

READING

CET-6

王牌英语

新题型

大学英语六级王牌

阅 读

许建平 主编



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新题型大学英语六级王牌——阅读

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前 言

为适应我国高等教育新的发展形势,深化教学改革,提高教学质量,满足新时期国家对人才培养的需要,2004年初教育部高教司组织制定并在全中国部分高校开始试点《大学英语课程教学要求(试行)》(以下简称《教学要求》)。自2006年6月份开始,大学英语开始试行改革后的四级考试,随后也将以同样方式试行新的六级考试,2007年1月全面实施改革后的四级考试,2007年6月全面实施改革后的六级考试。

与流行了20年的传统大学英语六级试卷相比,即将问世的CET-6新题型加大了听力理解的题量和比例,阅读的比重由原来的40%减为35%,新增添了快速阅读和选词填空两种题型。尽管如此,阅读的重要性并没有被减弱,而是更加灵活,更加注重实际,更能够检查出考生的语言运用能力。由此可见,改革后的CET-6新题型在加强对听力理解的考查的同时,阅读或与读有关的综合测试仍然占整个考卷一半的分值。

《新题型大学英语六级王牌——阅读》根据外语教学新大纲的变化,参照考试新题型,对大学英语六级阅读考试进行全面的辅导。全书共分4章。第1章为CET-6阅读考试概述,主要包括:《教学要求》对阅读的要求及阅读命题模式、CET-6阅读考试题型示例、CET-6阅读考试样题详解、CET-6快速阅读考试新题型详解,CET-6阅读理解仔细阅读详解等内容。

第2章着重介绍了针对CET-6快速阅读方法技巧,包括CET-6快速阅读理解的解题方法与步骤,计时阅读、略读法、查读法、意群阅读法等快速阅读的常用方法。

第3章涵盖了CET-6仔细阅读的技巧方法,包括《教学要求》对CET-6阅读的能力要求、CET-6仔细阅读理解题型分析、CET-6仔细阅读的应试基本方法步骤、CET-6仔细阅读理解应试举例等,并针对阅读理解的各种题型分别做了详尽辅导。此外还对CET-6阅读考试中的常见问题做了分析,介绍了几种常用的词义辨析法。

第4章为CET-6阅读理解练习,编排了数十篇快速阅读理解和仔细阅读理解题型练习,并给出了详尽的答案解析。

我们希望《新题型大学英语六级王牌——阅读》的出版能帮助广大考生有效地进行考前复习准备,顺利通过CET-6考试。

编 者

2007年3月于清华大学荷清苑

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第1章 CET-6 阅读考试概述

1.1 《教学要求》对阅读的要求及阅读命题模式

为适应我国高等教育新的发展形势，深化教学改革，提高教学质量，满足新时期国家对人才培养的需要，2004年初教育部高教司组织制定并在全中国部分高校开始试点《大学英语课程教学要求（试行）》（以下简称《教学要求》）。《教学要求》规定，大学英语课程的教学目标是：培养学生的英语综合应用能力，特别是听说能力，使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流。作为对我国在校大学生英语能力是否达到《教学要求》的主要鉴定手段的大学英语四、六级考试也必须相应改革，以适应新的形势，使考试更好地为贯彻《教学要求》服务。大学英语四、六级考试改革的目标是更准确地测量我国在校大学生的英语综合应用能力，尤其是英语听说能力，以体现社会改革开放对我国大学生英语综合应用能力的要求。

自2005年6月考试起，四、六级考试成绩采用了满分为710分的计分体制，不设及格线；在考试内容和形式上，四、六级考试加大了听力理解部分的题量和比例，增加了快速阅读理解测试，增加了非选择性试题的比例。试点阶段六级考试单项分的报道共分为四个部分：听力（35%）、阅读（35%）、完型填空或改错（10%）、作文和翻译（20%）。各单项报道分的满分分别为：听力249分，阅读249分，完型填空或改错70分，作文142分。各单项分相加之和等于总分（710分）。试点阶段的四、六级考试各部分测试内容、题型和所占分值比例如表1所示。

表1 试点阶段的四、六级考试各部分测试内容、题型和所占分值比例

试卷构成	测试内容		测试题型	比例	
第一部分： 听力理解	听力对话	短对话	多项选择	35%	
		长对话	多项选择		
	听力短文	短文理解	多项选择		
		短文听写	复合式听写		
第二部分： 阅读理解	仔细阅读理解	篇章阅读理解	多项选择	35%	
		篇章词汇理解	选词填空		
	快速阅读理解		是非判断 + 句子填空或其他		
第三部分： 综合测试	完型填空或改错		多项选择	10%	15%
			错误辨认并改正		
	篇章问答或句子翻译		简短回答	5%	
			中译英		
第四部分： 写作	写作		短文写作	15%	

根据考生答题的顺序,样卷共分为6个部分:写作测试、快速阅读理解、听力理解、仔细阅读理解、完型填空和翻译。样卷结构、各部分答题时间和所用答题卡见表2。

表2 六级考试样卷结构、各部分答题时间和所用答题卡

样卷结构	试题内容	答题时间	答题卡
Part I	Writing	30 minutes	Answer Sheet 1
Part II	Reading Comprehension (Skimming and Scanning)	15 minutes	
Part III	Listening Comprehension	35 minutes	Answer Sheet 2
Part IV	Reading Comprehension (Reading in Depth)	25 minutes	
Part V	Cloze/Error Correction	15 minutes	
Part VI	Translation	5 minutes	

样卷答题时间共125分钟。考试开始后,考生首先在答题卡1上完成写作部分。30分钟后,监考员发试题册,考生在接着的15分钟内完成快速阅读理解部分的试题。然后,监考员收回答题卡1。考生在答题卡2上完成其余部分的试题。

在答题过程中,考生必须在答题卡上作答,在试题册上作答无效。所有选择性试题务必用2B铅笔划线作答;所有非选择性试题(即写作、填空等)务必用黑色字迹签字笔作答。

自2006年6月份开始,从参加大学英语教学改革试点学生中试行改革后的四级考试,随后也将以同等方式试行新的六级考试。并初步定于2007年1月全面实施改革后的四级考试,2007年6月全面实施改革后的六级考试。

按照《教学要求》,大学阶段的英语教学要求分为3个层次,即一般要求、较高要求和更高要求。这3个不同层次的要求是我国所有高等院校非英语专业本科生经过大学阶段的英语学习与实践应当达到的英语水平标准,其中一般要求是每个大学毕业生必须达到的目标。达到或未达到《高中英语课程标准》七级的大学新生可将一般要求作为大学阶段英语学习的目标。较高要求和更高要求是对那些学有余力、英语基础较好、达到《高中英语课程标准》八、九级的大学新生而设置的。这3个要求包括了英语语言知识、应用技能、学习策略和跨文化交际等方面的内容。

一般要求对学生的英语阅读理解能力要求如下:

能够基本读懂一般性题材的英文文章,阅读速度达到每分钟70词,在快速阅读篇幅较长、难度略低材料时,阅读速度达到每分钟100词,能基本读懂国内英文报刊,掌握中心意思,理解主要事实和有关细节;能读懂工作、生活中常见的应用文体的材料;能在阅读中使用有效的阅读方法。

推荐词汇量为:掌握的总词汇量应达到4500个单词和700个词组,其中2000个单词为积极词汇,即要求学生能够在认知的基础上学会熟练运用,包括口头表达以及书面表达两个方面。

较高要求的英语阅读理解能力要求如下:

能基本阅读英语国家报刊杂志的一般性题材的文章,阅读速度为每分钟80词,在快速阅读篇幅较长的材料时,阅读速度达到每分钟120词,能就阅读材料进行略读或查读。能够基本读懂自己专业方面的综述性文献,并能正确理解中心大意,抓住主要事实和有关细节。

推荐词汇量为:掌握的总词汇量应达到5500个单词和1200个词组,其中2500个单

词为积极词汇。

更高要求的英语阅读理解能力要求如下：

能读懂有一定难度的文章，理解其意义，借助词典能阅读英语原版书籍和英语国家报刊杂志上的文章；能比较顺利地阅读与自己专业有关的综述性文献。

推荐词汇量为：掌握的总词汇量应达到 6 500 个单词和 1 700 个词组，其中 3 000 个单词为积极词汇。

六级为较高要求，所以本书按较高要求进行 CET-6 阅读考试的全面辅导。

1.2 CET-6 阅读考试题型示例

与传统的阅读考试相比，新的四、六级阅读考试比分下降了 5%，由原来的 40% 降到 35%，除传统的四选一这样的多项选择之外，还增加了仔细阅读、快速阅读，其中仔细阅读的比分占 25%，快速阅读占 10%。下面是最新公布的 CET-6 阅读考试的 3 种题型。

Part II Reading Comprehension (Skimming and Scanning) (15 minutes)

Directions: *In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1.*

For questions 1–4, mark

Y (for YES) if the statement agrees with the information given in the passage;

N (for NO) if the statement contradicts the information given in the passage;

NG (for NOT GIVEN) if the information is not given in the passage.

For questions 5–10, complete the sentences with the information given in the passage.

Rainforests

Tropical rainforests are the most diverse *ecosystem* (生态系统) on Earth, and also the oldest. Today, tropical rainforests cover only 6 percent of the Earth's ground surface, but they are home to over half of the planet's plant and animal species.

What Is a Rainforest?

Generally speaking, a rainforest is an environment that receives high rainfall and is dominated by tall trees. A wide range of ecosystems fall into this category, of course. But most of the time when people talk about rainforests, they mean the tropical rainforests located near the equator.

These forests receive between 160 and 400 inches of rain per year. The total annual rainfall is spread pretty evenly throughout the year, and the temperature rarely dips below 60 degrees Fahrenheit.

This steady climate is due to the position of rainforests on the globe. Because of the orientation of the Earth's axis, the Northern and Southern hemispheres each spend part of the year tilted away from the sun. Since rainforests are at the middle of the globe, located near the equator, they are not especially affected by this change. They receive nearly the same amount of sunlight, and therefore heat, all year. Consequently, the weather in these regions remains fairly constant.

The consistently wet, warm weather and ample sunlight give plant life everything it needs to thrive. Trees have the resources to grow to tremendous heights, and they live for hundreds, even thousands, of years. These giants, which reach 60 to 150 ft in the air, form the basic structure of the rainforest. Their top branches spread wide in order to capture maximum sunlight. This creates a thick *canopy* (树冠) level at the top of the forest, with thinner greenery levels underneath. Some large trees grow so tall that they even tower over the canopy layer.

As you go lower, down into the rainforest, you find less and less greenery. The forest floor is made up of moss, fungi, and decaying plant matter that has fallen from the upper layers. The reason for this decrease in greenery is very simple: The overabundance of plants gathering sunlight at the top of the forest blocks most sunlight from reaching the bottom of the forest, making it difficult for robust plants to thrive.

The Forest for the Trees

The ample sunlight and extremely wet climate of many tropical areas encourage the growth of towering trees with wide canopies. This thick top layer of the rainforest dictates the lives of all other plants in the forest. New tree seedlings rarely survive to make it to the top unless some older trees die, creating a “hole” in the canopy. When this happens, all of the seedlings on the ground level compete intensely to reach the sunlight.

Many plant species reach the top of the forest by climbing the tall trees. It is much easier to ascend this way, because the plant doesn't have to form its own supporting structure.

Some plant species, called epiphytes, grow directly on the surface of the giant trees. These plants, which include a variety of orchids and ferns, make up much of the understory, the layer of the rainforest right below the canopy. Epiphytes are close enough to the top to receive adequate light, and the runoff from the canopy layer provides all the water and *nutrients* (养分) they need, which is important since they don't have access to the nutrients in the ground.

Stranglers and Buttresses

Some epiphytes eventually develop into stranglers. They grow long, thick roots that extend down the tree trunk into the ground. As they continue to grow, the roots form a sort of web structure all around the tree. At the same time, the strangler plant's branches extend upward, spreading out into the canopy. Eventually, the strangler may block so much light from above, and absorb such a high percentage of nutrients from the ground below, that the host tree dies.

Competition over nutrients is almost as intense as competition for light. The excessive rainfall rapidly dissolves nutrients in the soil, making it relatively infertile except at the top layers. For this reason, rainforest tree roots grow outward to cover a wider area, rather than downward to lower levels. This makes rainforest trees somewhat unstable, since they don't have very strong anchors in the ground. Some trees compensate for this by growing natural buttresses. These buttresses are basically tree trunks that extend out from the side of the tree and down to the ground, giving the tree additional support.

Rainforest trees are dependent on bacteria that are continually producing nutrients in the ground. Rainforest bacteria and trees have a very close, *symbiotic* (共生的) relationship. The trees provide the bacteria with food, in the form of fallen leaves and other material, and the bacteria break this material down into the nutrients that the trees need to survive.

One of the most remarkable things about rainforest plant life is its diversity. The temperate rainforests of the Pacific Northwest are mainly composed of a dozen or so tree species. A tropical rainforest, on the other hand, might have 300 distinct tree species.

All Creatures, Great and Small

Rainforests are home to the majority of animal species in the world. And a great number of species who now live in other environments, including humans, originally inhabited the rainforests. Researchers estimate that in a large rainforest area, there may be more than 10 million different animal species.

Most of these species have adapted for life in the upper levels of the rainforest, where food is most plentiful. Insects, which can easily climb or fly from tree to tree, make up the largest group (ants are the most abundant animal in the rainforest). Insect species have a highly symbiotic relationship with the plant life in a rainforest. The insects move from plant to plant, enjoying the wealth of food provided there. As they travel, the insects may pick up the plants' seeds, dropping them some distance away. This helps to disperse the population of the plant species over a larger area.

The numerous birds of the rainforest also play a major part in seed dispersal. When they eat fruit from a plant, the seeds pass through their digestive system. By the time they *excrete* (排泄) the seeds, the birds may have flown many miles away from the fruit-bearing tree.

There are also a large number of reptiles and mammals in the rainforest. Since the weather is so hot and humid during the day, most rainforest mammals are active only at night, dusk or dawn. The many rainforest bat species are especially well adapted for this lifestyle. Using their sonar, bats navigate easily through the mass of trees in the rainforest, feeding on insects and fruit.

While most rainforest species spend their lives in the trees, there is also a lot of life on the forest floor. Great apes, wild pigs, big cats and even elephants can all be found in rainforests. There are a number of people who live in the rainforests, as well. These tribes — which, up until recently, numbered in the thousands — are being forced out of the rainforests at an alarming rate because of deforestation.

Deforestation

In the past hundred years, humans have begun destroying rainforests at an alarming rate. Today, roughly 1.5 acres of rainforest are destroyed every second. People are cutting down the rainforests in pursuit of three major resources:

- Land for crops
- Lumber for paper and other wood products
- Land for livestock pastures

In the current economy, people obviously have a need for all of these resources. But almost all experts agree that, over time, we will suffer much more from the destruction of the rainforests than

we will benefit.

The world's rainforests are an extremely valuable natural resource, to be sure, but not for their lumber or their land. They are the main cradle of life on Earth, and they hold millions of unique life forms that we have yet to discover. Destroying the rainforests is comparable to destroying an unknown planet — we have no idea what we're losing. If deforestation continues at its current rate, the world's tropical rainforests will be wiped out within 40 years. (1361 words)

注意：此部分试题请在答题卡 1 上作答。

1. Virtually all plant and animal species on Earth can be found in tropical rainforests.
2. There is not much change in the weather in the tropical rainforests all the year round.
3. The largest number of rainforests in the world are located on the African continent.
4. Below the canopy level of a tropical rainforest grows an overabundance of plants.
5. New tree seedlings will not survive to reach the canopy level unless _____.
6. Epiphytes, which form much of the understory of the rainforest, get all their water and nutrients from _____.
7. Stranglers are so called because they by blocking the sunlight and competing for the nutrients _____.
8. Since rainforest bacteria and trees depend on each other for life, the relationship they form is termed _____.
9. Plant species are dispersed over a large area with the help of _____.
10. As we are still ignorant of millions of unique life forms in the rainforest, deforestation can be compared to the destruction of _____.

Part IV Reading Comprehension (Reading in Depth) (25 minutes)

Section A

Directions: In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words on *Answer Sheet 2*.

Questions 47 to 51 are based on the following passage.

America is a country that now sits atop the cherished myth that work provides rewards, that working people can support their families. It's a myth that has become so divorced from reality that it might as well begin with the words "Once upon a time." Today 1.6 million New Yorkers suffer from "food insecurity," which is a fancy way of saying they don't have enough to eat. Some are the people who come in at night and clean the skyscrapers that glitter along the river. Some pour coffee and take care of the aged parents of the people who live in those buildings. The American Dream for the well-to-do grows from the bowed backs of the working poor, who too often have to choose between groceries and rent.

In a new book called "The Betrayal of Work", Beth Shulman says that even in the booming 1990s one out of every four American workers made less than \$8.70 an hour, an income equal to

the government's poverty level for a family of four. Many, if not most, of these workers had no health care, sick pay or retirement provisions.

We ease our consciences, Shulman writes, by describing these people as "low skilled," as though they're not important or intelligent enough to deserve more. But low-skilled workers today are better educated than ever before, and they constitute the *linchpin* (关键) of American industry. When politicians *crow* (得意洋洋地说) that happy days are here again because jobs are on the rise, it's these jobs they're really talking about. 5 of the 10 occupations expected to grow big in the next decade are in the lowest-paying job groups. And before we sit back and decide that's just the way it is, it's instructive to consider the rest of the world. While the bottom 10 percent of American workers earn just 37 percent of our average wage, their counterparts in other industrialized countries earn upwards of 60 percent. And those are countries that provide health care and child care, which eases the economic pinch considerably.

Almost 40 years ago, when Lyndon Johnson declared war on poverty, a family with a car and a house in the suburbs felt prosperous. Today that same family may well feel poor, overwhelmed by credit-card debt, a second mortgage and the cost of the stuff that has become the backbone of American life. When the middle class feels poor, the poor have little chance for change, or even recognition. (410 words)

注意：此部分试题请在答题卡2上作答。

47. By saying "it might as well begin with the words 'Once upon a time'" (Line 3, Para. 1), the author suggests that the American myth is _____.
48. What is the American Dream of the well-to-do built upon?
49. Some Americans try to make themselves feel less guilty by attributing the poverty of the working people to _____.
50. We learn from the passage that the difference in pay between the lowest paid and the average worker in America is _____ than that in other industrialized countries.
51. According to the author, how would an American family with a car and a house in the suburbs probably feel about themselves today?

Section B

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 1

Questions 52 to 56 are based on the following passage.

As a wise man once said, we are all ultimately alone. But an increasing number of Europeans are choosing to be so at an ever earlier age. This isn't the stuff of gloomy philosophical contemplations,

but a fact of Europe's new economic landscape, embraced by sociologists, real-estate developers and ad executives alike. The shift away from family life to solo lifestyle, observes a French sociologist, is part of the "irresistible momentum of individualism" over the last century. The communications revolution, the shift from a business culture of stability to one of mobility and the mass entry of women into the workforce have greatly *wreaked havoc on* (扰乱) Europeans' private lives.

Europe's new economic climate has largely fostered the trend toward independence. The current generation of home-aloners came of age during Europe's shift from social democracy to the sharper, more individualistic climate of American-style capitalism. Raised in an era of privatization and increased consumer choice, today's *tech-savvy* (精通技术的) workers have embraced a free market in love as well as economics. Modern Europeans are rich enough to afford to live alone, and temperamentally independent enough to want to do so.

Once upon a time, people who lived alone tended to be those on either side of marriage—twenty something professionals or widowed senior citizens. While pensioners, particularly elderly women, make up a large proportion of those living alone, the newest crop of singles are high earners in their 30s and 40s who increasingly view living alone as a lifestyle choice. Living alone was conceived to be negative — dark and cold, while being together suggested warmth and light. But then came along the idea of singles. They were young, beautiful, strong! Now, young people want to live alone.

The booming economy means people are working harder than ever. And that doesn't leave much room for relationships. Pimpi Arroyo, a 35-year-old composer who lives alone in a house in Paris, says he hasn't got time to get lonely because he has too much work. "I have deadlines which would make life with someone else fairly difficult." Only an Ideal Woman would make him change his lifestyle, he says. Kaufmann, author of a recent book called "The Single Woman and Prince Charming," thinks this fierce new individualism means that people expect more and more of mates, so relationships don't last long—if they start at all. Eppendorf, a blond Berliner with a deep tan, teaches grade school in the mornings. In the afternoon she sunbathes or sleeps, resting up for going dancing. Just shy of 50, she says she'd never have wanted to do what her mother did—give up a career to raise a family. Instead, "I've always done what I wanted to do: live a self-determined life." (457 words)

52. More and more young Europeans remain single because _____.

- A) they are driven by an overwhelming sense of individualism
- B) they have entered the workforce at a much earlier age
- C) they have embraced a business culture of stability
- D) they are pessimistic about their economic future

53. What is said about European society in the passage?

- A) It has fostered the trend towards small families.
- B) It is getting closer to American-style capitalism.
- C) It has limited consumer choice despite a free market.
- D) It is being threatened by irresistible privatization.

54. According to Paragraph 3, the newest group of singles are _____.
A) warm and light-hearted
B) on either side of marriage
C) negative and gloomy
D) healthy and wealthy
55. The author quotes Eppendorf to show that _____.
A) some modern women prefer a life of individual freedom
B) the family is no longer the basic unit of society in present-day Europe
C) some professional people have too much work to do to feel lonely
D) most Europeans conceive living a single life as unacceptable
56. What is the author's purpose in writing the passage?
A) To review the impact of women becoming high earners.
B) To contemplate the philosophy underlying individualism.
C) To examine the trend of young people living alone.
D) To stress the rebuilding of personal relationships.

► Passage 2

Questions 57 to 61 are based on the following passage.

Supporters of the biotech industry have accused an American scientist of misconduct after she testified to the New Zealand government that a genetically modified (GM) bacterium could cause serious damage if released.

The New Zealand Life Sciences Network, an association of pro-GM scientists and organizations, says the view expressed by Elaine Ingham, a soil biologist at Oregon State University in Corvallis, was exaggerated and irresponsible. It has asked her university to discipline her.

But Ingham stands by her comments and says the complaints are an attempt to silence her. "They're trying to cause trouble with my university and get me fired," Ingham told *New Scientist*.

The controversy began on February 1, when Ingham testified before New Zealand's Royal Commission on Genetic Modification, which will determine how to regulate GM organisms. Ingham claimed that a GM version of a common soil bacterium could spread and destroy plants if released into the wild. Other researchers had previously modified the bacterium to produce alcohol from organic waste. But Ingham says that when she put it in soil with wheat plants, all of the plants died within a week.

"We would lose *terrestrial* (陆生的) plants ... this is an organism that is potentially deadly to the continued survival of human beings," she told the commission. She added that the U S Environmental Protection Agency (EPA) canceled its approval for field tests using the organism once she had told them about her research in 1999.

But last week the New Zealand Life Sciences Network accused Ingham of "presenting inaccurate, careless and exaggerated information" and "generating speculative *doomsday scenarios* (世界末日的局面) that are not scientifically supportable". They say that her study doesn't even

show that the bacteria would survive in the wild, much less kill massive numbers of plants. What's more, the network says that contrary to Ingham's claims, the EPA was never asked to consider the organism for field trials.

The EPA has not commented on the dispute. But an e-mail to the network from Janet Anderson, director of the EPA's *bio-pesticides* (生物杀虫剂) division, says "there is no record of a review and/or clearance to field test" the organism.

Ingham says EPA officials had told her that the organism was approved for field tests, but says she has few details. It's also not clear whether the organism, first engineered by a German institute for biotechnology, is still in use.

Whether Ingham is right or wrong, her supporters say opponents are trying unfairly to silence her.

"I think her concerns should be taken seriously. She shouldn't be harassed in this way," says Ann Clarke, a plant biologist at the University of Guelph in Canada who also testified before the commission. "It's an attempt to silence the opposition." (453 words)

57. The passage centers on the controversy _____.
 - A) between American and New Zealand biologists over genetic modification
 - B) as to whether the study of genetic modification should be continued
 - C) over the possible adverse effect of a GM bacterium on plants
 - D) about whether Elaine Ingham should be fired by her university
58. Ingham insists that her testimony is based on _____.
 - A) evidence provided by the EPA of the United States
 - B) the results of an experiment she conducted herself
 - C) evidence from her collaborative research with German biologists
 - D) the results of extensive field tests in Corvallis, Oregon
59. According to Janet Anderson, the EPA _____.
 - A) has canceled its approval for field tests of the GM organism
 - B) hasn't reviewed the findings of Ingham's research
 - C) has approved field tests using the GM organism
 - D) hasn't given permission to field test the GM organism
60. According to Ann Clarke, the New Zealand Life Sciences Network _____.
 - A) should gather evidence to discredit Ingham's claims
 - B) should require that the research by their biologists be regulated
 - C) shouldn't demand that Ingham be disciplined for voicing her views
 - D) shouldn't appease the opposition in such a quiet way
61. Which of the following statements about Ingham is TRUE?
 - A) Her testimony hasn't been supported by the EPA.
 - B) Her credibility as a scientist hasn't been undermined.
 - C) She is firmly supported by her university.
 - D) She has made great contributions to the study of GM bacteria.



阅读理解答案

Part II Reading Comprehension (Skimming and Scanning)

1. N 2. Y 3. NG 4. N
5. some older trees die
6. the canopy layer
7. kill the host tree
8. symbiotic
9. insects and birds/insects/birds/animals
10. an unknown planet

Part IV Reading Comprehension (Reading in Depth)**Section A**

47. divorced from reality/unrealistic
48. The backbreaking labor of the working poor./The bowed backs of the working poor.
49. (their) lack of skill/(their) low skill
50. much greater
51. Poor.

Section B

- | | | | | |
|-------|-------|-------|-------|-------|
| 52. A | 53. B | 54. D | 55. A | 56. C |
| 57. C | 58. B | 59. D | 60. C | 61. A |

1.3 CET-6 阅读考试样题详解**1.3.1 CET-6 快速阅读考试新题型详解**

这篇文章正文为 1 361 个词, 10 道题为 166 个词, 总共 1 527 个词, 要求 15 分钟完成。按《教学要求》, 快速阅读理解部分测试的是浏览阅读和查读能力, 要求学生能在阅读中使用有效的阅读方法, 阅读速度达到每分钟 120 词。因此, 考生应当在 11 分钟之内完成浏览阅读, 用 4 分钟时间答题。需要使用浏览阅读(略读或掠读)、查询阅读等阅读技巧。下面是 1~10 题的详细解题方法与步骤。

首先是熟悉题目。通过标题 Rainforests 可知这是一篇关于雨林的科普读物。然后利用所提供的几个小标题了解文章的大致内容。通过大致浏览可知, 这篇文章对雨林的构成、作用和重要性做了详细的介绍。

1. 本题题干的内容是: 实际上在热带雨林中可以发现地球上的所有植物和动物。

本题的答案为 N。根据常识可知 all plant and animal species 的说法欠妥, 再根据标题下面的第2句: Today, tropical rainforests cover only 6 percent of the Earth's ground surface, but they are home to over half of the planet's plant and animal species. 可知, 热带雨林中有地球上半数以