大学英语六级考试

模拟试题集

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前　言

国家教委在批转《大学英语教学大纲》的通知中规定：对结束大学英语六级学习的学生进行统一的标准考试。

根据《大学英语教学大纲》和《大学英语六级考试大纲》的精神，我们收集和整理了近年来国内外各类英语考试题和练习题，编写了这本《大学英语六级考试模拟试题集》。目的在于使已修完大学英语六级的学生通过实际的模拟测试，了解和熟悉大学英语六级考试的形式、内容和要求，复习和巩固学过的英语语言知识，以提高学生的语言综合应用能力和应试能力。

全书共编辑模拟试题10套。模拟试题严格按照《大学英语六级考试样题》设计。每份试题分为试卷一、试卷二。试卷一内容包括：听力理解、阅读理解、词语用法和语法结构。由张志仁、郑静明编写。试卷二内容包括：综合改错、短文写作。由陆宗云编写。书后附有参考答案、写作范文和录音文字材料。内容丰富全面，题材广泛多样。是大学工科、文理科本科生参加六级统考的一本理想参考书。

本书在编写过程中，得到了山东师范大学外语系侯明君教授、杨敏老师的大力支持和帮助，在此谨表衷心的谢意。

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I. College English Model Test Band Six

Test 1

PAPER 1

Part I Listening Comprehension (20 minutes)

Section A

Direction: 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) The bank.
   B) The office.
   C) The barbershop.
   D) The department store.
2. A) In New York city.
   B) On a plane.
   C) In Paris.
   D) In his sister's home.
3. A) They are living in Alaska.
   B) They have visited their daughter recently.
   C) They are planning to go to Alaska.
   D) Their daughter is a college student.
4. A) One.
   B) Seven.
   C) Ten.
   D) Twenty-five.
5. A) In the kitchen.
   B) Outside the house.
   C) In the bathroom.
   D) Next to the car.
6. A) He is 61.
   B) He is 62.
   C) He is 64.
   D) He is 60.
7. A) Who to vote for based on their records in senate.
   B) The history of America.
   C) Their objections to socialized medicine.
   D) Their difficulties in recent years in insurance.
8. A) He is going to teach a foreign student.
   B) He wants to golf.

C) He teaches foreign students today.

D) He is too tired.

9. A) Sign a contract.

B) Buy something.

C) Sign a check.

D) Move away.

10. A) Sell insurance.

B) He is a professional musician.

C) Lives on unemployment.

D) Sells violins.

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

11. A) The staff.

B) Professional journalists.

C) The faculty.

D) A group of students.

12. A) One.

B) Two.

C) Five.

D) Seven.

13. A) To make a lot of money.

B) To learn to type.

C) To become a better student.

D) To get experience in journalism.

Passage 2

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

14. A) It was situated in the North.
    B) It was situated in the South.
    C) It occupied a section of the Potomac River.
    D) It moved from place to place.

15. A) Because the government wanted to commemorate Columbus.
    B) Because the only available site was in Maryland.
    C) In order to please George Washington, the first President.
    D) In order not to favor any particular state.

16. A) In the same year as the Capital Building was opened.
    B) When the District of Columbia was established.
    C) When Washington became the first President.
    D) In the same year that Maryland granted the land.

Passage 3

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

17. A) A plate.
    B) A pear.
    C) A ball.
    D) An egg.

18. A) An astronaut.
    B) A mathematician.
    C) A space-craft designer.
    D) A computer scientist.

19. A) How most mathematicians work.
    B) Accidental discovery about the earth's shape.
    C) How to track an orbit.
    D) How astronauts use computers to measure the size of the

earth.

20. A) To prove the earth was round.

B) To gather information for planning space flights.

C) Because all spacecraft had to carry computers.

D) Because it can measure the size of the satellite of the earth.

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:

The nuclear age in which the human race is living, and may soon be dying, began for the general public with the dropping of an atom bomb on Hiroshima on 6 August 1945. But for nuclear scientists and for certain American Authorities, it had been known for some time that such a weapon was possible. Work towards making it had been begun by the United States, Canada and Britain very soon after the beginning of the Second World War. The existence of possibly explosive forces in the nuclei of atoms had been known ever since the structure of atoms was discovered by Rutherford.

An atom consists of a tiny core called the "nucleus" with electrons circling round it. The hydrogen atom, which is the

simplest and lightest, has only one electron. Heavier atoms have more and more as they go up the scale. The first discovery that had to do with what goes on in nuclei was radioactivity, which is caused by particles being shot out of the nucleus. It was known that a great deal of energy is locked up in the nucleus, but, until just before the outbreak of the Second World War, there was no way of releasing this energy in any large quantity. A revolutionary discovery was that, in certain circumstances, mass can be transformed into energy in accordance with Einstein's formula which states that the energy generated is equal to the mass lost multiplied by the square of the velocity of light.

The A-bomb, however, used a different process, depending upon radioactivity. In this process, called "fission", a heavier atom splits into two lighter atoms. In general, in radioactive substances this fission proceeds at a constant rate which is slow where substances occurring in nature are concerned. But there is one form of uranium called "U235" which, when it is pure, sets up a chain reaction which spreads like fire, though with enormously greater rapidity. It is this substance which was used in making the atom bomb.

The political background of the atomic scientists' work was the determination to defeat the Nazis. It was held—I think rightly —that a Nazi victory would be a terrible disaster. It was also held, in Western countries, that German scientists must be well advanced towards making an A-bomb, and that if they succeeded before the West did they would probably win the war. When the

war was over, it was discovered, to the complete astonishment of both American and British scientists, that the Germans were nowhere near success, and, as everybody knows, the Germans were defeated before any nuclear weapons had been made. But I do not think that nuclear scientists of the West can be blamed for thinking the work urgent and necessary. Even Einstein favoured it.

When, however, the German war was finished, the great majority of those scientists who had collaborated towards making the A-bomb considered that it should not be used against the Japanese, who were already on the verge of defeat and who, in any case, did not constitute as great a threat to the world as Hitler did. Many of them made urgent representations to the American Government maintaining that, instead of using the bomb as a weapon of war they should after a public announcement, explode it in a desert, and that future control of nuclear energy should be placed in the hands of an international authority. Seven of the most famous nuclear scientists drew up what is known as "The Frank Report" which they presented to the Secretary of War in June 1945. This is a very admirable and far-seeing document, and if it had won the agreement of the politicians, none of our subsequent terrors would have arisen.

21. We may conclude that the writer's attitude towards the A-bomb is that _____.

A) it is a necessary evil

B) it is a terrible threat to the whole of mankind

C) it played a vital part in defeating the Japanese

D) it was a wonderful invention

22。According to the passage, an atom is heavy if_____。

A) it has a large nucleus

B) it is radioactive

C) its nucleus has many electrons

D) its nucleus shoots out many particles

23。The American and British scientists were astonished at the end of the Second World War against Germany because _____。

A) the Germans had been defeated without the use of nu-clear weapons

B) the Western countries had won before they had invented nuclear weapons

C) they thought the Germans would probably win the war

D) the Germans had made little progress in developing nuclear weapons

24。According to the writer, most scientists who had helped in making the A-bomb considered that it should not be used against the Japanese because_____。

A) it was such a dangerous weapon

B) its use against the Japanese was unnecessary

C) it was very inhumane weapon

D) the German war was finished

25。It is implied that the nuclear scientists_____。

A) might not have agreed to develop the bomb if there

had been no Nazi threat

B) would have developed the bomb even without the Nazi threat

C) would have made the bomb, under peace-time conditions, but only for the use of an international authority

D) developed the bomb because Einstein thought it urgent and necessary

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

'I. Q.' stands for Intelligence Quotient which is a measure of a person's intelligence found by means of an intelligence test。 Before marks gained in such a test can be useful as information about a person, they must be compared with some standard, or norm。 It is not enough simply to know that a boy of thirteen has scored, say, ninety marks in a particular test。 To know whether he is clever, average or dull, his marks must be compared with the average achieved by boys of thirteen in that test。

In 1906 the psychologist, Alfred Binet (1857 ~ 1911), devised the standard in relation to which intelligence has since been assessed。 Binet was asked to find a method of selecting all children in the schools of Paris who should be taken out of ordinary classes and put in special classes for defectives。 The problem brought home to him the need for a standard of intelligence, and he hit upon the very simple concept of 'mental age'。

First of all, he invented a variety of tests and put large numbers of children of different ages through them。 He then

found at what age each test was passed by the average child. For instance, he found that the average child of seven could count backwards from 20 to 1 and the average child of three could repeat the sentence: 'We are going to have a good time in the country.' Binet arranged the various tests in order of difficulty, and used them as a scale against which he could measure every individual. if, for example, a boy aged twelve could only do tests that were passed by the average boy of nine, Binet held that he was three years below average, and that he had a mental age of nine.

The concept of mental age provided Binet, and through him, other psychologists, with the required standard. It enabled him to state scores in intelligence tests in terms of a norm. At first, it was usual to express the result of a test by the difference between the 'mental'and the 'chronological' age. Then the boy in the example given would be 'three years retarded'. Soon, however, the 'mental ratio'was introduced; that is to say, the ratio of the mental age to the chronological age. Thus a boy of twelve with a mental age of nine has a mental ratio of 0. 75.

The mental age was replaced by the 'intelligence quotient'or 'I. Q. '. The 'I. Q. 'is the mental ratio multiplied by 100. For example, a boy of twelve with a mental age of nine has an 'I. Q. 'of 75. Clearly, since the mental age of the average child is equal to the chronological age, the average 'I. Q. 'is 100.

26. To judge a child's standard, his marks in a test must be compared with marks gained by_____.

A) others of the same age

B) older and younger children

C) a number of children aged thirteen

D) the same child when at different ages.

27. Binet used large numbers of children in his tests because he wanted to find out_____.

A) who were the brightest

B) the defectives

C) what a bright child could do

D) a norm

28. A boy of nine who is 'three years retarded' has a mental age of_____.

A) six B) nine

C) twelve D) three

29. To work out a person's chronological age, one must_____.

A) know his date of birth

B) give him a test

C) find out his his mental age

D) compare his performance in a test with that of people of the same age

30. The 'I. Q. 'is_____.

A) the mental age divided by the chronological age nad multiplied by a hundred

B) the mental age multiplied by the chronological age and divided by a hundred

C) the chronological age divided by the mental age and mul-

tiplied by a hundred

D) the average age divided by the mental age and multiplied by a hundred.

Questions 31 *to* 35 *are based on the following passage:*

The science of meteorology is concerned with the study of the structure, state, and behavior of the atmosphere. The subject may be approached from several directions, but the scene cannot be fully appreciated from any one vantage point. Different views must be integrated to give perspective to the whole picture.

One may consider the condition of the atmosphere at a given moment and attempt to predict changes from that condition over a period of a few hours to a few days ahead. This approach is covered by the branch of the science called synoptic meteorology.

Synoptic meteorology is the scientific basis of the technique of weather forecasting by means of the preparation and analysis of weather maps and aerological diagrams. The practical importance of the numerous applications of weather forecasting cannot be overestimated. In serving the needs of shipping, aviation, agriculture, industry, and many other interests and fields of human activity with accurate weather warnings and professional forecast advice, great benefits are reaped in the form of the saving of human life and property and in economic advantages of various kinds. One important purpose of the science of meteorology is constantly to strive, through advanced study and research, to increase our knowledge of the atmosphere with the aim of improving the accuracy of weather forecasts.

The tools needed to advance our knowledge in this way are the disciplines of mathematics and physics applied to solve meteorological problems. The use of these tools forms that branch of the science called dynamic meteorology.

31. Which of the following is the best title for the passage?

A) The Limitations of Meteorological Forecasting.

B) New Advances in Synoptic Meteorology

C) Approaches to the Science of Meteorology.

D) The Basics of Dynamic Meteorology

32. The predictions of synoptic meteorologists are directly based on the_____.

A) application of the physical sciences.

B) preparation and study of weather maps

C) anticipated needs of industry

D) observations of commercial airline pilots

33. Which of the following is NOT referred to by the author as a field whose needs are served by weather forecasting?

A) Transportation. B) Manufacturing.

C) Farming. D) Sports.

34. The author implies that increased accuracy in weather forecasting will lead to_____

A) more funds allocated to meteorological research

B) greater protection of human life

C) a higher number of professional forecasters

D) less-specialized forms of synoptic meteorology

35. Which of the following statements best describes the or-

ganization of the third paragraph of the passage?

A) A procedure is explained and its importance is emphasized.

B) Two contrasting views of a problem are presented.

C) Recent scientific advancements are outlined in order of importance.

D) A problem is examined and possible solutions are given.

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

In America the middle classes, and even the wellpaid working class, have "pursued happiness" according to the prescription of the Declaration of independence, but in recent years it has become more evident that this pursuit (追求) has led to a "brave new world" of consumer goods and services. And, as in Aldous Huxley's great novel of that name, this world took over, not just the body, but the spirit of man. Not only does the new Homo sapiens buy material junk at the supermarket, he buys spiritual junk from the movies and television, those supermarkets of the soul. Man is now "happy" by definition; but whether this is the happiness which the rebels of 1776 had in mind is a moot point.

It is certainly not the happiness sought by the rebels of the nineteen sixties. They consider it a form of consciousness too narrow to be dignified with the word "human", and so have initiated an era of significant, if symbolic, protest. If hairdos and clothing, drugs and rock music are hardly, in themselves, worth a fight to the death, for the rebels of the sixties they have become