

2017年6月英语六级考试试题第2套

Part II

Listening Comprehension

(30 minutes)

Section A

Directions: *In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

Questions 1 to 4 are based on the conversation you have just heard.

1. A) He would feel insulted.
B) He would feel very sad.
C) He would be embarrassed.
D) He would be disappointed.
2. A) They are worthy of a prize.
B) They are of little value.
C) They make good reading.
D) They need improvement.
3. A) He seldom writes a book straight through.
B) He writes several books simultaneously.
C) He draws on his real-life experiences.
D) He often turns to his wife for help.
4. A) Writing a book is just like watching a football match.
B) Writers actually work every bit as hard as footballers.
C) He likes watching a football match after finishing a book.
D) Unlike a football match, there is no end to writing a book.

Questions 5 to 8 are based on the conversation you have just heard.

5. A) Achievements of black male athletes in college.
B) Financial assistance to black athletes in college.
C) High college dropout rates among black athletes.
D) Undergraduate enrollments of black athletes.
6. A) They display great talent in every kind of game.
B) They are better at sports than at academic work.
C) They have difficulty finding money to complete their studies.
D) They make money for the college but often fail to earn a degree.
7. A) About 15%.
B) Around 40%.
C) Slightly over 50%.
D) Approximately 70%.



8. A) Coaches lack the incentive to graduate them. C) They have little interest in academic work.
B) College degrees do not count much to them. D) Schools do not deem it a serious problem.

Section B

Directions: *In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

Questions 9 to 12 are based on the passage you have just heard.

9. A) Marketing strategies. C) Shopping malls.
B) Holiday shopping. D) Online stores.
10. A) About 50% of holiday shoppers. C) About 136 million.
B) About 20-30% of holiday shoppers. D) About 183.8 million.
11. A) They have fewer customers. C) They are thriving once more.
B) They find it hard to survive. D) They appeal to elderly customers.
12. A) Better quality of consumer goods. C) Greater varieties of commodities.
B) Higher employment and wages. D) People having more leisure time.

Questions 13 to 15 are based on the passage you have just heard.

13. A) They are new species of big insects. C) They are life-threatening diseases.
B) They are overprescribed antibiotics. D) They are antibiotic-resistant bacteria.
14. A) Antibiotics are now in short supply. C) Large amounts of tax money are wasted.
B) Many infections are no longer curable. D) Routine operations have become complex.
15. A) Facilities. C) Money.
B) Expertise. D) Publicity.

Section C

Directions: *In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*



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

- 16.A) It is accessible only to the talented.
B) It improves students' ability to think.
C) It starts a lifelong learning process.
D) It gives birth to many eminent scholars.
- 17.A) They encourage academic democracy.
B) They promote globalization.
C) They uphold the presidents' authority.
D) They protect students' rights.
- 18.A) His thirst for knowledge.
B) His eagerness to find a job.
C) His contempt for authority.
D) His potential for leadership.

Questions 19 to 22 are based on the recording you have just heard.

- 19.A) Few people know how to retrieve information properly.
B) People can enhance their memory with a few tricks.
C) Most people have a rather poor long-term memory.
D) People tend to underestimate their mental powers.
- 20.A) They present the states in a surprisingly different order.
B) They include more or less the same number of states.
C) They are exactly the same as is shown in the atlas.
D) They contain names of the most familiar states.
- 21.A) Focusing on what is likely to be tested.
B) Having a good sleep the night before.
C) Reviewing your lessons where the exam is to take place.
D) Making sensible decisions while choosing your answers.
- 22.A) Discover when you can learn best.
B) Change your time of study daily.
C) Give yourself a double bonus afterwards.
D) Follow the example of a marathon runner.

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

- 23.A) He is a politician.
B) He is a businessman.
C) He is a sociologist.
D) He is an economist.
- 24.A) In slums.
B) In Africa.
C) In pre-industrial societies.
D) In developing countries.
- 25.A) They have no access to health care, let alone entertainment or recreation.
B) Their income is less than 50% of the national average family income.
C) They work extra hours to have their basic needs met.
D) Their children cannot afford to go to private schools.



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.

Half of your brain stays alert and prepared for danger when you sleep in a new place, a study has revealed. This phenomenon is often 26 to as the “first-night-effect”. Researchers from Brown University found that a network in the left hemisphere of the brain “remained more active” than the network in the right side of the brain. Playing sounds into the right ears (stimulating the left hemisphere) of 27 was more likely to wake them up than if the noises were played into their left ears.

It was 28 observed that the left side of the brain was more active during deep sleep. When the researchers repeated the laboratory experiment on the second and third nights they found the left hemisphere could not be stimulated in the same way during deep sleep. The researchers explained that the study demonstrated when we are in a 29 environment the brain partly remains alert so that humans can defend themselves against any 30 danger.

The researchers believe this is the first time that the “first-night-effect” of different brain states has been 31 in humans. It isn't, however, the first time it has ever been seen. Some animal 32 also display this phenomenon. For example, dolphins, as well as other 33 animals, shut down one hemisphere of the brain when they go to sleep. A previous study noted that dolphins always 34 control their breathing. Without keeping the brain active while sleeping, they would probably drown. But, as the human study suggests, another reason for dolphins keeping their eyes open during sleep is that they can look out for 35 while asleep. It also keeps their physiological processes working.

- | | |
|-----------------|-----------------|
| A) classified | I) potential |
| B) consciously | J) predators |
| C) dramatically | K) referred |
| D) exotic | L) species |
| E) identified | M) specifically |
| F) inherent | N) varieties |
| G) marine | O) volunteers |
| H) novel | |



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**.*

Elite Math Competitions Struggle to Diversify Their Talent Pool

- [A] Interest in elite high school math competitions has grown in recent years, and in light of last summer's U.S. win at the International Math Olympiad (IMO)—the first for an American team in more than two decades—the trend is likely to continue.
- [B] But will such contests, which are overwhelmingly dominated by Asian and white students from middle-class and affluent families, become any more diverse? Many social and cultural factors play roles in determining which promising students get on the path toward international math recognition. But efforts are in place to expose more black, Hispanic, and low-income students to advanced math, in the hope that the demographic pool of high-level contenders will eventually begin to shift and become less exclusive.
- [C] “The challenge is if certain types of people are doing something, it's difficult for other people to break into it,” said Po-Shen Loh, the head coach of last year's winning U.S. Math Olympiad team. Participation grows through friends and networks and if “you realize that's how they're growing, you can start to take action” and bring in other students, he said.
- [D] Most of the training for advanced-math competitions happens outside the confines of the normal school day. Students attend after-school clubs, summer camps, online forums and classes, and university-based “math circles,” to prepare for the competitions.
- [E] One of the largest feeders for high school math competitions—including those that eventually lead to the IMO—is a middle school program called MathCounts. About 100,000 students around the country participate in the program's competition series, which culminates in a national game-show-style contest held each May. The most recent one took place last week in Washington, D.C. Students join a team through their schools, which provide a volunteer coach and pay a nominal fee to send students to regional and state competitions. The 224 students who make it to the national competition get an all-expenses-paid trip.
- [F] Nearly all members of last year's winning U.S. IMO team took part in MathCounts as middle school students, as did Loh, the coach. “Middle school is an important age because students have



enough math capability to solve advanced problems, but they haven't really decided what they want to do with their lives," said Loh. "They often get hooked then."

[G] Another influential feeder for advanced-math students is an online school called Art of Problem Solving, which began about 13 years ago and now has 15,000 users. Students use forums to chat, play games, and solve problems together at no cost, or they can pay a few hundred dollars to take courses with trained teachers. According to Richard Rusczyk, the company founder, the six U.S. team members who competed at the IMO last year collectively took more than 40 courses on the site. Parents of advanced-math students and MathCounts coaches say the children are on the website constantly.

[H] There are also dozens of summer camps—many attached to universities—that aim to prepare elite math students. Some are pricey—a three-week intensive program can cost \$ 4,500 or more—but most offer scholarships. The Math Olympiad Summer Training Program is a three-week math camp held by the Mathematical Association of America that leads straight to the international championship and is free for those who make it. Only about 50 students are invited based on their performance on written tests and at the USA Math Olympiad.

[I] Students in university towns may also have access to another lever for involvement in accelerated math: math circles. In these groups, which came out of an Eastern European tradition of developing young talent, professors teach promising K-12 students advanced mathematics for several hours after school or on weekends. The Los Angeles Math Circle, held at the University of California, Los Angeles, began in 2007 with 20 students and now has more than 250. "These math circles cost nothing, or they're very cheap for students to get involved in, but you have to know about them," said Rusczyk. "Most people would love to get students from more underserved populations, but they just can't get them in the door. Part of it is communication; part of it is transportation."

[J] It's no secret in the advanced-math community that diversity is a problem. According to Mark Saul, the director of competitions for the Mathematical Association of America, not a single African-American or Hispanic student—and only a handful of girls—has ever made it to the Math Olympiad team in its 50 years of existence. Many schools simply don't prioritize academic competitions. "Do you know who we have to beat?" asked Saul. "The football team, the basketball team—that's our competition for resources, student time, attention, school dollars, parent efforts, school enthusiasm."

[K] Teachers in low-income urban and rural areas with no history of participating in math competitions may not know about advanced-math opportunities like MathCounts—and those who do may not have support or feel trained to lead them.



[L] But there are initiatives in place to try to get more underrepresented students involved in accelerated math. A New York City-based nonprofit called Bridge to Enter Mathematics runs a residential summer program aimed at getting underserved students, mostly black and Hispanic, working toward math and science careers. The summer after 7th grade, students spend three weeks on a college campus studying advanced math for seven hours a day. Over the next five years, the group helps the students get into other elite summer math programs, high-performing high schools, and eventually college. About 250 students so far have gone through the program, which receives funding from the Jack Kent Cooke Foundation.

[M] “If you look at a lot of low-income communities in the United States, there are programs that are serving them, but they’re primarily centered around ‘Let’s get these kids’ grades up,’ and not around ‘Let’s get these kids access to the same kinds of opportunities as more-affluent kids,’” said Daniel Zaharopol, the founder and executive director of the program. “We’re trying to create that pathway.” Students apply to the program directly through their schools. “We want to reach parents who are not plugged into the system,” said Zaharopol.

[N] In the past few years, MathCounts added two new middle school programs to try to diversify its participant pool—the National Math Club and the Math Video Challenge. Schools or teachers who sign up for the National Math Club receive a kit full of activities and resources, but there’s no special teacher training and no competition attached.

[O] The Math Video Challenge is a competition, but a collaborative one. Teams of four students make a video illustrating a math problem and its real-world application. After the high-pressure Countdown round at this year’s national MathCounts competition, in which the top 12 students went head to head solving complex problems in rapid fire, the finalists for the Math Video Challenge took the stage to show their videos. The demographics of that group looked quite different from those in the competition round—of the 16 video finalists, 13 were girls and eight were African-American students. The video challenge does not put individual students on the hot seat—so it’s less intimidating by design. It also adds the element of artistic creativity to attract a new pool of students who may not see themselves as “math people.”

36. Middle school is a crucial period when students may become keenly interested in advanced mathematics.

37. Elite high school math competitions are attracting more interest throughout the United States.

38. Math circles provide students with access to advanced-math training by university professors.

39. Students may take advantage of online resources to learn to solve math problems.

40. The summer program run by a nonprofit organization has helped many underserved students learn



advanced math.

41. Winners of local contests will participate in the national math competition for free.
42. Many schools don't place academic competitions at the top of their priority list.
43. Contestants of elite high school math competitions are mostly Asian and white students from well-off families.
44. Some math training programs primarily focus on raising students' math scores.
45. Some intensive summer programs are very expensive but most of them provide scholarships.

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.

We live today indebted to McCardell, Cashin, Hawes, Wilkins, and Maxwell, and other women who liberated American fashion from the confines of Parisian design. Independence came in tying, wrapping, storing, harmonizing, and rationalizing that wardrobe. These designers established the modern dress code, letting playsuits and other activewear outfits suffice for casual clothing, allowing pants to enter the wardrobe, and prizing rationalism and versatility in dress, in contradiction to dressing for an occasion or allotment of the day. Fashion in America was logical and answerable to the will of the women who wore it. Implicitly or explicitly, American fashion addressed a democracy, whereas traditional Paris-based fashion was prescriptive and imposed on women, willing or not.

In an earlier time, American fashion had also followed the dictates of Paris, or even copied and pirated specific French designs. Designer sportswear was not modeled on that of Europe, as "modern art" would later be; it was genuinely invented and developed in America. Its designers were not high-end with supplementary lines. The design objective and the business commitment were to sportswear, and the distinctive traits were problem-solving ingenuity and realistic lifestyle applications. Ease of care was most important: summer dresses and outfits, in particular, were chiefly cotton, readily capable of being washed and pressed at home. Closings were simple, practical, and accessible, as the modern woman depended on no personal maid to dress her. American designers prized resourcefulness and the freedom of the women who wore the clothing.

Many have argued that the women designers of this time were able to project their own clothing values into a new style. Of course, much of this argument in the 1930s-40s was advanced because there was little or no experience in justifying *apparel* (服装) on the basis of utility. If Paris was cast



aside, the tradition of beauty was also to some degree slighted. Designer sportswear would have to be verified by a standard other than that of pure beauty; the emulation of a designer's life in designer sportswear was a crude version of this relationship. The consumer was ultimately to be mentioned as well, especially by the likes of Dorothy Shaver, who could point to the sales figures at Lord & Taylor.

Could utility alone justify the new ideas of the American designers? Fashion is often regarded as a pursuit of beauty, and some cherished fashion's trivial relationship to the fine arts. What the designers of American sportswear proved was that fashion is a genuine design art, answering to the demanding needs of service. Of course these practical, insightful designers have determined the course of late twentieth-century fashion. They were the pioneers of gender equity, in their useful, adaptable clothing, which was both made for the masses and capable of self-expression.

46. What contribution did the women designers make to American fashion?
- A) They made some improvements on the traditional Parisian design.
 - B) They formulated a dress code with distinctive American features.
 - C) They came up with a brand new set of design procedures.
 - D) They made originality a top priority in their fashion design.
47. What do we learn about American designer sportswear?
- A) It imitated the European model.
 - B) It laid emphasis on women's beauty.
 - C) It represented genuine American art.
 - D) It was a completely new invention.
48. What characterized American designer sportswear?
- A) Pursuit of beauty.
 - B) Decorative closings.
 - C) Ease of care.
 - D) Fabric quality.
49. What occurred in the design of women's apparel in America during the 1930s- 40s?
- A) A shift of emphasis from beauty to utility.
 - B) The emulation of traditional Parisian design.
 - C) A search for balance between tradition and novelty.
 - D) The involvement of more women in fashion design.
50. What do we learn about designers of American sportswear?
- A) They catered to the taste of the younger generation.
 - B) They radically changed people's concept of beauty.
 - C) They advocated equity between men and women.
 - D) They became rivals of their Parisian counterparts.



Passage Two

Questions 51 to 55 are based on the following passage.

Massive rubbish dumps and sprawling landfills constitute one of the more uncomfortable impacts that humans have on wildlife. They have led some birds to give up on migration. Instead of flying thousands of miles in search of food, they make the waste sites their winter feeding grounds.

Researchers in Germany used miniature GPS tags to track the migrations of 70 white *storks* (鹤) from different sites across Europe and Asia during the first five months of their lives. While many birds travelled along well-known routes to warmer climates, others stopped short and spent the winter on landfills, feeding on food waste, and the multitudes of insects that thrive on the dumps.

In the short-term, the birds seem to benefit from *overwintering* (过冬) on rubbish dumps. Andrea Flack of the Max Planck Institute found that birds following traditional migration routes were more likely to die than German storks that flew only as far as northern Morocco, and spent the winter there on rubbish dumps. “For the birds it’s a very convenient way to get food. There are huge clusters of organic waste they can feed on,” said Flack. The meals are not particularly appetising, or even safe. Much of the waste is discarded rotten meat, mixed in with other human debris such as plastic bags and old toys.

“It’s very risky. The birds can easily eat pieces of plastic or rubber bands and they can die,” said Flack. “And we don’t know about the long-term consequences. They might eat something toxic and damage their health. We cannot estimate that yet.”

The scientists tracked white storks from different colonies in Europe and Africa. The Russian, Greek and Polish storks flew as far as South Africa, while those from Spain, Tunisia and Germany flew only as far as the Sahel.

Landfill sites on the Iberian peninsula have long attracted local white storks, but all of the Spanish birds tagged in the study flew across the Sahara desert to the western Sahel. Writing in the journal, the scientists describe how the storks from Germany were clearly affected by the presence of waste sites, with four out of six birds that survived for at least five months overwintering on rubbish dumps in northern Morocco, instead of migrating to the Sahel.

Flack said it was too early to know whether the benefits of plentiful food outweighed the risks of feeding on landfills. But that’s not the only uncertainty. Migrating birds affect ecosystems both at home and at their winter destinations, and disrupting the traditional routes could have unexpected side effects. White storks feed on *locusts* (蝗虫) and other insects that can become pests if their numbers get out of hand. “They provide a useful service,” said Flack.

51. What is the impact of rubbish dumps on wildlife?

- A) They have forced white storks to search for safer winter shelters.
- B) They have seriously polluted the places where birds spend winter.
- C) They have accelerated the reproduction of some harmful insects.
- D) They have changed the previous migration habits of certain birds.



52. What do we learn about birds following the traditional migration routes?
A) They can multiply at an accelerating rate. C) They help humans kill harmful insects.
B) They can better pull through the winter. D) They are more likely to be at risk of dying.
53. What does Andrea Flack say about the birds overwintering on rubbish dumps?
A) They may end up staying there permanently.
B) They may eat something harmful.
C) They may evolve new feeding habits.
D) They may have trouble getting adequate food.
54. What can be inferred about the Spanish birds tagged in the study?
A) They gradually lose the habit of migrating in winter.
B) They prefer rubbish dumps far away to those at home.
C) They are not attracted to the rubbish dumps on their migration routes.
D) They join the storks from Germany on rubbish dumps in Morocco.
55. What is scientists' other concern about white storks feeding on landfills?
A) The potential harm to the ecosystem. C) The spread of epidemics to their homeland.
B) The genetic change in the stork species. D) The damaging effect on bio-diversity.

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**.

宋朝始于 960 年,一直延续到 1279 年。这一时期,中国经济大幅增长,成为世界上最先进的经济体,科学、技术、哲学和数学蓬勃发展。宋代中国是世界历史上首先发行纸币的国家。宋朝还最早使用火药并发明了活字(movable-type)印刷。人口增长迅速,越来越多的人住进城市,那里有热闹的娱乐场所。社会生活多种多样。人们聚集在一起观看和交易珍贵艺术品。宋朝的政府体制在当时也是先进的。政府官员均通过竞争性考试选拔任用。



未得到监考教师指令前,不得翻阅该试题册!

Part I

Writing

(30 minutes)

Directions: *Suppose you are asked to give advice on **whether to attend a vocational college or a university**, write an essay to state your opinion. You are required to write at least 150 words but no more than 200 words.*



2017年6月大学英语六级考试真题答案与详解(第二套)

Part I Writing

选择“职业院校”还是“传统大学”



一、审题引导

(与第1套同理,故略)



二、词汇准备

“职业院校”相关的词汇及表达	“传统大学”相关的词汇及表达
vocational/career/technical/trade school 职业学校	a four-year traditional degree 传统的四年制大学学位
hands-on/real world experience 实际工作经验	a bachelor's degree 学士学位
occupation-/career-specific program 针对特定职业的(教学)计划	theoretical instruction 理论指导
fast track to well-paying highly skilled careers 通往待遇好的的高技能职业的捷径	cultivate abstract thinking/critical-thinking/reasoning/ teamwork spirit 培养抽象思维/批判性思维/理性思维/团队精神
place an emphasis on the practical, as opposed to the academic education 重视实用教育,与学术性教育相对	form the basis for developing important intellectual and practical capacities 打造提升重要的学术以及实践能力的 基石
move forward in today's competitive job market 在如今这样一个竞争激烈的就业市场中发展	offer a chance to meet people from many different backgrounds 提供与众多不同背景的人接触的机会
advanced technicians are greatly needed 高级技师 奇缺	prepare you for life and increase your career prospects 为你的人生做准备,同时拓宽你的职业前景



三、写作提纲

第一段:①树靶:介绍人们对职业学校和大学的偏颇看法。②转而指出正确态度:二者各有千秋,应理性对待。

第二段:分别论述职业教育和大学教育的优势。

①职业教育时间短、重实用、如今人才稀缺,毕业生就业前景较好。

②大学毕业生在多种能力上更胜一筹,且大学文凭是很多工作的必备敲门砖。

第三段:综上给出建议:应从多方面慎重考虑,选择适合自己的教育。



四、下笔成文

满分范文

① Vocational colleges are often believed to be **inferior to** universities for long, but lately the view that it's useless to go to university **has caused a great clamour**, too. ② Obviously both views are biased. ③ In fact, both have their own advantages, and should **be put into perspective**.

参考译文

① 职业技术学院往往被认为不如大学,不过近年来“读大学无用”的言论也开始甚嚣尘上。② 显然,这两种观点都有失偏颇。③ 事实上,职业教育和大学教育各有千秋,应理性看待。



① Vocational colleges programs are **typically** shorter and more practical than those of a four-year traditional university, so students are more likely to quickly master practical knowledge and skills needed in job market. ② In the **phase** of social and economic **transition**, large numbers of skilled workers are **in urgent need** in China, meaning that vocational college graduates may well have **promising** career **prospects**. ③ By contrast, university graduates are facing increasingly harsh employment situation. ④ But compared with students in vocational colleges, university students are better in **critical thinking**, learning ability, etc., all of which may be more valuable **in the long run**. ⑤ Meanwhile, university degree, which is still highly recognized by the society, is typically the ticket to many jobs.

① In a word, vocational colleges and universities have their **respective pros and cons**. ② It's advisable to consider our own interest, career planning and social needs before making decisions.

①与四年制大学相比,职业教育通常时间短、重实用,所以学生们更可能快速掌握就业市场所需要的实用知识和实践技能。②我国当前正处于社会经济转型期,急需大量专业技术人才,这意味着职业技术学院的毕业生很可能拥有不错的就业前景。③相比之下,大学生就业难的问题正日益凸显。④但与接受职业教育的人相比,大学生在思辨能力、学习能力等方面往往更胜一筹,而这些能力从长远来看可能更具价值。⑤同时,全社会对大学学历的认可度依然很高,因而它往往是很多工作必备的敲门砖。

①总之,职业院校和传统大学各有利弊。②抉择前对自己的兴趣爱好、职业规划以及社会需求等因素进行综合考量才是明智之举。

· 词汇注释 ·

typically ['tɪpɪkəli] *ad.* 通常
phase [feɪz] *n.* 阶段,时期
transition [træn'zɪʃən] *n.* 过渡
in urgent need 急需
promising ['prɒmɪsɪŋ] *a.* 有前途的

prospect ['prɒspekt] *n.* (复)前程,前途
critical thinking 批判式思维
in the long run 从长远来看
respective [rɪ'spektɪv] *a.* 各自的
pros and cons 利与弊

· 进阶表达 ·

	普通表达	高级替换表达
不如……	not as good as...	inferior to
(某观点)甚嚣尘上	(the view)... has grown more popular	(the view)... has caused a great clamour
理性看待……	treat sth. reasonably	... be put into perspective

· 长难句分析 ·

Vocational colleges programs are typically shorter and more practical
 主语 系动词 表语
than those of a four-year traditional university, so students are
 比较状语 结果状语从句引导词 主语 系动词
more likely to quickly master practical knowledge and skills needed in job market.
 表语 practical knowledge and skills的后置定语





五、写作储备

♣ Typically, traditional universities offer programs that are intended to provide students with a solid foundation of skills and knowledge related to a broad area of study. In addition, they include learning requirements for general education and liberal arts courses. Often, these programs are designed to take approximately four years of full-time study, and they equip students with the prerequisites to enter a variety of fields or pursue a graduate education.

一般来说,传统大学课程为学生提供坚实的技能和知识基础,这些技能和知识与广泛的研究领域相关。另外,它还要求学生在学习通识和人文课程。通常,这些课程项目需要大约四年的全日制学习时间,并会让学生拥有进入多个领域或继续研究生教育的先决条件。

♣ Vocational courses can be taken online, which supports convenience and easy learning process. The students can pursue their education along with their jobs. It saves time and transportation costs. 职业教育课程可以在线进行,这样很便利,并且使整个学习过程变得容易。学生可以在工作之余学习,这样能够节省时间以及交通方面的花销。

♣ The biggest drawback in choosing a vocational college is that the credits are not as prestigious as those of traditional colleges. Moreover, they may not be considered as prerequisites if a person desires to attend a regular college later. 选择职业院校最大的缺点是它的学分不如传统大学的学分权威。此外,如果想从职业院校毕业后去普通本科院校读书,它的学分可能不被认可。



六、高分模板

(参见本次考试第1套)

Part II Listening Comprehension

Section A

Conversation One 石黑一雄访谈



一、听前看什么

1. A) He would feel insulted . B) He would feel very sad . C) He would be embarrassed . D) He would be disappointed .	2. A) They are worthy of a prize . B) They are of little value . C) They make good reading . D) They need improvement .
3. A) He seldom writes a book straight through . B) He writes several books simultaneously . C) He draws on his real-life experiences . D) He often turns to his wife for help .	4. A) Writing a book is just like watching a football match . B) Writers actually work every bit as hard as footballers . C) He likes watching a football match after finishing a book . D) Unlike a football match, there is no end to writing a book .

[看选项关键词预测问题及听音重点]

- 根据表感受的词 insulted、sad、embarrassed、disappointed 推测题干询问某人对某事的感受/态度。
- 根据表褒扬的正面表达 worthy of a prize、make good reading 和表不满的负面表达 of little value、need improvement, 推测题干询问对某事的评价。
- 谓语部分 writes a book、writes several books 暗示本题涉及作家的创作;根据 straight through、

考途

考路艰辛, 征途有我



simultaneously、draw on... experiences、turn to... for help 推断题干询问创作方式/习惯。

4. 根据核心点 Writing a book、Writers 与表“比较”的表达 like、as hard as footballers、Unlike a football match 推测题干涉及作家创作与足球比赛的对比。

[看选项复现词预测主题] 根据第3、4题反复出现的 write、writing a book、writers 推断本文与作家以及创作作品有关。



二、听时记什么

1—W: Mr. Ishiguro, have you ever found one of your books **at a secondhand bookstore**?

2—M: Yes. That kind of thing is **difficult**. **If** they've got my book **there**, I think, “Well, this is ^{1A}**an insult!** Somebody didn't want to keep my book!” But **if** it's **not there**, I feel it's ^{1A}**an insult too**. I think, “Why aren't people exchanging my book? Why isn't it in this store?”

3—W: Does being a writer require a thick skin?

4—M: Yes, for example, my wife can be very **harsh**. I began working on my latest book, *The Buried Giant*, in 2004 but I stopped after I showed my wife a little section. She thought it was **rubbish**.

5—W: Even after you won a Booker Prize?

6—M: She's not intimidated at all and she **criticizes me** in exactly the same way she did when I was first unpublished and I was starting.

7—W: But you would never compromise on your vision.

8—M: No, I **wouldn't ever compromise on the essential, the ideas or the themes**. This isn't really what my wife is trying to criticize me about. It's always **about execution**.

9—W: So why did you **put** your book, *The Buried Giant*, **aside** for so long? Apparently you started working on it over 10 years ago.

10—M: I've often **stopped writing** a book and left it for a few years. And by the time I come back to it, it may **have changed**. Usually my imagination **has moved on** and I can think of different contexts or a different way to do it.

11—W: What does it feel like when you finally finish a book?

女:石黑(一雄)先生,您在二手书店见过您的书吗?

男:见过。这种事令人纠结。如果有人把我的书放在那儿,我会想,“这是种耻辱!有人不想保留我的书!”但是如果那儿没有我的书,我也会觉得耻辱。我会想,“人们怎么不交换我的书呢?为什么这家店里没有我的书呢?”

女:当作家需要厚脸皮吗?

男:需要,比如,我妻子会相当苛刻。我2004年开始写新书《被掩埋的巨人》,但给我妻子看过一小部分后我就停笔了。她认为写的是垃圾。

女:即使在您获得布克奖之后?

男:她一点都不为其所动,还和我刚开始未发表过文章时一样批评我。

女:但是您不会在自己的构思上妥协。

男:是的,我从来不会在本质的内容、思想或主题上让步。这不是我妻子想要批评的点。她总是批评创作手法。

女:那您为什么把《被掩埋的巨人》这本书搁置那么久呢?显然您十多年以前就开始写它了。

男:我经常停写一本书,把它放上几年。当我再回来写它的时候,它可能就变了。通常我的想象发生了变化,我会想出不同的故事背景,或不同的写作方式。

女:当您终于完成一本书时是什么感觉呢?



12—M: It's funny you ask that because I never have this moment when I feel, "Ah, I've finished!" I watch **footballers** at the end of the match, you know, the whistle goes and they've won or lost. Until then they've been **giving everything they have** and at that moment they know **it's over**. It's funny for an author. ⁴⁰There's **never a finishing whistle**.

- Q1: How would the man feel if he found his book in a secondhand bookstore?
 Q2: What does the man's wife think of his books?
 Q3: What does the man do when he engages in writing?
 Q4: What does the man want to say by mentioning the football match?

男:您这么问很有趣,因为我从来没有过“啊,终于完成了!”这种感觉。要知道,我会在足球比赛结束时观察球员,终场哨声一响,胜败已定。在此之前,他们竭尽全力(踢球),而在那一刻他们知道比赛结束了。(但这对于作家就很难说了。(因为对作家来说)从来都没有终场哨。

- 问题 1:男士发现自己的书出现在二手书店时会作何感想?
 问题 2:男士的妻子如何看待他的书?
 问题 3:男士写书时会怎么做?
 问题 4:男士提及足球比赛是想说明什么?

[听话语标记词屏气凝神] 当听到 I think、She thought 这类观点引出词时,应意识到后面会引出人物观点,结合选项可知此处为重点内容,应做好速记其后内容的准备。

[听关键词信息复现预勾选项] 带着步骤一的听音重点(感受、评价、文学创作),预勾“完全复现关键词信息的选项”(1 题 A 项,4 题 D 项)。

[听内文关键词句勾勒文章脉络] 听时根据“感受、评价、文学创作”等听音重点提炼出核心信息,借此大致勾勒出文章脉络。

[听题干问题回顾内容] (略)

话语标记词	核心信息	文章脉络
I think、I feel、I think (提示引出观点、感想)	Writer: at a secondhand bookstore、difficult、If... there... an insult、if... not there... an insult too→1A)	1-2. 男士对自己的书出现在二手书店时的看法
for example, my wife(提示引出妻子的例子) She thought(提示引出妻子观点) But you(预示出现转折,引出男作家的相反态度)	Wife: ①harsh... rubbish... criticizes me; ②about... execution Writer: wouldn't ever compromise on the essential, the ideas or the themes	3-8. 男士妻子对男士的书的看法,以及男士对妻子的评价的态度
So(预示引出新话题) often... Usually... (提示介绍惯常行为)	Writer: ① put... aside、stopped writing; ② have changed、has moved on	9-10. 男士的创作习惯
It's funny you ask that because(预示后文会说明原因) It's funny for an author(提示作家情形不同寻常,此处 funny 为“难解释的,奇怪的”)	Writer: ① never... feel... I've finished... never a finishing whistle→4D) Footballers: ① giving everything they have;② it's over	11-12. 男士对于创作完成的看法



三、听后选什么

1. 男士发现自己的书出现在二手书店时会作何感想?	
A) 他会感觉到耻辱。	C) 他会感到尴尬。
B) 他会非常伤心。	D) 他会很失望。



[设题要点] 人物观点处(I think)。

[答案精析] A)。feel insulted 是对 That kind of thing is difficult、this is an insult、I feel it's an insult too 等信息的综合判断。B)、C)、D) 都是从 difficult 一词做出的主观臆测,但由下文可知,difficult 此处指“很难说希望在二手书店看到自己的书还是不希望,因为觉得都有损颜面”。

2. 男士的妻子如何看待他的书?	
A) 它们值得获奖。	C) 它们读起来不错。
B) 它们没有价值。	D) 它们需要改进。

[设题要点] 观点处(This isn't really what my wife is trying to criticize me about. It's always about execution.)。

[答案精析] D)。A)、C)均表“赞赏”,与 very harsh(特别苛刻)、She thought it was rubbish... 所体现的“总爱批评”的形象不符。B)干扰很大,She thought 为观点标记词,rubbish 与 of little value 也契合,但这是妻子对他 04 年新书的看法(it was...),用以说明“脸皮厚(无视外界否定,坚持自己)的必要性”,而题干实际询问“妻子对作品的总体态度(books)”,因此题眼在 always about execution(“总批评写作手法”)。D)是“总批评写作手法(而非主题思想)”暗含的信息:操作(手法)还需要改进。

3. 男士写书时会怎么做?	
A) 他很少一口气写完一本书。	C) 他利用自己的真实经历。
B) 他同时写几本书。	D) 他经常向妻子寻求帮助。

[设题要点] 细节处(I've often)。

[答案精析] A)。A)是对 often stopped writing a book and left it for a few years(经常停写某书,把它放上几年)的合理推断。B)、C)男士并未提及“同时写书”和“利用真实经历(写书)”。D)由“男士提到其妻子对他手稿的评价”过度推断“他写书常求助于妻子”。

4. 男士提及足球比赛是想说明什么?	
A) 写作就像观看足球比赛。	C) 他喜欢在完成一本书后看足球比赛。
B) 作家其实和足球队员一样竭尽全力。	D) 和足球比赛不同,写书没有终点。

[设题要点] 细节处(There's never...)

[答案精析] D)。A)、B)在“写作 VS 看足球赛”、“作家 VS 足球队员”之间强加类比关系。C)在问题中的“结束写作”(finish a book)和作家提到的“看球赛”(watch footballers at the end of the match)之间强加时间先后关系。D)同义改写对话信息:at that moment they know it's over 与 I never have the moment when I feel... finished、never a finishing whistle 显然为类比内容,凸显球赛与写作的不同。



四、听力词汇攻关·书籍创作相关词汇

① **secondhand bookstore** 二手书店

【联想】best seller 畅销书; masterpiece *n.* 杰作; anthology *n.* 选集

② **compromise** [ˈkɒmprəmaɪz] *v.* 妥协

【近义】meet someone halfway、come to terms

with 妥协,让步

③ **finishing whistle** 终场哨

【联想】attack/offence *n.* 进攻; defence *n.* 防守; strike/shoot *n. / v.* 射门





一、听前看什么

<p>5. A) Achievements of <u>black male athletes in college</u>. B) Financial assistance to <u>black athletes in college</u>. C) High <u>college dropout rates</u> among <u>black athletes</u>. D) Undergraduate enrollments of <u>black athletes</u>.</p>	<p>6. A) They display great talent in every kind of game. B) They are better at sports than at <u>academic work</u>. C) They have difficulty finding money to complete their studies. D) They make money for the <u>college</u> but often fail to earn a <u>degree</u>.</p>
<p>7. A) About 15%. B) Around 40%. C) Slightly over 50%. D) Approximately 70%.</p>	<p>8. A) Coaches lack the incentive to graduate <u>them</u>. B) <u>College degrees do not count much</u> to <u>them</u>. C) They have little interest in <u>academic work</u>. D) Schools do not deem it a serious problem.</p>

[看选项关键词预测问题及听音重点]

5. 根据主体词 Achievements、Financial assistance、dropout rates、Undergraduate enrollments 和复现词 black athletes in college, 推测题干询问有关大学里黑人运动员的某方面信息。

6. 谓语 display、are better at、have difficulty、make money 暗示 They 指代某类人, 联系 5 题选项推知其指代黑人运动员/黑人男性运动员, 推测题干询问黑人运动员/黑人男性运动员的相关情况。

7. 根据选项中的 15%、50%、40%、70%, 推测题干询问某事发生的概率/某事的占比。

8. 由 A、B、C 三项信息 Coaches... graduate、College degrees、interest in academic work 并联系 5、6 题可知 them/they 指代大学中的黑人男性运动员, 谓语 lack the incentive、do not count much、have little interest、do not deem 都含否定定义, 推测题干询问大学中的黑人男性运动员的不利情形。

[看选项复现词预测主题] 选项中反复出现的高频词集中于两类: 一、与特定人物相关的词语 black athletes in college; 二、与学业相关的词语: academic work、degree、college、College degrees, 推断本文谈及大学黑人运动员的受教育问题。



二、听时记什么

1—W: According to a study of Race & Equity in Education, ^{5C} **black athletes** are **dropping out** of college across the country at **alarming rates**.
 With us to talk about the findings in the study is *Washington Post* columnist Kevin Blackstone.
 Good morning!

2—M: Good morning. How are you?

3—W: Fine, thank you. What is new that you found in this study?

女: 根据《教育中的种族与平等》研究, 全国各地黑人运动员正在以惊人的速度从大学退学。和我们一起来讨论这项研究结果的是《华盛顿邮报》的专栏记者凯文·布莱克斯通。早上好!

男: 早上好。你好吗?

女: 我很好, 谢谢你。您在这项研究中有什么新的发现?



4—M: Well, this is Shaun Harper's study. And he points out that on major college campuses across the country, ^{5D} **black males** make up **less than 3 percent of undergraduate enrollments**. Yet, when you look at their numbers or percentages on the **revenue-generating sports teams** of football and basketball, they make up well into 50-60 **percent** of those teams. So the idea is that they are ^{6D} really there **to be part of the revenue-generating working class** of athletes on campus and **not** necessarily there **to be** part of the **educating class** as most students in other groups are.

5—W: Compared with other groups, I think the numbers in this group at those 65 schools are something like ^{7B} just **barely more than half** of the **black male athletes graduate** at all.

6—M: Exactly. And what's really bad about this is these athletes are supposedly promised at least one thing as reward for all their blood and sweat. And that is a college degree, which can be a transformative tool in our society when you talk about upward mobility. And that's really the troubling part about this.

7—W: Well, this has been talked about so much, really, in recent years. Why hasn't changed?

8—M: Well, I think one of the reasons it hasn't changed is because there is really **no economic pressure** to change this. All of the **incentive** is really on **winning and not losing** on the field or on the court. ^{8A} **Coaches do not** necessarily have the incentive to **graduate players**.

Q5: What are the speakers talking about?

Q6: What is the new finding about black male athletes in this study?

Q7: What is the graduation rate of black male athletes?

Q8: What accounts for black athletes' failure to obtain a college degree according to the man?

男: 嗯,这是肖恩·哈珀的研究。他指出在全国主要的大学校园里,黑人男性的大学入学率不到3%。可你看看创收型美式橄榄球队和篮球队中他们的数量或占比,足足占到那些队伍人数的五到六成还多。也就是说,他们上大学实际上成为校园中能够创收的工薪阶层——大学运动员的一部分,而未必像其他族群的大多数学生那样成为教育阶层的一部分。

女: 与其他族群相比,我认为这个族群在那65所学校中,居然大约只有勉强超过一半的黑人男性运动员从大学毕业。

男: 确实如此。关于这一点真正糟糕的是这些运动员本应该被允诺至少一件事情作为对于他们血汗的回报。那就是大学学位,当你考虑向上流动时,大学学位在我们的社会中可以成为一种转换工具。而这真的是这件事令人担忧的地方。

女: 嗯,这种情况最近几年已经被讨论得很多了。为什么还没有改变?

男: 嗯,我认为情况没有改变的原因之一是确实没有经济压力来改变这一局面。所有的动机实际上都在于在赛场上赢得胜利而不是输掉比赛。教练不一定会有动力让运动员毕业。

问题 5: 说话人在讨论什么?

问题 6: 这项研究中关于黑人男性运动员的新发现是什么?

问题 7: 黑人男性运动员的毕业率是多少?

问题 8: 根据男士的说法,黑人男性未能获得大学学位的原因是什么?

[听话语标记词屏气凝神] 话语开篇如果涉及某研究,则其研究的目的、结论/新发现、支撑研究的一些数据等“新信息”往往是全文中心论题,自然是考查重点。因此必须高度关注引出发现/结论的话语标记词(如... find/found that、point out、conclude 等),及提示数据的话语标记词(如 the number、only/just、barely、up to 等)。如本篇,当听到 According to a study 这一表达时,应立马警觉其后可能要揭示某一研究结论,做好速记准备。

[听关键词信息复现预勾选项] 带着此前选项预览时“黑人(男性)运动员的相关情况”、“概率/占比”听音重点,在听到相关信息时着力记录核心内容,并预勾完全复现关键词信息的选项(5 题 C 项、6 题 D



项、7题C项、8题A项)。

[听内文关键词句推测文章主题] 听时根据话语标记词可判断对话关乎一项研究,并对研究针对的现象以及现象背后的原因进行了讨论,而通过选项以及文中反复出现的“男性黑人运动员大学生”、“大学学历”、“辍学”等可大致判断话题为“黑人运动员的高等教育”问题。

[听题干问题回顾内容] (略)

话语标记词	核心信息	文章脉络
According to a study(提示引出话题)	black athletes: dropping out... alarming rate→5C)	1、2 以一项研究引入文章讨论话题:黑人运动员大学辍学率惊人。
What is new that you found(提示介绍新发现) he points out(指出观点/新发现) Yet(引出令人惊讶的转折,预示语义重点) So the idea(总结归纳信息)	black males: less than 3 percent of undergraduate enrollments revenue-generating sports teams: 50-60 percent to be... revenue-generating working class... not... to be... educating class→6D)	3、4 揭示现状一:黑人男性大学生的入学人数占比小,但在营利性球队中却占比很高。
Compared with(引出比较内容)	barely more than half: black male athletes graduate→7B)	5、6 揭示现状二:黑人男性运动员完成学业的人数勉强过半。
because(引出前述问题的原因)	① reasons: no economic pressure ② incentive:... winning and not losing...; Coaches do not... graduate players. →8A)	7、8 分析造成现状的原因。



三、听后选什么

5. 说话人在讨论什么?	
A) 大学中黑人男性运动员的成就。	C) 大学中黑人运动员的高辍学率。
B) 对于大学中黑人运动员的经济援助。	D) 黑人运动员的本科入学率。

[设题要点] 开篇主题处(According to a study)。

[答案精析] C)。A) Achievements 与对话信息“只有勉强过半的黑人男性运动员能从大学毕业”相悖,且“黑人运动员在球队中占比高”意在反衬“学业方面落后”的主题。B) Financial assistance 是对反复出现的“毕业率低、拿不到学位”的主观臆断。C) 契合体现对话主题的研究发现 black athletes are dropping out of college across the country at alarming rates。D) 中“本科入学率”在对话中有提及,但针对的是总体“黑人男性(black males)”,且“入学率”情况也是作为主题的支撑信息出现。

6. 这项研究中关于黑人男性运动员的新发现是什么?	
A) 他们在每项运动中都展现出很好的天赋。	C) 他们在找到资金完成学业方面有困难。
B) 与做学术相比,他们更擅长运动。	D) 他们为大学赚钱却常常不能获得学位。

[设题要点] 研究新发现处(What is new...?、So the idea is that...)。

[答案精析] D)。A)、B) 由“黑人男性在营利性球队中的高占比”过度推出“黑人男性运动员擅长各项运动”,且与题干“新发现”无关。C) 与 5 题 B) 陷阱一致,误认为辍学源于经济压力。D) 是对 the revenue-generating... on campus... and not... the educating class as most students in other groups are 的概括,同时符合对话的“黑人运动员辍学情况”主题。



7. 黑人男性运动员的毕业率是多少?	
A) 约 15%。	C) 稍微超过 50%。
B) 约 40%。	D) 约 70%。

[设题要点] 对比处(Compared with other groups)。

[答案精析] C)。A) 利用与正确项的近似读音干扰。B) 无中生有。C) 同义复现:Slightly over 50%对应原文 just barely more than half。D) 利用文中出现的“65”干扰,但这一数字指“接受调查的学校数量”。

8. 根据男士的说法,黑人男性未能获得大学学位的原因是什么?	
A) 教练缺乏动力让他们毕业。	C) 他们对学术工作没什么兴趣。
B) 大学文凭对于他们来说不是很重要。	D) 学校没有把它看作是严重的问题。

[设题要点] 因果处(one of the reasons)。

[答案精析] A)。A) Coaches lack the incentive to graduate them 对应 Coaches do not necessarily have the incentive to graduate players,即教练只关心比赛输赢,而不顾其能否拿到学位。B) 把“没有经济压力去改变现状”误解为“运动员不缺钱,文凭可有可无”,但此处指“学校,当然包括代表学校利益的教练,没有经济方面的压力(让黑人运动员多参赛不可能比让他们读书费钱,且情况恰恰相反,比赛让学校名利双收)促使改变;且男士此前指出,大学学历对社会地位的改变很重要。C) academic work 没有信息来源,并未探讨黑人运动员对学术相关内容的态度。D) 将“学校为私利而无视运动员的学历培养”偷换成“学校觉得肄业没什么大不了”。

四、听力词汇攻关·教育相关词汇

- ① **drop out of** 退学,辍学
- ② **undergraduate** [ˌʌndəˈgrædʒuət] *n.* (在读的)大学(本科)生
【联想】freshman *n.* 大一学生; sophomore *n.* 大二学生; junior student 大三学生; senior student 大四学生
- ③ **enrollment** [ɪnˈrɔlmənt] *n.* 入学[注册]人数
【联想】register for 注册,登记

- ④ **on campus** 在校园里
- ⑤ **college degree** 大学文凭;大学学位
【联想】credit *n.* 学分; curriculum *n.* 课程; credit course 有学分的课程; course sheet 选课单
- ⑥ **graduate** [ˈgrædʒuət] *v.* 向(毕业生)授予学位[文凭]
【联想】graduate student 硕士生; doctor student 博士生; commencement *n.* 毕业典礼

Section B

Passage One 假期购物

一、听前看什么

9. A) Marketing strategies. B) Holiday shopping . C) Shopping malls. D) Online stores .	10. A) About 50% of holiday shoppers . B) About 20-30% of holiday shoppers . C) About 136 million . D) About 183.8 million .
11. A) They have fewer customers . B) They find it hard to survive . C) They are thriving once more. D) They appeal to elderly customers .	12. A) Better quality of consumer goods . B) Higher employment and wages. C) Greater varieties of commodities . D) People having more leisure time .



[看选项关键词预测问题及听音重点]

9. 由选项关键词 Marketing、Holiday shopping、Shopping、stores 等可推测,题干涉及与购物、消费市场相关的内容。

10. 由数字和复现的关键词 holiday shoppers 可推测,题干可能询问与假期购物人数相关的内容。

11. 由各项核心信息“顾客变少”、“难以生存”、“再度繁荣”、“受老年顾客欢迎”可知 They 可能指代某些商家,推测题干询问某些商家的情况。

12. 各项均涉及比较级 Better、Higher、Greater、more,结合修饰对象 quality、employment/wages、varieties、leisure time 可知选项体现的是“积极变化(产品本身更好、消费者购买力更强)”,再由前面几题选项体现的“购物、消费”主题可推测,题干应询问“消费在何种情况下会提升(刺激消费的因素是什么)”。

由选项关键词和购物话题特点可知,本文涉及商家、消费者、商品等不同主体,应注意区分,同时还需重点关注具体数字和比较级等表示变化的表达。

[看选项关键词和复现词预测主题] 各选项关键词及复现词 marketing、shopping、stores、shoppers/customers、consumer goods/commodities 提示文章涉及营销、购物、商店、消费者、商品等与购物相关的内容,同时 holiday/leisure time(近义)复现,进一步推测本文主题为假期购物。



二、听时记什么

I America's ^{9b}holiday shopping season starts on Black Friday, the day after Thanksgiving. It is **the busiest** shopping day of the year. **Retailers** make the most money this time of year, about **20 to 30 percent of annual revenue**. About ^{10c}**136 million people** will shop during the Thanksgiving Holiday weekend.

II More and more will shop online. In an era of instant information, **shoppers** can use their mobile phones to find deals. About ^{10d}**183.8 million people** will shop on Cyber Monday, the first Monday after Thanksgiving. **More than half** of all holiday purchases will be **made online**. **One in five Americans** will use a tablet or smartphone. **Online spending** on black Friday will **rise 15 percent to hit \$ 2.7 billion** this year. Cyber Monday spending will **increase 12 percent to \$ 3 billion**.

III For many, shopping online was “a more comfortable alternative” than **crowded malls**. The shift to online shopping has had a big impact on traditional ^{9c}shopping malls. **Since 2010, more than 24** shopping malls have **closed** and an additional **60** are **struggling**. However, Fortune says the weakest of the malls have closed. The sector is ^{11c}**thriving again**. The International Council of Shopping Centers said **94.2 percent** of malls were **full**, or occupied with shops **by the end of 2014**. That is the highest level in 27 years. Economist Gus Faucher said ^{12b}**lower unemployment**

美国的节假日购物季从黑色星期五,也就是感恩节后的第一天开始。这是一年中最繁忙的购物日。每年这个时候,零售商的收入最多,大约占年收入的20%至30%。感恩节周末期间,约有1.36亿人购物。

越来越多的人选择上网购物。在即时信息时代,购物者可以使用手机来购物。大约1.838亿人会在网络星期一,也就是感恩节后的第一个星期一购物,半数以上的假期购物会在网上进行。五分之一美国人将使用平板电脑或智能手机(进行购物)。今年,黑色星期五的网上消费将增长15%,达到27亿美元。网络星期一的消费将增加12%,达到30亿美元。

对许多人来说,比起拥挤的购物中心,网购是一个“更加舒心的选择”。人们转向网购的行为对传统购物中心产生了很大的影响。自2010年以来,已有超过24家购物中心关闭,另有60家商场陷入困境。但《财富》杂志称,倒闭的都是实力最弱的购物中心。这一行业正再次繁荣起来。国际购物中心协会表示,截至2014年底,94.2%的购物中心已经被店铺占满。这是27年来的最高水平。经济学家格斯·福彻称,失业



and rising wages could give Americans **more money to spend**. The average American consumer will spend about \$805 on gifts. That's about \$630.5 billion between November and December—an increase of 3.7 percent from last year.

- Q9: What is the speaker mainly talking about?
 Q10: How many people will shop on Cyber Monday?
 Q11: What does *Fortune* say about traditional shopping malls?
 Q12: What is said to account for the increased number of shoppers?

率降低和工资上涨可使美国人有更多的钱用于消费。美国消费者送礼平均花费约为805美元。十一至十二月间,礼物消费总额约为6305亿美元,较去年增加3.7%。

- 问题9:讲话者主要在谈论什么?
 问题10:有多少人会在网络星期一购物?
 问题11:关于传统购物中心,《财富》杂志给出了怎样的信息?
 问题12:购物者人数增加的原因是什么?

[听话语标记词屏气凝神] 除显性的逻辑衔接词外,表示引入话题或转换话题的实义标记词(尤其是首尾段、每段首尾句)也对把握文章相当关键。如首段以段首 holiday shopping season 提挈全段,II段段首 shop online 标志话题由“节假日购物季”转向“网购”,故应在听到类似标记词时做好速记准备。

[听主体词对信息进行分类] **[听关键词信息复现预勾选项]** 听音时可以根据预览选项时得出的主体(消费者、商家、商品)对信息进行分类,并预勾完全复现原文的选项(9题B、C项,10题C、D项,11题C项,12题B项)。

[听内文主旨句勾勒文章脉络] 本文结构层次较为清晰,每个意群均有一个主旨句(段落首句)概括主要内容。考生可根据主旨句勾勒文章脉络,把握行文走向。

[听题干问题回顾内容] (略)

话语标记词	核心信息	文章脉络
America's holiday shopping season(提出本文话题)	holiday shopping: the busiest, Retailers... 20 to 30 percent of annual revenue, 136 million people→9B) 10C)	I 描述美国“黑五”购物季的火爆情形。
More and more will shop online(提示介绍网络购物情况)	shoppers: ① 183.8 million people, More than half... made online, One in five Americans→10D) online spending: ① rise 15 percent to hit \$2.7 billion, increase 12 percent to \$3 billion	II 网购盛行: 网购人数众多; 网购销售额攀升。
The shift... impact... (提示介绍购物方式转变带来的影响) However(提示语义转折) Economist Gus Faucher said (提示借专家发言指出原因)	traditional shopping malls: ① crowded, Since 2010, more than 24... closed... 60... struggling; ② thriving again... 94.2 percent... full... by the end of 2014→9C) 11C) Economist: lower unemployment and rising wages... more money to spend→12B)	III 购物方式转变的影响和原因: 传统购物中心优胜劣汰,再度繁荣; 经济学家解读原因:失业率下降、工资上涨,个人可支配收入增加。

三、听后选什么

9. 讲话者主要在谈论什么?	
A) 营销策略。	C) 购物中心。
B) 假期购物。	D) 网络商店。

[设题要点] 文章主旨概括(America's holiday shopping season)。

[答案精析] B)。A)、D)分别聚焦“如何营销”和“线上店铺”,虽与“购物”挂钩却不是讨论的主题。

B)首先落脚点“购物”正确,其次首段提出关注对象“美国‘黑五’期间的购物盛况”,Ⅱ、Ⅲ段分析人们假期购物方式的转变及其影响和原因,故本文话题应为“假期购物”。C)将Ⅲ段部分内容“传统购物中心受到消费方式转变的巨大影响”扩大为全文主旨。

10. 有多少人会在网络星期一购物?	
A) 约 50 % 的假日购物者。	C) 约 1.36 亿人。
B) 约 20 % 至 30 % 的假日购物者。	D) 约 1.838 亿人。

【设题要点】列数据说明处(shop online...shop on Cyber Monday)。

【答案精析】D)。A)、B)均与题干所问“购物人数”无关:50%对应Ⅱ段“假期购物中网购的占比”,而20%-30%对应首段“零售商假期收入在全年收入占比”;C)1.36亿是购物人数,但在感恩节周末期间,而非“网络星期一”。D)完全复现Ⅱ段 About 183.8 million。

11. 关于传统购物中心,《财富》杂志给出了怎样的信息?	
A) 它们的顾客减少了。	C) 它们又再次繁荣起来了。
B) 它们的生存状况很艰难。	D) 它们对老年顾客有吸引力。

【设题要点】介绍影响处、观点引出处(impact on traditional shopping malls, Fortune says...)。

【答案精析】C)。A)、B)是对 shopping malls have closed...struggling 的合理推测和同义转述,但这属于客观说明现象,并非《财富》给出的信息。C)复现原文,其中 They 对应 The sector, once more 与 again 同义。D)“老年顾客(elderly customers)”为主观臆断,文中并未提及。

12. 购物者人数增加的原因是什么?	
A) 产品质量有所提高。	C) 商品种类更加丰富。
B) 就业率和工资有所提升。	D) 人们拥有更多闲暇时间。

【设题要点】原因分析处(Economist Gus Faucher said)。

【答案精析】B)。A)quality、C)varieties、D)leisure time 文中均未涉及。B)复现原文:借经济学家格斯·福彻观点指出,失业率下降、工资上涨使美国人有更多钱可支配(lower unemployment and rising wages),从而购物者人数增长。

四、听力词汇攻关·购物相关词汇

- | | |
|--|--|
| <p>① shopping season 购物季
 【联想】selling season 销售旺季; peak season 旺季; off season 淡季; holiday season 假日季</p> <p>② retailer ['ri:teɪlə] <i>n.</i> 零售商
 【联想】manufacturer <i>n.</i> 生产商; agency <i>n.</i> 代理商; chain <i>n.</i> 连锁商</p> <p>③ annual revenue 年收入
 【联想】yearly income 年收入; quarterly revenue/income 季度收入; monthly revenue/income 月收入; gross revenue 收入总额; per capita income 人均收入</p> <p>④ deal [di:l] <i>n.</i> 交易
 【近义】transaction <i>n.</i> 贸易; bargain <i>n.</i> 交易,</p> | <p>便宜货</p> <p>⑤ purchase ['pɜ:tʃəs] <i>n.</i> 购买
 【近义】shopping <i>n.</i> 购物; consumption <i>n.</i> 消费; expense <i>n.</i> 消费,开支; trading <i>n.</i> 购物</p> <p>⑥ shopping mall 购物中心,商场
 【近义】department store 百货商店; market <i>n.</i> 市场; bazaar <i>n.</i> 集市,市场; mart <i>n.</i> 商业中心; plaza <i>n.</i> 购物中心; store <i>n.</i> 商店</p> <p>⑦ goods [gudz] <i>n.</i> 商品
 【近义】merchandise <i>n.</i> 商品; commodity <i>n.</i> 日用品; wares <i>n.</i> 商品; cargo <i>n.</i> 货物; product <i>n.</i> 产品</p> |
|--|--|

一、听前看什么

13. A) They are new species of big insects . B) They are overprescribed antibiotics . C) They are life-threatening diseases . D) They are antibiotic-resistant bacteria .	14. A) Antibiotics are now in short supply . B) Many infections are no longer curable . C) Large amounts of tax money are wasted . D) Routine operations have become complex .
15. A) Facilities. B) Expertise. C) Money. D) Publicity.	

[看选项关键词预测问题及听音重点]

13. 选项均为对事物的定义(“它们是……”), antibiotic 在本题和 14 题多次复现, diseases、bacteria 与 14 题 infections 构成“疾病”语义场, 由此推测 They 可能指与疾病、抗生素相关的某类事物, 题干可能询问该类事物的性质或特点。

14. 主语关键词 Antibiotics、infections 复现上题关键词“抗生素、疾病”, tax money 可能指向抗生素/疾病防控的资金支持, 表语关键词 in short supply、no longer curable、wasted、complex 均属负面信息, 推测题干涉及与疾病控制或抗生素相关的负面现象/问题。

15. 选项均为名词, 涉及基础设施、专家意见、资金、宣传等措施, 推测题干考查疾病控制或抗生素问题的解决对策。

13 题考查事物定义, 14 题考查负面问题, 15 题考查对策, 预测文章按照“介绍事物-分析问题-提出对策”的脉络展开。听音时可按照脉络划分意群, 把握每部分的主旨大意。

[看选项复现词预测主题] 选项中 diseases、bacteria、infections 等词指向“疾病”, antibiotics(抗生素)多次复现, 由此可以推测本文可能谈及用于抗击细菌(治疗疾病)的抗生素。

二、听时记什么

I For years, many of us have **relied on antibiotic use to treat various infections**. And the reality is that antibiotics have been responsible for saving millions of lives since penicillin, one of the earliest antibiotics, was first used on a clinical basis 70 years ago.

II However, today is a new era in which **taking antibiotics can cause some very dangerous and potentially life-threatening situations**. In fact, you may have heard about the new “superbugs”, which are ^{13D}antibiotic-resistant bacteria that have developed as a result of overprescribed antibiotics. In the past, health experts warned us that the day would come in which it would become very difficult to provide medical care for even common problems, such as lung infection or severe sore throat. And, apparently, that day has come because seemingly routine operations such as knee replacements are now much ^{14D}more hazardous due to the looming threat of these infections.

多年来,我们很多人都依赖抗生素来治疗各种感染。事实上,自青霉素——最早的抗生素之一——在 70 年前首次用于临床以来,抗生素已经挽救了数百万人的生命。

然而,在今天这样一个新时代,服用抗生素会导致一些非常危险的情况,还有可能危及生命。事实上,你可能已经听说过一种新的“超级细菌”,它是由于过度使用抗生素而产生的耐抗生素细菌。过去,健康专家曾经警告过我们,有朝一日,即使是治疗肺部感染、重度咽痛等常见疾病也将变得非常困难。显然,这一天已经来临,因为膝关节置换这样看似常规的手术现在也因这些潜在的感染而变得更加危险。



III The problem has grown into such **epidemic proportions** that this severe strain of resistant bacteria is being blamed for nearly 700,000 deaths each year throughout the world, and, unfortunately, health experts worry that **the number will rise** to 10 million or more on a yearly basis **by 2050**.

IV With such a large life-threatening epidemic, it is sad to say that only **1.2 percent of budgetary money** for the National Institutes of Health is **currently being spent on research to tackle this problem**. This is a ^{15C} **far cry from the funds necessary** for a problem of such magnitude.

Q13: What do we learn about the “superbugs”?

Q14: What is the result of the overuse of antibiotics?

Q15: What is most urgently needed for tackling the large life-threatening epidemic, according to the speaker?

这个问题已达到流行病程度以至于这种威胁巨大的抗药性细菌每年导致全球近70万人死亡。不幸的是,健康专家担心,到2050年,这一数字将上升到每年1000万人甚至更多。

令人悲哀的是,面对如此大规模的致命流行病,目前国立卫生研究院的预算资金中只有1.2%用于解决这一问题的研究。对于这样一个严峻的问题,这点资金无异于杯水车薪。

问题13:关于“超级细菌”,我们了解到了什么?

问题14:滥用抗生素的后果是什么?

问题15:根据讲话者所述,解决这一大规模致命流行病最迫切需要的是什么?

[听话语标记词屏气凝神] 对比手法意在凸显“新、奇、变”,所以对比处往往是重点所在,比如开篇对比可能提示全文主旨,文中对比提示语义重点。因此当听到本文开篇今昔对比信息 For years VS However, today is... 时,应意识到“如今的新情况是重点/全文主旨”,对 today is... 后的信息应及时记录。除开篇外,本文还涉及多处今昔对比,实则是对主题的反复重申。

[听问题-对策记取核心信息][听关键词信息复现预勾选项] 带着前面预览选项时推测的“新事物—问题—对策”等听音重点,在听到相关信息时记录核心内容,并预勾完全符合原文的选项(13题D项,14题D项,15题C项)

[听内文关键词句勾勒文章脉络] 根据听前预测的文章脉络,结合文中的话语标记词与核心信息,总结提炼出“事物—现状—对策”的具体内容。

[听题干问题回顾内容] (略)

话语标记词	核心信息	文章脉络
For years(提示介绍一直以来的情况,引出话题并预示如今生变) And the reality is(And提示顺承,肯定上述内容)	① relied on antibiotic use to treat various infections; ② saving millions of lives	I 概述抗生素的作用。
However, today is a new era... (引出如今相反情形) In fact(引出事实以证明或递进强调上文观点;或转折引出事实) In the past(提示介绍过去的情况) And, apparently, that day has come(提示介绍现状)	① taking antibiotics... dangerous... life-threatening situations; ② new “superbugs”... antibiotic-resistant bacteria... result of overprescribed antibiotics→13D); ③ health experts warned... difficult to provide medical care... common problems; ④ routine operations... more hazardous... infections→14D)	II 说明滥用抗生素的危害。
The problem (回指主题问题) has grown into(引出介绍问题的发展) and, unfortunately, health experts worry that(引出问题日后的威胁)	① epidemic proportions; ② the number will rise... by 2050	III 介绍滥用抗生素造成的严峻现状。



话语标记词	核心信息	文章脉络
it is sad to say(提示现状不容乐观)	① 1.2 percent... budgetary money... tackle this problem; ② far cry from... necessary→15C)	IV 指出产生问题的原因:投入资金不足。



三、听后选什么

13. 关于“超级细菌”,我们了解到了什么?	
A) 它们是大型昆虫的新物种。	C) 它们是危及生命的疾病。
B) 它们是用药过量的抗生素。	D) 它们是耐抗生素的细菌。

[设题要点] 概念介绍处(In fact, you may have heard about the new “superbugs”, which...)。

[答案精析] D)。A)由Ⅱ段 superbugs 字面构词“super+bugs”(超大的虫子)臆断出“大型昆虫”,但文中定义的核心为 bacteria(细菌)而非 insect(昆虫)。B)、C)分别将事物的“因”和“果”错当作“事物本身”:前者是“超级细菌”的促因,后者为“(感染)超级细菌”的后果。D)是对Ⅱ段信息“超级细菌是一种因过度使用抗生素而产生的耐抗生素细菌”的正确概括。

14. 滥用抗生素的后果是什么?	
A) 抗生素现在供不应求。	C) 大量的税款被浪费了。
B) 许多感染已经无法治愈。	D) 常规手术变得复杂。

[设题要点] 因果关系处(because、due to)。

[答案精析] D)。A)把Ⅱ段“抗生素被滥用”曲解为“抗生素需求很大,供不应求”。B)将“许多常见疾病变得难以治疗(difficult to...)”绝对化为“许多感染再也无法治愈(no longer curable)”。C)曲解篇尾“解决问题的科研资金极其短缺(far cry from the funds necessary)”,且该信息为“现状”,而非“某事后果”。D)是对Ⅱ段专家警告“滥用抗生素→催生超级细菌→常见疾病变得难以治疗”和现状事实“常规手术因为超级细菌的潜在感染而变得更加危险”的合理推断。

15. 根据讲话者所述,解决这一大规模致命流行病最迫切需要的是什么?	
A) (供特定用途的)设施。	C) 资金。
B) 专业知识。	D) 宣传。

[设题要点] 介绍对策处(tackle this problem)。

[答案精析] C)。A)把“卫生研究院对科研基金分配不足”曲解为“相关设施不足”。B)利用Ⅱ段 health experts(健康专家)干扰,但文中未提到“专业知识不足”。C)是对末段主旨“致命流行病大肆蔓延,而解决问题的预算资金远不够”的合理推断。D)由专家警告“抗药性细菌有致命危险”及现状“抗药性细菌导致死亡人数逐年递增”等信息臆测出“普通人不够重视问题,有必要加强宣传”。



四、听力词汇攻关·抗生素治疗相关词汇

① **antibiotic** [ˌæntɪbaɪˈɒtɪk] *n.* 抗生素

【联想】 antibiotic resistance 抗生素抗性;
antibiotic treatment 抗生素治疗; antibiotic
therapy 抗生素疗法; antibiotic ointment/
antibiotic cream 抗生素药膏

② **infection** [ɪnˈfektʃən] *n.* 感染,传染

【近义】 contagion *n.* 接触传染病; epidemic *n.*
传染病,流行病

③ **clinical basis** 临床基础

【联想】 clinical trial 临床试验; clinical practice
临床实践; clinical treatment/clinical therapy 临床
治疗



④ **bacterium** [ˈbækˈtɪəriəm] *n.* 细菌

【联想】microbe *n.* 微生物; virus *n.* 病毒; fungus *n.* 真菌; mold *n.* 霉菌

⑤ **medical care** 医疗护理

【联想】therapy/treatment *n.* 治疗; cure/remedy *n.* 疗法, 治疗; diagnosis *n.* 诊断; prescription *n.* 处方

⑥ **lung infection** 肺部感染

【联想】pneumonia *n.* 肺炎; tuberculosis *n.* 肺

结核; hepatitis *n.* 肝炎; sore throat *n.* 咽喉炎

⑦ **life-threatening** [ˈlaɪfˈθretənɪŋ] *a.* 危及生命的

【近义】fatal/lethal *a.* 致命的; hazardous/risky/perilous *a.* 危险的; critical *a.* 危急的

⑧ **disease** [dɪˈziːz] *n.* 疾病

【近义】illness/sickness *n.* 疾病; ailment *n.* 小病; complaint *n.* 病痛; indisposition *n.* 微恙

Section C

Recording One 大学教育推崇学术民主



一、听前看什么

16. A) It is accessible only to the talented . B) It improves students' ability to think . C) It starts a lifelong learning process . D) It gives birth to many eminent scholars .	17. A) They encourage academic democracy . B) They promote globalization . C) They uphold the presidents' authority . D) They protect students' rights .
18. A) His thirst for knowledge. B) His eagerness to find a job.	C) His contempt for authority. D) His potential for leadership.

[看选项关键词预测问题及听音重点]

16. 动宾短语 improves students' ability、starts a learning process、gives birth to scholars 暗示 It 指代学校, 推测题干询问与学校相关的事实。

17. 动宾短语 encourage academic democracy、uphold the presidents' authority、protect students' rights 暗示 They 指代某类机构/某群体, 推测题干询问某类机构/某群体的行为立场。

18. 由物主代词 His 及中心名词 thirst、eagerness、contempt、potential 推测题干询问某人(心理或能力方面)的倾向/特点。

[看选项关键词和复现词预测主题]

选项中没有明显的高频词, 但存在提示篇章话题内容的词, 可分为两类: 一、与学校教育相关的名词 students、learning process、scholars、knowledge, 二、带有积极意义的动词 improve(改善)、encourage(鼓励)、promote(促进)、uphold(支持)、protect(保护), 推断本文谈及学校教育的积极作用。



二、听时记什么

I This is the reason you are here in a university. You are here **to be educated**. You are here ^{16B} **to understand thinking better and to think better yourself**. It's not a chance you're going to have throughout your lifetime. For the next few years, you have a chance to **focus on thinking**.

这就是你们来上大学的原因。你们来这儿是为了接受教育。你们来这儿是为了更好地理解“思考”, 为了更好地进行独立思考。这种机会你终生都不会有。在接下来的几年里, 你们就有机会专注于“思考”。



II I think about some of the students who took advantage of their opportunities in a university. One of the stories I always like to tell is of a freshman seminar that I had a chance to teach at Harvard when I was president of the university. I taught a **seminar on globalization** and **I assigned a reading** that I had written about global capital flows. And as I did each week, **I asked one of the students to introduce the readings.** And **this young man**, in October of his freshman year, **said** something like the following. “The reading by President Summers on the flow of capital across countries, it was kind of interesting, **but the data did not come close to supporting the conclusions.**” And I thought to myself, “What a fantastic thing this was! How could somebody who had been there for five weeks **tell the person who had the title ‘President’ that he didn’t really know what he was talking about?**” And it was a special moment.

III Now, I don’t want to be misunderstood. I explained to my student that I actually thought he was rather more confused than I was and I argued back, but what was really important about that was the universities stand out as places that really are about **the authority of ideas.** **You see it in faculty members who are pleased when their students make a discovery that undermines a cherished theory that they had put forward.**

IV I think of another student I had who came to me one morning, one evening actually, walked into my office and **said that I had written a pretty good paper, but that it had five important mistakes** and that ^{18B} **he wanted a job.** You could debate whether they actually were mistakes, ^{18A} but you couldn’t debate that young man’s hunger to learn. **You could not debate that that young man was someone who wanted to make a difference in economics** and he is today a professor of economics. And his works are more cited as an economist than any other economist in the world.

Q16. What does the speaker say about a university?

Q17. What do we learn from the speaker’s stories about universities?

Q18. What does the speaker see in the young man who challenged his paper?

我想起一些在大学里把握住机会的学生。我总喜欢讲的一个故事是关于一门新生研讨课,当时我作为哈佛大学的校长有幸教授了这门课。我讲了一堂有关全球化的研讨课并布置了一项阅读作业,内容是我之前写的有关全球资本流动的文章。就像每周例行的那样,我让一名学生介绍阅读的内容。当时是十月份,这名年轻人刚上大一,他大概是这么回答的:“萨莫斯校长写的这篇关于资本跨国流动的文章有些意思,但其数据不能支持其结论。”我心想:“这真是了不得啊!一个刚来五个星期的人怎么能对有‘校长’头衔的人说他其实并不知道自己在说些什么?”那是个特别的时刻。

好吧,我不想让人误会。我当时向我的学生解释道,其实我认为他比我更糊涂,然后我反驳了他。不过在这件事上真正重要的是,大学之与众不同在于它确实是“思想的权威”之地。从那些因学生的发现动摇了他们之前提出的宝贵理论而感到高兴的教师身上,你就能看到这一点。

我还记得另一名我教的学生。某天,其实是某个晚上,他走进我的办公室说我写了一篇相当不错的论文,但里面有五处重大的错误,他还跟我说他想要一份工作。那些错误是否真的错有待商榷,但无可争辩的是这位年轻人对学习的渴望,无可争辩的是他想要在经济领域干出一番事业,而现在他成了一位经济学教授。作为经济学家,他的作品被引用的次数比世界上其他任何经济学家都要多。

问题 16:关于大学,演讲人说了什么?

问题 17:从演讲人关于大学的故事中,我们了解到什么?

问题 18:演讲人从质疑他论文的年轻人身上看到了什么?

[听话题提示句屏气凝神] 演讲并非每一句话都是重点,演讲人往往通过具有引出话题功能的短语(如 This is the reason“这就是……的原因”、I think about“我想到”、I think of“我记得”)以及逻辑词(如

考途



but)提醒听众之后的内容为演讲的主体或值得强调的部分,听到此类提示句时要做出精听、速记准备。

[听关键词信息复现预勾选项] **[听事例做到有的放矢]** 带着选项预览时的关键词信息、“行为立场”及“态度”等听音重点,在听到相关信息时着力记录核心内容,并预勾完全复现关键词信息的选项(16题B项,17题A项,18题A、B项)。需特别注意,演讲人举出事例是为了说明某个观点,事例本身不是重点,考生无需把事例详细记录下来,演讲人在举例前后提出的观点才是重点。

[听内文关键词句勾勒文章脉络] 根据听前预测的信息(与学校相关的事实、机构/群体的行为立场、某人具有的特征等)以及选项预勾位置可大致确定文章脉络。

[听题干问题回顾内容](略)

话语标记词	核心信息	文章脉络
This is the reason... (引出原因)	to be educated... to understand thinking better and to think better yourself... focus on thinking→16B)	I 引出上大学的价值:提升独立思考能力。
I think about some of the students... (预示引出事例) One of the stories I always like to tell... (举出事例一) Now, I don't want to be misunderstood; but what was really important about that... (提出想要强调的观点)	①seminar on globalization... I assigned a reading... I asked one of the students to introduce the readings... young man, said... the data... not... supporting the conclusions; ② tell... President that... not know what... talking about; ③ the authority of ideas; ④ faculty members... pleased when their students make a discovery that undermines a cherished theory that they had put forward. →17A)	II 借新生事例说明大学的价值:倡导学术自由,鼓励不同见解。
I think of another student I had... (举出事例二) but you couldn't debate... (转折指出年轻人优点)	① said... it(my paper) had five important mistakes... wanted a job→18B); ② that young man's hunger to learn; ③ wanted to make a difference in economics→18A)	III 借老生事例说明大学的价值:倡导学术自由,助力成就卓越人生。



三、听后选什么

16. 关于大学,演讲人说了什么?	
A) 它只向人才开放。	C) 它会开启终身学习的过程。
B) 它能提升学生的思维能力。	D) 它会孕育出许多杰出的学者。

[设题要点] 文章开头处兼解释原因处(This is the reason...)。

[答案精析] B)。A)从“演讲人对例子中大学生的由衷赞赏”臆断而来,但讲话围绕的是“大学的意义”,不涉及大学门槛问题。B)是对首段 to understand thinking better and to think better yourself 的同义改写。C)是对首段信息 to be educated 与 throughout your lifetime 的糅杂,但文意实为“一生都不会有像大学那样锻炼我们思维能力的机会”。D)是对IV段个例(质疑校长论文的学生现在是杰出的经济学教授)的臆断,演讲人并未谈及。

17. 从演讲人关于大学的故事中,我们了解到什么?	
A) 大学鼓励学术民主。	C) 大学支持校长的权威。
B) 大学倡导全球化。	D) 大学保护学生的各项权利。

[设题要点] 话题转换处(Can you talk a bit about that)和事实引出处(It's now clear that...)。

考途

考路艰辛, 征途有我



【答案精析】A)。A)由Ⅲ段“大学之与众不同在于,它是‘思想的权威’之地”以及“你从那些因学生的发现动摇了他们之前提出的宝贵理论而感到高兴的教师身上就能看到这一点”合理概括出“大学鼓励学术民主”。B)由Ⅱ段演讲人“教授关于全球化的研讨课”臆断而来。C)将“大学是‘思想的权威’之地”(即思想至高无上,任何意见都应受到尊重)改为“大学支持校长的权威”。D)由“学生质疑校长学术观点反而获赞”的例子过度推出“保护各项权利”。

【技巧补充】演讲人没有直接提及“学术民主”,但两个事例均是学生对老师的论文提出质疑,从中可以推断出“大学鼓励学术民主”这一主旨。

18. 演讲人从质疑他论文的年轻人身上看到了什么?	
A) 他对知识的渴望。	C) 他对权威的蔑视。
B) 他热心于找工作。	D) 他当领导的潜力。

【设题要点】举例处(I think of another student I had...)及对比处(You could debate... but you couldn't debate...)

【答案精析】A)。A)是Ⅳ段 hunger to learn 的同义改写。B)由年轻人顺带说“想要一份工作”过度推断出“他质疑论文意在找工作”。C)、D)由“年轻人对校长论文提出质疑”过度推断出其“蔑视权威”、“有当领导的潜力”。

四、听力词汇攻关·教育相关词汇

① freshman ['freʃmən] <i>n.</i> 大一学生	③ faculty ['fækəlti] <i>n.</i> 全体教员
【联想】 sophomore <i>n.</i> 大二学生; junior <i>n.</i> 大三学生; senior <i>n.</i> 大四学生; undergraduate <i>n.</i> 大学本科; postgraduate <i>n.</i> 研究生	【联想】 president <i>n.</i> 大学校长; dean <i>n.</i> 院长,系主任; tenured professor 终身教授; associate professor 副教授; teaching assistant 助教
② seminar ['semɪnɑ:] <i>n.</i> 研讨班,讨论会	④ paper ['peɪpə] <i>n.</i> 论文
【近义】 symposium <i>n.</i> 座谈会,专题研讨会; forum <i>n.</i> 论坛; consultation <i>n.</i> 磋商,咨询会	【近义】 thesis <i>n.</i> 学位论文; dissertation <i>n.</i> 学位论文

Recording Two 我们低估了我们的脑力

一、听前看什么

19. A) Few people know how to retrieve information properly. B) People can enhance their memory with a few tricks. C) Most people have a rather poor long-term memory . D) People tend to underestimate their mental powers .	20. A) They present the states in a surprisingly different order . B) They include more or less the same number of states . C) They are exactly the same as is shown in the atlas . D) They contain names of the most familiar states .
21. A) Focusing on what is likely to be tested . B) Having a good sleep the night before. C) Reviewing your lessons where the exam is to take place. D) Making sensible decisions while choosing your answers .	22. A) Discover when you can learn best. B) Change your time of study daily. C) Give yourself a double bonus afterwards. D) Follow the example of a marathon runner.

【看选项关键词预测问题及听音重点】

19. 由近义词汇 memory(记忆力)、mental power(脑力)、retrieve information(检索信息,也即回忆)



推断题干询问与脑力/记忆力相关的事实。

20. A) present... in a... order 提示 They 指代“多个列表”,复现关键词 states 明确列表内容为“美国州名”、different/same 暗示题目关注“列表间或列表与地图间的异同”,由此推断题干询问多个美国州名列表间/州名列表与地图间的异同。

21. 带有明显指向性的动词 Focusing on、Having (a good sleep)、Reviewing、Making (sensible decisions) 提示题目与“建议/成功经验”有关,再由“考试”相关表达 tested、exam、choosing your answers 和体现时间逻辑的词汇 before、is to take place、while 推测题干问及应试策略建议。

22. 动宾短语体现祈使语气,可推测题目指向“建议”,近义词 learn、study 暗示此建议与“学习”有关,故题干可能询问与学习有关的建议。

[看选项复现词预测主题] 选项中的高频词集中于三类:一、与脑力/记忆力相关的词汇短语 memory、mental power、retrieve information;二、名词 states(美国的州);三、与考试/学习相关的词汇短语 tested、exam、choosing your answers、learn、study(且 21、22 题均体现建议性),推断本文谈及脑力与学习方法间联系,美国州相关内容可能为观点例证。



二、听时记什么

I Psychological research shows ^{19D} **we consistently underestimate our mental powers.** If you think this does not apply to you, then here is a simple test to show you are wrong. Write down the names of all the American states you can remember. Put the list away and then set yourself the same task a week later. Provided you have not cheated by consulting an atlas, you will notice something rather surprising. ^{20B} **The two lists will contain roughly the same number of states,** but they will **not** be **identical.** Some names will have slipped away, but others will have replaced them. This suggests that somewhere in your mind **you may well have a record of virtually every state.** So it is not really **your memory letting you down; just your ability to retrieve information from it.**

II We would remember a lot more if we had more confidence in our memories and knew how to use them properly. One useful tip is that things are more likely to be remembered if you are in exactly the same state and place as you were when you learned them. So if you are a student who always reviews over black coffee, perhaps it would be sensible to **prime yourself with a cup before the exam.** If possible, you should also try to ^{21C} **learn information in the room where it is going to be tested.**

心理学研究显示,我们一贯低估了我们的脑力。如果你认为这对你并不适用,那么这儿有个简单的测试可以证明你错了。写下你能记得的所有美国州名。把这个列表拿走,一周后为你自己设置同样的任务。假设你没有通过查阅地图来作弊,你会察觉一些相当令人惊讶的东西。两个列表会包含几乎同样数量的州,但是它们不会是一模一样的。一些州名会被遗忘,但另一些会取而代之。这表明,在你大脑中某些地方,你很可能拥有几乎囊括每个州的记录。所以,令你失望的并非你的记忆,只是你从中检索信息的能力。

如果我们对自己的记忆更有信心而且懂得如何正确使用它们,我们会记住多得多的东西。一个有用的窍门是:如果你恰好处于学到某些东西时的状态和地点,就更可能记住它们。因此,假如你是一名常常喝着黑咖啡复习功课的学生,可能考试前为你自己准备一杯咖啡就是明智的。如果可能,你还应该在将会进行考试的房间里学习。



III **When you learn** is also important. Lots of people swear they can absorb new information more efficiently at some time of the day than at others. Research shows this is not just imagination. There is a **biological rhythm for learning**, though it affects different people in different ways. For most of us, the best plan is to take in new information in the morning and then try to **consolidate it** into memory during the **afternoon**. But this does not apply to everyone, so it is essential to ^{22A} **establish your own rhythm**. You can do this by learning a set number of lines of poetry at different times of the day and seeing when most lines stick. When you have done this, try to organize your life so that the time set aside for learning coincides with the time when your memory is at its best.

IV **Avoid learning marathons**—they do not make the best use of your mind. **Take plenty of breaks**, because they offer a double bonus: the time off gives your mind a chance to do some preliminary consolidation and it also gives a memory boost to the learning.

- Q19: What does the simple test suggest?
 Q20: What do we learn about the two lists in the test?
 Q21: What does the speaker suggest about preparing for and taking an exam?
 Q22: What tip does the speaker give on learning?

何时学习也很重要。很多人肯定地说,比之其他时候,他们在一天中的某些时候能更高效地吸收新信息。研究显示,这并非仅是妄想。学习有生物节律,尽管它对不同的人有着不同的影响方式。对于我们中的大多数人而言,最好的方法是,在早晨吸收新信息,然后在下午试着将其固化于记忆之中。但这并不适用于每一个人,所以确立你自己的节律很必要。你可以通过以下方式确立节律:在一天中的不同时间学习固定数量的几行诗,看何时能记住大多数诗行。这么做了之后,试着安排你的生活,把为学习留出的时间和记忆力最佳时间重合起来。

不要“学习马拉松”——它们无法充分利用你的大脑。要多多休息,因为它们会带来双重收获:休息时间给予大脑初步巩固之机,同时也会强化你学习时的记忆力。

- 问题 19: 这项简单的测试表明了什么?
 问题 20: 关于测试中的两个列表,我们了解到什么?
 问题 21: 关于准备和参加考试,说话者建议了什么?
 问题 22: 说话者给出了什么学习的窍门?

[听话语标记词屏气凝神] 话语标记词(体现条件、结论、观点、建议的逻辑词及相关表达)预示关键信息,常为重要考点。本篇中,if、so 多次出现,One useful tip is... is also important, Avoid... Take... 体现并列逻辑(说话者的三项建议),均为考生需注意的核心信息。

[听事实、例证及建议标识词记取核心信息] **[听关键词信息复现预勾选项]** 由此前选项预览时的关键信息可知,事实、例证及建议处为听音重点,在听到相关信息时需着力记录核心内容,并预勾完全复现关键词信息的选项(19 题 D 项,20 题 B 项,21 题 C 项,22 题 A 项)。

[听内文关键词句勾勒文章脉络] 借助听时记录的各层次核心信息,可大致勾勒出文章脉络。

[听题干问题回顾内容] (略)

话语标记词	核心信息	文章脉络
Psychological research shows(预示引出主题) here is a simple test(提示“发现—例证”逻辑) The two lists will(体现测试结果) This suggests that(体现测试结论)	① we consistently underestimate our mental powers:→19D);② The two lists will contain... same number of states, but... not... identical→20B);③ you may well have a record of virtually every state→not your memory letting you down; just your ability to retrieve information from it	I 指出认知偏差现象:①人们常低估自身脑力。②人们所记起的信息有限并非源于“记忆丢失”,而是源于“从记忆中提取信息的能力不足”。

话语标记词	核心信息	文章脉络
We would remember a lot more if (预示引出说话者建议) One useful tip is(提示引出建议一) So if you are a student(以学生为例,阐释建议);	in exactly the same state and place as you were when you learned (things); always reviews over black coffee, prime yourself with a cup before the exam; learn information in the room where it is going to be tested→21C)	II III IV 就如何记起更多信息,提出建议。 II 建议一:使自己处于学东西时的状态和地点。
... is also important(提示引出建议二) For most of us, the best plan is(提示引出具体建议)	① When you learn; a biological rhythm for learning;②take in new... morning... consolidate it... afternoon; establish your own rhythm → 22A)	III 建议二:确立自己的节律。(22题)
Avoid... Take... (提示引出建议三) because(预示阐释原因)	Avoid learning marathons/Take plenty of breaks	IV 建议三:避免持久性学习,应多休息



三、听后选什么

19. 这项简单的测试表明了什么?	
A) 很少有人知道如何正确检索信息。	C) 多数人的长时记忆能力很糟糕。
B) 人们可以用几项诀窍提升记忆力。	D) 人们往往低估他们的脑力。

[设题要点] 文章开头处兼观点例证处(here is a simple test)。

[答案精析] D)。A) 将 I 段“令你失望的是你从记忆中检索信息的能力(记忆唤起能力短板)”篡改改为“信息检索方式错误”。B)“如何提升记忆力”源自 II III IV 段所述内容,但偏离文意“令你失望的并非你的记忆,而是你从中检索信息的能力”。C) 与 I 段“在你大脑中很可能拥有几乎每个州的记录”暗含的“人们的长时记忆并不差”矛盾。D) 对应 I 段 we consistently underestimate our mental powers(我们一贯都低估自己的脑力)。

20. 关于测试中的两个列表,我们了解到什么?	
A) 它们出乎意料地以不同顺序呈现各州。	C) 它们和地图上展现的完全一致。
B) 它们包含几乎同样数量的州。	D) 它们包含最熟悉的州的名字。

[设题要点] 观点例证处(here is a simple test)。

[答案精析] B)。A) 列表中“州名的排列顺序”音频中并未提及。B) 对应 I 段测试结果 The two lists will contain roughly the same number of states。C) 受 I 段 virtually every state(几乎所有州)干扰,但这属于“记忆深处内容”,而非“两列表本身情况(not be identical、some... slipped... others... replaced)”。D) 把 I 段 write down the names... you can remember(记录者脑中的)偷换为 the most familiar(为人所熟知的)。

21. 关于准备和参加考试,说话者建议了什么?	
A) 集中注意力于可能测试的东西上。	C) 在将举行考试的地方复习功课。
B) 考试前一晚睡个好觉。	D) 选择答案时做明智的决定。

[设题要点] 建议提出处(One useful tip is)兼观点阐释处(So if you are a student...)。

[答案精析] C)。A)“应复习什么内容”音频中并未提到。B) 将 IV 段末 Take plenty of breaks 篡改改为 Have a good sleep。C) 对应 II 段说话者建议 learn information in the room where it is going to be tested。D)“考试中如何选择答案”音频中并未提到。



22. 说话者给出了什么学习的窍门?	
A) 发现你何时能学得最好。	C) 之后给予自己双重奖励。
B) 每天变换学习时间。	D) 仿效跑马拉松的人。

[设题要点] 建议提出处(... is also important)。

[答案精析] A)。A)对应Ⅲ段 When you learn is also important、establish your own rhythm。B)把Ⅲ段“方法的实现途径(在一天的不同时间检测记忆力,以判断自身最佳学习时间)”错当为“方法本身(建立节律,规律性学习)”。C)误解Ⅳ段 double bonus(休息的双重好处)。D)与Ⅳ段 **Avoid** learning marathons(避免马拉松式学习)相悖。



四、听力词汇攻关·学习与记忆相关词汇

① **mental power** 脑力

【近义】memory *n.* 记忆力

【联想】boost/enhance memory 提升记忆力

② **set sb a task** 为某人指派任务

【近义】assign a task to sb 为某人布置任务

③ **consult** [kən'sʌlt] *v.* 查阅,查看

【近义】refer to 参考,查看

【联想】consult/refer to a dictionary 查阅词典

④ **state** [steɪt] *n.* 状态,状况

【联想】be in a state/get into a state 处于焦虑状态

⑤ **prime** [praɪm] *v.* 使准备好

【联想】prime for 为……准备好

⑥ **absorb** [əb'zɔ:b] *v.* 理解,掌握

【近义】take in 领会,理解

⑦ **biological rhythm** 生物节律

【联想】establish a rhythm 确立一种节律

⑧ **consolidate** [kən'sɒlɪdeɪt] *v.* 巩固,加强

【联想】consolidate what has been learnt 巩固已学过的东西

⑨ **stick** [stɪk] *v.* 长久保留

【联想】stick in one's mind 历久不忘

Recording Three 贫困等级划分



一、听前看什么

23. A) He is a politician . C) He is a sociologist . B) He is a businessman . D) He is an economist .	24. A) In slums . C) In pre-industrial societies . B) In Africa . D) In developing countries .
25. A) They have no access to health care , let alone entertainment or recreation. B) Their income is less than 50% of the national average family income. C) They work extra hours to have their basic needs met. D) Their children cannot afford to go to private schools.	

[看选项关键词预测问题及听音重点]

23. 根据各项关键词 politician、businessman、sociologist、economist 推断题干询问某人物的身份。

24. 根据各项关键词 slums、Africa、pre-industrial societies、developing countries 推断题干询问某情况发生在哪个经济欠发达地区。

25. 谓语 have no access to health care、Their income is less than、work extra hours、cannot afford 推断题干询问某类贫困人群的生存条件/状况。

[看选项复现词预测主题] 选项中的高频词集中于两类:一、表示全球范围下经济贫困或不发达地区的词语 slums、Africa、pre-industrial societies、developing countries;二、表示生存状况的词语 have no access to health care、Their income is less than...、work extra hours、cannot afford,推断本文谈及全球贫困地区人口的生存情况。





I Hello, today I'm going to talk about **poverty**.

II Poverty has become a critical issue in today's world. It concerns not only ^{23C} **us sociologists, but also economists, politicians and business people**. Poverty has been understood in many different ways. One useful way is to **distinguish between three degrees of poverty: extreme poverty, moderate poverty, and relative poverty**.

III The first type of poverty is extreme poverty; it's also called **absolute poverty**. In extreme poverty, households **cannot meet basic needs** for survival. People are chronically **hungry**. They are **unable to access safe drinking water, let alone health care**. **They cannot afford education for their children**. In short, people who live in extreme poverty do **not have even the minimum resources** to support themselves and their families. Where does extreme poverty occur? Well, you can find it only ^{24D} **in developing countries**.

IV Well, what about moderate poverty? Unlike extreme poverty, moderate poverty generally refers to conditions of life in which **basic needs are met but barely**. People living in moderate poverty **have the resources to keep themselves alive, but only at a very basic level**. For example, they may have access to **drinking water, but not clean, safe drinking water**. They may have a **home to shelter themselves, but it does not have power supply, a telephone or plumbing**.

V The third kind of poverty is relative poverty. Relative poverty is generally considered to be **a household income level, which is below a given proportion of average family income**. The relatively poor **live in high-income countries, but they do not have a high income themselves**. The method of calculating the poverty line is different from country to country, but we can say that basically a family living in relative poverty has less than a percentage of the average family income. For example, ^{25B} **in the United States, a family can be considered poor if their income is less than 50% of the national average**.

大家好！今天我要谈一谈关于贫困的话题。

贫困在当今世界已经成为一个严峻的问题。它不仅是我们社会学家关切的事,也为经济学家、政治家以及商业人士所关注。迄今为止,人们理解贫困的方式各不相同。其中一种有用的方式是区分三种程度的贫困:极端贫困、中等贫困以及相对贫困。

第一种类型的贫困是极端贫困;它也被称作绝对贫困。极端贫困下,家庭不能满足基本的生存需要。人们长期处于饥饿状态。他们不能获得安全饮用水,更别说医疗保健了。他们也承担不起孩子的教育。简而言之,生存在极端贫困中的人们甚至没有养活他们自己和他们家庭的最低限度资源。哪里会发生极端贫困情况呢?只有在发展中国家才看得到。

那中度贫困是什么情况呢?与极端贫困不同,中度贫困一般指能勉强满足基本需求的生活状况。中度贫困的人们拥有让自己存活下来的资源,但仅仅是在一个很基本的水平。比如说,他们也许能喝到饮用水,但喝不到干净、安全的饮用水。他们可能有一个能庇护自己的家,但没有供电电源,电话或者是管道系统。

第三种贫困是相对贫困。相对贫困一般被认为是低于特定比例平均家庭收入的家庭收入水平。相对贫困的人生活在高收入国家,但是他们的收入却不高。每个国家计算贫困线的方法各不相同,但是我们可以说,相对贫困的家庭收入基本上低于平均家庭收入的一定比例。比如说,在美国,如果一个家庭的收入少于全国平均家庭收入的50%,这个家庭就可以被认定为



family income. They can **meet their basic needs, but they lack access to cultural goods, entertainment and recreation.** They also **do not have access to quality health care,** or other prerequisites for upward social mobility.

VI Well, I have briefly explained to you **how poverty can be distinguished as extreme poverty, moderate poverty and relative poverty.** We should keep these distinctions in mind when we research people's living conditions, either in the developing or the developed world.

Q23. What does the speaker do?

Q24. Where does the speaker say we can find extreme poverty?

Q25. What do we learn about American people living in relative poverty?

贫困。他们能够满足基本需求,但是无法获得文化知识、娱乐和消遣。他们也不能获得优质的医疗保健,或者其他向上层社会流动的先决条件。

好了,我已经向你们简要解释了如何区分极端贫困、中等贫困和相对贫困。在调查发展中或发达国家人们的生活条件时,我们都应记住这些区别。

问题 23:说话人是什么身份?

问题 24:说话人说我们可以在哪里发现极端贫困情况?

问题 25:关于相对贫困的美国人,我们了解到什么?

[听话语标记词屏气凝神] 话语标记词(尤以逻辑词、时间词为重)预示重要信息或新/子话题,而这些信息或话题都是潜在考点。本篇中,当听到 The first type 这一表达时,应立即警觉其后可能要讲述某一概念,而定义、概念等抽象表达往往是重要考点,此时应做好速记准备。

[听关键词信息复现预勾选项] 带着预览选项总结的关键词信息和听音重点听音,记下核心内容,并预勾完全复现关键词信息的选项(23 题 C 项,24 题 D 项,25 题 B 项)。

[听内文关键词句勾勒文章脉络] 借助听时根据“贫困类型——具体特征”所提炼出的核心信息以及选项预勾位置,可大致勾勒出文章脉络。

[听题干问题回顾内容] (略)

话语标记词	核心信息	文章脉络
going to talk about(提示引入文章讨论主题)	Theme: Poverty(P)	I 引入主题:贫困。
It concerns(提示引出主题关切人员) understood in many different ways... One useful way(引出理解贫穷的有用方式)	P concerns: us sociologists... economists, politicians and business people →23C) Understand P: distinguish... three degrees... extreme... moderate... relative (EP, MP, RP)	II 介绍理解贫穷的有用方式:将贫困划分为极端、中等及相对贫困。
The first type(引出第一个讨论对象)	EP: ① cannot meet basic needs... not have the minimum resources; ② hungry... unable to access safe drinking water; ③ let alone health care, education... ; ④ in developing countries →24D)	III 介绍第一种贫困:极端贫困。
what about(引出第二个讨论对象)	MP: ① basic needs are met but barely... have the resources... alive, but... basic level; ② drinking water, but not clean, safe... ; ③ a home, but... do not have power supply	IV 介绍第二种贫困:中度贫困。



话语标记词	核心信息	文章脉络
The third kind(引出第三个讨论对象)	RP: ① household income level... below... average family income; ② live in high-income countries, but... do not have... high income themselves; ③ in the United States; less than 50%... national average family income→ 25B); ④ meet their basic needs, ... lack access to cultural guts, entertainment and recreation; ⑤ do not have access to quality health care.	V 介绍第三种贫困:相对贫困。
Well, I have briefly explained (预示引出文章总结部分) We should(提示引出作者建议)	Conclusion: how poverty... distinguished as extreme... moderate ... relative... Advice: keep these distinctions in mind	VI 向相关学者提出研究建议。

三、听后选什么

23. 讲话者是什么身份?	
A) 他是政治家。	C) 他是社会学家。
B) 他是商人。	D) 他是经济学家。

[设题要点] 开篇处。

[答案精析] C)。A)、B)、D)均利用Ⅱ段中出现的其他表示身份的名词进行干扰。C)符合原文... us sociologists。

24. 讲话者说哪里能够发现极端贫困的情况?	
A) 在贫民窟。	C) 在前工业社会。
B) 在非洲。	D) 在发展中国家。

[设题要点] 设问处(Where does extreme poverty occur? Well...)

[答案精析] D)。A)、B)、C)利用人们的固有印象干扰,但文中并未提及。D)对应原文Ⅲ段 you can find it only in developing countries, it 回指 extreme poverty。

25. 关于相对贫困的美国人我们了解到什么?	
A) 他们无法获得医疗保健,更别说娱乐消遣。	C) 他们加班以满足基本需求。
B) 他们的收入低于全国家庭平均收入的 50%。	D) 他们的孩子上不起私立学校。

[设题要点] 举例说明处(For example, in the United States...)

[答案精析] B)。A)看似符合V段信息... lack access to... entertainment and recreation... do not have access to quality health care,但原文表明的是相对贫困的人无法获得“优质的医疗保健”,而非“医疗保健”。B)对应原文V段... if their income is less than 50% of the national average family income。C)“满足基本需求”复现V段“相对贫困的人能满足自身基本需求(can meet their basic needs)”,但并未提及满足的方式,“加班”为臆测内容。D)将Ⅲ段极端贫困人口的特征“上不起学”(cannot afford education)当成相对贫困人口的特征,并具体化为“上不起私立学校”,而本文并未谈及“私立学校”。

四、听力词汇攻关·贫困相关词汇

① extreme/moderate/relative poverty 极端/中等/相对贫困

② safe drinking water 安全饮用水

③ health care 医疗保健

考途

考路艰辛, 征途有我



【联想】quality health care 高质量的医疗保健；health service 卫生事业；health service demand 卫生需求；managed care 管理保健；social sickness insurance 社会疾病保险；accident and pension insurance 工伤事故和养老保险；community health service 社区卫生服务

④ **support** [sə'pɔ:t] *v.* 供养, 抚养

【联想】maintain a family 供养家庭；raise a family 供养一家人；maintenance *n.* 供养费

⑤ **shelter** ['ʃeltə] *v./n.* 为……提供庇护处；收容/栖身之地；庇护所

⑥ **household income level** 家庭收入水平

⑦ **poverty line** 贫困线

【联想】underprivileged *a.* 贫困的, 被剥夺基本权利的；earn one's bread 挣钱养活自己；impoverished *a.* 贫困的, 赤贫的；as poor as a church mouse 一贫如洗

⑧ **upward social mobility** 向上社会流动

Part III Reading Comprehension

Section A

首夜效应



一、总体分析

本文选自 www.wired.co.uk 网站 2016.04.22 文章: Half your brain stays alert when you sleep somewhere new(当在新地方睡觉时,你的一半大脑保持警觉)。脉络:引入文章讨论对象“人类的首夜效应”并引入相关实验,介绍研究发现和研究结论(第一、二段)——指出动物也有“首夜效应”(第三段)。



二、选项分析

词性		选项	词义
名词		H) novel	(长篇)小说
		I) potential	潜力,潜能;可能性
		J) predators	1. 掠食动物,捕食性动物 2. 利用别人的弱点谋取利益的人,损人利己的人
		L) species	[动植物的]物种,种
		N) varieties	[动植物的]种类,品种
		O) volunteers	志愿者,自愿参加者
动词	第三人称单数	O) volunteers	自愿[做某事];自告奋勇
	ed 分词	A) classified	将……分类
		E) identified	1. 认出,识别 2. 确定;发现
	K) referred	1. 谈到 2. 称 3. 参考 4. 查看,查阅	
形容词		D) exotic	异国风情的,外国情调的
		F) inherent	内在的,固有的
		G) marine	海洋的
		H) novel	新的;新颖的;新奇的
		I) potential	潜在的,可能的



副词	B) consciously	有意识地
	C) dramatically	1. 戏剧性地, 演戏般地 2. 显著地, 引人注目地
	M) specifically	1. 特定地, 具体地, 专门地 2. 详尽地; 明确地

三、真题精解

I ① Half of your brain stays **alert**^① and **prepared for**^② danger when you sleep in a new place, a study has revealed. ② This **phenomenon**^③ is often 26 to as the “**first-night-effect**^④”. ③ Researchers from Brown University found that a network in the left **hemisphere**^⑤ of the brain “remained more active” than the network in the right side of the brain. ④ Playing sounds into the right ears (**stimulating**^⑥ the left hemisphere) of 27 was more likely to wake them up than if the noises were played into their left ears.

一项研究揭示, 当在新的地方睡觉时, 你的一半大脑会保持警觉, 准备应对危险。这种现象常常被称为“首夜效应”。布朗大学的研究人员发现, 大脑左半球的网络比大脑右半球的网络“更加活跃”。向志愿者的右耳播放声音(刺激大脑左半球)比向他们的左耳播放声音更有可能把他们叫醒。

· 词汇注释 ·

- ① **alert** [ə'leɪt] *a.* 警惕的, 警觉的
 ② **prepare for** 为……做好准备
 ③ **phenomenon** [fɪ'nɒmɪnən] *n.* 现象

- ④ **first-night-effect** 首夜效应
 ⑤ **hemisphere** ['hemɪsfɪə] *n.* [大脑的]半球
 ⑥ **stimulate** ['stɪmjuleɪt] *v.* 刺激

· 解题思路 ·

26. 答案: K) referred

【确定词性】根据空格所在位置 This phenomenon is often 26 to as... 可知它是过去分词, 与 is 构成被动语态, 初步确定选择范围: A) classified、E) identified、K) referred。但 classified, identified 为及物动词, 其后不必接 to(即, 应为 is classified/identified as...), 故可填入此空的只有不及物动词的过去分词 K) referred。

【锁定答案】空格句指出, 这种现象(当在新的地方睡觉时, 你的一半大脑会保持警觉, 准备应对危险) 26 为“首夜效应”, 可见该句是在对现象下定义, 空格处应为“被称作、被视为”之意, referred 符合文意, refer to sth as sth(文中为被动语态)为固定搭配, 意为“把……称作……”。

【补充语法】“界定事物”的常用表述: ... is referred to as... / is named (called)... / is classified/identified as... / is known as...。

27. 答案: O) volunteers

【确定词性】首先根据空格所在位置 the right ears of 27 可知其为名词。其次由后文 them、their left ears 可进一步推断空格词为复数名词。可选范围: J) predators、L) species、N) varieties、O) volunteers。

【锁定答案】空格句指出“向 27 右耳播放声音比向他们的左耳播放声音更有可能把他们叫醒”, 因此初步推断空格词为“动物或人”; 再联系段落首句(当你……)可知该实验是以“人”为实验对象, volunteers 为正确项, 指“自愿做研究对象的人”。

其他几个选项中, 只有 predators 有表示“人”的释义“掠夺他人的人, 损人利己的人”, 但不符合文中语境(文中并未提及掠夺关系或损人利己等)。

【补充语法】1. 动名词兼有动词和名词的特征和作用, 其动词特征表现在可带有宾语、状语等, 其名词特征表现在可担当主语、宾语等。2. 若语义需要, 比较标记词 than 后可接“if 引导的条件状语从句”



或“when 引导的时间状语从句”。本段④句包含上述两个语法点:Playing... of volunteers 为长动名词短语作主语;than 后接 if 引导的条件状语从句。

II ① It was 28 observed that the left side of the brain was more active during **deep sleep**^①. ② When the researchers repeated the **laboratory**^② experiment on the second and third nights they found the left hemisphere could not be stimulated in the same way during deep sleep. ③ The researchers explained that the study **demonstrated**^③ when we are in a 29 environment the brain partly remains alert so that humans can **defend** themselves **against**^④ any 30 danger.

研究人员特别观察到,在深度睡眠期间大脑左半球更活跃。当研究人员在第二晚和第三晚再重复该实验室实验时,他们发现在深度睡眠期间,以同样的方法已经不能够刺激到大脑左半球了。研究人员解释道,该研究表明,当我们处于一个新的环境时,大脑部分保持警觉,以便人们可以保护自己免受任何潜在危险。

· 词汇注释与难句分析 ·

① **deep sleep** 深度睡眠

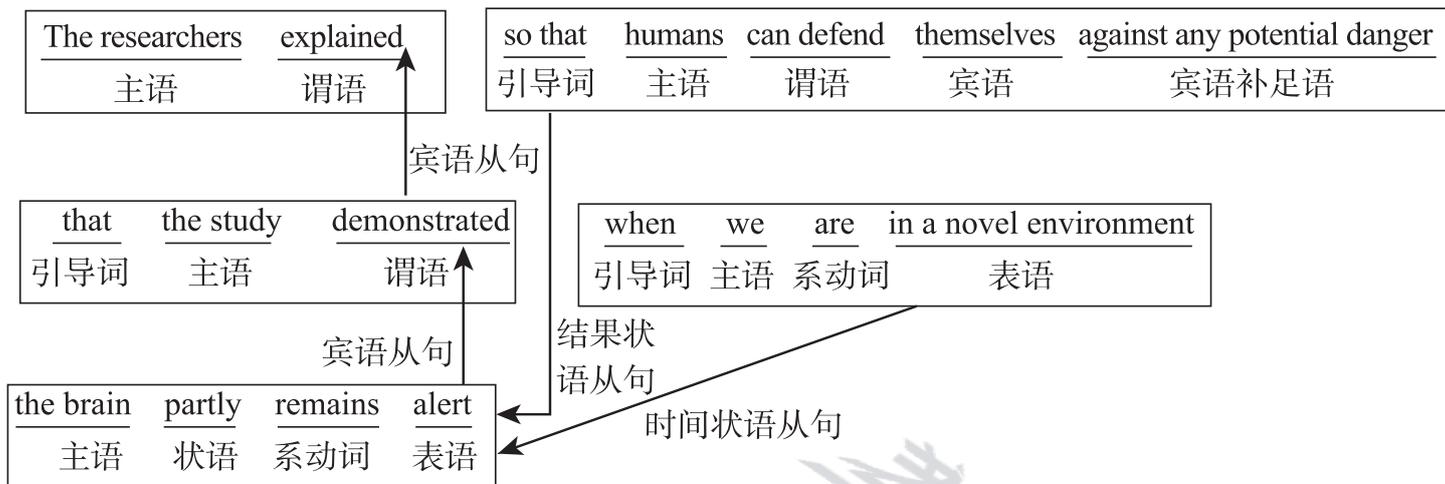
② **laboratory** [lə'brɒrətɪ] n. 实验室

③ **demonstrate** ['demənstreɪt] v. 说明;论证,证实

④ **defend ... against** 保护……,抵御……

The researchers explained that the study demonstrated when we are in a novel environment the brain partly remains alert so that humans can defend themselves against any potential danger.

句子主干:



· 解题思路 ·

28. 答案: M) specifically

【确定词性】句子主干成分完整: It(主语) + was observed(被动谓语) + that(宾语从句), 所以空格处只能填入副词, 修饰被动谓语, 可选范围: B) consciously、C) dramatically、M) specifically。

【锁定答案】空格句上文(上段)指出“实验观察到, 睡眠过程中, 大脑左半球的网络比大脑右半球的网络更活跃”。空格句指出“研究者___观察到, 深度睡眠中, 大脑左半球更加活跃”。可见二者逻辑关系为: 由“睡眠过程中的情形”进一步具体、特定到“深度睡眠中的情形”, specifically“具体地, 特定地, 特别地”符合语义。

B) consciously 强调“有意识地, 自觉地”, 但空格句为客观观察到的实验结果, 并非有意、刻意为之。C) dramatically“戏剧性地、显著地”与 observed 无法搭配。

【点拨技巧】consciously 此处语义搭配较为微妙, 且涉及一定背景知识, 若考生没有把握完全排除, 可以暂时标记, 若下文有更合适处, 则此处自然排除。

29. 答案:H) novel

【确定词性】根据空格所在位置 a 29 environment 可推断其为“以辅音音素开始的形容词、ed 分词、ing 分词或单数名词”，可选范围：A) classified、G) marine、H) novel、I) potential。

【锁定答案】首先空格句指出研究者(对于上文所述研究发现的)解释：“我们处于一个 环境时，大脑部分保持警觉，以保护自己……”。空格词需要描述“环境”的主要特征，需从前文寻找。前文指出实验发现：第一晚很容易刺激大脑左半球，而第二、三晚以同样的方法则不再能刺激到，即：这种警觉仅适用于“新到一个环境”，novel“新的，新奇的”正确。其次，开篇句也已概括说明研究发现“当在一个新的地方(a new place)睡觉时，你的大脑有一半会保持警惕”，这和本空格句相呼应，因此完全确定与 new 近义的 novel 正确。

classified、marine、potential 与上文语境不符，文中并未提及“分类的、海洋的或潜在的”环境。

【点拨技巧】科普类文章往往会在“详细介绍研究发现”之后“给出研究者的解释、提炼”，常见引出结构为 the researchers/research suggest (suggests, suggested)/indicate explain/reveal/demonstrate that...，阅读时可借其把握层次，并关注二者对应关系。

30. 答案:I) potential

【确定词性】根据空格所在位置 any 30 danger 可推断其为“形容词、ed 分词、ing 分词或单数名词”，可选范围：A) classified、D) exotic、E) identified、F) inherent、G) marine、I) potential。

【锁定答案】空格句指出“大脑部分保持警觉，以便人们可以保护自己免受任何 危险”。保持警觉的目的往往是预防潜在的、可能的威胁，potential“潜在的，可能发生的”正确。

A) classified“分类的”与 danger 无法搭配；D) exotic“异国的”、G) marine“海洋的”上文未提及相关信息；F) inherent“内在的(危险)”找不到从属对象(谁的内在危险)。

【点拨技巧】假若考生不知 exotic 的具体含义“异域风情的，外国情调的(含褒义)”，而是知道它大概指“外来的，外在的”，则很容易认为它可以和 danger 语义搭配合理，从而误选此项。故提醒考生：学习词汇时不能只知“大概意思”，而是要知“准确含义”。

【补充语法】so that 用法：1. 引导目的状语从句(功用等同于 in order that，意为“为了，目的是……”)，从句谓语中常用情态动词 may/might、can/could、should、would 等，表示尚未完成的目的或意图，如本段③句。2. 引导结果状语从句(功用相当于 so，意为“因此，所以”)，so that 从句常用逗号同主句隔开，有明显的“结果、完成”意味。如：He made a wrong decision, so that half of his lifetime was wasted. (他做了错误的决定，因此毁掉了半生)。

III ① The researchers believe this is the first time that the “first-night-effect” of different brain states has been 31 in humans. ② It isn't, however, the first time it has ever been seen. ③ Some animal 32 also display^① this phenomenon^②. ④ For example, dolphins^③, as well as^④ other 33 animals, shut down^⑤ one hemisphere of the brain when they go to sleep^⑥. ⑤ A previous^⑦ study noted that dolphins always 34 control their breathing. ⑥ Without keeping the brain active while sleeping, they would probably drown^⑧. ⑦ But, as the human study suggests, another reason for dolphins keeping their eyes open during sleep is that they can look out for^⑨ 35 while asleep. ⑧ It also keeps their physiological^⑩ processes working. [276 words]

研究者认为这是第一次在人类身上识别出不同大脑状态下的“首夜效应”。然而，这并不是“首夜效应”第一次被发现。一些动物物种也显示出这种现象。比如说，海豚，还有其他海洋动物，当它们入睡时会关闭大脑半球中的一个。先前一项研究指出，海豚总是会有意识地控制呼吸。如果睡觉时不保持大脑活跃，它们就有可能溺水。但是，正如(上述)对人类的研究所表明的那样，海豚在睡觉时保持睁眼状态的另一个原因是它们睡觉时可以提防捕食者。这也可以保持它们的生理过程一直处于运行状态。



① display [dɪ'spleɪ] v. 显示, 显露

② phenomenon [fɪ'nɒmɪnən] n. 现象

③ dolphin ['dɒlfɪn] n. 海豚

④ as well as 和, 也

⑤ shut down 关闭

⑥ go to sleep 入睡

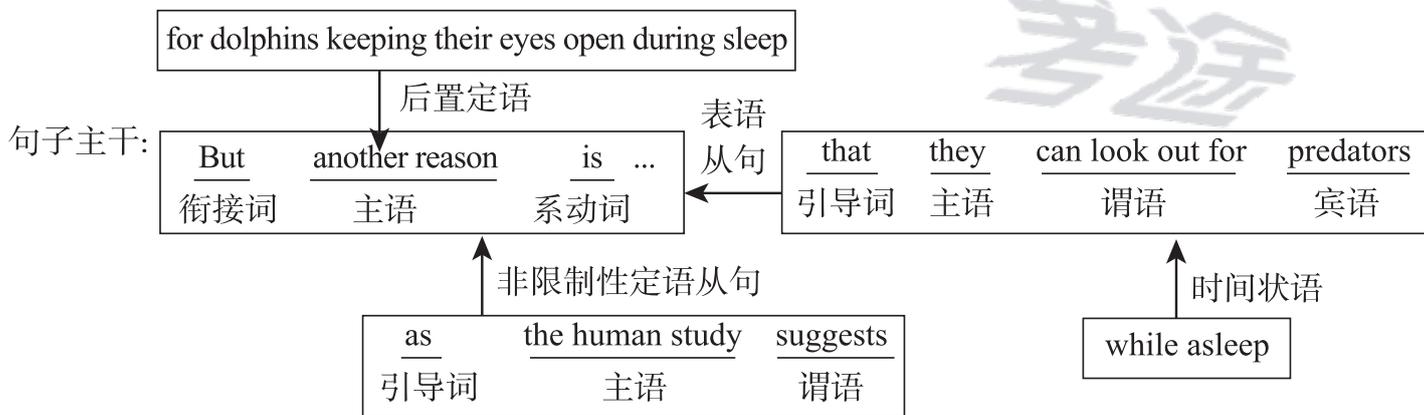
⑦ previous ['pri:vɪəs] a. 以前的, 先前的

⑧ drown [draʊn] v. 淹死, 溺毙

⑨ look out for 留意, 警戒, 提防

⑩ physiological [ˌfɪzɪə'lɒdʒɪkəl] a. 生理学的; 生理的

But, as the human study suggests, another reason for dolphins keeping their eyes open during sleep is that they can look out for predators while asleep.



· 解题思路 ·

31. 答案: E) identified

【确定词性】空格所在从句结构为“主语(the “first-night-effect”) + 系动词/完成时(has been) + _____ in humans”, 空格词有三种情形: 1. **ed 分词**(构成现在完成时的被动语态); 2. **形容词或不可数名词**(作主系表结构的表语); 3. **ing 分词**(构成现在完成进行时)。综合三种情形, 空格处可选范围: A) classified、D) exotic、E) identified、F) inherent、G) marine。

【锁定答案】空格句指出: 这是第一次在人类身上不同大脑状态下的“首夜效应”____。下文转而指出: 但“首夜效应”并不是第一次被发现, 一些动物也显示出这种现象。故空格也应该体现出“(第一次) 被发现、被识别”之意, E) identified 正确。

D) exotic“外来的、异国的”、F) inherent“内在的”、G) marine“海洋的”语义无法衔接。A) classified 填入空格, 与下文无法构成转折逻辑。

【点拨技巧】若两句关系为“转折/对比”(体现为 however, but, although 等), 需重点关注两句间“差异的集中体现”、并意识到其他背景信息大致同指。如本段①②句: 对比两句可发现, 差异集中体现于 is... in humans, 可推测其大致语义“这是第一次在人类身上看到, 但(总体上)并非第一次看到”, 从而推测空格词应与 seen 近义。

32. 答案: L) species

【确定词性】Some animal 32 also display this phenomenon 主干成分看似完整, 但主语 some animal 为单数, 而谓语 play 为原形, 故判断 animal 为修饰成分, 空格为**名词复数**做句子主语。可选范围: J) predators、L) species、N) varieties。

【锁定答案】空格上文讨论“人的首夜效应”, 空格句指出: 一些动物____也显示出这种现象, 下文则以海豚为例进行说明。因此 animal____整体应表示“动物们”之意, species 符合文意, animal species 意为“各动物物种”。

predators“捕食者, 掠夺者”与下文关于海豚的举例不相符, 无论从常识上还是从下文看, 都可知海豚并非动物捕食者, 可排除。varieties 虽也能表示“种类, 品种”, 似乎符合空格要求, 但 varieties 实际指的是“某一类别/物种中的不同品种”(如: The lake has more than 20 varieties of fish. 那个湖里有二十多



种鱼),不符合文中 animal 和 dolphins 的关系。注:animal varieties 指“某种动物或某些动物的新品种”,如:Farmers continually created new animal varieties by selecting who survived to breed, thus handing Charles Darwin an idea. 农民们选那些幸存下来的继续繁殖,不断创造出动物新品种(注:新品种的鸡、猪等),这给了查尔斯达尔文一个启示。

【点拨技巧】“根据上下文推知事物之间的逻辑关系”是确定“名词性选项”的有效思路。如本题:若根据上下文(主要体现于 however 体现的转折逻辑以及 For example 体现的例证关系)推知 animal _____ 和 humans 的之间的“相对关系”以及和 dolphins 的“包含关系”,则很容易确定答案。

33. 答案:G) marine

【确定词性】根据空格所在位置 other _____ animals 可知其为 animals 的修饰限定成分,可能是“形容词、ed 分词、ing 分词或名词”,可选范围:A)classified、D)exotic、F)inherent、G)marine。

【锁定答案】“dolphins, as well as other _____ animals(海豚,以及其他 _____ 动物)”暗含之意:空格词应体现“海豚和其他动物的共同特征、属性”,marine 符合文意:海豚属于“海洋类”动物。另外,下文的具体描述中,drown(淹死,溺死)也表明这是在描述“水中情形”,可确定答案。

inherent“内在的”、classified“分类的”与 animals 无法衔接;exotic“外来的,异国的”不符合上下文语境(文中没有任何信息表明海豚是异域动物)。

34. 答案:B) consciously

【确定词性】宾语从句主干成分完整:dolphins(主语)+control(谓语)+their breathing(宾语),故推断空格需填入副词做状语。可选范围:B)consciously、C)dramatically。

【锁定答案】空格所在句指出,海豚总是 _____ 控制呼吸。下句指出:如果睡觉时不保持大脑活跃,它们就有可能溺死。可见,两句间为解释说明关系:海豚控制呼吸是故意的、有意识的行为,意在防止溺水,B)consciously 符合文意。C)dramatically“戏剧性地;显著地”无法衔接空格前后。

35. 答案:J) predators

【确定词性】根据空格所在位置 they can look out for _____ while asleep 可判断其为名词作宾语。可选范围:J)predators、N)varieties。

【锁定答案】空格所在句指出,海豚睡觉时眼睛睁开是为了留意(look out for 意为“小心,留意,提防”)_____,可见,predators“捕食者,掠夺者”符合文意。另外,上文在介绍关于“人”的类似研究时指出“人们到了新环境,睡觉时会保持部分大脑警觉,以便保护自己免受危险”,predators 显然属于“重大危险”,故正确。varieties“种类”无法与 look out for 搭配,且不符合语义要求。

【补充语法】while(当……时)引导时间状语从句时,如果主句和从句主语一致,则从句中可省略主语和 be 动词,变形为“while+现在分词、过去分词、名词、形容词或介词短语”,如本句中 while asleep。

Section B

精英数学竞赛努力使其人才储备多元化



一、总体分析

本文选自 *Education Week*《教育周报》2016 年 5 月 17 日发表的一篇名为 Elite Math Competitions Struggle to Diversify Their Talent Pool(精英数学竞赛努力使其人才储备多样化)的文章。文章由美国高中数学竞赛的蓬勃发展揭示其背后的问题“不够多元”,并通过介绍主流培训项目,分析其将低收入、黑人、西裔、女性等群体拒之门外的原因,引出帮扶这类弱势群体的新兴培训项目,呈现教育界在促进竞赛多元化方面的努力。





二、试题分析

试题	定位词	核心义
36. Middle school is a crucial period when students may become keenly ^① interested in advanced ^② mathematics.	[1] Middle School [2] crucial period	初中阶段的关键性:学生开始对高数感兴趣。
37. Elite ^③ high school math competitions are attracting more interest throughout the United States.	[1] Elite high school math competitions [2] more interest	精英高中数学竞赛的热度:越来越高。
38. Math circles provide students with access ^④ to advanced-math training by university professors.	[1] Math circles [2] university professors	数学圈提供的服务:大学教授教高等数学。
39. Students may take advantage of ^⑤ online resources to learn to solve math problems.	[1] online resources [2] solve math problems	学生对在线资源的利用:解答数学题。
40. The summer program run by a nonprofit ^⑥ organization has helped many underserved ^⑦ students learn advanced math.	[1] nonprofit organization [2] underserved students	非盈利机构暑期项目的好处:帮助未接受高数学习的学生。
41. Winners of local contests will participate in the national math competition for free.	[1] national math competition [2] for free	全国赛提供的优惠:本地赛优胜者可免费参加。
42. Many schools don't place academic competitions at the top of their priority ^⑧ list.	[1] academic competitions [2] priority list	学校对学术竞赛的态度:未优先考虑。
43. Contestants ^⑨ of elite high school math competitions are mostly Asian and white students from well-off ^⑩ families.	[1] Asian and white students [2] well-off families	精英高中数学竞赛的人员构成:来自富裕家庭的亚裔或白人学生。
44. Some math training programs primarily focus on raising students' math scores.	[1] raising... scores	某些数学训练项目的重心:提高成绩。
45. Some intensive summer programs are very expensive but most of them provide scholarships.	[1] intensive summer programs [2] expensive [3] scholarships	强化夏令营的特点:收费高、但有奖学金。

· 词汇注释与难句分析 ·



① **keenly** ['ki:nli] *ad.* 强烈地, 浓厚地

② **advanced** [əd'vɑ:nst] *a.* (课程) 高级的

③ **elite** [i'li:t] *a.* 精英的

④ **access** ['ækses] *n.* (使用或见到的) 机会, 权利

⑤ **take advantage of** 利用

⑥ **nonprofit** [nɒn'prɒfɪt] *a.* 非营利的

⑦ **underserved** [ʌndə'sɜ:vvd] *a.* 服务不足的

⑧ **priority** [praɪ'ɒrɪtɪ] *n.* 优先考虑的事

⑨ **contestant** [kɒn'testənt] *n.* 比赛者, 竞争者

⑩ **well-off** ['wel'ɒf] *a.* 富裕的

定位词选取原则: (1) 排除复现多次的信息 advanced math(ematics); (2) 优先选择带有一定修饰限定的名词, 如 intensive summer programs、middle school 比 summer program、many schools 更适合作为定位词。(3) 补充选取易于区分的细节信息(即各题区别于他题所独具的细节), 如 for free。

解题思维原则: (略, 详见 2018 年 6 月第 1 套)





Elite Math Competitions Struggle to Diversify^① Their Talent Pool^②

[A] ⁵⁷ ① Interest in elite high school math competitions has grown in recent years, and **in light of**^③ last summer's U. S. win at the International Math Olympiad (IMO)—the first for an American team in more than two decades—the trend is likely to continue.

[B] ⁴³ ① But will such contests, which are **overwhelmingly**^④ **dominated**^⑤ by Asian and white students from middle-class and **affluent**^⑥ families, become any more diverse? ② Many social and cultural factors play roles in determining which **promising**^⑦ students get on the path toward international math recognition. ③ But efforts are **in place**^⑧ to **expose**^⑨ more black, **Hispanic**^⑩, and low-income students to advanced math, in the hope that the **demographic**^⑪ pool of high-level **contenders**^⑫ will eventually begin to shift and become less **exclusive**^⑬.

[C] ① “The challenge is if certain types of people are doing something, it's difficult for other people to break into it,” said Po-Shen Loh, the **head coach**^⑭ of last year's winning U. S. Math Olympiad team. ② Participation grows through friends and **networks**^⑮ and if “you realize that's how they're growing, you can start to take action” and bring in other students, he said.

精英数学竞赛努力使 其人才储备多样化

近年来,人们对精英高中数学竞赛的兴趣日益浓厚,而鉴于去年夏天美国在国际数学奥林匹克竞赛中夺冠(二十多年来美国队的首次胜出),这一趋势很可能将持续下去。

但是这类由来自中产阶级和富裕家庭的亚裔和白人学生占绝对主导的竞赛会变得更加多元吗?许多社会文化因素决定着哪些有潜力的学生能够踏上国际数学界认可之路,不过目前已有有人正努力让更多黑人、西裔和低收入家庭的学生接触高等数学,以期这一高水平竞争者人才库的构成能最终开始改变,并变得不那么排他。

“挑战在于,如果某些特定人群在做某件事,其他人就很难参与进来,”担任去年夺冠美国奥数队总教练的罗博深说。他表示,越来越多的人正通过朋友和社交网络参与进来,如果“你意识到这就是他们的增长方式,你就可以开始采取行动”并让其他学生参与进来。

· 词汇注释与难句分析 ·

① **diversify** [daɪ'vɜːsɪfaɪ] *v.* (使)多元化

② **pool** [puːl] *n.* (统称)备用人员

③ **in light of** 考虑到,鉴于

④ **overwhelmingly** [ɔʊvə'welmlɪŋli] *ad.* 压倒性地

⑤ **dominate** ['dɒmɪneɪt] *v.* 支配,控制

⑥ **affluent** [ˈæfluənt] *a.* 富裕的

⑦ **promising** [ˈprɒmɪsɪŋ] *a.* 有希望的,有前途的

⑧ **in place** 在工作;准备就绪

⑨ **expose sb to sth** 使接触,使体验

⑩ **Hispanic** [hi'spæntɪk] *a.* 母语为西班牙语的人(尤指住在美国或加拿大的拉美人)

⑪ **demographic** [ˌdemə'græfɪk] *a.* 人口的 *n.* (-s) 人口统计数据

⑫ **contender** [kən'tendə] *n.* 竞争者

⑬ **exclusive** [ɪk'skluːsɪv] *a.* 排外的,不愿接受新成员的

⑭ **head coach** 总教练

⑮ **network** ['netwɜːk] *n.* 人际关系网

· 速读巧解 ·

[A][B][C]段提出全文主题:精英数学竞赛人员构成不够多元,各方正竭诚努力解决这一问题。

[A]段铺陈现象“精英高中数学竞赛的热度愈来愈高”。本段由两个分句组成:分句一 Interest in... has grown in recent years 引出精英高中数学竞赛近年的趋势(现状);分句二 is likely to... 对该趋势做出预测“很可能持续”,in light of... 说明预测依据“美国二十年来首次在国际奥赛中夺冠”,同时暗示该

考途

考路艰辛,征途有我



趋势的地域范围“美国”。全段核心信息为:(1)精英高中数学竞赛的现状;(2)精英高中数学竞赛的未来状况。

【定位词定位】37题 Elite high school math competitions 现于段中,more interest 对应段中 interest has grown。

【核心义匹配】本段“近年来人们对精英高中数学竞赛的兴趣日益上升”与37题核心义相符。

【B】段指出问题“竞赛人员构成单一、不够多元”及解决现状“各方正努力促其多元化”。本段以 But 与上段形成转折关系,由美好现状转向背后的“多元化”问题。①句 become more diverse 和 which are... dominated by... 暗示该竞赛目前不够多元,并以参赛者组成加以说明。②③句 Many... factors play roles in... But efforts are in place... 先让步承认多元化问题的复杂性“由诸多社会文化因素造成”,后转而乐观指出“(即便如此,)仍有人在努力促进多元化”。其中③句 black, Hispanic, and low-income 与①句 Asian and white... middle-class and affluent 的对比体现受助学生与现有参赛者在种族、经济条件上的差距。全段核心信息为:(1)精英高中数学竞赛参赛者的组成;(2)为促进竞赛多元化的努力。

【定位词定位】43题 Asian and white students 于①句出现,well-off families 对应 middle-class and affluent families。

【核心义匹配】①句“精英高中数学竞赛(句中 such contests 回指[A]段 elite high school math competitions),“参赛者主要由来自中产阶级和富裕家庭的亚裔和白人学生组成”与43题核心义匹配。

【C】段引证问题的最大挑战“其他非富裕家庭学生很难进入”及挑战思路“了解开展模式、对症下药”。本段以 The challenge is... you can... 形成“分析问题-解决问题”的思路。①句以 it's difficult... 承接上段所述多元化复杂性问题,分析其主要困难“竞赛已由某特定人群(源自富裕家庭的白人、亚裔学生)主导,其他人群(诸如出自贫困家庭的白人、亚裔学生,或者黑人、西裔学生)则被拒之门外。②句则以 Participation grows through... if you realize... you can... 借鉴当下“通过朋友和社交网络参赛”的趋势提出解决方案,预示下文将展开说明参赛方式方法。全段核心信息为:(1)多元化的困难;(2)如何促进多元化。

【定位词定位】无。

[D] ① Most of the training for advanced-math competitions happens outside the confines^① of the normal school day. ② Students attend after-school clubs, summer camps, online forums^② and classes, and university-based “math circles,” to prepare for the competitions.

[E] ① One of the largest feeders^③ for high school math competitions—including those that eventually lead to the IMO—is a middle school program called MathCounts. ② About 100,000 students around the country participate in the program's competition series, which culminates^④ in a national game-show-style contest held each May. ③ The most recent one took place last week in Washington, D. C. ④ Students join a team through their schools, which provide a volunteer coach and pay a nominal^⑤ fee to send students to regional and state competitions. ⑤ The 224 students who make it to the national competition get an all-expenses-paid trip.

大多数高等数学竞赛的训练都是在课外时间进行的。学生们参加课外社团、夏令营、在线论坛和学习班以及大学“数学圈”,来为比赛做准备。

高中数学竞赛(包括那些最终通向国际奥数的竞赛)参赛人员的最大提供者之一是一个名为 MathCounts 的初中项目。全国约有10万名学生参与该项目的系列比赛,该项目以每年五月举办一次的全国电视有奖竞猜比赛收官。最近一次全国性比赛于上周在华盛顿特区举办。学生们通过所在学校组队,学校提供一名志愿教练,并支付少量费用派学生参加地区和州级比赛。打入全国比赛的224名学生,途中所有费用报销。



[F] ① Nearly all members of last year's winning U. S. IMO team took part in MathCounts as middle school students, as did Loh, the coach. ②³⁶ “Middle school is an important age because students have enough math **capability**^⑥ to solve advanced problems, but they haven't really decided what they want to do with their lives,” said Loh. ③ “They often get **hooked**^⑦ then.”

[G] ③³⁹ ① Another influential feeder for advanced-math students is an online school called Art of Problem Solving, which began about 13 years ago and now has 15,000 users. ② Students use forums to chat, play games, and solve problems together at no cost, or they can pay a few hundred dollars to take courses with trained teachers. ③ According to Richard Rusczyk, the company founder, the six U. S. team members who competed at the IMO last year **collectively**^⑧ took more than 40 courses on the site. ④ Parents of advanced-math students and MathCounts coaches say the children are on the website constantly.

[H] ① There are also dozens of summer camps—many attached to universities—that aim to prepare elite math students. ④⁴⁵ ② Some are pricey—a three-week **intensive**^⑨ program can cost \$4,500 or more—but most offer scholarships. ③ The Math Olympiad Summer Training Program is a three-week math camp held by the Mathematical Association of America that leads straight to the international championship and is free for those who make it. ④ Only about 50 students are invited based on their performance on written tests and at the USA Math Olympiad.

[I] ① Students in university towns may also have access to another **lever**^⑩ for involvement in **accelerated**^⑩ math: math circles. ③³⁸ ② In these groups, which came out of an Eastern European tradition of developing young talent, professors teach promising **K-12**^⑪ students advanced mathematics for several hours after school or on weekends. ③ The Los Angeles Math Circle, held at the University of California, Los Angeles, began in 2007 with 20 students and now has more than 250. ④ “These math circles cost nothing, or they're very cheap for students to get involved in, but you have to know about them,” said Rusczyk. ⑤ “Most people would love to get students from more underserved populations, but they just can't get them in the door. ⑥ Part of it is communication; part of it is transportation.”

去年在国际奥赛中夺冠的美国队队员中,几乎所有人在初中时都参加过 MathCounts,罗教练也是如此。“初中是一个重要阶段,因为学生有足够的数学能力去解决高等数学问题,但还没真正确定自己未来想做什么,这时他们很容易对数学着迷,”罗教练说。

另一个有影响力的、培养高等数学学生的项目是一家名为“解决问题的艺术”的网校。该网校约 13 年前创立,现有 1.5 万名用户。学生们可以一起在论坛上聊天、玩游戏、解题,不用任何花费,也可以花几百美元参加受训教师的课程。据网校创始人理查德·拉斯科契克称,去年参加国际奥赛的 6 名美国队队员在其网站上总计上过 40 余门课。高等数学学生的家长和 MathCounts 的教练都说孩子们经常登录该网站。

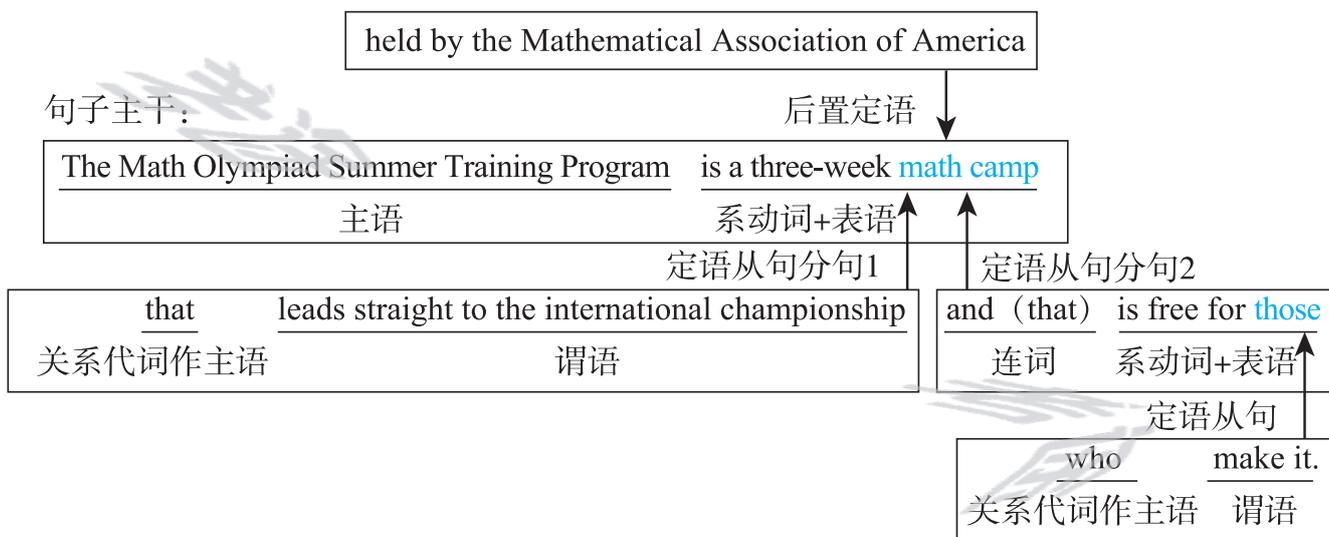
此外还有几十家夏令营——许多附属于大学——其目的是培养数学精英。有些夏令营价格昂贵——三周的强化项目可能花去 4500 美元或更多——但大多提供奖学金。奥数暑期训练项目是一个为期三周的数学夏令营,由美国数学协会举办,可直通国际锦标赛,且对打入比赛的学生免费。仅约 50 名学生会收到邀请,遴选依据是他们的笔试成绩和在美国奥数竞赛中的表现。

大学城的学生还可通过另外一个途径来提高数学:数学圈。在这些数学圈(脱胎于东欧培养年轻人才的传统)中,大学教授会在课后或周末为有潜力的中小學生讲解几个小时的高等数学。加利福尼亚大学洛杉矶分校举办的洛杉矶数学圈在 2007 创立之初只有 20 名学员,现在超过了 250 名。“这些数学圈有的完全免费,有的收取对参加者而言非常低的费用,不过你必须知道它们的存在,”拉斯科契克说。“大多数人乐意从教育服务较为欠缺的人群中收取学生,但却没法将他们领进门。一部分是因为沟通不畅;一部分是因为交通不利。”



① **confines** [kən'faɪnz] *n.* 范围, 界限② **forum** [ˈfɔ:rəm] *n.* 论坛③ **feeder** [ˈfi:də] *n.* 供应者④ **culminate** [ˈkʌlɪmɪneɪt] *v.* (在这一点) 结束⑤ **nominal** [ˈnɒmɪnəl] *a.* 很小的, 象征性的⑥ **capability** [ˌkæpəˈbɪləti] *n.* 能力, 才能⑦ **hooked** [ˈhʊkt] *a.* (对某事) 着迷⑧ **collectively** [kəˈlektɪvli] *ad.* 共同地, 总共地⑨ **intensive** [ɪn'tensɪv] *a.* 短时间内集中紧张进行的⑩ **lever** [ˈli:və] *n.* 方法, 手段⑪ **accelerate** [ək'seləreɪt] *v.* (使) 加速⑫ **K-12** 美国基础教育的统称, 包括从幼儿园 (kindergarten) 到十二年级 (相当于我国高三) 的教育

The Math Olympiad Summer Training Program is a three-week math camp held by the Mathematical Association of America that leads straight to the international championship and is free for those who make it.



· 速读巧解 ·

[D]至[I]段详细介绍精英竞赛的各种培训平台。

[D]段为段落群总述段, 概述指出主要培训类型。本段借首尾 Most of the training for advanced-math competitions、to prepare for the competitions 复现, 表明全段核心文意“培训方式方法”; happens outside...、Students attend... 则分述其培训时间“课后”及培训类型“课外活动小组、夏令营、在线论坛/课堂、大学数学圈”。全段核心信息为: 培训时间及方式。

【定位词定位】无。

[E][F]段介绍方式一(最重要的方式之一): MathCounts 初中数学竞赛项目(课外活动小组)。

[E]段介绍 MathCounts 的举办情况。本段借 one of the... feeders... 与上段形成概说-分述逻辑。①句引出 MathCounts: 高中数学竞赛参赛人员的最主要供应者之一。②③句介绍其规模及赛事程式(全国约有 10 万名学生参与、以全国赛收官)以及最新一次赛事时间地点(上周华盛顿)。④⑤句 Students join... through their schools... to regional and state competitions... to the national competition 描述学生打入全国赛的过程, 其中 nominal fee/all-expenses-paid trip 体现举办方在此过程中提供的优惠。全段核心信息为: (1) MathCounts 的基本情况; (2) 学生打入全国赛的过程; (3) 打入全国赛过程中的惠利政策。

【定位词定位】41 题 national math competition、for free 分别对应⑤句 national competition、all-expenses-paid。



【核心义匹配】④⑤句“打入全国赛的学生可以报销所有费用(即,在地区和州级比赛胜出的学生可以全程免费参与全国赛)”与 41 题核心义相符。

【F】段介绍 MathCounts 的成功之道。①句借“去年国际数奥赛夺冠美国队队员中几乎所有人都参加过 MathCounts”说明 Math Counts 的成功(参与面广、培养质量高)。②③句引用夺冠队总教练原话、分别从“客观能力(capability)”和“主观选择(decided)”两个角度说明初中的关键性,进而暗示 MathCounts 成功秘诀“抓住这一关键时期,让学生对数学着迷”。**全段核心信息为:**(1) MathCounts 的成功;(2) 初中阶段的关键性。

【定位词定位】36 题复现②句 middle school, crucial period 同义替换 important age。

【核心义匹配】②③句“初中阶段很关键,这个阶段很容易对数学着迷”与 36 题核心义匹配。

【G】段介绍方式二(非常有影响力的方式):“解题的艺术”网校。本段借 Another influential feeder 与[E][F]段(One of the largest feeders...)形成并列关系。①引出“解题的艺术”网校并介绍其历史及规模:约 13 年前成立,现有 1.5 万用户。②句介绍其操作模式:学生可免费在论坛上聊天、玩游戏、解题,也可花点钱参加培训课程;③④句介绍其成功之处,分别从“顶尖选手(the six U. S. team members)”和“普通选手(the children)”的角度说明该网校的成功之处:使用多、频率高。**全段核心信息为:**(1)“解题的艺术”网校提供的服务;(2)“解题的艺术”网校的成功之处。

【定位词定位】39 题 online resources 概括本段 online school, forums, courses on the site 等内容,对应该网校提供的在线服务; solve math problems 对应②句 solve problems(由网校性质 feeder for advanced-math students 可知此处 problems 特指 math problems)。

【核心义匹配】本段“学生可利用在线网校提供的网络论坛聊天、玩游戏、解决(数学)问题”与 39 题核心义相符。

【H】段介绍方式三:奥数夏令营。本段借 There are also... 与[E][F][G]段形成并列关系。①句介绍夏令营目标(aim to):培养精英。②句介绍其收费及优惠政策:价高但有优惠。③④句着重介绍奥数暑期训练项目,其中 leads straight to... 和 only about 50 students 突出层次之高、遴选之严,体现夏令营“培养精英”的宗旨。**全段核心信息为:**(1)夏令营的目标及收费情况;(2)奥数暑期训练项目。

【定位词定位】45 题 intensive summer programs, expensive, scholarships 对应②句 pricey... intensive program... scholarships。

【核心义匹配】②句“强化夏令营虽然贵但提供奖学金”匹配 45 题核心义。

【I】段介绍方式四:大学数学圈。本段借 another lever... 与[E]至[H]段形成并列关系。①句引出数学圈。②③句介绍其教学模式及发展速度:大学教授在业余时间教授高等数学、自 2007 年创立之初的 20 名学员发展到现在的 250 名学员。④⑤⑥句以两个表转折的 but 评价其优缺点:虽然收费门槛低且愿意接收弱势群体学生,但这些学生要么不了解,要么来不成。**注:**段尾 underserved 本义指“服务不周到的,服务水平低下的”,此处意指“未能接受到高数教育培训的”。**全段核心信息为:**(1)数学圈提供的服务;(2)数学圈给予的优惠;(3)参加数学圈的障碍。

【定位词定位】38 题 math circles, university professors 于段中出现。

【核心义匹配】②句“大学教授在业余时间给中小學生讲解高等数学”匹配 38 题核心义。



[J] ① It's no secret in the advanced-math community that diversity is a problem. ② According to Mark Saul, the director of competitions for the Mathematical Association of America, not a single African-American or Hispanic student—and only a handful of^① girls—has ever made it to the Math Olympiad team in its 50 years of existence.^④ ③ Many schools simply don't **prioritize**^② academic competitions. ④ “Do you know who we have to beat?” asked Saul. ⑤ “The football team, the basketball team—that's our competition for resources, student time, attention, school dollars, parent efforts, school enthusiasm.”

[K] ① Teachers in low-income urban and rural areas with no history of participating in math competitions may not know about advanced-math opportunities like MathCounts—and those who do may not have support or feel trained to lead them.

在高等数学界，多元化是一个问题，这不是什么秘密。据美国数学协会竞赛主任马克·索尔称，在美国奥数队的50年历史生涯中，没有一名非裔或西裔学生入围，女生也是屈指可数。许多学校根本不将学术竞赛视为头等大事。“你知道我们要击败谁吗？”索尔问道。“足球队、篮球队——他们会争夺各种资源、学生的时间和精力、家长的付出以及学校的资金和热情。”

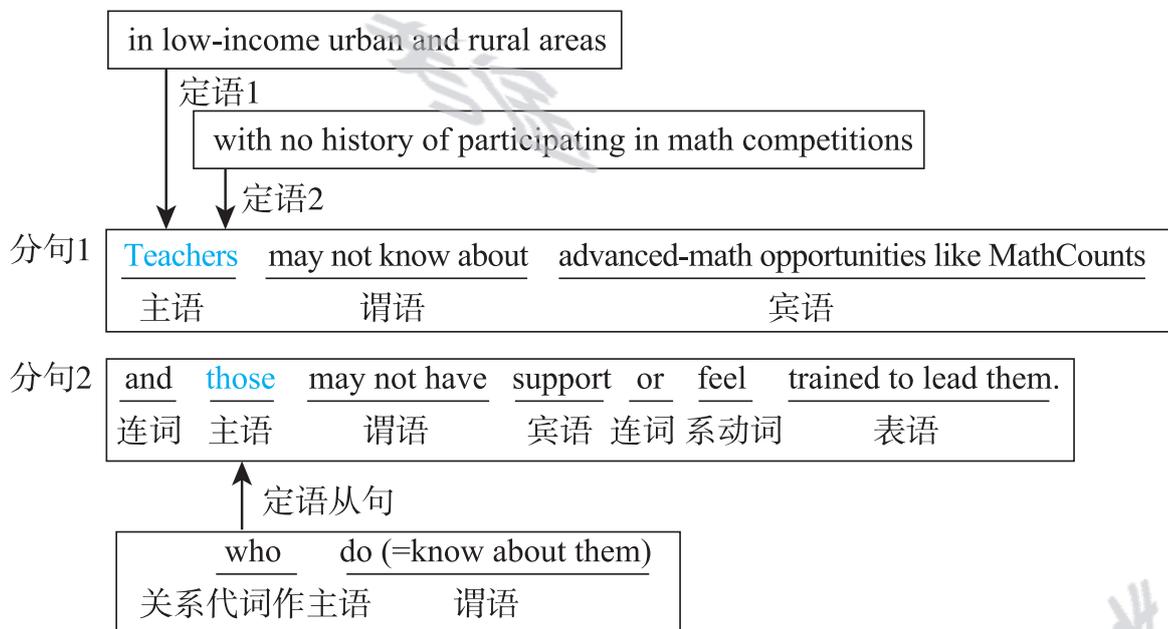
在低收入城乡地区且从未参加过数学竞赛的教师可能不知道有像MathCounts这样学习高等数学的机会——知道的教师也可能得不到支持，或者觉得自己所受训练不足，无法带领学生参赛。

· 词汇注释与难句分析 ·

① a handful of 少数人(或物)

② prioritize [praɪ'ɔːtəɪz] v. 优先处理, 优先考虑

Teachers in low-income urban and rural areas with no history of participating in math competitions may not know about advanced-math opportunities like Math Counts—and those who do may not have support or feel trained to lead them.



· 速读巧解 ·

[J][K]段进而分析精英数学竞赛人员构成不够多元的原因。

[J]段分析原因一:多数学校(尤其非裔、西裔学生所在校)不重视学术竞赛。①句借... diversity is a problem 与[B]段遥相呼应,将论述重心拉回到精英高中数学竞赛多元化问题。②至⑤句引证分析这多元化问题(According to Mark Saul... asked Saul...): ②句 not a single African-American or



Hispanic... only a handful of girls 强调多元化问题严重性,同时提出除种族、经济外的另一因素“性别”;③至⑤句指出原因——“学校不重视学术竞赛”,其中 Do you know who we have to beat?... The football team, the basketball team... 自问自答,侧面说明学术竞赛为何需要重视:“很难与足球、篮球队这样(在校内大受欢迎,且有利于黑人、西裔展示运动天赋)的项目争夺资源”。全段核心信息为:(1)多元化问题的严重性;(2)多元化中的性别不平等;(3)学校对学术竞赛的态度。

【定位词定位】42 题 academic competitions、priority list 对应③句 prioritize academic competitions。

【核心义匹配】③句“许多学校不优先考虑学术竞赛/不把学术竞赛放在首位”与 42 题核心义对等。

【K】段分析原因二:低收入地区(即非裔、西裔学生居住区)教师或缺乏主观认知、或缺乏外界支持。

本段由上段的 schools 转向 teachers,分析教师方面的原因。分句一 Teachers... may not know about... 说明低收入地区教师的劣势一“认知不足”,分句 those who do may not have... 退步指出劣势二“即使有认知,也可能缺乏支持和训练”。全段核心信息为:低收入地区师资力量不足。

【定位词定位】无。

[L] ① But there are initiatives in place to try to get more underrepresented students involved in accelerated math. ② A New York City-based nonprofit called Bridge to Enter Mathematics runs a residential summer program aimed at getting underserved students, mostly black and Hispanic, working toward math and science careers. ③ The summer after 7th grade, students spend three weeks on a college campus studying advanced math for seven hours a day. ④ Over the next five years, the group helps the students get into other elite summer math programs, high-performing high schools, and eventually college. ⑤ About 250 students so far have gone through the program, which receives funding from the Jack Kent Cooke Foundation^①.

[M] ① “If you look at a lot of low-income communities in the United States, there are programs that are serving them, but they’re primarily centered around^② ‘Let’s get these kids grades up’, and not around ‘Let’s get these kids access to the same kinds of opportunities as more-affluent kids’”, said Daniel Zaharopol, the founder and executive director^③ of the program. ② “We’re trying to create that pathway^④.” ③ Students apply to the program directly through their schools. ④ “We want to reach^⑤ parents who are not plugged into^⑥ the system,” said Zaharopol.

不过已经有人提出新方案,试图让更多被忽略的学生参与到数学提高课程中来。一家位于纽约、名为“通往数学之桥”的非营利机构开办了一个暑期寄宿项目,旨在让教育服务欠缺的学生(大多为黑人或西裔)走向数学和科学生涯。七年级结束后的暑假,学生们会在大学校园里待上三周,每天学习7小时高等数学。在接下来的五年,这一机构会帮助学生入选其他精英数学暑期项目,进入重点高中,最终考上大学。目前为止约有250名学生参与完成该项目,该项目也得到了杰克·肯特·库克基金的资助。

“如果你了解一下美国的很多低收入群体,你会发现服务他们的项目是存在的,但这些项目主要关注的是‘让我们来提高这些孩子的学习成绩’,而不是‘让我们来为这些孩子争取和富有家庭的孩子同等的机会’”,该项目创始人兼执行董事丹尼尔·扎哈罗伯说,“我们正试图开辟那条通道。”学生可直接通过学校申请该项目。“我们想引起那些未接触过这一体系的家长的注意,”扎哈罗伯表示。



[N] ① In the past few years, MathCounts added two new middle school programs to try to diversify its participant pool—the National Math Club and the Math Video Challenge. ② Schools or teachers who sign up for the National Math Club receive a **kit**^⑦ full of activities and resources, but there's no special teacher training and no competition attached.

[O] ① The Math Video Challenge is a competition, but a **collaborative**^⑧ one. ② Teams of four students make a video **illustrating**^⑨ a math problem and its real-world application. ③ After the high-pressure **Countdown**^⑩ round at this year's national MathCounts competition, in which the top 12 students went **head to head**^⑪ solving complex problems **in rapid fire**^⑫, the **finalists**^⑬ for the Math Video Challenge took the stage to show their videos. ④ The demographics of that group looked quite different from those in the competition round—of the 16 video finalists, 13 were girls and eight were African-American students. ⑤ The video challenge does not put individual students **on the hot seat**^⑭—so it's less **intimidating**^⑮ by design. ⑥ It also adds the element of artistic creativity to attract a new pool of students who may not see themselves as “math people”. [1347 words]

过去几年,为了让参与者的人员构成多样化,MathCounts增设了两个新的初中项目:“全国数学俱乐部”和“数学视频挑战赛”。报名参加“全国数学俱乐部”的学校或教师会收到一整套活动方案和学习资源,但没有专门的教师培训,也没有附加的比赛。

“数学视频挑战赛”是一种竞赛,不过具有合作性质。4名学生组成一队,制作一个视频,阐明一个数学问题及其在现实生活中的应用。在今年MathCounts全国赛紧张激烈的倒计时环节中,前12名学生正面交战,快速解决复杂的数学问题。该环节结束后,数学视频挑战赛的决赛选手便登台展示他们的视频。这组选手的人员构成与MathCounts竞赛环节看起来很不一样——16名视频赛决赛选手中,有13名女生,8名非裔美国学生。视频挑战赛没有让单个学生独挑大梁(设计上来讲,让比赛看上去不那么令人望而生畏)。挑战赛同时还加入了艺术创造元素,以吸引新的一批觉得自己没有“数学天赋”的学生。

· 词汇注释与难句分析 ·

① **foundation** [faʊn'deɪʃən] *n.* 基金会

② **be centered round** 以……为中心

③ **executive director** 执行董事

④ **pathway** ['pɑ:θweɪ] *n.* 通道,成功的途径

⑤ **reach** [ri:tʃ] *v.* 引起……的注意

⑥ **plug into sth** 参与,加入

⑦ **kit** [kɪt] *n.* 成套工具、设备

⑧ **collaborative** [kə'læbərətɪv] *a.* 合作的,协作的

⑨ **illustrate** ['ɪləstreɪt] *v.* (用示例,图画等)说明,解释

⑩ **countdown** ['kaʊntdaʊn] *n.* 倒计时

⑪ **head to head** 正面交锋地

⑫ **in rapid fire** 快速地,连珠炮式地

⑬ **finalist** ['faɪnəlɪst] *n.* 参加决赛者

⑭ **the hot seat** 责任重大的位置

⑮ **intimidating** [ɪn'tɪmɪdeɪtɪŋ] *a.* 令人胆怯的

· 速读巧解 ·

[L]至[O]段最后借助新型培训项目展示高等数学界在促进竞赛多元化方面所做出的努力。

[L][M]段介绍非盈利机构“通往数学之桥”所举办的暑期寄宿项目。

[L]段介绍该项目的基本情况。①句为段群主旨句,借由 But there are initiatives in place... 由[J][K]两段的多元化问题转而指出促进多元化的努力,与[B]段 But efforts are in place... 遥相呼应。②至⑤句以“通往数学之桥”举办的暑期寄宿项目为例加以说明:②句介绍宗旨(aimed at);③④句借 The



summer after 7th grade、Over the next five years 形成时间链条,指出其具体操作模式;⑤句则借 so far have gone through、receives funding from 指出其当前运营情况及所受资助。注:段首 underrepresented 本义为“未被充分代表的,代表名额不足的”,意即“未得到充分重视的”,故而在翻译时稍作引申处理成“被忽视的”。全段核心信息为:(1)非盈利机构“通往数学之桥”暑期项目举办的目的;(2)该项目的具体操作模式及当前运营情况。

【定位词定位】40 题 nonprofit organization、underserved students 对应②句中 nonprofit... underserved students。

【核心义匹配】②句“纽约一家名为‘通往数学之桥’的非营利机构开办了一个暑期寄宿项目,意在帮助未接受到高等数学培训的学生走向数学生涯”与 40 题核心义匹配。

【M】段介绍该项目的创办公理念。本段引用暑期项目创始人的话,借 there are programs... but they... we're trying to... we want to... 形成“分析现有项目缺陷—介绍为改进此缺陷而创立的新项目”的论述结构。① there are 先承认低收入者帮扶项目的存在, but... primarily centered around... not around... 转而以取舍结构指出这些项目的缺陷“关注重心错误——单单关注孩子自身成绩的提升,而不是关注孩子与富裕家庭孩子拥有相对等的机会(即通过精英竞赛以增加外界知名度、提升未来就读名校的机会)”。②③④句 We're trying to create that pathway... directly through... 引出针对此缺陷创立的暑期项目,介绍其重心“通过校内申请开辟校外机会”。全段核心信息为:(1)低收入地区现有数学帮扶项目的重心;(2)“通往数学之桥”暑期寄宿项目的重心。

【定位词定位】44 题 raising students' math scores 与①句 get these kids' grades up 同义(结合上下文可知 grades 应指数学成绩)。

【核心义匹配】①句“许多数学服务项目的重心在提高学习成绩而非让孩子拥有与富裕家庭孩子相同机会”与 44 题核心义相符。

【N】【O】段介绍 MathCounts 新举办的“全国数学俱乐部”和“数学视频挑战赛”。

【N】段介绍“全国数学俱乐部”。本段借“added... to try to diversify”与【L】【M】段“to get more underrepresented students、getting underserved students”形成并列关系,介绍为促进多元化创建的另外两个项目。①句引出项目“全国数学俱乐部”和“数学视频挑战赛”。②句先介绍“全国数学俱乐部”,其中 no... training and no competition attached 突出新设项目的自由、自主,与【E】段 MathCounts 初中竞赛项目本身“层层选拔”的竞赛机制形成鲜明对比。全段核心信息为:“全国数学俱乐部”的基本情况。

【定位词定位】无。

【O】段介绍“数学视频挑战赛”。①②句 competition 和 collaborative/teams of four students 体现竞赛特点“竞争中有合作”。③至⑥句对比挑战赛与全国赛,high-pressure Countdown/went head to head/in rapid fire VS show their videos 凸显全国赛的紧张性、对抗性和挑战赛的娱乐性、展示性, demographics... quite different... 和 less intimidating... add the element... to attract a new pool of students 以二者选手组成和比赛内容上的差别,说明挑战赛在参赛者的种族和兴趣上都实现了多元化,表达了作者的褒扬态度。全段核心信息为:(1)视频挑战赛的特点;(2)视频挑战赛与 Math Counts 全国赛的不同。

【定位词定位】无。



四、答案精析

36. 初中是学生可能对高等数学产生强烈兴趣的关键时期。

【答案】F 【精析】根据【定位词定位】、【核心义匹配】可知本题对应【F】段②③句。②③句借罗博深的话指出“初中阶段很重要,因为这时学生具备学习高数的能力,且未确定志向,很容易(对高数)着

考途

考路艰辛, 征途有我



迷”。试题是对②③句的同义概括, become keenly interested 与 get hooked 同义。

37. 精英高中数学竞赛在全美各地引发更多关注。

[答案] A [精析] 根据[定位词定位]、[核心义匹配]可知本题对应[A]段。该段先引出趋势“对精英高中数学竞赛的兴趣日益浓厚”,后对该趋势作出预测“很可能持续,因为美国刚在国际奥数竞赛中夺冠”。试题是对[A]段内容的合理推断,结合“美国刚夺冠”的事实可知该事件正引发美国人关注,故试题将其合理推断为“在全国范围内引发更多关注”。

38. 数学圈为学生提供接受大学教授高等数学训练的机会。

[答案] I [精析] 根据[定位词定位]、[核心义匹配]可知本题对应[I]段②句。该句介绍培训项目“数学圈”及其提供的服务“大学教授教高等数学”。试题是对该句的同义转述, advanced-math training 对应 teach... students advanced math,故[I]正确。

39. 学生们可以利用网络资源学习解决数学问题。

[答案] G [精析] 根据[定位词定位]、[核心义匹配]可知本题对应[G]段。该段介绍网校“解题的艺术”及其提供的(在线)服务“免费论坛与付费课程”,并于②句指出“学生们可以利用网校提供的论坛解决问题(由上下文语境可知,即指数学问题)”。试题是对该段信息的综合概括,其中 Students may take advantage of... 高度概括文中 Students use... to chat... play... and solve.../they can... take courses 等细节。

40. 由一个非营利机构举办的暑期项目已帮助很多所受服务不足的学生学习高等数学。

[答案] L [精析] 根据[定位词定位]、[核心义匹配]可知本题对应[L]段②句。该句介绍了暑期项目的举办者“非营利机构‘通往数学之桥’”,创办目的“帮助所受服务不足的学生通过学习高数逐步走向数学生涯”。试题是对该句多个信息点的综合概括,其中 has helped many underserved students learn advanced math 概括 getting underserved students... working toward math... careers/students... studying advanced math 等内容。

41. 本地竞赛优胜者将免费参加全国数学竞赛。

[答案] E [精析] 根据[定位词定位]、[核心义匹配]可知本题对应[E]段④⑤句。④句介绍打入全国赛的过程。⑤句指出“成功打入全国赛的学生,参赛过程中所有费用全免”。试题是对④⑤句的合理推断,结合打入全国赛的过程(校内组队→地区赛→州级赛→全国赛)可知“打入全国赛的学生”即为“本地赛优胜者”, winners of local contests 对应 students who make it to the national competition。

42. 许多学校没有将学术竞赛作为优先考虑事项。

[答案] J [精析] 根据[定位词定位]、[核心义匹配]可知本题对应[J]段③句。③句指出“许多学校不优先考虑学术竞赛”。试题是对③句的同义改写。

43. 精英高中数学竞赛的参赛者大多数是来自优越家庭的亚裔或白人学生。

[答案] B [精析] 根据[定位词定位]、[核心义匹配]可知本题对应[B]段①句。①句说明精英高中数学竞赛选手的组成“由来自中产阶级和富裕家庭的亚裔和白人学生主导”。试题是对该句的同义转述,其中 which are dominated by... 修饰 such contests,对应 Contestants... are mostly...。

44. 一些数学培训项目主要专注于提高学生的数学成绩。

[答案] M [精析] 根据[定位词定位]、[核心义匹配]可知本题对应[M]段①句。①句借扎哈罗伯的话指出“服务低收入人群的(数学训练)项目主要关注提高成绩”。试题是对该句的同义改写,其中 primarily focus on 与 primarily centered around 同义。

45. 一些暑期强化项目非常昂贵,但大部分会提供奖学金。

[答案] H [精析] 根据[定位词定位]、[核心义匹配]可知本题对应[H]段②句。②句 Some 回指上句 summer camps,介绍暑期项目的特点“有些价格很高,但多数提供奖学金”,并以“(暑期)强化项目”



为例说明。试题是对该句的同义改写。

Section C

Passage One 美国时尚独立,确立现代着装规范



一、总体分析

来源:大都会艺术博物馆网站(www.metmuseum.org)2004.10 文章: American Ingenuity: Sportswear, 1930s—1970s(美国独创力:20世纪30年代至70年代的运动服装)。主题:20世纪30年代至70年代的美国女性设计师突破传统的巴黎式时尚权威,确立了新的时尚典范。脉络:指出美国女性设计师开创了现代时尚(第一段)——具体介绍开创美国现代时尚的“运动服”(第二段)——论述“运动服”蕴含的实用主义价值理念(第三段)——指出“运动服”更深远意义:证明时尚是一种兼具实用与审美的设计艺术(第四段)。



二、语篇分析及试题精解

I ① We live today **indebted**^① to McCardell, Cashin, Hawes, Wilkins, and Maxwell, and other women who **liberated** American fashion **from**^② the **confines**^③ of Parisian design. ② Independence came in tying, wrapping, storing, harmonizing, and rationalizing that **wardrobe**^④. ③ These designers established the modern **dress code**^⑤, letting **playsuits**^⑥ and other **activewear**^⑦ **outfits**^⑧ **suffice**^⑨ for **casual clothing**^⑩, allowing pants to enter the wardrobe, and **prizing**^⑪ rationalism and **versatility**^⑫ in dress, **in contradiction to**^⑬ dressing for an occasion or **allotment**^⑭ of the day. ④ Fashion in America was logical and **answerable to**^⑮ the will of the women who wore it. ⑤ **Implicitly**^⑯ or **explicitly**^⑰, American fashion **addressed**^⑱ a democracy, whereas traditional Paris-based fashion was **prescriptive**^⑲ and **imposed on**^⑳ women, **willing or not**^㉑.

生活在今天的我们要感激 McCardell、Cashin、Hawes、Wilkins、Maxwell 以及其他那些将美国时尚从巴黎设计中解放出来的女性。这种独立体现于打结、包装、存储、协调搭配、以及对全部服装进行合理化配置。这些设计师们确立了现代着装规范,使游乐装及其他运动装足以用作休闲服饰,让裤装进入了衣柜,并在正装上崇尚理性主义和多功能性,完全不同于只适于一天中某一场合或某一时段的着装。美国的时尚是合乎逻辑的,且满足了女性的着装意愿。美国时尚或含蓄或明显地致力于一种民主性,而传统的巴黎时尚则是规范性的,是强加给女性的,无论她们是否愿意。

· 词汇注释与难句分析 ·

- ① **indebted** [ɪn'detɪd] a. 负债的,感激的,受惠的
- ② **liberate sth from sth** 把……从……中解放出来
- ③ **confines** [ˈkɒnfəɪnz] n. 约束,限制
- ④ **wardrobe** [ˈwɔːdrəʊb] n. 衣柜;(一个人的)全部衣物
- ⑤ **dress code** 着装标准,着装规定
- ⑥ **playsuit** [ˈpleɪsjuːt] n. 海滩装,游乐装,轻便装
- ⑦ **activewear** [ˈæktɪvweə] n. 运动服,运动装
- ⑧ **outfit** [ˈaʊtfɪt] n. 全套服装
- ⑨ **suffice** [səˈfaɪs] v. 足够;有能力

- ⑩ **casual clothing** 休闲装;便服
- ⑪ **prize** [praɪz] v. 珍视;高度重视
- ⑫ **versatility** [ˌvɜːsəˈtɪlətɪ] n. 多功能性;用途广泛
- ⑬ **in contradiction to** 同……相矛盾
- ⑭ **allotment** [əˈlɒtmənt] n. 所配得的一份,份儿,份额
- ⑮ **answerable to sth** 对(某人)有责任;适合(目的)
- ⑯ **implicitly** [ɪmˈplɪsɪtli] ad. 内含地,隐含地
- ⑰ **explicitly** [ɪkˈsplɪsɪtli] ad. 明确地,显而易见地
- ⑱ **address** [əˈdres] v. 设法解决;处理;讨论;满足(需)
- ⑲ **prescriptive** [prɪˈskrɪptɪv] a. 规定的,规范的
- ⑳ **imposed on** 强加于
- ㉑ **willing or not** 愿意与否

考途

考路艰辛,征途有我



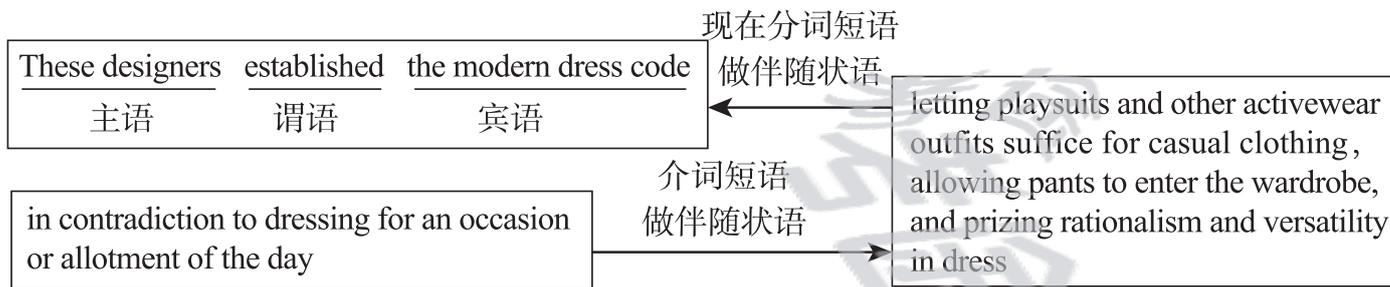
求)

⑱ prescriptive [pri'skriptiv] a. 固定的, 约定俗成的

⑳ be imposed on 强加于

㉑ willing or not 不管愿不愿意

These designers established the modern dress code, letting playsuits and other activewear outfits suffice for casual clothing, allowing pants to enter the wardrobe, and prizing rationalism and versatility in dress, in contradiction to dressing for an occasion or allotment of the day.



· 语篇分析 ·

首段引出时尚界重大历史事件: 美国女性设计师脱离法国设计(传统时尚权威)的束缚、开创现代着装规范。

①②③句重叙述, 回顾历史: 女性设计师将美国时尚从巴黎设计中解放出来、确立现代着装规范。

①②句介绍美国时尚的“独立”。两句以 liberated A from the confines of B(将 A 从 B 的桎梏中解放出来)和 independence(独立)同义呼应, 强调美国时尚的独立: 脱离法国时尚(传统的时尚权威)。We live today indebted to... (生活在今天的我们感恩于/负债于……) 引发追溯、暗示当初这一事件对今日意义重大。came in A, B, C, D, and E (come in 意为“[事件]的到来, 发生”) 凸显美国独立时尚体现于穿衣打扮的各个方面。

③句说明独立的重大意义: 确立了现代着装规范。三个并列分词短语 letting... allowing... and prizing... 共同解释主句, 说明美国女性设计师所确立的现代着装规范的鲜明特色, 概括三者可知其本质特征: 务实——注重衣服的实用性、多功能性。in contradiction to... 暗示在此之前的传统时尚(法国时尚)与此相反的特征: 有很强的规范性, 不同的场合有严格的着装要求。

④⑤句重评论, 指出“美国时尚/现代着装规范”相较“巴黎时尚/传统权威时尚”的进步: 具有民主性(遵循女性意愿)。logical and answerable to the will of the women(answerable to sth 意为“对某物负责的; 适合某物的”)、addressed a democracy(address 意为“设法解决、满足”) 凸显美国时尚的合理性、民主性; prescriptive and imposed on women, willing or not(prescriptive 意为“规定性的, 指定性的”, 与 democratic 相对) 述出传统巴黎式时尚的规范性、强制性。

【段落深层解读】本段主旨为“介绍并评述时尚界的重大历史事件”, 难词非常之多, 考场之上难以完全读懂。对此需抓大放小: 1、借 liberated A from the confines of B(将 A 从 B 的桎梏中解放出来)和 independence(独立)的同义呼应意识到本段讲述事件为“美国女性设计师脱离传统法国时尚, 创立美国时尚/现代着装规范”, 段落关键词为 American fashion/the modern dress code(与之相对的是 Parisian design /Paris-based fashion)。2、借 letting... allowing... and prizing... 的详释, 以及段末两句的对比(集中体现于 whereas), 明确美国时尚完全不同于传统巴黎时尚的鲜明特征。

· 真题精解 ·

46. What contribution did the women designers make to American fashion?	46. 女性设计师对美国时尚做出了什么贡献?
A) They made some improvements on the traditional Parisian design.	A) 她们对传统巴黎式设计做了一些改进。

考途

考路艰辛, 征途有我



B) They formulated a dress code with distinctive American features.	B) 她们创立了带有独特美国特色的着装规范。
C) They came up with a brand new set of design procedures.	C) 她们提出了一套全新的设计程序。
D) They made originality a top priority in their fashion design.	D) 她们将独创性作为时尚设计的重中之重。

[精准定位] 本题考查“女性设计师对美国时尚的贡献”。由题干关键词 women designers、American fashion 可直接定位到第一段 (McCardell... and other women... These designers)。

[锁定答案] B)。首段①②③句指出女性设计师将美国时尚从巴黎式设计中解放出来,确立了现代着装规范,并指出其具体特征,④⑤句则指出美国时尚完全不同于传统的巴黎时尚。可见 B 项正确, a dress code 对应 the modern dress code; 而 with distinctive American features 则概括 letting... allowing... and prizing... addressed a democracy 等。

[排除干扰] A 项将①②句“女性设计师把美国时尚从巴黎式设计中解放出来、取得独立 (liberated from the confines of Parisian design、independence)”弱化为“对巴黎设计进行了某些改进 (made some improvements)”。C 项将“女性设计师开创了一种全新的时尚/设计风格”偷换为“提出了一套全新的设计程序 (new... procedures)”。D 项将“作者观点:美国时尚具有独创性”偷换为“美国女性设计师观点:时尚设计的重中之重是独创性”。由③④⑤句可知,“实用性”才是美国时尚最鲜明的特征。

[提炼思路] 本题实考查首段主旨。解题基本策略在于借助段中同义/近义/上下义词的复现等梳理段落结构,宏观把握该段(包括“主题事物”及其“特点”):根据①句 liberated American fashion from the confines of Parisian design(把美国时尚从巴黎设计的束缚中解放出来)、②句 Independence(独立)、③句 established the modern dress code(确立现代着装规范)、以及④⑤句的对比 (whereas),可知第一段主旨:美国女性打破传统巴黎时尚、形成了特点鲜明的美国时尚、确立了现代着装规范,B 项正确。

II ① In an earlier time, American fashion had also followed the **dictates**^① of Paris, or even copied and **pirated**^② specific French designs. ② Designer sportswear was not **modeled**^③ on that of Europe, as “modern art” would later be; ^{④⑦} it was **genuinely**^④ invented and developed in America. ③ Its designers were not **high-end**^⑤ with **supplementary**^⑥ **lines**^⑦. ④ The design objective and the business **commitment**^⑧ were to sportswear, and distinctive **traits**^⑨ were problem-solving **ingenuity**^⑩ and realistic lifestyle applications. ^{⑪⑫} ⑤ **Ease of care**^⑪ was most important: summer dresses and outfits, in particular, were chiefly **cotton**^⑫, **readily**^⑬ capable of being washed and **pressed**^⑭ at home. ⑥ **Closings**^⑮ were simple, practical, and **accessible**^⑯, as the modern woman depended on no personal **maid**^⑰ to dress her. ⑦ American designers prized **resourcefulness**^⑱ and the freedom of women who wore the clothing.

在更早些时候,美国时尚也曾遵从巴黎原则,甚至复制和剽窃特定的法国设计。(而)品牌运动装,就像后来的“现代艺术”一样,不再是仿效欧洲模式;它是真正在美国发明并发展起来的。它的设计师不是配有一系列辅助人员的高端设计师。其设计目标和商业承诺都指向运动装,其鲜明特点是解决问题的独创性和现实主义生活方式的应用。方便打理最为重要:尤其是,夏季的礼服和套装主要是棉制的,可以随手在家中洗涤熨烫。由于现代女性不再倚赖私人女仆为其穿衣,所以衣服的门襟都简单、实用、且容易够得着。美国设计师珍视善于随机应变(的理念)以及着装女性的自由灵活。



- ① **dictate** [dɪk'teɪt] *n.* 命令, 规定, 原则
 ② **pirate** ['paɪəreɪt] *v.* 翻印; 剽窃
 ③ **model** ['mɒdl] *v.* 仿特定样式做出, 按特定模型制造(或设计)
 ④ **genuinely** [dʒenjuɪnli] *ad.* 真正地, 名副其实地
 ⑤ **high-end** ['haɪend] *a.* 高端的, 高档的
 ⑥ **supplementary** [sɪˌplɪ'mentəri] *a.* 补充的, 追加的, 附属的
 ⑦ **line** [laɪn] *n.* 一系列按重要性排列的人; 各级人员
 ⑧ **commitment** [kə'mɪtmənt] *n.* 承诺, 承担的义务
 ⑨ **trait** [treɪt] *n.* 特性, 特点

- ⑩ **ingenuity** [ɪndʒɪ'nju:ɪti] *n.* 独创性
 ⑪ **ease of care** 易护理性, 方便打理
 ⑫ **cotton** ['kɒtən] *n.* 棉花, 棉布
 ⑬ **readily** ['redɪli] *ad.* 容易地, 很快地
 ⑭ **press** [pres] *v.* 压烫
 ⑮ **closing** ['klɒzɪŋ] *n.* 门襟
 ⑯ **accessible** [ək'sesɪbəl] *a.* 易接近的, 易达到的
 ⑰ **maid** [meɪd] *n.* 侍女, 女仆
 ⑱ **resourcefulness** [rɪ'sɔ:rsfʊlnɪs] *n.* 足智多谋, 随机应变, 灵活多样

· 语篇分析 ·

第二段具体介绍开创“美国时尚/现代着装规范”的“品牌运动装”。

①②句指出, 品牌运动装 (**designer sportswear**) 是美国时尚独立于欧洲品味的开端。

①句反向铺垫、强调早期美国时尚对巴黎时尚的“遵循”。三个动词 followed(遵循)、copied(复制, 模仿)、pirated(抄袭, 剽窃)强调早期美国时尚对传统时尚的亦步亦趋。

②句转折、引出美国品牌运动服装对巴黎时尚的“打破”。was not modeled on that of Europe(that 回指 designer sportswear)和 it was genuinely invented and developed in America 一正一反, 共同强调美国品牌运动装是“真正的美国造”(genuinely 意为“真正地, 名副其实地”, 起强调作用)。

③-⑦句具体介绍美国品牌运动装的设计特点。

③句指出其设计师特点——并不是配有一系列辅助人员的高端设计师 (were not high-end with supplementary lines), 言外之意是美国品牌运动装和巴黎时尚的对比: “亲民、实用”VS“高端, 精致”。

④⑤⑥⑦句详述此类服装的设计特点: 专注于运动装, 注重独创性和实用性。

四句为总(④句)一分(⑤⑥句)一总(⑦句): 先指出无论是设计目的和商业承诺都指向“运动装”(言外之意: 实用性是首要的), 其鲜明特点是解决问题的独创性和现实生活中的实用性; 随后具体说明其特征“方便打理, 门襟简单实用, 穿衣方便等”; 最后概括指出美国设计师珍视应变能力以及着装者的灵活自由。

【段落深层解读】本段整体为“总分”结构: ①句铺垫——②句引领全段(引出美国突破传统时尚的先锋“品牌运动装”)——③至⑦句具体描述。阅读时重在: 1. 从①②句“早期的美国时尚一直哈法, 但品牌运动装不再效仿欧洲模式”意识到: designer sportswear 代表着上段 liberated American fashion from the confines of Parisian design 的开端。2. 本段 ③-⑦句所描述的“美国品牌运动装的特征”(实用的运动装, 方便打理, 穿脱方便, 珍视穿衣者的自由)与上段 ③④⑤句所述“美国时尚的总体特征”应该一致, 可结合理解。3. 前两段重在说明现象“美国时尚不再‘哈法’, 打造出全新风格的运动装, 建立了独立的美国时尚, 并确立了现代着装规范”。显然, 这一现象意义重大, 必有特定的驱动因素, 预测下文会进行分析。

· 真题精解 ·

47. What do we learn about American designer sportswear?	47. 我们可以了解到关于美国品牌运动装的什么信息?
A) It imitated the European model.	A) 它模仿欧洲模式。



B) It laid emphasis on women's beauty.	B) 它强调女性之美。
C) It represented genuine American art.	C) 它代表真正的美国艺术。
D) It was a completely new invention.	D) 它是一项全新的发明。

[精准定位] 本题考查“美国品牌运动装”的相关信息。由名称关键词 American designer sportswear 先大致定位至第二、三、四段,随后需根据选项分别具体定位。

[锁定答案] D)。第二段②句指出品牌运动装并非效仿欧洲模式,它是真正在美国发明并发展起来的,D项符合此信息,completely new invention 近义对应 genuinely invented and developed in America。

[排除干扰] A项与第二段②句“设计师运动装不是仿效的欧洲模式(was **not modeled** on that of Europe)”完全相悖。B项将第二段末句“美国品牌运动装珍视女性自由(the freedom of women)”改为“女性之美(women's beauty)”,由第三段③④句可知该选项实为偷梁换柱:注重女性之美是“传统巴黎时尚”的特点。C项利用第四段③句 a genuine design art 设置干扰,但由该句只能推知美国品牌运动装是一种设计艺术,无法推出它是美国艺术的代表(represent 意为“代表,成为典型/象征”)。

[提炼思路] 本题考查事实细节,对于文章跨度范围较大,且根据题干只能确定信息搜索的大范围,解题关键在于根据各选项中关键词分别具体定位,并进行比对(正确项是对原文信息的概括总结或同义改写;干扰项则常常以文中词汇增大干扰,却暗中偷梁换柱或篡改语义):先定位,A项 European model 复现第二段②句 modeled on that of Europe,B项 women's beauty 复现第三段④句 pure beauty,C项 genuine 和 art 复现第四段③句 a genuine design art,D项 new invention 复现第二段②句 was genuinely invented;然后逐一比对,A反向干扰,B偷梁换柱,C扭曲语义,只有D同义改写,可确定答案为D项。

III ① Many have argued that the women designers of this time were able to **project**^① their own clothing values into a new style. ② Of course, much of this argument in the 1930s-40s was advanced because ^④there was **little or no**^② experience in **justifying**^③ apparel(服装) on the basis of^④ **utility**^⑤. ③ If Paris was **cast aside**^⑥, the tradition of beauty was also to **some degree**^⑦ **slighted**^⑧. ④ Designer sportswear would have to be verified by a standard other than^⑨ that of pure beauty; the **emulation**^⑩ of a designer's life in designer sportswear was a **crude**^⑪ version of this relationship. ⑤ The consumer was ultimately to be mentioned as well, especially by **the likes of**^⑫ Dorothy Shaver, who could **point to**^⑬ the sales figures at Lord & Taylor.

许多人认为这一时期的女性设计师得以将自己的服装价值观呈现为一种新的风格。当然,在20世纪30、40年代,这种观点在很大程度上是超前的,因为就“基于实用性来论证服装的合理性”在当时几乎没有现实经验。如果巴黎(的时尚原则)被抛在一边,那么美的传统也在一定程度上被轻视。品牌运动装必须要通过“纯美”之外的标准来验证;将设计师的生活方式模拟到品牌运动装上就是这种关联的一个粗略版本。消费者因素最终也会被考虑,尤其是像 Dorothy Shaver(注:罗德泰勒百货公司总裁)这类的人,可能会着重提到罗德泰勒百货公司的销售金额。

· 词汇注释与难句分析 ·

① **project** [prə'dʒekt] v. 使(思想、感情)形象化[具体化],(以某方式)呈现

② **little or no** 很少,几乎没有

③ **justify** ['dʒʌstɪfaɪ] v. 证明……正当(或有道理、合

理)

④ **on the basis of** 根据,基于

⑤ **utility** [ju:'tɪlɪti] n. 功用,效用

⑥ **cast aside** 抛弃,废除

考途

考路艰辛, 征途有我



⑦ **to some degree** 在一定程度上

⑧ **slight** [slait] *v.* 轻视, 怠慢

⑨ **other than** 不同于

⑩ **emulation** [i'emju'leifən] *n.* 仿真, 效法

⑪ **crude** [krud] *a.* 粗糙的, 简略的

⑫ **the likes of sb** 类似某人的人, ……的一类人

⑬ **point to** 提出, 指出(重要的事或理由)

· 语篇分析 ·

第三段论述美国的品牌运动服装所蕴含的“实用主义着装理念”。

①句说明后来人对于(当初)这些女性设计师的时尚创新的想法: 她们将“自己的服装价值观”呈现为了一种“新的风格”。Many have argued 引出后人对当时女性设计师的评价。their own clothing values 表面指的是设计师的着装价值观, 映射的是当时女性的价值观。a new style 指完全不同于传统巴黎时尚的新风格(美国风格)。

②句退步承认, 这种看法在上世纪三、四十年代可能是超前的(言外之意: 当时的人们、甚至设计师本人都可能并未意识到, 这是后来人们回看历史得出的观点)。much of this argument, justifying apparel on the basis of utility(根据实用性来论证服装的合理性)回应①句所述“后来人的评判视角”; there was little or no experience 则说明当时人们尚不具备这种“基于实用性来论证服装的合理性”的视角(为后文提及传统时尚的“纯美标准”埋下伏笔)。

③④⑤句再次转回①句, 论述这些女性设计师的创新: 弱化传统的审美性标准, 引入新的实用性标准。三个近义关键词 cast aside(抛弃)、slighted(轻视)、other than(不同于, 而非)凸显核心语义“破除传统标准”。

③句作者表明观点: 美国设计师既然把巴黎抛在了一边, 那么肯定也在一定程度上弱化了美的传统。由本句因果关联“摒弃巴黎时尚原则意味着传统审美观念受到轻视”可反推得知: 巴黎式时尚非常注重“美(beauty)”。

④句进而指出美国品牌运动装引入新的考量因素: 诠释设计师的现实生活。pure beauty(纯美)呼应上句 the tradition of beauty, 指向巴黎时尚的纯粹审美性标准。分号后则明确指出验证美国运动装的另一新标准(verified by a standard other than...): 设计师的生活方式(也即该时期女性的现实生活需求)。其中 this relation 指代前一分句内容; crude version(粗略版本, 大概版本)暗示还有其他因素。

⑤句补充指出品牌运动装也必然考虑了“消费者需求”。as well(也, 同样地)表明④⑤两句并列逻辑: “设计师的生活”和“消费者的需求”均不同于传统的“纯美标准”。ultimately(最终的, 最高的)言外之意: 消费者需求才是最高标准。

【段落深层解读】本段阅读有两个难点: 1. 段落层次: Many have argued that... Of course, much of this argument in the 1930s-40s was... If Paris was cast aside 构成多重转折、体现本段的“回顾、评判历史”角度: ①句概述后来人对于(当初)这些女性设计师的时尚创新的想法——②句退步承认, 这种看法在上世纪三四十年代可能过于超前——③④⑤句再次转回论述①句。2. 段中关联: a designer's life 指女性设计师的生活方式, consumer 代表着消费者的需求, 二者既是影响设计的不同因素, 又共同合成了该时期女性的(不同于传统的“纯美标准”的)着装价值观。

· 真题精解 ·

48. What characterized American designer sportswear?	48. 哪项符合美国设计师运动装的特点?
A) Pursuit of beauty.	A) 对美的追求。
B) Decorative closings.	B) 装饰性的门襟。
C) Ease of care.	C) 方便打理。
D) Fabric quality.	D) 面料材质。



[精准定位] 本题依旧考查“设计师运动装的主要特点”，只不过层面较上一题更低、更细。同上题类似，由题干关键词 American designer sportswear 先定位至第二、三段，随后按选项分别具体定位。

[锁定答案] C)。根据第二段⑤句可知“方便打理(Ease of care)是当时设计师设计运动装时的重要考虑因素”，C项正确。

[排除干扰] A项源自第三段多次复现的 women、beauty 等词，但“注重女性之美是“传统巴黎时尚”的特点，而非品牌运动装(美国时尚)的特点”。B项利用第二段⑥句 closings 干扰，但将 closings 的设计特点“简单实用”(simple, practical)篡改为“起装饰作用”(decorative)。D项根据第二段⑤句... were chiefly cotton 设置干扰 Fabric quality，但此部分信息意在说明“夏季的棉质面料易于打理(例证强调“易于打理”)”并非说明其“面料质量”。

[提炼思路] 本题同上题设问类似，但设问方向更集中：统一指向“美国品牌运动装的具体特点”。两题解题思路也相似，只不过本题需要更加提防命题人的“偷梁换柱”或“断章取义”(应对之策在于，借助“美国品牌运动装的整体特征——实用性”以及前后逻辑进行判断)：A把“传统时尚”的特点偷换给“美国品牌运动装”；B偷换 closing 的特点；D则对 cotton 断章取义，只有C是“美国品牌运动装”的明确特点(且符合其总体特征)。

· 真题精解 ·

49. What occurred in the design of women's apparel in America during the 1930s-40s?	49. 在 20 世纪 30、40 年代美国的女装设计发生了什么?
A) A shift of emphasis from beauty to utility.	A) 重心从审美性转到实用性。
B) The emulation of traditional Parisian design.	B) 仿效传统的巴黎式设计。
C) A search for balance between tradition and novelty.	C) 寻求传统与新颖之间的平衡。
D) The involvement of more women in fashion design.	D) 更多女性参与时尚设计。

[精准定位] 本题考查“美国女装设计在特定时期的特点”。结合名称关键词 the design of women's apparel 和时间关键词 the 1930s-40s 定位到第三段。

[锁定答案] A)。第三段①②句指出“当时的女性设计师能把超前的理念‘实用性(utility)’呈现到服装设计中”，③④句则具体说明女装设计从传统时尚“纯美、唯审美标准(pure beauty)”到现代时尚“引入实用性标准”的转变，A项是对这一变化的正确概括。

[排除干扰] B项将④句“模拟设计师生活(the emulation of a designer's life)”偷换为“模拟传统巴黎设计”，而美国设计师实则是“抛弃了巴黎设计(③句 Paris was cast aside)”。C项错在两点：1. tradition and novelty 错误——文中关注点并非“传统和新颖”而是“美和实用”(虽然文中表明“传统”即“纯美”，但“新颖”不等于“实用”)；2. search for balance 偏差——与①③句事实“美国女装设计抛弃了巴黎时尚、完全是创新事物”不符。D项将①句“女性设计师得以把自己的新理念运用到时尚设计中”曲解为“更多女性参与时尚设计”，原文并未论及时尚设计师的性别比重变化。

[提炼思路] 本题考查对段落信息的概括推理能力。解题关键在于梳理句间逻辑，明确语义关联：首先明确题干所问“美国的女装设计发生的变化”与第三段①句“女性设计师将新理念运用到新的时装风格中(变化)”实为同指，再根据②句“实用性理念在当时是超前的”推断出：传统时尚以“纯美”为标准，美国设计师则考虑“实用”标准。③④句则论述指出当时设计师运动装“抛弃巴黎时尚、仿效现实生活方式(实用性)”。由此可明确“变化”内容：弱化了传统的“审美性”，开始重视超前的“实用性”。



IV ① Could utility alone justify the new ideas of the American designers? ② Fashion is often regarded as a pursuit of beauty, and some **cherished**^① fashion's **trivial**^② relationship to the fine arts. ③ What the designers of American sportswear proved was that fashion is a genuine design art, answering to the demanding needs of service. ④ Of course these practical, **insightful**^③ designers have determined the course of late twentieth-century fashion. ⑤ They were the **pioneers**^④ of gender **equity**^⑤, in their useful, adaptable clothing, which was both made for **the masses**^⑥ and capable of self-expression. [454 words]

仅实用性能否证明美国设计师新理念合理性? 时尚往往被视为对美的追求, 一些人重视时尚与艺术的细微关联。美国运动装设计师证明了时尚是一种真正的设计艺术, 能够满足苛刻的服务需求。完全可以说, 这些注重实用且富有洞察力的设计师已经确定了20世纪后期的时尚航向。她们是推动性别平等的先驱者, 这体现在她们所设计的实用的、适应性强的服装上, 这种服装既能满足大众需求, 又能实现自我表达。

· 词汇注释与难句分析 ·

① **cherish** [ˈtʃerɪʃ] *v.* 珍视, 珍爱

② **trivial** [ˈtrɪvɪəl] *a.* 不重要的, 琐碎的

③ **insightful** [ˈɪnsaɪtful] *a.* 有深刻见解的, 富有洞察力的

④ **pioneer** [ˈpaɪəˈniə] *n.* 先驱者, 倡导者, 创始人

⑤ **equity** [ˈekwɪtɪ] *n.* 公平, 公正, 正当

⑥ **the masses** 群众, 大众

· 语篇分析 ·

第四段指出美国女性设计师的时尚新理念更深远意义: 使时尚成为一种真正的设计艺术。

①句以设问承上启下: 实用性是否是美国设计师新理念的唯一衡量因素? utility 概述上文的“实用性理念”, 设问 Could utility alone justify...? 引出下文对“美国设计师新理念更深远意义”的论述。

②至⑤句对①句否定作答: 美国设计师新理念证明了时尚是一种真正的设计艺术。

②句首先让步指出传统时尚观念 (Fashion is often regarded as): 时尚常被认为是追求美, 与审美艺术相关。a pursuit of beauty, fine arts(美术, 纯艺术)指向“传统时尚”。

③句则指出美国设计师的创新理念 (What the designers of American sportswear proved was that...): 证明了时尚的本质是一种设计艺术。design art(设计艺术/实用艺术)与 fine arts(艺术, 审美艺术)不同, 是美国设计师对“时尚”的新定位, 其本质是将重心由“审美”向“实用”偏移。伴随状语 answering to the demanding needs of service(满足苛刻的服务需求)凸显了“设计艺术”的实用功能。

④⑤句提升层面, 说明这些美国设计师对时尚的深远影响。

④句指出这些设计师的设计理念影响了20世纪后期的时尚航向。practical, insightful 明确作者对设计师的肯定; have determined the course of late twentieth-century fashion 则凸显其对时尚业的深远影响。

⑤句进一步超越“时尚”, 指出兼具实用性和艺术性的运动服装推动了性别平等。their useful, adaptable clothing 概指美国设计师开创的运动服装; made for the masses 体现了这类服装的实用价值, capable of self-expression 则体现了这类服装的自我表达、自我展现功能。pioneers of gender equity 则明确美国运动服装的社会功能。

【段落深层解读】本段阅读难点在于借 Fashion is often regarded as a pursuit of beauty... What the designers of American sportswear proved was that fashion is... 的呼应(时尚通常被认作 B, 而美国运动装设计师们证明时尚是 A)、What... is... 的强调功能、以及 regard 与 prove 暗含的对比(regard 通常“带有主观性、暗示未加证明”; 而 prove 带有“证明事实、真相等”之意)的肯定意味, 体味到作者眼中“美式运动装设计师理念的开创性、贡献性”。





50. What do we learn about designers of American sportswear?	50. 我们可以了解美式运动装设计师的什么信息?
A) They catered to the taste of the younger generation.	A) 她们迎合了年轻一代的口味。
B) They radically changed people's concept of beauty.	B) 她们彻底改变了人们关于美的概念。
C) They advocated equity between men and women.	C) 她们倡导男女平等。
D) They became rivals of their Parisian counterparts.	D) 她们成了巴黎同行的对手。

[精准定位] 本题考查“美式运动装设计师的相关信息”。由题干中人物关键词 designers of American sportswear 可直接定位到第四段 (American designers... the designers of American sportswear... these practical, insightful designers... They...)。

[锁定答案] C)。第四段⑤句指出,她们(美式运动装的设计师)是推动性别平等的先驱者,C项 They advocated equity between men and women 是 They were the pioneers of gender equity 的内含之意。

[排除干扰] A项由第四段③句 answering to the demanding needs of service 以及⑤句 which was both made for the masses 主观推断设计师“迎合年轻人的口味”,实际上这是在说明设计师注重“实用性”,文中并未提及年轻人的消费品味。B项对②③句“传统认为时尚是对美的追求,而美式运动装设计师们证明时尚不仅是美”过度推导,由此不能推知“人们对美的认识”发生了改变。D项对④句“美式运动装设计师确定了20世纪后期的时尚航向”过度推断,文中虽强调美国设计师的影响,但并未提及其与巴黎同行的竞争。

[提炼思路] 本题考查对事实细节的概括推理。解题时先根据题干关键词 designers of American sportswear 划定大体搜索范围(第四段);然后再在信息搜索范围内寻找与每个选项的关键词相对应的信息点,并仔细比对原文和选项:A项 They catered to the taste 对应③句 answering to the... needs,但捏造原文没有的信息 the younger generation。B项 concept of beauty 对应②句 a pursuit of beauty,但改变原文方向:改变的是“对时尚(fashion)的看法”,而不是“对美(beauty)的看法”。C项 equity between men and women 对应⑤句 gender equity,且 advocated 明确 were the pioneers 暗含之意。D项没有明显对应词,检索未发现“美国设计师与巴黎同行竞争”相关信息。故确定选C项。

Passage Two 垃圾堆成为觅食之地,鸟类停止冬季迁徙



一、总体分析

来源: *The Guardian*《卫报》2016.01.22 文章 Birds stop migrating as rubbish dumps provide winter feeding grounds(由于垃圾堆提供冬季觅食区,鸟类停止迁徙)。**主题:**垃圾堆影响鸟类迁徙行为,危害鸟类健康和生态平衡。**脉络:**提出全文关注对象“垃圾场成了鸟类冬季觅食之地、导致鸟类停止迁徙”(第一、二段)——具体分析留在垃圾堆上过冬对鸟类的影响(第三、四段)——进一步说明垃圾堆对迁徙鸟类的诱感情形(第五、六段)——进而指出鸟类停止迁徙对整个生态平衡的影响(第七段)。





I ① Massive rubbish dumps^① and sprawling^② landfills^③ constitute^④ one of the more uncomfortable impacts that humans have on wildlife. ⑤ ② They have led^⑤ some birds to give up on^⑥ migration^⑦. ③ Instead of flying thousands of miles in search of^⑧ food, they make the waste sites their winter feeding grounds^⑨.

巨大的垃圾堆和蔓延的堆填区构成了人类对野生动物更为令人不安的影响之一。它们已导致一些鸟类放弃迁徙。这些鸟类不再飞行数千英里去寻找食物,而是把垃圾场当成了冬季觅食之地。

· 词汇注释与难句分析 ·

① rubbish dump *n.* 垃圾堆

② sprawling ['sprɔ:liŋ] *a.* 蔓延的;无规则延伸的

③ landfill ['lændfɪl] *n.* 垃圾填埋场,

④ constitute ['kɒnstɪtju:t] *v.* 构成,组成.

⑤ lead [li:d] *v.* 导致,造成

⑥ give up on 放弃、不再期待

⑦ migration [maɪ'greɪʃn] *n.* [鸟或兽的]迁徙

⑧ in search of 寻找

⑨ feeding ground (动物或鸟类的)聚食场

· 语篇分析 ·

首段提出全文关注对象(令人不安的现象):垃圾场成了鸟类冬季觅食之地、导致鸟类停止迁徙。

①句以作者概括性观点开篇:垃圾场对野生动物的影响令人不安。massive、sprawling 强调垃圾场体量巨大、无规划蔓延。uncomfortable impacts 明确影响趋于负面、令人不安。

②③句解释①句,明确本文关注现象。

②句指出,垃圾堆导致鸟类放弃迁徙。They 回指①句 rubbish dumps and sprawling landfills; have led some birds to give up on migration 标识因果,回应①句 uncomfortable impacts。

③句说明鸟类放弃迁徙的原因:垃圾场成为它们的冬季觅食之地。they 回指②句 some birds。Instead of flying thousands of miles 复现解释 give up on migration。取舍结构 Instead of... they make... 凸显鸟类习惯变化:以前冬季迁徙到遥远的地方寻找食物 VS 现在冬季飞到垃圾堆觅食。

【段落深层解读】一、①句 uncomfortable impacts 的明确性、②句 give up on migration (give up on 意为“放弃,不再期待”)的消极色彩、③句 make sth sth 的“凑合、将就”意味,均体现段落主旨及情感基调:蔓延的垃圾堆成了冬季鸟类觅食之地,改变它们原有的迁徙习惯,这令人不安。

二、本段阅读重在把握 have impact on、led... to 和 in search of 体现的“因果变化”:人类行为导致垃圾场蔓延——垃圾场成了鸟类冬季觅食之地——鸟类放弃原有迁徙习惯——产生令人不安的影响。

· 真题精解 ·

51. What is the impact of rubbish dumps on wildlife?	51. 垃圾堆对野生动物有什么影响?
A) They have forced white storks to search for safer winter shelters.	A) 它们迫使白鹳寻找更安全的过冬地。
B) They have seriously polluted the places where birds spend winter.	B) 它们严重污染了鸟类过冬的地方。
C) They have accelerated the reproduction of some harmful insects.	C) 它们加速了一些有害昆虫的繁殖。
D) They have changed the previous migration habits of certain birds.	D) 它们改变了某些鸟类先前的迁徙习惯。

【精准定位】本题概括考查“垃圾堆对野生动物的影响”。根据题干关键词 the impact of rubbish



dumps on wildlife 定位至第一段(rubbish dumps... constitute... impacts... on wildlife)。

[锁定答案] D)。第一段①句指出,垃圾堆对野生动物的影响令人不安,②③句具体说明:导致一些鸟类冬季不再迁徙、不再飞行数千里去觅食,D)正确,They have changed the previous migration habits of certain birds. 是对 They have led some birds to give up on migration 以及 Instead of flying thousands of miles..., they... 的同义改写。

[排除干扰] A项与原文变化相反:垃圾堆使得白鹤“放弃原有迁徙习惯,来垃圾场觅食过冬”,而不是“离开原来居住地,去寻找更安全的地方过冬”。B项由第二段 feeding on food waste, and the multitudes of insects that thrive 句主观推断“垃圾堆污染了鸟类过冬之地(have seriously polluted...)”,但实际上是“垃圾堆提供了鸟类冬季觅食之地”(feeding on food waste...)。C项利用第二段②句 the multitudes of insects that thrive on the dumps 干扰,但这仅说明“垃圾堆上虫子大量繁殖”,无法推出“垃圾堆加速了虫子的繁殖”,accelerated the reproduction 无中生有。

[提炼思路] 对于选项较长的情形,应首先将选项信息分类。如本题四个选项中,名词性信息(white storks, the places where birds spend winter, the reproduction of some harmful insects, previous migration habits of certain birds)体现“选项小话题”,主要用于定位原文,动词性信息(have forced... to search for..., have seriously polluted, have accelerated, have changed)带有“作者观点性”,用于取舍判断。

II ① Researchers in Germany used **miniature**^① GPS tags to **track**^② the migrations of 70 white *storks* (鹤) from different sites across Europe and Asia during the first five months of their lives. ② While many birds travelled along well-known **routes**^③ to warmer **climates**^④, others stopped **short**^⑤ and spent the winter on landfills, **feeding on**^⑥ food waste, and the **multitudes of**^⑦ insects that **thrive**^⑧ on the dumps.

德国研究人员使用微型 GPS 标牌追踪跨欧、亚洲各地的 70 只白鹤在生命头五个月的迁徙情况。尽管许多鹤沿着一些众所周知的路线到达了更温暖的气候带,但其它的鹤却中途停下,在垃圾填埋场过冬,以食物残渣和在垃圾上繁盛的大量昆虫为食。

· 词汇注释与难句分析 ·

① **miniature** ['mɪnɪətʃə] a. 微型的

② **track** [træk] v. 追踪

③ **route** [ru:t] n. 路线

④ **climate** ['klaɪmət] n. 气候带,地带

⑤ **short** [ʃɔ:t] ad. 未达到目标地

⑥ **feed on** 以……为食

⑦ **multitude (of sth)** 众多,大量

⑧ **thrive** [θraɪv] v. 兴旺,繁盛

While many birds travelled along well-known routes to warmer climates, others stopped short and spent the winter on landfills, feeding on food waste, and the multitudes of insects that thrive on the dumps.

分句1: While many birds travelled along well-known routes to warmer climates
连词 主语 谓语 宾语 地点状语

分句2: others stopped short and spent the winter on landfills,
主语 谓语1 连词 谓语2 宾语 地点状语

现在分词结构表伴随

feeding on food waste, and the multitudes of insects that thrive on the dumps.

· 语篇分析 ·

第二段引出相关具体研究、并概述其研究方法及研究发现。



①句概述研究方法:使用微型 GPS 标牌定位追踪跨越欧亚的 70 只白鹤迁徙情况。句中用 use... to... from... 标识研究工具、研究对象、以及样本范围。

②句概述研究发现:许多白鹤中途放弃迁徙、停在垃圾堆觅食过冬。本句以 While many birds... others... 形成让步转折,语义重点在后(呼应开篇段关注对象)。travelled along well-known routes to warmer climates 和 stopped short and spent the winter on landfills 形成对比,体现两类白鹤(many birds VS others)的差异:一些沿袭旧有习惯/路线、迁徙到温暖地带 VS 另一些中途停止、在垃圾场觅食过冬。stopped short 意为“突然停下”,暗示停下的白鹤本也是以“温暖地带”为目的,只是因“某种情形”突然停下。food waste、multitudes of insects(数量庞大)、insects that thrive(昆虫繁盛)则说明吸引鸟类突然停下的事物:食物充足的垃圾场。

【段落深层解读】本段阅读重点在于借 While... others... 明确研究发现中“截然不同的两类白鹤”:一些沿传统路线迁徙到温暖地带(travelled along well-known routes) VS 一些中途停下在垃圾场过冬(stopped short and spent the winter on landfills)。

III ① In the short-term, the birds seem to benefit from *overwintering* (过冬) on rubbish dumps. ② Andrea Flack of the Max Planck Institute found that ⁵² birds following traditional migration routes were more likely to die than German storks that flew only as far as northern Morocco, and spent the winter there on rubbish dumps.

③ “For the birds it’s a very convenient way to get food.

④ There are huge clusters^① of organic waste they can feed on,” said Flack. ⁵³ ⑤ The meals are **not particularly**^② **appetising**^③, or even safe.

⑥ Much of the waste is **discarded**^④ rotten meat, mixed in with other human **debris**^⑤ such as plastic bags and old toys.

IV ① “It’s very risky. ⁵³ ② The birds can **easily**^① eat pieces of plastic or **rubber bands**^② and they can die,” said Flack. ③ “And we don’t know about the long-term consequences. ⁵³ ④ They might eat something **toxic**^③ and damage their health. ⑤ We cannot **estimate**^④ that yet.”

短期来看,这些鸟儿似乎得益于在垃圾堆上过冬。马克斯·普朗克研究所的安德烈·弗拉克发现,相比只飞到摩洛哥(译注:非洲西北部国家)北部,并在那里的垃圾堆上过冬的德国白鹤,沿着传统迁徙路线飞行的白鹤更可能会死亡。“对于这些鸟儿来说,这是一种非常便捷的觅食方式。这里有大量有机垃圾可以供它们食用,”弗拉克说。但伙食不是特别可口,甚至不安全。很多垃圾都是被丢弃的腐肉,并混有塑料袋、旧玩具等其他的人类废弃物。

“这非常危险。鸟儿们很可能会吞食塑料碎片或橡皮筋,并可能死亡,”弗拉克说。“而且我们不清楚长期后果。它们可能会吃到有毒的东西且损害健康。我们还无法对此作出推断。”

· 词汇注释与难句分析 ·

第三段

- ① **cluster** ['klʌstə] *a.* (物品的)堆,批
- ② **not particularly** 不是很……,不是特别……
- ③ **appetising** ['æpɪtaɪzɪŋ] *a.* 促进食欲的,美味可口的
- ④ **discard** [dɪs'kɑ:d] *v.* 丢弃
- ⑤ **debris** ['debrɪ:] *n.* 残渣,垃圾

第四段

- ① **easily** ['i:zəli] *ad.* 很可能地;容易地
- ② **rubber band** 橡皮圈
- ③ **toxic** ['tɒksɪk] *a.* 有毒的
- ④ **estimate** ['estɪmət] *a.* 判断,估计

Andrea Flack of the Max Planck Institute found that birds following traditional migration routes were more likely to die than German storks that flew only as far as northern Morocco, and spent the winter there on rubbish dumps.



Andrea Flack of the Max Planck Institute found
 主语 后置定语 谓语

that flew only as far as northern Morocco, and
 关系代词 谓语部分1 连词
 spent the winter there on rubbish dumps.
 谓语部分2 地点状语

宾语从句

定语从句

that birds following traditional migration routes were more likely to die than German storks
 从句引导词 主语 后置定语 系动词+表语 比较状语

· 语篇分析 ·

第三、四段详述研究发现,分析在垃圾堆上过冬对鸟类的具体影响。

第三段分析短期影响。

①至④句指出鸟类表面上受益。

①句总述:白鹳似乎得益于在垃圾堆上过冬。In the short-term 与 seem to 对本句群内容进行双重限定“短期看……似乎/表面上”,预示后文转折“但长期看……实际上……”。benefit from overwintering on rubbish dumps 为句群关键词、②③句具体论述对象。

②句指出白鹳从放弃迁徙、在垃圾场过冬中得到的益处:降低死亡风险。句子在两类白鹳之间进行比较(birds following traditional migration routes VS German storks that flew only as far as northern Morocco, and spent the winter there on rubbish dumps);were more likely to die 说明比较结果:“按传统路线长途迁徙的白鹳”死亡率高于“放弃迁徙停在垃圾堆上过冬的白鹳”。

③④句介绍在垃圾堆上过冬更直接的获益:觅食方便。very convenient... There are huge clusters of organic waste they can feed on 形成“概述—解释”逻辑,说明垃圾堆对鸟类的吸引力:食物现成、充足。

⑤⑥句转而指出食物带有风险。not particularly appetising, or even safe... discarded rotten meat, mixed with... 形成另一组“概述—解释”关系,说明垃圾堆食物的风险:不可口,甚至不安全。

第四段侧重长期影响。

①句总领全段:在垃圾堆过冬非常危险。It 承上指代鸟类在垃圾堆过冬的行为。risky 呼应上段末句 unsafe,为本段关键词。

②句承接上段末指出可见的短期危险:误食异物死亡。注意此处 easily 不是表能力“不费力地,轻松地”,而是与 can 连用表可能性“很可能”。

③④⑤句指出可能的长期危险:吃到有毒物而损害健康。the long-term consequences 为本段另一关键词,聚焦“长期影响”。don't know、cannot estimate... yet 都表示不确定性,指出垃圾堆的隐患及长期影响现在仍不得而知。

【段落深层解读】两段阅读重点在于:1. 借助 In the short-term... the long-term consequences... 的前后照应整体把握两段——客观分析垃圾场过冬对白鹳的影响。2. 结合文章主题以及上下文语义,明确两段中 the birds 无特别限定时所指:在垃圾场过冬的白鹳。3. 意识到第三段②句(对比+长难句)为常考点,对其必须理清比较对象(按传统路线长途迁徙的白鹳 VS 放弃迁徙停在垃圾堆上过冬的白鹳)、比较点(死亡率)、比较结果(前者 > 后者)。

· 真题精解 ·

52. What do we learn about birds following the traditional migration routes?	52. 对于遵循传统的迁徙路线的鸟儿,我们可以知道什么?
A) They can multiply at an accelerating rate.	A) 它们可以加速繁衍。



B) They can better pull through the winter.	B) 它们可以更好地挨过冬天。
C) They help humans kill harmful insects.	C) 它们帮助人类消灭害虫。
D) They are more likely to be at risk of dying.	D) 它们更可能遭受死亡风险。

[精准定位]从题干关键词 birds following traditional migration routes 可明确题目考查“沿传统路线迁徙的鸟儿”相关情形,定位到第二段末句、第三段②句、以及第七段③④⑤句。

[锁定答案] D。第三段②句指出,“沿传统迁徙路线飞行的鸛”比“中途停下在垃圾堆上过冬的鸛”更可能会死亡(were more likely to die),可见 D 正确。

[排除干扰] A 项借第二段末 multitudes、thrive on 干扰,但该内容描述的是“垃圾场上虫子(insects)”的快速繁殖,和“沿传统迁徙路线飞行的鸛”无关。B 项利用第三段 benefit from overwintering... it's a very convenient way to get food 等干扰,但这是“半路停止迁徙、留在垃圾场过冬的鸛(storks that flew only...)”的情形。C 项利用末段④句设置陷阱,但“帮助人类消灭害虫”的是“所有白鸛(white storks)”,而非仅限于“沿传统迁徙路线飞行的鸛”。

[提炼思路] 本题综合多处对比信息设题,解题时要明确题目所问(沿传统线路飞行的白鸛的情形)、暗中涉及的比较对象(在垃圾堆上过冬的白鸛)、比较点(繁殖速度、过冬状况、除害虫能力、死亡率),并分别回归原文(第二段末、第三段、以及第七段末)、找到对比结果(在垃圾堆上过冬的白鸛比沿传统线路迁徙的白鸛更好过冬、存活率更高;二者都可杀害虫;文中并未提及白鸛的繁殖速度),切忌颠倒对比结果(B)、将二者共性当做其中一类特性(C),或利用其他事物的情形捏造干扰(A)。

53. What does Andrea Flack say about the birds overwintering on rubbish dumps?	53. Andrea Flack 关于“在垃圾场过冬的鸟”说了什么?
A) They may end up staying there permanently.	A) 它们可能最终永远留在那里。
B) They may eat something harmful.	B) 它们可能吃进一些有害的东西。
C) They may evolve new feeding habits.	C) 它们可能会进化出新的食性。
D) They may have trouble getting adequate food.	D) 它们可能难以获得足够的食物。

[精准定位] 本题考查文中人物就某一事物的看法。定位至第三、四、七段 Andrea Flack 话语、并摘出其对于 the birds overwintering on rubbish dumps(在垃圾场过冬的鸟)的看法。

[锁定答案] B。第四段指出 Andrea Flack 看法:在垃圾场过冬的鸟很容易会吃到一些塑料橡胶等致命物,以及一些有毒物,B 项正确, something harmful 概括 not... safe... plastic or rubber bands and they can die... something toxic 等。

[排除干扰] A 项对第三段②③句“鸟类在垃圾场能更方便地觅得大量食物”过度推导出“白鸛会永远留在垃圾场”,但文中仅表明垃圾场是鸟类的过冬地之一,并未说明它们度过冬天后仍会留在这里。C 项将第四段②句 The birds can easily eat pieces of plastic or rubber bands 断章取义为“演变出新的食性”,但原文意在指出“它们可能会误食这些致其死亡的东西(and they can die)。D 项与第三段④句“它们有大量有机垃圾可以食用”完全相反。

[提炼思路] 本题所考查的人物观点分散于文中多处,对此需将其多个小观点一一概括后再与选项比较、进行判断:将 Flack 出现在第三、四、七段的观点分别概括为“垃圾场食物丰富、鸟类觅食方便”、“垃圾场的食物可能有害,不利于鸟类健康”及“鸟类能控制昆虫数量,有益生态平衡”,便能很快地选出正确项 B。



V ① The scientists tracked white storks from different colonies^① in Europe and Africa. ② The Russian, Greek and Polish storks flew as far as South Africa, while those from Spain, Tunisia^② and Germany flew only as far as the Sahel^③.

VI ⁵⁴ ① Landfill sites on the Iberian peninsula^④ have long attracted local white storks, but all of the Spanish birds tagged in the study flew across the Sahara desert to the western Sahel. ② Writing in the journal, the scientists describe how the storks from Germany were clearly affected by the presence of waste sites, with four out of six birds that survived for at least five months overwintering on rubbish dumps in northern Morocco, instead of migrating to the Sahel.

科学家们追踪了亚欧地区不同群落的白鹤。俄罗斯、希腊和波兰的鹤飞到了远至南非,而西班牙、突尼斯和德国的鹤则止步于萨赫勒地带(注:撒哈拉沙漠南部边缘)。

伊比利亚半岛的垃圾填埋场长期以来吸引着当地的白鹤,但该研究中,所有带标牌的西班牙白鹤都飞越撒哈拉沙漠,来到了萨赫勒西部。科学家们在期刊上撰文描述了来自德国的鹤如何受到垃圾场的显著影响,至少活过五个月的6只德国鹤中,有4只在摩洛哥北部的垃圾堆上度过了冬天,而不是迁徙到萨赫勒地带。

· 词汇注释与难句分析 ·

① colony [ˈkɒləni] n. 聚集区;殖民地

② Tunisia [tjuˈni:ziə] n. 突尼斯(非洲北部沿海国家)

③ the Sahel 萨赫勒地带(指撒哈拉沙漠南沿)

④ Iberian peninsula 伊比利亚半岛(包括西班牙、葡萄牙、安道尔和英属直布罗陀)

· 语篇分析 ·

第五、六段进一步介绍研究结果,说明垃圾堆对鸟类迁徙的影响。

第五段先将白鹤迁徙情形分为两类:远距离迁徙(俄罗斯、希腊和波兰出发的鹤)VS近距离迁徙(西班牙、突尼斯和德国出发的鹤)。while 体现情形对比;flew as far as VS flew only as far as 说明远近差异。

第六段进一步细分,分析“近距离迁徙的白鹤”是否受到垃圾堆的吸引。

①句指出“西班牙白鹤的情形”:并未受到迁徙途中垃圾堆的吸引。转折词 but 形成让步转折,说明两种不同的情形:伊比利亚半岛的垃圾填埋场长期以来一直吸引当地的白鹤 VS 西班牙白鹤却未受垃圾场吸引,依然迁徙到南方。绝对表达词 all 强调试验中的西班牙鹤“完全未受影响”。

②句聚焦“德国白鹤情形”:大部分受到途中垃圾堆吸引,留下过冬。four out of six birds 强调放弃迁徙、留在垃圾堆过冬的白鹤比例之大,回应 clearly affected。

【段落深层解读】阅读这两段的重点在于明白其中的“多重种类划分”:第五段首先以... flew as far as... while... flew only as far as... 将所有受试白鹤分为两类:远距离迁徙(俄罗斯、希腊和波兰出发的鹤)VS近距离迁徙(西班牙、突尼斯和德国出发的鹤)。第六段进一步对“近距离迁徙的鹤”进行细分(西班牙白鹤 VS 德国白鹤),分析它们是否受到途中垃圾堆的吸引。

· 真题精解 ·

54. What can be inferred about the Spanish birds tagged in the study?	54. 关于研究中被挂上标牌的西班牙鸟,可以推断出什么?
A) They gradually lose the habit of migrating in winter.	A) 它们逐渐失去在冬季迁徙的习惯。
B) They prefer rubbish dumps far away to those at home.	B) 它们更喜欢离家远的垃圾堆。



C) They are not attracted to the rubbish dumps on their migration routes.	C) 它们在迁徙途中没有被垃圾堆吸引。
D) They join the storks from Germany on rubbish dumps in Morocco.	D) 它们在摩洛哥垃圾场加入德国鹤鸟。

[精准定位] 本题考查“西班牙白鹤的情况”。由名称关键词 Spanish birds tagged 定位到第五段②句和第六段①句。

[锁定答案] C)。第六段①句指出,伊比利亚半岛上的垃圾填埋场一直都在吸引着当地的白鹤,但所有带标牌的西班牙白鹤都飞越撒哈拉沙漠,来到了萨赫勒西部。由此可推知,西班牙白鹤没有被垃圾堆吸引,而是继续前飞,C项正确。They are not attracted to the rubbish dumps on their migration routes 明确 have long attracted... but... 的言外之意。

[排除干扰] A项对第五段 storks from Spain... flew only as far as the Sahel 断章取义,认为西班牙白鹤不再迁徙,但由下文可知,它们只是迁徙的地方相对较近。B项偷换概念,将“西班牙鸟远离家乡,飞到萨赫勒西部”偷换为“飞到萨赫勒西部的垃圾堆”。D项在第六段①②句之间强加关联:文中仅指出“西班牙的白鹤没有受沿途垃圾堆吸引;而德国的大部分白鹤却留在了摩洛哥的垃圾堆”,二者并未有交集。

[提炼思路] 由题干... inferred about the Spanish birds tagged 可知,本题是针对文中“西班牙白鹤”设置的推理引申题。解题的关键在于:1. 明确第六段①句 have long attracted local... but all the Spanish birds... 所传递的言外之意:西班牙白鹤并未(像当地白鹤一样)受到垃圾场的吸引。2. 理解第六段①②两句之间逻辑:分别说明“西班牙白鹤”和“德国白鹤”的情形、重在二者差异(前者未受旅途中的垃圾场吸引,后者却明显受吸引),二者并无交集。

Ⅶ ① Flack said it was too early to know whether the benefits of plentiful food **outweighed**^① the risks of feeding on landfills. ② But that's not the only uncertainty. ③ Migrating birds affect ecosystems^② both at home and at their winter **destinations**^③, and disrupting the traditional routes could have unexpected side effects^④. ④ White storks feed on locusts (蝗虫) and other insects that can become **pests**^⑤ if their numbers get **out of hand**^⑥. ⑤ “They provide a useful service,” said Flack. [464 words]

弗拉克表示,想知道“食物充足的好处”是否超过“以垃圾场为食的危险”还为时过早。但这并非唯一的不确定性。迁徙的鸟类会影响其原住地和过冬地的生态系统,且“扰乱传统路线”可能会产生无法预料的副作用。白鹤以蝗虫及其它虫类为食,而这些虫类一旦数量失控就会成为害虫。“它们(白鹤)提供了一项有用的服务,”弗拉克说道。

· 词汇注释与难句分析 ·

① **outweigh** [ˌaʊtˈweɪ] *v.* 比……更重要

② **ecosystem** [ˈi:kəʊsɪstəm] *n.* 生态系统

③ **destination** [ˌdestɪˈneɪʃn] *n.* 目的地

④ **side effect** (事态发展等的)意外情况;意外后果

⑤ **pest** [pest] *n.* 害虫

⑥ **out of hand** 难以控制

· 语篇分析 ·

末段指出白鹤留在垃圾堆过冬的另一可能影响:危害生态系统。

①句概括前文,明确白鹤留在垃圾场过冬的不确定性之一(可能危害):是否会损害鸟类自身。the benefits of plentiful food、the risks of feeding on landfills 高度概括第三、四段语义。it was too early to



know whether the benefits... outweighed the risks... 表达不确定性、侧重风险。

②③④⑤句进而指出另一不确定性:是否会危害生态系统。

②句过渡,推进语义层次,引出另一不确定性。uncertainty 为本段关键词,暗含“风险,担忧”之意,回应开篇 uncomfortable。

③句具体指出另一“不确定性”:是否会破坏生态平衡。该句以 both at home and at their winter destinations... and the traditional routes 囊括所有生态可能受影响之地:原住地,目的地,影响范围广。affect ecosystems、unexpected side effects 强调对生态系统影响的不确定性。

④⑤句补充“白鹤捕虫”对维持生态平衡的作用,反向说明其迁徙习惯的改变可能影响生态平衡。

④句主句说明事实:白鹤以蝗虫等为食;that 定语从句说明蝗虫等的特征:一旦数量增多就会成为害虫(insects—pests)。二者相联即:白鹤对于将蝗虫等保持在合理数量范围内起到了巨大作用。⑤句则以 They provide a useful service 明确强调白鹤对维持生态平衡的作用,反向说明其留在垃圾堆觅食过冬很可能影响生态平衡(原迁徙目的地以及迁徙途经地的昆虫数量很可能失控为害)。

【段落深层解读】本段阅读重点在于读懂③④⑤句的言外之意:结合①②句可知,Flack 是在以“迁徙鸟类(migrating birds)会影响其原住地、目的地、以及途径地的生态系统/提供有益服务、维持生态平衡”反向说明“鸟类留在垃圾场/放弃迁徙过冬(birds feeding on landfills)会对生态系统有负面影响/导致其目的地及途经地某些昆虫泛滥为害”。

· 真题精解 ·



55. What is scientists' other concern about white storks feeding on landfills?	55. 对于在垃圾填埋场觅食的白鹤,科学家的另一担忧是什么?
A) The potential harm to the ecosystem.	A) 对生态系统的潜在危害。
B) The genetic change in the stork species.	B) 鹤类的基因改变。
C) The spread of epidemics to their homeland.	C) 瘟疫会蔓延到它们的出生地。
D) The damaging effect on bio-diversity.	D) 对生物多样性的破坏性影响。

【精准定位】 本题考查“科学家对在垃圾场觅食的白鹤的另一担忧”。由 other concern 可定位到末段 that's not the only uncertainty 之后内容(③④⑤句)。

【锁定答案】 A)。末段③④⑤句指出,迁徙的鸟类很可能会影响“白鹤原住地”、“原本的目的地”、以及“迁徙沿途地”的生态系统,A项正确,potential harm to the ecosystem 概括原文 affect ecosystems... have unexpected side effect。

【排除干扰】 B项 genetic change 在文中未提及。C项对③句 affect... both at home and at their winter destinations 断章取义,并结合(文中并未提及的)常识“鸟类会传播流行疾病”捏造干扰。D项将④句 White storks feed on locusts and other insects 曲解为“白鹤会消灭昆虫/破坏生物多样性(damaging effect on bio-diversity)”,但文中是在指出“白鹤能控制昆虫的数量,使其不至为害”。

【提炼思路】 本题考查学生对人物观点的综合概括能力。解答此题需要跨越两大难点:1. 定位难点在于人物关键词 scientists 不能用于直接定位原文,但可转而借助 other concern 和末段 that's not the only uncertainty 的对应关系以及文中人物关系(Flack 为科学家的代表)定位到末段③④⑤句。2. 解题难点在于理解③④⑤句整体含义,可借助①②句意识到:“重概括性观点性的③句”是“重实施性具体性的④⑤句”的论证对象,三句反向说明鸟类留在垃圾场过冬对生态的可能危害。



Part IV Translation

宋朝



一、参考译文

The Song dynasty began in 960 and continued until 1279. Over the course of this dynasty, the Chinese economy grew significantly and became the most advanced economy in the world. Science, technology, philosophy, and mathematics also flourished during this period. Song China was the first in world history to issue paper money nationally. It also saw the first use of gunpowder, as well as the invention of movable-type printing. The population grew rapidly during this time, and more and more people moved to cities, which had lively entertainment quarters. Social life during the Song dynasty was rich and varied; people gathered to view and trade precious artworks. The Song system of government was also advanced for its time; government officials were all selected and appointed through competitive examinations.



二、精析精译

1. 宋朝始于 960 年,一直延续到 1279 年。

[词汇准备] 宋朝 the Song dynasty; 一直延续到 continue until; last until

[句子解析] 本句介绍宋朝起始年限,翻译时要用一般过去时。句中两个谓语动词可直译为以 and 连接的并列谓语,也可整体转译为一个谓语动词 continued from ... to ... 或 lasted from ... to ...。其中“一直延续到 1279 年”意即“一直到 1279 年结束”,可译为 continued/lasted until 1279 (continue、last 为不及物动词“持续”,until 为介词“直到……结束/终止”)。

2. 这一时期,①中国经济大幅增长,成为世界上最先进的经济体,②科学、技术、哲学和数学蓬勃发展。

[词汇准备] (在)这一时期 during/in/over the course of this dynasty; during this period (of time); 大幅(地)substantially; markedly; significantly; 先进的 advanced; 经济体 economy; 哲学 philosophy; 数学 mathematics; 蓬勃发展 flourish; thrive

[句子解析] 本句介绍宋朝的经济、科学技术、哲学数学等发展情况。句子较长,有两个比较明显的意义层次,意层①介绍经济发展,意层②介绍学科发展,两层中“大幅增长”、“蓬勃发展”为同向并列关系,故意层①的语义重心在“大幅增长”而非“成为……经济体”,两者可译为 and 连接的表达一定因果逻辑的并列谓语结构 grew significantly and became ... economy,也可单独将前者译为谓语,后者转译为可以表结果的状态语 becoming ... economy。意层②“科学、技术、哲学和数学”直译为并列主语(注意 and 的用法:只放在最后一个并列成分的前面),并添译表并列关系的衔接词(如 also、as well)以示与意层①的并列。时间状语“(在)这一时期”(宋朝时期)适用于两个意层,要根据英语习惯以回指形式 during/in/over this period (of time)添译到意层②英文句中。

3. 宋代中国是世界历史上首先发行纸币的国家。

[词汇准备] 发行 issue; 纸币 banknote; paper money

[句子解析] 本句介绍宋朝在经济方面的世界之最。主干“宋代中国是首先……的国家”可直译为英语系表句型 Song China was the first (country) to ... 或 The Song dynasty was the first to ... (固定句式 sb/sth be the first to do sth 意为“某人/某物是第一个做某事的”);也可转译为 The Song dynasty issued the world's first ...。



4. 宋朝还最早使用火药并发明了活字(movable-type)印刷。

[词汇准备]火药 gunpowder; 发明 invent; 印刷 printing

[句子解析]本句介绍宋朝在科学技术方面的世界之最。“还”构成与上句的并列衔接,可直译为 also。同上句主干一样,本句主干可译为 It was also the first to ...; 也可转译为另一常用句型 It also saw/witnessed the first ... (固定句式“某地/某时+see/witness+sth”意为“某地/某时见证了……”的发生;某地/某时是……发生的地点/时间),此句型需要把“最早使用火药”和“发明了活字印刷”转译为名词形式 the first/earliest use of gunpowder 和 the invention of movable-type printing。

5. ①人口增长迅速,②越来越多的人住进城市,那里有热闹的娱乐场所。

[词汇准备]人口 population; 热闹的 lively; bustling; 娱乐场所 entertainment quarter; place of entertainment; place of amusement

[句子解析]本句介绍宋朝时期的人口和城市化,可划分为两个意层,译为两个并列分句,以连词 and 或分号连接。意层①介绍人口,根据语境可确定句首“人口”特指宋朝的人口,句子根据汉语的意合习惯省略了“宋朝/这个时期”,而英语讲求形合,翻译时需把省略信息“宋朝/这个时期”以具体形式表现出来,比如可译为后置定语 The population **during this time** grew rapidly 或状语 The population grew rapidly **during this time**。意层②介绍城市化,逗号后“那里有……”是对逗号前“城市”的补充说明,故可把逗号前“越来越多的人住进城市”译为主句,把逗号后“那里有热闹的娱乐场所”译为修饰 cities 的定语从句 which had lively entertainment quarters 或 where there were...。

6. 社会生活多种多样。人们聚集在一起观看和交易珍贵艺术品。

[词汇准备]多种多样 rich and varied; 聚集在一起 gather; 交易 trade; 珍贵 precious; valuable; 艺术品 artwork

[句子解析]两小句介绍宋朝的社会生活,前句概述,后句举例,两句为解释说明关系,可译为以分号或冒号连接的两个分句。第一小句的深层结构为系表句型“社会生活是多种多样的”,可直译为系表句 Social life was rich and varied; 同上句类似,此句“社会生活”特指宋朝的社会生活,故需补译出“宋朝时期”这一信息,可译为 during the Song dynasty。第二小句包含两组动词短语“聚集在一起”和“观看和交易艺术品”,后者可理解为前者的目的,可把“聚集在一起”译为谓语,“观看和交易艺术品”译为目的状语(不定式结构 to do sth 可以表示谓语动作的目的)。

7. 宋朝的政府体制在当时也是先进的。政府官员均通过竞争性考试选拔任用。

[词汇准备]政府体制 system of government; 在当时 for its time; 先进的 advanced; 官员 official; 竞争性考试 competitive examinations; 选拔 select; choose; 任用 appoint

[句子解析]两小句介绍宋朝的政府体制,前句概述,后句具体解释,两句为解释说明关系,可译为以分号或冒号连接的两个分句。第一小句可直译为系表句型 The Song system of government was also advanced ...。第二小句中,主语“政府官员”和谓语“选拔任用”实为被动关系,故需译为被动句式 Government officials were all selected and appointed,“通过竞争性考试”是“选拔任用”的手段/方式,可译为介词短语 through competitive examinations(介词 through 意为“通过,经由,凭借”)。

重难点词汇短语	高分翻译	低分翻译
一直延续到 1279 年	continue until 1279; last until 1279	go on to 1279; extend to 1279
最早使用火药	saw the first/earliest use of gunpowder	used gunpowder at the earliest time
娱乐场所	entertainment quarter; place of entertainment; place of amusement	fun place; enjoyment place; place providing fun activities
人口增长迅速	The population during this dynasty grew rapidly	Population grew rapidly
多种多样	was rich and varied	had different and diverse kinds





1. 六级汉译英翻译内容常常涉及中国的历史、文化、经济、社会发展等,其中历史题材通常介绍过去发生的事件或状态,译文多采用过去时态,注意包含多个谓语动词的句子要**保持时态一致性**。本题文段介绍宋朝时期的文明成就,各句描述的是发生在过去的动作或状态,所以翻译时谓语动词要采用相应的过去时态。

2. 汉语中的**光杆名词**(指不带有指称性标记,如冠词、指别词、数量词、其他量化成分等的单个名词)有多种指称义,一般情况下表示类指,这是其最本质的功能,但是在某些特定的语境中,光杆名词也可以起到定指作用,这种含有定指义的光杆名词若直译为英语的光杆名词会造成指称歧义,因此翻译时要借助定冠词以及相关的限定、修饰语将这种定指含义以具体形式表现出来。如本题文段第五句“人口增长迅速……”中“人口”是一个光杆名词,但在这里具有定指作用,上下文语境赋予了其定指义“宋朝时期的人口”,可译为 the population during this time/dynasty。

考途

考途

