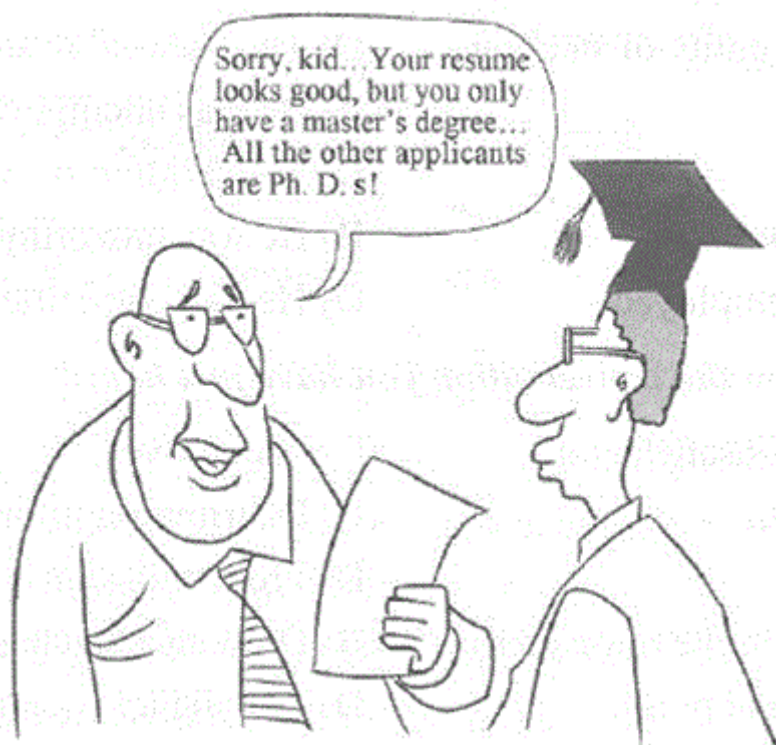


## 2014年12月大学英语六级考试真题(三)

**Directions:** For this part, you are allowed 30 minutes to write an essay based on the picture below. You should start your essay with a brief description of the picture and then discuss what qualities an employer should look for in job applicants. You should give sound arguments to support your views and 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。

说明：2014年12月大学英语六级真题全国共考了两套听力。本套（即第三套）的听力材料与第一套完全一样，只是选项的顺序不同而已，故本套不再重复给出。

### 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。

If you're like most people, you've indulged in fake listening many times. You go to history class, sit in the third row, and look squarely at the instructor as she speaks. But your mind is far away, 26 in the clouds of pleasant daydreams. Occasionally you come back to earth: The instructor writes an important term on the chalkboard, and you 27 copy it in your notebook. Every once in a while the instructor makes a 28 remark, causing others in the class to laugh. You smile politely, pretending that you've heard the remark and found it mildly humorous. You have a vague sense of 29 that you aren't paying close attention, but you tell yourself that any material you miss can 30 from a friend's notes. Besides, the instructor's talking about road 31 in ancient Rome, and nothing could be more boring. So back you go into your private little world. Only later do you realize you've missed important information for a test.

Fake listening may be easily exposed, since many speakers 32 facial cues and can tell if you're merely

pretending to listen. Your blank expression and the faraway look in your eyes are the cues that 33 your inattentiveness.

Even if you're not exposed, there's another reason to avoid fakery: It's easy for this 34 to become a habit. For some people, the habit is so deeply rooted that they automatically start day dreaming when a speaker begins talking on something 35 or uninteresting. As a result, they miss lots of valuable information.

### 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 center. You may not use any of the words in the bank more than once.

**Questions 36 to 45 are based on the following passage.**

It was 10 years ago, on a warm July night, that a newborn lamb took her first breath in a small shed in Scotland. From the outside, she looked no different from thousands of other sheep born on 36 farms. But Dolly, as the world soon came to realize, was no 37 lamb. She was cloned from a single cell of an adult female sheep, 38 long-held scientific dogma that had declared such a thing biologically impossible.

A decade later, scientists are starting to come to grips with just how different Dolly was. Dozens of animals have been cloned since that first lamb—mice, cats, cows and, most recently, a dog—and it's becoming 39 clear that they are all, in one way or another, defective.

It's 40 to think of clones as perfect carbon copies of the original. It turns out, though, that there are various degrees of genetic 41. That may come as a shock to people who have paid thousands of dollars to clone a pet cat only to discover that the baby cat looks and behaves 42 like their beloved pet—with a different-color coat of fur, perhaps, or a 43 different attitude toward its human hosts.

And these are just the obvious differences. Not only are clones 44 from the original template(模板) by time, but they are also the product of an unnatural molecular mechanism that turns out not to be very good at making 45 copies. In fact, the process can embed small flaws in the genes of clones that scientists are only now discovering

注意：此部分试题请在答题卡 2 上作答。

A. abstract	F. identical	K. overturning
B. completely.	G. increasingly	L. separated
C. deserted	H. miniature	M. surrounding
D. duplication	I. Nothing	N. systematically.
E. everything	J. ordinary	O. tempting

#### 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.

##### Should Single-Sex Education Be Eliminated?

A) Why is a neuroscientist here debating single-sex schooling? Honestly, I had no fixed ideas on the topic when I started researching it for my book, *Pink Brain, Blue Brain*. But any discussion of gender differences in children inevitably leads to this debate, so I felt compelled to dive into the research data on single-sex schooling. I read every study I could, weighed the existing evidence, and ultimately concluded that single-sex education is not the answer to gender gaps in achievement—or the best way forward for today's young people. After my book was published, I met several developmental and cognitive psychologists whose work was addressing gender and education from different angles, and we published a peer-reviewed Education Forum piece in *Science* magazine with the provocative title, "The Pseudoscience of Single-Sex Education."

B) We showed that three lines of research used to justify single-sex schooling—educational, neuroscience, and social psychology—all fail to support its alleged benefits, and so the widely-held view that gender separation is somehow better for boys, girls, or both is nothing more than a myth.

### **The Research on Academic Outcomes.**

C) First, we reviewed the extensive educational research that has compared academic outcomes in students attending single-sex versus coeducational schools. The overwhelming conclusion when you put this enormous literature together is that there is no clear academic advantage of sitting in all-female or all-male classes, in spite of much popular belief to the contrary. I base this conclusion not on any individual study, but on large-scale and systematic reviews of thousands of studies conducted in every major English-speaking country.

D) Of course, there're many excellent single-sex schools out there, but as these careful research reviews have demonstrated, it's not their single-sex composition that makes them excellent. It's all the other advantages that are typically packed into such schools, such as financial resources, quality of the faculty, and pro-academic culture, along with the family background and pre-selected ability of the students themselves that determine their outcomes.

E) A case in point is the study by Linda Sax at UCLA, who used data from a large national survey of college freshmen to evaluate the effect of single-sex versus coeducational high schools. Commissioned by the National Coalition of Girls' Schools, the raw findings look pretty good for the funders--higher SAT scores and a stronger academic orientation among women who had attended all girls' high schools (men weren't studied). However, once the researchers controlled for both student and school attributes--measures such as family income, parents' education, and school resources--most of these effects were erased or diminished.

F) When it comes to boys in particular, the data show that single-sex education is distinctly unhelpful for them. Among the minority of studies that have reported advantages of single-sex schooling, virtually all of them were studies of girls. There're no rigorous studies in the United States that find single-sex schooling is better for boys, and in fact, a separate line of research by economists has shown both boys and girls exhibit greater cognitive growth over the school year based on the "dose" of girls in a classroom. In fact, boys benefit even more than girls from having larger numbers of female classmates. So single-sex schooling is really not the answer to the current "boy crisis" in education.

### **Brain and Cognitive Development**

G) The second line of research often used to justify single-sex education falls squarely within my area of expertise: brain and cognitive development. It's been more than a decade now since the "brain sex movement" began infiltrating ( 滲入 ) our schools, and there are literally hundreds of schools caught up in the fad ( 新潮 ). Public schools in Wisconsin, Indiana, Florida and many other states now proudly declare on their websites that they separate boys and girls because "research solidly indicates that boys and girls learn differently," due to "hard-wired" differences in their brains, eyes, ears, autonomic nervous systems, and more.

H) All of these statements can be traced to just a few would-be neuroscientists, especially physician Leonard Sax and therapist Michael Gurian. Each gives lectures, runs conferences, and does a lot of professional development on so-called "gender-specific learning." [ analyzed their various claims about sex difference in hearing, vision, language, math, stress responses, and "learning styles" in my book and a long peer-reviewed paper. Other neuroscientists and psychologists have similarly exposed their work. In short, the mechanisms by which our brains learn language, math, physics, and every other subject don't differ between boys and girls. Of course, learning does vary a lot between individual students, but research reliably shows that this variance is far greater within populations of boys or girls than between the two sexes.

I) The equal protection clause of the US Constitution prohibits separation of students by sex in public education that's based on precisely this kind of "over broad generalizations about the different talents, capacities, or preferences of males and females." And the reason it is prohibited is because it leads far too easily to stereotyping and sex discrimination.

### **Social Developmental Psychology**

J) That brings me to the third area of research which fails to support single-sex schooling and indeed suggests the practice is actually harmful: social developmental psychology.

K) It's a well-proven finding in social psychology that segregation promotes stereotyping and prejudice, whereas inter group contact reduces them--and the results are the same whether you divide groups by race, age, gender, body mass index, sexual orientation, or any other category. What's more, children are especially vulnerable to this kind of bias, because they are dependent on adults for learning which social categories are important and why we divide people

into different groups.

L) You don't have to look far to find evidence of stereotyping and sex discrimination in single-sex schools. There was the failed single-sex experiment in California, where six school districts used generous state grants to set up separate boys' and girls' academics in the late 1990s. Once boys and girls were segregated, teachers resorted to traditional gender stereotypes to run their classes, and within just three years, five of the six districts had gone back to coeducation.

M) At the same time, researchers are increasingly discovering benefits of gender interaction in youth. A large British study found that children with other-sex older siblings (兄弟姐妹) exhibit less stereotypical play than children with same-sex older siblings, such as girls who like sports and building toys and boys who like art and dramatic play. Another study of high school social networks found less bullying and aggression the higher the density of mixed-sex friendships within a given adolescent network. Then there is the finding we cited in our Science paper of higher divorce and depression rates among a large group of British men who attended single-sex schools as teenagers, which might be explained by the lack of opportunity to learn about relationships during their formative years.

N) Whether in nursery school, high school, or the business world, gender segregation narrows our perceptions of each other, facilitating stereotyping and sexist attitudes. It's very simple: the more we structure children and adolescents' environment around gender distinctions and separation, the more they will use these categories as the primary basis for understanding themselves and others.

O) Gender is an important issue in education. There are gaps in reading, writing, and science achievement that should be narrower. There are gaps in career choice that should be narrower--if we really want to maximize human potential and American economic growth. But stereotyping boys and girls them in the name of fictitious (虚拟的) brain differences is never going to close these gaps.

注意：此部分试题请在答题卡2上作答。

46. Hundreds of schools separate boys from girls in class on the alleged brain and cognitive differences.

47. A review of extensive educational research shows no obvious academic advantage of single-sex schooling.

48. The author did not have any fixed ideas on single-sex education when she began her research on the subject.

49. Research found men who attended single-sex schools in their teens were more likely to suffer from depression.

50. Studies in social psychology have shown segregation in school education has a negative impact on children.

51. Reviews of research indicate there are more differences in brain and cognitive development within the same sex than between different sexes.

52. The findings of the national survey of college freshmen about the impact of single-sex schooling fail to take into account student and school attributes.

53. It wasn't long before most of the school districts that experimented with single-sex education abandoned the practice.

54. Boys from coeducational classes demonstrate greater cognitive abilities according to the economists' research.

55. As careful research reviews show, academic excellence in some single-sex schools is attributed to other factors than single-sex education.

### 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 center*

#### .Passage One

**Questions 56 to 60 are based on the following passage.**

International governments' inaction concerning sustainable development is clearly worrying but the proactive (主动出击的) approaches of some leading-edge companies are encouraging. Toyota, Wal-Mart, DuPont, M&S and General Electric have made tackling environmental wastes a key economic driver.

DuPont committed itself to a 65% reduction in greenhouse gas emissions in the 10 years prior to 2010. By 2007, DuPont was saving \$2.2 billion a year through energy efficiency, the same as its total declared profits that year. General Electric aims to reduce the energy intensity of its operations by 50% by 2015. They have invested heavily in projects designed to change the way of using and conserving energy.

Companies like Toyota and Wal-Mart are not committing to environmental goals out of the goodness of their hearts. The reason for their actions is a simple yet powerful realisation that the environmental and economic footprints fit well together. When M&S launched its "Plan A" sustainability program in 2007, it was believed that it would cost over ~200 million in the first five years. However, the initiative had generated ~105 million by 2011/12.

When we prevent physical waste, increase energy efficiency or improve resource productivity, we save money, improve profitability and enhance competitiveness. In fact, there are often huge "quick win" opportunities, thanks to years of neglect.

However, there is a considerable gap between leading-edge companies and the rest of the pack. There are far too many companies still delaying creating a lean and green business system, arguing that it will cost money or require sizable capital investments. They remain stuck in the "environment is cost" mentality. Being environmentally friendly does not have to cost money. In fact, going beyond compliance saves cost at the same time that it generates cash, provided that management adopts the new lean and green model.

Lean means doing more with less. Nonetheless, in most companies, economic and environmental continuous improvement is viewed as being in conflict with each other. This is one of the biggest opportunities missed across most industries. The size of the opportunity is enormous, The 3% Report recently published by World Wildlife Fund and CDP shows that the economic prize for curbing carbon emissions in the US economy is \$780 billion between now and 2020. It suggests that one of the biggest levers for delivering this opportunity is "increased efficiency through management and behavioural change"--in other words, lean and green management.

Some 50 studies show that companies that commit to such a spirational goals as zero waste, zero harmful emissions, and zero use of non-renewable resources are financially outperforming their competitors. Conversely, it was found that climate disruption is already costing \$1.2 trillion annually, cutting global GDP by 1.6%. Unaddressed, this will double by 2030.

注意：此部分试题请在答题卡 2 上作答。

56. What does the author say about some leading-edge companies?

- A. They operate in accordance with government policies.
- B. They take initiatives in handling environmental wastes.
- C. They are key drivers in their nations' economic growth.
- D. They are major contributors to environmental problems.

57. What motivates Toyota and Wal-Mart to make commitments to environmental protection?

- A. The goodness of their hearts.
- B. A strong sense of responsibility.
- C. The desire to generate profits.
- D. Pressure from environmentalists.

58. Why are so many companies reluctant to create an environment-friendly business system?

- A. They are bent on making quick money.
- B. They do not have the capital for the investment.
- C. They believe building such a system is too costly.
- D. They lack the incentive to change business practices.

59. What is said about the lean and green model of business? A. It helps businesses to save and gain at the same time.

- B. It is affordable only for a few leading-edge companies.
- C. It is likely to start a new round of intense competition.
- D. It will take a long time for all companies to embrace it.

60. What is the finding of the studies about companies committed to environmental goals?

- A. They have greatly enhanced their sense of social responsibility.
- B. They do much better than their counterparts in terms of revenues.
- C. They have abandoned all the outdated equipment and technology.
- D. They make greater contributions to human progress than their rivals.

## Passage Two

Questions 61 to 65 are based on the following passage.

If you asked me to describe the rising philosophy of the day, I'd say it is data-ism. We now have the ability to gather huge amounts of data. This ability seems to carry with it certain cultural assumptions--that everything that can be measured should be measured; that data is a transparent and reliable lens that allows us to filter out emotionalism and ideology; that data will help us do remarkable things--like foretell the future.

Over the next years, I'm hoping to get a better grip on some of the questions raised by the data revolution: In what situations should we rely on intuitive pattern recognition and in which situations should we ignore intuition and follow the data? What kinds of events are predictable using statistical analysis and what sorts of events are not?

I confess I enter this in a skeptical frame of mind, believing that we tend to get carried away in our desire to reduce everything to the quantifiable. But at the outset let me celebrate two things data does really well.

First, it's really good at exposing when our intuitive view of reality is wrong. For example, nearly every person who runs for political office has an intuitive sense that they can powerfully influence their odds of winning the election if they can just raise and spend more money. But this is largely wrong.

After the 2006 election, Sean Trende constructed a graph comparing the incumbent (在任者的) campaign spending advantages with their eventual margins of victory. There was barely any relationship between more spending and a bigger victory.

Likewise, many teachers have an intuitive sense that different students have different learning styles: some are verbal and some are visual; some are linear, some are holistic (整体的). Teachers imagine they will improve outcomes if they tailor their presentations to each student. But there's no evidence to support this either.

Second, data can illuminate patterns of behavior we haven't yet noticed. For example, I've always assumed people who frequently use words like "I," "me," and "mine" are probably more self-centered than people who don't. But as James Pennebaker of the University of Texas notes in his book, *The Secret Life of Pronouns*, when people are feeling confident, they are focused on the task at hand, not on themselves. High-status, confident people use fewer "I" words, not more.

Our brains often don't notice subtle verbal patterns, but Pennebaker's computers can. Younger writers use more negative and past-tense words than older writers who use more positive and future tense words.

In sum, the data revolution is giving us wonderful ways to understand the present and the past. Will it transform our ability to predict and make decisions about the future? We'll see.

注意：此部分试题请在答题卡2上作答。

61. What do data-ists assume they can do?

- A. Transform people's cultural identity.
- B. Change the way future events unfold.
- C. Get a firm grip on the most important issues.
- D. Eliminate emotional and ideological bias.

62. What do people running for political office think they can do?

- A. Use data analysis to predict the election result.
- B. Win the election if they can raise enough funds.
- C. Manipulate public opinion with favorable data.
- D. Increase the chances of winning by foul means.

63. Why do many teachers favor the idea of tailoring their presentations to different students?

- A. They think students prefer flexible teaching methods.
- B. They will be able to try different approaches.
- C. They believe students' learning styles vary.
- D. They can accommodate students with special needs.

64. What does James Pennebaker reveal in *The Secret Life of Pronouns*?

- A. The importance of using pronouns properly.
- B. Repeated use of first-person pronouns by self-centered people.
- C. Frequent use of pronouns and future tense by young people.
- D. A pattern in confident people's use of pronouns.

65. Why is the author skeptical of the data revolution?

- A. Data may not be easily accessible.
- B. Errors may occur with large data samples.
- C. Data cannot always do what we imagine it can.
- D. Some data may turn out to be outdated.

**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.

中国将努力确保到 2015 年就业者接受过平均 13.3 年的教育。如果这一目标得以实现，今后大部分进入劳动力市场的人都须获得大学文凭。

在未来几年，中国将着力增加职业学院的招生人数；除了关注高等教育之外，还将寻找新的突破以确保教育制度更加公平。中国正在努力最佳地利用教育资源，这样农村和欠发达地区将获得更多的支持。教育部还决定改善欠发达地区学生的营养，并为外来务工人员的子女提供在城市接受教育的同等机会。

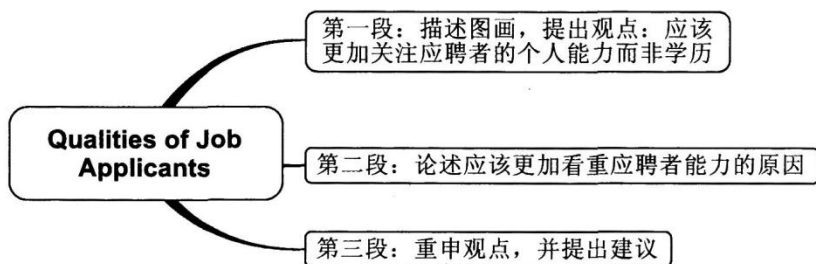
注意：此部分试题请在答题卡 2 上作答。

作文范文:

Part I

Writing

写作导航:



范文点评:

参考范文	名师点评
<p style="text-align: center;"><b>Qualities of Job Applicants</b></p> <p>In the picture, an employer expresses his pity for a young interviewee with a master's degree. <b>【1】 Although the young man has an impressive resume, he fails the interview because his competitors are Ph. D. s.</b> The picture shows that nowadays interviewers pay more attention to the educational background. <b>【2】 However, I think that the abilities of job applicants should be put a higher value on.</b></p> <p>There are three main reasons for my argument. <b>【3】 First and foremost,</b> the educational background is only a measure of one's learning ability, and the cart should not be put before the horse. <b>【4】 Besides,</b> pursuing a superior educational background exclusively, many companies are likely to miss some talented people who may drop out of school because of various difficulties, such as the real innovator Steve Jobs and Bill Gates, one of the richest men in the world. <b>【5】 Finally,</b> most companies do not specialize in cutting-edge science, and interviewees with a doctor's degree may be a total waste.</p> <p><b>【6】 In conclusion,</b> I believe job applicants should not be evaluated only by their diplomas. Instead, their talents and abilities are supposed to be considered more by the recruiters. Furthermore, companies should consider their real needs rather than require higher and higher diplomas.</p>	<p><b>【1】</b> 开门见山,描述图画:虽然该应聘者从简历上看很优秀,但因为学历低而输给了竞争者。</p> <p><b>【2】</b> 表明自己的观点:招聘时应更看重求职者的能力。</p> <p><b>【3】【4】【5】</b> 分三点论述应该更加看重应聘者能力的原因,层次分明。</p> <p><b>【6】</b> 总结全文观点,并提出建议。</p>

**On Diploma Discrimination in Job Interview**

As is vividly shown in the cartoon, an applicant with a master's degree was rejected in a job interview by an interviewer because all the other applicants are Ph.D.s. The applicant seems quite helpless and embarrassed. Simple as the cartoon may seem, it conveys a thought-provoking message that people are exaggerating the significance of educational degrees excessively, which inevitably exerts a negative influence in society. What factors might contribute to diploma discrimination? Answers to this question may involve many aspects, and here are a few guesses: on the one hand, quite a few employers hold that the higher degree people have, the more competent they will be. Of course this is not necessarily a logical viewpoint, because certificates cannot prove one's capability. On the other hand, due to increase of enrollment, too many students graduate from universities and colleges year after year, and the number is still growing; however, society fails to provide adequate posts, which results in the companies' too picky attitude on diploma since they don't worry about lacking candidates. In my opinion, the public should realize that real ability speaks much louder than a piece of paper. Only in this way can China's economy keep booming.

Section C



26. floating

【精析】句意推断题。分析句子结构可知，此处应该填入动词的现在分词形式作伴随状语。结合录音填入 floatin9，意为“飘浮”。

27. dutifully

【精析】修饰关系题。分析句子结构可知，此处应该填入一个副词修饰其后的谓语动词 copy。结合录音可知答案为 dutifully，意为“尽职尽责地”。

28. witty

【精析】修饰关系题。分析句子结构可知，此处应该填入一个形容词或名词修饰其后的名词 remark。结合录音填入 witty，意为“说话风趣的，妙趣横生的”。

29. guilt

【精析】语义推断题。由空格前的 of 可知，此处应该填入一个名词(词组)或动名词(词组)作 of 的宾语。结合录音可知答案为 guilt，意为“内疚，自责”。

30. be picked up

【精析】句意推断题。由空格前的 can 可知，此处应该填入一个动词原形或以动词原形开头的词组，与 can 一起作从句的谓语。结合录音可知答案为 be picked up，意为“被获得，被得到”。

31. construction

【精析】语义推断题。由空格前的名词 road 以及空格后的介词 in 可知，此处应该填入一个名词与 road 搭配作 about 的宾语。结合录音可知答案为 construction，意为“建造，建设”。

32. are sensitive to

【精析】语义推断题。分析句子结构可知，此处应该填入一个动词或动词词组作 since 从句的谓语。结合录音可知答案为 are sensitive to，意为“对……敏感”。

33. betray

【精析】句意推断题。分析句子结构可知，此处应该填入一个动词或动词词组作定语从句的谓语。结合录音可知答案为 betray，意为“出卖，暴露”。

34. behavior

【精析】语义推断题。由空格前的 this 以及空格后的 to 可知，此处应填入一个名词或名词短语作 for 的宾语。结合录音可知答案为 behavior，意为“行为，举止”。

35. complex

【精析】并列关系题。分析句子结构可知，此处应该填入一个形容词与 uninteresting 并列，修饰 something，且意思与 uninteresting 相近。结合录音可知答案为 complex，意为“复杂的，难理解的”。

### Part III Reading Comprehension

#### Section A

##### 参考译文

那是十年前七月的一个温暖的夜晚，一只刚出生的小羊在苏格兰的一个小棚子里第一次呼吸到了空气。从外表看，她和周围农场上出生的其他许多羊并没有任何区别。但是世界很快意识到，这只名叫“多利”的小羊并不是一只普通的羊。她是从一只成年母羊的一个细胞中克隆出来的，这一事实推翻了长久以来认为这一现象从生物学角度上来说是不可能实现的科学教条主义。

十年后，科学家们开始了解多利的不同之处。从第一只克隆羊之后，好几十种动物都被克隆了出来——老鼠、猫、牛以及最近的狗，越来越清晰的事实是它们都会在某个方面存在缺陷。

将复制品看作其本体的完美副本这一想法很吸引人。但结果是，它们有各种各样不同程度的基因复制。对于那些花费几千美元去克隆一只宠物猫，最终却发现这只小猫的外表和行为都丝毫不像他们心爱的宠物的人而言，这可能是一件多么令人震惊的事情——这只克隆猫可能有着不同的毛色或者对其主人有完全不同的态度。

而这些只是比较显著的差异。克隆物不但会随着时间与本体有所区别，而且它们也是一种非自然分子机制的产物，这种机制被证明不太擅长制造出完全相同的副本。事实上，科学家们现在才发现，这个过程会让克隆物的基因中嵌入一些细微的瑕疵。

答案详解

36. 【考点】形容词辨析题。

M. 【精析】空格位于名词 farms 前面，介词 on 后面，故应该填入形容词作定语。此处句意为：多利从外表看并没有和\_\_\_\_\_农场上的其他许多羊有任何区别。备选形容词中符合要求的只有 surroundin9“附近的，四周的”。备选形容词 ordinary 具有较大的干扰性，但若填入 ordinary 则强调多利出生时所在的“农场”与众不同，这与文章要表达的“多利”本身与众不同在意思上有所出入，故排除 Ordinary。

37. 【考点】形容词辨析题。

J. 【精析】空格前为 no，后为名词 lamb，因此空格处需要填入形容词修饰 lamb。由下一句可知，这是一只克隆羊，再结合句首的 But 可知，此处要表达的是多利与其他的羊不同。备选形容词中，ordinary“普通的”符合句意，故为答案。

38. 【考点】动词辨析题。

K. 【精析】空格前是一个完整的句子，空格后为由 that 引导的定语从句修饰的名词短语，故推测空格处应是分词作状语。由后半句可知，科学教条主义认为从生物学角度上来说克隆是不可能实现的，而前半句却阐述了克隆羊出生的事实。备选项中，overturning“推翻”符合句子前后逻辑关系，故为答案。

39. 【考点】副词辨析题。

G. 【精析】本句基本结构完整，故空格处应该填入副词修饰 clear。此处句意为：\_\_\_\_\_清晰的事实是这些克隆动物都会在某个方面存在缺陷。备选副词中符合要求的有 completely 和 increasingly。但由文章最后一句可知，科学家们现在才开始发现，这个过程会让克隆物的基因中嵌入一些细微的瑕疵，故排除 completely。综上所述，本题答案为 increasingly“不断增加地”。

40. 【考点】形容词辨析题。

O) 【精析】空格位于 It's 后面，to think of 前面，故应该填入形容词，表明“将复制品看作其本体的完美副本”这一想法怎么样。结合本段内容可知，克隆存在这样那样的缺陷，也就是说，这种想法是与事实不相符的，故 temptin9“吸引人的”符合要求，表示这一想法虽然诱人，但与事实不符。

41. 【考点】名词辨析题。

C. 【精析】分析句子结构可知，本空应填入名词，且能与 genetic 搭配。本句意思是有各种各样不同程度的基因\_\_\_\_\_，能够被 genetic 修饰的应该也是比较专业的名词，且与基因有关，备选词中只有 duplication“复制”最合适，故为答案。

42. 【考点】副词辨析题。

I. 【精析】本句基本结构完整，故空格处应填入副词。根据破折号后面的解释，可知克隆动物和本体是不同的，nothing like“一点也不像”符合句意，故答案为 nothing“一点也不，根本不”。

43. 【考点】副词辨析题。

B. 【精析】本句基本结构完整，故空格处应填一个副词修饰 different。破折号后面的内容是阐述克隆猫和本体的不同之处，因此选 completely“完全地”，completely different attitude 表示“完全不同的态度”，与前面的“不同的毛色”呼应。

44. 【考点】动词辨析题。

L. 【精析】本句是以 Not only 开头的倒装句，还原成正常语序应是 Clones are not only \_\_\_\_\_ from the original template by time, but. ...故推测空格处应填入形容词或分词，且该词能和 from 搭配。备选项中，separated“把……区分开来，分清”符合要求，故为答案。

45. 【考点】形容词辨析题。

F. 【精析】空格位于 making 之后，名词 copies 之前，故应填入形容词作定语。copies 意为“复制品，副本”，克隆的过程就是复制相同的副本，故备选形容词中符合要求的为 identical“完全相同的”。

## Section B

### 参考译文

#### 单性教育应该取消吗？

A. 为什么一个神经学家要在这里讨论单性教育的问题？(48)坦率地说，在开始为自己的书《粉色大脑，蓝色大脑》进行研究的时候，我对这个话题也没有确定的想法。但是，任何有关儿童性别差异的讨论都不可避免地会导向这个话题，于是我觉得有必要探究单性教育的研究数据。我阅读我能读到的所有研究，考量现有的证据，并最终得出结论：单性教育不是成就方面性别差异的解决之道——或现在的年轻人的最好出路。在我的书出版之后，我遇见了几位发展和认知心理学家，他们的工作是从不同角度解决性别与教育问题。我们在《科学》杂志上发表了一篇同行评审教育论坛文章，冠以极富挑战性的标题《单性教育的伪科学》。

B. 我们表明，证明单性教学合理的三条研究思路——教育学、神经学和社会心理学——都无法证明单性教学所声称的好处，因此那种认为性别分开对男孩、女孩或两者都更好的广泛持有的观点只不过是一个神话。

#### 关于学业成绩的研究

C. (47)首先，我们回顾了教育学方面的大量研究，这些研究比较了接受单性教育和共同教育的学生在学业方面的成绩。当你把大量的文献放在一起时，一个压倒性的结论是：坐在全女性或全男性的课堂里的学生并没有明显的学业优势，尽管人们普遍的想法与此相反。这个结论并非基于任何个例研究，而是基于对每个主要英语国家进行的几千个研究进行广泛而系统的回顾。

C. 当然，也确实存在许多优秀的单性学校，(55)但是，正如这些周密的回顾分析所指出的，这些学校之所以优秀并不是因为实施单性教育。决定其优秀的是这些学校通常所集中的其他优势，如经济资源、教师素质、亲学术文化，以及家庭背景和学生们预选的能力 (52)一个恰当的案例是加州大学洛杉矶分校的 Linda Sax 进行的研究。她利用一份针对大学新生的全国大型调查的数据评估高中阶段单性教育相比共同教育的效果。这一研究受女子学校联盟的委托，研究的初步结果看起来对投资人非常有利——读女子高中的女性(没有研究男性)高考分数更高，表现出更强的学术取向。(52)但是，一旦研究人员纳入学生和学校的属性——如家庭收入、家长受教育程度和学校资源——大部分效果就消失或削弱了。

F. 特别是说到男生的时候，数据显示单性教育明显对他们没有帮助。一小部分报告单性教育具有优势的研究几乎都是针对女生的研究。在美国，并没有精确的研究发现单性教育对男生更好。(54)事实上，由经济学家单独开展的一系列研究显示，教室中有女生使男生和女生在上学期间都有更多认知方面的发展。实际上，如果班级里有较多的女性同学，男生会比女生更加受益。所以，单性教育并不是目前教育中“男孩危机”的真正解决之道。

#### 大脑与认知发展

G. 第二条经常被用于证明单性教育合理性的研究思路正好属于我的专业领域：大脑和认知发展。(46)“脑性别运动”开始渗入我们的学校至今已有十多年了，真有几百所学校赶这股新潮。威斯康辛州、印第安那州、佛罗里达州和其他很多州的公立学校现在都在自己的网站上自豪地宣称，他们将男孩和女孩分开了，因为“研究明确地显示出男女生学习方式不同”，这是其脑部、眼睛、耳朵和自助神经系统等的“先天性”不同导致的。

H. 所有这些言论仅可以从几位有志成为神经学家的人，特别是医生 Leonard Sax 和治疗专家 Michael Gurian 那里找到源头。他们每个人都开讲座、召集会议并大力推动所谓的“针对性别的学习法”的专业发展。我在自己的书和一篇长篇同行评审论文中，分析了他们关于不同性别在听觉、视觉、语言、数学、压力应对以及“学习方式”等方面差异的各种论断。其他的神经学家和心理学家对他们的著作也有类似的剖析。简言之，我们的大脑学习语言、数学、物理和其他任何科目的机制并不存在性别差异。(51)当然，个体学生之间的学习方式的确存在差异，但是有可靠研究显示，男女生内部存在的个体差异比两性之间的差异要大得多。

I. 美国宪法中保护平等的条款禁止明确以这类“过于宽泛的关于不同天分、潜能或男女性别优势的概括”为根据在公立学校中将男女生分开。禁止的原因是这很容易导致模式化和性别歧视。

社会发展心理学

J. 以下讨论第三个同样不能支持单性教育，并实际上证实其有害的研究领域：社会发展心理学。

K. (50)隔离会加深模式化和偏见，而组群之间的交流则会弱化模式化与偏见——且无论以人种、年龄、性别、体重指数、性取向还是任何其他类别来分组，结果都是一样的，(50)这在社会心理学领域是广泛证实的发现。此外，这种偏见更易伤害孩子，因为他们要依赖成年人来学习哪些社会类别是重要的，以及我们为什么要将人们分成不同的组群。

L. 在单性学校中可以毫不费力地找到模式化和性别歧视的证据。(53)加利福尼亚州一个失败的单性教育实验中，六个学区在 20 世纪 90 年代末使用大量的州助学金建立了独立的男女教学机构。一旦男女生分开，教师们就套用传统的性别模式来管理班级；并且，仅仅在三年中，六个学区中有五个都恢复了共同教育。

M)与此同时，研究人员日益发现年轻人中异性交往的益处。英国一个大规模的研究发现，拥有异性哥哥或姐姐的孩子表现出的模式化程度要低于只有同性哥哥或姐姐的孩子，如女孩喜欢体育活动和积木玩具，而男孩则喜欢艺术和戏剧性扮演。另一项针对高中社会关系的研究发现，在一个特定的青少年社交网络中，不同性别友谊的密切程度越高，恃强凌弱和攻击性行为就发生得越少。(49)另外，我们在《科学》杂志上的一篇论文引用的发现认为，很多在青少年时期接受单性教育的英国男性离婚和抑郁的发生率更高，一个可能的解释是他们在个性形成时期缺乏学习两性关系的机会。

N)无论是在托儿所、高中还是在商界，性别隔离都会限制我们对彼此的认知，滋长模式化和性别歧视的态度。这点很容易理解：我们越是给儿童和青少年构建性别区分和隔离的环境，他们就越是用这些分类作为理解自身和他人主要基准。

O. 性别是教育中的一个重要话题。阅读、写作和科学成绩的差距应该缩小。职业选择的差异应该缩小——如果我们真想最大限度地开发人类潜能和促进美国经济增长的话。但是，将男孩和女孩模式化并用虚构的大脑差异将他们分开将永远无法弥合这些差距。

答案详解

46. 【定位】由题干中的 Hundreds of schools, separate boys from girls in class 和 brain and cognitive differences 定位到 G. 段。

G. 【精析】细节推断题。定位段第二句指出，自从“脑部性别运动”盛行以来，已有几百所学校开始跟风。第三句明确点出了一些州的公立学校因为男女生脑部、眼睛、耳朵和自助神经系统等的“先天性”不同而将男女分开教育。题干是对定位段的归纳总结，故答案为 G)。

47. 【定位】由题干中的 review, extensive educational research 和 no obvious academic advantage 定位到 C. 段第一、二句。

C. 【精析】同义转述题。定位句提到，作者回顾了大量的教育学研究，得出的压倒性的结论是单性教育并没有明显的学业优势。题干中的 extensive educational research 能在定位句中找到对应词，no obvious academic advantage 对应定位句中的 no clear academic advantage，故答案为 C. 。

48. 【定位】由题干中的 fixed ideas 定位到 A. 段第二句。A. 【精析】同义转述题。定位句提到，作者在刚开始为自己的书进行这个话题的研究时，并没有确定的想法。题干中的 did not have any fixed ideas 是对定位句中的 had no fixed ideas 的同义转述，故答案为 A. 。

49. 【定位】由题干中的 attended single-sex schools, teens 和 depression 定位到 M)段最后一句。

M. 【精析】细节归纳题。定位句提到，一项研究发现，很多在青少年时期接受单性教育的英国男性离婚和抑郁的发生率更高。题干中的 men who attended single-sex schools in their teens 是对定位句中的 men who attended single-sex schools as teenagers 的同义转述，题干中的 were more likely to suffer from depression 是对定位句中的 higher divorce and depression rates 的同义转述，故答案为 M. 。

50. 【定位】由题干中的 social psychology, segregation 和 a negative impact on children 定位到 K)段。

K. 【精析】细节归纳题。定位段第一句指出，社会心理学领域已经证实，隔离会加深模式化和偏见；第二句又提到，这种偏见更易伤害孩子。题干中的 social psychology 和 segregation 可在定位段中找到对应词，has a negative impact on children 是对第一句中的 promotes stereotyping and prejudice 和第二句中的 children are especially vulnerable to this kind of bias 的归纳总结，故答案为 K)。

51. 【定位】由题干中的 more differences, within the same sex 和 between different sexes 定位到 H)段最后一句。

H. 【精析】同义转述题。定位句指出，有可靠研究显示，在学习方式方面，男女生内部存在的个体差异比两性之间的差异要大得多。题干中的 more differences 对应定位句中的 this variance is far greater, within the same sex 和 between different sexes 分别是对定位句中的 within populations of boys or girls 和 between the two sexes 的同义转述，故答案为 H)。

52. 【定位】由题干中的 national survey, college freshmen 和 student and school attributes 定位到 E)段。

E. 【精析】细节推断题。由定位段第一句可知，Linda Sax 利用一项针对大学新生的全国大型调查的数据进行了一项研究。本段最后一句又指出，一旦研究人员将学生和学校的属性纳入考虑，研究结果就会不同，即本句暗示该研究没有考虑到学生和学校的属性。题干中的 national survey, college freshmen 和 student and school attributes 在定位段中可以找到完全一致的内容，故答案为 E)。

53. 【定位】由题干中的 wasn't long before, most of

the school districts, experimented 和 abandoned 定位到 L)段第二、三句。

L) 【精析】细节推断题。定位句提到，加利福尼亚州六个学区推行单性教育实验；但仅在三年中就有五个学区都回归到共同教育模式。题干中的 wasn't long before 对应定位句中的 within just three years, most of the school districts 和

experimented 分别对应定位句中的 five of the six districts 和 experiment, abandoned 是对定位句中的 failed 和 gone back to coeducation 的推断，故答案为 L)。

54. 【定位】由题干中的 greater cognitive abilities 和 economists' research 定位到 F. 段第三句。

F. 【精析】同义转述题。定位句提到，经济学家的研究显示，教室中有女生使男生和女生都有更多的认知发展。接下来一句提到，如果班级里有较多的女性同学，男生会比女生更加受益。也就是说，共同教育班级的男孩有更强的认知能力，故答案为 F)。

55. 【定位】由题干中的 careful research reviews, academic excellence 和 other factors 定位到 C. 段。

C. 【精析】同义转述题。定位段提到，周密的研究回顾显示，某些优秀的单性学校之所以优秀并不是因为实施单性教育，而是由于学校的其他优势，如经济资源、教师素质等。题干与定位段意思基本一致，故答案为 C. 。

## Section C

### Passage One

#### 参考译文

(56)世界各国政府对可持续发展的不作为着实令人担忧，但是，一些领先的公司对此积极采取措施却是振奋人心的。丰田、沃尔玛、杜邦、玛莎百货和通用电气已经把解决环境废料问题作为重要的经济驱动力。在2010年之前的10年中，杜邦公司承诺将公司的温室气体排放减少65%。到2007年，杜邦公司通过提高能效每年节省22亿美元，等于公司宣布的同年利润总值。通用电气公司的目标是到2015年将其运营能耗强度降低50%。他们在转变能源利用方法和能源节约方式等项目上投资巨大。

(57)像丰田和沃尔玛这样的公司并不是出于好心才致力于环境保护的。他们之所以这样做是因为意识到了一个简单却又重要的事实：环境和经济相辅相成。当玛莎百货在2007年启动可持续发展项目“A计划”时，大家认为这个项目在第一个五年将耗费超过2亿英镑。但是到2011年12月为止，该项目已经创造了1.05亿英镑的收益。

如果我们防止物质浪费、提高能效或提升资源生产率，那么我们就可以节约资金、提高收益并且增强竞争力。实际上，由于大家多年的忽视，这样做往往会有巨大的“速胜”机会。

然而，其他公司和这些领先的公司间的差距非常显著。(58)太多的公司依然迟迟不愿建立一个精简和绿色的经营体制，认为这需要花费金钱或大量的资本投入。他们仍然深陷在“环境就是开销”的错误心态中。环保不一定要花钱。(59)实际上，如果采取新的精简和绿色模式的管理方式的话，这种打破常规的做法会在带来收益的同时节省开销。

精简意味着以少做多。然而，大部分公司认为经济的持续发展和环境的持续改善是相互矛盾的。这是大部分产业都曾错过的最重大的机遇之一，而且这个机遇非常大。世界野生动物基金会和 CDP 最近发布的“3% 报告”表明，从现在到 2020 年，在美国经济中抑制碳排放的经济回报是 7800 亿美元。这说明带来这个机遇的最大手段之一是“通过管理和行为的改变提高效率”——换句话说，就是精简和绿色的管理。(60)有大约 50 项研究表明，那些致力于实现零废料、零有害排放物和不可再生资源的零使用这些远大目标的公司经济上都好过其竞争对手。相反，也有研究表明，气候紊乱已经造成了每年 1.2 万亿美元的损失，并使全球 GDP 削减了 1.6%。如果问题得不到解决的话，到 2030 年损失将会翻番。

答案详解 i

56. 【定位】由题干中的 leading-edge companies 定位到首段第一句。

B. 【精析】细节辨认题。由定位句可知，世界各国政府对可持续发展的不作为令人担忧，但是，一些领先的公司对此积极采取措施却是振奋人心的。由此可见，这些领先的公司做法是和政府的行为相反的，他们对环境问题采取了积极的措施，故答案为 B)。

57. 【定位】由题干中的 Toyota and Wal-Mart 定位到第三段第一句。

C. 【精析】推理判断题。由定位句可知，丰田和沃尔玛致力于环境保护并非出于好心。接下来一句指出，这是因为他们意识到环境和经济是相辅相成的，言外之意就是他们致力于环境保护是为了经济利益，故答案为 C.。

58. 【定位】由题干中的 reluctant to create and environment

friendly business system 定位到第五段第二句。C. 【精析】细节辨认题。由定位句可知，很多公司迟迟不愿意建立一个精简和绿色的经营体制是因为他们认为这需要花费金钱或大量的资本投入，故答案为 C.。

59. 【定位】由题干中的 the lean and green model 定位到第五段最后一句。

A) 【精析】推理判断题。由定位句可知，如果采取新的精简和绿色模式的管理方式的话，这种打破常规的做法会在带来收益的同时节省开销，故答案为 A)。

60. 【定位】由题干中的 studies and companies committed to 定位到最后一段首句。

B) 【精析】推理判断题。由定位句可知，研究表明，那些致力于实现零废料、零有害排放物和不可再生资源的零使用这些远大目标的公司经济上都好过其竞争对手，故答案为 B)。

## Passage two

参考译文

如果你问我如今正在兴起的哲学是什么，我会说是数据主义。如今，我们有能力收集大量的数据。(61)这个能力似乎也承载着某些文化假设：量化的东西都应该被量化；数据是透明可靠的透镜，通过数据我们可以过滤掉感情主义和意识形态；数据可以帮助我们做一些非凡的事情——比如预见未来。

在接下来的几年里，我希望能更好地了解数据革命带来的一些问题：什么情况下我们应该依靠直觉的认知方式以及什么情况下我们应该忽略直觉而依靠数据？什么样的事情可以通过统计分析来预测，什么样的事情不可以？

(65)我承认我是带着一种怀疑的心态进入数字革命的，我认为我们往往会被试图将每件事简化到可量化的想法弄得忘乎所以。但是，我首先还得赞扬一下数据分析确实做得很好的两件事。

首先，它能很好地揭示我们对现实的错误直觉。(62)例如：几乎每一个参加公职竞选的人都有一种直觉：如果能够筹集并花费更多的钱，他们就能强有力地影响赢得竞选的可能性。但是这种想法多半是错误的。在2006年竞选之后，Sean Trende 绘制了一个图表来比较在任者的竞选开支优势和他们最终获胜的票差。数据表明，更多花费和更大胜利之间几乎没有任何关系。

(63)同样，很多教师直觉上认为不同的学生有不同的学习风格：一些是语言型的，一些是视觉型的；一些是直线型的，一些是整体型的。(63)教师们猜想，如果他们因材施教，那么教学效果就会改善。但是也没有证据支撑这种猜想。

其次，数据可以说明我们没有注意到的一些行为方式。例如：我一直认为那些经常使用“我”和“我的”这些词的人可能会比那些不常用这些词的人更以自我为中心。(64)但是，德克萨斯大学的 James Pennebaker 在其著作《代词的秘密生命》中指出，当人们感到自信的时候，他们的注意力在手头的工作上而不在他们自己身上。地位高、自信的人会更少而不是更多地使用诸如“我”之类的词。

我们的大脑经常不会注意到细微的语言形式，但是 Pennebaker 的计算机却能做到。年长的作家更多地使用积极的和将来时态的词汇，而年轻作家则更多地使用消极的和过去时态的词汇。

总而言之，数据革命为我们了解现在和过去提供了极好的方法。它会改变我们预测未来和为未来作出决策的能力吗？我们拭目以待。

#### 答案详解

61. 【定位】由题干中的 data-ists 和 assume 定位到首段。C. 【精析】细节辨认题。定位段虽然没有直接使用 data-ists 一词，但是从定位段第三句中我们可以知道，数据可以用来过滤掉感情主义和意识形态。filter out“过滤”和选项 C. 中的 Eliminate 意思相近，故答案为 C. 。

62. 【定位】由题干中的 running for political office 定位到第四段第二句。

B) 【精析】细节辨认题。定位句指出，几乎每一个参加公职竞选的人都有一种直觉：如果能够筹集并花费更多的钱，他们就能强有力地影响赢得竞选的可能性。因此，答案为 B)。

63. 【定位】根据题干中的 teachers 和 presentations to different students 定位到第六段第二句。

C. 【精析】推理判断题。题干问的是许多教师为什么赞成因材施教这一观点。由定位句上一句可知很多教师直觉上认为不同的学生有不同的学习风格；定位句提到，他们认为因材施教可以提升教学效果，故答案为 C. 。

64. 【定位】由题干中的书名 The Secret Life of Pronouns 定位到倒数第三段最后两句。

D. 【精析】推理判断题。定位句指出，当人们感到自信的时候，关注的是手头的工作而不是他们自己，地位高、自信的人会更少而不是更多地使用诸如“我”之类的词。由此可知，该书是在讲自信的人使用代词的方式，故答案为 D. 。

65. 【定位】由题干中的 skeptical 定位到第三段首句。C. 【精析】推理判断题。定位句指出，作者承认自己是带着一种怀疑的心态进入数字革命的，人们往往会被试图将每件事简化到可量化的想法弄得忘乎所以。言外之意就是数据分析不可能做所有的事情，故答案为 C. 。

#### Part IV Translation

##### 参考译文与难点注释

China will endeavour to make sure the employees will have received an average ~of 13.3 years of education by 2015. If we can achieve that, the majority of people entering the labor force market will be required to have a college diploma in future.

For the next few years, China will make the

1. 第一句中的“努力”还可以译成 try its best。翻译“到 2015 年就业者接受过平均 13.3 年的教育”时要特别注意时态，分析句意可知，应该用将来完成时。2. 第二句的前半句可以翻译为条件状语从句。“大学文凭”可翻译为 college diploma。

effort to increase the enrollment of vocational colleges; and apart from putting emphasis on higher education, China will seek new breakthroughs to ensure a more equal educational system. China is now trying to optimize the use of educational resources. Hence the rural and underdeveloped areas will get more support.

The Ministry of Education has also decided to improve the nutrition for students from underdeveloped areas and provide equal educational opportunities for children of migrant workers in cities.

3. 第三句中的“着力……”可翻译为 make the effort to...

4. 第四句中的“正在”提示本句应用现在进行时。“这样”隐含因果关系，可翻译为 Hence。

5. 第五句中的“教育部”是专有名词，可译成 The Ministry of Education。“外来务工人员”是很有中国特色的短语，可以译成 migrant workers。

### 答案速查

1~5 CBACB 6~10 DBCAB 11~15 ABDDB 16~20 DCDAC 21~25 DBADB

26. floating 27. dutifully 28. witty 29. guilt 30. be picked up 31. construction 32. are sensitive to 33. betray 34. behavior 35. complex

36~40 MJKGO 41~45 DIBLF 46~50 GCAMK 51~55 HELFD 56~60 BCCAB 61~65 DBCDC