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ENGLISH WEEKLY PLAN SERIES

# 大学英语

## 新四级阅读周计划

大学英语四六级考试命题研究组 © 编著

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WEEKLY  
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**新题型**

第6版



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“英语周计划系列丛书”是针对我国读者的英语学习特点开发的、以“周”为谋篇布局单位、以“日”为具体实施单元的极具特色的英语辅导用书，具有思维创新、规划科学、目标明确、讲练结合、直击实战等特点。《大学英语新四级阅读周计划》是本系列针对 CET4 的一个分册。

编者从阅读的题型特点和设题规律出发，针对考生复习中经常遇到的问题，为考生提供了一个完整的 CET4 阅读 4 周复习方案。每周学习 5 天，共 20 天。第一周快速阅读，第二周选词填空和简答，第三周篇章阅读；周一至周五每天一项任务，带你夯实基础，掌握技巧，各个击破；第四周精心设计了 7 套模拟自测题，带你在实践中检验自我，巩固提高。4 周的安排，目标明确，科学合理，帮助考生理清复习思路，快速提升阅读能力。

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# 丛书序

“英语周计划系列丛书”的大学英语四级和六级两个系列共 14 种书自出版以来，以其科学的时间安排、精练的考点讲解、实用的技巧点拨、充足的针对性练习、细致的名师点评和贴心的版式编排，赢得了广大读者的好评。同时，各种真诚的建议和中肯的意见也陆续进入作者的脑海。读者提出的建议都非常实用和贴心，让我们真切地体会到了广大读者对本丛书的厚爱，但也加深了心中的那份不安，因为我们知道，我们肩负着广大读者对我们的期望。

编者深知肩上的这份期望的分量，因此结合出版以来使用本书的考生的反馈意见，根据四、六级考试委员会 2013 年 8 月对四、六级考试作出的最新调整，本着精益求精的宗旨，对丛书进行了精心的改版，目的是最大限度地满足读者的使用需求，让读者最终能够自信、从容地走进四、六级考场。

新版四、六级周计划系列主要有以下几个特点：

## 1. 紧跟变化、更具专业性

自 2013 年 12 月考次起，全国大学英语四、六级考试委员会对四、六级考试的试卷结构和测试题型作出了局部调整。编者在第一时间对样题及 2013 年 12 月真题进行了分析，针对各题型所作的调整，对丛书内容进行了及时的补充和更改，以便于考生在短时间内充分了解新题型的特点和考查方式，从容应对一切变化。

## 2. 例题更新、更具实用性

删去了陈旧的例题，换之以最新真题，让考生了解最新的试题形式和难度。《大学英语新四级听力周计划》和《大学英语新六级听力周计划》两本书的真题录音部分更新了最新真题，这样，考生不仅能边看讲解边听录音，还能通过最新录制的真题音频感受考场气氛，也能更深入地领会书中所讲的知识 and 技巧。

## 3. 讲解更精、更突出重点

针对考生的弱点和考试的重点，本次改版对部分考点进行了更加细致的讲解，并对部分知识的讲解进行了重新编排，听力周计划和阅读周计划由原来的每周 6 天缩减至每周 5 天，写作周计划由原来的每周 7 天缩减至每周 6

天，讲解更精练，重点更突出。根据新题型的命题规律，听力周计划中短文听写由单词和句子听写全部更换为单词和词组听写；阅读周计划中我们删去了快速阅读，替换成了长篇阅读，且六级阅读周计划中删去了简答，替换成了词汇理解；写作周计划更改为翻译、写作周计划，加入了新的汉译英题型，进行了全新编排。这样的安排方便考生在有限的时间里更彻底地掌握重点知识和技巧，更高效地备战考试。可以说，考生只要跟着周计划走过3~5周，在阅读中理解，在练习中体会，那么听力、阅读、翻译、写作各个环节的重点和难点自然便可迎刃而解。

#### 4. 练习更强、更具针对性

对于练习材料中比较陈旧的题目和过时的设题进行了替换，按照最新真题的标准重新选材、设题，以期让考生在有限的时间里最大限度地熟悉考试的题型和答题的技巧，时刻和考试动态保持同步。

#### 5. 解析更细、更加标准化

不管是书中的例题还是练习，改版后的解析都更加细致入微。同时，统一了解析模式，使考生使用起来更方便、更容易理解并掌握所学知识和技巧。

#### 6. 录音更全、更便于备考

《大学英语新四级听力周计划》的录音时长达到420分钟，《大学英语新六级听力周计划》的录音时长更是达到了460分钟。超长的听力训练时间，不仅便于考生对讲解的知识点更深入地了解，而且也能让考生在备考中一直保持足够的量的积累，最终产生质的飞跃。

本丛书在出版前已经多个辅导班学生使用，结果证明，考生如按照本丛书的规划认真复习备考，定能有效提高复习效率，取得更加理想的考试成绩！本丛书是一线辅导教师的倾力之作，凝结了我们的大量心血，辅导精华尽现书中，可谓辅导和图书出版的完美结合。编者衷心希望本丛书能让更多考生受益，如是，将深感欣慰！

编者

2014年6月于中国人民大学

# 前言

阅读一直在四级考试中占据相当大的比例，且题型也在不断地趋向多样化，最初是单一的仔细阅读，后来变更为快速阅读、词汇理解和仔细阅读三种题型并存；而从2013年12月考试起，四、六级考试委员会再次对四级阅读题型进行了调整，将原来的由7道选择题和3道填空题组成的快速阅读理解更改为包含10道信息匹配题的长篇阅读，新题型的出现使得阅读理解更加成为广大四级考生通关道路上的拦路虎。因此，如何科学地安排复习，快速熟悉新题型，切实提高阅读水平，是所有考生必须思考和面对的迫切问题。

## 考生的问题

总结多年的一线教学经验并通过广大考生的问卷调查统计，我们发现，考生阅读能力低下和阅读分数不高主要由以下几个问题导致：

### 一、复习欠缺规划

阅读能力的提高不是一蹴而就的，需要科学地计划和安排。但是很多考生的阅读复习都是三天打鱼，两天晒网，缺乏系统性，更没有规划，导致复习效率低下。

### 二、基础掌握不牢

词汇量不够、语法知识不牢、长句难句理解不了，一直是很多考生提高阅读水平的瓶颈。而没有基本的词汇和语法基础，其他什么都谈不上。

### 三、做题方法不当

不同的阅读题型有不同的阅读方法，而很多考生的阅读方法千篇一律。对于像词汇理解等其他阅读题型，仍然采取和传统的仔细阅读同样的阅读方法，这必然导致阅读效率低下，做题准确率不高。

### 四、练习做得不精

很多考生可能都有过这样的感受：阅读练习做了一篇又一篇，成绩就是提不上去，一进考场还是觉得文章难，时间紧，手忙脚乱，这归根到底还是因为平时的训练方法不当。平时读而不精，读而不思，做完题对完答案就算了事，对自己的错误原因没有好好分析，对文章中出现的重点词汇和长句难

句也没有好好掌握，对于各类题型的解题技巧更没有好好总结。结果是，这次犯的错误，下次还会再犯。

## 我们的对策

我们从阅读的题型特点和设题规律出发，针对考生复习中经常遇到的问题，精心编写了本书。本书内容安排在4周进行，每周5天，共20天。第一至三周分题型训练，各个击破；第四周模拟测试，实战演练，全面提升。

本书具有以下特色：

### 一、4周时间，科学规划

第一至第三周分题型复习：第一周词汇理解，第二周长篇阅读，第三周仔细阅读；周一至周五每天一项任务，带你夯实基础，掌握技巧，各个击破；第四周精心设计了7套阅读模拟测试题，带你在实战中检验自我，巩固提高。4周的安排，目标明确，科学合理，帮助考生理清复习思路，快速提升听力成绩。

### 二、典型自测，自我诊断

在进入各题型的具体讲解之前，先给出一套典型的阅读试题，并对题目的解题技巧和错误原因进行详尽的点评分析，同时给考生提出合理的复习建议，让考生通过模拟自测找出自己的弱点，明确努力的方向。

### 三、考点精炼，讲解到位

针对各种题型，透析考查重点，提炼必备知识，点拨解题技巧，将每个题型涉及的考点、知识、技巧分成若干模块，安排在每一天里进行透彻讲解，各个击破。

### 四、充分练习，练透练精

每天的讲解都配有专题演练，每周复习结束时都配有各题型的模拟题，检验一周的复习效果，让考生学完一个，练透一个，彻底吃透所学知识。最后还配有7套阅读模拟测试题，让考生真正练透、练精。

### 五、词句提炼，重点突出

在每天学习的最后是练习中的重点词句提炼环节，目的是让考生在做练习的同时掌握阅读的重点词汇和句式，充分利用练习达到巩固知识和拓展知识的目的。

编者

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# 阅读导学 >>>

## 一、阅读命题方向

阅读理解能力一直是四级考试测试的重点,自2006年实施710分新题型以来,其所占分值比例一直为35%,考试时间为40分钟。

2013年8月,四、六级考试委员会公布决定,自2013年12月考试起,将原来的快速阅读理解更改为长篇阅读理解,篇章长度和难度不变。

调整后的四、六级阅读部分的题型结构如下表所示:

测试题型	考查形式	题目数量	分值比例	考试时间
词汇理解	选词填空	1篇文章,10道题	5%	40分钟
长篇阅读	匹配	1篇文章,10道题	10%	
仔细阅读	多项选择	2篇文章,10道题	20%	

### (一) 词汇理解命题方向

四级词汇理解的测试题型是选词填空,考查方式是在一篇长度为250词左右的文章中删去10个词,要求考生从所提供的15个词中选出最合适的词填入空格处,使短文恢复完整。备选单词中每个单词最多只能选择一次。

选词填空所考查的词汇范围不包括冠词、介词等虚词,而只针对名词、动词、形容词和副词这几类实词进行考查。从表面上看来是对词汇的考查,其实重点是在测试考生对篇章语境中词汇的理解和运用能力。

尽管该题型没有直接考查语法,但备选项中各单词的词性和形式不尽相同,需要考生在空格处填入符合句子语法要求的词,这就要求考生能够正确分析句子语法结构并准确判断空格处的词性及形式。

### (二) 长篇阅读命题方向

长篇阅读是2013年12月四级考试新增的题型,文章长度与原来的快速阅读一样,一般在1000词左右。考查方式是在篇章后附有10个句子,每句一题。每句所含的信息出自篇章的某一段落,要求考生找出与每句所含信息相匹配的段落。这个题型对考生的综合能力要求很高,需要考生综合运用快速阅读和信息匹配的技能。

长篇阅读的难点在于,与原来快速阅读的“题目顺序基本与文章行文顺序

一致”的出题规律不同，信息匹配题中 10 个信息点无序地分布在全篇各段，这就增加了难度和迷惑性；而且题目与段落数量不对称，有的段落可能对应两题，有的段落可能不对应任何一题，这又增加了干扰性。

实际上，段落信息匹配题是雅思考试的一种经典题型，考研中目前也有类似题型，这一更改使四、六级考试更加向国际考试靠拢。段落信息匹配题与原来快速阅读中的多项选择和填空题相比，尽管在难度上谈不上有大幅度的增加，但该题型对于大部分考生来说是十分陌生的，这就要求考生在短期内要熟悉该题型并适应新的解题思路 and 技巧。

### (三) 仔细阅读命题方向

仔细阅读是考生最为熟悉的一种题型，考查形式是四选一的多项选择题。目前的测试篇数是 2 篇，每篇文章的长度约为 300 ~ 350 词，每篇后设 5 道题，共 10 题。它测试考生多个层面的阅读理解能力，具体题目类型主要包括：主旨题、语义题、观点题、细节题和推理题。

仔细阅读题材内容比较广泛，涉及科技、文化、生活等方方面面，体裁也一直以说明文和议论文为主。近年来除了在篇数上由原来的 4 篇缩减为 2 篇，在文章难度和试题难度方面都没有大的变化。仔细阅读对考生的理解能力要求较高，需要考生深刻理解文章内容，因此，尽管考生对该题型比较熟悉，但仍不可掉以轻心，同样要确保足够的阅读量和练习量。

## 二、典型试题自测（新题型）

### Part III Reading Comprehension (40 minutes)

#### Section A

**Directions:** In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

**Questions 36 to 45 are based on the following passage.**

El Nino is the name given to the mysterious and often unpredictable change in the climate of the world. This strange 36 happens every five to eight years. It starts in the Pacific Ocean and is thought to be caused by a failure in the *trade winds* (信风), which affects the ocean currents driven by these winds. As the trade winds

lessen in 37, the ocean temperatures rise, causing the Peru current flowing in from the east to warm up by as much as 5°C.

The warning of the ocean has far-reaching effects. The hot, *humid* (潮湿的) air over the ocean causes severe 38 thunderstorms. The rainfall is increased across South America, 39 floods to Peru. In the West Pacific, there are droughts affecting Australia and Indonesia. So while some parts of the world prepare for heavy rains and floods, other parts face drought, poor crops and 40.

El Nino usually lasts for about 18 months. The 1982-1983 El Nino brought the most 41 weather in modern history. Its effect was worldwide and it left more than 2,000 people dead and caused over eight billion pounds 42 of damage. The 1990 El Nino lasted until June 1995. Scientists 43 this to be the longest El Nino for 2,000 years.

Nowadays, weather experts are able to forecast when an El Nino will 44, but they are still not 45 sure what leads to it or what affects how strong it will be.

- |               |                |                 |               |
|---------------|----------------|-----------------|---------------|
| A) estimate   | B) strength    | C) deliberately | D) notify     |
| E) tropical   | F) phenomenon  | G) stable       | H) attraction |
| I) completely | J) destructive | K) starvation   | L) bringing   |
| M) exhaustion | N) worth       | O) strike       |               |

## Section B

**Directions:** In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

### Universities Branch Out

- A) As never before in their long history, universities have become instruments of national competition as well as instruments of peace. They are the place of the scientific discoveries that move economies forward, and the primary means of educating the talent required to obtain and maintain competitive advantage. But at the same time, the opening of national borders to the flow of goods, services, information and especially people has made universities a powerful force for global integration, mutual understanding and geopolitical stability.
- B) In response to the same forces that have driven the world economy, universities have become more self-consciously global: seeking students from around the

world who represent the entire range of cultures and values, sending their own students abroad to prepare them for global careers, offering courses of study that address the challenges of an interconnected world and *collaborative* (合作的) research programs to advance science for the benefit of all humanity.

- C) Of the forces shaping higher education none is more sweeping than the movement across borders. Over the past three decades the number of students leaving home each year to study abroad has grown at an annual rate of 3.9 percent, from 800,000 in 1975 to 2.5 million in 2004. Most travel from one developed nation to another, but the flow from developing to developed countries is growing rapidly. The reverse flow, from developed to developing countries, is on the rise, too. Today foreign students earn 30 percent of the doctoral degrees awarded in the United States and 38 percent of those in the United Kingdom. And the number crossing borders for undergraduate study is growing as well, to 8 percent of the undergraduates at America's best institutions and 10 percent of all undergraduates in the U. K. In the United States, 20 percent of the newly hired professors in science and engineering are foreign-born, and in China many newly hired faculty members at the top research universities received their graduate education abroad.
- D) Universities are also encouraging students to spend some of their undergraduate years in another country. In Europe, more than 140,000 students participate in the Erasmus program each year, taking courses for credit in one of 2,200 participating institutions across the continent. And in the United States, institutions are helping place students in summer *internships* (实习) abroad to prepare them for global careers. Yale and Harvard have led the way, offering every undergraduate at least one international study or internship opportunity — and providing the financial resources to make it possible.
- E) Globalization is also reshaping the way research is done. One new trend involves sourcing portions of a research program to another country. Yale professor and Howard Hughes Medical Institute investigator Tian Xu directs a research center focused on the genetics of human disease at Shanghai's Fudan University, in collaboration with faculty colleagues from both schools. The Shanghai center has 95 employees and graduate students working in a 4,300-square-meter laboratory facility. Yale faculty, postdoctors and graduate students visit regularly and attend videoconference seminars with scientists from both campuses. The arrangement benefits both countries; Xu's Yale lab is more productive, thanks to the lower

costs of conducting research in China, and Chinese graduate students, postdoctors and faculty get on-the-job training from a world-class scientist and his U. S. team.

- F) As a result of its strength in science, the United States has consistently led the world in the commercialization of major new technologies, from the mainframe computer and the integrated circuit of the 1960s to the Internet *infrastructure* (基础设施) and applications software of the 1990s. The link between university-based science and industrial application is often indirect but sometimes highly visible: Silicon Valley was intentionally created by Stanford University, and Route 128 outside Boston has long housed companies spun off from MIT and Harvard. Around the world, governments have encouraged copying of this model, perhaps most successfully in Cambridge, England, where Microsoft and scores of other leading software and biotechnology companies have set up shop around the university.
- G) For all its success, the United States remains deeply hesitant about sustaining the research-university model. Most politicians recognize the link between investment in science and national economic strength, but support for research funding has been unsteady. The budget of the National Institutes of Health doubled between 1998 and 2003, but has risen more slowly than inflation since then. Support for the physical sciences and engineering barely kept pace with inflation during that same period. The attempt to make up lost ground is welcome, but the nation would be better served by steady, predictable increases in science funding at the rate of long-term GDP growth, which is on the order of inflation plus 3 percent per year.
- H) American politicians have great difficulty recognizing that admitting more foreign students can greatly promote the national interest by increasing international understanding. Adjusted for inflation, public funding for international exchanges and foreign-language study is well below the levels of 40 years ago. In the wake of September 11, changes in the visa process caused a dramatic decline in the number of foreign students seeking admission to U. S. universities, and a corresponding surge in enrollments in Australia, Singapore and the U. K. Objections from American university and business leaders led to improvements in the process and a reversal of the decline, but the United States is still seen by many as unwelcoming to international students.
- I) Most Americans recognize that universities contribute to the nation's well-being

through their scientific research, but many fear that foreign students threaten American competitiveness by taking their knowledge and skills back home. They fail to grasp that welcoming foreign students to the United States has two important positive effects: first, the very best of them stay in the States and — like immigrants throughout history — strengthen the nation; and second, foreign students who study in the United States become ambassadors for many of its most *cherished* (珍视) values when they return home. Or at least they understand them better. In America as elsewhere, few instruments of foreign policy are as effective in promoting peace and stability as welcoming international university students.

注意：此部分试题请在答题卡2上作答。

46. American universities prepare their undergraduates for global careers by giving them chances for international study or internship.
47. Since the mid-1970s, the enrollment of overseas students has increased at an annual rate of 3.9 percent.
48. The enrollment of international students will have a positive impact on America rather than threaten its competitiveness.
49. The way research is carried out in universities has changed as a result of globalization.
50. Of the newly hired professors in science and engineering in the United States, twenty percent come from foreign countries.
51. The number of foreign students applying to U. S. universities decreased sharply after September 11 due to changes in the visa process.
52. The U. S. federal funding for research has been unsteady for years.
53. Around the world, governments encourage the model of linking university-based science and industrial application.
54. Present-day universities have become a powerful force for global integration.
55. When foreign students leave America, they will bring American values back to their home countries.

## Section C

**Directions:** There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.



## Passage One

Questions 56 to 60 are based on the following passage.

Global warming may or may not be the great environmental crisis of the 21st century, but — regardless of whether it is or not — we won't do much about it. We will argue over it and may even, as a nation, make some fairly solemn-sounding commitments to avoid it. But the more dramatic and meaningful these commitments seem, the less likely they are to be observed.

Al Gore calls global warming an “inconvenient truth”, as if merely recognizing it could put us on a path to a solution. But the real truth is that we don't know enough to relieve global warming, and — without major technological breakthroughs — we can't do much about it.

From 2003 to 2050, the world's population is projected to grow from 6.4 billion to 9.1 billion, a 42% increase. If energy use per person and technology remain the same, total energy use and greenhouse gas emissions (mainly, CO<sub>2</sub>) will be 42% higher in 2050. But that's too low, because societies that grow richer use more energy. We need economic growth unless we condemn the world's poor to their present poverty and freeze everyone else's living standards. With modest growth, energy use and greenhouse emissions more than double by 2050.

No government will adopt rigid restrictions on economic growth and personal freedom (limits on electricity usage, driving and travel) that might cut back global warming. Still, politicians want to show they're “doing something.” Consider the *Kyoto Protocol* (京都议定书). It allowed countries that joined to punish those that didn't. But it hasn't reduced CO<sub>2</sub> emissions (up about 25% since 1990), and many *signatories* (签字国) didn't adopt tough enough policies to hit their 2008-2012 targets.

The practical conclusion is that if global warming is a potential disaster, the only solution is new technology. Only an aggressive research and development program might find ways of breaking our dependence on fossil fuels or dealing with it.

The trouble with the global warming debate is that it has become a moral problem when it's really an engineering one. The inconvenient truth is that if we don't solve the engineering problem, we're helpless.

56. What is said about global warming in the first paragraph?

- A) It may not prove an environment crisis at all.
- B) It is an issue requiring worldwide commitments.
- C) Serious steps have been taken to avoid or stop it.