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# 大学英语六级考试 简短回答强化训练

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# 前 言

简短回答题是全国大学英语四、六级考试委员会公布的一项考试新题型。鉴于目前大学生对此题型还较为生疏,考试时答题没有把握,感到时间不够,信心不足,我们根据《大学英语六级考试大纲》的要求以及《大学英语六级简短回答样题》的难度编写了此书,旨在帮助广大学生尽快熟悉这一新题型的考试,加强这方面的训练,培养英语综合能力,以便应试解题不慌,成竹在胸,高分在握。

本书共分六个部分:第一单元介绍简短回答题这项新题型,考生在最近几次的简短回答题考试中暴露出的问题以及简短回答题解题步骤和注意事项;第二单元对简短回答题进行详细的分类,并提供三篇简短回答题试题供学生结合题型分类进行热身训练;第三单元论述简短回答题阅读技能的培养和运用;第四单元为简短回答题集中训练以及解题分析和语言注释;第五单元是简短回答题后续训练;附录为后续训练的参考答案。

本书的编写具有两个特点:

一、简短回答训练按热身训练(warm-up exercises)、集中训练(intensive exercises)和后续训练(follow-up exercises)三部分设计。在热身训练题和集中训练题的编写中,我们不仅提供参考答案,而且还为学生提供详细的解题过程和答案得来的依据,教授学生怎样利用学过的阅读技能正确答题,使学生既知其然,又知其所以然。集中训练题中还设有语言注释这部分,旨在让学生在简短回答题训练的同时,对一些长句、难句能有正确的理解,又可学到一些有用的词语和复杂的语法结构的用法。在后续训练题中,我们仅提供答案供参考,让学生试着独立解题,检验自己的学习成果。

二、本书除了可用于训练备考简短回答题项以外,还可用于阅读理解题项的训练备考。第二部分简短回答题题型分类以及第三部分介绍的阅读技能的培养和运用同样适用于阅读理解题项。在第四部分,我们特意把简短回答题的短文按阅读理解题项的考试形式以四篇文章编成一个训练单元,由短文、解题分析和语言注释三小部分组成,学生有练有歇,既不会产生枯燥的感觉,又不知不觉得到“大运动量”的训练。报考大学英语四级考试的学生也可用此书作为高强度训练素材,针对大学英语四级简短回答题项和阅读理解题项的考试,定会收到良好的效果。

本书短文素材选自国外书刊,题材广泛,体裁多样,便于广大考生多接触不同题材和体裁的文章,积累各方面的词汇,从而顺利通过考试。

李慧琴教授对本书的编写提出了宝贵的意见,在此表示诚挚的谢意。书中疏漏不妥之处恳请广大读者批评指正。

编者

1999年12月

于华东师范大学

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# 第一单元

## 简短回答题——大学英语六级考试新题型

### 一、概论

简短回答题(下称简答题)是全国大学英语四、六级考试新设的一项题型,占总分的10%,考试形式是一篇约360词的短文,要求考生按照短文内容用英语简短回答五道阅读理解题。这五道理解题可能以问题的形式出现,如:Why is it easier for people of high social status to secure elite positions?也可能以不完整句子的形式出现,要求考生完成句子,如:Many parents think that, instead of watching a lot of TV, their children should \_\_\_\_\_. 考试中往往两种提问形式同时出现。简答题要求在15分钟以内做完,考生可以用句子、短语或单词答题,由于答题的要求是简答,因此考试时答题字数一般限制在10个词以内,超出字数要扣分。显而易见,这种要求不鼓励学生一知半解地整句整句抄录文章里的句子来回答问题,而是真正测验了学生的理解能力、概括能力和表达能力,是一种综合能力的测试。

简答题与同卷考试中的阅读理解题相同的是,都是考核学生对英语书面材料的确切理解能力,阅读文章的篇幅和难度相仿。不同的是,阅读理解题检验考生的理解能力是提供多项选择题的方法,因此只要理解正确,答题仔细,不受选择项的干扰,高分就是囊中之物。即使有些考生理解力相当差,或即使来不及看完整篇文章,幸运得分的可能性还是存在的。相比之下,简答题要求考生在积极阅读、积极思维的基础上,通过自己分析、综合、演绎、归纳等思考过程和捕捉信息之后才可能得出正确答案,但即使对文章的理解正确无误,也不见得就能得高分,因为考生不光要正确理解文章的内容,而且还要用文字形式正确表达出来,即要有一个把理解转换成表达的过程。这一过程需要扎实的语言功底,表现为要有丰富的词汇量、熟练的语法结构知识以及顺畅的写作能力。鉴于简答题能全面测验和反映大学生的英语综合技能,在全国大学英语四、六级考试中正越来越受到命题者的青睐,简答题在四、六级考试中虽是规定的几种替换题型之一,但近来多次出现在全国大学英语四、六级考题中,其重要性和必要性就不言而喻了。

### 二、简短回答题考生答题存在的问题

简短回答题是由全国大学英语四、六级考试委员会公布的第二批新题型。目前,广大大学生对此题型还不够了解,不够熟悉,考前训练不够,因而导致应试时信心不足,甚至望题兴叹。我们对最近参加四、六级考试的学生抽样问卷调查对简答题的考后感受,大多数考生主要存在以下几类问题:

1. 答题时感到时间不够,往往占用其他考试项目5分钟左右的时间;
2. 虽感到文章能基本理解,但问题比较难,答题没有把握或不太有把握,模棱两可;
3. 感到题型生疏,平时训练太少,准备不足,答题不够熟练,没有经验;
4. 找出答案不是很难,但要用自己的语言在10个词以内答题,有点不知从何下手。既要做到答题的完整,又要做到结构的正确有一定困难;
5. 虽然知道答案是什么,但由于要按照出题者的句式完成句子来答题便感觉较难;
6. 答题力求简短,又怕漏了要点,迟迟未能下笔,导致耗时甚多;
7. 答题时往往孤立地在文章中寻找答案;
8. 比起大学英语考试中的其他新题型或替换题,最不希望考试中碰到简答题。

以上这些问题,归根结底,反映了大多数考生英语的综合技能欠缺,也反映了英语教学上学生对自己实际英语能力的培养还未得到应有的重视。现在,广大学生急需扭转一味满足善做选择题而取得高分的现象,真正从听、说、读、写、译诸方面打好语言基本功,注重运用能力的培养和提高。

### 三、简短回答题解题步骤和注意事项

坦言相告,我们很难提供给考生一套现成的答题技巧,使考生如获至宝,在考试中大发神效,取得高分,因为简答题是一项英语水平综合技能的测试,这一项考试的成败取决于考生多年的语言学习的积累以及对题型的熟练和平时这方面的训练。没有这一首要前提,一切答题技巧都是空中楼阁。下面我们把自己在编写本书过程中自己答题的亲身体验、步骤以及注意事项告诉读者,以供借鉴。

1. 快速浏览全文,对文章内容形成总体印象,了解主旨大意;
2. 扫视五个问题,了解问题所涉及的方面:主题,细节,推理,语义,指代等;
3. 带着问题仔细阅读文章,明确目的,特别注意问题所涉及的依据;
4. 开始答题时,如遇个别难题,可根据问题里的关键词再认真查读相关句子,一定要找到依据。有时答案会隐含或分散在好几行句子里,要进行概括,去粗取精,或用自己的语言答题;
5. 注意答题的语言结构,特别是完成句子型的问题;
6. 不要怀疑自己答题的词数太少会被扣分,只要回答到点上即可。同样,不必担心回答的词数少会影响意思的完整而画蛇添足,弄巧成拙。

此外,要提高简答题的答题能力,平时还要广泛涉猎各种题材和体裁的阅读文章。如果缺乏各方面词汇的积累,遇上自己不熟悉的文章内容,对背景情况知之甚少,就会感到如堕五里雾中,直接影响答题的速度和精度。

### 四、简短回答题评分原则及标准

1. 简短回答题要求考生在读懂文章的基础上,用正确简洁的英语回答问题。在评分时同时考虑内容和语言。每题满分为2分,最低分为0分。
2. 给分标准:

2分——答出全部内容,语言正确;

1分——答出部分内容,语言正确;

0分——没有答对问题。

3. 扣分标准:

- (1) 语言错误扣 0.5 分,每题语言错误扣分不超过 0.5 分(标点符号和大小写错误忽略不计);
- (2) 答案中涉及无关内容扣 0.5 分;若有相互矛盾的内容,则内容相互矛盾的部分皆不得分;
- (3) 整句原封不动照搬扣 0.5 分;
- (4) 答案超过限定词数(一般为 10 个单词)扣 0.5 分。

## 第二单元

### 简短回答题型分类

#### 一、概论

从本质上来说,简短回答题的题型和阅读理解的题型相差不多,只不过后者往往需从多项选择中找出正确答案。简短回答测试是一种综合性的技能测试,它不仅要求考生具有一定的理解能力,更要求考生有一定的概括能力——用自己的话来概括文章的内容并回答问题,并且以正确的形式表达出来。此类测试的难度在于它要求考生有独立的思考判断能力,考生不但要会接受信息还要会产出信息。因此,在这类测试中考生要得高分,仅靠瞎猜瞎蒙是完全行不通的,它是考生水平较为真实的体现,考生必须在读懂问题的前提下,有针对性地阅读文章并用尽量简单的话来回答问题。除了平时注意广泛阅读提高自己的阅读能力和扩大词汇量以外,考生最好能对这部分试题的题型有所了解,因为在考试中,能否正确地识别各个不同类型的题目并用各种不同的解题方法去迅速正确有效地找到答案,和这一部分的成绩好坏与否有相当密切的关联。

#### 二、题型分类

从问题的内容来看,简短回答题型大致可分为以下 8 类:

1. 中心思想题或主旨题(main idea);
2. 事实细节题(details & facts);
3. 推理题(inference);
4. 词汇语义题(vocabulary);
5. 态度、语气、意图判断题(viewpoints, tone or purpose);
6. 指代题(reference);
7. 结论题(conclusion);
8. 文章来源、上下文判断题(source)。

从提问的形式来看,简短回答题的题型可分为问题型(questions)和不完整句子型(incomplete statements)两种。

##### 1. 中心思想题或主旨题(main idea)

一般来说,阅读一篇文章的主要目的大多为获取信息,因此在简短回答题这一项目中,经常会出现此类目的在于测试考生抓住主要信息内容能力的考题。考生往往被要求用一句话或

一个短语甚至一个单词来概括全文的主题或某个段落的大意。在这一类题型中,考生常可以碰到如下可供鉴别的单词、短语或句型:

main idea , title , subject , theme , topic , key point , main thesis

What is the passage focused on ?

What is the passage ( mainly ) about ?

What is discussed in the passage ?

What can be concluded from the passage ?

What does the passage mainly/primarily discuss ?

What is the main subject/topic/idea of the passage ?

What is the main topic for this passage ?

What would be an appropriate title for this passage ?

What would be the best title for this passage ?

The passage mainly deals with \_\_\_\_\_.

The central point of the passage is \_\_\_\_\_.

The main idea of the passage is \_\_\_\_\_.

The selection is mainly/primarily concerned about \_\_\_\_\_.

The title for the passage would/might be \_\_\_\_\_.

The most suitable title of the passage is \_\_\_\_\_.

The passage chiefly concerns \_\_\_\_\_.

The passage as a whole tends to \_\_\_\_\_.

The passage suggests that \_\_\_\_\_.

做此类试题时,考生首先要仔细阅读文章的首段和尾段以及各个段落中的主题句,因为一般在一篇结构严谨、逻辑较强的文章中,首段和尾段往往起到主题段和结论段的作用,首尾呼应地来表达或归纳文章的中心内容。此外,迅速准确地找到每个段落的主题句(一般分为前位主题句、中位主题句和后位主题句),则有助于帮助考生概括总结每一个段落的主要内容。但有时会碰到隐含的中心思想,也就是没有主题句的段落或文章,这就需要考生用自己的话去概括中心思想。这时,考生需要注意:第一,不要看到某些片段或只言片语就概括中心思想,致使中心思想不完整;第二,不要强加自己的臆想从而导致过分概括。

## 2. 事实细节题( details & facts )

这一类题型在简短回答题中所占的比重最大,因为事实和细节构成了文章或段落的主要内容。考生应在通读全文并掌握文章中心思想的基础之上,抓住那些往往会直接影响到对全文理解的重要细节和事实。这些事实和细节主要包括人物、情节、过程、原因及结果、时间及地点等等,也就是所谓的 who , what , when , where , why , how 等等。如果是议论文的话,那么,那些作者用来说明和论证他们的观点和主张的理由和事实即是文章的主要细节,可以是具体事例,也可以是理论或数据。一般来说,文章所含的细节虽然比较零碎,但大部分都能直接从文章中找到出处,毋需太多地运用分析、推理或归纳等方法。所以解题时应先把文章和问题大体浏览一遍,用笔划出文章和试题中的关键词,然后根据试题本身的顺序,借助试题中那些关键词,带着问题对号入座地再次阅读文章,找到解题范围后按照题目要求正确答题。这一类

题型形式多种多样,没有固定的模式或提示词,但以下这些句子经常会碰到:

When did sb. do sth. ?

Who was the first one to do sth. ?

How often does sb. do sth. ?

Why did sb. do sth. ?

Where did ... happen ?

According to the passage , what causes ... ?

According to the passage , in what way is sth. similar to sth. else ?

According to the passage , what happened to ... ?

Sb. is ... because \_\_\_\_\_.

Some people do sth. because \_\_\_\_\_.

The reason why ... is that \_\_\_\_\_.

A characteristic of sth. is that \_\_\_\_\_.

由于这一类题目是根据文章所提供的信息和事实进行提问,所以回答的依据必须是文章本身所提供的信息,不能妄加猜测。寻找细节时,考生必须特别小心,要把作者的观点与事实区分开来。一般答题能在文章中直接找到依据。

### 3. 推理题( inference )

由于推理题不能从文章中直接找到答案,因此这一类试题主要用来测试考生理解隐含意义的领悟能力。考生必须在理解原文所提供的字面意思的基础上,运用逻辑去推理分析作者隐含在字里行间的深层含意,即所谓的弦外之音。所以做这类试题时,考生不能简单地从原文中抄录一些语句,而应从已知的信息中做出自己的判断,但不能根据自己的观点来判断。这类题型中常见的单词或句型如下:

infer , inference , imply , implication , suggest

What is implied in the sentence " ... " ?

What can be inferred from the passage ?

We can/may infer from the passage that \_\_\_\_\_.

The author implies that \_\_\_\_\_.

In Line X , the sentence/statement " ... " implies that \_\_\_\_\_.

It can be easily guessed that \_\_\_\_\_.

It can be inferred from the passage/the last sentence that \_\_\_\_\_.

It is implied/suggested in the passage that \_\_\_\_\_.

What is implied but not stated is that \_\_\_\_\_.

在回答这类问题时,考生有时需要从有关的句子或上下文中品味出作者的言外之意,有时则需要利用相关的背景知识和常识进行逻辑严密的推理,以事实为依据,做出符合作者原意的推断。

### 4. 词汇语义题( vocabulary )

词汇语义题是用来测试考生在阅读短文中对某个单词或词组的理解程度,也就是通过上

下文理解单词或短语的能力。许多考生在阅读文章时,往往害怕遇到生词,一旦遇到生词便不知所措。其实阅读简短问答题的文章时,遇到生词是不可避免的;否则,这类题型的测试就变得毫无意义。一般被测试的单词或短语多为考生所不熟悉的或不认识的冷僻词,有的即使是常用词,但在文章中的意义或是其冷僻义项或是有新的含义,即其延伸意义。因此在回答这类问题时,考生不要慌张,应冷静处理,特别需要仔细阅读该单词或该短语的上下文。因为此类题目不同于词汇测试中的试题,词汇测试中的词汇可供猜测的余地不大,而简短回答题中的词汇题都有具体的上下文,可提供分析猜测的线索,虽然特定的上下文会限定、影响甚至改变该单词或该短语的意义。一般来说,这些上下文线索包括:

1. 标点符号(破折号、冒号、引号等表示注释性的标点符号);

2. 单词的构词法(词根、前后缀等);

3. 从句关系(同位语从句或定语从句等);

4. 具有提示性的连接词或短语(*or, that is* 等);

5. 文章中所提到的对该单词或短语的定义或释义、上下文的举例等。

通过这些线索,考生可以凭借逻辑推理、同义替代、释义关系或背景知识甚至模糊推断等方法确定出片断言语的意义。该类题型在简短回答题测试中常出现,其常用的单词或句型如下:

meaning, replacement, definition

According to the context, the word/phrase/expression/term in Line X most probably means \_\_\_\_\_.

According to the context, the statement "..." probably means \_\_\_\_\_.

In Line X, the word/phrase/expression/term could be correctly replaced by \_\_\_\_\_.

By "...", the author means \_\_\_\_\_.

The expression "..." probably refers to \_\_\_\_\_.

What is nearest in meaning to "..."?

What does the word/phrase/expression/term "..." mean?

How does the author define the italicized word "..." in the passage?

#### 5. 态度、语气、意图判断题 (viewpoints, tone or purpose)

这类问题要求考生判断作者写这篇文章的语气、意图或态度如何。考生可以通过阅读文章,理解作者的态度,即作者赞成什么或反对什么。这个题型要求考生特别注意文章的遣词造句,从字里行间中推敲出作者的语气态度来。一般来说,作者的观点、态度或意图是通过说话的语气、文章的措辞、文体等反映出来的。尤其是表明态度时,作者往往要用一些带有个人感情色彩或褒贬之分的词汇。这类问题常用如下的单词或句型:

mood, opinion, attitude, intention, tone

What is the tone of the passage?

What is the author's attitude/opinion/intention?

How does the author feel about ...?

What does the author think of ...?

What is the author's primary/main purpose in the passage?

The tone of this passage is \_\_\_\_\_.

The author's attitude toward "..." is best described as one of \_\_\_\_\_.

The author's main primary purpose of the passage is to \_\_\_\_\_.

回答此类问题时,可供选择的单词有以下几大类:

A. *Attitude* :

positive(肯定的), approving(赞成的), negative(否定的), critical(批评的), neutral(中立的), detached(不偏不倚的), impartial(不偏袒的), suspicious(怀疑的), doubtful(没有把握的), questioning(质问的), compromising(折中的), tolerant(容忍的), indifferent(冷漠的), unconcerned(不关心的), concerned(关心的), worried(担忧的), optimistic(乐观的), pessimistic(消极的), confident(有信心的), interested(感兴趣的)

B. *Tone* :

humorous(幽默的), serious(严肃的), ironic(讽刺的), sarcastic(挖苦的), mocking(嘲笑的), playful(开玩笑的), cynical(玩世不恭的), sentimental(伤感的), emotional(易动感情的), angry(生气的), indignant(愤愤不平的), somber(冷静的), formal(正式的), informal(非正式的), casual(随意的), persuasive(劝说的), pleading(恳求的)

C. *Opinion* :

subjective(主观的), personal(个人观点的), biased(偏见的), opinionated(固执己见的), objective(客观的), impersonal(不带个人感情色彩的), informative(提供信息的), factual(实事求是的), matter-of-fact(就事论事的)

## 6. 指代题( reference )

指代题是用于提问某一指示词在特定的上下文中指代了什么。这类问题一般来说难度不大,考生只要仔细地阅读上下文,就不难找到某个代词是指代某行中的哪个名词、短语或句子,但这类题目有时具有迷惑性,考生需要细细地品味上下文的含义。指代型问题的提问方式一般为:

What does the word "it" in Line X stand for?

In Line X, the word "it"/"this"/"that"/"these"/"those"/"they" refers to \_\_\_\_\_.

## 7. 结论题( conclusion )

结论题要求考生根据已知信息对一段或整篇文章作出合情合理的结论。该类题目主要测试考生的高级阅读技能,考生不仅要理解字面的意义,还要善于进行归纳综合,从而掌握作者的总体思路。做该类题目时,考生要特别注意文章的最后一段,一般大多为结论段,还要特别留意那些提示结论性的短语信号词,如 to sum up, to summarize, to conclude, in a word, in brief, in summary, in short 等等。有时,作者在文章中已明确表达出来其结论;有时,结论未必能在文章中找到现成的答案,考生就需要从上下文所提供的信息入手,推断出正确的答案,这和推理题颇为相似。结论题常见的单词和句型如下:

conclude, conclusion

What is the conclusion of the passage?

What is the conclusion of the second paragraph?

What can be concluded from the passage?

What conclusion does the author draw ?

The author eventually comes to the conclusion that \_\_\_\_\_.

It can be concluded from the passage that \_\_\_\_\_.

We can conclude from the passage that \_\_\_\_\_.

## 8. 文章来源、上下文判断题( source )

这类题目虽不多见,但也会出现在日益普遍的简短回答题项目中。文章来源题要求考生在理解文章主旨大意的基础之上,推断出文章属于何种体裁,出自于何种文献等。这需要考生不但要运用其原有的语言知识,而且还要依靠语言外的知识,如对文体的认识,知道不同文体有不同的内容特点和语言特征。上下文判断题要求考生根据整篇文章内容或第一段和最后一段的内容,推断出它的正文或下文的内容是什么。这需要考生对整篇文章理解得深刻、透彻,这样才可能摸清作者的思路,从而推断出文章的来龙去脉。考生要特别仔细地阅读文章开头的几句话或结尾的几句话,因为这里最有可能出现那些承上启下的句子,能帮助考生推断前后文的主题。这类问题常见的提问方式如下:

Where would this passage most probably appear ?

What most likely follows this passage ?

What could most probably be discussed before/after the passage ?

The passage is most likely a part of \_\_\_\_\_.

The passage is most probably taken from \_\_\_\_\_.

The passage can best be described as \_\_\_\_\_.

This article will be published in \_\_\_\_\_.

The main idea/topic of the preceding paragraph might/would be \_\_\_\_\_.

一般来说,常用的文体有 public speech(政治演讲), news article(新闻报道评论), journalist interview(新闻采访), lecture(一般演讲), biography(人物传记), autobiography(人物自传), scientific or research report(科技、研究论文), advertisement(广告), preface(前言), introduction(简介)等。

考生应当注意的是,这种分类并非是泾渭分明的,而是要视具体情况而定。在许多情况下,一个问题会同属于两种类型,如需要考生推断文章的主旨题或结论题等。

此外,根据提问的形式,简短回答题可分为问题型(questions)和不完整句子型(incomplete statements)。由于简短回答题的要求着重于“简短”两字,一般词数要求不能超过10个词,因此,回答问题时要尽量简洁,无需完整回答,只要点题即可。而在完成不完整句子时,考生往往只顾在上下文找到答案后往卷上抄写,而不考虑该用怎样的形式或结构,多半会出现语法结构上的错误,例如:最后一个词若是介词,如 about,则需要后跟名词或名词性短语;而最后一个词若是 that,用来引导从句,那么后面则需要加上一个从句结构,如表语从句、宾语从句或同位语从句等,视具体情况而定。因此,考生在文章中找到相关信息后,在落笔之前应首先仔细看看问题的要求,再用自己的语言重新组织一下,尽量简洁而又全面地回答好问题。

### 三、简短回答题热身训练及解题分析

下面列举简短回答样题三篇,考生不妨先体验一下,并和我们一起答题。

#### 样题一

As he enters school, the child is both proud of his past achievements and apprehensive about his ability to learn. He resents nothing more than being belittled. By this time, there are probably at least 6 000 words that he knows well and comprehends accurately; the vocabulary of many children is much greater than that. Yet he may very well be presented with basic readers that will treat him as though he possesses no vocabulary at all. For example, all four preprimers in one widely distributed series of readers contain only 78 extremely simple words which are endlessly repeated. The basic primer of the series adds but another 104 words. This limited word usage is typical of the most widely used series.

Imagine how we would feel if in conversation or in our reading we were suddenly reduced to no more than 2 percent of the words we commonly feel we need to express ourselves, and only the simplest words at that. We would be angry at being belittled so offensively, and would surely feel that such reading was not worth the effort. The child feels the same way, only more so, because he is much more insecure about his abilities to begin with. I worked with one fourth-grader who had learned to like reading but still had a hard time reading aloud, and occasionally blocked when asked to do so, because he had painful memories of the first grade: he had felt so ashamed then of the stupid things he was required to read aloud that he had resented all reading for a long time afterward ...

If the stories we use in teaching our children to read do not reflect purpose (greater purpose, that is, than killing time or getting through the day), if they do not give the child immediate pleasure and add meaning to his life by opening up new perspectives — if, in short, these stories fail to provide the child with deep satisfactions — then they also unintentionally belittle reading itself. Children want to be taken seriously, and unless we do so, they will have a hard time being serious about the things we want them to achieve, such as becoming literate. If, however, we were to give them stories that respect school and learning, and more important, stories that respect children, by depicting their contributions to family life and to society at large as more significant than just being cute or having fun, then we would not need to worry later about their lack of interest in reading and in matters of the mind.

#### Questions :

1. In the second paragraph, the writer asks us to imagine whose position we are in ?

\_\_\_\_\_

2. How does the writer expect us to feel in that situation ?

\_\_\_\_\_

3. Why does the child feel angrier than we do ?

4. According to the writer , what is wrong with the stories now taught in our schools ?

5. The passage is mainly about \_\_\_\_\_.

### 解题分析：

1. 答案为 In the child's position.

这道题属于推理题 ,因为原文中只有一句相关的话 :Imagine how we would feel if in conversation or in our reading we were suddenly reduced to no more than 2 percent of the words we commonly feel we need to express ourselves , and only the simplest words at that. (想象一下 ,如果我们自己在交谈或阅读中 ,突然只能用平时所用词汇量的百分之二表达意思或进行阅读 ,而且只能用最简单的词汇 ,我们会有什么样的感觉。)虽然这句话并没有直接说出答案 ,但是从上下文来看 ,The child feels the same way , ... (孩子的感受也是一样) ,因此答案应是 In the child's position.

2. 答案为 He expects us to feel angry.

这道题属于事实细节题 ,这类题目答案的依据一般在原文里不难找到 ,原文告诉我们 :We would be angry at being belittled so offensively , and would surely feel that such reading was not worth the effort. (我们会因被别人如此无礼地小看而不快 ,并且一定会对这类读物不屑一顾。)由于简短回答题要求考生做到简答 ,字数一般限制在 10 个词以内 ,不鼓励考生照搬、照抄原句长句 ,考生应对可以作为答案的长句原句有一定的概括能力。

3. 答案为 Because he is much more insecure about his abilities.

这道题也属于事实细节题 ,是针对孩子的感受所提的问题。从文章的第二段中 ,我们可以得到这样的信息 :The child feels the same way , only more so , because he is much more insecure about his abilities to begin with. (小孩子也会有同样的感觉 ,而且有过之而无不及 ,因为他对自己开始学习的能力更没有信心。)

4. 答案为 They fail to provide the child with deep satisfactions.

这也是一道事实细节题 ,是对文章具体细节的提问 ,即“现在学校里用作教材的故事存在什么问题?”。从文章的第三段 ,我们可以找到一句很长的句子作为回答这个问题的依据 :If the stories we use in teaching our children to read do not reflect purpose ( greater purpose , that is , than killing time or getting through the day ) , if they do not give the child immediate pleasure and add meaning to his life by opening up new perspectives — if , in short , these stories fail to provide the child with deep satisfactions — then they also unintentionally belittle reading itself. 当然我们不能照抄这么长的原句来答题 ,违背简答的要求 ,我们

只能截取其中比较重要的信息或用自己的话进行概括。事实上,作者已经为我们作出了现成的总结: ... in short, these stories fail to provide the child with deep satisfactions... 信号词 in short (总之,简而言之)为我们提供正确、巧妙解题的钥匙。考生应多加注意文章中的信号词。

5. 答案为 how to teach children to read at their beginning stages.

这是一道典型的中心思想题,但文章中没有现成的中心句,需要我们自己去概括。文章一开始便提到小孩子上学后所面临的问题,即他们现有的词汇量被忽略,然后让成年人设身处地去感受孩子们的感觉,最后得出结论:在学校中应该使用更适合孩子们的故事来教孩子们阅读。可见,本文的主旨是有关孩子们在学校中的阅读能力培养问题。

## 样题二

The long years of food shortage in this country have suddenly given way to apparent abundance. Stores and shops are choked with food. Rationing is virtually suspended, and overseas suppliers have been asked to hold back deliveries. Yet, instead of joy, there is widespread uneasiness and confusion. Why do food prices keep on rising, when there seems to be so much more food about? Is the abundance only temporary, or has it come to stay? Does it mean that we need to think less now about producing more food at home? No one knows what to expect.

The recent growth of export surpluses on the world food market has certainly been unexpectedly great, partly because a strange sequence of two successful grain harvests in North America is now being followed by a third. Most of Britain's overseas suppliers of meat, too, are offering more this year and home production has also risen.

But the effect of all this on the food situation in this country has been made worse by a simultaneous rise in food prices, due chiefly to the gradual cutting down of government support for food. The shops are overstocked with food not only because there is more food available, but also because people, frightened by high prices, are buying less of it.

Moreover, the rise in domestic prices has come at a time when world prices have begun to fall, with the result that imported food, with the exception of grain, is often cheaper than the home-produced variety. And now grain prices, too, are falling. Consumers are beginning to ask why they should not be enabled to benefit from this trend.

The significance of these developments is not lost on farmers. The older generation have seen it all happen before. Despite the present price and market guarantees, farmers fear they are about to be squeezed between cheap food imports and a shrinking home market. Present production is running at 51 per cent above pre-war levels, and the government has called for an expansion to 60 per cent in five years; but repeated Ministerial advice is carrying little weight and the expansion programme is not working very well.

## Questions :

1. Why is there "wide-spread uneasiness and confusion about the food situation in Britain"?