

2016年12月大学英语四级考试真题(第2套)

(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 take a job in a company and the other to go to a graduate school. 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 1 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 1 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 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 contribute to coral bleaching (珊瑚白化) and they take up more space than cooler waters, raising sea level. While the top of the ocean is well studied, its depths are more difficult to study. The researchers gathered 150 years of ocean temperature data in order to get a better picture of heat absorption from surface to seabed. They gathered together temperature readings collected by everything from a 19th century British naval ship to modern automated ocean probes. The extensive data sources, combined 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 emissions.

About 35 percent of the heat taken in by the oceans during the industrial era now resides at a depth of more than 700 meters, the researchers found. They say they're not sure 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 everywhere 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, fattier 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, a 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 cottonballs 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 coal miners. 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.

在中国文化中, 黄颜色是一种很重要的颜色, 因为它具有独特的象征意义。在封建(feudal)社会中, 它象征统治者的权力和权威。那时, 黄色是专为皇帝使用的颜色, 皇家宫殿全都漆成黄色, 皇袍总是黄色的, 而普通老百姓是禁止穿黄色衣服的。在中国, 黄色也是收获的象征。秋天庄稼成熟时, 田野变得一片金黄。人们兴高采烈, 庆祝丰收。

2016年12月大学英语四级考试真题答案与详解

(第2套)

#### Part I Writing

范文点评

高分范文

Going to Graduate School Is a Better Choice

① If given two options after graduation, that is, to take a job in a company or to go to a graduate school, I'd prefer the latter.

② First and foremost, it is widely acknowledged that a higher level of education means better payments and more opportunities in the future in China. ③ Therefore, I think another two or three years' investment in graduate education must be worthwhile in the long run. ④ Secondly, I love my major and have a strong desire to further my study so as to deeply explore some academic issues in this field.

⑤ Finally, the job market for undergraduate students is too competitive for average students like me to find a satisfying job. ⑥ Thus, it would be a better choice if I could obtain a master's degree.

⑦ Considering the three reasons listed above, I would choose to go to a graduate school after graduation to earn a better future.

作文全文翻译

#### Part II Listening Comprehension

#### Section A

News Report one

听力全文

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

预览两道题各选项, 由选项中出现的 tourists, stone bridges, Goat Island 和 boats and

ships 等词可以推测，新闻内容与某个旅游景点有关，且该景点涉及水。

1. Why does New York State want to turn off Niagara Falls?

B。新闻中提到，纽约州公园系统想在未来的两三年内关闭美国境内的尼亚加拉大瀑布，以更换行人、公园车辆和设备通往山羊岛的两座石桥，这两座石桥距今已有 115 年的历史了。因此答案为 B。

2. What did people find when Niagara Falls were shut off in 1969?

D。新闻结尾提到，1969 年尼亚加拉大瀑布被关闭后，人们发现河底有数百万的硬币。因此答案为 D。

#### News Report Two

##### 听力全文

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

预览两道题各选项，由选项中出现的 Libya, Tunisia, border crossings, terrorist attack 和 security 等词可以推测，新闻内容与突尼斯和利比亚边境发生的恐怖袭击有关。

3. C。

4. D。

#### News Report Three

##### 听力全文

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

5. C。

6. A。

7. D。

#### Conversation One

##### 听力全文

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

8. B。

9. C。

10. A。

11. B。

#### Conversation Two

W: This is Kerry Burke from New York Daily News. (12/13) I'm speaking to Delroy Simmonds, an unemployed Brooklyn man who missed a job interview Tuesday for the best of reasons : 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. 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. A.

13. B.

14. C.

15. A.

### Section C

#### Passage One

##### 听力全文

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

预览三道题各选项, 由选项中出现的 ice. cream business, ice. cream truck 和 ice. cream 等词可以推测, 短文内容与冰激凌生意有关。

16. D.

17. A.

18. C.

#### Passage Two

##### 听力全文

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

预览三道题各选项, 由选项中出现的 taxes, money, Educating, Improving, Protecting 和 Building 等词可以推测, 短文内容与税收及其用途有关。19. What does the speaker mainly talk about?

A. 短文开头提到, 我们通过交税来享受这些服务, 而在短文结尾又提到, 我们必须为我们的生活变得更加舒适的服务支付一定的费用。由此可知, 本文主要谈论的是交税的原因, 故答案为 A。

20. What is most of the government money used for?

C. 短文中提到, 每个政府的主要职能就是保护人身和财产安全, 超过四分之三的政府开销都用在此目的上。因此答案为 C。

21. How did the government raise money to pay public bills in the past?

B. 短文中提到, 以前政府通过出售公有土地来筹集钱款, 故答案为 B。

#### Passage Three

##### 听力全文

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

22. D.

23. B.

24. D.

25. C.

### Part III Reading Comprehension

#### Section A

##### 阅读全文翻译

##### 选项归类

名词:

- D. depth 深度, 深厚;
- E. emissions 排放;
- F. excursion 远足, 短途旅游;
- H. floor 地板, 楼层;
- I. heights 高度, 高地;
- K. levels 水平面, 水平;
- M. picture 局面, 图画;
- O. voyage 航行, 航程

动词:

- A. absorb 吸收, 吸引……的注意;
- B. combined 使结合;
- C. contribute 是(造成某情况)的一个原因, 贡献;
- G. explore 探索, 探险;
- K. levels 使成水平, 使平等;
- L. mixed 使混合, 混淆;
- M. picture 想象, 描述

形容词:

- B. combined 联合的;
- J. indifferent 漠不关心的;
- L. mixed 混合的, 混淆的;
- N. unsure 不确定的, 缺乏信心的

详解详析

- 26. A. absorb.
- 27. C. contribute.
- 28. K. levels.
- 29. G. explore.
- 30. M. picture.
- 31. O. voyage.
- 32. B. combined.
- 33. E. emissions.
- 34. D. depth.
- 35. N. unsure.

阅读全文翻译

详解详析

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

专注于努力在帮助孩子战胜挫折, 获得成功方面是有效的=由题干中的 Focusing on effort 和 achieve success 定位到原文画线处

该段第一句提到, 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。因此应该让孩子专注于付出努力会帮助他们勇敢地面对挫折, 获得成功。题干二中的 overcome frustration 对应原文中的 resolve helplessness, achieve 对应 generate, 故

答案为 C。

38. I。

39. B。

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

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更强大的毅力，由题干中的 greater perseverance 和 difficult 定位到原文画线处。

该段开头提到这两种不同看法或者说两种思维模式会对学生的学业表现产生重大影响，但这种影响并不会在一开始显现出来。当课程的难度逐渐增大时，拥有成长思维模式的学生会表现出更强大的毅力。题干中的 perseverance 对应原文中的 persistence，题干是对原文的同义转述，故答案为 G。

41. E。

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

在一次又一次的失败之后，大多数动物都会放弃希望。

由题干中的 failing again and again 和 give up hope 定位到原文画线处。

定位句指出宾夕法尼亚大学的心理学家们做的动物实验表明，大多数动物在遭遇多次失败之后，都会认为没有希望了，对于糟糕的情况它们束手无策，、题干中的 failing again and again 对应原文中的 repeated failures: give up hope 对应原文中的 hopeless，故答案为 A。

43. J。

44. D。

45. H。

## Section C

### Passage One

#### 阅读全文翻译

#### 详解详析

46. C。

47. B。

48. A. 由题干中 Danish taxation on fat-rich foods 定位至第三段第三句：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, fattier fare.

事实细节题。第三段讨论了糖、酒、烟税的有效性。墨西哥的酒税是有效的，但是丹麦征收的高脂肪食品税却在执行一年后就被废除了，因为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。由此可知，A. “没有像预期的那样有效”符合原文意思，故本题答案为 A。

B. “带来了许多边境问题”、C. “没有德国的合作不可能成功”在原文中均未提及，故均排除；D. “遇到了食品业的坚决反对”虽然符合第四段第一句的表述，但是第三段中并没有明确指出丹麦的政策是否遇到了抵制，故排除。

49. D。

。

50. A。

### Passage Two

#### 全文翻译

你可能听说过时尚行业的一些恐怖故事：模特们吃下纸巾或棉花球来抵抗饥饿，她们走下T台后不久就因饥饿导致的心脏病而倒下。

(51) 几十年以来过瘦的模特一直是争论的焦点，两位研究者称模特的体重应该成为职场健康的安全问题。(52) 在星期一发行的《美国公共健康杂志》上，凯瑟琳·雷科德和布瑞恩·奥斯汀阐述了政府加强时尚行业管理的理由。

国际T台模特的体重指数(BMI)平均不到16——按照世界卫生组织的标准足以表明饥饿。(53) 雷科德和奥斯汀担忧的不仅仅是模特本身，还有受模特形象影响的大量盘性。

“尤其是女孩和青少年。”雷科德说，“70%的10~18岁女孩认为，她们根据在杂志上看到的来定义什么是完美体型。”雷科德说这尤其让人担心，因为根据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都要多。

众所周知，某些疾病与职业相关，例如煤矿工人易得肺病。由于职业需要保持极瘦的体型，专业模特尤其易患饮食失调。

雷科德的建议是禁止模特代理公司雇佣体重指数低于18的模特。

(54) 四月份，法国通过了一项法律，给模特的体重规定了更低的限制。模特代理公司和时尚企业如果雇用体重指数低于18的模特，要缴纳82000美元的罚款，入狱最高达6个月。雷科德说监管美国的时尚业并不轻松。但是随着法国通过了新法律，在美国的支持会大有不同。(55) 她补充道，“如果不参加巴黎时尚周，一个设计师都无法生存。我们认为，纽约时尚周也应如此。”

详解详析

51. D.

52. B.

53. C.

54. B.

55. D.

Part IV

Translation

参考译文

In Chinese culture, yellow is a color occupying a fairly prominent position, which is endowed with unique symbolic significance. In the feudal society, yellow stands for the ruler's power and authority. At that time, yellow was specially designed for the emperor, with the royal palace painted yellow and the imperial robe always being yellow while the ordinary people were never being permitted to wear yellow. In China, yellow is also the symbol of harvest. When crops are ripening in the fall, farmers celebrate the harvest in high spirits, with the fields taking on a vast expanse of golden appearance.