

# Ten

W 文都教育

大学英语六级考试辅导丛书

唐启明 康建刚 等 编著  
文都四六级信息中心 策划

# 模拟題

# 10套

exercises  
for CET-4



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大学英语六级考试辅导丛书

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## 内 容 提 要

本书以最新的大学英语六级考试大纲为基础, 针对考生进行最后冲刺编写而成, 对于考生梳理知识点、提高应试能力、大幅度提高分数都能起到很大的作用。本书的特点:

- (1) 以大学英语六级考试大纲作为命题基础;
- (2) 以大学英语六级考试的真题和本年度命题动向为依据, 全方位设题;
- (3) 对六级考试的考点、重点和难点做到了全面覆盖和准确把握;
- (4) 题型、题量、难易程度和卷面设置等同真题;
- (5) 对试卷中各题都附有详实的分析解答。

本书适用于参加大学英语六级考试的学生。

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# 前 言

本书是按照《最新大学英语考试要求》，并认真参考 2005 年新近颁布的《全国大学英语考试改革要求》，以大学英语六级考试大纲为依据，以考点为切入点，通过考试实例分析，详尽地讲解了相关考试项目的命题要求、解题方法和解题步骤。所提供的模拟试题和近几年的大学英语六级考试真题大致相符，在编写过程中突出了所选材料的针对性、代表性和规范性。所用材料大都选自新近的国内外各种图书和报刊，并根据大学英语六级考试的实际要求进行了必要的修改和加工，使其完全贴近真实考试，对于广大考生具有很强的指导性和参照性。

本书包括十套完整的预测模拟试题及精要详细的题解注释，力求通过必要的提示引导考生正确理解各个测试项目的命题思路、试题难度、复习重点和解题对策。考生在使用本书时应注意以下各点：

一、通过自测模拟试题能帮助广大考生分析过去、总结规律、认识现在、明确差距、实现未来、倍增信心。为此，考生应严格遵守时间要求，在自测的时候全神贯注、认真解题，运用所学的知识和所培养的语言能力分析试题、把握要领、按部就班、各个击破。既要注意做题的速度，又要注意解题的准确率；既要考虑每题的分值，又要把握全局，力争获得最好的模拟练习的效果。

二、“学而不思则罔，思而不学则殆”。读者在努力完成一套模拟自测后，应及时地对照讲解了解自身的实际情况。首先要明确在测试的各大项目中，哪一项较强、哪一项较弱。对于回答正确的题目要总结成功的经验，对于回答错误的题目要分析失败的原因，从而明确前进的方向，以便有效利用考前的宝贵时间，达到多快好省、事半功倍的目的。切忌盲目解题、只求数量、忽视质量，只看答案、不求甚解。

三、本书中对每道模拟试题均在参考答案外作了比较详细的注释。在注释中指出了试题的类型和解题的思路、方法和技巧。考生应仔细推敲、反复思考，把书中陈述的经验转变为提高自己应试能力的钥匙。

本书由多年从事英语教学与考试研究的教师精心编写、通力协作完成。我们希望本书的出版能帮助考生有效地进行考前复习准备，并取得满意的考试成绩。

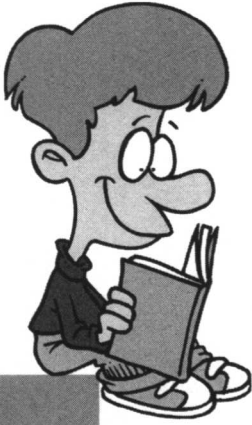
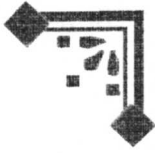
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# 目 录

## 前言

<b>Test One</b> .....	1
试题答案 .....	18
试题解析 .....	18
听力材料 .....	25
<b>Test Two</b> .....	29
试题答案 .....	44
试题解析 .....	44
听力材料 .....	49
<b>Test Three</b> .....	51
试题答案 .....	68
试题解析 .....	68
听力材料 .....	75
<b>Test Four</b> .....	79
试题答案 .....	94
试题解析 .....	94
听力材料 .....	100
<b>Test Five</b> .....	103
试题答案 .....	118
试题解析 .....	118
听力材料 .....	124
<b>Test Six</b> .....	127
试题答案 .....	141
试题解析 .....	141
听力材料 .....	145
<b>Test Seven</b> .....	149
试题答案 .....	164
试题解析 .....	164
听力材料 .....	169
<b>Test Eight</b> .....	173
试题答案 .....	189
试题解析 .....	189

听力材料.....	195
<b>Test Nine</b> .....	199
试题答案.....	214
试题解析.....	214
听力材料.....	223
<b>Test Ten</b> .....	227
试题答案.....	242
试题解析.....	242
听力材料.....	249
<b>附录 北京文都文化教育发展中心各地培训中心联系方式</b> .....	253



# *Test One*



## Test One

### 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 conversation and question will be spoken only once. After each question there will be a pause. During the pause, you must read the four suggested answers 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 center.*

1. A) He was fired.  
B) He was downgraded.  
C) His salary was reduced.  
D) Nothing happened to him.
2. A) As identification to cash a check.  
B) To prove he is a foreign visitor.  
C) The woman is an immigration official.  
D) In order to obtain a driver's license.
3. A) How soon they will graduate.  
B) How much their education costs.  
C) What kind of job they can get later.  
D) Which country they will work in later.
4. A) Employer and employee.  
B) Teacher and student.  
C) Librarian and student.  
D) Doctor and patient.
5. A) He wasn't offered the job he had talked about.  
B) He didn't really want to work in the bookstore.  
C) He didn't know where the bookstore was.  
D) He didn't refuse the bookstore job.
6. A) Television producer.  
B) Computer programmer.  
C) Professional athlete.

◎ 模拟题 10 套

- D) News broadcaster.
7. A) That he take a year off to work.  
B) That he talk to the tutor about his problem.  
C) That he work as a tutor to pay his tuition.  
D) That he work on improving his language skills.
8. A) She does not intend to give him notes.  
B) She thinks he should read the history books himself.  
C) The new teacher did not want anyone to take notes.  
D) She did not take notes because she did not think anything important was discussed.
9. A) They spent their vacation with George's parents in Chicago.  
B) They spent their vacation with the woman's sister in Washington.  
C) They spent their vacation with their friends in Europe.  
D) They spent their vacation with the woman's parents in Boston.
10. A) Andy knows little about West Virginia.  
B) Andy would probably be a good person to ask.  
C) The campers should try to get a lot of information.  
D) Andy will help if he's there this summer.

**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 center.*

**Passage One**

**Questions 11 to 13 are based on the passage you have just heard.**

11. A) Diagnosing Nearsightedness.  
B) The Case and Correction of Nearsightedness.  
C) The Amazing "Minus" Lens.  
D) The Working of the Eye.
12. A) Nearsighted people have little trouble seeing things close to them.  
B) Nearsightedness is usually a progressive visual problem.  
C) Nearsightedness is often found in school-age children.  
D) The "minus" lens cures the lens problem.
13. A) The number of nearsighted people in the world is probably greater than the number of diagnosed cases.

- B) The brain is incapable of picking up images that form in front of the retina (视网膜).
- C) Eventually, nearsighted people lose the ability to see at close distances.
- D) The "minus" lens is very expensive.

### Passage Two

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

14. A) Wink.                      B) Nod.                      C) Gesture.                      D) Writing.
15. A) Picture signs.                      B) Braille.                      C) Body language.                      D) Signal flags.
16. A) There are many forms of communication.
- B) Verbalization is the most common form of communication.
- C) The deaf and mute use an oral form of communication.
- D) Ideas and thoughts can be transmitted by body language.

### Passage Three

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

17. A) The workers on the underground platforms were replaced by machines.
- B) It became the first completely automatic railway in the world.
- C) A completely automatic line was added to its network.
- D) Its trains became computer-controlled.
18. A) A platform worker.                      B) The command spot.
- C) A computer.                      D) A machine.
19. A) To drive the train after it is started automatically.
- B) To start the train and to drive it when necessary.
- C) To take care of the passengers on the train.
- D) To send commanding signals to the command spot.
20. A) It will stop automatically.
- B) It will move on at the same speed.
- C) It will gradually slow down.
- D) It will keep a safe distance from the other trains.

## 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 center.

**Passage One**

**Questions 21 to 25 are based on the following passage.**

Have you ever notice that lessons tend to repeat themselves? Does it seem as if you married or dated the same person several times in different bodies with different names? Have you run into the same type of boss over and over again? If you don't deal well with authority figures at home, then you will have an opportunity to deal with them out in the world. You will continually draw into your life people who need to enforce authority, and you will struggle with them until you learn the lesson of obedience.

You will continually attract the same lesson into your life. You will also draw your teachers to teach you that lesson until you get it right. You may try to avoid the situation, but they will eventually catch up with you. The only way you can free yourself of difficult patterns and issues you tend to repeat is by shifting your perspective so that you can recognize the patterns and learn the lessons that they offer. To face these challenges means you need to accept the fact that something within you keeps drawing you to the same kind of person or issue, though that situation or relationship may be very painful.

The challenge, therefore, is to identify and release the patterns that you are repeating. This is no easy task, since it means you have to change, and change is not always easy. Staying just as you are may not help you advance spiritually, but it certainly is comfortable in its familiarity.

Rising to the challenge of identifying and releasing your patterns forces you to admit that the way you have been doing things isn't working. The good news is that by identifying and releasing the pattern, you actually learn how to change. In order to facilitate your process of change, you will need to learn the lessons of willingness and patience. Once you master these, you will most likely find the challenge of identifying and releasing your patterns far less intimidating.

21. What is the main idea of the passage?
  - A) Lessons in your life tend to repeat themselves.
  - B) How to identify the patterns that keep you stuck.
  - C) By releasing the pattern, you learn how to change.
  - D) We need learn how to change to free ourselves of repeated lessons.
22. The sentence "lessons tend to repeat themselves" in the first paragraph probably means \_\_\_\_\_.
  - A) you tend to marry and date the same person
  - B) there are same authority figures home and abroad
  - C) you tend to run into same problems in your life

- D) difficult patterns and issues always follow you
23. According to the author, lessons tend to repeat themselves because \_\_\_\_\_.
- A) your teachers haven't taught you how to deal with them  
 B) they are sticky enough to catch up with you eventually  
 C) the way you have been doing things isn't working  
 D) it's necessary to identify and release the patterns that you are repeating
24. The author's attitude toward the idea of staying just as you are is \_\_\_\_\_.  
 A) threatening      B) disapproving      C) supportive      D) cautious
25. The passage implies that willingness and patience \_\_\_\_\_.  
 A) make your change become easier  
 B) help you to identify your old patterns  
 C) challenge you with the intimidating patterns  
 D) arouse your intrinsic desire to change

## Passage Two

Questions 26 to 30 are based on the following passage.

People with intellectual disability form one of the largest single disability groups in a community. Intellectual disability refers to a general slowness to learn and function within society, and the identification of intellectual disability is usually based on an assessment of a person's performance in a variety of tests. An individual's level of performance, as assessed, can change with time and circumstances. On occasions, an intellectually disabled person may perform better than at other times. Evidence for this inconsistent level of performance comes from modern research and practice which have shown that with skilled training and opportunity for development, people with intellectual disability have much greater potential for acquiring skills and for participation in community life than previously had been thought possible.

In many western societies, five categories of intellectual disability have traditionally been used in order to indicate the perceived degree of difficulty an individual has with learning. All five may occur in either children, adolescents or adults, and show as mild, moderate, severe, profound or multiple intellectual disability. However, undue reliance on such categories and the consequent "pigeonholing" of individuals into one of the five categories can result in failure to provide the opportunities for each person to develop.

With the introduction of the intellectually disabled into communities, there is a need to promote awareness of communication. Although many people may have little experience in talking with an intellectually disabled person, and antici-

◎ 模拟题 10 套

pate great difficulty in communication, there are common guidelines that can simplify the interaction. Firstly, it is useful to remember that people with disabilities have feelings and can usually understand what is said, even though they sometimes may take longer to respond. Speaking in the same friendly manners you would to anyone else, and using straight forward language and uncomplicated sentences, is also recommended. Being prepared to wait a little longer for replies during a conversation with an intellectually disabled person would undoubtedly benefit the exchange. Above all, it is suggested not to talk about the person with someone else within his hearing. Ultimately, the idea is to encourage intellectually disabled people to do things for themselves.

26. The passage tries to answer the following questions about intellectual disability EXCEPT “\_\_\_\_\_”.
- A) How do you talk to a person with intellectual disability?
  - B) What is intellectual disability?
  - C) What causes intellectual disability?
  - D) What are the forms of intellectual disability?
27. Which of the following statements is NOT true?
- A) Intellectually disabled person may have good performance in some tests, but poor performance in others.
  - B) Five categories of intellectual disability should be strictly applied to indicate the degree of an individual's difficulty in learning.
  - C) Difficult in communication with intellectually disabled people can be reduced if we follow some advice.
  - D) It is possible for people with intellectual disability to acquire skills if they are given proper training.
28. What does the term “pigeonholing” ( Line 5, Paras. 2) probably mean?
- A) Digging holes.
  - B) Limiting opportunities for development.
  - C) Putting in small boxes.
  - D) Ignoring and forgetting.
29. To make communication with intellectually disabled people easier, we should do all EXCEPT \_\_\_\_\_.
- A) talking to them in a friendly tone and with simple words
  - B) avoiding talking with other people about an intellectually disabled person when he is close
  - C) trying our best to help intellectually disabled people, so they do not have to do things by themselves
  - D) bearing in mind that intellectually disabled people do have emotions and

can understand us

30. What is the possible future of the participation in community life of the intellectually disabled?
- A) There is great difficulty for their participation because they are slow in learning and functioning.
  - B) They are just a minority disability group and few attention will be given to their participation in community life.
  - C) They are more likely to participate in community life than previously thought.
  - D) The majority people of the community will always feel difficult to communicate with them.

### Passage Three

Questions 31 to 35 are based on the following passage.

Working parents and teachers see after-school programs no longer as optional, but as an essential support for children as they grow and develop, according to a new national study of after-school programs, released by Reader's Digest Funds. Nearly 80 percent of parents surveyed in the study said that after-school programs helped their children cope with behavioral problems and helped them obtain new skills to meet increased demands in school.

At a time when states and the federal government are pressing harder than ever for improved academic achievement by all children, a three-year study shows that after-school programs, particularly in low-income communities, are an effective and affordable way not only to keep children safe and out of trouble, but also to keep them engaged in school. The report concludes that children in school-based after-school programs benefit both academically and socially in programs that offer a diverse set of activities. The report findings are significantly given the emerging debate over whether or not basic skills can be effectively taught only in programs that exclusively focus on academics or whether such skills can be taught in a variety of program activities such as art, sports, book and chess clubs.

Extended Service Schools (ESS) are school-based programs that provide a variety of academic and enrichment activities for young people during nonschool hours, from homework help to career awareness. The facilities typically operate before and after school, on weekends and over the summer months. Well-designed programs support families, too. Parents with children in ESS programs said that their children's attitudes and behaviors in school changed and it kept their children out of trouble. As a result, their children's attendance improved.

◎ 模拟题 10 套

Parents were also able to manage their work schedules better, attend classes and get better jobs.

The ESS study involved four national models of after-school programs in 17 communities across the country. The models differed in organizational structure and management, but all, sought to promote positive youth development during out-of-school hours. Each ESS site was located in school and operated by a community-based organization. All the programs focused on a mix of academics, cultural and recreation activities.

Practical lessons from the report, such as cost and program design, are highly relevant to local program managers providing after-school services and to state agencies that are administering 21st Century Community Learning Centers for the first time. The Reader's Digest Funds supported nearly 60 such ESS programs in communities across the country to help transform underused public schools into neighborhood centers.

31. Some working parents and teachers once believed that \_\_\_\_\_.  
A) it is necessary for children to attend specific after-school programs  
B) it is not much help for children to attend specific after-school programs  
C) children can benefit greatly from attending specific after-school programs  
D) attending specific after-school programs can help children obtain new skills
32. The conclusion of the three-year study will support which side of the debate in Para 2?  
A) The former. B) The latter.  
C) Both sides. D) Neither of the two sides.
33. Attending school-based after-school programs results in all of the following BUT \_\_\_\_\_.  
A) improving children's academic performance  
B) helping parents get better jobs  
C) making children be more obedient  
D) making children be more independent
34. Which of the following is NOT the feature of the ESS study program?  
A) There are various specialties in different models.  
B) Its purpose is to provide children a chance for further development in after-school hours.  
C) It does help greatly to make children be versatile students.  
D) Each ESS competes furiously with local schools.
35. The author's attitude towards after-school programs may be \_\_\_\_\_.  
A) opposed B) supportive C) indifferent D) critical

### Passage Four

Questions 36 to 40 are based on the following passage.

Drunken driving—sometimes called America's socially accepted form of murder—has become a national infectious disease. Every hour of every day about three Americans on average are killed by drunken drivers, adding up to an incredible 250, 000 over the past decade.

A drunken driver is usually defined as one with a 0.10 blood alcohol content or roughly three beers, glasses of wine or shots of whisky drunk within two hours. Heavy drinking used to be an acceptable part of the American strong man image and judges were not severe in most courts, but the drunken slaughter has recently caused so many well-publicized tragedies, especially involving young children, that public opinion is no longer so tolerant.

Twenty states have raised the legal drinking age to 21, reversing a trend in the 1960s to reduce it to 18. After New Jersey lowered it to 18, the number of people killed by 18~20-year-old drivers more than doubled, so the state recently upped it back to 21.

Reformers, however, fear raising the drinking age will have little effect unless accompanied by educational programs to help young people to develop "responsible attitudes" about drinking and teach them to resist strong pressure to drink.

Though new laws have led to increased arrests and tests and, in many areas already, to a marked decline in fatalities. Some states are also penalizing bars for serving customers too many drinks. An inn in Massachusetts was found for serving six or more double brandies to a customer who was "obviously drunk" and later drove off the road, killing a nine-year-old boy.

As the fatalities continues to occur daily in every state, some Americans are even beginning to speak well of the 13 years of national prohibition of alcohol that began in 1919, what president Hoover called the "noble experiment". They forget that legal prohibition didn't stop drinking, but encouraged political corruption and organized crime. As with the booming drug trade generally, there is no easy solution.

36. Drunken driving has become major problem in America because \_\_\_\_\_.  
 A) most Americans are heavy drinkers  
 B) Americans are now less shocked by road accidents  
 C) accidents attract so much publicity  
 D) drinking is a socially accepted habit in America
37. Why has public opinion regarding drunken driving changed?