

大学英语六级考试冲刺模考二

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write a composition entitled *Part-time Job* in 3 paragraphs. You should write at least 150 words and base your composition on the following outlines given below in Chinese:

1. 越来越多的人从事业余兼职;
2. 对于业余兼职, 人们持有不同的看法;
3. 你的观点

Part-time Job

Part II

Listening Comprehension

(30 minutes)

Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation 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 **Answer Sheet 1** with a single line through the centre.



扫一扫, 随时听

Questions 1 to 4 are based on the conversation you have just heard.

1. A) The project the man managed at CucinTech.
B) The updating of technology at CucinTech.
C) The man's switch to a new career.
D) The restructuring of her company.
2. A) Talented personnel.
C) Competitive products.
3. A) Expand the market.
C) Innovate constantly.
4. A) Possible bankruptcy.
C) Conflicts within the company.
- B) Strategic innovation.
D) Effective promotion.
- B) Recruit more talents.
D) Watch out for his competitors.
- B) Unforeseen difficulties.
D) Imitation by one's competitors.

Questions 5 to 8 are based on the conversation you have just heard.

5. A) The job of an interpreter.
B) The stress felt by professionals.
C) The importance of language proficiency.
D) The best way to effective communication.
6. A) Promising.
B) Admirable.

- C) Rewarding.
- D) Meaningful.
- 7.A) They all have a strong interest in language.
- B) They all have professional qualifications.
- C) They have all passed language proficiency tests.
- D) They have all studied cross-cultural differences.
- 8.A) It requires a much larger vocabulary.
- B) It attaches more importance to accuracy.
- C) It is more stressful than simultaneous interpreting.
- D) It puts one's long-term memory under more stress.

Section B

Directions: *In this section, you will hear two passages. At the end of each passage, you will hear three or four 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 **Answer Sheet 1** with a single line through the centre.*

Questions 9 to 11 are based on the passage you have just heard.

- 9.A) It might affect mothers' health.
- B) It might disturb infants' sleep.
- C) It might increase the risk of infants' death.
- D) It might increase mothers' mental distress.
- 10.A) Mothers who breast-feed their babies have a harder time falling asleep.
- B) Mothers who sleep with their babies need a little more sleep each night.
- C) Sleeping patterns of mothers greatly affect their newborn babies' health.
- D) Sleeping with infants in the same room has a negative impact on mothers.
- 11.A) Change their sleep patterns to adapt to their newborn babies'.
- B) Sleep in the same room but not in the same bed as their babies.
- C) Sleep in the same house but not in the same room as their babies.
- D) Take precautions to reduce the risk of sudden infant death syndrome.

Questions 12 to 15 are based on the passage you have just heard.

- 12.A) A lot of native languages have already died out in the US.
- B) The US ranks first in the number of endangered languages.
- C) The efforts to preserve Indian languages have proved fruitless.
- D) More money is needed to record the native languages in the US.
- 13.A) To set up more language schools.
- B) To document endangered languages.
- C) To educate native American children.
- D) To revitalize America's native languages.
- 14.A) The US government's policy of Americanizing Indian children.
- B) The failure of American Indian languages to gain an official status.
- C) The US government's unwillingness to spend money educating Indians.
- D) The long-time isolation of American Indians from the outside world.

- 15.A) It is being utilised to teach native languages.
B) It tells traditional stories during family time.
C) It speeds up the extinction of native languages.
D) It is widely used in language immersion schools.

Section C

Directions: *In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recording will be played 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 Answer Sheet 1 with a single line through the centre.*

Questions 16 to 18 are based on the recording you have just heard.

- 16.A) It pays them up to half of their previous wages while they look for work.
B) It covers their mortgage payments and medical expenses for 99 weeks.
C) It pays their living expenses until they find employment again.
D) It provides them with the basic necessities of everyday life.
- 17.A) Creating jobs for the huge army of unemployed workers.
B) Providing training and guidance for unemployed workers.
C) Convincing local lawmakers to extend unemployment benefits.
D) Raising funds to help those having no unemployment insurance.
- 18.A) To offer them loans they need to start their own businesses.
B) To allow them to postpone their monthly mortgage payments.
C) To create more jobs by encouraging private investments in local companies.
D) To encourage big businesses to hire back workers with government subsidies.

Questions 19 to 22 are based on the recording you have just heard.

- 19.A) They measured the depths of sea water.
B) They analyzed the water content.
C) They explored the ocean floor.
D) They investigated the ice.
- 20.A) Eighty percent of the ice disappears in summer time.
B) Most of the ice was accumulated over the past centuries.
C) The ice ensures the survival of many endangered species.
D) The ice decrease is more evident than previously thought.
- 21.A) Arctic ice is a major source of the world's fresh water.
B) The melting Arctic ice has drowned many coastal cities.
C) The decline of Arctic ice is irreversible.
D) Arctic ice is essential to human survival.
- 22.A) It will do a lot of harm to mankind.
B) There is no easy way to understand it.
C) It will advance nuclear technology.
D) There is no easy technological solution to it.

Questions 23 to 25 are based on the recording you have just heard.

- 23.A) The reason why New Zealand children seem to have better self-control.

- B) The relation between children's self-control and their future success.
 - C) The health problems of children raised by a single parent.
 - D) The deciding factor in children's academic performance.
24. A) Children raised by single parents will have a hard time in their thirties.
 B) Those with a criminal record mostly come from single parent families.
 C) Parents must learn to exercise self-control in front of their children.
 D) Lack of self-control in parents is a disadvantage for their children.
25. A) Self-control can be improved through education.
 B) Self-control can improve one's financial situation.
 C) Self-control problems may be detected early in children.
 D) Self-control problems will diminish as one grows up.

Part III Reading Comprehension (40 minutes)

Section A

Directions: *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.*

Questions 26 to 35 are based on the following passage.

Organised volunteering and work experience has long been a vital companion to university degree courses. Usually it is left to 26 to deduce the potential from a list of extracurricular adventures on a graduate's resume, but now the University of Bristol has launched an award to formalise the achievements of students who devote time to activities outside their courses. Bristol PLUS aims to boost students in an increasingly competitive job market by helping them acquire work and life skills alongside 27 qualifications.

"Our students are a pretty active bunch, but we found that they didn't 28 appreciate the value of what they did outside the lecture hall," says Jeff Goodman, director of careers and employability at the university. "Employers are much more demanding than they used to be. They used to look for potential and saw it as part of their job to 29 the value of an applicant's skills. Now they want students to be able to explain why those skills are 30 to the job."

Students who sign up for the award will be expected to complete 50 hours of work experience or voluntary work, attend four workshops on employability skills, take part in an intensive skills related activity and, crucially, write a summary of the skills they have gained. 31 efforts will gain an Outstanding Achievement Award. Those who 32 best on the sports field can take the Sporting PLUS Award which fosters employer friendly sports accomplishments.

The experience does not have to be formally organised. "We're not just interested in easily identifiable skills," says Goodman. "For instance, one student took the lead in dealing

with a difficult landlord and so 33 negotiation skills. We try to make the experience relevant to individual lives.”

Goodman hopes the 34 will enable active students to fill in any gaps in their experience and encourage their less active 35 to take up activities outside their academic area of work.

A) exceptional
B) extract
C) academic
D) roughly
E) peers
F) scheme
G) relevant
H) employers

I) critics
J) convey
K) device
L) demonstrated
M) reluctant
N) perform
O) necessarily

Section B

Directions: *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on Answer Sheet 2.*

A Nation That's Losing Its Toolbox

[A] The scene inside the Home Depot on Weyman Avenue here would give the old-time American craftsman pause. In Aisle 34 is pre-cut plastic flooring, the glue already in place. In Aisle 26 are prefabricated windows. Stacked near the checkout counters, and as colorful as a Fisher-Price toy, is a not-so-serious-looking power tool: a battery-operated saw-and-drill combination. And if you don't want to do it yourself, head to Aisle 23 or Aisle 35, where a help desk will arrange for an installer.

[B] It's all very handy stuff, I guess, a convenient way to be a do-it-yourselfer without being all that good with tools. But at a time when the American factory seems to be a shrinking presence, and when good manufacturing jobs have vanished, perhaps never to return, there is something deeply troubling about this dilution of American craftsmanship.

[C] This isn't a *lament* (伤感) or not merely a lament for bygone times. It's a social and cultural issue, as well as an economic one. The Home Depot approach to craftsmanship—simplify it, dumb it down, hire a contractor—is one signal that mastering tools and working with one's hands is receding in America as a hobby, as a valued skill, as a cultural influence that shaped thinking and behavior in vast sections of the country.

[D] That should be a matter of concern in a presidential election year. Yet neither Barack Obama nor Mitt Romney promotes himself as *tool-savvy* (使用工具很在行的) presidential timber, in the mold of a Jimmy Carter, a skilled carpenter and cabinet maker.

[E] The Obama administration does worry publicly about manufacturing, a first cousin of craftsmanship. When the Ford Motor Company, for example, recently announced that it was bringing some production home, the White House cheered. “When you see things like

Ford moving new production from Mexico to Detroit, instead of the other way around, you know things are changing,” says Gene Sperling, director of the National Economic Council.

[F] Ask the administration or the Republicans or most academics why America needs more manufacturing, and they respond that manufacturing gives birth to innovation, brings down the trade deficit, strengthens the dollar, generates jobs, arms the military and brings about a recovery from recession. But rarely, if ever, do they publicly take the argument a step further, asserting that a growing manufacturing sector encourages craftsmanship and that craftsmanship is, if not a birthright, then a vital ingredient of the American self-image as a can-do, inventive, we-can-make-anything people.

[G] Traditional vocational training in public high schools is gradually declining, stranding thousands of young people who seek training for a craft without going to college. Colleges, for their part, have since 1985 graduated fewer chemical, mechanical, industrial and metallurgical (冶金的) engineers, partly in response to the reduced role of manufacturing, a big employer of them.

[H] The decline started in the 1950s, when manufacturing generated a sturdy 28% of the national income, or gross domestic product, and employed one-third of the workforce. Today, factory output generates just 12% of GDP and employs barely 9% of the nation's workers.

[I] Mass layoffs and plant closings have drawn plenty of headlines and public debate over the years, and they still occasionally do. But the damage to skill and craftsmanship what's needed to build a complex airliner or a tractor, or for a worker to move up from assembler to machinist to supervisor went largely unnoticed.

[J] “In an earlier generation, we lost our connection to the land, and now we are losing our connection to the machinery we depend on,” says Michael Hour, a sociologist at the University of California, Berkeley. “People who work with their hands,” he went on, “are doing things today that we call service jobs, in restaurants and laundries, or in medical technology and the like.”

[K] That's one explanation for the decline in traditional craftsmanship. Lack of interest is another. The big money is in fields like finance. Starting in the 1980s, skill in finance grew in importance, and, as depicted in the news media and the movies, became a more appealing source of income. By last year, Wall Street traders, bankers and those who deal in real estate generated 21% of the national income, double their share in the 1950s. And Warren Buffett, the good-natured financier, became a homespun folk hero, without the tools and *overalls* (工作服).

[L] “Young people grow up without developing the skills to fix things around the house,” says Richard Curtin, director of the Thomson Reuters/University of Michigan Surveys of Consumers. “They know about computers, of course, but they don't know how to build them.”

[M] Manufacturing's shrinking presence undoubtedly helps explain the decline in craftsmanship, if only because many of the nation's assembly line workers were skilled in craft work, if not on the job then in their spare time. In a late 1990s study of blue-collar employees

at a General Motors plant (now closed) in Linden, N.J., the sociologist Ruth Milkman of City University of New York found that many line workers, in their off-hours, did home renovation and other skilled work. "I have often thought," Ms. Milkman says, "that these extracurricular jobs were an effort on the part of the workers to regain their dignity after suffering the degradation of repetitive assembly line work in the factory."

[N] Craft work has higher status in nations like Germany, which invests in *apprenticeship* (学徒) programs for high school students. "Corporations in Germany realized that there was an interest to be served economically and patriotically in building up a skilled labor force at home; we never had that *ethos* (风气)," says Richard Sennett, a New York University sociologist who has written about the connection of craft and culture.

[O] The damage to American craftsmanship seems to parallel the steep slide in manufacturing employment. Though the decline started in the 1970s, it became much steeper beginning in 2000. Since then, some 5.3 million jobs, or one-third of the workforce in manufacturing, have been lost. A stated goal of the Obama administration is to restore a big chunk of this employment, along with the multitude of skills that many of the jobs required.

[P] As for craftsmanship itself, the issue is how to preserve it as a valued skill in the general population. Ms. Milkman, the sociologist, argues that American craftsmanship isn't disappearing as quickly as some would argue that it has instead shifted to immigrants. "Pride in craft, it is alive in the immigrant world," she says. Sol Axelrod, 37, the manager of the Home Depot here, fittingly learned to fix his own car as a teenager, even changing the brakes. Now he finds immigrant craftsmen gathered in abundance outside his store in the early morning, waiting for it to open so they can buy supplies for the day's work as contractors. Skilled day laborers, also mostly immigrants, wait quietly in hopes of being hired by the contractors.

[Q] Mr. Axelrod also says the recession and persistently high unemployment have forced many people to try to save money by doing more themselves, and Home Depot in response offers classes in fixing water taps and other simple repairs. The teachers are store employees, many of them older and semi-retired from a skilled trade, or laid off. "Our customers may not be building cabinets or outdoor decks; we try to do that for them," Mr. Axelrod says, "but some are trying to build up skill so they can do more for themselves in these hard times."

36. Mastering tools and working with one's hands used to be a valued skill in America.

37. The fact that people can make more money in fields other than manufacturing contributes to the decline of craftsmanship.

38. High school students are losing opportunities of learning a traditional craft at school.

39. Compared with German counterparts, American companies did not work towards encouraging craftsmanship.

40. Barack Obama did not present himself as skilled in craft work during his election campaign.

41. Some people are trying to ride out the economic depression by doing more themselves.

42. There is insufficient attention to the negative effects on craftsmanship produced by the decline of manufacturing.

43. Most politicians or scholars fail to point out that manufacturing promotes craftsmanship.
44. A sociologist argues that American craftsmanship, instead of disappearing, is being taken up by immigrants.
45. A study found that many assembly line workers did skilled work in their off-hours to restore their dignity as craftsmen.

Section C

Directions: *There are 2 passages in this section. 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 **Answer Sheet 2** with a single line through the centre.*

Passage One

Questions 46 to 50 are based on the following passage.

When Harvard student Mark Zuckerberg launched the facebook.com in Feb. 2004, even he could not imagine the forces it would let loose. His intent was to connect college students. Facebook, which is what this website rapidly evolved into, ended up connecting the world.

To the children of this connected era, the world is one giant social network. They are not bound as were previous generations of humans by what they were taught. They are only limited by their curiosity and ambition. During my childhood, all knowledge was local. You learned everything you knew from your parents, teachers, preachers, and friends.

With the high-quality and timely information at their fingertips, today's children are rising above the fears and biases of their parents. Adults are also participating in this revolution. India's normally tame middle class is speaking up against social ills. Silicon Valley executives are being shamed into adding women to their boards. Political leaders are marshalling the energy of millions for elections and political causes. All of this is being done with social media technologies that Facebook and its competitors set free.

As does every advancing technology, social media has created many new problems. It is commonly addictive and creates risks for younger users. Social media is used by extremists in the Middle East and elsewhere to seek and brainwash recruits. And it exposes us and our friends to disagreeable spying. We may leave our lights on in the house when we are on vacation, but through social media we tell criminals exactly where we are, when we plan to return home, and how to *blackmail* (敲诈) us.

Governments don't need informers any more. Social media allows government agencies to spy on their own citizens. We record our thoughts, emotions, likes and dislikes on Facebook; we share our political views, social preferences, and plans. We post intimate photographs of ourselves. No spy agency or criminal organization could actively gather the type of data that we voluntarily post for them.

The marketers are also seeing big opportunities. Amazon is trying to predict what we will order. Google is trying to judge our needs and wants based on our social-media profiles. We need to be aware of the risks and keep working to alleviate the dangers.

Regardless of what social media people use, one thing is certain: we are in a period of accelerating change. The next decade will be even more amazing and unpredictable than the

last. Just as no one could predict what would happen with social media in the last decade, no one can accurately predict where this technology will take us. I am optimistic, however, that a connected humanity will find a way to uplift itself.

46. What was the purpose of Facebook when it was first created?

- A) To help students connect with the outside world.
- B) To bring university students into closer contact.
- C) To help students learn to live in a connected era.
- D) To combine the world into an integral whole.

47. What difference does social media make to learning?

- A) Local knowledge and global knowledge will merge.
- B) Students will become more curious and ambitious.
- C) People are able to learn wherever they travel.
- D) Sources of information are greatly expanded.

48. What is the author's greatest concern with social media technology?

- A) Individuals and organizations may use it for evil purposes.
- B) Government will find it hard to protect classified information.
- C) People may disclose their friends' information unintentionally.
- D) People's attention will be easily distracted from their work in hand.

49. What do businesses use social media for?

- A) Creating a good corporate image.
- B) Anticipating the needs of customers.
- C) Conducting large-scale market surveys.
- D) Minimizing possible risks and dangers.

50. What does the author think of social media as a whole?

- A) It will enable human society to advance at a faster pace.
- B) It will pose a grave threat to our traditional ways of life.
- C) It is bound to bring about another information revolution.
- D) It breaks down the final barriers in human communication.

Passage Two

Questions 51 to 55 are based on the following passage.

Air pollution is deteriorating in many places around the world. The fact that public parks in cities become crowded as soon as the sun shines proves that people long to breathe in green, open spaces. They do not all know what they are seeking but they flock there, nevertheless. And, in these surroundings, they are generally both peaceful and peaceable. It is rare to see people fighting in a garden. Perhaps struggle unfolds first, not at an economic or social level, but over the appropriation of air, essential to life itself. If human beings can breathe and share air, they don't need to struggle with one another.

Unfortunately, in our western tradition, neither materialist nor idealist theoreticians give enough consideration to this basic condition for life. As for politicians, despite proposing curbs on environmental pollution, they have not yet called for it to be made a crime. Wealthy countries are even allowed to pollute if they pay for it.

But is our life worth anything other than money? The plant world shows us in silence what faithfulness to life consists of. It also helps us to a new beginning, urging us to care for our breath, not only at a vital but also at a spiritual level. The interdependence to which we must pay the closest attention is that which exists between ourselves and the plant world. Often described as “the lungs of the planet”, the woods that cover the earth offer us the gift of breathable air by releasing oxygen. But their capacity to renew the air polluted by industry has long reached its limit. If we lack the air necessary for a healthy life, it is because we have filled it with chemicals and undercut the ability of plants to regenerate it. As we know, rapid deforestation combined with the massive burning of fossil fuels is an explosive recipe for an irreversible disaster.

The fight over the appropriation of resources will lead the entire planet to hell unless humans learn to share life, both with each other and with plants. This task is simultaneously ethical and political because it can be discharged only when each takes it upon herself or himself and only when it is accomplished together with others. The lesson taught by plants is that sharing life expands and enhances the sphere of the living, while dividing life into so-called natural or human resources diminishes it. We must come to view the air, the plants and ourselves as the contributors to the preservation of life and growth, rather than a web of quantifiable objects or productive potentialities at our disposal. Perhaps then we would finally begin to live, rather than being concerned with bare survival.

51. What does the author assume might be the primary reason that people would struggle with each other?
- A) To get their share of clean air. B) To pursue a comfortable life.
C) To gain a higher social status. D) To seek economic benefits.
52. What does the author accuse western politicians of?
- A) Depriving common people of the right to clean air.
B) Giving priority to theory rather than practical action.
C) Offering preferential treatment to wealthy countries.
D) Failing to pass laws to curb environmental pollution.
53. What does the author try to draw our closest attention to?
- A) The massive burning of fossil fuels.
B) Our relationship to the plant world.
C) The capacity of plants to renew polluted air.
D) Large-scale deforestation across the world.
54. How can human beings accomplish the goal of protecting the planet according to the author?
- A) By showing respect for plants. B) By preserving all forms of life.
C) By tapping all natural resources. D) By pooling their efforts together.
55. What does the author suggest we do in order not just to survive?
- A) Expand the sphere of living. B) Develop nature's potentials.
C) Share life with nature. D) Allocate the resources.

Part IV

Translation

(30 minutes)

Directions: *For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.*

近年来中国经济增长很快,而污染和排放(emission)问题也同样惊人。中国已是全球最大的二氧化碳(carbon dioxide)排放国,尽管其经济规模仅为美国的一半左右。导致这一问题的最大污染源是煤炭。中国煤炭消耗量约占全球的五分之二,并以每年约10%的速度增长。针对这一问题,中国政府正开始发起低碳行动,这将推动其未来的增长、发展和能源安全(energy security)目标。政府还制定了雄心勃勃的可再生能源利用目标:希望在2020年前,约20%的电力需求由风能和太阳能来满足。



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