

大学英语六级应试指导

短文改错 短文写作

主编 ○ 刘俊

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西南财经大学出版社

大学英语三、四、六级统考应试指导丛书

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短文改错 短文写作

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《大学英语三、四、六级统考应试指导丛书》

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前 言

全国大学英语四、六级统考自 1987 年实行以来取得了显著成绩。这一考试促进了全国各高校英语教学质量的提高,并正在受到社会各界广泛的重视和认可。但是,如同一切新事物的发展一样,四、六级英语统考也需要我们随时总结经验,进行实际调查研究,不断加以完善和改进。只有这样,才能避免“应试教学”,“证书教学”,实现提高学生基本素质和英语语言的应用能力,促进大学英语教学迈上一个新台阶的根本目标。

1995 年 5 月,国家教委在广州召开了第五届全国大学英语四、六级考试总主考会议。这是一次总结经验,拟定措施,引导各校正确处理英语教学与统考关系并使统考沿着正确道路健康发展的重要会议。会议提出了改善四、六级英语统考,使之更好地为教学服务的三项措施:

1. 逐步采用新题型。
2. 设作文最低分。
3. 采用平均极点分。

我们认为,为了造就适应 21 世纪挑战的新型人才,任何

一门学科的教学都必须注重全面提高学生的基本素质和实际能力,英语教学亦不例外。英语教学的根本目标是培养学生全面的英语语言运用能力,这一能力应体现在听、说、读、写、译等诸方面,即在这五个方面交互使用英、汉两种语言的能力和水平。从学生能力的培养出发,我们认为会议提出的上述三方面措施是完全正确而适时的。教学是一个过程,考试是一种手段,能力的培养和提高才是目的。近年来常可看到这种现象:不是通过教学让学生在英语这门学科领域打牢基本语法基础,熟练掌握基本语汇,积累有关英美社会的、人文的或历史的背景知识,以便其今后进一步发展提高;而是搞“应试教学”,“题海战术”。例如,不是用英语语法的基本理论去指导“做题”这种语言运用实践,而是通过“做题”来归纳语法基本理论和各种语言现象,这实在是本末倒置,只见树木不见森林的行为。这样的教学实践可能会造成某些学生能正确做一些选择题,而语言运用能力则大大地削弱了。例如:

有的学生总把 professor 拼写成 proffesser;

有的学生听写时拼不出 at the moment, once in a while 这样的短语;

有的学生把 “It was obvious to everyone that the marriage would sooner or later end in separation if not divorce” 这样一句话译成:

“人人都清楚,结婚的结果不是离婚就是分开。”

有的学生在 Guided Writing 中只能重复所给的主题句,写不出一个属于自己的完整的英语句子,忘记了基本词汇、短语和语法结构,更谈不上考虑文章的整体构思和逻辑性了。

正是基于促进大学英语教学迈上一个新台阶,提高学生

语言运用能力的目的,我们从自身教学的实践和存在问题出发,编写了这套新的,反映95年5月广州会议精神的三、四、六级“统考自测”。这套丛书的根本目的是丰富大学英语学习者的语言运用实践。它包括下述这样几部分:

听力理解。在我们看来,听力理解是英语学习者必须解决的第一个问题。听懂并能表达能使学习者积累起丰富的语言材料,扩大语言运用的机会,训练学习者的反应能力。本丛书的听力理解包括传统的对话和短文听力训练,也包括了四、六级统考在听力方面拟定采用的新题型,如填空听写,句子听写和短文听写。所有听力理解题都在书后附有文字材料,磁带均由在我校任教的美英籍教师录制,语音语调标准语速与统考要求一致。

完形填空与改错练习。这两项练习的目的在于让学习者通过语言技能运用本身及逻辑思维两方面的训练,做到正确运用语言。因为在做这两项练习时,学习者重点必须思考的是,诸如时态、语态、情态、主谓一致、短语搭配等一系列语言现象,以及短文本身在说理或叙事方面应具有的明析与符合逻辑思维的特征。完形填空形式多样,包括提供四项选择的填空,自行填入一词,给出单词首字母的提示填空,以及给出该段文章所缺全部词汇让练习者选择填空。改错练习中的错误是多方面的,既有各种语言基础知识方面的错误,也有短文写作方面的错误。

阅读理解。阅读是英语学习中一项重要的实践活动。广泛的阅读是积累词汇,巩固所学语言知识,从而扩展听说能力,培养较强写作能力的前提。丰富的阅读材料扩大了我们的知识面,也使我们有机会从多层次,多角度去认识和理解所学

习的英语语言。本丛书提供的阅读材料体裁多样,题材广泛,涉及社会科学、自然科学、人物传记诸方面,知识性、趣味性皆备。每段阅读材料所提供的问题涉及多种阅读技能的训练,如推理、因果关系、利用上下文相关信息寻找主题句等阅读技能。

出于今后题型改革的需要,编者还根据短文提出若干问题,要求学生书面回答。这种训练的目的不是一般地检测学生的阅读理解能力,而是要实实在在地加强学生英汉两种语言交互使用的能力。

词汇与结构。该项练习既能较为全面地检测英语学习者词汇的积累和掌握语法基础理论的程度,又能检测其阅读理解能力。本丛书所提供的词汇和结构练习句子覆盖语法知识面广,词汇量略高于教学大纲对三级、四级、六级教学的要求。

短文写作。学习语言是为了运用,语言的运用有两种:口头和笔头。具有丰富的语汇和准确明了的表达能力是现代人对现代人的要求。我们在日常工作学习中都离不开写作,例如要写报告、演讲、信函、商业合同等等。从某种意义上讲,准确生动的写作是英语学习要达到的一个重要目的,同时也是检验学习者掌握这一语言程度的尺度。如果一个英语学习者在写作时语汇贫乏、语法错误百出、逻辑思维混乱、就表明了其英语语言运用能力完全没有达到要求。设立作文最低分有助于教学双方真正重视语言能力的培养。本丛书作文练习部分对几种主要文体的写作技能和要求作了简明扼要的阐述,并提供了不同题材的写作样文。书末还附有近几年来四、六级统考中短文写作考题和作文评分标准。

该书是我们这个编写集体共同尽心竭力的劳动成果。尽

管付出了巨大的努力,它仍难免存在这样那样的错误之处,恳请读者不吝指正。

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上篇 短文改错

一、短文改错范例

(1)

+4 The early Americans had great faith in con-stitutions. They believed that if the powers of rules were carefully defined and limited to legal terms they would not be used oppressively. America had produced little political philosophy of its own, but the influence men of that time were familiar with the discussion that had been going on in Europe for the nature of political rights and the type of government which would best correspond belief in those rights. They were particularly concerned that government should be founded on the idea that each person had a

1. _____
2. _____
3. _____
4. _____

单复数

主谓一致

固定短语搭配

介词

时态一致

$a \leftrightarrow ad.$

上下语意的连接

$a/an + 元音$

1. fundamental right to be left to live their life in freedom and to enjoy the goods which he had obtained as a result of his own works or by inheritance. They recognised that government was necessary, and believed that for the protection of the citizens' rights power should be intrusted by particular people. Being aware of the danger that those to whom powers were intrusted might abuse them, they were impressed by the argument of the French philosopher, Montesquieu, who claimed that the best safeguard against a tyrannical government was to be found in a division of powers. So the constructions included definitions of the right of people against the authorities, and political structures, and provided that these authorities should exercise checks against each other.

5. his
 6. work
 7. _____
 8. _____
 9. claimed
 10. rights

Explanatory Answers:

1. in legal terms; 把介词 to 改为 in。
2. the influential men; 用形容词 influential 修饰名词 men。
3. on the nature; discussion 后面用介词 on。
4. correspond to belief; correspond 后面常用介词 to。
5. to live his life; 该从句的主语是 each person, 物主代词应是 his。
6. his own work; work 表示“工作”用单数。

7. should be intrusted to: intrust 的意思是“委托”“付托”,后跟介词 to 或 with.
8. to whom powers were: 介词后面的关系代词不用 who, 应该用 whom.
9. who claimed that: 谓语动词用过去时态, 保持前后时态一致.
10. of the rights of people: 此处 right 应用复数.

(2)

+6

Wage-earning workers are paid weekly, usually getting their wages handed to them in the cash. The employer must deduct the national insurance contributions and income tax from the week pay packet. Salary earners are paid once a month, or less frequent, by cheques handed to them or paid into their bank accounts. There are many obvious disadvantages in the system of the weekly payments in cash; the business of counting the notes and coins are laborious and expensive, the physical process receiving the cash wastes the worker's time and is somewhat undignified, and the large quantities of money which has to be taken from the bank to the factory create opportunities for large-scale robberies, which there are all too many. Attempts are being made

1. the

2. weekly

3. frequently

4. is

5. of

6. have

7. of

to encourage the payment of wages by cheque,
 but many workers remain attached for the old 8. to
 system, with all its implications of hand-to-
 mouth living. In fact, most working-class people
 still does not have bank accounts; if they save 9. do
 money they may put them in the Post Office Sav- 10. it
 ings Bank or in a Trustee Savings Bank.

Explanatory Answers:

1. in cash 这是固定的表达式, cash 前不须加任何冠词。
2. the weekly pay packet: 表示“每周的”, 用形容词 weekly。
3. or less frequently: 用副词作方式状语。
4. is laborious: 此句的主语 the business, 谓语动词用单数。
5. process of receiving: 缺词, 应在 receiving 前加上 of。
6. which have to be: 该从句主语 which 指代的是 quantities, 为复数, 用 have 使主谓一致。
7. of which there are: of which 指代的是 of the large-scale robberies, 不能省掉 of。
8. attached to the old system: attach 后面跟介词 to。
9. still do not have: 用 do 和主语 people 一致。
10. put it in: 此处用人词 it 指代 money。

(3)

It is impossible to begin to understand the structure of Oxford or Cambridge unless one first understand the nature and function of the Colleges, which has no resemblance whatever to the institutions which are also called "colleges" in American universities. Oxford has twenty-three ordinary colleges for men, five for woman. All these are parallel and equal institutions, and none of them are connected with any particular field of study or with any particular stage in a student's career. (There are a few other colleges for special purposes as well, but they are small and will not be discussed here.) No matter which subject a man proposes to study, he may study at any of the men's colleges, and he will remain a member of the same college when he graduates. Each college has a physical existence in the shape of a dining-hall, chapel and residential rooms, though the buildings are in generally only large enough to accommodate about half of the total student memberships; each student spends part of his university career living outside of the college in lodgings in the town. In order to be-

1. understand2. has3. women4. is5. a few6. what7. until8. generally9. of

come a member of the university, a student must first be accepted as the member of a college, and 10. he acquires his university membership through his college membership.

Explanatory Answers:

1. one first understands: 谓语动词应加 s。
2. which have no: 关系代词 which 指代的是 the nature and the function, 谓语动词用 have。
3. five for women: 用复数名词。
4. none of them is connected: none of 作主语时, 谓语动词用单数。
5. there are a few: 此处用 a few, 表示“少数”“若干”。
6. No matter what subject: “no matter what…”表示“不管什么样的…”, “无论什么…”, 而“no matter which…”指“不管哪种…”“无论哪一…”用于选择之中。
7. until he graduates: 只有用 until 句子意思才通顺。
8. in general: 介词后跟名词, in general 为固定短语。
9. outside the college: 将赘词 of 去掉。
10. as a member of: 此处只能用不定冠词 a。