

# 六级真题



## 一笑而过

周思成/主编

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第3版

**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 what qualities an employer should look for in job applicants. You should give sound arguments to support your views and write at least 150 words but no more than 200 words.



**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.  
14. A) Placing advertisements in the trade press.  
C) Advertising in the national press.  
15. A) She has the motivation to do the job.  
C) She is not so easy to get along with.
- D) Product design.  
B) Drawing sketches for advertisements.  
D) Making television commercials.  
B) She knows the tricks of advertising.  
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.  
C) Innovative academic programs.  
17. A) It is very beneficial to their academic progress.  
C) It is as important as their learning experience.  
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.
- B) The cultural diversity.  
D) Impressive school buildings.  
B) It helps them soak up the surrounding culture.  
D) It ensures their physical and mental health.

### 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.  
C) At the rear of B 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.
- B) Next to the duty-free shop.  
D) In the front of A deck.

### Passage Three

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

23. A) It was named after its location.  
C) It was named after a cave art expert.  
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.
- B) It was named after its discoverer.  
D) It was named after one of its painters.

## 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.**

His future subjects have not always treated the Prince of Wales with the respect one might expect. They laughed aloud in 1986 when the heir to the British \_\_\_\_ 36 \_\_\_\_ told a TV reporter that he talked to his plants at his country house, Highgrove, to stimulate their growth. The Prince was being humorous—“My sense of humor will get me into trouble one day,” he said to his *aides* (随从)—but listening to Charles Windsor can indeed prove stimulating. The royal \_\_\_\_ 37 \_\_\_\_ has been promoting radical ideas for most of his adult life. Some of his \_\_\_\_ 38 \_\_\_\_, which once sounded a bit weird, were simply ahead of their time. Now, finally, the world seems to be catching up with him.

Take his views on farming. Prince Charles' Duchy Home Farm went \_\_\_\_ 39 \_\_\_\_ back in 1986, when most shoppers cared only about the low price tag on suspiciously *blemish-free* (无瑕疵的) vegetables and \_\_\_\_ 40 \_\_\_\_ large chickens piled high in supermarkets.

His warnings on climate change proved farsighted, too. Charles began \_\_\_\_ 41 \_\_\_\_ action on global warming in 1990 and says he has been worried about the \_\_\_\_ 42 \_\_\_\_ of man on the environment since he was a teenager.

Although he has gradually gained international \_\_\_\_ 43 \_\_\_\_ as one of the world's leading conservationists, many British people still think of him as an \_\_\_\_ 44 \_\_\_\_ person who talks to plants. This year, as it happens, South Korean scientists proved that plants really do \_\_\_\_ 45 \_\_\_\_ to sound. So Charles was ahead of the game there, too.

A) conform  
D) expeditions  
G) organic  
J) respond  
M) throne

B) eccentric  
E) impact  
H) originally  
K) subordinate  
N) unnaturally

C) environmentalist  
F) notions  
I) recognition  
L) suppressing  
O) urging

#### 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**.

### High-School Sports Aren't Killing Academics

A) In this month's *Atlantic* cover article, "The Case Against High-School Sports," Amanda Ripley argues that school-sponsored sports programs should be seriously cut. She writes that, unlike most countries that outperform the United States on international assessments, American schools put too much of an emphasis on athletics. "Sports are embedded in American schools in a way they are not almost anywhere else," she writes. "Yet this difference hardly ever comes up in domestic debates about America's international *mediocrity* (平庸) in education."

B) American student-athletes reap many benefits from participating in sports, but the costs to the schools could outweigh their benefits, she argues. In particular, Ripley contends that sports crowd out the academic missions of schools; America should learn from South Korea and Finland and every other country at the top level of international test scores, all of whom emphasize athletics far less in school. "Even in eighth grade, American kids spend more than twice the time Korean kids spend playing sports," she writes, citing a 2010 study published in the *Journal of Advanced Academics*.

C) It might well be true that sports are far more rooted in American high schools than in other countries. But our reading of international test scores finds no support for the argument against school athletics. Indeed, our own research and that of others lead us to make the opposite case. School-sponsored sports appear to provide benefits that seem to increase, not *detract* (减少) from, academic success.

D) Ripley indulges a popular *obsession* (痴迷) with international test score comparisons, which show wide and frightening gaps between the United States and other countries. She ignores, however, the fact that states vary at least as much in test scores as do developed countries. A 2011 report from Harvard University shows that Massachusetts produces math scores comparable to South Korea and Finland, while Mississippi scores are closer to Trinidad and Tobago. Ripley's thesis about sports falls apart in light of this fact. Schools in Massachusetts provide sports programs while schools in Finland do not. Schools in Mississippi may love football while in Tobago interscholastic sports are nowhere near as prominent. Sports cannot explain these similarities in performance. They can't explain international differences either.

E) If it is true that sports undermine the academic mission of American schools, we would expect to see a negative relationship between the commitment to athletics and academic achievement. However, the University of Arkansas's Daniel Bowen and Jay Greene actually find the opposite. They examine this relationship by analyzing schools' sports winning percentages as well as student-athletic participation rates compared to graduation rates and standardized test score achievement over a five-year period for all public high schools in Ohio. Controlling for student poverty levels, *demographics* (人口统计情况), and district financial resources, both measures of a school's commitment to athletics are significantly and positively related to lower dropout rates as well as higher test scores.

F) On-the-field success and high participation in sports is not random—it requires focus and dedication to athletics. One might think this would lead schools obsessed with winning to deemphasize academics. Bowen and Greene's results contradict that argument. A likely explanation for this seemingly *counterintuitive* (与直觉相反的) result is that success in sports programs actually facilitates or reflects greater social capital within a school's community.

G) Ripley cites the writings of renowned sociologist James Coleman, whose research in education was groundbreaking. Coleman in his early work held athletics in contempt, arguing that they crowded out schools' academic missions. Ripley quotes his 1961 study, *The Adolescent Society*, where Coleman writes, "Altogether, the *trophy* (奖品) case would suggest to the innocent visitor that he was entering an athletic club, not an educational institution."

H) However, in later research Coleman would show how the success of schools is highly dependent on what he termed social capital, "the norms, the social networks, and the relationships between adults and children that are of value for the child's growing up."

I) According to a 2013 evaluation conducted by the Crime Lab at the University of Chicago, a program called Becoming a Man—Sports Edition creates lasting improvements in the boys' study habits and grade point averages. During the first year of the program, students were found to be less likely to transfer schools or be engaged in violent crime. A year after the program, participants were less likely to have had an encounter with the juvenile justice system.

J) If school-sponsored sports were completely eliminated tomorrow, many American students would still have opportunities to participate in organized athletics elsewhere, much like they do in countries such as Finland, Germany,

and South Korea. The same is not certain when it comes to students from more disadvantaged backgrounds. In an overview of the research on non-school based after-school programs, researchers find that disadvantaged children participate in these programs at significantly lower rates. They find that low-income students have less access due to challenges with regard to transportation, non-nominal fees, and off-campus safety. Therefore, reducing or eliminating these opportunities would most likely deprive disadvantaged students of the benefits from athletic participation, not least of which is the opportunity to interact with positive role models outside of regular school hours.

K) Another unfounded criticism that Ripley makes is bringing up the stereotype that athletic coaches are typically lousy (蹩脚的) classroom teachers. "American principals, unlike the vast majority of principals around the world, make many hiring decisions with their sports teams in mind, which does not always end well for students," she writes. Educators who seek employment at schools primarily for the purpose of coaching are likely to shirk (推卸) teaching responsibilities, the argument goes. Moreover, even in the cases where the employee is a teacher first and athletic coach second, the additional responsibilities that come with coaching likely come at the expense of time otherwise spent on planning, grading, and communicating with parents and guardians.

L) The data, however, do not seem to confirm this stereotype. In the most rigorous study on the classroom results of high school coaches, the University of Arkansas's Anna Egalite finds that athletic coaches in Florida mostly tend to perform just as well as their non-coaching counterparts, with respect to raising student test scores. We do not doubt that teachers who also coach face serious tradeoffs that likely come at the expense of time they could dedicate to their academic obligations. However, as with sporting events, athletic coaches gain additional opportunities for communicating and serving as mentors (导师) that potentially help students succeed and make up for the costs of coaching commitments.

M) If schools allow student-athletes to regularly miss out on instructional time for the sake of traveling to athletic competitions, that's bad. However, such issues would be better addressed by changing school and state policies with regard to the scheduling of sporting events as opposed to total elimination. If the empirical evidence points to anything, it points towards school-sponsored sports providing assets that are well worth the costs.

N) Despite negative stereotypes about sports culture and Ripley's presumption that academics and athletics are at odds with one another, we believe that the greater body of evidence shows that school-sponsored sports programs appear to benefit students. Successes on the playing field can carry over to the classroom and *vice versa* (反之亦然). More importantly, finding ways to increase school communities' social capital is imperative to the success of the school as a whole, not just the athletes.

46. Students from low-income families have less access to off-campus sports programs.
47. Amanda Ripley argues that America should learn from other countries that rank high in international tests and lay less emphasis on athletics.
48. According to the author, Amanda Ripley fails to note that students' performance in exams varies from state to state.
49. Amanda Ripley thinks that athletic coaches are poor at classroom instruction.
50. James Coleman's later research makes an argument for a school's social capital.
51. Researchers find that there is a positive relationship between a school's commitment to athletics and academic achievements.
52. A rigorous study finds that athletic coaches also do well in raising students' test scores.
53. According to an evaluation, sports programs contribute to students' academic performance and character building.
54. Amanda Ripley believes the emphasis on school sports should be brought up when trying to understand why American students are mediocre.
55. James Coleman suggests in his earlier writings that school athletics would undermine a school's image.

### 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.**

It is easy to miss amid the day-to-day headlines of global economic recession, but there is a less conspicuous kind of social upheaval (剧变) underway that is fast altering both the face of the planet and the way human beings live.



That change is the rapid acceleration of urbanization. In 2008, for the first time in human history, more than half the world's population was living in towns and cities. And as a recently published paper shows, the process of urbanization will only accelerate in the decades to come—with an enormous impact on biodiversity and potentially on climate change.

As Karen Seto, the lead author of the paper, points out, the wave of urbanization isn't just about the migration of people into urban environments, but about the environments themselves becoming bigger to accommodate all those people. The rapid expansion of urban areas will have a huge impact on biodiversity hotspots and on carbon emissions in those urban areas.

Humans are the ultimate invasive species—when they move into new territory, they often displace the wildlife that was already living there. And as land is cleared for those new cities—especially in the dense tropical forests—carbon will be released into the atmosphere as well. It's true that as people in developing nations move from the countryside to the city, the shift may reduce the pressure on land, which could in turn be good for the environment. This is especially so in desperately poor countries, where residents in the countryside slash and burn forests each growing season to clear space for farming. But the real difference is that in developing nations, the move from rural areas to cities often leads to an accompanying increase in income—and that increase leads to an increase in the consumption of food and energy, which in turn causes a rise in carbon emissions. Getting enough to eat and enjoying the safety and comfort of living fully on the grid is certainly a good thing—but it does carry an environmental price.

The urbanization wave can't be stopped—and it shouldn't be. But Seto's paper does underscore the importance of managing that transition. If we do it the right way, we can reduce urbanization's impact on the environment. "There's an enormous opportunity here, and a lot of pressure and responsibility to think about how we urbanize," says Seto, "One thing that's clear is that we can't build cities the way we have over the last couple of hundred years. The scale of this transition won't allow that." We're headed towards an urban planet no matter what, but whether it becomes heaven or hell is up to us.

56. What issue does the author try to draw people's attention to?
- A) The shrinking biodiversity worldwide. B) The rapid increase of world population.  
C) The ongoing global economic recession. D) The impact of accelerating urbanization.
57. In what sense are humans the ultimate invasive species?
- A) They are much greedier than other species. B) They are a unique species born to conquer.  
C) They force other species out of their territories. D) They have an urge to expand their living space.
58. In what way is urbanization in poor countries good for the environment?
- A) More land will be preserved for wildlife. B) The pressure on farmland will be lessened.  
C) Carbon emissions will be considerably reduced. D) Natural resources will be used more effectively.
59. What does the author say about living comfortably in the city?
- A) It incurs a high environmental price. B) It brings poverty and insecurity to an end.  
C) It causes a big change in people's lifestyle. D) It narrows the gap between city and country.
60. What can be done to minimize the negative impact of urbanization according to Seto?
- A) Slowing down the speed of transition. B) Innovative use of advanced technology.  
C) Appropriate management of the process. D) Enhancing people's sense of responsibility.

## Passage Two

Questions 61 to 65 are based on the following passage.

When Harvard student Mark Zuckerberg launched the facebook.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**.

中国将努力确保到 2015 年就业者接受过平均 13.3 年的教育。如果这一目标得以实现,今后大部分进入劳动力市场的人都须获得大学文凭。在未来几年,中国将着力增加职业学院的招生人数,除了关注高等教育之外,还将寻找新的突破以确保教育制度更加公平。中国正在努力最佳地利用教育资源,这样农村和欠发达地区将获得更多的支持。教育部还决定改善欠发达地区学生的营养,并为外来务工人员的子女提供在城市接受教育的同等机会。



# 2014 年 12 月大学英语六级考试真题

## 答案与解析（第 1 套）

### Part I Writing

#### ✱ 真题解读

这一部分旨在帮助亲全面理解真题，了解考官出题意向，洞察写作规律。所以在这一部分智鸣哥都会通过题型、内容和结构三部分全面地为大家剖析历年真题。

#### ✱ 布局谋篇

之所以每篇作文都会有这一部分，其用意是想让大家养成在写作前先列出写作提纲的习惯。这样一来，不仅可以使作文前后的连贯性更好，还可以帮助大家厘清写作思路、丰富文章内容。

#### ✱ 范文

这部分就是给大家展示高端大气上档次的范文的地方，范文基本上是完全按照六级的写作要求进行写作的。从词数到结构，从内容到表达，智鸣哥都在尽量地向六级要求的样子靠拢。在范文中，大家会看到加黑的字体，这些加黑的表达是希望大家能够积累起来的，直接对应着下面的【海珍拾贝】。同时，大家还会看到类似①②③之类的数字，这些是用来标记好的句型的，直接对应着下面的【经典句型】部分。

#### ✱ 海珍拾贝

在这一部分中，亲会看到很多★一样的符号。每一个★都是一个知识点，这些知识点就像是在茫茫的知识海洋中捞取宝贝一样，所以给这一部分起了一个有点天真、浪漫的名字——海珍拾贝。而在某些★下亲会看到【Bro】字样的标记。这些标记中写着“智鸣哥”中的“哥”（bro 为 brother 的简称，是学生们对智鸣哥的昵称）字，这个【Bro】中的内容是针对某一个知识点智鸣哥想要告诉你需要注意的细节。这样编排，就是希望大家在看着这些貌似有些枯燥的知识点的时候，会感觉是我在向你诉说一样。这样亲就不会觉得孤单啦，因为你不是一个人在战斗！还有“我”在★下面等着你。

#### ✱ 经典句型

这一部分主要是给大家讲解范文中出现的非常实用的句型。好的文章绝非凭空而来，一定要在心中储备大量的句型和句式。只有做到旁观而约取，才能够厚积而薄发！当然，亲在这一部分看到的【Bro】和上面提到的功能是一样的哦！

#### ✱ 译文

这部分专门用来给亲提供范文的中译文。将高端大气上档次的范文原汁原味地翻译成中文呈现在亲的面前。这样一来，亲不仅可以参考着中译文来对应范文中没有看懂的部分，还可以直接对应着译文，更加直观地感受作文的“总—分—总”结构。大家需要注意，六级作文本来就很短很简单，受篇幅和考试要求所限，直接翻译过来的中译文有些时候会略显简短甚至偶尔有点脑残。当然，亲在读【译文】这一部分的时候不要拿着中文作文的写作水平和要求来评判就可以了。这部分只是一种范文的中文参考，而不要把它当成一篇中文作文范文哦。

#### ✱ 真题解读

从题型上看，这是一篇图画作文。

从内容上看，这篇文章考查学生对于学历与就业之间关系的理解。现如今，在大学生中有一种潮流，那就是找不到理想的工作就考研，包括考硕士研究生和考博士研究生。他们希望学历越高，自己找到的工作会越来越理想。而对于企事业单位的面试官来说，在高等教育变得越来越普及的今天，面对求职者的平均学历不断提高，高学历开始成为一些企业入职的门槛。这样一来使得雇主单位以学历高低论英雄，越来越青睐那些所谓高学历的“优等生”。殊不知，当今社会发展很快，而不同地区高等教育水平又参差不齐，使得学历完全不能客观地反映出求职者的工作素养。于是，考官出了上述图片，期待考生能够理性对待现在求职过程中“以

学历为门槛”的现象。需要注意,题目要求考生对雇主应该看重求职者的哪些素质展开论述,不要将此部分内容丢掉了。题目要求中还出现了这样的一句话: You should give sound arguments to support your views. 这句话的意思是说“你应该给出支持你观点的合理论据”,其中 sound 表示“合理的”。这句话对考生不会构成写作难度,就算题目要求中没有这句话,我们也要使写作素材合理、有说服力,只是很多考生看到了 sound 一词或许没反应过来是什么意思,而自作聪明擅自添加无关紧要的内容,这就不好了。

从结构上看,这篇作文的题目中并没有给出明确的写作提纲,所以需要考生根据自己的理解自行谋划段落纲要。同样,作文“总一分一总”的结构没有变,还是分为三段来展开论述。第一段通过描述图画内容引出作文写作的主题。第二段针对第一段中提取出来的主题句进一步深化,根据题目要求,谈谈“雇主应该寻找求职者身上的什么素质”。作文的第三段重申观点,并总结上文即可。

### ✱ 布局谋篇

第一段:如图所示,……

第二段:只看学历而不看能力的雇主的态度是不正确的,因为①家庭条件差的学生会因此失去改善生活的机会;②容易引起学历造假。

第三段:雇主应该注重求职者完成工作任务的能力,而不是仅凭一张纸来判定一个人。

### ✱ 范文

①The portrayal, symbolic and **metaphoric**, unfolds a scene to us, in which a man who wears a master gown and looks knowledgeable and capable is applying for a job. However, the most striking feature of the cartoon is that the other man wearing a pair of glasses tells the applicant that he only owns a master's degree while all the others are Ph. D. s.

②Simple as the drawing may seems, it conveys a **thought-provoking** message that people are exaggerating the significance of degrees **excessively**, which plays an extremely **pessimistic** role in our society. On the one hand, those who are talented in study but unable to afford further education may lose a valuable opportunity to change their living condition because of the prejudice about degrees. On the other hand, potential risks may come along if corporations judge employees only by their degrees for the reason that it is convenient for one to fake a certificate with the support of high technology.

To sum up, it does **exert a negative effect on** our society if we still overvalue the importance of degrees. ③It is high time that the public should realize that one's real ability to fulfill tasks speaks much louder than just a piece of paper. Only in this way can our country find its own way to boom.

### ✱ 海珍拾贝

★ **metaphoric adj.** 隐喻的

★ **thought-provoking adj.** 意味深远的

★ **excessively adv.** 过分地; 极度

★ **pessimistic adj.** 悲观的

★ **exert a negative effect on**

【Bro】这个表达来自于固定搭配 **exert an effect on...**, 表示“对……发挥影响”。此句中该表达的意思是“对……发挥负面的影响”。

### ✱ 经典句型

①The portrayal, symbolic and metaphoric, unfolds a scene to us, in which...

【Bro】这句话是图画作文中比较经典的开篇方法,表示“如图所示”。其中, **symbolic** 表示“象征性的”,而 **metaphoric** 表示“隐喻的”。这两个表达常并列在一起用在负面主题的作文中。这个句型的使用方法也很简单,直接在 **in which** 后面加上图画中的细节结论。需要注意, **in which** 后面需要加上句子,而不能只加短语。

②Simple as the drawing may seems, it conveys a thought-provoking message that...

【Bro】这个表达的意思是“尽管图画很简单,但它给我们传递了一个意味深远的启示……”。常用于图画作文第二段开头部分,用来引出图画所反映的深层含义。

③It is high time that the public should realize that one's real ability speaks much louder than a piece of paper.

【Bro】此句话的句型为 **it is high that...**, 我们在之前某一年的范文中给大家讲到过, **that** 从句中需要使用虚拟语气。此句话的后半部分, **one's real ability speaks much louder than a piece of paper** 源自于经典的言语表达 **Actions speak louder than words**, 即“事实胜于雄辩”。这里引用该谚语的主干结构是为了说明能力比学历更



重要。

### ✳ 译文

如图所示，图画象征性并隐喻性地向我们呈现了这样的场景：一个身穿硕士服而且看起来很博学的人正在求职。然而，这幅漫画最显著的特征是画中的另一个戴了一副眼镜的人告诉求职者，他只有硕士学位，而其他所有人都是博士学位。

尽管这个图画也许很简单，但它传递了一个发人深省的歧视，即人们过分地夸大了学历的重要性，这种现象在我们的社会中起到了非常可悲的作用。一方面，那些在学习方面很有天分但没有经济能力继续深造的人也许会由于学历上的歧视而失去改变他们生活条件的宝贵机会。另一方面，如果公司仅仅通过学历来对求职者进行评价的话，就很有可能存在潜在的风险，因为对一个人来说，运用高科技就可以伪造一份学历证书。

总之，如果我们仍旧高估学历的重要性的话，确实会对我们的社会产生不良的影响。是时候了，公众应该意识到，一个人真正的能力要胜过一张纸。只有这样，我们的国家才能不断迈向繁荣。

## 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?

【答案】B

【预测分析两步走】[确定态度] 无

[确定主题] 根据短对话找关键词的方法，快速划出各个选项中结尾处的意群或者带冠词的名词：tennis racket is good/ a pair of new shoes/a little while/stay in shape。通过 tennis racket/physical exercise 不难推测出对话内容涉及体育运动。

【考点分析】• 对话中要注意第二个人说的话。

• 考查言下之意，男士说：“我们下次打球前，我想买一支好的网球拍。”女士用否定句型表达了她的观点：“你的鞋子其实也不太好了。”言下之意是建议男生也买一双球鞋。

• 六级短对话中，多考查第二个人对第一个人所表达内容的观点/态度/建议，一定要熟记否定/反问/虚拟语气等表达建议和观点的句型。

• be in a very good shape 意思是“处于良好的状态”，可以用来形容物品和人的身体情况。

【错误选项分析】A 使用相反信息。利用对话中出现的 tennis racket/good 进行拼凑干扰，请一定注意根据整篇短对话的意思进行选择，而不是重复出现或者明显读到的一两个单词答题。根据原文中男士 going to buy a good tennis racket 和女士的 aren't in a very good shape either，不难得知男士的网球拍并不怎样了，需要更换，所以同选项意思相反。

C, D 无中生有，选项“女士可以等待男士一会儿/体育锻炼帮助女士保持良好的身材”在对话中并没有出现。利用对话中非核心实词（非主题词）a very good shape 和选项中 stay in shape 进行混淆干扰，注意选项中是用来描述人的状态佳，而对话中是指网球拍的状况不好，需要更换了。要严格根据对话中提及的信息来选择，切忌过度推断。

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 Cathy to take notes for me.

Q: What do we learn from the conversation?

【答案】A

【预测分析两步走】[确定态度] 无

[确定主题] 标记出关键词 help the man/lecture by Dr. Smith /lab demonstrations/assist the woman。选项中多次出现 help/assist “男士/女士”的信息，也多次出现 lecture，因此不难得出对话的重点：是谁帮助谁/关于讲座之间的信息。

【考点分析】• 细节考查, 对话中男士说: “Barbara, 你能够来帮我做实验演示我真的太高兴了。不过你今天不是应该去听 Smith 博士的讲座吗?” 从第一句话中我们可以得出的信息是“女士帮助了男士”, 不过后面出现了一个常考到的情况转折 but..., 因此留意对方的回答。女士接下来说到“我让 Kathy 帮我做笔记了”, 可见女士不仅帮助了男士, 而且为了帮助他, 自己还没有去听讲座。

• 转折词 but 后面多出考点, 留意 but 后面的信息。

• 选项 A, C 都为 the woman... 开头, 留意相似选项出答案。选项 A 和 D 意思相反, “女士帮助男士/男士帮助女士”, 留意相反选项出答案。注意通过巧妙利用选项设置的特征, 来辅助判断或者利用排除法找到正确答案, 以降低考题难度。

【错误选项分析】B, C 无中生有, 通过对话中的信息完全没有办法得出“Kathy 非常乐意去参加 Smith 博士的讲座/女士非常擅长做实验演示”的相关信息, 属于利用对话中明显提及的非主题词 lecture by Dr. Smith/lab demonstrations 进行干扰。

D 过度推断, 对话中没有信息可以推断出“男士将做他能够办到的任何事情去帮助女士”, 为利用对话中的 assist 进行干扰。

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

M: Yes. He found 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?

【答案】D

【预测分析两步走】[确定态度] 无

[确定主题] 标记出关键词 accompany her to the party/after graduation from college/visit his big cottage/used to be classmates, 留意对话中涉及的关于“参加聚会/毕业/同学”的信息。

【考点分析】• 推断题。对话中女士说, “Steve 邀请我参加周日晚上的聚餐晚会。你有没有收到邀请?” 男士回答: “是的, 我也收到了。今早他找到我, 跟我说他希望所有的老同学都可以来参加这次聚会。”通过男士的肯定回答和对话中提及的 classmates, 不难推测出说话双方都被邀请参加聚会, 且“他们同 Steve 都曾经是同学”。

• 短对话中要特别注意第二个人说的话和说话人的态度。

【错误选项分析】A, B, C 无中生有, 对话中没有出现任何关于“女士邀请男士陪伴她一同去参加聚会/Steve 毕业后变得非常富有/Steve 邀请他的同学们去参观他的别墅”的信息, 属于根据对话内容延伸出的错误选项。这类型的题要用排除法, 先排除非常明显同听力原文信息无关的选项, 再进行选择会比较容易。

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?

【答案】C

【预测分析两步走】[确定态度] 无。

[确定主题] 本题考查对话发生时所在的地点, 留意对话中涉及的场景和相关词汇。

【考点分析】推断题, 对话中女士说, “我可能有点晕船了。我感觉到晕眩。”男士回答: “闭上眼睛, 放松。我们一上岸, 你就会没事了。”通过对话中明显提到的 seasick/ashore, 不难推测出对话者在水上。

【错误选项分析】A, B, D 无中生有, 比较容易通过 seasick 排除说话者在“公共汽车/飞机”上, 而根据后来男士补充说的 as soon as we come ashore, 可以排除他们在“诊所”的可能。

5. W: I wonder what's happened to our train. It should have been here twenty 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 forty minutes late.

Q: When is the train arriving?

【答案】B

【预测分析两步走】[确定态度] 无

[确定主题] 时间考查题, 一定要根据听到的信息随时在选项边做好笔记。

【考点分析】• 细节题。女士说: “我很好奇我们的火车究竟怎么了。根据时间表来看, 火车应该在 20 分钟前就抵达车站了。不过现在都 9:30 了。”男士回答: “不需要紧张, 公告说火车晚点了 40 分钟。”通过





对话给出的信息，可以得知火车时刻表上准点抵达车站的时间为 9:10 分，目前晚点 40 分钟，那么火车会在 9:50 的时候抵达。

• 注意做笔记的时候数字信息题一定要写完整数字对应的意思，不要仅仅记下了数字，而它所代表的具体含义没有记到或者记混淆了。记录时间有限的情况下，可以采用符号、简写或缩写来补充记忆。

【错误选项分析】A, C, D 选项都不正确，注意问题询问的是此趟“晚点火车”的抵达时间。

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?

【答案】A

【预测分析两步走】[确定态度] A 和 C 选项中明显出现了态度词 does not like/does not think，在选项边标记“X”，并留意对话中出现的否定信息。

[确定主题] 标记出关键词 does not like John/many admirers/is handsome/a bachelor's degree，由此推知要注意听对话中女士对于 John 的态度。

【考点分析】• 短对话同义替换，对话中男士说：“John 不仅帅气，而且富有。不管你是否相信，他目前还是一个单身汉。”女士回答：“在很多女生眼中他是一个臭名昭著的人。我很厌烦听到他的名字。”通过女士回答中的 notorious/sick of 可见，她对 John 的态度是负面、消极的，对应到选项中“她一点也不喜欢 John”。

• 短对话中留意第二个人的态度和语气语调。

【错误选项分析】B 无中生有，对话中并没有提及“有很多仰慕 John 的人”，属于根据对话信息进行的过度推断。

C, D 非主题词干扰，利用对话中出现的 handsome/bachelor 进行干扰，注意女士的回答中并没有就 John 是否 handsome 进行评价，handsome 仅仅是男士提出的观点。原文中 bachelor 的意思为“单身汉”，而选项中的 bachelor's degree 意思为“学士学位”，属于一词多义的考查。

7. M: Cars are lined up bumper to bumper. And I've been held up on the express way 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?

【答案】D

【预测分析两步走】[确定态度] 选项中出现 sharp pain/serious accident/terrible traffic jam，多属于负面信息，留意对话中出现的不好的事情。

[确定主题] 四个选项均为 he 开头。标记出关键词 bumping along for hours/a sharp pain in the neck/a serious accident/a terrible traffic jam，留意听到的关于男士的信息。

【考点分析】• 本题为推理题。男士说：“汽车一辆接一辆排成长队。我已经在这高速公路上堵了整整一个钟头了。”女士回答：“真的吗？那真是让人讨厌。不过还是耐下性子，不管怎样，你除了等待别无选择。”根据对话中描述到的用词 cars are lined up/held up on the express way/be patient/wait 不难得知，男士是被一场严重的交通堵塞困在了高速公路上。

• 对话中 a pain in the neck 意思为“讨厌的人或者事情”。

【错误选项分析】A, B 细节拼凑，利用对话中 bumper to bumper/a pain in the neck 设置的强干扰选项，原文中 bumper 意思是“保险杠”，而 bumper to bumper 意思是“汽车的前保险杠连着后保险杠”的状态，即“一辆接着一辆”，同选项中“他一直颠簸行走了好几个小时”意思不相符。对话中 a pain in the neck 并非选项中理解的字面意思“脖子中有刺痛感”，而是“一件令人讨厌的事情”。平时要注意积累特定词组的表达。

C 无中生有，对话中通过 be patient/wait 不难得知男士陷入的是交通堵塞，而不是“一场非常严重的交通事故”。

8. W: Yesterday I was surprised to see Mary using that washing machine you're 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?

## 【答案】A

【预测分析两步走】[确定态度] 选项 D 中出现否定词 cannot, 在选项后标记 “X”。

[确定主题] 四个选项均为 she 开头。标记出关键词 good at repairing things/professional mechanic/physical condition/ a washing machine, 留意听到的关于女士且涉及 “机械/洗衣机” 等的信息。

【考点分析】• 推断题。女士首先提出, “昨天我很惊讶地看到 Mary 正在用你原打算扔掉的洗衣机。” 男士回答: “是的, 那台洗衣机真的很旧了, 而且并不好用。坦率地说, 它能够让它运转起来都让我非常惊讶。” 通过原文中对洗衣机状况的描述 very poor condition/old/going to throw away, 以及男士的态度 amazes me a lot, 可见 Mary 真的非常擅长 “修理物件 good at repairing things”。

• 注意短对话中重复提及的类似信息。注意第二人说话的语气和态度, 特别是 frankly speaking 类似强调/转折词后的信息。

【错误选项分析】B, D 无中生有, 对话中仅仅提及了 Mary 把一台非常老旧的洗衣机修好了, 但并没有提及 “她是一名职业的机器修理师”, 属于利用对话内容进行的延伸推断。选项中关于 “她不能没有一台洗衣机” 太过于绝对, 而且没有相关信息可以在对话中进行证实和对应, 所以属于无中生有选项。

C 细节拼凑, 利用对话中对洗衣机的描述 poor condition 和选项中 “physical condition 身体状况” 来进行混淆, 对话中提及洗衣机 “状态不佳”, 同选项中 “她应该改善自己的身体状况” 毫无关系。

## Long Conversation One

M: 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: 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. You see, he'd been out of work for some time.

W: 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: This particular fellow has been in prison before.

W: For the same thing?

M: 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.

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

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

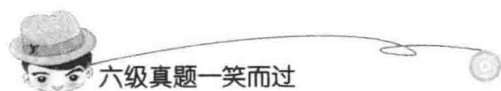
11. What did the judge say about the accused?

## 9. 【答案】C

【预测分析—关键找到每题的定位词】标记出关键词 failed to appear in court/debate among the public/guilty of stealing/refused to plead guilty in court. 根据关键词信息分别提及了 “被告 the accused/法庭 court/目击证人 witnesses”, 不难得出在对话开头涉及的相关信息, 要加以留意。

【考点分析】• 长对话前三句多出答案, 留意对话开头引出的讨论主题。

• 长对话所听即所选原则, 男士提到 “一名男子被证实因闯入一户人家行窃财物而被起诉”, 同选项中



“被告被证实犯有偷窃罪行。”一致。

• 重复原则，对话中反复提到 a man accused and found guilty，且女士反问“男士是否确实有罪”后，法官重复到“he admitted that he'd done it 他承认做了此事/he had indeed done it 他确实做了此事/so...he was guilty 他是有罪的”。在长对话和短文中，反复出现的相同信息或者相同意思的表达通常设置成考点。

• 因果关系后多出答案，最后法官再次确认强调“so I can only assume that he was guilty 所以我只能推断他是有罪的”。

【错误选项分析】A, B 无中生有，对话中没有涉及“failed to appear in court 部分目击证人没有出庭/case caused debate 案件引起了公众的争论”的相关信息，属于利用对话中出现的 witnesses/case 进行细节干扰而无中生有的错误选项。

D 使用相反信息，注意选项中出现的表示否定意思的词“refused to 拒绝”，选项意思为“被告拒绝当庭认罪”，同原对话中“he admitted that he'd done it 他承认他做了此事”不相符合。

#### 10. 【答案】B

【预测分析—关键找到每题的定位词】四个选项均为 he 开头。标记出关键词 out of his mind/unemployed/wife deserted him/children were sick，留意对话中提及的关于男士的负面的信息。

【考点分析】

• 长对话同义替换原则，对话中女士问道：“男士为什么会这么做？”法官回答：“他这么做是为了弄点钱财养活他的家人……你看，他处于失业状态已经有一阵子了。”原对话中 been out of work 同正确答案中的 he was unemployed 构成同义替换。

• 对话题中因果逻辑关系经常成为考点，留意对话中提及的 why/because/reason 等。

• 重复原则，对话中反复出现 he'd been out of work for some time/there weren't any jobs。

【错误选项分析】A, C 无中生有，对话中没有提及关于“他的精神失常/他的妻子抛弃了他”的信息，属于无中生有的选项。另外，提醒大家，不认识且没有把握的选项请一定慎选！

D 拼凑正确细节，对话中提到“他有两个小孩，而且他们都需要穿衣吃饭”，错误选项利用原文中出现的 children 进行干扰，因为原文中并没有提及任何关于“小孩生病”的信息，属于根据原文细节编造的强干扰选项。

#### 11. 【答案】A

【预测分析—关键找到每题的定位词】四个选项中均出现 he。标记出关键词 in jail before/unworthy of sympathy/unlikely to get employed/committed the same crime，多为否定、负面的信息，留意对话结尾的相关细节。

【考点分析】• 同义替换，女士在了解男士的情况后提出疑问：“把处于明显窘困的男人关进监狱是为什么呢？”法官给出了明确答复“这个人之前就进过监狱……因为不同的罪行”。不难得出，原文中 has been in prison before 同选项 had been in jail before 构成同义替换。

• 转折词 but 后多出考点。长对话结尾（后三句）处多出考点。

【错误选项分析】B, C 无中生有，对话中没有相关信息可以证明观点“他不值得被同情/他不太可能再被聘用”，原文中仅提到他在找工作的过程中“no luck 不幸运”，但并不能推断出 unlikely to get employed。所以这是两个根据对话内容编造的过度推断选项。

D 使用相反信息，对话结尾处女士问到“这个男人是不是因为相同的原因入的狱”，法官明确回答“不是，是完全不同的罪行”，同选项中 the same sort of crime 不符合，由此可以排除错误选项。

### Long Conversation Two

M: Ah, how do you do, Ms. Winzmore?

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. 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:** 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'd 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 filling full of energy, typing twice as quickly.

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

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

**M:** Then I really don't think that this is quite the right job for you here, Ms. Winzmore.

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

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

14. What is the woman most interested in doing?

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

12. 【答案】B

【预测分析—关键找到每题的定位词】四个选项均为较负面的形容词，因此留意对话开头提及的相关态度信息和对话者的语音语调。

【考点分析】• 长对话开头多出考点原则。

• 同义替换原则，对话开头男士说，“目前一家广告代理公司接管着我们的相关广告业务，但是我们对其近段时间的结果并不是非常满意，并且正考虑把我们的广告项目重新交给另外一家广告代理公司。”对话原文中 haven't been too pleased 同选项中 unsatisfactory 构成同义替换。

• 考点标志词 but 后多出答案，留意对话中出现的转折。

【错误选项分析】A, C, D 对话中并没有对应信息可体现男士认为他们现在的广告代理公司是“不负责任的/激进的/保守的”，所以排除。

13. 【答案】C

【预测分析—关键找到每题的定位词】四个选项均为名词性短语，留意对话中出现的相关信息，特别是涉及对某行业具体任务描述的信息。

【考点分析】• 长对话所听即所选原则，对话中男士提出：“你将要协助我完成所有广告相关工作，以及同 Grunt 先生一起完成公共关系的处理……”同选项中 public relations 一致。在听长对话的时候，建议边听边在选项上将听到的内容进行标记，这样就不容易出现漏题或者混听的错误。

• 长对话中，属于面试/采访类型的对话，一定要高度重视问题后的回答，基本上一问一答出考点。

【错误选项分析】A 无中生有，对话中没有提及关于“内部交流”的信息。

B, D 细节拼凑，利用对话中出现的“leaflets, brochures and catalogs designed 宣传页、手册和产品目录的设计”进行混淆干扰，同选项“发放宣传手册/产品设计”不相符合。注意利用正确细节进行混淆拼凑后产生的强干扰选项。此处，听力多考查短期记忆力和听的过程中的速记能力。

14. 【答案】D

【预测分析—关键找到每题的定位词】四个选项均为名词短语，且均涉及与“广告”相关的内容，因此在长对话讨论到“不同的广告方式”时，要留意标记出此题的关键词 trade press/drawing sketches/national press/television commercials。

【考点分析】• 同义替换，对话中女士提出：“我近期做了大量电视广告方面的工作，并且对此产生了浓厚的兴趣。”不难推测出女士对“制作电视商业广告”最感兴趣。

• 重复原则，对话中女士反复多次提及相关信息 advertising on television/go into television/television work。长对话和短文题中，重复信息多为考点。

【错误选项分析】A, C 偷换概念，原文中女士提出：“我想你们是在国家性的出版物和商业性的出版物上





做广告吧。”并且此想法得到了男士的肯定，可见 national press/trade press 都是目前该公司所用的广告宣传方式，同问题“女士对做什么感兴趣”不一致。

B 无中生有，对话中没有提及关于“给广告画草图”的信息。

15. 【答案】D

【预测分析—关键找到每题的定位词】标记出关键词 motivation to do the job/tricks of advertising/not...get along with/not suitable for the position，选项均为 she 开头，留意对话结尾对女士的描述。选项 C、D 中出现了否定词 not，在预测的时候要进行标记并注意相关态度。

【考点分析】• 同义替换，对话结尾男士提到“这样的话我真不认为你适合这份工作”，原文中否定表达 don't think 同选项中 not suitable 构成同义替换。

• 重复原则，对话中女士首先提出进行“电视广告宣传”，男士明确指出这个计划对公司来说费用太昂贵，可后来女士执意表达自己对“电视广告”的经验和兴趣，最后男士作出判断“女士不适合此工作”。

• 长对话结尾处多出答案。

【错误选项分析】A、B、C 无中生有，对话中并不能体现出关于“女士有动力去做这份工作/女士了解广告宣传的方式技巧/女士并不太容易相处”的信息。注意不要根据对话内容增加自己的主观想法或者推测。

## Section B

### Passage One

Many foreign students are attracted not only to the academic programs at a particular U. S. college but also to the larger community, which affords the chance to soak up the surrounding culture. **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.** “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. **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. **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.”

16. What does the speaker say characterizes American campuses?

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

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

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

16. 【答案】A

【预测分析—关键找到每题的定位词】四个选项均为名词性短语。标记出关键词 cozy communal life/cultural diversity/academic programs/school buildings，不难推测出短文可能涉及校园、文化等主题，注意短文开头的主题句，并随时把听到的选项内容标记出来。

【考点分析】• 短文开头多设置考点，短文第一题考点多出现在开篇的前三句话内，请一定要集中注