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大学英语必通绝招

10

六级综合模拟

A GUIDE TO

COLLEGE ENGLISH TEST SKILLS

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世界图书出版公司

教育科学出版社

六级考试专用通道

H310.42
H096:2
:10

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- 六级综合模拟

大学英语必通绝招

六级综合模拟

(本书另配四盒磁带)

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策 划: 北京聚骄文化发展有限公司

世界图书出版公司

广州·北京·上海·西安



教育科学出版社

图书在版编目(CIP)数据

大学英语必通绝招. 六级综合模拟 / 韩松涛主编. —广州: 广东世界图书出版公司, 2002.8

ISBN 7-5062-5446-8

I. 大…

II. 韩…

III. ①英语—高等学校—水平考试—试题

IV. H310.42

中国版本图书馆 CIP 数据核字(2002)第 059706 号

大学英语必通绝招——六级综合模拟 (本书另配四盒磁带)

主 编: 韩松涛

策划编辑: 邓 华 郑 宏

责任编辑: 戴华国 常 颖

封面设计: 年 丽 滕晓娜

出版发行: 广东世界图书出版公司

(广州市新港西路大江冲 25 号 邮编: 510300)

电 话: 010-62116800 020-84451969, 84451010

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经 销: 各地新华书店和外文书店

印 刷: 北京市云西华都印刷厂

版 次: 2002 年 8 月第 1 版

2002 年 8 月第 1 次印刷

规 格: 850 × 1168 1/32

印 张: 12.25

书 号: ISBN 7-5062-5446-8/H·0321

出版社注册号: 粤 014

定 价: 13.70 元

服务热线: 010-62198078

《聚焦英语》总顾问：薄冰 翟象俊

薄冰

北京外国语大学英语系教授,从事英语教学工作 50 余年,尤其专长英语语法的教学与研究,对英汉翻译亦有较深的造诣。现主持《英语世界》、《英语沙龙》和《大学英语》等刊物的咨询专栏,其主要论著如《英语语法手册》、《英语时态详解》、《高级英语语法》、《薄冰英语语法(袖珍本)》等,几十年来,一直是广大英语学习者首选的优质工具书。

翟象俊

1960 年复旦大学外文系本科毕业,1966 年研究生毕业。曾任复旦大学英语部主任兼外文系副主任、教授、硕士生导师,享受国务院特殊津贴。上海市翻译家协会副会长,曾参与《英汉大词典》、《英汉双解英语短语动词词典》的编写。主编《大学英语》(精读)及“九五”国家重点教材《21 世纪大学英语》(共 16 册);译著有《乱世佳人》、《钱商》和《阿马罗神父的罪恶》及英、美作家海明威、霍桑、贝克等的作品。

序

新《大学英语教学大纲》已经于1999年6月由国家教育部正式颁布实施了。与之相应，出台了多套新大学英语教材和教学参考书，许多四、六级习题集也应运而生。这反映了图书市场的需要，同时，也满足了社会的这一需求。但许多书在图书市场上来去匆匆的现象告诉人们：它们经不起市场的检验！

大学英语六级经过许多专家、学者的共同努力，考试的内容，形式和评价指标已经确立，题库建设已经完成，许多考试原始数据和资料也已经公开。在这种情况下，研究并找出命题的规则和特点不仅成为可能，而且变为现实！

《大学英语必通绝招》（六级）是一套系列丛书。它分为《六级听力》、《六级阅读理解·简答·翻译》、《六词汇·语法·完形填空》、《六级写作与综合改错》和《六级综合模拟》。

《大学英语必通绝招》（六级）以国家教育部颁布的新《大纲》有关六级教学的要求和规定为准绳，以《大纲》及其四个附表（词汇表，语法结构表，功能意念表，语言技能表）为核心内容，以国家六级水平测试为检验尺度，把《大纲》，教学，测试三者有机地统一起来，也就是在《大纲》与测试之间架起一座平滑而和自然的桥梁，在短时间内，通过强化，达到贯彻《大纲》、通过六级考试的目的。

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COLLEGE
ENGLISH TEST-6

上 篇

综合模拟试题



第1章 六级综合模拟



I 模拟试题一



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. Below the house. C. Above the house.
B. Near the house. D. Next to the house.
2. A. Print his research paper. C. Extend his license.
B. Keep his books longer. D. Fill out a form.
3. A. Mow the lawn.
B. Weed the flowers.
C. Pay \$ 50 a month for a gardener.
D. Work in the flower beds.
4. A. He likes any kind of boat.
B. He likes being away from home.
C. He dislikes the woman.
D. He is afraid of the activities on the water.
5. A. 8:20. B. 8:30. C. 8:00. D. 8:15.
6. A. He is still being treated in the hospital.
B. He has had an operation.
C. He'll rest at home for another two weeks.



- D. He returned to work last week.
7. A. He meant she should make a phone call if anything went wrong.
B. He meant for her just to wait till help came.
C. He was afraid something would go wrong with her car.
D. He promised to give her help himself.
8. A. They were both busy doing their own work.
B. They waited for each other at different places.
C. They went to the street corner at different times.
D. The man went to the concert but the woman didn't.
9. A. Bill applied for the job. C. Bill wanted the job.
B. Bill was preferred to others. D. Bill was so unlucky.
10. A. Near an art museum. C. At a science exhibit.
B. At a news conference. D. Near a paint store.

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 centre.

Passage One

Questions 11 to 14 are based on the passage you have just heard

11. A. New methods of fishing. C. New means of water travel.
B. New political ways. D. How to trap animals.
12. A. They grew only in certain sections of the country.
B. They were plentiful in England.
C. They were preferred raw.
D. They did not exist in England.
13. A. By building canoes.
B. By trapping animals.
C. By making snowshoes.
D. By blazing trails through the forest.
14. A. Spaniards. C. Other Englishmen.

B. Indians.

D. Political leaders.

Passage Two

Questions 15 to 17 are based on the passage you have just heard.

15. A. The invention of spectacles.

B. The inventor of spectacles.

C. The usefulness of spectacles.

D. The necessity of spectacles.

16. A. Legends.

C. Craftsman.

B. Records.

D. New eyes.

17. A. People who were rich.

B. People who were short-sighted.

C. People who were far-sighted.

D. People who had eye diseases.

Passage Three

Questions 18 to 20 are based on the passage you have just heard.

18. A. In day-care centres where little children were taken care of.

B. In areas in Chicago where poor people lived.

C. In places where hot lunch was provided for factory workers.

D. In schools where free classes were organised for young people.

19. A. For young people and adults.

C. For factory workers.

B. For immigrants.

D. For poor city children.

20. A. Jane Addams' contributions to society.

B. Jane Addams' struggle for women's liberation.

C. Jane Addams' life story.

D. Jane Addams' responsibility for the poor.

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 21 to 25 are based on the following passage

To say that the child learns by imitation and that the way to teach is to set a good example oversimplifies. No child imitates every action he sees. Sometimes, the example the parent wants him to follow is ignored while he takes over contrary patterns from some other example. Therefore we must turn to a more subtle theory than "Monkey see, monkey do."

Look at it from the child's point of view. Here he is in a new situation, lacking a ready response. He is seeking a response which will gain certain ends. If he lacks a ready response for the situation, and cannot reason out what to do, he observes a model who seems able to get the right result. The child looks for an authority or expert who can show what to do.

There is a second element at work in this situation. The child may be able to attain his immediate goal only to find that his method brings criticism from people who observe him. When shouting across the house achieves his immediate end of delivering a message, he is told emphatically that such a racket (叫嚷) is unpleasant, that he should walk into the next room and say his say quietly. Thus, the desire to solve any objective situation is overlaid with the desire to solve it properly. One of the early things the child learns is that he gets more affection and approval when his parents like his response. Then other adults reward some actions and criticize others. If one is to maintain the support of others and his own self-respect, he must adopt responses his social group approves.

In finding trial responses, the learner does not choose models at random. He imitates the person who seems a good person to be like, rather than a person whose social status he wishes to avoid. If the pupil wants to be a good violinist, he will observe and try to copy the techniques of capable players; while some other person may most influence his approach to books.

Admiration of one quality often leads us to admire a person as a whole, and he becomes an identifying figure. We use some person as models over a wide range of situations, imitating much that they do. We learn that they are dependable and rewarding models because imitating them leads to success.

21. The statement that children learn by imitation is incomplete because

- _____.
- A. they only imitate authorities and experts



- B. they are not willing to copy their parents
 C. the process of identification has been ignored
 D. the nature of their imitation as a form of behaviour has been neglected
22. For a child the first element in his learning by imitation is _____.
 A. the need to find an authority
 B. the need to find a way to achieve the desired result
 C. the need for more affection from his parents
 D. the desire to meet the standards of his social group
23. Apart from achieving his desired results, a child should also learn to _____.
 A. behave properly
 B. attain his goal as soon as possible
 C. show his affection for his parents
 D. talk quietly
24. Children tend to imitate their models _____.
 A. who do not criticize them
 B. who bring them unexpected rewards
 C. whom they want to be like
 D. whose social status is high
25. "An identifying figure" (Line 2, Para. 5) refers to a person _____.
 A. who serves as a model for others
 B. who is always successful
 C. who can be depended upon
 D. who has been rewarded for his success

Passage Two

Questions 26 to 30 are based on the following passage

The word conservation has a thrifty (节俭) 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 (水位) in the ground is just as important to us as a knowledge of the basic arithmetic formulas. We need to know why all watersheds (上游源头森林地带集水区) 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 passage that earlier generations didn't realize _____.

- A. the interdependence of water, soil, and living things
B. the importance of the proper land use
C. the harmfulness of soil destruction and river floods



- D. the extraordinary rapid growth of population
29. With a view to correcting the mistakes of our forefathers, the author suggests that _____.
- A. we plant more trees
- B. we be taught environmental science, as well as the science of plants
- 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" (Lines 11 - 13, Para. 3)?
- 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 create better living conditions for both birds and animals.

Passage Three

Questions 31 to 35 are based on the following passage

Corporations are starting to reach the conclusion that desk-bound jobs constitute occupational hazards. So they are spending large sums of money on facilities to keep their employees physically and mentally healthy and productive. In ten years' time such programs will be so commonplace that people will not accept a job in companies without one.

Informed sources argue that this trend is not just a temporary one, and business health expert James Shepherd, of the Business Health Advisory Commission, emphasizes that fitness programs are the wave of the future and in ten years there will be very few large companies that won't have become involved. Some major corporations have already set up various fitness operations, costing millions of dollars to build and to keep up, as a means of both recruiting employees and improving their image.

However, this drive for business fitness involves much more than mere recruitment. Industry in this country suffers annual losses estimated at \$ 25 billion a year as a result of employees' dying before their time, and loses billions more through diminished productivity because of ill health and disability. Indeed, it has been officially estimated that backaches alone cost industry no less than one billion dollars annually in production and the like, and \$ 225 million more in employ-