



英语四六级快训系列

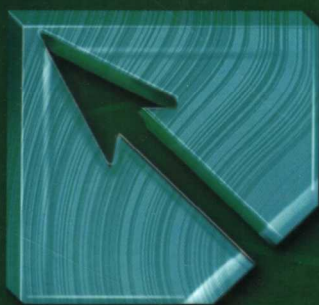
最新考试动态 最有效考前强化模式

剖析考点 针对性强 讲练结合 答案详解

(改革过渡版)

英语 六级阅读

赵春霞 刘文英 李 秦



5+10^天
快训



西安交通大学出版社

XI'AN JIAOTONG UNIVERSITY PRESS



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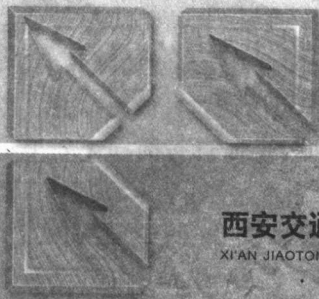
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内容提要

本书按照《大学英语六级考试大纲》和教育部办公厅 2004 年 1 月 2 日同意印发的《大学英语课程教学要求(试行)》中对阅读理解能力的更高要求,结合近年来六级考试题型编写。针对学生测试中常出现的问题,提供了做阅读理解题和简短回答题的具体方法;分天讲解训练的形式,更提高了本书训练的目的性和阶段性。本书短文选材新颖、仿真,每道题都附有讲解。

本书适于作为大学英语六级考试考前强化指导书,也可供报考 TOEFL 和硕士研究生的人员使用。

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代 序

“英语四六级快训系列”至今已出版四版,经过许多考生和老师的使用,证明该套书编排合理、科学、实用,已成为四六级考试图书中的精品。

然而,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,新春伊始,备受关注的大学英语四六级考试改革终于千呼万唤出台了。教育部宣布对全国大学英语四六级考试进行历史性改革,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,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,并公布了我国《全国大学英语四六级考试改革方案(试行)》,这是自该考试举行 17 年以来的首次改革,影响面超过上千万考生。

为了适应新的形势,结合改革精神和四六级考生的实际需要,我们对“英语四六级快训系列”进行了再次策划及组织修订,其宗旨是为考生提供更加快速有效的考前冲刺方案。在新的策划方案中,我们对考生冲刺前的每一天都做了精心设计,提供了快速而又合理的训练方法。例如,《英语四级阅读 5+10 天快训》一书,我们为考生安排了 5 天时间进行训前和训后测试,其中 3 天时间用来测试考生现有的实际水平,根据测评结果,带着自己的不足和需要进行接下来的有的放矢的 10 天的技能、方法及知识点的强化训练。为检查自己的学习效果,我们又安排了 2 天时间进行训后效果检测。

我们之所以称这套丛书为“改革过渡版”，是因为我们本着秉承和反映教育部改革的新精神，即强化英语听说能力和快速阅读能力，并根据 2007 年 1 月及 6 月前全国大部分院校四级及六级考试题型不变的现实情况而修订完成的。

“英语四六级快训系列”改变了以往传统的训练模式，强调“快速”、“准确”、“有效”。专家合理分配时间，瞄准考试重点、难点、反映最新考试信息。具体表现在：

1. 体现科学性、实用性和灵活性的原则。
2. 录音语速加快。
3. 阅读文章更长，在相同的时间内阅读量增大或难度加大。
4. 新增加的词汇分布在各练习之中。
5. 增加了答案详解。
6. 作文难度更大，文章更长。
7. 仿真度高，接近真题。

作者还对近年来英语教学情况和四六级考试结果进行了分析和研究。学生在学习和考试中暴露出来的语言基础应用能力以及应试技巧等方面的不足之处，可按照书中提供的方式训练，并能在短时间内有较明显的突破。在短时间取得成效后还应及时巩固和不断提高，只有通过日积月累的磨练和学习，才有可能使英语水平真正达到一个新的高度。

考试只是对自己英语水平的测试和鉴定，而不是学习的最终目的。希望考生能借助这套书顺利通过四六级考试，但同时希望考生能以此为基点全面提高英语的应用能力。

读者在使用本系列书过程中，如有什么感想、要求及建议，请与我们联系，并欢迎投稿。

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晨 风

编者的话

教育部办公厅 2004 年 1 月 2 日同意印发的《大学英语课程教学要求(试行)》中对阅读理解能力的更高要求是:能读懂有一定难度的文章,理解其意义,能借助词典阅读英语原版教材和英语国家报刊杂志上的文章,能比较顺利地阅读所学专业的综述性文献。

教育部最近公布的《全国大学英语四六级考试改革方案》首次提出增加快速阅读理解和篇章词汇理解题。《方案》提到阅读理解题包括仔细阅读理解(篇章阅读理解和篇章词汇理解)和快速阅读理解,又将原来阅读理解题所占分值的 40% 降到 35%。

《大学英语教学基本要求》中较高要求中规定:阅读能力应“能顺利阅读语言难度较高的一般性题材的文章,掌握中心大意以及说明中心大意的事实和细节,并能就文章的内容进行分析、推理、判断和综合概括,领会作者的观点和态度,阅读速度达到每分钟 80 词。在快速阅读篇幅较长的材料时,能正确理解中心大意,抓住主要事实和有关细节,阅读速度达到每分钟 120 词”。按照此要求以及《大学英语六级考试大纲》,针对学生测试中常常出现的问题,我们编写了《英语六级阅读 5+10 天快训》一书,旨在给学生提供做阅读理解题和简短回答题的具体方法,帮助学生解决理解中的难点,提高阅读理解能力,顺利通过六级考试。

本书主要涉及阅读测试(5 天)和阅读快训(10 天)两部分。阅读快训部分主要讨论如何确定中心思想;推论句、段以及篇章的意

思;进行逻辑推理;猜测词义或句义;确定没有提及或错误的选择项;简短回答题。阅读测试部分针对前边内容进行测试。本书的特点是分类训练,分开讲解,使学生能一天天体会到自己的进步。

阅读文章题材广泛,有人物传记、社会文化、政治经济、现代科技等方面,书中所选文章体裁多样,有议论文、记叙文、说明文。素材均选自国外书刊,内容新颖、丰富,信息量大,且有较强的知识性和趣味性,有助于增强学生的兴趣,培养学生的语感,提高学生的阅读能力。

鉴于水平有限,书中谬误疏漏之处在所难免,敬请广大读者不吝赐教。

编 者

2005 年 6 月

目 录

第1天~第2天	学能测试	(1)
第3天~第4天	阅读快训1	(45)
第5天~第6天	阅读快训2	(68)
第7天~第8天	阅读快训3	(99)
第9天~第10天	阅读快训4	(128)
第11天	阅读快训5	(151)
第12天	阅读快训6	(171)
第13天	总复习——测试1	(190)
第14天	总复习——测试2	(201)
第15天	总复习——测试3	(214)

第 1 天~第 2 天 学能测试

I. 阅读理解测试题

根据《大学英语六级考试大纲》，阅读理解部分一般由四篇内容、难度和体裁不同的短文构成，阅读量在 1,400 词左右。考生必须在 35 分钟内读完这些短文并回答 20 个与短文内容有关的选择題。这些文章內容广泛，涉及物理、化学、动物、植物、文学、历史、天文、地理、名人名著、社会文化、政治经济、现代科技等。文章体裁多样，包括记叙文、论说文、说明文和应用文。

试题设计和答案选择主要为：

- 1) 确定中心思想；
- 2) 推论句、段及篇章的意思；
- 3) 进行逻辑推理；
- 4) 猜测词义或句义；
- 5) 确定没有提及或错误的选择项。

请看 2005 年 1 月六级考试題：

Passage One

I had an experience some years ago which taught me something about the ways in which people make a bad situation worse by blaming themselves. One January, I had to officiate at two funerals on successive days for two elderly women in my community. Both had died "full of years," as the Bible would say; both yielded to the normal wearing out of the body after a long and full life. Their homes happened to be near each other, so I paid condolence (吊唁) calls on the two families on the same after-

noon.

At the first home, the son of the deceased (已故的) woman said to me, "If only I had sent my mother to Florida and gotten her out of this cold and snow, she would be alive today. It's my fault that she died." At the second home, the son of the other deceased woman said, "If only I hadn't insisted on my mother's going to Florida, she would be alive today. That long airplane ride, the abrupt change of climate, was more than she could take. It's my fault that she's dead."

When things don't turn out as we would like them to, it is very tempting to assume that had we done things differently, the story would have had a happier ending. Priests know that any time there is a death, the survivors will feel guilty. Because the course of action they took turned out badly, they believe that the opposite course—keeping Mother at home, postponing the operation—would have turned out better. After all, how could it have turned out any worse?

There seem to be two elements involved in our readiness to feel guilt. The first is our pressing need to believe that the world makes sense, that there is a cause for every effect and a reason for everything that happens. That leads us to find patterns and connections both where they really exist and where they exist only in our minds.

The second element is the notion that we are the cause of what happens, especially the bad things that happen. It seems to be a short step from believing that every event has a cause to believing that every disaster is our fault. The roots of this feeling may lie in our childhood. Psychologists speak of the infantile myth of omnipotence (万能). A baby comes to think that the

world exists to meet his needs, and that he makes everything happen in it. He wakes up in the morning and summons the rest of the world to its tasks. He cries, and someone comes to attend to him. When he is hungry, people feed him, and when he is wet, people change him. Very often, we do not completely outgrow that infantile notion that our wishes cause things to happen.

21. What is said about the two deceased elderly women?
- A) They lived out a natural life.
 - B) They died of exhaustion after the long plane ride.
 - C) They weren't accustomed to the change in weather.
 - D) They died due to lack of care by family members.
22. The author had to conduct the two women's funerals probably because ____.
- A) he wanted to console the two families
 - B) he was an official from the community
 - C) he had great sympathy for the deceased
 - D) he was priest of the local church
23. People feel guilty for the deaths of their loved ones because ____.
- A) they couldn't find a better way to express their grief
 - B) they believe that they were responsible
 - C) they had neglected the natural course of events
 - D) they didn't know things often turn out in the opposite direction
24. In the context of the passage, "... the world makes sense" (Line 2, Para. 4) probably means that ____.
- A) everything in the world is predetermined
 - B) the world can be interpreted in different ways

- C) there's an explanation for everything in the world
D) we have to be sensible in order to understand the world
25. People have been made to believe since infancy that _____.
A) everybody is at their command
B) life and death is an unsolved mystery
C) every story should have a happy ending
D) their wishes are the cause of everything that happens

Passage Two

Frustrated with delays in Sacramento, Bay Area officials said Thursday they planned to take matters into their own hands to regulate the region's growing pile of electronic trash.

A San Jose councilwoman and a San Francisco supervisor said they would propose local initiatives aimed at controlling electronic waste if the California law-making body fails to act on two bills stalled in the Assembly. They are among a growing number of California cities and counties that have expressed the same intention.

Environmentalists and local governments are increasingly concerned about the toxic hazard posed by old electronic devices and the cost of safely recycling those products. An estimated 6 million televisions and computers are stocked in California homes, and an additional 6,000 to 7,000 computers become outdated every day. The machines contain high levels of lead and other hazardous substances, and are already banned from California landfills (垃圾填埋场).

Legislation by Senator Byron Sher would require consumers to pay a recycling fee of up to \$30 on every new machine containing a cathode (阴极) ray tube. Used in almost all video monitors and televisions, those devices contain four to eight pounds of

lead each. The fees would go toward setting up recycling programs, providing grants to non-profit agencies that reuse the tubes and rewarding manufacturers that encourage recycling.

A separate bill by Los Angeles-area Senator Gloria Romero would require high-tech manufacturers to develop programs to recycle so-called e-waste.

If passed, the measures would put California at the forefront of national efforts to manage the refuse of the electronic age.

But high-tech groups, including the Silicon Valley Manufacturing Group and the American Electronics Association, oppose the measures, arguing that fees of up to \$ 30 will drive consumers to online, out-of-state retailers.

"What really needs to occur is consumer education. Most consumers are unaware they're not supposed to throw computers in the trash," said Roxanne Gould, vice president of government relations for the electronics association.

Computer recycling should be a local effort and part of residential waste collection programs, she added.

Recycling electronic waste is a dangerous and specialized matter, and environmentalists maintain the state must support recycling efforts and ensure that the job isn't contracted to unscrupulous (毫无顾忌的) junk dealers who send the toxic parts overseas.

"The graveyard of the high-tech revolution is ending up in rural China," said Ted Smith, director of the Silicon Valley Toxics Coalition. His group is pushing for an amendment to Sher's bill that would prevent the export of e-waste.

26. What step were Bay Area officials going to take regarding e-waste disposal?

- A) Exert pressure on manufacturers of electronic devices.
 - B) Lay down relevant local regulations themselves.
 - C) Lobby the lawmakers of the California Assembly.
 - D) Rally support to pass the stalled bills.
27. The two bills stalled in the California Assembly both concern _____.
A) regulations on dumping hazardous substances into landfills
B) the sale of used electronic devices to foreign countries
C) the funding of local initiatives to reuse electronic trash
D) the reprocessing of the huge amounts of electronic waste in the state
28. Consumers are not supposed to throw used computers in the trash because _____.
A) they contain large amounts of harmful substances
B) this is banned by the California government
C) some parts may be recycled for use elsewhere
D) unscrupulous dealers will retrieve them for profit
29. High-tech groups believe that if an extra \$ 30 is charged on every TV or computer purchased in California, consumers will _____.
A) abandon online shopping
B) buy them from other states
C) strongly protest against such a charge
D) hesitate to upgrade their computers
30. We learn from the passage that much of California's electronic waste has been _____.
A) collected by non-profit agencies
B) dumped into local landfills

- C) exported to foreign countries
- D) recycled by computer manufacturers

Passage Three

Throughout the nation's more than 15,000 school districts, widely differing approaches to teaching science and math have emerged. Though there can be strength in diversity, a new international analysis suggests that this variability has instead contributed to lackluster (平淡的) achievement scores by U. S. children relative to their peers in other developed countries.

Indeed, concludes William H. Schmidt of Michigan State University, who led the new analysis, "no single intellectually coherent vision dominates U. S. educational practice in math or science." The reason, he said, "is because the system is deeply and fundamentally flawed."

The new analysis, released this week by the National Science Foundation in Arlington, Va., is based on data collected from about 50 nations as part of the Third International Mathematics and Science Study.

Not only do approaches to teaching science and math vary among individual U. S. communities, the report finds, but there appears to be little strategic focus within a school district's curricula, its textbooks, or its teachers' activities. This contrasts sharply with the coordinated national programs of most other countries.

On average, U. S. students study more topics within science and math than their international counterparts do. This creates an educational environment that "is a mile wide and an inch deep," Schmidt notes.

For instance, eighth graders in the United States cover

about 33 topics in math versus just 19 in Japan. Among science courses, the international gap is even wider. U. S. curricula for this age level resemble those of a small group of countries including Australia, Thailand, Iceland, and Bulgaria. Schmidt asks whether the United States wants to be classed with these nations, whose educational systems “share our pattern of splintered (支离破碎的) visions” but which are not economic leaders.

The new report “couldn’t come at a better time,” says Gerald Wheeler, executive director of the National Science Teachers Association in Arlington. “The new National Science Education Standards provide that focused vision,” including the call “to do less, but in greater depth.”

Implementing the new science standards and their math counterparts will be the challenge, he and Schmidt agree, because the decentralized responsibility for education in the United States requires that any reforms be tailored and instituted one community at a time.

In fact, Schmidt argues, reforms such as these proposed national standards “face an almost impossible task, because even though they are intellectually coherent, each becomes only one more voice in the babble (嘈杂声).”

31. According to the passage, the teaching of science and math in America is _____.

- A) focused on tapping students’ potential
- B) characterized by its diversity
- C) losing its vitality gradually
- D) going downhill in recent years

32. The fundamental flaw of American school education is that _____.

- A) it lacks a coordinated national program
 - B) it sets a very low academic standard for students
 - C) it relies heavily on the initiative of individual teachers
 - D) it attaches too much importance to intensive study of school subjects
33. By saying that the U. S. educational environment is “a mile wide and an inch deep” (Line 3, Para. 5), the author means U. S. educational practice ____.
- A) lays stress on quality at the expense of quantity
 - B) offers an environment for comprehensive education
 - C) encourages learning both in depth and in scope
 - D) scratches the surface of a wide range of topics
34. The new National Science Education Standards are good news in that they will ____.
- A) provide depth to school science education
 - B) solve most of the problems in school teaching
 - C) be able to meet the demands of the community
 - D) quickly dominate U. S. educational practice
35. Putting the new science and math standards into practice will prove difficult because ____.
- A) there is always controversy in educational circles
 - B) not enough educators have realized the necessity for doing so
 - C) school districts are responsible for making their own decisions
 - D) many schoolteachers challenge the acceptability of these standards

Passage Four

“I’ve never met a human worth cloning,” says cloning