

ENGLISH READING

挑战大学英语考试辅导丛书

大学英语 六级阅读

彭典贵 朱晓慧 编著

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北京大学出版社

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A Guide to CEB-6 Reading

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内 容 提 要

本书选用了包括最新六级阅读考题在内的 50 篇阅读理解题(10 篇简答题)。不仅全面分析介绍了阅读方法与技巧,而且对上述 50 篇实战题做了详解。随后的 30 篇充满了英语原文魅力的精品欣赏,巧妙地使阅读素质与标准六级词汇量同步提高。本书的最大特点是:确保读者有足够的阅读量、阅读技能和阅读词汇量这三大收获。

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前言

不少通过四级的同学在迈向六级这个坎儿时,都有这样的感受:开始怀着极高的热情和信心,凭着一股难得的勇气想轻而易举地攻克六级这座堡垒,在途中却突然发现,六级就像一道铜墙铁壁坚不可摧。继而,许多人硬着头皮去碰,直至头破血流,可他们仍不灰心,决定东山再起,结果依然在这道固若金汤的防线前纷纷败下阵来。于是,他们感到迷惘、焦躁、气馁、自卑。孰不知,这道难以逾越的屏障正是阅读和词汇。由于自1996年后国家考试中心已取消语法结构部分,阅读(包括简短回答题)和词汇在六级考试试卷构成中占了65%。可以说,阅读和词汇紧密相关,两者决定了六级考试的成败。本书作者凭着丰富的教学经验,再次用六级阅读与词汇融为一体的创新编著方法,让读者翻阅此书后具有足够的阅读量、阅读技能和词汇量这三大收获。大家能顺利通过六级考试,能在六级考试的“阅读理解”部分获取好成绩,是我们编著本书的最大心愿。

本书共分四大部分。第一部分是“阅读概述”。第二部分“阅读理解”精选50篇阅读文章及相关理解题。开始的10篇,着重介绍阅读技能和应试技巧。阅读技能主要介绍阅读方法和如何提高阅读速度。应试技巧主要讨论六级阅读理解和简短回答题中五大题型的解题方法,即:如何确定中心思想;如何搜寻文章细节;如何根据上下文猜测单词、短语的意思;如何根据已知信息进行推断;如何进行预测。第三部分“阅读欣赏”选30篇长短不一的英语精品,科学地帮助学生进一步在第二部分的基础上扩大词汇量,真正克服阅读的拦路虎。第四部分“阅读词汇”配合前两部分给出100道词汇自测题和供读者检索的六级词汇表。

本书素材选自国内外多种书刊,内容丰富,题材多样,文字新颖,具有很强的知识性和趣味性,有助于增强学生的语感,拓宽学生的知识面。

本书既适合大学英语六级考生,也是报考英语专业四级考试、研究生英语入学考试和托福考试的考生进行阅读理解强化训练的一本理想教材。

本书第一、二部分由彭典贵编著,第三、四部分由朱晓慧编著。阅读理解部分承蒙华中理工大学外语系周之鉴教授审阅,对此深表感激之情。

同时,对晏玲、晏姝偲等同志的倾力相助,我们深表谢意!

彭典贵 朱晓慧

1999年10月

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1. 阅读理解

1.1 六级考试阅读理解部分概述

大学英语六级考试是由国家教育部高教司组织的一种大规模标准化考试。同大学英语四级考试、英语专业四级、八级考试、研究生英语入学考试、TOEFL 考试一样,阅读理解部分在六级考试中的地位举足轻重。在大学英语六级考试试卷构成中阅读理解部分的得分比重最大,总分为 40 分。由于简短回答题部分主要是测试考生对书面材料的理解能力,也属于阅读理解的范畴。如果加上简答题部分的 10 分,阅读理解在六级考试中占 50 分。

六级阅读部分由四篇短文构成,每篇短文 5 个问题,总阅读量为 1400 词左右。考生必须在 35 分钟内读完这四篇短文,并回答 20 个跟短文有关的选择題。阅读理解部分的短文全部属于学术英语性质(Academic English)。从 1989 年 1 月到 1999 年 1 月的全部 80 篇文章来分析,文章题材以人文管理类(49 篇)和科学技术类(28 篇)为主(占 96%),生物医学类只有 3 篇。文章体裁只有议论文(76 篇)和说明文(4 篇)两种。

阅读理解部分的主要目的是测试学生通过阅读获取信息的能力。无论是阅读材料的广度和深度,六级考试较之四级考试都是一个较大的飞跃。

1.2 六级考试阅读理解题型简介

六级考试自 1989 年 1 月开始,至今已为时 11 年。从历年考试试卷来看,阅读理解题型共有五类:主旨题;细节题;语义题;推断题;预测题。其中出现最多的题型是推断题,其次分别为细节题→主旨题→语义题→预测题。以上几种题型对考生来说,有的容易些,如:细节题、主旨题;有的题型难度相对大些,如:推理题、预测题。由此可见,六级阅读是从词、句层次的微技能(低层次技能)到段落、语篇整体微技能(高层次技能)的过渡。在阅读理解部分学生要得高分,既要掌握各种题型特点,更应注重各种题型的正确阅读方法和解题技巧,从而达到事半功倍的效果。

1.2.1 主旨题

主旨题的设计主要针对短文的主题或中心思想,是对文章主要内容和中心思想的一种综合和概括。由于这种题在语篇中提供了较为明确和直接的信息和线索,因此难度不大。主旨题一般占 4-6 分。而 92 年 6 月和 94 年 1 月的考试,主旨题占了 8 分。

六级阅读主旨题基本上是问及整个段落的,这就要求考生不但要注意句子层次的训练,更要加强语篇水平的训练。主旨题以就短文的主要内容、主题、标题、目的的提问为主,通常以下面两种句式表现出来:

A. 以疑问句式提问。

- 1) What is the main idea of the passage?
- 2) What is the passage mainly about?
- 3) Which of the following best summarizes the main idea of the passage?
- 4) What is the main topic (subject) of this passage?

- 5) Which of the following is the main topic of the passage?
- 6) With what topic is the passage primarily concerned?
- 7) Which of the following is the best title of the passage?
- 8) What would be the best title for this passage?
- 9) What is the author's main purpose in this passage?

B. 以肯定句式出现。

- 1) The main idea of the passage is (about) _____.
- 2) The passage is mainly about _____.
- 3) This passage is about _____.
- 4) This passage discusses (explains) _____.
- 5) The topic sentence of the passage is _____.
- 6) The (best) title of the passage is _____.
- 7) The most appropriate title for the passage would be _____.
- 8) The author's purpose in writing this passage is _____.
- 9) The purpose of the passage is _____.
- 10) This passage is written to explain _____.
- 11) In the passage, the author is trying to tell us _____.
- 12) The passage mainly deals with _____.

1.2.2 细节题

细节是文章中用来论证或说明主题的事实依据与信息。细节题要求考生了解作者用来支持其主要论点所用事实和细节。从历年大学英语六级考试阅读技能分析,不需推断、直接从原文即可找出答案和明确要点的细节题所占比重约四分之一强。细节题设问的语言形式较为灵活,没有一个固定的模式。从以往的六级阅读题来看,细节题以疑问形式出现的有:

- 1) Which of the following is true according to the passage?
- 2) Which of the following is not true (correct) according to the passage?
- 3) Which of the following is (not) mentioned (included) in the passage?
- 4) Which of the following best describes the organization of the passage?
- 5) Which of the following statements does the writer support?
- 6) In the passage the author mentions all the following EXCEPT _____.
- 7) Where does the author mention in the passage about _____?
- 8) According to the passage, which of the following statements is NOT TRUE?
- 9) According to the passage, what is true about _____?
- 10) According to the passage, which of the following words best describes _____?
- 11) According to the passage, why has the author chosen to discuss _____?
- 12) What does the author say about _____?

1.2.3 语义题

语义题主要测试考生利用构词知识、语法知识和文章上下文(即语境)推断生词、短语词组甚至句子的含义或大致范围。这种题型比主旨题和细节题稍难,因为根据上下文推测出来的

词义不像词典所给出的意义那样精确。

在历年六级阅读题中,语义题所占比重不大,从90年到97年,每年约有3题。而自98年开始,语义题有所增加:98年1月4道题,98年6月1道题,99年1月4道题。语义题的常见形式有:

- 1) The word (phrase, expression) most probably means _____.
- 2) The word (phrase, expression) in the passage probably refers to (means) _____.
- 3) The idea of the word (phrase, expression) implies roughly _____.
- 4) In the last sentence of the passage the phrase refers to _____.
- 5) The word (phrase, expression) suggests that _____.
- 6) By saying that "... " the author means that _____.
- 7) From the context the word most probably means _____.
- 8) The word (phrase, expression) is closest in meaning to _____.

1.2.4 推断题

推断题是推理判断层次上的阅读理解。主要测试考生根据篇章中的字面意思或已知信息来理解上下文的逻辑关系,跟上作者思路的展开,通过概括得出文章的结论和了解作者隐含的观点和态度。因此它要求考生具有较强的分析、综合、归纳、推理、判断的能力。与主旨题不同的是,该题型提供的信息都较为隐含,文中的提示和条件不明确。所以,相对其他的题型来说,推断题难度更大。

在以往的六级考试中,推断题在上述五种题型中所占的比重最大。推断题可大致分为两种:①简单的推理题,主要指理解隐含表达的要领或细节。这种间接的提示和线索与答案之间的关系较为清楚,因此难度并不太大。②难度较大的推理题,主要是推断作者的态度、观点和文章语气,因为作者在表达观点的时候不是直抒胸怀,而是含而不露。推断题型常见的出题方式有:

- 1) From the passage we know that _____.
- 2) From the passage we can draw the conclusion that _____.
- 3) From the passage we can infer that _____.
- 4) It can (may) be inferred (concluded) from the passage that _____.
- 5) It is implied in the passage that _____.
- 6) It is suggested by the author that _____.
- 7) The author implies, but does not directly state that _____.
- 8) The author's attitude toward... is _____.
- 9) Which of the following would the author probably agree with?
- 10) What do you suppose was the attitude of _____?
- 11) What is the message the author wants to convey in the passage?
- 12) What is the author's opinion (viewpoint) concerning _____?
- 13) What is the author's real feeling about _____?
- 14) Which of the following can be inferred from the passage about _____?

1.2.5 预测题

预测题主要测试考生依靠广泛的语言以外知识(如科技文体、对外贸易等知识)和文章已知信息来推断短文的前接或后续段落讨论的主题、文章的来源及作者的身分。这种题型在以往考试中仅出现3题。尽管这类题不多,为了有备无患,这里还是专题列举,以使考生做到心中有数。预测题的出题方式主要有:

- 1) The paragraph following the passage most probably discusses _____.
- 2) This passage will most probably be followed by a discussion of _____.
- 3) The passage is most likely a part of _____.
- 4) The passage most probably came from _____.
- 5) The passage is probably taken from a book about _____.
- 6) The author of this passage is most probably a _____.
- 7) What will probably follow this passage?
- 8) What does the paragraph following the passage most probably discuss?

2. 阅读理解

2.1 阅读技能

阅读理解是一个“破译”的过程,即读者利用语言知识和背景知识对所读材料进行的一种积极的思维过程。要提高阅读理解能力,我们既要重视培养语言能力,即要有足够的词汇量和牢固的语法知识,还要重视不同层次上的阅读技能的训练。这里,阅读技能主要包括与语言知识相对的阅读方法和阅读速度两个方面。

2.1.1 阅读方法

不少参加六级考试的学生在词汇量和语法知识方面已有相当的基础,但在做题时仍遇到不少困难,诸如理解能力差、做题效率低、正确率不高等。尤其是阅读速度太慢,结果影响了做题的质量。究其原因,还是因为没有掌握正确的阅读方法。

在阅读文章时,尽管个人方法不一,但仍有几种常用的方法值得我们借鉴。

(1) **略读**(skimming): 略读就是吸取文章的精华,但又不把文章读全,其主要目的是了解文章大意。如何略读一篇文章呢?首先,我们应以正常速度读完第一段,因为这一段通常是整篇文章的概况或介绍性文字。其次,从第二段开始,除中心思想和重要细节外,其余部分均可略过不读。最后细读文章结尾段落,因为这段往往是结论所在。做主旨题时不妨用此法。

(2) **寻读**(scanning): 寻读是指在文章特定部分寻找某一特定线索。这种方法针对性极强,即看完题目后就可对号入座,直接从文章相应部分找出答案。做明确事实的细节题时可采用此法。

(3) **评读**(critical reading): 评读主要是考生凭借对文章的理解和逻辑知识,准确把握文章的论点、论据、推理过程,从而对作者的观点、态度和文章基调作出评论。阅读时应注意那些隐含作者倾向的动词、形容词和副词。推断题宜用此法。

2.1.2 阅读速度

在阅读速度方面,《教学大纲》要求六级达到每分钟阅读 70 个单词的速度,阅读理解要在 35 分钟内完成,其中阅读文章本身的实际时间为 20 分钟,答题时间为 15 分钟。这种速度对考生来说要求较高,部分考生往往无法在限定时间内完成 4 篇文章,做到后面只能是乱猜一气。那么,如何提高阅读速度呢?我们应从以下几个方面着手。

(1) 纠正不良的阅读习惯。

① 逐字阅读。不少考生用笔指着文章,一个字一个字看,这样就无法使文章连贯起来,考生的思维因而受阻,阅读速度也大大降低。效率高的考生往往以词组或句子为单位进行阅读,即从一个意群跳入另一个意群。请看下面一句话: The way people cling to the belief that a fun-filled, pain-free life equals happiness actually diminishes their chances of ever attaining real happiness. 一个阅读技巧差的考生读这句话眼睛需要扫描 25 次,而一个阅读高手只需扫描 5 次。下面以意群为单位将这句话进行分割: The way/people cling to the belief/that a fun-filled, pain-free life equals happiness/actually diminishes their chances/of ever attaining real happiness.

② 噪音发声和沉默发声。有的考生需要念出字的发声才能理解文章,即将书面字符转化

为声音,这势必会严重影响到阅读速度。有的考生嘴里即使不念出字的发音,但心里仍想象每个词的发音或默念每个单词。这个坏习惯同样对阅读进程妨碍极大。平时我们应注意矫正这些坏习惯,并牢记:阅读是一个动脑不动嘴的过程。

另外,不断回视文章、阅读时将英语译成中文等毛病也是需要克服的。

(2) 培养良好的阅读习惯。

① 广泛阅读英文文章。平时应注意阅读各种题材和体裁的英文文章,这样做的目的是训练大脑的形义转化能力,从而形成较强的语感。

② 注重积极性阅读。有的人在阅读时读懂了每个词的意思就感到心满意足。其实,阅读是一个双向交流的过程,即读者与作者的对话。在阅读时应积极进行思维,吸取文章精髓,从阅读中获取娱乐享受。

③ 先看题干再读文章。读题干就知道对阅读文章提出了什么问题。有针对性地阅读从而会帮助考生节省大量时间。

总之,提高阅读速度非一朝一夕之功,需要平时多加体会和长期训练。只要我们掌握了正确的阅读方法,阅读速度肯定会有较大的提高。

2.2 应试技巧

2.2.1 技巧一:如何确定中心思想

确定中心思想是阅读理解中最重要的技能。不少考生反映,读短文时句句都懂,文章看完后却不知所云。这说明他们在阅读时只见树木,不见森林,其实并未真正读懂文章。

就如何找到文章的中心思想,中学和大学英语教师一定通过一些范例教过我们中心意思常出现的位置,有的出现在文章开头,有的出现在文章结尾,或有的出现在文章中间。那么,确定中心思想是否有规律可循呢?这里介绍两种方法。

(1) 主题句表现法

六级阅读短文基本上是议论文,搜寻出主题句是至关重要的,因为主题句高度凝练,概括性强,对文章有宏观指导和限制作用。准确地把握主题句也有助于我们迅速抓住中心,理解文章主旨。主题句最常见的位置是段首,有时也出现在段中或段尾,文中没有主题句的情形很少。这类题常出现的形式有:

① Main Idea 型,即要求考生归纳出文章的中心思想。答案形式较灵活。

② Topic 型,即要求考生找出文章的 topic(论题)或 subject(主题)。答案形式为名词或名词词组。

③ Title 型,即要求考生为短文找出一个恰当的标题。答案形式为名词或名词词组。

④ Purpose 型,要求考生根据全文找出作者的写作意图。答案形式为动词词组。

值得注意的是,选择的答案应具有高度的概括性,能归纳出短文的全部内容,而不是论述的某个方面或一些具体的事实、细节,更不是文中根本没有的内容。

(2) 文章结构分类法。

六级阅读短文按段落划分,可分为单段式文章和多段式文章。从历年阅读试卷来看,单段式文章少,只出现三次:89年1月第1篇、95年6月第4篇和97年1月第2篇。因此,我们更应注意多段式文章的分析。

六级阅读短文按结构分类,可分为直陈式文章和转折式文章。直陈式文章是指作者常按

照逻辑顺序直接陈述自己的观点,文章各段落都紧扣文章主题。这类结构常由一些连接词如 *generally speaking, similarly, first(ly), because, therefore, thus* 等连接。而转折式文章则是作者在陈述观点时,常用一些转折词如 *but, however, yet, nevertheless, though, although* 等把内容相反的两个部分连接起来以引出新观点。由此可看出,是否有转折词是区分直陈式结构和转折式结构的关键。就单段式直陈式文章来说,中心思想常出现在文章的段首或段尾,单段转折式文章则常出现在文章的第二句话。而对于多段直陈式文章来说,中心思想常出现在第一段的段首前三句话、最后一段的段首或段尾;多段转折式文章的中心思想常出现有段落转折词的那句话或段落转折词前面的一句话。当然我们应归纳出的只是中心思想常出现的位置,有时需加灵活运用。

做主旨题的具体技巧有:

(1) 根据主旨题的常见提问方式,以弄清测试的是某一段落的中心思想还是整篇文章的中心思想。

(2) 如果是问及某一段落的中心思想,我们遵循主题句出现的规律(即以段首和段尾句为主),找出段落的主题句也就等于找出了中心思想。如果是问及全文的中心思想,最好先把该篇短文的细节题、语义题、推断题等做完后根据文章的信息分布和作者的思路,把各段落的主题句加以综合、归纳,就不难确定出全文的中心思想。为此,我们应借鉴文章结构分类法所总结的作题经验。

(3) 这种题常出现在五道题中的第一题或最后一题。具体做题时,最好先看题干部分,在通读全文,做完其他题目,对文章整体意思有一个清晰的印象以后,再看各选项,然后从中选择正确答案。切记:正确答案一定要能总括全文,防止以偏概全。

下面我们以两篇文章为例体会这些技巧是如何具体应用的(以下所选短文后均附有出现的重要六级词汇)。

Passage 1

My father's reaction to the bank building at 43rd Street and Fifth Avenue in New York City was immediate and definite: "You won't catch me putting my money in there!" he declared. "Not in that glass box!"

Of course, my father is a gentleman of the old school, a member of the generation to whom a good deal of modern architecture is upsetting, but I am convinced that his negative response was not so much to the architecture as to a violation of his concept of the nature of money.

In his generation money was thought of as a real commodity that could be carried, or stolen. Consequently, to attract the custom of a sensible man, a bank had to have heavy walls, barred windows, and bronze doors, to affirm the fact, however untrue, that money would be safe inside. If a building's design made it appear impenetrable the institution was necessarily reliable, and the meaning of the heavy wall as an architecture symbol dwelt in the prevailing attitude toward money.

But that attitude toward money has of course changed. Excepting pocket money, cash of any kind is now rarely used; money as a tangible commodity has largely been replaced by credit. A deficit economy, accompanied by huge expansion, has led us to think of money as a product of the creative imagination. The banker no longer offers us a safe: he offers us a service—a service in

which the most valuable element is the creativity necessary for the generation of greater wealth. It is in no way surprising, in view of this change in attitude, that we are witnessing the disappearance of the heavy-walled bank.

Just as the older bank emphasized its strength, this bank by its architecture boasts of its imaginative powers. From this point of view it is hard to say where architecture ends and human assertion begins.

1. The main idea of this passage is that _____.
 - A. money is not as valuable as it might have been in the past
 - B. the architectural style of the older bank is superior to that of the modern bank
 - C. changes have taken place in both the appearance and the concept of banks
 - D. prejudice makes the older generation think that the modern bank is unreliable
2. What are the attitudes of the older generation and the younger generation toward money?
 - A. The former thinks more of it than the latter.
 - B. The younger generation values money more than the older generation.
 - C. Both generations rely on the imaginative power of bankers to make money whatever the bank might look like.
 - D. The former regards it as a real commodity while the latter considers it to be a means to produce more money.
3. The word "tangible" (Para. 4, Line 2) refers to something _____.
 - A. that is usable
 - B. that can be touched
 - C. that is precious
 - D. that can be reproduced
4. According to this passage, a modern banker should be _____.
 - A. ambitious and friendly
 - B. reliable and articulate
 - C. imaginative and creative
 - D. sensible and impenetrable
5. It can be inferred from the passage that the author's attitude toward the new trend in banking is _____.
 - A. cautious
 - B. positive
 - C. regretful
 - D. doubtful

commodity	bronze	affirm	dwelt	deficit
imaginative	ambitious	articulate	cautious	

题1属于主旨题的 main idea 型。从文章结构来看该题属于多段转折式文章, 因为我们可以从第四段第一句的转折词 But 判断, 并用方法二谈及的技巧, 可知此句就是文章的中心思想, 因此正确答案为 C。在转折词 But 前面的三段述及老一代人对银行职能的看法, 他们认为钱是一种实物, 存进银行是最保险的办法, 这也是银行大楼为什么建得十分坚固豪华的原因。紧接着, 作者笔锋一转指出了银行发展的新趋势, 认为作为一种有形商品的钱在很大程度上已被信用卡取而代之, 现代银行无论是建筑外形还是它本身的职能都发生了变化。

Passage 2

In the United States, the need to protect plant and animal species has become a highly controversial and sharply political issue since the passage of the Endangered Species Act in 1973. The act, designed to protect species' living areas, and policies that preserve land and forests compete with economic interests. In the 1990's, for example, the woodcutters in the Western United States were challenged legally in their attempt to cut trees for timber in the Cascade Mountains. The challenge was mounted to protect the endangered spotted owl(猫头鹰), whose remaining population occupies these forests and requires the intact, ancient forest for survival. The problematic situation set the interests of environmentalists against those of corporations and of individuals who stood to lose jobs. After months of debate and legal battles, the fate of the woodcutters—and the owls—was still undecided in mid-1992.

Similar tensions exist between the developed and the developing nations. Many people in industrialized nations, for example, believe that developing nations in tropical regions should do more to protect their rain forests and other natural areas. But the developing countries may be impoverished(使贫穷), with populations growing so rapidly that using the land is a means to temporarily avoid worsening poverty and starvation.

Many of the changes to Earth that concern scientists have the potential to rob the planet of its biological richness. The destruction of Earth's ozone layer(臭氧层), for example, could contribute to the general process of impoverishment by allowing ultra-violet rays to harm plants and animals. And global warming could wipe out species unable to quickly adapt to changing climates. Clearly, protecting will come only through coordinated international efforts to control human population, stabilize the composition of the atmosphere, and preserve intact(完整的) Earth's complex web of life.

1. Why does the author say that the protection of endangered species is a highly controversial issue?
 - A. Because people can't agree as to what species to protect.
 - B. Because it is difficult to find an effective way to protect such species.
 - C. Because it affects the interests of certain groups of people.
 - D. Because it is a major problem involving a series of legal procedures.
2. According to the passage, the preservation of rain forests _____.
 - A. may hamper a developing country in its fight against poverty
 - B. benefits developed countries rather than developing countries
 - C. should take priority over the control of human population
 - D. will help improve the living conditions in developing countries
3. According to the passage, cutting trees to grow more food _____.
 - A. will widen the gap between the developed and the developing countries
 - B. is but a short-term relief to the food problem
 - C. can hardly alleviate the shortage of food
 - D. proves to be an effective way out for impoverished nations

4. Among “humanity’s current problems,” the chief concern of the scientists is _____.
 A. the impoverishment of developing countries
 B. the explosion of the human population
 C. the reduction of biological diversity
 D. the effect of global warming
5. The author’s purpose in writing this passage is _____.
 A. to describe the difficulties in solving humanity’s current problems
 B. to present the different views on humanity’s current problems
 C. to analyse the contradiction between countries in dealing with humanity’s current problems
 D. to point out that humanity’s current problems can only be solved through the cooperation of nations

species	timber	intact	survival
ultraviolet	global	stabilize	web
controversial	hamper	alleviate	priority

题5属于主旨题的 Purpose 型。第一自然段谈到美国国内对于维护伐木工的经济利益还是保护森林和猫头鹰的悬而未决的争论。紧接着,作者又谈到了发达国家和发展中国家之间存在同样的问题。最后一个自然段作者以地球臭氧层遭到破坏,全球变暖对于动植物带来的威胁为例,在文章最后一句提出了解决办法,即 protecting will come only through coordinated international efforts to control human population...。这也是该文作者的主旨所在,因此选项 D 为正确答案。

2.2.2 技巧二:如何识别重要的细节

细节题的出题方式通常要求考生找出文中某一具体事实或论述观点的论据或说明主题思想的具体细节。

在六级阅读中,这类题常可分为以下几类:

- (1) According 题型。这是最常见的一类。常由 According to the passage 引导。
- (2) Except 题型,亦即“三缺一”题型。题干部分常为 All of the following (sentences) are true Except..., 要求考生排除其他三项符合文意的正确选择,而剔出不符文意或没提及的选择,这种题型适合考并列、列举句。
- (3) NOT 题型。同 except 题型大体相同。
- (4) Mention 题型。题干部分常为: Which of the following is not mentioned in the passage?
- (5) Number 题型。以数字为选择标准的题,如涉及到有关数目、时间、价格等,有些可能与原文中的数值相等,但更多的是需要依据文章进行严密的计算,选项与原文数值一样的往往不是正确答案。

做这类题时,应注意从以下几个方面着手:

① 首先看题干,弄清题目的具体要求,确定问题是关于人物的、时间的、地点的,还是有关原因、结果的。② 注意事实、细节的安排方式,弄清作者是按简单列举、事件的重要性、时间顺序排列,还是按照空间关系、因果关系或者按对比关系排列的。然后有针对性地迅速寻读

(scanning)文章相应的部分,跳过那些无关紧要的细节,重点细读关键词语,弄清它在语境中的实际意义。最后在完全理解全文和问题的基础上选出正确答案。③ 在六级阅读细节题中,大多数选项往往不是文章中的原词、原句,而是以不同的句式、不同的表达方式或以同义词、近义词的形式出现,因此,考生一定要耐心、细致,才能从庞杂的文章中找出答案。④ 细节题做题的依据是原文提供的信息,而不能主观猜测或推断。

下面请看两篇文章:

Passage 3

What accounts for the great outburst of major inventions in early America—breakthroughs such as the telegraph, the steamboat and the weaving machine?

Among the many shaping factors, I single out the country's excellent elementary schools; a labor force that welcomed the new technology; the practice of giving premiums to inventors; and above all the American genius for nonverbal, "spatial" thinking about things technological.

Why mention the elementary schools? Because thanks to these schools our early mechanics, especially in the New England Middle Atlantic states, were generally literate and at home in arithmetic and in some aspects of geometry and trigonometry.

Acute foreign observers related American adaptiveness and inventiveness to this educational advantage. As a member of a British commission visiting here in 1853 reported, "With a mind prepared by thorough school discipline, the American boy develops rapidly into the skilled workman."

A further stimulus to invention came from the "premium" system, which preceded our patent system and for years ran parallel with it. This approach, originated abroad, offered inventors medals, cash prizes and other incentives.

In the United States, multitudes of premiums for new devices were awarded at country fairs and at the industrial fairs in major cities. Americans flocked to these fairs to admire the new machines and thus to renew their faith in the beneficence of technological advance.

Given this optimistic approach to technological innovation, the American worker took readily to that special kind of nonverbal thinking required in mechanical technology. As Eugene Ferguson has pointed out, "A technologist thinks about objects that cannot be reduced to unambiguous verbal descriptions; they are dealt with in his mind by a visual, nonverbal process... The designer and the inventor... are able to assemble and manipulate in their minds devices that as yet do not exist."

This nonverbal "spatial" thinking can be just as creative as painting and writing. Robert Fulton once wrote, "the mechanic should sit down among levers, screws, wedges, wheels, etc., like a poet among the letters of the alphabet, considering them as an exhibition of his thoughts; in which a new arrangement transmits a new idea."

When all these shaping forces—schools, open attitudes, the premium system, a genius for spatial thinking—interacted with one another on the rich U. S. mainland, they produced that American characteristic, *emulation*. Today that word implies mere imitation. But in earlier times it meant a friendly but competitive striving for fame and excellence.