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赵建昆 主编

# 大学英语

## 六级考试历年真题

### 全析全解集中赢

第5版

- 重置改编旧版真题，全力针对新版听力
- 最受欢迎单品图书，连续命中改革后真题
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图书在版编目(CIP)数据

大学英语六级考试历年真题全析全解集中赢/赵建昆  
主编. —5版. —北京:中国石化出版社, 2016. 3  
ISBN 978-7-5114-3869-0

I. ①大… II. ①赵… III. ①大学英语水平考试-题  
解 IV. ①H319.6

中国版本图书馆 CIP 数据核字(2016)第 038664 号

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中国石化出版社出版发行

地址:北京市东城区安定门外大街 58 号

邮编:100011 电话:(010)84271850

读者服务部电话:(010)84289974

<http://www.sinopec-press.com>

E-mail:press@sinopec.com

北京富泰印刷有限责任公司印刷

全国各地新华书店经销

\*

787×1092 毫米 16 开本 15.75 印张 415 千字

2016 年 3 月第 5 版 2016 年 3 月第 1 次印刷

定价:32.80 元

## 来自考神建昆老师的友情提示

2013年12月,新东方四六级名师赵建昆,联合原新东方名师曲根、王菲,创立独立教学团队——考神团队。目前,此团队已经成为全国四六级直播课堂中最优质、最用心、最具影响力的品牌团队。三年中,基于其团队自媒体平台及粉丝的活跃度,有接近十万名考生感受过他们高效有料的课堂。2015年,考神团队正式和有道学堂独家合作直播课程,创造了利用自媒体运营在线直播课堂的最成功案例。同年5月,中央电视台英语频道,对考神团队进行了专访。

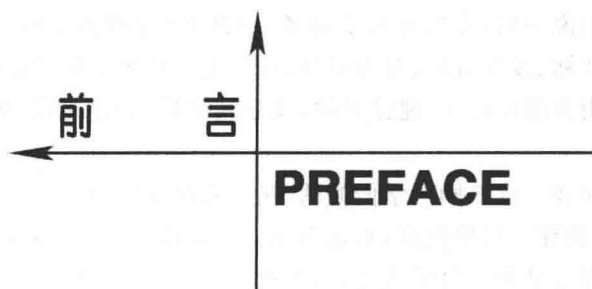
**赵建昆:**爱丁堡大学语言教育学硕士,原北京新东方学校四六级项目负责人,新东方教育科技集团教学培训师,新东方教育集团20年功勋教师获得者。新浪、搜狐、腾讯、中国教育在线及21世纪报等媒体特约考试分析点评嘉宾。授课10年,影响学员几十万。2014年创立独立教学品牌:考神团队。2015年,荣膺陕西卫视“超级老师”称号。

**曲 根:**考神团队创始人,四六级考试培训专家,著名的“万词王”。北京市海淀区优秀教师,原北京新东方国内考试部高级主管,讲授国内外考试课程十年,培养学生数以万计。

**王 菲:**考神团队创始人,四六级考试培训专家,原北京新东方学校国内部最优写译教师,曾于2008年斩获新东方新教师授课比赛第一名。

**欧阳萍:**考神团队核心成员,七年教龄,原新东方资深英语听力口语科目实力派,北京语言大学高材生,教学严谨科学,授课思路明晰,强调解题技术与测试实战。

**陈 曲:**考神团队核心成员,浙江大学理学博士,荷兰代尔夫特理工博士后,美国北卡罗莱纳访问学者。2002年杭州市英语演讲比赛冠军。前杭州新东方国内部负责人。



大学英语四六级考试(College English Test Band 4/6,以下简称四六级考试),于1986年第一次试验举行,至今已走过30多年了。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30多年的数次改革中,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,提升翻译比重;2015年12月,听力改革,引入新闻听力和现场演讲。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。

第二,30多年来,四六级考试极大地提升了中国大学生英语能力和素质。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。对比最新样卷和20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。

第三,四六级考试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,是否通过四六级考试,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。

本系列书籍在2013年9月推出第一版,立刻受到全国四六级考试考生的极大关注和欢迎,这其中包括多次翻译及写作题目的直接命中。针对2015年12月四六级听力的改革,我们推出了此系列书籍。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。当然,如果在看书的同时,再听听建昆老师和考神团队的在有道学堂进行的网络直播课程,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。此系列的书籍，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。

祝福各位四六级考试考生过级成功，学习进步！

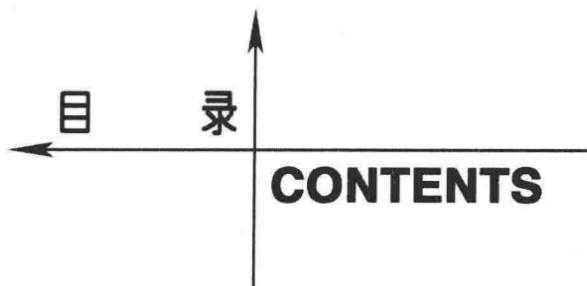
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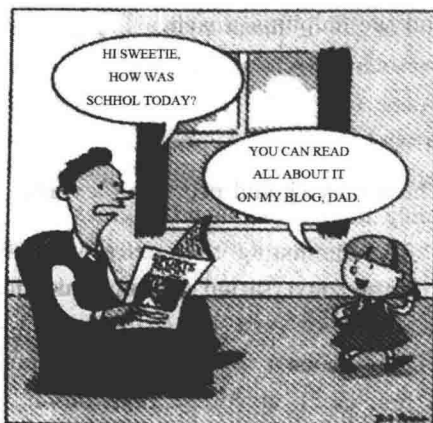
## 2012 年 6 月大学英语六级考试真题

### Part I

### Writing

(30 minutes)

**Directions:** For this part, you are allowed 30 minutes to write a short essay entitled *The Impact of the Internet on Interpersonal Communication*. Your essay should start with a brief description of the picture. You should write at least 150 words but no more than 200 words. Write your essay on *Answer Sheet 1*.



### The Impact of the Internet on Interpersonal Communication

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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 two long conversations. At the end of each conversation, you will hear some 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.

**Conversation One**

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

1. A) To test how responsive dolphins are to various signals.  
B) To see if dolphins can learn to communicate with each other.  
C) To examine how long it takes dolphins to acquire a skill.  
D) To find out if the female dolphin is cleverer than the male one.
2. A) Raise their heads above the water.                      B) Swim straight into the same tank.  
C) Press the right-hand lever first.                      D) Produce the appropriate sound.
3. A) Both dolphins were put in the same tank.  
B) The male dolphin received more rewards.  
C) Only one dolphin was able to see the light.  
D) The lever was beyond the dolphins' reach.
4. A) To keep still.  
B) The number of levers.  
C) The light condition.  
D) The right order in which they should press the levers.

**Conversation Two**

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

5. A) In a resort town.    B) In a lecture room.  
C) On a cattle farm.    D) In a botanical garden.
6. A) It is an ideal place for people to retire to.  
B) It has kept many traditions from Victorian times.  
C) It is at the centre of the fashion industry.  
D) It remains very attractive with its mineral waters.
7. A) It is located in the eastern part of Harrogate.  
B) It will be used as a centre for athletic training.  
C) It was named after a land owner in the old days.  
D) It is protected as parkland by a special law.
8. A) The beautiful flowers.    B) The vast grassland.  
C) The refreshing air.    D) The mineral waters.

**Section B**

**Directions:** *In this section, you will hear two 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.*

**Passage One**

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

9. A) He provides counseling for university students.  
B) He teaches psychology at Ohio State University.  
C) He specializes in interpersonal relationships.  
D) He has experience tutoring black students.
10. A) Students who scored low on standardized tests.  
B) Students who are accustomed to living in dorms.  
C) Black students from families with low incomes.  
D) Black freshmen with high standardized test scores.
11. A) They generally spent more time together than white pairs.  
B) They moved out of the college dorms at the end of the semester.  
C) They were more appreciative of the university's housing policy.  
D) They broke up more often than same-race roommates.
12. A) Their test scores rose gradually.  
B) They started doing similar activities.  
C) They grew bored of each other.  
D) Their racial attitudes improved.

**Passage Two**

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

13. A) It can help solve global food crises.  
B) It will change the concept of food.  
C) It has attracted worldwide attention.  
D) It will become popular gradually.
14. A) It has been drastically cut by NASA.  
B) It comes regularly from its donors.  
C) It has been increased over the years.  
D) It is still far from being sufficient.
15. A) They are not as natural as we believed.  
B) They are less healthy than we expected.  
C) They are more nutritious and delicious.  
D) They are not as expensive as before.

**Section C**

**Directions:** *In this section, you will hear recordings of lectures or talks followed by some 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.*

**Now listen to the following recording and answer questions 16 to 19.**

16. A) He was well known on the West Coast.  
B) He served as James Polk's Vice President.  
C) He supported financial aid to farmers.  
D) He was a popular war hero.
17. A) He was not interested in political reform.  
B) He had an unusual military career.  
C) He had no political experience.  
D) He expressed many controversial ideas.
18. A) He lost the support of farmers.  
B) He was opposed by the Whig party.  
C) He died early in his term.  
D) He came into conflict with railroad owners.
19. A) Listen to a talk about another President.  
B) Write a report about Taylor's accomplishments.  
C) Discuss the differences between Polk and Taylor.  
D) Begin working on their reports about Vice Presidents.

**Now listen to the following recording and answer questions 20 to 22.**

20. A) To commemorate a historic flight.  
B) To try out eighty new balloons.  
C) To recruit balloonists from all over the United States.  
D) To determine whether helium balloons are better than hot-air balloons.
21. A) They may not be able to inflate their balloons.  
B) There are too many balloons to launch at once.  
C) Their flight pattern could be uncertain due to the wind.  
D) They'll lose money if some balloons can't take off.
22. A) They're expensive.  
B) They were the first kind of balloon ever used.  
C) They're faster than air balloons.  
D) They're popular in the United States.

**Now listen to the following recording and answer questions 23 to 25.**

23. A) To review what students know about volcanic activity.  
B) To demonstrate the use of a new measurement device.  
C) To explain the answer to an examination question.  
D) To provide background for the next reading assignment.
24. A) They occur at regular intervals.  
B) They can withstand great heat.  
C) They travel through the Earth's interior.  
D) They can record the Earth's internal temperature.

25. A) When the Earth was formed.  
B) The composition of the Earth's interior.  
C) Why lava is hot.  
D) How often a volcano is likely to erupt.

**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.**

Every year in the first week of my English class, some students inform me that writing is too hard. They never write, unless assignments 26 it. They find the writing process 27 and difficult.

How awful to be able to speak in a language but not to write in it— 28 English, with its rich vocabulary. Being able to speak but not write is like living in an 29 mansion (豪宅) and never leaving one small room. When I meet students who think they can't write, I know as a teacher my 30 is to show them the rest of the rooms. My task is to build fluency while providing the opportunity inherent in any writing activity to 31 the moral and emotional development of my students. One great way to do this is by having students write in a journal in class every day.

Writing ability is like strength training. Writing needs to be done 32, just like exercise; just as muscles grow stronger with exercise, writing skills improve quickly with writing practice. I often see a rise in student confidence and 33 after only a few weeks of journal writing.

Expressing oneself in writing is one of the most important skills I teach to strengthen the whole student. When my students practice journal writing, they are practicing for their future academic, political, and 34 lives. They build skills so that some day they might write a great novel, a piece of sorely needed legislation, or the perfect love letter. Every day that they write in their journals puts them a step 35 to fluency, eloquence (雄辩), and command of language.

注意:此部分试题请在答题卡 2 上作答。

- |               |                |
|---------------|----------------|
| A) closer     | I) painful     |
| B) daily      | J) performance |
| C) emotional  | K) profession  |
| D) enhance    | L) remarkably  |
| E) enormous   | M) require     |
| F) especially | N) sensitive   |
| G) hinder     | O) urge        |
| H) mission    |                |

### 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. 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.
- C) 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.

- D) 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 like mindedness and sometimes inhibiting the free flow of ideas.
- E) 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.
- F) 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. 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.
- H) 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.
- I) 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.
- J) 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.
- K) 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 programs, 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.
- L) "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.
- M) Adopting a three-year option will not come easily to most schools. Those that wish to tackle tradition and make American campuses 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."
- N) 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.
- O) 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.

注意:此部分试题请在答题卡 2 上作答。

36. Hartwick college started three-year degree programs in order to cut students' expense.
37. By quoting Stephen Trachtenberg the author wants to say that college facilities could be put to more effective use.
38. The tenure system in American universities suppress creative thinking of students.
39. The students of the new three-year degree program at Hartwick have to earn more credits each year.
40. The Judson colleges's three-year degree has been running for several decades.
41. More students have Advanced Placement in high schools in order to earn undergraduate degrees faster.
42. One of the drawbacks of the three-year college program is that students don't have much time to roam intellectually.
43. College faculty members are afraid that the pretext of moving students into the workforce might pose a threat to the core curriculum.
44. Universities are increasingly aware that they must adapt to a rapidly changing world in order to stay competitive and relevant.
45. Convenient academic schedules with more-focused, less-expensive degrees will be more attractive to bright, motivated students.

### 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.

注意:此部分试题请在答题卡2上作答。

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

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

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