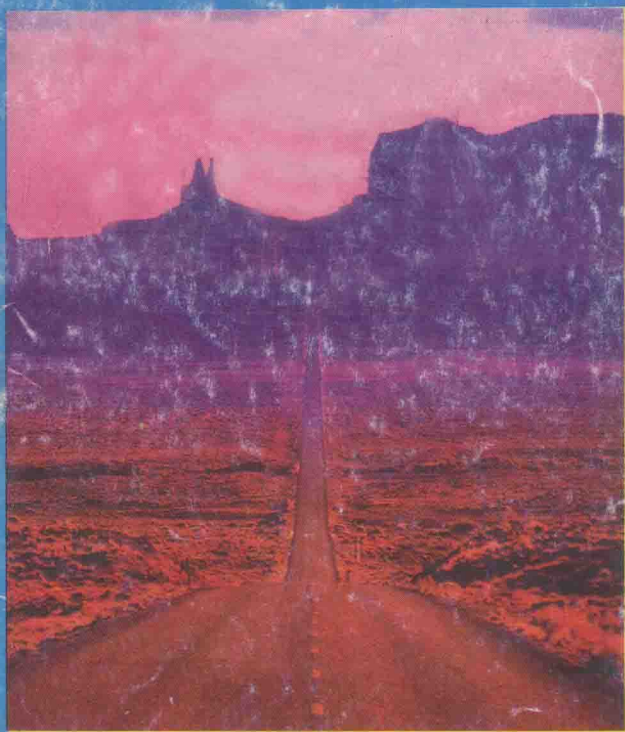




大学英语分级标准考试系列录音教材

# 大学英语六级考试 模拟试题集

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西安交通大学音像出版社

# 大学英语六级考试 模拟试题集

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## 校 订 序 言

自 1988 年起,我们着手出版供大学非外语专业本科生使用的英语分级标准考试系列录音教材。自第一部教材问世至今,有好几部的配套文字教材已重印多次。这表明,这套系列录音教材已得到许多院校师生的认可。为了更大面积地推广这套教材,使之更好地在大学英语教学中发挥作用,我们组织编者对各配套文字教材做了校订,并且重新排版,以新的面貌奉献给大家。

1994 年 1 月

# 前 言

目前高等院校采用的《大学英语教学大纲》，反映了国家培养高级人才的要求和规格。国家教委在批转《大纲》的通知中规定：对结束四、六级学习的学生进行统一的标准考试。为了适应分级教学和标准考试的需要，我们选编了英语分级标准考试系列录音教材。它包括《大学英语听力测验》（1~3级、4级、5~6级）、《大学英语四级统考指南》、《大学英语四级考试模拟试题集》、《大学英语六级考试模拟试题集》、《大学英语四、六级语法指南》。

《大学英语六级考试模拟试题集》共编入六套模拟试题，并且收入了试题答案、听力文本和八篇写作范文。在编写过程中，我们对样题和试题做了分析和研究，力求做到难易适中、材料新颖、重点突出、题材广泛、针对性强。

本教材配有2盒录音磁带，特聘外籍专家录制。语音、语调规范，语速及停顿时间完全按《大纲》规定的指标。

在编选本教材的过程中曾得到我校校长蒋德明教授的大力支持；西安翻译学院院长、原西安交大外语系系主任郝克琦教授对全书作了审校，在此我们表示衷心的感谢。

编 者

1994年1月

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## MODEL TEST ONE

### Part I     Listening Comprehension     (20 m. )

#### 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 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) At the office.

B) In the waiting room.

C) At the airport.

D) In a restaurant.

From the conversation we know that the two were talking about some work they have to finish in the evening. This is most likely to have taken place at the office. Therefore, A) "At the office" is the best answer. You should choose answer (A) on the Answer Sheet and mark it with a single line through the centre.

Sample Answer (~~A~~) (B) (C) (D)

1. A) She must begin writing a paper for her history class.

B) She must start writing up her laboratory assignments for her

chemistry class.

C) She must begin studying for her English examination.

D) She must begin studying for her French examination.

2. A) She has not bought him a gift yet.

B) She bought him a book.

C) She bought him a case for his coin collection.

D) She bought him a watch.

3. A) At eleven o'clock.

B) At one o'clock.

C) At twelve o'clock.

D) At two o'clock.

4. A) That she does not like plays.

B) That she went to see the play with the man and woman.

C) That she had not planned to attend the play.

D) That she was not at the play.

5. A) Seven-thirty.

B) Eight-thirty.

C) Nine o'clock.

D) Eight o'clock.

6. A) At home.

B) In the hospital.

C) At work.

D) At the store.

7. A) She thinks Kari is a thief.

B) She thinks Kari is stupid.

C) She thinks Kari is honest but capable of making a mistake.

D) She is suspicious of Kari.

8. A) The woman is feeling much worse than she did before.

B) The woman has had a headache for a long time.

C) The woman felt bad for a while but is feeling a little better now.

D) The woman is confused and doesn't know where she is.



9. A)Failing in school.  
B)Failing to make the team.  
C)Failing several courses.  
D)Being a dropout.
10. A)Because the policeman stopped him.  
B)Because the driver charged too much.  
C)For no good reason.  
D)Because he had been robbed.

## **Section B**

Directions: In this section, you will hear 2 short passages and a minitalk. At the end of each one, you will hear some questions. The passages, the minitalk 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.

**Questions 11 to 13 are based on the passage you have just heard.**

11. A)Because Tolly was very brave.  
B)Because Tolly was often absent.  
C)Because he was afraid of the expedition.  
D)Because his parent did not want him to come.
12. A)they had plenty of time to get to the forest.  
B)they kept their boat in the centre of the river.  
C)the river carried their boat along quite quickly.  
D)they had pushed off the bank.

13. A)furniture                      B)guns  
      C)food                            D)beer

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

14. A)Her son.                      B)Her brother.  
      C)Her father.                  D)Her nephew.  
15. A)Fifty dollars.                B)Ten dollars.  
      C)Thirty dollars.               D)Twenty dollars.  
16. A)A chess set.  
      B)A pen and pencil set.  
      C)A book on athletics.  
      D)A handball set.

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

17. A)Fred.                          B)Fred's father.  
      C)Fred's grandfather.        D)Fred's wife's grandfather.  
18. A)to sell                        B)to destroy  
      C)to give away                  D)to throw away  
19. A)Because it was a best seller.  
      B)Because it was a famous book.  
      C)Because it was written by a great writer.  
      D)Because it was a rare edition.  
20. A)nearly a hundred years ago  
      B)more than four hundred years ago  
      C)two hundred years ago  
      D)a thousand years ago

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—25 are based on the following passage:

Several theories have been presented about why we forget things. Common sense tells us that our memories simply wear out if we don't use them. This is called the "decay through disuse" theory. In spite of the common sense appeal of this theory there is virtually no experimental evidence to support it. Displacement theory, another way of looking at forgetting, suggests that every new item we put into our memory knocks out some old memory. Like decay theory, displacement theory has little or no experimental evidence to support it. Two more popular theories are interference theory and loss of access theory. Interference theory argues that memories interfere with each other and that we forget because our memories sometimes damage each other to the point that they are not usable. Loss of access theory says that we actually don't forget anything, that all our memories are still "up there", it's just that some are buried so deeply that we can't find them. This theory is currently the most popular with memory theorists.

21. The theory that says we must forget something to learn some-

thing is called

- A) Displacement theory
- B) Interference theory
- C) Loss of access theory
- D) Decay through disuse theory

22. The theory that says that our memories wear out over time is called

- A) Displacement theory
- B) Interference theory
- C) Loss of access theory
- D) Decay through disuse theory

23. The theory that says that some of our memories mess up other memories is

- A) Displacement theory      B) Interference theory
- C) Loss of access theory      D) Decay through disuse theory

24. The theory that says that we don't forget things but that our memories become harder and harder to locate is called

- A) Displacement theory      B) Interference theory
- C) Loss of access theory      D) Decay through disuse theory

25. The theory that is currently the most popular with memory theorists is

- A) Displacement theory      B) Interference theory
- C) Loss of access theory      D) Decay through disuse theory

Questions 26—30 are based on the following passage:

We all know that the normal human daily cycle of activity is of some 7-8 hours's sleep alternating with some 16—17 hours'

wakefulness and that, broadly speaking, the sleep normally coincides with the hours of darkness. Our present concern is with how easily and to what extent this cycle can be modified.

The question is no mere academic one. The ease, for example, with which people can change from working in the day to working at night is a question of growing importance in industry where automation calls insistently for round-the-clock working of machines. It normally takes from five days to one week for a person to adapt to a reversed routine of sleep and wakefulness, sleeping during the day and working at night. Unfortunately, it is often the case in industry that shifts are changed every week; a person may work from 12 midnight to 8 a. m. one week, 8 a. m. to 4 p. m. the next, and 4 p. m. to 12 midnight the third and so on. This means that no sooner has he got used to one routine than he has to change to another, so that much of his time is spent neither working nor sleeping very efficiently.

One answer would seem to be longer periods on each shift, a month, or even three months. Recent research by Bonjer (1960) of the Netherlands, however, has shown that people on such systems will revert to their normal habits of sleep and wakefulness during the week-end and that this is quite enough to destroy any adaptation to night work built up during the week.

The only real solution appears to be to hand over the night shift to a corps of permanent night workers whose nocturnal (夜间的) wakefulness may persist through all week-ends and holidays. An interesting study of the domestic life and health of night-shift

workers was carried out by Brown in 1957. She found a high incidence of disturbed sleep, digestive disorder and domestic disruption (损坏) among those on alternating day and night shifts, but no abnormal occurrence of these symptoms among those on permanent night work.

This latter system then appears to be the best long-term policy, but meanwhile something may be done to relieve the strains of alternate day and night work by selecting those people who can adapt most quickly to the changes of routine. One way of knowing when a person has adapted is by measuring his performance, but this can be laborious. Fortunately, we again have a physiological measure which correlates reasonably well with the behavioural one, in this case performance at various times of the day or night, and which is easier to take. This is the level of body temperature, as taken by an ordinary clinical thermometer. People engaged in normal daytime work will have a high temperature during the hours of wakefulness and a low one at night; when they change to night work the pattern will only gradually reverse to match the new routine and the speed with which it does so parallels, broadly speaking, the adaptation of the body as a whole, particularly in terms of performance and general alertness. Therefore by taking body temperature at intervals of two hours throughout the period of wakefulness it can be seen how quickly a person can adapt to a reversed routine, and this could be used as a basis for selection. So far, however, such a form of selection does not seem to have been applied in practice.

26. Why is the question 'no mere academic one'?
- A) Because of research by Bonjer and Brown.
  - B) Because sleep normally coincides with the hours of darkness.
  - C) Because some people can change their sleeping habits easily.
  - D) Because shift work in industry requires people to change their sleeping habits.
27. The main problem about night work is that
- A) people do not want the inconvenience of working on night shifts.
  - B) People are disturbed by changing from day to night routines and back.
  - C) not all industries work at the same hours.
  - D) it is difficult to find a corps of good night workers.
28. The best answer to the problem seems to be
- A) not to change shifts from one week to the next.
  - B) to have longer periods on each shift.
  - C) to employ people who will always work at night.
  - D) to find ways of selecting people who adapt quickly.
29. 'This' (line 6 Paragraph 5) refers to
- A) a person's performance.
  - B) measuring a person's performance.
  - C) the physiological measure.
  - D) knowing when a person has adapted.
30. Scientists are able to measure adaptation by taking body tem-

perature because

A) body temperature is a good basis for selection.

B) people have low temperatures at night.

C) the temperature reverses when the routine is changed.

D) people have high temperatures when they are working efficiently.

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

I've heard many exasperated (焦躁不安的) students and professionals express a desire to take a speed reading course so they can increase their knowledge at a faster rate. But the information I've collected over the last few years leads me to believe that "speed reading" may be less useful than most people think.

The claims that you can read and fully comprehend 30 000 or 40 000 words per minute is a gross exaggeration. One researcher proved this in a study in which irrelevant and illogical sentences were added to a passage of writing. The "speed readers" who were tested didn't notice the irrelevant lines — the non-speed readers spotted them immediately.

I've never taken one of the reading courses that promise to increase your reading pace astronomically, but I've spoken at length to many persons who have. Virtually all of them felt the courses had been helpful but, in the long run, didn't make them faster readers.

My secretary used to teach a speed reading course for the personnel department of a large utility company. She told me the follow-up surveys indicated that employees who attended all 12 class-



es showed no significant long-term improvement in their reading speed.

I have also interviewed people who have attended the free introductory sessions offered by some of these courses. Their stories indicate that dubious(可疑的) methods are sometimes used to sell the courses. Here's how: First, you are asked to read a passage from a book with which most persons would be unfamiliar. Your reading speed and comprehension are tested during this exercise. Then, after about an hour of instruction, another reading test is given. But this time the reading is one with which most educated Americans would be familiar — such as *Huckleberry Finn*. Not surprisingly persons attending these introductory sessions find that their “exit” speed and comprehension are better than their “entry” performance.

Let's address the question of whether speed reading is even a desirable goal. I am an avid fiction reader. Consciously or unconsciously, readers of fiction appreciate the beauty in good writing. Occasionally I will read a passage or sentence over and over just to let the beauty of its construction soak in. I never fail to be impressed by the opening sentences of Ernest Hemingway's “Laughter in the Dark,” and Herman Melville's “*Moby Dick*.”

If I was a determined speed reader, I would never have the time to appreciate these beautiful passages. And I'd never have the time to savor the development of a character like Rhett Butler, the *Great Gatsby* or Captain Ahab. Good writers must be read carefully and thoughtfully to be fully appreciated.