

COLLEGE ENGLISH
TESTS AND NOTES

大学英语六级考试 精编与注释

试题与解答

主编 王汉明 刘艳杰 辽宁师范大学出版社



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前 言

大学英语六级考试是根据国家教委的规定“对结束四、六级学习的学生进行统一的标准考试”设计的。但是许多大学生在通过四级考试以后,没有条件继续学习五级和六级,多数人都是通过自学提高英语水平参加六级考试。本书正是根据这一特点,为那些已经通过四级并准备参加六级考试的考生编写的。所以本书全部试题都附有答案和详细讲解,听力部分配有录音磁带和文字材料,写作部分有范文,起到教师课堂辅导的作用,便于自学,更具实用性。

本书按照英语六级试卷形式,辑录了九套考题,每套试题都是一份完全模拟六级的全真试题。全部内容覆盖了《大纲》要求的所有语法项目,涉及到要掌握的重点和难点。每套试题的难度与六级正式试卷难度相仿。

本书编写的主要目的是通过大量试题练习,巩固英语基础知识,提高英语基本技能,增加应试能力,顺利地通过大学英语六级考试。读者在使用本书时,应按规定的时间集中精力作题,然后对照答案找出错误,再仔细阅读讲解,搞清错误原因方能达到迅速提高英语水平通过考试的目的。

本书除了供准备参加英语六级考试的大学生外,也适合于研究生考试和 TOEFL、EPT 以及准备出国的各类考试的考生使用。听力部分备有三盒磁带,需要者可与大连市辽宁师范大学 外语部资料室李亚玲联系(邮编 116029)。

书中疏漏与错误在所难免,恳切希望同行与读者批评指正。

编 者

1995 年 9 月

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Test One

Part I Listening Comprehension (20 minutes)

Section A

Directions: In this section you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. Each conversation and question will be spoken only once. After each question there will be a pause. During the pause, you must read the four suggested answers marked A, B, C and D, and decide which is the best answer. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

Example: You will hear:

You will read:

- A. They're married.
- B. They're brother and sister.
- C. They're Presidential speechwriters.
- D. They're acquaintances.

From the conversation we know that the two are probably friends; they speak in a familiar tone, but not with intimate knowledge of the other. Therefore, D "They're acquaintances" is the correct answer. You should choose answer D on the Answer Sheet and mark it with a single line through the centre.

- | | |
|--|--------------------------------------|
| 1. A. To a cafeteria. | B. To a health spa. |
| C. To the beach. | D. To a pharmacy. |
| 2. A. Registration. | B. When the line breaks. |
| C. How long the line is. | D. People who don't wait their turn. |
| 3. A. At an airport. | B. At a hotel. |
| C. At a travel agency. | D. At a computer store. |
| 4. A. Don't push me around. | B. Let's go inside. |
| C. Don't hit that tree. | D. Get right to the point. |
| 5. A. She wanted to take the 6 : 00 flight. | |
| B. She made a reservation for the 7 : 00 flight. | |
| C. She misunderstood the man. | |
| D. She changed the reservation. | |
| 6. A. Cheese. | B. Milk. |
| C. Bread. | D. Potatoes. |

7. A. No one has a friend like Tyler.
B. Everyone is Tyler's good friend.
C. The man feels lucky to have Tyler as a friend.
D. The woman doesn't like any of the man's friends.
8. A. \$ 300.
B. \$ 200.
C. \$ 500.
D. \$ 400.
9. A. Her husband's watching a game.
B. Going to a game.
C. Missing an engagement.
D. Her husband's absence.
10. A. Failing in school.
B. Failing to make the team.
C. Failing several courses.
D. Being a dropout.

Section B

Directions: In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear one question, you must choose the best answer from the four choices marked A, B, C and D. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

Passage One

Questions 11 to 14 are based on the passage you have just heard:

11. A. Sugar or honey. B. Sugar combined with iodine.
C. Brown or powdered sugar. D. Iodine alone.
12. A. They were impressed.
B. They suggested seven more years of research.
C. They thought it would be effective.
D. They thought Dr. Knutson was crazy.
13. A. Ordinary table sugar is cheap and plentiful.
B. It's an old folk remedy.
C. Two thousand patients have been cured.
D. It is a slightly changed version of the old remedy.
14. A. The best things in life are sweet.
B. Doctors should sometimes consider traditional treatments.
C. Don't put stock in old folk remedies.
D. There's no reason to go to a hospital.

Passage Two

Questions 15 to 17 are based on the dialogue you have just heard:

15. A. She wanted to switch sections.

- B. She wanted him to write her a recommendation.
C. She wanted a job at the child care center.
D. She wanted suggestions for further reading.
16. A. Psychology. B. Child development.
C. Graduate school. D. Reading.
17. A. The child care center is on the campus.
B. Professor Smith teaches the honors section.
C. Professor Smith knows Rachel by name.
D. Professor Smith thinks the Honors section might suit Rachel.

Passage Three

Questions 18 to 20 are based on the passage you have just heard:

18. A. Quieter games were enjoyed more.
B. Children played different games.
C. They probably had some religious meaning.
D. Training warriors was the sole purpose of games.
19. A. Pieces of bark.
B. Birch trees.
C. Woven grass.
D. An arrow stuck in a tree.
20. A. All tribes used games to train warriors.
B. Winning honors was the purpose of games.
C. Physical games as well as verbal ones were played.
D. Guessing games weren't as popular as other games of chances.

Part II 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 centre.

Questions 21 to 25 are based on the following passage;

What is sports violence? The distinction between unacceptable viciousness and a game's normal rough-and-tumble (混战) is impossible to make, or so the argument runs. This position may appeal to our inclination for legalism, but the truth is most of us know quite well when an act of needless savagery has been committed, and sports are little different from countless other activities of life. The distinction is as apparent as that between a deliberately aimed blow and the arm flailing of an athlete losing his balance. When a player balls his hand into a fist, when he drives his helmet into an unsuspecting opponent in short,

when he crosses the boundary between playing hard and playing to hurt—he can only intend an act of violence.

Admittedly, violent acts in sports are difficult to police. But here, too, we find reflected the conditions of everyday life. Ambiguities in the law, confusion at the scene, and the reluctance of witnesses cloud almost any routine assault case. Such uncertainties, however, have not prevented society from arresting people who strike their fellow citizens on the street.

Perhaps our troubles stem not from the games we play but rather from how we play them. The 1979 meeting between hockey (曲棍球) stars from the Soviet Union and the National Hockey League provided a direct test of two approaches to sport—the emphasis on skill, grace, and finesse (技巧) by the Russians and the stress on brutality and violence by the NHL. In a startling upset, the Russians embarrassed their rough-playing opponents and exploded a long-standing myth; that success in certain sports requires excessive violence.

Violence apologists cite two additional arguments. First, they say, sports always have been violent; today things are no different. But arguments in America's Old West were settled on Main Street with six-guns, and early cave-dwellers chose their women with a club. Civilizing influences ended those practices; yet we are told sports violence should be tolerated. The second contention is that athletes accept risk as part of the game, and, in the case of professionals, are paid handsomely to do so. But can anyone seriously argue that being an athlete should require the acceptance of unnecessary physical abuse? And, exaggerated as it may seem, the pay of professional athletes presumably reflects their abilities, not a payment against combat injuries.

"Clearly we are in deep trouble," says perplexed former football player Al DeRogatis. "But how and why has it gotten so bad?"

21. According to the author, the distinction between violent acts and non-violent ones in sports is _____.
 - A. impossible to make
 - B. not very clear in any circumstances
 - C. too obvious to escape observation
 - D. not very difficult to make if enough attention is paid to
22. A sports violence "apologist" probably thinks that _____.
 - A. violence in sports is a rare occurrence
 - B. violence in sports is not necessary
 - C. athletes are paid enough for their injuries
 - D. professional athletes enjoy violence
23. In the last paragraph the author indicates that _____.
 - A. nothing can be done about violence in sports

- B. football players are concerned about violence in sports
 - C. violence in sports is worse now than it ever was
 - D. athletes are confused about what should be permitted in sports
24. The author feels that ____.
- A. the personalities of athletes produce violent confrontations
 - B. athletes should not have to accept unnecessary physical abuse
 - C. athletes salaries are already too high
 - D. athletes need higher salaries to compensate for their injuries
25. The author's main thought is that ____.
- A. violence in sports is illegal
 - B. finesse is more important than aggression
 - C. athletes should not be injured in sports
 - D. violence in sports is not necessary

Questions 26 to 30 are based on the following passage:

By about A. D. 500 the Mound Builder culture was declining, perhaps because of attacks from other tribes or perhaps because of severe climatic change that undermined agriculture. To the west another culture, based on intensive (精耕细作的) agriculture, was beginning to flourish. Its center was beneath present-day St. Louis, and it radiated out to encompass most of the Mississippi watershed (流域), from Wisconsin to Louisiana and from Oklahoma to Tennessee. Thousands of villages were included in its orbit. By about A. D. 700 this Mississippian culture, as it is known to archaeologists, began to send its influence eastward to transform the life of most of the less technologically advanced woodland tribes. Like the Mound Builders of the Ohio region, these tribes, probably influenced by Meso-American cultures through trade and warfare, built gigantic mounds as burial and ceremonial places. The largest of them, rising in four terraces to a height of one hundred feet, has a rectangular base of nearly fifteen acres, larger than that of the Great Pyramid of Egypt. Built between A. D. 900 and 1100, this huge earthwork faces the site of a palisaded (用栅栏防卫的) Indian city which contained more than one hundred small artificial mounds marking burial sites. Spread among them was a vast settlement containing some 30,000 people by current estimations. The finely crafted ornaments and tools recovered at Cahokia, as this center of Mississippi culture is called, include elaborate ceramics, finely sculpted stonework, carefully engraved (雕刻的) copper and mica sheets (云母片), and one funeral blanket made from 12,000 shell beads. They indicate that Cahokia was a true urban center, with clustered housing, markets, and specialists in toolmaking, hide-dressing, potting, jewelry-making, weaving, and salt-making.

26. What is the main topic of the passage?

- A. The Mississippian culture.
 - B. The decline of Mound Builder culture.
 - C. The architecture of Meso-American Indians.
 - D. The eastern woodlands tribes.
27. In relation to the Mississippian culture, the Mound Builder culture was located ____.
- A. in essentially the same area
 - B. to the west
 - C. to the east
 - D. farther south along the watershed
28. The Mississippian culture influenced the culture of the ____.
- A. eastern woodland tribes
 - B. Mound Builders
 - C. Meso-Americans
 - D. Egyptians
29. According to the passage, the mounds were used as ____.
- A. palaces for the royal families
 - B. fortresses for conducting trade
 - C. centers for conducting trade
 - D. places for burying the dead
30. According to the passage, how does the mound at Cahokia compare with the Great Pyramid?
- A. It is higher.
 - B. Its artifacts are more elaborate.
 - C. It is fifteen times as heavy.
 - D. Its base covers a larger area.

Questions 31 to 36 are based on the following passage:

In 1928, Alexander Calder, one of the most innovative modern sculptors, made "The Horse", a wooden figure now in the collection of the Museum of Modern Art. About the same time, Edgar Alexander McKillop, living in Balfour, North Carolina, made one of his four known works of folk art, "Hippoceros", combining the elements of a rhinoceros (犀牛) and a hippopotamus (河马), now in the Abby Aldrich Rockefeller Folk Art Collection. That a piece of modern art and a piece of folk art created contemporaneously could be so similar in both subject and treatment leads us to the conclusion that folk art should be considered within the same hierarchy (等级) of criteria used to judge modern art.

Calder's horse, assembled from three carved parts, expresses the essential character of the animal in an abstract manner, with emphasis on the attitude of the legs and the extended neck and head. McKillop's carved wooden figure expresses the artist's similar ability to select and emphasize those elements that contribute most to his personal statement.

"Hippoceros" has teeth resembling piano keys, glass taxidermists' (动物标本剥制者) eyes, and originally had rhinestones (假钻石) in its nostrils. The tongue is a leather boxing glove that is fixed to move in and out as the turn table (唱机转盘) of a phonograph in the animal's back revolves. A strange creature, it has a presence that proves the artist's ability to combine materials, sound, and motion in a unified statement that becomes a uniquely powerful image.

31. What is the main subject of the passage?
- A. A comparison of "The Horse" and Hippoceros.
 - B. A consideration of the lives of McKillop and Calder.
 - C. An explanation of how "Hippoceros" was made.
 - D. An introduction to the history of folk art.
32. Which of the following responses correctly pairs the work of art with its genre (风格)?
- A. "The Horse"... folk art
 - B. "The Horse"... collective art
 - C. "Hippoceros"... folk art
 - D. "Hippoceros"... modern art
33. According to the passage, why has the author chosen to discuss these particular works?
- A. Both artists names are Alexander.
 - B. Both works were made at the same time.
 - C. Both works represent real animals.
 - D. Both works make use of sound and motion.
34. According to the passage, which of the following parts of a horse does Calder emphasize in his sculpture?
- A. The mane and tail.
 - B. The eyes and nostrils.
 - C. The hooves and feet.
 - D. The head and neck.
35. Which part of "Hippoceros" moves?
- A. Its legs.
 - B. Its teeth.
 - C. Its eyes.
 - D. Its tongue.
36. What is the author's opinion of "Hippoceros"?
- A. He admires it because it makes a strong, well-realized personal statement.
 - B. He likes it even though it is inferior in design.
 - C. He views it as an interesting but clumsy work.
 - D. He dislikes it because it includes material not appropriate to art.

Questions 37 to 40 are based on the following passage:

The bulk of our electricity is produced by conventional energy converters that are based on mechanical, indirect conversion of energy. The chemical energy of our fossil fuel is first converted into heat energy. The heat energy is then converted by turbines into mechanical energy which, in turn, produces electricity by generators. The efficiency of these systems is low—the step involving the generation of mechanical energy results in a 70 percent loss of energy. As a consequence of this, for many years scientists and engineers have been seeking ways to convert energy directly into electricity without the use of an intermediate mechanical energy converter.

It is interesting to note that not one of the advanced methods of direct energy conversion is really new in theory. These concepts were developed a long time ago, along with the development of classical physics. But to make these ideas work required a technological sophistication that became available only in the past few decades.

The main groups of direct energy converters are the photoelectric, thermoelectric, thermionic, magnetohydrodynamic, and electrochemical devices. Their names indicate the physical processes by which they work. The converters listed above are those by which we now can produce electric energy in quantities sufficient for practical use. Other physical effects producing electricity are piezoelectric, piroelectric, fission-electric, thermomagnetic, and chemomagnetic effects. These produce small amounts of current and are used mainly in scientific measuring devices rather than as energy producers.

37. What does the passage mainly discuss?
- A. Loss of energy.
 - B. Production of heat energy.
 - C. Methods of energy conversion.
 - D. Procedures for measuring energy expenditure.
38. According to the passage, the efficiency of systems that produce electricity through generators _____.
- A. varies considerably
 - B. cannot be measured
 - C. is quite minimal
 - D. seems sufficient
39. Which of the following is NOT mentioned as belonging to a group of direct energy converters?
- A. Thermomagnetic.
 - B. Electrochemical.
 - C. Thermionic.
 - D. Photoelectric.
40. Regarding energy production, the author implies that piroelectric and thermomagnetic effects are _____.
- A. insignificant for general energy needs
 - B. undetermined for chemical purposes
 - C. unable to be measured
 - D. unexpected in scientific experiments

Part III Vocabulary and Structure (20 minutes)

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 blacken the corresponding letter on the Answer Sheet with a single line through the centre.

41. She ____ have caught the 11:00 train, for she didn't leave home until 10:30.
A. shouldn't B. mustn't
C. couldn't D. needn't
42. The state enterprises are the main sources of our country's ____.
A. statistics B. pension
C. compensation D. revenue
43. I was depending on him but he ____ me.
A. went in for B. went back on
C. went through with D. went on with
44. Turn on the radiator; I feel ____.
A. drowsy B. sleepy
C. warm D. chilly
45. Can you make ____ before you tell me the answer?
A. double sure B. surer
C. surest D. so sure
46. For good stereo reception you will need ____ on the roof.
A. an antenna B. a pick-up
C. an antique D. a filament
47. I am certain that the unbelievable story which Mr. Baker told is a complete ____.
A. fabric B. fabrication
C. faculty D. fault
48. The ____ of the book, with the text on the left and the notes on the right, makes it a pleasure to use.
A. system B. pattern
C. layout D. style
49. The government ____ a mass campaign to wipe out malaria in the area.
A. initiated B. participated
C. modified D. comprised
50. If you got ____ your work instead of talking, you'd be finished in half the time.
A. below to B. under to
C. up to D. down to
51. I'd just as soon ____ those important papers with you.
A. that you won't take B. your not taking
C. please don't you take D. you didn't take
52. Mr. Stone, who is not easily surprised, was quite ____ when he heard the result of the election.
A. taken aback B. given over

- A. one of those chemists
 B. the only one of those chemists
 C. only one of those chemists
 D. one of those
65. Actors have to ____ a play before they give a public performance.
 A. practise B. repeat
 C. prepare D. rehearse
66. Mary could be a very attractive girl but she ____ to her clothes.
 A. paid no attention B. pays no attention
 C. was paying no attention D. had paid no attention
67. The man we have arrested doesn't ____ your description of the thief.
 A. answer to B. answer for
 C. account for D. fit with
68. Education should be ____ to the children's needs and abilities.
 A. associated B. relative
 C. geared D. qualified
69. The components in the instrument are proportioned primarily on the basis of motion, strength ____ secondary importance.
 A. is B. is of
 C. being D. being of
70. The reason we were late is ____ the car wouldn't start.
 A. just because B. that
 C. due to that D. as the result of

Part IV Error Correction (15 minutes)

Directions: This part consists of a short passage. In this passage, there are altogether 10 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.

Doctors tell us not to smoke; but lots of people smoke tobacco every day.
 Long ago, no one in Europe was smoked; the tobacco plant was unknown there.

71. _____

It grew in America, and Christopher Columbus found it there. Later he returned Europe and told everyone about tobacco. He said that the American

72. _____

Indians often smoked that. One way of smoking was this: the American Indians

73. _____
threw some tobacco leaves with fire. Then they put long tubes in their mouths.

74. _____
The other ends of the tubes were over the fire; so they were able to draw the smoke from their mouths.

75. _____
About the year 1560, a Frenchman, Jean Nicot, was living in Lisbon, Portugal. He was very interesting in all American plants; some of them were very

76. _____
different than the plants of Europe. He (and other men too) used the leaves of
77. _____
the tobacco plant to cure pain. If a person had a bad pain in a leg or an arm, Nicot put tobacco leaves on the painful place. He tried to cure the pain in that way.

78. _____
Besides, we say now that tobacco contains nicotine. A word nicotine comes from
79. _____ 80. _____
this man's name.

Part V Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a composition. It should be no less than 120 words. You should write your composition on the Answer Sheet.

作文题(Essay Question)

Some people say that the best preparation for life is learning to work with others and be cooperative. Others take the opposite view and say that learning to be competitive is the best preparation. Discuss these positions, using concrete examples of both. Tell which one you agree with and explain why.

Transcripts

Section A

1. W: Make sure you bring suntan lotion and a bathing suit.

M: And you bring the towels and a picnic lunch.

Q: Where are they going? (C)

2. M: Registration always takes so long.

W: What bothers me is all the people who cut in line.