



# 大学英语六级考试全卷模拟试题集

COLLEGE ENGLISH TEST

—— Band Six ——

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## 内 容 简 介

本书是根据《大学英语教学大纲》的要求,并参照了《大学英语六级考试大纲》编成的。其中包括大学英语六级考试全卷模拟题八套(附有答案)、写作题范文、听力理解部分的文字材料和国家教委批发的《大学英语六级考试大纲》,以便于读者自我检测和准备应考。书中试题的内容,主要选自近年的美、英书刊和测试题集;语言规范,表达生动、准确;其形式、题量、计分和计时等与大纲的规定和真实考题完全一致,难度也基本相同。部分试题在教学中经过试用,效果良好。

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## 前言

大学英语六级考试是一种尺度性考试(criterion-referenced test)。其目的在于考核已修完大学英语六级的学生是否达到教学大纲所规定的各项要求。近年来这一考试在全国高校范围内统一实施,在很大程度上促进了大学本科生的英语学习。

为了提高广大学生对六级考试的应试能力,我们根据国家教委批转的理工科和文理科用的两份《大学英语教学大纲》的要求,并参照《大学英语六级考试大纲》,编写了这本《大学英语六级考试全卷模拟试题集》。

全书包括八套试题(附答案)、写作题范文、听力理解部分的文字材料(供教师朗读或录音之用)以及《大学英语六级考试大纲》。这样,既便于组织学生进行模拟考试和学生自我检测,也便于学生准备应试。

书中试题,无论是单句或短文,主要选自近年来的美、英书刊和测试题集。语言规范,表达生动、准确。整个试卷的内容、形式、题量、计分和计时等与考试大纲的规定和真实考题完全一致,难度也基本相同。部分试题在教学中经过试用,效果良好。本书不仅是大学英语六级考试应试者的良师益友,而且对有一定英语水平、欲进一步提高或准备参加高级英语水平考试(如 TOEFL 考试、EPT 考试、GRE 考试、全国研究生入学考试、研究生英语学位课程通过考试等)的读者来说也具有一定的实用价值;对广大英语教师,本书也不失为一本有用的

教学参考书。

本书在编写和审定过程中得到中国人民大学、北京科技大学、北方交通大学和北京农业工程大学等有关老师们的大力支持和热情帮助,我们在此表示衷心感谢。

由于编者水平有限,书中难免有不少缺点和错误,恳切希望广大读者和使用本书的英语教师批评和指正。

**编 者**

**1990 年元旦**

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# 大学英语六级考试模拟试题

## Test 1

### 试卷一 PAPER 1

#### Part I Listening Comprehensions (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. Each 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 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 at 2 in the afternoon. Therefore, D) "5 hours" is the correct answer. You should choose answer [D] on the Answer Sheet and mark it with a single line through the centre.

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

1. A) He bought a new red car.  
B) He went out of business.  
C) He closed for the day.  
D) He sold Kathy a new red car at full price.
2. A) She imagined herself skiing.  
B) She went on a skiing trip.  
C) She looked at Rob's pictures with the man.  
D) She took some pictures of herself skiing.
3. A) For the woman to like his friends.  
B) To have a party.  
C) To arrange everything.  
D) To take care of his friends.
4. A) Finish the book.                      C) Find the book.  
B) Wait for the due date.                D) Pay the library penalty.
5. A) At a party.                            C) At a bakery.  
B) At a restaurant.                        D) At someone's house.



6. A) Because he wanted to meet the woman's parents.  
B) Because he goes to a beach house each August.  
C) Because he won't be able to take a vacation.  
D) Because he didn't know the woman's plans.
7. A) He's in a hurry.  
B) He never does assignments early.  
C) He wants to finish the assignment before Friday.  
D) He'll finish the assignment soon.
8. A) His baby cried all night.  
B) He didn't sleep.  
C) His baby is sick.  
D) He was next door the whole night.
9. A) To work for a small company.  
B) To be independent.  
C) To graduate.  
D) To start a large company.
10. A) Take the subway. C) Hurry to the convention.  
B) Skip the convention. D) Take a bus.

## 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 once. After you hear one 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 1*

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

- |                         |                         |
|-------------------------|-------------------------|
| 11. A) Centuries ago.   | C) In the 17th century. |
| B) In the 20th century. | D) 200 years ago.       |
| 12. A) Isaac Newton.    | C) Galileo.             |
| B) The Greeks.          | D) Wilhelm Leibnitz.    |
| 13. A) Ancient times.   | C) The 17th century.    |
| B) For 300 years.       | D) The Dark Ages.       |
| 14. A) Galileo.         | C) Today's student.     |
| B) The ancients.        | D) Newton.              |

*Passage 2*

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

- |   |            |
|---|------------|
| 15. A) Incompetent.   | C) Lazy.   |
| B) Humorous and interesting.  | D) Boring. |
| 16. A) He is able to save a lot of money from it .                  |            |
| B) It pays well and the hours are flexible.                         |            |
| C) It is interesting and the pay is good.                           |            |
| D) His co-workers are congenial and cooperative.                    |            |
| 17. A) Attempt to transfer to Professor Atkins' class.              |            |
| B) Cut back on his classes so that he will have more time to study. |            |

- C) Get a job at the library shelving books.
- D) Drop his Accounting course.

*Passage 3*

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

- 18. A) He is a specialist in medical research.
- B) He was a research assistant at the University of California in Berkeley.
- C) He won the Nobel Prize for chemistry.
- D) He believes chemistry will do great things for man.
- 19. A) Efficient computerization will speed solar energy.
- B) Clothing, housing, and animal breeding.
- C) Agriculture and drugs.
- D) Child rearing and artificial hearts.
- 20. A) Waste materials are a source of bacteria.
- B) The energy demand is so great that man will have to use vegetative matters and waste materials.
- C) Mankind is expecting an increasing voice in use of new solar energy devices.
- D) Solar energy, waste materials, and vegetative life processes have unlimited possibilities.

**Part II Reading Comprehension (35 minutes)**

*Directions:* There are 4 reading 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.

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

Earthquakes may rightly be ranked as one of the most devastating forces known to man; since records began to be written down, it has been estimated that earthquake-related fatalities have numbered in the millions, and that earthquake-related destruction has been beyond calculation. The greater part of such damage and loss of life has been due to collapse of buildings and the effects of rockslides, floods, fire, disease, tsunamis (very large sea waves), and other phenomena resulting from earthquakes, rather than from the quakes themselves.

The great majority of all earthquakes occur in two specific geographic areas. One such area encompasses the Pacific Ocean and its contiguous land masses. The other extends from the East Indies to the Atlas Mountains, including the Himalayas, Iran, Turkey, and the Alpine regions. It is in these two great belts or zones that ninety percent of all earthquakes take place; they may, however, happen anywhere at any time.

This element of the unknown has for centuries added greatly to the dread and horror surrounding earthquakes, but in recent times there have been indications that earthquake prediction may be possible. By analyzing changes in animal behavior, patterns of movements in the earth's crust, variations in the force of gravity

and the earth's magnetic field, and the frequency with which minor earth tremors are observed, scientists have shown increasing success in anticipating when and where earthquakes will strike. As a result, a worldwide earthquake warning network is already in operation and has helped to prepare for (and thus lessen) the vast destruction that might otherwise have been totally unexpected.

It is doubtful that man will ever be able to control earthquakes and eliminate their destructiveness altogether, but as how and why earthquakes happen become better understood, man will become more and more able to deal with their potential devastation before it occurs.

tsunamis

21. TSUNAMIS (Para. 1) are \_\_\_\_\_.

- ☒ A) the result of earthquakes      ☒ C) huge destructive waves  
☒ B) very large      ☒ D) all of the above

22. What is the probable meaning of CONTIGUOUS (Para. 2)?

- ☒ A) Underwater.      ☒ C) Bordering.  
☒ B) Ancient.      ☒ D) Huge.

23. To what does THIS ELEMENT OF THE UNKNOWN (Para. 3) refer?

- ☒ A) The two great earthquake zones.  
☒ B) The fact that earthquakes can happen at any time or place.  
☒ C) The percentage of earthquakes.  
☒ D) The exact cause of earthquakes.

24. Which of the following describes the author's purpose in writing the above passage?

A) To amuse and entertain.

☒ C) To explain and inform.

B) To question and criticize.

D) None of the above.

25. Which of the following describes the author's attitude toward the possibility of earthquake prediction?

A) It will never be possible to predict earthquakes.

B) Earthquakes can already be predicted with great accuracy.

C) There is really no need to try to predict earthquake occurrences.

☒ D) Earthquake prediction is becoming more and more possible.

*Questions 26 to 30 are based on the following passage:*

The horse of 50 million years ago, called the Dawn Horse, was a little animal the size of a fox terrier. The species had four toes on each front foot and three toes on each hind foot. Its "toe-nails" were little hooves. When this creature lived, there were no grasslands. Its home was the forest, where it fed on tender shoots and leaves.

There is proof that this little creature was an ancestor of the horse of today. Scientists have excavated fossils of certain animals that lived a few million years later and found that, although they were bigger than the animal of earlier times, they resembled it and the modern-day horse.

The horse family survived when many other animals died out because it had two advantages. The little horse was swift, as we can guess from its slim body and slender legs. It also was fairly intelligent; its skull shows that its brain was large in proportion to its

body.

26. It can be inferred from the passage that \_\_\_\_\_.

- ☒ A) ~~three~~ species of horse have existed.  
B) the horse of 50 million years ago has survived  
☒ C) scientists have found fossils of the Dawn Horse  
D) horses needed grasslands to survive

27. The Dawn Horse had a total of how many toes?

- ☒ A) 7      B) 12      ☒ C) 14      D) 28

28. The horse family has survived because the Dawn Horse \_\_\_\_\_.

- A) resembled the fox terrier  
B) ate tender shoots and leaves  
☒ C) was relatively smart  
D) had little hooves for toenails

29. It can be inferred from the passage that the Dawn Horse was a fast runner because of its \_\_\_\_\_.

- A) brain size  
B) similarity to the modern-day horse  
☒ C) trim body and legs  
D) number of toes

**A** 30. It can be inferred from the passage that \_\_\_\_\_.

- ☒ A) ~~many contemporaries of the Dawn Horse are extinct~~  
☒ B) many modern animals have 50-million-year-old ancestors  
C) after a few million years the Dawn Horse was the same size  
☒ D) ~~the Dawn Horse resembled a fox terrier~~

Questions 31 to 35 are based on the following passage:

Imagine a world in which children would be the rulers and could decide not only the outcome of each and every occurrence, but also dictate the very structure and form of the environment. In this world, a child's wildest thoughts would become reality, limited only by the extent of his or her imagination. While such a world might sound both fantastic and frightening, at least from a logical, adult perspective, it does exist. What's more, it has been in existence for some time and is populated by hundreds of thousands of children who spend hours within its boundaries experimenting and learning. This world is not real, at least not in the traditional sense, but exists within a computer and is generated by an educational programming language called LOGO. Unlike other computer languages and programs that are designed to test child and provide applications that formally dispense information, LOGO allows children, even preschool children, to be in total control. Children teach the computer to think and as a result develop and sharpen their own reasoning abilities.

B 31. LOGO is \_\_\_\_\_.

A) an educational testing program

☒ B) a computer language

☒ C) an information dispenser

D) an unreal world

32. LOGO is most commonly used by \_\_\_\_\_.

A) teachers

C) adults



- B) computer programmers     ☒ D) children
33. Children are rulers \_\_\_\_\_.  
A) in the traditional sense  
☒ B) within the boundaries of LOGO'S world  
C) with all computer languages and programs  
D) in the adult world
34. LOGO is unique because \_\_\_\_\_.  
A) it is an educational program  
B) it is in total control  
☒ C) it allows children to teach the computer to think  
D) children use it
35. The best title for this passage would be \_\_\_\_\_.  
A) Children Rule the World  
☒ B) Children Learn Reasoning Using LOGO  
C) Computer Languages  
D) The Unreal World of the Child and the Computer

*Questions 36 to 40 are based on the following passage:*

In the not-too-distant future, instead of spending a vacation by the sea, we may be able to relax in the ocean itself. Once there, we will routinely enter private underwater crafts and zoom off to take a close-up look at the sea's mysteries.

A new creation called a Deep Rover is an acrylic, egg-shaped, underwater craft that is made in one-or two-person models. It can dive to more than half a mile beneath the surface of the