

2015年12月大学英语六级考试真题(三)

Part I

Writing

(30 minutes)

Directions : For this part, you are allowed 30 minutes to write a short essay based on the picture below. You should focus on the harm caused by misleading information online. You are required to write at least 150 words but no more than 200 words.



I just feel unfortunate to live in a world with so much misleading information!

注意：此部分试题请在答题卡1上作答。

Part II

Listening Comprehension

(30 minutes)

Section A

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

注意：此部分试题请在答题卡1上作答。

- A) She has completely recovered.

B) She went into shock after an operation.

C) She is still in a critical condition.

D) She is getting much better.
- A) Ordering a breakfast.

B) Booking a hotel room.

C) Buying a train ticket.

D) Fixing a compartment.
- A) Most borrowers never returned the books to her.

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

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

D) Most of the books she lent out came back without jackets.
- A) She left her work early to get some bargains last Saturday.

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

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

D) She failed to get into the supermarket last Saturday.
- A) He is bothered by the pain in his neck.

B) He cannot do his report without a computer.

C) He cannot afford to have a coffee break.

D) He feels sorry to have missed the report.
- A) Only top art students can show their works in the gallery.

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

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

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



7. A) The woman needs a temporary replacement for her assistant.
 B) The man works in the same department as the woman does.
 C) The woman will have to stay in hospital for a few days.
 D) The man is capable of dealing with difficult people.
8. A) It was better than the previous one. C) It exaggerated the city's economic problems.
 B) It distorted the mayor's speech. D) It reflected the opinions of most economists.

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

9. A) To inform him of a problem they face. C) To discuss the content of a project report.
 B) To request him to purchase control desks. D) To ask him to fix the dictating machine.
10. A) They quote the best price in the market. C) They cannot deliver the steel sheets on time.
 B) They manufacture and sell office furniture. D) They cannot produce the steel sheets needed.
11. A) By marking down the unit price. C) By allowing more time for delivery.
 B) By accepting the penalty clauses. D) By promising better after-sales service.
12. A) Give the customer a ten percent discount.
 B) Claim compensation from the steel suppliers.
 C) Ask the Buying Department to change suppliers.
 D) Cancel the contract with the customer.

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

13. A) Stockbroker. B) Physicist. C) Mathematician. D) Economist.
14. A) Improve computer programming. C) Predict global population growth.
 B) Explain certain natural phenomena. D) Promote national financial health.
15. A) Their different educational backgrounds. C) Chaos theory and its applications.
 B) Changing attitudes toward nature. D) The current global economic crisis.

Section B

Directions : *In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.*

注意：此部分试题请在答题卡 1 上作答。

Passage One

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

16. A) They lay great emphasis on hard work. C) They require high academic degrees.
 B) They name 150 star engineers each year. D) They have people with a very high IQ.
17. A) Long years of job training. C) Distinctive academic qualifications.
 B) High emotional intelligence. D) Devotion to the advance of science.
18. A) Good interpersonal relationships. C) Sophisticated equipment.
 B) Rich working experience. D) High motivation.

Passage Two

Questions 19 to 21 are based on the passage you have just heard.

19. A) A diary. C) A history textbook.
 B) A fairy tale. D) A biography.
20. A) He was a sports fan. C) He disliked school.
 B) He loved adventures. D) He liked hair-raising stories.
21. A) Encourage people to undertake adventures. C) Raise people's environmental awareness.

Whether or not we can catch up on sleep—on the weekend, say—is a hotly 38 topic among sleep researchers. The latest evidence suggests that while it isn't 39, it might help. When Liu, the UCLA sleep researcher and professor of medicine, brought 40 sleep-restricted people into the lab for a weekend of sleep during which they logged about 10 hours per night, they showed 41 in the ability of *insulin* (胰岛素) to process blood sugar. That suggests that catch-up sleep may undo some but not all of the damage that sleep 42 causes, which is encouraging, given how many adults don't get the hours they need each night. Still, Liu isn't 43 to endorse the habit of sleeping less and making up for it later.

Sleeping pills, while helpful for some, are not 44 an effective remedy either. “A sleeping pill will 45 one area of the brain, but there's never going to be a perfect sleeping pill, because you couldn't really *replicate* (复制) the different chemicals moving in and out of different parts of the brain to go through the different stages of sleep,” says Dr. Nancy Collop, director of the Emory University Sleep Center.

注意：此部分试题请在答题卡2上作答。

A) alternatively	F) ideal	K) presumption
B) caters	G) improvements	L) ready
C) chronically	H) necessarily	M) recommended
D) debated	I) negotiated	N) surpasses
E) deprivation	J) pierce	O) target

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.*

Climate change may be real, but it's still not easy being green

How do we convince our inner caveman to be greener? We ask some outstanding social scientists.

- A) The road to climate hell is paved with our good intentions. Politicians may tackle polluters while scientists do battle with carbon emissions. But the most pervasive problem is less obvious: our own behaviour. We get distracted before we can turn down the heating. We break our promise not to fly after hearing about a neighbour's trip to India. Ultimately, we can't be bothered to change our attitude. Fortunately for the planet, social science and behavioural economics may be able to do that for us.
- B) Despite mournful polar bears and charts showing carbon emissions soaring, most people find it hard to believe that global warming will affect them personally. Recent polls by the Pew Research Centre in Washington, DC, found that 75-80 percent of participants regarded climate change as an important issue. But respondents ranked it last on a list of priorities.
- C) This inconsistency largely stems from a feeling of powerlessness. “When we can't actually remove the source of our fear, we tend to adapt psychologically by adopting a range of defence mechanisms,” says Tom Crompton, change strategist for the environmental organisation World Wide Fund for Nature.
- D) Part of the fault lies with our inner caveman. Evolution has programmed humans to pay most attention to issues that will have an immediate impact. “We worry most about now because if we don't survive for the next minute, we're not going to be around in ten years' time,” says Professor Elke Weber of the Centre for Research on Environmental Decisions at Columbia University in New York. If the Thames were lapping around Big Ben, Londoners would face up to the problem of emissions pretty quickly. But in practice, our brain discounts the risks—and benefits—associated with issues that lie some way ahead.
- E) Matthew Rush worth, of the Department of Experimental Psychology at the University of Oxford, sees this in his lab every

- day. “One of the ways in which all agents seem to make decisions is that they assign a lower weighting to outcomes that are going to be further away in the future,” he says. “This is a very sensible way for an animal to make decisions in the wild and would have been very helpful for humans for thousands of years.”
- F) Not any longer. By the time we wake up to the threat posed by climate change, it could well be too late. And if we’re not going to make rational decisions about the future, others may have to help us to do so.
- G) Few political libraries are without a copy of *Nudge: Improving Decisions About Health, Wealth and Happiness*, by Richard Thaler and Cass Sunstein. They argue that governments should persuade us into making better decisions — such as saving more in our pension plans—by changing the default options. Professor Weber believes that environmental policy can make use of similar tactics. If, for example, building codes included green construction guidelines, most developers would be too lazy to challenge them.
- H) Defaults are certainly part of the solution. But social scientists are most concerned about crafting messages that exploit our group *mentality* (心态). “We need to understand what motivates people, what it is that allows them to make change,” says Professor Neil Adger, of the Tyndall Centre for Climate Change Research in Norwich. “It is actually about what their peers think of them, what their social norms are, what is seen as desirable in society. In other words, our inner caveman is continually looking over his shoulder to see what the rest of the tribe are up to.
- I) The passive attitude we have to climate change as individuals can be altered by counting us in —and measuring us against—our peer group. “Social norms are primitive and elemental,” says Dr. Robert Cialdini, author of *Influence : The Psychology of Persuasion*. “Birds flock together, fish school together, cattle herd together.. just perceiving norms is enough to cause people to adjust their behaviour in the direction of the crowd.
- J) These norms can take us beyond good intentions. Cialdini conducted a study in San Diego in which coat hangers bearing messages about saving energy were hung on people’s doors. Some of the messages mentioned the environment, some financial savings, others social responsibility. But it was the ones that mentioned the actions of neighbours that drove down power use.
- K) Other studies show that simply providing the facility for people to compare their energy use with the local average is enough to cause them to modify their behaviour. The Conservatives plan to adopt this strategy by making utility companies print the average local electricity and gas usage on peopled bills.
- L) Social science can also teach politicians how to avoid our collective capacity for self-destructive behaviour. Environmental campaigns that tell us how many people drive *SUVs unwittingly* (不经意地) imply that this behaviour is widespread and thus permissible. Cialdini recommends some careful framing of the message. “Instead of normalising the undesirable behaviour, the message needs to marginalise it, for example, by stating that if even one person buys yet another SUV, it reduces our ability to be energy-independent.”
- M) Tapping into how we already see ourselves is crucial. The most successful environmental strategy will marry the green message to our own sense of identity. Take your average trade union member, chances are they will be politically motivated and be used to collective action—much like Erica Gregory. A retired member of the Public and Commercial Services Union, she is setting up one of 1 100 action groups with the support of Climate Solidarity, a two-year environmental campaign aimed at trade unionists.
- N) Erica is proof that a great-grandmother can help to lead the revolution if you get the psychology right—in this case, by matching her enthusiasm for the environment with a fondness for organising groups. “I think it’s a terrific idea,” she says of the campaign. “The union backing it makes members think there must be something in it. She is expecting up to 20 people at the first meeting she has called, at her local pub in the Cornish village of Polperro.
- O) Nick Perks, project director for Climate Solidarity, believes this sort of activity is where the future of environmental action lies. “Using existing civil society structures or networks is a more effective way of creating change... and obviously trade unions are one of the biggest civil society networks in the UK,” he says. The “Love Food, Hate Waste” campaign entered

into a collaboration last year with another such network—the Women’s Institute. Londoner Rachel Taylor joined the campaign with the aim of making new friends. A year on, the meetings have made lasting changes to what she throws away in her kitchen. “It’s always more of an incentive if you’re doing it with other people,” she says. “It motivates you more if you know that you’ve got to provide feedback to a group.”

- P) The power of such simple psychology in fighting climate change is attracting attention across the political establishment. In the US, the House of Representatives Science Committee has approved a bill allocating \$ 10 million a year to studying energy-related behaviour. In the UK, new studies are in development and social scientists are regularly spotted in British government offices. With the help of psychologists, there is fresh hope that we might go green after all.

注意：此部分试题请在答题卡 2 上作答。

46. When people find they are powerless to change a situation, they tend to live with it.
47. To be effective, environmental messages should be carefully framed.
48. It is the government’s responsibility to persuade people into making environment-friendly decisions.
49. Politicians are beginning to realise the importance of enlisting psychologists’ help in fighting climate change.
50. To find effective solutions to climate change, it is necessary to understand what motivates people to make change.
51. In their evolution, humans have learned to pay attention to the most urgent issues instead of long-term concerns.
52. One study shows that our neighbours’ actions are influential in changing our behaviour.
53. Despite clear signs of global warming, it is not easy for most people to believe climate change will affect their own lives.
54. We should take our future into consideration in making decisions concerning climate change before it is too late.
55. Existing social networks can be more effective in creating change in peopled behaviour.

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.

More than a decade ago, cognitive scientists John Bransford and Daniel Schwartz, both then at Vanderbilt University, found that what distinguished young adults from children was not the ability to retain facts or apply prior knowledge to a new situation but a quality they called “preparation for future learning.” The researchers asked fifth graders and college students to create a recovery plan to protect bald eagles from extinction. Shockingly, the two groups came up with plans of similar quality (although the college students had better spelling skills). From the standpoint of a traditional educator, this outcome indicated that schooling had failed to help students think about ecosystems and extinction, major scientific ideas.

The researchers decided to go deeper, however. They asked both groups to generate questions about important issues needed to create recovery plans. On this task, they found large differences. College students focused on critical issues of interdependence between eagles and their *habitats* (栖息地) Fifth graders tended to focus on features of individual eagles (“How big are they?” and “What do they eat?”). The college students had cultivated the ability to ask questions, the cornerstone of critical thinking. They had learned how to learn.

Museums and other institutions of informal learning may be better suited to teach this skill than elementary and secondary schools. At the Exploratorium in San Francisco, we recently studied how learning to ask good questions can affect the quality of peopled scientific inquiry. We found that when we taught participants to ask “What if?” and “How can?” questions that nobody present would know the answer to and that would spark exploration, they engaged in better inquiry at the next exhibit —asking more questions, performing more experiments and making better interpretations of their results. Specifically, their questions became more comprehensive at the new exhibit. Rather than merely asking about something they wanted to try, they tended to include both cause and effect in their question. Asking juicy questions appears to be a transferable skill for deepening collaborative inquiry into the science content found in exhibits.

This type of learning is not confined to museums or institutional settings. Informal learning environments

tolerate failure better than schools. Perhaps many teachers have too little time to allow students to form and pursue their own questions and too much ground to cover in the curriculum. But people must acquire this skill somewhere. Our society depends on them being able to make critical decisions about their own medical treatment, say, or what we must do about global energy needs and demands. For that, we have a robust informal learning system that gives no grades, takes all comers, and is available even on holidays and weekends.

注意：此部分试题请在答题卡 2 上作答。

56. What is traditional educators' interpretation of the research outcome mentioned in the first paragraph?
- A) Students are not able to apply prior knowledge to new problems.
 - B) College students are no better than fifth graders in memorizing facts.
 - C) Education has not paid enough attention to major environmental issues.
 - D) Education has failed to lead students to think about major scientific ideas.
57. In what way are college students different from children?
- A) They have learned to think critically.
 - B) They are concerned about social issues.
 - C) They are curious about specific features.
 - D) They have learned to work independently.
58. What is the benefit of asking questions with no ready answers?
- A) It arouses students' interest in things around them.
 - B) It cultivates students' ability to make scientific inquiries.
 - C) It trains students' ability to design scientific experiments.
 - D) It helps students realize not every question has an answer.
59. What is said to be the advantage of informal learning?
- A) It allows for failures.
 - B) It is entertaining.
 - C) It charges no tuition.
 - D) It meets practical needs.
60. What does the author seem to encourage educators to do at the end of the passage?
- A) Train students to think about global issues.
 - B) Design more interactive classroom activities.
 - C) Make full use of informal learning resources.
 - D) Include collaborative inquiry in the curriculum.

Passage Two

Questions 61 to 65 are based on the following passage.

"There's an old saying in the space world: amateurs talk about technology, professionals talk about insurance." In an interview last year with *The Economist*, George Whitesides, chief executive of space-tourism firm Virgin Galactic, was placing his company in the latter category. But insurance will be cold comfort following the failure on October 31st of VSS Enterprise, resulting in the death of one pilot and the severe injury to another.

On top of the tragic loss of life, the accident in California will cast a long shadow over the future of space tourism, even before it has properly begun.

The notion of space tourism took hold in 2001 with a \$ 20 million flight aboard a Russian spacecraft by Dennis Tito, a millionaire engineer with an adventurous streak. Just half a dozen holiday-makers have reached orbit since then, for similarly astronomical price tags. But more recently, companies have begun to plan more affordable "suborbital" flights —briefer ventures just to the edge of space's vast darkness. Virgin Galactic had, prior to this week's accident, seemed closest to starting regular flights. The company has already taken deposits from around 800 would-be space tourists, including Stephen Hawking.

After being dogged by technical delays for years, Sir Richard Branson, Virgin Galactic's founder, had recently suggested that a *SpaceShipTwo* craft would carry its first paying customers as soon as February 2015. That now seems an impossible timeline. In July, a sister craft of the crashed spaceplane was reported to be about half-finished. The other half will have to wait, as authorities of America's Federal Aviation Administration (FAA) and National Transportation Safety Board work out what went wrong.

In the meantime, the entire space tourism industry will be on *tenterhooks* (坐立不安). The 2004 Commercial Space

Launch Amendments Act, intended to encourage private space vehicles and services, prohibits the transportation secretary (and thereby the FAA) from regulating the design or operation of private spacecraft, unless they have resulted in a serious or fatal injury to crew or passengers. That means that the FAA could suspend Virgin Galactic's licence to fly. It could also insist on checking private manned spacecraft as thoroughly as it does commercial aircraft. While that may make suborbital travel safer, it would add significant cost and complexity to an emerging industry that has until now operated largely as the playground of billionaires and dreamy engineers.

How Virgin Galactic, regulators and the public respond to this most recent tragedy will determine whether and how soon private space travel can transcend that playground. There is no doubt that spaceflight entails risks, and to pioneer a new mode of travel is to face those risks, and to reduce them with the benefit of hard-won experience.

注意：此部分试题请在答题卡 2 上作答。

61. What is said about the failure of VSS Enterprise?
- A) It may lead to the bankruptcy of Virgin Galactic.
 - B) It has a strong negative impact on space tourism.
 - C) It may discourage rich people from space travel.
 - D) It has aroused public attention to safety issues.
62. What do we learn about the space-tourism firm Virgin Galactic?
- A) It has just built a craft for commercial flights.
 - B) It has sent half a dozen passengers into space.
 - C) It was about ready to start regular business.
 - D) It is the first to launch "suborbital" flights.
63. What is the purpose of the 2004 Commercial Space Launch Amendments Act?
- A) To ensure space travel safety.
 - B) To limit the FAA's functions.
 - C) To legalize private space explorations.
 - D) To promote the space tourism industry.
64. What might the FAA do after the recent accident in California?
- A) Impose more rigid safety standards.
 - B) Stop certifying new space-tourist agencies.
 - C) Amend its 2004 Commercial Space Launch Amendments Act.
 - D) Suspend Virgin Galactic's licence to take passengers into space.
65. What does the author think of private space travel?
- A) It is worth promoting despite the risks involved.
 - B) It should not be confined to the rich only.
 - C) It should be strictly regulated.
 - D) It is too risky to carry on.

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.*

在帮助国际社会于 2030 年前消除极端贫困过程中，中国正扮演着越来越重要的角色。

自 20 世纪 70 年代末实施改革开放以来，中国已使多达四亿人摆脱了贫困。在未来五年中，中国将向其他发展中国家在减少贫困、发展教育、农业现代化、环境保护和医疗保健等方面提供援助。

中国在减少贫困方面取得了显著进步，并在促进经济增长方面做出了不懈努力，这将鼓励其他贫困国家应对自身发展中的挑战。在寻求具有自身特色的发展道路时，这些国家可以借鉴中国的经验。

注意：此部分试题请在答题卡 2 上作答。

2015年12月大学英语六级考试真题(三)答案与详解

Part I

Writing

结构框图:

- 一、第1段描述图画内容并介绍图中人物观点。
- 二、第2段分析网络误导性信息的危害——网络误导性信息会使人养成坏习惯，甚至犯罪；网络误导性信息会造成个人和政府的信任危机，并举例说明。
- 三、第3段提出建议——采取措施来防止我们被垃圾信息误导，并提出个人见解。

The Harm Caused by Misleading Information Online

As is revealed in the picture, a man is sitting in front of a computer searching information from the Internet, while a woman is standing by the door, holding a cup of coffee. The most striking feature is the caption under the picture, which reads "I just feel unfortunate to live in a world with so much misleading information!"

With a large amount of information coming up, the severity of misleading information arises. Unfortunately, if we lack the ability to distinguish the true information from the misleading one, we will finally fall prey to it, because the misleading information may get people into bad habits, even make them commit crimes. Numerous network fraud is a living example. In addition, there may be a trust crisis between individuals and the government, if we cannot correct the misleading news as soon as possible. For instance, the nuclear leakage in Japan in 2011 has caused great panic in Eastern China, where thousands of people went out to rob salt after the rumor that salt has an effect of anti-radiation, which brought about turbulence in the domestic market.

From what have been discussed above, it is therefore, necessary that some effective measures be taken to prevent ourselves from being misled by junk information. And in my opinion, learning to identify the authenticity of information online is the most practical measure.

Part II

Listening Comprehension

1. 听力原文: W: I was shocked to hear of your wife's illness. Is she going to be all right?

M: At first, the doctors weren't sure, but she's really improved. She'll be home next week.

Q: What do we learn about the man's wife from the conversation?

【精析】D)。事实细节题。对话中，女士表示听说男士妻子的病情后十分震惊，并询问男士他的妻子好点没有；男士说最初连医生都没有把握，但妻子现在已经好多了，下周就可以回家了。由此可知，男士妻子的病情正在好转。

2. 听力原文: M: Excuse me. Can I get a ticket for a sleeping compartment on this train?

W: Yes, there are four left. The price is £60 per person including a continental breakfast.

Q: What is the man doing?

【精析】C)。行或计划题。对话中，男士询问能否买一张火车卧铺票；女士说票价为60英镑，其中包括一份欧式早餐。由此可知，男士正在购买火车票。

3. 听力原文: M: Janet, here's the book I borrowed from you, but I'm so sorry that I can't find its jacket.

W: It doesn't matter. Anyway, you are one of the few people who actually return books to me.

Q: What does the woman imply?

【精析】A)。推理判断题。对话中，男士把书还给了女士，并向她道歉说书的护封找不到了；女士表示没关系，并补充说实际上除了男士之外，很少的人借了她的书后会归还。由此可知，大多数从女士这里借书的人都没有把书还给她。

4. 听力原文: M: Lisa, have you been to the new supermarket yet?

W: Yes, and no. I went there last Saturday for their grand opening sale; but I drove around the parking lot for nearly an hour, looking for a space before I finally gave up and came home.

Q: What does the woman mean?

【精析】D)。事实细节题。对话中，男士问女士有没有去过新开的那家超市；女士说既去了又没去，上周六超市开业那天她去了超市，但她在停车场转了将近一个小时都没找到地方停车，最后只好回家了。由此可知，女士上周六没能进入超市。

5.听力原文: W: You've been sitting at the computer for hours. Let's take a coffee break, shall we?

M: I wish I could. You know, I'm up to my neck in work. I've got to finish this report. I don't want to miss the deadline.

Q: What does the man mean?

【精析】C)。推理判断题。对话中，女士说男士已经在电脑前坐了好几个小时了，她想邀请男士一起去喝一杯咖啡休息一下；男士说自己忙得不可开交，因为他不想错过提交报告的最后期限。由此可知，男士没有时间喝咖啡休息一下。

6.听力原文: M: What do you think of this gallery space? They offer to let me exhibit some of my paintings here.

W: Are you kidding? Any art student I know would die to have an exhibition here.

Q: What can we infer from the conversation?

【精析】A)。推理判断题。对话中，男士问女士对这个展览馆的看法，并说他有机会在这里展出自己的一些作品；女士认为男士在开玩笑，并说她认识的所有艺术生都十分渴望在这个展览馆展出作品。由此可见，这个展览馆很棒，只有很优秀的艺术生才能有机会在里面展出作品。

7.听力原文: W: Gary, my assistant is in hospital now. Is there anyone in your department who could give a hand for a few days?

M: I think so. I'll ask around and get back to you.

Q: What do we learn from the conversation?

【精析】A)。事实细节题。对话中，女士说自己的助理生病住院了，问男士是否能在他的部门里找人帮她几天；男士说应该没问题，他先找找看，然后给女士回复。由此可知，女士需要一个临时替代她助理的人。

8.听力原文: W: Did you read the article in the paper about the mayor's speech at the economic forum?

M: Sure I did, but I think they twisted the meaning of what he said. It's not the first time for them to do so.

Q: What does the man say about the paper's article?

【精析】B)。弦外之音题。对话中，女士问男士有没有看到报纸上关于市长在经济论坛上发表的文章；男士说自己看过了，但他认为这篇文章曲解了市长讲话的原意，并且说这种现象已经不是第一次出现了。由此可知，男士认为报纸上的文章曲解了市长的演讲。

9-12.听力原文:

W: Oh, hello, John. Are you using your dictating machine this morning? I've got a long report I must dictate. Can I borrow your machine?

M: Of course. But can you spare me a second? (9) It's the message you sent me about the delivery delay of the control desks. What's gone wrong?

W: Everything, John. (10) We have to get the steel sheets we need for these desks from new suppliers. Well, the suppliers have got some trouble or other. They say they will be a bit late with the delivery.

M: But they can't be. Those control desks are a special order. They are wanted for one of the big computer companies. It's a very important contract.

W: When did we promise the delivery?

M: On Thursday next week. And there's a penalty clause. We stand to lose ten percent of our price for each week of overdue delivery.

W: (11) Oh, these penalty clauses! Why did you sales people accept them?

M: (11) We have to accept them; otherwise, we don't get the contracts.

W: Well, let's get on to the Buying Department. I only heard about the delay yesterday because we kept the production line clear to handle these special sheets. It's a dreadful nuisance.

M: It will be more than a nuisance if we don't meet on delivery date. It will cost us a lot of money.

W: Keep calm, John. (12)We can perhaps claim compensation from the steel suppliers for failure to deliver on time. Then we will offset the penalty clause.

M: Well, if you can.

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

9. Why did the woman send the message to the man?

10. What does the woman say about the new suppliers?

11. How did the man get the contracts?

12. What does the woman suggest they do?

答案详解:

9. A)。目的原因题。男士询问女士给他发的关于送货延期的信息；女士说他们的供货方出了问题。由此可知，女士给男士发送信息的目的是想告诉男士他们遇到的难题。

10. C)。事实细节题。对话中女士告诉男士，他们的供货商出现了问题，无法按时供货。

11. B)。事实细节题。对话中女士问男士为什么要接受这样的处罚条款；男士说如果不接受这样的条款，就根本得不到合同。由此可知，男士是通过接受处罚条款拿到合同的。

12. B)。请求建议题。对话最后女士说，或许他们可以让不锈钢钢板的供货商承担没有按时供货的责任，并作出赔偿。

Conversation Two

13-15 听力原文

M: Kathy, chaos theory seems to be a branch of physics or mathematics. (13)You are an economist, so how does it influence your work?

W: Well, in several ways. I am responsible for financial development programs in many parts of the world, so forecasting long range trends and making predictions on the basis of present evidence is what I do. (14)Chaos theory was developed by scientists, trying to explain the movement of the planets and the changes in environmental conditions. Both of these things are also about making long-term predictions on the basis of present evidence.

M: Are many economists involved in this field?

W: An increasing number. In the 1990s, many economists began to look at chaos theory as a way of providing models for forecasting.

M: What kind of "models" are we talking about here?

W: Well, that's a good question, because the basic idea of chaos theory is that there aren't any "models" as such — there aren't guaranteed forms, but rather patterns of change in development.

M: Doesn't that mean that forecasting is impossible?

W: No, but it certainly makes it more of a challenge. Mandelbrot, who did the experiment with stock exchanges prices, for example, noted that although the outcomes were variable, there were in fact certain constancy. What we have to do is make sure we know what these are and take into account all the possible variables.

M: But do economics and finance work in the same way as weather conditions or the movement of planets?

W: Well, no, of course not. There are certain underlying similarities. But we have to leave them for another time.

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

13. What is the woman's profession?

14. What was chaos theory supposed to do when it was first formulated?

15. What are the speakers mainly talking about?

13. D)。事实细节题。对话开头男士问女士，作为一位经济学家，混沌理论对她的工作有什么影响。由此可知，女士是一位经济学家。

14、B)。推理判断题。对话中，女士对混沌理论进行了解释，说科学家们提出这一理论是为了解释行星的运行轨迹以及环境的变化。由此可知，混沌理论最初是为了解释某些自然现象而产生的。

15、C)。主旨大意题。对话开头，男士就在询问女士混沌理论对她工作的影响，女士对此进行了解释，并说越来越多的人把混沌理论运用到经济学工作中。接着，男士又问混沌理论能够提供什么样的预测模式，女士对此也进行了解答，两人又谈论了预测是否可行，以及利用混沌理论进行经济预测与通过该理论预测自然现象是否一样等内容。综合整篇对话的内容可以归纳出，两人谈论的是混沌理论及其应用。

Section B

Passage One

16-18 听力原文

People write to ask me if there's correlation between academic intelligence and emotional intelligence. My answer is no. You can have a high IQ and a high EQ, which, of course, is a winning combination, or be high in one and low in the other. (16)The best study was done at Bell Labs in New Jersey, a very high IQ place. They do research into development for the communications industry. In a division of electronic engineers, who were designing equipment so advanced that they work in teams of up to 150, co-workers and managers were asked to nominate the standouts—the stars in productivity and effectiveness. They came up with 10 or 15 names, and that group of stars was compared with everyone else. It turned out there was no difference in IQ, no difference in academic qualifications, no difference in years on the job. (17) The only difference was emotional intelligence. The stars were people who knew how to get along, who knew how to motivate themselves, usually the kind of people you like to hang out with. When these people ran up against a technical problem, to which they'd have to turn to someone else for an answer, they'd e-mail and get an answer right away, because they built up a network of people before they needed them. The other people would e-mail and wait up to two weeks for an answer. (18)So you can see how being good in the interpersonal realm actually was a direct benefit, even for effectively pursuing a technical task.

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

16. What does the speaker say about Bell Labs?

17. What characterizes the stars nominated at Bell Labs?

18. What does the speaker say contributes to effectively pursuing a technical task?

答案详解：

16、D)。事实细节题。短文中提到，贝尔实验室进行的研究很好地阐释了情商与智商的关系。在提到位于新泽西的贝尔实验室时，讲话者说这是一个高智商的地方，即贝尔实验室的员工智商都很高。

17、B)。细节辨认题。短文中提到，在电子工程师部门，被提名的明星员工与普通员工相比，智商没有差别，学术文凭没有差别，工作年限也没有差别，唯一的区别就体现在他们的情商上。

18、A)。细节推断题。短文最后提到，即便是对于高效地完成一项技术任务来说，拥有好的人际关系也会使人直接受益。由此可知，良好的人际关系会对人们有效地完成一项技术任务有所帮助。

Passage Two

19-21 听力原文

(19)J's Biography of John Muir—John Muir's own writing—is to bring readers a life story of this remarkable man who did so much to raise American's awareness of environmental issues. As America's first environmentalist, John Muir lived his life forever daring to undertake new adventures. He spent most of his days outdoors and had deep love for the wild lands. In the book, we meet John Muir as a youth fearlessly climbing the roof of his house. He captures birds only to let them go when he realizes the cruelty involved. He becomes an inventor and sells his inventions in order to attend the university. (20)As a young man, he began walking over tens of thousands of miles during his lifetime, through the south to Florida, the west to California and north to Alaska, where readers are taken a long and particularly hair-raising adventure on a large mass of floating ice. Muir's learning in observation throughout his life led him to devote his last years to preserving the natural environment. (21)His writing and speaking raised the awareness of the importance of conservation and helped bring about our national park system.

Readers will feel they know John Muir after reading his story and may catch his passion for preserving the riches of our land. The other's portrayal of Muir's life is a testimony to what it means to be lifelong learners and to use that learning to inform and bring about change.

Questions 19 to 21 are based on the passage you have just heard.

19. What kind of book is the speaker introducing?
20. What do we learn about John Muir when he was young?
21. What did John Muir intend to do through writing and speaking?

答案详解:

19、D)。事实细节题。短文一开头,讲话者就提到《约翰·缪尔传》是一本自传。由此可见,讲话者介绍的是一本自传。

20、B)。细节辨认题。短文开始就提到了 John Muir 的一生都在冒险,在短文中间部分提到,年轻时他就开始周游世界,并且在他的传记中,他将读者带到了令人毛骨悚然的冒险世界。由此可见,年轻时的 John Muir 喜欢冒险。

21、C)。细节推断题。短文中提到, John Muir 的文章和演讲唤起了公众对环境保护的重要性的认识,并对国家公园体系的建立起到了推动作用。

Passage Three

22-25 听力原文

Disaster movies often portray catastrophes that destroy, or at least threaten to destroy the earth's entire population. In fact, a virus emerged in the 1970s that could've been just that fatal. (22)Named after a river that passes through the Congo, the Ebola virus originally manifested itself in the interior of Africa in 1976. (23)Two strains of the disease, with almost identical symptoms, affected humans—Ebola-Zaire and Ebola- Sudan. The Sudan version was deadly enough, killing 50% of those it infected. However, Zaire, with its 90% mortality rate, was even worse. The origins, though not the cause of Ebola-Sudan, can be traced back to a single individual in a Sudanese town. Ebola-Zaire seemed to erupt in over 50 villages simultaneously. (24)Both strains quickly invaded local hospitals when needle sharing and other unhealthy practices ensured the rapid spreading of the infection by bringing people into contact with contaminated body fluids. If the virus had been capable of spreading through the air, or if one infected person had unknowingly entered a large population center, Ebola might have become a worldwide epidemic. However, soon after these fierce outbreaks, the virus died out, at least temporarily. Ebola was so deadly and killed so quickly that within a short period of time, there was no one around to infect. Hospital workers in at least one case deserted their workplace in panic, thus halting the administering of potentially unclean disease spreading injections, but Ebola has not disappeared. (25) With no known vaccination or cure available, it seems only a matter of time until another epidemic erupts.

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

22. What is Ebola virus named after?
23. What do we learn about Ebola-Zaire and Ebola- Sudan?
24. How do people get infected with the disease according to the speaker?
25. What does the speaker believe?

答案详解:

22、D)。事实细节题。短文前半部分提到, Ebola 病毒是以一条穿过刚果的河流命名的。

23、A)。细节辨认题。短文在提到 Ebola 病毒之后,接着就说人类感染的 Ebola 病毒有两种,分别是 Ebola-Zaire 和 Ebola-Sudan,而且这两种病毒所引发的症状几乎完全相同。

24、B)。推理判断题。短文中间部分提到了 Ebola 病毒快速传播的原因,其中,共用针头以及其他一些不卫生的做法使得人们接触到了感染者的体液,而病毒就是通过这种方式传播的。

25、C)。推理判断题。短文最后提到,到目前为止, Ebola 并没有消失,在没有可用的已知疫苗或有效的治

疗方法的情况下，下一波病毒的爆发似乎只是时间问题。

Section C

26、【答案】qualities。【精析】语义推断题。分析句子结构可知，空格处应该填入名词的复数形式作句子的主语，同时作定语从句的先行词。综合第一句的意思可知，空格处需要填入表示“特征，特性”的词。结合录音填入 qualities，意为“特征，特性”。

27、【答案】appear to be。【精析】句意推断题。分析结构可知，空格处应填入系动词或系动词的复合形态连接情态动词 would 和形容词 charming，结合录音填入 appear to be，意为“看起来是，似乎是”。

28、【答案】unpredictable。【精析】修饰关系题。由空格前的系动词 remain 可知，空格处应填入一个形容词，且该形容词可被副词 slightly 修饰。结合录音填入 unpredictable，意为“出乎意料的”。

29、【答案】relaxed。【精析】修饰关系题。分析句子结构可知，空格处应该填入一个形容词与 intimate 并列，且能够修饰名词 style。结合录音填入 relaxed，意为“放松的，轻松的”。

30、【答案】participant。【精析】句意推断题。由空格前的不定冠词 a 以及形容词 passive 可知，空格处应该填入一个可数名词。结合录音填入 participant，意为“参与者，参加者”。

31、【答案】take the initiative。【精析】句意推断题。分析句子结构可知，空格处应该填入一个动词（词组），作句子的谓语。结合录音填入 take the initiative，意为“采取主动，主动提起”。

32、【答案】fascinates。【精析】并列关系题。分析句子结构可知，空格处应该填入一个动词的第三人称单数形式作从句的谓语，并与 leads 并列。结合录音填入 fascinates，意为“深深吸引，迷住”。

33、【答案】a degree of。【精析】修饰关系题。空格位于名词 forcefulness 和 humor 之前，故空格处应填入形容词或表示形容词意义的词，修饰后面的名词。结合录音填入 a degree of，意为“某种程度的”。

34、【答案】simulated。【精析】句意推断题。分析句子结构可知，空格处应填入动词作从句的谓语。结合录音填入 simulated，意为“模拟，模仿”。

35、【答案】appropriate。【精析】修饰关系题。由空格前的不定冠词 an 和空格后的名词 time 可知，空格处应填入一个形容词。结合录音填入 appropriate，意为“合适的”。

Part III Reading Comprehension

Section A

答案详解：

36、B)。【语法判断】空格位于 that 引导的定语从句中，并且作定语从句的谓语动词，又因为先行词是 a culture，因此空格处应填入动词第三人称单数，且此动词还能与 to 连用构成固定搭配。【语义判断】综合考虑备选动词和上下文语义，此处应填入 caters。cater to 为固定搭配，意为“迎合”。此处句意为“我们的文化也在迎合晚睡者的需要”。

37、M)。【语法判断】空格位于 as 之后，by sleep experts 之前，可填入动词的过去分词，表示“像被睡眠专家所……的一样”。【语义判断】根据文意并结合备选词 debated, negotiated 和 recommended 的词义可知，答案为 recommended。此处句意为“超过半数的美国成年人不能做到睡眠专家所建议的每天合起眼睛睡 7 到 9 个小时”。

38、D)。【语法判断】空格位于副词 hotly 之后，名词 topic 之前，可填入形容词或者动词的过去分词。【语义判断】综合上下文考虑，此处可选择 debated。此处，debated 为动词的过去分词形式，实际上是作形容词，表示被动和完成。此处句意为“这是睡眠研究者激烈争论的话题”。

39、F)。【语法判断】空格位于主系表结构的句型中，并处于系动词 is 之后，因此可填入形容词作表语。【语义判断】综合上下文考虑，备选形容词 ideal 和 ready 中，应选择 ideal。此处句意为“这虽然不是理想的解决方法，但也可能有所帮助”。

40、B)。【语法判断】空格位于动词 brought 之后，复合形容词 sleep-restricted 之前，故应填入副词，用来修饰复合形容词。【语义判断】备选副词中，符合上下文语义的只有 chronically “慢性地，长期地”，chronically sleep-restricted people 指长期睡眠不足的人。此处句意为“刘将一些长期睡眠不足的人请进实验室”。

41、G)。【语法判断】空格位于及物动词 showed 之后，因此应填入名词。【语义判断】本段第二句指出，这虽然不是理想的解决方法，但也可能有所帮助。根据句意，接下来的这个实验应该是说明睡眠不足的人通

过补觉，胰岛素处理血糖的能力会有所改善或者提高，故应选择 *improvements*。此处句意为“这些人胰岛素处理血糖的能力显示出改善”

42、E)。【语法判断】空格位于 *that* 引导的定语从句中，该定语从句的主要结构完整，此处应填入修饰成分。【语义判断】根据常识判断，造成身体损害的不是睡眠本身，而是缺乏睡眠这种情况，因此应选择 *deprivation*。此处句意为“这意味着补觉能弥补一些而非全部由睡眠缺乏所造成的损害”。

43、L)。【语法判断】空格位于系动词 *is* 之后，动词不定式 *to endorse* 之前，此处可填入形容词。【语义判断】*be ready to do sth.* 意为“准备好做某事；乐意做某事”，符合题意。本句意为“但是，刘并不愿意认可这种少睡觉然后补觉的生活习惯”

44、B)。【语法判断】空格位于系动词之后，名词短语 *an effective remedy* 之前，经分析可知本句基本结构完整，由此判断需要填入的词为修饰语成分。【语义判断】综合上下文及空格所处的位置考虑，此处宜填入副词 *necessarily*。 *not necessarily* 表示“不一定”。

45、O)。【语法判断】空格位于 *will* 之后，应填入动词原形。【语义判断】备选项中，只有 *target* 为动词原形。代入原文后，此处句意为“一种安眠药针对的是大脑中的一个区域”，符合语义。

Section B

Passage One

46、【定位】由题宁中的 *powerless* 定位到 C) 段。

【精析】[C]。细节归纳题。该段提到，这一矛盾很大程度上源于一种无力感。当我们不能真正消除我们的恐惧根源，我们就会采取一系列防御机制在心理上适应这个情况。题干中的 *powerless* 对应原文中的 *a feeling of powerlessness*，题干中的 *live with it* 对应原文中的 *adapt psychologically*，故答案为 C)。

47【定位】由题干中的 *mess.ages* 和 *carefully framed* 定位到 L) 段第三句。

【精析】[L]。细节归纳题。定位句提到，西奥迪尼建议，在编辑这种信息的时候应特别注意。题干中的 *carefully framed* 对应原文中的 *careful framing*，故答案为 L)。

48、【定位】由题干中的 *government* 和 *persuade people* 定位到 G) 段第二句。

【精析】[G]。细节推断题。定位句提到，他们认为政府应改变默认选择，劝说我们做出更好的决策——比如存更多的养老金。第 2 句则指出，韦伯教授认为环境政策可以采用类似的策略。由此可知，政府有责任劝说公民做出环保的决策。题干是对原文的概括，故答案为 G)。

49、【定位】由题干中的 *psychologists* 和 *fighting climate change* 定位到 P) 段。

【精析】[P]。细节推断题。该段指出，当前，这种对抗气候变化简单的心理能量吸引了政治界的注意，接着举例说明，最后表明在心理专家的协助下，我们对于绿色前景燃起了新的希望。题干中的 *Politicians are beginning to realise the importance of* 对应原文中的 *attracting attention across the political establishment*，题干中的 *enlisting psychologists' help* 对应原文中的 *with the help of psychologists*，故答案为 P)。

50、【定位】由题干中的 *motivates* 和 *make change* 定位到 H) 段第三句。

【精析】[H]。同义转述题。定位句提到，我们要明白什么能激励人们，什么能让他们做出改变。题干中的 *what motivates people to make change* 对应原文中的 *what motivates people, what it is that allows them to make change*，故答案为 H)。

51、【定位】由题干中的 *evolution, humans* 以及 *pay attention to* 定位到 D) 段第二句。

【精析】[D]。同义转述题。定位句提到，人类进化让我们更多地关注会带来直接影响的问题。题干中的 *most urgent issues* 对应原文中的 *issues that will have an immediate impact*，故答案为 D)。

52、【定位】由题干中的 *One study* 和 *neighbours* 定位到 J) 段第二至四句。

【精析】[J]。细节归纳题。由定位句可知，西奥迪尼在圣地亚哥做过一项研究，研究中只有提到邻居行为的那些信息才真正降低了用电量。由此可知，该实验证明，邻居的行为对我们自身行为的改变有影响。题干中的 *our neighbours' actions* 对应原文中的 *the actions of neighbours*，故答案为 J)。

53、【定位】由题干中的 *most people* 和 *believe* 定位到 B) 段第一句。

【精析】[B]。同义转述题。定位句提到，尽管北极熊的哀鸣以及表格表明碳排放量正在急剧增加，大多数人却很难相信全球变暖会对他们本身造成什么影响。题干中的 *clear signs of global warming* 对应原文中的 *mournful polar bears and charts showing carbon emissions soaring*，题干中的 *not easy* 对应原文中的 *hard*，故答

案为 B)。

54、【定位】由题干中的 making decisions 和 too late 定位到 F)段后两句。

【精析】[F]。细节归纳题。定位句提到，到我们意识到气候变化的威胁时，可能为时已晚。而且，如果我们不能为未来做出理智的决策，其他人就不得不帮助我们这么做。由此可知，我们在做与气候变化有关的决策时应考虑未来。题干是对原文的归纳，故答案为 F)。

55、【定位】由题干中的 social networks 和 creating change 定位到 O)段第二句。

【精析】[O]。同义转述题。定位句提到，使用现有的民间社会机构或网络能够更有效地创造变化……显然工会是英国最大的民间社会网络之一。题干中的 can be more effective 对应原文中的 is a more effective way，故答案为 O)。

Section C

Passage One

答案详解：

56、【定位】由题干中的 traditional educators 和 outcome 定位到文章首段末句。

【精析】D)。细节辨认题。定位句指出，从传统教育工作者的角度来看，这一结果表明，学校教育未能帮助学生思考生态系统和物种灭绝这两个主要的科学理念。由此可见，传统教育工作者认为教育没有引导学生思考主要的科学理念，故答案为 D)。

57、【定位】由题干中的 college students, different 和 children 定位到文章第二段第三至六句。

【精析】A)。推理判断题。定位句指出，研究发现大学生和儿童之间存在着巨大差异：大学生已培养出了提问的能力，这是批判性思维的基石。由此可见，大学坐与儿童的区别在于大学生已学会了批判性地思考，故答案为 A)。

58、【定位】根据题干中的 asking questions 和 no ready answers 定位到文章第三段第二、三句。

【精析】B)。推理判断题。定位句指出，当研究者教参与者提出“如果？”和“如何？”这些现场没有人知道答案但又会激发探索的问题时，他们在下次展览时会更好地进行探究——提出更多的问题，进行更多的实验并对其研究结果作出更好的解释。由此可知，提出没有现成答案的问题的好处是培养学生进行科学探究的能力，故答案为 B)。

59、【定位】由题干中的 advantage 和 informal learning 定位到文章第四段第二句。

【精析】A)。细节辨认题。定位句指出与学校相比，非正式学习的环境对待失败更加宽容。也就是说，非正式的学习的优点是允许失败，故答案为 A)。

60、【定位】由题干中的 at the end of the passage 定位到文章最后一段的最三句。

【精析】C)。推理判断题。定位句指出，人们必须从某个地方获得这项技能；我们的社会依赖能对自己的医疗作出关键决定的人，或者说对关于全球能源需求我们所必须做的事情作出关键决定的人；为此，我们拥有一个健全的非正式学习系统，不会打分，来者皆收，甚至在节假日和周末都能使用。由此可知，为了传授人们技能，为了培养社会所依赖的人，我们应该使用非正式学习系统，也就是说，教育者应该充分利用非正式学习资源，故答案为 C)。

Passage Two

答案详解：

61、【定位】由题干中的 failure 和 VSS Enterprise 定位到文章首段最后一句和第二段。

【精析】B)。推理判断题。文章首段最后一句指出，10月31日维珍太空进取号的坠毁导致两名飞行员一死一重伤。第二段介绍此次坠毁事件所带来的影响：除了造成人员的惨痛伤亡，还令太空旅行的前景长期笼罩在阴影之下。由此可见，维珍太空进取号的坠毁对太空旅行造成了很大的负面影响，故答案为 B)。

62、【定位】由题干中的 Virgin Galactic 和选项中的 regular business, “suborbital” flights 定位到文章第三段第四句。

【精析】C)。细节辨认题。定位句指出，在本周事故之前，维珍银河公司似乎就要启动定期太空航班了，由此可见，维珍银河公司差不多准备好开展定期业务了，故答案为 C)。

63、【定位】由题干中的 the 2004 Commercial Space Launch Amendments Act 定位到文章第五段第二句。

【精析】D)。推理判断题。定位句指出，2004版《商业太空发射修正法》旨在鼓励私人太空航天器和服务

的发展，由此推断，2004 版《商业太空发射修正案》的目的在于推动太空旅游业的发展，故答案为 D)。

64、【定位】由题干中的 FAA 和 the recent accident 定位到文章第五段第三句。

【精析】D)。细节辨认题。定位句指出，联邦航空局可能会吊销维珍银河公司的飞行执照，故答案为 D)。

65、【定位】由题干中的 private space travel 定位到文章最末一段最末句。

【精析】A)。观点态度题。定位句指出，太空旅行有风险，而且开拓一种新的旅行方式不仅要面对这些风险，还要通过来之不易的经验降低此类风险，这里的“新的旅行方式”就是指私人太空旅行，也就是说太空旅行虽存在风险，但仍值得推广，故答案为 A)。

Part IV Translation

在帮助国际社会于 2030 年前消除极端贫困过程中，中国正扮演着越来越重要的角色。

自 20 世纪 70 年代末实施改革开放以来，中国已使多达四亿人摆脱了贫困。在未来五年中，中国将向其他发展中国家在减少贫困、发展教育、农业现代化、环境保护和医疗保健等方面提供援助。

中国在减少贫困方面取得了显著进步，并在促进经济增长方面做出了不懈努力，这将鼓励其他贫困国家应对自身发展中的挑战。在寻求具有自身特色的发展道路时，这些国家可以借鉴中国的经验。

China is playing an increasingly important role in helping the international community to eliminate extreme poverty by 2030.

Since the implementation of the reform and opening up in the late 1970s, China has helped as many as four hundred million people out of poverty. Over the next five years, China will provide assistance to other developing countries in poverty reduction, education development, agricultural modernization, environmental protection and health care.

China has made remarkable progress in reducing poverty, and has made unremitting efforts to promote economic growth, which will encourage other poor countries to respond to the challenges of their own developments. These countries can learn from the experience of China when they seek paths of development with their own characteristics.

难点注释：

1、翻译第一段时，可以采用 play a role in sth. 结构，将“中国正扮演着越来越重要的角色”译为主干，将“帮助国际社会于 2030 年前消除极端贫困”译为介词 in 的宾语。本段也可以翻译成 To help the international community to eliminate extreme poverty by 2030, China is acting a more and more important role.。

2、翻译第二段第一句时要注意“改革开放”和“摆脱贫困”的翻译方法。“改革开放”是常用词组，可译为 the reform and opening up; “摆脱贫困”可译为 get rid of poverty，也可像参考译文那样译为 help... out of poverty。

3、翻译第二段第二句时，“向……提供援助”可以翻译成 provide aid/ assistance to sb. in (doing) sth. 结构。此外，还要注意“在减少贫困、发展教育……等方面”的翻译方法，这部分可译作介词 in 的宾语；翻译时，可以像参考译文一样，统一翻译成名词结构，也可以把名词结构转换成动名词短语，即把“减少贫困”“发展教育”“农业现代化”“环境保护”和“医疗保健”分别译为 reducing poverty, developing education, modernizing agriculture, protecting environment 和 improving medical care。

4、第三段第一句的翻译难点在于“不懈努力”的翻译。如果知道“不懈的”可译为 **unremitting**，那接下来的翻译就得心应手了。此外，“应对自身发展中的挑战”既可以按照参考译文那样译为“对自身发展中的挑战作出回应”，即 **respond to the challenges of their own developments**，也可以把“自身发展中（带来）的”译为一个过去分词短语，修饰“挑战”，译为 **cope with challenges brought by their own developments**。

5、第三段末句的翻译难点在于“具有自身特色的发展道路”的翻译。翻译时，可以直译为 **distinctive development roads of their own**，也可以像参考译文那样译为 **paths of development with their own characteristics**。