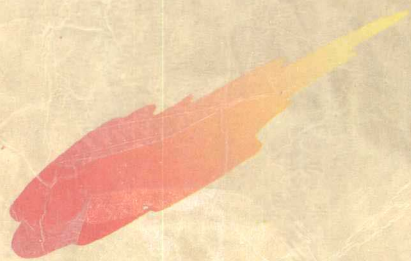


最新大学英语 六级测试题集

孙怀庆 主编

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大学
英语
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前 言

为满足广大已通过大学英语四级考试的学生熟悉大学英语六级统考的形式和内容，进一步提高英语水平及增强六级统考应试能力的需要，我们在英语测试学理论的指导下，根据《大学英语六级考试大纲及样题》，并参阅了国家考试中心公布的曝光题，充分利用我校大学外语部近十年积累的国内外最新资料精心编写了这本《最新大学英语六级测试题集》。

本书由十五套大学英语六级模拟试题、听力理解部分录音材料文字稿和全部试题的参考答案组成。听力部分的有声资料均由外籍专家录制。

本书编写重视试题的信度和效度，并力图突出科学性、针对性、实用性、新颖性、正确性。参加本书编写的均系从事大学英语教学及测试，具有高职职称的教师。他们治学严谨，勤于考题的潜心研究，富有指导六级统考的丰富经验。我们相信本书能成为欲参加全国大学英语六级考试的同学们迎考热身，进行强化训练，熟悉考试形式，掌握应试技巧，培养临场感，增强应试能力的良师益友。

本书亦可作为准备参加EPT、PET等类大规模标准化考试人员应试复习之用。

由于编者水平及时间所限，书中难免有不妥或错讹之处，恳望使用者批评指正。

编 者

1995年5月

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I . SIMULATED TESTS

Test 1

试卷一 Paper 1

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. 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 should choose answer D on the Answer Sheet and mark it with a single line through the center.

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

1. A) On a train.
B) On a ship.
C) On a plane.
D) On a bus.
2. A) She saw the program last night and enjoyed part of it.
B) She missed last night's program about children.
C) She didn't want to see any program about children because it wasn't to her taste.
D) She didn't think the program about children worth watching though told about it beforehand.
3. A) At 8 : 10. B) At 8 : 15.
C) At 8 : 20. D) At 8 : 25.
4. A) A pedestrian. B) A bus conductor.
C) A bus driver. D) The man's tour guide.
5. A) He arrived there at 4 o'clock.
B) He didn't leave until 4 o'clock.
C) He left at 5 o'clock.
D) He was not permitted to depart at 5 o'clock.
6. A) Mr White's reason for leaving.
B) A vacant position.
C) Mr White's new appointment.

- D) How to apply for a job.
7. A) Taking a bus is cheaper than taking a train.
 B) Traveling by train is cheaper than traveling by bus.
 C) There are two buses to New York City every day.
 D) The train is faster than the bus.
8. A) Attending a concert.
 B) Talking on the telephone.
 C) Listening to loud music.
 D) Studying.
9. A) He didn't hear the noise but he knew something went wrong.
 B) He is trying to prove to the woman the plane is quite modern.
 C) He agreed with the woman that there must have been something wrong.
 D) Nothing went wrong in spite of the noise.
10. A) She wants to work again tomorrow.
 B) She's willing to stop working.
 C) She wants to consider half a day's work as a full day.
 D) She's unhappy to work so long without extra pay.

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 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.

Passage 1

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

11. A) The newcomer. B) The officer.
C) The bus driver. D) The people in line.
12. A) It was the wrong form.
B) He had no social security number.
C) The vocabulary was not too specific.
D) He couldn't read.
13. A) Because he filled out the wrong form.
B) Because the officer laughed at him.
C) Because he didn't know what form to get.
D) Because he didn't realize the form was in Spanish.

Passage 2

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

14. A) The Toy of the Century
B) How the Rubik Cube Was Made
C) Hungary Important Exports
D) How to Solve the Cube
15. A) In two different colours.
B) In four different colours.
C) In six different colours.
D) In eight different colours.
16. A) Because solving the cube is very easy for most people.
B) Because it is loved by children.
C) Because it is loved by people of all ages.
D) Because it was invented by Erno Rubik.

Passage 3

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

17. A) Bored. B) Interested.
C) Excited. D) Tired.
18. A) Of course. B) An easy day.
C) A busy day. D) Probably.
19. A) Resting. B) Getting dressed.
C) Going out. D) Going to the hairdresser's.
20. A) 6 : 30 a. m. B) 7 : 00 p. m.
C) 7 : 30 p. m. D) 1 : 00 a. m.

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 centre.

Questions 21 to 25 are based on the following passage:

The nuclear age in which the human race is living, and may soon be dying, began for the general public with the dropping of an atom bomb on Hiroshima on 6 August 1945. But for nuclear scientists and for certain American authorities, it had been known for some time that such a weapon was possible. Work towards making it had been begun by the United States, Canada and Britain very soon after the beginning of the Second World War. The existence of possibly explosive forces in the

nuclei of atoms had been known ever since the structure of atoms was discovered by Rutherford.

22 An atom consists of a tiny core called the 'nucleus' with attendant electrons circling round it. The hydrogen atom, which is the simplest and lightest, has only one electron. Heavier atoms have more and more as they go up the scale. The first discovery that had to do with what goes on in nuclei was radio-activity which is caused by particles being shot out of the nucleus. It was known that a great deal of energy is locked up in the nucleus, but, until just before the outbreak of the Second World War, there was no way of releasing this energy in any large quantity. A revolutionary discovery was that, in certain circumstances, mass can be transformed into energy in accordance with Einstein's formula which states that the energy generated is equal to the mass lost multiplied by the square of the velocity of light.

The A-bomb, however, used a different process, depending upon radio-activity. In this process, called 'fission', a heavier atom splits into two lighter atoms. In general, in radio-active substances this fission proceeds at a constant rate which is slow where substances occurring in nature are concerned. But there is one form of uranium called '0235' which, when it is pure, sets up a chain reaction which spreads like fire, though with enormously greater rapidity. It is this substance which was used in making the atom bomb.

The political background of the atomic scientists' work was the determination to defeat the Nazis. It was held I think highly that a Nazi victory would be an appalling disaster. It was also held, in Western countries, that German scientists

must be well advanced towards making an A-bomb and that if they succeeded before the West did they would probably win the war. When the war was over, it was discovered, to the complete astonishment of both American and British scientists, that the Germans were nowhere near success, and, as every body knows, the Germans were defeated before any nuclear weapons had been made. But I do not think that nuclear scientists of the West can be blamed for thinking the work urgent and necessary. Even Einstein favoured it. (23)

When, however, the German war finished, the great majority of those scientists who had collaborated towards making the A-bomb considered that it should not be used against the Japanese, who were already on the verge of defeat and, in any case, did not constitute such a menace to the world as Hitler. Many of them made urgent representations to the American Government advocating that, instead of using the bomb as a weapon of war, they should after a public announcement, explode it in a desert, and that future control of nuclear energy should be placed in the hands of an international authority. Seven of the most eminent of nuclear scientists drew up what is known as 'The Franck Report' which they presented to the Secretary of War in June 1945. This is a very admirable and farseeing document, and if it had won the assent of the politicians, none of our subsequent terrors would have arisen. (24)

21. We may infer that the writer's attitude towards the A-bomb is that _____.

- (A) it is a necessary evil
(B) it is a terrible threat to the whole of mankind
(C) it played a vital part in defeating the Japanese

- D) it was a wonderful invention
22. According to the passage, an atom is heavy if _____.
- A) it has a large nucleus
 - B) it is radio-active
 - C) its nucleus has many electrons
 - D) its nucleus shoots out many particles
23. A) The American and British scientists were astonished at the end of the second World War against Germany because _____.
- A) the Germans had been defeated without the use of nuclear weapons
 - B) the Western countries had won before they had invented nuclear weapons
 - C) they thought the Germans would probably win the war
 - D) the Germans had made little progress in developing nuclear weapons
24. According to the writer, most scientists who had helped in making the A-bomb considered that it should not be used against the Japanese because _____.
- A) it was such a dangerous weapon
 - B) its use against the Japanese was unnecessary
 - C) it was a very inhumane weapon
 - D) the German war was finished
25. It is implied that the nuclear scientists _____.
- A) might not have agreed to develop the bomb if there had been no Nazi threat
 - B) would have developed the bomb even without the Nazi threat
 - C) would have made the bomb, under peace-time condi-

tions, but only for the use of an international authority
D) developed the bomb because Einstein thought it urgent
and necessary

Questions 26 to 30 are based on the following passage:

Millions of Americans run to the bank or visit automated teller machines when they need cash. They use credit cards when they want to buy clothes, or television sets.

But there is an underclass-people with low incomes and no credit history-who visit their neighbourhood pawnshops when they need cash or a loan.

An estimated 20 percent of the US population has no bank account, more than half of this group don't have credit cards and cannot get bank loans. (27)

"These people are borrowing an average of \$50," said John P. Caskey of Swarthmore College in Swarthmore, Pennsylvania. "If you add up in terms of how much dollar value pawnshops provide they don't look very important. If you add up how much of the population they serve or the number of loans they make, they are important."

Because they make loans, pawnshops are a type of bank, often calling themselves "the bank of the little people".

Caskey and Swarthmore student Brian Zikmund in 1989 looked at the importance of pawnshops in the US economy—the first serious study of the subject since the 1930s.

Their conclusion: pawnshops are the consumer's lender of last resort.

Pawnshop customers typically cannot get credit at mainstream financial institutions. They have poor credit records, excessive debt in relation to their incomes, low and unstable in-

comes, or cannot maintain positive bank account balances.

Typically, pawnshop customers borrow relatively small amounts that traditional lenders are unwilling or unable to provide on a secured basis.

"If you look at total consumer credit, the amounts provided by pawnshops remain small," Caskey said. "They are lendig primarily to low-income people, in terms of the population they serve, they're really important."

In 1988, about 6,900 pawnshops operated in the United States—one for every two commercial banks. Data suggest these pawnshops made about 35 million loans, providing what Caskey and Zikmund estimate as 1 percent of the nation's consumer credit.

26. The best title for the passage would be _____.
- A) Credit Cards for the Poor
 - B) Banks for the Poor
 - C) pawnshops Versus Banks
 - D) Commercial Banks
27. What is the percentage of the population in the United States that doesn't get bank loans?
- A) Roughly 20 percent.
 - B) The article didn't say.
 - C) More than 10 percent.
 - D) Less than 10 percent.
28. What do the underclass people do when they need cash?
- A) They go to local banks for help.
 - B) They apply for credit cards.
 - C) They ask for a loan from large banks.
 - D) They apply for a loan in a pawnshop.

29. What can we learn about pawnshops?

- A) Poor people come to pawnshops as their last resort.
- B) Most people prefer pawnshops for their need of cash.
- C) Pawnshops are an important part of the state economy.
- D) Pawnshops are not important because they constitute only 1 percent of the nation's consumer credit.

30. According to John P. Caskey, pawnshops are important because _____.

- A) they provide great dollar value to the poor
- B) they make big loans
- C) they are serving the majority of the population
- D) they make a large number of loans to the poor

Questions 31 to 35 are based on the following passage:

Many people must have been visited by a bat in their drawing-room or bedroom at one time or another, and if they have not been too scared of it, they will have been fascinated by this swift, skillful flight and the rapid twists and turns with which it avoids all obstacles, including objects like shoes and towels that are sometimes hurled at it. Now, despite the old saying, bats are not blind. They have perfectly good eyes, but these are so tiny that they are not easily detected in the thick fur. Their eyes, however, are certainly not good enough for them to perform some of the extraordinary flying stunts in which they indulge. It was an Italian naturalist called Spallanzani, in the eighteenth century, who first started to investigate the flight of bats, and by the unnecessarily cruel method of blinding several bats he found that they could still fly about unhampered, avoiding obstacles as though they were uninjured. But how they managed to do this he could not guess.

It was not until fairly recently that this problem was solved, at least partially. The discovery of radar, the sending out of sound-waves and judging the obstacles ahead by the returning echo, made some investigators wonder if this was not the system employed by bats. A series of experiments was conducted, and some fascinating things were discovered. First of all, some bats were blindfolded with tiny pieces of wax over their eyes, and as usual they had no difficulty in flying to and fro without hitting anything. Then it was found that if they were blindfolded and their ears were covered they were no longer able to avoid collisions, and, in fact, did not seem at all keen on flying in the first place. If only one ear was covered they could fly with only moderate success, and would frequently hit objects. This showed that bats could get information about the obstacles ahead by means of sound-waves reflected from them. Then the investigators covered the noses and mouths of their bats, but left the ears uncovered, and again the bats were unable to fly without collision. This proved that the nose, ears, and mouth all played some part in the bats radar system. Eventually, by the use of extremely delicate instruments, the facts were discovered. As the bat flies along, it emits a continuous succession of supersonic squeaks, far too high for the human ear to pick up, they give out, in fact, about thirty squeaks a second. The echoes from these squeaks, bouncing off the obstacles ahead, return to the bats ears and, in some species, to the curious fleshy ridges round the creatures nose, and the bat can thus tell what lies ahead, and how far away it is. It is, in fact, in every detail the principle of radar.

But one thing rather puzzled the investigators (when you