job centre.
 [B] to accept the government's restrictions on the government.
 [C] to register for an allowance from the government.
 [D] to attend a governmental job-training program.
23. What prompted the chancellor to develop his scheme?
 [A] A desire to secure a better life for all.
 [B] An eagerness to protect the unemployed.
 [C] An urge to be generous to the claimants.
 [D] A passion to ensure fairness for taxpayers.
24. According to Paragraph 3, being unemployed makes one feel _____
 [A] uneasy. [B] enraged. [C] insulted. [D] guilty.
25. To which of the following would the author most probably agree?
 [A] The British welfare system indulges jobseekers' laziness.
 [B] Osborne's reform will reduce the risk of unemployment.
 [C] The jobseekers' allowance has met their actual needs.
 [D] Unemployment benefits should not be made conditional.

Text 2

All around the world, lawyers generate more hostility than the members of any other profession—with the possible exception of journalism. But there are few places where clients have more grounds for complaint than America.

During the decade before the economic crisis, spending on legal services in America grew twice as fast as inflation. The best lawyers made skyscrapers-full of money, tempting ever more students to pile into law schools. But most law graduates never get a big-firm job. Many of them instead become the kind of nuisance-lawsuit filer that makes the tort system a costly nightmare.

There are many reasons for this. One is the excessive costs of a legal education. There is just one path for a lawyer in most American states; a four-year undergraduate degree in some unrelated subject, then a three-year law degree at one of 200 law schools authorized by the American Bar Association and an expensive preparation for the bar exam. This leaves today's average law-school graduate with \$100,000 of debt on top of undergraduate debts. Law-school debt means that they have to work fearfully hard.

Reforming the system would help both lawyers and their customers. Sensible ideas have been around for a long time, but the state-level bodies that govern the profession have been too conservative to implement them. One idea is to allow people to study law as an undergraduate degree. Another is to let students sit for the bar after only two years of law school. If the bar exam is truly a stern enough test for a would-be lawyer, those who can sit it earlier should be allowed to do so. Students who do need the extra training could cut their debt mountain by a third.

The other reason why costs are so high is the restrictive guild-like ownership structure of the business. Except in the District of Columbia, non-lawyers may not own any share of a law firm. This keeps fees high and innovation slow. There is pressure for change from within the profession, but opponents of change among the regulators insist that keeping outsiders out of a law firm isolates lawyers

from the pressure to make money rather than serve clients ethically.

In fact, allowing non-lawyers to own shares in law firms would reduce costs and improve services to customers, by encouraging law firms to use technology and to employ professional managers to focus on improving firms' efficiency. After all, other countries, such as Australia and Britain, have started liberalizing their legal professions. America should follow.

26. A lot of students take up law as their profession due to _____
- [A] the growing demand from clients
 - [B] the increasing pressure of inflation
 - [C] the prospect of working in big firms
 - [D] the attraction of financial rewards
27. Which of the following adds to the costs of legal education in most American states?
- [A] Higher tuition fees for undergraduate studies
 - [B] Receiving training by professional associations
 - [C] Admissions approval from the bar association
 - [D] Pursuing a bachelors degree in another major
28. Hindrance to the reform of the legal system originates from _____
- [A] the rigid bodies governing the profession
 - [B] lawyers' and clients' strong resistance
 - [C] the stern exam for would-be lawyers.
 - [D] non-professionals' sharp criticism
29. The guild-like ownership structure is considered "restrictive" partly because _____
- [A] prevents lawyers from gaining due profits.
 - [B] bans outsiders' involvement in the profession.
 - [C] aggravates the ethical situation in the trade.
 - [D] keeps lawyers from holding law-firm shares.
30. In the text, the author mainly discusses _____
- [A] the factors that help make a successful lawyer in America.
 - [B] a problem in America's legal profession and solutions to it.
 - [C] the role undergraduate studies in America's legal education.
 - [D] flawed ownership of America's law firms and its causes.

Text 3

The US \$3 million Fundamental Physics is indeed an interesting experiment, as Alexander Polyakov said when he accepted this year's award in March. And it is far from the only one of this type. As a News Feature article in *Nature* discusses, a string of lucrative awards for research have joined the Nobel Prizes in recent years. Many, like the Fundamental Physics Prize, are funded from the telephone-number-sized bank accounts of Internet entrepreneurs. These benefactors have succeeded in their chosen fields, they say, and they want to use their wealth to draw attention to those who have succeeded in science.

What's not to like? Quite a lot, according to a handful of scientists quoted in the News Feature. You cannot buy class, as the old saying goes, and these upstart entrepreneurs cannot buy their prizes the prestige of the Nobels. The new awards are an exercise in self-promotion for those behind them, say scientists. They could distort the achievement-based system of peer-review-led research. They could cement the status quo of peer-reviewed research. They do not fund peer-reviewed research. They perpetuate the myth of the lone genius.

The goals of the prize-givers seem as scattered as the criticism. Some want to shock, others to draw people into science, or to better reward those who have made their careers in research.

As *Nature* has pointed out before, there are some legitimate concerns about how science prize—both new and old—are distributed. The Breakthrough Prize in Life Sciences, launched this year, takes an

unrepresentative view of what the life science include. But the Nobel Foundation's limit three recipients per prize, each of whom must still be living, has long been outgrown by the collaborative nature of modern research—as will be demonstrated by the inevitable row over who is ignored when it comes to acknowledging the discovery of the Higgs boson. The Nobel were, of course, themselves set up by a very rich individual who had decided what he wanted to do with his own money. Time, rather than intention, has given them legitimacy.

As much as some scientists may complain about the new awards, two things seem clear. First, most researchers would accept such a prize if they were offered one. Second, it is surely a good thing that the money and attention come to science rather than go elsewhere. It is fair to criticize and question the mechanism—that is the culture of research, after all—but it is the prize-givers' money to do with as they please. It is wise to take such gifts with gratitude and grace.

31. The Fundamental Physics Prize is seen as _____
 [A] a symbol of the entrepreneurs' wealth.
 [B] a handsome reward for researchers.
 [C] a possible replacement of the Nobel Prizes.
 [D] an example of bankers' investments.
32. The critics think that the new awards will most benefit _____
 [A] the profit-oriented scientists. [B] the achievement-based system.
 [C] the founders of the new awards [D] peer-review-led research.
33. The discovery of the Higgs boson is a typical case which involves _____
 [A] legitimate concerns over the new prizes.
 [B] controversies over the recipients' status.
 [C] the joint effort of modern researchers.
 [D] the demonstration of research finding.
34. According to Paragraph 4, which of the following is true of the Nobels?
 [A] History has never cast doubt on them.
 [B] their endurance has done justice to them.
 [C] They are the most representative honor.
 [D] Their legitimacy has long been in dispute.
35. The author believes that the new awards are _____
 [A] unworthy of public attention. [B] subject to undesirable changes.
 [C] harmful to the culture of research. [D] acceptable despite the criticism.

Text 4

“The Hear of the Matter”, the just-released report by the American Academy of Arts and sciences (AAAS), deserves praise for affirming the importance of the humanities and social sciences to the prosperity and security of liberal democracy in America. Regrettably, however, the report's failure to address the true nature of the crisis facing liberal education may cause more harm than good.

In 2010, leading congressional Democrats and Republicans sent letters to the AAAS asking that it identify actions that could be taken by “federal, state and local government, universities, foundations, educators, individual benefactor and others” to “maintain national excellence in humanities and social scientific scholarship and education”. In response, the American Academy formed the Commission on the Humanities and Social Science. Among the commission's 51 members are top-tier-university presidents, scholars, lawyers, judges, and business executives as well as prominent figures from diplomacy, filmmaking, music and journalism.

The goals identified in the report are generally admirable. Because representative government presupposes an informed citizenry, the report supports full literacy; stresses the study of history and government, particularly American history and American government; and encourages the use of new

digital technologies. To encourage innovation and competition, the report calls for increased investment in research, the crafting of coherent curricula that improve students' ability to solve problems and communicate effectively in the 21st century, increased funding for teachers and the encouragement of scholars to bring greater study of foreign languages, international affairs and the expansion of study abroad programs.

Unfortunately, despite 2.5 years in the making, "The Heart of the Matter" never gets to the heart of the matter; the illiberal nature of liberal education at our leading colleges and universities. The commission ignores that for several decades America's colleges and universities have produced graduates who don't know the content and character of liberal education and are thus deprived of its benefits. Sadly, the spirit of inquiry once at home on campus has been replaced by the use of the humanities and social sciences as vehicles for publicizing "progressive," or left-liberal propaganda.

Today, professors routinely treat the progressive interpretation of history and progressive public policy as the proper subject of study while portraying conservative or classical liberal ideas—such as free markets and self-reliance—as falling outside the boundaries of routine, and something legitimate, intellectual investigation.

The AAAS displays great enthusiasm for liberal education. Yet its report may well set back reform by obscuring the depth and breadth of the challenge that Congress asked it to illuminate.

36. According to Paragraph 1, what is the author's attitude toward the AAAS's report?

- [A] Critical [B] Appreciative [C] Contemptuous [D] Tolerant

37. Influential figures in the congress required that the AAAS report on how to _____

- [A] define the government's role in education
[B] safeguard individuals' rights to education
[C] retain people's interest in liberal education
[D] keep a leading position in liberal education

38. According to paragraph 3, the report suggests _____

- [A] an exclusive study of American history.
[B] a greater emphasis on theoretical subjects.
[C] the application of emerging technologies.
[D] funding for the study of foreign languages.

39. The author implies in paragraph 5 that professors are _____

- [A] supportive of free markets
[B] conservative about public policy.
[C] biased against classical liberal ideas.
[D] cautious about intellectual investigation.

40. Which of the following would be the best title for the text?

- [A] Ways to Grasp "The Heart of the matter"
[B] Illiberal Education and "The Heart of the Matter"
[C] The AAAS's contribution to Liberal Education
[D] Progressive Policy vs Liberal Education



2013年考研英语(一)真题阅读理解精读笔记

Text 1

In the 2006 film version of *The Devil Wears Prada*, Miranda Priestly, played by Meryl Streep, scolds her unattractive assistant for imagining that high fashion doesn't affect her. Priestly explains how the deep blue color of the assistant's sweater descended over the years from fashion shows to department stores and to the bargain bin in which the poor girl doubtless found her garment.

This top-down conception of the fashion business couldn't be more out of date or at odds with the feverish world described in *Overdressed*, Elizabeth Cline's three-year indictment of "fast fashion". In the last decade or so, advances in technology have allowed mass-market labels such as Zara, H&M, and Uniqlo to react to trends more quickly and anticipate demand more precisely. Quicker turnarounds mean less wasted inventory, more frequent release, and more profit. These labels encourage style-conscious consumers to see clothes as disposable—meant to last only a wash or two, although they don't advertise that—and to renew their wardrobe every few weeks. By offering on-trend items at dirt-cheap prices, Cline argues, these brands have hijacked fashion cycles, shaking an industry long accustomed to a seasonal pace.

The victims of this revolution, of course, are not limited to designers. For H&M to offer a \$5.95 knit miniskirt in all its 2,300-plus stores around the world, it must rely on low-wage overseas labor, order in volumes that strain natural resources, and use massive amounts of harmful chemicals.

Overdressed is the fashion world's answer to consumer-activist bestsellers like Michael Pollan's *The Omnivore's Dilemma*. "Mass-produced clothing, like fast food, fills a hunger and need, yet is non-durable and wasteful," Cline argues. Americans, she finds, buy roughly 20 billion garments a year—about 64 items per person—and no matter how much they give away, this excess leads to waste.

Towards the end of *Overdressed*, Cline introduced her ideal, a Brooklyn woman named Sarah Kate Beaumont, who since 2008 has made all of her own clothes—and beautifully. But as Cline is the first to note, it took Beaumont decades to perfect her craft; her example can't be knocked off.

Though several fast-fashion companies have made efforts to curb their impact on labor and the environment—including H&M, with its green Conscious Collection line—Cline believes lasting change can only be effected by the customer. She exhibits the idealism common to many advocates of sustainability, be it in food or in energy. Vanity is a constant; people will only start shopping more sustainably when they can't afford to it.

21. Priestly criticizes her assistant for her _____.

- [A] poor bargaining skill [B] insensitivity to fashion
[C] obsession with high fashion [D] lack of imagination

22. According to Cline, mass-market labels urge consumers to _____.

- [A] combat unnecessary waste [B] shut out the feverish fashion world
[C] resist the influence of advertisements [D] shop for their garments more frequently

23. The word "indictment" (Line 2, Para. 2) is closest in meaning to _____.

- [A] accusation [B] enthusiasm [C] indifference [D] tolerance
24. Which of the following can be inferred from the last paragraph?
 [A] Vanity has more often been found in idealists.
 [B] The fast-fashion industry ignores sustainability.
 [C] People are more interested in unaffordable garments.
 [D] Pricing is vital to environment-friendly purchasing.
25. What is the subject of the text?
 [A] Satire on an extravagant lifestyle. [B] Challenge to a high-fashion myth.
 [C] Criticism of the fast-fashion industry. [D] Exposure of a mass-market secret.

Text 1

大纲单词

accustomed¹ /ə'kʌstəmd/ *a.* 惯常的, 习惯的
 advance¹¹ /əd'vɑ:ns/ *v.* ①前进, 进展; ②推进, 促进; ③提出(建议等); ④提前; *n.* ①前进, 进展; ②预付, 预支
 advertise² /ædvə'taɪz/ *v.* 做广告
 advocate¹⁶ /ædvə'keɪt/ *n.* 提倡者, 鼓吹者; *v.* 提倡, 鼓吹
 affect¹³ /ə'fekt/ *v.* ①影响; ②感动
 afford⁷ /ə'fɔ:d/ *v.* ①担负得起, 买得起, 花得起(时间); ②供给, 给予
 allow¹⁶ /ə'lau/ *v.* ①允许, 准许; ②承认; ③让...得到, 使...得以发生
 amount¹⁴ /ə'maʊnt/ *n.* 数量, 总额; *v.* (to) 合计, 总共达, 等于
 anticipate² /æn'tɪsɪpeɪt/ *v.* 预期, 预料, 预感, 期望
 argue³¹ /ɑ:gju:/ *v.* ①争论, 辩论; ②认为, 主张, 论证; ③说服
 bargain⁴ /bɑ:gɪn/ *n.* ①廉价货; ②交易, 契约, 合同; *v.* 议价, 成交
 bin¹ /bɪn/ *n.* 箱柜
 brand⁵ /brænd/ *n.* 商标, 标记, 牌子; *v.* ①使铭记; ②打火印, 打烙印
 business⁵⁹ /'bɪznɪs/ *n.* ①商业, 生意; ②事务, 业务, 职责; ③企业; ④贸易量; ⑤行业, 业务
 challenge²¹ /tʃælɪndʒ/ *n.* ①挑战(书); ②艰巨任务, 难题; *v.* 向...挑战
 chemical⁷ /kə'mɪkəl/ *a.* 化学的; *n.* [pl.] 化学制品, 化学药品
 collection⁷ /kə'leɪʃən/ *n.* 收藏(品), 收集(物)
 combat³ /kəm'bæt/ *v.* /*n.* 战斗, 搏斗, 格斗
 conception⁴ /kən'sepʃən/ *n.* ①概念, 观念; ②设想, 构想
 conscious⁹ /kən'ʃəs/ *a.* ①(of) 意识到的, 自觉的; ②有意识的, 神志清醒的
 craft⁴ /kra:ft/ *n.* ①工艺, 手艺, 技巧; ②飞机,

飞船; ③行业; *v.* 精工制作
 criticism¹³ /'krɪtɪsɪz(ə)m/ *n.* 批评, 评论
 criticize⁶ /'krɪtɪsaɪz/ *v.* 批评, 评论
 curb² /kɜ:b/ *n.* 路边
 cycle⁵ /saɪkl/ *n.* ①自行车; ②周期, 循环; *v.* ①骑自行车; ②循环
 decade²⁸ /'dekeɪd/ *n.* 十年
 department⁷ /dɪ'pɑ:tmənt/ *n.* ①部, 局, 处, 科, 部门; ②系, 学部
 descend¹ /dɪ'send/ *v.* 下来, 下降
 describe²⁶ /dɪ'skraɪb/ *v.* 描述, 形容
 devil¹ /'devl/ *n.* 魔鬼
 dilemma¹ /dai'lemə/ *n.* (进退两难的) 窘境, 困境
 dirt² /dɜ:t/ *n.* 污物, 污垢
 durable⁴ /djuərəbl/ *a.* 持久的, 耐久的
 encourage¹⁷ /ɪn'kʌrɪdʒ/ *v.* 鼓励, 怂恿
 enthusiasm³ /ɪn'θju:zɪəzəm/ *n.* 热情, 热心
 environment¹⁹ /ɪn'vaɪənmənt/ *n.* 环境, 外界
 excess⁵ /ɪk'ses/ *a.* 过量的, 额外的; *n.* 过量, 过剩
 exhibit³ /ɪg'zɪbɪt/ *v.* 展出, 陈列
 exposure³ /ɪks'pəʊʒə/ *n.* ①暴露, 揭露; ②(to) 受到
 fashion¹³ /'fæʃən/ *n.* ①流行式样(或货品), 风尚, 风气; ②样子, 方式; *v.* 形成, 制作, 塑造
 following⁴⁵ /'fɒləʊɪŋ/ *a.* 接着的, 下列的
 garment¹ /gɑ:mənt/ *n.* (一件) 衣服
 imagination³ /ɪ'mædʒɪ'neɪʃən/ *n.* 想象, 空想, 想象力
 impact⁹ /ɪmpækt/ *n.* ①冲击; ②影响; *v.* ①冲击, 碰撞; ②影响
 infer²⁸ /ɪn'fə:/ *v.* 推论, 推断
 influence³⁸ /ɪnfluəns/ *n.* ①(on) 影响, 感化; ②势力, 权势; *v.* 影响, 感化