

2017年5月大学英语六级考试模拟题

考虫六级系统班第一次模拟考试

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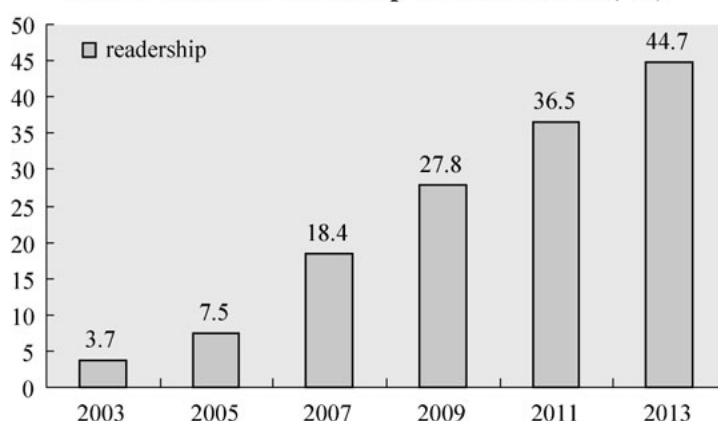
Part I

Writing

(30 minutes)

Directions: *For this part, you are allowed 30 minutes to write a short essay entitled **National Readership on the Internet**. You should write at least **150** words but no more than **200** words.*

Recent National Readership on the Internet (%)



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.*

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

1. A) He talked to her on the phone.
B) He had a quarrel with Marsha.
C) He made a business trip.
D) He resolved a budget problem.

2. A) She has developed some serious mental problem.
B) She may have to be fired for poor performance.
C) She supervises a number of important projects.
D) She is in charge of the firm's budget planning.

3. A) Something unexpected happened at her home.
B) David promised to go on the trip in her place.
C) She failed to arrive at the airport on time.
D) She was not feeling herself on that day.

4. A) He often fails to follow through on his projects.
B) He has been trying hard to cover for Marsha.
C) He is always finding fault with Marsha.
D) He frequently gets things mixed up.

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

5. A) A year of practical training.
B) A happy childhood.
- C) A pleasant neighborhood.
D) A good secondary education.

6. A) He is good at carpentry.
B) He is academically gifted.
C) He should be sent to a private school.
D) He ought to get good vocational training.
7. A) Donwell School. C) Enderby High.
B) Carlton Abbey. D) Enderby Comprehensive.
8. A) Find out more about the five schools.
B) Send their children to a better private school.
C) Talk with their children about their decision.
D) Put Keith in a good boarding school.

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 will be well ventilated.
B) It will be brightly lit.
C) It will provide easy access to the disabled.
D) It will have a large space for storage.
10. A) Opposite to the library C) On the first floor.
B) On the same floor as the labs. D) On the ground floor.
11. A) To make the building appear traditional.
B) To cut the construction cost to the minimum.

- C) To match the style of construction on the site.
- D) To embody the subcommittee's design concepts.

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

12. A) Sell financial software.
B) Write financial software.
C) Conduct research on financial software.
D) Train clients to use financial software.
13. A) Rewarding. C) Tedious.
B) Unsuccessful. D) Important.
14. A) He provided individual support. C) He gave trainees lecture notes.
B) He held group discussions. D) He offered online tutorials.
15. A) Nobody is able to solve all the problems in a couple of weeks.
B) The fault might lie in his style of presenting the information.
C) The trainees' problems had to be dealt with one by one.
D) The employees were a bit slow to follow his instruction.

Section C

Direction: *In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings 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 19 are based on the recording you have just heard.

16. A) It was the first time that the President has called for people to support it.
B) It got strong opposition nationwide.
C) It involved \$447 billion, and would put more people back to work.
D) The lawmakers would pass the legislation in no time.

17. A) Obama's jobs legislation focuses on hiring more people.
B) The President's administration is creating job openings.
C) Too many regulations on industry are cancelled.
D) It prevented job creation by placing too many regulations.
18. A) The states that opposed farmers' entering cities.
B) The states where next year's election could be decided.
C) The states that were supportive of his jobs legislation.
D) The states where economy was not that good.
19. A) 75 percent of Americans think the country is heading for the wrong direction.
B) 50 percent of American citizens disapprove Obama's work.
C) 75 percent of the citizens in U.S support the policy of Obama.
D) The majority of Americans have faith in the US country.

Questions 20 to 22 are based on the recording you have just heard.

20. A) The employment rate would be the worst in history.
B) Some developing countries will suffer most.
C) The number of the unemployment this time will double that in 2007.
D) The financial depression will continue for decades.
21. A) More people become unemployed after the year of 2016.
B) Citizens in the United States pay their home mortgages on time.
C) Brazil, China and the oil-producing countries lower their import and export taxes.
D) World economy growth creates enough new jobs.
22. A) About 1.5 million people are working in vulnerable jobs.
B) Most people in African countries are doing vulnerable jobs.
C) Countries in southern Asia have the largest number of vulnerable jobs.

D) Vulnerable work is dangerous physically.

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

23. A) Because most people are suffering from spiritual emptiness.
B) Because the author is famous.
C) Because there are surprises everywhere in the book.
D) Because people think the ideas in it will help realize their dreams.
24. A) All the parents have planned to have children.
B) People come to this world out of a strong inner desire.
C) People's existence is no accident.
D) People are entitled to get more from their parents.
25. A) One level of living is a religious issue and the other two human issues.
B) They have different purposes.
C) Most people are working hard for the survival level.
D) Successful people achieve all three levels of living.

Part III

Reading Comprehension

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.

Music produces profound and lasting changes in the brain. Schools should add music classes, not cut them. Nearly 20 years ago, a small

study advanced the 26 that listening to Mozart's Sonata for Two Pianos in D Major could boost 27 functioning. It was not long before trademarked "Mozart effect" products began to appeal to anxious parents aiming to put *toddlers* (刚学步的孩子) on the fast track to prestigious universities like Harvard and Yale. Georgia's governor even 28 giving every newborn there a classical CD or cassette.

The 29 for Mozart therapy turned out to be weak, perhaps nonexistent, although the 30 study never claimed anything more than a temporary and limited effect. In recent years, however, scientists have examined the benefits of a concerted effort to study and practice music, as opposed to playing a Mozart CD or a computer-based "brain fitness" game once in a while.

Advanced monitoring techniques have 31 scientists to see what happens inside your head when you listen to your mother and 32 practice the violin for an hour every afternoon. And they have found that music lessons can produce profound and lasting changes that enhance the general ability to learn. These results should convince public officials that music classes are not a mere decoration, ripe for discarding in the budget crises that 33 trouble public schools.

Studies have shown that diligent instrument training from an early age can help the brain to 34 sounds better, making it easier to stay focused when absorbing other subjects, from literature to mathematics. The musically *adept* (擅长的) are better able to concentrate on a biology lesson despite the noise in the classroom or, a few years later, to finish a call with a client when a colleague in the next office starts 35 at a subordinate. They can attend to several things at once in the mental scratch pad called working memory, an essential skill in this era of multitasking.

A) original	I) mental
B) screaming	J) successively
C) mechanism	K) proposed
D) actually	L) contending
E) evidence	M) notion
F) constantly	N) enabled
G) devoted	O) process
H) elementary	

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**.*

The Three-Year Solution

- [A] Hartwick College, a small liberal-arts school in upstate New York, makes this offer to well-prepared students: earn your undergraduate degree in three years instead of four, and save about \$43,000—the amount of one year’s tuition and fees. A number of innovative colleges are making the same offer to students anxious about saving time and money. That’s both an opportunity and a warning for the best higher-education system in the world.
- [B] The United States has almost all of the world’s best universities. A recent Chinese survey ranks 35 American universities among the top 50, eight among the top 10. Our research universities have been the key to developing the competitive advantages that help Americans produce 25% of all the world’s wealth. In 2007, 623,805 of the world’s brightest students were attracted to American universities.
- [C] Yet, there are signs of *peril* (危险) within American higher education. U.S. colleges have to compete in the marketplace. Students may choose among 6,000 public, private, nonprofit, for-profit, or

religious institutions of higher learning. In addition, almost all of the \$32 billion the federal government provides for university research is awarded competitively.

- [D] But many colleges and universities are stuck in the past. For instance, the idea of the fall-to-spring “school year” hasn’t changed much since before the American Revolution, when we were a nation of farmers and students put their books away to work the soil during the summer. That long summer stretch no longer makes sense. Former George Washington University president Stephen Trachtenberg estimates that a typical college uses its facilities for academic purposes a little more than half the calendar year. “While college facilities sit idle, they continue to generate maintenance expenses that contribute to the high cost of running a college,” he has written.
- [E] Within academic departments, *tenure* (终身职位), combined with age-discrimination laws, makes faculty turnover—critical for a university to remain current in changing times—difficult. Instead of protecting speech and encouraging diversity and innovative thinking, the tenure system often *stifles* (压制) them: younger professors must win the approval of established colleagues for tenure, encouraging likemindedness and sometimes inhibiting the free flow of ideas.
- [F] Meanwhile, tuition has soared, leaving graduating students with unprecedented loan debt. Strong campus presidents to manage these problems are becoming harder to find, and to keep. In fact, students now stay on campus almost as long as their presidents. The average amount of time students now take to complete an undergraduate degree has stretched to six years and seven months as students interrupted by work, inconvenienced by unavailable classes, or lured by one more football season find it hard to graduate. Congress has tried to help students with college costs through Pell Grants and other forms of tuition support. But some of their fixes have made the problem worse. The stack of congressional regulations governing federal student grants and loans now stands twice as tall as I do. Filling out these forms consumes 7% of every tuition dollar.
- [G] For all of these reasons, some colleges like Hartwick are rethinking the old way of doing things and questioning decades-old assumptions about what a college degree means. For instance, why

does it have to take four years to earn a diploma? This fall, 16 first-year students and four second-year students at Hartwick enrolled in the school's new three-year degree program. According to the college, the plan is designed for high-ability, highly motivated students who wish to save money or to move along more rapidly toward advanced degrees.

- [H] By eliminating that extra year, three-year degree students save 25% in costs. Instead of taking 30 credits a year, these students take 40. During January, Hartwick runs a four-week course during which students may earn three to four credits on or off campus, including a number of international sites. Summer courses are not required, but a student may enroll in them—and pay extra. Three-year students get first crack at course registration. There are no changes in the number of courses professors teach or in their pay.
- [I] The three-year degree isn't a new idea. Geniuses have always breezed through. Judson College, a 350-student institution in Alabama, has offered students a three-year option for 40 years. Students attend "short terms" in May and June to earn the credits required for graduation. Bates College in Maine and Ball State University in Indiana are among other colleges offering three-year options.
- [J] Changes at the high-school level are also helping to make it easier for many students to earn their undergraduate degrees in less time. One of five students arrives at college today with Advanced Placement (AP) credits amounting to a semester or more of college level work. Many universities, including large schools like the University of Texas, make it easy for these AP students to graduate faster.
- [K] For students who don't plan to stop with an undergraduate degree, the three-year plan may have an even greater appeal. Dr. John Sergent, head of Vanderbilt University Medical School's *residency* (住院医师) program, enrolled in Vanderbilt's undergraduate college in 1959. He entered medical school after only three years as did four or five of his classmates." My first year of medical school counted as my senior year, which meant I had to take three to four labs a week to get all my sciences in. I basically skipped my senior year," says Sergent. He still had time to be a student senator and meet his wife.
- [L] There are, however, drawbacks to moving through school at such a brisk pace. For one, it deprives students of the luxury of time to *roam* (遨游) intellectually. Compressing everything into three years

also leaves less time for growing up, engaging in extracurricular activities, and studying abroad. On crowded campuses it could mean fewer opportunities to get into a prized professor's class. Iowa's Waldorf College has graduated several hundred students in its three-year degree program, but is now phasing out the option. Most Waldorf students wanted the full four-year experience—academically, socially, and athletically. And faculty members will be wary of any change that threatens the core curriculum in the name of moving students into the workforce.

- [M] “Most high governmental officials seem to conceive of education in this light—as a way to ensure economic competitiveness and continued economic growth,” Derek Bok, former president of Harvard, told *The Washington Post*. “I strongly disagree with this approach.” Another risk: the new campus schedules might eventually produce less revenue for the institution and longer working hours for faculty members.
- [N] Adopting a three-year option will not come easily to most school. Those that wish to tackle tradition and make American campus more cost-conscious may find it easier to take Trachtenberg's advice: open campuses year-round. “You could run two complete colleges, with two complete faculties,” he says. “That's without cutting the length of students' vacations, increasing class sizes, or requiring faculty to teach more.”
- [O] Whether they experiment with three-year degrees, offer year-round classes, challenge the tenure system—or all of the above—universities are slowly realizing that to stay competitive and relevant they must adapt to a rapidly changing world. Expanding the three-year option may be difficult, but it may be less difficult than asking Congress for additional financial help, asking legislators for more state support, or asking students for even higher tuition payments. Campuses willing to adopt convenient schedules along with more-focused, less-expensive degrees may find that they have a competitive advantage in attracting bright, motivated students. These sorts of innovations can help American universities avoid the perils of success.

36. Stephen Trachtenberg reckons that college facilities could be put to more effective use.

37. Advanced Placement credits available in high schools help students earn undergraduate degrees in three years.
38. The students on the new three-year degree program at Hartwick have to earn more credits each year.
- 39 A disadvantage of the three-year college program is that students don't have much time to roam intellectually.
40. Universities are increasingly aware that they must adjust to a changing world so as to stay competitive.
41. Hartwick College offers three-year degree programs to cut students' expenses.
42. College faculty members are afraid that the pretext of moving students into the workforce might endanger the core curriculum.
43. Judson College's three-year degree program has been running for several decades.
44. Many American universities have been attracting top students from all over the world.
45. The tenure system in American colleges and universities suppresses creative thinking.

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.

As anyone who has tried to lose weight knows, realistic goal-setting generally produces the best results. That's partially because it appears people who set realistic goals actually work more efficiently, and exert more effort, to achieve those goals.

What's far less understood by scientists, however, are the potentially harmful effects of goal-setting.

Newspapers relay daily accounts of goal-setting prevalent in industries and businesses up and down both Wall Street and Main Street, yet there has been surprisingly little research on how the long-trumpeted practice of setting goals may have contributed to the current economic crisis, and *unethical* (不道德的) behavior in general.

"Goals are widely used and promoted as having really beneficial effects. And yet, the same motivation that can push people to exert more effort in a constructive way could also motivate people to be more likely to engage in unethical behaviors," says Maurice Schweitzer, an associate professor at Penn's Wharton School.

"It turns out there's no economic benefit to just having a goal—you just get a psychological benefit," Schweitzer says. "But in many cases, goals have economic rewards that make them more powerful."

A prime example Schweitzer and his colleagues cite is the 2004 collapse of energy-trading giant Enron, where managers used financial incentives to motivate salesmen to meet specific revenue goals. The problem, Schweitzer says, is the actual trades were not profitable.

Other studies have shown that saddling employees with unrealistic goals can compel them to lie, cheat or steal. Such was the case in the early 1990s when Sears imposed a sales quota on its auto repair staff. It prompted employees to overcharge for work and to complete unnecessary repairs on a companywide basis.

Schweitzer concedes his research runs counter to a very large body of literature that commends the many benefits of goal-setting. Advocates of the practice have taken issue with his team's use of such evidence as news accounts to support his conclusion that goal-setting is widely over-prescribed.

In a *rebuttal* (反驳) paper, Dr. Edwin Locke writes: "Goal-setting is not going away. Organizations cannot thrive without being focused on

their desired end results any more than an individual can thrive without goals to provide a sense of purpose.”

But Schweitzer contends the “mounting causal evidence” linking goal-setting and harmful behavior should be studied to help spotlight issues that merit caution and further investigation. “Even a few negative effects could be so large that they outweigh many positive effects,” he says.

“Goal-setting does help coordinate and motivate people. My idea would be to combine that with careful oversight, a strong organizational culture, and make sure the goals that you use are going to be constructive and not significantly harm the organization,” Schweitzer says.

46. What message does the author try to convey about goal-setting?

- A) Its negative effects have long been neglected.
- B) The goals increase people’s work efficiency.
- C) Its role has been largely underestimated.
- D) The goals most people set are unrealistic.

47. What does Maurice Schweitzer want to show by citing the example of Enron?

- A) Setting realistic goals can turn a failing business into success.
- B) Businesses are less likely to succeed without setting realistic goals.
- C) Financial incentives ensure companies meet specific revenue goals.
- D) Goals with financial rewards have strong motivational power.

48. How did Sears’ goal-setting affect its employees?

- A) They were obliged to work more hours to increase their sales.
- B) They competed with one another to attract more customers.
- C) They resorted to unethical practice to meet their sales quota.
- D) They improved their customer service on a companywide basis.

49. What do advocates of goal-setting think of Schweitzer's research?

- A) Its findings are not of much practical value.
- B) It exaggerates the side effects of goal-setting.
- C) Its conclusion is not based on solid scientific evidence.
- D) It runs counter to the existing literature on the subject.

50. What is Schweitzer's contention against Edwin Locke?

- A) The link between goal-setting and harmful behavior deserves further study.
- B) Goal-setting has become too deep-rooted in corporate culture.
- C) The positive effects of goal-setting outweigh its negative effects.
- D) Studying goal-setting can throw more light on successful business practices.

Passage Two

Questions 51 to 55 are based on the following passage.

For most of the 20th century, Asia asked itself what it could learn from the modern, innovating West. Now the question must be reversed: what can the West's overly indebted and *sluggish* (经济滞长的) nations learn from a flourishing Asia?

Just a few decades ago, Asia's two giants were *stagnating* (停滞不前) under faulty economic ideologies. However, once China began embracing free-market reforms in the 1980s, followed by India in the 1990s, both countries achieved rapid growth. Crucially, as they opened up their markets, they balanced market economy with sensible government direction. As the Indian economist Amartya Sen has wisely said, "The

invisible hand of the market has often relied heavily on the visible hand of government.”

Contrast this middle path with America and Europe, which have each gone ideologically overboard in their own ways. Since the 1980s, America has been increasingly clinging to the ideology of uncontrolled free markets and dismissing the role of government—following Ronald Reagan’s idea that “government is not the solution to our problem; government is the problem.” Of course, when the markets came crashing down in 2007, it was decisive government intervention that saved the day. Despite this fact, many Americans are still strongly opposed to “big government.”

If Americans could only free themselves from their antigovernment doctrine, they would begin to see that America’s problems are not insoluble. A few sensible federal measures could put the country back on the right path. A simple consumption tax of, say, 5% would significantly reduce the country’s huge government deficit without damaging productivity. A small gasoline tax would help free America from its dependence on oil imports and create incentives for green energy development. In the same way, a significant reduction of wasteful agricultural subsidies could also lower the deficit. But in order to take advantage of these common-sense solutions, Americans will have to put aside their own attachment to the idea of smaller government and less regulation. American politicians will have to develop the courage to follow what is taught in all American public-policy schools: that there are good taxes and bad taxes. Asian countries have embraced this wisdom, and have built sound long-term *fiscal* (财政的) policies as a result.

Meanwhile, Europe has fallen prey to a different ideological trap: the belief that European governments would always have infinite resources and could continue borrowing as if there were no tomorrow. Unlike the Americans, who felt that the markets knew best, the Europeans failed to anticipate how the markets would react to their endless borrowing. Today, the European Union is creating a \$580 billion fund to ward off sovereign collapse. This will buy the EU time, but it will not solve the bloc’s larger problem.

51. What has contributed to the rapid economic growth in China and India?

- A) Copying western-style economic behavior.
- B) Heavy reliance on the hand of government.
- C) Timely reform of government at all levels.
- D) Free market plus government intervention.

52. What does Ronald Reagan mean by saying “government is the problem” (Lines 6, Para. 3)?

- A) Many social ills are caused by wrong government policies.
- B) Many social problems arise from government’s inefficiency.
- C) Government action is key to solving economic problems.
- D) Government regulation hinders economic development.

53. What stopped the American economy from collapsing in 2007?

- A) Self-regulatory repair mechanisms of the free market.
- B) Cooperation between the government and businesses.
- C) Abandonment of big government by the public.
- D) Effective measures adopted by the government.

54. What is the author’s suggestion to the American public in face of the government deficit?

- A) They urge the government to revise its existing public policies.
- B) They develop green energy to avoid dependence on oil import.
- C) They give up the idea of smaller government and less regulation.
- D) They put up with the inevitable sharp increase of different taxes.

55. What’s the problem with the European Union?

- A) Conservative ideology.
- B) Shrinking market.
- C) Lack of resources.
- D) Excessive borrowing.

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.*

作为现代中国的缩影，上海是一个朝气蓬勃和充满活力的国际大都市。上海是全球金融中心之一，被称为“东方的巴黎”。虽然上海的文化遗迹无法与北京媲美，但是风格各异的外国建筑为这座城市注入了无限的魅力。漫步在这座现代化的大都市中，人们可以感受到这座城市的活力。众多的摩天大楼反映了上海巨大的发展和史无前例的变化，尤其是新中国成立以后。2010年上海世博会成功举办，2013年上海自贸区正式建立，这都表明上海再次迎来新的机遇。

访问考虫网提交答案，查看成绩和解析

- 1** 通过在线模考提交答案，免费批改出成绩(包括写作)
- 2** 模考批改每人仅限一次，仅限电脑提交答案

