

大学英语教学与考试命题研究工作室组编

COLLEGE ENGLISH

大学英语过关考试题型专项训练

精选综合填空

姜怡 姜欣 / 主编

6级

大连理工大学出版社

丛书策划:王佳玉

图书在版编目(CIP)数据

大学英语过关考试题型专项训练 精选综合填空:6级/
姜怡,姜欣主编. —大连:大连理工大学出版社,1999.8

ISBN 7-5611-1690-X

I. 大… II. ①姜… ②姜… III. 英语-高等学校-水平考试
-习题 IV. H31-44

中国版本图书馆 CIP 数据核字(1999)第 33795 号

大连理工大学出版社出版发行
大连市凌水河 邮政编码 116024
电话:0411-4708842 传真:0411-4708898
E-mail:pdut@pub.dl.lnpta.net.cn
大连业发印刷厂印刷

开本:787×1092毫米 1/32 字数:218千字 印张:8.125
印数:10001—20000册
1999年8月第1版 1999年9月第2次印刷

责任编辑:房磊

责任校对:习文

封面设计:孙宝福

定价:8.00元

前言

亲爱的读者：

本书是为你们英语自学及参加全国大学英语六级考试提供的一本针对性强，覆盖面广的练习题集。它集中了最常见也是比较有效的五种综合题型(Global Items)的专项训练，包括：句子改错(Sentence Error Correction)、语篇改错(Passage Error Correction)、简答题(Short Answer Questions)及两种不同形式的完形填空(Completion, Cloze)。这五种题型注重综合能力(Global Ability)的培养，旨在将学习者的语言能力从处理孤立单一语言点的较低层次逐步发展提高到能处理语篇结构的高级层次上来。

本书共计 16 套试题，每套试题分 5 个部分，按 100 分设计，以便考生依照传统的百分制自测。这 5 个部分为：

Part I Sentence Error Correction (10 Items, 1 point each)

Part II Completion (3 Passages, 30 Items, 1 point each)

Part III Passage Error Correction (3 Passages, 30 Items, 1 point each)

Part IV Cloze (20 Multiple Choice Items, 1 point each)

Part V Short Answer Questions (5 Items, 2 points each)

在每套题之后都设有参考答案及必要的注解，以方便读者自学和掌握该章的内容。

为强调本书各个章节的五种综合题型的特色，我们选择了学生们比较熟悉和感兴趣的题材及常用的英语文章体裁，以便使学生摆脱孤立单一句子的束缚，提高统筹决策的能力。只有具备了这种能力，考生

才会在各种较高层次的英语测试中立于不败之地。

本书内容丰富,难易适中,过渡自然,能够较全面地体现和提高学生的语言应用和应考能力,是学生们学习、自测的好助手。

作为编者,我们衷心祝愿本书的读者们在跨世纪的历史时刻取得成功。

欢迎为本书提出宝贵的批评和建议。谢谢!

编者

1999年8月

Contents

前言

Test One	1
Key and Notes	12
Test Two	16
Key and Notes	27
Test Three	32
Key and Notes	42
Test Four	47
Key and Notes	58
Test Five	63
Key and Notes	73
Test Six	78
Key and Notes	89
Test Seven	93
Key and Notes	104
Test Eight	109
Key and Notes	120
Test Nine	124
Key and Notes	135

Test Ten	140
Key and Notes	151
Test Eleven	155
Key and Notes	165
Test Twelve	170
Key and Notes	180
Test Thirteen	185
Key and Notes	198
Test Fourteen	202
Key and Notes	214
Test Fifteen	218
Key and Notes	231
Test Sixteen	235
Key and Notes	247

Test One

Part I Sentence Error Correction

Directions: *There are ten sentences in this part. Each of them contains an error. Point out the error in each sentence and then correct it.*

- I enjoy the actual feeding time, because I like the sense I
A
have of nurturing my babies as they grow stronger, more
B C
independent, and able to cope with the world.
D
- College students could be well prepared for independent
A
thinking should there be less emphasis on grades in high
B C D
school.
- Despite the quarreling we associate with the mere mention
A B
of our sisters and brothers, most of us will find unexpect-
ed strengths in this relationship in late life.
C D
- By the so-called education, some parents are only driving
A
their children into commonplace, and depriving them any
B C
chance of doing anything beautiful and original.
D
- Although everyone has had his or her special
A

share of duty in the company, Mr Smith is the person

B

C

responsible for overall management.

D

6. Every one of us have read in elementary chemistry books

A

B

C

that when any substance burns, it unites with oxygen.

D

7. I remember to have been spending the valuable time play-

A

B

ing cards, drinking and daydreaming all day long.

C

D

8. He believes that his nation should commit itself to achieve

A

B

the goal, before the decade is out, of landing a man on

C

the moon.

D

9. If you want to increase your intimacy with other's, you

A

have to create opportunities and literally plan them, for

B

our society doesn't offer many ready-made opportunities

C

for informal interaction.

D

10. Their behaviours can be mutually reinforcing— the in-

A

B

fant provides smiles and the parents provide food and

C

care — so either of the parties may become attached.

D

Part II Completion

Directions: *There are three passages in this part. Each of them has ten blanks. Read the passages carefully and fill in the blanks with proper words.*

☆ Passage 1 ☆

Various memory experts entertain people by giving demonstrations in 1 they memorize the names of everyone at a banquet, the order of all the cards in a deck, long lists of words or other seemingly 2 amounts of information. Such feats may seem like magic, but if they are, you can have a magic memory, too. These tricks are performed 3 the use of mnemonics. A mnemonic is any kind of memory system or aid.

Some mnemonic systems have become so common that 4 everyone knows them. Physics teachers often help their students remember the 5 of the spectrum(光谱) by giving them the name-like mnemonic "Roy G. Biv", which is the initial of red, orange, yellow, green, blue, indigo, and 6.

Mnemonic techniques are ways of 7 rote learning, that means learning by simple repetition. The superiority of mnemonic learning as opposed 8 rote learning has been demonstrated many times. For example, Bower asked college students to study five different 9 of 20 unrelated words. At the end of a short study session, subjects were asked to recall all 100 items. Subjects using mnemonics remembered an average 72 items, 10 a control group

using simple, or rote learning remembered an average of 28 only.

☆ Passage 2 ☆

Many American parents are putting tremendous pressures on their children to perform at ever-earlier ages. Many parents 1 their children in distinguished nursery school as 2 as pregnancy is confirmed. And once the child is old enough they coach the child for the screening interview.

Since parents today are having 3 children, their chances of having "a child to be proud 4 " are lower than when families are larger. The cost of child rearing has increased dramatically, so a successful child also protects one's investment. In addition, many of 5 parents have carried out their own successful careers and feel very much in charge of their lives. They see no reason why they should not take charge of child rearing in the same 6 and with the same success.

The result is that parents put their children at 7 for short-term stress disorders and long-term personality problems. "We need to abandon the false notions that we can create exceptional children by 8 instruction and that such children are symbols of our competence as 9," advised Dr. Elkind. Parents should be as concerned with character as with success. If we have reared a well-mannered, good and decent person, we should take pleasure and pride 10 that fact.

☆ Passage 3 ☆

Although parents are the first significant influence,

they are only one influence on their 1 development. Peers, siblings, teachers, relatives, and mass media are also influential. Peer influence becomes increasingly important and will remain so 2 college years.

The values and behaviors of our friends and age-mates are 3 to be mirrored in our own. Siblings are not necessarily peers, but they too have an important and sometimes lasting effect 4 each other's development. Relatives may also be significant childbearing agents, 5 grandmothers and aunts.

Teachers become influential once a child begins 6, and they remain so as long as the child is exposed to educational system. The mass media also 7 a big role in children's development. Television is a major means of exhibiting language, values, and life style 8 children. So it is obviously seen that 9 parents often take the credit and the blame for the way their children turn out, they are only 10 among many influences.

Part II Passage Error Correction

Directions: *There are three passages in this part. In each passage there are ten mistakes, one in each numbered line. You may have to add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in the blank.*

Example:

Television is rapidly becoming the literature of our periods. Many of the arguments having used for the study for literature as a school subject are valid for study of television.

1. time/times/age2. / 3. the **☆ Passage 1 ☆**

The task of overcoming conflicts and achieving community and cooperation raises, because human beings are unable and unwilling to live in complete isolation. The disadvantages of cooperation and community life are so obvious that they must have been evident for man from earliest times. By now, however, our ancestors have closed off the choice, because most of us the option of total isolation from a community is, realistically saying, no longer open.

1. 2. 3. 4. 5.

What the explanation for conflict may be, its existence is one of the prime facts of all community life. Yet life is not such gloomy. A condition of totally unregulated conflict is obviously incompatible with community life. Alone with the human need for living with fellow human beings and the inevitable conflicts whenever people try to live together, there have been traces of a search of ways in which human beings can cooperate. Means have been sought for settling conflict with extensive vio-

6. 7. 8. 9. 10.

lence and bloodshed. So people in this world could enjoy a more harmonious co-existence.

☆ Passage 2 ☆

However strongly human beings are driven to seek the company of one another, and despite thousands of year's practice, they have never discovered a way upon which they can live together without conflicts. Conflict appears when one individual would wish to follow a line of action that would make it difficult or impossible for someone to pursue his own desires. Conflicts seem to be an inescapable aspect of the community and consequently human. Why conflict is inescapable is a problem that has troubled many people: philosophers, historians, socialist scientists, and doubtlessly a great deal ordinary people. James Madison held that conflict was built into the very natural of men and women. Human beings have diverse ability, he wrote, and these in turn produce diverse interests.

☆ Passage 3 ☆

International Youth Welfare has produced its own draft of a booklet. This booklet would replace the present's Home Office document, "Au Pair * in Britain". It contains specific advices to the hostess, such as the minimum time of 30 hours a week during which her au pair should be expected

to perform household or babysit tasks. It eliminates the existing booklet's vagueness over an au pair's duties by including a proper detailed job description form to be filled by the hostess so there can be no excuse for not knowing what to expect.

A survey showed alarmingly that 29 per cent of the girls has changed families since coming to Britain. Reasons include too much job, not enough free time, unpleasant treatment and difficult children to mind. The survey was conducted the last spring by International Youth Welfare, aided by London University Computing Services. The society, that exists purely to protect the interests of young foreign visitors in Britain, says it is appalling to see the instances of exploitation and unhappiness discovered.

- * au pair: girl from over-seas who, in return for light household duties, receives board and lodging, and facilities for study, esp. for learning English.

Part IV Cloze

Directions: *There are twenty blanks in the following passage. For each blank there are four choices marked A, B, C and D. You should choose the one answer that best fits into the passage.*

In searching for an identity and finding a meaning in life, two things are 1 great importance to the adolescent. One is his 2 towards education. Generally speak-

ing, the adolescent who 3 his studies and feels accepted in school will 4 do well in social adjustments. On the other hand, the adolescent 5 be bitterly dissatisfied with his education and 6 to disruptive behavior such as escapism, anti-authoritarian attitudes, 7 and vandalism. The other is the adolescent's 8 for vocational choice. The period between 15 to 25 is the exploratory 9 in vocational development. The adolescent is often 10 and over-ambitious in his vocational aspirations, and lack 11 guidance in this important aspect in life often 12 to frustration. For those who are already in 13, they may have various difficulties 14 to the change from the protective atmosphere of the 15 and the school to the impersonal competitive and 16 atmosphere of the workplace. In this bewilderment and frustration, 17 become disappointed and dissatisfied, so they may resort to 18 hopping. Others become disillusioned and may develop more or less 19 attitudes towards work. So how to help the adolescent establish his identity and find a meaning in life calls 20 the attention of the whole society.

1. A. with B. of C. in D. about
2. A. progress B. attitude C. viewpoint D. interest
3. A. assents B. dreads C. enjoys D. ignores
4. A. seldom B. never C. again D. also
5. A. can B. must C. has to D. should
6. A. leads B. escapes C. turns D. subjects
7. A. poison-taking B. tobacco-taking

- C. drug-taking D. pill-taking
8. A. concern B. worry C. search D. interest
9. A. age B. stage C. era D. times
10. A. pessimistic B. sensitive C. unrealistic D. indifferent
11. A. in B. off C. with D. of
12. A. leads B. draws C. drifts D. resorts
13. A. university B. employment
C. training D. practice
14. A. to adjust B. adjusting
C. to be adjusted D. being adjusted
15. A. home B. society
C. house D. community
16. A. commanding B. commanded
C. demanding D. demanded
17. A. part B. some C. all D. those
18. A. job B. boss C. peer D. status
19. A. narrow B. neglectful C. neutral D. negative
20. A. in B. on C. for D. to

Part V Short Answer Questions

Directions: *In this part, there is a passage with five questions or incomplete statements. Read the passage carefully and then answer the questions or complete the statements in the fewest possible words.*

You are busy filling out the application form for a position you really need. Let's assume you once actually completed a couple of years of college work or even that you completed your degree. Isn't it tempting to lie just a little,

to claim on the form that your diploma represents a Harvard degree?

More and more people are resorting to outright deception like this to land their first job or to move ahead in their careers, for personnel officers, like most Americans, value degrees from prestige schools. A job applicant may have a good education anyway, but he or she assumes that chances of being hired are better with a diploma from a well-known university.

To avoid outright lies, some job-seekers claim that they “attended” or “were associated with” a college or university. After careful checking, a personnel officer may discover that “attending” means flunking out after one semester, that “being associated with” a college means the job-seeker visited his younger brother’s college for a football weekend.

If you don’t want to lie or even stretch the truth, there are companies that will sell you a phony diploma. The price begins at around twenty dollars and increases rapidly for a degree from the “University of Purdue”. Though to most people the price may seem rather high for one sheet of paper, it serves the buyer’s need.

Questions:

1. One may find it hard to resist the tempting to _____ when filling out the application form.
2. What might be the cause of the deception in America?
3. A job-seeker who once paid a visit to his brother’s college for a football weekend may claim _____.
4. When are people most likely to tell such a lie in America?