

大学英语六级考试新题型 模拟试题集

黄建滨 主编

辽宁大学出版社

大学英语六级考试新题型模拟试题集

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辽宁大学出版社

图书在版编目 (CIP) 数据

大学英语六级考试新题型模拟试题集/黄建滨主编.

沈阳: 辽宁大学出版社, 2000. 2

ISBN 7-5610-3961-1

I. 大… II. 黄… III. 英语—高等学校—水平考试—试题 IV. H310. 4—44

中国版本图书馆 CIP 数据核字 (2000) 第 04497 号

辽宁大学出版社出版

网址: <http://www.lnupress.com.cn>

Email: mailer@lnupress.com.cn

(沈阳市皇姑区崇山中路 66 号 邮政编码 110036)

金城印刷厂印刷 辽宁大学出版社发行

2000 年 5 月第 1 版 2000 年 5 月第 1 次印刷

开本: 787×1092 毫米 1/16 印张: 20

字数: 410 千字 印数: 1—5000 册

责任编辑: 祝恩民 责任校对: 刘欣

封面设计: 鲁美装帧工作室

定价: 28.00 元

前 言

自 1989 年 1 月以来,大学英语六级考试 (CET-6) 已连续举行了 10 年,受到了师生们的热烈欢迎和社会各界的广泛关注,极大地推动了大学英语的教学改革。为了使这一考试更能反映大学英语的教学实际,促使高校学生加强语言基本功的训练,大学英语四、六级考试委员会自 1995 年以来又相继推出了一些主观题题型,例如:简短回答题 (Short-Answer Questions)、英译汉 (Translation from English into Chinese)、复合式听写 (Compound Dictation) 等。

为了帮助广大考生熟悉和适应大学英语六级考试的各种题型,我们编选了十七套模拟试题,供考生在考前自测使用。书后所附三套全真试题,可供考生参考。在编写中,我们力求体现《大学英语教学大纲》和《大学英语六级考试大纲》对听、读、写、译等各项技能的要求,使读者通过阅读本书,既能够了解六级考试的全貌,又进行了一次语言技能的综合训练。当然,应试无助于提高语言应用能力,不能代替课堂教学。所以,我们希望读者在使用本书的同时,在老师的指导下,通过课堂教学和自主学习,继续努力打好语言基础,提高听、说、读、写、译的综合能力,从而达到社会对大学生英语应用能力的要求,为我国的改革开放和经济建设作出贡献。

本书由黄建滨主编,参加编写的教师有吴谨、景敏言、唐爱军、徐莹、张怀建。李铭负责磁带录制。由于编写时间紧迫,编者水平有限,书中错误在所难免,恳请广大读者批评指正。

编 者

2000 年 3 月

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Practice Test I

Part I Listening Comprehension

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 conversation 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.*

1. A. The last contestant won a car.
B. Four contestants failed to win prizes.
C. Five contestants won cars.
D. The last contestant failed to win a prize.
2. A. He has injured his neck.
B. He hates going to the movies.
C. He is too occupied at the moment.
D. He is not in the mood for movies.
3. A. It rained on the way to the airport.
B. The wife forgot to put it in the suitcase.
C. The suitcase was very full.
D. The wife thought it would rain.
4. A. She is an apartment manager.
B. She is a real state agent.
C. She is a boss of a company.
D. She is a saleswoman selling refrigerators.
5. A. He is a grocer.
B. He is a salesman.
C. He is a slaughterer.
D. He is a farmer.
6. A. She is glad to get the guests to the airport.
B. She has been too busy to see them off.
C. Her car licence has been suspended.
D. Her car is getting repaired at the moment.

- 7. A. In a bakery. B. In a clothing store.
C. In a doctor's office. D. In a hardware store.
- 8. A. Over-the-counter medicine. B. Antibiotics.
C. Honey and whisky. D. Cough medicine.
- 9. A. A play B. A lecture
C. A speech D. A movie
- 10. A. Paul should take over his uncle's business.
B. Paul should first gain his master degree.
C. Paul should go home as soon as possible.
D. Paul should stay another year in the country to get more experience.

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. They like driving their own cars to wherever they like.
B. They often drive without thinking whether it is necessary.
C. They like showing off their cars to others.
D. They have to drive a long way to go shopping.
- 12. A. Large cars. B. Small cars.
C. Luxuriant cars. D. Famous-brand cars.
- 13. A. 50%. B. 35%/
C. 80%. D. 60%.

Passage Two

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

- 14. A. Color. B. Cut.
C. Carat. D. Clarity.
- 15. A. A clear, bright yellow diamond. B. A slightly gray diamond.
C. A white diamond. D. A diamond with a slight yellow cast.
- 16. A. Its weight. B. Its shape.
C. Its light refraction. D. Its smoothness.

Passage Three

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

- | | |
|------------------------------|----------------------|
| 17. A. Yellowjack. | B. Poor appetite. |
| C. Exhaustion. | D. Yellow skin. |
| 18. A. In Cuba. | B. In New Orleans. |
| C. In Africa. | D. In Boston. |
| 19. A. A fever. | B. A slave ship. |
| C. A mosquito. | D. A virus. |
| 20. A. In the United States. | B. In Africa. |
| C. In Central America. | D. In South America. |

Part II : Reading Comprehension

Directions: *There are four 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.

Gestures, by definition, transmit signals, and these signals must come across clearly if we are to understand their messages. They cannot afford to be vague and woolly; they must be crisp and sharp and difficult to confuse with other signals. To do this they have to develop a "typical form" that shows comparatively little variation. And they must be performed with a "typical intensity", showing much the same speed, strength and amplitude on each occasion when they are brought into action.

It is rather like the ringing of a telephone bell. The signal goes on sounding at fixed intervals, at a fixed volume, and with a fixed sound, no matter how urgent the call. No-one confuses a telephone bell with a front-door bell or an alarm clock. Its fixed form and its fixed intensity make it unmistakable.

The process is at work in human gestures. When an angry man shakes his fist, chances are that the speed, force and amplitude of each shake, as the fist jerks back and forth in mid-air, are much the same on each occasion when he employs this gesture. And there is a reasonable likelihood that his speed, force and amplitude will be similar to those of any other fist-shaker. If, as an experiment, you were to perform a fist-shaking gesture in which you slowed down the movement, decreased the force, and increased the distance travelled by the clenched fist, it is doubtful if your signal would be understood. An onlooker might imagine you were exercising your arm, but it is doubtful if he would read the message as a threat display.

Most of our gestures have grown into typical presentations of this kind. We all wave in much the same way, clap our hands at roughly the same speed, beckon with much the same amplitude and shake our heads with much the same rhythm. This is not a conscious process. We simply tune in to the cultural norm. Unwittingly, we smooth the path of the hundreds of tiny messages that fly between us whenever we meet and interact. Somehow we manage to

match up our gestures with those of our companions, and they do the same with ours. Together we all synchronise the intensities of our gesturing until we are all operating in concert, as if under the control of an invisible cultural conductor.

As always with human behaviour there are exceptions to this general rule. We are not automatons. We show personal idiosyncrasies—— individual variations on the cultural themes. One man, with a particularly fine set of teeth, shows an exaggeratedly intense, open—lipped smile, and he does this even in mild situations. Another man, with bad teeth, gives a more closed smile, even when strongly stimulated. One man bellows with laughter, while another titters, in reaction to the same joke. These are Gesture Variants, and they provide each of us with a behavioural “style”, or body personality. They are small differences compared with our general gesture-conformity, but they can become important personal labels none the less.

21. What do successful gestures have in common?
 - A. Speed.
 - B. Clarity.
 - C. Intensity.
 - D. Style.
22. What characteristics do successful gestures share with telephone bells?
 - A. They go on for a long time.
 - B. It is not usual to mistake what they mean.
 - C. They are repeated regularly.
 - D. People know they must be responded to.
23. A fist-shaking gesture might cause confusion if _____.
 - A. the gesture didn't have the right rhythm
 - B. the person failed to synchronise his movement with those around him
 - C. the person also shook his head
 - D. the gesture was unusual for that particular person
24. According to the passage, what makes people develop similar gestures?
 - A. The need to be liked.
 - B. The desire to be part of a particular culture.
 - C. The need to facilitate communication.
 - D. The conscious desire to be like other people.
25. What accounts for individual variation in gestures?
 - A. People's desire to show off their good features.
 - B. The fact that people live in different cultures.
 - C. The fact that people are different shapes and sizes.
 - D. The need to develop one's own manner.

Questions 26 to 30 are based on the following passage.

It is natural for young people to be critical of their parents at times and to blame them for most of the misunderstandings between them. They have always complained, more or less justly, that their parents are out of touch with modern ways; that they are possessive and

dominant; that they do not trust their children to deal with crises; that they talk too much about certain problems—and that they have no sense of humour, at least in parent—child relationships.

I think it is true that parents often underestimate their teenage children and also forget how they themselves felt when young.

Young people often irritate their parents with their choices in clothes and hairstyles, in entertainers and music. This is not their motive. They feel cut off from the adult world into which they have not yet been accepted. So they create a culture and society of their own. Then, if it turns out that their music or entertainers or vocabulary or clothes or hairstyles irritate their parents, this gives them additional enjoyment. They feel they are superior, at least in a small way, and that they are leaders in style and taste.

Sometimes you are resistant, and proud because you do not want your parents to approve of what you do. If they did approve, it looks as if you are betraying your own age group. But in that case, you are assuming that you are the underdog: you can't win but at least you can keep your honour. This is a passive way of looking at things. It is natural enough after long years of childhood, when you were completely under your parents' control. But it ignores the fact that you are now beginning to be responsible for yourself.

If you plan to control your life, co-operation can be part of that plan. You can charm others, especially your parents, into doing things the way you want. You can impress others with your sense of responsibility and initiative, so that they will give you the authority to do what you want to do.

26. The author is primarily addressing _____.
A. parents of teenagers
B. those who give advice to teenagers
C. newspaper readers
D. teenagers
27. The first paragraph is mainly about _____.
A. the teenagers' criticism of their parents
B. misunderstandings between teenagers and their parents
C. the dominance of the parents over their children
D. the teenagers' ability to deal with crises
28. Teenagers tend to have strange clothes and hairstyles because they _____.
A. want to irritate their parents
B. have no other way to enjoy themselves better
C. have a strong desire to be leaders in style and taste
D. want to show their existence by creating a culture of their own
29. Teenagers do not want their parents to approve of whatever they do because they _____.
A. have already been accepted into the adult world
B. feel that they are superior in a small way to the adults

- C. are not likely to win over the adults
D. have a desire to be independent
30. To improve parent-child relationships, teenagers are advised to be _____.
A. obedient B. co-operative
C. responsible D. independent

Questions 31 to 35 are based on the following passage.

There is a confused notion in the minds of many persons, that the gathering of the property of the poor into the hands of the rich does no ultimate harm, since in whosever hands it may be, it must be spent at last, and thus, they think, return to the poor again. This fallacy has been again and again exposed; but granting the plea true, the same apology may, of course, be made for blackmail, or any other form of robbery. It might be (though practically it never is) as advantageous for the nation that the robber should have the spending of the money he extorts, as that the person robbed should have spent it. But this is no excuse for the theft. If I were to put a turnpike (收费公路) on the road where it passes my own gate, and endeavor to exact a shilling from every passenger, the public would soon do away with my gate, without listening to any pleas on my part that it was as advantageous to them, in the end, that I should spend their shillings, as that they themselves should. But if, instead of outfacing them with a turnpike, I can only persuade them to come in and buy stones, or old iron, or any other useless thing, out of my ground, I may rob them to the same extent and, moreover, be thanked as a public benefactor and promoter of commercial prosperity. And this main question for the poor of England—for the poor of all countries—is wholly omitted in every treatise on the subject of wealth. Even by the laborers themselves, the operation of capital is regarded only in its effect on their immediate interests, never in the far more terrific power of its appointment of the kind and the object of labor. It matters little, ultimately, how much a laborer is paid for making anything; but it matters fearfully what the thing is which he is compelled to make. If his labor is so ordered as to produce food, fresh air, and fresh water, no matter that his wages are low; the food and the fresh air and water will be at last there, and he will at last get them. But if he is paid to destroy food and fresh air, or to produce iron bars instead of them, the food and air will finally not be there, and he will not get them, to his great and final inconvenience. So that, conclusively, in political as in household economy, the great question is, not so much what money you have in your pocket, as what you will buy with it and do with it.

31. It can be inferred that the author probably favors _____.
A. capitalism B. totalitarianism
C. socialism D. anarchism
32. According to the passage, the individual should be particularly concerned with _____.
A. how much wealth he can accumulate
B. the acquisition of land property rather than money
C. charging the customer a fair price

- D. the quality of goods which he purchases with his funds.
33. It can be inferred that in regard to the accumulation of wealth the author _____.
A. equates the rich with the thief
B. indicates that there are few honest businessmen
C. condones some dishonesty in business dealings
D. believes destruction of property is good because it creates consumer demand
34. According to the views expressed in the passage, people should be happiest doing which of the following?
A. Mining ore for the manufacture of weapons.
B. Cleaning sewage ponds at a treatment plant.
C. Waiting tables for a rich man.
D. Helping a poor man do his job.
35. The author of the above passage would probably react to an energy shortage by _____.
A. blaming the rich for the problem
B. urging that energy be used more efficiently and effectively
C. supporting the search for more oil, coal, and other energy-producing mineral deposits
D. denying that there is really any shortage at all

Questions 36 to 40 are based on the following passage.

Lightning never strikes in the same place twice. Don't stand near the window during a thunderstorm. Lightning can travel through your telephone. A car is the safest place to be if lightning strikes. Turn off your television set if lightning is striking nearby.

Are these facts or fallacies? Lightning, to most of us, is a mysterious phenomenon, and we tend to put our faith in the stock of folk wisdom passed down by our parents and neighbors. It is important, however, to know the facts about lightning. More than a hundred people are killed by lightning every year, and hundreds more are injured or narrowly escape death. Eighteen thousand homes are damaged or destroyed by lightning each year. Many areas of the country, such as the Midwest, see forty to fifty days of thunderstorms every year; south Floridians get over a hundred days of such storms.

In order to sort out the facts from the fiction, it's important to know what lightning is. A bolt of lightning is a huge electrical spark, a flow of electric current from a cloud to the ground. The cloud is negatively charged; the ground becomes positively charged; and, as the charges grow, the attraction is great enough to overcome the insulating properties of the atmosphere. The lightning bolt is the flow of electric current from the storm cloud to the ground. Thunder is the sound made by the sudden expansion of air as it is heated by the current. Because sound travels more slowly than light, we see the flash first and then hear the crack or boom of thunder. Lightning can strike the same place twice, and probably will, since it tends to choose the closest or tallest object around—a single tree, a hilltop house, a telephone pole, or an antenna. And because lightning strikes telephone poles, it's better to avoid

using the phone if you live in a rural or suburban area. The current can come right through the line and burn your face or damage your hearing. Lightning also strikes the most conductive material—metal or water, for example, rather than air. Therefore, boats, golf clubs, and fishing rods attract lightning. However, metal cars are generally safe if you are not holding onto, or leaning against, any metal parts. The car's metal shell allows the electricity to flow through it and into the ground.

Inside the house, it isn't usually necessary to turn off electrical appliances or stay away from closed windows. Unless you've already had trouble with lightning coming into the house through the electrical system, the risk is small. The important thing to remember about a storm is to get inside if you can. If you can't, stay away from water and metallic objects. Otherwise, you may set yourself up as a human lightning rod.

36. The purpose of the passage is to _____.
- A. impart some basic knowledge about lightning
 - B. differentiate facts from fallacies of lightning
 - C. describe lightning as a natural phenomenon
 - D. advise people the best way to avoid being struck by lightning
37. Usually, lightning can do all of the following except _____.
- A. strike in the same place twice
 - B. strike an isolated hilltop house
 - C. strike through a closed window
 - D. strike a person holding a metal golf club
38. It is implied in the passage that _____.
- A. folk wisdom is sometimes inaccurate
 - B. lightning should be guarded against, especially in the South
 - C. it is unnecessary to be afraid of lightning
 - D. people now have more than enough knowledge about lightning
39. It is suggested in the passage that _____.
- A. a majority of people don't understand lightning
 - B. lightning will someday be controlled
 - C. lightning is entirely predictable
 - D. the mystery of lightning is solved
40. Which of the following will the author most probably agree?
- A. The safest place to be in a storm is inside your car.
 - B. To stay at home is least dangerous in a storm.
 - C. Don't call your friends when a lightning comes.
 - D. Standing near the window in a storm risks your life.

Part III Vocabulary

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

41. The two professors worked at the task of writing a preface to the new dictionary for 3 hours _____ last night.
A. at length
B. on end
C. in time
D. in full
42. Cheers _____ from the crowd when the commander-in-chief appeared.
A. broke forth
B. broke upon
C. broke out
D. broke through
43. The weather may not be fine tomorrow, in _____ case we'll have to put the football game off.
A. that
B. which
C. this
D. whose
44. I'll send a copy of this letter to the doctor _____ your permission.
A. with
B. at
C. on
D. under
45. The teachers preferred _____ the examination rather than _____ it without adequate preparation.
A. canceling...having
B. to cancel...have
C. to canceling...having
D. to cancel...having
46. He was a practical joker without _____.
A. peer
B. match
C. equivalent
D. mate
47. Margaret proudly showed her mother the toy cat she had _____ in the competition.
A. won
B. rewarded
C. gained
D. succeeded
48. Dearer electricity will mean _____ bills for most families.
A. dear
B. expensive
C. hard
D. heavy
49. Because he was convinced of the accuracy of this fact, he _____ to his opinion.
A. maintained
B. stuck
C. sustained
D. uphold
50. Her attempt to _____ the two friends failed because they had complete faith in each other.
A. isolate
B. integrate
C. alienate
D. split
51. Hoping to _____ his condition, he left Vietnam for the United States.
A. switch
B. ascend
C. vary
D. amend

64. It is a very popular play, and it would be wise to _____ seats well in advance.
 A. book B. occupy
 C. preserve D. engage
65. Things went well for him during his early life, but in middle age his _____ seemed to change.
 A. chance B. luck
 C. turn D. affair
66. You can do it if you want to, but in my opinion, it's not worth _____ it involves.
 A. force B. strength
 C. attempt D. effort
67. He won't _____ to buy some bread unless I tell him again.
 A. forget B. remember
 C. realize D. remind
68. On that bitterly cold winter night, few people walked along the now _____ narrow street.
 A. deserted B. lonely
 C. isolated D. neglected
69. She has very weak powers of _____ and is slow to understand anything.
 A. adoption B. reception
 C. acceptance D. recognition
70. She told me without _____ all about her married life.
 A. restraint B. control
 C. pressure D. constraint

Part IV Error Correction

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 add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put slash (/) in the blank.

In 1944, the first general-purpose computer, Mark I, was put into operation. This first computer was electromechanic, it was very slow and large. In fact, all early computers were so large that several floor of a building were needed to house them. By the end of the 1950, computers were being designed to use transistors. Transistors made it smaller, less expensive, more powerful, and more reliable. Today, these are known as second-generation computers.

Third-generation computers used "chips" to store the memory of the computer, but it was until the silicon chip was devised that computers became

71 _____
 72 _____
 73 _____
 74 _____

75 _____

truly small and affordable. Computers with silicon chips are known as 76 _____
fourth-generation computers.

Today, all aspects of our lives are affected by computers. Our phone 77 _____
calls are being directed by computers, our cars are being designed by compu
ters, our mail is being sorted by computers, our bank balance is being
calculated by computers, and our children are being taught by computers.

All of these functions are performances by fourth-generation computers. 78 _____
Fifth-generation computers, with artificial intelligence, are being developed
and perfect now. 79 _____

It remains be seen what the fifth generation will affect our lives. 80 _____

Part V Writing

Directions: *For this part, you are allowed thirty minutes to write a composition on the topic.
You must base your composition on the following instructions.*

Time is Money.

1. 有些人认为时间比金钱重要。
2. 有些人认为花了时间就要给钱。
3. 我的观点。

Your composition should be no less than 120 words. Remember to write clearly.