

马得英语系列丛书



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编写：大学英语4、6级考试研究中心

大学英语六级⁶考试

全真题详解

(1990年1月—2000年1月)

W 世界图书出版公司

另配4盒磁带

大学英语六级考试全真题详解

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大学英语四、六级考试研究中心 编写

世界图书出版公司

上海·西安·北京·广州

图书在版编目 (CIP) 数据

大学英语六级考试全真题详解/江澄子主编, —上海:上海世界图书出版公司, 2000.5

ISBN: 7-5062-4650-3

I. 大… II. 江… III. 英语-高等学校-水平考试-解题 IV. H310.42-44

中国版本图书馆 CIP 数据核字(2000)第 19612 号

大学英语六级考试全真题详解

江澄子 主编

世界图书出版公司 出版发行

(上海市武定路 555 号, 邮编 200040)

各新华书店 外文书店经销

北京富生印刷厂印刷

开本: 787×1092mm 1/16 印张: 17.625 字数: 439 920

2000 年 5 月第 1 版 2000 年 8 月第 3 次印刷

印数: 23 001 - 30 000 册

ISBN: 7-5062-4651-1/H·231

定价: 18.00 元

前 言

《大学英语教学大纲》规定,语言测试要“着眼于考核学生的语言能力和交际能力,准确性和流利程度。”教学大纲指出:大学英语教学的目的是培养学生具有较强的阅读能力,一定的听的能力和译的能力,以及初步的写和说的能力,使学生能以英语为工具,获取专业所需要的信息,并为进一步提高英语水平打下较好的基础。为此,大学英语考试主要考核学生运用语言的能力,同时也考核学生对语法结构和词语用法的掌握程度。

对于标准化考试来说,每次考试的试卷不同,但所考核的内容(语言知识和能力)总体保持不变,试卷形式相对稳定。主要包括以下几部分:

一、听力理解部分

听力理解部分的目的是测试学生获取口头信息的能力,包括理解主旨大意、重要的事实细节、理解隐含的意义、语言的交际功能、理解谈话人的观点态度等。听力理解部分主要考核的是语言能力,避免了测验智力、记忆力或背景知识等语言外的能力。

听力理解部分目前分为对话和短篇听力材料两部分,所选材料是学生熟悉的对话、讲话、叙述、解说等,语言比较口语化,避免了采用书面语言太强的材料。所用词语不超出教学大纲词汇表规定的范围。

二、阅读理解部分

阅读理解部分的目的是测试学生通过阅读获取信息的能力。包括掌握所读材料的主旨和大意;了解说明主旨和大意的事实和细节;既理解字面的意思,也能根据所读材料进行一定的判断和推论;既理解个别句子的意义,也理解上下文的逻辑关系,理解文章的深层含义。阅读理解不但要求准确,而且要有一定的速度。

阅读材料的特点是:

(1) 题材广泛,包括人物传记、社会、文化、日常知识、科普常识等,但是所涉及的背景知识都能为学生所理解;

(2) 体裁多样,包括叙述文、说明文、议论文等,体现了学术英语(English for Academic Purposes)的特点;

(3) 语言难度及词汇量符合教学大纲规定的范围。

三、词语用法和语法结构部分

词语用法部分主要测试学生对词和短语的意义、搭配和用法的掌握程度,语法结构部分则主要测试正确使用语法结构的能力,词语用法和语法结构题在四、六级中各占有一定的比例。

四、完形填空部分

完形填空部分的目的是测试学生综合运用语言的能力。完形填空部分的选材原则与阅读理解部分相同,要求学生在全面理解内容的基础上答题,填入的词汇中虚词和实词各占一定比例。

五、综合改错部分

综合改错部分的目的是测试学生综合运用语言的能力,不但要求学生能够识别错误而且能够写出正确的语言形式,因此是一种对语言表达能力的测试。综合改错部分的选材是:题材熟悉,没有背景知识方面的困难,文章难度略浅于阅读理解材料,文章内容有一定的逻辑展开。短文中有 10 个错误(不含拼写错误或标点错误),要求学生改正。错误分三种类型,一种是需要改正某个词,一种是需要增添某个词,一种是需要删除某个词。需要改正的错误有的是局部性的,有的是全局性的,涉及篇章结构;两者有一定比例,要求考生在全面理解内容的基础上改正错误,使短文的意思完整、语言正确。

六、短文写作部分

短文写作部分的目的是考核学生运用英语书面表达思想的能力,四级要求学生在 30 分钟内写出一篇短文,不少于 100 词,六级不少于 120 词。试卷上可能给出题目、或要求看图作文、或根据所给文章(英语或汉语)写成摘要或大意、或给出关键词或提纲要求写成短文等等。

为了使学生熟悉四、六级考试题型,本书汇集了历年考试的全真题,并对其进行了详细的解释。四级、六级考试题各 16 套,并分别配有四盘磁带。

由于时间仓促,疏漏之处在所难免,欢迎广大师生批评指正。

大学英语四、六级考试研究中心

2000 年 5 月

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1990年1月六级试题

Part I

Listening Comprehension

(20 minutes)

Section A

Directions: *In this section, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.*

Example: *You will hear:*

You will read:

A) 2 hours.

C) 4 hours.

B) 3 hours.

D) 5 hours.

From the conversation we know that the two were talking about some work they will start at 9 o'clock in the morning and have to finish at 2 in the afternoon. Therefore, D) "5 hours" is the correct answer. You should choose [D] on the Answer Sheet and mark it with a single line through the centre.

Sample Answer [A] [B] [C] [~~D~~]

1. A) Read four chapters. C) Speak before the class.
B) Write an article. D) Preview two chapters.
2. A) The woman is being interviewed by a reporter.
B) The woman is asking for a promotion.
C) The woman is applying for a job.
D) The woman is being given an examination.
3. A) His car was hit by another car.
B) He was hurt while playing volleyball.
C) He fell down the stairs.
D) While crossing the street, he was hit by a car.
4. A) Took a photo of him. C) Held a birthday party.
B) Bought him a picture. D) Bought him a frame for his picture.
5. A) No medicine could solve the woman's problem.
B) The woman should eat less to lose some weight.
C) Nothing could help the woman if she ate too little.
D) The woman should choose the right foods.
6. A) He meant she should make a phone call if anything went wrong.
B) He meant for her just to wait till help came.

standards.

To protect the interests of their members in the era of automation, unions have adopted a number of new policies. One of these is the promotion of supplementary unemployment benefit plans. It is emphasized that since the employer involved in such a plan has a direct financial interest in preventing unemployment, he will have a strong drive for planning new installations so as to cause the least possible problems in jobs and job assignment. Some unions are working for dismissal pay agreements, requiring that permanently dismissed workers be paid a sum of money based on length of service. Another approach is the idea of the “improvement factor”, which calls for wage increases based on increases in productivity. It is possible, however, that labour will rely mainly on reduction in working hours in order to gain a full share in the fruits of automation.

21. Though labour worries about the effects of automation, it does not doubt that _____.
A) automation will eventually prevent unemployment
B) automation will help workers acquire new skills
C) automation will eventually benefit the workers no less than the employers
D) automation is a trend which cannot be stopped
22. The idea of the “improvement factor” (Line 7, Para. 3) probably implies that _____.
A) wages should be paid on the basis of length of service
B) the benefit of increased production and lower costs should be shared by workers
C) supplementary unemployment benefit plans should be promoted
D) the transition to automation should be brought about with the minimum of inconvenience and distress to workers
23. In order to get the full benefits of automation, labour will depend mostly on _____.
A) additional payment to the permanently dismissed workers
B) the increase of wages in proportion to the increase in productivity
C) shorter working hours and more leisure time
D) a strong drive for planning new installations
24. Which of the following can best sum up the passage?
A) Advantages and disadvantages of automation.
B) Labour and the effects of automation.
C) Unemployment benefit plans and automation.
D) Social benefits of automation.

Questions 25 to 30 are based on the following passage:

The case for college has been accepted without question for more than a generation. All high school graduates ought to go, says conventional wisdom and statistical evidence, because college will help them earn more money, become “better” people, and learn to be more responsible citizens than those who don’t go.

But college has never been able to work its magic for everyone. And now that close to half our high school graduates are attending, those who don’t fit the pattern are becoming more numerous, and more obvious. College graduates are selling shoes and driving taxis; college students

interfere with each other's experiments and write false letters of recommendation in the intense competition for admission to graduate school. Others find no stimulation in their studies, and drop out — often encouraged by college administrators.

Some observers say the fault is with the young people themselves — they are spoiled and they are expecting too much. But that's a condemnation of the students as a whole, and doesn't explain all campus unhappiness. Others blame the state of the world, and they are partly right. We've been told that young people have to go to college because our economy can't absorb an army of untrained eighteen-year-olds. But disappointed graduates are learning that it can no longer absorb an army of trained twenty-two-year-olds, either.

Some adventuresome educators and campus watchers have openly begun to suggest that college may not be the best, the proper, the only place for every young person after the completion of high school. We may have been looking at all those surveys and statistics upside down, it seems, and through the rosy glow of our own remembered college experiences. Perhaps college doesn't make people intelligent, ambitious, happy, liberal, or quick to learn things — maybe it's just the other way around, and intelligent, ambitious, happy, liberal, quick-learning people are merely the ones who have been attracted to college in the first place. And perhaps all those successful college graduates would have been successful whether they had gone to college or not. This is *heresy* (异端邪说) to those of us who have been brought up to believe that if a little schooling is good, more has to be much better. But contrary evidence is beginning to mount up.

25. According to the passage, the author believes that _____.
- A) people used to question the value of college education
 - B) people used to have full confidence in higher education
 - C) all high school graduates went to college
 - D) very few high school graduates chose to go to college
26. In the 2nd paragraph, "those who don't fit the pattern" refers to _____.
- A) high school graduates who aren't suitable for college education
 - B) college graduates who are selling shoes and driving taxis
 - C) college students who aren't any better for their higher education
 - D) high school graduates who failed to be admitted to college
27. The drop-out rate of college students seems to go up because _____.
- A) young people are disappointed with the conventional way of teaching at college
 - B) many young people are required to join the army
 - C) young people have little motivation in pursuing a higher education
 - D) young people don't like the intense competition for admission to graduate school
28. According to the passage the problems of college education partly arise from the fact that _____.
- A) society cannot provide enough jobs for properly trained college graduates
 - B) high school graduates do not fit the pattern of college education
 - C) too many students have to earn their own living

- D)college administrators encourage students to drop out
29. In this passage the author argues that _____.
- A)more and more evidence shows college education may not be the best thing for high school graduates
- B)college education is not enough if one wants to be successful
- C)college education benefits only the intelligent, ambitious, and quick-learning people
- D)intelligent people may learn quicker if they don't go to college
30. The "surveys and statistics" mentioned in the last paragraph might have shown that _____.
- A)college-educated people are more successful than non-college-educated people
- B)college education was not the first choice of intelligent people
- C)the less schooling a person has the better it is for him
- D)most people have sweet memories of college life

Questions 31 to 35 are based on the following passage:

Ours has become a society of employees. A hundred years or so ago only one out of every five Americans at work was employed, i. e. , worked for somebody else. Today only one out of five is not employed but working for himself. And when fifty years ago "being employed" meant working as a factory labourer or as a farmhand, the employee of today is increasingly a middle-class person with a substantial formal education, holding a professional or management job requiring intellectual and technical skills. Indeed, two things have characterized American society during these last fifty years: middle-class and upper-class employees have been the fastest-growing groups in our working population-growing so fast that the industrial worker, that oldest child of the Industrial Revolution, has been losing in numerical importance despite the expansion of industrial production.

Yet you will find little if anything written on what it is to be an employee. You can find a great deal of very dubious advice on how to get a job or how to get a promotion. You can also find a good deal of work in a chosen field, whether it be the mechanist's trade or *bookkeeping* (簿记). Every one of these trades requires different skills, sets different standards, and requires a different preparation. Yet they all have employeeship in common. And increasingly, especially in the large business or in government, employeeship is more important to success than the special professional knowledge or skill. Certainly more people fail because they do not know the requirements of being an employee than because they do not adequately possess the skills of their trade; the higher you climb the ladder, the more you get into administrative or executive work, the greater the emphasis on ability to work within the organization rather than on technical abilities or professional knowledge.

31. It is implied that fifty years ago _____.
- A)eighty per cent of American working people were employed in factories
- B)twenty per cent of American intellectuals were employees
- C)the percentage of intellectuals in the total work force was almost the same as that of industrial workers

can adapt most quickly to the changes of routine. One way of knowing when a person has adapted is by measuring his body temperature. People engaged in normal daytime work will have a high temperature during the hours of wakefulness and a low one at night; when they change to night work the pattern will only gradually go back to match the new routine and the speed with which it does so parallels, broadly speaking, the adaptation of the body as a whole, particularly in terms of performance. Therefore, by taking body temperature at intervals of two hours throughout the period of wakefulness it can be seen how quickly a person can adapt to a reversed routine, and this could be used as a basis for selection. So far, however, such a form of selection does not seem to have been applied in practice.

36. Why is the question of "how easily people can get used to working at night" not a mere academic question?
- A) Because few people like to reverse the cycle of sleep and wakefulness.
 - B) Because sleep normally coincides with the hours of darkness.
 - C) Because people are required to work at night in some fields of industry.
 - D) Because shift work in industry requires people to change their sleeping habits.
37. The main problem of the round-the-clock working system lies in _____.
- A) the inconveniences brought about to the workers by the introduction of automation
 - B) the disturbance of the daily life cycle of workers who have to change shifts too frequently
 - C) the fact that people working at night are often less effective
 - D) the fact that it is difficult to find a number of good night workers
38. The best solution for implementing the 24-hour working system seems to be _____.
- A) to change shifts at longer intervals
 - B) to have longer shifts
 - C) to arrange for some people to work on night shifts only
 - D) to create better living conditions for night workers
39. It is possible to find out if a person has adapted to the changes of routine by measuring his body temperature because _____.
- A) body temperature changes when the cycle of sleep and wakefulness alternates
 - B) body temperature changes when he changes to night shift or back
 - C) the temperature reverses when the routine is changed
 - D) people have higher temperatures when they are working efficiently
40. Which of the following statements is NOT TRUE?
- A) Body temperature may serve as an indication of a worker's performance.
 - B) The selection of a number of permanent night shift workers has proved to be the best solution to problems of the round-the-clock working system.
 - C) Taking body temperature at regular intervals can show how a person adapts to the changes of routine.
 - D) Disturbed sleep occurs less frequently among those on permanent night or day shifts.

Part III**Vocabulary and Structure****(20 minutes)**

Directions: *There are 30 incomplete sentences in this part. For each sentence there are four choices marked A), B), C) and D). Choose the ONE answer that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.*

41. You should have put the milk in the ice-box; I expect it _____ undrinkable by now.
C) A) became C) has become
B) had become D) becomes
42. Codes are a way of writing something in secret; _____, anyone who doesn't know the code will not be able to read it.
A) that is C) in short
B) worse still D) on the other hand
43. His long service with the company was _____ with a present.
B) A) admitted C) attributed
B) acknowledged D) accepted
44. The atmosphere is as much a part of the earth as _____ its soils and the water of its lakes, rivers and oceans.
A) are C) do
B) is D) has
45. Our house is about a mile from the station and there are not many houses _____.
A) in between C) far apart
B) among them D) from each other
46. The drowning child was saved by Dick's _____ action.
A) acute C) profound
B) alert D) prompt
47. Children and old people do not like having their daily _____ upset.
A) habit B) practice
C) routine D) custom
48. The criminal always paid _____ cash so the police could not track him down.
A) on C) for
B) by D) in
49. _____ when she started complaining.
B) A) Not until he arrived C) No sooner had he arrived
B) Hardly had he arrived D) Scarcely did he arrive
50. By 1990, production in the area is expected to double _____ of 1980.
A) that C) one
B) it D) what
51. Professor Smith and Professor Brown will _____ in giving the class lectures.

