



更多学习资料  
最新考试信息  
请关注新浪微博

赵建昆 卢根 主编  
熊炎 余浩  
曹倩 金凌虹 副主编

# 大学英语 六级题源 押题试卷

2013新题型

- 直击2013年8月考试改革后新题型
- 四六级考神赵建昆老师重磅推荐
- 紧扣考点，提高考试分数



赠送MP3光盘

中国石化出版社  
[HTTP://WWW.SINOPEC-PRESS.COM](http://www.sinopec-press.com)  
教 育 出 版 中 心



更多学习资料  
最新考试信息  
请关注新浪微博

赵建昆 卢根 主编  
熊炎 余浩  
曹倩 金凌虹 副主编

# 大学英语 六级题源 押题试卷

2013新题型

- 直击2013年8月考试改革后新题型
- 四六级考神赵建昆老师重磅推荐
- 紧扣考点，提高考试分数



赠送MP3光盘

中国石化出版社

[HTTP://WWW.SINOPEC-PRESS.COM](http://www.sinopec-press.com)

教·育·出·版·中·心

## 图书在版编目 (CIP) 数据

大学英语六级题源押题试卷: 2013 新题型/  
赵建昆, 卢根主编. —北京: 中国石化出版社,  
2013. 9 (2013. 10 重印)

ISBN 978-7-5114-2360-3

I. ①大… II. ①赵… ②卢… III. ①大学英语水平  
考试-习题集 IV. ①H319.6

中国版本图书馆 CIP 数据核字 (2013) 第 210894 号

未经本社书面授权, 本书任何部分不得被复制、抄袭, 或者以任何形式或任何  
方式传播。版权所有, 侵权必究。

### 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](mailto:press@sinopec.com)

北京富泰印刷有限责任公司印刷

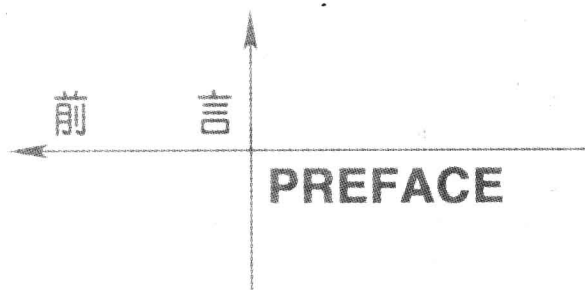
全国各地新华书店经销

\*

787 × 1092 毫米 16 开本 13 印张 312 千字

2013 年 10 月第 1 版第 3 次印刷

定价: 29.80 元 (赠送 MP3 光盘)



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,到现在已经走过27个年头了。在此期间,伴随中国教育改革和国人英语学习热度的升温,四六级考试也经历了数次变化,并逐渐成长为全国最具备影响力的大学英语能力测试(Language Proficiency Test)。2006年6月四级考试,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27年中的数次改革中,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完善的测试。

第二,二十多年来,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、完型等各科目的平均成绩一直都在上升。而对比2013年6月试卷和20世纪90年代的试卷,测试难度也早已无法同日而语。另外,四六级考试的数次改革,都对中国大学英语教学和中国大学生英语学习习惯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,既然你们工作中使用英语的几率不高,缘何单位在招聘时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考试,实际更多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,曾经尝试多次考级均以失败告终,我们一定会怀疑他/她的学习能力和规划自控能力。在学校、专业和地域都存在差异时,四六级便成为一个重要的全国衡量标准。

2013年8月14日,教育部四六级出题委员会在其网站宣布,2013年12月的四六级考试将再次进行试卷改革。此举再次引发全社会关注。这次改革中,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。此次变化加大了对考生英语实际能力尤其是语言输出能力(output)的测试,进一步弱化了有一定

偶然性的客观选择题比例。为此,我和北京新东方学校四六级项目负责人卢根老师,即刻组织了听力、翻译、写作、阅读、词汇等五大科目几十位新东方一线资深教师,经过仔细教研编撰,为大家奉献上一套专门针对 2013 年 12 月新版四六级试题的备考书籍,为即将参加新版四六级考试的考生助一臂之力。感谢您对新东方的信任,在此,我们提醒各位考生,针对此次考试,你需要:

1. 注意单词和短语的积累,为各个科目尤其是翻译科目做充足准备;
2. 注意练习听写,确认可以将做过的题目都听懂,并能拼写出其中重点的词语;
3. 注意提升阅读速度,积累强大的同义替换能力;
4. 多多练字,多练笔译和写作,并反复修改,以提升主观题得分能力。

从 2003 年在新东方教授四六级开始,我在四六级培训方面的时间已经达到 10 个年头,期间直接或间接影响的学员估计有几十万人。经过我和我同事的培训,其中绝大部分同学已经和四六级考试“快乐分手”了。我们始终认为,通过所有考试的法宝只有两个: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。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。

为了让各位考生尽快看到此书,老师与编辑们的工作可以用争分夺秒来形容,如果因为疏漏而造成内容和形式上的差错,敬请考生谅解。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,并及时更新与纠正。

最后送大家三句我一直鼓励同学们的话,我一直很受用,我相信你们也会。

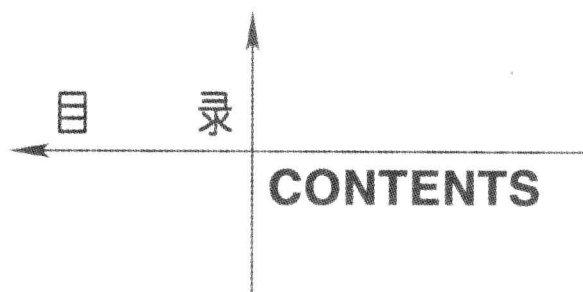
没有失败,只有放弃。只要提高,永远不晚。只要改变,就有空间。

祝福各位四六级考生,祝你们考试成功!

建昆老师

于北京

2013 年 8 月 23 日



|                             |     |
|-----------------------------|-----|
| Model Test One .....        | 1   |
| Model Test Two .....        | 14  |
| Model Test Three .....      | 27  |
| Model Test Four .....       | 40  |
| Model Test Five .....       | 52  |
| Model Test Six .....        | 64  |
| Model Test Seven .....      | 76  |
| Model Test Eight .....      | 88  |
| Model Test One (答案) .....   | 101 |
| Model Test Two (答案) .....   | 114 |
| Model Test Three (答案) ..... | 126 |
| Model Test Four (答案) .....  | 139 |
| Model Test Five (答案) .....  | 151 |
| Model Test Six (答案) .....   | 164 |
| Model Test Seven (答案) ..... | 177 |
| Model Test Eight (答案) ..... | 190 |

# Model Test One

## Part I

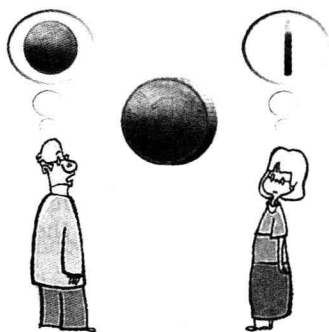
## Writing

(30 minutes)

**Directions:** For this part, you are allowed 30 minutes to study the following cartoon carefully and write an essay in which you should

- 1) describe the cartoon,
- 2) interpret its meaning, and
- 3) point out its implications in our life.

You can cite examples to illustrate your point. You should write at least 150 words but no more than 200 words. Write your essay on **Answer Sheet 1**.



不同的人有不同的观点

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. A) 1,000 dollars. B) 1,600 dollars.  
C) 2,000 dollars. D) 2,200 dollars.
2. A) Dec. 13th, 1966. B) Dec. 30th, 1996.  
C) Dec. 30th, 1916. D) Dec. 30th, 1966.
3. A) In a hospital. B) In a library.  
C) In a travel agency. D) In a restaurant.
4. A) A surgical doctor. B) A university professor.  
C) A headmaster. D) A psychological consultant.
5. A) Having an interview. B) Filling out a form.  
C) Talking with his friend. D) Asking for information.
6. A) Buying some sugar. B) Trying a different coffee.  
C) Tasting something quiet. D) Buying some tea.
7. A) She is going to Finland. B) She has visitors next week.  
C) She has guests at her home. D) She has just visited him this week.
8. A) He is confident. B) He is worried.  
C) He is bored. D) He is angry.

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

9. A) They hired someone to stay in their home.  
B) They left their pets with neighbors.  
C) They rented their house to a student.  
D) They asked their gardener to watch their home.
10. A) Walking the dog. B) Cutting the grass.  
C) Watching the children. D) Feeding the fish.
11. A) They attend a house sitter's party.  
B) They check a house sitter's references.  
C) They interview a house sitter's friends.  
D) They look at a house sitter's transcripts.

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

12. A) To find out if the book she ordered is in.  
B) To ask him to attend a Student Federation meeting.  
C) To get his schedule of classes for next semester.  
D) To see if he has time to welcome new students.
13. A) Many of them work full-time.  
B) They usually arrive on the weekend.  
C) They have volunteered for the orientation.  
D) They will need new textbooks.
14. A) Take Ruth's place as a tour guide.  
B) Ask Ken if he will be at the orientation.

- C) Leave work early if he can.  
D) Help out when he has time.
15. A) Orientation will have to start sooner.  
B) The bookstore will place its orders earlier.  
C) Ken will call Tim about the orientation.  
D) The Student Federation will meet on Fridays.

## 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) Mexico. B) Spain.  
C) India. D) Central and South America.
17. A) Toltec Indians. B) Women.  
C) The king and noblemen. D) Montezuma.
18. A) Chocolate bars were given to soldiers to carry in their backpacks in the battle.  
B) People had little to eat except chocolate bars.  
C) Chocolate companies sold chocolate bars in candy stores during the war.  
D) The queen of Spain loved chocolate bars and made it popular.

### Passage Two

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

19. A) Being arrested. B) In police custody.  
C) Before a judge. D) In court.
20. A) Day in court. B) Search warrants.  
C) Rights of citizens. D) Police and criminal.
21. A) Cruel deception. B) Legal document.  
C) Personal appeal. D) A letter from the court.

### Passage Three

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

22. A) A housewife. B) A singer.  
C) A teacher. D) A musician.
23. A) The violin was too expensive.  
B) She was too young to play the violin.

- C) The violin was too big for her.  
D) Her mother wanted her to play the piano.
24. A) To play the violin once again.  
B) To go to the United States.  
C) To accept a full scholarship.  
D) To make a tape recording.
25. A) To live a more comfortable life.  
B) To give performances.  
C) To be a pupil of a famous violinist.  
D) To enter a famous university.

### 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 a purely competitive market, the supplier of goods and services has no control over the market price, because he produces too little to 26 market conditions. With no difference between his products and the products of his competitors, he will sell nothing if he charges above the market price and he will sell all if he charges at or below the market price. However, in thinking over the price, he must take the cost of production into 27 and no business person can 28 to lose money for a 29 period. He must be constantly aware of his costs in 30 to the market price if he is to competes 31 and earn a profit. Many people have the 32 that as production increases, costs per unit decrease. While mass production has made this true in certain 33 and at certain levels of production, both logic and practical experiences have shown that costs per unit begin to rise beyond a certain level of production. Some economists 34 this principle as the law of increasing costs. The reason costs rise as production goes up is complex. However, it is easy to recognize that as production goes up, the need for additional factors of production will also grow, 35 competitive bidding in the marketplace for the factors of production. If a producer needs more skilled labor to produce more, and none of this labor is unemployed, the producer will have to get it from other sources. Therefore, offering higher wages is the only way to encourage all labor to be equally productive.

**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.**

When a country is under-populated, newcomers are not competitors, but assistants. If more come they may produce not only new quotas, but a 36 as well. In such a state of things land is abundant and cheap. The possession of it confers no power or privilege. No one will work for another for wages 37 he can take up new land and be his own master. Hence it will pay no one to own more land than he can cultivate by his own labor, or with such aid as his own family supplies. Hence, again, land bears little or no rent; there will be no landlords living on rent and no laborers living on 38, but only a middle class of yeoman farmers (自耕农). All are 39 on an equality, and democracy becomes the political form, because this is the only state of society in which equality, on which democracy is 40, is realized as a fact. The same effects are powerfully reinforced by other facts. In a new and under-populated country the industries which are most profitable are the extractive industries. The characteristic of these, with the exception of some kinds of mining, is that they call 41 only a low organization of labor and small amount of capital. Hence they allow the workman to become 42 his own master, and they educate him to freedom, independence, and self 43. At the same time, the social groups being only 44 marked off from each other, it is easy to reliance from one class of occupations, and consequently from one social grade, to another. Finally, under the same circumstances, education, skill, and superior training have but inferior value compared with what they have in densely populated countries. The 45 lie in an under-populated country, with the coarse, unskilled, manual occupations, and not with the highest developments of science, literature, and art.

注意:此部分试题请在答题卡 2 上作答。

- |                  |               |
|------------------|---------------|
| A) wages         | D) extractive |
| B) based         | E) speedily   |
| C) substantially | F) advantages |

- |              |             |
|--------------|-------------|
| G) cultivate | L) for      |
| H) vaguely   | M) transfer |
| I) bears     | N) confers  |
| J) supplies  | O) surplus  |
| K) when      |             |

## 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**.

### A Brief History of Clock

#### A) Clocks

At best, historians know that 5,000 ~ 6,000 years ago, great civilizations in the Middle East and North Africa started to examine forms of clock-making instead of working with only the monthly and annual calendar. Little is known on exactly how these forms worked or indeed the actual deconstruction of the time, but it has been suggested that the intention was to maximize time available to achieve more as the size of the population grew. Perhaps such future periods of time were intended to benefit the community by allotting specific lengths of time to tasks. Was this the beginning of the working week?

#### B) Sun clocks (1)

With the disappearance of any ancient civilization, such as the Sumerian (闪族人的) culture, knowledge is also lost. Whilst (同时) we can only hypothesize (假设) on the reasons of why the equivalent to the modern wristwatch was never completed, we know that the ancient Egyptians were next to layout a system of dividing the day into parts, similar to hours.

#### C) Sun clocks (2)

“Obelisks” (tall four-sided tapered monuments) were carefully constructed and even purposefully geographically located around 3,500 BC. A shadow was cast as the Sun moved across the sky by the obelisk, which it appears was then marked out in sections, allowing people to clearly see the two halves of the day. Some of the sections have also been found to indicate the year's longest and shortest days, which it is thought were developments added later to allow identification of other important time subdivisions.

#### D) Sun clocks (3)

Another ancient Egyptian “shadow clock” or “sundial” has been discovered to have been in use around 1,500 BC, which allowed the measuring of the passage of

“hours”. The sections were divided into ten parts, with two “twilight hours” indicated, occurring in the morning and the evening. For it to work successfully then at midday or noon, the device had to be turned 180 degrees to measure the afternoon hours.

**E) Water clocks**

“Water clocks” were among the earliest time keeping devices that didn’t use the observation of the celestial (天空的) bodies to calculate the passage of time. The ancient Greeks, it is believed, began using water clocks around 325 BC. Most of these clocks were used to determine the hours of the night, but may have also been used during daylight. An inherent problem with the water clocks was that they were not totally accurate, as the system of measurement was based on the flow of water either into, or out of, a container which had markers around the sides. Another very similar form was that of a bowl that sank during a period as it was filled of water from a regulated flow. It is known that water clocks were common across the Middle East, and that these were still being used in North Africa during the early part of the twentieth century.

**F) Mechanical clocks (1)**

In 1656, “Christian Huygens” (Dutch scientist), made the first “Pendulum (钟摆) clock”, with a mechanism using a “natural” period of oscillation (振幅). “Galileo Galilei” is credited, in most historical books, for inventing the pendulum as early as 1582, but his design was not built before his death.

**G) Mechanical clocks (2)**

Huygens’ clock, when built, had an error of “less than only one minute a day”. This was a massive leap in the development of maintaining accuracy, as this had previously never been achieved. Later refinements to the pendulum clock reduced this margin of error to “less than 10 seconds a day”. The mechanical clock continued to develop until they achieved an accuracy of “a hundredth-of-a-second a day”, when the pendulum clock became the accepted standard in most astronomical observatories.

**H) Quartz clocks (1)**

The running of a “Quartz clock” is based on the piezoelectric property of the quartz crystal. When an electric field is applied to a quartz crystal, it actually changes the shape of the crystal itself. If you then squeeze it or bend it, an electric field is generated. When placed in an appropriate electronic circuit, this interaction between the mechanical stress and the electrical field causes the crystal to vibrate, generating a constant electric signal which can then be used for example on an electronic clock display. The first wrist-watches that appeared in mass production used “LED”, “Light Emitting Diode” displays. By the 1970’s these were to be replaced by a “LCD”, “Liquid Crystal Display”.

**I) Quartz clocks (2)**

Quartz clocks continue to dominate the market because of the accuracy and reliability of the performance, also being inexpensive to produce on mass scale. The time keeping performance of the quartz clock has now been surpassed by the "Atomic clock".

**J) Atomic clocks (1)**

Scientists discovered some time ago that atoms and molecules have "resonances" and that each chemical element and compound absorbs and emits "electromagnetic radiation" within its own characteristic "frequencies". This we are told is highly accurate even over "Time and Space". The development of radar and the subsequent experimentation with high frequency radio communications during the 1930s and 1940s created a vast amount of knowledge regarding "electromagnetic waves", also known as "microwaves", which interact with the atoms.

**K) Atomic clocks (2)**

The development of atomic clocks focused firstly on microwave resonances in the chemical Ammonia and its molecules. In 1957, "NIST", the "National Institute of Standards and Technology", completed a series of tests using a "Cesium Atomic Beam" device, followed by a second program of experiments by NIST in order to have something for comparison when working at the atomic level. By 1960, as the outcome of the programs, "Cesium Time Standards" were incorporated as the official time keeping system at NIST.

**L) Atomic clocks (3)**

The "Natural frequency" recognized currently is the measurement of time, used by all scientists, and defines the period of "one second" as exactly "9,192,631,770 Oscillations" or "9,192,631,770 Cycles of the Cesium Atom's Resonant Frequency". From the "Macrocosm". Or "Planetary Alignment", to the "Microcosm", or "Atomic Frequency", the cesium now maintains accuracy with a degree of error to about "one-millionth of a second per year".

**M) Atomic clocks (4)**

Much of modern life has come to depend on such precise measurements of time. The day is long past when we could get by with a timepiece (钟) accurate to the nearest quarter hour. Transportation, financial markets, communication, manufacturing, electric power and many other technologies have become dependent on super-accurate clocks. Scientific research and the demands of modern technology continue to drive our search for ever more accuracy. The next generation of Cesium Time Standards is presently under development at NIST's "Boulder Laboratory" and other laboratories around the world.

**N) Something to remember (1)**

The only thing that should be remembered during all this technological development is that we should never lose the ability to tell the time approximately by natural

means and the powers of deduction without requiring crutches (拐杖) to lean on.

**O) Something to remember (2)**

Our concept of TIME and using it together with TECHNOLOGY still has room for radical reassessment in terms of man's evolutionary thinking regarding our view of the past, our onward journey into the future and our concept of time in relationship to universe.

注意:此部分试题请在答题卡 2 上作答。

46. It is suggested that 5,000~6,000 years ago people in the Middle East and North Africa started to allot specific lengths of time to tasks.
47. "Shadow clock" or "sundial" has been used by ancient Egyptians around 1,500 BC to measure passage of "hours".
48. "Water clocks" didn't work by observing the celestial bodies to calculate the passage of time.
49. Christian Huygens built the first "pendulum clock" as early as 1656.
50. Water clocks mostly used to determine the hours of the night.
51. Error in Huygens' mechanical clock, "less than only one minute a day" which was a massive leap in the development of maintaining accuracy.
52. Three characteristic of low price, accuracy and reliability in performance Quartz clocks continue to dominate the market.
53. Scientific research and the demands of modern technology continue to drive our search for examining time ever more accurately.
54. Of all the clocks introduced in the passage, the one with the most accuracy is the atomic clock.
55. No matter how advanced the technology of measuring time will be we should nearer lose the ability to tell the time approximately by nature.

**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.**

Woodrow Wilson was referring to the liberal idea of the economic market when he said that the free enterprise system was the most efficient economic system. Maximum freedom means maximum productiveness, our "openness" is to be the measure of our stability. Fascination with this ideal has made Americans defy the "Old World" categories of settled possessiveness versus unsettling deprivation, the cupidity of retention versus the cupidity of seizure, a "status quo" defended or attacked. The

United States, it was believed, had no status quo ante. Our only “station” was the turning of a stationary wheel, spinning faster and faster. We did not base our system on property but opportunity—which meant we based it not on stability but on mobility. The more things changed, that is, the more rapidly the wheel turned, the steadier we would be. The conventional picture of class politics is composed of the Haves, who want a stability to keep what they have, and the Have-Nots, who want a touch of instability and change in which to scramble for the things they have not. But Americans imagined a condition in which speculators, self-makers, runners were always using the new opportunities given by our land. These economic leaders (front-runners) would thus be mainly agents of change. The nonstarters were considered the ones who wanted stability, a strong referee to give them some position in the race, a regulative hand to calm manic speculation, an authority that can call things to a halt, begin things again from compensatorily staggered “starting lines”.

“Reform” in America has been sterile because it can imagine no change except through the extension of this metaphor of a race, wider inclusion of competitors, “a piece of the action,” as it were, for the disenfranchised. There is no attempt to call off the race. Since our only stability is change, America seems not to honor the quiet work that achieves social interdependence and stability. There is, in our legends, no heroism of the office clerk, no stable industrial work force of the people who actually make the system work. There is no pride in being an employee (Wilson asked for a return to the time when everyone was an employer). There has been no boasting about our social workers—they are merely signs of the system’s failure, of opportunity denied or not taken, of things to be eliminated. We have no pride in our growing interdependence, in the fact that our system can serve others, that we are able to help those in need, empty boasts from the past make us ashamed of our present achievements, make us try to forget or deny them, move away from them. There is no honor but in the Wonderland we must all run, all trying to win, none winning in the end (for there is no end).

注意:此部分试题请在答题卡 2 上作答。

56. The primary purpose of the passage is to \_\_\_\_\_.  
A) criticize the inflexibility of American economic mythology  
B) contrast “Old World” and “New World” economic ideologies  
C) challenge the integrity of traditional political leaders  
D) champion those Americans whom the author deems to be neglected
57. In the context of the author’s discussion of regulating change, which of the following could be most probably regarded as a “strong referee” (line 16) in the United States?  
A) A school principal.                      B) A political theorist.  
C) A federal court judge.                    D) A social worker.

58. It can be inferred from the passage that the author most probably thinks that giving the disenfranchised “a piece of the action” (line 21) is \_\_\_\_\_.
- A) a compassionate, if misdirected, legislative measure  
B) an example of Americans’ resistance to profound social change  
C) an innovative program for genuine social reform  
D) a monument to the efforts of industrial reformers
59. It can be inferred from the passage that Woodrow Wilson’s ideas about the economic market \_\_\_\_\_.
- A) encouraged those who “make the system work” (lines 25)  
B) perpetuated traditional legends about America  
C) revealed the prejudices of a man born wealthy  
D) foreshadowed the stock market crash of 1929
60. Which of the following best expresses the author’s main point?
- A) Americans’ pride in their jobs continues to give them stamina today.  
B) The free enterprise system has been only a useless concept in the United States.  
C) The myth of the American free enterprise system is seriously flawed.  
D) Fascination with the ideal of “openness” has made Americans a progressive people.

## Passage Two

Questions 61 to 65 are based on the following passage.

Since the early 1970’s, historians have begun to devote serious attention to the working class in the United States. Yet while we now have studies of working class communities and culture, we know remarkably little of worklessness. When historians have paid any attention at all to unemployment, they have focused on the Great Depression of the 1930’s. The narrowness of this perspective ignores the pervasive recessions and joblessness of the previous decades, as Alexander Keyssar shows in his recent book. Examining the period 1870~1920, Keyssar concentrates on Massachusetts, where the historical materials are particularly rich, and the findings applicable to other industrial areas.

The unemployment rates that Keyssar calculates appear to be relatively modest, at least by Great Depression standards: during the worst years, in the 1870s and 1890s, unemployment was around 15 percent. Yet Keyssar rightly understands that a better way to measure the impact of unemployment is to calculate unemployment frequencies, measuring the percentage of workers who experience any unemployment in the course of a year. Given this perspective, joblessness looms much larger.

Keyssar also scrutinizes unemployment patterns according to skill level, ethnicity, race, age, class, and gender. He finds that rates of joblessness differed primarily according to class: those in middle-class and white-collar occupations were far less likely to be unemployed. Yet the impact of unemployment on a specific class was not always