

根据教育部制定的最新英语六级考试大纲编写

大学英语六级考试标准训练丛书

英译汉与简短回答问题

博雅 主编

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内 容 简 介

本书是根据《大学英语教学大纲》的要求,并参照《大学英语六级考试大纲》和考试委员会颁布的最新六级题型而编写,主要为准备参加英语六级考试的考生考前强化训练之用。全书共分两个部分,即简短回答问题和英译汉,由24套标准训练练习组成,每套练习由难易程度不同的10篇文章组成。按照大学英语六级考试要求,在每篇文章之后设置了相应的测试练习题,并且在每套练习之后给出了参考答案。

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前 言



大学英语六级考试是教育部(原国家教委)组织的全国性的标准化考试。自 1989 年以来已经进行了十年。它成为科学地检查大学英语教学大纲落实情况和评估大学英语教学质量的重要手段,有力地促进了大学英语教学改革的深入发展和教学质量的稳步提高,得到了全社会的认可和重视,是衡量大学生英语水平与能力的重要标准。

由于六级考试的权威性、规范性和其能够正确反映英语水平的客观性,因而受到大学生以及社会上英语自学人员的普遍重视,有的高校甚至把六级的达标率作为学校教学质量的重要标志。基于这些原因,与十年前相比大学学生英语实际水平有了非常大的提高。虽然如此,通过英语六级考试并非一件容易的事。英语六级考试是一项综合工程,考生不但要重视英语基础知识的学习,而且要加强学习英语的实践环节。

我们在长期从事大学英语教学与研究中发现,学生掌握一定的英语基础知识之后,如语法知识、词汇知识、阅读知识、翻译知识和听力知识等,需要通过一定的实践来巩固和深化所学的东西。基于当前大学外语教学和学习的实际情况,我们认为实践的主要环节来自有针对性的练习。通过一定量的标准化式题解训练,如词汇、语法训练、阅读理解训练、英译汉训练、改错训练和听力训练等,可以使学生理解、掌握和巩固所学的语法和词汇知识,加强阅读、翻译和听写水平,提高英语的综合运用能力,从而提高英语应

试技能。本丛书正是针对英语学习的实践环节需要而设置的,从而指导学生有的放矢地复习备考。

本系列丛书是根据《大学英语教学大纲》的要求,并参照《大学英语六级考试大纲》和考试委员会最新颁布的六级题型而编写。本套丛书共分五册,即《阅读理解》、《词汇与语法结构》、《改错》、《英译汉与简短回答问题》和《听力》。通过丛书各个分册学习,对六级考试的各个专项进行强化训练,从而巩固英语基础知识,提高运用英语的基本技能以及增强应试能力。依据教育部考试通知精神,本丛书中的训练题力求有深度、有广度,强调了知识的覆盖面,内容新颖,材料具体实用,充分体现了教学大纲对考试的基本要求,从而使考生达到整理和复习知识的效果。书中材料主要选自英、美报刊时文和各类试题及练习,同时吸收了国内一些有代表性的英语试题。

本丛书的主要读者对象为准备参加英语六级考试并掌握了一定的英语基础知识的考生,从事大学英语教学的教师和英语自学人员等。

本丛书由博雅主编,参加编写的人员有朱应夏、胡理、王子宽、曾究、贺文淘、章山韧、周远沛、赵宏明、严海、陈莉、罗珊珊、孙亘、彭师高、季风、盖昆升、陈寥幕、项华阳、夏田舟、纪飞谭、苏惠枚。

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于北京大学燕园

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第一部分

简短回答问题

标准训练 1

Passage 1 - 1

Millions of Americans run to the bank or visit automated teller machines when they need cash. They use credit cards when they want to buy clothes, or television sets.

But there is an underclass — people with low incomes and no credit history — who visit their neighborhood pawnshops (当铺) when they need cash or a loan.

An estimated 20 percent of the US population has no bank account, more than half of this group don't have credit cards and cannot get bank loans.

“These people are borrowing an average of \$ 50,” said John P. Caskey of Swarthmore College in Swarthmore, Pennsylvania. “If you add up in terms of how much dollar value pawnshops provide they don't look very important. If you add up how much of the population they serve or the number of loans they make, they are important.”

Because they make loans, pawnshops are a type of bank, often calling themselves “the bank of the little people”.

Casky and Swarthmore student Brian Zikmund in 1989 looked at the

importance of pawnshops in the US economy — the first serious study of the subject since the 1930s.

Their conclusion: pawnshops are the consumer's lender of last resort.

Pawnshop customers typically can not get credit at mainstream financial institutions. They have poor credit records, excessive debt in relation to their incomes, low and unstable incomes, or can not maintain positive bank account balances.

Typically, pawnshop customers borrow relatively small amounts that traditional lenders are unwilling or unable to provide on a secured basis.

"If you look at total consumer credit, the amounts provided by pawnshops remain small," Caskey said. "They are lending primarily to low-income people, in terms of the population they serve, they're really important."

In 1988, about 6,900 pawnshops operated in the United States — one for every two commercial banks. Data suggest these pawnshops made about 35 million loans, providing what Caskey and Zikmund estimate as 1 percent of the nation's consumer credit.

 Questions:

1. The best title for the passage would be _____.
2. What is the percentage of the population in the United States that doesn't get bank loans?
3. What do the underclass people do when they need cash?
4. What can we learn about pawnshops?
5. According to John P. Caskey, pawnshops are important because _____.

Passage 1 – 2

Taking natural objects such as rocks, bones, clouds and flowers for

subject matter, Georgia O'Keeffe reduced them to their simplest form, often by employing a close-up view or some other unusual vantage point. With such techniques, including the use of thin paint and clear colors to emphasize a feeling of mystical silence and space, she achieved an abstract simplicity in her paintings. O'Keeffe spent a summer in New Mexico in 1929 and the bleak landscape and broad skies of the desert so appealed to her that she later settled there permanently. Cows' skulls and other bare bones found in the desert were frequent motifs in her paintings. Other common subjects included flowers, the sky, and the horizon lines of the desert. After O'Keeffe's three-month trip around the world by plane in 1959, the sky "paved with clouds" as seen from an airplane also became one of her favorite motifs and the subject of her largest work, a 24-foot mural that she began in 1966.

Questions:

1. In the first sentence of the passage, the author explains O'Keeffe's choice of form, nature and, in the simplest form
2. With what subject is the passage mainly concerned?
3. Please give an example of something often painted by O'Keeffe?
4. With what concerning Georgia O'Keeffe's paintings would the author of the passage be most likely to agree?

Passage 1 - 3

The period of adolescence, i. e., the period of between childhood and adulthood, may be long or short, depending on social expectations and on society's definition as to what constitutes maturity and adulthood. In primitive societies adolescence is frequently a relatively short period of time, while in industrial societies with patterns of prolonged education coupled with laws against child labor, the period of adolescence is much longer and may include most of the second decade of one's life. Further-

more, the length of the adolescent period and the definition of adulthood status may change in a given society as social and economic condition change. Examples of this type of change are the disappearance of the frontier in later part of the nineteenth century in the United States, and more universally, the industrialization of an agricultural society.

In modern society, ceremonies for adolescence have lost their formal recognition and symbolic significance and there is no longer agreement as to what constitutes initiation ceremonies. Social ones have been replaced by a sequence of steps that lead to increase recognition and social status. For example, grade school graduation, high school graduation and college graduation constitute such a sequence, and while each step implies certain behavioral changes and social recognition, the significance of each depends on the socio - economic status and the educational ambition of the individual. Ceremonies for adolescence have also been replaced by legal definitions of status roles, rights, privileges and responsibilities. It is during the nine years from the twelfth birthday to the twenty - first that the protective and restrictive aspects of childhood and minor status are removed and adult privileges and responsibilities are granted. The twelve - year - old is no longer considered a child and has to pay full fare for train, airplane, theater and movie tickets. Basically, then individual at this age loses childhood privileges without gaining significant adult rights. At the age of sixteen the adolescent is granted certain adult right which increases his social status by providing him with more freedom and choices. He now can obtain a driver's license; he can leave public schools; and he can work without the restrictions of child labor laws. At the age of eighteen the law provides an adult with responsibilities as well as rights; the young man can now be a soldier, but he can also marry without parental permission. At the age of twenty - one the individual obtains his full legal rights as an adult. He now can vote, he can buy liquor, he can