

2016 年 12 月英语四级真题 (卷二)

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay. Suppose you have two options upon graduation: one is to work in a state-owned business and the other in a joint venture. You are to make a choice between the two. Write an essay to explain the reasons for your choice. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension (25 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report 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 I with a single line through the centre.

Questions 1 and 2 are based on the news report you have just heard.

- | | |
|---|--|
| 1. A. To satisfy the curiosity of tourists. | B. To replace two old stone bridges. |
| C. To enable tourists to visit Goat Island. | D. To improve utility services in the state. |
| 2. A. Countless tree limbs. | B. A few skeletons. |
| C. Lots of wrecked boats and ships. | D. Millions of coins on the bottom. |

Questions 3 and 4 are based on the news report you have just heard.

- | |
|--|
| 3. A. It suspended diplomatic relations with Libya. |
| B. It urged tourists to leave Tunisia immediately. |
| C. It shut down two border crossings with Libya. |
| D. It launched a fierce attack against Islamic State. |
| 4. A. Advise Tunisian civilians on how to take safety precautions. |
| B. Track down the organization responsible for the terrorist attack. |
| C. Train qualified security personnel for the Tunisian government. |
| D. Devise a monitoring system on the Tunisian border with Libya. |

Questions 5 to 7 are based on the news report you have just heard.

- | | |
|---|---|
| 5. A. An environment-friendly battery. | B. An energy-saving mobile phone. |
| C. A plant-powered mobile phone charger. | D. A device to help plants absorb sunlight. |
| 6. A. While sitting in their school's courtyard. | B. While playing games on their phones. |
| C. While solving a mathematical problem. | D. While doing a chemical experiment. |
| 7. A. It increases the applications of mobile phones. | |
| B. It speeds up the process of photosynthesis. | |
| C. It improves the reception of mobile phones. | |
| D. It collects the energy released by plants. | |

Section B



Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation 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.

Questions 8 to 11 are based on the conversation you have just heard.

8. A. He visited the workshops in the Grimsby plant.
B. He called the woman and left her a message.
C. He used stand-ins as replacements on all lines.
D. He asked a technician to fix the broken production line.
9. A. It is the most modern production line. B. It assembles super-intelligent robots.
C. It has stopped working completely. D. It is going to be upgraded soon.
10. A. To seek her permission. B. To place an order for robots.
C. To request her to return at once. D. To ask for Tom's phone number.
11. A. She is on duty. B. She is having her day off.
C. She is on sick leave. D. She is abroad on business.

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

12. A. He saved a baby boy's life. B. He wanted to be a superhero.
C. He prevented a train crash. D. He was a witness to an accident.
13. A. He has a 9-month-old boy. B. He is currently unemployed.
C. He enjoys the interview. D. He commutes by subway.
14. A. A rock on the tracks. B. A misplaced pushchair.
C. A strong wind. D. A speeding car.
15. A. She stood motionless in shock. B. She cried bitterly.
C. She called the police at once. D. She shouted for help.

Section C

Directions: In this section, you will hear three passages. At the end of each passage, you will hear three or four 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 I with a single line through the centre.

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

16. A. She inherited her family ice-cream business in Billings.
B. She loved the ice-cream business more than teaching primary school.
C. She started an ice-cream business to finance her daughter's education.
D. She wanted to have an ice-cream truck when she was a little girl.
17. A. To preserve a tradition. B. To amuse her daughter.
C. To help local education. D. To make some extra money.
18. A. To raise money for business expansion. B. To make her truck attractive to children.



- C. To allow poor kids to have ice-cream too. D. To teach kids the value of mutual support.

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

19. A. The reasons for imposing taxes. B. The various services money can buy.
C. The various burdens on ordinary citizens. D. The function of money in the modern world.
20. A. Educating and training citizens. B. Improving public transportation.
C. Protecting people's life and property. D. Building hospitals and public libraries.
21. A. By asking for donations. B. By selling public lands.
C. By selling government bonds. D. By exploiting natural resources.

Questions 22 to 25 are based on the passage you have just heard.

22. A. It is located at the center of the European continent.
B. It relies on tourism as its chief source of revenues.
C. It contains less than a square mile of land.
D. It is surrounded by France on three sides.
23. A. Its beauty is frequently mentioned in American media.
B. Its ruler Prince Rainier married an American actress.
C. It is where many American movies are shot.
D. It is a favorite place Americans like to visit.
24. A. Tobacco. B. Potatoes.
C. Machinery. D. Clothing.
25. A. European history. B. European geography.
C. Small countries in Europe. D. Tourist attractions in Europe.

Part III Reading Comprehension

(40 minutes)

Section A

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

Questions 26 to 35 are based on the following passage.

The ocean is heating up. That's the conclusion of a new study that finds that Earth's oceans now 26 heat at twice the rate they did 18 years ago. Around half of ocean heat intake since 1865 has taken place since 1997, researchers report online in Nature Climate Change.

Warming waters are known to 27 to coral bleaching (珊瑚白化) and they take up more space than cooler waters, raising sea 28. While the top of the ocean is well studied, its depths are more difficult to 29. The researchers gathered 150 years of ocean temperature data in order to get a better 30 of heat absorption from surface to seabed. They gathered together temperature readings collected by everything from a 19th century 31 of British naval ships to modern automated ocean probes. The extensive data sources, 32 with computer simulations (计算机模拟), created a timeline of ocean temperature changes, including cooling from volcanic outbreaks and warming from fossil fuel 33.



About 35 percent of the heat taken in by the oceans during the industrial era now resides at a 34 of more than 700 meters, the researchers found. They say they're 35 whether the deep-sea warming canceled out warming at the sea's surface.

- A. absorb B. Combined C. Contribute D. depth E. emissions F. excursion
G. explore H. floor I. heights J. indifferent K. levels L. mixed M. picture
N. unsure O. voyage

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 Secret to Raising Smart Kids

A) I first began to investigate the basis of human motivation--and how people persevere after setbacks--as a psychology graduate student at Yale University in the 1960s. Animal experiments by psychologists at the University of Pennsylvania had shown that after repeated failures, most animals conclude that a situation is hopeless and beyond their control. After such an experience an animal often remains passive even when it can effect change--a state they called learned helplessness.

B) People can learn to be helpless, too. Why do some students give up when they encounter difficulty, whereas others who are no more skilled continue to strive and learn? One answer, I soon discovered, lay in people's beliefs about why they had failed.

C) In particular, attributing poor performance to a lack of ability depresses motivation more than does the belief that lack of effort is to blame. When I told a group of school children who displayed helpless behavior that a lack of effort led to their mistakes in math, they learned to keep trying when the problems got tough. Another group of helpless children who were simply rewarded for their success on easier problems did not improve their ability to solve hard math problems. These experiments indicated that a focus on effort can help resolve helplessness and generate success.

D) Later, I developed a broader theory of what separates the two general classes of learners—helpless versus mastery-oriented. I realized these different types of students not only explain their failures differently, but they also hold different "theories" of intelligence. The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that's that. I call this a "fixed mind-set (思维模式)." Mistakes crack their self-confidence because they attribute errors to a lack of ability, which they feel powerless to change. They avoid challenges because challenges make mistakes more likely. The mastery-oriented children, on the other hand, think intelligence is not fixed and can be developed through education and hard work. Such children believe challenges are energizing rather than intimidating (令人生畏); they offer opportunities to learn. Students with such a growth mind-set were destined (注定) for greater academic success and were quite likely to outperform their counterparts.

E) We validated these expectations in a study in which two other psychologists and I monitored 373 students for two years during the transition to junior high school, when the work gets more difficult and the grading more strict, to determine how their mind-sets might affect their math grades. At the beginning of seventh grade, we assessed the students' mind-sets by asking them to agree or disagree with statements such as "Your intelligence is something very basic about you that you can't really change." We then assessed their beliefs about other aspects of learning and looked to see what happened to their grades.

F) As predicted, the students with a growth mind-set felt that learning was a more important goal than getting good grades. In addition, they held hard work in high regard. They understood that even geniuses have to work hard. Confronted by a setback such as a disappointing test grade, students with a growth mind-set said they would study harder or try a different strategy. The students who held a fixed mind-set, however, were concerned about looking smart with less regard for learning. They had negative views of effort, believing that having to work hard was a sign of low ability. They thought that a person with talent or intelligence did not need to work hard to do well. Attributing a bad grade to their own lack of ability, those with a fixed mind-set said that they would study less in the future, try never to take that subject again and consider cheating on future tests.



G) Such different outlooks had a dramatic impact on performance. At the start of junior high, the math achievement test scores of the students with a growth mind-set were comparable to those of students who displayed a fixed mind-set. But as the work became more difficult, the students with a growth mind-set showed greater persistence. As a result, their math grades overtook those of the other students by the end of the first semester--and the gap between the two groups continued to widen during the two years we followed them.

H) A fixed mind-set can also hinder communication and progress in the workplace and discourage or ignore constructive criticism and advice. Research shows that managers who have a fixed mind-set are less likely to seek or welcome feedback from their employees than are managers with a growth mind-set.

I) How do we transmit a growth mind-set to our children? One way is by telling stories about achievements that result from hard work. For instance, talking about mathematical geniuses who were more or less born that way puts students in a fixed mind-set, but descriptions of great mathematicians who fell in love with math and developed amazing skills produce a growth mind-set.

J) In addition, parents and teachers can help children by providing explicit instruction regarding the mind as a learning machine. I designed an eight-session workshop for 91 students whose math grades were declining in their first year of junior high. Forty-eight of the students received instruction in study skills only, whereas the others attended a combination of study skills sessions and classes in which they learned about the growth mind-set and how to apply it to schoolwork. In the growth mind-set classes, students read and discussed an article entitled "You Can Grow Your Brain. " They were taught that the brain is like a muscle that gets stronger with use and that learning prompts the brain to grow new connections. From such instruction, many students began to see themselves as agents of their own brain development. Despite being unaware that there were two types of instruction, teachers reported significant motivational changes in 27% of the children in the growth mind-set workshop as compared with only 9% of students in the control group.

K) Research is converging (汇聚) on the conclusion that great accomplishment and even genius is typically the result of years of passion and dedication and not something that flows naturally from a gift.

36. The author's experiment shows that students with a fixed mind-set believe having to work hard is an indication of low ability.

37. Focusing on effort is effective in helping children overcome frustration and achieve success.

38. We can cultivate a growth mind-set in children by telling success stories that emphasize hard work and love of learning.

39. Students' belief about the cause of their failure explains their attitude toward setbacks.

40. In the author's experiment, students with a growth mind-set showed greater perseverance in solving difficult math problems.

41. The author conducted an experiment to find out about the influence of students' mind-sets on math learning.

42. After failing again and again, most animals give up hope.

43. Informing students about the brain as a learning machine is a good strategy to enhance their motivation for learning.

44. People with a fixed mind-set believe that one's intelligence is unchangeable.

45. In the workplace, feedback may not be so welcome to managers with a fixed mind-set.

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 46 to 50 are based on the following passage.



"Sugar, alcohol and tobacco," economist Adam Smith once wrote, "are commodities which are nowhere necessities of life, which have become objects of almost universal consumption, and which are, therefore, extremely popular subjects of taxation. "

Two and a half centuries on, most countries impose some sort of tax on alcohol and tobacco. With surging obesity levels putting increasing strain on public health systems, governments around the world have begun to toy with the idea of taxing sugar as well.

Whether such taxes work is a matter of debate. A preliminary review of Mexico's taxation found a fall in purchases of taxed drinks as well as a rise in sales of untaxed and healthier drinks. By contrast, a Danish tax on foods high in fats was abandoned a year after its introduction, amid claims that consumers were avoiding it by crossing the border to Germany to satisfy their desire for cheaper, fatter fare.

The food industry has, in general, been firmly opposed to such direct government action. Nonetheless, the renewed focus on waistlines means that industry groups are under pressure to demonstrate their products are healthy as well as tasty.

Over the past three decades, the industry has made some efforts to improve the quality of its offerings. For example, some drink manufacturers have cut the amount of sugar in their beverages.

Many of the reductions over the past 30 years have been achieved either by reducing the amount of sugar, salt or fat in a product, or by finding an alternative ingredient. More recently, however, some companies have been investing money in a more ambitious undertaking: learning how to adjust the fundamental make-up of the food they sell. For example, having salt on the outside, but none on the inside, reduces the salt content without changing the taste.

While reformulating recipes (配方) is one way to improve public health, it should be part of a multi-sided approach. The key is to remember that there is not just one solution. To deal with obesity, mixture of approaches--including reformulation, taxation and adjusting portion sizes--will be needed. There is no silver bullet.

46. What did Adam Smith say about sugar, alcohol and tobacco?

- A. They were profitable to manufacture.
- B. They were in ever-increasing demand.
- C. They were subject to taxation almost everywhere.
- D. They were no longer considered necessities of life.

47. Why have many countries started to consider taxing sugar?

- A. They are under growing pressure to balance their national budgets.
- B. They find it ever harder to cope with sugar-induced health problems.
- C. The practice of taxing alcohol and tobacco has proved both popular and profitable.
- D. The sugar industry is overtaking alcohol and tobacco business in generating profits.

48. What do we learn about Danish taxation on fat-rich foods?

- A. It did not work out as well as was expected.
- B. It gave rise to a lot of problems on the border.
- C. It could not succeed without German cooperation.
- D. It met with firm opposition from the food industry.

49. What is the more recent effort by food companies to make foods and drinks both healthy and tasty?

- A. Replacing sugar or salt with alternative ingredients.



- B. Setting a limit on the amount of sugar or salt in their products.
- C. Investing in research to find ways to adapt to consumers' needs.
- D. Adjusting the physical composition of their products.

50. What does the author mean by saying, at the end of the passage, "There is no silver bullet" (Line 4, Para.7)?

- A. There is no single easy quick solution to the problem.
- B. There is no hope of success without public cooperation.
- C. There is no hurry in finding ways to solve the obesity problem.
- D. There is no effective way to reduce people's sugar consumption.

Passage Two

Questions 51 to 55 are based on the following passage.

You may have heard some of the fashion industry horror stories: models eating tissues or cotton balls to hold off hunger, and models collapsing from hunger-induced heart attacks just seconds after they step off the runway.

Excessively skinny models have been a point of controversy for decades, and two researchers say a model's body mass should be a workplace health and safety issue. In an editorial released Monday in the American Journal of Public Health, Katherine Record and Bryn Austin made their case for government regulation of the fashion industry.

The average international runway model has a body mass index (BMI) under 16--low enough to indicate starvation by the World Health Organization's standard. And Record and Austin are worried not just about the models themselves, but about the vast number of girls and women their images influence.

"Especially girls and teens," says Record. "Seventy percent of girls aged 10 to 18 report that they define perfect body image based on what they see in magazines. " That's especially worrying, she says, given that anorexia (厌食症) results in more deaths than does any other mental illness, according to the National Institute of Mental Health.

It's commonly known that certain diseases are linked with occupations like lung disease in coalminers. Professional fashion models are particularly vulnerable to eating disorders resulting from occupational demands to maintain extreme thinness.

Record's suggestion is to prohibit agents from hiring models with a BMI below 18.

In April, France passed a law setting lower limits for a model's weight. Agents and fashion houses who hire models with a BMI under 18 could pay \$ 82,000 in fines and spend up to 6 months in jail. Regulating the fashion industry in the United States won't be easy, Record says. But with the new rules in France, U.S. support could make a difference. "A designer can't survive without participating in Paris Fashion Week", she says, adding, " Our argument is that the same would be true of New York Fashion Week. "

51. What do Record and Austin say about fashion models' body mass?

- A. It has caused needless controversy.
- B. It is but a matter of personal taste.
- C. It is the focus of the modeling business.
- D. It affects models' health and safety.

52. What are Record and Austin advocating in the Monday editorial?

- A. A change in the public's view of female beauty.
- B. Government legislation about models' weight.



- C. Elimination of forced weight loss by models.
- D. Prohibition of models eating non-food stuff.

53. Why are Record and Austin especially worried about the low body mass index of models?

- A. It contributes to many mental illnesses.
- B. It defines the future of the fashion industry.
- C. It has great influence on numerous girls and women.
- D. It keeps many otherwise qualified women off the runway.

54. What do we learn about France's fashion industry?

- A. It has difficulty hiring models.
- B. It has now a new law to follow.
- C. It allows girls under 18 on the runway.
- D. It has overtaken that of the United States.

55. What does Record expect of New York Fashion Week?

- A. It will create a completely new set of rules.
- B. It will do better than Paris Fashion Week.
- C. It will differ from Paris Fashion Week.
- D. It will have models with a higher BMI.

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.

随着中国的改革开放，如今很多年轻人都喜欢举行西式婚礼。新娘在婚礼上穿着白色婚纱，因为白色被认为是纯洁的象征。然而，在中国传统文化中，白色经常是葬礼上使用的颜色。因此务必记住，白花一定不要用作祝人康复的礼物，尤其不要送给老年人或危重病人。同样，礼金也不能装在白色的信封里，而要装在红色的信封里。



2016 年 12 月大学英语四级考试答案与解析(第 2 套)

Part I Writing

【范文】

Job selection is an important issue for almost every graduate. If asked to make a choice between a state-owned business and a joint venture, I will definitely opt for the latter one.

There are three main reasons for my choice. First, joint venture appeals to me greatly for its relaxing and challenging atmosphere. Such enterprise means a place where one can get promoted due to his excellent performance, and moderate challenges can increase my progress. Second, joint ventures have more contact with the outside world, it can improve my communication skills. Last but not least, most joint ventures have some technologies and managerial ideas from other countries, which are relatively different from that in China, bringing feelings of freshness to a graduate like me.

In conclusion, I do believe that every road can lead to Rome as long as you choose the most suitable work to do. Owing to the occupation pattern and working concept, I suppose the work in a joint venture appears more suitable to me.

Part II Listening Comprehension

1 ~ 5 : BDCDC

6 ~ 10 : ADBCA

11 ~ 15 : BABCA

16 ~ 20 : DACAC

21 ~ 25 : BDBDC

Section A

News Report One

New York State plans to shut off the thundering waters of Niagara Falls—gain. At least, the American side of the falls. This “once in a lifetime” event actually may take place twice in some folks’ lives. [1] The New York State parks system wants to turn off the falls on the American side sometime in the next two to three years to replace two 115-year-old stone bridges that allow pedestrians, park vehicles and utilities access to Goat Island.

[2] The American side of the falls were shut off in 1969 to study the buildup of rock at the base of the falls. When that happened, people came from all over the world to see the falls turned off.

People are curious by nature. They want to see what’s underneath. In fact, those who first came to have a look did see something. [2] They found millions of coins on the bottom.

Questions 1 and 2 are based on the news report you have just heard.

1. Why does New York State want to turn off Niagara Falls?
2. What did people find when Niagara Falls were shut off in 1969?



News Report Two

The Tunisian government said Monday that 45 people have been killed after gunmen attacked a town near the border with Libya.

[3] The Interior and Defense ministries said that the Tunisian government has closed its two border crossings with Libya because of the attack.

The Tunisian military has sent reinforcements and helicopters to the area, and authorities have been hunting several attackers who were still at large.

The violence came amid increasing international concern about Islamic State extremists in Libya. Officials of the Tunisian government are especially worried after dozens of tourists were killed in the attacks in Tunisia last year.

[4] Defense Minister Farhat Horchani said last week that German and American security experts were expected to come to help Tunisia devise a new electronic video supervision system on its border with Libya.

Tunisia was targeted last year by three attacks that left 70 people dead and were claimed by Islamic State.

Questions 3 and 4 are based on the news report you have just heard.

3. What did the Tunisian government do after the gunmen's attack?
4. What were German and American security experts expected to do in Tunisia?

News Report Three

[5] Three university students in Santiago, Chile, have developed a plant-powered device to charge their mobile phones.

[6] The three engineering students got the idea for the device while sitting in their school's courtyard. Their invention is a small biological circuit they call E-Kaia. [7] It captures the energy which plants produce during photosynthesis—a process of converting sunlight into energy.

A plant uses only a small part of the energy produced by that process. The rest goes into the soil. E-Kaia collects that energy. The device plugs into the ground and then into a mobile phone.

The E-Kaia solved two problems for the engineering students. They needed an idea for a class project. They also needed an outlet to plug in their phones.

One of the student inventors, Camila Rupcich, says the device changes the energy released from the plant into low-level power to charge phones.

The E-Kaia is able to fully recharge a mobile phone in less than two hours.

Questions 5 to 7 are based on the news report you have just heard.

5. What did the three university students invent?
6. When did they get the idea for the invention?
7. What does the speaker say about the invention?

Section B

Conversation One

M: Good morning. What can I do for you?



W: Good morning. Could I talk to Jeffrey Harding please?

M: Speaking.

W: Hello, Jeff. It's Helen. [8] I got your message on the answering machine. What's the problem?

M: Oh, Helen. Well, it's the Grimsby plant again, I'm afraid. [9] The robots on Line 3 have gone wrong. And the line is at a standstill.

W: Can't you replace them with the stand-ins?

M: I'm afraid not. The stand-ins are already in use on Line 6. And the ones from Line 6 are being serviced.

W: When did this happen, Jeff?

M: Well, they've been making a low continuous sound for a day or two. But they finally went dead at 2:30 this afternoon.

W: I see. What did you do? Have you tried the whole plant?

M: Not yet, Helen. [10] I thought I'd better get your OK first.

W: OK. Get on the phone to Tom, and try to get their stand-ins over tonight. We have to be back at full capacity tomorrow morning. Is it a major job to repair our robots?

M: About a week. That's what the maintenance engineer says.

W: Right. Well, if you can get the ones from Tom, please ask Tom to inform Sheffield that he may need their stand-ins in case of emergency during the next week.

M: OK. Thank you very much, Helen.

W: You are most welcome.

M: [11] Sorry to spoil your day off.

W: It doesn't matter.

Questions 8 to 11 are based on the conversation you have just heard.

8. What did the man do before the telephone conversation?

9. What does the man say about Line 3 in the Grimsby plant?

10. What is the man's purpose in calling the woman?

11. Where is the woman at the time of the conversation?

Conversation Two

W: This is Kerry Burke from *New York Daily News*. I'm speaking to Delroy Simmonds, [13] an unemployed Brooklyn man who missed a job interview Tuesday for the best of reasons: [12] He was saving the life of a 9-month-old boy who was blown into the path of an oncoming subway train by a high wind.

M: Everybody is making me out to be some sort of superhero. I'm just an ordinary person, and a father of two. Anybody in that situation would have done what I did.

W: You were going to an interview when the incident occurred, right?

M: Yes, I was on my way to apply for a maintenance position. [13] I've been looking for a job for a year and more. I'm looking for something to support my family.

W: Tell us what happened at the station.



M: [14] There was a strong wind. It had to be 30 to 40 miles an hour. There was a woman with four kids. One was in a pushchair. The wind blew the baby onto the tracks.

W: [15] Witnesses said people were looking on in horror as the child's mother, identified by sources as Maria Zamara, stood frozen in shock. In the distance, people could see the train rounding a bend, headed into the station. I guess you were not aware of any of these, right?

M: No. I just jumped down and grabbed the baby. The train was coming around the corner as I lifted the baby from the tracks. I really wasn't thinking.

W: What an amazing story. Thank you very much.

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

12. What did Kerry Burke from *New York Daily News* say about the man?

13. What do we learn about the man from the conversation?

14. What caused the incident?

15. How did the mother react when the incident occurred?

Section C

Passage One

There's one sound that gets a big reaction from kids on a hot day, the sound of an ice-cream truck.

Maria McCartney has been in the mobile ice-cream business since 2005.

[16] "When I was a little girl, I saw an ice-cream truck and knew I wanted to have one someday," McCartney said.

During the hot days of summer, Maria and her daughter drive an ice-cream truck through neighborhoods and parks in Billings.

It's not about making money for this former elementary school teacher. [17] Rather, she wants to preserve the tradition of the neighborhood ice-cream truck.

"Truly my favorite part is to see the kids jumping up and down and they just get so excited. It's great to build a memory for them too. There's not a lot of these ice-cream trucks around anymore. The parents come out barefoot and screaming, ready to buy ice-cream; they remember when they were kids and they saw a truck," she said.

While the treats may be ice cold, Maria has a warm heart for little faces. [18] Her truck features a donation bucket for kids who don't have money for ice-cream.

"When there are three kids and only two of them have money, I always make sure the third one gets something because I can't drive away and have that third one not have something," she said.

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

16. What does the speaker say about Maria McCartney?

17. Why does Maria go into the mobile ice-cream business?

18. Why does Maria put a donation bucket in her truck?



Passage Two

We know we have to pay for what we get. If we buy food, we have to pay for it. If a doctor treats us, we know there will be a bill to pay. These are private bills. But there are also public bills to be paid. They are paid by the government. In turn we get the needed services. [19] We pay for these services through taxes.

What would happen if everyone stopped paying taxes? The water supply would stop; the streets might not be cleaned; schools would be closed. We would not want to live in such a city. [20] The chief duty of every government is to protect persons and property. More than three-fourths of government expenses are used for this purpose. The next largest amount of public money goes to teach and train our citizens. Billions of dollars each year are spent on schools and libraries. Also, a large amount of public funds is spent on roads.

Most of the needed funds is raised by taxes. The law orders us to pay taxes. We have no choice in the matter.

[21] Years ago the government made money by selling public lands. But most of the best public lands have now been sold. There are still some public lands that contain oil, coal and other natural resources. They could be sold, but we want to save them for future years. [19] So, we all must pay our share for the services that make our lives comfortable.

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

19. What does the speaker mainly talk about?
20. What is most of the government money used for?
21. How did the government raise money to pay public bills in the past?

Passage Three

[25] Did you know that, besides larger places like France and Germany, Europe is home to several extremely tiny countries? One of these countries contains less than a square mile of land. Another is surrounded on all sides by Italy. Yet each is an independent land, with its own government, trade, and customs.

[22] One of the best known of these small countries is Monaco. It is situated on the Mediterranean Sea and surrounded by France on three sides. [23] Monaco became familiar to Americans when its ruler, Prince Rainier, married the American actress Grace Kelly. Rainier's family has ruled Monaco almost continuously since 1297. The land has been independent for over three hundred years.

[24] Andorra, with an area of some 200 square miles, is considerably larger than Monaco. This country is located in the Pyrenees Mountains, with France on one side and Spain on the other. Potatoes and tobacco are grown in Andorra's steep mountain valleys. [24] One of the products it exports is clothing. Andorra is also known for its excellent skiing locations.

Within the Alps in Central Europe is Liechtenstein, a tiny country of about 30,000 people who speak mostly German. Liechtenstein uses the same money as its neighbor Switzerland, but it has been an independent country since the 1860s. Taxes are low, so many businesses have



their headquarters here. The country makes and exports a lot of machinery.

[25] Other small, independent states in Europe are San Marino and Luxembourg. Each of these has unique qualities as well.

Questions 22 to 25 are based on the passage you have just heard.

22. What does the speaker say about Monaco?
23. Why did Monaco become familiar to Americans according to the speaker?
24. What is one of the products Andorra exports?
25. What does the speaker mainly talk about?

Part III Reading Comprehension

26~30 : ACKGM 31~35 : OBEDN 36~40 : FCIBG
41~45 : EAJDH 46~50 : CBADA 51~55 : DBCBD

Section A

海洋正在升温。这是一项新研究得出的结论,研究发现地球的海洋现在正以 18 年前两倍的速度[26]吸收热量。研究人员在在线报告《自然气候变化》中提到,自 1865 年以来,海洋吸收的热量大约一半发生在 1997 年之后。

众所周知,温热的海水是[27]导致珊瑚白化的原因,且它比凉爽的海水占据了更多的空间,会让海[28]平面上升。虽然海洋表面已得到了充分的研究,但深海更难[29]探索。研究人员收集了 150 年的海洋温度数据,以便更好地[30]了解从海洋表面到海床的热量吸收情况。他们把包括从英国海军舰队 19 世纪的一次[31]航行到现代自动化海洋探测器等各种渠道测量到的温度读数收集到一起。利用广泛的数据源,与计算机模拟相[32]结合,创建了一条海洋温度变化的时间线,包括火山爆发后的冷却和化石燃料[33]排放后导致的升温。

研究人员发现,在工业时代,海洋吸收热量的 35% 现停留在 700 多米[34]深的地方。他们说他们[35]不确定深海变暖是否抵消了海洋表面的变暖。

26. A) 空格前为 that 引导的宾语从句,其主语为 Earth's oceans,后面是宾语 heat,因此应填入动词。根据后面的 heat 可知,热量应该是被“吸收”的,且第三句中提到了 heat intake, intake 意为“摄入,吸入”,因此空格处应填入与之相近义的词,故选 A) absorb “吸收”。
27. C) 空格前为 be known to,其后应为动词原形。根据句意:温热的海水是_____珊瑚白化的原因,可知本句介绍海水变暖与珊瑚白化之间的关系,应填入表因果关系的动词,且可与后面的 to 进行搭配,故选 C)。
28. K) 空格前为 sea 作修饰语,因此应填入名词。根据句意:温热的海水比凉爽的海水占据了更多的空间,会让海_____上升,可知上升的应该是“海平面”,故选 K)。
29. G) 空格前为 be difficult to,因此后面应填入动词原形。根据句意:虽然海洋表面已得到了充分的研究,但深海更难_____,可知应填入含有“探索;探测”意思的动词,故选 G)。
30. M) 空格前有不定冠词 a 和形容词 better 作修饰语,因此应填入单数名词。根据句意:研究人员收集……数据,以便更好地_____从海洋表面到海床的热量吸收情况。可知研究人员应对数据进行“研究”并“了解”情况, get a better picture of 意为“对……进行更好的了解”,故选 M)。



31. O) 空格前的 a 19th century 作前置修饰语,后面的 of British naval ships 作后置修饰语,因此应填入名词。根据句意:他们把包括从英国海军舰队 19 世纪的一次_____到现代……,可知与 naval ship 搭配的应该是含有“航行,航程”意思的名词,故选 O)。
32. B) 空格后的 with computer simulations 为介宾短语,_____ with computer simulations 为伴随状语,因此应填入动词。根据句意:利用广泛的数据源并与计算机模拟相_____,才能得出温度变化的时间线,可知应填入含有“结合,组合”意思且可与 with 搭配的动词,故选 B)。
33. E) 空格前有 from,因此应填入名词作 from 的宾语。根据句意:包括火山爆发后的冷却和化石燃料_____后导致的升温。and 前后为并列结构,故应填入与 outbreak“爆发”相近义词,来表示化石燃料被释放,故选 E)emissions“排放”。
34. D) 空格前为不定冠词 a,后面的 of more than...作后置修饰语,因此应填入名词。根据句意:工业时期海洋吸收热量的 35%现停留在 700 多米_____的地方。可知,700 多米指的是海洋的深度,故选 D)。
35. N) 根据前面的系动词 are 可知,空格处作表语,因此应填入形容词。根据句意:他们说他们_____深海变暖是否抵消了海洋表面的变暖。因为表语从句由 whether 引导,可知研究者们对深海变暖是否抵消海洋表面的变暖是“不确定”的,故选 N)。

Section B

培养聪明孩子的秘诀

- A) 我第一次开始研究人类动机的基础——以及人们如何在受挫后坚持下去——那是在 20 世纪 60 年代,我还是耶鲁大学的一名心理学研究生的时候。[42]宾夕法尼亚大学心理学家们所做的动物实验已经证明,在遭遇多次失败后,大多数动物会得出这样的结论,即某种局面没有希望变好了且它们无法掌控。研究人员发现,在这样的经历后,即使一只动物能够对改变施加影响,它也会保持被动——这就是他们所谓的习得性无助。
- B) 人们也可以学会无助。[39]为什么有些学生在遇到困难时放弃,而另一些没有更多技能的学生却继续奋斗和学习?我很快就发现,答案在于人们对自己为什么失败的看法。
- C) 特别是,比起归因于缺乏努力,把糟糕的表现归因于缺乏能力对积极性的打击更大。我曾告诉一群有无助行为表现的学生,是缺乏努力导致他们在数学题上出现了错误,此后,他们就学会了在遇到困难时不断尝试。另一组只因做对了简单的题目就获得奖励的无助儿童,并没有提高他们解决数学难题的能力。[37]这些实验表明,专注于努力可以帮助解决无助性并促进成功。
- D) 后来,我提出了一个更广泛的理论,来大致区分两类学习者——无助取向与驾驭取向。我意识到这些不同类型的学生不仅对失败的理解不同,对智力也持有不同的“理论”。[44]无助取向的人认为智力具有固定特征:你只有那么多,这没办法。我称之为“固定思维模式”。失误打击了他们的自信心,因为他们把错误归因于缺乏能力,这使他们感觉无力改变。他们躲避挑战,因为挑战更容易犯错。相反,驾驭取向的儿童认为智力不是固定不变的,可以通过教育和努力工作来发展。这样的孩子相信挑战是激励而非令人生畏;它们为学习提供机会。具有这种成长思维的学生注定会获得更大的学业成就并很可能超越同龄人。
- E) [41]在我和另外两位心理学家所做的一项研究中,我们证实了这些预期。我们对于处在初中过渡期的 373 名学生进行了为期两年的跟踪调查。在此期间,学生的作业变得更难,评分也更严格。我们的研究旨在确定思维模式会怎样影响他们的数学成绩。在七年级开始时,我们通过问



他们回答同意或不同意诸如“你的智力是你不能改变的非常基本的东西。”这样的说法来评估学生的思维方式。然后,我们评估他们对学习其他方面的看法,期待看他们的成绩发生了什么变化。

- F) 正如预期的那样,具有成长思维模式的学生认为,学习本身是比得到好成绩更重要的目标。此外,他们非常重视努力学习。他们知道,即使是天才也要努力学习。在面对挫折,如一次令人失望的考试成绩时,有成长思维模式的学生说,他们会更努力学习或尝试不同的学习方法。然而,持有固定思维模式的学生却关心看起来是否聪明,而不太注重学习过程本身。[36]他们对努力持消极看法,相信必须努力做某些事情是低能的标志。他们认为一个有天赋或智慧的人不需要努力就能把事情做好。由于将糟糕的成绩归因于自己能力不足,那些固定思维模式的学生说,他们在未来会更少学习,试图永远不再修这门课程并考虑在未来的考试中作弊。
- G) 这样两种不同的看法对学习表现有着令人吃惊的影响。在刚上初中时,具有成长思维模式的学生数学测试分数与显示出固定思维模式学生的分数相当。[40]但随着功课难度的增加,具有成长思维模式的学生表现出更大的毅力。结果,他们的数学成绩在第一学期结束时超过了其他学生的成绩——而且在我们跟进调查他们的两年中,两个小组之间的差距不断扩大。
- H) [45]固定的思维模式也会阻碍职场中的沟通和进步,影响或忽视建设性的批评和建议。研究表明,具有固定思维模式的经理与具有成长思维模式的经理相比,不太可能寻求或欢迎来自员工的反馈。
- I) [38]我们如何将成长式思维模式传递给我们的孩子呢?一种方法是通过讲述成就源于辛勤工作的故事。例如,谈论数学天才或多或少生来就这样,这种方法会使学生形成固定思维,但描述一位爱上数学并成长为具有惊人技能的伟大数学家,则会形成成长型思维模式。
- J) [43]此外,家长和老师还可以提供明确的指导,帮助孩子把大脑视为一台学习机器。我为91名数学成绩正在下降的初一学生设计了一个八场的讲座。其中,48个学生只接受了学习技能方面的指导,而其他的学生参加了有关学习技能、成长思维模式以及如何将其应用于学业中的混合课程。在成长型思维模式课程中,学生阅读并讨论了一篇题为《你可以使你的大脑成长》的文章。课程教授他们,大脑像一块肌肉,会随着使用而变得更强壮,而且学习能刺激脑中的神经元长出新的连接细胞。接受了这样的指导,许多学生开始把自己看作自己大脑成长的主导者。尽管不知道存在两种类型的教学,教师报告表明,在成长思维模式小组中,27%的孩子学习积极性出现了明显变化,相比之下,对照组中此类学生的比例只有9%。
- K) 研究所汇聚的结论是,伟大的成就,甚至所谓的天才,通常是长久的热爱和投入的结果,而不是天赋自然而然产生的结果。

36. F) 根据题目意思:作者的实验表明,具有固定思维模式的学生相信必须努力才能完成某些事是低能的表现。根据题干线索词 having to work hard 和 an indication of low ability 定位至 F)段第五、六句。该句提到,他们对努力持消极看法,相信必须努力做某些事情是低能的标志。故答案选 F)。题干中的 an indication of low ability 与原文中的 a sign of low ability 相对应。
37. C) 根据题目意思:专注于努力可以有效地帮助孩子战胜挫折并取得成功。根据题干线索词 Focusing on effort 和 achieve success 定位至 C)段。该段指出,应该让孩子专注于付出努力会帮助他们勇敢地面对挫折并取得成功。且末句总结,专注于努力可以帮助解决无助性并促进成功。可知题干是对该段的概括总结,故答案选 C)。其中 overcome frustration 与原文中的 resolve helplessness 相对应,achieve 与原文中的 generate 相对应。



38. I) 根据题目意思:我们可以通过给孩子讲述强调努力工作和热爱学习的成功故事来培养其成长思维模式。根据题干线索词 cultivate a growth mind-set 和 success stories 定位至 I) 段。该段首先提出如何培养孩子的成长思维模式呢? 随后,以成功故事为例,来帮助孩子形成成长思维模式。可知题干是对该段的概括总结,故答案选 I)。其中 cultivate a growth mind-set 与原文中的 transmit a growth mind-set 相对应。
39. B) 根据题目意思:学生对于失败原因的看法解释了他们面对挫折的态度。根据题干线索词 belief 和 the cause of their failure 定位至 B) 段第二句。该句中作者提出疑问,“为什么有些学生在遇到困难时放弃,而另一些没有更多技能的学生却继续奋斗和学习?”随后指出,答案在于人们对自己为什么失败的看法,可知题干是对该段的概括总结,故答案选 B)。
40. G) 根据题目意思:在作者的实验中,拥有成长思维模式的学生在解决数学难题时表现出极大的毅力。根据题干线索词 greater perseverance 和 difficult 定位至 G) 段。该段提到,这两种思维模式对学生学业产生的影响并不会在开始就显现出来,而是随着功课难度的增加,具有成长思维模式的学生表现出更大的毅力。可知题干是对该段的概括总结,故答案选 G)。其中 perseverance 与原文中的 persistence 相对应。
41. E) 根据题目意思:作者做了一项实验来研究学生的思维模式对数学学习的影响。根据题干线索词 find out 和 influence 定位至 E) 段。该段提到,作者和另外两位心理学家进行了一项跟踪调查,旨在确定思维模式会怎样影响他们的数学成绩。可知题干是对该段的概括总结,故答案选 E)。其中 find out 与原文中的 determine 相对应, influence 与原文中的 affect 同义。
42. A) 根据题目意思:在一次又一次的失败之后,大多数动物都会放弃了希望。根据题干线索词 failing again and again 和 give up hope 定位至 A) 段。该段指出,动物实验表明,大多数动物在遭遇一次又一次的失败后,都会认为没有希望了,对于糟糕的情况它们束手无策。可知题干是对该段的概括总结,故答案选 A)。其中 failing again and again 与原文中的 repeated failures 相对应, give up hope 与原文中的 hopeless 相对应。
43. J) 根据题目意思:告知学生把大脑当作一台学习机器是一个很好策略以增强他们的学习动机。根据题干线索词 brain as a learning machine 定位至 J) 段首句。此处提到,家长和老师还可以提供明确的指导,帮助孩子把大脑视为一台学习机器。随后作者以曾经做过的一个课程项目为例,来说明帮助学生将大脑视为学习机器并学习如何建立成长型思维模式,将有助于增强学生的学习动机。可知题干是对该段的概括总结,故答案选 J)。
44. D) 根据题目意思:固定思维模式的人认为人的智力是不可改变的。根据题干线索词 a fixed mind-set 和 unchangeable 定位至 D) 段第三句。该句指出,无助取向的人认为智力具有固定特征:你只有那么多,这没办法。我称之为“固定思维模式”。可知题干是对该段的概括总结,故答案选 D)。且中 unchangeable 与原文中的 a fixed characteristic 同义。
45. H) 根据题目意思:在职场中,有着固定思维模式的经理可能不太欢迎员工的反馈。根据题干线索词 workplace, feedback 和 managers 定位至 H) 段。该段指出,固定的思维模式也会阻碍职场中的沟通和进步,影响或忽视建设性的批评和建议。研究表明,具有固定思维模式的经理与具有成长思维模式的经理相比,不太可能寻求或欢迎来自员工的反馈。可知题干是对该段的概括总结,故答案选 H)。



Section C

Passage One

[46]“糖,酒和烟,”经济学家亚当·斯密曾写道,“绝不是生活的必需品,但是却成为几乎全世界人的消费品,因此,也成为了征税的绝佳对象。”

两个半世纪以来,大多数国家都对烟酒征收某种税。[47]随着肥胖水平的激增给公共卫生系统带来越来越大的压力,世界各国政府也开始考虑对糖类征税。

这种税收是否奏效有待商榷。对墨西哥税收的初步审查发现,被收税的酒水购买力下降,而未征税的更健康饮品的销售量却有所上升。[48]相比之下,丹麦的一项高脂肪食品税在执行一年后被废除,其间声称消费者们为了避免纳税,通过跨境去德国购买能够满足其需求且更便宜,脂肪含量更高的食品来避税。

一般来说,食品行业坚决反对这样的政府直接行为。然而,对腰线的重新关注意味着该行业群要证明他们的产品既健康又美味而正面临着重压。

在过去三十年中,食品行业已经做出一些努力来提高其产品的质量。例如,一些饮料制造商已经削减了他们饮料中的含糖量。

过去三十年中的减量已经通过减少产品中的糖、盐、脂肪含量或通过替代成分来实现了。[49]然而,近年来,一些公司在更具野心的项目上投资:学习如何调整他们售卖产品的基本构成。例如,表面有盐,但内部无盐,降低盐含量而不改变口味。

尽管调整配方是改善公众健康的一个方法,但它应该成为一个多方面举措的一部分。关键是要记住,不只有一种解决方案。[50]为了应对肥胖,需要一种混合式的解决方法——包括重新设计配方,征税和调整各成分的含量。万能方法是不存在的。

46. C) 题目就亚当·斯密关于糖,酒和烟说了什么提问。根据题干关键词 Adam Smith 定位至首段。首段通过亚当·斯密的话引入对糖、酒和烟征税的话题。可知,糖、酒和烟是极为受欢迎的征税对象,故答案选 C)项“几乎所有的地方都对它们征税”。A)项“它们生产利润高”和 B)项“对它们的需求量不断增长”在文中并未提及,故排除;D)项“它们不再被认为是生活必需品”根据首段中提到的,绝不是生活的必需品,可知它们从一开始就不是生活必需品,因此 D)项中的 no longer“不再”表述不符合原文语义,故排除。
47. B) 题目就许多国家开始考虑对糖类征税的原因提问。根据题干关键词 many countries started to consider taxing sugar 定位至第二段第二句。该句提到,世界各国政府也开始考虑对糖类征税。其中 With 引出的是原因状语,即征收糖税的原因在于肥胖水平的激增给公共卫生系统带来越来越大的压力,故答案选 B)项“他们发觉应对由糖引发的健康问题越来越困难”。A)项“他们为平衡国家的预算承受着越来越大的压力”和 D)项“糖业在赢利方面已经超越了酒业和烟业”在文中并未提及,故排除;C)项“征收烟酒税被证明既受欢迎又有利可图”根据第三段首句提到的,这种税收(即对糖、酒和烟收税)是否奏效有待商榷,可知 C)项所述内容并未得到证实,故排除。
48. A) 题目就丹麦的一项高脂肪食品税提问。可定位至第三段第三句。该段讨论了糖、酒和烟税的有效性问题。其中提到丹麦征收的高脂肪食品税却在执行一年后就被废除了,原因是消费者为避免纳税可以跨境去德国购买能满足其需求且更便宜,脂肪含量更高的食品。说明丹麦的这一税种并未起作用,故答案选 A)项“没有如预期的那样有效”。B)项“它导致了许多



边境问题”和 C)项“没有德国的合作就不能成功”在文中并未提及,故排除;D)项“遇到了食品业的坚决反对”虽在第四段首句提及,但文章并未提到丹麦的政策是否遇到了抵制,故排除。

49. D) 题目就食品公司为了使食品既健康又美味做了哪些努力提问。根据题干关键词 the more recent effort by food companies 定位至第六段第二句。该句提到,最近的努力方向是学习如何调整食品的基本构成,故答案选 D)项“调整其产品的物质构成”。A)项“用替代成分取代糖或盐”和 B)项“对其产品中糖或盐的含量加以限制”均为第六段首句中提到的过去三十年的做法,而题干要求为“more recent”,故排除;C)项“投资于找到适应消费者需求方法的研究”在文中并未提及,因此排除。
50. A) 根据题干关键词 There is no silver bullet 定位至末段。该段是对全文的总结,在末段作者总结了改善公共健康的多方面措施,包括重新设计配方、征税和调整各成分含量等。“There is no silver bullet”是对前一句的总结,故答案选 A)项“该问题没有唯一的轻松快速解决的方案”。B)项“没有公众的合作就没有成功的希望”、C)项“无须急于找到解决肥胖问题的方法”和 D)项“没有有效的方式来减少人们对糖的消费”在文中并未提及,故排除。

Passage Two

你可能听说过一些时尚界的恐怖故事:模特们吃面纸或棉球来抵挡饥饿,模特们因饥饿引起的心脏病发作,仅在他们离开 T 台后的几秒钟。

[51]几十年来过瘦模特一直是争论的焦点,两个研究人员称模特的体重应该是职业健康的安全问题。[52]在周一发行的《美国公共健康杂志》的一篇社论中,凯瑟琳·克劳德和布莱恩·奥斯汀就政府对时装业的监管提出了他们的理由。

国际 T 台模特的体重指数(BMI)平均低于 16——按照世界卫生组织的标准足以表明饥饿。[53]克劳德和奥斯汀担心的不仅仅是模特本身,还有受模特形象影响的大量女性。

“特别是女孩和青少年,”克劳德说。“70%的 10 至 18 岁的女孩认为,她们根据她们在杂志上看到的来定义完美的体形。”这是特别令人担忧的,她说,根据美国国家精神健康研究院统计,厌食症导致的死亡人数比任何其他精神疾病更多。

众所周知,某些疾病与职业有关,如煤矿工人易患肺病。由于职业需要保持极其苗条的身材,专业模特特别容易饮食失调。

克劳德的建议是禁止代理公司雇用 BMI 低于 18 的模特。

[54]四月,法国通过了一项法律,规定了模特体重的下限。代理公司和时尚企业若雇用 BMI 低于 18 的模特需缴纳 82000 美元的罚款,入狱最高达 6 个月。克劳德说,对美国的时尚产业进行监管并不容易。但随着法国的新规,在美国的支持会大有不同。[55]“如果不参加巴黎时装周,一个设计师就无法生存,”她补充道,“我们认为,纽约时装周也应如此。”

51. D) 题目就克劳德和奥斯汀关于模特的体重说了什么提问。根据题干关键词 fashion models' body mass 定位至第二段首句。该句提到,两个研究人员称模特的体重应该是职业健康的安全问题。其中“两个研究人员”就是克劳德和奥斯汀,故答案选 D)项“这将影响模特的健康与安全”。A)项“这引起了不必要的争论”根据该句提到的:几十年来过瘦的模特一直是争论的焦点,可知争论早就存在,故排除;B)项“这只是个人品味的问题”和 C)项“这是模特业的焦点”在文中并未提及,因此排除。



52. B) 题目就在周一社论中克劳德和奥斯汀支持什么观点提问。根据题干关键词 in the Monday editorial 定位至第二段第二句。该句提到,凯瑟琳·克劳德和布莱恩·奥斯汀就政府对时装业的监管提出了他们的理由。其中 case 意为“理由,论据”,说明她们拥护政府的做法,而政府的做法是对时装业进行监管,控制模特过瘦,即“立法规定模特体重”,故答案选 B) 项。A) 项“改变公众对女性美的看法”、C) 项“取消强制模特减肥的标准”和 D) 项“禁止模特吃非食物的东西”均不符合题意,故排除。
53. C) 题目就克劳德和奥斯汀担心模特体重指数的原因提问。根据题干关键词 worried about the low body mass index of models 定位至第三段第二句。该句提到,克劳德和奥斯汀担心的不仅仅是模特本身,还有受模特形象影响的大量女性。故答案选 C) 项“它对许多女性有巨大影响”。A) 项“它导致了许多精神疾病”、B) 项“它定义了时尚业的未来”和 D) 项“这使许多其他方面合格的女性不能成为模特”在文中并未提及,因此排除。
54. B) 题目就法国时尚业的情况提问。根据题干关键词 France's fashion industry 定位至第七段首句。该句提到,法国四月份通过了一项法律,规定了模特体重的下限。后一句解释称,任何雇用体重指数低于 18 的模特公司都会受到处罚。故答案选 B) 项“现在有一项新的法律要遵守”。A) 项“它很难雇用模特”和 D) 项“它已经超越了美国的时尚业”在文中并未提及,故排除;C) 项“它允许 18 岁以下的女孩走 T 台”与原文所述意思相反,故排除。
55. D) 题目就克劳德对纽约时装周的预期提问。根据题干关键词 New York Fashion Week 定位至第七段末句。该句提到,克劳德希望纽约时装周也能如此。末段主要讲了法国通过了新规,要求雇用体重指数高于 18 的模特,而设计师要想生存就要参加巴黎时装周和纽约时装周,可知,纽约时装周上也会出现体重指数更高的模特,故答案选 D) 项。A) 项“它将会创造一套全新的规则”、B) 项“它会比巴黎时装周做得更好”和 C) 项“它将不同于巴黎时装周”在文中并未提及,故排除。

Part IV Translation

【参考译文】

With China's reform and opening up, nowadays quite a number of youngsters would like to celebrate their weddings in western style. The bride wears a white wedding dress at the ceremony, as white is regarded as a symbol of purity. However, in traditional Chinese culture, white is a color that is often used in funerals. That's why it's necessary to keep in mind that white flowers must not be gifts for patients, especially not for the elders or critically ill patients. Similarly, the cash gift shouldn't be packed in a white envelope, but in a red one instead.

