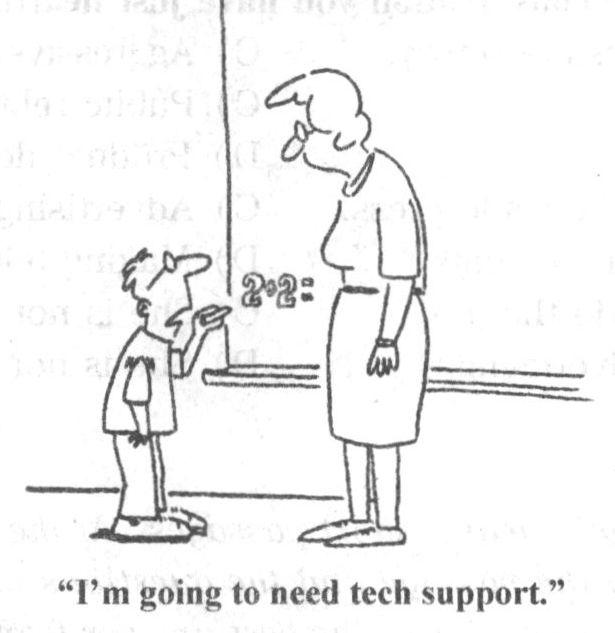
2014年12月大学英语六级考试真题（第1套）

**Part Ⅰ Writing (30 minutes)**

**Directions:** For this part, you are allowed 30 minutes to write an essay based on the picture below. You should start your essay with a brief description of the picture and then discuss whether technology is indispensable in education. You should give sound arguments to support your views and write at least **150** words but no more than **200** words.



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**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.

1. A) The man's tennis racket is good enough.

B) The man should get a pair of new shoes.

C) She can wait for the man for a little .while.

D) Physical exercise helps her stay in shape.

2. A) The woman will skip Dr. Smith's lecture to help the man.

B) Kathy is very pleased to attend the lecture by Dr. Smith.

C) The woman is good at doing lab demonstrations.

D) The man will do all he can to assist the woman.

3. A) The woman asked the man to accompany her to the party.

B) Steve became rich soon after graduation from college.

C) Steve invited his classmates to visit his big cottage.

D) The speakers and Steve used to be classmates.

4. A) In a bus.

B) In a clinic.

C) In a boat.

D) In a plane.

5. A) 10:10.

B) 9:50.

C) 9:40.

D) 9:10.

6. A) She does not like John at all.

B) John has got many admirers.

C) She does not think John is handsome.

D) John has just got a bachelor's degree.

7. A) He has been bumping along for hours.

B) He has got a sharp pain in the neck.

C) He is involved in a serious accident.

D) He is trapped in a terrible traffic jam.

8. A) She is good at repairing things.

B) She is a professional mechanic.

C) She should improve her physical condition.

D) She cannot go without a washing machine.

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

9. A) Some witnesses failed to appear in court.

B) The case caused debate among the public.

C) The accused was found guilty of stealing.

D) The accused refused to plead guilty in court.

10. A) He was out of his mind.

B) He was unemployed.

C) His wife deserted him.

D) His children were sick.

11. A) He had been in jail before.

B) He was unworthy of sympathy.

C) He was unlikely to get employed.

D) He had committed the same sort of crime.

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

12. A) Irresponsible.

B) Unsatisfactory.

C) Aggressive.

D) Conservative.

13. A) Internal communication.

B) Distribution of brochures.

C) Public relations.

D) Product design.

14. A) Placing advertisements in the trade press.

B) Drawing sketches for advertisements.

C) Advertising in the national press.

D) Making television commercials.

15. A) She has the motivation to do the job.

B) She knows the tricks of advertising.

C) She is not so easy to get along with.

D) She is not suitable for the position.

**Section B**

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

**Passage One**

**Questions 16 to 19 are based on the passage you have just heard.**

16. A) The cozy communal life.

B) The cultural diversity.

C) Innovative academic programs.

D) Impressive school buildings.

17. A) It is very beneficial to their academic progress.

B) It helps them soak up the surrounding culture.

C) It is as important as their learning experience.

D) It ensures their physical and mental health.

18. A) It offers the most challenging academic programs.

B) It has the world's best-known military academies.

C) It provides numerous options for students.

D) It draws faculty from all around the world.

19. A) They try to give students opportunities for experimentation.

B) They are responsible merely to their Ministry of Education.

C) They strive to develop every student's academic potential.

D) They ensure that all students get roughly equal attention.

**Passage Two**

**Questions 20 to 22 are based on the passage you have just heard.**

20. A) It will arrive at Boulogne at half past two.

B) It crosses the English Channel twice a day.

C) It is now about half way to the French coast.

D) It is leaving Folkestone in about five minutes.

21. A) Opposite the ship's office.

B) Next to the duty-free shop.

C) At the rear of B deck.

D) In the front of A deck.

22. A) It is for the sole use of passengers travelling with cars.

B) It is much more spacious than the lounge on C deck.

C) It is for the use of passengers travelling with children.

D) It is for senior passengers and people with VIP cards.

**Passage Three**

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

23. A) It was named after its location.

B) It was named after its discoverer.

C) It was named after a cave art expert.

D) It was named after one of its painters.

24. A) Animal painting was part of the spiritual life of the time.

B) Deer were worshiped by the ancient Cro-Magnon people.

C) Cro-Magnon people painted animals they hunted and ate.

D) They were believed to keep evils away from cave dwellers.

25. A) They know little about why the paintings were created.

B) They have difficulty telling when the paintings were done.

C) They are unable to draw such interesting and fine paintings.

D) They have misinterpreted the meaning of the cave paintings.

**Section C**

**Directions:** In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks with the exact words you have just heard. Finally, when the passage is read for the third time, you should check what you have written.

If you are attending a local college, especially one without residence halls, you'll probably live at home and commute to classes. This arrangement has a lot of 26 . It's cheaper. It provides a comfortable and familiar setting, and it means you'll get the kind of home cooking you're used to instead of the monotony (单调) that 27 even the best institutional food.

However, commuting students need to 28 to become involved in the life of their college and to take special steps to meet their fellow students. Often, this means a certain amount of initiative on your part in 29 and talking to people in your classes whom you think you might like.

One problem that commuting students sometimes face is their parents' unwillingness to recognize that they're adults. The 30 from high school to college is a big one, and if you live at home you need to develop the same kind of independence you'd have if you were living away. Home rules that might have been 31 when you were in high school don't apply. If your parents are 32 to renegotiate, you can speed the process along by letting your behavior show that you have the responsibility that goes with maturity. Parents are more willing to 33 their children as adults when they behave like adults. If, however, there's so much friction at home that it 34 your academic work, you might want to consider sharing an apartment with one or more friends. Sometimes this is a happy solution when family 35 make everyone miserable.

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

Children are natural-born scientists. They have 36 minds, and they aren't afraid to admit they don't know something. Most of them, 37 , lose this as they get older. They become self-conscious and don't want to appear stupid. Instead of finding things out for themselves they make 38 that often turn out to be wrong.

So it's not a case of getting kids interested in science. You just have to avoid killing the 39 for learning that they were born with. It's no coincidence that kids start deserting science once it becomes formalised. Children naturally have a blurred approach to 40 knowledge. They see learning about science or biology or cooking as all part of the same act—it's all learning. It's only because of the practicalities of education that you have to start breaking down the curriculum into specialist subjects. You need to have specialist teachers who 41 what they know. Thus once they enter school, children begin to define subjects and erect boundaries that needn't otherwise exist.

Dividing subjects into science, maths, English, etc. is something we do for 42 . In the end it's all learning, but many children today 43 themselves from a scientific education. They think science is for scientists, not for them.

Of course we need to specialise 44 . Each of us has only so much time on Earth, so we can't study everything. At 5 years old, our field of knowledge and 45 is broad, covering anything from learning to walk to learning to count. Gradually it narrows down so that by the time we are 45, it might be one tiny little corner within science.

|  |
| --- |
| A) accidentally B) acquiring C) assumptions  D) convenience E) eventually F) exclude  G) exertion H) exploration I) formulas  J) ignite K) impart L) inquiring  M) passion N) provoking O) unfortunately |

**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.**

**Meaning Is Healthier Than Happiness**

**[A]** For at least the last decade, the happiness craze has been building. In the last three months alone, over 1,000 books on happiness were released on Amazon, including Happy Money, Happy-People-Pills For All, and, for those just starting out, Happiness for Beginners.

[B] One of the consistent claims of books like these is that happiness is associated with all sorts of good life outcomes, including—most promisingly—good health. Many studies have noted the connection between a happy mind and a healthy body—the happier we are, the better health outcomes we seem to have. In an overview of 150 studies on this topic, researchers put it like this: "Inductions of well-being lead to healthy functioning, and inductions of ill-being lead to compromised health."

**[C]** But a new study, just published in the Proceedings of the National Academy of Sciences (PNAS) challenges the rosy picture. Happiness may not be as good for the body as researchers thought. It might even be bad.

**[D]** Of course, it's important to first define happiness. A few months ago, I wrote a piece called "There's More to Life Than Being Happy" about a psychology study that dug into what happiness really means to people. It specifically explored the difference between a meaningful life and a happy life.

**[E]** It seems strange that there would be a difference at all. But the researchers, who looked at a large sample of people over a month-long period, found that happiness is associated with selfish "taking" behavior and that having a sense of meaning in life is associated with selfless "giving" behavior.

**[F]** "Happiness without meaning characterizes a relatively shallow, self-absorbed or even selfish life, in which things go well, needs and desires are easily satisfied, and complicated relationships are avoided," the authors of the study wrote. "If anything, pure happiness is linked to not helping others in need." While being happy is about feeling good, meaning is derived from contributing to others or to society in a bigger way. As Roy Baumeister, one of the researchers, told me, "Partly what we do as human beings is to take care of others and contribute to others. This makes life meaningful but it does not necessarily make us happy."

**[G]** The new PNAS study also sheds light on the difference between meaning and happiness, but on the biological level. Barbara Fredrickson, a psychological researcher at the University of North Carolina-Chapel Hill, and Steve Cole, a genetics and psychiatry (精神病学) researcher at UCLA, examined the self-reported levels of happiness and meaning in 80 research subjects.

**[H]** Happiness was defined, as in the earlier study, by feeling good. The researchers measured happiness by asking subjects questions like "How often did you feel happy?", "How often did you feel interested in life?" and "How often did you feel satisfied?" The more strongly people endorsed these measures of "hedonic (享乐主义的) well-being," or pleasure, the higher they scored on happiness.

**[I]** Meaning was defined as an orientation to something bigger than the self. They measured meaning by asking questions like "How often did you feel that your life has a sense of direction or meaning to it?" and "How often did you feel that you had something to contribute to society?" The more people endorsed these measures of "eudaimonic (幸福论的) well-being"—or, simply put, virtue—the more meaning they felt in life.

**[J]** After noting the sense of meaning and happiness that each subject had, Fredrickson and Cole, with their research colleagues, looked at the ways certain genes expressed themselves in each of the participants. Like neuroscieritists who use fMRI (功能磁共振成像) scanning to determine how regions in the brain respond to different stimuli, Cole and Fredrickson are interested in how the body, at the genetic level, responds to feelings of happiness and meaning.

**[K]** Cole's past work has linked various kinds of chronic adversity to a particular gene expression pattern. When people feel lonely, are grieving the loss of a loved one, or are struggling to make ends meet, their bodies go into threat mode. This triggers the activation of a stress-related gene pattern that has two features: an increase in the activity of pro-inflammatory (促炎症的) genes and a decrease in the activity of genes involved in anti-viral responses.

**[L]** Cole and Fredrickson found that people who are happy but have little to no sense of meaning in their lives have the same gene expression patterns as people who are responding to and enduring chronic adversity. That is, the bodies of these happy people are preparing them for bacterial threats by activating the pro-inflammatory response. Chronic inflammation is, of course, associated with major illnesses like heart disease and various cancers.

**[M]** "Empty positive emotions"—like the kind people experience during manic (狂喜的) episodes or artificially induced euphoria (欣快) from alcohol and drugs—"are about as good for you as adversity," says Fredrickson.

**[N]** It's important to understand that for many people, a sense of meaning and happiness in life overlap; many people score jointly high (or jointly low) on the happiness and meaning measures in the study. But for many others, there is a dissonance (不一致)—they feel that they are low on happiness and high on meaning or that their lives are very high in happiness, but low in meaning. This last group, which has the gene expression pattern associated with adversity, formed 75 percent of study participants. Only one quarter of the study participants had what the researchers call "eudaimonic predominance"—that is, their sense of meaning outpaced their feelings of happiness.

**[O]** This is too bad given the more beneficial gene expression pattern associated with meaningfulness. People whose levels of happiness and meaning line up, and people who have a strong sense of meaning but are not necessarily happy, showed a de-activation of the adversity stress response. Their bodies were not preparing them for the bacterial infections that we get when we are alone or in trouble, but for the viral infections we get when surrounded by a lot of other people.

**[P]** Fredrickson's past research, described in her two books, Positivity and Love 2.0, has mapped the benefits of positive emotions in individuals. She has found that positive emotions broaden a person's perspective and help protect people against adversity. So it was surprising to her that hedonic well-being, which is associated with positive emotions and pleasure, did so badly in this study compared with eudaimonic well-being.

**[Q]** "It's not the amount of hedonic happiness that's a problem." Fredrickson tells me, "It's that it's not matched by eudaimonic well-being. It's great when both are in step. But if you have more hedonic well-being than would be expected, that's when this [gene] pattern that's similar to adversity emerged."

**[R]** The terms hedonism and eudaimonism bring to mind the great philosophical debate, which has shaped Western civilization for over 2,000 years, about the nature of the good life. Does happiness lie in feeling good, as hedonists think, or in doing and being good, as Aristotle and his intellectual descendants, the virtue ethicists (伦理学家), think? From the evidence of this study, it seems that feeling good is not enough. People need meaning to thrive. In the words of Carl Jung, "The least of things with a meaning is worth more in life than the greatest of things without it." Jung's wisdom certainly seems to apply to our bodies, if not also to our hearts and our minds.

**46. The author's recent article examined how a meaningful life is different from a happy life.**

**47. It should be noted that many people feel their life is both happy and meaningful.**

**48. According to one survey, there is a close relationship between hedonic well-being measures and high scores on happiness.**

**49. According to one of the authors of a new study, what makes life meaningful may not make people happy.**

**50. Experiments were carried out to determine our body's genetic expression of feelings of happiness and meaning.**

**51. A new study claims happiness may not contribute to health.**

**52. According to the researchers, taking makes for happiness while giving adds meaning to life.**

**53. Evidence from research shows that it takes meaning for people to thrive.**

**54. With regard to gene expression patterns, happy people with little or no sense of meaning in life are found to be similar to those suffering from chronic adversity.**

**55. Most books on happiness today assert that happiness is beneficial to health.**

**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.**

Nothing succeeds in business books like the study of success. The current business-book boom was launched in 1982 by Tom Peters and Robert Waterman with In Search of Excellence. The trend has continued with a succession of experts and would-be experts who promise to distil the essence of excellence into three (or five or seven) simple rules.

The Three Rules is a self-conscious contribution to this type of writing; it even includes a bibliography of "success studies". Michael Raynor and Mumtaz Ahmed work for a consultancy, Deloitte, that is determined to turn itself into more of a thought-leader and less a corporate repairman. They employ all the tricks of the success books. They insist that their conclusions are "measurable and actionable"—guides to behaviour rather than analysis for its own sake. Success authors usually serve up vivid stories about how exceptional businesspeople stamped their personalities on a company or rescued it from a life-threatening crisis. Messrs Raynor and Ahmed are happier chewing the numbers: they provide detailed appendices on "calculating the elements of advantage" and "detailed analysis".

The authors spent five years studying the behaviour of their 344 "exceptional companies", only to come up at first with nothing. Every hunch (直觉) led to a blind alley and every hypothesis to a dead end. It was only when they shifted their attention from how companies behave to how they think that they began to make sense of their voluminous material.

Management is all about making difficult tradeoffs in conditions that are always uncertain and often fast-changing. But exceptional companies approach these tradeoffs with two simple rules in mind, sometimes consciously, sometimes unconsciously. First: better before cheaper. Companies are more likely to succeed in the long run if they compete on quality or performance than on price. Second: revenue before cost. Companies have more to gain in the long run from driving up revenue than by driving down costs.

Most success studies suffer from two faults. There is "the halo (光环) effect", whereby good performance leads commentators to attribute all manner of virtues to anything and everything the company does. These virtues then suddenly become vices when the company fails. Messrs Raynor and Ahmed work hard to avoid these mistakes by studying large bodies of date over several decades. But they end up embracing a different error: stating the obvious. Most businesspeople will not be surprised to learn that it is better to find a profitable niche (隙缝市场) and focus on boosting your revenues than to compete on price and cut your way to success. The difficult question is how to find that profitable niche and protect it. There, The Three Rules is less useful.

56. What kind of business books are most likely to sell well?

A) Books on excellence.

B) Guides to management.

C) Books on business rules.

D) Analyses of market trends.

57. What does the author imply about books on success so far?

A) They help businessmen one way or another.

B) They are written by well-recognised experts.

C) They more or less fall into the same stereotype.

D) They are based on analyses of corporate leaders.

58. How does The Three Rules differ from other success books according to the passage?

A) It focuses on the behaviour of exceptional businessmen.

B) It bases its detailed analysis on large amounts of data.

C) It offers practicable advice to businessmen.

D) It draws conclusions from vivid examples.

59. What does the passage say contributes to the success of exceptional companies?

A) Focuis on quality and revenue.

B) Management and sales promotion.

C) Lower production costs and competitive prices.

D) Emphasis on after-sale service and maintenance.

60. What is the author's comment on The Three Rules?

A) It can help to locate profitable niches.

B) It has little to offer to businesspeople.

C) It is noted for its detailed data analysis.

D) It fails to identify the keys to success.

**Passage Two**

**Questions 61 to 65 are based on the following passage.**

When Harvard student Mark Zuckerberg launched thefacebook.com in Feb. 2004, even he could not imagine the forces it would let loose. His intent was to connect college students. Facebook, which is what this website rapidly evolved into, ended up connecting the world.

To the children of this connected era, the world is one giant social network. They are not bound—as were previous generations of humans—by what they were taught. They are only limited by their curiosity and ambition. During my childhood, all knowledge was local. You learned everything you knew from your parents, teachers, preachers, and friends.

With the high-quality and timely information at their fingertips, today's children are rising above the fears and biases of their parents. Adults are also participating in this revolution. India's normally tame middle class is speaking up against social ills. Silicon Valley executives are being shamed into adding women to their boards. Political leaders are marshalling the energy of millions for elections and political causes. All of this is being done with social media technologies that Facebook and its competitors set free.

As does every advancing technology, social media has created many new problems. It is commonly addictive and creates risks for younger users. Social media is used by extremists in the Middle East and elsewhere to seek and brainwash recruits. And it exposes us and our friends to disagreeable spying. We may leave our lights on in the house when we are on vacation, but through social media we tell criminals exactly where we are, when we plan to return home, and how to blackmail (敲诈) us.

Governments don't need informers any more. Social media allows government agencies to spy on their own citizens. We record our thoughts, emotions, likes and dislikes on Facebook; we share our political views, social preferences, and plans. We post intimate photographs of ourselves. No spy agency or criminal organization could actively gather the type of data that we voluntarily post for them.

The marketers are also seeing big opportunities. Amazon is trying to predict what we will order. Google is trying to judge our needs and wants based on our social-media profiles. We need to be aware of the risks and keep working to alleviate the dangers.

Regardless of what social media people use, one thing is certain: we are in a period of accelerating change. The next decade will be even more amazing and unpredictable than the last. Just as no one could predict what would happen with social media in the last decade, no one can accurately predict where this technology will take us. I am optimistic, however, that a connected humanity will find a way to uplift itself.

61. What was the purpose of Facebook when it was first created?

A) To help students connect with the outside world.

B) To bring university students into closer contact.

C) To help students learn to live in a connected era.

D) To combine the world into an integral whole.

62. What difference does social media make to learning?

A) Local knowledge and global knowledge will merge.

B) Students will become more curious and ambitious.

C) People are able to learn wherever they travel.

D) Sources of information are greatly expanded.

63. What is the author's greatest concern with social media technology?

A) Individuals and organizations may use it for evil purposes.

B) Government will find it hard to protect classified information.

C) People may disclose their friends' information unintentionally.

D) People's attention will be easily distracted from their work in hand.

64. What do businesses use social media for?

A) Creating a good corporate image.

B) Anticipating the needs of customers.

C) Conducting large-scale market surveys.

D) Minimizing possible risks and dangers.

65. What does the author think of social media as a whole?

A) It will enable human society to advance at a faster pace.

B) It will pose a grave threat to our traditional ways of life.

C) It is bound to bring about another information revolution.

D) It breaks down the final barriers in human communication.

**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.

自从1978年启动改革以来，中国已从计划经济转为以市场为基础的经济，并经历了经济和社会的快速发展。年均10%的GDP增长已使五亿多人脱贫。联合国的“千年（millennium）发展目标”在中国均已达到或即将达到。目前，中国的第十二个五年规划强调发展服务业和解决环境及社会不平衡的问题。政府已设定目标减少污染，提高能源效率，改善得到教育和医保的机会，并扩大社会保障。中国现在7%的经济年增长目标表明政府意在重视生活质量而不是增长速度。

2014年12月大学英语六级考试真题（第1套）参考答案

答案速查

Part Ⅰ

**高分范文**

**Technology and Education**

①The cartoon above vividly depicts a boy tells his teacher that he is going to need tech support to solve an extremely easy question on the blackboard. ②The picture illustrates that students have attached too much importance to technology. ③However, as far as I am concerned, technology plays a useful but not indispensable role in the academic life.

④Undoubtedly, advanced technology has brought much convenience to us, but modern people, especially students, are not supposed to hinge upon the technology all the time. ⑤There are two reasons to support the view. ⑥To start with, students shoulder the responsibility of learning. There is a "study" in the word of "student". ⑦Furthermore, the future progress of technology depends upon students. How can they advance the current scientific frontier without a total understanding of the basic knowledge? ⑧Of course, students are also supposed to learn by themselves with the help of technology, especially the Internet, for collecting information is an essential ability of modern people. However, there is a clear distinction between relying on the Web for everything and independent study.

⑨To sum up, students should master basic knowledge and learn how to apply technology into academic life.

**Part Ⅱ Listening Comprehension**

**Section A**

1. B

2. A

3. D

4. C

5. B

6. A

7. D

8. A

9. C

10. B

11. A

12. B

13. C

14. D

15. D

**Section B**

16. A

17. C

18. C

19. B

20. D

21. D

22. A

23. B

24. C

25. A

**Section C**

26. advantages

27. characterizes

28. go out of their way

29. seeking out

30. transition

31. appropriate

32. reluctant

33. acknowledge

34. interferes with

35. tensions

**Part Ⅲ Reading Comprehension**

**Section A**

36. L

37.0

38. C

39. M

40. B

41. K

42. D

43. F

44. E

45. H

**Section B**

46. D

47. N

48. H

49. F

50. J

51. C

52. E

53. R

54. L

55. B

**Section C**

56. A

57. C

58. B

59. A

60. D

61. B

62. D

63. A

64. B

65. A

**Part Ⅳ**

**参考译文：**

Since the beginning of reform in 1978, China has transformed from a planned economy to an economy based on the market and undergone a rapid development of economy and society. GDP grows at an average annual rate of 10%, which makes over 500 million people get rid of poverty. The Millennium Development Goals of the U.N. either have been achieved or will be soon in China. Currently, the twelfth Five-Year Plan of China emphasizes the development of service industry and the solutions to environment and the imbalance of society. The government has set goals to reduce pollution, enhance energy efficiency, improve the opportunity to receive education and medical insurance and expand social insurance. The current 7% annual economic growth target of China shows that the government attaches importance to the quality of life rather than the speed of growth.