



双博士系列

The key to succeeding in passing CET

大学英语阅读

四级 120篇

主 编 北京大学英语系 李 培
执行主编 白雪莲 晁 缨
编 写 大学英语六级考试命题研究组
总 策 划 胡东华



北京邮电大学出版社

大学英语六级阅读 120 篇

主 编 北京大学英语系 李 培
执行主编 白雪莲 訾 纓
编 委 (按姓氏笔划排列)
王 锦 方卫青 白雪莲
陈 芳 高晓薇 訾 纓
审 定 史宝辉
编 写 大学英语六级考试命题研究组
总 策 划 胡东华

北京邮电大学出版社

图书在版编目 (CIP) 数据

大学英语六级阅读 120 篇/白雪莲, 晁缨主编.
—北京: 北京邮电大学出版社, 2002
ISBN 7-5635-0630-6

I. 大... II. ①白... ②晁... III. 英语—阅读教学—高等学校—水平
考试—自学参考资料 IV. H319.4

中国版本图书馆 CIP 数据核字 (2002) 第 059507 号

大学英语六级阅读 120 篇

主 编 李 培
责任编辑 唐 亮

*

北京邮电大学出版社出版
新华书店北京发行所发行
各地新华书店经售
北京市高岭印刷厂印刷

*

787×1092 毫米 16 开本 16.5 印张 422 千字
2002 年 9 月第 1 版 2002 年 9 月第 1 次印刷
印数: 1~10000 册

本书定价: 18.00 元

前 言

为了帮助和指导参加大学英语六级考试的学生全面熟悉和适应阅读题型，有针对性的对大学英语教学内容进行系统强化训练，顺利通过大学英语全国统考，大学英语四、六级考试命题研究组根据《大学英语教学大纲（修订本）》编写了这本最新的考试指导教材。

本教材分为“大学英语阅读理解指导篇”和“大学英语阅读理解实战篇”两大部分。第一部分为指导篇，共分为四节，从理论上并结合具体实例对阅读理解测试要点及解题思路进行了系统论述，并有针对性的提出了解题技巧。第二部分为实战辅导篇，共分为 30 个单元进行训练。每一单元由 4 篇短文组成，每篇后有 5 个多项选择题，共计 20 题，与全真试卷阅读部分设计完全一致。文章选材新、题材广，文章长度与难度符合新大纲要求，循序渐进。每单元练习后均附有注释，内容包括：1) 重要词汇和短语精讲、2) 长难句注释、3) 答案与试题详解。本书既适用于课堂教学，亦可供学生课外自学及进行六级模拟考试训练之用。本书读者对象为英语六级考生及中级水平英语自学者。

本书由外研社语言学丛书专家委员会委员史宝辉教授审定。“双博士”品牌图书策划人胡东华同志负责体例策划及组织联络工作，在此一并表示感谢。

编 者

目 录

第一部分 大学英语阅读理解指导篇.....	1
第二部分 大学英语阅读理解实战训练篇.....	4
Unit One	4
Unit Two	12
Unit Three	19
Unit Four	27
Unit Five	35
Unit Six	43
Unit Seven	53
Unit Eight	62
Unit Nine	72
Unit Ten	81
Unit Eleven	91
Unit Twelve	100
Unit Thirteen	109
Unit Fourteen	119
Unit Fifteen	127
Unit Sixteen	135
Unit Seventeen	143
Unit Eighteen	152
Unit Nineteen	160
Unit Twenty	169
Unit Twenty-one	178
Unit Twenty-two	187
Unit Twenty-three	195
Unit Twenty-four	203
Unit Twenty-five	211
Unit Twenty-six	219
Unit Twenty-seven	229
Unit Twenty-eight	235
Unit Twenty-nine	243
Unit Thirty	251



第一部分 大学英语阅读理解指导篇

第一节 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 40%,所占比例位居各项之首。
3. 阅读理解单项试题是除作文外,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。

第二节 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。

第三节 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。阅读的难点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。

第四节 阅读理解解题思路与技巧

一、解题步骤

关于阅读理解的题,应该先读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。

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

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

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? | (9) One can conclude from the passage that _____. |
| (2) It can be inferred from the passage that _____. | (10) What is the author's attitude towards _____? |
| (3) The author implies that _____. | (11) What does the author think about _____? |
| (4) It can be inferred from the passage that _____. | (12) In the next paragraph, the author will most likely mention _____. |
| (5) The passage suggests that _____. | (13) This passage is most probably taken from an article entitled "_____." |
| (6) What can we learn from the passage? | (14) Which of the following best describes the author's tone in this passage? |
| (7) It can be concluded from paragraph 3 that _____. | |
| (8) From Paragraph 2 we can draw _____. | |

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) | (3) The word "colonies" (Line 2, Para.4) refers to _____. |
| (2) What is the meaning of ... | (4) The statement "The business of America is busi- |



ness" probably means "_____".

is closest in meaning to "_____".

(5) The phrase "puts it down to" (Line 1, Para. 3)

(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)同义句定位法: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部分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,因为它们是在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。



第二部分 大学英语阅读理解实战辅导篇

Unit One

Passage 1

There are several things about motorcycling that the average citizen dislikes. A cyclist's appearance has something to do with this dislike(1). Motorcyclists frequently look dirty; in fact, they are dirty. On the road there is little to protect them from mud, crushed insects, and bird droppings(2). For practical reasons they often dress in old clothing which looks much less respectable than the clothing of people who ride in cars. For the same reason motorcyclists usually wear dark colors. Perhaps this helps to explain why they are sometimes suspected of having evil natures. In old plays of long ago, evil characters usually wore black. In cowboy movies the "bad guys" usually wear black hats while the "good guys" wear lighter colors.

Something else about their appearance makes an unfavorable impression. In their practical, protective clothing they look very much like the men on military motorcycles in the movies of World War II—cruel enemies who roared into peaceful villages filling people's hearts with fear.

Probably the machine itself also produced anger and fear. Motorcycles are noisy, though some big trucks are even noisier. But trucks are big and carry heavy loads; they are accepted (if not really welcomed, because they perform a needed service, making America move. Motorcycles, on the other hand, make an unpleasant noise just to give their riders pleasure(3). That is what people commonly thought. In the woods motorcycles frighten animals. Roaring along quiet streets, they wake sleeping families and make babies cry.

Of course the danger of motorcycling also helps account for many people's low opinion of the sport (4). Its defenders, however, claim that careful cyclists are in less danger than is commonly believed. A cyclist must drive as if everybody around him wanted to kill him. He must pay careful attention to his driving. From that point of view, a man on a motorcycle is safer than a man in a car.

As motorcycling becomes more common in years to come, it will be interesting to see how people in general feel about the sport. Perhaps it will someday become as "respectable" as tennis or golf.

(352 words; time suggested: 5 minutes)

1. According to the passage, average citizen does not like motorcycling because _____.
 - A. it always reminds people of the terrible World War Two
 - B. motorcyclists usually wear black colors and look like bad guys
 - C. it is dirty, dangerous and noisy and gives people bad illusions
 - D. motorcycles are useless except for frightening animals
2. Why are motorcyclists suspected of having evil characters?
 - A. Because they are less respectable than car riders who pay attention to and follow traffic laws.
 - B. Because their appearances coincide with those of evil characters in old plays and cowboy movies.
 - C. Because they frequently look dirty and drive madly to endanger the lives of their own.
 - D. Because they are selfish and do nothing useful which is different from the case of a bicyclist.
3. The attitude of the author toward motorcycling is _____.
 - A. objective
 - B. negative
 - C. subjective
 - D. critical
4. The supporters of the motorcycling claim that _____.
 - A. motorcyclists are more careful than car drivers
 - B. careful motorcyclists have no danger at all



- C. everybody around a cyclist wants to kill him
D. careful cyclists face less danger than is commonly believed
5. From the passage we can infer that _____.
- A. tennis and golf are respectable sports
B. motorcycling might be banned some day
C. motorcycling may become more acceptable in the future
D. a motorcyclist will pay more attention to his appearance

Passage 2

Four hundred miles out of Sydney, and I've ridden the last 375 as much on stubbornness as on Kevlar-lined tires(1). And what's it got me? Trembling knee pains, a bum so sore I can hardly sit, and all the pride I can swallow. I live outside now. Eat on graffitied picnic tables, use dirty gas-station toilets, ask strangers for water. And I'm sitting on a chilly concrete bench far from home. Maybe Emerson was right—traveling really is a fool's paradise. Also thinking that if I'd kept my big mouth shut, I could quit right now, get on a bus to Brisbane, and be on a plane this time tomorrow. Why did I have to tell all my friends I was doing this? Why did I have to say 10,000 miles? What's wrong with 1,000 miles? Or 500 miles?

But something's just happened that makes me believe again. I was hard at work composing one of those dishonest postcards we've all written, crowing about what a glorious time we're having on holiday, when a young guy in a battered top hat and a vest dotted with protest slogans sat down beside me and said: "G'day(2). Saw you here, and something told me you needed to talk." I stared at him as though I'd been addressed by a burning bush: then began to talk without stopping.

The guy's name was Robert Fantom (sounds like a road handle to me), of no fixed address, and for the next half hour he listened patiently while I unloaded 12 days' worth of fears and frustrations. I didn't have to impress this guy with grand objectives of self-discovery—I was miserable and confused and could say so. And somewhere in the telling I became a spectator instead of a participant and began to see some humor, chuckling about how unfit I'd been when I started this thing; imitating the comical horror on my face the first time I lifted the bike with its 35 pounds of camping gear, clothes, tools, spares, cameras, notebooks and then tried steering this saddle-bagged juggernaut through the Sunday crowds on Circular Quay; describing that middle-aged woman who'd nearly beaten me on Parramatta Road. My tension dismounted and walked away.

A few minutes later so did my listener, saying he had a feeling we'd meet again somewhere down the road. I hope so. I owe him. I may have started pedaling in Sydney, but for me the beginning of this journey will always be the public bench on the high street in Grafton, New South Wales.

(429 words; time suggested: 6 minutes)

6. What do you think the man is doing?
- A. He is complaining something to his friends. B. He is travelling Australia by bike.
C. He is recalling one of his adventures. D. He is travelling by car.
7. The man suffers all the following except _____.
- A. inconvenient living conditions B. fears and frustrations
C. physical pains and tiredness D. hunger and thirst
8. It seems that the man has planned to travel _____.
- A. 10,000 miles B. 1,000 miles C. 5,00 miles D. unknown
9. Who is Robert Fantom?
- A. He is probably the writer's company. B. He is probably a road handle.
C. He is probably the writer's acquaintance. D. We are not sure who he is.



10. What can we infer from the passage?

- A. The man may change the distance of his travelling.
- B. The man will quit travelling and go home tomorrow.
- C. The man will go on travelling in spite of all the difficulties.
- D. The man may meet the young guy again.

Passage 3

To Europeans of the 13th century they were the *horde* (游牧部落) from hell: Tartars from Tartarus, that part of Hades where the wicked were punished. They had the heads of dogs, and they ate the bodies of their victims. Indeed, the Tartars, as Europeans called the Mongols, sometimes did eat the raw hearts or livers of killed enemies, hoping to capture their spirits(1). Europeans knew little about these invaders from the east, and "Tartars" seemed an apt name for them. It sounded like Tatar, a name that was commonly applied to peoples of the Asian steppe (大草原). Genghis Khan had slaughtered a tribe of Tartars in his rise to power in Mongolia. Mongolia? Where was that? Even to learned Europeans the distant realms of Asia were *terra incognita*.

Terrible warnings of the Mongols' approach reached Hungary's king, Bela IV, in 1236. Soon thousands of refugees poured into his kingdom, bringing news of the sacking of cities to the east.(2)

For the beginning of the Mongol invasion of Europe we must leap 4,000 miles to Karakorum on Mongolia's steppe. In a 20-year-long series of battles Genghis had brought the Merkits, Kereyits, and some 25 other Mongol tribes under his control, and by the time of his death in 1227 he had established Karakorum as his base.

Now the mantle of power had passed to his son Ogodei, who would expand on Genghis's achievements, sending Mongol armies rampaging both east and west. Ogodei took the title Khagan—lord of lords, as we would say. Genghis had chosen Ogodei as his successor shortly before he died, probably believing that Ogodei was the most competent of the four sons by his principal wife. Ogodei lived energetically, enjoying feasts and drink. According to Rashid ad-Din, a Persian writer, Ogodei took "pleasures in the company of beauteous ladies and moonfaced mistresses." But he was also his father's son, and soon after becoming Khagan, Ogodei released the army.

"Genghis never planned to create an empire," Larry Moses, a historian at Indiana University, believes. "But with Ogodei that changed. Genghis's sons had been granted territories of their own, and under Ogodei the Mongols began to enlarge them." (3) (379 words; time suggested: 5 minutes)

11. Why did the Europeans call Mongols Tartars?

- A. Because they thought Mongols were not human beings.
- B. Because they thought Mongols were the horde from hell.
- C. Because they thought Mongols were cruel, wild and wicked.
- D. Because they thought Mongols' heads were like those of dogs.

12. The Tartars ate the hearts and the livers of killed enemies because they ____.

- A. liked the taste of human hearts and livers
- B. had dogs' heads and their instinct as well
- C. were good at eating human beings
- D. hoped to capture the spirits of their victims

13. What does the word "terra incognita" in Para.1 probably mean?

- A. a terrible land
- B. a strange land
- C. an unknown land
- D. a wild land

14. According the passage, Ogodei was ____.

- A. a successor to Genghis Khan and carried on his father's career
- B. only interested in beauteous ladies and moonfaced mistresses
- C. the most competent son of all of Genghis Khan's
- D. completely devoted himself to drinking and holding feasts



15. From the passage we know that _____.

- A. none of the Europeans in the thirteenth century knew about the Mongols
- B. Genghis Khan planned to create an powerful empire
- C. Genghis brought many Mongol tribes under his dominion
- D. Ogadei established Karakorum as his base

Passage 4

For decades the Soviets had been tireless in their pursuit of knowledge about the Arctic. Part of the reason was military, of course: Sokolov's oceanographic(海洋环境学的) data, like that from all drift stations, were considered vital for the fleet of Soviet submarines operating in Arctic waters from Murmansk and other ports. But the Soviets also had important economic and scientific reasons to be up there. Some 300 ships a year plied the Northern Sea Route along Russia's 3,000-mile Arctic coast. Navigators needed to know exactly where the ice was and its condition; scientists sought to understand its structure and movement. Besides launching one or two drift stations a year, the Soviets flew hundreds of missions to various parts of the Arctic, usually landing on skis, then collecting data on the ice or boring through it to sample the ocean.

These activities were run from the Arctic and Antarctic Research Institute (AARI) in Leningrad (now St. Petersburg), a bustling research center and staging area where patriotism ran high and money was no object. "Those were the days when no one asked, 'how much will it cost?'" remembers Leo Timokhov, a senior scientist at AARI and a man who has flown to the polar ice hundreds of times. "They would just say, 'Do it!'"

This era had begun 54 years earlier, when the Soviet Union had organized its very first drift station. Launched on May 21, 1937, near the North Pole, SP-1 was manned by a radio operator, hydrologist, magnetician, and the group's leader, a round, joyful member of the Soviet secret police named Ivan Papanin. (1)

Outfitted in fur and housed in a canvas tent insulated with eiderdown(鸭绒), the four men trooped daily to the tents and wooden sheds where they conducted their research. (2) They routinely lowered a cable to gauge(精确计量) the depth of the ocean and sampled sediment(沉淀物) from its bottom. They also recorded water temperature at various depths, logged gravitational and magnetic readings, measured snow depth, analyzed the ice, and studied the weather. (3)

As was the Russian practice, every observation was recorded twice: once in the hasty, semi-frozen scrawl of the field notebook, and second time around the stove at night in the precise pencil notation that would make up the official record of the expedition. (4) These paper notebooks would be stored at AARI and made available not only to the military but also to civilian Soviet scientists.

(421 words; time suggested: 6 minutes)

16. This passage was written probably _____.

- A. in the late 1940s
- B. in the early 1990s
- C. in one of recent years
- D. in the first half of the 20th century

17. What can we learn from the second paragraph?

- A. In the past the activities related to the Arctic research probably didn't lack money.
- B. People in Leningrad were patriotic and they loved the country deeply.
- C. People in Leningrad did not care about money.
- D. Researchers did not pay attention to making money.

18. What did the four men on SP-1 not do?

- A. They went daily to the tents and wooden sheds where they conducted their research.
- B. They regularly measured the depth of the ocean and sampled sediment from the bottom.



C. They recorded water temperature at various depths and logged magnetic readings.

D. They also measured snow depth, analyzed the ice and studied the air.

19. The article will probably talk about _____ in the following paragraph.

A. the weather condition in the Arctic area

B. the geographic condition in the Arctic

C. Soviet Union's achievements in the area

D. how the four men on SP-1 worked

20. The passage mainly tells us that _____.

A. fifty-four years ago, Soviet Union had already launched its first drift station

B. because of military, economic and scientific purposes, the Soviets tirelessly studied the Arctic

C. four scientists were sent to the Arctic for research work

D. the activities of the Arctic and Antarctic Institute were successful

Notes

重要词汇和短语

Passage 1

1. motoreycling *n.* 摩托车运动
2. average *adj.* 普通的; 平均的
3. crush *v.* 压碎, 压破
4. respectable *adj.* 有身份的, 文雅的, 体面的
5. suspect sb of doing sth 怀疑某人做某事
6. From... point of view 从……的观点或立场看

Passage 2

1. Bum *n.* 屁股
2. griffitted 作者自己生造的词, 表示他自己也不知道是什么材料的野餐桌。
3. Emerson 爱默生(全名 Ralph Waldo Emerson 1803 - 1882), 美国散文家及诗人。
4. paradise *n.* 天堂, 乐园
5. Brisbane: the capital of Queensland(昆士兰)
6. crow about/over: express gleeful triumph 表示得意洋洋的
7. glorious *adj.* 辉煌的, 壮丽的, 光荣的
8. unload *v.* 从……卸下货物; 摆脱……的负担
9. frustration *n.* 沮丧, 挫折
10. grand objectives 宏伟的目标
11. chuckle *v.* 轻轻的笑
12. dismount *v.* 原指(自乘骑之物上)下来, 此处相当于 begin to fall
13. pedal *v.* 踩踏板, 骑车

Passage 3

1. Tartars: 希腊神话里冥府下面一恐怖的深渊, 宙斯曾经把反叛的提坦神关在那儿, 后来常指罪恶之人死后要下的地狱 Tartars: 指粗暴而难处的人, 彪悍凶猛的人。
2. Hades: 冥府, 地府
3. Mongols: 蒙古人; Mongolia: 蒙古
4. invader *n.* 侵略者 invade *v.* 入侵, 侵略 invasion *n.* 入侵, 侵略



5. apt *adj.* 恰当的;适当的
6. be applied to 应用于……
7. Genghis Khan 成吉思汗
8. slaughter *v.* 屠杀;残杀
9. realm *n.* 王国;区域;领域
10. refugee *n.* 避难者;难民
11. mantle *n.* 斗篷;覆盖物,文中指象征权力的王服
12. rampage *v.* 横冲直撞;狂荡
14. successor *n.* 继承人;后继者
15. competent *adj.* 有能力的,能胜任的
16. khagan (古时)可汗(土耳其、鞑靼及蒙古对至高统治者的称呼)

Passage 4

1. in one's pursuit of: 追逐;追求;追捕
a dog in pursuit of rabbits(一只追逐兔子的狗);
in his pursuit of happiness(在他追求幸福方面);
a fox with the hounds in hot pursuit(一只被猎狗穷追的狐狸)
2. ply *v.* (指船、公共汽车等)定期往来,定时往来
3. navigator *n.* 航海家,测航者,探险家
4. bustling *adj.* 繁忙的,忙碌的
5. patriotism *n.* 爱国主义
6. routinely *adv.* 定期地,固定地
7. readings *n.* 读数(刻度盘、尺子等上所指出的度数)

长难句注释

Passage 1

- (1)【参考译文】骑手的外表与这种厌恶有关系
【解析】have something to do with... 与……有关系
- (2)【参考译文】在野外的路上他们无法避免泥沙、轧碎的昆虫以及鸟类排泄物的侵袭
【解析】protect sb from (doing) sth 保护……不受……的危害、袭击
- (3)【参考译文】另一方面,摩托车发出使人不愉快的噪声只是为了让骑手高兴
【解析】句中 just to = just in order to 目的状语,意为:只是为了……
- (4)【参考译文】当然,摩托车运动的危险性也有助于说明何以许多人对这项体育运动的评价不高。
【解析】help + 原形动词表示“有助于……”; account for: 解释;说明; low opinion of 转换自 have low opinion of... 意为“对……的评价低”,那么,have high opinion of... 意为“对……的评价高”。

Passage 2

- (1)【参考译文】那最后的 375 英里我是依靠凯夫勒衬里的坚固轮胎和不屈不挠的意志骑完的
【解析】本句是由 as much... as 引导的比较级 Kevlar-lined tires: 凯夫勒衬里的轮胎; Kevlar: 一种结实耐磨的合成纤维的商标 line: *v.* 加以衬里,衬里于…… 例: fur-lined gloves 毛皮里的手套
- (2)【参考译文】我正在忙着编撰大家都写过的那种虚伪的明信片,夸耀假期如何美好,这时一

1. C 细节题。这篇文章第一段说摩托车运动有几个方面是普通人所反感的。一个车手的外表与这种反感有关。摩托车手们经常看起来很脏,事实上,他们的确很脏;接着解释他们脏的原因,然后说出于同一原因,摩托车手们通常穿着黑颜色的衣服,而这一点又经常被人怀疑具有邪恶的本性,因为在旧戏里,反面角色通常是穿黑色衣服的,而西部牛仔片里的“坏蛋”通常戴黑色的帽子;第二段说他们外表的另一面给人留下了不好的印象。当他们穿着实用的、保护性的衣服时,他们看起来很像有关第二次世界大战里那些骑军用摩托车的人;第三段讲很可能摩托车本身也给人带来愤怒和恐惧。人们普遍认为,摩托车噪声很大,而它制造难听的噪声只是为了给驾驶者带来愉快;第四段说摩托车运动的危险性也可以解释为何许多人对这种运动评价低,而它的支持者却认为细心的车手所面临的危险要比普通人想象的少;最后一段说随着摩托车运动在未来几年中变得更加普及,令人感兴趣的是一般大众将会如何看待这项运动。也许有一天它会变得跟网球和高尔夫球一样“体面”。故



- C 是正确答案。
2. B 细节题。答案见第一段。
3. A 推断题。从整篇文章看作者的观点是比较客观地描述和分析了人们对此项运动的看法,故其态度是客观的。
4. D 细节题。答案见第四段。
5. C 推断题。从最后一段及全文看,摩托车运动在将来也许会变得较易为人们所接受,C 是正确的;不要被 A 所迷惑,原文中的 respectable 加引号说明它们也不一定就真是那么体面。
6. B 推断题。从第一段第一句“Four hundred miles out of Sydney, and I've ridden the last 375 as much on stubbornness as on Kevlar-lined tires.”以及第三段中“... I lift the bike with its 35 pounds of camping gear, ...”等句可判断作者是骑自行车旅游澳大利亚。
7. D 细节题。第一段叙述了他所遭受的身体上的苦痛和生活上的不便,第三段第一句话(I unloaded 12 day's worth of fears and frustrations)暗示了他也有心理上的一些恐惧和气馁,惟独没有提饥渴,正合题意,故选 D。
8. A 细节题。答案见第一段最后几句话。
9. D 推断题。第二、三段写到了此人,但我们除了知道他是一位陌生的年轻人以外,别的都无从获悉,故选 D。
10. C 推断题。我们从整篇文章的语气和最后一段的一些细节推断作者会不顾困难继续前进的。
11. C 推断题。此题答案在第一段。第一段的大意是:对于十三世纪的欧洲人来说,蒙古人是从地狱里来的部落,即:从地府里惩罚邪恶之人的 Tartarus 来的 Tartars。他们长着像狗一样的头,吞食被他们抓获的人。Tartars (欧洲人这么称呼蒙古人)有时的确吃敌人的心和肝,希望能够汲取他们的精神。欧洲人对这些来自东方的侵略者所知甚少,Tartars 似乎对他们是一个合适的称呼。它听起来很像 Tatars (鞑靼人),(一般对居住在亚细亚大草原上的人们的一种称呼)。成吉思汗在争夺蒙古最高权力时屠杀过鞑靼的一个部落。可见,这一段主要是说蒙古人凶残、野蛮、邪恶,故选 C。
12. D 推断题。此题答案在第一段第三句话。
13. C 词汇题。根据上下文判断,terra incognita 的意思更接近 C: “an unknown land”(未知之地),所以,选 C。
14. A 细节题。此题答案见第四段。
15. C 细节题。此题考查对细节的识别,B、D 很显然是错的;A: “十三世纪时没有一个欧洲人知道蒙古人”,此判断太绝对;第三段第二句话表明 C 是正确的。
16. B 推断题。答案见第三段。
17. A 推断题。题干是“我们能从第二段推出什么?”从引用资深科学家 Leo Timokhov 的话“那个时候没人会问‘它将花费多少钱?’,他们总是说‘干吧!’”和第一句话“... 那里爱国情绪很高,钱不是目的”等句看 A 应是正确答案。
18. D 细节题。此题的答案在第四段。
19. D 推断题。文章第三段说苏联向北极发射了载四人的 SP-1 建立了其第一个漂流站;第四段写了这四个人的任务;第五段写了俄国人的习惯做法:对于观察到的都做两次记录;由此推断,接下来的一段大有可能继续谈论这四个人如何进行工作,故选 D。
20. B 主旨题。此题考查对文章大意的掌握,第一段实际上是此文章的中心所在,故选 B;答案中其他选项虽属事实,但均是细节,不是文章的中心所在。



Unit Two

Passage 1

An important new industry, oil refining, grew after the Civil War. Crude oil, or petroleum—a dark, thick ooze from the earth—had been known for hundreds of years.

But little use had ever been made of it. In the 1850s, Samuel M. Kier, a manufacturer in western Pennsylvania, began collecting the oil from local seepages and refining it into kerosene. Refining, like smelting, is a process of removing impurities from a raw material.

Kerosene was used to light lamps. It was a cheap substitute for whale oil, which was becoming harder to get. (1) Soon there was a large demand for kerosene. People began to search for new supplies of petroleum. The first oil well was drilled by E.L. Drake, a retired railroad conductor. In 1859 he began drilling in Titusville, Pennsylvania. The whole venture seemed so impractical and foolish that on-lookers called it “Drake’s Folly”. But when he had drilled down about 70 feet (21 meters), Drake struck oil. His well began to yield 20 barrels of crude oil a day.

News of Drake’s success brought oil prospectors to the scene. By the early 1860s these wildcatters were drilling for “black gold” all over western Pennsylvania. The boom rivaled the California gold rush of 1848 in its excitement and Wild West atmosphere. And it brought far more wealth to the prospectors than any gold rush.

Crude oil could be refined into many products. For some years, kerosene continued to be the principal one. It was sold in grocery stores and door-to-door. In the 1880s and 1890s refiners learned how to make other petroleum products such as waxes and lubricating oils. Petroleum was not then used to make gasoline or heating oil.

(282 words, time suggested: 4 minutes)

1. What is the best title for the passage?
 - A. Oil Refining: A Historical Perspective.
 - B. The California Gold Rush: Get Rich Quickly.
 - C. Private Property: Trespassers Will Be Prosecuted.
 - D. Kerosene Lamps: A Light in the Tunnel.
2. It can be inferred from the passage that kerosene was preferable to whale oil because whale oil was too _____.
 - A. expensive
 - B. thick
 - C. hot
 - D. polluted
3. According to the passage, many people initially thought that E.L. Drake had made a mistake by _____.
 - A. going on a whaling expedition
 - B. moving to Pennsylvania
 - C. searching for oil
 - D. retiring from his job
4. According to the passage, what is “black gold”?
 - A. Whale oil.
 - B. Gold ore.
 - C. Stolen money.
 - D. Crude oil.
5. Why does the author mention the California gold rush?
 - A. To explain the need for an increased supply of gold.
 - B. To indicate the extent of United States mineral wealth.
 - C. To describe the mood when oil was first discovered.
 - D. To argue that gold was more valuable than oil.