



大学士大学英语系列辅导

CET-6

大学英语六级 考试教程

◆ 总主编 王宗文
◆ 主 编 张顺生 杨 姘
王 锋

阅读理解

大连海事大学出版社

大学士

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| 总主编 | 王宗文 | | |
| 主 编 | 张顺生 | 杨 姘 | 王 锋 |
| 副主编 | 周建军 | 王会亭 | 钱 园 |
| | 李 磊 | 丁亚军 | 党元明 |
| 编 委 | 浦 鹏 | 李 杰 | 张荣伟 |
| | 练稳山 | 吴广珠 | 张晓生 |

阅读理解

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前言

为了帮助广大考生顺利通过四、六级考试,通过有针对性的考前训练提高应试能力,我们精心编写了《大学英语四级考试教程》和《大学英语六级考试教程》两套系列丛书。

在编写本丛书时,我们根据《全国大学英语四、六级考试改革方案(试行)》的精神和《大学英语六级考试大纲》的要求,在题型设计方面与新题型完全一致,试题的难度与真题基本一致,目的是让广大考生在备考时熟悉题型,从严训练,从而真正提高应试能力和英语综合应用能力。只有平时训练当“实战”,到考场上才能轻车熟路,充满自信,从容应对。

《大学英语六级考试教程》丛书包括《综合指导》、《阅读理解》、《听力理解》、《改错、完形填空》、《写作与翻译》,共五册。每册选材力求语言地道、体裁多样、题材广泛、内容新颖、长度适宜、难度适中,整体编排科学、设计合理、别具一格。本丛书是由全国从事大学英语六级教学与研究的专家学者与一线教师精心编写的,具有权威、全面、实用和新颖的特点。

《大学英语六级考试教程——阅读理解》包括以下内容:

1. 大学英语六级考试阅读理解新题型解读。
2. 快速阅读理解。快速阅读理解 15 篇、答案与解析。
3. 仔细阅读理解。篇章阅读理解 25 篇、答案与解析;篇章词汇理解 15 篇、答案与解析;篇章简答 10 篇、答案与解析。
4. 近年阅读理解真题与解析(7 套)。

感谢所有参与编写的老师,他们在繁忙的教学工作之余,不辞劳苦,潜心科研,严肃认真、保质保量地完成了本丛书的编写工作。冬去春来花枝俏,春华秋实汗水浇。既有桃李满天下,又有书香飘万家。

感谢大连海事大学出版社,一是感谢社长助理徐华东先生,是他驾驭全局的策划能力、开拓进取的敬业精神和精益求精的务实精神使本丛书有了良好的开端,是他热情的鼓励和精心的指导使我们的编写工作得以顺利进行;二是感谢出版社领导和各位责任编辑,是他们认真的工作作风、严谨的工作态度和出色的业务能力,使本丛书的质量得到了保证,并得以按时与广大读者见面。

最后感谢全国大学英语四、六级考试委员会主任金艳教授,在本丛书编写前,我们曾听取了她的中肯的建议,在编写过程中,我们又得到了她的悉心指导。

我们相信,本书对广大考生准确把握六级考试内容及要求,提高六级应试能力及英语素养并顺利通过大学英语六级考试会大有裨益,希望本书能成为广大师生的良师益友,也希望广大读者提出宝贵的意见和建议。

王宗文

2009 年 9 月

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第一部分 六级考试阅读理解新题型解读

大学英语六级考试新题型阅读理解部分包括仔细阅读(Reading in Depth)和快速阅读(Skimming and Scanning)两个部分,测试学生通过阅读获取书面信息的能力;所占分值比例为35%,其中仔细阅读部分25%,快速阅读部分10%。考试时间40分钟。

仔细阅读部分要求考生阅读3篇短文:2篇为多项选择题型的短文理解测试,每篇长度为400~450词;1篇为选词填空(Banked Cloze)或简答题(Short Answer Questions),选词填空篇章长度为250~300词,简答题篇章长度为400~450词。仔细阅读部分测试考生在不同层面上的阅读理解能力,包括理解主旨大意和重要细节、综合分析、推测判断以及根据上下文推测词义等。多项选择题型的短文后有若干个问题,考生根据对文章的理解,从每题的四个选项中选择最佳答案。选词填空测试考生对篇章语境中词汇的理解和运用能力,要求考生阅读一篇删去若干词汇的短文,然后从所给的选项中选择正确的词汇填空,使短文复原。简答题的篇章后有若干个问题,要求考生根据对文章的理解简洁地(少于10个词)回答问题或完成句子。

快速阅读部分采用1~2篇较长篇幅的文章或多篇短文,总长度约为1,200词,要求考生运用略读和查读的技能从篇章中获取信息。略读考核学生通过快速阅读获取文章主旨大意或中心思想的能力,阅读速度约每分钟120词。查读考核学生利用各种提示,如数字、大写单词、段首词或句首词等,快速查找特定信息的能力。快速阅读理解部分采用的题型有是非判断、句子填空、完成句子等。

要做好阅读理解,我们认为主要做到以下两个方面:其一,明确《大学英语教学大纲》中阅读的目的和要求;其二,掌握相关阅读技巧。

一、明确阅读的目的和要求

《大学英语教学大纲》规定六级阅读要求是掌握基本阅读技能,能顺利阅读并正确理解一般题材、语言难度较高的文章,速度达到每分钟70词,理解准确率达到70%;在阅读难度略低、生词总数不超过总词数3%的材料时,速度达到每分钟120词。

六级考试主要测试考生的以下阅读能力:

- ①理解句子的意思及其上下文的逻辑关系;
- ②理解字面意思及其隐含的意思;
- ③理解事实和细节及文章的主旨和大意;
- ④对文章的内容作出判断、推理。

据此,我们认为,要做好六级阅读,要注意以下几个方面:

1. 扩大词汇量:阅读能力是理解和吸收书面信息的能力。应该说,词汇量越大,掌握的词汇越多,阅读的基础就越好。阅读各种题材、体裁的文章的同时也能够迅速、有效地扩大自己的词汇量。

2. 应掌握一些构词方法,如词缀法、转换法、合词法、逆成法及缩略法等,这样会大大提高阅读效率。

3. 在词汇复习过程中,我们不仅要注意词汇的表面含义,而且要注意到词汇背后所蕴涵的社会历史、文学艺术等语言文化知识。阅读时若缺乏相关的背景知识,阅读就会很困难;反之,若具有相关的背景知识,阅读就会变得简单,甚至成为一种乐趣。学生的背景知识越丰富,阅读理解题做得就越好。所以,考生应多了解和熟悉一些英语国家的生活习惯、文化背景、风土人情与生活方式等,为提高阅读质量打下坚实的基础。

4. 改掉不良的阅读习惯:在英语阅读过程中,一些不良的阅读习惯必须改掉。如:平时“声读”应当说是一种好习惯,但是考试中“声读”却是一种不好的习惯,因为此时“声读”不仅影响阅读速度,而且更

不利于捕捉文章所传递的信息。

5. 培养逻辑推理能力: 阅读一篇短文时, 准确地认知文章所表达的信息, 只是阅读的初步要求。把握上下文的逻辑关系, 领会文中的有关暗示, 推敲其特定的内涵, 洞察其深层意义, 推断作者的“言外之意”, 则是阅读的高层次要求。逻辑推理能力是提高阅读能力的一种必不可少的基本技能。在做逻辑推理判断时, 不能脱离文章的主旨去凭空想象, 一定要言之有理、言之有据。

6. 定期做题, 找出做错的原因, 并将做错的不断加以总结, 经常过目。假以时日, 英语能力必然不断提高。

7. 掌握科学的阅读理解的解题方法:

1) 浏览阅读理解的问题: 阅读文章前先浏览一下题目。通过阅读问题, 可以大致推断文章的大意, 从而为尽快了解文章的内容做好准备, 增强了在接下来读文章时的针对性, 突出了重点, 提高了做题效率。读问题时, 最好能判断哪些问题与文章存在直接关系即可在文章中直接找出答案, 哪些需要推理, 哪些需要做出结论等。这一步骤的目的主要就是要让自己知道应该找什么。

2) 快速阅读全文: 带着问题, 尽量快速地阅读完整篇文章。如果遇到了与某问题相关的材料, 就用笔画出来, 并写上题号, 然后继续往下读。阅读中如果遇到了不懂的句子, 不要非停下来弄个水落石出不可。这一步骤的目的是对文章的内容结构有一个总体的了解, 知道一些重点词、事实或有关材料在文中的位置。

3) 正式解题: 重新阅读问题、理解问题, 并与文中相关的材料对照。此时, 每次要阅读一个问题, 并弄懂问题。如果读了问题后, 能在文中找到相关的材料, 就要重读一次相关材料, 并可依此作出选择。这一步骤的目的就是将较容易的问题选择完, 以便能更集中精力解决较难的问题。

4) 重新阅读全文: 这是第二次也是最后一次阅读全文, 应带着问题(尤其是还未解决的问题)一字不漏地读完相关章节。这次阅读与第二步骤的阅读不同, 因为此时已对文章有了总体的理解, 所以这遍阅读将会注意到文章中的一些细微之处, 将有助于解答难题。

二、具体阅读技巧

对于绝大多数人来说, 阅读已经成了生活和工作中不可或缺之事。每天, 很多人必须阅读信件、报告、贸易出版物以及各办公室之间的通信信息, 更不用说报纸和杂志了。

为了能够做到快速获得信息, 我们必须学会提高自己的阅读速度。为了适应性训练, 我们应当坚持每天至少阅读两篇英语文章, 一周至少做一到两套与快速阅读相当的题目。久而久之, 我们就会惊喜地发现, 我们不仅阅读速度提高很快, 而且理解的准确率也大大地提高。有人曾经进行过训练, 训练前此人的阅读速率最好也只是一分钟 172 词, 但是经过训练之后, 一分钟达到 1,378 词。

下面我们根据阅读的具体题型谈谈阅读心得:

(一) 快速阅读理解

1. 题型特点

快速阅读的特点是文章长、时间紧, 但题目难度相对较低, 正确答案往往就是照抄原文。

2. 解题原则

快速阅读的解题原则是先做简单的题目, 再做难题。比如, 是非判断中的 NG 题因为没有在原文中提及, 这意味着可能要通读全文才能确定答案, 就没有必要浪费这个时间, 如果一道题利用以下步骤不能解答, 不妨放在一边, 先把其他题目解决再说。

3. 解题步骤

根据我们的教学经验, 快速阅读的解题步骤可分为三个方面:

A. 在题目中找到题眼, 用笔画出来。

问: 什么词适合做题眼?

答: 这第一步是关键点也是难点, 许多考生不知道选什么词做题眼, 直接导致后两步失败。通过在

六级培训班上的试验发现,只要提前告知各题题眼,其他条件不变,学生做快速阅读题的正确率和速度立刻有大幅度的提高。一个词要成为题眼必须满足两个条件:一是它极有可能在文中出现,二是能使本题与其他题目区分开来。

a. 借助题目及选项中的数字定位信息源。如:

9. Each year 500,000 space tourists could be flying into space if ticket prices could be lowered to _____. (2006年12月真题)

根据500,000 space tourists 很快在文章中找到下面句子: The report concluded that a ticket price of \$ 50,000, there could be 500,000 passengers flying into space each year. 故而答案不难得出(\$ 50,000)。

b. 借助题目及选项中的人名、地名等专有名词定位信息源。如:

4. According to professor Richard Miller of the University of Michigan, people will _____.

A) life for as long as they wish

B) be relieved from all sufferings

C) live to 100 and more with vitality

D) be able to live longer than whales

(2008年6月真题)

通过 Richard Miller 线索找到 Richard Miller, a professor at the University of Michigan, thinks... by 2056, create the first class of 100-year-olds who are as vigorous and productive as today's people in their 60s. 很容易选出本题答案 C。

再比如: 8. According to Gallagher and Skenazy, children who are watchful will be better able to stay away from _____. (2009年6月真题)

根据两个人名 Gallagher 和 Skenazy 很快锁定 Gallagher agrees with Skenazy that... how to obtain help if they are concerned for their safety, and how to avoid unsafe situations by being watchful and on their toes. 一段文字,不难看出,空格内填 unsafe situations。

c. 借助题目及选项中比较生僻的词、同义词较少的词定位信息源。如:

10. Nowadays with the help of GPS cell phones, parents can, from a distance, track their children's _____. (2009年6月真题)

GPS 只在原文中出现一次: A new generation of GPS cell phones with tracking software make it easier than ever to follow a child's every movement via the Internet—without seeming to interfere or hover. 不难推出本题答案可为 movements, every movement 或 whereabouts。

如: We may infer from the passage that future therapeutic uses of stem cells will be unlikely unless _____.

根据 therapeutic 这样较冷僻的词往往可以很快将答案来源锁定。

d. 借助题目及选项中的形容词、副词或其比较级、最高级定位信息源。如:

10. What ultimately holds people back from attaining their ideals is _____. (2007年6月真题)

根据关键词 ultimately 代入文章中,找到 All too often, it is the lack of action that ultimately holds people back from attaining their ideals. 不难得出空白处应填 the lack of action。

e. 借助题目及选项中的特殊印刷体、标点符号等定位信息源。如,有时利用下划线、标题等等往往也能定位一些考点。

f. 通篇出现的人名,往往需要总体把握。如:

2: Mary Lyn Miller's job is to advise people on their life and career.

3: Mary Lyn Miller herself was once quite dissatisfied with her own work. (2007年6月真题)

由于原文通篇都在讲 Mary Lyn Miller,除了上述两题外,另外还有两道填空也包含了这个人名,所以这个名字不能成为题眼。故而第2题需从宏观把握,第3题则或可能为细节或可能为没有提供的信

息。扫读原文,得知 2 为 Y, 3 为 NG。

B. 跳读文章,定位各题眼所在部分。请记住,快速阅读的信息源在原文中的出现是有一定顺序的,一般是按照出题顺序来的,准确定位前一题后,便可顺着原文找到下一题的出处了。

问:如何定位?

答:跳读法。就是读的时候,头脑中带着题眼,寻找问题的具体位置,采取跳跃、选择阅读的方法,一旦找到了题眼,便立即停下来,对该句子进行仔细阅读。

C. 准确定位有关信息,对照原文与题目,特别注意原文与题目中句式的变化,最后确定答案。

要求仔细对照题目与原文,在原文中消除题干中已有的信息,以确认题目中所需要的信息,选择正确答案。

快速阅读填空题还要注意所填词是否符合语法,原文与题目之间常见句式变化包括:否定句与肯定句之间的转换,主动句与被动句之间的转换,因果之间的转换,条件与目的之间的转换,时间顺序的转换。

(二) 仔细阅读理解

仔细阅读理解是外语考试中的传统项目,也是六级考试中的重点。目前,大学英语六级考试的仔细阅读理解部分分为短句问答、篇章词汇理解和篇章阅读理解三个部分。下面我们也将这三个部分分开谈一下。

1. 短句问答

短句问答与篇章阅读的命题规律和解题技巧基本相同,两者最大的不同在于:短句问答考查学生理解并输出英语的能力,而篇章阅读理解不涉及输出能力,因此,该题型技巧在本章只作概括论述,具体请参照篇章阅读和快速阅读填空题的相关内容。

词义推理题:在文章中找出原词的同义词,如果没有,应注意题目出处前后的破折号、同位语从句、定语从句、插入语、例子等具有解释说明作用的语言成分。回答时要注意语法上的正确。

主旨大意题:寻找文章或段落的主题句,可用 paraphrase(同义转述)方法回答,尽量利用原文反复出现的关键实词回答,或需要综合各段落或句子要点回答。当然要注意合乎语法,特别是词性和单复数等。比如,假如说原句有 You must guarantee his safety. 待完成的句子为 You must see to it that _____, 那么空格处可填 he is safe 等。

细节推理题:主要考查长句、难句,要求查找原因、方式、结果、目的、比较对象等,应回到原文结合长句、难句理解技巧解答,同时注意语法。

观点态度题:解答基础是文章的中心意思,文章的用词和句式的风格。要看原文针对题目中对象用的是褒义词(肯定性,如 positive)、贬义词(否定的,如 negative),还是中性的、客观的、一分为二的(综合,两面都谈及,但没有定论);口吻十分肯定,还是否定疑问如 might 等,要看连接词(如 but)等。

2. 篇章词汇理解

1) 题型特点:

词库提供 15 个单词(包括其单复数变化,时态变化等),选择其中 10 个填入文章空格处,各空难度有差异,应先做简单的,再做复杂的。

2) 解题步骤:

A. 迅速浏览词库中的词,按照词性分类,即动词、名词、形容词、副词,名词注意单复数,动词注意词形,是及物还是不及物,等等,进行分类。

B. 仔细阅读原文,根据空格所需确定词性及词形,利用上下文判断大致中文,粗做一遍。

C. 主攻剩余空格,完成后快速通读全文,看是否前后一致、中心思想明确。

3) 难点处理:

A. 牢记固定搭配,比如需要一个谓语动词,后文搭配 from ... to ...,假如词库里有 respect,

specialize, range, result 四个动词,结合条件,可以很快确定是 range(范围)。

B. 辨别词的积极意义或消极意义,考点上下文通常可提供线索,表明考点说的是事物的优点还是缺点,是优势还是劣势。

C. 培养语感。平时应多阅读、多积累,实在拿不准的词可根据语感猜测。一般而言,在没有把握的情况下,第一感觉的正确率高于贸然修改。因此,我们主张,没有把握一般不要改答案。

下面我们来看一个实例:

Homesickness is the distress or impairment 1 by an actual or anticipated separation from the specific home environment or attachment objects. *Oxford English Dictionary* describes homesickness as a 2 one has when 3 home. Feelings of longing are 4 accompanied by 5 and depression. These symptoms may range from mild 6 severe. Homesickness frequently 7 when one travels and may be exacerbated by unfamiliar environments or foreign cultural 8. Homesickness is especially common in youth. Young people may experience a sense of dread, helplessness, or separation anxiety on their first day of school, summer camp, or on a protracted summer vacation 9 from parents. Many first-year students at boarding schools or universities also 10 homesickness.

| | |
|---------------|--------------|
| A) often | I) to |
| B) missing | J) contexts |
| C) gone | K) away |
| D) feeling | L) anxiety |
| E) happen | M) made |
| F) experience | N) caused |
| G) occurs | O) happiness |
| H) and | |

像这样的题目我们首先根据词类将这些词进行分类如下:

名词: feeling 感情(也可作动词的现在分词,意为“感到”), experience 经验、经历(动词也可,意为“体验”), anxiety 焦虑, happiness 幸福, contexts 上下文、背景、情境

动词: occurs 发生, happen 发生, caused 造成, made 使得, 做, missing 想念(作形容词,意为“不见的”)

形容词: gone 走掉的

副词: away 离开, often 经常

连词: and 和

介词: to 到

【答案与解析】

1. 根据词性应填动词过去分词,故只能从 caused 和 made 中选,根据意义选 caused 最佳;
2. homesickness 是一种什么?显然应填名词,根据上下文以及可能的 5 个名词看,feeling 最佳;
3. 这里显然缺动词的现在分词,鉴于 feeling 已经用过,故只有 missing,且意义也最适合;
4. 这里不缺成分,故用副词,比较两个副词,选定 often;
5. 根据后面的并列词 depression 确定 anxiety;
6. 固定搭配 range from... to;
7. 动词,第三人称单数,只有 occurs;
8. 缺名词,在余下的名词中选 contexts(背景);
9. 固定搭配 away from;
10. 动词、及物、复数,只有 experience。

3. 篇章阅读理解

大学英语六级考试中深度阅读的另一种题型就是选择题,这是我们最熟悉的题型。通常,六级中共有两篇。主要有五种题型:细节题、判断推理题、语义题、主旨题和是非题。

细节题主要考查考生围绕文章主旨的细节和事实的能力,它包括用来支持主旨的例子、数据、证据等。纵观近年的六级考题有超过半数以上的题目是考查细节的题目。做这种题目时,要认真阅读题干找出关键词,然后在文章中锁定对应的内容,再作仔细的分析阅读,要特别注意英语的“换一种说法”,即用英语解释英语。

判断推理题用来考查考生能否正确地理解文章的隐含信息。它要求考生根据文章的表面信息和作者的意图,客观而合理地进行推理。做题时需要仔细阅读,对相关的段落、句子、单词仔细推敲,从而找出其中隐含的意思。这种题目也占相当大的比例。

语义题要求考生利用已知的信息,根据某个生词或短语在上下文的语境或线索猜测其意思。这就需要平时养成利用上下文语境猜测的能力。不能一遇到生词就查字典,尽量通过上下文理解其词义,但学习英语查字典也是很好的学习习惯。

主旨题主要是考查考生能否把握文章的主旨大意,重点是找出文中的主题句。

是非题即根据文章看看选项的说法哪一个正确或者错误。特别要注意 Which of the following statements is false according to the passage 或者 Which of the following statements is NOT true according to the passage,很多人不假思考就选正确说法便造成了不必要的失分。

1) 解题原则:

不要臆断或是凭直觉而掉入陷阱,一定要找原文,正确的答案必须是能在原文里找到确凿依据的。

2) 解题步骤:

我们在六级培训中发现,相当多的考生一篇文章做下来,自我感觉良好,答案一核对却错了一半,因为他们不能适应从四级到六级的变化,阅读时过于偏重细节及个别词句的理解,对于六级考试这样层次较高的阅读理解考试,沿用四级考试直接从题目到文章到答案的简单技巧往往难以招架。要获取高分,考生务必改变“只见树木不见森林”的阅读习惯。

针对六级考试我们提供以下更科学的解题步骤:扫读文章开头部分,通过预测—验证—调整思路—再预测—再验证的方法,抓住文章主题。

问:抓文章主题要通读全文吗?

答:不需要。首先,必须牢记在心的是一篇文章虽然能提供许多信息,但它的中心意思只有一个,其他细节都围绕这个意思、说明这个意思。要提高阅读题的正确率有一个最根本的要求,就是紧紧抓住文章中心意思,所有具体句子、段落的理解都要立足在这个中心意思上。

要抓住中心意思,完全不需要通读全文,六级考试仔细阅读部分的文章通常不超过 400 词,没有太多迂回铺垫的空间,所以大多数文章的第一、二段就表明中心意思。

想提高速度,必须善于在理解已知信息的基础上对随之可能出现的信息进行积极预测。预测不一定总是正确,它需要在继续阅读中予以肯定、否定或修正,如果下文内容与预测相近,表示理解正确,如果预测与下文不一致,则有两种可能:对前面内容的理解有偏差;据以预测的那部分语言信息可能有多种不同理解,因而可据以作出多种不同的预测。无论是哪一种情况,都有必要重新审阅前文,或纠正理解偏差,或领悟其中特殊含义,调整理解思路直至与下文相符。

问:如何预测?

答:结合日常知识经验进行常理猜测、判断作者语气。比如,文章以一个失败的环境实验开头,那下文多半是说环境保护的问题;另外,在语法方面我们也常可以找到对下文的暗示,比如,信号词常用来连接细节或是强调内容,并可完成内容的转换,可以帮助我们预测下文要讲的内容,标志作者要提出一个新的思想或者观点,或者是作者要对所论述的观点举例说明,或者要详细论述同一观点,对把握作者的

态度和找出主题句有关键作用。例如:

常用的信号词主要有:

a. 表示递进关系

如: also, besides, further, furthermore, even, too, moreover, what's more, in addition, in particular, even more important 等。

b. 表示时间和顺序

如: before, now, next, first, finally, at first, at last, then, until, soon, later, after, eventually, in the past, afterwards, meanwhile, in the meantime 等。

c. 表示空间顺序

如: beside, between, beyond, from(... to), outside, next to, opposite 等。

d. 表示下文要引出例子

如: such as, i. e., for example, for instance, in fact 等。

e. 表示因果关系

如: because, thus, so, so that, as a result, therefore, consequently, in this case, for this(that) reason, hence, accordingly 等。

f. 表示比较或对比(下文要开始转折)

如: (un) like, similarly, likewise, in the same way, in spite of, despite, on the contrary, by comparison, in contrast, but, however, although, on the other hand, yet, nevertheless, conversely, otherwise 等。

g. 表示结论和概括意义

如: to conclude, to sum up, in a word, in conclusion, in short, in brief, on the whole 等。

问: 我词汇量小, 很多词不认识, 怎么办?

答: 有这样问题的考生很多, 但这不一定意味着你无法做对题目。要正确对待和处理阅读中出现的生词。大部分不认识的生词可以跳过去, 并不影响对整个句子意思的理解, 不要一遇到生词心里就发慌。

如果有个别生词影响了对全篇的理解和做题, 就需要去猜测词义。在考试中当然是无法求助于词典的, 一般可以采用两种方法: 第一是根据构词法判断词义, 这种方法需要认识大量的词根, 否则一切猜测都无从谈起; 第二种是根据与上下文的关系推测其词义, 生词不是孤立的、封闭的, 它所出现于其中的句子、段落都会提供很多的暗示和线索, 其中最常见的上下文暗示或线索有以下五种:

a. 同义词或复述线索。在同一句子中使用另外一个词, 该词与生词具有基本相同的意义; 或者, 使用几个词来复述生词的意义。例如:

下面黑体部分与画线部分的意义相同:

1) The woman found herself in a difficult situation. In fact her **plight** was so serious that she decided to get help. (她发现自己陷入了一个困难的处境, 这困境是如此严重以至于她决定求助。)

2) Children often try to emulate or **copy** the behavior that they see on television. (孩子们经常会试图模仿或拷贝在电视里看到的行为。)

b. 比较/对照线索, 一个句子可能包含有这样一个词, 它与生词具有相反的意义。作者有时使用 on the other hand, however, although, unlike, yet 和 but 等转折语, 提醒读者注意他要使用一个与生词具有相反意义的词语。

下面句子中黑体部分与画线部分的意义相反:

1) Some people like to walk quickly home after work, but I prefer to **stroll** home and look at the store windows along the way. (有的人喜欢一下班就赶回家, 但我喜欢溜达回家, 顺便欣赏路边商店的

橱窗陈列。)

2) Although the doctor usually performed the operation perfectly, the nurse knew he had **slipped** when she saw the patient's blood pressure suddenly rise. (尽管这位医生手术通常做得很好,但当女护士看到病人血压突然上升时她知道他这次失手了。)

c. 例释线索。作者有时给出一些例子,指示或解释生词的含义。

请阅读下列句子,并通过每一句后面或前面的例子(尤其是画线部分)判断黑体词的意义。

1) There was a kind of **detachment** about the old man's behavior. It appeared as if he didn't care what you were saying to him as if what you were saying were of no interest to him. (这位老人有种超然的气度,似乎他不在乎你说的话,又似乎他不感兴趣。)

2) In a battle situation he always appeared calm and relaxed. It was this calm **demeanor** that earned him the respect and admiration of the other soldiers. (战场上他总是表现得冷静轻松,这种冷静的表现为他赢得了其他士兵的尊敬和景仰。)

d. 直接解释的线索。作者有时担心自己所使用的词不易为读者理解,于是就直接解释该词的意义。阅读下列句子,找出黑体字的解释语:

1) The powerful poison was **imperceptible** when mixed in liquid; that is, it could not be tasted, seen, or smelled. (这种剧毒物溶于液体中无味无色无嗅,难以觉察。)

2) From the shelf above him the old man took down **a phial**, a small glass bottle used to keep liquids, and he placed it on the table in front of him. (老人从头顶的架子上拿下一个小玻璃瓶,可以装液体的那种,然后放在他面前的桌子上。)

e. 经验线索或情景线索。有些生词可以根据它们所出现于其中的情景去理解,也可以结合读者自己的经验去理解。

阅读下列句子,运用每一个句子所描述的情景去推断黑体词的含义:

1) Alan found himself on the first floor of an old, seemingly **abandoned** building, as he walked up to the second floor he could hear the old wooden stairs creak with each step he took. (楼梯吱嘎作响,可以推断房子年久失修没有人住。**abandoned**: 弃置不用的。)

2) It was the first time Nancy had been in a big city. She felt a little **apprehensive** as she walked out onto the street with so many strange faces staring at her. (初到一个大城市,街上都是陌生的面孔,可以推断她的感觉不是很好。**apprehensive**: 害怕、不安的。)

3) 阅读题干,画出关键词。(其技巧参考快速阅读相关部分)

4) 根据关键词回到文章确定答案所在部位,可从排除干扰项入手,确定答案并回到文章验证答案。

使用跳读,当找到所需要的信息时,要立即停下来,慢慢地细读包含所需信息的那一行或那一句。有时候,考生即使找到了关键词或关键句,也会因为读不懂句子而失分,所以常有英语难句分析的专题培训班。

其实,英语的句子没有那么难、那么神秘,在一个句子里,最关键的莫过于主语、谓语、宾语了,其他的成分都是用来补充主、谓、宾的附加成分,让主、谓、宾看起来更加丰满。例如:

The fact (that the general literature on interviewing does not deal with the journalistic interview) seems to be surprising for two reasons; first, it seems likely that most people in modern Western societies are more familiar, at least in a positive manner, with journalistic interviewing than any other form of interviewing... (that 从句只是解释 fact, it 从句列举 reasons, 只要抓住 The fact seems to be surprising for two reasons 这句话的意思大体就可以把握了。)

遇到难句最好将主语、谓语和宾语勾画出来,明显地提醒自己这句话的意思是什么,一定要认真地把答案所在句子分析几遍,并与文章中心主题相对照,深入理解这句话的意思和功能。

下面我们以一篇六级考试阅读理解为例进行扼要分析。

It is said that the public and Congressional concern about deceptive packaging rumpus 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 10.5 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. The manufacturer who increases the unit price of his product by changing his package size to lower the quantity delivered can, without undue hardship, put his product into boxes, bags, and tins that will contain even 4-ounce, 8-ounce, one-pound, two-pound quantities of breakfast foods, cake mixes, etc. A study of drugstore and supermarket shelves will convince any observer that all possible size and shapes of boxes, jars, bottles, and tins are in use at the same time and, as the package journals show, week by week, there is never any hesitation in introducing a new size, and shape of box or bottle when it aids in product differentiation. The producers of packaged products argue strongly against changing sizes of packages to contain even weights and volumes, but no one in the trade comments unfavorably on the huge costs incurred by endless changes of package sizes, materials, shape, art work, and net weights that are used for improving a product's market position. When a packaging expert explained that he was able to multiply the price of hard sweets by 2.5, from 1 dollar to 2.5 dollars by changing to a fancy jar, or that he had made a 5-ounce bottle look as though it held 8 ounces, he was in effect telling the public that packaging can be a very expensive luxury. It evidently does come high, when an average family pays about 200 dollars a year for bottles, cans, boxes, jars and other containers, most of which can't be used anything but stuffing the garbage can.

21. What started the public and Congressional concern about deceptive packaging rumpus?
 - A. Consumers' complaints about the changes in the package size.
 - B. Expensive packaging for poor quality products.
 - C. A senator's discovery of the tricks in packaging.
 - D. The rise in the unit price for many products.
22. The word "undue" (Para. 2) means "_____".
 - A. improper
 - B. adequate
 - C. unexpected
 - D. excessive
23. Consumers are concerned about the changes in the package size, mainly because _____.
 - A. they hate to see any changes in things they are familiar with
 - B. the unit price for a product often rises as a result
 - C. they have to pay for the cost of changing package sizes
 - D. this entails an increase in the cost of packaging
24. According to this passage, various types of packaging come into existence to _____.
 - A. meet the needs of consumers
 - B. suit all kinds of products
 - C. enhance the market position of products
 - D. introduce new products
25. The author is critical mainly of _____.
 - A. dishonest packaging
 - B. inferior packaging
 - C. the changes in package size
 - D. exaggerated illustrations on packages

21. C 细节题。先读懂问题。题目问:公众和国会会对商品欺诈性包装予以关注是什么引起的?然后按照顺序在文章的开头就可以找到 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 10.5 ounces, without any reduction in price. 可以得知 because 这个从句就回答了本题的提问。在文章中找到问题对应的位置对于正确答题至关重要。

22. D 语义题。本题需要在理解全篇的基础上猜出 undue 的意思。“改变包装大小或样式”并不是 A(“不适当的”困难),也不是 B(“适当的、足够的”困难)或 C(“突如其来的、没有想到的”困难),只有 D 项(改变包装的大小和式样并不需要)“过多的、过分的”困难最符合题意。这就需要依靠上下文,根据具体语境判断出该词的意义。

23. B 推理题。文章第一段开宗明义,说到参议员 Hart 一家购买的包装商品分量少了,但价格未减;第二段一开始就提到一些生产厂家用改变包装式样的办法 increases the unit price of his product,由此得出结论,消费者首先关注的是商品包装改变带来的商品单价的提高,也就是选项 B 所说的内容。选项 A 未提及;选项 C、D 意思相似,但公众关注的直接原因是价格升高,而不是成本问题。

24. C 细节题。第二段末作者说许多包装商品的生产商不断改变包装的大小、用料、形状、制作工艺以及商品本身重量,for improving a product's market position,这与选项 C 吻合,故 C 正确。其他选项也都是改变包装的目的和作用,但不是最本质、最主要的。

25. A. 主旨题。作者批判的主要方面是粗制滥造的包装(B),是不断变化的包装大小(C),还是包装上的夸大其词的图案(D)? 从全篇来看都不是。选项 B、C、D 都是在论证 deceptive packaging 的实例,不能概括全文,只有文章开头说的引起轩然大波的 deceptive packaging 才是本文作者批评的主要现象,dishonest 与 deceptive 同义,因此,A 项才是本题的最佳答案。

第二部分 快速阅读理解

快速阅读理解

Reading Comprehension(Skimming and Scanning) (15 minutes)

Passage 1

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on **Answer Sheet 1**.

For questions 1-7, choose the best answers from the four choices marked A, B, C and D.

For questions 8-10, complete the sentences with the information given in the passage.

Baby-naming Trends

Over the last fifty years, American parents have radically increased the variety of names they give their children. In the 1950s, the 50 most popular names accounted for 63.4 percent of all boys born, and 52.1 percent of all girls. But by 2004, the top 50 names covered only 34.6 percent of the boys and 24.4 percent of the girls. As more people move to the United States and use popular or traditional cultural names, the variety of names increases. Also, parents from all ethnic backgrounds are now more likely to search out less common names for their children.

Common and Unusual Baby Names

Is it better to have a name common to your age group, one that everyone has heard, or an unusual name, one that may cause comment when people first hear it? Psychologists and sociologists have studied this question for years and still cannot agree on the answer.

On the one hand, a great deal of evidence shows that when people hear a particular name, they have strong and specific stereotypes about what sort of person bears that name. For example, most Americans expect a woman named Courtney to be attractive and successful but one named Bertha to be loud and obese. Research has found that teachers may give a higher grade to a school paper by a student named Michael than to one by Hubert, even though the papers are identical.

On the other hand, research that compares actual people shows the latter having an advantage. People with unusual first names are more likely to be listed in *Who's Who* 《名人录》 and are more successful as psychologists. College women with uncommon first names score higher on scales of sociability and self-acceptance; they are also more likely to have a positive sense of individuality, which helps them to resist peer pressure.

Why do these different studies seem contradictory? Part of the answer is that the first set of studies forced people to form impressions based on the name alone. In contrast, recent research shows that if a name includes information about an actual person, then it will compensate for most of the negative effects of stereotypes, and creates a different context in which to view a name.

Another reason for the conflicting results from this research is that uncommon names and names with negative images are not necessarily the same. Boys called Derry or Quinlan and girls called Cosima or Prairie will have a chance to create their own first impressions, free from established stereotypes.

They can develop a positive, individual self-concept unhampered by the negative images that go along with names such as Adolf, Ethel, Myrtle, or Elmer.

In the final analysis, of course, your choice of a common or unusual name depends on what you believe is best for your child. After all, there are many occasions in life, such as submitting a job application or seeking admission to college, where a name does have a chance to create a positive image on its own. Having a popular name such as Emily or Jacob might be an advantage. If, on the other hand, individuality and creativity are especially important to you, a more unusual name might be better.

Cultural and Ethnic Influences on Baby Names

Throughout the world, each child is assigned a sound or series of sounds that will be his or her name. Because that name is a part of the language of the child's parents, it immediately identifies the child as belonging to a particular society. So our names identify us both as individuals and as members of a group.

In many parts of Africa, a child's naming day is a festive occasion that usually occurs a week or so after the birth. Girls are named sooner than boys, but only by a day or two. An older person bestows the name, first by whispering it to the baby, because a newborn should know his or her name before anyone else does, then by announcing the name to everyone attending the ceremony.

Many Native Americans developed naming systems in which a person's individual name included the name of his or her clan (部族). For example, all the members of a clan that has the bear as its totem animal have names relating to bears, such as Black-Bear Tracks and Black-Bear Flashing Eyes.

In some groups, children are given secret names that are not revealed until the child reaches puberty (青春期) or another important stage of life. In other Native American nations, an event that occurs at a child's birth may become the child's name. Today, a person living on a reservation (美国印第安人保留地) may have one name at home but a different name when he or she is off the reservation.

Jewish names are some of the oldest names in use today. A Jewish boy is named officially when he is circumcised (行割礼) on the eighth day after his birth. A girl is named as soon as possible after her birth. Traditionally, an Ashkenazic Jewish child is not named for a living person for fear that the Angel of Death will mistake the child for the older person if their names are the same.

Media Influences on Baby Names

Many names that suddenly become popular are inspired by figures in the media, whether they are real actors or athletes, such as Ashton Kutcher or Jalen Rose, or fictional characters such as the mermaid Madison in the film *Splash*.

Of course, modern parents are not the only ones affected by the media of their day. *Thelma*, for example, became a popular name for English and American girls after British author Mari Corelli invented it for the beautiful heroine of her bestselling novel *Thelma*, published in 1887.

But since the 1950s, television has been the most effective medium for creating new name fashions. Mallory, for example, became popular for girls when the character called Mallory appeared on *Family Ties* in the 1980s. Although a few American parents had named sons Dylan after Welsh poet Dylan Thomas or perhaps musician Bob Dylan in the 1960s, the name exploded in popularity in the 1990s after the character Dylan McKay appeared on *Beverly Hills, 90210*.

People often assume that when parents take a name from the media they want to honor the star or character who has the name. This is rarely the case. Most parents today don't want their children to have common names, but at the same time they want the names they choose to "fit in". They are