

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write a news report to your campus newspaper on a volunteer activity organized by your Student Union to assist elderly people in the neighborhood. You should write at least 120 words but no more than 180 words.

Part II

Listening Comprehension

(25 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and then 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 and 2 are based on the news report you have just heard.

1. A) He set a record by swimming to and from an island.
B) He celebrated ninth birthday on a small island.
C) He visited a prison located on a faraway island.
D) He swam around an island near San Francisco.
2. A) He doubled the reward.
B) He cheered him on all the way.
C) He set him an example.
D) He had the event covered on TV.

Questions 3 and 4 are based on the news report you have just heard.

3. A) To end the one-child policy.
B) To encourage late marriage.
C) To increase working efficiency.
D) To give people more time to travel.
4. A) They will not be welcomed by young people.
B) They will help to popularize early marriage.
C) They will boost China's economic growth.
D) They will not come into immediate effect.

Questions 5 to 7 are based on the news report you have just heard.

5. A) Cleaning service in great demand all over the world.
B) Two ladies giving up well-paid jobs to do cleaning.
C) A new company to clean up the mess after parties.
D) Cleaners gainfully employed at nights and weekends.
6. A) It takes a lot of time to prepare.
B) It leaves the house in a mess.
C) It makes party goers exhausted.
D) It creates noise and misconduct.
7. A) Hire an Australian lawyer.
B) Visit the U.S. and Canada.
C) Settle a legal dispute.
D) Expand their business.



Section B

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 8 to 11 are based on the conversation you have just heard.

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| 8. A) He had a driving lesson. | C) He took the driver's theory exam. |
| B) He got his driver's license. | D) He passed the driver's road test. |
| 9. A) He was not well prepared. | C) He was not used to the test format. |
| B) He did not get to the exam in time. | D) He did not follow the test procedure. |
| 10. A) They are tough. | C) They are helpful. |
| B) They are costly. | D) They are too short. |
| 11. A) Pass his road test the first time. | |
| C) Find an experienced driving instructor. | |
| B) Test-drive a few times on highways. | |
| D) Earn enough money for driving lessons. | |

Questions 12 to 15 are based on the conversation you have just heard.

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|---|---|
| 12. A) Where the woman studies. | C) Leeds' tuition for international students. |
| B) The acceptance rate at Leeds. | D) How to apply for studies at a university. |
| 13. A) Apply to an American university. | C) Perform in a famous musical. |
| B) Do research on higher education. | D) Pursue postgraduate studies. |
| 14. A) His favorable recommendations. | C) His academic excellence. |
| B) His outstanding musical talent. | D) His unique experience. |
| 15. A) Do a master's degree. | C) Travel widely. |
| B) Settle down in England. | D) Teach overseas. |

Section C

Directions: In this section, you will hear three 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 16 to 18 are based on the passage you have just heard.

16. A) They help farmers keep diseases in check.
 B) Many species remain unknown to scientists.
 C) Only a few species cause trouble to humans.
 D) They live in incredibly well-organized colonies.



17. A) They are larger than many other species.
B) They can cause damage to people's homes.
C) They can survive a long time without water.
D) They like to form colonies in electrical units.
18. A) Deny them access to any food. C) Destroy their colonies close by.
B) Keep doors and windows shut. D) Refrain from eating sugary food.

Questions 19 to 21 are based on the passage you have just heard.

19. A) The function of the human immune system.
B) The cause of various auto-immune diseases.
C) The viruses that may infect the human immune system.
D) The change in people's immune system as they get older.
20. A) Report their illnesses. C) Act as research assistants.
B) Offer blood samples. D) Help to interview patients.
21. A) Strengthening people's immunity to infection.
B) Better understanding patients' immune system.
C) Helping improve old people's health conditions.
D) Further reducing old patients' medical expenses.

Questions 22 to 25 are based on the passage you have just heard.

22. A) His students had trouble getting on with each other.
B) A lot of kids stayed at school to do their homework.
C) His students were struggling to follow his lessons.
D) A group of kids were playing chess after school.
23. A) Visit a chess team in Nashville.
B) Join the school's chess team.
C) Participate in a national chess competition.
D) Receive training for a chess competition.
24. A) Most of them come from low-income families.
B) Many have become national chess champions.
C) A couple of them have got involved in crimes.
D) Many became chess coaches after graduation.
25. A) Actions speak louder than words.
B) Think twice before taking action.
C) Translate their words into action.
D) Take action before it gets too late.

Part III

Reading Comprehension

(40 minutes)



Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

Questions 26 to 35 are based on the following passage.

The center of American automobile innovation has in the past decade moved 2,000 miles away. It has 26 from Detroit to Silicon Valley, where self-driving vehicles are coming into life.

In a 27 to take production back to Detroit, Michigan lawmakers have introduced 28 that could make their state the best place in the country, if not the world, to develop self-driving vehicles and put them on the road.

“Michigan’s 29 in auto research and development is under attack from several states and countries which desire to 30 our leadership in transportation. We can’t let happen,” says Senator Mike Kowall, the lead 31 of four bills recently introduced.

If all four bills pass as written, they would 32 a substantial update of Michigan’s 2013 law that allowed the testing of self-driving vehicles in limited conditions. Manufacturer would have nearly total freedom to test their self-driving technology on public roads. They would be allowed to send groups of self-driving cars on cross-state road trips, and even set on-demand 33 of self-driving cars, like the one General Motors and Lyft are building.

Lawmakers in Michigan clearly want to make the state ready for the commercial application of self-driving technology. In 34, California, home of Silicon Valley, recently proposed far more 35 rules that would require human drivers be ready to take the wheel, and commercial use of self-driving technology.

- | | |
|----------------|----------------|
| A) bid | I) replace |
| B) contrast | J) represent |
| C) deputy | k) restrictive |
| D) dominance | L) reward |
| E) fleets | M) significant |
| F) knots | N) sponsor |
| G) legislation | O) transmitted |
| H) migrated | |

Section B

Directions: In this section, you are going to read a passage with ten statements attached to 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**.



How Work Will Change When Most of Us Live to 100

[A] Today in the United States there are 72,000 centenarians(百岁老人).Worldwide, Probably 450,000. If current trends continue, then by 2050 there will be more than a million in the US alone. According to the work of Professor James Vaupel and his co-researchers, 50% of babies born in the US in 2007 have a life expectancy of 104 or more. Broadly the same holds for the UK, Germany, France, Italy and Canada, and for Japan 50% of 2007 babies can expect to live to 107.

[B] Understandably, there are concerns about what this means for public finances given the associated health and pension challenges. These challenges are real, and society urgently needs to address them. But it is also important to look at the wider picture of what happens when so many people live for 100 years. It is a mistake to simply equate longevity (长寿) with issues of old age. Longer lives have implications for all of life, not just the end of it.

[C] Our view is that if many people are living for longer, and are healthier for longer, then this will result in an inevitable redesign of work and life. When people live longer, they are not only older for longer, but also younger for longer. There is some truth in the saying that “70 is the new 60” or “40 the new 30.” If you age more slowly over a longer time period, then you are in some sense younger for longer.

[D] But the changes go further than that. Take, for instance, the age at which people make commitments such as buying a house, getting married, having children, or starting a career. These are all fundamental commitments that are now occurring later in life. In 1962, 50% of Americans were married by age 21. By 2014, that milestone(里程碑)had shifted to age 29.

[E] While there are numerous factors behind these shifts, one factor is surely a growing realization for the young that they are going to live longer. Options are more valuable the longer they can be held. So if you believe you will live longer, then options become more valuable, and early commitment becomes less attractive. The result is that the commitments that previously characterized the beginning of adulthood are now being delayed, and new patterns of behavior and a new stage of life are emerging for those in their twenties.

[F] Longevity also pushes back the age of retirement, and not only for financial reasons. Yes, unless people are prepared to save a lot more, our calculations suggest that if you are now in your mid-40s, then you are likely to work until your early 70s; and if you are in your early 20s, there is a real chance you will need to work until your late 70s or possibly even into your 80s. But even if people are able to economically support a retirement at 65, over thirty years of potential inactivity is harmful to cognitive(认知的) and emotional vitality. Many people may simply not want to do it.

[G] And yet that does not mean that simply extending our careers is appealing. Just lengthening that second stage of full-time work may secure the financial assets needed for a 100-year life, but such persistent work will inevitably exhaust precious intangible assets such as productive skills, vitality, happiness, and friendship.

[H] The same is true for education. It is impossible that a single shot of education, administered in childhood and early adulthood, will be able to support a sustained, 60-year career. If you factor in the projected rates of technological change, either your



skills will become unnecessary, or your industry outdated. That means that everyone will, at some point in their life, have to make a number of major reinvestments in their skills.

[I] It seems likely, then, that the traditional three-stage life will evolve into multiple stages containing two, three, or even more different careers. Each of these stages could potentially be different. In one the focus could be on building financial success and personal achievement, in another on creating a better work/life balance, still another on exploring and understanding options more fully, or becoming an independent producer, yet another on making a social contribution. These stages will span sectors, take people to different cities, and provide foundation for building a wide variety of skills.

[J] Transitions between stages could be marked with sabbaticals (休假) as people find time rest and recharge their health, re-invest in their relationships, or improve their skills. At times, these breaks and transitions will be self-determined, at others they will be forced as existing roles, firms, or industries cease to exist.

[K] A multi-stage life will have profound changes not just in how you manage your career, but also in your approach to life. An increasingly important skill will be your ability to deal with change and even welcome it. A three-stage life has few transitions, while a multi-stage life has many. That is why being self-aware, investing in broader networks of friends, and being open to new ideas will become even more crucial skills.

[L] These multi-stage lives will create extraordinary variety across groups of people simply because there are so many ways of sequencing the stages. More stages mean more possible sequences.

[M] With this variety will come the end of the close association of age and stage. In a three-stage life, people leave university at the same time and the same age, they tend to start their careers and family at the same age, they proceed through middle management all roughly the same time, and then move into retirement within a few years of each other. In a multi-stage life, you could be an undergraduate at 20, 40, or 60; a manager at 30, 50, or 70; and become an independent producer at any age.

[N] Current life structures, career paths, educational choices, and social norms are out of tune with the emerging reality of longer lifespans. The three-stage life of full-time education, followed by continuous work, and then complete retirement may have worked for our parents or even grandparents, but it is not relevant today. We believe that to focus on longevity as primarily an issue of aging is to miss its full implications. Longevity is not necessarily about being older for longer. It is about living longer, being older later, and being younger longer.

36. An extended lifespan in the future will allow people to have more careers than now.

37. Just extending one's career may have both positive and negative effects.

38. Nowadays, many Americans have on average delayed their marriage by some eight years.

39. Because of their longer lifespan, young people today no longer follow the pattern of life of their parents or grandparents.



40. Many more people will be expected to live over 100 by the mid-21st century.
41. A longer life will cause radical changes in people's approach to life.
42. Fast technological change makes it necessary for one to constantly upgrade their skills.
43. Many people may not want to retire early because it would do harm to their mental and emotional well-being.
44. The close link between age and stage may cease to exist in a multi-stage life.
45. People living a longer and healthier life will have to rearrange their work and life.

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.

In the classic marriage vow (誓约), couples promise to stay together in sickness and in health. But a new study finds that the risk of divorce among older couples rises when the wife—not the husband—becomes seriously ill.

“Married women diagnosed with a serious health condition may find themselves struggling with the impact of their disease while also experiencing the stress of divorce,” said researcher Amelia Karraker.

Karraker and co-author Kenzie Latham analyzed 20 years of data on 2,717 marriages from a study conducted by Indiana University since 1992. At the time of the first interview, at least one of the partners was over the age of 50.

The researchers examined how the onset (发生) of four serious physical illnesses affected marriages. They found that, overall, 31% of marriages ended in divorce over the period studied. The incidence of new chronic (慢性的) illness onset increased over time as well, with more husbands than wives developing serious health problems.

“We found that women are doubly vulnerable to marital break-up in the face of illness,” Karraker said. “They’re more likely to be widowed, and if they’re the ones who become ill, they’re more likely to get divorced.”

While the study didn’t assess why divorce is more likely when wives but not husbands become seriously ill, Karraker offers a few possible reasons. “Gender norms and social expectations about caregiving make it more difficult for men to provide care to sick spouses,” Karraker said. “And because of the imbalance in marriage markets, especially in older ages, divorced men have more choices among prospective partners than divorced women.”

Given the increasing concern about health care costs for the aging population,



Karraker believes policymakers should be aware of the relationship between disease and risk of divorce.

“Offering support services to spouses caring for their other halves may reduce marital stress and prevent divorce at older ages,” she said. “But it’s also important to recognize that the pressure to divorce may be health-related and that sick ex-wives may need additional care and services to prevent worsening health and increased health costs.”

46. What can we learn about marriage vows from the passage?
- A) They may not guarantee a lasting marriage.
 - B) They are as binding as they used to be.
 - C) They are not taken seriously any more.
 - D) They may help couples tide over hard times.
47. What did Karraker and co-author Kenzie Latham find about elderly husbands?
- A) They are generally not good at taking care of themselves.
 - B) They can become increasingly vulnerable to serious illnesses.
 - C) They can develop different kinds of illnesses just like their wives.
 - D) They are more likely to contract serious illnesses than their wives.
48. What does Karraker say about women who fall ill?
- A) They are more likely to be widowed.
 - B) They are more likely to get divorced.
 - C) They are less likely to receive good care.
 - D) They are less likely to bother their spouses.
49. Why is it more difficult for men to take care of their sick spouses according to Karraker?
- A) They are more accustomed to receiving care.
 - B) They find it more important to make money for the family.
 - C) They think it more urgent to fulfill their social obligations.
 - D) They expect society to do more of the job.
50. What does Karraker think is also important?
- A) Reducing marital stress on wives.
 - B) Stabilizing old couples’ relations.
 - C) Providing extra care for divorced women.
 - D) Making men pay for their wives’ health costs.

Passage Two

Questions 51 to 55 are based on the following passage.

If you were like most children, you probably got upset when your mother called you by a sibling’s(兄弟姐妹的)name. How could she not know you? Did it mean she loved you less?

Probably not. According to the first research to tackle this topic head-on, misnaming the most familiar people in our life is a common cognitive (认知的)error that has to do with how our memories classify and store familiar names.

The study, published online in April in the journal *Memory and Cognition*, found



that the “wrong” name is not random but is invariably fished out from the same relationship pond: children, siblings, friends. The study did not examine the possibility of deep psychological significance to the mistake, says psychologist David Rubin, “but it does tell us who’s in and who’s out of the group.”

The study also found that within that group, misnamings occurred where the names shared initial or internal sounds, like Jimmy and Joanie or John and Bob. Physical resemblance between people was not a factor. Nor was gender.

The researchers conducted five separate surveys of more than 1,700 people. Some of the surveys included only college students; others were done with a mixed-age population. Some asked subjects about incidents where someone close to them—family or friend—had called them by another person’s name. The other surveys asked about times when subjects had themselves called someone close to them by the wrong name. All the surveys found that people mixed up names within relationship groups such as grandchildren, friends and siblings but hardly ever crossed these boundaries.

In general, the study found that undergraduates were almost as likely as old people to make this mistake and men as likely as women. Older people and this mistake and men as likely as women. Older people and women made the mistake slightly more often, but that may be because grandparents have more grandchildren to mix up than parents have children. Also, mothers may call on their children more often than fathers, given traditional gender norms. There was no evidence that errors occurred more when the misnamer was frustrated, tired or angry.

51. How might people often feel when they were misnamed?
- A) Unwanted. B) Unhappy.
C) Confused. D) Indifferent.
52. What did David Rubin’s research find about misnaming?
- A) It is related to the way our memories work.
B) It is a possible indicator of a faulty memory.
C) It occurs mostly between kids and their friends.
D) It often causes misunderstandings among people.
53. What is most likely the cause of misnaming?
- A) Similar personality traits. B) Similar spellings of names.
C) Similar physical appearance. D) Similar pronunciation of names.
54. What did the surveys of more than 1,700 subjects find about misnaming?
- A) It more often than not hurts relationships.
B) It hardly occurs across gender boundaries.
C) It is most frequently found in extended families.
D) It most often occurs within a relationship groups.
55. Why do mothers misname their children more often than fathers?
- A) They suffer more frustrations.
B) They become worn out more often.
C) They communicate more with their children.
D) They generally take on more work at home.



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.*

灯笼起源于东汉，最初主要用于照明。在唐代，人们用红灯笼来庆祝安定的生活。从那时起，灯笼在中国的许多地方流行起来。灯笼通常用色彩鲜艳的薄纸制作，形状和尺寸各异。在中国传统文化中，红灯笼象征生活美满和生意兴隆，通常在春节、元宵节和国庆等节日期间悬挂。如今，世界上许多其他地方也能看到红灯笼。



Part I

Writing

(30 minutes)

【范文】

Ten students, organized by the Student Union, visited a senior center close to our school on Wednesday, June 12th, for the purpose of providing help for the elderly there.

Our volunteers were warmly welcomed when they arrived there at about 1 pm. They presented the elderly with fresh fruits before dividing themselves into two groups, one responsible for cleaning and the other for chatting. It took nearly an hour for half a dozen volunteers to sweep and mop the floor and then wash all the windows. The rest were, meanwhile, listening attentively to the elderly who looked back on their good old days with a certain amount of nostalgia. The activity ended with a lecture on how to send voice messages and make video calls on WeChat.

"I'm impressed with their vigor and optimism," says one of the volunteers. "And I'm glad that the entire afternoon we spent together means something to them. They expressed their gratitude for our company, which may be, in my opinion, what they need most."

【范文译文】

在学生会组织的下, 我校十名学生于 6 月 12 日 (星期三) 来到学校附近的老年活动中心, 旨在为老人提供帮助。

志愿者们于下午 1 点左右到达活动中心, 受到了热烈欢迎。他们为老人们送上新鲜水果, 随后分为两组, 一组负责打扫, 一组负责聊天。六名志愿者扫地、拖地, 并对所有窗户进行擦拭, 用了差不多一小时。与此同时, 其余志愿者聚精会神地听着老人们以怀旧之情回忆过去的美好时光。本次活动以主题为“如何用微信发送语音信息、进行视频通话”的讲座收尾。

“老人们精神焕发、积极乐观, 给我留下了深刻印象,” 一名志愿者说道, “让我开心的是, 我们在一起的整个下午对他们来说是有意义的。他们对我们的陪伴表示感谢, 在我看来, 这种陪伴对他们来说可能是最需要的。”

【经典表达】

◆ One person caring about another represents life's greatest value. (Jim Rohn)

关爱他人是人生最大的价值。(吉姆·罗恩)

◆ During this experience I enjoyed bonding with the residents and making new friends. I also liked learning more about what comes with old age, because it prepares me for old age myself. Another thing I liked was merely the joy of being able to help others.

在此次经历中, 我喜欢与居民建立起亲密关系、结交新朋友。我也喜欢进一步了解“什么会伴随着年老而来”, 因为这能让我自己对年老有所准备。另外我所喜欢的单纯就是能帮助他人的喜悦感。

◆ The way that the elderly respond to the new activities and the students is what I enjoy most. I love seeing the joy that they get from getting out of the rooms and enjoying a new activity other than their scheduled activity. They all like the company and they enjoy younger people taking the time out of their day for them.

老人们对新活动以及学生的反应最令我感到开心。我喜欢看到他们走出房间并享受不同于常规安排的新活动时获得的喜悦。他们每个人都喜欢这种陪伴, 喜欢年轻人专程抽出时间来陪他们。



Section A

【听力原文】

News Report One

(九岁男孩泳渡恶魔岛创纪录)

A 9-year-old Central California boy braved strong currents and cold water to swim from San Francisco to Alcatraz Island and back.

A California television station in Fresno reported Tuesday that James Savage set a record as the youngest swimmer to make the journey to the former prison. The TV station reported that by completing the swim, the fourth-grade student from Los Banos broke a record previously held by a 10-year-old boy.

James said that waves in the San Francisco Bay hitting him in the face 30 minutes into his swim made him want to give up. His father said he had offered his son \$ 100 as a reward; to encourage his struggling son, he doubled it to \$ 200. James pushed forward, making it to Alcatraz Island and back in a little more than two hours. Alcatraz is over a mile from the mainland.

【译文】

来自加利福尼亚州中部的一名 9 岁男孩不畏湍急冰冷的水流，完成了从旧金山到恶魔岛的往返海泳。

加利福尼亚州弗雷斯诺市的一家电视台周二报道称，詹姆斯·萨维奇创下了游往这座原监狱之岛的最年轻游泳者记录。这家电视台报道说，完成这次游泳让这名来自洛斯巴诺斯市的四年级学生打破了之前由一名 10 岁男孩保持的纪录。

詹姆斯说，游了 30 分钟后，旧金山湾的几个浪头击中了他，这让他有了放弃的念头。他父亲说，先前他已提出要奖励儿子 100 美元；为了鼓励艰难行进的儿子，他把奖金翻倍至 200 美元。詹姆斯劈波斩浪，最终抵达恶魔岛并成功返回，共用时两小时多一点。恶魔岛与大陆相距 1 英里（编者注：约 1.6 公里）以上。

Q1: What did the boy from Central California do according to the report?

【答案】A

【解析】新闻开头指出，来自加利福尼亚州中部的九岁男孩“在旧金山和恶魔岛之间游了一个来回（swim from San Francisco to Alcatraz Island and back）”。随后又说，这名男孩“创下了游往这座原监狱的纪录（其中 the former prison 回指 Alcatraz Island），”综合可知 A）正确。B）利用男孩年龄“9 岁”干扰，但文中并未提到他生日。C）将男孩“游往（swim）这座原监狱的小岛”窜改为“参观（visited）一所监狱”。D）将男孩的游泳路线“往返（from... to... and back）”窜改为“绕着小岛（around an island）”。

Q2: What did the father do to encourage his son?

【答案】A

【解析】题干 A）契合 III 段男孩父亲行为“把奖金翻倍到 200 美元鼓励自己的孩子（to encourage his... son, he doubled it to \$ 200）”。B）利用个别词汇 encourage 捏造“全程加油打气”。C）“树立榜样”新闻中并未提及。D）中“电视台报道了男孩的事迹”虽与新闻内容相关，但这并非题干所问“父亲的举措（做什么来鼓励孩子）”。



【听力原文】

News Report Two

(晚婚假取消)

On 1 January, new regulations will come into effect which eliminate an annual leave bonus for people who put off marrying until the age of 23 for women and 25 for men, the South China morning post reports.

The holiday bonus was designed to encourage young people to delay getting married in line with China's one-child policy. But with that policy now being abolished, this holiday incentive is no longer necessary, the government says.

In Shanghai, a young couple at a marriage registration office told the paper that they decided to register their marriage as soon as possible to take advantage of the existing policy because an extra holiday was a big deal for them. In Beijing, one registration office had about 300 couples seeking to get married the day after the changes were announced, rather than the usual number of between 70 and 80.

But one lawyer tells the paper that the changes still have to be adopted by local governments and these procedures take time. So people who are rushing to register for marriage can relax.

【译文】

据《南华早报》报道，新计生法将于1月1日起生效，年满23周岁结婚的女性和年满25周岁结婚的男性的年假奖励（编者注：晚婚假）将会被取消。

这一假期奖励意在鼓励年轻人推迟结婚，以契合中国独生子女政策。但由于独生子女政策现已废止，这一年假奖励也就再无必要，中国政府表示。

在上海一家婚姻登记处，一对年轻情侣告诉该报，他们决定尽快登记结婚以利用现行政策，因为这一额外的假期对他们而言是个非常重要的待遇。就在政策变动公布的第二天，北京一家婚姻登记处大约有300对新人要登记结婚，而平日里只有70到80对。

不过，一位律师向该报表示，这些政策变动仍有待地方政府采纳，诸般程序还需时间。所以那些赶着去登记结婚的人可以松口气了。

Q3: What was the purpose of the annual leave bonus in China?

【答案】B

【解析】B项同义改述II段假期奖励的目的“鼓励年轻人推迟结婚时间（即，鼓励晚婚）”（其中late marriage与to delay getting married同义）。A项与文中设立年假奖励的初衷“支持独生子女政策”（in line with China's one-child policy）相悖；C项由该奖励的目的“鼓励晚婚”臆断出“没有家庭牵绊的职场人士工作效率更高”；D项由常识关联“假期=旅游”捏造而来。

Q4: What do we learn about the new regulations?

【答案】D

【解析】D项正确解读末段律师话语“新法规还有待地方政府采纳，程序实施仍需时间”（still have to be adopted... these procedures take time）。A项将III段新政策变动颁布后年轻人的反应“立刻登记结婚、赶在新法规未生效前享受额外假期”过度推断成“年轻人不愿接受这项新法规”，且把“北上两地年轻人的反应”夸大为“所有年轻人的反应”；B项由晚婚假的设立目的“鼓励晚婚”反向臆测出新法规“能够帮助推广早婚”，但在录音材料中“（推广）早婚”无据可循；C项“经济增长”为文中未提。



【听力原文】

News Report Three (醉后清晨女佣服务公司)

Everyone loves a good house party, but the cleaning-up the next morning isn't as enjoyable. Now, however, a New Zealand-based startup company aims to bring messy homes—and even splitting headaches—back to normal.

The properly named startup Morning-After Maids, was launched about a month ago in Auckland by roommates Rebecca Foley and Catherine Ashurst. Aside from cleaning-up, the two will also cook breakfast, and even get coffee and painkillers for recovering merrymakers. Although they are both gainfully employed, they fit cleaning jobs into their nights and weekends, which is when their service is in most demand anyway.

Besides being flooded with requests from across the country, Foley and Ashurst have also received requests from the U. S. and Canada to provide services there. They are reportedly meeting with lawyers to see how best to take the business forward.

【译文】

人人都喜欢开心的家庭聚会，但第二天早上的清扫工作可就没那么愉快了。不过现在，新西兰一家创业公司正力求使脏乱不堪的家——甚至剧烈头痛——复归正常。

“宿醉后清晨女佣”这家恰如其名的创业公司约在一个月前由丽贝卡·弗利和凯瑟琳·阿舍斯特这对室友在奥克兰创立。除了清扫卫生，两人还会做早餐，甚至还给那些正在恢复中的饮酒狂欢者买来咖啡和止痛药。尽管她们都有带薪工作，她们还是将清扫工作安插到晚上和周末，反正这恰巧也是她们的服务最紧俏的时段。

除了收到来自全国各地的大量请求之外，弗利和阿舍斯特也收到了来自美国和加拿大的请求，请求她们在当地提供服务。据说，她们正在会见律师，看看怎样才能最好地推进这桩生意。

Q5 : What is the news report mainly about?

【答案】C

【解析】I 段提及当前有家新创业公司正力求让聚会后脏乱不堪的家复归正常，即这家新公司意在帮助人们清扫聚会后一片狼藉的家，故 C 正确。A 将 III 段“该创业公司所提供的清扫服务受到各国追捧”过度泛化为“全球保洁服务极为紧俏”。B 利用 gainfully employed 有带薪工作（即，有正式工作）“设障：将“带薪”偷换为“高薪”，且将“有工作（状态）”改为与之相反的“辞去工作”。gainfully employed 原本描述两位创办人的正式工作，D 将其套用到二人清扫聚会的兼职工作上。

Q6 : What is a common problem with a house party?

【答案】B

【解析】开篇指出：人人喜欢快乐的家庭聚会，但却不喜欢第二天早上的清扫，现有一家创业公司力求帮人们把聚会后脏乱不堪的家收拾干净、恢复原状，可见，家庭聚会会把屋子搞得一片狼藉，故 B 正确。A、C、D 均借助生活常识捏造，在录音材料中并无根据。



Q7: What are Rebecca Foley and Catherine Ashurst planning to do?

【答案】D

【解析】文末句提及公司创办人正计划与律师商谈如何最好地推进公司业务，可知D正确。A利用II段相似读音Auckland（公司成立地点）设置干扰，新闻并未说明律师国籍。B利用III段U. S. and Canada设障，但录音材料为“收到来自美国、加拿大的清扫服务请求”，并未指出两位创办人要去美国、加拿大视察。C中legal dispute无据可循。

Section B

【听力原文】

Conversation One

(驾照考试)

W: Kyle, how did your driver's theory exam go? It was yesterday, right?

M: Yes, I prepared as much as I could, but I was so nervous since it was my second try. The people who worked at the test center were very kind though. We had a little conversation which calmed me down a bit, and that was just what I needed. Then, after the exam, they printed out my result, but I was afraid to open it until I was outside, it was such a relief to pass.

W: Congratulations. I knew you could do it! I guess you underestimated how difficult it would be the first time, didn't you? I hear a lot of people make that mistake and go in underprepared. But good job in passing the second time. I'm so proud of you. Now, all you have to do next is your road test. Have you had any lessons yet?

M: Yes, thanks, I'm so happy to be actually on the road now. I've only had two driving lessons so far, and my instructor is very understanding, so I'm really enjoying it. And I can't wait for my next session. Although the lessons are rather expensive, 20 pounds an hour, and the instructor says I'll need about 30 to 40 lessons in total that's what—six to eight hundred pounds. So this time I'll need to make a lot more effort and hopefully will be successful the first time.

W: Well, good luck.

【译文】

女：凯尔，你的驾驶员理论考试考得怎么样？昨天考的，是吗？

男：是的，我尽全力准备了，但因为这是我第二次考了，所以还是很紧张。不过，考试中心的工作人员特别亲切。我们聊了几句之后，我稍微平静了一些，这正是我需要的。然后，考试结束后，他们把我的成绩打印了出来，但我走出中心才敢打开看，通过考试真是让我松了一口气。

女：恭喜。我就知道你能通过！我猜你第一次是低估了考试的难度，是吧？我听说很多人会犯这个错误，没做好准备就去考试了。不过考第二次就能通过也很棒了。我很为你骄傲。这样，你就只需全力准备接下来的路考了。你上过课了吗？

男：是的。谢谢，我很高兴现在要真正开车上路了。到目前为止，我只上了两次驾驶课，我的教练很善解人意，所以我真的很享受上课。我迫不及待要上下次课了。虽然课程相当贵，一小时20镑。教练说我总共要上30到40节课，那就是——600到800镑。所以这次我得更加努力了，希望一次就过。

女：那么，祝你好运。

Q8: What did the man do yesterday?



【答案】C

【解析】题干 yesterday. C) 项 driver's theory exam 在 1 段女士提问中复现“由 2 段男士肯

定回应确定 C) 为正确项。A) 项 driving lesson 在对话中有所提及, 但并未说明何时。B) 和 D) 分别借男士考试目的“拿驾照”和对话出现的“路考 (road test)”, 以及男士所说“通过考试松了口气”干扰, 但两项均与题干限定的时间“昨天”不符。

Q9 : Why did he fail the exam the first time?

【答案】A

【解析】A) 项 not well prepared 同义改写 3 段中 underprepared, 指出男士第一次考试失利原因“准备不足”。B)、C)、D) 虽复现 exam/test, 但“考试迟到”、“考试形式”、“考试流程”对话中均未提及。

Q10 : What does the man say about his driving lessons?

【答案】B

【解析】costly 同义替换 5 段中 rather expensive, B) 正确。A) 由 nervous、afraid 等表示“情绪紧张、害怕”的词推出 tough, 但这是男士自述第二次理论考试的心情, 并非对驾驶课程的形容。C) 由 successful the first time 推出, 但此处实为男士的期望 (hopefully) “首战告捷”, 而非实际上课效果。D) 与“课程一小时一节、多达 30 至 40 节 (an hour 30 to 40 lessons)”相悖。

Q11: What does the man hope to do next?

【答案】A

【解析】A) 同义改写对话结尾男士期望 hopefully, will be successful (on the road test) the first time。B) 将两大关键词 test, drive 杂糅为 test-drive, 但文中 test 为考试之意, 也并未提到“试驾”。C) 借男士提到教练的内容干扰, 但男士已经有一位满意的教练, 并无另找教练的打算。D) 由驾驶课收费昂贵 (six to eight hundred pounds) 编造“挣钱凑上课费用”相关内容。

【听力原文】

Conversation Two

(去英国读书)

M: Emma, I got accepted to the University of Leeds. Since you're going to university in England, do you know how much it is for international students to study there?

W: Congratulations. Yes, I believe for international students you'll have to pay around thirteen thousand pounds a year. It's just a bit more than the local students.

M: OK. So that's about seventeen thousand dollars for the tuition and fees. Anyway I'm only going to be there for a year, doing my master's. So it's pretty good. If I stayed in the US, it'd take two years and cost at least fifty thousand dollars in tuition alone. Also, I have a good chance of winning a scholarship at Leeds which would be pretty awesome. The benefits of being a music genius.

W: Yeah, I heard you're a talented piano player. So you're doing a postgraduate degree now. I'm still in my last year, graduating next June. Finally I'll be done with my studies and could go on to earning loads of money.

M: Are you still planning on being a teacher? No money in that job then.



W: You'd be surprised. I'm still going to be a teacher, but the plan is to work at an international school overseas after I get a year or so of experience in England. It's better pay and I get to travel, which reminds me I'm late for my class and I've got some documents I need to print out first. I'd better run.

【译文】

男：爱玛，我被利兹大学录取了。既然你在英国上大学，那你知道留学生在那儿读书要花多少钱吧？

女：祝贺你。是的，我想作为留学生，你每年必须交纳大约 13000 英镑。只比本地学生稍贵一点儿。

男：好的。这样算来就是学费加杂费共约 17000 美元。反正我只在那儿待一年，修完硕士学位。所以这相当不错。如果我留在美国就要念两年，光学费至少要花掉 50000 美元。另外，我很可能会获得利兹大学的奖学金，那可真是太棒了。作为音乐天才福利多多。

女：对呀，我听说你是个天才钢琴手。看，你现在都要攻读硕士学位了。我还有最后一年要读，明年六月才能毕业。我终于要念完书，可以去挣大钱了。

男：你还是打算当老师吗？那个行当可挣不了什么钱。

女：你听了准会吓一跳。我还是打算当老师，但计划是等我先在英国获得一年左右的经验后，再去其他国家找所国际学校教书。这样待遇更好还能旅游。这提醒我了，我上课要迟到了，而且我还要先去打印一些资料。我得赶紧撤了。

Q12 : What does the man want to know?

【答案】C

【解析】开篇男士表明自己已被英国利兹大学录取，并询问女士该学校的留学费用是多少（do you know how much it is for international students to study there），there 指 the University of Leeds，可见 C）正确。A）利用 1 段 Since you're going to university in England 干扰，但这是男士向女士询问留学费用的原因。B）所暗示的“还未申请利兹大学”与 1 段男士“已被利兹大学录取（got accepted to the University of Leeds）相悖。D）利用 1 段 university 编造“申请大学”，对话中无信息支撑。

Q13 : What is the man going to do?

【答案】D

【解析】3 段男士指出自己将去利兹大学攻读硕士（doing my master's），4 段女士又指出男士将要去读研究生了（So you're doing a postgraduate degree now），故 D）正确。A）利用 3 段假设条件 If I stayed in the US 干扰（“假如我留在美国”言外之意“我将离开美国”）。B）利用对话中与高等教育相关的学费、学时等信息干扰，但 research 一词在文中无对应。C）利用 3 段末句 music genius 和 4 段 piano player 编造，但两处信息仅说明男士是一位有才华的钢琴手，文中未提到“演出音乐剧”。

Q14: What might qualify the man for a scholarship at Leeds University?

【答案】B

【解析】3 段男士指出他很有可能获得奖学金，并称此乃“作为音乐天才的好处（The benefits of being a music genius）”。可见音乐天赋使男士获得奖学金的可能性大大增加，B）正确。A）、C）均利用申请奖学金的常见条件干扰，recommendations（推荐信）、academic excellence（学业成绩优异）在对话中均未提及。D）利用 6 段



experience 干扰，但这属于女士情形，文中并未提及男士的独特经历。

Q15: What is the woman planning to do after graduation?

【答案】D

【解析】D) 复现末段女士话语“我计划去海外一所国际学校教书 (the plan is to work at an international school overseas)”。A) 利用 3、4 段提到的“男士即将攻读硕士学位”干扰。B) 将末段女士打算“先在英国获得些经验 (experience in England)”，篡改为其打算“定居英国”。C) 借末段 I get to travel 干扰，但这是“到海外国际学校教书”的好处，而非她的主要打算。

Section C

【听力原文】

Passage One

(预防蚁害)

Scientists have identified thousands of known ant species around the world—and only a few of them bug humans.

Most ants live in the woods or out in nature. There, they keep other creatures in check, distribute seeds, and clean dead and decaying materials from the ground.

A very small percentage of ants do harm to humans. But those are incredibly challenging to control.

They are small enough to easily slip inside your house, live in colonies that number in the tens of thousands to the hundreds of thousands, and reproduce quickly. That makes them good at getting in, and hard to kick out.

Once they settle in, these insects start affecting your home. In addition to biting ants, other species can cause different kinds of damage. Some, like carpenter ants, can undermine a home structure, while others interfere with electrical units.

Unfortunately, our homes are very attractive to ants, because they provide everything the colony needs to survive, such as food, water, and shelter.

So how can we prevent ants from getting into our homes?

Most important of all, avoid giving ants any access to food, particularly sugary food, because ants have a sweet tooth. We also need to clean up spills as soon as they occur and store food in airtight containers. Even garbage attracts ants, so empty your trash as often as possible, and store your outside garbage in a lidded can, well away from doors and windows.

【译文】

科学家在全世界发现的已知蚂蚁品种数以千计——而只有少数几种会骚扰人类。大多数蚂蚁都生活在树林里或大自然中。在那里，它们抑制其他生物数量，散播植物种子，并清理地面上的生物尸体和腐坏物质。

极少数蚂蚁会对人类造成伤害。但控制这些蚂蚁的难度极大。

它们体型小，能轻而易举地溜进你的房子里；它们所生活的群落有着成千上万、不计其数的成员；它们繁殖极为迅速。这就导致它们“进门容易，逐出难”。

这些昆虫一旦定居下来，就会开始影响你的家。除了咬人蚁之外，其他的蚂蚁品种也会造成各种破坏。有些品种的蚂蚁，比如木蚁，会侵蚀房屋结构，而其他品种则会弄坏电气装置。

不幸的是，我们的家对蚂蚁相当有吸引力，因为它们可以给蚂蚁群落提供生存



所需要的一切，比如 食物、水和庇护所。

那么我们如何才能避免蚂蚁入侵自己的家呢？

最重要的是，别给蚂蚁任何接触食物的机会，尤其是含糖食物，因为蚂蚁偏爱甜食。我们也需要及时清理泼洒的汤汁，并把食物储藏在密封容器中。甚至连垃圾也会吸引蚂蚁，所以要尽量勤倒垃圾，外面的垃圾也要放在带盖的垃圾桶里，并远离门窗。

Q16: What does the passage say about ants?

【答案】C

【解析】C) 契合开篇所述“虽然科学家发现的蚂蚁多达上千种，但骚扰人类的只有少数几种 (only a few of them bug human) 由 III 段“极少数蚂蚁会对人类造成伤害”亦可确定本题答案。A) 将 II 段“生活在野外的蚂蚁都抑制其他生物的数量 (keep other creatures in check)”窜改为“蚂蚁能控制 病害 (diseases) B) 利用首段“科学家已发现上千种蚂蚁”臆断“还有许多蚂蚁品种未被发现”。D) 虽然复现 IV 段局部信息 live in colonies, 但将文中对群落的描述“成员极多”歪曲为“秩序井然”。

Q17: What do we learn from the passage about carpenter ants?

【答案】B

【解析】B) 复现 V 段信息“木蚁会侵蚀房屋结构 (can undermine a home structure)”。A) 与 IV 段“极少数对人类有害的蚂蚁 (木蚁也在其中) 体型小，能轻易钻进房屋”相悖。C) 与 VI 段“人类的屋子因能提供水和其他资源而吸引蚂蚁 (蚂蚁生存需要水)”相悖。D) 糅杂文中词汇 colonies 和 electrical units 形成干扰，但文中只指出“木蚁之外的某些蚂蚁品种 (others) 会弄坏电气装置”。

Q18: What can we do to prevent ants from getting into our homes?

【答案】A

【解析】A) 复现 VIII 段信息“别给蚂蚁任何接触食物的机会 (avoid giving ants any access to food)”。B) 源于材料末尾 doors and windows, 但原文指“垃圾入桶、远离门窗”，且由 IV 段“对人类有害的蚂蚁可轻而易举钻进家里”可知紧闭门窗并不能防止蚂蚁入屋。C) 利用常识干扰，但 IV 段指出蚂蚁繁殖极快，“破坏附近群落”显然治标不治本。D) 虽然复现 VIII 段 sugary food, 却把“居民不能让蚂蚁接触到 (尤其是含糖) 食品”歪曲为“居民自己不要吃含糖食品”。

【听力原文】

Passage Two

(改善老年人健康状况)

My research focus is on what happens to our immune system as we age. So the job of the immune system is to fight infections. It also protects us from viruses and from auto-immune diseases.

We know that as we get older, it's easier for us to get infections. So older adults have more chances of falling ill. This is evidence that our immune system really doesn't function so well when we age.

In most of our work when we're looking at older adults who've got an illness, we always have to have healthy controls. So we work very closely with a great group of volunteers called "The 1000 Elders". These volunteers are all 65 or over but in good



health. They come to the university to provide us with blood samples, to be interviewed, and to help us carry out a whole range of research.

The real impact of our research is going to be on health in old age. At the moment we're living much longer. Life expectancy is increasing at two years for every decade. That means an extra five hours a day. I want to make sure that older adults are still able to enjoy their old age and that they're not spending time in hospital with infections, feeling unwell and being generally weak. We want people to be healthy even when they are old.

【译文】

我研究的重点在于，随着我们的衰老，我们的免疫系统会发生什么（变化）。那么，免疫系统的职责就是抵抗感染。它还能保护我们免受病毒和自体免疫性疾病的侵害。

我们知道，随着年纪增长，我们更加容易被感染。因此老年人更容易生病。这一点证实了“年老时免疫系统功能的确有所退化”。

在大部分对患病老人的研究工作中，我们总是需要有健康人作为对照组。因此我们和一大群称为“千名长者”的自愿参与者进行了紧密合作。这些参与者都年满65岁，但身体状况良好。他们来这所大学为我们提供血样，接受采访，并帮助我们进行一系列研究。

我们的研究将真正影响到的是老年人的健康。现在我们的寿命大幅增长。（人均）预期寿命每过十年就会增加两岁。这意味着每天都会增加五小时。我想确保老年人仍然能安享晚年，不要因为感染、身体不适、体质虚弱而住院。我们想让人们即使步入老年也健健康康。

Q19 : What is the focus of the speaker's research?

【答案】D

【解析】D) 是符合讲话人开篇所述信息“我的研究重点是随着人们衰老，免疫系统会怎样 My research focus is on what happens to our immune system as we age)”其余三项均来自首段对免疫系统功能的介绍（protect us from viruses and auto-immune diseases），并非题干问及的“研究重点”。

Q20 : What are the volunteers asked to do in the research?

【答案】B

【解析】B) 与 III 段末“千名老人自愿参与者前来为我们提供血样、接受采访、协助进行研究（provide us with blood samples, to... and to...）”中的第一项内容契合。A) 与 III 段“自愿参与者身体状况良好”相悖。C) 将 III 段自愿参与者“（作为辅助研究对象）以完成研究（help us carry out... 夸大为“担任 研究助理”。D) 将 III 段“接受采访（to be interviewed）”窜改为“采访病患（interview patients）”。

Q21: What does the speaker say will be the impact of his research?

【答案】C

【解析】C) 可由 IV 段研究影响的对象“老年人健康（the real impact... on health in old age）”及研究的目标“让老年人健康生活，不必住院（make sure... older adults... not spending time in hospital, want people to be healthy even when they are old）”概括得出。A) 将研究目标“老年人免疫系统”泛化为“人体免疫系统”。B) 利用 immune system ‘infections’ 等碎片信息制造干扰，但原文仅谈及研究的实际应用，并未谈及其



在理论上是否有所进步 (Better understanding)。D) 由 II 段“老年人更容易患病”这一事实过度推理出“老年人医疗费用高，需要进一步减负”，而讲话人并未提及该问题。

【听力原文】

Passage Three

(基利普小学的象棋队)

When Ted Komada started teaching 14 years ago at Killip Elementary, he didn't know how to manage a classroom and was struggling to connect with students. He noticed a couple of days after school that a group of kids would get together to play chess. "I know how to play chess. Let me go and show these kids how to do it," he said.

Now Komada coaches the school's chess team. The whole program started as a safe place for kids to come after school.

And this week, dozens of those students are getting ready to head out to Nashville Tennessee to compete with about 5000 other young people at the SuperNationals of chess. The competition only happens every four years and the last time the team went, they won the third place in the nation.

Komada says chess gives him and his students control. The school has the highest number of kids from low income families. Police frequent the area day and night, as two months ago, a young man was shot just down the street.

Komada likes to teach his students that they should think about their move before they do it. The lessons prove valuable outside the classroom as well. Many parents see these lessons translate into the real world. Students are more likely to think about their actions and see whether they will lead to trouble.

【译文】

当 Ted Komada 14 年前开始在基利普小学教书时，他不知如何管理班级，也难以与学生融洽沟通。有几天放学后，他注意到有群孩子会聚在一起下象棋。“我知道怎么下棋。让我去给这些孩子示范如何下棋吧，”他说。

现在 Komada 指导着学校的象棋队。整个项目开启的初衷是为了孩子们放学后有个安全的场所。本周，象棋队的几十个学生在准备奔赴田纳西纳什维尔，在全国象棋超级联赛中与其他约 5000 名年轻人竞技。比赛每四年才举办一次，上次（基利普小学）象棋队赴赛便赢得了全国第三名。

Komada 说象棋带给他和学生以掌控力。学校来自低收入家庭的孩子数量最多。警察不管是白天还是晚上都会频繁到这个区域（巡逻），因为两个月前，一个少年就这么在街上被开枪打死了。

Komada 喜欢教导他的学生在走每一步之前都要三思。（象棋）课程已被证明在课堂之外也有其价值。许多家长发现这些课程转化成了现实世界。学生们比以前更有可能去思考自己的行为，看这些行为是否会带来麻烦。

Q22: What did Ted Komada notice one day after he started teaching at Killip Elementary?

【答案】D

【解析】D) 同义复现 Ted Komada 注意到的事 (He noticed): 一群孩子聚到一起下象棋 (a group of kids would get together to play chess)。A)、C) 均借首段碎片信息 struggling to 干扰，但文中指 Komada 在管理班级、与学生沟通上有困难，并非学生



在与同学相处、跟上课程进度上有困难。B) 利用常识（学生放学后经常留在学校做作业）干扰，并非文中信息。

Q23: What are dozens of students from Komada's school going to do this week?

【答案】C

【解析】题干 C) 复现 3 段首句 And this week, dozens of those students... compete with... at the SuperNationals of chess (本周几十个学生奔赴纳什维尔参加全国象棋超级联赛)。A)、B)、D) 利用段中 chess team Nashville 等碎片信息编造干扰，均未抓住象棋队“参加比赛 (to compete... at the SuperNationals of chess)”这一核心语义。

Q24: What do we learn about the students of Killip Elementary ?

【答案】A

【解析】A) 同义改写 4 段②句 The school has the highest number of kids from low income families (学校的大部分孩子来自低收入家庭)，选项中 Most of them 意同 the highest number of kids。B) 将 3 段末句“基利普小学象棋队取得了全国赛第三名”夸大为“许多学生成了全国象棋冠军”。C) 借 4 段信息“学校附近发生枪击案，警察不管白天还是晚上都会频繁到此巡逻”捏造干扰。D) 利用 Komada 的身份“象棋教练”捏造干扰，但录音未提及其学生是否也成了象棋教练。

Q25: What have the students learned from Komada?

【答案】B

【解析】B) 正确概括末段 Komada 教导内容“每走一步之前都要认真思考”及学生收获内容“生活中也学会了三思而后行，考虑会出现什么样的结果”。其他三项均抓住了文中提到的“行 (move... action) 但文中并未将之与“言 (words)”对比联系，排除 A)、C)。D) “抓紧采取行动”与录音中体现的“想清楚后再行动”相悖，也错误。

Part III

Reading Comprehension

(40 minutes)

Section A

【原文译文】

底特律引领自动驾驶革命的宏伟计划

美国的汽车创新中心在过去十年迁移了 2000 英里。它已从底特律**迁移**到硅谷，在那里自动驾驶汽车正在成为现实。

为了使（汽车）生产重归底特律，密歇根的立法者们提出了一项**立法**，它或将帮助该州成为全国乃至全世界最适于开发自动驾驶汽车并使其上路的地区。

“密歇根在汽车研发方面的**优势**正受到一些州和国家的威胁，它们试图**取代**我们在交通领域的领先地位。我们不能让这种情况发生。”参议员迈克·科瓦尔说，他是最近提出的四项议案的主要**倡议者**。

如果四项议案均以其现有内容获得通过，则它们将**代表着**密歇根 2013 年的法规得到了实质性的更新，该法规允许在限制条件下进行自动驾驶汽车的测试。（新法案通过后）制造商几乎可以完全自由地在公路上测试其自动驾驶技术。他们将获准派出自动驾驶车队在跨州公路上行驶，甚至可以像通用汽车和来福特公司那样组建按需型自动驾驶**车队**。

密歇根的立法者们显然想让该州为自动驾驶技术的商业应用做好准备。**相较**之下，作为硅谷之乡的加州最近提出了更加**严格**的规定，要求人类驾驶员做好“掌控方



向盘”的准备，并禁止了自动驾驶技术的商用。

【答案解析】

26. **【答案】** H) migrated

【语法分析】 空格前为 It has, 后为 from A to B 介词结构, 空格词应为名词或 ed 分词。

【答案解析】 第一段的①句指出美国汽车创新中心已发生迁移 (has... moved... away)。②句以 It 回指 The center of..., 以固定结构 from A to B 表示“从 A 地到 B 地”。可推知②句是对①句的具体说明 (中心由哪儿迁至哪儿), 空格词应与 moved 近义, 表示“迁移, 转移”, H) migrated 正确。

O) transmitted 符合词性要求, 能与 from... to... 搭配, 且词义亦体现“移动、转移”, 所以有很强干扰。但 transmit 和 from... to... 搭配的用法有两种: 1. 用于主动句式 A transmit B from... to... (如, Mosquitoes may transmit disease from animals to humans. 蚊子可能会把疾病从动物传到人身上); 2. 用于被动句式 A be transmitted from... to... (如, Mathematical knowledge is transmitted from teacher to student. 数学知识由教师传授给学生)。本空显然不符合上述任何一种, 可排除。

27. **【答案】** A) bid

【语法分析】 空 27 前为 In a, 后为不定式 to take..., 空格词应为可数名词单数。

【答案解析】 空格所在句以 to take...、that could...、to develop... 体现逻辑关系: 汽车创新中心从“(位于密歇根州的)底特律市”迁移到“(位于加州的)硅谷”(首段)→因此, 密歇根欲重新夺回底特律的中心地位 (In a 27 to take... back to Detroit)→就此, 密歇根立法者提出了新法规/规定, 将密歇根州打造成全国最适合开发、应用自动驾驶汽车的地区。空 27 应体现解决问题的意图/决心, A) 正确 (in a bid to 为固定搭配, 意为“为了努力.....”)

28. **【答案】** G) legislation

【语法分析】 空 28 前为及物动词 introduced, 后为 that 从句, 空格词应为名词。

【答案解析】 空格所在句以 to take...、that could...、to develop... 体现逻辑关系: 汽车创新中心从“(位于密歇根州的)底特律市”迁移到“(位于加州的)硅谷”(首段)→因此, 密歇根欲重新夺回底特律的中心地位→就此, 密歇根立法者提出了新法规/规定, 将密歇根州打造成全国最适合开发、应用自动驾驶汽车的地区 (have introduced 28 that...). 空 28 应体现解决问题的举措/政策/法律/提案, G) 正确。

29. **【答案】** D) dominance

【语法分析】 空 29 所在句主干为 Michigan's is under attack, 空格词应为不可数名词或可数名词单数。

【答案解析】 空格句引用参议员 Mike Kowall 话语指出, 密歇根在汽车研发上的 正受到一些州和国家的威胁, 它们试图 其在交通领域的领先地位。联系句子前后可知 ‘Michigan's in auto research and development 与 our leadership in transportation 同指“密歇根优势; 可见, 空 29 应意为领先地位/优势等; 答案为 D)

30. **【答案】** I) replace

【语法分析】 空 30 前为 which desire to, 后为名词短语 our leadership, 空格词应为动词原形。

【答案解析】 空格句引用参议员 Mike Kowall 话语指出, 密歇根在汽车研发上的 正受到一些州和国家的威胁, 它们试图 其在交通领域的领先地位。under attack 与 desire to 30 our leadership 反向同义: 前者体现“密歇根/底特律受到攻



击”，后者指出“其他州和国家发起攻击”，空 30 应意为取代/抢走等，答案为 I)。

31. 【答案】N) sponsor

【语法分析】空格词位于 Senator Mike Kowall 的同位语 the lead of... 中，应为（单数）名词。

【答案解析】空格所在名词短语是对 Senator Mike Kowall 身份/行为等的介绍。由其话语（尤其是 We can't let that happen）可知他代表密歇根州。再联系上段可知，four bills recently introduced 呼应 Michigan lawmakers have introduced legislation，即：Mike Kowall 支持新立法，空格词应意为“支持者 / 倡议者”，备选项中只有 N) 符合文意。

C) deputy 为指“人”的单数名词，且可指“政府官员”，因此有较强干扰。但仔细分析该词具体准确含义可知它并不合适：该词意为“副手”时往往和名词连用（如 the Deputy Secretary of State 助理国务卿）；意为“（美国）县行政司法官助理”时不合本文情形（本文分析的是“州”层面）；意为“（法国等一些国家的）议员”时更显然不合本文谈及地域（美国）。由此提醒考生：务必准确掌握每个大纲词的含义。

32. 【答案】J) represent

【语法分析】空格前为 they would, 空格后为名词短语 a substantial update, 空格词应为动词原形。

【答案解析】空格句指出，四项议案若得以通过，则会__密歇根 2013 年的一项法规得到实质性的更新。随后介绍新旧法规的差异：旧法（Michigan's 2013 law）允许制造商在限制条件下进行自动驾驶汽车测试 VS 新法（four bills recently introduced）允许制造商几乎可以完全自由地进行自动驾驶汽车测试。可见新法标志着密歇根州在“自动驾驶技术法规”方面取得实质性更新，空格词应表示“代表/象征/标志”等，J) 符合要求。

33. 【答案】E) fleets

【语法分析】主体结构 They would be allowed to send...and even set up on-demand __, 空格前为动词 set up+修饰成分 on-demand, 后为介词短语 of..., 空格词应为名词。

【答案解析】由 and even 体现的语义递进可知“派出自动驾驶车队在跨州公路上行驶（send groups of self-driving cars...）”与“组建按需型自动驾驶汽车的__（set up on-demand __ 33 of self-driving cars）”语义同向（均体现“给予制造商在自动驾驶汽车技术上更大的自由”）、但自由度增加（在跨州公路上测试已有车队相对容易控制→按需组建车队涉及情况更复杂，难度更大），空格词应与 groups 近义，表示“（车）队，组”，E) 正确。

34. 【答案】B) contrast

【语法分析】空 34 前为介词 in, 后为逗号，空格词应为名词（In 作状语）。

【答案解析】末段①②句分别介绍密歇根州、加州对待自动驾驶技术的态度：密歇根根意欲推广自动驾驶技术的商业应用；加州要求人类驾驶员做好掌控方向盘的准备，并禁止自动驾驶技术的商用。比较可知，二者对待自动驾驶技术的态度截然不同：前者给予极大自由，后者则更为审慎，立法进行限制。所以，空 34 应体现“巨大差异，鲜明对比”，选 B)

35. 【答案】K) restrictive

【语法分析】空 35 前为比较级标志（far） more, 后为名词 rules, 空格词应为形容词。

【答案解析】先看整体结构，再看具体内容。末段①②句分别介绍密歇根州、加州



对待自动驾驶技术的态度：密歇根意欲推广自动驾驶技术的商业应用；加州要求人类驾驶员做好掌控方向盘的准备，并禁止自动驾驶技术的商用。比较可知，二者对待自动驾驶技术的态度截然不同：前者给予极大自由，后者则更为审慎，立法进行限制，空 34,35 均体现二者关系。所以空 35 应体现“（加州规定更为）严格/审慎”，选 K）。

Section B

【原文译文】

当多数人都能活到百岁，工作会发生什么变化

[A]如今美国有 7 万 2 千名百岁老人。世界范围内大约有 45 万名。如果当前趋势持续下去，那么到 2050 年，仅美国就将有一百多万名百岁老人。詹姆斯·沃佩尔教授及其合作研究员的研究成果表明，2007 年在美国出生的婴儿中，有 50% 预期寿命将达 104 岁，甚至更长。在英国、德国、法国、意大利、加拿大，这一数字基本相同，而 2007 年在日本出生的婴儿有 50% 预期寿命将达 107 岁。

[B]鉴于相关的医疗和养老金方面的挑战，人们担心这种趋势会对公共财政造成影响，这可以理解。这些挑战是真实的，社会亟需解决。但展望一下当许多人都能活到 100 岁时的更广泛的情形也很重要。简单地将长寿等同于老龄问题是错误的。寿命变长对全部人生都有影响，不止是老年阶段。

[C]我们认为，如果许多人都能活得更长久、更长久地保持更健康的状态，那就会不可避免地导致工作和生活的重新规划。当人们寿命变长，不仅老年阶段延长，年轻阶段也延长了。“70 岁就是新的 60 岁”或者“40 岁就相当于新的 30 岁”这些话颇有几分道理。如果你在更长的时间跨度中更慢变老，那么从某种意义上讲你年轻的时间也更长。

[D]但是变化不止于此。就拿人们履行买房、结婚、生育或步入职场的责任的年龄为例。如今人们都在推迟履行这些基本责任。1962 年，50% 的美国人结婚年龄为 21 岁，而到了 2014 年，这一里程碑已变成了 29 岁。

[E]尽管这些变化背后有众多影响因素，但一个确定的因素是年轻人日渐意识到他们将会更长寿。所做的选择持续时间越久，其价值就愈加重要。因此，如果你相信自己会长寿，那么选择就变得更加重要，过早履行责任就变得不那么具有吸引力。结果，之前标志着成年期开始的责任如今被推迟履行，二十多岁的年轻群体中开始出现新的行为方式和新的生命阶段。

[F]长寿还会推迟退休年龄，而这不仅仅是由于财务原因。确实，除非人们准备存更多钱，否则，据我们计算，如果你现在 45 岁上下，那么你可能要工作到 70 岁出头；如果你现在 20 岁出头，你很可能要工作到七老八十。但是，即便人们有经济能力负担得起 65 岁之后的退休生活，接下来 30 多年不工作也会损害他们的认知和情感活力。许多人可能根本不愿如此(提前退休)。

[G]但是，那并不意味着单纯延长职业生涯就会具有吸引力。仅仅延长全职工作这个人生第二阶段可能作为抵押使你获得活到 100 岁所需的金融资产，但如此长久的工作将不可避免地耗尽一些珍贵的无形资产，如生产技能、热情活力、幸福和友谊。

[H]教育也面临同样问题。在儿童时期和成年早期所接受的一次性教育不可能支撑 60 年这么持久的职业生涯。如果将技术的预期变化速率这一因素考虑进去，要么你的技能变得多余，要么你所在的行业将会过时。这意味着每个人在生命的某个节点，都必须做出许多重大的技能再投资。



[I]如此一来,传统的三个阶段的人生将可能演变成包含两三个、甚至更多不同职业生涯的多个生命阶段。每一个阶段可能各不相同。某个阶段的目标可能是获得财富成功和个人成就,另一个阶段的目标可能是更好地平衡工作与生活,若还有另外一个阶段的话,其目标可能是更加充分地探索和理解各种选择,或变成独立生产商,如果还有另外一个阶段的话,其目标可能是做出一些社会贡献。这些阶段将涵盖多个领域,将人们带到不同城市,为培养各种各样的技能打下基础。

[J]各个阶段之间的过渡可以通过休假来标记,因为人们需要找时间休息、休养、重新投资人脉关系或者提高技能。有时,这些间歇和过渡由自己决定,而有的时候,人们被迫这么做,因为现有职位、公司或行业将会消失。

[K]多阶段的人生不仅会深刻改变你经营职业生涯的方式,而且对你的生活方式也有深远影响。应对变化、甚至欣然接受变化的能力将会成为一项日益重要的技能。三个阶段的人生几乎没有过渡,而多阶段的人生却有很多过渡。这就是为什么了解自己、投资更广人脉、乐于接受新思想这些技能将会变得更加重要。

[L]这种多阶段的人生将导致人群种类发生异乎寻常的变化,就是因为排序人生各阶段的方式实在太多了。人生阶段越多意味着可能的排列方式越多。

[M]伴随这一变化而来的是年龄与人生阶段之间紧密联系的终结。在一个三阶段的人生中,人们在相同时间、相同年龄从大学毕业,往往在同一年龄步入职场、组建家庭,也基本在同一时间进入中级管理层,然后走向退休的年龄也相差不了几年。而在多阶段的人生中,你可能在 20、40 或者 60 岁成为大学生,在 30、50 或者 70 岁成为管理者,也可以在任何年龄成为独立生产商。

[N]目前的人生阶段、职场道路、教育选择和社会准则都与长寿这一日益显现的现实情况格格不入。三个阶段的人生(即,全日制教育,接着是持续工作,然后是完全退休)可能适用于我们的父辈甚至祖父辈,但却不适用于今天。我们认为,将长寿主要视作一个老龄化问题将忽略长寿的全面影响。长寿不仅仅是老年阶段延长。它还关乎寿命变长、延迟变老以及年轻阶段的延长。

【答案解析】

36. 【译文】未来寿命的延长将使人们拥有比现在更多的职业。

【答案】[I]

【解析】[I]段①句指出长寿的影响“传统的三阶段人生将演变成多阶段人生,且会包含多个不同的职业生涯”,本题是对该句的同义改写,其中 an extended lifespan 对应全文论述主题“长寿”。

37. 【译文】仅仅延长一个人的职业生涯可能利弊兼有。

【答案】[G]

【解析】[G]段①句总起指出延迟退休并非全是好处(not mean... appealing...),②句具体说明利弊:虽能获得更多财富,但却耗尽某些无形资产,如活力、幸福感等。本题总结该段大意。

38. 【译文】如今,许多美国人将平均结婚年龄推迟了约八年。

【答案】[D]

【解析】[D]段④⑤句列举数字说明美国人平均结婚年龄的推迟现象:从 1962 年的 21 岁推迟到了 2014 年的 29 岁,也即推迟了 8 岁。本题是对两句的同义改写。

39. 【译文】由于寿命更长,今天的年轻人不再遵循他们父辈或祖父辈的生活模式。

【答案】[N]

【解析】[N]段②句指出“传统的三阶段人生适用于父辈或祖父辈,但如今不再



适用了”，言外之意即“年轻人不再遵循父辈们的生活方式”，本题是对该句的合理引申。

40. 【译文】到 21 世纪中叶，预计将有更多的人活到 100 岁以上。

【答案】[A]

【解析】[A]段首先以美国为例指出，当前美国有 7 万多名百岁老人，到 2050 年这一数量将超过 100 万。随即引用研究结论指出，无论在美国还是英、德、法、意、加、日，婴儿的预期寿命越来越长，50%能达到百岁以上，即未来会有更多人活到 100 岁以上。本题是对该段主旨大意的总结概括。

41. 【译文】寿命的延长将使人们的生活方式发生根本变化。

【答案】[K]

【解析】[K]段①句继续说明多阶段的人生，即长寿的影响“给人们生活方式带来深远影响”(will have profound changes...in your approach to life)，本题是对该句的同义改写。

42. 【译文】技术快速变化使人们有必要不断地提高技能。

【答案】[H]

【解析】[H]段③句指出“技术快速发展使人们的技能、所在行业过时、甚至消失”，④句提出人们的应对措施“必须适时进行重大技能投资以不断提高技能”。本题是对两句大意的概括总结。

43. 【译文】许多人可能不想提前退休，因为这会损害他们的精神和情感健康。

【答案】[F]

【解析】[F]段③句指出，人们提前退休后不工作的状态也有害处：影响精神和情感活力；④句评论指出多数人不愿提早退休。本题是对该两句的概括改写。

44. 【译文】在一个多阶段的生命中，年龄和阶段之间的密切联系可能会消失。

【答案】[M]

【解析】[M]段①句指出多阶段人生的影响“年龄和人生阶段的密切联系将会消失”。本题是对该句的同义改写。

45. 【译文】更长寿、更健康的人们将不得不重新规划他们的工作和生活。

【答案】[C]

【解析】[C]段①句指出长寿的影响“将导致人们重新规划工作和生活”。本题是对该句的同义改写。

Section C

【原文译文】

Passage One

(妻子患病可能增加离婚风险)

在经典的婚姻誓约中，夫妻承诺无论疾病还是健康都不离不弃。但是一项新研究发现，年长夫妇中，如果妻子——而非丈夫——身患重病，离婚的风险会上升。

“被确诊身患重疾的已婚女性可能会发现自己在势力对抗疾病侵袭的同时也在经受着离婚的压力，”研究员阿米莉亚·卡拉克说。

卡拉克和论文合著者肯齐·莱瑟姆对 2717 桩婚姻中 20 年的数据进行了分析，这些数据来自印第安纳大学自 1992 年以来开展的一项研究。第一次采访时，夫妻双方中至少有一方年龄超过了 50 岁。

研究人员探究了四种严重生理疾病的发病是如何影响婚姻的。他们发现，总体而言，在整个研究期间有 31% 的婚姻以离婚告终。慢性疾病的发病率也随时间的推移而上升，其中丈夫比妻子更容易出现严重的健康问题。



“我们发现，在疾病面前女性易遭受婚姻破裂有着双重原因，”卡拉克说。“她们更有可能丧偶，而且如果她们是生病的一方，就更有可能离婚。”

虽然该研究并未对妻子（而非丈夫）患重病时离婚概率更高的原因做出评定，但卡拉克提出了几个可能的原因。“性别规范以及对于关怀照护的社会期望可能使男性更难做到为患病配偶提供照顾，”卡拉克说。“而且由于婚姻市场的（性别）失衡问题，尤其是在年纪较大的年龄段，离异男性在寻找未来伴侣时比离异女性有更多选择。”

鉴于老龄化人口的医疗保健费用日益令人忧虑，卡拉克认为政策制定者应该留意疾病与离婚风险之间的关联。

“为照顾自己另一半的已婚人士提供支持服务，可以减少婚姻压力，避免老年夫妻离婚，”她说。“但同样重要的是，要认识到离婚压力可能与健康有关，患病的前妻可能需要额外的照顾和服务，以防止健康状况恶化和医疗费用增加。”

【答案解析】

46. 【答案】A

【定位】本题考查“婚姻誓约的相关信息”。由题干关键词 *marriage vows* 定位至首段。

【解析】本题考查对首段信息的概括推理。解题关键是借同义/反义表达把握婚姻誓约与研究发现的关联：②句 *couples/wife/husband*、*seriously ill* 分别原词/近义对应①句 *couples*、*sickness*，而②句 *divorce* 则反义对应①句 *stay together*，借此可推知开篇引出“永远不离不弃”的誓约意在反讽现实，也即婚姻誓约未必能保障两人白头偕老。B、D 被首段①句内容障目，忽视②句转折引出的研究发现才是真正重要的信息。C 将文中所述情形的范围“年长夫妻”扩大为“所有夫妻”，其次开篇并未从“世风发生今昔变化”的角度论述。

47. 【答案】D

【定位】本题考查“研究发现”。由题干关键词 *Karraker... Kenzie Latham* 定位至第三段 (*Karraker and co-author Kenzie Latham analyzed...*) 及第四段 (*The researchers examined...*)

【解析】本题考查研究发现细节信息。A 将第六段②句信息“（老年夫妻中）男性更难做到照顾患病配偶”曲解为“老年男性不善于照顾自己”。B 干扰源于第四段③句中“慢性/严重疾病发病率也随时间推移上升”，该内容虽为主干信息，却是对整体趋势（年老夫妻双方）的说明（“人越老越易得病”是基于数据得出的常识性发现，并非核心发现），题干仅就“年老丈夫”一方发问也暗示本题考查的是“基于男女比较的核心发现/信息（句中由 *with* 引导的独立主格表现）”，故该项偏离研究重心。C 项 *just like their wives* 与第四段末“其中丈夫比妻子更容易患重病”矛盾。D）第三段介绍研究数据，第四段介绍研究发现，其中发现之一是“（随着时间推移）丈夫比妻子更容易患上重疾”，同时第五段也提及“疾病面前女性更有可能丧偶（即丈夫比妻子更容易因病去世）”，综合推知 D 项正确。

48. 【答案】B

【定位】本题考查“研究发现”。由题干关键词 *Karraker, women who fall ill* 定位至第二段 (*Married women...health condition*) 和第五段 (*Karraker said...if they're the ones who become ill...*)

【解析】本题同上题类似，均考查研究发现。A 源自第五段 *They're more likely to be widowed*，但这属于丈夫患病去世导致婚姻破裂的情形，而非“自己患病而丧偶”。



C 将第六段②句卡拉克言论暗含的对比“患病女性相比患病男性更难被另一半好好照顾”泛化为“患病女性很难受到悉心照顾”。D 将第六段②句“被动局面——（患病女性）更难被配偶照顾”窜改为“主动选择——患病女性不太会烦扰（到）配偶”。B）第五段以直接引语介绍卡拉克的发现：疾病面前女性易遭受婚姻破裂有双重原因，一是丈夫更易患重病（致丧偶），二是自己患病时更可能离婚；题干询问妻子患病情形，B 符合文意。

49. 【答案】A

【定位】本题考查“卡拉克的观点看法”。由题干关键信息 more difficult for men to take care of their sick spouses 定位至 0 第六段②句(more difficult for men to provide care to sick spouses)

【解析】本题为因果题，首先应确定相关逻辑词，根据第六段②句因果动词 make（致使）锁定描述原因的主语 Gender norms and social expectations about caregiving，结合后半句关键词 provide care 可知该原因聚焦（性别规范与社会期望）在 caregiving（照顾/看护）方面约定俗成的社会观念，B、C 过度推断定位句信息：“丈夫更看重在外面挣钱、履行社会义务”带有“为丈夫疏于管照妻子正名”之意，脱离全文“客观介绍研究发现”的大前提。可首先排除，其次根据 norms social expectations 暗含的客观社会规范可确定描述客观习惯的 A 为正确项。同时排除 D，D 将末段卡拉克建议“（社会）应该为照顾患病配偶的丈夫提供支持服务、为患病妻子提供额外照顾和服务”偷换为“男性的主观看法”。

50. 【答案】C

【定位】本题考查“卡拉克的建议”。由题干关键词 Karraker, also important 可定位至末段末句。

【解析】本题解题关键是根据表达建议的主观性标记词识别出具体建议：末段①句以 may reduce/prevent（主观推测情态动词+表示结果/作用的因果动词）标明主语所述方面的重要性（指向建议一）；②句以 may need（主观推测情态动词+表示必要性的动词）标明宾语所述方面的必要性（指向建议二）；选项中 A、B 将末段首句第一条建议（社会应为照顾另一半患病的老年人提供支持服务）的结果/作用“减轻婚姻压力、避免离婚”错当作建议本身，且题干询问的是另一条建议。D 将末段②句第二条建议“社会应为离异患病女性提供额外照顾”曲解为“男性应该支付妻子的医疗费”。只有 C 正确总结了建议二的内容，末段末句介绍卡拉克的另一建议“应认识到离婚压力可能与健康有关，患病女性离婚后可能需要额外的照顾和服务以防止健康状况恶化和医疗费用增加”，C 符合此建议。

【原文译文】

Passage Two

（叫错名字无关乎爱）

如果你跟大多数孩子一样，你很可能会在妈妈把你唤做其他兄弟姐妹时不高兴。她怎能不认识你？这意味着她爱你更少？

大概不是。根据首个正面探讨这一课题的研究，将我们生命中最熟悉的人的名字叫错是一种常见认知错误，这与我们的记忆如何对熟悉的名字进行分类与储存有关。

这项于 4 月发表在《记忆与认知》杂志网络版上的研究发现，那个“被叫错的”名字并非是随机的，而是都源自于同一个关系池：孩子、兄弟姐妹、朋友。这项研究并没有探讨深层心理对这一错误产生影响的可能，“但它确实告诉我们，谁在这个群体里，谁不在这个群体里，”心理学家戴维·鲁宾表示。



研究还发现,在这个群体内部,开头或中间读音相同的名字会出现叫错现象,比如 Jimmy 和 Joanie,或者 John 和 Bob。人与人之间的外貌相似并非影响因素,性别也不是。

研究人员针对 1700 多人开展了五项独立的调查。其中一些只针对大学生,另一些则针对混龄人群。一些询问调查对象被亲近的人(家人或朋友)唤错名字的情况,另一些询问调查对象自己将亲近的人唤错名字的时刻。所有调查发现,人们在孙辈、朋友、兄弟姐妹等关系群中容易将名字搞混,但几乎从未跨越这些界限。

总的来说,研究发现,大学生犯这种错误的可能性几乎与老人相同,男性犯这种错误的可能性与女性相同。老人和女性犯这种错误的频率略高,但这可能是因为较之父母仅有子女会混淆,祖父母还有孙辈会混淆。另外,鉴于传统性别角色规范,母亲可能比父亲更常召唤孩子。没有证据表明,叫错名字者感到沮丧、疲倦或愤怒时,叫错几率更高。

【答案解析】

51. 【答案】B

【定位】本题考查“人们被叫错名字时的心理感受”,由 when they were misnamed 定位至首段 (when your mother called you by a sibling's name)。

【解析】A 将③句疑问之意“是否爱得更少”偷换为肯定之意“爱得更少”,然后再将“爱得更少”程度加深为“不爱”,从而捏造出“不被需要,多余”。C 由②③句连续发问臆断出被叫错名字者“困惑:不知道到底是因为不认识还是因为爱得更少而被叫错”,而②句 How could... not、③句 Did it mean... less 实质均暗含被叫错名字者“失落、沮丧”的态度。D 与被叫错名字者内心感受 upset、心中疑惑 How could... Did it mean...所传递的“(对名字被叫错之事)极为在乎”态度相悖。B) 文首句指出多数孩子的一种普遍心理:在被妈妈唤错名字时不高兴,然后借助“you(代指读者,泛指任何人)与多数孩子的相似性(like)”将这一心理投射到所有人身上,意即,被唤错名字时,人们通常都会不高兴,故 B 正确。Unhappy 义同 upset。

52. 【答案】A

【定位】本题考查戴维·鲁宾的研究发现,定位范围宽泛(由表 ZJK 特指的 the first research, The study, The researchers 可知第二至六段所述为同一研究),但结合试题命制顺序及后面几道题目可推断 本题实质性针对第二段提纲挈领的研究发现(该段总述研究发现,后续段落详述研究具体内容及结果)。

【解析】B 中 faulty 虽意同第二段②句中 error,但却将具体指向“认知”偷换为“记忆”:文意实为“由于记忆的分类储存方法(如兄弟姐妹、子女、朋友),人们容易发生叫错名字这个问题”,其属于认知问题(信息提取时出错)而非记忆问题(对人名的记忆并没出错)。C 将第三段①句“被叫错的名字的常见来源:同一关系池(孩子、朋友、兄弟姐妹)”曲解为“叫错名字现象易发人群:孩子与其朋友之间”。D 利用首段末两句隐藏文意“被叫错名字者常会感觉不被爱、不被认可”捏造而来,但并非研究发现。A)。第二段②句介绍研究发现:将最熟悉的人的名字叫错是一种常见认知错误,这与我们的记忆如何对熟悉的名字进行分类与储存有关;意即,叫错名字跟我们的记忆运作方式有关, A 是对该句的高度概括,其中 related to 同义改写 do with, the way our memories work 概括 how our memories classify and store familiar names。

53. 【答案】D

【定位】本题考查叫错名字的原因 (cause of misnaming),可定位至第四段



(misnamings occurred where. . . a factor. . .)

【解析】A 由第三段首句“被叫错者通常属于同一个关系池：朋友、兄弟姐妹、子女”捏造而来，认为“属同一个关系池的人大多个性特征相似”，但“同属关系池”≠“个性特征相似”。B 将第四段首句“发音相似 (shared. . . sounds) ”窜改为“拼写相似 (similar spellings) ”。C 与②句“外貌相似不是（导致名字叫错的）因素”相悖。D)。第四段首句指出：在一个关系池里，如果名字开头或中间发音相同则会出现叫错现象，如 Jimmy 和 Joanie,或者 John 和 Bob。可见，名字发音相似很可能是叫错名字的原因，D 正确。

54. 【答案】D

【定位】本题题点为“针对 1700 多人的调查(结果)”，可由 the surveys of more than 1,700 subjects 定位至第五段首末句 (surveys of more than 1700 people. . . All the surveys found. . .)

【解析】A 由首段现象“叫错名字让被叫错者不高兴”及全文复现词 relationship 杂糅捏造而来，但文中无据可依。E 将末句中 these boundaries 具体所指 boundaries of relationship groups 偷换为 gender boundaries,而第四段末句明确指出“叫错名字与性别无关（即，会跨越性别界限）”。C 由 grandchildren 衍生出 extended families(与核心家庭相对，指几代同堂的大家庭)，将文中个例“子孙辈名字（、朋友名字、兄弟姐妹名字等其他属于同一关系池内部的名字）容易搞混”窄化曲解为“叫错名字常见于大家庭中”。D)。第五段首句引出研究人员开展的调查：针对 1700 多人展开了五项独立调查；末句指出调查结果：人们只将同一关系池内部（孙辈、朋友、兄弟姐妹）的人名搞错，几乎从未跨越过这些关系池的界限。可见,将名字搞混最常发生在一个关系群内部，D 正确。

55. 【答案】C

【定位】本题考查母亲比父亲更常叫错孩子名字的原因，可定位至第六段②③句 (women... more often,mothers. . . more often than fathers)。

【解析】A 中 frustrations、B 中 worn out 均源自末句，但该句句意实为“叫错名字的几率与叫错名字行为人是否感到沮丧、疲倦、愤怒无关”，选项做了反向干扰。D 由③句 traditional gender norms"传统性别规范"望文生义出“母亲（比父亲）承担更多家务”，但该词实际指向“母亲更多呼唤孩子”。C)。末段②③句指出：老人和女性叫错名字的频率略高，可能是因为祖父母比父母有更多的孙辈混淆，母亲比父亲更常召唤孩子。由此可见，母亲比父亲更常叫错孩子名字是因为母亲和孩子交流更多，常常召唤孩子。故 C 正确。

Part IV

Translation

(30 minutes)

【参考译文】

Chinese lanterns, originating in the Eastern Han Dynasty, were primarily used for lighting in early times. In the Tang Dynasty, red lanterns were used to celebrate the peaceful life. From then on, lanterns have gained popularity in many places of China. Lanterns are usually made of colorful thin paper, and vary in shape and size. In traditional Chinese culture, red lanterns symbolize booming life and prosperous business, so they are often hung on festivals such as Spring Festival, Lantern Festival, and National Day. Today, red lanterns can also be seen in many other parts of the world.



【逐句解析】

1. 灯笼起源于东汉，最初主要用于照明。

【词汇】灯笼 (Chinese) lantern; 起源于 originate from/in; stem from; 东汉 the Eastern Han Dynasty; 用于 be used for; be applied to; 照明 illumination; lighting

【句子】语段首两句均回溯过去某一时期(“东汉”、“唐代”)的现象,应用一般过去时。本句两个动词“起源于”、“用于”的主语均为“灯笼”,可根据信息的主次(“起源”为次要信息,“功能”为主要信息)将后者译为谓语动词,前者译为非谓语动词(用作状语、定语等),且汉语中的“巫”实际表示“被用于”,应译为英语中的被动语态 be used for/be applied to 等,即句子整体可译为: Chinese lanterns, originating in/which originated in..., were used for... 句中“东汉”、“唐代”等朝代均为专有名词,其前应加定冠词 the,朝代名称首字母均大写。时间副词“最初”和程度副词“主要”若都直译为副词 originally 和 primarily/mainly/mostly,应按英语习惯将二者错开位置,可把程度副词后移至 used 之后修饰其目的状语,如 used primarily for lighting; 当然也可把时间副词转化为表时间的介词短语置于句末,如 primarily used for... at first/in early times

2. 在唐代,人们用红灯笼来庆祝安定的生活。

【词汇】唐代 the Tang Dynasty; 庆祝 celebrate; 安定的 peaceful; stable

【句子】本句主语“竺”为通称词(包括“人、人们、有人、大家、别人”等),可将本句转译为英语中省略施动者的被动句(此时默认施动者为“人们”) red lanterns were used to...,也可保留原文主动语态译为 people used/made red lanterns to...

3. 从那时起,灯笼在中国的许多地方流行起来。

【词汇】从那时起 from then on; since then; ever since; 在中国的许多地方 in many places/ parts of China; 流行起来 become/get popular; gain popularity

【句子】由下文“通常在……节日期间悬挂”、“如今,世界上……也能看到红灯笼”等可知,本句描述的流行现象从唐代延续至今,因此全句应采用现在完成时(表示动作从过去延续至今)。“流行”可转译为形容词 popular 或名词 popularity,“起来”强调“空”的过程,宜采用动态性较强的动词译为 become/get popular 或 gain popularity,不宜译为表静止状态的 be popular。

4. 灯笼通常用色彩鲜艳的薄纸制作,形状和尺寸各异。

【词汇】用...制作而成 be made of; 色彩鲜艳的 colorful; vibrant-colored; 薄纸 thin paper; 形状 shape; 尺寸 size; 各异 various/diverse/different; vary in

【句子】“妙”表明本句介绍一般情况,应采用一般现在时。由常识可知,灯笼的原材料“耀纸”可通过肉眼看出,因此“用...制作”应选用短语 be made of,而不用 be made from。“各异”形容“形状和尺寸”,既可译为形容词 various/different (shape and size),也可译为动词 vary in (shape and size)“用……制作”、“形状和尺寸各异”分别描述“幻逸”的制作方式和外观,可译为以 and 连接的并列结构,如 Lanterns are made of..., and vary in...,也可译为“主干+修饰”结构,如 Lanterns, usually made of/ which are made of..., vary in...

5. 在中国传统文化中,红灯笼象征生活美满和生意兴隆,通常在春节、元宵节和国庆等节日期间悬挂。

【词汇】中国传统文化 China's traditional culture; traditional Chinese culture; 象征 symbolize; be the symbol of; stand for; represent; 生活美满 happy/booming/prosperous life; 生意兴隆 booming/ prosperous business; 通常 often; usually; 春节 Chinese New Year; Spring Festival; 元宵节 Lantern Festival; 国庆节 Chinese National Day; 悬挂 hang



【句子】两小句间暗含因果逻辑（前因后果），可用 so 衔接。第一小句呈“主—谓—宾 1+宾 2”结构，译成英文时语序可保持不变，其中“象征”可用 symbolize 或 represent,也可转译为 be the symbol of（是的象征）；“生活美满”与“生意兴隆”并列，应以连词 and 连接，均处理为“形容词+名词”形式（英语里形容词作定语一般置于被修饰词前，与汉语四字短语较常用的“名词+形容词”结构恰恰相反）。第二小句主语同前“红灯笼”，谓语“乐”应译成被动语态 are hung（汉语常省略“被”字，翻译时应注意主语为施动者还是受动者）“在……节日期间”作状语，“春节、元宵节和国庆等”为对节日的举例，可借 such as 或介词 like 综合译为 on festivals such as/like Spring Festival. . .

6. 如今，世界上许多其他地方也能看到红灯笼。

【词汇】如今 today; nowadays; in present days

【句子】该句的难点在于：无主语。“世界上许多其他地方”并非主语，而是地点状语，省掉的主语为泛指“我们/人们”，所以切勿译成 many other places of the world can see red lanterns。此句有两种译法：一、增补主语，译成主动语态，如 we can also see red lanterns in many other parts of the world; 二、译作被动语态，如 red lanterns can also be seen in. . .

