

# GRE阅读理解

第十七节课 题目理解: 题型6: 微观类

M A K E I T E A S Y

## 题型——微观类

### 1. 特征

角度: subject, action, feature  
reason, effect

问法: true, mention  
infer, imply, indicate, suggest, would  
NOT, EXCEPT

## 题型——微观类

### 2. 方法

文章：用论点读细节

定位：结合文章结构，从大到小

## Passage 1

From 1910 to 1913, women suffragists in the United States organized annual parades—activity traditionally conducted by men to proclaim solidarity in some cause—not only as a public expression of suffragist solidarity but also a conscious transgression of the **rules of social order**: women’s very presence in the streets challenged traditional notions of femininity and restrictions on women’s conduct. While recognizing the parade’s rhetorical force as a vehicle for social change, scholars have recently begun to examine its drawbacks as a form of protest. Lumsden characterizes the American suffrage parade as a “double-edged sword”, arguing that women’s efforts to proclaim their solidarity left them open to patronizing commentary from press and public and to organized opposition from antisuffragists.

1. It can be inferred from the passage that men's and women's parades were similar in that both
- A. were employed as rhetorical vehicles for social change.
  - B. were regarded as violating contemporary standards of public decorum.
  - C. made participants vulnerable to organized opposition.
  - D. were largely ineffective as forms of protest.
  - E. were intended by their participants as public declarations of solidarity.

2. The passage suggests which of the following about proponents of the “rules of social order?”

- A. They frowned upon public displays such as parades.
- B. They had ulterior motives for objecting to women’s participation in suffrage parades.
- C. They formed the core of the organized opposition to women suffrage.
- D. They believed that it was unfeminine for women to march in suffrage parades.
- E. They supported women’s rights to vote but disapprove some of the methods that suffragists employed to gain that right.

## Passage 2



Feminist scholars have tended to regard women in the nineteenth-century United States who elected to remain single as champions of women's autonomy and as critics of marriage as an oppressive institution. Indeed, many nineteenth-century American women who participated in reform movements or who distinguished themselves as writers and professionals were single. Yet this view of single women tends to distort the meaning of their choices. The nineteenth century saw the elevation of marriage for love as a spiritual ideal. Consequently, it became socially acceptable for women not to marry if such an ideal marriage could not be realized with an available suitor. Thus, many women's choice to remain single reflected not a negative view of marriage but a highly idealistic one.

1. The author of the passage implies that many nineteenth-century American women chose to remain single because they
- A. believed that marriage required them to give up much of their autonomy.
  - B. had attitudes toward marriage that were influenced by contemporary reform movements.
  - C. wanted to take advantage of increasing opportunities to distinguish themselves as professionals.
  - D. doubted that their own marriage would live up to their notion of what a marriage ought to be.
  - E. had a negative view of marriage fostered by a change in social attitudes during the nineteenth century.

For the following question, consider each of the choices separately and select all that apply.

2. The author of the passage suggests that the feminist scholars mentioned in the first sentence distort the meaning of certain nineteenth-century American women's choices by
- A. ascribing those choices to a particular attitude toward marriage.
  - B. ignoring evidence about single women's motives for becoming writers or professionals.
  - C. overestimating the number of nineteenth-century American women who were single by choice.

## Passage 3

The chapter “Old Aice’s History” brilliantly dramatizes the situation of that early generation of workers brought from the villages and the countryside to the urban industrial centers. The account of Job Leigh, the weaver and naturalist who is devoted to the study of biology, vividly embodies one kind of response to an urban industrial environment: an affinity for living things that hardens, by its very contrast with its environment, into a kind of crankiness. The early chapters—about factory workers walking out in spring into Green Heys Fields, about Alice Wilson, remembering in her cellar the twig-gathering for brooms in the native village that she will never again see, about Job Leigh, intent on his impaled insects—capture the characteristic responses of a generation to the new and crushing experience of industrialism. The other early chapters eloquently portray the development of the instinctive cooperation with each other that was already becoming an important tradition among workers.

Which of the following is most closely analogous to Job Leigh in *Mary Barton*, as that character is described in the passage?

- A. An entomologist who collected butterflies as a child.
- B. A small-town attorney whose hobby is nature photography.
- C. A young man who leaves his family's dairy farm to start his own business.
- D. A city dweller who raises exotic plants on the roof of his apartment building.
- E. A union organizer who works in a textile mill under dangerous conditions.

## Passage 4

Researchers on two teams, the Greenland Ice-Core Project (GRIP) and the Greenland Ice Sheet Project 2 (GISP2), have analyzed two different cylinders of ice, each about two miles in depth, pulled up from the Greenland ice sheet. Such ice cores trap gases, bits of dust, and other chemicals that were present in the snow that fell over Greenland for thousands of years and then became compressed into ice. By studying these components, scientists have obtained a detailed archive of many aspects of climate, including air temperatures, snowfall, and concentrations of greenhouse gases in the atmosphere.



Which of the following describes research that is most clearly analogous to the testing done by GRIP scientists?

- A. Scientists studying the formation of the Sahara desert measure the rate of topsoil erosion in the region.
- B. Scientists seeking to determine the age of a particular fossil measure the percentage of its carbon atoms that have decayed.
- C. Scientists researching vision in flies measure and compare the amounts of vitamin A found in the retinas of several fly species.
- D. Scientists investigating the development of life on Earth measure and compare the amount of oxygen used by various organisms along the evolutionary scale.
- E. Scientists plotting the fluctuations in rainfall in the early rain forests measure the presence of certain gases trapped in tree rings of older trees.

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