挑战高分

大学英语六级考试
简答 翻译 改错 完形填空

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前　言

　　《大学英语教学大纲》最近又一次修订再版了，新修订的《大纲》对大学英语四、六级考试提出了新的更高的要求。1--4级领会式掌握的词汇由旧《大纲》的4000增加到了4200，1—6级领会式掌握的词汇由旧《大纲》的5300增加到了5500；阅读四、六级一般性材料的阅读速度要求达到每分钟70词；阅读难度略低的材料的阅读速度，四级则要求达到每分钟100词，六级要求达到每分钟120词；对听力的语速要求，四级由旧《大纲》的每分钟120词提高到了每分钟130—150词，六级由每分钟140词提高到了每分钟150—170词；写作要求也相应提高了，新《大纲》要求四级"能就一定的话题或提纲在半小时内写出120—150词的短文"，六级能在半小时内写出150—180词的短文。此外，新《大纲》还对大学英语四、六级考试的翻译能力作了具体要求，即能将"难度略低于课文的英语短文译成汉语，理解正确，译文达意，译速为每小时300英语单词"，六级译速则为"每小时350英语单词"。

　　为了适应新的《大学英语教学大纲》的要求，帮助同学们打好大学英语基础，提高大学英语四、六级考试的应试能力，我们组织全国多所著名大学的大学英语教师骨干，在认真总结多年来大学英语教学经验的基础上，隆重推出了这套**挑战高分**的大学英语四、六级考试丛书，希望能对同学们准备四、六级考试有所帮助。具体书目如下：

一、挑战高分 大学英语四级考试系列

　　1.全真模拟与详细解答（配磁带两盒）

　　2.听力理解详细解答（配磁带三盒）

　　3.阅读理解高分必备

4.词汇 1000 例详细解答

5.简答·翻译·完形填空

6.作文参考

二、挑战高分 大学英语六级考试系列

1.全真模拟与详细解答(配磁带两盒)

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三、大学英语四、六级考试词汇系列

1.四级考试词汇速记自测宝典

2.四级考试词汇必备(配磁带 3 盒)

3.六级考试词汇速记自测宝典

4.六级考试词汇必备(配磁带 1 盒)

5.1—6 级考试词汇速记自测宝典

6.1—6 级考试词汇必备(配磁带 3 盒)

　　欢迎同学们提出宝贵意见。联系地址:武汉市江大路 18 号　武汉现代外国语言文学研究所。邮编:430010,电话:027-87391986,87381439。

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编　者

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Part I

大学英语六级考试
简答 翻译 改错 完形填空
全真模拟试题

I. 简短回答问题

Test 1

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).*

The average population density of the world is 47 persons per square mile. Continental densities range from no permanent inhabitants in Antarctic to 211 per square mile in Europe. In the western hemisphere population densities range from about 4 per square mile in Canada to 675 per square mile in Puerto Rico. In Europe the range is from 4 per square mile in Iceland to 831 per square mile in the Netherlands. Within countries there are wide variations of population densities. For example, in Egypt, the average is 55 persons per square mile but 1300 persons inhabit each square mile in settled proportions where the land is cultivable.

High population densities generally occur in regions of developed

industrialization, such as the Netherlands, Belgium, and Great Britain ,or where lands are intensively used for agriculture in Puerto Rico and Java.

Low average population densities are characteristic of most underdeveloped countries. Low density of population is generally associated with a relatively low percentage of cultivated land. This generally results from poor quality lands. It may also be due to natural obstacles to cultivation ,such as deserts, mountains or malaria-infested jungles; to land uses rather than cultivation, as pasture and forested land; to primitive methods that limit cultivation; to social obstacles; and to land ownership systems which keep land out of production.

More economically advanced countries of low population density have,as a rule, large proportions of their populations living in urban areas. Their rural population densities are usually very low. Poor developed countries of correspondingly low general population density, on the other hand, often have a concentration of rural population living on cultivable land, which is as great as the rural concentration found in the most densely populated industrial countries.

Questions:

1. What's the passage mainly about?

_____
_____.

2. What's the population density in timberland areas of the world?

_____
_____.

3. The exmple of Egypt suggests that

_____
_____.

4. Puerto Rico is a land of _____ _____ _____

_____
_____.

5. In highly industrialized communities we may expect _____

_____
_____.

Test 2

It is hard to predict how science is going to turn out, and if it is really good science it is impossible to predict. If the things to be found are actually new, they are by definition unknown in advance. You cannot make choices in this matter. You either have science or you don't, and if you have it you are obliged to accept the surprising and disturbing pieces of information, along with the neat and promptly useful bits.

The only solid piece of scientific truth about which I feel totally confident is that we are profoundly ignorant about nature. Indeed, I regard this as the major discovery of the past hundred years of biology. It is, in its way, an illuminating piece of news. It would have amazed the brightest minds of the 18th century Enlightenment to be told by any of us how little we know and how bewildering seems the way ahead. It is this sudden confrontation with the depth and scope of ignorance that represents the most significant contribution of the 20th century science to the human intellect. In earlier times, we either pretended to understand how things worked or ignored the problem, or simply made up stories to fill the gaps. Now that we have begun exploring in earnest, we are getting glimpses of how huge the questions are, and how far from being answered. Because of this, we are depressed. It is not so bad being ignorant if you are totally ignorant; the hard thing is knowing in some detail the reality of ignorance, the worst spots and here and there the not-so-bad spots, but no true light at the end of the tunnel nor even any tunnels that can yet be trusted.

But we are making a beginning, and there ought to be some satisfaction. There are probably no questions we can think up that can't be answered, sooner or later, including even the matter of consciousness. To be sure, there may well be questions we can't think up, ever, and therefore limits to the reach of human intellect, but that is another matter. Within our limits, we should be able to work our way through to all our answers, if we keep at it long enough, and pay attention.

Questions:

1. According to the author, really good science will produce results

which _____

_____ .

2. It can be inferred from the passage that scientists of the 18th century

_____

_____ .

3. What is the most significant contribution of the 20th century science to human intellect?

_____

_____ .

4. What is the author's attitude towards science?

_____

_____ .

5. The author believes that man can find solutions to _____

_____

_____ .

Test 3

A new era is upon us. Call it what you will: the service economy, the information age, the knowledge society. It all translates to a fundamental change in the way we work. Already we're partly there. The percentage of people who earn their living by making things has fallen dramatically in the Western World. Today the majority of jobs in America, Europe and Japan (two thirds or more in many of these countries) are in the service industry, and the number is on the rise. More women are in the work force than ever before. There are more part-time jobs. More people are self-employed. But the breadth of the economic transformation can't be measured by numbers alone, because it also is giving rise to a radical new way of thinking about the nature of work itself. Long-held notions about jobs and careers, the skills needed to succeed, even the relations between individuals and employers—all these are being challenged.

We have only to look behind us to get some sense of what may lie ahead. No one looking ahead 20 years possibly could have foreseen the ways in which a single invention, the chip, would transform our world. Thanks to its applications in personal computers, digital communications and factory robots. Tomorrow's achievements in

biotechnology, artificial intelligence or even some still unimagined technology could produce a similar wave of dramatic changes. But one thing is certain: information and knowledge will become even more vital, and the people who possess it, whether they work in manufacturing or services, will have the advantage and produce the wealth. Computer knowledge will become as basic a requirement as the ability to read and write. The ability to solve problems by applying information instead of performing routine tasks will be valued above all else. If you cast your mind ahead 10 years, information services will be predominant. It will be the way you do your job.

Questions:

1. What is the main characteristic of the information age?

_____ _____ _____ _____ _____
_____ _____ _____ _____ _____.

2. People's traditional concepts about work _____ _____

_____ _____ _____ _____ _____
_____ _____ _____.

3. Future achievements in technology will bring about _____

_____ _____ _____ _____ _____
_____ _____ _____ _____.

4. The future will probably belong to those who _____

_____ _____ _____ _____ _____
_____ _____ _____ _____.

5. What would be the best title for the passage?

_____ _____ _____ _____ _____
_____ _____ _____ _____ _____.

Test 4

As Gilbert White, Darwin and others observed long ago, all species appear to have the inherent capacity to increase their numbers from generation to generation. The task for ecologists is to untangle the environmental and biological factors that hold this intrinsic capacity for population growth in check over the long run. The great variety of dynamic behaviors exhibited by different populations makes this task more difficult: some populations remain roughly constant from year to year; others exhibit regular cycles of abundance and scarcity; still

others vary wildly, with outbreaks and crashes that are in some cases plainly correlated with the weather, and in other cases not.

To impose some order on this kaleidoscope of patterns, one school of thought proposes dividing populations into two groups. These ecologists assume that the relatively steady populations have "density-dependent" growth parameters that are rates of birth, death, and migration which depend strongly on population density. The highly varying populations have "density-independent" growth parameters, with vital rates shocked by environmental events; these rates fluctuate in a way that is wholly independent of population density.

This dichotomy has its uses, but it can cause problems if taken too literally. For one thing, no populations can be driven entirely by density-independent factors all the time. No matter how severely or unpredictably birth, death, and migration rates may be fluctuating around their long-term averages, if there were no density-dependent effects, the population would, in the long run, either increase or decrease without bound (barring a miracle by which gains and losses canceled exactly). Put another way, it may be that on average 99 percent of all deaths in a populations arise from density-independent causes, and only one percent from factors varying with density. The factors making up the one percent may seem unimportant, and their cause may be correspondingly hard to determine. Yet, whether recognized or not, they will usually determine the long-term average population density.

In order to understand the nature of the ecologist's investigation, we may think of the density-dependent effects on growth parameters as the "signal" ecologists are trying to isolate and interpret, one that tends to make the population increase from relatively low values or decrease from relatively high ones, while the density-independent effects act to produce "noise" in the populations dynamics. For populations that remain relatively constant, or that sway around repeated cycles, the described, even though the causative biological mechanism may remain unknown, for irregularly fluctuating populations, we are likely to have too few observations to have any hope of extracting the signal from the overwhelming noise. But it now seem clear that all populations are regulated by a mixture of density-dependent and density-independent effects in varying proportions.

Questions:

1. What is the author of the passage primarily concerned about?

_____ _____ _____ _____ _____ .

2. According to the passage, what kind of behaviors have been exhibited by different populations?

_____ _____ _____ _____ _____ .

3. Why do a group of scientists suggest dividing populations into two categories?

_____ _____ _____ _____ _____ .

4. It is sometimes possible to infer the existence of a density-dependent factor controlling population growth without _____

_____ _____ _____ _____ _____ .

5. It can be inferred from the passage that the author considers the dichotomy _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ .

Test 5

Putting traffic signals inside cars could save fuel, a German researcher told a conference in London last week. Dr. Ulrich Seiffert, who works for Volkswagen's research division, was speaking at a conference on the future development of technology which had been organized by the Open University.

He said that a pilot scheme had just been installed in Wolfsburg by Volkswagen, in conjunction with Siemens and the local council. It would be tested over the next few months. The central feature of the scheme is a link between computer-controlled traffic signals and lights on the vehicle dashboard which tells drivers whether to slow down or speed up.

Each time drivers slow down they lose momentum, and so waste fuel when they accelerate again. Even when a group of traffic signals on a stretch of road are synchronized so that traffic at a set speed, normally around 45 km/h, always gets a green light, the full potential is not realized.

This is because drivers approaching a red light at the optimum speed slow down in anticipation of having to stop. In the Wolfsburg system ,drivers would have a second set of indicator lights in the car. A green light indicates that the traffic signal ahead will be green by the time the car reaches it ,so the driver does not need to slow down. A red light tells the driver to slow down.

The information that a car computer needs to calculate whether the traffic lights will have changed by the time the car reaches them is quite simple. The details of the traffic light operation ,such as cycle time and length of time the light is green are now stored electronically near junctions. They can be fed to a suitably equipped car by a device such as a transponder. The only extra information required is the distance of the car to the lights, indicated by the transponder's position, and the speed it is travelling, which can be obtained from the speedometer. Seiffert said that the system would smooth traffic flow , save fuel and thereby cut pollution.

Questions :

1. What's the passage mainly about?

—————— —————— —————— —————— ——————
—————— —————— —————— —————— ——————.

2. What's the central feature of a pilot scheme mentioned in paragraph 2?

—————— —————— —————— —————— ——————
—————— —————— —————— —————— ——————.

3. According to the passage , a car will waste fuel when ——————

—————— —————— —————— —————— ——————
—————— —————— —————— ——————.

4. The car computer is used to —————— —————— ——————

—————— —————— —————— —————— ——————
—————— ——————.

5. According to the passage ,what are the advantages of the system?

—————— —————— —————— —————— ——————
—————— —————— —————— —————— ——————.

Test 6

Statewide totals show that the number of assaults involving

weapons decreased from 1,827 in 1985-86, first year school crime statistics were compiled to 1778 in 1986-87 and to 1,460 in 1987-88. Incidents of substance abuse also dropped markedly, from 20,196 in 1985-86 to 15,999 in 1986-87 and to 13,645 in 1987-88, the survey showed.

Those declines occurred, even though a larger number of school districts reported crime figures to the state last year than in the previous two years, the report noted.

The school crime report, which is mandated by the state Legislature, found a "disquieting" increase in other categories, such as weapons possession. The total number of weapons sighted or confiscated statewide rose last year to 8,539 from 7,428 in 1986-87 and 7,568 in 1985-86.

More weapons were reported on or near junior high school campuses than elementary or senior high campuses. Junior high statewide filed 3,661 reports of guns, knives, explosives and other weapons compared to 3,380 in senior highs and 1,374 in elementary schools.

The most gun-related incidents statewide occurred at the senior high level. In the Los Angeles Unified School district, overall reports of weapons rose substantially. The strict reported 1,076 incidents involving weapons last year, compared to 469 in 1985-86 and 724 in 1986-87. The number of incidents specifically involving guns more than tripled over the last three years, from 75 in 1985-86 to 175 in 1986-87 and 255 in 1987-88.

More incidents involving weapons were reported by junior highs than senior highs in the Los Angeles district, the opposite of the trend found statewide.

Wesley C. Mitchell, chief of school police for the Los Angeles district, said: "These figures do not mean that schools are less safe. People should take (these statistics) to mean that their children are exposed to a great deal more violence going to school than they did three years ago. I phrase it that way because so many incidents did not occur on campus but going to and from school".

Questions:

1. What do the statewide statistics reflect?

　　————　————　————　————　————

　　————　————　————　————　————．

2. In the passage, 7,568 is the number of ————　————