

最新大学英语六级过关丛书

# 模拟题精编 与注释

# 6级

## COLLEGE ENGLISH BAND SIX

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最新大纲 最新题型  
讲练结合 注重能力  
针对性强 适应性强

大连理工大学出版社

最新大学英语六级过关丛书

# 模拟题精编与注释

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## 序

为了进一步改进全国大学英语四、六级考试,提高考试的效度,使考试对教学有较好的反拨作用,全国大学英语四、六级考试委员会于1995年7月公布了第一批可能采用的两种新题型:**英译汉**和**听写填空**,并于1996年1月和6月的两次全国大学英语四级考试中启用了“英译汉”这种新题型。1996年7月考试委员会又公布了第二批可能采用的新题型:**简短回答题**和**复合式听写**。所公布的这四种新题型将从1997年1月开始在全国大学英语四、六级考试中陆续使用,但是,每次考试中采用哪一种新题型,临考前考试委员会才予以通知。

新题型的出台及陆续采用旨在促使广大英语教师及学生在日常的英语教与学过程中,把精力集中在提高语言的实际运用能力方面,避免应试性的教与学。为了充分发挥新题型对教与学的指导作用,我们反复研究了所公布的这四种新题型的样题,精心编写了若干模拟题,同时也按照以往六级考试的原题型编写了若干模拟题,综合精编成这本模拟试题集,作为广大师生在教与学中的参考资料。

四种新题型(按被公布的先后顺序)是:

### 一、听写填空(Spot Dictation)

“听写填空”安排在“听力理解题”之后。试卷上给出一段200

词左右的短文,其中有 10 个左右空格。每个空格要求填入一个句子,或者句子的一部分。全文以大学英语教学大纲规定的语速朗读三遍。第一遍全文朗读,没有停顿,供考生听懂全文内容;第二遍在空格后有停顿,要求考生把听到的内容(句子或句子的一部分)填入空格;第三遍同第一遍一样没有停顿,供考生进行核对。

“听写填空”所有短文的题材、体裁和难度等与听力理解部分的篇章相同。听写填空录音和听力理解题录音,制作在同一磁带上。

“听写填空”主要考核考生听的能力和一定的书面表达能力。

## **二、英译汉(Translation from English into Chinese)**

“英译汉”安排在阅读理解部分之后。每次考试共四至五题。从阅读理解部分的四篇文章中分别选择一至二个句子组成一题,每篇文章选择一至二题。考试时间为 15 分钟。考试时,考生可以参阅阅读理解部分的有关文章,以便了解上下文。

“英译汉”考核考生对英语书面材料的确切理解能力。

## **三、简短回答题(Short Answer Questions)**

“简短回答题”安排在阅读理解部分之后。每次考试为一篇文章,文章后有五个问题或不完整的句子。要求在阅读文章之后用简短的英语(可以是句子,也可以是单词或短语)回答所提的问题或补足不完整的句子。考试时间为 15 分钟。

“简短回答题”主要考核考生对英语书面材料的确切理解能力。

## **四、复合式听写(Compound Dictation)**

“复合式听写”安排在听力理解部分之后。试题由两个部分组成:第一部分是听写单词,要求考生在空格中填入所缺单词;第二部分是表达,要求考生根据所听内容写出要点。

全文是一篇 250 个词左右的短文,朗读三遍。第一遍是全文朗读,没有停顿,要求考生注意听懂全文内容。第二遍朗读时,第一部

分在每个空格之后略有停顿,让考生填入所缺单词;第二部分之后停顿五分钟,让考生根据所听到的内容写出主要意思。第三遍同第一遍一样,没有停顿,供考生进行核对。考试时间为 15 分钟。

“复合式听写”旨在考核学生的听力能力、拼写能力、记笔记能力和书面表达能力。“复合式听写”所用短文与听力理解部分的篇章在题材、体裁和难度上大体相同,朗读速度略低于大学英语教学大纲规定的语速。

本书的特点是:

①大学英语六级考试可能陆续采用的新题型及原题型均囊括在内。

②所有模拟试题均根据“国家教委六级教学大纲”对“听、读、写、译”的基本要求所筛选并附有答案及详尽注解。

③词汇部分依据 1996 年大学英语最新五、六级通用词汇编写。

④适应考试委员会提出的设作文最低分的要求,增强了作文比重,在每套模拟试题中的写作部分均有两篇习作供练习参考,这无疑增加了写作练习机会,有助于学生写作技能的提高。

⑤本书全部听力内容由美籍专家录音,上海海文音像出版社录制。

本书从体系的安排、知识的系统性、内容的选择上,力求科学性、针对性、代表性相结合。

本书可供大学英语六级考生及较高层次的考生(参加 EPT, TOEFL, GRE 等考试)进行备考复习、自学、自测及强化训练使用。竭诚希望广大师生充分利用此参考书并提出宝贵意见。

编者

1996 年 10 月

# Contents

<b>Test One</b> .....	1
Practice Test .....	1
Key • Notes .....	25
<b>Test Two</b> .....	32
Practice Test .....	32
Key • Notes .....	56
<b>Test Three</b> .....	63
Practice Test .....	63
Key • Notes .....	87
<b>Test Four</b> .....	94
Practice Test .....	94
Key • Notes .....	119
<b>Test Five</b> .....	126
Practice Test .....	126
Key • Notes .....	150
<b>Test Six</b> .....	157
Practice Test .....	157
Key • Notes .....	182
<b>Test Seven</b> .....	189
Practice Test .....	189
Key • Notes .....	213

<b>Test Eight</b>	220
Practice Test	220
Key • Notes	245
<b>Test Nine</b>	251
Practice Test	251
Key • Notes	276
<b>Test Ten</b>	283
Practice Test	283
Key • Notes	309
<b>Scripts for Listening Comprehension</b>	315



# Test One

## Practice Test

### Part I Listening Comprehension (20 minutes)

#### Section A

**Directions:** *In this section you will hear 5 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 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 must 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) Fifty students.                      C) Twenty-five students.  
   B) Forty students.                    D) Fifteen students.
2. A) The woman shouldn't be so anxious.  
   B) He's already an hour late.  
   C) The woman shouldn't wait to be interviewed.  
   D) He's too nervous to calm down.
3. A) That the man is probably overreacting.  
   B) That she will set things up.  
   C) That the man should take better care of himself.  
   D) That the papers can be turned in now.
4. A) 9:40.            B) 7:40.            C) 8:20.            D) 7:46.
5. A) Only it is always in sight.  
   B) No, because she asked him to turn it off between problems.  
   C) He should leave it on the table.  
   D) No, because he asked for it.

## **Section B**

**Directions:** *In this section you will hear 2 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 center.*

### Passage One

Questions 6 and 7 are based on the passage you have just heard.

6. A) Chinese.      B) Italian.      C) Spanish.      D) German.
7. A) In public schools.  
    B) In private schools.  
    C) In community colleges.  
    D) Both A and C.

### Passage Two

Questions 8 to 10 are based on the passage you have just heard.

8. A) the earth's reaction to the sun  
    B) the sun heating the earth  
    C) the winds blowing across the sea  
    D) the sea's reaction to the earth
9. A) The air rises above the surface of the water.  
    B) Little waves are made bigger and bigger.  
    C) The heat of the sun is reduced.  
    D) Big waves are made smaller and smaller.
10. A) In 1933.      B) In 1934.      C) In 1953.      D) In 1963.

### Section C

**Directions:** *In this section, you will hear a passage of about 200 words three times. The passage is printed on your Answer Sheet with about 50 words missing. First, you will hear the whole passage from the beginning to the end just to get a general idea of it. Then, in the second reading, you will hear a signal indicating the beginning of a pause after each sentence, sometimes two sentences*

*or just part of a sentence. During the pause, you must write down the missing words you have just heard in the corresponding space on the Answer Sheet. There is also a different signal indicating the end of the pause. When you hear this signal, you must get ready for what comes next from the recording. You can check what you have written when the passage is read to you once again without the pause.*

This is America. ⑪ \_\_\_\_\_ the Voice of America presents a close look at the way people in America live, work and play. Today ⑫ \_\_\_\_\_ who work at home.

⑬ \_\_\_\_\_ in factories, in offices and on farms. They travel each day to jobs in schools, laboratories and in shops. But for ⑭ \_\_\_\_\_ people in the United States, the work place is changing. More and more Americans ⑮ \_\_\_\_\_. Some experts believe that as many as five million Americans ⑯ \_\_\_\_\_. And others say that as many as ten million people in the United States may earn their living at home by the 1990s. ⑰ \_\_\_\_\_ is one of the main reasons for this change. Computers are now used in ⑱ \_\_\_\_\_, in offices, in factories and even on farms. The electronic devices make it much easier and quicker to ⑲ \_\_\_\_\_. Social scientists believe that more than ⑳ \_\_\_\_\_ involve work with information.

## Section D

### 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 Technological Revolution**

From the \_\_\_\_\_ of the first stone \_\_\_\_\_ to today's \_\_\_\_\_ computers, man has \_\_\_\_\_ the power to \_\_\_\_\_ the world around him. \_\_\_\_\_ technology in \_\_\_\_\_ could be taking over our \_\_\_\_\_ life.

In business, computers do the job of accountants and secretaries. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

In the future, the most important decision-maker might be the computer, not the company executive.

In industry, computerized robots have replaced many workers on factory assembly lines. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

The human brain has not changed in size in the past 100,000 years. However, man was able to invent hand tools, then the steam engine and now the computer. Man has used his brain to create “intelligent machines” to do his work for him.

## **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 center.*

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

Telecommuting — substituting the computer for the trip to the job— has been hailed as a solution to all kinds of problems related to office work.

For workers it promises freedom from the office, less time wasted in traffic, and help with child-care conflicts. For management, telecommuting helps keep high performers on board, minimizes tardiness and absenteeism by eliminating commuters, allows periods of solitude for high-concentration tasks, and provides scheduling flexibility. In some areas, such as Southern California and Seattle, Washington, local governments are encouraging companies to start telecommuting programs in order to reduce rush-hour congestion and improve air quality.

But these benefits do not come easily. Making a telecommuting

program work requires careful planning and an understanding of the differences between telecommuting realities and popular images.

Many workers are seduced by rosy illusions of life as a telecommuter. A computer programmer from New York City moves to the tranquil Adirondack Mountains and stays in contact with her office via computer. A manager comes in to his office three days a week and works at home the other two. An accountant stays home to care for her sick child, she hooks up her telephone modern connections and does office work between calls to the doctor.

These are powerful images, but they are a limited reflection of reality. Telecommuting workers soon learn that it is almost impossible to concentrate on work and care for a young child at the same time. Before a certain age, young children cannot recognize, much less respect, the necessary boundaries between work and family. Additional child support is necessary if the parent is to get any work done.

Management, too, must separate the myth from the reality. Although the media has paid a great deal of attention to telecommuting, in most cases it is the employee's situation, not the availability of technology, that precipitates a telecommuting arrangement.

That is partly why, despite the widespread press coverage, the number of companies with work-at-home programs or policy guidelines remains small.

21. What is the main subject of the passage?

- A) Business management policies
- B) Driving to work

- C) Extending the workplace by means of computers
  - D) Computers for child-care purposes
22. Which of the following is NOT mentioned as a problem for office employees?
- A) Being restricted to the office
  - B) Incurring expenses for lunches and clothing
  - C) Taking care of sick children
  - D) Driving in heavy traffic
23. Which of the following is NOT mentioned as a problem for employers that is potentially solved by telecommuting?
- A) Employees' lateness for work
  - B) Employees' absence from work
  - C) Employees' need for time alone to work intensively
  - D) Employees' conflicts with second jobs
24. Which of the following does the author mention as a possible disadvantage of telecommuting?
- A) Small children cannot understand the boundaries of work and play.
  - B) Computer technology is not advanced enough to accommodate the needs of every situation.
  - C) Electrical malfunctions can destroy a project.
  - D) The worker often does not have all the needed resources at home.
25. Which of the following is an example of telecommuting as described in the passage?
- A) A scientist in a laboratory developing plans for a space station
  - B) A technical writer sending via computer documents created



at home

- C) A computer technician repairing an office computer network
- D) A teacher directing computer-assisted learning in a private school

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

Circle over London, Buenos Aires, Chicago, Sydney in an airplane or view the cities schematically by means of an urban map and block plan. What is the shape of the city and how does it define itself?

The original container has completely disappeared; the sharp division between city and country no longer exists. One can pick out no definite shapes except those formed by nature; one beholds rather a continuous shapeless mass, here bulging or ridged with buildings, there broken by a patch of green or an unwinding ribbon of concrete.

Failing to divide its social chromosomes and split up into new cells, the city continues to grow inorganically, indeed cancerously, by a continuous breaking down of old tissues and an overgrowth of formless new tissues. Here the city has absorbed villages and little towns, reducing them to place names; there it has, more happily, left the organs of local government and the vestiges of an independent life, even assisted their revival; it has nevertheless enveloped those urban areas in its physical organization and built up the open land that once served to ensure their identity and integrity. Sometimes the expanding street system forms an orderly pattern; sometimes it produces only a crazy network. The difference between one type of order and another is merely a difference in the