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大学英语

六级历年真题 全析全解集中赢

第4版· 2015年6月最新版



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大学英语 大学英语 六级年真题 全析全解集中赢

第4版· 2015年6月最新版

赵建昆 主编 曲根 王菲 副主编

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梁自考神建昆老师的友情提示

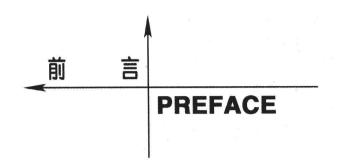
谁都知道备考六级的最佳资料就是历年真题,但如果 你做真题时出现以下情况,真题基本没有发挥作用:

- 1. 完成一套,对答案,一段时间后再做下一套;
- 2. 把阅读和听力选择题作为重点,一般不写作文,不做 听写;
 - 3. 只有一本真题集。

我们推荐的方法是:

- 1. 买两套真题,按照约三天一套题目的速度练习;
- 2. 按照考试时间,完成所有题目(包括作文和听写,写 不下去也要撑 30 分钟);
 - 3. 确认答案,估计分数,标记在题目之前,作为记录;
- 4. 分析所有错题和不确定的题目(此环节可能需要看 真题解析或询问高手或者老师),并且总结记录出现在准确 选项,你选错的选项,答案对应原文等位置的生词;
 - 5. 尝试翻译所有题目的准确答案项以及对应原文;
 - 6. 听力至少再听两遍;
 - 7. 努力记住第4步记录的单词或短语。

如此说来,完成一套真题的时间,至少在四个小时以上,1~4步和5~7步可以在两至三日内分别完成。特别提醒,作文最好找老师或高手批改,否则自己写下去几乎没有提高。



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 20 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。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,指测试对学习者学习的反作用)。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。此系列书籍于 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 月四六级翻译、写作题目。其中,四六级翻译重点涉及了中国文化,"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。

应广大考生的要求,针对 2015 年的四六级考试,我们推出了真题集的第 4 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,再听听建昆老师和其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。这个系列的书籍,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。 祝福各位四六级考生 2015 年过级成功,学习进步!

> 建昆老师 于北京 2015年3月

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2011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 on the topic of Certificate Craze. Write your essay on Answer Sheet 1. You should write at least 150 words following the outline given below:

- 1. 现在许多人热衷于各类证书考试
- 2. 其目的各不相同
- 3. 在我看来……

~			4 .	
or	ш	109	TO I	Craze
		uca		CIULC

注意:此部分试题请在答题卡1上作答。

Part I

Listening Comprehension

(30 minutes)

Section A

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

注意:此部分试题请在答题卡1上作答。

- 1. A) She will give him the receipt later.
 - B) The man should make his own copies.
 - C) She has not got the man's copies ready.
 - D) The man forgot to make the copies for her.

- 2. A) She phoned Fred about the book.
- B) She was late for the appointment.
- C) She ran into Fred on her way here. D) She often keeps other people waiting.
- 3. A) Mark is not fit to take charge of the Student Union.
 - B) Mark is the best candidate for the post of chairman.
 - C) It won't be easy for Mark to win the election.
 - D) Females are more competitive than males in elections.
- 4. A) It failed to arrive at its destination in time.
 - B) It got seriously damaged on the way.
 - C) It got lost at the airport in Paris.
 - D) It was left behind in the hotel.
- 5. A) Just make use of whatever information is available.
 - B) Put more effort into preparing for the presentation.
 - C) Find more relevant information for their work.
 - D) Simply raise the issue in their presentation.
- 6. A) The man has decided to choose Language Studies as his major.
 - B) The woman isn't interested in the Psychology of Language.
 - C) The man is still trying to sign up for the course he is interested in.
 - D) The woman isn't qualified to take the course the man mentioned.
- 7. A) They are both to blame.
- B) They are both easy to please.
- C) They can manage to get along.
- D) They will make peace in time.
- 8. A) They are in desperate need of financial assistance.
 - B) They hope to do miracles with limited resources.
 - C) They want to borrow a huge sum from the bank.
 - D) They plan to buy out their business partners.

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

- 9. A) We simply cannot help reacting instinctively that way.
 - B) We wish to hide our indifference to their misfortune.
 - C) We derive some humorous satisfaction from their misfortune.
 - D) We think it serves them right for being mean to other people.
- 10. A) They want to show their genuine sympathy.
 - B) They have had similar personal experiences.
 - C) They don't know how to cope with the situation.
 - D) They don't want to reveal their own frustration.
- 11. A) They themselves would like to do it but don't dare to.
 - B) It's an opportunity for relieving their tension.
 - C) It's a rare chance for them to see the boss lose face.
 - D) They have seen this many times in old films.
- 12. A) To irritate them.

- B) To teach them a lesson.
- C) To relieve her feelings.
- D) To show her courage.

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

- 13. A) Smuggling drugs into Hong Kong. B) Having committed armed robbery.
 - C) Stealing a fellow passenger's bag. D) Bringing a handgun into Hong Kong.
- 14. A) He said not a single word during the entire flight.
 - B) He took away Kumar's baggage while he was asleep.
 - C) He was travelling on a scholarship from Delhi University.
 - D) He is suspected of having slipped something in Kumar's bag.
- 15. A) Give him a lift.

- B) Find Alfred Foster.
- C) Check the passenger list.
- D) Search all suspicious cars.

Section B

Directions: In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

注意:此部分试题请在答题卡1上作答。

Passage One

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

- 16. A) They think travel has become a trend.
 - B) They think travel gives them their money's worth.
 - C) They find many of the banks untrustworthy.
 - D) They lack the expertise to make capital investments.
- 17. A) Lower their prices to attract more customers.
 - B) Introduce travel packages for young travelers.
 - C) Design programs targeted at retired couples.
 - D) Launch a new program of adventure trips.
- 18. A) The role of travel agents.
- B) The way people travel.
- C) The number of last-minute bookings. D) The prices of polar expeditions.

Passage Two

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

- 19. A) The old stereotypes about men and women.
 - B) The changing roles played by men and women.
 - C) The division of labor between men and women.
 - D) The widespread prejudice against women.
- 20. A) Offer more creative and practical ideas than men.
 - B) Ask questions that often lead to controversy.

- C) Speak loudly enough to attract attention.
- D) Raise issues on behalf of women.
- 21. A) To prove that she could earn her living as a gardener.
 - B) To show that women are more hardworking than men.
 - C) To show that women are capable of doing what men do.
 - D) To prove that she was really irritated with her husband.

Passage Three

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

- 22. A) Covering major events of the day in the city.
 - B) Reporting criminal offenses in Greenville.
 - C) Hunting news for the daily headlines.
 - D) Writing articles on family violence.
- 23. A) It is a much safer place than it used to be.
 - B) Rapes rarely occur in the downtown areas.
 - C) Assaults often happen on school campuses.
 - D) It has fewer violent crimes than big cities.
- 24. A) There are a wide range of cases.
 - B) They are very destructive.
 - C) There has been a rise in such crimes.
 - D) They have aroused fear among the residents.
- 25. A) Write about something pleasant.
- B) Do some research on local politics.
- C) Offer help to crime victims.
- D) Work as a newspaper editor.

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。

In America, people are faced with more and more decisions every day, whether it's picking one of 31 ice cream <u>26</u>, or deciding whether and when to get married. That sounds like a great thing. But as a recent study has shown, too many choices can make us <u>27</u>, unhappy—even paralyzed with indecision.

That's <u>28</u> true when it comes to the workplace, says Barry Schwartz, an author of six books about human <u>29</u>. Students are graduating with a <u>30</u> of skills and interests, but often find themselves <u>31</u> when it comes to choosing an ultimate career goal.

In a study, Schwartz observed decision-making among college students during their 32 year. Based on answers to questions regarding their job-hunting 33 and career decisions, he divided the students into two groups: "maximizers" who consider every possible option, and "satisficers" who look until they find an option that is good enough.

You might expect that the students who had undertaken the most 34 search would be the most satisfied with their final decision, but it turns out that's not true. Schwartz found that while maximizers ended up with better paying jobs than satisficers on average, they weren't as happy with their decision.

The reason why these people feel less satisfied is that a world of possibilities may also be a world of missed 35. When you look at every possible option, you tend to focus more on what was given up than what was gained. After surveying every option, a person is more acutely aware of the opportunities they had to turn down to pursue just one career.

Part I

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.

How good are you at saying "no"? For many, it's <u>36</u> difficult. This is especially true of editors, who by nature tend to be eager and engaged participants in everything they do. Consider these scenarios:

It's late in the day. That front-page package you've been working on is nearly 37; one last edit and it's finished. Enter the executive editor, who makes a suggestion requiring a more-than-modest 38 of the design and the addition of an information box. You want to scream: "No! It's done!" What do you do?

The first rule of saying no to the boss is don't say no. She probably has something in mind when she makes suggestions, and it's up to you to find out what. The second rule is don't raise the 39 by challenging her authority. That issue is already decided. The third rule is to be ready to 40 options and consequences. The boss's suggestions might be 41, but there are always consequences. She might not know about the pages backing up that need attention, or about the designer who had to go

home sick. Tell her she can have what she wants, but explain the consequences. Understand what she's trying to accomplish and __42_ a Plan B that will make it happen without destroying what you've done so far.

Here's another case. Your least-favorite reporter suggests a dumb story idea. This one should be easy, but it's not. If you say no, even politely, you risk 43 further ideas, not just from that reporter, but from others who heard that you 44 the idea. This scenario is common in newsrooms that lack a systematic way to filter story suggestions.

Two steps are necessary. First, you need a system for how stories are proposed and reviewed. Reporters can <u>45</u> rejection of their ideas if they believe they were given a fair hearing. Your gut reaction (本能反应) and dismissive rejection, even of a worthless idea, might not qualify as systematic or fair.

Second, the people you work with need to negotiate a "What if...?" agreement covering "What if my idea is turned down?" How are people expected to react? Is there an appeal process? Can they refine the idea and resubmit it? By anticipating "What if...?" situations before they happen, you can reach understanding that will help ease you out of confrontations.

注意:此部分试题请在答题卡2上作答。

A) surprisingly	I) complete	
B) turn down	J) apparent	
C) appropriate	K) tolerate	
D) appearance	L) efficient	
E) rearrangement	M) propose	
F) cite	N) inhibiting	
G) suffer	O) apply	
H) stakes		

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.

Minority Report

- A) American universities are accepting more minorities than ever. Graduating them is another matter.
- B) Barry Mills, the president of Bowdoin College, was justifiably proud of Bowdoin's efforts to recruit minority students. Since 2003 the small, elite liberal arts school in

Brunswick, Maine, has boosted the proportion of so-called under-represented minority students in entering freshman classes from 8% to 13%. "It is our responsibility to reach out and attract students to come to our kinds of places," he told a NEWSWEEK reporter. But Bowdoin has not done quite as well when it comes to actually graduating minorities. While 9 out of 10 white students routinely get their diplomas within six years, only 7 out of 10 black students made it to graduation day in several recent classes.

- C) "If you look at who enters college, it now looks like America," says Hilary Pennington, director of postsecondary programs for the Bill & Melinda Gates Foundation, which has closely studied enrollment patterns in higher education. "But if you look at who walks across the stage for a diploma, it's still largely the white, upper-income population."
- D) The United States once had the highest graduation rate of any nation. Now it stands 10th. For the first time in American history, there is the risk that the rising generation will be less well educated than the previous one. The graduation rate among 25 to 34-year-olds is no better than the rate for the 55 to 64-year-olds who were going to college more than 30 years ago. Studies show that more and more poor and non-white students want to graduate from college—but their graduation rates fall far short of their dreams. The graduation rates for blacks, Latinos, and Native Americans lag far behind the graduation rates for whites and Asians. As the minority population grows in the United States, low college graduation rates become a threat to national prosperity.
- E) The problem is pronounced at public universities. In 2007 the University of Wisconsin-Madison—one of the top five or so prestigious public universities—graduated 81% of its white students within six years, but only 56% of its blacks. At less-selective state schools, the numbers get worse. During the same time frame, the University of Northern Iowa graduated 67% of its white students, but only 39% of its blacks.
- F) Community colleges have low graduation rates generally—but rock-bottom rates for minorities. A recent review of California community colleges found that while a third of the Asian students picked up their degrees, only 15% of African-Americans did so as well.
- G) Private colleges and universities generally do better, partly because they offer smaller classes and more personal attention. But when it comes to a significant graduation gap, Bowdoin has company. Nearby Colby College logged an 18-point difference between white and black graduates in 2007 and 25 points in 2006. Middlebury College in Vermont, another top school, had a 19-point gap in 2007 and a 22-point gap in 2006. The most selective private schools—Harvard, Yale, and Princeton—show almost no gap between black and white graduation rates. But that may have more to do with their ability to select the best students. According to data gathered by Harvard Law School professor Lani Guinier, the most selective schools are more

- likely to choose blacks who have at least one immigrant parent from Africa or the Caribbean than black students who are descendants of American slaves.
- H) "Higher education has been able to duck this issue for years, particularly the more selective schools, by saying the responsibility is on the individual student," says Pennington of the Gates Foundation. "If they fail, it's their fault." Some critics blame affirmative action-students admitted with lower test scores and grades from shaky high schools often struggle at elite schools.
- I) But a bigger problem may be that poor high schools often send their students to colleges for which they are "undermatched": they could get into more elite, richer schools, but instead go to community colleges and low-rated state schools that lack the resources to help them. Some schools out for profit cynically increase tuitions and count on student loans and federal aid to foot the bill—knowing full well that the students won't make it. "The school keeps the money, but the kid leaves with loads of debt and no degree and no ability to get a better job. Colleges are not holding up their end," says Amy Wilkins of the Education Trust.
- J) A college education is getting ever more expensive. Since 1982 tuitions have been rising at roughly twice the rate of inflation. In 2008 the net cost of attending a four-year public university—after financial aid—equaled 28% of median (中间的) family income, while a four-year private university cost 76% of median family income. More and more scholarships are based on merit, not need. Poorer students are not always the best-informed consumers. Often they wind up deeply in debt or simply unable to pay after a year or two and must drop out.
- K) There once was a time when universities took pride in their dropout rates. Professors would begin the year by saying, "Look to the right and look to the left. One of you is not going to be here by the end of the year."
- L) But such a Darwinian spirit is beginning to give way as at least a few colleges face up to the graduation gap. At the University of Wisconsin-Madison, the gap has been roughly halved over the last three years. The university has poured resources into peer counseling to help students from inner-city schools adjust to the rigor (严格要求) and faster pace of a university classroom—and also to help minority students overcome the stereotype that they are less qualified. Wisconsin has a "laserlike focus" on building up student skills in the first three months, according to vice provost (教务长) Damon Williams.
- M) State and federal governments could sharpen that focus everywhere by broadly publishing minority graduation rates. For years private colleges such as Princeton and MIT have had success bringing minorities onto campus in the summer before freshman year to give them some preparatory courses. The newer trend is to start recruiting poor and non-white students as early as the seventh grade, using innovative tools to identify kids with sophisticated verbal skills. Such programs can be expensive, of course, but cheap compared with the millions already invested in

- scholarships and grants for kids who have little chance to graduate without special support.
- N) With effort and money, the graduation gap can be closed. Washington and Lee is a small, selective school in Lexington, VA. Its student body is less than 5% black and less than 2% Latino. While the school usually graduated about 90% of its whites, the graduation rate of its blacks and Latinos had dipped to 63% by 2007. "We went through a dramatic shift," says Dawn Watkins, the vice president for student affairs. The school aggressively pushed mentoring (辅导) of minorities by other students and "partnering" with parents at a special pre-enrollment session. The school had its first-ever black homecoming. Last spring the school graduated the same proportion of minorities as it did whites.
- O) If the United States wants to keep up in the global economic race, it will have to pay systematic attention to graduating minorities, not just enrolling them.

注意:此部分试题请在答题卡2上作答。

- 46. Some students drop out after a year or two because they cannot withstand the high tuition.
- 47. According to Hilary Pennington, most students from white, upper-income families can graduate from college.
- 48. The President Barry Mills of Bowdoin College was pride of its increased enrollment of minority students.
- 49. America is facing the risk that the rising generation will be less well educated than the previous one.
- 50. Harvard, Yale, and Princeton show almost no gap between black and white graduation rates mainly because they enroll the best students.
- 51. Amy Wilkins thinks universities are to blame for minority students' failure to get a degree.
- 52. Fifteen percent of African-American students earned their degrees in California community colleges according to a recent review.
- 53. Washington and Lee University is cited as an example to show that the gap of graduation rates between whites and minorities can be closed.
- 54. For years, private colleges such as Princeton and MIT have provided minority students with some preparatory courses during the summer before the term begins.
- 55. To tackle the problem of graduation gap, the University of Wisconsin-Madison helps minority students get over the stereotype that they are less qualified.

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.

At the heart of the debate over illegal immigration lies one key question: are immigrants good or bad for the economy? The American public overwhelmingly thinks they're bad. Yet the consensus among most economists is that immigration, both legal and illegal, provides a small net boost to the economy. Immigrants provide cheap labor, lower the prices of everything from farm produce to new homes, and leave consumers with a little more money in their pockets. So why is there such a discrepancy between the perception of immigrants' impact on the economy and the reality?

There are a number of familiar theories. Some argue that people are anxious and feel threatened by an inflow of new workers. Others highlight the strain that undocumented immigrants place on public services, like schools, hospitals, and jails. Still others emphasize the role of race, arguing that foreigners add to the nation's fears and insecurities. There's some truth to all these explanations, but they aren't quite sufficient.

To get a better understanding of what's going on, consider the way immigration's impact is felt. Though its overall effect may be positive, its costs and benefits are distributed unevenly. David Card, an economist at UC Berkeley, notes that the ones who profit most directly from immigrants' low-cost labor are businesses and employers—meatpacking plants in Nebraska, for instance, or agricultural businesses in California. Granted, these producers' savings probably translate into lower prices at the grocery store, but how many consumers make that mental connection at the checkout counter? As for the drawbacks of illegal immigration, these, too, are concentrated. Native low-skilled workers suffer most from the competition of foreign labor. According to a study by George Borjas, a Harvard economist, immigration reduced the wages of American high-school dropouts by 9% between 1980~2000.

Among high-skilled, better-educated employees, however, opposition was strongest in states with both high numbers of immigrants and relatively generous social services. What worried them most, in other words, was the *fiscal* (财政的) burden of immigration. That conclusion was reinforced by another finding: that their opposition appeared to soften when that fiscal burden decreased, as occurred with welfare reform in the 1990s, which curbed immigrants' access to certain benefits.

The irony is that for all the overexcited debate, the net effect of immigration is minimal. Even for those most acutely affected—say, low-skilled workers, or California residents—the impact isn't all that dramatic. "The unpleasant voices have tended to dominate our perceptions," says Daniel Tichenor, a political science professor at the University of Oregon, "But when all those factors are put together and the economists