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赵建昆 主编
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大学英语

六级历年真题

全析全解集中赢

第3版 · 2014年12月最新版

- 重置改组 2014年6月最新题目
- **四六级考神** 建昆老师连续命中改革后真题
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大学英语四六级考试(College English Test Band 4/6),于1986年第一次试验举行起,至今已走过29个年头。此间,伴随中国教育改革和国人英语学习热度的升级,四六级考试也经历了数次变化,并逐渐成为全国最具影响力的大学英语能力测试(Language Proficiency Test)。2006年6月17日的四级考试,更是创下全国超过1000万人的单次参考人数纪录,使其当之无愧地成为全球参与人数最多的语言能力测试。

四六级考试巨大的影响力和公信力缘何而来?我认为主要来自以下几点:

第一,在29年里的数次改革中,四六级的考试信度和效度不断与时俱进。1999年,增加口语考试;2005年,采取标准分制;2006年,扩大听力分值;2013年,取消完型填空,提升翻译比重。以上改革使得四六级考试的形式和内容不断靠近国际流行语言能力测试(例如托福和雅思)并同时保持中国特色(例如汉译英题目比重的增加),成为一个不断创新并日臻科学的测试。

第二,20多年来,四六级考试极大地推动了中国大学生英语能力和素质的提高。全国考生在听、读、写、译、完型等各科目上的平均成绩一直都在上升。对比2013年12月试卷和上世纪90年代的试卷,测试难度已无法同日而语。另外,四六级考试的数次改革,对中国大学英语教学和大学生英语学习方式产生了巨大的反溅作用(Washback Effects,指测试对学习者的反作用)。例如,很多大学生,都开始从过去的“哑巴”英语,到目前普遍重视听力和口语等交流性语言技能的学习。

第三,四六级已经被用人单位广泛认可,成为超越地域、学校和专业的英语能力甚至学习能力标准。我曾经和一位著名国企的HR经理交流,问,你们工作中使用英语的几率不高,为何依然需要应聘者获得四六级成绩呢?他说,是否可以通过四六级,实际反映了应聘者在大学期间的综合学习能力和学习态度。举个例子,如果这名应聘者说,曾经多次尝试考级均以失败告终,我们一定会怀疑其学习能力和规划自控能力。

在2013年12月的新版四六级考试中,听写改为全面考查词汇短语,阅读增加段落信息匹配题,完型被扩展至15%的翻译所取代。大学英语四六级30天速成胜经系列完全按照该改革思路设计内容,为四六级考生提供了针对性极强的辅导参考。此书于2013年9月一经推出,即刻占据当当网外语类图书销售冠军位置,而最让读者们感到物超所值的是,书籍内容神奇命中2013年12月四六级原题。其中,四六级翻译重点涉及中国文化“中秋节”“茶叶”“丝绸之路”等考题内容均成为命中内容。另外,四级写作关

于科技影响生活的漫画主题以及六级写作关于话语解释型文章的训练,均直接或间接帮助考生顺利答题并提升分数。而在2014年6月四六级考试中,本系列图书的单科品种,如听力和写作,均再次直接或间接命中考题。

应广大考生的要求,针对2014年12月四六级考试,我们推出了本系列书籍的第3版。经过修订和完善,我们相信,又会有无数考生因为此书而笑傲考场,轻松提分。如果在看书的同时,再听听建昆老师和考神团队的网络直播课程,你的过级几率必然更大。

通过所有考试的法宝有两个:正确的方法和长久的坚持。大学英语四六级30天速成胜经系列书籍,帮你解决前一半的问题,而后一半,就需要小伙伴们自己努力了。我特别想对一些屡战屡败且屡败屡战的“困难户”们说一句,多次低水平备考(或裸考)导致的失败会折损我们的学习信心和动力。明确计划、按部就班、努力坚持,你一定会迎来笑傲考场的那一刻。

建昆老师将利用新浪微博(@建昆老师)及公共微信(建昆老师)时刻和考生读者保持互动交流。

最后送大家三句我一直鼓励同学们的话,我一直很受用,相信你们也会。

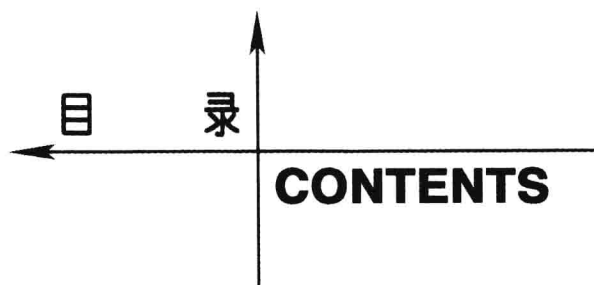
没有失败,只有放弃。

只要提高,永远不晚。

只要改变,就有空间。

祝福各位四六级考生2014年过级成功,学习进步!

建昆老师
于北京
2014年8月



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2010 年 12 月大学英语六级考试真题^①

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write a short essay entitled **My Views on University Ranking**. You should write at least 150 words following the outline given below. Write your essay on **Answer Sheet 1**.

1. 目前高校排名相当盛行
2. 对于这种做法人们看法不一
3. 在我看来……

My Views on University Ranking

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 根据 2013 年 8 月公布的最新大纲样题,我们将历年真题在原来的基础上做了修改,使得题型完全与最新大纲相吻合,以满足考生的复习需求。

1. A) The man is the manager of the apartment building.
B) The woman is very good at bargaining.
C) The man is looking for an apartment.
D) The woman will get the apartment refurnished.
2. A) Where the botanical garden is.
B) How the pictures will turn out.
C) What the man thinks of the shoes.
D) Why the pictures are not ready.
3. A) There is no replacement for the handle.
B) There is no match for the suitcase.
C) The suitcase can be fixed in time.
D) The suitcase is not worth fixing.
4. A) He has a fairly large collection of quality trucks.
B) He needs a vehicle to be used in harsh weather.
C) He has had his truck adapted for cold temperatures.
D) He does routine truck maintenance for the woman.
5. A) She has made up her mind to resign.
B) She has often been criticized by her boss.
C) She cannot stand her boss's bad temper.
D) She never regrets any decisions she makes.
6. A) Visit a different store for a silk or cotton shirt.
B) Get a discount on the shirt she is going to buy.
C) Look for a shirt of a more suitable color and size.
D) Replace the shirt with one of some other material.
7. A) At an exhibition.
C) At a trade fair.
8. A) Repair it and move in.
C) Convert it into a hotel.
- B) At a reception desk.
D) At a "Lost and Found".
B) Pass it on to his grandson.
D) Sell it for a good price.

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

9. A) Unique descriptive skills.
C) Colourful world experiences.
- B) Good knowledge of readers' tastes.
D) Careful plotting and clueing.
10. A) A peaceful setting.
C) To be in the right mood.
- B) A spacious room.
D) To be entirely alone.
11. A) They rely heavily on their own imagination.
B) They have experiences similar to the characters'.
C) They look at the world in a detached manner.
D) They are overwhelmed by their own prejudices.

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

12. A) Good or bad, they are there to stay.
B) Like it or not, you have to use them.
C) Believe it or not, they have survived.
D) Gain or lose, they should be modernised
13. A) The frequent train delays. B) They high train ticket fares.
C) The food sold on the trains. D) The monopoly of their operation.
14. A) The low efficiency of their operation.
B) Competition from other modes of transport.
C) Constant complaints from passengers.
D) The passing of the new transport act.
15. A) They will be de-nationalised. B) They provide worse service.
C) They are fast disappearing. D) They lose a lot of money.

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 19 are based on the passage you have just heard.

16. A) The whole Antarctic region will be submerged.
B) Some polar animals will soon become extinct.
C) Many coastal cities will be covered with water.
D) The earth will experience extreme weathers.
17. A) How humans are to cope with global warming.
B) How unstable the West Antarctic ice sheet is.
C) How vulnerable the coastal cities are.
D) How polar ice impacts global weather.
18. A) It collapsed at least once in the past 1.3 million years.
B) It sits firmly on solid rock at the bottom of the ocean.
C) It melted at temperatures a bit higher than those of today.
D) It will have little impact on sea level when it breaks up.
19. A) The West Antarctic region was once an open ocean.
B) The West Antarctic ice sheet was about 7,000 feet thick.
C) The West Antarctic ice sheet was once floating ice.
D) The West Antarctic region used to be warmer than today.

Passage Two

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

20. A) Whether we can develop social ties on the Internet.
B) Whether a deleted photo is immediately removed from the web.
C) Whether our blogs can be renewed daily.
D) Whether we can set up our own websites.
21. A) The number of visits they receive.
B) The way they store data.
C) The files they have collected.
D) The means they use to get information.
22. A) When the system is down. B) When new links are set up.
C) When the URL is reused. D) When the server is restarted.

Passage Three

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

23. A) Some iced coffees have as many calories as a hot dinner.
B) Iced coffees sold by some popular chains are contaminated.
C) Drinking coffee after a meal is more likely to cause obesity.
D) Some brand-name coffees contain harmful substances.
24. A) Have some fresh fruit. B) Exercise at the gym.
C) Take a hot shower. D) Eat a hot dinner.
25. A) They could enjoy a happier family life.
B) They could greatly improve their work efficiency.
C) Many cancer cases could be prevented.
D) Many embarrassing situations could be avoided.

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。

Psychologists are finding that hope plays a surprisingly vital role in giving people a measurable advantage in realms as 26 as academic achievement, bearing up in tough jobs and coping with 27 illness. And, by contrast, the loss of hope is turning out to be a stronger sign that a person may 28 suicide than other factors long thought to be more likely risks.

“Hope has proven a powerful predictor of 29 in every study we’ve done so far,” said Dr. Charles R. Snyder, a psychologist who has devised a 30 to assess how much hope a person has.

For example, in research with 3,920 college students, Dr. Snyder and his 31 found that the level of hope among freshmen at the beginning of their first semester was a more 32 predictor of their college grades than were their SAT scores or their grade point 33 in high school, the two measures most commonly used to predict college performance.

“Students with high hope set higher goals and know ways to 34 them,” Dr. Snyder said. “When you compare students of equivalent intelligence and past academic achievements, what sets them apart is hope.”

In devising a way to assess hope scientifically, Dr. Snyder went beyond the simple 35 that hope is merely the sense that everything will turn out all right. “That notion is not concrete enough, and it blurs two key components of hope,” Dr. Snyder said. “Having hope means believing you have both the will and the way to accomplish your goals, whatever they may be.”

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.

Most young boys are trained to believe that men should be strong, tough, cool, and detached. Thus, they learn early to hide 36 emotions such as love, joy, and sadness because they believe that such feelings are 37 and imply weakness. Over time, some men become 38 to their own emotional lives. It seems that men with traditional views of masculinity are more likely to 39 outward emotions and to fear emotions, supposedly because such feelings may 40 a loss of *composure* (镇定). Keep in mind, however, that this view is 41 by some researchers. As with many gender gaps, differences in emotionality tend to be small, inconsistent, and dependent on the situation. For instance, Robertson and colleagues found that males who were more traditionally masculine were more emotionally 42 in a structured exercise than when they were simply asked to talk about their emotions.

Males' difficulty with "tender" emotions has serious 43. First, suppressed emotions can contribute to stress-related disorders. And worse, men are less likely than women to seek help from health professionals. Second, men's emotional inexpressiveness can cause problems in their relationships with partners and children. For example, men who 44 traditional masculine norms report lower relationship satisfaction, as do their female partners. Further, children whose fathers are warm, loving, and accepting toward them have higher self-esteem and lower rates of aggression and behavior problems. On a 45 note, fathers are increasingly involving themselves with their children. And 30 percent of fathers report that they take equal or greater responsibility for their children than their working wives do.

One emotion males are allowed to express is anger. Sometimes this anger translates into physical aggression or violence. Men commit nearly 90 percent of violent crimes in the United States and almost all sexual assaults.

注意：此部分试题请在答题卡2上作答。

- | | |
|-----------------|---------------|
| A) reinforced | I) weird |
| B) positive | J) challenged |
| C) consequences | K) familiar |
| D) combined | L) lead to |
| E) process | M) expressive |
| F) vulnerable | N) strangers |
| G) feminine | O) endorse |
| H) suppress | |

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.*

Into the Unknown

- A) Until the early 1990s nobody much thought about whole populations getting older. The UN had the foresight to convene a "world assembly on ageing" back in 1982, but that came and went. By 1994 the World Bank had noticed that something big was happening. In a report entitled "Averting the Old Age Crisis", it argued that pension arrangements in most countries were unsustainable.
- B) For the next ten years a succession of books, mainly by Americans, sounded the alarm. They had titles like *Young vs Old*, *Gray Dawn* and *The Coming Generational*

Storm, and their message was blunt: health-care systems were heading for the rocks, pensioners were taking young people to the cleaners, and soon there would be intergenerational warfare.

- C) Since then the debate has become less emotional, not least because a lot more is known about the subject. Books, conferences and research papers have multiplied. International organisations such as the OECD and the EU issue regular reports. Population ageing is on every agenda, from G8 economic conferences to NATO summits. The World Economic Forum plans to consider the future of pensions and health care at its prestigious Davos conference early next year. The media, including this newspaper, are giving the subject extensive coverage.
- D) Whether all that attention has translated into sufficient action is another question. Governments in rich countries now accept that their pension and health-care promises will soon become unaffordable, and many of them have embarked on reforms, but so far only timidly. That is not surprising: politicians with an eye on the next election will hardly rush to introduce unpopular measures that may not bear fruit for years, perhaps decades.
- E) The outline of the changes needed is clear. To avoid *fiscal* (财政) meltdown, public pensions and health-care provision will have to be reined back severely and taxes may have to go up. By far the most effective method to restrain pension spending is to give people the opportunity to work longer, because it increases tax revenues and reduces spending on pensions at the same time. It may even keep them alive longer. John Rother, the AARP's head of policy and strategy, points to studies showing that other things being equal, people who remain at work have lower death rates than their retired peers.
- F) Younger people today mostly accept that they will have to work for longer and that their pensions will be less generous. Employers still need to be persuaded that older workers are worth holding on to. That may be because they have had plenty of younger ones to choose from, partly thanks to the post-war baby-boom and partly because over the past few decades many more women have entered the labour force, increasing employers' choice. But the reservoir of women able and willing to take up paid work is running low, and the baby-boomers are going grey.
- G) In many countries immigrants have been filling such gaps in the labour force as have already emerged (and remember that the real shortage is still around ten years off). Immigration in the developed world is the highest it has ever been, and it is making a useful difference. In still-fertile America it currently accounts for about 40% of total population growth, and in fast-ageing western Europe for about 90%. On the face of it, it seems the perfect solution. Many developing countries have lots of young people in need of jobs; many rich countries need helping hands that will boost tax revenues and keep up economic growth.

- H) But over the next few decades labour forces in rich countries are set to shrink so much that inflows of immigrants would have to increase enormously to compensate: to at least twice their current size in western Europe's most youthful countries, and three times in the older ones. Japan would need a large multiple of the few immigrants it has at present. Public opinion polls show that people in most rich countries already think that immigration is too high. Further big increases would be politically unfeasible.
- I) To tackle the problem of ageing populations at its root, "old" countries would have to *rejuvenate* (使年轻) themselves by having more of their own children. A number of them have tried, some more successfully than others. But it is not a simple matter of offering financial incentives or providing more child care. Modern urban life in rich countries is not well adapted to large families. Women find it hard to combine family and career. They often compromise by having just one child.
- J) And if fertility in ageing countries does not pick up? It will not be the end of the world, at least not for quite a while yet, but the world will slowly become a different place. Older societies may be less innovative and more strongly disinclined to take risks than younger ones. By 2025 at the latest, about half the voters in America and most of those in western European countries will be over 50-and older people turn out to vote in much greater number than younger ones. Academic studies have found no evidence so far that older voters have used their power at the ballot box to push for policies that specifically benefit them, though if in future there are many more of them they might start doing so.
- K) Nor is there any sign of the intergenerational warfare predicted in the 1990s. After all, older people themselves mostly have families. In a recent study of parents and grown-up children in 11 European countries, Karsten Hank of Mannheim University found that 85% of them lived within 25 km of each other and the majority of them were in touch at least once a week.
- L) Even so, the shift in the centre of gravity to older age groups is bound to have a profound effect on societies, not just economically and politically but in all sorts of other ways too. Richard Jackson and Neil Howe of America's CSIS, in a thoughtful book called *The Graying of the Great Powers*, argue that, among other things, the ageing of the developed countries will have a number of serious security implications.
- M) For example, the shortage of young adults is likely to make countries more reluctant to commit the few they have to military service. In the decades to 2050, America will find itself playing an ever-increasing role in the developed world's defence effort. Because America's population will still be growing when that of most other developed countries is shrinking, America will be the only developed country that still matters *geopolitically* (地缘政治上).

N) Ask me in 2020 (1)

There is little that can be done to stop population ageing, so the world will have to live with it. But some of the consequences can be alleviated. Many experts now believe that given the right policies, the effects, though grave, need not be catastrophic. Most countries have recognised the need to do something and are beginning to act.

O) Ask me in 2020 (2)

But even then there is no guarantee that their efforts will work. What is happening now is historically unprecedented. Ronald Lee, director of the Centre on the Economics and Demography of Ageing at the University of California, Berkeley, puts it briefly and clearly: "We don't really know what population ageing will be like, because nobody has done it yet."

注意：此部分试题请在答题卡 2 上作答。

46. Countries that have a shortage of young adults will be less willing to send them to join the army.
47. In books like *Young vs Old*, the message that generation gap will intensify is conveyed.
48. According the survey in 1990s, the World Bank argued that the current pension system in most countries could not be permanent in the long term.
49. To compensate for the fast-shrinking work force, Japan would need large numbers of immigrants from other countries.
50. Many women in rich countries compromise by having only one child because they find it is unable to make up their mind as to which of two desirable things to choose.
51. One reason why pension and health care reforms are slow in coming is that politicians are afraid of losing votes in the next election.
52. The predicted intergenerational conflicts is unlikely because most of the older people themselves have families.
53. The most significant method to solve the pension crisis is to allow people to work longer.
54. The reason why employers are unwilling to keep older workers is that younger workers are readily available.
55. Compared with younger ones, older societies are less inclined to take adventures.

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.

In the early 20th century, few things were more appealing than the promise of scientific knowledge. In a world struggling with rapid industrialization, science and technology seemed to offer solutions to almost every problem. Newly created state colleges and universities devoted themselves almost entirely to scientific, technological, and engineering fields. Many Americans came to believe that scientific certainty could not only solve scientific problems, but also reform politics, government, and business. Two world wars and a Great Depression rocked the confidence of many people that scientific expertise alone could create a prosperous and ordered world. After World War II, the academic world turned with new enthusiasm to humanistic studies, which seemed to many scholars the best way to ensure the survival of democracy. American scholars fanned out across much of the world—with support from the Ford Foundation, the Fulbright program, etc.—to promote the teaching of literature and the arts in an effort to make the case for democratic freedoms.

In the America of our own time, the great educational challenge has become an effort to strengthen the teaching of what is now known as the STEM disciplines (science, technology, engineering, and math). There is considerable and justified concern that the United States is falling behind much of the rest of the developed world in these essential disciplines. India, China, Japan, and other regions seem to be seizing technological leadership.

At the same time, perhaps inevitably, the humanities—while still popular in elite colleges and universities—have experienced a significant decline. Humanistic disciplines are seriously underfunded, not just by the government and the foundations but by academic institutions themselves. Humanists are usually among the lowest-paid faculty members at most institutions and are often lightly regarded because they do not generate grant income and because they provide no obvious *credentials* (资质) for most nonacademic careers.

Undoubtedly American education should train more scientists and engineers. Much of the concern among politicians about the state of American universities today is focused on the absence of “real world” education—which means preparation for professional and scientific careers. But the idea that institutions or their students must decide between humanities and science is false. Our society could not survive without scientific and technological knowledge. But we would be equally *impoverished* (贫困的) without humanistic knowledge as well. Science and technology teach us what we can do. Humanistic thinking helps us understand what we should do.

It is almost impossible to imagine our society without thinking of the extraordinary achievements of scientists and engineers in building our complicated world. But try to imagine our world as well without the remarkable works that have defined our culture and values. We have always needed, and we still need, both.

