

## 2017年6月大学英语六级考试

### 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 on the words in the bank more than once.*

Let's all stop judging people who talk to themselves. New research says that those who can't seem to keep their inner monologues (独白) in are actually more likely to stay on task, remain **26. F) focused** better and show improved perception capabilities. Not bad, really, for some extra muttering.

According to a series of experiments written up in the Quarterly Journal of Experimental Psychology by professors Gary Lupyan and Daniel Swignley, the act of using verbal clues to **27. L) trigger** mental pictures helps people function quicker.

In one experiment, they showed pictures of various objects to twenty **28. O) volunteers** and asked them to find just one of those, a banana. Half were **29. H) instructed** to repeat out loud what they were looking for and the other half kept their lips **30. J) sealed**. Those who talked to themselves found the banana slightly faster than those who didn't, the researchers claim. In other experiments, Lupyan and Swignley found that **31. M) uttering** the name of a common product when on the hunt for it helped quicken someone's pace, but talking about uncommon items showed no advantage and slowed you down.

Common research has long held that talking themselves through a task helps children learn, although doing so when you've **32. A) apparently** matured isn't a great sign of **33. C) brilliance**. The two professors hope to refute that idea, **34. D) claiming** that just as when kids walk themselves through a process, adults can benefit from using language not just to communicate, but also to help "augment thinking," as Lupyan told LiveScience.

Of course, NewsFeed encourages you to keep the talking at library tones and please, whatever you do, keep the information you share simple, like, say, a grocery list. At any **35. N) volume**, there's still such a thing as TMI.

- A. apparently
- B. arrogance
- C. brilliance
- D. claiming
- E. dedicated
- F. focused
- G. incur
- H. instructed
- I. obscurely
- J. sealed
- K. spectators
- L. trigger
- M. uttering
- N. volume
- O. volunteers

**【解析】**

26. 答案 F (focused)

解析：空格前为系动词，空格处为形容词，根据上下文选 F。

27. 答案 L (trigger)

解析：空格前为动词不定式特征 to，空格处为动词原形，根据上下文选 L。

28. 答案 O) volunteers

解析：空格前为数词，空格处为可数名词，根据上下文选 O。

29.答案 H) instructed

解析：空格前助动词，空格处为实意动词，根据上下文选 H。

30.答案 J) sealed

解析：空格前句子结构完整，空格处为补语，补充说明 lips, 根据上下文选 J。

31.答案 M) uttering

解析：空格后为名词短语，整个句子主语不完整，空格处为动名词，根据上下文选 M。

32.答案 A) apparently

解析：空格所在的句子结构完整，缺少修饰语，且空格后为形容词，缺少状语，根据上下文选 A。

33.答案 C) brilliance.

解析：空格前为名词加 of 形式，空格处为名词，根据上下文选 C。

34.答案 D) claiming

解析：空格所在的句子结构完整，缺少修饰语，且空格后 that 从句，缺少非谓语作状语的成分，根据上下文选 D。

35.答案 35. N) volume,

解析：空格前为形容词，空格处为名词，根据上下文选 N。

## 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.*

### Class Differences in Child-Rearing Are on the Rise

[A] The lives of children from rich and poor American families look more different than they have in decades.

[B] Well-off families are ruled by calendars, with children enrolled in ballet, soccer and after-school programs, according to a new Pew Research Center survey. There are usually two parents, who spend a lot of time reading to children and worrying about their anxiety levels and hectic schedules.

[C] In poor families, however, children tend to spend their time at home or with extended family, the survey found. They are more likely to grow up in neighborhoods that their parents say aren't great for raising children, and their parents worry about them getting shot, beaten up or in trouble with the law.

[D] The class differences in child rearing are growing, researchers say — a symptom of widening inequality with far-reaching consequences. Different upbringings set children on different paths and can deepen socioeconomic divisions, especially because education is strongly linked to earnings. Children grow up learning the skills to succeed in their socioeconomic stratum, but not necessarily others.

[E] “Early childhood experiences can be very consequential for children’s long-term social, emotional and cognitive development,” said Sean F. Reardon, professor of poverty and inequality in education at Stanford University. “And because those influence educational success and later earnings, early childhood experiences cast a lifelong shadow.” The cycle continues: Poorer parents have less time and fewer resources to invest in their children, which can leave children less prepared for school and work, which leads to lower earnings.

[F] American parents want similar things for their children, the Pew report and past research have found: for them to be healthy and happy, honest and ethical, caring and compassionate. There is no best parenting style or philosophy, researchers say, and across income groups, 92 percent of parents say they are doing a good job at raising their children. Yet they are doing it quite differently. Middle-class and higher-income parents see their children as projects in need of careful cultivation, says Annette Lareau, a University of Pennsylvania sociologist whose groundbreaking research on the topic was published in her book “Unequal Childhoods: Class, Race and Family Life.” They try to develop their skills through close supervision and organized activities, and teach children to question authority figures and navigate elite institutions.

[G] Working-class parents, meanwhile, believe their children will naturally thrive, and give them far greater independence and time for free play. They are taught to be compliant and deferential to adults. There are benefits to both approaches. Working-class children are happier, more independent, whine less and are closer with family members, Ms. Lareau found. Higher-income children are more likely to declare boredom and expect their parents to solve their problems. Yet later on, the more affluent children end up in college and en route to the middle class, while working-class children tend to struggle. Children from higher-income

families are likely to have the skills to navigate bureaucracies and succeed in schools and workplaces, Ms. Lareau said.

[H] “Do all parents want the most success for their children? Absolutely,” she said. “Do some strategies give children more advantages than others in institutions? Probably they do. Will parents be damaging children if they have one fewer organized activity? No, I really doubt it.”

[I] Social scientists say the differences arise in part because low-income parents have less money to spend on music class or preschool, and less flexible schedules to take children to museums or attend school events. Extracurricular activities epitomize the differences in child rearing in the Pew survey, which was of a nationally representative sample of 1,807 parents. Of families earning more than \$75,000 a year, 84 percent say their children have participated in organized sports over the past year, 64 percent have done volunteer work and 62 percent have taken lessons in music, dance or art. Of families earning less than \$30,000, 59 percent of children have done sports, 37 percent have volunteered and 41 percent have taken arts classes.

[J] Especially in affluent families, children start young. Nearly half of high-earning, college-graduate parents enrolled their children in arts classes before they were 5, compared with one-fifth of low-income, less-educated parents. Nonetheless, 20 percent of well-off parents say their children’s schedules are too hectic, compared with 8 percent of poorer parents.

[K] Another example is reading aloud, which studies have shown gives children bigger vocabularies and better reading comprehension in school. Seventy-one percent of parents with a college degree say they do it every day, compared with 33 percent of those with a high school diploma or less, Pew found. White parents are more likely than others to read to their children daily, as are married parents. Most affluent parents enroll their children in preschool or day care, while low-income parents are more likely to depend on family members. Discipline techniques vary by education level: 8 percent of those with a postgraduate degree say they often spank their children, compared with 22 percent of those with a high school degree or less.

[L] The survey also probed attitudes and anxieties. Interestingly, parents’ attitudes toward education do not seem to reflect their own educational background as much as a belief in the importance of education for upward mobility. Most American parents say they are not concerned about their children’s grades as long as they work hard. But 50 percent of poor parents say it is extremely important to them that their children earn a college degree, compared with 39 percent of wealthier parents.

[M] Less-educated parents, and poorer and black and Latino parents are more likely to believe that there is no such thing as too much involvement in a child’s education. Parents who are white, wealthy or college-educated say too much involvement can be bad. Parental anxieties reflect their circumstances. High-earning parents are much more likely to say they live in a good neighborhood for raising children.

While bullying is parents' greatest concern over all, nearly half of low-income parents worry their child will get shot, compared with one-fifth of high-income parents. They are more worried about their children being depressed or anxious.

**[N]** In the Pew survey, middle-class families earning between \$30,000 and \$75,000 a year fell right between working-class and high-earning parents on issues like the quality of their neighborhood for raising children, participation in extracurricular activities and involvement in their children's education.

**[O]** Children were not always raised so differently. The achievement gap between children from high- and low-income families is 30 percent to 40 percent larger among children born in 2001 than those born 25 years earlier, according to Mr. Reardon's research. People used to live near people of different income levels; neighborhoods are now more segregated by income. More than a quarter of children live in single-parent households — a historic high, according to Pew — and these children are three times as likely to live in poverty as those who live with married parents. Meanwhile, growing income inequality has coincided with the increasing importance of a college degree for earning a middle-class wage.

**[P]** Yet there are recent signs that the gap could be starting to shrink. In the past decade, even as income inequality has grown, some of the socioeconomic differences in parenting, like reading to children and going to libraries, have narrowed.

### 【解析】

36. Working-class parents teach their children to be obedient and show respect to adult.

答案: G 原文出处: They are taught to be compliant and deferential to adults.

37. American parents, whether rich or poor, have similar expectations of their children despite different ways of parents.

答案: F 原文出处: American parents want similar things for their children, the Pew report and past research have found: for them to be healthy and happy, honest and ethical, caring and compassionate. There is no best parenting style or philosophy, researchers say,

38. While rich parents are more concerned with their children's psychological well-being, poor parents are more worried about their children's safety.

答案: M 原文出处: While bullying is parents' greatest concern over all, nearly half of low-income parents worry their child will get shot, compared with one-fifth of high-income parents. They are more worried about their children being depressed or anxious.

39. The increasing differences in child rearing between rich and poor families reflect growing social

inequality.

答案: D 原文出处: The class differences in child rearing are growing, researchers say — a symptom of widening inequality with far-reaching consequences.

40. Parenting approaches of working-class and affluent families both have advantages.

答案: G 原文出处: There are benefits to both approaches.

41. Higher-income families and working-class families now tend to live in different neighborhoods.

答案: O 原文出处 People used to live near people of different income levels; neighborhoods are now more segregated by income.

42. Physical punishment is used much less by well-educated parents.

答案: K 原文出处 Discipline techniques vary by education level: 8 percent of those with a postgraduate degree say they often spank their children, compared with 22 percent of those with a high school degree or less.

43. Ms. Lareau doesn't believe participating in fewer after-class activities will negatively affect children's development.

答案: H 原文出处 "Will parents be damaging children if they have one fewer organized activity? No, I really doubt it."

44. Wealthy parents are concerned about their children's mental health and busy schedules.

答案: B 原文出处: There are usually two parents, who spend a lot of time reading to children and worrying about their anxiety levels and hectic schedules.

45. Some socioeconomic differences in child rearing have shrunk in the past ten years.

答案: P 原文出处 Yet there are recent signs that the gap could be starting to shrink. In the past decade, even as income inequality has grown, some of the socioeconomic differences in parenting, like reading to children and going to libraries, have narrowed.

## Section C

**Directions:** There are two 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 center.

## Passage One

Questions 46 to 50 are based on the following passage.

Open data-sharers are still in the minority in many fields. [46]Although many researchers broadly agree that public access to raw data would accelerate science — because other scientists might be able to make advances not foreseen by the data's producers — [47]most are reluctant to post the results of their own labours online (see Nature 461, 160–163; 2009). When Wolkovich, for instance, went hunting for the data from the 50 studies in her meta-analysis, only 8 data sets were available online, and many of the researchers whom she e-mailed refused to share their work. Forced to extract data from tables or figures in publications, Wolkovich's team could conduct only limited analyses.

Some communities have agreed to share online — geneticists, for example, post DNA sequences at the GenBank repository, and astronomers are accustomed to accessing images of galaxies and stars from, say, the Sloan Digital Sky Survey, a telescope that has observed some 500 million objects — but these remain the exception, not the rule. Historically, scientists have objected to sharing for many reasons: it is a lot of work; until recently, good databases did not exist; grant funders were not pushing for sharing; it has been difficult to agree on standards for formatting data and the contextual information called metadata; and there is no agreed way to assign credit for data.

[49]But the barriers are disappearing, in part because journals and funding agencies worldwide are encouraging scientists to make their data public. Last year, the Royal Society in London said in its report Science as an Open Enterprise that scientists need to “[48]shift away from a research culture where data is viewed as a private preserve”. Funding agencies note that data paid for with public money should be public information, and the scientific community is recognizing that data can now be shared digitally in ways that were not possible before. To match the growing demand, services are springing up to make it easier to publish research products online and enable other researchers to discover and cite them.

Although exhortations to share data often concentrate on the moral advantages of sharing, the practice is not purely altruistic. [50]Researchers who share get plenty of personal benefits, including more connections with colleagues, improved visibility and increased citations. The most successful sharers — those whose data are downloaded and cited the most often — get noticed, and their work gets used. For example, one of the most popular data sets on multidisciplinary repository Dryad is about wood density around the world; it has been downloaded 5,700 times. Co-author Amy Zanne, a biologist at George Washington University in Washington DC, thinks that users probably range from climate-change researchers wanting to estimate how much carbon is stored in biomass, to foresters looking for information on different grades of timber. “I would much prefer to have my data used by the maximum number of people to ask their own questions,” she



says. "It's important to allow readers and reviewers to see exactly how you arrive at your results. Publishing data and code allows your science to be reproducible."

46. What do many researchers generally accept?

- A. It is imperative to protest scientist' patents.
- B. Repositories are essential to scientific research.
- C. Open data sharing is most important to medical science.
- D. **Open data sharing is conducive to scientific advancement.**

【定位】根据题干 researchers generally accept 定位到第 1 段第 2 句

【解析】题干中 generally accept 同义替换定位句中的 broadly agree, D 选项中 is conducive to scientific advancement 同义替换定位句中的 accelerate science。

47. What is the attitude of most researchers towards making their own data public?

- A. **Opposed**
- B. Ambiguous
- C. Liberal
- D. Neutral

【定位】根据题干 most researchers 定位到第 1 段第 2 句

【解析】题干中有 attitude, 因此本题为态度题。态度题做法: 1. 识别态度的主体和客体。2. 在原文找到包含态度主体的定位句, 即第 1 段第 2 句。3. 在定位句中寻找表示态度的词汇, 同义替换为正确选项。定位句中的 reluctant (不情愿的) 同义替换 A 选项 opposed。

48. According to the passage, what might hinder open data sharing?

- A. The fear of massive copying.
- B. The lack of a research culture.
- C. **The belief that research data is private intellectual property.**
- D. The concern that certain agencies may make a profit out of it.

【定位】第 3 段第 2 句

【解析】定位句 shift away from a research culture where data is viewed as a private preserve, 对应 C 选项。

49. What helps lift some of the barriers to open data sharing?

- A. The ever-growing demand for big data.
- B. The advantage of digital technology.
- C. The changing attitude of journals and funders.
- D. The trend of social and economic development.

【定位】根据题干中 barriers 定位到第 3 段第 1 句

【解析】定位句以 But 开头, But the barriers are disappearing, in part because journals and funding agencies worldwide are encouraging scientists to make their data public, C 选项中的 journals 为原文原词, funders 同义替换 funding agencies。

50. Dryad serves as an example to show how open data sharing \_\_\_\_\_.

- A. is becoming increasingly popular.
- B. benefits sharers and users alike.
- C. makes researchers successful.
- D. saves both money and labor.

【定位】根据题干中 Dryad 定位到第 4 段第 4 句

【解析】题干中有 example, 因此本题属于例证题。例证题的做题方法为: 例子本身不作为答案, 例子之前的句子为定位句。定位到第 4 段第 2 句, Researchers who share get plenty of personal benefits, including more connections with colleagues, improved visibility and increased citations, 本句说研究人员分享数据会给自己好处 (benefits), B 选项为原文原词选项。

## Passage two

Question 51 to 55 are based on the following passage.

Beginning in the late sixteenth century, it became fashionable for young aristocrats to visit Europe and above all Rome, as the culmination (终极) of their classical education. Thus the idea of the Grand Tour was born, a practice which introduced Englishmen, Germans, Scandinavians, and also Americans to the art and culture of France and Italy for the next 300 years. [51]Travel was arduous and costly throughout the period, possible only for a privileged class—the same that produced gentlemen scientists, authors, antique experts, and patrons of the arts.

[52]The Grand Tourist was typically a young man with a thorough background in Greek and Latin literature as well as some leisure time, some means, and some interest in art. The German traveler Johann

Winckelmann pioneered the field of art history with his comprehensive study of Greek and Roman sculpture; he was portrayed by his friend Anton Raphael Mengs at the beginning of his long residence in Rome.

[53]Most Grand Tourists, however, stayed for briefer periods and set out with souvenirs of their travels as well as an understanding of art and architecture formed by exposure to great masterpieces.

[54]Since there were few museums anywhere in Europe before the end of the 18th century, Grand Tourists often saw paintings and sculptures by gaining admission to private collections, and many were eager to acquire examples of Greco-Roman and Italian art for their own collections. In England, where architecture was increasingly seen as an aristocratic pursuit, noblemen often applied what they learned from the villas of Palladio in Veneto and the evocative ruins of Rome to their own country houses and gardens.

51. What is said about the Grand Tour?

- A) It was fashionable among young people of the time.
- B) It was unaffordable for ordinary people.**
- C) It produced some famous European artists.
- D) It made a compulsory part of college education.

【解析】根据题目可以定位在第一段“Thus the idea of the Grand Tour was born, a practice which introduced Englishmen,...”出，从本句以及上下文中寻找答案句，“Travel was arduous and costly throughout the period, possible only for a privileged class”对应选项B中“It was unaffordable for ordinary people”。

52. What did Grand Tourists have in common?

- A) They had much geographic knowledge.
- B) They were courageous and venturesome.
- C) They were versed in literature and interested in art.**
- D) They had enough travel and outdoor-life experience.

【解析】根据题目关键词Grand Tourists可以定位到第二段第一句，第一句中“with a thorough background in Greek and Latin literature”和“and some interest in art”对应C选项。

53. How did Grand Tourists benefit from their travel?

- A) They found inspiration in the world's greatest masterpieces.
- B) They got a better understanding of early human civilization.
- C) They developed an interest in the origin of modern art forms.
- D) They gained some knowledge of classical art and architecture.**

【解析】首先定位，肯定在第二段中，因为第三段话题转换了。定位在第二段最后一句，“an understanding of art and architecture formed by exposure to great masterpieces”。对应D选项

54. Why did many Grand Tourists visit the private collections?

A) They could buy unique souvenirs there to take back home.

**B) Europe hardly had any museums before the 19th century.**

C) They found the antiques there more valuable.

D) Private collections were of greater variety.

【解析】根据关键词可以定位到第三段第一句，首句中 since 引导原因状语从句，直接对应我们的问题。首句中 few 对应选项 hardly had, before the end of 18th century 对应 before the 19 century, 对应 B 选项。

55. How did the Grand Tour influence the architecture in England?

A) There appeared more and more Roman-style buildings.

B) Many aristocrats began to move into Roman-style villas.

C) Aristocrats' country houses all had Roman-style gardens.

D) Italian architects were hired to design houses and gardens

【解析】noblemen often applied what they learned from the villas of Palladio in Veneto and the evocative ruins of Rome to their own country houses and gardens. 对应选项 A, often 对应 appear more and more。