

大学英语六级考试

王长喜英语预测试卷

Wang Chang-xi Model Tests of Forecast for 2002 CET - 6

(第三版)

9

测试时间： 月 日 时至 时

做题提示

1. 本试卷是严格按照最新修订大学英语六级教学大纲要求,结合作者的命题经验,由全国六级考试命题研究组审订编撰而成,具有高度的针对性和权威性。
2. 本套试卷共 10 套考题,建议考生每间隔半月自我测试一次,临考前重做所有试卷。
3. 自测时间要安排在上午或下午,不间断地进行 120 分钟,自主做题,不看参考答案。
4. 要将心态调整到临战状态,与进考场无异。
5. 考试结束后,请认真对照标准答案,并找出自己的薄弱环节,有重点地进行学习,争取考前消灭所有问题。

	总得分	听力理解	词 汇	完形填空	简短回答	改 错	阅读理解	短文写作
卷面分值	100	20	15	10			40	15
自 测 分								
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Model Test Nine

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 centre.

1. [A] At his office. [B] At the travel agency. [C] At a cafeteria. [D] At a bar.
2. [A] 12 dollars. [B] 36 dollars. [C] 24 dollars. [D] 30 dollars.
3. [A] In America. [B] In Europe. [C] Here. [D] We do not know.
4. [A] The train is late. [B] The train arrived.
[C] The man is lost. [D] He has to wait 20 minutes.
5. [A] A month ago. [B] Yesterday. [C] A week ago. [D] Before he talked to her.
6. [A] \$ 0.8. [B] \$ 3. [C] \$ 4. [D] \$ 3.8.
7. [A] A They will have an English test. [B] The teacher is ill.
[C] They will have the test on next Monday. [D] They will not have the test.
8. [A] 3 days ago. [B] 2 days ago. [C] Yesterday. [D] Last night.
9. [A] The man is high in spirits.
[B] The man wants to buy a pair of shoes for the woman.
[C] The man is tired from shopping.
[D] The woman is looking for a place to sit down.
10. [A] She lived in Tokyo. [B] She lived in Chicago.
[C] She lived in Illinois. [D] She lived in Los Angeles.

Section B

Compound Dictation

Directions: In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. Then listen to the passage again. When the passage is read for the second time, you are required to fill in the blanks numbered from S1 to S7 with the exact words you have just heard. For blanks numbered from S8 to S10 you are required to fill in the missing information. You can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.

The Art of Cooking

The art of cooking has been developed over many thousands of years. In the distant past, our (S1) _____

ate raw meat. They did not know how to cook their food. Some (S2) _____ believe that it was forest fires that first (S3) _____ man to the art of cooking. Forest fires were sometimes started by (S4) _____, and people ran away. When they returned, they found that the animals which were (S5) _____ in the fires and could not (S6) _____ were "cooked", and that the cooked meat (S7) _____ much better than raw meat. From this, man began to realize that cooking made his food more tasty. Then they learned how to make fires and how to cook their food. (S8) _____

One theory is that many years ago some people who lived in a coastal area killed an animal on the seashore. (S9) _____

The discovery of cooking and flavouring played a very important part in the development of man and of human society. (S10) _____

Part II Reading Comprehension (35 minutes)

Directions: There are 4 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.

Passage One

Questions 11 to 15 are based on the following passage.

Humans are forever forgetting that they can't control nature. Exactly 20 years ago, *Time* magazine cover story announced that "scientists are on the verge of being able to predict the time, place and even the size of earthquakes." The people of quake-ruined Kobe learned last week how wrong that assertion was.

None of the methods praised two decades ago have succeeded. Even now, scientists have yet to discover a uniform warning signal that precedes all quakes, let alone any sign that would tell whether the coming quake is mild or a killer. Earthquake formation can be triggered by many factors, says Hiroo Kanamori, a seismologist at the California Institute of Technology. So, finding one all-purpose warning sign is impossible. One reason: Quakes start deep in the earth, so scientist can't study them directly.

If a quake precursor(预兆) were found, it would still be impossible to warn humans in advance of all dangerous quakes. Places like Japan and California are filled with hundreds, if not thousands, of minor faults. It is impossible to place monitoring instruments on all of them. And these inconspicuous sites can be just as deadly as their better-known cousins like the San Andreas. Both the Kobe and the 1994 Northridge quakes occurred on small faults.

Prediction would be less important if scientists could easily build structures to withstand tremors. While seismic engineering has improved dramatically in the past 10 to 15 years, every new quake reveals unexpected weaknesses in "quake-resistant" structure, says Terry Tullis, a geophysicist at Brown University. In Kobe, for example, a highway that opened only last year was damaged.

In the Northridge earthquake, on the other hand, well-built structures generally did not collapse. But engineers have since found hidden problems in 120 steel-frame buildings that survived. Such structures are supposed to sway with the earth rather than crumple. They may have swayed, but the quake also unexpectedly weakened the joints in their steel skeletons. If the shaking had been longer or stronger, the buildings might have collapsed.

A recent report in Science adds yet more anxiety about life on the fault lines. Researchers ran computer simulations to see how quake-resistant buildings would fare in a moderate-size tremor, taking into account that much of a quake's energy travels in a large "pulse" of focused shaking. The results: Both steel-frame buildings and buildings that sit on insulating rubber pads suffered severe damage.

More research will help experts design stronger structures and possibly find quake precursors. But it is still a certainty that the next earthquake will prove once again that every fault cannot be monitored and every highway cannot be completely quake-proofed.

11. Which of the following statements is Not true?

- [A] Scientists claimed that they had found some methods of predicting earthquakes, they didn't work.
- [B] Scientists have not discovered one single warning sign for all quakes.
- [C] Scientists have not yet discovered any sign that would tell the size of quakes.
- [D] The methods scientists boasted of 20 years ago of predicting quakes didn't produce desired results.

12. Quakes _____.

- [A] can trigger minor faults
- [B] can in no way be studied fully
- [C] can be warned of beforehand
- [D] on small faults cannot possibly be as deadly as those best known quakes

13. It is implied in the passage that _____.

- [A] seismic engineering has improved well enough for structures to resist quakes
- [B] well-erected structures do not collapse
- [C] steel-frame buildings survive any earthquakes
- [D] the existent quake-resistant buildings need to be redesigned

14. The author's focus in the 3rd paragraph is more on _____.

- [A] the need for more research
- [B] the designing of stronger structures and the finding of quake precursors
- [C] the uncertainty of earthquakes
- [D] the impossibility of monitoring faults and building completely quake proofed structures

15. The best title for the passage could be "_____".

- [A] Nature Is Beyond Human's Control
- [B] Why Earthquake Prediction Is Hard to Do
- [C] No Method or Stronger Structures Are Found to Predict and Withstand Quakes

[D] Can't We Predict Earthquakes

Passage Two

Questions 16 to 20 are based on the following passage.

Three Yale University professors agreed in a panel discussion tonight that the automobile was what one of them called "Public Health Enemy No. 1 in this country." Besides polluting the air and congesting the cities, cars are involved in more than half the disabling accidents, and they contribute to heart disease "because we don't walk anywhere any more," said Dr. H. Warson, professor of medicine and public health. His sharp indictment (诉状) of the automobile came in a discussion of human environment on Yale Reports, a radio program broadcast by Station WTIC in Hartford, Connecticut. The program opened a three-part series on "Staying Alive." "For the first time in human history, the problem of man's survival has to do with his control of man-made hazards," Dr. Warson said. "Before this, the problem had been the control of natural hazards."

Relating many of these hazards to the automobile, Arthur W. Galston, a professor of biology, said it was possible to make a kerosene-burning turbine car that would "lessen smog by a very large factor." But he expressed doubt that Americans were willing to give up moving about the countryside at 90 miles an hour in a large vehicle. "America seems wedded to the motor car—every family has to have at least two, and one has to be a convertible with 300 horsepower," Professor Galston continued. "Is this the way of life that we choose because we cherish these values?"

For Paul B. Sears, professor emeritus of conservation, part of the blame lies with "a society that regards profit as a supreme value, under the illusion that anything that's technically possible is ethically justified." Professor Sears also called the country's dependence on its modern automobiles "lousy economics," because of the large horsepower used simply "in moving one individual to work." But he conceded that Americans have painted themselves into a corner by allowing the national economy to become so reliant on the automobile industry.

According to Dr. Warson, automobiles not factories, are responsible for two-thirds of the smog in America's cities, and the smog presents the possibility of a whole new kind of epidemic, not due to one germ, but due to polluted environment. "Within another five to ten year, it's possible to have an epidemic of lung cancer in a city like Los Angeles. This is a new phenomenon in health concern," he said.

The solution, he continued, is "not to find a less dangerous fuel, but a different system of inner-city transportation. Because of the increasing use of cars, public transportation has been allowed to wither and degenerate, so that if you cannot walk to where you want to go, you have to have a car in most cities," he asserted. This, in turn, Dr. Weinerman contended, is responsible for the "arteriosclerosis" of public roads, for the blight of the inner city and for the middle-class movement to the suburbs.

16. The main idea of this article is that _____.

- [A] Americans are too attached to their cars
- [B] American cars are too fast
- [C] Automobiles endanger health
- [D] Automobiles are the main public transportation tools of U.S.A.

17. What does "indictment" in the first paragraph mean?

[A]praise

[B]charge

[C]criticism

[D]disadvantage

18. "public transportation systems have been allowed to wither and degenerate" means that the transportation systems "_____".

[A]have not been maintained or improved properly

[B]are used by too many people during rush hours

[C]do not exist any more

[D]have been changed completely

19. Although he does not say it directly, Dr. Warson would probably agree that, if public transportation were improved _____.

[A]the inner city might improve

[B]the middle class would move to the suburbs

[C]public roads would get worse

[D]more people would own cars

20. Americans have painted themselves into a corner by allowing the economy to become so reliant on the automobile industry. The underlined part means "_____".

[A]become painters

[B]increased their wealth

[C]trapped themselves

[D]made themselves colorful

Passage Three

Questions 21 to 25 are based on the following passage.

However important we may regard school life to be, there is no gainsaying(否认) the fact that children spend more time at home than in the classroom. Therefore, the great influence of parents cannot be ignored or discounted by the teacher. They can become strong helpers of the school personnel or they can consciously or unconsciously hinder and oppose curricular objectives.

Administrators have been aware of the need to keep parents informed of the newer methods used in schools. Many principals have conducted workshops explaining such matters as the reading readiness program, manuscript writing and developmental mathematics.

Moreover, the classroom teacher, with the permission of the supervisors, can also play an important role in enlightening parents. The informal tea and the many interviews carried on during the year, as well as new ways of reporting pupils' progress, can significantly aid in achieving a harmonious interplay between school and home.

To illustrate, suppose that a father has been drilling Junior in arithmetic processes night after night. In a friendly interview, the teacher can help the parent convert his natural paternal(父亲的) interest into productive channels. He might be persuaded to let Junior participate in discussing the family budget, buying the food, using a yardstick or measuring cup at home, setting the clock, calculating mileage on a trip and engaging in scores of other activities that have a mathematical basis.

If the father follows the advice, it is reasonable to assume that he will soon realize his son is making satisfactory progress in mathematics, and at the same time, enjoying the work.

Too often, however, teachers' conferences with parents are devoted to petty accounts of children's unlawful acts, complaints about laziness and poor work habits, and suggestion for penalties and rewards at home.

What is needed is a more creative approach in which the teacher, as a professional adviser, plants ideas in parents' minds for the best utilization of the many hours that the child spends out of the classroom.

In this way, the school and the home join forces in fostering the fullest development of youngsters' capaci-

ties.

21. The author directly discusses the fact that _____.

- [A] parents drill their children too much in arithmetic
- [B] a parent's misguided efforts can be properly directed
- [C] a father can have his son help him construct articles at home
- [D] principals have explained the new art programs to parents

22. It can reasonably be inferred that the author _____.

- [A] is satisfied with present relationships between home and school
- [B] feels that the traditional program in mathematics is slightly superior to the developmental program
- [C] feels that parent-teacher interviews can be made much more constructive than they are at present
- [D] of the opinion that teachers of this generation are inferior to those of the last generation

23. Method of communication not mentioned or intimated by the author is the _____.

- [A] classes for parents
- [B] new type of report card
- [C] parent-teacher interview
- [D] demonstration lesson

24. The author implies that _____.

- [A] participation in interesting activities relating to a subject improves one's achievement in that area
- [B] too many children are lazy and have poor work habits
- [C] school principals do more than their share in interpreting the curriculum to the parents
- [D] teachers should occasionally make home visits to parents

25. We may infer that the writer of the passage does Not favor which of the following?

- [A] A father's helping his son with the latter's studies.
- [B] Written communications to the parent from the teacher.
- [C] Having the parent observe lessons which the children are being taught.
- [D] Principal-parent conferences rather than teacher-parent conferences.

Passage Four

Questions 26 to 30 are based on the following passage.

American federalism has been described as a neat mechanical theory. The national government was said to be sovereign in certain areas of governmental concern, such as the regulation of intrastate commerce. State governments were said to be sovereign in certain other areas, such as regulation of intrastate commerce and exercise of the police power. One writer has described this as the "layer cake" concept of American federalism. In the top layer are neatly compacted all the powers of the national government; in the bottom layer are found the separate and distinct functions and powers of state governments.

How nice it would be if the American federal system could be so easily and conveniently analyzed. But Professor Martin of the University of Chicago has gone on to describe federalism in practice as more like a marble cake, with an intermingling (互相混合) of functions, than like a layer cake, with functions separate and distinct. This intermingling can be seen best, perhaps, by examining the example of railroad traffic. If it crosses a state line, it constitutes intrastate commerce, coming under control of the national government. Rail shipments originating and ending within a single state constitute intrastate commerce, thus—the theory tells us—

falling under regulation of state government. However, both the interstate and intrastate shipments may have moved over the same rails. In this simple example, one might easily read the urgent necessity for close cooperation between state and national governments. This need has not gone unrecognized by administrators of governmental programs at the state, local, and national levels.

Nonetheless, national and state interests often conflict in the political arena. Pressures may be brought to bear on state legislators which differ from those felt by members of the national Congress. Disagreement over the proper division of powers between states and the national government often lies beneath a conflict of interests. But no "best" formula has been discovered for drawing a dividing line between state powers and national powers.

The men who wrote the United States Constitution did the best they could in the face of circumstances which confronted them at the time. The state-national power dispute has raged persistently ever since. What are "state" rights? It is obvious that, throughout the United States history, "state" rights has arisen repeatedly as the anguished wail of any interest which felt it was being treated unsympathetically at a given moment by the national government. The source of the cry would seem to depend on whose ox is being gored.

26. **Federalism is best described as** _____.

- [A]dividing the powers of the federal government into three distinct branches of government
- [B]a system that provides for continuous checks on federal authority
- [C]a system that limits central government power
- [D]a system in which the state and federal governments have distinct functions

27. **The author implies that modern federalism** _____.

- [A]has limited the states' police powers
- [B]can be categorized as a distinct two-tier system of government control
- [C]is best explained as a system with diffused functions
- [D]has not recognized the legitimate need for states' rights

28. **Which of the following would Not be a primary reason for the conflicts between federal and state governments?**

- [A]duplication of government services
- [B]diversity of state laws
- [C]regional planning
- [D]conflict of interest

29. **A major factor in limiting federal-stated cooperation would be** _____.

- [A]extradition legislation
- [B]conflicting political pressures
- [C]the growth of state police powers
- [D]national highway legislation

30. **According to the passage, since there is no clear-cut formula for dividing state and national powers,** _____.

- [A]state governments have been forced to delegate certain functions to the federal government
- [B]conflicting state and national interests will have to be resolved in the national interests and will have to be resolved in the political arena
- [C]interstate cooperation is primarily a thing of the past
- [D]the role of the state has not been significantly altered

Part III

Vocabulary

(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 complete the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

31. The new department head starts work in June, but in the _____, Dr. Johnson is going to be in charge.
[A] interim [B] overtime [C] meanwhile [D] recession
32. There he engaged in literary _____, when he was a school boy.
[A] pursuits [B] searches [C] occupations [D] careers
33. She was not joking. When she said what had happened, she was _____ serious.
[A] deadly [B] particularly [C] almost [D] evidently
34. He was mistreated and lived miserably in his childhood. So now he feels deep _____ toward his parents.
[A] resentment [B] reservation [C] humor [D] goodness
35. When Walt Disney, a well-known US creator and producer of animated cartoons, died in 1966, his shelves _____ with the weight of an unprecedented 30 Oscars.
[A] geared [B] ground [C] groaned [D] giggled
36. When young my sister loved reading romantic fiction. Now she has a consuming _____ for music.
[A] pastime [B] passage [C] passion [D] patron
37. Whenever anything _____ happens, a crowd of people is sure to gather.
[A] famous [B] noted [C] sensational [D] well-known
38. He _____ his engagement just before the wedding ceremony.
[A] broke out of [B] broke away from [C] broke off [D] broke up
39. His reserves of energy _____ as he entered the end of the course.
[A] gave out [B] gave in [C] gave up [D] gave away
40. All the evidence I have collected _____ to the fact that he is a thief.
[A] boils up [B] boils on [C] boils off [D] boils down
41. He promised to act as chairman so I am afraid he can't get _____ it now. There is no one else to do it.
[A] away with [B] down upon [C] out of [D] along with
42. Nothing Judy says is _____. She always thinks carefully before she speaks.
[A] topical [B] territorial [C] spontaneous [D] primary
43. I saw her _____ the letter from her boyfriend into pieces.
[A] ripping [B] smashing [C] ripening [D] snatching.
44. John made _____ keys for the house, one for his father and one for himself.
[A] dominant [B] duplicate [C] dozen [D] deliberate
45. The rope was catching fire. He left _____ just in time.
[A] alone it [B] go alone it [C] go it [D] go of it

46. My father _____ his brow, clearly puzzled by the letter he had just received.
[A]wounded [B]wrinkled [C]would [D]wrapped
47. The mother, a(n) _____ lady dressed in the latest Paris fashion, walked behind her son.
[A]humble [B]invisible [C]plain [D]elegant
48. He spoke so _____ that even his opponents were won over by his arguments.
[A]bluntly [B]convincingly [C]emphatically [D]determinedly
49. France's _____ of nuclear testing in the South Pacific last month triggered political debates and mass demonstrations.
[A]assumption [B]consumption [C]presumption [D]resumption
50. The 215-page manuscript, circulated to publishers last October, _____ an outburst of interest.
[A]flared [B]glittered [C]sparked [D]flashed
51. Her efforts to bring about a reconciliation between the two parties _____.
[A]came off [B]came on [C]came around [D]came down
52. Tax is then calculated _____ what you earn.
[A]in consequence of [B]in proportion to [C]in regard to [D]in return for
53. I just can't _____ out why he didn't call me before leaving for New York.
[A]figure [B]remind [C]perceive [D]observe
54. Although the Japanese _____ the airplane only with an ice pick, he was at first rather successful.
[A]highjacked [B]highlighted [C]highpowered [D]hightailed
55. A _____ of people assembled before the auditorium.
[A]latitude [B]multitude [C]longitude [D]magnitude
56. A patriot can hardly be _____ into leaving the county by the offer of high pay elsewhere.
[A]forced [B]persuaded [C]seduced [D]permitted.
57. She was so unhappy that she was _____ committing suicides.
[A]on the way of [B]on the verge of [C]on the ran [D]on the road
58. Understanding is one of the most important _____ of a successful marriage.
[A]ingredients [B]standards [C]keys [D]methods
59. This plan is _____, so nobody raises an objection or doubt.
[A]reactionary [B]convincing [C]genuine [D]protective
60. An electric arc is a _____ current of electricity that leaps from one electrode to another.
[A]lucrative [B]magnetic [C]twinkling [D]luminous

Part IV

Cloze

(15 minutes)

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked [A], [B], [C], and [D] on the right side of the paper. You should choose the ONE that best fits into the passage. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

Checks have largely replaced money as a means of exchange, for they are wide-

ly accepted everywhere. Though this is very 61 for both buyer and seller, it should not be 62 that checks are not real money: they are quite 63 in themselves. A shop-keeper always runs a certain 64 when he accepts a check and he is quite 65 his rights if, on occasion, he refuses to do so.

People do not always know this and are 66 if their good faith is called 67. An old and very 68 friend of mine told me he had an extremely unpleasant experience. He went to a famous jewelry shop which keeps a large 69 of precious stones and asked to be shown some pearl necklaces. After examining several trays, he 70 to buy a particularly fine string of pearls and asked if he could pay by 71. The assistant said that this was quite 72, but the moment my friend signed his name, he was invited into the manager's office.

The manager was very polite, but he explained that someone with 73 the same name had presented them with a 74 check not long ago. He told my friend that the police would arrive at any moment and he had better stay 75 he wanted to get 76 serious trouble. 77, the police arrived soon afterwards. They apologized to my friend for the 78 and asked him to copy out a note which had been used by the thief in a number of shops. The note 79: "I have a gun in my pocket. Ask no questions and give me all the money in the safe." 80, my friend's handwriting was quite unlike the thief's.

61. [A] complicated [B] trivial [C] bearable [D] convenient
62. [A] kept [B] remembered [C] forgotten [D] minded
63. [A] valueless [B] invaluable [C] valuable [D] indefinite
64. [A] danger [B] change [C] risk [D] opportunity
65. [A] within [B] beyond [C] without [D] out of
66. [A] pleased [B] glad [C] shocked [D] happy
67. [A] in difficulty [B] in doubt [C] in earnest [D] in question
68. [A] poor [B] wealthy [C] dirty [D] clean
69. [A] amount [B] stock [C] number [D] store
70. [A] considered [B] thought [C] conceived [D] decided
71. [A] money [B] check [C] card [D] visa card
72. [A] in order [B] in need [C] in use [D] in common
73. [A] largely [B] mostly [C] exactly [D] extremely
74. [A] worth [B] worthy [C] worthwhile [D] worthless
75. [A] whether [B] if [C] otherwise [D] unless
76. [A] on [B] of [C] into [D] in
77. [A] Really [B] Sure enough [C] Certainly [D] However
78. [A] treatment [B] manner [C] inconvenience [D] behavior
79. [A] read [B] told [C] wrote [D] informed
80. [A] Unfortunately [B] Fortunately [C] Naturally [D] Basically

Part V

Writing

Directions:

Title: Euthanasia (Mercy Killing)

Time Limit: 30 minutes

Word Limit: no less than 120

Your composition should be based on the OUTLINE below. Your composition must be written clearly on your Answer Sheet.

OUTLINE:

1. What is Euthanasia?
2. Many people believe: Euthanasia is not a bad choice
3. Euthanasia is different from murdering.

Euthanasia (Mercy Killing)
