

2020年9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 questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

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

1. A) She can devote all her life to pursuing her passion.
B) Her accumulated expertise helps her to achieve her goals.
C) She can spread her academic ideas on a weekly TV show.
D) Her research findings are widely acclaimed in the world.
2. A) Provision of guidance for nuclear labs in Europe.
B) Touring the globe to attend science TV shows.
C) Overseeing two research groups at Oxford.
D) Science education and scientific research.
3. A) A better understanding of a subject.
B) A stronger will to meet challenges.
C) A broader knowledge of related fields.
D) A closer relationship with young people.
4. A) By applying the latest research methods.
B) By making full use of the existing data.
C) By building upon previous discoveries.
D) By utilizing more powerful computers.

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

5. A) They can predict future events.
B) They have no special meanings.
C) They have cultural connotations.
D) They cannot be easily explained.
6. A) It was canceled due to bad weather.
B) She overslept and missed the flight.
C) She dreamed of a plane crash.
D) It was postponed to the following day.
7. A) They can be affected by people's childhood experiences.
B) They may sometimes seem ridiculous to a rational mind.
C) They usually result from people's unpleasant memories.
D) They can have an impact as great as rational thinking.



8. A) They call for scientific methods to interpret.
B) They mirror their long-cherished wishes.
C) They reflect their complicated emotions.
D) They are often related to irrational feelings.

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) Radio waves. C) Robots.
B) Sound waves. D) Satellites.
10. A) It may be freezing fast beneath the glacier.
B) It may have micro-organisms living in it.
C) It may have certain rare minerals in it.
D) It may be as deep as four kilometers.
11. A) Help understand life in freezing conditions.
B) Help find new sources of fresh water.
C) Provide information about other planets.
D) Shed light on possible life in outer space.

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

12. A) He found there had been little research on their language.
B) He was trying to preserve the languages of the Indian tribes.
C) His contact with a social worker had greatly aroused his interest in the tribe.
D) His meeting with Gonzalez had made him eager to learn more about the tribe.
13. A) He taught Copeland to speak the Tarahumaras language.
B) He persuaded the Tarahumaras to accept Copeland's gifts.
C) He recommended one of his best friends as an interpreter.
D) He acted as an intermediary between Copeland and the villagers.
14. A) Unpredictable. C) Laborious.
B) Unjustifiable. D) Tedious.



15. A) Their appreciation of help from the outsiders.
B) Their sense of sharing and caring.
C) Their readiness to adapt to technology.
D) Their belief in creating wealth for themselves.

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 tend to be silenced into submission.
B) They find it hard to defend themselves.
C) They will feel proud of being pioneers.
D) They will feel somewhat encouraged.
17. A) One who advocates violence in effecting change.
B) One who craves for relentless transformations.
C) One who acts in the interests of the oppressed.
D) One who rebels against the existing social order.
18. A) They tried to effect social change by force.
B) They disrupted the nation's social stability.
C) They served as a driving force for progress.
D) They did more harm than good to humanity.

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

19. A) Few of us can ignore changes in our immediate environment.
B) It is impossible for us to be immune from outside influence.
C) Few of us can remain unaware of what happens around us.
D) It is important for us to keep in touch with our own world.
20. A) Make up his mind to start all over again.
B) Stop making unfair judgments of others.
C) Try to find a more exciting job somewhere else.
D) Recognise the negative impact of his coworkers.



21. A) They are quite susceptible to suicide.
 B) They improve people's quality of life.
 C) They suffer a great deal from ill health.
 D) They help people solve mental problems.

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

22. A) Few people can identify its texture. C) Its real value is open to interpretation.
 B) Few people can describe it precisely. D) Its importance is often over-estimated.
23. A) It has never seen any change. C) It is a well-protected government secret.
 B) It has much to do with color. D) It is a subject of study by many forgers.
24. A) People had little faith in paper money. C) It predicted their value would increase.
 B) They could last longer in circulation. D) They were more difficult to counterfeit.
25. A) The stabilization of the dollar value. C) A gold standard for American currency.
 B) The issuing of government securities. D) A steady appreciation of the U.S. dollar.

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.

Overall, men are more likely than women to make excuses. Several studies suggest that men feel the need to appear competent in all 26, while women worry only about the skills in which they've invested 27. Ask a man and a woman to go diving for the first time, and the woman is likely to jump in, while the man is likely to say he's not feeling too well.

Ironically, it is often success that leads people to flirt with failure. Praise won for 28 a skill suddenly puts one in the position of having everything to lose. Rather than putting their reputation on the line again, many successful people develop a handicap—drinking, 29, depression—that allows them to keep their status no matter what the future brings. An advertising executive 30 for depression shortly after winning an award put it this way: "Without my depression, I'd be a failure now; with it, I'm a success 'on hold.'"

In fact, the people most likely to become chronic excuse makers are those 31 with success. Such people are so afraid of being 32 a failure at anything that they constantly develop one



handicap or another in order to explain away failure.

Though self-handicapping can be an effective way of coping with performance anxiety now and then, in the end, researchers say, it will lead to 33. In the long run, excuse makers fail to live up to their true 34 and lose the status they care so much about. And despite their protests to the 35, they have only themselves to blame.

- | | |
|-----------------|---------------|
| A) contrary | I) momentum |
| B) fatigue | J) obsessed |
| C) heavily | K) potential |
| D) heaving | L) realms |
| E) hospitalized | M) reciprocal |
| F) labeled | N) ruin |
| G) legacies | O) viciously |
| H) mastering | |

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**.*

Six Potential Brain Benefits of Bilingual Education

- A) Brains, brains, brains. People are fascinated by brain research. And yet it can be hard to point to places where our education system is really making use of the latest *neuroscience* (神经科学) findings. But there is one happy link where research is meeting practice: *bilingual* (双语的) education. “In the last 20 years or so, there’s been a virtual explosion of research on bilingualism,” says Judith Kroll, a professor at the University of California, Riverside.
- B) Again and again, researchers have found, “bilingualism is an experience that shapes our brain for life,” in the words of Gigi Luk, an associate professor at Harvard’s Graduate School of Education. At the same time, one of the hottest trends in public schooling is what’s often called dual-language or two-way immersion programs.
- C) Traditional programs for English-language learners, or ELLs, focus on assimilating students into English as quickly as possible. Dual-language classrooms, by contrast, provide instruction across subjects to both English natives and English learners, in both English and a target language. The goal is functional bilingualism and biliteracy for all students by middle school. New York City,



North Carolina, Delaware, Utah, Oregon and Washington state are among the places expanding dual-language classrooms.

- D) The trend flies in the face of some of the culture wars of two decades ago, when advocates insisted on “English first” education. Most famously, California passed Proposition 227 in 1998. It was intended to sharply reduce the amount of time that English-language learners spent in bilingual settings. Proposition 58, passed by California voters on November 8, largely reversed that decision, paving the way for a huge expansion of bilingual education in the state that has the largest population of English-language learners.
- E) Some of the insistence on English-first was founded on research produced decades ago, in which bilingual students underperformed *monolingual* (单语的) English speakers and had lower IQ scores. Today’s scholars, like Ellen Bialystok at York University in Toronto, say that research was “deeply flawed.” “Earlier research looked at socially disadvantaged groups,” agrees Antonella Sorace at the University of Edinburgh in Scotland. “This has been completely contradicted by recent research” that compares groups more similar to each other.
- F) So what does recent research say about the potential benefits of bilingual education? It turns out that, in many ways, the real trick to speaking two languages consists in managing *not* to speak one of those languages at a given moment — which is fundamentally a feat of paying attention. Saying “Goodbye” to mom and then “*Guten tag*” to your teacher, or managing to ask for a *crayola roja* instead of a red *crayon* (蜡笔), requires skills called “inhibition” and “task switching.” These skills are subsets of an ability called executive function.
- G) People who speak two languages often outperform monolinguals on general measures of executive function. “Bilinguals can pay focused attention without being distracted and also improve in the ability to switch from one task to another,” says Sorace.
- H) Do these same advantages benefit a child who begins learning a second language in kindergarten instead of as a baby? We don’t yet know. Patterns of language learning and language use are complex. But Gigi Luk at Harvard cites at least one brain-imaging study on adolescents that shows similar changes in brain structure when compared with those who are bilingual from birth, even when they didn’t begin practicing a second language in earnest before late childhood.
- I) Young children being raised bilingual have to follow social cues to figure out which language to use with which person and in what setting. As a result, says Sorace, bilingual children as young as age 3 have demonstrated a head start on tests of perspective-taking and theory of mind — both of which are fundamental social and emotional skills.
- J) About 10 percent of students in the Portland, Oregon public schools are assigned by lottery to dual-



language classrooms that offer instruction in Spanish, Japanese or Mandarin, alongside English. Jennifer Steele at American University conducted a four-year, randomized trial and found that these dual-language students outperformed their peers in English-reading skills by a full school-year's worth of learning by the end of middle school. Because the effects are found in reading, not in math or science where there were few differences, Steele suggests that learning two languages makes students more aware of how language works in general.

- K) The research of Gigi Luk at Harvard offers a slightly different explanation. She has recently done a small study looking at a group of 100 fourth-graders in Massachusetts who had similar reading scores on a standard test, but very different language experiences. Some were foreign-language dominant and others were English natives. Here's what's interesting. The students who were dominant in a foreign language weren't yet comfortably bilingual; they were just starting to learn English. Therefore, by definition, they had a much weaker English vocabulary than the native speakers. Yet they were just as good at interpreting a text. "This is very surprising," Luk says. "You would expect the reading comprehension performance to mirror the vocabulary — it's a cornerstone of comprehension."
- L) How did the foreign-language dominant speakers manage this feat? Well, Luk found, they also scored higher on tests of executive functioning. So, even though they didn't have huge mental dictionaries to draw on, they may have been great puzzle-solvers, taking into account higher-level concepts such as whether a single sentence made sense within an overall story line. They got to the same results as the monolinguals, by a different path.
- M) American public school classrooms as a whole are becoming more segregated by race and class. Dual-language programs can be an exception. Because they are composed of native English speakers deliberately placed together with recent immigrants, they tend to be more ethnically and economically balanced. And there is some evidence that this helps kids of all backgrounds gain comfort with diversity and different cultures.
- N) Several of the researchers also pointed out that, in bilingual education, non-English-dominant students and their families tend to feel that their home language is heard and valued, compared with a classroom where the home language is left at the door in favor of English. This can improve students' sense of belonging and increase parents' involvement in their children's education, including behaviors like reading to children. "Many parents fear their language is an obstacle, a problem, and if they abandon it their child will integrate better," says Antonella Sorace of the University of Edinburgh. "We tell them they're not doing their child a favor by giving up their language."
- O) One theme that was striking in speaking to all these researchers was just how strongly they advocated for dual-language classrooms. Thomas and Collier have advised many school systems



on how to expand their dual-language programs, and Sorace runs “Bilingualism Matters,” an international network of researchers who promote bilingual education projects. This type of advocacy among scientists is unusual; even more so because the “bilingual advantage hypothesis” is being challenged once again.

- P) A review of studies published last year found that cognitive advantages failed to appear in 83 percent of published studies, though in a separate analysis, the sum of effects was still significantly positive. One potential explanation offered by the researchers is that advantages that are measurable in the very young and very old tend to fade when testing young adults at the peak of their cognitive powers. And, they countered that no negative effects of bilingual education have been found. So, even if the advantages are small, they are still worth it. Not to mention one obvious, outstanding fact: “Bilingual children can speak two languages!”
36. A study found that there are similar changes in brain structure between those who are bilingual from birth and those who start learning a second language later.
37. Unlike traditional monolingual programs, bilingual classrooms aim at developing students’ ability to use two languages by middle school.
38. A study showed that dual-language students did significantly better than their peers in reading English texts.
39. About twenty years ago, bilingual practice was strongly discouraged, especially in California.
40. Ethnically and economically balanced bilingual classrooms are found to be helpful for kids to get used to social and cultural diversity.
41. Researchers now claim that earlier research on bilingual education was seriously flawed.
42. According to a researcher, dual-language experiences exert a lifelong influence on one’s brain.
43. Advocates of bilingual education argued that it produces positive effects though they may be limited.
44. Bilingual speakers often do better than monolinguals in completing certain tasks because they can concentrate better on what they are doing.
45. When their native language is used, parents can become more involved in their children’s education.



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.

It is not controversial to say that an unhealthy diet causes bad health. Nor are the basic elements of healthy eating disputed. Obesity raises susceptibility to cancer, and Britain is the sixth most obese country on Earth. That is a public health emergency. But naming the problem is the easy part. No one disputes the costs in quality of life and depleted health budgets of an obese population, but the quest for solutions gets diverted by ideological arguments around responsibility and choice. And the water is muddied by lobbying from the industries that profit from consumption of obesity-inducing products.

Historical precedent suggests that science and politics can overcome resistance from businesses that pollute and poison but it takes time, and success often starts small. So it is heartening to note that a programme in Leeds has achieved a reduction in childhood obesity, becoming the first UK city to reverse a fattening trend. The best results were among younger children and in more deprived areas. When 28% of English children aged two to 15 are obese, a national shift on the scale achieved by Leeds would lengthen hundreds of thousands of lives. A significant factor in the Leeds experience appears to be a scheme called HENRY, which helps parents reward behaviours that prevent obesity in children.

Many members of parliament are uncomfortable even with their own government's anti-obesity strategy, since it involves a "sugar tax" and a ban on the sale of energy drinks to under-16s. Bans and taxes can be blunt instruments, but their harshest critics can rarely suggest better methods. These critics just oppose regulation itself.

The relationship between poor health and inequality is too pronounced for governments to be passive about large-scale intervention. People living in the most deprived areas are four times more prone to die from avoidable causes than counterparts in more affluent places. As the structural nature of public health problems becomes harder to ignore, the complaint about overprotective government loses potency.

In fact, the polarised debate over public health interventions should have been abandoned long ago. Government action works when individuals are motivated to respond. Individuals need governments that expand access to good choices. The HENRY programme was delivered in part through children's centres. Closing such centres and cutting council budgets doesn't magically increase reserves of individual self-reliance. The function of a well-designed state intervention is not to deprive people of liberty but to build social capacity and infrastructure that helps people take responsibility for their wellbeing. The obesity crisis will not have a solution devised by left or right ideology—but experience indicates that the private sector needs the incentive of regulation before it starts taking public health emergencies seriously.



46. Why is the obesity problem in Britain so difficult to solve?
- A) Government health budgets are depleted.
 - B) People disagree as to who should do what.
 - C) Individuals are not ready to take their responsibilities.
 - D) Industry lobbying makes it hard to get healthy foods.
47. What can we learn from the past experience in tackling public health emergencies?
- A) Governments have a role to play.
 - B) Public health is a scientific issue.
 - C) Priority should be given to deprived regions.
 - D) Businesses' responsibility should be stressed.
48. What does the author imply about some critics of bans and taxes concerning unhealthy drinks?
- A) They are not aware of the consequences of obesity.
 - B) They have not come up with anything more constructive.
 - C) They are uncomfortable with parliament's anti-obesity debate.
 - D) They have their own motives in opposing government regulation.
49. Why does the author stress the relationship between poor health and inequality?
- A) To demonstrate the dilemma of people living in deprived areas.
 - B) To bring to light the root cause of widespread obesity in Britain.
 - C) To highlight the area deserving the most attention from the public.
 - D) To justify government intervention in solving the obesity problem.
50. When will government action be effective?
- A) When the polarised debate is abandoned.
 - B) When ideological differences are resolved.
 - C) When individuals have the incentive to act accordingly.
 - D) When the private sector realises the severity of the crisis.

Passage Two

Questions 51 to 55 are based on the following passage.

Home to virgin reefs, rare sharks and vast numbers of exotic fish, the Coral Sea is a unique haven of biodiversity off the northeastern coast of Australia. If a proposal by the Australian government goes ahead, the region will also become the world's largest marine protected area, with restrictions or bans on fishing, mining and marine farming.

The Coral Sea reserve would cover almost 990,000 square kilometres and stretch as far as 1,100 kilometres from the coast. Unveiled recently by environment minister Tony Burke, the proposal would be the last in a series of proposed marine reserves around Australia's coast.



But the scheme is attracting criticism from scientists and conservation groups, who argue that the government hasn't gone far enough in protecting the Coral Sea, or in other marine reserves in the coastal network.

Hugh Possingham, director of the Centre of Excellence for Environmental Decisions at the University of Queensland, points out that little more than half of the Coral Sea reserve is proposed as a 'no take' area, in which all fishing would be banned. The world's largest existing marine reserve, established last year by the British government in the Indian Ocean, spans 544,000 km² and is a no-take zone throughout. An alliance of campaigning conservation groups argues that more of the Coral Sea should receive this level of protection.

"I would like to have seen more protection for coral reefs," says Terry Hughes, director of the Centre of Excellence for Coral Reef Studies at James Cook University in Queensland. "More than 20 of them would be outside the no-take area and vulnerable to catch-and-release fishing".

As *Nature* went to press, the Australian government had not responded to specific criticisms of the plan. But Robin Beaman, a marine geologist at James Cook University, says that the reserve does "broadly protect the range of habitats" in the sea. "I can testify to the huge effort that government agencies and other organisations have put into trying to understand the ecological values of this vast area," he says.

Reserves proposed earlier this year for Australia's southwestern and northwestern coastal regions have also been criticised for failing to give habitats adequate protection. In August, 173 marine scientists signed an open letter to the government saying they were "greatly concerned" that the proposals for the southwestern region had not been based on the "core science principles" of reserves—the protected regions were not, for instance, representative of all the habitats in the region, they said.

Critics say that the southwestern reserve offers the greatest protection to the offshore areas where commercial opportunities are fewest and where there is little threat to the environment, a contention also levelled at the Coral Sea plan.

51. What do we learn from the passage about the Coral Sea?

- A) It is exceptionally rich in marine life.
- B) It is the biggest marine protected area.
- C) It remains largely undisturbed by humans.
- D) It is a unique haven of endangered species.

52. What does the Australian government plan to do according to Tony Burke?

- A) Make a new proposal to protect the Coral Sea.
- B) Revise its conservation plan owing to criticisms.
- C) Upgrade the established reserves to protect marine life.
- D) Complete the series of marine reserves around its coast.



53. What is scientists' argument about the Coral Sea proposal?
- A) The government has not done enough for marine protection.
 - B) It will not improve the marine reserves along Australia's coast.
 - C) The government has not consulted them in drawing up the proposal.
 - D) It is not based on sufficient investigations into the ecological system.
54. What does marine geologist Robin Beaman say about the Coral Sea plan?
- A) It can compare with the British government's effort in the Indian Ocean.
 - B) It will result in the establishment of the world's largest marine reserve.
 - C) It will ensure the sustainability of the fishing industry around the coast.
 - D) It is a tremendous joint effort to protect the range of marine habitats.
55. What do critics think of the Coral Sea plan?
- A) It will do more harm than good to the environment.
 - B) It will adversely affect Australia's fishing industry.
 - C) It will protect regions that actually require little protection.
 - D) It will win little support from environmental organisations.

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**.

《西游记》(Journey to the West)也许是中国文学四大经典小说中最具影响力的一部,当然也是在国外最广为人知的一部小说。这部小说描绘了著名僧侣玄奘在三个随从的陪同下穿越中国西部地区前往印度取经(Buddhist scripture)的艰难历程。虽然故事的主题基于佛教,但这部小说采用了大量中国民间故事和神话的素材,创造了各种栩栩如生的人物和动物形象。其中最著名的是孙悟空,他与各种各样妖魔作斗争的故事几乎为每个中国孩子所熟知。

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 saying "*Beauty of the soul is the essential beauty.*" You should write at least 150 words but no more than 200 words.



2020 年 9 月大学英语六级考试真题答案与详解(第一套)

Part I Writing

心灵美是本质之美



一、审题引导

(与 2020 年 7 月审题引导同理,故略)



二、词汇准备

“心灵美及其重要性”相关的词汇及表达	“外表美及其次要性”相关的词汇及表达
spiritual/inner/internal beauty 心灵美/内在美 moral character/fibre 道德品质 kind, generous, selfless, modest, upright <i>a.</i> 善良的、慷慨的、无私的、谦逊的、正直的 self-cultivation/self-improvement <i>n.</i> 自我修养 add/lend charm to sb 增添某人的魅力 leave a lasting impression on sb 令人铭记/难忘 win/earn/command respect from everyone 赢得大家的尊重	physical/outer/external beauty 外表美/外在美 vain/conceited <i>a.</i> 自负的 shallow/superficial <i>a.</i> 肤浅的 unreliable/undependable/untrustworthy <i>a.</i> 不可靠的 judge people by their looks 以貌取人 attend to trifles and neglect essentials 舍本逐末 be fussy about one's own appearance 过分讲求外表 have more of outward attractiveness than inward grace 徒有其表



三、写作提纲

第一段:解释格言的内涵,并说明其重要意义。

第二段:论证格言所示道理的正确性。

第三段:重申格言,并就“如何践行”给出建议。



四、下笔成文

满分范文

参考译文

①“Beauty of the soul is the essential beauty.” ②In other words, the true beauty of a person comes from within, from his or her **virtues**. ③This saying is quite **thought-provoking** for many of today's young adults who **are obsessed with** physical appearance.

①Outer beauty, to be sure, is not insignificant, but it will eventually **fade** with age. ②Inner beauty, on the other hand, lasts forever and even has the potential to get more **radiant** with time. ③Such radiance **from the inside out** can not only help increase **personal charisma**, but also bring hope and warmth to others. ④That is why people of **lofty character** always command wide respect, no matter whether they look **gorgeous** or not. ⑤Take the medical staff who have **risked their lives to battle the novel coronavirus in the front line** as an example. ⑥Despite the **bruises** and marks the protective masks left on their faces, they have been praised as **heroes in harm's way** for their **selfless dedication** to public health.

①“心灵美是本质之美。”②换言之,一个人真正的美源于内在,源于其优秀的品格。③对于如今许多执迷于外表的年轻人而言,这句话颇具启发意义。

①外在美固然重要,但终会随着年龄的增长逐渐消逝。②而内在美则历久不衰,甚至可以随着时间的推移变得更加光彩夺目。③这种由内而外散发的光辉不仅可以帮助提升个人魅力,还能带给他人希望和温暖。④这就是为何品德高尚的人总是广受尊敬,不论其是否拥有迷人的外表。⑤以冒着生命危险奋战在新冠病毒前线的医护人员为例。⑥尽管防护口罩在他们脸上留下了伤痕和印记,但因其对公众健康的无私奉献,他们被誉为“最美逆行者”。



① Therefore, we must **bear in mind that** genuine beauty is found in our character rather than our external appearance. ② And to attain a beautiful soul, it is crucial to **strive for** self-improvement and enjoy doing good deeds.

① 因此,我们必须谨记真正的美存在于我们的品性而非外表中。② 要想拥有美丽的心灵,关键是要努力提升自我、乐于行善。

· 词汇注释 ·



virtue ['vɜ:tʃu:] *n.* 美德,优秀品质
thought-provoking ['θɔ:t prəʊvəʊkɪŋ] *a.* 引人深思的
be obsessed with 痴迷于,执迷于
fade [feɪd] *v.* 逐渐消逝
radiant ['reɪdiənt] *a.* 光彩夺目的,灿烂的
from the inside out 由内而外
personal charisma 个人魅力

lofty character 高尚的品德
gorgeous ['ɡɔ:dʒəs] *a.* 非常漂亮的,华丽的
risk one's life to do sth 冒着生命危险做某事
the novel coronavirus 新型冠状病毒
in the front line 在前线
bruise [bru:z] *n.* 擦伤,瘀伤
selfless dedication 无私的奉献

· 进阶表达 ·



	普通表达	高级替换表达
(最美)逆行者	countermarching people; people who run towards danger	heroes in harm's way
将……记在心中	remember; memorize	bear/keep in mind that
力求/力争……	try very hard to achieve sth	strive for sth



五、写作储备

♣ Beauty is not in the face; beauty is a light in the heart. (Kahlil Gibran)

美丽并不在于容颜,而是内心的一束光。(卡里·纪伯伦)

♣ Outer beauty attracts, but inner beauty captivates. (Kate Angell)

外在美吸引眼球,内在美倾倒众生。(凯特·安吉尔)

♣ Beauty without virtue is like a rose without scent.

无德之美犹如没有芬芳的玫瑰。

♣ Looks can be deceiving. An externally beautiful person could be boring or mean. And the opposite is true. Someone who is not particularly physically attractive could be the kindest, most interesting friend we have. So focus on developing and discovering what's inside, because that is true beauty.

外表是会迷惑人的。一个外貌美丽的人可能毫无趣味、尖酸刻薄。反之亦然。一个外在不那么具有吸引力的人可能是我们所拥有的最善良有趣的朋友。所以要注重发现与培养内心世界,因为这才是真正的美。



六、高分模板

(参见 2020 年 7 月高分模板)

Part II Listening Comprehension

Section A

Conversation One 教学与科研并不冲突



一、听前预测

- | | |
|---|--|
| 1. A) She can devote all her life to pursuing her passion . | 2. A) Provision of guidance for nuclear labs in Europe. |
| B) Her accumulated expertise helps her to achieve her goals . | B) Touring the globe to attend science TV shows . |
| C) She can spread her academic ideas on a weekly TV show. | C) Overseeing two research groups at Oxford. |
| D) Her research findings are widely acclaimed in the world. | D) Science education and scientific research . |



3. A) A better understanding of a subject. B) A stronger will to meet challenges. C) A broader knowledge of related fields. D) A closer relationship with young people.	4. A) By applying the latest research methods. B) By making full use of the existing data. C) By building upon previous discoveries. D) By utilizing more powerful computers.
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【看选项关键词预测问题】

1. 根据各项核心义“投身到热衷的事”“专业知识帮助实现目标”“通过电视节目传播学术理念”“研究发现广受赞誉”推测 She/Her 指向“知名学术研究人员”，表明本对话为访谈类，试题询问被访问女士的相关学术研究状况。
2. A、D 为名词性结构，B、C 为 v-ing 结构，核心义“核实验室指导、电视科普、研究团队督导、科学教育与研究”均指向具体工作，再结合上题推测“学术研究人员”可推测试题询问女士的具体工作职责。
3. 各项均为由形容词比较级修饰的名词短语结构，且都指向正面积极语义，结合上文“被访女士为知名学术研究人员”推测试题询问女士相较于其他科研人员的优点或女士开展某项工作的优势/好处。
4. 各项均为 By + v-ing 结构，再结合各项语义指向“与科学研究相关”推测题目询问科学研究的方式/方法/手段。

【看选项复现词预测主题】选项中复现词大致分为三类：一类指向“科学学术研究”：academic ideas、research findings、nuclear labs、research groups、scientific research、research methods、the existing data、previous discoveries；一类指向“科学知识教育/普及”：science TV shows、Science education、understanding of a subject；还有一类指向“科学管理监督性工作”：Provision of guidance、Overseeing；综合推测本则对话为访谈类，被访人为知名学术研究人员，不仅从事科学研究工作，还从事一定的科学教育及普及工作，而且还担任相关领域科研督导工作。



二、录音分析

1-M: You are a professor of physics at the University of Oxford. You're a senior advisor at the European Organization for Nuclear Research. You also seem to tour the globe tirelessly, giving talks. And in addition, you have your own weekly TV show on science. Where do you get the energy?

2-W: ^① Oh, well, I just love what I do. I'm extremely fortunate to have this life, doing what I love doing.

男士介绍女士身份并讨论其工作的动力来源。话语标记词：You are... You're... You also seem to... And in addition, you have... Where do you... Oh, well, I just... I'm... **核心语义词**：professor of physics、senior advisor、giving talks、weekly TV show on science、energy、love what I do、fortunate... doing what I love doing。

1 段男士介绍女士身份，并询问其工作的动力来源。Your are、You're、You also seem to、you have your own 四句并列升调，引出男士对女士的介绍；professor of physics at the University of Oxford、senior advisor at the European Organization for Nuclear Research、tour the globe tirelessly、giving talks、weekly TV show on science 重读且为降调，介绍女士的职业、兼职头衔及业余活动；其中 also、And in addition 重读且略微拖长，强调女士除本职科研工作外，还从事多项业余的科学教育与普及活动。Where do you get 升调，引出男士的提问；the energy 重读且为降调，凸显男士疑问：女士何以能如此精力充沛。

2 段女士解释说明其工作的动力来源。Oh, well 轻读带过，为填补词（填补话语之间的空白）；love、do 重读，凸显女士对工作的热爱，回应男士的疑问。extremely 重读，体现女士对其现有生活的满足和感激之情；this life 为降调，稍作停顿后接上 doing what I love doing，补充说明 this life。

3-M: Professor, what exactly is your goal? Why do you do all of these?

4-W: ^② Well, as you said, I do have different things going on. But these, I think, can be divided into two groups: the education of science and the further understanding of science.

讨论女士的目标。话语标记词：what exactly... Why do you... Well, as you said, I do have... But these, I think, can be... **核心语义词**：goal、two groups、education of science、further understanding of science。

3 段男士询问女士的目标。exactly is 重读，加强疑问语气；goal 重读且为降调，询问女士的计划、目标。Why do you do all of these 语气较前一句略转缓和，补充说明前一问句。

4 段女士回答其工作包含科学教育和科研两部分。Well, as you said 轻读带过，为填补词；do 重读，让



强调“女士目前确实忙于几件不同的事”这一事实。these 重读,回指 different things;two groups 重读,强调虽然女士现在诸事在身,但其可分为两类;稍作停顿后,education of science 和 further understanding of science 重读,阐明两类分别为“科学教育”和“科研”。

5-M: Don't these two things get in the way of each other? What I mean is, doesn't giving lectures take time away from the lab?

6-W: Not really, no. I love teaching, and I don't mind spending more time doing that now than in the past. ^[3] Also, what I will say is that teaching a subject helps me comprehend it better myself. I find that it furthers my own knowledge when I have to explain something clearly, when I have to aid others in understanding it, and when I have to answer questions about it. Teaching at a high level can be very stimulating for anyone, no matter how much expertise they may already have in the field they are instructing.

讨论教学是否与科研相冲突。话语标记词:Don't these two... What I mean is... Not really, no. I love... I don't mind... Also, what I will say is that... I find that... when... when... and when... Teaching at a high level... **核心语义词:**get in the way of each other,take time away;love teaching,helps me comprehend it better,furthers my own knowledge,stimulating。

5 段男士询问女士其教学活动是否占用了其科研活动的时间。Don't... each other 升调,传达反义疑问语气。What I mean is 语调上扬并略带停顿,引出对上一提问的补充说明。doesn't... from the lab 升调,再次传达反义疑问语气。giving lectures 重读后停顿,take time 缓读,the lab 重读,凸显“教学”和“科研”的矛盾关系。

6 段女士解释教学有助于科研。Not really, no. 连续否定直接回复女士疑问:教学和科研并不矛盾。love teaching 重读,解释女士坚持教学活动的原因;now than in the past 重读,且 now 后稍作停顿,强调愿意将更多时间投入到教学中。Also 略重读,引出另一原因;what I will say is 语调上扬后停顿,引出女士观点;comprehend it better myself 重读,明确女士观点“教学有助于科研”。I find that 语调上扬后停顿,引出女士对上句所述观点的进一步说明;furthers my own knowledge 重读,明确“教学有助于拓展自身知识”的观点;when... when... and when... 所引导的状语从句皆为降调,明确教学有助于拓展知识的原因;其中 and 重读,凸显教学的好处之多。very stimulating,anyone 重读,明确“高阶段的教学对任何人都具有启发性”的观点;no matter how much 语调上扬,引出对该观点适用条件的说明。

7-M: Are there any scientific breakthroughs that you see on the near horizon, a significant discovery or invention we can expect soon?

8-W: The world is always conducting science, and there are constantly new things being discovered. ^[4] In fact, right now we have too much data sitting in computers. For example, we have thousands of photos of planet Mars taken by telescopes that nobody has ever seen. We have them, yet nobody has had time to look at them with their own eyes, let alone analyze them.

讨论近期可能实现的科学突破及亟待进行的科研工作。话语标记词:Are there... The world is always... and there are constantly... In fact, right now we have... For example, we have... We have... yet... let alone... **核心语义词:**scientific breakthroughs;a significant discovery or invention;constantly new things being discovered,too much data sitting in computers,nobody has had time。

7 段男士询问近期可能实现的科学突破。scientific breakthroughs,the near horizon 重读,询问女士近期是否有科学突破;该句为升调,传达疑问语气。significant discovery,invention 重读,对上句的 scientific breakthroughs 进行限定说明;该句为降调,起补充说明作用。

8 段女士解释亟待进行的科研工作。always,conducting science,constantly,new things being discovered 均重读,回应男士提问,解释科学发展现状。In fact 后停顿,提示转折;too much data,sitting in computers 重读,凸显当前“数据多,但利用率低”这一问题。For example 语调上扬,引出例子;thousands of,nobody,ever 重读,例证当下问题“数据利用率低”。have,nobody,time,their own eyes,let alone 均重读,与 yet 共同凸显“数据总量”与“数据利用量”的对比,再次强调数据利用率之低,暗示应提高数据利用率,以实现科学突破。



[问题分析]

Q1: Why does the woman say she can be so energetic?

Q2: What has the woman been engaged in?

Q3: What does the woman say about the benefit teaching brings to her?

Q4: How does the woman say new scientific breakthroughs can be made possible?

Q1: Why 提示询问原因, she, energetic 圈定疑问内容“女士精力充沛的原因”。

Q2: What, engaged in 重读, 锁定提问对象“女士一直从事的工作”。

Q3: benefit 重读后停顿, 凸显问题关键“益处”, teaching brings to her 缓读, 限定益处的主体“教学”和对象“女士”

Q4: How 提示询问方式, the woman say 圈定答案范围“女士话语”, new scientific breakthroughs 重读, 明确提问关键“新科学突破”。



三、试题精解

1. 女士称她为何可以如此精力充沛?

A) 她能全身心地投入到自己热衷的事情中去。

C) 她可以在每周的电视节目中传播自己的学术思想。

B) 她积累的专业知识帮助她实现了自己的目标。

D) 她的研究发现在全世界范围内广受赞誉。

[设题要点] 人物观点处(I just love what I do... extremely fortunate... doing what I love doing.)。

[答案精析] A。第2段女士针对男士问题作答“我真的是热爱我所做的事。能有这样的生活, 做我热爱做的事, 我非常幸运”, A项是对该回复的高度概括, 故正确。B利用第6段 expertise 和第3段 goal 杂糅捏造而来, 材料中并未提及两者关联。C由第1段 have your own weekly TV show on science 捏造而来, 但这指向女士精力充沛的“表现”而非“原因”。D由第1段 professor of physics at the University of Oxford, senior advisor at the European Organization for Nuclear Research 所展示的女士知名身份捏造而来, 但并不能由此推断出“女士的研究成果在世界范围内广受赞誉”, 且这也并非女士精力充沛的原因。

2. 女士一直在从事什么工作?

A) 为欧洲的核实验室提供指导。

C) 督导牛津大学的两个研究小组。

B) 巡回全球各地, 参加科学电视节目。

D) 科学教育和科学研究。

[设题要点] 特殊问答处(have different things going on. But these... can be divided into two groups...)。

[答案精析] D。第4段女士概括指出当前正忙于多项事务, 但主要为两类: 科学教育和对科学的进一步了解, D项是对材料中此两项工作表述 the education of science and the further understanding of science 的同义改写, 故正确。A、B、C 分别利用第1段中 senior advisor at the European Organization for Nuclear Research, tour the globe tirelessly, giving talks, professor of physics at the University of Oxford 设障, 但这些均只对应了女士工作内容的一小部分, 且均对原文信息进行了扭曲。

3. 女士称教学给她带来了什么好处?

A) 对某一学科更好的理解。

C) 对相关领域更广泛的了解。

B) 更强的意志去迎接挑战。

D) 与年轻人的关系更加密切。

[设题要点] 人物观点处(what I will say is that... I find that...)。

[答案精析] A。第6段女士指出教学的好处在于能帮助她更好地理解所教学科, A项同义转述 teaching a subject helps me comprehend it better myself, 故正确。B根据第6段 don't mind spending more time doing that... 捏造而来, 但它指向女士“热情追求所热爱之事的内心意愿”而非“迎接挑战的强烈意志”。C利用第6段 furthers my own knowledge 设置干扰, 但它指向女士“对其所在科学领域的更深层次的认知”而非“对非自身所在领域的更广层面的认知”。D根据常理“教学有助师生关系”主观臆测而来, 原文并未提及。

4. 女士称如何才能实现新的科学突破?

A) 通过应用最新的研究方法。

C) 通过在先前研究发现的基础上进行研究。

B) 通过充分利用现有数据。

D) 通过利用更强大的计算机。



[设题要点] 结尾问答处(In fact... For example... We have them, yet...)。

[答案精析] B。第8段女士指出我们当前有太多的数据存放在电脑里,没人有时间去看和分析这些数据,这隐含了女士“当前需要充分利用现有数据”的观点,故B正确。A、C均由科研突破的常规思路主观臆测而来,原文并未提及。D利用第8段 computers 设置干扰,但它指向的是“太多数据存储于电脑中未被利用”,重在强调“数据的充分利用”而非“计算机的利用”。



四、全文翻译

男:您是牛津大学的物理学教授,担任着欧洲核子研究中心的高级顾问,似乎还在世界各地不知疲倦地做演讲。此外,您每周还有自己的科普电视节目。您怎么会有这么多精力呢?

女:呃,唔,我真的热爱我所做的一切。能过这样的生活,做我热爱做的事,我非常幸运。

男:教授,您的目标到底是什么?您为什么要做这些事情?

女:嗯,正如你所说,我确实在做很多不同的事情。但我认为,这些事情可以分为两类,科学教育和对科学的进一步了解。

男:这两件事难道不会互相妨碍吗?我的意思是,讲课不会占用做实验的时间吗?

女:不会的,不会。我喜欢教学,我不介意现在比过去花更多的时间去做这件事。另外,我想说的是,教授一门学科有助于我更好地理解这门学科。我发现,当我不得不解释清楚某事物、帮助别人理解它、回答关于它的问题时,教学能帮我进一步加深对它的理解。高阶段的教学对任何人来讲都是非常具有启发性的,不论他们在自己所教授的领域已有多少专业知识。

男:您认为近期会有什么科学突破吗?或者说我们很快就能盼来的重大发现或发明?

女:全世界一直都在开展科学研究,新事物不断地被发现。事实上,我们当前有太多的数据存放在电脑里。例如,我们有成千上万张用望远镜拍摄的火星照片,却没人看过它们。我们有这些照片,却没人有时间去看一眼,更不用说去分析它们了。

Conversation Two 梦



一、听前预测

5. A) They can predict future events. B) They have no special meanings. C) They have cultural connotations . D) They cannot be easily explained.	6. A) It was canceled due to bad weather. B) She overslept and missed the flight . C) She dreamed of a plane crash. D) It was postponed to the following day.
7. A) They can be affected by people's childhood experiences . B) They may sometimes seem ridiculous to a rational mind . C) They usually result from people's unpleasant memories . D) They can have an impact as great as rational thinking .	8. A) They call for scientific methods to interpret. B) They mirror their long-cherished wishes . C) They reflect their complicated emotions . D) They are often related to irrational feelings .

[看选项关键词预测问题]

5. A、C、D提示 They 为具有特殊意义的抽象事物,B则与此相反,表明 They 不具有特殊含义。综上推测本题问及讲话人(可能一方,也可能双方)对某事物含义的判断。

6. A、D均涉及某活动(It)未能正常进行的原因,B、C分别指出某女士(he)“因睡过头误机”和“梦到飞机失事”。综合推测本题问及某女士(可能是对话中的女士一方,也可能是对话中提及的某位女士)未能照常登机原因,A、D中 It 极可能指“航班(flight)”。

7. A、C提示 They 与“过去的经历”存在因果关系,B、D提示 They 与“理性思维”相对。综合推测 They 为“情感等非理智行为”或“无意识行为”,本题询问其相关信息。

8. B、C、D均提示 They 与“非理性的内心活动”有关,且 B、C 又进一步提示 They 与“情感”和“愿望”不同,但拥有与二者相似的特征,A 则指出 They 有待科学解释,因此推测 They 为“某种无意识的活动”,题目询问其相关信息。

[看选项复现词预测主题] 5、7、8 题均涉及与人密切相关的、与“理性思维”相对的某种事物,可推测本篇对话主题涉及“情感等非理性活动”或/和“(某种)无意识活动”。此外,结合 5 题所涉及的“对其理解存在争议、可以预测未来”、6 题出现的“梦(dreamed)”以及 8 题所提示的“某种无意识活动、有待科学解释”等,可大胆推测本篇对话主题为“梦境”。





二、录音分析

1-M: ^[5] Do you think dreams have special meanings?

2-W: No, I don't think they do.

3-M: I don't either. But some people do. I would say people who believe that dreams have special meanings are superstitious, especially nowadays. In the past, during the times of ancient Egypt, Greece or China, people used to believe that dreams could foresee the future. But today, with all the scientific knowledge that we have, I think it's much harder to believe in these sorts of things.

引入话题“梦境”，介绍讲话人对梦的含义的看法。话语标记词: Do you think... No... But... I would say... In the past... But today... I think... 核心语义词: dreams have special meanings, I don't think they do, I don't either, people who believe... are superstitious, especially nowadays, people used to believe dreams could foresee the future, much harder to believe... things.

1段男士询问女士是否相信梦有特殊含义。dreams 重读,提示对话主题;meanings 语调上扬,提示询问“女士是否认为梦具有特殊含义”。

2段女士作出否定回答:不相信。No, I don't... do 音调逐渐下降,表示女士对男士所提问题的态度明确:不相信梦有任何特殊意义。

3段男士作出回应,并介绍他对这一问题的具体看法。don't either 重读,语气肯定,表示男士也与女士一样,不相信梦有特殊含义。some people do 语调先升后降,do 拖音重读,强调仍有一些人相信梦有特殊含义。I would say 语调上扬,提示将提出新观点;say 后语速放缓,强调男士认为现如今仍相信梦有特殊含义的人颇为迷信。In the past 语调上扬,used to believe 重读,提示将讲述“过去”的情况;dreams 开始语速放缓,foresee the future 一字一顿,强调指出过去人们对梦境之含义的看法:可以预见未来。But today 重读,提示话题回到“现在”;all 拖音重读后放缓语速,harder, believe, these 重读,强调指出现代人拥有众多科学知识,因此很难相信梦和未来有任何可靠的联系。

4-W: My grandmother is superstitious, and she thinks dreams can predict the future. ^[6] Once she dreamed that the flight she was due to take the following day crashed. Can you guess what she did? She didn't take that flight. She didn't even bother to go to the airport the following day. Instead, she took the same flight but a week later. And everything was fine, of course. No plane ever crashed.

女士讲述其祖母迷信“梦能预知未来”的事例。话语标记词: My grandmother... Once she... Can you guess what she did... She... She... even... Instead, she... And... of course. 核心语义词: superstitious, she thinks dreams... future, dreamed that... crashed, didn't take that flight, (not) bother to... day, took the same flight... later, everything was fine, No plane ever crashed.

grandmother, superstitious 重读,强调祖母“很迷信”;she 拖音, dreams 重读后放缓语速,强调祖母令人吃惊的想法:梦可以预见未来。Once 后微顿,提示将讲述祖母过去某一次的经历,that 后语速放缓,crashed 重读,强调祖母梦境的内容。Can... did 语速加快,语调上扬,语调中透露出惊讶,凸显祖母梦醒后的做法出人意料。She... flight 一字一顿,明确祖母的做法:未赴航班;didn't even 重读后语速放缓, the airport 重读,强调祖母的极端做法:做了坠机噩梦之后连机场都不去。Instead 拖音重读, same flight, week later 重读,强调祖母改乘了一周后的同一航班。And 后微顿,提示将介绍祖母故事的后续;fine, of course 重读, No... crashed 一字一顿,强调祖母没有赶赴的那趟航班并未出事。

5-M: How funny! Did you know that flying is actually safer than any other mode of transport? It's been statistically proven. People can be so irrational sometimes.

6-W: Yes, absolutely. But even if we think they are ridiculous, ^[7] emotions can be just as powerful as rational thinking.

探讨非理性的心理活动对人行为的影响。话语标记词: How funny! Did you know that... People can be... Yes, absolutely... But even if... 核心语义词: flying is actually safer than... transport, It's been statistically proven, so irrational sometimes, we think... ridiculous, emotions... as powerful as rational thinking.



5 段介绍男士对女士所述故事的评论:祖母的做法非常荒谬,但人们确实常会如此。know 后语速放缓,提示将提出一个事实;flying、safer 重读,any... transport 一字一顿,强调事实“飞机是非常安全的交通工具”。statistically proven 一字一顿,强调上述事实已经数据证明。People... irrational sometimes 一字一顿,强调人们有时竟然会像女士的祖母一样荒唐。

6 段介绍女士的回应,指出情感和理性思维一样影响人们的行为。But 后微顿,提示转折;we、ridiculous 重读,emotions、powerful、rational thinking 重读,强调指出即便我们不理解有些人荒谬的、不理性的做法,但事实是非理性的情感和理性的思考对人的影响一样强大。

7-M: Exactly. People do all sorts of crazy things because of their irrational feelings. But in fact, some psychologists believe that our dreams are the result of our emotions and memories from that day. I think it was Sigmund Freud who said that children's dreams were usually simple representations of their wishes, things they wished would happen. ^[8] But in adults, dreams are much more complicated reflections of their more sophisticated sentiments.

8-W: Isn't it interesting how psychologists try to understand using the scientific method something as bizarre as dreams? Psychology is like the rational study of irrational feelings.

探讨心理学家对梦的缘起的研究。话语标记词: Exactly... But in fact, some psychologists believe... I think it was Sigmund Freud who said that... But in adults... Isn't it interesting how...。核心语义词: People do all sorts of crazy things because of... irrational feelings、dreams... result of... emotions and memories from that day、children's dreams... simple representations of their wishes、in adults... complicated reflections of... sentiments、psychologists try to understand... dreams、Psychology... rational study of irrational feelings。

7 段男士介绍心理学家对梦的解释。all sorts of crazy things、irrational feelings 一字一顿,强调人们会在非理性情感的刺激下做出各种各样的不理智行为。But in fact 重读,提示将介绍一项新的事实。some psychologists 开始放缓语速,dreams、result、emotions、memories 重读,强调指出心理学家对梦的解释:来自当天的情感和记忆。Sigmund Freud 重读,提示下述内容将引述弗洛伊德的观点,children 重读,提示首先讲述的是“儿童的梦境”;usually 重读后微顿,simple... wishes 一字一顿,指出儿童的梦境是其愿望的直接展现;things... happen 一字一顿,解释说明“愿望(wishes)”。adults 重读,complicated reflections 重读后微顿,more sophisticated sentiments 一字一顿,指出成年人的梦境更为复杂。

8 段女士谈及对心理学家解梦的看法。interesting 拖音重读,how 微顿,提示将讲述让女士觉得“有趣”的事件;try、understand、using、scientific method、bizarre、dreams 重读,强调心理学家运用“科学的方法”去研究“古怪的梦境”。Psychology 重读后微顿,提示小话题“心理学”,rational、irrational 重读,凸显心理学研究的“理性”本质与情感感受的“非理性”本质截然相反。

[问题分析]

- Q5. What do both speakers think of dreams?
Q6. Why didn't the woman's grandmother take her scheduled flight?
Q7. What does the woman say about people's emotions?
Q8. What did psychologist Sigmund Freud say about adults' dreams?

Q5: both speakers 一字一顿,think、dreams 重读,锁定提问内容:两位讲话人对梦的看法。

Q6: Why 提示问及原因;grandmother 重读,take her scheduled flight 语速放缓,提示询问祖母未乘坐预定航班的原因。

Q7: the woman say 后停顿凸显, people's emotions 重读,提示问及“女士对人们的情感看法”。

Q8: psychologist Sigmund Freud say 一字一顿,提示问及“心理学家弗洛伊德”的看法;adults' dreams 重读,锁定提问对象“成年人的梦境”。

三、试题精解

5. 两位讲话人怎么看待梦境?	
A) 它们能预测未来。	C) 它们有文化含义。
B) 它们没有特殊意义。	D) 它们难以解释。

【设题要点】问答处(Do you think dreams... I don't... I don't either)。

【答案精析】B。对话前三段明确两个讲话人对“梦境”的共同看法:梦不具有特殊含义。B 是对此的准确概括。A 张冠李戴,把古代人的观点和女士祖母的观点当作两位讲话人的观点。C 根据第 3 段男士提到的“古埃及、古希腊和古代中国”编造出“梦境具有文化含义”,但对话中并未提到。D 利用常识干扰,并非对话内容。

6. 女士的祖母为何没有乘坐预定的航班?	
A) 它因气候恶劣取消了。	C) 她梦到了航班失事。
B) 她睡过了,误了机。	D) 它被推迟到第二天了。

【设题要点】事件因果解释处(she dreamed that... She didn't take that flight)。

【答案精析】C。第 4 段女士指出,有一次她祖母梦到第二天要乘的飞机坠毁之后,就再没乘那趟航班。故 C 符合题意。A 利用未乘坐计划航班的常见原因“航班因气候原因取消”设置干扰,但该信息对话中并未提到。B 由 dreamed、She... airport 两处碎片信息捏造出女士祖母因为“睡过点而误了机”。D 利用 the following day 捏造出“航班推迟到第二天”,但对话中是指女士祖母(因梦到飞机失事)第二天没去机场。

7. 关于人们的情感,女士说了什么?	
A) 它们可能会受儿时经历的影响。	C) 它们通常来自于人们不愉快的记忆。
B) 对于理性的人来说,它们有时可能显得很荒谬。	D) 它们可以和理性思维一样有巨大的影响。

【设题要点】人物观点处(But even if we think...)。

【答案精析】D。第 6 段女士指出,情感有时会 and 理性思维一样具有巨大影响力,D 正确,have an impact as great as 同义替换 be just as powerful as。B 将女士看法“即便我们认为他们(they 指代“不理智地相信梦境的预知能力的人)很荒谬,但情感确实会和理性思维一样影响强大”曲解为“在理性的人看来,情感很荒谬”。A、C 两项分别由第 7 段男士讲话中的碎片信息 children、memories 捏造而来,并非女士谈话中所提及的内容。

8. 关于成年人的梦境,心理学家西格蒙德·弗洛伊德说了什么?	
A) 它们需要用科学的方法来解读。	C) 它们反映出成年人复杂的情感。
B) 它们反映了成年人长久以来怀有的愿望。	D) 它们通常和非理性的情感有关。

【设题要点】人物观点处(But in adults, dreams...)。

【答案精析】C。第 7 段男士介绍称,弗洛伊德曾说过,成年人的梦境以更为复杂的形式反映出他们更为复杂的情感,故 C 符合题意。A 张冠李戴,将第 8 段女士指出的“心理学家运用科学的方法解释梦境”当作弗洛伊德的看法。B 张冠李戴:弗洛伊德表示直接展现愿望的是“儿童的梦境”,并非题目所问的“成年人的梦境”。D 将男士观点“非理性情感常常会导致人们做出各种不理性的行为”误当作弗洛伊德对梦的解释。



四、全文翻译

男:你觉得梦有特殊含义吗?

女:不,我不觉得它们有什么特殊含义。

男:我也不觉得。但有些人确实这么认为。我不得不说那些相信梦有特殊含义的人太迷信了,尤其是现在还这么认为的。过去,在古埃及、古希腊和古中国时代,人们往往相信梦境可以预见未来。但今天,我们已经掌握了如此多的科学知识,我觉得很难再相信这些说法。

女:我祖母就很迷信,而且她认为梦可以预测未来。有一次她梦到第二天自己要乘坐的飞机失事了。你能猜到她做了什么吗?她没去搭乘那趟航班,甚至第二天连机场都不愿去。她转而乘坐了一周之后的同一航班。当然,什么事都没发生。没有飞机坠毁。

男:真滑稽!你知道乘坐飞机实际上要比其他任何交通方式都安全吗?这是经过数据证实的。人们有时候竟然可以荒唐至此。

女:是啊,就是这样。但即便我们认为他们很离谱,情感也确实会和理性思维一样影响强大。

男:正是如此。人们会因为不理性的感受而做出各种疯狂的事情。但其实,一些心理学家认为我们的梦来自于当天的情感和记忆。我想是西格蒙德·弗洛伊德曾说过,儿童的梦境通常是他们的愿望、他们所希望发生之事的直接展现。但对于成年人,梦境则是对他们更丰富情感的更复杂的反映。

女:心理学家如何试图用科学的方法来理解梦境这么古怪的东西,这难道不是很有趣吗?心理学就像是对非理性情感进行理性的研究。



Section B

Passage One 沃斯托克湖



一、听前预测

9. A) Radio waves. B) Sound waves. C) Robots. D) Satellites.	10. A) It may be freezing fast beneath the glacier . B) It may have micro-organisms living in it. C) It may have certain rare minerals in it. D) It may be as deep as four kilometers .
11. A) Help understand life in freezing conditions . B) Help find new sources of fresh water .	C) Provide information about other planets . D) Shed light on possible life in outer space .

[看选项关键词预测问题]

9. 各项共同指向科研领域,且都相对较为熟知(应该不属于新发现,更可能为使用的工具或所涉内容),推测试题询问某科研活动所用工具或所涉内容。

10. 各项均描述某物可能存在的特征(It may),且由各项核心义“冰层以下迅速冻住”“内含微生物”“内含稀有矿物质”“深达4千米”可推断It可能指向湖泊/河流/海洋/外太空等有待人类探索的地域,试题询问该地域的潜在特征。在本题基础上,亦可进一步判断上题考查某科研发现的科技手段。

11. 各项均为对科研领域的助益(“有助于理解冰冻条件下的生命”“有助于寻找新的淡水来源”“提供关于其他星球的信息”“有助于进一步了解外太空的潜在生命”),结合前两题预测信息,推测本题询问某科研活动的目的/影响/意义等。

[看选项复现词预测主题] 第9、11题复现与科研活动相关的表达(Radio waves、Sound waves、Robots、Satellites、understand life、find... fresh water、Provide... other planets、Shed light on... outer space);第10题各选项均指向某一地域的潜在特征(It may... freezing fast/micro-organisms living in it/have certain rare minerals/as deep as four kilometers),推测文章涉及对某地域的科研探究。



二、录音分析

I While some scientists explore the surface of Antarctica, others are learning more about a giant body of water four kilometers beneath the ice pack. ⁹ Scientists first discovered Lake Vostok in the 1970s by using radio waves that penetrate the ice. Since then, they have used sound waves and even satellites to map this massive body of water.

说明沃斯托克湖的发现过程。 话语标记词: While some scientists... others... Scientists first... Since then, they... 核心语义词: water four kilometers beneath the ice pack; first discovered Lake Vostok in the 1970s by using radio waves; have used sound waves... satellites to map... water.

① 句引出主题“科学家正在研究冰层下的一片巨大水体(沃斯托克湖)”。While some scientists, others 重读构建对比“一些科学家 vs 另一些科学家”, (while 常用于引导让步状语从句, 提示主句信息才是重点)。more 重读后停顿, 提示引出研究重点 a giant body of water, 其后停顿补充所在位置 four kilometers beneath the ice pack.

②③ 句说明沃斯托克湖的发现过程。first discovered... radio waves, Since then... sound waves... satellites... map 重读构建时间线“最开始用无线电波发现沃斯托克湖→随后用声波、卫星测绘沃斯托克湖”。

II How does the water in Lake Vostok remain liquid beneath an ice sheet? “The thick glacier above acts like an insulating blanket and keeps the water from freezing,” says Martin Siegert, a glaciologist from the University of Wales. In addition, geothermal heat from deep within the earth may warm the hidden lake. ¹⁰ The scientists suspect that micro-organisms may be living in Lake Vostok, closed off from the outside world for more than 2 million years.

说明沃斯托克湖保持液态的原因及结果。 话语标记词: How... In addition... The scientists suspect... 核心语义词: remain liquid; The thick glacier above acts like an insulating blanket; geothermal heat... warm the



hidden lake;micro-organisms may be living in Lake Vostok... closed off... 2 million years.

①句设问“沃斯托克湖为何保持液态?”。How 重读且拉长,提示引出关于沃斯托克湖的问题。remain liquid 重读明确提问重点“如何保持液态”,beneath 升调,an ice sheet 速度放缓并重读,突出“在冰面下”还能保持液态的神奇之处。

②③句说明两方面原因“冰盖及地热的保温功能”。The thick glacier above 一字一顿明确发挥作用的主体“上方的冰盖”,acts like an insulating blanket,keeps the water from freezing 近义复现强调其功能“保温”。In addition 后停顿,提示引出另一项原因。geothermal heat,from deep,may warm 重读明确第二项原因“来自地底的地热也可保温”。

④句说明沃斯托克湖保持液态的结果“有微生物存活”。The scientists suspect 提示话题转向科学家的相关推测,micro-organisms 后停顿,随后重读 may be living,共同明确推测内容“湖中可能有微生物生活”。more than 2 million years 一字一顿,强调时间之久。

Ⅲ Anything found there will be totally alien to what's on the surface of the earth, says Siegert. Scientists are trying to find a way to drill into the ice and draw water samples without causing contamination. Again, robots might be the solution. If all goes as planned, a drill-shaped robot will melt through the surface ice. When it reaches the lake, it will release another robot that can swim in the lake, take pictures, and look for signs of life.

说明科学家对沃斯托克湖的研究。话语标记词:Anything found there... Scientists are trying to... Again... If all goes as planned... When it reaches the lake... 核心语义词:alien to... surface of the earth; drill into... draw water samples;robots might be the solution;melt through the surface ice... release another robot... swim in the lake, take pictures, and look for signs of life.

①句说明沃斯托克湖的研究价值。Anything found there 提示关注点转向湖中情况,totally alien 重读明确特点“完全陌生/不同”。

②至⑤句说明科学家对沃斯托克湖的研究。句首话语标记词 Scientists、Again, robots、If all goes as planned 后均停顿以划分意群“科学家(试图做)→机器人(可以做)→计划(预期做)”。a drill-shaped robot... melt through,reaches the lake... another robot 重读明确计划的步骤“钻孔机形机器人先破冰→再向湖中释放另一机器人”。swim in the lake,take pictures 升调提示话未说完,look for signs of life 声调回落,至此明确后一机器人的三项并列功能。

Ⅳ ^④ The scientists hope their discoveries will shed light on life in outer space, which might exist in similar dark and airless conditions. Recently, close-up pictures of Jupiter's moon, Europa, show signs of water beneath its icy surface. Once tested in Antarctica, robots could be sent to Europa to search for life there too.

说明研究沃斯托克湖的意义。话语标记词:The scientists hope... Recently... Once tested in Antarctica... 核心语义词:shed light on life in outer space;pictures of Jupiter's moon... show signs of water;sent to Europa to search for life there too.

①句说明科学家的研究目的。The scientists,hope their discoveries 升调引出重点信息 shed light on life in outer space,might exist in similar 重读明确现有研究(their discoveries)和未来研究(life in outer space)间的关联“环境相似”。

②③句说明研究成果的应用前景。Recently 重读后停顿,提示说明最新研究进展;Jupiter's moon 和 Europa 之后均停顿,提示两者为同位语,即 Europa 是木星的卫星;Europa, signs of water 缓速重读,明确进展内容“欧罗巴上有水的痕迹”。Antarctica,Europa,too 重读重申现有研究、未来研究间的关联“(地球上的)南极洲和(外太空的)欧罗巴均可利用这类机器人”。

[问题分析]

Q9: What did scientists first use to discover Lake Vostok in the 1970s?

Q10: What do scientists think about Lake Vostok?

Q11: What do the scientists hope their discoveries will do?



Q9: scientists 升调提示提问对象, first use 重读、discover Lake Vostok 一字一顿明确提问重点“最初使用/借助……发现沃斯托克湖”。

Q10: scientists 升调、think 重读明确提问方向“科学家的看法”。

Q11: hope、discoveries 重读明确提问重点“对发现的期望”。



三、试题精解

9. 20 世纪 70 年代科学家们首次发现沃斯托克湖借助的是什么?

- | | |
|----------|---------|
| A) 无线电波。 | C) 机器人。 |
| B) 声波。 | D) 卫星。 |

【设题要点】 并列信息处 (Scientists first discovered Lake Vostok... by using radio waves; Since then... used sound waves and even satellites...)。

【答案精析】 A。题干 + A 复现开篇信息“20 世纪 70 年代, 科学家们使用可透过冰层的无线电波首次发现了沃斯托克湖”。B、D 均为科学家发现沃斯托克湖后, 用于测绘沃斯托克湖的工具 (Since then... map this massive body of water), 不符合题干所问 (first... discover... in the 1970s)。C 利用下文复现的 a drill-shaped robot/another robot/robots 干扰, 但此时话题已从“发现沃斯托克湖”转向“科学家对沃斯托克湖的研究”。

10. 科学家们如何看待沃斯托克湖?

- | | |
|-----------------|-----------------|
| A) 它可能在冰川下快速冰冻。 | C) 它可能含有某些稀有矿物。 |
| B) 可能有微生物生活在其中。 | D) 它的深度可能达到四千米。 |

【设题要点】 观点/推测说明处 (The scientists suspect...)。

【答案精析】 B。题干 + B 契合文中信息“科学家们猜测可能有微生物生活在沃斯托克湖”。A 与文中复现信息“沃斯托克湖在冰盖下保持液态 (Lake Vostok remain liquid beneath an ice sheet, keeps the water from freezing, warm the hidden lake)”相悖。C 将沃斯托克湖可能含有的物质“微生物 (micro-organisms)”窜改为读音相近的“矿物 (minerals)”。D 将“沃斯托克湖所处位置在冰层下 4 千米处”窜改为“沃斯托克湖自身的深度达 4 千米”。

11. 科学家们希望他们的发现能起到什么作用?

- | | |
|------------------|---------------------|
| A) 帮助了解冰冻条件下的生物。 | C) 提供关于其他星球的信息。 |
| B) 帮助寻找新的淡水来源。 | D) 帮助进一步了解外太空的潜在生物。 |

【设题要点】 研究目的/意义说明处 (The scientists hope their discoveries will...)。

【答案精析】 D。末段提到, 科学家们希望他们的发现能够帮助进一步了解外太空可能存在的生命; 一旦机器人在南极洲 (沃斯托克湖) 完成测试, 也可以被送到木卫欧罗巴上寻找生命。可见, 科学家希望其发现可以帮助探寻外太空/其他星球上的生物, D 正确, 同时排除偏离重点的 C (研究其他星球本身)。A 将沃斯托克湖、外太空潜在生物所处的环境条件“黑暗、无空气”窜改为“冰冻”。B 根据沃斯托克湖的形态“巨大水体 (a giant/massive body of water)”臆测而来, 并非材料所提“科学家们科学发现的作用”。



四、全文翻译

当一些科学家在探索南极洲表面时, 另一些科学家正在研究南极洲冰层下 4 千米处的巨大水体。20 世纪 70 年代, 科学家们使用可透过冰层的无线电波首次发现了沃斯托克湖。自那以后, 他们曾使用声波甚至卫星来测绘这片巨大的水域。沃斯托克湖中的水是如何在冰盖下保持液态的? “上面这层厚厚的冰盖就像一条隔热毯一样防止水结冰。” 威尔士大学的冰川学家马丁·西格特说。此外, 来自地下深处的地热可能暖化了这个隐蔽的湖。科学家们猜测可能有微生物生活在沃斯托克湖, 从而与外界隔绝了 200 多万年。

西格特说, 在沃斯托克湖发现的一切都将与地表上的情形截然不同。科学家们正试图找到一种方法, 可以在不造成污染的情况下钻入冰层提取水样。又一次, 机器人成了可能的解决方案。倘若一切按计划进行, 一个钻孔机形状的机器人会融穿表面的冰, 当它进入湖中后会卸下另一个机器人, 这个机器人会徜徉在湖中拍照并寻找生命的迹象。

科学家们希望他们的发现将有助于人们进一步了解外太空的生命, 它们可能存在于类似的黑暗、无空气



环境下。最近,木卫欧罗巴的特写图像显示,其冰冻表面下有水的迹象。一旦在南极洲完成了测试,机器人也可以被送往欧罗巴去寻找生命。

Passage Two 走进塔拉乌马拉部落



一、听前预测

12. A) He found there had been little research on their language . B) He was trying to preserve the languages of the Indian tribes . C) His contact with a social worker had greatly aroused his interest in the tribe . D) His meeting with Gonzalez had made him eager to learn more about the tribe .	13. A) He taught Copeland to speak the Tarahumaras language . B) He persuaded the Tarahumaras to accept Copeland's gifts. C) He recommended one of his best friends as an interpreter. D) He acted as an intermediary between Copeland and the villagers.
14. A) Unpredictable . B) Unjustifiable . C) Laborious . D) Tedious .	15. A) Their appreciation of help from the outsiders. B) Their sense of sharing and caring. C) Their readiness to adapt to technology. D) Their belief in creating wealth for themselves.

[看选项关键词预测问题]

12. 选项中 the tribe/the Indian tribes/their 近义/同义复现(由 A、B 相似结构 their language, the languages of the Indian tribes 可知 their 也指“印第安部落”), trying to, aroused his interest in, eager to 暗含人物(He) 动机, little research on, preserve, learn more about 传递“(某)印第安部落相关情况鲜为人知, 亟待研究和保护”之意, 故推测题干询问某人研究/保护(某)印第安部落(语言)的原因。

13. 各项均为完整句, 陈述某人(He) 的行为举动, 且 taught... to..., persuaded... to accept..., recommended, intermediary between... and... 均体现此人在 Copeland 同 Tarahumaras/the villagers 沟通交往过程中起到的“帮助、协调作用”(interpreter 与 intermediary 作用相近, 可推测 C 大意为“此人推荐朋友给 Copeland 做翻译”), 故题干可能询问某人帮助 Copeland 做了什么事。(联系 12、13 题 their language, the Tarahumaras language 猜测选项所述印第安部落即/包含 Tarahumaras)。

14. 各项均为形容词, 属评价性词语, 可推测题干询问说话人/文中人物对某件事或某人行为的评价。

15. 各项均为偏正短语, 结合 outsiders(某群体或组织之外的人)及 12 题复现词 the tribe/the Indian tribes 可大胆推测 Their 代指“印第安部落的人(或 Tarahumaras)”, 中心语 Their appreciation、Their sense、Their readiness、Their belief 指向该群体共有的性格品质或思想观念, 故推测题干询问印第安部落成员(或 Tarahumaras)的共同特征。

[看选项复现词预测主题] 选项中“印第安部落”相关词复现 the tribe, the Indian tribes, Tarahumaras, 且重复提及人物 Copeland, 结合 12 题蕴含的“某人想研究/了解/保护某印第安部落(语言)”及 13 题体现的“Copeland 与 Tarahumaras 语言不通, 却试图(在他人帮助下)同 Tarahumaras 沟通接触”, 可推测 12 题 He/His 代指 Copeland, 文章主要论及 Copeland 研究/了解/保护印第安部落 Tarahumaras 的过程。



二、录音分析

I The idea to study the American Indian tribe Tarahumaras came to James Copeland in 1984 when ^[12] he discovered that very little research had been done on their language. He contacted a tribe member through a social worker who worked with the tribesmen in Mexico. At first, the tribe member, named Gonzalez, was very reluctant to cooperate. He told Copeland that no amount of money could buy his language. But after Copeland explained to him what he intended to do with his research and how it would benefit the Tarahumaras, Gonzalez agreed to help. ^[13] He took Copeland to his village and served as an intermediary. Copeland says, “Thanks to him, the Tarahumaras understood what our mission was and started trusting us.”



介绍科普兰研究塔拉乌马拉部落的起因,以及研究开展前他如何取得部落成员信任。话语标记词:James Copeland... He contacted a tribe member... At first, the tribe member, named Gonzalez... But after Copeland... Gonzalez... He took Copeland to... and...。核心语义词:very little research had been done on their language... reluctant to cooperate... agreed to help... served as an intermediary...。

①句交代科普兰产生研究想法的原因。The idea 升调重读,引出想法内容“研究印第安部落(Tarahumaras 缓读,明确部落名称)”,came to James Copeland 再度重读,点明研究者。in 1984 后稍停顿,回溯促使研究想法形成的事件:very little research、done、their language 重读,强调塔拉乌马拉语相关研究之少。

②至⑦句介绍科普兰联系部落成员、争取塔拉乌马拉人信任的过程。contacted a tribe member 重读,提示科普兰开展研究的方法“以一位成员为突破口,逐步了解部落情况”,a social worker 重读且微顿,who... 补充说明该部落成员介绍人的相关情况。At first 重读后停顿,the tribe member 声调上扬,引出该部落成员(Gonzalez)最初的行为/态度:very reluctant 重读(very 尤重)明确其拒绝态度,其后引述话语中 no(no amount of 意为“即使再多……也不……”)、buy 均重读凸显其态度之坚决。But after 声调再度上扬,预示转机,what... do 及 how... the Tarahumaras 语调先升后降,陈述 Copeland 作出的努力“阐释研究目标及意义”,agreed to help 短促轻快,说明结果“Gonzalez 改变态度,答应帮忙”。He took... and served... 升降调,intermediary 缓读,强调 Gonzalez 给予了 Copeland 莫大的帮助“不仅带他去村庄,还充当中间人”。Copeland says 后略停顿,直接引述其话语:him 重读,understood、trusting 亦重读,凸显 Gonzalez 对该研究的重大贡献。

II ^[14] Entering the world of the Tarahumaras has been a laborious project for Copeland. To reach their homeland he must drive two and a half days from Huston, Texas. He loads up his vehicle with goods that the tribesmen can't easily get, and gives the goods to them as a gesture of friendship. The Tarahumaras, who don't believe in accumulating wealth, take the food and share it among themselves.

说明研究阶段科普兰付出的种种努力。话语标记词:Entering the world of the Tarahumaras... Copeland. To reach their homeland he... He... The Tarahumaras...。核心语义词:a laborious project... drive two and a half days... loads up... goods... gives the goods... as a gesture of friendship... take the food and share...。

①②句指出科普兰前往塔拉乌马拉的路途遥远艰辛。Entering the world of the Tarahumaras 后略作停顿,引出评述性表达 a laborious project,其读音一字一顿强调路途艰难辛苦,随后 two and a half days 重读,以驾车时间之长力证旅程艰辛。

③④句指出科普兰努力融入塔拉乌马拉人。loads up(把大量……装上)升调,goods、can't 重读,共同凸显科普兰所携带的礼物“丰富且难得”,gives 重读,a gesture of friendship 一字一顿说明科普兰送礼目的“表示友谊”。The Tarahumaras 后稍停顿,who... 说明该部落思想观念(don't believe 重读,提示其观念与现代人不同),take、share 均重读,顺而引出部落成员的回应“接受食物并彼此分享”。

III For Copeland, the experience has not only been academically satisfying, but also has enriched his life in several ways. “I see people rejecting technology and living a very hard, traditional life, which offers me another notion about the meaning of progress in the western tradition,” he says. “I experience the simplicity of living in nature that I would otherwise only be able to read about. ^[15] I see a lot of beauty in their sense of sharing and concern for each other.”

介绍科普兰从这段研究经历中取得的收获。话语标记词:For Copeland, the experience... I see... I experience... I see...。核心语义词:academically satisfying... enriched his life... another notion about the meaning of progress... the simplicity of living in nature... sense of sharing and concern for each other。

①句总评此段研究经历:科普兰不仅在学术方面收获颇丰,更丰富了自己的生活。For Copeland 升调,提示论述对象变化,not only、but also 重读,academically satisfying、enriched 亦重读,呈现科普兰两大收获,且着重强调后者“丰富生活”。in several ways 语速放缓,预示下文将详述“该研究经历如何丰富了他的生活”。

②至④句详述科普兰所见所感。I see 引出科普兰的体验一:rejecting technology、living... hard, traditional life 重读,明确塔拉乌马拉人生活方式,the meaning of progress 重读,说明科普兰感悟(即“发展”不一定等于抛弃传统生活、拥抱科技)。I experience 引出科普兰的体验二:simplicity 重读,强调塔拉乌马拉生活的特质“简单淳朴”,otherwise 语调上扬,补充说明这种生活体验弥足珍贵。I see 引出科普兰的体验三:beauty、sense of sharing、concern for each other 均重读,凸显塔拉乌马拉人优秀品质“分享意识、相互关心”。



【问题分析】

- Q12: Why did James Copeland want to study the American Indian tribe Tarahumaras?
Q13: How did Gonzalez help James Copeland?
Q14: What does the speaker say about James Copeland's trip to the Tarahumaras village?
Q15: What impresses James Copeland about the Tarahumaras tribe?

- Q12: Why 升调, James Copeland, want, study 重读, the American Indian tribe Tarahumaras 一字一顿, 提示题目询问“James Copeland 为何想要研究 Tarahumaras”。
- Q13: How 升调, Gonzalez help James Copeland 重读, 提示题目询问“Gonzalez 给予 James Copeland 的帮助”。
- Q14: What 升调, speaker, say 重读, 提示题目问及说话人观点, James Copeland's trip, Tarahumaras village 重读, 点明说话人评述之事“James Copeland 的 Tarahumaras 村庄之旅”。
- Q15: What 升调, impresses, James Copeland 重读, 提示题目询问“让 James Copeland 印象深刻之事”, about the Tarahumaras tribe 重读且一字一顿, 明确该事关乎“Tarahumaras 部落的品质特征”。



三、试题精解

12. 詹姆斯·科普兰为什么想要研究美洲印第安部落塔拉乌马拉?

- | | |
|----------------------|---------------------------------|
| A) 他发现有关该部落语言的研究还很少。 | C) 他同一名社工的接触极大地激发了他对该部落的兴趣。 |
| B) 他当时正努力保护印第安部落的语言。 | D) 他同冈萨雷斯的会面让他迫切地想了解更多有关该部落的情况。 |

【设题要点】原因说明处(when he discovered...)

【答案精析】A。A 同义改写录音①句“促使科普兰产生研究想法的事件/科普兰开展研究的原因: 他发现有关塔拉乌马拉语言的研究少之又少”(when 引导时间状语从句, 但在特定语境中可表示原因)。B 将科普兰研究范围由“塔拉乌马拉语言”扩大为“印第安部落的语言”, 且臆断其最终目标是“保护语印第安部落的语言, 阻止其消失”。C、D 均颠倒因果; C 将 I 段②句“(因为对部落产生兴趣, 所以)他通过一名社工联系到一位部落成员”窜改为“因为与社会福利工作者联系, 所以激发了他对部落的兴趣”; D 将“科普兰想要研究塔拉乌马拉, 所以同冈萨雷斯接触、会面”窜改为“科普兰同冈萨雷斯的会面让他想了解更多有关该部落的情况”。

13. 冈萨雷斯是如何帮助詹姆斯·科普兰的?

- | | |
|-----------------------|---------------------|
| A) 他教科普兰说塔拉乌马拉语。 | C) 他推荐了自己的一位好朋友做翻译。 |
| B) 他劝说塔拉乌马拉人接受科普兰的礼物。 | D) 他充当了科普兰和村民的中间人。 |

【设题要点】人物态度转变处兼细节信息说明处(Gonzalez agreed to help. He took... and served as...)

【答案精析】D。D 同义改写 I 段⑥句冈萨雷斯给予科普兰的帮助之一“充当(科普兰和村民的)中间人”。A 结合④句冈萨雷斯所言“再多的钱也买不到他的语言”和⑤句其态度转变“答应帮忙”捏造出“冈萨雷斯教科普兰说他的语言”, 完全忽略⑥句信息。B 将 II 段④句“塔拉乌马拉人主动接受科普兰的礼物(take the food)”窜改为“塔拉乌马拉人(在冈萨雷斯劝说下, 才)接受科普兰的礼物”。C 源自个别单词 intermediary, friendship, 将科普兰和村民的中间人由“冈萨雷斯”偷换为“冈萨雷斯的好朋友”。

14. 对于詹姆斯·科普兰的塔拉乌马拉村庄之旅, 说话人怎么看?

- | | |
|------------|-----------|
| A) 不可预测的。 | C) 艰难辛苦的。 |
| B) 无正当理由的。 | D) 单调乏味的。 |

【设题要点】事件评述处(... has been a laborious project)。

【答案精析】C。C 复现于 II 段①句, 且传递②句 drive two and a half days 所述塔拉乌马拉村庄之旅的“耗时费力、艰难辛苦”。A 由塔拉乌马拉村庄路途遥远(two and a half days)、鲜为人知(very little research)臆断出“科普兰的塔拉乌马拉村庄之旅前景不明, 难以预测”。B 借由 I 段③句冈萨雷斯最初态度“非常不愿配合”推断出“科普兰无正当理由进入塔拉乌马拉”, 而实际他进入塔拉乌马拉有正当理由: 做研究。D 与 III 段“塔拉乌马拉村庄之旅丰富了科普兰的生活”相悖。

15. 有关塔拉乌马拉部落的什么让詹姆斯·科普兰印象深刻?

- | | |
|---------------------|------------------|
| A) 他们感激外人的帮助。 | C) 他们愿意适应技术。 |
| B) 他们有意识要互相分享并关心他人。 | D) 他们笃信要为自己创造财富。 |



[设题要点] 人物感受处兼观点详述处(the experience...“I see... I experience... I see...”).

[答案精析] B。B 同义改写文末句科普兰发现的塔拉乌马拉部落品质“有分享意识且相互关心”。A 将Ⅱ段③句“科普兰为塔拉乌马拉人送去礼物”泛化为“外界人的帮助”,并臆断出“塔拉乌马拉人对此常怀感激”。C 与Ⅲ段②句“塔拉乌马拉人拒绝科技”相悖。D 与Ⅱ段④句“塔拉乌马拉人不赞成积累财富”相悖。



四、全文翻译

1984 年,詹姆斯·科普兰发现有关美洲印第安部落塔拉乌马拉语言的研究少之又少,便萌生了研究该部落的想法。他通过一名在墨西哥做部落成员工作的社工联系到了一位部落成员。起初,这位名叫冈萨雷斯的部落成员非常不愿意配合。他告诉科普兰,再多的钱也买不到他的语言。不过,在科普兰向他解释了“自己打算用这项研究做些什么”以及“这项研究将如何使塔拉乌马拉受益”之后,冈萨雷斯就答应帮忙了。他把科普兰带到村庄,充当起了中间人。科普兰说,“多亏了他,塔拉乌马拉人才明白了我们的使命是什么,而后开始信任我们”。

于科普兰而言,进入塔拉乌马拉人的世界是个艰辛的任务。他必须从德克萨斯州休斯顿出发,开两天半的车才能抵达他们的家乡。他把部落成员无法轻易获得的东西装上车,再将这些东西送给他们以示友谊。塔拉乌马拉人不赞成财富积累,他们会接受那些食物并彼此分享。

对于科普兰来说,这一经历不仅在学术上令人满意,也在多个方面丰富了他的生活。“我看到人们拒绝科技,过着极为艰苦的传统生活,这让我对西方传统中‘发展’的内涵有了不同的理解。”他说,“我体验了那种(不然只能在书本上读到的)大自然里简单淳朴的生活。我从他们的分享意识以及相互关心中发现了许多的美。”

Section C

Recording One 激进分子



一、听前预测

16. A) They tend to be silenced into submission . B) They find it hard to defend themselves . C) They will feel proud of being pioneers . D) They will feel somewhat encouraged .	17. A) One who advocates violence in effecting change. B) One who craves for relentless transformations. C) One who acts in the interests of the oppressed. D) One who rebels against the existing social order.
18. A) They tried to effect social change by force. B) They disrupted the nation's social stability .	C) They served as a driving force for progress . D) They did more harm than good to humanity .

[看选项关键词预测问题]

16. C/D 指向 They 在某种情况下的积极感受,且由 C 中 being pioneers 可推断 They 指向“起先锋模范作用的一群人”;A/B 指向这群人受到外界言语攻击后的反应,综合推断题目询问 They(极有可能指向“先锋”)在外界评价下的情绪/行为反应。

17. 各项 One who... 构成的名词结构指向“某一群体”,且各项核心语义均直接或间接指向该群体的某种行为主张,再结合上题对 They 的推测“起先锋模范作用的群体”可综合推测本题询问该群体的具体指向。

18. 后三项核心语义均指向 They 的影响,A“试图武力改变社会”指向 They 的目的,结合上两题中关于 They、One who... 的推断,可综合推测题目询问该群体的社会影响/目的(着重点在“社会影响”)。

[看选项复现词预测主题] 选项中的复现词主要集中为三类:一、某类人的行为主张 advocates、craves for、acts in the interests of、rebels against;二、某类人的社会影响 a driving force for progress、disrupted... social stability、did more harm... to humanity;三、与社会变革相关的表达 effecting change、transformations、effect social change、rebels against the existing social order。综合可推测录音重点讨论某类人群,该人群的行为主张引燃社会变革、推动社会前进。



二、录音分析

I What is a radical? It seems today that people are terrified of the term, particularly of having the label attached to them. ^[19] Accusing individuals or groups of being radical often serves to silence them into submission, thereby maintaining the existing state of affairs, and, more important, preserving the power of a select minority who are mostly wealthy white males in western society.



介绍人们在被评价为激进分子时的惯常反应,以及这种反应导致的后果。话语标记词:What is... It seems today that... Accusing... serves to... thereby... and, more important...。核心语义词:a radical... people are terrified of the term... serves to silence them into submission... maintaining the existing state of affairs... preserving the power of a select minority...。

①句引出演讲话题:激进分子。What、radical 重读,提示演讲主题。

②句介绍现象:人们害怕被贴上激进分子的标签(情绪反应)。It seems today 先升调后降调,后微顿,seems 重读,引出某种现象;terrified 重读,突出人们对“激进分子”这一表达的恐惧情绪;particularly 重读,提示后文引出人们特别恐惧的情况,having the label attached 指出这种情况为被贴上激进分子的标签。

③句介绍现象及其后果:人们被指责为激进分子时会沉默、进而屈服(行为反应),这种反应将阻碍社会变化。Accusing individuals or groups of being radical 后停顿,提示其主语地位,其中 radical 重读,凸显其主题词地位;silence、submission 重读,凸显人们被指责为激进分子时的反应:被压制,进而屈服;thereby 升调,引出人们被贴上激进分子标签后被压制、进而屈服的后果;maintaining the existing state 重读,引出后果之一:保持事态现状;and 后微顿,引出另一后果,more important 重读,提示另一后果更为严重;preserving the power of a select minority 揭示另一后果:维护极少数人的权力;who are mostly 后微顿,引出对这些极少数人的介绍,wealthy white males 一字一顿读出,凸显极少数人的身份。

II Feminism is a perfect example of this phenomenon. The women's movement has been plagued by stereotypes, misrepresentations by the media, and accusations of man-hating and radicalism, when the basic foundation of feminism is simply that women deserve equal rights in all facets of life. When faced with the threat of being labelled radical, women back down from their worthy calls and consequently participate in their own oppression.

以女权主义为例,介绍女权主义者被评价为激进分子时的反应。话语标记词:a perfect example of... The women's movement... when... When... women... and consequently...。核心语义词:Feminism... plagued by... radicalism... deserve equal rights... faced with the threat... labelled radical... women back down from their worthy calls... participate in their own oppression。

①句引入例子“女权主义”。Feminism 重读,后微顿,提示引入新话题;a perfect example of this phenomenon 表明新话题与 I 段所述现象之间的例证关系,提示后文围绕此展开。

②句介绍女性运动现状:常被指责为激进主义,导致其陷入困局。The women's movement 升调,后微顿,提示其主语地位,women 重读,呼应①句 Feminism;plagued、stereotypes、misrepresentations... media、accusations... man-hating... radicalism 重读,体现女性运动的艰难状况;basic、simply 重读,women deserve equal rights in all facets of life 一字一顿、顿挫读出,体现 when 表明的转折逻辑;尽管女权主义的诉求不激进,但仍被各种负面印象和指摘困扰。

③句指出激进分子这一标签对女权运动的压制效应。When 重读,提示后文所述情况为重点;radical 重读,women 后微顿,back down from their worthy calls 一字一顿读出,呼应 I 段人们被贴上激进分子标签后被压制、屈服的情况;consequently 重读,participate in their own oppression 点明这种反应的后果。

III It has gotten to the point that many women are afraid to call themselves feminists because of the stigma attached to the word. If people refuse to be controlled and intimidated by stigmas, the stigmas lose all their power. Without fear on which they feed, such stigmas can only die.

介绍女权主义的现状以及演讲者认为人们被贴上激进分子标签时该持的态度。话语标记词:It has gotten to the point that... because of... If... stigmas... Without fear...。核心语义词:women are afraid to call themselves feminists... the stigma... refuse to be controlled and intimidated by stigmas... lose all their power... such stigmas can only die。

①句介绍女权主义的现状:多数女性不敢自称女权主义者。gotten to the point 引出女权主义的现状;afraid 重读,凸显女性的害怕心理,呼应 I 段 terrified;stigma 重读,凸显女性不敢自称女权主义者的原因。

②③句提出人们被贴上激进分子标签时该持的态度:拒绝被污名控制与胁迫。If 重读,引出人们被贴上激进分子标签时该持的态度;refuse 重读,点明正确的态度为拒绝被污名所左右;lose all their power、can only die 一字一顿读出,表明如果拒绝被污名控制、胁迫,污名就不具杀伤力。



IV ^[17] To me, a radical is simply someone who rebels against the norm or advocates a change in the existing state of affairs. On close inspection, it becomes clear that the norm is constantly evolving and therefore is not a constant entity.

介绍演讲者对激进分子的定义。话语标记词: To me... a radical is... someone who... On close inspection, it becomes clear that... and therefore...。核心语义词: rebels against the norm... advocates a change in the existing state of affairs... the norm is constantly evolving... is not a constant entity。

①句介绍演讲者对激进分子的定义。To me 后微顿,提示其后引出演讲者自己的看法;a radical... rebels against the norm, advocates a change 重读,凸显演讲者对激进分子的定义;反抗常态、主张变革。

②句解释常态。it becomes clear 后微顿,提示后文为主语从句解释 it; norm 重读,后微顿,凸显其话题地位; constantly evolving... not a constant entity 重读,凸显常态的特点:在不断演变。

V So why then is deviation from the present situation such a threat when the state of affairs itself is unstable and subject to relentless transformation?

提出疑问:为何激进分子会是一种威胁?话语标记词: So why then... when...。核心语义词: deviation from the present situation... threat... unstable and subject to relentless transformation。

Why then 后停顿, why 重读,提示后文承接上文叙述提问; deviation... present situation 重读,后微顿, threat 重读,凸显问题:为何背离现状是一种威胁。unstable... subject... relentless transformation 重读,强调现状是不稳定、不完美的,需要不断革新,呼应IV段的 the norm is constantly evolving。

VI It all goes back to maintaining the power of those who have it and preventing the right of those who don't. In fact, when we look at the word "radical" in a historical context, nearly every figure we now hold up as a hero was considered a radical in his or her time. Radicals are people who effect change. They are the people about whom history is written. Abolitionists were radicals; civil rights activists were radicals; even the founders of our country in their fight to win independence from England were radicals. Their presence in history has changed the way our society functions, mainly by shifting the balance of power that previously existed. Of course, there are some radicals who've made a negative impact on humanity, ^[18] but undeniably, there would simply be no progress without radicals. That being said, next time someone calls me a radical, I will accept that label with pride.

作出回答,并发表演讲者自己对激进分子的观点。话语标记词: It all goes back to... In fact, when we... Radicals... They... Their presence in history... Of course, there are... but undeniably... That being said... I will. 核心语义词: maintaining the power of those who have it and preventing the right of those who don't, Radicals are people who effect change, there would simply be no progress without radicals。

①句对V段的提问作出回答:因为要维护那些拥有权力的人的权力,阻止那些没有权力的人拥有权利。It all goes back to 先升调后降调,提示后文追溯缘由; maintaining the power of those who have it, preventing the right of those who don't 顿挫读出,凸显缘由。

②—⑥句分析激进分子对社会的意义:引发社会变革,促进社会进步。②句 radical、historical 重读,将视角放入历史背景中来评价激进分子; nearly every figure 一字一顿读出, hero、radical 重读,凸显历史情况之普遍:我们现在举出的英雄在他们的时代都被认为是激进分子。③句 Radicals 升调读出, effect change 重读,凸显激进分子的影响。④句 history... written 重读,凸显激进分子的地位:历史书写的对象。⑤句 Abolitionists、civil rights activists、even the founders 重读,列举历史上的激进分子,例证②句所述内容:英雄在他们的时代都是激进分子。⑥句 presence in history 重读,后微顿,总述历史概况,回应②句 historical context; changed... functions 重读,凸显激进分子的影响,呼应③句 effect change; mainly... shifting... balance of power 重读,凸显激进分子改变社会的方式。⑦句 Of course、negative 重读,让步指出激进分子的消极影响, but undeniably、no progress 重读,转折指出激进分子的积极影响:促进社会进步。

⑧句表明演讲者对激进分子的态度:赞赏。That being said 重读,提示后文进行转折; me 重读,提示演讲者将以自身举例; accept 重读, with pride 一字一顿读出,凸显演讲者对激进分子的赞赏态度。



[问题分析]

Q16: What usually happens when people are accused of being radical?

Q17: What is the speaker's definition of a radical?

Q18: What does the speaker think of most radicals in the American history?

Q16: What、happens 重读,提示询问发生的事情,accused of being radical 重读,将提问限定在人们被指责为激进分子的情况。

Q17: What、definition、radical 重读,提示询问演讲者对激进分子的定义。

Q18: What、think、most radicals 重读,提示询问演讲者对激进分子的看法。



三、试题精解

16. 当人们被指责激进时,通常会发生什么?

A) 他们往往会沉默、屈服。

C) 他们会为自己是先驱者而感到自豪。

B) 他们发现很难为自己辩解。

D) 他们或多或少会受到鼓舞。

[设题要点] 引出话题处(Accusing individuals or groups of being radical often serves to...)。

[答案精析] A。I 段指出,指责个人或团体激进往往会压制他们的声音,进而使他们屈服,A 原词复现,故正确。B 由常理“人们被指责时常会辩解”捏造而来。C、D 中 proud、encouraged 均与首句 terrified 相悖。

17. 说话人对激进分子的定义是什么?

A) 提倡用暴力实现变革的人。

C) 为保护受压迫者的利益而行动的人。

B) 渴望不断变革的人。

D) 反抗现存社会秩序的人。

[设题要点] 下定义处(To me, a radical is simply someone...)。

[答案精析] D。IV 段首句指出“激进分子就是那些反抗常态或主张改变事态现状的人”,D 中 rebels against the existing social order 是对句中 rebels against the norm... in the existing state of affairs 的同义改写,故正确。A 基于 VI 段③句 Radicals... effect change 凭空添加新信息“暴力”。B 将 IV、V 段分别用以说明常态特点的 constantly evolving、relentless transformation 偷换为激进分子的目标。C 由 II 段 oppression 暗示的“女性被压迫”及常识“女权主义保护受压迫女性的利益”主观臆断而来,并非说话人对激进分子的看法。

18. 说话人如何看待美国历史上的大多数激进分子?

A) 他们试图通过暴力实现社会变革。

C) 他们是进步的推动力量。

B) 他们破坏了美国的社会稳定局面。

D) 他们对人类的危害大过益处。

[设题要点] 转折处(Of course, there are... but undeniably, there would...)。

[答案精析] C。C 契合 VI 段倒数第二句信息“没有激进分子就没有进步”。A 错误原因同 17 题 A。B 将 VI 段倒数第三句 changed the way our society functions... by shifting the balance of power that previously existed 传达的“激进分子的贡献”歪曲为“破坏国家稳定”的行为。D 违背“Of course... but undeniably...”传达的“虽有消极影响,但总体上推进了人类社会的进步”的逻辑。



四、全文翻译

什么是“激进分子”?如今,人们似乎很害怕这个词,特别是害怕被贴上这个标签。指责个人或团体激进往往会压制他们的声音,进而使他们屈服,从而维持事态现状,更重要的是,这样会维护少部分精英人士的权力,而这些人 在西方社会中大多是富有的白人男性。

女权主义就是这种现象的一个典型例子。女性运动一直困扰于人们的刻板印象、媒体的歪曲以及外界对其厌男和激进主义的指责,尽管女权主义的基本诉求仅仅是女性在生活的各个方面享有平等的权利。当面临被贴上激进分子标签的威胁时,女性就会放弃呼吁自己应有的权益,从而加入到对自己的压迫中去。

现在已经到了许多女性不敢自称女权主义者的地步,因为这个词自带污名。如果人们拒绝被污名控制和恐吓,污名就会失去其所有的影响力。没有了赖以生存的恐惧,这些污名就只能消亡。



对我来说,激进分子就是那些反抗常态或主张改变事态现状的人。仔细观察就会发现,常态很明显是在不断演变的,因此,它不是一个恒定的存在。

那么,为什么在事态本身状况就不稳定、会不断变化的情况下,背离现状是一种威胁呢?

这一切都源于要维护那些拥有权力的人的权力,阻止那些没有权力的人拥有权利。事实上,当我们在历史背景下看“激进分子”这个词时,几乎每一个我们现在视为英雄的人物在他或她的时代都被认为是激进分子。激进分子是那些引燃变革的人。他们是历史书写的对象。废奴主义者是激进分子;民权活动家是激进分子;甚至我们国家的开国元勋在争取脱离英国、赢得独立时也是激进分子。他们在历史上的存在改变了我们社会的运作方式,主要通过改变先前存在的权力天平。当然,也有一些激进分子对人类造成了负面影响,但不可否认的是,没有激进分子就没有进步。话虽如此,如果下次有人叫我激进分子,我会骄傲地接受这个称呼。

Recording Two 人的社会性:必受其环境影响



一、听前预测

19. A) Few of us can ignore changes in our immediate environment. B) It is impossible for us to be immune from outside influence. C) Few of us can remain unaware of what happens around us. D) It is important for us to keep in touch with our own world.	20. A) Make up his mind to start all over again. B) Stop making unfair judgments of others. C) Try to find a more exciting job somewhere else. D) Recognise the negative impact of his coworkers.
21. A) They are quite susceptible to suicide. B) They improve people's quality of life.	C) They suffer a great deal from ill health. D) They help people solve mental problems.

[看选项关键词预测问题]

19. 各项语义均围绕“我们与外在环境的关系”展开描述(我们无法忽视环境变化、无法免受外来影响、必然会意识到环境变化、要掌握自身所处世界的情况),推测题目询问人与其外在环境关系的相关信息。听时注意区辨关系指向“人对于外界情况的反应/了解(A、C、D)”还是“外界环境对人的影响(B)”。

20. 各项均为动词原形开头,核心均指向“改善现状(重新开始、不再做不公的评判、换一份更振奋人心的工作、认清自己受到的消极影响)”,再结合复现词 his,可推测题目询问某男士为改善现状所打算做的事/说话者对男士改善现状的建议。

21. 各项主语均为 They,分别涉及“身体健康状况(A、C)”与“对人们生活/心理健康的帮助(B、D)”。由此可推知 They 指代某类专注改善人类心理健康的人(可大胆推测为“心理医生/咨询师”),题目询问该人群的相关细节。听时注意区辨提及该类人群时关注点在“其自身健康状况”还是在“其对他人健康所发挥的作用”。

[看选项复现词预测主题] 联系 19 题核心主题“人与其所处环境之间的关系”,以及 20 题中 C、D 的某男士(his)更换/认清自己所处的环境与 21 题的某一类人(They)的情况,可推测录音可能先阐释了这一关系的一项普适规律,随后举个人与群体的例子进行阐述。



二、录音分析

I ^[19] We are very susceptible to the influence of the people around us. For instance, you may have known somebody who has gone overseas for a year or so and has returned with an accent, perhaps. We become part of our immediate environment. ^[19] None of us are immune to the influences of our own world, and let us not kid ourselves that we are untouched by the things and the people in our life.

阐明话题“人人都受环境影响”。话语标记词: We are... We become... None of us are... , and let us...。核心语义词: very susceptible to the influence of the people around... part of our immediate environment... immune to the influences of our own world... not kid ourselves。

①②句借“归国者说话或带异国腔”例证“周围人对我们的影响很大”。We 升调重读,预示下文所述内容涉及“普罗大众”;very susceptible 重读,influence 升调,点明一个人人适用的规律“十分容易受到周围人的影响”。For instance 后停顿,引出例证;gone overseas 升调,returned 与 accent 依次重读,凸显归国的人受外国环境影响的变化“说话或带外国口音”。

③句解释原因“我们会融入当下的环境”。We 升调,预示从个例转回普遍规律论述;become part 与



immediate environment 重读,强调我们容易受影响的原因:我们会入“乡”随俗,主动模仿新群体、适应新事物。

④句作出总结“不要自欺欺人,无人能免受环境影响”。None of us,immune 重读,强调“人人都受环境影响”;not kid ourselves、untouched 均重读后停顿,驳斥“人不会受环境影响”的错误观念。

II Fred goes off to his new job at a factory. Fred takes his 10-minute coffee break, but the other workers take a half an hour. Fred says, “What’s the matter with you guys?” Two weeks later, Fred is taking 20-minute breaks. A month later, Fred takes his half hour. Fred is saying, “If you can’t beat them, join them. Why should I work any harder than the next guy?”

以 Fred 的个人经历例述“人会被环境改变”。话语标记词: Fred goes off to... takes... but the other workers take... Two weeks later, Fred is taking... A month later... 核心语义词: new job... 10-minute coffee break... a half an hour... join them.

①②③句介绍 Fred 初到新工作环境时的状态“休息时间短,工作积极性高”。Fred 人名重读后微顿,提示录音转入介绍个人事例;goes off 重读、new job 升调,点明 Fred 个人经历的大背景“找了新工作”;but 对立两大相似语流结构(升调后重读): Fred... 10-minute coffee break vs other workers... a half an hour,强调 Fred 在休息时长上(即工作努力程度上)与周围人的差异;Fred says 停顿后引出反问句,暗示 Fred 对他人休息时间过长的反对态度。

④⑤⑥句描述 Fred 适应新工作环境后的变化“休息时间变长,工作积极性减弱”。Two weeks later 升调,预示情况有变;20-minute breaks 降调重读、A month later 再次升调、half hour 重读,勾勒 Fred 逐渐顺应周围人行为的“情化”过程“休息更长时间”;Fred is saying 升调,引出 Fred 的新态度;can’t beat them,join them 重读,说明其改变“加入/顺应周围人”;Why should 反问,work any harder 升调重读,表明其对“努力工作的不认可”,与先前“反对过长的休息时间、主张努力工作”形成强烈对比。

III The fascinating thing about being human is that generally we are unaware that there are changes taking place in our mentality. It is like returning to the city smog after some weeks in the fresh air—only then do we realize that we have become accustomed to the nasty smells. Mix with critical people and we learn to criticize; mix with happy people and we learn about happiness.

基于 Fred 个例,总结普遍规律“人难以察觉环境对自己的同化”。话语标记词: The fascinating thing about being human is... It is like... Mix with... and we learn... 核心语义词: unaware... changes... in our mentality... critical people... criticize... happy people... happiness.

①②句先指出“环境的影响难以被人察觉”。fascinating thing、being human 分别升调,提示录音关注对象转回“人类全体”;unaware、changes、mentality 重读,点明普遍规律“人类无法意识自己正在被环境改变”。like 升调,提示下文进行举例论证: returning to the city smog 与 after some weeks... fresh air 语调一升一降,勾勒“空气质量优良→空气质量低劣”的两极化环境转变,only then、do we realize 双重重读,强调人类只有在环境发生如此明显转变时才能意识到环境对自己的影响,以此论证“人几乎是无法察觉自己被环境改变了”。

③句后对比论证“不同环境对人的不同影响”。两个 Mix with... and we learn... 结构语调均先升后降,形成“挑剔不满 vs 快乐满足”的对立,强调“近朱者赤,近墨者黑”。

IV What this means is that we need to decide what we want from life and then choose our company accordingly. You may well say, “That is going to take some effort. It may not be comfortable. I may offend some of my present company.” Right, but it is your life.

进而给出总体建议“要根据自己的需求选择朋友”。话语标记词: What this means is that we need to... and then... You may well say... Right, but... 核心语义词: decide what we want from life... choose... company accordingly... take some effort... not be comfortable... offend... present company... it is your life.

①句点明建议“依需择友”。What this means、we need 重读,预示下文将说明上文“人难以察觉环境对自己的同化”这一普遍规律(this 所指)对人类行为的指导意义;want from life 与 choose... company accordingly 均重读,强调两大指导意见: 决定自己想从生活中获得什么→依需择友。

②③句进而强调“不要因为困难重重就放弃依需择友”。You may well say 停顿,引出可能存在的反对观



点;take...effort,not...comfortable/offend...present company 依次重读,罗列反对“依需择友”的理由:重新择友耗精力,并不轻松,还会冒犯现有朋友。Right 重读,先肯定这些情况都确实存在,but 微顿,your life 重读,转而强调“但不能因为困难重重就放弃依需择友,要对自己的人生负责”。

V Fred may say, “I’m always broke, frequently depressed. I’m going nowhere and I never do anything exciting.” Then we discover that Fred’s best friends are always broke, frequently depressed, going nowhere and wishing that life was more exciting. This is not a coincidence. Nor is it our business to stand in judgment of Fred. ^[20] However, if Fred ever wants to improve his quality of life, the first thing he’ll need to do is recognize what has been going on all these years.

再次以 Fred 的个人经历为例,重申“要注重择友”。话语标记词: Fred may say... Then we discover that Fred’s best friends are... This is... Nor is it... However, if... the first thing he’ll need to do is... 核心语义词: always broke, frequently depressed... going nowhere... never do anything exciting... not a coincidence... wants to improve his quality of life... recognize what has been going on.

①②句介绍 Fred 与其朋友相似的困窘处境。Fred may say 升调微顿,预示下文再次引入 Fred 的个人事例进行例证;其中 Fred 的情况与其挚友的情况重复了 always broke、frequently depressed、going nowhere 表达,可知 Fred 与其挚友均面临“心态消极且生活困顿”的处境。

③④⑤句建议 Fred“要想改变现状必须先反思自己的交际圈”。not a coincidence 重读,给出说话者评价“这不是巧合而是必然”;Nor 升调,our business、judgment of Fred 重读,先让步表示“要是 Fred 自己就想过这种生活,那他人也没有什么立场去插嘴”;However 停顿,提示引出与前文的“不插嘴”相反的态度;给出建议;improve、life 重读,提示建议的目的;first thing、do 重读,提示关注后文的建议内容;recognize 后停顿,what has been going on 重读,明确建议“改善生活从反思交际圈开始”。

VI It’s no surprise that doctors as a profession suffer a lot of ill health because they spend their lives around sick people. ^[21] Psychiatrists have a higher incidence of suicide in their profession for related reasons. Traditionally, 9 out of 10 children whose parents smoke smoke themselves. Obesity is in part an environmental problem. Successful people have successful friends. And so the story goes on.

借“环境同化人的例子举不胜举”呼应首段“人人必受环境影响”,收束全文。话语标记词: It’s no surprise that doctors... because... Psychiatrists have... children... Obesity is in part... Successful people have... And so... 核心语义词: suffer a lot of ill health... lives around sick... higher incidence of suicide... parents smoke smoke themselves... environmental problem... successful friends... the story goes on.

①至⑤句列举各类人群被环境同化的例子。It’s no surprise 重读提示引出常见现象:doctors 升调,明确下文涉及“医生行业”;because 语速较快,连接 suffer... ill health 与 lives around sick people 两大重读且近义的表达,强调“充满病人的工作环境对医生自身健康的同化作用”。Psychiatrists 升调,进而聚焦“精神病医生”;higher incidence of suicide 重读,强调身处心理不健康病人环境的严重危害“更可能自杀”。其后所列的三大事例,均采用先升调后重读的语流结构,强调抽烟、肥胖、成功也均可由环境同化而来。

⑥句总结:环境同化人的例子不胜枚举。so 重读,goes on 升调且语速放缓,总结强调“人被环境同化”的情况十分普遍,暗含呼吁“注重选择个人环境”。

【问题分析】

Q19: What does the speaker say about us as human beings?

Q20: What does the speaker say Fred should do first to improve his quality of life?

Q21: What does the speaker say about psychiatrists?

Q19: say 重读,us 停顿,human beings 重读,明确考查要点“我们人类普遍存在的现象”。

Q20: Fred,do first 重读,提示题目询问“Fred 首先要做的事”,improve his quality of life 点明目的“提高其生活品质”。

Q21: say 与 psychiatrists 重读,锁定考查要点“精神病医生普遍存在的现象”。





三、试题精解

19. 关于我们人类,说话者说了什么?

A) 我们中很少有人能忽视眼前环境的变化。

C) 我们中很少有人能对周围发生的事一直一无所知。

B) 我们不可能不受外界的影响。

D) 与世界保持联系对我们来说十分重要。

【设题要点】开篇话题引出处及绝对词强调处(We are very... None of us are...)。

【答案精析】B。首段开篇即点明“我们十分容易受到周围人的影响”,随后借归国者讲话带异国腔举例论证,最后总结道“我们中没人能免受自身所处世界的影响,别再自欺欺人了”,B复现总结句。A、C将录音所说“外界环境对人的影响”缩窄偷换为“人对外在环境变化的感知情况/能力”。D将末句“没人能免受所处世界的影响,不要自欺欺人”暗传的“应该重视/了解所处世界对我们的影响”偷换为“应该与所处世界保持联系”,事实上“外界影响不可避免”恰恰说明“联系无法割断”,也就无所谓“是否该保持联系”。

20. 说话者认为,Fred 要想提高自身的生活品质,首先要做什么?

A) 下定决心,重新开始。

C) 试着到其他地方找份更令人兴奋的工作。

B) 停止对他人的不公评判。

D) 认清同事们对他带来的消极影响。

【设题要点】转折兼新信息引出处(However, if...)。

【答案精析】D。V段末句指出“如果 Fred 要想提高生活品质,首先要做的就是认清自己这些年都经历了什么”,回看 II 段 Fred 近年经历“换了份新工作,受新同事的影响而降低了工作积极性(休息更多而非更加努力工作)”,可知他这些年受到了同事们的消极影响,D 正确。A 利用常见的改善生活的建议“重新开始”干扰,录音中并未提及。B 利用 V 段④句 Nor is it our business to... judgment 捏造干扰,首先该句文意为“说话者无资格评判 Fred”而非“Fred 不应评判他人”,其次此并非说话者的真正建议,只是插入的调侃性内容。C 利用 V 段 Fred 到新工厂工作的状态“一事无成、从未做任何激动人心的事儿”捏造说话者未提及的建议“换一份更振奋人心的工作”。

21. 关于精神病医生,说话者说了什么?

A) 他们选择自杀的可能性很高。

C) 他们因健康状况不佳而饱受痛苦。

B) 他们提高了人们的生活质量。

D) 他们帮助人们解决心理健康问题。

【设题要点】概括举例处(It's no surprise that doctors as a profession... Psychiatrists...)

【答案精析】A。A 同义复现末段②句:精神病医生也更可能会在其(与精神病患持续接触的)职业生涯中选择自杀。B 利用 V 段末句 improve his quality of life 干扰,但这是说话者对 Fred 的建议“认清其受到的消极影响”的作用,而非精神病医生所发挥的作用。精神病医生是医生行业的一个极端例子,C 将精神病医生所受到的消极环境影响“自杀”轻描淡写为“健康状况不佳(ill health)”。D 利用常识“精神病医生帮人们治疗心理疾病”干扰,但这并非说话人提及精神病医生的用意。



四、全文翻译

我们很容易受到周围人的影响。举个例子,你或许认识一个出国一年左右的人,这个人回国后说话可能会带着异国腔调。我们会融入我们当下所处的环境。没有人能免受自身所处世界的影响,所以不要自欺欺人地认为“自己没有受到生活中的事与人的影响”。

弗雷德到一个新工厂工作。他一般会花 10 分钟喝咖啡休息,但其余工人却会花上半个小时。弗雷德说:“你们这帮人怎么回事?”两周后,弗雷德花 20 分钟休息。一个月后,他也花半个小时休息了。他说:“如果你没办法改变别人,就加入他们。我为什么要比其他更卖力干活呢?”

人类的奇妙之处在于:我们通常无法意识到自己的心态正在发生转变。这就像是呼吸了数周的新鲜空气后再度呼吸城市的雾霾,直到那时我们才意识到——我们已经习惯了这些难闻的气味。和挑剔的人生活相处,我们学会了批判;和快乐的人生活相处,我们懂得了幸福。

这意味着,我们需要确定我们想从生活中获得什么,然后相应地选择我们的伙伴。你很可能说,“这么做挺耗精力,可能并不轻松。我可能会因此得罪我现有的一些伙伴。”也没错,但这可是你自己的生活啊。

弗雷德要是说:“我总是没钱花,也经常沮丧。我一事无成,生活也枯燥无味。”那么我们会发现,弗雷德的



挚友们也总是囊中羞涩、时时沮丧、无所事事,希望生活能更精彩。这并不是巧合,(当然)这也不是我们能评头论足的。然而,如果弗雷德想改善其生活品质,他首先要做的就是认清他这些年都受到了哪些影响。

医生是一个罹患诸多疾病的职业,这不足为奇,毕竟他们一生都在和病人打交道。同样,精神病医生也会有更高的几率在其职业生涯中选择自杀。那些父母抽烟的孩子,历来都是十个里有九个自己也会抽烟。肥胖在某种程度上也是一个环境问题。成功人士也会结交成功的朋友。这样的例子真是数不胜数。

Recording Three 美钞



一、听前预测

22. A) Few people can identify its texture . B) Few people can describe it precisely. C) Its real value is open to interpretation. D) Its importance is often over-estimated .	23. A) It has never seen any change . B) It has much to do with color . C) It is a well-protected government secret . D) It is a subject of study by many forgers .
24. A) People had little faith in paper money . B) They could last longer in circulation. C) It predicted their value would increase . D) They were more difficult to counterfeit .	25. A) The stabilization of the dollar value. B) The issuing of government securities . C) A gold standard for American currency. D) A steady appreciation of the U. S. dollar.

[看选项关键词预测问题]

22. 四项均指向“某物(its/it/Its)”,各项均指向人们对这一事物的认知情形,故推测题目询问人们对于某物的认知情形(质地、价值、重要性等)。

23. 四项均为完整句,主语均为 It,指向某物的性状(change、color)或重要性(government secret、study by forgers),推测题目询问某物的具体情形。联系 22 题可推测,两题中 It 可能同指或密切相关。

24. B、C、D 均指向“某物(They、their)的优势(更加持久、更高价值、更难伪造)”,A 指向“纸币(paper money)的劣势(人们对其没有信心)”,可推测 They/their 代指与“纸币”相对应的“某种货币”,题目询问该货币处于某种有利情形的原因。

25. 四项均为名词短语,选项核心语义(稳定美元价值、发行政府证券、实行金本位制、美元稳步升值)均指向“与货币相关的经济政策”,且施行者均指向“美国政府”,故推测题目问及美国政府的货币政策观点。

[看选项复现词预测主题]选项复现词分为三类:一、“货币”相关表达,如 paper money、American currency、U. S. dollar;二、“性状”相关表达,如 texture、change、color;三、“价值”相关表达,如 real value、value would increase、stabilization of the dollar value;故推测录音主题为一种美国货币。



二、录音分析

I Virtually every American can recognize a dollar bill at a mere glance. Many can identify it by its sound or texture. ²² But few people indeed can accurately describe the world's most powerful, important currency.

指出美国人对于美钞的认识不足,开启下文对美钞的介绍。话语标记词:Virtually every American... Many... But few people... 核心语义词:recognize a dollar bill at a mere glance... identify it by its sound or texture... accurately describe the... currency.

①句说明“几乎所有美国人”对美钞的认知。Virtually every American 语调上扬,提示①句讨论角度为“几乎每个美国人”,至 a dollar bill 语调回落,明确认知对象“美钞”,其后停顿,引出 at a mere glance(只需一眼),强调认出美钞速度之快/对美钞颇为熟悉。

②句说明“许多美国人”对美钞的认知。Many 重读且随后停顿,提示②句讨论角度为“许多美国人”,sound(升调)与 texture(降调)以识别凭据(声音与质地)强调对美钞有一定了解。

③句说明“极少数美国人”对美钞的认知。few people 联合 indeed 一道重读,结合 But 的转折功能,提示③句以“极少数美国人”的角度展开,且为句群语义重点所在;accurately 与 powerful、important 均重读,强调绝大多数美国人对美钞这一最强大货币缺乏准确认知,从而开启下文对美钞的详细介绍。



II The American dollar bill is colored with black ink on one side and green on the other; ²³ the exact composition of the paper and ink is a closely guarded government secret. Despite its weighty importance, the dollar bill actually weighs little. It requires nearly 500 bills to tip the scales at a pound. Not only is the dollar bill lightweight, but it also has a brief life span. Few dollar bills survive longer than 18 months.

描述美钞的性状特征。话语标记词: The American dollar bill is colored... the exact composition... Despite its weighty importance... It requires... Not only... but it also... Few dollar bills...。核心语义词: black ink on one side and green on the other... closely guarded government secret... weighs little... a brief life span。

①句描述美钞的颜色及成分。The American dollar bill 语调上扬,提示将要展开对“美钞”的具体描述, colored 升调,引出美钞的颜色特征描述, black ink, green 重读, one side, the other 一升一降,明示美钞的颜色特征“一面用黑墨着色,另一面用绿墨着色”; exact composition 与 closely guarded government secret 一词一顿且重读,强调“美钞的具体成分是高度机密”。

②③句描述美钞的重量。Despite 语调上扬,提示注意句内呈转折逻辑, actually 重读,引出美钞事实上“重量很轻”; 500(重读)、a pound 以数字对比进一步凸显美钞重量之轻。

④⑤句描述美钞的使用寿命。Not only, also 慢速重读,提示注意句内的两个并列成分, lightweight 重读,承上重申美钞的重量特征, brief life span 重读且语速放慢,启下强调美钞“使用寿命短”的特征; Few 升调重读, 18 慢读,进一步阐述美钞的寿命之短。

III The word “dollar” is taken from the German word “thaler,” the name for the world’s most important currency in the 16th century. The thaler was a silver coin first minted in 1518 under the reign of Charles V, Emperor of Germany.

介绍“dollar(美元)”一词的来源。话语标记词: The word “dollar”... the name... The thaler...。核心语义词: taken from the German word “thaler”... the world’s most important currency in the 16th century... a silver coin。

①句说明“dollar(美元)”一词的来源。word, the German word 语调上扬,提示互相关联的双方, dollar, thaler 重读,明确关联对象; name 升调,回指 thaler,引出对该词的阐释, important 重读, 16th 慢读,说明德币曾经的重要地位,从而构建两种重要货币之间的联系。

②句介绍德币“thaler(泰勒)”的产生。The thaler 升调且随后停顿,提示本句就 thaler 展开进一步介绍; a silver coin, 1518 后停顿,凸显 thaler 的质地及诞生时间; Charles V 慢读且随后停顿,引出对查理五世的说明。

IV The concept of paper money is a relatively recent innovation in the history of American currency. When the Constitution was signed, people had little regard for paper money because of its steadily decreasing value during the colonial era. ²⁴ Because of this lack of faith, the new American government minted only coins for common currency. Interest-bearing bank notes were issued at the same time, but their purpose was limited to providing money for urgent government crises, such as American involvement in the War of 1812.

阐述美钞曾经的地位及用途。话语标记词: The concept of paper money... When the Constitution was signed... Because of this lack of faith... Interest-bearing bank notes...。核心语义词: a relatively recent innovation... little regard for paper money... minted only coins for common currency... providing money for urgent government crises。

①句概述指出美钞的出现时间较晚。concept, paper money 重读,强调新的论述重心“纸币概念”; relatively recent innovation 慢读,概括纸币概念的特征“相对较近的一项创新”。

②③句对比指出在美国建国之初,纸币和硬币的地位差别。When 升调,引出“宪法签署时/美国建国之初”的情况; little, paper money 重读,强调人们的态度“对纸币不予关注”, steadily decreasing value 慢读,解释纸币遇冷的原因“在此前的殖民地时期价值不断下降”; this lack of faith 升调,承接上文人们对于纸币的消极态度,同时引出这一态度所导致的结果, new American government 升调重读,提示注意随后所述的美国新政府行为, only coins 重读, common currency 慢读,明示美国新政府的铸币行为“仅铸造硬币作为通用货币”。



④句指出美国计息纸币发行之初的用途。Interest-bearing bank notes 重读且语调上扬,引出本句论述对象“计息纸币”的相关信息;purpose后短暂停顿,引出计息纸币的发行目的;limited重读,概述指出其用途十分有限;providing慢速重读且语调上扬,crises重读,强调计息纸币的有限用途“为紧急的政府危机提供资金”;such as升调,引出对政府危机的举例说明。

V The first noninterest-bearing paper currency was authorized by Congress in 1862, at the height of the Civil War. At this point, citizens' old fears of devalued paper currency had calmed, and the dollar bill was born. The new green colored paper money quickly earned the nickname “greenback.”

介绍美钞真正得以流通的际遇。话语标记词: The first noninterest-bearing paper currency... At this point... The new green colored paper money...。核心语义词: authorized by Congress in 1862... the dollar bill was born... the nickname “greenback”。

①②句介绍美钞的真正诞生。first、noninterest-bearing(其中 first 升调、noninterest 慢读)强调本段所述纸币的特点“新式”“无息”,与上文所述的旧式计息纸币相区别;authorized升调重读,引出首批无息纸币发行的批准方“国会”及批准时间“1862年”;height(升调)、Civil War(降调)重读,强调首批无息纸币获批的事件背景“美国内战战况激烈”;At this point其后停顿明显,引出市民此时的反应;old fears重读、and升调、born重读,强调递进逻辑及因果链条“市民对贬值纸币的旧日恐惧平息→美钞就此诞生”。

③句说明人们对于新式美钞的态度。new green colored慢读,凸显新一批纸币的特征;nickname升调且随后停顿,引出纸币的绰号,greenback明确纸币绰号“绿背纸币”,暗传人们对新一批美钞欣然接受的态度。

VI Today, the American dollar bill is a product of the Federal Reserve, and is issued from the twelve Federal Reserve banks around the United States. The government keeps a steady supply of approximately two billion bills in circulation at all times.

说明现今美钞的流通情况。话语标记词: Today, the American dollar bill... and is issued... The government...。核心语义词: a product of the Federal Reserve... from the twelve Federal Reserve banks... a steady supply。

①句说明美钞的发行情况。Today升调、the American dollar bill后停顿,明示讨论核心“如今美钞的情况”,a product of the Federal Reserve先升后降,说明美钞如今的归属者“美联储”;issued重读且随后停顿,引出美钞如今的发行机构“12家联邦储备银行”。

②句说明美钞的供应情况。The government升调重读,提示本句说明政府行为,steady supply、two billion bills、circulation和all times均重读,明确美国政府对美钞的供应情况“长期保持足额、稳定”。

VII Controversy continues to surround the true value of the dollar bill. ²⁵ American history has seen generations of politicians argue in favor of a gold standard for American currency. However, for the present, the American dollar bill holds the value that is printed on it, and little more. The only other guarantee on the bill is a Federal Reserve pledge as a confirmation in the form of government securities.

介绍政治家对美钞价值的争论。话语标记词: Controversy continues... American history has seen... However, for the present... The only other guarantee on the bill...。核心语义词: the true value of the dollar bill... a gold standard for American currency... the value that is printed on it... Federal Reserve pledge。

①②句说明争论内容。Controversy升调重读、true value慢速重读,提示下文论述核心“围绕美钞真正价值的争论”;American history、generations of politicians重读,明示争论方为“美国历史上历代政治家”,argue降调并随后停顿,引出争论内容,gold standard重读,明确政治家的核心主张“美国货币实行金本位制”。

③④句以现实情况作结。However慢速重读,提示句间的转折逻辑;present重读,提示下文论述基于当前时间;the American dollar bill、the value后停顿,提示本句论述核心“美钞的价值”,重读的printed on it与little more借弱读的and实现联结,从而明确美钞价值“仅限于其面值”;only other guarantee on the bill其后停顿(其中only尤其重读),引出对于“美钞的唯一其他担保”的说明,并借重读的Federal Reserve pledge、confirmation、government securities明确其内容“以政府证券形式作为保证的美联储质押”。



[问题分析]

Q22: What does the speaker say about the American dollar bill?

Q23: What does the speaker say about the exact composition of the American dollar bill?

Q24: Why did the new American government mint only coins for common currency?

Q25: What have generations of American politicians argued for?

Q22: say 重读且其后停顿,提示问题类型“讲话细节”,American dollar bill 明确考查要点“关于美钞的讲话细节”。

Q23: say 重读且其后停顿,提示问题类型“讲话细节”,composition 与 American dollar bill 重读,锁定考查要点“美钞的成分”。

Q24: Why 升调慢读,提示考查类型“因果关联”,new American government 升调,且其后停顿,mint only coins 慢读且 coins 尤其重读,共同锁定考查要点“为何美国新政府仅铸造硬币(作为通用货币)”。

Q25: generations of American politicians、argued for 重读,明确考查要点“历代美国政治家支持的政策”。



三、试题精解

22. 关于美钞,说话人讲了什么?

A) 很少有人能够辨认出它的质地。

C) 它的真正价值可有不同诠释。

B) 很少有人能够准确地描述它。

D) 它的重要性往往被高估了。

[设题要点] 开篇引子处(Virtually every American can recognize a dollar bill... Many... But few people...).

[答案精析] B。B 复现 I 段③句“很少有人能够准确地描述这种世界上最强大、最重要的货币(结合前文可知指“美钞”)”。A 虽然复现 I 段②句“可以通过质地来识别它/美钞,但将主语“许多人(Many)”偷换为“很少人(Few)””。C 对 I 段③句错误推导:“极少人能够真正准确地描述美钞”是由于“人们对于美钞认识不足”,而非“美钞的价值具有多种诠释”。D 利用 I 段末 most powerful, important 干扰,但错将“美钞是世界上最重要的货币”这一事实曲解为“其重要性被高估”。

23. 关于美钞的确切成分,说话人怎么讲?

A) 它从未有过任何变化。

C) 它是政府严守的机密。

B) 它与颜色大有关联。

D) 它是许多伪造者研究的课题。

[设题要点] 细节描述处(the exact composition of the paper and ink...).

[答案精析] C。C+题干复现 II 段首句“美钞的纸张和墨水的确切成分是政府严守的秘密”。A 将 II 段首句 closely guarded 断章取义为“一直严守,从未改变”,但实际上该内容指“一直是政府严守的秘密(不一定未曾改变)”。B 利用 II 段首句 colored 与 the exact composition 杂糅干扰,但录音并未提及“美钞成分与颜色”的关联。D 利用常识干扰,录音并未提及“美钞伪造”相关内容。

24. 为什么美国新政府仅铸造硬币作为通用货币?

A) 人们对纸币几乎没有信心。

C) 政府预测它们的价值将会增加。

B) 它们经得住更长时间的流通。

D) 它们更难以伪造。

[设题要点] 因果细节处(Because of... the new American government minted only coins for common currency)。

[答案精析] A。A+题干复现 IV 段③句“由于(人们对纸币)缺乏信心,美国新政府仅铸造硬币作为通用货币”。B 利用 II 段末两句“纸币寿命短,很少有美钞能流通 18 个月以上”反向推导出“美国新政府仅铸造硬币作为通用货币的原因在于其流通时间长”,C 利用 IV 段②句“纸币在殖民时代价值逐步下降”反向推导出“美国新政府仅铸造硬币作为通用货币的原因在于预测到硬币的价值将会增加”,但二者均非录音所述“美国新政府仅铸造硬币作为通用货币”的原因。D 利用常识干扰,录音并未提及“美钞伪造”相关内容。

25. 历代美国政治家支持什么政策?

A) 稳定美元价值。

C) 美国货币实行金本位制。

B) 发行政府证券。

D) 美元稳步升值。

[设题要点] 事实细节处(American history has seen generations of politicians argue in favor of...).

[答案精析] C。C+题干复现 VII 段②句“历代美国政治家都主张美国货币实行金本位制”。A、D 均利用



Ⅶ段①句 the true value of the dollar bill 和③句 the American dollar bill holds the value 所表达的“美元价值”之意捏造干扰,但录音并未提及“令其稳定或提升”等政策。B 利用Ⅶ段末 government securities 干扰,但政府证券实为“美联储质押的保证形式”,而非“历代美国政治家支持的货币政策”。



四、全文翻译

几乎每个美国人都能一眼认出美钞。许多人可以通过声音或质地将其识别。但实际上,几乎没有人能够准确描述这种世上最强大、最重要的货币。

美钞一面用黑墨着色,另一面用绿墨着色;纸张和墨水的确切成分是政府严守的秘密。尽管美钞的重要性非常“重”,但实际上它的重量却很“轻”。达到一磅需要近 500 张钞票。美钞不仅重量轻,而且寿命短。很少有美钞能使用 18 个月以上。

“dollar(美元)”一词取自德语单词“thaler(泰勒)”,后者是 16 世纪世界上最重要货币的名称。thaler 是一种银币,于 1518 年德国皇帝查理五世统治时期首次铸造。

纸币的概念是美国货币史上相对较近的一项创新。宪法签署时,鉴于纸币的价值在殖民时代已是逐步衰减,人们几乎不重视它。由于这种信任匮乏,美国新政府仅铸造了硬币作为通用货币。虽然同时也发行了计息纸币,但其用途仅限于为紧急政府危机提供资金,如美国卷入 1812 年战争(注:美国与英国之间的战争,又称为第二次独立战争,是美国独立后第一次对外战争)。

1862 年,在美国内战最激烈之际,国会批准发行了首批无息纸币。此时,市民对纸币贬值的旧日恐惧已经平息,美钞就此诞生。新的绿色纸币很快赢得了“绿背纸币”的绰号。

如今,美钞是美联储的“产品”,并由美国各地的 12 家联邦储备银行发行。政府在任何时候都保持着约 20 亿张流通纸币的稳定供应。

围绕着美钞真正价值的争论仍在继续。历代美国政治家都主张美国货币实行金本位制。然而,就目前而言,美钞的价值仅等于所印面值,除此之外几乎再无其他价值。美钞另外的唯一担保便是以政府证券形式作为保证的美联储质押。

Part III Reading Comprehension

Section A

自我设限不可取



一、总体分析

来源:《棕榈滩邮报》1993.06.16 文章 Men more likely than women to make excuses(男性比女性更可能找借口)。脉络:引出现象“男性比女性更可能找理由开脱/为自己设限”(第一段)——进一步剖析“自我设限”现象(第二、三段)——借研究人员所述批驳“自我设限”的做法(第四段)。



二、选项分析

词性	选项	词义
名词	单数/不可数	A) contrary 1. the contrary 相反的事实(或情况) 2. on the contrary 与此相反 3. (sth)to the contrary 相反的(证据、陈述等)
		B) fatigue 1. 疲劳,劳累 2. 厌倦,疲乏
		I) momentum 1. 动力,势头 2. 动量
		K) potential 1. 潜力,潜质 2. 潜在性,可能性
		N) ruin 1. 破坏,毁坏 2. 破产,一无所有,失去工作(或地位等) 3. 祸根 4. 废墟,残垣断壁
	复数	G) legacies 1. 遗产,遗赠财物 2. 遗留,遗留问题,后遗症
		L) realms 1. 领域 2. 王国



词性		选项	词义
动词	原形	N) ruin	1. 破坏,毁坏,糟蹋 2. 使破产,破败
		E) hospitalized	就医,使住院
	-ed 分词	F) labeled	1. 贴标签于 2. label A (as) B 把 A 称为 B
		J) obsessed	1. 使痴迷,使着迷 2. 困扰,使心神不宁
	-ing 分词	D) heaving	1. 举起,拖,拉,抛 2. (强烈而有节奏地)起伏 3. 缓慢发出(声音、叹息等)
形容词		H) mastering	1. 掌握,精通 2. 掌控,控制
		A) contrary	1. 截然不同的,完全相反的 2. contrary to... 与……相对立的,相反的
		K) potential	潜在的,可能的
副词		M) reciprocal	相互的,互惠的
		C) heavily	1. 在很大程度上,大量地 2. 以猛力,沉重地 3. 缓慢而沉痛地 4. (喘气、打鼾等)粗重地
		O) viciously	1. 凶残地 2. 恶毒地,不怀好意地



三、真题精解

I ① Overall, men are more likely than women to make **excuses**①. ② Several studies suggest that men feel the need to appear **competent**② in all 26, while women worry only about the skills in which they've invested 27. ③ Ask a man and a woman to go diving for the first time, and the woman is likely to jump in, while the man is likely to say he's not feeling too well.

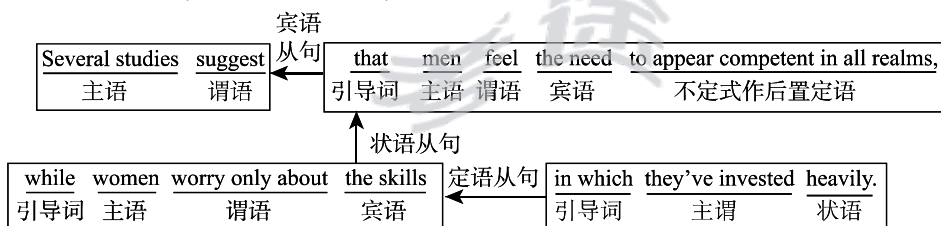
总的来说,男性比女性更可能找借口。一些研究表明,男性觉得有必要在所有领域都表现出有能力,而女性只担心自己已为之大量付出的技能。让一男一女首次尝试潜水,女性可能会(径直)跳进水中,而男性可能会说自己身体不太舒服。

· 词汇注释与难句分析 ·

①excuse [ɪk'skjuːs] n. 借口,理由

②competent [ˈkɒmpɪtənt] a. 有能力的,足以胜任的

Several studies suggest that men feel the need to appear competent in all realms, while women worry only about the skills in which they've invested heavily.



· 解题思路 ·

26. 答案:L) realms 27. 答案:C) heavily

【确定词性】空 26 位于 (be) competent in sth 结构中,且受 all 修饰,应为名词。空 27 所在定语从句“in which(引导词)+ they've invested(主谓)”结构完整(还原逻辑即 they've invested in the skills,先行词 the skills 在从句中充当介词宾语),空 27 应为副词,修饰谓语 invested。

【锁定答案】首句介绍现象“男性比女性更可能找借口”;②句指出,男性觉得有必要表现出能胜任所有 26,而女性只担心那些已对之 27 投入(精力、时间)的技能;③句假设具体情形说明首句所述现象。可



见,②句意在初步剖析成因,对比男女行为差异背后的认知差异,联系全段及常识可构建如下逻辑链条:男性认为自己要表现得能胜任所有 26 →担心失败会招致他人对自己能力的质疑→尝试新事物前先找好借口,即便失败也不会被质疑能力不足;女性只担心已 27 投入的技能(不达标)→对于尝试新事物/学习新技能没有心理包袱→不太可能事先找借口。由此可知,空26应表示“任务/挑战/领域/方面”,L正确;空27应与首次尝试(for the first time)形成语义对比,体现投入(时间、精力)之多,C) heavily 可用于形容程度深,故正确。

【点拨技巧】语义对比处可成为解题的突破口。②句存在显性对比 in all 26 vs only about the skills,可由此推知空26词性可能与 skills 相同(名词复数),语义应与之相近(带有总括性,如事务、领域、方面等)。借由 skills 与 diving 的“类别—一个例”关联可找到②③句间隐含的对比信息 worry... skills... invested 27 vs go diving for the first time... jump in,从而推知空27应与 for the first time 语义反向,体现投入程度之大。

II ① Ironically, it is often success that leads people to flirt with^① failure. ② Praise won for 28 a skill suddenly puts one in the position of having everything to lose. ③ Rather than putting their reputation on the line^② again, many successful people develop a handicap^③ — drinking, 29, depression — that allows them to keep their status no matter what the future brings. ④ An advertising executive 30 for depression shortly after winning an award put it this way: “Without my depression, I'd be a failure now; with it, I'm a success ‘on hold’.”

讽刺的是,往往是成功让人们有失败的念头。因掌握一门技能而获得的称赞会突然让人处于患得患失的境地。许多成功人士不会将自己的名声再次置于危险境地,而是会生成一项障碍——饮酒、疲劳、抑郁——以使自己不管未来如何都能保住地位。一位获奖后不久因抑郁症就医的广告经理是这么说的:“没有抑郁症,我现在就会是个失败者;有了抑郁症,我是一名‘暂缓’成功人士。”

· 词汇注释与难句分析 ·

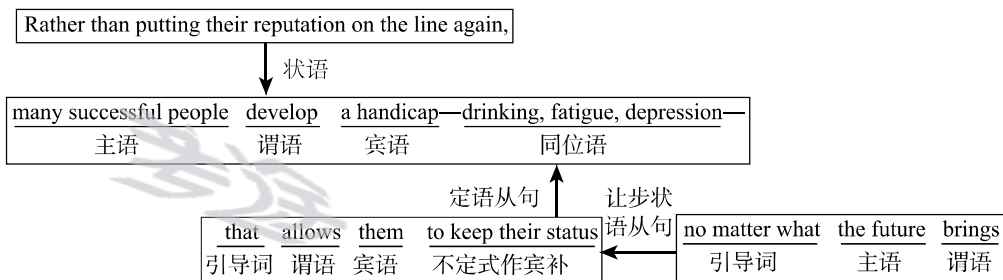
① flirt with 有……的想法

② put sth on the line 使处于危险中

③ handicap ['hændikæp] n. 障碍,不利条件

④ on hold 暂缓,搁置

Rather than putting their reputation on the line again, many successful people develop a handicap — drinking, fatigue, depression — that allows them to keep their status no matter what the future brings.



· 解题思路 ·

28. 答案:H) mastering

【确定词性】空格词与 a skill 一并作为介词 for 的宾语,应为-ing 分词。

【锁定答案】空格句指出,“(因) 28 一门技能”而获得的称赞会突然让人患得患失。结合上句“往往是成功让人有失败的念头”可推知,空格句结合实例进一步阐述上句含义,“让人处于患得患失的境地”对应“让人有失败的念头”,则“ 28 一门技能”对应“成功”,空格词应表示“学会/掌握/精通/拥有/展现出”,H 正确。

29. 答案:B) fatigue

【确定词性】空格词与 drinking, depression 并列,可能为名词或-ing 分词。

【锁定答案】空格句指出,许多成功人士不会将自己的名声再次置于危险境地,而是会产生一项障碍/不利条件——饮酒、29、抑郁——以使自己不管未来如何都能保住地位。可见,空格词应与“饮酒”“抑郁”共同指向“(阻碍成功的)不利条件”之意,备选项中只有 B 符合文意。

【点拨技巧】当空格词位于构成并列关系(以逗号分隔,或以 and/or 连接)的多个信息中,解题关键有二:



一、借助并列的已知信息推断出空格词的词性及词义。由 drinking、depression 可推知空 29 为名词或动名词，且带消极语义。二、可在上下文寻找能囊括所列信息的上义词，作为推断空格词词义的有力依据。借助空 28 所在句上句的 success 和空 29 破折号前的 handicap 可确认空 28 带积极语义，空 29 带消极语义。

30. 答案:E) hospitalized

【确定词性】_____ for depression 作 An advertising executive 的后置定语，空格词可能为形容词、-ed 分词或-ing 分词，且能与 for 搭配。注：副词虽然也能作定语修饰名词（如 life abroad），但此时往往不与 for 连用，故不作优先考虑。

【锁定答案】空格句举例“成功人士（winning an award）给自己设障（_____ for depression）”证明上句观点，_____ for depression 应表示“声称患有抑郁症”“以抑郁症为借口”“因抑郁症就医/入院”等意，E 符合文意。F) labeled 语义符合要求（自称“患有抑郁症”），但作此义讲时，其后与 as 而非 for 搭配（也可省略 as），故排除。

III ① In fact, the people most likely to become **chronic**^① excuse makers are those 31 with success. ② Such people are so afraid of being 32 a failure at anything that they constantly develop one handicap or another in order to **explain away**^② failure.

事实上，最有可能一直找借口的是那些痴迷于成功的人。这些人非常害怕被贴上“一事无成的失败者”的标签，以至于会不断设置某种不利条件来为失败辩解。

· 词汇注释与难句分析 ·

① **chronic** [ˈkrɒnɪk] *a.* 长期的，积习难改的

② **explain away** 为……辩解

· 解题思路 ·

31. 答案:J) obsessed

【确定词性】空格词位于 those 和介词短语 with success 之间，可能有两种情况：1. with success 作后置定语修饰 those _____，空格词为名词复数；2. _____ with success 作后置定语修饰代词 those，空格词可能为形容词、-ed 分词或-ing 分词，且能与 with 搭配。

【锁定答案】空格句指出，最有可能长期找借口的是有成功的那些 _____/那些 _____ 成功的人。结合上文信息“成功让人们有失败的念头”“许多成功人士会给自己设置不利条件”“获奖的广告经理为了不被称作失败者而给自己戴上‘抑郁症’的帽子”可知，“找借口（不是不能成功，而是条件不利）的几率”与“对成功的重视程度”呈正相关关系，所以“最爱找借口/自我设限的人”应该往往是那些极度追求/看重/渴望“成功人士”这一头衔的人，J 符合文意，be obsessed with 为固定搭配，表示“对……痴迷，一心想要……”。

32. 答案:F) labeled

【确定词性】空格词位于 being 和名词词组 a failure 之间，可能为 -ed 分词（构成谓语被动态，a failure 作主语补语）或副词（a failure 作表语）。

【锁定答案】空格句指出，这些人非常害怕被 _____ 一事无成的失败者/_____ 是一事无成的失败者，以至于会不断设置某种不利条件来为失败辩解。结合全段核心信息“成功人士害怕失败/成为失败者”可推知，空格词应为认定性动词，表示“被视为/被归类为/（以失败者的身份）为人所知”或起强调作用的“仅仅/只是”等意，F 符合文意，label A (as) B 表示“给 A 贴上 B 的标签，将 A 视为 B”。

IV ① Though **self-handicapping**^① can be an effective way of coping with performance anxiety **now and then**^②, in the end, researchers say, it will lead to 33. ② **In the long run**^③, excuse makers fail to **live up to**^④ their true 34 and lose the status they care so much about. ③ And despite their **protests**^⑤ to the 35, they have only themselves to blame. [270 words]

尽管自我设限偶尔能有效应对表现焦虑，但研究人员表示，这终会导致一无所有。从长远来看，找借口的人不能发挥出自己的真实潜力，并会失去他们非常在意的地位。他们只能怪自己，尽管他们极力否认这一点。

· 词汇注释与难句分析 ·

① **self-handicapping** *n.* 自我设限

② **now and then** 偶尔，有时

③ **in the long run** 从长远来看

④ **live up to** 不辜负，达到

⑤ **protest** [ˈprəʊtest] *n.* 断言，坚决表示





33. 答案:N) ruin

【确定词性】空格词位于 lead to sth 结构中,应为名词。

【锁定答案】空格句指出,尽管自我设限偶尔能有效应对表现焦虑,但研究人员表示,这终会导致_____。结合该句的“让步转折”逻辑及下句“找借口/自我设限的人不能……,会失去在意的地位”可知,研究人员对自我设限持否定态度,空格词应表示某种消极结果,N) ruin 符合要求,表示“一无所有,失去地位”。

34. 答案:K) potential

【确定词性】空格词前为形容词性物主代词 their+形容词 true,后为并列的谓语结构,空格词可能为名词或-ing 分词,与 their true 一并作谓语 fail to live up to 的宾语。

【锁定答案】空格句指出,从长远来看,找借口的人不能达到自己的真实_____,并会失去他们非常在意的地位。可见,空格部分应与并列的“失去在意的地位”共同指向“自我设限”的消极后果, fail to live up to their true _____ 语义应接近“不能达到真实水平”“不能发挥出真实本领/潜力”,K 正确。

35. 答案:A) contrary

【确定词性】the _____ 为介词 to 的宾语,其后以逗号与句子主干隔开,空格词可能为名词、形容词或-ed 分词。注:尽管-ing 分词也能充当名词成分,但“the + -ing 分词”单独使用的情形较为少见,其后往往有其他成分(如 the operating system, the mastering of skills),故不作优先考虑。

【锁定答案】protest 作常见义“抗议,反对”讲时,搭配介词 against 而非 to,故应取其僻义“断言,坚决表示”。由于空格句语义相对独立,无法借助上文信息推断,可采用选项代入法解题。备选项中只有 A 能构成合理的语义搭配, despite one's protests to the contrary 为固定用法,表示“尽管某人极力否认(句子主干所述事实)”。

【点拨技巧】选词填空题绝大多数都能借助上下文推断出正确选项,但不排除会有单纯考查固定搭配的情况,这就要求考生在备考时注意积累总结常见的固定搭配表达。to the contrary 为固定搭配,常见于“观点、事实、情况、证据”等词之后,表达“相反的……”,如 protest/protestation(断言)、evidence(证据)、story(详情、实情)、assertion(论断)、claim(声称)、indication(迹象、暗示)、prediction(预计)等,这类词其实恰恰概括了主干所述具体信息, to the contrary 传达“相反的说法/情况/证据”之意。再如: Unless there is evidence to the contrary, we ought to believe them. 除非有相反的证据,否则我们就应该相信他们。

Section B

双语教育对大脑的六大潜在益处



一、总体分析

本文选自 NPR《美国公共广播电台》2016 年 11 月 29 日文章 Six Potential Brain Benefits of Bilingual Education(双语教育对大脑的六大潜在益处)。文章围绕双语教育这一流行趋势,就其对学生注意力、同理心、阅读理解能力等方面的益处展开全面论述。编者注:网站原文共分析了双语教育的六大益处,但由于真题字数限制,经过裁剪后试题文章仅保留四大益处(详见“速读巧解”),特此说明。



二、试题分析

试题	定位词	核心义
36. A study found that there are similar changes in brain structure between those who are bilingual from birth and those who start learning a second language later.	[1] similar changes in brain structure	研究发现:先天和后天的双语使用者在大脑结构方面发生的变化相似。
37. Unlike traditional monolingual programs, bilingual classrooms aim at developing students' ability to use two languages by middle school.	[1] Unlike traditional monolingual programs [2] by middle school	双语课堂的目标:让学生到中学时学会使用两门语言。
38. A study showed that dual-language students did significantly ^① better than their peers ^② in reading English texts.	[1] did significantly better [2] reading English texts	研究发现:双语学生的英语阅读理解能力更强。



试题	定位词	核心义
39. About twenty years ago, bilingual practice was strongly discouraged ^③ , especially in California.	[1] About twenty years ago [2] California	双语实践的接受度;过去尤其在加利福尼亚州遭到强烈抵制。
40. Ethnically ^④ and economically balanced bilingual classrooms are found to be helpful for kids to get used to social and cultural diversity.	[1] Ethnically and economically balanced [2] social and cultural diversity	族裔和经济状况分布平衡的双语课堂的作用;帮助学生适应社会和文化多样性。
41. Researchers now claim that earlier research on bilingual education was seriously flawed ^⑤ .	[1] earlier research [2] seriously flawed	当代研究者的评价;以往双语教育研究存在严重缺陷。
42. According to a researcher, dual-language experiences exert a lifelong influence on one's brain.	[1] a lifelong influence [2] one's brain	研究者说法:双语体验对大脑带来终生影响。
43. Advocates of bilingual education argued that it produces positive effects though they may be limited.	[1] positive effects [2] limited	双语教育提倡者看法:双语教育有益,尽管益处有限。
44. Bilingual speakers often do better than monolinguals in completing certain tasks because they can concentrate better on what they are doing.	[1] completing certain tasks [2] concentrate better	双语使用者任务完成能力更强的原因;注意力更为集中。
45. When their native language is used, parents can become more involved in their children's education.	[1] native language [2] parents	家长使用母语的作用:对孩子的教育参与度上升。

· 词汇注释与难句分析 ·

① **significantly** [sig'nɪfɪkəntli] *ad.* 显著地

② **peer** [piə] *n.* 同龄人;同辈

③ **discourage** [dis'kʌrɪdʒ] *v.* 阻拦,阻止

④ **ethnically** ['eθnikli] *ad.* 族裔地;种族地

⑤ **flawed** [flɔ:d] *a.* 有错误的;有瑕疵的

定位词选取原则: (1) 排除多次复现的主题性信息,如 bilingual、a second language、bilingual classrooms/practice/education/speakers、two languages、dual-language (students/experience) 等,但若与其他具有区别性细节构成词组则仍入选,如 Unlike traditional monolingual programs; (2) 优先选择人、物、地点相关名词短语,如 similar changes、California、social and cultural diversity、earlier research、native language、parents 等;时间相关表达,如 by middle school、About twenty years ago 等; (3) 补充其他区别性明显的细节信息,如 did significantly better、reading English texts、Ethnically and economically balanced、seriously flawed 等。

解题思维原则: (略,详见 2020 年 7 月真题答案与详解)



三、速读巧解

Six Potential Brain Benefits of Bilingual Education

A) ① Brains, brains, brains. ② People are **fascinated**^① by brain research. ③ And yet it can be hard to point to places where our education system is really making use of the latest **neuroscience** (神经科学) findings. ④ But there is one happy link where research is meeting practice: **bilingual** (双语的) education. ⑤ “In the last 20 years or so, there's been a **virtual**^② explosion of research on bilingualism,” says Judith Kroll, a professor at the University of California, Riverside.

双语教育对大脑的六大潜在益处

大脑,大脑,大脑。人们对大脑研究有强烈的兴趣。不过,很难指出我们的教育体制在什么地方真正用上了神经科学的最新成果。但是,研究和实践存在一个幸运的联结点:双语教育。“在过去约 20 年间,对双语能力的研究几乎呈现爆炸式增长。”加州大学河滨分校教授朱迪丝·克罗尔说道。



B) ① Again and again, researchers have found, “bilingualism is an experience that **shapes**[®] our brain for life,” in the words of Gigi Luk, an **associate**[®] professor at Harvard’s Graduate School of Education. ② At the same time, one of the hottest trends in public schooling is what’s often called dual-language or two-way **immersion**[®] programs.

C) ① Traditional programs for English-language learners, or ELLs, focus on **assimilating**[®] students into English as quickly as possible. ② Dual-language classrooms, by contrast, provide **instruction**[®] across subjects to both English **natives**[®] and English learners, in both English and a target language. ③ The goal is **functional**[®] bilingualism and **biliteracy**[®] for all students by middle school. ④ New York City, North Carolina, Delaware, Utah, Oregon and Washington state are among the places expanding dual-language classrooms.

研究者一再发现,用哈佛大学教育研究生院副教授吉·卢克的话来说,“双语能力是对我们大脑造成终生影响的体验”。与此同时,公立学校教育的一大流行趋势正是所谓的双语或双向沉浸式项目。

针对英语学习者(ELLs)的传统项目专注于让学生尽可能快地融入到英语当中。相比之下,双语课堂则同时使用英语和目标语,为英语母语使用者和英语学习者共同提供多科目的教导。其目标在于让所有学生到中学时开发出实用性双语言说及读写能力。纽约市、北卡罗莱纳州、特拉华州、犹他州、俄勒冈州和华盛顿州等地均在发展双语课堂。

· 词汇注释与难句分析 ·

- ① **fascinated** ['fæsineɪtɪd] *a.* 入迷的;极感兴趣的
② **virtual** ['vɜ:tʃʊəl] *a.* 几乎……的;事实上的
③ **shape** [ʃeɪp] *v.* 决定……的形成,影响……的发展
④ **associate** [ə'səʊʃieɪt] *a.* 副的
⑤ **immersion** [ɪ'mɜ:ʃn] *n.* 沉浸;陷入

- ⑥ **assimilate** [ə'sɪməleɪt] *v.* (使)同化;(使)吸收
⑦ **instruction** [ɪn'strʌkʃn] *n.* 教导;传授
⑧ **native** ['neɪtɪv] *n.* 本地人,当地人
⑨ **functional** ['fʌŋkʃənəl] *a.* 实用的;起作用的
⑩ **biliteracy** [ɪbaɪ'lɪtərəsi] *n.* 双语读写能力

· 速读巧解 ·

A—E 段介绍双语教育的流行及其历史。

A—C 段指出双语教育大为流行。

A 段引出全文关注对象:双语教育。①②句借 brains 的三次重复与 brain research 形成强语义关联,凸显整体环境:人们对大脑研究很有兴趣。③句 yet 标记转折,同时引入 our education system,进而锁定视野:神经科学研究成果在教育系统中的应用(neuroscience 即上句中的 brain research)。④⑤句内部呈现“陈述情况——援引说法”的逻辑,But 提示进一步转折,bilingual education 进而明确研究与实践的交汇点(亦即全文关注对象)“双语教育”,virtual explosion of research 明确双语能力研究热潮,同时暗含“双语能力研究结果影响双语教育推广”之意。全段核心信息为:神经科学研究与教育实践的交汇。

【定位词定位】39 题 About twenty years ago, California 复现于⑤句 In the last 20 years, California。

【核心义匹配】⑤句研究者说法“双语能力研究在过去 20 年里增长极快”与 39 题核心义不符。

B 段明确双语能力对大脑有持续影响,并指出双语教育当前正流行。①句 researchers have found 承接上段“相关研究增长极快”并引出研究结果:双语能力对大脑的影响持续终生;Again and again 体现研究结论的一致性。②句 At the same time 标记“双语教育流行”与“研究证明双语能力对大脑影响”两个事实的共时性,而 one of the hottest trends 实际借“双语教育的流行”反向暗示双语能力对大脑有益。全段核心信息为:(1)双语能力对大脑的影响;(2)双语教育的流行。

【定位词定位】42 题 a lifelong influence, one’s brain 同义替换 shapes our brain for life。

【核心义匹配】①句研究者的说法“双语能力会对我们大脑造成终生影响”可匹配 42 题核心义。

C 段介绍双语教育的情况及推行现状。①至③句以 by contrast 为标记,Traditional programs for English-language learners... 和 Dual-language classrooms... The goal... 分别引出传统语言项目和双语课堂的情况,并聚焦双语课堂特色“用两门语言授课”及目标“培养学生的实用性双语能力”,与传统单语项目“单纯求快”形成鲜明对比。④句列举推广双语课堂的众多州(市),呼应上段对双语教育当下流行度的说明。全段核心信息为:(1)双语课堂的特点及目的;(2)双语课堂的流行地。

【定位词定位】37 题 traditional monolingual programs 与①句 Traditional programs for English-language



learners 同指(联系②句可知,传统的语言项目只用一门语言教学),Unlike 体现于②句 by contrast, by middle school 则复现于③句。

【核心义匹配】①至③句所述的双语课堂的特点“与传统语言项目不同,目标在于让学生到中学时开发出实用性双语言说及读写能力”可匹配 37 题核心义。

D) ① The trend **flies in the face of**^① some of the culture wars of two decades ago, when **advocates**^② insisted on “English first” education. ② Most famously, California passed **Proposition**^③ 227 in 1998. ③ It was intended to sharply reduce the amount of time that English-language learners spent in bilingual settings. ④ Proposition 58, passed by California voters on November 8, largely **reversed**^④ that decision, **paving the way for**^⑤ a huge expansion of bilingual education in the state that has the largest population of English-language learners.

E) ① Some of the insistence on English-first was founded on research produced decades ago, in which bilingual students **underperformed**^⑥ *monolingual* (单语的) English speakers and had lower IQ scores. ② Today's scholars, like Ellen Bialystok at York University in Toronto, say that research was “deeply flawed.” ③ “Earlier research looked at **socially disadvantaged groups**^⑦,” agrees Antonella Sorace at the University of Edinburgh in Scotland. ④ “This has been completely **contradicted**^⑧ by recent research” that compares groups more similar to each other.

这一趋势背弃了 20 年前的某些“文化战争”,那时,倡议者坚决要求“英语优先”教育。最著名的当属加利福尼亚州于 1998 年通过的 227 号提案。该提案旨在大幅削减英语学习者置身于双语环境的时间。(2016 年)11 月 8 日经加州投票人表决通过的 58 号提案在很大程度上撤销了这一决议,从而为在该州(英语学习者人数最多的州)大规模开展双语教育铺平了道路。

坚持“英语优先”的主张有一部分是立足于数十年前发表的一项研究;研究中,双语学生的成绩不如英语单语使用者,智商得分也更低。多伦多约克大学教授埃伦·比亚利斯托克等当代学者说,这项研究“漏洞百出”。“早前研究关注的是社会弱势群体。”苏格兰爱丁堡大学的安东内拉·索拉斯赞同地说道。“这已遭到新近研究的彻底驳斥”,新近研究比较的是更为相似的群体。

· 词汇注释与难句分析 ·

- ① **fly in the face of** 公然违抗;与……相悖
② **advocate** ['ædvəkeɪt] *n.* 拥护者;支持者
③ **proposition** [ˌprɒpə'zɪʃn] *n.* 提案
④ **reverse** [rɪ'vɜːs] *v.* 撤销,废除(决定、法律等)
⑤ **pave the way for** (为……)铺平道路,创造条件

- ⑥ **underperform** [ˌʌndəpə'fɔ:m] *v.* 表现不佳;工作不如预期
⑦ **socially disadvantaged group** 社会弱势群体
⑧ **contradict** [ˌkɒntrə'dɪkt] *v.* 与……抵触,违背

· 速读巧解 ·

D、E 段补充双语教育的接受史。

D 段从加州两大标志性法案入手,介绍双语教育“原受抵制、现被接受”的历史。①至③句借 The trend (回指上文“双语教育的当下流行趋势”)形成段际衔接,通过 Most famously 建立“引出文化战争中‘英语优先’教育的概念——举例指出法律减少英语学习者置身于双语环境的时间”的逻辑,从而明确双语教育以往在法律层面面临的根本性阻碍。④句借时间词 November 8 (指文章发表的 2016 年)转入当下描述, largely reversed 明确此前法案基本已被推翻, paving the way for... 引出最新法案的影响“为双语教育的发展铺平道路”。全段核心信息为:(1)双语教育原来受到抵制;(2)双语教育如今具备推广的法律基础。

【定位词定位】39 题 About twenty years ago 复现于①句 two decades ago 且体现于②句 in 1998, California 则于②句和④句中均有出现。

【核心义匹配】①至③句对双语教育遭到抵制的回顾“20 年前的文化战争大力抵制双语教育,加利福尼亚州尤甚”可与 39 题匹配。

E 段分析双语教育在过去受阻的原因及当代研究如何为其正名。①句 was founded on research 明确双语教育一度受阻是因为研究揭露其缺陷; underperformed, lower IQ scores 从两方面具体指出此前研究的结论:双语使用者学习成绩差,智商得分低。②至④句则遵循“概述过往研究缺陷——细述缺陷——介绍如今研究在调整方法后得出的正确结论”的逻辑,借 socially disadvantaged groups vs more similar groups 建立过往与现在研究的方法对比,并以程度词 deeply, completely 凸显过往研究错误的严重程度,最终以研究结果描述词



contradicted 表明双语教育实际上并不会对学生有害。全段核心信息为:以往双语教育研究存在严重漏洞。

【定位词定位】41 题 earlier research, seriously flawed 分别复现于①句 research produced decades ago、②句 deeply flawed。

【核心义匹配】②句研究者的说法“过往的双语教育相关研究存在严重漏洞”可匹配 41 题核心义。

F) ① So what does recent research say about the **potential**^① benefits of bilingual education? ② It turns out that, in many ways, the real **trick**^② to speaking two languages **consists in**^③ managing *not* to speak one of those languages at a **given**^④ moment — which is **fundamentally**^⑤ a **feat**^⑥ of paying attention. ③ Saying “Goodbye” to mom and then “Guten tag” to your teacher, or managing to ask for a *crayola roja* instead of a red *crayon* (蜡笔), requires skills called “**inhibition**^⑦” and “task switching.” ④ These skills are **subsets**^⑧ of an ability called **executive**^⑨ function.

G) ① People who speak two languages often **outperform**^⑩ monolinguals on general measures of executive function. ② “Bilinguals can pay focused attention without being **distracted**^⑪ and also improve in the ability to switch from one task to another,” says Sorace.

H) ① Do these same advantages benefit a child who begins learning a second language in **kindergarten**^⑫ instead of as a baby? ② We don't yet know. ③ **Patterns**^⑬ of language learning and language use are complex. ④ But Gigi Luk at Harvard cites at least one brain-imaging study on **adolescents**^⑭ that shows similar changes in brain structure when compared with those who are bilingual from birth, even when they didn't begin practicing a second language **in earnest**^⑮ before late childhood.

那么新近研究对双语教育的潜在益处是怎么说的呢? 原来,在多个方面,操两种语言的真正诀窍就在于在某一时刻不说其中一门语言——这在本质上是一种集中注意力的技艺。对妈妈说过 Goodbye 后对老师说 Guten tag (日安),或者向别人要来一支 crayola roja (红蜡笔)而不是 red crayon,这些都需要所谓的“抑制”和“任务转换”技能。这些技能都属于所谓“执行功能”能力的子集。

在对执行功能的通用测量中,双语使用者表现往往优于单语使用者。“双语使用者能高度集中注意力而不受干扰,而且从一项任务转换到另一项任务的能力也会提高。”索拉斯说道。

这些好处同样能让从幼儿园(而不是从婴儿时期)才开始学习第二语言的孩子受益吗? 我们目前不得而知。语言学习以及语言使用的模式错综复杂。不过哈佛大学的吉吉·卢克引用的至少一项青少年脑成像研究表明,与那些生来便具备双语能力的人相比,即便是童年晚期才真正开始学习第二语言的人,他们的大脑结构也表现出了相似的变化。

· 词汇注释与难句分析 ·

① **potential** [pə'tenʃl] *a.* 潜在的,可能的

② **trick** [trɪk] *n.* 技巧;诀窍

③ **consist in** 存在于;在于

④ **given** ['gɪvən] *a.* 指定的,特定的

⑤ **fundamentally** [fʌndə'mentəli] *ad.* 根本上,基本上

⑥ **feat** [fi:t] *n.* 技艺;功绩

⑦ **inhibition** [ɪnhɪ'bɪʃn] *n.* 阻止;抑制

⑧ **subset** ['sʌbset] *n.* 分组;子集

⑨ **executive** [ɪg'zekjʊtɪv] *a.* 执行的;实行的,实施的

⑩ **outperform** [aʊtpə'fɔ:m] *v.* 做得比……好;胜过

⑪ **distract** [dɪ'strækt] *v.* 使分心

⑫ **kindergarten** ['kɪndəgɑ:tən] *n.* 幼儿园;学前班

⑬ **pattern** ['pætn] *n.* 模式

⑭ **adolescent** [ædə'lesnt] *n.* 青少年

⑮ **in earnest** 严肃地,认真地

· 速读巧解 ·

F—N 段展开对双语教育益处的介绍。

F—H 段介绍双语教育的好处之一:提高执行功能。

F 段首先指出双语能力关乎注意力,而这与执行功能息息相关。①句以设问修辞承上启下,对前文暗示内容“新近研究表明双语教育实际有益”加以明确的同时,引出对双语教育具体益处的介绍。②至④句以 the real trick... requires skills... subsets of an ability... 围绕双语能力的相关技能展开说明,并借 paying attention→“inhibition” and “task switching”/executive function 从一般说法过渡到专业术语,最终明确与双语能力相关的核心能力“执行功能”,引出下文进一步论述。全段核心信息为:双语能力关系到的技能。

【定位词定位】无。

G 段明确双语使用者比单语使用者更能集中注意力,能更好地完成任务。段内以“介绍研究结果——援



引专家说法解释”的逻辑,复现上段 executive function、attention 和 task switching(对应本段 switch from one task to another)等概念,利用 outperform、focused... without being distracted 和 improve 等正面表达呈现出双语能力的一大好处。全段核心信息为:双语使用者的任务完成能力更优秀。

【定位词定位】44 题 completing certain tasks 是对①句 general measures of executive function 的同义转述(执行能力的测评涉及多种任务)、concentrate better 复现②句 pay focused attention without being distracted。

【核心义匹配】本段大意“双语使用者比单语使用者在执行功能测评中的表现更好,前者能高度集中注意力”可匹配 44 题核心义。

II 段补充指出稍晚开始学习外语的人和天生的双语使用者在大脑结构方面的变化相似,即后天双语教育同样有作用。①至③句以设问修辞先对“后天培养的双语能力能否提升执行功能”作出初步结论:尚无法确定。begins learning a second language in kindergarten 即指“后天的、由学校开展的双语教育”。④句转而援引脑成像研究指出,童年晚期才开始学习外语的人会发生与天生双语使用者类似的大脑结构变化,即后天培养的双语能力同样有益。全段核心信息为:稍晚开始学习外语的人和天生的双语使用者的大脑结构对比。

【定位词定位】36 题 similar changes in brain structure 完整复现于④句。

【核心义匹配】④句所述研究发现“童年晚期才开始学习外语的青少年会发生与天生双语使用者类似的大脑结构变化”可匹配 36 题核心义。

D) ① Young children being raised bilingual have to follow^① social cues^② to figure out which language to use with which person and in what setting. ② As a result, says Sorace, bilingual children as young as age 3 have demonstrated^③ a head start^④ on tests of perspective^⑤-taking and theory of mind—both of which are fundamental social and emotional skills.

在双语环境下成长起来的幼童必须理解社会信号,弄清在什么环境下和哪个人用何种语言。索拉斯说,因此,年仅 3 岁的双语儿童就已在观点采择和心理推理的测试中取得优势——两者均为基本的社交和情感技能。

· 词汇注释与难句分析 ·

① follow [ˈfɒləʊ] v. 理解,明白

② cue [kjuː] n. 暗示,信号

③ demonstrate [ˈdɛmənstreɪt] v. 表现;显露

④ head start 先起步的优势;领先

⑤ perspective [pəˈspektɪv] n. (观察问题的)视角;观点

· 速读巧解 ·

I 段介绍双语教育的好处之二:增强观点采择和心理推理能力。段内以 As a result 为标记,呈现“双语儿童必须理解语言的使用场景及对象——双语儿童的观点采择和心理推理能力更强”的因果逻辑。全段核心信息为:双语教育增强观点采择和心理推理能力。

【定位词定位】无。

J) ① About 10 percent of students in the Portland, Oregon public schools are assigned^① by lottery^② to dual-language classrooms that offer instruction in Spanish, Japanese or Mandarin, alongside English. ② Jennifer Steele at American University conducted a four-year, randomized^③ trial and found that these dual-language students outperformed their peers in English-reading skills by a full school-year's worth^④ of learning by the end of middle school. ③ Because the effects are found in reading, not in math or science where there were few differences, Steele suggests that learning two languages makes students more aware of how language works in general^⑤.

俄勒冈州波特兰市大约有 10% 的公立学校学生通过抽签被指定加入以西班牙语、日语或普通话配合英语进行教学的双语课堂。美利坚大学的珍妮弗·斯蒂尔开展了一项为期四年的随机试验并发现,这些双语学生在中学毕业时,对比其他同学的英语阅读技巧,相当于多学了一整个学年。由于这些作用是发现于阅读,而非数学或科学等差别不大的科目当中,因此斯蒂尔指出,学习两门语言能让学生更加明白语言的整体运行机制。



K) ① The research of Gigi Luk at Harvard offers a slightly different explanation. ② She has recently done a small study looking at a group of 100 fourth-graders in Massachusetts who had similar reading scores on a standard test, but very different language experiences. ③ Some were foreign-language **dominant**^⑧ and others were English natives. ④ Here's what's interesting. ⑤ The students who were dominant in a foreign language weren't yet comfortably bilingual; they were just starting to learn English. ⑥ Therefore, **by definition**^⑦, they had a much weaker English **vocabulary**^⑧ than the native speakers. ⑦ Yet they were just as good at interpreting a text. ⑧ "This is very surprising," Luk says. ⑨ "You would expect the reading comprehension performance to **mirror**^⑨ the vocabulary—it's a **cornerstone**^⑩ of comprehension."

L) ① How did the foreign-language dominant speakers manage this feat? ② Well, Luk found, they also scored higher on tests of executive functioning. ③ So, even though they didn't have huge mental dictionaries to **draw on**^⑪, they may have been great puzzle-solvers, taking into account higher-level concepts such as whether a single sentence made sense within an **overall**^⑫ story line. ④ They got to the same results as the monolinguals, by a different path.

哈佛大学的吉吉·卢克的研究提供了略微不同的解释。她最近针对马萨诸塞州 100 名四年级小学生开展了一项小型研究,他们在标准考试中的阅读得分相近,但语言经历迥然不同。有些小学生主要使用英语以外的语言,而其他人士则是英语母语使用者。接下来就有意思了。主要操英语以外语言的学生尚无法轻松地在两种语言之间切换;他们才刚刚开始学习英语。因此他们的英语词汇量必定比英语母语使用者少。但是他们理解文本的能力却和后者同样优秀。“这非常出乎意料。”卢克说,“你会以为阅读理解的表现反映词汇量——它可是理解的基础。”

主要操英语以外语言的人是如何完成这一壮举的呢?其实卢克发现,他们在执行功能测试里的得分也更高。因此,虽然他们脑海里可资利用的词库不大,但他们可能是高超的解谜者,能够考虑到一些高级概念,比如单个句子在整个故事情节中能否说得通。他们和单语使用者取得了相同的成績,只是采用的途径不同。

· 词汇注释与难句分析 ·

① **assign** [ə'sain] *v.* 指定;指派

② **lottery** ['lɒtəri] *n.* 抽签法

③ **randomized** ['rændəmaɪzd] *a.* 随机化的

④ **worth** [wɜ:θ] *n.* 相当于特定单位的数量

⑤ **in general** 大体上;从总体上看

⑥ **dominant** ['dɒmɪnənt] *a.* 占支配地位的

⑦ **by definition** 按定义;就本身而言

⑧ **vocabulary** [və'kæbjələri] *n.* 词汇;词汇量

⑨ **mirror** ['mɪrə] *v.* 反映

⑩ **cornerstone** ['kɔ:nəstəʊn] *n.* 基础,柱石

⑪ **draw on** 利用,动用

⑫ **overall** [əʊvə'lɔ:l] *a.* 全面的,总体的

· 速读巧解 ·

J—L 段介绍双语教育的好处之三:改善阅读理解能力。

J 段引用研究指出,双语教育增强学生的阅读理解能力,这可能是因为学生对语言运行机制体会更深。

① ② 句介绍研究对象“上双语课的学生”、研究内容“双语学生与单语学生的英语阅读技能对比”及研究结果“前者表现相当于多学了一个学年”。③ 句 suggests 引出研究者对结果的解释:双语教育帮助学生理解语言运行机制。全段核心信息为:(1) 双语学生的英语阅读能力优势;(2) 双语教育对理解语言运行机制的帮助。

【定位词定位】38 题 did significantly better 和 reading English texts 分别改写 ② 句 outperformed... by a full school-year's worth of learning 和 English-reading skills。

【核心义匹配】② 句研究发现“上双语课堂的学生比起其他学生,其英语阅读技能相当于多了整整一个学年的学习”匹配 38 题核心义。

K 段引用另一项研究指出,双语学习者外语词汇量小而阅读理解能力媲美母语使用者。① 句以 slightly different 为标记,开启对另一项“双语学生阅读理解能力”研究的介绍。② ③ 句对研究对象展开详细介绍:标准化考试中的阅读得分相近,但是一部分学生是外语主导的英语学习者,其他学生则是英语母语使用者。④ 至 ⑦ 句进而揭露研究结果的出乎意料。④ 句总说结论的出人意料(interesting);⑤ ⑥ 句首先以 Therefore 为标记,指出英语学习者的特点“因为无法熟练使用两种语言,所以英语词汇量较少”(by definition 进一步强调这一特点);⑦ 句进而以 Yet 引发转折,指出英语学习者的阅读理解能力实际与英语母语学生相近;⑧ ⑨ 句进而



援引研究者的话介绍预期看法“英语学习者的阅读理解能力与词汇量挂钩(即本该更差)”。全段核心信息为:双语学生的英语阅读能力与词汇量相关。

【定位词定位】无。

L 段进而提供双语学习者阅读理解能力强的另一种可能解释:善于推断,知晓阅读理解相关的更高级概念。①句首先对造成上段研究结果的原因发问;②至④句作出回答:通过引入另一个研究结果“双语学习者的执行功能也更优秀”并结合 So 这一因果标记,指出双语学习者与此相关的一个特点“善于推断”,从而借 the same results... a different path 的评述最终明确,正是因为优秀的推理能力才让他们取得阅读理解高分。全段核心信息为:双语学生的英语阅读能力源自推断力。

【定位词定位】无。

M) ① American public school classrooms as a whole are becoming more **segregated**^① by race and class. ② Dual-language programs can be an exception. ③ Because they are **composed of**^② native English speakers **deliberately**^③ placed together with recent immigrants, they tend to be more ethnically and economically balanced. ④ And there is some evidence that this helps kids of all backgrounds gain comfort with **diversity**^④ and different cultures.

N) ① Several of the researchers also pointed out that, in bilingual education, non-English-dominant students and their families tend to feel that their home language is heard and valued, compared with a classroom where the home language is left at the door **in favor of**^⑤ English. ② This can improve students' **sense of belonging**^⑥ and increase parents' involvement in their children's education, including behaviors like reading to children. ③ “Many parents fear their language is an **obstacle**^⑦, a problem, and if they abandon it their child will **integrate**^⑧ better,” says Antonella Sorace of the University of Edinburgh. ④ “We tell them they're not doing their child a favor by giving up their language.”

美国公立学校课堂因种族和阶级造成的隔离整体在加剧。双语教育项目可以成为一个例外。这些项目因为是把英语母语使用者和新移民有意地混在一起,所以往往在族裔和经济状况的分布上都更为均衡。有一些证据表明,这有助于让背景迥异的孩子对多样化的族裔和文化不再觉得别扭。

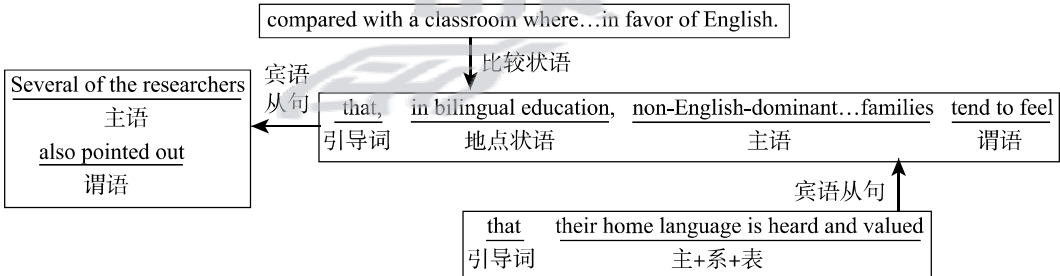
数名研究者还指出,比起选择英语而将家庭语言挡在门外的单语课堂,在双语教育中,主要使用非英语语言的学生与其家人往往会觉得自己的家庭语言得到了倾听和重视。这能提高学生的归属感,并增加父母在孩子教育中的参与,包括给孩子读书等行为。“许多父母担心自己的语言是一个障碍、一个问题,如果放弃它的话,自己的孩子就能更好地融入。”爱丁堡大学的安东内拉·索拉斯说道,“我们告诉他们,放弃自己的语言对他们的孩子没有好处。”

· 词汇注释与难句分析 ·

- ① **segregate** ['segrigeɪt] *v.* 隔离并区别对待(不同种族、宗教或性别的人)
② **be composed of** 由……组成
③ **deliberately** [dɪ'lɪbəreɪtli] *ad.* 有意地,有意识地
④ **diversity** [daɪ'vɜːsəti] *n.* 差异性;多样性

- ⑤ **in favor of** 偏袒
⑥ **sense of belonging** 归属感
⑦ **obstacle** ['ɒbstəkl] *n.* 阻碍,障碍
⑧ **integrate** ['ɪntɪɡreɪt] *v.* (使)加入,融入群体

Several of the researchers also pointed out that, in bilingual education, non-English-dominant students and their families tend to feel that their home language is heard and valued, compared with a classroom where the home language is left at the door in favor of English.





M、N 段介绍双语教育的好处之四:帮助学生融入多族裔、多文化环境。

M 段明确双语教育可抵抗社会分化的趋势,帮助学生适应多族裔、多文化环境。①句首先描述时代背景:美国公立学校内部的种族和阶级隔离加剧。②句指出双语课堂可抵抗这一趋势。③④句进而详述双语课堂如何做到这点:以 Because they are composed of... they tend to be... this helps... 勾勒“陈述双语课堂的学生构成——推导得出其特点——引出其作用”逻辑,最终指出双语课堂可帮助学生适应多族裔、多文化环境。全段核心信息为:双语课堂对学生适应多族裔、多文化环境的作用。

【定位词定位】40 题 Ethnically and economically balanced 完整复现于③句, social and cultural diversity 是对④句 diversity and different cultures 的改写。

【核心义匹配】③④句内容“双语课堂的族裔和经济状况分布平衡,有助于孩子适应族裔和文化多样性”(④句 this 回指双语课堂的学生分布)匹配 40 题核心义。

N 段分析背后原因:家庭语言进入课堂有助于提高学生归属感和家长参与度。①②句以 non-English-dominant students and their families tend to feel... This can improve... 传递“双语课堂让家庭语言得到倾听和重视,进而提升学生归属感与家长参与度”的因果逻辑, heard and valued vs left at the door in favor of English 的对比凸显出家庭语言在两类课堂中受到的待遇之悬殊。③④句借 Many parents fear... We tell them... 介绍研究者如何针对许多家长的错误看法提出建议,进一步明确将家庭语言带入课堂对孩子有益。全段核心信息为:(1)将家庭语言引入课堂的作用;(2)父母对家庭语言的看法。

【定位词定位】45 题 native language 是对①句 home language 的改写, parents 在本段中多次复现。

【核心义匹配】①②句内容“带入家庭语言的双语课堂可提升家长对孩子教育的参与度”(②句 This 回指双语课堂)匹配 45 题核心义。

O) ① One theme that was striking in speaking to all these researchers was just how strongly they advocated for dual-language classrooms. ② Thomas and Collier have advised many school systems on how to expand their dual-language programs, and Sorace runs “Bilingualism Matters,” an international network of researchers who promote^① bilingual education projects. ③ This type of advocacy among scientists is unusual; even more so because the “bilingual advantage hypothesis^②” is being challenged once again.

P) ① A review of studies published last year found that cognitive advantages failed to appear in 83 percent of published studies, though in a separate analysis^③, the sum of effects was still significantly positive. ② One potential explanation offered by the researchers is that advantages that are measurable in the very young and very old tend to fade when testing young adults at the peak of their cognitive powers. ③ And, they countered^④ that no negative effects of bilingual education have been found. ④ So, even if the advantages are small, they are still worth it. ⑤ Not to mention one obvious, outstanding^⑤ fact: “Bilingual children can speak two languages!” [1247 words]

与所有这些研究者对谈的一个突出主题是,他们对双语课堂的倡导究竟强烈到何种程度。托马斯和科利尔向多个学校系统就“如何发展双语项目”建言献策,索拉斯经营着“双语能力不可或缺”这一由推广双语教育项目的研究者组成的国际网络。在科学家内部,这种倡导相当罕见;“双语优势假说”如今再次受到质疑就意味着更是如此了。

去年发表的一份研究综述发现,多达 83% 的已发表研究中,认知优势未能出现;不过在另一份分析中,整体仍为显著的正面效果。研究者给出了一个可能的解释:在极年幼和极年长时期可测定的认知优势在测定青年成人时常就消失了,因为此时正值认知能力巅峰期。此外,研究者反驳称,并未发现双语教育的负面效果。因此,即便带来的优势很小,双语能力仍然值得培养。更别说还有个显眼而突出的事实:“双语儿童能说两门语言!”

· 词汇注释与难句分析 ·



① promote [prə'məʊt] v. 提倡;发扬

② hypothesis [haɪ'pɒθəsɪs] n. 假说,假设

③ analysis [ə'neɪləsɪs] n. 分析

④ counter ['kaʊntə] v. 反驳,驳斥

⑤ outstanding [aʊt'stændɪŋ] a. 突出的,明显的





O、P 段总结指出研究者对双语教育的倡导。

O 段明确研究者对双语教育的倡导力度实属罕见。段内借 advocated for dual-language classrooms... expand their dual-language programs... promote bilingual education projects... This type of advocacy... 形成强语义关联,串成“指出研究者大力倡导双语教育——举例论证——总结评述”的逻辑;末句 because 引出对双语教育的大力倡导之所以不同寻常的原因“双语优势假说受到挑战”,提示下文将对此展开说明。**全段核心信息为:**研究者大力倡导双语教育。

【定位词定位】无。

P 段介绍“双语优势假说”受到的挑战及倡导者的反驳。①句承接上段末,详述双语优势假说受到的挑战;83 percent 虽体现“无法检测到双语优势”的研究比例之高,但旋即被转折词 though、正面表达 significantly positive 所否定,即“双语能力整体效果仍为正面”。②句借 One potential explanation... 引出研究者对双语优势未出现的解释,very young/old vs young adults 及 measurable vs fade 两组对比则明确“个体的认知能力差距在极年幼/年老时期更易测量,而在认知能力出色的青年成人时期难以测得”的内部逻辑。③至⑤句则借 no negative effects, still worth it, speak two languages 补充研究者对“双语优势”的看法:不仅不至于有害,而且正面效果即便有限也仍然存在。**全段核心信息为:**(1)双语优势未出现的可能原因;(2)双语教育的正面效果。

【定位词定位】43 题 positive effects, limited 分别是对①句 effects... positive、④句 small 的改写。

【核心义匹配】③至⑤句双语教育提倡者的说法“双语教育不至于有害,正面效果即便有限也仍然存在”匹配 43 题核心义。



四、答案精析

36. 一项研究发现,生来便具备双语能力的人和晚些时候才开始学习第二语言的人在大脑结构上发生的变化是相似的。

【答案】H 【精解】H 段④句指出,脑成像研究表明,童年晚期才开始学习外语的青少年会发生与天生双语使用者类似的大脑结构变化。试题是对该句信息的改写,其中 start learning a second language later 是对 didn't begin practicing a second language in earnest before late childhood 的同义替换。

37. 和传统单语项目不同,双语课堂旨在让学生到中学时开发出使用两门语言的能力。

【答案】C 【精解】C 段①至③句通过对比手段聚焦双语课堂特点及目的:传统英语学习项目注重于让学生尽快融入英语环境;双语课堂则用两种语言开展教学,旨在让学生到中学时获得实用性双语能力。试题是对双语课堂特点的概括,Unlike 体现其与传统项目的不同,ability to use two languages 是对原文 functional bilingualism and biliteracy 的同义改写。

38. 一项研究表明,双语学生在阅读英语文章方面的表现要远远好于他们的同学。

【答案】J 【精解】J 段介绍双语教育提升阅读理解能力的作用,其中②句介绍研究结果:双语学生对其他同学的英语阅读技能优势达到了相当于一整个学年的学习。试题是对该句研究结果的同义改写,其中 significantly better 是对 a full school-year's worth of learning 的准确概括。

39. 大约二十年前,双语实践遭到强硬阻拦,以加利福尼亚州为甚。

【答案】D 【精解】D 段①至③句介绍双语教育过去如何遭到抵制:二十年前的文化战争中,人们高举“英语优先”的大旗,加利福尼亚州更是专门发布法律,限制英语学习者置身于双语环境的时间。试题是对原文信息的提炼,其中 strongly discouraged 归纳了“English first” education 与 sharply reduce the amount of time... spent in bilingual settings 的共同指向“双语教育受阻”。

40. 族裔及经济状况分布均衡的课堂有助于让孩子习惯社会和文化的多样性。

【答案】M 【精解】M 段介绍双语教育帮助学生融入多族裔、多文化环境。③④句具体说明双语课堂(they 回指上句中的 Dual-language programs)如何起作用:把英语母语使用者和新移民有意地混在一起→在族裔和经济状况的分布上都更为均衡→有助于学生适应多族裔、多文化环境。试题是对原文信息的整合,get used to 同义改写 gain comfort with。

41. 研究者如今宣称早前的双语教育相关研究存在严重缺陷。

【答案】E 【精解】E 段②句介绍当代研究者对以往双语教育研究的看法:漏洞百出(that research 回指①句中“数十年前发表的研究”)。试题是对本句信息的复现,earlier research on bilingual education 明确了句中 that research 所指。



42. 据一名研究者所说,双语体验可对大脑产生终生影响。

[答案] B [精解] B段①句引用一名研究者的原话确认双语能力的相关发现“对大脑带来终生影响”。试题是对该句内容的概括, exert...influence 是对 shapes 的同义改写。

43. 双语教育的倡导者主张,它带来的影响虽然可能有限,但仍然有益。

[答案] P [精解] P段③至⑤句指出双语教育研究者/倡导者的看法:双语教育尚未发现有负面影响,而且益处即便小也仍然值得;双语教育至少能让孩子学会两门语言。试题是对双语教育正面影响描述的提炼, positive... though they may be limited 是对 even if the advantages are small... still worth it 的同义改写。

44. 双语使用者往往能比单语使用者更好地完成某些任务,因为他们更能专注于自己所做之事。

[答案] G [精解] G段两句指出,双语使用者比单语使用者在执行功能测评中的表现更好,更能高度集中注意力。试题是对本段信息的提炼和总结,其中 completing certain tasks 是对 general measures of executive function 的明确化, because 是对原文两句逻辑关系的揭示(专注度更高,因而任务完成得更好)。

45. 如果父母的母语得到了使用,那他们就能更为深入地参与到孩子的教育中去。

[答案] N [精解] N段①句指出,双语教育让英语学习者的母语得到重视;②句进而指出,这能提高学生的归属感和家长对孩子教育的参与度。试题是对原文信息的截取, native language is used 同义替换 home language is heard。

Section C

Passage One 肥胖危机:意识形态之争无济于事



一、总体分析

来源: The Guardian《卫报》2019. 05. 06 文章 The Guardian View on the Obesity Crisis: Ideological Posturing Will Not Help(《卫报》对肥胖危机的看法:哗众取宠的意识形态之争无济于事)。主题:英国正面临严峻的肥胖危机,政治家们应停止围绕“责任及选择权”的意识形态之争,并进行政府干预。脉络:指出英国国民肥胖问题难以解决的症结所在:意识形态存在分歧(第一段)——论述政府干预的可行性及必要性(第二至四段)——总结评述:政府干预无关意识形态,乃国情亟需(第五段)。



二、语篇分析及试题精解

1 ① It is not **controversial**^① to say that an unhealthy diet causes bad health. ② Nor are the basic elements of healthy eating **disputed**^②. ③ Obesity raises **susceptibility**^③ to cancer, and Britain is the sixth most obese country on Earth. ④ That is a public health emergency. ⑤ But naming the problem is the easy part. ⑥ No one disputes the costs in quality of life and **depleted**^④ health budgets of an obese population, but the **quest**^⑤ for solutions gets **diverted**^⑥ by **ideological**^⑦ arguments around responsibility and choice. ⑦ And the **water is muddied**^⑧ by **lobbying**^⑨ from the industries that profit from consumption of obesity-inducing products.

不良饮食有害健康的说法无可争议。健康饮食的基本要素也毋庸置疑。肥胖会增加罹患癌症的概率,而英国已是世界第六大肥胖国。这是一项公共卫生紧急事件。但明确问题只是较为轻松的部分。肥胖人口会损害生活品质并将耗尽医疗预算已是公认事实,但寻求解决方案的努力却被围绕“责任和选择”的意识形态之争分散了注意力。那些从致胖食品消费中获利的行业游说也在混淆视听。

· 词汇注释与难句分析 ·

- ① **controversial** [ˌkɒntroʊˈvɜːʃl] *a.* 引起争论的,有争议的
② **dispute** [dɪˈspjuːt] *v.* 对……表示异议,质疑
③ **susceptibility** [səˈseptəˈbɪləti] *n.* 易受影响的特性,敏感性
④ **depleted** [dɪˈpliːtɪd] *a.* 耗尽的,枯竭的

- ⑤ **quest** [kwɛst] *n.* 寻求,探索
⑥ **divert** [daɪˈvɜːt] *v.* 转移,分散(注意力)
⑦ **ideological** [ˌaɪdɪəˈlɒdʒɪkəl] *a.* 意识形态的,思想上的
⑧ **the water is muddied/muddy the water** 混淆视听
⑨ **lobby** [ˈlɒbi] *v.* 游说

· 语篇分析 ·

首段直指英国的国民肥胖问题难以解决的症结所在。



①②句以“健康饮食的共识”入题。It is not controversial to say that... Nor are... disputed 紧密衔接,指出两项无可争议的共识:不良饮食损害健康;健康饮食基本元素也为人所共知。

③④句聚焦话题关注对象:当前英国肥胖问题已成公共卫生危机。两句以 That is 回指衔接:cancer, the sixth most obese country on Earth, a public health emergency 凸显严峻情形。

⑤⑥⑦句指出肥胖问题悬而未决的真正原因:意识形态的分歧与相关利益行业的游说。⑤句承上启下:“明确问题只是较为轻松的部分”概括上文内容,并暗示下文将指出“真正棘手的事情”。⑥句前半句 no one disputes... 继续承上,介绍人所共知的肥胖危害“降低生活品质并耗尽医疗预算”;后半句以 but 引发转折,明确真正问题所在:意识形态分歧(政府的监管责任 VS 人民的自由选择权)分散了解决肥胖问题的努力。⑦句以 And the water is muddled by... (字面义为“把水搅混”,此处作比喻义,可译为“混淆视听”)进一步指出利益相关行业的游说也是肥胖问题迟迟未得到有效解决的原因。

【知识补充】1. 有关英国肥胖问题的意识形态分歧:自由主义者反对国家过分干预人们的生活方式,甚至反对“糖税”等政策,认为人们有选择自己生活方式的自由;国家主义者则与此相反,他们支持政府主导、干预主义式的各种反肥胖政策,认为这能有效促进国民健康饮食,减低医疗支出。2. 食品行业游说:食品行业为了自身的利益,以合法的手段千方百计地影响公共饮食政策,例如通过资助科研机构影响有关肥胖及饮食相关疾病的科学和公共政策,以及通过宣传运动的重要性淡化不良饮食对身体健康的危害。

· 真题精解 ·



46. Why is the obesity problem in Britain so difficult to solve?	46. 英国的肥胖问题为何如此难以解决?
A) Government health budgets are depleted.	A) 政府的医疗预算已经所剩无几。
B) People disagree as to who should do what.	B) 人们对于谁该做什么存有分歧。
C) Individuals are not ready to take their responsibilities.	C) 个人没有做好承担责任的准备。
D) Industry lobbying makes it hard to get healthy foods.	D) 行业游说使得人们很难买到健康食品。

【精准定位】本题考查英国肥胖问题悬而未决的原因,定位至第一段⑥⑦句(but the quest for solutions gets diverted by... And the water is muddled by...)

【锁定答案】B。第一段⑥句指出,寻求肥胖问题解决方案的努力被围绕“责任和选择”的意识形态之争分散了注意力,即:因为人们对于谁(政府、个人)该做什么(是承担解决问题的责任,还是要选择的自由)存有分歧,所以无法全力解决问题,B正确,disagree as to who should do what 是对 ideological arguments around responsibility and choice 的明确解释。

【排除干扰】A 对⑥句因果倒置:将肥胖问题导致的结果“耗尽医疗预算”偷换为问题难以解决的原因。C 对⑥⑦句碎片信息 responsibility and choice 和 consumption of obesity-inducing products 过度引申,但文意指向的是“人们就责任与选择权存在分歧”以及“从致胖食品消费中获利的行业”,并非选项体现的“个人不愿意承担责任”。D 将⑦句含义“行业游说使得人们不能充分认识致胖食品的危害”窜改为“使得人们很难买到健康食品”。

【提炼思路】题干 Why 提示考查因果,解题关键在于识别文中的因果关联,并找到“因”的同义表达。解题步骤:首先根据题干确定解题范围为第一段⑥⑦句;然后根据其中 gets diverted by... 和 the water is muddled by... 识别因果关系,并锁定后半句的两种“因”;随后对比选项,发现 B 是对⑥句所述原因的明确化,基本确定为正确项;最后再看其他选项:A 颠倒因果逻辑,C 过度引申,D 扭曲信息,最终确定 B。

II ① Historical precedent^① suggests that science and politics can overcome resistance^② from businesses that pollute and poison but it takes time, and success often starts small. ② So it is heartening^③ to note that a programme in Leeds has achieved a reduction in childhood obesity, becoming the first UK city to reverse^④ a fattening trend. ③ The best results were among younger children and in more deprived^⑤ areas.

历史先例表明,科学和政治可以战胜污染及有毒企业的对抗,但这需要时间,且初期往往收效甚微。所以,能够看到利兹(注:英国第三大城市)的一个项目成功地遏制儿童肥胖,成为英国第一个扭转肥胖趋势的城市,这确实令人鼓舞。该项目在低龄儿童及贫困地区中取得的成效最为显著。在当前英国 2 至 15 岁儿童中有 28% 肥胖的情形下,



④ When 28% of English children aged two to 15 are obese, a national shift on the scale achieved by Leeds would lengthen hundreds of thousands of lives. ⑤ A significant factor in the Leeds experience appears to be a scheme called HENRY, which helps parents reward behaviours that prevent obesity in children.

若能在全国范围内实现利兹所取得的扭转幅度,则成千上万的人将得以延长寿命。利兹经验的一个重要因素似乎是一项名为“亨利(HENRY)”的计划,该计划帮助父母们对孩子预防肥胖的行为实施奖励。

· 词汇注释与难句分析 ·

- ① **precedent** ['presɪdənt] *n.* 先例, 前例
 ② **resistance** [rɪ'zɪstəns] *n.* 反对, 抵制
 ③ **heartening** ['hɑ:tnɪŋ] *a.* 鼓舞人心的

- ④ **reverse** [rɪ'vɜ:s] *v.* 彻底改变, 推翻
 ⑤ **deprived** [dɪ'praɪvd] *a.* 贫困的, 穷苦的

· 语篇分析 ·

第二、三、四段从不同角度论述政府干预的可行性及必要性。

第二段通过介绍已有成功经验,说明政府干预的可行性。

①句指出历史先例表明科学和政治能够克服来自企业的抵抗,但往往时间长、见效慢。句内以 but 形成转折,前半句提出解决之道:运用科学和政治手段来克服企业抵抗。Historical precedent 置于句首强调该方法有例可循,凸显可行性;businesses that pollute and poison 回应上段 the industries that profit from...。后半句转而指出这种解决方法的局限性:时间成本高,见效稍慢。

②③句转而指出利兹市的遏制儿童肥胖方案取得的显著成效。So it is heartening to note that 转承上句,指出在应对肥胖危机上颇为成功的案例;a programme in Leeds 为两句关注对象“利兹市的方案”;achieved a reduction in childhood obesity, the first UK city to reverse a fattening trend, the best results... 展示该方案的卓著成效。

④句扩大范围,凸显利兹方案在全国范围内的借鉴意义。从句 When... 以数据说明当前英国儿童肥胖问题严重;主句 a national shift... 指出在全国范围内实现利兹程度的反转(a national shift on the scale achieved by Leeds)意义重大。

⑤句介绍利兹计划成功的主要原因。该句以 A significant factor 明确利兹方案成功的重要因素在于亨利计划(a scheme called HENRY), which 定语从句说明该计划采用的基本方式:帮助父母对孩子预防肥胖的行为实施奖励。

【深层解读】本段深层用意在于对比“历史上的政治干预先例往往有其明显局限 VS 利兹政府的方案却成效显著”,且明确了其中奥秘:利兹方案采用了“政府帮助父母奖励孩子预防肥胖的行为”的赋权策略。即段落整体明确了“政府在应对肥胖问题等公共卫生紧急事件中起到作用”并说明“应如何更好地起作用”。

· 真题精解 ·

47. What can we learn from the past experience in tackling public health emergencies?	47. 从以往处理公共卫生紧急事件的经验中,我们能学到什么?
A) Governments have a role to play.	A) 政府扮演着重要角色。
B) Public health is a scientific issue.	B) 公共卫生是一个科学问题。
C) Priority should be given to deprived regions.	C) 应优先考虑贫困地区。
D) Businesses' responsibility should be stressed.	D) 应强调企业的责任。

【精准定位】 本题实际考查对整段内容的概括推理。由题干关键词 the past experience 定位到第二段。

【锁定答案】 A。第二段①句指出,历史先例表明,科学和政治在应对危害公共环境与卫生的企业能够起到作用(can overcome resistance...)。②③④⑤句则聚焦利兹政府的反肥胖方案,指出其成效显著(has achieved a reduction in childhood obesity...)。概括可知,政府/政治在处理肥胖问题等公共卫生紧急事件中起着重要作用,A 正确。

【排除干扰】 B 源自①句 science and politics can overcome..., 但文意指的是“科学和政治对于公共卫生均具有重要作用”,选项将公共卫生定性为科学问题以偏概全。C 由③句“利兹方案在贫困地区成效最为显著”



(The best results were... in more deprived areas)”臆断出“应优先考虑贫困地区”，且该成果仅为个例，不一定适用于所有情况(题干中的 public health emergencies 为复数，询问总体情况)。D 将第二段①句 businesses that pollute and poison 与首段 responsibility 杂糅，并利用人们的惯常认识进行干扰，但文中并没有信息支撑。

【提炼思路】解答本题难点有二：第一，定位有干扰，public health emergencies 貌似题干关键词，应定位到第一段，但题目实际上关注的是解决问题的过往经验(past experience in tackling)，应定位到第二段。第二，审题要透彻，题干中 public health emergencies 为复数，选项应适合大多数公共卫生危机，需对第二段信息进行概括推理，谨防对部分内容主观臆断或将个例当作普遍情形(本题中 C 具有强干扰性)。

III ① Many members of parliament are uncomfortable even with their own government's anti-obesity strategy, since it involves a “sugar tax” and a **ban**^① on the sale of energy drinks to under-16s. ② Bans and taxes can be **blunt instruments**^②, but their harshest critics can rarely suggest better methods. ③ These critics just oppose regulation itself.

许多议会成员甚至对自己政府的反肥胖战略感到不安，因为这涉及一项“糖税”和一项“禁止向未满 16 岁者出售能量饮料的禁令”。禁令和税收政策可能并非利器，但即便其最严苛的批评者也很少能提出更好的办法。这些批评者反对的正是监管本身。

· 词汇注释与难句分析 ·

① **ban** [bæn] *n.* 禁止，禁令

② **blunt instruments** 钝器，(某物)难以奏效

· 语篇分析 ·

第三段通过驳斥反对者的观点论述政府干预的合理性。

①句指出许多议员对政府的反肥胖策略感到不安。句子以 since 表明因果关系：主句以 even with their own 强调连议员自己都感到不安(暗示反肥胖策略的受争议程度之强)；从句说明原因：它涉及到“糖税”及“不健康饮料禁令”(即议员担心其策略难奏效或受批判)。

②句指出反对者实际上反对的并非是“方法(禁令和税收)”。句子以 but 形成“让步—转折”：先承认禁令和税收可能并非“利器”(blunt instruments 字面义为“钝器”，引申义为“不大管用的工具/方法”)，再转而指出反对者自己也并未提出更好的方法(暗示这很可能是当前最好的办法)。句中 instruments 和 methods 近义。

③句明确指出批评者反对的正是“限制/政府干预本身”。just oppose regulation itself(反对的恰是限制本身)回应首段 ideological arguments around responsibility and choice，强调反对者们并非是基于“方法”层面，而是基于意识形态层面，反对“限制”本身(认为政府不该实施限制，而是由人们自主选择)。

· 真题精解 ·

48. What does the author imply about some critics of bans and taxes concerning unhealthy drinks?	48. 关于那些对不健康饮料的禁令及税收持批评态度的人，作者暗示了什么？
A) They are not aware of the consequences of obesity.	A) 他们没有意识到肥胖的后果。
B) They have not come up with anything more constructive.	B) 他们没有想出更具建设性的方案。
C) They are uncomfortable with parliament's anti-obesity debate.	C) 他们对议会的反肥胖辩论感到不安。
D) They have their own motives in opposing government regulation.	D) 他们反对政府监管有自己的动机。

【精准定位】 本题考查作者对文中人物的观点看法。根据 some critics of bans and taxes concerning unhealthy drinks 定位至第三段。

【锁定答案】 B。第三段②③句指出，禁令和税收可能效力不够(be blunt instruments)，但即便其最严苛的批评者也很少能提出更好的办法(rarely suggest better methods)，B 是对这一信息的准确概括。

【排除干扰】 A 由第三段③句 just oppose regulation itself 臆断“他们之所以明确反对实施监管，是因为没有意识到肥胖的后果”，但实际上文中(尤其是第一段)说明他们知晓肥胖的后果，只是反对政府监管。C 将第三段①句“对反肥胖战略(anti-obesity strategy) 不安”窜改为“对反肥胖措施的辩论(anti-obesity debate) 不安”；而且这并非题目所问“作者对批评者的看法”而是“策略实施者自身的看法”。D 半“真”半“假”：opposing government regulation 对应文中信息 oppose regulation itself，符合反对者的态度；但 have their motives 为捏



造信息,文中并未提及其背后动机。

【提炼思路】“作者对文中人物的观点态度”题重在通过分析定位处的转折、强调、否定等,正确把握作者的整体观点,排除张冠李戴、捏造信息、断章取义选项。如本题,根据②③句中的 can be blunt instruments (委婉、让步)... but (转折提出重点) their hardest critics (最高级表强调) can rarely suggest better methods (否定表达)... just oppose regulation itself (以 just 明确强调) 即可判断作者对批评者的看法,挑选出与之匹配的 B,排除断章取义的 A、张冠李戴的 C、捏造信息的 D。

IV ① The relationship between poor health and inequality is too **pronounced**^① for governments to be passive about large-scale **intervention**^②. **②** People living in the most deprived areas are four times more **prone to**^③ die from avoidable causes than **counterparts**^④ in more **affluent**^⑤ places. **③** As the structural nature of public health problems becomes harder to ignore, the complaint about overprotective government loses **potency**^⑥.

“不健康”和“不平等”之间的相关性极其显著,大范围的政府干预已是刻不容缓。生活在最贫困地区的人们死于可避免因素的概率是富裕地区人口的四倍。随着公共卫生问题的结构性特征越来越不容忽视,关于政府过度保护的抱怨失去了效力。

· 词汇注释与难句分析 ·

① **pronounced** [prəˈnaʊnst] *a.* 显著的,明显的

② **intervention** [ˌɪntəˈvenʃn] *n.* 干预,介入

③ **prone to...** 很可能……,有……倾向

④ **counterpart** [ˈkaʊntəpɑːt] *n.* 对应的人或事物

⑤ **affluent** [ˈæfluənt] *a.* 富裕的

⑥ **potency** [ˈpəʊnsi] *n.* 效力,影响力

· 语篇分析 ·

第四段从当前国情出发,论述政府大规模干预的必要性。

①句以 **too... to** 强调结构凸显政府干预的必要性。**too pronounced** 强调当前情形:“不健康”和“不平等”之间的关系十分明显;for governments to be passive... 明确作者观点:政府需马上考虑实施大规模干预。

②句列举数据彰显情形对比,说明“不健康”和“不平等”之间存在强关联。对比组 People living in the most deprived areas VS counterparts in more affluent places 具化 inequality;对比结果 four times more prone to die... 展现贫困人口健康状况之差。

③句进一步指出反对政府干预的声音应停止。句子以 As 体现因果逻辑(说明当前情形——指出应有做法);前半句 the structural nature of public health problems 照应①②句 The relationship between poor health and inequality,明确公共卫生问题的结构性特征,becomes harder to ignore 照应 pronounced,强调问题的严重性;后半句 the complaint about overprotective government loses potency 为本句语义重心,强调反对政府干预的声音已失去影响力(政府干预乃当前必需)。

· 真题精解 ·

49. Why does the author stress the relationship between poor health and inequality?	49. 作者为何强调“健康差”与“不平等”之间的关联?
A) To demonstrate the dilemma of people living in deprived areas.	A) 为了展示贫困地区人们的困境。
B) To bring to light the root cause of widespread obesity in Britain.	B) 为了揭示英国普遍肥胖的根本原因。
C) To highlight the area deserving the most attention from the public.	C) 为了突出最值得公众关注的地区。
D) To justify government intervention in solving the obesity problem.	D) 为了证明政府干预在解决肥胖问题中的必要性。

【精准定位】 本题考查作者强调“健康差”与“不平等”之间关联的原因/目的。由题干关键词 the relationship between poor health and inequality 定位至第四段。

【锁定答案】D。 第四段①句指出“健康状况不佳与不平等之间的相关性极其显著,因此大范围的政府干预刻不容缓”;②句列举数据说明贫富地区人口健康状况相差巨大。联系可知,作者强调二者关系意在说明政



府干预为当前必需,D正确。

【排除干扰】A将事实细节等同于论证对象:文中提及贫困地区的人们普遍健康状况不佳,并非是为了说明“其困境”,而是为了论述“政府干预的必要性”。B夸大其词:文中指出这一关系不容忽视(政府理应干预),而非借其分析肥胖原因;文中只能表明贫困人口在一定程度上肥胖更严重,并未体现贫困是肥胖的根本原因(root cause)。C曲解②句内容,句中未提及“公众关注”,也并未比较“应该优先关注哪里”。

【提炼思路】题干形似问“原因”,实则问“目的”,关键在于整体理解段落、找到作者“核心论点”,谨防断章取义,排除细枝末节:第四段第一句以 The relationship ... is too pronounced for governments to be passive about... intervention 体现因果论证;这一关系太明显,所以政府应该干预。第二句则以数据展示这一关系。第三句再次指出问题不容忽视(政府理应进行干预)。可见作者“核心论点”在于政府应该进行干预,D正确。

V ① In fact, the **polarised**^① debate over public health interventions should have been abandoned long ago. ② Government action works when individuals are motivated to respond. ③ Individuals need governments that expand access to good choices. ④ The HENRY programme was delivered in part through children's centres. ⑤ Closing such centres and cutting **council**^② budgets doesn't magically increase **reserves**^③ of individual **self-reliance**^④. ⑥ The function of a well-designed state intervention is not to deprive people of liberty but to build social capacity and **infrastructure**^⑤ that helps people take responsibility for their wellbeing. ⑦ The obesity crisis will not have a solution **devised**^⑥ by left or right ideology—but experience indicates that the private sector needs the **incentive**^⑦ of regulation before it starts taking public health emergencies seriously. [453 words]

事实上,就公共卫生干预的两极分化性论战早就该被抛弃。当个人受到激励、做出响应时,政府的干预行动才能发挥效用。个人需要政府来扩大获得良好选择的机会。亨利计划中有一部分是借助儿童中心实施的。关闭这些中心以及削减议会预算并不能奇迹般地提高个体独立性。精心设计的国家干预计划的作用并非在于剥夺人们的自由,而是在于建设社会能力和基础设施,以帮助人们对自己的健康负起责任。肥胖危机的解决方案将不会出自左派或右派意识形态——但经验表明,私营部门需要监管的刺激,才能开始认真对待公共卫生紧急事件。

· 词汇注释与难句分析 ·

① **polarised** ['pəʊləraɪzd] *a.* 截然对立的

② **council** ['kaʊnsəl] *n.* 地方议会

③ **reserve** [rɪ'zɜ:v] *n.* 储备(物)

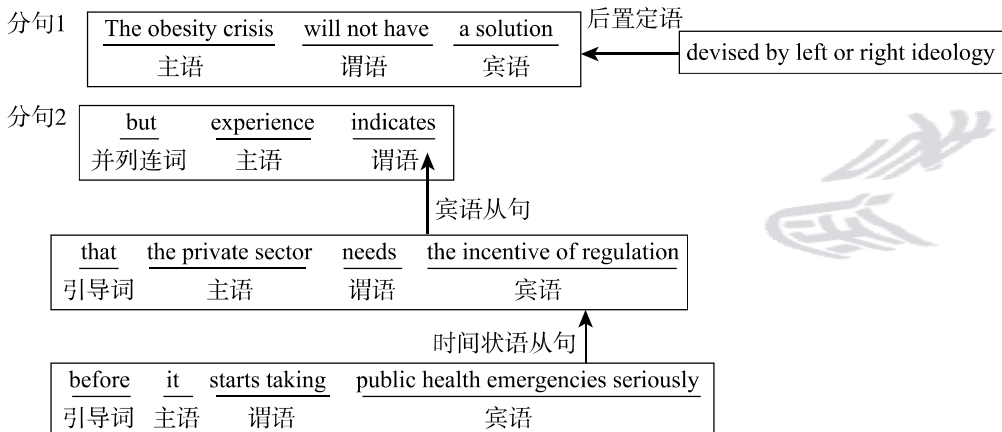
④ **self-reliance** [self rɪ'laɪəns] *n.* 自力更生

⑤ **infrastructure** ['ɪnfɹəstrʌktʃə] *n.* 基础设施

⑥ **devise** [dɪ'vaɪz] *v.* 设计,想出

⑦ **incentive** [ɪn'sentɪv] *n.* 刺激,激励

The obesity crisis will not have a solution devised by left or right ideology—but experience indicates that the private sector needs the incentive of regulation before it starts taking public health emergencies seriously.





第五段作者总结作评:人们应抛却意识形态之争,认识到政府干预乃当下国情所需。

①句明确作者的观点:围绕政府干预公共卫生的意识形态争论早应摒弃。The polarised debate...呼应首段 ideological arguments,并贯穿全篇。should have been abandoned long ago 以虚拟语气(含有责备、批评之意)明确作者的观点“早该抛弃这种无意义的争论”。

②③④⑤句明确政府干预的意义,指出政府干预和个人主力相辅相成。

②③句正面论证。②句以 when 体现“必要条件”——政府干预发挥效用的前提是能够激励个体做出改变。③句进一步强调政府干预对个体的意义:为个体提供更多好的选择(expand access to good choices)。

④⑤句反面论证。④句指出亨利项目的政府干预性质:借助儿童中心实施(注:儿童中心是受政府支持的机构,几乎全部免费)。⑤句指出即使取消儿童中心并削减议会预算(取消政府干预)也不会提高个体的独立性,即不能取消政府干预,不可单靠个体努力。

⑥⑦句概括国家干预的真正内涵及效用。⑥句以 The function of... is not to... but to... 构成取舍,明确政府干预的真正意义:并非意在剥夺人们自由,而是为人们提升对自己负责的能力提供必要帮助。⑦句 The obesity crisis will not have a solution... but experience indicates that... 进一步明确指出:肥胖危机的解决无关意识形态,但私营部门需要政府监管的刺激才会认真对待危机(明确政府干预的根本作用)。本句 the obesity crisis、solution、ideology、the private sector 与首段 an obese population、solutions、ideological arguments、the industries 分别呼应,实现首尾圆合。



50. When will government action be effective?	50. 政府的干预何时会有效?
A) When the polarised debate is abandoned.	A) 当两极分化的争论被抛弃时。
B) When ideological differences are resolved.	B) 当意识形态分歧得以化解时。
C) When individuals have the incentive to act accordingly.	C) 当个人获得行动的激励时。
D) When the private sector realises the severity of the crisis.	D) 当私营部门意识到危机的严重性时。

[精准定位] 本题考查政府干预发挥作用的条件,定位至第五段②句(Government action works when...).

[锁定答案] C。第五段②句指出“当个体受到激励做出响应时,政府的干预行为便能发挥效用”,C与此相符,have the incentive to act accordingly 同义改写 are motivated to respond。

[排除干扰] A、B均源自第五段①句 the polarised debate... should have been abandoned,但答非所问:意识形态之争/两极分化争论关乎政府是否进行干预,而非其发挥作用的条件。D将末句对政府行动的呼吁“私营部门需要政府监管的刺激,才能开始认真对待公共卫生紧急事件”篡改改为政府行动起效的关键“当私营部门意识到危机严重性时”。

[提炼思路] 本题考查事实细节,解题关键在于准确定位并将选项与原文仔细比对,锁定同义改写的选项,排除偷换关系的选项;根据 government action be effective 定位到第五段②句 government action works 后仔细比对,并锁定与从句条件同义的 C;然后排除文中虽有明确对应信息,但并非题目所问(且对原文信息进行歪曲)的其他选项。

Passage Two 澳大利亚珊瑚海保护区计划备受争议



一、总体分析

来源: Nature《自然》2011. 11. 29 文章 Australia's marine plans questioned(有争议的澳大利亚海洋计划)。

主题: 澳大利亚政府拟在珊瑚海设立保护区的提案引发争议,科学家批评其只将一半海域划为禁取区(完全保护区),未能给予珊瑚海足够多的保护。脉络: 引入并介绍澳大利亚政府的珊瑚海提案(第一、二段)——论述科学家及环保组织对新提案的批评(第三至五段)——介绍罗宾·比曼对新提案的辩护(第六段)——介绍众多科学家对先前类似提案的批评,借此批驳新提案(第七、八段)。





二、语篇分析及试题精解

I ① Home to **virgin**^① **reefs**^②, rare sharks and vast numbers of **exotic**^③ fish, the Coral Sea is a unique **haven**^④ of biodiversity off the northeastern coast of Australia. ② If a proposal by the Australian government **goes ahead**^⑤, the region will also become the world's largest **marine**^⑥ protected area, with restrictions or bans on fishing, **mining**^⑦ and marine farming.

II ① The Coral Sea **reserve**^⑧ would cover almost 990,000 square kilometres and **stretch**^⑨ as far as 1,100 kilometres from the coast. ② **Unveiled**^⑩ recently by environment **minister**^⑪ Tony Burke, the proposal would be the last in a series of proposed marine reserves around Australia's coast.

作为原始珊瑚礁、珍稀鲨鱼以及众多奇异鱼类的家园,珊瑚海是澳大利亚东北沿海生物多样性的一个独特天堂。倘若澳大利亚政府的一项提案获得通过,那么这片海域还将成为全世界最大的海洋保护区,将限制或禁止捕鱼、采矿和海水养殖活动。

珊瑚海保护区的面积约为 99 万平方公里,从海岸向海上延伸 1100 公里之多。日前由环境部长托尼·伯克公布的这个拟议的珊瑚海保护区将是在澳大利亚海岸拟设的一系列海洋保护区中的最后一处。

· 词汇注释与难句分析 ·

- ① **virgin** ['vɜːdʒɪn] *a.* 未开发的;原始状态的
 ② **reef** [riːf] *n.* 礁;礁脉
 ③ **exotic** [ɪgˈzɒtɪk] *a.* 来自异国的;奇异的
 ④ **haven** ['heɪvn] *n.* 安全地;避难所
 ⑤ **go ahead** 获得通过;发生;进行
 ⑥ **marine** [məˈriːn] *a.* 海洋的

- ⑦ **mining** ['maɪnɪŋ] *n.* 采矿;采矿业
 ⑧ **reserve** [rɪˈzɜːv] *n.* (动植物)保护区
 ⑨ **stretch** [stretʃ] *v.* 延伸;绵延
 ⑩ **unveil** [ˌʌnˈveɪl] *v.* 透露,展示
 ⑪ **minister** ['mɪnɪstə] *n.* 部长,大臣

· 语篇分析 ·

第一、二段为第一部分,引入并介绍澳大利亚政府的一项新提案:拟在珊瑚海设立海洋保护区。

第一段由珊瑚海的重要生态价值引入新提案。

① **①概述珊瑚海的方位和生态价值。**逗号前以 home to sth 结构(是……的产地/栖息地)列举珊瑚海中的生物,逗号后以 a unique haven of biodiversity 对逗号前内容进行概括总结,其中 unique 是对 virgin(原始/天然的)、rare(稀有/罕见的)、exotic(奇异的)等描述词的高度概括,生态学术语 biodiversity 是对 reefs, sharks, vast numbers of exotic fish 的抽象概括,haven(安全之地,保护区域,一方乐土)则强调了该海域的重要生态价值。off the northeastern coast of Australia 点明珊瑚海的地理方位:澳洲东北沿海。

② **②句引入旨在保护该海域的新提案。**the region 回指上句 the Coral Sea。末尾 with restrictions or bans on... 明确 protected area 的内涵,点明提案要点:保护该海域少受或免受人为活动侵扰。the world's largest marine protected area 在表明新拟议的珊瑚海保护区的世界地位之时,更暗示其将引发的广泛关注及可能招致的批评。本句虽未明确 a proposal 具体所指,但借由 if... will... 句式所提示的“条件—结果”可推断提案内容是“将珊瑚海拟设为保护区”。

第二段介绍提案拟设的珊瑚海保护区的基本情况。

① **①句描述珊瑚海保护区的海域范围。**The Coral Sea reserve 明确上句 a proposal 所指,其中 reserve(自然保护区)近义呼应上段 protected area。cover 和 stretch 分别引出该保护区的面积及范围,程度词 almost、as far as 强调海域范围之大。

② **②句指出珊瑚海保护区的政策背景。**逗号前补充提案的公布时间和公布人,逗号后为句子主干,由表语 the last (proposed marine reserve) 可推知主语 the proposal 代指提案拟设的珊瑚海保护区, would be the last in a series of proposed marine reserves around Australia's coast 间接说明澳洲政府的政策规划:拟在沿海设立一系列保护区,而珊瑚海保护区是其中最后一处(即该保护区将补齐澳洲沿海保护区链条上的最后一环)。





51. What do we learn from the passage about the Coral Sea?	51. 关于珊瑚海,我们从文中得知什么?
A) It is exceptionally rich in marine life.	A) 它拥有无比丰富的海洋生物资源。
B) It is the biggest marine protected area.	B) 它是(世界上)最大的海洋保护区。
C) It remains largely undisturbed by humans.	C) 它的大部分区域未被人侵扰。
D) It is a unique haven of endangered species.	D) 它是濒危物种的一个独特避难所。

【精准定位】 本题考查珊瑚海的细节信息。由题干关键词 the Coral Sea 及题文同序原则可基本锁定首段。

【锁定答案】 A。首段①句明确指出珊瑚海是生物多样性的独特天堂(包含珊瑚礁、珍稀鲨鱼以及众多奇异鱼类),②句信息“将成为全世界最大的海洋保护区”也暗示珊瑚海有丰富的生物资源,需将其保护好。综合可知 A 符合文意。

【排除干扰】 B 将首段②句所述的一种可能情形“若提案获得通过,珊瑚海将成为世界最大的海洋保护区”曲解为事实情形。C 由首段的 virgin(原始的,天然的)捏造出原文未提及的信息“大部分海域是人类未涉足的原始/天然海域”。D 将①句信息“生物多样性的天堂”曲解为“濒危物种的天堂”。

【提炼思路】 题干给定信息较为宽泛,大体锁定相关段落需将各项与原文逐一比对核实。B、D 有明显的原词复现线索(biggest marine protected area, a unique haven of 分别复现首段两处信息),因此很容易识别出选项与原文存在很大出入;B 将假设情形偷换为既定事实,D 把生物多样性缩窄为濒危物种。而 A、C 没有明显的原词复现线索,需借助语义推理与原文比对:A 中 exceptionally(格外/异常)和 rich in... life 近义对应首段中描述珊瑚海的关键词 unique(独特/不寻常)、biodiversity,可确定 A 符合原文;C 中 undisturbed by humans 虽与首段 virgin(原始的,天然的)近义,但后者描述的是珊瑚海中的原始珊瑚礁(珊瑚目的动物形成的礁体结构),并不代表珊瑚海的整体状态。

52. What does the Australian government plan to do according to Tony Burke?	52. 根据托尼·伯克的说法,澳大利亚政府计划做什么?
A) Make a new proposal to protect the Coral Sea.	A) 提出一项旨在保护珊瑚海的新提案。
B) Revise its conservation plan owing to criticisms.	B) 修订其遭受指摘的保护计划。
C) Upgrade the established reserves to protect marine life.	C) 升级已有的保护区,以保护海洋生物。
D) Complete the series of marine reserves around its coast.	D) 建齐其沿海的一系列海洋保护区。

【精准定位】 本题考查政府的行动计划。由人名 Tony Burke 可锁定第二段②句。

【锁定答案】 D。第二段②句指出:澳大利亚环境部长 Tony Burke 公布了一项新提案,拟将珊瑚海提议为海洋保护区,该保护区将是政府拟在澳大利亚沿海建立的一系列保护区中的最后一处(第三段末尾暗示这一系列海洋保护区将串联成一个环澳海洋保护网),综合可知 D 符合此意。

【排除干扰】 A 将 Tony Burke 的新近举动“公布了一项保护珊瑚海的新提案”曲解为政府的未来计划。B、C 均不属于 Tony Burke 披露的内容,均将环保组织向政府提出的建议(下文几段暗含信息)偷换为政府拟定的计划,而由第六段首句可知政府尚未对环保人士的批评意见做出回应。

【提炼思路】 本题虽然很容易定位正确项来源,但干扰项却有很大的迷惑性,A、B、C 所述的举措在原文均有直接或间接的对应信息,必须厘清这些举措的相关信息,看其是否符合题干限定的主体信息(政府意愿)和时间信息(未来计划)。

III But the **scheme**^① is attracting criticism from scientists and **conservation**^② groups, who argue that the government hasn't gone far enough in protecting the Coral Sea, or in other marine reserves in the coastal network.

IV ① Hugh Possingham, director of the Centre of Excellence for Environmental Decisions at the University of Queensland, points out that **little more than**^③ half of the

但这项计划遭到了科学家与保护组织的批评,他们认为,政府对珊瑚海及沿海保护网络中其他海洋保护区所做的保护工作还远远不够。

昆士兰大学环保决策卓越中心主任休·波辛汉指出,珊瑚海保护区仅有一半海域被提议为“禁取区”(区内



Coral Sea reserve is proposed as a ‘no take’ area, in which all fishing would be banned. ② The world’s largest existing marine reserve, established last year by the British government in the Indian Ocean, **spans**④ 544,000 km² and is a no-take zone throughout. ③ An **alliance**⑤ of **campaigning**⑥ conservation groups argues that more of the Coral Sea should receive this level of protection.

V ① “I would like to have seen more protection for coral reefs,” says Terry Hughes, director of the Centre of Excellence for Coral Reef Studies at James Cook University in Queensland. ② “More than 20 of them would be outside the no-take area and **vulnerable**⑦ to catch-and-release fishing”.

禁止一切渔业活动)。去年,英国政府在印度洋建立了世界上现存最大的海洋保护区,面积达 54.4 万平方公里,且整片海域均为禁取区。一个由保护运动组织结成的联盟认为,应该对更多珊瑚海海域实行这一级别的保护。

昆士兰州詹姆斯库克大学珊瑚礁研究卓越中心主任特里·休斯说:“我本期待提案能够给予珊瑚礁更多的保护。(遗憾的是,)20 多处珊瑚礁未被划入禁取区,它们很容易受到‘钓后放流’式渔业活动的影响。”

· 词汇注释与难句分析 ·

① **scheme** [ski:m] *n.* 计划;方案

② **conservation** [ˌkɒnsə'veɪʃn] *n.* (动植物、森林等的)保护

③ **little more than** 只不过;仅仅是;和……无差别

④ **span** [spæn] *v.* (空间或地域)跨越,包括

⑤ **alliance** [ə'laɪəns] *n.* 联盟,同盟

⑥ **campaign** [kæm'peɪn] *v.* 发起运动;参加活动

⑦ **vulnerable** ['vʌlnərəbl] *a.* 脆弱的,易受伤害的

· 语篇分析 ·

第三至五段为第二部分,介绍新提案遭受的批评:政府所拟定的保护工作远远不够。

第三段概述批评:政府对海洋保护区的保护力度不够大。

But 凸显段群的转折逻辑:由“引入政策”转至“批评其缺陷”,the scheme 回指上文 the proposal。定语从句 who argue that... 引出科学家和保护组织对提案的批评意见,其中 hasn't gone far enough 点明批判的焦点“(政府)做得不够/不到位”,other marine reserves in the coastal network 呼应上段末句“拟在沿海设立一系列保护区”,or 在否定句中表示“也不”,表明政府提议建设的一系列保护区均存在“保护不足”的问题。

第四段介绍科学家休·波辛汉及某环保组织联盟对提案的批评:未能全面保护珊瑚海的所有海域。

①句介绍科学家休·波辛汉的观点:新提案仅将珊瑚海的一半海域拟定为禁取区。人物身份 director of... at the University of Queensland 呼应上段 scientists,表明本段是对上段“科学家的批评”的举例说明。half 前辅以 little more than(只不过,仅仅)暗含批判之意:只有一半,并非全部。末尾 in which 引导的从句明确术语‘no take’的内涵:禁止一切渔业活动,其中 all 强调“完全取缔,不留余地”,表明禁取区实行的是最严级别的保护。

②句以英国政府的典范举措反衬澳洲政府提案的缺陷(明确上述观点的批驳立场)。The world's largest existing marine reserve, 544,000 km², a no-take zone throughout 一方面赞扬英国政府建立的保护区面积很大,对全域实行最严保护,另一方面也与上文珊瑚海保护区的特点(will... become the world's largest marine protected area, 990,000 square kilometres, little more than half... as a “no take” area)形成对比呼应,意在暗示澳洲政府的夸大宣传:珊瑚海保护区的全区面积虽然远超现有最大保护区,但其禁取区面积(99 万平方公里的一半)实际还不如后者(54.4 万平方公里),由此可明确上句波辛汉的批判立场。

③句指出某环保组织联盟的建议(暗含批驳):应把珊瑚海的更多海域划入禁取区。An alliance of campaigning conservation groups 提示本句是对上段“环保组织的批评”的展开说明。more of the Coral Sea should... 以建议口吻侧面说明提案的缺陷:未能将更多海域纳入实行最严保护的禁取区(this level of protection 回指上文“全面禁渔的禁取区”)。

第五段介绍科学家特里·休斯对新提案的批评:很多珊瑚礁未受严格保护。

①句概述批评:未能对珊瑚礁提供更多保护。人物身份 director... at James Cook University 既呼应第三段 scientists(表明本段仍属对第三段的展开说明),也以 Coral Reef Studies 暗示本段聚焦点:对珊瑚礁的保护。虚拟语气句式 would like to have seen... 指“本来想看到某事(但实际未看到)”,文中用以表示对新提案缺陷(未给予珊瑚礁更多保护)的遗憾之情,暗含批驳。

②句细说批评:20 多处珊瑚礁未被划入禁取区。More than 20 of them(them 回指 coral reefs)强调未受



保护的珊瑚礁数量之多,明确上句 more protection for coral reefs 的内涵。outside the no-take area 和 vulnerable to catch-and-release fishing 暗含因果/递进关联:未被划入禁取区意味着不会完全禁渔,故很可能会受到渔业活动的威胁。

VI ① As *Nature* went to press, the Australian government had not responded to specific criticisms of the plan. ② But Robin Beaman, a marine geologist^① at James Cook University, says that the reserve does “broadly^② protect the range of habitats^③” in the sea. ③ “I can testify to^④ the huge effort that government agencies and other organisations have put into trying to understand the ecological values of this vast area,” he says.

截至《自然》付印时,澳大利亚政府还未就该计划所受具体批评做出回应。但詹姆斯库克大学的海洋地质学家罗宾·比曼表示,珊瑚海保护区的确为这片海域中的“各种生境提供全面保护”。他说:“我可以作证,政府机构和其他组织为了解这片广阔海域的生态价值付出了巨大努力。”

· 词汇注释与难句分析 ·

① geologist [dʒiˈɒlədʒɪst] n. 地质学家

② broadly [ˈbrɔːdli] ad. 广泛地;多方面地,全面地

③ habitat [ˈhæbɪtæt] n. 生境,栖息地

④ testify to 为……作证;表明,证明

· 语篇分析 ·

第六段为第三部分,介绍海洋地质学家罗宾·比曼对新提案的辩护。

①指出政府对各类批评意见的反应:尚无回应。specific criticisms of the plan 总结第三至五段科学家与环保组织对提案的批评, had not responded 指尚未回应,但结合其时间点“截至文章付印时”可知这并不代表政府默认批评(并做出调整)。

②③句转而指出罗宾·比曼对批评意见的个人反应:为提案辩护(暗示政府未做出反应的理据)。

②句概述辩护意见:新提案能为海域内各类生境提供全面保护。the reserve does “broadly protect the range of habitats”直接回应上文批评意见“提案只将一半海域纳入禁取区(即未能全面保护所有海域)”,强调词 does 凸显强烈辩护意味, broadly(全面)直接反驳 little more than half(仅一半)。

③句阐述辩护理由:政府及相关组织非常了解这一海域的生态价值(势必努力保护)。testify to sth(为……作证)传递鲜明的辩护立场, huge effort, trying to understand the ecological values 表明提案并非草率鲁莽的决策,政府和相关组织为前期的大量生态调研工作付出了巨大努力。

· 真题精解 ·

53. What is scientists' argument about the Coral Sea proposal?	53. 科学家们对珊瑚海提案有何异议?
A) The government has not done enough for marine protection.	A) 政府在海洋保护方面做得还不够。
B) It will not improve the marine reserves along Australia's coast.	B) 它不会改善澳大利亚沿海的海洋保护区(的生态状况)。
C) The government has not consulted them in drawing up the proposal.	C) 政府在起草该提案时未征询他们的意见。
D) It is not based on sufficient investigations into the ecological system.	D) 它没有建立在对生态系统进行充分调查的基础之上。

【精准定位】本题考查科学家对提案的批判。由 scientists' argument(科学家的异议/不赞同)及题文同序原则可大体锁定第三段(criticism from scientists)。

【锁定答案】A。第三段先指出珊瑚海提案(the scheme)遭到了科学家的批评,随后介绍其批评内容:政府对珊瑚海等海洋保护区所做的保护工作远远不够, A 符合文意。

【排除干扰】B 将珊瑚海提案所受批评“对该处保护区的保护不足(禁渔区未覆盖珊瑚海整个海域)”偷换为“未能保护沿海的各处保护区(未能改善各区生态)”。C 由脱离原文的常识(政府决策时常征询专家意见)



臆断而来。D 由第六段末句比曼对政府提案的辩解(政府和相关组织为充分了解珊瑚海保护区的生态价值付出巨大努力)反向臆断出批评方的意见。

[提炼思路] 本题难在判断 D 的错误性,该项是根据第六段正方观点反推出反方观点,推理思路正确,但错在未准确把握双方的争辩点:第四、五段详述反方(科学家和保护组织)的观点“提案仅把珊瑚海一半海域划为禁取区/核心保护区”,随后第六段②③句转而引出正方(罗宾·比曼)的辩护观点“珊瑚海保护区提案确实可以全面保护这片海域”(broadly protect 前辅以强调词 does 凸显强烈辩护意味)并阐述其辩护理由“投入力度很大”,可知正反方的争辩点是提案能否全面保护珊瑚海的所有海域。

54. What does marine geologist Robin Beaman say about the Coral Sea plan?	54. 海洋地质学家罗宾·比曼如何看待珊瑚海计划?
A) It can compare with the British government's effort in the Indian Ocean.	A) 它可以和英国政府在印度洋的行动相媲美。
B) It will result in the establishment of the world's largest marine reserve.	B) 它最终会建成世界上最大的海洋保护区。
C) It will ensure the sustainability of the fishing industry around the coast.	C) 它将确保沿海渔业的可持续性。
D) It is a tremendous joint effort to protect the range of marine habitats.	D) 它是一项多方合力的、旨在保护各种海洋生境的重大行动。

[精准定位] 本题考查比曼对提案的看法。由 Robin Beaman say 可锁定第六段②③句。

[锁定答案] D。第六段②③句介绍比曼对珊瑚海保护区提案的辩护意见:提案可全面保护珊瑚海的各种生境,政府和其他组织为了解珊瑚海的生态价值做出极大努力。综合可知 D 正确,其中 tremendous joint effort 正确概括了比曼对提案的描述“涉及政府与其他组织的巨大投入”。

[排除干扰] A、B、C 均非题干所问的比曼(正方)观点:A 用第四段②句信息(反方观点)设置干扰,该句是以英国政府在印度洋建立的海洋保护区的优点“全海域均为禁取区”反衬珊瑚海计划的缺陷“只将一半海域划为禁取区”。B 源自首段②句信息(珊瑚海计划拟定的保护区将是世界最大的海洋保护区),但这不属于比曼的言论。C 由第五段末句信息 catch-and-release fishing(钓后放流式渔业活动)臆断而来,该信息属反方观点(意在强调渔业活动对非禁取区的侵扰)。

[提炼思路] 本题考查人物观点,基本解题思路为:首先锁定论述人物观点的语段/句群,然后确定各项核心话题是否与人物相匹配(排除人物未谈及的话题),最后将剩余选项与人物观点信息进行仔细比对,确定正确项。本题给定的人物 Robin Beaman 只出现于第六段,故很容易排除用其他段落信息干扰的 A、B、C 三项。

Ⅶ ① Reserves proposed earlier this year for Australia's southwestern and northwestern coastal regions have also been criticised for failing to give habitats **adequate**^① protection. ② In August, 173 marine scientists signed an open letter to the government saying they were “greatly **concerned**^②” that the proposals for the southwestern region had not been based on the “core science **principles**^③” of reserves—the protected regions **were** not, for instance, **representative of**^④ all the habitats in the region, they said.

Ⅷ Critics say that the southwestern reserve offers the greatest protection to the **offshore**^⑤ areas where commercial opportunities are fewest and where there is little threat to the environment, a **contention**^⑥ also **levelled**^⑦ at the Coral Sea plan. [447 words]

今年早些时候政府提议的在澳大利亚西南与西北沿海地区建立的保护区也被指摘未能给予生境更多的保护。今年8月,173名海洋科学家签署了一封致政府的公开信,称他们对在西南沿海设立保护区的提案未能遵循自然保护区的“核心科学原则”感到“深深的忧虑”——比如,他们指出,这些受保护的区域并不能代表该区域的所有生境。

批评人士称,西南沿海保护区为那些商业机会最少、对环境几乎构不成威胁的近海地区提供了最大保护,这一批评意见同样也指向了珊瑚海计划。



· 词汇注释与难句分析 ·

- ①adequate ['ædɪkwət] a. 足够的, 充分的
②concerned [kən'sɜ:nd] a. 担心的; 忧虑的
③principle ['prɪnsəpl] n. 道德原则; 规范
④be representative of 代表

- ⑤offshore [ɒf'ʃɔ:] a. 海上的; 近海的
⑥contention [kən'tenʃn] n. 论点, 主张
⑦level ['levl] v. 用(武器等)瞄准, 把……对准

In August, 173 marine scientists signed an open letter to the government saying they were “greatly concerned” that the proposals for the southwestern region had not been based on the “core science principles” of reserves—the protected regions were not, for instance, representative of all the habitats in the region, they said.

分句1:

In August,	173 marine scientists	signed	an open letter	to the government	saying
时间状语	主语	谓语	宾语	介词短语作letter的后置定语	分词作letter的后置定语

that	the proposals for the southwestern region
引导词	主语部分
had not been based on the “core science principles” of reserves	谓语部分

宾语从句 → saying的宾语从句

they were “greatly concerned”

分句2:

—the protected regions	were not,	for instance,	representative of all the habitats in the region,	they said.
主语	系动词	插入语	表语	插入语

· 语篇分析 ·

第七、八段为第四部分, 借众多科学家对先前类似提案的担忧继续介绍对新提案的批评。

第七段介绍科学家对先前的其他沿海保护区提案的担忧。

①句(末两段主旨句)概述先前提议的西南与西北沿海保护区所引发的争议。proposed earlier this year 和 southwestern and northwestern(与首段珊瑚海的地理方位 off the northeastern coast 相呼应)提示本段论述的是先前针对其他沿海保护区的提案。failing to give habitats adequate protection 概述这些保护区遭受的批评: 对生境保护不足。

②句详述众多科学家对西南沿海保护区的担忧: 未遵循保护区的核心科学原则。In August 顺承上句 earlier this year, 凸显时间链条: 政府先公布提案, 随后科学家致信批驳提案。greatly concerned(深深忧虑)近义呼应上句 criticised。破折号后以“受保护区域不代表所有生境”说明有些生境未得到保护(呼应上句“对生境保护不足”), for instance 表明该信息意在举例阐释破折号前的抽象表述“未遵循保护区的核心科学原则”。

第八段承上段末句进一步明确先前类似提案受到的批评, 借此批驳新提案。

本段只包含一句, the southwestern reserve 提示该段承接上段②句, commercial opportunities 与 threat to the environment 暗含因果关联: 人类的渔业经济活动是威胁生态环境的一大因素; greatest 与 fewest, little threat 的对比凸显保护等级与风险程度的不对等, 强调提案的荒谬性: 风险最低的区域却享受最高级别的保护(风险高的区域却得不到足够保护)。

· 真题精解 ·

55. What do critics think of the Coral Sea plan?	55. 批评人士如何看待珊瑚海计划?
A) It will do more harm than good to the environment.	A) 它对环境的影响弊大于利。
B) It will adversely affect Australia's fishing industry.	B) 它将对澳大利亚的渔业产生不利影响。
C) It will protect regions that actually require little protection.	C) 它将保护的那些区域实际上几乎不需要保护。
D) It will win little support from environmental organisations.	D) 它几乎不会赢得环境组织的支持。

[精准定位] 本题考查批评人士对提案的看法。根据关键词 critics 及题文同序原则可大体锁定末两段(criticised, Critics)。



【锁定答案】C。第七段论述科学家对先前类似提案(在西南沿海设立保护区)的批判:未遵循自然保护区的核心科学原则,受保护的区域并不能代表该地区的所有生境。末段先总结上段的批判:西南沿海保护区为商业机会最少、对环境没有威胁的区域(即几乎不需要保护的区域)提供了最大保护,随后指出上述批判也适用于珊瑚海计划,综合可知C正确。

【排除干扰】A、B将批判人士的观点信息“提案意欲保护的那些区域实际上商业机会最少,(因而)受到的环境威胁极小”曲解为“提案会损害环境和渔业经济”。D将第三段信息“提案遭到(某些)环保组织(即第四段末句的“由多个保护运动组织结成的联盟”)的批评”夸大为“提案几乎不会得到环境组织的支持”,且该信息不属于批评人士的观点内容。

【提炼思路】本题借人物观点题考查末段长难句。该句从逗号处一分为二,逗号前句子结构为“Critics say + that 从句”,介绍批评人士对西南沿海保护区提案的看法:为那些商业机会最少、几乎没有环境风险的区域提供最大保护;逗号后为名词短语“a contention+后置定语”,充当前面看法(that 从句)的同位语,对其进行补充说明:这一批评的矛头也对准了珊瑚海计划;综合两部分语义可知批评人士对珊瑚海保护区提案和西南沿海保护区提案的看法相同:二者严格保护的那些区域实际环境风险极小(几乎不需要保护)。

Part IV Translation

《西游记》



一、参考译文

Journey to the West is perhaps the most influential of the Four Great Classical Novels of Chinese literature, and certainly the most widely known beyond China's borders. It depicts the tough journey of the famous monk Xuanzang, who, accompanied by his three followers, travelled across Western China to India for Buddhist scriptures. While the theme of the story is based on Buddhism, the novel draws on a host of Chinese folk tales and mythology to create various vivid and lifelike human and animal characters. The best known among them is the monkey Sun Wukong, whose tales of fighting against all kinds of monsters and demons are well known to just about every child in China.



二、精析精译

1. 《西游记》(*Journey to the West*)也许是中国文学四大经典小说中最具影响力的一部,当然也是在国外最广为人知的一部小说。

【词汇准备】也许 perhaps; probably; maybe 中国文学 Chinese literature 四大经典小说 the Four Great Classical Novels 具影响力的 influential 当然 certainly; without doubt 广为人知的 widely known

【句子解析】两小句的谓语部分“是……的一部”“也是……的一部小说”提示两者并列,可合译为由 and 连接的并列谓语(系动词 be+表语)结构,第二个 be 动词应省译。本句主要考查形容词最高级的表达公式“the + 最高级 + 比较范围”:第一小句含最高级“最具影响力的”,比较范围为“中国文学四大经典小说中”,套用公式可译为 the most influential of the Four Great Classical Novels...,第二小句译法同理。注:因第一小句比较范围中的 Novels 已为《西游记》定性,故第一、二小句中的“一部(小说)”应省译 novel,以保持译文的简洁。

2. 这部小说描绘了著名僧侣玄奘在三个随从的陪同下穿越中国西部地区前往印度取经(Buddhist scripture)的艰难历程。

【词汇准备】描绘 depict; narrate; be an account of 僧侣 monk 随从 follower 陪同 accompany 穿越 cross; travel across 取(经)fetch; acquire 艰难历程 hard/difficult/tough journey

【句子解析】本句为复杂长句,译时应先理清句子的结构层次,化繁为简。第一步,找出主干“这部小说描绘了艰难历程”,是典型的“主+动+宾”结构,汉英对应译出即可。第二步,找出修饰语或补充说明成分:①“著名僧侣玄奘的”为定语,指出艰难历程为玄奘所有,可处理为表所属关系的介词短语 of the famous monk Xuanzang,紧置于 the tough journey 后;②“在三个随从的陪同下穿越中国西部地区前往印度取经”描述玄奘的行为,可处理为由 who(指代玄奘)引导的非限制性定语从句,且该段信息又可拆为三层:一、“穿越中国西部地区前往印度”为核心动作,可译为从句的主干部分(who) travelled across...;二、“取经”为前述动作的目的,可译为目的状语 to fetch/for Buddhist scriptures;三、“在三个随从的陪同下”是对从句主语 who 的补充说明,可译为分词短语 accompanied by...或介词短语 in the company of...(要以逗号与主干隔开)。



3. 虽然故事的主题基于佛教,但这部小说采用了大量中国民间故事和神话的素材,创造了各种栩栩如生的人物和动物形象。

[词汇准备]虽然 although; though; while 主题 theme; motif 基于 be based on 佛教 Buddhism 采用 use; employ; draw on 民间故事 folk story/tale 神话 mythology 创造 create 栩栩如生的 vivid and lifelike; true-to-life 人物和动物形象 human and animal figures/characters

[句子解析]“虽然……但”标示句内“让步—转折”逻辑,可借连词(al)though 或 while 将第一小句处理为让步状语从句,第二、三小句则作主句。第一小句“故事的主题基于佛教”结构简单,顺译即可。第二、三小句含两个谓语部分“采用了……素材”“创造了……形象”,语义逻辑上,前者是方法/手段,后者是目的/结果,语义轻重上,前者“民间故事和神话”能与第一小句“宗教主题”构成合理转折,分量更重,故应将第二小句处理为主句的主干部分,第三小句可处理为目的状语。具体来看:第二小句呈“主+动+宾”结构,宾语“大量中国民间故事和神话的素材”中的“素材”属于范畴词,应当省译,且动词词组 draw on 在语境中也能传达出“将……当作素材加以利用”之意,故宾语部分译作 a host of Chinese folk tales and mythology 即可。第三小句指向目的,可采用不定式结构 to create...;“人物和动物形象”更侧重指“角色”,可译为 human and animal characters。

4. 其中最著名的是孙悟空,他与各种各样妖魔作斗争的故事几乎为每个中国孩子所熟知。

[词汇准备]妖魔 evil spirits; monsters and demons 与……作斗争 fight against 几乎 almost; nearly; just about 为……所熟知 be well-known/familiar to

[句子解析]第一小句引出“孙悟空”,第二小句对其延伸介绍,故可把前者译为主句,后者译为 whose(指代孙悟空)引导的非限制性定语从句。主句的主语为“其中最著名的”,“其”回指上句“各种人物和动物形象”,可用 them 代指,整个主语部分可译为 The best known among them。从句主干为“他的故事几乎为每个中国孩子所熟知”,修饰成分“与各种各样妖魔作斗争(的)”其实是“故事”的具体内容,可借助可表示“(内容)涉及,关于”的介词 of 译为 stories of fighting against various evil spirits。

重难点词汇短语	高分翻译	低分翻译
僧侣	monk	temple man; bald man
随从	follower; disciple	animals; servants; protectors
民间故事和神话	folk tales and mythology	people's and god's stories
栩栩如生的	vivid and lifelike	alive; living
妖魔	monsters and demons	fairies; bad people

三、知识补充

省译法是常见的汉英翻译策略,目的主要在于剔除冗余信息,让译文更加明晰简练。省译并不意味着译者可以随意删减原文内容,而是必须保证所删减的信息从译语角度来看是多余的或不言而喻的,即其含义已经暗含在上下文的其他词语之中。汉译英中可省略的词语主要有两类:1. 原文中重复出现的词语,如本题文段中“小说”多次复现,不宜全部译为 novel,应结合语境适当省译或以 it 或 its 替代;2. 原文中表示范畴的词语,如文段第三句“素材”是用以表明“民间故事和神话”所属的范畴,故可省译,否则语义发生重叠,又如“社会动荡不安的局面”直接译为 social unrest,“局面”应省译。

