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丛书主编 王迈迈



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最新修订本

College English Test Band 6

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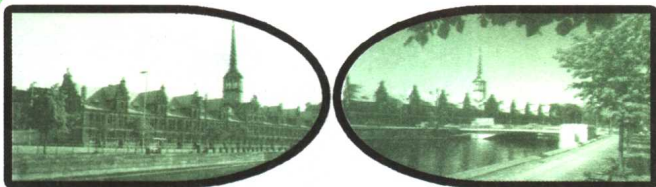
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大学英语六级考试 阅读理解题型分析与应试技巧



一、题型分析

《大纲》对六级英语的要求：“能顺利阅读语言难度较高，内容广泛，体裁多样的文章，掌握中心大意以及说明中心大意的事实细节，领会作者的观点和态度，能就文章的内容进行预测、分析、推理、判断和综合概括，能分析篇章结构，阅读速度达到每分钟 100 个单词。能顺利查阅和使用工具书、参考书及其他参考资料。在阅读篇幅较长，难度略低，生词不超过总词数 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 150 词。”

根据这一规定，在大学英语六级教学中，英语教师 and 教学管理部门对阅读教学都极为重视，把这一环节作为教学的重点来抓。在历年的六级考试中，阅读理解也是重中之重。阅读理解的短文共 4 篇，每篇 5 道题，分值占试卷总分的 40%。因此，考生阅读能力的强弱是能否通过六级的关键，而阅读理解的关键又在于对文章深层次的理解。所谓深层次的理解是指在看懂文字的基础上，通过文章的表层结构 (surface structure) 去推断文章各部分的逻辑关系，文中的人物动机、作者的意图和态度等等，以达到对文章的真正确理解。掌握了文章的深层次含义，阅读理解的难题也就迎刃而解了。



二、应试技巧

要取得阅读理解的好成绩，考生应注意以下几个方面：

1

把握良好阅读速度

由于阅读理解题的篇幅大，内容多，没有一定的速度作保证就很难把题目做完，这样就会影响做题的进度，失去一些本来应该得到的分数。因此，在解题时对每篇文章的每道题都要在不影响整个试卷完成的前提下按时或稍微超前一点时间做完并且提高正确率。

2

采用科学的解题方法

1. 快速读题

在阅读之前先快速浏览文章下面的题目，这样可以带着这些问题读文章，做到有的放矢，提高阅读的质量。



第一部分 大学英语六级考试题型分析与应试技巧

2. 细读全文

在通读全文的过程中,要认真仔细地读懂文章内容,对与问题有关的部分和细节尤其要仔细。

3. 边做题边寻读

在做题时以查寻的方法去寻找文章中与问题有关的句子或段落,着重阅读与问题分析有关的内容。对全文不必再重读,这样可节省时间。

3 熟悉文体和题材

阅读理解的短文大多为说明文,议论文和记叙文,题材内容多样,其中包括社会生活、文化教育、人物传记、科普知识、政治经济、天文地理等。

4 掌握规律,进行针对训练

纵观历年六级英语试卷的阅读理解试题,其命题方式主要有以下几种:

1. 语义题型式

主要考察短文中某个单词,某个短语或某个句子的含义。

2. 细节题型式

对文章中某些事实的某些细节进行考查。

3. 推理题型式

通过暗示某种观点考查逻辑思维和推断的能力。

4. 主旨题型式

通过分析和理解,考查对文章的主题思想的理解能力。

5. 排除题型式

通过给出一个与文章不相干的选项来考查对文章的全面理解。



第二部分



阅读理解全真模拟试题

Test One

Directions: There are four 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 centre.

Passage

1

Questions 1 to 5 are based on the following passage:

Auctions(拍卖) are public sales of goods, conducted by an officially approved auctioneer. He asked the crowd to gather in the auction room to bid for various items on sale. He encourages buyers to bid higher figures and finally names the highest bidder as the buyer of the goods. This is called "knocking down" the goods, for the bidding ends when the auctioneer bangs a small hammer on a raised platform.

The ancient Romans probably invented sales by auction and the English word comes from the Latin "autic", meaning "increase". The Romans usually sold in this way the spoils taken in war; these sales were called "sub hasta", meaning "under the spear", a spear being stuck in the ground as a signal for a crowd to gather. In England in the eighteenth and nineteenth centuries goods were often sold "by the candle"; a short candle was lit by the auctioneer and bids could be made while it was burning.



第二部分 阅读理解全真模拟试题

Practically all goods can be sold by auction. Among these are coffee, skins, wool, tea, cocoa, furs, fruit, vegetables and wines. Auction sales are also usual for land and property, antique furniture, pictures, rare books, old china and works of art. The auction rooms at Chritie's and Sotheby's in London and New York are world-famous.

An auction is usually advertised beforehand with full particulars of the articles to be sold and where and when they can be viewed by the buyers. If the advertisement cannot give full details, catalogues are printed, and each group of goods to be sold together, called a "lot", is usually given a number. The auctioneer need not begin with lot one and continue the numerical order; he may wait until he notices the fact that certain buyers are in the room and then produce the lots they are likely to be interested in. The auctioneer's services are paid for in the form of a percentage of the price the goods are sold for. The auctioneer therefore has a direct interest in pushing up the bidding.

1. Auctioned goods are sold _____.
 - A. for the highest price offered
 - B. at fixed prices
 - C. at prices lower than their true value
 - D. at prices offered by the auctioneer
2. The end of bidding is called "knocking down" because _____.
 - A. the auctioneer knocks on the table
 - B. The auctionees names the highest bidder as the buyer of the goods
 - C. the goods are knocked down onto the table
 - D. the auctioneer bangs the table with a hammer
3. In the sentence "The Romans usually sold in this way the spoils taken in war," the word "spoils" most probably means _____.
 - A. useless goods
 - B. spears
 - C. various kinds of food
 - D. property taken from the enemy
4. In England a candle used to burn at auction sales _____.
 - A. because the auction sales took place at night
 - B. as a signal for the crowd to gather
 - C. to keep the auction room warm
 - D. to limit the time when offers of prices could be made
5. An auction catalogue gives buyers _____.
 - A. the current market values of the goods

第二部分 阅读理解全真模拟试题



- B. details of the goods to be sold
- C. the order in which goods are to be sold
- D. free admission to the auction sale

Passage 2

Questions 6 to 10 are based on the following passage:

There are some 65 species of New World monkeys. Many of these have a very useful anatomical adaptation lacking in *their* old world counterparts: that curious “fifth hand”, the prehensile tail. And in a few species the gripping tail has developed to such an extent that it actually has “fingerprints” on the tip. While of course a tail is not equipped with fingers, it can sometimes be even more useful than an arm or a leg. A spider monkey’s tail, for instance, is longer than its head and body combined, and is frequently used instead of a hand to grasp distant objects. Other monkeys less fortunate are forced to relegate at least one limb to support while they feed, whereas monkeys endowed with prehensility can hang by their tails while they feast with both hands and feet. A few New World monkeys have also evolved arms and shoulders that are suitable for swinging hand over hand through the trees like the Asiatic gibbons.

6. The passage mainly discuss _____.
 - A. certain evolutionary advantages of New World monkeys
 - B. feeding habits of the spider monkey
 - C. the development of arms and shoulders in New World monkeys
 - D. some anatomical adaptations of Asiatic gibbons
7. The author probably believes that a monkey uses its prehensile tail especially for _____.
 - A. running over a grassy plain
 - B. supporting itself while eating
 - C. swimming across a river
 - D. defending itself against enemies
8. In the second sentence, the word “their” refers to _____.
 - A. New World monkeys
 - B. Old World monkeys
 - C. spider monkeys
 - D. Asiatic gibbons
9. It can be inferred from the passage that the Asiatic gibbons and certain New World monkeys are similar in what respect?
 - A. The length of their tails.



第二部分 阅读理解全真模拟试题

- B. Their mating habits.
C. The ability to grip with their feet.
D. Their upper body structure.
10. Which of the following statements is NOT true according to the information in the passage?
- A. Some monkeys use their hands to grasp objects.
B. A spider monkey has a very long tail.
C. A prehensile tail has fingers.
D. Asiatic gibbons can swing through trees.

Passage 3

Questions 11 to 15 are based on the following passage:

Baltimore was founded in 1729. For a generation it seemed no different from a dozen other settlements springing up at the head of the Chesapeake Bay; its claim to distinction consisted of a blacksmith's shop, flour mill, and tobacco warehouse. Yet Baltimore was fated for a more dynamic future than its slow beginnings seemed to portend. Spurred by an agricultural revolution in the Maryland and Pennsylvania countrysides as well as dramatic disruptions in the Atlantic economy, Baltimore at mid-century began to boom. By 1790 it had risen to become the new republic's fourth largest city with aspirations to overtake the three still ahead: New York, Philadelphia, and Boston.

Although the Baltimore of the Jeffersonian era looked utterly unlike the colonial village from which it had emerged, the two shared more than might be apparent at first glance. Baltimore's economy had expanded tremendously, to be sure, but the same forces that *sparked* expansion around 1750 continued to sustain it fifty years later. Despite the establishment of new governments at the state level in 1776, national level in 1788, and municipal level in 1797, the same festering issues continued to convulse its politics. If Baltimore had become richer and bigger, its occupational structure, wealth distribution, and residential patterns would have withstood the pressures of growth and looked about the same in 1790 as in 1812. In other words, beneath the frenzied and seemingly chaotic pace of urbanization, Baltimore enjoyed a strong element of stability. For in 1812, no less than in 1729, Baltimore was a preindustrial town.



第二部分 阅读理解全真模拟试题

11. In what year was Baltimore established?
A. 1729. B. 1750. C. 1776. D. 1788.
12. Which of the following was not one of the nation's three largest cities in 1790?
A. Philadelphia. B. Boston. C. New York. D. Baltimore.
13. In line 13, the word "sparked" could best be replaced by which of the following?
A. Burned up. B. Flickered. C. Led to. D. Discharged.
14. What level of government was established in 1788?
A. Municipal. B. Country. C. State. D. National.
15. Which of the following statements about the Baltimore of 1812 can be inferred from the passage?
A. It did not take the way the city did in 1790.
B. It did not have many factories.
C. It was not an enjoyable place in which to live.
D. It could not grow any larger.

Passage 4

Questions 16 to 20 are based on the following passage:

When a Japanese business man allows himself a holiday, there is nothing he likes better than to fly down to the South Pacific. Tahiti is a favorite destination, with its good hotels and French food, second only, in his mind, to Japanese cooking. All that Tahiti needed to make it perfect was a decent golf course. This seemed about to be realized when a Japanese firm announced that it was to build "one of the ten most beautiful golf courses in the world" on Moorea, one of Tahiti's islands.

The French government favored the scheme. The 300 jobs the Japanese said would be created would help to reduce Tahiti's unemployment and marginally reduce the cost to France of keeping the tricolor fly over the islands. But some local people thought the idea would hurt Moorea's environment. Tahiti has an environmental group which has fought many battles with the government over France's nuclear tests in the Polynesian atoll of Mururoa. Churchmen were not keen on the golf course either. Tourism, with its display of wealth, tends to undermine Christian teaching. It was in Moorea that the Bible was first translated into Tahitian.

The decision was left to the people of Moorea. On June 16, 1991 they voted against the golf course by 1,900 votes to 1,449. It was a rare rejection in the Pacific of the Japanese embrace.



第二部分 阅读理解全真模拟试题

16. Japanese businessmen like to spend their holidays _____.
A. in the pacific B. in Tahiti
C. in France D. in Australia
17. According to the passage, which food does Japanese think is the best?
A. Japanese food. B. French food.
C. American food. D. Chinese food
18. The building of the golf course would create the employment opportunities for _____.
A. 100 people B. 200 people C. 300 people D. 400 people
19. The environmental group fought many battles _____.
A. over France's nuclear tests B. the building of the golf course
C. the tourism D. Christian teaching
20. The plan to build a golf course was _____.
A. voted against B. voted for C. implemented D. aborted



Test Two

Passage

1

In the primary school, a child is in a comparatively simple setting and most of the time forms a relationship with one familiar teacher. On entering secondary school, a new world opens up and frequently it is a much more difficult world. The pupil soon learns to be less free in the way he speaks to teachers and even to his fellow pupils. He begins to lose gradually the free and easy ways of the primary school, for he senses the need for a more cautious approach in the secondary school where there are older pupils. Secondary staff and pupils suffer from the pressures of academic work and seem to have less time to stop and talk. Teachers with specialist roles may see hundreds of children in a week, and a pupil may be able to form relationships with very few of the staff. He has to decide which adults are approachable; good schools will make clear to every young person from the first year what guidance and personal help is available—but whether the reality of life in the institution actually encourages requests for help is another matter.

Adults often forget what a confusing picture school can offer to a child. He sees a great deal of movement, a great number of people—often rather frightening-looking people—and realises that an increasing number of choices and decisions have to be made. As he progresses through the school the confusion may become less but the choices and decisions required will increase. The school will rightly expect the pupil to take the first steps to obtain the help he needs, for this is the pattern of adult life for which he has to be prepared, but all the time the opportunities for personal and group advice must be presented in a way which makes them easy to understand and within easy reach of pupils.

1. According to the passage one of the problems for pupils entering secondary schools is that _____.
A. they are taught by many different teachers
B. they do not attend lessons in every subject
C. the teachers do not want to be friendly



第二部分 阅读理解全真模拟试题

- D. the teachers give most attention to the more academic pupils
2. In secondary schools every pupil having problems should _____.
A. know how to ask for help
B. be free from any pressure of academic work
C. be able to discuss his problems in class
D. be able to discuss his problems with any teacher
3. In this passage about secondary schools, the author is mainly concerned about _____.
A. academic standards
B. the role of specialist teachers
C. the training of the individual teachers
D. the personal development of pupils
4. Which of the following statements is true?
A. Pupils will form relationships with old pupils rather than teachers.
B. The setting of the primary school is comparatively simpler than that of the secondary school.
C. All the teachers in the secondary school are rather frightening-looking.
D. Pupils have opportunities to get help from any teacher in the secondary school.
5. What is the main idea of this passage?
A. The difference between the primary school and the secondary school.
B. The method that pupils get help from the teachers.
C. The personal development of the pupils in the secondary school.
D. The function of the secondary school.

Passage

2

Every Sunday morning millions of Indians settle down with a cup of tea and the special weekend issues of their newspapers, just as Americans do. But here, with the marriage season approaching, many of them turn quickly to a Sunday feature that is particularly Indian—the columns and columns of marriage advertisements in which young people look for husbands and wives.

“Beautiful Brahman girl wanted for bank officer from well-connected family,” one says. “Vegetarian man (doctor, engineer preferred) for church-educated girl with light complexion,” says another. “Solid 25-year-old, salary four figures, wants tall, charming, educated Punjabi,” says a third.



This is a relatively modern change in the age-old custom of the arranged marriage. The thousands of advertisements published each week increasingly reflect social changes that are coming to this traditional society. For example, although women are still usually described in terms of appearance, or skills in "the wifely arts," information about their earning power is entering more and more of the advertisements. This reflects the arrival in India of the working wife.

Divorce, which used to be almost unheard of in India, is sometimes now mentioned in the advertisements as in the case of a woman whose advertisement in a New Delhi newspaper explained that she had been "the innocent party" when her marriage broke up.

Because the custom of the dowry (marriage payment) is now illegal, some advertisements say "no dowry," or "simple marriage," which means the same thing. However, the fathers of many bridegrooms still require it.

As a sign of the slight loosening of the rigid caste (social class) system, a number of advertisements promise "caste not important," or "girl's abilities will be main consideration." The majority of them, however, still require not only caste, such as Brahman or Kshatriya, but also a certain home region or ethnic origin.

In a land where light skin is often regarded as socially preferable, many also require that a woman have a "wheat-color" complexion or that a man be "tall, fair and handsome."

Advertisements are placed and eagerly read by a wide range of people in the upper classes, mostly in cities. Many of them receive dozens of answers. "There's nothing embarrassing about it," explained a Calcutta businessman advertising for a son-in-law. "It's just another way of broadening the contacts and increasing the possibility of doing the best one can for one's daughter."

Because of high unemployment and a generally poor standard of living here, one of the best attractions a marriage advertisement can offer is a permit to live abroad, especially in Canada or the United States. A person who has one can get what he wants.

One recent Sunday in Madras, for example, a Punjabi engineer living in San Francisco advertised for a "beautiful slim bride with lovely features knowing music and dance." And a man whose advertisement said that he had an American immigration permit was able to say, "Only girls from rich, well-educated families need apply."