

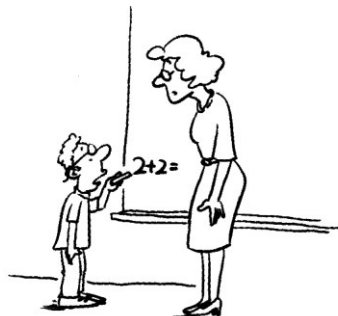
2014 年 12 月大学英语六级考试真题(一)

Part I

Writing

(30minutes)

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.



“I’m going to need tech support.”

注意：此部分试题请在答题卡 1 上作答。

Part II

Listening Comprehension

(30minutes)

Section A

注意：此部分试题请在答题卡 1 上作答。

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 advertisement
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.
注意：此部分试题请在答题卡 1 上作答。

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.

thin science.

注意：此部分试题请在答题卡 2 上作答。

A. accidentally F. exclude K. impart

B. acquiring G. exertion L. inquiring C. assumptions H. exploration M. passion D. convenience

I. formulas N. provoking

E. eventually J. ignite 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 1000 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 neuroscientists 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 2000 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.
注意：此部分试题请在答题卡2上作答。

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 data 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

注意：此部分试题请在答题卡2上作答。

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. Focus 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.

Until recently, the University of Kent prided itself on its friendly image. Not any more. Over the past few months it has been working hard, with the help of media consultants, to play down its cosy reputation in favour of something more academic and serious.

Kent is not alone in considering an image revamp (翻新). Changes to next year's funding regime are

forcing universities to justify charging students up to £9000 in fees.

Nowadays universities are putting much more of a focus on their brands and what their value propositions are. While in the past universities have often focused on student social life and attractions of the university town in recruitment campaigns, they are now concentrating on more tangible (实在的) attractions, such as employment prospects, engagement with industry, and lecturer contact hours, making clear exactly what students are going to get for their money.

The problem for universities is that if those benefits fail to materialise, students notice. That worries Rob Behrens, who deals with student complaints. "Universities need to be extremely careful in describing what's going to happen to students," he says. "As competition is going to get greater for attracting gifted students, there is a danger that universities will go the extra mile."

One university told prospective engineering students they would be able to design a car and race it at Brands Hatch, which never happened, he says. Others have promised use of sophisticated equipment that turned out to be broken or unavailable. "If universities spent as much money on handling complaints and appeals appropriately as they spend on marketing, they would do better at keeping students, and in the National Student Survey returns," he says.

Ongoing research tracking prospective 2012 students suggests that they are not only becoming more sophisticated in thinking about what they want from a university, but are also spending more time researching evidence to back up institutional claims.

Hence the growing importance of the student survey. From next September, all institutions will also be expected to publish on their websites key information sets, allowing easier comparison between institutions, between promises and reality, and the types of jobs and salaries graduates go on to.

As a result, it is hardly surprising that universities are beginning to change the way they market themselves. While the best form of marketing for institutions is to be good at what they do, they also need to be clear about how they are different from others.

And it is vital that once an institution claims to be particularly good at something, it must live up to it.

The moment you position yourself, you become exposed, and if you fail in that you are in trouble.

注意：此部分试题请在答题卡 2 上作答。

61. What was the University of Kent famous for?

- A. Its comfortable campus life.
- B. Its up-to-date course offerings.
- C. Its distinguished teaching staff.
- D. Its diverse academic programmes.

62. What are universities trying to do to attract students?

- A. Improve their learning environment.
- B. Offer more scholarships to the gifted.
- C. Upgrade their campus facilities.
- D. Present a better academic image.

63. What does Rob Behrens suggest universities do in marketing themselves?

- A. Publicise the achievements of their graduates.
- B. Go to extra lengths to cater to students' needs.
- C. Refrain from making promises they cannot honour.
- D. Survey the expectations of their prospective students.

64. What is students' chief consideration in choosing a university?

- A. Whether it promises the best job prospects.
- B. Whether it is able to deliver what they want.
- C. Whether it ranks high among similar institutions.
- D. Whether it offers opportunities for practical training.

65. What must universities show to win recruitment campaigns?

- A. They are positioned to meet the future needs of society.
- B. They are responsible to students for their growth.
- C. They are ever ready to improve themselves.
- D. They are unique one way or another.

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.

反映在艺术和文学中的乡村生活理想是中国文明的重要特征。这在很大程度上归功于道家(Taoist)对自然的情感。传统中国画有两个最受青睐的主题，一是家庭生活的各种幸福场景，画中往往有老人在饮茶下棋，男人在耕耘收割，妇女在织布缝衣，小孩在户外玩耍。另一个则是乡村生活的种种乐趣，画有渔夫在湖上打渔，农夫在山上砍柴采药，或是书生坐在松树下吟诗作画。这两个主题可以分别代表儒家(Confucian)和道家的生活理想。

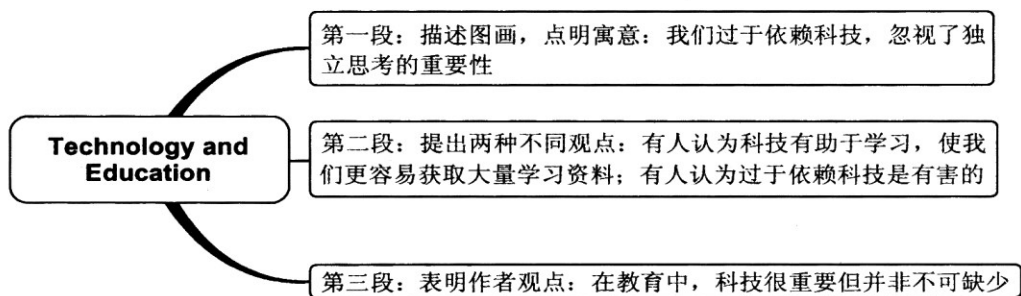
注意：此部分试题请在答题卡 2 上作答。

2014 年 12 月大学英语六级考试真题(一)答案详解

Part I

Writing

写作导航:



范文点评:

参考范文	名师点评
<p style="text-align: center;">Technology and Education</p> <p>【1】 What the drawing vividly depicts is that a pupil tells his teacher he needs tech support to solve an extremely easy question on the blackboard. 【2】 The drawing illustrates that we are highly dependent on technology, overlooking the importance of independent thinking.</p> <p>【3】 Those who favor the significance of technology in education argue that it facilitates learning and enables us to have easier access to infinite learning resources. 【4】 In contrast, people who hold the opposite opinion maintain that over-dependence on technology is harmful. They think that a student who gets into the habit of doing his homework by downloading answers from the Internet will end up ignorant and being unable to think critically and creatively. And the drawing is a good illustration of this point. For another example, if you always write your homework or reports on a word processor, you may forget how to write the words in no time.</p> <p>【5】 As far as I am concerned, technology plays an important but not indispensable role in education. Over-dependence on technology does more harm than good. 【6】 I suggest that we should master the basic knowledge on our own and learn how to apply technology in education properly. Only in this way can we benefit most from our learning process.</p>	<p>【1】 开门见山, 描述图画的内容: 学生竟然需要技术支持来解决一个非常简单的问题。</p> <p>【2】 说明图画隐含的信息: 许多学生过度依赖科技。</p> <p>【3】 指出支持方的观点: 科技有助于学习, 并使我们更容易地获取无限的学习资料。</p> <p>【4】 指出反对方的观点: 过度依赖科技是有害的。</p> <p>【5】【6】 总结全文, 表明作者的观点和建议。</p>

Part II Listening Comprehension

Section A

1. M: Before we play again, I'm going to buy a good tennis racket.

W: Your shoes aren't in a very good shape, either.

Q: What does the woman mean?

B. 【精析】语义理解题。男士说在他和女士再次打球之前，他得先去买支好的网球拍；而女士说他的鞋子也有点变形了。由此可知，女士认为男士也应该再买双新鞋。

2. M.: Barbara, I'm glad you could assist me in the lab demonstration. But aren't you supposed to go to Dr. Smith's lecture today?

W: I asked Kathy to take notes for me.

Q: What do we learn from the conversation?

A. 【精析】综合理解题。男士对女士能够帮他进行实验展示表示非常高兴，但他又担心女士因此错过 Smith 博士的讲座；女士说她已经请 Kathy 帮她记笔记了。由此可知，女士不去听讲座了，她会留下来帮男士。

3. W: Steve invited me to the dinner party on Sunday evening. Have you received your invitation yet?

M.: Yes. He phoned me this morning and told me he wanted all his old classmates to come to the reunion.

Q.: What do we learn from the conversation?

D) 【精析】综合理解题。对话中女士说 Steve 邀请她周日晚上去参加聚餐，并问男士是否也被邀请了；男士回答说 Steve 打电话向他发出了邀请，并说 Steve 希望所有的老同学都能去参加这次聚会。由此可知，对话中的两人都曾经是 Steve 的同学。

4. W: I'm afraid I'm a little bit seasick. I feel dizzy.

M.: Close your eyes and relax. You'll be all right as soon as we come ashore.

Q.: Where does the conversation most probably take place?

C. 【精析】场景推断题。对话中女士表示她有点晕船，男士让她先闭上眼睛放松一下，一会儿上岸就好了。由此可知，两个人现在正在船上。

5. W.: I wonder what's happened to our train. It should have been here 20 minutes ago according to the timetable. But it's already 9:30.

M.: There's no need to get nervous. The announcement says it's 40 minutes late.

Q. When is the train arriving?

B. 【精析】推理判断题。女士对男士说按照列车时刻表，火车 20 分钟前就应该到这里了，但现在都 9:30 了，火车也没到；男士让女士别紧张，并说广播里通知了，火车将会晚点 40 分钟。计算下来，火车的实际到站时间将会是 9:50。

6. M: John is handsome and wealthy. Believe it or not, he is still a bachelor.

W: He is a notorious guy in many girls' eyes. I'm sick of hearing his name.

Q.: What does the woman mean?

A) 【精析】推理判断题。对话中男士对女士说 John 又英俊又有钱，而且现在还是单身；女士却说在女孩们眼中，John 已经声名狼藉了，她一听见 John 这个名字就恶心。由此可见，女士一点也不喜欢 John。

7. M.: Cars had lined up bumper to bumper. And I've been held up on the expressway for an entire hour.

W.: Really? It must be a pain in the neck. But be patient. Anyway, you can do nothing but wait.

Q: What do we learn about the man?

D. 【精析】语义理解题。对话中男士对女士说他已经高速路上等了整整一个小时了，车辆都一辆挨一辆地排在那儿动不了；女士劝男士别着急，他能做的就只有等了。由此可知，男士碰到了交通堵塞。bumper to bumper 意为“(车辆)一辆紧跟一辆”。

8. W: Yesterday I was surprised to see Mary using that washing machine you were going to throw away.

M: Yes, it's quite old and in very poor condition. Frankly speaking, that she got it working amazes

me a lot.

Q.. What does the man imply about Mary?

A. 【精析】弦外之音题。对话中女士对男士说昨天她看到 Mary 在用洗衣机，特别吃惊，因为那个洗衣机是男士打算要扔掉的了；男士表示洗衣机确实十分破旧了，而知道 Mary 又让那个洗衣机开始工作，他也惊异不已。由此推断，男士的意思是 Mary 非常善于修理。

Conversation One

M. (9)A recent case I heard was of a man accused and found guilty of breaking into a house and stealing some money.

W.. Well, was he really guilty, Judge?

M.. (9)He admitted that he'd done it, and there were several witnesses saying that he had indeed done it. So I can only assume that he was guilty.

W.. Why did he do it?

M: Well, the reasons were a little muddled. Probably at least it seemed in a trial that he did it to get some

money to feed his family. (10)You see, he'd been out of work for some time.

W.. (10)Well, he'd been out of work and he chose to break into a house to get money for his family and

apparently in front of people that, er... could see him do it.

M.. His attorney presented testimony that he had indeed applied for jobs and was listed with several employment

agencies, including the State Employment Agency, but there weren't any jobs.

W: And he had no luck!

M.. He had no luck and it'd been some time. He had two children and both of them were needing food and clothing. W.. So he was in desperate circumstances. Did you sentence him?

M. Yes.

W.. But what good does it do to put the man into jail when he's obviously in such need? M.. (11)This particular fellow has been in prison before.

W.. (11)For the same thing?

M: (11)No, for a different sort of crime. W.. Huh?

M.. But he did know about crime, so I suppose there are folks that just have to go back to prison several times.

答案详解

9. What did the judge say about the case he recently heard?

C. 【精析】事实细节题。对话中男士告诉女士他最近审理的一个案件是一位男士被指控犯有入室盗窃罪，他自己承认了罪行，而且有目击者称他确实入室盗窃了。

10. What do we learn about the man at the time of the crime?

B. 【精析】细节推断题。对话中男士告诉女士被指控犯有盗窃罪的那位男士已经有段时间没有工作了，选项中的 unemployed 与原文中的 out of work 同义。

11. What did the judge say about the accused?

A. 【精析】细节推断题。对话中男士告诉女士那位被指控犯有盗窃罪的男士以前曾经坐过牢，但不是因为同一罪行。

Conversation Two

M: Ah, how do you do, Miss Wenzmore?

W: How do you do?

M: Do sit down.

W.. Thank you.

M.. I'm glad you're interested in our job. Now, let me explain it. We plan to increase our advertising considerably. (12)At present, an advertising agency handles our account, but we haven't been too pleased with the results lately and we may give our account to another agency.

W.. What would my work entail?

M.. (13)You'd be responsible to me for all advertising and to Mr. Grunt for public relations. You'd brief the agency whoever it is on the kind of advertising campaign we want. You would also be responsible for getting our leaflets, brochures and catalogs designed.

W: I presume you advertise in the national press as well as the trade press.

M.. Yes, we do.

W: Have you thought about advertising on television?

M: We don't think it's a suitable medium for us. And it's much too expensive.

W.. I can just imagine a scene with a typist sitting on an old-fashioned typing chair, her back aching, exhausted, then we show her in one of your chairs, her back properly supported, feeling full of energy, typing twice as quickly.

M.. Before you get carried away with your little scene, Miss Wenzmore, I regret to have to tell you again that we are not planning to go into television.

W: That's a shame. (14)I've been doing a lot of television work lately and it interests me enormously.

M.. (15)Then I really don't think that this is quite the right job for you here, Miss Wenzmore.

答案详解

12. What does the man think of the present advertising agency?

B. 【精析】观点态度题。对话中男士告诉女士他们对现在的广告代理近期做出的成果不太满意，选项中的 Unsatisfactory 是对原文中的 haven't been too pleased 的同义转述。

13. What would the woman be responsible for to Mr. Grunt?

C. 【精析】细节辨认题。对话中男士告诉女士她的工作职责包括向男士负责广告事宜，向 Grunt 先生负责公共关系事务。

14. What is the woman most interested in doing?

D. 【精析】细节推断题。对话中女士说她最近所做的工作很多都是电视广告，而她对此也十分感兴趣。

15. What does the man think of the woman applicant?

D. 【精析】观点态度题。对话中男士很清楚地知道自己公司没有向电视媒体投放广告的计划，因此，当他了解到女士对电视广告很感兴趣时，他明确表示这份工作对她来说不合适。

Section B

Passage One

Many foreign students are attracted not only to the academic programs at a particular US college but also to the larger community, which affords the chance to soak up the surrounding culture. (16)Few foreign universities put much emphasis on the cozy communal life that characterizes American campuses from clubs and sports teams to student publications and drama societies. (17)"The campus and the American university have become identical in people's minds," says Brown University President Vartan Gregorian. "In America, it is assumed that a student's daily life is as important as his learning experience." Foreign students also come in search of choices. (18)America's menu

of options--research universities, state institutions, private liberal-arts schools, community colleges, religious institutions, military academies--is unrivaled. "In Europe," says history professor Jonathan Steinberg, who has taught at both Harvard and Cambridge, "there is one system, and that is it." While students overseas usually must demonstrate expertise in a specific field, whether law or philosophy or chemistry, most American universities insist that students sample natural and social sciences, languages and literature before choosing a field of concentration. Such opposing philosophies grow out of different traditions and power structures.

(19) In Europe and Japan, universities are answerable only to a Ministry of Education, which sets academic standards and distributes money. While centralization ensures that all students are equipped with roughly the same resources and perform at roughly the same level, it also discourages experimentation. "When they make mistakes, they make big ones," says Robert Rosenzweig, president of the Association of American Universities. "They set a system in wrong directions, and it's like steering a supertanker."

答案详解

16. What does the speaker say characterizes American campuses?

A. 【精析】事实细节题。短文中提到，美国之外很少有大学重视让人倍感舒适的社区生活，从各式各样的俱乐部、运动队到学生专刊及戏剧社团，而这样的社区生活也正是美国大学的特征。

17. What does Brown University President Vartan Gregorian say about students' daily life?

C. 【精析】事实细节题。布朗大学校长非常明确地指出，在美国人的观念中，一般认为学生的日常生活与学习体验同等重要。

18. In what way is the United States unrivaled according to the speaker?

C. 【精析】细节推断题。短文中提到，在美国，外国学生有着众多的选择，从研究型综合类大学，到州立研究所、私立人文类大学，到社区大学、教会学院以及军事院校，美国大学的种类繁多是世界其他地区所无法比拟的。

19. What does the speaker say about universities in Europe and Japan?

B. 【精析】细节推断题。短文最后提到，欧洲和日本的大学仅需要向本国的教育部负责，选项中的 merely 与短文中的 only 意思相同。

Passage Two

Hello, ladies and gentlemen. Welcome aboard your sea-link ferry from Folkestone to Boulogne and wish you a pleasant trip with us. (20) We are due to leave Folkestone in about five minutes and a journey to Boulogne will take approximately two hours. We are getting good reports of the weather in the Channel and in France, so we should have a calm crossing. Sun and temperatures of 30 degrees Celsius are reported on the French coast. For your convenience on the journey, we'd like to point out that there are a number of facilities available on board. (21) There's a snack bar serving sandwiches and hot and cold refreshments situated in the front of A deck. There's also a restaurant serving hot meals situated on B deck. If you need to change money or cash travellers' checks, we have a bank on board. You can find the bank on C deck between the ship's office and the duty-free shop. Toilets are situated on B deck at the rear of the ship and on A deck next to the snack bar. For the children, there's a games room on C deck next to the duty-free shop. Here children can find a variety of electronic games. (22) Passengers are reminded that the lounge on B deck is for the sole use of passenger travelling with cars and that there is another lounge on C deck at the front of the ship for passengers travelling without cars. Finally, ladies and gentlemen, we'd like to wish you a pleasant journey and hope that you'll travel with us again in the near future.

答案详解

20. What does the speaker say about the sea-link ferry?

D. 【精析】事实细节题。短文开头部分非常明确地指出本次渡轮将于大约五分钟后离开 Folkestone。

21. Where is the snack bar situated?

D. 【精析】细节辨认题。短文中明确指出 snack bar 位于 A 甲板的前部，故答案为 D)。

22. What does the speaker say about the lounge on B deck?

A. 【精析】细节辨认题。短文临近结尾处说明，B 甲板上的休息室仅供开车上渡轮的乘客使用。

Passage Three

On Christmas Eve in 1994, humans entered a cave in the mountains of southeastern France for what was probably the first time in 20000 years. The vivid images of more than 300 animals that Jean-Marie Chauvet and his assistants found on the cave walls were like none that they had seen before. (23) Unusual in the Grotte Chauvet, as the cave is now called in honor of its discoverer, are paintings of many flesh-eating animals. Other known caves from the same geographical area and time period contain only paintings of plant-eaters. (24) The paintings in this cave refute the old theory that Cro-Magnon people painted animals that they hunted and then ate. Now many specialists believe that cave paintings were not part of a ritual to bring good luck to hunters. They point out that while deer made up a major part of their diet, there are no drawings of deer. They believe that the animals painted were those central to the symbolic and spiritual life of the times, animals that represented something deep and spiritual to the people. Scientists are hopeful that Grotte Chauvet will yield new information about the art and lifestyle of Cro-Magnon people. (25) They readily admit, however, that little is understood yet as to the reasons why ice age artists created their interesting and detailed paintings. Scientists also wonder why some paintings were done in areas that are so difficult to get to, in caves, for example, that are 2400 feet underground, and accessible only by crawling through narrow passageways.

答案详解

23. How did the cave get its name?

B. 【精析】事实细节题。短文中提到 Grotte Chauvet “肖维岩洞” 因其发现者而得名。

24. What is the old theory about the paintings in the cave?

C. 【精析】事实细节题。短文中提到新发现的壁画推翻了以前的理论，以前，人们认为克鲁马努人所绘制的壁画都是他们自己猎到然后食用的动物。

25. What do scientists readily admit according to the speaker?

A. 【精析】细节推断题。结尾处提到学者们都承认，他们对冰河时代的艺术家们绘制这些壁画的原因了解很少。

Section C

26. advantages

【精析】语义推断题。此空位于 has 和 a lot of 后面，因此应该填入名词或名词短语作句子的宾语。结合录音填入 advantages，意为“好处，益处”。

27. characterizes

【精析】句意推断题。分析句子结构可知，空格处应填入一个动词或动词词组作 that 引导的定语从句的谓语。结合录音填入 characterizes，意为“以……为典型，以……为特征”。

28. go out of their way

【精析】语义推断题。此空位于不定式符号 to 之后，因此需要填入一个动词原形或动词原形词组构成 to do

不定式。结合录音可知答案为 go out of their way, 意为“尽力, 费尽心思”。

29. seeking out

【精析】并列关系题。由空格后的 and talking to 可以推断, 空格处应填入动名词词组, 与连接词 and 后面的 talking to 并列。结合录音填入 seeking out, 意为“找出”。

30. transition

【精析】句意推断题。由空格前的 The 以及空格后的 from 可知, 此处应该填入一个名词或名词短语作句子的主语。结合录音填入 transition, 意为“转变, 过渡”。

31. appropriate

【精析】语义推断题。此空位于 been 之后, 因此应该填入一个形容词或动词的分词形式。结合录音填入 appropriate, 意为“合适的, 适用的”。

32. reluctant

【精析】句意推断题。此空位于 be 动词 are 之后, 故应该填入一个形容词或动词的分词形式。结合录音填入 reluctant, 构成词组 be reluctant to do, 意为“不愿意做, 不愿意做”。

33. acknowledge

【精析】句意推断题。此空位于词组 be willing to 之后, 故应填入一个动词原形或动词原形词组。结合录音可知答案为 acknowledge, 意为“承认”。

34. interferes with

【精析】语义推断题。分析句子结构可知, 空格处应该填入一个动词或动词词组作 that 从句的谓语。结合录音填入 interferes with, 意为“干扰, 妨碍”。

35. tensions

【精析】修饰关系题。此空位于 make 之前 family 之后, 故应该填入一个名词与 family 构成名词短语作 when 引导的时间状语从句的主语。结合录音可知答案为 tensions, 意为“紧张, 关系紧张的状态”。

Part III

Reading Comprehension

Section A

参考译文

儿童是天生的科学家。他们有好奇心, 也不害怕承认对某些事情的无知。不幸的是, 他们中的大多数都会随着年龄的增长丧失这一优点。他们有了自我意识, 不想显得很愚蠢。他们不去亲自探究, 而是作出一些经常被证明是错误的假设。

因此, 问题不在于使儿童对科学产生兴趣。你只需避免扼杀儿童与生俱来的学习热情。一旦科学变得正式化, 儿童就开始放弃它, 这并非偶然。儿童天生就有一种模糊的获取知识的方法。他们把学习科学、生物或者做饭看作同一种行为——都是学习。只是因为考虑到教育的实际情况, 才不得不开始把课程划分成不同的专门科目, 需要专门的老师去传授他们知道的东西。这样, 儿童一旦进入校门, 就开始定义不同的学科, 并在学科间建立起原本并不需要存在的界限。

我们将学科分成科学、数学、英语等是出于方便, 最终都是学习。但如今很多儿童把自己排除在科学教育之外。他们认为科学是为科学家而不是为他们准备的。

当然, 我们最终还是需要有所专攻。我们每个人的生命都是有限的, 所以我们不可能什么都学。在 5 岁的时候, 我们的知识领域和探究领域是广泛的, 包括从学习走路到学习数数的方方面面。这一领域逐渐缩小, 到我们 45 岁的时候, 可能会只剩下科学世界的一个极小的角落了。

答案详解

36. 【考点】形容词辨析题。

L. 【精析】空格位于名词 minds 之前, 谓语动词 have 之后, 故空格处应填一个形容词或形容词性的分词作定语。根据第一句及本句后半部分可知, 儿童是天生的科学家, 且不害怕承认对某些事情的无知。由此可见, 他们有求知心和好奇心, 故 inquiring “好奇的”符合句意, inquiring minds 意为“好奇心”。

37. 【考点】副词辨析题。

O. 【精析】空格所在句句成分完整，故空格处应填一个副词作状语。文章前两句讲述孩子有好奇心，是天生的科学家；而空格所在句则指出他们中的大部分人长大后都会丧失这一优点，这在语义上显示出了一种惋惜之情。备选副词中，只有 unfortunately “不幸地”符合句意，故为答案。

38. 【考点】名词辨析题。

C. 【精析】空格前为谓语动词 make，空格后为 that 引导的定语从句，故空格处应填一个名词作定语从句的先行词。由句首的 Instead of 可知，所填

词意思应该与 finding things out for themselves 形成反差。备选名词中，只有 assumptions “假设”符合题意，故为答案。

39. 【考点】名词辨析题。

M) 【精析】空格前为 killing the，故空格处应填一个名词作 killin9 的宾语。第二段首句提到，问题不在于使儿童对科学产生兴趣；空格句则提到，你只需避免扼杀儿童与生俱来的学习_____。由此推断，空格处应填一个与“兴趣”意思相当的词。备选名词中，passion “激情”符合题意，放为答案。

40. 【考点】动词辨析题。

B. 【精析】空格所在句句意是：儿童天生就有一种模糊的_____知识的方法。备选项中，符合句意且能与 knowledge 搭配的只有 acquirin9 “获得”，故为答案。

41. 【考点】动词辨析题。

K. 【精析】分析句子结构可知，wh0 引导的定语从句的先行词为 specialist teachers，且该从句缺少谓语动词，故空格处应填动词。由先行词 specialist

teachers 和该从句的宾语 what they know 的关系可知，备选动词中，impart “传授”符合题意，故为答案。

42. 【考点】名词辨析题。

D. 【精析】空格位于介词 for 之后，故空格处应填一个名词或者动名词。第二段倒数第三句提到，因为考虑到教育的实际情况，才不得不把课程划分成不同的专门科目，由此推出划分成不同的专门科目是为了给教育带来便利。备选项中符合语境的只有 convenience “方便”，故为答案。

43. 【考点】动词辨析题。

F. 【精析】分析句子结构可知，空格处应填一个动词作句子的谓语，且该动词能和 from 搭配。由第三段末句可知，他们认为科学是为科学家而不是为

他们准备的；再结合备选动词可知，exclude “把……排除在外”符合题意，故为答案。

44. 【考点】副词辨析题。

E. 【精析】空格位于动词 specialise 之后，且位于句末，又因为 specialise 是不及物动词，所以空格处应填一个副词。结合末段第二句中的“我们每个人的生命都是有限的，所以我们不可能什么都学”可知，专业化是最终的必然。备选副词中，符合语境的只有 eventually “最终”，故为答案。

45. 【考点】名词辨析题。

H. 【精析】空格前为并列连词 and，因此空格处应填一个名词与 and 前面的 knowledge 并列。备选名词中，符合语境的只有 exploration “探究”，故为答案。

Section B

参考译文

意义比健康更有益于健康

A. 至少在近十年中，快乐热一直长盛不衰。仅在过去的三个月中，就有 1 000 多本与快乐相关的书籍在亚马逊上架，其中包括《快乐金钱》《献给所有人的开心药》，以及为刚开始追求快乐的那些人准备的《初级快乐》。

B. (55) 此类书籍的一贯主张之一是快乐与各种各样的良好生活状况相关，其中包括——最重要的是——良好的健康状况。许多研究都已指出愉快的心情与健康的身体之间的关系——我们越快乐，似乎就越健康。在对该论题的 150 项研究的综述中，研究人员这样说道：“快乐使身体健康，而不幸则使健康受损。”

C. (51) 但是，刚刚发表在《美国国家科学院院刊》(简称 PNAS)上的一项新研究对这一乐观描述发起了挑战。

快乐可能并不像研究人员所认为的那样有利于身体健康。它甚至可能有害。

D. 当然，重要的是要先定义“快乐”。(46) 几个月之前，我写了一篇关于一项心理学研究的文章《生活不仅仅是感到快乐》，该研究深入探讨了快乐对于人们来说究竟意味着什么。这篇文章专门探讨了有意义的生活与快乐的生活之间的区别。

E. 这两者之间会存在区别，这似乎很奇怪。(52) 但是，研究人员在一个月的时间里调查了大量的样本人群，发现快乐与自私的“索取”行为相关，而有人生意义感则与无私的“给予”行为相关。

F. “没有意义的快乐体现出的是相对肤浅、自恋甚至是自私自利的人生。在这样的人生中，一切都进展顺利，需求与欲望很容易得到满足，也没有复杂的关系，”该研究论文的作者写道。“要说有什么的话，那就是纯粹的快乐与不去帮助有需要的人有关。”感觉快乐就是感觉良好，而人生意义则是源于对他人或对社会作出更大的贡献。(49) 正如研究人员之一 Roy Baumeister 告诉我的：“作为人类，我们的部分天性就是要照顾他人并为他人作出贡献。这虽然会令生活变得有意义，但并不一定会使我们快乐。”

G. 《美国国家科学院院刊》的新研究也阐明了意义与快乐之间的区别，但这是从生物学层面阐述的。Barbara Fredrickson 是北卡罗来纳大学教堂山分校的心理学者，Steve Cole 是加州大学洛杉矶分校的遗传学和精神病学研究者，他们调查了 80 名研究对象关于快乐和意义的自述水平。

H. 正如早期研究所述，快乐被定义为“感觉良好”。研究人员衡量快乐是通过向研究对象提问“你经常感到快乐吗？”“你经常对生活感兴趣吗？”以及“你经常感到满足吗？”(48) 人们越赞同“享乐主义的幸福”或“快乐”这些衡量指标，快乐指数就越高。

I. 意义被定义为比自我更大的目标。研究人员衡量意义是通过提出类似这样的问题，“你经常感到你的生活有方向感或者有意义吗？”以及“你经常觉得要对社会作出一些贡献吗？”人们对“幸福论的幸福”——或者，简而言之，美德——这些衡量方法越赞同，就越感到生活有意义。

J. 在记录了每一位研究对象所拥有的意义感和快乐感后，Fredrickson 和 Cole 与他们的研究同事们一起分析了某些特定基因在每一位研究对象身上的表达方式。(50) 就像使用功能磁共振成像扫描来确定大脑中的区域是如何对不同的刺激作出反应的神经科学家一样，Cole 和 Fredrickson 感兴趣的是身体如何在基因的层面上对快乐和意义的感受产生反应。

K. Cole 过去的工作已将各种长期的逆境与某种特定的基因表达谱联系在了一起。当人们感到孤独时，为失去爱人而悲伤时，或者为了糊口而拼命挣扎时，他们的身体就会进入威胁模式。这会激活一个与压力有关的基因谱，该基因谱有两个特点：促炎症基因活动的活跃和抗病毒反应基因活动的减缓。

L. (54) Cole 和 Fredrickson 发现，感到快乐但只有很少或根本没有人生意义的人，与应对并忍受长期逆境的人拥有相同的基因表达谱。换言之，这些快乐之人的身体通过激活促炎症反应来准备对抗细菌的威胁。当然，慢性炎症也与心脏病和各种癌症等重大疾病相关。

M. Fredrickson 说道：“虚无的乐观情感”——如人们处于狂喜状态或人为诱导的酒精和毒品所引起的欣快时所感受到的那种情绪——“对你产生的作用与逆境是一样的。”

N. (47) 重要的是要理解对于很多人而言，人生意义感和快乐感是互相重叠的；在研究中快乐与意义的衡量指标上，很多人同时得高分(或同时得低分)。但对于许多其他人而言，这两类指标的得分则是不一致的——他们感到不太快乐但人生很有意义，或者他们的生活很快乐却意义不大。后一类人在研究对象中占 75%，他们的基因表达谱与逆境有关。只有四分之一的研究对象拥有研究人员所称的“幸福论的幸福感”——换言之，他们对意义感的看重超过了他们对快乐感的看重。

O. 如果更有利的基因表达谱与人生意义相关，这太糟糕了。快乐感和意义感平衡的人，以及拥有强烈的意义感但不一定快乐的人，对逆境压力反应迟钝。他们的身体没有准备好对抗我们身处孤独或困境时所受到的细菌感染，而是准备好了对抗我们被人群包围时所受到的病毒感染。

P. Fredrickson 过去的研究发现了个人积极情绪的好处，该研究在《积极情绪的力量》和《爱的方法》这两本书中有所描述。她发现积极情绪拓展了人们的视野，并有助于保护人们免遭厄运。因此，和实现论的幸福相比，与积极情绪和快乐相关的享乐主义的幸福在研究中表现得如此之差，这令她感到非常吃惊。

Q. “问题并不在于享乐主义的幸福程度，”Fredrickson 告诉我：“而在于它与实现论的幸福不匹配。

两者同步时很好。但如果你拥有的享乐主义的幸福比预期的要多，那么与逆境类似的这种基因谱就会出现。”

R. 享乐主义和幸福主义这两个词语使人想起那场关于美好生活本质的伟大哲学讨论，这场讨论影响了西方文明 2000 多年。快乐，是如享乐主义者所认为的在于感觉良好，还是如亚里士多德及其思想的继承者——伦理学家们所认为的在于行为和表现良好？(53) 从该研究的证据看来，只有感觉良好似乎还不够。人们需要意义才能健康长寿。用 Carl Jun9 的话来说就是，“人生中最微不足道但有意义的事物，也比最伟大但无意义的事物更有价值。” Jun9 的至理名言看起来确实是适用于我们的身体，即便并不适用于我们的心智。

答案详解

46. 【定位】由题干中的关键词 a meaningful life 和 a happy life 定位到 D. 段最后一句。

D. 【精析】同义转述题。定位句前一句提到，几个月之前，作者写了一篇关于一项心理学研究的文章，该研究深入探讨了快乐对于人们来说究竟意味着什么；接着定位句提到，作者在这篇文章中专门探讨了有意义的生活与快乐的生活之间的区别。题干中的 examined how a meaningful life is different from a happy life 对应定位句中的 explored the difference between a meaningful life and a happy life，故答案为 D)。

47. 【定位】由题干中的关键词 many people 和 both happy and meaningful 定位到 N. 段第一句。

N. 【精析】同义转述题。定位句提到，对于很多人而言，人生意义感和快乐感是互相重叠的；在研究中快乐与意义的衡量指标上，很多人同时得高分(或同时得低分)。定位句中的 Overlap “重叠”表达了同时拥有的意思，因此题干中的 many people feel their life is both happy and meaningful 对应定位句中的 for many people, a sense of meaning and happiness in life overlap，故答案为 N)。

48. 【定位】由题干中的关键词 hedonic well-being measures 和 high scores on happiness 定位到 H) 段最后一句。

H. 【精析】细节推断题。定位句提到，人们越赞同“享乐主义的幸福”或“快乐”这些衡量指标，他们的快乐指数就越高。由此可知，享乐主义的幸福衡量指标与快乐的高指数之间存在着紧密的联系。题干中的 hedonic well-being measures 对应定位句中的 these measures of “hedonic well-being”，high scores on happiness 对应定位句中的 the higher they scored on happiness，故答案为 H.。

49. 【定位】由题干中的关键词 one of the authors of a new study, makes life meaningful 和 make people happy 定位到 F) 段最后两句。

F) 【精析】同义转述题。定位句提到，正如研究人员之一 Roy Baumeister 告诉我的：“作为人类，我们的部分天性就是要照顾他人并为人作出贡献。这虽然会令生活变得有意义，但并不一定会使我们快乐。” Roy Baumeister 所从事的研究就是该段第一句提到的研究，即 C. 段第一句提到的刚刚发表在《美国国家科学院院刊》(简称 PNAs)上的一项新研究，由此可知 Roy Baumeister 是新研究的作者之一。题干中的 what makes life meaningful may not make people happy 对应定位句中的 This makes life meaningful but it does not necessarily make US happy，故答案为 F)。

50. 【定位】由题干中的关键词 our body's genetic expression 和 feelings of happiness and meaning 定位到 J) 段最后一句。

J. 【精析】细节归纳题。定位句提到，Cole 和 Fredrickson 感兴趣的是身体如何在基因的层面上对快乐和意义的感受产生反应。题干中的 our body's genetic expression of feelings of happiness and meaning 对应定位句中的 how the body, at the genetic level, responds to feelings of happiness and meaning，故答案为 J.。

51. 【定位】由题干中的关键词 A new study 和 may not contribute to health 定位到 C. 段。

C. 【精析】同义转述题。定位段第一句提到，刚刚发表在《美国国家科学院院刊》上的一项新研究对这一乐观描述发起了挑战，这一乐观描述即 B. 段最后一句的观点 Inductions of well-being lead to healthy function，and inductions of ill-being lead to compromised health 定位段最后两句详细解释了该研究的观点：快乐可能并不像研究人员所认为的那样有

利于身体健康，它甚至可能对身体健康有害。题干县对该段的概括，故答案为 C.。

52. 【定位】由题干中的关键词 takin9 和 givin9 定位到 E) 段最后一句。

E. 【精析】同义转述题。定位句提到，研究人员在一个月的时间里调查了大量的样本人群，发现快乐与自私的“索取”行为相关，而有人生意义感则与无私的“给予”行为相关。题干中的 taking makes for happiness 对应定位句中的 happiness is associated with selfish “taking” behavior, giving adds meaning to life 对应定位句中的 having a sense of meaning in life is associated with selfless “giving” behavior, 故答案为 E)。

53. 【定位】由题干中的关键词 Evidence, meanin9 和 thrive 定位到 R) 段第三、四句。

R. 【精析】同义转述题。定位句提到，从该研究的证据看来，只有感觉良好似乎还不够，人们需要意义才能健康长寿。题干中的 Evidence from research 对应定位句中的 the evidence of this study, it takes meaning for people to thrive 对应定位句中的 People need meaning to thrive, 故答案为 R.。

54. 【定位】由题干中的关键词 gene expression patterns, little or no sense of meaning in life 和 suffering from chronic adversity 定位到 L) 段第一句。

L. 【精析】同义转述题。定位句提到，Cole 和 Fredrickson 发现，感到快乐但只有很少或根本没有人生意义的人，与应对并忍受长期逆境的人拥有相同的基因表达谱。题干中的 happy people with little or no sense of meaning in life 对应定位句中的 people who are happy but have little or no sense of meaning in their lives, suffering from 对应定位句中的 enduring, 故答案为 L)。

55. 【定位】由题干中的关键词 assert 和 beneficial to health 定位到 B. 段第一句。

B. 【精析】细节推断题。定位句提到，此类书籍的一贯主张之一是快乐与各种各样的良好生活状况相关，其中包括良好的健康状况。定位句中的 books 就是指 A) 段第二句提到的 over 1 000 books on happiness, 与题干中的 books on happiness 相对应。题干中的 assert 对应定位句中的 claims, happiness is beneficial to health 对应定位句中的 happiness is associated with... good health, 故答案为 B.。

Section C

Passage One

参考译文

(56) 商业书籍中最成功的当属成功学书籍。1982 年 Tom Peters 和 Robert Waterman 撰写的《追求卓越》掀起了当今商业书籍的热潮。该热潮在一连串的专家和准专家的带动下持续高涨，他们承诺可以把成功的要素提炼为三条(或五条或七条)简单的规则。

《三条规则》就是对此类书籍的有意识的贡献。该书甚至还列出了有关成功学的参考书目。Michael Raynor 和 Mumtaz Ahmed 就职于 Deloitte(一家咨询公司)，该公司致力于把自己打造成思想领袖而不是公司问题的修理工。他们使用了成功学书籍中的所有技巧。他们坚信他们得出的结论“可量化且易于操作”——指导实际行为而不是仅仅为分析而分析。(57) 成功学书籍的作者通常会讲述一些生动的故事，如杰出的商人如何将自己的个性烙印在公司上或如何在公司生死存亡的时刻挽救公司的命运。(58) Messrs Raynor 和 Ahmed 则更喜欢反复琢磨数据：他们提供关于“计算优势元素”和“详细分析”的详细附录。

(58) 该书作者花费五年的时间研究了 344 家“杰出公司”的运行状况，但最初却一无所获。每一个直觉都走进了死胡同，每一个假设也都不成立。最后，当他们把注意力从研究公司是如何运行转向研究公司是如何思考的时候，才开始弄明白这些浩瀚的研究素材的意义所在。

管理就是在总是充满了不确定性及快速变化的情况下作出艰难的权衡。(59) 但是，杰出的公司在权衡利弊时总是会有意或无意地考虑到两个简单的原则：第一，打质量仗而不是价格仗。从长远来看，如果公司靠质量或性能而不是价格竞争，则更有可能成功。第二，优先考虑收益而不是成本。从长远来看，提高收益比降低成本能为企业带来更多的利润。

大多数成功学书籍有两个弊端。其一就是“光环效应”，根据这一效应，如果公司业绩良好，评论者就会把所有优点归功于公司所做的一切。一旦公司倒闭，这些优点马上又会被看成是缺点。Messrs Raynor 和

Ahmed 研究了几十年间的大量数据，努力避免犯这些错误。(60)但他们最终又犯了另外一个错误，即陈述了一些显而易见的事实。对于“与其在价格上竞争而阻断你的成功之路，不如找到一个有利可图的隙缝市场，集中精力提高利润”这样的结论，大多数商人并不会感到惊讶；难的是如何找到有利可图的隙缝市场并对其进行保护。在这方面，《三条规则》用处并不大。

答案详解

56. 【定位】由题干中的 business books 定位到首段第一句。

A. 【精析】推理判断题。由定位句可知，商业书籍中最成功的当属成功学书籍。A) 项中的 excellence 是对定位句中 success 的同义转述，由此可知，研究成功的书籍最有可能大卖，放答案为 A. 。

57. 【定位】由选项中的 businessmen, analyses 和 corporate leaders 定位到第二段。

C. 【精析】推理判断题。由定位段倒数第二句可知，成功学书籍的作者通常会讲述一些生动的故事，如杰出的商人如何将自己的个性烙印在公司上或如何在公司生死存亡的时刻挽救公司的命运。由此推断，大多数成功学书籍都会包含此类内容，即或多或少陷入了同样的模式化写作，故答案为 C. 。

58. 【定位】由题干中的 The Three Rules 定位到第二、三段。

B. 【精析】细节辨认题。第二段最后一句提到，Messrs Raynor 和 Ahmed 更喜欢反复琢磨数据：他们提供关于“计算优势元素”和“详细分析”的详细附录。第三段首句又指出，该书作者花费五年的时间研究了 344 家“杰出公司”的运行状况。由此可知，此书详细的分析是基于海量的数据，这是该书与其他成功学书籍的不同之处，故答案为 B. 。

59. 【定位】由题干中的 the success of exceptional companies 定位到第四段。

A. 【精析】细节辨认题。由定位段可知，杰出的公司在权衡利弊时总是会考虑到两个简单的原则：第一，打质量仗而不是价格仗。第二，优先考虑收益而不是成本。也就是说，杰出公司能取得成功是因为他们关注质量和收益，故答案为 A)。

60. 【定位】由题干中的 the author's comment 以及题文同序原则定位到最后一段。

D. 【精析】推理判断题。由定位段第五至八句可知，《三条规则》犯了另外一个错误，即陈述了一些显而易见的事实。对于“与其在价格上竞争而阻断你的成功之路，不如找到一个有利可图的隙缝市场，集中精力提高利润”这样的结论，大多数商人并不会感到惊讶。难的是如何找到有利可图的隙缝市场并对其进行保护。在这方面，《三条规则》用处并不大。由以上内容可推断，作者认为《三条规则》未能指出成功的关键，故答案为 D)。

参考译文

(61)不久之前，肯特大学还为自己的亲民形象而感到自豪。但现在不再如此了。在过去的几个月里，肯特大学在媒体顾问的帮助下，(61)一直致力于淡化其亲切的形象，突出其学术性和严肃性。

肯特大学并不是唯一一所考虑重塑形象的学校。下一年拨款制度的变化正迫使大学要有合理的理由收取高达 9000 英镑的学费。

如今，大学更加关注自身的品牌和价值定位。(62)过去，大学在招生活动中常常把关注的重点放在学生的社交生活和大学城的吸引力上；而现在则关注一些更切实的吸引力，如就业前景、与行业的密切程度以及与导师的交流时间，明确说明学生交了学费后将会得到什么。

大学面临的问题是，如果这些承诺未能兑现，学生是会发现的。这令处理学生投诉的 Rob Behrens 很担心。

(63)“大学在给学生承诺时一定要十分谨慎，”他说。“随着吸引优质生源的竞争越来越激烈，大学有夸大其词的危险。”

Rob Behrens 说，有所大学对可能会申请工程专业的学生承诺，他们将有能力设计出汽车，并在布兰兹哈奇赛道上比赛，但该承诺并未兑现。另一些大学曾承诺学生能使用精密的器材，结果这些器材不是坏了就是不可用。他说：“如果大学在妥善处理投诉和请求方面投入的资金和在营销上投入的资金一样多的话，将更容易留住学生，并在全国学生调查中获得更好的反馈。”

(64)还在继续的一项研究追踪了将于 2012 年入学的学生，该研究表明，学生不仅会更加成熟地考虑自己想从大学中得到什么，而且会花更多时间查证大学所宣称的内容是否属实。

因此，学生调查变得越来越重要。从明年九月起，所有大学也将有望在其网站上公布关键信息集，这将更便于比较各个大学，也便于比较承诺和现实的兑现情况，以及毕业后学生的工作类型和薪水情况。因此，大学现在着手改变其营销策略也不足为奇。(65) 虽然对于大学而言，最好的招生营销方式是要有自己擅长的领域，但是他们也要清楚地表述自己的独特之处。

一旦某个大学声称特别擅长某事，就名副其实，这一点很重要。从自我定位的那一刻起，你就暴露在人们的眼光下了。如果食言，你就有麻烦了。

；答案详解。

61. 【定位】由题干中的 the University of Kent 定位到首段。

A. 【精析】推理判断题。定位段指出，不久之前，肯特大学还为自己的亲民形象而感到自豪，但现在却致力于淡化其亲切的形象。由此可知，肯特大学曾以舒适的校园生活闻名，故答案为 A. 。

62. 【定位】由题干中的 attract 和题文同序原则定位到第三段第二句。

D. 【精析】细节辨认题。由定位句可知，大学现在关注一些更切实的吸引力，如就业前景、与行业的密切程度以及和导师的交流时间，明确说明学生交了学费后将会得到什么。也就是说，许多大学现在致力于呈现更好的学术形象，借此吸引学生；同时，这与文章第一段末句提到的大学致力于突出其学术性相呼应，故答案为 D. 。

63. 【定位】由题干中的 Rob Behrens 定位到第四段。

C. 【精析】细节辨认题。由定位段可知，Rob Behrens 认为大学在给学生承诺时一定要十分谨慎，不然会有夸大其词的危险。由此推断，Rob Behrens 建议大学不要作出无法兑现的承诺，故答案为 C. 。

64. 【定位】由题干中的 students' chief consideration 和 choosing a university 定位到第六段。

B. 【精析】推理判断题。定位段指出，学生不仅会更加成熟地考虑自己想从大学中得到什么，而且会花更多时间查证大学所宣称的内容是否属实。由此可知，学生在择校时考虑的最主要的因素是大学能否提供他们想要的东西，故答案为 B. 。

65. 【定位】根据选项内容和题文同序原则定位到倒数第二段。

D. 【精析】推理判断题。定位段第二句指出，虽然对于大学而言，最好的招生营销方式是要有自己擅长的领域，但是也要清楚地表述自己的独特之处。由此可知，展现自己的独到之处是在招生活动中获胜的关键，故答案为 D. 。

Part IV

Translation

参考译文与难点注释

The ideal of rural life reflected in the arts and literature is an important feature of Chinese civilization, which to a large extent can be attributed to Taoist affection for nature. There are two favorite themes in traditional Chinese paintings. One theme depicts various happy scenes of family life in which the seniors are drinking tea and playing chess, men are sowing and reaping, women are weaving and sewing, and the children are playing outside. The other theme depicts all kinds of joys of the country life. In the paintings, fishermen are fishing on the lake, farmers are cutting firewood or gathering herbs in the mountains, or scholars are chanting poetry and painting pictures under the pines. These two themes can respectively represent Confucian and Taoist ideals of life.

1. 第一句的主语较长，中心词是“乡村生活理想”；“反映在艺术和文学中的”可以处理为后置定语，译为 reflected in the arts and literature。

2. 第二句可以翻译成非限制性定语从句修饰第一句。也可以另起一句，翻译成 This, to a large extent, can be attributed to Taoist affection for nature, 但是在句子衔接方面没有翻译成非限制性定语从句连贯。

3. 第三、四句可以合起来分析。通过分析中文可知，中国画有两个最受青睐的主题，一个是家庭生活的幸福场景，一个是乡村生活的乐趣。因此翻译时，“传统中国画有两个最受青睐的主题”可以单独翻译成一

句话，随后另起两句翻译两个主题。为避免结构上的重复，介绍第一个主题中的具体场景时可用定语从句，介绍第二个主题中的具体场景时可以用一个单独的句子来表达。

4. 最后一句中的“儒家和道家的生活理想”可以根据试题中给出的提示词翻译成 Confucian and Taoist ideals of life。

答案速查

1~5 BADCB 6~10 ADACB 11~15 ABCDD 16~20 ACCBD 21~25 DABCA 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 36~40 LOCMB 41~45 KDFEH 46~50 DNHFJ 51~55 CERLB 56~60 ACBAD 61~65 ADCBD