

《大学英语》
英语考试辅导丛书

大学英语六级考试要点 综合改错和简答题

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航空工业出版社

大学英语六级考试要点
综合改错和简答题

解题要点与模拟训练

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主编

航空工业出版社

1998

图书在版编目(CIP)数据

大学英语六级考试要点:综合改错和简答题/王兴国,殷励
主编. —北京:航空工业出版社,1998.6

ISBN 7-80134-275-5

I. 大… I. ①王… ②殷… III. 英语-高等学校-水平
考试-教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(98)第 12439 号

航空工业出版社出版发行

(北京市安定门外小关东里 14 号 100029)

中国纺织出版社印刷厂印刷	全国各地新华书店经销
1998 年 6 月第 1 版	1998 年 6 月第 1 次印刷
开本:787×1092 1/32	印张:9.375 字数:200 千字
印数:1—10000 册	定价:10.00 元

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前 言

综合改错和简短回答题是大学英语六级考试中两项主观试题。前者已实施多年,从学生考试结果看较其它客观选择题成绩低;后者出台一年来,已考过两次,其考试结果同前者相仿。这说明此两项题型在英语水平考试中具有一定难度,切不能等闲视之。

综合改错题是依据语言心理学的原理,综合运用英语语法、词汇、语篇逻辑关系等多方面知识设计而成,它集合了其它题型中的优点,测试学生综合运用英语语言的能力。简短回答题是六级阅读理解题的深化和延展。它不但要求学生阅读文章后能透彻理解文章内容和细节,而且进一步要求学生自己归纳、精练语言,用简短的书面语来表达自己的理解并回答问题。所以我们说,如果学生能很好地驾驭这两项主观题的应试要点,就表明他们在英语语言综合运用能力和书面表达能力上更胜人一筹。正是基于这一考虑,特编此书,以图帮助学生在英语实践中加深对这两种题型的认识并不断完善学习和应试方法,尽快提高自己的英语水平。

本书分两部分。第一部分是综合改错,包括:1. 综合改错题应试要点,详细介绍了这种题型的设计目的,错误形式,学习解题方法等,指导学生攻克本题的考试要点。2. 精选材料一百篇并设计编撰了综合改错练习题,以供学生自练自测。3. 综合改错题答案及详释,对每篇中的每一个题不但给

出改正答案,并逐一详细注释改的原因及做法,便于学生自学,可以无师自通。本书第二部分是简短回答题,包括:1. 简短回答题应试要点,详细介绍了这种新题型及其应试特点,指导学生养成良好的阅读习惯,并在此基础上精练语言完成答题,每篇5个问答题之后附有参考答案,供学生自检自测,评价自己的语言书面表达能力。

本书无论是错题题的设计还是回答题的设计均有易有难,难易相间,旨在于训练学生的英语基本功。有的错误可能一看便知并易于改正;有的回答题也许一、二个词便可答出。同时也有难度较大的题,以求学习上能循序渐进。只要坚持练习实践,应试时就会瓜熟蒂落,水到渠成。

本书是编者经过多年大学英语教学经历,根据学生的学习情况编写而成,鉴于水平有限,错误不当之处在所难免,敬请专家、读者指正。

编者 1998年1月

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一、综合改错题

大学英语六级(CET-6)考试中第四项为综合改错(Error correction)。改错辨错题在现今其它英语考试中也屡见不鲜,如TOEFT、EPT以及硕士研究生入学考试等,只是它们的题型与六级综合改错不同而已。其测试目的都基本一样:测试学生综合运用英语语言的能力。

这项题是依据语言心理学的原理,综合运用英语语感、语法、词汇、逻辑关系,语篇连贯、语言环境及语言背景等知识设计而成。也可以说它集“阅读理解”、“词汇与语法结构”及“综合填空”之大成,涵盖了它们所具有的优点,所以答起来有一定的难度。

1. 试题简介

1.1 试题形式及答题要求

六级英语考试大纲中明确指出:“在一篇题材熟悉、难度适中的短文(约200词)中有10行标有题号并用黑体印出,每行有一个错误(不含拼写或标点错误),也可能需增添或删去某个词或短语”。从样题及近几年考试题来分析,内容题材包括科技短文,科普知识,社会和文化等。其体裁包括说明文,议论文或记叙文。语言比较规范,一般无生僻词和方言俚语。其语言难度一般不超过六级“阅读理解”。“综合改错”共10题,每题1分,共10分,考试时间为15分钟。在短文设有错项的那一行的右侧划一横线并在横线左端标有题号,要求考生(1)更换(change)错字。先将错字标出,然后在右侧横线空处添上所更换的词;或(2)在漏词处划上添加符号(Λ),然后在右侧横线空处增添上(add)所漏掉的词;或(3)将文中多余的词删除(delete)掉,先在该词上划上删除符号(/),然后在右侧横线空处也添上删除符号。

1.2 例题

Error Correction (15 minutes)

Directions: This part consists of a short passage.

In this passage, there are altogether 10 mistakes, one in each numbered line. You may have to add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in the blank.

The first invention of mankind was the wheel. Although no wheel forms are found in nature, doubtfully the earliest "wheels" were smooth logs which were used for moving weights over the earth's surface. No one record-
ing who he was or when it happened, but when the "first inventor" put a wheel on an axle, mankind began to roll from one place to another. Records of this type of wheel had been found among Egyptian relics dating back to 2. 000 B. C. and earlier Chinese civilizations ^ credited with independent invention of the same mechanism. The wheel so fascinated the mind of man that he has spent centuries to build machines around it; yet in over 4. 000 years he has not changed its basic design. All what about us we see the spinning shafts, gears, flywheels, pulleys, and rotors which are the descendants of the first wheel. The roaring propeller of an aircraft engine, the whirling wheel of a giant steam turbine, and the hairspring of a tiny watch is exam-
ples of the rotary motion which characterizes our machinery world. It is hard to conceive out continuous motion without the wheel.

1. undoubtedly
2. recorded
3. placed
4. have
5. are
6. building
7. /
8. are
9. mechanical
10. of

2. 错误类型

“综合改错”中的错误类型大致可分三大类：语法性错误、词汇性错误、逻辑性错误。一般前两类大约占 70% 以上，逻辑性错误较少些。

2.1 语法性错误

语法性错误几乎包括了所有规范的语法现象：时态的误用、语态的误用、非限定动词的误用、主谓不一致、名词数的一致、常用惯用法搭配错误、形容词和副词的级的误用，甚至于虚拟、倒装、平行结构的错误也时而出现。

2.1.1 时态的误用

英语动词的时态比较复杂，也是中国学生学习英语的一大难点，主要是因为汉语中没有这些变化，而且英语时态又往往与语态和人称相互依存，同时还表达着事件发生的时间概念。如例题中第 4 题，应将 Records of this type of wheel had been found 改为 Records of this type of wheel have been found……因为事件对当今仍产生着影响，所以改过去完成时为现在完成时才符合题意。

2.1.2 非限定动词的误用

非限定动词的误用也常出现，这里主要是现在分词和过去分词的误用，如例题中第 2 题，动词 record 和 one 是动宾关系，所以要改 recording 为 recorded，过去分词修饰 No one。

2.1.3 语态的误用

英语语态也是学生常犯的错误的，所以“综合改错”题也常设计出语态的误用。这里主要是学生要清楚一点：动作发生者或执行者作主语应用主动，而动作的对象作主语就要用被动。切不可从英语语言之外去理解。例题中第 5 题就是语态的误用：Chinese civilizations 是动词 credit 的动作对象，所以应用被动语态表达，在 credited 前增添 are，这样就变主动语态为被动语态了。

2.1.4 主谓不一致

主谓一致是英语基本语法知识，在简单句中一般不会有误，但在较复杂的句子中，由于句子种类和指代关系的变化，本题也常设计出主谓不一致的错误，如例题中第 8 题，乍看即见动词 is 之前是 a tiny watch，似是主语，其实仔细一看，of a tiny watch 只是主

语的修饰语而已。真正的主语是前面的三部分内容即: The roaring propeller of an aircraft engine, the whirling wheel of a giant steam turbine, and the hairspring of a tiny watch, 主语是复数。所以要改 is 为 are, 使主谓语保持一致。

2.1.5 名词数的误用

名词数的错误的辨别关键在于认定这个名词是否可数? 以及在此处可数与否, 这方面的误用, 只要细心, 一般比较容易查出, 还要特别注意某些名词的特殊的复数形式, 尤其是某些抽象名词的复数, 此处不再举例。

2.1.6 常用惯用法错误

常用法、惯用法搭配错误的题出现频率较高, 一般有如下三种情况: 一是固定词组搭配错误, 这里又以动词词组和介词词组误用为多, 如本书例题中第 10 题, 动词 conceive 在此为不及物动词, conceive of 为固定的动词词组, 不能漏掉其后的 of, 意为“想, 想象, 考虑”conceive out 搭配不对。二是语法功能关系搭配错误, 如本书例题中第 7 题, all what 就不是合理的语法搭配, 这里应删除 what, All 本身是主语中的主词。三是语法结构搭配上的错误, 这类错误所占比重大, 答题时应注意寻找关键性的信息词语, 以求找出错误所在。如例题中第 6 题, 动词 spend 表示花(时间)干某事时, 其后动词只能用 v-ing 形式, 不接不定式。所以改 to build 为 building。

2.1.7 其它语法方面的错误

形容词副词比较级的错误主要是断定其是不是比较, 比较级和最高级是否误用, 特殊形式的比较级和最高级形式是否有误。英语语气的错误也偶有其例, 语气包括陈述语气, 祈使语气和虚拟语气三种, 这里以虚拟语气的语病为多。我们重点要注意其不同的表达形式, 因为从理解角度看并不难。此外, 英语连接手段, 平行结构、倒装结构等语法错误也有其题例, 因为这些都出现在复合句中, 所以正确使用关系代词、关系副词和从属连词是掌握复合句的基本功。正确掌握平行结构和倒装结构的语法形式, 解析这类改错题也就不难了。

2.2 词汇性错误

词汇性错误主要是用词错误, 它包括: 词性错误、词义错误。

2.2.1 词性错误

词性错误主要是名词与动词误用；名词与形容词误用；形容词与副词误用；介词与副词误用等，如例题中第9题中 *machinery* 是名词，意为“机械，机器”的总称，在此修饰 *world* 不当，显然是误当形容词用了，此处应改用形容词 *mechanical*。

2.2.2 词义错误

词义错误主要包括同、近义词的误用，同根异义词的误用以及近形异义词的误用等，如例题中第3题，动词 *put* 在此词义不准确，文中意思是要表达“把轮子安装在一个轮轴上”，*put* 表示“移到异处放置”，词不达意，应改为“*placed*”（放，安放到某位置上）才达意。

此外，用词上的错误通常还有介词、代词及冠词的误用或遗漏。这里主要要注意汉语与英语用词上的差异。

2.3 逻辑性错误

逻辑性错误主要包括逻辑矛盾和逻辑混乱。由于使用词汇不当而造成文中关系相悖或改变了逻辑关系，使得上下文矛盾横生，读者无法连贯理解，所以这类错误也可以称为上下文连贯错误，或称为语篇层次上的错误。形成逻辑矛盾的错误主要是误用了反义词或反义结构或者误用了语义相反的连接词，如例题中第1题，文章讲到“尽管（虽然）自然界没有发现轮子的模样，令人怀疑地是，最早的轮子…”，显然 *doubtfully* 用在此，使逻辑关系矛盾，从上下文应改为 *undoubtedly* 才合乎逻辑。此外，连词、副词或介词的误用都可能引起逻辑关系混乱。逻辑性错误只有在理解文章的基础上才能识别，所以可以说这类错误比语法性和词汇性错误要难一些。

3. 答题步骤和要领

“综合改错”的目的在于测试学生的语言基础和综合运用语言的能力。要求学生在理解全文内容的基础上，指出并改正错误，使文章意思和结构正确、完整。这种“综合改错”较 TOEFL 和 EPT 的单句型辨错、改错更难些，因此，不能忽略对一般答题方法的探讨。

3.1 打牢语言基本功

能否答得顺手,功在平日学习中的积累,这种综合运用语言能力不是一蹴而就的。所以学生在平时英语学习中要打牢坚实基础,掌握英语语言特点。因为英语语法与汉语语法特点上的差别表现在句子结构上有天壤之别。认真学习、细心观察、精于模仿、善于比较、勤于记忆,在掌握基本语法知识和词汇应用基础上,认真做些模拟练习题,从中摸索题型规律和适合自己的做题要领,再不断总结和完善,这样就能更全面,准确掌握语言知识。

3.2 解题步骤

3.2.1 速读全文

速读全文会从语篇上大致了解全文中心内容和主题思想;只有对全文的认识和理解,才能确定各题的错误类型(语法性错误?词义性错误?还是逻辑性错误?),为寻错、改错作准备。

3.2.2 重点寻错

探索寻找错项时,应以语法词汇的错误为重点突破对象。这是因为语法词汇错误往往在一个句子范围内就易于发现,而且这类错误在整个“综合改错”中占多数,一旦发现,也就易于改正了。这也是本着先易后难的原则。

3.2.3 兼阅上下文

预测可能是逻辑性错误时,就要上下文多读几个句子,认真理顺它们的关系,看是否合理。查找这类错项时要认真留意句中每个词,找出关键性的信息词语,再深入查找错误所在,一旦确定下来,再设想正确答案,将其代入后再读上下文,看是否逻辑关系成立,上下文一脉相承,如确认语法、逻辑关系都无误,才算答对。

3.2.4 复核答案

复核答案不应忽略。答完题后要抓紧时间对试卷答案再检查、核实一遍,避免出现不该出现的笔误或答题技术上的错误。

3.3 应试中应注意如下几点:

3.3.1 “综合改错”题是融“阅读理解”、“词汇与语法结构”以及“综合填空”为一体的题型,所以在做题对应通读全文后再下笔作答,且不可拿过来就只在本行中寻找错项,企图走捷径,这样往往不能奏效。尽管有个别语法错误可能一看便知,但毕竟只是少

数。“磨刀不误砍柴功”。遵循科学规律,定会收到事半功倍的效果。

3.3.2 综观分析“综合改错”题型,不难发现其错项是“单一词”,所以答题时也要“缺一补一”、“漏一添一”或“错一换一”。到目前为止所见到考试题中尚没有出现“不等”的情况。这样,在思考答题时可以避免走弯路。当然,按考试大纲中规定,今后也可能会出现短语误用。

3.3.3 要注意培养自己良好的应试心理素质,临场应用自己的语言知识,按着对于自己行之有效的方法去阅读,分析判断。切不要把错项考虑得过于复杂,因为错项都是考查学生的语言基本功,并非偏难、偏怪。防止走极端而误入歧途。

本书第一部份由编者精心选材并精心设计了“综合改错”练习一百篇,每题答案都配有详释,供有志攻克本题型的同学们一试。

综合改错模拟练习题 100 篇

Passage 1

Scientists have established that influenza viruses taking from man can cause the disease in animals. In addition, man can catch the disease from animals. In fact, great number of wild birds seem to carry the virus without showing an evidence of illness. Some scientists concluded that a great family of influenza viruses may have evolved in the bird kingdom, a group that has been in the earth 100 million years and is able to carry the virus without contracting the disease. There is even convincing evidence to show that virus strains are transmitted from place to place and from continent to continent by migrate birds.

It is known that two influenza viruses can recombine when both are present in an animal at same time. The result of such recombinations is a great variety of strains containing different H and N spikes. This rises the possibility that a human influenza virus can recombine to an influenza virus from a lower animal produce an entirely new spike. Research is underway to determine if that is the way that major new strains come into being. Another possibility is two animal influenza strains may recombine in a pig, for example, to produce a new strain which is transmit to man.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Passage 2

The agricultural revolution in the nineteenth century involved two things: the invention of labor-saving machinery and the developing of scientific agriculture. Labor-saving machinery naturally appeared first when labor was scarce. "In Europe," said Thomas Jefferson, "the object is to make most of their land, labor

1. _____

2. _____

3. _____

being abundant; here it is to make the most of our labor, land being abundant." It was in America, therefore, the great advances in nineteenth century agricultural machinery first came.

At the opening of the century, with the exception of a crude plow, farmers could have carried practically all of the existing agricultural implements with their backs; by 1860, most of the machinery in use today has been designed in an early form. The most important of the early inventions was the iron plow. As early as 1790 Charles Newbold of New Jersey had been working on the idea of a cast-iron plow and spent his entire fortune on introducing his invention. The farmers, however, would have none of it, claim that the iron poisoned the soil and made the weeds to grow. Nevertheless, many people devoted their attention to the plow, until 1869 James Oliver of South Bend, Indiana, turned out the first chilled-steel plow.

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Passage 3

Before the early 1960's people interested in the differing roles of the left and right hemispheres of the brain depended almost entirely on evidence drawn from animal research, and studies of neurological patients with one-sided brain damage. But it was possible to detect what brain hemisphere was most involved in speech and other functions in normal people by having them listen to two different word coming to the two ears at the same time. This became known to the "dichotic listening" procedure. When several word pair are given in a row, people are unable to report them all, and most right-handers prefer to report, and report more accurately, words given to their right ear. This seems to be related the fact that signals from the right ear, although sent to both hemispheres, are bet-

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ter sent to the left hemisphere which controlling speech. People who have speech represented in the right hemisphere, a very unusual occurrence even in a left-handed people, more accurately report what their left ears.

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With contrast to the right-ear advantage for speech, there is generally a left-ear advantage for another type of auditory signal; music. When right-handed people listen to melodic patterns they report them better from the left ear.

Passage 4

An orator, whose purpose is to persuade men, must speak the things they wish hear; an orator, whose purpose is to move men, must also avoid disturbing the emotional affect by any disdain and hostility, but an author, whose purpose is to instruct men, who appeals by the intellect, must be careless of their opinions and think only of truth. It will often be a question when man is or is not wise in advancing undesirable opinions; but it can never be a question that man should be silent if unprepared to speak the truth as he thinks it. Deference to popular opinion is one great source of bad writing and is all the more disastrous because the deference is paid to some pure hypothetical requirement. When a man fail to see the truth of certain generally acceptable views, there is no law compelling him to give rise to dislike by an announcing his disagreement. He may be excused if he withdraw from the glaring glory of martyrdom; he may be justified in not placing himself in a position of singularity. He may even be praised for not helping to confuse mankind with doubts which he feels to be found on limited and possibly erroneous investigation. But if loyalty for truth lays not stern compelling upon him to

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Speak out his immature disagreement, it does lay a stern compelling not to speak out insincere assent. There are many justification of silence; there can be no of insincerity.

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Passage 5

Students who score high in achievement needs tend to make high grades in college than those who score low. When degree aptitude for college work, as indicated by College Entrance Examination Board Tests, held constant, engineering students who score high in achievement needs tend to make higher grades in college than the aptitude test scores would indicate.

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We can define this need to the habitual desire to do useful work well. It is a salient influence characteristic of those who need little supervision. Their desire to accomplishment is a stronger motivation than any stimulation the supervisor can provide. Individuals who function in term of this drive do not "bluff" in regard to a job that they fail to do well.

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Some employees have a strong drive for success in their work; the others are satisfied when they make a living. Those who want to feel that they are successors have high aspiration for themselves. Thoughts concerning the achievement drive are often prominent in the evaluations made by the typical employment interviewer who interview college seniors for executive training. He wants to find out whether the senior has a strong drive to get ahead or merely to take a job. Research indicates that some who do get ahead have an even stronger drive to avoid fail.

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Passage 6

One of the youngest independent countries in the Western Hemisphere, Trinidad and Tobago, became a