

EXPERT'S ADVICE ON HOW TO PREPARE CET-6

专家点拨 大学英语六级考试

(配美籍专家录音磁带)

赵恒元 主编



北京理工大学出版社

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内 容 简 介

本书以最新大学英语六级考试大纲为依据,对近10年的实考题进行了深入的研究,对其中的考点进行了细致的分析,经过探赜索隐的思考和条分缕析的概括,发现了许多规律性的东西,如借题发挥、统筹兼顾的做题技巧;分而不离、难以插足的试题设计;倒装隔离、词语变位的句子结构等。目前有关大学六级考试的辅导书籍泛滥,大多数浮于表面,相互模仿,而本书是作者一家之说、潜心研究、钩深致远的结晶。听力部分配有磁带,由美籍教师朗读。

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前言

全国大学英语考试在 1987 年 9 月开始举行。1995 年 7 月 15 日和 1996 年 7 月 30 日陆续公布了一些新题型，但是原主要题型没变，如听力、阅读理解、词汇、写作等项。其实，各类标准化的英语考试中一般都少不了这几项。既然这几项是必考或常考项，那么其中有无规律可循呢？答案是肯定的。

古人云，审堂下之阴而知日月之行，阴阳之变。对这几项考题进行一番探赜索隐、穷原竟委，大体上可查其端倪。规律反映在前后两个层面上，前一个层面是语言，后一个层面是能力。语言层面主要测试的是对语言知识的掌握，如时态、语态、否定、倒装、虚拟语气、独立主格结构、词语搭配、词汇辨析、惯用句型等。能力层面主要测试的是逻辑思维能力、推理判断能力、抽象概括能力、空间想象能力。前一个层面是后一个层面的体现，后一个层面是起主导作用的人的智商素质。我们找到了这个规律，找出了前后两个层面的相互关系，就有了进一步研究这些考题的理论基础。所谓点拨、做题指导就是在这一理论基础上提出来的。

语言知识和逻辑思维的结合是取得最佳成绩的基础和保障，如本书提出的“借题发挥”就是二者结合的做题技巧之一。

逻辑思维能力在听力、词汇、完形填空题型中体现较多，我们共提出了 35 点，其中有：

分而不离，难以插足	词形迷惑，貌合神离
连贯结构，各分东西	词语变位，重新搭配
前照应后，稳扎稳打	分而不离，难以插足
后照应前，柳暗花明	招摇迷惑，暗度陈仓

抽象概括能力在阅读理解、简答问题题型中体现较多，我们提出了 20 点，其中有：

圈点速读，定位细阅	词语变位带来的理解困难
倒行逆施，溯源而上	按文章脉络去阅读
移花接木	取其精华
所答所问	严丝合缝

空间想象能力在写作、改错题型中体现较多，我们共提出了 16 点，其中有：

化抽象为具体	布局谋篇
化概念为动作	怎样开扩思路
用反义词、旁义词设计错误	词组搭配错误

每套考题的写作均配有范文也是本书的特色之一。

我们相信本书的点拨、指导是开启读者丰富思维的一把钥匙。大学生是高智商的群体，他们有能力举一反三，尝一脔肉而知一鼎之味，见一落叶而知天下之秋。

本书中有许多观点和提法为一家之说，因本人斗筭之材，质薄学朽，实难都是真知灼见。当下笔千言时，我时刻想着两点：给学生一杯水，自己要准备一缸水；学生买书的钱

是带着体温的。

微雨洗高林，清飏矫云翻。如果说我们的大学生是高林、云翻的话，那么本书算是一点微雨和一阵清风。倘若能助考生一臂之力，使之更挺拔、飞得更高，从而 pass the exam with flying colors，那将是作者最高兴的。

参加本书编写工作的还有：赵获川、简易、潘书祥、郑宏、牛建新、王泽斌、杜振中、倪群、赵丽芳、刘琛、李银素、师淑凤、万卉芳、张培权、潘桂敏、赵庆国、姚霞、马秀娥、王波、李末、李伟强等。

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2001 年 8 月 北京

体 例 说 明

1. sb = somebody
2. sth = something
3. to do 代表带 to 的不定式。
4. do 代表不带 to 的不定式。
5. doing 代表动名词或现在分词。
6. done 代表过去分词。
7. Para. = Paragraph
8. Psg = Passage
9. wh- 代表 who, whom, whose, what, when, where, which, why 或 how。
10. 例句前带有“▲”者为六级考试中出现过的考题，例句后的括号内注明了该考题出现的年份、月份和考题号。
11. 参见和文字叙述中使用的数字级别是：一（一级标题），I（二级标题），1（三级标题），1)（四级标题），(1)（五级标题），①（六级标题）。
12. 年份指的是某年的六级考题，年份后的数字指的是月份，月份后的数字为第几道考题。未标示年、月、题的试题源于四级题、考研题等。

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一、做题指导

全国大学英语考试在 1987 年 9 月开始举行。1995 年 7 月 15 日和 1996 年 7 月 30 日陆续公布了一些新题型。现在每套考题的题型并不是新老题型的全部组合，而是从新老题型中抽取几种，搭配组合而成。随着时间的逝去，这种搭配组合的规律性也逐渐浮出水面。从以下的统计表格中可以明显地看出题型组合的规律。

自新题型公布以来，各种题型的采用、搭配组合、题数、分值如下表：

年	题型	I (20 题 20 分)			II (20 题 40 分)	III (15 分)	IV (10 分)			V (15 分)
		听力理解			阅读理解	词汇	改错	简答 问题	完形填空	写作
		对话	短文	复合填空						
1995	1 月	✓	✓		✓	✓	✓			✓
	6 月	✓	✓		✓	✓	✓			✓
1996	1 月	✓	✓		✓	✓	✓			✓
	6 月	✓	✓		✓	✓	✓			✓
1997	1 月	✓	✓		✓	✓		✓		✓
	6 月	✓	✓		✓	✓		✓		✓
1998	1 月	✓			✓	✓		✓		✓
	6 月	✓			✓	✓		✓		✓
1999	1 月	✓	✓		✓	✓		✓		✓
	6 月	✓		✓	✓	✓			✓	✓
2000	1 月	✓	✓		✓	✓	✓			✓
	6 月	✓	✓		✓	✓	✓			✓
2001	1 月	✓		✓	✓	✓			✓	✓
	6 月	✓	✓		✓	✓	✓			✓

从表中统计可以看出：

1. 每套考题有五大部分组成。
2. 必考的项有所力中的对话、阅读理解、词汇、写作。
3. 考试可能性较大的项有所力中的短文、改错、简答问题。
4. 考试可能性较小的项有所力中的复合填空、完形填空。

因此可以推断出各种题型的最大可能性组合为：

I (20 分)		II (40 分)	III (15 分)	IV (10 分)	V (15 分)
听力理解		阅读理解	词汇	改错	写作
对话	短文				

I . 怎样做听力题

1. 熟悉题型

听力理解题有 3 种题型：对话、短文、复合听写。

对话的形式为：一男一女各说一句话，然后提出一个问题。听完问题后，考生要从 4 个选项中挑出问题的答案。

短文的形式为：短文只读一遍，然后读听力理解题。听完每道题后，考生要从 4 个选项中挑出答案。

复合听写的形式为：前 7 空是单个单词，后 3 个空是短语或句子。单个单词按听到的单词形式填写；短语或句子可以按听到的形式填写，也可以用英语概括大意。

2. 预读

预读指提前阅读卷面上的 A、B、C、D 选项。

预读有两次机会，一是利用考试指令的播放时间预读，一是利用每道题播放前的些微时间预读。

3. 预知

通过预读可以猜测到与 A、B、C、D 选项相关的试题内容，这就是预知。如果预知准确，那么就相当于看到了该题的准答案，从而大大提高了选中率。懂得预知手段并认真做的考生通常都有收获，能猜到 2、3 道题。悟性较高的能猜到 3、4 道题。悟性较高又感知到某些试题设计规律的考生能猜到 4、5 道题。

任何事物都有规律性，听力试题设计也不例外。我们用概率论的模式对历年考题进行了分析、综合和归纳，找出了对话和短文试题设计的一般规律性（详见以下 4、5、6）。希望这些规律性能帮助考生提高自己的选中率。

4. 对话

从统计资料中可以看出，听力理解包括三种题型，对话是每次必考的题型，短文是常考的题型，复合听写是偶尔采用的题型。

对话内容涉及到许多方面。参加过四级考试的考生中，较聪明而又善一叶知秋者，都能概括出一二点对话内容的规律。我们汲取了某些考生的感悟，系统、理智地把每道题分类，经过条分缕析，总结、概括为 17 个方面。这样，听完对话的一刹那，甚至在听对话的同时，就可以预知到会提什么样的问题，待到听完提问，就可以径直去选自己认定的选项。

这样做的选中率通常会很高。17个方面中，问及较多的是问原因、问中心意思、问言外之意、问涉及的内容、问做事情和状况、问看法。

提问的句型有一定的规律性，不同的对话内容会使用不同的提问句型。提前熟悉这些句型，不仅可以消除临场的生疏感和紧张情绪，而且可以把提问句作为对话内容和选项之间的过渡桥梁，把判断的思路正确、迅速地引向要选的目标。

如果你了解了对话内容的分类，熟悉了提问的句型，那么在考场上面对试卷上的A、B、C、D选项时，不仅不会茫然不知所措，而且可以做到一定程度上的预知，从而沉着、冷静地注意听内容的细节。

1) 问时间

从A、B、C、D四个选项可以预知这道题要问及事情、事件发生的时间。因此，要注意两点：一是要注意听讲话人提到的时间细节，一是要做好准备作一些简单的计算。

常用提问句型：

What time...?

How long...?

When...?

示例 1: (1997-6-1)

W: Good morning. I'm here to see Mr. Addison.

M: Mr. Addison went to Washington last Monday for a conference, and will be back on Thursday night. If you like, you may come again on Friday morning.

Q: When will Mr. Addison return?

A) On Thursday night.

C) On Friday morning.

B) On Monday night.

D) On Thursday morning.

示例 2: (1991-6-8)

M: I'd like to make two reservations on Flight 651 for June 8th.

W: I'm sorry, we're booked up on the 8th. But we still have a few seats available on the 9th.

Q: When does the man want to leave?

A) On the 6th of June.

C) On the 9th of June.

B) On the 8th of June.

D) On the 19th of June.

示例 3: (1990-1-9)

M: Could you tell me the timetable of the school bus?

W: Well, the bus leaves here for the campus every two hours from 7:00 a. m. But on Saturday it starts half an hour later.

Q: When does the second bus leave on Saturday?

A) At 7:30.

B) At 8:30.

C) At 9:00.

D) At 9:30.

简单的计算: $9:00 + 30(\text{分钟}) = 9:30$

2) 问地点

从 A、B、C、D 四个选项可以预知这道题要问及事情、事件发生的地点。因此，要注意听讲话人提到的地点细节。

常用提问句型：

Where is...?

Where did...?

Where will...?

示例 1：(1997 - 6 - 7)

M: I've just got back from the holiday you arranged for me, but I must tell you the hotel was really awful! It was miles from the sea. The food was awful too. The bedroom was dirty.

W: Sorry about that. But it's not really our fault. The contract does say that the hotel accommodation is not our responsibility.

Q: Where is this conversation probably taking place?

A) At the airport.

C) In a hotel.

B) In a travel agency.

D) At the reception desk.

示例 2：(2000 - 6 - 7)

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

W: I'm responsible for the editorials.

Q: Where does the woman work?

A) At a bookstore.

C) At a newspaper office.

B) At an art museum.

D) At a gymnasium.

示例 3：(2001 - 1 - 2)

W: I have a complaint to make, sir: I waited 10 minutes at the table before the waiter showed up. When I finally got served, I found it was not what I ordered.

M: I'm terribly sorry, madam. It is a bit unusually busy tonight. As a compensation, your meal will be free.

Q: Where does the conversation most probably take place?

A) At the information desk.

C) In a restaurant.

B) In an office.

D) At a railway station.

3) 问数字

从 A、B、C、D 四个选项可以预知这道题要问及数字。因此，要注意两点：一是要注意听讲话人提到的数字细节，一是要做好准备作一些简单的计算。

常用提问句型:

How many...?

How much...?

What's the price...?

示例 1: (1997 - 1 - 3)

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.

Q: How much does the man have to pay?

A) \$ 120. B) \$ 108. C) \$ 90. D) \$ 40.

简单的计算: $120 - 120 \times 10\% = 108$

示例 2:

W: Here's a ten - dollar bill. Give me two tickets for tonight's show, please.

M: Sure. Two tickets and here's a dollar forty cents change.

Q: How much does one ticket cost?

A) \$ 1.40. B) \$ 4.30. C) \$ 6.40. D) \$ 8.60.

简单的计算: 10 元钱买两张票, 找给了 1.4 元。因此, 一张票 = $(10 - 1.4) \div 2 = 4.30$ 元。

4) 问原因

讲话人谈论某事后, 可能会问及事情发生的原因。因此, 在听到下面常用提问句型后, 要迅速反思讲话人提到的事情发生的原因细节。

常用提问句型:

Why is...?

Why doesn't...?

What's the reason...?

What probably caused...?

示例 1: (1999 - 1 - 1)

M: Congratulations. You certainly did quite well and I must say you deserve that grade.

W: Well, I really studied hard for the exam. I've been preparing for it for more than a month. Now, I can relax for a while.

Q: Why is the woman so happy?

- A) She's going away for a while.
- B) She did well on the test.
- C) She worked hard and earned a lot of money.
- D) She didn't have to work hard for the exam.

示例 2: (1998 - 6 - 1)

W: Friday's speaker is supposed to be wonderful. Are you going to attend the seminar on that day?

M: Yes. But I haven't been able to get the ticket yet. Since the lecture is open to the public, I imagine that the tickets may have already been sold out.

Q: Why is the man afraid he won't be able to attend the seminar?

- A) He thinks that there won't be enough seats 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.

示例 3: (1998 - 1 - 8)

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 number any way.

Q: Why doesn't the woman care about the lost magazine?

注释: back number 过期的报纸、杂志。亦可 back issue。

- A) She is a generous woman by nature.
- B) It doesn't have a back cover.
- C) She feels the man's apology is enough.
- D) It is no longer of any use to her.

示例 4: (1997 - 6 - 6)

M: What kind of father am I? My only son almost died and I didn't even know he was ill.

W: Don't blame yourself. You were too busy to pay attention to him. If his mother were still alive, things would have been much better.

Q: Why does the man blame himself?

- A) His only son is dying.
- B) His mother died some time ago.
- C) He didn't look after his sick wife.
- D) He hasn't taken good care of his soon.

5) 问结果

讲话人谈论某事后, 可能会问及事情的结果。因此, 在听到下面常用提问句型后, 要迅速反思讲话人提到的事情结果的细节。

常用提问句型:

What can we conclude...?

What was the consequence of...?

What happened to...?

示例 1: (1990 - 1 - 3)

W: Did you hear Mike is in hospital with head injuries and a broken arm?

M: Yes, apparently he was struck by another vehicle and turned completely over.

Q: What happened to Mike?

- A) His car was hit by another car.
- B) He was hurt while playing volleyball.
- C) He fell down the stairs.
- D) While crossing the street, he was hit by a car.

示例 2:

W: It's surprising that Tom came out of the accident alive.

M: That's true. The car crashed into the wall and was completely damaged.

Q: What was the consequence of the accident?

- A) Tom survived the accident.
- B) Tom was killed in the accident.
- C) Someone saved Tom's life.
- D) It did little damage to Tom's car.

示例 3:

M: Think it over carefully, you must have left it somewhere.

W: But the problem is that I have to have it now. I need it to use my car, and when I get home, to open the door.

Q: What happened to the woman?

- A) She lost her way.
- B) She lost her keys.
- C) She lost her car.
- D) She lost her handbag.

6) 问行为方式

从 A、B、C、D 四个选项可以预知这道题要问及行为的方式。因此, 要注意听讲话人所谈行为方式的细节。

常用提问句型:

How...?

示例 1: (1999 - 1 - 3)

W: Mr. Johnson, have you heard the morning news report? Mill has resigned his post as Prime Minister.

M: I didn't turn on the radio this morning, but I did see the headline. If you remember he threatened to leave the office at the last cabinet meeting.

Q: How did Mr. Johnson learn that the Prime Minister had resigned?

- A) He read the cabinet report.

- B) He read the newspaper.
- C) He listened to a radio report.
- D) He's secretary telephoned him.

示例 2: (1999 - 1 - 5)

W: How did your interview go?

M: I couldn't feel better about it. The questions were very fair and I seemed to find answers for all of them.

Q: How does the man feel about the interview?

- A) He is confident.
- C) He is bored.
- B) He is worried.
- D) He is angry.

7) 问同义词语

对话题型的设计方式之一是让考生在 A、B、C、D 四个选项中找出听到的同义词语。因此,在听讲话人对话时,注意听其中有没有与四个选项同义的词语,提问句是否在问及这些词语。

示例 1: (1999 - 6 - 8)

M: What is Mr. Peterson going to do with his old house on London Road? Rent it or sell it?

W: I heard he's thinking of turning it into a restaurant, which isn't a bad idea, because it's still a solid building.

Q: What will Mr. Peterson do with his old house?

- A) He may convert it and use it as a restaurant.
- B) He may pull it down and build a new restaurant.
- C) He may rent it out for use as a restaurant.
- D) He may sell it to the owner of a restaurant.

convert (改造成) 和 turn into (使变成) 同义。

示例 2: (2000 - 1 - 5)

M: My chemistry project is in trouble. My partner and I have totally different ideas about how to proceed.

W: You should try to meet each other halfway.

Q: What does the woman suggest?

- A) The man should work with somebody else.
- B) The man should meet his partner's needs.
- C) They should come to a compromise.
- D) They should find a better lab for the project.

come to a compromise (达成妥协) 和 meet each other halfway (互作让步) 是同义词语。