

主编 晏晓蓉  
主审 余渭深

# 最新

大学英语 **六** 级  
仿真测试题

重庆大学出版社

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# 最新大学英语六级仿真测试题

Zuixin Daxue Yingyu Liuji Fangzhen Ceshiti

主 编 晏晓蓉

主 审 余渭深

责任编辑 田孟沂 玉勇

·重庆大学出版社出版发行

新 华 书 店 经 销

四川外语学院印刷厂印刷

\*

开本:787×1092 1/16 印张:15.25 字数:379 千

1998年10月第1版 1998年10月第1次印刷

印数:1-8000

ISBN 7-5624-1875-6/H·154 定价:16.00元

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## 前 言

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教育部目前正致力于《大学英语教学大纲》的修订工作。修订后的新大纲中教学目的将从以前的三个层次改为两个层次。为强调检查学生运用语言的能力,以后四、六级的统一考试中将增加主观考试的比例。本书根据《大学英语教学大纲》和《大学英语六级考试大纲》的精神和要求而编写,内容包括一贯使用和交替使用的新老题型,旨在帮助即将参加六级考试的考生迅速掌握各类题型要求,强化训练应试技能,提高应试能力。

本书共由 10 个单元组成。每单元设有听力理解、复合式听写(附有听力、听写录音带)、阅读理解、词汇、简答、改错及写作。教师教学时可交替选用;学生自学时也可随意选择使用所需题型。

本书选材广泛,内容新颖,集趣味性、知识性、实用性于一体,内容广泛涉及社会、文化、教育、经济、科技等知识。学生在提高语言能力的同时,亦可了解英语国家的政治、经济、文化及社会风俗等方面的知识。

本书由晏晓蓉主编,余渭深主审。陈毅萍、欧玲编写了听力理解及听写部分;朱万忠、韩萍编写了阅读部分;黄萍、晏晓蓉编写了词汇部分;黄萍编写了简答部分;颜伟编写了改错及写作部分。

由于编者水平有限,谬误疏漏之处在所难免。切望广大读者及同行专家不吝赐教。

编者

1998 年 8 月

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# Part One

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# Unit One

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## 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 the conversation and the question 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 the Answer Sheet with a single line through the center.

**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 [D] on the Answer Sheet and mark it with a single line through the center.

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

1. A) By phoning a special number.  
B) By looking at the bulletin boards.  
C) By attending social events regularly.  
D) By reading the campus newspaper.
2. A) Confident that it works.  
B) Optimistic about eventual cures.  
C) Skeptical that it helps.



- D) Pessimistic about modern medicine.
3. A) Too hard-working. C) Rather boastful.  
B) Very dependable. D) Strong in mathematics.
4. A) Excited. C) Frightened.  
B) Pleased. D) Disappointed.
5. A) Mostly English. C) Mostly the students' language.  
B) Only the foreign language. D) Each language about half the time.
6. A) Sell trousers for small boys.  
B) Make these trousers a bit smaller.  
C) Exchange the trousers for larger ones.  
D) Work as a seamstress at this store.
7. A) They will visit the wife's parents.  
B) They will visit the woman's parents.  
C) They will visit a lawyer friend.  
D) They will remain at home.
8. A) Poor. C) Rather good.  
B) Acceptable. D) Excellent.
9. A) He has lost his job.  
B) He has received a promotion.  
C) He has been transferred abroad.  
D) He has been scolded for making a mistake.
10. A) His wife. C) A store detective.  
B) A saleslady. D) A customs official.

## **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) To describe that day's weather.  
B) To warn people of possible danger.  
C) To give the regular weather report.  
D) To stop the program momentarily.
12. A) Northeast.                      B) Southeast.                      C) Northwest.                      D) Southwest.
13. A) The lightning.                      C) Possible tornadoes.  
B) Heavy rainfall.                      D) The gusts of wind.

### Passage Two

**Questions 14 to 17 are based on the conversation you have just heard.**

14. A) To make a reservation.  
B) To cancel a reservation.  
C) To check a reservation.  
D) To change a reservation.
15. A) Both of them.  
B) Neither of them.  
C) Only the first.  
D) Only the second.
16. A) Problems with aircraft.  
B) Problems with computers.  
C) Too many passengers.  
D) Too few pilots and passengers.
17. A) By calling her back.  
B) By making her reservation.  
C) By rewriting her ticket.  
D) By meeting her at the airport.

### Passage Three

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

18. A) As money.  
B) As houses.  
C) As land.  
D) As gold and silver.
19. A) They have no effect on it.  
B) They help promote it slightly.  
C) They help promote it greatly.  
D) They tend generally to limit it.
20. A) Precious metals.  
B) Population pressures.  
C) Government policies.  
D) Agricultural practices.

### **Section C    Compound Dictation**

**Directions:** In this section you will hear a passage three times. During the first reading, you

should listen carefully for a general idea of the whole passage. Then listen to the passage again. When the first part of the passage is being read, you should fill in the missing word during the pause at each blank. After listening to the second part of the passage you are required to write down the main points according to what you have just heard. Finally, when the passage is read the third time you can check what you have written.

The history of plastics is longer than you might expect. In fact the first (1) \_\_\_\_\_ plastic ever to appear on the (2) \_\_\_\_\_ was made over a hundred years ago. It was called "celluloid". It was discovered both by an Englishman and by an American in the same year. But it was the Americans who first (3) \_\_\_\_\_ it on a large (4) \_\_\_\_\_ during the 1860s. Everybody was very excited by this new (5) \_\_\_\_\_ which could be moulded into shapes and was so cheap to buy. But celluloid had one very serious (6) \_\_\_\_\_. It caught fire very easily. In fact it (7) \_\_\_\_\_ even more quickly than wood or cloth.

For years scientists worked hard to find a better plastic material than celluloid. They had little success. (8) \_\_\_\_\_

In 1939 came the Second World War, which speeded up the development of plastics. Scientists all over the world worked harder than they had ever worked before. Plastics and plastic fibres were needed by every wartime department. (9) \_\_\_\_\_

Will the spread of plastics mean the end of natural materials? One day, perhaps, this may happen. (10) \_\_\_\_\_

## Part II

### Reading Comprehension

(35 minutes)

**Direction:** 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 center.

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

Parents can easily come down with an acute case of schizophrenia(精神分裂症) from reading the contradictory reports about the state of the public schools. One set of experts asserts that the schools are better than they have been for years. Others say that the schools

are in terrible shape and are responsible for every national problem from urban poverty to the trade deficit.

One group of experts looks primarily at such indicators as test scores, and they cheer what they see: all the indicators — reading scores, minimum competency test results, the Scholastic Aptitude Test scores — are up, some by substantial margins. Students are required to take more academic courses — more mathematics and science, along with greater stress on basic skills, including knowledge of computers. More than 40 state legislatures have mandated such changes.

But in the eyes of another set of school reformers such changes are at best superficial and at worst counterproductive. These experts say that merely toughening requirements, without either improving the quality of instruction or, even more important, changing the way schools are organized and children are taught makes the schools worse rather than better. They challenge the nature of the tests, mostly multiple choice or true or false, by which children's progress is measured; they charge that raising the test scores by drilling pupils to come up with the right answers does not improve knowledge, understanding and the capacity to think logically and independently. In addition, these critics fear that the get-tough approach to school reform will cause more of the youngsters at the bottom to give up and drop out. This, they say, may improve national scores but drain even further the nation's pool of educated people.

The way to cut through the confusion is to understand the different yardsticks used by different observers.

Compared with what schools used to be like "in the good old days", with lots of drill and uniform requirements, and the expectation that many youngsters who could not make it would drop out and find their way into unskilled jobs — by those yardsticks the schools have measureably improved in recent years.

But by the yardsticks of those experts who believe that the old school was deficient in teaching the skills needed in the modern world, today's schools have not become better. These educators believe that rigid new mandates may actually have made the schools worse.

21. The title that best expresses the main idea of the passage is \_\_\_\_\_.

- A) Conflicting Views on Test Scores
- B) Improved Quality of Schools
- C) Poor Quality of Schools
- D) Experts Split on Issue of Quality of Schools

22. The purpose of this article is to \_\_\_\_\_.

- A) show the author's positive attitudes towards schools in the U. S.
- B) show the author's negative attitude towards schools in the U. S.
- C) present two opposing views on the quality of schools for readers to judge

- D) offer the way to cut through the confusion about the quality of schools
23. The assertion of the experts who think schools are doing better is based on the \_\_\_\_\_.  
A) qualification of the teacher                      C) reading ability of the children  
B) test scores    D) basic skills of the children
24. People who think schools are not doing any better base their judgement on the \_\_\_\_\_.  
A) non-substantial margins of the scores  
B) toughened requirements of state legislation  
C) good old days  
D) ability of students to think logically
25. According to the author the drop-out rate of school children is often caused by the \_\_\_\_\_.  
A) inability of the children                      C) school reforms  
B) tough requirements of the schools              D) easy access to unskilled jobs

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

A massive pool of warm ocean water is causing changes in the atmosphere that could produce unusual weather around the world in the next few months, the US National Weather Service reported on Monday.

As a result of this phenomenon, known as EL Nino, more rainfall than normal is likely this winter across some areas of the United States, with unusually warm or cold weather in other parts of the country.

Currently the phenomenon is marked by a warm pool of water along the equator extending from the international date line nearly to the coast of South America. That water is nearly 4 degrees Fahrenheit above normal, explained Vernon Kousky of the climate centre.

This warm water "spreads almost a quarter of the way around the globe. So it's massive and it has an impact on our weather. It has a global influence... because it disturbs the atmosphere," said Dave Rodenhuis, director of the climate centre.

EL Nino is "probably the most important climate event beyond the annual cycle of seasons," he added.

Because the changes tended to be first noticed around Christmas, the phenomenon was given the name EL Nino, which is Spanish for child, a term often used to refer to the baby Jesus.

The phenomenon occurs every three to five years, sometimes in a mild form and sometimes strongly affecting weather patterns worldwide. Details of its causes are not fully understood, but when it occurs, unusually warm air can be pumped into Canada, Alaska and the northern United States. At the same time, conditions tend to be wetter than normal

along the US South-east Coast and the Gulf of Mexico. And the Atlantic and Caribbean hurricane season tends to be milder than usual.

The strong EL Nino of 1982-1983 was blamed for worsening the devastating drought in Africa, causing a series of severe winter storms to come ashore in California, spawning the first typhoon to strike French Polynesia in 75 years — followed by five more in five months — deluging Peru and Ecuador with torrential rains and promoting the worst drought in two centuries in Australia.

Overall damage was estimated at between \$ 2 billion and \$ 8 billion by a United Nations analysis and the death toll topped 1,500 worldwide.

That doesn't mean that the disruption will be as great this time, however. A mild EL Nino in 1986-1987 was barely noticed, for example.

26. This phenomenon of nature was given the name EL Nino, only because \_\_\_\_\_.

- A) EL Nino is Spanish for child
- B) EL Nino is used to refer to the baby Jesus
- C) it coincides with the birthday of Jesus
- D) babies love Santa Clause most

27. According to the climate centre, the current phenomenon of EL Nino is characteristic of \_\_\_\_\_.

- A) more rainfall than usual
- B) a series of severe winter storms
- C) mild changes in the atmosphere
- D) a warm pool of water along the equator

28. As a result of this phenomenon of EL Nino, which part of the U. S. is likely to have more rainful than normal?

- A) Along the Southeast Coast.
- B) Along the West Coast.
- C) In the Northern United States.
- D) In the Middle West of the U. S.

29. Scientists all over the world get alarmed about EL Nino on account of \_\_\_\_\_.

- A) unusual weather in the U. S.
- B) the altered annual cycle of season
- C) the impact on weather patterns worldwide
- D) ocean water nearly 4 degrees Fahrenheit warmer than normal

30. As used in the passage, the word "spawning" (Para. 8) most nearly means \_\_\_\_\_.

- A) conquering
- B) producing
- C) whistling
- D) pertaining

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

Some of the earliest diamonds known came from India. In the eighteenth century they

were found in Brazil, and in 1866, huge deposits were found near Kimberley in South Africa. Though evidence of extensive diamond deposits has recently been found in Siberia, the continent of Africa still produces nearly all the world's supply of these stones.

The most valuable diamonds are large, individual crystals of pure crystalline carbon. Less perfect forms, known as "boart" and "carbonado" are clusters of tiny crystals. Until diamonds are cut and polished, they do not sparkle like those you see on a ring — they just look like small, blue—grey stones.

In a rather crude form, the cutting and polishing of precious stones was an art known to the Ancient Egyptians, and in the Middle Ages it became widespread in north-west Europe. However, a revolutionary change in the methods of cutting and polishing was made in 1476 when Ludwig Van Berquen of Bruges in Belgium invented the use of a swiftly revolving wheel with its edge faced with fine diamond powder. The name "boart" is given to this fine powder as well as the natural crystalline material already mentioned. It is also given to badly flawed or broken diamond crystals, useless as jewels, that are broken into powder for grinding purposes, the so-called "industrial" diamonds.

Diamond itself is the only material hard enough to cut and polish diamonds — though recently, high-intensity light beams called lasers have been developed which can bore holes in them. It may be necessary to split or cleave the large stones before they are cut and polished. Every diamond has a natural line of cleavage, along which it may be split by a sharp blow with a cutting edge.

A fully cut "brilliant" diamond has 58 facets, or faces, regularly arranged. For cutting or faceting, the stones are fixed into copper holders and held against a wheel, edged with a mixture of oil and fine diamond dust, which is revolved at about 2,500 revolutions a minute. Amsterdam and Antwerp, in Holland and Belgium respectively, have been the centre of the diamond cutting and polishing industry for over seven centuries.

31. According to the information given in the passage, since 1866 \_\_\_\_\_.
- A) most of the world's diamonds have come from Siberia
  - B) all the world's diamonds have come from near Kimberley in South Africa
  - C) Africa has produced nearly all the world's diamonds
  - D) diamonds have been discovered in most part of the world
32. After a diamond has been cut and polished, it \_\_\_\_\_.
- A) looks like a small blue pebble
  - B) looks very different from its original form
  - C) can no longer be used to put in a ring
  - D) changes its chemical composition
33. Industrial diamonds are \_\_\_\_\_.

- A) made of a different substance from real diamonds
  - B) not as sparkling or brilliant as "boart"
  - C) made up diamond dust and broken crystals
  - D) produced artificially in factories
34. During faceting, diamonds are held in copper holders \_\_\_\_\_.
- A) to facilitate accurate cutting
  - B) to make them shine more brilliantly
  - C) so that they can revolve more easily
  - D) as a steel holder might damage the diamond
35. The word "cleave" (Para. 4) means \_\_\_\_\_.
- A) move
  - B) clip together
  - C) break
  - D) cut with sharp knife

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

Primitive man found out by trial and error how to carry out a certain number of simple chemical changes, but under the ancient Egyptian civilization men learned how to work copper, tin, iron and precious metals; knew how to make pottery, glass, soap and colouring agents, and how to bleach and dye textile fabrics. These arts were the beginnings of the chemical industries of today.

The early scientific study of chemistry, known as alchemy, grew up in the first few centuries A. D. at Alexandria in Egypt. There two important things came together: one was the practical knowledge of the Egyptian workers in metals, pottery and dyes; the other was the learning of the earlier Greek philosophers, such as Hippocrates and Aristotle. At the same time alchemy was much influenced by ideas from the East about magic and astrology — foretelling the future from the stars.

Greek philosophers regarded debate about the nature of matter as superior to experiment, and some held that all matter was made up of the same four "elements"— earth, fire, air and water. Many people therefore thought that if these elements could be rearranged, one substance could be changed into another. For instance, a base metal could perhaps be turned into gold. The chief aim of the alchemists was to find a way of doing this.

Alchemy came under Arab influence when the armies of Islam conquered Egypt during the seventh century. The Arabs carried its study into Western Europe when they advanced into Spain. Many Arabic words are still used in chemistry — "alkali" "alcohol" and even "alchemy" itself, which means "the art of Egypt". The greatest Arab alchemist was Jabir ibn Hayyan, possibly the same person as Geber, author of two important books on alchemy known from the Latin translations of the thirteenth century. Jabir claimed that mercury and sulphur were "elements" like the four Greek ones. He said that all metals were composed of



mercury and sulphur in different proportions. To change a base metal into gold required the proportions to be changed by the action of a mysterious substance which came to be called "the philosopher's stone". Alchemists searched in vain for this substance for several hundred years.

36. The best title for the passage may be \_\_\_\_\_.  
A) The Application of Chemistry  
B) The History of Chemistry  
C) Chemical Processes  
D) The Birthplace of the Early Chemistry
37. According to the passage, primitive man \_\_\_\_\_.  
A) knew nothing about chemistry  
B) succeeded in carrying out a few chemical processes  
C) failed to carry out any chemical processes  
D) knew little about how to work copper and make pottery
38. The ancient Greeks \_\_\_\_\_.  
A) were more fond of discussing theories than doing practical work  
B) were superior to the Egyptians in chemical experiments  
C) showed more interest in chemistry  
D) taught the Egyptians how to work metal, pottery and dyes
39. The Arab conquerors \_\_\_\_\_.  
A) took alchemy to Egypt  
B) learnt "the art of Egypt" in Spain  
C) spread alchemy to Western Europe  
D) overran the whole of Western Europe
40. Jabir ibn Hayyan \_\_\_\_\_.  
A) extended the Greek theories about the "elements"  
B) claimed that all metals were composed of four "elements"  
C) discovered "the philosopher's stone"  
D) wrote two important books on mathematics