

# 大学英语

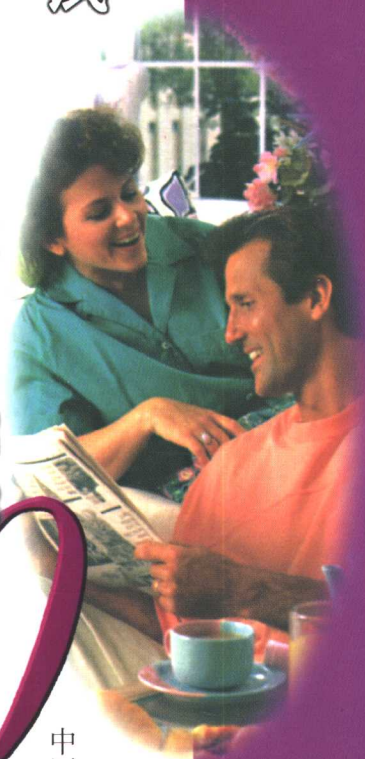
六级考试

精典阅读

110篇

中国建材工业出版社

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# 大学英语六级考试 精典阅读 110 篇

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中国建材工业出版社

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## ★编者的话★

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本书共有三大部分,可以帮助你轻松愉快且快速地掌握阅读技能,提高阅读速度和答题准确率:

**1. 阅读理解出题形式,应试技巧讲解——**

让你知己知彼,透彻了解阅读考试的命题规律。

**2. 阅读理解出题秘密及真题解析——**

精选 30 篇历年考试阅读理解真题,每一篇都有译文提示、试题解析、考点归纳和词汇语法四部分,做到了 100% 透明度,让你知道阅读理解到底在测试你什么。

**3. 阅读理解反向强化训练——**

精选 80 篇阅读测试文章,其题材广泛,内容包罗万象,如有关动植物、人物传记、历史、文化、环境、资源、交通、医学、经济、信息等方面。总体上说,其题材主要集中在科普知识、社会文化和经济生活三方面。阅读理解的体裁有叙述文、议论文、说明文等,通过历年试题的分析,我们发现阅读文章主要是议论文和说明文。阅读理解的题型主要有主观性题型和客观性题型。前者主要包括主旨型、推理型、作者语气型、态度型、结论型等。后者主要包括事实型、推测词义型、指代关系型、常识题、是非题等。本部分最显著的一个特点是采用了反向阅读强化训练法,让你知道自己该读什么,该怎样回答。

授人以渔,远胜授人以鱼,对于本书,亦可作如是观。

2001 年 4 月

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英语六级阅读理解  
Reading Comprehension

出 题 形 式

Part II                      Reading comprehension                      (35 minutes)

**Directions:** *There are 4 reading passages in this part. 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 the Answer Sheet with a single line through the center.*

**Example:** Read the following passage.

Long before the Sioux migrated to the Dakotas from the east, three sedentary tribes had settled along the Missouri River which bisects the two States.

Of these, Mandans are believed to have arrived first, they once occupied several villages of semisubterranean earth lodges in what's now South Dakota, but had moved farther north when discovered by the explorers, Lewis and Clark, in 1804. They were a Siouan language group.

**Question:** What is the main idea of this passage?

- A) The difference between two States.
- B) The great diversity among American Indians.
- C) Lewis and Clark's adventure.
- D) The Introduction of Mandans.

*The passage said that Mandans, one of the three Sioux tribes lived in South Dakota, and moved farther north. Therefore, you should choose answer D).*

**[例题解析]**

早在苏族印第安人由东部移往达科他之前,三个定居部落已沿着区分两洲的密苏里河而居。

这些部族当中,Mandans 被认为是最早到达的,他们一度占领了现在南达科他洲半地下式小屋构成的几个村落,但是在 1804 年被路易斯和克拉克两位探险家发现时,已移往更北的地方。他们是一个苏语族。

以上就是阅读测验的一般形式。有人认为六级考试中,得高分与否取决于阅读部分,其实并不为过。因为听力测验只要短时间密集训练,并有基本的英文能力,就不难听懂。语法靠反复练习基本句型即可,词汇题目也不算难。阅读测验则文章涉猎广泛,并要求迅速作答,因此必须具备相当的英语实力。有许多考生就败在阅读测验,成绩不理想的情形非常多。

因此,要如何在短时间内把握阅读方法,且能迅速找到答案呢?请看本书的应考秘诀及强化训练。



## 第一部分 阅读理解应考秘诀

阅读是一种书面交际形式,是六级英语统考的重要内容,占总分数的30%。它既考查阅读速度,又考查理解能力。要求考生能综合运用英语知识和阅读技能来理解英语书面材料。一般而言,阅读理解的出题形式主要有完成句(sentence completion)和回答问题,主要包括:

① 大意题,考查学生对文章的中心思想,作者的写作目的和意图以及文章主题的理解;

② 细节题,考查某句或某段落部分细节性信息的理解;

③ 暗示推理题,考查学生根据给出的信息暗示进行综合分析、推理,然后作出合乎逻辑推断的能力;

④ 排除题,考查学生理解文章内容细节的能力,与判断原文所述事实具有直接或间接关系;

⑤ 语义或语义题,考查学生推测某个词或短语在句中的特定含义。

在做阅读理解题时,考生可根据以上命题的方式注意以下几点:

### 1. 把握阅读与做题的速度。

阅读与答题速度是很重要的。答题前应先将短文快读一遍,了解全文大意、主题及主要内容的排列顺序。正式答题时应找出问题与选择中的几个关键词为参照,在短文中找出与此题相对应的句子查读,搞清上下文之间的联系,尤其要注意表示转折、结果、递进等关系的引导词在短文中的作用。这样可以提高答题的速度。如果时间有限,可以选择一种较为省时的方式,即直接阅读分析答题再用答题中的关键词在文章中找到相对应的句子,两相对照,判断答案选择。例如,在做选择题 When Lloyd Nickson dies, he will \_\_\_\_\_ 时,可以利用关键词 Lloyd Nickson 在文章中扫描这个词出现的句子,再将此句对比四种选择,正确答案就比较容易判断出来了。

### 2. 确定文章的主题句和总结句,抓住文章中相关的细节。

做阅读理解题时,应首先分析这道题是属于大意题还是细节题。做大

意题要找出文章的主题句和总结句。根据篇章结构模式,文章的主题句和总结句一般在文章的开头和结尾处,所以在回答此类问题时只需参照文章的开头和结尾,一般来说内容过于具体的选择不会是正确答案。而做细节题时,可利用题或选择中的关键提示词在文章找出相对应的细节性句子与四个选择项相对照;之后确定正确答案。

3. 暗示推理题要把握好作者的观点和意图。

这类题要求考生体会出作者在文章中未直接表达的意思,进行推理猜测。有时还需运用一下自己的知识和某些常识。如果是推理题,那么文章中接正面涉及到的内容一般作为干扰项。同时过于绝对的选择项(如用了 all, any, every 等词)一般也不太可能是正确答案。

4. 排除题通常涉及对常识的运用。

这类题型中,常出 Which of the following is true? 的提问。在回答此类问题时可以先运用常识排除太绝对或不可能的选择。但最重要的一点仍然是要在文章找出正确选择项的对应句子。在此方面,可利用选择中的一些关键词作参照,在文章找出相对应的内容。

5. 语义题的重点在于对上下文的理解。

对于认识的词,应判断此词在文中的“特定含义”。对不认识的词,可以根据上下文猜测词义或者运用已有的知识和经验来猜测,或者根据构词法规则分析词根、前缀或后缀来猜测词义。

总之,考生除掌握应试技巧外,还需要扩大词汇量,并且博览群书,广泛涉猎各类书籍,扩大知识面,尽可能做到不论谈及哪一方面都能心中有数地去读,因为知识都是融会贯通的。

## 第二部分 阅读理解出题 秘密及真题精析

本部分以教育部 2000 年最新英语考试大纲为基础,精选精析了 30 篇全真试题测试文章。这些文章包括了六级考试阅读理解部分可能出现的所有题型,极具代表性。大家对这一部分一定要认真研读,针对各种题型,总结出自己的答题技巧。

请大家准备好,现在开始训练。 ⇨

### [真题精析 1]

What has the telephone done to us, or for us, in the hundred years of its existence? A few effects suggest themselves at once. It has saved lives by getting rapid word of illness, injury, or fire from remote places. By joining with the elevator to make possible the multi-story residence or office building, it has made possible-for better or worse-the modern city. By bringing about a great leap in the speed and ease with which information moves from place to place, it has greatly accelerated the rate of scientific and technological changes and growth in industry. Beyond doubt it has seriously weakened if not killed the ancient art of letter writing. It has made living alone possible for persons with normal social impulses; by so doing, it has played a role in one of the greatest social changes of this century, the breakup of the multi-generational household. It has made the war chillingly more efficient than formerly. Perhaps, though not *provably*(可证实), it has prevented wars that might have arisen out of international misunderstanding caused by written communication. Or perhaps-again not provably-by magnifying and extending irrational personal conflicts based on voice contact, it has caused wars. Certainly it has extended the scope of human conflicts, since it impartially *disseminates*(传播)the useful knowledge of scientists and the nonsense of the ignorant, the affection of the affectionate and *malice*

(恶意)of the malicious.

1. What is the main idea of this passage?
  - A) The telephone has helped to save people from illness and fire.
  - B) The telephone has helped to prevent wars and conflicts.
  - C) The telephone has made the modern city neither better nor worse.
  - D) The telephone has had positive as well as negative effects on us.
2. According to the passage, it is the telephone that \_\_\_\_\_.
  - A) has made letter writing an art
  - B) has prevented wars by avoiding written communication
  - C) has made the world different from what it was
  - D) has caused wars by magnifying and extending human conflicts
3. The telephone has intensified conflicts among people because \_\_\_\_\_.
  - A) it increases the danger of war
  - B) it provides services to both the good and the malicious
  - C) it makes distant communication easier
  - D) it breaks up the multi-generational household
4. The author describes the telephone as impartial because it \_\_\_\_\_.
  - A) saves lives of people in remote places
  - B) enables people to live along if they want to
  - C) spreads both love and ill will
  - D) replaces much written communication
5. The writer's attitude towards the use of the telephone is \_\_\_\_\_.
  - A) affectionate                      C) approving
  - B) disapproving                      D) neutral

### [词汇语法]

- ① to suggest itself (themselves)意为“出现(在……眼前,在……心中)”。

An idea suggested itself. 计上心来。

Two possibilities suggested to him at the moment.

此刻,他想到了两种可能性。
- ② to make something possible 或 to make possible something 是个常用句型,是“使……成为可能”的意思。如:

Nixon's new relationship with the Chinese was made possible by the ending of the Vietnam War.

越南战争的结束,使得尼克松与中国人的新型关系成为可能。

Changes in the law will make it possible for men to stay at home to look after young children.

法律的变动使得男人在家照看小孩的做法成为可能。

- ③ bring about something 或 bring something about 是一个常用短词,意思是“引起(或导致,致使)……存在(或发生)。如:

The President will support any efforts to bring about a ceasefire.

总统将支持任何可以导致停火的努力。

I don't know what brought about the change in his thinking.

我不知道是什么使得他想法上发生了变化。

- ④ beyond doubt 意为“毫无疑问”。如:

The truth of the story is beyond doubt.

这个故事的真实性不容置疑。

I believe beyond any doubt that he will achieve success.

我毫不怀疑他定能取得成功。

## [内容大意]

从电话发明到现在已有百余年了,它究竟为我们做了些什么,给我们带来了些什么呢?有些影响是很清楚的:有了电话,事发地点遥远的病、伤、火警消息传递快捷,从而挽救了人的性命;有了电话和电梯,人们就可以在高层大楼里居住和办公,电话促成了——且不说是好是坏——现代城市的诞生;由于电话的使用,信息传递便捷,大大促进了科技的变革和工业的发展。毫无疑问,电话的使用大大削弱了——如果不是扼杀了的话——古老的书信艺术。电话的存在使得一些有着正常的人际交往欲望的人们可以离群索居,这样一来,它促成了本世纪社会的一大变革:几代同堂的家庭模式解体了。电话的使用使得战争的效率比以往的更高,令人不寒而栗。当然,它可能阻止过一些由于国际间书信交往中的误解而引发的战争,这种情况是否有过,尚需证实;也有可能,同样无法证实,由于口头接触时加剧了人际间失去理智的冲突,电话引发了战争。电话,它不偏不倚地传播科学家的真言,无知者的废话,仁者的爱心,歹徒的恶意,当然就扩大了人间冲突的范围。

[试题解析]

1. What is the main idea of this passage?

这篇文章的中心思想是什么?

[D] The telephone has had positive as well as negative effects on us.

电话对我们既有正面影响又有负面影响。

2. According to the passage, it is the telephone that \_\_\_\_\_.

根据文章,电话\_\_\_\_\_。

[C] has made the world different from what it was.

使当今世界与过去大不一样。

【考点】本题的语言结构为强调句型,问及电话的作用。

3. The telephone has intensified conflicts among people because \_\_\_\_\_.

电话已经加深了人们之间的冲突是因为\_\_\_\_\_。

[B] it provides service to both the good and the malicious.

电话既为好人服务又为坏人提供服务。

4. The author describes the telephone as impartial because it \_\_\_\_\_.

作者将电话描述为“不偏不倚”的原因是\_\_\_\_\_。

[C] spreads both love and ill will.

既传播友善又传播恶意。

【考点】本题实质上是考核学生对文间最后一句的理解,即“电话,它不偏不倚地传播科学家的真言,无知者的废话,仁者的爱心,歹徒的恶意。”

5. The writer's attitude towards the use of the telephone is \_\_\_\_\_.

作者又使用电话的态度是\_\_\_\_\_。

[D] neutral 中性客观的。

[真题精析 2]

To say that the child learns by imitation and that the way to teach is to set a good example oversimplifies. No child imitates every action he sees. Sometimes, the example the parent wants him to follow is ignored while he takes over contrary patterns from some other example. Therefore we must turn to a more subtle theory than “Monkey see, monkey do.”

Look at it from the child's point of view. Here he is in a new situation,

lacking a ready response. He is seeking a response which will gain certain ends. If he lacks a ready response for the situation, and cannot reason out what to do, he observes a model who seems able to get the right result, The child looks for an authority or expert who can show what to do.

There is a second element at work in this situation. The child may be able to attain his immediate goal only to find that his method brings criticism from people who observe him. When shouting across the house achieves his immediate end of delivering a message, he is told emphatically that such a *racket* (叫嚷) is unpleasant, that he should walk into the next room and say his say quietly. Thus, the desire to solve any objective situation is overlaid with the desire to solve it properly. One of the early things the child learns is that he gets more affection and approval when his parents like his response. Then other adults reward some actions and criticize others. If one is to maintain the support of others and his own self-respect, he must adopt responses his social group approves.

In finding trial responses, the learner does not choose models at random. He imitates the person who seems a good person to be like, rather than a person whose social status he wishes to avoid. If the pupil wants to be a good violinist, he will observe and try to copy the techniques of capable players, while some other person may most influence his approach to books.

Admiration of one quality often leads us to admire a person as a whole, and he becomes an identifying figure. We use some people as models over a wide range of situations, imitating much that they do. We learn that they are dependable and rewarding models because imitating them leads to success.

1. The statement that children learn by imitation is incomplete because \_\_\_\_\_.
  - A) they only imitate authorities and experts
  - B) they are not willing to copy their parents
  - C) the process of identification has been ignored
  - D) the nature of their imitation as a form of behaviour has been neglected
2. For a child the first element in his learning by imitation is \_\_\_\_\_.
  - A) the need to find an authority
  - B) the need to find a way to achieve the desired result

- C) the need for more affection from his parents  
D) the desire to meet the standards of his social group
3. Apart from achieving his desired results, a child should also learn to \_\_\_\_\_.
- A) behave properly  
B) attain his goal as soon as possible  
C) show his affection for his parents  
D) talk quietly
4. Children tend to imitate their models \_\_\_\_\_.
- A) who do not criticize them  
B) who bring them unexpected rewards  
C) whom they want to be like  
D) whose social status is high
5. "An identifying figure" (Line 2, Para. 5) refers to a person \_\_\_\_\_.
- A) who serves as a model for others  
B) who is always successful  
C) who can be depended upon  
D) who has been rewarded for his success

### [词汇语法]

- ① Therefore we must turn to a more subtle theory than "Monkey see, monkey do."

本句意为“因此我们必须求助于一个比‘看样学样’更为深奥的理论。”

- ② reason out 意为“推论出,推断出”。如:

The workers have reasoned out that the real power is in their own hands.

工人们得出结论,真正的权力在他们自己手中。

- ③ at work 除了表示“在工作中”,还可表示“(机器)在运转,在起作用”。如:

Several favourable factors have been at work in the past year.

过去一年中有几种有利因素一直在起作用。

- ④ say 作用各词中,即 one's say 时,其意为“重要的话,意见。”如:

Let him finish his say.

让他把话说完。



⑤ at random 意为“随便地、任意地”。如:

You can choose any number at random.

你可以随便任选一个号码。

### [内容大意]

本文是一篇论及儿童是如何通过模仿进行学习的议论文。文章一开始就指出,说儿童通过模仿而学习,因此说给儿童树立学习榜样便是教育儿童的诀窍,这种观点把问题看得过于简单。因为儿童并不仿效他所看到的一切行为和举止,而是常常对父母要他学习的榜样置之不理,去向另一个榜样学习一套截然相反的行为和举止。

从儿童的角度来看,他处于新奇的环境,没有现存的对应办法,而且想不出该怎么办,于是他就只好去观察和模仿一个可以解决问题的样板。儿童此时所需要的是可以告诉他该如何行事的权威或专家。但是,还有另一个因素在起作用:儿童会发现,仅仅达到自己的目的有时还是不够,因为他所采用的方法说不定还会遭到大人的批评。这时他就意识到,不仅要解决问题,而且还要解决得较为得体,因为某些行为会得到大人的赞扬而另一些则可能导致批评。如果他想得到别人的支持同时又维护自己的尊严,他的反应必须符合他所在的社会群体所赞同的行为规范。

在试图寻找合适的反应时,儿童所选择的样板并不是随意的。他要仿效的是一个他认为值得仿效的人而不是一个他嫌弃的人。比如想成为小提琴手的儿童就会去观察和模仿有才干的小提琴师的拉琴技巧,而在阅读爱好方面又可能受另一个人的影响。欣赏或佩服一个人的某些特性会使儿童对他产生景慕之情乃至想成为象他一样的人。人们往往会把某些人当作学习的榜样,在许多方面仿效他们,把他们看作是可信的、值得仿效的,因为仿效他们会导致成功。

### [试题解析]

1. The statement that children learn by imitation is incomplete because \_\_\_\_\_.

说孩子们靠模仿来学习是不完全的是因为\_\_\_\_\_。

[D] the nature of their imitation as a form of behaviour has been neglected.

模仿作为一种行为方式的本质被忽略了。