

乔英路西主编

ENGLISH

大学英语

★六级考试新题型

3055

28

大学英语

上海交通大学出版社

大学英语六级考试新题型

主编 乔 英 路 西
编者 刘路英 朱少华 徐 勤

上海交通大学出版社

内容提要

本书根据 1996 年 7 月全国大学英语四、六级考试委员会发布的“关于公布全国大学英语四、六级考试第二批新题型的通知”编写的。全书包括简短回答题和复合式听写两种新题型的各 20 套模拟试题。书末附有全部参考答案。

本书可供参加大学英语六级考试的考生训练、复习和模拟自测。

大学英语六级考试新题型

上海交通大学出版社发行

上海市番禺路 877 号 邮政编码 200030

全国新华书店经销

松江新桥新生印刷厂印刷

开本: 850×1168(毫米) 1/32 印张: 3.25 字数: 80000

版次: 1997 年 6 月 第 1 版 印次: 1997 年 6 月 第 1 次

印数: 1—10000

ISBN 7-313-01864-9/H·221 定价: 4.80 元

前 言

大学英语六级考试(CET-6)是根据国家教委的规定而组织的全国统一的标准化考试。本书根据1996年7月30日全国大学英语四、六级考试委员会发布的“关于公布全国大学英语四、六级考试第二批新题型的通知”编写了简短回答题和复合式听写两种题型的模拟试题,每种题型的题量相当于20套考题。我们以后还将根据大学英语六级考试新出现的题型陆续编写模拟试题。本书可供即将参加六级考试的考生训练、复习和模拟自测,书末附有全部参考答案。

本书内容新颖、针对性强,是广大在校的大学英语考生和英语学习者十分需要的复习资料。

本书由乔英、路西主编,刘路英、朱少华和徐勤共同编写。由于编写时间仓促,书中若有疏漏之处,恳请广大读者批评、指正。

编者

1997年5月

目 录

第一篇	大学英语六级考试新题型概述	(1)
	样题 1. 简短回答题	(2)
	样题 2. 复合式听写	(4)
第二篇	简短回答题	
	(Short Answer Questions 1~20)	(7)
第三篇	复合式听写	
	(Compound Dictation 1~20)	(43)
第四篇	简短回答题参考答案	
	(Key to Short Answer Questions 1~20)	
	(68)
第五篇	复合式听写参考答案	
	(Key to Compound Dictation 1~20)	(75)

第一篇 大学英语六级考试新题型概述

全国大学英语四、六级考试委员会就全国大学英语六级考试采用的新题型发出的通知称,为了改进全国大学英语四、六级考试,提高考试效果,使考试对教学有较好的导向作用。考试委员会经过近两年的实验研究,并经国家教育委员会高等教育司批准,决定从1996年1月的全国大学英语四、六级考试开始,陆续采用各种新题型。

为了使广大考生熟悉新题型,考试委员会公布了两批可能采用的新题型。本书将其中简短回答题和复合式听写两种新题型提供给读者。

1. 简短回答题

“简短回答题”安排在“阅读理解”部分之后。每次考试为一篇文章,文章后有5个问题或不完整句子。要求在阅读文章之后用简短英语(可以是句子,也可以是单词或短语)回答所提的问题或补足不完整句子。考试时间为15分钟。

“简短回答题”主要考核考生对英语书面材料的确切理解能力。

2. 复合式听写

“复合式听写”安排在“听力理解”部分之后。试题由两部分组成:第一部分是听写单词,要求考生在空格中填入所缺单词;第二部分是表达,要求考生根据所听内容写出要点。

全文是一篇250词左右的短文,朗读三遍。第一遍是全文朗读,没有停顿,要求考生注意听懂全文内容。第二遍朗读时,第一部分每个空格之后略有停顿,让考生填入所缺单词;第二部分之后停顿五分钟,让考生根据所听到的内容写出主要意思。第三遍同第一

遍一样,没有停顿,供考生进行核对。考试时间为15分钟。

“复合式听写”旨在考核学生的听的能力、拼写能力、记笔记能力和书面表达能力。

“复合式听写”所用短文与听力理解部分的篇章在题材、体裁和难度上大体相同,朗读速度略低于大学英语教学大纲规定的语速。

样题 1. 简短回答题(Short Answer Questions)

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.*

Within these limits the essay title is perfectly right to equate violence with urban life. There is more random brutality and murder in cities than there is outside them, and the worst violence often occurs in the largest cities.

It would therefore seem that there is more chance of knowing what to do about the problem if we can learn why this relationship exists. In using this approach I am assuming that the answer to the problem cannot be found simply by making the police more efficient or giving the courts more teeth. Even if all those guilty of violent behaviour could be arrested and brought to trial, the imposition of ever harsher penalties does not attack the root of the problem.

Furthermore, this suggested answer is based on the ugly assumption that people are violent when they have the chance to be. To be sure, human beings are naturally expansive and aggressive, but this is a different matter from the violence which is in question. Those who believe in this “nature red in tooth and claw” point of

view fail to see that no species on earth is in the habit of behaving destructively to members of its own kind, or to its environment, without a very clear reason related to its survival. This reason does not apply in the case of urban violence and there is therefore no point in regarding it simply as a natural urge which has to be kept in check.

What, then are the possible ways in which city life can turn a healthy instinct into a destructive habit? One possibility is frustration and disillusionment. People who come to live in cities do so because they want to get ahead. When their dreams fail to come true they become acutely aware of the inequalities in status and wealth which exist. They find themselves on the lowest step of the ladder.

Questions:

1. What is this passage mainly about?

2. What does the word "teeth" (Para. 2, Line 5) probably mean?

3. According to the author, the people with the view of "nature red in tooth and claw" believe that _____.

4. According to the passage, urban violence is more likely to be committed _____.

5. How does the writer think of the use of harsh penalties?

简短回答题样题答案:

1. It is mainly about the cause of violence in cities.
2. It probably means "authority or power".
3. people are violent if chances are given
4. by those who lie at the bottom of the society
5. It is not a solution to the problem of urban violence.

样题 2. 复合式听写 (Compound Dictation)

Directions: *In this section you will hear a passage three times. During the first reading, you should listen carefully for a general idea of the whole passage. Then listen to the passage again. When the first part of the passage is being read, you should fill in the missing word during the pause at each blank. After listening to the second part of the passage you are required to write down the main points according to what you have just heard. Finally, when the passage is read the third time you can check what you have written.*

In the last century people have accomplished almost unbelievable technological _____. From the invention of the steamship to the _____ of the spaceship, humankind's mechanical _____ has been displayed. A phone is picked up and through a _____, plastic-coated wire, conversation reaches people around the block or thousands of _____ away. Television creates images on a glass _____, and soon, through holography a screen may not even be _____. This apparent technological mastery has led people to the quite incorrect and

dangerous _____ that technology can solve any and every problem the environment presents. All that is needed is enough time, effort, money, and know-how.

But not everything is possible. For instance, _____

Technology, for most people, is not the solution to loneliness or despair, nor will it reduce hatred or prejudice. It can be a tool but not a total cure. _____

复合式听写样题答案：

In the last century people have accomplished almost unbelievable technological achievements. From the invention of the steamship to the development of the spaceship, humankind's mechanical genius has been displayed. A phone is picked up and through a thin, plastic-coated wire, conversation reaches people around the block or thousands of miles away. Television creates images on a glass screen, and soon, through holography a screen may not even be needed. This apparent technological mastery has

led people to the quite incorrect and dangerous belief that technology can solve any and every problem the environment presents. All that is needed is enough time, effort, money, and know-how.

But not everything is possible. For instance, unaided humans in their present form could not run a mile in one minute, or anywhere near it. That is believed to be biologically impossible. Just as some things are biologically impossible, others are technologically improbable. It is not likely that we will solve the world's food problem technologically. Even with the great advances in methods of food production, more people are starving today than ever before. This is partially because population is increasing faster than the research and innovations that compensate for such population growth.

Technology, for most people, is not the solution to loneliness or despair, nor will it reduce hatred or prejudice. It can be a tool but not a total cure. In fact, the advanced technologies of modern peoples might ultimately end out existence, because if technological "progress" is not accompanied by appropriate social change and ecological responsibility, people may drown in the poisons of their own industrial wastes.

Main points to be written down:

1. Technology can not solve every problem.
2. Some of the problems are biologically impossible. Others are technologically improbable.
3. The development of technology should keep in step with proper social change and ecological responsibility.

第二篇 简短回答題

Short Answer Questions 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.*

Until the mid-18th century nearly everything manufactured in England was made by hand by craftsmen working in small villages. Cobblers(工匠), for example, piled their crafts in or near their own homes. However, in the latter part of the century, mass production in factories began to compete with these village craftsmen and did so increasingly in the 19th century. The slow methods of the cottage craftsmen could not compete with the highly organized work of the factories, especially when steam power was available to speed the work.

When there were canals and railways to carry the raw materials cheaply to the big industrial towns, it became unnecessary for the manufacturing to be done in distant scattered localities. Industry became more and more concentrated and therefore more efficient. This change-over from hand crafts to factory production is called the Industrial Revolution. Together with the great many enclosures that were still taking place, this Revolution brought great misery to village people. It is true that canals and railways, as well as roads, were providing a certain amount of employment in the villages

through which they passed. But on the whole there was less opportunity for the country workers than formerly and less variety in the work available.

Many of the more hard-working and intelligent of the country craftsmen moved into the towns to become factory hands. Others migrated to foreign countries. Those that remained in the villages sank into a state of hopeless poverty, and many of them were near starvation. Some were forced by hunger to become poachers(盗马贼) and thieves, and in places the fights between poachers and game-keepers amounted almost to civil war.

When labour-saving machines attacked the fields and deprived the men of the villages of such work as harvesting, which had always been done by hand, they were so hopeless that they stormed farm-buildings and destroyed the machines. This did them no good, however, for the farmers and land-owners had the forces of the law firmly on their side, and the leaders were severely punished.

Questions:

1. What does the "Industrial Revolution" refer to according to the passage?

2. Why could factories produce goods more quickly than village craftsmen?

3. What did the development of transportation result in?

4. Why did the village men destroy farm buildings and machines?

5. What is the passage mainly about?

Short Answer Questions 2

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.*

Some years ago most scientists supposed that birds such as pigeons, that possessed the power to find their way home over long distances, were guided by nothing more unusual than an ability to recall the very prominent features of the land over which they flew. It was believed that in flocks of birds that migrate across continents to their breeding grounds, there must always have been experienced older birds as well as vigorous young ones. The following year the latter, having learned by that time, would be the wise ones with the ability to return to familiar places. This explanation of the "homing" ability was generally accepted by scientists.

There came the experiments that a scientist called Mathews did with a variety of birds. These indicated that things were not so simple as his fellow-scientists and interested amateurs had assumed. For a start, they proved the learning theory incorrect. Mathews used two groups of birds for his experiments. He trained one group to fly from a certain point of release back to their home. The other group had no training. And yet when both groups were released together it was the trained birds that invariably returned home less quickly. Again and again the untrained ones completed the course

with greater speed. The obvious conclusion was reached. The capacity to navigate was not learned, but inborn, and actually disappeared by training.

By providing that the ability to navigate was instinctive, Mathews rejected the belief that it was learned, but the nature of the instinct remained a mystery. Later, experiments by others disposed of the possibilities that birds were influenced by magnetic fields or the earth's rotation. The sun was for a time thought to affect the capacity of birds to navigate till someone pointed out that some birds migrate only at night.

Questions :

1. How did most scientists assume in the past about birds' ability to find their way home?

2. According to some scientists, a flock of migrating birds had to contain young birds because _____.

3. What did Mathews use in his experiments?

4. What can be concluded from Mathews' experiment?

5. Where did the difference lie between Mathews and other scientists?

Short Answer Questions 3

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.

In the first study of its kind looking at teenage suicide groups, researchers find no evidence that people not already at risk of suicide are more likely to take their own lives after exposure to other suicides.

The study of two Texas groups occurring in 1983 and 1984 reveals that the teenage victims had no more exposure to other suicides — either among friends or through news reports — than did matched controls who did not commit suicide. But exposure to suicides may profoundly affect individuals already at risk of killing themselves, the researchers say. Therefore, they conclude, “it would be wise to reduce the excesses in public exposure to suicide.”

Each year in the United States more than 6,000 youths take their own lives — a rate three times that of 30 years ago. Until recently, when drug wars increased killing to record heights among 15-to-24-year-olds, suicide represented the second leading cause of death in this age group.

But while psychologists have defined a host of personal and social characteristics associated with suicide risk, they continue to debate the extent to which a young person's exposure to other youth suicides raises his or her risk of imitating that act.

Although recent studies have begun to change early impressions that television coverage might be a major factor leading to successive suicides, the evidence has been mixed.

While the researchers found no significant correlation between the act of suicide and direct or indirect exposure to a previous suicide, they did find that those who took their own lives were more

likely to have accumulated classic suicide risk factors before the outbreak began. These included previous suicide attempts, having a close friend or relative who died violently and so on.

For these reasons, Davidson's group recommends against large memorial gatherings at schools and repetitive media coverage that provides vivid details of suicides.

Questions:

1. In the first study, the researchers did not find any relationship
_____.
2. The phrase "matched controls" (Para. 2, Line 4) refers to
_____.
3. What kind of young men are more likely to commit suicide?
_____.
4. What can be concluded through the study of teenage suicide?
_____.
5. What is the main idea of this passage?
_____.

Short Answer Questions 4

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.*

"This Saturday is 'the day of the five billion'. Give or take a few weeks, it is the day when the world's population passes this