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燕化玲
燕文玉
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编 著

模拟题

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【内容简介】 本书是按照最新的《大学英语教学大纲》和《大学英语六级考试大纲》编写的。全书共包括十套模拟试题,涉及了六级考试大纲中要求的所有题型。同时,还参照《研究生入学考试(英语)大纲》和托福考试题,适当加大了词汇量和阅读量。

本书适用于 CET-6 考生,也可作为研究生、WSK(EPT)、TOEFL 等考生的考前参考书。

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前言

本书是参照最新的《大学英语教学大纲》而编写的，书中包括了六级考试的所有题型。全书的编写具有以下特点：

1. 加大了词汇覆盖面。由于六级考生对语法结构的掌握相对较为牢固，本书参照《研究生入学考试(英语)大纲》、《研究生英语教学大纲》和部分 TOEFL 试题，适当增加了词汇覆盖面，选用了一小部分超纲词汇。

2. 适当增加阅读理解的难度和深度。本书选编了一部分题材广泛的文章，增加了阅读词汇，加大了通过上下文理解词、句意义的题项比例，以训练学生在语篇上的阅读理解能力。

3. 简答题和复合式听写都放在第四部分。在做简答题时，考生应注意在对文章综合理解的基础上，抽取重点单词、短语和句子，并注意答题的时态、语态、主谓的一致、句子的完整性以及大小写和标点符号。做复合式听写时，第一部分要注意到用发音规则写出正确单词，第二部分则要利用笔记记录重点

内容。回答的要点在 Script 中用横线标出,供大家参考。

本书配有由外籍教师朗读的录音磁带,语速为每分钟 150 单词以上,接近正常交际语速。

本书如有不足或错误之处,敬请读者批评指正。

编者

1999 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) 2 hours.
- (B) 3 hours.
- (C) 4 hours.
- (D) 5 hours.

From the conversation we know that the two are talking

about some work they will start at 9 o'clock in the morning and have to finish at 2 in the afternoon. Therefore, (D) "5 hours" is the correct answer. You should choose answer [D] on the Answer Sheet and mark it with a single line through the centre.

Sample Answer [A][B][C][~~D~~]

1. (A) Five. (B) Four. (C) Three. (D) Two.
2. (A) Australia. (B) New Zealand.
(C) The Philippines. (D) The United States.
3. (A) Larry. (B) Larry's mother.
(C) Bill's mother. (D) Bill's teacher.
4. (A) The cinema is made of stone.
(B) The cinema is very near.
(C) The cinema is popular.
(D) The cinema is large.
5. (A) He wouldn't go because he didn't feel well.
(B) He would go though he was sick.
(C) He wouldn't go because he didn't like Susan.
(D) He would go because that exercise might do him good.
6. (A) Both the man and the woman can read French.
(B) The woman reads French more quickly than the man.
(C) The woman will help the man translate the stories into English.

- (D) The man will help the woman translate the stories into English.
7. (A) It is as stable as the summer one.
(B) It is stable from August to November.
(C) It changes steadily.
(D) It is as stable as the winter one.
8. (A) A late-model toy train.
(B) An old broken train.
(C) An antique toy.
(D) A delicate antique.
9. (A) Medicine.
(B) Social problem.
(C) Producing drug.
(D) Create new kinds of drugs.
10. (A) Making an appointment.
(B) How to use a library.
(C) Studying in an American university.
(D) Coming back at 3 : 30.

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.

Questions 11 to 13 are based on the passage you've just heard.

11. (A) 2.4 children. (B) 2 children.
(C) 4.2 children. (D) 4 children.
12. (A) They are usually quite small.
(B) They usually stand in rows.
(C) They have front and back gardens.
(D) They are not so common as flats or apartments in Britain.
13. (A) To make money.
(B) To guard the house.
(C) To enjoy their company.
(D) To keep them for their grandparents.

Questions 14 to 16 are based on the passage you've just heard.

14. (A) They are inadequate to bring about any kind of image.
(B) They are adequate to describe a picture.
(C) They can be more meaningful than any number of pictures.
(D) They can not ignite the imagination.
15. (A) Think abstractly.
(B) Use technology.
(C) Write poetry.
(D) Paint abstract words.

16. (A) Electronic communication.
(B) The printed page.
(C) The theater.
(D) Debate.

Questions 17 to 20 are based on the passage you've just heard.

17. (A) Tennis is often seen on TV.
(B) Tennis clothing has become an important fashion item.
(C) There are more and more tennis courts.
(D) Sporting goods stores are selling more tennis equipment.
18. (A) Indoors.
(B) Everywhere.
(C) At country clubs.
(D) On the roofs of skyscrapers.
19. (A) He wore his crown when he played.
(B) He was a comedian.
(C) He was overweight.
(D) He played poorly.
20. (A) They wanted to follow the example of the French.
(B) Woman players didn't wear enough clothing.
(C) Too many people played tennis on Sunday.
(D) The king didn't like tennis.

Part I 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:

It is in the joints of the human body that movements of the bones take place. The movement itself is caused by the pull of sheets and cords of very tough tissue called muscle. Muscle tissue has the special ability to shorten itself so that the bone on which it pulls has to move. When muscle tissue shortens, it also bunches up. Muscle tissue covers the body in sheets and bands that lie between the skin and the skeleton. The bones are the framework of the body, but the muscles fill out the body shape. Most muscles extend from one bone to another. When the muscle between the bones shortens, one bone has to move. The point where the muscle is fastened to the unmoving bone is called the origin of the muscle, whereas the point where the muscle is fastened to the bone that is to be moved is called the insertion. Sometimes the muscle is not attached directly to the bone but to a tough, nonstretchable cord, or tendon, that is attached to the bone.

Muscles do not push; they can only pull. To bend the arm at the elbow, the muscle at the front of the upper arm has to shorten and bunch up. To unbend the arm, other muscles in the back of the arm have to shorten. These two sets of muscles—the front and the back—are said to act in opposition to each other. When one set is working, the other set is usually relaxed. But there are times when both of them work. Sometimes muscles are called upon to do more than simply pull in one direction. They may have to perform a turning motion. To be able to do this, the muscle must be attached to the bone at an angle. By pulling, the muscle can cause the bone to pivot.

A few muscles have special functions. The diaphragm, for example, forces the lungs to take in air. This part of breathing is not primarily a bone-moving operation.

21. What is the main subject of the passage?
- (A) How human muscle develops.
 - (B) The differences between major muscle groups in the human body.
 - (C) Problems with human muscles.
 - (D) The anatomy and operation of human muscles.
22. According to the passage, movement occurs when a muscle .
- (A) grows
 - (B) shortens
 - (C) relaxes
 - (D) pushes
23. The point at which a muscle is attached to the bone that

moves is called the .

- (A) source (B) insertion
(C) tendon (D) diaphragm

24. The phrase "called upon" (Para. 2, Line 8) is closest in meaning to which of the following?

- (A) Required. (B) Visited.
(C) Permitted. (D) Subjected.

25. The passage implies that reversing the muscle-body movement used to bend an arm requires .

- (A) the relaxation of two sets of muscles
(B) the use of different muscles
(C) a different kind of tissue
(D) the enlargement of the muscle

Questions 26 to 30 are based on the following passage:

The word conservation has a thrifty meaning. To conserve is to save and protect, to leave what we ourselves enjoy in such good condition that others may also share the enjoyment. Our forefathers had no idea that human population would increase faster than the supplies of raw materials; most of them, even until very recently, had the foolish idea that the treasures were "limitless" and "inexhaustible". Most of the citizens of earlier generations knew little or nothing about the complicated and delicate system that runs all through nature, and which means that, as in a living body, an unhealthy condition of one part will sooner or later be harmful to all the others.

Fifty years ago nature study was not part of the school work; scientific forestry was a new idea; timber was still cheap because it could be brought in any quantity from distant woodlands; soil destruction and river floods were not national problems; nobody had yet studied long-term climatic cycles in relation to proper land use; even the word "conservation" had nothing of the meaning that it has for us today.

For the sake of ourselves and those who will come after us, we must now set about repairing the mistakes of our forefathers. Conservation should, therefore, be made a part of everyone's daily life. To know about the water table in the ground is just as important to us as a knowledge of the basic arithmetic formulas. We need to know why all watersheds need the protection of plant life and why the running current of streams and rivers must be made to yield their full benefit to the soil before they finally escape to the sea. We need to be taught the duty of planting trees as well as of cutting them. We need to know the importance of big, mature trees, because living space for most of man's fellow creatures on this planet is figured not only in square measure of surface but also in cubic volume above the earth. In brief, it should be our goal to restore as much of the original beauty of nature as we can.

26. The author's attitude towards the current situation in the exploitation of natural resources is .

- (A) positive (B) neutral
(C) suspicious (D) critical

27. According to the author, the greatest mistake of our forefathers was that .

- (A) they had no idea about scientific forestry
(B) they had little or no sense of environmental protection

(C) they were not aware of the significance of nature study

(D) they had no idea of how to make good use of raw materials

28. It can be inferred from the third paragraph that earlier generations didn't realize .

(A) the interdependence of water, soil, and living things

(B) the importance of the proper use of land

(C) the harmfulness of soil destruction and river floods

(D) the value of the beauty of nature

29. To avoid the mistakes of our forefathers, the author suggests that .

(A) we plant more trees

(B) natural sciences be taught to everybody

(C) environmental education be directed toward everyone

(D) we return to nature

30. What does the author imply by saying "living space...is

figured...also in cubic volume above the earth" (Para. 3, Lines 12~15)?

(A) Our living space on the earth is getting smaller and smaller.

(B) Our living space should be measured in cubic volume.

(C) We need to take some measures to protect space.

(D) We must preserve good living conditions for both birds and animals.

Questions 31 to 35 are based on the following passage:

National parties in the United States have generally been weak in structure and wary of ideology. Many writers have said that American parties are the least centralized in the world. However, the argument that parties have not represented significant differences in policy can be pushed too far. For example, in this century, at least, the Republicans have been more committed than the Democrats to a market-oriented economy, while the Democrats have been more prepared to use government to address economic problems. Within both parties there has been wide variance on issues, but in general the Republicans have been the more conservative and the Democrats the more liberal.

Both parties, however, have resisted reducing these tendencies in their social, economic, and moral belief systems to a rigid ideology. And neither, until recently, vested much authority in its national party structure.