2015年6月大学英语四级考试真题(三)

**Part I Writing (30 minutes)**

**Directions:** *For this part, you are allowed 30 minutes to write an essay based on the picture below. You should start your essay with a brief description of the picture and then comment on parents' role in their children's growth. You should write at least* ***120*** *words but no more than* ***180*** *words.*

注意：此部分试题请在**答题卡1**上作答。



**Part Ⅱ Listening Comprehension (30 minutes)**

**Section A**

**Directions:** *In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on* ***Answer Sheet 1*** *with a single line through the centre.*

注意：此部分试题请在**答题卡1**上作答。

1. A) Give his ankle a good rest. C) Continue his regular activities.

B) Treat his injury immediately. D) Be careful when climbing steps.

2. A) On a train. B) On a plane.

C) In a theater. D) In a restaurant.

3. A) A tragic accident. C) Smith's unusual life story.

B) A sad occasion. D) Smith's sleeping problem.

4. A) Review the details of all her lessons. C) Talk with her about his learning problems.

B) Compare notes with his classmates. D) Focus on the main points of her lectures.

5. A) The man blamed the woman for being careless.

B) The man misunderstood the woman's apology.

C) The woman offered to pay for the man's coffee.

D) The woman spilt coffee on the man's jacket.

6. A) Extremely tedious. C) Lacking a good plot.

B) Hard to understand. D) Not worth seeing twice.

7. A) Attending every lecture. C) Reading very extensively.

B) Doing lots of homework. D) Using test-taking strategies.

8. A) The digital TV system will offer different programs.

B) He is eager to see what the new system is like.

C) He thinks it unrealistic to have 500 channels.

D) The new TV system may not provide anything better.

**Questions 9 to 12 are based on the conversation you have just heard.**

9. A) A notice by the electricity board. C) The description of a thief in disguise.

B) Ads promoting electric appliances. D) A new policy on pensioners' welfare.

10. A) Speaking with a proper accent. C) Making friends with them.

B) Wearing an official uniform. D) Showing them his ID.

11. A) To be on the alert when being followed.

B) Not to leave senior citizens alone at home.

C) Not to let anyone in without an appointment.

D) To watch out for those from the electricity board.

12. A) She was robbed near the parking lot. C) The pension she had just drawn was stolen.

B) All her money in the bank disappeared. D) She was knocked down in the post office.

**Questions 13 to 15 are based on the conversation you have just heard.**

13. A) Marketing consultancy. C) Luxury hotel management.

B) Professional accountancy. D) Business conference organization.

14. A) Having a good knowledge of its customs. C) Having been to the country before.

B) Knowing some key people in tourism. D) Being able to speak Japanese.

15. A) It will bring her potential into full play. C) It will enable her to improve her Chinese.

B) It will involve lots of train travel. D) It will give her more chances to visit Japan.

**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 Answer Sheet 1* with a single line through the centre.』

注意：此部分试题请在**答题卡1**上作答。

**Passage One**

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

16. A) The lack of time. C) The frustrations at work.

B) The quality of life. D) The pressure on working families.

17. A) They were just as busy as people of today.

B) They saw the importance of collective efforts.

C) They didn't complain as much as modern man.

D) They lived a hard life by hunting and gathering.

18. A) To look for creative ideas of awarding employees.

B) To explore strategies for lowering production costs.

C) To seek new approaches to dealing with complaints.

D) To find effective ways to give employees flexibility. Passage Two

**Questions 19 to 21 are based on the passage you have just heard.**

19. A) Family violence. C) Her father's disloyalty.

B) The Great Depression. D) Her mother's bad temper.

20. A) His advanced age. C) His improved financial condition.

B) His children's efforts. D) His second wife's positive influence.

21. A) Love is blind. C) Divorce often has disastrous consequences.

B) Love breeds love. D) Happiness is hard to find in blended families.

**Passage Three**

**Questions 22 to 25 are based on the passage you have just heard.**

22. A) It was located in a park. C) It went bankrupt all of a sudden.

B) Its owner died of a heart attack. D) Its potted plants were for lease only.

23. A) Planting some trees in the greenhouse. C) Putting up a Going Out of Business sign.

B) Writing a want ad to a local newspaper. D) Helping a customer select some purchases.

24. A) Opening an office in the new office park. C) Developing fresh business opportunities.

B) Keeping better relations with her company. D) Building a big greenhouse of his own.

25. A) Owning the greenhouse one day. C) Cultivating more potted plants.

B) Securing a job at the office park. D) Finding customers out of town.

**Section C**

**Directions:** *In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks with the exact words you have just heard. Finally, when the passage is read for the third time, you should check what you have written.*

注意：此部分试题请在**答题卡1**上作答。

We’re now witnessing the emergence of an advanced economy based on information and knowledge. 26 , raw materials, and capital are no longer the key ingredients in the creation of wealth. Now, the 27 raw material in our economy is knowledge. Tomorrow's wealth depends on the development and exchange of knowledge. And 28 entering the workforce offer their knowledge, not their muscles. Knowledge workers get paid for their education and their ability to learn. Knowledge workers 29 mind work. They deal with symbols: words, figures and data.

What does all this mean for you? As a future knowledge worker, you can expect to be 30 , processing, as well as exchanging information. 31 , three out of four jobs involve some form of mind work, and that number will increase sharply in the future. Management and employees alike will be making 32 in such areas as product development, quality control and customer satisfaction.

In the new world of work, you can 33 being in constant training to acquire new skills that will help you keep up with improved technologies and 34 . You can also expect to be taking greater control of your career. Gone are the nine-to-five jobs, lifetime security, predictable promotions, and even the 35 workplace, as you are familiar with. Don't expect the companies will provide you with a clearly defined career path. And don't wait for someone to “empower” you. You have to empower yourself.

**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 36 to 45 are based on the following passage.**

As a teacher, you could bring the community into your classroom in many ways. The parents and grandparents of your students are resources and 36 for their children. They can be 37 teachers of their own traditions and histories. Immigrant parents could talk about their country of 38 and why they emigrated to the United States. Parents can be invited to talk about their jobs or a community project. Parents, of course, are not the only community resources. Employees at local businesses and staff at community agencies have 39 information to share in classrooms.

Field trips provide another opportunity to know the community. Many students don't have the opportunity to 40 concerts or visit museums or historical sites except through field trips. A school district should have 41 for selecting and conducting field trips. Families must be made 42 of field trips and give permission for their children to participate.

Through school projects, students can learn to be 43 in community projects ranging from planting trees to cleaning up a park to assisting elderly people. Students, 44 older ones, might conduct research on a community need that could lead to action by a city council or state government. Some schools require students to provide community service by 45 in a nursing home, child care center or government agency. These projects help students understand their responsibility to the larger community.

注意：此部分试题请在**答题卡2**上作答。

A) assets

B) attend

C) aware

D) especially

E) excellent

F) expensive

G) guidelines

H) involved

I) joining

J) naturally

K) observe

L) origin

M) recruited

N) up-to-date

O) volunteering

**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****.*

**Reaping the Rewards of Risk-Taking**

A) Since Steve Jobs resigned as chief executive of Apple, much has been said about him as a peerless business leader who has created immense wealth for shareholders, and guided the design of hit products that are transforming entire industries, like music and mobile communications.

B) All true, but let's think different, to borrow the Apple marketing slogan of years back. Let's look at Mr. Jobs as a role model.

C) Above all, he is an *innovator* (创新者). His creative force is seen in products such as the iPod, iPhone, and iPad, and in new business models for pricing and distributing music and mobile software online. Studies or innovation come to the same conclusion： you can't engineer innovation, but you can increase the pads of it occurring. And Mr. Jobs' career can be viewed as a consistent pursuit of improving those odds, both for himself and the companies he has led. Mr. Jobs, of course, has enjoyed singular success. But innovation, broadly defined, is the crucial ingredient in all economic progress — higher growth for nations, more competitive products for companies, and more prosperous careers for individuals. And Mr. Jobs, many experts say, exemplifies what works in the innovation game.

D)“We can look at and learn from Steve Jobs what the essence of American innovation is,” says John Kao, an innovation consultant to corporations and governments. Many other nations, Mr. John Kao notes, are now ahead of the United States in producing what are considered the raw materials of innovation. These include government financing for scientific research, national policies to support emerging industries, educational achievement, engineers and scientists graduated, even the speeds of Internet broadband service.

E) Yet what other nations typically lack, Mr. Kao adds, is a social environment that encourages diversity, experimentation, risk-taking, and combining skills from many fields into products that he calls “*recombinant mash-ups* (打碎重组),” like the iPhone, which redefined the smartphone category. “The culture of other countries doesn't support the kind of innovation that Steve Jobs exemplifies, as America does,” Mr. John Kao says.

F) Workers of every rank are told these days that wide-ranging curiosity and continuous learning are vital to thriving in the modern economy. Formal education matters, career counselors say, but real-life experience is often even more valuable.

G) An adopted child, growing up in Silicon Valley, Mr. Jobs displayed those traits early on. He was fascinated by electronics as a child, building Heathkit do-it-yourself projects, like radios. Mr. Jobs dropped out of Reed College after only a semester and traveled around India in search of spiritual enlightenment, before returning to Silicon Valley to found Apple with his friend, Stephen Wozniak, an engineering wizard (奇才). Mr. Jobs was forced out of Apple in 1985，went off and founded two other companies, Next and Pixar, before returning to Apple in 1996 and becoming chief executive in 1997.

H) His path was unique, but innovation experts say the pattern of exploration is not unusual. "It's often people like Steve Jobs who can draw from a deep reservoir of diverse experiences that often generate breakthrough ideas and insights," says Hal Gregersen, a professor at the European Institute of Business Administration.

I) Mr. Gregersen is a co-author of a new book, *The Innovator's DNA*, which is based on an eight-year study of 5 000 *entrepreneurs* (创业者) and executives worldwide. His two collaborators and co-authors are Jeff Dyer, a professor at Brigham Young University, and Clayton Christensen, a professor at the Harvard Business School, whose 1997 book *The Innovator's Dilemma* popularized the concept of “*disruptive* (颠覆性的) innovation.”

j) The academics identify five traits that are common to the disruptive innovators: questioning, experimenting, observing, associating and networking. Their bundle of characteristics echoes the ceaseless curiosity and willingness to take risks noted by other experts. Networking, Mr. Hal Gregersen explains, is less about career-building relationships than a consistent search for new ideas. Associating, he adds, is the ability to make idea-producing connections by linking concepts from different disciplines.

K) “Innovators engage in these mental activities regularly,” Mr. Gregersen says. “It's a habit for them.” Innovative companies, according to the authors, typically enjoy higher valuations in the stock market, which they call an “innovation *premium* (溢价).” It is calculated by estimating the share of a company's value that cannot be accounted for by its current products and cash flow. The innovation premium tries to *quantify* (量化) investors' bets that a company will do even better in the future because of innovation.

L) Apple, by their calculations, had a 37 percent innovation premium during Mr. Jobs' first term with the company. His years in exile resulted in a 31 percent innovation discount. After his return, Apple's fortunes improved gradually at first, and improved markedly starting in 2005, yielding a 52 percent innovation premium since then.

M) There is no conclusive proof, but Mr. Hal Gregersen says it is unlikely that Mr. Jobs could have reshaped industries beyond computing, as he has done in his second term at Apple, without the experience outside the company, especially at Pixar—the computer-*animation* (动画制作) studio that created a string of critically and commercially successful movies, such as “Toy Story” and “Up.”

N) Mr. Jobs suggested much the same thing during a commencement address to the graduating class at Stanford University in 2005. “It turned out that getting fired from Apple was the best thing that could have ever happened to me.” he told the students. Mr. Jobs also spoke of *perseverance* (坚持) and will power. “Sometimes life hits you in the head with a brick,” he said. “Don't lose faith.”

O) Mr. Jobs ended his commencement talk with a call to innovation, both in one's choice of work and in one's life. Be curious, experiment, take risks, he said to the students. His advice was emphasized by the words on the back of the final edition of *The Whole Earth Catalog,* which he quoted: “Stay hungry. Stay foolish.” “And,” Mr. Jobs said, “I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you.”

注意：此部分试题请在**答题卡2**上作答。

46. Steve Jobs called on Stanford graduates to innovate in his commencement address.

47. Steve Jobs considered himself lucky to have been fired once by Apple.

48. Steve Jobs once used computers to make movies that were commercial hits.

49. Many governments have done more than the US government in providing the raw materials for innovation.

50. Great innovators are good at connecting concepts from various academic fields.

51. Innovation is vital to driving economic progress.

52. America has a social environment that is particularly favorable to innovation. d3. Innovative ideas often come from diverse experiences.

54. Real-life experience is often more important than formal education for career success.

55. Apple s fortunes suffered from an innovation discount during Jobs' absence.

**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 56 to 60 are based on the following passage.**

If you think a high-factor sunscreen (防晒霜) keeps you safe from harmful rays, you may be wrong. Research in this week's *Nature* shows that while factor 50 reduces the number of *melanomas* (黑瘤) and delays their occurrence, it can't prevent them. Melanomas are the most aggressive skin cancers. You have a higher risk if you have red or blond hair, fair skin, blue or green eyes, or sunburn easily, or if a close relative has had one. Melanomas are more common if you have periodic intense exposure to the sun. Other skin cancers are increasingly likely with long-term exposure.

There is continuing debate as to how effective sunscreen is in reducing melanomas—the evidence is weaker than it is for preventing other types of skin cancer. A 2011 Australian study of 1621 people found that people randomly selected to apply sunscreen daily had half the rate of melanomas of people who used cream as needed. A second study, comparing 1167 people with melanomas to 1101 who didn't have the cancer, found that using sunscreen routinely, alongside other protection such as hats, long sleeves or staying in the shade, did give some protection. This study said other forms of sun protection—not sunscreen—seemed most beneficial. The study relied on people remembering what they had done over each decade of their lives, so it's not entirely reliable. But it seems reasonable to think sunscreen gives people a false sense of security in the sun.

Many people also don't use sunscreen properly—applying insufficient amounts, failing to reapply after a couple of hours and staying in the sun too long. It is sunburn that is most worrying—recent research shows five episodes of sunburn in the teenage years increases the risk of all skin cancers.

The good news is that a combination of sunscreen and covering up can reduce melanoma rates, as shown by Australian figures from their slip-slop-slap campaign. So if there is a heat wave this summer, it would be best for us, too, to slip on a shirt, *slop on* (抹上) sunscreen and slap on a hat.

注意：此部分试题请在**答题卡2**上作答。

56. What is people s common expectation of a high-factor sunscreen?

A) It will delay the occurrence of skin cancer. C) It will keep their skin smooth and fair.

B) It will protect them from sunburn. D) It will work for people of any skin color.

57. What does the research in Nature say about a high-factor sunscreen?

A) It is ineffective in preventing melanomas.

B) It is ineffective in case of intense sunlight.

C) It is ineffective with long-term exposure.

D) It is ineffective for people with fair skin.

58. What do we learn from the 2011 Australian study of 1621 people?

A) Sunscreen should be applied alongside other protection measures.

B) High-risk people benefit the most from the application of sunscreen.

C) Irregular application of sunscreen does women more harm than good.

D) Daily application of sunscreen helps reduce the incidence of melanomas.

59. What does the author say about the second Australian study?

A) It misleads people to rely on sunscreen for protection.

B) It helps people to select the most effective sunscreen.

C) It is not based on direct observation of the subjects.

D) It confirms the results of the first Australian study.

60. What does the author suggest to reduce melanoma rates?

A) Using both covering up and sunscreen.

B) Staying in the shade whenever possible.

C) Using covering up instead of sunscreen.

D) Applying the right amount of sunscreen.

**Passage Two**

**Questions 61 to 65 are based on the following passage.**

Across the rich world, well-educated people increasingly work longer than the less-skilled. Some 65% of American men aged 62-74 with a professional degree are in the workforce, compared with 32% of men with only a high-school certificate. This gap is part of a deepening divide between the well-educated well- off and the unskilled poor. Rapid technological advance has raised the incomes of the highly skilled while squeezing those of the unskilled. The consequences, for individuals and society, are profound.

The world is facing an astonishing rise in the number of old people, and they will live longer than ever before. Over the next 20 years the global population of those aged 65 or more will almost double, from 600 million to 1.1 billion. The experience of the 20th century, when greater longevity (长寿) translated into more years in retirement rather than more years at work, has persuaded many observers that this shift will lead to slower economic growth, while the swelling ranks of pensioners will create government budget problems.

But the notion of a sharp division between the working young and the idle old misses a new trend, the growing gap between the skilled and the unskilled. Employment rates are falling among younger unskilled people, whereas older skilled folk are working longer. The divide is most extreme in America, where well-educated *baby-boomers* (二战后生育高峰期出生的美国人) are putting off retirement while many less-skilled younger people have dropped out of the workforce.

Policy is partly responsible. Many European governments have abandoned policies that used to encourage people to retire early. Rising *life expectancy* (预期寿命), combined with the replacement of generous defined-benefit pension plans with less generous defined-contribution ones, means that even the better-off must work longer to have a comfortable retirement. But the changing nature of work also plays a big role. Pay has risen sharply for the highly educated, and those people continue to reap rich rewards into old age because these days the educated elderly are more productive than the preceding generation. Technological change may well reinforce that shift: the skills that complement computers, from management knowhow to creativity, do not necessarily decline with age.

注意：此部分试题请在**答题卡2**上作答。

61. What is happening in the workforce in rich countries?

A) Younger people are replacing the elderly.

B) Well-educated people tend to work longer.

C) Unemployment rates are rising year after year.

D) People with no college degree do not easily find work.

62. What has helped deepen the divide between the well-off and the poor?

A) Longer life expectancies.

B) A rapid technological advance.

C) Profound changes in the workforce.

D) A growing number of the well-educated.

63. What do many observers predict in view of the experience of the 20th century?

A) Economic growth will slow down.

B) Government budgets will increase.

C) More people will try to pursue higher education.

D) There will be more competition in the job market.

64. What is the result of policy changes in European countries?

A) Unskilled workers may choose to retire early.

B) More people have to receive in-service training.

C) Even wealthy people must work longer to live comfortably in retirement.

D) People may be able to enjoy generous defined-benefits from pension plans.

65. What is characteristic of work in the 21st century?

A) Computers will do more complicated work.

B) More will be taken by the educated young.

C) Most jobs to be done will be creative ones.

D) Skills are highly valued regardless of age.

**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.***

在西方人心目中，和中国联系最为密切的基本食物是大米。长期以来，大米在中国人的饮食中占据很重要的地位，以至于有谚语说“巧妇难为无米之炊”。中国南方大多种植水稻，人们通常以大米为主食;而华北大部分地区因为过于寒冷或过于干燥，无法种植水稻，那里的主要作物是小麦。在中国，有些人用面粉做面包，但大多数人用面粉做馒头和面条。

注意：此部分试题请在**答题卡2**上作答。

说明：本套试题的听力部分由2008年6月真题听力优化而来，阅读理解中的篇章阅读由2013年6月真题篇章阅读优化而来，其他试题均为多题多卷母题。

2015年6月大学英语六级考试真题（第3套）参考答案

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| --- | --- | --- | --- | --- | --- |
| **序号** | **1** | **2** | **3** | **4** | **5** |
| **答案** | **A** | **C** | **B** | **D** | **D** |
| **序号** | **6** | **7** | **8** | **9** | **10** |
| **答案** | B | A | D | C | D |
| **序号** | **11** | **12** | **13** | **14** | **15** |
| **答案** | C | C | A | D | B |
| **序号** | **16** | **17** | **18** | **19** | **20** |
| **答案** | A | A | D | B | D |
| **序号** | **21** | **22** | **23** | **24** | **25** |
| **答案** | B | B | C | C | A |
| **序号** | **26** | **27** | **28** | **29** | **30** |
| **答案** | Physical labor | Vital | Individual | Engage in | Generating |
| **序号** | **31** | **32** | **33** | **34** | **35** |
| **答案** | Currently | Decisions | Look forward to | Procedures | Conventional |
| **序号** | **36** | **37** | **38** | **39** | **40** |
| **答案** | A | E | L | N | B |
| **序号** | **41** | **42** | **43** | **44** | **45** |
| **答案** | G | C | H | D | O |
| **序号** | **46** | **47** | **48** | **49** | **50** |
| **答案** | O | N | M | D | J |
| **序号** | **51** | **52** | **53** | **54** | **55** |
| **答案** | C | E | H | F | L |
| **序号** | **56** | **57** | **58** | **59** | **60** |
| **答案** | B | C | D | D | C |
| **序号** | **61** | **62** | **63** | **64** | **65** |
| **答案** | B | A | D | A | C |