**2013年6月英语六级考试真题试卷（第2套）**

**Part I Writing (30 minutes)**

Directions: For this part, you are allowed 30 minutes to write an essay commenting on the remark "Earth provides enough to satisfy every man's need, but not every man's greed." You can cite examples to illustrator your point. You should write at least 150 words but no more than 200 words.

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注意：此部分试题在答题卡1上作答。

**Part II Reading Comprehension (Skimming and Scanning) (15 minutes)**

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

Welcome, Freshmen. Have an iPod.

Taking a step that many professors may view as a bit counterproductive, some colleges and universities are doling out Apple iPhones and Internet-capable iPods to their students.

The always-on Internet devices raise some novel possibilities, like tracking where students gather together. With far less controversy, colleges could send messages about canceled classes, delayed buses, campus crises or just the cafeteria menu.

While schools emphasize its usefulness-online research in class and instant polling of students, for example - a big part of the attraction is, undoubtedly, that the iPhone is cool and a hit with students. Being equipped with one of the most recent cutting-edge IT products could just help a college or university foster a cutting-edge reputation.

Apple stands to win as well, hooking more young consumers with decades of technology purchases ahead of them. The lone losers, some fear, could be professors.

Students already have laptops and cell phones, of course, but the newest devices can take class distractions to a new level. They practically beg a user to ignore the long-suffering professor struggling to pass on accumulated wisdom from the front of the room - a prospect that teachers find most irritating and students view as, well, inevitable.

"When it gets a little boring, I might pull it out," acknowledged Naomi Pugh, a first-year student at Freed- Hardeman University in Henderson, Tenn., referring to her new iPod Touch, which can connect to the Internet over a campus wireless network. She speculated that professors might try even harder to make classes interesting if they were to compete with the devices.

Experts see a movement toward the use of mobile technology in education, though they say it is in its infancy as professors try to come up with useful applications. Providing powerful hand-held devices is sure to fuel debates over the role of technology in higher education.

"We think this is the way the future is going to work," said Kyle Dickson, co-director of research and the mobile learning initiative at Abilene Christian University in Texas, which has bought more than 600 iPhones and 300 iPods for students entering this fall.

Although plenty of students take their laptops to class, they don't take them everywhere and would prefer something lighter. Abilene Christian settled on the devices after surveying students and finding that they did not like hauling around their laptops, but that most of them always carried a cell phone, Dr. Dickson said.

It is not clear how many colleges and universities plan to give out iPhones and iPods this fall; officials at Apple were unwilling to talk about the subject and said that they would not leak any institution's plans.

"We can't announce other people's news," said Greg Joswiak, vice president of iPod and iPhone marketing at Apple. He also said that he could not discuss discounts to universities for bulk purchases.

At least four institutions - the University of Maryland, Oklahoma Christian University, Abilene Christian and Freed-Hardeman- have announced that they will give the devices to some or all of their students this fall.

Other universities are exploring their options. Standford University has hired a student-run company to design applications like a campus map and directory for the iPhone. It is considering whether to issue iPhones but not sure it's necessary, noting that more than 700 iPhones were registered on the university's network last year.

At the Massachusetts Institute of Technology, iPhones might already have been everywhere, if AT&T. the wireless carrier offering the iPhone in the United States, had a more reliable network, said Andrew Yu, mobile devices platform project manager at M.I.T.

"We would have probably gone ahead with this, maybe just getting a thousand iPhones and giving them out," Mr. Yu said.

The University of Maryland at College Park is proceeding cautiously, giving the iPhone or iPod Touch to 150 students, said Jeffrey Huskamp, vice president and chief information officer at the university. "We don't think that we have all the answers," Mr. Huskamp said. By observing how students use the gadgets, he said. "We're trying to get answers from the students."

At each college, the students who choose to get an iPhone must pay for mobile phone service. Those service contracts include unlimited data use. Both the iPhones and the iPod Touch devices can connect to the Internet through campus wireless networks. With the iPhone, those networks may provide faster connections and longer battery life than AT&T's data network. Many cell phones allow users to surf the Web, but only some newer ones are capable of wireless connection to the local area computer network.

University officials say that they have no plans to track their students (and Apple said it would not be possible unless students give their permission). They say that they are drawn to the prospect of learning applications outside the classroom, though such lesson plans have yet to surface.

"My colleagues and I are studying something called augmented reality (a field of computer research dealing with the combination of real-world and virtual reality)," said Christopher Dede, professor in learning technologies at Harvard University, "Alien Contact," for example, is an exercise developed for middle-school students who use hand-held devices that can determine their location. As they walk around a playground or other area, text, video or audio pops up at various points to help them try to figure out why aliens were in the schoolyard.

"You can imagine similar kinds of interactive activities along historical lines," like following the Freedom Trail in Boston, Professor Dede said. "It's important that we do research so that we know how well something like this works."

The rush to distribute the devices worries some professors, who say that students are less likely to participate in class if they are multi-tasking. "I'm not someone who's anti-technology, but I'm always worried that technology becomes an end in and of itself, and it replaces teaching or it replaces analysis." said Ellen Millender, associate professor of classics at Reed College in Portland, Ore. (She added that she hoped to buy an iPhone for herself once prices fall.)

Robert Summers, who has taught at Cornell Law School for about 40 years, announced this week in a detailed, footnoted memorandum - that he would ban laptop computers from his class on contract law.

"I would ban that too if I knew the students were using it in class." Professor Summers said of the iPhone, after the device and its capabilities were explained to him. "What we want to encourage in these students is an active intellectual experience, in which they develop the wide range of complex reasoning abilities required of good lawyers."

The experience at Duke University may ease some concerns. A few years ago, Duke began giving iPods to students with the idea that they might use them to record lectures (these older models could not access the Internet).

"We had assumed that the biggest focus of these devices would be consuming the content," said Tracy Futhey, vice president for information technology and chief information officer at Duke.

But that is not all that the students did. They began using the iPods to create their own "content." making audio recordings of themselves and presenting them. The students turned what could have been a passive interaction into an active one. Ms. Futhey said.

注意：此部分试题请在答题卡1上作答。

1. Many professors think that giving out Apple iPhones or Internet-capable iPods to students \_\_\_.

A) updates teaching facilities in universities

B) has started a revolution in higher education

C) can facilitate teacher-student interaction

D) may not benefit education as intended

2. In the author's view, being equipped with IT products may help colleges and universities \_\_\_\_.

A) build an innovative image B) raise their teaching efficiency

C) track students' activities D) excite student interest in hi-tech

3. The distribution of iPhones among students has raised concerns that they will \_\_\_\_\_\_.

A) induce students to buy more similar products

B) increase tension between professors and students

C) further distract students from class participation

D) prevent students from accumulating knowledge

4. Naomi Pugh at Freed-Hardeman University speculated that professors would \_\_\_\_\_.

A) find new applications for iPod Touch devices

B) have to work harder to enliven their classes

C) have difficulty learning to handle the devices

D) find iPhones and iPods in class very helpful

5. Experts like Dr. Kyle Dickson at Abilene Christian University think that \_\_\_\_\_\_\_\_\_.

A) mobile technology will be more widely used in education

B) the role of technology in education cannot be overestimated

C) mobile technology can upgrade professors' teaching tool-kit

D) iPhones and iPods will replace laptops sooner or later

6. What do we learn about the University of Maryland at College Park concerning the use of iPhones and iPods?

A) It has sought professors' opinions. B) It has benefited from their use.

C) It is trying to follow the trend. D) It is proceeding with caution.

7. University officials claim that they dole out iPhones and iPods so as to \_\_\_\_\_\_\_\_\_.

A) encourage professors to design newer lesson plans

B) help improve professor-student relationships

C) facilitate students' learning outside of class

D) stimulate students' interest in updating technology

8. Ellen Millender at Reed College in Portland is concerned that technology will take the place of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

9. Professor Robert Summers at Cornell Law School banned laptop computers from his class because he thinks qualified lawyers need to possess a broad array of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

10. The experience at Duke University may ease some concerns because the students have used iPods for active \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Part III Listening Comprehension (35 minutes)**

**Section A**

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

注意：此部分试题请在答题卡2 上作答。

11. A) She has completely recovered.

B) She went into shock after an operation.

C) She is still in a critical condition.

D) She is getting much better.

12. A) Ordering a breakfast.

B) Booking a hotel room.

C) Buying a train ticket.

D) Fixing a compartment.

13. A) Most borrowers never returned the books to her.

B) The man is the only one who brought her book back.

C) She never expected anyone to return the books to her.

D) Most of the books she lent out came back without jackets.

14. A) She left her work early to get some bargains last Saturday.

B) She attended the supermarket's grand opening ceremony.

C) She drove a full hour before finding a parking space.

D) She failed to get into the supermarket last Saturday.

15. A) He is bothered by the pain in his neck.

B) He cannot do his report without a computer.

C) He cannot afford to have a coffee break.

D) He feels sorry to have missed the report.

16. A) Only top art students can show their works in the gallery.

B) The gallery space is big enough for the man's paintings.

C) The woman would like to help with the exhibition layout.

D) The man is uncertain how his art works will be received.

17. A) The woman needs a temporary replacement for her assistant.

B) The man works in the same department as the woman does.

C) The woman will have to stay in hospital for a few days.

D) The man is capable of dealing with difficult people.

18. A) It was better than the previous one.

B) It distorted the mayor's speech.

C) It exaggerated the city's economic problems.

D) It reflected the opinions of most economists.

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

19. A) To inform him of a problem they face.

B) To request him to purchase control desks.

C) To discuss the content of a project report.

D) To ask him to fix the dictating machine

20. A) They quote the best price in the market.

B) They manufacture and sell office furniture.

C) They cannot deliver the steel sheets on time

D) They cannot produce the steel sheets needed.

21. A) By marking down the unit price.

B) By accepting the penalty clauses.

C) By allowing more time for delivery.

D) By promising better after-sales service.

22. A) Give the customer a ten percent discount.

B) Claim compensation from the steel suppliers.

C) Ask the Buying Department to change suppliers.

D) Cancel the contract with the customer.

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

23. A) Stockbroker.

B) Physicist.

C) Mathematician.

D) Economist.

24. A) Improve computer programming.

B) Explain certain natural phenomena.

C) Predict global population growth.

D) Promote national financial health.

25. A) Their different educational backgrounds.

B) Changing attitudes toward nature.

C) Chaos theory and its applications.

D) The current global economic crisis.

**Section B**

Directions：In this section, you will hear 3 short passages. At the end of each passage, you will hear some question. Both the passage and the questions will be spoken only onece. After you hear a question, you must choose the best answer from the four choices marked A),B),C) and D). Then mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

注意：此部分试题请在答题卡2上作答。

Passage One

Questions 26 to 28 are based on the conversation you have just heard.

26. A) They lay great emphasis on hard work.

B) They name 150 star engineers each year.

C) They require high academic degrees.

D) They have people with a very high IQ.

27. A) Long years of job training. B) High emotional intelligence.

C) Distinctive academic qualifications. D) Devotion to the advance of science.

28. A) Good interpersonal relationships. B) Rich working experience.

C) Sophisticated equipment. D) High motivation.

Passage Two

Questions 29 to 31 are based on the passage you have just heard.

29. A) A diary. B) A fairy tale. C) A history textbook. D) A biography.

30. A) He was a sports fan. B) He loved adventures.

C) He disliked school. D) He liked hair-raising stories.

31. A) Encourage people to undertake adventures.

B) Publicize his colorful and unique life stories.

C) Raise people's environmental awareness.

D) Attract people to America's national parks.

Passage Three

Questions 32 to 35 are based on the passage you have just heard.

32. A) The first infected victim.

B) A coastal village in Africa.

C) The doctor who first identified it.

D) A river running through the Congo.

33. A) They exhibit similar symptoms.

B) They can be treated with the same drug.

C) They have almost the same mortality rate.

D) They have both disappeared for good.

34. A) By inhaling air polluted with the virus.'

B) By contacting contaminated body fluids.

C) By drinking water from the Congo River.

D) By eating food grown in Sudan and Zaire.

35. A) More strains will evolve from the Ebola virus.

B) Scientists will eventually find cures for Ebola.

C) Another Ebola epidemic may erupt sooner or later.

D) Once infected, one will become immune to Ebola.

**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 carfully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from 36 to 43 with the exact words you have just heard.

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

注意：此部分试题请在答题卡2上作答。

The ideal companion machine would not only look, feel, and sound friendly but would also be programmed to behave in an agreeable manner. Those (36) \_\_\_\_\_\_\_\_\_\_ that make interaction with other people enjoyable would be simulated as closely as possible, and the machine would appear to be (37) \_\_\_\_\_\_\_\_\_\_ , stimulating, and easygoing. Its informal conversational style would make interaction comfortable, and yet the machine would remain slightly (38) \_\_\_\_\_\_\_\_\_\_ and therefore interesting. In its first (39) \_\_\_\_\_\_\_\_\_ it might be somewhat hesitant and unassuming, but as it came to know the user it would progress to a more (40)\_\_\_\_\_\_\_\_\_\_ and intimate style. The machine would not be a passive (41) \_\_\_\_\_\_\_\_\_\_ but would add its own suggestions, information, and opinions; it would sometimes take the (42) \_\_\_\_\_\_\_\_\_\_ in developing or changing the topic and would have a (43) \_\_\_\_\_\_\_\_\_\_ of its own.

The machine would convey presence. We have all seen how a computer's use of personal names (44) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Such features arc easily written into the software. (45) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Friendships are not made in a day, and the computer would be more acceptable as a friend (46) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. At an appropriate time it might also express the kind of affection that stimulates attachment and intimacy.

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

**Section A**

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

Questions 47 to 51 are based on the following passage.

Oil is the substance that lubricates the world's economy. Because so many of our modern technologies and services depend on oil, nations, corporations, and institutions that control the trade in oil exercise extraordinary power. The "energy crisis" of 1973-1974 in the United States demonstrated how the price of oil can affect US government policies and the energy-using habits of the nation.

By 1973, domestic US sources of oil were peaking, and the nation was importing more of its oil, depending on a constant flow from abroad to keep cars on the road and machines running. In addition, at that time a greater percentage of homes and electrical plants were run on petroleum than today. Then, in 1973, the predominantly Arab nations of the Organization of Petroleum Exporting Countries (OPEC) resolved to stop selling oil to the United States. The move was prompted by OPEC's desire to raise prices by restricting supply and by its opposition to US support of Israel in the Arab-Israeli Yom Kippur War. The embargo (禁运) created panic in the West and caused oil prices to shoot up. Short-term oil shortage drove American consumers to wait in long lines at gas pumps.

In response to the embargo, the US government enforced a series of policies designed to reduce reliance on foreign oil. These included developing additional domestic sources (such as those on Alaska's North Slope), resuming extraction at sites that had been shut down because of cost inefficiency, capping the price that domestic producers could charge for oil, and beginning to import oil from a greater diversity of nations. The government also established a stockpile (贮存) of oil as a short-term buffer (缓冲) against future shortages. Stored underground in large salt caves in Louisiana, this stockpile is called the Strategic Petroleum Reserve, and currently contains over 600 million barrels of oil, roughly equivalent to one month's supply.

注意：此部分试题请在答题卡2 上作答。

47. We learn from the passage that in today's world, whoever monopolizes the oil market will be able to \_\_\_\_\_\_.

48. Oil prices may exert influence not only on American government policies but on how energy \_\_\_\_\_\_.

49. Besides the sharp increase in oil prices, OPEC's 1973 oil embargo caused \_\_\_\_\_\_\_.

50. Over the years before the OPEC's embargo America had depended heavily on \_\_\_\_\_\_\_.

51. As a measure to counter future shortages, the American government decided to \_\_\_\_\_\_\_ in caves underground.

**Section B**

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices maked A),B),C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 52 to 56 are based on the following passage.

"Depression" is more than a serious economic downturn. What distinguishes a depression from a harsh recession is paralyzing fear - fear of the unknown so great that it causes consumers, businesses, and investors to retreat and panic. They save up cash and desperately cut spending. They sell stocks and other assets. A shattering loss of confidence inspires behavior that overwhelms the normal self-correcting mechanisms that usually prevent a recession from becoming deep and prolonged: a depression.

Comparing 1929 with 2007-09, Christina Romer, the head of President Obama's Council of Economic Advisers, finds the initial blow to confidence far greater now than then. True, stock prices fell a third from September to December 1929, but fewer Americans then owned stocks. Moreover, home prices barely dropped. From December 1928 to December 1929, total household wealth declined only 3%. By contrast, the loss in household wealth between December 2007 and December 2008 was 17%. Both stocks and homes, more widely held, dropped more. Thus traumatized (受到创伤) the economy might have gone into a free fall ending in depression. Indeed, it did go into free fall. Shoppers refrained from buying cars, appliances, and other big-ticket items. Spending on such "durables" dropped at a 12% annual rate in 2008's third quarter, a 20% rate in the fourth. And businesses shelved investment projects.

That these huge declines didn't lead to depression mainly reflects, as Romer argues, countermeasures taken by the government. Private markets for goods, services, labor, and securities do mostly self-correct, but panic feeds on itself and disarms these stabilizing tendencies. In this situation, only government can protect the economy as a whole, because most individuals and companies are involved in the self-defeating behavior of self-protection. Government's failure to perform this role in the early 1930s transformed recession into depression. Scholars will debate which interventions this time - the Federal Reserve's support of a failing credit system, guarantees of bank debt, Obama's ''stimulus" plan and bank "stress test" - counted most in preventing a recurrence. Regardless, all these complex measures had the same psychological purpose: to reassure people that the free fall would stop and, thereby, curb the fear that would perpetuate (使持久) a free fall.

All this improved confidence. But the consumer sentiment index remains weak, and all the rebound has occurred in Americans' evaluation of future economic conditions, not the present. Unemployment (9.8%) is abysmal (糟透的) , the recovery's strength unclear. Here, too, there is an echo from the 1930s. Despite bottoming out in 1933, the Depression didn't end until World War II. Some government policies aided recovery; some hindered it. The good news today is that the bad news is not worse.

注意：此部分试题请在答题卡2 上作答。

52. Why do consumers, businesses and investors retreat and panic in times of depression?

A) They suffer great losses in stocks, property and other assets.

B) They find the self-correcting mechanisms dysfunctioning.

C) They are afraid the normal social order will be paralyzed.

D) They don't know what is going to happen in the future.

53. What does Christina Romer say about the current economic recession?

A) Its severity is no match for the Great Depression of 1929.

B) Its initial blow to confidence far exceeded that of 1929.

C) It has affected house owners more than stock holders.

D) It has resulted in a free fall of the prices of commodities.

54. Why didn't the current recession turn into a depression according to Christina Romer?

A) The government intervened effectively.

B) Private markets corrected themselves.

C) People refrained from buying durables and big-ticket items.

D) Individuals and companies adopted self-protection measures.

55. What is the chief purpose of all the countermeasures taken?

A) To create job opportunities.

B) To curb the fear of a lasting free fall.

C) To stimulate domestic consumption.

D) To rebuild the credit system.

56. What does the author think of today's economic situation?

A) It may worsen without further stimulation.

B) It will see a rebound sooner or later.

C) It has not gone from bad to worse.

D) It does not give people reason for pessimism.

Passage Two

Questions 57 to 62 are based on the following passage.

"Usually when we walk through the rain forest we hear a soft sound from all the moist leaves and organic debris on the forest floor," says ecologist Daniel Nepstad. "Now we increasingly get rustle and crunch. That's the sound of a dying forest."

Predictions of the collapse of the tropical rain forests have been around for years. Yet until recently the worst forecasts were almost exclusively linked to direct human activity, such as clear-cutting and burning for pastures or farms. Left alone, it was assumed, the world's rain forests would not only flourish but might even rescue us from disaster by absorbing the excess carbon dioxide and other planet-warming greenhouse gases. Now it turns out that may be wishful thinking. Some scientists believe that the rise in carbon levels means that the Amazon and other rain forests in Asia and Africa may go from being assets in the battle against rising temperatures to liabilities. Amazon plants, for instance, hold more than 100 billion metric tons of carbon, equal to 15 years of tailpipe and chimney emissions. If the collapse of the rain forests speeds up dramatically, it could eventually release 3.5-5 billion metric tons of carbon into the atmosphere each year - making forests the leading source of greenhouse gases.

Uncommonly severe droughts brought on by global climate changes have led to forest-eating wildfires from Australia to Indonesia, but nowhere more acutely than in the Amazon. Some experts say that the rain forest is already at the brink of collapse.

Extreme weather and reckless development arc plotting against the rain forest in ways that scientists have never seen. Trees need more water as temperatures rise, but the prolonged droughts have robbed them of moisture, making whole forests easily cleared of trees and turned into farmland. The picture worsens with each round of El Nino, the unusually warm currents in the Pacific Ocean that drive up temperatures and invariably presage (预示) droughts and fires in the rain forest. Runaway fires pour even more carbon into the air, which increases temperatures, starting the whole vicious cycle all over again.

More than paradise lost, a perishing rain forest could trigger a domino effect - sending winds and rains kilometers off course and loading the skies with even greater levels of greenhouse gases - that will be felt far beyond the Amazon basin. In a sense, we are already getting a glimpse of what's to come. Each burning season in the Amazon, fires deliberately set by frontier settlers and developers hurl up almost half a billion metric tons of carbon a year, placing Brazil among the top five contributors to greenhouse gases in the world.

注意：此部分试题请在答题卡2 上作答。

57. We learn from the first paragraph that \_\_\_\_\_\_\_.

A) dead leaves and tree debris make the same sound

B) trees that are dying usually give out a soft moan

C) organic debris echoes the sounds in a rain forest

D) the sound of a forest signifies its health condition

58. In the second paragraph, the author challenges the view that \_\_\_\_\_\_\_.

A) the collapse of rain forests is caused by direct human interference

B) carbon emissions are the leading cause of current global warming

C) the condition of rain forests has been rapidly deteriorating

D) rain forests should not be converted into pastures or farms

59. The author argues that the rising carbon levels in rain forests may \_\_\_\_\_\_.

A) turn them into a major source of greenhouse gases

B) change the weather patterns throughout the world

C) pose a threat to wildlife

D) accelerate their collapse

60. What has made it easier to turn some rain forests into farmland?

A) Rapid rise in carbon levels.

B) Reckless land development.

C) Lack of rainfall resulting from global warming.

D) The unusual warm currents in the Pacific Ocean.

61. What makes Brazil one of the world's top five contributors to greenhouse gases?

A) The domino effect triggered by the perishing rain forests.

B) Its practice of burning forests for settlement and development.

C) The changed patterns of winds and rains in the Amazon area.

D) Its inability to curb the carbon emissions from industries.

**Part V Cloze (15 minutes)**

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

注意：此部分试题请在答题卡2 上作答。

The continuous presentation of scary stories about global warming in the popular media makes us unnecessarily frightened. Even worse, it \_\_62\_\_ our kids.

AI Gore famously 63 how a sea-level rise of 20 feet would almost completely flood Florida, New York. Holland, and Shanghai, \_\_64\_\_ the United Nations says that such a thing will not even happen, \_\_65\_\_ that sea levels will rise 20 times less than that.

When \_\_66\_\_ with these exaggerations, some of us say that they are for a good cause, and surely \_\_67\_\_ is no harm done if the result is that we focus even more on tackling climate change.

This \_\_68\_\_ is astonishingly wrong. Such exaggerations do plenty of harm. Worrying \_\_69\_\_ about global warming means that we worry less about other things, where we could do so much more good. We focus, \_\_70\_\_ , on global warming's impact on malaria (疟疾) - which will put slightly more people at \_\_71\_\_ in 100 years - instead of tackling the half a billion people \_\_72\_\_ from malaria today with prevention and treatment policies that arc much cheaper and dramatically more effective than carbon reduction would be.

\_\_73\_\_ also wears out the public's willingness to tackle global warming. If the planet is \_\_74\_\_ people wonder, why do anything? A record 54% of American voters now believe the news media make global warming appear worse than it really is. A \_\_75\_\_ of people now believe - incorrectly - that global warming is not even caused by human .

But the \_\_76\_\_ cost of exaggeration, I believe, is the unnecessary alarm that it causes - particularly \_\_77\_\_ children. An article in The Washington Post cited nine-year-old Alyssa, who cries about the possibility of mass animal \_\_78\_\_ from global warming.

The newspaper also reported that parents are \_\_79\_\_ "productive" outlets for their eight-year-olds' obsessions (忧心忡忡) with dying polar bears. They might be better off educating them and letting them know that, contrary \_\_80\_\_ common belief, the global polar bear population has doubled and perhaps even quadrupled (成为四倍) over the past half-century, to about 22000. \_\_81\_\_ diminishing - and eventually disappearing - summer Arctic ice, polar bears will not become extinct.

注意：此部分试题请在答题卡2上作答。

62. A) exhausts B) suppresses C) terrifies D) disgusts

63. A) dismissed B) distracted C) deposited D) depicted

64. A) as if B) even though C) in that D) in case

65. A) measuring B) signifying C) estimating D) extracting

66. A) confronted B) identified C) equipped D) entrusted

67. A) such B) there C) what D) which

68. A) morality B) interaction C) argument D) dialogue

69. A) prevalently B) predictably C) expressively D) excessively

70. A) for example B) in addition C) by contrast D) in short

71. A) will B) large C) ease D) risk

72. A) suffering B) deriving C) developing D) stemming

73. A) Explanation B) Reservation C) Exaggeration D) Revelation

74. A) dumped B) dimmed C) doubled D) doomed

75. A) mixture B) majority C) quantity D) quota

76. A) smallest B) worst C) fewest D) least

77. A) among B) of C) by D) toward

78. A) separation B) sanction C) isolation D) extinction

79. A) turning out B) tiding over C) searching for D) pulling through

80. A) upon B) to C) about D) with

81. A) Despite B) Besides C) Regardless D) Except

**Part VI Translation (5 minutes)**

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

注意：此部分试题请在答题卡2上作答，只需写出译文部分。

82. She fell into deep thought, with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (她的眼睛紧盯着屏幕).

83. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (直到18世纪中叶) did scientists realize that the whole of the brain was involved in the working of the mind.

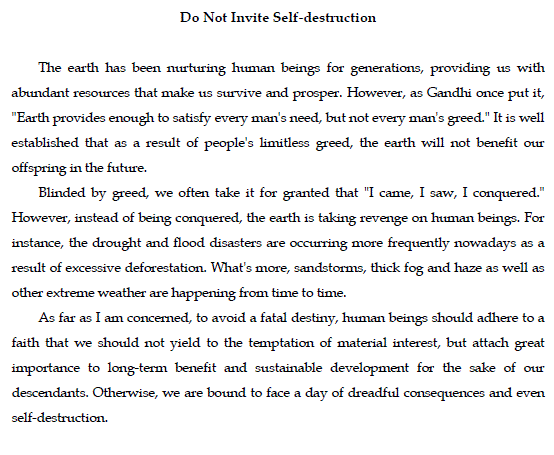
84. It is universally acknowledged that nothing is more precious than time, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (但又没有什么比时间更不受珍惜).

85. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (你要是更小心些就好了)! The accident could have been avoided.

86. A professor at the Academy has proposed that \_\_\_\_\_\_\_\_\_\_\_\_\_ (设立专项基金来推进创新).

**参考答案**

【作文范文：】



快速阅读部分：

1-7 DACBADC 8. teaching or analysis 9. complex reasoning abilities 10. interactions

听力部分：

11-15 DCADC 16-20 AABAC 21-26 BBDBC 26-30 DBADB 31-35 CDABC

36. qualities 37. Charming 38. Unpredictable 39. encounter

40. relaxed 41. participant 42. Initiative 43. personality

44. often fascinates people and needs them to treat the machine as if it were almost human

45. By introducing a degree of forcefulness and humor, the machine could be presented as a vivid and unique character

46. if it simulated the gradual changes that occur when one person is getting to know another

仔细阅读部分：

47. exercise extraordinary power 48. is used in the nation 49. panic in the West

50. foreign oil/importing oil 51. establish a stockpile of oil 52-56 DBABC 57-61 DAACB

完形填空部分：

62-66 CDBCA 67-71 BCDAD 72-76 ACDBB 77-81 ADCBA

翻译部分：

82. her eyes closely staring at the screen

83. Not until the middle of the 18th century

84. but nothing is less cherished than time

85. If only you had been more careful

86. a special fund should be set up to boots innovation