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全新真题

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TEST 1

READING PASSAGE 1

*You should spend about 20 minutes on **Questions 1-13,** which are based on Reading Passage 1 below.*

What the Managers Really Do?

When students graduate and first enter the workforce, the most common choice is to find an entry-level position. This can be a job such as an unpaid internship, an assistant, a secretary, or a junior partner position. Traditionally, we start with simpler jobs and work our way up. Young professionals start out with a plan to become senior partners, associates, or even managers of a workplace. However, these promotions can be few and far between, leaving many young professionals unfamiliar with management experience. An important step is understanding the role and responsibilities of a person in a managing position. Managers are organisational members who are responsible for the work performance of other organisational members. Managers have formal authority to use organisational resources and to make decisions. Managers at different levels of the organisation engage in different amounts of time on the four managerial functions of planning, organising, leading, and controlling.

However, as many professionals already know, managing styles can be very different depending on where you work. Some managing styles are strictly hierarchical. Other managing styles can be more casual and relaxed, where the manager may act more like a team member rather than a strict boss. Many researchers have created a more scientific approach in studying these different approaches to managing. In the 1960s, researcher Henry Mintzberg created a seminal organisational model using three categories. These categories represent three major functional approaches, which are designated as interpersonal, informational and decisional.

Introduced Category 1: INTERPERSONAL ROLES. Interpersonal roles require managers to direct and supervise employees and the organisation. The figurehead is typically a top of middle manager. This manager may communicate future organisational goals or ethical guidelines to employees at company meetings. They also attend ribbon-cutting ceremonies, host receptions, presentations and other activities associated with the figurehead role. A leader acts as an example for other employees to follow, gives commands and directions to subordinates, makes decisions, and mobilises employee support. They are also responsible for the selection and training of employees. Managers must be leaders at all levels of the organisation; often lower-level managers look to top management for this leadership example. In the role of liaison, a manager must coordinate the work of others in different work units, establish alliances between others, and work to share resources. This role is particularly critical for middle managers, who must often compete with other managers for important resources, yet must maintain successful working relationships with them for long time periods.

Introduced Category 2: INFORMATIONAL ROLES. Informational roles are those in which managers obtain and transmit information. These roles have changed dramatically as technology has improved. The monitor evaluates the performance of others and takes corrective action to improve

that performance. Monitors also watch for changes in the environment and within the company that may affect individual and organisational performance. Monitoring occurs at all levels of management. The role of disseminator requires that managers inform employees of changes that affect them and the organisation. They also communicate the company's vision and purpose.

Introduced Category 3: DECISIONAL ROLES. Decisional roles require managers to plan strategy and utilise resources. There are four specific roles that are decisional. The entrepreneur role requires the manager to assign resources to develop innovative goods and services, or to expand a business. The disturbance handler corrects unanticipated problems facing the organisation from the internal or external environment. The third decisional role, that of resource allocator, involves determining which work units will get which resources. Top managers are likely to make large, overall budget decisions, while middle managers may make more specific allocations. Finally, the negotiator works with others, such as suppliers, distributors, or labor unions, to reach agreements regarding products and services.

Although Mintzberg's initial research in 1960s helped categorise manager approaches, Mintzberg was still concerned about research involving other roles in the workplace. Minstzberg considered expanding his research to other roles, such as the role of disseminator, figurehead, liaison and spokesperson. Each role would have different special characteristics, and a new categorisation system would have to be made for each role to understand it properly.

While Mintzberg's initial research was helpful in starting the conversation, there has since been criticism of his methods from other researchers. Some criticisms of the work were that even though there were multiple categories, the role of manager is still more complex. There are still many manager roles that are not as traditional and are not captured in Mintzberg's original three categories. In addition, sometimes, Mintzberg's research was not always effective. The research, when applied to real-life situations, did not always improve the management process in real-life practice.

These two criticisms against Mintzberg's research method raised some questions about whether or not the research was useful to how we understand "managers" in today's world. However, even if the criticisms against Mintzberg's work are true, it does not mean that the original research from the 1960s is completely useless. Those researchers did not say Mintzberg's research is invalid. His research has two positive functions to the further research.

The first positive function is Mintzberg provided a useful functional approach to analyse management. And he used this approach to provide a clear concept of the role of manager to the researcher. When researching human behavior, it is important to be concise about the subject of the research. Mintzberg's research has helped other researchers clearly define what a "manager" is, because in real-life situations, the "manager" is not always the same position title. Mintzberg's definitions added clarity and precision to future research on the topic.

The second positive function is Mintzberg's research could be regarded as a good beginning to give a new insight to further research on this field in the future. Scientific research is always a gradual process. Just because Mintzberg's initial research had certain flaws, does not mean it is useless to other researchers. Researchers who are interested in studying the workplace in a systematic way have older research to look back on. A researcher doesn't have to start from the very beginning—older research like Mintzberg's have shown what methods work well and what methods are not as appropriate for workplace dynamics. As more young professionals enter the job market, this research will continue to study and change the way we think about the modern workplace.

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Questions 1-6

Look at the following discriptions or deeds (Questions 1-6) and the list of categories below.

Match each description or deed with the correct category, **A**, **B** or **C**.

Write the correct letter, **A**, **B**, or **C**, in boxes 1-6 on your answer sheet.

NB You may use any letter more than once.

List of Categories
A INTERPERSONAL ROLES
B INFORMATIONAL ROLES
C DECISIONAL ROLES

1   the development of business scheme

2   presiding at formal events

3   using employees and funds

4   getting and passing message on to related persons

5   relating the information to employees and organisation

6   recruiting the staff

Questions 7 and 8

Choose **TWO** letters, **A-E**.

Write the correct letters in boxes 7 and 8 on your answer sheet.

Which **TWO** positive functions about Mintzberg's research are mentioned in the last two paragraphs?

A   offers waterproof categories of managers

B   provides a clear concept to define the role of a manager

C   helps new graduates to design their career

D   suggests ways for managers to do their job better

E   makes a fresh way for further research

Questions 9-13

Do the following statements agree with the information given in Reading Passage 1?

In boxes 9-13 on you answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts with the information*
NOT GIVEN	*if there is no information on this*

9   Young professionals can easily know management experience in the work-place.

10   Mintzberg's theory broke well-established notions about managing styles.

11   Mintzberg got a large amount of research funds for his contribution.

12   All managers do the same work.

13   Mintzberg's theory is invalid in the future studies.

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READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14-26**, which are based on Reading Passage 2 below.*

How Well Do We Concentrate?

A Do you read while listening to music? Do you like to watch TV while finishing your homework? People who have these kinds of habits are called multi-taskers. Multi-taskers are able to complete two tasks at the same time by dividing their focus. However, Thomas Lehman, a researcher in Psychology, believes people never really do multiple things simultaneously. Maybe a person is reading while listening to music, but in reality, the brain can only focus on one task. Reading the words in a book will cause you to ignore some of the words of the music. When people think they are accomplishing two different tasks efficiently, what they are really doing is dividing their focus. While listening to music, people become less able to focus on their surroundings. For example, we all have experience of times when we talk with friends and they are not responding properly. Maybe they are listening to someone else talk, or maybe they are reading a text on their smart phone and don't hear what you are saying. Lehman called this phenomenon "email voice".

B The world has been changed by computers and its spin-offs like smart-phones or cell-phones. Now that most individuals have a personal device, like a smart-phone or a laptop, they are frequently reading, watching or listening to virtual information. This raises the occurrence of multitasking in our day to day life. Now when you work, you work with your typewriter, your cellphone, and some colleagues who may drop by at any time to speak with you. In professional meetings, when one normally focuses and listens to one another, people are more likely to have a cell phone in their lap, reading or communicating silently with more people than ever. Even inventions such as the cordless phone has increased multitasking. In the old days, a traditional wall phone would ring, and then the housewife would have to stop her activities to answer it. When it rang, the housewife will sit down with her legs up, and chat, with no laundry or sweeping or answering the door. In the modern era, our technology is convenient enough to not interrupt our daily tasks.

C Earl Miller, an expert at the Massachusetts Institute of Technology, studied the prefrontal cortex, which controls the brain while a person is multitasking. According to his studies, the size of this cortex varies between species. He found that for humans, the size of this part constitutes one third of the brain, while it is only 4 to 5 percent in dogs, and about 15% in monkeys. Given that this cortex is larger on a human, it allows a human to be more flexible and accurate in his or her multitasking. However, Miller wanted to look further into whether the cortex was truly processing information about two different tasks

simultaneously. He designed an experiment where he presents visual stimulants to his subjects in a way that mimics multi-tasking. Miller then attached sensors to the patients' heads to pick up the electric patterns of the brain. This sensor would show if the brain particles, called neurons, were truly processing two different tasks. What he found is that the brain neurons only lit up in singular areas one at a time, and never simultaneously.

D Davis Meyer, a professor of University of Michigan, studied the young adults in a similar experiment. He instructed them to simultaneously do math problems and classify simple words into different categories. For this experiment, Meyer found that when you think you are doing several jobs at the same time, you are actually switching between jobs. Even though the people tried to do the tasks at the same time, and both tasks were eventually accomplished, overall, the task took more time than if the person focused on a single task one at a time.

E People sacrifice efficiency when multitasking. Gloria Mark set office workers as his subjects. He found that they were constantly multitasking. He observed that nearly every 11 minutes people at work were disrupted. He found that doing different jobs at the same time may actually save time. However, despite the fact that they are faster, it does not mean they are more efficient. And we are equally likely to self-interrupt as be interrupted by outside sources. He found that in office nearly every 12 minutes an employee would stop and with no reason at all, check a website on their computer, call someone or write an email. If they concentrated for more than 20 minutes, they would feel distressed. He suggested that the average person may suffer from a short concentration span. This short attention span might be natural, but others suggest that new technology may be the problem. With cellphones and computers at our sides at all times, people will never run out of distractions. The format of media, such as advertisements, music, news articles and TV shows are also shortening, so people are used to paying attention to information for a very short time.

F So even though focusing on one single task is the most efficient way for our brains to work, it is not practical to use this method in real life. According to human nature, people feel more comfortable and efficient in environments with a variety of tasks. Edward Hallowell said that people are losing a lot of efficiency in the workplace due to multitasking, outside distractions and self-distractions. As a matter of fact, the changes made to the workplace do not have to be dramatic. No one is suggesting we ban e-mail or make employees focus on only one task. However, certain common workplace tasks, such as group meetings, would be more efficient if we banned cell-phones, a common distraction. A person can also apply these tips to prevent self-distraction. Instead of arriving to your office and checking all of your e-mails for new tasks, a common workplace ritual, a person could dedicate an hour to a single task first thing in the morning. Self-timing is a great way to reduce distraction and efficiently finish tasks one by one, instead of slowing ourselves down with multi-tasking.

Questions 14-18

Reading Passage 2 has six paragraphs, **A-F**.

Which paragraph contains the following information?

*Write the correct letter, **A-F**, in boxes 14-18 on your answer sheet.*

14 a reference to a domestic situation that does not require multitasking

15 a possible explanation of why we always do multitask together

16 a practical solution to multitask in work environment

17 relating multitasking to the size of prefrontal cortex

18 longer time spent doing two tasks at the same time than one at a time

Questions 19-23

Look at the following statements (Questions 19-23) and the list of scientists below.

*Match each statement with the correct scientist, **A-E**.*

*Write the correct letter, **A-E**, in boxes 19-23 on your answer sheet.*

NB *You may use any letter more than once.*

List of Scientists
A Thomas Lehman
B Earl Miller
C David Meyer
D Gloria Mark
E Edward Hallowell

19 When faced multiple visual stimulants, one can only concentrate on one of them.

20 Doing two things together may be faster but not better.

21 People never really do two things together even if you think you do.

22 The causes of multitask lie in the environment.

23 Even minor changes in the workplace will improve work efficiency.

Questions 24-26

Complete the sentences below.

*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

Write your answers in boxes 24-26 on your answer sheet.

24　A term used to refer to a situation when you are reading a text and cannot focus on your surroundings is _____.

25　The _____ part of the brain controls multitasking.

26　The practical solution of multitask in work is not to allow use of cellphone in _____.

You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 below.

Improving Patient Safety

Packaging

One of the most prominent design issues in pharmacy is that of drug packaging and patient information leaflets (PILs). Many letters have appeared in *The Journal*'s letters pages over the years from pharmacists dismayed at the designs of packaging that are "accidents waiting to happen".

Packaging design in the pharmaceutical industry is handled by either in-house teams or design agencies. Designs for over-the-counter medicines, where characteristics such as attractiveness and distinguishability are regarded as significant, are usually commissioned from design agencies. A marketing team will prepare a brief and the designers will come up with perhaps six or seven designs. These are whittled down to two or three that might be tested on a consumer group. In contrast, most designs for prescription-only products are created in-house. In some cases, this may simply involve applying a company's house design (ie, logo, colour, font, etc). The chosen design is then handed over to design engineers who work out how the packaging will be produced.

Design considerations

The author of the recently published "Information design for patient safety," Thea Swayne, tracked the journey of a medicine from manufacturing plant, through distribution warehouses, pharmacies and hospital wards, to patients' homes. Her book highlights a multitude of design problems with current packaging, such as look-alikes and sound-alikes, small type sizes and glare on blister foils. Situations in which medicines are used include a parent giving a cough medicine to a child in the middle of the night and a busy pharmacist selecting one box from hundreds. It is argued that packaging should be designed for moments such as these. "Manufacturers are not aware of the complex situations into which products go. As designers, we are interested in not what is supposed to happen in [hospital] wards, but what happens in the real world," Ms Swayne said.

Incidents where vein has been injected intrathecally instead of spine are a classic example of how poor design can contribute to harm. Investigations following these tragedies have attributed some blame to poor typescript.

Safety and compliance

Child protection is another area that gives designers opportunities to improve safety. According to the Child Accident Prevention Trust, seven out of 10 children admitted to hospital with suspected poisoning have swallowed medicines. Although child-resistant closures have reduced the number of incidents, they are not fully child-proof. The definition of such a closure is one that not more than 15 percent of children aged between 42 and 51 months can open within five minutes. There is scope for improving what is currently available, according to Richard Mawle, a freelance product designer. "Many child-resistant packs

are based on strength. They do not necessarily prevent a child from access, but may prevent people with a disability," he told *The Journal*. "The legal requirements are there for a good reason, but they are not good enough in terms of the users," he said. "Older people, especially those with arthritis, may have the same level of strength as a child," he explained, and suggested that better designs could rely on cognitive skills (eg, making the opening of a container a three-step process) or be based on the physical size of hands.

Mr. Mawle worked with GlaxoSmithKline on a project to improve compliance through design, which involved applying his skills to packaging and PILs. Commenting on the information presented, he said: "There can be an awful lot of junk at the beginning of PILs. For example, why are company details listed towards the beginning of a leaflet when what might be more important for the patient is that the medicine should not be taken with alcohol?"

Design principles and guidelines

Look-alike boxes present a potential for picking errors and an obvious solution would be to use colours to highlight different strengths. However, according to Ms.Swayne, colour differentiation needs to be approached with care. Not only should strong colour contrasts be used, but designating a colour to a particular strength (colour coding) is not recommended because this could lead to the user not reading the text on a box.

Design features can provide the basis for lengthy debates. For example, one argument is that if all packaging is white with black lettering, people would have no choice but to read every box carefully. The problem is that trials of drug packaging design are few—common studies of legibility and comprehensibility concern road traffic signs and visual display units. Although some designers take results from such studies into account, proving that a particular feature is beneficial can be difficult. For example, EU legislation requires that packaging must now include the name of the medicine in Braille but, according to Karel van der Waarde, a design consultant to the pharmaceutical industry, "it is not known how much visually impaired patients will benefit nor how much the reading of visually able patients will be impaired".

More evidence might, however, soon be available. EU legislation requires PILs to reflect consultations with target patient groups to ensure they are legible, clear and easy to use. This implies that industry will have to start conducting tests. Dr. van der Waarde has performed readability studies on boxes and PILs for industry. A typical study involves showing a leaflet or package to a small group and asking them questions to test understanding. Results and comments are used to modify the material, which is then tested on a larger group. A third group is used to show that any further changes made are an improvement. Dr. van der Waarde is, however, sceptical about the legal requirements and says that many regulatory authorities do not have the resources to handle packaging information properly. "They do not look at the use of packaging in a practical context—they only see one box at a time and not several together as pharmacists would do," he said.

Innovations

The RCA innovation exhibition this year revealed designs for a number of innovative objects. "The popper", by Hugo Glover, aims to help arthritis sufferers remove tablets from blister packs, and "pluspoint", by James Cobb, is an adrenaline auto-injector that aims to overcome the fact that many patients do not carry their auto-injectors due to their prohibitive size. The aim of good design, according Roger Coleman, professor of inclusive design at the RCA, is to try to make things more user-friendly as well as safer. Surely, in a patient-centred health system, that can only be a good thing. "Information design for patient safety" is not intended to be mandatory. Rather, its purpose is to create a basic design standard and to stimulate innovation. The challenge for the pharmaceutical industry, as a whole, is to adopt such a standard.

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Questions 27-32

Look at the following statements (Questions 27-32) and the list of people or organisation below.

Match each statement with the correct person or organisation, **A-D**.

Write the correct letter, **A-D**, in boxes 27-32 on your answer sheet.

NB You may use any letter more than once.

A	Thea Swayne
B	Children Accident Prevention Trust
C	Richard Mawle
D	Karel van der Waarde

27 Elderly people may have the same problem with children if the lids of containers require too much strength to open.

28 Adapting packaging for the blind may disadvantage the sighted people.

29 Specially designed lids cannot eliminate the possibility of children swallowing pills accidentally.

30 Container design should consider situations, such as drug used at home.

31 Governing bodies should investigate many different container cases rather than individual ones.

32 Information on the list of a leaflet hasn't been in the right order.

Questions 33-37

Complete the notes using the list of words, *A-G*, below.

Write the correct letter, *A-G*, in boxes 33-37 on your answer sheet.

Packaging in pharmaceutical industry

Designs for over-the-counter medicines

First, **33** _____ make the proposal, then pass them to the **34** _____ . Finally, these designs will be tested by **35** _____ .

Prescription-only

First, the design is made by **36** _____ and then subjected to **37** _____ .

A consumers	**B** marketing teams	**C** pharmaceutical industry
D external designers	**E** in-house designers	**F** design engineers
G pharmacist		

Questions 38-40

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes 38-40 on your answer sheet.

38 What may cause the accident in "design container"?

   A   a print error

   B   style of print

   C   wrong label

   D   the shape of the bottle

39 What do people think about the black and white only print?

   A   Consumers dislike these products.

   B   People have to pay more attention to the information.

   C   That makes all products looks alike.

   D   Sighted people may feel it more helpful.

40 Why does the writer mention "popper" and "pluspoint"?

   A   to show that container design has made some progress

   B   to illustrate an example of inappropriate design which can lead to accidents

   C   to show that the industry still needs more to improve

   D   to point out that consumers should be more informed about the information

TEST 2

READING PASSAGE 1

*You should spend about 20 minutes on **Questions 1-13,** which are based on Reading Passage 1 below.*

The Extraordinary Watkin Tench

At the end of 18th century, life for the average British citizen was changing. The population grew as health and industrialisation took hold of the country. However, land and resources were limited. Families could not guarantee jobs for all of their children. People who were poor or destitute had little option. To make things worse, the rate of people who turned to crime to make a living increased. In Britain, the prisons were no longer large enough to hold the convicted people of this growing criminal class. Many towns and governments were at a loss as to what to do. However, another phenomenon that was happening in the 18th century was exploration of other continents. There were many ships looking for crew members who would risk a month-long voyage across a vast ocean. This job was risky and dangerous, so few would willingly choose it. However, with so many citizens without jobs or with criminal convictions, they had little choice. One such member of this new lower class of British citizens was named Watkin Tench. Between 1788 and 1868, approximately 161,700 convicts were transported to the Australian colonies of New South Wales, Van Diemen's land and Western Australia. Tench was one of these unlucky convicts to sign onto a dangerous journey. When his ship set out in 1788, he signed a three years' service to the First Fleet.

Apart from his years in Australia, people knew little about his life back in Britain. It was said he was born on 6 October 1758 at Chester in the county of Cheshire in England. He came from a decent background. Tench was a son of Fisher Tench, a dancing master who ran a boarding school in the town and Margaritta Tarleton of the Liverpool Tarletons. He grew up around a finer class of British citizens, and his family helped instruct the children of the wealthy in formal dance lessons. Though we don't know for sure how Tench was educated in this small British town, we do know that he is well educated. His diaries from his travels to Australia are written in excellent English, a skill that not everyone was lucky to possess in the 18th century. Aside from this, we know little of Tench's beginnings. We don't know how he ended up convicted of a crime. But after he started his voyage, his life changed dramatically.

During the voyage, which was harsh and took many months, Tench described landscape of different places. While sailing to Australia, Tench saw landscapes that were unfamiliar and new to him. Arriving in Australia, the entire crew was uncertain of what was to come in their new life. When they arrived in Australia, they established a British colony. Governor Philip was vested with complete authority over the inhabitants of the colony. Though still a

young man, Philip was enlightened for his age. From stories of other British colonies, Philip learnt that conflict with the original peoples of the land was often a source of strife and difficulties. To avoid this, Philip's personal intent was to establish harmonious relations with local Aboriginal people. But Philip's job was even more difficult considering his crew. Other colonies were established with middle-class merchants and craftsmen. His crew were convicts, who had few other skills outside of their criminal histories. Along with making peace with the Aboriginal people, Philip also had to try to reform as well as discipline the convicts of the colony.

From the beginning, Tench stood out as different from the other convicts. During his initial time in Australia, he quickly rose in his rank, and was given extra power and responsibility over the convicted crew members. However, he was also still very different from the upper-class rulers who came to rule over the crew. He showed humanity towards the convicted workers. He didn't want to treat them as common criminals, but as trained military men. Under Tench's authority, he released the convicts' chains which were used to control them during the voyage. Tench also showed mercy towards the Aboriginal people. Governor Philip often pursued violent solutions to conflicts with the Aboriginal peoples. Tench disagreed strongly with this method. At one point, he was unable to follow the order given by the Governor Philip to punish the ten Aboriginals.

When they first arrived, Tench was fearful and contemptuous towards the Aboriginals, because the two cultures did not understand each other. However, gradually he got to know them individually and became close friends with them. Tench knew that the Aboriginal people would not cause them conflict if they looked for a peaceful solution. Though there continued to be conflict and violence, Tench's efforts helped establish a more peaceful negotiation between the two groups when they settled territory and land-use issues.

Meanwhile, many changes were made to the new colony. The Hawkesbury River was named by Governor Philip in June 1789. Many native bird species to the river were hunted by travelling colonists. The colonists were having a great impact on the land and natural resources. Though the colonists had made a lot of progress in the untamed lands of Australia, there were still limits. The convicts were notoriously ill-informed about Australian geography, as was evident in the attempt by twenty absconders to walk from Sydney to China in 1791, believing: "China might be easily reached, being not more than a hundred miles distant, and separated only by a river." In reality, miles of ocean separated the two.

Much of Australia was unexplored by the convicts. Even Tench had little understanding of what existed beyond the established lines of their colony. Slowly, but surely, the colonists expanded into the surrounding area. A few days after arrival at Botany Bay, their original location, the fleet moved to the more suitable Port Jackson where a settlement was established at Sydney Cove on 26 January 1788. This second location was strange and unfamiliar, and the fleet was on alert for any kind of suspicious behaviors. Though Tench had made friends in Botany Bay with Aboriginal peoples, he could not be sure this new land would be uninhabited. He recalled the first time he stepped into this unfamiliar ground with a boy who helped Tench navigate. In these new lands, he met an old Aboriginal.

Questions 1-6

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1-6 on you answer sheet, write

> **TRUE**   *if the statement agrees with the information*
>
> **FALSE**   *if the statement contradicts with the information*
>
> **NOT GIVEN**   *if there is no information on this*

1   There was a great deal of information available about the life of Tench before he arrived in Australia.

2   Tench drew pictures to illustrate different places during the voyage.

3   Military personnel in New South Wales treated convicts kindly.

4   Tench's view towards the Aboriginals remained unchanged during his time in Australia.

5   An Aboriginal gave him gifts of food at the first time they met.

6   The convicts had a good knowledge of Australian geography.

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Questions 7-13

Answer the questions below.

Choose NO MORE THAN TWO WORDS AND/OR A NUMBER *from the passage for each answer.*

Write your answers in boxes 7-13 on your answer sheet.

7 What could be a concrete proof of Tench's good education?

8 How many years did Tench sign the contract to the First Fleet?

9 What was used to control convicts during the voyage?

10 Who gave the order to punish the Aboriginals?

11 When did the name of Hawkesbury River come into being?

12 Where did the escaped convicts plan to go?

13 Where did Tench first meet an old Aboriginal?

READING PASSAGE 2

⏱ date
2015年3月12日

You should spend about 20 minutes on **Questions 14-26**, *which are based on Reading Passage 2 below.*

Questions 14-19

Reading Passage 2 has six paragraphs, **A-F**.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, **i-viii**, *in boxes 14-19 on your answer sheet.*

List of Headings
i Unsuccessful deceit
ii Biological basis between liars and artists
iii How to lie in an artistic way
iv Confabulations and the exemplifiers
v The distinction between artists and common liars
vi The fine line between liars and artists
vii The definition of confabulation
viii Creativity when people lie

14 Paragraph **A**
15 Paragraph **B**
16 Paragraph **C**
17 Paragraph **D**
18 Paragraph **E**
19 Paragraph **F**

Are Artists Liars?

A Shortly before his death, Marlon Brando was working on a series of instructional videos about acting, to be called "Lying for a Living". On the surviving footage, Brando can be seen dispensing gnomic advice on his craft to a group of enthusiastic, if somewhat bemused, Hollywood stars, including Leonardo Di Caprio and Sean Penn. Brando also recruited random people from the Los Angeles street and persuaded them to improvise (the footage is said to include a memorable scene featuring two dwarves and a giant Samoan). "If you can lie, you can act," Brando told Jod Kaftan, a writer for Rolling Stone and one of the few people to have viewed the footage. "Are you good at lying?" asked Kaftan. "Jesus," said Brando, "I'm fabulous at it."

B Brando was not the first person to note that the line between an artist and a liar is a fine one. If art is a kind of lying, then lying is a form of art, albeit of a lower order—as Oscar Wilde and Mark Twain have observed. Indeed, lying and artistic storytelling spring from a common neurological root—one that is exposed in the cases of psychiatric patients who suffer from a particular kind of impairment. Both liars and artists refuse to accept the tyranny of reality. Both carefully craft stories that are worthy of belief—a skill requiring intellectual sophistication, emotional sensitivity and physical self-control (liars are writers and performers of their own work). Such parallels are hardly coincidental, as I discovered while researching my book on lying.

C A case study published in 1985 by Antonio Damasio, a neurologist, tells the story of a middle-aged woman with brain damage caused by a series of strokes. She retained cognitive abilities, including coherent speech, but what she actually said was rather unpredictable. Checking her knowledge of contemporary events, Damasio asked her about the Falklands War. In the language of psychiatry, this woman was "confabulating". Chronic confabulation is a rare type of memory problem that affects a small proportion of brain-damaged people. In the literature it is defined as "the production of fabricated, distorted or misinterpreted memories about oneself or the world, without the conscious intention to deceive". Whereas amnesiacs make errors of omission—there are gaps in their recollections they find impossible to fill—confabulators make errors of commission: they make things up. Rather than forgetting, they are inventing. Confabulating patients are nearly always oblivious to their own condition, and will earnestly give absurdly implausible explanations of why they're in hospital, or talking to a doctor. One patient, asked about his surgical scar, explained that during the Second World War he surprised a teenage girl who shot him three times in the head, killing him, only for surgery to bring him back to life. The same patient, when asked about his family, described how at various times they had died in his arms, or had been killed before his eyes. Others tell yet more fantastical tales, about trips to the moon, fighting alongside Alexander in India or seeing Jesus on the Cross. Confabulators aren't out to deceive. They engage in what Morris Moscovitch, a neuropsychologist, calls "honest lying". Uncertain, and obscurely distressed by their

uncertainty, they are seized by a "compulsion to narrate" : a deep-seated need to shape, order and explain what they do not understand. Chronic confabulators are often highly inventive at the verbal level, jamming together words in nonsensical but suggestive ways: one patient, when asked what happened to Queen Marie Antoinette of France, answered that she had been "suicided" by her family. In a sense, these patients are like novelists, as described by Henry James: people on whom "nothing is wasted". Unlike writers, however, they have little or no control over their own material.

D The wider significance of this condition is what it tells us about ourselves. Evidently there is a gushing river of verbal creativity in the normal human mind, from which both artistic invention and lying are drawn. We are born storytellers, spinning narrative out of our experience and imagination, straining against the leash that keeps us tethered to reality. This is a wonderful thing; it is what gives us our ability to conceive of alternative futures and different worlds. And it helps us to understand our own lives through the entertaining stories of others. But it can lead us into trouble, particularly when we try to persuade others that our inventions are real. Most of the time, as our stories bubble up to consciousness, we exercise our cerebral censors, controlling which stories we tell, and to whom. Yet people lie for all sorts of reasons, including the fact that confabulating can be dangerously fun.

E During a now-famous libel case in 1996, Jonathan Aitken, a former cabinet minister, recounted a tale to illustrate the horrors he endured after a national newspaper tainted his name. The case, which stretched on for more than two years, involved a series of claims made by *the Guardian* about Aitken's relationships with Saudi arms dealers, including meetings he allegedly held with them on a trip to Paris while he was a government minister. What amazed many in hindsight was the sheer superfluity of the lies Aitken told during his testimony. Aitken's case collapsed in June 1997, when the defence finally found indisputable evidence about his Paris trip. Until then, Aitken's charm, fluency and flair for theatrical displays of sincerity looked as if they might bring him victory. They revealed that not only was Aitken's daughter not with him that day (when he was indeed doorstepped), but also that the minister had simply got into his car and drove off, with no vehicle in pursuit.

F Of course, unlike Aitken, actors, playwrights and novelists are not literally attempting to deceive us, because the rules are laid out in advance: come to the theatre, or open this book, and we'll lie to you. Perhaps this is why we felt it necessary to invent art in the first place: as a safe space into which our lies can be corralled, and channeled into something socially useful. Given the universal compulsion to tell stories, art is the best way to refine and enjoy the particularly outlandish or insightful ones. But that is not the whole story. The key way in which artistic "lies" differ from normal lies, and from the "honest lying" of chronic confabulators, is that they have a meaning and resonance beyond their creator. The liar lies on behalf of himself; the artist tell lies on behalf of everyone. If writers have a compulsion to narrate, they compel themselves to find insights about the human condition. Mario Vargas Llosa has written that novels "express a curious truth that can only be expressed in a furtive and veiled fashion, masquerading as what it is not. " Art is a lie whose secret ingredient is truth.

Questions 20 and 21

*Choose **TWO** letters, A-E.*

Write the correct letters in boxes 20 and 21 on your answer sheet.

Which **TWO** of the following statements about people suffering from confabulation are true?

A   They have lost cognitive abilities.

B   They do not deliberately tell a lie.

C   They are normally aware of their condition.

D   They do not have the impetus to explain what they do not understand.

E   They try to make up stories.

Questions 22 and 23

*Choose **TWO** letters, A-E.*

Write the correct letters in boxes 22 and 23 on your answer sheet.

Which **TWO** of the following statements about playwrights and novelists are true?

A   They give more meaning to the stories.

B   They tell lies for the benefit of themselves.

C   They have nothing to do with the truth out there.

D   We can be misled by them if not careful.

E   We know there are lies in the content.

Questions 24-26

Complete the summary below.

*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

Write your answers in boxes 24-26 on your answer sheet.

A **24** _____ accused Jonathan Aitken, a former cabinet minister, who was selling and buying with **25** _____. Aitken's case collapsed in June 1997, when the defence finally found indisputable evidence about his Paris trip. He was deemed to have his **26** _____. They revealed that not only was Aitken's daughter not with him that day, but also that the minister had simply got into his car and drove off, with no vehicle in pursuit.

READING PASSAGE 3

date
2015 年 3 月 12 日

*You should spend about 20 minutes on **Questions 27-40**, which are based on Reading Passage 3 below.*

Theory or Practice?
—What is the point of research carried out by biz schools?

Students go to universities and other academic institutions to prepare for their future. We pay tuition and struggle through classes in the hopes that we can find a fulfilling and exciting career. But the choice of your university has a large influence on your future. How can you know which university will prepare you the best for your future? Like other academic institutions, business schools are judged by the quality of the research carried out by their faculties. Professors must both teach students and also produce original research in their own field. The quality of this research is assessed by academic publications. At the same time, universities have another responsibility to equip their students for the real world, however that is defined. Most students learning from professors will not go into academics themselves—so how do academics best prepare them for their future careers, whatever that may be? Whether academic research actually produces anything that is useful to the practice of business, or even whether it is its job to do so, are questions that can provoke vigorous arguments on campus.

The debate, which first flared during the 1950s, was reignited in August, when AACSB International, the most widely recognised global accrediting agency for business schools, announced it would consider changing the way it evaluates research. The news followed rather damning criticism in 2002 from Jeffrey Pfeffer, a Stanford professor, and Christina Fong of Washington University, which questioned whether business education in its current guise was sustainable. The study found that traditional modes of academia were not adequately preparing students for the kind of careers they faced in current times. The most controversial recommendation in AACSB's draft report (which was sent round to administrators for their comment) is that the schools should be required to demonstrate the value of their faculties' research not simply by listing its citations in journals, but by demonstrating the impact it has in the professional world. New qualifiers, such as average incomes, student placement in top firms and business collaborations would now be considered just as important as academic publications.

AACSB justifies its stance by saying that it wants schools and faculty to play to their strengths, whether they be in pedagogy, in the research of practical applications, or in scholarly endeavor. Traditionally, universities operate in a pyramid structure. Everyone enters and stays in an attempt to be successful in their academic field. A psychology professor must publish competitive research in the top neuroscience journals. A Cultural Studies professor must send graduate students on new field research expeditions to be taken seriously. This research is the core of a university's output. And research of any kind is expensive—AACSB points out that business schools in America alone spend more than $320m a year on it. So it seems legitimate to ask for

what purpose it is undertaken.

If a school chose to specialise in professional outputs rather than academic outputs, it could use such a large sum of money and redirect it into more fruitful programs. For example, if a business school wanted a larger presence of employees at top financial firms, this money may be better spent on a career center which focuses on building the skills of students, rather than paying for more high-level research to be done through the effort of faculty. A change in evaluation could also open the door to inviting more professionals from different fields to teach as adjuncts. Students could take accredited courses from people who are currently working in their dream field. The AACSB insists that universities answer the question as to why research is the most critical component of traditional education.

On one level, the question is simple to answer. Research in business schools, as anywhere else, is about expanding the boundaries of knowledge; it thrives on answering unasked questions. Surely this pursuit of knowledge is still important to the university system. Our society progresses because we learn how to do things in new ways, a process which depends heavily on research and academics. But one cannot ignore the other obvious practical uses of research publications. Research is also about cementing schools'—and professors'—reputations. Schools gain kudos from their faculties' record of publication: which journals publish them, and how often. In some cases, such as with government-funded schools in Britain, it can affect how much money they receive. For professors, the mantra is often "publish or perish". Their careers depend on being seen in the right journals.

But at a certain point, one has to wonder whether this research is being done for the benefit of the university or for the students the university aims to teach. Greater publications will attract greater funding, which will in turn be spent on better publications. Students seeking to enter professions out of academia find this cycle frustrating, and often see their professors as being part of the "Ivory Tower" of academia, operating in a self-contained community that has little influence on the outside world.

The research is almost universally unread by real-world managers. Part of the trouble is that the journals labour under a similar ethos. They publish more than 20,000 articles each year. Most of the research is highly quantitative, hypothesis-driven and esoteric. As a result, it is almost universally unread by real-world managers. Much of the research criticises other published research. A paper in a 2006 issue of *Strategy & Leadership* commented that "research is not designed with managers' needs in mind, nor is it communicated in the journals they read…For the most part it has become a self-referential closed system [irrelevant to] corporate performance." The AACSB demands that this segregation must change for the future of higher education. If students must invest thousands of dollars for an education as part of their career path, the academics which serve the students should be more fully incorporated into the professional world. This means that universities must focus on other strengths outside of research, such as professional networks, technology skills, and connections with top business firms around the world. Though many universities resisted the report, today's world continues to change. The universities which prepare students for our changing future have little choice but to change with new trends and new standards.

Questions 27-29

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes 27-29 on your answer sheet.

27 In the second paragraph, the recommendation given by AACSB is

    A to focus on listing research paper's citation only.

    B to consider the quantity of academic publications.

    C to evaluate how the paper influences the field.

    D to maintain the traditional modes of academia.

28 Why does AACSB put forward the recommendation?

    A to give full play to the faculties' advantage.

    B to reinforce the pyramid structure of universities.

    C to push professors to publish competitive papers.

    D to reduce costs of research in universities.

29 Why does the author mention the Journal *Strategy & Leadership*?

    A to characterize research as irrelevant to company performance.

    B to suggest that managers don't read research papers.

    C to describe students' expectation for universities.

    D to exemplify high-quality research papers.

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Questions 30 and 31

*Choose **TWO** letters, A-E.*

Write the correct letters in boxes 30 and 31 on your answer sheet.

Which **TWO** choices are in line with Jeffrey Pfeffer and Christina Fong's idea?

A   Students should pay less to attend universities.

B   Business education is not doing their job well.

C   Professors should not focus on writing papers.

D   Students are ill-prepared for their career from universities.

E   Recognized accrediting agency can evaluate research well.

Questions 32-36

Do the following statements agree with the information given in Reading Passage 3?

In boxes 32-36 on you answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts with the information*
NOT GIVEN	*if there is no information on this*

32 The debate about the usefulness of academic research for business practices is a recent one.

33 AACSB's draft report was not reviewed externally.

34 Business schools in the US spend more than 320 million dollars yearly on research.

35 Many universities pursue professional outputs.

36 Greater publications benefit professors and students as well.

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Questions 37-40

Complete each sentence with the correct ending, A-E, below.

Write the correct letter, A-E, in boxes 37-40 on your answer sheet.

A	it progresses as we learn innovative ways of doing things.
B	the trends and standards are changing.
C	their jobs depend on it.
D	they care about their school rankings and government funds.
E	it helps students to go into top business firms.

37 Most professors support academic research because

38 Schools support academic research because

39 Our society needs academic research because

40 Universities resisting the AACSB should change because

TEST 3

READING PASSAGE 1

⏱ **date**
2015 年 2 月 28 日

*You should spend about 20 minutes on **Questions 1-13**, which are based on Reading Passage 1 below.*

Radiocarbon Dating
The Profile of Nancy Athfield

Have you ever picked up a small stone off the ground and wondered how old it was? Chances are, that stone has been around many more years than your own lifetime. Many scientists share this curiosity about the age of inanimate objects like rocks, fossils and precious stones. Knowing how old an object is can provide valuable information about our prehistoric past. In most societies, human beings have kept track of history through writing. However, scientists are still curious about the world before writing, or even the world before humans. Studying the age of objects is our best way to piece together histories of our pre-historic past. One such method of finding the age of an object is called radiocarbon dating. This method can find the age of any object based on the kind of particles and atoms that are found inside of the object. Depending on what elements the object is composed of, radiocarbon can be a reliable way to find an object's age. One famous specialist in this method is the researcher Nancy Athfield. Athfield studied the ancient remains found in the country of Cambodia. Many prehistoric remains were discovered by the local people of Cambodia. These objects were thought to belong to some of the original groups of humans that first came to the country of Cambodia. The remains had never been scientifically studied, so Nancy was greatly intrigued by the opportunity to use modern methods to discover the true age of these ancient objects.

Athfield had this unique opportunity because her team, comprised of scientists and filmmakers, were in Cambodia working on a documentary. The team was trying to discover evidence to prove a controversial claim in history: that Cambodia was the resting place for the famous royal family of Angkor. At that time, written records and historic accounts conflicted on the true resting place. Many people across the world disagreed over where the final resting place was. For the first time, Athfield and her team had a chance to use radiocarbon dating to find new evidence. They had a chance to solve the historic mystery that many had been arguing over for years.

Athfield and her team conducted radiocarbon dating of many of the ancient objects found in the historic site of Angkor Wat. Nancy found the history of Angkor went back to as early as 1620. According to historic records, the remains of the Angkor royal family were much younger than that, so this evidence cast a lot of doubt as to the status of the ancient remains. The research ulti-

Questions 1-7

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1-7 on you answer sheet, write

TRUE	if the statement agrees with the information
FALSE	if the statement contradicts with the information
NOT GIVEN	if there is no information on this

1   Nancy Athfield first discovered the ancient remains in Cambodia.

2   The remains found in the Cambodia was in good condition.

3   Nancy took some time off from her regular work to do research in Cambodia.

4   The Cambodia government asked Nancy to radiocarbon the remains.

5   The filmmakers aimed to find out how the Angkor was rebuilt.

6   Nancy initially doubted whether the royal family was hidden in Cambodia.

7   Nancy disproved the possibility that the remains belonged to the Angkor royal family.

Questions 8-13

Complete the flow-chart below.

*Choose **ONE WORD ONLY** from the passage for each answer.*

Write your answers in boxes 8-13 on your answer sheet.

The Career of Nancy Athfield

During her mid-teens, Nancy wasn't expected to attend 8 _____.

↓

Willard Billy later helped Nancy to find that she was interested in science.

↓

Her PhD degree was researching when a kind of 9 _____ first went into New Zealand.

↓

Her research showed that the subject's 10 _____ accounted for the fault in the earlier research.

↓

She was a professional 11 _____ before she went back to Cambodia in 2003.

↓

When she returned Cambodia, the lack of 12 _____ was a barrier for her research.

↓

Then she compiled the 13 _____ of the Cambodia radiocarbon dating of the ancients.

↓

After that, the lack of a detailed map of the geology of Cambodia became a hindrance of her research.

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14-26**, which are based on Reading Passage 2 below.*

Stress of Workplace

A How busy is too busy? For some it means having to miss the occasional long lunch; for others it means missing lunch altogether. For a few, it is not being able to take a "sickie" once a month. Then there is a group of people for whom working every evening and weekend is normal, and franticness is the tempo of their lives. For most senior executives, workloads swing between extremely busy and frenzied. The vice-president of the management consultancy AT Kearney and its head of telecommunications for the Asia-Pacific region, Neil Plumridge, says his work weeks vary from a "manageable" 45 hours to 80 hours, but average 60 hours.

B Three warning signs alert Plumridge about his workload: sleep, scheduling and family. He knows he has too much on when he gets less than six hours of sleep for three consecutive nights; when he is constantly having to reschedule appointments; "and the third one is on the family side", says Plumridge, the father of a three-year-old daughter, and expecting a second child in October. "If I happen to miss a birthday or anniversary, I know things are out of control." Being "too busy" is highly subjective. But for any individual, the perception of being too busy over a prolonged period can start showing up as stress: disturbed sleep, and declining mental and physical health. National workers' compensation figures show stress causes the most lost time of any workplace injury. Employees suffering stress are off work an average of 16.6 weeks. The effects of stress are also expensive. Comcare, the Federal Government insurer, reports that in 2003-04, claims for psychological injury accounted for 7% of claims but almost 27% of claim costs. Experts say the key to dealing with stress is not to focus on relief—a game of golf or a massage—but to reassess workloads. Neil Plumridge says he makes it a priority to work out what has to change; that might mean allocating extra resources to a job, allowing more time or changing expectations. The decision may take several days. He also relies on the advice of colleagues, saying his peers coach each other with business problems. "Just a fresh pair of eyes over an issue can help," he says.

C Executive stress is not confined to big organisations. Vanessa Stoykov has been running her own advertising and public relations business for seven years, specialising in work for financial and professional services firms. Evolution Media has grown so fast that it debuted on the BRW Fast 100 list of fastest-growing small enterprises last year—just after Stoykov had her first child. Stoykov thrives on the mental stimulation of running her own business. "Like everyone, I have the occasional day when I think my head's going to blow off," she says. Because of the growth phase the business is in, Stoykov has to concentrate on short-term stress relief—weekends in the mountains, the occasional "mental health" day—rather than delegating more work. She says: "We're hiring more people, but you need to train them, teach them about the culture and the clients, so it's actually more work rather than less."

D Identify the causes: Jan Elsner, Melbourne psychologist who specialises in executive coaching, says thriving on a demanding workload is typical of senior executives and other high-potential business

people. She says there is no one-size-fits-all approach to stress: some people work best with high-adrenalin periods followed by quieter patches, while others thrive under sustained pressure. "We could take urine and blood hormonal measures and pass a judgement of whether someone's physiologically stressed or not," she says. "But that's not going to give us an indicator of what their experience of stress is, and what the emotional and cognitive impacts of stress are going to be."

E Elsner's practice is informed by a movement known as positive psychology, a school of thought that argues "positive" experiences—feeling engaged, challenged, and that one is making a contribution to something meaningful—do not balance out negative ones such as stress; instead, they help people increase their resilience over time. Good stress, or positive experiences of being challenged and rewarded, is thus cumulative in the same way as bad stress. Elsner says many of the senior business people she coaches are relying more on regulating bad stress through methods such as meditation and yoga. She points to research showing that meditation can alter the biochemistry of the brain and actually help people "retrain" the way their brains and bodies react to stress. "Meditation and yoga enable you to shift the way that your brain reacts, so if you get proficient at it you're in control."

F Recent research, such as last year's study of public servants by the British epidemiologist Sir Michael Marmot, shows the most important predictor of stress is the level of job control a person has. This debunks the theory that stress is the prerogative of high-achieving executives with type-A personalities and crazy working hours. Instead, Marmot's and other research reveals they have the best kind of job: one that combines high demands (challenging work) with high control (autonomy). "The worst jobs are those that combine high demands and low control. People with demanding jobs but little autonomy have up to four times the probability of depression and more than double the risk of heart disease," LaMontagne says. "Those two alone count for an enormous part of chronic diseases, and they represent a potentially preventable part." Overseas, particularly in Europe, such research is leading companies to redesign organisational practices to increase employees' autonomy, cutting absenteeism and lifting productivity.

G The Australian vice-president of AT Kearney, Neil Plumridge says, "Often stress is caused by our setting unrealistic expectations of ourselves. I'll promise a client I'll do something tomorrow, and then [promise] another client the same thing, when I really know it's not going to happen. I've put stress on myself when I could have said to the clients: 'Why don't I give that to you in 48 hours?' The client doesn't care." Overcommitting is something people experience as an individual problem. We explain it as the result of procrastination or Parkinson's law: that work expands to fill the time available. New research indicates that people may be hard-wired to do it.

H A study in the February issue of the *Journal of Experimental Psychology* shows that people always believe they will be less busy in the future than now. This is a misapprehension, according to the authors of the report, Professor Gal Zauberman, of the University of North Carolina, and Professor John Lynch, of Duke University. "On average, an individual will be just as busy two weeks or a month from now as he or she is today. But that is not how it appears to be in everyday life," they wrote. "People often make commitments long in advance that they would never make if the same commitments required immediate action. That is, they discount future time investments relatively steeply." Why do we perceive a greater "surplus" of time in the future than in the present? The researchers suggest that people underestimate completion times for tasks stretching into the future, and that they are bad at imagining future competition for their time.

Questions 14-18

Look at the following statements (Questions 14-18) and the list of people below.

Match each statement with the correct person, **A-D.**

Write the correct letter, **A-D**, in boxes 14-18 on your answer sheet.

NB You may use any letter more than once.

List of People
A Jan Elsner
B Vanessa Stoykov
C Gal Zauberman
D Neil Plumridge

14 Work stress usually happens in the high level of a business.

15 More people involved would be beneficial for stress relief.

16 Temporary holiday sometimes doesn't mean less work.

17 Stress leads to a wrong direction when trying to satisfy customers.

18 It is commonly accepted that stress at present is more severe than in the future.

Questions 19-21

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes 19-21 on your answer sheet.

19 Which of the following workplace stress is NOT mentioned according to Plumridge in the following options?

    A   not enough time spent on family

    B   unable to concentrate on work

    C   inadequate time of sleep

    D   alteration of appointment

20 Which of the following solution is NOT mentioned in helping reduce the work pressure according to Plumridge?

    A   allocate more personnels

    B   increase more time

    C   lower expectation

    D   do sports and massage

21 What is the point of view of Jan Elsner towards work stress?

    A   Work pressure might affect physical endocrine.

    B   Index of body samples plays determined role.

    C   Emotional affection is superior to physical one.

    D   One well designed solution can release all stress.

Questions 22-26

Complete the summary below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** *from the passage for each answer.*

Write your answers in boxes 22-26 on your answer sheet.

Statistics from National worker's compensation indicate stress plays the most important role in **22** _____ . Staffs take about **23** _____ for absence from work caused by stress. Not just time is our main concern but great expenses generated consequently. An official insurer wrote sometime that about **24** _____ of all claims were mental issues whereas nearly 27% costs in all claims. Sports such as **25** _____ , as well as **26** _____ could be a treatment to release stress; However, specialists recommended another practical way out, analyse workloads once again.

READING PASSAGE 3

*You should spend about 20 minutes on **Questions 27-40**, which are based on Reading Passage 3 below.*

Robert Louis Stevenson

A Scottish novelist, poet, essayist, and travel writer, Robert Louis Stevenson was born at 8 Howard Place, Edinburgh, Scotland, on 13 November 1850. It has been more than 100 years since his death. Stevenson was a writer who caused conflicting opinions about his works. On one hand, he was often highly praised for his expert prose and style by many English-language critics. On the other hand, others criticised the religious themes in his works, often misunderstanding Stevenson's own religious beliefs. Since his death a century before, critics and biographers have disagreed on the legacy of Stevenson's writing. Two biographers, KF and CP , wrote a biography about Stevenson with a clear focus. They chose not to criticise aspects of Stevenson's personal life. Instead, they focused on his writing, and gave high praise to his writing style and skill.

The literary pendulum has swung these days. Different critics have different opinions towards Robert Louis Stevenson's works. Though today, Stevenson is one of the most translated authors in the world, his works have sustained a wide variety of negative criticism throughout his life. It was like a complete reversal of polarity—from highly positive to slightly less positive to clearly negative; after being highly praised as a great writer, he became an example of an author with corrupt ethics and lack of moral. Many literary critics passed his works off as children's stories or horror stories, and thought to have little social value in an educational setting. Stevenson's works were often excluded from literature curriculum because of its controversial nature. These debates remain, and many critics still assert that despite his skill, his literary works still lack moral value.

One of the main reasons why Stevenson's literary works attracted so much criticism was due to the genre of his writing. Stevenson mainly wrote adventure stories, which was part of a popular and entertaining writing fad at the time. Many of us believe adventure stories are exciting, offers engaging characters, action, and mystery but ultimately can't teach moral principles. The plot points are one-dimensional and rarely offer a deeper moral meaning,

instead focusing on exciting and shocking plot twists and thrilling events. His works were even criticised by fellow authors. Though Stevenson's works have deeply influenced Oscar Wilde, Wilde often joked that Stevenson would have written better works if he wasn't born in Scotland. Other authors came to Stevenson's defence, including Galsworthy who claimed that Stevenson is a greater writer than Thomas Hardy.

Despite Wilde's criticism, Stevenson's Scottish identity was an integral part of his written works. Although Stevenson's works were not popular in Scotland when he was alive, many modern Scottish literary critics claim that Sir Walter Scott and Robert Louis Stevenson are the most influential writers in the history of Scotland. While many critics exalt Sir Walter Scott as a literary genius because of his technical ability, others argue that Stevenson deserves the same recognition for his natural ability to capture stories and characters in words. Many of Scott's works were taken more seriously as literature for their depth due to their tragic themes, but fans of Stevenson praise his unique style of story-telling and capture of human nature. Stevenson's works, unlike other British authors, captured the unique day to day life of average Scottish people. Many literary critics point to this as a flaw of his works. According to the critics, truly important literature should transcend local culture and stories. However, many critics praise the local taste of his literature. To this day, Stevenson's works provide valuable insight to life in Scotland during the 19th century.

Despite much debate of Stevenson's writing topics, his writing was not the only source of attention for critics. Stevenson's personal life often attracted a lot of attention from his fans and critics alike. Some even argue that his personal life eventually outshone his writing. Stevenson had been plagued with health problems his whole life, and often had to live in much warmer climates than the cold, dreary weather of Scotland in order to recover. So he took his family to a south pacific island Samoa, which was a controversial decision at that time. However, Stevenson did not regret the decision. The sea air and thrill of adventure complimented the themes of his writing, and for a time restored his health. From there, Stevenson gained a love of travelling, and for nearly three years he wandered the eastern and central Pacific. Much of his works reflected this love of travel and adventure that Stevenson experienced in the Pacific islands. It was as a result of this biographical attention that the feeling grew that interest in Stevenson's life had taken the place of interest in his works. Whether critics focus on his writing subjects, his religious beliefs, or his eccentric lifestyle of travel and adventure, people from the past and present have different opinions about Stevenson as an author. Today, he remains a controversial yet widely popular figure in Western literature.

Questions 27-31

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes 27-31 on your answer sheet.

27 Stevenson's biographers KF and CP

    A   underestimated the role of family played in Stevenson's life.

    B   overestimated the writer's works in the literature history.

    C   exaggerated Stevenson's religious belief in his works.

    D   elevated Stevenson's role as a writer.

28 The main point of the second paragraph is

    A   the public give a more fair criticism to Stevenson's works.

    B   recent criticism has been justified.

    C   the style of Stevenson's works overweigh his faults in his life.

    D   Stevenson's works' drawback is lack of ethical nature.

29 According to the author, adventure stories

    A   do not provide plot twists well.

    B   cannot be used by writers to show moral values.

    C   are more fashionable art form.

    D   can be found in other's works but not in Stevenson's.

30 What does the author say about Stevenson's works?

    A   They describe the life of people in Scotland.

    B   They are commonly regarded as real literature.

    C   They were popular during Stevenson's life.

    D   They transcend the local culture and stories.

31 The lifestyle of Stevenson

    A made his family envy him so much.

    B should be responsible for his death.

    C gained more attention from the public than his works.

    D didn't well prepare his life in Samoa.

Questions 32-35

Do the following statements agree with the information given in Reading Passage 3?

In boxes 32-35 on you answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts with the information*
NOT GIVEN	*if there is no information on this*

32 Although Oscar Wilde admired Robert Louis Stevenson very much, he believed Stevenson could have written greater works.

33 Robert Louis Stevenson encouraged Oscar Wilde to start writing at first.

34 Galsworthy thought Hardy is greater writer than Stevenson is.

35 Critics only paid attention to Robert Louis Stevenson's writing topics.

Questions 36-40

Complete the notes using the list of words, **A-I**, below.

Write the correct letter, **A-I**, in boxes 36-40 on your answer sheet.

Sir Walter Scott and Robert Louis Stevenson

A lot of people believe that Sir Walter Scott and Robert Louis Stevenson are the most influential writer in the history of Scotland, but Sir Walter Scott is more proficient in **36** _____, while Stevenson has better **37** _____. Scott's books illustrate **38** _____ especially in terms of tragedy, but Stevenson's works bring readers better **39** _____. What's more, Stevenson's understanding of **40** _____ made his works have the most unique expression of Scottish people.

A natural ability	**B** romance	**C** colorful language
D critical acclaim	**E** humor	**F** technical control
G story telling	**H** depth	**I** human nature

TEST 4

READING PASSAGE 1

*You should spend about 20 minutes on **Questions 1-13**, which are based on Reading Passage 1 below.*

The "Extinct" Grass in Britain

A The British grass interrupted brome was said to be extinct, just like the Dodo. Called interrupted brome because of its gappy seed-head, this unprepossessing grass was found nowhere else in the world. Gardening experts from the Victorian Era were first to record it. In the early 20th century, it grew far and wide across southern England. But it quickly vanished and by 1972 was nowhere to be found. Even the seeds stored at the Cambridge University Botanic Garden as an insurance policy were dead, having been mistakenly kept at room temperature. Fans of the grass were devastated.

B However, reports of its decline were not entirely correct. Interrupted brome has enjoyed a revival, one that's not due to science. Because of the work of one gardening enthusiast, interrupted brome is thriving as a pot plant. The relaunching into the wild of Britain's almost extinct plant has excited conservationists everywhere.

C Originally, Philip Smith didn't know that he had the very unusual grass at his own home. When he heard about the grass becoming extinct, he wanted to do something surprising. He attended a meeting of the British Botanical Society in Manchester in 1979, and seized his opportunity. He said that it was so disappointing to hear about the demise of the interrupted brome. "What a pity we didn't research it further!" he added. Then, all of a sudden he displayed his pots with so called "extinct grass" for all to see.

D Smith had kept the seeds from the last stronghold of the grass, Pamisford in 1963. It was then when the grass started to disappear from the wild. Smith cultivated the grass, year after year. Ultimately, it was his curiosity in the plant that saved it, not scientific or technological projects that aim to conserve plants.

E For now, the bromes future is guaranteed. The seeds from Smith's plants have been securely stored in the cutting edge facilities of Millennium Seed Bank at Wakehurst Place in Sussex. And living plants thrive at the botanic gardens at Kew, Edinburgh and Cambridge. This year, seeds are also saved at sites all across the country and the grass now flourishes at several public gardens too.

F The grass will now be reintroduced to the British countryside. As a part of the Species Recovery Project, the organisation English Nature will re-introduce interrupted brome into the agricultural landscape, provided willing farmers are found. Alas, the grass is neither beautiful nor practical, it is undoubtedly a weed, a weed that nobody cares for these days. The brome was probably never widespread enough to annoy farmers and today, no one would appreciate its productivity or nutritious qualities. As a grass, it leaves a lot to be desired by agriculturalists.

G Smith's research has attempted to answer the question of where the grass came from. His research points to mutations from other weedy grasses as the most likely source. So close is the relationship that interrupted brome was originally deemed to be a mere variety of soft brome by the great Victorian taxonomist Professor Hackel. A botanist from the 19th century, Druce, had taken notes on the grass and convinced his peers that the grass deserved its own status as a species. Despite Druce growing up in poverty and his self-taught profession, he became the leading botanist of his time.

H Where the grass came from may be clear, but the timing of its birth may be tougher to find out. A clue lies in its penchant for growing as a weed in fields shared with a fodder crop, in particular nitrogen-fixing legumes such as sainfoin, lucerne or clover. According to agricultural historian Joan Thirsk, the humble sainfoin and its company were first noticed in Britain in the early 17th century. Seeds brought in from the Continent were sown in pastures to feed horses and other livestock. However, back then, only a few enthusiastic gentlemen were willing to use the new crops for their prized horses.

I Not before too long though, the need to feed the parliamentary armies in Scotland, England and Ireland was more pressing than ever. Farmers were forced to produce more bread, cheese and beer. And by 1650 the legumes were increasingly introduced into arable rotations, to serve as green nature to boost grain yields. A bestseller of its day, Nathaniel Fiennes's *Sainfoin Improved*, published in 1671, helped to spread the word. With the advent of sainfoin, clover and lucerne, Britain's very own rogue grass had suddenly arrived.

J Although the credit for the discovery of interrupted brome goes to a Miss A. M. Barnard, who collected the first specimens at Odsey, Bedfordshire, in 1849, the grass had probably lurked undetected in the English countryside for at least a hundred years. Smith thinks the plant—the world's version of the Dodo—probably evolved in the late 17th or early 18th century, once sainfoin became established. Due mainly to the development of the motor car and subsequent decline of fodder crops for horses, the brome declined rapidly over the 20th century. Today, sainfoin has almost disappeared from the countryside, though occasionally its colourful flowers are spotted in lowland nature reserves. More recently artificial fertilizers have made legume rotations unnecessary.

K The close relationship with out-of-fashion crops spells trouble for those seeking to re-establish interrupted brome in today's countryside. Much like the once common arable weeds, such as the corncockle, its seeds cannot survive long in the soil. Each spring, the brome relied on farmers to resow its seeds; in the days before weed killers and advanced seed sieves, an ample supply would have contaminated supplies of crop seed. However fragile seeds are not the brome's only problem: this species is also unwilling to release its seeds as they ripen. According to Smith, the grass will struggle to survive even in optimal conditions. It would be very difficult to thrive amongst its more resilient competitors found in today's improved agricultural landscape.

L Nonetheless, interrupted brome's reluctance to thrive independently may have some benefits. Any farmer willing to foster this unique contribution to the world's flora can rest assured that the grass will never become an invasive pest. Restoring interrupted brome to its rightful home could bring other benefits too, particularly if this strange species is granted recognition as a national treasure. Thanks to British farmers, interrupted brome was given the chance to evolve in the first place. Conservationists would like to see the grass grow once again in its natural habitat and perhaps, one day, seeing the grass become a badge of honour for a new generation of environmentally conscious farmers.

Questions 1-8

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1-8 on you answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts with the information*
NOT GIVEN	*if there is no information on this*

1   The name of interrupted brome came from the unprepossessing grass disappeared from places in the world for a period.

2   Interrupted brome became extinct because they were kept accidentally in room temperature.

3   Philip Smith works at University of Manchester.

4   Kew Botanic Gardens will operate English Nature.

5   Interrupted brome grew poorly at the sides of sainfoin.

6   Legumes were used for feeding livestock and enriching the soil.

7   The spread of seeds of interrupted brome depends on the harvesting of the farmers.

8   Only the weed killers can stop interrupted brome from becoming an invasive pest.

Questions 9-13

Look at the following opinions or deeds (Questions 9-13) and the list of people below.

Match each opinion or deed with the correct person, A-F.

Write the correct letter, A-F, in boxes 9-13 on your answer sheet.

A	A. M. Barnard
B	Philip Smith
C	George Claridge Druce
D	Joan Thirsk
E	Professor Hackel
F	Nathaniel Fiennes

9   identified interrupted brome as another species of brome.

10   convinced others about the status of interrupted brome in the botanic world.

11   found interrupted brome together with sainfoin.

12   helped farmers know that sainfoin is useful for enriching the soil.

13   collected the first sample of interrupted brome.

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READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14-26**, which are based on Reading Passage 2 below.*

Keep the Water Away

A Last winter's floods on the rivers of central Europe were among the worst since the Middle Ages, and as winter storms return, the spectre of floods is returning too. Just weeks ago, the river Rhône in south-east France burst its banks, driving 15,000 people from their homes, and worse could be on the way. Traditionally, river engineers have gone for Plan A: get rid of the water fast, draining it off the land and down to the sea in tall-sided rivers re-engineered as high-performance drains. But however big they dug city drains, however wide and straight they made the rivers, and however high they built the banks, the floods kept coming back to taunt them, from the Mississippi to the Danube. And when the floods came, they seemed to be worse than ever. No wonder engineers are turning to Plan B: sap the water's destructive strength by dispersing it into fields, forgotten lakes, flood plains and aquifers.

B Back in the days when rivers took a more tortuous path to the sea, flood waters lost impetus and volume while meandering across flood plains and idling through wetlands and inland deltas. But today the water tends to have an unimpeded journey to the sea. And this means that when it rains in the uplands, the water comes down all at once. Worse, whenever we close off more flood plains, the river's flow farther downstream becomes more violent and uncontrollable. Dykes are only as good as their weakest link—and the water will unerringly find it. By trying to turn the complex hydrology of rivers into the simple mechanics of a water pipe, engineers have often created danger where they promised safety, and intensified the floods they meant to end. Take the Rhine, Europe's most engineered river. For two centuries, German engineers have erased its backwaters and cut it off from its flood plain.

C Today, the river has lost 7 percent of its original length and runs up to a third faster. When it rains hard in the Alps, the peak flows from several tributaries coincide in the main river, where once they arrived separately. And with four-fifths of the lower Rhine's flood plain barricaded off, the waters rise ever higher. The result is more frequent flooding that does ever-greater damage to the homes, offices and roads that sit on the flood plain. Much the same has happened in the US on the mighty Mississippi, which drains the world's second largest river catchment into the Gulf of Mexico.

D The European Union is trying to improve rain forecasts and more accurately model how intense rains swell rivers. That may help cities prepare, but it won't stop the floods. To do that, say hydrologists, you need a new approach to engineering not just rivers, but the whole landscape. The UK's Environment Agency—which has been granted an extra £150 million a year to spend in the wake of floods in 2000 that cost the country £1 billion—puts it like this: "The focus is now on working with the forces of nature. Towering concrete walls are out, and new wetlands are in." To help keep London's feet dry, the agency is breaking the Thames's banks upstream

and reflooding 10 square kilometres of ancient flood plain at Otmoor outside Oxford. Nearer to London it has spent £100 million creating new wetlands and a relief channel across 16 kilometres of flood plain to protect the town of Maidenhead, as well as the ancient playing fields of Eton College. And near the south coast, the agency is digging out channels to reconnect old meanders on the river Cuckmere in East Sussex that were cut off by flood banks 150 years ago.

E The same is taking place on a much grander scale in Austria, in one of Europe's largest river restorations to date. Engineers are regenerating flood plains along 60 kilometres of the river Drava as it exits the Alps. They are also widening the river bed and channelling it back into abandoned meanders, oxbow lakes and backwaters overhung with willows. The engineers calculate that the restored flood plain can now store up to 10 million cubic metres of flood waters and slow storm surges coming out of the Alps by more than an hour, protecting towns as far downstream as Slovenia and Croatia.

F "Rivers have to be allowed to take more space. They have to be turned from flood-chutes into flood-foilers," says Nienhuis. And the Dutch, for whom preventing floods is a matter of survival, have gone furthest. A nation built largely on drained marshes and seabed had the fright of its life in 1993 when the Rhine almost overwhelmed it. The same happened again in 1995, when a quarter of a million people were evacuated from the Netherlands. But a new breed of "soft engineers" wants our cities to become porous, and Berlin is their shining example. Since reunification, the city's massive redevelopment has been governed by tough new rules to prevent its drains becoming overloaded after heavy rains. Harald Kraft, an architect working in the city, says: "We now see rainwater as a resource to be kept rather than got rid of at great cost." A good illustration is the giant Potsdamer Platz, a huge new commercial redevelopment by Daimler Chrysler in the heart of the city.

G Los Angeles has spent billions of dollars digging huge drains and concreting river beds to carry away the water from occasional intense storms. The latest plan is to spend a cool $280 million raising the concrete walls on the Los Angeles river by another 2 metres. Yet many communities still flood regularly. Meanwhile this desert city is shipping in water from hundreds of kilometres away in northern California and from the Colorado river in Arizona to fill its taps and swimming pools, and irrigate its green spaces. It all sounds like bad planning. "In LA we receive half the water we need in rainfall, and we throw it away. Then we spend hundreds of millions to import water," says Andy Lipkis, an LA environmentalist, along with citizen groups like Friends of the Los Angeles River and Unpaved LA, want to beat the urban flood hazard and fill the taps by holding onto the city's flood water. And it's not just a pipe dream. The authorities this year launched a $100 million scheme to road-test the porous city in one flood-hit community in Sun Valley. The plan is to catch the rain that falls on thousands of driveways, parking lots and rooftops in the valley. Trees will soak up water from parking lots. Homes and public buildings will capture roof water to irrigate gardens and parks. And road drains will empty into old gravel pits and other leaky places that should recharge the city's underground water reserves. Result: less flooding and more water for the city. Plan B says every city should be porous, every river should have room to flood naturally and every coastline should be left to build its own defences. It sounds expensive and utopian, until you realise how much we spend trying to drain cities and protect our watery margins—and how bad we are at it.

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Questions 14-19

Reading Passage 2 has seven paragraphs, **A-G**.

Which paragraph contains the following information?

Write the correct letter, A-G, in boxes 14-19 on your answer sheet.

14 a new approach carried out in the UK
15 the reason why twisty path and dykes failed
16 illustration of an alternative plan in LA which seems much unrealistic
17 traditional way of tackling flood
18 efforts made in Netherlands and Germany
19 one project on a river that benefits three nations

Questions 20-23

Do the following statements agree with the information given in Reading Passage 2?

In boxes 20-23 on you answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts with the information*
NOT GIVEN	*if there is no information on this*

20 In the ancient times, the people in Europe made their efforts to improve the river banks, so the flood was becoming less severe than before.

21 Flood makes river shorter than it used to be, which means faster speed and more damage to the constructions on flood plain.

22 The new approach in the UK is better than that in Austria.

23 At least 300,000 people left from Netherlands in 1995.

Questions 24-26

Complete the sentences below.

*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

Write your answers in boxes 24-26 on your answer sheet.

24 UK's Environment Agency carried out one innovative approach: a wetland is generated not far from the city of _____ to protect it from flooding.

25 _____ suggested that cities should be porous, and Berlin set a good example.

26 Another city devastated by heavy storms casually is _____, though government pours billions of dollars each year in order to solve the problem.

READING PASSAGE 3

*You should spend about 20 minutes on **Questions 27-40**, which are based on Reading Passage 3 below.*

What Do Babies Know?

As Daniel Haworth is settled into a high chair and wheeled behind a black screen, a sudden look of worry furrows his 9-month-old brow. His dark blue eyes dart left and right in search of the familiar reassurance of his mother's face. She calls his name and makes soothing noises, but Daniel senses something unusual is happening. He sucks his fingers for comfort, but, finding no solace, his month crumples, his body stiffens, and he lets rip an almighty shriek of distress. This is the usual expression when babies are left alone or abandoned. Mom picks him up, reassures him, and two minutes later, a chortling and alert Daniel returns to the darkened booth behind the screen and submits himself to baby lab, a unit set up in 2005 at the University of Manchester in northwest England to investigate how babies think.

Watching infants piece life together, seeing their senses, emotions and motor skills take shape, is a source of mystery and endless fascination—at least to parents and developmental psychologists. We can decode their signals of distress or read a million messages into their first smile. But how much do we really know about what's going on behind those wide, innocent eyes? How much of their understanding of and response to the world comes preloaded at birth? How much is built from scratch by experience? Such are the questions being explored at baby lab. Though the facility is just 18 months old and has tested only 100 infants, it's already challenging current thinking on what babies know and how they come to know it.

Daniel is now engrossed in watching video clips of a red toy train on a circular track. The train disappears into a tunnel and emerges on the other side. A hidden device above the screen is tracking Daniel's eyes as they follow the train and measuring the diametre of his pupils 50 times a second. As the child gets bored—or "habituated", as psychologists call the process—his attention level steadily drops. But it picks up a little whenever some novelty is introduced. The train might be green, or it might be blue. And sometimes an impossible thing happens—the train goes into the tunnel one color and comes out another.

Variations of experiments like this one, examining infant attention, have been a standard tool of developmental psychology ever since the Swiss pioneer of the field, Jean Piaget, started experimenting on his children in the 1920s. Piaget's work led him to conclude that infants younger than 9 months have no innate knowledge of how the world works or any sense of "object permanence" (that people and things still exist even when they're not seen). Instead, babies must gradually construct this knowledge from experience. Piaget's "constructivist" theories were massively influential on postwar educators and psychologists, but over the past 20 years or so they have been largely set aside by a new generation of "nativist" psychologists

and cognitive scientists whose more sophisticated experiments led them to theorise that infants arrive already equipped with some knowledge of the physical world and even rudimentary programming for math and language. Baby lab director Sylvain Sirois has been putting these smart-baby theories through a rigorous set of tests. His conclusions so far tend to be more Piagetian: "Babies," he says, "know nothing."

What Sirois and his postgraduate assistant Lain Jackson are challenging is the interpretation of a variety of classic experiments begun in the mid-1980s in which babies were shown physical events that appeared to violate such basic concepts as gravity, solidity and contiguity. In one such experiment, by University of Illinois psychologist Renee Baillargeon, a hinged wooden panel appeared to pass right through a box. Baillargeon and M.I.T's Elizabeth Spelke found that babies as young as 3½ months would reliably look longer at the impossible event than at the normal one. Their conclusion: babies have enough built-in knowledge to recognise that something is wrong.

Sirois does not take issue with the way these experiments were conducted. "The methods are correct and replicable," he says, "it's the interpretation that's the problem." In a critical review to be published in the forthcoming issue of the *European Journal of Developmental Psychology*, he and Jackson pour cold water over recent experiments that claim to have observed innate or precocious social cognition skills in infants. His own experiments indicate that a baby's fascination with physically impossible events merely reflects a response to stimuli that are novel. Data from the eye tracker and the measurement of the pupils (which widen in response to arousal or interest) show that impossible events involving familiar objects are no more interesting than possible events involving novel objects. In other words, when Daniel had seen the red train come out of the tunnel green a few times, he gets as bored as when it stays the same color. The mistake of previous research, says Sirois, has been to leap to the conclusion that infants can understand the concept of impossibility from the mere fact that they are able to perceive some novelty in it. "The real explanation is boring," he says.

So how do babies bridge the gap between knowing squat and drawing triangles—a task Daniel's sister Lois, 2½, is happily tackling as she waits for her brother? "Babies have to learn everything, but as Piaget was saying, they start with a few primitive reflexes that get things going," said Sirois. For example, hardwired in the brain is an instinct that draws a baby's eyes to a human face. From brain imaging studies we also know that the brain has some sort of visual buffer that continues to represent objects after they have been removed—a lingering perception rather than conceptual understanding. So when babies encounter novel or unexpected events, Sirois explains, "there's a mismatch between the buffer and the information they're getting at that moment. And what you do when you've got a mismatch is you try to clear the buffer. And that takes attention." So learning, says Sirois, is essentially the laborious business of resolving mismatches. "The thing is, you can do a lot of it with this wet sticky thing called a brain. It's a fantastic, statistical-learning machine". Daniel, exams ended, picks up a plastic tiger and, chewing thoughtfully upon its heat, smiles as if to agree.

Questions 27-32

Do the following statements agree with the information given in Reading Passage 3?

In boxes 27-32 on you answer sheet, write

> **TRUE**　　　　　*if the statement agrees with the information*
>
> **FALSE**　　　　*if the statement contradicts with the information*
>
> **NOT GIVEN**　*if there is no information on this*

27　Baby's behavior after being abandoned is not surprising.

28　Parents are over-estimating what babies know.

29　Only 100 experiments have been done but can prove the theories about what we know.

30　Piaget's theory was rejected by parents in 1920s.

31　Sylvain Sirois's conclusion on infant's cognition is similar to Piaget's.

32　Sylvain Sirois found serious flaws in the experimental designs by Baillargeon and Elizabeth Spelke.

Questions 33-37

Complete each sentence with the correct ending, A-E, below.

Write the correct letter, A-E, in boxes 33-37 on your answer sheet.

33 Jean Piaget thinks infants younger than 9 months won't know something existing

34 Jean Piaget thinks babies only get the knowledge

35 Some cognitive scientists think babies have the mechanism to learn a language

36 Sylvain Sirois thinks that babies can reflect a response to stimuli that are novel

37 Sylvain Sirois thinks babies' attention level will drop

A	before they are born.
B	before they learn from experience.
C	when they had seen the same thing for a while.
D	when facing the possible and impossible events.
E	when the previous things appear again in the lives.

Questions 38-40

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes 38-40 on your answer sheet.

38 What can we know about Daniel in the third paragraph?

 A   Daniel's attention level rose when he saw a blue train.

 B   Kid's attention fell when he was accustomed to the changes.

 C   Child's brain activity was monitored by a special equipment.

 D   Size of the train changed when it came out of the tunnel.

39 What can we know from the writer in the fourth paragraph?

 A   The theories about what baby knows changed over time.

 B   Why the experiments that had been done before were rejected.

 C   Infants have the innate knowledge to know the external environment.

 D   Piaget's "constructivist" theories were massively influential on parents.

40 What can we know from the argument of the experiment about the baby in the sixth paragraph?

 A   Infants are attracted by various colours of the trains all the time.

 B   Sylvain Sirois accuses misleading approaches of current experiments.

 C   Sylvain Sirois indicates that only impossible events make children interested.

 D   Sylvain Sirois suggests that novel things attract baby's attention.

TEST 5

READING PASSAGE 1

*You should spend about 20 minutes on **Questions 1-13**, which are based on Reading Passage 1 below.*

The Connection Between Culture and Thought

A The world's population has surpassed 7 billion and continues to grow. Across the globe, humans have many differences. These differences can be influenced by factors such as geography, climate, politics, nationality, and many more. Culture is one such aspect that can change the way people behave.

B Your culture may influence your clothing, your language, and many aspects of your life. But is culture influential enough to change the way an individual thinks? It has long been believed that people from different cultures would think differently. For example, a young boy from a farm would talk about cows while a boy from New York will talk about cars. If two young children from different countries are asked about their thoughts about a painting, they would answer differently because of their cultural backgrounds.

C In recent years, there has been new research that changed this long-held belief; However, this new research is not the first to explore the idea that culture can change the way we think. Earlier research has provided valuable insight to the question. One of the earliest research projects was carried out in the Soviet Union. This project was designed to find out whether culture would affect people's way of thought processing. The researchers focused on how living environment and nationality might influence how people think. The experiment led by Bessett aimed to question such awareness of cognitive psychology. Bessett conducted several versions of the experiment to test different cognitive processes.

D One experiment led by Bessett and Masuku showed an animated video picturing a big fish swimming among smaller fish and other sea creatures. Subjects were asked to describe the scene. The Japanese participants tended to focus on the aquatic background, such as the plants and colour of the water, as well as the relationship between the big and small fish. American participants tended to focus on individual fishes, mainly the larger, more unique looking fish. The experiment suggested that members of Eastern cultures focus more on the overall picture, while members of Western culture focus more on the individuals.

E In another experiment performed by Bessett and Choi, the subjects were presented with some very convincing evidence for a position. Both the Korean and the American showed strong support. And after they were given some evidence opposing the position, the Korean started to modified or decreased their support. However, the American began to give more support to the former argument. This project suggested that in Korean culture, support for arguments is based on context. Ideas and

conclusions are changeable and flexible, so an individual may be more willing to change his or her mind. For Americans, they were less willing to change their original conclusion.

F Bessett and Ara devised an experiment to test the thought processing of both oriental and occidental worlds. Test subject was given an argument "All animals with furs hibernate. Rabbit has fur. Therefore, rabbit hibernate". People from the eastern world questioned the argument as not being logical, because in their knowledge some furry animals just don't hibernate. But the American think the statement is right. They assume the logic deduction is based on a correct argument, thus the conclusion is right since the logic is right.

G From these early experiments in the Soviet Union, one might conclude that our original premise—that culture can impact the way we think—was still correct. However, recent research criticises this view, as well as Bessett's early experiments. Though these experiments changed the original belief on thought processing, how much does it result from all factors needs further discussion. Fischer thinks Bessett's experiments provide valuable information because his research only provides qualitative descriptions, not results from controlled environment. Chang partly agrees with him, because there are some social factors that might influence the results.

H Another criticism of Bessett's experiments is that culture was studied as a sub-factor of nationality. The experiments assumed that culture would be the same among all members of a nationality. For example, every American that participated in the experiments could be assumed to have the same culture. In reality, culture is much more complicated than nationality. These early experiments did not control for other factors, such as socioeconomic status, education, ethnicity, and regional differences in culture. All of these factors could have a big effect on the individual's response.

I A third criticism of Bessett's experiment is that the content itself should have been more abstract, such as a puzzle or an IQ test. With objective content, such as nature and animals, people from different countries of the world might have different pre-conceived ideas about these animals. Prior knowledge based on geographic location would further complicate the results. A test that is more abstract, or more quantitative, would provide a more controlled study of how cognitive processing works for different groups of people.

J The research on culture's effect on cognitive processing still goes on today, and while some criticisms exist of Bessett's early studies, the projects still provide valuable insight. It is important for future research projects to control carefully for the variables, such as culture. Something like culture is complex and difficult to define. It can also be influenced by many other variables, such as geography or education styles. When studying a variable like culture, it is critical that the researcher create a clear definition for what is—and what is not—considered culture.

K Another important aspect of modern research is the ethical impact of the research. A researcher must consider carefully whether the results of the research will negatively impact any of the groups involved. In an increasingly globalised job economy, generalisations made about nationalities can be harmful to prospective employees. This information could also impact the way tests and university admissions standards are designed, which would potentially favor one group or create a disadvantage for another. When conducting any research about culture and nationality, researchers should consider all possible effects, positive or negative, that their conclusions may have when published for the world to see.

Questions 1-5

Reading Passage 1 has eleven paragraphs, **A-K**.

Which paragraph contains the following information?

Write the correct letter, A-K, in boxes 1-5 on your answer sheet.

NB *You may use any letter more than once.*

1 All people have the same reaction to a certain point of view.
2 Qualitative descriptions are valuable in exploring thought processing.
3 Different cultures will affect the description of the same scene.
4 We thought of young people as widely different at different geographical locations.
5 Eastern people are less likely to stick to their argument.

Questions 6-9

Look at the following statements (Questions 6-9) and the list of researchers below.

Match each statement with the correct researcher, A-C.

Write the correct letter, A-C, in boxes 6-9 on your answer sheet.

NB You may use any letter more than once.

List of Researchers
A Bessett & Masuku
B Bessett & Choi
C Bessett & Ara

6   Geographical location affects people's position on certain arguments.

7   Animated images reveal different process strategies.

8   Eastern people challenge a deduction because they knew it is not true.

9   Eastern people find more difficulty when asked to identify the same object.

Questions 10-13

Complete the sentences below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 10-13 on your answer sheet.

10 Researchers in the Soviet Union wanted to find out how _____ and nationality will control the way people think.

11 Bessett and Ara's experiment shows, for Americans, so long as the logic deduction is based on a correct argument, the _____ should be right.

12 Fischer thinks Bessett's research is quite valuable because it is conducted in a _____ way rather than in controlled environment.

13 Future researchers on culture's effect on cognitive processing should start with a _____ of culture as a variable.

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14-26**, which are based on Reading Passage 2 below.*

Eco-Resort Management Practices

Ecotourism is often regarded as a form of nature-based tourism and has become an important alternative source of tourists. In addition to providing the traditional resort-leisure product, it has been argued that ecotourism resort management should have a particular focus on best-practice environmental management, an educational and interpretive component, and direct and indirect contributions to the conservation of the natural and cultural environment (Ayala, 1996).

Couran Cove Island Resort is a large integrated ecotourism-based resort located south of Brisbane on the Gold Coast, Queensland, Australia. As the world's population becomes increasingly urbanised, the demand for tourist attractions which are environmentally friendly, serene and offer amenities of a unique nature has grown rapidly. Couran Cove Resort, which is one such tourist attractions, is located on South Stradbroke Island, occupying approximately 150 hectares of the island. South Stradbroke Island is separated from the mainland by the Broadwater, a stretch of sea 3 kilometres wide. More than a century ago, there was only one Stradbroke Island, and there were at least four Aboriginal tribes living and hunting on the island. Regrettably, most of the original island dwellers were eventually killed by diseases such as tuberculosis, smallpox and influenza by the end of the 19th century. The second ship wrecked on the island in 1894, and the subsequent destruction of the ship (the Cambus Wallace) because it contained dynamite, caused a large crater in the sandhills on Stradbroke Island. Eventually, the ocean broke through the weakened land form and Stradbroke became two islands. Couran Cove Island Resort is built on one of the world's few naturally-occurring sand lands, which is home to a wide range of plant communities and one of the largest remaining remnants of the rare livistona rainforest left on the Gold Coast. Many mangrove and rainforest areas, and Malaleuca Wetlands on South Stradbroke Island (and in Queensland), have been cleared, drained or filled for residential, industrial, agricultural or urban development in the first half of the 20th century. Farmers and graziers finally abandoned South Stradbroke Island in 1939 because the vegetation and the soil conditions there were not suitable for agricultural activities.

SUSTAINABLE PRACTICES OF COURAN COVE RESORT

Being located on an offshore island, the resort is only accessible by means of water transport. The resort provides hourly ferry service from the marina on the mainland to and from the island. Within the resort, transport modes include walking trails, bicycle tracks and the beach train. The reception area is the counter of the shop which has not changed for 8 years at least. The accommodation is an octagonal "Bure". These are large rooms that are clean but the equipment is tired and in some cases just working. Our ceiling fan only worked on high speed for example. Beds are hard but clean. There is a television, a radio, an old air conditioner and a small fridge. These "Bures" are right on top of each other and night

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noises do carry, so be careful what you say and do. The only thing is the mosquitoes, but if you forget to bring mosquito repellant they sell some on the island.

As an ecotourism-based resort, most of the planning and development of the attraction has been concentrated on the need to co-exist with the fragile natural environment of South Stradbroke Island to achieve sustainable development.

WATER AND ENERGY MANAGEMENT

South Stradbroke Island has groundwater at the centre of the island, which has a maximum height of 3 metres above sea level. The water supply is recharged by rainfall and is commonly known as an unconfined freshwater aquifer. Couran Cove Island Resort obtains its water supply by tapping into this aquifer and extracting it via a bore system. Some of the problems which have threatened the island's freshwater supply include pollution, contamination and over-consumption. In order to minimise some of these problems, all laundry activities are carried out on the mainland. The resort considers washing machines as onerous to the island's freshwater supply, and that the detergents contain a high level of phosphates which are a major source of water pollution. The resort uses LPG-power generation rather than a diesel-powered plant for its energy supply, supplemented by wind turbine, which has reduced greenhouse emissions by 70% of diesel-equivalent generation methods. Excess heat recovered from the generator is used to heat the swimming pool. Hot water in the eco-cabins and for some of the resort's vehicles are solar-powered. Water efficient fittings are also installed in showers and toilets. However, not all the appliances used by the resort are energy efficient, such as refrigerators. Visitors who stay at the resort are encouraged to monitor their water and energy usage via the in-house television systems, and are rewarded with prizes (such as a free return trip to the resort) accordingly if their usage level is low.

CONCLUDING REMARKS

We examined a case study of good management practice and a pro-active sustainable tourism stance of an eco-resort. In three years of operation, Couran Cove Island Resort has won 23 international and national awards, including the 2001 Australian Tourism Award in the 4-Star Accommodation category. The resort has embraced and has effectively implemented contemporary environmental management practices. It has been argued that the successful implementation of the principles of sustainability should promote long-term social, economic and environmental benefits, while ensuring and enhancing the prospects of continued viability for the tourism enterprise. Couran Cove Island Resort does not conform to the characteristics of the Resort Development Spectrum, as proposed by Prideaux (2000). According to Prideaux, the resort should be at least at Phase 3 of the model (the National tourism phase), which describes an integrated resort providing 3-4 star hotel-type accommodation. The primary tourist market in Phase 3 of the model consists mainly of interstate visitors. However, the number of interstate and international tourists visiting the resort is small, with the principal visitor markets comprising locals and residents from nearby towns and the Gold Coast region. The carrying capacity of Couran Cove does not seem to be of any concern to the Resort management. Given that it is a private commercial ecotourist enterprise, regulating the number of visitors to the resort to minimise damage done to the natural environment on South Stradbroke Island is not a binding constraint. However, the Resort's growth will eventually be constrained by its carrying capacity, and quantity control should be incorporated in the management strategy of the resort.

Questions 14-18

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes 14-18 on your answer sheet.

14 The Stradbroke became two islands

A by an intended destruction of the ship of the Cambus Wallace.

B by an explosion of dynamite on a ship and following nature erosion.

C by the movement sandhills on Stradbroke Island.

D by the volcanic eruption on island.

15 Why are laundry activities for the resort carried out on the mainland?

A to obtain its water supply via a bore system

B to preserve the water and anti-pollution

C to save the cost of installing onerous washing machines

D to reduce the level of phosphates in water around

16 The major water supplier in South Stradbroke Island is by

A desalining the sea water.

B collecting the rainfall.

C transporting from the mainland.

D boring ground water.

17 What is applied for heating water on Couran Cove Island Resort?

A the LPG-power

B a diesel-powered plant

C the wind power

D the solar-power

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18 What does, as the managers of resorts believe, the prospective future focus on?

    A more awards for resort's accommodation

    B sustainable administration and development in a long run

    C economic and environmental benefits for the tourism enterprise

    D successful implementation of the Resort Development Spectrum

Questions 19-23

.Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the Passage for each answer.

Write your answers in boxes 19-23 on your answer sheet.

Being located away from the mainland, tourists can attain the resort only by
19 _____ in a regular service. Within the resort, transports include
trails for walking or tracks for both **20** _____ and the beach train. The
on-island equipment is old-fashioned which is barely working such as the
21 _____ overhead. There is television, radio, an old **22** _____ and a
small fridge. And you can buy the repellant for **23** _____ if you forget to
bring some.

Questions 24-26

Choose **THREE** letters, A-E.

Write the correct letters in boxes 24-26 on your answer sheet.

Which **THREE** of the following statements are true as to the contemporary situation of Couran Cove Island Resort in the last paragraph?

A Couran Cove Island Resort goes for more eco-friendly practices.

B The accommodation standard only conforms to the Resort Development Spectrum of Phase 3.

C Couran Cove Island Resort should raise the accommodation standard and build more facilities.

D The principal group visiting the resort is international tourists.

E Its carrying capacity will restrict the future businesses' expansion.

READING PASSAGE 3

⏻ **date**
2015年5月9日

*You should spend about 20 minutes on **Questions 27-40**, which are based on Reading Passage 3 below.*

The Future of the World's Language

Of the world's 6,500 living languages, around half are expected to die out by the end of this century, according to UNESCO. Just 11 are spoken by more than half of the earth's population, so it is little wonder that those used by only a few are being left behind as we become a more homogenous, global society. In short, 95 percent of the world's languages are spoken by only five percent of its population—a remarkable level of linguistic diversity stored in tiny pockets of speakers around the world. Mark Turin, a university professor, has launched WOLP (World Oral Language Project) to prevent the language from the brink of extinction.

He is trying to encourage indigenous communities to collaborate with anthropologists around the world to record what he calls "oral literature" through video cameras, voice recorders and other multimedia tools by awarding grants from a £30,000 pot that the project has secured this year. The idea is to collate this literature in a digital archive that can be accessed on demand and will make the nuts and bolts of lost cultures readily available.

For many of these communities, the oral tradition is at the heart of their culture. The stories they tell are creative as well as communicative. Unlike the languages with celebrated written traditions, such as Sanskrit, Hebrew and Ancient Greek, few indigenous communities have recorded their own languages or ever had them recorded until now.

The project suggested itself when Turin was teaching in Nepal. He wanted to study for a PhD in endangered languages and, while discussing it with his professor at Leiden University in the Netherlands, was drawn to a map on his tutor's wall. The map was full of pins of a variety of colours which represented all the world's languages that were completely undocumented. At random, Turin chose a "pin" to document. It happened to belong to the Thangmi tribe, an indigenous community in the hills east of Kathmandu, the capital of Nepal. "Many of the choices anthropologists and linguists who work on these traditional field-work projects are quite random," he admits.

Continuing his work with the Thangmi community in the 1990s, Turin began to record the language he was hearing, realising that not only was this language and its culture entirely undocumented, it was known to few outside the tiny community. He set about trying to record their language and myth of origins. "I wrote 1,000 pages of grammar in English that nobody could use—but I realised that wasn't enough. It wasn't enough for me, it wasn't enough for them. It simply wasn't going to work as something for the community. So then I produced this trilingual word list in Thangmi, Nepali and English."

In short, it was the first ever publication of that language. That small dictionary is still sold in local

schools for a modest 20 rupees, and used as part of a wider cultural regeneration process to educate children about their heritage and language. The task is no small undertaking: Nepal itself is a country of massive ethnic and linguistic diversity, home to 100 languages from four different language families. What's more, even fewer ethnic Thangmi speak the Thangmi language. Many of the community members have taken to speaking Nepali, the national language taught in schools and spread through the media, and community elders are dying without passing on their knowledge.

Despite Turin's enthusiasm for his subject, he is baffled by many linguists' refusal to engage in the issue he is working on. "Of the 6,500 languages spoken on Earth, many do not have written traditions and many of these spoken forms are endangered," he says. "There are more linguists in universities around the world than there are spoken languages—but most of them aren't working on this issue. To me it's amazing that in this day and age, we still have an entirely incomplete image of the world's linguistic diversity. People do PhDs on the apostrophe in French, yet we still don't know how many languages are spoken."

"When a language becomes endangered, so too does a cultural world view. We want to engage with indigenous people to document their myths and folklore, which can be harder to find funding for if you are based outside Western universities."

Yet, despite the struggles facing initiatives such as the World Oral Literature Project, there are historical examples that point to the possibility that language restoration is no mere academic pipe dream. The revival of a modern form of Hebrew in the 19th century is often cited as one of the best proofs that languages long dead, belonging to small communities, can be resurrected and embraced by a large number of people. By the 20th century, Hebrew was well on its way to becoming the main language of the Jewish population of both Ottoman and British Palestine. It is now spoken by more than seven million people in Israel.

Yet, despite the difficulties these communities face in saving their languages, Dr Turin believes that the fate of the world's endangered languages is not sealed, and globalisation is not necessarily the nefarious perpetrator of evil it is often presented to be. "I call it the globalisation paradox: on the one hand globalisation and rapid socio-economic change are the things that are eroding and challenging diversity. But on the other, globalisation is providing us with new and very exciting tools and facilities to get to places to document those things that globalisation is eroding. Also, the communities at the coal-face of change are excited by what globalisation has to offer."

In the meantime, the race is on to collect and protect as many of the languages as possible, so that the Rai Shaman in eastern Nepal and those in the generations that follow him can continue their traditions and have a sense of identity. And it certainly is a race: Turin knows his project's limits and believes it inevitable that a large number of those languages will disappear. "We have to be wholly realistic. A project like ours is in no position, and was not designed, to keep languages alive. The only people who can help languages survive are the people in those communities themselves. They need to be reminded that it's good to speak their own language and I think we can help them do that—becoming modern doesn't mean you have to lose your language."

Questions 27-31

Complete the summary using the list of words, A-J, below.

Write the correct letter, A-J, in boxes 27-31 on your answer sheet.

Of the world's 6,500 living languages, about half of them are expected to be extinct. Most of the world's languages are spoken by a **27** _____ of people. However, Professor Turin set up a project WOLP to prevent **28** _____ of the languages. The project provides the community with **29** _____ to enable people to record their endangered languages. The oral tradition has great cultural **30** _____. An important **31** _____ between languages spoken by few people and languages with celebrated written documents existed in many communities.

A similarity	**B** significance	**C** funding	**D** minority
E education	**F** difference	**G** education	**H** diversity
I majority	**J** disappearance		

Questions 32-35

Do the following statements agree with the information given in Reading Passage 3?

In boxes 32-35 on you answer sheet, write

> **TRUE**   if the statement agrees with the information
> **FALSE**   if the statement contradicts with the information
> **NOT GIVEN**   if there is no information on this

32 Turin argued that anthropologists and linguists usually think carefully before selecting an area to research.

33 Turin concluded that the Thangmi language had few similarities with other languages.

34 Turin has written that 1000-page document was inappropriate for Thangmi community.

35 Some Nepalese schools lack resources to devote to language teaching.

Questions 36-40

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes 36-40 on your answer sheet.

36 Why does Turin say people do PhDs on the apostrophe in French?
  - **A** He believes that researchers have limited role in the research of languages.
  - **B** He compares the methods of research into languages.
  - **C** He thinks research should result in a diverse cultural outlook.
  - **D** He holds that research into French should focus on more general aspects.

37 What is discussed in the ninth paragraph?
  - **A** Forces driving people to believe endangered languages can survive.
  - **B** The community where people distrust language revival.
  - **C** The methods of research that have improved language restoration.
  - **D** Initiatives the World Oral Literature Project is bringing to Israel.

38 How is the WOLP's prospect?
  - **A** It would not raise enough funds to achieve its aims.
  - **B** It will help keep languages alive.
  - **C** It will be embraced by a large number of people.
  - **D** It has chance to succeed to protect the engendered languages.

39 What is Turin's main point of globalisation?
  - **A** Globalisation is the main reason for endangered language.
  - **B** Globalisation has both advantages and disadvantages.
  - **C** We should have a more critical view of globalisation.
  - **D** We should foremost protect our identity in face of globalisation.

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40 What does Turin suggest that community people should do?

   A Learn other languages.

   B Only have a sense of identity.

   C Keep up with the modern society without losing their language.

   D Join the race to protect as many languages as possible but be realistic.

TEST 6

READING PASSAGE 1

2015 年 9 月 3 日

You should spend about 20 minutes on **Questions 1-13,** *which are based on Reading Passage 1 below.*

A Americans today choose among more options in more parts of life than has ever been possible before. To an extent, the opportunity to choose enhances our lives. It is only logical to think that if some choices are good, more is better; people who care about having infinite options will benefit from them, and those who do not can always just ignore the 273 versions of cereal they have never tried. Yet recent research strongly suggests that, psychologically, this assumption is wrong, with 5% lower percentage announcing they are happy. Although some choices are undoubtedly better than none, more is not always better than less.

B Recent research offers insight into why many people end up unhappy rather than pleased when their options expand. We began by making a distinction between "maximisers" (those who always aim to make the best possible choice) and "satisficers" (those who aim for "good enough," whether or not better selections might be out there).

C In particular, we composed a set of statements—the Maximisation Scale—to diagnose people's propensity to maximise. Then we had several thousand people rate themselves from 1 to 7 (from "completely disagree" to "completely agree") on such statements as "I never settle for second best." We also evaluated their sense of satisfaction with their decisions. We did not define a sharp cutoff to separate maximisers from satisficers, but in general, we think of individuals whose average scores are higher than 4 (the scale's midpoint) as maximisers and those whose scores are lower than the midpoint as satisficers. People who score highest on the test—the greatest maximisers—engage in more product comparisons than the lowest scorers, both before and after they make purchasing decisions, and they take longer to decide what to buy. When satisficers find an item that meets their standards, they stop looking. But maximisers exert enormous effort reading labels, checking out consumer magazines and trying new products. They also spend more time comparing their purchasing decisions with those of others.

D We found that the greatest maximisers are the least happy with the fruits of their efforts. When they compare themselves with others, they get little pleasure from finding out that they did better and substantial dissatisfaction from finding out that they did worse. They are more prone to experiencing regret after a purchase, and if their acquisition disappoints them, their sense of well-being takes longer to recover. They also tend to brood or ruminate more than satisficers do.

E Does it follow that maximisers are less happy in general than satisficers? We tested this by having people fill out a variety of questionnaires known to be reliable indicators of well-being. As might be expected, individuals with high maximisation scores experienced less satisfaction with life and were less happy, less optimistic and more depressed than people with low maximisation scores. Indeed, those with extreme maximisation ratings had depression scores that placed them in the borderline of clinical range.

F Several factors explain why more choice is not always better than less, especially for maximisers. High among these are "opportunity costs." The quality of any given option cannot be assessed in isolation from its alternatives. One of the "costs" of making a selection is losing the opportunities that a different option would have afforded. Thus an opportunity cost of vacationing on the beach in Cape Cod might be missing the fabulous restaurants in the Napa Valley. *Early Decision Making Research* by Daniel Kahneman and Amos Tversky showed that people respond much more strongly to losses than gains. If we assume that opportunity costs reduce the overall desirability of the most preferred choice, then the more alternatives there are, the deeper our sense of loss will be and the less satisfaction we will derive from our ultimate decision.

G The problem of opportunity costs will be better for a satisficer. The latter's "good enough" philosophy can survive thoughts about opportunity costs. In addition, the "good enough" standard leads to much less searching and inspection of alternatives than the maximiser's "best" standard. With fewer choices under consideration, a person will have fewer opportunity costs to subtract.

H Just as people feel sorrow about the opportunities they have forgone, they may also suffer regret about the option they settled on. My colleagues and I devised a scale to measure proneness to feeling regret, and we found that people with high sensitivity to regret are less happy, less satisfied with life, less optimistic and more depressed than those with low sensitivity. Not surprisingly, we also found that people with high regret sensitivity tend to be maximisers. Indeed, we think that worry over future regret is a major reason that individuals become maximisers. The only way to be sure you will not regret a decision is by making the best possible one. Unfortunately, the more options you have and the more opportunity costs you incur, the more likely you are to experience regret.

I In a classic demonstration of the power of sunk costs, people were offered season subscriptions to a local theatre company. Some were offered the tickets at full price and others at a discount. Then the researchers simply kept track of how often the ticket purchasers actually attended the plays over the course of the season. Full-price payers were more likely to show up at performances than discount payers. The reason for this, the investigators argued, was that the full-price payers would experience more regret if they did not use the tickets because not using the more costly tickets would constitute a bigger loss. To increase sense of happiness, we can decide to restrict our options when the decision is not crucial. For example, make a rule to visit no more than two stores when shopping for clothing.

Questions 1-4

Look at the following descriptions or deeds (Questions 1-4) and the list of categories below.

Match each description or deed with the correct category, **A-D**.

Write the correct letter, **A-D**, in boxes 1-4 on your answer sheet.

A	"maximisers"
B	"satisficers"
C	neither "maximisers" nor "satisficers"
D	both "maximisers" and "satisficers"

1　rated to the Maximisation Scale of making choice

2　don't take much time before making a decision

3　are likely to regret about the choice in the future

4　choose the highest price in the range of purchase

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Questions 5-8

Do the following statements agree with the information given in Reading Passage 1?

In boxes 5-8 on you answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts with the information*
NOT GIVEN	*if there is no information on this*

5　In today's world, since the society is becoming wealthier, people are happier.

6　In society, there are more maximisers than satisficers.

7　People tend to react more to loses than gains.

8　Females and males acted differently in the study of choice making.

Questions 9-13

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes 9-13 on your answer sheet.

9   The Maximisation Scale is aimed to

    A   know the happiness when they have more choices.

    B   measure how people are likely to feel after making choices.

    C   help people make better choices.

    D   reduce the time of purchasing.

10   According to the text, what is the result of more choices?

    A   People can make choices more easily.

    B   Maximisers are happier to make choices.

    C   Satisficers are quicker to make wise choices.

    D   People have more tendency to experience regret.

11   The example of theatre ticket is to suggest that

    A   they prefer to use more money when buying tickets.

    B   they don't like to spend more money on theatre.

    C   higher-priced things would induce more regret if not used properly.

    D   full-price payers are real theatre lovers.

12   How to increase the happiness when making a better choice?

    A   use less time

    B   make more comparisons

    C   buy more expensive products

    D   limit the number of choices in certain situations

13 What is the best title for Reading Passage 1?

    A   Reasoning of Worse Choice Making

    B   Making Choices in Today's World

    C   The Influence of More Choices

    D   Complexity in Choice Making

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14-26**, which are based on Reading Passage 2 below.*

Implication of False Belief Experiments

A A considerable amount of research since the mid-1980s has been concerned with what has been termed children's theory of mind. This involves children's ability to understand that people can have different beliefs and representations of the world—a capacity that is shown by four years of age. Furthermore, this ability appears to be absent in children with autism. The ability to work out what another person is thinking is clearly an important aspect of both cognitive and social development. Furthermore, one important explanation for autism is that children suffering from this condition do not have a theory of mind (TOM). Consequently, the development of children's TOM has attracted considerable attention.

B Wimmer and Perner devised a "false belief task" to address this question. They used some toys to act out the following story. Maxi left some chocolate in a blue cupboard before he went out. When he was away his mother moved the chocolate to a green cupboard. Children were asked to predict where Maxi will look for his chocolate when he returns. Most children under four years gave the incorrect answer, that Maxi will look in the green cupboard. Those over four years tended to give the correct answer, that Maxi will look in the blue cupboard. The incorrect answers indicated that the younger children did not understand that Maxi's beliefs and representations no longer matched the actual state of the world, and they failed to appreciate that Maxi will act on the basis of his beliefs rather than the way that the world is actually organised.

C A simpler version of the Maxi task was devised by Baron-Cohen to take account of criticisms that younger children may have been affected by the complexity and too much information of the story in the task described above. For example, the child is shown two dolls, Sally and Anne, who have a basket and box, respectively. Sally also has a marble, which she places in her basket, and then leaves to take a walk. While she is out of room, Anne takes the marble from the basket, eventually putting it in the box. Sally returns, and the child is then asked where Sally will look for the marble. The child passes the task if she answers that Sally will look in the basket, where she put the marble; the child fails the task if she answers that Sally will look in the box, where the child knows the marble is hidden even though Sally cannot know, since she did not see it hidden there. In order to pass the task, the child must be able to understand that another's mental representation of the situation is different from her own, and the child must be able to predict behaviour based on that understanding. The results of research using false-belief tasks have been fairly consistent: most normally-developing children are unable to pass the tasks until around age four.

D Leslie argues that, before 18 months, children treat the world in a literal way and rarely demonstrate pretence. He also argues that it is necessary for the cognitive system to distinguish

between what is pretend and what is real. If children were not able to do this, they would not be able to distinguish between imagination and what is real. Leslie suggests that this pretend play becomes possible because of the presence of a de-coupler that copies primary representations to secondary representations. For example, children, when pretending a banana is a telephone, would make a secondary representation of a banana. They would manipulate this representation and they would use their stored knowledge of "telephone" to build on this pretence.

E   There is also evidence that social processes play a part in the development of TOM. Meins and her colleagues have found that what they term mind-mindedness in maternal speech to six-month-old infants is related to both security of attachment and to TOM abilities. Mind-mindedness involves speech that discusses infants' feelings and explains their behaviour in terms of mental states (eg "you're feeling hungry").

F   Lewis investigated older children living in extended families in Crete and Cyprus. They found that children who socially interact with more adults, who have more friends, and who have more older siblings tend to pass TOM tasks at a slightly earlier age than other children. Furthermore, because young children are more likely to talk about their thoughts and feelings with peers than with their mothers, peer interaction may provide a special impetus to the development of a TOM. A similar point has been made by Dunn, who argues that peer interaction is more likely to contain pretend play and that it is likely to be more challenging because other children, unlike adults, do not make large adaptations to the communicative needs of other children.

G   In addition, there has been concern that some aspects of the TOM approach underestimate children's understanding of other people. After all, infants will point to objects apparently in an effort to change a person's direction of gaze and interest; they can interact quite effectively with other people; they will express their ideas in opposition to the wishes of others; and they will show empathy for the feelings of others. All these suggest that they have some level of understanding that their own thoughts are different from those in another person's mind. Evidence to support this position comes from a variety of sources. When a card with a different picture on each side is shown to a child and an adult sitting opposite her, the three-year-old understands that she see a different picture to that seen by the adult.

H   Schatz studied the spontaneous speech of three-year-olds and found that these children used mental terms, and used them in circumstances where there was a contrast between, for example, not being sure where an object was located and finding it or between pretending and reality. Thus the social abilities of children indicate that they are aware of the difference between mental states and external reality at ages younger than four.

I   A different explanation has been put forward by Harris. He proposed that children use "simulation". This involves putting yourself in the other person's position, and then trying to predict what the other person would do. Thus success on false belief tasks can be explained by children trying to imagine what they would do if they were a character in the stories, rather than children being able to appreciate the beliefs of other people. Such thinking about situations that do not exist involves what is termed counterfactual reasoning.

Questions 14-20

Look at the following statements (Questions 14-20) and the list of researchers below.

Match each statement with the correct researcher, A-G.

Write the correct letter, A-G, in boxes 14-20 on your answer sheet.

List of Researchers
A   Baron-Cohen
B   Meins
C   Wimmer and Perner
D   Lewis
E   Dunn
F   Schatz
G   Harris

14   gave an alternative explanation that children may not be understanding other's belief

15   found that children under certain age can tell difference between reality and mentality

16   conducted a well-known experiment and drew conclusion that young children were unable to comprehend the real state of the world

17   found that children who get along with adults often comparatively got through the test more easily

18   revised an easier experiment to rule out the possibility that children might be influenced by sophisticated reasoning

19   related social factor such as mother-child communication to capability act in TOM

20   explained children are less likely to tell something interactive to their mother than to their friends

Questions 21-26

Complete the summary below.

*Choose **ONE WORD ONLY** from the passage for each answer.*

Write your answers in boxes 21-26 on your answer sheet.

In 1980s, research studies were designed to test the subject called Theory of Mind that if children have the ability to represent the reality. First experiments were carried out on this subject on a boy. And questions had been made on where the boy can find the location of the **21** _____. But it was accused that it had excessive **22** _____. So second modified experiment was conducted involving two dolls, and most children passed the test at the age of **23** _____. Then Lewis and Dunn researched **24** _____ children in a certain place, and found children who have more interaction such as more conversation with **25** _____ actually have better performance in the test, and peer interaction is **26** _____ because of consisting pretending elements.

READING PASSAGE 3

*You should spend about 20 minutes on **Questions 27-40**, which are based on Reading Passage 3 below.*

What is Meaning?

—Why do we respond to words and symbols in the ways we do?

The end product of education, yours and mine and everybody's, is the total pattern of reactions and possible reactions we have inside ourselves. If you did not have within you at this moment the pattern of reactions that we call "the ability to read," you would see here only meaningless black marks on paper. Because of the trained patterns of response, you are (or are not) stirred to patriotism by martial music, your feelings of reverence are aroused by symbols of your religion, you listen more respectfully to the health advice of someone who has "MD" after his name than to that of someone who hasn't. What I call here a "pattern of reactions", then, is the sum total of the ways we act in response to events, to words, and to symbols.

Our reaction patterns or our semantic habits, are the internal and most important residue of whatever years of education or miseducation we may have received from our parents' conduct toward us in childhood as well as their teachings, from the formal education we may have had, from all the lectures we have listened to, from the radio programs and the movies and television shows we have experienced, from all the books and newspapers and comic strips we have read, from the conversations we have had with friends and associates, and from all our experiences. If, as the result of all these influences that make us what we are, our semantic habits are reasonably similar to those of most people around us, we are regarded as "normal," or perhaps "dull." If our semantic habits are noticeably different from those of others, we are regarded as "individualistic" or "original," or, if the differences are disapproved of or viewed with alarm, as "crazy."

Semantics is sometimes defined in dictionaries as "the science of the meaning of words"—which would not be a bad definition if people didn't assume that the search for the meanings of words begins and ends with looking them up in a dictionary. If one stops to think for a moment, it is clear that to define a word, as a dictionary does, is simply to explain the word with more words. To be thorough about defining, we should next have to define the words used in the definition, then define the words used in defining the words used in the definition and so on. Defining words with more words, in short, gets us at once into what mathematicians call an "infinite regress". Alternatively, it can get us into the kind of run-around we sometimes encounter when we look up "impertinence" and find it defined as "impudence," so we look up "impudence" and find it defined as "impertinence." Yet—and here we come to another common reaction pattern—people often act as if words can be explained fully with

more words. To a person who asked for a definition of jazz, Louis Armstrong is said to have replied, "Man, when you got to ask what it is, you'll never get to know," proving himself to be an intuitive semanticist as well as a great trumpet player.

Semantics, then, does not deal with the "meaning of words" as that expression is commonly understood. P. W. Bridgman, the Nobel Prize winner and physicist, once wrote, "The true meaning of a term is to be found by observing what a man does with it, not by what he says about it." He made an enormous contribution to science by showing that the meaning of a scientific term lies in the operations, the things done, that establish its validity, rather than in verbal definitions.

Here is a simple, everyday kind of example of "operational" definition. If you say, "This table measures six feet in length," you could prove it by taking a foot rule, performing the operation of laying it end to end while counting, "One...two...three...four...". But if you say—and revolutionists have started uprisings with just this statement "Man is born free, but everywhere he is in chains!"—what operations could you perform to demonstrate its accuracy or inaccuracy?

But let us carry this suggestion of "operationalism" outside the physical sciences where Bridgman applied it, and observe what "operations" people perform as the result of both the language they use and the language other people use in communicating to them. Here is a personnel manager studying an application blank. He comes to the words "Education: Harvard University," and drops the application blank in the wastebasket (that's the "operation") because, as he would say if you asked him, "I don't like Harvard men." This is an instance of "meaning" at work—but it is not a meaning that can be found in dictionaries.

If I seem to be taking a long time to explain what semantics is about, it is because I am trying, in the course of explanation, to introduce the reader to a certain way of looking at human behaviour. I say human responses because, so far as we know, human beings are the only creatures that have, over and above that biological equipment which we have in common with other creatures, the additional capacity for manufacturing symbols and systems of symbols. When we react to a flag, we are not reacting simply to a piece of cloth, but to the meaning with which it has been symbolically endowed. When we react to a word, we are not reacting to a set of sounds, but to the meaning with which that set of sounds has been symbolically endowed.

A basic idea in general semantics, therefore, is that the meaning of words (or other symbols) is not in the words, but in our own semantic reactions. If I were to tell a shockingly obscene story in Arabic or Hindustani or Swahili before an audience that understood only English, no one would blush or be angry; the story would be neither shocking nor obscene-indeed, it would not even be a story. Likewise, the value of a dollar bill is not in the bill, but in our social agreement to accept it as a symbol of value. If that agreement were to break down through the collapse of our government, the dollar bill would become only a scrap of paper. We do not understand a dollar bill by staring at it long and hard. We understand it by observing how people act with respect to it. We understand it by understanding the social mechanisms and the loyalties that keep it meaningful. Semantics is therefore a social study, basic to all other social studies.

Questions 27-31

*Choose the correct letter, **A**, **B**, **C** or **D**.*

Write the correct letter in boxes 27-31 on your answer sheet.

27 What point is made in the first paragraph?

    A The aim of education is to teach people to read.

    B Everybody has a different pattern of reactions.

    C Print only carries meaning to those who have received appropriate ways to respond.

    D The writers should make sure their works satisfy a variety of readers.

28 According to the second paragraph, people are judged by

    A the level of education.

    B the variety of experience.

    C how conventional their responses are.

    D complex situations.

29 What point is made in the third paragraph?

    A Standard ways are incapable of defining words precisely.

    B A dictionary is most scientific in defining words.

    C A dictionary should define words in as few words as possible.

    D Mathematicians could define words accurately.

30 What does the writer suggest by referring to Louis Armstrong?

    A He is an expert of language.

    B Music and language are similar.

    C He provides insights to how words are defined.

    D Playing trumpet is easier than defining words.

31 What does the writer intend to show about the example of "personnel manager"?

A Harvard men are not necessarily competitive in the job market.

B Meaning cannot always be shared by others.

C The idea of operationalism does not make much sense outside the physical science.

D Job applicants should take care when filling out application forms.

Questions 32-35

Do the following statements agree with the information given in Reading Passage 3?

In boxes 32-35 on you answer sheet, write

TRUE   *if the statement agrees with the information*

FALSE   *if the statement contradicts with the information*

NOT GIVEN *if there is no information on this*

32 Some statements are incapable of being proved or disproved.

33 Meaning that is personal to individuals is less worthy to study than shared meanings.

34 Flags and words are eliciting responses of the same reason.

35 A story can be entertaining without being understood.

Questions 36-40

Complete each sentence with the correct ending, A-H, below.

Write the correct letter, A-H, in boxes 36-40 on your answer sheet.

36 A comic strip
37 A dictionary
38 Bridgman
39 A story in a language the audience cannot understand
40 A dollar bill

A	is meaningless.
B	has lasting effects on human behaviours.
C	is a symbol that has lost its meaning.
D	can be understood only in its social context.
E	can provide inadequate explanation of meaning.
F	reflects the variability of human behaviours.
G	emphasises the importance of analysing how words were used.
H	suggests that certain types of behaviours carry more meanings than others.

Test 1

Reading Passage 1. What the Managers Really Do?

题目详解

本文是关于"管理者"（manager）的研究及研究结果，主要介绍了管理学大师亨利·明茨伯格（Henry Mintzberg）的管理者角色理论。文中他从功能角度出发创建出三种类别的管理者角色，显然理解这三种类别是本文的重点。

Questions 1-6

思路

本部分为配对题，要求将文中管理者角色的三种类别与其具体行为进行匹配。考查考生对这三种类别概念的理解，答案会在 3-5 段中出现，考生对此 3 段话进行细读方可得出答案。同时，考生也可以根据这几个类别的名称做积极的猜测，回原文寻找同义替换。

解答

1. 题干说：负责企业的发展计划。猜测可能为决策角色。原文第 5 段提到 "The entre-
   preneur role requires the manager to assign resources to develop innovative goods and ser-
   vices, or to expand a business." 这里 "entrepreneur role" 属于 decisional role。因此，
   本题的答案为 C。

2. 题干说：负责主持正式活动。猜测可能为人际角色。原文第 3 段提到 "They also attend ribbon-cutting ceremonies, host receptions, presentations and other activities associated with the figurehead role." 这里三种形式的活动都为正式的。因此，本题的答案为 A。

3. 题干说：负责派遣员工及分配资金。猜测可能为决策角色。同样在第 5 段提到 "... utilise resources" 以及具体的 "...resource allocator, involves determining which work units will get which resources. Top managers are likely to make large, overall budget decisions, while middle managers may make more specific allocations"，无论是 "employees"，还是 "funds" 都属于 "resources"。因此，本题的答案为 C。

4. 题干说：负责获取并为相关人员传达信息。猜测可能为信息角色。原文第 4 段提到 "Informational roles are those in which managers obtain and transmit information." 这里 "obtain and transmit information" 与题干 "getting and passing message on" 为同义替换。因此，本题的答案为 B。

5. 题干说：负责将信息与员工和机构进行联系。猜测可能为信息角色。原文第 4 段提到 "The role of disseminator requires that managers inform employees of changes that affect them and the organisation." 因此，本题的答案为 B。

6. 题干说：负责招募员工。猜测可能为人际角色。原文第 3 段提到 "They are also responsible for the selection and training of employees." 这个是 leader 需要完成的工作，属于人际角色的部分。因此，本题的答案为 A。

Questions 7 and 8

━━━━━━━━━━━━━ **思路** ━━━━━━━━━━━━━

本部分为多选题。要求考生阅读最后两段，选出明茨伯格理论研究的两大积极贡献。

━━━━━━━━━━━━━ **解答** ━━━━━━━━━━━━━

原文倒数第 2 段中提到了明茨伯格的贡献之一是界定了何为管理者，即 "The first positive fuction is...Mintzberg's research has helped other researchers clearly define what a 'manager' is"，该表述的意思同 B 项。最后一段提到 "The second positive function is Mintzberg's research could be regarded as a good beginning to give a new insight to further research on this field in the future." 这里 "give a new insight to" 与 E 项 "make a fresh way for" 为同义替换，与 E 项内容相符。因此，本题的答案为 BE。

Questions 9-13

━━━━━━━━━━━━━ **思路** ━━━━━━━━━━━━━

本部分为是非无题，考查考生对细节的理解。重点解题思路是：审查题干中的概念在原

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文出处句里的对应情况。全部概念对应则为 "是"，一个概念相矛盾则为 "非"，一个概念无对应则为 "未给出"。

9. 题干说：有专业技能的年轻人很容易在职场中了解到管理上的经验。根据题干关键词 "Young professionals" 和 "management experience" 定位到原文第 1 段第 5 句 "However, these promotions can be few and far between, leaving many young professionals unfamiliar with management experience."（然而，能获得此类晋升的人少之又少，也因此使得许多年轻人缺乏管理经验。）明显，题干表述与原文相悖。因此，本题的答案为 False。

10. 题干说：明茨伯格的理论打破了关于管理风格的传统看法。根据题干关键词 "managing styles" 定位到原文第 2 段，发现 "In the 1960s, researcher Henry Mintzberg created a seminal organisational model using three categories" 这句话，这里 "create" 意为 "建造、创建"，是说这项组织模型具有创新性，题干表述与原文相符。因此，本题的答案为 True。

11. 题干说：明茨伯格因为自己的贡献获得了大量的研究基金。然而通读原文，发现文中只讲到明茨伯格的管理者角色分类理论，并未涉及他的研究基金问题。因此，本题的答案为 Not Given。

12. 题干说：所有的管理者从事一样的工作。原文通篇介绍了明茨伯格的管理者角色理论，其创建的三种类别的管理者角色具体职责各有不同，文中也有相应的论述。因此，本题的答案为 False。

13. 题干说：明茨伯格的理论对未来研究没有价值。根据题干关键词 "invalid" 和 "future studies" 定位到原文第 8 段，提到 "However, even if the criticisms against Mintzberg's work are true, it does not mean that the original research from the 1960s is completely useless. Those researchers did not say Mintzberg's research is invalid..."，明显题干表述与其相悖。因此，本题的答案为 False。

参考译文

What the managers really do?
管理者究竟该做什么？

When students graduate and first enter the workforce, the most common choice is to find an entry-level position. This can be a job such as an unpaid **internship**, an assistant, a secretary, or a junior partner position. Traditionally, we start with simpler jobs and **work our way up**. Young **professionals** start out with a plan to become senior partners, associates, or even managers of a

workplace. However, these **promotions** can be **few and far between, leaving** many young professionals unfamiliar with management experience. An important step is understanding the role and responsibilities of a person in a managing position. Managers are organisational members who are responsible for the work performance of other organisational members. Managers have formal authority to use organisational resources and to make decisions. Managers at different levels of the organisation **engage in** different amounts of time on the four managerial functions of planning, organising, leading, and controlling.

毕业生初入职场时，通常会选择一个初级岗位。这个职位可能是无薪实习生、助理、秘书或初级合伙人等工作。按照惯例，我们从比较简单的工作开始，之后慢慢升职。职场新人在步入职场时常立志成为高级合伙人、合伙人，甚至是一名组织管理者。然而，能获得此类晋升的人少之又少，也因此使得许多年轻人缺乏管理经验。要想成为一名合格的管理者，重要的一点是了解其身份和职责。管理者是也是企业成员之一并且对其他成员的工作表现负责。管理者有使用组织内部资源以及制定决策的正式职权。组织内不同层次的管理者会花费不同的时间进行计划、组织、领导和控制这四项管理职能。

However, as many professionals already know, managing styles can be very different depending on where you work. Some managing styles are strictly **hierarchical**. Other managing styles can be more casual and relaxed, where the manager may act more like a team member rather than a strict boss. Many researchers have created a more scientific **approach** in studying these different approaches to managing. In the 1960s, researcher Henry Mintzberg created a **seminal** organisational **model** using three categories. These **categories** represent three major functional approaches, which are **designated** as **interpersonal**, informational and decisional.

然而，正如许多专业人士已经知道的那样，工作的地方不同，其管理风格可能大相径庭。一些企业的管理等级森严，另外一些企业可能更为轻松随意，在这种管理风格下，管理者可能更像一个团队成员，而不是一个苛刻的老板。在研究这些管理方法的过程中，研究人员提出了一种更科学的研究方法。20世纪60年代，研究者亨利·明茨伯格（Henry Mintzberg）创造了一个由三类范畴组成的组织模型，对后来影响深远。这三类范畴分别代表着三类作用模式，分别称为人际、信息和决策角色。

Introduced Category 1: INTERPERSONAL ROLES. Interpersonal roles require managers to direct and **supervise** employees and the organisation. The **figurehead** is typically a top of middle manager. This manager may communicate future organisational goals or **ethical guidelines** to employees at company meetings. They also attend **ribbon-cutting ceremonies**, host receptions, presentations and other activities associated with the figurehead role. A leader acts as an example for other employees to follow, gives commands and directions to **subordinates**,

makes decisions, and **mobilises** employee support. They are also responsible for the selection and training of employees. Managers must be leaders at all levels of the organisation; often lower-level managers look to top management for this leadership example. In the role of **liaison**, a manager must **coordinate** the work of others in different work units, establish **alliances** between others, and work to share resources. This role is particularly critical for middle managers, who must often compete with other managers for important resources, yet must maintain successful working relationships with them for long time periods.

范畴1：人际角色。人际角色要求管理者指导、监督员工和整个组织。中层管理人员的晋升极限是成为一个挂名首领。这种管理人员可能会在公司会议上向员工们传达未来的组织目标或道德准则。他们还参加剪彩仪式、举办招待会、发布会和其他与挂名身份相符的活动。这类领导者需身体力行，起模范带头作用，能给下属下达命令和指示，做出决策并争取员工们的支持。他们还负责招聘和培训员工。管理者必须是各级组织的领导，往往较低级别的管理者把高层管理者作为学习的榜样。作为联络人，管理者必须协调好同其他部门的进度，与他们合作并共享资源。这种角色对中层管理人员来说至关重要，他们必须经常与其他管理人员争夺重要资源，但同时还必须在长时间内与其他管理人员保持良好的工作关系。

Introduced Category 2: INFORMATIONAL ROLES. Informational roles are those in which managers obtain and transmit information. These roles have changed dramatically as technology has improved. The **monitor evaluates** the performance of others and takes corrective action to improve that performance. Monitors also watch for changes in the environment and within the company that may affect individual and organisational performance. Monitoring occurs at all levels of management. The role of **disseminator** requires that managers inform employees of changes that affect them and the organisation. They also communicate the company's vision and purpose.

范畴2：信息角色。信息角色是指管理者获取和传递信息的角色。随着技术的进步，这些角色已经发生了巨大的变化。监控人员对其他人的表现做出评估，并采取纠正措施对其进行改善。监控人员还要密切留意周围和公司内部那些可能影响个人和组织表现的变化。各级管理过程中都有监督。作为传播者，管理人员有责任告知员工那些能影响他们和组织发展的变化。他们还要传达公司的愿景和目的。

Introduced Category 3: DECISIONAL ROLES. Decisional roles require managers to plan strategy and utilise resources. There are four specific roles that are decisional. The **entrepreneur** role requires the manager to assign resources to develop innovative goods and services, or to expand a business. The **disturbance handler** corrects **unanticipated** problems facing

the organisation from the internal or external environment. The third decisional role, that of resource **allocator**, involves determining which work units will get which resources. Top managers are likely to make large, overall **budget** decisions, while middle managers may make more specific allocations. Finally, the **negotiator** works with others, such as suppliers, distributors, or labor unions, to reach agreements regarding products and services.

范畴3：决策角色。决策角色要求管理者制定战略计划和利用资源。决策有四个具体的方面。企业家角色要求管理者分配资源以开发新产品和服务，或者扩大业务。问题解决者解决组织内外出现的不在预料内的问题。第三个决策角色即资源配置者要决定哪个部门得到哪种资源。高层管理者可能会做整体预算决策，而中层管理者可能会制定更详细的分配计划。最后，谈判者与供应商、经销商或工会等其他人就产品和服务进行协商。

Although Mintzberg's **initial** research in 1960s helped **categorise** manager approaches, Mintzberg was still concerned about research involving other roles in the workplace. Minstzberg considered expanding his research to other roles, such as the role of disseminator, figurehead, liaison and spokesperson. Each role would have different special characteristics, and a new **categorisation** system would have to be made for each role to understand it properly.

尽管明茨伯格在20世纪60年代的初步研究中对管理者的作用进行了分类，他仍然关注职场其他角色的研究。他想将他的研究范围扩大到其他角色，例如传播者、挂名首领、联络人和发言人。每个角色都有其独特之处，并会为每个角色设计一个新的分类系统，以便对其进行正确的理解。

While Mintzberg's initial research was helpful in starting the conversation, there has since been criticism of his methods from other researchers. Some criticisms of the work were that even though there were **multiple** categories, the role of manager is still more complex. There are still many manager roles that are not as traditional and are not **captured** in Mintzberg's original three categories. In addition, sometimes, Mintzberg's research was not always effective. The research, when applied to real-life situations, did not always improve the management process in real-life practice.

虽然明茨伯格最初的研究有助于开启这个领域，但其他研究者对其研究方法也提出了批评。一些研究者批评说，尽管有多个类别，但管理者的角色其实更加复杂。还存在许多非传统的管理者角色，明茨伯格在他最初的研究中没有发现。此外，有时明茨伯格的研究并不总是有效的。这项研究应用于实践时并不总是有助于实际管理流程。

These two criticisms against Mintzberg's research method raised some questions about whether or not the research was useful to how we understand "managers" in today's world. However,

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even if the criticisms against Mintzberg's work are true, it does not mean that the original research from the 1960s is completely useless. Those researchers did not say Mintzberg's research is **invalid**. His research has two positive functions to the further research.

这两种批评对明茨伯格的研究方法提出了一些质疑：这项研究是否对我们理解现今世界的"管理者"这一概念有所帮助？然而，即使对明茨伯格的批评是正确的，也并不意味着这项从20世纪60年代开始的开创性研究是完全无用的。那些研究者也并没有说明茨伯格的研究结果是无效的。他的研究反而对进一步的研究有两个积极的作用。

The first positive function is Mintzberg provided a useful functional approach to analyse management. And he used this approach to provide a clear concept of the role of manager to the researcher. When researching human behavior, it is important to be concise about the subject of the research. Mintzberg's research has helped other researchers clearly **define** what a "manager" is, because in real-life situations, the "manager" is not always the same position title. Mintzberg's definitions added **clarity** and **precision** to future research on the topic.

第一个积极的作用是明茨伯格提供了一个对分析管理方法有用的功能理论。而且他使用这种方法为"管理者角色"提出了一个明确的概念以供研究者们参考。在研究人类行为时，对研究主体进行简明扼要的界定是很重要的。明茨伯格的研究帮助了其他研究人员清楚地定义了"管理者"的角色，因为在实践中，"管理者"的头衔不尽相同。明茨伯格的定义为这一课题未来的研究增加了清晰度和精确性。

The second positive function is Mintzberg's research could be regarded as a good beginning to give a new insight to further research on this field in the future. Scientific research is always a **gradual** process. Just because Mintzberg's initial research had certain **flaws**, does not mean it is useless to other researchers. Researchers who are interested in studying the workplace in a **systematic** way have older research to look back on. A researcher doesn't have to start from the very beginning—older research like Mintzberg's have shown what methods work well and what methods are not as appropriate for workplace **dynamics**. As more young professionals enter the job market, this research will continue to study and change the way we think about the modern workplace.

第二个积极的作用是明茨伯格的研究可以被视为是这一领域未来研究的良好开端。科学研究始终是一个渐进的过程。明茨伯格最初的研究有一定的缺陷，但这并不意味着它对其他研究人员是毫无意义的。有兴趣系统研究职场的研究人员可以回顾前人的研究。一个研究人员不必一切从零开始——因为像明茨伯格这样的前述研究已经表明了什么方法好用，什么方法不适合职场动态研究。随着越来越多的职场新人踏入就业市场，这项研究将继续进行并将改变我们对现代职场的认识。

·第2段·

hierarchical [ˌhaɪəˈrɑːrkɪkl] *adj.* 按等级划分的，等级（制度）的；分层的

approach [əˈproʊtʃ] *n.* 方法；途径；接近 *v.* 接近，靠近；着手处理；试图贿赂（或影响，疏通）

> 该词在文中意为"方法"，用于科学研究时通常指研究方法。这个单词多用作抽象概念，而 method 和 way 等表示方法时较为具体，请看下列词汇搭配：approach seventy in age "年近古稀"；approach of old age "进入老年"；approach perfection "接近完美"；approach to a denial "几乎等于否认"；reject sb.'s approach "拒绝某人的奉承"；on the approach of death "临死的时候"。

seminal [ˈsemɪnl] *adj.* （对以后的发展）影响深远的

model [ˈmɒdl] *n.* 模型；模式

> 该词很常见，指人时意思为"模特儿或典型人物"，指物时意思为"模型"，还可指抽象的理论模型，在文中就是该意。

category [ˈkætəgəri] *n.* 范畴；类型；部门；种类

designate [ˈdezɪgneɪt] *v.* 命名；指派；指定

interpersonal [ˌɪntərˈpɜːrsənl] *adj.* 人际的，人际关系的

·第3段·

supervise [ˈsuːpərvaɪz] *v.* 监督；管理；指导

figurehead [ˈfɪgəhed] *n.* 挂名的首脑；装饰船头的人像

> 该词为复合词，为贬义词，带有感情色彩，多指挂名的、没有实权的领导。近义词为 front man，也表示"挂名负责人，出面人物"，但较为中性。

ethical guideline 道德准则；伦理规范

ribbon-cutting ceremony 剪彩仪式

subordinate [səˈbɔːdɪnət] *n.* 下属 *adj.* 下级的；次要的；附属的 *v.* 使……居下位；使服从；使从属

> 该词既可作名词、形容词，也可作动词，需要根据语境来判断。作名词时，近义词为 minion"下属"和 assistant"助手、助理"等。作形容词时，近义词为 secondary"次要的"和 junior"资历较浅的"，反义词为 dominant"主要的"。作动词时，反义词为 coordinate"使相配合"。

mobilise [ˈmoʊbəlaɪz] *v.* 动员；调动

liaison [liˈeɪzn] *n.* 联络，联络人

coordinate [koˈɔːrdəˈnet] *v.* 协调；使相配合 *adj.* 同等的；[语法学] 并列的

alliance [əˈlaɪəns] *n.* 联盟；同盟条约；同盟者

> 该词指国家、社团或家庭之间为了某种共同的目的或利益而结成的联盟。在描述"结

盟，联盟" 这种行为或状态时，该词是不可数名词，而在具体指 "结盟的条约、协议或参加结盟的各个团体或组织" 时，则是可数名词。

·第 4 段·

monitor ['mɒnɪtə(r)] *n.* 监控人员；班长；显示屏 *v.* 监督；监控；测定

evaluate [ɪ'væljueɪt] *v.* 评价，对……评价；求……的值（或数）

> 该词近义词为 appraise "评价"，estimate "估价"，assess "评定"，weigh "衡量" 等。

disseminator [dɪ'semɪneɪtər] *n.* 传播者

·第 5 段·

entrepreneur [,ɒntrəprə'nɜ:(r)] *n.* <法> 企业家；主办人；承包人

> 该词近义词为 businessperson "商人"，tycoon "企业界的大亨"，industrialist "工业家"。

disturbance handler 问题解决者

unanticipated [,ʌnæn'tɪsɪpeɪtɪd] *adj.* 不曾预料到的

allocator ['æləkeɪtə] *n.* 分配者

budget ['bʌdʒɪt] *n.* 预算；预算案 *v.* 把……编入预算 *adj.* 价格低廉的；收费合理的

negotiator [nɪ'gəʊʃieɪtə(r)] *n.* 谈判代表；协商者

> 该词多指在外交、贸易或法律等方面的谈判，是正式用语。它既可用作及物动词，也可用作不及物动词。作及物动词时，接名词或代词作宾语；作不及物动词时，常与介词 with 连用，表示 "与……谈判"，谈判的具体内容常由介词 about，for，on，over 引出。

·第 6 段·

initial [ɪ'nɪʃl] *adj.* 最初的；开始的；首字母的

> 词汇搭配：initial issue "（杂志的）创刊号"，initial letter of a word "单词的第一个字母，首字母"，initial money "创办费，开办费"，initial point "起点，出发点"，initial velocity "初速度"。

categorise ['kætəgəraɪz] *v.* 把……归类，把……分门别类

> 该词在学术论文中出现的次数较多，近义词为 classify，assort。

categorisation [,kætəgəraɪ'zeɪʃn] *n.* 分门别类

·第 7 段·

multiple ['mʌltɪpl] *adj.* 多重的，多个的；复杂的；多功能的

capture ['kæptʃə] *v.* 采集；捕获；夺得；引起（注意、想像、兴趣）

·第 8 段·

invalid [ɪnˈvælɪd] *adj.* 无效的；站不住脚的；（法律上或官方）不承认的

·第 9 段·

define [dɪˈfaɪn] *v.* 界定；明确，阐明，解释
clarity [ˈklærəti] *n.* 清晰
precision [prɪˈsɪʒn] *n.* 精确，准确

·第 10 段·

gradual [ˈgrædʒuəl] *adj.* 渐进的；逐渐的；平缓的
flaw [flɔː] *n.* （理论或论点中的）欠缺；缺点，瑕疵
systematic [ˌsɪstəˈmætɪk] *adj.* 系统的；有条不紊的；有步骤的；一贯的
dynamics [daɪˈnæmɪks] *n.* 动态

Reading Passage 2. How Well Do We Concentrate?

■■ 题目详解

本文探讨多任务及其对现代人的影响。作者描述了多种情境下的多任务，并援引研究者说明多任务对工作效率的影响。

Questions 14-18

思路

本部分为段落信息配对题，要求考生将题干信息与其对应的段落相匹配。考查考生细节理解与概括能力。考生可通过题干关键词提示回文中进行定位，快速找到相应段落，或通读全文，了解各段落主要阐述了什么，再分别和题干所给信息进行匹配。

解答

14. 题干说：描述一个家庭场景，其中不存在多任务。根据题干关键词 "domestic situation" 猜测答案段应该会有家庭相关场景的描述，从而定位到原文 B 段 "In the old days, a traditional wall phone would ring, and then the housewife would have to stop her activities to answer it. When it rang, the housewife will sit down with her legs up, and chat, with no laundry or sweeping or answering the door." 其中 "housewife" 这个词也暗含了

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家庭场景。因此，本题的答案为 B。

15. 题干说：解释为何我们总是进行多任务。根据题干"我们常出现一心多用的可能性解释"，可以猜测答案段会有这一现象会出现的原因及具体阐释，从而定位到原文 E 段 "...but others suggerst that new technology may be the problem. With cellphones and computers at our sides at all times, people will never run out of distractions. The format of media, such as advertisements, music, news articles and TV shows are also shortening, so people are used to paying attention to information for a very short time." 这句是说现代人已经非常习惯于短平快的阅读，进而可能影响到人们的多任务操作。需要注意的是，原文 B 段可能会对选择产生干扰，但该段只是提及科技等的发明使得一心多用的情况增多了，并未明确原因及做出具体说明。因此，本题的答案为 E。

16. 题干说：工作场所多任务的可操作性解决办法。根据题干关键词 "practical" 和 "work environment" 猜测答案段应该会描述工作场所或场合应该如何进行多任务，从而定位到原文最后一段 F 段 "Self-timing is a great way to reduce distraction and efficiently finish tasks one by one, instead of slowing ourselves down with multi-tasking." 这一段主要讨论了可能的解决办法。因此，本题的答案为 F。

17. 题干说：将多任务与前额叶皮质的大小相关联。根据题干专有名词 "prefrontal cortex" 很容易定位到原文 C 段，然后找到相关描述 "Given that this cortex is larger on a human, it allows a human to be more flexible and accurate in his or her multitasking." 因此，本题的答案为 C。

18. 题干说：同时完成两个任务的时间要长于单独完成两个任务的时间。根据题干关键信息 "at the same time" 和 "once at a time" 猜测答案段会出现这两个时间上的比较，从而定位到原文 D 段 "Even though the people tried to do the tasks at the same time, and both tasks were eventually accomplished, overall, the task took more time than if the person focused on a single task one at a time." 因此，本题的答案为 D。

Questions 19-23

⚫ 思路 ⚫

本部分为人名与陈述配对题，要求将研究结果与研究者相匹配。考查考生阅读文章了解细节的能力。考生可以通过扫读，并通过关键词提示来寻找答案。

⚫ 解答 ⚫

19. 题干说：当面对多种视觉刺激物时，人只能专注于其中一件事物。根据题干关键词 "visual stimulus"（视觉刺激物）提示，扫读后可定位到原文 C 段，而 C 段只讲到 Earl Miller 的研究。因此，本题的答案为 B。

20. 题干说：同时做两件事情的可能速度快，但是质量不一定高。通过扫读文章可以看到原文 E 段有这样一句话 "He found that doing different jobs at the same time may actually save time. However, despite the fact that they are faster, it does not mean they are more efficient." 这里 "efficient" 与题干 "better" 为同义替换。此部分讲的是 Gloria Mark 的研究。因此，本题的答案为 D。

21. 题干说：人们绝不像他们所想象得那样同时做两件事情。通过扫读文章可以看到原文 A 段有这样一句话 "However, Thomas Lehman, a researcher in Psychology, believes people never really do multiple things simultaneously." 这里 "simultaneously" 与题干 "together" 为同义替换。此部分讲的是 Thomas Lehman 的研究。因此，本题的答案为 A。

22. 题干说：多任务的原因在于环境。通过阅读原文，我们大概可以了解到，F 段主要讨论了环境对多任务的影响，进而定位到这句话 "According to human nature, people feel more comfortable and efficient in environments with a variety of tasks." 此部分讲的是 Edward Hallowell 的研究。因此，本题的答案为 E。

23. 题干说：即便是小小的调整都能够提高工作场所的工作效率。根据题干关键词 "minor changes" 和 "work efficiency" 定位到原文 F 段 "However, the changes made to the workplace do not have to be dramatic." 这里 "not...dramatic" 与题干 "minor" 为同义替换。此部分观点也源自 Edward Hallowell 的研究。因此，本题的答案为 E。

Questions 24-26

⸻⸻⸻⸻⸻ 思路 ⸻⸻⸻⸻⸻

本部分为句子填空题，要求空白处填写不超过两个单词。该题型主要考查考生理解文章细节的能力，并能通过题干关键词回原文进行定位和进行同义替换。

⸻⸻⸻⸻⸻ 解答 ⸻⸻⸻⸻⸻

24. 题干问：描述阅读文本时不能专注于周围情况这一现象的术语是什么？根据题干关键词 "term" 和 "reading a text" 定位到原文 A 段最后，雷曼提出了 "email voice" 这种现象，即为本题答案。

25. 题干问：大脑的哪个部分控制多任务？根据题干关键词 "brain" 定位到原文 C 段，发现该段开头指出 "prefrontal cortex" 的功能正是控制人们的多任务活动。因此，本题的答案为 prefrontal cortex。

26. 题干问：解决工作中的多任务问题是不允许在什么工作场合使用手机？之前第 16 题出现过类似问题，我们可以将答案定位到原文 F 段，通过扫读，发现 "However, certain common workplace tasks, such as group meetings, would be more efficient if we

banned cell-phones, a common distraction" 这句，这里 "banned" 与题干 "not allow" 为同义替换。需要注意的是，并非所有的工作场合都不让使用手机，只是限制某些常见工作场合禁止使用手机。因此，本题的答案为 group meetings。

■ 参考译文

How Well Do We Concentrate?
我们集中注意力的程度如何？

A Do you read while listening to music? Do you like to watch TV while finishing your home-work? People who have these kinds of habits are called **multi-taskers**. Multi-taskers are able to **complete** two tasks at the same time by dividing their focus. However, Thomas Lehman, a researcher in **Psychology**, believes people never really do **multiple** things **simultaneously**. Maybe a person is reading while listening to music, but in reality, the brain can only focus on one task. Reading the words in a book will cause you to ignore some of the words of the music. When people think they are **accomplishing** two different tasks efficiently, what they are really doing is dividing their focus. While listening to music, people become less able to focus on their **surroundings**. For example, we all have experience of times when we talk with friends and they are not responding properly. Maybe they are listening to someone else talk, or maybe they are reading a text on their smart phone and don't hear what you are saying. Lehman called this **phenomenon** "email voice".

你会边听音乐边看书吗？你会边做作业边看电视吗？有这种习惯的人被称为能一心多用的人。一心多用是指一个人能分配注意力，同时做两件事。然而，一位名叫托马斯·雷曼（Thomas Lehman）的心理学研究者认为，人们根本无法真正做到同时做多件事情。确实有人能够边听音乐边阅读，但事实上，大脑只能专注于一件事情。专注阅读书中词汇时会忽略音乐中的某些词汇。当人们认为他们正在有效地完成两项不同的任务时，他们真正在做的是分配注意力。在听音乐时，人们基本上无法再去注意周边的环境。例如，我们都有许多这样的经历，在与几个朋友交谈时，他们没有给予适当的回应。也许他们正在听别人说话，或者他们正在智能手机上阅读一篇文章，没能听到你在说什么。雷曼将这一现象称为"传送中的声音"。

B The world has been changed by computers and its **spin-offs** like smart-phones or cell-phones. Now that most individuals have a personal device, like a smart-phone or a laptop, they are frequently reading, watching or listening to **virtual** information. This raises the occurrence of multitasking in our day to day life. Now when you work, you work with your

typewriter, your cellphone, and some colleagues who may **drop by** at any time to speak with you. In professional meetings, when one normally focus and listen to one another, people are more likely to have a cell phone in their lap, reading or communicating silently with more people than ever. Even inventions such as the **cordless** phone has increased **multitasking**. In the old days, a traditional wall phone would ring, and then the housewife would have to stop her activities to answer it. When it rang, the housewife will sit down with her legs up, and chat, with no **laundry** or sweeping or answering the door. In the modern era, our technology is convenient enough to not **interrupt** our daily tasks.

电脑和智能手机或手机等衍生品改变了这个世界。现在大多数人都拥有一部智能手机或笔记本电脑这样的个人设备，他们经常在这些设备上读、看或听虚拟信息。这就使得我们日常生活中一心多用的情况增多了。现在你工作时，可能不光要打字、看手机，还要时不时应付路过找你谈话的同事。在专业会议上，以往人们应该会专注于倾听别人谈话，然而现在更可能的却是人们在膝上放着手机，进行阅读或与更多的人交流。即使是诸如无线电话这样的发明也使得一心多用的情况增多了。以前，传统的墙壁电话铃声响起，家庭主妇要接电话就不得不放下手头上的家务。当电话铃响的时候，家庭主妇会坐下来翘起腿聊天，这时候她们不洗衣服，不打扫卫生，也不应门。在现代社会，我们的科技产品用起来都很方便，使用的时候根本不用打断我们的日常活动。

C Earl Miller, an expert at the Massachusetts Institute of technology, studied the **prefrontal cortex**, which controls the brain while a person is multitasking. According to his studies, the size of this cortex varies between **species**. He found that for humans, the size of this part **constitutes** one third of the brain, while it is only 4 to 5 percent in dogs, and about 15% in monkeys. Given that this cortex is larger on a human, it allows a human to be more flexible and accurate in his or her multitasking. However, Miller wanted to look further into whether the cortex was truly **processing** information about two different tasks simultaneously. He designed an experiment where he presents visual **stimulants** to his subjects in a way that **mimics** multi-tasking. Miller then attached **sensors** to the patients' heads to **pick up** the electric patterns of the brain. This sensor would show if the brain **particles**, called **neurons**, were truly processing two different tasks. What he found is that the brain neurons only **lit up** in singular areas one at a time, and never simultaneously.

麻省理工学院的专家厄尔·米勒（Earl Miller）研究了大脑的前额叶皮质，也就是一心多用时控制大脑的部分组织。他的研究表明，不同的物种其大脑的前额叶皮质的大小也不同。他发现人类大脑的前额叶皮质占大脑的1/3，而狗的前额叶皮质只占狗大脑的4%-5%，猴子的约15%。由于人类大脑中的前额叶皮质所占比例较大，一心

多用时就显得更灵活和准确。然而，米勒想进一步探究该皮层是否真的能同时处理两项不同任务的信息。他设计了一个实验，模仿多重任务处理的方式给予受试者视觉刺激，然后米勒把传感器连接到他们头部来记录脑电模式。传感器将显示被称为神经元的大脑粒子是否真的同时处理两项不同的任务。他的研究发现大脑神经元一次只点亮一个区域，从未发生两个区域同时点亮的情况。

D Davis Meyer, a professor of University of Michigan, studied the young adults in a similar experiment. He **instructed** them to simultaneously do math problems and classify simple words into different categories. For this experiment, Meyer found that when you think you are doing several jobs at the same time, you are actually **switching** between jobs. Even though the people tried to do the tasks at the same time, and both tasks were **eventually** accomplished, **overall**, the task took more time than if the person focused on a single task one at a time.

密歇根大学教授戴维斯·梅耶（Davis Meyer）在一个类似的实验中研究年轻人一心多用的情况。他要求受试者同时做数学题和给单词归类。在这个实验中梅耶发现，当你认为在同时做几件事情的时候，你实际上是在这几件事情中不停切换。总体而言，即使人们试图同时完成多项任务，而且这两项任务最终都完成了，完成任务花费的时间也比一次只完成一个任务花费的时间长。

E People **sacrifice** efficiency when multitasking. Gloria Mark, set office works his subject. He found that they were **constantly** multitasking. He observed that nearly every 11 minutes people at work were disrupted. He found that doing different jobs at the same time may actually save time. However, despite the fact that they are faster, it does not mean they are more efficient. And we are equally likely to self-interrupt as be interrupted by outside sources. He found that in office nearly every 12 minutes an employee would stop and with no reason at all, check a website on their computer, call someone or write an email. If they **concentrated** for more than 20 minutes, they would feel **distressed.** He suggested that the average person may suffer from a short concentration **span.** This short attention span might be natural, but others suggest that new technology may be the problem. With cellphones and computers at our sides at all times, people will never **run out of** distractions. The format of media, such as advertisements, music, news articles and TV shows are also shortening, so people are used to paying attention to information for a very short time.

一心多用时人们牺牲了效率。格洛丽亚·马克（Gloria Mark）把办公室工作作为他的研究主题，他发现他们经常同时进行多个任务。他观察到，工作人员几乎每11分钟就会被打断一次。他发现同时做不同的工作实际上可以节省时间。然而，尽管

他们事实上工作的速度更快，但快并不意味着他们更高效。我们不仅会被外在因素打断，同样可能会自我中断。他发现，在办公室里几乎每12分钟员工就会无故停止工作，要么检查电脑的网络连接，要么给人打电话或发电子邮件。如果专注超过20分钟，他们就会感到很痛苦。他提出普通人可能会经受专注力限度的折磨。这种短暂的专注力限度可能是正常的，但其他人认为可能是新技术造成的。我们的手机和电脑随时在身边，这样人们永远无法摆脱分散注意力的困扰。媒体的形式，如广告、音乐、新闻和电视节目的长度也缩短了，所以人们已经习惯于短时间地专注于接受信息。

F So even though focusing on one single task is the most efficient way for our brains to work, it is not **practical** to use this method in real life. According to human nature, people feel more comfortable and efficient in environments with a variety of tasks. Edward Hallowell said that people are losing a lot of efficiency in the workplace due to multi-tasking, outside distractions and self-distractions. As a matter of fact, the changes made to the workplace do not have to be **dramatic**. No one is suggesting we **ban** e-mail or make employees focus on only one task. However, certain common workplace tasks, such as a group meeting, would be more efficient if we banned cell-phones, a common distraction. A person can also apply these tips to prevent self-distraction. Instead of arriving to your office and checking all of your e-mails for new tasks, a common workplace **ritual**, a person could **dedicate** an hour to a single task first thing in the morning. Self-timing is a great way to reduce distraction and efficiently finish tasks one by one, instead of slowing ourselves down with multi-tasking.

因此，即使专注于单一任务是我们大脑工作最有效的方式，但在现在生活中这种方法并不实际。根据人类的本性，我们在多种任务的情况下感到更舒适、更高效。爱德华·哈勒威尔（Edward Hallowell）说，由于伴随着外界干扰和自我干扰，在工作中同时进行多项任务，效率反而降低了。其实，我们根据工作场合所做的调整并不需要那么大。没有人会建议禁止发电子邮件或让员工一次只专注于一项任务。然而，在某些常见的工作场合下，比如小组会议上，如果我们禁止使用手机来分散我们的注意力，工作将会进行得更高效。人们也可以运用这些技巧防止自己跑神。早上应该首先花一小时集中精力做一件事，而不是像通常例行公事式地赶到办公室，检查邮件获得新任务。对比多个任务同时进行这种减慢我们效率的方法，自我定时进行任务是一个有效减少不能集中注意力的方式，也是有效逐个完成任务的方法。

■ 词汇详解

·A 段·

multi-tasker *n.* 一心多用的人，同时处理多项任务或事情的人

complete [kəm'pliːt] *v.* 完成；结束

psychology [saɪ'kɒlədʒi] *n.* 心理学；心理状态

multiple ['mʌltɪpl] *adj.* 多个的；多重的；复杂的；多功能的

simultaneously [saɪməl'teɪnɪəslɪ] *adv.* 同时地；一齐

➤ 该词在文中多次出现，其近义词很多，如 concurrent "同时发生的"，coincident "同时发生的"，contemporary "同时代的"，coexistent "同时共存的" 等。

accomplish [ə'kʌmplɪʃ] *v.* 完成；达到（目的）；走完（路程、距离等）；使完美

➤ 该词同义词较多，如文中之前出现的 complete，两者意义相近，也有区别。词汇辨析：accomplish 指坚持不懈地努力完成某项计划或达到预期的目的；complete 强调把未完成的东西或事情完成，有通过弥补某种欠缺使之成为完整之意。accomplish 的名词形式是 accomplishment "成就" 和 accomplishments "造诣"，形容词为 accomplishable "可达成的，可完成的"。"一无所成" 这个成语可用 accomplish nothing 来表示。

surrounding [sə'raʊndɪŋ] *n.* 环境，周围的事物

➤ 该词在文中用作名词，意为 "被围起来的状态"，常用来表示 "周围的事物"。

phenomenon [fə'nɒmɪnən] *n.* 现象；奇迹；非凡的人

➤ 该词复数形式为 phenomena。

·B 段·

spin-off *n.* 副产品

virtual ['vɜːtʃʊəl] *adj.* （计算机）虚拟的；实质上的，事实上的

➤ 该词的含义很有意思，两个基本意思的意义是相反的："实质上的" 和 "虚拟的"。当指一般事物时意为 "实质上的"；当用来描述计算机相关时，是指计算机的本质属性，也就是 "虚拟性"，所以在此文中意为 "虚拟的"。

drop by 顺便来访；非正式访问

➤ 该短语在文中意为 "顺便来访"，这时它后面可以不加宾语或地点；当后面加数字时，如 drop by 5.8 percent，意为 "下降"；当 by 与后面的名词或短语构成方式状语时，该短语就不是 "顺便来访" 的意思，其意义需根据语境来判断。

cordless ['kɔːdləs] *adj.* （电话或电动工具）不用电线与电源相连的，无电线的

multitasking *n.* [计] 多任务（技术，方法）

laundry ['lɔːndri] *n.* 要（或正在）洗的衣物；洗衣店

> 词汇搭配：self-service laundry "自助洗衣店"；laundry room "洗衣间"；dry cleaner "干洗店"。

interrupt [ˌɪntəˈrʌpt] v. 打断（别人的话等）；打扰；暂停；妨碍 n. 中断；暂停

> 该词基本意思为"打断（谈话），打扰"，指由于某种外界因素而停下来，或为了某种目的而停下来，但不表明这种停止是否会继续下去。还可引申为"遮挡（视线或某物），使不连贯"。

·C 段·

prefrontal cortex 前额叶皮质

> 该词为生物学专有名词，此类名词在文中基本不影响阅读，所以不必将其视为障碍。

species [ˈspiːʃiːz] n.（单复同）物种；种类；类型

> 该词单复数同形，用作主语时其谓语动词可用单数形式，也可用复数形式。该词去掉 s 就变成了另外一个单词 specie（硬币）。该词与其他词结合可构成合成词，如 species-specific "种特异性的"，species-rich "物种丰富的"，species-like "似种的"等。

constitute [ˈkɒnstɪtjuːt] v. 构成，组成；（被认为或看作）是

process [ˈprəʊses] v. 处理，加工；审阅，审核 n. 进程；流程；工序

> 该词作名词大家都很熟悉，但它作动词的情况相对较少，文中 processing 为该词的分词形式。英语里名词用作动词的情况比较常见，在本文中就有 3 个，另外两个分别是 question 和 picture。词汇搭配：information processing "信息处理"；film processing "底片处理"；data processing "数据处理"。

stimulant [ˈstɪmjələnt] n. 刺激物；[药] 兴奋剂 adj. 刺激的，激励的；使人兴奋的

> 该词在文中用作名词，意为"刺激物"，同时它还可以作形容词。作形容词时，同义词为 excitant "刺激性的" 和 stimulating "激励人的，振奋人心的"。

mimic [ˈmɪmɪk] v. 模拟；模仿

> 该词既可作名词，又可作动词和形容词。作动词时，近义词为 imitate "仿效" 和 copy "复制"。

sensor [ˈsensə(r)] n. 传感器

pick up 收集；捡起；继续；接人；偶然结识；学会；逮捕；振作精神

> 该短语语义很丰富，可以用在不同的语境中，其意义共通的语义成分是"从无到有"。物品从无到有的过程就是"捡起，收集"，知识技能从无到有就是"学会"。在文中该短语语义为"收集（数据）"。

particle [ˈpɑːtɪkl] n. 粒子；微粒；颗粒

> 文中 brain particle 指 "大脑粒子"，即组成大脑的成分或分子。表示"粒，微粒"之意的单词有很多，请看词汇辨析。词汇辨析：molecule 指物质中保持原物质的一切化学性质，能独立存在的最小微粒，即分子。atom 指元素的最小粒子，其体积比

molecule 小。particle 指任何物质的微粒，引申指任何小的部分。speck 一般指微点或微粒，可引申指斑点、污点。grain 通常指能为肉眼清楚看到的颗粒，比上述几个词所表 "粒" 的体积大。

neuron ['njʊərɒn] *n.* 神经元；神经细胞

➤ 该词意思相当于 nerve cell "神经的细胞"，简称 "神经元"。

light up 点亮；照亮；点燃（香烟等）；(使) 容光焕发，(使) 面露喜色

➤ 该词用作动词时，其意为 "点火，点燃"，指为照明或取暖而点蜡烛或生炉子；还可指用灯或蜡烛等物体来 "照亮，照明"，可引申为 "使容光焕发"。该词的过去式和过去分词有两种形式，即 lit 或 lighted。lit 较 lighted 用得更普遍，但其过去分词用作形容词时一般用 lighted，不用 lit。词义辨析：shine 和 light up 都有 "发光" 和 "照亮" 的意思，但前者是不及物动词，指太阳等能发亮的主体自身发光，后者则是及物动词，意为 "照亮……"。另外这两个词均可用于比喻，指 "眼睛亮"，但前者强调状态，后者强调由不亮到亮的变化。

·D 段·

instruct [ɪn'strʌkt] *v.* 指示，指导

switch [swɪtʃ] *v.* 转换，转变，交换

eventually [ɪ'ventʃuəli] *adv.* 最后，终于

overall [,əʊvər'ɔːl] *adv.* 总体而言，一般来说

·E 段·

sacrifice ['sækrɪfaɪs] *v.* 牺牲，把……奉献给……；以 (人或动物) 作祭献 *n.* 牺牲；祭祀，祭品

➤ 该词作名词时基本意思是 "祭品"，但现在一般用来表示 "为了正义、大众或他人利益而做出的牺牲"。转化为动词意为 "以……作为祭品"，引申可表示某人为了更重要、更珍贵的人或理想而 "奉献" 或 "牺牲" 自己的利益、事业等，含有自我克制的意味，有时还可表示 "贱卖"。

constantly ['kɒnstəntli] *adv.* 时常地，不断地

concentrate ['kɒnsntreɪt] *v.* 集中（注意力）

distress [dɪ'stres] *v.* 使苦恼

span [spæn] *n.* 一段时间

➤ 该词直接源自古英语的 span，意为 "一个张开的手"，即 "大拇指与小拇指间的距离"，引申时既可指时间跨度又可指空间跨度。文中它是指时间上的跨度 "一段时间"。

run out of 耗尽，用光

www.sadeghi-hariri.com

·F 段·

practical ['præktɪkl] *adj.* 切实可行的；真实的

dramatic [drə'mætɪk] *adj.* 显著的，引人注目的；戏剧性的；激动人心的

ban [bæn] *v.* 下令禁止

ritual ['rɪtʃuəl] *n.* 例行公事，老规矩，典礼；(宗教等的) 仪式 *adj.* 例行公事的；作为仪式的一部分的；礼节性的

> 该词在文中用作名词。其基本意思为"(宗教等的) 仪式"，但在现代社会多指其他仪式，甚至是含有稍微贬义的"例行公事"。

dedicate ['dedɪkeɪt] *v.* 把……奉献给，致力于

Reading Passage 3. Improving Patient Safety

■ 题目详解

本文从药品包装和药品说明书设计出发，依次就设计人员的分配、设计上的考量、设计上存在的安全隐患、应当遵从的设计原则及创新性等，阐述了制药业设计上普遍存在的问题。文中列举了不同人员对于药品包装的看法，提出药品设计应该针对家庭用途，减少儿童药品勿食，并为盲人和老年人等特殊群体调整药品设计。解题的关键在于明确各小标题下的主旨大意，从而快速做出定位和判断。

Questions 27-32

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本部分为配对题，要求将观点与其对应的人物或机构进行匹配。考查考生理解并查找细节的能力。考生在做题时要定位关键词或关键信息。

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27. 题干说：如果药品盒的盖子需要很大力气打开，那么老人将与儿童同样无法打开。根据题干关键词"Elderly people"定位到标题"Safety and compliance"下第 1 段"Many child-resistant packs are based on strength. They do not necessarily prevent a child from access, but may prevent people with a disability; Older people, especially those with arthritis, may have the same level of strength as a child." 这两句话的意思与题干一致，往回阅读就可以发现这是 Richard Mawle 的观点。因此，本题的答案为 C。

28. 题干说：为盲人调整包装可能会对视力正常的人不利。根据题干关键词 "the blind" 可定位到标题 "Design principles and guidelines" 下第 2 段，发现该段最后一句话 "it is not known how much visually impaired patients will benefit nor how much the reading of visually able patients will be impaired"。该句意思基本与题干一致，很明显这句是 Karel van der Waarde 所说。因此，本题的答案为 D。

29. 题干说：专门设计的盖子未能确保避免儿童意外地吞服药品。根据题干大概可猜测这一描述应该会在标题 "Safety and compliance" 下出现，很容易找到这句话 "Although child-resistant closures have reduced the number of incidents, they are not fully child-proof."这里 "reduce the number of" 与题干 "eliminate the possibility" 为同义替换，child-proof 可以理解为防止儿童意外吞服药品。该句意思与题干一致，是 Child Accident Prevention Trust 的观点。因此，本题的答案为 B。

30. 题干说：药盒设计要考虑不同情境，比如药品可能在家里使用。通过题干大概可猜测这一描述应该位于 "Design considerations" 标题下，根据题干关键词 "situations" 找到 "'Manufacturers are not aware of the complex situations into which products go. As designers, we are interested in not what is supposed to happen in [hospital] wards, but what happens in the real world,' Ms. Swayne said." 这句话。因此，本题的答案为 A。

31. 题干说：管理机构应该研究多种药盒案例，而不是单个案例。我们在标题 "Design principles and guidelines" 下找到 "Dr. van der Waarde is, however, sceptical about the legal requirements and says that many regulatory authorities do not have the resources to handle packaging information properly." They do not look at the use of packaging in a practical context–they only see one box at a time and not several together as pharmacists would do,' he said." 这里 "regulatory authorities" 与题干 "governing bodies" 为同义替换，其表述的意思与题干一致。因此，本题的答案为 D。

32. 题干说：药品说明中的信息顺序不对。全篇唯一的一个谈到关于药品说明书中信息顺序是在标题 "Safety and compliance" 下第 2 段，其中这样一句话 "For example, why are company details listed towards the beginning of a leaflet when what might be more important for the patient is that the medicine should not be taken with alcohol?" 这个例子中说药品说明开头注明了公司信息，却没有把药品使用中最重要的信息放在开头，即体现了药品说明中的信息顺序不对，这一段是 Richard Mawle 的观点。因此，本题的答案为 C。

Questions 33-37

·······························（思路）·······························

本部分为笔记选择填空题。考查考生信息转换的能力。考生在完成此类题目时需在原文

中定位，该笔记的关键词为 "over-the-counter medicines"（非处方药）和 "prescription-only"（仅作处方药），考生可以根据这两个关键信息定位到原文的第 2 段，问题就迎刃而解。

解答

33. 根据第 2 段第 3 句 "a marketing team will prepare a brief"，也就是说 "marketing team" 提出建议。因此，本题的答案为 B。

34. 该段第 2 句 "over-the-counter medicines" 的设计是由 "design agencies" 负责，涉及外部的设计者。因此，本题的答案为 D。

35. 根据顺序原则，往后阅读发现这些设计最终 "be tested on a consumer group"。因此，本题的答案为 A。

36. 根据顺序原则，接下来提到 "prescription-only" 的药盒设计多数由内部设计人员完成的。因此，本题的答案为 E。

37. 根据顺序原则，接下来提到 "prescription-only" 的药盒设计由 "design engineers" 验收。因此，本题的答案为 F。

Questions 38-40

思路

本部分为单选题。考查考生对细节的理解。在做题时考生需要根据题干的关键词提示回到原文进行定位，以便找出答案，同时也需要注意同义替换现象。

解答

38. 题干问：什么导致药盒设计会引发意外？原文在 "Design considerations" 标题下讨论了由于药盒设计带来的药品误用事故，扫读该标题下的两段，可以发现最后一句话写到 "Investigations following these tragedies have attributed some blame to poor typescript." 这里 "typescript" 主要是指字体风格，同 B 选项 "style of print"。因此，本题的答案为 B。

39. 题干问：人们如何评价药盒上只有黑白字迹？通过题干可大胆猜测这个问题属于药盒设计原则的问题，因此可以在 "Design principles and guidelines" 标题下寻找答案。扫读发现 "For example, one argument is that if all packaging is white with black lettering, people would have no choice but to read every box carefully"，通过这句可以知道如果药盒只有黑白字迹，人们会更加仔细阅读，也就更加关注信息。因此，本题的答案为 B。

40. 题干问：作者为什么会提到"波普"和"波普尔"？通过题干 "popper" 和 "pluspoint" 这两个关键词可以定位原文的最后一段。仔细阅读本段话，可以发现这两种药盒被看作是 "a number of innovative objects" 中的一种，而其目的是 "to try to make things

more user-friendly as well as safer"，据此可以看出来作者列举这两个例子是为了说明
药盒设计已经取得了一些进步。因此，本题的答案为 A。

■ 参考译文

Improving Patient Safety
提高患者用药安全性

Packaging

One of the most **prominent** design issues in **pharmacy** is that of drug packaging and patient
information **leaflets** (PILs). Many letters have appeared in *The Journal*'s letters pages over the
years from **pharmacists dismayed** at the designs of packaging that are "accidents waiting to
happen".

包装

药品包装和针对患者的药品说明书（PILs）的设计成为制药业最突出的一个问题。多年
来《药学与药理学杂志》的读者来信版上出现了很多来自药剂师们的投诉信，表达他们
对药品包装设计的沮丧，且称之为"未来事故的导火索"。

Packaging design in the **pharmaceutical** industry is handled by either in-house teams or design
agencies. Designs for **over-the-counter** medicines, where characteristics such as attractiveness
and distinguishability are regarded as significant, are usually **commissioned** from design agen-
cies. A marketing team will prepare a **brief** and the designers will come up with perhaps six
or seven designs. These are **whittled** down to two or three that might be tested on a consumer
group. In contrast, most designs for **prescription**-only products are created in-house. In some
cases, this may simply involve applying a company's house design (ie, logo, colour, font, etc).
The chosen design is then handed over to design engineers who work out how the packaging
will be produced.

在制药行业，药品包装的设计是由内部团队或设计机构负责的。对于非处方药品来说，
包装的吸引力和区分性特征被认为很重要，因此通常会委托给专业的设计机构来完成。
由营销团队准备一份简要说明，设计师们将据此拿出也许六到七个设计方案。这些设计
方案会在一个消费群体进行测试后减少到两到三个。相比之下，大多数仅作处方药的包
装设计都是在内部完成的。在某些情况下，这些包装设计可能只是简单地使用一个公司
的形象设计（即标志、颜色、字体等）。然后，把最终所选择的设计交给设计工程师，由
他制定包装的生产方案。

Design considerations

The author of the recently published "Information design for patient safety," Thea Swayne, tracked the journey of a medicine from manufacturing plant, through distribution **warehouses**, pharmacies and hospital **wards**, to patients' homes. Her book highlights a **multitude** of design problems with current packaging, such as **look-alikes** and **sound-alikes**, small type sizes and **glare** on **blister foils**. Situations in which medicines are used include a parent giving a cough medicine to a child in the middle of the night and a busy pharmacist selecting one box from hundreds. It is argued that packaging should be designed for moments such as these. "Manu-facturers are not aware of the complex situations into which products go. As designers, we are interested in not what is supposed to happen in [hospital] wards, but what happens in the real world," Ms Swayne said.

设计考量

西娅·斯韦恩（Thea Swayne）最近发表了名为《保障患者安全的信息设计》的文章，在文中她提到追踪药品的生产消费流程，从制药厂，通过分销仓库、药房、医院病房到患者的家庭。她在书中强调了大量当前药品包装的设计问题，如包装设计类似和名称相近问题，采用小字号和眩光泡罩箔。使用药物的情况包括家长在夜间给孩子吃止咳药和繁忙的药剂师从数百种药品盒子当中选出一个药品。就像作者说的那样，包装的设计应考虑到这些使用情况。斯韦恩在文中提出"制造商没能意识到药品可能经历的复杂情况。但作为设计师，我们应该关注的不是在医院病房里可能发生的情况，而是在现实中可能出现的情况。"

Incidents where **vein** has been **injected intrathecally** instead of **spine** are a classic example of how poor design can contribute to harm. Investigations following these tragedies have attributed some blame to poor **typescript**.

类似静脉鞘内注射而非脊柱注射这样的事件是拙劣的包装设计导致伤害的一个经典例子。对这类悲剧的调查发现，不标准的印刷文件是导致这一问题的重要原因之一。

Safety and compliance

Child protection is another area that gives designers opportunities to improve safety. According to the Child Accident Prevention Trust, seven out of 10 children admitted to hospital with suspected poisoning have **swallowed** medicines. Although child-resistant **closures** have reduced the number of incidents, they are not fully child-proof. The definition of such a closure is one that not more than 15 percent of children aged between 42 and 51 months can open within five minutes. There is scope for improving what is currently available, according to Richard Mawle, a **freelance** product designer. "Many child-resistant packs are based on strength. They do not

necessarily prevent a child from access, but may prevent people with a disability," he told *The Journal*. "The legal requirements are there for a good reason, but they are not good enough in terms of the users," he said. "Older people, especially those with **arthritis**, may have the same level of strength as a child," he explained, and suggested that better designs could rely on **cognitive** skills (eg, making the opening of a container a three-step process) or be based on the physical size of hands.

安全与遵从性

儿童保护是设计师们有机会提高安全性的另一个领域。根据儿童意外预防信托机构的调查，10 名疑似中毒而住院的儿童中有 7 名是因为误服药物导致的。虽然儿童安全盖包装减少了这类事件的发生，但这种包装对儿童并不是绝对安全的。42-51 个月的孩子中有不超过 15% 的孩子可以在 5 分钟内打开这样的封闭包装。一位名叫理查德·马勒（Richard Mawle）的自由产品设计师认为我们目前的包装方式还有提升的空间。他在接受《药学与药理学杂志》访问时说："许多儿童安全包装都是基于力气大小的。这类包装不一定能阻止孩子们，但可能会给残疾人带来不便。法律规定是一个很好的理由，但他们对用户而言还不够好。"他解释道："老年人，尤其是那些患有关节炎的老年人，他们的力气可能跟一个孩子相当，"并建议："好的设计可以依靠认知技能（例如，打开一个容器需要三个步骤）或手的尺寸大小。"

Mr. Mawle worked with GlaxoSmithKline on a project to improve compliance through design, which involved applying his skills to packaging and PILs. Commenting on the information presented, he said: "There can be an awful lot of **junk** at the beginning of PILs. For example, why are company details towards the beginning of a leaflet when what might be more important for the patient is that the medicine should not be taken with alcohol?"

马勒先生曾和葛兰素史克公司（GlaxoSmithKline）合作进行一个项目，想通过设计来提高遵从性，这个项目涉及把他的技术运用于包装和药品说明书上。在评论提交的信息时他说："在药品说明书开头有大量的废话。例如，对病人更重要的是该药不能与酒精同时服用，那么为什么把公司的详细资料放在说明书的开头？"

Design principles and guidelines

Look-alike boxes present a potential for picking errors and an obvious solution would be to use colours to highlight different strengths. However, according to Ms. Swayne, colour differentiation needs to be approached with care. Not only should strong colour contrasts be used, but designating a colour to a particular strength (colour coding) is not recommended because this could lead to the user not reading the text on a box.

设计原则和指导方针

相似的包装盒可能会导致错选药物，一个明显的解决方案就是用颜色突出显示不同的药效。然而，根据斯韦恩女士所说，颜色区分需要小心处理。不仅要采用强烈色彩对比，而且不推荐为某种特殊的功效制定一种颜色（颜色编码），因为这可能会导致用户不再阅读盒子上的说明。

Design features can provide the basis for lengthy debates. For example, one argument is that if all packaging is white with black lettering, people would have no choice but to read every box carefully. The problem is that trials of drug packaging design are few—common studies of **legibility** and comprehensibility concern road traffic signs and visual display units. Although some designers take results from such studies into account, proving that a particular feature is beneficial can be difficult. For example, EU legislation requires that packaging must now include the name of the medicine in **Braille** but, according to Karel van der Waarde, a design **consultant** to the pharmaceutical industry, "it is not known how much visually **impaired** patients will benefit nor how much the reading of visually able patients will be impaired".

人们就设计特征进行了冗长的辩论。例如，有一种说法是，如果所有的包装都是白底黑字，人们将不得不仔细阅读每个盒子上的说明文字。问题是对药品包装设计的测试很少——对可读性和可理解性的研究都是关于道路交通标志和视觉显示装置等对象的。虽然一些设计师将这类研究的结果应用到他们的设计方案中，但很难证明一个特定的功能是否有效。例如，欧盟（EU）立法要求从现在开始，外包装上必须包括药品名称的盲文，据制药行业设计顾问卡雷尔·范·德·瓦德（Karel van der Waarde）说："我们不知道有多少视障患者将受益于药品的盲文，也无法知道有多少视觉正常的患者被盲文妨碍"。

More evidence might, however, soon be available. EU legislation requires PILs to reflect consultations with target patient groups to ensure they are **legible**, clear and easy to use. This implies that industry will have to start conducting tests. Dr van der Waarde has performed readability studies on boxes and PILs for industry. A typical study involves showing a leaflet or package to a small group and asking them questions to test understanding. Results and comments are used to **modify** the material, which is then tested on a larger group. A third group is used to show that any further changes made are an improvement. Dr van der Waarde is, however, **sceptical** about the legal requirements and says that many **regulatory** authorities do not have the **resources** to handle packaging information properly. "They do not look at the use of packaging in a practical context—they only see one box at a time and not several together as pharmacists would do," he said.

然而，更多的证据可能很快就有了。欧盟立法要求说明书反映与目标患者群进行磋商的

结果，以确保说明书是清晰的、明确的和易于使用的。这意味着，该行业将不得不开始进行测试。范·德·瓦尔德博士进行了药物盒子上文本和厂家说明书的可读性研究。一个典型的研究包括给一个小群体看说明书和包装上的文字，通过问问题的方式来测试他们对文字的理解。根据测试结果和评论对文本进行修改，然后在一个更大的群体里再次测试。第三组测试对象是用来证明对文本的任何修改都是一种改进。然而，范·德·瓦尔德博士对欧盟立法的要求持怀疑态度，并说很多监管当局没有妥善处理包装信息的办法。他说："他们不在实际使用情景下查看包装的使用，他们每次只看一个盒子，而不是像药剂师一样要在几个盒子间做出选择"。

Innovations

The RCA innovation exhibition this year revealed designs for a number of innovative objects. "The popper", by Hugo Glover, aims to help arthritis sufferers remove **tablets** from blister packs, and "pluspoint", by James Cobb, is an **adrenaline auto-injector** that aims to overcome the fact that many patients do not carry their auto-injectors due to their **prohibitive** size. The aim of good design, according Roger Coleman, professor of inclusive design at the RCA, is to try to make things more user-friendly as well as safer. Surely, in a patient-centred health system, that can only be a good thing. "Information design for patient safety" is not intended to be **mandatory**. Rather, its purpose is to create a basic design standard and to stimulate innovation. The challenge for the **pharmaceutical** industry, as a whole, is to adopt such a standard.

创新

今年的 RCA 创新展揭示了一批创新的设计。雨果·格洛弗（Hugo Glover）设计的"波普"旨在帮助关节炎患者从泡罩包装中取出药片，而詹姆斯·柯布（James Cobb）设计的"波普尔"是肾上腺素自动注射器，旨在克服由于型号过大导致许多患者无法携带自动注射器这一实际困难。据 RCA 包容性设计教授罗杰·科尔曼（Roger Coleman）说，好的设计的目的是试图让事物更容易使用也更安全。在以病人为中心的医疗系统中，这确信无疑是一件好事。《保障患者安全的信息设计》这篇文章的目的并不是强制要求大家这样做。相反，它的目的是创建一个基本的设计标准，促进设计创新。整个制药行业的挑战是采用这样的标准。

■ 词汇详解

· 第 1 段 ·

prominent ['prɒmɪnənt] *adj.* 突出的，重要的

pharmacy ['fɑːməsi] *n.* 制药业；药房；药学

leaflet ['liflɪt] *n.* 小册子；传单，散页印刷品

> 该词在文中是指药品包装盒里的说明书。近义词有 brochure "小册子，资料手册"，
booklet "小册子"，pamphlet "小册子"，handbill "传单"。

pharmacist ['fɑ:məsist] *n.* 药剂师

dismay[dɪs'meɪ] *v.* 使失望，使沮丧

· 第 2 段 ·

pharmaceutical [,fɑ:mə'su:tɪkl] *adj.* 制药的，配药的

> 该词此处意为 "制药业"，在下文中还出现了 pharmacy 的复数形式 pharmacies，意
思是 "药房"。

over-the-counter *adj.*（医药）非处方的；场外的

commission [kə'mɪʃn] *v.* 委任，委托；授予

brief [brif] *n.* 简短声明；概要；短文；（争议一方的情况或论点）要点摘录

> 词汇辨析：brief, concise 和 compact 等形容词均有 "简短的、简洁的" 之意，但
有区别。brief 指语言文学简明扼要，短小精悍，也用于指时间意义很强的、短暂
的过程。concise 是书面用词，可与 brief 换用，指语言文学言简意赅，无多余的话。
compact 指为了方便把某物压缩到最小程度，也指紧凑、简洁的文体。

whittle ['wɪtl] *v.* 削弱；切，削（木头）；减少 *n.* 屠刀

> 该词用法比较简单，主要有两个短语：whittle down (to) "缩减（到）" 和 whittle
away "切削，消减"。

prescription [prɪ'skrɪpʃən] *n.* 处方药；[医] 药方，处方

· 第 3 段 ·

warehouse ['weəhaʊs] *n.* 仓库

> 近义词有 depository "存储处"，storehouse "仓库"，storeroom "储藏室" 等。

ward [wɔ:rd] *n.* 病房，病室

multitude ['mʌltɪtu:d] *n.* 大量，许多

look-alike *n.* 面貌酷似的人；外在相似的东西

sound-alike *n.* 声音相似；名称相似

> 以上两个为合成词。关键词是 alike，是什么相似就在前面放什么单词。我们自己也
可以根据语境需要创造合成词，如表达 "形状相似的（物体）" 时，就可以用 shape-
alike 来表示；"味道相似的（东西）" 就是 taste-alike。

glare [gleə(r)] *n.* 强光；怒视；瞪眼；炫耀 *v.* 怒目而视；发强光

> 文中该词用作名词，意为 "耀眼的光"。glare 用作动词时常与 at 连用，如 glare at
（ *v.+prep.* ）"用愤怒的目光注视"，glare sth. at sb. "用什么样的眼光瞪视某人"，例如

glared hate at the enemy 意为 "用仇恨的目光瞪着敌人"。词汇辨析：不少名词均含有 "火焰、烈火、光" 之意，但各有侧重。blaze 指猛烈燃烧所发生强烈的光。flame 指一条或多条火舌，多用复数形式，指由许多火舌构成的大火。flare 指摇曳的火焰。glow 指像冶炼铁和钢时发出的红光。glare 指眩目的光。flash 指突然发出而随即消失的闪光。glitter 指连续发出闪烁不定的光。twinkle 指如星光等的闪烁。light 是普通用词，指日、月、星或灯等的光。

blister foil 铝箔泡罩

➤ blister 的本义是 "水疱"，在本文中是指类每个装胶囊的槽，这些槽就类似水疱一样。在这个短语中 blister 是修饰 foil 的，foil 本义是 "金属薄片"，在本文中指药品包装材料 "银箔"。因此 blister foil 就是指药品外包装。学到了 blister，补充几个相关的单词，如 pimple "丘疹，粉刺，小脓疱"，suppurate "化脓"，swelling "肿胀物"，blood blister "血疱" 等。

· 第 4 段 ·

vein [veɪn] n. 静脉；[地] 矿脉，岩脉；[植] 叶脉；气质，倾向 v. 使有脉络；使有纹理；象脉络般分布于

➤ 文中该词指 "静脉"，反义词是 artery (动脉)。同源词如 veined、veiny、veinous、veinstone "脉石"。

inject [ɪn'dʒekt] v. 注射 (药物、液体等)；添加；投入 (资金)

➤ 本文中还出现一个与 inject 有关的词 auto-injector，意思是 "自动 (肌肉) 注射器"。和 inject 有关的词汇如，injector、injectant、shot "注射"，dose "剂量"，vaccination "接种疫苗"，infusion "注入"，instillment "滴注物"。

intrathecally [ɪnt'rɑːθɪklɪ] adv. [医] 向鞘内 (地)

➤ 近年来，鞘内注射化疗药物成为防治中枢神经性白血病 (CNS) 最有效的方法之一。鞘内注射是绕过血脑屏障，直接注入脑脊液中。这个单词专业性很强，比较少用到。

spine [spaɪn] n. 脊柱；脊椎；书脊；(动植物的) 刺

➤ 文中该词意为 "脊柱"，它的近义词有很多，如 backbone "脊骨"，skeleton "骨架"，vertebral column "脊柱"，spinal column "脊柱"，rachis "脊椎"，acantha "脊椎"。

typescript ['taɪpskrɪpt] n. 文件，打字稿

· 第 5 段 ·

compliance [kəm'plaɪəns] n. 遵从；顺从；服从

➤ compliant ersion 是 "兼容版" 的意思。该词近义词有 conformity "一致"，obedience "服从"；反义词有 denial 和 noncompliance "不服从"。

swallow ['swɒləʊ] v. 吞，咽；忍耐，忍受；不流露 n. 燕子；胃管，食道；一次吞咽的量

> ➢ 该词在文中用作动词,意为"服用或吞服"。它还可以作名词,当指动物时指"燕子",常说的燕尾服(swallowtail)就是以这个词为词根。

closure ['kləʊʒə(r)] *n.* 封闭,闭合

freelance ['friːlɑːns] *adj.* 自由职业的;特约的 *n.* 自由作家;自由记者

> ➢ 该词近义词如 self-employed "自己经营的",反义词是 salaried "拿薪水的"。

arthritis [ɑːˈθraɪtɪs] *n.* 关节炎

> ➢ 与此病症有关的词汇有 stiffness "僵硬", ache "痛", pain "痛苦", soreness "痛苦", inflammation "发炎"。

cognitive ['kɒgnətɪv] *adj.* 认知的;认识的

> ➢ 随着认知语言学的发展,该词的名词形式 cognition 出现的次数也越来越多,基本成了一个常用词汇。研究生考试中就数次出现这个单词。"求知欲"就可以用 cognition interest 来表达。

· 第 6 段 ·

junk [dʒʌŋk] *n.* 无用的东西,无价值的东西;废旧物品 *v.* 丢弃,废弃;把……分成块

> ➢ <u>词汇搭配</u>:junk food "垃圾食品;无营养食品";junk mail "垃圾邮件";junk shop "旧货店";junk caller "以电话推销商品或服务的人"。

· 第 8 段 ·

legibility [ˌledʒəˈbɪləti] *n.* 易读性,易理解;清晰度

> ➢ 文中出现了 legibility,随后还会出现其形容词形式 legible。本文出现过很多 -ity 结尾的名词,如 comprehensibility "易理解性", readability "可读性"。

braille [breɪl] *n.* 盲文

consultant [kənˈsʌltənt] *n.* (受人咨询的)顾问;会诊医生;征求意见者,咨询者

impair [ɪmˈpeə(r)] *v.* 损害;削弱

· 第 9 段 ·

legible ['ledʒəbl] *adj.* 易读的

> ➢ 该词近义词有 readable "可读的", intelligible "可理解的", decipherable "可翻译的", understandable "可理解的", comprehensible "可理解的";其反义词是 illegible "难辨认的"。

modify ['mɒdɪfaɪ] *v.* 更改,调整,稍作修改

sceptical ['skeptɪkl] *adj.* 怀疑的;怀疑论者的

> ➢ 该词是表示态度的词汇,在雅思阅读考试中比较常见。它的近义词也很多:distrustful "不信任的", faithless "不忠实的", cynical "愤世嫉俗的", doubtful "可疑的",

unconvinced "不信服的", incredulous "怀疑的", dubious "怀疑的", suspicious "可疑的"。

regulatory ['reɡjələtəri] *adj.* 监管的，具有监管权的；调整的

resource [rɪ'sɔːs] *n.* 办法；资源

➤ 该词基本意思为"资源"，但在本文中该词意为"办法"。

·第 10 段·

tablet ['tæblət] *n.* 药片；碑，匾；便笺簿；小块；平板电脑

➤ 该词在文中指"药片"，关于药品的词有 pill "药丸"，capsule "胶囊"，medicine "药"。

adrenaline [ə'drenəlɪn] *n.* <生化> 肾上腺素；<喻> 刺激物；激励因素；一阵兴奋（或激动）

auto-injector *n.* 自动（肌肉）注射器

prohibitive [prə'hɪbətɪv] *adj.* 禁止的；抑制的；（指价格等）过高的

mandatory ['mændətəri] *adj.* 强制的；命令的；受委托的

➤ 该词与 obligatory "强制性的" 和 compulsory "强制的" 意思相近。我们常说的"义务教育"就是 mandatory/compulsory education。

pharmaceutical [ˌfɑːmə'suːtɪkl] *adj.* 制药的，配药的

Test 2

Reading Passage 1. The Extraordinary Watkin Tench

■ 题目详解

本文讲述了传奇人物瓦金·坦奇（Watkin Tench）的生平事迹。18世纪末，英国面临两种情况：一方面，随着工业化和医疗行业的发展，人口随之增加，就业却跟不上。犯罪行为便日益增加，监狱都无法容纳新增的罪犯；另一方面，这一时期开辟新大陆成为大势所趋。面对这种趋势，那些罪犯不得不跟着"第一舰队"踏上探索之旅。瓦金·坦奇就是其中的一员，文中就他所在的舰队到澳大利亚建立殖民地之后的情况进行了细致的描述。

Questions 1-6

🔹 **思路** 🔹

本部分为是非无题，考查考生对细节的理解。重点解题思路是：审查题干中的概念在原文出处句里的对应情况。全部概念对应则为"是"，一个概念相矛盾则为"非"，一个概念无对应则为"未给出"。

🔹 **解答** 🔹

1. 题干说：在瓦金·坦奇到达澳大利亚之前，有大量关于他的生平信息。根据题干地名"Australia"定位到原文第2段第1句"Apart from his years in Australia, people knew little about his life back in Britain."这句是说除了他在澳大利亚的那些年，人们对他过去在英国的生活知之甚少。注意这里"back"表示"以前，过去"，显然题干与其相悖。因此，本题的答案为False。

2. 题干说：瓦金·坦奇在去澳大利亚的途中通过画画记录不同地点。根据题干关键信息"during the voyage"定位到原文第3段开头"During the voyage, which was harsh and took many months, Tench described landscape of different places."这句只说了他有对沿途风景进行描述，但并未提及画画。因此，本题的答案为Not Given。

3. 题干说：新南威尔士的军队人员对待罪犯很友好。首先要了解 "military personnel in New South Wales" 是由 "Governor Philip" 领导的，其下可能有数名管理者，瓦金·坦奇后来成为其中的一名。对于其他统治者的管理方式以及 Philip 总督解决与原住民冲突的手段，坦奇持相反态度。根据题干关键信息 "treated convicts kindly" 定位到原文第 4 段 "He showed humanity towards the convicted workers. Under Tench's authority, he released the convicts' chains which were used to control them during the voyage." 这句是说他展示了人道主义，卸下了所有犯人的链子，也就是说他们对犯人是很好的。因此，本题的答案为 True。

4. 题干说：瓦金·坦奇对澳大利亚土著人的看法没有改变。根据关键信息 "towards the Aboriginals" 定位到文章第 5 段 "When they first arrived, Tench was fearful and contemptuous towards the Aboriginals, because the two cultures did not understand each other. However, gradually he got to know them individually and became close friends with them." 这句是说他刚接触当地人时是恐惧和轻蔑的，而后认识了他们每一个人，并且尊重他们，可以看出前后态度的变化。因此，本题的答案为 False。

5. 题干说：澳大利亚土著人在和他第一次见面时赠予了食物。根据顺序原则，考生可以继续读完第 5 段，文中并没有提及礼物或食物。因此，本题的答案为 Not Given。

6. 题干说：犯人对澳大利亚的地理非常了解。根据题干关键词 "Australian geography" 定位到原文第 6 段 "The convicts were notoriously ill-informed about Australian geography, as is evident in the attempt by twenty absconders to walk from Sydney to China in 1791." 这句话，这里 "ill-informed" 的含义是了解得非常少。因此，本题的答案为 False。

Questions 7-13

思路

本部分为简答题，要求回答不超过两个单词和（或）一个数字。考查考生对文本细节的把握。此类题型基本遵循顺序原则，同时可借助题干关键信息去原文定位答案。

解答

7. 题干问：什么能具体证明坦奇接受了良好的教育？根据题干关键词 "good education" 可定位到原文第 2 段 "Though we don't know for sure...that he is well educated"，这里 "will educated" 与题干 "good education" 为同义替换。该段对坦奇的家庭出生做了一些说明，随后出现前一句的补充 "His diaries from his travels to Australia are written in excellent English, a skill that not everyone was lucky to possess in the 18th century." 可以看出他的日记体现了他接受了良好的教育。因此，本题的答案为 His diaries。

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8. 题干问：坦奇与"第一舰队"签了几年的合同？根据题干关键词"the First Fleet"定位到原文第 1 段最后一句话"When his ship set out in 1788, he signed a three years' service to the First Fleet." 因此，本题的答案为 3/Three years。

9. 题干问：在途中用什么来控制犯人？根据题干关键信息"control convicts"可定位到原文第 4 段"Under Tench's authority, he released the convicts' chains which were used to control them during the voyage." 因此，本题的答案为 Chains。

10. 题干问：谁下的命令来惩罚澳大利亚土著人？根据题干关键信息"punish the Aboriginals"可定位到第 4 段最后一句"At one point, he was unable to follow the order given by the Governor Philip to punish the ten Aboriginals." 因此，本题的答案为 Governor Philip。

11. 题干问：霍克斯堡河是何时命名的？根据题干专有名词"Hawkesbury River"提示，定位到原文第 6 段第 2 句"The Hawkesbury River was named by Governor Philip in June 1789." 因此，本题的答案为 June 1789。

12. 题干问：逃亡的犯人打算去哪里？继续阅读原文第 6 段，该段随后提到"The convicts were notoriously ill-informed about Australian geography, as was evident in the attempt by twenty absconders to walk from Sydney to China in 1791." 可以得出这些犯人的目的地为中国。因此，本题的答案为 China。

13. 题干问：坦奇在哪里最先遇到一名澳大利亚土著老人？根据题干关键信息"an old Aboriginal"定位到文章最后一段最后一句"In these new lands, he met an old Aboriginal."，往回读找到"Though Tench had made friends in Botany Bay with Aboriginal peoples, he could not be sure this new land would be uninhabited." 大概是说，他是在"this new land"遇到的这位土著老人，这个地方为"Botany Bay"。因此，本题的答案为 Botany Bay。

■ 参考译文

The Extraordinary Watkin Tench
非同寻常的瓦金·坦奇

At the end of 18th century, life for the average British citizen was changing. The population grew as health and industrialisation **took hold of** the country. However, land and resources were limited. Families could not **guarantee** jobs for all of their children. People who were poor or **destitute** had little option. To make things worse, the rate of people who turned to crime to **make a living** increased. In Britain, the prisons were no longer large enough to hold the **convicted** people of this growing criminal class. Many towns and governments were **at a loss**

as to what to do. However , another phenomenon that was happening in the 18th century was exploration of other continents. There were many ships looking for **crew** members who would risk a months-long voyage across a vast ocean. This job was risky and dangerous, so few would willingly choose it. However, with so many citizens without jobs or with criminal **convictions**, they had little choice. One such member of this new lower class of British citizens was named Watkins Tench. Between 1788 and 1868, approximately 161,700 **convicts** were transported to the Australian colonies of New South Wales, Van Diemen's land and Western Australia. Tench was one of these unlucky convicts to sign onto a dangerous journey. When his ship **set out** in 1788, he had to sign a three years' service to the First Fleet.

18世纪末，英国普通人的生活正在发生变化。随着国家医疗水平和工业化水平的提高，人口持续增长。然而，土地和资源是有限的。家庭不能保证所有的孩子都能找到工作。贫穷的人能选择的岗位很少。更糟糕的是，那些选择以犯罪手段谋生的人增多了。在英国，监狱无法容纳这些不断增多的犯人。许多城镇和政府面对这种情况都不知所措。然而，18世纪发生的另一个现象是探索新大陆。有许多船只寻找敢于冒险数月穿过广阔海洋的船员。这项工作是危险的，所以很少有人愿意选择它。然而，有这么多人没有工作或触犯了刑法，他们不得不去做这样的工作。一位名叫瓦金·坦奇（Watkin Tench）的英国人就是这一新生下层阶级中的一员。1788至1868年间，大约有161700名囚犯被流放到澳大利亚新南威尔士的殖民地、范迪门斯地和西澳大利亚。坦奇就是这些不幸签字走上危险旅程的犯人之一。当所乘坐的船只在1788年起航之时，他不得不签署了一项为第一舰队服务三年的契约。

Apart from his years in Australia, people knew little about his life back in Britain. It was said he was born on 6 October 1758 at Chester in the county of Cheshire in England. He came from a **decent** background. Tench was a son of Fisher Tench, a dancing master who ran a boarding school in the town and Margaritta Tarleton of the Liverpool Tarletons. He grew up around a finer class of British citizens, and his family helped **instruct** the children of the wealthy in formal dance lessons. Though we don't know for sure how Tench was educated in this small British town, we do know that he is well educated. His diaries from his travels to Australia are written in excellent English, a skill that not everyone was lucky to possess in the 18th century. Aside from this, we know little of Tench's beginnings. We don't know how he **ended up** convicted of a crime. But after he started his voyage, his life changed **dramatically**.

除了在澳大利亚的几年，人们对他过去在英国的生活知之甚少。据说他于1758年10月6日出生在英国切斯特郡的切斯特镇。他有一个体面的出身。他父亲是费舍尔·坦奇（Fisher Tench），精通舞蹈并在城里和利物浦塔尔顿的玛缇娜塔尔顿（市）经营着一所寄宿学校。他在英国中上层阶级的生活环境中长大，他们家帮助指导有钱人家的孩子们跳舞，给他

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们上正式的舞蹈课。虽然我们无法确定在这个英国小城镇里坦奇是如何被教育长大的，但我们十分确定他受过良好的教育。他去澳大利亚的旅行日记中使用的是标准英语，这项技能在 18 世纪不是每个人都能有幸掌握的。除此之外，我们对坦奇幼年的生活一无所知。我们不知道他是如何被判有罪的。但在他起航后，他的生活发生了翻天覆地的变化。

During the voyage, which was **harsh** and took many months, Tench described landscape of different places. While sailing to Australia, Tench saw landscapes that were unfamiliar and new to him. Arriving in Australia, the entire crew was uncertain of what was to come in their new life. When they arrived in Australia, they established a British **colony**. Governor Philip was **vested** with complete authority over the **inhabitants** of the colony. Though still a young man, Philip was **enlightened** for his age. From stories of other British colonies, Philip learnt that conflict with the original peoples of the land was often a source of **strife** and difficulties. To avoid this, Philip's personal **intent** was to establish **harmonious** relations with local **Aboriginal** people. But Philip's job was even more difficult considering his crew. Other colonies were established with middle-class **merchants** and **craftsmen**. His crew were convicts, who had few other skills outside of their criminal histories. Along with making peace with the Aboriginal people, Philip also had to try to reform as well as discipline the convicts of the colony.

海上的生活是艰难残酷的，而且历时好几个月，坦奇描述了不同地方的风景。在去澳大利亚的航行途中，坦奇看到了他不熟悉的新风景。抵达澳大利亚之初，所有船员心中都对新的生活茫然一片。后来他们建立了一个英国的殖民地。菲利普（Philip）总督被赋予对殖民地居民的绝对权力。虽然菲利普还是个年轻人，但他很睿智。他从英国其他殖民地的故事中了解到，与土著人的冲突往往是矛盾和困难的根源。为了避免这种情况，菲利普试图与当地的土著人建立和谐的关系。但在考虑到他的船员时，菲利普遇到了难题。其他殖民地是与中产阶级的商人和手工业者们共同建立的。而他的船员都是犯人，他们除了各自的犯罪历史外没有其他技能。在与土著人和平相处的同时，菲利普还不得不尝试改革和规范殖民地罪犯们的行为。

From the beginning, Tench **stood out** as different from the other convicts. During his initial time in Australia, he quickly rose in his rank, and was given extra power and responsibility over the convicted crew members. However, he was also still very different from the upper-class rulers who came to rule over the crew. He showed humanity towards the convicted workers. He didn't want to treat them as common criminals, but as trained military men. Under Tench's authority, he released the convicts' chains which were used to control them during the voyage. Tench also showed mercy towards the Aboriginal people. Governor Philip often pursued violent solutions to conflicts with the Aboriginal peoples. Tench disagreed strongly with this method.

At one point, he was unable to follow the order given by the Governor Philip to punish the ten Aboriginals.

从一开始，坦奇就在这些罪犯中脱颖而出。在他到达澳大利亚的初期，他的地位迅速上升，并被赋予对罪犯船员们额外的权力和责任。然而，他却与统治这些船员的上层统治者截然不同。他人性化地对待这些罪犯，并不把他们视为普通罪犯，而是当作受过训练的军人。在坦奇的权威之下，航行过程中用来控制罪犯们的铁链才得以卸下。坦奇还很怜悯土著人。菲利普总督经常采用暴力手段解决与原住民的冲突。坦奇强烈反对这种方法。曾经有一次，他没有遵照菲利普总督的命令去惩罚十位原住民。

When they first arrived, Tench was fearful and **contemptuous** towards aboriginals, because the two cultures did not understand each other. However, gradually he became know them individually and become close friends with them. Tench knew that the Aboriginal people would not cause them conflict if they looked for a peaceful solution. Though there continued to be conflict and violence, Tench's efforts helped establish a more peaceful negotiation between the two groups when they settled territory and land-use issues.

当他们第一次到达澳大利亚时，坦奇对原住民是恐惧和轻蔑的，因为两种文化的人不了解对方。然而，在渐渐了解他们后，坦奇和他们成为了亲密的朋友。坦奇这才明白，如果他们找到了和平解决的方法，就不会与土著人产生冲突。在他的努力之下，尽管仍存在暴力与冲突，但双方之间就领土和土地利用问题进行了较为和平的谈判。

Meanwhile, many changes were made to the new colony. The Hawkesbury River was named by Governor Philip in June 1789. Many native bird species to the river were hunted by travelling colonists. The colonists were having a great impact on the land and natural resources. Though the colonists had made a lot of progress in the **untamed** lands of Australia, there were still limits. The convicts were **notoriously ill-informed** about Australian geography, as was evident in the attempt by twenty **absconders** to walk from Sydney to China in 1791, believing: "China might be easily reached, being not more than a hundred miles distant, and separated only by a river." In reality, miles of ocean separated the two.

与此同时，新的殖民地发生了许多变化。菲利普总督在1789年6月命名了霍克斯堡河。河流沿岸许多本地的鸟类物种被殖民者猎杀了。殖民者给当地的土地和自然资源造成了巨大的影响。尽管这些殖民者为改善澳大利亚的荒芜之地作出了贡献，但同时也有不足之处。罪犯们对澳大利亚的地理完全不了解，就像1791年的20个畏罪潜逃者们那样无知，居然想要步行从悉尼走到中国，并认为"中国很容易到达，不过一百多英里远，只隔着一条江"。实际上，两者之间相距何止千里。

Much of Australia was unexplored by the convicts. Even Tench had little understanding of what existed beyond the established lines of their colony. Slowly, but surely, the colonists expanded into the surrounding area. A few days after arrival at Botany Bay, their original location, the fleet moved to the more suitable Port Jackson where a **settlement** was established at Sydney **Cove** on 26 January 1788. This second location was strange and unfamiliar, and the fleet was on **alert** for any kind of **suspicious** behaviors. Though Tench had made friends in Botany Bay with Aboriginal peoples, he could not be sure this new land would be **uninhabited**. He **recalled** the first time he stepped into this unfamiliar ground with a boy who helped Tench **navigate**. In these new lands, he met an old Aboriginal.

澳大利亚大部分地区都没有被那些罪犯探索到。即使是坦奇也对他们殖民区域以外的地方知之甚少。虽然缓慢但殖民者们势不可挡地将他们的殖民地扩大到周边地区。到达博特尼海湾（Botany Bay）（也就是他们最初的登陆点）几天后，殖民者们的舰队转移到更适合生存的杰克逊港（Port Jackson），并于 1788 年 1 月 26 日在那里的悉尼海湾建立了定居点。第二个居住地对他们来说既奇怪又陌生，整个舰队对任何可疑的行为都很警惕。虽然坦奇在博特尼海湾与土著居民成了朋友，但他也无法确定这片对他们来说全新的土地上是否无人居住。他回忆起在一个小男孩的帮助下第一次走进这个陌生地方时的情景。在这片新的土地上，他遇到了一个年老的土著人。

■ 词汇详解

· 第 1 段 ·

take hold of 控制住；吸引；对……有影响力

> 词汇辨析：文中 take hold of 为固定搭配，hold 作名词。take hold of 强调抓住某人或某物的结果，描述的是一种被抓住的状态；而动词 hold 则是强调动作本身。前者是静态描述，后者是动态描述。

guarantee [ɡærən'ti:] v. 保证，担保 n. 保证，担保

> 词汇辨析：guarantee 作动词时表示"保证，担保"，指对货物质量、人的品质或所承担义务的保证；也可表示担保某事必然会出现某种结果，含有不容置疑的意味。在本文中它的意思是后者。作名词时，指"保证"或"接受保证的人"，而 guaranty 指"作保"，也指"保证""保证书"。guarantee 在使用上比 guaranty 更普遍。表示"保证人"时，一般用 guarantor，不用 guarantee 或 guaranty 来表示。词汇搭配：guarantee period "保险期"；guarantee money "保险金"。

destitute ['destɪtjuːt] adj. 穷困的；极度缺乏的

> 词汇辨析：destitute 较为正式，表示"极度的贫困"，它不仅表示没钱、没食物的含

义，而且也带有无家可归的意思，这种贫困常常是由于某种大灾害或可怕事件引起的，所以在使用上这个词有很大局限性。汉语中可与之对应的词汇是"一贫如洗"。poor 是一般意义上的贫穷，是最常用的表述贫困的非正式词汇，它所蕴含的意思也最丰富，主要有以下几种：没钱的，或有很少钱的；不好的，表示某物品的质量不好或某特性不好；可怜的，如 poor dog；对某件事情不懂、不精通的，如 poor English；不健康的，如 poor health；缺乏的，如 poor in resources。

make a living 谋生；营生；糊口谋生

➤ 该词组意为"谋生"，指勉强糊口度日；make a life 也是谋生的意思，但较为富足。表达"谋生"这一意义的短语，英语中还有很多，如 seek a livelihood, earn one's living, bring home the bacon。

convicted [kən'vɪktɪd] *adj.* 证明有罪的；已被判刑的

➤ 该词在本文中使用的是其形容词形式"convicted"，表示"有罪的"。

at a loss 不知所措；为难；(猎犬) 失去猎物嗅迹；亏本地

crew [kru:] *n.* 全体船员；全体乘务员

➤ 该词的基本意思是"全体船员，全体机务人员"，也指"(除船长、机长外的)船员，机务人员""一队工作人员"，属集合名词。指整体时，谓语动词用单数形式；指集体的各个成员时，谓语动词用复数形式。它的常用近义词如 crewman 和 crewmember。

conviction [kən'vɪkʃn] *n.* 定罪；信念

convict [kən'vɪkt] *n.* 罪犯

➤ 词汇辨析：经常用来表示"囚犯、俘虏"之意的名词有三个，它们的意义略有不同。convict 指经判决而在狱中服刑的人。prisoner 指关入监狱的囚犯，包括战俘，可作引申用。captive 指战争中抓到的俘虏，也可作引申用。

set out 出发；着手；动身；安排

➤ 该词组是书面用词，有两层意思，基本意思是"起程到别处去"，比喻意是"考虑或处理问题时从哪方面着眼或着手"。本文中使用的是该词的基本意思。词汇辨析：英语中不少词都有"离开某处"之意，但又有所区别。set off 侧重于出发去某个地方。set out 侧重于开始做某事，另外还有"规划，展现"的意思。set about 与 set out 意近，但 set out 后加不定式，而 set about 后加 -ing 形式。depart 是较为正式的用词，指经过周密考虑或郑重地离开，强调离开的起点。leave 侧重出发地而不是目的地。quit 侧重指离开令人烦恼的地方，或摆脱使人不快的人或事。

·第 2 段·

decent ['di:snt] *adj.* 体面的，像样的；相当不错的

instruct [ɪn'strʌkt] *v.* 指导；讲授；教导

> 该词的基本意思是"命令，指示"，多指上级对下级发号施令，也可指"教，讲授"，引申可指"通知"。它的近义词有 command "命令"，educate "教育"，order "命令"，teach "教"，train "训练"。instruction 是它的名词形式，其他衍生词有 instructor 和 instructorship 等。

end up <非正>（以……）结束；最终成为（变得）；最后处于……

dramatically [drə'mætɪkli] *adv.* 显著地，戏剧性地，引人注目地

· 第 3 段 ·

harsh [hɑːʃ] *adj.* 残酷的；粗糙的；严厉的

> 该词在文中意为"生活条件很艰苦"。词汇辨析：英语中数个形容词均有"粗糙"之意，但又有所区别。rough 是普通用词，指某物表面凹凸不平，天气恶劣，（态度）粗暴，（计算）粗略。coarse 指某物质地低劣或编织、加工等不精细，也指（言谈）粗俗。harsh 指外表、性质、声音的粗糙、刺耳、刺目，强调使人不愉快感。rude 指加工粗糙、不精细，尤指行为举止粗鲁无礼，缺乏修养。crude 主要指未经加工处理尚处于自然状态的物质。

colony ['kɒləni] *n.* 殖民地；群体；聚居地

> 该词的基本意思是"殖民地"，引申可指国籍、兴趣、职业等方面具有共同之处的同类人，也可指他们的聚居地，还可指共生的动物或植物群体。在本文中它的意思是"殖民地"，其形容词形式是 colonial "殖民的"，动词形式是 colonise "在……建立殖民地"。另外，文中还出现了一个它的衍生词 colonist "殖民者，殖民地定居者"。

vest [vest] *v.* 赋予；授权；穿衣服

inhabitant [ɪn'hæbɪtənt] *n.* 居民；栖息动物

> 词汇辨析：inhabitant，citizen 和 resident 这三个词均可作"居民"解。其区别在于：citizen 是普通用语，指享有选举权和其他各种权利的人或居住在城镇的人；inhabitant 指生活在某地的居民，不一定指出生在当地的人，也可指栖居在某地的动物；resident 表示当地的居民或外地的旅游者，也可指由于工作、学习的原因而居住某处的人。另外 residenter 表示常驻居民。以上可知 inhabitant 和 resident 指可以永久居住但不一定属于该国的国民，而且居住都有稳定性，有一定的固定性。而 citizen 指本国的国民，但可能住在国外。

enlightened [ɪn'laɪtnd] *adj.* 开明的；有知识的；有见识的

> 词汇辨析：enlighten，illuminate，illumine，illustrate，light，lighten 这些词的共同意思是"照亮"。它们之间的区别是：illuminate 指用光线照亮黑暗处，引申可指启发、阐明复杂或难懂的问题；illumine 与 illuminate 同义，多为文学和诗歌用语；light 多指照亮道路或某一处所；lighten 也指使黑暗处明亮一些，常引申作诗歌用语；enlighten 原指照耀，现只用于引申义指启发、开导或使人摆脱偏见、迷信等；illus-

trate 指增加光泽，引申指美化或润色。

strife [straɪf] *n.* 麻烦；冲突；斗争

> 该词多用于战争或对抗中，相关的单词有 fighting "对抗"，war "战争"，conflict "冲突"，friction "摩擦"，rivalry "敌对" 等；其反义词是 peace "和平"。

intent [ɪn'tent] *n.* 意图；目的；意向

harmonious [hɑː'məʊnɪəs] *adj.* 和谐的，友好的

Aboriginal [ˌæbə'rɪdʒənl] *adj.* 土著的，土著居民的 *n.* 土著居民；澳大利亚土著；土生生物

> 词汇辨析：aboriginal 是指土著的，土著居民的；而 original 是 "原来的，原本的"，原来的居民并不一定就是土著居民，有可能也是较早的时候从其他地方迁移过来的。

merchant ['mɜːtʃənt] *n.* 商人，批发商

craftsman ['krɑːftsmən] *n.* 手艺人；工人

·第 4 段·

stand out 突出，脱颖而出；坚持

> 该词本意是 "向前跨步"，引申义是 "处于跨前一步的状态"，即 "突出或超群"。

·第 5 段·

contemptuous [kən'temptʃʊəs] *adj.* 蔑视的；鄙视的；瞧不起的

·第 6 段·

untamed [ʌn'teɪmd] *adj.* 荒芜的；未驯服的；未受抑制的；未调教的

notoriously [nəʊ'tɔːrɪəsli] *adv.* 恶名昭彰地；声名狼藉地；众所周知地

ill-informed *adj.* 了解不够的；信息不足的

absconder [əb'skɒndə] *n.* 潜逃者，逃跑者

·第 7 段·

settlement ['setlmənt] *n.* 定居点；结算；解决

cove [kəʊv] *n.* 小海湾，河湾

alert [ə'lɜːt] *n.* 警报；警惕；警戒；戒备

suspicious [sə'spɪʃəs] *adj.* 可疑的；猜疑的，怀疑的

uninhabited [ˌʌnɪn'hæbɪtɪd] *adj.* 无人居住的；无人烟的；荒凉的

recall [rɪ'kɔːl] *v.* 召回；回忆起；回想起；记起

navigate ['nævɪgeɪt] *v.* 导航；航行；驾驶

> 该词的近义词如 steer "操纵"，circumnavigate "环球航行"，cruise "巡航"，sail "航行" 等。

Reading Passage 2. Are Artist Liars?

■ 题目详解

本文从表演艺术家与说谎者之间的微妙关系切入，探讨了二者的相似性，并通过神经学家安东尼奥·达马西奥（Antonio Damasio）的一系列调查研究，揭示了二者的不同点。

Questions 14-19

━━━━━━━ 思路 ━━━━━━━

本部分为段落标题配对题，要求将各段落与其对应的标题进行匹配。考查考生对文章段落大意的理解。解题方法应该是通过对每位考生都能读懂的标题进行反向思维，然后和段落内容进行比较，排除作答。

i Unsuccessful deceit

反向思维：如果某段选此为标题，则该段会出现"一个失败的骗局"这一描述，可能会列举一个欺骗案例但最终没能成功。

ii Biological basis between liars and artists

反向思维：根据反向思维词"biological basis"，如果某段选此为标题，则该段会出现"说谎者与艺术家在生理角度上的关系"这一描述，可以扫读描述两者之间关系的段落。

iii How to lie in an artistic way

反向思维：如果某段选此为标题，则该段会出现"艺术家撒谎的方式"这一描述。

iv Confabulations and the exemplifiers

反向思维：根据反向思维词"confabulations"，如果某段选此为标题，则该段会出现"虚谈症的阐述及事例分析"这一描述，可以扫读描写这一病症的段落。

v The distinction between artists and common liars

反向思维：根据反向思维词"distinction"，如果某段选此为标题，则该段会出现"艺术家与普通说谎者有哪些不同"这一描述，可以扫读描写两者之间区别的段落。

vi The fine line between liars and artists

反向思维：根据反向思维词"fine line"，如果某段选此为标题，则该段会出现"说谎者与艺术家之间微妙关系"这一描述。

vii The definition of confabulation

反向思维：根据反向思维词"definition"，如果某段选此为标题，则该段会出现"虚谈症定义"这一描述。

viii Creativity when people lie

反向思维：如果某段选此为标题，则该段会出现"人们在说谎时具有创造性"这一描述，可能会列举创造性的表现或事例分析。

⊛ 解答

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14. **Paragraph A:** 该段作者运用马龙·白兰度（Marlon Brando）的例子说明了艺术家与说谎者之间微妙的相同点，在 B 段的开头作者复述了这种微妙关系，可以得出本段大意为艺术家和说谎者之间的微妙的相同点，为选项所说的"fine line"。因此，本题的答案为 vi。

15. **Paragraph B:** 该段的关键句为 "Indeed, lying and artistic storytelling spring from a common neurological root—one that is exposed in the cases of psychiatric patients who suffer from a particular kind of impairment." 作者从生理的角度分析了艺术家和说谎者之间的关系。因此，本题的答案为 ii。

16. **Paragraph C:** 该段的重点词很明显，即 "confabulation"。有两个选项 iv 和 vii 提到了这个词，但是 vii 只说到了对 "confabulation" 的定义，诚然第 3 段对 "confabulation" 做了界定，但是它远不止如此，还举例说明了 "confabulation" 患者的具体行为。因此，本题的答案为 iv。

17. **Paragraph D:** 该段基于 C 段对 "confabulation" 的探讨，反思回来提到了 "Evidently there is a gushing river of verbal creativity in the normal human mind, from which both artistic invention and lying are drawn." 这句是说人们在说谎时体现出巨大的创造性。因此，本题的答案为 viii。

18. **Paragraph E:** 该段讲到了一个著名的诽谤案例并最终被澄清，与选项所说的 "unsuccessful deceit" 一致。因此，本题的答案为 i。

19. **Paragraph F:** 该段作者主要讨论了说谎者与艺术家之间的差别：艺术家告诉大家他们要撒谎了，其根本因素是事实，而说谎者却代表个体。这与选项所说的 "distinction" 一致。因此，本题的答案为 v。

Questions 20 and 21

⊛ 思路

本部分为多选题，要求选出对患虚谈症（confabulation）病人阐述正确的两项内容。根据题干关键词 "confabulation" 可以定位原文 C 段。细读此段，可以得出如下结论。

解答

根据 C 段 "She retained cognitive abilities, including coherent speech" 这一句，即 "保有认知能力"，可排除 A 选项。根据 "Confabulators aren't out to deceive. They engage in what Morris Moscovitch, a neuropsychologist, calls 'honest lying'"，这句是说这些患者不是故意要欺骗，而是一种 "诚实的欺骗"，与 B 项内容相符。此外，该段还提到 "Confabulating patients are nearly always oblivious to their own condition, and will earnestly give absurdly implausible explanations of why they're in hospital, or talking to a doctor"，这里 oblivious 是 "健忘" 之意，也就是说这些病人基本上不记得他们现在的状况，C 项与此不符可排除。根据 "Uncertain, and obscurely distressed by their uncertainty, they are seized by a 'compulsion to narrate': a deep-seated need to shape, order and explain what they do not understand." 这句是说他们有叙述的欲望，希望能够解释他们所不知道的内容，D 项与此不符可排除。根据 "Rather than forgetting, they are inventing. Chronic confabulators are often highly inventive at the verbal level, jamming together words in nonsensical but suggestive ways." 这句是说这些病人爱编造故事，E 选项与此相符。因此，本题的答案为 BE。

Questions 22 and 23

思路

本部分为多选题，要求选出两项关于剧作家和小说家的正确论述。根据题干关键词 "playwrights" 和 "novelists" 可以定位原文 F 段。细读此段，可以得出如下结论。

解答

根据 F 段 "...they have a meaning and resonance beyond their creator"，即 "他们赋予故事更大的含义，激起读者共鸣"，因此 A 项论述正确。该段提到 "Perhaps this is why we felt it necessary to invent art in the first place: as a safe space into which our lies can be corralled, and channeled into something socially useful." 这句说明了发明艺术的重要性，即对社会有价值，B 项与此不符可排除。根据 "Art is a lie whose secret ingredient is truth" 这句，即 "艺术背后秘密的成份是事实"，C 项与此不符可排除。此外，该段还提到 "...playwrights and novelists are not literally attempting to deceive us, because the rules are laid out in advance: come to the theatre, or open this book, and we'll lie to you." 这句说明剧作家和小说家会在一开始就告诉观众故事纯属虚构，应该不会特意误导人们，D 项与此不符，应排除。通读本段，E 项明显正确。因此，本题的答案为 AE。

Questions 24-26

本部分为段落概要填空题，要求空白处填写不超过两个单词。所填写的词来自原文，所以不仅考查考生总结原文的能力，更多考查的是扫读段落的能力。根据题干人名"Jonathan Aitken"（乔纳森·艾特肯）这个突显词，可以帮助定位到原文 E 段。扫读此段话即可得出正确答案。

24. 题干问：谁诬告了乔纳森·艾特肯？扫读 E 段可以发现"...after a national paper tainted his name..."，这里"tained"与题干"accused"为同义替换。因此，本题的答案为 national newspaper。

25. 题干问：乔纳森·艾特肯与谁进行交易？继续扫读，可以发现"...relationships with Saudi arms dealers..."。因此，本题的答案为 arms dealers。

26. 题干问：在获得不可置疑的证据后，艾特肯被认为获得了什么？向下扫读，可以发现"...looked as if they might bring him victory..."这里"looked as if"与题干"be deemed to"为同义替换。因此，本题的答案为 victory。

■ 参考译文

Are Artists Liars?
艺术家是骗子吗？

A Shortly before his death, Marlon Brando was working on a series of **instructional** videos about acting, to be called "Lying for a Living". On the **surviving footage**, Brando can be seen **dispensing gnomic** advice on his **craft** to a group of enthusiastic, if somewhat **bemused**, Hollywood stars, including Leonardo Di Caprio and Sean Penn. Brando also **recruited** random people from the Los Angeles street and persuaded them to **improvise** (the footage is said to include a memorable scene featuring two **dwarves** and a giant Samoan). "If you can lie, you can act," Brando told Jod Kaftan, a writer for Rolling Stone and one of the few people to have viewed the footage. "Are you good at lying?" asked Kaftan. "Jesus," said Brando, "I'm **fabulous** at it."

马龙·白兰度（Marlon Brando）去世前不久，制作了一系列被称为"以说谎为生"的表演教学视频。在保留下来的镜头中，可以看到白兰度正在把他表演艺术的精华传授给一群热情可能还有点困惑的好莱坞明星，包括莱昂纳多·迪卡普里奥（Leonardo

Di Caprio）和西恩•潘（Sean Penn）。白兰度还从洛杉矶街头随机招募了一些人并说服他们进行即兴表演（这组镜头据说包括一个令人难忘的场景，主要描述两个矮人和一个萨摩亚巨人）。白兰度告诉杜德•卡夫坦（Jod Kaftan）说："如果你会说谎，那么你就会表演"。杜德是滚石乐队的作曲家，同时也是少数看过这组镜头的人之一。"你擅长说谎吗？"卡夫坦问到。白兰度回答说："天啊，在这方面我是最棒的。"

B Brando was not the first person to note that the line between an artist and a liar is a fine one. If art is a kind of lying, then lying is a form of art, **albeit** of a lower order—as Oscar Wilde and Mark Twain have observed. Indeed, lying and artistic storytelling **spring from** a common **neurological** root—one that is exposed in the cases of **psychiatric** patients who suffer from a particular kind of **impairment**. Both liars and artists refuse to accept the **tyranny** of reality. Both carefully craft stories that are worthy of belief—a skill requiring intellectual **sophistication**, emotional sensitivity and physical self-control (liars are writers and performers of their own work). Such **parallels** are hardly **coincidental**, as I discovered while researching my book on lying.

白兰度不是第一个注意到艺术家和骗子之间微妙界限的人。如果艺术是一种谎言，那么说谎就是一种艺术形式，即使像奥斯卡•王尔德（Oscar Wilde）和马克•吐温（Mark Twain）观察到的那样，是一种较低等的艺术形式。事实上，谎言和艺术式地讲述故事都拥有相同的神经根源，这个根源就显现在那些遭受特殊伤痛的精神病患者身上。骗子和艺术家都拒绝接受现实的残酷。两者都在精心地编造值得相信的故事，这项技能需要从事者智力卓绝、对情绪敏感并能控制自己的身体（骗子是自己作品的撰写者也是演员）。这样的平行关系并不是巧合，我是在研究自己书中的谎言时发现的。

C A case study published in 1985 by Antonio Damasio, a **neurologist**, tells the story of a middle-aged woman with brain damage caused by a series of **strokes**. She **retained** cognitive abilities, including **coherent** speech, but what she actually said was rather **unpredictable**. Checking her knowledge of contemporary events, Damasio asked her about the Falklands War. In the language of **psychiatry**, this woman was "**confabulating**." **Chronic confabulation** is a rare type of memory problem that affects a small proportion of brain-damaged people. In the literature it is defined as "the production of **fabricated**, **distorted** or **misinterpreted** memories about oneself or the world, without the conscious intention to **deceive**." Whereas **amnesiacs** make errors of **omission**—there are gaps in their **recollections** they find impossible to fill—**confabulators** make errors of commission: they make things up. Rather than forgetting, they are inventing. Confabulating patients are nearly always **oblivious** to their own condition, and will **earnestly** give **absurdly implausible** explanations of

why they're in hospital, or talking to a doctor. One patient, asked about his **surgical** scar, explained that during the Second World War he surprised a teenage girl who shot him three times in the head, killing him, only for surgery to bring him back to life. The same patient, when asked about his family, described how at various times they had died in his arms, or had been killed before his eyes. Others tell yet more fantastical tales, about trips to the moon, fighting alongside Alexander in India or seeing Jesus on the Cross. Confabulators aren't out to deceive. They engage in what Morris Moscovitch, a **neuropsychologist**, calls "honest lying". Uncertain, and **obscurely distressed** by their uncertainty, they are seized by a "**compulsion** to narrate" : a deep-seated need to shape, order and explain what they do not understand. Chronic confabulators are often highly inventive at the verbal level, **jamming** together words in **nonsensical** but suggestive ways: one patient, when asked what happened to Queen Marie Antoinette of France, answered that she had been "suicided" by her family. In a sense, these patients are like novelists, as described by Henry James: people on whom "nothing is wasted." Unlike writers, however, they have little or no control over their own material.

神经学家安东尼奥·达马西奥（Antonio Damasio）在 1985 年发表的个案分析讲述的是一个中年女人的故事，她因为受到连续重击导致大脑损伤。她还有认知能力，可以连贯地讲话，但事实上她所说的内容是难以预测的。在考查她对当代事件的了解程度时，达马西奥询问了有关马岛战争（the Falklands War）的问题。用精神病学的语言来描述的话，这个女人是在"虚谈"。慢性虚谈病是一种很罕见的记忆问题，只有很少一部分大脑损伤的病人才会患这种病症。它在学术文献中被定义为患者在没有欺骗意识的情况下编造的、歪曲的或曲解的记忆行为。记忆缺失患者会有记忆的缺失——有些记忆空白永远也无法填补——而虚谈患者会添加记忆：他们会把不完整的事物填补起来。他们非但没有遗意，反而是在创造记忆。虚构症患者对自己的状况几乎是毫无察觉，并会急切地对自己就医或与医生交谈给出荒谬且令人难以置信的解释。一个病人在被问起他身上外科手术留下的伤疤时解释说，在第二次世界大战（the Second World War）期间，他惊吓到一个十几岁的女孩，她朝自己头部打了三枪，只有手术才救了自己一命。同一个病人在问及他的家人时，描述了他的家人如何在不同的时间死在他的怀里，或亲眼看见他们被杀死。其他病人甚至给出更虚构的故事，关于去月球旅行、在印度与亚力山大大帝并肩作战或看见基督被绑在十字架上。虚谈症患者并非有意去欺骗。他们陷入了一种被精神心理学家莫里斯·莫斯科维达（Morris Moscovitch）称为"诚实的谎话"的状态。对记忆的不确定和因这种不确定产生的隐晦的苦痛使得他们有想叙述的冲动：一种潜在地塑造、命令和解释不知道的事物的冲动。慢性虚谈症患者在言语层面上往往具有高度创造性，他们能荒谬且富有暗示性地组合词汇：一个病人在被问及法国皇后玛丽·安托瓦内特

（Marie Antoinette）的遭遇时，说皇后被她的家人"自杀"了。从某种意义上说，这些患者像小说家，正如亨利•詹姆斯（Henry James）描述的那样：他们"不会浪费任何东西"。然而，与作家不同的是，他们对自己的素材只有一点或根本没有控制力。

D The wider significance of this condition is what it tells us about ourselves. Evidently there is a **gushing** river of verbal creativity in the normal human mind, from which both artistic invention and lying are drawn. We are born storytellers, **spinning** narrative out of our experience and imagination, **straining** against the **leash** that keeps us **tethered** to reality. This is a wonderful thing; it is what gives us our ability to **conceive** of alternative futures and different worlds. And it helps us to understand our own lives through the entertaining stories of others. But it can lead us into trouble, particularly when we try to persuade others that our inventions are real. Most of the time, as our stories **bubble up** to consciousness, we exercise our **cerebral censors**, controlling which stories we tell, and to whom. Yet people lie for all sorts of reasons, including the fact that confabulating can be dangerously fun.

这种病症更广泛的意义在于，它告诉我们更多关于自己的东西。显然，正常人类的思维拥有喷涌的言语创造力，艺术创造和说谎都源于此。我们是天生的说书人，可以根据自身经历和想象螺旋式地叙述，以应对现实枷锁对我们的束缚。这是一个奇妙的东西，就是它让我们有能力去想象千变万化的未来和缤纷多彩的世界。而且它可以帮助我们通过别人有趣的故事了解自己的生活。但它也可能让我们陷入麻烦，特别是当我们试图说服别人相信我们创造的故事是真实的时候。大多数情况下，当我们的故事激发了意识，我们的大脑细胞得到了锻炼，这些细胞决定着我们讲什么故事，对谁讲。然而，人们因为各种原因而撒谎，虚构事实会非常有趣。

E During a now-famous **libel** case in 1996, Jonathan Aitken, a former cabinet minister, **recounted** a tale to illustrate the horrors he endured after a national newspaper **tainted** his name. The case, which stretched on for more than two years, involved a series of claims made by *the Guardian* about Aitken's relationships with Saudi arms dealers, including meetings he **allegedly** held with them on a trip to Paris while he was a government minister. What amazed many in **hindsight** was the **sheer superfluity** of the lies Aitken told during his **testimony**. Aitken's case collapsed in June 1997, when the defence finally found **indisputable** evidence about his Paris trip. Until then, Aitken's charm, fluency and **flair** for **theatrical** displays of **sincerity** looked as if they might bring him victory. They revealed that not only was Aitken's daughter not with him that day (when he was indeed doorstepped), but also that the minister had simply got into his car and drove off, with no vehicle in pursuit.

在 1996 年的一个著名的诽谤案中，前内阁部长乔纳森·艾特肯（Jonathan Aitken）讲述了他被一家全国性报刊玷污了名声后的恐怖经历。这一案件持续了两年多，《卫报》（the Guardian）发表了一系列有关艾特肯与沙特的军火商有关系的声明，包括他在任职政府部长时去巴黎途中与他们密会。令许多人吃惊的是，艾特肯在他的证词中所说的那些纯粹多余的谎话。艾特肯的案子在 1997 年 6 月露馅了，因为国防部最终找到了他巴黎之行中不可辨驳的证据。在此之前，艾特肯的魅力、流畅的表达、戏剧化真诚的表现看起来好像在证明他可能得逞。他们发现，那天不仅艾特肯的女儿没有和他在一起（当他真正走进去的时候），而且这位部长一上车车便开走了，后面并没有车辆尾随。

F   Of course, unlike Aitken, actors, playwrights and novelists are not literally attempting to deceive us, because the rules are laid out in advance: come to the theatre, or open this book, and we'll lie to you. Perhaps this is why we felt it necessary to invent art in the first place: as a safe space into which our lies can be **corralled**, and **channeled into** something socially useful. Given the universal compulsion to tell stories, art is the best way to **refine** and enjoy the particularly **outlandish** or **insightful** ones. But that is not the whole story. The key way in which artistic "lies" differ from normal lies, and from the "honest lying" of chronic confabulators, is that they have a meaning and **resonance** beyond their creator. The liar lies on behalf of himself; the artist tell lies on behalf of everyone. If writers have a compulsion to narrate, they compel themselves to find insights about the human condition. Mario Vargas Llosa has written that novels "express a curious truth that can only be expressed in a **furtive and veiled** fashion, **masquerading** as what it is not." Art is a lie whose secret **ingredient** is truth.

当然，与艾特肯不同的是，演员、剧作家和小说家不是真的在欺骗我们，因为规则提前就定好了：来到剧院或打开这本书，你在这里经历的全都是假的。也许这就是为什么我们从一开始就觉得创造艺术是有必要的：因为这是一个谎言不会扩散出去的安全空间，可以转化成对社会有用的东西。既然讲故事是一种普遍的冲动，那么艺术就是提炼和享受这种古怪或有见地的故事的最好方式，但这些不会是故事的全部。艺术"谎言"与普通的谎言和慢性虚谈症患者的"诚实谎言"最主要的不同在于，它们是有意义的且能让作者以外的人与之产生共鸣。说谎的人为了自己的利益而说谎；艺术家则是为了每个人的利益。如果作家们有叙事的冲动，他们强迫自己去寻找有关人类生存状态的真知灼见。马里奥·巴尔加斯·略萨（Mario Vargas Llosa）曾写到，小说"表达了一个奇妙的事实，而这个事实只能伪装成其他东西，遮遮掩掩含蓄地表达"。艺术是一个由隐秘的真实成分组成的谎言。

■ 词汇详解

<div align="center">·A 段·</div>

instructional [ɪnˈstrʌkʃənl] *adj.* 教学的，教育的

survive [səˈvaɪv] *v.* 留存；存活；幸存；继续存在

footage [ˈfʊtɪdʒ] *n.* 连续镜头

dispense [dɪˈspens] *v.* 指导；分配；分给

> 该词在文中是"分别指导或传授"的意思。在短语 dispense sth. to sb. 中，to 后面是指导或传授的对象，to 前面是指导或传授的内容，在本文中传授的是"表演技艺的建议"。在考试中其较为常用的派生词是 dispensable "非必需的，可省去的；不必要"和 indispensable "不可缺少的；绝对必要的；责无旁贷的，不可避开的"。

gnomic [ˈnəʊmɪk] *adj.* 精辟的；深奥的；格言的

craft [krɑːft] *n.* 手艺；船 *v.* 手工制作；精巧地制作

bemused [bɪˈmjuːzd] *adj.* 困惑的；茫然的；不知所措的

recruit [rɪˈkruːt] *v.* 征募，招收

improvise [ˈɪmprəvaɪz] *v.* 即兴创作；临时提供，临时凑成

> 该词在本文中是"即兴表演"的意思，其同义的名词表达是 improvised performance。古代时文人非常喜欢即兴作诗（improvise poem 或 improvised poem），现在很多节目中会有让人即兴唱歌（improvise singing 或 improvised singing）甚至作曲等。

dwarf [dwɔːf] *n.* 侏儒；矮子

fabulous [ˈfæbjələs] *adj.* 极好的；极妙的

<div align="center">·B 段·</div>

albeit [ˌɔːlˈbiːɪt] *conj.* 虽然；即使

spring from 来自，起源于

neurological [ˌnjʊərəˈlɒdʒɪkl] *adj.* 神经学的；神经病学的

psychiatric [ˌsaɪkiˈætrɪk] *adj.* 精神病学的；精神病治疗的

impairment [ɪmˈpeəmənt] *n.* 障碍；某种缺陷

tyranny [ˈtɪrəni] *n.* 暴虐；苛政；专横；专政

sophistication [səˌfɪstɪˈkeɪʃn] *n.* 精明；老练；强词夺理

parallel [ˈpærəlel] *adj.* 平行（的）；极相似的

coincidental [kəʊˌɪnsɪˈdentl] *adj.* 巧合；碰巧；非计划之中

<div align="center">·C 段·</div>

neurologist [njʊəˈrɒlədʒɪst] *n.* 神经病学家；神经科医生

stroke [strəʊk] *n.* 中风；笔画；钟声

retain [rɪ'teɪn] *v.* 保留；保持；持有

coherent [kəʊ'hɪərənt] *adj.* 合乎逻辑的；有条理的

unpredictable [ˌʌnprɪ'dɪktəbl] *adj.* 无法预言的；不可预测的

psychiatry [saɪ'kaɪətri] *n.* 精神病学；精神病治疗法

confabulate [kən'fæbjʊleɪt] *v.* 虚谈；交谈

chronic ['krɒnɪk] *adj.* 慢性的；长期的；习惯性的

> ➤ 该词作"长期的，慢性的"解时，常用来修饰疾病或其他不好的事物。还可作"长期患病的"解，常用作定语。它的同源词如 chronicle，chronology，chronometer 都与时间有关；其反义词为 temporary "暂时的"。

confabulation [kənˌfæbjə'leɪʃn] *n.* 虚构；交谈；闲谈

> ➤ 该词在文中译为"虚谈或虚构"。其基本意思是"交谈"，但在本文中是指病人编造记忆，所以只能是"说虚的东西"的意思。

fabricate ['fæbrɪkeɪt] *v.* 制作；伪造；构成；组成

distort [dɪ'stɔːt] *v.* 曲解；使歪扭

misinterpret [ˌmɪsɪn'tɜːprɪt] *v.* 曲解

deceive [dɪ'siːv] *v.* 欺骗；蒙骗

amnesiac [æm'niːziæk] *n.* 失忆症患者 *adj.* （引起）遗忘（症）的；记忆缺失的

omission [ə'mɪʃn] *n.* 省略；遗漏；疏忽

recollection [ˌrekə'lekʃn] *n.* 回忆；记忆；记忆力；往事

confabulator [kən'fæbjə,letə] *n.* 闲谈者；谈笑者

earnestly ['ɜːnɪstli] *adj.* 认真地；恳切地

absurdly [əb'sɜːdli] *adv.* 愚蠢地；不合理地；荒唐地

implausible [ɪm'plɔːzəbl] *adj.* 似乎不合情理的；不像真实的

surgical ['sɜːdʒɪkl] *adj.* 外科的；外科手术的；（服装）治疗用的

neuropsychologist *n.* 神经心理学家

obscurely [əb'skjʊəli] *adv.* 模糊地

distressed [dɪ'strest] *adj.* 困恼的；痛苦的；仿古做旧的；贫苦的

compulsion [kəm'pʌlʃn] *n.* 冲动；强制；强迫

jam [dʒæm] *n.* 拥挤；卡住（因而发生故障）；果酱

nonsensical [nɒn'sensɪkl] *adj.* 无意义的；荒谬的；愚蠢的

·D 段·

gushing ['gʌʃɪŋ] *adj.* 涌出的；喷出的；进出的

> ➤ 该词的基本意思是"涌出，进出"，常可引申表示"说话滔滔不绝或过分热心"。

gushing是动词gush的现在分词作形容词,文中a gushing river的意思是"喷涌的河流"。

spin [spɪn] v. 旋转;纺纱;吐丝;纺线

strain [streɪn] v. 拉紧;拉伤;用力拉 n. 血统;家族;性格

> 词汇辨析:strain与stress意义相近,但又有所区别。strain"过度紧张"是由stress"压力"产生的结果,而stress是相邻的物体或部分之间的相互作用,由此可导致物体形态或尺寸的改变。strain和sprain都有拉伤的意思,但sprain"扭伤"是指脚踝或手腕瞬间扭伤的结果,而strain是肌肉用力过度或过久所导致的结果。

leash [liːʃ] n. 拴猎狗的皮带 v. 用皮带系住

tether ['teðə(r)] v. 用绳拴住;拘束;束缚 n. (拴牲畜用的)系绳;限度;极限

> 词汇辨析:在文中tether是动词,leash是名词,但两者的意思相近。leash在本文的意思也是"束缚"。它们的近义词有很多,如chain "束缚",strap "皮带",shackle "手铐",restraint "克制",halter "缰绳",fasten "拴紧",tie up "扎绑",bind "捆绑"等。

conceive [kən'siːv] v. 构想;设想;想象;怀孕

bubble up 冒出;冒泡;沸腾

cerebral ['serəbrəl] adj. 大脑的;理智的;智力的

censor ['sensə(r)] n. 检查员;(书籍、电影等的)审查员

·E 段·

libel ['laɪbl] n. 诽谤罪;文字诽谤;诋毁 v. 对……进行诽谤;发表文字诽谤

recount [rɪ'kaʊnt] v. 〈正式〉叙述;重新计票;讲述;描述

taint [teɪnt] v. 玷污;败坏;使变质;使污染

allegedly [ə'ledʒɪdli] adv. 据说;据传;据……声称

hindsight ['haɪndsaɪt] n. 后见之明;(步枪的)照尺;表尺

sheer [ʃɪə(r)] adj. 纯粹的;十足的;全然的

superfluity [,suːpə'fluːəti] n. 过剩;过多;多余物

testimony ['testɪməni] n. 证词;证言;证据;证明

indisputable [ɪndɪ'spjuːtəbl] adj. 不容置疑的;无可争辩的;不容否认的

flair [fleə(r)] n. 天分;天资;眼光;鉴别力

theatrical [θi'ætrɪkl] adj. 戏剧的;演剧的;剧场的;演戏似的

sincerity [sɪn'serəti] n. 诚意;真挚;纯粹

·F 段·

corral [kə'rɑːl] v. 把……赶入畜栏 n. 畜栏

> 该词的意义很简单,本文是比喻义,表示"将……控制在一定范围内"。名词corral

的近义词有 fence "栅栏", cattle pen "牛栏"。

channel into 把……转换成

refine [rɪˈfaɪn] v. 提炼；改善；使高雅

> 该词的基本意思是"提炼，精炼，精制"，指在原基础上向好的方面发展。引申可表示"使变得完善，使变得优雅"。它的近义词有 purify "提纯，净化"，improve "改善" 等。

outlandish [aʊtˈlændɪʃ] adj. 稀奇古怪的；异国风味的

insightful [ˈɪnsaɪtful] adj. 有深刻了解的；富有洞察力的

resonance [ˈrezənəns] n. 共鸣；共振

furtive [ˈfɜːtɪv] adj. 遮遮掩掩的；鬼鬼祟祟的；诡诈的

veiled [veɪld] adj. 蒙着面纱的；隐藏的；掩饰的

> 词汇辨析：furtive 和 veiled 这两个单词在本文中是近义词，都表示不能光明正大的。furtive 本身就是贬义；而 veiled 偏中性词，和前者用在一起时也表达贬义。与它们的意义相近的词有 secret "秘密", stealthy "隐密的", sly "狡猾的", sneaky "鬼祟的", underhanded "不光明的", shifty "诡诈的", surreptitious "暗中进行的", secretive "秘密的", clandestine "秘密的"（常指违法的行为），backstairs "秘密的" 等。

masquerade [mæskəˈreɪd] v. 伪装；假扮；乔装；冒充

> 该词的近义词有 pretend "假装", disguise "掩饰", make-believe "假装", make as if "假装，装作", camouflage "伪装" 等。

ingredient [ɪnˈɡriːdiənt] n. 因素；（烹调的）原料；（构成）要素

> 词汇辨析：下面几个词都可作 "成分，要素" 解，但又有所区别。element 指整体中的任何部分，有时指整体中那些重要、必需或基本的部分。component 指与其他部分组合起来发生电能的某一部分。constituent 通常指整体中必不可少的组成部分，它跟整体融合在一起而丧失了自身的独立性。ingredient 是个比较笼统的词，主要指混合物的成分。factor 指能使或有助于整体产生某种具体和明确的结果或使事物朝某个特定方向运动的因素或要素。

Reading Passage 3. Theory or Practice?—What is the point of research carried out by biz schools?

■ 题目详解

本文探讨了以商业学院为代表的大学所从事的学术研究与学生实际就业所需之间的矛盾，一方面学校及教授们执着于学生们在权威期刊杂志上发表学术论文，另一方面国际高等商学院协会（AACSB International）对此提出质疑，认为这种模式并不能为将来学生实

际就业提供帮助。理解双方所持观点及依据是本文的关键。

Questions 27-29

本部分为单选题。考查考生对细节的理解。在做题时考生需要根据题干的关键词提示回到原文进行定位，以便找出答案，同时也需要注意同义词替换现象。

解答

27. 题干问：原文第2段，国际高等商学院协会建议什么？通过题干提示回原文第2段寻找专有名词"AACSB"出现的地方，该段第1句提到"...announced it would consider changing the way it evaluates research."可帮助排除D选项。接着找到该机构名称第二次出现的位置"The most controversial recommendation in AACSB's draft report...is that the schools should be required to demonstrate the value of their faculties' research not simply by listing its citations in journals, but by demonstrating the impact it has in the professional world."通过这句话可以看出，该机构不仅要求学校通过论文的引用率来考查所做研究的价值，还需要考查这些研究对专业领域的影响力。四个选项中，只有C项谈到"国际高等商学院协会建议评价论文如何影响某个领域"。因此，本题的答案为C。

28. 题干问：为何国际高等商学院协会提出上述建议？根据顺序原则，原文第3段第1句随即提到"AACSB justifies its stance by saying that it wants schools and faculty to play to their strengths, whether they be in pedagogy, in the research of practical applications, or in scholarly endeavor."通过这句话可以看出，国际高等商学院协会这么做是希望学校和教职工能够将他们的专长发挥到极致，与A选项意思一致。因此，本题的答案为A。

29. 题干问：作者为什么提到 Strategy & Leadership 这本杂志？根据题干专有名词"Strategy & Leadership"定位到原文第7段，作者提到了该杂志里的一篇文章说"...research is not designed with managers' needs in mind, nor is it communicated in the journals they read...For the most part it has become a self-referential closed system [irrelevant to] corporate performance."这里"[irrelevant to] corporate performance"与A选项"irrelevant to company performance"为同义替换，是说现有研究不考虑管理者的需求，跟公司工作情况关系不大。因此，本题的答案为A。

Questions 30 and 31

思路

本部分为多选题。根据题干人名"Jeffrey Pfeffer"和"Christina Fong"提示定位到原文第2段。题干中"in line with"的意思是"一致"，也就是说找出与这两位专家观点一致

的选项。细读此段，可以得出如下结论。

·······●**解答**●·······

第 2 段这两个人名之后，随即出现这句话 "...which questioned whether business education in its current guise was sustainable. The study found that traditional modes of academia were not adequately preparing students for the kind of careers they faced in current times." 即两位教授认为当前的商务教育很难可持续发展，传统的学究式模式不足以帮学生准备好应对职业生涯中的问题。五个选项中，B 项说商务教育进展得不够好，D 项说大学毕业生没有为职业发展准备好，两个选项的描述与原文意思基本一致。因此，本题的答案为 BD。

Questions 32-36

·······●**思路**●·······

本部分为是非无题，考查考生对细节的理解。重点解题思路是：审查题干中的概念在原文出处句里的对应情况。全部概念对应则为"是"，一个概念相矛盾则为"非"，一个概念无对应则为"未给出"。

·······●**解答**●·······

32. 题干说：关于学术研究对商务实践是否有用的辩论是最近开始的。根据关键词 "debate" 定位到原文第 2 段开头 "The debate, which first flared during the 1950s, was reignited in August." 通过这句话可以看出，这一讨论实际上从上世纪 50 年代就开始了。因此，本题的答案为 False。

33. 题干说：国际高等商学院协会的报告草案没有得到外部审读。根据题干关键词 "draft report" 定位到原文第 2 段 "The most controversial recommendation in AACSB's draft report (which was sent round to administrators for their comment)." 通过括号中的内容可以看出，其报告征求了管理者们的意见。因此，本题的答案为 False。

34. 题干说：美国商学院每年花费 3.2 亿美元在研究上。根据题干数字 "320 million" 定位到原文第 3 段 "...AACSB points out that business schools in America alone spend more than $320m a year on it. So it seems legitimate to ask for what purpose it is undertaken." 与题干意思一致。因此，本题的答案为 True。

35. 题干说：许多大学追求专业产出。根据题干关键词 "professional outputs" 定位到原文第 4 段 "If a school chose to specialise in professional outputs rather than academic outputs, it could use such a large sum of money and redirect it into more fruitful programs." 这里只是作者提出的一种假设，并没有说到许多大学已经这样做。因此，本题的答案为 Not Given。

36. 题干说：更优秀的论文发表对教授和学生都是有好处的。根据题干关键词 "greater publications" 定位到原文的第 6 段 "Greater funding will attract greater funding, which will in turn be spent on better publications. Students seeking to enter professions out of academia find this cycle frustrating, and often see their professors as being part of the 'Ivory Tower' of academia, operating in a self-contained community that has little influence on the outside world." 细读这句话可以看出，对于不从事研究的学生来说，教授们的研究使他们感到 "frustrating"，并没有受益。因此，本题的答案为 False。

Questions 37-40

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本题为选择搭配题，要求选择相应的内容补全完整的句子。考查考生理解细节的能力。

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37. 题干说：大多数教授支持学术研究是因为什么？在原文的第 5 段，我们可以读到 "For professors, the mantra is often 'publish or perish'. Their careers depend on being seen in the right journals." 通过这句话可以看出，教授们支持学术研究是因为他们的工作依赖于发表文章。因此，本题的答案为 C。

38. 题干说：学校支持做学术研究是因为什么？在原文的第 5 段，我们可以读到 "Research is also about cementing schools'—and professors'—reputations. Schools gain kudos from their faculties' record of publication: which journals publish them, and how often. In some cases, such as with government-funded schools in Britain, it can affect how much money they receive." 通过这句话可以看出，学校一方面要考虑他们的名声或排名，另外一方面要考虑到经费问题。因此，本题的答案为 D。

39. 题干说：我们的社会需要学术研究是因为什么？在原文的第 5 段，我们可以读到 "Our society progresses because we learn how to do things in new ways, a process which depends heavily on research and academics." 通过这句话可以看出，学术研究让我们了解到做事的新方法，从而带来社会进步。因此，本题的答案为 A。

40. 题干说：反对国际高等商学院协会的大学应该改变是因为什么？原文的最后一段的最后一句提到这个问题 "The universities which prepare students for our changing future have little choice but to change with new trends and new standards." 通过这句话可以看出，因为面临未来的新趋势与新标准，不得不做出变化。因此，本题的答案为 B。

参考译文

Theory or Practice?
—What is the point of research carried out by biz schools?
理论还是实践?
——商学院研究的目的何在?

Students go to universities and other academic institutions to prepare for their future. We pay tuition and struggle through classes in the hopes that we can find a **fulfilling** and exciting career. But the choice of your university has a large influence on your future. How can you know which university will prepare you the best for your future? Like other academic institutions, business schools are judged by the quality of the research carried out by their **faculties**. Professors must both teach students and also produce original research in their own field. The quality of this research is **assessed** by academic publications. At the same time, universities have another responsibility to **equip** their students for the real world, however that is defined. Most students learning from professors will not go into academics themselves—so how do academics best prepare them for their future careers, whatever that may be? Whether academic research actually produces anything that is useful to the practice of business, or even whether it is its job to do so, are questions that can provoke **vigorous** arguments on campus.

学生们去大学和其他学术机构学习, 为自己的将来做好准备。怀揣着找到一份令人满意且让人兴奋的职业这一希望, 我们支付了学费并努力学习各门课程。但是你选择的大学对你的未来有很大的影响。你如何知道哪所大学会为你的未来做最好的准备呢? 与其他学术机构一样, 商学院的优劣也是以教职工们进行的研究质量为标准的。教授们既要教授学生, 也要在自己的领域中进行原创性的研究。这种研究的质量高低要看发表学术论文质量的高低。同时, 大学的另一个职责是帮助学生做好应对现实世界的准备, 不管是哪方面的准备。大多数学生虽然跟着教授学习, 但是他们却不会步入学术领域——那么, 学生们未来的职业生涯各有不同, 这些学术研究如何为这些学生们的未来职业生涯铺就坦途? 这些学术研究是否真的能得出有利于商业实践的结果, 甚至这是否是学术研究的目的, 这些问题在校园里引发了激烈的争论。

The debate, which first **flared** during the 1950s, was **reignited** in August, when AACSB International, the most widely recognised global **accrediting** agency for business schools, announced it would consider changing the way it evaluates research. The news followed rather **damning** criticism in 2002 from Jeffrey Pfeffer, a Stanford professor, and Christina Fong of Washington University, which questioned whether business education in its current **guise** was **sustainable**. The study found that traditional modes of **academia** were not adequately preparing students

for the kind of careers they faced in current times. The most controversial recommendation in AACSB's draft report (which was sent round to administrators for their comment) is that the schools should be required to demonstrate the value of their faculties' research not simply by listing its **citations** in journals, but by demonstrating the impact it has in the professional world. New **qualifiers**, such as average incomes, student placement in top firms and business **collaborations** would now be considered just as important as academic **publications**.

上世纪 50 年代，当国际上广泛认可的商业学校认证机构国际高等商学院协会（AACSB International）宣布它将考虑改变学术研究的评价方式时，关于这些问题的首次辩论便于 8 月份爆发了。这一消息在 2002 年受到斯坦福大学教授杰弗里·普费弗（Jeffrey Pfeffer）和华盛顿大学克里斯蒂娜·方（Christina Fong）的强烈批评，他们在该批评中质疑目前幌子下的商业教育是否可持续。研究发现，学术界的传统模式不足以帮助学生们从容应对当前面临的各种职业。国际高等商学院协会的报告草案（被送至所有管理者案头征询他们的意见）中最具争议的建议是，应该要求学校证明其所做研究的价值，并非只是简单地列出期刊论文被引用的次数，而是证明它在专业领域的影响力。新的评价标准，如平均收入，顶级企业和商务合作中的毕业生数量等将会与学术论文发表数量一样重要。

AACSB **justifies** its **stance** by saying that it wants schools and faculty to play to their strengths, whether they be in **pedagogy**, in the research of practical applications, or in scholarly endeavor. Traditionally, universities operate in a **pyramid** structure. Everyone enters and stays in an attempt to be successful in their academic field. A psychology professor must publish competitive research in the top **neuroscience** journals. A Cultural Studies professor must send graduate students on new field research expeditions to be taken seriously. This research is the core of a university's output. And research of any kind is expensive—AACSB points out that business schools in America alone spend more than $320m a year on it. So it seems **legitimate** to ask for what purpose it is undertaken.

国际高等商学院协会在证明其立场时说，它希望学校和老师们尽最大的努力，无论是在教学上，在实际应用的研究上，还是在学术研究上。从传统上来说，大学是一个金字塔结构。每个人都进入大学并千方百计地想要在各自的学术领域取得成功。一位心理学教授必须在顶级神经科学期刊上发表有竞争力的研究成果。文化研究方面的教授必须为学生找到全新的研究领域才有希望让学生得到重视。这类研究是一所大学产出的核心。而且任何一种研究都所费不菲——国际高等商学院协会指出，在美国仅商业这一类学校一年的花费就超过了 3.2 亿美元。因此，要求学校说明研究目的似乎也就理所当然了。

If a school chose to specialise in professional outputs rather than academic outputs, it could use such a large sum of money and **redirect** it into more **fruitful** programs. For example, if a

business school wanted a larger presence of employees at top financial firms, this money may be better spent on a career centre which focuses on building the skills of students, rather than paying for more high-level research to be done through the effort of faculty. A change in evaluation could also open the door to inviting more professionals from different fields to teach as **adjuncts**. Students could take **accredited** courses from people who are currently working in their dream field. The AACSB insists that universities answer the question as to why research is the most critical component of traditional education.

如果一个学校选择专攻专业产出，而非学术产出，那么就可以将这么大的一笔钱投入到成果更丰硕的项目中去。例如，如果一所商学院想要培养出更多能进入顶级金融企业的学生，与支付教师们高层次研究的费用相比，这笔钱花在专注于培养学生技能的职业中心去会更好。评价方式的改变使得邀请不同领域的专业人士联合培养学生成为可能。学生们能学习目前在他们梦想领域工作的人讲授的高质量课程。国际高等商学院协会坚持认为，大学需要回答"为什么学术研究是传统教育中最关键的部分"这一问题。

On one level, the question is simple to answer. Research in business schools, as anywhere else, is about expanding the boundaries of knowledge; it **thrives** on answering unasked questions. Surely this pursuit of knowledge is still important to the university system. Our society progresses because we learn how to do things in new ways, a process which depends heavily on research and academics. But one cannot ignore the other obvious practical uses of research publications. Research is also about **cementing** schools'—and professors'—reputations. Schools gain **kudos** from their faculties' record of publication: which journals publish them, and how often. In some cases, such as with government-funded schools in Britain, it can affect how much money they receive. For professors, the **mantra** is often "publish or perish". Their careers depend on being seen in the right journals.

从某个层面上来说，这个问题很容易回答。商学院的学术研究，与其他机构一样，是为了拓展知识的范围；它主要回答以前从未问过的问题。当然这种对知识的追求对大学制度也很重要。我们的社会之所以进步是因为我们学会了用新的方式做事，这一过程在很大程度上取决于研究和学术活动。但我们不能忽视研究成果的其他明显且实际的用途。研究的作用还在于巩固学校和教授的声誉。学校从其教师研究成果记录中获得荣誉奖赏：发表于哪个期刊，多久发一篇。在某些情况下，如对英国政府资助的学校，它可以影响到学校收到款项的多少。教师们的紧箍咒往往是"要么发表成果，要么淘汰出局"。他们的职业发展是否良好取决于在合适的期刊上出现的次数。

But at a certain point, one has to wonder whether this research is being done for the benefit of the university or for the students the university aims to teach. Greater publications will attract

greater funding, which will in turn be spent on better publications. Students seeking to enter professions out of academia find this cycle **frustrating**, and often see their professors as being part of the "Ivory Tower" of academia, operating in a **self-contained** community that has little influence on the outside world.

但某些时候，人们不得不考虑，进行这项研究是为了大学本身，还是为了大学所培养的学生。发表的研究成果越多，能吸引来的资金就越多，而这些资金反过来用于资助学术研究以便发表更多学术成果。那些离开学术界想要进入职业领域的学生们发现了这个令人沮丧的怪圈，并经常把他们的教授们当作是学术界"象牙塔"的一部分，经营着一个只有同类群体存在的社会，他们的行为对外界几乎没有什么影响。

The research is almost universally unread by real-world managers. Part of the trouble is that the journals labour under a similar ethos. They publish more than 20,000 articles each year. Most of the research is highly **quantitative, hypothesis-driven** and **esoteric**. As a result, it is almost universally unread by real-world managers. Much of the research criticises other published research. A paper in a 2006 issue of *Strategy & Leadership* commented that "research is not designed with managers' needs in mind, nor is it communicated in the journals they read...For the most part it has become a **self-referential** closed system [irrelevant to] corporate performance." The AACSB demands that this **segregation** must change for the future of higher education. If students must invest thousands of dollars for an education as part of their career path, the academics which serve the students should be more fully incorporated into the professional world. This means that universities must focus on other strengths outside of research, such as professional networks, technology skills, and connections with top business firms around the world. Though many universities **resisted** the report, today's world continues to change. The universities which prepare students for our changing future have little choice but to change with new trends and new standards.

现实世界的管理者几乎没人读过这类研究。原因之一是学术期刊的经营理念都是相同的。他们每年出版超过20000篇文章。大多数研究都是高度定量的、假设驱动的且深奥的。因此，现实世界的管理者几乎没人读过。大部分研究都批评其他发表过的研究。《战略与领导》(*Strategy & Leadership*)期刊2006期的一篇论文评论说："研究设计的时候并不考虑管理者的需要，也不参考读过的期刊文献……学术研究在很大程度上已经成为了一个自足的封闭系统，与企业工作情况无关。"国际高等商学院协会要求未来的高等教育必须改变这种与世隔绝的局面。如果学生必须花费数千美元，获得职业过程中不可或缺的教育经历，那么为学生服务的学术教育就应当全面与职业领域接轨。这意味着，大学必须专注于建设研究以外的优势，如专业的网络，技术技能，与世界顶级商业公司之间的的联系等。尽管许多大学抗拒这份报告，但现今的世界仍然在改变。那些以帮助学生应

对千变万化的未来为职能的大学，除了随着新趋势和新标准的变化而变化外别无选择。

■ 词汇详解

·第 1 段·

fulfilling [fʊlˈfilɪŋ] *adj.* 令人满意的，使人满足的

faculty [ˈfæklti] *n.* 全体教职员；能力；才能

> 该词在文中意为"全体教师"。该词作"全体教职员，全体从业人员"解时是可数集合名词，有单复数形式；当其单数形式作主语时，其谓语动词可为单数，也可为复数。

assess [əˈses] *v.* 评估，估算

equip [ɪˈkwɪp] *v.* 使有所准备；使有能力

vigorous [ˈvɪɡərəs] *adj.* 激烈的；精力充沛的；朝气蓬勃的

> **词汇辨析**：英语中数个形容词均有"积极的，活跃的"之意。active 指有活动能力，强调与消极或休止相反的积极活动状态。energetic 指精力充沛、奋力从事某事业。vigorous 指不仅表现积极、有朝气，且精力和活力十分旺盛。brisk 指动作敏捷、充满活力、轻快活泼地从事某项工作或活动。lively 侧重指轻快、机智、有朝气。

·第 2 段·

flare [fleə(r)] *v.* 加剧；（短暂）烧旺；（摇曳着）燃烧；（火光）闪耀

> 该词在文中是指"讨论爆发或变得激烈"。其基本意思是指"在黑暗中或从将要熄灭的火中突然发出一股火焰"。引申可指"人突然发怒"。该词的现在分词 flaring 可作形容词。

reignite [ˌriːɪɡˈnaɪt] *v.* 重新激起；再点火；再点燃

> 该词在文中是抽象用法，前面说到讨论 flared，再次引起讨论就是 reignite。**词汇辨析**：不少词的意思都与"燃烧"有关。其区别是：fire 多用于口语中，表示迅速燃烧起来，并产生通红的颜色；light 是普通用语，指发光或发热；kindle 指需较长时间或事先要做一定准备方能点燃。ignite 多用于科技方面，指来势凶猛的燃烧，或与易燃物接触后所引起的燃烧；inflame 则多用于文学作品中，指激起强烈的感情。

accredit [əˈkredɪt] *v.* 认可；委托；授权

> 该词在文中是指"评审或认证机构"，用该词的现在分词形式作形容词修饰名词 agency。另外，常见的一对形容词 creditable、incredible 与 accredit 是同根词。

damning [ˈdæmɪŋ] *adj.* 谴责的；诅咒的；可以定罪的

guise [ɡaɪz] *n.* 伪装；〈古〉装束，外衣；形象，化身；借口 *v.* 使化装；伪装

> 该词的基本意思是"装束"，可指正常的装束，也指伪装的装束，后来多用于表示后者。

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伪装过的人就叫 guisard。disguise 与 guise 意义相近：词根 dis- 是"不，非，使相反"的意思，和 guise（装束）构成的 disguise 原指"改变装束或外表，不一样的打扮"，后词义贬义化。在本文中 guise 是名词，in its current guise 的意思是"在目前的伪装下"。

sustainable [sə'steɪnəbl] *adj.* 可持续的；（对自然资源和能源的利用）不破坏生态平衡的

academia [ˌækə'di:miə] *n.* 学术界；学术环境

➤ 该词和 academic "学术的"是由同一个词根派生而来，后者经常用到。

citation [saɪ'teɪʃn] *n.* 引文；引用；引证；表扬

qualifier ['kwɒlɪfaɪə(r)] *n.* 预选赛；（击败对手可进入某竞赛的）合格者；资格赛；外围赛

collaboration [kəˌlæbə'reɪʃn] *n.* 合作；协作

➤ 该词为 collaborate 的名词形式。词汇辨析：collaborate 和 cooperate 这两个动词均含"合作"之意。但 collaborate 多指文化领域中，文艺、科学等方面有明确目的的合作，而 cooperate 指为相互支持或行动而进行的合作或协作，强调通力合作。

publication [ˌpʌblɪ'keɪʃ(ə)n] *n.* 出版物；发表；公布；发行

· 第 3 段 ·

justify ['dʒʌstɪfaɪ] *v.* 证明……正确（或正当、有理）；对……作出解释；为……辩解（或辩护）

stance [stæns] *n.* 态度；立场；站姿

pedagogy ['pedəgɒdʒi] *n.* 教育学，教学法

pyramid ['pɪrəmɪd] *adj.* 锥体；（古埃及的）金字塔；棱锥体；金字塔形的物体（或一堆东西）

neuroscience *n.* 神经科学

legitimate [lɪ'dʒɪtɪmət] *adj.* 合法的；合理的；正规的

· 第 4 段 ·

redirect [ri:də'rekt] *v.* （以新的方式或目的）重新使用；改寄；改变投递方向

fruitful ['fru:tfl] *adj.* 成果丰硕的；富有成效的；富饶的；丰产的

adjunct ['ædʒʌŋkt] *n.* 附件；助手 *adj.* 附属的

➤ 该词在本文中是指"附加课程"。它的形容词是 adjunctive，名词是 adjunction。

accredit [ə'kredɪt] *v.* 把……归于；认为（某事为某人所说、所做）；委任；正式认可

· 第 5 段 ·

thrive [θraɪv] *v.* 茁壮成长；兴盛，兴隆；长得健壮

➤ 该词在文中表示"在回答新问题方面很兴盛"。其基本意思是"兴盛，兴隆"，多用来指生意红火或维持着一种红火的状态。引申可指"长得健壮"。它的现在分词可以

用作形容词，表示"兴旺的"。**词汇辨析**：thrive，flourish 和 prosper 都有"旺盛"的意思。其区别是：flourish 和 thrive 都可指生物发育好，flourish 用以指植物，强调枝叶茂密或花果累累，thrive 既可指植物，也可指动物和人。flourish，thrive 和 prosper 均可引申表示在某方面兴旺发达，prosper 强调在经济上兴旺发达；flourish 和 thrive 强调在某事业上如文化、艺术、科学、体育或某行业上兴旺发达。表示经济繁荣时，三者可互换。

cement [sɪ'ment] *v.* 巩固；粘牢；（用水泥、胶等）粘结；在……上抹水泥

mantra ['mæntrə] *n.* 曼怛罗（某些宗教的念咒）；咒语

·第6段·

frustrating [frʌ'streɪtɪŋ] *adj.* 令人懊恼的；令人沮丧的

self-contained *adj.* （指人）独立的；（指事物）自给的；独门独户的；设施齐全的

·第7段·

quantitative ['kwɒntɪtətɪv] *adj.* 数量的；量化的；定量的

hypothesis-driven 假设驱动

➤ 现代科学研究很多都是根据现象提出一个假说，然后再去验证这一假说的真实性，本文中的 hypothesis-driven 就是指科学研究这一特点。

esoteric [ˌesə'terɪk] *adj.* 只有内行才懂的；难领略的

self-referential *adj.* 自指的（即指向同一文学作品，或涉及作者或作者的其他作品）

segregation [segrɪ'geɪʃn] *n.* 隔离；[化] 分离

resist [rɪ'zɪst] *v.* 抵制；抵抗；抵挡；反抗

Test 3

Reading Passage 1. Radiocarbon Dating—The Profile of Nancy Athfield

■■ 题目详解

本文讲述了一名运用放射性碳年代测定法（radiocarbon dating）研究柬埔寨历史遗迹的著名学者南希·阿什菲尔德（Nancy Athfield）的生平事迹与主要贡献。

Questions 1-7

⸺⸺ (思路) ⸺⸺

本部分为是非无题，考查考生对细节的理解。重点解题思路是：审查题干中的概念在原文出处句里的对应情况。全部概念对应则为"是"，一个概念相矛盾则为"非"，一个概念无对应则为"未给出"。

⸺⸺ (解答) ⸺⸺

1. 题干说：南希·阿什菲尔德是第一个发现柬埔寨历史遗迹的人。根据题干人名"Nancy Athfield"和关键信息 "the ancient remains in Cambodia" 定位到原文第 1 段 "Athfield studied the ancient remains found in the country of Cambodia"，随后 "Many prehistoric remains were discovered by the local people of Cambodia" 这句话清楚地说明了是当地人发现了遗迹。因此，本题的答案为 False。

2. 题干说：柬埔寨的历史遗迹保存完好。根据顺序原则定位到原文第 1 段 "The remains had never been scientifically studied"（这些遗迹从未被科学地研究过），并没有提到遗迹的现状如何。因此，本题的答案为 Not Given。

3. 题干说：南希放下固定工作去柬埔寨研究遗迹。原文第 1 段最后一句只说到她对此项研究工作非常感兴趣，并没有说她是否离开现有工作。因此，本题的答案为 Not Given。

4. 题干说：柬埔寨政府要求南希去利用放射性碳研究遗迹。根据上一题，知道南希本身对用放射性碳研究遗迹很着迷，加上原文第 2 段第 1 句 "Athfield had this unique opportunity because her team, comprised of scientists and filmmakers, were in Cambodia working on a documentary." 她所在的团队要在柬埔寨拍摄纪录片，趁此机会才开始研究的，并不是因为政府。因此，本题的答案为 False。

5. 题干说：纪录片制作者试图求证吴哥是如何得以重建的。根据顺序原则定位到原文第 2 段第 2 句 "The team was trying to discover evidence to prove a controversial claim in history: that Cambodia was the resting place for the famous royal family of Angkor." 这句话清楚地说明了他们是想证实该地是否为吴哥皇室的长眠之地。因此，本题的答案为 False。

6. 题干说：南希最初怀疑皇室家族是否隐藏在柬埔寨。文章第 2 段主要说明南希所在的团队试图证实"柬埔寨是著名的吴哥皇室的安息之地"这一争议性谜题，并没有提及题干所述信息。因此，本题的答案为 Not Given。

7. 题干说：南希证实了遗迹不可能属于吴哥皇室家族。根据顺序原则定位到原文第 3 段第 2 句 "Nancy found the history of Angkor went back to as early as 1620. According to historic records, the remains of the Angkor royal family were much younger than that, so this evidence cast a lot of doubt as to the status of the ancient remains." 南希发现吴哥城的历史可追溯至 1620 年，但根据历史记载，吴哥皇室的遗迹远没有此古老。这一点说明这些遗迹应当不属于吴哥皇室。因此，本题的答案为 True。

Questions 8-13

思路

本部分为流程图填空题，要求空白处仅填写一个单词。主要考查了南希·阿什菲尔德的职业生涯，做题遵循顺序原则。文章从第 4 段开始回顾南希的职业生涯，所以重点阅读该段之后的信息。填空题通常需要信息转换，要求考生通过题干关键词或信息回原文中定位，并进行同义替换，答案迎刃而解。

解答

8. 题目问：在十几岁时，南希并没有指望干什么？扫读原文第 4 段，谈到南希的教育，她本来没有期望能够上大学，而是听取了朋友的建议才去的。其实根据题干关键词 "attend" 提示，也大概可以猜出答案为 university。

9. 题目问：南希博士论文的研究对象是什么？根据题干关键词 "PhD" 很容易定位到原文第 5 段 "She earned her PhD in scientific research, and completed her studies on a kind of rat when it first appeared in New Zealand." 因此，本题的答案为 rat。

10. 题目问：南希发现研究对象的哪一点导致了早期研究的失误？继续扫读原文第 5 段，发现题干一部分在文中原句重现，而且题干 "account for" 与原文 "lead to" 为同义替换。因此，本题的答案为 diet。

11. 题目问：南希在 2003 年回到柬埔寨之前的职业是什么？根据题干时间词 "2003" 定位到原文最后一段，但题干问的是 "2003年回到柬埔寨之前"，扫读上一段落，发现这句 "Athfield eventually joined the field of Anthropology, the study of human societies, and became a well-qualified archaeologist." 因此，本题的答案为 archaeologist。

12. 题目问：回到柬埔寨后，南希的研究面临什么样的缺乏？根据题干 "回到柬埔寨之后"，在最后一段搜索答案句，发现 "Her research was often delayed by lack of funding, and government paperwork." 题干 "lack of" 在原文重现。因此，本题的答案为 funding。

13. 题目问：南希利用放射性碳年代检测法，为柬埔寨发现的这些遗迹编纂了什么？原文最后一段 "Using radiocarbon dating, Athfield completed a database for the materials found in Cambodia." 注意这里 "completed" 与题干 "compiled" 为同义替换。因此，本题的答案为 database。

■ 参考译文

Radiocarbon Dating
The Profile of Nancy Athfield

放射性碳年代测定法
南希·阿什菲尔德的简介

Have you ever picked up a small stone off the ground and wondered how old it was? Chances are, that stone has been around many more years than your own lifetime. Many scientists share this curiosity about the age of **inanimate** objects like rocks, fossils and precious stones. Knowing how old an object is can provide valuable information about our **prehistoric** past. In most societies, human beings have **kept track of** history through writing. However, scientists are still curious about the world before writing, or even the world before humans. Studying the age of objects is our best way to **piece** together histories of our pre-historic past. One such method of finding the age of an object is called radiocarbon dating. This method can find the age of any object based on the kind of **particles** and **atoms** that are found inside of the object. Depending on what elements the object is **composed** of, radiocarbon can be a reliable way to find an object's age. One famous **specialist** in this method is the researcher Nancy Athfield. Athfield studied the ancient **remains** found in the country of Cambodia. Many prehistoric remains were discovered by the local people of Cambodia. These objects were thought to belong to

some of the original groups of humans that first came to the country of Cambodia. The remains had never been scientifically studied, so Nancy was greatly **intrigued** by the opportunity to use modern methods to discover the true age of these ancient objects.

你曾经有捡到过一块小石头并想知道它存在了多少年吗？很有可能那块石头的年龄比你还要大。许多科学家都有这样的好奇心，想知道无生命的物体如岩石、化石和宝石距今的年数。知道一个物体的年份可以为我们了解史前历史提供有价值的信息。在大多数社会中，人类用文字来记录历史的轨迹。然而，科学家们仍然对有文字记录之前甚至是有人类之前的世界十分好奇。研究无生命物体的年代是我们拼凑史前历史的最好方法。放射性碳年代测定法就是这样一种鉴定物体年份的方法。这种方法可以根据物体内部存在的粒子和原子的种类判定任何物体存在的年代。放射性碳是一种鉴定物体年份的可靠方法，因为它是基于物体的组成成分来判断年份的。研究者南希·阿什菲尔德是这方面的著名专家，她研究了在柬埔寨发现的古代遗迹。许多史前遗迹是柬埔寨当地人发现的。人们认为这些遗物属于最初那部分来到柬埔寨的原始人类。这些遗迹从未被科学地研究过，所以南希就对能有机会用现代方法鉴定这些古迹的年代这一工作着迷了。

Athfield had this unique opportunity because her team, **comprised** of scientists and filmmakers, were in Cambodia working on a **documentary**. The team was trying to discover evidence to prove a controversial claim in history: that Cambodia was the resting place for the famous royal family of Angkor. At that time, written records and historic accounts **conflicted** on the true resting place. Many people across the world disagreed over where the final resting place was. For the first time, Athfield and her team had a chance to use radiocarbon dating to find new evidence. They had a chance to solve the historic mystery that many had been arguing over for years.

阿什菲尔德之所以能有这千载难逢的机会，是因为她所在的由科学家和电影制作人组成的团队当时正在柬埔寨制作纪录片。这一团队当时正试图找出证据来证明历史上的一个有争议的说法：柬埔寨是著名的吴哥（Angkor）皇室的安息之地。当时，书面记录和历史记录中关于吴哥皇室真正安息之地的描述互相矛盾。世界各地的许多人对于哪里是吴哥皇室最后的埋骨之地意见不一。阿什菲尔德和她的团队第一次有机会使用放射性碳年代测定法（检测这些出土物品的年代），并期待能发现新证据。他们有机会解决多年来争论不休的历史性谜题。

Athfield and her team **conducted** radiocarbon dating of many of the ancient objects found in the historic site of Angkor Wat. Nancy found the history of Angkor **went back to** as early as 1620. According to historic records, the remains of the Angkor royal family were much younger than that, so this evidence cast a lot of doubt as to the status of the ancient remains. The research ulti-

mately raised more questions. If the remains were not of the royal family, then whose remains were being kept in the ancient site? Athfield's team left Cambodia with more questions unanswered. Since Athfield's team studied the remains, new remains have been **unearthed** at the ancient site of Angkor Wat, so it is possible that these new remains could be the true remains of the royal family. Nancy wished to come back to continue her research one day.

阿什菲尔德和她的团队进行了放射性碳年代检测，对象就是在吴哥窟（Angkor Wat）历史遗迹中发现的许多古物。南希发现吴哥城的历史可以追溯至1620年。根据历史记载，吴哥皇家的遗迹却远没有这个古老，因此，这一证据使得人们对这一古遗迹的重要地位产生了很大怀疑。这项研究最终提出了更多的问题。如果遗物不是吴哥皇室的，那么这个古遗址中埋葬的是谁的遗物？阿什菲尔德的团队带着更多的未解之谜离开了柬埔寨。自从阿什菲尔德的团队研究了遗迹之后，吴哥窟遗址挖掘出了新的文物，很有可能这些新文物是吴哥王室真正的遗物。南希希望有一天能回来继续她的研究。

In her early years, the career of Athfield was very **unconventional**. She didn't start her career as a scientist. At the beginning, she would take any kind of job to pay her bills. Most of them were low-paying jobs or brief community service opportunities. She worked often but didn't know what path she would ultimately take. But eventually, her friend suggested that Athfield invest in getting a degree. The friend recommended that Athfield attend a nearby university. Though doubtful of her own **qualifications**, she applied and was eventually accepted by the school. It was there that she met Willard Libby, the inventor of radiocarbon dating. She took his class and soon had the opportunity to complete hands-on research. She soon realised that science was her passion. After graduation, she quickly found a job in a research institution.

早年，阿什菲尔德的职业生涯不走寻常路。她的职业生涯并没有以科学家起步。为了还债，她步入社会之初什么工作都做。这些工作中的大多数都工资不高或只是短期社区服务工作。她经常换工作，也不知道自己最终会走什么样的路。但最终，她的朋友建议她先获得一个学位。她的这位朋友建议阿什菲尔德在附近的一所大学就学。虽然她怀疑自己是否有入学资格，但她还是递交了申请并最终被学校录取。就是在那里，她遇到了放射性碳年代测定法的发明者威拉德·利比（Willard Libby）。她选了他的课跟着他学习，很快就有了完成实践研究的机会。她很快意识到，科学就是她想为之奉献一生的事业。毕业后，她很快就在一个研究机构找到了工作。

After college, Athfield's career in science **blossomed**. She eventually married, and her husband landed a job at the **prestigious** organisation GNN. Athfield joined her husband in the same organisation, and she became a lab manager in the institution. She earned her PhD in scientific research, and completed her studies on a kind of rat in New Zealand. There, she created **original**

research and found many flaws in the methods being used in New Zealand laboratories. Her research showed that the subject's diet led to the fault in the earlier research. She was seen as an expert by her **peers** in New Zealand, and her opinion and **expertise** were widely respected. She had come a long way from her old days of working **odd jobs**. It seemed that Athfield's career was finally **taking off**.

大学毕业后，阿什菲尔德的科学事业蓬勃发展。她终于结婚了，她的丈夫在一个大名鼎鼎的 GNN 机构找到了工作。阿什菲尔德也进入了她丈夫的单位，成了那个机构的实验室管理员。她获得了科研博士学位，并在新西兰完成了一系列关于某种老鼠的研究。在那里，她完成了原创性的研究，并发现新西兰的实验操作方法存在许多缺陷。她的研究显示研究对象的饮食导致了前期研究的失误。新西兰的同行都把她视为专家，她的意见和专业知识备受重视。她早已不再像从前一样以打零工为生。从这时开始，阿什菲尔德的职业生涯终于扬帆起航了。

But Athfield's interest in scientific laboratories wasn't her only interest. She didn't settle down in New Zealand. Instead, she expanded her areas of expertise. Athfield eventually joined the field of **Anthropology**, the study of human societies, and became a **well-qualified archaeologist**. It was during her blossoming career as an archaeologist that Athfield became involved with the famous Cambodia project. Even as the filmmakers **ran out of** funding and left Cambodia, Athfield continued to stay and continued her research.

但进行科学实验并不是她唯一的兴趣。她没有在新西兰安顿下来。相反，她扩展到了专业领域。最终，她进入了人类学领域，开始研究人类社会，并成为了一名合格的考古学家。也就是在她的考古事业蒸蒸日上之时，阿什菲尔德参加了著名的柬埔寨考古项目。虽然该项目的制片人因资金用尽离开了柬埔寨，阿什菲尔德却依然留了下来继续她的研究。

In 2003, the film was finished in uncertain conclusions, but Nancy continued her research on the ancient **ruins** of Angkor Wat. This research was not always easy. Her research was often delayed by lack of funding, and government paperwork. Despite her struggles, she **committed to** finishing her research. Finally, she **made a breakthrough**. Using radiocarbon dating, Athfield completed a database for the materials found in Cambodia. As a newcomer to Cambodia, she lacked a complete knowledge of Cambodian **geology**, which made this **feat** even more difficult. Through steady determination and **ingenuity**, Athfield finally completed the database. Though many did not believe she could finish, her research now remains an **influential** and **tremendous** contribution to **geological** sciences in Cambodia. In the future, radiocarbon dating continues to be a valuable research skill. Athfield will be remembered as one of the first to bring this scientific method to the study of the ancient ruins of Angkor Wat.

2003 年南希参与制作的这部电影完成了，对吴哥王室的遗址问题给出了不确定的结论，但南希却继续研究吴哥窟的古老遗迹。这项研究并不是一帆风顺的。经常会因为缺乏资金和政府手续而中断。尽管很艰难，她还是决心完成这项研究，并最终取得了突破性的进展。使用放射性碳年代检测法，阿什菲尔德为在柬埔寨发现的材料建立了数据库。作为一个柬埔寨的外来人员，对其地质知识缺乏全面的了解，这使得她建立数据库这一壮举难上加难。但由于决心坚定、智力卓绝，阿什菲尔德终于完成了数据库建设。虽然许多人不相信她可以完成，但事实是直到如今她的研究成果仍对柬埔寨地质科学的研究影响巨大。放射性碳年份鉴定法在未来仍然是一个有价值的研究方法。阿什菲尔德也会作为把这一研究方法应用于吴哥窟遗迹的第一人而名垂青史。

■ 词汇详解

·第1段·

inanimate [ɪn'ænɪmət] *adj.* 无生命的；单调的；无精打采的

> 文中该词意为"无生命的"。词汇搭配：animated film "动画片，美术片"；animated cartoon "卡通片"；animated caption "特技字幕"；animated market "活跃的市场"。

prehistoric [,pri:hɪ'stɒrɪk] *adj.* 史前的，有文字记载以前的；远古的

keep track of 记录；追踪；与……保持联系

> 本文与历史遗迹有关，常会用到"追溯到"这个表达，其对应的英文短语有 date from, date back to 和 go back to。

piece [pi:s] *v.* 连接；修补 *n.* 块，片，段；部分

> 该词经常用作名词，基本意为"片，块，段，件"。作此解时，可大可小，可以是不完整的碎片，也可以指一件独立完整的东西。它还可以用作动词，意思是"把各小块或碎片凑在一块或连在一起，形成另一个完整的东西"，引申可表示"修补；补缀"。在本文中该词就是用作动词，意为"用零碎的信息拼凑完整历史"。

particle ['pɑːtɪkl] *n.* 粒子

atom ['ætəm] *n.* 原子

compose [kəm'pəʊz] *v.* 组成，构成；创作；为……谱曲；使安定

> 文中 be composed of 表示"由……组成"。

specialist ['speʃəlɪst] *n.* 专家；专科医生；行家

> 该词是由形容词 special 加上名词词尾 -ist（从事某一工作的人）构成，表示"某行业特殊的人"，引申为"专家；行家"。

remain [rɪ'meɪn] *n.* 遗迹；残余 *v.* 保持；依然；留下

intrigue [ɪn'triːg] *v.* 使着迷，激起……的兴趣；引起……的好奇心；要阴谋 *n.* 密谋，阴谋

> 该词意思偏贬义，但有一个意义是中性的，也就是文中用到的意思："使着迷"，"激起……的好奇心"。该词和 interest 的用法类似，用于 be intrigued by 短语中；它的意义也与 interest 类似，只是相比 interest "感兴趣"，intrigue 所表达的程度更深一层，达到 "着迷" 的程度。它和 interest 都可以用动词的 ing 形式作形容词。

·第2段·

comprise [kəm'praɪz] v. 由……组成，由……构成；包含，包括

> **词汇辨析**：compose、comprise、consist、constitute 均含 "组成，构成" 之意，但又有所区别。compose 为正式用词，多用被动态，指将两个或两个以上的人或物放到一起形成一个整体。comprise 为正式用词，指整体是由几个独立的部分所组成。consist 与 of 连用，指一个整体由几个部分组成，或由某些材料构成。constitute 为正式用词，指由某些部分组成一个整体或构成某物的基本成分。在句中，主语表事物的组成部分，宾语表示事物的整体。

documentary [ˌdɒkju'mentri] n. 纪录片 adj. 纪实的；有文件记录的

conflict ['kɒnflɪkt] v. 冲突，矛盾；抵触；争斗 n. 矛盾；冲突；战斗；相互干扰

> 文中该词用作动词，表示 "相冲突，不一致" 的意思。它与 disagree 的意义相近，但是 disagree 多指人与人之间的观点不一致，而较少用来表示事物与事物之间的不一致。文中作者想表达的是文字记录与事实不一致，因此用 conflict 来表示。

·第3段·

conduct [kən'dʌkt] v. 进行；表现 n. 举止；实施办法

go back to 追溯到；返回到

unearth [ʌn'ɜːθ] v. 发掘；揭露

> 该词前缀 un- 表示 "相反"，earth 用作动词是 "盖（土）；使进洞穴等" 的意思。因此 unearth 就是指相反的过程，也就是 "发掘；从洞中出来"。

·第4段·

unconventional [ˌʌnkən'venʃənl] adj. 非常规的；不依惯例的

qualification [ˌkwɒlɪfɪ'keɪʃn] n. 资格；资历；限定条件

·第5段·

blossom ['blɒsəm] v. 繁荣，兴旺；（植物）开花 n. 花；开花时期；兴旺时期

> 该词的基本意思是 "开花"，指植物达到了开花的状态特别指开始要结果的状态。在本文中使用的是 blossom 的比喻义 "繁荣"，表示南希的事业起步时的兴旺状态，译为 "蓬勃发展"。

prestigious [pre'stɪdʒəs] *adj.* 受尊敬的，有声望的

> prestige 一词的本意是指高超的魔术师所创造出的令人匪夷所思、叹为观止的幻觉，这种幻觉能使观众如痴如醉，从而对观众产生巨大的影响力，对魔术师五体投地、敬若神明。

original research 原创性研究

peer [pɪə(r)] *n.* 同行，同伴；贵族 *v.* 凝视；隐退 *adj.* 贵族的；（年龄、地位等）同等的

expertise [,ekspɜː'tiːz] *n.* 专门知识或技能；专家评价，鉴定

> 该词是 expert 加上后缀 -ise。ex- 是"向外，出"的意思，词根 -pert- 是"试验，尝试"的意思，所以 expert 就是"通过反复试验而变成的"，引申为"专家；高手"等。-ise 是名词词尾，表示性质、状态；expertise 就是"通过反复试验而获得的东西"，也就是"专门知识或技能"，引申为"专家的意见；专家评价"。

odd jobs 零散的工作；杂活

take off 起飞；出去；拿掉

·第 6 段·

Anthropology [,ænθrə'pɒlədʒi] *n.* 人类学

well-qualified *adj.* 合格的；有学识的

archaeologist [,ɑːki'ɒlədʒɪst] *n.* 考古学家

run out of 用完；耗尽

·第 7 段·

ruin ['ruːɪn] *n.* 遗迹；废墟；毁灭 *v.* 毁灭，使破产，使没落，变成废墟

> 文中使用了两个名词表示"遗迹"，即 remain 和 ruin。remain 用作动词大家都很熟悉，基本意思是"留下；继续"，即在一段时间内持续地处于某位置或某状态，含有在别人走了的情况下仍然留下或在别的事物都改变了的情况下依然保持不变的意味。而在本文中它是名词"遗迹"的意思。ruin 用作名词的基本意思是"毁坏，毁灭，灭亡"，常指因暴力、自然灾害或疏忽等因素而造成的建筑物的毁坏，是不可数名词。该词还可用来表示毁坏的结果，即"被毁的东西；废墟，遗迹"，这时是可数名词。常用的近义词有 relic。

commit to 使（自己）致力于……；托付给……；承诺

> 文中意为"致力于……"，该短语的常用同义短语是 devote oneself to，dedicate to 和 apply oneself to。

make a breakthrough 突破；取得重大突破

geology [dʒi'ɒlədʒi] *n.* 地质知识；地质学

feat [fiːt] *n.* 功绩；技艺表演；卓绝的技术 *adj.* 合适的；整洁的

➤ 词汇辨析 : feat，achievement 和 exploit 的共同意思是"成就，功绩"，但又有所区别。achievement 表示"卓越的事迹或工作"时，与 feat 同义。feat 尤指机智、勇敢的行为。achievement 强调克服困难或不顾别人反对而取得的成就。exploit 指英雄的功绩或冒险的业绩。

ingenuity [ˌɪndʒəˈnjuːəti] *n.* 聪明才智；独创力

influential [ˌɪnfluˈenʃl] *adj.* 有影响力的；有支配力的

tremendous [trəˈmendəs] *adj.* 极大的，巨大的；可怕的

➤ 该词本义是"令人颤抖的"，后引申为"巨大的，极大的"。该词表达上有些夸张，含"大得惊人，令人敬畏"的意味。

geological [ˌdʒiːəˈlɒdʒɪkl] *adj.* 地质学的

Reading Passage 2. Stress of Workplace

■ 题目解析

本文讨论工作场所中的压力问题。研究者们关于工作压力的看法和工作压力的排解都是理解本文的关键，考生应尽量把握。

Questions 14-18

-------------------- **思路** --------------------

本部分为人名与陈述配对题，要求将观点与其对应的人名进行匹配。此类题型大多数不按原文顺序出题。操作上，一般建议考生先画出所给的大写人名，再画出人名附近所有表达观点的句子，如段落主题句或引号中的观点句，最后将这些句子与题干进行比较，得出答案。注意同义替换现象。

-------------------- **解答** --------------------

14. 题目说：工作压力通常出现在企业高层。考生可能会联想到文中提到的"executive stress"。原文 D 段提到"Jan Elsner, Melbourne psychologist who specialises in executive coaching, says thriving on a demanding workload is typical of senior executives and other high-potential business people." 这里"senior executives and other high-potential business people"与题干"high level of a business"为同义替换。这是 Jan Elsner 的观点。因此，本题的答案为 A。

15. 题目说：更多的人参与对减轻压力有好处。原文 B 段提到"He also relies on the

advice of colleagues, saying his peers coach each other with business problems. 'Just a fresh pair of eyes over an issue can help,' he says." 这句话清楚地说明了同事之间互相给建议、互相指导可以帮助解决问题。往回读，这个观点来自 Neil Plumridge。因此，本题的答案为 D。

16. 题目说：短暂的假期有时并不意味着更少的工作。原文 C 段提到 "Because of the growth phase the business is in, Stoykov has to concentrate on short-term stress relief—weekends in the mountains, the occasional 'mental health' day—rather than delegating more work. She says: 'We're hiring more people, but you need to train them, teach them about the culture and the clients, so it's actually more work rather than less.'" 斯托伊科夫短暂地休假，但是由于新聘很多职工，反而有更多的培训工作需要做。因此，本题的答案为 B。

17. 题目说：为了满足顾客，压力可能会使之适得其反。原文 G 段提到 "Neil Plumridge says, 'Often stress is caused by our setting unrealistic expectations of ourselves. I'll promise a client I'll do something tomorrow, and then [promise] another client the same thing, when I really know it's not going to happen. I've put stress on myself…'" 这里 "clients" 与题干 "customers" 为同义替换。因此，本题的答案为 D。

18. 题目说：大家普遍认为目前的压力比将来更加严重。原文 H 段开头提到 "people always believe they will be less busy in the future than now"，而这段话谈论的是 Gal Zauberman 教授的研究。因此，本题的答案为 C。

Questions 19-21

·· **思路** ··

本部分为单选题。考查对原文细节的理解。注意通过题干关键信息进行定位，必要时通过排除法判断。

·· **解答** ··

19. 题目问：哪种职场压力没有被普拉姆里奇提到？根据题干人名 "Plumridge" 可定位到原文 B 段，该段开头提到 "Three warning signs alert Plumridge about his workload : sleep, scheduling, family." 随后对这该句具体所指做了详细说明，与选项 ACD 相同。因此，本题的答案为 B。

20. 题目问：下面哪项减轻工作压力的方法没有被普拉姆里奇提到？答案仍会出现于原文 B 段，扫读可发现 "Neil Plumridge says he makes it a priority to work out what has to change; that might mean allocating extra resources to a job, allowing more time or changing expectations. The decision may take several days. He also relies on the advice of col-

leagues, saying his peers coach each other with business problems." 这句话提到了分配更多人员、延长时间、降低期望，但是没有提到运动和按摩。因此，本题的答案为 D。

21. 题目问：简·埃尔斯纳对工作压力的看法是什么？根据题干人名 "Jan Elsner" 可定位到原文 D 段。该段提到工作压力会影响身体指标，但是身体指标不能完整体现压力程度。综合本段的意思，本题的答案为 A。

Questions 22-26

思路

本部分为概要填空题，要求空白处填写不超过两个单词和（或）一个数字。考查考生对原文段落大意的理解。由于用原文的词汇填空，因此考生解题的关键是根据概要中各句的关键信息回原文进行定位。通过 "National worker's compensation" 这一突显的关键信息，我们可以将本概要的答案锁定到 B 段该关键信息出现之后。

解答
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22. 根据原文 "National workers' compensation figures show stress causes the most lost time of any workplace injury" 这一句，本题的答案为 workplace injury。

23. 根据原文 "Employees suffering stress are off work an average of 16.6 weeks"，这里 "off work" 与题干 "absence from work" 为同义替换。因此，本题的答案为 16.6 weeks。

24. 根据顺序原则和题干数字 "27%" 提示，扫读可发现 "...claims for psychological injury accounted for 7% of claims but almost 27% of claim costs." 因此，本题的答案为 7%。

25. 根据题干关键词 "sports" 猜测此处应填一种运动，扫读可发现 "Experts say the key to dealing with stress is not to focus on relief—a game of golf or a massage—but to reassess workloads." 因此，本题的答案为 golf。

26. 根据上一题，可知本题的答案为 massage。

■ 参考译文

Stress of Workplace
职场压力

A How busy is too busy? For some it means having to miss the occasional long lunch; for others it means missing lunch altogether. For a few, it is not being able to take a "sickie" once a month. Then there is a group of people for whom working every evening and weekend is normal, and franticness is the **tempo** of their lives. For most senior executives, workloads **swing** between extremely busy and **frenzied**. The vice-president of the man-

agement consultancy AT Kearney and its head of telecommunications for the Asia-Pacific region, Neil Plumridge, says his work weeks **vary** from a "manageable" 45 hours to 80 hours, but average 60 hours.

多忙算是太忙？对一些人来说，太忙意味着没有充裕的时间吃一顿悠闲的午餐；对其他人来说，这意味着连吃午餐的时间都没有。对少数人来说，太忙意味着不能每个月请一次病假。然而还有这样一群人，对他们来说每天晚上和周末加班都是稀松平常的事，更令人难以置信的是他们的生活节奏。大多数高级主管每天的工作在非常繁忙和疯狂之间摇摆不定。科尔尼管理咨询公司副总裁、亚太地区电信总裁尼尔·普拉姆里奇（Neil Plumridge）说，他每周的工作时长从"可控的"45 小时到 80 小时不等，而平均工作时长是 60 小时。

B Three warning signs **alert** Plumridge about his workload: sleep, **scheduling** and family. He knows he has too much on when he gets less than six hours of sleep for three **consecutive** nights; when he is constantly having to **reschedule** appointments; "and the third one is on the family side", says Plumridge, the father of a three-year-old daughter, and expecting a second child in October. "If I happen to miss a birthday or anniversary, I know things are out of control." Being "too busy" is highly subjective. But for any individual, the **perception** of being too busy over a **prolonged** period can start showing up as stress: disturbed sleep, and declining mental and physical health. National workers' **compensation** figures show stress causes the most lost time of any workplace injury. Employees suffering stress are off work an average of 16.6 weeks. The effects of stress are also expensive. Comcare, the Federal Government insurer, reports that in 2003-04, **claims** for psychological injury **accounted for** 7% of claims but almost 27% of claim costs. Experts say the key to dealing with stress is not to focus on **relief**—a game of golf or a massage—but to **reassess** work-loads. Neil Plumridge says he makes it a **priority** to work out what has to change; that might mean **allocating** extra resources to a job, allowing more time or changing expecta-tions. The decision may take several days. He also relies on the advice of colleagues, saying his **peers coach** each other with business problems. "Just a fresh pair of eyes over an issue can help," he says.

三大预警提示普拉姆里奇要控制自己的工作时长：睡眠、行程安排和家庭。发生下面三种情况时他就知道他的行程安排得太满了：当他连续 3 晚睡眠不超过 6 小时；当他不得不经常重新安排预约会面；"第三个方面是家庭"，普拉姆里奇说，他有一个三岁的女儿，十月第二个孩子将会出生。"如果我碰巧错过了生日或周年纪念日，我就知道事情失控了"。"太忙"是高度主观的感受。但是对于任何一个人来说，当你觉察到在较长时间内一直过于忙碌，压力就会随之而来：夜不能寐、心理健康和

身体健康状况下降。国家劳工赔偿数据显示，在公伤中压力是耗时最长的一个。压力过大的员工平均每年有 16.6 周无法工作。压力造成的损失也十分巨大。联邦政府保险公司康科尔（Comcare）的报告中讲到 2003 到 2004 年因心理伤害索赔的案例占总案例的 7%，但它的总索赔金额却几乎占了总金额的 27%。专家声明，解决压力的关键不是释放压力——如打高尔夫球或做一次按摩——而是减轻工作量。尼尔·普拉姆里奇表示他会优先考虑找出需要改善的地方；这可能意味着要给一份工作分配额外的资源，给出更充裕的时间或改变预期。这一决定可能需要花费几天的时间。他还信赖同事们的意见，他说他的同事们相互指导，解决业务问题。"同事们能提供一个新的看问题的视角，这对解决问题很有帮助"，他说。

C   Executive stress is not confined to big organisations. Vanessa Stoykov has been running her own advertising and public relations business for seven years, **specialising** in work for financial and professional services firms. Evolution Media has grown so fast that it debuted on the BRW Fast 100 list of fastest-growing small enterprises last year—just after Stoykov had her first child. Stoykov **thrives** on the mental **stimulation** of running her own business. "Like everyone, I have the occasional day when I think my head's going to **blow off**," she says. Because of the growth phase the business is in, Stoykov has to concentrate on short-term stress relief—weekends in the mountains, the occasional "mental health" day—rather than **delegating** more work. She says: "We're hiring more people, but you need to train them, teach them about the culture and the clients, so it's actually more work rather than less."

管理上的压力并不局限于大企业。凡妮莎·斯托伊科夫（Vanessa Stoykov）已经经营自己的广告和公关公司七年了，专门为金融和专业机构提供服务。进化传媒（Evolution Media）发展得很快，去年已经晋级《商业评论周刊》（BRW）发展最快中小企业100 强——就在斯托伊科夫生下她的第一个孩子之后。斯托伊科夫在自己经营公司这样的精神压力下不断成长。"像每个人一样，我偶尔会想有一天我的头可能会爆炸"，她说。因为企业正处在成长阶段，斯托伊科夫不得不采取短期释放压力的方法——在山上过周末，偶尔的"心理健康"日——而不是把更多的工作分配给其他人。她说："我们正在招聘更多员工，但你得培训这些新人，教他们企业文化和应对客户的方法，所以实际上工作量是增加了，而不是减少了。"

D   Identify the causes: Jan Elsner, Melbourne psychologist who specialises in executive **coaching**, says thriving on a demanding workload is typical of senior executives and other high-potential business people. She says there is no one-size-fits-all approach to stress: some people work best with high-adrenalin periods followed by quieter patches, while others

thrive under sustained pressure. "We could take urine and blood hormonal measures and pass a judgement of whether someone's physiologically stressed or not," she says. "But that's not going to give us an **indicator** of what their experience of stress is, and what the emotional and **cognitive** impacts of stress are going to be."

找出原因：墨尔本心理学家简·埃尔斯纳（Jan Elsner）专门从事高管培训，她说有大量高要求工作是高级管理人员和其他高潜力商务人士的典型特点。她说没有解决压力的万能方法：有些人在肾上腺素期之后安静地做一些零散工作，效率最高，而其他人却喜欢在持续压力下工作。"我们可以通过测试尿液和血液激素判断一个人是否存在生理压力"，她说。"但我们却无法从中得知他们的压力来自哪里，也无法知道压力对情绪和认知的影响有多大。"

E Elsner's practice is informed by a movement known as positive psychology, a school of thought that argues "positive" experiences—feeling engaged, challenged, and that one is making a contribution to something meaningful—do not **balance out** negative ones such as stress; instead, they help people increase their **resilience** over time. Good stress, or positive experiences of being challenged and rewarded, is thus **cumulative** in the same way as bad stress. Elsner says many of the senior business people she coaches are relying more on **regulating** bad stress through methods such as **meditation** and yoga. She points to research showing that meditation can **alter** the biochemistry of the brain and actually help people "retrain" the way their brains and bodies react to stress. "Meditation and yoga enable you to shift the way that your brain reacts, so if you get proficient at it you're in control."

埃尔斯纳的实践源自一个被称为积极心理学的运动，也是一个学派。这个学派认为"积极"的体验——感到投入，感受到挑战以及感觉自己正在做有意义的事——并不会与负面体验比如压力相互抵消；相反，时间久了它会帮助人们提高快速恢复能力。因此，面临挑战或者被奖赏这样正面的压力或者积极的压力，和负面的压力一样也是逐渐积累的。埃尔斯纳说她培训的高级商务人员中有很多都采用静思或瑜伽这样的方法来调节压力。她指出，研究显示，冥想可以改变大脑的生物化学反应，并真正地帮助大脑和身体"重新形成"应对压力的方式。"冥想和瑜伽能够使你改变大脑反应的方式，所以如果你精通它们，你就可以很好地控制自己。"

F Recent research, such as last year's study of public servants by the British **epidemiologist** Sir Michael Marmot, shows the most important **predictor** of stress is the level of job control a person has. This **debunks** the theory that stress is the prerogative of high-achieving executives with type-A personalities and crazy working hours. Instead, Marmot's and other research reveals they have the best kind of job: one that **combines** high demands (challenging

work) with high control (**autonomy**). "The worst jobs are those that combine high demands and low control. People with demanding jobs but little autonomy have up to four times the probability of depression and more than double the risk of heart disease," LaMontagne says. "Those two alone account for an enormous part of **chronic** diseases, and they represent a potentially preventable part." Overseas, particularly in Europe, such research is leading companies to **redesign** organisational practices to increase employees' autonomy, cutting **absenteeism** and lifting productivity.

最近的研究，如去年英国流行病学家迈克尔·马默特（Michael Marmot）爵士进行的针对公务员的研究，表明压力最重要的预测标准是一个人的工作控制水平。这就驳斥了压力是 A 型性格和工作狂的高成就管理人员的特权这一理论。相反，马默特的研究和其他的研究表明，他们的工作是最好的：这种工作不仅要求高（具有挑战性的工作）而且要求具有较高的自控能力（自主性）。"最糟糕的工作是那些高要求和低控制性的工作。担任要求高但自主性低的工作的人患抑郁症的概率比其他人多 4 倍，患心脏病的几率是其他人的 2 倍多，"拉蒙塔涅说，"这两种疾病占慢性病的很大一部分，代表了一部分潜在可预防疾病。"在国外，尤其是在欧洲，这样的研究使得公司重新设计组织实践方案，增加员工的自主性，减少旷工现象，提升生产力。

G The Australian vice-president of AT Kearney, Neil Plumridge says, "Often stress is caused by our setting unrealistic expectations of ourselves. I'll promise a client I'll do something tomorrow, and then [promise] another client the same thing, when I really know it's not going to happen. I've put stress on myself when I could have said to the clients: 'Why don't I give that to you in 48 hours?' The client doesn't care." Overcommitting is something people experience as an individual problem. We explain it as the result of **procrastination** or Parkinson's law: that work expands to fill the time available. New research indicates that people may be **hard-wired** to do it.

科尔尼澳籍副总裁尼尔·普拉姆里奇说："压力经常是由于我们给自己设定了不切实际的期望。我会向一个客户保证我明天会做某事，然后[承诺]另一个客户一样的事情，尽管我心里知道我不会做。当我对客户说'为什么我不在 48 小时内把这个给你'时，我已经在给自己施加压力了。而客户并不在乎。"承诺过多是个人问题。我们把它解释为拖延或帕金森定律的结果：这项工作因拖延而扩大，占据了所有可用的时间。新的研究表明人们的这种反应是与生俱来的。

H A study in the February issue of the *Journal of Experimental Psychology* shows that people always believe they will be less busy in the future than now. This is a misapprehension, according to the authors of the report, Professor Gal Zauberman, of the University of North

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Carolina, and Professor John Lynch, of Duke University. "On average, an individual will be just as busy two weeks or a month from now as he or she is today. But that is not how it appears to be in everyday life," they wrote. "People often make **commitments** long in advance that they would never make if the same commitments required immediate action. That is, they **discount** future time investments relatively steeply." Why do we perceive a greater "surplus" of time in the future than in the present? The researchers suggest that people underestimate completion times for tasks stretching into the future, and that they are bad at imagining future competition for their time.

《实验心理学杂志》二月份那期上发表的一个研究显示，人们总是相信未来他们不会比现在忙。据该报告的作者北卡罗来那大学的教授盖尔・左博曼（Gal Zauberman）和杜克大学教授约翰・林奇（John Lynch）说，这是一种误解。"一般而言，一个人2周后或1月后会和现在一样忙。但这并不是说每天都一样"，他们写道。"如果这个承诺需要立即采取行动，人们往往往提前很久做出永远不会兑现的承诺。也就是说，他们大大削减对未来时间的投资。"为什么我们认为未来的时间比现在有更多的"盈余"呢？研究人员认为，人们低估了完成未来任务花费的时间，而且不擅长估计未来其他事件占用时间的可能性。

■ 词汇详解

·A 段·

tempo ['tempəu] *n.* 节奏 ；（运动或活动的）速度

swing [swɪŋ] *v.* （使）摇摆 ；挥舞 ；悬吊 *n.* 秋千 ；摇摆 ；振幅 ；音律

➤ 该词来自古英语 swingan "击打，鞭笞，猛扑"，后原词义消失，引申为名词"秋千"等，并常作动词用，基本意思为"摇摆"，指像秋千一样有规律地前后或来回地摆动或以一点为中心地转动。文中是指"在两种状态之间摆动不定"。词汇辨析：swing，fluctuate 和 sway 都可表示"前后、上下、来回摇摆"，但又有所区别。swing 指一边或一头固定在某处，而另一边或另一头成弧形摆动。fluctuate 指没有规律地上下起伏、波动。sway 指灵活或不稳定的东西缓慢地晃动。

frenzied ['frenzid] *adj.* 疯狂的 ；狂暴的

vary ['veəri] *v.* 变化 ；不同 ；使多样化

·B 段·

alert [ə'lɜːt] *v.* 使警惕 ；向……报警 *adj.* 警惕的 ；思维敏捷的 ；活泼的 *n.* 警报 ；警戒状态

schedule ['skedʒuːl] *v.* 安排 ；预定 *n.* 日程安排 ；明细表

consecutive [kən'sekjətɪv] *adj.* 连续的，连贯的 ；[语] 表示结果的

> 词汇辨析：英语中不少形容词均有"连续的；不断的"之意。continual 强调重复或持续发生，但连续之间允许有间断。continuous 语意最强，强调在时间和空间上没有间断。successive 强调事物一个接一个地发生，无间断。constant 多指习惯性地重复和不变地持续。persistent 为普通用词，可指不懈的努力，也可指任何连续不断或重复出现的事物。

reschedule [ˌriːˈʃedjuːl] v. 重新安排；将……改期

perception [pəˈsepʃn] n. 感知；看法；洞察力

prolonged [prəˈlɒŋd] adj. 持久的；长期的

compensation [ˌkɒmpenˈseɪʃn] n. 赔偿；修正

claim [kleɪm] n. 索赔；生命 v. 声称；认领

account for（在数量、比例上）占；说明（原因、理由等）；导致，引起；对……负责

relief [rɪˈliːf] n. 消除；轻松

reassess [ˌriːəˈses] v. 重新考虑，再次评价

priority [praɪˈɒrəti] n. 优先事项；重点

allocate [ˈæləkeɪt] v. 分配；配置

peer [pɪə(r)] n. 同行，同伴；贵族 v. 凝视；隐退 adj. 贵族的；（年龄、地位等）同等的

> 该词原本是"同等的人"之意，来自拉丁语 par（equal "相等"）。文中用作名词，指在职业上或工作内容上同等的人，也就是"同行"的意思。该词是一个身兼三职的单词，除了作名词和形容词，还可以作动词，经常用来表示"凝视"的意思，这时与 gaze "凝视，注视"，glare "怒目而视，瞪视"，look 和 stare "盯着看，凝视"为近义词。

coach [kəʊtʃ] v. 指导；训练 n. 教练；（铁路）旅客车厢；长途客运汽车

> 该词作名词时基本意思是"长途客运汽车"，一般指较大型的车，通常是单层的，常用于英式英语；作"车厢"解时，多指硬座车厢。该词也可作"教练，指导员；家庭教师"解；该词动词的意义从这个意义引申而来的。下文还用到了名词 coaching "指导；（某科目上的）辅导"。

·C 段·

specialise [ˈspeʃəlaɪz] v. 专门从事，专攻

thrive [θraɪv] v. 茁壮成长；兴盛，兴隆；长得健壮

stimulation [ˌstɪmjuˈleɪʃn] n. 刺激，激发；启发；促进

> 该词基本意思是指类似刺状物"刺激"，用于人指从懒散、心灰意冷、迟钝或无动于衷中振作起来或使事物从潜伏、静止的状态中活跃起来。还可用于表示激发兴趣，尤指智力方面的兴趣。词汇辨析：英语不少词都可表示"激起某人或引发某事"，但又有所区别。provoke 强调激发动作或感情的原因。excite 除了指激起感情或兴趣等

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之外，还暗示其原因的性质和动作的强烈或深刻程度。galvanize 指用人工方法来激活衰老、僵硬或濒死的人或物。pique 指激起好奇心、兴趣等。quicken 指激发活力、生气或使生命、感情等复苏，强调其结果是有益的。stimulate 专指人或物因外界因素而受到刺激，也指激励人从懒散、心灰意冷中振作起来或对某事物产生兴趣。

blow off 炸掉；吹掉；放气

> blow 本意为"吹，刮，吹动"，引申可指"吹响"；气球太满就会"爆炸"；"爆炸"了里面的气就放掉了（"放气"）。在美国俚语中还可表示"匆匆离开；挥霍金钱；吸毒"等意思。文中该短语意为"爆炸"。

delegate [ˈdelɪgət] *v.* 委托给（下级）；授权给 *n.* 代表

> 文中提到解决压力的办法，这些办法的表述分别为：reassess workloads 指"重新安排"工作量；allocate 是"分配"事物的意思；delegating more work 是"分派"工作给他人；redesign 指"重新设计"组织实践方案，使其更合理，不至于给员工造成压力。

<center>· D 段 ·</center>

coaching [ˈkəʊtʃɪŋ] *n.* 训练；辅导

indicator [ˈɪndɪkeɪtə(r)] *n.* 标志；迹象

cognitive [ˈkɒɡnətɪv] *adj.* 认知的；认识的

<center>· E 段 ·</center>

balance out 相抵，平衡

resilience [rɪˈzɪliəns] *n.* 快速恢复的能力；弹性；回弹；弹力

cumulative [ˈkjuːmjələtɪv] *adj.* 累积的；追加的

regulate [ˈreɡjuleɪt] *v.* 调节，调整；校准；控制，管理

> 文中该词意为"调节；控制"，即通过某种手段使得压力处于可控范围内。该词名词形式是 regulation，为雅思阅读中常见词汇。

meditation [ˌmedɪˈteɪʃn] *n.* 冥想；沉思；默想；默念

alter [ˈɔːltə(r)] *v.* 改变；修改

<center>· F 段 ·</center>

epidemiologist [ˌepɪˌdiːmiˈɒlədʒɪst] *n.* 流行病学家

predictor [prɪˈdɪktə(r)] *n.* 预测标准；预言者，预报器

debunk [ˌdiːˈbʌŋk] *v.* 驳斥；揭穿真相，暴露

> 文中该词意为"揭示该理论的不正确性"，与 rebuke 的意义相近，但 rebuke 更偏贬义。

combine [kəmˈbaɪn] *v.* 兼有；组合 *n.* 集团

autonomy [ɔːˈtɒnəmi] *n.* 自主性，自律；自治

chronic ['krɒnɪk] *adj.* 慢性的；长期的

> 该词作"长期的，慢性的"解时，常用来修饰疾病或其他不好的事物。还可作"长期患病的"解，常用作定语。它的同源词如 chronicle，chronology，chronometer 都与时间有关。反义词为 temporary "暂时的"。

redesign [,ri:dɪ'zaɪn] *v.* 重新设计

absenteeism [,æbsən'ti:ɪzəm] *n.* 旷工

·G 段·

procrastination [prəʊ,kræstɪ'neɪʃn] *n.* 拖延

hard-wired *adj.* 与生俱来的；固有的，根深蒂固的；密切相关的

·H 段·

commitment [kə'mɪtmənt] *n.* 承诺；投入；保证

discount ['dɪskaʊnt] *v.* 减量；打折扣，减价出售 *n.* 不全信

Reading Passage 3. Robert Louis Stevenson

■ 题目详解

本文讨论了人们对罗伯特·路易斯·史蒂文森（Robert Louis Stevenson）作品的不同看法，有褒有贬，可以说他是一位饱受争议但广受欢迎的作家。理解两种对立观点及相应的原因是解题的关键。

Questions 27-31

● 思路 ●

本部分为单选题。考查考生对文章细节的理解能力。通过题干关键词或信息回文中定位可以快速帮助考生找出正确答案，必要时，可通过排除法进行判断。

● 解答 ●

27. 题干问：史蒂文森的传记者 KF 和 CP 如何看待他的身份？根据题干人名"KF""CP"定位到原文第 1 段倒数第 2 句，接下来马上提到"They chose not to criticise aspects of Stevenson's personal life. Instead, they focused on his writing, and gave high praise to his writing style and skill." 这句话清楚地说明了两位传记者不批评史蒂文森的个人生活，而是选择聚焦于他的作品，并且高度赞扬了他的写作风格与技能。四个选项中，D

项说提升了史蒂文森作为作家的身份，符合原文的意思。因此，本题的答案为 D。

28. 题干考查第 2 段的大意。本段的第 1 句 "The literary pendulum has swung these days" 为主题句。通读本段话，对史蒂文森作品的态度应该是否定的、批判的，之所以受到批判，是因为 "...he became an example of an author with corrupt ethics and lack of moral."（他成为一个道德败坏、没有品德的作家案例。），随后的内容都在解释这句话。因此，本题的答案为 D。

29. 题干问：作者对冒险作品的看法。关于史蒂文森作品的体裁讨论出现在原文第 3 段 "Many of us believe adventure stories are exciting, offers engaging characters, action, and mystery but ultimately can't teach moral principles." 这句话清楚地说明了冒险故事虽然惊心动魄，塑造富有魅力的角色，但是最终不能教给人们道德价值观。这与 B 项的内容是一致的。因此，本题的答案为 B。

30. 题干问：作者是如何论述史蒂文森的作品的？对于史蒂文森作品的论述出现在原文第 4 段：其中 "Many of Scott's works were taken more seriously as literature due to their tragic themes" 暗含史蒂文森的作品没有被看作是文学，可以排除 B 项；"Although Stevenson's works were not popular in Scotland when he was alive" 可以排除 C 项；"Many literary critics point to this as a flaw of his works. According to the critics, truly important literature should transcend local culture and stories. However, many critics praise the local taste of his literature." 这句话清楚地说明了批评家认为真正重要的文学作品应该超越文化和故事，暗含史蒂文森的作品没有超越文化和故事，可以排除 D 项；"Stevenson's works, unlike other British authors, captured the unique day to day life of average Scottish people." 与 A 项相符。因此，本题的答案为 A。

31. 题干问：史蒂文森的生活方式怎么了？对于史蒂文森个人生活的论述出现在原文最后一段：其中 "So he took his family to a south pacific island Samoa." 这句是说他带着他的家人一起去南太平洋小岛，因此生活方式不会得到家人的羡慕，可以排除 A 项；"The sea air and thrill of adventure complimented the themes of his writing, and for a time restored his health." 这句话清楚地说明了他搬到此地后身体健康状况好转，可以排除 B 项；"It was as a result of this biographical attention that the feeling grew that interest in Stevenson's life had taken the place of interest in his works." 人们对史蒂文森生活方式的关注超出了对他作品的关注，与 C 选项相符；"Stevenson had been plagued with health problems his whole life, and often had to live in much warmer climates than the cold, dreary weather of Scotland in order to recover. So he took his family to a south pacific island Samoa." 这句话清楚地说明了因为需要更暖的天气，他搬到了萨摩亚群岛，可见这个地方更加适合他，D 项也可排除。因此，本题的答案为 C。

Questions 32-35

····· 思路 ·····

本部分为是非无题，考查考生对细节的理解。重点解题思路是：审查题干中的概念在原文出处句里的对应情况。全部概念对应则为"是"，一个概念相矛盾则为"非"，一个概念无对应则为"未给出"。

····· 解答 ·····

32. 题干说：虽然奥斯卡·王尔德钦佩史蒂文森，但是也觉得他本可以写出更好的作品。根据题干人名"Oscar Wilde"定位到原文第4段，该段提到"Though Stevenson's works have deeply influenced Oscar Wilde, Wilde often joked that Stevenson would have written better works if he wasn't born in Scotland."题干与该句意思一致。因此，本题的答案为True。

33. 题干说：史蒂文森鼓励奥斯卡·王尔德开始写作生涯。虽然原文第4段提到史蒂文森的作品影响到了奥斯卡·王尔德，但是并没有告知这种关系。因此，本题的答案为Not Given。

34. 题干说：高尔斯华绥认为哈代是比史蒂文森更好的作家。根据题干人名"Galsworthy" "Hardy"提示，定位到原文第3段最后一句"Other authors came to Stevenson's defence, including Galsworthy who claimed that Stevenson is a greater writer than Thomas Hardy."题干与该句意思相反。因此，本题的答案为False。

35. 题干说：批评家们只关注到史蒂文森的写作话题。通读全文，便知原文最后一段提到史蒂文森的生活方式也得到批评家的关注。因此，本题的答案为False。

Questions 36-40

····· 思路 ·····

本部分为笔记选择填空题。通过标题可猜测该笔记是针对这两位作家的比较，再根据"Sir Walter Scott"（沃尔特·斯科特爵士）这一人名提示可以帮助定位到原文的第4段。考生可扫读该段落，通过空白处前后的关键信息寻找答案。

····· 解答 ·····

36. 题干问：沃尔特·斯科特更加擅长什么？原文第4段提到"While many critics exalt Sir Walter Scott as a literary genius because of his technical ability..."借此可以断定他更擅长"technical ability"。因此，本题的答案为F。

37. 题干问：史蒂文森更加擅长什么？原文第4段提到"...others argue that Stevenson

deserves the same recognition for his natural ability to capture stories and characters in words." 这句是说史蒂文森拥有用文字捕捉故事和塑造人物的天赋。因此，本题的答案为 A。

38. 题干问：斯科特的作品阐释了什么？原文第 4 段提到 "Many of Scott's works were taken more seriously as literature for their depth due to their tragic themes..." 这句是说斯科特的许多文学作品因其悲剧主题而被当作严肃的文学作品来对待，说明其作品阐释了悲剧的主题。因此，本题的答案为 H。

39. 题干问：史蒂文森的作品给读者带来了什么？原文第 4 段提到 "...but fans of Stevenson praise his unique style of story-telling and capture of human nature." 这句是说史蒂文森独特的叙事方式和人性描写技巧得到了粉丝们的追捧。因此，本题的答案为 G。

40. 题干问：史蒂文森对什么的理解使其作品独特地反映了苏格兰人的日常生活？以上读到过 "...but fans of Stevenson praise his unique style of story-telling and capture of human nature"，这里 "capture" 这个动词反映了史蒂文森能够充分把握人性。因此，本题的答案为 I。

■参考译文

Robert Louis Stevenson
罗伯特·路易斯·史蒂文森

A Scottish novelist, poet, essayist, and travel writer, Robert Louis Stevenson was born at 8 Howard Place, Edinburgh, Scotland, on 13 November 1850. It has been more than 100 years since his death. Stevenson was a writer who caused **conflicting** opinions about his works. On one hand, he was often highly praised for his expert prose and style by many English-language **critics**. On the other hand, others **criticised** the religious themes in his works, often misunderstanding Stevenson's own religious beliefs. Since his death a century before, critics and **biographers** have disagreed on the **legacy** of Stevenson's writing. Two biographers, KF and CP, wrote a **biography** about Stevenson with a clear focus. They chose not to criticise aspects of Stevenson's personal life. Instead, they focused on his writing, and gave high praise to his writing style and skill.

罗伯特·路易斯·史蒂文森（Robert Louis Stevenson），苏格兰小说家、诗人、散文家和游记作家，1850 年 11 月 13 日出生于苏格兰爱丁堡霍华德地区 8 号。他已经去世 100 多年了。史蒂文森是一位因其作品而饱受争议的作家。一方面，他优美的散文风格常得到很多英语评论家们的高度赞赏。另一方面，他作品中的宗教主题也会受到批判，史蒂文森的个人宗教信仰也常被误解。从他死后也就是一个世纪前开始，评论家和传记作家们

对史蒂文森的创作遗产始终意见不一。传记作家 KF 和 CP 合作为史蒂文森写了一部传记，重点很明确。他们选择不批评史蒂文森个人生活方面的问题。相反，他们专注于他的作品本身，并高度赞扬了他的写作风格和技巧。

The **literary pendulum** has **swung** these days. Different critics have different opinions towards Robert Louis Stevenson's works. Though today, Stevenson is one of the most translated authors in the world, his works have sustained a wide variety of negative criticism throughout his life. It was like a complete **reversal** of **polarity**—from highly positive to slightly less positive to clearly negative; after being highly praised as a great writer, he became an example of an author with **corrupt** ethics and lack of moral. Many literary critics **passed** his works **off as** children's stories or horror stories, and thought to have little social value in an educational setting. Stevenson's works were often excluded from literature curriculum because of its **controversial** nature. These debates remain, and many critics still assert that despite his skill, his literary works still lack moral value.

近来对这一问题的争论愈演愈烈。不同的评论家对罗伯特·路易斯·史蒂文森的作品有不同的看法。尽管现在史蒂文森是世界上作品被翻译次数最多的作家之一，但在世时他的作品一直受到各种各样的批评。人们对他作品的态度经历了一个 180 度大转弯——从高度认可到稍微不太积极再到明显地消极否定；在被高度赞扬为一个伟大的作家后，他成为一个道德腐败、没有品德的作家案例。许多文学评论家把他的作品充作儿童读物或恐怖故事，并认为这些作品只在教育领域有极少的社会价值。史蒂文森的作品因饱受争议而被排除在文学课程学习范围之外。目前这些争论仍然存在，尽管许多评论家认可他的写作技巧，但他们仍然认为史蒂文森作品中缺乏道德价值。

One of the main reasons why Stevenson's literary works attracted so much criticism was due to the genre of his writing. Stevenson mainly wrote adventure stories, which was part of a popular and entertaining writing **fad** at the time. Many of us believe adventure stories are exciting, offers **engaging** characters, action, and mystery but ultimately can't teach moral principles. The plot points are one-dimensional and rarely offer a deeper moral meaning, instead focusing on exciting and shocking plot **twists** and **thrilling** events. His works were even criticised by fellow authors. Though Stevenson's works have deeply influenced Oscar Wilde, Wilde often joked that Stevenson would have written better works if he wasn't born in Scotland. Other authors came to Stevenson's **defence**, including Galsworthy who claimed that Stevenson is a greater writer than Thomas Hardy.

史蒂文森的文学作品之所以受到如此多的批判，其中一个主要原因是由于他的写作体裁。史蒂文森主要写冒险故事，这一体裁在当时是流行和娱乐性写作时尚的一部分。我们中

的许多人相信冒险故事是令人兴奋的，能给读者提供引人入胜的人物角色、行为和神秘感，但却不能传授道德准则。一维的情节，很少能表达一个深刻的道德内涵，而是更专注于令人兴奋和震撼的曲折情节和惊险事件。他的作品甚至受到同行作家们的批判。虽然史蒂文森的作品深深地影响了奥斯卡·王尔德（Oscar Wilde），王尔德还经常开玩笑说如果史蒂文森不是出生在苏格兰，他能写得更好。另外一些作家为史蒂文森辩护，其中高尔斯华绥（Galsworthy）声称史蒂文森是一个比托马斯·哈代（Thomas Hardy）更伟大的作家。

Despite Wilde's criticism, Stevenson's Scottish identity was an **integral** part of his written work. Although Stevenson's works were not popular in Scotland when he was alive, many modern Scottish literary critics claim that Sir Walter Scott and Robert Louis Stevenson are the most influential writers in the history of Scotland. While many critics **exalt** Sir Walter Scott as a literary genius because of his technical ability, others argue that Stevenson deserves the same recognition for his natural ability to **capture** stories and characters in words. Many of Scott's works were taken more seriously as literature due to their tragic themes, but fans of Stevenson praise his unique style of story-telling and capture of human nature. Stevenson's works, unlike other British authors, captured the unique day to day life of **average** Scottish people. Many literary critics point to this as a flaw of his works. According to the critics, truly important literature should **transcend** local culture and stories. However, many critics praise the local taste of his literature. To this day, Stevenson's works provide valuable insight to life in Scotland during the 19th century.

尽管有王尔德的批判，史蒂文森的苏格兰身份仍是他的文学作品中一个不可分割的组成部分。虽然史蒂文森在世时他的作品在苏格兰并不受欢迎，但许多现代苏格兰文学评论家却认为沃尔特·斯科特（Walter Scott）爵士和罗伯特·路易斯·史蒂文森是苏格兰历史上最具影响力的作家。许多评论家因其写作技能而称赞沃尔特·斯科特爵士是一个文学天才，其他人认为，因其用文字捕捉故事和塑造人物的天赋，史蒂文森同样配得上文学天才这一称谓。斯科特的许多文学作品因其悲剧主题而被当作严肃的文学作品来对待，但史蒂文森的粉丝们却赞美他独特的叙事方式和人性描写技巧。不像其他英国作家的作品那样，史蒂文森的作品描写的是普通苏格兰人独特的日常生活。许多文学评论家把这一特点当作是他作品的一个缺陷。评论家们认为真正重要的文学作品应该超越本土文化和事迹。然而，还是有许多评论家称赞他作品中的本土气息。时至今日，史蒂文森的作品对我们了解19世纪苏格兰的生活颇具重要价值。

Despite much debate of Stevenson's writing topics, his writing was not the only source of attention for critics. Stevenson's personal life often attracted a lot of attention from his fans and critics alike. Some even argue that his personal life eventually **outshone** his writing. Stevenson

had been **plagued** with health problems his whole life, and often had to live in much warmer climates than the cold, **dreary** weather of Scotland in order to recover. So he took his family to a south pacific island Samoa, which was a controversial decision at that time. However, Stevenson did not regret the decision. The sea air and **thrill** of adventure **complimented** the themes of his writing, and for a time restored his health. From there, Stevenson gained a love of travelling, and for nearly three years he wandered the eastern and central Pacific. Much of his works reflected this love of travel and adventure that Stevenson experienced in the Pacific islands. It was as a result of this **biographical** attention that the feeling grew that interest in Stevenson's life had taken the place of interest in his works. Whether critics focus on his writing subjects, his religious beliefs, or his **eccentric** lifestyle of travel and adventure, people from the past and present have different opinions about Stevenson as an author. Today, he remains a controversial yet widely popular figure in Western literature.

尽管人们对史蒂文森的写作主题存有争论，但这并不是评论家们关注的唯一焦点。史蒂文森的个人生活一直备受关注，不仅喜爱他作品的读者们感兴趣，评论家们也一样感兴趣。有些人甚至认为，他的个人生活甚至比他的作品更有吸引力。史蒂文森的一生都被健康问题所困扰，为了恢复健康，他不得不经常离开寒冷阴沉的苏格兰搬到温暖的地方生活。因此他带着家人来到了南太平洋的萨摩亚岛（Samoa），这一决定在那个时候是有争议的。然而，史蒂文森并没有后悔这一决定。海上的空气和刺激冒险的故事不仅丰富了他的写作主题，也曾一度使他恢复了健康。也是在那里史蒂文森爱上了旅行，他在太平洋东部和中部徘徊了将近3年的时间。他的大部分作品也反映了他对旅行的热爱和在太平洋群岛的冒险经历。正是由于对这种传记式经历的关注，才使得人们感觉对史蒂文森的生平的兴趣超过了对其作品的兴趣。不论评论家关注的是他的写作主题、宗教信仰还是他古怪的旅行加冒险的生活方式，人们一直以来对作家史蒂文森都有各自的看法。今天他仍然是西方文学史上饱受争议但广受欢迎的作家。

■ 词汇详解

·第1段·

conflicting [kən'flɪktɪŋ] *adj.* 相矛盾的，冲突的

➢ 文中该词是动词 conflict 的现在分词作形容词，修饰名词 opinions，意思是 "相矛盾的观点或看法"。

critic ['krɪtɪk] *n.* 评论家；挑剔的人

criticise ['krɪtɪsaɪz] *v.* 批评；评论；指责

biographer [baɪ'ɒɡrəfə(r)] *n.* 传记作者

legacy ['legəsi] *n.* 遗产

biography [baɪ'ɒgrəfi] *n.* 传记；档案；个人简介

literary ['lɪtərəri] *adj.* 文学（上）的；精通文学的；从事文学研究（或写作）的

pendulum ['pendjələm] *n.* 摆，钟摆；摇摆不定的事态（或局面）

> pendulum clock 就是人们常说的 "摆钟"。本文中该词为比喻义，指人们对于史蒂文森文学上的评价褒贬不一，不能达成一致的状态，好似一个摇摆不定的事物。

swing [swɪŋ] *v.* （使）摇摆；（使）摇荡；使旋转 *n.* 秋千；摇摆

> 该词作名词时意为 "秋千"，转化为动词时，意为 "摇摆"，指像秋千一样有规律地前后或来回地摆动或以一点为中心地转动。在本文中是指 "对有争执的话题讨论起来"。词汇辨析：swing，fluctuate 和 sway 都可表示 "前后、上下、来回摇摆"。其区别是：swing 指一边或一头固定在某处而另一边或另一头成弧形摆动；fluctuate 指没有规律地上下起伏、波动；sway 指灵活或不稳定的东西缓慢地晃动。

reversal [rɪ'vɜːsl] *n.* 逆转，反转；倒转，颠倒；反复

> 该词在文中意为 "反转，逆转"，表示事物成了与原来完全相反的情况。

polarity [pə'lærəti] *n.* [物] 极性；[生] 反向性；对立

> 该词表示 "地球两极" 的时候，就是指 arctic "北极的" 和 antarctic "南极的"。在本文中该词是指对史蒂文森作品的态度从 highly positive 这个极端到 clearly negative 这个极端。

corrupt [kə'rʌpt] *adj.* 道德败坏的；贪污的 *v.* 使腐败；使堕落

> 该词在文中用作形容词，用来修饰 ethics，表示 "败坏的道德"。近义词有 dishonest "不诚实的" 和 untrustworthy "不能信赖的，靠不住的"；反义词有 honest "诚实的"，pure "纯真的；干净的" 和 upright "诚实的"。

pass sth. off as 冒充；假装为

> 该表达的意思是："把某物充作"；如中间加 sb. 的话就是 "把某人充作"，例如 pass himself off as a qualified doctor "他自己冒充合格医生"。另外，pass as 也是 "假冒" 的意思，这时由原来 pass...off 中间的成分作主语，如 sth. pass as 或 sb. pass as。

controversial [ˌkɒntrə'vɜːʃl] *adj.* 有争议的，被争论的

fad [fæd] *n.* 一时的流行；一时的风尚；一时的怪念头

> 该词后用来指 "没主见，盲目跟风，一时狂热"。它的形容词形式是 faddish，与 fashionable "流行的；时髦的"，voguish "流行的"，popular "受欢迎的" 等为同义词。

engaging [ɪn'geɪdʒɪŋ] *adj.* 迷人的；吸引人的

➢ 该词是动词 engage 的现在分词作形容词。engage 的基本意思是 "约定"，即凭借契约、誓言或诺言等约束人或事，后来词义向多方面扩展。用于约束别人，即表示 "雇""聘"；用于约束自己，则表示 "许诺""保证"。这种允诺可信，有约束力，并将履行一段时间，如 "订婚" 等。引申可表示 "占用，吸引，引起" 或 "使忙于，使从事" 等。本文中使用的是形容词 engaging，意思是 "让人能不由自主地从事某事的"，译为 "引人入胜的"。

twist [twɪst] v. 曲折；扭动；旋转 n. 揉搓之物；旋转

➢ 该词基本意思是指纺纱或捻线的一个程序，两股或多股细丝互相拧成纱或线。引申可指 "盘绕，旋转，扭伤"；用于比喻可指 "曲解（话、词等的）意义"。文中 plot twist 是指 "错综复杂的或曲折的情节"。

thrilling [ˈθrɪlɪŋ] adj. 令人兴奋的；毛骨悚然的；颤动的

➢ 该词是动词 thrill 的现在分词作形容词，其意思与前面的形容词 shocking 相对应，所以意为 "动人心弦的，惊险的"。该词的近义词有 exciting "令人兴奋的"，interesting "有趣的"，intriguing "吸引人的"，electrifying "令人激动的"，exhilarating "令人振奋的"，inspiring "令人振奋的"，stimulating "刺激的"。

defence [dɪˈfens] n. 辩护；防御

·第 4 段·

integral [ˈɪntɪɡrəl, ɪnˈteɡrəl] adj. 不可或缺的，构成整体所必需的；积分的；完整的

➢ 文中意为 "不可或缺的，不可分割的"。表示某地区是某国家不可分割的一部分就用这个单词。

exalt [ɪɡˈzɔːlt] v. 赞扬；提高；加强

capture [ˈkæptʃə(r)] v. 俘获；夺取；引起（注意、想像、兴趣）n. 捕获；捕获物

➢ 该词的基本意思是 "捕获"，指凭武力、谋略或计划在经过较量取得胜利或克服较大的障碍、困难或反抗之后而 "捕获，捉住，夺得，获得"。现代英语中多用作比喻意义，该词也可表示 "迷住，使感兴奋"，指到了爱不释手、近于发狂的程度。它的主语多为人称代词，也可为名词（如美貌）。

average [ˈævərɪdʒ] adj. 平常的；平均的

➢ 文中 day to day life of average Scottish people 就是 "普通苏格兰人的日常生活"。

transcend [trænˈsend] v. 超越；优于或胜于……

➢ 该词的基本意思是 "超越，超过"，指超过公开的或没有公开的界限、尺度或程度，尤指高于人为或世俗的限度、标准或尺度。近义词有 excel "优于"，exceed "超过"，surpass "超越"，go beyond "超过，胜过"，outdo "超过"，overstep "超过（正常或容许的范围）"。形容词是在动词形式后加上后缀 -ent 或者 -ental，变成 transcendent 或 transcendental。

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<div align="center">·第5段·</div>

outshine [ˌaʊtˈʃaɪn] *v.* 比······更出色，更优异

plague [pleɪg] *v.* 使痛苦，造成麻烦 *n.* 瘟疫；灾害，折磨

> 该词作动词时基本意思为"烦扰"，指因某事物（原因）使某人烦扰，也可指给某人（事物）造成麻烦或困难。还可用作名词，意思是"瘟疫；麻烦，苦恼；灾祸"。

dreary [ˈdrɪəri] *adj.* 阴沉的；枯燥的；令人厌烦的 *n.* 可怕的人物

> 词汇辨析：英语中有不少形容词，如 dull、tedious、monotonous、dreary，都可表示"单调的，乏味的，厌烦的"之意，但又有所区别。dull 指缺乏新鲜、吸引力或情趣而显得乏味、沉闷。tedious 侧重指文章、演讲、演出等冗长乏味或环境等单调、沉闷、缺乏活力，使感到不舒服。monotonous 指没有变化、重复单调的。dreary 侧重无趣味的，不活泼的事或思想状态。

thrill [θrɪl] *n.* 兴奋感 *v.* 使激动；使陶醉；使颤动

compliment [ˈkɒmplɪmənt] *v.* 使得某物得到赞赏和认可；恭维 *n.* 恭维；道贺

> 本文中，该词为抽象的用法。在句子"The sea air and thrill of adventure complimented the themes of his writing"中，主语是"海上的空气和刺激冒险的故事"，宾语是"他的写作主题"，译成"称赞"不合适，按照语境译为"使······丰富"更合适。词汇辨析：数个动词均有"赞扬，表扬，称赞"之意。praise 是普通用词，指用语言或其它方式表示夸奖、赞扬。applaud 指出色的表演或高尚的行为等得到同声赞许、大声叫好或热烈鼓掌。commend 为正式用词，指对具体功绩或成就等表示称赞或嘉奖。compliment 侧重客气和礼貌，有时含恭维之意。

biographical [ˌbaɪəˈgræfɪkl] *adj.* 传记的；传记体的

eccentric [ɪkˈsentrɪk] *adj.* 古怪的，异常的；偏离轨道的 *n.* 古怪的人

> 词汇辨析：英语中很多形容词均含有"奇怪的，奇异的，新奇的"之意。queer 指一种无法解释的怪诞，强调事物的奇特和不可思议。odd 通常指不规律、偶尔出现的人或事物，往往令人困惑或奇怪。funny 是较通俗用词，指奇怪得滑稽可笑或反常。crazy 多指与众不同的行为、外表或人与物本身，含荒唐可笑或神经不正常的意味。curious 通常指非常特别或能引起注意、研究或探索的奇特。peculiar 侧重令人奇怪的或独一无二的特性，也指性格特征方面显著的与众不同之处。strange 为普通常用词，含义广泛，指陌生新奇、奇怪或不自然的人或物。eccentric 指偏离常规的怪异或怪癖。quaint 指古色古香，会人感到既奇怪又有趣。singular 通常指异常或奇特，暗含不同于一般。

Test 4

Reading Passage 1. The "Extinct" Grass in Britain

■ 题目详解

本文主要从生长在英国的中断雀麦草（interrupted brome）"死而复生"的故事切入，探讨了中断雀麦草的亲缘关系，以及中断雀麦草这一种类植物今后的发展。

Questions 1-8

-------------------- 思路 --------------------

本部分为是非无题，考查考生对细节的理解。重点解题思路是：审查题干中的概念在原文出处句里的对应情况。全部概念对应则为"是"，一个概念相矛盾则为"非"，一个概念无对应则为"未给出"。

-------------------- 解答 --------------------

1. 题干说：中断雀麦草的名字由来是因为这种其貌不扬的草在世界上消失了一段时间。根据顺序原则和题干关键信息 "interrupted brome" "come from" 定位到原文 A 段第 2 句 "Called interrupted brome because of its gappy seed-head, this unprepossessing grass was found nowhere else in the world." 这句是说它的名字起源于 "its gappy seed-head"，与题干意思相悖。因此，本题的答案为 False。

2. 题干说：中断雀麦草灭绝的原因是由于在室内存放不当。根据顺序原则定位到原文 A 段倒数第 2 句 "Even the seeds at the Cambridge Universty Botanic Garden as an insurance...." 这句是说由于保存不当，在室温下失去了生机，与题干意思相符。因此，本题的答案为 True。

3. 题干说：菲利普·史密斯在曼彻斯特大学的工作。根据题干人名 "Philip Smith" 定位原文 C 段，但是 C 段仅仅提到 Philip 在曼彻斯特会上宣讲，没有说明他的工作。

因此，本题的答案为 Not Given。

4. 题干说：英国皇家植物园将执行英国自然这个项目。根据题干关键词 "Kew Botanic Gardens" 和 "English Nature" 定位到原文 E 段和 F 段，通读这两段话，没有发现它们之间的关系。因此，本题的答案为 Not Given。

5. 题干说：中断雀麦草与红豆草不能和谐共处。根据题干关键词 "sainfoin" 定位到原文 H 段第 2 句 "A clue lies in its penchant for growing as a weed in fields shared with a fodder crop, in particular nitrogen-fixing legumes such as sainfoin, lucerne or clover." 这里 penchant 的含义是 "嗜好"，也就是 "interrupted brome" 喜欢跟 "sainfoin" 生长在一起。因此，本题的答案为 False。

6. 题干说：种植豆科植物的目的是为了饲养牲畜和滋养土壤。根据题干关键词 "Legumes" 和 "livestock" 定位到原文 H 段第 4 句 "Seeds brought in from the Continent were sown in pastures to feed horses and other livestock." 以及 I 段第 3 句 "By 1650, legumes were increasingly cultivated to produce green nature and boost grain yields." 与题干意思相符。因此，本题的答案为 True。

7. 题干说：中断雀麦草种子的扩散取决于农民的收益。原文在 K 段提到 "Much like the once common arable weeds, such as the corncockle, its seeds cannot survive long in the soil." 这句话清楚地说明了其扩散的主要原因是不能在土壤里生存很久，而不是取决于农民的利益。因此，本题的答案为 False。

8. 题干说：只有除草者才能使得中断雀麦草不会成为可恶的入侵者。原文最后一段提到 "Any farmer willing to foster this unique contribution to the world's flora can rest assured that the grass will never become an invasive pest." 这句是说任何愿意为世界植物区做出贡献的农民都可以引进与种植，与题干内容相悖。因此，本题的答案为 False。

Questions 9-13

············· 思路 ·············

本部分为人名与陈述配对题，要求考生将观点或行为与其对应的人相匹配。考查对文本细节的理解能力。在做题时考生可以借助关键词在原文中定位信息，以便快速找出答案。

············· 解答 ·············

9. 题干说：谁将中断雀麦草认定成为雀麦草的一种？根据题干关键词 "interrupted brome" 和 "identified" 定位到 G 段 "So close is the relationship that interrupted brome was originally deemed to be a mere variety of soft brome by the great Victorian taxonomist Professor Hackel." 这里 "deem to" 与题干 "identified" 为同义替换。这句是说哈克尔教授认为中断雀麦草与雀麦草的关系很亲近，并将其认定成为毛雀麦的一种变体。

因此，本题的答案为 E。

10. 题干说：谁说服其他人认定中断雀麦草在植物界中的地位？根据题干关键词 "convinced" 和 "status" 可定位到原文 G 段 "But in 1895, George Claridge Druce, a 45-year-old Oxford pharmacist with a shop on the High Street, decided that it deserved species status, and convinced the botanical world." 因此，本题的答案为 C。

11. 题干说：谁发现中断雀麦草喜欢与红豆草生长在一起？根据题干关键词 "interrupted brome" 和 "sainfoin" 可定位到原文 H 段，该段探究了 "interrupted brome" 的诞生，其中提到 "According to agricultural historian Joan Thirsk, the humble sainfoin and its company were first noticed in Britain in early 17th." 这里 "its company" 指的就是 interrupted brome。因此，本题的答案为 D。

12. 题干说：谁帮助农民了解到红豆草有富饶土壤的作用？根据题干关键词 "help" 和 "enriching" 可定位到原文 I 段 "And by 1650 the legumes were increasingly introduced into arable rotations, to serve as green nature to boost grain yields. A bestseller of its day, Nathaniel Fiennes's *Sainfoin Improved*, published in 1671, helped to spread the word." 书的标题透视出是 Nathaniel Fiennes 让农民了解到红豆草对土壤的丰富作用。因此，本题的答案为 F。

13. 题干说：谁收集了中断雀麦草的第一个植物标本？根据题干关键词 "collected" 定位到原文 J 段 "Although the credit for the discovery of interrupted brome goes to a Miss A. M. Barnard, who collected the first speciments at Odsey. Bedfordshire, in 1849." 因此，本题的答案为 A。

■ 参考译文

The "Extinct" Grass in Britain
英国 "灭绝" 之草

A   The British grass **interrupted brome** was said to be **extinct**, just like the Dodo. Called interrupted brome because of its **gappy seed-head**, this **unprepossessing** grass was found nowhere else in the world. **Gardening** experts from the Victorian Era were first to record it. In the early 20th century, it grew far and wide across southern England. But it quickly **vanished** and by 1972 was nowhere to be found. Even the seeds stored at the Cambridge University **Botanic** Garden as an **insurance** policy were dead, having been **mistakenly** kept at room temperature. Fans of the grass were **devastated.**

据说，英国的中断雀麦草要像渡渡鸟一样即将灭绝了。它之所以被称为中断雀麦草是因为它的种子穗上有缺口。世界上除了英国以外的其他任何地方都没有这种其貌

不扬的杂草。维多利亚时期的植物学家们是第一批注意到它的人，到了 20 世纪初期，这种草已经遍布英国南部的大部分地区。然而，它却很快消失了，到 1972 年，哪里也找不到它的踪影了。即使是为了避免物种灭绝而保存在剑桥大学植物园里的草种也因为保存不当，在室温状态下失去了生机。中断雀麦草的钟爱者对于这件事极为震惊。

B However, reports of its decline were not entirely correct. Interrupted brome has enjoyed a **revival**, one that's not due to science. Because of the work of one gardening **enthusiast**, interrupted brome is **thriving** as a **pot** plant. The **relaunching** into the wild of Britain's almost extinct plant has excited **conservationists** everywhere.

不过，事实证明它的灭绝报告并不完全正确。中断雀麦草死而复生了，不过并不是通过科学手段，而是多亏了一位精通园艺的植物学家，使得中断雀麦草以盆栽植物的身份复活了。英国野生草的重生使得世界各地的自然资源保护者都非常兴奋。

C Originally, Philip Smith didn't know that he had the very unusual grass at his own home. When he heard about the grass becoming extinct, he wanted to do something surprising. He attended a meeting of the British **Botanical** Society in Manchester in 1979, and **seized** his opportunity. He said that it was so **disappointing** to hear about the **demise** of the interrupted brome. "What a pity we didn't research it further!" he added. Then, all of a sudden he **displayed** his pots with so called "extinct grass" for all to see.

起初，菲利普·史密斯（Philip Smith）并没有意识到生长在他家中的草的奇特之处。但当中断雀麦草将要绝种的消息传来时，他就决定要让他的同行们大吃一惊。1979 年他参加了不列颠群岛植物学会在曼彻斯特召开的一场学术会议，并抓住了这次机会。他说中断雀麦草物种的灭绝是可悲的，并补充道："多么遗憾我们没有对这一物种进行深一步的研究。"然后他突然亮出两大罐子的所谓"灭绝的中断雀麦草"给大家看。

D Smith had kept the seeds from the last **stronghold** of the grass, Pamisford in 1963. It was then when the grass started to disappear from the wild. Smith **cultivated** the grass, year after year. Ultimately, it was his curiosity in the plant that saved it, not scientific or technological projects that aim to conserve plants.

原来早在 1963 年，史密斯就在其最后的生长地庞贝斯福德收集了种子。也就是从那时起野生雀麦草开始逐渐消失。之后，史密斯就年复一年地种植着中断雀麦草。最终，是他的好奇心拯救了这种植物，而不是通过专门的科学或者生物遗传处理的方式将这一物种保留下来。

E   For now, the bromes future is guaranteed. The seeds from Smith's plants have been **securely** stored in the **cutting edge** facilities of **Millennium** Seed Bank at Wakehurst Place in Sussex. And living plants thrive at the botanic gardens at Kew, Edinburgh and Cambridge. This year, seeds are also **saved** at sites all across the country and the grass now **flourishes** at several public gardens too.

中断雀麦草的未来现在看来是不用担心了。从史密斯种植的中断雀麦草植株上获取的种子已经被安全地储存在苏塞克斯的韦克赫斯特庄园的千禧种子银行。而且鲜活的雀麦草在英国皇家植物园、爱丁堡和剑桥的植物园里茁壮地成长着。今年，中断雀麦草的种子已经存放在全国各地的战略基地，而且中断雀麦草现在也在几家公共花园茂盛生长着。

F   The grass will now be **reintroduced** to the British countryside. As a part of the Species Recovery Project, the organisation English Nature will re-introduce interrupted brome into the agricultural landscape, provided **willing** farmers are found. Alas, the grass is neither beautiful nor practical, it is **undoubtedly** a weed, a weed that nobody cares for these days. The brome was probably never **widespread** enough to **annoy** farmers and today, no one would appreciate its **productivity** or **nutritious** qualities. As a grass, it leaves a lot to be desired by **agriculturalists**.

中断雀麦草将重返英国乡村。作为物种恢复项目中的一部分，如果可以找到愿意种植中断雀麦草的农民，英国自然委员会将会把这种草重新引入到农业景观中。唉，这种草既不漂亮也不实用。实际上，不可否认它是一种杂草，一种目前无人关心的庄稼地里的杂草。过去，中断雀麦草可能没有到处疯长，并未让农民烦恼，现如今，没有人会看重它的繁殖能力或者营养价值的高低。但是作为一种草类植物，它还有许多东西值得农学家们去探究。

G   Smith's research has attempted to answer the question of where the grass came from. His research points to **mutations** from other **weedy** grasses as the most likely source. So close is the relationship that interrupted brome was originally deemed to be a mere variety of soft brome by the great Victorian **taxonomist** Professor Hackel. A botanist from the 19th century, Druce, had taken notes on the grass and **convinced** his peers that the grass **deserved** its own status as a species. Despite Druce growing up in poverty and his self-taught profession, he became the leading botanist of his time.

史密斯的研究试图回答了中断雀麦草来自何方。他的研究指出中断雀麦草是由另外一种名叫大麦状雀麦的毛雀麦杂草变异而来。它们之间的物种关系十分近，起初在维多利亚时代，伟大的分类学家哈克尔教授认为中断雀麦草只是毛雀麦的一种变体。

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19 世纪，一位名叫德鲁斯的植物学家已经记录了这种草的生长，并且认为中断雀麦草应该有自己的物种地位，同时也让当时的植物学界认可了这一观点。尽管德鲁斯生长在一个贫困家庭，但是通过自学，他变成了他那个时代的植物学界的领头人。

H Where the grass came from may be clear, but the timing of its birth may be tougher to find out. A clue lies in its **penchant** for growing as a weed in fields shared with a **fodder** crop, in particular **nitrogen-fixing legumes** such as **sainfoin**, Lucerne or **clover**. According to agricultural historian Joan Thirsk, the **humble** sainfoin and its company were first noticed in Britain in the early 17th century. Seeds brought in from the Continent were sown in **pastures** to feed horses and other livestock. However, back then, only a few enthusiastic gentlemen were willing to use the new crops for their prized horses.

中断雀麦草的来源也许很明确，但其诞生的时间却比较难确定。一个线索是，作为一种杂草它多喜欢生长在种植饲料作物的田地里，尤其是种植在有固氮作用的豆科植物田地里，如红豆草、紫花苜蓿或三叶草等。据农业历史学家琼·瑟斯克（Joan Thirsk）说，红豆草和它的朋友们第一次被注意到是在 17 世纪早期的英国。从欧洲大陆引进的种子被播种在牧场里用以喂养马匹和其他牲畜。但是在当时，只有很少一部分热衷于马的人愿意使用这种新的物种以奖励他们的马匹。

I Not before too long though, the need to feed the **parliamentary** armies in Scotland, England and Ireland was more **pressing** than ever. Farmers were forced to produce more bread, cheese and beer. And by 1650 the legumes were increasingly introduced into **arable rotations**, to serve as green nature to boost grain **yields**. A **bestseller** of its day, Nathaniel Fiennes's *Sainfoin Improved*, published in 1671, helped to spread the word. With the **advent** of sainfoin, clover and lucerne, Britain's very own **rogue** grass had suddenly arrived.

然而，很快，迫于供给苏格兰、英格兰和爱尔兰三个战区议会军队的紧急需求，农民必须生产更多的面包、奶酪和啤酒。因此，到了 1650 年这些豆科植物越来越多地被引入到轮作耕地中，成为提高粮食产量的绿色肥料。1671 年纳塞尼尔·费恩斯发表的《改良的红豆草》成为当时的畅销书，促使它传播开来。红豆草、三叶草和紫花苜蓿的到来意味着英国本土间苗草的自然涌现。

J Although the credit for the discovery of interrupted brome goes to a Miss A. M. Barnard, who collected the first **specimens** at Odsey, Bedfordshire, in 1849, the grass had probably **lurked undetected** in the English countryside for at least a hundred years. Smith thinks the plant—the world's version of the Dodo—probably **evolved** in the late 17th or early 18th century, once sainfoin became **established.** Due mainly to the development of the motor car

and **subsequent** decline of fodder crops for horses, the brome declined rapidly over the 20th century. Today, sainfoin has almost disappeared from the countryside, though occasionally its colourful flowers are **spotted** in lowland nature reserves. More recently artificial fertilizers have made legume rotations unnecessary.

虽然发现中断雀麦草的荣誉授予了巴纳德（A. M. Barnard）小姐，她于1849年在贝德福德郡奥德赛收集到第一个植物标本。但在此之前这种草可能已经默默无闻地生长在英国农村至少百年了。史密斯认为，在17世纪末或18世纪早期，红豆草已经定植在英国，这只植物学界的渡渡鸟（雀麦草）很可能是从那时进化而来的。电动汽车的普及继而严重冲击了马匹饲料作物的市场，使得雀麦草的数量在20世纪的百年时间里迅速下降。今天，尽管偶尔还能在丘陵自然保护区里发现雀麦草五颜六色的花朵，但红豆草可以说已经从乡村完全消失了。近年来，人工肥料的普遍应用使得豆科植物轮作变得多余。

K The close relationship with **out-of-fashion** crops **spells trouble for** those seeking to re-establish interrupted brome in today's countryside. Much like the once common arable weeds, such as the **corncockle**, its seeds cannot survive long in the soil. Each spring, the brome relied on farmers to **resow** its seeds; in the days before weed killers and advanced seed **sieves**, an **ample** supply would have **contaminated** supplies of crop seed. However fragile seeds are not the brome's only problem: this species is also unwilling to release its seeds as they ripen. According to Smith, the grass will struggle to survive even in **optimal** conditions. It would be very difficult to thrive amongst its more **resilient** competitors found in today's improved agricultural landscape.

它与过时农作物的这种亲密关系给任何一个热衷于在现今农村重新种植中断雀麦草的人带来了麻烦。像许多曾经常见的耕地杂草如瞿麦一样，它的种子不能长期待在土壤中。每年春天，中断雀麦草都要依靠农民重新播种；在不使用除草剂和成熟种子筛的年代里，大量的雀麦草籽掺杂在库存的粮食种子当中。但种子比较脆弱并不是雀麦草的唯一问题；即使成熟了，它的种子也不容易脱落。史密斯说，今天把它种在翻过的土地里，这种草会挣扎求存。在现今改善过的耕地中，它很难繁盛的生长在众多的顽强的竞争者当中。

L Nonetheless, interrupted brome's **reluctance** to thrive independently may have some benefits. Any farmer willing to foster this unique contribution to the world's **flora** can **rest assured** that the grass will never become an **invasive** pest. Restoring interrupted brome to its **rightful** home could bring other benefits too, particularly if this strange species is **granted** recognition as a national treasure. Thanks to British farmers, interrupted brome

was given the chance to evolve in the first place. Conservationists would like to see the grass grow once again in its natural habitat and perhaps, one day, seeing the grass become a **badge** of honour for a new generation of environmentally **conscious** farmers.

然而，中断雀麦草"不愿"靠自己的精力去繁殖的这一特性可能也有好处。任何愿意为世界植物区系做出独特贡献的农民都可以彻底放心引进和种植，这种草永远不会成为外来有害植物。一旦这种古怪的草被认为是国家瑰宝，让中断雀麦草回归属于自己的家园还带来其他积极的好处。多亏了英国农民，中断雀麦草可以优先的进化发展。自然资源保护者们很有可能会见证这种植物再次生长在自然栖息地。也许有一天，中断雀麦草会成为有环境保护意识的新农民的荣誉勋章。

■ 词汇详解

· A 段 ·

interrupted [ˌɪntəˈrʌptɪd] *adj.* 中断的；不通的；被阻断的

brome [brəum] *n.* 雀麦草

extinct [ɪkˈstɪŋkt] *adj.* 灭绝的；绝种的；消逝的；破灭的

> ➤ ex- 表示"向外"；-stinct 是"刺"的意思，extinct 即"拔刺，拔出"，比喻为"连根拔起，灭绝"。

gappy [ˈgæpɪ] *adj.* 有缺口（裂缝）的

> ➤ gappy 与文中的 interrupted "中断的"意义相近，都是指其穗子是分开的，而非常见的聚合形的。

seed-head *n.* 种子穗

unprepossessing [ˌʌnˌpriːpəˈzesɪŋ] *adj.* 不吸引人的，不妩媚的

> ➤ 该词在文中意为"其貌不扬的"。其基本意思是"不吸引人的，不起眼的"。反义词为 prepossessing "妩媚的，漂亮的"。

gardening [ˈgɑːdnɪŋ] *n.* 园艺

vanish [ˈvænɪʃ] *v.* 消失，突然不见；使消失

botanic [bəˈtænɪk] *adj.* 植物学的，植物的

insurance [ɪnˈʃuərəns] *n.* 预防措施，保险

mistakenly [mɪˈsteɪkənlɪ] *adv.* 错误地，被误解地

devastated [ˈdevəsteɪtɪd] *adj.* 极为震惊的；毁坏的

> ➤ 该词在文中意为"极为震惊的"，该单词的动词形式为 devastate "破坏，毁灭；踩踏"。

revival [rɪ'vaɪvl] *n.* 复活；再生；再流行，再生效

enthusiast [ɪn'θjuːziæst] *n.* 热衷于……的人；热情者，热心者；狂热者

thrive [θraɪv] *v.* 茁壮成长；繁荣

> ➢ 该词与 flourish 意义相近，都表示在某事业上如文化、艺术、科学、体育或某行业上兴旺发达，但表示生物发育好时，flourish 用来指植物枝叶茂密或花果累累，而 thrive 既可指植物，也可指动物和人。

pot [pɒt] *n.* （某种用途的）容器；陶盆；罐

relaunch [ˌriː'lɔːntʃ] *v.* 重新发动，重新发射

conservationist [ˌkɒnsə'veɪʃənɪst] *n.* 自然资源保护者，生态环境保护者

botanical [bə'tænɪkl] *adj.* 植物学的

seize [siːz] *v.* 抓住；逮捕

> ➢ 词汇辨析：arrest，capture，catch，seize，rap 这些动词均有"抓住，捕捉"之意。arrest 指根据法律或命令进行逮捕并予以监禁或拘留。capture 指通过武力或计谋等，战胜抵抗而捉住敌人或动物。catch 指捉住跑动或隐藏中的人或动物，一般指活捉。seize 侧重指以突然、有力地动作迅速抓住或捉住。trap 多指诱捕。

disappointing [ˌdɪsə'pɔɪntɪŋ] *adj.* 令人失望的；令人扫兴的

demise [dɪ'maɪz] *n.* 死亡，绝种

> ➢ 该词指死亡后的送别仪式，后用来表示"死亡"，"绝种"。

display [dɪ'spleɪ] *v.* 展示；陈列；显示

stronghold ['strɒŋhəʊld] *n.* 要塞；据点；根据地

cultivate ['kʌltɪveɪt] *v.* 耕作，种植；教养

> ➢ 该词在文中意为"耕作"，其形容词形式为 cultivate "有教养的；耕种的"。词汇辨析：nurse，tend，foster，cultivate，cherish 这些动词均含"照料，培育"之意。nurse 通常指对无力自顾的婴儿、病人等进行照料或护理。tend 指出于责任心、博爱心而不是私人感情去对人或物进行照顾。foster 指对孩子的关心、鼓励、供养及抚育其成长；也指鼓励、促进事物的增长与发展。cultivate 具体意义指耕耘、培育植物；抽象意义指培养兴趣或向往的理想事物。cherish 强调抚育或爱抚。

securely [sɪ'kjʊəlɪ] *adv.* 被妥善保管地；安全地；牢固地

cutting edge 前沿

Millennium [mɪˈleniəm] *n.* 千禧年；一千年；千年期

save [seɪv] *v.* 储存；挽救；节省

flourish [ˈflʌrɪʃ] *v.* 繁荣，茂盛；挥舞；挥动

· F 段 ·

reintroduce [ˌriːɪntrəˈdjuːs] *v.* 再引入，再提出

willing [ˈwɪlɪŋ] *adj.* 乐意的，愿意的；自愿的，心甘情愿的

undoubtedly [ʌnˈdaʊtɪdlɪ] *adv.* 不可否认地；毋庸置疑地；无疑

widespread [ˈwaɪdspred] *adj.* 分布广的；普遍的；广泛应用

annoy [əˈnɔɪ] *v.* 使烦恼，令人讨厌；打扰，干扰

> 该词在文中意为"令人头疼，烦恼"。同义词有：tease，incense，irritate 等。词汇辨析：bother，disturb，trouble，annoy，irritate，vex 这些动词均有"使人不安或烦恼"之意。bother 指使人烦恼而引起的紧张不安或感到不耐烦。disturb 较正式用词，多用被动态，指扰乱，使人不能平静或妨碍别人工作、思维或正常秩序，是程度较深的烦恼。trouble 指给人在行动上带来不便或在身心上造成痛苦。annoy 强调因被迫忍受令人不快、讨厌的事而失去平静或耐心，多指一时的打扰或恼怒。irritate 语气比 annoy 强得多，指激怒，使发怒，多指一种短时间的反应。

productivity [ˌprɒdʌkˈtɪvəti] *n.* 生产力，繁殖能力；[经济学] 生产率

nutritious [njuˈtrɪʃəs] *adj.* 有营养的，滋养的

agriculturalist [ˌægrɪˈkʌltʃərəlɪst] *n.* 农学家

· G 段 ·

mutate [mjuːˈteɪt] *v.* 变异；（使某物）变化

> 该词多指突然的变化，尤指"变异"。其名词形式为 mutation"变化，转变"。

weedy [ˈwiːdi] *adj.* 杂草丛生的；＜非正，贬＞瘦弱的，性格软弱的

taxonomist [tækˈsɒnəmɪst] *n.* 分类学者

convince [kənˈvɪns] *v.* 使确信，使相信；说服

deserve [dɪˈzɜːv] *v.* 应受，应得；值得

· H 段 ·

penchant [ˈpɒʃɒ̃] *n.* （强烈的）倾向，爱好

> 该词在文中意为"喜爱，偏爱"。词汇辨析：penchant，tendency 和 inclination 意义相近，都表示"倾向，趋势"，但 penchant 表达的意义更强烈。

fodder [ˈfɒdə(r)] *n.* 草料；炮灰

www.sadeghi-hariri.com

nitrogen-fixing 固氮的

legume ['legju:m] *n.* 豆科植物，豆类蔬菜

sainfoin ['semfɔɪn] *n.* 红豆草

clover ['kləʊvə(r)] *n.* 三叶草

humble ['hʌmbl] *adj.* 谦逊的；简陋的；（级别或地位）低下的

> 该词在文中意为"不张扬的"。**词汇辨析**：modest, humble 这两个形容词都有"谦恭的"之意。modest 含义广泛，指行为或态度等方面不自大、不虚荣、不傲慢、不武断和不自负。humble 指精神和行为上的谦逊。褒义指对自己或自己的成就不骄傲；贬义指过低地评价自己，对人低声下气。

pasture ['pɑ:stʃə(r)] *n.* 牧草地，牧场；牲畜饲养，放牧

· I 段 ·

parliamentary [,pɑ:lə'mentri] *adj.* 议会的，国会的；议会制度的

pressing ['presɪŋ] *adj.* 紧迫的，紧急的；迫切的，急切的；恳切的

arable ['ærəbl] *adj.* 适于耕种的，可耕的

rotation [rəʊ'teɪʃn] *n.* [农] 轮作；旋转，转动；轮流，循环

yield [ji:ld] *n.* 产量，产额 *v.* 生产；屈服，投降

bestseller [,best'selə(r)] *n.* 畅销书，畅销商品

advent ['ædvent] *n.* 出现；到来

> 该词在基督教中有特殊含义，表示"耶稣的降临"，后来常用来表示"某事物的到来"。

rogue [rəʊg] *n.* 本土；流氓，无赖 *v.* 淘汰劣种

> 该词在文中意为"本土间苗草"。

· J 段 ·

specimen ['spesɪmən] *n.* 样本；标本

lurk [lɜ:k] *v.* 潜伏，埋伏；潜藏，潜在；偷偷地行动

undetected [,ʌndɪ'tektɪd] *adj.* 未被觉察的，未被发现的；未探测到的

> 词根 tect=cover，表示"盖上，掩护"，un 没有，未 +detect（*v.* 察觉，发觉，侦察，探测）+ed（……的），即 undetected 为"未被察觉的，未被发现的"。

evolve [ɪ'vɒlv] *v.* 进化；演化；逐步发展

establish [ɪ'stæblɪʃ] *v.* 定植；建立

> 该词在文中意为"定植，安顿"。文中使用的是该词的生僻意义。

subsequent ['sʌbsɪkwənt] *adj.* 随后的；后来的；之后的；接后的

spot ['spɒt] *v.* 看见；看出；注意到；发现

·K 段·

out-of-fashion *adj.* 过时

spell trouble for 给某人带来麻烦

➤动词 spell 除了作 "拼写，拼读"，还可作 "招致，带来"，多指招致不好的结果。

corncockle *n.* 瞿麦

resow *v.* 补种；重新播种

sieve [sɪv] *v.* 筛；滤；过筛

ample ['æmpl] *adj.* 充足的；宽敞的

contaminated [kən'tæmɪneɪtɪd] *adj.* 被污染的

➤该词在文中指粮食种子因参杂草种而变得不纯。contaminated 是动词 contaminate "污染；毒害" 的过去分词作形容词用。

optimal ['ɒptɪm(ə)l] *adj.* 最适宜的；最理想的；最好的

resilient [rɪ'zɪliənt] *adj.* 能复原的；弹回的，有弹性的；能立刻恢复精神的

·L 段·

reluctance [rɪ'lʌktəns] *n.* 不愿意，勉强

➤文中使用的是该词的比喻义，表示"雀麦草的种子不容易脱落"，可以理解为"顽抗的"。

flora ['flɔːrə] *n.* 植物区系；植物群

rest assure 放心；确信无疑

invasive [ɪn'veɪsɪv] *adj.* 侵入的；侵袭的

rightful ['raɪtf(ə)l] *adj.* 正确的；公正的；合法的

granted ['grɑːntɪd] *v.* 准予；授予；同意

badge [bædʒ] *n.* 奖章；象征

➤该词在文中意为"勋章"，本意是骑士的家族标识，后多用来表示"标识，象征"。

conscious ['kɒnʃəs] *adj.* 意识到；注意到；神志清醒的；有知觉的

Reading Passage 2. Keep the Water Away

■ 题目详解

文章讲述了从古至今，国家在应对洪涝灾害时所采取的各种措施。随着时间的推移，应对策略也在发生不同的变化——由之前的人力改造逐步向利用大自然本身的资源解决问题。文中重点列出了柏林、伦敦和洛杉矶等几个城市斥巨资在改造河流河道与利用自然资源解决洪涝问题的例子。

Questions 14-19

思路

本部分为段落信息匹配题，考查对段落细节的理解。考生要注意定位原文信息，并且注意同义词替换现象。

解答

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14. 题干说：英国采取的一项新措施。根据题干国家名"UK"定位到原文的 D 段 The UK's Environment Agency 这个机构斥资巨资采取了一系列措施来防水，尤其是利用大自然本身的资源防洪。因此，本题的答案为 D。

15. 题干说：解释迂回的道路与堤坝不起作用的原因。根据题干关键词"twisty path"和"dyke"定位到原文 B 段，题干"twisty"表示"扭曲的，转弯抹角的"与原文"tortuous"为同义替换，本段探讨了堤坝不起作用的原因。因此，本题的答案为 B。

16. 题干说：哪个段落列举了 LA 新的方案，但是方案不太切合实际？根据题干关键词"LA"和"unrealistic"定位到原文 G 段，扫读本段可以发现 G 段讲的就是一种新方案，但是这种方案被看作是"It all sounds like bad planning."和本段最后"until you realise how much we spend trying...and how bad we are at it."因此，本题的答案为 G。

17. 题干说：应对洪水的传统方法。根据题干关键词"traditional"和"tackling"可定位到 A 段提到传统上应对洪水的两种方案 plan A 和 plan B。考生也可以根据文本的发展脉络来积极猜测答案出现的位置。本文讲的是应对洪水，按照常理，在开头会列出应对洪水的传统做法。因此，本题的答案为 A。

18. 题干说：荷兰和德国的应对洪水的努力。根据题干国家名"Netherlands"和"Germany"定位到 F 段，列举了德国和荷兰在应对洪水方面所采取的措施。因此，本题的答案为 F。

19. 题干说：一个利于三个国家的项目。根据题干关键词"benefits"和"three nations"可定位到原文 E 段提到了一个项目，这个项目的三个受益的国家分别是 Austria, Slovenia, Croatia。因此，本题的答案为 E。

Questions 20-23

思路

本部分为是非无题，考查考生对细节的理解。重点解题思路是：审查题干中的概念在原文出处句里的对应情况。全部概念对应则为"是"，一个概念相矛盾则为"非"，一个概念无对应则为"未给出"。

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解答

20. 题干说：在古代，欧洲人努力改进他们的河堤，因此洪涝比以前减轻了。原文 A 段提到 "But however big they dug city drains, however wide and straight they made the rivers, and however high they built the banks, the floods kept coming back to taunt them, from the Mississippi to the Danube. And when the floods came, they seemed to be worse than ever." 这句是说即便改进河堤也没有遏制洪水，看起来似乎比以前更糟糕，与题干意思相悖。因此，本题的答案为 Flase。

21. 题干说：洪水剪短了河流，因此洪水速度更快，对洪泛平原的建筑构成的毁坏更大。原文 C 段提到 "Today, the river has lost 7 per cent of its original length and runs up to a third faster...And with four-fifths of the lower Rhine's flood plain barricaded off, the waters rise ever higher. The result is more frequent flooding that does ever-greater damage to the homes, offices and roads that sit on the flood plain." 这段话清楚地说明了河流变短，洪泛平原减少，造成了河水的升高，对房子、办公室、街道都造成了损害。因此，本题的答案为 True。

22. 题干说：英国的新方法比奥地利的新方法有效。根据题干国家名 "UK" 和 "Austria" 可定位到 D 段和 E 段，这两段作者只是分别介绍了两国应对洪水的方法，并没有作比较。因此，本题的答案为 Not Given。

23. 题干说：1995 年至少三十万人离开荷兰。根据题干关键词 "1995" 和 "Netherlands" 定位到原文 F 段第 5 句 "The same happened again in 1995, when a quarter of a million people were evacuated from the Netherlands." 这句是说 1995 年的洪水造成了荷兰 25 万人背井离乡，与题干所说（数字）不一致。因此，本题的答案为 False。

Questions 24-26

思路

本部分为填空题，要求考生从原文选择不超过两个词的内容来完成句子。由于用到原文原词，因此需要考生在原文定位内容。

解答

24. 根据题干关键词 "UK's Environment Agency" 和 "not far from" 定位到原文 D 段第 7 句 "Nearer to London it has spent £100 million creating new wetlands." 这里 "nearer to" 与题干 "not far from" 为同义替换，这句是说在伦敦近旁，英国环境署投入了 100 亿英镑打造新的湿地。因此，本题的答案为 London。

25. 根据题干关键词 "porous" 和 "Berlin" 定位到原文 F 段第 6 句 "But a new breed of 'soft engineers' wants our cities to become porous, and Berlin is their shining example." 因此，

本题的答案为 soft engineers。

26. 根据顺序原则和题干关键词 "billions of dollars" 定位到原文 G 段第 1 句 "Los Angeles has spent billons of dollars digging huge drains and concreting river beds to carry away the water from occasional intense storms." 这里 "intense storm" 与题干 "heavy storm" 为同义替换，这段话讲的是 Los Angeles 的洪水问题。因此，本题的答案为 Los Angeles。

■ 参考译文

Keep the Water Away
防范洪涝

A Last winter's floods on the rivers of central Europe were among the worst since the Middle Ages, and as winter storms return, the **spectre** of floods is returning too. Just weeks ago, the river Rhône in south-east France **burst** its **banks**, driving 15,000 people from their homes, and worse could be on the way. Traditionally, river engineers have gone for Plan A: get rid of the water fast, **draining** it off the land and down to the sea in tall-sided rivers re-engineered as high-performance drains. But however big they dug city drains, however wide and straight they made the rivers, and however high they built the banks, the floods kept coming back to **taunt** them, from the Mississippi to the Danube. And when the floods came, they seemed to be worse than ever. No wonder engineers are turning to Plan B: **sap** the water's **destructive** strength by **dispersing** it into fields, forgotten lakes, flood plains and **aquifers**.

去年冬天，中欧大小河流的汛情可以算是中世纪以来最严重的几次汛情之一。今年，随着冬季暴风雪的来袭，洪水再一次泛滥于欧洲大陆。就在几周之前，法国东南部的罗讷河泛滥，洪水冲垮堤岸，迫使一万五千人撤离家园，并且很可能会有更糟糕的情况出现。传统上来看，治河工程师优先选择的应对方案是快速排水，将洪水从陆地上引出，经由河岸高的河流排入大海。排水用的河流都经过重新改造，有高超的排水效率。但是，不论大城市挖出多大的排水系统、把河道改造得多宽阔笔直或建造多高的堤坝，从密西西比河到多瑙河，洪水却依旧凶猛泛滥。不断泛滥的河水就像是在嘲讽我们的一切努力。而且其严重程度似乎在与日俱增。这也不难怪工程师们转而青睐第二种方案：把洪水分流到旷野、被遗忘的湖泊、冲击平原和地下含水层，从而削弱洪水的破坏性力量。

B Back in the days when rivers took a more **tortuous** path to the sea, flood waters lost **impetus** and **volume** while **meandering** across flood plains and **idling** through **wetlands**

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and inland **deltas.** But today the water tends to have an **unimpeded** journey to the sea. And this means that when it rains in the uplands, the water comes down all at once. Worse, whenever we close off more flood plains, the river's flow farther **downstream** becomes more violent and uncontrollable. Dykes are only as good as their weakest link—and the water will **unerringly** find it. By trying to turn the complex **hydrology** of rivers into the simple mechanics of a water pipe, engineers have often created danger where they promised safety, and **intensified** the floods they meant to end. Take the Rhine, Europe's most engineered river. For two centuries, German engineers have erased its backwaters and cut it off from its flood plain.

当初，河道蜿蜒曲折，洪水在曲折的河道中放缓了速度，慵懒地流过冲击平原、湿地和内陆三角洲，没有了原本的冲力和巨大的水量。可如今，河水入海的道路畅通无阻，这就意味着高地下雨的时候，雨水顺着河道瞬间就会到达低地。更糟的是，随着人类占用更多的冲击平原，下游河段的水流会愈发汹涌、难以控制。堤坝的质量取决于其最脆弱的部分，而洪水绝对不会错过堤坝的弱点。治河工程师努力把河流复杂的水文地理构造改造成了排水管道的简单形状，而这实际上为他们承诺的安全环境带来了隐患，并且助长了他们本该终结的洪涝灾害。例如莱茵河，这个全欧洲改造最彻底的河流，两个世纪以来，德国的工程师改掉了河流所有的回水处，并且将河流和它的冲击平原隔离开来。

C Today, the river has lost 7 percent of its original length and runs up to a third faster. When it rains hard in the Alps, the peak flows from several **tributaries coincide** in the main river, where once they arrived separately. And with four-fifths of the lower Rhine's flood plain **barricaded** off, the waters rise ever higher. The result is more frequent flooding that does ever-greater damage to the homes, offices and roads that sit on the flood plain. Much the same has happened in the US on the mighty Mississippi, which drains the world's second largest river **catchment** into the Gulf of Mexico.

如今，莱茵河的总长度缩短了原有的百分之七，流速则提高了三分之一。当阿尔卑斯山区大雨倾盆的时候，巨大的水量经由数条支流同时汇入干流，但原本这些支流汇入干流的时间是各不相同的。此外，莱茵河下游五分之四的冲击平原被围挡占用，导致下游水位不断升高，致使莱茵河泛滥的频率增加，给泛滥平原上的住宅、办公室和公路带来了巨大的损害。同样的情况也发生在美国的大河密西西比河上。密西西比河拥有世界第二大的流域，最终注入墨西哥湾。

D The European Union is trying to improve rain forecasts and more accurately model how intense rains swell rivers. That may help cities prepare, but it won't stop the floods. To do

that, say hydrologists, you need a new approach to engineering not just rivers, but the whole landscape. The UK's Environment Agency—which has been granted an extra £150 million a year to spend **in the wake of** floods in 2000 that cost the country £1 billion—puts it like this: "The focus is now on working with the forces of nature. **Towering concrete** walls are out, and new wetlands are in." To help keep London's feet dry, the agency is breaking the Thames's banks **upstream** and **reflooding** 10 square kilometres of ancient flood plain at Otmoor outside Oxford. Nearer to London it has spent £100 million creating new wetlands and a **relief channel** across 16 kilometres of flood plain to protect the town of Maidenhead, as well as the ancient playing fields of Eton College. And near the south coast, the agency is digging out channels to **reconnect** old meanders on the river Cuckmere in East Sussex that were **cut off** by flood banks 150 years ago.

欧盟正努力提高降雨预告的准确度，同时希望更精确地模拟降雨是如何使河水上涨的。以上举措能让城市提前做准备，但是并不能阻止洪涝发生。水文学家说，想要防范洪涝，人们需要全新的方法，不仅要改造河道，还要改造地形。2000 年英国爆发大洪水，造成了十亿英镑的损失。之后，英国政府每年都会拨给英国环境署一亿五千万英镑用于应对洪涝灾害。英国环境署表示："如今，防范洪涝灾害的重点是和大自然的力量进行合作。高耸的混凝土大坝已经过时了，我们应该相信湿地的作用。"为保证伦敦不受洪涝影响，英国环境署掘开了泰晤士河上流的部分河岸，让牛津市外奥特姆地区古老的十平方公里冲击平原重新泛水。伦敦近旁，英国环境署投入一亿英镑打造新的湿地，并且在十六公里宽的冲击平原上开凿了排洪河道，以保护梅登黑德地区以及伊顿公学古老的运动场。英国南部海岸近旁，英国环境署正在开凿水道来重新连接卡可米尔河及其曲流。卡可米尔河位于苏克塞斯郡南部，它的曲流在 150 年前干流泛溢时被淤泥堆成的新河岸截断了。

E　The same is taking place on a much **grander** scale in Austria, in one of Europe's largest river restorations **to date**. Engineers are **regenerating** flood plains along 60 kilometres of the river Drava as it exits the Alps. They are also widening the river bed and channelling it back into abandoned meanders, **oxbow** lakes and **backwaters overhung** with willows. The engineers calculate that the **restored** flood plain can now store up to 10 million cubic metres of flood waters and slow storm surges coming out of the Alps by more than an hour, protecting towns as far downstream as Slovenia and Croatia.

规模更大的改造活动也出现在奥地利，而且是目前为止最大规模的河流改造活动。工程师选取德拉瓦河排出阿尔卑斯山区之后的一段六十公里的沿河区域重新规划冲击平原。他们也拓宽了河床，并将河水引入荒废的曲流、牛轭湖和已经柳树成荫的回水处。根据工程师的计算，经过重新规划的冲击平原可以承载 1000 万立方的洪水，

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并且可以阻挡阿尔卑斯山吹来的风暴潮，使其到达内陆的时间推后一个小时以上，
即使在下游的斯洛文尼亚和克罗地亚也可以得到良好保护。

F "Rivers have to be allowed to take more space. They have to be turned from **flood-chutes** into **flood-foilers**," says Nienhuis. And the Dutch, for whom preventing floods is a matter of survival, have gone furthest. A nation built largely on drained **marshes** and **seabed** had the **fright** of its life in 1993 when the Rhine almost **overwhelmed** it. The same happened again in 1995, when a quarter of a million people were **evacuated** from the Netherlands. But a new **breed** of "soft engineers" wants our cities to become **porous**, and Berlin is their shining example. Since **reunification**, the city's massive redevelopment has been governed by tough new rules to prevent its drains becoming overloaded after heavy rains. Harald Kraft, an architect working in the city, says: "We now see rainwater as a resource to be kept rather than got rid of at great cost." A good illustration is the giant Potsdamer Platz, a huge new commercial redevelopment by Daimler Chrysler in the heart of the city.

宁休斯（Nienhuis）说："人们需要让河流占据更大的地域。河流需要成为洪水的屏
障而不是泄洪的通路。"对于荷兰人来说，防范洪涝是生死攸关的大事，因此，荷兰
的防洪事业领跑全球。荷兰的大部分国土都是排干水的沼泽和海床，1993 年莱茵河
泛滥几乎淹没了全部国土，荷兰感受到了消失的危机。1995 年，莱茵河再次泛滥，
25 万人被迫撤离荷兰。现在，一种"软改造"正在兴起，这种改造希望我们的城市
拥有更强大的渗水能力。柏林就是其中的典范。自东西柏林统一以来，柏林的发展
一直遵循着严格的规范，以防城市排水系统在大雨后超负荷运转。拉罗德·克拉福特
（Harald Kraft）是柏林的一位建筑师，他说："我们现在把雨水看作值得保留的资源，
而不是花费大价钱才能摆脱的累赘。"宽阔的波茨坦广场是软改造的范例，它位于柏
林市中心，是戴姆勒斯资重建的巨型商业广场。

G Los Angeles has spent billions of dollars digging huge drains and concreting river beds to carry away the water from **occasional** intense storms. The latest plan is to spend a cool $280 million raising the concrete walls on the Los Angeles river by another 2 metres. Yet many communities still flood regularly. Meanwhile this desert city is shipping in water from hundreds of kilometres away in northern California and from the Colorado river in Arizona to fill its taps and swimming pools, and **irrigate** its green spaces. It all sounds like bad planning. "In LA we receive half the water we need in rainfall, and we throw it away. Then we spend hundreds of millions to import water," says Andy Lipkis, an LA environmentalist, along with citizen groups like Friends of the Los Angeles River and Unpaved LA, want to beat the urban flood **hazard** and fill the taps by holding onto the city's flood water. And it's

not just a pipe dream. The authorities this year launched a $100 million scheme to **road-test** the porous city in one **flood-hit** community in Sun Valley. The plan is to catch the rain that falls on thousands of **driveways**, parking lots and **rooftops** in the valley. Trees will soak up water from parking lots. Homes and public buildings will capture roof water to irrigate gardens and parks. And road drains will empty into old gravel pits and other **leaky** places that should recharge the city's underground water **reserves**. Result: less flooding and more water for the city. Plan B says every city should be porous, every river should have room to flood naturally and every coastline should be left to build its own defences. It sounds expensive and **utopian**, until you realise how much we spend trying to drain cities and protect our watery **margins**—and how bad we are at it.

为了应对偶然的强大风暴潮，洛杉矶已经斥资数十亿美元开挖规模巨大的排水系统以及加固河道。最新的一份计划是：大方地投资两亿八千万美元，把洛杉矶河岸的混凝土大坝加高两米。然而洛杉矶的不少社区还是经常泛水。与此同时，这座沙漠城市还要从千里以外的加利福尼亚北部和亚利桑那州的科罗拉多河运水进来，才能满足日常用水、填满游泳池以及灌溉绿地。洛杉矶似乎是规划失败的典型。"在洛杉矶，我们本可以从降雨中得到所需水量的一半，但是我们对雨水不屑一顾。然后，我们花千百万美元去进口淡水"，安迪·立普金斯说道。安迪是一位环保人士，他与"洛杉矶河的朋友""没有柏油路的洛杉矶"等市民组织一道，想要彻底解决城市内涝的问题，并且希望利用洪水解决洛杉矶的缺水问题。他们的想法并不是空想。今年，洛杉矶有关部门实施了一项一亿美元的计划，准备在太阳谷的一处内涝社区实地测试"渗水城市"设想。这项计划准备彻底利用落在此社区马路上、停车场上以及屋顶上的雨水。树木可以吸收停车场上的雨水；住宅和公共建筑可以利用屋顶上的雨水浇灌公园和庭院；公路上的水可以通过砾坑或其他渗水部位排出，排出的雨水又可以补充洛杉矶的地下水储备。其结果是：城市内涝减少，可用淡水增多。工程师青睐的第二种计划认为所有的城市都应该具备强大的渗水能力，所有的河流都应该保有足够的排洪区域，所有的海岸线都应该任其自然形成防护机制。这个计划听起来耗资巨大且十分空想化，直到意识到我们已经在城市排水和保护水域沿岸安全上投入了多么巨大的数目——并且我们努力的结果非常失败。

■ 词汇详解

·A段·

spectre ['spektə(r)] *n.* 缠绕心头的恐惧；凶兆
burst [bɜːst] *v.* 使爆炸；冲破

> 该词的基本含义是"破裂，爆炸"，主要指内部能量突然释放而造成的爆裂或涨破，强调破的原因，也指一直受压抑或阻碍的物或事物突然迸发或可能迸发。

bank [bæŋk] *n.* 岸；河畔；银行

drain [dreɪn] *v.* （使）流干，（使）逐渐流走

> 该词是 rain 前加字母 d，雨水会逐渐流走，地面会变干，所以 drain 的基本意思是"（使）逐渐变干（流干）"，它作名词时表示"排水沟"。

taunt [tɔ:nt] *v.* 奚落；用嘲笑刺激

> 该词来自法语 tant pour tant，意思是"以眼还眼，以牙还牙，原倍奉还"，引申为"嘲笑，奚落"。

sap [sæp] *v.* 使虚弱；削弱；逐渐破坏

destructive [dɪ'strʌktɪv] *adj.* 破坏性的；极其危险的

disperse [dɪ'spɜ:s] *v.* 散布；疏散

> 词汇辨析：scatter, disperse, spread, diffuse 这些动词均含"使分散，使散开"之意。scatter 指用暴力等手段使人或物向四处散开，或把物随意撒开。disperse 多指把一群人或物等彻底驱散。spread 指一直延伸、蔓延，侧重遍及。diffuse 指光线、声音或气味等在空中传送或散布，强调覆盖面积与物质分布相对密度之间的关系。

aquifer ['ækwɪfə(r)] *n.* （岩石或土壤的）含水层

·B段·

tortuous ['tɔ:tʃuəs] *adj.* 曲折的；不正派的

impetus ['ɪmpɪtəs] *n.* 动力；势头

> 该词来自法语，词根 im- 是"进入，使"的意思，-pet 表示"追逐，冲击"，-us 是法语过去分词词尾，impetus 后引申为"推动、促进、刺激"等。同义词有 momentum, force, driving 等。

volume ['vɒlju:m] *n.* 量；容积

meander [mi'ændə(r)] *v.* （指溪流、河流等）蜿蜒而流；无目的地走动

> 该词来自希腊语 Maiandros（河流名），位于现土耳其境内。由于这条河流非常曲折，因此 meander 引申为"蜿蜒、闲逛、散步"等，因闲逛和散步的路线也多是曲折的。

idle ['aɪd(ə)l] *adj.* 懒怠的；懒惰的；闲置的

wetland ['wetlənd] *n.* 湿地；沼泽地

delta ['deltə] *n.* 河口；三角形物；三角（形状）

unimpeded [ʌnɪm'pi:dɪd] *adj.* 畅通；无阻挡的

> 该词是动词 impede 的过去分词用作形容词并加前缀 -un 构成否定。词根 im- 表示"进入，使"，-ped 是"脚"的意思，impede 就是"限制脚的行动，锁上脚链"，引申为"阻碍"。

downstream [,daʊn'stri:m] *n.* 下行；顺流；[体]顺水；下游侧

unerringly [ʌn'ɜːrɪŋli] *adv.* 正确地

hydrology [haɪ'drɒlədʒi] *n.* 水文学

intensify [ɪn'tensɪfaɪ] *v.* （使）增强，（使）加剧

> in- 表示"入，向内"，-tens- 是"延伸"的意思，-ify 是动词词尾，intensify 的基本意思是"增加程度或分量"，指深化或加强事物的本质特征。词汇辨析：enhance, heighten, intensify, aggravate 这些动词均有"加强，增强"之意。enhance 侧重指增加价值、魅力或声望等使人或物具有超乎寻常的吸引力。heighten 通常指使某物的某种性质变得不同于一般的显著或突出。intensify 指深化或强化某事或某物，尤指其特别之处。aggravate 指加剧令人不快或困难的形势。

·C段·

tributary ['trɪbjətri] *n.* （流入大河或湖泊的）支流

coincide [,kəʊɪn'saɪd] *v.* 相符；与……一致

> 该词的基本意思是"巧合"，引申为"观点、立场、利益、政策等达成一致"。当指几件事在发生时间上一致时即为"同时发生"，当指几件事在内容上一致时即为"巧合"。

barricade [,bærɪ'keɪd] *n.* 路障；街垒

catchment ['kætʃmənt] *n.* 流域；集水；排水；贮水池

·D段·

in the wake of 随着；跟着

> wake 用作名词时的意思是"航迹，痕迹"，指船、汽车等运输工具在固定的航线上留下的印迹，in the wake of 就是"沿着……的痕迹走"，引申为"跟着，随着"等。

towering ['taʊərɪŋ] *adj.* 高大的；高耸的；屹立的；卓越的

concrete ['kɒŋkri:t] *n.* 混凝土；水泥；具体物；凝结物

upstream [ʌp'stri:m] *adj.* 上游的

reflooding *v.* 再淹没

relief channel *n.* 分洪渠

reconnect [,ri:kə'nekt] *v.* 再连接；再接合

cut off *n.* 切断；断绝；切掉

·E段·

grand [grænd] *adj.* （用于大建筑物等的名称）大；壮丽的；堂皇的；重大的

to date 直到今天，到目前为止

➢ to date 是一个短语，与短语 up to date now 的意义相同，可以看作是它的缩写。

regenerate [rɪ'dʒenəreɪt] *v.* 再生；改造

oxbow ['ɒksbəʊ] *n.* 牛轭湖；河道曲流湾

backwater ['bæk.wɔːtə(r)] *n.* 回水处；与世隔绝的地区

overhung [.əʊvə'hʌŋ] *v.* 悬垂；倒悬

restore [rɪ'stɔː(r)] *v.* 归还；恢复（某种情况或感受）

➢ 词根 re- 表示"再，重新"，-store 是"储藏，存放"的意思，restore 作"归还"解时，指把不属于自己的东西还给物主，物主再次将其储藏起来。作"使恢复"解时，指通过治疗使某人恢复知觉、健康或精力。作"修复，重建"解时，指对旧建筑、旧绘画或旧家具加以修理和清整，使其恢复到原来面目。

· F 段 ·

flood-chutes *n.* 洪槽

flood-foiler *n.* 洪水箔

marsh [mɑː(r)ʃ] *n.* 沼泽

seabed ['siːbed] *n.* 海床

fright [fraɪt] *n.* 危机；惊吓；恐怖

overwhelmed [.əʊvə'welmd] *v.* 淹没；压倒

evacuate [ɪ'vækjueɪt] *v.* 撤离，疏散

➢ 该词的基本意思是"撤离，疏散"，指某人从通常是危险的地方撤出（通常是老弱病残者或战时的平民）。

breed [briːd] *n.* 品种

porous ['pɔːrəs] *adj.* 多孔的；透水的；透气的

reunification [.riːjuːnɪfɪ'keɪʃn] *n.* 重新统一

· G 段 ·

occasional [ə'keɪʒ(ə)nəl] *adj.* 偶尔的；偶然的；临时的

irrigate ['ɪrɪɡeɪt] *v.* 灌溉；冲洗（伤口）

➢ ir- 表示"进入，使"，-rig 是"雨"的意思，-ate 是动词词尾，irrigate 即"使进入下雨的状态"，引申为"灌溉，冲洗"，两者都是人为使水流入或冲刷的意思。

hazard ['hæzə(r)d] *n.* 危害；危险

road-test *v.* 使（车辆）经受道路试验

flood-hit *n.* 洪水袭击

driveway ['draɪv.weɪ] *n.* 车道

rooftop ['ruːftɒp] *n.* 屋顶

leaky ['li:ki] *adj.* 有漏洞的；有漏隙的；渗漏的

reserve [rɪ'zɜ:v] *n.* 保留；保护区

- ➤ re- 表示"向后，往回"的意思，-serv 是"看护，保护"的意思，reserve 即为了以后的人类而仔细保护的东西。reserve 和 reservation 意义相同。

utopian [ju:'təupiən] *adj.* 乌托邦的；空想完美主义的

margin ['mɑːdʒɪn] *n.* 边缘，范围

- ➤ 该词指书页的空白边缘，也可指物体的边缘；用在比喻中，该词表示"留有余地"。

Reading Passage 3. What Do Babies Know?

■ 题目详解

本文讨论了儿童认知的问题，作者论述了一系列研究来探讨儿童认知，在阅读过程中，研究者姓名、实验设计、实验结果等均需要考生进行梳理。

Questions 27-32

思路

本部分为是非无题，考查考生对细节的理解。重点解题思路是：审查题干中的概念在原文出处句里的对应情况。全部概念对应则为"是"，一个概念相矛盾则为"非"，一个概念无对应则为"未给出"。

解答

27. 题干说：儿童独处时的行为不会令人吃惊。根据题干关键词"abandon"（表示独处或遗弃）定位到原文第 1 段第 4、5 句"He sucks his fingers for comfort, but, finding no solace, his mouth crumples, his body stiffens, and he lets rip an almighty shriek of distress. This is the usual expression when babies are left alone or abandoned."这里"usual"与题干"not surprising"为同义替换，都表示"很常见的"。因此，本题的答案为 True。

28. 题干说：父母过度估计婴儿所知道的东西。原文第 2 段提到"Watching infants piece life together, seeing their senses, emotions and motor skills take shape, is a source of mystery and endless fascination—at least to parents and developmental psychologists."这句只是说到家长会饶有兴致地关注小孩种种行为，并没有说到父母亲对小孩所知道东西的估计。因此，本题的答案为 Not Given。

29. 题干说：只有 100 个实验已经完成，但是可以证明我们关于儿童认知的理论。根据

顺序原则和题干数字"100"定位到原文第 2 段最后一句"Though the facility is just 18 months old and has tested only 100 infants, it's already challenging current thinking on what babies know and how they come to know it."这句话清楚地说明了虽然仅测试了 100 个小孩，但是得出的结果已经对我们了解儿童认知的内容与方法均提出了挑战。也就说实验挑战了现有看法，但是并没有证明我们关于儿童认知的理论。因此，本题的答案为 False。

30. 题干说：皮亚杰理论在 20 世纪 20 年代被家长否定了。根据题干数字"1920s"定位到原文第 4 段"Jean Piaget, started experimenting on his children in the 1920s."通读这段话，没有提到家长对皮亚杰理论的看法。因此，本题的答案为 Not Given。

31. 题干说：西尔万·西洛伊斯关于婴儿认知的结论与皮亚杰的结论类似。关于西尔万·西洛伊斯与皮亚杰的理论对比出现在原文第 4 段，再根据第 4 段最后一句"Baby lab director Sylvain Sirois has been putting these smart-baby theories through a rigorous set of tests. His conclusions so far tend to be more Piagetian: 'Babies,' he says, 'know nothing.'"这里"tend to be more"与题干"similar to"为同义替换，这句话清楚地说明了他的结论与皮亚杰的结论相仿。因此，本题的答案为 True。

32. 题干说：西尔万·西洛伊斯发现了巴亚尔容和伊丽莎白·斯皮克实验设计中的缺点。根据题干人名"Baillargeon"和"Elizabeth Spelke"定位到原文第 5 段最后一句"Baillargeon and M.I.T's Elizabeth Spelke found that babies as young as 3½ months would reliably look longer at the impossible event than at the normal one. Their conclusion: babies have enough built-in knowledge to recognise that something is wrong."第 6 段开端，作者说"Sirois does not take issue with the way these experiments were conducted."这里"take issue with"的意思是"提出异议"，说明西洛伊斯并没有质疑两位研究者的研究方法，与题干意思相悖。因此，本题的答案为 False。

Questions 33-37

思路

本部分为选择完成句子的题目。根据关键词在原文中定位仍然是最重要的解题技巧。

解答

33. 题干说：皮亚杰认为小于 9 个月的儿童不会知道某物存在。根据题干数字"9 months"定位到原文第 4 段第 2、3 句"Piaget's work led him to conclude that infants younger than 9 months have no innate knowledge of how the world works or any sense of 'object permanence' (that people and things still exist even when they're not seen). Instead, babies must gradually construct this knowledge from experience."这句话清楚地说明了

小于 9 个月的婴儿不会知道当某物不可见时它在世界上依然存在。它们需要在经历中建构自己的知识。因此，本题的答案为 B。

34. 题干说：皮亚杰认为儿童只能在什么情况下获得知识？原文第 4 段提到 "babies must gradually construct this knowledge from experience."（婴儿必须逐步从经验中建构这种知识。）也就是说某事在生活中又一次出现的时候能够得到相关知识。因此，本题的答案为 E。

35. 题干说：一些认知科学家认为儿童什么时候有学习语言的机制？根据题干关键词 "cognitive" 和 "language" 定位到原文第 4 段倒数第 3 句 "but over the past 20 years or so they have been largely set aside by a new generation of 'nativist' psychologists and cognitive scientists whose more sophisticated experiments led them to theorise their infants arrive already equipped with some knowledge of the physical world and even rudimentary programming for math and language." 这句话清楚地说明了 "天生主义" 的心理学家认为儿童在出生前已经拥有学习语言和数学的能力。因此，本题的答案为 A。

36. 题干说：西尔万·西洛伊斯认为在什么情况下儿童会对新鲜的刺激做出反应？根据题干关键词 "reflect" 和 "stimuli" 定位到原文第 6 段，该段详细的讨论了 Sylvain Sirois 的实验 "His own experiments indicate that a baby's fascination with physically impossible events merely reflects a response to stimuli that are novel. Data from the eye tracker and the measurement of the pupils (which widen in response to arousal or interest) show that impossible events involving familiar objects are no more interesting than possible events involving novel objects." 这段话清楚地说明了引起儿童注意的是一种新鲜事物的出现，不论是可能事件还是不可能事件，只要有新鲜的东西儿童都会做出积极反应。因此，本题的答案为 D。

37. 题干说：西尔万·西洛伊斯认为儿童的注意力水平在什么情况下会下降？原文第 6 段提到 "The mistake of previous research, says Sirois, has been to leap to the conclusion that infants can understand the concept of impossibility from the mere fact that they are able to perceive some novelty in it. 'The real explanation is boring,' he says." 这里的重点是西洛伊斯认为实验的结果应该解读为儿童看到的东西乏味。因此，本题的答案为 C。

Questions 38-40

········· 思路 ·········

本部分为单选题，考查考生对原文个别段落细节的把握。做题时，注意通读问题所在段落，必要时进行排除。

解答

38. 题干问：在原文的第 3 段讲述了丹尼尔的什么情况？通读第 3 段可以很清楚地了解到丹尼尔在看惯了火车后就降低了注意力，但是当新鲜的事物或方式出现时又提高了注意力。因此，本题的答案为 B。

39. 题干问：从第 4 段我们可以了解到什么？通读本段可以发现，作者在这段话中从皮亚杰的建构主义理论到天生主义到最近西洛伊斯提出的支持皮亚杰的观点，说明作者讲述了儿童认知理论的发展。因此，本题的答案为 A。

40. 题干问：从第 6 段可以了解到实验对儿童认知的论断的什么方面？通读本段可以发现，儿童只要发现有新鲜的东西出现就会提高注意力。因此，本题的答案为 D。西洛伊斯没有批评实验方法，而只是批评了实验解读，应排除 B，不可能事件和可能事件中新鲜的事情同样都能够引起儿童的兴趣，因此应排除 C。

■ 参考译文

What Do Babies Know?
婴儿知道什么？

As Daniel Haworth is settled into a high chair and wheeled behind a black screen, a sudden look of worry **furrows** his 9-month-old brow. His dark blue eyes **dart** left and right in search of the familiar **reassurance** of his mother's face. She calls his name and makes **soothing** noises, but Daniel **senses** something unusual is happening. He **sucks** his fingers for comfort, but, finding no **solace**, his month **crumples**, his body **stiffens**, and he **lets rip** an **almighty shriek** of **distress**. This is the usual expression when babies are left alone or abandoned. Mom picks him up, **reassures** him, and two minutes later, a **chortling** and **alert** Daniel returns to the darkened **booth** behind the screen and **submits** himself to baby lab, a unit set up in 2005 at the University of Manchester in northwest England to **investigate** how babies think.

丹尼尔·霍沃斯（Daniel Haworth）坐在一把高高的椅子上，并被推到一个黑色屏幕前，这时 9 个月的他突然皱起了眉。他深蓝色的眼睛左右快速扫视，试图寻找他母亲那熟悉且令人安心的脸庞。他母亲呼唤着他的名字，并出声安慰他，但丹尼尔还是感觉到一些不寻常的事情将要发生了。他吸吮手指以获取安慰，但是却不起作用，他瘪着嘴，僵硬着身体，然后发出了婴儿们万能的痛苦尖叫声。这是婴儿孤独无助或被遗弃的时候常用的表达方式。他妈妈抱起他，安抚他两分钟后，一个笑咯咯又活泼的丹尼尔又重新出现在屏幕后漆黑的隔间里，同时丹尼尔的信息也被提交到了婴儿实验室——这是 2005 年设立在英国西北部曼彻斯特大学用来研究"婴儿如何思考"这一课题的实验室。

Watching infants piece life together, seeing their senses, emotions and motor skills take shape, is a source of mystery and endless **fascination**—at least to parents and developmental psychologist. We can **decode** their signals of distress or read a million messages into their first smile. But how much do we really know about what's going on behind those wide, **innocent** eyes? How much of their understanding of and response to the world comes **preloaded** at birth? How much is built from **scratch** by experience? Such are the questions being explored at baby lab. Though the facility is just 18 months old and has tested only 100 infants, it's already challenging current thinking on what babies know and how they come to know it.

观看婴儿们生活的片段，观察他们感觉、情感和运动技能的形成是神秘和无尽魅力的源泉——至少对父母和发展心理学家来说是这样的。我们可以解码他们的痛苦信号或从他们的第一个微笑里读出一百万个信息。但是，这些张得大大的无辜眼睛背后发生的事情我们真正知道多少？对于他们出生前就存在的世界，他们了解多少，又有什么反应？这其中有多少是他们通过自身经历从头建立起来的？这些就是婴儿实验室正在探索的问题。尽管这套设备才生产出来 18 个月，只测试了 100 个婴儿，它却已经对人们目前关于"婴儿知道什么和他们怎么知道的"这个问题的思考成果提出了质疑。

Daniel is now **engrossed** in watching video clips of a red toy train on a **circular track**. The train disappears into a **tunnel** and emerges on the other side. A hidden device above the screen is tracking Daniel's eyes as they follow the train and measuring the **diametre** of his **pupils** 50 times a second. As the child gets bored—or "**habituated**", as psychologists call the process—his attention level steadily drops. But it picks up a little whenever some **novelty** is introduced. The train might be green, or it might be blue. And sometimes an impossible thing happens—the train goes into the tunnel one color and comes out another.

丹尼尔现在正全神贯注地看着一个在环形轨道上行驶的红色玩具火车的剪辑视频。火车消失在一个隧道里，在另一端又出现了。屏幕上方一个隐藏的设备正在跟踪丹尼尔追随火车的眼睛，每秒测量他的瞳孔直径 50 次。当孩子感到厌烦——或者心理学家称之为"习惯"的这个过程之后——他的注意力集中度开始稳步下降。但每次介绍一些新奇的东西的时候，他的注意力集中度会上升一点儿。火车可能是绿色的，也可能是蓝色的。而且有时会发生不可思议的事情——进入隧道的火车是这种颜色，出来的却是另一种颜色。

Variations of experiments like this one, examining **infant** attention, have been a standard tool of developmental psychology since the Swiss pioneer of the field, Jean Piaget, started experimenting on his children in the 1920s. Piaget's work led him to conclude that infants younger than 9 months have no **innate** knowledge of how the world works or any sense of "object **permanence**" (that people and things still exist even when they're not seen). Instead, babies

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must gradually construct this knowledge from experience. Piaget's "**constructivist**" theories were **massively** influential on postwar educators and **psychologist**, but over the past 20 years or so they have been largely set aside by a new generation of "nativist" psychologists and **cognitive** scientists whose more **sophisticated** experiments led them to theorise that infants arrive already equipped with some knowledge of the physical world and even **rudimentary** programming for math and language. Baby lab director Sylvain Sirois has been putting these smart-baby theories through a **rigorous** set of tests. His conclusions so far tend to be more Piagetian: "Babies" he says, "know nothing."

自从 20 世纪 20 年代瑞士的发展心理学领域先驱让 • 皮亚杰（Jean Piaget）在他的孩子身上进行实验，类似这个监测婴儿注意力的实验就成为了发展心理学的一个标准研究工具。皮亚杰通过研究得出结论，小于 9 个月的婴儿没有关于世界是如何运行或者"物体永久性"（虽然他们没有看到，但人和事仍然存在）这样的先天知识。相反，婴儿必须逐步从经验中建构这种知识。皮亚杰的"建构主义"理论对二战后的教育家和心理学家有极大影响，但在过去大约 20 年里，他的所有理论被新一代信奉"先天论的"心理学家和认知科学家搁置在一边不予理会，这些先天论者采取的更加复杂的实验使得他们认为婴儿天生就具有一定的物质世界的知识，甚至具有初步的数学和语言编程知识。婴儿实验室主任西尔万 • 西洛伊斯（Sylvain Sirois）一直在用一系列严格的测试来验证这些"天赋婴儿"理论。他目前的结论越来越偏向皮亚杰的理论：婴儿什么都不知道。

What Sirois and his **postgraduate** assistant Lain Jackson are challenging is the **interpretation** of a variety of classic experiments begun in the mid-1980s in which babies were shown physical events that appeared to **violate** such basic concepts as **gravity, solidity** and **contiguity**. In one such experiment, by University of Illinois psychologist Renee Baillargeon, a **hinged** wooden **panel** appeared to pass right through a box. Baillargeon and M.I.T's Elizabeth Spelke found that babies as young as 3½ months would **reliably** look longer at the impossible event than at the normal one. Their conclusion: babies have enough **built-in** knowledge to recognise that something is wrong.

西洛伊斯和他的研究生助理莱恩 • 杰克逊（Lain Jackson）质疑 20 世纪 80 年代中期以来各种各样经典实验解释的合理性。在这些实验中，他们给婴儿看一些貌似违反重力、坚固等基本概念的物理事件。在伊利诺伊大学心理学家勒妮 • 巴亚尔容（Renee Baillargeon）进行的一个实验中，一个铰接的木制面板似乎直直地穿过了一个盒子。巴亚尔容和麻省理工学院的伊丽莎白 • 斯皮克（Elizabeth Spelke）发现，3 个半月的婴儿关注一个不可能发生事件的时间确实长于看一个正常事件的时间。他们的结论是：婴儿有足够的内置知识，能够认识到一些事情是错误的。

Sirois does not **take issue with** the way these experiments were conducted. "The methods are correct and **replicable**," he says, "it's the interpretation that's the problem." In a critical review to be published in the **forthcoming** issue of the *European Journal of Developmental Psychology*, he and Jackson **pour** cold water **over** recent experiments that claim to have observed innate or **precocious** social cognition skills in infants. His own experiments indicate that a baby's fascination with physically impossible events merely reflects a response to **stimuli** that are novel. Data from the **eye tracker** and the measurement of the pupils (which widen in response to **arousal** or interest) show that impossible events involving familiar objects are no more interesting than possible events involving novel objects. In other words, when Daniel had seen the red train come out of the tunnel green a few times, he gets as bored as when it stays the same color. The mistake of previous research, says Sirois, has been to leap to the conclusion that infants can understand the concept of impossibility from the mere fact that they are able to **perceive** some **novelty** in it. "The real explanation is boring," he says.

西洛伊斯并没有对这些实验实施的方式提出异议。"这些方法是正确的、也是可复制的"，他说，"有问题的是对这些实验的解释。"在一篇即将发表在《欧洲发展心理学》杂志上的评论性文章中，他和杰克逊给那些声称观察到婴儿的先天或早熟社会认知技能的实验泼了冷水。他自己的实验显示，婴儿对物理上不可能发生的事件很感兴趣的这一现象只是他们对新刺激的反应。眼动仪和瞳孔测量（瞳孔在兴奋或感兴趣的时候会扩大）的数据表明，发生不可能事件的物体如果是熟悉的，那么它不如涉及新物体的可能性事件有趣。换言之，丹尼尔看到数次红色火车进入隧道，绿色火车却从里面出来的情景，如果一直是同样的颜色，他就会觉得无聊。西洛伊斯说，前人研究的错误在于跳过中间许多步骤，直接从"婴儿能感知事件的一些新奇之处"得出"婴儿能够理解不可能性的概念"这样的结论。"真正的解释是因为无聊"，他说。

So how do babies bridge the gap between knowing **squat** and drawing triangles—a task Daniel's sister Lois, 2½, is happily **tackling** as she waits for her brother? "Babies have to learn everything, but as Piaget was saying, they start with a few **primitive reflexes** that get things going," said Sirois. For example, **hardwired** in the brain is an **instinct** that draws a baby's eyes to a human face. From brain imaging studies we also know that the brain has some sort of visual **buffer** that continues to represent objects after they have been removed—a **lingering perception** rather than conceptual understanding. So when babies encounter novel or unexpected events, Sirois explains, "there's a mismatch between the buffer and the information they're getting at that moment. And what you do when you've got a mismatch is you try to clear the buffer. And that takes attention." So learning, says Sirois, is **essentially** the **laborious** business of **resolving** mismatches. "The thing is, you can do a lot of it with this wet sticky thing called a

brain. It's a fantastic, statistical-learning machine". Daniel, exams ended, picks up a plastic tiger and, **chewing** thoughtfully **upon** its heat, smiles as if to agree.

那么婴儿们如何跨越蹲下来和画三角形这两者之间的鸿沟——这是丹尼尔两岁半大的姐姐在等她弟弟时开心地完成的任务？但正如皮亚杰所说，"宝宝要学一切东西，他们从能促进事物运行的几个原始反应能力学起。"例如大脑固有的一种本能会把婴儿的眼睛吸引到人类的脸上。从大脑影像研究中我们还知道，大脑的一些视觉缓冲区可以在物体被移走后继续呈现该物体——这是感知逗留而不是概念理解。西洛伊斯解释道，所以当孩子遇到新的或突发事件时，"在缓冲信息和他们当时获得的信息之间会出现对接不上的情况。当信息出现不匹配时，你就会尝试去清除缓存。而这就会引起他们的格外关注。"西洛伊斯说，因此学习在本质上是一项解决不匹配问题的辛苦工作。"事实上，对于这种叫做大脑粘黏的东西，你可做的事还有很多。它是一个奇妙的、统计意义上的学习机器。"测试结束时，丹尼尔拿起一个塑料老虎，一边咬一边好奇它的热度，并貌似同意地笑了。

■ 词汇详解

· 第 1 段 ·

furrow ['fʌrəʊ] v. 使起皱纹；犁地
> 该词在文中表示"使起皱纹"。该词本意是"犁田，开沟"，后用来表示"使起皱纹"。

dart [dɑːt] v. 使迅速突然移动；急冲；突进 n. 标枪
> 该词在文中意为"快速扫视"。dart 作名词时是"飞镖"；用作动词时，表示"像箭或标枪被抛射出，并快速地、笔直地向前运动"；还可表示"急投（神情或眼光）；扫（一眼）"。同义词为 hurry, rush, throw 等。

reassurance [,riːə'ʃʊərəns] n. 安慰；放心；保证
> 该词动词形式为 reassure，表示"使安心，使消除疑虑；再对……进行保险"。<u>词汇搭配</u>：strategic reassurance "战略性保障"。

soothing ['suːðɪŋ] adj. 慰藉的；使人宽心的

sense [sens] v. 意识到；感觉到

suck [sʌk] v. 吮吸；吸取
> 该词的本意是"用嘴巴吸"，在口语中表示"很糟糕、很烂"。suck 源自吸果冻比赛时观众的叫喊声。国外有一种吸果冻的趣味比赛。规则很简单，不许用手，只许用嘴巴将果冻吸光。

solace ['sɒləs] n. 安慰；慰藉

crumple ['krʌmpl] v. 弄皱；崩溃；把……捏成一团

stiffen ['stɪfn] v. （尤指因气愤或害怕，使浑身或身体的一部分）变僵硬；难以活动

➤ 该词是形容词 stiff "硬的，僵硬的" 加上动词后缀 -en（使）构成的。

let rip（非正式）全力以赴，无拘无束行事

➤ 该词组在文中表示 "放开喉咙大喊"。rip 用作名词时，表示 "裂口"，转化为动词则表示 "撕裂，扯下"，指用力把一物沿一条线或接缝、接头等接合部位撕开或把某物从某处扯下来；而常用同义词 tear 指有意或无意地把布或纸等没接缝的材料撕开。

almighty [ɔːlˈmaɪti] *adj.* 全能的；极大的

shriek [ʃriːk] *v.* 尖叫 *n.* 尖叫

➤ 词汇辨析：cry, shout, exclaim, roar, scream, shriek 这些动词都有 "喊，叫" 之意。cry 一般指因恐惧、痛苦、惊奇等而喊叫。shout 指有意识地高声喊叫，常用于提出警告、发命令或唤起注意等。exclaim 多指因高兴、愤怒、痛苦、惊讶等突发感情而高声喊叫。roar 指发出大而深沉的声音、吼叫或咆哮。scream 指因恐惧、快乐或痛苦而发出的尖叫声。shriek 指因惊恐、痛苦等或其它感情而发出比 scream 更为尖锐、刺耳的叫声。

distress [dɪˈstres] *n.* 悲痛；危难 *v.* 使痛苦；使悲伤

➤ 词汇辨析：agony, anguish, torment, torture, grief, misery, distress 这些名词均有 "苦恼，痛苦" 之意。agony 侧重指精神或身体痛苦的剧烈程度。anguish 指精神方面令人难以忍受的极度痛苦；用于身体时，多指局部或暂时的痛苦。torment 强调烦恼或痛苦的长期性。torture 语气比 torment 强，指在精神和肉体上受到的折磨所产生的痛苦。grief 指由某种特殊处境或原因造成的强烈的感情上的苦恼与悲痛。misery 着重痛苦的可悲状态，多含不幸、可怜或悲哀的意味。distress 多指因思想上的压力紧张、恐惧、忧虑等所引起的精神上的痛苦，也可指某种灾难带来的痛苦。

reassure [ˌriːəˈʃʊə(r)] *v.* 使……安心；打消……的疑虑

chortle [ˈtʃɔːtl] *n.* 哈哈大笑

➤ 该词是一个缩合词，由 chuckle "抿着嘴暗笑" 和 snort "哈哈大笑" 缩合而成，表示 "咯咯地欢笑"。

alert [əˈlɜːt] *adj.* 警惕的；活泼的

booth [buːð] *n.* 售货棚，摊位；公用电话亭；隔开的小间；（选举）投票站

➤ 该词在文中意为隔间，复数形式为 booths。词汇搭配：spray booth "烤漆房"；booth number "展位号"；toll booth "收费站"。

submit [səbˈmɪt] *v.* 提交；屈服；认为

investigate [ɪnˈvestɪɡeɪt] *v.* 调查

· 第2段 ·

fascination [ˌfæsɪˈneɪʃn] *n.* 魅力；迷恋

➤ 该词的动词形式为 fascinate，表示 "使着迷；使神魂颠倒；入迷"，形容词形式为 fascinating，表示 "迷人的，有极大吸引力的；使人神魂颠倒的"。词汇辨析：attract,

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charm, enchant, fascinate 这些动词均含有"吸引，引诱"之意。attract 普通用词，指客观上吸引人的注意力。charm 侧重迷住某人或使之高兴。enchant 着重指有能力引起被迷住者的欢乐或赞美。fascinate 通常使人无法拒绝、无法摆脱的意味。

decode [diːˈkəʊd] *n.* 解码；破译

innocent [ˈɪnəsnt] *adj.* 无辜的；清白的

preload [ˌpriːˈləʊd] *n.* 预负荷；预载

> 该词在文中意为"婴儿出生前就存在的"。该词是由前缀 pre-"在前，早于，预先"加上单词 load "装载"构成，表示"预先装载"。

scratch [skrætʃ] *n.* 起跑线；刮擦声

> 该词在文中意为"起跑线"。scratch 的基本意思是"搔，抓"，多指用带光的东西如手指甲等去抓搔，也可表示在平面上刮线或穿孔。

· 第 3 段 ·

engross [ɪnˈɡrəʊs] *v.* 使全神贯注

circular [ˈsɜːkjələ(r)] *adj.* 圆形的；环形的

track [træk] *n.* 小路；踪迹 *v.* 跟踪；监测

tunnel [ˈtʌnl] *n.* 隧道；地下通道；地道

diametre [daɪˈæmɪtə(r)] *n.* 直径；对径

pupil [ˈpjuːpl] *n.* 学生；[解] 瞳孔

> 该词"学生"的本意正是"小娃娃"，还可以表示"瞳孔"，因为我们仔细察看别人的瞳孔，可以发现瞳孔里有一个小人，其实就是你自己的倒影。

habituated [həˈbɪtʃʊeɪtɪd] *adj.* 习惯（于某事）的；熟悉（某事）的

novelty [ˈnɒvlti] *n.* 新奇的事物（人或环境）*adj.* 新鲜的

· 第 4 段 ·

variation [ˌveəriˈeɪʃn] *n.* 变化；变异；变体

infant [ˈɪnfənt] *n.* 婴儿；幼儿 *adj.* 初期的

innate [ɪˈneɪt] *adj.* 天生的；内在的；心里的

permanence [ˈpɜːmənəns] *n.* 持久性；永久

constructivist [kənˈstrʌktɪvɪst] *n.* 建构主义者

massively [ˈmæsɪvli] *adv.* 大量地

psychologist [saɪˈkɒlədʒɪst] *n.* 心理学家

cognitive [ˈkɒɡnətɪv] *adj.* 认知的；认识的（指有关认识，学习和理解事物的过程）

sophisticated [səˈfɪstɪkeɪtɪd] *adj.* 复杂的；深奥微妙的

> 词汇辨析：sophisticated 侧重指事物发展到或达到高级的程度所体现出的复杂。

complex 侧重内在关系的复杂，需通过仔细研究与了解才能掌握和运用。complicated
与 complex 的含义接近，但语气更强，着重极其复杂，很难分析、分辨或解释。
intricate 着重指错综复杂，令人迷惑理解。

rudimentary [ˌruːdɪˈmentri] *adj.* 基础的；原始的

rigorous [ˈrɪɡərəs] *adj.* 严密的；缜密的；严格的；枯燥的

➤ 在文中意为 "严格的，严密的"。词汇辨析 :rigid, strict, rigorous 这些形容词均含 "刻
  板的，严格的" 之意。rigid 指没有灵活性、机动性。strict 指在行为规则上要求严格。
  rigorous 侧重指严格到毫不宽容的地步。

·第5段·

postgraduate [ˌpəʊs(t)ˈɡrædʒʊət] *n.* 研究生

interpretation [ɪn.tɜː(r)prɪˈteɪʃ(ə)n] *n.* 解释；理解

violate [ˈvaɪəleɪt] *v.* 违反

gravity [ˈɡrævəti] *n.* 重力

solidity [səˈlɪdəti] *n.* 坚固

contiguity [ˌkɒntɪˈɡjuːəti] *n.* 接近

hinged [hɪndʒd] *adj.* 有铰链的

panel [ˈpænl] *n.* 木板；面板

reliably [rɪˈlaɪəbli] *adv.* 可靠地；确实地

built-in [bɪltɪn] *adj.* 内置的；固有的

·第6段·

take issue with 争论驳斥

replicable [ˈreplɪkəbl] *adj.* 可复制的

forthcoming [fɔː(r)θˈkʌmɪŋ] *adj.* 即将发生（或出版等）的

pour over 浇灌；倾倒

precocious [prɪˈkəʊʃəs] *adj.* （能力或行为）早熟的

stimuli [ˈstɪmjəlaɪ] *n.* 刺激；刺激物；小尖刺

➤ 该词在文中意为"刺激"，是 stimulus 的复数形式。词汇搭配 :pattern stimuli"模式刺激"
  multidimensional stimuli "多维刺激"。

eye tracker *n.* 眼动仪

arousal [əˈraʊzl] *n.* 觉醒，刺激

perceive [pə(r)ˈsiːv] *v.* 认为；意识到；注意到；察觉到

novelty [ˈnɒv(ə)lti] *n.* 新颖；新奇

· 第 7 段 ·

squat [skwɒt] *v.* 蹲，蹲伏；使蹲下 *n.* 蹲坐，蹲姿

tackle ['tæk(ə)l] *v.* 处理；解决

primitive ['prɪmətɪv] *adj.* 原始的；远古的

reflex ['ri:fleks] *n.* 本能反应

hardwired [,hɑ:d'waɪəd] *adj.* 硬连线的

> 本文有三个近义词 built-in，innate 和 hardwired。build-in 是"建在里面的"。innate 的词根 in- 表示"进入，使"，-nat 表示"出生"，innate 即出生就有的，天生的。hardwired 是一个合成词，hard- 表示"硬的"；wired 是形容词"内含金属丝的"，hardwired 指程序或者电子设备中那些不可改变的元素，起源于电子设备中那些实现特定功能的电子回路，电线是不可改变的，现在引申为"那些不可改变的东西"。

instinct ['ɪnstɪŋkt] *n.* 本能；直觉；天性

buffer ['bʌfə(r)] *n.* 缓冲器；[计] 缓冲区

> 该词是动词 buff "使皮革柔软；减弱"的派生名词。buff 是拟声词，模仿物体撞击护垫的声音。

lingering ['lɪŋgərɪŋ] *adj.* 拖延的，逗留不去的

perception [pə'sepʃn] *n.* 感知；知觉

essentially [ɪ'senʃ(ə)li] *adv.* 基本上；本质上

laborious [lə'bɔ:riəs] *adj.* 耗时费力的；辛苦的

resolve [rɪ'zɒlv] *v.* 解决（问题或困难）

chew upon 沉思

Reading Passage 1. The Connection Between Culture and Thought

■ 题目详解

本文从"文化能改变人的思维方式"这一观点切入，讲述了巴斯特（Bessett）通过几个版本的实验来测试不同的认知过程，其目的是质疑"生活环境和国籍会影响人们的思维方式"这一认识。虽然人们对其实验不断提出质疑，但其研究无疑对后来人提供了有价值的参考。

Questions 1-5

.... **思路** ....

本部分为段落信息配对题，要求考生将题干描述与其对应段落相匹配。首先阅读这 5 个题目。第 1 题讲的是"人们对某个观点有相同的反应"，阅读时注意哪一段出现了"对于某一个观点反应相同"这样的描述。第 2 题讲的是"定性描述对于探讨思维存在价值"，特别注意"qualitative description"这一说法，可能会原文重现。第 3 题说"文化如何影响人们对同一场景的描述"，注意哪一段出现了"同一场景"这样的实验环境。第 4 题说"我们认为来自不同地理区域的年轻人会有很大不同"，讨论的是年轻人的比较，注意抓这个信息点。第 5 题提到"东方人不太可能坚持自己的观点"，其中"东方人"这个信息点要引起注意。带着这些关键信息，通读原文。

.... **解答** ....

1. 题干说：人们对某个观点有相同的反应。根据题干关键词"same reaction"定位到原文 E 段第 1 句，即在 Bessett 和 Choi 的实验中"the subjects were presented with some very convincing evidence for a position. Both the Korean and the American showed strong support."这句是说给被试者（韩国人和美国人）提供一个有证据支撑的观点，结果他们都强烈支持此观点，与题干描述相符。因此，本题的答案为 E。

2. 题干说：定性描述对于探讨思维存在价值。根据题干关键词 "qualitative description" 定位到原文 G 段中间 "Fischer thinks Bessett's experiments provide valuable informa-tion because his research only provides..." 这句是说该研究者认为巴西特的实验存在有价值的信息，因为其提供了定性描述，与题干描述相符。因此，本题的答案为 G。

3. 题干说：不同文化会影响人们对同一场景的描述。根据题干关键词 "different cul-tures" 和 "same scene" 定位到原文 D 段，该段研究人员展示了一个场景，要求被试者进行描述。原文提到日本人更倾向描述水中的环境而美国人则倾向讨论单个的鱼。日本人和美国人属于不同文化的群体，并且对同一场景产生了不同的看法。因此，本题的答案为 D。

4. 题干说：我们认为来自不同地理区域的年轻人会有很大不同。通过题干关键词 "young people" 定位到 B 段 "For example, a young boy from a farm would talk about cows while a boy from New York will talk about cars. If two young children...", 作者列举了农场小孩和纽约小孩更倾向于讨论的话题，并说明不同文化的人想法不同。因此，本题的答案为 B。

5. 题干说：东方人不太可能坚持自己的观点。根据题干关键词 "Eastern people" 可将答案段锁定到 D、E、F 上，因为原文这三段在讨论东西方人思维的不同，再根据 "argument" 一词排除 D 段，因为该段并无针对某观点看法的讨论。扫读 E、F 两段，发现 E 段中间 "...the Korean started to modified or decreased their support. However, the American began to give more support to the former argument." 这里 "Korean" 为题干 "Eastern people"，"modified or decreased" 与题干 "are less likely to stick to" 为同义替换。因此，本题的答案为 E。

Questions 6-9

思 路

本部分为人名与陈述配对题，要求考生将研究发现与其对应的研究者相匹配。四个题干三个选项，因此肯定会有一个选项至少使用两次。

解 答

6. 题干说：地理区域影响人们对于某一观点的立场。根据之前做过的段落匹配题，大概可以知道文中关于 "某一观点不同立场" 的描述，出现于原文 E 段 "韩国人与美国人的比较"。扫读该段，发现 "...both the Korean and the American showed strong support...the Korean started to modified or decreased their support. However, the American began to give more support to the former argument." 这一段主要说韩国人与美国人在地域上有明显的差别，这影响了他们对某些立场的坚持程度。该内容属于 Bessett &

Choi 的研究。因此，本题的答案为 B。

7. 题干说：动画影像揭示了不同的处理策略。根据题干关键词 "animated images" 定位到原文 D 段 "...an animated video picturing a big fish swimming among smaller fish and other sea creatures." 可推测这是 Bessett & Masuku 的研究。继续扫读进行验证，发现 "The Japanese participants tended to...American participants tended to focus on..." 这一对比描述，相对同一动画场景，日本人和美国人所描述的场景完全不同，与题干描述一致。因此，本题的答案为 A。

8. 题干说：东方人会对某个演绎推论提出质疑因为他们早知道它是不正确的。根据题干关键词 "deduction" 定位到原文 F 段 "They assume the logic deduction is based on a correct argument, thus the conclusion is right since the logic is right"，发现这句是描述美国人的。往回读，找到 "People from the eastern world questioned the argument as not be logical, because..."，这句描述的是题干所说的 "Eastern people"，且这里 "questioned" 与题干 "challenge" 为同义替换。很明显，这是 Bessett & Ara 的研究结果。因此，本题的答案为 C。另外，关于 deduction "演绎法" 和 induction "归纳法" 这两种常见的科学推论方法，考生应该了然于胸。

9. 题干说：东方人在辨认相同的物品时会遇到更大的困难。本题难度稍大，需要考生在理解细节的基础上作一些推断。根据题干关键信息 "identify the same objects" 可猜测答案段会出现针对同一物体让东西方人去辨认或描述这一说法，初步定位到 D 段有关同一动画场景描述那里。细读可知，西方人更关注个体，而东方人更加关注事物的整体画面，可能因此加大辨认某个具体事物的难度，基本与题干描述吻合。该内容属于 Bessett & Masuku 的研究。因此，本题的答案为 A。

Questions 10-13

思路

本部分为句子填空题，要求空白处填写不超过两个单词。所填词汇为原文词汇，所以注意通过题干关键词或信息回原文定位，必要时进行同义替换确认答案。此类题型基本遵循顺序原则，即第 10 题的答案一定在第 11 题答案之前，以此类推。

解答

10. 根据题干国家名 "the Soviet Union" 定位到原文 C 段 "one of the earliest research projects was carried out in the Soviet Union"，本题所填内容与 nationality 为并列关系，通过这个词可以帮助确认找到答案位置：苏联的研究试图找出生活环境和国籍对人们思维方式的影响。因此，本题的答案为 living environment。

11. 根据题干人名 "Bessett and Ara" 定位到原文 F 段，仔细研读该段最后一句 "They

assume the logic deduction is based on a correct argument, thus the conclusion is right since the logic is right." 这句是说美国人认为只要演绎的逻辑基于正确的论点，其结论就必然是正确的。因此，本题的答案为 conclusion。

12. 根据顺序原则，结合题干人名 "Fischer" 这一提示，可以将本题的答案句定位在 G 段。仔细研读该段，找到 "Fischer think Bessett's experiments provide valuable information because his research only provides qualitative descriptions, not results from controlled environment." 这句是说费西尔认为巴西特的研究最突出的贡献是用了定性描述，即 qualitative descriptions。因此，本题的答案为 qualitative。

13. 根据题干关键词 "Future researchers" 定位到 J 段，该段开始提到之前的研究对于未来研究的影响。扫读该段，发现最后一句 "When studying a variable like culture, it is critical that the researcher create a clear definition for what is—and what is not—considered culture." 这句是说对于文化这个复杂的词汇，研究者们首先要做到就是给出清晰的定义。因此，本题的答案为 clear definition。

■ 参考译文

The Connection Between Culture and Thought
文化与思维方式的关系

A The world's population has **surpassed** 7 billion and continues to grow. Across the globe, humans have many differences. These differences can be influenced by factors such as geography, climate, politics, **nationality**, and many more. Culture is one such aspect that can change the way people behave.

世界人口现已超过 70 亿，并在持续增长。地球上的人与人之间存在许多差异。这些差异可能是由很多因素所导致，比如地域、气候、政治、国籍等。文化就是其中一个可以改变人们行为方式的因素。

B Your culture may influence your clothing, your language, and many aspects of your life. But is culture **influential** enough to change the way an individual thinks? It has long been believed that people from different cultures would think differently. For example, a young boy from a farm would talk about cows while a boy from New York will talk about cars. If two young children from different countries are asked about their thoughts about a painting, they would answer differently because of their cultural backgrounds.

你的文化可能会影响你的着装、语言和生活中的方方面面。但仅文化本身足以改变一个人的思维方式吗？长期以来人们认为文化背景不同的人想法也会有所不同。例如，来自农场的小男孩会谈论有关奶牛的话题，而来自纽约的男孩则会谈论汽车。

如果两个来自不同国家的小孩被问到关于绘画的想法，他们的回答会不尽相同，因为他们的文化背景不同。

C　In recent years, there has been new research that changed this **long-held** belief; However, this new research is not the first to explore the idea that culture can change the way we think. Earlier research has provided **valuable insight** to the question. One of the earliest research projects was carried out in the Soviet Union. This project was designed to find out whether culture would affect people's way of thought **processing**. The researchers focused on how living environment and nationality might influence how people think. The experiment led by Bessett aimed to **question** such **awareness** of **cognitive psychology**. Bessett conducted several versions of the experiment to test different cognitive processes.

近年来，一项新研究改变了人们这种长久以来的认知。但它并不是第一个针对"文化能改变人的思维方式"这一观点的课题。前人对这一问题的研究很有借鉴的价值，其中一项研究是在苏联进行的。该研究旨在验证文化是否会影响人们的思维方式。研究人员将研究重心聚焦于"生活环境和国籍如何影响人们的思考方式"上。这项由巴西特（Bessett）主导的实验，其目的是质疑这种认知心理学认识的正确性。巴西特通过几个版本的实验来测试不同的认知过程。

D　One experiment led by Bessett and Masuku showed an **animated** video **picturing** a big fish swimming among smaller fish and other sea **creatures**. **Subjects** were asked to describe the scene. The Japanese **participants** tended to focus on the **aquatic** background, such as the plants and colour of the water, as well as the relationship between the big and small fish. American participants tended to focus on individual fishes, mainly the larger, more **unique** looking fish. The experiment suggested that members of Eastern cultures focus more on the overall picture, while members of Western culture focus more on the individuals.

在一项由巴西特和马苏库（Masuku）进行的实验中，研究人员先用动画视频展示了一条大鱼在小鱼和其他海生物之间畅游的情景，之后要求被试者描述这个场景。被测试中的日本人大多数倾向于描述水中的环境如植物和水的颜色，他们还描述这条大鱼和小鱼之间的关系。而美国人倾向于谈论单个的鱼，主要是外表更独特的大鱼。这项研究表明受东方文化熏陶的人更多地关注整体，而西方人更多地关注个体。

E　In another experiment performed by Bessett and Choi, the subjects were presented with some very **convincing** evidence for a position. Both the Korean and the American showed strong support. And after they were given some evidence **opposing** the position, the Korean started to **modified** or **decreased** their support. However, the American began to give more

support to the former argument. This project suggested that in Korean culture, support for arguments is based on context. Ideas and conclusions are changeable and **flexible**, so an individual may be more willing to change his or her mind. For Americans, they were less willing to change their original conclusion.

在另一项由巴西特和崔（Choi）进行的实验中，研究人员先给被试者提供了一些对某一观点非常有说服力的证据。无论是韩国还是美国的被试者最开始都强烈表示支持这一观点。在被试者得到了一些反面证据后，韩国人开始修正他们之前的看法，不再强烈支持最初的观点。然而，美国人则不改初衷，且给出更多论据支持之前的看法。这项研究表明，在韩国文化中人们对论点的支持是基于上下文的。他们的观点和结论是灵活多变的，所以一个人可能更愿意改变想法。而美国人则不太愿意改变他们原来的结论。

F Bessett and Ara **devised** an experiment to test the thought processing of both **oriental** and **occidental** worlds. Test subject was given an argument "All animals with furs **hibernate**. Rabbit has fur. Therefore, rabbit hibernate". People from the eastern world questioned the argument as not being logical, because in their knowledge some furry animals just don't hibernate. But the American think the statement is right. They **assume** the logic **deduction** is based on a correct argument, thus the conclusion is right since the logic is right.

巴西特和埃拉（Ara）设计了一项实验来测试东西方人们思维过程的不同。他们给被试者这样一个推理：所有带毛皮的动物都冬眠。兔子有毛皮，因此兔子也冬眠。东方人质疑这一论证过程的逻辑性，因为在他们的认知里有些带毛皮的动物并不冬眠。但美国人则认为这个结论是正确的。他们假设这个逻辑演绎是基于一个正确的观点，因为逻辑是合理的，所以结论就是正确的。

G From these early experiments in the Soviet Union, one might conclude that our original **premise**—that culture can impact the way we think—was still correct. However, recent research criticises this view, as well as Bessett's early experiments. Though these experiments changed the original belief on thought processing, how much does it result from all factors needs further discussion. Fischer thinks Bessett's experiments provide valuable information because his research only provides **qualitative** descriptions, not results from **controlled** environment. Chang partly agrees with him, because there are some social factors that might influence the results.

通过这些早期在苏联进行的实验，我们可以得出——文化能够影响人们的思维方式——这一最初的看法仍然是正确的。然而近期的一项研究批判这一观点，以及批判巴西特早期的实验。尽管这些实验改变了人们最初对思维方式的看法，但各种因

素分别起到多大的作用还需要进一步讨论。费西尔（Fischer）认为巴西特的实验提供了定性的描述，所以存在一定的价值，但该实验结果并非在受控环境下所得出。张（Chang）基本同意他的观点，毕竟有一些社会因素也可能会影响这一结果。

H Another criticism of Bessett's experiments is that culture was studied as a **sub-factor** of nationality. The experiments assumed that culture would be the same among all members of a nationality. For example, every American that participated in the experiments could be assumed to have the same culture. In reality, culture is much more complicated than nationality. These early experiments did not control for other factors, such as **socioeconomic** status, education, **ethnicity**, and regional differences in culture. All of these factors could have a big effect on the individual's response.

另一种批评指出巴西特的实验把文化当作国家的一个子因素来研究。巴西特的实验假定一个国家的所有成员拥有相同的文化。例如，参加实验的所有美国人都被认定为具有相同的文化。然而在现实世界中，文化比国籍复杂得多。这些早期的实验没有考虑到其他因素，如社会经济地位、教育、种族和文化的区域差异。所有这些因素都可能对个体的反应有很大的影响。

I A third criticism of Bessett's experiment is that the content itself should have been more **abstract,** such as a **puzzle** or an IQ test. With **objective** content, such as nature and animals, people from different countries of the world might have different **pre-conceived** ideas about these animals. Prior knowledge based on geographic location would further **complicate** the results. A test that is more abstract, or more **quantitative**, would provide a more controlled study of how cognitive processing works for different groups of people.

第三种批评提出巴西特的实验内容本身应该更抽象些，比如应包括拼图或智商测试。对于客观的内容，如自然和动物，来自不同国家的人可能对这些动物有先入之见。基于地理位置的先验知识使得结果更加复杂化。一个更抽象、更量化的测试将为"不同群体人们的认知处理机制是如何工作的"这一课题提供更为科学的研究结果。

J The research on culture's effect on cognitive processing still goes on today, and while some **criticisms** exist of Bessett's early studies, the projects still provide valuable insight. It is important for future research projects to control carefully for the **variables**, such as culture. Something like culture is complex and difficult to define. It can also be influenced by many other variables, such as geography or education styles. When studying a variable like culture, it is **critical** that the researcher create a clear definition for what is—and what is not—considered culture.

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关于"文化对认知处理的影响"的研究，今天仍在继续。尽管有些人对巴西特早期的研究存在质疑，该项目还是提出了一些有价值的见解。对于未来的研究项目来说，仔细控制变量是重要的，如文化这一变量。类似文化的东西是复杂的，难以界定的。它也可能受许多其它变量的影响，如地域或教育风格。当把文化作为一个变量研究时，关键点在于研究人员需要对什么被认为是或不是文化给出一个明确的定义。

K Another important aspect of modern research is the ethical impact of the research. A researcher must consider carefully whether the results of the research will negatively impact any of the groups **involved**. In an increasingly globalised job economy, **generalisations** made about nationalities can be harmful to **prospective** employees. This information could also impact the way tests and university admissions standards are designed, which would potentially **favor** one group or create a disadvantage for another. When conducting any research about culture and nationality, researchers should consider all possible effects, positive or negative, that their conclusions may have when published for the world to see.

现代研究的另一个重要方面是道德伦理对研究的影响。一个研究者必须仔细考虑研究结果是否会对其所涉及的团体产生负面影响。在日益全球化的就业经济中，对于民族的泛论可能会对有前途的雇员有伤害。这些信息也可能会影响测试的方式和大学招生标准的设计，这些信息可能会潜在地对一个团体有利而对另一团体不利。在进行任何关于文化和国籍的研究时，研究人员应该考虑到他们的研究结果的发表以及为世人所知后可能产生的所有影响，不论是正面还是负面的。

■ 词汇详解

· A 段 ·

surpass [sə'pɑ:s] *v.* 超过；优于
> 该词本身就有对比意，相对于某个标准多余或超过等，不仅指数量、范围，更指事物、性质，如优点、道德、技能等，如 surpass all rivals "比所有对手都强"，surpass one's expectation "超出某人的预料"。近义词为 exceed, outshine, go beyond, excel, be better than 等。

nationality [ˌnæʃə'næləti] *n.* 国籍；国家；民族性；部落

· B 段 ·

influential [ˌɪnflu'enʃ] *adj.* 有影响的；有权势的 *n.* 有影响力的人物
> 动词形式为 influence，表示"影响；感染"。

·C段·

long-hold *adj.* 长期持有的

valuable ['væljuəbl] *adj.* 有价值的；可评估的 *n.* 贵重物品，财宝

> 动词形式为 value，表示"重视；珍视"。

insight ['ɪnsaɪt] *n.* 顿悟；直觉，眼光

processing ['prəʊsesɪŋ] *n.*（数据）处理；配置 *v.* 处理；审阅

> 在文中 processing 是名词，表示"处理"，是动词的 ing 形式作名词。process 用作动词的情况相对较少，而文中 processing 的意义却是从 process 的动词意义继承来的，因此本文考得就相当于是 process 的动词意义。英语里名词动用的情况比较常见。词汇搭配：information processing "信息处理"；film processing "底片处理"；data processing "数据处理"；background processing "后台处理"。

question ['kwestʃən] *v.* 问（某人）问题；对（某事物）表示 [感到] 怀疑 *n.* 问题；疑问；议题

> 在文中用作动词，表示"质疑；对某事物表示怀疑"。该词作动词时基本意思为"询问，质询"，指就不足信、不正确或可疑的事对某人进行连续提问，也可指经过法庭或警署询问某人。引申可作"对……表示质疑"解。

awareness [ə'weənəs] *n.* 察觉，觉悟，意识

> 该词是抽象名词，近义词有 consciousness "意识"、sensation "感觉"、cognisance "认知"等。词汇搭配：positional awareness "选位意识"；national awareness "民族意识"。

cognitive ['kɒɡnətɪv] *adj.* 认知的；认识的

psychology [saɪ'kɒlədʒi] *n.* 心理学；心理特点；心理状态；心理影响

·D段·

animated ['ænɪmeɪtɪd] *adj.* 活生生的；活泼的 *v.* 使……有生气

> 动词形式为 animate，表示"使有生命"；作形容词表示"有生命的"。动词 animate 加 ed 后又构成一个新的形容词，意义相近。词汇搭配：animated film "动画片，美术片"；animated caption "特技字幕"；animated market "活跃的市场"。

picture ['pɪktʃə(r)] *v.* 构想，想象；描绘，画 *n.* 照片，画像；影片

> 在文中用作动词，表示"展示；构想"。近义词有 depict, sketch, describe 和 draw 等。

creature ['kri:tʃə(r)] *n.* 人；生物，动物；创造物

> 该词多指不包含植物在内的所有生物，尤指动物，也可指人，指人时多用于具有同情等感情色彩的形容词之后，如 poor creature "可怜的家伙"。

subject ['sʌbdʒɪkt] *n.* 被试（者）

> 文中考它的生僻意思，表示"被试（者）"。在学术领域，被测试的对象如果是人或动物，他们就被称为"被试者"。同义词为 participant，表示"参与者，参与到这个实验中的人"。

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participant [pɑːˈtɪsɪpənt] *n.* 参加者，参与者；与会代表；参与国；关系者

aquatic [əˈkwætɪk] *adj.* 水产的；水上的 *n.* 水上运动；水生植物或动物

> 词汇搭配：aquatic product "水产品"；aquatic animal "水生动物"；aquatic growth "水生植物"；aquatic bird "水鸟"。

unique [juːˈniːk] *adj.* 唯一的，仅有的；独一无二的，独特的

> 词汇辨析：only, single, sole, unique, alone 这些形容词均可表示 "唯一的" 之意。only 常可与 sole 换用，但侧重于限于指定的人或物，而不需要更多。single 语气较强，强调仅此一个，再无第二个。sole 语气强于 only，指仅有一个或一群，只考虑这一个或这一群。unique 侧重在一类中唯一无可匹敌、无与伦比的特征。alone 着重专指某人或某物，而不是别的。

· E 段 ·

convincing [kənˈvɪnsɪŋ] *adj.* 有说服力的；令人相信的 *v.* 说服；使相信；使明白

> 文中用作形容词，表示 "有说服力的，确凿的"。近义词有 persuasive "有说服力的"，believable "可信的"，credible "可信的"；反义词有 unconvincing "不可信的"。词汇搭配：convincing proof "有力的证据"。在英语里，动词加 ing 后作形容词的情况有很多，如 interesting, frightening 等，这类词多用来修饰事物，表示某事物令人怎么样，如 This book is interesting.

opposing [əˈpəʊzɪŋ] *adj.* 相反的；反向的

> 文中用作形容词，表示 "相反的"。动词形式为 oppose，表示 "反对；使相对"，指经过深思熟虑或有重大理由对某种倾向、行为极不赞成而 "竭力反对"，强调主动采取行动。其名词形式是 opposition，形容词为 opposite，表示 "相对的、对立的" 等。

modify [ˈmɒdɪfaɪ] *v.* 修改；被修饰；减轻，减缓

> 指在原有的基础上做出部分改变使其发生变化，可以用在观点、计划等多个方面，当用在语言上表示修饰时，表示对原有词汇的意思做出限定使其不同于之前。同义词有 adjust, alter, change, reduce 等。名词形式为 modification。词汇搭配：modify a contract "修改合同"；modify one's tone "缓和口气，改变腔调"。

decrease [dɪˈkriːs] *v.* 减少，减小 *n.* 减少，减小；减少量

> 该词表示 "在数量、程度等上减少"，其反义词 increase 表示 "在数量、程度等上增加"。同义词有 abate, diminish, reduce。

flexible [ˈfleksəbl] *adj.* 灵活的；柔韧的

> 名词形式为 flexibility，表示 "弹性，易曲性"。

· F 段 ·

devise [dɪˈvaɪz] *v.* 设计；发明；策划；想出 *n.* 遗赠；遗赠的财产

> 词汇辨析：devise, conceive, formulate 这些动词均含"设计，设想"之意。devise 侧重设计的临时性和权宜性，并隐含有更多的设想可用。conceive 强调在制定计划之前的先有设想构思。formulate 指在 devise 之后的具体设计活动。

oriental [ˌɔːriˈentl] *adj* 东方的，东方人的；优质的

occidental [ˌɒksɪˈdentl] *adj.* 西方的，西洋的 *n.* 欧美人；西方人

hibernate [ˈhaɪbəneɪt] *v.* （某些动物）冬眠，蛰伏

> 该单词多用来表示动物的冬眠，引申意较少，使用范围较窄，多用于生物学中。意义类似的词汇有 hole up "冬眠"，sleep "睡觉" 和 slumber "睡眠"。名词形式为 hibernation。

assume [əˈsjuːm] *v.* 承担；呈现；假定，认为

> 该词指在证据很少或存有异议时，甚至在根本没有证据的情况下进行推测，含有较强的武断成分。同根近义词有 presume，表示"假定"。名词形式为 assumption，表示"假设出的内容"。

deduction [dɪˈdʌkʃn] *n.* 推理，演绎；（推理所得出的）结论

> 在文中意为"推理"，近义词为 reasoning "推论"，speculation "推测"，inference "推理"，presumption "推测"，assumption "假定" 等。反义词为 induction "归纳"。

·G段·

premise [ˈpremɪs] *n.* [复数][合同、契约用语] 上述各点；前提 *v.* 预述(条件等)；提出······为前提

> 在文中意为"前面的观点或看法"。该词意思灵活，用在不同的领域意义不同，要结合语境理解。

qualitative [ˈkwɒlɪtətɪv] *adj.* 定性的，定质的；质量的

> 在文中意为"定性的"，qualitative 由名词 quality "质量" 变化而来。该单词多用于科学研究中，表示研究方法的性质，与其意义相对的是由名词 quantity "数量" 演变而来的形容词 quantitative "定量的"。

controlled [kənˈtrəʊld] *adj.* 受控的，受约束的；克制的

> 在文中特指试验时对于变量的控制，如对比一个学校学生四级成绩以检验教学方法的优劣，如果拿不同年份的来比，因题型、难度等多种因素，得出的对比结果可能不科学也没有参考价值，那么就需要对于同年份同一批考生相同年纪的学生进行对比。这就是对环境或试验的控制，而控制的参数就是变量。

·H段·

sub-factor *n.* 次级因素

> 在这个单词里，sub- 是指 factor 的下属内容，意为"子因素"，类似的词有 sub-

factory "子工厂"，sub-school "分校" 等。

socioeconomic [ˌsəʊsɪəʊˌiːkə'nɒmɪk] *adj.* 社会经济学的

ethnicity [eθ'nɪsəti] *n.* 种族地位，种族特点

・I 段・

abstract ['æbstrækt] *adj.* 抽象的，理论上的 *n.* 抽象概念；摘要

puzzle ['pʌzl] *n.* 智力测验 *v.* 使迷惑，使为难

objective [əb'dʒektɪv] *adj.* 客观的，实体的 *n.* 目标，任务

pre-conceived *adj.* 先入为主的；预想的

complicate ['kɒmplɪkeɪt] *v.* 使复杂化，使错综 *adj.* 复杂的，麻烦的

quantitative ['kwɒntɪtətɪv] *adj.* 定量的；数量（上）的

・J 段・

criticism ['krɪtɪsɪzəm] *n.* 批评，批判；鉴定，审定，校勘

> 该词是动词 criticise "批评；评论；指责" 的名词形式，表示 "批评，批判"。同义
> 词有 disagreement "争论，批判"，objection "异议，反对"。反义词有 admiration "钦佩，
> 赞美"。

variable ['veəriəbl] *n.* 可变因素，变量；易变的东西 *adj.* 变化的，可变的；[数] 变量的

> 在文中意为 "变量"。考查的是该单词的名词词性。

critical ['krɪtɪkəl] *adj.* 关键的；批评的，爱挑剔的；严重的；极重要的

> 该词在文中意为 "关键的"。critical 的意义与 critic 差别较大，后者是名词，表示 "评
> 论家；批评家"。

・K 段・

involve [ɪn'vɒlv] *v.* 包含，牵涉，使参与

generalisation [ˌdʒenrəlaɪ'zeɪʃn] *n.* 归纳；一般化；普通化

> 该词是形容词 general "普遍的；大致的" 的名词形式。在文中是指根据试验归纳出
> 的结果，如在描述鱼的实验中美国人更多关注于奇特的大鱼而非它生活的背景等，
> 这时研究人员得出的结论就是 "美国人更注重个体"。这个结论就是通过归纳等方式
> 得出的抽象结果。

prospective [prə'spektɪv] *adj.* 未来的；预期的；有希望的

> 该词是名词 prospect "前景；期望；眺望处" 的形容词形式。在文中意为 "未来的"。
> 同义词为 promised "有希望的"，future "未来的，将来的"。

favor ['feɪvə(r)] *v.* 支持；赞成；照顾 *n.* 欢心；好感

> 该词在文中用作动词，表示 "对一方有利"。但该词多用作名词，表示 "欢心；喜

欢"。<u>词汇搭配</u>：in favor of "有利于，支持，赞同"；out of favor "失宠"；do me a favor "帮个忙好或给我点面子"。

Reading Passage 2. Eco-Resort Management Practices

■ 题目详解

本文讲述了库尔兰湾岛度假区（Couran Cove Island Resort）的形成、岛上现状和发展及未来的发展道路，该度假区致力于发展成为一个管理先进、生态和谐可持续发展的生态度假区。

Questions 14-18

思路

本部分为单选题，考查的是对原文细节的理解。考生应该根据题干关键词或信息提示回原文进行定位，从而快速找到答案。

解答

14. 题干问：斯特德布鲁克岛通过何种方式变成两个岛？根据题干地名"Stradbroke"和关键信息"became two islands"定位到原文第2段"Eventually, the ocean broke through the weakened land form and Stradbroke became two islands."往回读，发现"The second ship wrecked on the island in 1894, and the subsequent destruction of the ship (the Cambus Wallace) because it contained dynamite, caused a large crater in the sandhills on Stradbroke Island."这两句说的是该岛一分为二的原因，即首先有 dynamite，然后出现 weakened land form，提示自然的侵蚀。四个选项中，只有 B 项说是由船上炸弹爆炸和后来的自然侵蚀引起的。因此，本题的答案为 B。

15. 题干问：度假胜地的洗衣活动为何在大陆上完成？根据题干关键词"laundry activities"猜测它应该跟水资源有关，可能位于"water and energy management"小标题下，扫读标题下第5段，发现"Some of the problems which have threatened the island's freshwater supply include pollution, contamination and over-consumption. In order to minimise some of these problems, all laundry activities are carried out on the mainland."从这两句话可以看出，在大陆上洗衣服主要有防污染、保护水资源等作用，四个选项中的 B 与之相符。因此，本题的答案为 B。

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16. 题干问：南斯特德布鲁克岛主要的水源来自哪里？也是跟水相关的，所以猜测答案句还在文章第 5 段，该段前两句提到该岛屿中心存在地下水，此外生活用水由雨水补充，主要通过钻井提升系统将水从蓄水池中抽出来使用。B 项具有迷惑性，但需要注意的是生活用水主要为地下水，降水是作为补充。因此，本题的答案为 D。

17. 题干问：库尔兰湾岛度假区通过什么方式来加热水？同样也是跟水相关，因此还在第 5 段定位答案句，根据题干关键词 "heating" 定位到该段 "Hot water in the eco-cabins and for some of the resort's vehicles are solar-powered." 这句是说生态小屋里和度假区内车辆使用的热水都利用太阳能。因此，本题的答案为 D。

18. 题干问：度假区的经理认为将来的工作重点应该是什么？根据顺序原则及题干关键信息 "the prospective future focus on" 提示，答案应该出现在最后一段。该段开头就谈到了 awards，目前所取得的奖励已经很多，原文也没有说要取得更多奖励，因此 A 项不妥。"Given that it is a private commercial ecotourist enterprise, regulating the number of visitors to the resort to minimise damage done to the natural environment on South Stradbroke Island is not a binding constraint." 说明为了长远发展，他们试图限定旅客人数，证明为旅游企业带来经济和环境利益并不是他们的工作重点，因此排除 C。"Couran Cove Island Resort does not conform to the characteristics of the Resort Development Spectrum, ...", 这里 conform to 表示 "符合，遵从"，所以排除 D 项。文章最后说 "However, the Resort's growth will eventually be constrained by its carrying capacity, and quantity control should be incorporated in the management strategy of the resort." 说明度假区的发展最终会受到承载能力的制约，管理者应当把控制人数这一问题纳入到管理战略中来。因此，本题的答案为 B。

Questions 19-23

思路

本部分为段落概要填空题，要求空白处填写不超过两个单词。此类题型一般遵循顺序原则，且要填写的单词也会原词重现。考生需要根据题干关键词和信息提示，回原文锁定相关段落和答案句。通读该概要，发现考查的是岛上的交通和设施等，可将焦点锁定到原文第 3 段。

解答

19. 题干说：旅游者可以通过什么交通工具到达该旅游胜地？根据题干关键信息 "in a regular service" 提示，定位到 "The resort provides hourly ferry service from the marina on the mainland to and from the island." 这里 "hourly" 暗含了 "regular"，说明旅游者可以通过一小时一趟的渡轮服务到达该旅游胜地。因此，本题的答案为 ferry。

20. 题干说：在度假区内，运输道路包含自行车、沙滩车和什么。根据题干关键信息 "transports include" 定位到第 3 句 "Within the resort, transport modes include walking trails, bicycle tracks and the beach train." 因此，本题的答案为 bicycle。

21. 题干说：岛上的设备陈旧，什么设备不太好用。根据题干关键词 "equipment" 和 "overhead" 定位到该段第 5 句 "These are large rooms that are clean but the equipment is tired and in some cases just working. Our ceiling fan only worked on high speed for example." 这句是说岛上的设备陈旧，比如电扇只有在高档的时候才会转起来。因此，本题的答案为 ceiling fan。

22. 题干列举了岛上所包含的设施。根据关键词 "television" 和 "radio" 定位到该段 "There is television, radio, an old air conditioner and a small fridge." 很明显，本题的答案为 air conditioner。

23. 题干说：如果你忘了带什么东西，可以选择在岛上购买。根据题干关键词 "repellant" 定位到该段 "The only thing is the mosquitoes, but if you forget to bring mosquito repellant they sell some on the island." 显然，本题的答案为 mosquitoes。

Questions 24-26

思路

本部分为多选题。一般而言，此类题型抑或提问全篇重点信息，或集中考查某段细节内容。该题属于后者，因其提问为 "最后一段关于库尔兰湾岛度假区现状的描述中，哪三个是正确的?" 显然，考生需要通读最后一段，对该段的细节进行理解作出判断。本多选题建议考生采取排除法快速选定答案。

解答

通过阅读题干五个选项，画出其中明显的定位词，回原文进行对照判断。A 项和 C 项的定位词相对不那么明显，先看其他三个选项。B 项关键词为 "the Resort Development Spectrum"，定位到该段 "Couran Cove Island Resort does not conform to the characteristics of the Resort Development Spectrum..."，明显与 B 项所说的 "住宿标准应只符合第 3 阶段的发展" 相反，故排除。D 项关键词为 "principle" 和 "international tourists"，定位到该段 "However, the number of interstate and international tourists visiting the resort is small, with the principal visitor markets comprising locals and residents from nearby towns and the Gold Coast region." 这句是说在库尔兰湾海岛度假区，来自州际和国际的游客反而很少，主要的游客是当地人、附近城镇和黄金海岸地区的居民，与 D 项所说的 "主要游客团体为国际游客" 不符，可排除。因此，本题的答案为 ACE。如时间充裕，可对这三个选项一一验证：选项 A "Couran Cove Island Resort 追求生态友好型管理办法" 对应该段第

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3 句 "The resort has embraced and has effectively implemented contemporary environmental management practices." 这里 "embraced" 与 A 项 "go for" 意思相同，所以 A 为正确选项。选项 C 需要通过段落大意获得，该段最后提到，旅游胜地的增值将最终取决于它的容纳量，暗含如果该度假区想更好地发展，需要提升标准、扩建更多设施来满足更多的旅客人数。选项 E 与 C 分析内容重叠，容纳量确实会影响度假区将来的发展，所以同为正确选项。

■ **参考译文**

Eco-Resort Management Practices
生态度假区管理实践

Ecotourism is often regarded as a form of nature-based tourism and has become an important **alternative** source of tourists. **In addition** to providing the traditional **resort-leisure** product, it has been argued that ecotourism resort management should have a particular focus on best-practice environmental management, an educational and **interpretive component**, and direct and indirect contributions to the **conservation** of the natural and cultural environment (Ayala, 1996).

生态旅游往往被视为一种依托自然生态环境的旅游形式，已经成为了旅游者的一个重要替代选择。除了提供传统的休闲度假产品，人们认为生态旅游度假区应该特别注意设计最佳环境管理实践方案，建立教育和解说部门，并直接或间接地为保护自然和文化环境做出贡献 [阿亚拉（Ayala），1996]。

Couran Cove Island Resort is a large **integrated** ecotourism-based resort located south of Brisbane on the Gold Coast, Queensland, Australia. As the world's population becomes increasingly **urbanised**, the demand for tourist attractions which are environmentally friendly, **serene** and offer **amenities** of a unique nature has grown rapidly. Couran Cove Resort, which is one such tourist attractions, is located on South Stradbroke Island, **occupying** approximately 150 **hectares** of the island. South Stradbroke Island is separated from the mainland by the Broadwater, a **stretch** of sea 3 kilometres wide. More than a century ago, there was only one Stradbroke Island, and there were at least four **Aboriginal tribes** living and hunting on the island. **Regrettably**, most of the original island **dwellers** were eventually killed by diseases such as **tuberculosis, smallpox** and influenza by the end of the 19th century. The second ship **wrecked** on the island in 1894, and the subsequent destruction of the ship (the Cambus Wallace) because it contained **dynamite**, caused a large **crater** in the sandhills on Stradbroke Island. Eventually, the ocean broke through the weakened land form and Stradbroke became two islands. Couran Cove Island Resort is built on one of the world's few naturally-occurring sand lands, which is home

to a wide range of plant communities and one of the largest remaining **remnants** of the rare livistona rainforest left on the Gold Coast. Many **mangrove** and rainforest areas, and Malaleuca Wetlands on South Stradbroke Island (and in Queensland), have been cleared, **drained** or filled for **residential**, industrial, agricultural or urban development in the first half of the 20th century. Farmers and graziers finally abandoned South Stradbroke Island in 1939 because the **vegetation** and the soil conditions there were not suitable for agricultural activities.

库尔兰湾岛度假区（Couran Cove Island Resort）是一家综合性的大型生态旅游度假区，位于澳大利亚昆士兰（Queensland）黄金海岸布里斯班（Brisbane）的南部。随着世界人口的日益城镇化，人们对于环境和谐宁静、设施完善的独特自然旅游胜地的需求迅速增加。库尔兰湾岛度假区就是这样一个地方，它位于南斯特德布鲁克岛（South Stradbroke Island），占地约150公顷。南斯特德布鲁克岛与大陆之间隔着3公里宽的布罗德沃特（the Broadwater）海域。100多年前，这里只有一个斯特德布鲁克岛，至少有4个原始部落居住在这里，并在岛上打猎。遗憾的是，19世纪末，岛上的大多数原始居民都因肺结核、天花和流行感冒等疾病而死亡。1894年，第2条在斯特德布鲁克岛失事的船只——康比·华莱士（Cambus Wallace），因装载了炸药后来爆炸了，并在该岛的沙丘上留下了一个很大的弹坑。最终海水冲破了被削弱了的地貌，将斯特德布鲁克岛一分为二。库尔兰湾岛度假区就建在其中一块这样世界罕见的天然沙地上，岛上有一片很大的植物群，这也是黄金海岸遗留下来的最大的罕见蒲葵雨林遗址之一。20世纪上半叶，南斯特德布鲁克岛（和昆士兰）的许多红树林和热带雨林地区还有白千层湿地（Malaleuca Wetlands）都被清除，排干了水或填埋，建设成了集居住、工业、农业和城市发展于一体的人类生活区。1939年，由于那里的植被和土壤条件不适合农业发展，农民和牧场主最终放弃了南斯特德布鲁克岛。

SUSTAINABLE PRACTICES OF COURAN COVE RESORT

Being located on an offshore island, the resort is only **accessible** by means of water transport. The resort provides hourly **ferry** service from the **marina** on the mainland to and from the island. Within the resort, transport modes include **walking trails**, bicycle tracks and the beach train. The **reception** area is the counter of the shop which has not changed for 8 years at least. The accommodation is an **octagonal** "Bure". These are large rooms that are clean but the equipment is tired and in some cases just working. Our ceiling fan only worked on high speed for example. Beds are hard but clean. There is a television, a radio, an old air conditioner and a small fridge. These "Bures" are right on top of each other and night noises do carry, so be careful what you say and do. The only thing is the mosquitoes, but if you forget to bring mosquito **repallant** they sell some on the island.

库尔兰湾岛度假村的可持续发展实践

库尔兰湾岛度假区位于一个近海岛上，只能通过水路运输方式进出。度假区每小时提供

一趟从大陆码头到海岛的往来渡轮服务。在度假区内，运输道路包括步行道、自行车道和海滩火车道。接待区是至少 8 年都没有变过的柜台商店。住宿的地方是八角形的"草房子"。这是一种很大的房间，里面很干净，但设施很陈旧，在某些情况下勉强能正常使用。例如，我们的吊顶风扇只有高速档能用。床很硬但干净。房间里有电视、收音机、一台旧空调和一个小冰箱。这种"草房子"依山错落而建，夜间能听到彼此房间里的声音，所以不管说话还是做什么都要小心不被听到。唯一的问题是蚊子，但如果你忘记带驱蚊剂，他们岛上也有卖。

As an ecotourism-based resort, most of the planning and development of the attraction has been concentrated on the need to co-exist with the **fragile** natural environment of South Stradbroke Island to achieve sustainable development.

作为一个生态旅游胜地，大部分的景点规划和发展都本着与南斯特德布鲁克岛脆弱的自然环境和谐共存的原则进行，以便实现可持续发展。

WATER AND ENERGY MANAGEMENT

South Stradbroke Island has **groundwater** at the centre of the island, which has a maximum height of 3 metres above sea level. The water supply is **recharged** by rainfall and is commonly known as an **unconfined** freshwater **aquifer**. Couran Cove Island Resort obtains its water supply by **tapping** into this aquifer and **extracting** it via a **bore** system. Some of the problems which have threatened the island's freshwater supply include pollution, **contamination** and over-consumption. In order to minimise some of these problems, all **laundry** activities are carried out on the mainland. The resort considers washing machines as **onerous** to the island's freshwater supply, and that the **detergents** contain a high level of **phosphates** which are a major source of water pollution. The resort uses LPG-power generation rather than a **diesel-powered** plant for its energy supply, **supplemented** by wind **turbine**, which has reduced greenhouse emissions by 70% of diesel-equivalent generation methods. Excess heat **recovered** from the generator is used to heat the swimming pool. Hot water in the **eco-cabins** and for some of the resort's vehicles are **solar-powered.** Water efficient fittings are also installed in showers and toilets. However, not all the **appliances** used by the resort are energy efficient, such as refrigerators. Visitors who stay at the resort are encouraged to monitor their water and energy usage via the in-house television systems, and are rewarded with prizes (such as a free return trip to the resort) accordingly if their usage level is low.

水源与能源管理

南斯特德布鲁克岛中心有地下水，地下水最高点比海平面高出 3 米。除此之外，生活用水由降雨补充，通常被称为无限制淡水蓄水层。库尔兰湾岛度假区将水管接入蓄水池，

通过钻孔（提升）系统抽取生活用水。污染、毒素和过度使用的问题已威胁到岛上的淡水供应。为了最大程度减少这些问题，所有的洗衣活动都在大陆进行。度假区认为，洗衣机会给岛上淡水供应造成繁重压力，而洗涤剂中含有的高浓度磷酸盐是水污染的主要来源。度假村采用液化石油气而不是柴油（柴油动力）发电，辅以风力涡轮机，同等电量能比柴油发电减少 70% 的温室气体排放。从发电机重新获得的能量可以用来给游泳池加热。生态小屋里和度假区内车辆使用的热水都使用太阳能源。淋浴和厕所都安装了节水配件。然而，度假区里并非所有的电器都是节能的，如冰箱。度假区鼓励游客使用室内电视系统来监控各自的水源和能源使用情况，还会根据使用量的高低给予一定奖励（如免费再来旅游一次）。

CONCLUDING REMARKS

We examined a case study of good management practice and a **pro-active** sustainable tourism **stance** of an eco-resort. In three years of operation, Couran Cove Island Resort has won 23 international and national awards, including the 2001 Australian Tourism Award in the 4-Star Accommodation category. The resort has embraced and has effectively **implemented contemporary** environmental management practices. It has been argued that the successful implementation of the principles of sustainability should promote long-term social, economic and environmental benefits, while ensuring and enhancing the prospects of continued viability for the tourism enterprise. Couran Cove Island Resort does not **conform** to the characteristics of the Resort Development **Spectrum**, as **proposed** by Prideaux (2000). According to Prideaux, the resort should be at least at Phase 3 of the model (the National tourism phase), which describes an **integrated** resort providing 3-4 star hotel-type accommodation. The primary tourist market in Phase 3 of the model consists mainly of **interstate** visitors. However, the number of interstate and international tourists visiting the resort is small, with the **principal** visitor markets **comprising** locals and residents from nearby towns and the Gold Coast region. The **carrying capacity** of Couran Cove does not seem to be of any concern to the Resort management. Given that it is a private commercial ecotourist enterprise, regulating the number of visitors to the resort to minimise damage done to the natural environment on South Stradbroke Island is not a **binding constraint**. However, the Resort's growth will eventually be **constrained** by its carrying capacity, and quantity control should be **incorporated** in the management strategy of the resort.

结语

在本文中我们通过一个案例分析了一个管理先进、生态和谐可持续的生态度假区的实践全貌。在三年的运营过程中，可伦湾岛屿度假区已经获得了 23 个国际和国家级奖项，包括 2001 年澳大利亚 4 星级旅游奖。该度假区积极拥护并有效地实施了当代环境管理实践行动。据称可持续性方针的成功实施会促进社会、经济和环境的长期良性发展，同时还

能确保旅游行业未来的可持续经营前景，促进旅游事业的发展。库尔兰湾岛度假区的情况并不与普瑞迪克斯（Prideaux，2000）提出的"度假区发展谱"里描述的特征一致。普瑞迪克斯认为一个度假区至少应该达到他模型中的第三阶段（也就是国家旅游阶段），这一阶段的度假区是一个能提供3-4星级住宿服务的综合度假区。这一阶段度假区的主要游客是其他州的人员。然而，在库尔兰湾海岛度假区，来自州际和国际的游客反而很少，主要的游客是当地人、附近城镇和黄金海岸地区的居民。这个度假区似乎并不担心其游客承载能力。鉴于这是一个私营商业旅游企业，最大程度减小对南斯特德布鲁克岛自然环境的破坏这一理由并不足以让其限定游客人数。然而，度假区的发展最终会受到承载能力的制约，度假区管理者应当把控制人数这一问题纳入到其管理战略中来。

词汇详解

·题目·

resort [rɪ'zɔ:t] *n.* 旅游胜地；游乐场 *v.* 求助于或诉诸某事
practice ['præktɪs] *n.* 实践，练习 *v.* 实行，实践

·第1段·

ecotourism ['i:kəʊtʊərɪzəm] *n.* 生态旅游
alternative [ɔ:l'tɜ:nətɪv] *adj.* 替代的；其他的

> 词汇辨析：alternative 指在相互排斥的两者之间作严格的选择，也可指在两者以上中进行选择。option 着重特别给予的选择权，所选物常常相互排斥。choice 侧重指自由选择的权利或特权。

in addition 除了……之外
resort-leisure *adj.* 休闲度假的
interpretive [ɪn'tɜ:prɪtətɪv] *adj.* 作为说明的，解释的

> 该词是动词 interpret 的派生形容词。interpret 表示"买卖的中间过程或中间人"，现在多指"口译，口头解释"。

component [kəm'pəʊnənt] *n.* 成分，零件 *adj.* 组成的，合成的
conservation [,kɒnsə'veɪʃn] *n.* 对自然资源的保护，保存

·第2段·

integrated ['ɪntɪgreɪtɪd] *adj.* 整体的；（各组成部分）和谐的

> 该词是动词 integrate 的过去分词形式作形容词。它源自形容词 integral "整体的"。

urbanise ['ɜ:bən,aɪz] *v.* 使都市化，使文雅

> 该词是形容词 urban "都市的，具有城市或城市生活特点的"的派生词。

serene [sə'ri:n] *adj.* 宁静的；晴朗的；清澈的

amenity [ə'mi:nəti] *n.* 便利设施；礼仪，举止

occupy ['ɒkjupaɪ] *v.* 占领，使用；使从事

hectare ['hekteə(r)] *n.* 公顷

stretch [stretʃ] *n.* 伸展，一片 *v.* 伸展，延伸

Aboriginal [ˌæbə'rɪdʒnəl] *adj.* 土著人的；原产的；原著的

> ➤ 该词在文中意为"土著人的"。词汇搭配：Aboriginal cost 原始成本；Aboriginal dance 山地舞。词汇辨析：Aboriginal 常用于表示"土著人的，原产的"，而 original 除了表示"原始的"，常用于表示"独创的，新颖的"。

tribe [traɪb] *n.* 部落，部族；[生]族；一帮，一伙

regrettably [rɪ'gretəblɪ] *adv.* 令人遗憾地，使人懊悔地

dweller ['dwelə(r)] *n.* 居民，居住者

tuberculosis [tjuːˌbɜːkju'ləʊsɪs] *n.* 肺结核；[医]结核病；痨；痨病

smallpox ['smɔːlpɒks] *n.* 天花；痘疮；痘

wreck [rek] *v.* 使（船舶）失事，使下沉

dynamite ['daɪnəˌmaɪt] *n.* 炸药；有潜在危险的人（或物）

> ➤ 该词源自希腊语 dynamis"力量，权力，统治者"。瑞典化学家诺贝尔借用该词来指炸药。

crater ['kreɪtə(r)] *n.* 弹坑；火山坑 *v.* 在……上形成坑；毁坏

remnant ['remnənt] *n.* 剩余部分；残余 *adj.* 剩余的；残留的

mangrove ['mæŋgrəʊv] *n.* 红树属树木，海榄雌

drain [dreɪn] *v.* 排干，喝干 *n.* 排水，下水道

residential [ˌrezɪ'denʃl] *adj.* 适用于住宅的；住宅的

vegetation [ˌvedʒə'teɪʃn] *n.* 植物（总称），草木；单调的生活

· 小标题 ·

sustainable [sə'steɪnəbl] *adj.* 可持续的，可以忍受的

· 第 3 段 ·

accessible [ək'sesəbl] *adj.* 易接近的；可理解的；易相处的

ferry ['feri] *n.* 渡船；渡口；摆渡；用船渡运 *v.* 摆渡，航海

marina [mə'ri:nə] *n.* 小艇船坞，小艇停靠区

walking trails 步行道

reception [rɪ'sepʃn] *n.* 接待处，招待处

octagonal [ɒk'tægənl] *adj.* 八边形的；八角

bure [b'jʊər] *n.* <斐济> 草屋，房子；煤矿

repellant [rɪ'pelənt] *adj.* 排斥的

➤ 该词是动词 repel "击退，抵制" 的派生词。

· 第 4 段 ·

fragile ['frædʒaɪl] *adj.* 易碎的，脆的；虚弱的

➤ 词汇辨析：brittle，fragile，frail 这些形容词都含有 "易碎的" 之意。brittle 指没有弹性或伸缩性的脆性材料，暗示受压或被扭曲时易碎。fragile 除指易碎外，还指人身体虚弱，动辄就得病。frail 多指人体虚弱，也指某物不耐用，易碎易损。

· 第 5 段 ·

groundwater ['graʊndwɔːtə(r)] *n.* 地下水

recharge [ˌriː'tʃɑːdʒ] *v.* 再装填（弹药等）；养精蓄锐；再充电

➤ 该词是动词 charge "充电" 加上前缀 re- "再，重新" 构成。词汇搭配：recharge one's batteries "休假，重新充电"。

unconfined [ˌʌnkən'faɪnd] *adj.* 无限制的，无约束的；无拘束

aquifer ['ækwɪfə(r)] *n.* 地下蓄水层，砂石含水层

tap [tæp] *v.* （从容器等）汲取（液体）；开发 *n.* 龙头，阀门

➤ 在文中用作动词，表示 "从……吸取水"。

extract ['ekstrækt] *v.* 提取；（费力地）拔出

➤ 在文中作动词，表示 "提取，抽取"。该词作名词表示 "从文本中摘录出来的部分"。

bore [bɔː(r)] *n.* 口径；钻子；令人厌烦的人或物 *v.* 令人厌烦；挖洞；钻孔；稳步前进

contamination [kənˌtæmɪ'neɪʃən] *n.* 污染；弄脏；毒害；玷污

laundry ['lɔːndri] *n.* 洗衣店，洗衣房；洗好的衣服；待洗的衣服；洗熨

onerous ['ɑːnərəs] *adj.* 繁重的；麻烦的

➤ 该词来自拉丁语 oneris "负担，重担"，加上形容词后缀 -ous 后引申为 "费力的，艰巨的"。

detergent [dɪ'tɜːdʒənt] *n.* 洗涤剂；去垢剂

phosphate ['fɒsfeɪt] *n.* 磷酸盐；（含有少量磷酸的）汽水

diesel-powered *adj.* 柴油动力的

supplement ['sʌplɪmənt] *v.* 增补，补充 *n.* 补充物；增刊

➤ 词汇辨析：supplement 基本意思为 "增补"，指对已经很完整的事物作增补，以使其进一步改进、丰富与提高。尽管所增加的东西对原事物的完全或完整并不是非有不可的，也不一定是相互依存的。而 complement 则含有 "使……完全" 的意思，意味着它作为补充的东西是必不可少的，加上它才使被补充的东西更完备，更完美。

turbine ['tɜːbaɪn] *n.* 汽轮机；涡轮机；透平机

➤ 该词后来专门指 "涡轮机" 等。词组搭配：wind turbine "风轮机"。

recover [rɪ'kʌvə(r)] v. 重新获得；找回；恢复健康

> 词汇辨析：recover, reclaim, restore, regain 这些动词均有"重新获得，重新找到，恢复"之意。recover 含义广，可泛指收回去的物质的或精神的东西，也指无意中找到失物。reclaim 主要指回收或利用废物。restore 指建筑物、工艺品恢复原状，也指健康、能力等的恢复。regain 着重指通过努力使失去的东西复得。

eco-cabin n. 生态小屋

solar-powered adj. 太阳能的

appliance [ə'plaɪəns] n. 器械；家用电器

> 词汇辨析：appliance 指家庭、医院等使用的简单的、可移动的器具或电器，如洗衣机、吸尘器等。equipment 多指成套的或重型的设备或装备。

· 第 6 段 ·

pro-active adj. 积极主动的

stance [stæns] n. 位置；态度，立场

> 在文中表示"位置"，后常引申为"立场，态度"。

implement ['ɪmplɪmənt] v. 执行；使生效 n. 工具；家具；（履行）契约

contemporary [kən'temprəri] adj. 当代的，现代的 n. 同辈人；同代人

> 词汇辨析：modern, contemporary, current, present 这些形容词均有"现代的，当代的"之意。modern 指现代或近代，时期可长可短；contemporary 仅指当今这个时代，不涉及任何过去的时代，但可表示不同的人或物存在于同一时代；current 指目前存在和发生的；present 是这些词中语气最强的一个，指现在正发生、起作用的。

conform [kən'fɔːrm] v. 符合；遵照；使一致；使顺从

> 词汇辨析：conform 指在外形上或思想方法上互相"一致"，也可指一个人的言行应"符合，遵守；适应"一般所能接受的准则、规范、习惯等。agree 指具有相同的特性、态度或具有相同的组成部分。accord 强调在诸如性格、精神、质量或语气等方面的绝对一致。

spectrum ['spektrəm] n. 谱，光谱；系列；范围

propose [prə'pəʊz] v. 提议，建议；做出计划

integrated ['ɪntɪgreɪtɪd] adj. 完整的；整体的 v. 使完整

interstate ['ɪntəsteɪt] adj. 州际的 n. 州际公路

principal ['prɪnsəpl] adj. 最重要的；主要的；资本的 n. 首长，负责人

comprise [kəm'praɪz] v. 包含，包括；由……组成

carrying capacity 承载能力，载流容量；载重

binding ['baɪndɪŋ] adj. （书面材料）有约束力的；应履行的

constraint [kən'streɪnt] n. 强制；限制；约束

constrain [kən'streɪn] v. 强迫；强使；限制；约束
incorporate [ɪn'kɔːrpəreɪt] v. 纳入；包含；组成公司

Reading Passage 3. The Future of the World's Language

■ 题目详解

本文主要讲述的是一位大学教授马克·图林（Mark Turin）通过发起的"世界口头语言保护项目"（WOLP），引起世人对于世界上那些正在"消失的语言"的重视。教授主张对正在消失的语言采取一些保护措施，例如通过录像机、录音机等其他多媒体工具进行记录、通过口头传述和制作字典等辅助记录。他认为语言是延续传统并且拥有文化身份认同感的重要工具。

Questions 27-31

●●●●●●●●●●●●●●●●●●●● 思路 ●●●●●●●●●●●●●●●●●●●●

本部分为概要选择填空题，由于提供了选项因此此类题目难度不大。考生根据空白前后的关键词或信息回原文定位即可。在寻找答案过程中要特别注意同义替换。

●●●●●●●●●●●●●●●●●●●● 解答 ●●●●●●●●●●●●●●●●●●●●

27. 题干问：世界上的大多数语言由谁来用？根据题干数字"6,500"定位到原文第 1 段第 1 句，扫读该句后的内容，发现"In short, 95 percent of the world's languages are spoken by only five percent of its population — a remarkable level of linguistic diversity stored in tiny pockets of speakers around the world." 这里"95 percent"与题干"most of"为同义替换，这句是说 95% 的语言只有 5% 的人在用，也就是大量的语言由少数人在使用。因此，本题的答案为 D。

28. 题干问："世界口头语言保护项目"是为了防止语言如何？根据题干专有名词"WOLP"定位到原文第 1 段最后一句"Mark Turin, a university professor has launched WOLP (World Oral Language Project) to prevent the language from the brink of extinction." 可见，该项目的目的在于防止语言灭绝，这里"extinction"与 J 选项"disappearance"为同义替换。因此，本题的答案为 J。

29. 题干问："世界口头语言保护项目"为研究人员提供了什么？根据题干关键词"community"和"record"可以定位到原文第 2 段，扫读发现"He is trying to encourage indigenous communities to collaborate with anthropologists around the world to record

what he calls "oral literature" through video cameras, voice recorders and other multimedia tools by awarding grants from a £30,000 pot that the project has secured this year." 可见该项目为研究人员提供了 "grants"（经费），与 C 选项 "funding" 为同义替换。因此，本题的答案为 C。

30. 题干问：口述传统有重大的文化_____？根据题干关键词 "oral tradition" 可定位到原文第 3 段开头 "For many of these communities, the oral tradition is at the heart of their culture." 这句是说对于许多群体来说，口述传统是他们文化的核心，换句话说，就是口述传统在他们文化中具有重要的意义。因此，本题的答案为 B。

31. 题干问：少数人说的语言与具有著名的文字记载的语言之间存在_____？根据题干关键信息 "celebrated written documents" 定位到原文第 3 段最后一句 "Unlike the languages with celebrated written traditions, such as Sanskrit, Hebrew and Ancient Greek, few indigenous communities have recorded their own languages or ever had them recorded until now." 这里 "unlike" 一词暗含了两种语言之间存在差别。因此，本题的答案为 F。

Questions 32-35

思路

本部分为是非无题，考查考生对细节的理解。重点解题思路是：审查题干中的概念在原文出处句里的对应情况。全部概念对应则为"是"，一个概念相矛盾则为"非"，一个概念无对应则为"未给出"。

解答

32. 题干说：图林认为人类学家和语言学家在决定研究领域之前会仔细地思考。根据题干关键词 "anthropologists" 和 "linguists" 定位到原文第 4 段最后一句话 "'Many of the choices anthropologists and linguists who work on these traditional field-work projects make are quite random,' he admits." 通过这句话可以看出人类学家和语言学家在选择研究领域时带有很大的随意性。因此，本题的答案为 False。

33. 题干说：图林认为唐米语与其他语言有很少共同点。题干关键词 "Thangmi" 可以帮助定位。原文在第 4-6 段提到了 Thangmi，但主要讨论的是该语言的使用情况及图林对该语言的研究，并没有讨论它与其他语言是否存在共同点。因此，本题的答案为 Not Given。

34. 题干说：图林写的 1000 千页文献不适用于唐米群体。根据题干数字 "1000" 定位到原文第 5 段 "I wrote 1,000 pages of grammar in English that nobody could use—but I realised that wasn't enough. It wasn't enough for me, it wasn't enough for them. It simply wasn't going to work as something for the community. So then I produced this trilingual

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word list in Thangmi, Nepali and English." 其中 "It simply wasn't going to work as something for the community" 表示该文献对于唐米群体不适用，与题干描述一致。因此，本题的答案为 True。

35. 题干说：一些尼泊尔学校缺乏用于语言教学的资源。在原文第 6 段谈到尼泊尔是多民族多语言的国家，但是许多部落的人开始讲全国通用语——尼泊尔语，部落老者还未来得及传授他们的知识给后代就去世了。但是并没有讲到语言教学的资源问题。因此，本题的答案为 Not Given。

Questions 36-40

思路

本部分为选择题，考查考生对细节的深入理解。在做题时考生应该根据题干线索词来定位出题点，以便快速找出答案。

解答

36. 题干问：图林为何要提到有人博士论文研究法语上标符号这件事？根据题干关键词 "PhDs" "apostrophe" "French" 可定位原文第 7 段最后一句 "People do PhDs on the apostrophe in French, yet we still don't know how many languages are spoken." 通读这段话可以看出图林认为人们不应该局限于研究某种语言，而更应该去研究多样化的语言，帮助避免语言灭绝。图林暗含的意思是研究者对语言所做研究所起的作用还是有限的。因此，本题的答案为 A。

37. 题干问：第 9 段讨论的是什么？实际上是要求考生总结第 9 段的大意。通读本段话可以看出作者借用希伯来语如何复兴的例子来说明任何语言都是有可能重新拥有更多使用者的，实际上也是表达了一种信心。A 项说"让人们相信濒危语言可以幸存的力量"，与原文意思最接近。因此，本题的答案为 A。

38. 题干问："世界口头语言保护项目"的前景如何？本题需要考生对文章细节有一定理解。在文中第 9 段（原文倒数第 3 段）提到虽然"世界口头语言保护项目"面临很多挑战，但是作者转向介绍希伯来语的复兴过程，表达了一种胜利的可能性，与 D 项说"它有可能成功地保护濒危语言"意思一致。因此，本题的答案为 D。

39. 题干问：图林如何评论全球化？根据题干关键词 "globalisation" 可以定位到原文倒数第 2 段，该段论述了图林对全球化的看法。图林提出了 "globalisation paradox"，也就是说全球化是矛盾体，并分别说明了全球化的好处和缺点。因此，本题的答案为 B。

40. 题干问：图林认为群体中的人们该怎么做？根据顺序原则，本题的答案出现在原文最后一段。在文章的最后，图林谈到 "The only people who can help languages survive are the people in those communities themselves. They need to be reminded that it's good to

speak their own language and I think we can help them do that—becoming modern doesn't mean you have to lose your language." 在他看来，人们在适应现代社会的同时不要失去自己的语言。因此，本题的答案为 C。

■ 参考译文

The Future of the World's Language
世界语言的未来

Of the world's 6,500 living languages, around half are expected to **die out** by the end of this century, according to UNESCO. Just 11 are spoken by more than half of the earth's population, so it is little wonder that those used by only a few are being left behind as we become a more **homogenous**, global society. In short, 95 percent of the world's languages are spoken by only five percent of its population—a **remarkable** level of linguistic **diversity** stored in tiny pockets of speakers around the world. Mark Turin, a university professor, has **launched** WOLP (World Oral Language Project) to prevent the language from the **brink** of **extinction**.

联合国教科文组织（UNESCO）声称，世界现存的 6500 种语言中大约有一半将会在本世纪末消亡。全球有超过一半的人口只使用了其中的 11 种语言，因此随着世界变得一体化和全球化，少数人使用的大多数语言会"落伍"也就不足为奇了。简而言之，世界上 95% 的语言的总使用人数仅占世界总人口的 5%——多样性的语言被世界各地极少数的人使用。为了挽救濒临灭绝的语言，一位大学教授马克·图林（Mark Turin）启动了一项名为"世界口头语言保护项目"（WOLP）的研究。

He is trying to encourage **indigenous** communities to **collaborate** with **anthropologists** around the world to record what he calls "oral literature" through video cameras, voice recorders and other multimedia tools by **awarding grants** from a £30,000 **pot** that the project has **secured** this year. The idea is to **collate** this literature in a digital **archive** that can be accessed on demand and will make the **nuts and bolts** of lost cultures readily available.

他一直试图鼓励土著居民和世界各地的人类学家通力合作，利用录像机、录音机和其他多媒体形式，对他所说的"口头文学"进行记录存档，并将自己今年项目研究所获得的 3 万英镑作为奖金发放以资鼓励。其目的在于将这些湮灭文化的文献整理成可以按需求获取的、基本要点齐全的、可以随时获得的数字档案。

For many of these communities, the oral tradition is at the heart of their culture. The stories they tell are creative as well as communicative. Unlike the languages with celebrated written traditions, such as **Sanskrit**, **Hebrew** and Ancient Greek, few indigenous communities have

recorded their own languages or ever had them recorded until now.

对许多原著民群体来说，口头相传的内容是他们文化的核心。他们口头传下来的故事既是创造性的作品，也是交流的结果。不同于那些著名的有书写文字传统的语言，如梵语、希伯来语、古希腊语，土著人很少记录自己的语言或甚至从未记录过。

The project **suggested itself** when Turin was teaching in Nepal. He wanted to study for a PhD in endangered languages and, while discussing it with his professor at Leiden University in the Netherlands, was drawn to a map on his tutor's wall. The map was full of pins of a variety of colours which represented all the world's languages that were completely undocumented. **At random**, Turin chose a "pin" to **document**. It happened to belong to the Thangmi tribe, an indigenous community in the hills east of Kathmandu, the capital of Nepal. "Many of the choices anthropologists and linguists who work on these traditional field-work projects make are quite random," he admits.

图林在尼泊尔教学时产生了进行这样一个项目的想法。他想取得濒危语言方面的博士学位，当有一天与他在荷兰莱顿大学（Leiden University）的教授讨论濒危语言这个问题时，他被贴在导师房间墙上的地图吸引住了。这幅地图上满是色彩缤纷的大头针，标记着世界上所有完全没有记录的语言的所在地。图林从这些大头针中任意选择了一个进行记录。他正好选择了唐米语（Thangmi）部落的语言，这个土著部落位于尼泊尔（Nepal）首都加德满都（Kathmandu）东部的群山中。他承认："许多从事传统实地考察项目的人类学家和语言学家在选择语言上都很随意"。

Continuing his work with the Thangmi community in the 1990s, Turin began to record the language he was hearing, realising that not only was this language and its culture entirely undocumented, it was known to few outside the tiny community. He **set about** trying to record their language and myth of origins. "I wrote 1,000 pages of grammar in English that nobody could use—but I realised that wasn't enough. It wasn't enough for me, it wasn't enough for them. It simply wasn't going to work as something for the community. So then I produced this **trilingual** word list in Thangmi, **Nepali** and English."

20世纪90年代图林在唐米语部落继续进行实地考察工作时，开始记录他所听到的语言，在这个过程中他发现这里的语言和文化不仅完全没有记录，甚至外界都很少有人知道有这样一个部落、这样一种语言的存在。他着手开始记录他们的语言和神话起源。"我用英语写下了1000页的语法，但却没人能使用这些东西——我这才意识到只是单纯的记录还不够。不仅对我来说不够，对于这些土著人来说也不够。我做的这些对于这个部落根本没有任何意义和作用。因此接下来我就制作了唐米语、尼泊尔语和英语相结合的三语（对照）词汇表。"

In short, it was the first ever publication of that language. That small dictionary is still sold in local schools for a **modest 20 rupees**, and used as part of a wider cultural regeneration process to educate children about their heritage and language. The task is no small undertaking: Nepal itself is a country of massive ethnic and linguistic diversity, home to 100 languages from four different language families. What's more, ever fewer ethnic Thangmi speak the Thangmi language. Many of the community members have taken to speaking Nepali, the national language taught in schools and spread through the media, and community elders are dying without passing on their knowledge.

总之，这是这种语言有史以来的第一本出版物。这本小词典仍在当地的学校以仅仅20卢比的价格出售，并被当作是一个更广泛的文化再生事业的一部分，教授孩子们他们自己的遗产和语言。这不是一个小任务：尼泊尔本来就是由很多种族组成的语言多样的国家，它是四个语系100种语言的诞生地。现在的形式变得更严峻了，说唐米语的唐米语部落居民越来越少。许多唐米语成员开始讲尼泊尔语，尼泊尔语不仅是官方语言，学校里教学和媒体使用的都是尼泊尔语；而且唐米语族的老人慢慢死去了，他们的知识却没有传承下来。

Despite Turin's enthusiasm for his subject, he is **baffled** by many linguists' **refusal** to **engage** in the issue he is working on. "Of the 6,500 languages spoken on Earth, many do not have written traditions and many of these spoken forms are endangered," he says. "There are more linguists in universities around the world than there are spoken languages—but most of them aren't working on this issue. To me it's amazing that in this day and age, we still have an entirely incomplete image of the world's linguistic diversity. People do PhDs on the **apostrophe** in French, yet we still don't know how many languages are spoken."

尽管图林对他的课题很有热情，但他还是因为许多语言学家拒绝从事他提倡的工作而困惑无助。"世界存在的6500种语言中许多没有书写文字，很多口头语言濒临灭绝"，他说，"世界各个大学的语言学家总数远比这些语言的数量多，但他们多数却不愿意从事这个工作。对我来说，现今我们对世界语言的多样性仍然没有一个完整的认识，这一事实令我很惊讶。有博士研究法语的上标符号，但事实上我们根本不知道人类到底有多少种语言"。

"When a language becomes endangered, so too does a cultural world view. We want to engage with indigenous people to document their myths and **folklore**, which can be harder to find funding for if you are based outside Western universities."

"当一种语言濒临灭绝时，它的文化世界观也会随之消逝。我们想与土著人一起记录他们的神话和民间传说，如果你不属于西方大学的成员，将很难为此获得资金支持。"

Yet, despite the struggles facing **initiatives** such as the World Oral Literature Project, there are historical examples that point to the possibility that language **restoration** is no mere academic **pipe dream**. The **revival** of a modern form of Hebrew in the 19th century **is** often **cited as** one of the best proofs that languages long dead, belonging to small communities, can be **resurrected** and **embraced** by a large number of people. By the 20th century, Hebrew was well on its way to becoming the main language of the Jewish population of both **Ottoman** and British **Palestine**. It is now spoken by more than seven million people in Israel.

然而，尽管像世界口头文学项目这样的倡议举措举步维艰，还是有历史实例可以证明语言复原并不只是学术幻想。19 世纪希伯来语现代形式的复兴经常被拿来当作可以证明已经消逝很久的、小群体使用的语言可能"复活"并受很多人欢迎的最好例证。到 20 世纪的时候，希伯来语已经逐渐成为土耳其和英国的巴勒斯坦犹太人的主要语言。现在以色列有七百多万人使用希伯来语。

Yet, despite the difficulties these communities face in saving their languages, Dr Turin believes that the fate of the world's endangered languages is not **sealed**, and globalisation is not necessarily the **nefarious perpetrator** of evil it is often presented to be. "I call it the globalisation **paradox**: on the one hand globalisation and rapid socio-economic change are the things that are **eroding** and challenging diversity. But on the other, globalisation is providing us with new and very exciting tools and facilities to get to places to document those things that globalisation is eroding. Also, the communities at the **coal-face** of change are excited by what globalisation has to offer."

尽管这些群体在挽救他们的语言上遇到了种种困难，图林博士仍然相信濒危语言的命运并非了无生机；全球化未必就如它表现的那样是邪恶的破坏者。"我把它称为全球化悖论：一方面，全球化和快速的社会经济变化侵蚀和挑战着语言多样性。但是从另一个方面来说，全球化给我们提供了令人兴奋的新工具和新设备，方便我们到世界各地去记录这些被侵蚀的语言。此外，在变化前沿的群体也为全球化所带来的东西感到异常兴奋。"

In the meantime, the race is on to collect and protect as many of the languages as possible, so that the Rai Shaman in eastern Nepal and those in the generations that follow him can continue their traditions and have a sense of identity. And it certainly is a race: Turin knows his project's limits and believes it **inevitable** that a large number of those languages will disappear. "We have to be wholly realistic. A project like ours is **in no position**, and was not designed, to keep languages alive. The only people who can help languages survive are the people in those communities themselves. They need to be reminded that it's good to speak their own language and I think we can help them do that—becoming modern doesn't mean you have to lose your language."

同时，在这轮与全球化的竞赛中，重要的是尽可能多地收集和保护语言，这样位于尼泊尔东部的瑞·萨满（Rai Shaman）和追随他们好几代的种族才能延续他们的传统，拥有文化身份认同感。这是一轮真实的比赛：图林知道他的项目能做的工作有限，而且明白这些语言中的大部分逐渐消失的趋势不可避免。"我们必须要认清现实。我们这样的项目没有资格让这些语言继续存在，也不是以此为目的的。唯一能让这些语言幸存下来的人就是语言使用者群体他们自己。他们需要谨记使用自己的语言是有益的，而且我认为在这方面我们可以帮助他们——成为现代人并不意味着一定要抛弃自己的语言。"

■ 词汇详解

·第1段·

die out（指物种、家族、习惯、观念等）绝迹，消失；绝种；绝灭；淘汰

homogenous [ˌhɒməˈdʒiːniəs] *adj.* 同质的，纯系的；[数] 齐性的，齐次的

> homogenous 有一个词形相似的单词 homogeneous，区别是前者词尾是 -ous，而后者是 -eous。homogenous 的名词形式是 homogeny "同构发生"，同质，起初是一个很少使用的生物专业词汇；而 homogeneous 的名词是 homogeneity，是常用词汇。但是这两个词混用已经一个多世纪了，现在 homogenous 反而比 homogeneous 常用得多。

remarkable [rɪˈmɑːkəbl] *adj.* 异常的，引人注目的，卓越的；显著的；非凡的

diversity [daɪˈvɜːsəti] *n.*（种族、民族、宗教等）多样性；差异；多样化，分歧

> 在文中该词表示"多样性"，同义词为 variety "多样"。在 diverse "不同的，多种多样的" 后加上名词词尾 -ity 后就成了名词 diversity。动词形式是 diversify，表示 "使多样化，多样化"，其派生的名词是 diversion，表示 "转移；消遣；分散注意力"。

launch [lɔːntʃ] *v.* 发射；发动；投入；着手进行；热衷于 *n.* 投掷；大船上的小艇；大型敞篷摩托艇

> 在文中表示"启动或使某物发生"，引申为"发起"。该词用作及物动词时，常作"使……下水"解，后面常接船、客轮、海轮等之类的名词，多用于被动结构。也可表示"发射"，后面常接飞船、卫星、火箭、导弹等之类的名词。

brink [brɪŋk] *n.* 边缘；（悬崖峭壁的）边沿；（危险的）边沿；初始状态

> brink 和 brim 的意义相近，可一起记忆，brim 表示 "内侧边缘"，所以以 m（连在一起的两个 n）结尾；brink 表示 "峭壁的边缘"，所以以 k 结尾，令人联想到峭壁向外突出的锐利边缘。词汇辨析：edge 指物体两平面交接处的边缘或边线。brink 指悬崖峭壁的边缘。brim 指如壶、杯、碗等各种形状容器的内侧边缘，也指帽子的边。rim 指任何圆形物体的缘、周或边。verge 指一平面或广阔区域的尽头，也常指道路的边缘。margin 指书页的空白边缘，也可指物体的边缘，用在比喻中。edge 指尖锐性、严峻性等。verge 表示 "濒临某种感情或行动的状态"。margin 的意思是 "留有余地"。brink 常

用于借喻中，指濒临某种危险。

extinction [ɪkˈstɪŋkʃn] *n.* 熄灭；消灭，灭绝；废除
  ➤ 该词是 extinct 派生而来的。词根 ex- 表示"向上，出，出去"，同根词如 exclude "排外"，expel "赶出，逐出"，expose "暴露"。-stinct 源自 sting，表示"刺"，同源词有 distinct "以刺的记号区分；有区别的，明显的"，instinct "刺在身上；本能，天生"，stick "刺入"。extinct 表示"拔刺，拔出"的意思，比喻义为"连根拔起，灭绝"。

·第2段·

indigenous [ɪnˈdɪdʒənəs] *adj.* 土生土长的；生来的，固有的；本地的；根生土长
  ➤ 该词的的名词形式为 indigen，表示"本地人，土著"。它的动词形式是在 indigen 后加上 -ise 构成 indigenise，表示"使本地化，使本国化"。indigenous 的常用同义词为 native "本国的"，original "原始的"，aboriginal "原始的"，innate "内在的"。反义词为 exotic "外来的"。

collaborate [kəˈlæbəreɪt] *v.* 合作，协作；（国家间的）协调，提携；勾结，通敌
  ➤ 该词的名词形式为 collaboration，表示"合作，协作；通敌"。词汇辨析：collaborate 和 cooperate 这两个动词均含"合作"之意。但 collaborate 多指文化领域中，文艺、科学等方面有明确目的合作。cooperate 指为相互支持或行动而进行的合作或协作，强调通力合作。

anthropologist [ˌænθrəˈpɒlədʒɪst] *n.* 人类学家

awarding grants 奖金

collate [kəˈleɪt] *v.* 核对，校对（书、底稿等）；（装钉）整理，检查
  ➤ 该词在文中意为"整理"，它的名词形式是 collation，表示"核对，小吃"；加后缀 -or 可以构成名词 collator，表示"校对者，整理者"。

pot [pot] *n.* 锅；凑集的资金

secure [sɪˈkjuə(r)] *v.* 获得；*adj.* 安稳的

archive [ˈɑːkaɪv] *n.* 档案文件；档案室 *v.* 存档
  ➤ 该词近义词为 file 和 document 均表示"文件"。

nuts and bolts 具体细节；基本要点
  ➤ 该词组其实就是"螺母和螺钉"，把它们放到一块，其实是最平常不过的五金件，但是在英语里面 nuts and bolts 指的就是一些具体事情的具体细节，或者是最基本的组成部分。

·第3段·

Sanskrit [ˈsænskrɪt] *n.* 梵文，梵语

Hebrew [ˈhiːbruː] *n.* 希伯来人，犹太人；希伯来语

·第4段·

suggest itself 使被想到

at random 任意地，随便地；横七竖八

document ['dɒkjumənt] *v.* 记录；为……提供证明 *n.* 公文；（计算机）文档，证件

·第5段·

set about 开始做某事；攻击，抨击（某人）

trilingual [trai'liŋgwəl] *adj.* 能讲三种语言的，使用三种语言的；三种语言的

Nepali [ni'pɔːli] *n.* 尼泊尔语

·第6段·

modest ['mɒdɪst] *adj.* 谦虚的，谦逊的；适度的，适中的；端庄的；羞怯的

➢ 该词作形容词常表示"谦虚的"，但在文中偏贬义，表示"微薄的"。

rupee [ruː'piː] *n.* （印度等国的货币单位）卢比

·第7段·

baffle ['bæfəl] *v.* 使受挫折；使困惑，使迷惑 *n.* 隔板，挡板；迷惑；遮护物，阻碍体

➢ 该词在文中作动词表示"困惑且受挫"，其名词形式为 bafflement 表示"阻碍，迷惑"，其形容词形式为 baffling，表示"令人困惑的，难对付的，难解的"。词汇辨析：英语中很多动词均有"使困惑、迷惑、糊涂、伤脑筋"之意。puzzle 侧重使人难于理解、困惑、伤脑筋。bewilder 语气强烈，指因迷惑不解或惊愕而慌乱，不知所措，无法清醒地思考。confuse 语气较弱，指由于混淆、混乱而糊涂。embarrass 常指因处境或困难问题而感到窘迫、局促不安或焦急而不知所措。perplex 除困惑外，还含焦虑或缺乏把握之意，因而难于作出决定，无从下手处理。baffle 语气最强，多指遇见奇怪情景或复杂困难情况时所产生的惶恐困惑心理。confound 常指人惊慌失措和狼狈不堪。distract 主要用于注意力分散、思想矛盾或过分激动时产生的混乱。

refusal [rɪ'fjuːzl] *n.* 拒绝；优先取舍权

engage [ɪn'geɪdʒ] *v.* 聘用；吸引住；与……交战；从事；紧密结合

➢ 该词的基本意为为"约定"，即凭借契约、誓言或诺言等约束人或事。用于约束别人，即表示"雇，聘"；用于约束自己，则表示"许诺；保证"。这种允诺可信，有约束力，并将履行一段时间，如"订婚"等。引申可表示"占用，吸引，引起"或"使忙于，使从事"等。它的现在分词和过去分词均可以作形容词。词汇辨析：engage，contract、covenant、pledge 和 promise 都有"允诺"的意思。其区别是：promise 指作出口头或书面的许诺，但仅指主观意愿，并不暗示一定能实现或有实现的基础。engage 指在正式或重大场合用誓言、条约等许下有约束力的诺言或作出可以信赖的

保证，尤指订婚。pledge 指用行动或言语作出庄严的许诺或正式保证。covenant 指订立双方或多方共同遵守的协议。contract 指订立慎重且通常有法律效力的合同或协议。

apostrophe [ə'pɒstrəfi] *n.* 撇号；省略符号；所有格符号

· 第 8 段 ·

folklore ['fəuklɔ:(r)] *n.* 民间传说；民俗学；民间创作

· 第 9 段 ·

initiative [ɪ'nɪʃətɪv] *n.* 倡议；主动性；主动精神 *adj.* 自发的；创始的；初步的
> 在文中该词是名词，表示"倡议"，也可以说是"首次提出某事物"。其动词形式为 initiate，表示"开始，发起；传授"。词组搭配：on one's own initiative "主动地"；take (seize) the initiative "主动地；采取行动"。

restoration [,restə'reɪʃn] *n.* （规章制度等的）恢复；复原；整修

pipe dream 白日梦

revival [rɪ'vaɪvl] *n.* 复兴；复活；再生，再流行，再生效；（老戏多年后）重新上演

be cited as 被称为，被引用

resurrect [,rezə'rekt] *v.* 挖出；使复活；复兴，重新使用；复活，复苏

embrace [ɪm'breɪs] *v.* 拥抱；接受；信奉；包括；包含 *n.* 拥抱，怀抱
> 该词在文中用作抽象意义，表示"拥护或者很乐意地接受"，表明一种态度。其基本意思是"拥抱"。词汇辨析：embrace，clasp 和 hug 都表示"拥抱"。其区别是：hug 比较通俗，可表示任何形式的拥抱，可表示因为爱情而"拥抱"，也可表示因友情而"拥抱"；embrace 则多指因爱情而"拥抱"；clasp 则强调拥抱某一特定的部位，如腰、颈等。

Ottoman ['ɒtəmən] *adj.* 旧土耳其帝国的；土耳其人的；土耳其民族的

Palestine ['pæləstaɪn] *n.* 巴勒斯坦（亚洲西部一地区）

· 第 10 段 ·

seal [si:l] *v.* 密封；盖章；决定；封上（信封）*n.* 密封；印章；海豹；封条
> 该词在文中用作动词，表示"机会或者生路等被完全封上"。seal 用作名词时的意思是"印章"，转化为动词的意思是"盖章于……上"，引申可表示"封，封口，封住；最后确定"等。

nefarious [nɪ'feərɪəs] *adj.* 极坏的；恶毒的

perpetrator ['pɜ:pətreɪtə(r)] *n.* 做坏事者，犯罪者

paradox ['pærədɒks] *n.* 自相矛盾的人或事；反论，悖论

erode [ɪ'rəʊd] *v.* 侵蚀，腐蚀；逐渐毁坏；削弱，损害

> 该词在文中表示"全球化过程中语言慢慢消失"。它的基本意思为"使慢慢变弱变小或消失"。名词形式为 erosion，表示"糜烂；烧蚀；腐蚀，侵蚀"，形容词形式为 erosive，表示"侵蚀性的，腐蚀性的"。词汇辨析：erode 偏向化学，常用于石头、家具等受腐蚀侵蚀。decay 偏生物性，多指动植物尸体的腐烂。corrupt 指个人思想、组织作风的腐化堕落。

coal-face 文化前沿

> 该词组在文中意为文化前沿，其本意是"采煤工作面"，即放在物体表面的，最先发现的。

· 第 11 段 ·

inevitable [ɪn'evɪtəbl] *adj.* 不可避免的；必然发生的

in no position 没有资格

Test 6

Reading Passage 1.

■ 题目详解

本文属于人类行为研究类文章。主要讨论了两类人，即最大化者（maximisers）和满足者（satisficers）的区分，并且分析了越来越多的选择对于我们生活的影响。

Questions 1-4

思路

本部分为配对题，要求考生将文中所讲两类人（即"最大化者"和"满足者"）与其具体的行为进行匹配。因此，理解这两种人具体行为是解答的关键。

解答

1. 题干问：谁参与了最大化等级量表调查？根据题干专有名词"the Maximisation Scale"定位到原文 C 段，该段提到邀请了几千人参与调查，可推断应该是两类人均参与了此次调查。因此，本题的答案为 D。

2. 题干问：谁在做决定之前不需要花很长时间？原文 C 段提到"When satisficers find an item that meets their standards, they stop looking. But maximisers exert enormous effort reading labels, checking out consumer magazines and trying new products." 这句是说只有满足者不需要花很多时间做决定。因此，本题的答案为 B。

3. 题干问：谁在将来可能会后悔自己所做的决定？原文 H 段提到"Not surprisingly, we also found that people with high regret sensitivity tend to be maximisers." 这句是说最大化者会后悔自己之前的选择。因此，本题的答案为 A。

4. 题干问：谁会在一系列产品中选择价格最高的？原文并未提及价格因素在人们做决定时所起的作用。因此，本题的答案为 C。

Questions 5-8

------------------------------ **思路** ------------------------------

本部分为是非无题，考查考生对细节的理解。重点解题思路是：审查题干中的概念在原文出处句里的对应情况。全部概念对应则为"是"，一个概念相矛盾则为"非"，一个概念无对应则为"未给出"。

------------------------------ **解答** ------------------------------

5. 题干说：如今随着社会财富越来越多，人们更加快乐。根据题干关键词"wealthier（财富）""happier（快乐）"定位到原文 A 段"Although some choice is undoubtedly better than none, more is not always better than less." 这句是说尽管有选择总比没有好，但选择多并不总比选择少好，明显题干与该句意思相矛盾。因此，本题的答案为 False。

6. 题干说：在社会中，最大化者的人数超过满足者。通读全文，并没有关于这两类人数的探讨。因此，本题的答案为 Not Given。

7. 题干说：人们对失去比对获得更加在意。根据题干关键信息 "losses than gains" 定位到原文 F 段，我们可以读到 *Early Decision Making Research by Daniel Kahneman and Amos Tversky showed that people respond much more strongly to losses than gains."*（丹尼尔·卡纳曼和特沃斯基提出的"早期决策研究"显示，人们对失去的反应比获得更强烈。）题干与该句意思一致。因此，本题的答案为 True。

8. 题干说：男女在做选择方面表现不同。原文只谈到最大化者和满足者在做决定时的不同，但并未提及这两类人的性别分布情况。因此，本题的答案为 Not Given。

Questions 9-13

------------------------------ **思路** ------------------------------

本部分为单选题。考查的是对原文细节的理解。考生应该根据题干进行原文定位，以期找到答案。

------------------------------ **解答** ------------------------------

9. 题干问：最大化等级量表的目的为何？根据题干专有名词 "the Maximisation Scale" 定位到原文 C 段，我们可以看到作者用这个量表来判断大家对最大化的倾向，所以它的功能如 B 项所说"衡量人们在做决定后的感觉"。因此，本题的答案为 B。

10. 题干问：拥有更多选择会有怎样的后果？通过原文 H 段最后一句 "Unfortunately, the more options you have and the more opportunity costs you incur, the more likely you are to experience regret" 可以看出，选择越多，机会成本越高，将来更可能后悔。因此，本

题的答案为 D。

11. **题干问**：作者最后列举剧场门票的例子目的何在？根据题干关键词"theatre ticket"定位到原文 I 段，该段提到沉没成本（sunk cost）是指"由于过去的决策已经发生了的，而不能由现在或将来的任何决策改变的成本"。剧场门票的例子说明花费更高的门票如果没有使用会带来更大的遗憾。因此，本题的答案为 C。

12. **题干问**：在做出更好的决定时，如何才能提高幸福感？作者在 I 段中提到"To increase sense of happiness, we can decide to restrict our options when the decision is not crucial. For example, make a rule to visit no more than two stores when shopping for clothing."也就是说要减少选择项。因此，本题的答案为 D。

13. **题干问**：哪个选项为本文最佳标题？这一道题属于概括性问题。选出的答案要尽量避免以偏概全。A 项说"做出糟糕决定后的推理"，与原文不符。B 项说"如今决定的选择"，重点不突出。D 项说"选择背后的复杂性"，与原文不符。C 项说"多种选择带来的影响"，原文从多种选择出发，将人分为两类（即最大化者和满足者），并探讨了机会成本、沉没成本等一系列由多种选择所带来的影响。因此，本题的答案为 C。

■ 参考译文

A Americans today choose among more options in more parts of life than has ever been possible before. **To an extent**, the opportunity to choose enhances our lives. It is only logical to think that if some choices are good, more is better; people who care about having **infinite** options will benefit from them, and those who do not can always just ignore the 273 versions of **cereal** they have never tried. Yet recent research strongly suggests that, **psychologically**, this **assumption** is wrong, with 5% lower percentage announcing they are happy. Although some choices are **undoubtedly** better than none, more is not always better than less.

相较以往，如今美国人在生活的多个方面拥有更多的选择。从某种程度上讲，拥有选择的机会可以改善我们的生活。人们必然会认为如果一些选择是好的，那么这类选择越多越好；想要拥有无限选择的人会从中获益，而不在意的人总是会忽略他们从来没有尝试过的另外 273 种谷类食物。然而，最近的研究明确表明：从心理学的角度看，这个假设是错误的，因为只有低于 5% 的人表示他们面对很多选择会很快乐。毫无疑问有选择比没选择好，但选择多并不总比选择少好。

B Recent research offers insight into why many people end up unhappy rather than pleased when their options expand. We began by making a **distinction** between "maximisers" (those who always aim to make the best possible choice) and "satisficers" (those who aim for "good

enough," whether or not better selections might be out there).

近期的研究使人们对"选择增多了,许多人终究不快乐的原因"有了更深的了解。首先,我们先区分一下"最大化者"(那些总是想做出最佳选择的人)和"满足者"(那些追求"足够好"的人,不在意现有选项外是否会有更好的选择)这两类人。

C In particular, we composed a set of statements—the Maximisation **Scale**—to **diagnose** people's **propensity** to maximise. Then we had several thousand people rate themselves from 1 to 7 (from "completely disagree" to "completely agree") on such statements as "I never settle for second best." We also **evaluated** their sense of satisfaction with their decisions. We did not define a sharp **cutoff** to separate maximisers from satisficers, but in general, we think of individuals whose average scores are higher than 4 (the scale's midpoint) as maximisers and those whose scores are lower than the midpoint as satisficers. People who score highest on the test—the greatest maximisers—engage in more product comparisons than the lowest scorers, both before and after they make purchasing decisions, and they take longer to decide what to buy. When satisficers find an item that meets their standards, they stop looking. But maximisers exert enormous effort reading labels, checking out consumer magazines and trying new products. They also spend more time comparing their purchasing decisions with those of others.

为此,我们制作了一连串的叙述——称为"最大化等级量表"——来诊断人们力求最佳选择的倾向。接着我们把类似"我从来不会退而求其次"这样的叙述划定为1-7级(从"完全不同意"到"完全同意"),让几千人根据自身情况进行定级。这项研究还评估了他们对自己决定的满意度。我们没有给最大化者和满足者定下明确的界限,但总体来说,我们把平均定级数高于4(1-7级的中间一级)的人定义为最大化者,把平均定级数低于4的人定义为满足者。定级测试中分数最高的人——也就是最极端的最大化者——在作出购买决定之前和之后都会比得分最低的人进行更多的产品对比,且费时较久。满足者在找到符合他们标准的一个产品后就会停止寻找。但最大化者会花费大量的精力去阅读标签上的信息,查看消费者杂志并且尝试新的产品。同时也会花费较长的时间将自己的购买决定同其他人作比较。

D We found that the greatest maximisers are the least happy with the fruits of their efforts. When they compare themselves with others, they get little pleasure from finding out that they did better and **substantial** dissatisfaction from finding out that they did worse. They **are** more **prone to** experiencing regret after a **purchase**, and if their **acquisition** disappoints them, their sense of well-being takes longer to recover. They also tend to **brood** or **ruminate** more than satisficers do.

我们发现极端最大化者对自己辛苦作出的选择最不满意。通过与他人的比较，如果发现自己比别人所作的决定要好，他们很少开心，如果发现不如别人就会非常不满。他们是购物后更易后悔的人群，而且一旦对所购的物品失望，他们的幸福感需要更长的时间才能找回。他们相较满足者更喜欢反复琢磨和思考。

E Does it follow that maximisers are less happy in general than satisficers? We tested this by having people fill out a variety of questionnaires known to be **reliable indicators** of well-being. As might be expected, individuals with high maximisation scores experienced less satisfaction with life and were less happy, less optimistic and more depressed than people with low maximisation scores. Indeed, those with extreme maximisation **ratings** had depression scores that placed them in the borderline of **clinical** range.

通常最大化者不如满足者快乐吗？为了验证这一观点，我们让人们填写了各种各样有关幸福指数的调查问卷。正如预期的那样，相比得分低的人，分数高的最大化者对生活的满意度较低，更不快乐、更悲观、还更抑郁。事实上，那些分数最高的极端最大化者的抑郁指数已经达到临床规定的正常范围边缘。

F Several factors explain why more choice is not always better than less, especially for maximisers. High among these are "**opportunity costs.**" The quality of any given option cannot be assessed in **isolation** from its alternatives. One of the "costs" of making a selection is losing the opportunities that a different option would have afforded. Thus an opportunity cost of vacationing on the beach in Cape Cod might be missing the **fabulous** restaurants in the Napa Valley. *Early Decision Making Research* by Daniel Kahneman and Amos Tversky showed that people respond much more strongly to losses than gains. If we **assume** that opportunity costs reduce the overall **desirability** of the most preferred choice, then the more alternatives there are, the deeper our sense of loss will be and the less satisfaction we will **derive from** our ultimate decision.

为什么更多的选择并不总是比较少的选择好，特别是对最大化者来说？有几个因素可以解释这一现象。这些因素中排位最高的是"机会成本"。任何一个给定选择的价值都不能脱离其可替代选择而进行评估。作出一个选择的"成本"之一是失去了另外一个选择可能提供的机会。因此，在科德角（Cape Cod）海滩度假的机会成本可能是错过纳帕谷（Napa Valley）一家很棒的餐厅。丹尼尔·卡纳曼（Daniel Kahneman）和亚摩斯·特沃斯基（Amos Tversky）所做的"早期决策研究"显示，人们对失去的反应比获得更强烈。我们假设机会成本会降低人们对首选的整体渴求度，那么可选项越多，我们的失去感就会越强，我们对最终选择的满意度也就越低。

G The problem of opportunity costs will be better for a satisficer. The latter's "good enough" **philosophy** can survive thoughts about opportunity costs. In addition, the "good enough" standard leads to much less searching and **inspection** of alternatives than the maximiser's "best" standard. With fewer choices under consideration, a person will have fewer opportunity costs to **subtract**.

机会成本问题在满足者身上体现得更轻微。满足者的"足够好"的生活态度能够避免机会成本这样的想法。另外，相较最大化者，"足够好"的标准使得满足者使用更少的时间精力去寻找和调查其他选择。人们需要考虑的选择越少，扣除的机会成本也就越少。

H Just as people feel sorrow about the opportunities they have **forgone**, they may also suffer regret about the option they settled on. My colleagues and I devised a scale to measure **proneness** to feeling regret, and we found that people with high sensitivity to regret are less happy, less satisfied with life, less optimistic and more depressed than those with low sensitivity. Not surprisingly, we also found that people with high regret sensitivity tend to be maximisers. Indeed, we think that worry over future regret is a major reason that individuals become maximisers. The only way to be sure you will not regret a decision is by making the best possible one. Unfortunately, the more options you have and the more opportunity costs you **incur**, the more likely you are to experience regret.

就像人们对他们放弃的机会感到很伤心一样，他们对自己确定好的选择也会后悔。我和同事设计了一个等级量表来测试后悔的程度，发现对后悔高度敏感的人比不敏感的人更容易不开心、对生活更不满意、更悲观且更抑郁。那么对后悔高度敏感的人多是最大化者这一事实也就毫不奇怪了。其实，我们认为担心和后悔是造成人们成为最大化者的最主要原因。能确保不会后悔的唯一方法就是作出可能的最佳选择。不幸的是，你的选择越多，你承担的机会成本越高，你也就越有可能品尝到后悔的滋味。

I In a classic **demonstration** of the power of **sunk costs**, people were offered season **subscriptions** to a local theatre company. Some were offered the tickets at full price and others **at a discount**. Then the researchers simply **kept track of** how often the ticket purchasers actually attended the plays over the course of the season. Full-price payers were more likely to **show up** at performances than discount payers. The reason for this, the investigators argued, was that the full-price payers would experience more regret if they did not use the tickets because not using the more costly tickets would **constitute** a bigger loss. To increase sense of happiness, we can decide to **restrict** our options when the decision is not **crucial**.

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For example, make a rule to visit no more than two stores when shopping for clothing.

在一个经典的沉没成本影响力的演示案例中，研究者先给人们提供一个当地剧院的季度订阅服务。给一些人全价票，而其他人是打折票。接下来研究人员跟踪记录了买票人一个季度内实际观看戏剧的频率。购买全价票的人比购买打折票的人更有可能去观看戏剧。研究人员认为这是因为如果不使用这些已付费的票，购买全价票的人会更后悔，因为不使用这些价格更高的票造成损失会更大。想要提高幸福感，我们可以在作某个不是很重要的决定的时候限制我们选择的总数。例如，买衣服时规定自己最多只能进 2 家店。

■ 词汇详解

· A 段 ·

to an extent 在（某种，一定，很大）程度上（范围里）

infinite ['ɪnfɪnət] *adj.* 无限的；无数的

> 该词是 finite "有限的" 的反义词。词根 in- 表示 "不，无"，-fin 是 "结束，界限" 的意思，-ite 表示性质。

cereal ['sɪəriəl] *n.* 谷物；谷类植物

psychologically [,saɪkə'lɒdʒɪkli] *adv.* 心理上地

assumption [ə'sʌmpʃn] *n.* 假设；承担

> 该词是动词 assume 的名词形式。assume 指在证据很少或者存有异议时，甚至在根本没有证据的情况下进行推测，含有较强的武断成分。

undoubtedly [ʌn'daʊtɪdli] *adv.* 无疑；毋庸置疑地

· B 段 ·

distinction [dɪ'stɪŋkʃn] *n.* 区别；区分；差别

· C 段 ·

scale [skeɪl] *n.* 范围；刻度

diagnose ['daɪəgnəʊz] *v.* 判断；诊断

> 该词的词根 dia- 表示 "穿过，整个的"，-gn 是 "知道" 的意思。diagnose 就是 "通过外在知道问题所在" 的意思，也就是 "判断，诊断"。

propensity [prə'pensəti] *n.* 倾向；习性

> 该词近义词为 inclination "倾向"，tendency "趋势"。

evaluate [ɪ'væljueɪt] *v.* 评价；评估

cutoff ['kʌtɒf] *n.* 界限；近路；切断

➤ 该词在文中表示"界限"的意思。

·D 段·

substantial [səb'stænʃl] *adj.* 大量的；重大的

➤ 该词是名词 substance "基础，根据"加上形容词后缀 -al 构成的，引申为"大量的，重大的"。

be prone to 易于……；有……的倾向

purchase ['pɜ:tʃəs] *n.* 购买；购置物

➤ 该词在文中是名词，但更常用作动词"购买"。词汇辨析：purchase 作动词时意思与 buy 相近，但是前者更加正式，一般说购买产业、大批器材或名贵古董时用；后者相对非正式，比如买菜、买肉。

acquisition [ˌækwɪ'zɪʃn] *n.* 购置物；获得物

➤ 该词是动词 acquire "学到，获得"的名词形式。

brood [bru:d] *v.* 沉思；孵蛋；忧虑

➤ 该词来自 breed "繁殖，孵化"，原指母鸡孵蛋过程中的暴躁症状，后引申为"忧虑"。该词在表达"忧虑"的意思时，语气比 worry 强，多指沉思、沮丧或忧郁。

ruminate ['ru:mɪneɪt] *v.* 反复考虑；反刍

·E 段·

reliable [rɪ'laɪəb(ə)l] *adj.* 可信赖的；可依靠的；真实可信的；可靠的

indicator ['ɪndɪkeɪtə(r)] *n.* 标志；指针；迹象

rating ['reɪtɪŋ] *n.* 等级；评价

➤ 该词是动词 rate "定级"的现在分词作名词，表示"评定的等级"。

clinical ['klɪnɪkl] *adj.* 临床的；诊所的

➤ 该词是 clinic 的派生词。clinic 中的词根 clin- 是"倾斜，躺下，病床"的意思，人倾斜就是躺下了，特别指生病的时候，躺下来的地方就是病床，医生上门给病人看病的病床，但后来病床所在的地方多是诊所，所以该词就成了"诊所"的意思。clinical 除了从 clinic 继承的意义外，还表示"冷静的，简陋的"。

·F 段·

opportunity costs 机会成本

isolation [ˌaɪsə'leɪʃ(ə)n] *n.* 分离；事务隔离

fabulous ['fæbjələs] *adj.* 极好的；难以置信的

assume [ə'sju:m] *v.* 假设；假定；认为；假装

desirability [dɪ,zaɪərə'bɪləti] *n.* 愿望；希望；必要性；合意

derive from 来自；起源于

·G 段·

philosophy [fə'lɒsəfi] *n.* 哲理；人生态度

inspection [ɪn'spekʃn] *n.* 检查；视察；查看；审视

subtract [səb'trækt] *v.* 减去；扣除

> 该词词根 sub- 表示"下"，-tract 是"拉"的意思，subtract 就是"拉下去"，也就是"减去"。

·H 段·

forgo [fɔ:'gəʊ] *v.* 放弃；摒绝；对……断念

> 该词词根 for- 表示"完全的"，-go 是"走，离开"的意思，引申为"放弃，弃绝"。

incur [ɪn'kɜ:] *v.* 遭受；引起

·I 段·

demonstration [,demən'streɪʃn] *n.* 演示；示范

sunk costs 沉没成本

subscription [səb'skrɪpʃn] *n.* 订阅

at a discount 打折扣；(货物等的) 贱价；无销路；不受欢迎

keep track of 记录；与……保持联系

show up 露面；到场

constitute ['kɒnstɪtju:t] *v.* 构成；设立

restrict [rɪ'strɪkt] *v.* 限制；约束；阻碍；束缚

crucial ['kru:ʃ(ə)l] *adj.* 至关重要的；关键性的

Reading Passage 2. Implication of False Belief Experiments

■ 题目详解

本文讲述了研究者运用一系列错误信念实验来探讨儿童对现实的表征，其重点在于理解各个研究者通过实验得出的结论。

🏴 **思路** 🏴

本部分为人名与陈述配对题，要求将研究发现与其对应的研究者进行匹配。此类题型大多数不按原文顺序出题。操作上，一般建议考生先画出原文中所有大写人名，再画出人名附近所有表达观点的句子，如段落主题句或引号中的观点句，最后将这些句子与题干进行比较，得出答案。注意同义词替换现象。

🏴 **解答** 🏴

14. 根据题干关键信息 "an alternative explanation" 定位到原文 I 段第 1 句 "A different explanation has been put forward by Harris." 这里 "a different explanation" 与题干 "an alternative explanation" 为同义替换，随即可初步判断答案。随后的第 4 句 "...success on false belief tasks can be explained by children trying to imagine what they would do if they were a character in the stories, rather than children being able to appreciate the beliefs of other people." (可以这样来理解为什么有些儿童能通过 "错误看法" 测试：孩子们试图想象如果他们是故事中的人物，他们会怎么做，而不是说明儿童能够理解别人的想法。) 这一说法与题干 "children may not be understanding other's belief" 意思基本一致。因此，本题的答案为 G。

15. 根据题干关键信息 "reality and mentality" 定位到原文 H 段最后一句 "Thus the social abilities of children indicate that they are aware of the difference between mental states and external reality at ages younger than four." 往前看发现这是 Schatz 的观点。因此，本题的答案为 F。

16. 本题比较难，需要对文章细节有一定理解。通过阅读，发现文中最著名的研究当属 Wimmer and Perner 的研究。细读 B 段，可以发现他们的研究就是为了证明儿童不能够理解世界真实状态。当当事人的信念与现实表征发生冲突时，低于 4 岁的儿童不能够正确指出当事人信念。这一描述与题干一致，因此，本题的答案为 C。如果未能快速找出答案，也可以先完成本部分其他题目，再回来根据排除法获得答案。

17. 根据题干关键词信息 "get along with adults" 定位到原文 F 段第 2 句 "They found that children who socially interact with more adults, who have more friends, and who have more older siblings tend to pass TOM tasks at a slightly earlier age than other children." 这里 "socially interact with more adults" 与题干 "get along with adults" 为同义替换，往前看发现这是 Lewis 的观点。因此，本题的答案为 D。

18. 根据题干关键词 "easier" 和 "sophisticated" 定位到原文 C 段第 1 句 "A simpler version of the Maxi task was devised by Baron-Cohen to take account of criticisms that younger children may have been affected by the complexity and too much information of

the story in the task described above." 这里 "simpler" 与题干 "easier"，"complexity" 与题干 "sophisticated" 分别为同义词替换。该描述也基本与题干一致。因此，本题的答案为 A。

19. 根据题干突显词 "TOM" 和关键信息 "mother-child communication" 定位到原文 E 段第 1 句和第 2 句 "There is also evidence that social processes play a part in the development of TOM. Meins and her colleagues have found that what they term mindmindedness in maternal speech to six-month-old infants is related to both security of attachment and to TOM abilities." 这一说法与该题干说法基本一致。因此，研究者为 Meins，本题的答案为 B。

20. 根据题干关键信息 "interactive" "mother" "friends" 定位到原文 F 段 "Furthermore, because young children are more likely to talk about their thoughts and feelings with peers than with their mothers"，随后出现 "A similar point has been made by Dunn" 这句话，文中对 Dunn 的观点进行了进一步说明，与题干意思基本一致。因此，本题的答案为 E。

Questions 21-26

·········· 思路 ··········

本部分为概要填空题，要求空白处仅填写一个单词。该摘要主要就 "Theory of mind" 所展开的几个实验进行挖空考查。通过题干关键词 "first" 和人名 "Lewis and Dunn" 提示，可将答案的搜索限定在 B 至 F 段。由于需要用文章原词填空，因此主要的方法还是通过题干关键词或信息提示回原文进行定位。

·········· 解答 ··········

21. 根据顺序原则和题干关键信息 "first experiments" 定位到原文 B 段。第一个实验是由 Wimmer 和 Perner 做的，用的物品是 chocolate。因此，本题的答案为 chocolate。

22. 根据题干关键词 "accused" 提示，该句是对第一个实验的批判。根据顺序原则定位到原文 C 段，该段开头就指出 "A simpler version of the Maxi task was devised by Baron-Cohen to take account of criticisms that younger children may have been affected by the complexity and too much information of the story in the task described above." 这句是说 Baron-Cohen 认为儿童可能被第一个实验中的复杂性和太多的信息所影响。这里 "too much" 与题干 "excessive" 为同义替换。因此，本题的答案为 information。

23. 根据顺序原则和题干关键信息 "second modified experiment was conducted involving two dolls" 定位到原文 C 段，该段最后一句指出 "...most normally-developing children are unable to pass the tasks until around age four." 因此，本题的答案为 four。

24. 根据顺序原则和题干人名 "Lewis" "Dunn" 定位到原文 F 段开头 "Lewis investigated

older children living in extended families in Crete and Cyprus." 因此，本题的答案为 older。

25. 根据顺序原则接着往下阅读，F 段第 2 句 "They found that children who socially inter-act with more adults, who have more friends, and who have more older siblings tend to pass TOM tasks at a slightly earlier age than other children." 清楚地说明了与更多成年人进行互动的孩子可以更早通过心智能力测试。因此，本题的答案为 adults。

26. 根据题干关键信息 "peer interaction" 定位到原文 F 段最后一句话 "...who argues that peer interaction is more likely to contain pretend play and that it is likely to be more chal-lenging because other children, unlike adults, do not make large adaptations to the commu-nicative needs of other children." 因此，本题的答案为 challenging。

■ 参考译文

Implication of False Belief Experiments
错误看法试验之启示

A A **considerable** amount of research since the mid-1980s has been concerned with what has been termed children's theory of mind. This involves children's ability to understand that people can have different beliefs and **representations** of the world—a capacity that is shown by four years of age. Furthermore, this ability appears to be absent in children with **autism**. The ability to work out what another person is thinking is clearly an important aspect of both **cognitive** and social development. Furthermore, one important explanation for autism is that children suffering from this condition do not have a theory of mind (TOM). Consequently, the development of children's TOM has attracted considerable attention.

上世纪80年代中期以来，涌现出了大量关于所谓"儿童心智理论"的研究。这一课题主要研究儿童是否能理解"人们对世界有不同的想法和认识"，通常这一能力是儿童4岁左右才具有的。此外，自闭症儿童似乎无法做到这一点。了解"别人在想什么"这样的能力明显属于认知能力和社交能力的一个重要方面。此外，自闭症的一个重要原因是自闭症孩子没有心智能力（TOM）。因此，儿童心智能力的研究备受关注。

B Wimmer and Perner **devised** a "false belief task" to **address** this question. They used some toys to act out the following story. Maxi left some chocolate in a blue cupboard before he went out. When he was away his mother moved the chocolate to a green cupboard. Children were asked to predict where Maxi will look for his chocolate when he returns. Most children under four years gave the incorrect answer, that Maxi will look in the green cupboard.

Those over four years tended to give the correct answer, that Maxi will look in the blue cupboard. The incorrect answers indicated that the younger children did not understand that Maxi's beliefs and representations no longer matched the actual state of the world, and they failed to **appreciate** that Maxi will act on the basis of his beliefs rather than the way that the world is actually organised.

维默尔（Wimmer）和佩纳（Perner）设计了一项"错误看法任务"来说明这一问题。他们用一些玩具表演了下面的故事。马克西（Maxi）出门前把一些巧克力留在一个蓝色的橱柜里。他离开后，他妈妈把巧克力移到了一个绿色的柜子里。孩子们要预测马克西回来后会到哪里找他的巧克力。四岁以下的孩子多数回答错误，认为马克西会在绿色的橱柜里找。四岁以上的孩子多数回答正确，认为马克西会在蓝色的橱柜里找。错误答案表明，年纪小的孩子们不明白这样一个道理，即马克西的想法和认知不再符合世界的真实状态，他们没能意识到，马克西的行为是基于他的看法，而不是这个世界的真实状态。

C A simpler version of the Maxi task was devised by Baron-Cohen to **take account of** criticisms that younger children may have been affected by the complexity and too much information of the story in the task described above. For example, the child is shown two dolls, Sally and Anne, who have a basket and box, respectively. Sally also has a **marble**, which she places in her basket, and then leaves to take a walk. While she is out of room, Anne takes the marble from the basket, eventually putting it in the box. Sally returns, and the child is then asked where Sally will look for the marble. The child passes the task if she answers that Sally will look in the basket, where she put the marble; the child fails the task if she answers that Sally will look in the box, where the child knows the marble is hidden even though Sally cannot know, since she did not see it hidden there. In order to pass the task, the child must be able to understand that another's mental representation of the situation is different from her own, and the child must be able to predict behaviour based on that understanding. The results of research using false-belief tasks have been fairly **consistent**: most normally-developing children are unable to pass the tasks until around age four.

有人批评说在上面的那个实验中更小的那组孩子没能给出正确答案可能是由于故事的复杂性和过多信息的影响，因此拜伦·科恩（Baron Cohen）设计了一个简单版本的马克西实验。例如，给一个孩子看两个玩具娃娃，莎丽（Sally）和安妮（Anne），他们分别有一个篮子和一个盒子。莎丽还有一个弹珠，她把弹珠放在她的篮子里，然后离开去散步了。她不在的时候，安妮把篮子里的弹珠拿走并放在自己的盒子里。莎丽回来了，这时问被试的这个孩子"莎丽要到哪里找她的弹珠"。如果这个孩子回答说莎丽会去她放弹珠的篮子里找，她就通过了任务；如果这个孩子回答说莎丽会

去盒子里——也就是她亲眼看到的收藏地点去找，而莎丽本人因没看到、所以不知道弹珠实际藏在哪里——则任务失败。要想通过这个任务，这个孩子必须能理解别人对一个情景的理解与她自己的不同，而且这个孩子还必须能基于这一点预测别人的行为。使用错误看法任务进行研究的结果是相当一致的：大多数正常发育的儿童直到四岁左右才能通过任务。

D Leslie argues that, before 18 months, children treat the world in a **literal** way and rarely demonstrate **pretence**. He also argues that it is necessary for the cognitive system to distinguish between what is **pretend** and what is real. If children were not able to do this, they would not be able to distinguish between imagination and what is real. Leslie suggests that this pretend play becomes possible because of the presence of a **de-coupler** that copies primary representations to secondary representations. For example, children, when pretending a banana is a telephone, would make a secondary representation of a banana. They would **manipulate** this representation and they would use their stored knowledge of "telephone" to build on this pretence.

莱斯利（Leslie）认为，18个月以前的孩子看待世界没有想像力，很少有什么看法。他还认为，人类的认知系统有必要区分伪装和真实。如果孩子们无法做到，他们将无法区分想象与事实。莱斯利认为，这种假装游戏能够奏效是因为"分离器"的存在，它能把第一表征复制到第二表征。例如，在把香蕉当作电话的时候，孩子们会给香蕉制造第二表征。他们会巧妙地控制这一认识，并使用他们储存的有关电话的知识来装样子。

E There is also evidence that social processes play a part in the development of TOM. Meins and her colleagues have found that what they term mind-mindedness in maternal speech to six-month-old infants is related to both security of **attachment** and to TOM abilities. Mind-mindedness involves speech that discusses infants' feelings and explains their behaviour in terms of mental states (eg "you're feeling hungry").

也有证据表明社会环境在心智能力的发展中也有影响。美妮斯（Meins）和她的同事们发现，母亲与6个月的婴儿交流时使用的语言中有一种现象被他们称为"将心比心"，这种能力就与依恋安全感和心智能力都有关系。"将心比心能力"包括以心理状态来交流与婴儿之间感情或解释其行为的语言（例如"你饿了"）。

F Lewis investigated older children living in **extended families** in Crete and Cyprus. They found that children who socially interact with more adults, who have more friends, and who have more older **siblings** tend to pass TOM tasks at a slightly earlier age than other chil-

dren. Furthermore, because young children are more likely to talk about their thoughts and feelings with **peers** than with their mothers, peer interaction may provide a special **impetus** to the development of a TOM. A similar point has been made by Dunn, who argues that peer interaction is more likely to contain pretend play and that it is likely to be more challenging because other children, unlike adults, do not make large adaptations to the communicative needs of other children.

刘易斯（Lewis）研究了生活在克里特岛和塞浦路斯大家庭中年纪较大的孩子们。他们发现，与更多成年人进行互动的孩子，朋友更多的孩子，或者哥哥姐姐较多的孩子会比其他孩子更早通过心智能力测试。此外，小孩子更可能与同龄人谈论他们的想法和感情而不是讲给母亲听，因此同龄人之间的交流可能会格外促进心智能力的发展。邓恩（Dunn）也曾经提出过类似的观点，他认为同龄人的交往中更可能会出现假扮游戏，而且这类交往更具挑战性，因为同龄的孩子不像成年人那样，不会迁就其他儿童的交际需求。

G　In addition, there has been concern that some aspects of the TOM approach **underestimate** children's understanding of other people. After all, infants will point to objects apparently in an effort to change a person's direction of **gaze** and interest; they can interact quite effectively with other people; they will express their ideas in opposition to the wishes of others; and they will show **empathy** for the feelings of others. All these suggest that they have some level of understanding that their own thoughts are different from those in another person's mind. Evidence to support this position comes from a variety of sources. When a card with a different picture on each side is shown to a child and an adult sitting opposite her, the three-year-old understands that she see a different picture to that seen by the adult.

此外，人们还有一个担心，那就是心智研究方法的某些方面低估了孩子对其他人的理解。毕竟，据说婴儿会用指向物体的方式试图改变一个人的目光和兴趣方向，他们可以与其他人进行有效的互动，他们会表达与他人不同的想法，他们会与他人有同感。所有这一切都表明，他们某种程度上知道自己的想法与其他人的想法不同。各方面都有证据支持这一点。给一个孩子看一张正反面印有不同图片的卡片，且这时有一位成年人坐在孩子对面，在这种情况下，3岁的孩子们明白他看到的图片与对面的成年人看到的图片不同。

H　Schatz studied the **spontaneous** speech of three-year-olds and found that these children used mental terms, and used them in circumstances where there was a contrast between, for example, not being sure where an object was located and finding it or between pretending and reality. Thus the social abilities of children indicate that they are aware of the difference

between mental states and external reality at ages younger than four.

沙茨（Schatz）研究了三岁儿童的自然语言后发现，在有些情况下，比如不确定东西藏在哪里并找到它，或者在区别"过家家"和现实时，他们都具有使用心智方法的能力。因此，儿童的社交能力表明，他们在四岁之前就会意识到心理状态和外部现实之间的不同。

I　A different explanation has been put forward by Harris. He proposed that children use **"simulation"**. This involves putting yourself in the other person's position, and then trying to predict what the other person would do. Thus success on false belief tasks can be explained by children trying to imagine what they would do if they were a character in the stories, rather than children being able to appreciate the beliefs of other people. Such thinking about situations that do not exist involves what is termed **counterfactual** reasoning.

哈里斯（Harris）提出不同的看法。他认为孩子们进行了"模拟"。这一行为涉及到把你自己放在其他人的位置上，然后尝试预测别人会做什么。因此，可以这样来理解为什么有些儿童能通过"错误看法"测试：孩子们试图想象如果他们是故事中的人物，他们会怎么做，而不是说明儿童能够理解别人的想法。儿童这种对假设情景的设想即所谓的虚拟推理。

■ 词汇详解

·A 段·

considerable [kənˈsɪdərəbl] *adj.* 相当多（或大、重要等）的

representation [ˌreprɪzenˈteɪʃn] *n.* 表现；陈述

➤ 在文中 representation of the world 意为"对世界表征的看法或认识"。**词汇辨析**：英语中不少动词均含有"表示……的意思"之意。mean 为最普通用词，指文字或符号等所表示的各种明确的或含蓄的意义。imply 侧重用文字或符号表示的联想、暗示。indicate 指明显地表示。represent 指体现或代表。denote 指某一词字面或狭义的意思，或指某些符号或迹象的特指含义。signify 指用文字、说话或表情等表示单纯的意思。suggest 通常指暗含地、隐晦地表达意思。

autism [ˈɔːtɪzəm] *n.* 孤独症，自我中心主义

cognitive [ˈkɒɡnɪtɪv] *adj.* 认知的；认识的

·B 段·

devise [dɪˈvaɪz] *v.* 设计；想出；发明；策划

> 词汇辨析：devise，conceive 和 formulate 均含"设计、设想"之意。devise 侧重设计的临时性和权宜性，并隐含有更多的设想可用。conceive 强调在制定计划之前的先有设想构思。formulate 与 conceive 相反，指在 devise 之后的具体设计活动。

address [ə'dres] v. 说明；设法解决，处理，对付

> 该词作动词时基本意思为"解决，处理"，但在考试中出现的熟词可能并不是我们常见的意思。考虑到英语的一个单词可能有多个词性和（或）多个意思，所以要具体语境具体分析。文中此处讲的并非解决办法，根据语境译为"说明"更为贴切。

appreciate [ə'priːʃieɪt] v. 意识到，理解，领会

> 该词基本意思为"高度评价"，可表示对某事物理解深刻而能鉴赏或欣赏其价值，特别是美学价值，有时还可表示"非常喜欢、非常感激"，甚至引申为"增值"。文中 fail to appreciate 意为"没能发现其价值或给出评价"，其实就是"没有领会"，因此译为"没能意识到"。该词又是一个熟词生意，因此，我们在学习单词时不能只背单词表，还要扩大阅读，在实际语境中学习单词。词汇辨析：英语中不少动词均有"理解"之意。understand 为一般用词，指对事实或意义知道得很清楚。comprehend 为较正式用词，指对较复杂的事物能透彻理解其意义。appreciate 指对某事物或意义有正确的认识，对其价值的肯定。apprehend 指知道某事物或某观念的大概意义，但未能理解其内涵意义，暗含一知半解意味。grasp 本意为"抓紧、抓住"，引申作"理解、掌握"。

·C 段·

take account of 考虑到；顾及；体谅

> 文中 take account of criticisms 字面意思是"考虑到或顾及到批评"，但根据语境，其实意思为"因为有批评"。

marble ['mɑːbl] n. （玻璃）弹子

consistent [kən'sɪstənt] adj. 一致的；连续的

> 词汇辨析：compatible 和 consistent 这两个形容词均含"一致的"之意。compatible 指两个事物不仅无分歧、不互相排斥，而且可以并存，和谐地处在一起。consistent 指各事物之间或同一物体各细节之间都能一致，不自相矛盾。

·D 段·

literal ['lɪtərəl] adj. 缺乏想象力的；字面意义的

pretence [prɪ'tens] n. 虚伪的表现；假装，作假

pretend [prɪ'tend] adj. 假装的 v. 假装

de-coupler n. 分离器，断开器

manipulate [mə'nɪpjuleɪt] v. 巧妙地控制；操纵；操作，处理

·E 段·

attachment [ə'tætʃmənt] n. 依恋；连接

·F 段·

extended family 大家庭

sibling ['sɪblɪŋ] n. 兄、弟、姐、妹
> 文中 siblings 为复数形式，表示"兄弟姐妹"。

peer [pɪə(r)] n. 同龄人；同伴；同辈
> 在文中 peer 用作名词，指在年龄上同等的人，也就是"同龄人"的意思。peer 除了作名词，还可以作动词，经常用来表示"凝视"，此时同义词为 gaze "凝视、注视"，glare "怒目而视、瞪视"，look 和 stare "盯着看、凝视"。词汇辨析：peer, scern 和 peep 都有"看"的意思。peep 常指躲在某物（如窗帘）后通过缝隙偷看；peer 常指因看不清楚而费力地盯着看，看时多是身体前倾；discern 也是费力地看，但含有"辨认、认出"的意思。

impetus ['ɪmpɪtəs] n. 促进，推动，刺激
> 近义词为 momentum "势头"，stimulus "刺激"，stimulant "兴奋剂"，impulsion "冲动"，motivation "动机"，incentive "刺激"。

·G 段·

underestimate [ˌʌndər'estɪmeɪt] v. 低估；轻视
gaze [geɪz] n. 凝视；注视 v. 凝视；注视
empathy ['empəθi] n. 同感，共鸣
> 文中 show sympathy for 表示"对……有同感"。

·H 段·

spontaneous [spɒn'teɪniəs] adj. 自发的；自然的；无意识的

·I 段·

simulation [ˌsɪmju'leɪʃn] n. 模拟，模仿；假装
> 该词和之前出现的 pretence 是近义词，都有"假装"之意，是为了避免多次重复使用 pretence。

counterfactual [ˌkaʊntə'fæktʃuəl] adj. 虚拟的；反事实的

Reading Passage 3. What is Meaning?—Why do we respond to words and symbols in the ways we do?

■ 题目详解

本文从语义学的角度分析了"何为意义"，作者提出语义学探究的是词语"操作性"的定义，而非字典中的含义，提出语义学的关键也不在于词语定义，而在于我们的语义反应。阅读的重点在于理解作者对含义提出了哪些新解。

Questions 27-31

解答

27. 题干问：原文第1段的要领是什么？在原文第1段，作者指出教育的最终产物是一系列反应类型以及内心可能存在的对外界的反应。作者举例说明一系列习得的反应类型，并对反应类型下了定义，认为"If you did not have within you at this moment the pattern of reactions that we call 'the ability to read', you would see here only meaningless black marks on paper." 这句是说如果你不具备这种反应能力，这些文字对你来说毫无意义。C项说"书面内容只有对拥有恰当方式对其反应的人才有意义"，与这句意思相符。因此，本题的答案为C。

28. 题干问：原文第2段提出判断一个人的标准是什么？在原文第2段的最后一部分作者指出根据人们的语义习惯（semantic habits），人们被扣上"正常""无聊""有个性""有创意"等帽子。C项说"他们的反应是否符合常规"，与这句意思对应。因此，本题的答案为C。

29. 题干问：文章第3段的要领是什么？在原文第3段，作者从字典定义出发，说明为了完全定义某一个词需要对界定该词的词进一步界定，因此循环不定。本段中最后一句话"To a person who asked for a definition of jazz, Louis Armstrong is said to have replied, 'Man, when you got to ask what it is, you'll never get to know'" 含义深刻，可以说用标准的方式定义词汇是不会得出准确的含义的。因此，本题的答案为A。

30. 题干问：作者用路易斯·阿姆斯特朗的例子来说明什么？根据题干人名"Louis Armstrong"定位到原文第3段最后一句。详细阅读这句话，可以发现在定义"Jazz"这个词的时候，路易斯·阿姆斯特朗体现出对词汇定义深刻的洞察力。因此，本题的答案为C。

31. 题干问：作者引用人事经理的例子试图说明什么？根据题干关键词"personnal manager"定位到原文第6段，人事经理说的是"Education: Harvard University"，然后把求职信扔进垃圾桶，这个例子被作者解释为"...meaning at work—but it is not a

meaning that can be found in dictionaries"。其目的是为了说明人们对此的含义理解存在差别，依情境而定。因此，本题的答案为B。

Questions 32-35

••••••••••••••••••••• 思路 •••••••••••••••••••••

本部分为是非无题，考查考生对细节的理解。重点解题思路是：审查题干中的概念在原文出处句里的对应情况。全部概念对应则为"是"，一个概念相矛盾则为"非"，一个概念无对应则为"未给出"。

••••••••••••••••••••• 解答 •••••••••••••••••••••

32. 题干说：一些陈述是没有办法证实或证伪的。在原文的第4段考生可以读到"He made an enormous contribution to science by showing that the meaning of a scientific term lies in the operations, the things done, that establish its validity, rather than in verbal definitions."结合第5段的信息，我们可以发现作者提出了"操作性定义"这个重要概念，如"Man is born free, but everywhere he is in chains!"这样的陈述是不能被证明的。因此，本题的答案为True。

33. 题干说：仅与个体相关的含义不值得像共同的含义那样去研究。根据顺序原则，在第5、6段未能找到相关的论述，说明作者并未讨论此问题。因此，本题的答案为Not Given。

34. 题干说：旗帜和言语通过同样的道理诱发反应。根据题干关键词"flags"定位原文第7段"When we react to a flag, we are not reacting simply to a piece of cloth, but to the meaning with which it has been symbolically endowed. When we react to a word, we are not reacting to a set of sounds, but to the meaning with which that set of sounds has been symbolically endowed."这句是说旗帜和言语通过同样的机制起作用。因此，本题的答案为True。

35. 题干说：一个故事没有被理解也能给人们带来娱乐。在原文的最后一段我们可以看到"If I were to tell a shockingly obscene story in Arabic or Hindustani or Swahili before an audience that understood only English, no one would blush or be angry; the story would be neither shocking nor obscene—indeed, it would not even be a story."这句是说如果不能理解，故事也就不是故事，更不用说有娱乐效果了。因此，本题的答案为False。

Questions 36-40

───────────────── 思路 ─────────────────

本部分为配对题，要求根据题干提示，选择相应的内容完成句子。解题的关键在于通过题干提示信息回原文进行定位，找到相关的表述与选项进行比较。同时，也考查考生快速扫读原文的能力。

───────────────── 解答 ─────────────────

36. 根据题干 "comic strip" 提示，定位到原文第 2 段 "If, as the result of all these influences that make us what we are...", 这句是说正是因为这些影响，我们才变成了现在的我们。B 项说 "对人们的行为有长远的影响"，与这句意思相符。因此，本题的答案为 B。

37. 根据题干 "dictionary" 提示，分别定位到原文第 3 段 "...defining words with more words, in short, gets us at once into what mathematicians call an 'infinite regress'" 和第 6 段 "but it is not a meaning that can be found in dictionaries." 通读这些段落，我们可以很清楚地知道字典含义的不全面，与 E 项意思相符。因此，本题的答案为 E。

38. 根据题干 "Bridgman" 提示，定位到原文第 4 段，作者说 "The true meaning of a term is to be found by observing what a man does with it, not by what he says about it; meaning of a scientific term lies in the operations, the things done, that establish its validity, rather than in verbal definitions." 这句是说作者强调的是词汇的操作定义。G 项说 "强调分析词语如何使用的重要性"，与这句意思相符。因此，本题的答案为 G。

39. 根据题干 "story" 提示，定位到原文最后一段 "If I were to tell a shockingly obscene story in Arabic or Hindustani or Swahili before an audience that understood only English, no one would blush or be angry; the story would be neither shocking nor obscene—indeed, it would not even be a story." 这句是说如果人们理解不了语言或符号的含义，可能不会做出反应，比如脸红或愤怒。D 项说 "要在特定的社会环境下理解事情"，与这句意思相符。因此，本题的答案为 D。

40. 根据题干 "dollar bill" 提示，定位到原文的最后一段 "We do not understand a dollar bill by staring at it long and hard. We understand it by observing how people act with respect to it. We understand it by understanding the social mechanisms and the loyalties that keep it meaningful." 这句是说美元本身没有含义，而是社会机制和共识赋予了它含义。C 项说 "符号本身没有含义"，与这句意思相符。因此，本题的答案为 C。

■ 参考译文

What is Meaning?
—Why do we respond to words and symbols in the ways we do?

什么是意义？
——我们为什么会对词语和符号做出如此反应？

The end product of education, yours and mine and everybody's, is the total pattern of reactions and possible reactions we have inside ourselves. If you did not have within you at this moment the pattern of reactions that we call "the ability to read" you would see here only meaningless black marks on paper. Because of the trained patterns of response, you are (or are not) **stirred** to **patriotism** by **martial** music, your feelings of **reverence** are **aroused** by symbols of your religion, you listen more respectfully to the health advise of someone who has "MD" after his name than to that of someone who hasn't. What I call here is a "pattern of reactions", then, is the sum total of the ways we act in response to events, to words, and to symbols.

你、我以及所有人受教育最终的结果都是全套内化的反应模式和可能反应模式。如果此刻你不具备这种被称作"阅读能力"的反应模式，那么这篇文章对你来说仅仅是一堆毫无意义的黑色符号。拥有了训练好的反应模式，军旅歌曲可以（或不能）激起你的爱国情怀，你所信仰宗教的标志会令你不由自主地产生崇敬之情。相比没有医学博士头衔的人，你更愿意听取有该头衔的人的健康建议。那么，前面我提到的所谓的"反应模式"就是指我们对事件、词语和符号所作出反应的总和。

Our reaction patterns or our **semantic** habits, are the internal and most important **residue** of whatever years of education or miseducation we may have received from our parents' conduct toward us in childhood as well as their teachings, from the formal education we may have had, from all the lectures we have listened to, from the radio programs and the movies and television shows we have experienced, from all the books and newspapers and **comic strips** we have read, from the conversations we have had with friends and **associates**, and from all our experiences. If, as the result of all these influences that make us what we are, our semantic habits are **reasonably** similar to those of most people around us, we are regarded as "normal," or perhaps "dull." If our semantic habits are **noticeably** different from those of others, we are regarded as "**individualistic**" or "original," or, if the differences are **disapproved** of or viewed with alarm, as "crazy."

我们的反应模式或语义习惯是数年正规教育和错误教育内在相结合的重要产物。这些教

育包括儿时父母的指导和教育，我们接受的正规教育，听过的各种讲座，看或听过的广播节目、电影、电视节目，读过的各种书籍、报纸和漫画，与朋友或同事们的交谈，和其他所有的个人经历。如果正是因为这些影响，我们才变成了现在的我们，那么我们的语义习惯与周边大多数的人相似也就合情合理了。我们也因此被认为"普通"或"呆板"。当我们的语义习惯和其他人明显不同时，会被认为"个人主义"或者"有创意"；如果这种明显的差异不被认同或让人们产生警惕时，则被视为"不正常"。

Semantics is sometimes defined in dictionaries as "the science of the meaning of words"—which would not be a bad definition if people didn't **assume** that the search for the meanings of words begins and ends with looking them up in a dictionary. If one stops to think for a moment, it is clear that to define a word, as a dictionary does, is simply to explain the word with more words. To be thorough about defining, we should next have to define the words used in the definition, then define the words used in defining the words used in the definition and so on. Defining words with more words, in short, gets us at once into what mathematicians call an "infinite regress". Alternatively, it can get us into the kind of run-around we sometimes **encounter** when we look up "**impertinence**" and find it defined as "**impudence**," so we look up "impudence" and find it defined as "impertinence." Yet—and here we come to another common reaction pattern—people often act as if words can be explained fully with more words. To a person who asked for a definition of jazz, Louis Armstrong is said to have replied, "Man, when you got to ask what it is, you'll never get to know," proving himself to be an **intuitive semanticist** as well as a great **trumpet** player.

语义学在词典中被定义为"一门研究词语意义的学科"——如果人们不把探求词语的意义局限于其在词典中的意义的话，那么这是一个相对合理的定义。如果人们停下来思考一下，就会明显地发现，词典中定义一个词语只是用更多词汇来解释它。要想给出一个准确的定义，还得再明确这些用来定义该词语的词汇的含义，接着再明确这些词汇定义中所用词汇的含义，依此类推。简而言之，用更多的词来定义一个词让我们立刻就进入了数学家们所说的"无限循环"。也可以说是进入了我们有时遇到的"环形轨迹"当中，当我们在词典里查找"鲁莽"一词时，发现它的解释是"冒失"，于是再去查"冒失"，却发现它的解释是"鲁莽"。但因此我们形成了另一种常见的反应模式，那就是人们用多个词解释一个词，认为似乎这样就可以解释充分了。据说，路易斯·阿姆斯特朗（Louis Armstrong）曾被问起什么是爵士乐时，回答："如果你一定要问什么是爵士乐，那你永远也不会知道它是什么。"这个回答不仅证明他是一名伟大的小号演奏家，更是一位自学成才的语义学家。

Semantics, then, does not deal with the "meaning of words" as that expression is commonly

understood. P. W. Bridgman, the Nobel Prize winner and physicist, once wrote, "The true meaning of a term is to be found by observing what a man does with it, not by what he says about it." He made an enormous contribution to science by showing that the meaning of a scientific term lies in the operations, the things done, that establish its **validity**, rather than in **verbal** definitions.

因此，语义学研究的"词汇的意义"并不是我们通常理解的词汇意义。诺贝尔奖获得者物理学家布里奇曼（P. W. Bridgman）曾经这样写道："要理解一个术语最真实的含义，需要观察一个人是如何使用它的，而不是如何描述它的"。他为科学做出了重大贡献，证实了科学术语的意义在于其操作性，在于完成某事从而构建其合理性，而不在于言语上的定义。

Here is a simple, everyday kind of example of "operational" definition. If you say, "This table measures six feet in length," you could prove it by taking a foot rule, performing the operation of laying it end to end while counting, "One...two...three...four...". But if you say—and revolutionists have started **uprisings** with just this statement "Man is born free, but everywhere he is in **chains**!"—what operations could you perform to demonstrate its **accuracy** or **inaccuracy**?

举一个"操作主义"的简单日常的例子。如果你说："这张桌子六英尺长"。你可以用尺子从这头量到那头，并数出"一……二……三……四……"，用这样的方式证明它的长度是6英尺。但如果革命家举起起义的大旗，说道："人生而自由，而不是处处受到束缚！"你能用什么方法来证实其准确与否呢？

But let us carry this suggestion of "operationalism" outside the physical sciences where Bridgman applied it, and observe what "operations" people perform as the result of both the language they use and the language other people use in communicating to them. Here is a personnel manager studying an application blank. He comes to the words "Education: Harvard University," and drops the application blank in the **wastebasket** (that's the "operation") because, as he would say if you asked him, "I don't like Harvard men." This is an instance of "meaning" at work—but it is not a meaning that can be found in dictionaries.

布里奇曼在物理学中应用了"操作主义"，现在将它应用于物理科学之外的范畴，观察人们如何对自己使用的语言和他人在与自己交流时使用的语言进行"操作"。有一位人事经理在筛选申请信时看到"教育背景：哈佛大学"时，就把申请信扔进了废纸篓（这就是所谓的"操作"）。如果你问为什么这样做，他会回答："我不喜欢哈佛的学生"。在这个例子中"意义"在起作用，但是这种意义在词典里是找不到的。

If I seem to be taking a long time to explain what semantics is about, it is because I am trying,

in the course of explanation, to introduce the reader to a certain way of looking at human behaviour. I say human responses because, so far as we know, human beings are the only creatures that have, **over and above** that biological equipment which we have in common with other creatures, the additional capacity for manufacturing symbols and systems of symbols. When we react to a flag, we are not reacting simply to a piece of cloth, but to the meaning with which it has been **symbolically endowed**. When we react to a word, we are not reacting to a set of sounds, but to the meaning with which that set of sounds has been symbolically endowed.

我之所以花这么长时间来解释什么是语义学，是因为我试图在解释的过程中给读者介绍一种看待人类行为的特定方法。我把它称作"人类反应"，是因为，众所周知，除了与其他生物拥有共同的生理机体，人类是唯一一种拥有加工符号和符号系统这种额外能力的生物。当我们面对一面旗帜做出反应时，我们并非简单地对一块布做出反应，而是针对它被赋予的象征性意义。当我们对一个词语做出反应时，我们回应的对象不是一系列发音，而是这段特定发音被赋予的意义。

A basic idea in general semantics, therefore, is that the meaning of words (or other symbols) is not in the words, but in our own semantic reactions. If I were to tell a **shockingly obscene** story in Arabic or Hindustani or Swahili before an audience that understood only English, no one would **blush** or be angry; the story would be neither shocking nor obscene—indeed, it would not even be a story. Likewise, the value of a dollar bill is not in the bill, but in our social agreement to accept it as a symbol of value. If that agreement were to break down through the **collapse** of our government, the dollar bill would become only a **scrap** of paper. We do not understand a dollar bill by staring at it long and hard. We understand it by observing how people act with respect to it. We understand it by understanding the social mechanisms and the loyalties that keep it meaningful. Semantics is therefore a social study, basic to all other social studies.

因此，普通语义学的基本观点是词语（或其他符号）的意义不在于其本身，而在于我们对它的语义反应。如果在只懂英语的听众面前用阿拉伯语、印度语或斯瓦希里语讲一个淫秽至极的故事，没人会羞怯或愤怒；这个故事对他们来说既不惊人也不下流——事实上，它甚至根本算不上是故事。同样，一张美钞的价值不在钞票本身，而是我们接受它作为一种价值符号的社会认同。如果这种认同随着政府的分崩离析而瓦解，这张美钞会成为一张废纸。对于美钞的含义，我们并不是通过长时间使劲盯着它看，而是通过观察人们对它做出的反应，通过对让它具有含义的社会机制和共识的理解而获得。因此，语义学属于社会研究范畴，是其他社会研究的基础。

■ 词汇详解

stir [stɜ:(r)] *v.* 唤起；搅拌

> 该词的基本意思是"微动"，也可指"颤动；搅动；波动"等程度或幅度不大的动作；引申可作"骚动，感动，激起，煽动"解。在文中指"唤起某种情绪"。

patriotism ['peɪtriətɪzəm] *n.* 爱国主义；爱国心

> 该词是名词 patriot "同胞，爱国者"的派生名词，-ism 表示"主义，思想"。形容词是 patriotic "爱国主义的，爱国的"。

martial ['mɑ:ʃl] *adj.* 军事的；战争的

> 该词来自罗马神话中的战神马尔斯（Mars），在英语中 Mars 是"战神，火星"的意思，加上形容词后缀 -ial（s 变成了 t）后变成了形容词 martial。

reverence ['rev(ə)r(ə)ns] *n.* 敬畏；尊敬

> 该词是动词 revere "敬畏，崇敬"的名词形式。前缀 re- 用于加强语气；词根 ver- 在这里表示"害怕"，revere 由"害怕"引申为"敬畏"，即带有害怕的崇敬。

arouse [ə'rauz] *v.* 激发；唤醒；激起

semantic [sɪ'mæntɪk] *adj.* <语> 语义的，语义学的

residue ['rezɪdju:] *n.* 残渣；残留物

comic strips 连环漫画

associate [ə'souʃieɪt] *n.* 同事；合伙人

> 该词常用作动词表示"联合，交往"，但本文中它用作名词，意思是"伙伴，同事"，尤指由于共同的职业、地位、生意而经常联系的人，也指有共同利害关系或目的而经常保持联系的同事或伙伴。

reasonably ['ri:znəbli] *adv.* 合理地

noticeably ['nəutɪsəbli] *adv.* 明显地；十分谨慎地

individualistic [ˌɪndɪˌvɪdʒuəˈlɪstɪk] *adj.* 个人主义的

disapprove [ˌdɪsə'pruv] *v.* 不认同；不赞成；反对

semantics [sɪ'mæntɪks] *n.* 语义学；词义学

assume [ə'su:m] *v.* 假定；承担

> 该词指在证据很少或者存在异议时，甚至在根本没有证据的情况下进行推测，含有较强的武断成分；其名词 assumption 意为"假设出的内容"。

encounter [ɪn'kaʊntə(r)] v. 碰见；不期而遇
> 该词用作动词的基本意思是"遇到，遭遇"，通常指遭遇困难或麻烦等；还可指未曾
> 想到会遇见但却遇见了，即"偶然碰到"，文中用作该意。

impertinence [ɪm'pɜ:tɪnəns] n. 冒失；无礼

impudence ['ɪmpjədəns] n. 鲁莽；厚颜无耻

intuitive [ɪn'tju:ɪtɪv] adj. 直觉的；凭直觉获知的

semanticist [sə'mæntəsɪst] n. 语义学家

trumpet ['trʌmpɪt] n. 小号

·第 4 段·

validity [və'lɪdəti] n. 合理性；合法性；正确

verbal ['vɜ:bl] adj. 言语的；词语的；口头（而非书面）的

·第 5 段·

operational [ˌɒpə'reɪʃənl] adj. 操作的

uprising ['ʌpˌraɪzɪŋ] n. 起义；升起
> 该词是动词 uprise "起义，暴动"的现在分词形式作名词。

chain [tʃeɪn] n. 枷锁；链子

accuracy ['ækjərəsi] n. 准确（性）；精确（程度）

inaccuracy [ɪn'ækjərəsi] n. 误差；错误

·第 6 段·

wastebasket ['weɪstbɑ:skɪt] n. 废纸篓；废纸箱

·第 7 段·

over and above 此外；除了
> 该短语表示在数量或质量上超过了期待的水平，表示"多于或在……之上"。但其后
> 加名词、短语或从句时，则表示"除了"。

symbolically [sɪm'bɒlɪkli] adv. 象征性地

endow [ɪn'daʊ] v. 赋予；捐赠

·第 8 段·

shockingly ['ʃɒkɪŋli] adv. 很；挺……

obscene [əb'si:n] adj. 淫秽的；可憎的

blush [blʌʃ] v.（因尴尬或害羞）脸红；（因某事）羞愧 n. 脸红，红色

➢该词即可作名词，又可作动词。作名词时指面部因难堪、羞愧而泛起的红晕，即"脸红"；作动词时，则指由受窘、害羞、受惊而突然引起的脸红，强调内心的羞怯或惭愧，并不强调外表上的"面泛红色"，文中为此用法。

collapse [kəˈlæps] *n.* 倒台；崩溃；坍塌

scrap [skræp] *n.* 小块（纸、布匹等）

Answer Keys

Test 1

Each question correctly answered scores 1 mark. **CORRECT SPELLING IS NEEDED IN ALL ANSWERS.**

Reading Passage 1

1	C
2	A
3	C
4	B
5	B
6	A
7	B
8	E
9	False
10	True
11	Not Given
12	False
13	False

Reading Passage 2

14	B
15	E
16	F
17	C
18	D
19	B
20	D

21	A
22	E
23	E
24	email voice
25	prefrontal cortex
26	group meetings

Reading Passage 3

27	C
28	D
29	B
30	A
31	D
32	C
33	B
34	D
35	A
36	E
37	F
38	B
39	B
40	A

If you score...

0-12	13-26	27-40
you are highly unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

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Test 2

Each question correctly answered scores 1 mark. **CORRECT SPELLING IS NEEDED IN ALL ANSWERS.**

Reading Passage 1

1	False
2	Not Given
3	True
4	False
5	Not Given
6	False
7	His diaries.
8	3/Three years.
9	Chains.
10	Governor Philip.
11	June 1789.
12	China.
13	Botany Bay.

Reading Passage 2

14	vi
15	ii
16	iv
17	viii
18	i
19	v
20	B

21	E
22	A
23	E
24	national newspaper
25	arms dealers
26	victory

Reading Passage 3

27	C
28	A
29	A
30	B
31	D
32	False
33	False
34	True
35	Not Given
36	False
37	C
38	D
39	A
40	B

If you score...

0-12	13-26	27-40
you are highly unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

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Test 3

Each question correctly answered scores 1 mark. **CORRECT SPELLING IS NEEDED IN ALL ANSWERS.**

Reading Passage 1

1	False
2	Not Given
3	Not Given
4	False
5	False
6	Not Given
7	True
8	university
9	rat
10	diet
11	archaeologist
12	funding
13	database

Reading Passage 2

14	A
15	D
16	B
17	D
18	C
19	B
20	D

21	A
22	workplace injury
23	16.6 weeks
24	7%
25	golf
26	massage

Reading Passage 3

27	D
28	D
29	B
30	A
31	C
32	Ture
33	Not Given
34	False
35	False
36	F
37	A
38	H
39	G
40	I

If you score...

0-12	13-26	27-40
you are highly unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

Test 4

Each question correctly answered scores 1 mark. **CORRECT SPELLING IS NEEDED IN ALL ANSWERS.**

Reading Passage 1

1	False
2	True
3	Not Given
4	Not Given
5	False
6	True
7	False
8	False
9	E
10	C
11	D
12	F
13	A

Reading Passage 2

14	D
15	B
16	G
17	A
18	F
19	E
20	False

21	Ture
22	Not Given
23	False
24	London
25	soft engineers
26	Los Angeles

Reading Passage 3

27	Ture
28	Not Given
29	False
30	Not Given
31	Ture
32	False
33	B
34	E
35	A
36	D
37	C
38	B
39	A
40	D

If you score...

0-12	13-26	27-40
you are highly unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

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Test 5

Each question correctly answered scores 1 mark. **CORRECT SPELLING IS NEEDED IN ALL ANSWERS.**

Reading Passage 1

1 E
2 G
3 D
4 B
5 E
6 B
7 A
8 C
9 A
10 living environment
11 conclusion
12 qualitative
13 clear definition

Reading Passage 2

14 B
15 B
16 D
17 D
18 B
19 ferry
20 bicycle

21 ceiling fan
22 air conditioner
23 mosquitoes
24 A
25 C
26 E

Reading Passage 3

27 D
28 J
29 C
30 B
31 F
32 False
33 Not Given
34 True
35 Not Given
36 A
37 A
38 D
39 B
40 C

If you score...

0-12	13-26	27-40
you are highly unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

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Test 6

Each question correctly answered scores 1 mark. **CORRECT SPELLING IS NEEDED IN ALL ANSWERS.**

Reading Passage 1

1	D
2	B
3	A
4	C
5	False
6	Not Given
7	True
8	Not Given
9	B
10	D
11	C
12	D
13	C

Reading Passage 2

14	G
15	F
16	C
17	D
18	A
19	B
20	E

21	chocolate
22	information
23	four
24	older
25	adults
26	challenging

Reading Passage 3

27	C
28	C
29	A
30	C
31	B
32	True
33	Not Given
34	True
35	False
36	B
37	E
38	G
39	D
40	C

If you score...

0-12	13-26	27-40
you are highly unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

附录1 本书所收集文章及对应考试日期一览

Test 1

What the Managers Really Do?	2016年4月21日	2015年2月12日	2012年1月14日
How Well Do We Concentrate?	2015年2月28日		
Improving Patient Safety	2016年6月13日		

Test 2

The Extraordinary Watkin Tench	2016年1月30日	2015年3月12日	2014年5月17日
Are Artists Liars?	2015年3月12日		
Theory or Practice?—What is the Point of Research Carried Out by Biz Schools?	2015年3月12日		

Test 3

Radiocarbon Dating—The Profile of Nancy Athfield	2015年2月28日
Stress of Workplace	2015年10月24日
Robert Louis Stevenson	2015年2月12日

Test 4

The "Extinct" Grass in Britain	2015年9月12日
Keep the Water Away	2015年5月16日
What Do Babies Know?	2015年5月16日

Test 5

The Connection Between Culture and Thought	2016年6月16日	2015年1月31日
Eco-Resort Management Practices	2015年8月29日	
The Future of World's Language	2015年5月9日	2014年9月4日

Test 6

The Influence of More Choices	2015年9月3日	2013年5月18日
Implication of False Belief Experiments	2015年10月10日	2012年9月1日
What is Meaning?—Why Do We Respond to Words and Symbols in the Ways We Do?	2015年8月1日	

附录2 《9分阅读》系列出版至今命中题目一览

考试日期	中题书目	考试题目	考试文章位置	书中文章位置
2011年9月15日	9分达人雅思阅读真题还原及解析	Learning by Examples	Passage 1	Test 3 Passage 1
2011年9月17日	9分达人雅思阅读真题还原及解析	Being Left-handed in a Right-hand World	Passage 2	Test 2 Passage 2
2011年10月29日	9分达人雅思阅读真题还原及解析	Children's Literature	Passage 3	Test 5 Passage 2
2011年10月29日	9分达人雅思阅读真题还原及解析	The Sweet Scent of Success	Passage 1	Test 6 Passage 1
2012年1月12日	9分达人雅思阅读真题还原及解析	How to Spot a Liar?	Passage 1	Test 2 Passage 1
2012年2月18日	9分达人雅思阅读真题还原及解析	A New Ice Age	Passage 2	Test 3 Passage 2
2012年7月21日	9分达人雅思阅读真题还原及解析	Soviet's New Working Week	Passage 3	Test 2 Passage 3
2012年8月4日	9分达人雅思阅读真题还原及解析2	Alfred Nobel	Passage 1	Test 5 Passage 1
2012年9月1日	9分达人雅思阅读真题还原及解析2	Man or Machine?	Passage 1	Test 6 Passage 1
2012年9月6日	9分达人雅思阅读真题还原及解析	William Gilbert and Magnetism	Passage 1	Test 1 Passage 1
2012年11月3日	9分达人雅思阅读真题还原及解析	Communicating Styles and Conflict	Passage 3	Test 6 Passage 3
2012年11月8日	9分达人雅思阅读真题还原及解析2	Ambergris	Passage 1	Test 2 Passage 1
2012年12月1日	9分达人雅思阅读真题还原及解析2	Health in the Wild	Passage 2	Test 7 Passage 1
2013年1月5日	9分达人雅思阅读真题还原及解析	Talc Powder	Passage 3	Test 2 Passage 1
2013年3月2日	9分达人雅思阅读真题还原及解析2	Tackling Hunger in Msekeni	Passage 2	Test 2 Passage 2
2013年6月8日	9分达人雅思阅读真题还原及解析2	Bird Migration	Passage 2	Test 5 Passage 2

2013年8月29日	9分达人雅思阅读真题还原及解析	How to Spot a Liar?	Passage 1	Test 2 Passage 1
2013年8月29日	9分达人雅思阅读真题还原及解析2	Sunset for the Oil Business?	Passage 3	Test 7 Passage 3
2013年10月10日	9分达人雅思阅读真题还原及解析2	The Lost City	Passage 2	Test 4 Passage 2
2013年10月12日	9分达人雅思阅读真题还原及解析2	Going Bananas	Passage 1	Test 1 Passage 1
2013年10月26日	9分达人雅思阅读真题还原及解析	Learning by Examples	Passage 1	Test 3 Passage 1
2013年11月9日	9分达人雅思阅读真题还原及解析	The Scorching Summer of 2003	Passage 2	Test 1 Passage 2
2013年12月7日	9分达人雅思阅读真题还原及解析2	The Ingenuity Gap	Passage 2	Test 5 Passage 3
2014年1月11日	9分达人雅思阅读真题还原及解析	Ms. Carlill and the Carbolic Smoke Ball	Passage 2	Test 6 Passage 2
2014年1月18日	9分达人雅思阅读真题还原及解析2	Bird Migration	Passage 2	Test 5 Passage 2
2014年1月25日	9分达人雅思阅读真题还原及解析	How to Spot a Liar?	Passage 1	Test 2 Passage 1
2014年2月13日	9分达人雅思阅读真题还原及解析2	Going Nowhere Fast	Passage 1	Test 3 Passage 1
2014年7月10日	9分达人雅思阅读真题还原及解析2	The Conquest of Malaria in Italy, 1900-1962	Passage 2	Test 7 Passage 2
2014年10月25日	9分达人雅思阅读真题还原及解析	Being Left-handed in a Right-handed World	Passage 2	Test 2 Passage 2
2014年11月8日	9分达人雅思阅读真题还原及解析3	Antarctica—in from the cold?	Passage 2	Test 6 Passage 2
2014年12月13日	9分达人雅思阅读真题还原及解析2	The Origins of Laughter	Passage 1	Test 4 Passage 1
2015年1月10日	9分达人雅思阅读真题还原及解析3	Wealth in a Cold Climate	Passage 2	Test 4 Passage 2
2015年1月17日	9分达人雅思阅读真题还原及解析	A New Ice Age	Passage 2	Test 3 Passage 2
2015年1月17日	9分达人雅思阅读真题还原及解析4	The History of Pencil	Passage 1	Test 6 Passage 2
2015年3月21日	9分达人雅思阅读真题还原及解析4	Corporate Social Responsibility	Passage 2	Test 2 Passage 2

2015年3月28日	9分达人雅思阅读真题还原及解析2	Placebo Effect—the Power of Nothing	Passage 3	Test 2 Passage 3
2015年5月21日	9分达人雅思阅读真题还原及解析2	Coastal Archeology of Britain	Passage 2	Test 1 Passage 2
2015年5月30日	9分达人雅思阅读真题还原及解析4	Honey Bees in Trouble	Passage 3	Test 4 Passage 3
2015年6月13日	9分达人雅思阅读真题还原及解析	The Scorching Summer of 2003	Passage 2	Test 1 Passage 2
2015年6月27日	9分达人雅思阅读真题还原及解析2	Alfred Nobel	Passage 1	Test 5 Passage 1
2015年7月11日	9分达人雅思阅读真题还原及解析3	The Forgotten Forest	Passage 1	Test 2 Passage 1
2015年8月13日	9分达人雅思阅读真题还原及解析2	Bird Migration	Passage 2	Test 5 Passage 2
2015年9月12日	9分达人雅思阅读真题还原及解析2	Coastal Archeology of Britain	Passage 2	Test 1 Passage 2
2015年9月26日	9分达人雅思阅读真题还原及解析3	Thomas Young the Last True Know-it-all	Passage 1	Test 6 Passage 1
2015年10月10日	9分达人雅思阅读真题还原及解析2	The Seed Hunters	Passage 1	Test 3 Passage 2
2015年11月7日	9分达人雅思阅读真题还原及解析3	Morse Code	Passage 3	Test 5 Passage 1
2015年12月12日	9分达人雅思阅读真题还原及解析	Optimism and Health	Passage 1	Test 7 Passage 2
2015年12月19日	9分达人雅思阅读真题还原及解析	Children's Literature	Passage 3	Test 5 Passage 2
2016年1月23日	9分达人雅思阅读真题还原及解析3	Classifying Societies	Passage 1	Test 3 Passage 1
2016年2月20日	9分达人雅思阅读真题还原及解析3	Tasmanian Tiger	Passage 1	Test 3 Passage 2
2016年2月27日	9分达人雅思阅读真题还原及解析2	The Rainmaker	Passage 3	Test 6 Passage 3
2016年3月31日	9分达人雅思阅读真题还原及解析3	Tasmanian Tiger	Passage 2	Test 3 Passage 2
2016年5月7日	9分达人雅思阅读真题还原及解析3	Review of Research on the Effects of Food Promotion to Children	Passage 1	Test 1 Passage 1
2016年5月7日	9分达人雅思阅读真题还原及解析	Talc Powder	Passage 3	Test 5 Passage 3

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2016年5月21日	9分达人雅思阅读真题还原及解析	Being a Left-handed in a Right-handed World	Passage 2	Test 2 Passage 2
2016年5月28日	9分达人雅思阅读真题还原及解析3	From a Novice to an Expert	Passage 1	Test 5 Passage 2
2016年6月4日	9分达人雅思阅读真题还原及解析4	The Development of Plastics	Passage 1	Test 5 Passage 2
2016年6月4日	9分达人雅思阅读真题还原及解析3	Musical Meladies	Passage 3	Test 4 Passage 3
2016年6月18日	9分达人雅思阅读真题还原及解析	Soviet's New Working Week	Passage 3	Test 2 Passage 3
2016年6月18日	9分达人雅思阅读真题还原及解析3	Thomas Young the Last True Know-It-All	Passage 1	Test 6 Passage 1
2016年7月9日	9分达人雅思阅读真题还原及解析3	The Bridge That Swayed	Passage 2	Test 1 Passage 2
2016年7月9日	9分达人雅思阅读真题还原及解析3	Otters	Passage 1	Test 4 Passage 1
2016年7月16日	9分达人雅思阅读真题还原及解析2	Ambergris	Passage 1	Test 2 Passage 1
2016年7月30日	9分达人雅思阅读真题还原及解析4	Honey Bees in Trouble	Passage 3	Test 4 Passage 3
2016年8月4日	9分达人雅思阅读真题还原及解析4	Voyage of Going: Beyond tne Blue Line 2	Passage 1	Test 3 Passage 1
2016年8月4日	9分达人雅思阅读真题还原及解析4	Corporate Social Responsibility	Passage 2	Test 2 Passage 2
2016年8月4日	9分达人雅思阅读真题还原及解析4	The Significant Role of Mother Tongue in Education	Passage 3	Test 2 Passage 3
2016年8月20日	9分达人雅思阅读真题还原及解析4	Ancient Chinese Chariots	Passage 1	Test 1 Passage 2
2016年10月29日	9分达人雅思阅读真题还原及解析3	Accidental Scientists	Passage 3	Test 3 Passage 3
2016年10月29日	9分达人雅思阅读真题还原及解析4	Ants Could Teach Ants	Passage 2	Test 5 Passage 1
2016年12月3日	9分达人雅思阅读真题还原及解析3	Classifying Societies	Passage 1	Test 3 Passage 1
2016年12月10日	9分达人雅思阅读真题还原及解析2	Health in the Wild	Passage 2	Test 7 Passage 1

9分达人雅思真题还原及解析系列图书

《9分达人雅思听力真题还原及解析》 （附赠MP3光盘）
《9分达人雅思听力真题还原及解析2》
《9分达人雅思听力真题还原及解析3》
《9分达人雅思口语真题还原及解析》
《9分达人雅思阅读真题还原及解析》
《9分达人雅思阅读真题还原及解析2》
《9分达人雅思阅读真题还原及解析3》
《9分达人雅思阅读真题还原及解析4》
《9分达人雅思阅读真题还原及解析5》
《9分达人雅思写作真题还原及解析》
《9分达人雅思写作真题还原及解析2》

9分达人论剑雅思 2016年—2012年6套雅思阅读真题

雅思风云近卅载，然真题一卷难求，剑1—剑11虽普独步天下，
然宝刀渐老，锋芒渐消，雅思江湖剑谱纷扰，独缺真经
道逢剑客顶尖高手闭关潜修，雅思中人论雅思，今新航道顶尖高手闭关潜修
阅读真题方得再现江湖，考生携此独门秘籍，必可独步江湖

《9分阅读》系列出版至今命中题目一览
（详见本书"附录2"）

2015.9.26 Thomas Young— the Last True Know-it-all	2015.10.10 The Seed Hunters	2015.11.7 Morse Code	2015.11.14 Bird Migration
2015.12.12 Optimism and Health	2015.12.19 Children's Literature	2016.1.23 Classifying Societies	2016.2.20 Tasmanian Tiger	2016.2.27 The Rainmaker

2016.3.31 Tasmanian Tiger　2016.5.7 Talc Powder　2016.5.7 Food-advertising on Children　2016.5.21 Being a Left-handed in a Right-handed World　2016.5.28 From a Novice to an Expert

2016.6.4 Musical Melodies　2016.6.4 The Development of Plastics　2016.6.18 Thomas Young　2016.6.18 Soviet's New Working Week　2016.7.9 Otters

2016.7.16 The Bridge that Swayed　2016.7.16 Antarctica　2016.8.4 The Significant Role of Mother Tongue in Education　Corporate Social Responsibility

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