



New Dynamic English
新活力英语丛书



主 编/谭卫国 裘正铨
副主编/潘淑兰 周雅莉

大学英语六级 阅读理解攻关



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藏书章

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内 容 简 介

本书包括四大部分。第一部分介绍英语阅读问题类型与解题技巧;第二部分为9套最近五年大学英语六级考试阅读试题及其参考答案与分析;第三部分为25套模拟阅读试题及其参考答案和分析;第四部分是20篇模拟短文阅读试题及其参考答案与解释。阅读问题类型与解题技巧旨在为考生提供快速、正确解题的金钥匙。往年六级考试阅读题答案解析准确透彻,极具参考价值;模拟试题仿真性强,题材广泛,内容新颖,融知识性、趣味性于一体;模拟试题答案与分析科学合理,并注重阅读技巧的灵活运用。此书必定成为广大考生的良师益友,帮助考生卓有成效地提高英语阅读水平和做题能力。

前言

我们正处在科学技术突飞猛进、知识爆炸、信息爆炸的伟大时代。我们要掌握的学科、要学习的知识、要了解的信息太多太多。英语是我们吸取知识、信息,掌握科学技术不可替代的工具。学好英语是当代大学生的首要学习任务之一。不言而喻,新时代的大学生只有掌握了英语这个工具,才能获悉、借鉴人类文明的先进成果,从而开拓、发展自己将从事并为之献身的非凡事业。

众所周知,学好英语绝非易事,尤其是提高英语阅读能力极不容易。为数不少的大学生,包括许多英语专业学生,都切身体验到,娴熟的英语阅读理解能力是绝非一朝一夕所能练就的。这是因为有效的英语阅读理解不仅要求我们拥有很大的词汇量,具有坚实的语言功底、广泛的知识 and 颇强的理解能力,而且需要我们掌握并能灵活运用一系列必不可少的阅读技巧。如果考生具备前者,缺乏后者,英语阅读理解不可能富有成效。正因为如此,本书第一部分简单介绍了英语阅读理解的问题类型和解题技巧,为广大考生提供快速解题的金钥匙。大学英语六级考试成绩的高低,标志着大学生英语水平的高低。阅读理解是大学英语六级考试的重要组成部分,是检验考生英语综合能力的一个重要尺度。要想在大学英语六级考试中取得优异成绩,成功地应付阅读理解这一部分十分关键。要想在阅读理解部分

取得优异成绩,就必须探讨、研究历年大学英语六级考试阅读试题。为此,编者将9套最近五年大学英语六级考试阅读试题编入本书第二部分,并简明扼要地分析试题答案,以便考生了解这类考试的阅读难度,熟悉其题型,提高做题能力。懂得一般的英语阅读技巧,了解大学英语六级考试阅读理解部分的基本内容和形式固然非常重要,但还远远不够。英语阅读技巧的真正掌握和灵活运用,英语阅读能力的明显提高,英语阅读的理想效果,毫无疑问都需要大量的英语阅读理解实践来支撑。正因为如此,本书第三部分精心设计了25套模拟阅读试题及其参考答案分析。第四部分包括最新的短文理解题型、言简意赅地回答问题及其参考答案与解析。模拟试题仿真性强,题材广泛,内容新颖,融知识性、趣味性、科学性于一体;模拟试题答案分析科学合理,并注重阅读技巧的灵活运用。

2

可以说,本书是一本集学术性、知识性、可读性、实用性于一体的不可多得的好书,旨在帮助广大考生卓有成效地提高英语阅读理解水平和做题能力。此书必定成为广大读者的良师益友,成为广大读者走向成功的桥梁。

本书的第一、第二部分由谭卫国教授编写,第三部分由裘正铨副教授和潘淑兰副教授编写,第四部分由周雅莉讲师编写。由于编者水平有限,书中不妥之处在所难免,敬请读者批评指正,以便今后修订完善。

编者

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第一部分

问题类型与解题技巧

总体说来，英语阅读理解试题可分为五大类：一、Overview Questions (概括性问题)；二、Factual Questions (事实性问题)或 Detail Questions (细节理解题)；三、Inference Questions (推理性问题，亦称推断题)；四、Reference Questions (指代性问题)；五、Word-in-context Questions (语境词义问题)，或Difficult Word Questions (难词理解题)。下面分别阐述并例证这五大类问题，同时分别介绍解题技巧。

1

一、概括性问题与解题技巧

概括性问题可分为五类:主旨问题(topic questions or main idea questions);基调问题(tone questions);态度问题(attitude questions);篇章结构问题(organization questions);承上启下问题(questions about preceding or following paragraphs)(范家材,2000:1~2)。

1. 主旨问题与解题技巧

主旨题的目的是检测考生对文章的主题或中心思想是否理解。换言之,主旨题旨在检测考生的综合、归纳能力。这类题常常要求考生找出文章的主题(topic)或标题(title)、中心思想(main idea)和作者的写作意图(purpose)等。主旨题出现频率颇高,其常见的形式如下:

- 2
- This passage is mainly about / primarily concerned with _____.
 - This passage deals mainly/primarily with _____.
 - The main / primary idea / theme / subject / topic / of this passage is _____.
 - The main idea / theme / topic / subject of the first paragraph / the last paragraph is _____.
 - What is the main idea / subject / theme / topic of this passage?
 - What is the main idea / subject / theme / topic of the first paragraph?
 - What is the main idea / subject / theme / topic of the last paragraph?

- h. What is the main idea / subject / theme / topic expressed in this passage?
- i. What does this passage discuss?
- j. What is discussed in this passage?
- k. The best title for this passage is / would be _____.
- l. The most appropriate title for this passage would be _____.
- m. What is the best title for this passage?
- n. Which of the following would be the most appropriate title for this passage?
- o. Which of the following suggested titles gives the best description of this passage?
- p. The passage can best be described as _____.
- q. Which of the following best describes this passage (as a whole)?
- r. What is the purpose of this passage?

主旨问题是国际国内各级各类英语阅读测试中出现最为频繁的一种阅读理解试题,因为它们是最重要的宏观理解问题。主旨题又分段落主旨题和文章主旨题。段落主旨题是检验考生对自然段落主要意思的理解,文章主旨题则是检验考生对文章的主题或中心思想的理解。下面举例说明主旨问题,同时谈谈解题技巧。

1) 段落主旨题

段落主旨题要求找出文章自然段落的中心思想。一般说来,文章的自然段落有一个段落主题句(topic sentence)。这种句子概括性强,结构简单,非常精练。段落中的其他句子都是对该段落主题句的说明或例证(张玲,1998:4)。抓住了段落主题句,就抓住了段落的主要意思。

段落主题句的位置 段落主题句通常位于段落的开头,因为段落主题句放在段首便于组织段落。如果文章包括若干段,每段

的第一句至为重要。据统计,大约 60% 的段落主题句置于段首,约莫 20% 的段落主题句置于段落末尾,还有约莫 10% 的段落主题句放在段落的中间。偶尔段落没有主题句,段落大意靠读者自己归纳概括。请看实例。

(1) Many of us impose unnecessary limitations upon ourselves. We say or think we can not do anything without really checking. We hold ourselves back when we could move ahead. We assume that certain good occupations are closed to us, when they are really not closed at all. We think we are NOT OK when we are really just as good as the next person.

该段的第一句点明主题,概括了全段的中心思想,显然是段落主题句(topic sentence)。其他四句话都是对该段落主题句的进一步说明。

(2) Wonderful phenomena of nature are all around us. For example, have you ever awakened early to watch the sun rise? Have you ever stopped to observe a setting sun, a star-filled sky, or an October moon? Have you ever gone out after a rainfall and delighted in the scent of the fresh air? Have you ever taken time to listen to the song of the birds, the trees rustling in the wind or the music of the crickets? Have you ever held a seashell to your ear and heard the roar of the ocean? Have you ever tasted fresh berries, melon or spring water? Have you ever shared the above experience with your children?

该段的头一句是个段落主题句,其他各句都包含例证段落主题句的实例。

(3) Five Traits of the Educated Man

A question often asked is: "What are the marks of an educated man?" It is plain that one may gain no inconsiderable body of learning in some special field of knowledge without at the same time acquiring those habits and traits which are the marks of an educated gentleman.

A reasonable amount of learning must of course accompany an education, but, after all, that amount need not be so very great in any one field. An education will make its mark and find its evidences in certain traits, characteristics, and capacities which have to be acquired by patient endeavor, by following good examples, and by receiving wise discipline and sound instructions.

These traits or characteristics may be variously described and classified, but among them are five that should always stand out clearly enough to be seen by all men.

The first of these is correctness and precision in the use of the mother tongue. The quite shocking slovenliness and vulgarity of much of the spoken English, as well as not a little of the written English, which one hears and sees, proves beyond peradventure that years of attendance upon schools and colleges that are thought to be respectable have produced no impression. When one hears English well spoken, with pure diction, correct pronunciation, and an almost unconscious choice of the right word, he recognizes it at once. How much easier he finds it to imitate English of the other sort!

A second and indispensable trait of the educated man is refined and gentle manners, which are themselves the expression of fixed habits of thought and action. "Manners make the man," wrote Wykeham William over his gates at Winchester and at Oxford. He pointed to a great truth. When manners are superficial, artificial, and forced, no matter what their form, they are bad manners. When, however, they are the natural expression of fixed habits of thought and action, and when they reveal a refined and cultivated nature, they are good manners. There are certain things that gentlemen do not do, and they do not do them simply because they are bad manners. The gentleman instinctively knows the difference between those things which he

A third trait of the educated man is the power and habit of reflection. Human beings for the most part live wholly on the surface or far beyond the present moment and that part of the future which is quickly to follow it. They do not read those works of prose and poetry which have become classic because they reveal power and habit of reflection and induce that power and habit in others. When one reflects long enough to ask the question how? He is on the way to knowing something about science. When he reflects long enough to ask the question why? He may, if he persists, even become a philosopher.

A fourth trait of the educated man is the power of growth. He continues to grow and develop from birth to his dying day. His interests expand, his contacts multiply, his knowledge increases, and his reflection becomes deeper and wider. It would appear to be true that not many human beings, and even not many of those who have had a college education, continue to grow after they are twenty-four or twenty-five years of age. By that time it is usual to settle down to life on a level of more or less contented intellectual interest and activity. The whole present day movement for adult education is a systematic and definite attempt to keep human beings growing long after they have left school and college, and, therefore, to help educate them.

A fifth trait of the educated man is his possession of efficiency, or the power to do. The mere visionary dreamer, however charming or however wise, lacks something that an education requires. The power to do may be exercised in any one of a thousand ways, but when it clearly shows itself, that is evidence that the period of study, of discipline, and of companionship with parents and teachers *has not been in vain.*

Given these five characteristics, one has the outline of an educated man. That outline may be filled in by scholarship, by literary power, by mechanical skills, by professional zeal and capacity, by business competence, or by social and political leadership. So long as the framework or outline is there, the content may be pretty much what you will, assuming, of course, that the fundamental elements of the great tradition which is civilization, and its outstanding records and achievements in human personality, in letters, in science, in the fine arts, and in human institutions, are all present.

例(3) 这篇文章的第三、第四、第五、第六、第七段都显然以段落主题句开头。每个自然段的其他各句都是对段落主题句的阐述、说明或例证。整篇文章主题鲜明,段落大意一目了然,结构清清楚楚。

作者在段首给出段落主题句,然后加以例证或阐释,这是作者最常用的自然段写作方法,这种方法称为演绎法(the deductive method)。演绎法便于表达思想,故使用频繁。

(4) The essential thing to note here is that the population problem really has little to do with birth rates alone. Birth rates have stayed at about the same level for the last hundred years or so and there is even indication that in some countries, even those with rapidly growing population troubles, the birth rate is decreasing. No, it is not the birth rate alone that is the trouble causer. The population increases because people live longer, more children reach the age of maturity, fewer mothers die in childbirth, medicine saves more lives, all without a corresponding drop in the number of people who are coming into the world. It is the death rate which goes down each year without a significant drop in the birth rate, that is the trouble causer.

与前三例相反,该段的主题句出现在段落末尾。置于该段末尾的主题句概括了人口为何不断增加的原因。显然,作者在这里