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2007.12~2012.6

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2012 年 6 月大学英语 6 级考试试题

Total score: 710 Total time allowed: 125 minutes

Part I Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write a composition entitled *The Impact of the Internet on Interpersonal Communication* following the outline below. You should write at least 150 words but no more than 200 words.

The Impact of the Internet on Interpersonal Communication

Part II Reading Comprehension (Skimming and Scanning)

(15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on *Answer Sheet 1*. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

The Three-Year Solution

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.

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.

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.

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.

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.

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.

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.

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.

For students who don't plan to stop with an undergraduate degree, the three-year plan may have an even greater appeal. Dr. John Sergeant, 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 Sergeant. He still had time to be a student senator and meet his wife.

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.

“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.

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.”

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.

1. Why did Hartwick College start three-year degree programs?
 - A) To create chances for the poor.
 - B) To cut students’ expenses.
 - C) To enroll more students.
 - D) To solve its financial problems.
2. By quoting Stephen Trachtenberg the author wants to say that _____.
 - A) American universities are resistant to change
 - B) the summer vacation contributes to student growth
 - C) college facilities could be put to more effective use
 - D) the costs of running a university are soaring
3. The author thinks the tenure system in American universities _____.
 - A) suppresses creative thinking
 - B) creates conflicts among colleagues
 - C) guarantees academic freedom
 - D) is a sign of age discrimination
4. What is said about the new three-year degree program at Hartwick?
 - A) Its students have to earn more credits each year.
 - B) Non-credit courses are eliminated altogether.
 - C) Its faculty members teach more hours a week.
 - D) Some summer courses are offered free of charge.
5. What do we learn about Judson College’s three-year degree program?
 - A) It has been running for several decades.
 - B) It is open to the brightest students only.
 - C) It is the most successful in the country.
 - D) It has many practical courses on offer.

6. What changes in high schools help students earn undergraduate degrees in three years?
 - A) Curriculums have been adapted to students' needs.
 - B) More students have Advanced Placement credits.
 - C) More elective courses are offered in high school.
 - D) The overall quality of education has improved.
7. What is said to be a drawback of the three-year college program?
 - A) Students have to cope with too heavy a workload.
 - B) Students don't have much time to roam intellectually.
 - C) Students have little time to gain practical experience.
 - D) Students don't have prized professors to teach them.
8. College faculty members are afraid that the pretext of moving students into the workforce might pose a threat to _____.
9. Universities are increasingly aware that they must adapt to a rapidly changing world in order to _____.
10. Convenient academic schedules with more-focused, less-expensive degrees will be more attractive to _____.

Part III Listening Comprehension

(35 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 2 with a single line through the centre.

11. A) The serious accident may leave Anna paralyzed.
 B) The man happened to see Anna fall on her back.
 C) The injury will confine Anna to bed for quite a while.
 D) The doctor's therapy has been very successful.
12. A) The man could watch the ballet with her.
 B) She happened to have bought two tickets.
 C) She can get a ballet ticket for the man.
 D) Her schedule conflicts with her sister's.
13. A) He will send someone right away.
 B) He has to do other repairs first.
 C) The woman can call later that day.
 D) The woman can try to fix it herself.
14. A) Take up a collection next week.
 B) Give his contribution some time later.
 C) Buy an expensive gift for Gemma.
 D) Borrow some money from the woman.
15. A) Decline the invitation as early as possible.
 B) Ask Tony to convey thanks to his mother.
 C) Tell Tony's mother that she eats no meat.
 D) Add more fruits and vegetables to her diet.
16. A) The increasing crime rate.
 B) The impact of mass media.
 C) The circulation of newspapers.
 D) The coverage of newspapers.
17. A) Limit the number of participants in the conference.

- B) Check the number of people who have registered.
 C) Provide people with advice on career development.
 D) Move the conference to a more spacious place.
18. A) The apartment is still available. B) The apartment is close to the campus.
 C) The advertisement is outdated. D) On-campus housing is hard to secure.

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

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

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

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

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 2** with a single line through the centre.

Passage One

Questions 26 to 29 are based on the passage you have just heard.

26. A) He provides counseling for university students
 B) He teaches psychology at Ohio State University.

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

Passage Two

Questions 30 to 32 are based on the passage you have just heard.

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

Passage Three

Questions 33 to 35 are based on the passage you have just heard.

- 33. A) He has bitter memories of childhood.
- B) He was accused of family violence.
- C) He is a habitual criminal.
- D) He was wrongly imprisoned.
- 34. A) The jury's prejudice against his race.
- B) The evidence found at the crime scene.
- C) The two victims' identification.
- D) The testimony of his two friends.
- 35. A) The US judicial system has much room for improvement.
- B) Frightened victims can rarely make correct identification.
- C) Eyewitnesses are often misled by the lawyer's questions.
- D) Many factors influence the accuracy of witness testimony.

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 numbered from 36 to 43 with the exact words you have just heard. For blanks numbered from 44 to 46 you are required to fill in the missing information. For these blanks, you can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.

About 700,000 children in Mexico dropped out of school last year as recession-stricken families pushed kids to work, and a weak economic recovery will allow only a (36) _____ improvement in the drop-out rate in 2010, a top education (37) _____ said.

Mexico's economy suffered more than any other in Latin America last year, (38) _____ an estimated 7 percent due to a (39) _____ in U.S. demand for Mexican exports such as cars.

The (40) _____ led to a 4 percent increase in the number of kids who left (41) _____ or middle school in 2009, said Juan de Dios Castro, who (42) _____ the nation's adult education program and keeps a close watch on drop-out rates.

"(43) _____ rose and that is a factor that makes our job more difficult," Castro told Reuters in an interview earlier this month.

(44) _____
_____. As a result, drop-out rates will not improve much, Castro said.

"There will be some improvement, but not significant," Castro said.
(45) _____

_____. And children often sell candy and crafts in the streets or work in restaurants.
(46) _____

_____. Mexico's politicians have resisted mending the country's tax, energy and labor laws for decades, leaving its economy behind countries such as Brazil and Chile.

Part IV Reading Comprehension (Reading in Depth) (25 minutes)

Section A

Directions: In this section, there is a short passage with 5 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words. Please write your answers on *Answer Sheet 2*.

Questions 47 to 51 are based on the following passage.

In face of global warming, much effort has been focused on reducing greenhouse gas emissions through a variety of strategies. But while much of the research and innovation has concentrated on finding less-polluting energy alternatives, it may be decades before clean technologies like wind and solar meet a significant portion of our energy needs.

In the meantime, the amount of CO₂ in the air is rapidly approaching the limits proposed by the Intergovernmental Panel on Climate Change (IPCC). "As long as we're consuming fossil fuels, we're putting out CO₂," says Klaus Lackner, a geophysicist at Columbia University. "We cannot let the CO₂ in the atmosphere rise indefinitely."

That sense of urgency has increased interest in capturing and storing CO₂, which the IPCC says could provide the more than 50% reduction in emissions thought needed to reduce global warming. "We see the potential for capture and storage to play an integral role in reducing emissions," says Kim Corley, Shell's senior advisor of CO₂ and environmental affairs. That forward thinking strategy is gaining support. The U.S. Department of Energy recently proposed putting \$1 billion into new \$2.4 billion coal-burning energy plant. The plant's carbon-capture technologies would serve as a pilot project for other new coal-burning plants.

But what do you do with the gas once you've captured it? One option is to put it to new uses. Dakota Gasification of North Dakota captures CO₂ at a plant that converts coal into synthetic natural gas. It then ships the gas 200 miles by pipeline to Canada, where it is pumped underground in oil recovery operations. In the Netherlands, Shell delivers CO₂ to farmers who pipe it into their greenhouses, increasing their yield of fruits and vegetables.

However, scientists say that the scale of CO₂ emissions will require vast amounts of long-term storage. Some propose storing the CO₂ in coal mines or liquid storage in the ocean. Shell favors storing CO₂ in deep geological structures such as *saline* (盐的) formations and exhausted oil and gas fields that exist throughout the world.

47. What are suggested as renewable and less-polluting energy alternatives?
48. What does the author say is a forward thinking strategy concerning the reduction of CO₂ emissions?
49. One way of handling the captured CO₂ as suggested by the author is to store it and _____.
50. Through using CO₂, Dutch farmers have been able to _____.
51. Long-term storage of CO₂ is no easy job because of _____.

Section B

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 52 to 56 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 to 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.

52. 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.

53. 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.

54. 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 services on a companywide basis.

55. 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.

56. 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 57 to 61 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 American'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.

57. 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.

58. What does Ronald Reagan mean by saying "government is the problem" (Line 4, Para. 3)?

- A) Many social ills are caused by wrong government policies.

- B) Many social problems arise from government inefficiency.
 C) Government action is key to solving economic problems.
 D) Government regulation hinders economic development.
59. 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.
60. 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.
61. What's the problem with the European Union?
 A) Conservative ideology.
 B) Shrinking market.
 C) Lack of resources.
 D) Excessive borrowing.

Part V Cloze

(15 minutes)

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D) on the right side of the paper. You should choose the one that best fits into the passage. Then mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.

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 62 that listening to Mozart's *Sonata for Two Pianos in D Major* could boost mental functioning. It was not long 63 trade-marked "Mozart effect" products began to appeal to anxious parents aiming to put *toddlers* (刚学步的孩子) 64 the fast track to prestigious universities like Harvard and Yale. Georgia's governor even 65 giving every newborn there a classical CD or cassette.

The 66 for Mozart therapy turned out to be weak, perhaps nonexistent, although the 67 study never claimed anything more than a temporary and limited effect. In recent years, 68, scientists have examined the benefits of a concerted 69 to study and practice music, as

- | | |
|------------------|-----------------|
| 62. A) notice | B) note |
| C) notion | D) notification |
| 63. A) that | B) until |
| C) since | D) before |
| 64. A) up | B) by |
| C) on | D) at |
| 65. A) propelled | B) proposed |
| C) submitted | D) subjected |
| 66. A) witness | B) evidence |
| C) symptom | D) context |
| 67. A) subtle | B) elementary |
| C) sensitive | D) original |
| 68. A) however | B) moreover |
| C) then | D) therefore |
| 69. A) effort | B) impulse |
| C) object | D) attention |
| 70. A) opposed | B) accustomed |

70 to playing a Mozart CD or a computer-based "brain fitness" game 71 in a while.

Advanced monitoring 72 have enabled scientists to see what happens 73 your head when you listen to your mother and actually practice the violin for an hour every afternoon. And they have found that music 74 can produce profound and lasting changes that 75 the general ability to learn. These results should 76 public officials that music classes are not a mere decoration, ripe for discarding in the budget crises that constantly 77 public schools.

Studies have shown that 78 instrument training from an early age can help the brain to 79 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 80 on a biology lesson despite the noise in the classroom 81, a few years later, to finish a call with a client when a colleague in the next office starts screaming 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.

- | | |
|------------------|----------------|
| C) related | D) devoted |
| 71. A) quite | B) once |
| C) often | D) much |
| 72. A) organisms | B) techniques |
| C) mechanisms | D) mechanics |
| 73. A) upon | B) amid |
| C) among | D) inside |
| 74. A) subjects | B) models |
| C) causes | D) lessons |
| 75. A) enhance | B) introduce |
| C) accelerate | D) elaborate |
| 76. A) contend | B) convey |
| C) conceive | D) convince |
| 77. A) trouble | B) transform |
| C) distract | D) disclose |
| 78. A) urgent | B) casual |
| C) diligent | D) solemn |
| 79. A) proceed | B) process |
| C) prefer | D) predict |
| 80. A) count | B) concentrate |
| C) insist | D) depend |
| 81. A) but | B) or |
| C) for | D) so |

Part VI Translation

(5 minutes)

Directions: Complete the sentences by translating into English the Chinese given in brackets. Please write your translation on **Answer Sheet 2**.

82. I think that the meal is well _____ (没有折扣的情况下值80美元).
83. _____ (面对来自其他公司的激烈竞争), the automobile manufacturer is considering launching a promotion campaign.
84. As far as hobbies are concerned, Jane and her sister _____ (几乎没有什么共同之处).
85. Only after many failures _____ (我才认识到仅凭运气是不能成功的).
86. But for the survival instinct which nearly all creatures have, _____ (更多的物种就可能已经在地球上灭绝了).

2012年6月大学英语6级真题全译文超精解

答案速查表

1	B	2	C	3	A	4	A	5	A	6	C	7	B
8. the core curriculum				9. stay competitive and relevant				10. bright, motivated students					
11	C	12	C	13	B	14	B	15	C	16	D	17	A
18	A	19	C	20	B	21	A	22	C	23	A	24	C
25	A	26	D	27	B	28	D	29	A	30	D	31	C
32	D	33	D	34	C	35	D						
36. slight		37. official				38. shrinking				39. plunge			
40. decline		41. primary				42. heads				43. Poverty			
44. Hindered by higher taxes and weak demand for its exports, Mexico's economy is seen only partially recovering this year													
45. Mexico has historically had high drop-out rates as poor families pull kids out of school to help put food on the table													
46. The nation's drop-out problem is just the latest bad news for the long-term competitiveness of the Mexican economy													
47. Clean technologies like wind and solar								48. Capturing and storing CO ₂					
49. put it to new use								50. increase their yield of fruits and vegetables					
51. the scale of CO ₂ emissions													
52	A	53	D	54	C	55	C	56	A	57	D	58	D
59	D	60	C	61	D	62	C	63	D	64	C	65	B
66	B	67	D	68	A	69	A	70	A	71	B	72	B
73	D	74	D	75	A	76	D	77	A	78	C	79	B
80	B	81	B										
82. worth 80 dollars with no discount													
83. Confronted with the fierce competition from other corporations													
84. nearly have nothing in common / hardly have anything in common													
85. have I realized that I cannot succeed merely by chance													
86. more species would have been extinct from the earth													

Part I Writing



【写作提示】

本文的主题是有关社会生活的话题，要求学生正确看待网络对人际交往的影响。此类文章的结构比较简单，一般是先指出现象，再具体说明产生了哪些影响，积极的和消极的方面都要涉及到。文章可以分为三段，第一段描述网络对于人际交往的影响越来越大，第二段从正反两方面分别阐述网络对人际交往的影响，最后一段说明自己的观点。



【写作范文】

The Impact of the Internet on Interpersonal Communication

We used to **keep in touch with** our family or friends by letters and later on we use cell phones. Nowadays, more and more people are using the Internet to communicate with each other. The Internet has various impacts upon interpersonal communication.

On the one hand, the Internet brings great convenience to people's communication. It **enables** people to communicate without the **limitation** of distance. Unlike the post offices, the Internet makes it possible for its users to keep in touch with each other at any time anywhere without suffering the long and painful wait for a reply. What's more, the Internet exchange **excels** telephone in that it saves money. However, on the other hand, because more and more people tend to contact others through the Internet, the real time for face-to-face communication becomes less. As a result, the interpersonal relationship seems to have become **alienated** or **indifferent**.

To sum up, the Internet provides its users with much convenience and saves them much time and money, but it is quite important to remember that the Internet is just a tool to help people communicate and it couldn't **replace** real communication with others.



【范文翻译】

网络对人际关系的影响

以前我们给家人或朋友写信，后来就用手机来保持联系。现在，越来越多的人使用网络相互交流。网络对人际交往具有多方面的影响。

一方面，网络为人们的交流带来了极大的便利。它使得人们的交流不受距离的限制。不像邮局，网络使其使用者之间可以随时随地保持联系，而不用经受等待对方回复的漫长煎熬。更重要的是，网络交流还比打电话便宜。然而，另一方面，由于越来越多的人倾向于使用网络联系他人，人与人之间面对面的交流变少了。由此，人际关系看似已经变得疏远和冷漠。

总之，网络为其使用者提供了很多的便利，也为他们节省了很多的时间和金钱，但是记住有一点也很重要：网络只是一种帮助人们交流的工具，它不能取代与他人面对面的实地交流。



【范文亮点词汇】

- | | |
|------------------------------|----------------------------------|
| 1. keep in touch with 保持联系 | 2. enable <i>vt.</i> 使能够 |
| 3. limitation <i>n.</i> 限制 | 4. excel <i>vt.</i> 胜过，优于 |
| 5. alienated <i>adj.</i> 疏远的 | 6. indifferent <i>adj.</i> 漠不关心的 |
| 7. replace <i>vt.</i> 取代 | |