大学英语六级应试题典

阅读·翻译·简答

600题

● 紧扣大纲/难易适度/适用性强

● 设题科学/注释详细/信息量大

● 最新题型/最新跟踪/权威性高

编著

张国海



大连理工大学出版社

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《阅读·翻译·简答 600 题》一书是根据国家教委颁布的大学英语教学大纲所编写的一本六级应试辅导书。本书旨在提高参加全国大学英语六级考试的大学生的阅读、翻译及简答能力。希望通过阅读本书能达到考前强化训练的目的。

众所周知,阅读在各类英语考试中都占有较大的比例,六级考试也不例外。大学英语教学大纲中明确指出: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,以及初步的写和说的能力。正是基于这一点,本书把培养学生阅读能力,特别是阅读的应试能力,作为第一出发点。同时,根据四六级考试采用新题型的要求,又设计了翻译及简答练习题。

本书分为二十个测试单元,每个测试单元均按大学 英语六级考试阅读部分的要求设计编排练习,其目的 为考生创造一种"实战"的情景,能够在培养读、译能力 为考生创造一种"实战"的情景,能够在培养读、译能力 为考生创造一种"实战"的情景,能够在培养读、译能力 为考止,达到自我检测的目的。同时,为适应近年来了级 考试题型的变化,本书特意按新题型的要求设计了级 的翻译练习和简答题。每个测试单元设有六个翻译题,比 会。因简答题与阅读题有许多相似之处,本书只另设制 会。因简答题与阅读题有许多相似之处,本书只另专生需 管答练习材料,分别编排在奇数测试单元里。如果考生的 要在此方面加强训练,可有意在阅读中锻炼自己简答的 能力。本书的简答题均按 1997 年 12 月的六级考试真题形式设计。本书除信息量大这一特点外,每个测试单元后都配有答案和较为详尽的答案注释,考生在做完测试题后可对比答案,查阅注释,以便知其根由,不断提高自己的阅读理解能力,从而通过量的积累,最终达到质的飞跃。

本书选材广泛,体裁题材多样,长短及难易程度均符合六级考试要求,相信会成为广大六级考生及英语爱好者的良师益友。

除针对六级考生外,本书同样适用于参加全国研究生入学统一考试、TOEFL、GRE、GMAT、WSK等各类考生使用。

在本书编写过程中,得到朱红军、宋继君、李薇等人的大力帮助,在此深表谢意。

本书虽为编者精选材料尽心编写而成,但书中疏漏或不当之处在所难免,欢迎广大师生及英语爱好者不吝指正,以便编者不断改正。

**编著者** 1997 年 12 月

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# 大学英语六级考试 阅读理解·翻译·简答各部分答题须知

## Section A Reading Comprehension (35 minutes)

Directions: There are 4 reading passages in this part. Each passage is followed by some questions or unfinished statements.

For each of them there are four choices marked A),B),

C) and D). You should decide on the best choice and mark the corresponding letter on the Answer Sheet with a single line through the center.

#### Section B Translation (15 minutes)

Directions: In this part, there are five items which you should translate into Chinese, each item consisting of one or two sentences. These sentences are all taken from the Reading Passages you have just read. You are allowed 15 minutes to do the translation. You should refer back to the passages so as to identify their meanings in the context.

### Section C Short Answer Questions (15 minutes)

Directions: In this part there is a short passage with five questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words (not exceeding 10 words).

--- Z ---

# Section A Reading Comprehension

#### Passage One

The liberal view of democratic citizenship that developed in the 17th and 18th centuries was fundamentally different from that of the classical Greeks. 1) The pursuit of private interests with as little interference as possible from government was seen as the road to human happiness and progress rather than the public obligations and involvement in the collective community that were emphasized by the Greeks. Freedom was to be realized by limiting the scope of governmental activity and political obligation and not through immersion in the collective life of the polis. The basic role of the citizen was to select governmental leaders and keep the powers and scope of public authority in check. On the liberal view, the rights of citizens against the state were the focus of special emphasis.

Over time, the liberal democratic notion of citizenship developed in two directions. First, there was a movement to increase the proportion of members of society who were eligible to participate as citizens—especially through extending the right of suffrage—and to ensure the basic political equality of all. Second, there was a broadening of the legitimate activities of government and a use of governmental power to redress imbalances in social and economic life. Political citizenship became an instrument through

which groups and classes with sufficient numbers of votes could use the state power to enhance their social and economic well-being.

Within the general liberal view of democratic citizenship, tensions have developed over the degree to which government can and should be used as an instrument for promoting happiness and well-being. Political philosopher Martin Diamond has categorized two views of democracy as follows. On the one hand, there is the "libertarian" perspective that stresses the private pursuit of happiness and emphasizes the necessity for restraint on government and protection of individual liberties. On the other hand, there is the "majoritarian" view that emphasizes the "task of the government to uplift and aid the common man against the malefactors(犯罪分子) of great wealth." 2) The tensions between these two views are very evident today. Taxpayer revolts and calls for smaller government and less government regulation clash with demands for greater government involvement in the economic marketplace and the social sphere.

1. The author's primar	y purpose is to
A)study ancient con-	cepts of citizenship
B)contrast different	notions of citizenship
C)criticize modern li	bertarian democracy
D)describe the impor	rtance of universal suffrage
2. It can be inferred f	rom the passage that the Greek word polis
means	<u></u>
A) family life	B)military service
C)marriage	D)political community
3. The author cites M	artin Diamond (line4, para. 3) because the
author	
4	

- A) regards Martin Diamond as an authority on political philosophy
- B) wishes to refute Martin Diamond's views on citizenship
- C) needs a definition of the term "citizenship"
- D) is unfamiliar with the distinction between libertarian and majoritarian concepts of democracy
- 4. According to the passage, all of the following are characteristics of the liberal idea of government that would distinguish the liberal idea of government from the Greek idea of government EXCEPT

A) the emphasis on the rights of private citizens

- B)the activities government may legitimately pursue
- C) the obligation of citizens to participate in government
- D)the size of the geographical area controlled by a government
- 5. A majoritarian would be most likely to favor legislation that would \_\_\_\_.

A) eliminate all restrictions on individual liberty

- B)out spending for social welfare programs
- C)provide greater protection for consumers
- D) lower taxes on the wealthy and raise taxes on the average worker

#### Passage Two

By far the most common snake in Britain is the adder. In Scotland, in fact, there are no other snakes at all. The adder is also the only British snake with a poisonous bite. It can be found almost anywhere, but prefers sunny hillsides and rough open country, including highground. In Ireland there are no snakes at all.

Most people regard snake bites as fatal misfortune, but not all bites are serious, and very few are fatal. Sometimes attempts at emergency treatment turn out to be more dangerous than the bite itself, with amateurs heroically, but mistakenly, trying do-it-yourself surgery and other unnecessary measures.

All snakes have small teeth, so it follows that all snakes can bite, but only the bite of the adder presents any danger. 3) British snakes are shy animals and are far more frightened of you than you could possibly be of them. The adder will attack only if it feels threatened, as can happen if you take it by surprise and step on it accidentally, or if you try to catch it or pick it up, which it dislikes intensely. If it hears you coming, it will normally get out of the way as quickly as it can, but adders cannot move very rapidly and may attack before moving if you are very close.

The effect of bite varies considerably. It depends upon several things, one of which is the body-weight of the person bitten. The bigger the person, the less harmful the bite is likely to be, which is why children suffer far more seriously from snake bites than adults. A healthy person will also have better resistance against the poison.

Very few people actually die from snake bites in Britain, and though these bites can make some people very ill, there are probably just as many cases of bites having little or no effect, as there are of serious illness.

A)in wilder parts of Britain and Ireland
B)in Scotland and nowhere else
C)on uncultivated land throughout Britain
D)in shady fields in England

7. If you are with someone who is bitten by an adder you shoul
A)try to catch the adder
B)make no attempt to treat the bite
C)not worry about the victim
D)operate as soon as possible
8. We are told that adders are
A)normally friendly towards people
B)unlikely to bite except in self-defence
C)aggressive towards anyone in their territory
D)not afraid of human beings
). If an adder hears you approaching, it will usually
A)move out of your path
B)take no notice of you at all
C)disappear very quickly
D)wait until you are close then attack
0. We are told that in general British people think snakes are
A)not very common in Britain
B)usually harmless
C)more dangerous than they usually are
D)unlikely to kill people by their bite
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#### Passage Three

We all know that the normal human daily cycle of activity is of some  $7\sim 8$  hours' sleep alternating with some  $16\sim 17$  hours' wakefulness and that, broadly speaking, the sleep normally coincides with the hours of darkness. Our present concern is with

how easily and to what extent this cycle can be modified.

The question is no mere academic one. 4) The ease, for example, with which people can change from working in the day to working at night is a question of growing importance in industry where automation calls for round-the-clock working of machines. It normally takes from five days to one week for a person to adapt to a reversed routine of sleep and wakefulness, sleeping during the day and working at night. Unfortunately, it is often the case in industry that shifts are changed every week; a person may work from 12 midnight to 8 a. m. one week, 8 a. m. to 4 p. m. the next, and 4 p. m. to 12 midnight the third and so on. This means that no sooner has he got used to one routine than he has to change to another, so that much of his time is spent neither working nor sleeping very efficiently.

The only real solution appears to be to hand over the night shift to a number of permanent night workers. An interesting study of the domestic life and health of night-shift workers was carried out by Brown in 1957. She found a high incidence of disturbed sleep and other disorders among those on alternating day and night shifts, but no abnormal occurrence of these phenomena among those on permanent night work.

5) This latter system then appears to be the best long-term policy, but meanwhile something may be done to relieve the strains of alternate day and night work by selecting those people who 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