

大连外院图书音像中心策划



大学英语四级考试大纲  
规定技能命题剖析

# 阅读·简答·英译汉

Reading Comprehension

Short Answer Questions

Translation

(1995.1~2001.6)

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jineng  
mingtipouxu

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张良福

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長 春 出 版 社

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## 图书在版编目( CIP )数据

大学英语四级考试大纲规定技能命题剖析. 阅读·简答·英译汉/钱志豪主编. -长春: 长春出版社, 2001. 9

ISBN 7-80664-182-3

I. 大... II. 钱... III. 英语-高等学校-水平考试-解题 IV. H310. 42

中国版本图书馆 CIP 数据核字 (2001) 第 20355 号

责任编辑: 王长河 翟云峰 毕素香 封面设计: 刘喜岩

长春出版社出版

(长春市建设街 43 号)

(邮编 130061 电话 8569938)

长春市第十一印刷厂印刷

新华书店经销

850×1168 毫米 大 32 开本 9.25 印张 248 千字

2001 年 9 月第 1 版 2001 年 9 月第 1 次印刷

印数: 1-7 000 册 定价: 10.80 元



## 编写说明

全国大学英语四、六级考试委员会将《全国大学英语考试大纲》中规定的考查技能细分为具有可操作性的若干微技能,形成了各部分的考试内容规范,用以规范命题员的命题操作。全国大学英语四、六级考试阅读部分的命题是按照该部分的考试内容规范进行的,该内容规范覆盖了《大学英语教学大纲》(新旧两个版本)的阅读技能要求,请见下表的对照说明:

四、六级考试阅读部分考试内容规范	《大学英语教学大纲》(修订本) 阅读技能要求
A. 辨别和理解中心思想和重要细节	R <sub>1</sub> 理解主题和中心思想
01 理解明确表达的概念或细节	R <sub>2</sub> 辨认主题展开的重要细节
02 理解隐含表达的概念或细节 (如:下结论、作判断、进行推论等);通过判断句子的交际功能(如:请求、拒绝、命令)来理解文章	R <sub>3</sub> 区分事实和看法 R <sub>4</sub> 进行推论 R <sub>5</sub> 作结论
03 辨别文章的中心思想(如:找出能归纳文章中心思想的要点)	R <sub>6</sub> 略读以获取阅读材料大意
04 理解作者的观点和态度	R <sub>7</sub> 快速查找特定信息
B. 运用有助于理解的语言技能来理解文章	R <sub>8</sub> 猜测生词的词义
05 猜测词和短语的意思	R <sub>9</sub> 利用上下文猜测短语的含义
06 句层次的理解(如:理解句子所表达的原因、结果、目的、比较等)	R <sub>10</sub> 理解句内关系
07 篇章层次的理解(如:运用词汇的、语法的承接手段来理解文章各部分的关系)	R <sub>11</sub> 利用参阅技能
C. 运用专门的阅读技能理解文章	
08 通过略读了解文章大意	
09 通过查阅寻找某一信息	

大学英语四、六级考试阅读部分的每一道试题所考核的阅读



技能正是依照以上考试内容规范的7项微技能来设计的,并以此推动大学英语教学对教学大纲规定的阅读技能深入贯彻。这也是许许多多考生急盼知道而读了许多考试辅导书仍然模棱两可的四、六级考试阅读“考什么”的“正确答案”。至于“怎样考”相信读者在读了本书中每一道题的**出题形式**后会了然于胸。

目前的大学英语考试成绩已经成为影响各级人事部门录用大学毕业生的标准之一,成为衡量每年几百万大学毕业生“含金量”的一个尺度。正因为全国大学英语考试有着如此巨大的社会影响,也就“应运而生”了一个考试辅导图书市场,各种“全真模拟试题”、“命题预测试卷”林林总总,极大地影响着考生。

但事实上,全国大学英语四、六级考试委员会设立了相当稳定的命题员网络,命题员都经过专门训练,熟悉客观题和主观题的命题原则;考试委员会还对各部分试题提出了具体的命题要求,从考核什么语言技能到怎样考核有关语言技能,都提出了明确的可以操作的要求,全部试题都要经过“命题—初审—预测—计算机项目分析—合成”的严格程序,由经过专门训练的一流语言教学专家和语言测试专家合作完成,绝不是随便就能“全真模拟”或“命题预测”的。目前的考试辅导图书大多以种种“应试技巧”、“高分诀窍”来“解析”四、六级考试,恰恰忽略了最根本的语言能力培养,甚至对真题也不恰当地加以“破解”,无法起到指导教学、指导语言能力培养的作用。四、六级考试已经被弄成了一副“神秘秘”的样子,考试的宗旨被歪曲了。有鉴于此,笔者以目前图书市场上已经出现的历年实考试卷为素材,组织编写了这套《大学英语四、六级考试大纲规定技能命题剖析》丛书(并增设了模拟试卷),具体说明何谓语言技能,四、六级考试如何考核这些语言技能,期望能引起广大的一线大学英语教师对教学大纲的重视和加深理解,用以指导课堂教学,也希望使用本丛书备考的同学能从中形成高超的语言能力,在四、六级考试中取得令用人单位信服的好成绩,更期望能



抛砖引玉,激发出更多更好的注重语言技能培养的四、六级考试辅导书。

本书是《大学英语四级考试大纲规定技能命题剖析》丛书的阅读分册,以1995年1月至2001年6月全国大学英语四级考试阅读试题为素材,详细讲解每道试题考核的阅读技能以及如何考核这些阅读技能。本书体例如下:

**真题部分:**首先给出各次考试的试题供同学们自练自测,之后给出**构卷分析**来说明本次命题中各项阅读技能的分布情况,并以**点评形式**给出难易度、分值比例分析;在接下来的**试题分析**中详细解答每题的编制功能和编制角度,最先给出该题的**正确答案**,之后以**阅读技能**来说明本题的考核功能,也即出题所依据的考试内容规范项目,如:◇01 理解明确表达的概念或细节,这也是正确解答本题所需的语言能力,最后以**出题形式**来说明本题的设计形式及答题思路。

**讲座部分:**总结分析各种题型、出题形式的出题规律、解题所需的技能与步骤等,明晰强化读者在真题部分得到的语言能力培养。

**预测部分:**指出命题员设题的宏观因素及今后命题趋势,以推动教学改革。

相信本书对考生备考四级阅读会提供极大的帮助。

由于本书是本着对促进教学、有利备考的愿望所做的一种尝试,书中难免有不足之处,欢迎广大教师、同学指正。

总主编

2001年9月



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真题

技能训练



原书空白页



## 1995 年 1 月四级阅读理解试题剖析

### Reading Comprehension (35 minutes)

**Directions:** *There are 4 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 (Directions are omitted for the rest of the tests).*

#### Passage One

**Questions 21 to 25 are based on the following passage:**

People tend to be more impressed by evidence that seems to confirm some relationship. Thus many are convinced their dreams are *prophetic* (预言的) because a few have come true; they neglect or fail to notice the many that have not.

Consider also the belief that "the phone always rings when I'm in the shower." If it does ring while you are in the shower, the event will stand out and be remembered. If it doesn't ring, that non event probably won't even *register* (留下印象).

People want to see order, pattern and meaning in the world. Consider, for example, the common belief that things like personal misfortunes, plane crashes, and deaths "happen in threes." Such beliefs stem from the tendency of people to allow the third event to define the time period. If three plane crashes occur in a month, then the period of time that counts as their "happening together" is one month; if three crashes occur in a year, the period of time is stretched. Flexible end points reinforce such beliefs.



We also tend to believe what we want to believe. A majority of people think they are more intelligent, more fair-minded and more skilled behind the wheel of an automobile than the average person. Part of the reason we view ourselves so favorably is that we use criteria that work to our advantage. As economist Thomas Schelling explains, "Everybody ranks himself high in qualities he values: careful drivers give weight to care, skilled drivers give weight to skill, and those who are polite give weight to courtesy," This was everyone ranks high on his own scale.

Perhaps the most important mental habit we can learn is to be *cautious* (谨慎的) in drawing conclusions. The "evidence" of everyday life is sometimes misleading.

21. In the first paragraph the author states that \_\_\_\_\_.

- A) dreams cannot be said to be prophetic even though a few have come true
- B) dreams are prophetic because some of them did come true
- C) dreams may come true if clearly remembered
- D) dreams and reality are closely related

22. By "things like..." "happen in threes" (Line 2, Para. 3), the author indicates that people believe \_\_\_\_\_.

- A) personal misfortunes tend to happen every now and then
- B) personal misfortunes, plane crashes, and deaths usually happen together
- C) misfortunes tend to occur according to certain patterns
- D) misfortunes will never occur more than three times to a person in his lifetime

23. The word "courtesy" (Line 6, Para. 4) probably means \_\_\_\_\_.

- A) good manners
- B) appropriate speech
- C) friendly relations
- D) satisfactory service



24. What can be inferred from the passage?
- A) Happenings that go unnoticed deserve more attention.
  - B) In a series of misfortunes the third one is usually the most serious.
  - C) People tend to make use of evidence that supports their own beliefs.
  - D) Believers of misfortunes happening in threes are cautious in interpreting events.
25. It can be concluded from the passage that \_\_\_\_\_.
- A) there is some truth even in the wildest dreams
  - B) one should take notice of other people's merits
  - C) there is no order or pattern in world events
  - D) we should not base our conclusions on accidental evidence

### Passage Two

Questions 26 to 30 are based on the following passage:

I has been thought and said that Africans are born with musical talent. Because music is so important in the lives of many Africans and because so much music is performed in Africa, we are inclined to think that all Africans are musicians. The impression is strengthened when we look at ourselves and find that we have become largely a society of musical *spectators* (旁观). Music is important to us, but most of us can be considered consumers rather than producers of music. We have records, television, concerts, and radio to fulfill many of our musical needs. In most situations where music is performed in our culture it is not difficult to distinguish the audience from the performers, but such is often not the case in Africa. Alban Ayipaga, a Kasena semiprofessional musician from northern Ghana, says that when his *flute* (长笛) and drum *ensemble* (歌舞团) is performing, "Anybody can take part". This is true, but Kasena musicians recognize that not all people are equally capable of taking part in the music.



Some can sing along with the drummers, but relatively few can drum and even fewer can play the flute along with the ensemble. It is fairly common in Africa for there to be an ensemble of expert musicians surrounded by others who join in by clapping, singing, or somehow adding to the totality of musical sound. Performances often take place in an open area (that is, not on a stage) and so the lines between the performing nucleus and the additional performers, active spectators, and passive spectators may be difficult to draw from our point of view.

26. The difference between us and Africans, as far as music is concerned, is that \_\_\_\_\_.

- A) most of us are consumers while most of them are producers of music
- B) we are musical performers and they are semiprofessional musicians
- C) most of us are passive spectators while they are active spectators
- D) we are the audience and they are the additional performers

27. The word "such" (Line 8) refers to the fact that \_\_\_\_\_.

- A) music is performed with the participation of the audience
- B) music is performed without the participation of the audience
- C) people tend to distinguish the audience from the performers
- D) people have records, television sets and radio to fulfill their musical needs

28. The author of the passage implies that \_\_\_\_\_.

- A) all Africans are musical and therefore much music is performed in Africa
- B) not all Africans are born with musical talent although music is important in their lives
- C) most Africans are capable of joining in the music by playing musical instruments
- D) most Africans perform as well as professional musicians





29. The word “nucleus” (Line 16) probably refers to \_\_\_\_\_.  
A) musicians famous in Africa  
B) musicians at the centre of attention  
C) musicians acting as the core in a performance  
D) active participants in a musical performance
30. The best title for this passage would be \_\_\_\_\_.  
A) The Importance of Music to African People  
B) Differences Between African Music and Music of Other Countries  
C) The Relationship Between Musicians and Their Audience  
D) A Characteristic Feature of African Musical Performances

### Passage Three

Questions 31 to 35 are based on the following passage:

Most people would agree that, although our age exceeds all previous ages in knowledge, there has been no corresponding increase in wisdom. But agreement ceases as soon as we attempt to define “wisdom” and consider means of promoting it.

There are several factors that contribute to wisdom. Of these I should put first a sense of proportion: the capacity to take account of all the important factors in a problem and to attach to each its due weight. This has become more difficult than it used to be owing to the extent and complexity of the special knowledge required of various kinds of technicians. Suppose, for example, that you are engaged in research in scientific medicine. The work is difficult and is likely to absorb the whole of your mind. You have no time to consider the effect which your discoveries or inventions may have outside the field of medicine. You succeed (Let us say) as modern medicine has succeeded, in enormously lowering the infant death-rate, not only in Europe and America, but also in Asia and Africa. This has the entirely unintended result of making the food supply inadequate and low-