



CET-6

大学英语

六级考试

综合指导 及全真测试

赵贵旺 编著

河北人民出版社

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前 言

大学英语六级考试已进行了 10 多年,每年两次。该考试已在题型及难度上做了相应调整,比如:① 听力语速明显加快,② 阅读理解难度加大,③ 作文字数从 120 字增加到 150 字,加上参加六级考试的同学多为自学,这就使得六级考试显得难以通过,而屡次的失败又会使广大学生对自身的英语学习失去兴趣或自身的英语水平失去信心。为了从学习方法上、解题思路、应试技能上给大家一个系统的指导,应河北人民出版社邀请,笔者将多年的教学教材加以整理,编写了这本《六级综合指导及全真测试》。

该书的编写侧重了以下几个方面:

一、方法 主要是指广大同学参加四级考试以后,正确的学习方法应该是什么。

二、思路 主要侧重六级考试的出题思路及准备六级考试的应对思路。

三、实践 该书第三个特点是注重理论与实践的结合。

六级考试从形式上与四级考试相差不大,但从实际要求上,有很大差距。因此凡报考六级的同学不应抱着为“考试而学习”的态度,理性的做法是为“学习而考试”。因此大家有何问题可以与笔者沟通进行交流,也可关注由笔者亲自主讲的“圆正英语六级考试辅导”。

编者:赵贵旺

2002 年 8 月

CAJ 01/01

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第一章 六级考试概述

一、六级测试题型简介

1. 传统题型

六级考试的试题册分为试卷一和试卷二,在考试时,两卷分别计时。试卷一包括听力理解、阅读理解、词汇三个部分,共 70 题,占总分的 75%,考试时间为 75 分钟。试卷二包括短文改错和写作两部分,占总分的 25%,考试时间为 45 分钟。

第一部分 听力理解 听力理解部分共分 A、B 两节。A 节为对话(short conversations),共 10 题;B 节为短文理解(passages),三段共 10 题。六级听力在选材篇幅较长,信息含量大,朗读速度快,因此,综合难度明显高于四级。

第二部分 阅读理解 阅读理解部分共有四段文章,每段文章后设有 5 个问题,每题二分,考试时间为 35 分钟。这一部分成绩的好坏在很大程度上决定着整个考试的成败。从辅导的经验来看,大部分考生在阅读速度上达不到考试的要求。

第三部分 词汇 词汇部分共 30 题,15 分。通过笔者每年搞的考前辅导来看,这一部分是考生的弱项。虽然考生认识某些词汇,但不一定能有把握答对词汇题。这主要是因为词汇部分测试的是考生在简短的语言环境中准确运用词汇和短语的能力,而且这部分词大多是要求在五到六级之间掌握的。

第四部分 短文改错 短文改错部分是一篇难度适中的短文(约 200 个英语单词),共有 10 处错误,要求考生在理解全文的基础上,指出并改正错误,每题 1 分。这一部分现被新增的简短式回答题所取代。

第五部分 写作 写作部分分值 15 分,时间 30 分钟,一般为带有提示性写作、情景写作或图表写作。

2. 新增题型

(1) 复合式听写

“复合式听写”是听力考试的一种,按规定安排在“听力理解”部分之后,考试时间为 15 分钟(若采用复合式听写,将去掉原先的短文理解部分)。“复合式听写”所听内容为一篇 250 词左右的短文,该短文与听力理解部分的短文理解在题材、体裁和难度上大体相同。短文内容通过播放录音传递给应试者,朗读次数为三遍。朗读速度略低于大学英语教学大纲规定的语速。该试题由两个部分组成:第一部分是听写单词,第二部分是表达。试卷上给出部分原文,需填写的内容留有空格。第一部分要求考生在空格中填入所缺的单词,第二部分要求考生根据所听内容写出要点。该试题旨在考查学生听的能力、拼写能力、记笔记能力和书面表达能力。

参加考试时,考生对照试卷听录音,边听边做。录音的第一遍是全文朗读,没有停顿,要求考生注意听懂全文内容。第二遍朗读时,第一部分在每个空格后略有停顿,让考生填入所缺的单词;第二部分之后停顿五分钟,让考生根据所听到的内容写出主要意思。第三遍同第一遍一样,没有停顿,供考生进行核对。

(2) 简短式回答题

“简短回答题”安排在“阅读理解”部分之后。每次考试为一篇文章,文章后有5个问题或不完整的句子。要求在文章之后用简短的英语(可以是句子,也可以是单词或短语)回答所提的问题或补足不完整的句子。考试时间为15分钟,主要考核学生对英语书面材料的确切理解能力。

二、如何有针对性地进行复习

通过四级考试的同学中,大多数都要参加六级考试,但六级的通过率很低。究其原因有三:①四级考试是在学校的组织下进行的,学生有老师的系统指导,学习比较有序地进行,而六级考试,绝大多数的学生是靠自学,难度较大。②一些参加六级考试的学生动机不明确,往往停留在为考而考上,于是放弃了脚踏实地的学习,只靠盲目地做一些模拟题,搞的是题海战术。由于四、六级考试是水平测试,学完四级,还需至少近一年的学习,才能真正达到六级水平。因为大多数学生选择了题海战术,所以很难通过或取得较理想的成绩。③不了解六级考试的命题特点、解题技巧及复习方法,这也是考试失败的原因。所以,凡有意参加六级考试的学生,除了应清楚了解考试的内容、方向及难度外,更主要的是要清楚如何学习,如何根据自己的情况,制定可行的学习计划,做好充分准备。

1. 全面学习的三个阶段

要想考试取得成功,整个考试的准备要从以下三个阶段来进行。

(1) 知识的扩充阶段

学完《大学英语》1-4册,参加完四级考试后,不要急于报考六级,而是应该用半年多的时间接着学《大学英语》五、六册,辅助看一些报纸或杂志,比如:China Daily 或《英语世界》。在这期间,要注意词汇的扩充与积累。注意复杂句子结构的分析,注意高难度句子的理解到位。另外,可以在阅读课文的基础上,写一些摘要,旨在训练写作能力;听力当然是要接着听,向六级考试难度过渡。只是这个阶段的听不要简单地停留在做应试题的水平上,而是有目的地扩大听力的范围,比如,学听广播,看电视或电影。这里推荐一些适合大家听的听力教材,比如:《空中英语教室》、《标准美语》、《标准美语入门》、《走遍美国》、《环球英语》等。

(2) 分项知识的系统与强化

经过半年的知识扩充与提高之后,就应将重点向六级考试的题型上转移,可选择一些带有分项练习的书,有针对性地进行分项知识的系统化。只有这样才能做到以不变应万变。

(3) 综合模拟,强化训练

经过语言知识的扩充、提高、分项知识的系统强化后,大家要在考前二个月左右的时间,开始按照正规考试的要求在规定的时间内,进行全套的模拟训练,全真模拟的练习第一步应该是保证做题的速度,确保在两个小时内完成试卷的内容;第二步是在确保答题速度的前提下,尽力提高答题准确率。

由于四级、六级考试在题型上无多大区别,在相应的解题技巧上亦无多大差异,对于二者解题上比较相似之处,该书不再一一赘述,只把某些很难突破的地方加以总结。

2. 全面复习的不同侧重

考生的现有水平不同,在复习过程中的侧重点也应有所不同。总体上而言,应在词汇、阅读及笔头表达方面多下工夫,这主要是由考试的内容决定的。

(1) 词汇的侧重

词汇的侧重,不能狭义地停留在测试题的词汇部分,而是广义地扩大自己的词汇量。因为单纯地为应付词汇测试部分而记单词的话,即使花费再多的时间和精力,在词汇这一项上,也很难取得理想的成绩。这一部分的分值并不高,每一小题只有 0.5 分。因此,在词汇方面的侧重应该着眼于为阅读理解服务。而且各项所需词汇的力度也不一样,听力部分需要熟悉大众化的词,如对话部分常出现的带有信息提示的词;阅读部分需要的词,一般情况下只要我们能知道它的基本词义并能在上下文中引伸就行;另外还有一些词在写作部分会经常出现,这些词要求我们既能知道其具体用法,又能做到拼写正确。

(2) 阅读的侧重

阅读在考试中占有很大的比重。不管是阅读理解题、简短回答题,或是短文改错,都直接涉及到阅读理解的能力。就连选词填空在很大程度上也与对题干句的准确理解息息相关。因此在复习时,应加强对阅读理解题的训练。

(3) 笔头表达能力的侧重

因为在六级考试中,作文分值占 15%,这里特别提醒考生注意的是,国家大学英语四六级考试委员会决定从 1995 年 6 月的全国大学英语六级考试起,作文题实行最低分数线,即作文题如果得分低于 5 分(含 5 分),统计总分时作文按 0 分计。这无疑提高了对作文的要求,所以,希望广大考生引起足够的重视,努力提高写作水平。

第二章 听力理解

一、六级听力的命题特点及应试技巧

听力理解部分共分 A、B 两节。A 节为 short conversations, 共 10 题; B 节为 passages, 三段共 10 题。另外, 拟增复合式听写。

1. 对话部分

大学英语六级考试听力理解部分的 A 节, 与四级考试一样, 有 10 题, 每题含一组对话, 对话后有一个问句。对话内容为日常生活中一般交际内容, 涉及到衣、食、住、行、工作和学习等。如工作情况、职业特点、家庭计划、行为动机、事件背景、人物动态、行动意图等。句子结构虽比较简单, 且句型较为常见, 但较之四级听力, 简单句和并列句减少, 主从复合句明显增加。语法现象仍较为常见, 时态还是以一般现在时和一般过去时为主, 有少量完成时态。主语多为人称代词。六级听力试题与四级的最大区别是比较简单的数字计算、对话地点型题明显减少, 而判断推理型题相对增加。另外, 六级语境材料偏长, 信息含量大, 选项相对较长, 这就使六级听力的难度大大增加。

例 1:

W: George, where were you yesterday evening? I expected to see you at the concert.

M: Oh, I waited for you at the corner of your street. Then I looked for you at your flat, but the housekeeper said you were out.

Q: Why didn't they meet that evening?

- A) They were both busy doing their own work.
- B) They waited for each other at different places.
- C) They went to the street corner at different times.
- D) The man went to the corner but the woman didn't.

(1993 年 6 月)

例 2:

W: What a memory I have! I did write down the number on a sheet of paper when I answered the phone this morning. But now the paper has disappeared without any trace.

M: Don't worry. I will be seeing Mr. Brown in an hour.

Q: What do we learn from this conversation?

- A) It was probably Mr. Brown's phone number that the woman wrote down.
- B) It was just an hour ago that the man met Mr. Brown.
- C) The woman forgot to write down the phone number.
- D) The woman needed a sheet of paper to put down the number.

(1995 年 6 月)

从以上两个例子可以看出, 对话中的语言材料偏长, 而且选项也长。要想一边听, 一边快速做出答案, 难度不小。这就要求在平时要进行有针对性的训练。

2. 短文部分

短文部分听力不同于对话部分主要在于其整体难度较大。如果说对话部分属语句水平,则短篇部分应属语篇水平,更强调理解的整体性和逻辑性。例如:

In a way, all of us are on a spaceship, the planet Earth. We move around the sun at 18 miles per second and never stop. On our spaceship we have five billion people and a limited supply of air, water, and land. These supplies have to be used carefully because we can't buy new air, water, or land from anywhere else. The environment on our planet is a closed system: nothing new is ever added. Nature recycles its resources. Water, for example, evaporates and rises as visible drops to form clouds. This same water returns to the earth as rain or snow. The rain that falls today is actually the same water that fell on the land 70 million years ago.

Today, the Earth is in trouble. Factories pour dirty water into our rivers. Many fish die and the water becomes unhealthy for people to drink. Cars and factories put poisons into the air and cause plants, animals and people to get sick. People throw bottles and paper out of their car windows, and the roadside becomes covered with all sorts of wastes. Over the years, people have changed the environment, and we have pollution. To continue to survive, we must learn how to use the Earth's resources wisely. We have to change our habits and stop dumping such enormous amounts of industrial waste into the water and air. We must cooperate with nature and learn better ways to use, not abuse, our environment.

Questions 17 to 20 are based on the passage you have just heard.

17. Why does the speaker compare the Earth to a spaceship?

- A) Because both have a limited supply of air, water, and other resources.
- B) Because the Earth moves around the sun as fast as a spaceship.
- C) Because we can travel to outer space.
- D) Because the Earth never stops moving.

18. How fast does the planet Earth travel around the sun?

- A) About 80 miles per second.
- B) About 70 miles per second.
- C) About 18 miles per second.
- D) About 17 miles per second.

19. Why does the speaker advise us to use the Earth's resources wisely?

- A) Because the Earth is heavily polluted.
- B) Because nature cannot recycle its resources.
- C) Because there are more and more people living on the Earth.
- D) Because no more new resources can be added.

20. What message is the speaker trying to convey?

- A) Nature has changed our environment over the years.
- B) We must avoid wasting resources and polluting our environment.
- C) Our resources are nearly used up.
- D) Trips to other planets will help eliminate pollution.

从上例可以看出,短文理解主要表现为以下几个特点:

(1) 篇幅长, 信息量大

每篇文章介于 200-230 词之间, 基本信息的辨别, 隐含信息的推理, 综合信息的归纳都可能出现在同一篇材料中。另外, 放音时间长, 只放一遍, 造成信息记忆困难, 辨认处理困难。

(2) 干扰信息强

由于短文信息量大, 造成信息间的干扰也较大, 确定重点困难, 对分清主次要求高。

然而, 与对话部分比较, 短篇听力也有其有利因素: ①信息参照性强, 便于利用上下文相互提示; ②主题线索明确, 利于提纲挈领逻辑理解; ③逆向推理机率高, 利于利用选择项推测材料内容; ④听音辨认要求低, 利于重要内容的复听。

虽然, 六级听力试题的题型在四级考试的基础上内容更为广泛, 难度更大, 但答题的技巧没多大的区别, 只要加大对六级听力材料的训练, 就可顺利过关, 且能取得理想的成绩。

二、如何进行有针对性的训练

1. 材料的选择

因为六级考试不同于四级, 如果还按照四级的语言材料进行, 很难有大的提高。另外, 有些六级辅导资料, 由于编著者不注意分析六级全真试题, 对这一部分的出题特点、难度把握不够, 片面地理解为六级考试无非是朗读速度加快了, 所以在编写六级辅导资料时, 也选用了大量的四级材料, 这些书是不适合大家训练听力的。要想合理选择, 首先, 看一下书后的录音原文, 若录音原文表现的语言材料长, 信息含量大, 然后再看选项的设计, 选项一般为一个句子, 孤立的词或短语作选项的题要尽量少, 若能具备这两个特点, 就可选用。否则决不能拿来就用。另外, 切记不能盲目随从, 见别人买什么书, 自己也跟着买, 这样对自己不利。

2. 基本的听力技能

在理解有声语言的过程中, 学生除了依靠所掌握的语言知识和文化背景知识之外, 还必须求助于必要的听力技能, 例如要善于捕捉重要信息、作出正确判断、通过综合归纳抓住讲话的中心思想等。

(1) 捕捉重要信息

这是听力理解的首要任务, 遗漏了重要信息就不可能听懂讲话的基本含义。要辨认重要信息又必须聚精会神听清每一句话的确切意思, 同时要边听边思考, 切忌主次不分, 顾此失彼。有时重要信息出现在段首或段末。听者往往受故事情节的干扰而忽略了带关键性的第一句或最后一句。

听力理解中的一项重要技能是要跟上说话人思维的展开, 理解话语中的前因后果, 不能只注意片言只语, 这种能力在听力训练中要着重培养。

(2) 作出正确判断

① 推测言外之意

在对话中说话人常常出于某种考虑不直接表示“是”或“否”, 而用迂回的方式间接回答, 听话人则必须从间接回答中迅速领会说话人的确切含意。例如, 下面的一组对话:

M: Did you watch the game last night?

W: I wouldn't have missed it for anything.

(我怎么也不会错过这一机会。)

换言之,我“当然看了这场比赛”。

② 正确理解委婉的表达方法,例如:

I hope these apples are as good as they look.

其言外之意是:“恐怕这些苹果不如它们看上去那么好吧。”这是对事物表示怀疑时的一种委婉的说法。正确理解各种委婉的表达方法也是一项重要的听力技能。

(3) 归纳总结、抓住中心思想

试看下面的一组对话:

W: Did you want a day course or an evening course?

M: Well, it would have to be an evening course since I work during the day.

当问到“他们在谈什么时”,有些考生分别误选了 a day course 或 an evening course。说明这些考生只抓住了一鳞半爪,而未能把对话的内容归纳为 the choice of courses(选课)。

综合归纳是一项很有用的听力技能,但不容易掌握,必须经过由浅入深反复训练才能见效。

3. 正确有效的听音习惯

正确有效的听音习惯也是提高听力理解的保证,例如:① 全神贯注,积极思考;② 边听边记下要点;③ 加强短期记忆能力;④ 养成预期的习惯

所谓预期习惯是指在听的过程中对可能出现的信息要有所期待。如果新出现的信息与预期信息截然相反,又要善于调整已作出的判断。这种能力是重要的听力技能之一,在平时训练中要充分重视。

鉴于四、六级听力测试部分的不同主要表现在语境材料、朗读速度和选项长度上,而总的出题思路和类型方面,没有太大的差异。因此,在此不再对上述内容一一赘述。

第三章 阅读理解

大学英语六级考试中, 阅读理解部分和四级考试一样, 占总分的 40%, 时间为 35 分钟。因此, 要想顺利通关六级考试, 就必须在阅读理解部分取得较好的成绩。

一、六级考试阅读理解的选材特点

1. 词汇特点

六级考试的阅读部分的词汇大部分为一至四级的词汇, 大约 10% 为五、六级词汇; 5% 的派生及合成词; 2-3% 的超纲词, 但大多已在文中注出。例如:

It is said that the public and Congressional concern about *deceptive* (欺骗性的) packaging *rumpus* (喧嚣) started because Senator Hart discovered that the boxes of cereals consumed by him, Mrs. Hart, and their children were becoming higher and narrower, with a decline of net weight from 12 to 10 1/2 ounces, without any reduction in price. There were still twelve biscuits, but they had been reduced in size. Later, the Senator rightly complained of a store-bought pie in a handsomely illustrated box that pictured, in a single slice, almost as many cherries as there were in the whole pie. (1997 年 6 月考题)

另外, 每篇文章长度为 350-380 词, 共计约 1,500 词。相对四级考试而言, 词汇容量较大, 派生词或多音节词使用较多。如:

If sustainable competitive advantage depends on work-force skill, American firms have a problem. Human-resource management is not traditionally seen as central to the competitive survival of the firm in the United States. Skill acquisition is considered an individual responsibility. Labour is simply another factor of production to be hired — rented at the lowest possible cost — much as one buys raw materials or equipment.

The lack of importance attached to human-resource management can be seen in the corporate hierarchy. In an American firm the chief financial officer is almost always second in command. The post of head of human-resource management is usually a specialized job, off at the edge of the corporate hierarchy. The executive who holds it is never consulted on major strategic decisions and has not chance to move up to Chief Executive Officer (CEO). By way of contrast, in Japan the head of human-resource management is central — usually the second most important executive, after the CEO, in the firm's hierarchy.

While American firms often talk about the vast amounts spent on training their work forces, in fact they invest less in the skills of their employees than do either Japanese or German firms. The money they do invest is also more highly concentrated on professional and managerial employees. And the limited investments that are made in training workers are also much more narrowly focused on the specific skills necessary to do the next job rather than on the basic background skills that make it possible to absorb new technologies.

As a result, problems emerge when new breakthrough technologies arrive. If American workers, for example, take much longer to learn how to operate new flexible manufacturing stations than workers in Germany (as they do), the effective cost of those stations is lower in Germany than it is in the United

States. More time is required before equipment is up and running at capacity, and the need for extensive retraining generates costs and creates bottlenecks that limit the speed with which new equipment can be employed. The result is a slower pace of technological change. And in the end the skills of the bottom half of the population affect the wages of the top half. If the bottom half can't effectively staff the processes that have to be operated, the management and professional jobs that go with these processes will disappear. (1997年6月考题)

从上例中的划线部分,可以看出在六级考试阅读理解中派生词、合成词占有很大比重。

2. 句式特点

六级阅读文章的另一难度表现在句子的长度及句子结构的复杂性。其句子特点表现在以下三个方面:

(1) 句子偏长,复杂句多

例如:

This latter system then appears to be the best long-term policy, but meanwhile something may be done to relieve the strains of alternate day and night work by selecting those people who can adapt most quickly to the changes of routine. One way of knowing when a person has adapted is by measuring his body temperature. People engaged in normal daytime work will have a high temperature during the hours of wakefulness and a low one at night; when they change to night work the pattern will only gradually go back to match the new routine and the speed with which it does so parallel, broadly speaking, the adaptation of the body as a whole, particularly in terms of performance. Therefore, by taking body temperature at intervals of two hours throughout the period of wakefulness it can be seen how quickly a person can adapt to reversed routine, and this could be used as a basis for selection. So far, however, such a form of selection does not seem to have been applied in practice. (1990年1月考题)

这一段共180词,而只有5句话,平均每句话为35个词。由于长句多,结构交错重叠,不易理解。

(2) 句子分隔修饰语多

例如:

The only solid piece of scientific truth about which I feel totally confident is that we are profoundly ignorant about nature. Indeed, I regard this as the major discovery of the past hundred years of biology. It is, in its way, an illuminating piece of news. It would have amazed the brightest minds of the 18th century Enlightenment (启蒙运动) to be told by any of us how little we know and how bewildering seems the way ahead. It is this sudden confrontation with the depth and scope of ignorance that represents the most significant contribution of the 20th century science to the human intellect. (1991年6月考题)

其实该段完全可以简化如下:

The truth is that we are ignorant about nature. I regard this as the discovery of biology. It is an illuminating piece of news. It would have amazed those of the 18th century to tell them that we know little and the way ahead is bewildering. This confrontation represents the contribution to the human intellect.

简化后的段落是原文的主干信息,而被删掉的则是分隔修饰语,是附加信息。实际上,在问

题及选项的设计上,常常是针对这些附加信息进行的。分隔现象的增多,破坏了主干句子的连贯性,同时,附加信息量加大,这就给快速阅读、充分理解,造成很大的困难。这也就是考生常常所说的“文章也没多少生词,可就是读不懂”的缘故。

(3) 语义隐蔽曲折,令人费解

例如:

Beauty has always been regarded as something praiseworthy. Almost everyone thinks attractive people are happier and healthier, have better marriages and have more respectable occupations. Personal consultants give them better advice for finding jobs. Even judges are softer on attractive defendants (被告). But in the executive circle, beauty can become a liability.

While attractiveness is a positive factor for a man on his way up the executive ladder, it is harmful to a woman.

Handsome male executives were perceived as having more integrity than plainer men; effort and ability were thought to account for their success.

Attractive female executives were considered to have less integrity than unattractive ones; their success was attributed not to ability but to factors such as luck.

All unattractive women executives were thought to have more integrity and to be more capable than the attractive female executives. Interestingly, though, the rise of the unattractive overnight successes was attributed more to personal relationships and less to ability than was that of attractive overnight successes.

Why are attractive women not thought to be able? An attractive woman is perceived to be more feminine(女性的) and an attractive man more masculine(男性的) than the less attractive ones. Thus, an attractive woman has an advantage in traditionally female job, but an attractive woman in a traditionally masculine position appears to lack the “masculine” qualities required.

This is true even in politics. “When the only clue is how he or she looks, people treat men and women differently.” says Anne Bowman, who recently published a study on the effects of attractiveness on political candidates. She asked 125 undergraduate students to rank two groups of photographs, one of men and one of women, in order of attractiveness. The students were told the photographs were of candidates for political office. They were asked to rank them again, in the order they would vote for them.

The results showed that attractive males utterly defeated unattractively men, but the women who had been ranked most attractive invariably received the fewest votes.

In traditionally female jobs, attractiveness _____.

- A) reinforces the feminine qualities required
- B) makes women look more honest and capable
- C) is of primary importance to women
- D) often enables women to succeed quickly

作者通过这篇文章对美貌展开讨论。人们总以为美貌一定是好事,长相好便会事事如愿,会在许多方面占便宜,即便打起官司来,法官对长相好的被告也会网开一面。但是,在行政管理层,美貌可以成为一个不利因素。

第一段只不过是引言,文章自第二段才真正展开。文章要分析的是美貌给男士和女士带来的影响是不一样的。人们普遍认为在男士中间,长相漂亮的职员要比长相平平的更诚实可靠,他们

如若获得成功必定是能力强且付出了努力。女人则不一样了。人们认为,漂亮的女职员不如不漂亮的女职员那么诚实可靠,她们若有成就,不是她们有能耐,而是她们走运。

但作者并不与上述社会偏见苟同。在第五段中作者便流露了他的看法。他说“Interestingly, though, the rise of the unattractive overnight successes was attributed more to personal relationship and less to ability than was that of attractive overnight successes.”(L. 17 - 19)(“然而有趣的是,长相平平的女士突然获得成功、得到提升,是因为她们的人际关系比长相漂亮的女士好,而不是因为她们有能力比漂亮的女人强。”)

社会对男士和女士的看法来源于传统观念。人们认为美貌的女人比较女性化,漂亮的男士比较男性化。因此,女性化的女人应该干传统上属于女性的工作,若去干男性的工作,则会被认为是不称职的。作者继而谈到政治领域的现象:漂亮的女人自然赢得不了多少选票,因为政治似乎是男人领地。作者虽然没有结论性的意见,但他的用意是十分清楚的。

该题考核对文章重要观点的理解,检查考生是不是看懂了文章第六段的意思。因为传统观念是造成偏见的思想根源。这段话是本文的核心,看不懂这一段,则无法理解下一段。这段话从字面上不难看懂,但要读懂它的含义则有一定的难度。人们通常认为,美貌的女性较多地具有女性的品格……,因此美貌的女性在从事传统上属于女性的工作时,具有有利条件,但是,当她们从事传统上属于男性的工作时,则显得缺乏工作所要求的男性品格(参见原文第 47 至 78 行)。换句话说,在传统上属于女性干的工作中,美貌能增强所需要的女性品格。这就是本题的答案(A)。考试的结果表明,只有 39% 的考生的答对了本题,但他们都是成绩好的学生。大部分考生没有抓住本文的中心思想:美貌怎样和为什么对女性不利,而是凭想象认为:女性怎样才能迅速取得成功。近 40% 的中等水平的考生误选了 D 项,原因就在这里。

二、阅读理解的命题特点

1. 主题大意理解题

这种题型主要测试考生能否正确理解文章某一段落(或几个段落)、某一部分或整篇文章的大意。做这类题时,考生应注意寻找段落中的主题句。找到主题句,就找到了文章大意。但在 CET - 6 的考试中,却很少有测试寻找主题句的情况,多半测试考生对隐含的中心思想或文章大意的理解,因此,遇到这种情况,考生要能够把握文章的主要意思、次要意思及从属意思,然后把这些意思综合起来。在具体选择答案时,要注意所选答案是否概括得太笼统,以选出能够概括全文大意的选项。例如:

It is natural for young people to be critical of their parents at times and to blame them for most of the misunderstanding between them. They have always complained, more or less justly, that their parents are out of touch with modern ways; that they are possessive and dominant; that they do not trust their children to deal with crises; that they talk too much about certain problems—and that they have no sense of humor, at least in parent-child relationships.

I think it is true that parents often underestimate their teenage children and also forget how they themselves felt when young.

Young people often irritate their parents with their choices in clothes and hairstyles, in entertainers and music. This is not their motive. They feel cut off from the adult world into which they have not yet been accepted. So they create a culture and society of their own. Then, if it turns out that their music or