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新视角英语
NEW VIEW

2004年

大学英语六级考试

预测试卷

2004 CET-6 PRE-TEST

清华大学 罗立胜 主编

- 听力理解5大题型命题特点与应试策略
- 词汇测试中的3大难点突破与6大词类的解题技巧
- 简答题3大命题特点与4大解题步骤与2种解题方法
- 英译汉的4大翻译过程与4大翻译技巧
- 改错题的8大错误类型及改错方法

- 作文题的5大常见命题方式与四、六级作文开篇8法，结尾9法
- 附有背诵模拟作文20篇，供考前复习用
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新视角英语考试系列丛书

2004 年大学英语六级考试预测试卷

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机械工业出版社

内容简介

《大学英语六级考试预测试卷》由清华大学外语系测试组集体研编,严格按照最新修订的《大学英语教学大纲》要求,结合作者多年命题经验,精心设计了这十套预测试卷,具有高度的针对性和权威性。每套试卷附有精辟详细的答案分析,另外还对每一种题型进行了解题技巧点拨和命题趋势预测。

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出版前言

清华大学出版社引进 2003 年版培生教育集团面向非英语国家精心打造的 21 世纪最新英语教材——《北极星英语系列教程》(NorthStar)。引进出版 NorthStar 除了因为其知识内容极其丰富、内涵颇深又极具亲和力等特点以外,更重要的是我们发现她非常符合教育部正在启动的新一轮《大学英语教学课程标准》的思路与精神。我们认为无论从教材的形式还是内容上,该系列教材更能适应新世纪英语学习者需要。其特色如下:

● 听说与读写并重

该系列丛书分《听说》(Focus on Listening and Speaking)和《读写》(Focus on Reading and Writing)两大系列。其中《听说》的每个单元设置七大版块。大量操练听说,将听力理解能力与表达能力完美结合。

● 教学模式更体现交互式、个性化、自主性

课本、光盘、网络互为补充,强调互动式学习。注重把教师与学生之间、学生与学生之间的反馈通过练习轻松、自然地反映出来,既有利于提高教学质量、活跃课堂气氛、评估学生学习效果,又激发学生的学习兴趣、提倡自主学习、促进学习效率。配套学习网站(www.longman.com/northstar)免费提供网上资源库、教师指导、网上阅读、写作、听说练习等。

● 注重培养应用能力,非应试教育

着重生活中工作中需要的技能,如:演讲、场景对话、走出教室实战练习、信件、总结、学术小论文等。

● 编写思路明确,编写人员水平出众

遵循外国人学习英语的普遍规律,由著名美国教育专家 Frances Boyd 和 Carol Numrich 主持、召集英美 30 多位常年从事对外英语教学的专家和教师编写。

● 语言真实地道,文化信息量大;主题相关,便于巩固

注重把语言技能的训练与知识文化有机结合起来,使学生在英语学习过程中除了学到语言的形式以外,还学习其文化内容。书中主题丰富多样、贴近生活、时代感强,灵活实用。如:年轻企业家的成功,食物对心情的影响,语言与性别的关系,情商与智商,等等。

● 教材体系完备,可供不同水平学生灵活选用

《听说》与《读写》系列各分为 5 个级别,即:入门(Introductory)、基础(Basic)、中级(Intermediate)、中高级(High Intermediate)、高级(Advanced)。每套教材包括学生用书(Student Book)(含单元测试题及总测试题)、教师用书(Teacher's Manual)、写作练习册(Activity Book)、配套 CD,极大地方便了教师与学生在教与学中的各种需要。

● 适用对象明确

该系列教材是为初、中级英语水平学习者而设计编写的。她既适用于各类学校,特别是新入校学生英语水平跨度较大的学校,如新建本科院校、扩招院校、专科学校、双语学校及师范类院校,此外,也适合同年龄层次的社会人士自学及培训机构使用。

“风乍起,吹皱一池春水”。在中国承办奥运会和入世的大背景下,全国英语教学改革正在进行。以往的教材在新形势下已显“明日黄花”,难以适应和真正提高学生的综合英语的应用能力。《北极星英语系列教程》应运而生,她从初级入门到高级应用,莲花步步,浑然一体;每一个级别又自成一统,可为不同级别的学生因“材”施用。我们认为好的教材就像乐谱或电影脚本,她能告诉您步骤、大概的进度及顺序,但是还需要您赋予她生命,把她演活。我们衷心地希望这套教材能有助于英语教学的改革,激发学生自主性学习,真正提升英语能力。

清华大学出版社外语事业部
2003 年 7 月

INTRODUCTION

NorthStar is an innovative four-level, integrated skills series for learners of English as a Second or Foreign Language. The series is divided into two strands: listening/speaking and reading/writing. There are four books in each strand, taking students from the Basic to the Advanced level. The two books at each level explore different aspects of the same contemporary themes, which allows for reinforcement of both vocabulary and grammatical structures. Each strand and each book can also function independently as a skills course built on high-interest thematic content.

NorthStar is designed to work alongside Addison Wesley Longman's *Focus on Grammar* series, and students are referred directly to *Focus on Grammar* for further practice and detailed grammatical explanations.

NorthStar is written for students with academic as well as personal language goals, for those who want to learn English while exploring enjoyable, intellectually challenging themes.

NORTHSTAR'S PURPOSE

The *NorthStar* series grows out of our experience as teachers and curriculum designers, current research in second-language acquisition

and pedagogy, as well as our beliefs about language teaching. It is based on five principles.

Principle One: In language learning, making meaning is all-important. The more profoundly students are stimulated intellectually and emotionally by what goes on in class, the more language they will use and retain. One way that classroom teachers can engage students in making meaning is by organizing language study thematically.

We have tried to identify themes that are up-to-date, sophisticated, and varied in tone—some lighter, some more serious—on ideas and issues of wide concern. The forty themes in *NorthStar* provide stimulating topics for the readings and the listening selections, including why people like dangerous sports, the effect of food on mood, an Olympic swimmer's fight against AIDS, experimental punishments for juvenile offenders, people's relationships with their cars, philanthropy, emotional intelligence, privacy in the workplace, and the influence of arts education on brain development.

Each corresponding unit of the integrated skills books explores two distinct topics related to a single theme as the chart below illustrates.

Theme	Listening/Speaking Topic	Reading/Writing Topic
Insects	Offbeat professor fails at breeding pests, then reflects on experience	Extract adapted from Kafka's "The Metamorphosis"
Personality	Shyness, a personal and cultural view	Definition of, criteria for, success

Principle Two: Second-language learners, particularly adults, need and want to learn both the form and content of the language. To accomplish this, it is useful to integrate language skills with the study of grammar, vocabulary, and culture.

In *NorthStar*, we have integrated the skills in two strands: listening/speaking and reading/writing. Further, each thematic unit integrates the study of a grammatical point with related vocabulary and cultural information. When skills are integrated, language use inside of the classroom more closely mimics language use outside of the classroom. This motivates students. At the same time, the focus can shift back and forth from what is said to how it is said to the relationship between the two. Students are apt to use more of their senses, more of themselves. What goes on in the classroom can also appeal to a greater variety of learning styles. Gradually, the integrated-skills approach narrows the gap between the ideas and feelings students want to express in speaking and writing and their present level of English proficiency.

The link between the listening/speaking and reading/writing strands is close enough to allow students to explore the themes and review grammar and reinforce vocabulary, yet it is distinct enough to sustain their interest. Also, language levels and grammar points in *NorthStar* are keyed to Addison Wesley Longman's *Focus on Grammar* series.

Principle Three: Both teachers and students need to be active learners. Teachers must encourage students to go beyond whatever level they have reached.

With this principle in mind, we have tried to make the exercises creative, active, and varied. Several activities call for considered opinion and critical thinking. Also, the exercises offer students many opportunities for individual reflection, pair- and small-group learning, as well as out-of-class assignments for review and

research. An answer key is printed on perforated pages in the back of each book so the teacher or students can remove it. A teacher's manual, which accompanies each book, features ideas and tips for tailoring the material to individual groups of students, planning the lessons, managing the class, and assessing students' progress.

Principle Four: Feedback is essential for language learners and teachers. If students are to become better able to express themselves in English, they need a response to both what they are expressing and how they are expressing it.

NorthStar's exercises offer multiple opportunities for oral and written feedback from fellow students and from the teacher. A number of open-ended opinion and inference exercises invite students to share and discuss their answers. In Information Gap, Fieldwork, and Presentation activities, students must present and solicit information and opinions from their peers as well as members of their communities. Throughout these activities, teachers may offer feedback on the form and content of students' language, sometimes on the spot and sometimes via audio/video recordings or notes.

Principle Five: The quality of relationships among the students and between the students and teacher is important, particularly in a language class where students are asked to express themselves on issues and ideas.

The information and activities in *NorthStar* promote genuine interaction, acceptance of differences, and authentic communication. By building skills and exploring ideas, the exercises help students participate in discussions and write essays of an increasingly more complex and sophisticated nature.

DESIGN OF THE UNITS

For clarity and ease of use, the listening/speaking and reading/writing strands follow the same unit outline given below. Each unit contains

from 5 to 8 hours of classroom material. Teachers can customize the units by assigning some exercises for homework and/or skipping others. Exercises in sections 1–4 are essential for comprehension of the topic, while teachers may want to select among the activities in sections 5–7.

1. Approaching the Topic

A warm-up, these activities introduce students to the general context for listening or reading and get them personally connected to the topic. Typically, students might react to a visual image, describe a personal experience, or give an opinion orally or in writing.

2. Preparing to Listen/Preparing to Read

In this section, students are introduced to information and language to help them comprehend the specific tape or text they will study. They might read and react to a paragraph framing the topic, prioritize factors, or take a general-knowledge quiz and share information. In the vocabulary section, students work with words and expressions selected to help them with comprehension.

3. Listening One/Reading One

This sequence of four exercises guides students to listen or read with understanding and enjoyment by practicing the skills of (a) prediction, (b) comprehension of main ideas, (c) comprehension of details, and (d) inference. In activities of increasing detail and complexity, students learn to grasp and interpret meaning. The sequence culminates in an inference exercise that gets students to listen and read between the lines.

4. Listening Two/Reading Two

Here students work with a tape or text that builds on ideas from the first listening/reading. This second tape or text contrasts with

the first in viewpoint, genre, and/or tone. Activities ask students to explicitly relate the two pieces, consider consequences, distinguish and express points of view. In these exercises, students can attain a deeper understanding of the topic.

5. Reviewing Language

These exercises help students explore, review, and play with language from both of the selections. Using the thematic context, students focus on language: pronunciation, word forms, prefixes and suffixes, word domains, idiomatic expressions, analogies. The listening/speaking strand stresses oral exercises, while the reading/writing strand focuses on written responses.

6. Skills for Expression

Here students practice related grammar points across the theme in both topics. The grammar is practiced orally in the listening/speaking strand, and in writing in the reading/writing strand. For additional practice, teachers can turn to Addison Wesley Longman's *Focus on Grammar*, to which *NorthStar* is keyed by level and grammar points. In the Style section, students practice functions (listening/speaking) or rhetorical styles (reading/writing) that prepare them to express ideas on a higher level. Within each unit, students are led from controlled to freer practice of productive skills.

7. On Your Own

These activities ask students to apply the content, language, grammar, and style they have practiced in the unit. The exercises elicit a higher level of speaking or writing than students were capable of at the start of the unit. Speaking topics include role plays, surveys, presentations, and experiments. Writing topics include paragraphs, letters, summaries, and academic essays.

In Fieldwork, the second part of *On Your Own*, students go outside of the classroom, using their knowledge and skills to gather data from personal interviews, library research, and telephone or Internet research. They report and reflect on the data in oral or written presentations to the class.

AN INVITATION

We think of a good textbook as a musical score or a movie script: It tells you the moves and roughly how quickly and in what sequence to make them. But until you and your students bring it to life, a book is silent and static, a mere possibility. We hope that *NorthStar* orients, guides, and interests you as teachers.

It is our hope that the *NorthStar* series stimulates your students' thinking, which in turn stimulates their language learning, and that they will have many opportunities to reflect on the viewpoints of journalists, commentators, researchers, other students, and people in the community. Further, we hope that *NorthStar* guides them to develop their own viewpoint on the many and varied themes encompassed by this series.

We welcome your comments and questions. Please send them to us at the publisher:

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Helen S. Solórzano
Jennifer P. L. Schmidt

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大学英语六级考试预测试题解题技巧

第一单元 听力理解解题技巧

一、基本技巧

1. 培养预知能力

预知是提高听力的一个重要技巧。比如,我们用本族语交谈时,可以根据特定的语言环境来猜测将要听到的谈话范围和内容。听外语也是如此,在听的过程中,不必听清每一个音素、词汇、词组或句子,只需听懂部分词语或句子,并对这些内容与预知不同的部分进行加工处理就能收到听懂和理解的效果。这样,可以减轻大脑的记忆负担,有效地接受听到的信息,同时对后面的内容进行预测。

2. 抓住主题句和关键词语

抓住主题句和关键词句是听力理解的重要手段。主题句和关键词句概括或提示整篇文章的中心思想,因此,有助于听者听懂全文的内容和重要信息。主题句通常在文章的第一句或最后一句。

在听录音的过程中,不必听懂每一个词,如果要把每一个词语都听懂,反而会使你失去大量有用信息。应该学会在听的过程中抓住关键词语,这些关键词语经过大脑的加工处理生成完整的语义,从而理解所听的内容。

3. 做简要的笔记

在听的过程中做一些简要的笔记是提高听力理解能力和提高答题准确率的有效方法。做简要的笔记对于答好对话部分的数字题(如与时间、价格、型号、日期、门牌号、街道等相关的题目)尤其有效,对于解答对话部分的与地点、原因、目的、方式、行为等有关的题目也有一定的效果,对于理解某些短文材料也同样有帮助。

做简单笔记的方法有两种,一是在相关各选项旁边做些标记,记些符号(包括自创的符号),或写下关键的词,这种方法简便易行;二是对所听内容作提纲式记录,将主要信息以短句或短语的形式记下。

二、听力对话部分解题技巧

1. 数字与计算

数字与计算是四、六级考试中常见的题型。理解数字与计算也是学生应该掌握的能力之一,它有一定的实用性。这类信息主要包括以下内容:1) 时间类。如年、月、日、星期、星期几、某天(今天、明天、后天、前天、几天前、几天后)、某时(7:00,8:00),某时期(三天、五天、三个月、五个月、五小时、五分钟……)等;2) 价格、数量类。3) 号码或编号类。如电话号码、门牌号、街道编号、车(船、飞机)的编号、车站(机场)的入口或站台编号等。

【例题】

M: I wonder if Sun will be here by five o'clock?

W: Her husband said she left home at half past four. She should be here at ten after five and a quarter past five at the latest.

Q: What time did Sun leave home?

A. 5:10

B. 5:00

C. 4:30

D. 5:15

【解析】答案为C。本题要求从对话中直接获取数字信息,其特点是对话和选项中有其他数字干扰。

2. 地点与去向

在对话题中,有关地点与去向的试题出现的频率较高,是四、六级考试的重点题型之一。地点与去向试题常问:对话发生的地点、谈话人所在地、对话中提及的另外一个人所在地以及事件发生地点等。去向题常问对话中谈话人去往何处或对话中提及的另外一个人去往何处等。例如:

Where does/did the conversation (probably/most probably/most likely) take place?

Where do you suppose the above conversation takes place?

Where are they/these people/the man and the woman/the two speakers?

Where will the man have to go?

Where will the man/the woman go/visit first?

熟悉下列关键词语,以便做出判断。

表示学校的关键词语: business administration, commercial science, botany, ecology, civil engineering, economics, linguistics, law, philosophy, psychology, seminar, sociology, application form, entrance requirement, fellowship, grant, recommendation letter, scholarship, professor, academic advisor, grade, exam, thesis, term paper, academic year, higher education, master, teacher, student, homework, dormitory, term, lecture, essay, research paper, magazine, bookshelf, Bachelor's degree, Doctor's degree, campus, semester, playground, dining-hall, courses, foreign language, mid-term exam, final exam, clinic, lab, test, required courses, elective courses 等。

表示旅馆、饭店、酒吧的关键词语: reservation, check in (out), single room, double room, vacant bed, bath, porter, tip, reception, bar, order, drink, dessert, soup, menu, steak, beef, waiter, appetizer, barbecue, bartender, cafeteria, cheese, cream, dining saloon, hamburger, ham, pub, roast, recipe, snack bar, beer 等。

表示图书馆的关键词语: borrow, lend, latest issue, card, catalogue, call number, over-due, fine, novel, renew, fiction, magazine, bookshelf 等。

表示邮局的关键词语: mail, post, postage, stamp, parcel, telegram, airmail, registered letter, money order 等。

表示银行的关键词语: cash, check, traveler's cheque, account, interest, pay interest on..., open an account, interest rate, Foreign Exchange Certificate, RMB, fixed deposit (定期存款), current account (活期存款账户), bank clerk 等。

表示商店的关键词语: size, color, style, fashion, price, cost, bargain, suit, cheap, expensive, counter, department, brand, fresh, cash, pay, shop girl, assistant 等。

表示理发店的关键词语: haircut, shampoo, shave, hairstyle, hairdresser, moustache, beard, spray 等。

表示会议的关键词语: for (支持), against (反对), proposal, report, speech, suggest, disagree, agree, decide, point out, argue, chairman, conclusion 等。

表示医院的关键词语: doctor, patient, operation, medicine, temperature, blood pressure, prescription, headache, pain, cough, fever, vomit, stomach-ache, heart, lung, pills, tablet 等。

表示车、船、飞机等交通工具的关键词语: flight, jet, crew, freight, take off, landing, life vest, plane, boarding, passport, visa, luggage, train, platform, express train, motorboat, return ticket, subway, super express way, ticket, stop, duty, claim 等。

【例题】

W: Oh, dear! I'm starving. I can't walk any farther.

M: Let's go to the restaurant across the street and get something to eat.

Q: Where are the two people?

A. In a car.

B. On the street.

C. In a restaurant.

D. At home.

【解析】答案为 B。关键词语 starving, can't walk, go to the restaurant, street 等可以判定这两个人是在街上。不能选 C, 因为他们要去饭店。

3. 职业与身份

职业与身份类试题的命题特点是: 所需信息不在对话中明示, 考生要根据对话提供的信息判断说话者的关系、职业或身份。职业与身份类试题的解题方法是捕捉表示人物关系、职业与身份的关键词, 注意讲话人的语音语调、用词造句, 讲话的语气和态度等, 做出综合判断。常见的职业与身份类试题的提问形式有:

What is the (probable) relationship between the man and the woman?

What is the man/the woman?

What's the man's/the woman's (probable) occupation?

What kind of job does John probably do?

考生应熟悉下列各类关键词语。

表示师生关系的常用词语: campus, tuition, credit, dormitory, semester, classmate, library, correct, grade, mark, score, term, exam, assignment, pass, fail, paper, scholarship, school record/record card, oral examination/test, written examination/test, registration, freshman, sophomore, junior, senior, graduate student, postgraduate, doctorate student (博士生), required/compulsory course, optional/elective course, quit school, drop school, quiz, mid-term, final exam, entrance exam, make-up exam 等。

表示学生与学生关系的常用词语: band, Students' Union, Student Center, gymnasium, cheer(ing) squad/rooters, cheer leader, football, basketball, volleyball, Homecoming, alumnus/alumna, sports meet, teaching building, absent from school 等。

表示图书管理员与学生关系的常用词语:

magazine, periodical(期刊), fiction, novel, reading room, library card, library catalogue, loan closet, journal, reference book, stacks, author, writer, shelves, renew 等。

表示营业员与顾客关系的常用词语: attendant, shop-assistant, customer, shopper, sale, reduction, on sale, bargain, prices are soaring, make and meet, out of style, fashion, ready-made, sweater, gown, underwear, leather, plastic, fabric, cotton, silk, pattern, jeans, tip, cash or charge, department store, women's department, daily necessities, check-out stand, receipt, electric shop, color TV, washing machine...

表示饭店服务员与顾客关系的常用词语: menu, steak, ham, pudding, sausage, dessert, soup, cocktail, tray, paper napkin, salad, coffee, juice, hamburger, bar, order 等。

表示医生与病人关系的常用词语: doctor, patient, fever, cold, headache, injection, diagnose, hospital register's office, out-patient department, emergency department, medical department, surgical department, operation room, impatient department, wards, physician, surgeon, doctor of Chinese medicine, high blood pressure/hypertension, cancer, burns, strain, suffer from, first-aid treatment, operate on 等。

表示邮局职员和顾客关系的常用词语: postman, letter, mail, postcard, money order, telegram, postage, stamp, zip code, regular letter, insured package, special delivery, registered letter 等。

表示银行职员与顾客关系的常用词语: deposit, check, loan, account, currency, credit card, bill, balance, teller, cash a check, open an account, withdraw 等。

表示机场人员与顾客关系的常用词语: reservation, stewardess, flight, passport, the customs, visa, boarding pass, ticket, confirm one's flight, check in, safety belt 等。

表示司机与乘客关系的常用词语: taxi, passenger, fare, get off, change 等。

表示警察、律师与司机、顾客关系的常用词语: policeman, traffic, speeding, license, lawyer, court, sue, legal, pay a fine 等。

【例题】

W: I heard you got full marks in the math exam. Congratulations!

M: Thanks. I'm sure you also did a good job.

Q: What's the probable relationship between the two speakers?

A. A math teacher and his colleague.

B. A teacher and his student.

C. A librarian and a student.

D. A student and his classmate.

【解析】答案为 D。关键词语 got full marks (得了满分), math exam (数学考试), ... you also did a good job (你考得也不错) 充分说明他们是同学关系。

4. 提供与请求

提供与请求(Offer and Request)这类试题的命题特点是:首先讲话的一方表示提供帮助、提出建议或规劝,另一方表示感谢、接受或拒绝;有时首先讲话的一方请求帮助或征求意见,另一方表示提供帮助、给予建议或提出观点;有时还会出现提供与请求交替使用的现象。提供与请求类试题的解题关键是:辨清对话中的“提供”和“请求”,因为最后的提问无非是对话的一方做了什么,提出什么和要求什么等问题。要辨清“提供”和“请求”。

表示提供的常见表达法:

Can I help you?

Shall we...?

Would you like...?

Would you mind if...?

If I were you, I would...?

What/How about...?

表示请求的常见表达法:

Will/Would/Can/Could you (please)...?

Would you mind...?

I wonder if...?

What about/How about...?

【例题】

M: Hello, Mrs. White. What can I do for you?

W: I don't know what's the matter with me. I'm always feeling tired. I'm usually worn out at the end of the day.

Q: What do we learn from the conversation?

A. The woman is seeing a doctor.

B. The woman is a close friend of the man.

C. The woman is tired of her work.

D. The woman has been working too hard.

【解析】答案为 A。本题男方(首先讲话者)提供帮助,女方陈述自己的身体不适,请求帮助。What can I do for you? 在不同的上下文中有不同的含义,它是从事不同工作的人对顾客说的第一句话,如售货员对顾客说此话,他的意思就是“您要点什么”;如医生对病人说这句话,他的意思是“您哪儿不舒服”。根据本题女方的回答可以推断出本对话是医生和病人之间的对话。即男方是医生,女方是来看医生的病人。

5. 态度与反应

态度与反应类试题的命题特点是对话中男女双方对人物或事件进行讨论,通过第三者提问,考查考生对某一方对待人或事的态度、认识、观点、感受及反应进行判断的能力。其选项中常包括 think, feel, like, believe, accept 等动词。这类题往往无法从录音材料中找到直接答案。因此,是测试的难点。态度与反应类试题的解题方法是:1)根据语音、语调的变化,辨别说话人的态度和反应;2)确切记住男女双方各自所说的话;3)根据已知信息进行推测。

常见的态度与反应类试题的问题形式有:

What did the woman /man think of/about...?

What's the woman /man's response to...?

What did the woman / man feel about...?

What's the woman /man's attitude to...?

What did the woman / man say about...?

How do they like...?

What can we learn from the conversation?

【例题】

W: Tom looks awfully nervous, doesn't he?

M: Yes, I'm afraid he is not used to making speeches.

Q: What do they think of Tom?

A. He gets nervous very easily.

B. He is an inexperienced speaker.

C. He is an awful speaker.

D. He hasn't prepared his speech well.

【解析】答案为 B。通过男女双方的话语可以推测 Tom 是个无经验的演讲者。

6. 原因与结果

原因与结果类试题的解答方法是:1)注意听清第二个讲话者的答语,“原因”就在这答语之中;2)注意听清第二个讲话者常使用的一个句式:I'd like to..., but I...。这是一个很容易使人迷惑的句式,前一分句用肯定表示愿意接受

对方提出的建议或邀请等,而后一分句又转而给予婉转的否定,说明否定的原因,这个“原因

常见的原因与结果类试题的问题形式有:

Why...?

What reason...?

What causes...?

What happened...?

【例题】

M: Good morning! This is John Parker speaking. I'm just ringing to confirm my appointment with Mr. Smith for this afternoon.

W: Yes, Mr. Smith's expecting you at three o'clock.

Q: Why is the man making the phone call?

A. He wants to make an appointment with Mr. Smith.

B. He wants to make sure that Mr. Smith will see him.

C. He wants to change the time of the appointment.

D. He wants the woman to meet him at three o'clock.

【解析】答案为 B。事物的因果均包含在第一个讲话人(男方)的话语中。男方直接说出他在打电话及打电话的原因。

7. 计划与行动

计划与行动类试题的命题特点是四个选项常以 to do (或不带 to 的不定式)短语形式、V-ing 短语形式或 V-ed 短语形式出现。从外观上看,四个选项在形式上很相近。问题所询问的内容往往涉及会话的男方、女方或对话中提及的其他人做什么、已做什么、正在做什么或谁做什么,谁让谁做什么等。计划与行动类试题的解题方法很简单,无需推理,只要听懂对话的内容、细节和提问就能较容易地答出来。

常见的计划与行动类试题的问题形式有:

What is the woman /man /Mr. Smith going to do?

What does the woman /man /Mr. Smith plan /want to do?

What will the woman /man /Mr. Smith probably do?

What has the woman /man probably been doing?

What must /should /would the woman /man do?

【例如】

W: Did you see last night's film on Channel 4?

M: Well, I meant to see it, but a friend of mine came to see me. We had a nice long talk about our school days.

Q: What did the man do last night?

A. He went to see his schoolmate.

B. He went to see a film with his friend.

C. He watched television with his friend.

D. He stayed at home talking with his friend.

【解析】答案为 D。根据第二讲话人(男方)的话语可知正确答案:他在家与朋友交谈。解题关键在于听懂 but 后的话语。

8. 进行推测

推测类试题的命题特点是,对话双方在对话中表达的意思比较含蓄,考生不能直接从对话中获得答案,而必须通过归纳、推理、判断来理解对话字里行间的意义,如说话人的意向、态度、对话发生的时间和地点,以及事件发生的原因及目的等。进行推测类试题的解题方法是在听懂对话内容的基础上,根据语音、语调、文化背景、关键词、语境及事物的内在联系推测出讲话人所说话语的真正意义。

常见的进行推测类试题的问题形式有:

What does the woman / man mean?

What does the woman / man imply?

What do you / we learn from this conversation?

What can we conclude from the conversation?

What can we infer from the conversation?

【例如】

M: Is Jane looking forward to going home for this summer?

W: She is counting the days.

Q: What does the woman imply?

A. Jane is looking for a summer job.

B. Jane is packing for a summer job.

C. Jane is on her way home.

D. Jane is eager to go home for the vacation.

【解析】答案为 D。本题可从考虑事物的内在联系入手解答。男方问：“Jane 是在期待回家过夏天吗？”对方回答：“She is counting the days”似乎答非所问。但再进一步考虑，“counting the days”是等待某事物发生或某时节到来的一种“焦急”的表现，也说是说“She is eager to go home for the (summer) vacation”。故 D 正确。

三、听力短文部分解题技巧

短文部分由 3 篇独白组成，每篇短文后有 3~4 个问题，共 10 个小题。短文部分的录音速度为每分钟 130~150 词。听的内容为谈话、报道或讲座，要求考生掌握中心思想，抓住要点和有关细节，领会说话人的观点和态度。

短文的题材和内容主要包括一些小故事、人物传记、风土人情、文化、教育、体育、新闻报道、英美历史、地理、科普常识和社会生活等。体裁可以是记叙文、说明文、议论文等。通过对真题的研究可知，短文以一般知识的说明文和社会热点话题短文为主。

1. 短文部分测试重点

短文部分的内容涉及面广，但有一定规律可循。根据大学英语教学大纲和六级考试大纲的规定和对真题的研究，短文部分的测试重点可归纳为以下几点：

- 1) 理解语篇的大意；
- 2) 理解语篇的重要信息；
 - (1) 记住短文中的主要事实和细节；
 - (2) 理解事情发生与发展的原因和结果；
 - (3) 记住事情发生的时间和地点；
 - (4) 根据已知的数字准确地进行运算；
- 3) 根据字面意思推断隐含意义；
- 4) 领会说话人的观点和态度。

2. 短文部分的问题形式

- 1) 询问短文大意和中心思想类问题形式：

What is the passage mainly about?

What does the passage mainly discuss?

What is the main idea/topic of the passage?

What is the title of the passage?

What can we learn from the passage?

Which statement best expresses the main idea?

- 2) 询问主要信息的问题形式：主要信息包括人名、地名、人物身份、时间、地点、数字、计算、原因、结果和目的等。

针对上述主要细节提问的主要问题形式常见的有：

According to the passage, when/why did...?

What are the causes of...?

What's the most important reason for...?

What is/does...?

Why is/was...?

Why can/could...?

When/Where/How did...?

Which of the following (statements) is true / not true?

Who does...?

How long...?

3) 询问推测类问题的问题形式:推测类问题考查考生的推理判断能力,要求考生依据已知信息做出合理的推测和正确判断。常见的问题形式有:

What can we infer from the passage?

What do we learn from the passage?

4) 询问说话人的观点和态度的问题形式:

What is the speaker's attitude to/towards...?

What is the speaker's opinion of...?

What can be said about the speaker's opinion of...?

What does the speaker mean?

3. 例题

Passage One

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

11. A. She sat back and relaxed.

B. She decided to retire.

C. She entered university.

D. She worked out a new English program.

12. A. 8 years.

B. 20 years.

C. 16 years.

D. 30 years.

13. A. Bring a great deal of useful experience to the university. B. Improve human relationships in the university.

C. Bring a fear of aging among young students on the campus. D. Improve the reputation of the university.

14. A. She is learning English and Drama.

B. She is learning how to make sound judgments.

C. She is learning how to teach minority students.

D. She is learning to perceive, not to judge.

录音原文

Passage One

After retiring from 30 years of teaching, Isabel Pepper could easily have decided to sit back and relax and enjoy a peaceful retirement. But the kind of life is not for Isabel Pepper. "I just wanted to do something different of you are going to participate in life, do it. Don't just sit down and look out the window." She says. At 68, she decided to become one of the pioneer participants in a program at the University of California. The program offers campus housing and classes to people over sixty. She enrolled in a class called Human Relationships and Diverse Society. "I taught my minority students in my English and Drama classes in high school for 30 years. But in this course, I found out a lot about other cultures I didn't know then. One of the most important lessons that I'm learning is to perceive, not to judge." Older adults can add to the educational resources of university by bringing with them a lot of valuable experience. Their presence on campus helps break some long beliefs of aging. Young students may have fears of growing older. But that kind of fear can be reduced as they see aging as a natural part of living.

11. What did Isabel do when she was 68?

12. How long did Isabel teach minority students?

13. What do elderly people do to the university?

14. What's the most important lesson Isabel is learning?

答案解析

11. 【解析】答案为C。本题是主要信息题。主要信息句为: "At 68, she decided to become one of the pioneer partici-

pants in a program at the university of California.”该句可简略地释义为:She entered university.短文一开始就表明:她已退休,但不愿悠闲地安度晚年。所以,A、B两项不对。她参加了一个培训班(participated in a program),而不是研究出一个新英语项目(worked out a new English program)。所以,D也不对。

12.【解析】答案为D。本题为主要信息题。主要信息出自短文中部一句:I taught my minority students in my English and Drama classes in high school for 30 years.该句已明示她从事少数民族学生教育30年。可在听时先划出该答案,或在该选项旁记下“taught minority students”。其他选项所给数字在短文中均未出现,故不可能是正确的。

13.【解析】答案为A。本题为主要信息题。主要信息出自短文下半部中一句:Older adults can add to the educational resources of university by bringing with them a lot of valuable experience.这个题也属信息明示题,因为答案可从本句中抽取出来:Bring a great deal of useful experience to the university.只是换了一个形容词而已。B和D在短文中并没有提及,或只提到了某个片语,意义远不能与原文相比;C所表达的信息与原文相反。

14.【解析】答案为D。本题又是一个主要信息题。主要信息出自Isbell所说的话中:One of the most important lessons that I'm learning is to perceive, not to judge.答案(She is learning to perceive, not to judge.)就是从本句中抽取出来的,因此,该题也可以说是信息明示题。其他选项都是用上下文支离破碎的片语拼凑起来的,内容与原文无关。

4. 短文部分解析要领

1) 预先浏览选项。在听前浏览选项,可以预测短文内容及问题形式,通过纵横比较发现主要信息。由于较多的考题是考查主要信息或主要细节,所以选项中的正确答案与原文内容应保持一致。这样,可采取边听录音边看答案的方法,听到什么就选什么,以便避免“考到的没记住,记住的又没考”的现象。此外,通过预读,接触与短文相关的词句,还可以降低听的难度。

2) 抓主题句。在听的过程中,能抓住文章的主题句,也就抓住了文章的主要大意或中心思想。特别要注意听清文章开头和结尾的一两句话,因为主题句往往位于这两个地方。这对于解答题目大意类的问题很有帮助。

3) 记录主要信息。记录主要信息或细节是指在听的过程中以录音的顺序(不要以选项的顺序)在选项一边的空白处记录下有关的事实,如时间、地点、人物、数据、主要事件等听懂了的内容,以免忘记或与问题选项错位。

4) 抓住信息词。一些连接句子的词和表明上下文逻辑关系的词对理解短文非常重要。它们对于短文的内容如何发展起到信号指示的作用,抓住这些词有助于预知下文内容,对解答各类问题都有启发作用。

5) 学会推断。短文问题大多数是对有关内容的释义,考生要积极参与,通过自己的感知、语言知识进行推理和分析,找出与材料内容相符的选项。特别要学会把句子化为短语,或短语化为句子之类的转换以及句子的简化方法。尽可能利用已知信息和一般常识加以推断与选择。

6) 听清问题。只有听清问题,才能正确地回答问题,不然会出现张冠李戴的现象。

四、复合式听写解题技巧

1. 题型简介

复合式听写在六级听力中考察的次数不如短文多。它是一篇200词左右的文章,文章前半部分留出7个空格,要求考生在听懂原文的基础上在每个空格中填入原文中的一个单词;文章的后半部分留出3个空格,要求考生在听懂原文的基础上在每个空格中填入所缺信息,该信息可能是一个单句、一个并列句或一个复合句,也可能是一个句群。考生可填入原文中的句子,也可在理解的基础上,填入自己的语言,但必须能概括原文的主要思想,并且无重大语言错误。

全文共朗读三遍,第一遍以大纲规定的速度(130~150wpm)朗读,供考生听懂原文,熟悉其内容;第二遍朗读速度减慢,供考生填入所缺单词和信息。第三遍朗读速度同第一遍,供考生核对所填内容,发现错误及时更正。

复合式听写的题材、体裁和难易度与听力理解部分的听力篇章相同。

复合式听写的测试目的是考核考生听的能力和一定的书面表达能力;同时考核考生对长句、句群及简短段落的概括能力。

2.【例题】

Very few people can get college degree before 11, but Michael was an exception. He started high school when he was 5, finishing in just nine months. He became the (S1) _____ youngest college graduate when he was 10 years and 4