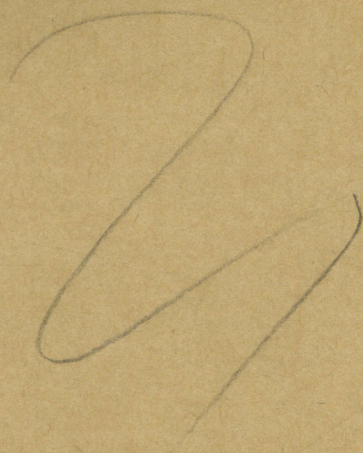


大学英语六级考试

王长新英语新测试卷





大学英语六级考试

# 王长喜英语预测试卷

Wang Changxi's Model Tests of Forecast for 2007 CET-6

(第十版)

1

测试时间： 月 日 时至 时

## 做题提示

1. 本套试卷严格按照最新修订的《大学英语教学大纲》对六级考试的要求,结合作者多年的命题经验编撰而成,具有高度的针对性和权威性。
2. 建议考生朋友们每间隔半个月自我测试一次,临考前温习所有试题。
3. 自测的时间最好安排在下午,要不间断地进行 120 分钟。自主做题,不要参考答案。练习时要将心态调整到临考状态,即放松而又适度紧张。要尽量使用解题技巧和临场应试技巧。
4. 测试结束后,要认真对照答案与解析,总结自己的知识、能力和技巧方面的进步与不足,然后进行有针对性的复习,争取在下次自测前消灭所有问题。还要总结自测时在时间安排和心理因素方面的问题,努力在下次矫正。
5. 熟能生巧。相信经过本套试卷的演练,考生朋友们一定会取得长足的进步,信心百倍地应对考试。

	听力理解	阅读理解	词汇	改错	写作	合计
分值比例(%)	20%	40%	15%	10%	15%	100%
自测得分						

# Model Test One

## 试卷一

### 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.

**Example:** You will hear:

You will read: [A] 2 hours. [B] 3 hours. [C] 4 hours. [D] 5 hours.

From the conversation we know that the two are talking about some work they will start at 9 o'clock in the morning and have to finish by 2 in the afternoon. Therefore, [D] "5 hours" is the correct answer. You should choose [D] on the Answer Sheet and mark it with a single line through the centre.

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

1. [A] The woman is a better mechanic than he is.  
[B] He might help the woman much.  
[C] He doesn't know a lot about new cars.  
[D] The woman shouldn't buy a used car.
2. [A] The area in front of the window is too cold for plants.  
[B] Plants rarely do well in the dormitory.  
[C] The plants may need more light.  
[D] The plants should get less water.
3. [A] He expects to hear from his brother.  
[B] He bought a present for the woman's birthday.  
[C] The woman is wrong about when his birthday is.  
[D] His brother is coming to visit him.
4. [A] She thought the furniture would be more expensive.  
[B] She doesn't remember how much the furniture cost.  
[C] She is still thinking about the furniture bought as a bargain.  
[D] The furniture is too heavy to move into the room.
5. [A] She's had to eliminate coffee from her diet.  
[B] She's already prepared the coffee.  
[C] She has to take her medicine first.  
[D] She doesn't like coffee anymore.
6. [A] The store is out of coffee.  
[B] They should buy a lot of coffee.

- [C] They should wait for a better deal on coffee.  
[D] There's room to stack up the cans of coffee.
7. [A] She originally proposed it.  
[B] She doesn't think it will be held as proposed.  
[C] She's quite sure it will take place.  
[D] Its success depends on the weather.
8. [A] He will give the woman more time to write her paper.  
[B] He might visit the woman in the hospital.  
[C] He will refuse to accept the woman's paper.  
[D] He may deny the woman's request to hospital.
9. [A] She doesn't know the postage for a package to Australia.  
[B] She'll help the man wrap the package.  
[C] She has relatives in Australia.  
[D] She plans to send a package to Canada.
10. [A] His job starts early next week.  
[B] He's eager to start his new job.  
[C] His professor was mistaken about the job.  
[D] He believes the job interview went well.

## 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 13 are based on the passage you have just heard.

11. [A] A lot of stolen credit cards were sold on the Internet.  
[B] Cheat on the Internet.  
[C] Many web sites are destroyed.  
[D] Many illegal web sites are on the Internet.
12. [A] They steal the information from credit card firms.  
[B] They buy the information from the customers.  
[C] They steal the information from web sites.  
[D] They buy the information from credit card firms.
13. [A] Give your credit card information over the telephone.  
[B] Send credit card information in the web site.  
[C] Ask about the credit card company's online rules by telephone.  
[D] Use MasterCard to shopping online.

### Passage Two

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

14. [A] Home training is more important than school training because a child spends so many



hours with his parents.

- [B] Teachers can and should help parents to understand and further the objectives of the school.
- [C] Parents unwittingly have hindered and frustrate curricular objectives.
- [D] There are many ways in which the mathematics program can be implemented at home.
15. [A] He is satisfied with present relations between home and school.
- [B] He feels that the traditional program in mathematics is slightly superior to the developmental program.
- [C] He believes that schools are lacking in guidance personnel.
- [D] He feels that parent-teacher interviews can be made much more constructive than they are at present.
16. [A] Teachers should occasionally make home visits to parents.
- [B] Too many children are lazy.
- [C] School principals do more than their share in interpreting the curriculum to the parents.
- [D] Only a small part of the school day should be set apart for drilling in arithmetic.

### Passage Three

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

17. [A] Working too long. [B] Accumulated stress.
- [C] Bad sleeping habits. [D] Anti-social lifestyles.
18. [A] A third. [B] Almost half.
- [C] Less than three-fifths. [D] More than three-fifths.
19. [A] It is not as bad as it used to be.
- [B] Americans do not want to give up any more sleep.
- [C] Americans guarantee to change the sleeping habits.
- [D] Americans want to know just how bad it is to their health.
20. [A] Bringing in a guest expert on the show.
- [B] Discussing how to change the situation.
- [C] Getting feedback from listeners who call the show.
- [D] Discussing whether this is a trend in all developing countries.

## 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.

At an office in Hampton, Virginia, in the east of the United States, a team of ten net savvy workers sources the web for sexual content, from basic sex education to sex acts. This "quality assurance" team is making sure that the blocking component of Symantec's Norton Internet Security 2000 computer program remains effective. This is because there is widespread parental

concern about blocking websites with sexual content from children.

Website blocking is nothing new — services like Net Nanny and programs like Cyber Patrol and Guard Dog have been around for a few years now, protecting children and reassuring parents that only *wholesome* (有益的) websites are accessed by the youngsters. Net Nanny and Cyber Patrol will prevent access to any questionable sites when the program is in place.

Now Symantec says it has created a new category in consumer software with a package that combines website blocking with a “firewall”, protecting your computer from hackers and viruses, as well as preventing careless disclosure of personal data.

In short, Norton Internet Security, as the program is called, is designed to serve as the guardian of your digital health, keeping the bad things out and the private things in.

The Symantec program can be *configured* (配置) in many ways, the website blocking, for example, can be set to be either selectively permissive or total in its banning of websites, or switched off entirely. Also, Symantec's list of no-go areas, which on the CD now stand at around 36,000 addressed, is not confined to sex sites. The team in Virginia is also on the lookout for sites advocating drugs, or which contain references to violence or gambling, and keeps a watch on chat rooms, e-mail services, entertainment portals — even job search and financial pages. These sites can be blocked by the program.

Computer users can also refresh the address list online with the live update feature which is used by Norton Anti-Virus (which is bundled with NIS) to load the latest virus definitions. This service is free for the first year but, including virus definition updates, it costs \$ 19.95 a year thereafter.

The system is not perfect, however. Limited testing found the blocking of some “questionable” sites was not comprehensive. Trying to get access to a well-known US site such as Playboy results in an immediate blocking message with a standard invitation to report an “incorrectly categorized” site. By contrast, you could find in other countries such as New Zealand a sex site which declared itself to be “dedicated to providing sexual material, imaged, and anything a little bit unusual for sex enthusiasts all over the country”.

21. What do we learn from the first paragraph?

- [A] The net savvy workers are interested in searching the web for sexual content.
- [B] Parents want the workers to make sure that the blocking component works.
- [C] Parents across the world don't want the sexual websites to be blocked.
- [D] Parents across the world worry that their children might get hurt by some websites.

22. Norton Internet Security functions to \_\_\_\_\_.

- [A] shield computers from unexpected invasion
- [B] protect computers from being damaged
- [C] protect computers from being stolen
- [D] shield computers from improper use

23. Symantec might not block \_\_\_\_\_.

- [A] sex sites      [B] violence sites      [C] gambling sites      [D] shopping sites

24. According to the passage, the NIS program \_\_\_\_\_.

- [A] is always free, so are the virus updates
- [B] is free, but the virus updates cost \$ 19.95
- [C] costs \$ 19.95 including the virus updates
- [D] costs \$ 19.95 excluding the virus updates

25. What does the author mean by “the blocking of some ‘questionable’ site was not comprehensive”



in the last paragraph?

- [A] Some websites escape from being detected.
- [B] The NIS program is not effective in other countries at all.
- [C] All the websites in New Zealand should be included in the list.
- [D] The website Playboy should be included in the list of no-go areas.

## Passage Two

Questions 26 to 30 are based on the following passage.

All nations agree that cooperative efforts are needed to share in research to study and predict earthquakes. In July 1956 the first World Conference on Earthquake Engineering was held in Tokyo. Although we are a long way from consensus on how far we should go in terms of addressing scientific questions with potential application to earthquake prediction, many point out that low-probability short-term forecasts, while not justifying mass evacuation of cities, may help maintain a state of preparedness beneficial in earthquake-prone areas.

Time-dependent hazard maps already in use in California have led to significant practical benefits in terms of increased investment in aseismatic building construction. However, there is also a potential downside to identifying some areas as being at high risk, in the sense that this may lead to unwarranted *complacency* (满足) in areas identified as being at low risk.

We remain a long way from proving that any earthquake prediction scheme can succeed better than predictions based on the statistics of earthquakes, but this debate has highlighted in the clearest terms possible that when scientists speak of “earthquake prediction”, they do not imply the type of accurate short-term prediction that might allow public evacuations before an individual event. Instead the predictions implied come under the general category of probabilistic forecasts for a population of earthquakes.

At depths of several miles inside the earth, the weight of rocks causes great pressure which sometimes causes rocks to break and slip, forming faults (great cracks). When slippage occurs, shock waves are felt and can be detected with *seismographs* (测震仪) thousands of miles away, but it is important to note that in the end, it is the collapse of man-made structures that causes most of the death and damage. While we continue to explore the degree of predictability of earthquakes on rigorous observational, statistical and theoretical grounds, we should therefore not lose sight of the fact that the best way of preparing for the inevitable remains in the development of land use plans, and building and infrastructure design codes to *mitigate* (减轻) their worst effects.

26. Which of the following titles is most appropriate to the passage?

- [A] The Failed Search for an Earthquake Prediction System
- [B] The Merits of Trying to Predict Earthquakes
- [C] The Debate over Earthquake Prediction Systems
- [D] The Drawbacks of Earthquake Prediction Systems

27. The word “unwarranted” (Line 4, Para. 2) most probably means “\_\_\_\_\_”.

- [A] undeserved
- [B] unnecessary
- [C] extreme
- [D] unfair

28. The most frequent cause of major earthquakes is \_\_\_\_\_.

- [A] faulting
- [B] folding
- [C] landslides
- [D] tidal waves

29. The seismograph is most useful in \_\_\_\_\_.

- [A] controlling faults

- [B] pinpointing the location of shock waves
- [C] preventing destruction
- [D] warning of forthcoming earth tremors

30. Much of the damage in the past earthquakes could have been prevented by \_\_\_\_\_.

- [A] more frequent use of seismographs
- [B] better construction of buildings
- [C] quicker methods of evacuation
- [D] international cooperation

### Passage Three

Questions 31 to 35 are based on the following passage.

Millions of U.S. college students will have to shoulder more of the cost of their education under federal rules imposed late last month through a *bureaucratic* (官僚政治的) adjustment requiring neither Congressional approval nor public comment of any kind. The changes, only a slight alteration in the formula governing financial aid, are expected to diminish the government's contribution to higher education by hundreds of millions of dollars, starting in the autumn of 2004. But they will also have a ripple effect across almost every level of financial aid, shrinking the pool of students who qualify for federal awards, tightening access to billions of dollars in state and institutional grants, and heightening the reliance on loans to pay for college.

How much more money this may require of students and their parents will vary widely, changing with each family's set of circumstances. Some families may be expected to pay an extra \$100 or less each year, while others may owe well over \$1,000 more. While many college administrators characterized the change as a backdoor way to cut education spending, without public discussion, the Department of Education said it was simply executing its responsibilities under federal law.

Whether furnished by colleges, states or the federal government, the vast majority of the nation's \$90 billion in financial aid is dictated by a single, intricate equation known as the federal need analysis. Its purpose is to make out how much of a family's income is truly *discretionary* (自由支配的), and therefore fair game for covering college expenses. Much like the federal income tax, the formula allows families to deduct some of what they pay in state and local taxes. But, this year, the department significantly reduced that amount, in some cases cutting it in half. On paper, at least, that leaves families with more money left over to pay for college, even though state and local taxes have gone up over the last year, not down.

In the 2004-2005 academic year, when the changes first take effect, parents who earn \$50,000 a year may be expected to contribute \$700 or so beyond what they are already paying, according to an independent analysis conducted by a consulting firm that helps universities set enrollment and aid. Those earning about \$25,000 may owe only an extra \$165 or less, while families earning \$80,000 could be expected to pay an additional \$1,100 or more.

31. The expression "ripple effect" (Line 6, Para. 1) most probably means "\_\_\_\_\_".

- [A] chain reaction
- [B] cumulative effect
- [C] immediate response
- [D] long-lasting impact

32. According to the passage, some have criticized the changes because they \_\_\_\_\_.

- [A] ignore local and state taxes



- [B] were not discussed in public  
[C] are not in accordance with federal law  
[D] leave many families unable to pay for college
33. According to the passage, the rule changes are likely to \_\_\_\_\_.  
[A] provide \$ 90 billion in financial aid  
[B] cost each family an average of \$ 1,000 per year  
[C] have a ripple effect across federal income taxes  
[D] lower the amount of financial aid provided by the government
34. The purpose of the federal needs analysis is to determine \_\_\_\_\_.  
[A] whether a family is on financial aid  
[B] how much of a family's income is discretionary  
[C] whether or not a family is below the poverty line  
[D] how much families should pay in state and local taxes
35. The author's attitude towards changes in the financial aid to higher education by government is \_\_\_\_\_.  
[A] positive [B] indifferent [C] critical [D] neutral

Passage Four

Questions 36 to 40 are based on the following passage.

For the generation that grew up during the feminist revolution and the rapid social change of the 1960s and 1970s, it at first seemed achievement enough just to "make it" in a man's world. But coupled with their ambition, today's women have developed a fierce determination to find new options for being both parent and professional without sacrificing too much to either role or burning themselves out beyond *redemption* (拯救).

Women have done all of the accommodating in terms of time, energy, and personal sacrifice that is humanly possible, and still they have not reached true integration in the workplace. For a complicated set of reasons — many beyond their control — they feel conflict between their careers and their children. All but a rare few quickly dispel the myth that superwoman ever existed.

For many women, profession and family are pitted against one another on a high-takes collision course. Women's values are stacked against the traditions of their professions. In the home, men and women struggle to figure out how dual-career marriages should work. Role conflict for women reaches far beyond the fundamental work/family dilemma to encompass a whole constellation of fiercely competing priorities. Women today find themselves in an intense battle with a society that cannot let go of a narrowly defined work ethic that is supported by a family structure that has not existed for decades. The unspoken assumption persists that there is still a woman at home to raise the children and manage the household. But the economic reality is that most people, whether in two-parent or single-parent families, need to work throughout their adult lives. As a consequence, the majority of today's mothers are in the labor market.

The first *full-fledged* (成熟的, 羽翼在满的) generation of women in the professions did not talk about their overbooked agenda or the toll it took on them and their families. They knew that their position in the office was shaky at best. With virtually no choice in the matter, they bought into the traditional notion of success in the workplace — usually attained at the high cost of giving up an involved family life. If they suffered self-doubt or frustration about how hollow

professional success felt without complementary rewards from the home, they blamed themselves — either for expecting too much or for doing too little. And they asked themselves questions that held no easy answers: Am I expecting too much? Is it me? Am I alone in this dilemma? Do other women truly have it all?

Until now, this has been a private dilemma, unshared, as each woman was left to forge her own unique solution to merging her dual loyalties to work and family. Too often she felt that she alone had failed to achieve a comfortable balance between the two.

36. According to the passage, today's women \_\_\_\_\_.

- [A] want to achieve a balance between her loyalties to work and family
- [B] are stronger advocates of gender equality than the older generation
- [C] do not want to sacrifice anything at all for the desired liberation
- [D] are getting no nearer to achieving their ambition

37. What is the myth held by some "superwomen"?

- [A] That they can reconcile their careers with parental responsibilities.
- [B] That they can devote themselves to their career without regard for their children.
- [C] That they can resist the temptation of their ambition to make great achievements.
- [D] That they can resolve the conflicts between their careers and children without any sacrifice.

38. In what way do women today find themselves in an intense battle with the society?

- [A] The society regards women as less able to perform social tasks.
- [B] Women do too much about their career and too little about their families.
- [C] The society still holds the traditional image about a family.
- [D] Women no longer regard the family as a basic unit of the society.

39. When women fail to achieve a balance between work and children, they \_\_\_\_\_.

- [A] let things go their own courses
- [B] admit that they are not superwomen
- [C] usually choose to give up their work
- [D] often blame themselves for it

40. The author's attitude towards women's dilemma seems to be one of \_\_\_\_\_.

- [A] suspicion
- [B] indifference
- [C] irony
- [D] sympathy

### 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 answer that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

41. The crowd of mourners at his funeral bore witness to the \_\_\_\_\_ and respect John had earned through his life and work.  
[A] affection [B] adherence [C] sensibility [D] sensitivity
42. The country's economic future is seriously \_\_\_\_\_ by the mass immigration of young people.  
[A] tumbled [B] jeopardized [C] crumbled [D] hindered
43. Given diminishing marginal utility of income, more income in one period can not \_\_\_\_\_ for lower income in another period.  
[A] offset [B] compromise [C] compensate [D] compliment



44. The conference was attended by both government officials and \_\_\_\_\_ academics.  
[A] significant [B] dominant [C] magnificent [D] prominent
45. The patterns look very similar, but there are \_\_\_\_\_ differences between them.  
[A] gentle [B] subtle [C] feeble [D] humble
46. After the election the new government \_\_\_\_\_ developing the roads.  
[A] initiated [B] originated [C] embarked [D] commenced
47. When the wires fell, they \_\_\_\_\_ the gas leaking from the main.  
[A] ignited [B] inspired [C] excited [D] illuminated
48. Those who survive best emotionally do so partly by the gift of their inborn \_\_\_\_\_.  
[A] engagement [B] temperament [C] capacity [D] destiny
49. The document's \_\_\_\_\_ wording makes it very difficult to follow.  
[A] ingenious [B] ambitious [C] notorious [D] ambiguous
50. This procedure does not allow for adaptability, essential for applications such as process control, which must change as conditions \_\_\_\_\_.  
[A] fluctuate [B] stagger [C] swing [D] vibrate
51. To prevent the spread of the epidemic, the public health organization carries out frequent \_\_\_\_\_ on the restaurants.  
[A] inspection [B] investigation [C] observation [D] examination
52. You should not be \_\_\_\_\_ by his bad manners since he is merely trying to attract attention.  
[A] disregarded [B] irritated [C] distorted [D] intervened
53. Small children usually like to \_\_\_\_\_ their mothers and they will cry loudly if their mothers do not pay enough attention to them.  
[A] depend on [B] coincide with [C] cling to [D] adhere to
54. We were looking forward to seeing the pyramids, which promised to be the \_\_\_\_\_ of our trip.  
[A] highlight [B] height [C] peak [D] summit
55. The government's recent statement of the unemployment figures doesn't \_\_\_\_\_ with the facts.  
[A] obey [B] unify [C] follow [D] conform
56. He was convicted of the murder, but he is still trying to \_\_\_\_\_ the public that he's innocent.  
[A] overwhelm [B] refute [C] suppress [D] persuade
57. Throughout his early adult life he passed from one religious system to another, unable to \_\_\_\_\_ lasting spiritual satisfaction from any.  
[A] derive [B] detach [C] deduce [D] deprive
58. There are always two sides to every business \_\_\_\_\_ — the firm and the customer — and each must be satisfied before trade occurs.  
[A] transition [B] transformation [C] transmission [D] transaction
59. It is laid out that candidates must have normal hearing and color \_\_\_\_\_.  
[A] outlook [B] vision [C] horizon [D] perspective
60. We're expanding rapidly, and it's \_\_\_\_\_ that we function with more efficiency.  
[A] imperative [B] tentative [C] alternative [D] prospective
61. Researchers have found in an initial study on six patients that electrical deep brain stimulation can dramatically \_\_\_\_\_ depression that is resistant to other treatments.

- [A] aggravate [B] alleviate [C] aggregate [D] affiliate
62. In the 1940s the official press had stated that economic goals would be \_\_\_\_\_ to political objectives.
- [A] redundant [B] trivial [C] subordinate [D] versatile
63. She slowly opened her eyes, only to be \_\_\_\_\_ by the strong sunlight.
- [A] blazed [B] distorted [C] distracted [D] dazzled
64. The bad publicity of the new novel has done little to \_\_\_\_\_ the writer's reputation.
- [A] enhance [B] amplify [C] foster [D] exaggerate
65. The speeches will be broadcast live, with \_\_\_\_\_ translation into English.
- [A] spontaneous [B] simultaneous [C] homogeneous [D] instantaneous
66. Do not \_\_\_\_\_ your intentions in order to achieve your own ends as doing this only feeds the negativity within you.
- [A] decorate [B] fabricate [C] disguise [D] fake
67. An area several times as large is suffering a decline in productivity as it is \_\_\_\_\_ by over-use.
- [A] depressed [B] defaulted [C] deteriorated [D] degraded
68. We had to sit through several \_\_\_\_\_ lectures and in fact we did not learn anything from them.
- [A] hostile [B] anxious [C] conscientious [D] tedious
69. This small factory was capable of producing an \_\_\_\_\_ 100 cars per day.
- [A] inevitable [B] indispensable [C] incredible [D] incurable
70. After much questioning, the policeman \_\_\_\_\_ enough information from the witnesses.
- [A] induced [B] withdrew [C] imparted [D] elicited

## 试卷二

## Part IV Error Correction (15 minutes)

**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 ( ^ ) in the right place and write the missing word in the blank. If you delete a word, cross it out 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 ^ study of television.

1. time / times / period
2. /
3. the

If the population of the earth goes on increasing at its present rate, there will eventually not be enough resources left to sustain life on the planet. In the middle of the 21st century, if present trends continue, we will have used up all the oil that drives our

S1 \_\_\_\_\_



cars. Even scientists develop new ways of feeding the human race, the crowded conditions on earth will make it necessary for us to look for open space somewhere else. And none of the other planets in our solar system is capable of supporting life at present. One possible solution to the problem, however, has recently been suggested by an American scientist, Professor Carl Sagan.

Sagan believes that before the Earth's resources are completely exhausted they will be possible to change that atmosphere of Venus and so create a new world almost as large as Earth itself. The difficulty is what Venus is much hotter than the earth and there is only a tiny amount of water there.

Sagan proposes that *algae* (藻类) organisms can live in extremely hot or cold atmospheres and at the same time produce oxygen should be bred in conditions similar to those on Venus. As far as this has been done, the algae will be placed in small rockets. Spaceships will then fly to Venus and fire the rockets into the atmosphere. In a fairly short time, the algae will break down the carbon dioxide to oxygen and carbon.

S2 \_\_\_\_\_

S3 \_\_\_\_\_

S4 \_\_\_\_\_

S5 \_\_\_\_\_

S6 \_\_\_\_\_

S7 \_\_\_\_\_

S8 \_\_\_\_\_

S9 \_\_\_\_\_

S10 \_\_\_\_\_

## Part V

## Writing

(30 minutes)

**Directions:** For this part, you are allowed 30 minutes to write a composition on the topic *My Opinion on Campus Lectures*. You should write at least 150 words according to the outline given below in Chinese:

1. 大学校园里的讲座丰富多彩
2. 听讲座的益处
3. 你对在大学校园里听讲座的评论

### My Opinion on Campus Lectures

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大学英语六级考试

# 王长喜英语预测试卷

Wang Changxi's Model Tests of Forecast for 2007 CET-6

(第十版)

## 2

测试时间： 月 日 时至 时

### 做题提示

1. 本套试卷严格按照最新修订的《大学英语教学大纲》对六级考试的要求，结合作者多年的命题经验编撰而成，具有高度的针对性和权威性。
2. 建议考生朋友们每间隔半个月自我测试一次，临考前温习所有试题。
3. 自测的时间最好安排在下午，要不间断地进行 120 分钟。自主做题，不要参考答案。练习时要将心态调整到临考状态，即放松而又适度紧张。要尽量使用解题技巧和临场应试技巧。
4. 测试结束后，要认真对照答案与解析，总结自己的知识、能力和技巧方面的进步与不足，然后进行有针对性的复习，争取在下次自测前消灭所有问题。还要总结自测时在时间安排和心理因素方面的问题，努力在下次矫正。
5. 熟能生巧。相信经过本套试卷的演练，考生朋友们一定会取得长足的进步，信心百倍地应对考试。

	听力理解	阅读理解	词汇	完形填空	写作	合计
分值比例(%)	20%	40%	15%	10%	15%	100%
自测得分						



# Model Test Two

## 试卷一

### 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.

**Example:** You will hear:

You will read: [A] 2 hours. [B] 3 hours. [C] 4 hours. [D] 5 hours.

From the conversation we know that the two are talking about some work they will start at 9 o'clock in the morning and have to finish by 2 in the afternoon. Therefore, [D] "5 hours" is the correct answer. You should choose [D] on the Answer Sheet and mark it with a single line through the centre.

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

- [A] He'd better look for a bigger room.  
[B] He shared the room with his brothers.  
[C] He hasn't met his roommate yet.  
[D] He doesn't think the room is too small.
- [A] The man may have to reschedule his trip.  
[B] The man should take his vacation somewhere else.  
[C] She hasn't called the travel agent yet.  
[D] She doesn't know when her semester ends.
- [A] Phone a hotel farther from the campus for a reservation.  
[B] Ask his parents not come until he finds a proper hotel.  
[C] Accommodate his parents in his dormitory.  
[D] Find a hotel again in a few days.
- [A] She forgot to change the battery inside the camera.  
[B] She doesn't bring her camera along.  
[C] Her camera breaks down now.  
[D] She doesn't want to lend the camera to him.
- [A] She has already started working on her research project.  
[B] She can't decide on a research topic.  
[C] She'd like to discuss her research with the man.  
[D] She has to change the subject of her research.
- [A] Take the man to the bank.

- [B] Ask the man when he'll be paid.  
[C] Lend the man some money.  
[D] Ask the man to write her a check.
7. [A] The task will take more time than the man thinks.  
[B] She can't support the man's argument during his debate.  
[C] She can't help the man until later.  
[D] She complains that the man should have come earlier.
8. [A] The seminar would begin in August.  
[B] The man would attend the seminar.  
[C] The date of the seminar wasn't set yet.  
[D] They would go together on August 21st.
9. [A] The man's soccer skills are good as well as his academic grades.  
[B] The man's grades have begun to improve recently.  
[C] The man should also concern his academic grades.  
[D] The man should continue to improve his soccer skills.
10. [A] He will get his watch fixed.  
[B] He will arrive at classes on time.  
[C] He will stop disrupting the class.  
[D] He will watch his classmates' reaction.

## Section B Compound Dictation

注意：听力理解的 B 节 (Section B) 为复合式听写 (Compound Dictation)，题目在试卷二上。现在请取出试卷二。

## 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.

One in five 9-year-olds is struggling with the basics in the classroom and is headed for years of failure, according to some educationists in the west. Reading is a battle for many children, with one in 10 performing at a level three years below what is considered to be normal for their age.

Are standards slipping when it comes to children learning the "three Rs" of reading, writing and arithmetic? A 1990 international literacy survey found that many countries were doing well. But others were facing real difficulties in the teaching of basic language and numeracy skills.

A 1996 study of 9 and 12-year-old pupils found that reading was least popular from a list of nine spare-time activities. The worry is that unless this is turned around countries will be disadvantaged by future generations of low-achieving dropouts.

There are reading and maths programs with a proven history of boosting reading and maths



understanding. The Reading Recovery Program, pioneered in New Zealand and now used in English-speaking countries around the world, is one such system. Here, children are removed from class for an hour a week so that they can have one-on-one reading sessions with a trained Reading Recovery tutor who uses a mixture of the whole-word recognition approach and the phonics method, where words are “sounded out”, syllable by syllable, enabling a pupil’s recognition vocabulary to increase. The results using this method have been widely applauded in the United Kingdom and Canada, where primary school slow-readers have been found to increase their reading ability dramatically in a few weeks, and where a high proportion of non-readers have begun to read within three individual tuition sessions.

In some countries where there is a high level of poverty, and where many parents are illiterate, Books in Homes programs have been launched. In this system, businesses sponsor the supply of reading books to primary school children on library-loan basis, allowing children to take books home to read.

Since the Books in Homes Program was first introduced in New Zealand (it is another New Zealand initiative that is taking hold in other parts of the world), primary pupils’ reading skills have risen markedly. Among 5 and 6-year-olds evaluated between 1996 and 1998, reading skills increased on average by 35 percent in schools operating the program.

Business sponsorship in such projects makes sense because all businesses want a society that is literate, if only so that potential customers can read newspaper and magazine advertisements. Businesses cannot afford to ignore that.

11. This passage mainly talks about \_\_\_\_\_.
  - [A] the influence of poor reading and mathematical skills
  - [B] how businesses help to improve pupils’ reading
  - [C] proved ways of improving pupils’ reading
  - [D] why many children have problems with reading
12. According to some educationists, 10% of the children \_\_\_\_\_.
  - [A] are three years below the normal reading level for their age
  - [B] have failed for several continuous years in their reading test
  - [C] are not interested in reading, writing and arithmetic
  - [D] drop out of school because of their poor reading skill
13. According to a 1996 study, children have difficulty in reading because \_\_\_\_\_.
  - [A] their countries ignore the teaching of basic language skills
  - [B] they seldom practice reading in their spare time
  - [C] their parents are illiterate and cannot help them
  - [D] their intelligence are three years below the normal level for their age
14. “Books in Homes” is launched in the countries where \_\_\_\_\_.
  - [A] there are enough businesses to sponsor the supply of books
  - [B] there are libraries to help manage the loaning of books
  - [C] most parents are literate to teach their children
  - [D] most people are poor and illiterate
15. Why do businesses sponsor the supply of reading books in Books in Homes Program?
  - [A] Because these businesses publish some advertisements in these books.
  - [B] Because they need a literate society so that their advertisements could be read.
  - [C] Because they can afford enough amount of books for the poor children.