

大学英语

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四、六级
考试丛书

六级 考试 模拟试题 详解

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大学英语六级考试模拟试题详解

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前 言

近年来,参加全国大学英语六级考试的高校学生越来越多。为了适应这一趋势,我们根据国家教委颁布的《大学英语六级考试大纲》的要求,精心编写了《大学英语六级考试模拟试题详解》一书。

本书可供大学英语六级考试强化训练以及硕士研究生报考者和出国人员培训之用,也可供有关人员自测和自学。

本书共有 10 份完整的试题,听力理解部分难度适当,阅读理解文章选材较新,词汇结构题覆盖面较广,改错题有一定难度,作文题注意多样化。每份试题均附答案和注释,还在书末给出了听力理解部分的文字材料,读者若按要求和时间做完每份试卷,则可确定自己是否达到大学英语六级水平以及自己的努力方向。本书不仅便于读者自测,而且特别适用于高校课堂测试练习。

本书各部分的编者如下:听力理解部分——梁建萍、柏成鹏;阅读理解部分——邹亚、汪旭;词汇结构部分——谈玉光;改错部分——袁一平;作文部分——柏成鹏、梁建萍。

河海大学郭坤教授审校了全书,河海大学外语系领导袁晓宁同志和出版社陈菁同志给了编者大力支持和具体指导。在此,编者谨向他们三人表示衷心的感谢。

由于编者水平有限,时间仓促,不足之处在所难免,欢迎广大读者及同行专家批评指正。

编 者

1995 年 9 月

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Chapter I Test Papers

College English Test 1 (Band 6)

D) \$ 50

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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.*

Questions 11-14 are based on the passage you have just heard :

11. A) Sir William Johnson and the American Revolution.
B) Sir William Johnson's role in colonial America.
C) The life style of the Iroquois nation.
D) British settlers in colonial America.
12. A) France C) England
B) India D) New York
13. A) Land boundaries
B) Travel to England and France
C) Support for Britain
D) A trade centre
14. A) In 1756 B) In the 1800's
C) Just before the American Revolution
D) During the American Revolution

Questions 15-17 are based on the passage you have just heard :

15. A) 350,000,000 C) 750,000,000
B) 700,000,000 D) 44,000,000

16. A) Pop music, commerce and sports
B) Business, aviation and radio
C) Aviation, sports and pop music
D) Technology, sports and aviation
17. A. 75% C) 44%
B) 60% D) 35%

Questions 18-20 are based on the passage you have just heard:

18. A) A worker C) An actor
B) A writer D) A shoemaker
19. A) His neighbours C) His education
B) His father D) The King of Denmark
20. A) He had a very good education.
B) He was born in a rich family.
C) His bitter childhood helped him obtain his fame.
D) He earned a lot of money by writing stories.

Part I 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:

In eighteenth century France and England, reformers

favoured equalitarian (主张人人平等的) ideas, but few reformers advocated higher education for women. Although the public disapproved of women's lack of education, it did not encourage learning for its own sake for women. In spite of the general prejudice against learned women, there was one place where women could exhibit their learning: the literary salon. Many writers have defined the women's role in the salon as that of an intelligent hostess, but the salon had more than a social function for women. It was an informal university, too, where women exchanged ideas with educated persons, read their own works and heard those of others, and received and gave criticism.

In the 1750's, when salons were firmly established in France, some English women, who called themselves "Bluestockings," followed the example of the salonnières (French salon hostesses) and formed their own salons. Most Bluestockings did not wish to mirror the salonnières; they simply desired to adapt a proven formula to their own purpose—the elevation of women's status through moral and intellectual training. Differences in social orientation and background can account perhaps for differences in the nature of French and English salons. The French salon adopted aristocratic attitudes that highly praised courtly pleasure and emphasized artistic accomplishments. The English Bluestockings, originating from a more modest background, emphasized learning and work over pleasure. Accustomed to the regimented life of court circles, salon-

nieres tended toward formality in their salons. The English women, though somewhat puritanical were more casual in their approach.

At first, the Bluestockings did imitate the salonnières by including men in their circles. However, as they gained cohesion, the Bluestockings came to regard themselves as a women's group and to possess a sense of female solidarity lacking in the salonnières, who remained isolated from one another by the primacy each held in her own salon. In an atmosphere of mutual support, the Bluestockings went beyond the salon experience. They traveled, studied, worked, wrote for publication, and by their activities challenged the stereotype (陈规) of the passive woman. Although the salonnières were aware of sexual inequality, the narrow boundaries of their world kept their intellectual pursuits within conventional limits. Many salonnières, in fact, concealed their nontraditional activities behind the role of hostess and obeyed men in public.

21. Which of the following best states the central idea of the passage?

A) Literary salons were originally intended to be a meeting ground for intellectuals of both sexes, but eventually became social gatherings with little educational value.

B) The literary salons provided a sounding board for French and English women who called for access to all the educational institutions in their societies on an equal basis with men.

C) The establishment of literary salons was a response to reformers' demands for social rights for women.

D) In England, as in France, the general prejudice against higher education for women limited women's talent in literature.

22. Why does the author refer to differences in social background between salonnières and Bluestockings?

A) To criticize the view that their choices of activities were significantly influenced by male salon members.

B) To discuss the reasons why literary salons in France were established before those in England.

C) To question the importance of the Bluestockings in shaping public attitudes toward educated women.

D) To explain the differences in atmosphere and style in their salons.

23. Which of the following could best be considered a twentieth-century counterpart of an eighteenth-century literary salon as it is described in the passage?

A) A community centre.

B) A lecture course on math.

C) A humanities study group.

D) An association of moral reformers

24. Which of the following statements is most compatible with the principles of the salonnières as described in the passage?

A) Women should try to be not only educated but inde-

pendent as well.

B) Men should be excluded from groups of women's rights supporters.

C) Substance, rather than form, is the most important consideration in holding a literary salon.

D) Devotion to pleasure and art is justified in itself.

25. From the context, "the word "solidarity" (line 4, para. 3) most probably means _____.

A) unity

C) superiority

B) separation

D) inferiority

Questions 26 to 30 are based on the following passage:

Man's puzzlement and preoccupation with time both derive ultimately from his unique relationship to it. All animals exist in time and are changed by it; only man can manipulate it.

Like Proust, the French author whose experiences became his literary capital, man can recapture the past. He can also summon up things to come, displaying imagination and foresight along with memory. It can be argued, indeed, that memory and foresightedness are the essence of intelligence; that man's ability to manipulate time to employ both past and future as guides to present action, is what makes him human.

To be sure, many animals can react to time after fashion. A rat can learn to press a lever that will, after a delay of some 25 seconds, reward it with a bit of food. But if the delay stretches beyond 30 seconds, the animal is stumped. It can no longer associate reward so "far" in the future with present

lever-pressing.

Monkeys, more intelligent than rats, are better able to deal with time. If one of them is allowed to see food being hidden under one or two cups, it can pick out the right cup even after 90 seconds have passed. But after that time interval, the monkey's hunt for the food is no better than chance predicts.

With the apes, man's nearest cousins, "time sense" takes a big step forward. Even under laboratory conditions, quite different from those they encounter in the wild, apes sometimes show remarkable ability to manipulate the present to obtain a future goal. A chimpanzee, for example, can learn to stack four boxes, one atop the other, as a platform from which it can reach a hanging banana. Chimpanzees, indeed, carry their ability to cope with the future to the threshold of human capacity; they can make tools. And it is by the making of tools — physical tools as crude as a stone chopper, mental tools as subtle as a mathematical equation—that man characteristically prepares for future contingencies.

Chimpanzees in the wild have been seen to strip a twig of its leaves to make a probe for extracting termites from their hole. Significantly, however, the ape does not make this tool before setting out on a termite hunt, but only when it actually sees the insects or their nest. Here, as with the banana and the crates the ape can deal only with a future that is immediate and visible — and thus halfway into the present.

26. According to the article, which of the following statements

is true?

- A) Monkeys and apes are almost as intelligent as man.
- B) Memory and foresight contribute to intelligence.
- C) Man developed from apes.
- D) Chimpanzees' sense of time is as good as man's .

27. From the sentence "Like Proust, the French author whose experiences became his literary capital, man can recapture the past, "you can tell that Proust _____.

- A) wrote about past experiences
- B) described man's development of time sense
- C) discovered things about the future by reliving the past
- D) wrote primarily to improve his future life

28. It is significant that chimpanzees make tools, but it is more important that _____.

- A) the tools are crude
- B) they stack items to make platforms
- C) they can make up simple equations
- D) they never make tools before they need them

29. The word "contingencies" (last line, para. 5) here means _____.

- A) events that may occur
- B) incidental thought
- C) dependent conditions
- D) uncertainties

30. This article is about _____.

- A) how apes understand time relationships