

大学英语六级实考题热身与模拟题训练 —— 阅读·简答·完形填空 (模拟试题四)



做题提示:

建议考生自我测试,自主做题,先不看答案,真实测试自己的成绩。测试结束后,请认真对照标准答案,并找出自己的失误与弱项,争取考前消灭所有问题。

- ▲ 本套试题中包括近年的六级全真阅读·简答·完形填空试题 5 套,涵盖全部阅读·简答·完形填空题型,把握最新出题趋势。
- ▲ 本套试题中包括由权威专家精心选取的预测模拟阅读·简答·完形填空试题 5 套,针对最新六级阅读·简答·完形填空题考试出题方向,选材新颖,难度适当。
- ▲ 本套试题的编者均为国内著名大学英语教学权威,对大学六级考试进行过多年的跟踪研究,有着丰富的六级考试辅导经验。
- ▲ 本套试题适合热身应考,把握实考脉搏。

大学英语六级考试研究组

模拟试题四

Part I Reading Comprehension

Questions 1 to 5 are based on the following passage:

Reproductive science historically have been associated with the birth control, eugenics, and population control movements. The modern birth control movement began in the United States shortly after the turn of the century as a progressive movement to enhance women's control over their reproductive capacities. The eugenics movement began in Britain in the 1880s and was quickly imported into the United States. Focus was on "better people through population better breeding", applying agricultural breeding principles to humans. The neo-malthusian population control movement also began in Britain in the 1870s and was quickly imported into the United States. Focus here was on numbers of people and their distribution in relation to resources. All three shared the goal of enhanced control over human reproduction, though their emphases differed considerably.

Separating sexuality from reproduction is controversial. All three of these science-based social movements sought to do so. During the first half of this century, American reproductive scientists valiantly attempted to distinguish their work from these quite controversial movements. But after the Second World War, this became increasingly difficult and, for many reproductive scientists, an undesirable strategy as these movements merged and provided increasing support to reproductive sciences.

The association of reproductive science with these controversial social movements has had both positive and negative consequences. Initially, these movements generated much support and funding. But they also served to mobilize oppositional and/or critical movements around five major issues related to reproductive sciences: contraception, abortion, sterilization, infertility services and reproductive research generally.

1. The birth control, eugenics and population movements _____.
 - A) shared the same emphases
 - B) shared the focus as "better people through" better breeding
 - C) all aimed to control human reproduction
 - D) all began in Great Britain
2. Which of the following was seen first in America?
 - A) The modern birth control movements.
 - B) The eugenics movements.
 - C) The population control movements.
 - D) A. B. C. were seen in America at times without so many years in between
3. In about 1900—1950, reproductive scientists in America _____.
 - A) tried to do differently as the three movements

- B) tired to separate sexuality from reproduction
 - C) found it difficult to do differently as the 3 movements
 - D) found the 3 movements controversial and non-scientific
4. Associated with reproductive science, the 3 movements _____.
- A) gained more bad results than good ones
 - B) gained a lot of support and money at the beginning
 - C) aroused more bad results than good ones
 - D) aroused a lot of critical movements in Great Britain
5. The word "eugenics" in line 1 means _____.
- A) the study of ways of breeding stronger and cleverer people
 - B) the study of ways of controlling birth
 - C) the study of ways of cultivating better people
 - D) the study of ways of controlling the population in one area

Questions 6 to 10 are based on the following passage:

There is not much to say about most aeroplane journeys. Anything remarkable must be disastrous. So you define a good flight by negatives; you didn't get hijacked, you didn't crash, you didn't throw up, you weren't late, you would not vomit by the food. So you are grateful. The gratitude brings such relief your mind goes blank, which is appropriate, for the aeroplane passenger is a time-traveller. He crawls into a carpeted tube, he is strapped in to go home, or away. Time is shortened, or in any case changed; he leaves in one time-zone and emerges in another. And from the moment he steps into the tube and braces his knees on the seat in front, uncomfortably upright—from the moment he departs, his mind is focused on arrival. That is, if he has any sense at all. If he looked out of the window he would see nothing but the plain of the cloud layer, and above is empty space. Time is brilliantly blinded; there is nothing to see. This is the reason why so many people are apologetic about taking planes. They say, "What I'd really like to do is forget these plastic *jumbos* (庞然大物) and get a three-masted ship and just stand there on the *poop* (船尾) deck with the wind in my hair."

But apologies are not necessary. Anyone with the price of a ticket can conjure up the castled rocks of Drachenfels or the Lake Isle of Innisfree by simply using the right lift at, say, Logan Airport in Boston—but it must be said that there is probably more to excite the mind, more of travel, in that one ascent on the escalator, than in the whole plane journey put together.

6. According to the writer an uneventful flight _____.
- A) increases your self-confidence
 - B) negates your personality
 - C) has no positive effect
 - D) is easily forgotten
7. The writer describes an aeroplane passenger as a "time-traveller" because he _____.
- A) loses his sense of time
 - B) is suspended in time
 - C) attaches no importance to time
 - D) has to adjust to time changes
8. Why do people often apologise for travelling by plane? They _____.

- A) have nothing else to say B) don't want to seem unadventurous
 C) are afraid of boring their listeners D) don't want to appear boastful
9. In the writer's opinion the magic of travelling by air is its power to _____.
 A) stimulate our imagination B) indulge our thoughts
 C) flatter our intelligence D) broaden our minds
10. What might the phrase "conjure up" in the second paragraph mean?
 A) imagine B) design C) observe D) reach

Questions 11 to 15 are based on the following passage:

In recent years, *linguists* (语言学家) and language teachers have begun to describe language according not only to *grammatical structure*, using traditional concepts and terms such as the imperative, but also by *function*, that is, the use to which language is put. For example, add "please" to the order "Open the window!", and the structure remains imperative. The *function* of the expression, however, is now that of request, and polite request at that. Function, then, is determined partly by the user's attitude, and is realised by a variety of linguistic and *paralinguistic* (副语言的) features—vocabulary, grammar and pronunciation, tone of voice, gesture and facial expression. The language learner can often discriminate passively between certain basic functions—those of command and request, for example—although learning to use these different functions of language to communicate effectively is not always so easy. It is the learner's failure to master a sufficient number of the components of a function that causes *chauvinists* (大国沙文主义者) the world over to complain of the "rudeness" of foreigners, when the last thing the unfortunate foreigner intended was to be impolite.

Function is also determined by the situation in which the language is used. "Be quiet!" coming from a teacher tired of noisy pupils is obviously an order, or command. Used by one nervous bank robber to a fellow in crime, when he thinks he has heard a noise which could have been made by a suspicious policeman, the sentence would be a warning. Used again, as they prepare to blow open the safe, its function would be that of cautioning; too loud an explosion would give them away. Look at "the imperative" in this way, then, and we realise that it consists of a small set of structural forms which can fulfil many different functions: commands, prohibitions, warnings, exhortations, as well as many others.

To sum up, the approach to the study and use of language through the examination of its functions has been enriching for teachers and learners alike. For both, of course, the functional approach does not discard the need for attention to be paid to the workings of the grammar of a language, but it is an approach which extends the use to which the control of structure may be put.

11. Which of the following belongs to paralinguistic features?
 A) Vocabulary and grammar. B) Gesture and facial expression.
 C) Tone of voice. D) Pronunciation.
12. What's meant by "the last thing the unfortunate foreigner intended was to be impolite" in the last sentence of the first paragraph?

- A)The foreigner was regarded as being unfortunate and impolite.
 B)The unfortunate foreigner had done an impolite thing in the end.
 C)The last thing the foreigner had done happened to be impolite.
 D)What the foreigner disliked most was to do something impolite to offend others.
13. According to the passage the function of a language is determined by _____.
 A)the vocabulary and grammar of the language
 B)the situation in which the language is used
 C)the attitude of the language user
 D)the speaker's attitude and the linguistic situation
14. The phrase "give them away" in the 4th sentence of the 2nd paragraph means _____.
 A)hurt them
 B)reveal them
 C)kill them
 D)force them to escape
15. Suppose the children in a family are talking loudly while their father is working "Be quiet!" coming from the father is clearly _____.
 A)a caution
 B)a warning
 C)a request
 D)an order

Questions 16 to 20 are based on the following passage:

A new law has recently been announced which forbids people to disturb, annoy, harm, kill or interfere with any bats which choose to take up residence in their houses. The penalty for disturbing a bat in its nest or for handling one without a licence, is now 1 000 a bat.

There are some people who like bats. The late Mrs Ian Fleming was one. She would crawl for miles to glimpse them in caves or hanging from trees. Similarly, there are many people who do not like bats much but are not particularly troubled by them. The chance of a bat nesting under their roofs or spare bedroom curtains may seem remote to them. But there are others who do not fall into either of these categories and Mr Auberon Waugh is one. Underneath his house are eight large cellars which for some reason bats have chosen to claim for themselves. He finds it extremely disagreeable to have to fight his way through a colony of them every time he wants a bottle of wine. And as a wine-lover he gets a particular pleasure from the ownership of wine, which has nothing to do with drinking it. He has certain bottles in his cellar which he thinks are too good to serve to anyone he knows, but he likes to go down and gloat over them occasionally. The bats entirely destroy this pleasure.

Until the recent law, he could keep the bat problem within manageable proportions by sending his children down on a bat hunt every three months armed with tennis rackets. They usually managed to kill one or two and discouraged the rest from settling. But now, Mr Waugh fears that the bats will take over his house. To solve the problem he enquired what course of action he could take and was told by Dr Robert Stebbings of the Institute of Terrestrial Ecology, "I am sure that no one will mind if you pick up a bat and take it outside and hang it on a tree or the outside of the house." The trouble with this, as Mr Waugh explains, is that he would be liable for a 1 000 pounds fine if he had not already applied to the Nature Conservancy Council for a licence to handle bats. And there is no certainty that he would automatically be granted one.

16. The new law _____.
 A) allows you to handle bats without a licence.
 B) fines you for interfering with bats.
 C) forbids you to have bats in your house.
 D) allows you to kill bats with a licence.
17. Some people who dislike bats _____.
 A) do not mind them hanging in trees
 B) run the risk of finding them in their attics
 C) think it strange they should nest in the curtains
 D) think they are unlikely to be bothered by them
18. Mr Waugh thinks that bats _____.
 A) should be kept under control
 B) should all be destroyed
 C) interfere with his wine
 D) prevent him owning wine
19. Why does the new law aim at protecting bats?
 A) Because some people like bats.
 B) Because bats are lovely.
 C) Because bats are not annoying.
 D) We can't know from the text.
20. What might the phrase "gloat over" at the end of Paragraph Two mean?
 A) Drink.
 B) Taste.
 C) Look at.
 D) Play with.

模拟试题四参考答案与简释

Part I Reading Comprehension

1. 本题答案为 C。根据第一段首句“生殖科学历史上一直与计划生育、优生学和人口控制运动相联系”和末句中的“所有三件事情(指计划生育、优生学和人口控制运动)有一个共同目标:加强对人类生殖的控制”,选项 C“目的在控制人类繁殖”正确。
2. 本题答案为 D。根据文章第一段,计划生育运动在 20 世纪初就已在美国开始了,于 19 世纪 70 年代和 80 年代分别发端于英国的控制人口运动和优生运动也很快传入美国,具体时间不详。这 3 种运动在美国开始的时间大致差不多,其间没有多少时间间隔。因此,选项 D 较为符合文章的内容。
3. 本题答案为 A。根据文章第二段第三句“在本世纪的前半个世纪里,美国的生殖科学家们勇敢地企图将他们的工作同这 3 种相当有争议的运动划清界线”。
4. 本题答案为 B。根据文章末段第二句“起初,这些运动获得了许多支持和资金支助”。
5. 本题答案为 A。eugenics 意为“优生学”。
6. 本题答案为 C。此题问作者对一次平静的飞行(uneventful flight)有何看法。根据文章第一段第二句“于是你用‘否定法则’来界定一次顺利的飞行……”,作者觉得一次顺利的飞机旅行没有什么值得肯定的地方。
7. 本题答案为 D。作者为什么把飞机旅客比作时间旅行者?根据文章第一段,他从一个时区(time-zone)飞到另一个时区,因而不得不进行自我调整,适应时区的变化。
8. 本题答案为 B。根据文章第一段,乘飞机旅行感觉不到时间而且什么也看不到(Time is

- brilliantly blinded; there is nothing to see),也就是说完全没有刺激。选项 B“不想显得没有冒险精神”与原文意思吻合。
9. 本题答案为 A。根据文章末段第二句“任何准备乘飞机飞行的都可以利用飞机的右舷梯想象 (conjure up) Drachenfels 城堡的石头或 Innisfree 的湖中小岛……”,乘飞机旅行可以激发人的想象。
10. 本题答案为 A。conjure up 意为“想象”。
11. 本题答案为 B。A、B、C、D 4 选项中属于副语言特征或者叫做语言辅助特征的是 B“姿势和面部表情”,而词汇 (vocabulary),语法 (grammar),语音 (pronunciation) 和音调 (tone of voice) 均属于语言固有的特征 (linguistic features)。
12. 本题答案为 D。该句意为“那个不幸的外国人最不愿意做的事情是对人不礼貌”。只有选项 D 切合此意。
13. 本题答案为 D。根据一、二段,语言的功能一是受使用者(说话者)的态度 (the user's attitude) 决定,二是受语境 (the situation in which the language is used) 制约。选项 D 包含了这两种情况。
14. 本题答案为 B。give them away 意为“暴露他们”。reveal them 正好切合此意。
15. 本题答案为 D。参照文章第二段第二句,父亲的话与老师一样,是一种命令。
16. 本题答案为 B。根据文章第一段末句“干扰巢穴里的蝙蝠或者无执照捕捉蝙蝠将处以 1 000 英镑的罚款”,新的法律将对那些骚扰蝙蝠者课以罚金。
17. 本题答案为 D。根据文章第二段第四句“同样地,许多不喜欢蝙蝠的人并未受到蝙蝠的特别骚扰”,选项 D“不可能受到蝙蝠的干扰”较为接近原文意思。
18. 本题答案为 A。根据文章第二段,蝙蝠在 Waugh 先生家的地窖里筑巢干扰了他品酒的爱好的,他想将它们移出去。由此可以合乎逻辑地推测,他希望蝙蝠受到控制。
19. 本题答案为 D。此题问新的法律为什么要保护蝙蝠?综观全文,没有告诉我们任何原因。
20. 本题答案为 C。根据上下文,gloat over 意为“看,瞧”。选项 C 接近 gloat over 之意。