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快速突破 大学英语六级

# 阅读与表达

阅读 写作 翻译 简答 综合训练

主编 胡晓军



## 满分冲刺

世界图书出版公司

速突破大学英语六级☆  
CET-6 Spurt

丛书主编:胡晓红

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# 阅 读 与 表 达

Reading Writing Translation  
Short-Answer Questions

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# 编者寄语

对当今大学生而言,要想学好英语,以在即将到来的二十一世纪大展宏图,提高英语语言的实际应用能力势在必行。

国家教育部最新修订和调整了大学英语四、六级考试大纲,重点要求测试学生英语听、说、读、写、译等五项基本技能,尤其是学生的动手能力,即语言实际运用能力。目前,各类大学英语四、六级考试用书种类繁多,让人眼花缭乱。鉴于此,特编写了本套丛书。本套丛书本着“以学生为中心”的教学原则,并针对四、六级考生的特点及需求,有的放矢地对其学习中遇到的难、疑点进行系统地梳理和考前强化训练,从而检验并提高学生实际掌握和运用语言的能力。本丛书的最大特点是资料翔实,编排独特,针对性强;它不仅融汇了近几年最新的试题模式和语言现象,并且突出了1999年修订后新大纲的特点,加大了语言材料的难度,具有一定的超前性。其次,参加本丛书编写的人员是多年从事大学英语教学的资深教师,选编的材料和讲解重点突出,指导性強。

《阅读与表达》(GET-6)一书是为准备参加六级考试的同学们精心编写的有针对性、实战性的强化练习,涵盖了阅读理解选择题、对划线句子的翻译和阅读短文后回答问题三种形式以及写作项目。本书选编了70篇短文并附有参考答案、解题思路,以帮助读者准确理解文章要点及大意,锻炼提高其掌握阅读理解规律的能力。写作部分透彻地分析了影响学生在写作项目得分的几个主要因素,介绍了对各种文体应采用的不同写作方法。本书的第一部分“阅读理解”由李晓静、魏海燕、郑明三位老师编写;第二部分“写作”由郭晓晖老师编写。

“海阔凭鱼跃,天高任鸟飞。”世纪之交,有太多的绚丽,有太多的惊喜。我们全体编者预祝每一位渴望成功的大学生登上“英语”这匹快马在转瞬即到的又一个世纪驰骋!

编者



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## 第一部分 阅读理解

## Test 1

## Part I: Reading Comprehension

**Directions:** *There are three passages in this part. Each passage is followed by some questions or unfinished statements. Read the passages carefully and answer the questions according to the information given in the passages.*

## Passage 1

When the television is good, nothing—not the theatre, not the magazines, or newspapers—nothing is better. But when television is bad, nothing is worse, I invite you to sit down in front of your television set when your station goes on the air and stay there without a book, magazine, newspaper, or anything else to distract you and keep your eyes glued to that set until the station signs off. I can assure you that you will observe a vast wasteland. You will see a procession of game shows, violence audience-participation shows, formula comedies about totally unbelievable families, blood and thunder, mayhem, more violence, sadism, murder, Western badmen, Western goodmen, private eyes, gangsters, still more violence, and cartoons. And, endlessly, commercials that scream and cajole and offend. And most of all, boredom. True, you will see a few things you will enjoy. But they will be very, very few. And if you think I exaggerate, try it.

Is there no room on television to teach, to inform, to uplift, to stretch, to enlarge the capacities of our children? Is there no room for programs to deepen the children's understanding of children in other lands? Is there no room for a children's news show explaining something about the world for them at their level of understanding? Is there no room for reading the great literature of the past, teaching them the great traditions of freedom? There are some fine children's

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shows, but they are drowned out in the massive doses of cartoons, violence, and more violence. Must these be your trademarks? Search your conscience and see whether you cannot offer more to your young beneficiaries whose future you guard so many hours each and every day.

There are many people in this great country, and you must serve all of us. You will get no argument from me if you say that, given a choice between a Western and a symphony, more people will watch the Western. I like Westerns and private eyes too—but a steady diet for the whole country is obviously not in the public interest. We all know that people would more often prefer to be entertained than stimulated or informed. But your obligations are not satisfied if you look only to popularity as a test of what to broadcast. You are not only in show business; you are free to communicate ideas as well as to give relaxation. You must provide a wider range of choices, more diversity, more alternatives. It is not enough to cater to the nation's whims—you must also serve the nation's needs. The people own the air. They own it as much in prime evening time as they do at six o'clock in the morning. For every hour that the people give you—you owe them something, I intend to see that your debt is paid with service.

- The wasteland referred to by the author describes \_\_\_\_\_.
  - western badlands
  - average television programs
  - morning television shows
  - children's programs generally
- The author is primarily concerned to tell broadcasters that \_\_\_\_\_.
  - the listener, not the broadcaster, should make the decisions about which programs are aired
  - all children's shows are worthless
  - they had better mend their ways
  - televised instruction should become a substitute for classroom lessons
- Concerning programs for children, it may be inferred that the author believes that such programs should \_\_\_\_\_.
  - include no cartoons at all



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- (B) include ones which provide culture  
(C) be presented only during the morning hours  
(D) be presented without commercial interruption
4. The statement that "the people own the air" implies that \_\_\_\_\_.
- (A) citizens have the right to insist on worthwhile television programs  
(B) television should be socialized  
(C) since air is worthless, the people own nothing  
(D) the broadcasters have no right to commercialize on television
5. It can be inferred from the passage in regard to television programming that the author believes \_\_\_\_\_.
- (A) the broadcasters are trying to do the right thing but are failing  
(B) there is a great deal that is worthwhile in present programs  
(C) the listeners do not necessarily know what is good for them  
(D) six o'clock in the morning is too early for a television show

## Passage 2

Today's trumpet is one of the world's oldest instruments. It is the result of many centuries of development. Although it looks nothing like its ancestors, there are many similarities. All trumpets are hollow tubes. They are all blown. And they all use the player's lips to produce the basic sound.

The trumpet developed as players and makers worked to improve its design, size, shape, material, and method of construction. They wanted to create an instrument that would produce a beautiful and attractive tone, enable the performer to play all the notes of the scale, extend the range higher and lower, make it possible to play more difficult music, and in general, be easier to play well. The remarkable way in which the modern trumpet achieves these goals is a measure of the success of all those who struggled to perfect this glorious instrument.

The trumpet is actually the leading member of an entire family of related instruments. There are trumpets of several different sizes, and in several different keys. There are cornets, bugles, flugelhorns, and a number of others that are all similar to the trumpet in the way they are made and played.



The trumpet family is much more than a group of related instruments that can stir one with their sound, or narrow tubes of metal capable of producing a variety of musical sounds. It is a link to many different periods of history and to people of many cultures. From the use of trumpets in ancient religious ceremonies to the part they play in modern rock bands, the trumpet family of instruments has much to tell about civilization and its development.

6. What is the best title for the passage?
- (A) Science and the Trumpet  
(B) Recordings of the Trumpet  
(C) The Trumpet and Its Ancestry  
(D) How the Trumpet is Made
7. It can be inferred from the passage that which of the following is needed to make the trumpet work?
- (A) Air pressure  
(B) Keen eyesight  
(C) Daily cleaning  
(D) Long fingers
8. Which of the following can be inferred about the first trumpet players?
- (A) They could not play all the notes of the scale.  
(B) They were not able to pick up the trumpet.  
(C) They could not play simple tunes.  
(D) They had difficulty improving upon the trumpet.
9. In line 18, the word "one" could best be replaced by \_\_\_\_\_.
- (A) the listener  
(B) a family  
(C) the composer  
(D) an instrument
10. The author believes that the trumpet is particularly important because it \_\_\_\_\_.
- (A) can be used in rock bands  
(B) has historical significance  
(C) is a religious instrument



(D) has a narrow range.

### Passage 3

Climatic conditions are delicately adjusted to the composition of the Earth's atmosphere. If there were a change in the atmosphere—for example, in the relative proportions of atmospheric gases—the climate would probably change also. A slight increase in water vapor, for instance, would increase the heat-retaining capacity of the atmosphere and would lead to a rise in global temperatures. In contrast, a large increase in water vapor would increase the thickness and extent of the cloud layer, reducing the amount of solar energy reaching the Earth's surface.

The level of carbon dioxide,  $\text{CO}_2$ , in the atmosphere has an important effect on climatic change. Most of the Earth's incoming energy is short-wavelength radiation, which tends to pass through atmospheric  $\text{CO}_2$  easily. The Earth, however, reradiates much of the received energy as long-wavelength radiation, which  $\text{CO}_2$  absorbs and then remits toward the Earth. This phenomenon, known as the greenhouse effect, can result in an increase in the surface temperature of a planet. An extreme example of the effect is shown by Venus, a planet covered by heavy clouds composed mostly of  $\text{CO}_2$ , whose surface temperatures have been measured at  $430^\circ\text{C}$ . If the  $\text{CO}_2$  content of the atmosphere is reduced, the temperature falls. According to one respectable theory, if the atmospheric  $\text{CO}_2$  concentration were halved, the Earth would become completely covered with ice. Another equally respectable theory, however, states that a halving of the  $\text{CO}_2$  concentration would lead only to a reduction in global temperatures of  $3^\circ\text{C}$ .

If, because of an increase in forest fires or volcanic activity, the  $\text{CO}_2$  content of the atmosphere increased, a warmer climate would be produced. Plant growth, which relies on both the warmth and the availability of  $\text{CO}_2$ , would probably increase. As a consequence, plants would use more and more  $\text{CO}_2$ . Eventually  $\text{CO}_2$  levels would diminish and the climate, in turn, would become cooler. With reduced temperatures many plants would die;  $\text{CO}_2$  would thereby be returned to the atmosphere and gradually the temperature would rise again. Thus, if this process occurred, there might be a long-term oscillation in the

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amount of  $\text{CO}_2$  present in the atmosphere, with regular temperature increases and decreases of a set magnitude.

Some climatologists argue that the burning of fossil fuels has raised the level of  $\text{CO}_2$  in the atmosphere and has caused a global temperature increase of at least  $1^\circ\text{C}$ . But a supposed global temperature rise of  $1^\circ\text{C}$  may in reality be only several regional temperature increases, restricted to areas where there are many meteorological stations and caused simply by shifts in the pattern of atmospheric circulation. Other areas, for example, the Southern Hemisphere oceanic zone, may be experiencing an equivalent temperature decrease that is unrecognized because of the shortage of meteorological recording stations.

11. The passage supplies information for answering which of the following questions?

- (A) What are the steps in the process that takes place as  $\text{CO}_2$  absorbs long-wavelength radiation?
- (B) How might our understanding of the greenhouse effect be improved if the burning of fossil fuels were decreased?
- (C) What might cause a series of regular increases and decreases in the amount of  $\text{CO}_2$  in the atmosphere?
- (D) Why are there fewer meteorological recording stations in the Southern Hemisphere oceanic zone than elsewhere?

12. The author is primarily concerned with \_\_\_\_\_.

- (A) explaining the effects that the burning of fossil fuels might have on climate
- (B) illustrating the effects of  $\text{CO}_2$  on atmospheric radiation
- (C) discussing effects that changes in the  $\text{CO}_2$  level in the atmosphere might have on climate
- (D) challenging hypotheses about the effects of water vapor and  $\text{CO}_2$  on climate

13. The passage suggests that a large decrease in the amount of  $\text{CO}_2$  in the atmosphere would result in \_\_\_\_\_.

- (A) at least a slight decrease in global temperatures
  - (B) at the most a slight increase in short-wavelength radiation reaching the
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## Earth

- (C) a slight long-term increase in global temperatures  
 (D) a slight short-term increase in atmospheric water vapor content
14. The author refers to Venus primarily in order to \_\_\_\_\_.
- (A) show that the greenhouse effect works on other planets but not on Earth  
 (B) show the extent to which Earth's atmosphere differs from that of Venus  
 (C) support the contention that as water vapor increases, the amount of CO<sub>2</sub> increase  
 (D) support the argument that the CO<sub>2</sub> level in the atmosphere has a significant effect on climate
15. The discussion of climate in the passage suggests which of the following conclusions?
- (A) Climate is not perfectly stable, and slight regional temperature variations can be considered a normal feature of the environment.  
 (B) We are unable at present to measure global temperature changes precisely.  
 (C) The most important cause of regional climatic fluctuations is the change in CO<sub>2</sub> levels in the atmosphere.  
 (D) Both (A) and (B)

## Part II: Translation

**Directions:** In this part there is one passage with five underlined sentences. You are required to translate them into Chinese. Before you begin your translation you should read them carefully and identify their meanings from the context.

(1) In recent years, there has been an increasing awareness of the inadequacies of the judicial system in the United States. Costs are staggering both for the taxpayers the litigants—and the litigants, or parties, have to wait sometimes many years before having their day in court. Many suggestions have been made concerning methods of ameliorating the situation, but as in most branches of government, changes come slowly.

(2) One suggestion that has been made in order to maximize the efficiency



of the systems is to allow districts that have an overabundance of pending cases to borrow judges from other districts that do not have such a backlog. Another suggestion is to use pretrial conferences, in which the judge meets in his chambers with the litigants and their attorneys in order to narrow the issues, limit the witnesses, and provide for a more orderly trial. The theory behind pretrial conferences is that judges will spend less time on each case and parties will more readily settle before trial when they realize the adequacy of their claims and their opponents' evidence. Unfortunately, at least one study had shown that pretrial conferences actually use more judicial time than they save, rarely result in pretrial settlements, and actually result in higher damage settlements.

(3) Many states have now established another method, small-claims courts, in which cases over small sums of money can be disposed of with considerable dispatch. Such proceedings cost the litigants almost nothing. In California, for example, the parties must appear before the judge without the assistance of counsel. (4) The proceedings are quite informal and there is no pleading—the litigants need to make only a one-sentence statement of their claim. By going to this type of court, the plaintiff waives any right to jury trial and the right to appeal the decision.

(5) In coming years, we can expect to see more and more innovations in the continuing effort to remedy a situation which must be remedied if the citizens who have valid claims are going to be able to have their day in court.

### Part III: Short Answer Questions

**Directions:** Read the following passage carefully. Then answer the questions or complete the statements in the fewest possible words (not exceeding 10 words).

Since World War<sup>II</sup>, there has been a clearly discernible trend, especially among the growing group of college students, toward early marriage. Many youths begin dating in the first stages of adolescence, "go steady" through high school, and marry before their formal education has been completed. In some quarters, there is much shaking of graying locks and clucking of middle-aged tongues over the ways of "wayward youth." However, emotional maturity is no



respector of birthdays; it does not arrive automatically at twenty-one or twenty-five. Some achieve it surprisingly early, while others never do, even in three-score years and ten.

Many students are marrying as an escape, not only from an unsatisfying home life, but also from their own personal problems of isolation and loneliness. And it can almost be put down as a dictum that any marriage entered into as an escape cannot prove entirely successful. The sad fact is that marriage seldom solves one's problems; more often, it merely accentuates them. Furthermore, it is doubtful whether the home as an institution is capable of carrying all that the young are seeking to put into it; one might say in theological terms, that they are forsaking one idol only to worship another. Young people correctly understand that their parents are wrong in believing that "success" is the ultimate good, but they erroneously believe that they themselves have found the true center of life's meaning. Their expectations of marriage are essentially utopian and therefore incapable of fulfillment. They want too much, and tragic disillusionment is often bound to follow.

Shall we, then, join the chorus of "Miseriers" over early marriages? One cannot generalize: all early marriages are not bad any more than all later ones are good. Satisfactory marriages are determined not by chronology, but by the emotional maturity of the partners. Therefore, each case must be judged on its own merits. If the early marriage is not an escape, if it is entered into with relatively few illusions or false expectations, and if it is economically feasible, why not? Good marriages can be made from sixteen to sixty, and so can bad ones.

### Questions:

1. According to the article, what are successful marriages determined by?
2. In the author's opinion, what causes many of today's early marriages?
3. What is the belief of many young people who marry early?
4. What can youthful expectation of marriage be described as?
5. Will early marriage really help the young escape from their problems?





## 答案与解析

### Part I 阅读理解题解析:

- (B)为正确答案。作者提到的荒原可以这样描述:(A)基地。(B)普通的电视节目。(C)早间电视节目。(D)一般指儿童节目。“Wasteland”原指荒地,比喻意义为“文化和精神上贫乏的生活或社会”,结合文章第一段第三句话“我敢保证你会看到一片荒原”可以推断(B)为正确答案,(A)是字面意思,用在此文显然不合适,而(C)、(D)只为其中的一部分。
- (C)为正确答案。作者主要是想告诉广播商们:(A)是听众而不是他们应该就所播节目做出决策。(B)所有的儿童节目都没有价值。(C)他们最好改过。(D)电视教育应该取代课堂授课。从第二段倒数第三句可以得知(B)答案有误,答案(A)文中未提及,并且根据常识便可推断其错误性,(D)文中未提及,根据排除法只有(C)是正确的,因为文中提到这些广播商由于利益驱动,只顾一味迎合听众口味而忽视其应有的激励、教育和提供信息等义务,作者就此在第三段陈述了自己的观点。
- (B)为正确答案。涉及到儿童节目,从文中可以推断作者认为这样的节目应该:(A)不应该有卡通片。(B)应该包括有文化教育内容的节目。(C)只在早间播放。(D)不应该插播商业广告。(A)太绝对,卡通片也是儿童节目的一个组成部分,只是不可泛滥成灾,(C)显然不能成立,(D)很难做到,因为商业广告是广播局的重要收入来源,文中第二段的内容显然只有B才能概括。
- (A)为正确答案。“大众拥有广播事业”暗示:(A)公民有权坚持有价值的电视节目。(B)电视事业应该社会化。(C)既然广播无价值,大众即一无所有。(D)广播商无权使电视商业化。从常识可知答案(B)目前尚难做到,而(D)太绝对,(C)很偏激,广播当然不能说是没有价值,而(A)才真正反映出了“大众拥有广播事业”的真正涵义,因为广大听众是广播事业的“上帝”,只有满足了各个层次听众观众的不同需求,广播事业才有望蓬勃发展起来。
- (C)为正确答案。从文中可以得知关于电视节目编排,作者认为:(A)广播

