

2019年12月英语六级考试试题第1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 question 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) Magazine reporter. | C) Website designer. |
| B) Fashion designer. | D) Features editor. |
| 2. A) Designing sports clothing. | C) Answering daily emails. |
| B) Consulting fashion experts. | D) Interviewing job-seekers. |
| 3. A) It is challenging. | C) It is tiresome. |
| B) It is fascinating. | D) It is fashionable. |
| 4. A) Her persistence. | C) Her competence. |
| B) Her experience. | D) Her confidence. |

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

5. A) It is enjoyable.
B) It is educational.
C) It is divorced from real life.
D) It is adapted from a drama.
6. A) All the roles are played by famous actors and actresses.
B) It is based on the real-life experiences of some celebrities.
C) Its plots and events reveal a lot about Frankie's actual life.
D) It is written, directed, edited and produced by Frankie himself.
7. A) Go to the theater and enjoy it.
B) Recommend it to her friends.
C) Watch it with the man.
D) Download and watch it.



8. A) It has drawn criticisms from scientists.
B) It has been showing for over a decade.
C) It is a ridiculous piece of satire.
D) It is against common sense.

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 11 are based on the passage you have just heard.

9. A) They are likely to get injured when moving too fast.
B) They believe in team spirit for good performance.
C) They need to keep moving to avoid getting hurt.
D) They have to learn how to avoid body contact.
10. A) They do not have many years to live after retirement.
B) They tend to live a longer life with early retirement.
C) They do not start enjoying life until full retirement.
D) They keep themselves busy even after retirement.
11. A) It prevents us from worrying.
B) It slows down our aging process.
C) It enables us to accomplish more in life.
D) It provides us with more chances to learn.

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

12. A) It tends to dwell upon their joyous experiences.
B) It wanders for almost half of their waking time.
C) It has trouble concentrating after a brain injury.
D) It tends to be affected by their negative feelings.
13. A) To find how happiness relates to daydreaming.
B) To observe how one's mind affects one's behavior.
C) To see why daydreaming impacts what one is doing.
D) To study the relation between health and daydreaming.



14. A) It helps them make good decisions.
B) It helps them tap their potentials.
C) It contributes to their creativity.
D) It contributes to clear thinking.
15. A) Subjects with clear goals in mind outperformed those without clear goals.
B) The difference in performance between the two groups was insignificant.
C) Non-daydreamers were more focused on their tasks than daydreamers.
D) Daydreamers did better than non-daydreamers in task performance.

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) They are the oldest buildings in Europe.
B) They are part of the Christian tradition.
C) They are renovated to attract tourists.
D) They are in worsening condition.
17. A) They have a history of 14 centuries.
B) They are 40 metres tall on average.
C) They are without foundations.
D) They consist of several storeys.
18. A) Wood was harmonious with nature.
B) Wooden buildings kept the cold out.
C) Timber was abundant in Scandinavia.
D) The Vikings liked wooden structures.

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

19. A) Similarities between human babies and baby animals.
B) Cognitive features of different newly born mammals.
C) Adults' influence on children.
D) Abilities of human babies.



20. A) They can distinguish a happy tune from a sad one.
B) They love happy melodies more than sad ones.
C) They fall asleep easily while listening to music.
D) They are already sensitive to beats and rhythms.
21. A) Infants' facial expressions.
B) Babies' emotions.
C) Babies' interaction with adults.
D) Infants' behaviors.

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

22. A) It may harm the culture of today's workplace.
B) It may hinder individual career advancement.
C) It may result in unwillingness to take risks.
D) It may put too much pressure on team members.
23. A) They can hardly give expression to their original views.
B) They can become less motivated to do projects of their own.
C) They may find it hard to get their contributions recognized.
D) They may eventually lose their confidence and creativity.
24. A) They can enlarge their professional circle.
B) They can get chances to engage in research.
C) They can make the best use of their expertise.
D) They can complete the project more easily.
25. A) It may cause lots of arguments in a team.
B) It may prevent making a timely decision.
C) It may give rise to a lot of unnecessary expenses.
D) It may deprive a team of business opportunities.

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.*



When considering risk factors associated with serious chronic diseases, we often think about health indicators such as cholesterol, blood pressure, and body weight. But poor diet and physical inactivity also each increase the risk of heart disease and have a role to play in the development of some cancers. Perhaps worse, the 26 effects of an unhealthy diet and insufficient exercise are not limited to your body. Recent research has also shown that 27 in a high-fat and high-sugar diet may have negative effects on your brain, causing learning and memory 28.

Studies have found obesity is associated with impairments in cognitive functioning, as 29 by a range of learning and memory tests, such as the ability to remember a list of words presented some minutes or hours earlier. There is also a growing body of evidence that diet-induced cognitive impairments can emerge 30—within weeks or even days. For example, one study found healthy adults 31 to a high-fat diet for five days showed impaired attention, memory, and mood compared with a low-fat diet control group. Another study also found eating a high-fat and high-sugar breakfast each day for as little as four days resulted in problems with learning and memory 32 to those observed in overweight and obese individuals.

Body weight was not hugely different between the groups eating a healthy diet and those on high fat and sugar diets. So this shows negative 33 of poor dietary intake can occur even when body weight has not changed 34. Thus, body weight is not always the best indicator of health and a thin person still needs to eat well and exercise 35.

- | | |
|------------------|--------------|
| A) assessed | I) excelling |
| B) assigned | J) indulging |
| C) consequences | K) loopholes |
| D) conspicuously | L) rapidly |
| E) deficits | M) redundant |
| F) designated | N) regularly |
| G) detrimental | O) similar |
| H) digestion | |

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**.

Increased Screen Time and Wellbeing Decline in Youth

[A] Have young people never had it so good? Or do they face more challenges than any previous generation? Our current era in the West is one of high wealth. This means minors enjoy material



benefits and legal protections that would have been the envy of those living in the past. But there is an increasing suspicion that all is not well for our youth. And one of the most popular explanations, among some experts and the popular media, is that excessive “screen time” is to blame. (This refers to all the attention young people devote to their phones, tablets and laptops.) However, this is a contentious theory and such claims have been treated skeptically by some scholars based on their reading of the relevant data.

- [B] Now a new study has provided another contribution to the debate, uncovering strong evidence that adolescent wellbeing in the United States really is experiencing a decline and arguing that the most likely cause is the electronic riches we have given them. The background to this is that from the 1960s into the early 2000s, measures of average wellbeing went up in the US. This was especially true for younger people. It reflected the fact that these decades saw a climb in general standards of living and avoidance of mass societal traumas like full-scale war or economic deprivation. However, the “screen time” hypothesis, advanced by researchers such as Jean Twenge, is that electronic devices and excessive time spent online may have reversed these trends in recent years, causing problems for young people’s psychological health.
- [C] To investigate, Twenge and her colleagues dived into the “Monitoring the Future” dataset based on annual surveys of American school students from grades 8, 10, and 12 that started in 1991. In total, 1.1 million young people answered various questions related to their wellbeing. Twenge’s team’s analysis of the answers confirmed the earlier, well-established wellbeing climb, with scores rising across the 1990s, and into the later 2000s. This was found across measures like self-esteem, life satisfaction, happiness and satisfaction with individual domains like job, neighborhood, or friends. But around 2012 these measures started to decline. This continued through 2016, the most recent year for which data is available.
- [D] Twenge and her colleagues wanted to understand why this change in average wellbeing occurred. However, it is very hard to demonstrate causes using non-experimental data such as this. In fact, when Twenge previously used this data to suggest a screen time effect, some commentators were quick to raise this problem. They argued that her causal-sounding claims rested on correlational data, and that she had not adequately accounted for other potential causal factors. This time around, Twenge and her team make a point of saying that they are not trying to establish causes as such, but that they are assessing the plausibility of potential causes.
- [E] First, they explain that if a given variable is playing a role in affecting wellbeing, then we should expect any change in that variable to correlate with the observed changes in wellbeing. If not, it is not plausible that the variable is a causal factor. So the researchers looked at time spent in a number of activities that could plausibly be driving the wellbeing decline. Less sport, and fewer



meetings with peers correlated with lower wellbeing, as did less time reading print media (newspapers) and, surprisingly, less time doing homework. (This last finding would appear to contradict another popular hypothesis that it is our burdening of students with assignments that is causing all the problems.) In addition, more TV watching and more electronic communication both correlated with lower wellbeing. All these effects held true for measures of happiness, life satisfaction and self-esteem, with the effects stronger in the 8th and 10th-graders.

[F] Next, Twenge's team dug a little deeper into the data on screen time. They found that adolescents who spent a very small amount of time on digital devices—a couple of hours a week—had the highest wellbeing. Their wellbeing was even higher than those who never used such devices. However, higher doses of screen time were clearly associated with lower happiness. Those spending 10-19 hours per week on their devices were 41 percent more likely to be unhappy than lower-frequency users. Those who used such devices 40 hours a week or more (one in ten teenagers) were twice as likely to be unhappy. The data was slightly complicated by the fact that there was a tendency for kids who were social in the real world to also use more online communication, but by bracketing out different cases it became clear that the real-world sociality component correlated with greater wellbeing, whereas greater time on screens or online only correlated with poorer wellbeing.

[G] So far, so plausible. But the next question is, are the drops in average wellbeing happening at the same time as trends toward increased electronic device usage? It looks like it—after all, 2012 was the tipping point when more than half of Americans began owning smartphones. Twenge and her colleagues also found that across the key years of 2013-16, wellbeing was indeed lowest in years where adolescents spent more time online, on social media, and reading news online, and when more youth in the United States had smartphones. And in a second analysis, they found that where technology went, dips in wellbeing followed. For instance, years with a larger increase in online usage were followed by years with lower wellbeing, rather than the other way around. This does not prove causality, but is consistent with it. Meanwhile, TV use did not show this tracking. TV might make you less happy, but this is not what seems to be driving the recent declines in young people's average happiness.

[H] A similar but reversed pattern was found for the activities associated with greater wellbeing. For example, years when people spent more time with friends were better years for wellbeing (and followed by better years). Sadly, the data also showed face-to-face socializing and sports activity had declined over the period covered by the survey.

[I] There is another explanation that Twenge and her colleagues wanted to address: the impact of the great recession of 2007-2009, which hit a great number of American families and might be



affecting adolescents. The dataset they used did not include economic data, so instead the researchers looked at whether the 2013-16 wellbeing decline was tracking economic indicators. They found some evidence that some crude measures, like income inequality, correlated with changes in wellbeing, but economic measures with a more direct impact, like family income and unemployment rates (which put families into difficulties), had no relationship with wellbeing. The researchers also note that the recession hit some years before we see the beginning of the wellbeing drop, and before the steepest wellbeing decline, which occurred in 2013.

[J] The researchers conclude that electronic communication was the only adolescent activity that increased at the same time psychological wellbeing declined. I suspect that some experts in the field will be keen to address alternative explanations, such as unassessed variables playing a role in the wellbeing decline. But the new work does go further than previous research and suggests that screen time should still be considered a potential barrier to young people's flourishing.

36. The year when most Americans began using smartphones was identified as a turning point in young Americans' level of happiness.
37. Scores in various wellbeing measures began to go downward among young Americans in recent years.
38. Unfortunately, activities involving direct contact with people, which contributed to better wellbeing, were found to be on the decline.
39. In response to past critics, Twenge and her co-researchers stress they are not trying to prove that the use of digital devices reduces young people's wellbeing.
40. In the last few decades of the 20th century, living standards went up and economic depressions were largely averted in the US.
41. Contrary to popular belief, doing homework might add to students' wellbeing.
42. The author believes the researchers' new study has gone a step further regarding the impact of screen time on wellbeing.
43. The researchers found that extended screen time makes young people less happy.
44. Data reveals that economic inequality rather than family income might affect people's wellbeing.
45. Too much screen time is widely believed to be the cause of unhappiness among today's young people.



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.

“The dangerous thing about lying is people don’t understand how the act changes us,” says Dan Ariely, behavioural psychologist at Duke University. Psychologists have documented children lying as early as the age of two. Some experts even consider lying a developmental milestone, like crawling and walking, because it requires sophisticated planning, attention and the ability to see a situation from someone else’s perspective to manipulate them. But, for most people, lying gets limited as we develop a sense of morality and the ability to self-regulate.

Harvard cognitive neuroscientist Joshua Greene says, for most of us, lying takes work. In studies, he gave study subjects a chance to deceive for monetary gain while examining their brains in a functional MRI machine, which maps blood flow to active parts of the brain. Some people told the truth instantly and instinctively. But others opted to lie, and they showed increased activity in their frontal *parietal* (颅腔壁的) control network, which is involved in difficult or complex thinking. This suggests that they were deciding between truth and dishonesty—and ultimately opting for the latter. For a follow-up analysis, he found that people whose *neural* (神经的) reward centres were more active when they won money were also more likely to be among the group of liars—suggesting that lying may have to do with the inability to resist temptation.

External conditions also matter in terms of when and how often we lie. We are more likely to lie, research shows, when we are able to rationalise it, when we are stressed and fatigued or see others being dishonest. And we are less likely to lie when we have moral reminders or when we think others are watching. “We as a society need to understand that, when we don’t punish lying, we increase the probability it will happen again,” Ariely says.

In a 2016 study published in the journal *Nature Neuroscience*, Ariely and colleagues showed how dishonesty alters people’s brains, making it easier to tell lies in the future. When people uttered a falsehood, the scientists noticed a burst of activity in their amygdala. The amygdala is a crucial part of the brain that produces fear, anxiety and emotional responses including that sinking, guilty feeling you get when you lie. But when scientists had their subjects play a game—in which they won money by deceiving their partner, they noticed the negative signals from the amygdala began to decrease. Not only that, but when people faced no consequences for dishonesty, their falsehoods tended to get even more sensational. This means that if you give people multiple opportunities to lie for their own benefit, they start with little lies which get bigger over time.



46. Why do some experts consider lying a milestone in a child's development?
- A) It shows they have the ability to view complex situations from different angles.
 - B) It indicates they have an ability more remarkable than crawling and walking.
 - C) It represents their ability to actively interact with people around them.
 - D) It involves the coordination of both their mental and physical abilities.
47. Why does the Harvard neuroscientist say that lying takes work?
- A) It is hard to choose from several options.
 - B) It is difficult to sound natural or plausible.
 - C) It requires speedy blood flow into one's brain.
 - D) It involves lots of sophisticated mental activity.
48. Under what circumstances do people tend to lie?
- A) When they become too emotional.
 - B) When they face too much peer pressure.
 - C) When the temptation is too strong.
 - D) When the consequences are not imminent.
49. When are people less likely to lie?
- A) When they are worn out and stressed.
 - B) When they are under watchful eyes.
 - C) When they think in a rational way.
 - D) When they have a clear conscience.
50. What does the author say will happen when a liar does not get punished?
- A) They may feel justified.
 - B) They will tell bigger lies.
 - C) They will become complacent.
 - D) They may mix lies and truths.

Passage Two

Questions 51 to 55 are based on the following passage.

Here's how the Pacific Northwest is preparing for "The Big One". It's the mother of all disaster drills for what could be the worst disaster in American history. California has spent years preparing for "The Big One"—the inevitable earthquake that will undoubtedly unleash all kinds of havoc along the famous San Andreas *fault* (断层). But what if the fault that runs along the Pacific Northwest delivers a gigantic earthquake of its own? If the people of the Cascadia region have anything to do with it, they won't be caught unawares.



The region is engaged in a multi-day earthquake-and-*tsunami* (海啸) drill involving around 20,000 people. The Cascadia Rising drill gives area residents and emergency responders a chance to practice what to do in case of a 9.0-magnitude earthquake and tsunami along one of the nation's dangerous—and underestimated—faults.

The Cascadia Earthquake Zone is big enough to compete with San Andreas (it's been called the most dangerous fault in America), but it's much lesser known than its California cousin. Nearly 700 miles long, the earthquake zone is located by the North American Plate off the coast of Pacific British Columbia, Washington, Oregon and Northern California.

Cascadia is what's known as a “megathrust” fault. Megathrusts are created in earthquake zones—land plate boundaries where two plates converge. In the areas where one plate is beneath another, stress builds up over time. During a megathrust event, all of that stress releases and some of the world's most powerful earthquakes occur. Remember the 9.1 earthquake and tsunami in the Indian Ocean off Sumatra in 2004? It was caused by a megathrust event as the India plate moved beneath the Burma micro-plate.

The last time a major earthquake occurred along the Cascadia fault was in 1700, so officials worry that another event could occur any time. To prevent that event from becoming a catastrophe, first responders will join members of the public in rehearsals that involve communication, evacuation, search and rescue, and other scenarios.

Thousands of casualties are expected if a 9.0 earthquake were to occur. First, the earthquake would shake metropolitan areas including Seattle and Portland. This could trigger a tsunami that would create havoc along the coast. Not all casualties can necessarily be prevented—but by coordinating across local, state, and even national borders, officials hope that the worst-case scenario can be averted. On the exercise's website, officials explain that the report they prepare during this rehearsal will inform disaster management for years to come.

For hundreds of thousands of Cascadia residents, “The Big One” isn't a question of if, only when. And it's never too early to get ready for the inevitable.

51. What does “The Big One” refer to?

- A) A gigantic geological fault.
- B) A large-scale exercise to prepare for disasters.
- C) A massive natural catastrophe.
- D) A huge tsunami on the California coast.

52. What is the purpose of the Cascadia Rising drill?

- A) To prepare people for a major earthquake and tsunami.
- B) To increase residents' awareness of imminent disasters.
- C) To teach people how to adapt to post-disaster life.
- D) To cope with the aftermath of a possible earthquake.



53. What happens in case of a megathrust earthquake according to the passage?

- A) Two plates merge into one.
- B) A variety of forces converge.
- C) Boundaries blur between plates.
- D) Enormous stress is released.

54. What do the officials hope to achieve through the drills?

- A) Coordinating various disaster-relief efforts.
- B) Reducing casualties in the event of a disaster.
- C) Minimizing property loss caused by disasters.
- D) Establishing disaster and emergency management.

55. What does the author say about “The Big One”?

- A) Whether it will occur remains to be seen.
- B) How it will arrive is too early to predict.
- C) Its occurrence is just a matter of time.
- D) It keeps haunting Cascadia residents.

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**.

牡丹(peony)花色艳丽,形象高雅,象征着和平与繁荣,因而在中国被称为“花中之王”。中国许多地方都培育和种植牡丹。千百年来,创作了许多诗歌和绘画赞美牡丹。唐代时期,牡丹在皇家园林普遍种植并被誉为国花,因而特别风行。十世纪时,洛阳古城成为牡丹栽培中心,而且这一地位一直保持到今天。现在,成千上万的国内外游客蜂拥到洛阳参加一年一度的牡丹节,欣赏洛阳牡丹的独特之美,同时探索九朝古都的历史。

Part I

Writing

(30 minutes)

(请于正式开考后半小时内完成该部分,之后将进行听力考试)

Directions: For this part, you are allowed 30 minutes to write an essay on **the importance of having a sense of social responsibility**. You should write at least 150 words but no more than 200 words.



Part I

Writing

· 审题引导 ·

三套题目要求说明“拥有社会/集体/家庭责任感的重要性”,主体虽然不同,但核心都在于“责任心/感的重要意义”。开篇可先做铺垫,引入责任感的定义或简要铺陈论述背景(如有关责任感的正面或反面热议事件),也可以开门见山,从各自主体(企业、个人/社区居民、群体或团队成员/家长、子女等)切入,直陈结论;主体段应阐述其具体意义所在。

· 写作提纲 ·

第一段:以“社会问题”的普遍性引出社会责任感的缺失。

第二段:分别从企业和个人角度阐述社会责任感的重要性:①(正面)事实:好的企业盈利之余不忘社会责任;②说理:拥有社会责任感对个人意义重大:激发学习与实践;规范个人行为。

第三段:总结观点,发出呼吁。

· 下笔成文 ·

满分范文

Problems such as the violation of privacy and environmental pollution are becoming increasingly prevalent in modern society. To some extent, they can be ascribed to a distinct lack of a sense of social responsibility among enterprises and individuals, which is of crucial importance in building a better world.

When seeking profits, socially responsible corporations never forget to make positive contributions to our society. Take Alibaba, a leading tech company in China. The Ant Forest green initiative it launched in 2016 has so far inspired up to 500 million Alipay users to adopt low-carbon lifestyles and resulted in over 100 million trees planted in China's most barren regions. At the individual level, a sense of social responsibility motivates us college students to acquire as much knowledge as possible and put it into practice. It also prevents us from engaging in unethical behaviors such as campus violence and academic misconduct that cause negative social impacts.

To sum up, a healthy society requires all its members to take on their respective responsibilities. Everyone, therefore, should develop a sense of social responsibility, especially we college students who will be a pillar of society in the future.

参考译文

侵犯隐私、环境污染等问题在现代社会的正变得越发普遍。从某种程度上讲,它们可以归咎于企业及个人社会责任感的明显缺失,而这种责任感对于建设一个更美好的世界至关重要。

有社会责任感的企业在追求利润的同时,从不会忘记对我们的社会做出积极贡献。中国科技龙头企业阿里巴巴就是一例。该公司 2016 年发起的“蚂蚁森林”环保行动截至目前让多达 5 亿支付宝用户养成了低碳的生活习惯,并在中国最贫瘠的地区种下了 1 亿多棵树。从个人层面上讲,社会责任感能激发我们大学生掌握尽可能多的知识并将其付诸实践的的积极性。它还能防止我们参与到诸如校园暴力和学术不端等会造成负面社会影响的不道德行为中。

总之,健全的社会有赖于每一位成员承担各自的责任。因而,每个人都应该培养社会责任感,特别是我们这些未来作为社会中坚力量的大学生。

Part II

Listening Comprehension

Section A

Conversation One

· 试题精解 ·

1. A) Magazine reporter. C) Website designer. A) 杂志记者。 C) 网页设计师。
B) Fashion designer. D) Features editor. B) 时装设计师。

考途



考路艰辛, 征途有我

【预测】各项核心关键词“记者”、“设计师”、“编辑”均为职业身份,推测题目询问某人的职业。

【问题】What is the woman's profession? (女士的职业是什么?)

【解析】D) 复现开篇对女士的身份介绍(works as Features Editor)。

2. A) Designing sports clothing.
B) Consulting fashion experts.
C) Answering daily emails.
D) Interviewing job-seekers.

- A) 设计运动服装。
B) 咨询时尚专家。
C) 回复日常邮件。
D) 面试求职者。

【预测】各项均为 v-ing 结构,核心义均指向某项具体工作,再结合上题推测“某人职业”可推测试题询问某人工作职责。

【问题】What is one of the woman's main responsibilities? (女士的主要工作职责之一是什么?)

【解析】第4段女士针对男士问题“工作日通常做些什么样的工作”作答“日常工作主要包括回复邮件、撰写并编辑报道以及想新的专题”,C)是其中之一,故正确。

3. A) It is challenging.
B) It is fascinating.
C) It is tiresome.
D) It is fashionable.

- A) 它很有挑战性。
B) 它极富魅力。
C) 它很麻烦。
D) 它很时髦。

【预测】各项既可视作描述 It 特点,亦可视为对 It 的评价,再结合前两题推测 It 可能指向某工作,综合推测试题询问某工作的相关事实或某人(群)对该工作的评价。

【问题】What do many people think about the woman's job? (许多人如何看待女士的工作?)

【解析】B) 符合7段所述大多数人对做杂志的看法“极富魅力”,fascinating 同义替换 glamorous。

4. A) Her persistence.
B) Her experience.
C) Her competence.
D) Her confidence.

- A) 她的执着。
B) 她的经验。
C) 她的能力。
D) 她的自信。

【预测】各项均指向女士正面能力,推测题目询问女士具备/做某事所需的某种能力。

【问题】What helped the woman to get her current position? (是什么帮助这位女士获得如今的职位?)

【解析】末段女士针对男士提问“如何克服职业生涯中的困难?”作答“坚持”,A) 正确。

• 听力原文 •

M: ^[1] Today our guest is Rosie Mullender, who works as Features Editor for *Fashion* magazine. Hi, Rosie, you're Features Editor at one of the most widely-read women's magazines in the UK. What kind of responsibilities does that job entail?

W: We spend our days looking at ideas from journalists, writing copy for the magazine and website, and editing. We do random things like asking people in the street questions and testing sports clothing. We also do less tangible things like understanding what our readers want. It's certainly varied and sometimes bizarre.

M: During your working day, what kind of work might you typically do?

W: ^[2] My day mainly incorporates responding to emails, writing and editing stories and coming up with new feature ideas.

M: How does the job of Features Editor differ from that of Fashion Editor, or other editorial positions?

W: The features team deals with articles such as careers, reports, confidence and confessions—everything except fashion and beauty.

M: ^[3] A lot of people believe that working at a magazine is a glamorous job. Is this an accurate representation of what you do?

W: I'd say it's glamorous to an extent, but not in the way it's portrayed in films. We do have our moments, such as interviewing celebrities and attending parties, which is a huge thrill. Ultimately, though, we're the same as our readers, but working in a job we're all very lucky to have.

M: Did you have to overcome any difficulties to reach this point in your career? How did you manage to do this?

W: ^[4] I had to be really persistent and it was very hard work. After three years of working in a petrol station and doing unpaid work, I still hadn't managed to get an entry-level job. I was lucky that my last desperate attempt led to a job. I told myself that all experiences make you a better journalist in the long run—and luckily, I was right!

Conversation Two

• 试题精解 •

5. A) It is enjoyable.
B) It is educational.
C) It is divorced from real life.
D) It is adapted from a drama.

- A) 它充满乐趣。
B) 它富有教育意义。
C) 它脱离现实生活。
D) 它改编自戏剧。

考途



考路艰辛, 征途有我

【预测】各项均为对 It 的评价/事实介绍(A、B、C 指向评价,D 指向事实),C)“脱离现实生活”、D)“改编自一部戏剧”暗示 It 很可能为某影视剧、舞台剧等,综合可知题目询问对某影视剧/舞台剧等的相关评价/事实细节。

【问题】What does the man think of the satire *Frankie* he recently watched? (对于最近观看的讽刺剧《弗兰基》,男士有何想法?)

【解析】第 2 段男士将该剧介绍为 a great satire,第 8 段中再次夸奖其 is very funny and has won many awards,可知男士认为该剧充满乐趣,A) 正确。

6. A) All the roles are played by famous actors and actresses.
B) It is based on the real-life experiences of some celebrities.
C) Its plots and events reveal a lot about Frankie's actual life.
D) It is written, directed, edited and produced by Frankie himself.

- A) 所有角色都由知名演员扮演。
B) 它基于一些名人的现实生活经历。
C) 它的情节和事件揭示了很多关于弗兰基的现实生活。
D) 它由弗兰基亲自编写、导演、剪辑、出品。

【预测】B)、C)、D)均为对 It/Its 的某种描述,C)“情节和事件”、D)“编写、导演、剪辑、出品”暗示 It 为某影视剧、舞台剧等,推测题目询问某影视剧/舞台剧等的的相关信息。

【问题】What does the man say is special about the satire *Frankie*? (男士说讽刺剧《弗兰基》的特别之处是什么?)

【解析】第 8 段男士接续女士所述“这听起来非常有创意”指出“这部剧由弗兰基亲自编写、导演、剪辑、出品”,D)直接原词复现男士话语,故正确。

7. A) Go to the theater and enjoy it.
B) Recommend it to her friends.
C) Watch it with the man.
D) Download and watch it.

- A) 去影院欣赏。
B) 推荐给她朋友。
C) 与男士一同观看。
D) 下载观看。

【预测】各项均以动词原形开头(提问方向通常为意见、建议、计划、目标等),且宾语都为 it,描述对 it 所做的动作,“去影院看”、“与男士观看”、“下载观看”表明本题 it 指某影视剧、舞台剧等,且 B) 中 her 与 C) 中 with the man 暗示动作主体为女士,综合可知题目可能询问女士对某影视剧/舞台剧等的计划打算等或他人对女士有关这部影视剧/舞台剧等的意见建议等。

【问题】What does the woman say she is going to do with the satire *Frankie*? (对于讽刺剧《弗兰基》,女士说她打算做什么?)

【解析】D)是对第 9 段女士 I'll try to download it 所隐藏文意“我要去下载(来观看)”的推断与引申,故正确。

8. A) It has drawn criticisms from scientists.
B) It has been showing for over a decade.
C) It is a ridiculous piece of satire.
D) It is against common sense.

- A) 它招致科学家批评。
B) 它已在播十多年。
C) 它是一部荒谬的讽刺剧。
D) 它违背常理。

【预测】A)、C)、D)为对 It 的某种评价/事实介绍(A)、B)指向事实,C)、D)指向评价),B)“播出/演出超过十年”、C)“讽刺剧”暗示 It 指某影视剧、舞台剧等,推测题目询问对该影视剧/舞台剧等的评价或其相关信息。

【问题】What does the woman say about the comedy *The Big Bang Theory*? (关于喜剧《生活大爆炸》,女士说了什么?)

【解析】B)为第 11 段 The show has been running for over ten years 的同义表述,正确。

· 听力原文 ·

W: Are you watching any good shows these days?

M: Actually, yes. ^[5] I'm watching a great satire called *Frankie*. I think you'd like it.

W: Really? What's it about?

M: It's about a real guy named Frankie. He is a famous comedian in New York and the show's a mixture of comedy and drama loosely depicting his life.

W: I'm sorry, do you mean to say, it's a real-life series about a real person? It's non-fiction, is it?

M: No... Not really, no. It's fiction, as what happens in every episode is made up. However the lead role is a comedian by the name of Frankie, and he plays himself. So Frankie in both real life and in the TV show lives in New York City, is a comic, is divorced, and has two little daughters. All those things are true, but aside from him, all his friends and family are played by actors. And the plots and events that take place are also invented. W: Oh, I think I see now. That sounds like a very original concept.

M: Yes, it is. ^[6] In fact, the whole show is written, directed, edited and produced by him, ^[7] and is very funny and has won many awards.

考途

考路艰辛, 征途有我



W: That's cool. ^[7] I will try to download it. I'm watching a comedy called *The Big Bang Theory*. It's a huge hit around the world.

M: Oh yes. I've heard of it, but never actually watched it.

W: Well, then you should check it out. It's also very funny. It's about four male scientists and a female waitress. The men are very socially awkward but very bright. And this is contrasted by the lady's social skills and common sense. ^[8] The show has been running for over ten years, and some of the actors are practically global super stars, now that they are such famous celebrities.

Section B

Passage One

• 试题精解 •

9. A) They are likely to get injured when moving too fast.
B) They believe in team spirit for good performance.
C) They need to keep moving to avoid getting hurt.
D) They have to learn how to avoid body contact.

- A) 如果移动过快,他们可能会受伤。
B) 他们相信有团队精神才能取得好的表现。
C) 他们必须不停移动,才能避免受伤。
D) 他们必须学习如何避免身体接触。

[预测] 各项主语均为 They, 分别涉及“活动/运动与损伤的关联(A、C)”、“合作/团队精神与表现(B)”、“如何应对身体接触(D)”。由此推知 They 可能指代某类(进行群体活动)人, 题目询问其相关细节。

[问题] What does the speaker say about players of contact sports? (关于接触性运动的运动员, 说话人说了什么?)

[解析] C 由第二段末句接触性运动的常识“站着不动的人受伤最重”推断而来。

10. A) They do not have many years to live after retirement.
B) They tend to live a longer life with early retirement.
C) They do not start enjoying life until full retirement.
D) They keep themselves busy even after retirement.

- A) 退休之后, 他们活不了多少年。
B) 早点退休, 他们通常会更长寿。
C) 直到完全退休, 他们才能开始享受生活。
D) 即使已经退休, 他们仍是忙个不停。

[预测] 各项复现词 live/life, retirement, 时间介词 after, until, even after 以及细节表达 many years/longer, enjoying life/keep... busy 将“退休”与“生活状态”关联起来, 推测本题询问某群体(退休后)的生活状态。

[问题] What do longevity statistics reveal about the average person? (寿命数据揭示了关于普通人的什么事实?)

[解析] A 改写第四段第二句统计数据所揭示的事实, do not have many years to live 同义替换 doesn't last very long。

11. A) It prevents us from worrying.
B) It slows down our aging process.
C) It enables us to accomplish more in life.
D) It provides us with more chances to learn.

- A) 它让我们不再担忧。
B) 它延缓我们的衰老进程。
C) 它使得我们在生活中取得更多成就。
D) 它为我们提供更多学习机会。

[预测] 各项均为 It 对人们(us/our 为泛指)的积极影响, 让人们免于担忧, 延缓衰老, 取得更多成就, 获得更多学习机会, 推测本题询问某事(或某种行为/选择)对人们起到的积极作用。

[问题] What bonus does the “keep moving” principle bring us according to the speaker? (据说说话人表示, “永不止步”原则给我们带来的额外好处是什么?)

[解析] “题干+A”改写第四段第八句, prevents us from worrying 同义替换 we don't have a chance to worry。

• 听力原文 •

Related to the “use it or lose it” law is the “keep moving” principle.

We learned about stagnation from nature. A river that stops moving gets smelly. The same thing happens to people who stop moving, either mentally or physically. ^[9] Those who play contact sports know that the player who usually gets hurt the most is the one who is standing still.

Of course, you'll need some time to catch your breath every so often, but the essential message is “keep moving, extending and learning”. Ships last a lot longer when they go to sea than when they stay in the harbor. The same is true for airplanes. You don't preserve an airplane by keeping it on the ground. You preserve it by keeping it in service.

We also get to live a long healthy life by staying in service. ^[10] Longevity statistics reveal that the average person doesn't last very long after retirement. The moral here is don't retire. If a fellow says “I'm 94 years old and I worked all my life”, we need to realize, that is how he got to be 94, by staying involved. ^[11] George I saw



won a Nobel Prize when he was nearly 70. Benjamin Franklin produced some of his best writings at the age of 84, and Pablo Picasso put brush to canvas right through his eighties. Isn't the issue how old we think we are? ^[10] A bonus with the "keep moving" principle is that while we keep moving, we don't have a chance to worry. Hence, we avoid the dreaded "paralysis by analysis".

Passage Two

• 试题精解 •

12. A) It tends to dwell upon their joyous experiences.
B) It wanders for almost half of their waking time.
C) It has trouble concentrating after a brain injury.
D) It tends to be affected by their negative feelings.

[预测] 结合各项主语 It 的动作 dwell upon、wanders、concentrating、be affected(停留、游走、集中、被左右)及 A、C、D 项反映的受影响因素 joyous experience、a brain injury、negative feelings(开心事、脑损伤、消极情绪),可推测 It 代指脑功能“思想/注意力”,再联系复现词 tends to,预测题干询问有关大脑思想/注意力的一般事实。

[问题] What does the passage say about people's mind? (关于人们的思想,文章说了什么?)

[解析] B) 同义改写首段评估数据“人们醒着的时候近一半时间都在做白日梦”,mind wanders 义同 daydream.

13. A) To find how happiness relates to daydreaming.
B) To observe how one's mind affects one's behavior.
C) To see why daydreaming impacts what one is doing.
D) To study the relation between health and daydreaming.

[预测] To do 结构指向“行为目的”,动词 find、observe、see、study 暗示行为主体为研究人员,故推测题干询问研究人员某行为的目的。(选项共涉及两主体,A、D 项聚焦两者关联(快乐、健康 & 做白日梦),B、C 项聚焦一者对另一者的影响(思想、白日梦 VS 行为),听音时需注意辨识主体及其间关系)

[问题] For what purpose did the researchers develop the new app? (研究人员开发新款应用程序的目的是什么?)

[解析] 题干+A) 同义改写第二段“研究人员开发了一款应用程序来分析‘做白日梦’与‘快乐’间的关系”。

14. A) It helps them make good decisions.
B) It helps them tap their potentials.
C) It contributes to their creativity.
D) It contributes to clear thinking.

[预测] 复现词 helps、contributes 提示题干问及某事物/行为的助益作用。

[问题] How does daydreaming benefit people according to some researchers? (据一些研究员所说,做白日梦如何使人受益?)

[解析] C) 同义改写第四段“做白日梦还可提升创造力(increase creativity)”。

15. A) Subjects with clear goals in mind outperformed those without clear goals.
B) The difference in performance between the two groups was insignificant.
C) Non-daydreamers were more confused on their tasks than daydreamers.
D) Daydreamers did better than non-daydreamers in task performance.

[预测] A 项关键词 Subjects(研究或调查的对象)、B 项关键词 two groups 及 A、C、D 项 outperformed、than 所呈现的对比关系,均暗示题干问及某对比实验,结合选项特点“一般过去式的陈述句”(陈述过去事实),推测题目询问某对比实验的实验结果。

[问题] What was the finding of the experiment with 145 undergraduates? (有 145 名本科生参与的实验发现了什么?)

[解析] D) 同义改写第四段实验结果“做白日梦的人的任务表现超出其他人 40%”。

- A) 它往往停留在快乐的经历上。
B) 人们醒着的近一半时间里,它都在游走。
C) 大脑损伤后,它很难集中。
D) 它往往会受到人们负面情绪的影响。
A) 探寻快乐与做白日梦如何相关。
B) 观察一个人的思想如何影响其行为。
C) 弄懂为何做白日梦会影响一个人当下正做之事。
D) 研究健康与做白日梦之间的关系。

- A) 它帮助人们做出明智的决定。
B) 它帮助人们挖掘潜能。
C) 它有助于发展创造力。
D) 它有助于形成清晰的思维。

- A) 头脑中有清晰目标的实验对象比没有清晰目标的表现得好。
B) 两组表现差异并不显著。
C) 未做白日梦者比做白日梦者对自己的任务更专注。
D) 做白日梦者比未做白日梦者在任务中表现得更好。

• 听力原文 •

In 2014, one in 16 Americans visited the hospital emergency room for home injuries. One



causes of these accidents? A wandering mind. ^[12] By one estimate, people daydream through nearly half of their waking hours.

Psychologists have recently focused on the tendency to think about something other than the task one is doing. ^[13] For one experiment, researchers developed an app to analyze the relationship between daydreaming and happiness. They found that the average person's mind wandered most frequently (about 65% of the time) during personal activities, such as brushing their teeth and combing their hair. Respondents' minds tended to wander more when they felt upset rather than happy. They were more likely to wander toward pleasant topics than unpleasant ones.

How do daydreams affect daydreamers? A wandering mind leaves us vulnerable when driving. In one study, researchers interviewed 955 people involved in traffic accidents. The majority of them reported having daydreamed just before the accident.

Yet other research suggests that daydreaming has benefits. Researchers have found that it gives us a chance to think about our goals and ^[14] it also seems to increase creativity. In one experiment, 145 undergraduates completed four "unusual uses" tasks, each requiring them to list as many uses as possible for an everyday object. After the first pair of tasks was completed, one group of participants was assigned an undemanding activity intended to cause their minds to wander. ^[15] When all the participants proceeded to the second pair of tasks, the daydreamers performed 40 percent better than the others.

Section C

Recording One

· 试题精解 ·

16. A) They are the oldest buildings in Europe.
B) They are part of the Christian tradition.
C) They are renovated to attract tourists.
D) **They are in worsening condition.**

- A) 它们是欧洲最古老的建筑。
B) 它们是基督教传统的一部分。
C) 它们被翻新以吸引游客。
D) **它们的受损状况日益严重。**

[预测] 由 A 项 buildings in Europe 可知 They 指代某种欧洲建筑,各项核心义均能体现该建筑“年代久远、破敝陈旧”,由此推测题目询问某种欧洲古旧建筑的相关信息。

[问题] What does the speaker say about the Viking wooden churches? (关于维京人的木制教堂,讲话人说了什么?)

[解析] D) 契合首段③句“但现在,木制教堂仅存 30 座且建筑状况越来越糟”。

17. A) They have a history of 14 centuries.
B) They are 40 metres tall on average.
C) **They are without foundations.**
D) They consist of several storeys.

- A) 它们有 14 个世纪的历史。
B) 它们平均高度为 40 米。
C) **它们没有地基。**
D) 它们有多个楼层。

[预测] 由各项核心义“有 14 个世纪的历史、平均高度 40 米、没有地基、多个楼层”可知 They 为某种古建筑(很可能与上题 They 同指),推测题目询问某种古建筑的相关事实(尤其是建筑构造方面)。

[问题] What is special about most of the Viking wooden churches? (维京人的大部分木制教堂有什么特别之处?)

[解析] C) 同义复现第二段⑤句“(大多数教堂由支撑在石块上的木框架组成)这意味着它们没有地基”。

18. A) Wood was harmonious with nature.
B) Wooden buildings kept the cold out.
C) **Timber was abundant in Scandinavia.**
D) The Vikings liked wooden structures.

- A) 木材与自然和谐共生。
B) 木制建筑可以御寒。
C) **斯堪的纳维亚木材丰富。**
D) 维京人喜爱木制结构。

[预测] 各项均围绕 Wood(en)、Timber“木制(建筑)、木材”展开描述,且核心义均指向木料建材的优势,再结合 C、D 项 Scandinavia(维京人所在地区)、The Vikings 推测题目询问维京人选用木头做建材的原因。

[问题] Why were the Viking churches constructed from wood? (为什么维京人的教堂是用木材建造的?)

[解析] C) 同义改写末段①句所述原因“斯堪的纳维亚广袤的松林里有大量比例十分匀称、笔直而又细长的木材”。

· 听力原文 ·

Dating from as far back as the 12th century, they are claimed to be the rarest historic buildings in western Europe. These buildings offer vital insight into Scandinavia's Viking past. ^[16] But now, with only 30 wooden churches remaining and their condition deteriorating, experts are working to preserve the structures for future generations.

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Some of these spectacular churches are no more than small buildings, barely 4 metres wide and 6 metres tall. Others are much larger structures. They soar up to 40 metres into the cold air. Most consist of timber frames that rest on stone blocks. ^[17] This means that they have no foundations. Although many of the churches appear from the outside to be complex structures, they normally feature only a single storey but numerous different roof levels.

Staff from the Norwegian government have carried out conservation work on 10 of the churches over the past two years. Most of these churches date from between the 12th and 14th centuries. Other churches were conserved in previous years. So far, specialists have worked to add preservative materials to the churches' exteriors. They also replaced rotting roofs and halted the sinking of the churches into the ground. In two cases, huge machines have been used to lift the buildings up to 30 centimetres into the air. This was accomplished so that the team could examine and repair the churches' original medieval stone blocks. The team plans to return to around a dozen of the buildings to assess progress and consider further action.

The earliest free-standing wooden church was probably built in Norway in around 1080. However, the largest known wooden churches were built from the 1130s onwards. This period was one of inter-elite rivalry in which nobles sought to increase their influence by funding the construction of churches and other buildings.

^[18] The reason for constructing the buildings from wood is probably that ideally proportioned straight and slender timber was available in large quantities in Scandinavia's vast pine forests. As wood was so plentiful, it was cheaper to use than the stone used in the buildings of other European cultures. The area's ship-building tradition, partly established by the Vikings, also meant that sophisticated carpentry was a major aspect of the local culture. The complex style of the medieval wooden church carvings, and the skills used to make them, almost certainly derive from the ancient Viking tradition.

Recording Two

· 试题精解 ·

19. A) Similarities between human babies and baby animals.
B) Cognitive features of different newly born mammals.
C) Adults' influence on children.

D) Abilities of human babies.

- A) 人类婴儿和动物幼崽的相同点。
B) 不同新生哺乳动物的认知特征。
C) 成年人对儿童的影响。

D) 人类婴儿的能力。

[预测] 选项均为名词词组,各项语义带有学术科研性质,推测题目询问某学术讲座、科学论文、科学研究等主题(与人类婴儿或动物幼崽有关)。

[问题] What are the three interesting studies about? (这三项有趣的研究涉及什么方面?)

[解析] 首段末句指出:今天课上我们将关注三项透露人类婴儿惊人能力的有趣研究,故 D) 正确。

20. A) They can distinguish a happy tune from a sad one.

B) They love happy melodies more than sad ones.

C) They fall asleep easily while listening to music.

D) They are already sensitive to beats and rhythms.

A) 他们能区分欢快和悲伤的曲调。

B) 他们更喜欢欢快而非悲伤的旋律。

C) 他们听音乐时很容易睡着。

D) 他们早已对节拍和韵律有悟性。

[预测] 各项语义指向音乐,且由 A、C 推断 They 可能指向上题中 human babies 或 baby animals,再结合本篇语域“学术科研”可推测题目询问某类群体(很可能是人类婴儿或动物幼崽)与音乐相关的研究发现、结论等。

[问题] What does the second study find about nine-month-old babies? (关于九个月大的婴儿,第二项研究发现了什么?)

[解析] 第三段⑤句提到“转换音乐气氛……让九个月大的婴儿重拾兴趣”,⑥句给出结论“那个年龄(指九个月大)的婴儿能分辨出欢快与悲伤曲调的区别”;A) 准确概括以上信息。

21. A) Infants' facial expressions.

B) Babies' emotions.

C) Babies' interaction with adults.

D) Infants' behaviors.

A) 婴儿的面部表情。

B) 婴儿的情绪。

C) 婴儿与成年人的互动。

D) 婴儿的行为。

[预测] 将各项核心义“婴儿(Infants/Babies)的面部表情、情绪、与成人互动、行为”以及本篇语域“学术科研”结合,推断题目询问某学术讲座、科学论文、科学研究等主题(与人类婴儿相关)。

[问题] What is the 1980 study about? (1980 年的这项研究涉及什么方面?)

[解析] 题干+B) 契合第四段②句“它(指 1980 年的研究)是关于婴儿情绪的研究中最有名的研究之一”

考途

考路艰辛, 征途有我



In last week's lecture, we discussed the characteristics of the newly born offspring of several mammals. You probably remember that human infants are less developed physically than other mammals of the same age. ^[19] But in today's lecture, we'll look at three very interesting studies that hint at the surprising abilities of human babies.

In the first study, three-year-olds watched two videos shown side by side, each featuring a different researcher, one of whom they'd met once two years earlier. The children spent longer watching the video showing the researcher they hadn't met. This is consistent with young children's usual tendency to look longer at things that aren't familiar. And really this is amazing. It suggests the children remembered the researcher they'd met just one time when they were only one-year-olds. Of course, as most of us forget memories from our first few years as we grow older, these early long-term memories will likely be lost in subsequent years.

Our second study is about music. For this study, researchers played music to babies through speakers located on either side of a human face. They waited until the babies got bored and averted their gaze from the face. And then they changed the mood of the music, either from sad to happy or the other way around. This mood switch made no difference to the three-month-olds; ^[20] but for the nine-month-olds, it was enough to renew their interest and they started looking again in the direction of the face. This suggests that babies of that age can tell the difference between a happy melody and a sad tune.

^[21] Our final study is from 1980, but it's still relevant today. In fact, it's one of the most famous pieces of research about infant emotion ever published. The study involved ordinary adults watching video clips of babies nine months or younger. In the video clips, the babies made various facial expressions in response to real-life events including playful interactions and painful ones. The adult observers were able to reliably discern an assortment of emotions on the babies' faces. These emotions included interest, joy, surprise, sadness, anger, disgust, contempt, and fear.

Next week, we'll be looking at this last study more closely. In fact, we will be viewing some of the video clips from that study. And together, see how well we do in discerning the babies' emotions.

Recording Three

• 试题精解 •

22. A) It may harm the culture of today's workplace.

B) It may hinder individual career advancement.

C) It may result in unwillingness to take risks.

D) It may put too much pressure on team members.

A) 它可能会破坏当今的职场文化。

B) 它可能会阻碍个人的职业发展。

C) 它可能会导致不愿冒险的心理。

D) 它可能会给队员带来太多压力。

[预测] 各项均以 It may 指向某事物可能带来的不良影响,且综合选项中 workplace、career、take risks、team members 可推测该事物与“职场”有关,即:题目询问职场上某种言行举措/政策规范带来的负面影响。

[问题] What does the speaker say about being over collaborative? (关于过度合作,讲话人说了什么?)

[解析] 开篇讲话人提出要介绍“过度合作的危害”,并指出“过于强调做一名优秀的团队合作者会对你的职业发展造成负面影响”,第二段末则进一步指出“(过度合作)会阻碍个人的成长与职业发展”,B) 正确。

23. A) They can hardly give expression to their original views.

B) They can become less motivated to do projects of their own.

C) They may find it hard to get their contributions recognized.

D) They may eventually lose their confidence and creativity.

A) 他们难以表达自己的独到见解。

B) 他们独立做项目的动力会减少。

C) 他们可能会发现自身贡献难以得到认可。

D) 他们最终可能会失去自信心与创造力。

[预测] 各项均以 They can/may 指向某一群体可能具有的行为/面临的情形,且 B、C 项指向“难以作为独立个体来成就自我”,由此推测主语 They 为“某集体/团队中的成员”、题目询问某类集体/团队成员面临的不利情形。

[问题] What does the speaker say about people engaged in collaborative projects? (关于参与合作项目的人,讲话人说了什么?)

[解析] C) 契合第三段信息“合作无疑会让你的个人能力及贡献更难被外人发现”。

24. A) They can enlarge their professional circle.

B) They can get chances to engage in research.

C) They can make the best use of their expertise.

D) They can complete the project more easily.

A) 他们可以扩大自己的职业圈。

B) 他们可以有可能会从事研究。

C) 他们可以充分发挥自身专长。

D) 他们可以更容易地完成项目。



【预测】各项均以 They can 指向某群体能够获得的好处,且各项共同指向“职场人士”,推测题目询问职场人士从某种情形中可以获得的优势/好处。

【问题】How do people benefit from working in a team? (人们如何从团队工作中获益?)

【解析】第五段①句指出参与团队工作大有裨益,随后两句对比单干(worked alone)指出人们“(可借助团队的力量/影响力)获得更多机会扩展自己的职业关系网(expand your professional network)”,A)正确。

25. A) It may cause lots of arguments in a team.

B) It may prevent making a timely decision.

C) It may give rise to a lot of unnecessary expenses.

D) It may deprive a team of business opportunities.

A) 它可能会在团队中引起很多争论。

B) 它可能会妨碍及时做出决定。

C) 它可能会导致许多不必要的开支。

D) 它可能会使团队丧失商业机遇。

【预测】各项均以 It may 指向某事物可能带来的坏处,且 A、D 项复现词 team 提示该事物与“团队”有关,推测题目询问团队合作中某种言行举措/政策规范的负面影响。

【问题】Why is it undesirable to spend too much time trying to reach consensus? (为什么花太多时间努力达成共识是不可取的?)

【解析】末段指出,当合作过度时我们会希望所有团队成员在开展工作前都认同某一决定,会召开(多次)会议以达成共识,因而造成不必要的拖延。因此,要给“建言献策”阶段加个最后期限,并达成协议。可见 B) 正确。

· 听力原文 ·

Today I'd like to talk about the dangers of being too collaborative. Being a good team player is an essential skill in our modern workplace. The ability to work well with others and collaborate on projects is a sought-after ability in nearly every position. ^[22] However, placing too much emphasis on being a good team player can negatively affect your career growth.

Don't be overly focused on gaining consensus. Don't be too concerned with the opinions of others. This can hinder your ability to make decisions, speak up, and gain recognition for your individual skills and strengths. Some people are too subordinate to others' opinions, too focused on decision consensus, too silent about their own point of view, too agreeable to take things on when they don't have time or energy. This leads to building a brand of underconfident, submissive, low-impact non-leaders and ^[23] hampers their growth and career advancement.

^[24] Collaboration certainly makes your individual competencies and contributions more difficult for outsiders to identify. Collaborative projects mean you're sharing the spotlight with others. Outsiders may then find it difficult to determine your contributions and strengths. This may end up costing you opportunities for promotions or pay raises.

You certainly shouldn't ditch teamwork, but how can you avoid the hazards of being an over-collaborator?

Working in a team can have huge benefits. Your team may have repeated successes and often gain recognition. ^[25] You then have more opportunities to expand your professional network than if you worked alone. However, finding a balance between team efforts and individual projects that give you independent recognition is important for making a name for yourself and providing opportunities for advancement.

Be selective in who you work with. This will maximize the benefits and minimize the downsides of being a team player. Collaborate with people who have complementary expertise. Select projects where there's potential for mutual benefit. Perhaps you're bringing your unique knowledge and gaining access to someone else's professional network. Or maybe you're able to learn a new skill by working with someone. Seek out your teammates purposefully rather than jumping on every new group project opportunity.

^[26] When we're too collaborative, we want everyone to agree with a decision before we proceed. This can create unnecessary delays as you hold meetings trying to achieve a consensus. It's fine to be collaborative when seeking input, but put a deadline on the input stage and arrive at a decision, even if it's a decision that doesn't have consensus.

Part III

Reading Comprehension

Section A

· 选项归类 ·

1. 名词: H) digestion 消化,消化能力; O) similar 类似物,相像的人; C) consequences 结果,后果;重要性; E) deficits 赤字;亏损;缺少; K) loopholes (法律、合同等的)漏洞,空子。

考途



考路艰辛, 征途有我

2. 动词: I) excelling [+at/in] 擅长; J) indulging [+in] 沉湎, 沉迷, 沉溺(于……); A) assessed 评估, 评定(性质、质量); 估算, 估定; B) assigned 分配(某物); 分派, 布置(工作、任务等); F) designated 命名; 指派, 委任(某人任某职); 标明, 标示。

3. 形容词: G) detrimental 有害的; M) redundant 被裁减的; 多余的, 过剩的; O) similar [+to] 类似的。

4. 副词: D) conspicuously 显著地, 明显地; L) rapidly 迅速地; N) regularly 有规律地。

· 试题精解 ·

26. G) detrimental. [确定词性] 空格前为定冠词 the, 后为名词复数 effects, 空格词修饰 effects, 应为名词、形容词、ing 分词、ed 分词。[锁定答案] ②句指出不良饮食和缺乏锻炼会增加心脏病、癌症的风险, ③句以“也许更糟糕的是(Perhaps worse)”标志递进语义, 指出影响不仅限于身体, ④句进而解释可能对大脑产生负面(negative)影响。可推知, 空格词应与 negative 同义, 表示“负面/不利/有害”之意, G) detrimental 正确。

27. J) indulging 28. E) deficits. [确定词性] “27 in a high-fat and high-sugar diet”在 that 引导的宾语从句中充当主语, 故空 27 应为 ing 分词、ed 分词、名词, 且能与 in 搭配。“learning and memory 28”位于动词 causing 之后, 根据 cause 的用法 cause sth 可判断, 空 28 应为名词(learning and memory 作空格词的修饰成分)。[锁定答案] 空格句大意为: 新近研究也表明, 高脂高糖的饮食可能对你的大脑产生负面影响, 导致/使得学习和记忆功能。空 27 应与 negative 的明显贬义一致, 表示“过度摄入/沉迷食用”等意, J) indulging 正确。空 28 所在分句所述对学习和记忆功能的影响体现 negative effects on your brain, 空 28 应表示“下降/减退”等意, E) deficits 正确。注: cause 表“使发生、导致”时通常引出“不好的结果”。

29. A) assessed. [确定词性] 空格词位于 as 引导的方式状语从句中, 其后为介词 by, 空格词应为 ed 分词。[锁定答案] 空格句大意为: 多项研究发现, 肥胖与认知功能(如……的能力)障碍密切相关, 正如由一系列学习和记忆测试的那样。可见“肥胖与认知功能障碍密切相关”是研究结果, (as by) a range of... tests 为具体研究方式, 空格词应表示“证明/显示/指向/评估/推测”等意, A) assessed 正确。

30. L) rapidly. [确定词性] 空格词位于由 that 引导的 evidence 的同位语从句中, 从句基本成分已经完整, 空格词应为副词。[锁定答案] 空格句大意为: 也有越来越多证据表明, 饮食引起的认知障碍可能显露——在几周甚至几天之内。由“几周甚至几天之内”可推知空格词应体现“快速/迅速”之意, L) rapidly 正确。

31. B) assigned. [确定词性] 空格所在的宾语从句谓语为 showed impaired attention..., 因此判断 to a high-fat diet for five days 作 healthy adults 的后置定语, 空格词应为形容词、ed 分词、ing 分词, 且能与 to 连用。[锁定答案] 空格句大意为: 一项研究发现, 与低脂饮食的实验对照组相比, 五天高脂饮食组的健康成年人出现了注意力、记忆、情绪受损的情况。可知高脂饮食组是实验人为设置, 空格词应表示“被要求/被指派、分派”等意, B) assigned 符合要求。注: control 此处为科学术语“对照实验, (实验的)对照(物)”, 由 compared with、low-fat diet 可大致推断其意。

32. O) similar. [确定词性] 空格前主谓宾成分及信息完整: eating... for... days resulted in problems..., 故判断 to those... (those 后为过去分词 observed... 所充当的后置定语, 故此处为代词, 回指前文 problems) 为另一信息群, 只能为修饰成分, 为状语或定语, 空格词应为形容词、ed 分词、ing 分词, 且能与 to 连用。[锁定答案] 空格句大意为: 另一项研究也发现, 每天摄入高脂高糖早餐, 仅仅四天就导致了学习和记忆问题, 超重和肥胖者身上所发现的那些(问题)。可见全句将“短期高脂高糖饮食的健康者”与“肥胖者”这两类人群相对比, 意在说明高脂高糖饮食的危害类似超重。空格词应体现比较意味, O) similar 符合要求。

33. C) consequences 34. D) conspicuously. [确定词性] 空 33 前为形容词 negative, 后为介词 of, 空 33 应为名词。空 34 前为动词 changed, 后以句号结尾, 空格词应为名词或副词。[锁定答案] ①句指出, 健康饮食组和高脂高糖组的体重并无明显差别。②句在承认①句既定事实的基础上展开逻辑推论: 那么这表明, 就算体重没有变化/超重, 不良饮食摄入的负面也可能出现。空 34 所在部分“就算体重没有变化”呼应①句“体重并无明显差别”, 可知空 34 应与 hugely 同义, 表示“显著/明显”, D) conspicuously 正确。空 33 则呼应前文所述“负面影响/结果”等, C) consequences 符合要求。

35. N) regularly. [确定词性] 空格前为动词 exercise, 后以句号结尾, 空格词应为名词或副词。[锁定答案] 空格词位于“eat well and exercise”两个动词短语组成的并列结构中, 两个短语均应指向健康的生活方式。N) regularly“经常地”与动词 exercise 共同组成与 eat well 相近的结构, 语法形式和语义方向上均一致, 符合要求。



在考虑与严重慢性疾病相关的风险因素时,我们常常会想到胆固醇、血压、体重等健康指标。但不良饮食和缺乏锻炼也都会增加心脏病的风险、促使癌症发生。也许更糟糕的是,不健康饮食和缺乏锻炼的有害影响不仅限于你的身体。新近研究也表明,沉迷于高脂高糖的饮食可能对你的大脑产生负面影响,导致学习和记忆功能减退。

多项研究通过一系列学习和记忆测试评估发现,肥胖与认知功能(如记住一串几分钟或几小时前展示的单词的能力)障碍密切相关。也有越来越多证据表明,饮食引起的认知障碍可能显露得很快——在几周甚至几天之内。例如,一项研究发现,与低脂饮食的实验对照组相比,被分配到五天高脂饮食组的健康成年人出现了注意力、记忆、情绪受损的情况。另一项研究也发现,每天摄入高脂高糖早餐,仅仅四天就导致了类似于超重和肥胖者身上所观察到的学习和记忆问题。

健康饮食组和高脂高糖组的体重并无明显差别。这就表明,就算体重没有明显变化,不良饮食摄入的负面结果也可能出现。因此,体重并不总是(衡量)健康的最佳指标,瘦的人也依然需要健康饮食、经常锻炼。

Section B

· 试题精解 ·

36. The year when **most Americans began using smartphones** was identified as **a turning point** in young Americans' level of happiness.

[答案][G][精解] 由定位词定位至[G]段③句。该句对上句设问“幸福感下降趋势与电子设备使用增加趋势是否同步发生?”给出肯定回答:2012年是转折年,这一年超半数美国人开始拥有智能手机,年轻人幸福感也开始下降。试题是对该句大意的概括,The year...指代2012。

37. **Scores** in various wellbeing measures began to go downward among young Americans **in recent years**.

[答案][C][精解] 由定位词定位至[C]段⑤⑥句(in recent years 对应 around 2012/through 2016)。两句指出幸福感多项衡量指标分数于2012年左右开始下降,下降趋势一直贯穿至2016年。试题是对两句大意的概括。

38. **Unfortunately, activities involving direct contact with people,** which contributed to better wellbeing, were found to be on the decline.

[答案][H][精解] 由定位词定位至[H]段末句。[H]段介绍基于数据的研究发现,②句指出“人们花更多时间与朋友相处的年份,幸福感会更高”。末句作者转而遗憾指出“数据显示,调查所覆盖的时间段内,面对面社交和体育运动都在减少”。试题是对末句的同义改写。

39. In response to **past critics**, Twenge and her co-researchers stress they are **not trying to prove** that the use of digital devices reduces young people's wellbeing.

[答案][D][精解] 由定位词定位至[D]段。该段介绍了研究者之前所受批评以及此次做出的调整,末句介绍研究者特意声明“不论证因果关联,而致力于评估各潜在原因的合理性”。试题是对该句大意的概括。

40. In the last few decades of the 20th century, **living standards** went up and **economic depressions** were largely averted in the US.

[答案][B][精解] 由定位词定位至[B]段④句。该句介绍社会背景:1960年代到2000年代初,美国整体生活水平提高,也没有遭受全面战争或经济贫困。试题是对该句大意的概括,largely averted 改写该句 avoidance。

41. **Contrary to popular belief, doing homework** might add to students' wellbeing.

[答案][E][精解] 由定位词定位至[E]段④⑤句。[E]段④句指出“做作业时间少”与“幸福感低”相关联,这一发现令人意外,⑤句补充指出该发现与一种常见假设“课业繁重是青少年问题的症结”恰相反。试题是对两句中“做作业”新发现的概括,... might add to... 体现了④句中“做作业”与“幸福感提升”之间的相关性。

42. The author believes the researchers' new study **has gone a step further** regarding the impact of screen time on wellbeing.

[答案][J][精解] 由定位词定位至[J]段末句(go further than...)。该句中,作者对该研究作总体评价,肯定

大多数美国人开始使用智能手机的那一年被认定为美国年轻人幸福水平的拐点。

近年来,在美国年轻人中,多项幸福感衡量指标的得分开始下降。

遗憾的是,涉及与人直接接触、有助于提升幸福感的活动被发现正在减少。

作为对过去曾受批评的回应,特文格及其合作研究者强调,他们并不是在试图证明使用电子设备会降低年轻人的幸福感。

二十世纪最后几十年,美国生活水平提高,基本免于经济衰退。

与普遍看法相反,做作业可能提升学生的幸福感。

作者认为,关于屏幕时间对幸福感的影响,这些研究者的新研究又进了一步。



其研究意义“在先前研究的基础上更进了一步,提出我们应该继续将屏幕时间视为年轻人健康成长的潜在障碍”。试题是对该句观点的概括,the impact of screen time on wellbeing 是对研究关注点和研究发现的概括。

43. The researchers found that **extended screen time** makes young people **less happy**. 研究者发现,屏幕时间越长,年轻人越不快乐。

[答案] [F] [精解] 由定位词定位至[F]段末句。[F]段聚焦屏幕时间相关数据,末句总结发现“屏幕时间/上网时间长与幸福感低相关联”。试题是对该发现的概括。

44. Data reveals that **economic inequality** rather than **family income** might affect people's wellbeing. 数据显示,经济不平等,而非家庭收入可能影响人们的幸福感。

[答案] [I] [精解] 由定位词定位至[I]段③句。该句介绍研究者发现:“收入不平等”与幸福感相关联,而“家庭收入”和“失业率”则与幸福感无关。试题是对该发现的同义改写,Data reveals 同义替换 They found。

45. **Too much screen time** is **widely believed** to be the cause of unhappiness among today's young people. 人们普遍认为,屏幕时间过多是当年轻人不幸福的原因。

[答案] [A] [精解] 由定位词定位至[A]段(widely believed 改写 one of the most popular explanations)。该段⑤句指出人们的疑虑“青少年并不幸福(all is not well 改写标题中 wellbeing decline,指青少年幸福感下降的问题)”,⑥句进而提出“屏幕时间过多是青少年不幸福的罪魁祸首”。试题是对⑥句大意的同义改写。

· 全文翻译 ·

“屏幕时间增加”与“青少年幸福感下降”

[A] 年轻人享受着前所未有的优渥条件?还是面对着比以往任何一代都多的挑战?当今的西方处于一个拥有巨量财富的时代。这意味着青少年享受着令前人羡慕的物质福利和法律保护。但人们的疑虑“我国青少年并非事事如意”却在日益加深。^[43]某些专家和大众媒体中最为常见的一种解释是,过多的“屏幕时间”是罪魁祸首。“屏幕时间”指年轻人投注在手机、平板、手提电脑上的注意力总和。然而,这种观点存在争议,一些学者基于对相关数据的解读,对此类说法表示了怀疑。

[B] 如今,一项新研究又给这场辩论添了一把火,该研究发现“美国青少年幸福感确实在下滑”的有力证据,并提出“最可能的原因是我们给予他们的电子财富”。该发现的背景为,1960年代到2000年代初,美国人幸福感均值持续上升。年轻人尤其如此。^[44]它反映了以下事实:最近几十年间(美国)整体生活水平提高,且不曾遭受全面战争或经济贫困等大规模社会性创伤。然而,琼·特文格等研究者提出的“屏幕时间”假设则认为,近年来电子设备以及过长的上网时间可能已扭转了这些趋势,导致年轻人心理健康出现问题。

[C] 为了查明真相,特文格与同事们一头扎进“监控未来”数据集,该数据集以始于1991年,面向美国8、10、12年级学生所进行的一年一度的调查为基础。共有110万年轻人回答了有关其幸福感的各种问题。特文格团队通过分析这些回答确证了此前已大获认可的“幸福攀升(观点)”:幸福感分值的提升贯穿了整个1990年代,并一直持续到2000年代头十年后期。自尊水平、生活满意度、快乐感,以及对工作、邻里、朋友等个人领域满意与否等衡量标准均是如此。^[45]但2012年前后,这些指标开始下降。这种下降趋势贯穿至2016全年(现有数据只能到这一年)。

[D] 特文格及其同事本想弄清楚幸福感均值为何会发生这一变化。然而使用这种非实验性数据很难论证原因。事实上,特文格之前曾使用该数据提出“屏幕时间效应”,当时有一些评论者立刻就指出了这一问题。他们认为,她的主张听起来似乎体现因果关系,实则基于相关性数据,而且她也未能充分阐释其他的潜在原因。^[46]这次,特文格及其团队特意声明,他们并非试图确定原因本身,而是旨在评估各项可能原因的合理性。

[E] 首先,他们解释道,如果某个变量对幸福感有一定影响,那么我们应该预期“这一变量的任何变化”都和“观察到的幸福感变化”相关联。否则,将该变量视为一种影响因素就是不合理的。因此,研究者分析了青少年在一系列可能降低幸福感的活动上所花费的时间。^[47]运动减少,与同伴相聚减少,都与幸福感下降相关联,同样相关的还有纸媒(报纸)阅读时间减少,以及做作业时间减少,最后一项出人意料。(最后这项发现似乎与另一常见假设“我们施加给学生的课业负担才是一切问题的根源”相矛盾。)除此之外,看电视和电子化沟通增多也均与幸福感下降相关联。上述效应同样适用于快乐感、生活满意度和自尊水平等衡量标准,在8年级和10年级学生之中更为明显。

[F] 然后,特文格团队对“屏幕时间”相关数据进行了更深入的挖掘。他们发现,每天只在电子设备上花费极少时间——一周几小时——的青少年幸福感最高。他们的幸福感甚至高过从未使用过此类设备的青少年。然而,较长的屏幕时间则与较低的幸福感应明显关联。每周在电子设备上花费10至19小时的青少年与较低频率的使用者相比,不快乐的可能性高出41%。一周使用这类设备达40小时甚至更



- 少年(在青少年中占十分之一)不快乐的可能性翻倍。“现实世界爱好交际的孩子通常也会更多地使用线上交流”这一事实使得上述数据变得稍微复杂了一些,但通过将不同情况分门别类,可以明确得知,现实中的社交因素与较高的幸福感相关联,^[43]而在屏幕或网络上花费更多时间则与较低的幸福感相关联。
- [G] 到现在为止,一切都貌似合理。但接下来的问题是,幸福感均值下降是否与电子设备使用的增加趋势同时发生?^[44]看起来似乎的确如此——毕竟 2012 年正是拐点:这一年超半数美国人开始拥有智能手机。特文格和同事们还发现,2013 至 2016 这关键的几年里,美国更多青少年用上了智能手机,他们花费更多时间上网、用社交媒体、看在线新闻,幸福感也确实下降至多年以来的最低水平。在另一项分析中他们发现,技术到哪里,哪里的幸福感就会随之下降。例如,随“网络使用增加幅度更大的年份”而来的是更低的幸福感,而不是相反。这虽然无法证明因果关联,但确与其一致。同时,电视的使用却并未体现这种相关性。电视虽然可能让你不太快乐,但似乎并非导致近些年来年轻人幸福感均值下降的原因。
- [H] 研究者发现,“与较高幸福感相关的活动”呈现出一种(与上述)相似的、但反向的模式。例如,人们花更多时间与朋友相处的年份,幸福感更高(随后几年也是)。^[45]遗憾的是,数据同时显示,调查覆盖的这一期间内,面对面社交和体育运动都变少了。
- [I] 特文格和同事们还想要验证另一种解释:2007—2009 年经济大衰退的影响。这次经济危机波及无数美国家庭,可能也对青少年产生了影响。研究者使用的数据集并不包含经济数据,因此他们转而研究“2013 至 2016 年间幸福感的下降是否紧随经济指标出现的变化”。^[46]他们发现了若干证据证明:一些粗略的衡量标准(如收入不平等)与幸福感变化相关联,但影响更直接的经济衡量指标,如家庭收入和(将家庭置于困境的)失业率,则与幸福感无关联。研究者还强调,经济衰退发生数年之后,我们才观察到幸福感开始下降,而其急剧下降更是直到 2013 年才发生。
- [J] 研究者总结道,电子化沟通是唯一一项在青少年心理健康降低的同时有所增加的活动。我怀疑该领域的某些专家会热衷于寻找其他解释,比如(研究中)未做评定但对幸福感下降有一定影响的变量。^[47]但这项新研究确实比以往研究更进了一步,它表明人们依然应该将屏幕时间视为年轻人健康成长的潜在障碍。

Section C

Passage One

· 试题精解 ·

46. 为什么有些专家将撒谎视为儿童发展的里程碑?

- A) 这表明他们有能力从不同视角看待复杂情形。
B) 这表明他们除了爬行和走路之外,还有更显著的能力。
C) 这代表他们有能力主动与周围人互动。
D) 这涉及他们脑力与体力的相互协作。

[锁定答案] 首段③句指出有些专家将撒谎视为儿童发展里程碑的原因:撒谎需要周密的计划、专注力以及从他人角度看问题从而操纵他人的能力。A 项 view complex situations from different angles 同义转述句中 see a situation from someone else's perspective,故正确。

[排除干扰] B 将③句中 like 所传递的相似性(撒谎与爬行和走路均标志儿童发展重要阶段)曲解为优越性(撒谎比爬行和走路更高超)。C 源自③句中 see a situation from someone else's perspective,但它指向的是“撒谎者对别人的单方面控制(负面意义)”而非“与他人交流时的主动(正面意义)”。D 将③句中爬行和走路、周密规划和关注力等强加关系。

47. 为什么哈佛神经科学家说“撒谎需要付出心力”?

- A) 从多个选择中做抉择很困难。
B) 要让谎言听起来自然而真实很困难。
C) 撒谎需要血液迅速流向大脑。
D) 撒谎涉及诸多复杂脑力活动。

[锁定答案] 第二段首先概述哈佛神经科学家观点:撒谎需要付出心力,随后借相关研究发现予以说明:撒谎者额顶叶控制网络的活动增强,而该网络负责高难或复杂思维活动,由此研究者认为撒谎涉及复杂困难的思维活动,D 正确。

[排除干扰] A 源自 they were deciding between truth and dishonesty,但原文所指的是在“诚实与不诚实”两项之间作选择,而非在多个(several 指几个,至少 3 个)选择之间做决定。B 由生活经验主观臆造而来,原文并未提及。C 将②句“发生在大脑活跃区域的血流量增强”曲解为“血液快速流向大脑”。

48. 什么情况下人们会倾向撒谎?

- A) 当变得很情绪化时。
B) 当面临太大同侪压力时。
C) 当诱惑太强时。
D) 当后果不会马上到来时。

考途

考路艰辛, 征途有我



[锁定答案] 第三段②句指出诱发撒谎的三种情形“当我们能够合理化谎言时、感到压力或疲倦时、或者看到别人在撒谎时”，B体现其中“感到压力”的情形，正确。

[排除干扰] A将②句中 rationalize 挖掘出 rational 并将之与后面的 stressed、fatigued 并行，从而捏造出 emotional，但与文意不符。C源自第二段末句“撒谎与对诱惑的弱抵抗力有关”，但原文意在表明撒谎与内在的个人能力有关，而非与外界的诱惑大小有关。原文仅讨论是否得到惩罚对撒谎的影响，未限定受惩罚/尝到撒谎后果时间的早晚对撒谎的影响，因此D错误。

49. 什么样的情况下人们不太可能撒谎？

A) 当他们感到精疲力竭和压力时。

C) 当他们以理性方式思考时。

B) 当他们身处警觉目光中时。

D) 当他们问心无愧时。

[锁定答案] 第三段③句指出“当有道德警示时或认为别人看着时，我们不太可能撒谎”，B体现其中一种情况，其中 under watchful eyes 同义替换 others are watching，故正确。

[排除干扰] A与②句“当感到压力或疲倦时更容易撒谎”相悖；C利用②句 rationalize 设障，但该词指向“对撒谎这个不良行为寻找辩解理由，也即更易做出撒谎行为”。D利用③句 have moral reminders 设障，但它指向“有来自外界的道德警示”而非“个人内在的道德良心”。

50. 作者认为，假如撒谎者未被惩罚，会发生什么？

A) 他们可能会觉得理所应当。

C) 他们会得意洋洋。

B) 他们会撒更大的谎。

D) 他们会将谎言与事实混杂在一起。

[锁定答案] 末段⑤⑥句指出，当人们撒谎后却未受到惩罚，他们的谎话就会变得更为骇人(sensational)。假如给人们为了自己利益而撒谎的机会，他们的谎言会越变越大，B正确。

[排除干扰] A、C均利用④句“撒谎带来的负面情绪会在撒谎过程中慢慢消退”以及⑤句“撒谎后不受惩罚”设障，将两者杂糅捏造出“撒谎不受惩罚，撒谎者负面情绪消失，并认为撒谎理所当然，而且得意洋洋”，但原文意在强调“撒谎不受惩罚，谎言将越编越大”。D曲解⑤句 sensational，该句并非指“事实与谎言混杂”而指“谎言越来越可怕”。

· 全文翻译 ·

杜克大学行为心理学家丹·艾瑞里表示，“撒谎的危险之处在于，人们并不知道这种行为会怎样改变我们。”心理学家已用文献证实，儿童早在两岁时就会撒谎。^[46]一些专家甚至将撒谎视为(儿童)发展的里程碑(就像爬行和走路)，因为它需要周密的计划、专注力以及从他人角度看问题从而操控他人的能力。但是，对大多数人来说，随着道德意识及自我调节能力的养成，撒谎行为会得到控制。

哈佛大学认知神经科学家乔舒亚·格林称，对我们大多数人而言，撒谎需要付出心力。研究中，他让受试者有机会通过欺骗获得金钱收益，同时在一台功能性核磁共振成像(MRI)仪器上检测其大脑，并绘制出通向大脑活跃区域的血流图像。有些受试者立刻而且本能地说出事实真相。^[47]但有些则选择撒谎，他们显示出大脑额叶控制网络活动增加，该网络从事困难或复杂的思维活动。这表明这些受试者正在诚实与不诚实之间抉择——并且最终选择了后者。他在后续分析中发现，赢钱时神经犒赏中心更活跃的受试者更可能成为撒谎者——这表明撒谎或许跟无力抵抗诱惑相关。

外部条件也会影响我们撒谎的时间以及方式。^[48]研究表明，当我们能够合理化谎言时，当我们感到压力和疲倦、或者看到别人撒谎时，我们就更可能撒谎。^[49]但在受到道德警示或认为别人正在看着时，我们就不太可能撒谎。艾瑞里说，“作为社会性群体，我们需要明白，假设不惩罚撒谎行为，就会增加它再次发生的几率。”

在其2016年发表于《自然神经科学》杂志上的研究中，艾瑞里及其同事揭示了不诚实行为如何改变人的大脑，让人日后更容易撒谎。科学家们注意到，当人们说假话时，其杏仁核活动迸发。杏仁核是大脑产生恐惧、焦虑及情绪反应(包括撒谎时产生的沮丧感和负罪感)的关键区域。但是当科学家让受试者玩一个通过欺骗同伴来赢钱的游戏时，他们注意到杏仁核产生的消极信号开始消退。^[50]不仅如此，当他们并未因撒谎而受到惩罚时，他们的谎话变得更骇人。这意味着，假如给受试者诸多为自己利益而撒谎的机会，他们一开始会撒个小谎，但慢慢地，谎言会越变越大。

Passage Two

· 试题精解 ·

51. “The Big One”是指什么？

A) 一条巨大的地质断层。

C) 一场巨大的自然灾害。

B) 一场大规模的防灾演习。

D) 一场加州海岸大海啸。

考途



考路艰辛，征途有我

【锁定答案】首段③句破折号内容解释“The Big One”的涵义：一场无可避免的、必定会造成种种混乱的地震，C)正确。

【排除干扰】A) 杂糅首段个别词汇 fault 及 Big/gigantic, 但由③句可知 fault 指向“The Big One”(“大地震”)的发生地。B) 利用考生无法准确判断②句 It(应对“The Big One”的方式=防灾演习)所指设障, 错认为 It 回指“The Big One”。D) 语意杂糅③句 California 及第二段首句 tsunami, 明显不合文意。

52. “卡斯卡迪亚崛起”演习的目的是什么?

A) 让人们为一场大地震和海啸做好准备。

C) 教人们如何适应灾后生活。

B) 提高居民对迫近灾难的认识。

D) 应对可能发生的地震的善后问题。

【锁定答案】第二段②句指出,“卡斯卡迪亚崛起”演习给了当地居民以及应急人员一个机会——一个知道如何应对 9.0 级地震和海啸的机会, 可见演习意在让人们提前做好防灾准备, A) 正确。

【排除干扰】B) 由首段末句 won't be caught unawares(不会措手不及)臆测而来, 但由末段 isn't a question of if, only when, the inevitable 可知, 人们对于这场灾难是有意识的、有感知力的。C)、D) 均将演习目的“教人们在灾难发生时要如何行动”偷换为“在灾难发生后如何适应生活、处理善后问题”。

53. 根据文章, 当大型逆冲区地震来临时, 会发生什么?

A) 两大板块合并成一块。

C) 板块间界限变得模糊。

B) 多种作用力聚在一起。

D) 巨大的压力得以释放。

【锁定答案】第四段④句指出: 大型逆冲事件发生时, 全部压力被释放, 由此发生地震。可见, D) 正确。

【排除干扰】A) 利用②句地震带特点 two plates converge(两板块聚合)设置干扰, 但将 converge“交汇(有上下重叠部分)”偷换为 merge“合并(拼接成一块)”。B) 由碎片信息 converge、all of 臆造而来, 但文中并未提及除“压力(stress)”外的其它任何作用力。C) 由③句“一个板块移至另一板块下方”臆测“两板块间不再有明显界限”, 但文意并未指向“两块板块完全重叠”, 而是“部分重叠, 重叠区域积聚巨大压力”。

54. 官员们希望通过演习达到什么目的?

A) 协调各项救灾工作。

C) 使灾后财产损失最小化。

B) 降低灾难发生时的伤亡人数。

D) 建立灾难和应急管理工作。

【锁定答案】第六段④句指出, 伤亡无可避免, 但官员们希望通过协同各方力量来避免最糟糕的情况(即伤亡惨重), B) 正确理解此段信息。

【排除干扰】A) 源自④句“通过协同地方、州, 甚至国家间的力量”, 但这属于实现目的的手段, 并非最终目的。C) 利用第五段②句及第六段④句演习目的“防止地震成为灾难”、“避免最糟糕的情况发生”以及常识“地震造成巨大财产损失”设置干扰, 但文中“最糟糕情况”指向“巨大人员伤亡(人命关天)”而不是简单的“巨额财物损失”。D) 利用第六段⑤句 disaster management 设置干扰, 但它指向的是“官员们为演习准备的报告的作用: 指引灾难管理工作”而非“演习目的”, 且将“指引灾难管理工作”窜改为“建立灾难应急管理工作”。

55. 关于“The Big One”, 作者说了什么?

A) 它是否会发生还有待观察。

C) 它的到来只是时间早晚问题。

B) 预测它将如何发生还为时过早。

D) 它一直困扰卡斯卡迪亚居民。

【锁定答案】末段作者指出, 对卡斯卡迪亚居民而言, “The Big One”不是“是否发生”的问题, 而是“何时发生”, 为必经之灾做足准备是越早越好。可见“大地震”必定会发生, 只是不知道它何时到来, C) 正确, 同时排除 A)。

【排除干扰】B) 将首句“无法预测‘大地震’何时发生”(only (a question of) when 表达肯定意义) 窜改为“无法预测它如何发生”(too...to...表否定意义)。D) 强调“大地震”对“卡斯卡迪亚居民”的心理影响“令其魂牵梦萦, 使其担忧, 令其困扰”, 但文中作者并未谈及大地震对卡斯卡迪亚居民的心理影响。

· 全文翻译 ·

太平洋西北地区正这样为“大地震”做准备。这是一次为应对美国有史以来可能最严重灾难而进行的规模最大的防灾演习。^[1]加利福尼亚州已为“大地震”(一场无法避免的、必定会给著名的圣安德烈亚斯断层沿线造成种种混乱的地震)筹备数年。但倘若那条沿着太平洋西北地区延伸的断层本身就引发巨大地震呢? 即使卡斯卡迪亚地区的人们碰上这场地震, 也不会落个措手不及。

该地区正在举行一场持续多日的地震海啸演习, 约有 2 万人参加。^[2]“卡斯卡迪亚崛起”演习使当地居民和应急人员有机会练习如何应对这个国家一条虽危险却又被忽略的断层沿线可能发生的 9.0 级地震和海啸。

卡斯卡迪亚地震带分布范围广, 堪比圣安德烈亚斯地震带(素来被称为美国最危险的断层), 但远不如它这位加州表兄弟知名。该地震带长约 700 英里, 位于北美洲板块附近, 毗邻(加拿大)不列颠哥伦比亚省(即卑诗省)、(美国)华盛顿州、俄勒冈州及北加利福尼亚州的太平洋海岸。

考途

考路艰辛, 征途有我



卡斯卡迪亚断层正是所谓的大型逆冲断层。大型逆冲区形成于地震带(两个板块聚合的地质板块边界)。在两个板块重叠的区域,压力会不断积聚。^[53]大型逆冲事件发生时,全部压力得以释放,世界上一些最强烈地震由此发生。还记得2004年印度洋苏门答腊岛海岸附近的9.1级地震和海啸吗?它是由印度洋板块向缅甸微小板块底部移动这一大型逆冲事件导致的。

卡斯卡迪亚断层上一次发生大地震还是在1700年,所以官员们担心另一场地震随时可能到来。为了防止此次地震演变成灾难,应急人员将与公众一同演练,演习涉及(人员)联络、疏散、搜寻与援救、以及其它模拟情景。

假如9.0级地震真的发生,那么伤亡人数预计将以千计。首先,地震将摇撼西雅图和波特兰等大都市区。这可能引发海啸,给沿岸地区造成极大破坏。^[54]并非所有伤亡都可阻止——但通过协同地方、州,甚至国家间的力量,官员们希望能够避免最糟糕的情况。在演习的网站上,官员们解释道:他们在此次演练中准备的报告将指引未来数年的灾难管理工作。

^[55]对几十万卡斯卡迪亚居民而言,“大地震”不是“是否发生”的问题,而是“何时发生”。为必经之灾做足准备是愈早愈好。

Part IV

Translation

· 参考译文 ·

The peony, boasting bright colors and an elegant appearance, is a symbol of peace and prosperity and thus recognized as “king of the flowers” in China. Peonies are bred and grown in many parts of the country. Over the centuries, numerous poems and paintings have been created to praise the flower. Peonies were particularly popular during the Tang Dynasty, when they were extensively cultivated in the imperial gardens and praised as the national flower. In the tenth century, the ancient city of Luoyang became the center for peony cultivation, a position it still holds today. Nowadays, thousands of tourists from home and abroad flock to Luoyang for the annual Peony Festival to both admire the unique beauty of the city's peonies and explore the history of the ancient capital of nine dynasties.

· 句子解析 ·

1. 第一句的四小句分别描述牡丹的颜色、外观、象征意义、地位;前两者是事实细节(常为次要信息),后两者是评价内容(常为主要信息)。次要信息可译为主语“牡丹”的修饰成分(要与主干以逗号隔开),译法有二:可采用“with+名词短语”结构译作 with bright colors and an elegant appearance,也可将“牡丹”与“颜色/外观”之间隐含的谓语“拥有”以分词的形式译出 boasting bright colors and an elegant appearance,boast 意为“有(值得自豪的东西)”。主要信息译为主干,两个谓语动词“象征着……”和“被称为……”通过“因而”相连,整体既可译为 so(连词)连接的两个分句,也可译为“谓语1+and+therefore/thus(副词)+谓语2”的并列谓语结构。

2. 第二句为汉语无主句,翻译时可译为被动句,将“牡丹”前置译为主语,“培育和种植”以被动形式译出,“中国许多地方”后置译为地点状语,其中“中国”一词在上句出现过,为避免重复以 the country 回指。

3. 第三句“创作了许多诗歌和绘画”同样为汉语无主句,也可译为被动句,“了”提示“创造”这一动作已完成,因此时态应为现在完成时。“赞美牡丹”既可理解为“创作”的目的,译为(... poems and paintings have been created) to praise the flower;也可理解为“诗歌和绘画”的内容,译为(... poems and paintings) in praise of the flower (have been created),为避免重复以 the flower 指代“牡丹”。

4. 第四句两小句借关联词“因而”连接,前为因,后为果,可将原因小句译为主干,结果小句译为结果状语,即 peonies were extensively cultivated... , thereby being particularly popular;也可把结果小句译为主干,将“唐代时期”译在主干句末,原因小句则译为“唐代时期”的非限制性定语从句补充该时期的具体事实,间接说明主干的背景原因,即 Peonies were particularly popular during the Tang Dynasty, when they were extensively cultivated... 。时间词“唐代时期”提示译句要用一般过去时。

5. 第五句含有两个小句,小句1描述十世纪情形,小句2描述如今情形,翻译时要区分时态。小句1表语“牡丹栽培中心”与小句2主语“这一地位”所指相同,故可把小句1译为主干,小句2译为主干表语“牡丹栽培中心”的同位语 a position it still holds today(其中 it still holds today 为 position 的定语从句,it 指代“洛阳古城”)。

6. 第六句含有四个动词短语“蜂拥到……”、“参加……”、“欣赏……”、“探索……”,其中前者与后三者构成“行为—目的”逻辑。故保留第一个动词短语作谓语;后三个动词短语可用多样化结构表示目的,第二个动词短语可用介词 for(表目的,去向)译为 for the annual Peony Festival;后两个动词短语之间靠“同时”连接,可并列译为不定式短语作目的状语 to both admire... and explore... 。

考途



考路艰辛, 征途有我