

大学英语六级考试

COLLEGE ENGLISH TEST

—Band Six—

(2020 年 12 月第 3 套)

试 题 册

☆☆

敬告考生

一、在答题前，请认真完成以下内容：

1. 请检查试题册背面条形码粘贴条、答题卡的印刷质量，如有问题及时向监考员反映，确认无误后完成以下两点要求。
2. 请将试题册背面条形码粘贴条揭下后粘贴在答题卡 1 的条形码粘贴框内，并将姓名和准考证号填写在试题册背面相应位置。
3. 请在答题卡 1 和答题卡 2 指定位置用黑色签字笔填写准考证号、姓名和学校名称，并用 HB-2B 铅笔将对应准考证号的信息点涂黑。

二、在考试过程中，请注意以下内容：

1. 所有题目必须在答题卡上规定位置作答，在试题册上或答题卡上非规定位置的作答一律无效。
2. 请在规定时间内在答题卡指定位置依次完成作文、听力、阅读、翻译各部分考试，作答作文期间不得翻阅该试题册。听力录音播放完毕后，请立即停止作答，监考员将立即收回答题卡 1，得到监考员指令后方可继续作答。
3. 作文题内容印在试题册背面，作文题及其他主观题必须用黑色签字笔在答题卡指定区域内作答。
4. 选择题均为单选题，错选、不选或多选将不得分，作答时必须使用 HB-2B 铅笔在答题卡上相应位置填涂，修改时须用橡皮擦净。

三、以下情况按违规处理：

1. 未正确填写（涂）个人信息，错贴、不贴、毁损条形码粘贴条。
2. 未按规定翻阅试题册、提前阅读试题、提前或在收答题卡期间作答。
3. 未用所规定的笔作答、折叠或毁损答题卡导致无法评卷。
4. 考试期间在非听力考试时间佩戴耳机。



考途

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考路艰辛，征途有我



特别说明

六级考试每次仅考两套听力

第三套听力试题同第一套或第二套试题一致

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.*

Social distancing is putting people out of work, canceling school and tanking the stock market. It has been 26 by fear, and it is creating even more fear as money problems and uncertainty grow. However, at its core is love, and a sacrifice to protect those most 27 to the *coronavirus* (冠状病毒) effects—the elderly, people with compromised immune systems, and those whose life-saving resources would be used up by a 28 epidemic.

Americans make life-saving decisions every day as a matter of course. We cut food into bite-sized pieces, we wear seatbelts, and we take care not to exceed the speed limit. But social distancing is 29 in that it is completely self-sacrificing. Those who will benefit may be the elderly relatives of the 30 person we didn't pass in Starbucks, on the subway, or in the elevator.

Social distancing is millions of people making hundreds of sacrifices to keep the elderly alive. It doesn't include the 31 to run from society or make an excuse to avoid one's obligations—such as life-saving medical work or the parental obligation to buy groceries. What it does include is applying love through caution. And in doing so, it offers an 32 opportunity for those who care about the elderly to find new ways to love them.

If we're not 33 as much in our normal work or school, we have extra time to call parents and grandparents. We can also ask elderly relatives how to best support them 34 and use our sacrifices as an opportunity to bring us, our community and the world 35.



- | | |
|---------------|------------------|
| A) amazing | I) sentimentally |
| B) closer | J) spiritually |
| C) driven | K) temptations |
| D) engaged | L) thriftier |
| E) malignant | M) tickled |
| F) oppressing | N) unique |
| G) premises | O) vulnerable |
| H) random | |

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**.*

Why Lifelong Learning Is the International Passport to Success

- A) Picture yourself at a college graduation day, with a fresh *cohort* (一群) of students about to set sail for new horizons. What are they thinking while they throw their caps in the air? What is it with this thin sheet of paper that makes it so precious? It's not only the proof of acquired knowledge but plays into the reputation game of where you were trained. Being a graduate from Harvard Law School carries that extra glamour, doesn't it? Yet take a closer look, and the diploma is the perfect ending to the modern tragedy of education.
- B) Why? Because universities and curricula are designed along the three unities of French classical tragedy: time, action, and place. Students meet at the university campus (unity of place) for classes (unity of action) during their 20s (unity of time). This classical model has traditionally produced prestigious universities, but it is now challenged by the digitalisation of society—which allows everybody who is connected to the internet to access learning—and by the need to acquire skills in step with a fast-changing world. Universities must realise that learning in your 20s won't be enough. If technological diffusion and implementation develop faster, workers will have to constantly refresh their skills.
- C) The university model needs to evolve. It must equip students with the right skills and knowledge to compete in a world 'where value will be derived largely from human interaction and the ability to invent and interpret things that machines cannot', as the English futurist Richard Watson puts it. By teaching foundational knowledge and up-to-date skills, universities will provide students with the future-proof skills of lifelong learning, not just get them 'job-ready'.

考途



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- D) Some universities already play a critical role in lifelong learning as they want to keep the value of their diplomas. This new role comes with a huge set of challenges, and needs largely to be invented. One way to start this transformation process could be to go beyond the ‘five-year diploma model’ to adapt curricula to lifelong learning. We call this model the lifelong passport.
- E) The Bachelor’s degree could be your passport to lifelong learning. For the first few years, students would ‘learn to learn’ and get endowed with reasoning skills that remain with them for the rest of their lives. For instance, physics allows you to observe and rationalise the world, but also to integrate observations into models and, sometimes, models into theories or laws that can be used to make predictions. Mathematics is the language used to formulate the laws of physics or economy, and to make rigorous computations that turn into predictions. These two disciplines naturally form the foundational pillars of education in technical universities.
- F) Recent advances in computational methods and data science push us into rethinking science and engineering. Computers increasingly become principal actors in leveraging data to formulate questions, which requires radically new ways of reasoning. Therefore, a new discipline blending computer science, programming, statistics and machine learning should be added to the traditional foundational topics of mathematics and physics. These three pillars would allow you to keep learning complex technical subjects all your life because *numeracy* (计算) is the foundation upon which everything else is eventually built.
- G) According to this new model, the Master of Science (MSc) would become the first stamp in the lifelong learning journey. The MSc curriculum should prepare students for their professional career by allowing them to focus on acquiring practical skills through projects.
- H) Those projects are then interwoven with fast-paced technical *modules* (模块) learned ‘on-the-fly’ and ‘at will’ depending on the nature of the project. If, for instance, your project is developing an integrated circuit, you will have to take a module on advanced concepts in microelectronics. The most critical skills will be developed before the project even starts, in the form of *boot camps* (短期强化训练), while the rest can be fostered along with the project, putting them to immediate use and thus providing a rich learning context.
- I) In addition to technical capabilities, the very nature of projects develops social and entrepreneurial skills, such as design thinking, initiative taking, team leading, activity reporting or resource planning. Not only will those skills be actually integrated into the curriculum but they will be very important to have in the future because they are difficult to automate.
- J) After the MSc diploma is earned, there would be many more stamps of lifelong learning over the years. If universities decide to engage in this learning model, they will have to cope with many organisational challenges that might shake their unity of place and action. First, the number of students would be unpredictable. If all of a university’s *alumni* (往届毕业生) are



students again, the student body would be much bigger than it is now, and it could become unsustainable for the campus in terms of both size and resources. Second, freshly graduated students would mix with professionally experienced ones. This would change the classroom dynamics, perhaps for the best. Project-based learning with a mixed team reflects the reality of the professional world and could therefore be a better preparation for it.

K) Sound like science fiction? In many countries, part-time studying is not exceptional: on average across OECD countries, part-time students in 2016 represented 20 per cent of enrolment in tertiary education. In many countries, this share is higher and can exceed 40 per cent in Australia, New Zealand and Sweden.

L) If lifelong learning were to become a priority and the new norm, diplomas, just like passports, could be revalidated periodically. A time-determined revalidation would ease administration for everybody. Universities as well as employers and employees would know when they have to retrain. For instance, graduates from the year 2000 would have to come back in 2005.

M) This could fix the main organisational challenges for the university, but not for the learners, due to lack of time, family obligations or funds. Here, online learning might be an option because it allows you to save your ‘travel time’, but it has its limits. So far, none of the major employers associated with online learning platforms such as Coursera and Udacity has committed to hire or even interview graduates of their new online programmes.

N) Even if time were not an issue, who will pay for lifelong learning? That’s the eternal debate: should it be the learner’s responsibility, that of his employer, or of the state? For example, in Massachusetts, the healthcare professions require continuing education credits, which are carefully evidenced and documented. Yet the same state’s lawyers don’t require continuing legal education, although most lawyers do participate in it informally. One explanation is that technology is less of a factor in law than it is in healthcare.

O) Europe has many scenarios, but the French and Swiss ones are interesting to compare. In France, every individual has a right to lifelong learning organised via a personal learning account that is credited as you work. In Switzerland, lifelong learning is a personal responsibility and not a government one. However, employers and the state encourage continuing education either by funding parts of it or by allowing employees to attend it.

P) Universities have a fundamental role to play in this journey, and higher education is in for a change. Just like classical theatre, the old university model produced talent and value for society. We are not advocating its abolition but rather calling for the adaptation of its characteristics to meet the needs of today.

36. Students should develop the key skills before they start a project.

考途



37. By acquiring reasoning skills in the first few years of college, students can lay a foundation for lifelong learning.
38. The easy access to learning and rapid technological changes have brought the traditional model of education under challenge.
39. Unbelievable as it may seem, part-time students constitute a considerable portion of the student body in many universities across the world.
40. Some social and managerial skills, which are not easily automated, will be of great importance to students' future careers.
41. A new model of college education should provide students with the knowledge and skills that will make them more inventive and capable of lifelong learning.
42. A mixed student body may change the classroom dynamics and benefit learning.
43. The question of who will bear the cost of lifelong learning is a topic of constant debate.
44. To the traditional subjects of math and physics should be added a new discipline which combines computer science with statistics and other components.
45. Students who are burdened with family duties might choose to take online courses.

Section C

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.*

Passage One

Questions 46 to 50 are based on the following passage.

Why does social media trigger feelings of loneliness and inadequacy? Because instead of being real life, it is, for the most part, impression management, a way of marketing yourself, carefully choosing and filtering the pictures and words to put your best face forward.

Online "friends" made through social media do not follow the normal psychological progression of an interpersonal relationship. You share neither physical time nor emotional conversations over the Internet. You simply communicate photographs and catchy posts to a diverse group of people whom you have "friended" or "followed" based on an accidental interaction. This is not to say that your social media friends can't be real friends. They absolutely can, but the two are not the same.



Generally speaking, there are no unfiltered comments or casually taken photos on our social media pages. And, rightfully so, because it wouldn't feel safe to be completely authentic and vulnerable with some of our "friends" whom we don't actually know or with whom trust has yet to be built.

Social media can certainly be an escape from the daily grind, but we must be cautioned against the negative effects, such as addiction, on a person's overall psychological well-being.

As humans, we yearn for social connection. *Scrolling* (滚动) through pages of pictures and comments, however, does not provide the same degree of fulfillment as face-to-face interactions do. Also, we tend to idealize others' lives and compare our downfalls to their greatest accomplishments, ending in feelings of loneliness and inadequacy.

Social media can lead people on the unhealthy quest for perfection. Some people begin to attend certain events or travel to different places so that they can snap that "perfect" photo. They begin to seek validation through the number of people who "like" their posts. In order for it to play a psychologically healthy role in your social life, social media should supplement an already healthy social network. Pictures and posts should be byproducts of life's treasured moments and fun times, not the planned and calculated image that one is putting out into cyberspace in an attempt to fill insecurities or unmet needs.

Ultimately, social media has increased our ability to connect with various types of people all over the globe. It has opened doors for businesses and allowed us to stay connected to people whom we may not otherwise get to follow. However, social media should feel like a fun experience, not one that contributes to negative thoughts and feelings. If the latter is the case, increasing face-to-face time with trusted friends, and minimizing time scrolling online, will prove to be a reminder that your social network is much more rewarding than any "like," "follow" or "share" can be.

46. What does the author imply social media may do to our life?

- A) It may facilitate our interpersonal relationships.
- B) It may filter our negative impressions of others.
- C) It may make us feel isolated and incompetent.
- D) It may render us vulnerable and inauthentic.

47. Why do people post comments selectively on social media?

- A) They do not find all their online friends trustworthy.
- B) They want to avoid offending any of their audience.
- C) They do not want to lose their followers.
- D) They are eager to boost their popularity.

48. What are humans inclined to do according to the passage?

- A) Exaggerate their life's accomplishments.
- C) Paint a rosy picture of other people's lives.
- B) Strive for perfection regardless of the cost.
- D) Learn lessons from other people's downfalls.

49. What is the author's view of pictures and posts on social media?

- A) They should record the memorable moments in people's lives.

考途



- B) They should be carefully edited so as to present the best image.
- C) They should be shown in a way that meets one's security needs.
- D) They should keep people from the unhealthy quest for perfection.

50. What does the author advise people to do when they find their online experience unconstructive?

- A) Use social media to increase their ability to connect with various types of people.
- B) Stay connected to those whom they may not otherwise get to know and befriend.
- C) Try to prevent negative thoughts and feelings from getting into the online pages.
- D) Strengthen ties with real-life friends instead of caring about their online image.

Passage Two

Questions 51 to 55 are based on the following passage.

Imagine that an alien species landed on Earth and, through their mere presence, those aliens caused our art to vanish, our music to homogenize, and our technological know-how to disappear. That is effectively what humans have been doing to our closest relatives—*chimps* (大猩猩).

Back in 1999, a team of scientists led by Andrew Whiten showed that chimps from different parts of Africa behave very differently from one another. Some groups would get each other's attention by rapping branches with their *knuckles* (指关节), while others did it by loudly ripping leaves with their teeth. The team identified 39 of these traditions that are practiced by some communities but not others—a pattern that, at the time, hadn't been seen in any animal except humans. It was evidence, the team said, that chimps have their own cultures.

It took a long time to convince skeptics that such cultures exist, but now we have plenty of examples of animals learning local traditions from one another.

But just when many scientists have come to accept the existence of animal cultures, many of those cultures might vanish. Ammie Kalan and her colleagues have shown, through years of intensive fieldwork, that the very presence of humans has eroded the diversity of chimp behavior. Where we flourish, their cultures wither. It is a bitterly ironic thing to learn on the 20th anniversary of Whiten's classic study.

"It's amazing to think that just 60 years ago, we knew next to nothing of the behavior of our sister species in the wild," Whiten says. "But now, just as we are truly getting to know our *primate* (灵长类) cousins, the actions of humans are closing the window on all we have discovered."

"Sometimes in the rush to conserve the species, I think we forget about the individuals," says Cat Hobaiter, a professor at the University of St. Andrews. "Each population, each community, even each generation of chimps is unique. An event might only have a small impact on the total population of chimps, but it may wipe out an entire community—an entire culture. No matter what we do to restore habitat or support population growth, we may never be able to restore that culture."

No one knows whether the destruction of chimp culture is getting worse. Few places have tracked chimp behavior over long periods, and those that have are also more likely to have protected their animals from human influence.

Obviously, conservationists need to think about saving species in a completely new way—by preserving animal traditions as well as bodies and genes. "Instead of focusing on the



conservation of genetically based entities like species, we now need to also consider culturally based entities,” says Andrew Whiten.

51. What does the author say we humans have been doing to chimps?
A) Ruining their culture. C) Treating them as alien species.
B) Accelerating their extinction. D) Homogenizing their living habits.
52. What is the finding of Andrew Whiten’s team?
A) Chimps demonstrate highly developed skills of communication.
B) Chimps rely heavily upon their body language to communicate.
C) Chimps behave in ways quite similar to those of human beings.
D) Different chimp groups differ in their way of communication.
53. What did Ammie Kalan and her colleagues find through their intensive fieldwork?
A) Whiten’s classic study has little impact on the diversity of chimp behavior.
B) Chimp behavior becomes less varied with the increase of human activity.
C) Chimps alter their culture to quickly adapt to the changed environment.
D) It might already be too late to prevent animal cultures from extinction.
54. What does Cat Hobaiter think we should do for chimp conservation?
A) Try to understand our sister species’ behavior in the wild.
B) Make efforts to preserve each individual chimp community.
C) Study the unique characteristics of each generation of chimps.
D) Endeavor to restore chimp habitats to expand its total population.
55. What does the author suggest conservationists do?
A) Focus entirely on culturally-based entities rather than genetically-based ones.
B) Place more stress on animal traditions than on their physical conservation.
C) Conserve animal species in a novel and all-round way.
D) Explore the cultures of species before they vanish.

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**.

北京大兴国际机场位于天安门广场以南 46 公里处,于 2019 年 9 月 30 日投入使用。该巨型工程于 2014 年开工建设,高峰时工地上有 4 万多工人。航站楼设计紧凑,可以允许最大数量的飞机直接停靠在最靠近航站楼中心的位置,这给乘客提供了极大的方便。航站楼共有 82 个登机口,但乘客通过安检后,只需不到 8 分钟就能抵达任何一个登机口。机场的设计可确保每小时 300 架次起降。机场年客运量 2040 年将达到 1 亿人次,有望成为世界上最繁忙的机场。



未得到监考教师指令前,不得翻阅该试题册!

Part I

Writing

(30 minutes)

(请于正式开考后半小时内完成该部分,之后将进行听力考试)

Directions: For this part, you are allowed 30 minutes to write an essay on **why students should be encouraged to develop the ability to meet challenges**. You should write at least 150 words but no more than 200 words.

请用黑色签字笔在答题卡1指定区域内作答作文题,在试题册上的作答无效!

请认真填写以下信息:

准考证号:

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姓 名: _____

错填、未填以上信息,按违规处理!

答 案

Part I Writing

(见解析)

Part II Listening Comprehension

(略)

Part III Reading Comprehension

Section A

26. C 27. O 28. E 29. N 30. H 31. K 32. A 33. D 34. J 35. B

Section B

36. H 37. E 38. B 39. K 40. I 41. C 42. J 43. N 44. F 45. M

Section C

46. C 47. A 48. C 49. A 50. D 51. A 52. D 53. B 54. B 55. C

Part IV Translation

(见解析)

考途

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范文音频

Part I

Writing

· 审题引导 ·

(与第一套同理, 故略)

· 写作提纲 ·

第一段: 由现实情形引出话题: 培养迎接挑战的能力对于学生很重要。

第二段: 正反论证“为何要培养迎接挑战的能力”, 先言及逃避挑战的弊端, 后阐述迎接挑战的益处。

第三段: 总结重申观点。

· 下笔成文 ·

满分范文

参考译文

In a time of constant change and stiff competition, challenges are everywhere, ranging from taking a test to seeking a job. Therefore, it is especially important for us students to cultivate the ability to meet challenges.

When running into daunting challenges, many of us will almost instinctively shy away from them, reluctant or frightened to step out of our comfort zone. This passive approach could easily hinder us from making progress. On the contrary, if we pluck up the courage to challenge ourselves, we may reap the rewards even of failure. As German philosopher Friedrich Nietzsche said, “What doesn’t kill me makes me stronger.” Confronting challenges and striving to navigate through them help us build resilience and mental strength. This will in turn lay a solid foundation for our success in the future, because the ability to take on challenges is a prerequisite for realizing our full potential and achieving significant breakthroughs.

Life is not all plain sailing but full of hardships and obstacles. We have no other choice than to equip ourselves with the determination and ability to meet and overcome challenges.

在瞬息万变、竞争激烈的今天, 从应试到求职, 挑战可谓无处不在。因此, 培养应对挑战的能力对于我们学生而言尤为重要。

遇到艰巨挑战时, 我们中的很多人会近乎本能地选择回避, 不愿或害怕走出舒适区。这种消极的方式很容易阻碍我们取得进步。相反, 倘若我们鼓起勇气去挑战自我, 哪怕失败也会有所收获。如德国哲学家弗里德里希·尼采所说, “杀不死我的会使我更强大。”正视挑战并努力设法找到应对之策有助于我们提升韧性与精神力量。这进而会为今后的成功打下坚实基础, 因为迎接挑战的能力是我们充分发挥自身潜能并取得重大突破的前提。

人生不会一帆风顺, 而是充满艰难险阻。我们别无选择, 只能使自己具备迎接并战胜挑战的决心与能力。

Part III

Reading Comprehension

Section A

· 选项归类 ·

- 1. 名词:** G) premises 前提, 假定; H) random 随机, 随意, 胡乱; K) temptations 引诱, 诱惑, 煽诱人的事物。
- 2. 动词:** A) amazing 使惊奇, 使惊愕; C) driven 驾驶, 驱动, 激励, 驱赶, 迫使; D) engaged 吸引住(注意力、兴趣), 雇用, 与……建立密切关系, 尽力理解, 与(某人)交战; F) oppressing 压迫, 压抑, 使窒息, 使烦恼; M) tickled(使)发痒, 使高兴, 使感兴趣, 使满足。
- 3. 形容词:** A) amazing 令人惊喜(或惊美、惊叹)的; B) closer 更接近的, 更亲密的, 更密切的, 更细致的; C) driven 奋发努力的, 发愤图强的; D) engaged 忙于, 从事于, 已订婚的, 被占用的; E) malignant 恶性的, 恶意的, 恶毒的; H) random 随机的; L) thrifter 更节约的; N) unique 独一无二的, 独特的, 罕见的, 特有的; O) vulnerable 脆弱的, 易受伤害的, 易患病的。
- 4. 副词:** I) sentimentally 情感地, 伤感地, 多愁善感地; J) spiritually 精神上地, 心灵上地。

· 试题精解 ·

26. C) driven. [确定词性] 空格所在部分 It has been ____ by fear 构成典型的被动语态, 空格应填

考路

考路艰辛, 征途有我



[锁定答案] ①句说明社交隔离造成的一系列社会问题。②句指出,它/社交隔离由恐惧____,且正在制造出更多的恐惧。结合两句时态变换(is putting... has been... is creating even more...)可知该句形成时间线条,说明“社交隔离由(对新冠传播的)恐惧造成→造成诸多问题→将会造成更多恐惧/问题(creating even more fear 回应 putting... canceling... and tanking...)”的过程。空格词应表“造成/驱动”等,C正确。

27. O) vulnerable. **[确定词性]** 空格所在句为倒装语序,可还原为 love, and a sacrifice(主语)+to protect those most ____ to the coronavirus effects(a sacrifice 的后置定语)+is(系动词)+at its core(表语)。空格词应为形容词,且能与 to 搭配,most ____ to the coronavirus effects 为 those 的后置定语。**[锁定答案]** 空格句首先指出,社交隔离的核心是爱,是为了保护那些人(those)而做出的一种牺牲。随后破折号引出三类人群:老年人、免疫系统受损的人、救命资源将被耗尽的人。those most ____ to the coronavirus effects(最____冠状病毒影响的人)显然是对三类人群特征的概括,空格词应意为“易感的/易受影响的/易受侵害的”,vulnerable to 为固定搭配,表示“易受……的侵害”,O正确。

28. E) malignant. **[确定词性]** 空格位于冠词 a 和名词 epidemic 间,可能为名词、形容词、-ing 分词、-ed 分词。**[锁定答案]** those... by a ____ epidemic 与其前两类群体(the elderly, people with...)一样指向“冠状病毒易感人群”,可推知 a ____ epidemic 即指“冠状病毒大流行”,空格词既应体现该流行病的性质/特点,又应契合“救命资源会被____流行病耗尽”这一句内语义,故空 28 应表示“危险的/恶性的/大规模的”等,E正确。

29. N) unique. **[确定词性]** 空格所在句结构为 social distancing(名词短语/主语)+is(系/助动词)+____+in that... (状语从句),空格词可能为名词、形容词(句子为主系表结构,空格词充当表语),或-ing 分词(句子为现在进行时,空格词与 is 构成谓语动词),或-ed 分词(句子为被动语态,空格词与 is 构成谓语动词)。**[锁定答案]** 空格前两句介绍美国人不时在做出拯救生命的决定,“将食物切成小块、系好安全带、不超速”等做法涉及“自己、家人以及其他人的生命安全”。空格句指出,但社交隔离是____,因为它完全是自我牺牲式的(completely self-sacrificing,即完全是为了他人的生命安全)。借助①②句和③句间的对比可知,空格词应体现“社交隔离作为挽救生命之举的独特之处/不同寻常”,N正确。

30. H) random. **[确定词性]** 空格词位于冠词 the 和名词 person 间,应为 person 的修饰成分,可能为名词、形容词、-ing 分词、-ed 分词。**[锁定答案]** 空格句指出,(社交隔离的)受益者可能是我们在星巴克、地铁或电梯里都未曾擦肩而过的____某个人的年长亲属。结合上句“社交隔离完全是自我牺牲式的(我们与受益者毫无关联/完全不相识)”可知,the ____ person 应该体现我们(we,即实行社交隔离的人)与这些老人(the elderly relatives,即受益者)的“毫无瓜葛/完全不相识”。H) random 意为“任意的,胡乱的,随意的”符合要求,the random person 强调“任意的/随便的/毫不相干的某个人”,与定语从句信息(以点带面,说明我们与这些人完全未曾谋面)一致,共同强调这些老人“并非我们自己的亲人,而是陌生人的亲人”。

31. K) temptations. **[确定词性]** 空格前为及物动词 include 和冠词 the,后为不定式 to run from...,空格词应为名词,跟 the 一起作 include 的宾语。**[锁定答案]** 第三段前三句 Social distancing is... It doesn't include... What it does include... 提示句群逻辑为“说明社交隔离的内涵→说明社交隔离不包含的做法→说明社交隔离真正应包含的做法”,初步判断空格词表负面语义,各选项中只有 K 满足条件。进一步聚焦②句发现,破折号后内容解释说明 one's obligations,即 ____ to... or... —such as... 整体语义为“(借社交隔离之名)逃离社会或逃避责任的____。”空格词应表示“(错误的)做法/趋势/想法”等,temptations 可表示“采取某种(不良)行为的想法”,确定 K 正确。

32. A) amazing. **[确定词性]** 空格词位于冠词 an 和名词 opportunity 间,应为 opportunity 的修饰成分,可能为名词、形容词、-ing 分词、-ed 分词,且以元音音素开头。**[锁定答案]** 空格前句指出,社交隔离真正包含的是谨慎地去爱。空格句指出,在这样做的过程中,它为那些关心老人的人们提供了找到关爱新方式的____机会。两句均传达出作者强烈的建议和肯定,可推知空格词应含正面语义,表示“宝贵的/绝佳的/神奇的”等,A符合文意,amazing opportunity“良机/令人惊喜的机会”可体现文中“无心插柳柳成荫,坏事(被迫社交隔离)变好事(找到关爱老人新方式的良机)”的情景。

33. D) engaged. **[确定词性]** 空格前为 we're not(主语+系/助动词),后为 as much in... (表示程度的副词短语),空格词为形容词、-ing 分词、-ed 分词,且能与 in 搭配。**[锁定答案]** 本题的解题思路有二:1. 从句内逻辑来看,空格所在条件状语从句“如果我们不再那样____正常的工作和学习”为主句“有更多时间打电话给父母和祖父母”成立的条件,“有更多的空闲时间”势必意味着“减少了在工作和学习上投入的时间”。2. 从上下文关联来看,空格所在句恰好呼应首段“社交隔离正令人们失业、停课”。综上,空格词应表“(不再)忙于/专注于”等,be engaged in 为固定搭配,意为“忙于”,D正确。

34. J) spiritually. **[确定词性]** 空格所在句第一个 and 前的结构为 We(主语)+can also ask(谓语)+elderly relatives(宾语)+how to best support them ____。空格词只能为副词,修饰 support them。**[锁定答案]** We can also 表明空格句承接上句(多给老人打打电话),引出作者的另外的建议:我们还可以问问年长亲属怎样才能____最好地支持他们。可见此处指向为老年人提供精神上的/更大的/实际的支持。support sb spiritually 表示“在精神上支持某人”,空格选项为 J。

35. B) closer. **[确定词性]** 空格所在句第一个 and 后的结构为 (We can also) use our sacrifices as an opportunity to bring A, B, and C ____。空格词可能为名词(构成 bring sb sth 双宾语结构),或开



(作宾补)。**[锁定答案]**空35所在部分指出作者另一建议:化逆境(因疫情而被迫社交隔离)为机遇,将我们的牺牲/社交隔离用作一种机会,使整个社会**(更)团结/和谐/紧密联系**。bring sb closer 为固定搭配,表示“拉近某些人的距离”,符合文意,由此确定答案为B。

· 全文翻译 ·

社交隔离正令人们失业、停学,让股市崩盘。社交隔离是由恐惧驱动的,且随着资金问题和不确定性的增加,正在制造出更多的恐惧。然而,它的核心是爱,是一种牺牲,目的是保护那些最易受冠状病毒影响的人们——老年人、免疫系统受损的人,以及那些救命资源即将被一场恶性流行病耗尽的人。

美国人每天把拯救生命的抉择作为理所当然的事情。我们把食物切成一口大小,我们系好安全带,我们注意不超速。但社交隔离的**独特性**在于,它完全是自我牺牲式的。它的受益者可能是我们在星巴克、地铁或电梯里都未曾擦肩而过的**任意某个人**(注:这里指代“素未谋面的、和自己没有任何关系的陌生人”)的年长亲属。

社交隔离是数百万人为了让老人们活下来而做出的诸多牺牲。它不包括这样的**诱惑**:“逃离社会”或“找借口逃避责任”——如参加救生医疗工作或承担购买日用品的父母义务。它真正包含的是谨慎地去爱。在这样做的过程中,它为那些关心老人们的人们提供了**良机**,去发现关爱老人们的新方式。

如果我们不再那样忙于正常的工作和学习,就会有更多的时间打电话给父母和祖父母。我们还可以问问年长亲属怎样才能**在精神上**给他们最好的支持,并将我们的牺牲用作一个契机,让我们、我们的社区以及整个世界联系得更**紧密**。

Section B

· 试题精解 ·

36. Students should develop **the key skills before they start a project.** 学生应当在开展项目之前学会关键技能。

[答案] H [精解] 由定位词定位至H段③句。该句指出,学生必须在项目开始之前学会最关键的技能(其他技能则可在项目推进期间加以培养),试题是对此处信息的复现,the key skills对应原文的The most critical skills。

37. By **acquiring reasoning skills in the first few years of college,** students can lay a foundation for lifelong learning. 大学起初几年获得的推理技能可为学生奠定终身学习的基础。

[答案] E [精解] 由定位词定位至E段。①句指出,学士学位是通向终身学习的通行证;②句指出,大学教育在起初几年将让学生学会学习,掌握伴其一生的推理能力。因此,学生在大学起初几年获得的推理技能是终身学习的基础,试题是对两句信息的整合。

38. **The easy access to learning and rapid technological changes have** brought the **traditional model of education under challenge.** 知识易于获得,技术变化迅速,这让传统的教育模式受到了挑战。

[答案] B [精解] 由定位词定位至B段④句。该句后半部分指出,传统的大学教育模式如今面临两方面挑战:社会的数字化(人人均可联网学习)和人们对最新技能的需求(以跟上快速变化的世界)。试题是对此部分信息的改写,其中The easy access to learning和rapid technological changes分别是对everybody who is connected to the internet to access learning和a fast-changing world的概括。

39. **Unbelievable as it may seem, part-time students constitute a considerable portion of the student body in many universities** across the world. 虽然这可能令人难以置信,但在全球许多大学中,在职学生在学生群体中占有相当高的比例。

[答案] K [精解] 由定位词定位至K段。首句针对上文情形“已参加工作的毕业生重返校园学习”指出,这或许令人难以置信;②③句以多国数据说明:经合组织成员国的在职学生占比实际上最高可达40%。试题是对段落信息的提炼与概括,considerable portion准确体现在职学生占比之高。

40. Some **social and managerial skills, which are not easily automated,** will be of **great importance** to students' future careers. 一些不易实现自动化的社交和管理技能将对学生的未来职业生涯至关重要。

[答案] I [精解] 由定位词定位至I段。末句指出,社交与创业技能在未来会非常重要,因为它们很难被机器取代(those skills回指首句social and entrepreneurial skills),试题是对该句的同义改写。

41. **A new model of college education should provide students with the knowledge and skills that will make them more inventive and capable of lifelong learning.** 大学教育新模式应当为学生提供这样的知识和技能,即让他们更加善于创新、能够做到终身学习。

[答案] C [精解] 由定位词定位至C段。②句指出,在当今世界,价值主要源自人际互动以及发明和解释事物的能力;③句又提出,通过教授基础知识和最新技能,大学教育新模式将赋予学生与时俱进的终身学习技能。试题是对两句信息的提炼,A new model of college education是对②句It的正确解读。

42. **A mixed student body may change the classroom dynamics** and benefit learning. 多元的学生群体或将改变课堂互动方式,有利于学习。

考途

考路艰辛, 征途有我



【答案】J【精解】由定位词定位至J段。⑥⑦句指出“混合式/多元化(mixed)”学生群体的益处:改善课堂互动方式;反映了职场真实情况,是一种更好的就业准备方式。试题中的 benefit learning 是对 change the classroom dynamics... for the best, a better preparation for it(it 指代 the professional world)的合理概括。

43. The question of who will bear the cost of lifelong learning is a topic of constant debate. 谁将承担终身学习的费用,这一问题一直是争论的话题。

【答案】N【精解】由定位词定位至N段。①②句抛出疑问“该由谁来为终身学习买单?是学习者、其雇主,还是政府?”,并评价指出这是一场永无休止的争论。试题是对两句的同义改写, bear the cost of lifelong learning 和 a topic of constant debate 分别同义替换 pay for lifelong learning 和 the eternal debate。

44. To the traditional subjects of math and physics should be added a new discipline which combines computer science with statistics and other components. 除了传统的数学和物理学之外,还应加入一门结合了计算机科学、统计学及其他科目的新学科。

【答案】F【精解】由定位词定位至F段③句。该句指出,一门融合计算机科学、编程、统计学和机器学习的新学科应加入数学和物理学这两门传统基础学科的行列,试题是对原文信息的同义改写, combines... with... and... 与原文 blending... and... 同义。

45. Students who are burdened with family duties might choose to take online courses. 需要承担家庭责任的学生可能会选择参加线上课程。

【答案】M【精解】由定位词定位至M段。首句指出问题:定期认证文凭对于缺少时间、家庭义务缠身或有资金困难的学习者而言无济于事。②句提出解决办法:在线学习或许是一种替代选择。试题是对这两句内容的概括。

· 全文翻译 ·

为什么终身学习是通向成功的国际通行证

A) 设想自己正在大学毕业典礼日,一群活力四射的学生即将启航前往新世界。当他们把学位帽抛向空中时,心里在想什么?是什么让这薄薄的一纸文凭如此珍贵?它不仅是对你所学知识的证明,也在“你师承何处”这一名望游戏中占有重要分量。哈佛法学院毕业生带有的光环格外耀眼,不是吗?但仔细看来,文凭恰恰是现代教育悲剧的圆满结局。

B) 为什么呢?因为大学及其课程的设计都遵循了法国古典主义悲剧的三一律:时间、行动和地点。学生在他们20多岁的时候(时间一致)齐聚大学校园(地点一致)来上课(行动一致)。^[83]传统上,这种古典主义模式造就了享有盛誉的大学,但如今却面临挑战:社会的数字化让所有能连接互联网的人都有学习的机会,且人们需要获得新技能以跟上快速变化的世界。大学必须认识到,20多岁时学得的知识是不够的。如果技术的传播与应用得到更快发展,那么劳动者就必须不断更新自己的技能。

C) 大学模式需要“进化”。^[84]它必须让学生配备恰当的技能与知识,以能在“价值主要源自人际互动以及发明和解释事物的能力(机器所无法具备的能力)”的世界参与竞争,英国未来主义者理查德·沃森说道。通过教授基础知识和最新技能,大学将赋予学生“与时俱进的终身学习技能”,而不仅仅是让他们“做好就业的准备”。

D) 为维持文凭的含金量,有些大学已在终身学习中担当重要角色。这一新角色不仅带来了一系列巨大挑战,而且在很大程度上需要被塑造出来。开启这一变革过程的一种可行方式是,超越“五年制文凭模式”,修订课程以适应终身学习。我们将这种模式称为“终身护照”。

E) ^[87]学士学位可以成为你通向终身学习的通行证。在最初几年,学生将“学会学习”,并掌握伴其一生的理性推理能力。比如,物理学不仅能让你观察这个世界并对其作出理性解释,还能让你将观察结论整合为模型,有时还能让你将模型进一步整合为理论或定律以用于作出预测。数学语言则可用于阐述物理或经济定律,开展缜密的计算并将其转化成预测。自然而然,这两门学科构成了技术类大学教育的基本支柱。

F) 计算方法和数据科学近年的发展促使我们重新思考科学与工程学。计算机日益成为利用数据阐述问题的主角,这需要全新的推理方式。^[88]因此,一门融合计算机科学、编程、统计学和机器学习的新学科应加入传统基础学科数学和物理学的行列。这三大支柱将使你能够终身不断学习复杂的技术科目,因为计算能力是其他一切最终得以铸就的基础。

G) 在这一新模式下,理学硕士将成为终身学习之旅的第一枚印戳。理学硕士课程应当让学生专注于通过项目获得实用技能,从而为职业生涯做好准备。

H) 这些项目继而与快节奏的技术模块相交织,后者的习得是“需快速进行”还是“可灵活安排”则由项目性质决定。比方说,如果你的项目是开发集成电路,那么你必须学习微电子学的进阶概念模块。^[89]其中涉及的最关键技能甚至在项目开始之前,就应该已通过短期强化训练的方式被开发出来,其他技能则可在项目推进期间加以培养,做到即学即用并营造充实的学习情境。

I) 除技术能力外,项目从本质上讲还会培养社交技能与创业技能,比如设计思维、主动做事、团队合作。



告或资源规划等。^[40] 这些技能不仅会真正被融入课程,而且未来会非常重要,因为它们很难被自动化。

- J) 在获得理学硕士文凭之后,终身学习之旅中还会出现更多的印戳。如果大学决定采用这一学习模式,那它们将不得不应对组织方面的诸多挑战,这些挑战可能会动摇其地点与行动的整一性。首先,学生数量将难以预估。倘若一所大学的所有往届毕业生都会重新成为在校生,那么学生规模将会比现在大得多,而这对学校的规模和资源而言可能都难以为继。其次,刚毕业的学生将与职业经验丰富的学生汇聚一堂。^[42] 这将改变课堂互动方式——或许会是一件好事。在混合团队中开展项目式学习反映了职场的真实情况,因而可能是一种更好的职场准备方式。
- K) ^[43] 听起来像是科幻小说? 在许多国家,在职学习并不罕见:2016年,经合组织成员国的在职学生数量平均占高等教育入学人数的20%。在很多国家,这一比例更高,澳大利亚、新西兰和瑞典可能超过了40%。
- L) 倘若终身学习成为了一项优先事项、一种新的常态,那么文凭就好比护照,可以定期重新认证。一种由文凭有效期决定的重新认证将会减轻所有人的管理压力。大学以及雇主和员工都能知道他们什么时候需要重新培训。例如,2000届毕业生将必须于2005年返校接受培训。
- M) ^[44] 这可以解决大学所面临的主要组织性挑战,但对于缺少时间、有家庭义务或存在资金困难的学习者而言无济于事。此时,在线学习或许是一种替代选择,因为它能让你节省“出行时间”,但它亦有其局限性。迄今为止,与Coursera和Udacity等在线学习平台合作的主要雇主当中,没有一个已承诺会聘用或哪怕是面试已完成其最新在线课程的学员。
- N) ^[45] 即使时间不成问题,那谁又来为终身学习买单? 这是一场无休止的争论;这应该是学习者的责任、其雇主的责任,还是政府的责任? 例如,在马萨诸塞州,医护行业要求从业人员必须完成继续教育学分,这些学分需有详细的证明和记录。然而同是该州的律师却无须接受法律继续教育,尽管大多数律师确实非正式地参加了继续教育。一种解释是,技术在法律行业的作用小于在医疗行业的作用。
- O) 欧洲的情况不尽相同,但法国和瑞士的情景比较起来非常有趣。在法国,每个人都有权利用个人学习账号进行终身学习,该账号在你在职期间会获得(政府)存入的(培训)资金。在瑞士,终身学习则是个人责任而非政府责任。不过,雇主和政府都在鼓励继续教育,或是提供部分资金,或是准许员工定期参加。
- P) 大学在这一旅程中扮演着至关重要的角色,高等教育即将迎来一场变革。正如古典戏剧一样,传统的大学模式为社会培养了人才、创造了价值。我们并非提议将其废除,而是呼吁对其特性进行调整和改编以满足当今需求。

Section C

Passage One

· 试题精解 ·

46. 作者暗示社交媒体可能会对我们的生活产生什么影响?

- A) 它可以促进我们的人际关系。 C) 它可能使我们感到孤独和无能为力。
B) 它可以筛除我们对他人的负面印象。 D) 它可能使我们变得脆弱和不真实。

[锁定答案] 首段①句以设问形式暗示作者的观点:社交媒体会让人们感到孤独和无能为力。C正确。

[排除干扰] A 借常识设置干扰,且符合末段①②句让步信息,但与作者整体观点相悖。B 将首段②句 impression management 和 filtering 揉杂设置干扰,原文指“筛选展示自己的内容,以给他人留下好印象”,而非“筛除他人留给自己的不好印象”。D 曲解第二段⑦句 authentic and vulnerable,原文指“在社交媒体上完全展示自己真实、脆弱的一面会让我们感到不安(即我们不会在社交媒体上完全展示自己真实、脆弱的一面)”。

47. 为什么人们在社交媒体上有选择性地发表评论?

- A) 他们认为并非所有网友都值得信赖。 C) 他们不想失去自己的追随者。
B) 他们希望避免冒犯任何读者。 D) 他们渴望提升自己的受欢迎度。

[锁定答案] 第二段⑥句指出社交媒体页面上不会出现未经筛选的评论(即题干所述的现象),⑦句解释原因(so 指代⑥句所述内容):人们未与某些网友建立信任关系,因此不敢不加选择地展示真实的自己。故 A 正确。

[排除干扰] B、C、D 均基于现实中社交媒体的使用情形对第二段③句“friended” or “followed”主观臆断,得出“避免激怒读者或失去粉丝”或是“提升自己的受欢迎度”,均不符合文意。

48. 根据这篇文章可知人类倾向于做什么?

- A) 夸大自己的人生成就。 C) 美化他人的生活。
B) 不计代价地追求完美。 D) 从他人的失败中吸取教训。

[锁定答案] 第四段③句指出我们人类(we 与上句 humans 同指)倾向于把别人的生活理想化,并把自己的失败与他们最大的成就相比较。C 正确。

[排除干扰] A、D 将第四段③句信息“把自己的失败与别人的最大成就相比较”分别曲解为“夸大自己的人生成就”“吸取别人的失败教训”。B 曲解第五段①句 the unhealthy quest for perfection,该信息强调社交媒体对人们的不良影响(导致人们病态般地追求完美),而非题目所问的人类的本能倾向。

考途

考路艰辛, 征途有我



49. 作者对社交媒体上的图片和帖子有何看法?

A) 它们应该记录人们生活中的难忘时刻。

C) 它们的展示方式应满足人们的安全感需求。

B) 它们应该经过仔细的编辑,以便呈现出最佳形象。

D) 它们应该阻止人们病态地追求完美。

[锁定答案] 第五段末句指出,(社交媒体上的)图片和帖子应该是人们生活中珍贵时刻和快乐时光的副产品,言外之意为,人们发布图片和帖子的目的应该是纪念生活中的难忘时刻,故 A 正确。

[排除干扰] B 曲解第五段末句的取舍句式(should be...not...),将作者不赞同的做法(not 之后的内容)当作作者认同的做法。C 将作者讽刺的现象“通过图片和帖子刻意营造美好形象来填补缺失的安全感”曲解为作者的建议“以满足自己安全感需求的方式展示图片和帖子”。D 利用第五段①句 the unhealthy quest for perfection 设置干扰,虽符合作者观点的大方向,但未涉及作者对“图片和帖子”的具体定位。

50. 当人们发现自己的网络体验缺乏建设性意义时,作者建议他们怎么做?

A) 利用社交媒体提高他们与各类人沟通交往的能力。

B) 与那些他们原本可能没有机会认识并交友的人保持关联。

C) 尽量避免把负面想法和情绪带到网页中。

D) 加强与现实朋友的联系,别在意自己的网络形象。

[锁定答案] 末段末句指出,若社交媒体让你产生消极想法和情绪(即用户体验缺乏建设性/积极意义),不妨多与好友面对面交流,尽量减少使用社交媒体的时间,最终你会明白现实中的社交网络比社交媒体更有意义;且由上文可知社交媒体会诱发病态完美主义,让用户过度在意自己的网络形象。综合可知,D 符合作者的建议。

[排除干扰] A、B 分别来自末段①句和②句,但这是社交媒体的正面作用(既定事实),并非题干所问(当网络体验缺乏建设性时,作者建议怎么做)。C 曲解末段③句的取舍结构,原文指出“社交媒体应带来快乐体验,而非让人产生负面想法和情绪”,并非建议“别把负面想法和情绪带到社交媒体中”。

· 全文翻译 ·

^[46] 为何社交媒体会引发孤独感和不足感? 因为社交媒体并非真实生活,在很大程度上,这是印象管理,是推销自己的一种方式,通过精心筛选图片和文字来展示自己最好的一面。

通过社交媒体结识的网络“朋友”不会遵循正常的人际关系心理发展过程。在互联网上,你们既没有共享物理时间,也没有进行情感对话。你只是把图片和热帖分享给一群因为某次偶然的互动而被你“加好友”或“加关注”的形形色色的人。这并非说社交媒体上的朋友不能成为真正的朋友。他们当然可以,但二者并不同。^[47] 一般而言,我们的社交媒体页面上不会有未经筛选的评论或随意拍摄的照片。的确应该如此,因为向某些实际上并不了解或尚未建立信任的“朋友”完全展示(自己的)真实和脆弱会(让我们)感到不安全。

社交媒体的确可以让人暂时从日常劳作中解脱出来,但我们必须警惕它对一个人整体心理健康的负面影响,比如成瘾。

作为人,我们渴望社会联系。然而,滚动浏览一页又一页的图片和评论并不能带来与面对面交流同等程度的满足感。而且,^[48] 我们倾向于把别人的生活理想化,拿自己的失败与他们最大的成就相比,最终只会让自己感到孤独和自卑。

社交媒体会让人们病态般地追求完美。有些人开始参加某些活动或去不同的地方旅行,只为能拍出“完美”的照片。他们开始通过自己帖子的“点赞”人数来寻求认可。要想让社交媒体在你的社交生活中发挥有益心理健康的作用,你应该用它来补充业已健康的社交网络。^[49] 图片和帖子应该是生活中珍贵时刻和欢乐时光的副产品,而不是人们为了填补内心的不安全感或未被满足的需求而在网络空间发布的精心设计、刻意营造的形象。

归根结底,社交媒体增强了我们与世界各地各种各样的人进行联络的能力。它为企业打开了大门,让我们与那些自己原本可能无法持续关注的人得以保持联系。^[50] 然而,社交媒体应该带给人们快乐的体验,而不是导致负面的想法和感受。倘若实际情形为后者,那么多与信任的朋友面对面交流,并尽量减少上网浏览的时间,这终将会让你知道:你的社交网络远比任何“点赞”“关注”或“分享”都更有价值。

Passage Two

· 试题精解 ·

51. 作者说我们人类一直以来在对大猩猩做什么?

A) 摧毁它们的文化。

C) 将它们视作外星物种。

B) 加速它们的灭绝。

D) 使它们的生活习惯趋于雷同。

[锁定答案] 首段①句虚设情境“某外星物种登陆地球,凭一己之力将人类文明毁灭”,②句回归现实,指出“这正是人类一直以来对大猩猩所做之事”,意即“人类一直都在摧毁大猩猩的文化”,A 正确。

[排除干扰] B 将“摧毁物种文化(艺术、音乐等)”偷换为“推动物种灭绝”。C 复现①句 alien species,但混淆虚拟情境和现实情况,文章实际旨在以类比手法说明“外星物种对人类的所作所为”即“人类对大猩猩



为”。D 复现①句 homogenize, 但将被同质化的事物由“音乐(代指文化活动)”偷换为“生活习惯”。

52. 安德鲁·怀滕团队的发现是什么?

A) 大猩猩展现出非常高超的交流技能。

C) 大猩猩的行为方式与人类极为相似。

B) 大猩猩极度依赖肢体语言进行交流。

D) 不同大猩猩群体的交流方式不一样。

[锁定答案] 第二段①句总述团队发现“非洲不同地区的大猩猩行为大不相同”,②句举例详释“群体间引起对方注意的方式完全不同”,③句进一步指出“研究发现的这种‘一些社群遵从奉行,其他社群则不然’的行为传统已达 39 种”。可见,不同大猩猩群体的交流方式截然不同,D 正确。

[排除干扰] A 中 skills of communication 体现于②句“大猩猩引起对方注意的方式(by rapping... by loudly ripping...)”,但文中并未体现“其交流技能高度发达”。B 中 their body language to communicate 体现于②句 with their knuckles, with their teeth, 但文中并未强调它们对肢体语言的高度依赖。C 源自③④句体现的“大猩猩”与“人类”的相似性;但相似的是“二者都有文化/社群间传统迥异的生存模式”,并非“二者的行为方式”。

53. 艾米·卡兰和她的同事通过多年深入实地考察发现了什么?

A) 怀滕的经典研究对大猩猩行为多样性的影响微乎其微。

B) 大猩猩的行为多样性随人类活动的增加而减少。

C) 大猩猩会改变自身文化以迅速适应业已改变的环境。

D) 阻止动物文化消亡可能为时已晚。

[锁定答案] 第四段①句指出“多种动物文化可能消失不见”,②③句介绍艾米·卡兰团队的实地考察发现“正是人类的存在破坏了大猩猩行为的多样性,人类的发展繁荣之地恰是大猩猩文化的凋零之处”,综合可知 B 正确。

[排除干扰] A 利用第四段末 Whiten's classic study 捏造干扰,文章实则强调“Whiten 的经典研究旨在提醒人们关注大猩猩的文化,但正值其发表 20 周年之际,我们发现人类一直在破坏其文化”。C 与第四段③句发现“人类的发展繁荣之地恰是大猩猩文化的凋零之所(wither)”相悖。D 对第四段末句 It is a bitterly ironic thing 断章取义,与末段作者建议“环境保护主义者需要保全动物的传统(阻止动物文化消亡)”相违背。

54. 卡特·赫伯特认为我们应如何保护大猩猩?

A) 试着理解我们的姊妹物种在野外的行为。

C) 研究每一代大猩猩的独特特点。

B) 努力保全每个独立的大猩猩社群。

D) 努力恢复大猩猩栖息地以扩大整个种群。

[锁定答案] 第六段均为赫伯特观点,①句指出“人类急于保护整个物种,却忽略了大猩猩个体”,②句强调“大猩猩的每个社群都独一无二”,③④句补充指出“某事件可能对大猩猩整个种群影响极小,却可能彻底摧毁整个社群及整个文化,且社群文化一旦消失则极难复原”,可推知,赫伯特认为应努力保全每个大猩猩社群,B 正确。

[排除干扰] A 由第五段①句 we knew next to nothing... in the wild 反推而来,错误有二:1. 张冠李戴,第五段为安德鲁·怀滕观点;2. 偷换时间,该句说的是 60 年前的情形,而不是当今状况。C 由第六段②句的客观描述“大猩猩的每一代都独一无二”过度推断出赫伯特的观点“我们要努力研究每一代大猩猩的独特特征”。D 将第六段④句前半部分所述的不当做法“只努力恢复栖息地,促进种群增长”当作赫伯特认为的努力方向。

55. 作者建议环境保护主义者作何行动?

A) 完全致力于基于文化的实体而非基于基因的实体。

C) 用新颖而全面的方式保护动物物种。

B) 相比于保护动物躯体,更重视动物传统。

D) 在物种消失前探究其文化。

[锁定答案] 第八段首句作者提出建议“环境保护主义者需要考虑用一种全新的方式来拯救物种——既保护动物的躯体和基因,也保全它们的传统”,C 正确。

[排除干扰] A 将②句的并重关系“既要保护基因实体,又要保护文化实体”改为取舍关系“保护文化实体而非基因实体”。B 将①句的并重关系“既要保护躯体和基因,又要保护动物传统”改为主次关系“相比于保护动物躯体,更重视动物传统”。D 对文中信息“研究人员对动物文化了解尚少”和“人类正在摧毁动物文化”强加关联。

· 全文翻译 ·

^{⑤1} 想象这样的场景:某外星物种登陆地球,仅仅以其存在,这些外星生物就导致了我们的艺术走向消亡,音乐趋于雷同,技术知识荡然无存。这实际上正是我们人类一直以来对自己的至亲——大猩猩——所做之事。

^{⑤2} 早在 1999 年,安德鲁·怀滕所带领的科学家团队就已证实,非洲不同地区的大猩猩彼此行为大不相同。一些群体会用指关节敲击树枝来引起对方注意,而另一些则用牙齿大声撕咬树叶来实现这一目的。该研究团队最终确认了 39 种这类“一些社群遵从奉行,其他社群则不然”的传统——这一模式此前从未在人类以外的其他任何动物身上看到过。研究团队称,这证明大猩猩拥有自己的文化。

说服怀疑论者相信这些文化的存在曾耗时良久,但现在我们已经有了很多“动物相互学习当地传统”的实例。

然而,就在许多科学家开始接受动物文化的存在之时,这些文化中却有多种可能会消失不见。^{⑤3} 艾米·卡兰和同事们通过多年深入实地考察,已经证实正是人类的存在逐渐破坏了大猩猩行为的多样性。我们的发展繁荣之地恰是它们的文化凋零之处。在怀滕的经典研究发表 20 周年之际了解到这一情况确是莫

考途

考路艰辛,征途有我



“想到就在 60 年前,我们还对这一野外姊妹物种的行为几乎一无所知,这真是让人惊讶。”怀滕说,“但现在,正当我们开始真正了解这一与我们同属灵长类的物种时,人类的所作所为却逐渐封锁了我们全部发现(注:指动物文化相关发现)的窗口。”

^[54]“我想,有时候因为急于保护整个物种,我们忽略了个体。”来自圣安德鲁斯大学的卡特·赫伯特教授说道,“大猩猩的每个种群、每个社群,甚至是每一代都是独一无二的。某事件可能只对大猩猩的整个种群造成轻微影响,却可能彻底摧毁某整个社群——整个文化。无论我们如何努力恢复栖息地、促进种群增长,或许都永远无法复原那一消失的文化。”

没人知道大猩猩的文化破坏情况是否越来越严重。很少有地方在长期追踪大猩猩的行为,而就算这么做的地方也更可能是在保护动物不受人类影响。

^[55]显然,环保主义者需要考虑用一种全新的方式来拯救物种——既要保护动物的躯体和基因,也要保全它们的传统。“我们现在不应只专注于保护像物种那样基于基因的实体,还需要同时顾及那些基于文化的实体。”安德鲁·怀滕说道。

Part IV

Translation

· 参考译文 ·

Beijing Daxing International Airport, located 46 kilometers south of Tian'anmen Square, came into use on September 30, 2019. Construction of this mega-project began in 2014, with more than 40,000 workers on site at its peak. The compact design of the terminal allows a maximum number of aircraft to be parked directly at the terminal with minimum distances from the center of the building, providing exceptional convenience for passengers. There are 82 boarding gates in the terminal, but it takes less than 8 minutes for passengers to get to each boarding gate after passing through the security check. The airport is designed to handle 300 takeoffs and landings per hour. It will be capable of handling 100 million passengers annually by 2040 and is expected to become the busiest airport in the world.

· 句子解析 ·

1. 第一句两小句分别介绍北京大兴国际机场的地理位置和投入运营时间,可将前者视作背景信息,译为次要成分(定语从句 which is located... 或过去分词短语作后置定语 located 46 kilometers...),后者视作焦点信息,译为句子主干。“2019 年 9 月 30 日”为过去的时间点,故句子主干应采用一般过去时,但对其地理位置的介绍为客观事实,若采用定语从句应使用一般现在时。“……以南……公里”为固定用法,可译为... kilometers south of...;“(机场等公共设施)投入使用”可译为 come/be put into use。

2. 第二句第一小句介绍该工程的建设情况,第二小句补充说明建设情况的火热,故可将前者译为句子主干,后者译为状语成分。第二小句为“……有……”结构,真正的主语为“4 万多工人”,与主句主语不一致,故可采用“with+独立主格”结构。独立主格的基本结构为“名词或代词+非谓语形式”,“(在)工地上”用于描述逻辑主语(4 万多工人)的状态,可译为介词结构 on site,也可取其深层含义“(4 万多工人)同时工作”意译为现在分词结构 working simultaneously。

3. 第三句包含三个小句,其中第一小句与第二小句可视为并列关系或因果关系,第三小句又可视作前两小句的结果。从信息量来说,前两小句信息量更大,可译为句子主干,第三小句可转换为现在分词结构作结果状语或非限制性定语从句。若将第一小句与第二小句视作并列关系,可译为由 and 连接的并列结构(The terminal is designed to... and allows...);若将二者视为因果关系,可将第一小句转化为名词性结构,与第二小句合并,作整个句子的主语,即 The compact design of the terminal (allows)...。“最靠近航站楼中心的位置”中修饰语“最靠近航站楼中心的”较长,可译为形容词短语(closest to the center of the terminal)或介词短语(with minimum distances from the center of the building)作“位置”的后置定语,以避免头重脚轻。注:aircraft 单复数同形,故为 a maximum number of aircraft。

4. 第四句中“但”表示转折,可借转折词 but 连接两分句。but 前“……有……”为存现结构,可译为 There be 句型。但后主干信息“某人需要/花费……时间……”可利用固定句型 it takes some time for sb to do sth 或 it takes sb some time to do sth 进行翻译。“抵达(任何一个登机口)”可译为 to get to/reach。

5. 第五句主干“机场的设计可……”可译作 The airport is designed to...。“确保每小时 300 架次起降”可直译为 to guarantee/ensure 300 takeoffs and landings per hour,但深挖其内在含义可知,此处是在说明机场的承载力,故译为 to accommodate/handle... 更为贴切。注:handle 表示处理、应付(局势)。

6. 第六句若将“机场”作为主语,两小句“年客运量达 1 亿人次”与“成为世界上最繁忙的机场”可看作递进关系,译为 and 连接的并列结构(The airport/It will... and is expected to...).若将“机场年客运量”看作主语,则可将第二小句译作非限制性定语从句(The annual passenger capacity of the airport will..., which is expected to...),补充说明主句带来的结果。

考途



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