

College ENGLISH



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【阅读·简答·翻译】 考试成功指南

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→ 考试成功指南

阅读 · 简答 · 翻译

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序

新《大学英语课程教学要求》(以下简称《要求》)已经于 2004 年 1 月由国家教育部正式颁布实施了。2005 年 2 月 15 日,国家教育部正式通知:从 2005 年 6 月开始,在全国 180 个试点高校进行四、六级考试改革,采用 710 分记分办法。并从 2007 年 1 月,开始在全国普遍实施。在这期间,也出台了多套新大学英语教材和教学参考书。与之相应,许多四、六级习题集也应运而生。这反映了图书市场的需要,同时,也满足了社会的这一需求。但读者以审慎的目光在观望!他们在寻找真正的指南!而许多书在图书市场上来去匆匆的现象告诉人们:图书要经得起市场的检验!

大学英语四级从 1987 年 10 月的第一次国家统考到现在,已经进行了 34 次。大学英语六级从 1989 年 1 月的第一次国家统考到现在,也进行了 32 次。经过许多专家、学者的共同努力,考试的内容、形式和评价指标已经确立,题库建设也已经完成,许多考试原始数据和资料也已经公开。而现在的任务是:进一步改革并完善现时的教学与测试的内容、形式、试卷结构,以真正能检验大学生英语的语言知识能力和语言运用能力,以适应国家建设的需要。在这种情况下,研究并找出大学英语四、六级考试命题的规则和特点不仅必要,而且重要。本丛书将把这种可能变成现实!

《大学英语四、六级 710 分考试成功指南》是一套系列丛书。它分为四级、六级两个系列。而每一系列又分为:《听力必备》,《阅读·简答·翻译》,《词汇必备》,《写作·综合改错》和《模拟试题》。它是世界图书出版西安公司所策划的《成功英语》的一个重要部分。

本套书有新、准、精、透、真、实六字特点:

《大学英语四、六级 710 分考试成功指南》以国家教育部颁布的新《要求》中有关四、六级教学的要求和规定为准绳,以《要求》及其四个附表(词汇表,语法结构表,功能意念表,语言技能表)为核心内容,以国家四、六级水平测试为检验尺度,把《要求》、教学、测试三者有机结合起来,也就是在《要求》与测试之间架起一座平滑而自然的桥梁。

《大学英语四、六级 710 分考试成功指南》准确地揭示大学英语四、六级教学的语言知识范畴、语言技能层次、语言教学和测试的核心内容,把语言知识、语言技能、语言实践有机地结合起来,实现理论与实践的统一。

《大学英语四、六级 710 分考试成功指南》准确地把握四、六级测试的内容,尤其是测试的重点、难点、要点和焦点,并提供卓有成效的解题方法、答题要领和答题步骤,以帮助考生成功地通过四、六级考试。

《大学英语四、六级 710 分考试成功指南》对四级、六级的语言知识和技能的核心内容给予精确的概括和总结,在短时间内,掌握其成功的奥秘,使考生的知识和能力上一个新的台阶。

《大学英语四、六级 710 分考试成功指南》努力把《要求》、教学、测试三点连成一线,在短时间内,通过强化,达到贯彻《要求》,通过四、六级考试的目的。

作为大学英语教学,特别是四、六级教学的长期实践者、理论研究者和测试的指导者,在取得辅导的成功后,很想和我们的学生及更多的读者来分享这些成果与快乐,并使更多的人取得成功。这就是编写并出版《大学英语四、六级考试 710 分成功指南》此套系列丛书的初衷。

愿读者喜欢它!

韩松涛 郭崇兴

2005 年 6 月 于中国人民大学

缩语和符号说明

1. 缩语

<i>adj.</i>	Adjective	形容词
<i>adv.</i>	Adverb	副词
<i>art.</i>	Article	冠词
<i>aux.</i>	Auxiliary verb	助动词
<i>conj.</i>	Conjunction	连词
<i>int.</i>	Interjection	感叹词
<i>n.</i>	Noun	名词
<i>prep.</i>	Preposition	介词
<i>pron.</i>	Pronoun	代词
<i>v.</i>	Verb	动词

2. 符号

E	example	(用例, 试题)启号
U	usage and discrimination	(用法和辨析)启号
N	notes	(注释说明)启号

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第一章 大学英语六级考试阅读理解

第一节 六级阅读理解试题概述

在国家大学英语六级考试(CET-6)中,阅读理解部分占总分的40%。在新记分法中,占总分35%。在两个小时的考试中,阅读部分的考试时间为35分钟。考生要想顺利通过大学英语六级考试,并获得较好直至优秀的成绩,就必须在阅读部分中获得较理想的得分。

大学英语六级阅读试题是根据国家教育部颁布的《大学英语教学大纲》,即《课程要求》设计的,有着不同于其他语言测试同类项目的特色,我们首先对这部分试题做一下概述。

1. 词汇

1.1 词汇分布

CET-6 阅读部分的词汇的84%为大学英语一级至四级的词汇;五、六级词汇约占9%;有约5%的词汇属于大学英语词汇的派生词、合成词或转换词;超纲词汇约占2%,但这部分词汇的释义大部分已在文章中注出,如:

【例1】 There are the hassles over bathrooms, telephones and privacy.

出题者在 privacy 一词后加注(不受干扰的生活)。

1.2 词汇容量

CET-6 阅读理解试题的词汇容量较大,多音节词语使用较多。如:responsibility, psychologist, ridiculous, adjustment.

1.3 词汇量

阅读这部分通常由四篇文章组成,每篇文章长度约为350-380词,共计约为1400词。每篇文章之后设置了4-6道阅读理解题,共20道。平均每题约30个词汇,加上文章总词汇量约为2000词。

2. 句式

CET-6 阅读文章的句子有三个明显的特色,即长句多、分隔修饰语多、语义隐蔽曲折。

其一:长句多。每句话平均由25词组成。最长的句子约有80个词汇。如:

【例2】 The very best standard of living is nothing if it is not possible to take a pleasant walk in the district, if the children cannot be allowed to play in the streets, because the risks of traffic are too great, if during shopping you can nowhere find a spot for enjoying for a moment the nice weather, in short, if you only feel yourself at home after the street-door of your house is closed after you.

由于长句多为复合句,结构交错重叠,不易理解。如:

【例3】 The word conservation has a thrifty meaning. To conserve is to save and protect, to leave what we ourselves enjoy in such good condition that others may also share the enjoyment. Our forefathers had no idea that human population would increase faster than the supplies of raw materials; most of them, even until very recently, had the foolish idea that the treasure were "limitless" and "inexhaustible". Most of the citizens

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of earlier generations knew little or nothing about the complicated and delicate system that runs all through nature, and which means that, as in a living body, an unhealthy condition of one part will sooner or later be harmful to all the others.

这一段共四句, 113 个单词。复合句竟有三句之多, 占四分之三。

其二: 句子中间分隔性修饰现象较普遍。分隔(separation)是有关语序的问题, 但它不同于先后倒置的倒装语序, 而是两个本应紧密相连的句子成分被拆开的语言现象。通常主语和谓语紧密相连, 但有时为了说明主语, 主语后面常跟一些定语, 有时还可跟状语或插入语等, 因而造成主语和谓语之间的分隔; 宾语一般紧跟及物动词, 但有时会被介词短语或插入语分隔; 介词后常跟宾语, 有时也可能被插入语分隔。另外, 分隔现象还包括宾语和宾语补足语的分隔, 修饰语和被修饰语的分隔, 系动词和表语之间的分隔以及连词和它所引出的分句的分隔等。分隔现象使得各语法结构之间的关系变得复杂, 增加了语言难度。如:

【例 4】 The recent growth①of export surpluses ②on the world food market has ③certainly been ④unexpectedly great, ⑤partly because a ⑥strange sequence ⑦of two successful grain harvests ⑧in North America is ⑨now being followed by a third.

这是一个主从复合句, 有九处之多的分隔。其中①、②造成了主句中主语和谓语之间的分隔; ③造成了主句中谓语动词短语内的分隔; ④造成了谓语动词和表语之间的分隔; ⑤造成了主句和从句之间的分隔; ⑥造成关系副词和其引出的从句之间的分隔; ⑦、⑧造成了从句中主语和谓语之间的分隔; ⑨造成了从句中谓语动词短语内的分隔。众多的分隔现象使这句话看上去宛如一棵枝叶繁茂的大树, 给人以山重水复之感。再如:

【例 5】 Moreover the rise ①in domestic prices has come ②at a time when ③world prices have begun to fall, with the result that imported food, ④with the exception of grain, is ⑤often cheaper than the ⑥home-produced variety.

例 5 中也有 6 处分隔现象。全句结构重叠纷繁, 犹如枝叶蔓生。

其三: 阅读文章内部各句子之间常无明显的连接词语, 句子之间的联系是通过语义的相关性来表现, 惟有积极思维、细心体会才能把握文章的“脉络”。如:

【例 6】 ①Analysts cite a variety of reasons for this return to the nest. ②The marriage age is rising, a condition that makes home and its pleasantness particularly attractive to young people. ③A high divorce rate and declining remarriage rate are sending economically pressed and emotionally hurt survivors back to parental shelters. ④For some, the expense of an away-from-home college education has become so excessively great that many students now attend local schools. ⑤Even after graduation, young people find their wings clipped by skyrocketing housing costs.

全段共 5 句, ①为“主题句”(Topic Sentence)。其余各句——②、③、④、⑤句均为①句的例证句(Supporting Sentence), 它们之间的关系是平行的, 这些句子旨在举例说明: (美国)很多年轻人又返回父母家中居住的原因。而在①句和②、③、④、⑤句之间没有明显的连接词, 在②、③、④、⑤各句间也没有明显的连接词, 全文看似松散, 实际上却是一个上下文连贯的整体。

3. 语体

CET-6 阅读文章涉及的题材以科技、社会、文化、经济为主, 如青年问题、就业问题、娱乐设施、环境问题等。这些题材通常使用较正式的科技书面语体来展开, 因此文章语气凝重正式、语言规

范、逻辑缜密、论理含蓄。而这一系列语体特征是通过大量的抽象名词或名词短语、被动语态等词汇及语法手段表现出来的。如:

【例7】 The theoretical separation of living, working, traffic and recreation which for many years has been used in town-and-country planning, has in my opinion resulted in disproportionate attention for forms of recreation far from home, whereas there was relatively little attention for improvement of recreation possibilities in the direct neighbourhood of the home.

全句共使用了7个名词和名词短语(见划线词),体现了这种语体借助抽象思维的逻辑性和概念化。此外,像例7中的“in my opinion”等介词短语的使用,可以准确而简洁地反映上下文之间的依附、因果、时间、空间、隶属等关系。再有,例7中的“use”一词的被动语态避免了使用人称代词作主语,这样可以更客观公正地表达事物的本质特征、变化过程以及它与其他事物之间的联系。客观表达是尊重客观事实的一个重要标志。被动语态是追述客观性和规范性的一个重要手段。由于例7使用了以上各种修辞手段,全句的语气显得庄重,文字干练而意义深刻。这种语体的使用在六级阅读文章中十分普遍。

4. 体裁

在 CET-6 阅读文章中论述文和说明文占有相当的比例。

4.1 论述文

其目的在于试图说服读者接受某个观点或学说。有些论述文从一开始就旗帜鲜明地提出观点,然后旁征博引,阐述论证。这一类文章不仅有概述和例证性细节,且推理性很强。如:

【例8】 To say that the child learns by imitation and that the way to teach is to set a good example oversimplifies. No child imitates every action he sees. Sometimes, the example the parent wants him to follow is ignored while he takes over contrary patterns from some other example. Therefore we must turn to a more subtle theory than “Monkey see, monkey do.”

Look at it from the child's point of view. Here he is in a new situation, lacking a ready response. He is seeking a response which will gain certain ends. If he lacks a ready response for the situation, and cannot reason out what to do, he observes a model who seems able to get the right result. The child looks for an authority or expert who can show what to do.

There is a second element at work in this situation. The child may be able to attain his immediate goal only to find that his method brings criticism from people who observe him. When shouting across the house achieves his immediate end of delivering a message, he is told emphatically that such a racket is unpleasant, that he should walk into the next room and say his say quietly, thus, the desire to solve it properly. One of the early things the child learns is that he gets more affection and approval when his parents like his response. Then other adults reward some actions and criticize others. If one is to maintain the support of others and his own self-respect, he must adopt responses his social group approves.

In finding trial responses, the learner does not choose models at random. He imitates the person who seems a good person to be like, rather than a person whose social status he wishes to avoid. If the pupil wants to be a good violinist, he will observe and try to copy the techniques of capable players; while some other person may most influence his approach to books.

Admiration of one quality often leads us to admire a person as a whole, and he becomes an identifying

figure. We use some people as models over a wide range of situations, imitating much that they do. We learn that they are dependable and rewarding models because imitating them leads to success.

作者在文章的开头就直截了当地提出自己的观点,小孩通过模仿学习,教小孩就是给小孩做出好榜样,这样说过于简单化。并且通过客观事实的观察告诫读者:有时父母要小孩学习,孩子不一定学。随后作者从两个方面分析论证其原因。

但在有些论述文中,作者不直截了当地阐明自己的观点,而是迂回曲折地渐次展开,对自己赞同的观点,则可能指明出它的不足;对自己反对的观点,则可能讨论它的合理性,或陈述支持这种观点的人可能持有的理由。由于表达含蓄、文字隐蔽,所以使得文章的难度增大。这样做的效果是给人一种感觉,即作者支持什么,反对什么,不是随意的,而是经过深思熟虑的。是在一分为二,辩证地看待问题之后提出的观点或理由,因此更具说服力,更易让人接受。如:

【例9】 ①What is sports violence? ② The distinction between unacceptable viciousness and the game's normal rough-and-tumble is impossible to make, or so the argument runs. ③This position may appeal to our inclination for legalism, but the truth is most of us know quite well when an act of needless savagery has been committed, and sports are little different from countless other activities of life. ④ The distinction is as apparent as that between a deliberately aimed blow and the arm flailing of an athlete losing his balance. ⑤When a player balls his hand into a fist, when he drives his helmet into an unsuspecting opponent. In short, when he crosses the boundary between playing hard and playing to hurt, he can only intend an act of violence.

⑥Violence apologists cite two additional arguments. ⑦First, they say, sports always have been violent; today things are no different. ⑧But arguments in America's Old West were settled on Main Street with six-guns, and early cave-dwellers chose their women with a club. ⑨Civilizing influences ended those practices; yet we are told sports violence should be tolerated. ⑩The second contention is that athletes accept risk as part of the game, and, in the case of professionals, are paid handsomely to do so. ⑪But can anyone seriously argue that being an athlete should require the acceptance of unnecessary physical abuse? ⑫And, exaggerated as it may seem, the pay of professional athletes presumably reflects their abilities, not a payment against combat injuries.

上文第一段讨论的是:体育比赛中的不正常的野蛮行为与正常的混战间有无明显区别。作者先摆出的一种观点是:要把它们区分开来不可能。但这不是作者的观点,作者通过③句中“the truth is...”表明了自己的观点。

在第二段中,作者较详细地列举了对体育活动中的粗鲁行为持肯定态度的人的两点理由。但随后又通过⑪句和⑫句分别对其进行了否定。这样作者的观点也就不言而喻了。

在阅读论述文时,读者需要把握住文章中阐述了几个观点,以及观点的持有者是谁。

4.2 说明文

其作用是介绍事物的内在性质、特征及与其他事物之间的联系的一种常见文体。说明文往往采用比较、例证、分类、因果等写作手法。如:

【例10】 University Physics is intended for students of science and engineering. Primary emphasis is on physical principles and problem-solving; historical background and specialized practical applications have been given a place of secondary importance. Many worked-out examples and an extensive collection of problems are included with each chapter.

In this new edition, the basic philosophy and outline and the balance between depth of treatment and breadth of subject-matter coverage are unchanged from previous editions. We have tried to preserve those features that users of previous editions have found desirable, while incorporating a number of changes that should

enhance the book's usefulness.

The textbook is adaptable to a wide variety of course out-lines. The entire textbook can be used for an intensive course two or three semesters in length. For a less intensive course, many instructors will want to omit certain chapters or sections to tailor the book to their individual needs. The arrangement of this edition facilitates this kind of flexibility.

Conversely, however, many topics that were regarded a few years ago as of peripheral(外围的,次要的) importance and were omitted from introductory courses have now come to the fore again in the life sciences, earth, and space sciences, and environmental problems. An instructor who wishes to stress these kinds of applications will find this textbook a useful source for discussion of the appropriate principles.

In any case, it should be emphasized that instructors should not feel constrained(受约束的) to work straight through the book from cover to cover. Many chapters are, of course, inherently sequential in nature, but within this general limitation instructors should be encouraged to select among the contents those chapters that fit their needs, omitting material that is not relevant for the objectives of a particular course.

在文章的第一段中,著书人先介绍了 University Physics 一书的基本特点。在第二段中,著书人利用比较的写作手法,介绍了新版 University Physics 与旧版 University Physics 相比,有所改进的地方。第三段至第五段则通过例证,说明此书适用面广。

5. 文章结构

CET-6 阅读文章一般由三大部分组成:一、提出问题;二、进行分析与辩论;三、做出结论。文章提出的问题一般都很尖锐,确实值得讨论。由于结论是在分析、论证的基础上得出的,因而中肯、帖切,既不是重复分析论证,又不牵强附会。第二部分往往最为复杂,一般是先进行分析,然后阐述自己的观点。如:

【例 11】 It is hard to predict how science is going to turn out, and if it is really good science, it is impossible to predict. If the things to be found are actually new, they are by definition unknown in advance. You cannot make choices in this matter. You either have science or you don't, and if you have it you are obliged to accept the surprising and disturbing pieces of information, along with the neat and promptly useful bits.

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(智能). In earlier times, we either pretended to understand how things worked or ignored the problem, or simply made up stories to fill the gaps. Now that we have begun exploring in earnest, we are getting glimpses of how huge the questions are, and how far from being answered. Because of this, we are depressed. It is not so bad being ignorant if you are totally ignorant; the hard thing is knowing in some detail the reality of ignorance, the worst sports and here and there the not-so-bad sports, but no true light at the end of the tunnel nor even any tunnels that can yet be trusted.

But we are making a beginning, and there ought to be some satisfaction. There are probably no questions we can think up that can't be answered, sooner or later, including even the matter of consciousness. To be

sure, there may well be questions we can't think up, ever, and therefore limits to the reach of human intellect, but that is another matter. Within our limits, we should be able to work our way through to all our answers, if we keep at it long enough, and pay attention.

作者在这篇文章的开头提出:真正科学的东西无法预测。并在文章的第二段中对此进行了分析,也可以说进行了辩论。在第三段中得出结论,即:只要人们孜孜以求,就一定能克服自身的局限而得到答案。

在阅读具有这一类结构特色的文章时,读者必须明确所讨论的话题是什么,其结论又是什么。

第二节 六级阅读技能的培养

阅读是以语言为工具进行交流的一种活动。要使用语言这种工具,首先要了解并掌握这一工具,即要掌握一定的语言知识。而要获得 CET-6 阅读测试的好成绩,还应掌握相应的阅读技能,它们包括以下几个方面。

1. 词汇的掌握

词汇是构筑句子和文章的基本要素,也是阅读文章时首先要理解的成分。CET-6 阅读文章使用了《大学英语教学大纲》中规定的一至六级词汇,考生应有针对性地准备。凡是大纲中规定的词汇都应下硬功夫去记,并通过大量阅读来熟悉并掌握。

鉴于 CET-6 阅读文章只对无法猜测其词义,且又影响理解的超纲词注明词义,因而考生具备猜词技能显得十分必要。同时考生也要学会容忍个别无关紧要的生词,不要因为文章中出现了个别生词而止步不前,烦躁不安。

1.1 利用构词法

CET-6 阅读部分的词汇有 5% 属大学英语词汇的派生词、合成词或转换词。如:

【例 12】 Greenspace facilities are contributing to an important extent to the quality of the urban environment. Fortunately it is no longer necessary that every lecture or every book about this subject has to start with the proof of this idea. At present it is generally accepted, although more as a self-evident statement than on the base of a closely-reasoned scientific proof.

这段文字中的“greenspace”,“self-evident”,“closely-reasoned”属于大学英语词汇的合成词。因构成这几个词的各部分都是大学英语词汇,且词义明确,所以试卷中没有对它们标注词义。

【例 13】 The urban environment has to offer as many recreation activities as possible, and the design of these has to be such that more obligatory activities can also have a recreative aspect.

例 13 中的“obligatory”,“recreative”分别是大学英语词汇“oblige”,“recreation”派生词,试卷中也没有标注汉语词义。

因此考生应掌握利用构词法猜测词汇的技能。英语构词法主要有三种:

- 1) 转换(Conversion):即由一个词类转换成为另一个词类。
- 2) 派生(Derivation):即通过加前缀或后缀构成另一个同根词。
- 3) 合成(Compounding):即由两个或更多的词合成一个词。

1.2 利用上下文

CET-6 阅读理解包括一些词汇题,这些要考查的词汇往往超出《大纲》的范围,因此要求考生

具备利用上下文猜词的能力。如

【例 14】 The word “hassles” in the passage probably means _____.

- a. agreements b. worries
c. disadvantages d. quarrels

这个“hassles”出现在下面这段文字中：

But sharing the family home requires adjustments for all. There are hassles over bathrooms, telephones and privacy. Some families, however, manage the delicate balancing act. But for others, it proves too difficult.

这段文字的大概意思是:(由于年轻人又搬回家中居住),全家人都需要做相应的调整。在卫生间和电话的使用上,及个人生活方面也会因此出现_____。虽然一些家庭设法保持了平衡,但仍有一些家庭很难做到。根据上下文,也由于选择项所提供的暗示,空白处的意思应为“争吵”。所以该题的答案应为 d“争吵”。

1.3 熟词“新”义

CET-6 阅读理解试题中也常对某些常用词汇设置问题。而这些词在这一类试题中的词义往往不是六级词表中列举的词义,而是其引申意义或词汇表中未列出的词义。如:

【例 15】 The word “subjects” refers to _____.

- a. the performance tests used in the study of sleep deficit
- b. special branches of knowledge that are being studied
- c. people whose behavior or reactions are being studied
- d. the psychological consequences of sleep deficit

这个词处在下面这段文字中：

To determine the consequences of sleep deficit, researchers have put subjects through a set of psychological and performance tests requiring them, for instance, to add columns of numbers or recall a passage read to them only minutes earlier.

在大学英语词汇表中,“subject”一词的词条是:

subject

n. 主题, 题目

n. 学科, 科目

n. 主语

a. 易遭……的, 受……支配的 (to)

v. 使服从, 使遭受(to)

显然这些解释都不是例 15 中的“subjects”一词的准确词义。根据原文中：研究人员让“subjects”参加一系列的测试，让他们(subjects)把一列列数字加起来，以及让他们回忆几分钟前读给他们听的文章，可以判断出这里的“subjects”指的是人，也就是被研究的对象。根据所给的选择项，上面题目的答案为 c。由此也可见，确定某个词汇的依据是这个词所处的上下文及其语境。又如：

【例 16】 ①Labor's concern over automation arises from uncertainty about the effects on employment, and fears of major changes in jobs. ②In the main, labor has taken the view that resistance to technical change is unfruitful. ③Eventually, the result of automation may well be an increase in employment, since it is expected that vast industries will grow up around manufacturing, maintaining, and repairing automation equipment. ④The interest of labor lies in bringing about the transition with a minimum of inconvenience and distress(苦

恼) to the workers involved. ⑤ Also, union spokesmen emphasize that the benefit of the increased production and lower costs made possible by automation should be shared by workers in the form of higher wages, more leisure, and improved living standards.

“labor”一词,在《大学英语教学大纲》的词表中标明的词意是“劳动”、“劳力”。依上文所述:“labor”的关心,“labor”的观点,“labor”的兴趣可以看出,这个“labor”应该译为工会组织,其词义也能从第⑤句中出现的“union spokesmen”中得到肯定。

因此,在 CET-6 的阅读中考生不仅要培养猜生词的能力,也要培养正确识别熟词词义的能力。这两种能力既对解词汇题有益,更对正确理解所读的文章有益。

2. 句子的理解

2.1 利用句子的相关性

就文章本身而言,无论语言难度多高,都是由一连串意义相关的句子组成的。人们以句子为言语的基本单位,围绕一定的话题,组成大小,或难或易的语言片段,以完成表达思想的任务。由于语言的交际作用通常不是由单个的句子来实现的,而是由与一定的言语环境相联系的言语整体所完成,一个句子只有在一定的语言环境中,才能表达相对完整的意思。所以语言中存在着比句子更为复杂的言语整体,它包括句群、语段和语篇。以“*It hadn't!*”这句话为例,脱离一定的言语环境,作为单个句子它的意思可能是含糊的,不能表达完整的意思,一旦放入语段中,它意思则变得很明确。请看:

【例 17】 Just seven years ago, the Jarvik-7 artificial heart was being cheered as the model of human creativeness. The sight of Barney Clark, alive and conscious after trading his diseased heart for a metal-and-plastic pump, convinced the press, the public and many doctors that the future had arrived. It hadn't. After monitoring production of the Jarvik-7, and reviewing its effects on the 150 or so patients (most of whom got the device as a temporary measure), the U.S. Food and Drug Administration concluded that the machine was doing more to endanger lives than to save them. Last week the agency cancelled its earlier approval, effectively banning the device.

这段中的“*It hadn't*”意指“future”并没有到来,“Jarvik-7 artificial heart”并非像人们开始想像的那样了不起。同时“*It hadn't*”在文章中还有着承上启下的作用,它之前的几个句子可被视为一个句群皆在赞扬“Jarvik-7 artificial heart”。它及它之后的几个句子也可被视为一个句群,皆在指出“Jarvik-7 artificial heart”实际上是“a technical failure”。

2.2 挖掘句子的内涵

由于语言环境对句子意思有制约作用,在阅读时,对句子的理解既不可脱离上下文,也不应拘泥于个别语句的意思,而应力求融会贯通。有时一句话要表达的事物可能不仅局限于语句本身的意义,这时读者应能理解语句的言下之意、弦外之音。如:

【例 18】 All this may have to change. The time has certainly come to switch some efforts and resources away from the impractical goal of creating jobs for all, to the urgent practical task of helping many people to manage without full-time job.

这一段字面的意思是:这一切现在大概都该变一变了,由于为所有的人创造工作机会是不实际的,因而应该把努力转向实际地帮助人们去做力所能及的事情上。在此作者给予暗示: *The creation of jobs for all is an impossibility.* (为所有的人创造工作是有可能的)。

2.3 利用过渡词

一篇文章总是通过一定的连接手段,将单独的句子合乎逻辑地组织起来。这种连接手段可被看做是联句成篇的纽带。联句成篇的纽带包括逻辑纽带、词汇纽带以及指代关系。这些连接手段在文章中通常交织使用。

①所谓逻辑纽带是体现逻辑思维的句子与句子之间的连接手段。这种连接手段通常是一些过渡性词语,即能表示思维方向的词语。其中包括:

a. 表示转折关系,常用的过渡词语有 but, yet, however 等,如:

【例 19】 I had an auto-repair man once. I always took it for granted that I was far more intelligent than he was. Yet, when anything went wrong with my car I hastened to him with it, watched him anxiously as he explored its vitals, and listened to his pronouncement as though they were divine oracles, and he always fixed my car.

译文:我过去有位汽车修理工,我总是想当然地以为我比他聪明得多。然而,当我的汽车出毛病时,我总是急急忙忙地去找他,焦急地注视着他检查汽车的主要部位,恭听他的见解,仿佛聆听神谕一般——而他总能把我的汽车修好。

这段文字中“yet”一词连接了前后两个互为相反的思维方向,前者说自己聪明;后者是“我”这个“聪明人”要依靠不如自己聪明的人。这段文字还表明,转折关系看起来前后内容都很重要,但过渡词前面的内容比较起来有陪衬作用,后面的内容才是重点所在,阅读时应注意辨别。

b. 表示列举关系,常用的过渡性词语有:for example, to name only a few, a case in point 等等。如:

【例 20】 Many educators fear that an increase in the use of state exams will lead to a corresponding rise in cheating. A case in point is students in New York State who faced criminal misdemeanor charges for possessing and selling advance copies of State Regents examinations.

译文:很多教育学家担心,更多地利用州级考试将会导致作弊的相应增加。一个明显的例子就是纽约州的一些学生,他们因拥有并出售教育董事会的考卷本而受到刑事轻罪指控。例 20 是通过过渡性词语“a case in point”来举例。

c. 表示信息间顺序关系常用的过渡性词语有:first, then, besides, in the end 等等。如:

【例 21】 First of all, I was impressed by his devotion to teaching. Second, I admired the fact that he would meet with students out-side the classroom or talk to them on the telephone. Finally, I was attracted by his lively wit.

译文:首先,他对教育的献身给我以深刻的印象。第二,他利用课余或电话和学生交谈,使我敬佩。还有,他的机敏使我着迷。

②句子和句子的连接也可以通过指代关系来实现。所谓指代关系,是指对于一个词语的解释不能从词语本身得到解决,而必须从该词语所指的对象中寻求。如:

【例 22】 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 entertainers or vocabulary or clothes or hairstyles irritate their parents, this gives them additional enjoyment. They feel they are superior, at least in a small way, and that they are leaders in style and taste.

上面短文中的“they”, “them”, “their”均指“young people”。指代的使用使得句际关系更加流畅、简洁。

③句子和句子之间的关系还可以通过词汇纽带,也就是通过词汇的重复,同义词、反义词的使

用等来表现。如:

【例 23】 In education, there should be a good balance among the branches of knowledge that contribute to effective thinking and wise judgement. Such balance is defeated by too much emphasis on any one field. This question of balance involves not only the relation of the natural sciences, the social sciences, and the arts but also relative emphases among the natural sciences themselves.

上文各句中都有“balance”一词,它连接了整个语段,使全文语气一气呵成。

有时话语中的连接纽带并不明显,但意义仍然是连贯的,这时就必须通过积极思维,在大脑中再现其语言环境,以理解某些语句。

2.4 利用句际关系

在 CET-6 阅读中辨别句意时,还有一个问题值得注意,这就是句际关系。句际关系通常可分为两种:一种是句际关系在意义上不存在主从关系或层次问题,这种句际关系被称作线性关系。而有些句子在意义上有主从关系,不在同一平面上,这种句际关系被称作层次关系。文章中主题句同非主题句之间的关系属层次关系,非主题句间的关系则可以是线性关系,也可以是层次关系。如:

【例 24】 ①European universities and universities in the United States are different in many ways. ②First, European students enroll in fewer courses each term than United States students do. ③Second, European students seldom live at a university. ④Instead, they live at home and travel to classes. ⑤Third, most European courses are given by professors who lecture to their classes. ⑥In contrast, United States professors often ask their students questions or allow their students to form discussion groups. ⑦Fourth, European professors ask students to write fewer papers than United States Professors do. ⑧Consequently, European students' final examinations are usually oral, whereas American students take written final examinations. ⑨Finally, a European university is mainly a place to study. ⑩But at most United States universities, social activities take up a large part of the students' time.

上文的①“欧洲的大学与美国的大学有许多不同之处”是全段的主题句。②、③、⑤、⑦、⑨句分别举出了欧、美大学之间不同之处的例子,以支持。因此①与②、③、⑤、⑦、⑨句间的关系是层次的关系,②、③、⑤、⑦、⑨句之间的关系是线性的。与此同时③与④,⑤与⑥,⑦与⑧,⑨与⑩之间又分别具有线性关系。

句子间的层次关系或线性关系在文章中经常是共存的。

2.5 排除分隔干扰

在 CET-6 阅读中,分隔现象的使用比较普遍,它使得句子拉长,并变得复杂,由于分隔现象使本应紧密相连的两个语法成分被分隔开来,造成移位。这样的现象如果不加注意,会引起误解或理解障碍。

分隔现象的产生有三种原因:①习惯用法;②为了把握句子的意义重心,避免头重脚轻;③由于被修饰语嵌在另一结构中,不得不把修饰语分隔开来。

要扫除分隔现象的干扰,最好的办法是在遇到不易理解的句子时,先理清句子中的各基本语法成分,如主语、谓语、宾语、表语等。再弄清句中其它成分在句中的作用及与各主要语法成分间的关系。如:

【例 25】 To say that child learns by imitation and that the way to teach is to set a good example oversimplifies.

此句出现的是主语与谓语动词之间的分隔,即“to say”与“oversimplifies”之间的分隔,造成分隔