

考研英语阅读 2007

120 篇

星火记忆研究所 马德高 主编

- 题型完备 囊括三种新增题型
- 连线解读 直击题眼解析信息
- 全文精译 突破阅读细节盲点

赠 《“考试相”时文评析》



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Preface

前言

时代在变,考研也在变。但无论怎么变,英语在研究生入学考试中的重要性没有变,阅读理解在考研英语中的重要性更是有增无减;2005 年考研英语大纲发生重大调整,阅读理解所占分值从 2004 年的 50 分增加到 60 分,在一张试卷上占大半江山。

阅读如此重要,广大考生也都投入了大量的时间与精力,做了大量的阅读试题,尝试了诸多的方法技巧,但是,几年阅卷统计下来,考生的阅读成绩却一直没有显著的提高,这使很多考生感到困惑和无助。

这是为什么?问题出在哪里?

经过与考生的直接沟通,我们发现了问题所在:他们在追求阅读“量”的增加的同时没有达到阅读“质”的提升,在大量泛读的同时没有重视精读,没有从根本上、细节上提高自己的阅读基本技能。在实际的阅读训练中,很多考生追求的通常是大量的和快速的阅读。这种泛读或速读往往会给考生造成一种“天下文章皆入我心”的假象,但实际上他们的阅读水平并没有真正提高:看起文章来似懂非懂,做起试题来似会非会。阅读的“质”的提升和阅读基本技能的提高只能通过精读、吃透文章来实现。

很多专家也断言,英语阅读训练首先需要一定量的精读,然后在精读的基础上踏踏实实地提高技能和掌握一定的阅读技巧之后,再进行泛读或速读,才能如鱼得水,游刃有余。

本着设身处地为考生着想,进一步方便考生学习使用,切实提高其英语阅读理解能力的原则,我们组织多位著名考研英语辅导专家编写了这本《考研英语阅读精选 120 篇》,所选文章无论从题材、体裁还是难度上,都贴近考研真题,难度接近或略高于真题,旨在指导考生进行精读、细读,帮助他们切实提高阅读能力,感受实战气氛。

本书特色——

➤ 精心选材,贴近大纲

遵循考研阅读的特点,基于专家作者的努力,本书的文章选材充分保证了时新性和典型性,力争使每一篇文章都适合精读,真正突出“精选”的概念。选材广泛,触及热点,超纲词和长难句含量贴近真题,文章组合结构与最新考研大纲完全一致,每单元均包括 4 篇标准阅读题(Part A)、1 篇选择搭配题(Part B)和 1 篇翻译题(Part C),共 6 篇文章,非常利于考生熟悉考试模式。

➤ 全文精译,连线解读

考研英语阅读文章长而且难,致使许多考生读完文章后往往脑中一团迷雾,做题时不知其所。应广大考生的强烈要求,本书将所选 120 篇文章全部给出了精当、贴切的全文精译,旨在帮助考生对文章的篇章结构、逻辑层次和行文特点有更准确、透彻的把握。这也是考生在精读文章之后最终检验自己的理解能力和理顺解题思路的最佳办法。

另外,很多考生反映在做阅读试题的时候最怕的就是读完文章却不知道答案在哪里。这与考研阅读的特点有关:考研英语阅读试题是一种选拔性试题,必须有一定难度才可以达到甄别的效果,不可能非常直观和简单。在此,我们把复杂问题简单化,用最直观和形象化的连线形式为每单元的第

一篇阅读文章做了清晰的分析,将题目与其在正文里的信息点直接连线,深入浅出地指导考生发现解题信息的真正出处,从而在做题时成竹在胸,体验阅读的快乐。

► 主题归类,分类索引

本书的单元设置在保持真题模式(Part A, Part B, Part C 的三重结构)的前提下,按照文章的类别进行了主题归类式的编排,即一个单元里的文章属于同一题材,这可以使考生集中训练同一文章题材,达到强化练习、强化理解的作用。此外,本书还独创性地将 120 篇文章分别按照体裁和难度设置了多功能分类索引,可供考生根据索引,打破本书的自然结构,按照需要进行模拟考研英语阅读真题的多题材、多体裁和多难度的模式阅读训练,分别选取不同类型的文章进行集中、专门训练。尤其值得一提的是,本书所选文章多是从国外报刊、杂志、书籍中原文选摘,内容丰富,时效性强,涉及政治、经济、文化、社会、人物传记、医学等诸方面,可以使考生在提高能力的同时扩大视野。

► 难句分析,答案详解

考研英语阅读理解近年来的长难句数量有增加的趋势,对考生的阅读能力提出了更高的要求。为此,本书在每单元后遴选出文章中的典型长难句,对其句子结构、理解难点逐一分析,并将翻译技巧点拨贯穿其中,相信通过本部分的讲解,可以增强考生对难句的驾驭能力,从根本上提高阅读水平。除此之外,本书中的所有参考答案皆由有多年考研辅导经验的专家反复推敲论证后确定,解析精辟,抓住要点,触类旁通,注重总结命题规律,帮助考生轻松掌握应试技巧,了解备考方略。

► 理论指导,技巧点拨

本书另设有 20 个考研阅读小讲座,分别附在每单元的后面,详细分析了考研阅读三个部分的命题特点及解题方法、解题技巧,旨在帮助考生提高应试能力。这其中还涵盖了关于阅读理解 Part A 部分新出现的篇章题、Part B 部分中两种新题型——段落排序题和信息匹配题、概括大意题的独到实用的分析讲解,为考生攻克这些新题型提供了最顺手的坚兵利器。

► 词汇扩充,攻克盲点

考研英语大纲明确规定,在阅读文章中要保持 3% 的生词量,这是对考生提出的更高要求。由于英语词汇量的庞大性,有的考生对此感到无所适从,认为这是一个无法具体去准备的任务。这就出现了一个阅读盲点。实际上,这些超纲词还是可以去准备的,因为考研真题总会反映出一些命题规律。为此,我们将最近 10 年英语阅读真题中的 200 多个超纲词一一列出,同时从最新英美报刊中精选了 800 多个时文阅读词汇附录在本书最后,使考生在阅读中能够居高临下、游刃有余。

► 时新文章,解读考试

许多考研英语阅读真题实际上是来自于时下的一些英美报刊上的文章,而且在选材上有所侧重,一般会选择一些在长度、难度和题材等方面与考研英语阅读真题相当的文章。这就会出现一个问题:我们在考研之前阅读的一些英美报刊中可能就会碰见类似题材的文章,也就是说,一些文章生就一副“考试相”!但是英美报刊上的文章如此众多,我们该如何去选择和甄别呢?考虑到这一点的重要性,本书附赠时文阅读小册子,并加入时文评析,告诉考生什么样的文章有“考试相”,同时,还可使广大考生在阅读英美报刊时有所用心,有所侧重,有所收获。

希望我们精心打造的这本《考研英语阅读精选 120 篇》能对您有所裨益,我们也相信只要方法得当,用完此书,您的阅读水平一定会有显著的提高。相信本书会成为广大考生迎战研究生入学英语考试的必备复习材料!

多功能分类索引*

单元/节	文 章	文 章 主 题	体 裁	难 度
文 化				
Unit 1	Text 1	美国的多元文化	议论文	☆☆☆☆
	Text 2	社会礼仪的组成要素及特点	说明文	☆☆☆☆
	Text 3	小费为何讨人厌	议论文	☆☆☆☆
	Text 4	如何迎战英语全球化	议论文	☆☆☆
	—	大众传媒的功能	说明文	☆☆☆☆
	—	新型的知识精英——波波族	说明文	☆☆☆☆
Unit 2	Text 1	拜占庭帝国的独特复兴模式	议论文	☆☆☆☆
	Text 2	术语的演化	说明文	☆☆☆
	Text 3	火的崇拜史	说明文	☆☆☆☆
	Text 4	引导公众意见的因素	议论文	☆☆☆
	—	跨国公司中的跨文化交际	说明文	☆☆☆
	—	叛逆的青年一代	说明文	☆☆☆☆
Unit 3	Text 1	美国早期历史的重新解释	议论文	☆☆☆☆
	Text 2	美国黑人的自我意识	议论文	☆☆☆☆
	Text 3	肖像画	说明文	☆☆☆☆
	Text 4	影片暴力泛滥	议论文	☆☆☆☆
	—	美国广告委员会及其公益广告	说明文	☆☆☆☆
	—	作家如何创作出优秀作品	议论文	☆☆☆☆
Unit 4	Text 1	美国移民文化	说明文	☆☆☆☆
	Text 2	应重视新闻采访	议论文	☆☆☆☆
	Text 3	方言的产生因素	议论文	☆☆☆☆
	Text 4	领导才能是如何形成的	说明文	☆☆☆☆
	—	孩子的早期经历决定其性格	说明文	☆☆☆☆
	—	撒切尔夫人的宴会讲话	议论文	☆☆☆☆

* 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,方便考生按顺序查找所需文章。
2. 本书在保持考研英语阅读真题的标准模式(Part A, Part B, Part C 的三重结构)的前提下,又按照文章的主题与题材对全部文章进行了分类,方便考生对某一专项进行集中训练。具体分类依次为:Unit 1~4—文化;Unit 5~7—生活;Unit 8~10—社会;Unit 11~12—经济;Unit 13~14—自然;Unit 15~16—科学;Unit 17—政治;Unit 18—教育;Unit 19—人物;Unit 20—医学。
3. 本索引每篇文章后均注明了其体裁和难度,考生亦可根据这两项查找所需文章进行专项训练。其中体裁分为记叙文、议论文和说明文三种;难度等级分别为:☆☆☆—较易;☆☆☆☆—标准;☆☆☆☆☆—较难。

多功能分类索引

单元/节	文 章	文 章 主 题	体 裁	难 度
生 活				
Unit 5	Text 1	墨西哥后裔的家庭演化	说明文	☆☆☆
	Text 2	父亲对孩子成长的作用	说明文	☆☆☆
	Text 3	退休制度的利与弊	议论文	☆☆☆☆
	Text 4	现行福利制度的弊端	议论文	☆☆☆☆
	Part A	—	养育子女问题	☆☆☆☆
	Part B	—	老年人如何安度晚年	☆☆☆☆
Unit 6	Text 1	取消电视机	议论文	☆☆☆☆
	Text 2	行车礼貌与交通事故	说明文	☆☆☆☆
	Text 3	走回小镇	记叙文	☆☆☆☆
	Text 4	不要乘火车	议论文	☆☆☆☆
	Part A	—	如何处理危机和应对困难	☆☆☆☆
	Part B	—	生活中要学会取舍	☆☆☆☆
Unit 7	Text 1	酗酒为何具有依赖性	说明文	☆☆☆☆
	Text 2	妇女的压力与健康之间的关系	说明文	☆☆☆☆
	Text 3	美国红十字会做什么	说明文	☆☆☆☆☆
	Text 4	妇女如何平衡家庭与事业的关系	说明文	☆☆☆☆
	Part A	—	生活应该是快乐的	☆☆☆☆
	Part B	—	美国人的饮食变化	☆☆☆☆
社 会				
Unit 8	Text 1	老龄化:福还是祸	议论文	☆☆☆☆
	Text 2	如何解决世界粮食问题	说明文	☆☆☆☆
	Text 3	什么阻碍了民众识字	说明文	☆☆☆☆
	Text 4	世界资源面临匮乏	说明文	☆☆☆
	Part A	—	交通违章摄像问题	☆☆☆☆
	Part B	—	美国人如何应对能源危机	☆☆☆☆
Unit 9	Text 1	工作岗位不平等	议论文	☆☆☆☆
	Text 2	关爱受伤害的人	说明文	☆☆☆☆
	Text 3	美国高校财政问题	说明文	☆☆☆☆
	Text 4	美国警察打死人不犯法	议论文	☆☆☆☆
	Part A	—	在工作中如何获得尊重	☆☆☆☆
	Part B	—	全球化带给人们什么	☆☆☆☆

多功能分类索引

单元/节	文章	文章主题	体裁	难度
Unit 10	Text 1	科技发展与环境保护	说明文	☆☆☆☆☆
	Text 2	成就思想家的条件	说明文	☆☆☆☆
	Text 3	政府对环境保护无所作为	议论文	☆☆☆☆
	Text 4	城市现代化	说明文	☆☆☆☆
	—	资源枯竭与人口膨胀	说明文	☆☆☆☆
	—	最低生活保障制度	议论文	☆☆☆☆
经 济				
Unit 11	Text 1	推广数字集成技术	说明文	☆☆☆☆☆
	Text 2	造假行为何以泛滥	说明文	☆☆☆
	Text 3	大、小企业的不同	说明文	☆☆☆☆
	Text 4	经济学家该如何预测经济	说明文	☆☆☆
	—	日本职业服装改革计划	议论文	☆☆☆☆
	—	市场机制的调节作用	说明文	☆☆☆☆
Unit 12	Text 1	能源危机	说明文	☆☆☆☆☆
	Text 2	农业机械化的推广	说明文	☆☆☆☆☆
	Text 3	金融革新	说明文	☆☆☆☆☆
	Text 4	技术发展	说明文	☆☆☆☆☆
	—	提高生产率的因素	说明文	☆☆☆☆☆
	—	当今世界的经济问题	议论文	☆☆☆☆☆
自 然				
Unit 13	Text 1	绿毛海龟新发现	议论文	☆☆☆☆☆
	Text 2	热辐射对地球的影响	说明文	☆☆☆☆☆
	Text 3	如何训练大象	说明文	☆☆☆☆☆
	Text 4	声音的传播速度	说明文	☆☆☆
	—	地震预测	说明文	☆☆☆☆☆
	—	雷电是怎样产生的	说明文	☆☆☆☆☆
Unit 14	Text 1	金矿的分布与开采	说明文	☆☆☆☆☆
	Text 2	海底盆地的成因	说明文	☆☆☆☆☆
	Text 3	丰富的海洋生物	说明文	☆☆☆☆☆
	Text 4	癌细胞的产生过程	说明文	☆☆☆☆☆
	—	地球之外生命的探索	说明文	☆☆☆☆☆
	—	测谎仪	说明文	☆☆☆☆☆

多功能分类索引

单元/节	文 章	文 章 主 题	体 裁	难 度	
科 学					
Unit 15	Text 1	睡眠可以促进记忆	说明文	☆☆☆☆☆	
	Text 2	大脑是否随年龄增长而迟钝	说明文	☆☆☆☆	
	Part A	Text 3	心理历史学	说明文	☆☆☆☆
		Text 4	基因筛选婴儿	说明文	☆☆☆
	Part B	—	汽车设计的新发展	说明文	☆☆☆☆
	Part C	—	对待科学知识的态度	议论文	☆☆☆☆
Unit 16	Text 1	如何区别三个不同的物质领域	说明文	☆☆☆☆☆	
	Text 2	改造旧式空调	说明文	☆☆☆☆	
	Part A	Text 3	计算科学与理论数学	说明文	☆☆☆☆
		Text 4	自然学科缺乏稳定性吗	议论文	☆☆☆☆
	Part B	—	飞机检测	说明文	☆☆☆☆
	Part C	—	摄影与艺术的关系	说明文	☆☆☆☆
政 治					
Unit 17	Text 1	渐进私有化与快速私有化	议论文	☆☆☆☆	
	Part A	Text 2	公民权的发展	说明文	☆☆☆
		Text 3	如何评估劳动力市场问题	议论文	☆☆☆☆
		Text 4	克林顿性丑闻引发争论	议论文	☆☆☆
	Part B	—	美国妇女的政治参与	说明文	☆☆☆☆
	Part C	—	美国的政治制度	说明文	☆☆☆☆
教 育					
Unit 18	Text 1	教师流失的原因及对策	议论文	☆☆☆☆☆	
	Part A	Text 2	应该废除考试留级制度	议论文	☆☆☆☆
		Text 3	教学与科研	议论文	☆☆☆☆
		Text 4	正式学习与非正式学习	说明文	☆☆☆
	Part B	—	教师应具备的素质	说明文	☆☆☆☆
	Part C	—	获取财富的规则	说明文	☆☆☆☆
人 物					
Unit 19	Text 1	艺术家波提切利	说明文	☆☆☆☆☆	
	Part A	Text 2	作家伍尔夫	说明文	☆☆☆☆
		Text 3	哈代创作缺陷	说明文	☆☆☆☆
		Text 4	肯尼迪总统的一生	说明文	☆☆☆☆
	Part B	—	面孔解读专家艾克曼	说明文	☆☆☆☆
	Part C	—	世界小姐的告白	记叙文	☆☆☆☆

多功能分类索引

单元/节	文 章	文 章 主 题	体 裁	难 度
医 学				
Unit 20	Text 1	尊重人体,拒绝克隆	说明文	☆☆☆☆☆
	Text 2	免疫系统	说明文	☆☆☆☆
	Text 3	被忽视的致癌因素	说明文	☆☆☆☆
	Text 4	无氧糖酵解	说明文	☆☆☆☆
	—	食品与人的思维、情绪的关系	说明文	☆☆☆☆
	—	让重病患者摆脱沮丧	议论文	☆☆☆☆

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Unit 1

Part A

Text 1

字数: 449

难度系数: ★★★★★

建议阅读时间: 7.5 分钟

What our society suffers from most today is the absence of consensus about what it and life in it ought to be. Such consensus cannot be gained from society's present stage, or from fantasies about what it ought to be. For that the present is too close and too diversified, and the future too uncertain, to make believable claims about it. A consensus in the present hence can be achieved only through a shared understanding of the past, as Homer's epics informed those who lived centuries later what it meant to be Greek, and by what images and ideals they were to live their lives and organize their societies.

Most societies derive consensus from a long history, a language all their own, a common religion, common ancestry. The myths by which they live are based on all of these. But the United States is a country of immigrants, coming from a great variety of nations. Lately, it has been emphasized that an asocial, narcissistic personality has become characteristic of Americans, and that it is this type of personality that makes for the lack of well-being, because it prevents us from achieving consensus that would counteract a tendency to withdraw into private worlds. In this study of narcissism, Christopher Lasch says that modern man, "tortured by self-consciousness, turns to new therapies not to free himself of his personal worries but to find meaning and purpose in life, to find something to live for". There is widespread distress because national morale has declined, and we have lost an earlier sense of national vision and purpose.



Contrary to rigid religions or political beliefs, as are found in totalitarian societies, our culture is one of the great individual differences, at least in principle and in theory. But this leads to disunity, even chaos. Americans believe in the value of diversity, but just because ours is a society based on individual diversity, it needs consensus about some dominating ideas more than societies based on uniform origin of their citizens. Hence, if we are to have consensus, it must be based on a myth—a vision—about a common experience, a conquest that made us Americans, as the myth about the conquest of Troy formed the Greeks. Only a common myth can offer relief from the fear that life is without meaning or purpose. Myths permit us to examine our place in the world by comparing it to a shared idea. Myths are shared fantasies that form the tie that binds the individual to other members of his group. Such myths help to ward off feelings of isolation, guilt, anxiety, and purposelessness—in short, they combat isolation and the breakdown of social standards and values.

1. In the author's view, the greatest trouble with the U. S. society lies in the ____.

- [A] lack of serious disagreement over the organizations of social life
- [B] non-existence of unanimity on the forms the society should take
- [C] general denying of its conformity with what it was unexpected to be
- [D] public negation of the consensus on how to conduct social reforms

2. Homer's epics mentioned in Paragraph 1 exemplify the fact that ____.

- [A] the present is varying too fast to be caught up easily
- [B] the future may be so indefinite as to be unpredictable
- [C] the past can help to shape a consensus in the present
- [D] the past determines social moralities for later generations

3. The asocial personality of Americans results from ____.

- [A] the multiracial constituents of the U. S. society
- [B] the absence of a common religion and ancestry
- [C] the want of shared myths they possess in life
- [D] the obstruction of achieving a general agreement

4. It can be inferred from Paragraph 2 that Christopher Lasch is most probably _____.

- [A] an earnest nationalist
- [B] an advanced psychologist
- [C] a radical reformer
- [D] a social historian

5. The author concludes that only shared myths can help Americans _____.

- [A] to bring about the uniformity of their culture
- [B] to diminish their great individual differences
- [C] to avoid the sense of being isolated and anxious
- [D] to regain the feelings of social values and morale

Text

字数: 406

难度系数: ★★★★★

建议阅读时间: 6.8 分钟

In sixteenth-century Italy and eighteenth-century France, waning prosperity and increasing social unrest led the ruling families to try to preserve their superiority by withdrawing from the lower and middle classes behind barriers of etiquette. In a prosperous community, on the other hand, polite society soon absorbs the newly rich, and in England there has never been any shortage of books on etiquette for teaching them the manners appropriate to their new way of life.

Every code of etiquette has contained three elements: basic moral duties; practical rules which promote efficiency; and artificial, optional graces such as formal compliments to, say, women on their beauty or superiors on their generosity and importance.

In the first category are consideration for weak and respect for age. Among the ancient Egyptians the young always stood in the presence of older people. Among the Mponguwe of Tanzania, the young men bow as they pass the huts of the elders. In England, until about a century ago, young children did not sit in their parents' presence without asking permission.

Practical rules are helpful in such ordinary occurrences of social life as making proper introductions at parties of other functions so that people can be brought to know each other. Before the invention of the fork, etiquette directed that the fingers should be kept as clean as possible, before the handkerchief came into common use, etiquette suggested that after spitting, a person should rub the spit inconspicuously underfoot.

Extremely refined behavior, however, cultivated as an art of gracious living, has been characteristic only of societies with wealth and leisure, which admitted women as the social equals of men. After the fall of Rome, the first European society to regulate behavior in private life in accordance with a complicated code of etiquette was twelfth-century Provence, in France.

Provence had become wealthy. The lords had returned to their castles from the crusades, and there the ideals of chivalry grew up, which emphasized the virtue and gentleness of women and demanded that a knight should profess a pure and dedicated love to a lady who would be his inspiration, and to whom he would dedicate his valiant deeds, though he would never come physically close to her. This was the introduction of the concept of romantic love, which was to influence literature for many hundreds of years and which still lives on in a debased form in simple popular songs and cheap novels today.

6. In sixteenth-century Italy and eighteenth-century France, the ruling families _____.

- [A] tried to destroy the lower and middle classes using etiquette
- [B] discriminated against the lower class using etiquette
- [C] tried to teach etiquette to the lower and middle classes
- [D] put the middle and working classes into fenced enclosures

7. Every code of etiquette has contained three elements: _____.

- [A] practical rules, optional moral duties and formal compliments



- [B] formal compliments, basic moral duties and practical rule
- [C] optional moral duties, optional practical rules and artificial graces
- [D] rules, regulations and requirements

8. The custom of young men bowing to show respect when passing the dwellings of their elders was cited as a characteristic of _____.

- [A] the ancient Egyptians
- [B] parts of Tanzania
- [C] England about a century ago
- [D] all societies

9. Etiquette cultivated as art of gracious living _____.

- [A] has been typical of rich and leisured societies
- [B] advocates that women are the same as men
- [C] began in nineteenth-century Provence
- [D] looks down on extremely refined behaviour

10. The ideals of chivalry demanded that _____.

- [A] a knight should never have physical relationship with women
- [B] a knight should inspire his lady to valiant deeds
- [C] a knight should dedicate his valiant deeds to a woman
- [D] romantic people should influence literature

Text 3

字数: 453

难度系数: ★★★

建议阅读时间: 7.6 分钟

Everybody loathes it, but everybody does it. A recent poll showed that 40% of Americans hate the practice. It seems so arbitrary, after all. Why does a barman get a tip, but not a doctor who saves lives?

In America alone, tipping is now a \$ 16 billion-a-year industry. Consumers acting rationally ought not to pay more than they have to for a given service. Tips should not exist. So why do they? The conventional wisdom is that tips both reward the efforts of good service and reduce uncomfortable feelings of inequality. The better the service, the bigger the tip.

Such explanations no doubt explain the purported origin of tipping—in the 16th century, boxes in English taverns carried the phrase “To Insure Promptitude” (later just “TIP”). But according to new research from Cornell University, tipping no longer serves any useful function.

The paper analyses data from 2,547 groups dining at 20 different restaurants. The correlation between larger tips and better service was very weak: only a tiny part of the variability in the size of the tip had anything to do with the quality of service. Customers who rated a meal as “excellent” still tipped anywhere between 8% and 37% of the meal price.

Tipping is better explained by culture than by economics. In America, the custom has become institutionalized; it is regarded as part of the accepted cost of a service. In a New York restaurant, failing to tip at least 15% could well mean abuse from the waiter. Hairdressers can expect to get 15–20%, the man who delivers your groceries \$ 2. In Europe, tipping is less common; in many restaurants, discretionary tipping is being replaced by a standard service charge. In many Asian countries, tipping has never really caught on at all.

How to account for these national differences? Look no further than psychology. According to Michael Lynn, the Cornell paper's co-author, countries in which people are more extrovert, sociable or neurotic tend to tip more. Tipping relieves anxiety about being served by strangers. And, says Mr. Lynn, “in America, where people are outgoing and expressive, tipping is about social approval. If you tip badly, people think less of you. Tipping well is a chance to show off.” Icelanders, by contrast, do not usually tip—a measure of their introversion, no doubt.

While such explanations may be crude, the hard truth seems to be that tipping does not work. It does not benefit the customer. Nor, in the case of restaurants, does it actually incent the waiter, or help the restaurant manager to monitor and



assess his staff. Service people should “just be paid a decent wage” which may actually make economic sense.

11. Which is true according to the passage?

- ☐ [A] It is regulated that the customers must pay a tip if they want to get good service.
- ☐ [B] There exists the tipping custom in each country.
- ☒ [C] In some countries, tipping has become an industry.
- ☐ [D] More and more people are in favor of tipping.

12. What can we know about the origin of “tip”?

- ☒ [A] It originated from the English inn service.
- ☐ [B] The original purpose of tip was to ensure that waiter could get more money.
- ☐ [C] The waiter threatened the customers with bad service if no tips were given.
- ☐ [D] It originated in a small English village.

13. We can get the information from the article that _____.

- ☐ [A] tipping is very popular in European countries
- ☐ [B] in Asian countries tipping never existed
- ☒ [C] tipping is more popular in America than in Europe
- ☐ [D] tipping is popular in America because the Americans are much richer

14. People who dine in a New York restaurant _____.

- ☒ [A] are not expected to give any tip to the waiter or waitress
- ☐ [B] had better tip more than 15% so as not to be shamed
- ☐ [C] may be looked down upon when offering a considerable tip
- ☐ [D] are thought of as generous if they tip 15%

15. The author thinks that _____.

- ☐ [A] tipping can benefit greatly a country's economic growth
- ☒ [B] tipping can ensure the quality of service a customer receives
- ☐ [C] tipping can improve a country's cultural environment
- ☐ [D] tipping is not conducive tertiary industry

Text 4

字数: 430

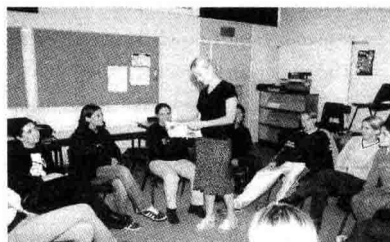
难度系数: ★★★

建议阅读时间: 7.2 分钟

The fear of Americanization of the planet is more ideological paranoia than reality. There is no doubt that, with globalization, English has become the general language of our time, as was Latin in the Middle Ages. And it will continue its ascent, since it is an indispensable instrument for international transactions and communication. But does this mean that English necessarily develops at the expense of the other great languages? Absolutely not. In fact, the opposite is true. The vanishing of borders and an increasingly interdependent world have created incentives for new generations to learn and assimilate to other cultures, not merely as a hobby, but also out of necessity, because the ability to speak several languages and navigate comfortably in different cultures has become crucial for professional success.

Consider the case of Spanish. Half a century ago, Spanish speakers were an inward-looking community; we projected ourselves in only very limited ways beyond our traditional linguistic confines. Today, Spanish is dynamic and thriving, gaining beachheads or even vast landholdings on all five continents. That there are between 25 and 30 million Spanish speakers in the United States today explains why the two recent U. S. presidential candidates—the Texas governor George W. Bush and the vice-president Al Gore—campaigns not only in English, but also in Spanish.

How many millions of young men and women around the globe have responded to the challenges of globalization by learning Japanese, German, Mandarin, Cantonese, Russian or French? Fortunately, this tendency will only increase in the



coming years. That is why the best defense of our own cultures and languages is to promote them vigorously throughout this new world, not to persist in the naive pretense of vaccinating them against the menace of English. Those who propose such remedies speak much about culture, but they tend to be ignorant people who mask their true vocation: nationalism. And if there is anything at odds with the universalist propensities of culture, it is the exclusionary vision that nationalist perspectives try to impose on cultural life. The most admirable lesson that cultures teach us is that they need not be protected by bureaucrats or commissars, or confined behind iron bars, or isolated by customs services, in order to remain alive and exuberant, to the contrary, such efforts would only wither or even trivialize culture. Cultures must live freely, constantly jousting with different cultures. This renovates and renews them, allowing them to evolve and adapt to the continuous flow of life. In antiquity, Latin did not kill Greek; to the contrary, the artistic originality and intellectual depth of Hellenic culture permeated Roman civilization and, through it, the poems of Homer and the philosophies of Plato and Aristotle reached the entire world. Globalization will not make local cultures disappear; in a framework of worldwide openness, all that is valuable and worthy of survival in local cultures will find fertile ground in which to bloom.

16. It is assumed in the first paragraph that _____.

- [A] languages differ in importance [B] language helps understand culture
[C] there is one world language [D] language reflects culture

17. Which of the following is true of Spanish?

- [A] It is a widely spoken language in the world.
[B] It is going to replace English in the future.
[C] It has developed at the expense of other languages.
[D] It has become a political language.

18. A nationalist would hold which of the following views?

- [A] Language and culture are mutually exclusive.
[B] English is conducive to the survival of cultures.
[C] The best way to preserve culture is to protect it from the influence of other cultures.
[D] Cultures should compete with other cultures in order to survive.

19. To promote cultures vigorously is to _____.

- [A] assimilate them into other cultures [B] insulate them from other cultures
[C] let them compete with other cultures [D] let them suffocate other cultures

20. In the last paragraph, which of the following is used by the author in making his point?

- [A] Comparison and contrast. [B] Definition and classification.
[C] Metaphor and simile. [D] Rhetorical question and specific example.

Part B

字数: 507

难度系数: ★★★★★

建议阅读时间: 8.5 分钟

21) _____. In the eighteenth and nineteenth centuries, industrialization, literacy, and urbanization brought about new techniques and formats in American mass communication. But our mass media developed largely as profitable menus of news, education, and influence. They remain so today.

22) _____. In that respect, American mass media have three major social functions:

1. To share information with the public about the important and relevant events and problems.



2. To teach people about matters considered necessary or useful.
3. To build support for ideas and activities.

Professor Wilbur Schramm, a leading researcher and scholar of mass communication, has called these the watcher, teacher, and forum functions of mass communication. In the first function, media personnel seek out, observe, and report situations which are considered important enough to share. This public communication information function most commonly takes the form of news reports and is carried out primarily by journalists.

In their education function, the media provide people with material about society's traditions, norms, and prevailing attitudes. In teaching these things, the media help keep stability in a society—acting, in effect, as an agent of social control.

The media also provide messages of persuasion—that is, content designed to promote current values (the status quo) or to transform new ideas into social change.

Some scholars of mass communication have added entertainment as a fourth major function of the American mass media. With new technology, mass communication became more rapidly available; and with changing lifestyle, more Americans had more leisure time for mass communication. 23) _____.

24) _____. The media have been used for information, persuasion, education, and entertainment because each of those functions has been profitable under certain conditions. The major functions of the media have persisted largely because media owners can make money by using the media for those purposes. That, we feel, will continue to be the case so long as people want to be informed, advised, and taught.

25) _____. Media institutions demand a great many indulgences from American society. So it is entirely proper that they be called to account when they fail to deliver in return.

- [A] The functions of mass communication, then, are those tasks which the media traditionally and routinely perform.
- [B] Mass media are one of the most profitable industries in America.
- [C] From its earliest stages, mass communication succeeded because some persons found it rewarding to inform, teach, and persuade, and because others were willing to be informed, taught, or persuaded.
- [D] Since the media are social institutions we may object to instances where, for the sake of sheer profit, they give up—or bastardize—their important functions of informing, teaching, and persuading.
- [E] A media institute may give up its functions for the sake of sheer profit.
- [F] Making money is sometimes listed as a separate function of mass media. We do not consider it separate at all.
- [G] Some mass media entrepreneurs found that providing enjoyment to people can be very profitable indeed.

Part C

字数: 395 难度系数: ★★★★★ 建议阅读时间: 6.6 分钟

It's hard to miss them; the epitome of casual "geek chic" and organised within the warranty of their Palm Pilots, they sip labour-intensive café lattes, chat on sleek cellphones and ponder the road to enlightenment. In the U.S. they worry about the environment as they drive their gas-guzzling sports utility vehicles to emporiums of haute design to buy a \$ 50 titanium spatula; they think about their tech stocks as they explore speciality shops for Tibetan artifacts in Everest-worthy hiking boots. 26) They think nothing of laying out \$ 5 for a wheatgrass muff, much less \$ 500 for some alternative rejuvenation at the day-spa—but don't talk about raising their taxes.

27) They are "Bourgeois Bohemians"—or "Bobos"—and they're the new "enlightened elite" of the information age, their lucratively busy lives a seeming synthesis of comfort and conscience, corporate success and creative rebellion. Well-educated thirty-to-forty somethings, they have forged a new social ethos from a logic-defying fusion of 1960s counter-culture