

根据教育部 2000 年现行考试大纲编写

大学英语 学习导航

阅读·翻译·简答

策划：大学英语教学及考试研究组

主编：北京大学英语系 谷立源

审订：张世军

六级



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图书在版编目(CIP)数据

大学英语学习导航/肖又亦主编. —北京:知识
产权出版社, 2000. 2

ISBN 7-80011-471-6

I. 大… II. 肖… III. 英语—高等学校—水平考试—
教学参考资料 IV. H310.4

中国版本图书馆 CIP 数据核字(2000)第 01956 号

书 名: 大学英语学习导航

——(六级)阅读·翻译·简答

责任编辑: 苏彩文 刘 超

封面设计: 靳 征

出 版 者: 知识产权出版社

印 刷: 铁道部十六局印刷厂

发 行: 新华书店北京发行所

规 格: 1/32 850×1168 8.275 印张 250 千字

印 次: 2000 年 3 月第 1 版第 1 次印刷

定 价: 268.00 元(本册定价 10.00 元)

(如有图书质量问题, 请打电话: 010-62515809)

前 言

新的教学大纲颁布至今已整整半年。为了帮助广大师生真正领会新大纲的精神,使得同学们既能顺利通过四、六级考试,又能切切实实、真正地提高英语语言能力,我们在新大纲正式出台后立即组织了一批理论功底扎实、教学经验丰富的教师、专家编写这套《大学英语学习导航》。这些编者多年来都一直在从事大学英语的教学或理论研究工作,对大学公共英语及四、六级考试很有研究,而且手头有大量现成的、多年积累的资料。所以,我们在策划出版此书的初期,原以为三、四个月就可以完成全书的编写工作。没想到,编写一套真正能对大家有所裨益的书是一件如此艰辛的工作,一干就是八个月。尽管有诸如上述的有利条件,而且事实上从1998年12月下旬在杭州举行高等学校大学外语教学指导委员会英语组扩大会议《大学英语教学大纲》(征求意见稿)时,我们就已经在酝酿这套书的编纂计划,也就是说,这套书的编写工作实际上从98年12月就正式开始进行了。但是,直到昨天晚上9点多出版社的编辑才打电话告诉我们“全部书稿已核红完毕,可以撰写前言、交付印刷了。”编辑的声音沙哑、疲惫,但掩饰不住他的兴奋之情。我们抑制不住内心的激动,马上打电话将这一消息通知为此而辛勤工作了一年多的诸位编者及所有参与或关心本书出版工作的专家、普通工作人员。在这一年多的时间里,尤其是自去年7月份以来,大家在正常的教学、科研之余,几乎将所有的时间都用来从事本书的编著。有些同志平时实在太忙,但为了不影响整体的出版计划,常常熬夜到三、四点钟。全书的主要审定者张世军先生的除夕之夜是在书房中度过的。负责本书出版联络工作的夏半秋同志在农历十二月二十九日下午将作者送来的最后一部分终审稿交付审定者,才匆忙飞回远在千里之外的父母身边。

出版一套合格的教学辅导材料其实是一项十分辛苦的工作。就拿编写一套模拟题来说,英语四、六级考试试题形式上非常简单,无非是一道题目搞几个选择项,出个题目要求考生以此作文。有些人以为一天就可以轻而易举地命制几十道题。事实上,一套科学的试题,其命制是一项专业性极强的工作,难度大、周期长,其中的题目要经过命题、审题、试测、计算机项目分析、复审、构卷等一系列复杂的程序,以确保其在难易度、区分度等方面都达到规定的要求。而且,命题人员必须经过专门训练、熟悉命题规则。本套书的《精编

模拟试题集详解》就是严格依照以上程序精心命制,每套题都在多个四、六级考前辅导班中试用过,并经过反复修改。

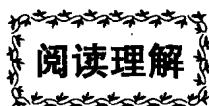
在对《大学英语教学大纲》(征求意见稿)进行讨论时,我们就提出:大学英语教学应该既重视打好语言基础,又重视语言应用能力培养;应该借鉴国内外语言学研究的最新成果,反映社会需要和学生的实际需求及大学英语教学的特点,较好地体现科学性、先进性、实用性、灵活性的原则;大学英语教学应帮助学生掌握良好的语言学习方法,提高文化素养,它是实施素质教育的一个组成部分;测试是检查教学大纲执行情况,评估教学质量的一种有效手段,是获取教学反馈信息的主要来源和改进教学工作的重要依据;语言测试应重点考核学生的语言基础和语言应用能力。我们的上述思想,在新大纲的正式稿中均得到了体现、重视。我们在编写本书时,也是按照上述理念,严格依据最新教学大纲及考试大纲,应用了国内外语言教学与测试的最新成果,既介绍了英语学习的规律、方法,又全面、精辟地总结、分析了四、六级考试的所有测试内容。相信经过我们这一年多的努力,能够达到编写本书的初衷:帮助广大读者既能顺利通过四、六级考试,又能切实提高英语水平。

尽管本书的编纂工作历时一年有余,但仍感时间仓促;尽管编者均为优秀的教师、专家,但智者千虑仍难免一失。书中错误与不足之处,敬请读者批评指正,以便我们再版时改进。

大学英语教学及考试研究组

2000年2月28日

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阅 读 理 解

第一章 出题方式

第一节 出题战略

一、教学大纲要求

《大学英语教学大纲》把培养学生有较强的阅读能力作为教学目标。对教学的具体要求是:学生能顺利并正确理解一般题材、语言难度较高的文章。速度达到每分钟 70 词。阅读难度略低、生词不超过总词数的 3% 的材料时,速度达到每分钟 120 词。

1. 测试要求

大学英语六级考试的第二部分为阅读理解题。测试要求考生读懂短文的主题。理解说明主旨和大意的事实和细节。在特定的语言信息中既理解字面的意思,也能根据所读材料猜测词义。既能理解个别句子的意义也能通过上下文的逻辑关系,对文章内容进行一定的判断、推理及信息转换。

2. 测试目的

阅读理解部分主要测试考生通过阅读获取信息的能力。既要准确,也要有一定的阅读速度。

3. 测试题型及其特点

阅读理解部分测试共有四篇短文。每篇短文后有 5 道多项选择题。考生应根据文章内容从每题四个选项中选出一个最佳答案。共 20 题。考试时间 35 分钟。

阅读测试的题材广、比例大、题型多。根据历年试卷情况,阅读理解题主要有以下几种:

主旨题、推理题、作者观点态度语气题、细节题、语义题。

4. 选材原则

阅读理解的短文选材广泛,包括社会、文化、日常知识、风土人情、人物传记,也包括天文地理、交通运输、环境生态、科普知识等。但是,所涉及的背景知识能为考生理解。测试的四篇短文难度各异,体裁多样。其中包括记叙文、说明文和议论文。词汇量约 1200~1400 词。

二、试题评分标准

阅读理解为客观性的单项选择题。要求考生每题只能选择一个答案,多选作废。单项选择题记分只算答对的道数。答错不扣分。阅读理解每题 2 分。20 题共计 40 分。分数比例大,所占总分比重 40%。

三、出题的特点

阅读能力包括阅读速度和阅读理解两个方面。在阅读速度方面,大纲规定每分钟要阅读 70~90 个词,这样的阅读速度意味着每小时能读 10 至 12 页原版书,具有相当大的实用价值。鉴于此,六级阅读理解也以测试阅读速度和理解能力为核心和任务,并以题材广、题型多和高阅读量为特色。

下面是 1998 年 6 月份六级试题的一套阅读理解。

Part II Reading Comprehension (35 minutes)

Directions: *There are 4 reading 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.*

Questions 21 to 25 are based on the following passage:

Cyberspace(网络空间), data superhighways, multi media - for those who have seen the future, the linking of computers, television and telephones will change our lives for ever. Yet for all the talk of a forthcoming technological utopia (乌托邦) little attention has been given to the implications of these devel-

opments for the poor. As with all new high technology, while the West concerns itself with the “how”, the question of “for whom” is put aside once again.

Economists are only now realizing the full extent to which the communications revolution has affected the world economy. Information technology allows the extension of trade across geographical and industrial boundaries, and transnational corporations take full advantage of it. Terms of trade, exchange and interest rates and money movements are more important than the production of goods. The electronic economy made possible by information technology allows the haves to increase their control on global markets-with destructive impact on the have-nots.

For them the result is instability. Developing countries which rely on the production of a small range of goods for export are made to feel like small parts in the international economic machine. As “*futures*”(期货) are traded on computer screens, developing countries simply have less and less control of their destinies.

So what are the options for regaining control? One alternative is for developing countries to buy in the latest computers and telecommunications themselves—so-called “development communications” modernization. Yet this leads to long-term dependency and perhaps permanent constraints on developing countries’ economies.

Communications technology is generally exported from the U. S., Europe or Japan; the patents, skills and ability to manufacture remain in the hands of a few industrialized countries. It is also expensive, and imported products and services must therefore be bought on credit—credit usually provided by the very countries whose companies stand to gain.

Furthermore, when new technology is introduced there is often too low a level of expertise to exploit it for native development. This means that while local elites, foreign communities and subsidiaries of transnational corporations may benefit, those whose lives depend on access to the information are denied it.

21. From the passage we know that the development of high technology is in the interests of _____.

- A) the rich countries
- C) the elite

- B) scientific development
- D) the world economy

22. It can be inferred from the passage that _____.
A) international trade should be expanded
B) the interests of the poor countries have not been given enough consideration
C) the exports of the poor countries should be increased
D) communications technology in the developing countries should be modernized
23. Why does the author say that the electronic economy may have a destructive impact on developing countries?
A) Because it enables the developed countries to control the international market.
B) Because it destroys the economic balance of the poor countries.
C) Because it violates the national boundaries of the poor countries.
D) Because it inhibits the industrial growth of developing countries.
24. The development of modern communications technology in developing countries may _____.
A) hinder their industrial production
B) cause them to lose control of their trade
C) force them to reduce their share of exports
D) cost them their economic independence
25. The author's attitude toward the communications revolution is _____.
A) positive
B) critical
C) indifferent
D) tolerant

Question 26 to 30 are based on the following passage:

The estimates of the numbers of home-schooled children vary widely. The U. S. Department of Education estimates there are 250,000 to 350,000 home-schooled children in the country. Home-school advocates put the number much higher — at about a million.

Many public school advocates take a harsh attitude toward home schoolers, perceiving their actions as the ultimate slap in the face for public education and a damaging move for the children. Home schoolers harbor few kind words for public schools, charging shortcomings that range from lack of religious perspective in

the curriculum to a herdlike approach to teaching children.

Yet, as public school officials realize they stand little to gain by remaining hostile to the home-school population, and as home schoolers realize they can reap benefits from public schools, these hard lines seem to be softening a bit. Public schools and home schoolers have moved closer to tolerance and, in some cases, even cooperation.

Says John Marshall, an education official, "We are becoming relatively tolerant of home schoolers." The idea is, "Let's give the kids access to public school so they'll see it's not as terrible as they've been told, and they'll want to come back."

Perhaps, but don't count on it, say home-school advocates. Home schoolers oppose the system because they have strong convictions that their approach to education — whether fueled by religious enthusiasm or the individual child's interests and natural pace-is best.

"The bulk of home schoolers just want to be left alone," says Enge Cannon, associate director of the National Center For Home Education. She says home schoolers choose that path for a variety of reasons, but religion plays a role 85 percent of the time.

Professor Van Galen breaks home schoolers into two groups. Some home schoolers want their children to learn not only traditional subject matter but also "strict religious doctrine and a conservative political and social perspective. Not incidentally, they also want their children to learn-both intellectually and emotionally-that the family is the most important institution in society."

Other home schoolers contend "not so much that the schools teach *heresy* (异端邪说), but that schools teach whatever they teach inappropriately," Van Galen writes. "These parents are highly independent and strive to 'take responsibility' for their own lives within a society that they define as bureaucratic and inefficient."

26. According to the passage, home schoolers are _____.

- A) those who engage private teachers to provide additional education for their children
- B) those who educate their children at home instead of sending them to

school

- C) those who advocate combining public education with home schooling
D) those who don't go to school but are educated at home by their parents
27. Public schools are softening their position on home schooling because _____.
- A) there isn't much they can go to change the present situation
B) they want to show their tolerance for different teaching systems
C) home schooling provides a new variety of education for children
D) public schools have so many problems that they cannot offer proper education for all children
28. Home-school advocates are of the opinion that _____.
- A) things in public schools are not so bad as has often been said
B) their tolerance of public education will attract more kids to public schools
C) home schooling is superior and, therefore, they will not easily give in
D) their increased cooperation with public school will bring about the improvement of public education
29. Most home schoolers' opposition to public education stems from their _____.
- A) respect for the interests of individuals
B) worry about the inefficiency of public schools
C) concern with the cost involved
D) devotion to religion
30. According to Van Galen some home schoolers believe that _____.
- A) public schools take up a herdlike approach to teaching children
B) teachers in public school are not as responsible as they should be
C) public schools cannot provide an education that is good enough for their children
D) public schools are the source of bureaucracy and inefficiency in modern society

Questions 31 to 35 are based on the following passage

Every year television stations receive hundreds of complaints about the loudness of advertisements. However, federal rules forbid the practice of making ads

louder than the programming. In addition, television stations always operate at the highest sound level allowed for reasons of efficiency. According to one NBC executive, no difference exists in the peak sound level of ads and programming. Given this information, why do commercials sound so loud?

The sensation of sound involves a variety of factors in addition to its speak level. Advertisers are skilful at creating the impression of loudness through their expert use of such factors. One major contributor to the perceived loudness of commercials is that much less variation in sound level occurs during a commercial. In regular programming the intensity of sound varies over a large range. However, sound levels in commercials tend to stay at or near peak levels.

Other “tricks of the trade” are also used. Because low-frequency sounds can mask higher frequency sounds, advertisers filter out any noises that may drown out the primary message. In addition, the human voice has more *auditory* (听觉的) impact in the middle frequency ranges. Advertisers electronically vary voice sounds so that they stay within such a frequency band. Another approach is to write the script so that lots of *consonants* (辅音) are used, because people are more aware of consonants than *vowel* (元音) sounds. Finally, advertisers try to begin commercials with sounds that are highly different from those of the programming within which the commercial is buried. Because people become adapted to the type of sounds coming from programming, a dramatic change in sound quality draws viewer attention. For example, notice how many commercials begin with a cheerful song of some type.

The attention-getting property of commercials can be seen by observing one- to two-year-old children who happen to be playing around a television set. They may totally ignore the programming. However, when a commercial comes on, their attention is immediately drawn to it because of its dramatic sound quality.

31. According to the passage, the maximum intensity of sound coming from commercials _____.

- A) does not exceed that of programs
- B) is greater than that of programs
- C) varies over a large range than that of programs
- D) is less than that of programs