

► 考研英语阅读理解题源深阅读系列丛书

The Economist, Commentary

考研英语题源深阅读

韩满玲 王瑞◎编著

考研英语(一)、英语(二)通用

《经济学人》与《评论》分册

- ◆ 考研题源全面揭秘
- ◆ 词汇难句各个击破
- ◆ 时文阅读多维解析
- ◆ 阅读翻译同步提升



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内 容 简 介

本书从题源报刊杂志中共精选出四十篇最新文章,分社会人生、经济管理、文化艺术、教育科技及自然健康五大部分。所选文章特点突出、时效性强且与考研英语难度相当、体裁相近,每篇文章的讲解分为“提纲挈领”、“障碍词汇”、“难句翻译”和“文化背景小链接”四大版块,力求做到全面细致并精确地为读者剖析文章。本书还在第一部分演示了从题源文章到考研英语真题的改编过程,在最后附录中附上了近十年来选自本书题源的所有真题及答案。

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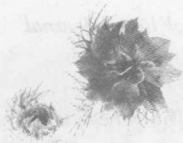
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F 前言 Foreword

对于广大考研学子而言,考研英语阅读一直是一座难以跨越的高峰。近年来,随着考研英语阅读呈现出一系列的新变化,包括题源范围扩大化、文章题材多样化、考查角度灵活化等,阅读理解部分对考生的能力要求也相应有所提高。虽然市面上已有各种考研英语辅导资料来帮助考生攻克阅读难关,但是,无数的经验表明,仅靠题海战术及所谓的应试技巧是远远不够的,紧扣历年真题、深入剖析题源文章、注重阅读能力培养、实现应试技巧的全面提升才是决胜英语阅读的关键所在。

增加阅读量、扩大阅读范围是提高考生阅读能力的最有效的办法,而如何从浩如烟海的辅导资料中选择出真正贴近考研英语阅读、全面提升考研英语能力的文章则是至关重要的一步。事实上,如果我们能够选对英语文章、进行透彻分析,并且考生能够读深读透、坚持训练、持续总结,英语阅读能力的提升便指日可待。

幸运的是,通过对历年考研真题阅读理解文章来源的整理,我们发现,这其中是有规律可循的。下表为我们详细总结出的 2003 年 - 2013 年的考研英语阅读理解部分真题来源以及出题频次汇总:

近十年考研阅读真题来源汇总

真题年份	真题部分	真题来源
2003	Text 1	TIME
	Text 2	Science
	Text 4	Newsweek

续表

真题年份	真题部分	真题来源
2004	Text 1	<i>U. S. News & World Report</i>
	Text 2	<i>The Economist</i>
	Text 3	<i>Newsweek</i>
	Text 4	<i>American school Board Journal</i>
2005	Text 1	<i>The Economist</i>
	Text 2	<i>U. S. News & World Report</i>
	Text 3	<i>Newsweek</i>
	Text 4	<i>The Economist</i>
2006	Text 2	<i>The Observer</i>
	Text 3	<i>The Economist</i>
	Text 4	<i>TIME</i>
	Part B	<i>Newsweek</i>
2007	Text 1	<i>The New York Times</i>
	Text 2	<i>Scientific American</i>
	Text 3	<i>Harvard Magazine</i>
	Text 4	<i>The Economist</i>
	Part B	<i>TIME</i>
2008	Cloze	<i>The Economist</i>
	Text 1	<i>Discovery</i>
	Text 2	<i>The Economist</i>
	Text 3	<i>Scientific American</i>
	Text 4	<i>U. S. News & World Report</i>
2009	Cloze & Text 1	<i>The New York Times</i>
	Text 2	<i>Scientific American</i>
	Text 3	<i>McKinsey Quarterly</i>
	Part B	<i>Encarta</i>
2010	Cloze	<i>The Economist</i>
	Text 1	<i>Commentary</i>
	Text 2	<i>Business Week</i>
	Text 3	<i>Harvard Business Review</i>
	Text 4	<i>The Economist</i>
	Part B	<i>McKinsey Quarterly</i>

续表

真题年份	真题部分	真题来源
2011	Cloze	<i>Scientific American</i>
	Text 1	<i>Commentary</i>
	Text 2	<i>Business Week</i>
	Text 3	<i>McKinsey Quarterly</i>
	Text 4	<i>Newsweek</i>
	Part B	<i>The Economist</i>
2012	Cloze	<i>The New York Times</i>
	Text 1	<i>TIME</i>
	Text 2	<i>Boston Globe</i>
	Text 4	<i>The Economist</i>
	Part B	<i>New Scientist</i>
2013	Cloze	<i>The Economist</i>
	Text 1	<i>Business Week</i>
	Text 2	<i>The Economist</i>
	Text 3	<i>New Scientist</i>
	Text 4	<i>The Wall Street Journal</i>

上表详细列出了近十年考研英语真题阅读文章来源以及各刊物出题频次, 根据这些报刊杂志的题源特点, 我们按照真题选取频度由低到高, 分类分册编写了5本丛书: 《考研英语题源深阅读I: 纽约时报与麦肯锡季刊分册》、《考研英语题源深阅读II: 新闻周刊、探索频道与哈佛商业评论分册》、《考研英语题源深阅读III: 时代周刊、科学、美国新闻与世界报道分册》、《考研英语题源深阅读IV: 科学美国人、商业周刊与卫报分册》、《考研英语题源深阅读V: 经济学人与评论分册》。本系列丛书的编写正是基于这样的目的: 在题源中精心选取在难度、篇幅、风格、题材方面与真题尽可能贴近的文章, 附之以主旨、词汇、难句、文化背景等全方位多角度的点拨, 从而最大限度地帮助考生节约复习时间、提高学习效率、实现英语阅读能力与应试技巧的双重跨越式提升。具体而言, 本书在编写上具有以下特点:

1. 选文真题紧密接轨, 应试学习两不误

本系列丛书涵盖考研真题十三大主要题源, 力图为考生呈现最为全面的英语阅读图景。所选文章均为近两年的最新文章, 题材涉及社会人生、文化艺术、科技教育、自然健康、经济管理等各个方面, 极具时效性及新颖性。同时, 选文紧扣与真题贴近的原则, 无论在难度、篇幅还是题材、风格上都尽可能靠拢真题,

力求为考生打造最为真实有效的演练平台。

2. 词汇难句一网打尽，能力技巧同步提升

本系列丛书在所选文章后附有详尽的词汇归纳，将重点词汇按照“大纲词汇”及“超纲词汇”分类，并加以注释。释义不仅包含单词在文章的语境中的意思，也全面涵盖该词的多种意义，并给出常见搭配与相关例句，方便考生加深记忆，并在阅读中轻松扩展词汇量。

本系列丛书从每篇文章中摘选三到五个长难句并给出翻译以扫除考生在阅读过程中遇到的障碍，同时帮助读者加深对英文中多种表达方式的理 解，品鉴地道英文表达之魅力。

3. 主旨背景一步到位，知识趣味完美融合

本系列丛书对每篇文章的主旨都进行了概括以使读者在阅读完一篇文章后，能够根据主旨介绍迅速抓住文章的话题、观点及作者的行文思路，有助于考生进行下一步的精读，进而全面准确地理解文章。

同时，每篇文章后附加的“文化背景小链接”也是本书的一大亮点。该板块主要选取文章所涉及的文化背景知识的词汇、短语，或者当今社会最为流行的新词、热词进行介绍，以增加趣味性和知识性。这不仅加深了考生对文章的全面理解，还帮助考生拓展了视野，丰富了知识结构，更好地了解我们所处的时代背景、社会文化、潮流趋势，最终真正实现能力培养与快乐阅读的完美融合。

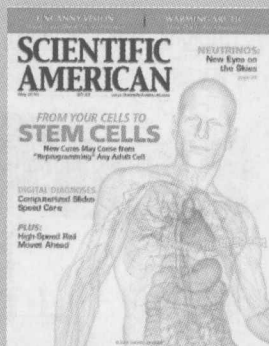
4. 题源真题对照比较，方法趋势同时掌握

本系列丛书在每册伊始，对相关真题的改编与出题点做出了演示与剖析，并在每册最后的附录中列出了各册所涉期刊的历年真题，以期待考生进一步熟悉考试出题思路和改编趋势。

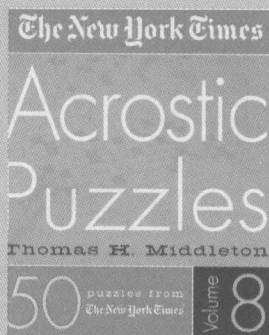
题源刊物出题频次汇总表

 <p>《经济学人》13 次</p>	 <p>《新闻周刊》5 次</p>	 <p>《时代周刊》4 次</p>
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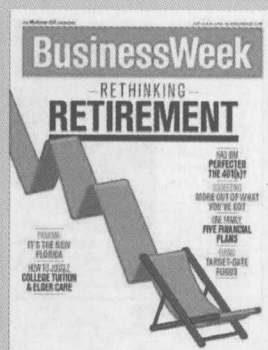
续表



《科学美国人》4次



《纽约时报》4次



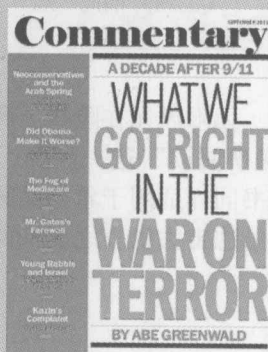
《商业周刊》3次



《美国新闻及世界报道》3次



《麦肯锡季刊》3次



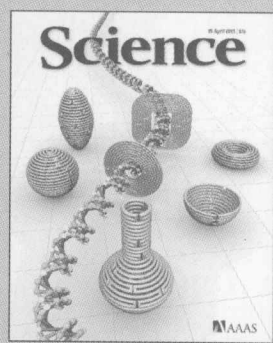
《评论》1次



《新科学家》2次



《哈佛商业评论》1次

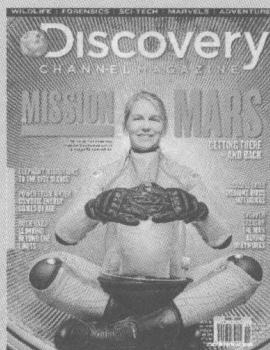


《科学》1次

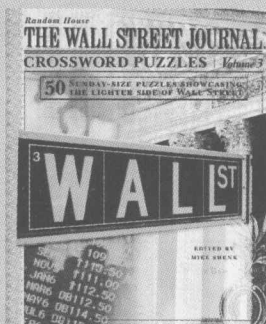
续表



《观察家报》1次
(《卫报》的周日版)



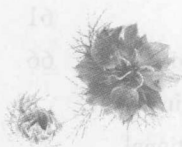
《探索》1次



《华尔街日报》1次

无限风光在险峰。我们真诚地期望本书能够助广大考生一臂之力，成功翻越“考研阅读”这一高峰，让更多的考生有机会感受胜利之巅的美好风光！同时，本书同样适用于希望品味地道英语文章、提升英语能力的读者朋友们，也希望它能给您带去语言之美和阅读之乐。

编者
2013年6月



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第一篇

从题源文章到考研真题的改编演示

我们知道一篇考研英语的阅读真题是不可能与所选取的报刊杂志上的文章完全一致的，因为原文文章可能存在篇幅过长，超纲词汇较多，口语化表达或者书面化用语比较丰富等不适合考试阅读的情况。这就需要考研编题组对原文文章进行精简、改编，通过对题源文章和考研英语阅读真题的对比研究，我们发现，改编的原则大概有以下几条：

一、删去原文文章的题目。

二、将个别超出大纲词汇或者并不常用的词语更换成大纲词汇或我们比较熟悉的词汇、短语等。

三、将含有感情色彩，影响文章感情判断的词语或文章主旨立场的词或短语更换成没有感情色彩的、比较中性的词语。

四、精简文章内容，将不影响文章大意和阅读连贯性的细节部分合并或者直接去掉。

本书开篇分别对选自《经济学人》和《评论》的原文文章与考研英语真题文章进行对比分析，具体演示将题源文章改编为考研英语阅读的过程。同时，在右侧附上真题对应题及答案（答案见本章末）。

2005 年硕士研究生入学统一考试

Reading Part A Text 1

选自 Fair and Square, *The Economist*, Sep. 18th, 2003

Fair and Square^①

Everybody loves a fat pay rise. Yet pleasure at your own can vanish if you learn that a colleague has been given a bigger one. Indeed, if he has a reputation for slacking, you might even be outraged. Such behaviour is regarded as “all too human”, with the underlying assumption that other animals would not be capable of this finely developed sense of grievance. But a study by Sarah Brosnan and Frans de Waal of Emory University in Atlanta, Georgia, which has just been published in *Nature*, suggests that it is all too monkey, as well.

The researchers studied the behaviour of female brown capuchin monkeys. ~~Monkeys, which have all the necessary ingredients to capture the public imagination.~~^② They look cute. They are good-natured, co-operative creatures, and they share their food readily. Above all, like their finicky^③ female human counterparts, they tend to pay much closer attention to the value of “goods and services” than males. ~~(although why this is so remains a~~

21. In the opening paragraph, the author introduces his topic by _____.
_____.

- A. posing a contrast
- B. justifying an assumption
- C. making a comparison
- D. explaining a phenomenon

考查作者的写作手法, 出题点在举例处, 通过对例子的理解找出答案。

22. The statement “it is all too monkey” (Paragraph 1, last line) implies that _____.

- A. monkeys are also outraged by slack rivals
- B. resenting unfairness is also monkeys' nature
- C. monkeys, like humans, tend to be jealous of each other
- D. no animals other than monkeys can develop such emotions

考查对第一段全段内容的整体把握, 通过总结得出答案。

① 删去文章的题目。

② 删去“capuchin monkeys”后的较长的解释, 对文意无影响。

③ 删去“female human counterparts”前的超纲词“finicky”, 降低难度。

mystery).^①

Such characteristics make them perfect candidates for Dr. Brosna's and Dr. de Waal's study. The researchers spent two years teaching their monkeys to exchange tokens for food. Normally, the monkeys were happy enough to exchange swap^② pieces of rock for slices of cucumber. However, when two monkeys were placed in separate but adjoining chambers, so that each could observe what the other was getting in return for its rock, their behaviour became markedly different.

In the world of capuchins, grapes are luxury goods (and much preferable to cucumbers). So when one monkey was handed a grape in exchange for her token, the second was reluctant to hand hers over for a mere piece of cucumber. And if one received a grape without having to provide her token in exchange at all, the other either tossed her own token at the researcher or out of the chamber, or refused to accept the slice of cucumber. Indeed, the mere presence of a grape in the other chamber (with-out (~~in the absence of~~)^③ an actual monkey able to eat it) was enough to induce resentment sullen behaviour^④ in a female capuchin.

~~Dr Brosnan and Dr de Waal report that such behaviour is unusual in their trained monkeys. During two years of bartering prior to these experiments, failure to exchange tokens for food occurred in fewer than 5% of trials. And what made the behaviour even more extraordi-~~

23. Female capuchin monkeys were chosen for the research most probably because they are ____.

- A. more inclined to weigh what they get
- B. attentive to researchers' instructions
- C. nice in both appearance and temperament
- D. more generous than their male companions

考查对第二段最后一句的理解。

24. Dr. Brosnan and Dr. de Waal have eventually found in their study that the monkeys ____.

- A. prefer grapes to cucumbers
- B. can be taught to exchange things
- C. will not be co-operative if feeling cheated
- D. are unhappy when separated from others

考查对第四段所列例子细节的把握。

① 删去与文章无关的转折句。

② 将“swap”替换为使用更普遍的同义词“exchange”，更易于理解。

③ 将词组“in the absence of”替换为同义单词“without”。

④ 将“sullen behavior”替换为近义大纲词汇“resentment”。

nary was that these monkeys forfeited food that they could see and which they would have readily accepted in almost any other set of circumstances.^①

The researchers suggest that capuchin monkeys, like humans, are guided by social emotions. In the wild, they are a co-operative, group-living species. Such co-operation is likely to be stable only when each animal feels it is not being cheated. Feelings of righteous indignation, it seems, are not the preserve of people alone. Refusing a lesser reward completely makes these feelings abundantly clear to other members of the group. However, whether such a sense of fairness evolved independently in capuchins and humans, or whether it stems from the common ancestor that the species had 35 million^② years ago, is, as yet, an unanswered question.

25. What can we infer from the last paragraph?

- A. Monkeys can be trained to develop social emotions.
- B. Human indignation evolved from an uncertain source.
- C. Animals usually show their feelings openly as humans do.
- D. Cooperation among monkeys remains stable only in the wild.

考查对最后一段的理解, 根据第一句即可得出解题线索。

① 删除驯化的猴子行为的实验描述。

② 将“m”替换为“million”, 使意义更清晰明了。