

2013 年 12 月六级考试真题（第三套）

Part I

Writing

Directions : For this part you are allowed 30 minutes to write an essay **about the impact of the information explosion by referring to the saying** "A wealth of information creates a poverty of attention." You can give examples to illustrate your point and then **explain what you can do to avoid being distracted by irrelevant information.** You should write at least 150 words but no more than 200 words.

Part II

Listening Comprehension

说明：2013 年 12 月六级真题全国共考了两套听力。本套（即第三套）的听力内容与第二套的内容完全相同，只是选项的顺序不一样而已，故在本套中没有重复给出。

Part III

Reading Comprehension

Section A

Directions : In this section, there is a passage with ten blanks. You are required to select one word- far each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

Questions 36 to 45 are based on the following passage.

Some performance evaluations require supervisors to take action. Employees who receive a very favorable evaluation may deserve some type of recognition or even a promotion. If supervisors do not acknowledge such outstanding performance, employees may either lose their 36 and reduce their effort or search for a new job at a firm that will 37 them for high performance. Supervisors should acknowledge high performance so that the employee will continue to perform well in the future.

Employees who receive unfavorable evaluations must also be given attention. Supervisors must 38 the reasons for poor performance. Some reasons, such as a family illness, may have a temporary adverse 39 on performance and can be corrected. Other reasons, such as a bad attitude, may not be temporary. When supervisors give employees an unfavorable evaluation, they must decide whether to take any 40 actions. If the employees were unaware of their own deficiencies, the unfavorable evaluation can *pinpoint* (指出) the deficiencies that employees must correct. In this case, the supervisor may simply need to monitor the employees 41 and ensure that the deficiencies are corrected.

If the employees were already aware of their deficiencies before the evaluation period, however, they may be unable or unwilling to correct them. This situation is more serious, and the supervisor may need to take action. The action should be 42 with the firm's guidelines and may include reassigning the employees to new jobs, 43 them temporarily, or firing them. A supervisor's action toward a poorly performing worker can 44 the attitudes of other employees. If no 45 is imposed on an employee for poor performance, other employees may react by reducing their productivity as well.

A) additional
B) affect
C) aptly
D) assimilate
E) circulation
F) closely
G) consistent
H) enthusiasm

I) identify
J) impact
K) penalty
L) reward
M) simplifying
N) suspending
O) vulnerable



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**.

The College Essay: Why Those 500 Words Drive Us Crazy

- [A] Meg is a lawyer-mom in suburban Washington, D.C., where lawyer-moms are thick on the ground. Her son Doug is one of several hundred thousand high-school seniors who had a painful fall. The deadline for applying to his favorite college was Nov. 1, and by early October he had yet to fill out the application. More to the point, he had yet to settle on a subject for the personal essay accompanying the application. According to college folklore, a well-turned essay has the power to *seduce* (诱惑) an admissions committee. “He wanted to do one thing at a time,” Meg says, explaining her son’s delay. “But really, my son is a huge *procrastinator* (拖延者). The essay is the hardest thing to do, so he’s put it off the longest.” Friends and other veterans of the process have warned Meg that the back and forth between editing parent and writing student can be *traumatic* (痛苦的).
- [B] Back in the good old days — say, two years ago, when the last of my children suffered the *ordeal* (折磨)—a high-school student applying to college could procrastinate all the way to New Year’s Day of their senior year, assuming they could withstand the parental *pestering* (烦扰). But things change fast in the nail-biting world of college admissions. The recent trend toward early decision and early action among selective colleges and universities has pushed the traditional deadline of January up to Nov. 1 or early December for many students.
- [C] If the time for heel-dragging has been shortened, the true source of the anxiety and panic remains what it has always been. And it’s not the application itself. A college application is a relatively straightforward questionnaire asking for the basics: name, address, family history, employment history. It would all be innocent enough — 20 minutes of busy work — except it comes attached to a personal essay.
- [D] “There are good reasons it causes such anxiety,” says Lisa Sohmer, director of college counseling at the Garden School in Jackson Heights, N.Y. “It’s not just the actual writing. By now everything else is already set. Your course load is set, your grades are set, your test scores are set. But the essay is something you can still control, and it’s open-ended. So the temptation is to write and rewrite and rewrite.” Or stall and stall and stall.
- [E] The application essay, along with its mythical importance, is a recent invention. In the 1930s, when only one in 10 Americans had a degree from a four-year college, an admissions committee was content to ask for a sample of applicants’ school papers to assess their writing ability. By the 1950s, most schools required a brief personal statement of why the student had chosen to apply to one school over another.
- [F] Today nearly 70 percent of graduating seniors go off to college, including two-year and four-year institutions. Even apart from the increased competition, the kids enter a process that has been utterly transformed from the one baby boomers knew. Nearly all application materials are submitted online, and the Common Application provides a one-size-fits form accepted by more than 400 schools, including the nation’s most selective.
- [G] Those schools usually require essays of their own, but the longest essay, 500 words maximum, is generally attached to the Common Application. Students choose one of six questions. Applicants are asked to describe an ethical dilemma they’ve faced and its impact on them, or discuss a public issue of special concern to them, or tell of a fictional character or creative work that has profoundly influenced them. Another question invites them to write about the importance (to them, again) of diversity — a word that has assumed magic power in American higher education. The most popular option: write on a topic of your choice.
- [H] “Boys in particular look at the other questions and say, ‘Oh, that’s too much work,’” says John Boshoven, a counselor



in the Ann Arbor, Mich., public schools. “They think if they do a topic of their choice, ‘I’ll just go get that history paper I did last year on the Roman Empire and turn it into a first-person application essay!’ And they end up producing something utterly ridiculous.”

- [I] Talking to admissions professionals like Boshoven, you realize that the list of “don’ts” in essay writing is much longer than the “dos.” “No book reports, no history papers, no character studies,” says Sohmer.
- [J] “It drives you crazy, how easily kids slip into *cliches* (老生常谈) says Boshoven. “They don’t realize how typical their experiences are. ‘I scored the winning goal in soccer against our arch- rival’ ‘My grandfather served in World War II, and I hope to be just like him someday.’ That may mean a lot to that particular kid. But in the world of the application essay, it’s nothing. You’ll lose the reader in the first paragraph.”
- [K] “The greatest strength you bring to this essay,” says the College Board’s how-to book, “is 17 years or so of familiarity with the topic: YOU. The form and style are very familiar, and best of all, you are the world-class expert on the subject of YOU ... It has been the subject of your close scrutiny every morning since you were tall enough to see into the bathroom mirror. The key word in the Common Application prompts is “you.”
- [L] The college admission essay contains the grandest American themes — status anxiety, parental *piety* (孝顺) intellectual standards — and so it is only a matter of time before it becomes infected by the country’s culture of excessive concern with self-esteem. Even if the question is *ostensibly* (表面上) about something outside the self (describe a fictional character or solve a problem of geopolitics), the essay invariably returns to the favorite topic: what is its impact on YOU?
- [M] “For all the anxiety the essay causes,” says Bill McClintick of Mercersburg Academy in Pennsylvania, “it’s a very small piece of the puzzle. I was in college admissions for 10 years. I saw kids and parents beat themselves up over this. And at the vast majority of places, it is simply not a big variable in the college’s decision-making process.”
- [N] Many admissions officers say they spend less than a couple of minutes on each application, including the essay. According to a recent survey of admissions officers, only one in four private colleges say the essay is of “considerable importance” in judging an application. Among public colleges and universities, the number drops to roughly one in 10. By contrast, 86 percent place “considerable importance” on an applicant’s grades, 70 percent on “strength of curriculum.”
- [O] Still, at the most selective schools, where thousands of candidates may submit identically high grades and test scores, a marginal item like the essay may serve as a tie-breaker between two equally qualified candidates. The thought is certainly enough to keep the pot boiling under parents like Meg, the lawyer-mom, as she tries to help her son choose an essay topic. For a moment the other day, she thought she might have hit on a good one. “His father’s from France,” she says. “I said maybe you could write about that, as something that makes you different. You know: half French, half American. I said, “You could write about your identity issues.’ He said, ‘I don’t have any identity issues!’ And he’s right. He’s a well-adjusted, normal kid. But that doesn’t make for a good essay, does it?”
46. Today many universities require their applicants to write an essay of up to five hundred words.
47. One recent change in college admissions is that selective colleges and universities have moved the traditional deadline to earlier dates.
48. Applicants and their parents are said to believe that the personal essay can sway the admissions committee.
49. Applicants are usually better off if they can write an essay that distinguishes them from the rest.
50. Not only is the competition getting more intense, the application process today is also totally different from what baby boomers knew.
51. In writing about their own experiences many applicants slip into cliches, thus failing to engage the reader.



52. According to a recent survey, most public colleges and universities consider an applicant's grades highly important.
53. Although the application essay causes lots of anxiety, it does not play so important a role in the college's decision-making process.
54. The question you are supposed to write about may seem outside the self, but the theme of the essay should center around its impact on you.
55. In the old days, applicants only had to submit a sample of their school papers to show their writing ability.

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.

Among the government's most interesting reports is one that estimates what parents spend on their children. Not surprisingly, the costs are steep. For a middle-class, husband-and-wife family (average pretax income in 2009: \$76,250), spending per child is about \$12,000 a year. With inflation the family's spending on a child will total \$286,050 by age 17.

The dry statistics ought to inform the ongoing deficit debate, because a budget is not just a catalog of programs and taxes. It reflects a society's priorities and values. Our society does not — despite *rhetoric* (说辞) to the contrary — put much value on raising children. Present budget policies tax parents heavily to support the elderly. Meanwhile, tax breaks for children are modest. If deficit reduction aggravates these biases, more Americans may choose not to have children or to have fewer children. Down that path lies economic decline.

Societies that cannot replace their populations discourage investment and innovation. They have *stagnant* (萧条的) or shrinking markets for goods and services. With older populations, they resist change. To stabilize its population — discounting immigration — women must have an average of two children. That's a fertility rate of 2.0. Many countries with struggling economies are well below that.

Though having a child is a deeply personal decision, it's shaped by culture, religion, economics, and government policy. "No one has a good answer" as to why fertility varies among countries, says sociologist Andrew Cherlin of The Johns Hopkins University. Eroding religious belief in Europe may partly explain lowered birthrates. In Japan young women may be rebelling against their mothers' isolated lives of child rearing. General optimism and pessimism count. Hopefulness fueled America's baby boom. After the Soviet Union's collapse, says Cherlin, "anxiety for the future" depressed birthrates in Russia and Eastern Europe.

In poor societies, people have children to improve their economic well-being by increasing the number of family workers and providing support for parents in their old age. In wealthy societies, the logic often reverses. Government now supports the elderly, diminishing the need for children. By some studies, the safety nets for retirees have reduced fertility rates by 0.5 children in the United States and almost 1.0 in Western Europe, reports economist Robert Stein in the journal *National Affairs*. Similarly, some couples don't have children because they don't want to sacrifice their own lifestyles to the time and expense of a family.

Young Americans already face a bleak labor market that cannot *instill* (注入) confidence about having children. Piling on higher taxes won't help. "If higher taxes make it more expensive to raise children, says Nicholas Eberstadt of the American Enterprise Institute, "people will think twice about having another child." That seems like common sense, despite the multiple influences on becoming parents.

56. What do we learn from the government report?



- A) Inflation increases families' expenses.
 B) Raising children is getting expensive.
 C) Budget reduction is around the corner.
 D) Average family expenditure is increasing.
57. What is said to be the consequence of a shrinking population?
 A) Weakened national strength. C) Economic downturn.
 B) Increased immigration. D) Social instability.
58. What accounted for America's baby boom?
 A) Optimism for the future. C) Religious beliefs.
 B) Improved living conditions. D) Economic prosperity.
59. Why do people in wealthy countries prefer to have fewer children?
 A) They want to further improve their economic well-being.
 B) They cannot afford the time and expenses of rearing children.
 C) They are concerned about the future of the coming generation.
 D) They don't rely on their children to support them in old age.
60. What is the author's purpose in writing the passage?
 A) To instill confidence in the young about raising children.
 B) To advise couples to think twice before having children.
 C) To encourage the young to take care of the elderly.
 D) To appeal for tax reduction for raising children.

Passage Two

Questions 61 to 65 are based on the following passage.

Space exploration has always been the province of dreamers: The human imagination readily soars where human *ingenuity* (创造力) struggles to follow. *A Voyage to the Moon*, often cited as the first science fiction story, was written by Cyrano de Bergerac in 1649. Cyrano was dead and buried for a good three centuries before the first manned rockets started to fly.

In 1961, when President Kennedy declared that America would send a man to the moon by the decade's end, those words, too, had a dreamlike quality. They *resonated* (共鸣) with optimism and ambition in much the same way as the most famous dream speech of all, delivered by Martin Luther King Jr. two years later. By the end of the decade, both visions had yielded concrete results and transformed American society. And yet in many ways the two dreams ended up at odds with each other. The fight for racial and economic equality is intensely *pragmatic* (讲求实用的) and immediate in its impact. The urge to explore space is just the opposite. It is figuratively and literally otherworldly in its aims.

When the dust settled, the space dreamers lost out. There was no grand follow-up to the Apollo missions. The technologically compromised space shuttle program has just come to an end, with no successor. The perpetual argument is that funds are tight, that we have more pressing problems here on Earth. Amid the current concerns about the federal deficit, reaching toward the stars seems a dispensable luxury — as if saving one-thousandth of a single year's budget would solve our problems.

But human ingenuity struggles on. NASA is developing a series of robotic probes that will get the most bang from a buck. They will serve as modem Magellans, mapping out the solar system for whatever explorers follow, whether man or machine. On the flip side, companies like Virgin Galactic are plotting a bottom-up assault on the space dream by making it a reality to the public. Private spaceflight could lie within reach of rich civilians in a few years. Another decade or two and it



could go mainstream.

The space dreamers end up benefiting all of us — not just because of the way they expand human knowledge, or because of the spin-off technologies they produce, but because the two types of dreams feed off each other. Both Martin Luther King and John Kennedy appealed to the idea that humans can transcend what were once considered inherent limitations. Today we face seeming challenges in energy, the environment, health care. Tomorrow we will transcend these as well, and the dreamers will deserve a lot of the credit. The more evidence we collect that our species is capable of greatness, the more we will actually achieve it.

61. The author mentions Cyrano de Bergerac in order to show that _____.
- A) imagination is the mother of invention
B) ingenuity is essential for science fiction writers
C) it takes patience for humans to realize their dreams
D) dreamers have always been interested in science fiction
62. How did the general public view Kennedy's space exploration plan?
- A) It symbolized the American spirit.
B) It was as urgent as racial equality.
C) It sounded very much like a dream.
D) It made an ancient dream come true.
63. What does the author say about America's aim to explore space?
- A) It may not bring about immediate economic gains.
B) It cannot be realized without technological innovation.
C) It will not help the realization of racial and economic equality.
D) It cannot be achieved without a good knowledge of the other worlds.
64. What is the author's attitude toward space programs?
- A) Critical.
B) Reserved.
C) Unbiased.
D) Supportive.
65. What does the author think of the problems facing human beings?
- A) They pose a serious challenge to future human existence.
B) They can be solved sooner or later with human ingenuity.
C) Their solutions need joint efforts of the public and private sectors.
D) They can only be solved by people with optimism and ambition.

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**.

中国人自古以来就在中秋时节庆祝丰收。这与北美地区庆祝感恩节的习俗十分相似。过中秋节的习俗于唐代早期在中国各地开始流行。中秋节在农历八月十五，是人们拜月的节日：这天夜晚皓月当空，人们合家团聚，共赏明月。2006 年，中秋节被列为中国的文化遗产，2008 年又被定为公共假日。月饼被视为中秋节不可或缺的美食。人们将月饼作为礼物馈赠亲友或在家庭聚会上享用。传统的月饼上带有“麦（longevity）”、“福”或“和”等字样。



2013 年12 月大学英语六级考试真题(三) 答案与详解

Part I

Writing

【作文审题】这是一篇评论性话题作文。首先,抓住题目中的主题词information explosion, impact和distracted, 避免跑题。接着,借助名言内容(信息过于丰富会分散注意力),名言与题目相结合,可提炼出主题:信息爆炸带来了分散注意力的影响。然后,弄清题目与名言的关系:主题与例证关系。最后,确定行文思路:引出话题+提出观点+举例论证+总结建议;总结时,注意观点要明确,贴合所给主题,切勿模棱两可。

写作思路

第一段:以“总—分—总”形式引出话题,提出观点。

第二段:指出信息爆炸造成了注意力的分散,并举例论证。

第三段:总结全文,提出解决办法,呼应主题。

The Impact of the Information Explosion

As is known to us all, we are now living in the age of “information explosion”. That is, we are surrounded by much information. It is true that information explosion brings convenience to our life, but it also leads to the distraction of our attention.

Just as the famous saying goes, “A wealth of information creates a poverty of attention.” For example, there are so many advertisements on the Internet that we are easily distracted by the irrelevant information of the target website. In addition, the information itself is of various kinds, either healthy or violent. The bad information may even arouse violent crimes.

Therefore, it is high time we adopted proper methods to avoid being distracted by irrelevant information. For one thing, we can make a list of key words about what we will search on the Internet. For another, we can set a time limit for the search of the target information. Thus, the search is more effective and time is saved greatly at the same time.

Part III Reading Comprehension
Section A

答案详解:

36、H)。空格前的 their 提示所填词是名词, E) circulation, H) enthusiasm, J) impact, K) penalty 入选。lose their 36 与减少他们的努力程度(reduce their effort)以及寻找新的工作(search for a new job)并列,同属于杰出表现没有得到肯定的员工可能的行为,所以答案应该是 H) enthusiasm (热情), lose their enthusiasm 在这里指对工作失去热情。

37、L)。空格前的 will 提示所填词是动词原形, B) affect, D) assimilate, I) identify, J) impact, L) reward 入选。空格后的 them 指代的是 employees。一个公司会对表现好的员工付诸什么样的行动呢?显然是奖励他们,所以选 L) reward (奖励), reward sb. for...指“因...而奖励某人”。排除 B) affect (影响)、D) assimilate (同化)、I) identify (识别)以及 J) impact (影响)。

38、I)。空格前的 must 提示所填词为动词原形, B) affect, D) assimilate, I) identify, J) impact 入选。这里能与 the reasons for poor performance 搭配的是 I) identify (确定,识别),指监管者必须识别员工绩效差的原因,针对不同的原因采取不同的措施。

39、J)。所填词位于 have... on...结构中,被 adverse 修饰,确定是能与 on 搭配的名词,从剩下的名词选项 E) circulation, J) impact 与 K) penalty 中确定答案为 J) impact。have impact on...为常用搭配,指“对...有影响”。排除 E) circulation (流通,循环)和 K) penalty (惩罚)。

40、A)。所填词修饰 actions,说明采取的是什么样的措施,应为形容词, A) additional, G) consistent, M) simplifying, N) suspending, O) vulnerable 入选。分析后面陈述的假定情况,如果员工并没有意识到自己的缺陷,评估可以指出他们必须纠正的缺陷, pinpoint the deficiencies that employees must correct 属于对



员工做出负面评估时附带采取的措施，所以答案为 A) additional (附加的)。

41、F)。本句句结构完整，空格处可能缺少的是修饰 monitor 的副词，C) aptly 与 F) closely 入选。监管者能够确保员工纠正缺陷 (ensure that the deficiencies are corrected) 的前提条件应该是密切关注他们，而不是适当地关注他们，所以选 F) closely (紧密地) 而排除 C) aptly (适宜地)。

42、G)。should be... with 提示空格处为形容词，同时用于 be...with 结构，剩余的形容词选项中只有 G) consistent 符合要求，be consistent with 意为“与...一致”，此处说明监管者采取的措施必须符合公司指导方针。

43、N)。观察句子结构可知所填词与 reassigning, firing 并列作 include 的宾语，所以也应为动名词形式，M) simplifying, N) suspending 入选。并列的三个动名词表述的是员工不纠正或者不愿意纠正缺陷时监管者所采取的一系列措施，三者是层层递进关系，从轻到重，居于重新分配岗位到直接解雇之间的措施应该是暂时让他们停职，所以选 N) suspending (中止)。

44、B)。空格前的 can 提示所填词为动词原形，剩余的动词选项还有 B) affect 与 D) assimilate。监管者对绩效差的员工采取的措施显然会影响其他员工的工作态度，所以选 B) affect (影响)。

45、K)。空格前的 no 以及空后的 is 提示所填词为单数名词，该名词可以作 is imposed 的主语，表示因为员工表现差而被监管者施加的行为，对 poor performance 采取的措施应该是“惩罚”，所以选 K) penalty。

Section B

Passage One

46、【定位】根据题目中的 require 和 up to five hundred words 将本题出处定位于[G]段第 1 句。

【精析】[G]。[G]段第 1 句指出，学校往往要求提交自写论文，但这份最多 500 字的论文通常附在“通用申请”上。此处的 schools 指的就是申请人要申请的 universities，故题目是对该句的同义转述。

47 【定位】根据题目中的 selective colleges and universities 和 the traditional deadline 将本题出处定位于[B]段最后一句。

【精析】[B]。[B]段最后一句指出，在申请名校时提早决定并提早行动这一最新趋势将学生们的（申请）截止日期从往年的 1 月提早到了 11 月 1 日或 12 月初。原文句内隐含因果关系，题目省去了对原因的陈述，直接指明发生的变化，故题目是对[B]段最后一句部分内容的同义转述和概括，题目中的 earlier dates 概括了原句中的 January up to Nov. 1 or early December。

48、【定位】题目中的 sway the admissions committee 和 A)段第 5 句中的 seduce an admissions committee 表达的意思相近，故将本题出处定位于[A]段第 5 句。

【精析】[A]。[A]段第 5 句指出，据大学里的人们传言，一篇措辞巧妙的文章有吸引招生委员会的力量。句中的 college folklore 即题目中的让申请人和其父母相信的信息来源 (are said to believe),故题目是对[A]段第 5 句的同义转述。

49、【定位】从题目中找不到与原文完全对应的词，题目是关于论文的作用的，题目中的 distinguishes (区分 I)与[O]段第 1 句中的 tie-breaker (决胜局) 表达的意思相近，故将本题出处定位于[O]段第 1 句。

【精析】[O]。[O]段第 1 句指出，在那些最精英的学校中，可能会有成千上万的候选人都提交了好成绩和高分数，于是像申请论文这样的额外项就可能成为两个同样合格的申请人之间的决胜局。也就是说，当候选人的水平相当时，论文写得好的录取几率更高，题目是对[O]段第 1 句的同义转述。

50、【定位】根据题目中的 competition 和 baby boomers knew 将本题出处定位于[F]段第 2 句。

【精析】[F]。[F]段第 2 句指出，即使除去竞争加剧的因素，孩子们面临的（申请）程序也与婴儿潮时期出生的人知道的程序完全不同根据全文的主题可知，句中的 process 显而易见是指 application process,故题目是对[F]段第 2 句的同义转述，题目中的 different 对应句中的 transform (转变)。

51、【定位】根据题目中的 experiences,, slip into clichés 和 the reader 将本题出处定位于[J]段。

【精析】[J]。[J]段第 1、2 句指出了博肖文对孩子们写论文的情况作出的评价，说他们“太容易落入俗套了。他们没有意识到自己的经历有多典型。”接着举例说明，最后指出这样写论文的后果：“读者读完第一段就会失去兴趣”。题目是对[J]段所隐含的因果关系的提炼及同义转述，题目中的 failing to engage the reader 对应末句的 lose the reader。

52、【定位】根据题目中的 according to a recent survey, public colleges and universities 和 grades highly



important 将本题出处定位于[N]段第 2-4 句。

【精析】[N]。[N]段第 2-4 句均为最近的一项调查的内容，内容对比了公立学校和私立学校招生时关注的重点。其中第 4 句指出，86%的公立院校看重申请人的成绩，故题目是对这几句内容的部分整合。题目中的 most 概括第 4 句中的 86%，题目中的 consider... highly important 是对句中的 place “considerable importance” 的同义转述。

53、【定位】根据题目中的 causes lots of anxiety 及 in the college’s decision-making process 将本题出处定位于[M]段。

【精析】[M]。[M]段第 1 句指出一位教育专家的观点，他认为“论文引起的所有焦虑只是难题的一小部分”。；最后一句指出，在绝大多数地方，它并不是大学决策过程中一个大的可变因素。也就是说，论文在大学决策过程中所起的作用并没有那么重要。题目是对[M]段的整合概括。题目中的 does not play so important a role 对应末句中的 simply not a big variable。

54、【定位】根据题目中的 question, outside the self 和 its impact on you 将本题出处定位于[L]段第 2 句。

【精析】[L]。[L]段第 2 句指出，即使问题表面上是关于自我之外的东西（描述虚构人物或解决一个地理政治学问题），论文主题总是会回到最受欢迎的话题上：它对你自己产生了什么影响？题目是对该句的同义转述。

55、【定位】根据题目中的 a sample of their school papers 和 writing ability 将本题出处定位于[E]段第 2 句。

【精析】[E]。[E]段第 2 句指出，在 20 世纪 30 年代，那时候只有十分之一的美国人具有本科文凭，招生委员会愿意用申请人在学校的论文样例来评估他们的写作能力。题目隐去了文中具体的时间状语 in the 1930s，用 in the old days 作了模糊概括，故题目是对[E]段第 2 句的同义转述。

Section C

Passage One

答案详解：

56、【定位】根据题干中的 the government report 将本题出处定位于首段。

【精析】B)。首段第 1 句中引出了政府报告里关于养育孩子的花销问题；第 2 句紧接着指出毫无悬念，这笔花销不菲。接下来的两句用具体的例子给读者算了一笔账，支持第 2 句的观由此可见，从政府报告中可以看出，养育孩子的成本高昂，选项 B)符合原文，故为正确答案。第 1 段最后一句中提到了 inflation，但这是为了说明在通货膨胀的前提下，父母们要将一个孩子抚养成人将需要花费不少的钱，而不是像选项 A)中说的那样，通货膨胀增加了家庭的开支，故排除 A)。在有关政府报告的部分并未提到预算紧缩的问题，故排除 C)。第 1 段第 3 句的括号中指出，2009 年中产阶级家庭的平均税前收入为 76,250 美元，并未提到家庭平均支出增加的内容，选项 D)显然是对这一部分内容的误解，故排除。

57、【定位】第 2 段主要分析了税收政策对当前美国社会人口出生率的影响，故将本题出处定位于该段。

【精析】C)。第 2 段最后两句指出，如果赤字减少激化了这些偏见，那么更多的美国人选择不要孩子或者少要孩子。如果按这个趋势发展下去的话，经济下滑在所难免。原文中的 down that path 指代的是前一句的内容，lies 后面的内容是导致的结果。选项 C)是对 economic decline 的同义复述，故为正确答案。本题考查的是人口下降可能会导致的影响。选项 A)和 D)的内容在文中并未提及，纯属命题者想当然的主观臆造，故排除。至于选项 B)中所提到的 immigration,在文章第 3 段有提及，但并不是为了说明移民造成的影响，故排除。

58、【定位】根据题干中的 America’s baby boom 将本题出处定位于第 4 段。

【精析】A)。第 4 段倒数第 2 句指出，对于未来的期望引发了美国的婴儿潮。选项 A) optimism for the future 对应原文的 hopefulness,故为正确答案。本题考查美国婴儿潮出现的原因。选项 B)的内容在文中没有提及，故排除。选项 C)和 D)都是基于第 4 段第 1 句所设置的干扰项，但原文中提及这些因素是为了说明影响生育孩子的一些因素，与美国的婴儿潮并无直接关系，故排除。

59、【定位】根据题干中的 wealthy countries 将本题出处定位于第 5 段。

【精析】D)。第 5 段第 2 句提到，富裕的国家往往养育更少的孩子。接下来的内容对这些国家的这种现象进行了解释，其中第 3、4 两句指出，这些国家的政府负责养老的政策减少了人们对养儿防老的依赖，这直接导致了美国和西欧等富裕国家孩子出生率的下降。选项 D)符合原文内容，故为正确答案。第 5 段中指出



了富裕国家的人们少生孩子的两方面原因，一方面是政府提供的政策支持（第2、3句），另一方面是人们自己的生活方式使然（最后一句选项A和C）的内容在该段中并未提及，因此与本题无关，故排除。选项B)是对该段最后一句中只言片语的胡乱嫁接，不符合原文，故排除。

60、【定位】文章第2段和第6段中作者都提到了税收对人口出生率的影响，但第2段只是一笔带过，而第6段中则就这一问题进行了详细阐述，故将本题出处定位于第6段。

【精析】D)。文章前半部分已经介绍了人口减少可能导致经济下滑等一系列问题，第6段第1句也指出，由于人口减少，美国的劳动力市场凋敝。第6段第2、3句指出，征收更高的税率并不能增加人们养育孩子的信心；如果增税会让养育孩子的成本上升的话，人们在生育孩子的时候就会思量了。最后一句中作者指出，人们的这种思量是人之常情。由此不难推测，似乎政府有意要提高生育孩子的税收，在此背景下，作者撰写此文表达了自己的观点：呼吁政府降低养育孩子的税收。选项D)符合文意，故为正确答案。选项A)是对第6段第1句内容的歪曲理解，不符合原文，故排除。选项B)是第6段第3-4句中提到的既成事实，而不是作者的写作目的，故排除。原文中并未涉及鼓励年轻人照顾老人的内容，故排除选项。

Passage Two

答案详解：

61、【定位】根据题干中的 Cyrano de Bergerac 将本题出处定位于首段。

【精析】A)。首段第1句中中提到，人们总是先有丰富的想象力，之后会努力将这些想象力转化为现实。然后列举了《月球旅行》的例子加以说明，由此不难推断，作者在这里提及西拉诺·德·贝热拉克是为了说明想象力是发明的先驱。选项A)是对原文中 The human imagination readily soars where human ingenuity struggles to follow 的同义转述，故为正确答案。本段中西拉诺·德·贝热拉克是位科幻作家，列举他的例子主要是为了支持第1句话的观点，因为他的作品《月球旅行》中提到的事情在他逝世三个世纪后变成了现实，这是为了说明人类总是先有了想象力，然后再用行动将这些梦想变为现实；并不是为了说明创造力是科幻小说作家的必备素质，或者人们需要一些耐心去实现他们的梦想，故排除选项B)和C)。4项D)则完全是对本段内容的移花接木，完全曲解了原文，故排除。

62、【定位】根据题干中的 Kennedy 将本题出处定位于第2段。

【精析】C)。第2段第1句提到，肯尼迪在1961年宣布美国将在十年之内实现载人登月时他的话听起来有几分像梦话，选项C) It sounded very much like a dream 是对原文中 those word, too, had a dreamlike quality 的同义转述，故为答案。本文虽提及肯尼迪的宇宙探索计划与马丁路德金的演说中传递的乐观主义和伟大抱负的精神产生了共鸣，但并未提及美国精神的具体内容，A)项属于过度推断，故排除。本段中确实提到了宇宙探索计划和种族问题，但是并未就紧急性对二者进行比较，选项B)属于无依据的杜撰，故排除。文中未提及肯尼迪宇宙探索计划使古代的一个梦想成为现实，故排除D)。

63、【定位】根据题干中的 explore space 将本题出处定位于第2段。

【精析】A)。第2段后半部分阐述了宇宙探索与种族问题之间的分歧：种族问题更现实一些，为了争取种族和经济平等的斗争是极其实用并且很快就能收到回报的。而探索宇宙却恰恰相反。也就是说，宇宙探索不会立刻就带来相应的经济回报。选项A)符合原文，故为正确答案。本段在论述美国的宇宙探索计划时，并没有提及到要实现它的条件，因此排除选项B)和D)。原文中对宇宙探索和种族问题只是做了平行的比较，并未涉及到这二者之间交叉的关系的问题，故排除选项C)。

64、【定位】第3段和第5段都涉及到作者对于宇宙探索的态度，故将本题出处定位于这两段。

【精析】D)。第3段在上一段所陈述的背景基础上继续阐述关于宇宙探索的现状以及作者对于此事的观点，其中最后一句指出，……就好像如果我们节省了一年中这千分之一的预算的话，我们的问题就能得以解决。从中不难看出作者对于反对宇宙探索的不满。第5段第1句则直接肯定了宇宙探索的意义：它能使我们所有人受益。由此可见，作者对于宇宙探索持支持态度，故答案为D)。本题考查作者对于宇宙探索的态度，选项A)、B)和C)均不符合原文，故排除。

65、【定位】题干中的 the problems facing human beings 与末段倒数第3句的 we face... challenges 对应，故将本题出处定位于末段倒数第3句。

【精析】B)。文中末段倒数第3句提到，现在，我们面临着能源、环境和健康医疗方面的挑战。第4句接



着说,明天我们也将克服所有这些问题,而梦想家们将值得称赞。结合前文可知,这里的“梦想家们”(dreamers)指的是有创造性和想象力的人,由此可知,第4句的意思其实是说,有了有创造性和想象力的人,今天的问题在未来肯定会得到解决,故答案为B)(它们早晚会被人类的创造力战胜。文中提到这些问题未来会被克服,A)(它们是对未来人类生存的巨大挑战)与此矛盾,故排除。C)是针对第4段设的干扰项,属于无中生有,故排除。D)说的是“只有乐观有志向的人才能解决它们”,与原文意思相差太大,也排除。

PartIV Translation

中国人自古以来就在中秋时节庆祝丰收。这与北美地区庆祝感恩节的习俗十分相似。过中秋节的习俗于唐代早期在中国各地开始流行。中秋节在农历八月十五,是人们拜月的节日:这天夜晚皓月当空,人们合家团聚,共赏明月。2006年,中秋节被列为中国的文化遗产,2008年又被定为公共假日。月饼被视为中秋节不可或缺的美食。人们将月饼作为礼物馈赠亲友或在家庭聚会上享用。传统的月饼上带有“麦(longevity)”、“福”或“和”等字样。

①Since ancient times, the Chinese people have celebrated bumper harvest on the Mid-Autumn Festival. ②This custom resembles that of Thanksgiving Day in the North America. ③The custom of celebrating the Mid-Autumn Festival became popular all over China in the early Tang Dynasty. ④Celebrated on the 15th day of the eighth lunar month, the Mid-Autumn Festival is a day for worshipping the moon. ⑤At night, family members get together and enjoy the bright moon in the sky. ⑥In 2006, the Mid-Autumn Festival was listed as a Chinese cultural heritage, and in 2008 designated as a public holiday. ⑦⑧The mooncake, an indispensable food of the Festival, is often used as a gift for relatives and friends or enjoyed at family gatherings. ⑨Traditional mooncakes are imprinted with Chinese characters with such meanings as “longevity”, “happiness” or “harmony” etc.

难点注释:

- ①句中“自古以来”译作“since ancient times”,时态用现在完成时。“中秋节”的英文表达是“the Mid-Autumn Festival”,题中没有给出,这提示考生要掌握中国几大主要传统节日的英文表达,如春节(the Spring Festival)、端午节(the Dragon Boat Festival)和元宵节(the Lantern Festival)等。“在某一天”用介词“on”。“丰收”译作“bumper harvest”。
- ②句中的“这”指代①句中所说的在“中秋时节庆祝丰收”这一习俗,译作“this custom”。“与……十分相似”有多种表达法:可译作“is very much like...”、“is similar to...”或“resembles...”。句中对比的是中秋节的习俗和感恩节的习俗,为避免重复,后一个 custom 可用 that 替代。“感恩节”的英文表达是“Thanksgiving Day”,该词在题中同样没有给出,考生需掌握。西方其他一些重要的节日的英文表达,如情人节(Valentine's Day)和万圣节(Halloween)等也需掌握。
- ③句时间状语为“唐代早期”,故用一般过去时。“过……节”用动词“celebrate”,“开始流行”译作“became popular”,“在中国各地”译作“all over the country/China”。
- ④句中“表农历八月十五”译作状语,“是……的节日”译作“is a day for...”,“拜月”译作“worship the moon”。
- ⑤句中的“团聚”和“共赏明月”译作并列谓语“get together and enjoy the bright moon”。
- ⑥句时间状语为“2006年”和“2008年”,故用一般过去时。“被列为中国的文化遗产”和“被定为公共假日”译作并列谓语,用 and 连接,都用被动语态。其中“被列为中国的文化遗产”可译作“was listed as a Chinese cultural heritage”或“was added to the Chinese cultural heritage list”。在类似的一些短文中,我们



经常会遇到“被世界教科文组织列入世界文化遗产名录”这样的句子，将上述两种译法中的 Chinese 改为 world 即可。“公共假日”译作“public holiday”。

7、⑦⑧句可合并译作一句。主语为“月饼”，将⑦句中的“被视为中秋节不可或缺的美食”译作“an indispensable food of the Festival”，作“the mooncake”的同位语，将⑧句译作被动语态“is often used as a gift for relatives and friends or enjoyed at family gatherings”。

8、⑨句用被动语态，其中的“带有.....字样”是指月饼表面的印子，译作“be imprinted with Chinese characters”，要注意主谓一致。为准确表达出该句的意思，应将“寿”、“福”与“和”这三个字的意思、翻译出来，译作 with such meanings as “longevity”，“happiness” or “harmony”。

