

MBA/MPA/MPAcc等管理类硕士联考专用教材

2017年 MBA/MPA/MPAcc
管理类专业学位联考



考前点睛

英语历年真题精解及 全真预测试卷

(5年最新真题精解+5套全真模拟实战+2套考前冲刺)

MBA
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全国管理类研究生入学考试专用教材编写组◎编写



旅游管理硕士
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**2017 年 MBA/MPA/MPAcc
管理类专业学位联考考前点睛
英语历年真题精解及全真预测试卷**
(5 年最新真题精解 + 5 套全真模拟实战
+ 2 套考前冲刺)
第 6 版

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本套书有如下特点：

一、名校 & 名师倾情联手，专业、权威、实用

本套书由全国知名培训机构——环球卓越策划并联手资深辅导名师执笔，将环球卓越多年教学精华浓缩于一体，充分展现在本套书中。本套书的众多作者为环球卓越北京总校、上海分校、杭州分校、天津分校、南京分校、沈阳分校、郑州分校等校的主讲老师，他们多年来的教学、研究成果为本套书的专业、权威、实用奠定了坚实的基础。

二、紧扣大纲，直击 2017 年考试真题

自 2009 年以来，管理类专业学位联考考试大纲一直在变革中，需要考生充分认识并把握考纲要点。本套书在研究历年真题及大纲的基础上，将考点、要点及考试趋势进行了充分详尽的展示，“考前点睛”则直击 2017 年考试真题，达到仿真实战的目的。

三、细致周到，满足各阶段和全方位需求

本套书由全方位的辅导教程“高分指南”（英语、数学、逻辑、写作及 MPAcc 会计学）+“专项突破”（英语词汇、阅读理解、翻译与写作）+“考前点睛”（英语、综合能力）组合而成，既满足考生全方位需求，同时又能满足每个时段不同的需求，细致而周到。

四、独一无二的周计划规划，独一无二的人性化服务

在职考生的特点：工作忙、时间紧、专业功底弱、缺乏应试经验。本套书充分从在职考生特点出发，为考生“量身定制”出独一无二的复习计划。

1. 独一无二的周计划规划。英语是个难以靠短期投机取巧去制胜的科目。本套书按照考试板块，将英语细分为三大专项：词汇、阅读理解、翻译与写作，并通过周计划的布局，将整个英语的复习规划做得井井有条，让考生在百忙中忙而不乱，有序攻克各个考试大关。

2. 独一无二的人性化服务。MPAcc 列入管理类专业学位联考已达数年，但考生却很难在市面上找到一本适合自己的辅导书，因为 MPAcc 考生的数量有限让众多出版机构望而却步。本套书从考生需求出发，提供了《管理类专业学位联考高分指南 MPAcc 会计学》，相信会给 MPAcc 考生提供全方位的有针对性的指导！

“考前点睛”由环球卓越于2005年在培训业界率先开创，并以其“考点精准、剖析得当”而广受赞誉。2010年，环球卓越第一次将该培训理论与图书相结合，为广大管理类专业学位联考考生推出本书，如今已是它的第6版，真诚期望能为大家的备考助一臂之力！

真题实战和标准演练是所有考生，尤其是在职考生成功备考的必经之路。本书包含5套真题及精解、5套全真预测题及解析、2套考前冲刺题，是一本集真题、预测、冲刺于一体的图书！本书特点如下：

一、辅导名师联手打造，专业权威

本书由环球卓越携手诸多辅导名师编写而成。编者们多年工作在考前辅导第一线，丰富的教学经验和对命题规律的钻研确保了本书的标准性、专业性和权威性。

二、历年真题选择得当，剖析精准

本书选择了最具代表性的2012年—2016年全国硕士研究生入学统一考试英语（二）真题，能够准确反映近年命题的趋势，让考生迅速把握考试重点。本书选取的5套真题，解析得当，剖析精准。

三、全真预测标准演练，直击考点

5套全真预测试卷严格依据新大纲，题型设计、内容选材、文章篇幅以及难度系数等方面均与最新大纲要求完全一致。标准的演练和要点的剖析，让考生能准确把握考试趋势，直击考点。

四、考前冲刺强化提升，身临其境

2套考前冲刺试卷，可以让考生进一步强化训练，提升水平，并有如临考场、真切感受的体会。

五、真题、预测与冲刺的结合，简洁高效

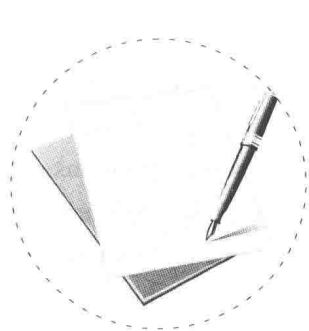
泛泛地做上一堆题，不如精心、反复地做透几套题。本书采取了简单的5（5年最新真题）+5（5套标准预测题）+2（2套考前冲刺题）形式，既让考生熟悉最具代表性的真题，同时又能很好地检验和提升自己的应试能力，可谓简洁、实用、高效。

台下多日甚至多年功，台上决定考试成败的，只有那两场历时6个小时的考试！衷心祝愿广大考生能够用最好的状态去披荆斩棘，成功跨越考试大关！

本书在编写过程中，参考了众多名师论坛及相关网站，无法一一注明，在此表示感谢！本书如有疏漏之处，还望广大读者随时提出，我们诚挚欢迎！

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2016 年全国硕士研究生入学 统一考试英语 (二)

Section I Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on the **ANSWER SHEET 1**. (10 points)

Happy people work differently. They're more productive, more creative, and willing to take greater risks. And new research suggest that happiness might influence 1 firms work, too.

Companies located in places with happier people invest more, according to a recent research paper. 2, firms in happy places spend more on R&D (research and development). That's because happiness is linked to the kind of longer-term thinking 3 for making investments for the future.

The researchers wanted to know if the 4 and inclination for risk-taking that come with happiness would 5 the way companies invested. So they compared U. S. cities' average happiness 6 by Gallup polling with the investment activity of publicly traded firms in those areas.

7 enough, firms' investment and R & D intensity were correlated with the happiness of the area in which they were 8. But is it really happiness that's linked to investment, or could something else about happier cities 9 why firms there spend more on R&D? To find out, the researchers controlled for various 10 that might make firms more likely to invest—like size, industry, and sales—and for indicators that a place was 11 to live in, like growth in wages or population. The link between happiness and investment generally 12 even after accounting for these things.

The correlation between happiness and investment was particularly strong for younger firms, which the authors 13 to “less codified decision making process” and the possible presence of “younger and less 14 managers who are more likely to be influenced by sentiment.” The relationship was 15 stronger in places where happiness was spread

more 16 . Firms seem to invest more in places where most people are relatively happy, rather than in places with happiness inequality.

17 this doesn't prove that happiness causes firms to invest more or to take a longer-term view, the authors believe it at least 18 at that possibility. It's not hard to imagine that local culture and sentiment would help 19 how executives think about the future. "It surely seems plausible that happy people would be more forward-thinking and creative and 20 R&D more than the average," said one researcher.

- | | | | |
|----------------------|-------------------|-----------------|-------------------|
| 1. [A] why | [B] where | [C] how | [D] when |
| 2. [A] In return | [B] In particular | [C] In contrast | [D] In conclusion |
| 3. [A] sufficient | [B] famous | [C] perfect | [D] necessary |
| 4. [A] individualism | [B] modernism | [C] optimism | [D] realism |
| 5. [A] echo | [B] miss | [C] spoil | [D] change |
| 6. [A] imagined | [B] measured | [C] invented | [D] assumed |
| 7. [A] Sure | [B] Odd | [C] Unfortunate | [D] Often |
| 8. [A] advertised | [B] divided | [C] overtaxed | [D] headquartered |
| 9. [A] explain | [B] overstate | [C] summarize | [D] emphasize |
| 10. [A] stages | [B] factors | [C] levels | [D] methods |
| 11. [A] desirable | [B] sociable | [C] reputable | [D] reliable |
| 12. [A] resumed | [B] held | [C] emerged | [D] broke |
| 13. [A] attribute | [B] assign | [C] transfer | [D] compare |
| 14. [A] serious | [B] civilized | [C] ambitious | [D] experienced |
| 15. [A] thus | [B] instead | [C] also | [D] never |
| 16. [A] rapidly | [B] regularly | [C] directly | [D] equally |
| 17. [A] After | [B] Until | [C] While | [D] Since |
| 18. [A] arrives | [B] jumps | [C] hints | [D] strikes |
| 19. [A] shape | [B] rediscover | [C] simplify | [D] share |
| 20. [A] pray for | [B] lean towards | [C] give away | [D] send out |

Section II Reading Comprehension

Part A

Directions:

Read the following four texts. Answer the questions after each text by choosing A, B, C or D. Mark your answers on the **ANSWER SHEET 1**. (40 points)

Text 1

It's true that high-school coding classes aren't essential for learning computer science in college. Students without experience can catch up after a few introductory courses, said Tom Cortina, the assistant dean at Carnegie Mellon's School of Computer Science.

However, Cortina said, early exposure is beneficial. When younger kids learn computer science, they learn that it's not just a confusing, endless string of letters and numbers—but a tool to build apps, or create artwork, or test hypotheses. It's not as hard for them to transform their thought processes as it is for older students. Breaking down problems into bite-sized chunks and using code to solve them becomes normal. Giving more children this training could increase the number of people interested in the field and help fill the jobs gap, Cortina said.

Students also benefit from learning something about coding before they get to college, where introductory computer-science classes are packed to the brim, which can drive the less-experienced or-determined students away.

The Flatiron School, where people pay to learn programming, started as one of the many coding bootcamps that's become popular for adults looking for a career change. The high-schoolers get the same curriculum, but “we try to gear lessons toward things they're interested in,” said Victoria Friedman, an instructor. For instance, one of the apps the students are developing suggests movies based on your mood.

The students in the Flatiron class probably won't drop out of high school and build the next Facebook. Programming languages have a quick turnover, so the “Ruby on Rails” language they learned may not even be relevant by the time they enter the job market. But the skills they learn—how to think logically through a problem and organize the results—apply to any coding language, said Deborah Seehorn, an education consultant for the state of North Carolina.

Indeed, the Flatiron students might not go into IT at all. But creating a future army of coders is not the sole purpose of the classes. These kids are going to be surrounded by computers—in their pockets, in their offices, in their homes—for the rest of their lives. The younger they learn how computers think, how to coax the machine into producing what they want—the earlier they learn that they have the power to do that—the better.

21. Cortina holds that early exposure to computer science makes it easier to _____.

- [A] complete future job training
- [B] remodel the way of thinking
- [C] formulate logical hypotheses
- [D] perfect artwork production

22. In delivering lessons for high-schoolers, Flatiron has considered their _____.

- [A] experience
- [B] academic backgrounds
- [C] career prospects
- [D] interest

23. Deborah Seehorn believes that the skills learned at Flatiron will _____.

- [A] help students learn other computer languages

[B] have to be upgraded when new technologies come

[C] need improving when students look for jobs

[D] enable students to make big quick money

24. According to the last paragraph, Flatiron students are expected to _____.

[A] compete with a future army of programmers

[B] stay longer in the information technology industry

[C] become better prepared for the digitalized world

[D] bring forth innovative computer technologies

25. The word “coax” (Line 4, Para. 6) is closest in meaning to _____.

[A] challenge

[B] persuade

[C] frighten

[D] misguide

Text 2

Biologists estimate that as many as 2 million lesser prairie chickens—a kind of bird living on stretching grasslands—once lent red to the often grey landscape of the mid-western and southwestern United States. But just some 22,000 birds remain today, occupying about 16% of the species' historic range.

The crash was a major reason the U. S. Fish and Wildlife Service (USFWS) decided to formally list the bird as threatened. “The lesser prairie chicken is in a desperate situation,” said USFWS Director Daniel Ashe. Some environmentalists, however, were disappointed. They had pushed the agency to designate the bird as “endangered,” a status that gives federal officials greater regulatory power to crack down on threats. But Ashe and others argued that the “threatened” tag gave the federal government flexibility to try out new, potentially less confrontational conservations approaches. In particular, they called for forging closer collaborations with western state governments, which are often uneasy with federal action, and with the private landowners who control an estimated 95% of the prairie chicken's habitat.

Under the plan, for example, the agency said it would not prosecute landowner or businesses that unintentionally kill, harm, or disturb the bird, as long as they had signed a range-wide management plan to restore prairie chicken habitat. Negotiated by USFWS and the states, the plan requires individuals and businesses that damage habitat as part of their operations to pay into a fund to replace every acre destroyed with 2 new acres of suitable habitat. The fund will also be used to compensate landowners who set aside habitat, USFWS also set an interim goal of restoring prairie chicken populations to an annual average of 67,000 birds over the next 10 years. And it gives the Western Association of Fish and Wildlife Agencies (WAFWA), a coalition of state agencies, the job of monitoring progress. Overall, the idea is to let “states remain in the driver's seat for managing the species,” Ashe said.

Not everyone buys the win-win rhetoric. Some Congress members are trying to block

the plan, and at least a dozen industry groups, four states, and three environmental groups are challenging it in federal court. Not surprisingly, industry groups and states generally argue it goes too far; environmentalists say it doesn't go far enough. "The federal government is giving responsibility for managing the bird to the same industries that are pushing it to extinction," says biologist Jay Lininger.

26. The major reason for listing the lesser prairie as threatened is _____.

- [A] its drastically decreased population
- [B] the underestimate of the grassland acreage
- [C] a desperate appeal from some biologists
- [D] the insistence of private landowners

27. The "threatened" tag disappointed some environmentalists in that it _____.

- [A] was a give-in to governmental pressure
- [B] would involve fewer agencies in action
- [C] granted less federal regulatory power
- [D] went against conservation policies

28. It can be learned from Paragraph 3 that unintentional harm-doers will not be prosecuted if they _____.

- [A] agree to pay a sum for compensation
- [B] volunteer to set up an equally big habitat
- [C] offer to support the WAFWA monitoring job
- [D] promise to raise funds for USFWS operations

29. According to Ashe, the leading role in managing the species is _____.

- [A] the federal government
- [B] the wildlife agencies
- [C] the landowners
- [D] the states

30. Jay Lininger would most likely support _____.

- [A] industry groups
- [B] the win-win rhetoric
- [C] environmental groups
- [D] the plan under challenge

Text 3

That everyone's too busy these days is a cliché. But one specific complaint is made especially mournfully: There's never any time to read.

What makes the problem thornier is that the usual time-management techniques don't seem sufficient. The web's full of articles offering tips on making time to read: "Give up TV" or "Carry a book with you at all times." But in my experience, using such methods to free up the odd 30 minutes doesn't work. Sit down to read and the flywheel of work-related thoughts keeps spinning—or else you're so exhausted that a challenging book's the last

thing you need. The modern mind, Tim Parks, a novelist and critic, writes, “is overwhelmingly inclined toward communication... It is not simply that one is interrupted; it is that one is actually inclined to interruption.” Deep reading requires not just time, but a special kind of time which can’t be obtained merely by becoming more efficient.

In fact, “becoming more efficient” is part of the problem. Thinking of time as a resource to be maximised means you approach it instrumentally, judging any given moment as well spent only in so far as it advances progress toward some goal. Immersive reading, by contrast, depends on being willing to risk inefficiency, goallessness, even time-wasting. Try to slot it as a to-do list item and you’ll manage only goal-focused reading—useful, sometimes, but not the most fulfilling kind. “The future comes at us like empty bottles along an unstoppable and nearly infinite conveyor belt,” writes Gary Eberle in his book *Sacred Time*, and “we feel a pressure to fill these different-sized bottles (days, hours, minutes) as they pass, for if they get by without being filled, we will have wasted them.” No mind-set could be worse for losing yourself in a book.

So what does work? Perhaps surprisingly, scheduling regular times for reading. You’d think this might fuel the efficiency mind-set, but in fact, Eberle notes, such ritualistic behaviour helps us “step outside time’s flow” into “soul time.” You could limit distractions by reading only physical books, or on single-purpose e-readers. “Carry a book with you at all times” can actually work, too—providing you dip in often enough, so that reading becomes the default state from which you temporarily surface to take care of business, before dropping back down. On a really good day, it no longer feels as if you’re “making time to read,” but just reading, and making time for everything else.

31. The usual time-management techniques don’t work because _____.

- [A] what they can offer does not ease the modern mind
- [B] what challenging books demand is repetitive reading
- [C] what people often forget is carrying a book with them
- [D] what deep reading requires cannot be guaranteed

32. The “empty bottles” metaphor illustrates that people feel a pressure to _____.

- [A] update their to-do lists
- [B] make passing time fulfilling
- [C] carry their plans through
- [D] pursue carefree reading

33. Eberle would agree that scheduling regular times for reading helps _____.

- [A] encourage the efficiency mind-set
- [B] develop online reading habits
- [C] promote ritualistic reading
- [D] achieve immersive reading

34. “Carry a book with you at all times” can work if _____.

- [A] reading becomes your primary business of the day

- [B] all the daily business has been promptly dealt with
- [C] you are able to drop back to business after reading
- [D] time can be evenly split for reading and business

35. The best title for this text could be _____.

- [A] How to Enjoy Easy Reading
- [B] How to Find Time to Read
- [C] How to Set Reading Goals
- [D] How to Read Extensively

Text 4

Against a backdrop of drastic changes in economy and population structure, younger Americans are drawing a new 21st-century road map to success, a latest poll has found.

Across generational lines, Americans continue to prize many of the same traditional milestones of a successful life, including getting married, having children, owning a home, and retiring in their sixties. But while young and old mostly agree on what constitutes the finish line of a fulfilling life, they offer strikingly different paths for reaching it.

Young people who are still getting started in life were more likely than older adults to prioritize personal fulfillment in their work, to believe they will advance their careers most by regularly changing jobs, to favor communities with more public services and a faster pace of life, to agree that couples should be financially secure before getting married or having children, and to maintain that children are best served by two parents working outside the home, the survey found.

From career to community and family, these contrasts suggest that in the aftermath of the searing Great Recession, those just starting out in life are defining priorities and expectations that will increasingly spread through virtually all aspects of American life, from consumer preferences to housing patterns to politics.

Young and old converge on one key point: Overwhelming majorities of both groups said they believe it is harder for young people today to get started in life than it was for earlier generations. While younger people are somewhat more optimistic than their elders about the prospects for those starting out today, big majorities in both groups believe those “just getting started in life” face a tougher climb than earlier generations in reaching such signpost achievements as securing a good-paying job, starting a family, managing debt, and finding affordable housing.

Pete Schneider considers the climb tougher today. Schneider, a 27-year-old auto technician from the Chicago suburbs says he struggled to find a job after graduating from college. Even now that he is working steadily, he said, “I can’t afford to pay my monthly mortgage payments on my own, so I have to rent rooms out to people to make that happen.” Looking back, he is struck that his parents could provide a comfortable life for their children even though neither had completed college when he was young. “I still grew up in an upper middle-class home with parents who didn’t have college degrees,” Schneider

said, "I don't think people are capable of that anymore."

36. One cross-generation mark of a successful life is ____.

- [A] trying out different lifestyles
- [B] having a family with children
- [C] working beyond retirement age
- [D] setting up a profitable business

37. It can be learned from Paragraph 3 that young people tend to ____.

- [A] favor a slower life pace
- [B] hold an occupation longer
- [C] attach importance to pre-marital finance
- [D] give priority to childcare outside the home

38. The priorities and expectations defined by the young will ____.

- [A] become increasingly clear
- [B] focus on materialistic issues
- [C] depend largely on political preferences
- [D] reach almost all aspects of American life

39. Both young and old agree that ____.

- [A] good-paying jobs are less available
- [B] the old made more life achievements
- [C] housing loans today are easy to obtain
- [D] getting established is harder for the young

40. Which of the following is true about Schneider?

- [A] He found a dream job after graduating from college.
- [B] His parents believe working steadily is a must for success.
- [C] His parents' good life has little to do with a college degree.
- [D] He thinks his job as a technician quite challenging.

Part B

Directions:

You are going to read a list of subheadings and a text. Choose the most suitable one from the list [A] ~ [G] for each numbered paragraph (41~45). There are two extra subheadings which you do not need to use. Mark your answers on the **ANSWER SHEET**.

(10 points)

- [A] Be silly
- [B] Have fun
- [C] Express your emotions.
- [D] Don't overthink it
- [E] Be easily pleased
- [F] Notice things

[G] Ask for help

As adults, it seems that we're constantly pursuing happiness, often with mixed results. Yet children appear to have it down to an art—and for the most part they don't need self-help books or therapy. Instead, they look after their wellbeing instinctively and usually more effectively than we do as grownups. Perhaps it's time to learn a few lessons from them.

41. _____

What does a child do when he's sad? He cries. When he's angry? He shouts. Scared? Probably a bit of both. As we grow up, we learn to control our emotions so they are manageable and don't dictate our behaviors, which is in many ways a good thing. But too often we take this process too far and end up suppressing emotions, especially negative ones. That's about as effective as brushing dirt under a carpet and can even make us ill. What we need to do is find a way to acknowledge and express what we feel appropriately and then—again, like children—move on.

42. _____

A couple of Christmases ago, my youngest stepdaughter, who was 9 years old at the time, got a Superman T-shirt for Christmas. It cost less than a fiver but she was overjoyed, and couldn't stop talking about it. Too often we believe that a new job, bigger house or better car will be the magic silver bullet that will allow us to finally be content, but the reality is these things have very little lasting impact on our happiness levels. Instead, being grateful for small things every day is a much better way to improve wellbeing.

43. _____

Have you ever noticed how much children laugh? If we adults could indulge in a bit of silliness and giggling, we would reduce the stress hormones in our bodies, increase good hormones like endorphins, improve blood flow to our hearts and even have a greater chance of fighting off infection. All of which, of course, have a positive effect on our happiness levels.

44. _____

The problem with being a grownup is that there's an awful lot of serious stuff to deal with—work, mortgage payments, figuring out what to cook for dinner. But as adults we also have the luxury of being able to control our own diaries and it's important that we schedule in time to enjoy the thing we love. Those things might be social, sporting, creative or completely random (dancing around the living room, anyone?)—it doesn't matter, so long as they're enjoyable, and not likely to have negative side effects, such as drinking too much alcohol or going on a wild spending spree if you're on a tight budget.

45. _____

Having said all of the above, it's important to add that we shouldn't try too hard to be happy. Scientists tell us this can backfire and actually have a negative impact on our wellbeing. As the Chinese philosopher Chuang Tzu is reported to have said: "Happiness is

the absence of striving for happiness.” And in that, once more, we need to look to the example of our children, to whom happiness is not a goal but a natural byproduct of the way they live.

Section III Translation

46. Directions:

Translate the following text from English to Chinese. Write your translation on ANSWER SHEET 2. (15 points)

The supermarket is designed to lure customers into spending as much time as possible within its doors. The reason for this is simple: The longer you stay in the store, the more stuff you'll see, and the more stuff you see, the more you'll buy. And supermarkets contain a lot of stuff. The average supermarket, according to the Food Market Institute, carries some 44,000 different items, and many carry tens of thousands more. The sheer volume of available choice is enough to send shoppers into a state of information overload. According to brain-scan experiments, the demands of so much decision-making quickly become too much for us. After about 40 minutes of shopping, most people stop struggling to be rationally selective, and instead began shopping emotionally—which is the point at which we accumulate the 50 percent of stuff in our cart that we never intended buying.

Section IV Writing

Part A

47. Directions:

Suppose you won a translation contest and your friend, Jack, wrote an email to congratulate you and ask for advice on translation. Write him a reply to

- 1) thank him, and
- 2) give your advice.

You should write about 100 words on the ANSWER SHEET.

Do not sign your own name. Use “Li Ming” instead.

Do not write the address. (10 points)

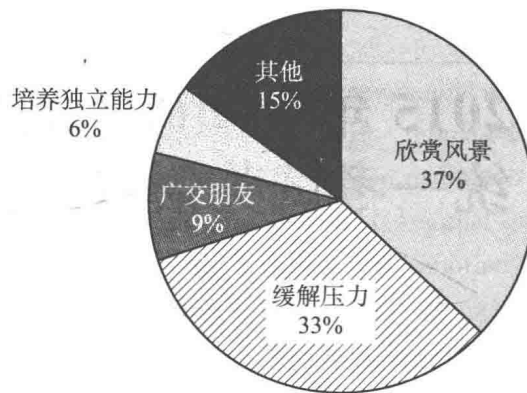
Part B

48. Directions:

Write an essay based on the chart below. In your writing, you should

- 1) interpret the chart, and
- 2) give your comments.

You should write about 150 words on the ANSWER SHEET. (15 points)



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