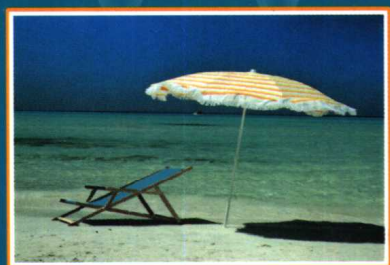


主编 邓小拓

大学英语六级考试

全真 + 预测

**CET-6 MODEL
TESTS**



中国石化出版社

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全真 + 预测

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内 容 提 要

在大学英语六级考试备考过程中,做历年全真试题和进行强化模拟训练是取得优异成绩的重要途径。本书精选了最近几年的4套大学英语六级考试全真试题和2002年1月大学英语六级考试全真试题,并配以详细的答案解析,使考生迅速熟悉大学英语六级考试。同时,本书还根据历年大学英语六级考试试题的总体趋势,严格按照教育部考试中心颁布的最新大纲,精心编写了5套预测试题,强力预测2002年6月大学英语六级考试。另外,本书还针对考生应考盲目,无任何指导性的状况,提供了一套全面的应试战略指导,并针对2002年6月的大学英语六级考试趋势及考试方向作了客观、权威的预测。

本书适合参加大学英语六级考试的考生及同等水平的英语爱好者使用。

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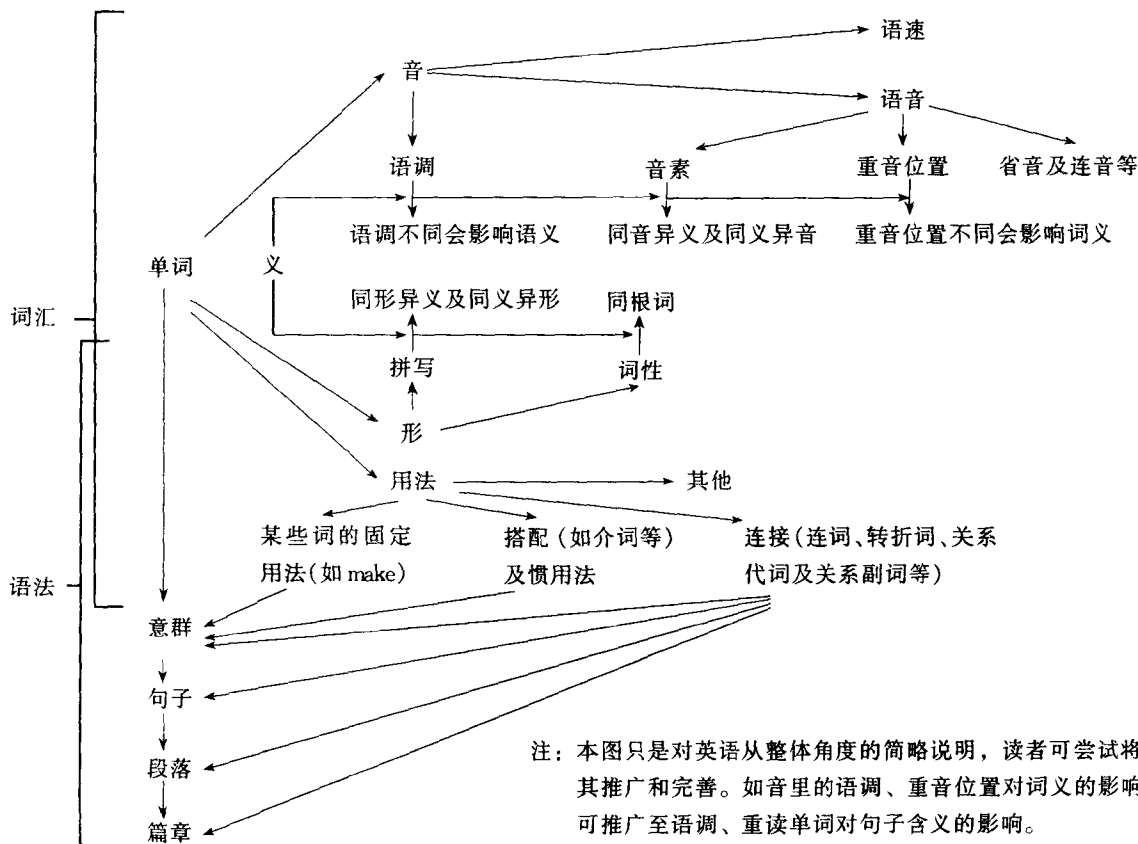
大学英语六级考试常考题型及答题技巧

第一部分 大学英语和大学英语六级考试

大学英语六级考试是一种具有高权威性而命题又相对稳定的英语水平测试。作为考生,要想以优异成绩通过考试,必须对大学英语六级考试的命题原理、考试内容和题型特征进行准确的把握。

英语作为一种语言,词汇和语法是其两个主要方面。下图力求将这两方面细化。可以看出,笔者很难将作为一个有机整体的英语词汇和语法划清界限,而是将其进行了一定程度的交合。其实,这种表示也是不确切的,因为从单词构成意群,意群构成句子,再到段落和篇章,词汇和语法始终交融为一体。如词汇 make,其用法之一 make possible sth/that 作为用法的同时也是一种语法现象。考虑到语法本身是以词汇为载体来体现的,这种语法与词汇的密切融合就不足为奇了。另外,在词汇的各个方面,如音、义、形及用法,也是相互关联的,下图反映了这种关联,如音义相结合,形义相结合的情况,鉴于这种广泛而深入地存在于英语内部的联系,仅仅掌握词汇或是单单弄清语法是不可取的。本书力求从英语整体的角度阐述英语学习及大学英语六级考试。

大学英语六级考试旨在通过具有一定难度的材料,具体表现为各种形式、测试重点不同、权重分配不均的题目对考生的英语总体水平、综合实力进行考查。这一点将在下几部分进行详细的分析并将重点分析听力理解部分。



第二部分 听力理解

听力理解部分的测试内容包括理解和速度两个方面。而听力理解能力的提高首先要以语言知识为基础,具体来讲:①语音知识,正确的发音及一些常见的连音、省音现象。②词汇量。扩大日常生活词汇,并建立自己的听力词汇库,练就听感提取词汇的能力。③必要的语法知识有助于听力理解水平的提高。

一、对话部分

仔细分析,不难发现,该部分考题多数是由第一个人先说出某件事,第二个人说出对此事的态度,进一步解释或提出建议。

如:2000年6月六级全真试题第10题

M: I thought the librarian said we could check out as many books as we need without our library cards.

W: That's right, but not those reference books.

出题者结合英语的特点考查考生对其掌握的状况,因此,了解英语整体性的特点,即抓住了命题的出发点和解题的重要线索。(参照前图)

①通过增加语速、增加连音、省音、变音等现象,出题人增大了题目的难度,这一点也是六级题的一个特点。针对这一点,考生须加强对听力速度的训练,基本素质的训练和记忆力的训练,同时,考试时也应注意应试技巧。

②通过语调的变化影响语义,并做为考点。类似的情况是句中重音位置的变化。

③对词语或词组惯用法进行考查。

如:1998年1月六级全真试题第8题

M: I'm terribly sorry, Anna, I lost the magazine you lent me the other day.

W: It doesn't matter, it was a back issue anyway.

该题涉及对词语 back issue 的理解,它等同于 of no use。

④对某些词的固定用法的考查。

如:1999年6月六级的第4题:

W: I thought Tom said he got A's in all his tests.

M: Mary, you should know better than to take Tom's words too seriously.

男士说“take Tom's words too seriously”即“别把汤姆的话放在心上”属 take 的固定搭配用法之一。

⑤对连接的考查,较常见。

如:1998年1月六级全真试题第2题

M: Why don't you come to our house for dinner some time the next week?

W: I'd like to but we have visitors from Finland, perhaps next week.

女士的用 but 转折,将 I'd like to 表示的态度予以否定。

⑥对语法现象的考查。(虚拟语气等)

如:2000年1月六级第1题

M: I hope I won't oversleep. I've simply got to catch the first flight to New York.

W: If I were you, I'd request the wake-up call from the hotel reception.

以上对话属于与将来事实相反的虚拟条件句, 辨明这一点, 其含义就很明白了。

⑦有时会直接对语音音素进行考查, 如考核考生从对话中获取相关地点、时间或场景信息的能力。

如: 2000 年 6 月六级全真试题第 7 题

M: Many is in charge of the art and music section; and Charles, the sports page. What about you?

W: I'm responsible for the editorials.

问题问及女士在哪儿工作, 此题要求考生听准 the editorials 并以此进行判断。

⑧其他。诸如对考生基本知识的掌握、计算反应能力、推理能力等进行考查。

如: 1997 年 1 月六级全真试题第 3 题

M: I'll have these shoes. Please tell me how much I owe you.

W: They are \$ 40 a pair and three pairs make a total of \$ 120. But today we offer a 10% discount.

问男士要花多少钱。($\$40 \times 3)(1 - 10\%) = \108)

再来看一下出题者是如何设置选项的。

在这种对话题型中, 男士和女士的话均会围绕一个话题, 多半是第一个人提出, 第二个人围绕话题或相关事物展开(有时会给人一种答非所问之感)。正确答案理应与该话题相关, 如果没有联系则必为错误选项——出题者会设置这样的选项。

如: 2000 年 1 月六级第 3 题

M: I've noticed that you get letters from Canada from time to time. Would you mind saving the stamps for me? My sister collects them.

W: My roommate already asked for them.

Q: What does the woman imply?

A) She will save the stamps for the man's sisters.

B) She will no longer get letters from Canada.

C) She can't give the stamps to the man's sister.

D) She has given the stamps to the man's roommates.

男士问及女士是否可以把她的加拿大邮票给他, 因为他姐姐集邮。女士没有直接回答, 但她的回答表明一种态度, 即是或否, 显然女士表明她的室友已经把邮票要走了, 即为否定态度, 实际上四个选项只有 C) 项可表明女士的态度, 与分析相吻合, 为正确选项。

①在设置选项时, 出题人也不免利用音形义的相关性迷惑考生, 增加试题难度, 如在选项中设置音似形似而又异的词语, 或将题目中原词拿来充当干扰项。

如: 1997 年 1 月六级全真试题第 10 题

M: Yes, Mrs. Smith. What can I do for you? Is it the refrigerator again?

W: No, it is the oven this time, I think something is wrong with the temperature control. What ever I tried to look burnt.

Q: Why does the woman call the man?

A) She didn't know how to use the new oven.

B) She wanted her refrigerator to be fixed.

C) There is something wrong with the oven.

D) There is something wrong with the food.

C)为正确选项。B)为干扰项,具有上述特点。

②在正确选项的设置上,出题人也考虑到这种相关性。体现在正确选项往往是原题中信息的再现或简单转换,加强对这样的转换的敏感性会对考生有利。

如:2001年6月六级第9题:

M:I'm really exhausted, but I don't want to miss the film that comes on at 11.

W: If I were you, I'd skip it. We both have to get up early tomorrow, and anyway, I've heard it isn't that exciting.

Q: What does the woman mean?

A) The man should stay up and watch the program.

B) The man should read something exciting instead.

C) The man should go to bed at eleven.

D) The man should give up watching the movie.

D)项为正确选项,显然 give up 代替了原题的 skip,并表示相同的含义“放弃”。

③在设置正确选项时,出题人有时也会在句法上做点文章,如虽是在重复原信息,但面目有些不同,如替换了主语,颠倒了句序等。

二、短文部分、听写填空及复合式听写

短文部分中,以上提及的许多答题技巧同样适用,如连接词的考查,对相关时间、地点信息的获取能力的考查及对细节捕捉和把握能力的考查等等。另外,短文部分的出题点还包括:

①文章主旨大意。即对全文总体概括和理解能力的考查。对于这种题目,考生要能迅速准确地抓听主题句。主题句位置并不固定,可以在段首、段尾或首尾呼应。段落由句子构成,各句间应有适当的连接,如果可以抓听这些连接词,对主题的把握就容易多了。

②关键词。这类关键词往往会重读,这也体现了重音与语义的联系。在听原文时,务必要把握关键词,以准确获取重要细节信息,这些关键词极有可能是考点。

③对语法的考查。语法知识是理解,尤其是对长句理解的基础所在,坚实的语法是短文部分考查考生能力时的一个重点。

④对逻辑分析推理能力的考查。

⑤对记忆力的考查。

听写填空主要考核考生听的能力和一定的书面表达能力,具体来说:

①对语音的掌握,涉及对同音词、近音词的辨音。

②对词形的掌握,涉及其正确的拼写。

③对词义的把握,意思要顺畅、合乎逻辑。

④语法方面。词法、句法结构,固定搭配等,尤其当所填为句子的一部分时。

⑤听力理解能力。对句子的正确理解,尤其当所填为一整句时。

⑥其他。如大小写,标点符号等。

复合式听写考核同听写填空相似。

短文部分:听写填空及复合式听写共同之处在于其篇幅都较之对话部分长。这也决定了它们对英语水平的考核已经超过了句子、小段落的范围,涉及到段落内部和段落之间的关系,从上述也可以看出,很多题目要求考生从整篇文章来把握。

从这些题型的选项设置角度来看,有下列特点:

①正确选项是原文的信息再现,如听写填空和复合式听写、短文部分也有这个特点。

②正确选项是原文内容的概括总结,如短文部分和复合式听写的长句听写。

③正确选项是原文的某些细节,如短文部分考查的细节辨认题,听写填空和复合式听写中较短的空或单词的听写。

④正确选项是由原文内容作出的推理。

第三部分 阅读理解

阅读理解的测试包括理解的准确度和速度两方面。这部分要求考生具备相应的语言基础和阅读技能。

语言基础指:①丰富的词汇知识;②扎实的语法知识;③充分的语篇知识。

阅读技能指:①掌握大意的能力;②辨别事实及细节的能力;③对字面意思的理解和判断、推理的能力;④个别句意的把握及对上下文逻辑关系的理解。

该部分所选文章在体裁上人文社科类约占总数的 3/4,这种题材学生较为熟悉。科普题材占 1/4,这种题材涉及一些科学常识,学生相对也陌生一些。近年来科普类文章有所增加。

就体裁方面,以议论文为主,占了 50%,说明文为辅,占 40%,其他 10%。议论文的论证方式为:①演绎。一般性陈述→具体实例 1,具体实例 2,……→特殊结论。②归纳。具体事实 1,具体事实 2,……→结论及一般规律。说明文告诉人们某事并加以解释,它更客观、真实,重于细节描述,轻抽象评论。其结构特征与说明方法类似于议论文,也常用归纳法和演绎法,只不过与议论文相比,归纳法被较多地使用。

该部分对考生英语能力的考查分析如下:

①对词语、词组的义、搭配关系及用法的考查,包括直接和间接两种方式。

例如 1999 年 6 月六级考试第 18 题

对于这道题目,原文第 4 段说“在方法上再不能 be tunnel-visioned”而必须要从各方面(from every perspective),两者意义相反,由此可知答案为 D)able to see only one aspect. A)项 narrow-minded 意为“气量小的,心胸狭隘的”,B)项 blind to facts 表示“视而不见”之意,C)项 short-sighted 意为“近视的,目光短浅的”,都不相符合。

②对连接(包括句与句,段与段)的考查,体现在将连接词体现的逻辑关系和含义加以考查。因此,考生有必要注意连接词及其所表示的关系,把握段及篇的逻辑结构。这对考生快速、准确地找出主题句,以及把握文章主旨也是大有帮助的。另外,这也会有助于对细节的定位。

例如 1999 年 6 月六级考试第 19 题和 20 题

19 题,注意一下该题的 D)选项。本题做题的依据为原文第 3 段的后两句。其中有 However 一词出现,However 表示一种强转折的含义,根据这层含义,此题的 D)选项即可排除。

20 题,此题依据为文末 on prevention rather than on bandage. 注意其中的 rather than,它体现的是一种对立的关系,看到这种关系后,即可发现 A)项为正确答案。因为 A)项不仅含义正确,还很好地以 instead of 也表现出了这种对立,表述得最佳。其实,这也反映出出题者在选项设置上的一些特点,后面将再论述。

③对考生归纳事实能力的考查。

例如 1999 年 6 月六级考试第 19 题

该题的依据为原文第 3 段第 2 句和第 3 句。B)项与这两句话的内容是相符合的。

④对考生推理能力的考查。

例如 1999 年 6 月六级考试第 16 题

该题由第 2 段首句可以做出推断。选项 B) 正确。

这部分对于选项的设置呈现出以下特点：

①正确选项是对原文信息的归纳和概括。

②正确选项是在原文信息基础上做出的合理推断或推理。

③四个选项中除了正确选项外的其他三个选项或与原文意思不相符合或在原文中找不出依据无法推出。

例如 1999 年 6 月六级考试第 16 题的选项设置

此题选项 B) 为原文信息(第 2 段首句)基础上的正确推理,故正确。其他 3 个选项中,A)项的说法(不知后果严重性)与文中意思(不顾后果)是不相符合的,不正确。C)项和 D)项所涉及的内容原文并未提到,也无法由原文信息推出,故也不对。因此,选 B)项。

考生应当注意到,六级阅读的试题都会紧扣原文的某些语句,考生要抓住这些或隐或现的线索来解题,切不可主观臆测。而要快速获取这些线索需要考生在语篇层面分析上下功夫,理清原文的信息,逻辑关系等。同时,准确地获得有用的信息又要求考生具有词汇分析和难句长句的分析能力,如果不能做好这一点,阅读质量便会受到影响。

1999 年 6 月大学英语六级考试第 16~20 题:

The destruction of our natural resources and contamination of our food supply continue to occur, largely because of the extreme difficulty in affixing(把……固定) legal responsibility on those who continue to treat our environment with reckless abandon(放任). Attempts to prevent pollution by legislation, economic incentives and friendly persuasion have been met by lawsuits, personal and industrial denial and long delays—not only in accepting responsibility, but more importantly, in doing something about it.

It seems that only when government decides it can afford tax incentives or production sacrifices is there any initiative for change. Where is industry's and our recognition that protecting mankind's great treasure is the single most important responsibility? If ever there will be time for environmental health professionals to come to the frontlines and provide leadership to solve environmental problems, that time is now.

We are being asked, and, in fact, the public is demanding that we take positive action. It is our responsibility as professionals in environmental health to make the difference. Yes, the ecologists, the environmental activists and the conservationists serve to communicate, stimulate thinking and promote behavioral change. However, it is those of us who are paid to make the decisions to develop, improve and enforce environmental standards, I submit, who must lead the charge.

We must recognize that environmental health issues do not stop at city limits, county lines, state or even federal boundaries. We can no longer afford to be tunnel-visioned in our approach. We must visualize issues from every perspective to make the objective decisions. We must express our views clearly to prevent media distortion and public confusion.

I believe we have a three-part mission for the present. First, we must continue to press for improvements in the quality of life that people can make for themselves. Second, we must investigate and understand the link between environment and health. Third, we must be able to communicate technical information in a form that citizens can understand. If we can accomplish these three goals in this

decade, maybe we can finally stop environmental degradation, and not merely hold it back. We will then be able to spend pollution dollars truly on prevention rather than on bandages.

16. We can infer from the first two paragraphs that the industrialists disregard environmental protection chiefly because _____.
A) they are unaware of the consequences of what they are doing
B) they are reluctant to sacrifice their own economic interests
C) time has not yet come for them to put due emphasis on it
D) it is difficult for them to take effective measures
17. The main task now facing ecologists, environmental activists and conservationists is _____.
A) to prevent pollution by legislation, economic incentives and persuasion
B) to arouse public awareness of the importance of environmental protection
C) to take radical measures to control environmental pollution
D) to improve the quality of life by enforcing environmental standards
18. The word "tunnel-visioned" (Line 2, Para. 4) most probably means "_____".
A) narrow-minded
B) short-sighted
C) blind to the facts
D) able to see only one aspect
19. Which of the following, according to the author, should play the leading role in the solution of environmental problems?
A) Legislation and government intervention.
B) The industry's understanding and support.
C) The efforts of environmental health professionals.
D) The cooperation of ecologists, environmental activists and conservationists.
20. Which of the following is true according to the last paragraph?
A) Efforts should be exerted on pollution prevention instead of on remedial measures.
B) More money should be spent in order to stop pollution.
C) Ordinary citizens have no access to technical information on pollution.
D) Environmental degradation will be stopped by the end of this decade.

第四部分 词汇与结构

该部分重点考查考生的词汇和语法。事实上,对词汇与语法结构的考查是贯穿在整个试题之中的,从前面对听力理解和阅读理解的分析亦可看出这一点。具体来说:

词汇部分:

①对于词汇中音形的密切关系,考查考生对于形(音)近,因此亦混的词的辨别、分析能力和掌握。

如:2000年12月六级全真试题第58题

To _____ is to save and protect, to leave what we ourselves enjoy in such good condition that others may also share the enjoyment.

- A) conserve B) conceive C) convert D) contrive

可以看出,四个选项较为相似。

②对于词义相似而形音差别较大的词加以考查。

如:2000年12月六级全真试题第53题

The Japanese scientists have found that scents _____ efficiency and reduce stress among office workers.

A)enhance B)amplify C)foster D)magnify

③对于词语中固定搭配及惯用法的考查。

如:2000年6月六级全真试题第57题

No one can function properly if they are _____ of adequate sleep.

A)deprived B)ripped C)stripped D)contrived

本题意在测试 be deprived of,指被剥夺……权利的固定搭配。

④考察单词的辨义

如:2001年1月六级真题54题

All the students have to _____ to the rules and regulation of the school.

A)confirm B)confront C)confire D)conform

又如:2000年1月六级试题第41题

The doctors don't _____ that he will live much longer.

A)articulate B)auticipate C)manifest D)monitor

做好这一部分必须要注重词汇的积累。

⑤对于一些短语的考查。

如:2001年1月六级真题49题

Body paint or face paint is used mostly by men in pre-literate societies in order to attract good health or to _____ disease.

A)set aside B)ward off C)shrug off D)give away

⑥对句中连接及逻辑关系的考查。

如:1997年6月六级全真试题第65题

Fewer and fewer of today's workers expect to spend their working lives in the same field, _____ the same company.

A)all else B)much worse C)less likely D)let alone

语法结构部分

主要考查考生对语法知识的掌握分析及运用能力。包括:

①虚拟语气;

②非谓语动词;

③从句;

④情态动词;

⑤时态;

⑥惯用法。

把握词汇与语法结构部分选项设置的特点时,考生可考虑到:

①词的同现;

②搭配关系;

③固定用法;

- ④语言环境信息;
- ⑤逻辑关系;
- ⑥连接词;
- ⑦各种语法现象;
- ⑧利用词的音、义、形的相互关系设置错误选项;
- ⑨词汇考查与语法相兼顾共同体现于选项设置中。

第五部分 完形填空、综合改错、简答题和英译汉

完形填空以短文形式来考查考生的实际英语水平。这部分融合了阅读理解与词汇与结构部分的特点。

①通过对短文“挖空”,使之失去部分语言信息,加大理解难度,挖空密度的变化可以调整该部分的难度。

②通过“填空”考查考生对词汇与语法的掌握。考查方式同上,即考查难词辨析、近形近音词的识别,固定搭配关系、词组、近义词及各种语法知识。

这部分选项设置上选项中单词以实义词(名词、动词、形容词、副词、数词)为主,还包括它们的同义词、近义词,搭配习语、惯用语等,通过这些也增加了考查难度。另外,考生须注意此部分的指令是:“最佳答案”,因此,选项设置中会有给出不止一个可选项的情况。一般会有一两个在意思或用法上与句子要求明显不符,可较容易地排除,其余的选项则在意义、用法、甚至拼写方面十分相像,干扰性和迷惑性很强。

如:1999年6月六级全真试题完形填空第77题

...are used to produce a Trip Guide with _____ on exactly when to be exposed to bright light.

- A) directories
- B) specifications
- C) instructions
- D) commentaries

B)与C)两项就是这种情况,分别看 specification(详述、规格、说明书),instructions(指令、说明、指导),若考生有扎实的基本功不难判断出B)项为最佳选择。

综合改错通过短文中标出有错的行,要求考生找出错误并加以改正,以测试考生对英语进行综合运用能力。

类似地,该部分将阅读理解与词汇和结构部分做了结合,兼具两部分的特点。

该部分考查包括词汇错误(用词不当,搭配不当)和语法错误(非谓语动词、连接词、句法结构等用法错误),可参照前几部分对于这些考点的解释。

简答题也是将阅读与其他题型结合来考查考生能力的一种方式,形式上也会附在一篇阅读理解之后。考查阅读能力的同时,它也考查了考生的表达能力,将之与写作结合起来。题目会涉及文章主旨、细节、推断、词汇理解及作者观点态度等。可参照阅读理解部分的分析。关于对表达能力的考查在写作中详述。

英译汉也常附在一篇阅读理解之后。做题时也应适当考虑对整篇文章的理解和上下文之间的联系。同时,英译汉旨在考查考生的表达能力,英译汉命题有以下特点:

①所选句子一般是文章中难度较大或是最大的。

具体来讲,做好这种题目必须对句子重点词汇具有较准确而深入的理解,同时必须理解句子中某些词汇的语法作用,如果理解不到就会丢分。

②所选句子相对较长且内部关系较为复杂。

③有些词语理解容易,但表达成汉语较难;有些句子思维方式与汉语差别甚大,须做较大调整才可以使译文达意、自然。考生须注重对翻译技巧的掌握及熟练运用。具体来讲,这部分是对考生下述技巧的考查,即词类间的转换能力,对词汇引用含义的掌握,增译省译,肯定与否定间的转换,译时的分与合的技巧,被动与主动间转换,各种从句的译法等。

第六部分 写作

写作重在表达能力的考查,实际上也可以说是要求考生对词汇具有较深理解并能熟练地加以运用。对于语法结构也是如此,考生须准确、明白地表达自己的意思。

出题类型包括提纲式作文、段首句作文、图表式作文等。

从出题人命题的原理可以看出提纲、段首的重要作用。

以六级为例,该部分多要求考生写三段式论说文,即开头、主题和结尾,也即提出观点(主题句)、论证观点(扩展句)、得出结论(结论句)。

开头没有什么固定的套路,但要做到简洁并切入正题。

主题句是全段的核心句,可帮助读者了解段落的中心内容,并限制话题所谈论的范围,表明段落展开的方面及方向,主题句可出现于段首、段中或段尾。主题句应具有高度概括性,整个段落也应围绕主题句展开。主题句应当完整,不应太笼统,或是太具体。各段的主题句应相互照应,并通过适当的连接使全篇整体相融。另外,适当的举例论证可加深主题。

结尾作为结论应当紧扣主题,呼应开头。不能作为重复而应是升华和深入。可总结文章内容,提出希望或展望,启发读者进一步思考,或以某种形式加深自己观点。结论不要脱离主题,太空太大或匆匆收尾。

大学英语六级考试 1998 年 6 月真题

Part I

Listening Comprehension

(20 minutes)

Section A

Directions: *In this section you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four suggested answers marked [A], [B], [C] and [D] and decide which is the best answer. Then mark the corresponding letter on the Answer Sheet with a single line through the center.*

Example: *You will hear:*

You will read: [A] 2 hours.

[B] 3 hours.

[C] 4 hours.

[D] 5 hours.

From the conversation we know that the two are talking about some work they will start at 9 o'clock in the morning and have to finish at 2 in the afternoon. Therefore, [D] "5 hours" is the correct answer. You should choose [D] on the Answer Sheet and mark it with a single line through the centre.

Sample Answer [A] [B] [C] [~~D~~]

1. [A] He thinks that there won't be enough sets for everybody.
[B] He thinks that the speaker won't show up.
[C] He thinks the seminar won't be open to the public.
[D] He thinks that there might not be any more tickets available.
2. [A] Their father is unable to keep his promise.
[B] Their father is going on a vacation without her.
[C] Their father isn't telling her the truth.
[D] Their father doesn't want to travel abroad.
3. [A] John didn't pass, although he had tried his best.
[B] John did better than he thought he was able to.
[C] John got an excellent score, which was unexpected.
[D] John was disappointed at his math score.
4. [A] The roof of the woman's house needs to be repaired.
[B] The roof of the man's house has several bad leaks.

- [C] The woman's bathroom was badly damaged.
 [D] The man works for a roofing company.
5. [A] Mr. Smith will be replaced if he makes another mistake.
 [B] Mr. Smith is an admirable chief of the Asian Department.
 [C] Mr. Smith's department is more successful than all the others.
 [D] Mr. Smith is seldom in his office.
6. [A] She doesn't have a fax machine. [B] She may quit her present job soon.
 [C] She is tired of her present job. [D] Her phone number has changed.
7. [A] Someone has taken her luggage. [B] Her flight is 50 minutes late.
 [C] Her luggage has been delayed. [D] She can't find the man she's been waiting for.
8. [A] To do whatever the committee asks him to.
 [B] To make decisions in agreement with the committee.
 [C] To run the committee his way.
 [D] To make himself the committee chairman.
9. [A] The woman found the mail box empty.
 [B] The man is waiting for some important mail.
 [C] The man has just sent out his application.
 [D] The woman will write a postcard to her daughter.
10. [A] Read the operation manual. [B] Try the buttons one by one.
 [C] Ask the shop assistant for advice. [D] Make the machine run slowly.

Section B

Directions: *In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked [A], [B], [C], and [D]. The mark the corresponding letter on the Answer Sheet with a single line through the center.*

Passage One

Questions 11 to 14 are based on the passage you have just heard.

11. [A] They were drawing pictures. [B] They were watching TV.
 [C] They were making a telephone call. [D] They were tidying up the drawing room.
12. [A] They locked the couple up in the drawing room.
 [B] They seriously injured the owners of the house.
 [C] They smashed the TV set and the telephone.
 [D] They took away sixteen valuable paintings.
13. [A] He accused them of the theft. [B] He raised the rents.
 [C] He refused to prolong their land lease. [D] He forced them to abandon their traditions.
14. [A] They wanted to protect the farmers' interests.
 [B] They wanted to extend the reservation area for birds.
 [C] They wanted to steal his valuable paintings.
 [D] They wanted to drive him away from the island.