

根据教育部最新教学考试大纲编写

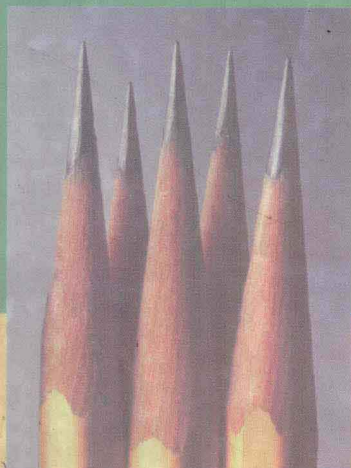
# 大学英语六级考试

# 名师助考

SIX

② 阅读理解

③ 简短回答



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所名牌大学推荐辅导用书

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中国人民公安大学出版社



# 大学英语六级考试名师助考

## ——阅读理解、简短回答

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# 前 言

本丛书由北京、上海、南京等地名牌大学数位有丰富四、六级考试辅导经验的教师组成的英语考试命题研究组合力编写而成。

与其它同类辅导读物相较,本丛书有如下特点:

一、**紧扣大纲**。大纲是教学、考试的根本。本丛书严格按照教育部最新颁布的“面向 21 世纪大学英语课程改革与实践”项目组编写的《大学英语教学大纲》(修订本)和《大学英语六级考试大纲》要求编写,并于每分册前列出最新教学大纲、考试大纲及其阐述,希望读者在使用本书及今后的学习中养成先仔细研读大纲的习惯。

二、**切合真题**。本丛书十分强调历年已考试题在平时教学、训练中的作用,主要表现在 3 个方面:A. 本丛书设有历年六级考试真题分析;B. 在说明学习方法、考试规律时,举真题为例;C. 模拟题的题型、题量、题质均与真题保持高度一致。

三、**体现理论—实践—理论的教学规律**。第 1 部分理论:最新教学、考试大纲,考试特点与学习指导;第 2 部分实践:模拟测试;第 3 部分理论:模拟题解析(评析)。3 部分相互联系,层层相扣。第 3 部分的解析兼具答案和知识点小结的性质,属实用性理论,为本丛书的一大特点。希望读者在使用时细细体会,认真运用。

**本丛书六级含以下分册:**

1. 大学英语六级考试名师助考—听力理解
2. 大学英语六级考试名师助考—词汇、语法结构
3. 大学英语六级考试名师助考—阅读理解、简短回答
4. 大学英语六级考试名师助考—写作、改错
5. 大学英语六级考试名师助考—最新全真模拟试题解析

丛书编写过程中,得到了著名的恩波语言研究所几位专家大力支持,在此深表谢意!

本丛书除可作六级考试指导用书外,也可作英语学习者平时训练测试使用。

本分册由孟军、吴益华主编。

鉴于编审者们水平有限,本书若有错误和不妥之处,恳请读者批评指正。

**编 者**

1999年8月

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名师助教  
名师助考

## 第一章 阅读理解大纲要求与 学习方法、考试技巧

### 第一节 大纲要求与阅读理解考试技巧

#### 一、教学大纲要求

《大学英语教学大纲》(修订本)规定:

“大学英语教学的目的是,培养学生具有较强的阅读能力和一定的听、说、写、译能力,使他们能用英语交流信息。大学英语教学应帮助学生掌握良好的语言学习方法,打下扎实的语言基础,提高文化素养,以适应社会发展和经济建设的需要。”

对六级的阅读能力作了如下的要求:

“能顺利阅读语言难度较高的一般性题材的文章,掌握中心大意以及说明中心大意的事实和细节,并能就文章的内容进行分析、推理、判断和综合概括、领会作者的观点和态度,阅读速度达到每分钟 70 词。在阅读篇幅较长、难度略低、生词不超过总词数 3% 的材料时,能正确理解中心大意,抓住主要事实和有关细节,阅读速度达到每分钟 120 词。”

#### 二、考试大纲要求

《大学英语六级考试大纲》对阅读理解的要求和内容如下:

“第二部分:阅读理解(Part II: Reading Comprehension):共 20 题,考试时间 35 分钟。要求考生阅读若干篇短文,总阅读量不超过 1400 词。每篇短文后有若干个问题。考生应根据文章内容从每题四个选择项中选出一个最佳答案。选材的原则是:

1. 题材广泛,包括科技、社会、文化等方面,但是所涉及的背景知识应能为学生所理解。

2. 体裁多样, 可以包括记叙文、说明文、议论文等。

3. 文章的语言难度以教学大纲中的规定为准, 无法猜测而又影响理解的关键词, 如超出教学大纲词汇表六级的范围, 用汉语或英语注明词义。

阅读理解部分主要测试下述能力:

1. 既能理解个别句子的意义, 也能理解上下文的逻辑关系;
2. 既能理解字面的意思, 也能理解隐含的意思;
3. 既能理解事实和细节, 也能理解所读材料的主旨和大意;
4. 能就文章的内容进行判断、推理和信息转换。

阅读理解部分的目的是测试学生通过阅读获取信息的能力, 既要求准确, 也要求有一定的速度。”

深入体会两个大纲的规定和要求, 有意识地运用大纲来指导自己的学习和考试, 可以避免学习的盲目性和为应试而应试的弊病。

### 三、六级考试中阅读理解题的构成

阅读理解部分由四篇短文组成, 每篇短文约 300 余词, 阅读总量为 1400 词左右。每篇短文后, 附 5 道选择题, 共计 20 题。每题 2 分, 总计 40 分。整个阅读理解部分所需时间为 35 分钟。

短文的题材涵盖面较广。其中, 尤以有关美国的社会生活、教育、经济和文化方面的文章选得较多。这些文章所涉及的专业知识一般都较为浅显, 可为考生所接受。

### 四、四、六级考试阅读理解题的异同

与四级阅读理解相比较, 六级阅读理解呈现出以下几个特点:

(一) 语篇更长

四级的阅读材料篇幅约为 1100 词; 六级约为 1400 词。

(二) 四篇短文均由议论文构成

说明文、记叙文、应用文和描写文等均未采用过。

(三) 文章晦涩难读

六级阅读的文章一般选自演说、媒体报道、报刊评论。这类文体与一般教材中的选文大相径庭。理论性与思辨性构成文章的主体, 所以, 粗看很难读懂。



#### (四) 语句更长,对词语要求更高

六级的文章一般句子较长,语法结构更为复杂。如:1995年1月考题第一篇,其中的1个句子长达9行。文中出现的关键词和词组也是考生一般很少涉猎的。即使是较为熟悉的单词或词组在具体的语境中,意思也多有变异。

#### (五) 干扰选项的难度增大

就提问本身而言,难度并不大。但四个选项中有一、二个选项意思相近,如果不仔细体会文章和选项的差异,极易误选。如,1992年1月考题第30题:

A) It is inherited from animals that behave in the correct way.

B) It is passed down from those animals that behave in the correct way.

### 五、六级考试阅读理解题的要求

有鉴于六级阅读理解的上述特点,考生若想取得较为理想的成绩,我们认为考生应:

1. 学会各种有利于解题的正确的阅读方式。

2. 对书面语言的形态特征和对各种句型结构的识别应达到娴熟的程度。

3. 积极扩展词汇量,尤应注意一词多类,一词多义在不同语境中的应用。记忆常用词根、词缀。并能通过上下文推断出词的含义。

4. 掌握必要的阅读应试技巧。

勤练语言的基本功,训练自己的阅读速度,再辅之以行之有效的应试方法,是提高阅读成绩所必须的。阅读理解的得分多寡基本决定了一个考生的通过与否。所以,有必要拿下这个堡垒,让自己从容过关。

### 六、六级考试阅读理解的阅读方法

何种阅读方法较好呢?

依笔者所见,读短文宜采用查读法和略读法并重的方式。

所谓查读法,是指以提问为线索,带着问题阅读短文。换言之,查读法是为寻找某一特定的信息而进行的阅读。这种方法目的性明确。其弊端在于:由于没有读过短文,不了解主题与细节的分布,有时会因不能很快地找到问题的确切位置而浪费时间。

略读法指不求全面、透彻地了解文章的全部内容,以找出每段的主题句为主要目标,并将注意力放在分量比较重的句子上。

略读法的要点:

1. 分成三、四段的文章,一般每一段的第一句话必读;

虽然每一段的第一句不一定是该段的主题句,(有时,可能在中间;有时,可能在段落的结尾处)但放在第一句,足以说明这个句子的重要。

2. 对于段落中的重点句子应予足够的重视。

通过过渡性词语,将文中的重点句挑出。重要过渡性词语一般分成三类,依重要性排列分别为:

#### A. 转折

however, but, yet, nevertheless, otherwise, in contrast, on the contrary 等;

含有转折意味的句子往往是作者观点的直接表达,因而往往就是某个段落的主题句,甚至是全文的主旨句。即使不属这种情况,转折后推出的观点因与上面所述的观点截然不同或相反,而常常成为提问的焦点。

#### B. 因果

because, thus, so, so that, therefore, since, as a result, consequently, hence 等;

含因果关系的句子往往是文章或作者演绎出的结论,从而在文章中具有一定的权威性。表示因果关系的句子往往是细节题提问的热点。

#### C. 例子与递进

For example, for instance, such as;

furthermore, moreover, in addition, in particular, not only... but also... 等;

例子往往也是出题的热点。但不必去读例子。例子往往用于说明某一事实,某一现象。对例子作概括的句子比例子本身更重要。

表示递进的句子一般是对前句的进一步深化,往往有助于对前句的理解。

例如:

**Questions 31 to 35 are based on the following passage:**

To live in the United States today is to gain an appreciation for Dahrendorf's

assertion that social change exists everywhere. Technology, the application of knowledge for practical ends, is a major source of social change.

**Yet we would do well to remind ourselves that technology is a human creation; it does not exist naturally.** A spear or a robot is as much a cultural as a physical object. Until humans use a spear to hunt game or a robot to produce machine parts, neither is much more than a solid mass of matter. For a bird looking for an object on which to rest, a spear or robot serves the purpose equally well. The explosion of the *Challenger* space shuttle(挑战者号航天飞机) and the Russian nuclear accident at Chernobyl drive home the human quality of technology; they provide cases in which well-planned systems suddenly went *haywire*(变得混乱) and there was no ready hand to set them right. **Since technology is a human creation. We are responsible for what is done with it.** Pessimists worry that we will use our technology eventually to blow our world and ourselves to pieces. **But they have been saying this for decades, and so far we have managed to survive and even flourish.** Whether we will continue to do so in the years ahead remains uncertain. Clearly, the impact of technology on our lives deserves a closer examination.

Few technological developments have had a greater impact on our lives than the computer revolution. Scientists and engineers have designed specialized machines that can do the tasks that once only people could do. There are those who assert that the switch to an information-based economy is in the same camp as other great historical milestones, **particularly** the Industrial Revolution. **Yet when we ask why the Industrial Revolution was a revolution, we find that it was not the machines. The primary reason why it was revolutionary is that it led to great social change.** It gave rise to mass production and, through mass production, to a society in which wealth was not confined to the few.

**In somewhat similar fashion, computers promise to revolutionize the structure of American life, particularly as they free the human mind and open new possibilities in knowledge and communication.** The Industrial Revolution supplemented and replaced the muscles of humans and animals by mechanical methods. The computer extends this development to supplement and replace some aspects of the mind of human beings by electronic methods. It is the

capacity of the computer for solving problems and making decisions that represents its greatest potential and that poses the greatest difficulties in predicting the impact on society.

31. A spear or a robot has the quality of technology only when it \_\_\_\_\_.

A) is used both as a cultural and a physical object

B) serves different purposes equally well

C) is utilized by man

D) can be of use to both man and animal

32. The examples of the Challenger and Chernobyl cited by the author serve to show that \_\_\_\_\_.

A) if not given close examination, technology could be used to destroy our world

B) technology is a human creation, so we are responsible for it

C) technology usually goes wrong, if not controlled by man

D) being a human creation, technology is liable to error

33. According to the author, the introduction of the computer is a revolution mainly because \_\_\_\_\_.

A) the computer has revolutionized the workings of the human mind

B) the computer can do the tasks that could only be done by people before

C) it has helped to switch to an information technology

D) it has a great potential impact on society

34. By using the phrase "the human quality of technology" (Para. 2, Lines 6-7), the author refers to the fact that technology \_\_\_\_\_.

A) has a great impact on human life

B) has some characteristics of human nature

C) can replace some aspects of the human mind

D) does not exist in the natural world

35. The passage is based on the author's \_\_\_\_\_.

A) keen insight into the nature of technology

B) prejudiced criticism of the role of the Industrial Revolution

C) cautious analysis of the replacement of the human mind by computers

D) exaggerated description of the negative consequences of technology

带着问题查读的方式与略读法相结合是较为高效的阅读方法。它使考生一方面把握文章的主旨大意,另一方面又能较为迅速地将具体问题定位。而在五个问题中,有三个与略读注意到的句子相关,并且也是选择项应选的正确答案。而最后的推断题也已在略读中显露端倪。

## 七、六级考试阅读理解题应试要诀

六级阅读理解所附的问题一般可分成:主旨题、细节题、词汇题、逻辑推论题和观点与态度题。有关这些题型后文有较为全面的阐述。这里要谈的是一般应试应注意的要诀。

### (一) 吃透问题及选项

要对问题的侧重点心领神会。要精读选项,辩明各自的要点。不要求快而匆忙地下结论。要根据文章提供的相关句子,作反复的比较。

### (二) 理顺选项

对同一篇文章所附的问题,做完后,一定要综合起来看一下。因为,上一题答案也许会锁定下一题的答案,反之亦然。细节题往往是围绕文章主题思想展开的,因而,把几个问题综合起来,就能看出文章的走向。这一点十分重要。要依细节题验证主题,依主题统领细节题。

### (三) 运用常识

一般过于绝对的选项,如 always, never 等往往因意思过于绝对而不是正确选项。有些表达的意思与文章的整体或局部的意思根本不相关,也往往不是正确选择项。有些选项,凭常识一看就是错误的,也应予以排除。

### (四) 善于放弃

有时被一、二道难题卡住,不妨先将其放在一边。先把容易的做完,然后再对付这一、二个难题。时间是很宝贵的,不能因小失大,影响后面的题目。

## 第二节 主旨题

### 一、主旨题的类型

在议论文中,每一篇文章,每一个段落都有一个议论的中心。能否把握这个中心,体现了考生总结、归纳的能力。

主旨题就是针对文章的中心思想和某一段落的主题思想而设计的。

主旨题一般可分为三种类型：

(一) 关于文章中心思想的提问

1. The main idea of the passage is \_\_\_\_\_.
2. Which of the following best reflects the main idea of the passage?
3. The purpose of the passage is \_\_\_\_\_.
4. The passage is mainly about \_\_\_\_\_.
5. What is the passage mainly concerned?

(二) 关于段落主题思想的提问

1. The first(second, last) paragraph deals with \_\_\_\_\_.
2. The... paragraph informs(tells) us that \_\_\_\_\_.
3. It can be summarized from the... paragraph that \_\_\_\_\_.
4. The main point the author makes in the... paragraph is \_\_\_\_\_.

(三) 关于文章标题的提问

1. What would be the most appropriate title for the passage?
2. The passage could be entitled \_\_\_\_\_.
3. Which of the following would be the best title for the passage?
4. With what topic is the passage primarily concerned?

## 二、主旨题解题方法

一般说来, 议论文的写作方式可分为: 演绎、归纳。

所谓演绎, 即以概述为起点, 辅之以细说, 遵循从一般到个别、从论点到论证的写作程序。这一类的文章第一句就是全文的中心思想或是段落的主题句。

所谓归纳, 与演绎法正好相反, 先表述各种论据, 最后以论点收尾。这一类的文章最后一句往往就是全文的一个眼。

但是, 并不是所有的文章, 尤其是六级考试阅读理解部分所选用的文章, 其中心思想都是在首、尾处的。中心思想可能隐藏在段落中间; 甚或只是一些零散的段落主题。这就要求考生能在全面把握文章的基础上加以概括。

(一) 主旨明显题解题方法

要点:

1. 做有关全文中心思想题时, 应将这类题暂时放一边。做完其余题, 然

后回头再做中心思想题。因为,通过对细节题的查阅,我们可以把握文章的脉络、走向从而可以对文章作出全面的、完整的概括。

2. 做有关段落主题的问题时,应将段落主题句找出。段落主题句往往概括性较强、句子结构较简单、段落中的其余句子必定围绕它而展开。如:

Most people do not think of fishes and other marine animals as having voices, and of those who are aware of the fact that many of them can "speak", few understand that these "conversations" have significance. **Actually, their talk may be as meaningful as much of our own.** For example, some sea animals use their "voices" to locate their food in the ocean expanses; others, to let their fellows know of their whereabouts; and still others, as a means of obtaining mates. Sometimes, "speaking" may even mean the difference between life and death to a marine animal. It appears in some cases that when a predator approaches, the prey depends on no more than the sounds it makes to escape.

For example 以下,是用来解释、支撑 their talk may be as meaningful as much of our own 的。而本段第一句只起引入话题的作用,并非主题句。

辨别段落的主题句是很重要的。因为,将每一个段落的主题句串起来,你就对文章有了全面、准确的理解。

3. 做有关文章标题的问题时,应注意其凝炼、紧凑。它可能没有主题句那样完整、面面俱到,但却是对主题句、中心思想的进一步提炼。

结合中心思想题和段落主题的做法,在此基础上加以提炼,是做好这类题的关键。

例如:

**Questions 26 to 30 are based on the following passage:**

The question of whether war is inevitable is one which has concerned many of the world's great writers. Before considering this question, it will be useful to introduce some related concepts. Conflict, defined as opposition among social entities directed against one another, is distinguished from competition, defined as opposition among social entities independently striving for something which is in inadequate supply. Competitors may not be aware of one another, while the parties to a conflict are. Conflict and competition are both categories of opposition, which has been defined as a process by which social entities function

in the disservice of one another.

Opposition is thus contrasted with cooperation, the process by which social entities function in the service of one another. These definitions are necessary because it is important to emphasize that competition between individuals or groups is inevitable in a world of limited resources, but conflict is not. Conflict, nevertheless, is very likely to occur, and is probably an essential and desirable element of human societies.

Many authors have argued for the inevitability of war from the premise that in the struggle for existence among animal species, only the fittest survive. In general, however, this struggle in nature is competition, not conflict. Social animals, such as monkeys and cattle, fight to win or maintain leadership of the group. The struggle for existence occurs not in such fights, but in the competition for limited feeding areas and for the occupancy(占有) of areas free from meat-eating animals. Those who fail in this competition starve to death or become victims to other species. This struggle for existence does not resemble human war, but rather the competition of individuals for jobs, markets, and materials. The essence of the struggle is the competition for the necessities of life that are insufficient to satisfy all.

Among nations there is competition in developing resources, trades, skills, and a satisfactory way of life. The successful nations grow and prosper(繁荣); the unsuccessful decline. While it is true that this competition may induce efforts to expand territory at the expense of others, and thus lead to conflict, it cannot be said that war-like conflict among nations is inevitable, although competition is.

30. The passage is probably intended to answer the question "\_\_\_\_\_"

- A) Is war inevitable?
- B) Why is there conflict and competition?
- C) Is conflict desirable?
- D) Can competition lead to conflict?

【题解】文章的一开始,作者就开门见山切入主题:战争能否避免已成众多伟大作家关注的问题,而在回答这一问题之前有必要弄清两个概念。在结尾处,作者又一次照应前文:竞争是不可避免的,而战争则不然。选 A



是对文章第一句和最后一句的概括。

## (二)主题隐蔽题解题方法

上述题型由于主题句过于明显、直露,难度较低,所以六级考试很少采用。

六级考试有关主旨的提问,以下两种更为常见:

1. 主题句在文章中间。在这样的文章中,开首的句子往往只是作为导出主题的引子。文章中有较多数量的句子陈述某些细节以起到干扰考生把握主题的作用。

**恩波专家建议**在阅读时要注意文章中出现的主题句,这些主题句往往是一些转折词、表示递进的词或一些短语。

例如:

Questions 26 to 30 are based on the following passage:

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.** 不利条件

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