

管理类专业学位联考临考点睛系列

GUANLILEI ZHUANYE XUEWEI LIANKAO LINKAO DIANJING XILIE

MBA PA PAcc

第3版

2017

全国专业学位硕士联考专用教材编写组·组编
初 萌 梁莉娟·主编

考研英语(二)

历年试题 > 全解精析 及深度预测试卷

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管 理 类 专 业
GUANLILEI ZHU

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本书严格以《全国硕士研究生入学统一考试英语（二）考试大纲》为指导，对2011—2016年英语真题进行全解精析，并按此标准提供4套深度预测试题，为考生提供高质量的应考实战练习。本书解析模式独特，在剖析应试思路的基础上，全面总结考试技巧和应对策略，同时提炼文章重点词、语、句和篇章难点，并对题目进行了全文翻译，帮助考生拓展语言能力，夯实核心基础，掌握命题规律，把握命题脉搏。预测部分紧扣命题题源和规律，贴近考试难度和方向，深度挖掘考试重、难点。

本书另附包含超值经典讲义与名师指导的网络课堂，并在考前于网上提供更多模拟试题。全方位的跟踪服务，旨在帮助考生高分通过，学有所成。

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前言

人生最基本的哲学命题之一，是“who I am”“where I come from”和“where I am going”。论及英语（二）考试，此命题亦适用。将这三个命题诠释成英语（二）应试者更能明白的语言，便是你在什么水平上，你从什么层次出发，你将要达到什么层次？延伸开来，要想达到这个目的，你打算从哪里入手？大纲？四级词汇？语法书？抑或是任何一本标有“英语（二）专用教材”的图书？

答案其实很简单：真题，历年真题！这是大纲指导精神最具体的体现，是命题规律可触碰可感知的脉搏，也是最值得深度挖掘的备考资料。基础较好的考生，或者说出发点比较高的考生，从某种意义上讲，透彻研究真题足以应对考试。基础不好的考生，也能在大纲指导下从真题中总结规律，自测进步，找到前进的方向和动力。鉴于这个原因，这本《考研英语（二）历年试题全解精析及深度预测试卷》就有了非同寻常的意义。

本书有如下特色：

一、深度挖掘真题，解析体例独特到位

本书由10套题构成，7套真题（2010-2016）+4套模拟试卷。

试题答案解析由【秒杀答案】【考点类型】【解题点睛】三部分组成。文章精析则由【文章题材】【命题题源】【全文详解】三部分组成。在阅读理解部分的“文章精析”部分中，【全文详解】还添加了重点词汇的同义词或者近义词。写作部分则更为详细，不仅给出【评分标准】并详细解析了构思过程，还在【参考范文】中提炼了写作模板及写作常用高频词汇，以便考生举一反三，提升应试能力。

通过这种解析模式，考生不仅能通过真题全面复习词、语、句、篇章，拓展语言能力，夯实核心基础，而且能在学习过程中掌握命题规律，把握命题脉搏。

二、深度考题预测，模拟实战高度仿真

在精深研习真题的基础上，本书提供了4套高度仿真的模拟试题，以供考生考前练手，寻找考试氛围并积累实战经验。模拟试题的难度、命题题源等方面紧贴真题，由此解决考生四处寻找模拟题之苦。

三、超值赠送内容，经典总结名师课堂

由笔者多年教学经验总结而来的经典资料，比如“高频介词常考词意”“常见近义词

辨析”“4大题型必备提分技巧”等，被悉数放置于网络课堂中，考生用本书提供的账号和密码登录相应课堂即可下载。同时，真题全解精析的名师网络课堂也随之奉上，以便考生多种媒体共同使用，全面深刻地理解本书精髓。考前的押题试卷在临考前开放。全方位的跟踪服务，旨在达到帮助考生高分通过的终极目的。

另外，作者团队随时提供在线答疑，答疑方式为：

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感谢广大学员和众多老师在本书编写过程中提供的建议和帮助。由于时间仓促，难免有错误及遗漏之处，欢迎批评指正。

初萌 梁莉娟

2016年6月于北京

精讲体例说明

完形填空

完形填空空白处

Today, we have a(n) tendency to label obesity as a disgrace. The overweight are sometimes pictured in the media with their faces covered. Stereotypes associated with obesity include laziness, lack of will power, and lower prospects for success. Teachers, employers, and health professionals have been shown to bias against the obese. Even very young children tend to look down on the overweight, and tease about body build has long been a problem in schools.

* 该句的主语为 stereotype, associated 是过去分词充当的后置定语, 谓语动词为 include, 宾语为并列结构的名词充当。

句型及短语精讲

重点理解词汇及短语

如今, 我们往往会将肥胖贴上
不优雅的标签。有时肥胖的人在
媒体上脸部会被遮挡起来。与肥
胖有关的有成见的形象包括懒
惰、缺乏意志力以及对成功的期
望值不高。老师、老板以及健康
专家也表现出对肥胖的偏见。甚
至小孩子往往都会蔑视超重
的人, 对身材的嘲弄一直是学校
的一个问题。

重点词汇翻译

阅读

句型及短语精讲

What would you do with \$590m? This is now a question for Gloria MaeKenzie, an 84-year-old widow who recently emerged from her small, tin-roofed house in Florida to collect the biggest undivided lottery jackpot in history.^① If she hopes her new-found fortune will yield lasting feelings of fulfillment, she could do worse than^② read *Happy Money* by Elizabeth Dunn and Michael Moron.

① 此处是名词1, 名词2+后置定语 (who 引导的定语从句充当), 两个名词为同位语关系。emerge 的名词形式为 emergence (出现), 要与 emergency (紧急) 区分开。

② 这是用否定语法的比较级来表达肯定意思, 英文中经常用这种方式来表示强调, 比如 He could not say less than that word. 即 That word is the most thing he could say.

你会用 5 亿 9 千万美元做些
(do with; deal with; cope with)
什么? 这对于 84 岁的寡居老妇
人 Gloria MaeKenzie 来讲是个问
题, 她最近刚从那个佛罗里达州
又小又热、锡制屋顶的房子里冒
出来 (emerge), 去领 (collect)
历史上最大的彩票大奖。如果她
希望自己新进账的财产
(fortune) 能产生 (yield) 长期
(lasting) 的满足感 (feelings of
fulfillment), 没什么比她 (could
do worse than) 读一读 Elizabeth
Dunn 和 Michael Moron 写的《快
乐金钱》更好的了。

重点词汇近 义词及短语

重点词汇 翻译对照

目 录

前 言

精讲体例说明

真题全解精析篇

2016 年全国硕士研究生入学统一考试英语 (二) 试题	3
2016 年全国硕士研究生入学统一考试英语 (二) 试题全解精析	14
2015 年全国硕士研究生入学统一考试英语 (二) 试题	40
2015 年全国硕士研究生入学统一考试英语 (二) 试题全解精析	51
2014 年全国硕士研究生入学统一考试英语 (二) 试题	76
2014 年全国硕士研究生入学统一考试英语 (二) 试题全解精析	87
2013 年全国硕士研究生入学统一考试英语 (二) 试题	112
2013 年全国硕士研究生入学统一考试英语 (二) 试题全解精析	122
2012 年全国硕士研究生入学统一考试英语 (二) 试题	147
2012 年全国硕士研究生入学统一考试英语 (二) 试题全解精析	158
2011 年全国硕士研究生入学统一考试英语 (二) 试题	183
2011 年全国硕士研究生入学统一考试英语 (二) 试题全解精析	194
2010 年全国硕士研究生入学统一考试英语 (二) 试题	220
2010 年全国硕士研究生入学统一考试英语 (二) 试题全解精析	231

权威模拟预测篇

2017 年全国硕士研究生入学统一考试英语 (二) 预测试卷一	259
2017 年全国硕士研究生入学统一考试英语 (二) 预测试卷一全解精析	270
2017 年全国硕士研究生入学统一考试英语 (二) 预测试卷二	296
2017 年全国硕士研究生入学统一考试英语 (二) 预测试卷二全解精析	307
2017 年全国硕士研究生入学统一考试英语 (二) 预测试卷三	333
2017 年全国硕士研究生入学统一考试英语 (二) 预测试卷三全解精析	344
2017 年全国硕士研究生入学统一考试英语 (二) 预测试卷四	371
2017 年全国硕士研究生入学统一考试英语 (二) 预测试卷四全解精析	382

2017考研英语（二）历年试题全解精析及深度预测试卷

真题全解精析篇

2016 年全国硕士研究生入学统一考试

英语（二）试题

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. (10 points)

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

Companies located in place 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 investment 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 below each text by choosing A, B, C or D. Mark your answers on the ANSWER SHEET. (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. interest C. career prospects D. academic backgrounds
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. bring forth innovative computer technologies
B. stay longer in the information technology industry
C. become better prepared for the digitalized world
D. compete with a future army of programmers
25. The word “coax” (Line 4, Para. 6) is closest in meaning to _____.
A. persuade B. frighten C. misguide D. challenge

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 midwestern 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 conservation 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 generation 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: Read the following text and answer the questions by choosing the most suitable subheading from the list A - G for each numbered paragraphs (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. Ask for help | D. Express your emotions |
| E. Don't overthink it | F. Be easily pleased |
| G. Notice things | |

Act Your Shoe Size, Not Your Age.

As adults, it seems that we're constantly pursuing happiness, often with mixed results. Yet