



双博士系列

大学英语六级

经典阅读158篇

158篇

编写 北京大学英语系 李博 李培
双博士大学英语课题组
支持 双博士网校 www.bbdt.cc
总策划 胡东华

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历年命中率高



科学技术文献出版社

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前言

本书的编者为北京大学、上海交通大学及上海外国语大学等高校的教材编写人员及四六级命题教授。

本书选材广泛,涉及最新的科技成果、人文习俗、异域风情,又涵盖了一些社会热点和焦点新闻。全书体裁多样:有记叙文、说明文、议论文等,集知识性和趣味性于一体,具有很强的可读性。

本书选取一些名篇佳作,此部分美文已在目录部分索引,并配有纯正的音频文件。

本书共由 158 篇(实际 160 篇含赠送 2 篇)短文组成,在体例编排上由以下几部分组成:

第一部分为技巧篇 理论和实例相结合并渗透解题技巧,不用武战只需智取。

第二部分为强化提高篇 共包含 120 篇文章,文章难度由浅入深,循序渐进,并对影响理解的超纲词汇加注了汉语释义。

第三部分为全真模拟冲刺篇 共包含 40 篇文章,这部分在体裁、内容、难度、风格上都紧扣六级历年真题,带有极强的指导性和实战性,有助于考生提前进入备考的最佳状态。

双博士奉献:

1. 本书均贴有数码防伪标识(由 10 位 ID 和 6 位 PW 组成),凭此 ID 和 PW 可登录双博士网校(www.bbdd.cc),免费获得 30 积分。

2. 购买本书,可登录双博士网校免费下载四、六级听力文件(MP3 格式),该文件包括本书中部分精彩时文、美文的朗读,负责朗读的外籍人士为四、六级考试中听力试题的朗读者。其朗读语速与四、六级考试真题听力完全一致,可在短期内提升听力成绩。

3. 购本书可免费获赠一本**随堂笔记本**。以方便您学习或听课时记笔记和写心得。该礼品已随本书下发至零售书店,请您在购买时向购书书店索取。

4. 全国有三分之一的大学生正在使用双博士图书,以上举措为双博士对全国大学生的真情奉献!

附:

来自北京大学研究生会的感谢信

双博士:

您好!

首先感谢您对北京大学“十佳教师”评选活动的热情支持和无私帮助!师恩难忘,北京大学“十佳教师”评选活动是北京大学研究生会的品牌活动之一,是北京大学所有在校研究生和本科生对恩师情谊的最朴素表达。双博士作为大学教学辅导及考研领域全国最大的图书品牌之一,不忘北大莘莘学子和传道授业的老师,其行为将永久的被北大师生感怀和铭记。

作为考研漫漫征途上的过来人,双博士曾陪伴我们度过无数个考研岁月的日日夜夜,曾带给我们无数个明示和启发,当然也带给我们今天的成功。

特致此信,向双博士表达我们内心长久以来的感激之情,并祝愿双博士事业蒸蒸日上。

北京大学研究生会
二零零二年十二月

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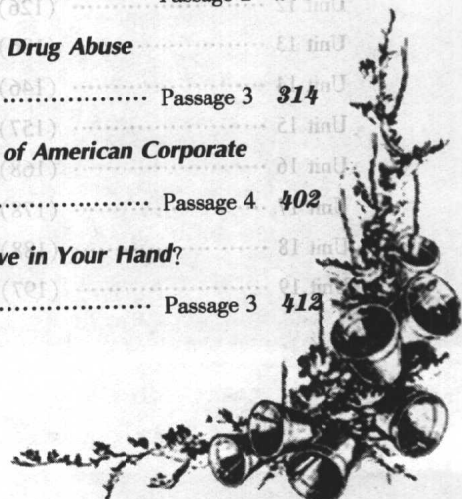
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技巧篇



第一 部分





大学英语阅读理解全攻略

一、阅读理解概述

英语阅读能力的重要性从教学大纲中可以明显体现出来,在各种语言技能的排列上,阅读能力位居首位,体现在测试中量化为:

1. 在 120 分钟的测试时间中,阅读理解部分占 35 分钟。
2. 整个阅读部分得分占总分的 40%,所占比例位居各项之首。
3. 阅读理解单项选择题是除作文外,分值最高的项目,每题 2 分。
4. CET—6 阅读理解部分的阅读总量为 1200 至 1400 词左右,是整个试卷中文字材料最多、测试份量最重的一个项目。考生在阅读理解中的表现基本上可以反映出其掌握语言、运用语言的能力。阅读理解成绩在某种程度上决定了考试的总成绩。因此阅读理解能力的培养至关重要。

二、新大纲对阅读理解的基本要求

《大学英语教学大纲(修订本)》对六级阅读能力的具体要求为:能顺利阅读语言难度较高的一般性题材的文章,掌握中心大意及说明中心大意的事实和细节,并能就文章内容进行分析、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 70 词。在阅读篇幅较长、难度略低、生词不超过总数 3% 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。

从现阶段看,阅读仍是第一层次的要求,是大学英语教学的重要内容和和大部分学生今后学习、工作所需的主要技能,同时也是掌握语言知识、获取信息、提高语言应用能力的基础和保证。

三、CET—6 阅读理解测试形式和要求

大学英语六级考试阅读理解部分由四篇短文组成,篇章长度约 300 至 350 词,每篇后有五个多项选择题,共计 20 题,满分为 40 分,考试时间 35 分钟。短文题材广泛,包括人物传记、社会文化、日常生活、科普知识等。体裁以说明文、议论文为主,兼顾叙述文。题型设置与搭配合理,主旨题、细节题、推理题都占一定比例。阅读的难度主要体现在选项设计上,而非内容和词汇上。该部分主要测试考生以下四方面的能力:

1. 测试考生把握所读材料主旨大意的能力;
2. 测试考生掌握说明主旨大意的事实与细节的能力;
3. 测试考生根据上下文判断生词、短语与句子含义的能力;
4. 测试考生对文章风格、作者观点态度等的推断能力。



阅读理解的测试包括理解的准确度和速度两方面。要想在有限的时间内做到速度和准确度的和谐统一,必须具备相应的语言基础和一定的阅读技能,而阅读技能的培养是建立在一定阅读总量基础之上的,所谓“熟能生巧”正是这个道理。本书的策划与编写也是基于这一指导思想。

四、阅读理解解题思路与技巧

1. 解题步骤

关于阅读理解题,应该先做题还是先看文章一直存在着分歧。由于两者各有利弊,而且每个人的阅读习惯不同,可以针对不同的文章而采取不同的解题步骤。通常有以下几种方法:

1. 先读懂全文,然后做题,做题时如遇到困难再重读有关的文字。这种方法的缺点在于第一遍阅读时,阅读目的性不明确,该记住的一些事实或细节未留心注意,答题时不得不再去查找。

2. 先读问题,然后带着问题读文章。这种方法的优点在于目的明确,知道查找重点所在,因此阅读时就能有所侧重,节省解题时间。而缺点在于,由于没有读过短文,不理解文章的主题、细节分布情况,因而可能无法很快找到所需信息。

3. 首先快速通读全文,力求对文章内容形成一整体印象。然后读问题,再把全文认真读一遍,最后回答问题。这种方法避免了前两种方法的缺点,使考生在快速阅读的过程中了解文章的题材、主要结构,并对细节有所理解,这样既提高了做题的准确率,又能有效地利用时间。

2. 测试要点

大学英语六级考试阅读理解测试要点大致可分为四类:

1. 主旨题:考查的内容主要包括主题思想、写作意图、文章的题目等。常见提问方式如下:

- (1) What is the general/main idea/topic of the passage?
- (2) The main theme of the passage is _____.
- (3) The passage is mainly about _____.
- (4) The first paragraph tells us that _____.
- (5) Which of the following expresses the main idea?
- (6) Which of the following can be the best title of the passage?
- (7) Paragraph 2 is mainly about _____.
- (8) What is the author's purpose in writing the passage?
- (9) Which of the following statements best expresses the main idea of the passage?
- (10) Which of the following best summarizes the author's opinion?
- (11) What is the author's main point?

2. 细节题:细节题主要是测试考生对文章提供的细节与事实(如时间、地点、原



因、结果、特征、方式、数字等)的理解程度。这类题目的共同特点是,答案一般都能在文章中找到。当然,答案不会是文章中的原句,考生需要利用文章中提供的信息回答问题。

常见的提问方式有:

- (1) According to the passage who (what, why, when, where)...?
- (2) What does the author say about ...?
- (3) What does the author think of ...?
- (4) According to the passage, which of the following statements is true?
- (5) According to the passage, which of the following statements is not true?
- (6) In this passage, how many (how much, how often, how long)...?
- (7) The word "they" in "... together they threaten to confuse." (Line3, Para. 5) refers to _____.

3. 推断题:这类考题测试考生的逻辑推断能力、语言分析能力、综合归纳能力等。它要求考生根据文章内容作出合乎逻辑的推论,包括考生对作者观点的理解、态度的判断,对修辞、语气、隐含之意等方面的理解,以及要求考生根据常识作出判断的能力。这种题的干扰项对答案颇具干扰力,是造成考生出错的主要原因。常见的出题方式有:

- (1) Which of the following statements is implied but not stated?
- (2) It can be inferred from the passage that _____.
- (3) The author implies that _____.
- (4) It can be inferred from the passage that _____.
- (5) The passage suggests that _____.
- (6) What can we learn from the passage?
- (7) It can be concluded from paragraph 3 that _____.
- (8) From Paragraph 2 we can draw _____.
- (9) One can conclude from the passage that _____.
- (10) What is the author's attitude towards _____?
- (11) What does the author think about _____?
- (12) In the next paragraph, the author will most likely mention _____.
- (13) This passage is most probably taken from an article entitled "_____".
- (14) Which of the following best describes the author's tone in this passage?

4. 词语题:该类题考察学生在语境下判断词、词组、短语含义的能力。常见的出题方式有:

- (1) The word "accentuate" (Line 4, Para. 3) most probably means "_____"
(passage3/1/01)
- (2) What is the meaning of...



- (3) The word “colonies” (Line 2, Para. 4) refers to _____.
- (4) The statement “The business of America is business” probably means “_____”.
- (5) The phrase “puts it down to” (Line 1, Para. 3) is closest in meaning to “_____”.
- (6) By “white elephant” the author refers to _____.

三、解题技巧

1. 主旨题解题技巧:主旨题要求考生超越文字本身的理解,把握结构形式和推理过程。阅读理解短文多是议论文和说明文,这就要求考生必须熟悉这两种文体的结构特点。这两种文体的特点可归纳为:提出问题——论述问题——得出结论或阐明观点。掌握这个程式,就可以迅速把握文章的主题和脉络。

确定文章的主题思想,即主旨时,最容易而且行之有效的方法就是找出文章的主旨句。主旨句在文章中的位置主要有四种情况:

- (1)首句:大多数文章的主题句就是文章的首句,所以要特别认真读首句。
- (2)段尾:有的文章主题句出现在结尾,文章以列举事实开头,通过论证得出结论。
- (3)段首段尾都重要:更多的文章是开头提出问题,点明主旨,通过议论,最后重述文章的主旨,使得文章主题清楚、明确,更有说服力。

(4)中间:有些文章为了引人入胜,开头部分有个轻松诙谐的引子,然后在中间部分提出自己的观点,接着再议论,最后得出结论。寻找段落主题的方法亦如此。

2. 细节题解题技巧

(1)同义词定位法:命题人在设计问题时,往往在题干中运用近义词语替代短文中的词语。因此,考生应通过分析题干所提供的信息迅速准确地找到问题在文章中的位置。

(2)Wh-信息定位法:该题型内容大多涉及到时间、地点、人物、事件、情景、数字、原因等,往往以 who, where, when, what, why 和 how 等提出问题。因此,考生要在迅速浏览全文时注意典型的 wh-信息,并通过分析题干把握考察内容,从而确定问题的出处。

3. 推断题解题技巧:推断题在文章中是无法直接找到答案的。考生必须在正确理解文章字面意义的基础上,运用逻辑推理的方法,综合主旨句、主题句和上下文信息以及作者的措辞(如褒贬、讽刺等)作出总结性的判断。切忌凭主观臆断,要果断排除明显不可能的干扰项。

4. 词语题解题技巧:不论是词、词组还是短语,都与整篇文章的语境有密切的联系,所以考生必须在理解全文的基础上,根据上下文的内容和语境来判断它们的含义。常用的方法有:

- (1)定义法:一般说来,文章中总会有一些生僻词语,为使读者理解,文章必须采



取各种方法对其进行阐释。其方法主要有:同位语、定语从句的阐述方法;标点符号、语篇标志词的方法。其中标点符号有冒号、破折号、括号等,语篇标志词有:for example, such as, that is (to say), e. g., in other words, namely, to put it in another way, however, on the other hand, nevertheless等。例如:

(2) 词义互释法:从上下文中获取有关的句子短语或单词猜测词义。例如:

(3) 常识法:根据自己的各种知识从语境中推断生词的含义。例如:

Two great tears descended slowly from the corners of her eyes toward the corners of her mouth.

根据常识,我们知道两滴大大的眼泪从她的眼角自然是“流向”了嘴角,而“下来”正是 descend 的意思。

此外,在阅读时,要有所侧重,通常要侧重首段和末段、首句和末句,这些部分往往是作者表述自己的论点、文章主旨和段落主题之处。抓住了文章的中心思想和要点,细节问题就会迎刃而解;要侧重语篇标志词,因为它们是语篇中句子与句子之间、段落与段落之间的联接词,把握住这些词语就等于把握了句与句、段与段之间的关系,这对于获取信息、准确解题至关重要。常见的标志词有以下三类:(1)与文章有关的重要细节或事实,如:for example, for instance, that is to say, meanwhile, it is the fact that..., a case in point等。(2)表示因果关系的词语,如:because, since, so, therefore, as a result, result in, lead to, in that, owing to...等;(3)表示转折对立的词语,如:however, while, but, although, yet, still, in fact, on the contrary, on the other hand,等。最后,要侧重长句、难句,阅读时有不少问题是针对长难句而设的,因此,遇到长难句不要有畏惧心理,应该沉着冷静,找出句子的主干,化长为短,化难为易。

总之,同学们在做阅读理解时切莫逐字翻译,只重字句而忽略了抓住文章的中心大意;一定要在先浏览全文,抓住中心的基础上再解题,这样才能提高准确性。



强化提高篇

第二部分







Unit 1

Passage One

建议用时:7.5 分钟 ⌚ From: ___ To: ___

From the health point of view we are living in a marvellous age. We are immunised from birth against many of the most dangerous diseases. A large number of once fatal illnesses can now be cured by modern drugs and surgery. It is almost certain that one day remedies will be found for the most stubborn remaining diseases. The expectation of life has increased enormously. But though the possibility of living a long and happy life is greater than ever before, every day we witness the incredible slaughter of men, women and children on the roads. Man versus the motor-car! It is a never-ending battle which man is losing. Thousands of people the world over are killed or horribly killed each year and we are quietly sitting back and letting it happen.

It has been rightly said that when a man is sitting behind a steering wheel, his car becomes the extension of his personality. There is no doubt that the motor-car often brings out a man's very worst qualities. People who are normally quiet and pleasant may become unrecognisable when they are behind a steering-wheel. They swear, they are ill-mannered and aggressive, wilful as two-year-olds and utterly selfish. All their hidden frustrations, disappointments and jealousies seem to be brought to the surface by the act of driving.

The surprising thing is that society smiles so benignly on the motorist and seems to condone his behaviour. Everything is done for his convenience. Cities are allowed to become almost uninhabitable because of heavy traffic; towns are made ugly by huge car parks; the countryside is desecrated by road networks; and the mass annual slaughter becomes nothing more than a statistic, to be conveniently forgotten.

It is high time a world code were created to reduce this senseless waste of human life. With regard to driving, the laws of some countries are notoriously lax and even the strictest are not strict enough. A code which was universally accepted could only have a dramatically beneficial effect on the accident rate. Here are a few examples of some of the things that might be done. The driving test should be standardised and made far more difficult than it is; all the drivers should be made to take a test every three years or so; the age at which young people are allowed to drive any vehicle should be raised to at least 21; all vehicles should be put through stringent annual tests for safety. Even the smallest amount of alcohol in the blood can impair a person's driving ability. Present drinking and driving laws (where they exist) should be made much stricter. Maximum and minimum speed limits should be



imposed on all roads. Governments should lay down safety specifications for manufacturers, as has been done in the USA. [All advertising stressing power and performance should be banned] ② These measures may sound inordinately harsh. But surely nothing should be considered as too severe if it results in reducing the annual toll of human life. After all, the world is for human beings, not motor - cars.

1. The main idea of this passage is _____.
 - A. Traffic accidents are mainly caused by motorists
 - B. Thousands of people the world over are killed each year
 - C. The laws of some countries about driving are too lax
 - D. Only stricter traffic laws can prevent accidents
2. What does the author think of society toward motorists?
 - A. Society smiles on the motorists.
 - B. Huge car parks are built in the cities and towns.
 - C. Victims of accidents are nothing.
 - D. Society condones their rude driving.
3. Why does the author say: "his car becomes the extension of his personality?"
 - A. Driving can show his real self.
 - B. Driving can show the other part of his personality.
 - C. Driving can bring out his character.
 - D. His car embodies his temper.
4. Which of the followings is NOT mentioned as a way against traffic accidents?
 - A. Build more highways.
 - B. Stricter driving tests.
 - C. Test drivers every three years.
 - D. Raise age limit and lay down safety specifications.
5. The attitude of the author is _____.

A. ironical	B. critical
C. appealing	D. militant

Passage Two

建议用时: 7 分钟



From: _____ To: _____

Whether the eyes "the windows of the soul" is debatable; that they are intensely important in interpersonal communication is a fact. During the first two months of a baby's life, the stimulus that produces a smile is a pair of eyes. The eyes need not be real; a mask with two dots will produce a smile. Significantly, a real human face with eyes covered will