

# 大学英语六级考试

## 精讲与测试

### 阅读理解篇



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*Reading Comprehension*

*College English Test Band 6*



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# 大学英语六级考试精讲与测试

## 阅读理解篇

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本书按照大学英语教学大纲的要求,讲解大学英语六级考试阅读理解题的出题意图与解题思路,并通过典型试题,对阅读理解进行详细的分析,内容涉及社会、科普、经济、文化、教育等多方面内容,详细讲解阅读理解的五大常用题型,通过课后的实战演练和详细讲解,巩固考生的阅读理解能力。

本书把握大学英语六级考试题型的比例关系,并对重点、难点和疑点词汇逐个排查,援引例证典型、详细,做到题题活用,一题多用,适合广大的大学英语六级考生阅读。

祝考试顺利!

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# 前 言

本书是根据大学英语教学大纲、大学英语六级考试大纲及样题编写的，旨在帮助将要参加六级考试的考生提高阅读能力，顺利通过阅读大关。

大学英语六级考试反映大学英语教学的较高要求，它对阅读能力的要求是：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，并能说明中心大意的事实和细节，能够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。

阅读理解在六级考试中占了 40% 的比例，但同时也是难度较大的题型。考生要想拿到高分，阅读部分不能掉以轻心。本书通过对 1990 年到 2003 年的全真题全面分析，摸索出一定的规律，编者根据第一手数据，调整各种题材的比例分配，尽可能地适应考题的题材、体裁和题型。

本书共分 3 个部分：

**1. 六级阅读出题意图与解题方案。**这是帮助考生快速熟悉出题者的出题意图，掌握应对策略，以揭开阅读题的面纱，解除对阅读题畏难的心理。

**2. 典型试题模式分析与练习。**六级阅读以说明文和议论文为主，内容多涉及到社会、科普/科技、经济、文化、教育等方面内容，常见题型依次以考题出现频率排列有以下 5 种：事实细节题、逻辑推理题、词义理解题、主旨思想题、观点态度题。这部分是本书的重点。编者针对每种题型以全真题为例详细分析题型特点、出题模式，并配以练习专讲专练。

**3. 实战演习与详细讲解。**在这一部分，编者按六级考试阅读理解部分的形式有重点地对常考题材、体裁安排了 25 个单元 100 篇短文，进行综合练习，全面提高考生的应考能力。

理论与实践结合是本书的特点，努力终有收获，相信对将要参加六级考试的考生，这是一个登上更高一级台阶的机会，对考研、考托的同学来说，触类旁通也能受益。

编 者

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# 第 1 章 六级阅读出题意图与解题方案

## 1.1 出题意图

### 1.1.1 六级阅读考试大纲

大学英语六级考试反映大学英语教学的较高要求,它对阅读能力的要求是: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。

四、六级对阅读能力的要求是一样的,只是四级要求的阅读速度是每分钟 100 字,比六级阅读速度少了 20 个字。反映在四、六级考试的阅读理解试题上就是四、六级考试分配给阅读题的时间是相同的,但六级阅读文章的长度增加了。

根据《大学英语考试大纲》的要求,六级考试阅读理解考试时间是 35 分钟,由四篇短文构成,每篇有 5 个选项,共 20 题,每题 2 分,总分 40 分。短文的长度平均为 350 词左右,总阅读量为 1 400 词左右,阅读速度平均为 70wpm (word per minute)。

### 1.1.2 题型特点

阅读理解的题材广泛,体裁多种,题型多样。纵观 1990 年 1 月到 2002 年 12 月的 22 套试题 88 篇文章(表 1)可见,阅读篇章题材内容涉及到文化、环保、科技、交通、医学、经济、商业等方面。总体上说,其题材主要集中在科普知识、社会文化和经济生活三方面。

表 1

| 社会类 | 科普类 | 经济类 | 文化类 | 教育类 | 科技类 | 环保类 | 商业类 | 政治类 | 医学类 | 交通类 | 合计 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|
| 28  | 15  | 14  | 9   | 9   | 6   | 3   | 2   | 1   | 1   | 1   | 88 |

阅读理解的体裁以议论文、说明文为主。事实上,很多文章体裁并不是界限分明,更多是以夹叙夹议的形式出现。只不过偏重于或者说明文、或者议论文而已。几个常考题材的体裁分布如表 2。

六级阅读理解的题型主要有主观性题型和客观性题型。前者主要包括主旨型、推理型、作者语气态度型、结论型等。后者主要包括事实型、推测词义型、指代关系型、常识题、是非题等。概括说, 阅读理解的题型基本上有五种: 事实细节题、逻辑推理题、词义理解题、主旨思想题、观点态度题。

表 2

| 题材<br>体裁 | 社会类/28 | 科普类/15 | 经济类/14 | 文化类/9 | 教育类/9 |
|----------|--------|--------|--------|-------|-------|
| 说明文      | 10     | 11     | 7      | 4     | 3     |
| 议论文      | 18     | 4      | 7      | 5     | 6     |

表 3

| 题型<br>总数         | 事实细节  | 逻辑推理  | 词义理解 | 主旨思想 | 观点态度 |
|------------------|-------|-------|------|------|------|
| 90.1~02.12/440 题 | 195   | 144   | 40   | 36   | 25   |
| 比例/100%          | 44.3% | 32.7% | 9.1% | 8.2% | 5.7% |

### 1.1.3 复习目标

由于阅读占了整个试卷的 40%, 拿下阅读分, 就等于跨上高分的台阶, 所以, 考生在准备六级阅读考试时首先要了解考试大纲对阅读所规定的目标, 然后再研究全真题题型的考查重点、命题方式, 并针对出题意图拿出相应的解题方案, 阅读理解就不难拿到高分了。由于六级考试的难度一般与历年的全真题不相上下, 所以研究全真题对应考有着很强的参照性。本书将带领考生从全真题入手, 突破阅读大关。

### 1.1.4 出题意图

阅读理解不仅考查学生的词汇量、语法知识、阅读速度等基本功, 而且还考查学生分析、判断、推理、归纳、总结等综合能力。阅读理解题虽说对考生要求较高, 但通过对历届六级阅读理解全真题的研究可以发现, 阅读理解的命题考点和测试题型均有一定的规律。考生如果能掌握这些规律, 必将在考试中得心应手。

一般来说, 我们阅读文章的目的是为了获取信息。文章体裁不同, 其结构特点就会各异。因此, 我们获取信息的最有效方法之一就是去学习和了解文章的结构, 以便更加准确、快速地定位我们要找的信息。

大学英语六级考试中的阅读理解文章的体裁主要有说明文和议论文两类。其中包括一些



夹叙夹议的文章。文章体裁不同,其结构特点就会各异。因此,我们获取信息的最有效方法之一就是去学习和了解文章的结构,以便更加准确、快速地定位我们要找的信息。下面我们结合六级考试真题来具体说明如何利用文章的结构特点来达到阅读的目的。

**例一:**

1996年1月六级考试阅读理解第四篇是说明文,它的篇章结构如下:

**首先,提出问题:**

Video recorders and photocopies, even ticket machines on the railways, often seem unnecessarily difficult to use.(具体事例为 Last December I bought...)

**其次,分析直接原因:**

Firstly, the problems are not obvious to the designers.

Secondly, there are too many features in a machine.

Thirdly, it is too late for people to find the products difficult to use when they are finished.

Finally, the manufacturers do not have the motivation to improve their products for the convenience of the customers when the products sell well.

**第三,深层分析原因:**

Some manufactures say they concentrate on providing a wide range of features rather than on making the machines easy to use. It is not true.

**最后,得出结论:**

Good design practice is a mixture of specific procedures and general principles.

说明文的一般结构模式: 提出问题(或以一个事例引出问题——(专家)发现直接原因——分析深层原因——得出结论或找到出路。了解了类似的文章结构特点,就可以据此来进行考题预测。

**例二:**

1995年6月大学英语六级考试阅读理解第二篇是一篇议论文,它的篇章结构如下:

**首先,作者在开篇提出:**

Beauty has always been regarded as something praiseworthy. (下面是说明该论点的事例)

**其次,作者提出一种相反观点:**

In the executive circle, beauty can become a liability.

**第三,作者列出论据:**

**论据一:** While attractiveness is a positive factor for a man on his way up the executive ladder, it is harmful to a woman. (下面是更具体的事例)

**论据二:** This is true even in politics. (下面是更具体的事例)

我们大家最容易辨认出来的议论文模式是“主张——反主张”模式。在这一模式中,作者首先提出一种普遍认可的观点或某些人认可的主张或观点(观点下面往往列举出事实或事例),然后进行澄清,说明自己的主张或观点,或者说提出反主张或真实情况。议论文的这

种结构特点决定了它的主要题型是作者观点态度题,文章主旨题以及推理判断题。只要发现了这种结构特点,解答问题的主要任务就变成了到段落内找答案,基本上不存在任何困难。

通过研究以上的文章结构特点,我们不难发现,在六级考试阅读理解中无论任何体裁的文章都遵循着这样一个共同的模式:提出话题(观点或事例)——用事例分析原因(或批驳观点)——得出结论。对文章结构特点的把握有助于读者更加自觉地关注文章的开始和结尾,分清观点和事例,从而在六级考试的阅读理解中准确定位,快速答题。

## 1.2 解题方案

分析研究六级考试阅读理解历届考题,可以发现命题者的出题意图是有一定规律的,所以我们可以不同题型采用相应的解题方案。六级阅读题型大致可分为下面几类:

### 1.2.1 事实细节性题(Facts and Supporting Details)

考查考生对文章所述的某个事实或细节的理解能力,这些事实依据(Details)是用来说明、论证或发展文章主题思想的。这类题目常以“WH-”形式来提问,如 who, what, when, where, why 及 how 等形式。细节性问题所涉及的面很广。有的需要数字计算,如计算时间、距离、次数、数量等;有的需要进行正误判断,根据选项提供的线索,在题中选出正确答案;有的则是询问事实、原因、结果、目的等。

### 1.2.2 主旨思想题(Subject Matter)

考查考生理解作者在文章中要表达的主要内容,也是贯穿全文的核心。考题的设计就是要考查考生在规定的时间内迅速找到中心大意的能力。回答主旨思想题,易采用快速阅读法(Skimming)浏览全文,理解文章主旨大意,中心思想的句子多在文章开头,结尾及段落的段首句和段尾句特别重要,因为他们往往包含文章的中心思想。主旨思想题可分为主题型、标题型和目的型。主题型(Main Idea/ Thought)就是找中心思想;标题型>Title)是为文章选择标题;目的型(Purpose)就是推断作者的写作意图与目的。

### 1.2.3 逻辑推理题(Logic Judgment and Inference)

考查考生根据文中所给信息进行判断、推理,从而得出符合逻辑的推论。逻辑推理性问题不但要求考生掌握文章所表达的字面含义,把握住推理范围,利用相关部分提供的事实、背景知识和常识来做出正确的选择;还要掌握一定的逻辑判断能力及写作技巧知识,从文章表面推出更深层含义。

### 1.2.4 观点态度题(Attitude and Purpose)

考查考生理解作者语气、态度、观点、目的的题目。判断作者的观点和态度主要是通过说话的语气、文章的措词、文体等,同时也应注意语篇中的修辞。阅读理解的最后题常常提问在作者对文章中某一问题的态度(Attitude)、全文的基调(Tone)、文章的出处(Source)及对文章前后接续内容的判断等。回答此类题应从篇章的体裁着手,一般来说,在说明文中作者的态度是客观的(objective)或中立的(neutral);而在议论文中,作者的观点才会显得多种多样,常有的选项有: positive(积极的)、negative(消极的)、neutral(中立的)、approval(赞成的)、disapproval(不赞成的)、indifferent(漠不关心的)、sarcastic(讽刺的)、critical(批评的)、optimistic(乐观的)、pessimistic(悲观的)。

### 1.2.5 词义理解题(Words and Sentences)

包括对词汇、语句的理解,是关于词或词组的练习项目,词汇题是考查考生要求在上下文语境中判断词语确切含义的能力,即给文章中的某个单词、短语找出近义词或最合适的解释。语句理解题则是指解释(paraphrase)文章中某一句与文章主旨有关系的或有特殊意义的话。

有关这几类题型我们将在后面的章节里分项详述,并配有全真题和习题进行强化辅导。

## 第2章 典型试题模式分析与练习

### 2.1 事实细节题

#### 2.1.1 简述

事实细节性题(Facts and Supporting Details),在六级阅读考题中占的比重最重。它是考查考生对文章所述的某个事实或细节的理解能力,这些事实依据(Details)是用来说明、论证或发展文章主题思想的。这类题目常以“WH-”形式来提问,如 who, what, when, where, why 及 how 等形式。

细节性问题所涉及的面很广。有的需要数字计算,如计算时间、距离、次数、数量等;有的需要进行正误判断,根据选项提供的线索,在题中选出正确答案;有的则是询问事实、原因、结果、目的等。

#### 2.1.2 出题模式

细节类问题的命题方式有以下几种:

1. 特殊疑问句(Wh-Questions): 考题以 wh-引导的问句提出,考查列举的事实或做数字计算等。
  - (1) What is \_\_\_\_\_?
  - (2) In what way \_\_\_\_\_?
  - (3) What is the example of \_\_\_\_\_ as described in the passage?
  - (4) According to the passage, when (where, why, how, who, etc. ) \_\_\_\_\_?
  - (5) What do we know about \_\_\_\_\_?
  - (6) How many/ much \_\_\_\_\_ in this article?
2. 正误判断(True-False Statements): 判断选项是否符合文章所陈述的内容。
  - (1) The author mentions all of the following except \_\_\_\_\_.
  - (2) According to the passage, which of the following is TRUE?
  - (3) Which of the following statement is NOT TRUE?
  - (4) Which of the following is mentioned in the passage?
  - (5) Which of the following is wrong according to the author?
  - (6) The author listed all of the items listed below except \_\_\_\_\_.
  - (7) Which of the following does not explain \_\_\_\_\_?
3. 填空题(Filling-in Form): 题型比较广泛,通常是询问事实、原因、结果、目的等。

- (1) The reason / real cause for \_\_\_\_\_ is \_\_\_\_\_.
- (2) The author states that \_\_\_\_\_.
- (3) Today, computers are still inferior to man in terms of \_\_\_\_\_.
- (4) To \_\_\_\_\_, it is better for the participants \_\_\_\_\_.
- (5) \_\_\_\_\_ are expected \_\_\_\_\_.

### 2.1.3 解题思路

#### 1. 基本原则

事实细节题通常询问的是已在文章中有较明确表述的因果、经过、事实等信息。这类题的“题干与答案”在意义上通常等于原文中某一部分的内容，只不过用不同的表达方式体现在选项中。所用的方法大致有释义、使用同义词、反义词或词组、利用上下文单词以及句式 and 语态的转换等等。

回答事实细节题，应采用查读法(Scanning)，首先通过 Skimming 找出主题，以进一步掌握阐述和发展主题的主要事实或特定细节。然后，在查读时注意寻找与题目相关的关键词语；最后，在充分理解原文、原题的基础上确定正确答案。

细节事实题考点多在**列举处**。这是出辨认正误题的地方，如以 First, ..., Second, ..., Third, ...等逐项列出，然后要求考生从列举出的内容中，选出符合题干要求的答案项。在做此类题时，考生只要把细节考点(firstly, ..., secondly, ...)找到，对照选项内容选择答案即可。

**因果句**也是考事实细节题的一种命题方式。这是考查考生对文中两个有内在的因果关系事件认识的能力，也可能以概括文意、段意的形式出题。表示因果关系的词有：because, since, for, as, therefore, consequently, result in, originate from 等。

**标点符号**是考生需要注意的另外一点。由于特殊标点符号后内容是对前面内容的进一步解释和说明，因此命题者常以标点符号后的内容进行提问。特殊标点符号包括表示解释的：破折号；括弧；冒号；表示引用的：引号。

总之，做细节题不可以自己对某类知识的主观了解和认识做出当然判断，一定要紧扣文章内容加以选择。

#### 2. 细节题干扰项特点

- (1) 与文章中的事实或观点不同；
- (2) 与原文内容部分吻合，部分不符；
- (3) 与原句内容相似但过于绝对化；
- (4) 与常识一致，但与文章内容不符，或文内没有提及；
- (5) 原文中没有涉及到的内容。

## 2.1.4 全真分析

### 1997年6月全真题析(36~40题)

Whether the eyes are “the windows of the soul” is debatable, that they are intensely important in interpersonal communication is a fact. During the first two months of a baby's life, the stimulus that produces a smile is a pair of eyes. The eyes need not be real: a mask with two dots will produce a smile. Significantly, a real human face with eyes then the face will not motivate a smile, nor will the sight of only one eye then the face is presented in profile. This attraction to eyes as opposed to the nose or mouth continues as the baby matures. In one study, when American four-year-olds were asked to draw people, 75 percent of them drew people with mouths, but 99 percent of them drew people with eyes. In Japan, however, where babies are carried on their mother's back, infants do not acquire as much attachment to eyes as they do in other cultures. As a result, Japanese adults make little use of the face either to encode(把……编码)or decode(理解)meaning. In fact, Argyle reveals that the “proper place to focus one's gaze during a conversation in Japan is on the neck of one's conversation partner”.

The role of eye contact in a conversational exchange between two Americans is well defined: speakers make contact with the eyes of their listener for about one second, then glance away as they talk; in a few moments they re-establish eye contact with the listener or reassure themselves that their audience is still attentive, then shift their gaze away once more. Listeners, meanwhile, keep their eyes on the face of the speaker, allowing themselves to glance away only briefly. It is important that they be looking at the speaker at the precise moment when the speaker reestablishes eye contact: if they are not looking, the speaker assumes that they are disinterested and either will pause until eye contact is resumed or will terminate the conversation. Just how critical this eye maneuvering is to the maintenance of conversational flow becomes evident when two speakers are wearing dark glasses: there may be a sort of traffic jam of words caused by interruption, false starts, and unpredictable pauses.

1. The author is convinced that the eyes are \_\_\_\_\_.
  - A) of extreme importance in expressing feelings and exchanging ideas
  - B) something through which one can see a person's inner world
  - C) of considerable significance in making conversations interesting
  - D) something the value of which is largely a matter of long debate
2. Babies will not be stimulated to smile by a person \_\_\_\_\_.
  - A) whose front view is fully perceived
  - B) whose face is covered with a mask
  - C) whose face is seen from the side

- D) whose face is free of any covering
3. According to the passage, the Japanese fix their gaze on their conversation partner's neck because \_\_\_\_\_.  
A) they don't like to keep their eyes on the face of the speaker  
B) they need not communicate through eye contact  
C) they don't think it polite to have eye contact  
D) they didn't have much opportunity to communicate through eye contact in babyhood
4. According to the passage, a conversation between two Americans may break down due to \_\_\_\_\_.  
A) one temporarily glancing away from the other  
B) eye contact of more than one second  
C) improperly-timed ceasing of eye contact  
D) constant adjustment of eye contact
5. To keep a conversation flowing smoothly, it is better for the participants \_\_\_\_\_.  
A) not to wear dark spectacles  
B) not to make any interruptions  
C) not to glance away from each other  
D) not to make unpredictable pauses

#### 注释

本文是一篇说明文。说明了眼睛在人际交往中的重要作用。

1. **A) 细节题。**文中第一段第一句作者就提到：眼睛在人际沟通中的重要性毋庸置疑 (Whether the eyes are “the windows of the soul” is debatable, that they are intensely important in interpersonal communication is a fact.)。因此，A 项“作者认为眼睛在表达情感和交流思想上极其重要”符合文章内容。
2. **C) 细节题。**文中第一段第四句“Significantly, ..., nor will the sight of only one eye then the face is presented in profile.”的意思是：重要的是，……，只给婴儿一个侧面，露出一只眼睛，也不能让他发笑。由此可知，C 项为正确选项。
3. **D) 细节题。**文中第一段倒数第三句 “In Japan, however, where babies are carried on their mother's back, infants do not acquire as much attachment to eyes as they do in other cultures.”的意思是：在日本，小孩们被背在母亲背上，不像其他国家的婴儿那样对眼睛有很多接触。结果导致日本成年人很少利用脸部来表达或理解感情。由此可知，D 项符合文章内容。
4. **C) 细节题。**文中第二段的意思是：两个美国人谈话时，眼神的接触很重要，谈话中两个人会进行眼神上的交流。如果听者没有看他，说话人会认为他对话题不感兴趣，因此会暂停一下或者会结束谈话。由此可知，C 项为正确选项。

5. A) 推理题。文中最后一句的意思是：如果两个说话的人带上墨镜时，延伸的交流的重要性就很明显了：交谈中就会有許多打断之处，形成语言交流的堵塞。由此可以推断：为保持谈话的顺利进行，谈话人最好不戴墨镜。故选 A。

### 1996 年 6 月全真题析(21~25 题)

Three English dictionaries published recently all lay claim to possessing a “new” feature. The BBC English Dictionary contains background information on 1,000 people and places prominent in the news since 1988; the Oxford Advanced Learner’s Dictionary: Encyclopedic Edition is the OALD plus encyclopedic entries; the Longman Dictionary of English Language and Culture is the LDOCE plus cultural information.

The key fact is that all three dictionaries can be seen to have a distinctly “cultural” as well as language learning content. That being said, the way in which they approach the cultural element is not identical, making direct comparisons between the three is difficult.

While there is some common ground between the encyclopedic/cultural entries for the Oxford and Longman dictionaries, there is a clear difference. Oxford lays claim to being encyclopedic on content whereas Longman distinctly concentrates on the language and culture of the English-speaking world. The Oxford dictionary can therefore stand more vigorous scrutiny for cultural bias than the Longman publication because the latter does not hesitate about viewing the rest of the world from the cultural perspectives of the English-speaking world.

The cultural objectives of the BBC dictionary are in turn more distinct still. Based on an analysis of over 70 million words recorded from the BBC World Service and National Public Radio of Washington over a period of four years, their 1,000 brief encyclopedic entries are based on people and places that have featured in the news recently. The intended user they have in mind is a regular listener to the World Service who will have a reasonable standard of English and a developed skill in listening comprehension.

In reality, though, the BBC dictionary will be purchased by a far wider range of language learners, as will the other two dictionaries. We will be faced with a situation where many of the users of these dictionaries will at the very least have distinct socio-cultural perspectives and may have world views which are totally opposed and even hostile to those of the West. Advanced learners from this kind of background will not only evaluate a dictionary on how user-friendly it is but will also have definite views about the scope and appropriateness of the various socio-cultural entries.

1. What feature sets apart the three dictionaries discussed in the passage from traditional ones?
- A) The combination of two dictionaries into one.
  - B) The new approach to defining words.
  - C) The inclusion of cultural content.
  - D) The increase in the number of entries.



2. The Longman dictionary is more likely to be criticized for cultural prejudice \_\_\_\_\_.  
A) its scope of cultural entries beyond the culture of the English-speaking world  
B) it pays little attention to the cultural content of the non-English-speaking countries  
C) it views the world purely from the standpoint of the English-speaking world  
D) it fails to distinguish language from culture in its encyclopedic entries
3. The BBC dictionary differs from Oxford and Longman in that \_\_\_\_\_.  
A) it has a wider selection of encyclopedic entries  
B) it is mainly designed to meet the needs of radio listeners  
C) it lays more emphasis on language than on culture  
D) it is intended to help listeners develop their listening comprehension skills
4. It is implied in the last paragraph that, in approaching socio-cultural content in a dictionary, special thought be given to \_\_\_\_\_.  
A) the language levels of its users  
B) the number of its prospective purchasers  
C) the different tastes of its users  
D) the various cultural backgrounds of its users
5. What is the passage mainly about?  
A) Different ways of treating socio-cultural elements in the three new English dictionaries.  
B) A comparison of people's opinions on the cultural content in the three new English dictionaries.  
C) The advantages of the BBC dictionary over Oxford and Longman.  
D) The user-friendliness of the three new English dictionaries.

#### 注释

本文是一篇议论文。作者将出版的三种字典进行了比较,并指出它们在文化因素方面的不同。

1. **C) 细节题。**文中第二段第一句“The key fact is that all three dictionaries can be seen to have a distinctly “cultural” as well as language learning content.”的意思是:关键点在于所有这三本辞典都有独特的“文化的”内容和语言学习的内容。由此可知,C项的意思与文中的内容相符。
2. **C) 细节题。**文中第三段第三句“The Oxford dictionary can therefore stand more vigorous scrutiny for cultural bias than the Longman publication because the latter does not hesitate about viewing the rest of the world from the cultural perspectives of the English-speaking world.”的意思是:牛津字典比朗曼字典更好地审视文化偏见,因为后者完全是从英语国家的文化视角来看待其它国家。由此可知,C项符合题意。
3. **D) 细节题。**文中第四段最后一句“The intended user they have in mind is a regular listener to the World Service who will have a reasonable standard of English and a developed skill in