

大学英语六级考试·硕士研究生入学英语考试指导用书

大学英语百日通系列丛书

王海啸主编·徐丰策划

大学英语六级阅读百日通

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南京大学出版社

图书在版编目(CIP)数据

大学英语六级阅读百日通/王殿民主编. —南京: 南京大学出版社, 2002. 3

ISBN 7-305-03815-6

I. 大… II. 王… III. 英语-阅读教学-高等学校-水平考试-教学参考资料 IV. H319.4

中国版本图书馆 CIP 数据核字(2002)第 015162 号

丛 书 名 大学英语百日通系列丛书
书 名 大学英语六级阅读百日通
主 编 王殿民
出版发行 南京大学出版社
社 址 南京市汉口路 22 号 邮编 210093
电 话 025-3596923 025-3592317 传真 025-3303347
网 址 <http://press.nju.edu.cn>
电子函件 nupress1@public1.ptt.js.cn
经 销 全国各地新华书店
印 刷 江苏新华印刷厂
开 本 850×1168 1/32 印张 12.625 字数 316 千
版 次 2002 年 3 月第 1 版第 1 次印刷
ISBN 7-305-03815-6/H·308
定 价 15.80 元

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前 言

本书承袭《大学英语四级阅读百日通》的思路与编写原则,继续从学生的实际需要出发,注重实用有效的阅读方法与解题技能,选择恰当的专项技能训练和综合阅读篇章训练,并安排数量充分的练习以确保读者能够完全掌握各种阅读方法与破题之术,达到“熟能生巧”的境地。

在秉承原有编写特色的同时,本书力求有所突破,按照最新大纲提出的要求,将阅读能力分为把握主题思想,理解具体内容,明了组织结构,进行深层次的理解和引伸,推理,认别语调,掌握作者的态度和情感等若干项,在高层次上研习阅读训练,通过将各种纷杂的题目归类划分,分别加以简明扼要的说明和充足的练习,去伪存真,使答题技巧自然水落石出,易于熟练掌握。

众多学生有过这种感受,就是在阅读过程中并不觉得有特别难度的文章,之后却不能清楚地知道作者的论点和文章的主要内容,在考试时间紧迫的情况下更觉不知所云。究其原因,很重要的一点是他们仅仅视阅读为被动地接受信息而没有掌握积极主动的阅读方法。这种不加分析囫圇吞枣式的阅读自然造成主次不分,头绪杂乱的结果。所以,十分有必要借此前言将学生应掌握的阅读方法加以说明。

(一)浏览 (skimming) 迅速通读文章抓住中心思想和主要支持细节内容。但在实际运用中,并不是简单地追求快速,而是有张有弛,快慢结合。对于表达观点的语句应仔细慢读,对那些提供支持性的琐碎内容则应适当加快速度。能够辨别篇章层次结构,

游刃有余地熟练掌握运用浏览就是积极有效的阅读。

(二)预测 (anticipation) 在得知文章的主题,或进一步了解中心思想后,根据对主题有关背景知识,结合一些线索词语,可以猜测接下去的内容或段落展开的手法。多数情况下,这种预测同作者的论述是符合的。事先做好心理上的预期准备能极大地提高阅读质量和速度。它既反映了对主题和中心思想的把握,又体现出变被动为主动的阅读。

(三)查找 (scanning) 在文章中迅速找到具体的信息。回答问题时主要用这一方法。由问题明确要寻找的内容,然后返回原文搜寻信息。在查找时只关注要找的信息,无关的内容可忽略。一旦找到有关内容便可停止继续阅读。

(四)研读 (critical reading) 研读要求对原文的内容不能仅停留在字面表层,而是在充分准确理解的基础上,运用各种逻辑思维,进行深层次的理解,挖掘出作者没有直接表明的含义,对原文内容进行引伸,概括归纳,补充说明等。这类问题考察读者对文章内容深层次的理解和运用。解答时应针对不同特点的问题采用相应的策略,而不是简单机械地死搬硬套。

上述不同阅读方法需要不断地在实践中加强认识,形成习惯,在潜移默化中逐渐掌握并能运用自如。也正是基于这种思想,编者安排了较多的专项练习,期望对提高读者的阅读能力有利。

本书能够顺利脱稿得益于长期以来许多同行友人的帮助。其中王朝霖,张少华,张勇等提出了具体的指导并参与了部分内容的编写,卢隽做了大量的整理和输入工作。在此对他们的付出表示真挚的感谢。尤其要致谢南大出版社的徐丰先生,正是他自始至终的关心支持使得编者数本“百日通”系列书得以及时出版。

书中疏漏之处敬请指正。

编 者

对于一段独立完整的段落,通常包括以下几种作用各异、不同类型的句子:

1. 引言 (topic introducers) 开篇的一句或几句,主要用来提出本文的主题,有时也开门见山地表达中心思想。

2. 展开句 (topic developers) 占全文的大量篇幅内容,提供各种形式的例证和具体的细节内容来展开说明和论证支持中心思想。

3. 过渡句 (context modulator) 起启承转合作用的句子,使文章不同含义层次之间实现流畅的联经过渡。一般表达并列、递进、转折等关系。

4. 结束句 (terminator) 结尾常有两种情况,一是总结性结尾,即对全文的主要观点进行概括;另一是结论性结尾,即将中心思想的观点加以运用以得出某种结论或解决实际问题。

以上的观点思路也可以扩展到对篇章的阅读分析,不同的段落可以起到上述不同的作用。

Unit 1

In 1915 a professor of geography from Yale studied the relationship between human strength and the climate in which man finds himself. Ellsworth Huntington wrote in *Civilization and Climate* (New Haven: Yale University Press, 1924) that physical vigor is highest on days when temperature moves up and down between 50 degrees and 55 degrees Fahrenheit at night and 60 degrees and 70 degrees by day. Mentally, man is most fit when the average temperature is a bit over 40 degrees. He understood that human energy is made up of the physical and the mental. Putting this information to-

gether he finally decided that the best climate would offer average temperatures of about 40 degrees in the winter and about 60 degrees in the summer. Studying thousands of factory workers and students in different parts of America, he learned that mental and physical activities depend upon conditions of weather. A change in temperature, not a stable one, is necessary to keep human energy at its best.

1. What does the opening sentence tell you?
2. What was the result of Professor Huntington's research?
3. According to Professor Huntington, what is the best climate for man?
4. What is necessary to keep human energy at its best?

Answers for reference

1. As the topic introducer, it gives the subject matter of the paragraph—the relationship between human vigor and the climate.
2. To put it simply, his findings are that human mental and physical activities depend on weather and climate.
3. The best climate is 40 degrees in winter and 60 degrees in summer.
4. A change in temperature.

Unit 2

More Americans die from heart disease than from any other disease. Every year a million people in this country have heart attacks or die suddenly from coronary heart disease (冠心病). Cigarette

smoking is an important risk factor in the coronary heart disease and, by accelerating damage already present as a result of coronary heart disease, may contribute to sudden death. In the total male population, the death rate from coronary heart disease averages 70 percent higher for smokers than for nonsmokers. Men between the ages of 45 and 54 who are heavy smokers have coronary heart disease death rates three times higher than those of nonsmokers. Women smokers in the same age group have coronary heart disease death rates twice those of nonsmoking women.

In addition to cigarette smoking, a number of other biochemical, physiological, and environmental factors have been identified as contributing to the development of coronary heart disease. These risk factors include high blood pressure, high serum (血清) cholesterol (胆固醇), overweight, lack of physical activity, and a family history of coronary heart disease. The person who has one or a combination of these factors stands a good chance of developing coronary heart disease. However, high blood pressure, cholesterol, and cigarette smoking are considered to be the major risk factors.

1. What is the main topic of the passage?
2. What message do the first two sentences offer? What function do they serve?
3. What does the author say about cigarette smoking?
4. What are some other risk factors listed in the passage?

Answers for reference

1. The major factors that affect heart and cause heart disease..
2. They alert the reader's attention by providing information about heart disease. Of course, they serve as topic introducers.

3. Cigarette smoking is a major risk factor and even brings about sudden death.

4. Other risk factors include high blood pressure, high serum cholesterol, overweight, lack of physical exercise, family history of heart disease.

Unit 3

At the University of Kansas art museum, investigators tested the effects of different colored walls on two groups of visitors to an exhibit of paintings. For the first group the room was painted white; for the second, dark brown. Movement of each group was followed by an electrical system under the carpet. The experiment revealed that those who entered the dark brown room walked more quickly, covered more area, and spent less time in the room than the people in the white environment. Dark brown stimulated more activity, but the activity ended sooner. Not only the choice of colors but also the general appearance of a room communicates and influences those inside. Another experiment presented subjects with photographs of faces that were to be rated in terms of energy and well-being. Three groups of subjects were used; each was shown the same photos, but each group was in a different kind of room. One group was in an “ugly” room that resembled a messy storeroom. Another group was in an average room—a nice office. The third group was in a tastefully designed living room with carpeting and drapes. Result showed that the subjects in the beautiful room tended to give higher ratings to the faces than did those in the ugly room.

Other studies suggest that students do better on tests taken in comfortable attractive rooms than in ordinary-looking or ugly room.

1. What is the function of the first sentence?
2. What does the first sentence tell you about the following content?
3. What are the two experiments discussed in the paragraph?
4. Which sentence is the context modulator?
5. What is the main idea of the paragraph?

Answers for reference

1. The first sentence serves as the introducer.
2. By the first sentence we expect the author will provide more details about how the wall colors affect the behavior of the people in the room.
3. The first experiment is the effect of different colors on the people; the second one is the influence of the general appearance of the room on those inside the room.
4. Not only the choice but also the general appearance communicates and influences those inside.
5. Both the color and general appearance of a room influence the behavior and attitudes of the people in it.

Unit 4

Did you ever notice that when you're exhausted, drowsy, or simply bored, your breathing becomes shallow? Actually, your rate of respiration slows, too. Under normal circumstances, most people

inhale and exhale 12—24 times a minute, bringing in 9—12 pints of air. But this rate can drop as low as 7 or 8 times per minute, as it does during sleep, for example. Although most people think carbon dioxide is “the bad guy” in terms of normalizing respiration (oxygen being “the good guy”), it is actually the increased amount of carbon dioxide in the bloodstream that brings our respiration rate back up to normal when it starts to slide. Nerve cells in the respiratory center (in the brain stem just above the spinal cord) are highly sensitive to carbon dioxide. When there is too much of it in the blood, the center signals the lungs or respiratory muscles to breathe deeper and faster. At the same time, the autonomic (自主的) nervous system (which controls internal organs, muscles, and nerves without your realizing it) signals the facial muscles around the jaw to contract into a yawn, forcing you to take an extra-deep breath. The combination of these two movements helps eliminate the excess carbon dioxide. You could say that yawning provides an added boost that nudges (推进) the respiratory process along.

1. What does the paragraph mainly discuss?
2. Which sentences are topic introducers?
3. How does our respiratory work?
4. When do we yawn? What function is yawning?

Answers for reference

1. The topic is introducing the mechanism of our respiratory system, and yawning in particular.
2. The first two sentences are topic introducers.
3. Normally, we inhale and exhale 12—24 times per minute, and 7—8 times during sleep. But the respiration rate can be regulat-

ed when it is too low.

4. When there is too much carbon dioxide in the blood, the autonomic nervous system starts the facial muscles to yawn. Yawning causes us to breathe deeply and promote respiratory process.

Unit 5

Language is the road map of a culture. It tells you where its people come from and where they are going. A study of the English language reveals a dramatic history and astonishing versatility (多变). It is the language of survivors, of conquerors, of laughter.

A word is more like a pendulum than a fixed entity. It can sweep by your ear and through its very sound suggest hidden meanings, preconscious associations. Listen to these words: “blood”, “tranquil”, “democracy”. Besides their literal meanings, they carry associations that are cultural as well as personal.

One word can illustrate this idea in flux: “revolution”. The word enters English in the 14th century from the Latin via French. “Revolution” means a turning around; that was how it was used. Most often “revolution” was applied to astronomy to describe a planet revolving in space. The word carried no political meaning. “Rebellion” was the loaded political word. It too comes from Latin, and it means a renewal of war. In the 14th century “rebellion” was used to indicate a resistance to lawful authority.

By 1796 a shift occurred and “revolution” had come to mean the subversion or overthrow of tyrants (暴君). Rebellion, specially, was a subversion of the laws. So we had the American Revolution,

which dumped George III out of the colonies, and the French Revolution, which gave us the murder of Louis XVI and the spectacle of a nation devouring itself. By that time “revolution” was developing into the word we know today—not just the overthrow of a tyrant but action based on belief in a new principle. Revolution became a political idea, not just a political act.

1. What is the function of the first paragraph?
2. What is the main idea of the second paragraph?
3. In the first sentence of paragraph three, what does “this idea” refer to?
4. How does the word “revolution” change its meaning?
5. What is the main idea of the passage? Where is it expressed?

Answers for reference

1. The first paragraph is the introduction that gives the central point of the passage.
2. Words are rich in associated meanings which are related with culture and history.
3. The idea that words carry associations in addition to their literal meanings.
4. Originally, it referred to the movement of heavenly bodies. Later it means overthrow of political power and action based on belief in a new principle.
5. The main idea, expressed in the beginning, is that English language is closely connected with the history and words have, besides the literal meanings, associated meanings as well.

Unit 6

Scientists estimate that about 35,000 other objects, too small to detect with radar but detectable with powerful Earth-based telescopes, are also circling the Earth at an altitude of 200 to 700 miles. This debris poses little danger to us on the Earth, but since it is traveling at average relative speeds of six miles per second, it can severely damage expensive equipment in a collision. This threat was dramatized by a cavity one-eighth of an inch in diameter created in a window of a United States space shuttle in 1983. The pit was determined to have been caused by a collision with a speck of paint traveling at a speed of about two to four miles per second. The window had to be replaced.

As more and more nations put satellites into space, the risk of collision can only increase. Measures are already taken to control the growth of orbital debris. The United States has always required its astronauts to bag their wastes and return them to Earth. The United States Air Force has agreed to conduct low-altitude rather than high-altitude tests of objects it puts into space so debris from test will reenter the Earth's atmosphere and burn up. Extra shielding will also reduce the risk of damage. For example, 2,000 pounds of additional shielding is being considered for each of six space-station crew modules. Further, the European Space Agency is also looking into preventive measures.

1. It can be seen that debris was harmful to one of the space shuttles because the debris was

A. large.

B. moving very fast.

- C. radioactive. D. burning uncontrollably.

2. What effect did orbital debris have on one of the space shuttle?

- A. It removed some of the paint.
B. It damaged one of the windows.
C. It caused a loss of altitude.
D. It led to a collision with a space station.

3. In the 3rd sentence of paragraph 2, the word "them" refers to

- A. astronauts. B. wastes.
C. tests. D. crew modules.

4. Which of the following questions is NOT answered by the information in the passage?

- A. How can small objects orbiting the Earth be seen?
B. What is being done to prevent orbital debris from increasing?
C. Why is the risk of damage to space equipment likely to increase?
D. When did the United States Air Force begin making tests in space?

Further questions for you to think about.

1. In paragraph 1, which sentence is the topic sentence?
2. What example is cited in the paragraph to support the main idea?
3. Which sentence in paragraph 2 is the topic sentence?
4. What are the details used in the paragraph to develop the main idea?

Key

1. B 2. B 3. B 4. D

Unit 7

Television is moving into a new era which promises to reshape our lives and our world. It is an electronic revolution of sorts, made possible by the marriage of television and computer technologies.

The word “television” derived from its Greek (tele: distant) and Latin (visio: sight) roots, can literally be interpreted as sight from a distance. Very simply put, it works in this way: through a sophisticated system of electronics, television provides the capability of converting an image (focused on a special photoconductive plate within a camera) into electronic impulses, which can be sent through a wire or cable. These impulses, when fed into a receiver (television set), can then be electronically reconstituted into that same image.

Television is more than just an electronic system, however. It is a means of expression, as well as a vehicle for communication, and as such becomes a powerful tool for reaching other human beings.

The field of television can be divided into two categories determined by its means of transmission. First, there is broadcast television, which reaches the masses through broad-based airwave transmission of television signals. Second, there is nonbroadcast television, which provides for the needs of individuals or specific interest groups through controlled transmission techniques.

Traditionally, television has been a medium of the masses. We are most familiar with broadcast television because it has been with us for a long time. During those years, it has been controlled, for the most part, by the broadcast networks, ABC, NBC, and CBS, who have been the major purveyors of news, information, and entertainment. These giants of broadcasting have actually shaped not only television but our perception of it as well. We have come to look upon the picture tube as a source of entertainment, placing our role in this dynamic medium as the passive viewer.

1. What is the literal meaning of the word "television"?
A. Medium of the masses. B. Sight from a distance.
C. Airwave transmission. D. Vehicle for communication.
2. What field of television is intended for specific groups?
A. Broad-based. B. Reconstituted.
C. Traditional. D. Nonbroadcast.
3. Which of the following statements about the relationship between television and its viewers is correct?
A. Viewers do not take an active role in watching television.
B. Viewers would prefer increased news coverage.
C. Viewers like to use television to reach other human beings.
D. Viewers have grown tired of television.

Further questions for you to think about.

1. What function does the first paragraph serve in the whole passage?
2. In paragraph 3, do you think the first sentence is a context modulator?
3. What is discussed in paragraph 3?

Key

1. B 2. D 3. A

Unit 8

Opinion polls (民意调查) are now beginning to show an unwilling agreement that, whoever is to blame and whatever happens from now on, high unemployment is probably here to stay. This means we shall have to find ways of sharing the available employment more widely.

But we need to go further. We must ask some fundamental questions about the future of work. Should we continue to treat employment as the norm? Should we not rather encourage many other ways for self-respecting people to work? Should we not create conditions in which many of us can work for ourselves, rather than for an employer? Should we not aim to revive the household and the neighborhood, as well as the factory and the office, as centers of production and work?

The industrial age has been the only period of human history in which most people's work has taken the form of jobs. The industrial age may now be coming to an end, and some of the changes in work patterns which it brought may have to be reversed. This seems a discouraging thought. But, in fact, it could offer the prospect of a better future for work. Universal employment, as its history shows, has not meant economic freedom.

Employment became widespread when the enclosures of the 17th and 18th centuries made many people dependent on paid work by