

 文都教育

全国大学英语六级考试辅导用书

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大学英语六级考试

CET-6

Final Exercises for CET-6

考前冲刺五套题

主编 江涛 康建刚 东刚
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■全国大学英语六级考试辅导用书

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主 编 江 涛
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内 容 提 要

《大学英语六级考试考前冲刺五套题》是文都教育集团大学英语六级考试用书的一个重要的组成部分。本书以最新的大学英语六级考试大纲为基础,针对考生进行最后冲刺编写而成,对于考生梳理知识点、提高应试能力、大幅度提高分数都能起到很大的作用。本书的特点:

- (1) 以六级考试大纲作为命题基础;
- (2) 以六级考试的真题和本年度命题动向为依据,全方位设题;
- (3) 由六级辅导名师江涛、康建刚、东刚、高琳等精编而成;
- (4) 对六级考试的考点、重点和难点做到了全面覆盖和准确把握;
- (5) 题型、题量、难易程度和卷面设置等同真题;
- (6) 对试卷中各题都附有详实的分析解答;
- (7) “做了五套题,轻松过六级”是本书的最大特征。

本书适合于参加大学英语六级考试的学生。

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前 言

近年来,大学英语六级考试的难度越来越大,考试范围越来越广泛,考试的形式越来越灵活,而考生又没有一种全面、系统且有针对性的辅导教材,因此广大考生犹如一只迷途羔羊,面对日益复杂的考试而不知所措。

北京文都教育集团作为长期研究大学英语六级考试命题规律及应试技巧的机构,本着为广大考生服务、为国家六级考试发展服务的原则,根据广大考生的实际需要,结合大学英语六级考试的特点,组织一批长期从事六级考试辅导的专家编写了这套全国大学英语六级考试用书。

大学英语六级考试用书具有以下特点:

(1) 结合教学辅导的实践经验,在全国范围内统一编印大学英语六级考试辅导教材,使考生能够得到全面、系统的训练。

(2) 该套用书主要由六级辅导专家江涛、康建刚、东刚、高琳等根据六级教学、辅导和考试的特点编撰而成。他们有着丰富的大学英语六级考试辅导经验,对大学英语六级考试方向和规律有着惊人的把握,连续多年参加大学英语六级考试的阅卷工作,他们编写的六级考试各类试题、书籍在广大考生中深受欢迎。

(3) 该套用书主要以最新的大学英语六级考试大纲为基础,以其标准试题为模型,突出重点、难点和考点,全面深入地剖析,使考生对大学英语六级考试有一个全面的、透彻的把握。

(4) 结合历年真题进行归类分析,真正做到了讲解、例句和训练的紧密结合。总之,采取多种方式,从多角度对大学英语六级考试进行解析,力求达到对考生进行全面的辅导和训练。

相信经过本丛书的辅导和训练,考生会在知识的夯实上、解题技巧的把握上,尤其是应试能力的提高上都会有所受益的。由于水平有限,疏漏之处在所难免,希望广大读者多提宝贵意见,我们将不胜感激!

最后预祝广大考生在大学英语六级考试中一举成功!

编 者

2004年3月于北京

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作者的话

应文都之邀，编写了这本《大学英语六级考试考前冲刺五套题》，这本书的最大特色就是没有什么特色。因为最后五套题锻炼大家的就是临考的应战能力，所以请考生们千万不要妄想在最后五天时间里在词汇、阅读、听力等部分的基础知识方面有什么重大的突破，就像打仗前的演练一般，最后五天里需要提升的是各个军团协同作战的能力。

考生在复习的过程中往往是各个部分分开准备，这固然正确，但是如果考前不进行演练，不试着花时间做几套模拟题的话就很容易落下“抗击打能力不强”的病根子。很多同学在考试时往往做到了阅读部分的第二篇的时候就已经力不从心了，供氧不足，大脑一片空白。所以，敬请想要一次通过六级考试的各位别心痛在这本书上花点钱，赶快买下来，在做题过程中要注意以下几点：

1. 考前的一周开始做，每天做一套。
2. 每天下午 3:00 准时做，通过严格按照考试时间来要求自己。
3. 做完不要马上对答案，晚上再说。
4. 对完答案，不要马上翻看详解，琢磨琢磨错在哪里，为什么错。
5. 对答案的时候，还要看看已经做对的题目，如果想不起来为什么这样做那只能算是蒙对的，更要仔细看看答案解析。
6. 一定要写作文！
7. 写完作文一定要找人点评，因为没有人点评就等于白写了。

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康建刚，北京著名考研辅导专家，从事大学英语教学多年，现为英语六级考试的阅卷组成员。知识功底深厚，翻译过多部电视连续剧，另翻译过多部各种题材的专题片，作品受到来自世界各地观众的好评。

东刚，北京著名六级考试辅导专家，连续多年参加大学英语六级考试试卷的评、阅卷工作，辅导经验丰富。

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Test One

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. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices 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 center.

Example: You will hear:

You will read: A) At the office. B) In the waiting room.
C) At the airport. D) In a restaurant.

From the conversation we know that the two were talking about some work they had to finish in the evening. This is most likely to have taken place at the office. Therefore, A) "At the office" is the best answer. You should choose [A] on the Answer Sheet and mark it with a single line through the center.

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

1. A) Aunt and nephew. B) Aunt and niece.
C) Grandmother and granddaughter. D) Teacher and pupil.
2. A) Grandmother will be taken good care of there.
B) There are not enough Old People's Homes.
C) Grandmother is not willing to be put there.
D) Grandmother will not get what she needs most there.
3. A) French history. B) History.
C) French. D) Both French and History.
4. A) An English teacher. B) An art teacher.
C) An art student. D) A caretaker.
5. A) The office has to choose a picture for her.
B) Her camera was out of order.
C) She hasn't handed in her photos yet.

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- D) She will get her student's card tomorrow.
6. A) To the theatre. B) To school.
C) To the library. D) To the movie.
7. A) No one knows where the manager is.
B) She helps people to find the building.
C) Her family lives in the building.
D) She has no idea where to find the manager.
8. A) China. B) Japan. C) Egypt. D) France.
9. A) It's rather romantic.
B) It looks very delicious.
C) It doesn't look very delicious.
D) It's a pity he can't see what he's eating.
10. A) All day. B) Only in the afternoon.
C) Only in the morning. D) The same as during the week.

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 a 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 center.*

Passage One

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

11. A) An English professor. B) A foreign student.
C) An English teacher. D) An English weatherman.
12. A) Extraordinary, terrible, unreliable.
B) Extraordinary, wonderful, temperate.
C) Wonderful, temperate, drafty.
D) Temperate, mild, extraordinary.
13. A) He is generous.
B) The weather is always unpredictable.
C) The sunshine in England is too strong.
D) There is a lot of rainfall in Britain.

Passage Two

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

14. A) Asiatic elephants are larger.

- B) African elephants do not like being exposed to the sun.
- C) African elephants prefer to live in shady places.
- D) Asiatic elephants are fond of bathing.
- 15. A) Because they consume enormous quantity of food and water.
- B) Because they have been caught for many hundreds of years.
- C) Because it has been noted that they have good memories.
- D) Because they are different from Atrium elephants.
- 16. A) To cut trees.
- B) To carry rocks.
- C) To destroy the trunks of trees.
- D) To carry the twigs of trees.

Passage Three

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

- 17. A) He believes that history professors are poorly prepared.
- B) He believes that most students are lazy .
- C) He believes that professors fail to present facts in an interesting way.
- D) He believes that most students feel that studying history is a waste of time.
- 18. A) In Boston. B) In Concord.
- C) In Lexington. D) In Britain.
- 19. A) That the British would attack by sea .
- B) That the British were retreating to the Charles River.
- C) That the British were willing to sign a declaration.
- D) That the British had won the first two battles of the Revolution.
- 20. A) In 1774. B) In 1776. C) In 1775. D) In 1777.

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 center.*

Passage One

Questions 21 to 25 are based on the following passage.

Have you ever considered what an important part work plays in our general lifestyle? For most of us, our jobs are the main things that motivate and direct us, and around which we organize our lives. Perhaps this stress on work began with our Puritan forebears, who believed that the best way to serve God was through honest

hard work, or perhaps our fundamental belief in work stems from a time when this country was young and we needed people who believed in hard work to carry out the arduous business of pioneering. Whatever the reason, it is undeniable that work is important to us. Think about the situation that arises when you meet someone and try to learn more about him or her. An early question is very frequently something such as, What do you do? Or Where do you work? This kind of question usually follows What's your name? and it is now so common with us that we do not stop to wonder why we ask it.

But, you know, it is very possible that in the future the question will disappear, and we might very well ask instead, What do you play?

Computers and other technological equipment are making jobs more automated and less personally demanding. Scientists tell us that one day in the foreseeable future, very few people will have to work. Our society will be run by computers and we will have a great deal more free time, so that our games will become more important than our jobs.

At the beginning of this century, almost everybody believed in work. But by the end of this century, we might be thinking quite differently. Today, people are divided into social classes in accordance with the types of games we play.

This change in the use of our time may give rise to a new race of therapeutics called "fun specialists," who will fill the same functions as our current career specialists. They will show us how to get the most fun and enjoyment out of our leisure time. Someday people will no longer be known primarily by the work they do.

21. What is the main idea of the passage?
 - A) Work plays an important part in our general lifestyle.
 - B) It is very possible that game will replace work as the most important part in our life.
 - C) People are divided into social classes in accordance with the types of work they do.
 - D) Game players know how to get the most fun and enjoyment out of our leisure time.
22. What can be inferred from the passage about people in the early days of the nation's history?
 - A) They had strong belief in honest hard work.
 - B) They had a great deal more free time than we do now.
 - C) They were divided according to the games they played.
 - D) They were known primarily by the work they did.
23. What is true about people in the future according to the passage?

- A) They usually ask "What's your name?" when they first meet.
 - B) They will have "fun specialists" to advise them on what games are best to play.
 - C) They have a great deal more free time than we do because they use computers to run their society.
 - D) They attach a great deal of importance to the work they do.
24. What do career specialists do?
- A) They create job opportunities for the unemployed.
 - B) They show people how important work is.
 - C) They show people games are more important than work.
 - D) They show people what kinds of jobs are most suitable to them.
25. What is true about games according to the passage?
- A) Puritans had no games in their lives in the early history of their nation.
 - B) Games are more important than jobs to us.
 - C) Games will be the primary concern of the people in the future.
 - D) People will no longer depend on games for fun in the future.

Passage Two

Questions 26 to 30 are based on the following passage.

The estimates of the numbers of home-schooled children vary widely. The U. S. Department of Education estimates there are 250,000 to 350,000 home-schooled children in the country. Home-school advocates put the number much higher—at about a million.

Many public school advocates take a harsh attitude toward home schoolers, perceiving their actions as the ultimate slap in the face for public education and a damaging move for the children. Home schoolers harbor few kind words for public schools, charging shortcomings that range from lack of religious perspective in the curriculum to a herdlike approach to teaching children.

Yet, as public school officials realize they stand little to gain by remaining hostile to the home-school population, and as home schoolers realize they can reap benefits from public schools, these hard lines seem to be softening a bit. Public schools and home schools have moved closer to tolerance, and in some cases, even cooperation.

Says John Marshall, an education official, "We're becoming relatively tolerant of home schoolers. The idea is 'let's give the kids access to public school so they'll see it's not as terrible as they've been told, and they'll want to come back.'"

Perhaps, but don't count on it, say home-school advocates. Home schoolers oppose the system because they have strong convictions that their approach to education—whether fueled by religious enthusiasm or the individual child's

interests at natural pace——is best.

"The bulk of home schoolers just want to be left alone," says Enge Cannon, associate director of the National Center For Home Education. She says home schoolers choose the path for a variety of reasons, but religion plays a role 85 percent of the time.

Professor Van Galen breaks home schoolers into two groups. Some home schoolers want their children to learn not only traditional subject matter but also "strict religious doctrine and a conservative political and social perspective. Not incidentally, they also want their children to learn——both intellectually and emotionally——that the family is the most important institution in society."

Other home schoolers contend "not so much that the schools teach heresy (异端邪说), but that schools teach whatever they teach inappropriately," Van Galen writes, "These patterns are highly independent and strive to 'take responsibility' for their own lives within a society that they define as bureaucratic and inefficient."

26. According to the passage , home schoolers are _____.
- A) those who engage private teachers to provide traditional education for their children
 - B) these who educate their children at home instead of sending them to school
 - C) those who advocate combining public education with home schooling
 - D) those who don't go to school but are educated at home by their parents
27. Public schools are softening their position on home schooling because _____.
- A) there isn't much they can go to change the present situation
 - B) they want to show their tolerance of different teaching systems
 - C) home schooling provides a new variety of education for children
 - D) public schools have so many problems that they cannot offer proper education for all children
28. Home-school advocates are of the opinion that _____.
- A) things in public schools are not so bad as has often been said
 - B) their tolerance of public education will attract more kids to public schools
 - C) home schooling is superior and they will not easily give in
 - D) their increased cooperation with public school will bring about the improvement of public education
29. Most home schoolers' opposition to public education system from their _____.
- A) respect for the interests of individuals
 - B) worry about the inefficiency of public schools

- C) concern with the cost involved
 - D) devotion to religion
30. According to Van Galen some home schoolers believe that _____.
- A) public schools take up a herd like approach to teaching children
 - B) teachers in public school are not as responsible as they should be
 - C) public schools cannot provide an education that is good enough for their children
 - D) public schools are the source of bureaucracy and inefficiency in modern society

Passage Three

Questions 31 to 35 are based on the following passage.

Insurance is the sharing of risks. Nearly everyone is expected to risk of some sort. The house owner, for example, knows that his property can be damaged by fire; the ship owner knows that his vessel may be lost at sea; the bread winner knows that he may die at an early age and leave his family the poorer. On the other hand, not every house is damaged by fire, not every vessel lost at sea. If these persons each put a small sum into a pool, there will be enough to meet the needs of the few who do suffer loss. In other words, the losses of the few are met from the contributions of the many. This is the basis of insurance. Those who pay the contribution are known as insured and those who administer the pool of contributions as insurers.

Not all risks lend themselves to being covered by insurance. Broadly speaking, the ordinary risks of business and speculation cannot be covered. The risk that buyers will not buy goods at the price offered is not of a kind that can be statistically estimated and risks can only be insured against if they can be so estimated.

The legal basis of all insurance is the policy. This is a printed form of contract on stout paper of the best quality. It states that in return for the regular payment by the insured of a named sum of money, call the premium, which is usually paid every year, the insurer will pay a sum of money or compensation for loss, if the risk or event insured against actually happens. The wording of policies particularly in marine insurance, often seems very old-fashioned, but there is a sound reason for this. Over a large number of years many law cases have been brought to clear up the meanings of doubtful phrases in policies. The law courts, in their judgments, have given these phrases a definite and indisputable meaning, and to avoid future disputes the phrases have continued to be used in policies even when they have passed out of normal use in speech.

The premium for an insurance naturally depends upon how likely the risk is to happen, as suggested by past experience. If companies fix their premiums too high, there will be other hand, if they make the premiums too low, they will lose money

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and may even have to drop out of business. So the ordinary forces of supply and demand keep premiums at a level satisfactory to both insurer and insured.

31. According to the writer, insurance is possible because _____.
A) everyone at the same time suffers loss
B) only a small proportion of the insured suffer loss
C) people think that nearly everyone suffers loss
D) people who have suffered loss are prepared to pay insurance
32. The insurance of ordinary business risks is not possible because _____.
A) the risks are too high
B) the risks can not be estimated
C) the businessman does not take risks
D) the premiums would be too high
33. Old-fashioned wording is sometimes used in insurance policies because _____.
A) such wording has been used in policies for a long time
B) insurance has existed for a long time
C) it enables ordinary people to understand the meaning
D) the meaning of such wording has been agreed upon
34. Insurance premiums do not become too high because _____.
A) not many people suffer loss
B) not many people insure themselves
C) insurance companies compete each other
D) none of the above reasons
35. According to the writer, insurance is _____.
A) old-fashioned
B) a form of gambling
C) a way of making money quickly
D) useful and necessary

Passage Four

Questions 36 to 40 are based on the following passage.

When it was started in the 1960's, it was considered a grand experiment that would make Latin American nations rich. Today, that grand experiment has become a disaster that has damaged both the economy and the environment of many South American nations.

The grand experiment was cattle ranching. Many South American governments, plagued by failures to establish crop farms in tropical regions, turned to cattle