

根据教育部2005年《全国大学英语四、六级考试改革方案》编写

新

大学英语四、六级
考点透视丛书

全方位培养听、说、读、写、译
助你插上能力的翅膀迎接四、六级新挑战

丛书主编：李华田
本册主编：李华田 傅利华
伍虹

模 拟 题 库

级



WUHAN UNIVERSITY PRESS

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前 言

为了帮助广大英语学习者,特别是准备参加大学英语四、六级考试的学生学好《大学英语教学大纲》所规定的教学内容,帮助大家在规定时间内突破语言和技能两大难关,加强复习备考的针对性,提高英语应用能力,从而顺利通过大学英语四、六级考试,编者从考生的实际需要出发,根据科学性和实用性相结合的原则,兼顾针对性、系统性和多功能性的原理,遵循“循环往复、循序渐进”的教学理念,并结合自己多年的课堂教学经验和四、六级考试辅导的经验,编写了《新大学英语四、六级考点透视丛书》。

本丛书在精神上严格遵照《新大学英语教学大纲》和教育部 2005 年颁布的《全国大学英语四、六级考试改革方案》的规定,在难度上分别符合四级和六级考试的要求,在内容上严格结合《大学英语四、六级考试大纲》所规定的考点,各分册书从不同的侧面帮助大家进行系统复习、全面提高。

本丛书的编写选材广泛,内容新颖。除了从近年的全真考试题中有针对性地选取材料外,还从 INTERNET 和英文报刊中选取了一些最新材料。

本丛书结合全国大学英语四、六级考试“新要求”的题型,四级和六级部分各分为 5 个分册:①听力理解,②阅读理解,③综合测试,④写作,⑤模拟题库。

本书为《新大学英语四、六级考点透视丛书》的《六级最新题库》分册。其内容主要分为两个部分:

上编为 10 套模拟试题。每套试题都力求在形式、内容和难度上与六级全真题保持一致,并根据《全国大学英语四、六级考试改革方案》的新要求,让大家进行实战演练。

下编为听力理解部分录音文字材料及答案与详解。在提供听力理解部分录音文字材料及参考答案(包括主观题的答案)的同时,还说明考题要点,指出解题思路,讲解答题技巧,力求使大家提高解题能力,并能够举一反三,触类旁通。

本丛书由李华田副教授主编,本分册由李华田副教授策划并执笔完成部分内容的编写,听力理解部分由华中师范大学外国语学院傅利华老师执笔,阅读理解部分由武汉大学外国语学院伍虹副教授执笔。

本书编写过程中参考了大量国内外有关文献和资料,在此特向所有给我们提供帮助的朋友和老师表示最诚挚的谢意。

最后还要说明的一点是:虽然我们在本书的编写工作中投入了大量的时间和精力,但由于编者水平不及,加上篇幅有限,遗漏和不当之处在所难免,恳请广大专家和读者朋友批评指正。

李华田
2005 年冬

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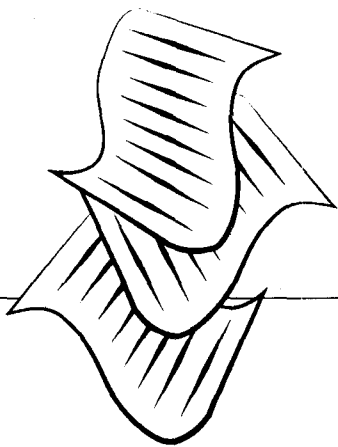
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上 编
模 拟 试 题



Model Test One

Part I Writing (30 minutes)

注意:此部分试题在答题卡1上;请在答题卡1上作答。

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

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—7, 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 8—10, complete the sentences with the information given in the passage.

China Offers an English Future

The Chinese government's "great leap forward" for English is presented as a campaign to raise English language levels and standards of teaching nationwide. But, in practice, proficiency(熟练) in English remains an unrealistic goal for all but a wealthy, urban elite. And there is growing concern that as well as deepening social divides, the current obsession with acquiring English may also undermine competence in the national language.

"In colleges and universities, English language is placed in a superior position, which, to some extent, decides the future of the students and even that of the faculties," says Li Yongtao, a professor of English language and culture at Shanghai University.

But nothing seems to dent(削弱) the resolve of national and local government officials to deliver higher English language standards. Just recently the Shanghai government followed Beijing's example and formed a Committee of Experts to correct the English names on official signs as part of a city-wide English language promotion.

An integral part of the national drive is the launch of a new English learning curriculum—which introduces new concepts, such as developing students' listening and speaking ability; enlarges students' vocabularies from 3,500 to 5,000 words and pays more attention to the culture of English-speaking countries. A new curriculum was also introduced at college level earlier this year, aimed at developing communicative skills using more computer-assisted learning, and making basic-level English a mandatory(强制性的) requirement on all degree courses.

"From 2004, different provinces have the authority to decide whether oral English is included in the local college entrance examination," says Mabel Huang, a Shanghai high school teacher. She is one of hundreds of English teachers who have traveled to Britain for training under a cooperative scheme between Shanghai and Jiangsu Province governments and the British Council in Shanghai. The program, which started in 2002, aims to train up to 1,300 teachers in methodology skills that they can pass on to others when they return to China. "They will cascade(使...逐步完成) the training they receive," says Jeff Streeter, head of the British Council in Shanghai. "We hope this will reach 30,000–40,000 EFL(English as a foreign language) teachers in Jiangsu Province, for instance."

But Professor Li is among those who are concerned about the relevance of these skills. He takes the view that the new curriculum and the pedagogical(教学法的)

changes will “absolutely not” work in areas other than Shanghai and other relatively wealthy places in the near future. “It is not a mere technological question,” says Li. “There are too many differences between the large cities and rural areas in China. With the weak economy, poor families, mediocre(不够好的) equipment and lack of skilled teachers, many schools in rural China will not keep up with the new situation. The gap is too wide. You cannot bridge it in a few years. For the time being the traditional ‘translation methods’ are still dominant in the schools in towns and rural areas.”

Meanwhile there are increasingly vocal complaints that the national Chinese language is becoming corrupted by such heavy emphasis on English in the national curriculum. A campaign to “protect the Chinese mother tongue” was launched last month, as a result of the World Chinese Physics Annual Symposium’s rule that Chinese was not allowed to be used in speeches, including in the opening and closing ceremonies. The symposium was held in Shanghai in August and was attended exclusively by people of Chinese origin.

While the new curriculum has been applauded by Western ELT (English Language Teaching) experts for its embrace of communicative teaching methods, the pressure on learners to perform well in examinations is inescapable. Mr. Streeter acknowledges that exams remain very important—which perhaps detracts from actual English usage. But he says the authorities are trying to alleviate the problems.

Prof. Li agrees that exam pressure is extreme. “No one in colleges will escape from the series of examinations lying in front of them that will definitely include certain English tests,” he says. “Some people learn English just because they have to. One cannot get promoted or gain professional titles unless one passes examinations in which English language is the crucial component. In the eyes of some Chinese parents, English is even more important than Chinese, their mother tongue, as it is closely associated with better jobs.”

But Mr. Streeter says that the push for English is delivering results. “There is a relatively high level of English—in the workplace and schools, and with people you meet—and it has notably improved over the last few years. Though the general level of English is still behind most European countries, it is well in advance of Japan, for instance. Shanghai’s mission to be an international city—backed up by the World Expo(世界博览会), to be held in the city in 2010, is being taken very seriously by the government.” And, Mr. Streeter points out, 32,000 Chinese students were studying in Britain last year.

With such a drive to create strong English language standards in Shanghai there is even talk of citizens being bilingual within a generation. “We are perhaps a school generation away from functional bilingualism(双语制) in Chinese cities,” adds Mr. Streeter.

Prof. Li goes further: “As far as I’m concerned, large cities like Shanghai, Beijing, Guangzhou and Chengdu will be bilingual with the next 10 years.”

注意:此部分试题请在答题卡1上作答;8~10题在答题卡1上。

1. The passage deals with the campaign to raise English language levels and standards of teaching nationwide.
2. In colleges and universities, English language is put in a superior position, which, to some extent, decides the future of the students.
3. The program in 2002, has aimed at training up to 1,300 teachers in methodology skills that they can pass on to others when they come back to China.
4. Li Yongtao, a professor of English language and culture at Shanghai University is among those who are concerned about the irrelevance of these basic skills.
5. Nowadays the traditional “translation methods” still work in the schools in towns and rural areas.
6. Mr. Streeter says the authorities are trying to give up new English learning curriculum.
7. In some Chinese parents’ eyes, English is even more essential than Chinese—their native language, as it is closely connected with better jobs in the future.
8. A new English learning curriculum concludes developing students’ listening and speaking ability; enlarges students’ vocabularies from _____ words and pays more attention to the culture of English-speaking countries.
9. Student cannot get promoted or _____ unless he passes examinations in which English language is the crucial component.
10. In 2010 Shanghai will become _____, backing up by the World Expo, to be held in the city, which is being taken very seriously by the government.

Part III Listening Comprehension (35 minutes)

Section A

Directions: In this section, you will hear 8 short conversations and 2 long conversa-

tions. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions 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 **Answer Sheet 2** with a single line through the center.

注意:此部分试题请在答题卡2上作答。

11. A) Customer and merchant.
B) Doctor and patient.
C) Passenger and bus driver.
D) Daughter and father.
12. A) She must walk five miles.
B) She must walk five or six block.
C) She must walk to the corner.
D) She must walk three blocks.
13. A) Try to go on with the project in spite of the differences.
B) Meet each other in the middle of the way.
C) Each one finishes half of the project.
D) Make an effort to reach a compromise.
14. A) Announce appeals for public service.
B) Hold a charity concert to raise money.
C) Ask the school radio station for help.
D) Pool money to fund the radio station.
15. A) Dr. Johnson's class is already full.
B) The reserved places are for faculty only.
C) No exceptions can be made with regard to registration policy.
D) He will give the student a chance after she waits a while.
16. A) Frank was held up.
B) Frank will eat without meat.
C) Frank was lying to his wife.
D) Frank won't be able to come home for dinner.
17. A) Students with a library card can check any book out.
B) Reference books are not allowed to be checked out.

- C) Only students with a library card can check out reference books.
- D) The number of books a student can check out is unlimited.

18. A) Doctor and patient.
 B) Dentist and patient.
 C) Baker and customer.
 D) Mechanic and customer.

Questions 19 to 22 are based on the conversation you have just heard.

19. A) Joining the tennis club in school.
 B) Asking his mother about Adidas shoes.
 C) Discussing with his mother about Adidas shoes.
 D) Buying a pair of Adidas tennis shoes.
20. A) They may be comfortable but are too expensive.
 B) They don't live up to their fame.
 C) They don't help sports players at all.
 D) They are good for track and field sports but not for ball games.
21. A) Because she doesn't think he will play sports for long.
 B) Because she doesn't think the shoes will help him in the game.
 C) Because she doesn't think he will run.
 D) Because she thinks Adidas would cost her quite a lot of money.
22. A) He wants his mother's opinion about Adidas shoes.
 B) He is easily fooled by ads.
 C) He didn't play much sports before.
 D) He makes good use of an ad to convince her mother.

Questions 23 to 25 are based on the conversation you have just heard.

23. A) They are going to buy tickets.
 B) They are going to buy a violin.
 C) They are going to City Hall.
 D) They are going to Peter's Home.
24. A) She enjoys them very much.
 B) They sound more or less like a human voice.
 C) They are complicated but soft.
 D) She can't understand them.
25. A) Because there is a ticket free of charge.
 B) Because she loves violin.

- C) Because she can listen to some music outside.
- D) Because she has nothing to do tonight.

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 center.*

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) By working in a shop.
B) By working in the fields.
C) By stealing things and then selling them.
D) By stealing money.
- 27. A) When he was 30.
B) When he was 40.
C) When he was 14.
D) When he was 13.
- 28. A) His mother.
B) Father Sturt, the priest.
C) Mr. Grinder, the shopkeeper.
D) Mr. Welch, the person Dicky used to sell things to.

Passage Two

Questions 29 to 31 are based on the passage you have just heard.

- 29. A) Experience in negotiating.
B) A high level of intelligence.
C) The time they spend on preparation.
D) The amount of pay they receive.
- 30. A) Study the case carefully beforehand.

- B) Stick to a set target.
 - C) Appear friendly to the other party.
 - D) Try to be flexible about their terms.
31. A) Make sure there is no misunderstanding.
- B) Try to persuade by giving various reasons.
 - C) Repeat the same reasons.
 - D) Listen carefully and patiently to the other party.

Passage Three

Questions 32 to 35 are based on the passage you have just heard.

32. A) One is not as nasty as the other.
- B) Rubbish is thrown into dustbins.
 - C) Litter is nasty but rubbish is not.
 - D) Litter is thrown all over the place.
33. A) The government.
- B) The people.
 - C) Experts.
 - D) The manufacturers themselves.
34. A) Expensive packaging.
- B) Unattractive packaging.
 - C) Beautiful packaging.
 - D) Returnable packaging.
35. A) The responsibility for materials.
- B) The quantities of materials.
 - C) The qualities of materials.
 - D) The productivity of materials.

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.*

注意:此部分试题在答题卡 2 上;请在答题卡 2 上作答。

Museums have changed. They are no longer places for the (36) _____ few
or for bored (37) _____ to visit on rainy days.

At a science museum in Ontario, Canada, you can feel your hair stand on end
as harmless (38) _____ passes through your body. At the Metropolitan Museum of
Art in New York City, you can look at 17th century (39) _____ while listening to
their music. At the Modern Museum in Sweden, you can put on (40) _____ pro-
vided by the Stockholm Opera. At New York's American Museum of Natural History
recently, you could have helped make a bone-by-bone (41) _____ of the
museum's stegosaurus, a beast that lived 200 million years ago.

As these examples show, museums are reaching out to new (42) _____,
particularly the young, the poor, and the less educated members of the population.
As a result, (43) _____ is increasing.

(44) _____
_____. In many science museums, for
example, there are no guided tours. The visitor is encouraged to touch, listen, oper-
ate, and experiment so as to discover scientific principles for himself. He can have
the experience of operating a spaceship or a computer. He can experiment with glass
blowing and papermaking. The purpose is not only to provide fun but also to help
people at home in the world of science. (45) _____

Many museums now provide educational services and children's departments.
(46) _____

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

Section A

Directions: In this section, there is a passage with ten blanks. You are required to se-

lect one word for each blank from a list of choices given in a word bank following the passage . Read the passage through carefully before making your choices. Each choice in bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the center . You may not use any of the words in the bank more than once.

Questions 47 to 56 are based on the following passage.

Everyone knows that taxation is necessary in a modern state. Without it, it would not be possible to pay the soldiers and policemen who 47 us; nor the workers in government offices who 48 after our health, our water, and all the other things that we can't do for ourselves ; nor also the ministers and members of parliament who 49 the country for us. By means of taxation, we pay for things that we need just as we need somewhere to 50 and something to eat.

But though everyone knows that taxation is necessary, different people have 51 ideas about how taxation should be 52 . Should each person have to pay a certain amount of money to government each year or should there be a tax on things that people buy and sell? If the first kind of taxation is used, should everyone pay the same tax, whether he is rich or poor? If the second kind of tax is 53 , should everything be taxed equally?

In most countries, a 54 tax on persons, which is called income tax, 55 . It is arranged in such a way that the poorest people pay nothing, and 56 of tax grows greater as the taxpayer's income grows. Take England for instance, the tax on the upper people goes up as high as ninety-five percent!

注意:此部分试题请在答题卡2上作答。

- | | |
|----------------|---------------|
| A) different | I) preferred |
| B) direct | J) exists |
| C) govern | K) likes |
| D) protect | L) arranged |
| E) earned | M) organized |
| F) indifferent | N) take |
| G) look | O) percentage |
| H) live | |

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), D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the center.*

Passage One

Questions 57 to 61 are based on the following passage.

The thick, woolly fleece of the domestic sheep is its distinguishing feature and the source of much of its economic importance. Yet only a moment, in evolutionary terms, has passed since the domestic sheep had a coat resembling that of many other wild animals. As recently as 8,000 years ago, it was covered not in a white, continuously growing mass of wool but in a brown coat consisting of an outer array of kemps (杂毛), or coarse hairs, that was shed annually and a fine woolly undercoat that also molted. Such an animal could not have supported the technology that has grown up around the domestic sheep—the shearing, dyeing, spinning, and weaving of wool—any better than could a wild sheep such as the bighorn (加拿大盘羊) of North America.

Much of the selective breeding that led to the fleece types known today took place in prehistory, and even the later developments went largely unchronicled. Yet other kinds of records survive, in three forms. Specimens of wool from as long ago as 1500 B. C. have been found, mostly as ancient textiles, but also in the form of sheepskins (绵羊皮). Antique depictions of sheep in sculpture, relief, and painting give even earlier clues to the character of ancient fleeces. The longest line of evidence takes the form of certain primitive breeds that are still tended in remote areas or that escaped from captivity long ago and now live in the wild. They retain the characteristics of ancient sheep, providing living snapshots of the process that gave rise to modern fleeces.

注意:此部分试题请在答题卡2上作答。

57. What topic does the passage mainly discuss?

A) The economic importance of sheep through the ages.