

考研英语

多功能阅读

主 编 星火记忆研究所 马德高 Emily Jones

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阅读达标篇

Multi-Function Reading

本部分包含15单元共90篇在难度、长度、结构、题材和体裁等方面与考研英语阅读真题相似的文章，并完全按照最新考研题型(包括 Part B 三种新的备选题型)进行编排。为了充分提升这些文章、题目的使用价值，还在编写中加入了连线解读、多功能分类索引和阅读锦囊。

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多 功 能 分 类 索 引*													
单元/节	文章	文 章 主 题	题 材 分 类						体 裁 分 类		难 度 分 类		页 码
			政治 经济	社会 生活	环保 科技	教育 人才	文化 人物	医学 心理	说明文	议论文			
Unit 1	Text 1	三种生产方式	√						√		√		189
	Text 2	团体协作的优劣		√						√	√		190
	Text 3	如何面对能源短缺			√					√	√		191
	Text 4	当前学校的教育状况				√				√	√		192
Part B	—	一种治愈失眠症的新药						√	√		√		193
Part C	—	如何研究国际关系	√						√			√	194
Unit 2	Text 1	飞碟真的存在吗			√					√	√		203
	Text 2	基因工程的底线		√						√	√		204
	Text 3	美国的医疗开支						√		√	√		205
	Text 4	对于河流污染的研究			√				√		√		206
Part B	—	墨西哥与阿根廷货币的相互影响	√							√		√	207
Part C	—	美国大学的未来				√				√	√		209

* 使用说明:

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

多 功 能 分 类 索 引*												
单元/节	文章	文 章 主 题	题 材 分 类						体 裁 分 类		难 度 分 类	页 码
			政治 经济	社会 生活	环保 科技	教育 人才	文化 人物	医学 心理	说明文	议论文		
Unit 3	Text 1	原谅与自尊		√						√	√	219
	Text 2	医疗保险系统何以继		√						√	√	220
	Text 3	对“不知情”权利的驳斥						√		√	√	221
	Text 4	美国高等院校当前面临的问题				√			√		√	222
Part B	—	女性自立新观念		√						√	√	223
Part C	—	人类的特殊优势使其在生存竞争中取胜		√						√	√	224
Unit 4	Text 1	技术是把双刃剑			√					√	√	234
	Text 2	体育暴力		√						√	√	235
	Text 3	人类及动植物的起源		√					√		√	236
	Text 4	人际关系现象		√					√		√	237
Part B	—	如何解决节日垃圾问题			√					√	√	238
Part C	—	“温室效应”的产生及其影响			√				√		√	239
Unit 5	Text 1	人的“无视本能”						√		√	√	249
	Text 2	如何应对全球变暖			√					√	√	250
	Text 3	人类应和自然协同发展			√					√	√	251
	Text 4	对上帝创世论本质的批驳					√			√	√	252
Part B	—	手机的未来走势			√				√		√	253
Part C	—	电脑的利弊			√					√	√	254

多 功 能 分 类 索 引 *												
单元/节	文章	文 章 主 题	题 材 分 类							体 裁 分 类		页码
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Unit 6	Text 1	宝洁实现“双向交流”	✓							✓	✓	268
	Text 2	改变战备的想法		✓						✓	✓	269
	Text 3	诺顿网络安全特警			✓				✓		✓	270
	Text 4	垃圾回收问题			✓				✓		✓	271
Part B	—	如何克服恐惧						✓	✓		✓	272
Part C	—	美国堕胎问题的发展		✓					✓		✓	273
Unit 7	Text 1	电报与互联网的相似之处			✓					✓	✓	284
	Text 2	计算机的负面效应		✓						✓	✓	285
	Text 3	科技发展是否等同于进步			✓					✓	✓	286
	Text 4	一项保护植物的新战略			✓				✓		✓	287
Part B	—	如何选择考察营		✓					✓		✓	288
Part C	—	交换理论		✓					✓		✓	289
Unit 8	Text 1	发展中国家的行政契约	✓							✓	✓	299
	Text 2	厄尔尼诺现象			✓					✓	✓	300
	Text 3	科学家、大学和制造业的关系		✓						✓	✓	301
	Text 4	影响个人看法的因素	✓							✓	✓	302
Part B	—	航空运输业的发展	✓						✓		✓	304
Part C	—	奥地利女作家艾尔夫莱德·耶利内					✓		✓		✓	305

多 功 能 分 类 索 引 *													
单元/节	文章	文 章 主 题	题 材 分 类						体 裁 分 类		难 度 分 类		页码
			政治 经济	社会 生活	环保 科技	教育 人才	文化 人物	医学 心理	说明文	议论文			
Unit 9	Text 1	女权运动		✓						✓	✓		315
	Text 2	外星人是否存在		✓					✓		✓		316
	Text 3	英国国有邮政系统	✓						✓		✓		317
	Text 4	工业新发展对劳动力的不利影响	✓							✓	✓		318
Part B	—	如何治疗自己的悲伤						✓	✓		✓		319
Part C	—	著名画家毕加索					✓		✓		✓		321
Unit 10	Text 1	如何挖掘员工的潜力	✓							✓	✓		330
	Text 2	不宜长期素食						✓		✓	✓		331
	Text 3	不同群体之间的偏见		✓						✓	✓		332
	Text 4	对病人应加强临终关怀		✓						✓	✓		333
Part B	—	如何看待“怀疑”					✓		✓		✓		334
Part C	—	科学技术的惊人进步			✓					✓	✓		336
Unit 11	Text 1	当前农业危机的根源	✓							✓	✓		349
	Text 2	闲暇与工作同等重要		✓					✓		✓		350
	Text 3	日本在国际经济中的地位	✓							✓	✓		351
	Text 4	食品辐射技术			✓				✓		✓		352
Part B	—	什么是真正的幸福		✓						✓	✓		354
Part C	—	什么是正确的医学教育				✓			✓		✓		355

多 功 能 分 类 索 引 *

单元/节	文章	文 章 主 题	题 材 分 类						体 裁 分 类		难 度 分 类		页码
			政治 经济	社会 生活	环保 科技	教育 人才	文化 人物	医学 心理	说明文	议论文	1级	2级	
Unit 12	Text 1	因特网与私人电子空间			√				√		√		363
	Text 2	电子商务和信息技术的重要性	√							√	√		364
	Text 3	克隆技术			√					√	√		365
	Text 4	维生素的新发现						√	√		√		366
Part B	—	未来海平面将上升多少			√				√			√	368
Part C	—	壳牌石油公司的人事评估方法				√			√		√		369
Unit 13	Text 1	科学家与普通人的相似之处		√						√		√	379
	Text 2	工业生产经理们的共同职责	√						√			√	380
	Text 3	计算机是否会统治人类			√					√	√		381
	Text 4	民意测验的利与弊	√							√	√		382
Part B	—	各种生物测定技术			√				√		√		383
Part C	—	雷电的形式及其影响			√				√		√		385
Unit 14	Text 1	germline 基因工程			√				√		√		395
	Text 2	火星研究的新发展			√				√		√		396
	Text 3	人脑与计算机的关系			√					√	√		397
	Text 4	人类在自然界的地位			√				√		√		398
Part B	—	火箭技术的发展			√				√		√		400
Part C	—	公司可否购买自身股票	√						√			√	401

多 功 能 分 类 索 引 *												
单元/节	文章	文 章 主 题	题 材 分 类						体 裁 分 类		难度 分类	页码
			政治 经济	社会 生活	环保 科技	教育 人才	文化 人物	医学 心理	说明文	议论文		
Unit 15	Text 1	各个时代诗歌的特征					√		√		√	410
	Text 2	对美国租金控制法的不同观点		√						√	√	411
	Text 3	测谎仪可否用于法庭案件审理		√						√	√	412
	Text 4	工业技术带来的工作变化及对策		√						√	√	413
Part B	—	煤炭资源的优劣势			√			√		√	414	
Part C	—	高等教育与研究				√			√		√	415
Unit 16	Text 1	两种法律制裁手段		√					√		√	427
	Text 2	MESBIC 投资方式	√						√		√	428
	Text 3	18 世纪英格兰人缘何需求奢侈品	√							√	√	429
	Text 4	人工智能的利与弊			√				√		√	430
Part B	—	美国与欧盟之间的关系	√							√	√	432
Part C	—	硅谷成功的原因	√							√	√	433
Unit 17	Text 1	美国文化					√			√	√	443
	Text 2	社会生物学						√			√	444
	Text 3	药品的两种用途的区别及管制方式								√	√	445
	Text 4	保障计算机安全的因素			√						√	446
Part B	—	如何保持大脑健康			√				√		√	447
Part C	—	美国不同政府的经济政策	√						√		√	448

多 功 能 分 类 索 引 *													
单元/节	文章	文 章 主 题	题 材 分 类						体 裁 分 类		难度 分类	页码	
			政治 经济	社会 生活	环保 科技	教育 人才	文化 人物	医学 心理	说明文	议论文			
Unit 18 Part A	Text 1	知识性活动的作用				√				√		459	
	Text 2	诺曼底征服时代前后英国的审判		√					√			460	
	Text 3	《对食物感官的评估原则》的贡献		√						√		461	
	Text 4	情感解释的 Frijda 法则悖论		√						√		462	
Part B	—	美国对奥运会的商业化操作						√		√		463	
Part C	—	主要经济指标及其对市场的影响	√							√		464	
Unit 19 Part A	Text 1	城市对人类的负面影响		√					√			475	
	Text 2	英国人缘何反对动物实验		√						√		476	
	Text 3	矿藏方面的知识和最新技术			√					√		477	
	Text 4	科学的发展			√					√		478	
Part B	—	跨国贸易与企业经营	√						√			479	
Part C	—	经济对外交政策的影响	√							√		481	
Unit 20 Part A	Text 1	如何开发利用 DNA 电脑			√				√			490	
	Text 2	现代女性面临的困境		√					√			491	
	Text 3	全球气候变暖			√				√			492	
	Text 4	能源危机			√					√		493	
Part B	—	日本与西方决策方式中的文化差异						√	√			494	
Part C	—	通信革命			√				√			495	

目 录

中篇 阅读达标篇

UNIT 1	189
典型试题 连线解读	202
UNIT 2	203
典型试题 连线解读	217
UNIT 3	219
典型试题 连线解读	233
UNIT 4	234
典型试题 连线解读	247
UNIT 5	249
典型试题 连线解读	262
阅读锦囊(一)·阅读概述	263
UNIT 6	268
典型试题 连线解读	282
UNIT 7	284
典型试题 连线解读	298
UNIT 8	299
典型试题 连线解读	313
UNIT 9	315
典型试题 连线解读	329
UNIT 10	330
典型试题 连线解读	344
阅读锦囊(二)·阅读题型全析	345
UNIT 11	349
典型试题 连线解读	362
UNIT 12	363
典型试题 连线解读	378
UNIT 13	379
典型试题 连线解读	394
UNIT 14	395
典型试题 连线解读	409
UNIT 15	410
典型试题 连线解读	423
阅读锦囊(三)·如何提高阅读速度	425



Unit 1

Part A

Text 1

难度系数: 11111

开始时间:

结束时间:

It is usual to classify types of production as job production, batch production and flow production. In job production, products are supplied to the special requirements of a customer, and the whole project is undertaken as one operation which is completed before passing on to the next. A good example of this kind of work is ship-building. In job production a single item is produced at a time, whereas in batch production a number of similar items are produced in order to meet a continuing sales demand. Batch sizes vary, but the quantity which is produced amounts to more than immediate requirements, and the surplus production is stored. Finally, in flow production, the manufacture of a product proceeds from one operation to another at a planned rate of output.

It is argued that the type of production method which is employed depends on the development of an individual company. That is to say, many factories begin manufacturing on a job production basis and proceed, as the volume of production increases, to batch and flow production methods. This is not always the case, however, since the type of production is not necessarily determined by the product volume which is aimed at, in fact, in the car industry, tools are produced by jobbing methods, components are produced by batch methods. And the final products are assembled by flow methods.

Flow production is associated with flow layouts, whereas job and batch production are associated with process layouts. In a process layout, machines of a similar type are grouped together in the same section of the factory, and work in progress is moved from one part of the factory to another. In a flow layout scheme, the manufacturing equipment is arranged in the same sequence as the operations performed on the product. Each of these operations must be capable of processing work at the rate required for assembly of the final product, and the output for each operation must be balanced in order to provide a smooth flow of work.

There are advantages in both types of layout. In a process layout system there is more flexibility, and a greater specialization of machines and labor is possible, while in a flow layout system it is not necessary to maintain a high level of stocks or to demand great skill in the workforce. (388 words)

1. The production method is not dependent on the size of a company because different products can be _____.

- [A] displayed at different locations
- [B] produced by different production methods
- [C] designed by different specialists
- [D] sold at different markets

2. According to the passage, one advantage of flow production is _____.

- [A] much flexibility
- [B] a high level of stocks needed
- [C] particular machinery
- [D] little specialization of labor

3. Which of the following production process can be classified as flow production?

- [A] Production of computer chips.
- [B] Car assembling.
- [C] Shipbuilding.
- [D] Production of car components.

4. Which of the following statements is TRUE according to this passage?

- [A] Process layouts are appropriate to both job and batch production.
- [B] Job production is aimed at producing several items at a time.
- [C] A single product requires a single production method.
- [D] The production methods depend on individual company development.

5. The best title for the passage may be _____.

- [A] Production
- [B] Types of Production
- [C] Advantage and Disadvantage of Different Production
- [D] Job Production, Batch Production and Flow Production

Text 2 开始时间: 结束时间:

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

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

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

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

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

(363 words)

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

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

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

Text 3

开始时间:

结束时间:

One of the questions that is coming into focus as we face growing scarcity of resources of many kinds in the world is how to divide limited resources among countries. In the international development community, the conventional wisdom has been that the two billion people living in poor countries could never expect to reach the standard of living that most of us in North America enjoy, simply because the world does not contain enough iron ore, protein, petroleum, and so on. At the same time, we in the United States have continued to pursue super-affluence as though there were no limits on how much we could consume. We make up six percent of the world's people; yet we consume one-third of common resources.

As long as the resources we consumed each year came primarily from within our own boundaries, this was largely an internal matter. But as our resources come more and more from the outside world, "outsiders" are going to have some say over the rate at which and terms under which we consume. We will no longer be able to think in terms of "our" resources and "their" resources, but only of common resources.

As Americans are consuming such a disproportionate share of the world's resources, we have to question whether or not we can continue our pursuit of super-affluence in a world of scarcity. We are now reaching the point where we must carefully examine the presumed link between our level of well-being and the level of material goods consumed. If you have only one crust of bread and get another crust of bread, your well-being is greatly enhanced. But if you have a loaf of bread, then an additional crust of bread does not make that much difference. In the eyes of most of the world today, Americans have their loaf of bread and are asking for still more. People elsewhere are beginning to ask why. This is the question we are going to have to answer, where we are trying to persuade countries to step up their exports of oil to us or trying to convince them that we ought to be permitted to maintain our share of the world fish catch.

The prospect of a scarcity of, and competition for, the world's resources requires that we reexamine the way in which we related to the rest of the world, which means we find ways of cutting back on resource consumption that is dependent on the resources and cooperation of other countries. We cannot expect people in these countries

to concern themselves with our worsening energy and food shortages unless we demonstrate some concern for the hunger, illiteracy and disease that are diminishing life for them. (151 words)

11. The author warns Americans that _____.

- [A] their excessive consumption has caused exhaustion of world resources
- [B] they are confronted with the problem of how to obtain more material goods
- [C] their unfair share of the world's resources should give way to proper allocation among countries
- [D] they have to discarded their cars for lack of fossil fuel in the world

12. According to the passage, it has long been believed that _____.

- [A] people in poor countries scarcely know how to enjoy a high standard of living
- [B] the world's resources being limited, the people in underdeveloped countries are bound to live a poor life
- [C] most Americans know that the world's resources of many kinds are becoming scarce
- [D] it is impossible for all the people in the world to improve their living standards

13. By "common resources" (Para. 2), the author means that _____.

- [A] the resources possessed by the United States should be shared by other countries
- [B] Americans have the right to consume resources both from their home country and from abroad
- [C] it is difficult to distinguish the resources possessed by America from those possessed by other countries
- [D] all the resources in the world should be shared by all the countries

14. The author gives the example of bread to show that the United States _____.

- [A] has been much richer than any other countries
- [B] has acquired more than what it has contributed
- [C] has been too greedy in its pursuit of super-affluence
- [D] is more capable of pursuing affluence than other countries

15. What is the conclusion of the passage?

- [A] The United States will be isolated if it does not stop pursuing super-affluence.
- [B] The poor countries will no longer supply the United States with their goods.
- [C] The United States should care about the well-being of other countries.
- [D] It is time for the Americans to help the people in poor countries to improve their living standard.

Text 4

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

But in the eyes of another set of school reformers such changes are at best superficial and at worst counter-productive. These experts say that merely toughening requirements, without either improving the quality of instruction or, even more important, changing the way schools are organized and children are taught makes the school worse rather than better. They challenge the nature of the test mostly multiple choice or true or false, by which children's progress is measured; they charge that raising the test scores by drilling pupils to come up with the right answers does not improve knowledge, understanding and the capacity to think logically and independently. In addition, these critics fear that the get-through approach to school reform will cause more of the youngsters at the bottom to give up and drop out. This, they say, may improve national scores but drain even further

the nation's pool of educated people.

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

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

(100 words)

16. The assertion of the experts who think schools are doing better is based on the _____.
 [A] qualification of the teachers
 [B] test scores
 [C] reading ability of the children
 [D] basic skills of the children
17. People who think schools are not doing any better base their judgement on _____.
 [A] non-substantial margins of the scores
 [B] toughened requirements of state legislation
 [C] nature of the tests
 [D] ability of students to think logically
18. The word "yardsticks" (Line 3, Para. 4) probably means _____.
 [A] standard [B] opinion [C] angle [D] score
19. According to the author the drop-out rate of school children is often caused by the _____.
 [A] inability of the children
 [B] school reforms
 [C] easy access to unskilled job
 [D] tough requirements of the schools
20. The author's purpose in writing this article is to _____.
 [A] show the author's positive attitude towards schools in the United States
 [B] show the author's negative attitude towards schools for readers to judge
 [C] present two opposing views on the quality of schools for readers to judge
 [D] offer the way to cut through the confusion about the quality of schools



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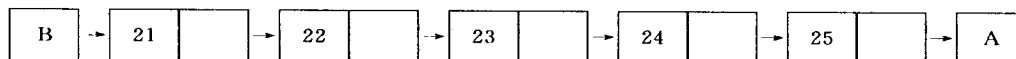
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- [A] Insomnia is the most common sleep complaint at any age, according to the National Institute on Aging (NIA). It is defined as taking a long time to fall asleep, such as more than 30 to 45 minutes, waking up many times during the night, waking up too early, and being unable to get back to sleep and waking up feeling tired. Besides sleeping pills, other ways to coax sleep, according to the NIA, are to go to sleep and get up at the same time and to try not to nap during the day. Experts also advise those with insomnia to avoid caffeinated beverages late in the day and not to drink alcohol before bed, which can disrupt sleep. Developing a daily bedtime routine, such as reading a book, soaking in a warm tub, or watching television, can also help.
- [B] A new pill helps older insomniacs sleep longer and more soundly at night and cuts down on their daytime

napping, new research has found. The drug, called eszopiclone, is a derivative of an older medicine called zopiclone, said Dr. W. Vaughn McCall, chairman of psychiatry and behavioral medicine at Wake Forest University Baptist Medical Center. He was to present the research May 6 at the annual meeting of the American Psychiatric Association in New York City. Eszopiclone (brand name Estorra) has not yet been approved for marketing by the U. S. Food and Drug Administration.

- [C] The drug group slept better and longer and napped less during the day, he said. "During the course of two weeks of treatment, the people who were on placebo were awake about 75 minutes per night (after having fallen asleep), and eszopiclone reduced that to about 63 minutes. It was a small but statistically significant difference."
- [D] "It sounds like a very good report," said William Wohlgenuth, a psychologist and assistant clinical professor of psychiatry at Duke University Medical Center. "As people get older, they have more difficulty maintaining sleep," he said. If the new sleeping pill helps them stay asleep and maintain daytime functioning without getting sleepy, "that is exactly what you want in a sleeping pill."
- [E] Total sleep time improved, too. "In the placebo group, it was 350 minutes a night (or about 5.8 hours). The drug-treated group got 25 more minutes a night on average," McCall said. Those taking the sleeping pill also napped less during the day. "Of those who napped — and that was about 50 percent of both groups — those who were on placebo typically napped three times a week, and in those on eszopiclone it was reduced to two times a week," McCall said.
- [F] The newer drug is similar to Ambien (zolpidem) and Sonata (zaleplon), two commonly prescribed sleeping pills, said McCall, whose study was funded by Sepracor Inc., eszopiclone's maker. No sleeping pill is meant for long-term use, he warned. "Currently the FDA labeling requires that sleeping pills be prescribed not more than two to three weeks and then the patient is re-evaluated," he said.
- [G] McCall's research team assigned 264 insomniacs, aged 65 to 85, to a placebo group or a group receiving eszopiclone nightly for two weeks. They then measured the quality and quantity of their slumber in a sleep lab.

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

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

How can our task be best approached? Throughout history, analysts of international relations have differed

in their approaches to improving their understanding in their field. During the late 19th century and early 20th century, for example, the study of international relations centered around diplomatic history. Who did what to whom at a particular time and place were the main features of the method of diplomatic history. 28) This methodology concentrated on nation-states as the main actors in international relations and included the study of the major diplomats and ministers of the period. Detailed accuracy were required and obtained, but seldom were causal connections or comprehensive analyses sought. 29) As a means for understanding a particular series of events, diplomatic history was (and is) excellent; as a means for understanding broader sweeps of international relations or for developing a theoretical basis for the study of international relations, diplomatic history was (and is) of limited utility.

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

(422 words)

答案分析与详解

Part A

Text 1

(典型试题, 连线解读: 请见 202 页)



难句分析

- [原文] In job production, products are supplied to the special requirements of a customer, and the whole project is undertaken as one operation which is completed before passing on to the next.

[解析] 在 and 后的这个分句中, 关系代词 which 引导了一个定语从句, 修饰 operation。

[译文] 在个体生产方式中, 产品的生产是应顾客的特殊要求而进行的, 整个过程都以一个整体的操作进行, 只有在全部完成了之后才会继续进行下一个。
- [原文] This is not always the case, however, since the type of production is not necessarily determined by the product volume which is aimed at, in fact, in the car industry, tools are produced by jobbing methods, components are produced by batch methods.

[解析] 这句话包含了两个从句: 由 since 引导原因状语从句; which 引导了定语从句修饰 volume。

[译文] 然而, 事实并不总是如此。因为, 生产方式未必都由产量决定, 比如在汽车工业中, 工具的生产通常以个体生产的方式进行, 所需部件的生产由批量生产方式进行。