

2015年6月大学英语六级考试真题及答案（新东方版）

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay commenting on the saying “**Knowledge is a treasure, but practice is the key to it.**” You can cite one example or two to illustrate your point of view. You should write at least 150 but no more than 200 words.

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) Prepare for his exams.

- B) Catch up on his work.
- C) Attend the concert.
- D) Go on a vacation.
2. A) Three crew members were involved in the incident.
- B) None of the hijackers carried any deadly weapons.
- C) The plane had been scheduled to fly to Japan.
- D) None of the passengers were injured or killed.
3. A) An article about the election.
- B) A tedious job to be done.
- C) An election campaign.
- D) A fascinating topic.
4. A) The restaurant was not up to the speakers' expectations.
- B) The restaurant places many ads in popular magazines.
- C) The critic thought highly of the Chinese restaurant.
- D) Chinatown has got the best restaurant in the city.
5. A) He is going to visit his mother in the hospital.
- B) He is going to take on a new job next week.
- C) He has many things to deal with right now.
- D) He behaves in a way nobody understands.
6. A) A large number of students refused to vote last night.
- B) At least twenty students are needed to vote on an issue.
- C) Major campus issues had to be discussed at the meeting.

- D) More students have to appear to make their voice heard.
7. A) The woman can hardly tell what she likes.
B) The speakers like watching TV very much.
C) The speakers have nothing to do but watch TV.
D) The man seldom watched TV before retirement.
8. A) The woman should have retired earlier.
B) He will help the woman solve the problem.
C) He finds it hard to agree with what the woman says.
D) The woman will be able to attend the classes she wants.

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

9. A) Persuade the man to join her company.
B) Employ the most up-to-date technology.
C) Export bikes to foreign markets.
D) Expand their domestic business.
10. A) The state subsidizes small and medium enterprises.
B) The government has control over bicycle imports.
C) They can compete with the best domestic manufactures.
D) They have a cost advantage and can charge higher prices.
11. A) Extra costs might eat up their profits abroad.
B) More workers will be needed to do packaging.
C) They might lose to foreign bike manufacturers.

D) It is very difficult to find suitable local agents.

12. A) Report to the management.

B) Attract foreign investments.

C) Conduct a feasibility study.

D) Consult financial experts.

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

13. A) Coal burnt daily for the comfort of our homes.

B) Anything that can be used to produce power.

C) Fuel refined from oil extracted from underground.

D) Electricity that keeps all kinds of machines running.

14. A) Oil will soon be replaced by alternative energy sources.

B) Oil reserves in the world will be exhausted in a decade.

C) Oil consumption has given rise to many global problems.

D) Oil production will begin to decline worldwide by 2015.

15. A) Minimize the use of fossil fuels.

B) Start developing alternative fuels.

C) Find the real cause for global warming.

D) Take steps to reduce the greenhouse effect.

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) The ability to predict fashion trends.
B) A refined taste for artistic works.
C) Years of practical experience.
D) Strict professional training.
17. A) Promoting all kinds of American hand-made specialities.
B) Strengthening cooperation with foreign governments.
C) Conducting trade in art works with dealers overseas.
D) Purchasing handicrafts from all over the world.
18. A) She has access to fashionable things.
B) She is doing what she enjoys doing.
C) She can enjoy life on a modest salary.
D) She is free to do whatever she wants.

Passage Two

Questions 19 to 22 are based on the passage you have just heard.

19. A) Join in neighborhood patrols.
- B) Get involved in his community.
- C) Voice his complaints to the city council.
- D) Make suggestions to the local authorities.
20. A) Deterioration in the quality of life.
- B) Increase of police patrols at night.
- C) Renovation of the vacant buildings.
- D) Violation of community regulations.
21. A) They may take a long time to solve.
- B) They need assistance from the city.
- C) They have to be dealt with one by one.
- D) They are too big for individual efforts.
22. A) He had get some groceries at a big discount.
- B) He had read a funny poster near his seat.
- C) He had done a small deed of kindness.
- D) He had caught the bus just in time.

Passage Three

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

23. A) Childhood and family growth.
- B) Pressure and disease.
- C) Family life and health.

- D) Stress and depression.
24. A) It experienced a series of misfortunes.
B) It was in the process of reorganization.
C) His mother died of a sudden heart attack.
D) His wife left him because of his bad temper.
25. A) They would give him a triple bypass surgery.
B) They could remove the block in his artery.
C) They could do nothing to help him.
D) They would try hard to save his life.

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。

When most people think of the word "education", they think of a pupil as a sort of animate sausage casing. Into this empty casing, the teachers (26)_____ stuff "education."

But genuine education, as Socrates knew more than two thousand years ago, is

not (27)_____the stuffing of information into a person, but rather eliciting knowledge from him; it is the (28)_____ of what is in the mind.

“The most important part of education,” once wrote William Ernest Hocking, the (29)_____ Harvard philosopher, “is this instruction of a man in what he has inside of him.”

And, as Edith Hamilton has reminded us, Socrates never said, “I know, learn from me. ” He said, rather, “Look into your own selves and find the (30)_____ of the truth that God has put into every heart and that only you can kindle (点燃) to a (31)_____.”

In a dialogue, Socrates takes an ignorant slave boy, without a day of (32)_____, and proves to the amazed observers that the boy really “knows” geometry—because the principles of geometry are already in his mind, waiting to be called out.

So many of the discussions and (33)_____about the content of education are useless and inconclusive because they (34)_____ what should “go into” the student rather than with what should be taken out, and how this can best be done.

The college student who once said to me, after a lecture, “I spend so much time studying that I don’ t have a chance to learn anything,” was clearly expressing his (35)_____with the sausage casing view of education.

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.

Innovation, the elixir (灵丹妙药) of progress, has always cost people their jobs. In the Industrial Revolution hand weavers were 36 aside by the mechanical loom. Over the past 30 years the digital revolution has 37 many of the mid-skill jobs that underpinned 20th-century middle-class life. Typists, ticket agents, bank tellers and many production-line jobs have been dispensed with, just as the weavers were.

For those who believe that technological progress has made the world a better place, such disruption is a natural part of rising 38. Although innovation kills some jobs, it creates new and better ones, as a more 39 society becomes richer and its wealthier inhabitants demand more goods and services. A hundred years ago one in three American workers was 40 on a farm. Today less than 2% of them produce far more food. The millions freed from the land were not rendered 41, but found better-paid work as the economy grew more sophisticated. Today

the pool of secretaries has 42, but there are ever more computer programmers and web designers.

Optimism remains the right starting-point, but for workers the dislocating effects of technology may make themselves evident faster than its 43. Even if new jobs and wonderful products emerge, in the short term income gaps will widen, causing huge social dislocation and perhaps even changing politics. Technology's 44 will feel like a tornado (旋风), hitting the rich world first, but 45 sweeping through poorer countries too. No government is prepared for it.

注意：此部分试题请在答题卡 2 上作答。

- | | |
|---------------|---------------|
| A) benefits | I) prosperity |
| B) displaced | J) responsive |
| C) employed | K) rhythm |
| D) eventually | L) sentiments |
| E) impact | M) shrunk |
| F) jobless | N) swept |
| G) primarily | O) withdrawn |
| H) productive | |

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**.

Inequality: It doesn't have to be this way

- [A] An dangerous trend has developed over this past third of a century. A country that experienced shared growth after World War II began to tear apart, so much so that when the Great Recession hit in late 2007, one could no longer ignore the fissures that had come to define the American economic landscape. How did this "shining city on a hill" become the advanced country with the greatest level of inequality?
- [B] Over the past year and a half, "The Great Divide," a series in the New York Times for which I have served as moderator, has also presented a wide range of examples that undermine the notion that there are any truly fundamental laws of capitalism. The dynamics of the imperial capitalism of the 19th century needn't apply in the democracies of the 21st. We don't need to have this much inequality in America.
- [C] Our current brand of capitalism is a fake capitalism. For proof of this, go back to our response to the Great Recession, where we socialized losses, even as we privatized gains. Perfect competition should drive profits to zero, at least theoretically, but we have monopolies and oligopolies making persistently

high profits. CEOs enjoy incomes that are on average 295 times that of the typical worker, a much higher ratio than in the past, without any evidence of a proportionate increase in productivity.

[D] If it is not the inexorable laws of economics that have led to America's great divide, what is it? The straightforward answer: our policies and our politics. People get tired of hearing about Scandinavian success stories, but the fact is that Sweden, Finland and Norway have all succeeded in having about as much or faster growth in per capita incomes as the United States and with far greater equality.

[E] So why has America chosen these inequality-enhancing policies? Part of the answer is that as World War II faded into memory, so did the solidarity it had engendered. As America triumphed in the Cold War, there didn't seem to be a viable competitor to our economic model. Without this international competition, we no longer had to show that our system could deliver for most of our citizens.

[F] Ideology and interests combined viciously. Some drew the wrong lesson from the collapse of the Soviet system. The pendulum swung from much too much government there to much too little here. Corporate interests argued for getting rid of regulations, even when those regulations had done so much to protect and improve our environment, our safety, our health and the economy itself. But this ideology was hypocritical. The bankers, among the strongest

advocates of laissez-faire economics, were only too willing to accept hundreds of billions of dollars from the government in the bailouts that have been a recurring feature of the global economy since the beginning of the Thatcher-Reagan era of “free” markets and deregulation.

[G] The American political system is overrun by money. Economic inequality translates into political inequality, and political inequality yields increasing economic inequality. In fact, as he recognizes, Piketty’s argument rests on the ability of wealth-holders to keep their after-tax rate of return high relative to economic growth. How do they do this? By designing the rules of the game to ensure this outcome.

[H] So corporate welfare increases as we curtail welfare for the poor. Congress maintains subsidies for rich farmers as we cut back on nutritional support for the needy. Drug companies have been given hundreds of billions of dollars as we limit Medicaid benefits. The banks that brought on the global financial crisis got billions, while a pittance went to the homeowners and victims of the same banks’ predatory lending practices. This last decision was particularly foolish. There were alternatives to throwing money at the banks and hoping it would circulate through increased lending. We could have helped underwater homeowners and the victims of predatory behavior directly. This would not only have helped the economy, it would have put us on the path to robust recovery.

- [I] Our divisions are deep. Economic and geographic segregation have immunized those at the top from the problems of those down below. Like the kings of yore, they have come to perceive their privileged positions essentially as a natural right. How else to explain the recent comments of the venture capitalist Tom Perkins, who suggested that criticism of the 1 percent was akin to Nazi fascism, or those coming from the private equity titan Stephen A. Schwarzman, who compared asking financiers to pay taxes at the same rate as those who work for a living to Hitler's invasion of Poland?
- [J] Our economy, our democracy and our society have paid for these gross inequities. The true test of an economy is not how much wealth its princes can accumulate in tax havens, but how well off the typical citizen is — even more so in America, where our self-image is rooted in our claim to be the great middle-class society. But median incomes are lower than they were a quarter-century ago. Growth has gone to the very, very top, whose share has almost quadrupled since 1980. Money that was meant to have trickled down has instead evaporated in the balmy climate of the Cayman Islands.
- [K] With almost a quarter of American children younger than 5 living in poverty, and with America doing so little for its poor, the deprivations of one generation are being visited upon the next. Of course, no country has ever come close to providing complete equality of opportunity. But why is America one of the advanced countries where the life prospects of the young are most sharply

determined by the income and education of their parents?

[L] Among the most poignant stories in *The Great Divide* were those that portrayed the frustrations of the young, who yearn to enter our shrinking middle class. Soaring tuitions and declining incomes have resulted in larger debt burdens. Those with only a high school diploma have seen their incomes decline by 13 percent over the past 35 years.

[M] Where justice is concerned, there is also a yawning divide. In the eyes of the rest of the world and a significant part of its own population, mass incarceration has come to define America — a country, it bears repeating, with about 5 percent of the world's population but around a fourth of the world's prisoners.

[N] Justice has become a commodity, affordable to only a few. While Wall Street executives used their high-retainer lawyers to ensure that their ranks were not held accountable for the misdeeds that the crisis in 2008 so graphically revealed, the banks abused our legal system to foreclose on mortgages and evict people, some of whom did not even owe money.

[O] More than a half-century ago, America led the way in advocating for the Universal Declaration of Human Rights, adopted by the United Nations in 1948. Today, access to health care is among the most universally accepted rights, at least in the advanced countries. America, despite the implementation of the Affordable Care Act, is the exception. It has become a country with great

divides in life expectancy, health status and access to health care.

[P] We need not just a new war on poverty but a war to protect the middle class.

Solutions to these problems do not have to be newfangled. Far from it. Making markets act like markets would be a good place to start. We must end the rent-seeking society we have gravitated toward, in which the wealthy obtain profits by manipulating the system.

注意：此部分试题请在答题卡2上作答。

46. In theory, free competition is supposed to reduce the margin of profits to the minimum.

47. The United States is now characterized by a great division between the rich and the poor.

48. America lacked the incentive to care for the majority of its citizens as it found no rival for its economic model.

49. The wealthy top have come to take privileges for granted.

50. Many examples show the basic laws of imperial capitalism no longer apply in present-day America.

51. The author suggests a return to the true spirit of the market.

52. A quarter of the world's prisoner population is in America.

53. Government regulation in America went from one extreme to the other in the

past two decades.

54. Justice has become so expensive that only a small number of people like corporate executives can afford it.

55. No country in the world so far has been able to provide completely equal opportunities for all.

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.

When the right person is holding the right job at the right moment, that person's influence is greatly expanded. That is the position in which Janet Yellen, who is expected to be confirmed as the next chair of the Federal Reserve Bank (Fed) in January, now finds herself. If you believe, as many do, that unemployment is the major economic and social concern of our day, then it is no stretch to think Yellen is the most powerful person in the world right now.

Throughout the 2008 financial crisis and the recession and recovery that followed, central banks have taken on the role of stimulators of last resort, holding up markets and the global economy with vast amounts of money in the form of asset buying. Yellen, previously a Fed vice chair, was one of the principal architects of the Fed's \$3.8 trillion money dump. A star economist known for her groundbreaking work on labor markets, Yellen was a kind of prophetess early on in the crisis for her warnings about the subprime (次级债) meltdown. Now it will be her job to get the Fed and the markets out of the biggest and most unconventional monetary program in history without derailing the fragile recovery.

The good news is that Yellen, 67, is particularly well suited to meet these challenges. She has a keen understanding of financial markets, an appreciation for their imperfections and a strong belief that human suffering was more related to unemployment than anything else.

Some experts worry that Yellen will be inclined to chase unemployment to the neglect of inflation. But with wages still relatively flat and the economy increasingly divided between the well-off and the long-term unemployed, more people worry about the opposite, deflation (通货紧缩) that would aggravate the economy's problems.

Either way, the incoming Fed chief will have to walk a fine line in slowly ending the stimulus. It must be steady enough to deflate bubbles (去泡沫) and bring markets back down to earth but not so quick that it creates another credit crisis.

Unlike many past Fed leaders, Yellen is not one to buy into the finance

industry's argument that it should be left alone to regulate itself. She knows all along the Fed was being too slack on regulation of finance.

Yellen is likely to address the issue right after she pushes unemployment below 6%, stabilizes markets and makes sure that the recovery is more inclusive and robust. As Princeton Professor Alan Blinder says, "She's smart as a whip, deeply logical, willing to argue but also a good listener. She can persuade without creating hostility." All those traits will be useful as the global economy's new power player takes on its most annoying problems.

注意：此部分试题请在答题卡2上作答。

56. What do many people think is the biggest problem facing Janet Yellen?

- A) Lack of money.
- B) Unemployment.
- C) Subprime crisis.
- D) Social instability.

57. What did Yellen help the Fed do to tackle the 2008 financial crisis?

- A) Take effective measures to curb inflation.
- B) Deflate the bubbles in the American economy.
- C) Formulate policies to help financial institutions.
- D) Pour money into the market through asset buying.

58. What is a great concern of the general public?

- A) Recession.
- B) Inequality.
- C) Deflation.
- D) Income.
59. What is Yellen likely to do in her position as the Fed chief?
- A) Develop a new monetary program.
- B) Tighten financial regulation.
- C) Restore public confidence.
- D) Reform the credit system.
60. How does Alan Blinder portray Yellen?
- A) She possesses strong persuasive power.
- B) She has confidence in what she is doing.
- C) She is one of the world's greatest economists.
- D) She is the most powerful Fed chief in history.

Passage Two

Questions 61 to 65 are based on the following passage.

Early decision — you apply to one school, and admission is binding — seems like a great choice for nervous applicants. Schools let in a higher percentage of early-decision applicants, which arguably means that you have a better chance of getting in. And if you do, you're done with the whole agonizing process by

December. But what most students and parents don't realize is that schools have hidden motives for offering early decision.

Early decision, since it's binding, allows schools to fill their classes with qualified students; it allows admissions committees to select the students that are in particular demand for their college and know those students will come. It also gives schools a higher yield rate, which is often used as one of the ways to measure college selectivity and popularity.

The problem is that this process effectively shortens the window of time students have to make one of the most important decisions of their lives up to that point. Under regular admissions, seniors have until May 1 to choose which school to attend; early decision effectively steals six months from them, months that could be used to visit more schools, do more research, speak to current students and alumni (校友) and arguably make a more informed decision.

There are, frankly, an astonishing number of exceptional colleges in America, and for any given student, there are a number of schools that are a great fit. When students become too fixated (专注) on a particular school early in the admissions process, that fixation can lead to severe disappointment if they don't get in or, if they do, the possibility that they are now bound to go to a school that, given time for further reflection, may not actually be right for them.

Moreover, the advantage early decision seems to give its applicants is probably not so great as the numbers might imply, since recruited student athletes (whose admission is all but guaranteed) and legacies (who have a much higher chance of

admission) tend to apply through early decision, and the quality of applicants in general tends to be higher. But insofar as early decision offers a genuine admissions edge, that advantage goes largely to students who already have numerous advantages. The students who use early decision tend to be those who have received higher-quality college guidance, usually a result of coming from a more privileged background. In this regard, there's something of an ethical argument against early decision, as students from lower-income families are far less likely to have the admissions savvy to navigate the often confusing early deadlines.

Students who have done their research and are confident that there's one school they would be thrilled to get into should, under the current system, probably apply under early decision. But for students who haven't yet done enough research, or who are still constantly changing their minds on favorite schools, the early-decision system needlessly and prematurely narrows the field of possibility just at a time when students should be opening themselves to a whole range of thrilling options.

61. What are students obliged to do under early decision?

- A) Look into a lot of schools before they apply.
- B) Attend the school once they are admitted.
- C) Think twice before they accept the offer.
- D) Consult the current students and alumni.

62. Why do schools offer early decisions?

- A) To make sure they get qualified students.
- B) To avoid competition with other colleges.
- C) To provide more opportunities for applicants.
- D) To save students the agony of choosing a school.

63. What is said to be the problem with early decision for students?

- A) It makes their application process more complicated.
- B) It places too high a demand on their research ability.
- C) It allows them little time to make informed choice.
- D) It exerts much more psychological pressure on them.

64. Why are some people opposed to early decision?

- A) It interferes with students' learning in high school.
- B) It is biased against students at ordinary high school.
- C) It causes unnecessary confusion among college applicants.
- D) It places students from lower-income families at a disadvantage.

65. What does the author advise college applicants to do?

- A) Refrain from competing with students from privileged families.
- B) Avoid choosing early decision unless they are fully prepared.
- C) Find sufficient information about their favorite schools.

D) Look beyond the few supposedly thrilling options.

Part IV Translation (30 minutes)

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.

2011年是中国城市化 (urbanization) 进程中的历史性时刻, 其城市人口首次超过农村人口。在未来20年里, 预计有3.5亿农村人口将移居城市。如此规模的城市发展对城市交通来说既是挑战, 也是机遇。中国政府一直提倡“以人为本”的发展理念, 强调人们以公交而不是私家车出行。它还号召建设“资源节约和环境友好型”社会。有了这个明确的目标, 中国城市就可以更好地规划其发展, 并把大量投资转向安全、清洁和经济型交通系统的发展上。

注意: 此部分试题请在答题卡2上作答。

2015年6月大学英语六级真题试卷参考答案（新东方版）

Part I Writing

It is well-known to everyone that “knowledge is a treasure, but practice is the key to it.” This self-evident saying means doing an activity or training regularly and repeatedly is essential to improve your skill.

It is universally acknowledged that the knowledge can only be grasped by practice, not by ideas or contemplation, simply because the hand - the cutting edge of the mind - is much more important than the eye. Unfortunately, there are many students who only receive knowledge passively from the teachers but not willing to practice. Many examples can be cited to illustrate the saying. For instance, when learning a foreign language, say English, one has to practice listening, speaking, reading, and writing assiduously so as to acquire the essence of the language. Besides, how could Yao Ming, a once ordinary and unknown basketball player, achieve unprecedented success in NBA without his wholehearted devotion into practice? In a nutshell, the foundation of knowledge must be laid by practice.

Accordingly, it is imperative for us to take measures. To begin with, our awareness should be cultivated and enhanced to know that practice is essential to knowledge. Besides, it is the youngsters' priority to practice as much as possible. At any rate, a strong climbing-rope, made by twisting together ideas, theories, and above all, continual practice, can help us scale the summits of knowledge.

【武汉新东方 王佩】

Part II Listening Comprehension

Section A

1. C) Attend the concert.
2. D) None of the passengers were injured or killed.
3. A) An article about the election.
4. A) The restaurant was not up to the speaker's expectations.
5. C) He has many things to deal with right now.
6. D) More students have to appear to make their voice heard.
7. B) The speakers like watching TV very much.
8. D) The woman will be able to attend the classes she wants.
9. C) Export bikes to foreign markets.
10. B) The government has control over bicycle imports.
11. A) Extra costs might eat up their profits abroad.
12. C) Conduct a feasibility study.
13. B) Anything that can be used to produce power.
14. D) Oil production will begin to decline worldwide by 2025.
15. B) Start developing alternative fuels.

Section B

Passage One

- 16. A) The ability to predict fashion trend.
- 17. D) Purchasing handicrafts from all over the world.
- 18. B) She is doing what she enjoys doing.

Passage Two

- 19. B) Get involved in his community.
- 20. A) Deterioration in the quality of life.
- 21. D) They are too big for individual efforts.
- 22. C) He had done a small deed of kindness.

Passage Three

- 23. B) Pressure and disease.
- 24. A) It experienced a series of misfortunes.
- 25. C) They could do nothing to help him.

Section C

- 26. are supposed to
- 27. inserting
- 28. drawing-out
- 29. distinguished
- 30. spark

31. flame

32. schooling

33. controversies

34. are concerned with

35. dissatisfaction

Part III Reading Comprehension

Section A

36. N) swept

37. B) displaced

38. I) prosperity

39. H) productive

40. C) employed

41. F) jobless

42. M) shrunk

43. A) benefits

44. E) impact

45. D) eventually

Section B

46. C)

47. A)

48. E)

49. I)

50. B)

51. P)

52. M)

53. F)

54. N)

55. K)

Section C

Passage One

56. C) Unemployment.

57. D) Pour money into the market through asset buying.

58. B) Deflation.

59. C) Tighten financial regulation.

60. A) She possesses strong persuasive power.

Passage Two

61. B) Attend the school once they are admitted.

62. A) To make sure they get qualified students.

63. C) It allows them little time to make informed choice.
64. D) It places students from lower-income families at a disadvantage.
65. B) Avoid choosing early decision unless they are fully prepared.

Part IV Translation

The year of 2011 is the historic moment in the process of China's urbanization, when the urban population exceeded the rural population for the first time. In the next 20 years, it is estimated that 350 million rural population will migrate to cities. The urbanization on such a large scale is both a challenge and an opportunity to the urban traffic. Chinese government has always advocated the people-oriented notion of development, stressing that people should travel by bus instead of by private car. Besides, it calls for the establishment of the environment-friendly society featured by resource-conservation. With this definite target, Chinese cities can better plan their development, and transfer a large amount of investment to the safe, clean and economical development of transportation system.

With this specific goal, Chinese cities can better plan their development, and transfer abundant investment to the development of secure, clean and economical transportation system.

【南京新东方 石苗苗】

附：Listening script

Section A

1.

W: Can you come to the concert with me this weekend or do you have to prepare for exams?

M: I still have a lot to do. But maybe a break will do me good.

Q: What will the man probably do?

2.

W: What does the paper say about the horrible incident that happened this morning on Flight 870 to Hong Kong?

M: It ended with the arrest of the three hijackers. They have forced the plane to fly to Japan. But all the passengers and the crew members landed safely.

Q: What do we learn from the conversation?

3.

M: Helen, this is the most fascinating article I've ever come across. I think you should spare some time to read it.

W: Oh, really? I thought that anything about the election would be tedious.

Q: What are the speakers talking about?

4.

W: I'm not going to trust the restaurant critic from that magazine again. The food here doesn't taste anything like what we had in Chinatown.

M: It definitely wasn't worth the wait.

Q: What do we learn from the conversation?

5.

W: Do you know what's wrong with Mark? He's been acting very strangely lately.

M: Come on. With his mother hospitalized right after he's taking on a new job, he's just got a lot on his mind.

Q: What do we learn from the conversation about Mark?

6.

W: There were only 20 students at last night's meeting, so nothing could be voted on.

M: That's too bad. They'll have to turn up in greater numbers if they want a voice on campus issues.

Q: What does the man mean??

7.

M: I try to watch TV as little as possible. But it's so hard.

W: I didn't watch TV at all before I retired. But now I can hardly tear myself away from it.

Q: What do we learn from the conversation?

8.

W: I'm having a problem registering for the classes I want.

M: That's too bad. But I'm pretty sure you'll be able to work everything out

before the semester starts.

Q: What does the man mean?

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

W: Jack, sit down and listen. This is important. We' ll have to tackle the problems of the exporting step by step. And the first move is to get an up-to-date picture of where we stand now.

M: Why don' t we just concentrate on expending here at home?

W: Of course, we should hold on to our position here. But you must admit the market here is limited.

M: Yes, but it' s safe. The government keeps out foreigners with import controls. So I must admit I feel sure we could hold our own against foreign bikes.

W: I agree. That' s why I am suggesting exporting. Because I feel we can compete with the best of them.

M: What you are really saying is that we' d make more profit by selling bikes abroad, where we have a cost advantage and can charge high prices.

W: Exactly.

M: But, wait a minute. Packaging, shipping, financing, etc. will push up our cost and we could no better off, maybe worse off.

W: OK. Now there are extra costs involved. But if we do it right, they can be built into the price of the bike and we can still be competitive.

M: How sure are you about our chances of success in the foreign market?

W: Well, that's the sticky one. It's going to need a lot of research. I'm hoping to get your help. Well, come on, Jack. Is it worth it, or not?

M: There will be a lot of problems.

W: Nothing we can't handle.

M: Um... I'm not that hopeful. But, yes, I think we should go ahead with the feasibility study.

W: Marvelous, Jack. I was hoping you be on my side.

9. What does the woman intend to do?

10. Why does the man think it's safe to focus on the home market?

11. What is the man's concern about selling bikes abroad?

12. What do the speakers agree to do?

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

W: What does the term "alternative energy source" mean?

M: When you think of energy or fuel for our homes and cars, we think of petroleum or fossil fuel processed from oil removed from the ground of which there is a limited supply. But alternative fuels can be many things, wind, sun and water can all be used to create fuel.

W: Is the threat of running out of petroleum real?

M: It has taken thousands of years to create the natural stores of petroleum we have now. We are using what is available at a much faster rate than it has been produced over time. The real controversy surrounding the amounts of petroleum we have is how much we need to keep in reserve for future use. Most experts agree that by around 2025 the amount of petroleum we use will reach a peak then production and availability will begin to seriously decline. This is not to say there will be no petroleum at this point, but it will become very difficult and therefore expensive to extract.

W: Is that the most important reason to develop alternative fuel and energy sources?

M: There're two very clear reasons to do so. One is that whether we have 60 or 600 years of fossil fuels left, we have to find other fuel sources eventually, so the sooner we start, the better off we will be. The other big argument is that when you burn fossil fuels, you release substances trapped in the ground for a long time, which leads to some long term negative effects like global warming and greenhouse effect.

13. What do we usually refer to when we talk about energy according to the man?

14. What do most experts agree on according to the man?

15. What does the man think we should do now?

Section B

Passage One

Karen Smith is a buyer for a department store in New York. Department store buyers purchase the goods that their stores sell. They not only have to know what is fashionable at the moment, but also have to guess what will become fashionable next season or next year.

Most buyers work for just one department in a store, but the goods that Karen finds may be displayed and sold in several different sections of the store. Her job involves buying handicrafts from all over the world.

Last year, she made a trip to Morocco, and returned with rugs, pots, dishes, and pans. The year before, she visited Mexico, and brought back hand-made table cloths, mirrors with frames of tin, and paper flowers. The paper flowers are bright and colorful, so they were used to decorate the whole store. This year, Karen is traveling in Malaysia, Thailand, and Indonesia. Many of the countries that Karen visits have government offices that promote handicrafts. The officials are glad to cooperate with her, by showing her the products that are available.

Karen especially likes to visit markets and small towns and villages whenever she can arrange for it. She's always looking for interesting and unusual items. Karen thinks she has the best job she could have found. She loves all the traveling that she has to do, because she often visits markets and small out-of-the-way

places. She sees much more of the country she visits than an ordinary tourists would. As soon as she gets back to New York from one trip, Karen begins to plan another.

Question 16. What is said to make a good department store buyer?

Question 17. What does Karen's job involve?

Question 18. Why does Karen think she has got the best job?

Passage Two

Mark felt that it was time for him to take part in his community, so he went to the neighborhood meeting after work. The area's city council woman was leading a discussion about how the quality of life was on the decline. The neighborhood faced many problems. Mark looked at the charts taped to the walls. There were charts for parking problems, crime, and for problems in vacant buildings. Mark read from the charts, "Police patrols cut back, illegal parking up 20%." People were supposed to suggest solutions to the council woman. It was too much for Mark.

"The problems are too big," he thought. He turned to the man next to him and said, "I think this is a waste of my time. Nothing I can do would make a difference here."

As he neared the bus stop on his way home, Mark saw a woman carrying a grocery bag, and a baby. As Mark got closer, her other child, a little boy, suddenly darted into the street. The woman tried to reach for him, but as she moved, her bag shifted, and groceries started to fall out. Mark ran to take the boy's arm and led him back to his mother. "You gotta stay with mom," he said. Then he picked up

the stray groceries while the woman smiled in relief. "Thanks," she said, "You' ve got great timing." "Just being neighborly," Mark said. As he rode home, he glanced at the poster near his seat in the bus. Small acts of kindness add up. Mark smiled and thought, "Maybe that' s a good place to start."

Question 19. What did Mark think he should start doing?

Question 20. What was being discussed when Mark arrived at the neighborhood meeting?

Question 21. What did Mark think of the community' s problems?

Question 22. Why did Mark smile on his ride home?

Passage Three

And if stress in childhood can lead to heart disease, what about current stressors—longer work hours, threats of layoffs, collapsing pension funds? A study last year in *The Lancet* examined more than 11,000 heart-attack sufferers from 52 countries. It found that in the year before their heart attacks, patients had been under significantly more stresses than some 13,000 healthy control subjects. Those stresses came from work, family, financial troubles, depression and other causes.

"Each of these factors individually was associated with increased risk," says Dr. Salim Yusuf, professor of medicine at Canada's McMaster University and senior investigator on the study. "Together, they accounted for 30 percent of overall

heart-attack risk." But people respond differently to high-pressure work situations. The key to whether it produces heart problems seems to be whether you have a sense of control over life, or live at the mercy of circumstances and superiors.

That was the experience of John O'Connell, a Rockford, Ill., laboratory manager who suffered his first heart attack in 1996, at the age of 56. In the two years before, his mother and two of his children had suffered serious illnesses, and his job had been changed in a reorganization. "My life seemed completely out of control," he says. "I had no idea where I would end up." He ended up in hospital due to a block in his artery. Two months later he had triple bypass surgery. A second heart attack when he was 58 left his doctor shaking his head. "There's nothing more we can do for you," doctors told him.

Question 23. What does the passage mainly discuss?

Question 24. What do we learn about John O'Connell's family?

Question 25. What did John O'Connell's doctors tell him when he had a second heart attack?

Section C

When most people think of the word "education", they think of a pupil as a sort of animate sausage casing. Into this empty casing, the teachers are supposed to stuff "education."

But genuine education, as Socrates knew more than two thousand years ago, is not inserting the stuffing of information into a person, but rather eliciting knowledge from him; it is the drawing-out of what is in the mind.

“The most important part of education,” once wrote William Ernest Hocking, the distinguished Harvard philosopher, “is this instruction of a man in what he has inside of him.”

And, as Edith Hamilton has reminded us, Socrates never said, “I know, learn from me.” He said, rather, “Look into your own selves and find the spark of the truth that God has put into every heart and that only you can kindle (点燃) to a flame.”

In a dialogue, Socrates takes an ignorant slave boy, without a day of schooling, and proves to the amazed observers that the boy really “knows” geometry—because the principles of geometry are already in his mind, waiting to be called out.

So many of the discussions and controversies about the content of education are useless and inconclusive because they are concerned with what should “go into” the student rather than with what should be taken out, and how this can best be done.

The college student who once said to me, after a lecture, “I spend so much time studying that I don’t have a chance to learn anything,” was clearly expressing his dissatisfaction with the sausage casing view of education.