



前言

PREFACE

本书严格按照考研英语大纲对阅读部分进行题型更改后的要求编写，准确把握考研阅读出题脉络，选材新颖，能迅速帮助广大考生提高阅读水平，其主要特色如下：

最新题型，涵盖全面

本书分三部分讲解，囊括与阅读相关的所有题型：常规阅读理解题、段落内容补充题、段落排序题、例证和标题补全题以及英译汉，针对性强，让考生做到知己知彼。每部分的文章数量均按照大纲规定的阅读三部分 4:1:1 的比例而确定。

题材分类，步步进阶

本书将所选文章按历年阅读真题题材将 A 部分和 C 部分分为社会生活、商业经济、文化教育和科普知识四类，并按这四类题材在考研阅读真题中的分布比例进行选材，供考生将各个题材的阅读文章逐一攻破。另外，本书还在 Part A 中将每类题材中的文章按其难易度分为“起跑篇”（略低于真题难度）、“标准篇”（与真题难度相当）和“提高篇”（高于真题难度）三个级别。所选文章及题目难度逐步增加，让考生在练习时产生不断进阶的成就感，增强考试信心。

核心词汇，边读边记

大纲中的考研核心词汇是考研阅读考查的重点之一，也是考生最感头疼的难点之一。本书精选的 120 篇阅读文章中涵盖了考研阅读部分经常出现的部分核心词汇及生词、难词，在文中用加粗的斜体标出，并在每一篇文章后的“阅读小帮手”中列出其在文章中的含义。这样，既增强考生对文章的理解，又帮助考生在阅读中牢记核心词汇，可谓一举两得。

难句点津，排除障碍

阅读文章中的长难句是考生面临的又一个难点，句子读不懂既影响做题又打击士气。本书充分考虑到考生的需求，在“阅读小帮手”中特设绿色通道，给出了文章中长难



句的结构点津。这样做是为了帮助考生更好地理解文章，并增强对特殊句型、句式及句子结构的把握，使考生真正感受到无障碍阅读的乐趣。

以人为本，“试”在必得

本书每篇精选文章前都以 words 和 min 分别标出文章的词数及建议做题时间，让考生在练习前做到心中有数。

本书每个单元的“答案解析”前都附有“答案速查”，方便考生在做完题后迅速核对答案。在“答案速查”表内还有专门的区域，供考生计算自己的正确率，方便日后进行针对性复习。

本书精选的所有文章均在“答案解析”前附有全文译文，帮助考生更好地把握文章内容，方便考生理清文章脉络。

最后，预祝广大考生在即将到来的考研考试中取得好成绩！

编者



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提高篇

Unit 1

Passage 1

words: 524, min: 13.5

In the summer of 999, Leif Erikson voyaged to Norway and spent the following winter with King Olaf Tryggvason. Substantially the same account is given by both the *Saga of Eric the Red* and the *Flat Island Book*. The latter says nothing about Leif's return voyage to Greenland, but according to the former it was during this return voyage that Leif discovered America. The *Flat Island Book*, however, tells of another and earlier landfall by Biarni, the son of a prominent man named Heriulf, and makes that the inspiration for the voyage to the new land by Leif. In brief, like Leif, Biarni and his companions sight three countries in *succession* before reaching Greenland, and to come upon each new land takes one "doegr" more than the last until Biarni comes to land directly in front of his father's house in the last mentioned country.

This narrative has been rejected by most later writers, and they may be *justified*. Possibly, Biarni was a companion of Leif when he voyaged from Norway to Greenland via America, or it may be that the entire tale is but a *garbled* account of that voyage and Biarni's another name for Leif. It should be noted, however, that the stories of Leif's visit to King Olaf and Biarni's to that king's predecessor are in the same narrative in the *Flat Island Book*, so there is less likelihood of duplication than if they were from different sources. Also, Biarni landed on none of the lands he passed, but Leif apparently landed on one, for he brought back specimens of wheat, vines, and timber. Nor is there any good reason to believe that the first land visited by Biarni was Wineland. The first land was "level and covered with woods," and "there were small hillocks upon it." Of forests, later writers do not emphasize them particularly in connection with Wineland, though they are often noted incidentally; and of hills, the *Saga* says of Wineland only that "wherever there was hilly ground, there were vines."

Additionally, if the two narratives were taken from the same source we should expect a closer resemblance of Helluland. The *Saga* says of it: "They found there hellus (large flat stones)." According to the Biarni narrative, however, "this land was high and mountainous." The intervals of 1, 2, 3, and 4 "doegr" in both narratives are suggestive, but mythic formulas of this kind may be introduced into narratives without altogether destroying their historicity. It is also held against the Biarni narrative that its hero is made to come upon the coast of Greenland exactly in front of his father's home. But it should be recalled that Heriulfsness lay below two high mountains which served as landmarks for navigators.

I would give up Biarni more readily were it not that the story of Leif's voyage contained in the supposedly more reliable *Saga* is almost as amazing. But Leif's voyage across the entire width of the North Atlantic is said to be "probable" because it is incorporated into the narrative of a preferred authority, while Biarni's is "improbable" or even "impossible" because the document containing it has been *condemned*.

1. The author's primary concern is to demonstrate that _____.





- [A] Leif Erikson did not visit America
 [B] Biarni might have visited America before Leif Erikson
 [C] Biarni did not visit Wineland
 [D] Leif Erikson visited Wineland first
2. Which of the following is true about Leif Erikson and Biarni?
 [A] Biarni may be a companion of Leif when he voyaged.
 [B] Leif was Biarni's nickname.
 [C] Both of them landed on none of the lands.
 [D] They both visited King Olaf.
3. The author mentions the two high mountains in group to show that it is _____.
 [A] reasonable for Biarni to land precisely in front of his father's home
 [B] possible to sail from Norway to Greenland without modern navigational equipment
 [C] likely that Biarni landed on America at least 100 years before Leif Erikson
 [D] probable that Leif Erikson followed the same course as Biarni
4. It can be inferred that the author regards the historicity of the Biarni narrative as _____.
 [A] conclusively proved [B] almost conclusively proved
 [C] possibly true [D] highly unlikely
5. It can be concluded that _____.
 [A] documents in *Saga* may not be dependable [B] condemned records should not be used
 [C] authorized narratives are to be favored [D] official files should be most preferred



阅读小帮手

核心词汇

succession *n.* 连续, 接连

justify *vt.* 论证或证明...正当、正确

garble *vt.* 断章取义, 歪曲

condemn *vt.* 责难, 谴责

难句点津

It should be noted, however, that the stories of Leif's visit to King Olaf and Biarni's to that king's predecessor are in the same narrative in the *Flat Island Book*, so there is less likelihood of duplication than if they were from different sources.

[点津] 句子主干为 It should be noted。however 为插入语; that 引导宾语从句作 noted 的宾语, 从句主干为 the stories are in the same narrative, 此为第一层从句; 宾语从句中含有 so 引导的结果状语从句, 此为第二层从句; so 引导的结果状语从句中套用了由 if 引导的条件状语从句, 此为第三层从句。

Passage 2

words: 492, min: 12.5

Imagining being asked to spend twelve or so years of your life in a society which consisted only of members of own sex. How would you react? Unless there was something definitely wrong with you, you wouldn't be too happy about it, to say the least. It is all the more surprising therefore that so many parents in the world choose to impose such abnormal conditions on their children—conditions which they themselves wouldn't put up with for one minute!





Any discussion of this topic is bound to question the aims of education. Stuffing children's heads full of knowledge is far from being foremost among them. One of the chief aims of education is to equip future citizens with all they require to take their place in adult society. Now adult society is made up of men and women, so how can a **segregated** school possibly offer the right sort of preparation for it? Anyone entering adult society after years of segregation can only be in for a shock.

A coeducational school offers children nothing less than a true version of society in **miniature**. Boys and girls are given the opportunity to get to know each other, to learn to live together from their earliest years. They are put in a position where they can compare themselves with each other in terms of academic ability, athletic achievement and many of the extra-curricular activities which are part of school life. What a practical advantage it is (to give just a small example) to be able to put on a school play in which the male parts will be taken by boys and the female parts by girls! What nonsense co-education makes of the argument that boys are cleverer than girl or vice versa! When segregated, boys and girls are made to feel that they are a race apart. **Rivalry** between the sexes is fostered. In a coeducational school, everything falls into its proper place.

But perhaps the greatest contribution of coeducation is the healthy attitude to life it encourages. Boys don't grow up believing that women are mysterious creatures—airy goddesses, more like book-illustrations to a fairy-tale, than human beings. Girls don't grow up imagining that men are romantic heroes. Years of living together at school dispel illusions of this kind. There are no goddesses with **freckles**, **pigtails**, **piercing** voices and inky fingers. There are no romantic heroes with **knobby** knees, dirty fingernails and **unkempt** hair. The awkward stage of adolescence brings into sharp focus some of the physical and emotional problems involved in growing up. These can better be overcome in a coeducational environment. Segregated schools sometimes provide the right conditions for sexual deviation. This is hardly possible under a coeducational system. When the time comes for the pupils to leave school, they are fully prepared to enter society as well-adjusted adults. They have already had years of experience in coping with many of the problems that face men and women.

6. We can learn from the first paragraph that _____.
 - [A] many children prefer to study in segregated schools
 - [B] it is abnormal to go to a coeducational school
 - [C] the author is against segregated schools
 - [D] parents themselves like segregated schools
7. According to the text, one major goal of education is _____.
 - [A] for students to acquire knowledge
 - [B] to equip future citizens with scientific technology
 - [C] to equip future citizens with what is required in getting a position in society
 - [D] for students to get academic achievements
8. What can coeducation provide to children?
 - [A] Skills about getting on well with each other.
 - [B] A true model of real society.
 - [C] A real life.
 - [D] A true version of social condition.
9. Why do boys and girls in coeducational schools have no illusions about each other?
 - [A] They live together and know each other too well.





- [B] Years of living together at school dismiss such illusions.
 [C] Coeducation encourages them to have a healthy attitude toward life.
 [D] They are familiar with each other's weaknesses.
10. It can be inferred from the text that _____.
 [A] only coeducation can be in harmony with society
 [B] people begin to realize the importance of coeducation
 [C] coeducation is superior to segregated education
 [D] coeducation has many features



阅读小帮手

核心词汇

segregate *vt.* 分离, 隔离

miniature *n.* 缩小的模型, 缩影

rivalry *n.* 竞争, 敌对

freckle *n.* 雀斑, 斑点

pigtail *n.* 辫子

piercing *adj.* 尖厉的, 刺耳的

unkempt *adj.* 蓬乱的, 不整洁的

awkward *adj.* 尴尬的

难句点津

The awkward stage of adolescence brings into sharp focus some of the physical and emotional problems involved in growing up.

[点津] 句子主干为 The stage brings into sharp focus problems. bring 与 into 构成的搭配通常为 bring sth. into sth., 注意该句介宾部分的顺序进行了调整; 过去分词短语 involved in... 作定语修饰 problems.

Passage 3

words: 513, min: 13.5

The original idea of standardized testing was to insure that children who graduated could read and write. But because schools threw everything into improving test scores, the field of “beating” state-mandated tests **erupted** into a money-consuming beast, and in-services, at least in my district, tend to be **sales pitches** for new “strategies” that basically are intended to insure students pass tests, whether they have the necessary skills or not.

Many will argue with me—all the testing materials companies, many administrators who know their schools’ performance is tied to these artificial performance assessments, and many politicians. I doubt many teachers will disagree, if given the assurance of protection from **retaliation**, and I suspect, too, that many parents and students will also agree that testing has become the be-all of schools.

Defenders of the test-to-death practices currently in **vogue** will tick off a list of problems in the public schools, and end with their pet word, **accountability**. How do you hold teachers accountable, though, who spend five out of five weeks testing, and none of those five weeks teaching?

The problems in public schools, frankly, are due more to the collapse of a values system than anything else. That stand is not popular, nor politically correct, but it is true. I have had first graders ask me how often I “do it” with my husband; I have had first graders so **traumatized** by abuse at home that they are unable to function in school; I have had first graders come to school with razor blades. None of these problems will be solved by testing unless we start testing parents and society as a whole.

So forget “excuses”, as the politicians label such truths. Hold me accountable, even for abused kids





and kids with razor blades. I'm not afraid of responsibility or of "accountability". But unless you give me time to teach, then hold me accountable only for the hours of paperwork and "analysis" of tests, because it's **hypocritical** and **futile** to hold me accountable for instruction I'm not allowed to give.

Our district gave us a "big" pay raise this year, added half an hour to our day, and demanded that we meet our staff development requirements through unpaid Saturday "trainings"—many of which will be sales pitches by ex-teachers who got out of the classroom to avoid testing. Yet many of my colleagues who have discussed leaving aren't leaving because of the low salaries and the countless hours of unpaid work. They're leaving, quite simply, because "assessment" is **sapping** the life out of public education. Statistics about teachers leaving the field will grow, and the sad incidents of teachers dying on the job through violence, occasionally, and stress-related illnesses more frequently will be murmured through the rank and file of dedicated teachers who stay, but aren't sure why.

Teachers who speak out against the overkill of assessment will continue to be branded troublemakers, negative people who gripe constantly. And until voters take politicians and school administrators to task, the tests will continue to choke the life out of our school systems and our kids.

11. In the opening paragraph, the author introduces his topic by _____.
[A] posing a problem [B] justifying an assumption
[C] making a comparison [D] explaining a phenomenon
12. What are the problems that the author is mainly concerned with?
[A] Unreasonable tests in school and the consequent problems.
[B] The arguments on tests in school.
[C] The problems of top school students.
[D] Suggestions to stop tests which focus on students' scores.
13. We learn from paragraph 2 and paragraph 3 that _____.
[A] those who embrace testing are the ones who want to make a profit on testing
[B] few parents and students complain that there is too much testing
[C] teachers spend half of school time in testing
[D] testing advocates pay little attention to problems in public schools
14. By using the examples of first graders the author intends to _____.
[A] display what the problems are
[B] criticize testing and appeal to find out the root of the problems
[C] show the urgency of the problems
[D] show his worries about the students
15. What is the problem in the district of the author?
[A] Many teachers resign just because of poor wages.
[B] Many teachers resign for they can't bear the collapse of public education.
[C] Teaching in the district is very dangerous.
[D] More and more teachers don't like the field of education.



阅读小帮手

核心词汇

erupt *vi.* 喷出, 爆发sales pitches 销售方式 retaliation *n.* 报复, 报仇vogue *n.* 时尚, 风气, 流行accountability *n.* 有责任, 有义务traumatize *vt.* [医] 伤害, 使受精神上的创伤 hypocritical *adj.* 伪善的 futile *adj.* 无用的, 无效的sap *vt.* 渐渐削弱

难句点津

But because schools threw everything into improving test scores, the field of “beating” state-mandated tests erupted into a money-consuming beast, and in-services, at least in my district, tend to be sales pitches for new “strategies” that basically are intended to insure students pass tests, whether they have the necessary skills or not.

[点津] 该句主干为 The field erupted into a beast, and in-services tend to be sales pitches。because 引导原因状语从句修饰整个句子; that 引导的定语从句修饰 strategies; 该从句中又包含 whether 引导的条件状语从句。

Passage 4

words: 552, min: 14

Why should Native American students be allowed to have specially adapted educational programs, and what is so different about their learning motivation, compared to that of the Anglo majority?

Native American students, whether young or old, learn by applying principles and skills to their daily lives. In order for these students to learn a skill, or subject, they must first understand how it relates to their everyday life, and how it can help them to stay upon a strong spiritual path. ① Learning for Native American students, is not motivated by letter grades, or awards, but by the success that it will afford them in future, so when learning environment do not address, or even take into consideration, the cultural, and spiritual differences of the Native American students, future success in life becomes an elusive and unattainable goal. Educational programs for Native American students need to be practical, applicable, and culturally based. The Native American population's educational motivation, as a whole, is more focused on the future utilization of lessons and skills learned, and the benefit that will be given back to the Native American community. As each individual succeeds educationally, they become a model for others, and give hope that the Native American way of life will continue.

Unlike the majority of Anglo children, for which our current academic models were *forged*, Native American children suffer from cultural exclusion and identity crises, racism, poverty and isolation, poor role models, familial instability and abuse, poor mental, physical, and emotional health, as well as *anonymity*. Native American students, primarily those in grades K-12, can be categorized as dangerously “at risk”. The cultural *hurdles*, compounded by those thrown at them educationally, cause many Native American students to drop out, abuse drugs and alcohol, and/or commit crimes to medicate and *alleviate* their inability to cope with seemingly *insurmountable* obstacles.

② Native American youths have long been at a disadvantage, with regard to post-secondary education, primarily because if a youth does succeed in graduating high school, it is usually by attending a non-Native American program. This limits their ability to interact and succeed in an atmosphere whose





predominant cultural **alignment** is white. ③ While Tuba City High School, which addresses rural, reservation, and isolated students, has been quite successful in raising test scores, graduating more students, keeping substance abuse and teen pregnancy low, it has not provided the Native American youth an opportunity to learn and interact with the white culture that surrounds them. But what of the urban Native American students? What can we do for them?

We can make room for alternative programs specifically designed for the Native American students—programs that will address the need to acclimate these students to urban life and white culture gradually, so that they can develop the skills and education necessary to succeed in a diverse and alien culture.

It cannot be stressed enough, that the first, and most important, skill that we must **impart** to the Native American students is how to live and exist in a foreign culture, while maintaining a solid identity with their own. We must stop trying to fit the Native American youth into the cultural mold of white society, and allow them to live and learn according to their own culturally specific applications and values, and prepare for academic and personal life beyond the reservation.

16. We can learn from paragraph 2, for Native American students _____.
[A] everyone has to learn skills useful to their daily lives
[B] learning is motivated by scores and awards
[C] success is the only motivation for their learning
[D] the current educational programs are quite practical and applicable
17. The word “hurdles” (Line 5, Para. 3) most probably means _____.
[A] handles [B] obstacles [C] gaps [D] disadvantages
18. According to the text, what’s the problem of Native American youths in non-Native schools?
[A] Difficulty in raising test scores.
[B] Being isolated by others.
[C] Lack of the ability to interact with the white culture.
[D] Being conservative.
19. What is the author’s suggestion on helping Native American students?
[A] Design special alternative programs for them.
[B] Teach them how to adapt to urban life and white culture.
[C] Teach them how to reject their own culture.
[D] Fit them completely into the cultural mold of white society.
20. What’s the author’s attitude toward Native American students?
[A] Indifferent. [B] Sympathetic. [C] Disappointed. [D] Pessimistic.



阅读小帮手

核心词汇

elusive *adj.* 难懂的, 难捉摸的

anonymity *n.* 匿名

alleviate *vt.* 使(痛苦等)易于忍受, 减轻

alignment *n.* 联合, (力量的)组合

forge *vt.* 使形成

hurdle *n.* 障碍, 困难

insurmountable *adj.* 不能克服的, 不能超越的

impart *vt.* 给予(尤指抽象事物), 传授





难句点津

① Learning for Native American students, is not motivated by letter grades, or awards, but by the success that it will afford them in future, so when learning environment do not address, or even take into consideration, the cultural, and spiritual, differences of the Native American student, future success in life becomes an elusive and unattainable goal.

[点津] 本句主干为 Learning is not motivated by... but by...。其中 that 引导的定语从句修饰 success; so 引导结果状语从句, 其主干为 success becomes goal, 该从句中又包含由 when 引导的时间状语从句。

② Native American youth have long been at a disadvantage, with regard to post-secondary education, primarily because if a youth does succeed in graduating high school, it is usually by attending a non-Native American program.

[点津] 本句主干为 Youth have been at a disadvantage。介词短语 with regard to... 作状语成分; because 引导原因状语从句, 此为第一层从句, 其中又包含 if 引导的条件状语从句, 为第二层从句。

③ While Tuba City High School, which addresses rural, reservation, and isolated students, has been quite successful in raising test scores, graduating more students, keeping substance abuse and teen pregnancy low, it has not provided the Native American youth an opportunity to learn and interact with the white culture that surrounds them.

[点津] 本句主干为 It has not provided the Native American youth an opportunity。while 引导让步状语从句, 其中 which 引导非限制性定语从句修饰 school, 三个并列的现在分词短语 raising, graduating 和 keeping 作介词 in 的宾语; 主句中 it 指代 school, 不定式短语 to learn... 作定语修饰 opportunity, that 引导的定语从句修饰 culture。

答案速查

	参考答案	正确率		参考答案	正确率
Passage 1	B A A C A		Passage 3	A A D B B	
Passage 2	C C B B C		Passage 4	A B C A B	

全文译文和答案解析

Passage 1

公元 999 年夏天, Leif Erikson 航海去了挪威, 与国王 Olaf Tryggvason 一起在那里度过了那个冬天。实际上, 《红发埃里克的传奇》和《扁平岛屿录》中也有同样的描述。后者没有提及 Leif 返回格陵兰岛的航行, 但是根据前者的描述, 就是在这次回航途中, Leif 发现了美洲。然而, 《扁平岛屿录》一书则讲述了另一次更早的 Biarni 着陆, Biarni 是名人 Heriulf 的儿子, 该书提到 Leif 把这种航海的精神带到了这个新的岛屿。简单地说, 和 Leif 一样, Biarni 和他的伙伴们在到达格陵兰岛前连续看到了三个国家, 每到一个新的地方他们就需要一艘船, 直到 Biarni 径直来到了在那个最后提及的国家中他父亲的房子前。

后来大部分的作家否定了这个故事, 而且他们可能是对的。有可能 Biarni 是 Leif 从挪威出发经



过美洲航海至格陵兰岛时的伙伴,也可能整个故事只不过是有关这次航海的断章取义叙述,Biarni 不过是 Leif 的别名罢了。然而,值得注意的是,Leif 拜访 Olaf 国王和 Biarni 拜访这个国王先辈的故事都发生在《扁平岛屿录》这本书中,所以,两个故事重叠的可能性不大。而且,Biarni 没有在途经的任何岛屿上停留过,但 Leif 很显然登陆了一个岛屿,因为他带回了小麦、葡萄树和木材的样本。也没有足够的理由相信 Biarni 登陆的第一个岛屿就是文兰。第一个岛屿是“平坦、覆盖着森林”,而且“上面还有小山丘”。后来的作者没有着重强调森林,尤其是它们与文兰的关联,尽管这些森林经常被顺便提起。有关山丘,《传奇》仅在提到文兰时说,“哪里有山地,哪里就有葡萄树。”

此外,如果这两个故事都出自同一个来源的话,我们应该能看到关于黑卢兰的非常接近的描述。《传奇》是这样描述的:“他们在那儿发现了平坦的大石头。”可是,根据 Biarni 的叙述,“这块土地很高而且多山。”两个故事中关于 1、2、3、4 号船都是虚构的,但这种神话故事被融入到叙述中并不会破坏它的史实性。另外,Biarni 的叙述说主人公直接出现在他父亲房子前的格陵兰岛海岸,这一点也受到了质疑。但人们应该记得,Heriulfsness 位于两座大山下,它是作为航海者的陆标的。

如果不是本应更可信的《传奇》中有关 Leif 的航海故事和 Biarni 的故事同样令人惊奇的话,我可能更愿意放弃 Biarni 更早发现美洲这种看法。但是,Leif 穿过整个北大西洋的航行据说是“极有可能的”,因为它与来自首选权威的叙述浑然一体,而 Biarni 的则是“不大可能的”,甚至是“不可能的”,因为包含它的文本已经受到了责难。

1. B 主旨题。文章第一段指出,有人认为是 Leif Erikson 发现了美洲,但也有人认为 Biarni 可能比 Leif Erikson 更早发现美洲;第二段对 Biarni 和 Leif 所做的航行进行了对比;第三段进一步论证是谁先发现的美洲;作者在最后一段表明,自己相信是 Biarni 先发现的美洲。综合推断可知,作者主要想证明可能是 Biarni 先发现的美洲,所以 B 正确。由第一段可知,有人认为 Leif Erikson 先发现了美洲,故排除 A;第二段指出,Biarni 首先登陆的可能是 Wineland,故排除 C;文中并未提到两人谁先登陆的 Wineland,故排除 D。
2. A 细节题。文章第二段第二句提到,当 Leif 从挪威出发经过美洲航行到格陵兰岛时,Biarni 很可能是其同伴,所以 A 正确。该句还提到,Leif 很可能是 Biarni 的别名,但并未确定 Leif 就是 Biarni 的别名,故排除 B;该段第四句指出,Biarni 没有登陆他所经过的陆地,而 Leif 显然登陆过一个地方,故排除 C;该段第三句指出,Leif 拜访过 Olaf 国王,而 Biarni 则拜访过其前任国王,故排除 D。
3. A 推断题。由题干关键词 two high mountains 定位到文章第三段。该段最后两句指出,Biarni 说他正好到达他父亲在格陵兰岛海边的房前,这一点也受到了质疑;但人们应该记得,Heriulfsness 位于两座高山下,而这两座高山正是航海陆标;由此推断,作者提到两座高山是为了说明,由于作为航海陆标的那两座高山的存在,Biarni 很可能刚好在他父亲在格陵兰岛海边的房子前靠岸,所以 A 正确。
4. C 推断题。文章最后一段第一句指出,如果不是因为本应更可靠的《传奇》中提到的 Leif 航海故事和 Biarni 的故事同样令人惊异的话,作者恐怕就更容易放弃 Biarni 更早发现美洲这种看法。再结合作者下文提到 Leif 航海和 Biarni 航海时采用的用引号引出的 probable 和 improbable、impossible 可知,作者并不认为 Biarni 的航海故事是不真实的,所以 C 正确。
5. A 推断题。文章最后一段第一句提到,《传奇》本应该更加可靠,再结合作者接下来对 Leif 航行和 Biarni 航行的真实性的论述可知,作者认为《传奇》中记录的事情可能并不可信,所以 A 正确。作者并未对“被批判的文件”、“更具权威的描述”或“官方文件”发表看法,故排除 B、C、D 三项。



Passage 2

想像一下让你在一个同性的社会里生活 12 年左右,你会有何反应?除非你确实有问题,否则至少你是不会乐此不疲的。因此,现实世界中很多父母选择把这种不正常的环境强加在孩子身上就更让人吃惊了——这种环境他们自己一刻都不愿忍受。

关于这个话题的任何讨论都必定会质疑教育的目标。向孩子们灌输满脑子的知识远非最重要的。教育的主要目标之一就是给未来的公民准备好他们在成人社会占有一席之地所需要的一切。当今的成人社会由男人和女人组成,所以男女分开的学校怎么可能为他们的将来做好恰当的准备呢?任何人被隔离若干年后进入成人社会都会遭受打击。

男女同校的教育给孩子提供的完全是现实社会的真实缩影。男孩女孩都有机会互相了解,有机会学着从小在一起生活。在这里,他们可以在学习能力、体育运动成绩和许多课外活动方面进行相互比较,这些都是学校生活的一部分。(只举一个小小的例子)在学校的话剧中男生角色能够由男孩子扮演,女生角色则能够由女孩子扮演,这是多么实际的好处啊!而对男女同校教育中男孩子比女孩子聪明或者女孩子比男孩子聪明的非议简直是一派胡言!把男孩子和女孩子隔开会使他们感到自己被视作不同的人群。这样男女之间的敌对就形成了。而在男女同校的学校,一切都会正常发展。

但是男女同校教育最大的贡献可能在于其倡导的健康的生活态度。男孩子在成长的过程中不用认为女人是神秘的生物——空想的女神,更像是童话中所描绘的人物,而不只是人类。女孩子在成长的过程中也不会幻想男人都是传奇式的英雄。在学校一起生活多年早就让他们消除了这种幻想。不存在长着雀斑、扎着辫子、声音尖锐刺耳和涂着指甲油的女神;也没有有多节膝盖、指甲肮脏、头发蓬乱的传奇式英雄。青春期的尴尬阶段使我们密切关注成长的生理和情感问题。这些问题在男女同校教育的环境中可以得到更好地解决。男女分开的学校有时则为性变态提供了环境。而这在男女同校教育体系中几乎是不可能的。到学生毕业离校之时,他们将作为已调整好心态的成人,为进入社会做好了充分的准备。他们在应付男女所面临的许多问题上已经有多年的经验。

6. C 推断题。结合下文可知,作者在第一段表明了自己对待男女生隔离的学校的态度。该段第三句提到,除非你确实有毛病,否则至少你不会为此(到男女生隔离的学校上学)而高兴,由此推断,作者显然反对男女生隔离的学校,所以 C 正确。该段最后一句提到,许多家长竟然强行把孩子送进他们自身连一分钟都无法忍受的不正常环境(男女生隔离的学校),但并未表明孩子自己是否愿意,由此也可见,家长本身并不喜欢男女生隔离的学校,故排除 A、D;该段并未提到有关男女合校的观点,故排除 B。
7. C 细节题。文章第二段第三句提到,教育的主要目的之一是为未来公民准备好在成人社会获得一席之地所需的一切,所以 C 正确。该段第二句提到,将孩子的头脑装满知识对他们来说远不是最重要的,故可排除其余三项。
8. B 细节题。文章第三段首句提到,男女同校能给孩子们提供的完全是现实社会的真实缩影,由此可知,男女合校提供给孩子们的是真实社会的模型,而并非真实的生活或真实的社会情况,故排除 C、D,确定 B 为答案。由下文可知,和他人相处的技巧只是男女合校带给孩子们的收获之一,故排除 A。
9. B 推断题。文章最后一段提到,男孩子在成长过程中不会认为女人是神秘的,女孩子也不会把男人想像成传奇英雄,多年来共同度过的校园生活消除了这类幻想,由此推断,在男女合校的学校里的男孩和女孩对彼此不存在幻想的原因是,多年来共同度过的校园生活,所以 B 正确。原文只提到他们共度校园生活,但并未提到他们彼此非常了解,故排除 A、D;该段首句





提到,男女合校最大的贡献或许是它所鼓励的健康的生活态度,但这并不是消除彼此幻想的根本原因,故排除C。

10. C 推断题。本题可采用排除法。文章后两段介绍了男女合校的优点,但并没有说只有男女合校教育才能与社会相协调,也并未提到人们开始意识到男女合校的重要性,故排除A、B;文章开始着重说明了男女生隔离的学校的弊端,接着介绍了男女合校的好处和必要性,可见作者认为男女合校教育优于男女分校教育,所以C正确;原文并未提到男女合校有许多特点,故排除D。

Passage 3

标准化测试的初衷是为了保证孩子毕业后具备读写能力。但由于学校不顾一切只为提高学生考试分数,这块原极富竞争力、并由州政府管辖的测试系统已经腐化成为一头赚钱的猛兽。至少,我所在地区的在职培训机构就倾向于给学生推销新的应试“策略”,这些“策略”旨在让学生通过考试,根本不管学生是否已经掌握了必备的技能。

我这么说也许会招来很多人的反对——所有的考试材料制作公司、许多知道学校的业绩与这些虚假的学生成绩测评息息相关的学校管理人员、还有许多政客。但我认为,如果老师得到保证不会因发表不同意见而遭报复的话,他们当中许多人将会赞同我的观点;而且许多家长和学生也会赞同,考试已经成为学校的重中之重。

考试维护者们会推崇现在正流行的将考试进行到底的口号,他们会简要提及公立学校中出现的问题,并最终都以一个口头禅“有责任”作结。然而,怎样才能让老师负责任呢?他们五周内必须举行五次测试,他们哪里来的时间进行教学?

坦白地说,公立学校出现的问题在很大程度上正是由测评系统的崩溃而不是别的导致的。这种观点不为大众所接受,从政治的角度而言也不对,但它却是实实在在的。我曾遇到一年级学生问我和丈夫做爱的频率;他们因为家庭虐待而受到精神创伤,因而在学校不能安心学习;他们曾带着剃须刀来上学。这些问题并不能通过测试得以解决,除非我们也开始对家长 and 整个社会进行测试。

因此,请不要像政客们标榜真理那样寻找“借口”。要我负责,甚至对受到虐待的孩子以及带着剃须刀来上学的孩子负责,可以。我不害怕负责任,我也不害怕“承担责任”,但是,除非你给我时间去教授他们,然后只让我为几个小时的文书工作和考试“分析”承担责任,因为让我为我无法进行的教授而负责是伪善而无用的。

我们学区今年给我们“大幅”增加了工资,也给每天增加了半个小时的工作时间,并要求我们通过在无薪的周六“培训”中发展自身——这其中,许多都是以前那些为避免考试而离开学校的前任老师提出来的销售培训计划。然而我的许多打算离职的同事并不是因为工资水平低或无数个小时的无薪工作而离职。他们的离职,很简单,是因为当前的测试系统正在慢慢削弱公共教育的活力。数据显示离职老师的数目会增长。教师因为偶然的暴力、或因压力致疾而死亡的悲惨事件将被那些普普通通的老师们时不时加以抱怨,这些甘于奉献的老师依然留在岗位上,但却不知道为什么要留下。

为考试的过度杀伤力而义正词严的那些老师仍将被认为是麻烦制造者,是不停抱怨的消极人士。然而在选民声讨政客和学校管理人员之前,这些考试将会继续窒息我们学校制度以及孩子的生命。

11. A 推断题。文章第一段提到,标准化测试原本用来于保证孩子们毕业后具有读写能力,但学校却把所有精力都投入到提高考试分数上,这使得许多培训机构倾向于推销保证学生通过考





- 试的新策略,而不管学生是否具备必要的技能;文章接下来对标准测试这一问题进行了分析,由此推断,作者是通过提出问题来引出文章主题的,故选A。
12. A 推断题。文章第一段提到,学校和培训机构把注意力放在了提高学生考试分数上,对于学生是否掌握必备的技能则不闻不问;接下来的几段分析了这种教育观念所带来的问题:家长和学生抱怨考试过多,教师把大部分授课时间投入测试中,由此推断,作者关注的是学校中不合理的考试及其带来的后果,所以A正确。
13. D 推断题。本题可采用排除法。文章第二段提到,所有的考试辅导材料制作公司、许多学校管理者和政客都不会同意作者的看法(反对标准化测试),由此推断,并不是所有支持考试的人都是为了盈利,故排除A;该段最后一句提到,许多家长和学生都可能认同考试已成为学校的重中之重,可见有很多家长和学生抱怨考试过多,故排除B;第三段末句提到,老师每周都要进行测试,但并未提到他们用一半的教学时间来进行测试,故排除C;该段首句提到,那些支持时下流行的将测试进行到底的人会列出公立学校存在的问题,最后以他们的口头禅“有责任”作结,由此推断,提倡考试的人知道公立学校的问题所在,但并未给予重视,故选D。
14. B 推断题。文章第四段首句提到,公立学校的问题主要是由测评系统的失败而造成的,接着作者列举了一年级学生面临的一系列问题,最后指出这些问题是考试无法解决的,由此推断,作者在批判考试的同时,试图找出公立学校问题的根源,故选B。
15. B 推断题。文章倒数第二段第二句提到,作者有许多同事提出辞职,不是由于薪水低或是做很多无薪的工作,而仅仅是因为“测试系统”正在削弱公共教育的活力,由此推断,作者所在学区面临的问题是,许多教师因无法忍受公共教育的衰败而辞职,所以B正确。

Passage 4

为何美国土著学生可以拥有为自己量身定做的教育计划?他们的学习动机与多数盎格鲁后裔学生比起来,究竟有何不同?

美国土著学生,无论年龄大小,都通过把原理技能运用在日常生活中来学习。如果要学习一项技能或者某门学科,这些土著学生首先必须了解该技能或学科是如何与日常生活相结合,这门技能或学科又是如何帮助他们在强有力的精神道路上持续向前。对于美国土著学生而言,学习的动力并非分数或奖励,而是学习可能带给他们将来的成功。因此,当学习环境不关注,甚至不考虑美国土著学生的文化和精神差异时,未来的成功就变成了一个不可捉摸的、遥不可及的目标。针对美国土著学生的教育计划必须实用、可行,并且建立在文化基础之上。美国土著人的教育动机,总体来说,更加关注所学课程以及技能是否会在未来生活中发挥作用,更加关注这些课程和技能是否会给美国土著大众群体带来利益。因为每一个土著个体在教育上得以成功,他都将成为大家的榜样,并且给大家带来希望,认为美国土著生活方式将持续下去。

盎格鲁后裔孩子目前的教育模式早已形成,而美国土著孩子则不同,他们承受着文化排斥、身份危机、种族主义、贫穷和孤立、拙劣的行为榜样、家庭不稳定和家庭虐待、不良身心健康状态、以及不为人知的压力。美国土著学生,尤其那些从幼儿园到高中的学生,他们被社会纳为危险分子,处在危险中。文化阻碍以及教育上给他们带来的不良影响,使得许多美国土著孩子退学、吸毒、酗酒、犯罪,他们以为通过这些方式可以缓解他们对看似无法逾越的困难感到无能为力的情绪。

在高等教育中,美国土著年轻人一直以来都处于劣势地位,其主要原因是如果一个年轻人能够在中学阶段顺利毕业,他/她通常要接受非土著美国教育。他们身处白人文化为主导的环境中,这限制了他们的交流能力,也妨碍他们取得成功。蒂巴市中学,这个为偏远乡村的孩子提供住





宿的学校,虽然能够非常成功地提高学生的考试成绩,升学率也比其他土著学校高,并且公共财产毁坏现象及青少年怀孕率保持低水平,但它并没有给美国土著孩子提供学习周围的白人文化以及和白人进行交流的机会。那么,城市里的美国土著学生情况又如何?我们能够为他们做些什么呢?

我们可以提供专为美国土著学生设计的可选择教育计划。这些计划将提出有必要使美国土著学生慢慢适应城市生活和白人文化,这样会使他们得以发展必备的技能和教育,从而在多样的、相异的文化中取得成功。

我们一再强调,我们需要传授给美国土著学生最首要的一门技能是,学会如何在不同的文化中生存下去,同时还要保持自己的文化本质。我们必须停止试图将美国土著青年融入白人社会文化模式的做法,我们应该允许他们根据自身文化方面的具体适用性以及价值观来生存和学习,为保留地以外的学术和个人生活做准备。

16. A 推断题。文章第二段开始提到,美国土著学生,无论年龄大小,都要通过将原理和技能运用到日常生活中来学习,他们想要学习某一技巧或科目,就必须首先了解其对日常生活有何用处,由此推断,他们都要学习对日常生活有用的技巧,故 A 正确。该段第三句提到,对于美国土著学生而言,学习的动力不是分数或奖励,而是学习可能带给他们将来的成功,但并未提到成功是他们学习惟一的动力,故排除 B、C;该段倒数第三句提到,针对美国土著学生的教育计划应该实用、可行,但这并不等于说现在的教育计划就很实用、可行,故排除 D。
17. B 语义题。被考查词所在句意为“文化……导致很多美国土著学生辍学、吸毒、酗酒……”,再结合上文提到的美国土著学生所面临的文化排斥(cultural exclusion),以及下文提到的他们看似不能克服的障碍(seemingly insurmountable obstacles)可知, B(障碍)最符合文意。A(把手)、C(差距)、D(缺点)均与原文不符。
18. C 推断题。文章第四段指出,在高等教育中,美国土著学生一直处于劣势,而这通常是由于他们参与非土著的美国教育而造成的,他们无法在以白人为主导的文化中与别人交流并获得成功,由此推断,在非土著学校里的土著学生所面临的问题是,他们无法与白人文化互相作用,所以 C 正确。其他三项均与原文不符。
19. A 推断题。文章第四段最后提出问题:我们能美国土著学生做些什么?第五段首句就给出了问题的答案:我们可以为美国土著学生专门设计可选择的教育计划,由此推断,作者在帮助美国土著学生方面所给出的建议是,为他们设计专门的可选择的教育计划,所以 A 正确。帮助土著学生逐渐适应城市生活和白人文化是设计专门计划的目的,故排除 B; C、D 两项与最后一段内容相悖,故排除。
20. B 态度题。文章第三、四段提到了美国土著学生所面临的问题,第五段说明了该如何帮助他们,由此推断,作者应该非常同情美国土著学生,所以才会呼吁为他们专门设计教育计划,故选 B。A(冷漠的)、C(失望的)和 D(悲观的)均不符合原文。