



张鑫友英语系列

ZHANG XINYOU ENGLISH SERIES

大学英语

# 飞越阅读

OVERFLY  
READING

考前突破周测  
6级

主编 裴纾澜 (上海交通大学)

沈 莘 (武汉大学)

审订 张鑫友 Alexander G. Stein [美]

编写 大学英语六级考试命题研究组



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# 前

# 言

## Preface

英语阅读理解从形式上来看可分为广义上的阅读理解和狭义上的阅读理解。广义上的阅读理解,即通过对一篇文章、一段对话,甚至一个句子的阅读,以达到理解之目的。在现在各类考试中的表现形式有:完形填空、阅读理解、短文改错、短文填空等。狭义上的阅读理解就是我们常见的一种“阅读理解”题目,这种阅读理解题目的表现形式又可细分为回答问题、正误判断、单项选择、完成句子等。

《飞越阅读·考前突破周周测》丛书是按广义上的阅读理解各种题型而编写,它是严格按照最新修订的高校英语考试(CET4、CET6、TEM4、TEM8)大纲来编写,以星期来进行划分,全书的题量设置和结构安排是以让考生在每周对所有这些阅读题型进行一次总体性的综合训练为目的。将全书的体例定为每周一练有两大明显的优势,一是由于广义上的阅读解题涉及的信息量巨大,需要考生付出大量的时间和精力来消化吸收所学的知识,因此每周进行一次这样的综合训练对考生来说是较为科学的时间安排;二是此套书籍可以和《飞越阅读·考前突破每日一练》系列配合使用,即每天抽出一点时间进行 Reading Comprehension 题型的练习,然后一周再做一次综合训练。对时间紧张的考生来说,这样无论在训练量上还是时间配比上都比较容易接受。本书针对高校英语考试,为考生提供组织合

# 前

# 言

## Preface

理,难度循序渐进的大量的练习题,选材、内容上力求新颖全面,旨在帮助考生掌握阅读题的分析方法,提高阅读能力,积累解题经验,最终达到顺利过关的目的。

另外,在全书的最后还附有所有训练题的参考答案和试题答案详解,方便考生在训练结束后,能够对照答案,找出自己的错误,从而发现自身的不足,及时进行改进,并确保考生掌握难点、要点。

本书的作者全部来自武汉大学、上海交通大学及上海外国语大学的一线英语教师,他们大都有比较丰富的 CET(大学英语等级考试)和 TEM(英语专业等级考试)复习备考辅导经验,其中有的老师还参加过考试命题,因此他们能够从考试的实际出发,对训练题的题量和难度设置进行比较科学的设计与编排,这也从根本上保证了此系列丛书的品质和效果。

由于编者水平有限,再加上时间仓促,书中难免有不妥之处,敬请广大读者与同行不吝赐教,以便再版时更正。

编者

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# Week 1



## Part I Reading Comprehension (Skimming and Scanning)

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

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.

### Television: the Cyclops That Eats Books

What is destroying America today is not the liberal breed of politicians, International Monetary Fund bankers, misguided educational elite, or World Council of Churches. These largely are symptoms of a greater disorder. If there is any single institution to blame, it is television.

Television, in fact, has greater power over the lives of most Americans than any educational system, government, or church. Children particularly are easily influenced. They are fascinated, hypnotized, and tranquilized by TV. It often is the center of their world. Even when the set is turned off, they continue to tell stories about what they've seen on it. No wonder that, as adults, they are not prepared for the front line of life. They simply have no mental defenses to confront the reality of the world.

One of the most disturbing truths about TV is that it eats books. Once out of school, nearly 60% of all adult Americans never read a single book, and most of the rest read only one book a year. Alvin Kernan, author of *The Death of Literature*, maintains that reading books "is ceasing to be the primary way of knowing something in our society." He also





one book a year. Alvin Kernan, author of *The Death of Literature*, maintains that reading books “is ceasing to be the primary way of knowing something in our society.” He also points out that bachelor’s degrees in English literature have declined by 33% in the last 20 years and that, in many universities, the courses largely are reduced to remedial reading. American libraries, he adds, are in crisis, with few patrons to support them.

Thousands of teachers at the elementary, secondary, and college levels can testify that their students’ writing exhibits a tendency toward a superficiality that wasn’t seen, say, 10 or 15 years ago. It shows up not only in their lack of analytical skills, but in poor command of grammar and rhetoric. I’ve been asked by a graduate student what a semicolon is. The mechanics of the English language have been tortured to pieces by TV. Visual, moving images—which are the venue of television—can’t be held in the net of careful language. They want to break out. They really have nothing to do with language.

Recent surveys by dozens of organizations also suggest that up to 40% of the American public is functionally illiterate. That is, our citizens’ reading and writing abilities, if they have any, are damaged seriously. The problem isn’t just in our schools or the way reading is taught—TV teaches people not to read. It renders them incapable of engaging in an activity that now is seen as strenuous, because it is not a passive hypnotized state.

Passive as it is, television has invaded our culture so completely that the medium’s effects are evident in every quarter, even the literary world. It shows up in supermarket paperbacks, from Stephen King to pulp fiction. These really are forms of verbal TV—literature that is so superficial that those who read it can have the same sensations they experience when watching television.

Even more importantly, the growing influence of television, Kernan says, has changed people’s habits and values and affected their assumptions about the world. The sort of reflective and critical thinking encouraged by books has been made outdate in this context, we would do well to recall the Cyclops—the race of one-eyed giants in Greek myth.

Here is a passage from classicist Edith Hamilton’s summary of the encounter between the mythic adventurer Odysseus and the Cyclops Polyphemus. On his way home from the Trojan Wars, Odysseus and his crew have found Polyphemus’ cave:

“At last he came, hideous and huge, tall as a great mountain crag. Driving his flock before him he entered and closed the cave’s mouth with a heavy piece of stone. Then looking around he caught sight of the strangers, and cried out in a dreadful booming voice, ‘Who are you who enter unbidden the house of Polyphemus? Traders or thieving pirates?’ They were terror-stricken at the sight and sound of him, and Odysseus made shift to answer, and firmly too: Shipwrecked warriors from Troy are we, and your supplicants,



under the protection of Zeus, the suppliant's god. But Polyphemus roared out that he cared not for Zeus. He was bigger than any god and feared none of them. With that, he stretched out his mighty arms and in each great hand seizes one of the men and dashed his brains out on the ground. Slowly he feasted off them to the last shred, and then, satisfied, stretched himself out across the cavern and slept. He was safe from attack. None but he could roll back the huge stone before the door, and if the horrified men had been able to summon courage and strength enough to kill him they would have been imprisoned there forever."

To discover their fate, read the book, preferably Robert Fitzgerald's masterful translation. What I find particularly appropriate about this myth as it applies to today is that, first, the Cyclops imprisons these men in darkness, and second, he beats their brains out before he devours them. It doesn't take much imagination to apply this to the effects of TV on us and our children.

Quite literally, TV affects the way people think. In *Four Arguments for the Elimination of Television*, Jerry Mander quotes from the Emery Report, prepared by the Center for Continuing Education at the Australian National University, Canberra, that, when we watch television, "our usual processes of thinking and discernment are semifunctional at best." The study also argues that, while television appears to have the potential to provide useful information to viewers—and is celebrated for its educational function—the technology of television and the inherent nature of the viewing experience actually inhibit learning as we usually think of it.

Television also teaches that people aren't quite real. They are images—gray-and-white shadows or Technicolor little beings who move in a medium no thicker than a piece of glass, created by this bombardment of electrons.

The tendency is to start regarding them in the way children think when they see too many cartoons—that people merely are objects that can be destroyed, or that can fall over a cliff and be smashed to pieces, then pick themselves up again. This contentless violence of cartoons has no basis in reality. Actual people aren't images, but substantial, physical, corporeal beings with souls.

Television eats skills. It eats academic skills. It eats positive character traits. It even eats family relationships. How many families spend the dinner hour in front of the TV, seldom communicating with one another? How many have a television set on while they eat breakfast or prepare for work or school?

Television eats out our substance. Mander calls this the mediation of experience. "With TV what we see, hear, touch, smell, feel and understand about the world has been



processed for us.” When we “cannot distinguish with certainty the natural from the interpreted, or the artificial from the organic, then all theories of the ideal organization of life become equal.”

In the 1960s and 1970s, many of the traditional standards and mores of society came under heavy assault. Indeed, they were blown apart, largely with the help of television. There was an air of unreality about many details of daily life. Even important moral questions suffered distortion when they were reduced to TV images. During the Vietnam conflict, there was much graphic violence—soldiers and civilians actually dying—on screen. People “tuned in” to the war every night, and their opinions largely were formed by what they viewed, as if the highly complex and controversial issues about the causes, conduct, and resolution of the conflict could be summed up in these superficial broadcasts.

The same phenomenon was seen again in the Gulf War. With stirring background music and sophisticated computer graphics, each network’s banner script read across the screen, “War in the Gulf,” as if it were just another TV program. War isn’t a program—it is a dirty, bloody mess. People are killed daily. Yet, television teaches that this killing merely is another pastime—the big show with all the international stars present.

In the last years of his life, Malcolm Muggeridge, a TV personality and print journalist, warned: “From the first moment I was in the studio, I felt that it was far from being a good thing ... I think you’ll live to see the time when literature will be quite a rarity because, more and more, the presentation of images is preoccupying.”

He concluded: “I don’t think people are going to be preoccupied with ideas. I think they are going to live in a fantasy world where you don’t need any ideas. The one thing that television can’t do is express ideas... There is a danger in translating life into an image, and that is what television is doing ... thus falsifying life. Far from the camera’s being an accurate recorder of what is going on, it is the exact opposite. It cannot convey reality nor does it even want to.”

1. Television has greater power over the lives of most people in the world than any educational system, government or church.
2. TV often is the center of children’s world.
3. Television has invaded our culture completely.
4. American libraries has many patrons to support them.
5. Recent surveys suggest that up to 40% of the American public is convinced.
6. Kernan says the growing influence of television has changed people’s perceptions.
7. Television also teaches that people aren’t substance.
8. In the 1960s and 1970s, many of the traditional standards and mores of society came

under

9. Television teaches that killing is another \_\_\_\_\_.
10. Malcolm Muggeridge thinks the one thing that television can't do is to \_\_\_\_\_.



## Part II Reading Comprehension (Reading in Depth)

### ◆ 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.

Have you ever been afraid to talk back when you were treated unfairly? Have you ever bought something just because the salesman talked you into it? Are you afraid to ask someone for a date?

Many people are afraid to assert themselves. Dr. Robert Alberti, author of "Stand Up, Speak Out, and Talk Back", thinks it's because their self-esteem is low. "Our whole set-up is geared to make people distrust themselves," says Alberti. "There's always a 'superior' around—a parent, a teacher, a boss—who 'knows better'. These 'superiors' often gain when they chip away at your self-image."

But Alberti and other scientists are doing something to help people assert themselves. They offer "assertiveness training" courses—AT for short. In the AT course people learn that they have a right to be themselves. They learn to speak out and feel good about doing so. They learn to be aggressive without hurting other people.

In one way, learning to speak out is to overcome fear. A group taking an AT course will help the timid person to lose his fear. But AT uses an even stronger motive—the need to share. The timid person speak out in the group because he wants to tell how he feels.

Whether or not you speak up for yourself depends on your self-image. If someone you face is more "important" than you, you may feel less of a person. You start to doubt your own good sense. You judge by the other persons' label. But, why should you? AT says you can get to feel good about yourself. And once you do, you can learn to speak out.

1. The problem the writer talks about is that \_\_\_\_\_.
2. What's the cause of the problem talked about? \_\_\_\_\_



3. What's the effect of "set-up" on people mentioned by Dr. Robert Alberti?
4. What courses are offered in order to help people assert themselves?
5. What's the stronger motive used by AT?

### ◆ Section B

**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.

Halloween used to be something quite different from the celebration of sugary greed that goes on today.

Earlier in this century, Halloween was a night when boys played tricks on their neighbors. These tricks were 1, but more closely resembled practical jokes. For example, the boys might lift an outhouse off its foundations and move it to someone else's yard, or they might 2 a door from its hinge and leave it on the owner's roof. Such tricks required skill and planning, and the victims were 3 neighbors or relatives. Usually, the boys do this to knock back what the adults had done to them which they thought wrong. Thus, Halloween became a night when young people took their "4" on adults in a way that was, for the most part, permitted by the community.

But as time passed by, Halloween lost most of its original traditions. Today, the only remnant is found in the "trick or treat" greetings of 5 candy collectors. The action associated with the holiday has 6 into destructive behavior, such as tire-cutting and window breaking. These kinds of actions require no skill or intelligence. The small offerings—an apple or a piece of cake which people gave in exchange for protection from practical jokes, trick-or-treaters never satisfied them. Instead they demand handfuls of commercial candy bars from people, many of them strangers, on the collecting route. But the most alarming and unpleasant aspect of the new Halloween is that it 7 evil-doing and food in the worst way. More criminal do some 8 things—put pins into candy bars and razors into apple-pies which caused people to 9 this holiday to some extent.



Halloween turns into an occasion of fear and nervousness. It seems that Halloween has been transformed into an event that brings out in us, not harmless fun, but a combination of eating too much, greed, and occasional 10.

A. assembles	B. combines	C. usually	D. destructive
E. imaginative	F. vicious	G. terror	H. trick
I. resent	J. revenge	K. costumed	L. casually
M. remove	N. exclude	O. degenerated	

### ◆ Section C

**Directions:** *There is a passage in this section. The 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.*

In recent years many countries of the world have been faced with the problem of how to make their workers more productive. Some experts claim the answer is to make jobs more varied. But do more varied jobs lead to greater productivity? There is evidence to suggest that while variety certainly makes the workers' life more enjoyable, it does not actually make him work harder. As far as increasing productivity is concerned, the variety is not an important factor.

Other experts feel that giving the worker freedom to do his job in his own way is important and there is no doubt that this is true. The problem is that this kind of freedom cannot easily be given in the modern factory with its complicated machinery which must be used in a fixed way. Thus while freedom of choice may be important, there is usually very little that can be done to create it. Another important consideration is how much each worker contributes to the product he is making. In most factories the worker sees only one small part of the product. Some car factories are now experimenting with having many small production lines rather than one large one, so that each worker contributes more to the production of the cars on his line. It would seem that not only is the degree of workers' contribution an important factor, therefore, but it is also one we can do something about.

To what extent more money led to greater productivity? The workers themselves certainly think this is important. But perhaps they want more money only because the work they do is so boring. Money just lets them enjoy their spare time more. A similar argument may explain demands for shorter working hours. Perhaps if we succeed in making their jobs more interesting, they will neither want more money, nor will shorter working hours be so important to them.



1. Which of these possible factors leading to greater productivity is not true?
  - A. To make jobs more varied.
  - B. To give the worker freedom to do his job in his own way.
  - C. Degree of work contribution.
  - D. Demands for longer working hours.
2. Why workers want more money?
  - A. Because their jobs are too boring.
  - B. In order to enjoy more spare time.
  - C. To make their jobs more interesting.
  - D. To demand shorter working hours.
3. The last sentence in this passage means that if we succeed in making workers' jobs more interesting \_\_\_\_\_.
  - A. they will want more money
  - B. they will demand shorter working hours
  - C. more money and shorter working hours are important factors
  - D. more money and shorter working hours will not be so important to them
4. In this passage, the author tells us \_\_\_\_\_.
  - A. how to make the workers more productive
  - B. possible factors leading to greater efficiency
  - C. to a certain extent more money lead to greater productivity
  - D. how to make workers' jobs more interesting
5. The author of this passage is probably a \_\_\_\_\_.
  - A. teacher
  - B. worker
  - C. manager
  - D. physicist



### Part III

### Cloze

**Directions:** There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D) on the right side of the paper. You should choose the ONE that best fits into the passage. Then mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

As the genetic carbon copy of another creature, Dolly the sheep — the world's first cloned mammal, doesn't really have parents in the normal sense. But Inn Wilmot, the embryologist(胚胎学家) who led the experimental team that produced her in 1997, could

be considered 1 of a father figure to the famous *ewe*(母羊). And since one 2 of Wilmut has been to strengthen the 3 between humans and animals, his recent 4 that Dolly is *afflicted*(使折磨) with premature arthritis was 5 just the dry clinical announcement of a scientific development.

6 his concern for his subject's welfare, Wilmut's goal as a cloning pioneer is to genetically alter animals so they can eventually be used as a source for organ 7 and other potentially life-saving therapies for humans.

The early onset of arthritis in Dolly's knee and hip could have vast 8 for cloning. "We'll never really be sure," says Wilmut. "But if the arthritis is 9 cloning, it's one more piece of information about cloning's 10 on animals. We already knew it's an 11 process, with only a small 12 of the embryos becoming 13 offspring and some of those dying soon after birth. This may be another 14." Even Inn Wilmut can't say if Dolly's premature arthritis is a legacy of her 15 birth.

Potentially lethal uncertainties like these have prompted some animal-rights activists to call 16 a halt to all cloning activity. Wilmut is *undeterred*(未制止的). He says he's an *agnostic*(不可知论者), "though not 17 toward religion," and 18 that his wife is a Church of Scotland elder. "We have *laudable*(值得赞赏的), reasonable 19," he says. "But we do 20 it to the animals to be particularly thoughtful about them and the way we use them."

- |                    |                   |                   |                |
|--------------------|-------------------|-------------------|----------------|
| 1. A. much         | B. something      | C. anything       | D. nothing     |
| 2. A. capacity     | B. inspiration    | C. ambition       | D. conviction  |
| 3. A. joint        | B. cord           | C. attachment     | D. bond        |
| 4. A. disguise     | B. dispatch       | C. discharge      | D. disclosure  |
| 5. A. more than    | B. other than     | C. rather than    | D. less than   |
| 6. A. Besides      | B. Owing to       | C. Given          | D. Despite     |
| 7. A. transplants  | B. complements    | C. compliments    | D. supplements |
| 8. A. implications | B. justifications | C. demonstrations | D. hints       |
| 9. A. thanks to    | B. on account of  | C. by virtue of   | D. due to      |
| 10. A. affection   | B. defect         | C. impression     | D. impact      |
| 11. A. immune      | B. inefficient    | C. inadequate     | D. invalid     |
| 12. A. rate        | B. proportion     | C. amount         | D. percent     |
| 13. A. alive       | B. lively         | C. lifelike       | D. live        |
| 14. A. symptom     | B. token          | C. syndrome       | D. sign        |
| 15. A. unoriginal  | B. unorthodox     | C. irregular      | D. illegal     |
| 16. A. off         | B. on             | C. up             | D. for         |



17. A. hostile      B. indifferent      C. advisable      D. hospitable  
18. A. notifies      B. notices      C. observes      D. notes  
19. A. objectives      B. vocations      C. assertions      D. allegations  
20. A. oblige      B. contribute      C. owe      D. attribute



## Part IV Error Correction

**Directions:** This part consists of a short passage. In this passage, there are altogether 10 mistakes, one in each numbered line. You may have to change a word, add a word or delete a word. Mark out the mistakes and put the corrections in the blanks provided. If you change a word, cross it out and write the correct word in the corresponding blank. If you add a word, put an insertion mark ( ^ ) in the right place and write the missing word in the blank. If you delete a word, cross it out and put a slash ( / ) in the blank.

The biggest problem facing Chile as it promotes itself as a tourist destination is that it is at the end of the earth. It is too far southern to be a convenient stop on the way to anywhere else and is much further than a relatively cheap half-day's flight away from the big tourist markets. Chile, therefore, is having to fight hard to attract tourists, to convince travelers that it is worthwhile coming halfway round the world to visit.

Like all South American countries, Chile sees tourism as a valuable earner of foreign currency, although it has been far more serious than most in promoting its image abroad. Relatively stable political within the region, it has benefited from the problems suffering in other areas. In Peru, guerrilla war in recent years has dealt a heavy blow to the tourist industry and fear of street crime in Brazil has reduced the attraction of Rio de Janeiro as a dream destination for foreigners.

More than 150,000 people are directly involved in Chile's tourist sector, an industry which earns the country more than \$ 950 million each year. The state-run National

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_



Tourism Service, in partner with a number of private companies, is currently running a worldwide campaign, takes part in trade fairs and international events to attract visitors to Chile. Chile's great strength as a tourist destination is its geographical diversity. From the parching Atacama Desert in the north to the Antarctic snowfields of the south, it is more than 5,000 km long. With the Pacific on one side and the Andean mountains on the other, Chile boasts in natural attractions. Its beaches are not up to Caribbean standards but resorts, such as Vina del Mar are generally clean and unspoilt and have a high standard of service.

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



## Part V Translation

**Directions:** Complete the following sentences on Answer Sheet 2 by translating into English the Chinese given in the brackets.

1. \_\_\_\_\_ (任何国家无论在什么情况下都不可以) have the right to use nuclear weapons.
2. It's essential that \_\_\_\_\_ (把一切准备好) before the examination.
3. The population of America is not large \_\_\_\_\_ (与中国相比).
4. The beggar accepted the one-dollar note \_\_\_\_\_ (甚至连一声谢谢都没说).
5. Life is full of risks \_\_\_\_\_ (不论你是否喜欢).