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大学英语

6 级水平测试训练

主编 卜玉坤 商 晶 王 萍

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前 言

大学英语一至六级水平测试训练精编详解是为配合大学英语一至六级教学和学生过级应考训练所精编的一套测试试题及详解。该套书分为两大部分:一是水平测试训练题,二是详解注释与答题思路。

编者根据大学英语四、六级考试要求,采用统计研究的方法,编写听力、语法结构、词汇、阅读、翻译和写作一至六级水平测试训练题。这些水平测试训练题内容生动有趣,难度循序渐进,切合大学英语一至六级水平实际,构成了听力、阅读、翻译及写作技能训练和语法结构及词汇知识积累等六大系统网络。通过这些网络状水平测试过级题的系统训练,培养学生的语言能力,使学生系统掌握并熟练运用基本的语言技能和技巧,提高学生分析能力和解决问题的能力,强化语言习得过程,促进学生语言知识的增长和语言运用能力的提高,扩大学生英语文化知识面,便于学生快捷积累过级考试经验,迅速提高过级考试成绩。

为了帮助学生自学,我们在本套书的第二部分做了详解注释。注释针对学生在做题过程中出现的难点和疑点,加以画龙点睛的分析和点评,富有启发性。特别值得一提的是在对听力和阅读的注释过程中,注重研究问题分析的角度,并注重研究选文的篇章结构,从而更好地培养学生的语言综合能力和运用语言进行思维及推理的能力。对词汇的注释也独具一格。在词汇注释中不求面面俱到,但求重点突出,释义准确,翻译精当,以真正达到启发思路、开拓眼界的目的。

本套书在编写过程中,一直得到上海外语教育出版社的大力支持和帮助,在此表示衷心感谢。

编 者

2004年3月

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第一部分

大学英语六级水平测试训练题

TEST 1

Part I Listening Comprehension (20 points)

Section A (10 points)

Directions: Listen to the following conversations and questions after them. Read the four possible answers and decide which is the best response to each question you have heard. Then mark the corresponding letter on the Answer Sheet with a single line through the center.

1. a. The man should report to the police about the accident.
b. The man should try to recall the license number of the car.
c. The man could not report the driver to the police now because he didn't get the driver's license number.
d. The man should have been careful when crossing the street.
2. a. The man is a forgetful person.
b. The typewriter is new.
c. The man can have the typewriter later.
d. The man misunderstood her.
3. a. Get a hat.
c. Get to the station.
b. Buy gasoline.
d. Call the train station.
4. a. Accept it.
c. Decline.
b. Do not think it seriously.
d. Mock the woman's stupidity.
5. a. 7:20.
b. 8:00.
c. 8:20.
d. 7:30.
6. a. They enjoyed the party very much because the hostess was very friendly.
b. They didn't enjoy the party because they didn't like the food and drinks provided by the hostess.
c. They didn't enjoy the party very much because they didn't know the other guests.
d. They had a better time than the other guests of the party.
7. a. What the economics professor's name was.
b. The time Professor Franklin began teaching there.
c. Where Professor Franklin came from.
d. When the economics course was supposed to meet.
8. a. Professional window cleaner.
c. Service station attendant.
b. Automotive salesperson.
d. Janitorial assistant.
9. a. He is not interested in finding a job in foreign enterprises.
b. He feels sympathy for others in finding a job.

- c. There are no foreign enterprises for him to work in.
 - d. His English is not good enough to enable him to work in foreign enterprises.
10. a. In a zoo. b. In a park. c. In a pet store. d. In a museum.

Section B (10 points)

Directions: In this section you will hear three passages. Choose the best answer to the question you have heard. Then mark the corresponding letter on the Answer Sheet with a single line through the center.

Passage 1

1. a. The pie dish didn't like modern dances.
b. It is not uncommon for a local authority to recover the cost of salvaging a sunken pie dish.
c. The pie dish was nothing than usual.
d. Insurance companies are usually willing to insure anything ranging from bad weather to public or private property.
2. a. The pie dish was made for baking enormous pies for an annual fair.
b. The pie dish was made for fun.
c. The pie dish was made by accident.
d. The pie dish was made as a test for the insurance companies.
3. a. The pie dish was owned by the insurance companies.
b. The pie dish was owned by a group of teenagers.
c. The pie dish was owned by a large shipping company.
d. The pie dish was owned by a local authority.

Passage 2

4. a. People who do not follow social customs.
b. People who are unemployed.
c. People who have no fixed place to live but move from town to town.
d. People who live in slums.
5. a. There are few vagrants in Europe.
b. The European governments return the vagrants to their hometowns.
c. Vagrants in Europe don't like to collect together in a community.
d. There are no place big enough for such communities.
6. a. Shacks made of pieces of metal, wood and even cardboard.
b. Tourist hotels.
c. Very cheap flats.
d. Flophouses.

Passage 3

7. a. 22. b. 11. c. 6. d. 5.
8. a. After two periods. b. After each period.
- c. After half an hour. d. After fifteen minutes.
9. a. Courage. b. Strength.
- c. Intelligence. d. Clear thinking under pressure.
10. a. American football is different from soccer.
- b. American football is a complex game.
- c. An American football match lasts 60 minutes including the time for rest.
- d. Strategy is also important in American football.

Part II Reading Comprehension and Translation (50 points)

Section A (40 points)

Directions: In this section there are three passages and five underlined items chosen from the three passages. Each passage is followed by a number of comprehension questions. Read the passage and answer the questions. Then mark the corresponding letter on the Answer Sheet with a single line through the center and translate the five underlined items into Chinese on the Answer Sheet.

Passage 1

Bottles of wine, trays of cakes and thousands of letters are put here and there in the tiny radio studio. All have been sent from well-wishers to London Greek Radio, one of about 80 unlicensed radio stations now filling the airwaves of Britain.

London Greek Radio started broadcasting Greek music, plays, live church services and children's stories nearly eighteen months ago. Its North London transmitters were confiscated(没收) many times during its early days, but for the last thirteen months it has managed to broadcast uninterrupted on its new medium wave frequency from 7 a.m. to midnight. It is loved by the Greek Cypriot community, and unloved by the Government, the Independent Broadcasting Authority, and in particular by the commercial station LBC, which broadcasts on a waveband only a slight turn of a knob away.

The station has applied to the Home Office and the IBA for a licence: "We want to be legal," says George Eracleous, one of the founders, "I am sure we could survive commercially."

(1) Until now, their efforts have met resistance, but their chances improved dramatically last week when it emerged that the Government is planning to encourage the introduction of community radio, probably within two years.

By 1987 existing illegal stations should be able to apply for community licences, as will any group which wants to broadcast to a minority audience. Would-be applicants include Radio Arabia, which is already broadcasting Arab music and Muslim prayers to the

700,000 Muslims in London, and Sea Rock Entertainment, which plans two music stations for the 22,000 people of the Shetlands.

Simon Partridge, secretary of the Community Radio Association, says, "The trouble is that local radio in Britain is not really local. There are three so-called local stations in London, for instance, covering a 10 million population with enormously different needs and interests. Yet New York has more than 100 radio stations and even Paris is setting up about 50."

(2) Meanwhile, the existing legal local radio stations will be launching strong resistance to the Government's plans. Community radio obviously threatens to hit them where it hurts.

1. What is the most likely reason that people have sent gifts to London Greek Radio?
 - a. To demonstrate support for their fight for a licence.
 - b. To show appreciation of the Greek programmes.
 - c. To encourage them to broadcast more Cypriot programmes.
 - d. To persuade them to extend their broadcasting hours.
2. The commercial radio station LBC dislikes London Greek Radio because .
 - a. it doesn't approve of Greek programmes in London
 - b. the Greek broadcasts interfere with their own programmes
 - c. it fears the public will prefer the Greek programmes
 - d. it disapproves of illegal broadcasting
3. Why were the London Greek Radio transmitters frequently confiscated?
 - a. The station has no licence.
 - b. They broadcast on another station's waveband.
 - c. Only three radio stations are allowed in London.
 - d. The Government disapproves of community radio.
4. Community radio stations are generally for the benefit of .
 - a. non-English speakers
 - b. island dwellers
 - c. minority groups
 - d. music lovers
5. What is the writer of this passage attempting to do?
 - a. Clearly explain a very complicated situation.
 - b. Show how unreasonable the Government's attitude is.
 - c. Point out the public's indifference to illegal radio.
 - d. Gain sympathy for the community radio stations.

Passage 2

A few years ago a lone American campaigner wrote a book in which he set out the main points of his fascinating crusade — to abolish television. His book *Four Arguments*

for the Elimination of Television is an American cult bestseller, and after eight editions it is still generating concern and savage debate in the USA.

Jerry Mander, a former advertising expert is convinced that for the sake of our freedom, and mental and physical health, we should learn to live without TV. Through his advertising background Mander is aware of how much of television is concerned with advertising. He sees the planting of values for profit as “a deep, profound and disturbing act by the few against the many, for a trivial purpose.” (3) And, even without commercials, he sees TV as disturbing because it crams people’s heads with images which alter the way they feel and behave. Pictures formed by 300,000 tiny dancing dots altering 30 times per second, bombard their eyes as people scan the images 10 times a second. The brain registers and stores all 30 images, but the conscious mind registers far fewer. But, argues Mander, even if you reject or doubt what you see consciously, it is too late, the crucial messages have gone home.

He further argues that TV is deadening (令人麻木的) experience as it is restricted to just two senses — sight and sound. “Perception is dulled and flattened,” says Mander, “when you can’t feel and smell and totally experience an event.” People are just sitting passively for up to four hours a night watching a flickering screen and listening to artificial sound. (4) “No culture in history has spent such an enormous amount of time looking at artificial light,” says Mander, “and another worrying fact is that prolonged exposure to artificial light alters human cells, which is why it is being used for certain medical treatment.” Researchers do not know if life-long TV exposure is a physical risk or not, but as Mander would argue, why run the risk? It is important the people get up now and switch off before the harm is done — they might also become brainwashed, or, who knows, they might even be approaching death.

6. *Four Arguments for the Elimination of Television* is a book which _____.

- a. caused distress to many Americans
- b. achieved great success overseas
- c. aroused nation-wide interest
- d. expressed the views of a fascinating man

7. Jerry Mander objects to TV advertising mainly because _____.

- a. the underlying principles concern money-making
- b. it is ineffectual in getting its message across
- c. a few people are deeply disturbed by it
- d. the values it conveys are accepted by all

8. Mander thinks people’s feelings and behaviour are changing because _____.

- a. the brain is able to make conscious decisions
- b. the conscious mind is incapable of filtering images
- c. their eyes scan a TV screen 10 times a second
- d. the conscious mind is unable to reject the images it sees

9. By watching TV for several hours every night, Mander implies that .
- people would lose the use of their other senses
 - people's experience of life would become deadened
 - people's ability to respond to events would lessen
 - people would come to depend on only two senses
10. Mander suggests that watching TV over long periods of time .
- could lead to death
 - might cause brain damage
 - could endanger people's health
 - would make cells malignant(恶性的)

Passage 3

For some time past it has been widely accepted that babies — and other creatures — learn to do things because certain acts lead to rewards; and there is no reason to doubt that this is true. But it used also to be widely believed that effective rewards, at least in the early stages, had to be directly related to such basic physiological drives as thirst or hunger. In other words, a baby would learn if he got food or drink or some sort of physical comfort, not otherwise.

It is now clear that this is not so. Babies will learn to behave in ways that produce results in the world with no reward except the successful outcome.

Papousek began his studies by using milk in the normal way to reward the babies and so teach them to carry out some simple movements, such as turning the head to one side or the other. Then he noticed that a baby who had had enough to drink would refuse the milk but would still go on making the learned response in situations where no milk was provided. He quickly found that children as young as four months would learn to turn their heads to right or left if the movement switched on a display of lights — and indeed that they were capable of learning quite complex turns to bring about this result, for instance, two left or two right, or even to make as many as three turns to one side.

Papousek's light display was placed directly in front of the babies and he made the interesting observation that sometimes they would not turn back to watch the lights closely although they would smile and bubble when the display came on. (5) Papousek concluded that it was not primarily the sight of the lights which pleased them, it was the success they were achieving in solving the problem, in mastering the skill, and that there exists a fundamental human urge to make sense of the world and bring it under intentional control.

11. In this article, the author suggests that babies learn to do things when .
- such acts lead to desired rewards
 - they enjoy a sense of achievement
 - their curiosity is satisfied
 - they can get fun from such acts
12. In his experiment, Papousek noticed that a baby .
- would go on making the learned response with no milk provided

- b. would have to have enough to drink before the experiment began
 - c. would not make the learned response until milk is provided
 - d. would make the learned response with pleasure only when it saw the light display
13. According to the passage, the babies would smile and bubble when the light display was turned on primarily because _____.
- a. the babies were impressed by the beautiful sight
 - b. the lights are related to babies' physical drives
 - c. the babies felt they succeeded in switching on the lights
 - d. the babies were happy that they learned how to respond to this sight
14. According to Papousek, the pleasure the babies displayed when they saw the light display was a reflection of _____.
- a. the satisfaction of their curiosity
 - b. the satisfaction of their physiological needs
 - c. the basic human urge to understand and control the world
 - d. the babies' desire to solve complex problems
15. What does the word "it" in the last line refer to?
- a. Success.
 - b. Skill.
 - c. Light.
 - d. The world.

Section B (10 points)

Directions: In this section there is one reading passage. Read the passage carefully and answer the questions briefly or complete the incomplete sentences. Then write your answers on the Answer Sheet.

Culture is the sum total of all the traditions, customs, beliefs and ways of life of a given group of human beings. In this sense, every group has a culture, however savage, undeveloped, or uncivilized it may seem to us.

To the professional anthropologist, there is no intrinsic(本质的) superiority of one culture over another, just as to the professional linguist there is no intrinsic hierarchy(等级) among languages.

People once thought of the languages of backward groups savage, undeveloped forms of speech, consisting largely of grunts and groans. While it is possible that language in general began as a series of grunts and groans, it is a fact established by the study of "backward" languages that no spoken tongue answers that description today. Most languages of uncivilized groups are, by our most severe standards, extremely complex, delicate, and ingenious pieces of machinery for the transfer of ideas. They fall behind our Western languages not in their sound patterns or grammatical structures, which usually are fully adequate for all language needs, but only in their vocabularies, which reflect the objects and activities known to their speakers. Even in this department, however, two things are to be noted: 1. All languages seem to possess the machinery for vocabulary expansion, either by putting together words already in existence or by borrowing them from other languages and adapting them to their own system. 2. The objects and activities requiring names and dis-

tinctions in “backward” languages, while different from ours, are often surprisingly numerous and complicated. A Western language distinguishes merely between two degrees of remoteness (“this” and “that”); some languages of the American Indians distinguish between what is close to the speaker, or to the person addressed, or removed from both, or out of sight, or in the past, or in the future.

This study of language, in turn, casts a new light upon the claim of the anthropologists that all cultures are to be viewed independently, and without ideas of rank or hierarchy.

1. What's the function of the quotation-marks around the word “backward” in the second sentence of the third paragraph?
2. According to the author, languages, whether “civilized” or not, have the potential for expanding _____.
3. What does the study of language mean to anthropologists?
4. Why can one claim that every group has a culture?
5. There is no intrinsic superiority of one culture over another as there is no intrinsic _____ or _____ among languages.

Part III Vocabulary

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 that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the center.

1. The hero's speech _____ the entire audience.
a. upheld b. thrilled c. touched d. stroke
2. The local government leaders are making every effort to _____ the problem of poverty.
a. encounter b. remove c. abolish d. tackle
3. A steadily increasing _____ of students were enrolled into government-run institutions at that time.
a. formation b. fraction c. fragment d. segment
4. She went through the typescript carefully to _____ all errors from it.
a. justify b. avoid c. estimate d. eliminate
5. While birth plans were perfectly sensible, only one seemed _____ in China's particular situation.
a. useful b. feasible c. available d. desirable
6. I felt _____ to death because I could make nothing of the chairman's speech.
a. fatigued b. tired c. exhausted d. bored
7. If no one asks any questions, a teacher can _____ everybody understands.
a. resume b. presume c. intend d. pretend
8. So far as he could, John had always tried to _____ the example he saw in Lincoln.
a. live up to b. set forth c. call for d. cut out

9. The older his paintings become, the more their value is _____.
a. endured b. entreated c. enhanced d. entertained
10. In spite of her mental _____, she manages to do a good job.
a. default b. efficiency c. deficiencies d. shortages
11. I have _____ that she is not telling the truth.
a. an assessment b. a confession c. a confirmation d. a suspicion
12. A red sunset _____ fine weather.
a. avails b. rectifies c. clarifies d. signifies
13. He _____ the document so that we would all have a copy.
a. doubled b. multiplied c. enlarged d. duplicated
14. I am not questioning the _____ of his statement.
a. validity b. sincerity c. sensitivity d. honesty
15. We are attracted by the _____ of the snow-covered mountains when we look out of the train.
a. notability b. nobility c. majesty d. visibility
16. It is the government's policy to _____ black people from the white.
a. divide b. distribute c. isolate d. segregate
17. The Great _____ of the 1930's was a miserable period for most Americans.
a. Concession b. Prosperity c. Depression d. Succession
18. The pounding on the door _____ the fears of the child, who shut himself alone in the room.
a. heightened b. heaved c. highlighted d. hoisted
19. Millions have _____ to the cities because they could not survive in rural areas.
a. diverted b. migrated c. deviated d. dispatched
20. When the fox could not _____ the grapes he said they were sour.
a. get up b. get at c. get across d. get away
21. The boy is stupid! I can't _____ him at all, even when I explain things in words of one syllable.
a. get out of b. get through to c. understand d. get through
22. News of the Budget _____ before it was officially announced.
a. got out b. got rid of c. got over d. got right
23. His earning from professional tennis will _____ to more than a million dollars this year.
a. total b. sum up c. amount d. reach
24. A series of rifle shots disturbed the _____ of the campgrounds.
a. solidarity b. propinquity c. tranquility d. equanimity
25. Unfortunately not all of us obtain our just _____ in this life.
a. demands b. gains c. deserts d. wins
26. In spite of the _____ hostility of his colleagues, he went ahead with the experi-