

# 2013 年 12 月六级考试真题（第二套）

## Part I

### Writing

**Directions:** For this part you are allowed 30 minutes to write an essay on **happiness by referring to the saying** "Happiness is not the absence of problems, but the ability to deal with them." You can cite examples to illustrate your point and then **explain how you can develop your ability to deal with problems and be happy**. You should write at least 150 words but no more than 200 words.

## Part II Section A

### Listening Comprehension

**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.

1. A) The rock band needs more hours of practice.  
B) The rock band is going to play here for a month.  
C) He appreciates the woman's help with the band.  
D) Their hard work has resulted in a big success.
2. A) Travel overseas on his own.  
B) Join a package tour to Mexico.  
C) Go on a diving tour in Europe.  
D) Add 300 dollars to his budget.
3. A) Something unexpected has happened.  
B) In case some problem should occur.  
C) To avoid more work later on.  
D) To make better preparations.
4. A) The man is going to renew his membership in a fitness center.  
B) The woman asked for a free pass to try out the facilities.  
C) The man can try out the facilities before he becomes a member.  
D) The woman can give the man a discount if he joins the club now.
5. A) He is not fit to study science.  
B) He is not afraid of challenge.  
C) He is worried about the test.  
D) He is going to drop the physics course.
6. A) Buy something special for Gary.  
B) Invite Gary's family to dinner.  
C) Pay for part of the picnic food.  
D) Take some food to the picnic.
7. A labor dispute at a bus company.  
B) Bus drivers' working conditions.  
C) A corporate takeover.  
D) Public transportation.
8. A) Their sales overseas.  
B) The bank statement.  
C) The check just deposited.  
D) The payment for an order.

**Questions 9 to 11 are based on the conversation you have just heard.**

9. A) A private secretary.  
B) A hotel receptionist.  
C) A shop assistant.  
D) A sales manager.
10. A) Appearance.  
B) Intelligence.  
C) Voice.  
D) Manners.
11. A) Arrange one more interview.  
C) Offer the job to David Wallace.

- B) Report the matter to their boss.                      D) Hire Barbara Jones on a trial basis.

**Questions 12 to 15 are based on the conversation you have just heard.**

12. A) He invented the refrigerator.                      C) He was admitted to university.  
B) He patented his first invention.                      D) He got a degree in Mathematics.
13. A) He started to work on refrigeration.  
B) He became a professor of Mathematics.  
C) He fell in love with Natasha Willoughby.  
D) He distinguished himself in low temperature physics.
14. A) Finding the true nature of subatomic particles.  
B) Their discovery of the laws of cause and effect.  
C) Laying the foundations of modern mathematics.  
D) Their work on very high frequency radio waves.
15. A) To have a three-week holiday.                      C) To patent his inventions.  
B) To spend his remaining years.                      D) To teach at a university.

## 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.*

### Passage One

**Questions 16 to 18 are based on the passage you have just heard.**

16. A) They have fallen prey to wolves.  
B) They have become a tourist attraction.  
C) They have caused lots of damage to crops.  
D) They have become a headache to the community.
17. A) To celebrate their victory.                      C) To scare the wolves.  
B) To cheer up the hunters.                      D) To alert the deer.
18. A) They would help to spread a fatal disease.  
B) They would pose a threat to the children.  
C) They would endanger domestic animals.  
D) They would eventually kill off the deer.

### Passage Two

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

19. A) She is an interpreter.                      C) She is a domestic servant.  
B) She is a tourist guide.                      D) She is from the royal family.
20. A) It was used by the family to hold dinner parties.  
B) It is situated at the foot of a beautiful mountain.  
C) It was frequently visited by heads of state.  
D) It is furnished like one in a royal palace.

21. A) It is elaborately decorated.  
 B) It has survived some 2,000 years.  
 C) It is very big, with only six slim legs.  
 D) It is shaped like an ancient Spanish boat.
22. A) They are uncomfortable to sit in for long.  
 B) They do not match the oval table at all.  
 C) They have lost some of their legs.  
 D) They are interesting to look at.

**Passage Three**

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

23. A) It is an uncommon infectious disease.  
 B) It destroys the patient's ability to think.  
 C) It is a disease very difficult to diagnose.  
 D) It is the biggestcrippler of young adults.
24. A) Search for the best cure.  
 B) Hurry up and live life.  
 C) Write a book about her life.  
 D) Exercise more and work harder.
25. A) Aggressive.  
 B) Adventurous.  
 C) Sophisticated.  
 D) Self-centered.

**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.*

It's difficult to estimate the number of youngsters involved in home schooling, where children are not sent to school and receive their formal education from one or both parents. 26 and court decisions have made it legally possible in most states for parents to educate their children at home, and each year more people take advantage of that opportunity. Some states require parents or a home tutor to meet teacher certification standards, and many require parents to complete legal forms to verify that their children are receiving 27 in state-approved curricula.

Supporters of home education claim that it's less expensive and far more 28 than mass public education. Moreover, they cite several advantages: alleviation of school overcrowding, strengthened family relationships, lower 29 rates, the fact that students are allowed to learn at their own rate, increased 30, higher standardized test scores, and reduced 31 problems.

Critics of the home schooling movement 32 that it creates as many problems as it solves. They acknowledge that, in a few cases, home schooling offers educational opportunities superior to those found in most public schools, but few parents can provide such educational advantages. Some parents who withdraw their children from the schools 33 home schooling have an inadequate educational background and insufficient formal training to provide a satisfactory education for their children. Typically, parents have fewer technological resources 34 than do schools. However, the relatively inexpensive computer technology that is readily available today is causing some to challenge the notion that home schooling is in any way 35 more highly structured classroom education.

**Part III**

**Reading Comprehension**

**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 J6 to 45 are based on the following passage.**

Cell phones provide instant access to people. They are creating a major 36 in the social experiences of both children and adolescents. In one recent U.S. survey, about half the teens polled said that their cell phone had 37 their communications with friends. Almost all said that their cell phone was the way they stayed in touch with peers, one-third had used the cell phone to help a peer in need, and about 80% said the phone made them feel safer. Teenagers in Australia, 38, said that their mobile phones provided numerous benefits and were an 39 part of their lives; some were so 40 to their phones that the researchers considered it an addiction. In Japan, too, researchers are concerned about cell phone addiction. Researchers in one study in Tokyo found that more than half of junior high school students used their phones to exchange e-mails with schoolmates more than 10 times a day.

Cell phones 41 social connections with peers across time and space. They allow young people to exchange moment-by-moment experiences in their daily lives with special partners and thus to have a more 42 sense of connection with friends. Cell phones also can 43 social tolerance because they reduce children's interactions with others who are different from them. In addition to connecting peers, cell phones connect children and parents. Researchers studying teenagers in Israel concluded that, in that 44 environment, mobile phones were regarded as "security objects" in parent-teen relationships — important because they provided the possibility of 45 and communication at all times.

- |               |                  |
|---------------|------------------|
| A) affiliated | I) hazardous     |
| B) attached   | J) improved      |
| C) contact    | K) instantaneous |
| D) contend    | L) intrinsic     |
| E) continuous | M) relatively    |
| F) diminish   | N) shift         |
| G) endurance  | O) similarly     |
| H) foster     |                  |

## 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**.

### Waste Not, Want Not

#### Feeding the 9 Billion: The Tragedy of Waste

- [A] By 2075, the United Nations' mid-range projection for global population is about 9.5 billion. This means that there could be an extra three billion mouths to feed by the end of the century, a period in which substantial changes are anticipated in the wealth, calorie intake and dietary preferences of people in developing countries across the world. Such a projection presents mankind with wide-ranging social, economic, environmental and political issues that need to be addressed today to ensure a sustainable future for all. One key issue is how to produce more food in a world of finite resources.
- [B] Today, we produce about four billion metric tones of food per year. Yet due to poor practices in harvesting, storage and transportation, as well as market and consumer wastage, it is estimated that 30-50% of all food produced never

reaches a human stomach. Furthermore, this figure does not reflect the fact that large amounts of land, energy, fertilisers and water have also been lost in the production of foodstuffs which simply end up as waste. This level of wastage is a tragedy that cannot continue if we are to succeed in the challenge of sustainably meeting our future food demands.

### **Where Food Waste Happens**

- [C] In 2010, the Institution of Mechanical Engineers identified three principal emerging population groups across the world, based on characteristics associated with their current and projected stage of economic development.
- Fully developed, mature, post-industrial societies, such as those in Europe, characterised by stable or declining populations which are increasing in age.
  - Late-stage developing nations that are currently industrialising rapidly, for example China, which will experience declining rates of population growth, coupled with increasing *affluence* (富裕) and age profile.
  - Newly developing countries that are beginning to industrialise, primarily in Africa, with high to very high population growth rates, and characterised by a predominantly young age profile.
- [D] Each group over the coming decades will need to address different issues surrounding food production, storage and transportation, as well as consumer expectations, if we are to continue to feed all our people.
- [E] In less-developed countries, such as those of sub-Saharan Africa and South-East Asia, wastage tends to occur primarily at the farmer-producer end of the supply chain. Inefficient harvesting, inadequate local transportation and poor *infrastructure* (基础设施) mean that produce is frequently handled inappropriately and stored under unsuitable farm site conditions.
- [F] In mature, fully developed countries such as the UK, more-efficient farming practices and better transport, storage and processing facilities ensure that a larger proportion of the food produced reaches markets and consumers. However, characteristics associated with modern consumer culture mean produce is often wasted through retail and customer behaviour.
- [G] Major supermarkets, in meeting consumer expectations, will often reject entire crops of perfectly edible fruit and vegetables at the farm because they do not meet exacting marketing standards for their physical characteristics, such as size and appearance.
- [H] Of the produce that does appear in the supermarket, commonly used sales promotions frequently encourage customers to purchase excessive quantities which, in the case of perishable foodstuffs, inevitably generate wastage in the home. Overall between 30% and 50% of what has been bought in developed countries is thrown away by the purchaser.

### **Better Use of Our Finite Resources**

- [I] Wasting food means losing not only life-supporting nutrition but also precious resources, including land, water and energy. As a global society, therefore, tackling food waste will help contribute towards addressing a number of key resource issues.
- [J] Land Usage: Over the last five decades, improved farming techniques and technologies have helped to significantly increase crop yields along with a 12% expansion of farmed land use. However, a further increase in farming area without impacting unfavourably on what remains of the world's natural ecosystems appears unlikely. The challenge is that an increase in animal-based production will require more land, and resources, as *livestock* (牲畜) farming demands extensive land use.
- [K] Water Usage: Over the past century, human use of fresh water has increased at more than double the rate of population growth. Currently about 3.8 trillion m<sup>3</sup> of water is used by humans per year. About 70% of this is consumed by the global agriculture sector, and the level of use will continue to rise over the coming decades.
- [L] Better irrigation can dramatically improve crop yield and about 40% of the world's food supply is currently derived

from irrigated land. However, water used in irrigation is often sourced unsustainably. In processing foods after the agricultural stage, there are large additional uses of water that need to be tackled in a world of growing demand. This is particularly crucial in the case of meat production, where beef uses about 50 times more water than vegetables. In the future, more effective washing techniques, management procedures, and recycling and purification of water will be needed to reduce wastage.

[M] Energy Usage: Energy is an essential resource across the entire food production cycle, with estimates showing an average of 7-10 calories of input being required in the production of one calorie of food. This varies dramatically depending on crop, from three calories for plant crops to 35 calories in the production of beef. Since much of this energy comes from the utilisation of fossil fuels, wastage of food potentially contributes to unnecessary global warming as well as inefficient resource utilisation.

[N] In the modern industrialised agricultural process — which developing nations are moving towards in order to increase future yields — energy usage in the making and application of fertilisers and pesticides represents the single biggest component. Wheat production takes 50% of its energy input for these two items alone. Indeed, on a global scale, fertiliser manufacturing consumes about 3-5% of the world's annual natural gas supply. With production anticipated to increase by 25% between now and 2030, sustainable energy sourcing will become an increasingly major issue. Energy to power machinery, both on the farm and in the storage and processing facilities, adds to the energy total, which currently represents about 3.1% of annual global energy consumption.

### **Recommendations**

[O] Rising population combined with improved nutrition standards and shifting dietary preferences will exert pressure for increases in global food supply. Engineers, scientists and agriculturalists have the knowledge, tools and systems that will assist in achieving productivity increases. However, pressure will grow on finite resources of land, energy and water. The potential to provide 60-100% more food by simply eliminating losses, while simultaneously freeing up land, energy and water resources for other uses, is an opportunity that should not be ignored. In order to begin tackling the challenge, the Institution recommends that:

- The UN Food and Agriculture Organisation work with the international engineering community to ensure governments of developed nations put in place programmes that transfer engineering knowledge, design know-how, and suitable technology to newly developing countries. This will help improve produce handling in the harvest, and immediate post-harvest stages of food production.
  - Governments of rapidly developing countries incorporate waste minimisation thinking into the transport infrastructure and storage facilities currently being planned, engineered and built.
  - Governments in developed nations devise and implement policy that changes consumer expectations. These should discourage retailers from wasteful practices that lead to the rejection of food on the basis of cosmetic characteristics, and losses in the home due to excessive purchasing by consumers.
46. Elimination of waste alone can potentially provide over sixty percent more food for the growing world population.
  47. The production and application of fertilisers and pesticides account for the largest part of energy use in the modern industrialised agricultural process.
  48. Consumers in developed countries throw away nearly half of their food purchases because they tend to buy in excessive quantities.
  49. It is recommended that engineering knowledge and suitable technology in developed countries be introduced to developing countries to improve produce handling in the harvest.
  50. The predicted global population growth means that ways have to be found to produce more food with finite resources.

51. A further expansion of farming area will adversely impact on the world's natural ecosystems.
52. Perfectly edible fruit and vegetable crops often fail to reach supermarkets due to their size or physical appearance.
53. Poor practices in harvesting, storage and transportation have resulted in a waste of much of the food we produce and thus a waste of land and resources.
54. Food waste in less-developed countries happens mainly at the producers' end.
55. Beef consumes far more water to produce than vegetables.

## 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.**

Call it the “learning paradox”: the more you struggle and even fail while you’re trying to learn new information, the better you’re likely to recall and apply that information later.

The learning paradox is at the heart of “productive failure,” a phenomenon identified by researcher Manu Kapur. Kapur points out that while the model adopted by many teachers when introducing students to new knowledge — providing lots of structure and guidance early on, until the students show that they can do it on their own — makes intuitive sense, it may not be the best way to promote learning. Rather, it’s better to let the learners *wrestle* (较劲) with the material on their own for a while, refraining from giving them any assistance at the start. In a paper published recently, Kapur applied the principle of productive failure to mathematical problem solving in three schools.

With one group of students, the teacher provided strong “scaffolding” — instructional support — and feedback. With the teacher’s help, these pupils were able to find the answers to their set of problems. Meanwhile, a second group was directed to solve the same problems by collaborating with one another, without any prompts from their instructor. These students weren’t able to complete the problems correctly. But in the course of trying to do so, they generated a lot of ideas about the nature of the problems and about what potential solutions would look like. And when the two groups were tested on what they’d learned, the second group “significantly outperformed” the first.

The apparent struggles of the *floundering* (挣扎的) group have what Kapur calls a “hidden efficacy”: they lead people to understand the deep structure of problems, not simply their correct solutions. When these students encounter a new problem of the same type on a test, they’re able to transfer the knowledge they’ve gathered more effectively than those who were the passive recipients of someone else’s expertise.

In the real world, problems rarely come neatly packaged, so being able to discern their deep structure is key. But, Kapur notes, none of us like to fail, no matter how often Silicon Valley entrepreneurs praise the beneficial effects of an idea that fails or a start-up company that crashes and burns. So we need to “design for productive failure” by building it into the learning process. Kapur has identified three conditions that promote this kind of beneficial struggle. First, choose problems to work on that “challenge but do not frustrate.” Second, provide learners with opportunities to explain and elaborate on what they’re doing. Third, give learners the chance to compare and contrast good and bad solutions to the problems. And to those students who protest this tough-love teaching style: you’ll thank me later.

56. Why does the author call the learning process a paradox?
  - A) Pains do not necessarily lead to gains.
  - B) What is learned is rarely applicable in life.
  - C) Failure more often than not breeds success.

- D) The more is taught, the less is learnt.
57. What does Kapur disapprove of in teaching?
- A) Asking students to find and solve problems on their own.
  - B) Developing students' ability to apply what they learn.
  - C) Giving students detailed guidance and instruction.
  - D) Allowing students a free hand in problem solving.
58. What do people tend to think of providing strong "scaffolding" in teaching?
- A) It will make teaching easier.
  - B) It is a sensible way of teaching.
  - C) It can motivate average students.
  - D) It will enhance students' confidence.
59. What kind of problem should be given to students to solve according to Kapur?
- A) It should be able to encourage collaborative learning.
  - B) It should be easy enough so as not to frustrate students.
  - C) It should be solvable by average students with ease.
  - D) It should be difficult enough but still within their reach.
60. What can be expected of "this tough-love teaching style" (Lines 8-9, Para. 5)?
- A) Students will be grateful in the long run.
  - B) Teachers will meet with a lot of resistance.
  - C) Parents will think it too harsh on their kids.
  - D) It may not be able to yield the desired results.

## Passage Two

Questions 61 to 65 are based on the following passage.

Vernon Bowman, a 75-year-old farmer from rural Indiana, did something that got him sued. He planted *soybeans* (大豆) sold as cattle feed. But Monsanto, the agricultural giant, insists it has a patent on the kind of genetically modified seeds Bowman used — and that the patent continues to all of the *progeny* (后代) of those seeds.

Have we really gotten to the point that planting a seed can lead to a high-stakes Supreme Court patent lawsuit? We have, and that case is *Bowman vs. Monsanto*, which is being argued on Tuesday. Monsanto's critics have attacked the company for its "merciless legal battles against small farmers," and they are hoping this will be the case that puts it in its place. They are also hoping the court's ruling will rein in patent law, which is increasingly being used to claim new life forms as private property.

Monsanto and its supporters, not surprisingly, see the case very differently. They argue that when a company like Monsanto goes to great expense to create a valuable new genetically modified seed, it must be able to protect its property interests. If farmers like Bowman are able to use these seeds without paying the designated fee, it will remove the incentives for companies like Monsanto to innovate.

Monsanto accused Bowman of patent infringement and won an \$84,456 damage award. Rather than pay up or work out a settlement, Bowman decided to appeal — all the way to the Supreme Court. He said "Monsanto should not be able, just because they've got billions of dollars to spend on legal fees, to try to terrify farmers into obeying their agreements by massive force and threats."

The central issue in the case is whether patent rights to living things extend to the progeny of those things. Monsanto argues that its patents extend to later generations. But Bowman's supporters argue that Monsanto is trying to expand the



scope of patents in ways that would enrich big corporations and hurt small farmers. They say that if Monsanto wins, the impact will extend far beyond agriculture — locking up property rights in an array of important areas. Knowledge Ecology International contends that the Supreme Court’s ruling could have “profound effects” on other biotech industries.

If this were a Hollywood movie, the courageous old Indiana farmer would beat the profit-minded corporation before the credits rolled. But this is a real-life argument before a Supreme Court that has a well-earned reputation for looking out for the interests of large corporations. This case gives the court an opportunity to rein in the growing use of patents to protect genetically engineered crops and other life forms — but the court may well use it to give this trend a powerful new endorsement.

61. Why did Vernon Bowman get sued?
  - A) He used genetically modified seeds to feed his cattle.
  - B) He planted soybeans without paying for the patent.
  - C) He made a profit out of Monsanto’s commercial secrets.
  - D) He obtained Monsanto’s patented seeds by illegal means.
62. What are Monsanto’s critics hoping the Supreme Court will do?
  - A) Allow small farmers to grow genetically modified soybeans.
  - B) Punish Monsanto for infringing on small farmer’s interests.
  - C) Rule against Monsanto’s excessive extension of its patent rights.
  - D) Abolish the patent law concerning genetically engineered seeds.
63. What is the argument of Monsanto and its supporters?
  - A) Patent rights should be protected to encourage innovation.
  - B) Bowman cannot plant the seeds without Monsanto’s consent.
  - C) Monsanto has the right to recover the costs of its patented seeds.
  - D) Patent law on genetically modified seeds should not be challenged.
64. What is the key issue in the *Bowman vs. Monsanto* case?
  - A) Whether patent for seeds is harmful to agricultural production.
  - B) Whether the biotech industry should take priority over agriculture.
  - C) Whether measures should be introduced to protect small farmers.
  - D) Whether patent for living things applies to their generations.
65. What do we learn from the last paragraph?
  - A) Hollywood movies usually have an unexpected, dramatic impact on real-life arguments.
  - B) The Supreme Court will try to change its reputation for supporting large corporations.
  - C) The Supreme Court is likely to persuade the parties concerned to work out a settlement.
  - D) The ruling would be in Bowman’s favor if the case were argued in a Hollywood movie.

## Part IV

## Translation

**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**.

中国园林 (the Chinese garden) 是经过三千多年演变而成的独具一格的园林景观 (landscape)。它既包括为皇室成员享乐而建造的大型花园，也包括学者、商人和卸任的政府官员为摆脱嘈杂的外部世界而建造的私家花园。这些花园构成了一种意在表达人与自然之间应有的和谐关系的微缩景观。典型的中国园林四周有围墙，园内有池塘、假山 (rockwork)、树木、花草以及各种各样由蜿蜒的小路和走廊连接的建筑。漫步在花园中，人们可以看到一系列精心设计的景观犹如山水画卷 (scroll) 一般展现在面前。

## 2013年6月大学英语六级考试真题(二)答案与详解

### Part I Writing

1、**审题:**这是一篇评论性话题作文。首先,抓住题目中的主题词 happiness, problems 和 ability, 避免跑题。接着,借助谚语内容(幸福不在于不出现问题,而在于拥有解决问题的能力),谚语与题目相结合,可提炼出主题:怎样提高解决问题的能力并因此而感到幸福。然后,弄清题目与谚语的关系:主题与例证关系。最后,确定行文思路:引出话题+解释谚语+提出观点+举例论证+总结意义;总结时,注意观点要明确,贴合所给主题,切勿模棱两可。

2、**写作思路:**

第一段:以“总一分一总”形式引出话题,解释谚语,提出观点。

第二段:指出怎样通过提高解决问题的能力而获得幸福,并举例论证。

第三段:总结全文,点明意义,呼应主题。

#### On Happiness

As the saying goes, happiness is not the absence of problems, but the ability to deal with them. Happiness to our society does not mean that we ignore problems, such as environmental problems, unfair income among citizens, and corruption of the government officials, and so forth. Happiness to the individual is the ability to deal with problems. We will feel happy if we try our best to deal with various problems in our daily life.

I can develop my ability to deal with problems and be happy with the following ways. Firstly, I will learn logic reasoning to master the skills of dealing with problems. Secondly, when I come across problems, I will face them bravely and analyse them thoroughly. Thirdly, when they are too difficult to solve, I will discuss with my family or friends around me, and ask them for help.

The ability to deal with problems and be happy is significant to all of us. It helps us to create a good environment to the family, and a friendly community as well. What's more, it helps us build a harmonious society.

### Part II Listening Comprehension

1. 听力原文: W: What a wonderful performance! Your rock band has never sounded better.

M: Many thanks. I guess all those hours of practice in the past month are finally paying off.

Q: What does the man mean?

【预测】选项中的 the rock band, practice, hard work 以及 a big success 表明, 本题可能与摇滚乐队付出的努力和获得成功有关。

【精析】D)。由女士提到的 What a wonderful performance! 以及男士提到的 I guess all those hours of practice in the past month are finally paying off 可知, 男士认为乐队付出的努力终于得到了回报, 而这种回报就是演出的成功, 故答案为 D)。

2. 听力原文: M: I can't decide what to do for my summer vacation. I either want to go on a bike tour of Europe or go diving in Mexico.

W: Well, we're offering an all-inclusive two-week trip to Mexico for only 300 dollars.

Q: What does the woman suggest the man do for his vacation?

【预测】选项均以动词原形开头表明, 本题可能考查意见或建议。选项中的 travel overseas, a package tour to Mexico 以及 a diving tour in Europe 表明, 本题可能与旅行地点或旅行方式有关。

【精析】B)。由女士提到的 we're offering an all-inclusive either two-week trip to Mexico for only 300 dollars 可知, 答案为 B)。a package tour 意为“包价旅游”, 相当于对话中的 an all-inclusive... trip。注意听清问题问的是女士的建议。注意听清问题问的是女士的建议。

3. 听力原文: W: How long do you think this project might take?

M: I'd say about three months, but it could take longer if somethings unexpected happened. Maybe we'd better allow an extra month, so we won't have to worry about being late.

Q: Why does the man say extra time should be allowed for the project?

【预测】选项中的 in case, to avoid, to make 表明，本题可能与对某事的预防或做某事的目的有关。B) C)和 D)都表示动作尚未进行，只有 A)表示动作已经完成，根据命题规律可以优先排除。

【精析】B)。由男士提到的 but it could take longer if something unexpected happened 可知，男士需要多一个月的时间是为了以防某些始料未及的事情发生，故答案为 B)。注意 A) “某些始料未及的事情已经发生”与原文 if something unexpected happened “如果发生某些始料未及的事情”之间的区别。

4.听力原文：M: I'm thinking about becoming a member here, and I'd like some information.

W: Sure. A three-month membership costs 150 dollars, and that includes use of the wait-room, sauna and pool. I'll give you a free pass so that you can try out the facilities before you decide.

Q: What do we learn from the conversation?

【预测】选项均为完整句子表明，本题考查细节信息。选项中的 membership, a fitness center, the facilities, a member 以及 the club 表明，本题可能与健身俱乐部有关，可能涉及成为健身俱乐部会员的问题。B)和 C)都说的是 try out the facilities (试用这些设施)，但施动者不同，根据命题规律可以判断，其中之一为答案的可能性较大。

【精析】C)。由女士提到的 I'll give you a free pass so that you can try out the facilities before you decide 可知，男士在决定是否成为会员前可以免费试用一下这里的设施，故答案为 C)。try out 意为“试用”。

5.听力原文：W: I'm sorry to hear that you failed the physics course, Ted.

M: Let's face it. I'm just not cut out to be a scientist.

Q: What does the man mean?

【预测】选项均为以 he 开头的完整句子，结合其中的 study science, the test 和 physics course 推测，本题考查的是与 he 有关的事实细节，而且应该是一名学生。

【精析】A)。由男士提到的 I'm just not cut out to be a scientist 可知，男士认为自己不是学理科的料，也就是说他认为自己不适合学理科，故答案为 A)。not cut out to be 意为“生来就不是做…的料”，与 A)中的 is not fit to 同义。

6.听力原文：M: Gary insisted on buying the food for the picnic.

W: That's pretty generous of him. But shouldn't we at least offer to share the expenses? He has a big family to support.

Q: What does the woman suggest they do?

【预测】选项均以动词原形开头表明，本题考查意见或建议。选项中的 the picnic 和 food 表明，本题可能与为野餐准备食物有关。

【精析】C)。由男士提到的 Gary insisted on buying the food for the picnic.和女士所说的 But shouldn't we at least offer to share the expenses? He has a big family to support.可知，女士建议她跟男士两个人为家里分担一些买野餐食物的费用，故答案为 C)。对话中说的是 buy the food 而不是 take the food，故排除 D)。

7.听力原文：W: Did you see the headlines in the paper this morning?

M: Yeah. Apparently the bus company will be laying off its employees if they can't reach an agreement on wages by midnight.

Q: What did the man read about?

【预测】选项均为意义不同且概括性较强的名词短语表明，本题可能考查主题。

【精析】A)。由男士提到的 the bus company will be laying off its employees if they can't reach an agreement on wages by midnight 可知，男士所了解到的应该是一家公交公司的劳动纠纷事件。reach an agreement on wages (就工资待遇问题达成一致)具有很强的提示作用。

8.听力原文：W: Have we received payment for the overseas order we delivered last month?

M: Yes. The check came in yesterday afternoon. I'll be depositing it when I go to the bank today.

Q: What is the woman concerned about?

【预测】选项中的 sales, bank, check 和 payment 表明，本题与经济中的财务问题相关，听音时应重点留意相关信息，做好笔记，对号入座即可。

【精析】D)。由女士提到的 Have we received payment for the overseas order we delivered last month? 可知，女士应该是关心他们已经交货的那个海外订单的货款，故答案为 D)。女士询问的是海外订单的货款，而不是海外销售，故排除 A)。

9-11 听力原文：

W: OK, that's it. Now we have to make a decision. We might as well do that now, don't you think?

M: Sure, let's see. [10] First we saw Frank Brisenski. What did you think of him?

W: Well, he's certainly a very polite young man.

M: And very relaxed, too.

W: [10] But his appearance...

M: Uh... [10] He wasn't well dressed. He wasn't even wearing a tie. .

W: But he did have a nice voice. He sounded good on the telephone.

M: True. And I thought he seemed very intelligent. He answered Dona's questions very well.

W: [10] That's true, but dressing well is important. Well, let's think about the others. Now what about Barbara Jones? She had a nice voice, too. She sounded good on the telephone, and she was well dressed, too.

M: Uh... She did look very neat, very nicely dressed, but...

W: But so shy. She wouldn't be very good at talking to people at the front desk.

M: Uh... OK. [11] Now who was the next? Ah... Yes. David Wallace. I thought he was very good, had a lot of potential. What do you think?

W: Uh. He seemed like a very bright guy. He dressed very nicely, too. And he had a really nice appearance.

M: He seemed relaxed to me, the type of person people feel comfortable with right away.

W: He was polite, but also very friendly and relaxed as you say. [9]/[11] I think he'll be good with the guests at the front desk.

M: He had a very pleasant voice, too.

W: That's right. OK, good! [9]/[11] I guess we have our receptionist then, don't you?

M: [11] Yes, I think so. We'll just offer the job to...

**Questions 9 to 11 are based on the conversation you have just heard.**

9. What are the speakers looking for?

10. What is Frank Brisenski's weakness?

11. What do the speakers decide to do?

9. 【预测】选项中的不同职位表明，本题可能考查谈话者要找的工作或者从事该职位的人。

10. 【预测】选项中表示人物特征的词表明，本题应考查的是面试的职位所要求的个人素质或者是面试者的某个特征。

11. 【预测】选项中的 interview, boss, offer the job to 和 hire 表明，本题考查说话人最后的决定或者做法。

答案详解：

9. B)。本题的对话开头部分并没有明确提及他们要找的是什么。对话中，两人谈论了三位不同的求职者，可见他们是作为面试官在探讨对这些求职者的去留问题对话中反复强调了 appearance 和 voice 等几个因素，可见这份工作应对这些方面要求较高。但是我们还不能因此确定答案。直到对话中出现了 guests, front desk, receptionist 时，我们才最终确定他们要找的是一名旅馆的前台接待，答案为 B)。

10. A)。对话中女士反复强调弗兰克·布里森斯基的着装不行，男士也认同她的观点。尽管谈话者都承认弗兰克·布里森斯基有不少优势，但最终女士还是因为着装问题将他拒之门外，故答案为 A)。

11. C)。由对话中女士提到的 I think he'll be good with the guests at the front desk 和 I guess we have our receptionist then 可知，答案为 C)。

**Conversation Two**

12-15 听力原文

W: Hello.

M: Hello. Is that the reference library?

W: Yes, can I help you?

M: I hope so. I rang earlier and asked for some information about Dennis Hutton, the scientist. You asked me to ring back.

W: Oh, yes. I have found something.

M: Good. I've got a pencil and paper. Perhaps you could read out what it says.

W: Certainly. Hutton Dennis, bom Darlington, 1836, died New York, 1920.

M: Yes, got that.

W: Inventor and physicist, the son of a farmworker. [12] He was admitted to the University of London at the age of 15.

M: Yes.

W: He graduated at 17 with the first class degree in physics and mathematics. All right?

M: Yes, all right.

W: He made his first notable achievement at the age of 18. It was a method of refrigeration which rolls from his work in low temperature physics. [13] He became a professor of mathematics at the University of Manchester at 24, where he remained for twelve years. During that time, he married one of his students, Natasha Willoughby.

M: Yes, go on.

W: Later working together in London, they laid the foundations of modern physics by showing that normal laws of cause and effect do not apply at the level of subatomic particles. [14] For this he and his wife received the Nobel Prize for physics in 1910, and did so again in 1912 for their work on very high frequency radio waves. In his lifetime, Hutton patented 244 inventions. Do you want any more?

M: Yes, when did he go to America?

W: Let me see. [15] In 1920 he went to teach in New York and died there suddenly after only three weeks. Still he was a good age.

M: Yes, I suppose so. Well, thanks.

**Questions 12 to 15 are based on the conversation you have just heard.**

12. What do we learn about Dennis Hutton when he was 15?

13. What did Dennis Hutton do at the age of 24?

14. For what were Dennis Hutton and his wife awarded the Nobel Prize a second time?

15. Why did Dennis Hutton go to New York?

12. 【预测】选项中描述的均是 he 过去的一些成就，由此推测，本题可能考查 he 在某个时间点的成就。

13. 【预测】选项中描述的均是 he 过去的一些行为，由此推测，本题可能考查 he 在某个时间点的所作所为。

14. 【预测】选项中所描述的均是 their 成就，由此推测本题考查的应是他们获得这些成就造成了什么影响或者在什么时间点或与什么人获得了这些成就。

15. 【预测】选项均使用了不定式形式，表达的是目的，由此推测，本题考查的应是做某事的目的。

答案详解:

12、C)。女士说，He was admitted to the University of London at the age of 15 (他 15 岁时就进入伦敦大学学习)，句中的 he 指代的就是前面提到的 Hutton Dennis，故答案为 C)。

13、B)。对话中女士说，He became a professor of mathematics at the University of Manchester at 24 (在 24 岁时他成为了曼彻斯特大学的数学教授)，句中的 he 指代的是 Hutton Dennis。因此答案为 B)。

14、D)。对话中女士说... and did so again in 1912 for their work on very high frequency radio wave (1912 年时由于在高频无线电波领域的贡献，他们再次获得诺贝尔奖)，句中的 fd so 是对 received the Nobel Prize for

physics (获得诺贝尔物理学奖) 的省略表达。因此, 答案为 D)。

15、D)。女士说, In 1920 he went to teach in New York (1920年他去纽约教书), 这里的 he 指代的依然是 Dennis Hutton。选项 D)是对对话中 to teach 的信息再现, 故答案为 D)

## Section B

### Passage One

16-18 听力原文

[16] In America, white-tailed deer are more numerous than ever before, so abundant in fact that they've become a suburban nuisance and a health hazard.

Why can't the herd be thinned the old-fashioned way? [16] The small community of North Haven on Long Island is home to some six hundred to seven hundred deer. The Department of Environmental Conservation estimates the optimum population at 60. The town has been browsed bare of vegetation except where gardens and shrubs are protected by high fences.

Drivers routinely collide with deer and there are so many dead bodies left by the side of the road that the town has made it a deal with a local pet cemetery to collect and dispose of the bodies. Some people in the town have become ill from deer transmitted diseases. [17] On the occasions when hunting has been tried, local animal rights people have worked to secure court orders against the hunts. And when that is failed, they stop the hunters, banging on pots and pans to alert the deer. Town meetings called to discuss the problem inevitably dissolved into confrontations.

The activists believe simply that the deer are not the problem. [18] Some communities have even discussed the possibility of bringing wolves back into the ecological mix. That means wolves in the suburbs of New York. It is almost too wonderful not to try it. The wolves would kill deer of course. [18] They would also terrorize and kill dogs and cats which is not what the suburban dwellers have in mind.

**Questions 16 to 18 are based on the passage you have just heard.**

16. What do we learn about white-tailed deer in North Haven?

17. Why do local animal rights people bang on pots and pans?

18. What would happen if wolves were brought back into the ecological mix?

16、【预测】由 A) (它们已经成为狼的牺牲品) 和 C) (它们已经 4 农作物造成了危害) 可知, they 极可能是一种动物。

17、【预测】选项中均为不定式短语, 故推测问题可能问做某事的目的。

18、【预测】选项均以 they would 开头, 结合其中的 endanger domestic animals 和 kill off the deer 推测, 问题可能与某种危险的动物将带来的后果有关。

答案详解:

16、D)。短文开头提到 In America, whitetailed deer... that they've become a suburban nuisance and a health hazard.(在美国, 白尾鹿...已经成为郊区的祸害, 而且对健康也造成了危害), 接着又说 The small community of North Haven...此处的定冠词 the 提示 North Haven 即短文开头的 suburban, 也就是说诺斯黑文的鹿成了那里的一个麻烦, 故答案为 D)。

17、D)。由短文中提到的...local animal rights people... stop the hunters, banging on pots and pans to alert the deer 可知, 动物权益保护者敲打锅碗瓢盆是为了提醒鹿, 故答案为 D)。

18、C)。短文中提到 Some communities have even discussed the possibility of bringing wolves back into the ecological mix.(一些社区甚至讨论了将狼召回生态组合区的可能性。)接着说 They would also terrorize and kill dogs and cats...(它们会威胁并杀死狗和猫...)综合这两处可知, 把狼带回生态组合可能会危及到狗和猫, C)是对此的同义转述, 故为答案。

**Passage Two**

19-22 听力原文

[19] And now, if you'll walk this way, ladies and gentlemen. [20] the next room we're going to see is the room in which the family used to hold their formal dinner parties and even occasionally entertain heads of state and royalty. However, they managed to keep this room friendly and intimate. And I think you'll agree. It has a very informal atmosphere, quite unlike some grand houses you visit. The curtains were never drawn, even at night, so guests got a view of the lake and fountains outside which were lit up at night — a very attractive sight. As you can see, ladies and gentlemen, the guests were seated very informally around this oval table, which would add to the relaxed atmosphere. The table dates from the 18th century and is made from Spanish oak. [21] It's rather remarkable for the fact that although it's extremely big, it's supported by just six rather slim legs. However, it seems to have survived like that for 200 years. So it's probably going to last a bit longer. The chairs which go with the table are not a complete set. There were originally six of them. They are interesting for the fact that they are very plain and undecorated for the time, with only one plain central panel at the back and no armrests. [22] I myself find them rather uncomfortable to sit in for very long, but people were used to more discomfort in the past. [19] And now, ladies and gentlemen, if you'd like to follow me into the great hall.

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

19. What do we learn about the speaker?  
 20. What does the speaker say about the room they are visiting?  
 21. What is said about the oval table at the room?  
 22. What does the speaker say about the chairs?

19、【预测】四个选项均是关于 she 的职业或身份的内容，由此推测，本题可能考查 she 的身份。注意听 she 指的是谁。

20、【预测】选项以 It was used/is situated/was... visited/ is furnished 开头表明，本题考查与 it 有关的事实细节，选项内容也表明，it 有可能指某个房屋。

21、【预测】选项中的 it is...decorated, it has survived, it is 以及 it is shaped 表明，本题考查与 it 有关的事实细节。听音时要注意 it 指的是什么。

22、【预测】选项中的 to sit in, do not match the oval table 以及 lost some of their legs 表明，选项中的 they 可能指的是椅子，本题考查这些椅子的特点。

答案详解：

19、B)。由短文中开头的 if you'll walk this way, ladies and gentlemen...和短文结尾处的 And now, ladies and gentlemen, if you'd like to follow me into the great hall...可知，说话者是在带领大家参观一个屋子，因此可以推测 she 的身份应该是一名导游，故答案为 B)。

20、A)。由短文中的 the next room we're going to see is the room in which the family used to hold their formal dinner parties 可知，it (即大家要参观的下一个房间)是这个家族用来举行正式宴会的地方，故答案为 A)。根据文中的 occasionally entertain heads of state 可以排除 C)。

21、C)。由短文中的 It's rather remarkable for the fact that although it's extremely big, it's supported by just six rather slim legs 可知，it (即那张椭圆形的桌子)虽然很大，但是却只是由六条非常细小的桌腿支撑着，故答案为 C)。根据文中的 for 200 years 可以排除 B)。

22、A)。由短文中的 I myself find them rather uncomfortable to sit in for very long 可知，说话者觉得在它们(即那些椅子)上面坐的时间太长的话实在不怎么舒服，故答案为 A)。

**Passage Three**

23-25 听力原文

Janet James was 22 years old when she was diagnosed with MS — a disease that attacks the body's nerves.

She has just graduated from college and got a job at an advertising agency when she began to sense that something strange was going on inside her body. [24] When James realized how severe her illness was, she knew she had better hurry up and live life. [23] MS is the biggestcripler of young adults. And although she didn't have many symptoms, she knew it was just a matter of time. First on her agenda was to pursue her dream of hosting a pop music program. She worked at a radio station for a year, always aware that her body was degenerating. Then her best friend moved away. And one night James began screaming, "I got to go! I got to go!" Two weeks later, she arrived at Alaska, thousands of miles from her friends, her family and her past. "Everything fell into a place", she recalls. A 23-year-old girl with an incurable disease can fly to Alaska and everything can work out. The MS attacks came and went. And most of the time they hardly slowed her down. James hiked, fished, learnt to sail and experimented with hot air ballooning. [25] "I lived for adventure"; she says. "Nobody ever had a better time or did more exotic strange things than I did in an 80-year period." Inevitably however, the day came when she was so weakened that she had to return to Pittsburgh, her hometown. There she began relieving her adventures by writing a book about them. Her book was published in 1993.

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

23. What does the speaker say about MS?

24. What did Janet James decide to do after her disease was diagnosed?

25. What sort of person can we infer Janet James is?

23、【预测】选项中的 uncommon, disease, destroys, difficult 和 the biggestcripler 表明，本题应是考查与某种严重疾病相关的内容。

24、【预测】本题四个选项均是关于病人的行为的描述，由此推测本题应是考查患病的某人的行为。

25、【预测】选项均为形容词，而且是用来形容人的性格的，由此推测，本题应是考查对某人性格的描述。  
答案详解：

23、D)。短文前半部分提到，MS is the biggestcripler of young adults. (代谢综合征是年轻人中最大的一种残疾威胁。)选项 D)是对原文信息的复现，故正确答案为 D)。

24、B)。短文中提到，When James realized how severe her illness was, she knew she had better hurry up and live life.(当詹姆斯意识到了她的病情的严重性之后，她知道，最好的做法就是抓紧时间好好生活。)本题是对这句话的考查，选项 B)是对原文信息 she had better hurry up and live life 的复现，故为正确答案。

25、B)。短文中引用珍妮特·詹姆斯自己的话说，“I lived for adventure”（我是为冒险而生），再结合她飞去阿拉斯加以及她去远足、垂钓、乘坐热气球等例子足以说明，詹姆斯是个冒险劲十足的女孩子，故答案为 B)。

## Section C

26、【预测】：空后的 and court decisions 表明，本空应填名词，与 court decisions—起作句子的主语。court deci- sions 提示，所填词应该也具有法律效用。

【答案】Legislation,意为“法律”。

27、【预测】空前的 are receiving 及空后的 in state-approved curricula 表明，本空应填名词，作 are receiving 的宾语。句中的 teacher certification 和 in state-approved curricula (在国家认可的课程中)提示，所填词应该与教育有关。

【答案】instruction, 意为“教学”。

28、【预测】空前的 more 及空后的 than 表明，本空应填多音节形容词，在句中构成比较级。句子的主语 supporters of home education 提示，此处可能是说家庭教育比公共教育更具有优势，故所填词应能用于形容家庭教育的积极意义。

【答案】efficient, 意为“有效的，高效的”。

29、【预测】空前的 lower 及空后的 rates 表明，本空应填名词。句中的 several advantages 提示，此处应该是说消极事物发生的几率得到降低，故所填名词应表示消极意义。



【答案】dropout,意为“中途退学,辍学”。

30、【预测】空前的 increased 及空后的并列结构表明,本空应填名词,与空后的名词词组 higher standardized test scores, and reduced 31 problems 并列。higher standardized test scores (更高的标准化考试分数)和 reduced 31 problems (减少的…问题)提示,所填词应表示积极意义。

【答案】motivation,意为“积极性”。

31、【预测】空前的 reduced 及空后的 problems 表明,本空应填一名词。

【答案】discipline,意为“纪律”。

32、【预测】空前的 critics of the home schooling movement 及空后 that 引导的从句表明,本空应填动词。结合下一句的谓语 acknowledge 可知,应填动词原形。空后 that 引导的从句表达的是一种观点,提示所填词可能表示“认为……”、“主张……”等含义。

【答案】contend,意为“主张,争论”。

33、【预测】分析句子结构可知,句子主谓宾成分完整,who 引导的从句也不缺少主要成分,故 33 homeschooling 很有可能在句中作 the schools 的后置定语。所填词可能是分词形式的动词(短语),也可能是具有形容词意义的介词短语。

【答案】in favor of,意为“支持”。

34、【预测】句子主要成分完整,再结合空前的 technological resources 可以推测,本空可能是 technological resources 的后置定语,所填词可能为分词形式的动词,也可能为具有形容词意义的介词短语。

【答案】at their disposal,意为“供他们使用的”。

35、【预测】空前的 is 及空后的 more highly structured classroom education 表明,本空应填“形容词+介词”结构的短语。

【答案】inferior to,意为“不如,次于”。

## Part III Reading Comprehension Section A

答案详解:

36、N) shift。空格前的 a major 提示所填词为单数可数名词, C) contact 和 N) shift 入选。从后文中列举的不同国家青少年使用手机的情况分析来看,本句要表达的意思是手机改变了他们的生活,所以选择有“改变”之意的 N) shift 为答案。

37、J) improved。空格前的 had 以及空后的宾语 their communications 提示所填词是动词的过去分词,故 A) affiliated, B) attached 和 J) improved 入选,文章此处讨论的是使用手机带来的好处,所以说使用手机加强了朋友之间的联系符合逻辑,故答案为 J) improved (提高,改善)。

38、O) similarly。本句句子结构与语义均完整,空格处应该填入副词与上文承接, M) relatively 和 O) similarly 入选。上一句讲述了美国青少年对手机的青睐,本句讲的是澳大利亚的情况,从 numerous benefits 可以看出澳大利亚青少年同样认可手机,所以选择 O) similarly (同样地),展示两个国家的情况相似。

39、A) affiliated。空格前的 an 以及空后的 part 提示所填词是以元音音素开头的形容词, A) affiliated, B) attached, K) instantaneous 和 L) intrinsic 入选。澳大利亚的青少年们说手机带给他们无数便利,是他们生活的一部分,而且后面提到研究者认为他们使用手机成瘾(addiction),可见手机已成为隶属于他们生活中的一部分,所以选 A) affiliated, 作形容词,意为“隶属的,附属的”。B) attached 表达“附属于”之意时,意为附加于或贴附在另一物上, attached part of their lives 指生活中多出来的部分,而不是指融合于生活的一部分,所以排除 attached; K) instantaneous (瞬间的,及时的)和 L) intrinsic (本质的,固有的)与此处语义相差甚远,排除。

40、B) attached。空格所在词位于 be... to sth.结构中,应填入形容词。本句指出一些人对手机的这种...使得研究者视其为瘾(addiction),可见空格所在分句承接上一分句,进一步表达一些青少年对手机的依赖程度,所填词与第39题的 affiliated 同义,所以答案为 B) attached, be attached to...意为“依恋于...”。

41、H) foster。空格位于句子的谓语部分,主语 cell phones 以及下文的时态提示所填词为动词原形, C) contact (接触), D) contend (竞争), F) diminish (削弱,减少)和 H) foster (促进,培养)入选。本句为段首总起句,分析下一句 They allow young people to exchange...所述,手机对同辈人之间的社会联系起到的是促进作用,

所以选 H) foster。

42、E) continuous。空格前的 a more 以及空后的 sense 提示所填词为形容词, 剩余选项中 E) continuous, I) hazardous, K) instantaneous 和 L) intrinsic 入选。空格所在部分阐述手机使年轻人在日常生活中每时每刻都能与特殊同伴相互交流经验, have a more 42 sense of connection with friends 对应前面的 exchange moment-by-moment...with special partners, 所以所填词与 moment-by-moment 语义相近, 说明这种联系是无时无刻知在持续的, 答案为 E)continuous(持续的, 连绵不断的)。

43、F) diminish。空格前的 can 提示所填词为动词原形, 剩余选项中还有 C) contact, D) contend 和 F) diminish 入选。空格后的 because 从句指出使用手机减少了孩子们与不同性格的同辈人之间的互动, 显然结果是社交容忍度随之被削弱, 故答案为 F) diminish (削弱, 减少), 与 reduce 同义复现。

44、I) hazardous。所填词是修饰 environment 的形容词, 剩余的形容词选项还有 I) hazardous, K) instantaneous 和 L) intrinsic。这里要说明的是以色列的情况, 凭常识也可以得出答案为 I) hazardous (有危险的), hazardous 与后面 security objects 中的 security 形成反义对照。

45、C) contact。所填词与 communication 并列, 语义相近, 从剩余的名词选项 C) contact (接触, 联系) 与 G) endurance (忍耐) 中锁定答案为 C)。

## Section B

### Passage One

46、【定位】根据题目中的 elimination、potentially 和 food 将本题出处定位于 [O] 段第 4 句。

【精析】[O]。[O] 段第 4 句提到仅仅通过减少浪费同时腾出土地、能源和水资源另作他用就有望提供 60% 至 100% 的食物, 题目与该句同义, 其中的 alone 与该句中的 simply 同义, over sixty percent more 对应 60%-100% more。

47、【定位】根据题目中的 fertilisers 和 in the modern industrialised agricultural process 将本题出处定位于 [N] 段首句。

【精析】[N]。[N] 段首句指出在现代工业化的农业生产过程中……制作和使用化肥和杀虫剂所消耗的能源是最多的。题目与该句同义, 其中的 energy use 与该句中的 energy usage 同义, account for 与该句中的 represents 同义, the largest part 对应该句中的 biggest component。

48、【定位】根据题目中的 in developed countries、throw away 和 excessive quantities 将本题出处定位于 [H] 段。

【精析】[H]。[H] 段指出由于超市的频繁促销导致消费者过量购买, 一些食物就成为了家中的垃圾, 大体来说, 在发达国家, 有 30% 至 50% 的商品买回家后都会被购买者扔掉。题目是对该段内容的概括, 其中 consumers 与该段中的 purchaser 同义, nearly half of their food purchases 对应该段中的 between 30% and 50% of what has been bought。

49、【定位】根据题目中的 engineering knowledge、suitable technology 和 improve produce handling in the harvest 将题出处定位于 [O] 段第一个建议。

【精析】[O]。[O] 段第一个建议第 1 句指出应保证发达国家政府能够付诸行动, 将工程学知识、设计知识和合适的技术传授给新兴的发展中国家。第 2 句中的 this 即指上句的做法, 指出这么做将会提高收割量。题目是对这两句内容的概括。

50、【定位】根据题目中的 produce more food 和 finite resources 将本题出处定位于 [A] 段末句。

【精析】[A]。[A] 段开头指出联合国预测到 2075 年, 世界人口将达到约 95 亿。倒数第二句指出, 这项预测给人类提出了很多问题。末句指出, 其中一个关键问题就是如何利用有限的资源生产出更多的食物。题目是对该段内容的概括。

51、【定位】根据题目中的 further、farming area 和 impact on the world's nature ecosystems 将本题出处定位于 [J] 段第 2 句。

【精析】[J]。[J] 段第 2 句指出, 然而, 进一步增加农耕土地面积而不会对世界自然生态系统造成不良影响看起来是不大可能的。题目与此同义, 其中的 adversely 与该句中的 unfavourably 同义。

52、【定位】根据题目中的 Perfectly eatable fruit and vegetable、size 和 physical appearance 将本题出处定位于 [G] 段。

【精析】[G]。[G]段指出，超市会拒绝农场上的一些非常好的可食用水果和蔬菜，因为其物理特性，如大小或外观，不符合超市的严格标准。题目与该句同义。

53、【定位】根据题目中的 *poor practices in harvesting, storage and transportation* 将本题出处定位于[B]段第2句。

【精析】[B]。[B]段第2句指出由于收割、贮藏和运输方面的不当操作，再加上市场和消费者的浪费，据估计，生产出来的食物中约有30%至50%未被人们食用。接下来第3句指出这一数字还不包括被浪费掉的食物在生产时所耗费的大量土地、能源、肥料和水。也就是说，由于收割、贮藏和运输方面的不当操作，浪费了很多食物，也浪费了很多土地和资源。题目是对这两句的概括。

54、【定位】根据题目中的 *Food waste, in less-developed countries* 和 *the producers' end* 将本题出处定位于[E]段首句。

【精析】[E]。该句中的 *wastage* 即指 *food waste*，该句指出，在欠发达国家 浪费主要发生在供应链的农民生产者一方。题目与该句同义，其中的 *happens mainly* 和该句中的 *occur primarily* 同义。

55、【定位】根据题目中的 *beef, more water* 和 *vegetables* 将本题出处定位于[L]段倒数第2句。

【精析】[L]。[L]段倒数第二句指出在肉类的生产过程中，这一点（指上句所说的在食物加工阶段，需要更多的水）尤其重要，牛肉需要的水大约是蔬菜的50倍。题目与此同义，其中 *consumes far more water than* 对应该句中的 *uses about 50 times more water than*。

## Section C

### Passage One

答案详解：

56、【定位】根据题干中的 *call, learning* 和 *paradox* 将本题出处定位于首段。

【精析】C)。首段提到，“学习悖论”就是你在尝试学习新知识时努力挣扎得越多，甚至是失败得越多，你后来就有可能记得越牢，运用得越好，C)是对该句的转述，故为答案。其中的 *success* 是对文中 *the better you're likely to recall and apply that information later* 的概括。*more often than not* 意为“多半，通常”。A)的意思与原文正好相反，予以排除。B)和D)都属于无中生有。

57、【定位】题干中的 *disapprove of in teaching* 是对文中第2段第2句中的 *it may not be the best way to promote learning* 的转述，故将本题出处定位于此。

【精析】C)。第2段第2句卡普尔指出，许多老师在给学生传授新知识时从一开始就提供许多的知识框架和指导的这种方法并不是促进学习的最好方法。由此可见，卡普尔不赞同给学生提太多的指导，故C)符合文意。根据文中第2段第3句中的 *Rather, it's better to let the learners wrestle with the material on their own for a while* 可以排除A)和D)。B)在文中未提及。

58、【定位】根据题干中的 *providing strong "scaffolding"* 将本题出处定位于第3段首句。

【精析】B)。第3段前两句提到，在教学指导（即强大的“脚手架”）的帮助下，学生能够找到一系列问题的答案。即，提供教学指导在教学中产生了一定的效果，由此可以推断，人们应该会认为给学习者提供强大的“脚手架”是一种明智的教学方法，故本题答案为B)。其他三项在文中均找不到依据，予以排除。

59、【定位】根据题干中的 *Kapur*，再结合命题按照文章顺序进行的规律可将本题出处定位于第4、5段。

【精析】D)。第5段第4句提到，卡普尔已经发现了三种能够促进有益挣扎的条件。接着下一句指出，首先就是要选择“具有挑战性但是不会使人灰心的”问题。D)是对第5段第5句的同义转述，其中的 *difficult* 对应文中的 *challenge*，*within their reach* 对应 *do not frustrate*，故答案为D)。A)是针对文中第3段第3句中的 *... by collaborating with one another...* 设置的干扰项。B)的说法与原文矛盾，予以排除。C)中的 *with ease* 与文中第5段第5句中的 *challenge* 矛盾。

60、【定位】根据题干中的 *this tough-love teaching style* 将本题出处定位于第5段最后一句。

【精析】A)。第5段最后一句提到，要告诉那些反对这种严爱教学风格的学生和工作者：你们以后会感激我的。由此可见，从长远来看，学生会感激这种严爱教学方式，故答案为A)。B)是针对文中第5段最后一句中的 *protest* 设置的干扰项。C)和D)在文中均找不到依据，也予以排除。

### Passage Two

答案详解：

61、【定位】根据题干中的 *Vernon Bowman get sued* 将本题出处定位于文章首段首句。

【精析】B)。首段首句提到, 印第安纳 75 岁的农民弗农·鲍曼做了一些让他吃官司的事情。接着下文具体说明了让他吃官司的事情是什么: 他种了用作牛饲料出售的大豆。但是农业巨头孟山都公司坚持认为鲍曼所使用的转基因种子该公司已经获得专利权——而且该专利范围延伸至那些种子的所有后代。概括起来就是, 弗农·鲍曼没有支付专利的钱就种植大豆, 故 B) 符合文意。A) 是针对文中首段第 2 句 *He planted soybeans sold as cattle feed* 设置的干扰项, 注意 *sold as cattle feed* 修饰的是 *soybeans*, 说明鲍曼种植的大豆是市场上出售用作牛饲料的大豆。C) 和 D) 的说法从文中都找不到依据, 予以排除。

62、【定位】根据题干中的 *Monsanto's critics, hoping* 和 *Court* 将本题出处定位于第 2 段最后两句。

【精析】C)。第 2 段最后一句提到, 他们(指批评孟山都公司的人)也希望法院的判决能够约束专利法, 因为专利法正在被滥用于声称对新生生物的私有权。C) 是对该句中的 *hoping the court's ruling will rein in patent law... increasingly being used to claim new life forms as private property* 的同义转述, 故答案为 C)。A) 是针对文中第 2 段倒数第 2 句中的 *small farmers* 设置的干扰项。B) 是针对第 4 段首句中的 *infringement* 设置的干扰项。D) 是针对首段末句中的 *genetically modified seeds*、第 3 段第 2 句中的 *genetically modified seed* 以及最后一段末句中的 *genetically engineered crops* 设置的干扰项。

63、【定位】根据题干中的 *argument* 和 *Monsanto and its supporters* 将本题出处定位于第 3 段前两句。

【精析】A)。第 3 段提及孟山都公司及其支持者的观点, 其中最后两句提到, 他们认为所有权利益理应受到专利法的保护, 因为如果农民不需要缴纳特定的费用就能使用这些种子的话, 那将会浇灭像孟山都这样的公司创新的激情。由此可见, 孟山都公司及其支持者认为专利权应该受到保护, 这样才能激发创新, 故答案为 A)。B) 和 C) 的说法都缺乏原文依据, 可以予以排除。D) 不是孟山都公司及其支持者的观点。

64、【定位】题干中的 *the key issue* 与文中第 5 段首句中的 *the central issue* 同义, 故将本题出处定位于此。

【精析】D)。第 5 段首句提到, 这起案件的核心问题是专利法是否在那些生物的后代身上也适用。D) 是对该句的同义转述, 其中的 *applies to their generations* 对应文中的 *extend to the progeny of those things*。A) 是针对第 1 段末句中的 *agricultural* 设置的干扰项。B) 是针对第 5 段末句提到的 *biotech industries* 设置的干扰项。C) 是针对第 2 段倒数第 2 句中的 *small farmers* 设置的干扰项。

65、【定位】根据题干中的 *the last paragraph* 将本题出处定位于最后一段。

【精析】D)。最后一段首句提到, 如果这是一部好莱坞电影, 那么在演职人员列表播放前, 这位有胆识的印第安纳老农应该会战胜那家利欲熏心的大公司。由此可知, 如果案件发生在好莱坞电影里, 判决可能会对鲍曼有利, 故 D) 符合文意, 其中的 *would be in Bowman's favor* 对应文中的 *the courageous old Indiana farmers would beat the profit-minded corporation, if the case were argued in a Hollywood movie* 对应 *If this were a Hollywood movie*。A) 是针对最后一段首句中的 *a Hollywood movie* 设置的干扰项。B) 是针对最后一段第 2 句中的 *Supreme Court* 和 *a well-earned reputation* 设置的干扰项。C) 说法从文中找不到依据, 也可予以排除。

## Part IV Translation

中国园林(*the Chinese garden*)是经过三千多年演变而成的独具一格的园林景观 (*landscape*)。它既包括为皇室成员享乐而建造的大型花园, 也包括学者、商人和卸任的政府官员为摆脱嘈杂的外部世界而建造的私家花园。这些花园构成了一种意在表达人与自然之间应有的和谐关系的微缩景观。典型的中国园林四周有围墙, 园内有池塘、假山 (*rockwork*)、树木、花草以及各种各样由蜿蜒的小路和走廊连接的建筑。漫步在花园中, 人们可以看到一系列精心设计的景观犹如山水画卷 (*scroll*) 一般展现在面前。

①After 3,000 years of evolution, the Chinese garden has become a unique landscape. ②It includes both large gardens built as entertainment venues for royal family, and private gardens built as secluded retreats for scholars, merchants and retired government officials. ③These gardens have constituted a miniature that is designed in praise of the harmony between man and nature. ④A typical Chinese garden is surrounded by walls and consists

of various buildings linked by winding trails and corridors, with ponds, rockworks, trees and flowers scattered in it.  
⑤ Strolling in the garden, people may feel that a series of well-designed features come into sight just like landscape painting scroll.

难点注释:

- 1、①句中的定语“经过三千多年演变而成的”转译作时间状语“After 3, 000 years of evolution”置于句首。
- 2、②句中“既……也……”译作“both... and...”结构。其中的两个较长的定语“为皇室成员享乐而建造的”和“学者、商人和卸任的政府官员为摆脱嘈杂的外部世界而建造的”处理为两个并列结构做后置定语，译作“built as entertainment venues for royal family”和“built as secluded retreats for scholars, merchants and retired government officials”。
- 3、③句中的定语“一种意在表达人与自然之间应有的和谐关系的”较长，此处处理为定语从句“that is designed in praise of the harmony between man and nature”；“微缩景观”译作“miniature”。
- 4、④句包含两个分句，此处处理 A 并列谓语结构。其中，“四周有围墙”译作“be surrounded by walls”；“由蜿蜒的小路和走廊连接的”译作后置定语“linked by winding trails and corridors”；“有池塘、假山、树木、花草”灵活译作介词短语“with ponds, rockworks, trees and flowers scattered in it”做状语。
- 5、⑤句中“漫步在花园中”顺译作“strolling in the garden”，stroll 所表示的“散步”含有“出门闲逛同时看看风景或有意识地把漫步作为一种户外活动”的意思；“精心设计的”译作“well-designed”；“山水画”译作“landscape painting”；“展现在面前”灵活译作“come into sight”。