

考研英语一新题型导学讲义

主讲老师：刘琦

大纲要求

B 节(5 小题): 主要考查考生对诸如连贯性、一致性等语段特征以及文章结构的理解。本部分有 3 种备选题型。每次考试从这 3 种备选题型中选择一种进行考查。

备选题型有:

1)本部分的内容是一篇总长度为 500~600 词的文章,其中有 5 段空白,文章后有 6~7 段文字。要求考生根据文章内容从这 6~7 段文字中选择能分别放进文章中 5 个空白处的 5 段。**七选五**

2)在一篇长度为 500~600 词的文章中,各段落的原有顺序已被打乱。要求考生根据文章的内容和结构将所列段落(7~8 个)重新排序,其中有 2~3 个段落在文章中的位置已经给出。**排序题**

3)在一篇长度约 500 词的文章前或后有 6~7 段文字或 6~7 个概括句或小标题。这些文字或标题分别是对文章中某一部分的概括、阐述或举例。要求考生根据文章内容,从这 6~7 个选项选出最恰当的 5 段文字或 5 个标题填入文章的空白处。**小标题题**

考查形式分析

七选五	2012、2013、2015
排序题	2010、2011、2014、2017、2018、2019
小标题题	2016

七选五

一、考点分析：语段特征词 —— 体现语段的连贯性和一致性

1. 逻辑关系词（能体现上下文逻辑，非句内逻辑）；
2. 代词（一定是充当指代功能的代词）；
3. 冠词+名词（说明该名词在上文中出现或存在同义词）；
4. 前后句子意思的衔接。

1. 逻辑关系词（能体现上下文逻辑，非句内逻辑）；

- 1) 你挺帅的，___ 我对你没感觉。
- 2) 我们家有四口人，分别是爸爸、妈妈、___ 和我。
A. 狗狗 B. 壁炉 C. 姐姐 D. 奥特曼
- 3) 小明和小强有着截然不同的性格，小明性格温和，___，小强性格暴躁。
A. 因为 B. 但是 C. 相反 D. 例如

1) 对立关系

转折：however, but, yet, nevertheless, or

让步：although, though, even though（尽管），even if, much as/as（虽然、尽管），while, whereas

其他：against(反对), instead (of)（然而）, rather than（而不是）, ignoring（忽略、忽视）, on the contrary, by contrast（相反地）

2) 并列关系

and, as well as, while（而，而且），or（或者），meanwhile（同时），similarly（类似，相似），likewise（同样地），simultaneously（同时地）

3) 因果关系

a. 表原因的词：because, in that, now that, since, as, for, as a result of, considering, in response to（对...作出反应）

b. 表结果的词：so that, such that, as a result, lead to, consequently, therefore, hence, thus, so

注意：原因结果词在一句话中只能出现一个。

4) 总分关系

for example, for instance, such as, including

5) 递进关系

still, also, indeed, furthermore（进一步），moreover（而且，此外），highlighting（突出，强调）

6) 时间顺序关系

as, while, when（当），in the meanwhile, meanwhile（与此同时），at first, finally

2. 代词（一定是充当指代功能的代词）；

it, she, he, they, we, such, this, that, these, those

请辨析

It is kind to help others.

It is the educated that have claimed to give up ambition.

3. 冠词+名词（说明该名词在上文中出现或存在同义词）；

....development and health. (41) _____ The mistakes have been...

4. 前后句子意思的衔接。

[A]To make revising easier, leave wide margins and extra space between lines so that you can easily add words, sentences, and corrections. Write on only (one side) of the paper. (2008)

如果前后意思读不懂，则考虑单词复现。

1) 专有名词

2) 普通名词

3) 动词

二、做题步骤

1、读每个选项第一句，划出语段特征词，根据意思推测上文内容或可能复现的词；

2、根据选项在文中的位置来确定读选项的上一句还是下一句，还是上下句都读；

3、运用原文内容与选项的意思的连贯性、一致性做出最终判断。

例 2008

Para1: The time for sharpening pencils, arranging your desk, and doing almost anything else instead of writing has ended. The first draft will appear on the page only if you stop avoiding the inevitable and sit, stand up, or lie down to write. (41)

Para2: Be flexible. Your outline should smoothly conduct you from one point to the next, but do not permit it to railroad you. If a relevant and important idea occurs to you now, work it into the draft. (42) Grammar, punctuation, and spelling can wait until you revise. Concentrate on what you are saying. Good writing most often occurs when you are in hot pursuit of an idea rather than in a nervous search for errors.

Para3: (43) Your pages will be easier to keep track of that way, and, if you have to clip a paragraph to place it elsewhere, you will not lose any writing (on the other side.)

Para4: If you are working on a word processor, you can take advantage of its capacity to make additions and deletions as well as move entire paragraphs by making just a few simple keyboard commands. Some software programs can also check spelling and certain grammatical elements in your writing. (44) These printouts are also easier to read than the screen when you work on revisions.

Para5: Once you have a first draft on paper, you can delete material that is unrelated to your thesis and add material necessary to illustrate your points and make your paper convincing. The student who wrote “The A & P as a State of Mind” wisely dropped a paragraph that questioned whether Sammy displays chauvinistic attitudes toward women. (45)

Para6: Remember that your initial draft is only that. You should go through the paper many times - and then again - working to substantiate and clarify your ideas. You may even end up with several entire versions of the paper. Rewrite. The sentences within each paragraph should be related to a single topic. Transitions should connect one paragraph to the next so that there are no abrupt or confusing shifts. Awkward or wordy phrasing or unclear sentences and paragraphs should be mercilessly poked and prodded into shape.

[A]To make revising easier, leave wide margins and extra space between lines so that you can easily add words, sentences, and corrections. Write on only (one side) of the paper.

[B]After you have clearly and adequately developed the body of your paper, pay particular attention to the introductory and concluding paragraphs. It’s probably best to write the introduction last, after you know precisely what you are introducing. Concluding paragraphs demand equal attention because they leave the reader with a final impression.

[C]It’s worth remembering, however, that though a clean copy fresh off a printer may look terrific, it will read only as well as the thinking and writing that have gone into it. Many writers prudently store their data on disks and print their pages each time they finish a draft to avoid losing any material because of power failures or other problems.

[D]It makes no difference how you write, just so you do. Now that you have developed a topic into a tentative thesis, you can assemble your notes and begin to flesh out whatever outline you have made.

[E]Although this is an interesting issue, it has nothing to do with the thesis, which explains how the setting influences Sammy’s decision to quit his job. Instead of including that paragraph, she added one that described Lengel’s crabbed response to the girls so that she could lead up to the A & P “policy” he enforces.

[F]In the final paragraph about the significance of the setting in “A & P”, the student brings together the reasons Sammy quit his job by referring to his refusal to accept Lengel’s store policies.

[G]By using the first draft as a means of thinking about what you want to say, you will very likely discover more than your notes originally suggested.

参考答案: DGACE

排序题

一、考点分析

在一篇长度为 500~600 词的文章中，各段落的原有顺序已被打乱。要求考生根据文章的内容和结构将所列段落(7~8 个)重新排序，其中有 2~3 个段落在文章中的位置已经给出。

Order: G-41-42-43-44-45-F (大纲样题)

二、做题步骤

- 1、每个选项首尾句中找语段特征词，如果全文第一段未确定，则优先确定第一段选项；
- 2、根据固定选项首尾句中的语段特征词去确定未固定选项的位置，注意复现关系；
- 3、根据未固定选项首尾句中的语段特征词去确定未固定选项的位置；
- 4、当很难确定 AB 两项谁前谁后时，判断 A 尾+B 首和 B 尾+A 首，哪个更合理选哪个。

例 大纲样题

A) “ I just don’ t know how to motivate them to do a better job. We’re in a budget crunch and I have absolutely no financial rewards at my disposal. In fact, we’ll probably have to lay some people off in the near future. It’s hard for me to make the job interesting and challenging because it isn’t—it’s boring, routine paperwork, and there isn’t much you can do about it.

B) “ Finally, I can’t say to them that their promotions will hinge on the excellence of their paperwork. First of all, they know it’s not true. If their performance is adequate, most are more likely to get promoted just by staying on the force a certain number of years than for some specific outstanding act. Second, they were trained to do the job they do out in the streets, not to fill out forms. All through their career it is the arrests and interventions that get noticed.

C) “ I’ ve got a real problem with my officers. They come on the force as young, inexperienced men, and we send them out on the street, either in cars or on a beat. They seem to like the contact they have with the public, the action involved in crime prevention, and the apprehension of criminals. They also like helping people out at fires, accidents, and other emergencies.

D) “ Some people have suggested a number of things like using conviction records as a performance criterion. However, we know that’s not fair—too many other things are involved. Bad paperwork increases the chance that you lose in court, but good paperwork doesn’t necessarily mean you’ll win. We tried setting up team competitions based on the excellence of the reports, but the guys caught on to that pretty quickly. No one was getting any type of reward for winning the competition, and they figured why should they labor when there was no payoff.

E) “ The problem occurs when they get back to the station. They hate to do the paperwork, and because they dislike it, the job is frequently put off or done inadequately. This lack of attention hurts us later on when we get to court. We need clear, factual reports. They must be highly detailed and unambiguous. As soon as one part of a report is shown to be inadequate or incorrect, the rest of the report is suspect. Poor reporting probably causes us to lose more cases

than any other factor.

F) “ So I just don’t know what to do. I’ve been groping in the dark in a number of years. And I hope that this seminar will shed some light on this problem of mine and help me out in my future work.”

G) A large metropolitan city government was putting on a number of seminars for administrators, managers and/or executives of various departments throughout the city. At one of these sessions the topic to be discussed was motivation—how we can get public servants motivated to do a good job. The difficulty of a police captain became the central focus of the discussion.

Order: G-41-42-43-44-45-F

参考答案: CEABD

小标题题

一、考点分析

在一篇长度约 500 词的文章前或后有 6~7 段文字或 6~7 个概括句或小标题。这些文字或标题分别是对文章中某一部分的概括、阐述或举例。要求考生根据文章内容，从这 6~7 个选项选出最恰当的 5 段文字或 5 个标题填入文章的空白处。

二、做题步骤

1. 先通读标题，记住标题对文章进行整体理解。
2. 做题时不必拘泥于原文的顺序，最好先易后难。具体做的时候关注段首和转折后（转折后优先）。
3. 作出最终判断时，必须要找到明确的匹配关系。（即同义替换或复现）

例 大纲样题

- A) What to do as a student?
- B) Various definitions of plagiarism
- C) Ideas should always be sourced
- D) Oversight plagiarism can be forgiven
- E) Plagiarism is equivalent to theft
- F) The consequences of plagiarism

Scholars, writers and teachers in the modern academic community have strong feelings about acknowledging the use of another person's ideas. In the English-speaking world, the term plagiarism is used to label the practice of not giving credit for the source of one's ideas. Simply stated, plagiarism is "the wrongful appropriation or purloining, and publication as one's own of the ideas, or the expression of ideas of another."

41. _____

①The penalties for plagiarism vary from situation to situation. ②In many universities, the punishment may range from failure in a particular course to expulsion from the university. ③In the literary world, where writers are protected from plagiarism by international copyright laws, the penalty may range from a small fine to imprisonment and a ruined career. ④Protection of scholars and writers, through the copyright laws and through the social pressures of the academic and literary communities, is a relatively recent concept. ⑤Such social pressures and copyright laws require writers to give scrupulous attention to documentation of their sources.

42. _____

①Students, as inexperienced scholars themselves, must avoid various types of plagiarism by being self-critical in their use of other scholars' ideas and by giving appropriate credit for the source of borrowed ideas and words, otherwise dire consequences may occur. ②There are at least three classifications of plagiarism as it is revealed in students inexactness in identifying sources properly. ③They are plagiarism by accident, by ignorance, and by intention.

43. _____

①Plagiarism by accident, or oversight, sometimes is the result of the writer's inability to decide or remember where the idea came from. ②He may have read it long ago, heard it in a lecture since forgotten, or acquired it second-hand or third-hand from discussions with colleagues. ③He may also have difficulty in deciding whether the idea is such common knowledge that no reference to the original source is needed. ④Although this type of plagiarism must be guarded against, it is the least serious and, if lessons learned, can be exempt from being severely punished.

44. _____

①Plagiarism through ignorance is simply a way of saying that inexperienced writers often do not know how or when to acknowledge their sources. ②The techniques for documentation—note-taking, quoting, footnoting, listing bibliography—are easily learned and can prevent the writer from making unknowing mistakes or omissions in his references. ③Although “there is no copyright in news, or in ideas, only in the expression of them,” the writer cannot plead ignorance when his sources for ideas are challenged.

45. _____

①The most serious kind of academic thievery is plagiarism by intention. ②The writer, limited by his laziness and dullness, copies the thoughts and language of others and claims them for his own. ③He not only steals, he tries to deceive the reader into believing the ideas are original. ④Such words as immoral, dishonest, offensive, and despicable are used to describe the practice of plagiarism by intention.

The opposite of plagiarism is acknowledgement. All mature and trustworthy writers make use of the ideas of others but they are careful to acknowledge their indebtedness to their sources. Students, as developing scholars, writers, teachers, and professional leaders, should recognize and assume their responsibility to document all sources from which language and thoughts are borrowed. Other members of the profession will not only respect the scholarship, they will admire the humility and honesty.

参考答案: FADCE

考研英语一新题型真题

主讲老师：刘琦

目录

第一部分 历年真题（2010-2019 年真题）

第二部分 参考答案（2010-2019 年真题参考答案）



讲义并非老师授课的逐字稿，如有不符，请以课程讲解为主，并做好听课笔记。关于课程及讲义的知识性疑问，可以使用【答疑】功能进行提问

第一部分 历年真题（2010-2019 年真题）

2010 年

- [A] The first and more important is the consumer's growing preference for eating out; the consumption of food and drink in places other than homes has risen from about 32 percent of total consumption in 1995 to 35 percent in 2000 and is expected to approach 38 percent by 2005. This development is boosting wholesale demand from the food service segment by 4 to 5 percent a year across Europe, compared with growth in retail demand of 1 to 2 percent. Meanwhile, as the recession is looming large, people are getting anxious. They tend to keep a tighter hold on their purse and consider eating at home a realistic alternative.
- [B] Retail sales of food and drink in Europe's largest markets are at a standstill, leaving European grocery retailers hungry for opportunities to grow. Most leading retailers have already tried e-commerce, with limited success, and expansion abroad. But almost all have ignored the big, profitable opportunity in their own backyard: the wholesale food and drink trade, which appears to be just the kind of market retailers need.
- [C] Will such variations bring about a change in the overall structure of the food and drink market? Definitely not. The functioning of the market is based on flexible trends dominated by potential buyers. In other words, it is up to the buyer, rather than the seller, to decide what to buy. At any rate, this change will ultimately be acclaimed by an ever-growing number of both domestic and international consumers, regardless of how long the current consumer pattern will take hold.
- [D] All in all, this clearly seems to be a market in which big retailers could profitably apply their gigantic scale, existing infrastructure, and proven skills in the management of product ranges, logistics, and marketing intelligence. Retailers that master the intricacies of wholesaling in Europe may well expect to rake in substantial profits thereby. At least, that is how it looks as a whole. Closer inspection reveals important differences among the biggest national markets, especially in their customer segments and wholesale structures, as well as the competitive dynamics of individual food and

drink categories. Big retailers must understand these differences before they can identify the segments of European wholesaling in which their particular abilities might unseat smaller but entrenched competitors. New skills and unfamiliar business models are needed too.

[E] Despite variations in detail, wholesale markets in the countries that have been closely examined—France, Germany, Italy, and Spain—are made out of the same building blocks. Demand comes mainly from two sources: independent mom-and-pop grocery stores which, unlike large retail chains, are too small to buy straight from producers, and food service operators that cater to consumers when they don't eat at home. Such food service operators range from snack machines to large institutional catering ventures, but most of these businesses are known in the trade as “horeca”: hotels, restaurants, and cafés. Overall, Europe's wholesale market for food and drink is growing at the same sluggish pace as the retail market, but the figures, when added together, mask two opposing trends.

[F] For example, wholesale food and drink sales came to \$268 billion in France, Germany, Italy, Spain, and the United Kingdom in 2000—more than 40 percent of retail sales. Moreover, average overall margins are higher in wholesale than in retail; wholesale demand from the food service sector is growing quickly as more Europeans eat out more often; and changes in the competitive dynamics of this fragmented industry are at last making it feasible for wholesalers to consolidate.

[G] However, none of these requirements should deter large retailers (and even some large food producers and existing wholesalers) from trying their hand, for those that master the intricacies of wholesaling in Europe stand to reap considerable gains.

41. → 42. → 43. → 44. → E → 45.

2011 年

- [A] No disciplines have seized on professionalism with as much enthusiasm as the humanities. You can, Mr Menand points out, become a lawyer in three years and a medical doctor in four. But the regular time it takes to get a doctoral degree in the humanities is nine years. Not surprisingly, up to half of all doctoral students in English drop out before getting their degrees.
- [B] His concern is mainly with the humanities: literature, languages, philosophy and so on. These are disciplines that are going out of style: 22% of American college graduates now major in business compared with only 2% in history and 4% in English. However, many leading American universities want their undergraduates to have a grounding in the basic canon of ideas that every educated person should possess. But most find it difficult to agree on what a “general education” should look like. At Harvard, Mr Menand notes, “the great books are read because they have been read”—they form a sort of social glue.
- [C] Equally unsurprisingly, only about half end up with professorships for which they entered graduate school. There are simply too few posts. This is partly because universities continue to produce ever more PhDs. But fewer students want to study humanities subjects: English departments awarded more bachelor’s degrees in 1970-71 than they did 20 years later. Fewer students require fewer teachers. So, at the end of a decade of thesis-writing, many humanities students leave the profession to do something for which they have not been trained.
- [D] One reason why it is hard to design and teach such courses is that they cut across the insistence by top American universities that liberal-arts education and professional education should be kept separate, taught in different schools. Many students experience both varieties. Although more than half of Harvard undergraduates end up in law, medicine or business, future doctors and lawyers must study a non-specialist liberal-arts degree before embarking on a professional qualification.
- [E] Besides professionalising the professions by this separation, top American universities have professionalised the professor. The growth in public money for academic research has speeded the process: federal research grants rose fourfold between 1960 and 1990, but faculty teaching hours fell by half as research took its toll.

Professionalism has turned the acquisition of a doctoral degree into a prerequisite for a successful academic career: as late as 1969 a third of American professors did not possess one. But the key idea behind professionalisation, argues Mr Menand, is that “the knowledge and skills needed for a particular specialisation are transmissible but not transferable.” So disciplines acquire a monopoly not just over the production of knowledge, but also over the production of the producers of knowledge.

[F] The key to reforming higher education, concludes Mr Menand, is to alter the way in which “the producers of knowledge are produced”. Otherwise, academics will continue to think dangerously alike, increasingly detached from the societies which they study, investigate and criticise. “Academic inquiry, at least in some fields, may need to become less exclusionary and more holistic.” Yet quite how that happens, Mr Menand does not say.

[G] The subtle and intelligent little book *The Marketplace of Ideas: Reform and Resistance in the American University* should be read by every student thinking of applying to take a doctoral degree. They may then decide to go elsewhere. For something curious has been happening in American universities, and Louis Menand, a professor of English at Harvard University, captured it skillfully.

G → 41. _____ → 42. _____ → E → 43. _____ → 44. _____ → 45. _____

2012 年

Think of those fleeting moments when you look out of an aeroplane window and realise that you are flying, higher than a bird. Now think of your laptop, thinner than a brown-paper envelope, or your cellphone in the palm of your hand. Take a moment or two to wonder at those marvels. You are the lucky inheritor of a dream come true.

The second half of the 20th century saw a collection of geniuses, warriors, entrepreneurs and visionaries labour to create a fabulous machine that could function as a typewriter and printing press, studio and theatre, paintbrush and gallery, piano and radio, the mail as well as the mail carrier. (41) _____

The networked computer is an amazing device, the first media machine that serves as the mode of production, means of distribution, site of reception, and place of praise and critique. The computer is the 21st century's culture machine.

But for all the reasons there are to celebrate the computer, we must also act with caution. (42) _____ I call it a secret war for two reasons. First, most people do not realise that there are strong commercial agendas at work to keep them in passive consumption mode. Second, the majority of people who use networked computers to upload are not even aware of the significance of what they are doing.

All animals download, but only a few upload. Beavers build dams and birds make nests. Yet for the most part, the animal kingdom moves through the world downloading. Humans are unique in their capacity to not only make tools but then turn around and use them to create superfluous material goods—paintings, sculpture and architecture—and superfluous experiences—music, literature, religion and philosophy. (43) _____

For all the possibilities of our new culture machines, most people are still stuck in download mode. Even after the advent of widespread social media, a pyramid of production remains, with a small number of people uploading material, a slightly larger group commenting on or modifying that content, and a huge percentage remaining content to just consume. (44) _____

Television is a one-way tap flowing into our homes. The hardest task that television asks of anyone is to turn the power off after he has turned it on. (45) _____

What counts as meaningful uploading? My definition revolves around the concept of “stickiness”—creations and experiences to which others adhere.

- [A] Of course, it is precisely these superfluous things that define human culture and ultimately what it is to be human. Downloading and consuming culture requires great skills, but failing to move beyond downloading is to strip oneself of a defining constituent of humanity.
- [B] Applications like tumblr.com, which allow users to combine pictures, words and other media in creative ways and then share them, have the potential to add stickiness by amusing, entertaining and enlightening others.
- [C] Not only did they develop such a device but by the turn of the millennium they had also managed to embed it in a worldwide system accessed by billions of people every day.
- [D] This is because the networked computer has sparked a secret war between downloading and uploading—between passive consumption and active creation—whose outcome will shape our collective future in ways we can only begin to imagine.
- [E] The challenge the computer mounts to television thus bears little similarity to one format being replaced by another in the manner of record players being replaced by CD players.
- [F] One reason for the persistence of this pyramid of production is that for the past half-century, much of the world's media culture has been defined by a single medium—television—and television is defined by downloading.
- [G] The networked computer offers the first chance in 50 years to reverse the flow, to encourage thoughtful downloading and, even more importantly, meaningful uploading.

2013 年

The social sciences are flourishing. As of 2005, there were almost half a million professional social scientists from all fields in the world, working both inside and outside academia. According to the *World Social Science Report 2010*, the number of social-science students worldwide has swollen by about 11% every year since 2000.

Yet this enormous resource is not contributing enough to today's global challenges, including climate change, security, sustainable development and health. (41) _____ Humanity has the necessary agro-technological tools to eradicate hunger, from genetically engineered crops to artificial fertilizers. Here, too, the problems are social: the organization and distribution of food, wealth and prosperity.

(42) _____ This is a shame—the community should be grasping the opportunity to raise its influence in the real world. To paraphrase the great social scientist Joseph Schumpeter: there is no radical innovation without creative destruction.

Today, the social sciences are largely focused on disciplinary problems and internal scholarly debates, rather than on topics with external impact. Analyses reveal that the number of papers including the keywords “environmental change” or “climate change” have increased rapidly since 2004. (43) _____

When social scientists do tackle practical issues, their scope is often local: Belgium is interested mainly in the effects of poverty on Belgium, for example. And whether the community's work contributes much to an overall accumulation of knowledge is doubtful.

The problem is not necessarily the amount of available funding. (44) _____ This is an adequate amount so long as it is aimed in the right direction. Social scientists who complain about a lack of funding should not expect more in today's economic climate.

The trick is to direct these funds better. The European Union Framework funding programs have long had a category specifically targeted at social scientists. This year, it was proposed that the system be changed: Horizon 2020, a new program to be enacted in 2014, would not have such a category. This has resulted in protests from social scientists. But the intention is not to neglect social science; rather, the complete opposite. (45) _____ That should create more collaborative endeavors and help to develop projects aimed directly at solving global problems.

[A] It could be that we are evolving two communities of social scientists: one that is

discipline-oriented and publishing in highly specialized journals, and one that is problem-oriented and publishing elsewhere, such as policy briefs.

- [B] However, the numbers are still small: in 2010, about 1,600 of the 100,000 social-sciences papers published globally included one of these keywords.
- [C] The idea is to force social scientists to integrate their work with other categories, including health and demographic change; food security; marine research and the bio-economy; clean, efficient energy; and inclusive, innovative and secure societies.
- [D] The solution is to change the mindset of the academic community, and what it considers to be its main goal. Global challenges and social innovation ought to receive much more attention from scientists, especially the young ones.
- [E] These issues all have root causes in human behavior: all require behavioral change and social innovations, as well as technological development. Stemming climate change, for example, is as much about changing consumption patterns and promoting tax acceptance as it is about developing clean energy.
- [F] Despite these factors, many social scientists seem reluctant to tackle such problems. And in Europe, some are up in arms over a proposal to drop a specific funding category for social-science research and to integrate it within cross-cutting topics of sustainable development.
- [G] During the late 1990s, national spending on social sciences and the humanities as a percentage of all research and development funds—including government, higher education, non-profit and corporate—varied from around 4% to 25%; in most European nations, it is about 15%.

2014 年

- [A] Some archaeological sites have always been easily observable—for example, the Parthenon in Athens, Greece; the pyramids of Giza in Egypt; and the megaliths of Stonehenge in southern England. But these sites are exceptions to the norm. Most archaeological sites have been located by means of careful searching, while many others have been discovered by accident. Olduvai Gorge, an early hominid site in Tanzania, was found by a butterfly hunter who literally fell into its deep valley in 1911. Thousands of Aztec artifacts came to light during the digging of the Mexico City subway in the 1970s.
- [B] In another case, American archaeologists René Million and George Cowgill spent years systematically mapping the entire city of Teotihuacán in the Valley of Mexico near what is now Mexico City. At its peak around AD 600, this city was one of the largest human settlements in the world. The researchers mapped not only the city's vast and ornate ceremonial areas, but also hundreds of simpler apartment complexes where common people lived.
- [C] How do archaeologists know where to find what they are looking for when there is nothing visible on the surface of the ground? Typically, they survey and *sample* (make test excavations on) large areas of terrain to determine where excavation will yield useful information. Surveys and test samples have also become important for understanding the larger landscapes that contain archaeological sites.
- [D] Surveys can cover a single large settlement or entire landscapes. In one case, many researchers working around the ancient Maya city of Copán, Honduras, have located hundreds of small rural villages and individual dwellings by using aerial photographs and by making surveys on foot. The resulting settlement maps show how the distribution and density of the rural population around the city changed dramatically between AD 500 and 850, when Copán collapsed.
- [E] To find their sites, archaeologists today rely heavily on systematic survey methods and a variety of high-technology tools and techniques. Airborne technologies, such as different types of radar and photographic equipment carried by airplanes or spacecraft, allow archaeologists to learn about what lies beneath the ground without digging. Aerial surveys locate general areas of interest or larger buried features, such as ancient

buildings or fields.

- [F] Most archaeological sites, however, are discovered by archaeologists who have set out to look for them. Such searches can take years. British archaeologist Howard Carter knew that the tomb of the Egyptian pharaoh Tutankhamun existed from information found in other sites. Carter sifted through rubble in the Valley of the Kings for seven years before he located the tomb in 1922. In the late 1800s British archaeologist Sir Arthur Evans combed antique dealers' stores in Athens, Greece. He was searching for tiny engraved seals attributed to the ancient Mycenaean culture that dominated Greece from the 1400s to 1200s BC. Evans's interpretations of these engravings eventually led him to find the Minoan palace at Knossos (Knosós), on the island of Crete, in 1900.
- [G] Ground surveys allow archaeologists to pinpoint the places where digs will be successful. Most ground surveys involve a lot of walking, looking for surface clues such as small fragments of pottery. They often include a certain amount of digging to test for buried materials at selected points across a landscape. Archaeologists also may locate buried remains by using such technologies as ground radar, magnetic-field recording, and metal detectors. Archaeologists commonly use computers to map sites and the landscapes around sites. Two- and three-dimensional maps are helpful tools in planning excavations, illustrating how sites look, and presenting the results of archaeological research.

41. _____ → A → 42. _____ → E → 43. _____ → 44. _____ → 45. _____

2015 年

How does your reading proceed? Clearly you try to comprehend, in the sense of identifying meanings for individual words and working out relationships between them, drawing on your implicit knowledge of English grammar. (41) _____ You begin to infer a context for the text, for instance, by making decisions about what kind of speech event is involved: Who is making the utterance, to whom, when and where.

The ways of reading indicated here are without doubt kinds of comprehension. But they show comprehension to consist not just of passive assimilation but of active engagement in inference and problem-solving. You infer information you feel the writer has invited you to grasp by presenting you with specific evidence and clues. (42) _____

Conceived in this way, comprehension will not follow exactly the same track for each reader. What is in question is not the retrieval of an absolute, fixed or “true” meaning that can be read off and checked for accuracy, or some timeless relation of the text to the world. (43) _____

Such background material inevitably reflects who we are. (44) _____ This doesn’t, however, make interpretation merely relative or even pointless. Precisely because readers from different historical periods, places and social experiences produce different but overlapping readings of the same words on the page—including for texts that engage with fundamental human concerns—debates about texts can play an important role in social discussion of beliefs and values.

How we read a given text also depends to some extent on our particular interest in reading it. (45) _____ Such dimensions of reading suggest—as others introduced later in the book will also do—that we bring an implicit (often unacknowledged) agenda to any act of reading. It doesn’t then necessarily follow that one kind of reading is fuller, more advanced or more worthwhile than another. Ideally, different kinds of reading inform each other, and act as useful reference points for and counterbalances to one another. Together, they make up the reading component of your overall literacy, or relationship to your surrounding textual environment.

[A] Are we studying that text and trying to respond in a way that fulfils the requirement of a given course? Reading it simply for pleasure? Skimming it for information? Ways of reading on a train or in bed are likely to differ considerably from reading in a

seminar room.

[B] Factors such as the place and period in which we are reading, our gender, ethnicity, age and social class will encourage us towards certain interpretations but at the same time obscure or even close off others.

[C] If you are unfamiliar with words or idioms, you guess at their meaning, using clues presented in the context. On the assumption that they will become relevant later, you make a mental note of discourse entities as well as possible links between them.

[D] In effect, you try to reconstruct the likely meanings or effects that any given sentence, image or reference might have had: These might be the ones the author intended.

[E] You make further inferences, for instance, about how the text may be significant to you, or about its validity—inferences that form the basis of a personal response for which the author will inevitably be far less responsible.

[F] In plays, novels and narrative poems, characters speak as constructs created by the author, not necessarily as mouthpieces for the author's own thoughts.

[G] Rather, we ascribe meanings to texts on the basis of interaction between what we might call textual and contextual material: between kinds of organization or patterning we perceive in a text's formal structures (so especially its language structures) and various kinds of background, social knowledge, belief and attitude that we bring to the text.

2016 年

- A. Create a new image of yourself
- B. Decide if the time is right
- C. Have confidence in yourself
- D. Understand the context
- E. Work with professionals
- F. Make it efficient
- G. Know your goals

No matter how formal or informal the work environment, the way you present yourself has an impact. This is especially true in the first impressions. According to research from Princeton University, people assess your competence, trustworthiness, and likeability in just a tenth of a second, solely based on the way you look.

The difference between today's workplace and the "dress for success" era is that the range of options is so much broader. Norms have evolved and fragmented. In some settings, red sneakers or dress T-shirts can convey status; in others not so much. Plus, whatever image we present is magnified by social-media services like LinkedIn. Chances are, your headshots are seen much more often now than a decade or two ago. Millennials, it seems, face the paradox of being the least formal generation yet the most conscious of style and personal branding. It can be confusing.

So how do we navigate this? How do we know when to invest in an upgrade? And what's the best way to pull off one that enhances our goals?

Here are some tips:

41.	
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As an executive coach, I've seen image upgrades be particularly helpful during transitions—when looking for a new job, stepping into a new or more public role, or changing work environments. If you're in a period of change or just feeling stuck and in a rut, now may be a good time. If you're not sure, ask for honest feedback from trusted friends, colleagues and professionals. Look for cues about how others perceive you. Maybe there's no need for an upgrade and that's OK.

42	
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Get clear on what impact you're hoping to have. Are you looking to refresh your image or pivot it? For one person, the goal may be to be taken more seriously and enhance their professional image. For another, it may be to be perceived as more approachable, or more modern and stylish. For someone moving from finance to advertising, maybe they want to look more "SoHo." (It's OK to use characterizations like that.)

43	
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Look at your work environment like an anthropologist. What are the norms of your environment? What conveys status? Who are your most important audiences? How do the people you respect and look up to present themselves? The better you understand the cultural context, the more control you can have over your impact.

44	
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Enlist the support of professionals and share with them your goals and context. Hire a personal stylist, or use the free styling service of a store like J. Crew. Try a hair stylist instead of a barber. Work with a professional photographer instead of your spouse or friend. It's not as expensive as you might think.

45	
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The point of a style upgrade isn't to become more vain or to spend more time fussing over what to wear. Instead, use it as an opportunity to reduce decision fatigue. Pick a standard work uniform or a few go-to options. Buy all your clothes at once with a stylist instead of shopping alone, one article of clothing at a time.

2017 年

- A. The first published sketch, “A Dinner at Poplar Walk” brought tears to Dickens’s eyes when he discovered it in the pages of *The Monthly Magazine*. From then on his sketches, which appeared under the pen name “Boz” in *The Evening Chronicle*, earned him a modest reputation.
- B. The runaway success of *The Pickwick Papers*, as it is generally known today, secured Dickens’s fame. There were Pickwick coats and Pickwick cigars, and the plump, spectacled hero, Samuel Pickwick, became a national figure.
- C. Soon after *Sketches by Boz* appeared, a publishing firm approached Dickens to write a story in monthly installments, as a backdrop for a series of woodcuts by the then-famous artist Robert Seymour, who had originated the idea for the story. With characteristic confidence, Dickens successfully insisted that Seymour’s pictures illustrate his own story instead. After the first installment, Dickens wrote to the artist and asked him to correct a drawing Dickens felt was not faithful enough to his prose. Seymour made the change, went into his backyard, and expressed his displeasure by committing suicide. Dickens and his publishers simply pressed on with a new artist. The comic novel, *The Posthumous Papers of the Pickwick Club*, appeared serially in 1836 and 1837 and was first published in book form in 1837.
- D. Charles Dickens is probably the best-known and, to many people, the greatest English novelist of the 19th century. A moralist, satirist, and social reformer, Dickens crafted complex plots and striking characters that capture the panorama of English society.
- E. Soon after his father’s release from prison, Dickens got a better job as errand boy in law offices. He taught himself shorthand to get an even better job later as a court stenographer and as a reporter in Parliament. At the same time, Dickens, who had a reporter’s eye for transcribing the life around him, especially anything comic or odd, submitted short sketches to obscure magazines.
- F. Dickens was born in Portsmouth, on England’s southern coast. His father was a clerk in the British Navy pay office—a respectable position, but with little social status. His paternal grandparents, a steward and a housekeeper, possessed even less status, having been servants, and Dickens later concealed their background. Dickens’s mother supposedly came from a more respectable family. Yet two years before Dickens’s birth,

his mother's father was caught stealing and fled to Europe, never to return. The family's increasing poverty forced Dickens out of school at age 12 to work in Warren's Blacking Warehouse, a shoe-polish factory, where the other working boys mocked him as "the young gentleman." His father was then imprisoned for debt. The humiliations of his father's imprisonment and his labor in the blacking factory formed Dickens's greatest wound and became his deepest secret. He could not confide them even to his wife, although they provide the unacknowledged foundation of his fiction.

G. After *Pickwick*, Dickens plunged into a bleaker world. In *Oliver Twist*, he traces an orphan's progress from the workhouse to the criminal slums of London. *Nicholas Nickleby*, his next novel, combines the darkness of *Oliver Twist* with the sunlight of *Pickwick*. The popularity of these novels consolidated Dickens' as a nationally and internationally celebrated man of letters.

D → 41. _____ → 42. _____ → 43. _____ → 44. _____ → B → 45. _____

2018 年

- A. In December of 1869, Congress appointed a commission to select a site and prepare plans and cost estimates for a new State Department Building. The commission was also to consider possible arrangements for the War and Navy Departments. To the horror of some who expected a Greek Revival twin of the Treasury Building to be erected on the other side of the White House, the elaborate French Second Empire style design by Alfred Mullett was selected, and construction of a building to house all three departments began in June of 1871.
- B. Completed in 1875, the State Department's south wing was the first to be occupied, with its elegant four-story library (completed in 1876), Diplomatic Reception Room, and Secretary's office decorated with carved wood, Oriental rugs, and stenciled wall patterns. The Navy Department moved into the east wing in 1879, where elaborate wall and ceiling stenciling and marquetry floors decorated the office of the Secretary.
- C. The State, War, and Navy Building, as it was originally known, housed the three Executive Branch Departments most intimately associated with formulating and conducting the nation's foreign policy in the last quarter of the nineteenth century and the first quarter of the twentieth century—the period when the United States emerged as an international power. The building has housed some of the nation's most significant diplomats and politicians and has been the scene of many historic events.
- D. Many of the most celebrated national figures have participated in historical events that have taken place within the EEOB's granite walls. Theodore and Franklin D. Roosevelt, William Howard Taft, Dwight D. Eisenhower, Lyndon B. Johnson, Gerald Ford, and George H. W. Bush all had offices in this building before becoming President. It has housed 16 Secretaries of the Navy, 21 Secretaries of War, and 24 Secretaries of State. Winston Churchill once walked its corridors and Japanese emissaries met here with Secretary of State Cordell Hull after the bombing of Pearl Harbor.
- E. The Eisenhower Executive Office Building (EEOB) commands a unique position in both the national history and the architectural heritage of the United States. Designed by Supervising Architect of the Treasury, Alfred B. Mullett, it was built from 1871 to 1888 to house the growing staffs of the State, War, and Navy Departments, and is considered one of the best examples of French Second Empire architecture in the

country.

- F. Construction took 17 years as the building slowly rose wing by wing. When the EEOB was finished, it was the largest office building in Washington, with nearly 2 miles of black and white tiled corridors. Almost all of the interior detail is of cast iron or plaster; the use of wood was minimized to insure fire safety. Eight monumental curving staircases of granite with over 4,000 individually cast bronze balusters are capped by four skylight domes and two stained glass rotundas.
- G. The history of the EEOB began long before its foundations were laid. The first executive offices were constructed between 1799 and 1820. A series of fires (including those set by the British in 1814) and overcrowded conditions led to the construction of the existing Treasury Building. In 1866, the construction of the North Wing of the Treasury Building necessitated the demolition of the State Department building.

41. _____ → C → 42. _____ → 43. _____ → F → 44. _____ → 45. _____

2019 年

A. These tools can help you win every argument—not in the unhelpful sense of beating your opponents but in the better sense of learning about the issues that divide people, learning why they disagree with us and learning to talk and work together with them. If we readjust our view of arguments—from a verbal fight or tennis game to a reasoned exchange through which we all gain mutual respect and understanding—then we change the very nature of what it means to “win” an argument.

B. Of course, many discussions are not so successful. Still, we need to be careful not to accuse opponents of bad arguments too quickly. We need to learn how to evaluate them properly. A large part of evaluation is calling out bad arguments, but we also need to admit good arguments by opponents and to apply the same critical standards to ourselves. Humility requires you to recognize weaknesses in your own arguments and sometimes also to accept reasons on the opposite side.

C. None of these will be easy but you can start even if others refuse to. Next time you state your position, formulate an argument for what you claim and honestly ask yourself whether your argument is any good. Next time you talk with someone who takes a stand, ask them to give you a reason for their view. Spell out their argument fully and charitably. Assess its strength impartially. Raise objections and listen carefully to their replies.

D. Carnegie would be right if arguments were fights, which is how we often think of them. Like physical fights, verbal fights can leave both sides bloodied. Even when you win, you end up no better off. Your prospects would be almost as dismal if arguments were even just competitions—like, say, tennis games. Paris of opponents hit the ball back and forth until one winner emerges from all who entered. Everybody else loses. This kind of thinking is why so many people try to avoid arguments, especially about politics and religion.

E. In his 1936 work *How to Win Friends and Influence People*, Dale Carnegie wrote: “there is only one way...to get the best of an argument—and that is to avoid it. “This aversion to arguments is common, but it depends on a mistaken view of arguments that causes profound problems for our personal and social lives- and in many ways misses the point of arguing in the first place.

F. These views of arguments also undermine reason. If you see a conversation as a fight or competition, you can win by cheating as long as you don’t get caught. You will be happy

to convince people with bad arguments. You can call their views stupid, or joke about how ignorant they are. None of these tricks will help you understand them, their positions or the issues that divide you, but they can help you win—in one way.

G. There is a better way to win arguments. Imagine that you favor increasing the minimum wage in our state, and I do not. If you yell, “Yes,” and I yell, “No,” neither of us learns anything. We neither understand nor respect each other, and we have no basis for compromise or cooperation. In contrast, suppose you give a reasonable argument: that full-time workers should not have to live in poverty. Then I counter with another reasonable argument: that a higher minimum wage will force businesses to employ fewer people for less time. Now we can understand each other’s positions and recognize our shared values, since we both care about needy workers.

41. _____ → 42. _____ → F → 43. _____ → 44. _____ → C → 45. _____

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