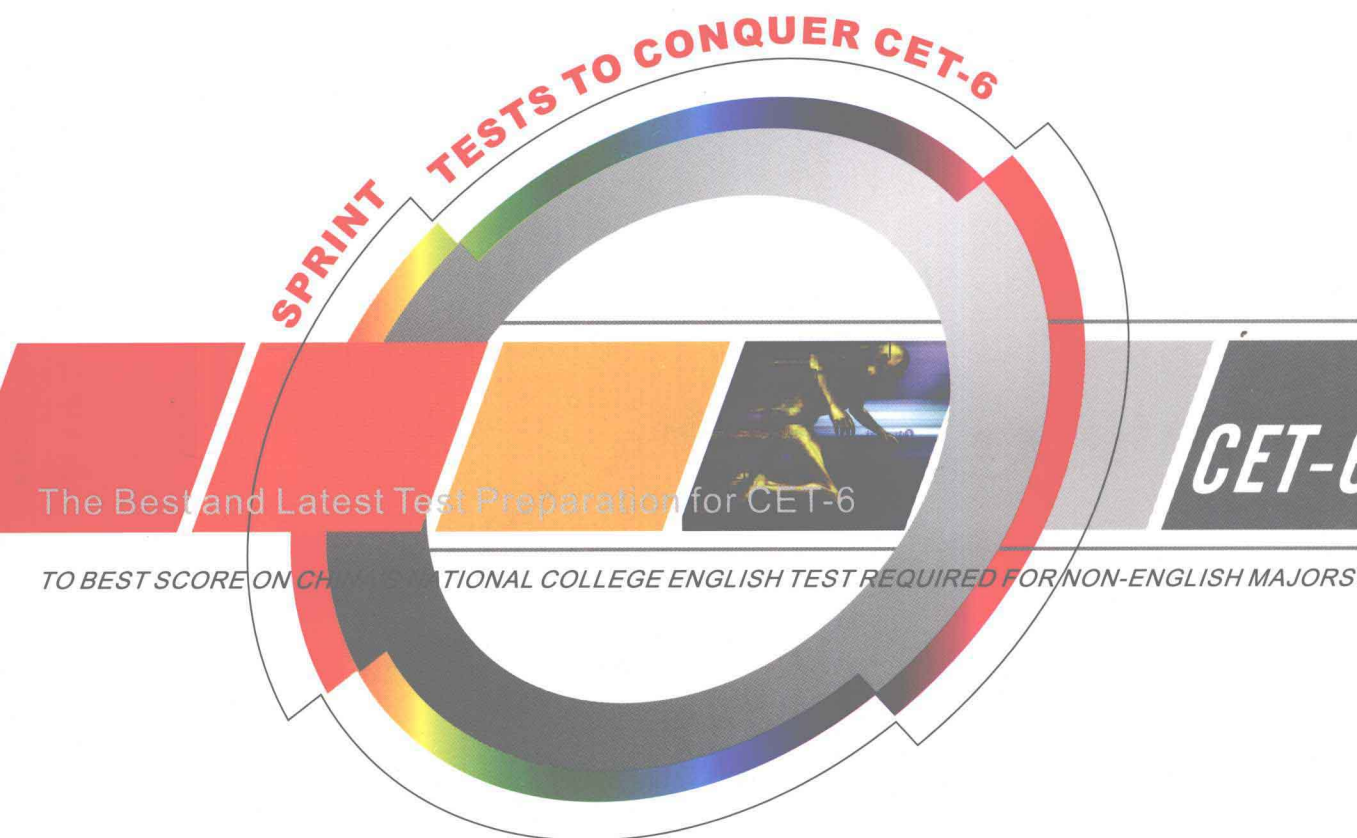


# 大学英语考试 (CET-4/6) 应试丛书

总 主 编 李庆明

副总主编 杨真洪 黄雯琴 尹丕安



主 编 李宝宏

## 六级英语考前冲刺

西北工业大学音像电子出版社

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SPRINT TESTS TO CONQUER CET-6

The Best and Latest Test Preparation for CET-6

CET-6

TO BEST SCORE ON CHINA'S NATIONAL COLLEGE ENGLISH TEST REQUIRED FOR NON-ENGLISH MAJORS

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## 六级英语考前冲刺

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**【内容简介】** 本书精编 10 套大学英语六级考试仿真题,全部按照最新全国大学英语四、六级考试改革项目组和考试委员会设计的六级考试新题型设计。

这 10 套试题难度适当,选材面广,题材新颖,代表性强,对于提高学生英语水平和六级考试成绩会起到良好的作用。每套试题均配有答案、试题详解和作文范文,供学生参考使用。

本书可供非英语专业的大学六级考试训练及英语自学人员使用。

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# 前 言

为适应我国高等教育发展的新形势,深化教学改革,提高教学质量,满足新时期国家和社会对人才培养的需要,国家教育部于 2004 年 6 月制定并颁布了《大学英语课程教学要求》(以下简称《课程要求》)。《课程要求》规定了大学英语的教学目标是培养学生的英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要。为了检测在校大学生的英语能力是否达到《课程要求》,四、六级考试从内容到题型设计都进行了重大调整,改革后的六级考试题型、时间和分值如下:

Part I	写作	30 分钟	占 5%
Part II	快速阅读	15 分钟	占 10%
Part III	听力	35 分钟	占 35%
Part IV	仔细阅读	25 分钟	占 25%
Part V	改错或完型填空	15 分钟	占 10%
Part VI	翻译	5 分钟	占 5%

改革后的六级考试对记分体制和成绩报告方式进行了调整,满分为 710 分,不设及格线。各项的分值分别为:写作 142 分,阅读(快速阅读、仔细阅读)249 分,听力 249 分,综合测试 70 分。

为了使大学生尽快熟悉并适应改革后的大学英语六级考试,我们组织编具有多年大学英语教学经验的一线教师写了 10 套模拟试题,并配有参考答案、详解和听力原文。书中的每套模拟试题从试题的长度和难度上均符合《课程要求》的规定。因为考生已在四级考试前做过大量的完型填空,故只在第三、六、九套试题中设置了完型填空,在其他 7 套题中设置了改错题。在第三、六、九套试题中设置了词类归位题,在其他 7 套题中设置了简短回答题。

本书的题材广泛新颖,题型全面,内容丰富,涉及面广,编排合理,具有极强的针对性、实用性和预测性。除了供六级考生备考复习使用外,还可作较高层次英语学习者参加 EPT、TOEFL、GRE 等考试的考生以及出国人员培训进行测试训练的参考书。

由于编者的水平有限,疏漏错误之处,敬请各位专家读者指正。

编 者

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# 第一部分 试 题

## Model Test 1

### Part I Writing (30 minutes)

**Directions:** For this part, you are allowed 30 minutes to write a short essay entitled *Supporting Traditional Arts*. You should write at least 150 words following the outline given below:

1. 有些传统艺术形式正逐渐消失, 政府应该对其进行扶持。
2. 说明政府为何要扶持传统艺术。
3. 政府应采取何种方式扶持传统艺术。

Useful words and expressions:

过时的: outdated

灿烂的: brilliant

辉煌的: splendid

必修的: compulsory

### Part II Reading Comprehension (Skimming and Scanning) (15minutes)

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions on *Answer Sheet 1*.

For questions 1 - 4, mark

Y (for YES) if the statement agrees with the information given in the passage;

N (for NO) if the statement contradicts the information given in the passage;

NG (for NOT GIVEN) if the information is not given in the passage.

For questions 5 - 10, complete the sentences with the information given in the passage.

### Life on Other Planets

In 1961, scientists set up a gigantic, sensitive apparatus to collect radio waves from the



far reaches of space, hoping to discover in them some mathematical pattern indicating that the waves were sent out by other intelligent beings. The first attempt failed; but someday the experiment may succeed.

What reason is there to think that we may actually detect intelligent life in outer space? To begin with, modern theories of the development of stars suggest that almost every star has some sort of family of planets. So any star like our sun (and there are billions upon billions of such stars in the universe) is likely to have a planet situated at such a distance that it would receive about the same amount of radiation as the earth.

Furthermore, such a planet would probably have the same general composition as our own; so, allowing a billion years or two — or three — there would be a very good chance for life to develop, if current theories of the origin of life are correct.

But is there intelligent life? Is there life that has reached the stage of being able to send radio waves out into space in a deliberate pattern? Our own planet may have been in existence for five billion years and may have had life on it for two billion, but it is only in the last fifty years that intelligent life capable of sending radio waves into space has lived on earth. From this it might seem that even if there were no technical problems involved, the chance of receiving signals from any particular earth-type planet would be extremely small.

This idea does not mean that intelligent life at our level does not exist somewhere. There is such an unimaginable number of stars that, even at such miserable odds, it seems certain that there are millions of intelligent life forms scattered through space. The only trouble is, none may be within hailing distance of us. Perhaps none ever will be; perhaps the appalling distances that hailing distance of us from our fellow denizens of this universe will forever remain too great to be conquered. And yet it is conceivable that someday we may come across one of them or, frighteningly, one of them may come across us. What would they be like, these extraterrestrial creatures?

Surely, it would seem, there is no way of telling. Here on earth alone, life has developed in many directions, taking on forms that could scarcely be invented by the wildest imagination if they were not already known to exist.

Who would dream that a mouse could fly if he had never seen a bat? Who would predict blind lizards living in caves, or worms living in the intestines of other creatures? Consider the giraffe, the humming-bird, the redwood tree, the Venus' flytrap, and see whether you can imagine any limit to the various forms of life. Then how can anyone predict anything at all about extraterrestrial beings?

Ah, but all these variations and modifications that exist on earth are in some ways only superficial. In the chemist's test tube, all that splendid diversity boils down to what is, after all, really a dull, flat sameness. Whatever appearance earth creature may have, they are all made up of the same kinds complex molecules; with minor variations, they all make use of the same chemical machinery.

For all its wonderful differences, life on earth is merely an imaginative variation on a

single chemical theme. Life on any earthlike planet may prove to be similar.

### **Proteins**

As we understand life, it consists of molecules large enough and complex enough to meet the infinitely flexible requirements of living tissue. The molecules must be stable enough to retain their structure under some conditions, and unstable enough to change kaleidoscopically under other conditions. In living things on earth, the most important molecules of this type are the proteins, and as far as we know, nothing will substitute for them.

Furthermore, the changes these proteins undergo in the process of living can only take place against a watery background. Life began in the oceans, and even the various forms of land life are still from 50 to 80 per cent water.

The chemical structure, then, upon which life is based, here and possibly on all earth-type planets, is protein-in-water. If we are ever to meet up with creatures from an earth-type planet, we may not be able to predict their appearance, but we can predict that, whatever their shape, they will likely be protein-in-water.

But what about life on planets that are not like the earth? What about planets so far from their sun that water is eternally frozen? Are such worlds perpetually barren? It would seem so, certainly, if all life were only protein-in-water.

### **Ammonia**

But can we be sure that life can not be based on other structures? Suppose, for instance, that in a world on which liquid water can not exist because of frigid temperatures, there was a substance that could take the place of water. Actually, there is such a substance, and it is called ammonia.

Everyone is familiar with the bottled ammonia that looks like water but has a pungent smell. This is actually only ammonia dissolved on water; ammonia itself is a gas at ordinary temperatures. Under conditions on earth it does not become a liquid until it is cooled to thirty degrees below zero Fahrenheit and does not freeze until a temperature of one hundred degrees below zero is reached.

The cold worlds of our own solar system, such as Jupiter and Saturn, have thick atmospheres that are mainly hydrogen and helium but contain a strong mixture of ammonia. There is good reason to think that any large cold planet would have an atmosphere of this sort. It is conceivable, then, that such planets, even with all water frozen into ice, might have oceans of liquid ammonia in which life might develop in a completely alien manner.

Actually, ammonia strongly resembles water in the way it dissolves substances, so the structure of protein-in-ammonia is fascinatingly possible under conditions where the temperature is too cold for protein-in-water.



## Silicones

What about the hot planets close to a sun? Certainly there would be no water; if any existed at the beginning, it would have boiled away eons ago. Perhaps life would develop in substances that are liquid at high temperatures. Sulfur is liquid between temperatures of 235 and 800 degrees Fahrenheit. Could there be sulfur-based life? If there is, it could scarcely be based on ordinary protein, which would be highly unstable at such elevated temperature. There are molecules called silicones which could conceivably be built into complex structures able to survive high temperatures. Silicones have been developed in the laboratory here on earth. Solid silicones have been used as hydraulic fluids. Can we picture life forms on hot planets with rubbery tissues and hydraulic fluid bloodstreams, living in puddles of liquid sulfur?

We have already undergone a radical broadening of thought in beginning to accept the fact that we may not be the only world of living creatures in the universe — not even, perhaps, the only living intelligences. Will we someday undergo another broadening of thought and accept ourselves as an example of only one of the possible chemical themes of life? If so, is it possible that we will find ourselves studying, with fascination, the absolutely alien life chemistry of the silicone Hots and the ammonia Colds, with ourselves the only examples of the protein-in-water In-Between? I can't help hoping that when we venture into space we will find things beyond even our wildest speculations. And why not? In science, as in everything human, it is the chance of the unexpected that gives excitement to efforts.

注意：此部分试题请在答题卡 1 上作答。

1. Scientists set up an apparatus to collect radio waves from space in hopes that they might receive deliberate messages sent by intelligent life on another world.
2. It is reasonable to hope that there is life elsewhere in the universe because the universe is infinite.
3. We are unlikely to receive radio signals from intelligent beings in other planets because it has only been in the last fifty years that we on earth have developed the power to send and receive radio messages.
4. The basic form of life in Mars is made up of potassium.
5. The author believes that life on other planets can take on forms beyond human imagination because even life on our earth is \_\_\_\_\_.
6. Life consists of molecules which must be \_\_\_\_\_ under different conditions.
7. The changes of proteins in the process of living can only take place against \_\_\_\_\_ background.
8. Ammonia might be the basis for life on \_\_\_\_\_.
9. On hot planets silicones would be the basis for life because silicones may \_\_\_\_\_.
10. Among silicone, ammonia and protein, which one is the basic form of earth?



**Questions 19 to 22 are based on the following conversation.**

19. A) Specific paycheck. B) Sense of accomplishment.  
C) Chances of promotion. D) Awards she deserves.
20. A) List her greatest strengths and weaknesses.  
B) Say something about her likes and dislikes.  
C) Write a brief report to her department manager.  
D) Justify her choice for joining a small and young firm.
21. A) Talking about her dislike of any subject.  
B) Regretting not getting along with her partners.  
C) Telling lies about her ability and disgrace.  
D) Making reference to her former employers.
22. A) That will ensure her success in the speech contest.  
B) That will earn her additional scores in the exam.  
C) That will convey her interest in the host company.  
D) That will influence her superiors' decision of award.

**Questions 23 to 25 are based on the following conversation.**

23. A) Going to Italy vs. helping her mother.  
B) Going to Nepal vs. staying home.  
C) Having fun vs. making money.  
D) Attending her family vs. improving her job skills.
24. A) Find a high-paying part-time job.  
B) Practice his knowledge in field work.  
C) Borrow some money from financial aid.  
D) Prepare for his last academic year in advance.
25. A) Many programs are provided.  
B) It is difficult to get in.  
C) Students' fees are really high.  
D) Students have many chances to go abroad.

### **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 Answer Sheet 2 with a single line through the centre.*

注意：此部分试题请在答题卡 2 上作答。

### **Passage One**

**Questions 26 to 28 are based on the passage you have just heard.**

26. A) The role of immigrants in the construction of American society.



## Section C

**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. When the passage is read for the second time, you are required to fill in the blanks numbered from 36 to 43 with the exact words you have just heard. For blanks numbered from 44 to 46 you are required to fill in the missing information. For these blanks, 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.*

Corporations as a group offer a variety of jobs. Most large companies send people to colleges to (36) \_\_\_\_\_ graduating students with the required (37) \_\_\_\_\_ training. A large university may have more than 500 companies a year (38) \_\_\_\_\_ on its doors. Big firms are the best places for a job because their normal (39) \_\_\_\_\_, employee retirements and turnover create thousands of job (40) \_\_\_\_\_ nationwide each year.

Corporations, however, (41) \_\_\_\_\_ the rule that the biggest isn't always the best. Many small firms with a few hundred employees have positions that may correspond with your (42) \_\_\_\_\_ goals, too. Such firms may not have the time, money or need to send people around to your college; you will probably have to (43) \_\_\_\_\_ them yourself either directly or through an employment agency. Don't ignore these little companies. (44) \_\_\_\_\_. You could become a big fish in a small pond, reaching a high-level position more quickly than you would if you had climbed the more competitive ladder of a corporate giant.

For example, a small company may need a bright engineering, accounting or management graduate who report directly to the senior vice-president of engineering, the company controller or the general manager. (45) \_\_\_\_\_. So big companies might not be the best choices for job seekers. In addition, (46) \_\_\_\_\_.

## Part IV Reading Comprehension (Reading in Depth) (25minutes)

### Section A

**Directions:** *In this section, there is a short passage with 5 questions or incomplete statements.*

*Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words on Answer Sheet 2.*

#### Passage One

**Questions 47 to 51 are based on the following passage.**

I've heard from and talked to many people who described how Mother Nature simplified their lives for them. They'd lost their home and many or all of their possessions through fires, floods, earthquakes, or other disasters. Losing everything you own under such circumstances can be distressing, but the people I've heard from all saw their loss, ultimately, as a blessing.

“The fire saved us the agony of deciding what to keep and what to get rid of,” one woman wrote. And once all those things were no longer there, she and her husband saw how they had weighed them down and complicated their lives.

“There was so much stuff we never used and that was just taking up space. We vowed when we started over, we’d replace only what we need, and this time we’d do it right. We’ve kept promises; we don’t have much now, but what we have is exactly what we want.

Though we’ve never had a catastrophic loss such as that, Gibbs and I did have a close call shortly before we decided to simplify. At that time we lived in a fire zone. One night a firestorm raged through and destroyed over six hundred homes in our community. The tragedy gave us the opportunity to look objectively at the goods we’d accumulated.

We saw that there was so much we could get rid of and not only never miss, but be better off without. Having almost lost it all, we found it much easier to let go of the things we knew we’d never use again.

Obviously, there’s a tremendous difference between getting rid of possessions and losing them through a natural disaster without having a say in the matter. And this is not to minimize the tragedy and pain such a loss can generate.

But you might think about how you would approach the acquisition process if you had it to do all over again. Look around your home and make a list of what you would replace.

Make another list of things you wouldn’t acquire again no matter what, and in fact would be happy to be rid of.

When you’re ready to start unloading some of your stuff, that list will be a good place to start.

47. Many people whose possessions were destroyed in natural disasters eventually considered their loss \_\_\_\_\_.
48. Now that all their possessions were lost in the fire, the woman and her husband felt that their lives had been \_\_\_\_\_.
49. What do we know about the author’s house from the sentence “Gibbs and I did have a close call. . .”(Line 1, Para 4)?
50. According to the author, getting rid of possessions and losing them through a natural disaster are vastly \_\_\_\_\_.
51. What does the author suggest people do with unnecessary things?

## **Section B**

**Directions:** *There are 2 passages in this section. 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 Answer Sheet 2 with a single line through the centre.*

### **Passage One**

**Questions 52 to 56 are based on the following passage.**

During the early years of this century, wheat was seen as the very lifeblood of Western

Canada. When the crops were good, the economy was good; when the crops failed, there was depression. People on city streets watched the yields and the price of wheat with almost as much feeling as if they were growers. The marketing of wheat became an increasingly favorite topic of conversation.

War set the stage for the most dramatic events in marketing the western crop. For years, farmers mistrusted speculative grain selling as carried on through the Winnipeg Grain Exchange Wheat. Prices were generally low in the autumn, but farmers could not wait for markets to improve. It had happened too often that they sold their wheat soon after harvest when farm debts were coming due, only to see prices rising and speculators getting rich. On various occasions, producer groups asked for firmer controls, but governments had no wish to become involved, at least not until wartime wheat prices threatened to run wild.

Anxious to check inflation and rising living costs, the federal government appointed a board of grain supervisors to handle deliveries from the crops of 1917 and 1918. Grain Exchange trading was suspended, and farmers sold at prices fixed by the board. To handle the crop of 1919, the government appointed the first Canadian Wheat Board, with full authority to buy, sell, and set prices.

注意:此部分试题请在答题卡 2 上作答。

52. The author uses the term “lifeblood” (line 1) to indicate that wheat was \_\_\_\_\_.  
A) difficult to produce in large quantities  
B) susceptible to many parasites  
C) essential to the health of the country  
D) expensive to gather and transport
53. According to the passage, most farmers’ debts had to be paid \_\_\_\_\_.  
A) when the autumn harvest had just been completed  
B) because wheat prices were high  
C) as soon as the Winnipeg Grain Exchange demanded payment  
D) when crop failure caused depression
54. According to the passage, wheat prices became unmanageable because of conditions caused by \_\_\_\_\_.  
A) farmers                      B) supervisors                      C) weather                      D) war
55. In line 13, the word “check” could best be replaced by which of the following?  
A) Control.                      B) Investigate.                      C) Finance.                      D) Reinforce.
56. According to the passage, a preliminary step in the creation of the Canadian Wheat Board was the appointment of \_\_\_\_\_.  
A) the Winnipeg Grain Exchange                      B) a board of supervisors  
C) several producer groups                      D) a new government



## Passage Two

Questions 57 to 61 are based on the following passage.

The brain is organized into different regions, each responsible for different functions and in humans this organization is very marked. The largest parts of the brain are the cerebral hemispheres, which occupy most of the interior of the skull. They are layered structures, the most complex being the outer layer, known as the cerebral cortex (大脑皮层), where the nerve cells are extremely densely packed to allow great interconnectivity. Its function is not fully understood, but we can get some indication of its purpose from studies of animals that have had it removed. A dog, for example, can still move in a coordinated manner, will eat and sleep, and even bark if it is disturbed. However, it also becomes blind and loses its sense of smell — more significantly; perhaps, it loses all interest in its environment, not responding to people or to its name, nor to other dogs, even of the opposite sex. It also loses all ability to learn. In effect, it loses the characteristics that we generally refer to as indicating intelligence-awareness, interest and interaction with an environment, and an ability to adapt and learn. Thus the cerebral cortex seems to be the seat of the higher order functions of the brain, and the core of intelligence.

The cerebral cortex has been the subject of investigation by researchers for many years, and is slowly revealing its secrets. It demonstrates a localization of functions, in that different areas of the cortex fulfill different functions, such as motion control, hearing, and vision. The visual part of the cortex is especially interesting. In the visual cortex, electrical stimulation of the cells can produce the sensation of light, and detailed analysis has shown that specific layers of neurons are sensitive to particular orientations of input stimuli, so that one layer responds maximally to horizontal lines, while another responds to vertical ones. Although much of this structure is genetically predetermined, the orientation-specific layout of the cells appears to be learnt at an early stage. Animals brought up in an environment of purely horizontal lines do not develop neuron structures that respond to vertical orientations, showing that these structures are developed due to environmental input and not purely from genetic predetermination. This is called self-organization of the visual cortex since there is no external teacher to guide the development of these structures.

57. The organization of brain is characterized by \_\_\_\_\_.  
A) the interior of the skull  
B) different regions responsible for different functions  
C) the outer layer — the cerebral cortex  
D) the nerve cells densely packed
58. According to the passage, a dog can still move in a coordinated manner, will eat and sleep, and even bark when \_\_\_\_\_ is (are) removed.  
A) nerve cells  
B) the skull  
C) the hemispheres  
D) the cerebral cortex
59. The word “seat” in line 13 of the first paragraph means \_\_\_\_\_.

- A) a chair
- B) part of the body
- C) place where something is or where something is carried on
- D) cortex

60. The visual part of the cortex is especially interesting because \_\_\_\_\_.  
 A) specific layers of neurons are sensitive to particular orientations of input stimuli.  
 B) much of the structure is genetically predetermined  
 C) horizontal lines are stimulated  
 D) vertical lines are stimulated
61. Which of the following headings is the best title for this passage?  
 A) The Cerebral Cortex.  
 B) The specific Layers of Neurons.  
 C) The Organization of the Brain.  
 D) The Cerebral Hemispheres.

## Part V Error Correction

**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 change a word, add a word or delete a word. Mark out the mistakes and put the corrections in the blanks provided. If you change a word, cross it out and write the correct word in the corresponding blank. If you add a word, put an insertion mark (Δ) in the right place and write the missing word in the blank. If you delete a word, cross it and put a slash (/) in the blank.

### Example:

Television is rapidly becoming the literature of our ~~periods~~.  
 Many of the arguments ~~having~~ used for the study of literature as  
 a school subject are valid for Δ study of television.

1. period
2. /
3. the

注意:此部分请在答题卡 2 上作答。

Culture refers to the social heritage of a people — the learned patterns for thinking, feeling and acting that characterize a population or society, include the expression of these patterns in material things. Culture is compose of nonmaterial culture — abstract creations like values, beliefs, customs and institutional arrangements — and material culture — physical object like cooking pots, computers and bathtubs. In sum, culture reflects both the ideas we share or everything we make. In ordinary speech, a person of culture is the individual can speak another language — the person who is

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