2015年6月大学英语六级考试真题(二）

**Part Ⅰ Writing (30 minutes)**

**Directions:** *For this part, you are allowed 30 minutes to write an essay commenting on Albert Einstein's remark* ***"I have no special talents. I am only passionately curious."*** *You can give an example or two to illustrate your point of view. You should write at least* ***150*** *words but no more than* ***200*** *words.*

注意：此部分试题请在**答题卡1**上作答。

**Part Ⅱ Listening Comprehension (30 minutes)**

**Section A**

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

注意：此部分试题请在**答题卡1**上作答。

1. A) The woman thinks she is cleverer than the man.

B) The man behaves as if he were a thorough fool.

C) The man is unhappy with the woman's remark.

D) The woman seldom speaks highly of herself.

2. A) Three crew members were involved in the incident.

B) None of the hijackers carried any deadly weapons.

C) None of the passengers were injured or killed.

D) The plane had been scheduled to fly to Japan.

3. A) At a travel agency. C) At a checkout counter.

B) At a hotel front desk. D) At a commercial bank.

4. A) Chinatown has got the best restaurants in the city.

B) The critic thought highly of the Chinese restaurant.

C) The restaurant places many ads in popular magazines.

D) The restaurant was not up to the speakers' expectations.

5. A) Prof. Laurence is going into an active retirement.

B) Prof. Laurence has stopped conducting seminars.

C) The professor's graduate seminar is well received.

D) The professor will lead a quiet life after retirement.

6. A) Assigning Leon to a new position. C) Arranging for Rodney's visit tomorrow.

B) Finding a replacement for Leon. D) Finding a solution to Rodney's problem.

7. A) Photography is one of Helen's many hobbies.

B) Helen asked the man to book a ticket for her.

C) The photography exhibition will close tomorrow.

D) Helen has been looking forward to the exhibition.

8. A) The speakers share the same opinion.

B) Steve knows how to motivate employees.

C) The man has a better understanding of Steve.

D) The woman is out of touch with the real world.

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

9. A) It is well paid. C) It is demanding.

B) It is stimulating. D) It is fairly secure.

10. A) A quick promotion. C) Moving expenses.

B) Free accommodation. D) A lighter workload.

11. A) He has difficulty communicating with local people.

B) He has to spend a lot more traveling back and forth.

C) He has trouble adapting to the local weather.

D) He has to sign a long-term contract.

12. A) The woman will help the man make a choice.

B) The man is going to attend a job interview.

C) The man is in the process of job hunting.

D) The woman sympathizes with the man.

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

13. A) To inquire about the interest rates at the woman's bank.

B) To inquire about the current financial market situation.

C) To see if he can find a job in the woman's company.

D) To see if he can get a loan from the woman's bank.

14. A) Long-term investment. C) Any high-interest deposit.

B) A three-month deposit. D) Any high-yield investment.

15. A) She treated him to a meal. C) She offered him dining coupons.

B) She gave him loans at low rates. D) She raised interest rates for him.

**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) Strict professional training. C) A refined taste for artistic works.

B) Years of practical experience. D) The ability to predict fashion trends.

17. A) Purchasing handicrafts from all over the world.

B) Conducting trade in art works with dealers overseas.

C) Strengthening cooperation with foreign governments.

D) Promoting all kinds of American hand-made specialties.

18. A) She has access to fashionable things. C) She is doing what she enjoys doing.

B) 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) It is a Portuguese company selling coffee in New York.

B) Its most important task is to conduct coffee studies.

C) It represents several countries that export coffee.

D) Its role is to regulate international coffee prices.

20. A) The freezing weather in Brazil. C) The increased coffee consumption.

B) The impact of global warming. D) The fluctuation of coffee prices.

21. A) He is doing a bachelor's degree. C) He is a heavy coffee drinker.

B) He is young, handsome and single. D) He is tall, rich and intelligent.

22. A) A visit to several coffee-growing plantations.

B) Coffee prices and his advertising campaign.

C) A vacation on some beautiful tropical beach.

D) A quick promotion and a handsome income.

**Passage Three**

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

23. A) They were held up in a traffic jam. C) They were late for the first morning bus.

B) They boarded a wrong coach in a hurry. D) They were delayed by the train for hours.

24. A) It was canceled because of an unexpected strike.

B) It was the most exciting trip they ever had.

C) It was spoiled by poor accommodations.

D) It was postponed due to terrible weather.

25. A) Go overseas. C) Take romantic cruises.

B) Stay at home. D) Take escorted trips.

**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。

Why would an animal kill itself? It seems a strange question, and yet it is one that has 26 some people for a long time. The *lemming* (旅鼠) is one such animal. Lemmings periodically commit mass 27 , and no one knows just why!

The small 28 , which inhabit the Scandinavian mountains, sustain themselves on a diet of roots and live in nests they make underground. When their food supply is 29 large, the lemmings live a normal, undisturbed life.

However, when the lemmings' food supply becomes too low to support the population, a singular 30 commences. The lemmings leave their nests all together at the same time, forming huge crowds. Great numbers of the lemmings begin a long and hard journey across the Scandinavian plains, a journey that may last weeks. The lemmings eat everything in their path, continuing their 31 march until they reach the sea.

The reason for what follows remains a mystery for zoologists and naturalists. Upon reaching the coast, the lemmings do not stop but swim by the thousands into the surf. Most 32 only a short time before they tire, sink, and drown.

A common theory for this unusual phenomenon is that the lemmings do not realize that the ocean is such 33 water. In their cross-country journey, the animals must traverse many smaller bodies of water, such as rivers and small lakes. They may 34 that the sea is just another such swimmable 35 . But no final answer has been found to the mystery.

**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.**

"That which does not kill us makes us stronger." But parents can't handle it when teenagers put this 36 into practice. Now technology has become the new field for the age-old battle between adults and their freedom-seeking kids.

Locked indoors, unable to get on their bicycles and hang out with their friends, teens have turned to social media and their mobile phones to socialize with their peers. What they do online often 37 what they might otherwise do if their mobility weren't so heavily 38 in the age of helicopter parenting. Social media and smart-phone apps have become so popular in recent years because teens need a place to call their own. They want the freedom to 39 their identity and the world around them. Instead of 40 out, they jump online.

As teens have moved online, parents have projected their fears onto the Internet, imagining all the 41 dangers that youth might face—from 42 strangers to cruel peers to pictures or words that could haunt them on Google for the rest of their lives.

Rather than helping teens develop strategies for negotiating public life and the risks of 43 with others, fearful parents have focused on tracking, monitoring and blocking. These tactics (策略) don't help teens develop the skills they need to manage complex social situations, 44 risks and get help when they're in trouble. “Protecting” kids may feel like the right thing to do, but it 45 the learning that teens need to do as they come of age in a technology-soaked world.

注意：此部分试题请在**答题卡2**上作答。

A) assess F) interacting K) potential

B) constrained G) interpretation L) sneaking

C) contains H) magnified M) sticking

D) explore I) mirrors N) undermines

E) influence J) philosophy O) violent

**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.***

**Why the Mona Lisa Stands Out**

A) Have you ever fallen for a novel and been amazed not to find it on lists of great books? Or walked around a sculpture renowned as a classic, struggling to see what the fuss is about? If so, you've probably pondered the question a psychologist, James Cutting, asked himself: How does a work of art come to be considered great?

B) The intuitive answer is that some works of art are just great: of intrinsically superior quality. The paintings that win prime spots in galleries, get taught in classes and reproduced in books are the ones that have proved their artistic value over time. If you can't see they're superior, that's your problem. It's an intimidatingly neat explanation. But some social scientists have been asking awkward questions of it, raising the possibility that artistic *canons* (名作目录) are little more than fossilised historical accidents.

C) Cutting, a professor at Cornell University, wondered if a psychological mechanism known as the "mere-exposure effect" played a role in deciding which paintings rise to the top of the cultural league. Cutting designed an experiment to test his *hunch* (直觉). Over a lecture course he regularly showed undergraduates works of impressionism for two seconds at a time. Some of the paintings were canonical, included in art-history books. Others were lesser known but of comparable quality. These were exposed four times as often. Afterwards, the students preferred them to the canonical works, while a control group of students liked the canonical ones best. Cutting's students had grown to like those paintings more simply because they had seen them more.

D) Cutting believes his experiment offers a clue as to how canons are formed. He points out that the most reproduced works of impressionism today tend to have been bought by five or six wealthy and influential collectors in the late 19th century. The preferences of these men *bestowed* (给予) prestige on certain works, which made the works more likely to be hung in galleries and printed in collections. The fame passed down the years, gaining momentum from mere exposure as it did so. The more people were exposed to, the more they liked it, and the more they liked it, the more it appeared in books, on posters and in big exhibitions. Meanwhile, academics and critics created sophisticated justifications for its *preeminence* (卓越). After all, it's not just the masses who tend to rate what they see more often more highly. As contemporary artists like Warhol and Damien Hirst have grasped, critics' praise is deeply *entwined* (交织) with publicity. "Scholars", Cutting argues, "are no different from the public in the effects of mere exposure."

E) The process described by Cutting evokes a principle that the sociologist Duncan Watts calls "cumulative advantage": once a thing becomes popular, it will tend to become more popular still. A few years ago, Watts, who is employed by Microsoft to study the dynamics of social networks, had a similar experience to Cutting's in another Paris museum. After queuing to see the "Mona Lisa" in its climate- controlled bulletproof box at the Louvre, he came away puzzled: why was it considered so superior to the three other Leonardos in the previous chamber, to which nobody seemed to be paying the slightest attention?

F) When Watts looked into the history of "the greatest painting of all time", he discovered that, for most of its life, the "Mona Lisa" remained in relative obscurity. In the 1850s, Leonardo da Vinci was considered no match for giants of Renaissance art like Titian and Raphael, whose works were worth almost ten times as much as the "Mona Lisa". It was only in the 20th century that Leonardo's portrait of his patron's wife rocketed to the number-one spot. What propelled it there wasn't a scholarly re- evaluation, but a theft.

G) In 1911 a maintenance worker at the Louvre walked out of the museum with the "Mona Lisa" hidden under his *smock* (工作服). Parisians were shocked at the theft of a painting to which, until then, they had paid little attention. When the museum reopened, people queued to see the gap where the "Mona Lisa" had once hung in a way they had never done for the painting itself. From then on, the "Mona Lisa" came to represent Western culture itself.

H) Although many have tried, it does seem improbable that the painting's unique status can be attributed entirely to the quality of its brushstrokes. It has been said that the subject's eyes follow the viewer around the room. But as the painting's biographer, Donald Sassoon, dryly notes, "In reality the effect can be obtained from any portrait." Duncan Watts proposes that the "Mona Lisa" is merely an extreme example of a general rule. Paintings, poems and pop songs are *buoyed* (使浮起) or sunk by random events or preferences that turn into waves of influence, passing down the generations.

I) "Saying that cultural objects have value," Brian Eno once wrote, "is like saying that telephones have conversations." Nearly all the cultural objects we consume arrive wrapped in inherited opinion; our preferences are always, to some extent, someone else's. Visitors to the "Mona Lisa" know they are about to visit the greatest work of art ever and come away appropriately impressed—or let down. An audience at a performance of "Hamlet" know it is regarded as a work of genius, so that is what they mostly see. Watts even calls the preeminence of Shakespeare a "historical accident".

J) Although the rigid high-low distinction fell apart in the 1960s, we still use culture as a badge of identity. Today's fashion for *eclecticism* (折中主义)—"I love Bach, Abba and Jay Z"—is, Shamus Khan, a Columbia University psychologist, argues, a new way for the middle class to distinguish themselves from what they perceive to be the narrow tastes of those beneath them in the social hierarchy.

K) The intrinsic quality of a work of art is starting to seem like its least important attribute. But perhaps it's more significant than our social scientists allow. First of all, a work needs a certain quality to be eligible to be swept to the top of the pile. The "Mona Lisa" may not be a worthy world champion, but it was in the Louvre in the first place, and not by accident. Secondly, some stuff is simply better than other stuff. Read "Hamlet" after reading even the greatest of Shakespeare's contemporaries, and the difference may strike you as unarguable.

L) A study in the *British Journal of Aesthetics* suggests that the exposure effect doesn't work the same way on everything, and points to a different conclusion about how canons are formed. The social scientists are right to say that we should be a little sceptical of greatness, and that we should always look in the next room. Great art and *mediocrity* (平庸) can get confused, even by experts. But that's why we need to see, and read, as much as we can. The more we're exposed to the good and the bad, the better we are at telling the difference. The eclecticists have it.

注意：此部分试题请在**答题卡2**上作答。

46. According to Duncan Watts, the superiority of the "Mona Lisa" to Leonardo's other works resulted from the cumulative advantage.

47. Some social scientists have raised doubts about the intrinsic value of certain works of art.

48. It is often random events or preferences that determine the fate of a piece of art.

49. In his experiment, Cutting found that his subjects liked lesser known works better than canonical works because of more exposure.

50. The author thinks the greatness of an art work still lies in its intrinsic value.

51. It is true of critics as well as ordinary people that the popularity of artistic works is closely associated with publicity.

52. We need to expose ourselves to more art and literature in order to tell the superior from the inferior.

53. A study of the history of the greatest paintings suggests even a great work of art could experience years of neglect.

54. Culture is still used as a mark to distinguish one social class from another.

55. Opinions about and preferences for cultural objects are often inheritable.

**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.**

I'll admit I've never quite understood the *obsession* (难以破除的成见) surrounding genetically modified (GM) crops. To environmentalist opponents, GM foods are simply evil, an understudied, possibly harmful tool used by big agricultural businesses to control global seed markets and crush local farmers. They argue that GM foods have never delivered on their supposed promise, that money spent on GM crops would be better channeled to organic farming and that consumers should be protected with warning labels on any products that contain genetically modified ingredients. To supporters, GM crops are a key part of the effort to sustainably provide food to meet a growing global population. But more than that, supporters see the GM opposition of many environmentalists as fundamentally anti-science, no different than those who question the basics of man-made climate change.

For both sides, GM foods seem to act as a symbol: you're pro-agricultural business or anti-science. But science is exactly what we need more of when it comes to GM foods, which is why I was happy to see *Nature* devote a special series of articles to the GM food controversy. The conclusion: while GM crops haven't yet realized their initial promise and have been dominated by agricultural businesses, there is reason to continue to use and develop them to help meet the enormous challenge of sustainably feeding a growing planet.

That doesn't mean GM crops are perfect, or a one-size-fits-all solution to global agriculture problems. But anything that can increase farming efficiency—the amount of crops we can produce per acre of land— will be extremely useful. GM crops can and almost certainly will be part of that suite of tools, but so will traditional plant breeding, improved soil and crop management—and perhaps most important of all, better storage and transport *infrastructure* (基础设施), especially in the developing world. (It doesn't do much good for farmers in places like sub-Saharan Africa to produce more food if they can't get it to hungry consumers.) I'd like to see more non-industry research done on GM crops—not just because we'd worry less about bias, but also because seed companies like Monsanto and Pioneer shouldn't be the only entities working to harness genetic modification. I'd like to see GM research on less commercial crops, like corn. I don't think it's vital to label GM ingredients in food, but I also wouldn't be against it—and industry would be smart to go along with labeling, just as a way of removing fears about the technology.

Most of all, though, I wish a tenth of the energy that's spent endlessly debating GM crops was focused on those more pressing challenges for global agriculture. There are much bigger battles to fight.

注意：此部分试题请在**答题卡2**上作答。

56. How do environmentalist opponents view GM foods according to the passage?

A) They will eventually ruin agriculture and the environment.

B) They are used by big businesses to monopolize agriculture.

C) They have proved potentially harmful to consumers' health.

D) They pose a tremendous threat to current farming practice.

57. What does the author say is vital to solving the controversy between the two sides of the debate?

A) Breaking the GM food monopoly. C) Regulating GM food production.

B) More friendly exchange of ideas. D) More scientific research on GM crops.

58. What is the main point of the Nature articles?

A) Feeding the growing population makes it imperative to develop GM crops.

B) Popularizing GM technology will help it to live up to its initial promises.

C) Measures should be taken to ensure the safety of GM foods.

D) Both supporters and opponents should make compromises.

59. What is the author's view on the solution to agricultural problems?

A) It has to depend more and more on GM technology.

B) It is vital to the sustainable development of human society.

C) GM crops should be allowed until better alternatives are found.

D) Whatever is useful to boost farming efficiency should be encouraged.

60. What does the author think of the ongoing debate around GM crops?

A) It arises out of ignorance of and prejudice against new science.

B) It distracts the public attention from other key issues of the world.

C) Efforts spent on it should be turned to more urgent issues of agriculture.

D) Neither side is likely to give in until more convincing evidence is found.

**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.

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 an argument against early decision, as students from lower-income families are far less likely to have the admissions know-how 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.

注意：此部分试题请在**答题卡2**上作答。

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 decision?

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 decisions.

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 schools.

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，预计约有3.5亿农村人口将移居到城市。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月大学英语六级考试真题（第2套）参考答案

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| --- | --- | --- | --- | --- | --- |
| **序号** | **1** | **2** | **3** | **4** | **5** |
| **答案** | **C** | **C** | **D** | **D** | **A** |
| **序号** | **6** | **7** | **8** | **9** | **10** |
| **答案** | B | D | A | B | A |
| **序号** | **11** | **12** | **13** | **14** | **15** |
| **答案** | D | C | A | B | C |
| **序号** | **16** | **17** | **18** | **19** | **20** |
| **答案** | D | A | C | C | A |
| **序号** | **21** | **22** | **23** | **24** | **25** |
| **答案** | B | B | D | A | B |
| **序号** | **26** | **27** | **28** | **29** | **30** |
| **答案** | puzzled | suicide | creatures | sufficiently | migration |
| **序号** | **31** | **32** | **33** | **34** | **35** |
| **答案** | destructive | float on water | a huge body of | assume | obstacle |
| **序号** | **36** | **37** | **38** | **39** | **40** |
| **答案** | J | C | B | D | L |
| **序号** | **41** | **42** | **43** | **44** | **45** |
| **答案** | K | O | F | A | N |
| **序号** | **46** | **47** | **48** | **49** | **50** |
| **答案** | C | A | E | I | B |
| **序号** | **51** | **52** | **53** | **54** | **55** |
| **答案** | P | M | F | N | K |
| **序号** | **56** | **57** | **58** | **59** | **60** |
| **答案** | B | D | A | D | C |
| **序号** | **61** | **62** | **63** | **64** | **65** |
| **答案** | B | A | C | D | B |