A. primarily B. delayed C. interact D. equivalent E. identified

F. intentions G. acquisition H. overwhelming I. permanently J. comparative

k. necessity

Quite often, educators tell families of children who are learning English as a second language to speak only English, and not their native language, at home. Although these educators may have good \_\_\_41\_\_\_, their advice to families is misguided, and it arises from misunderstandings about the process of language \_\_\_42\_\_\_. Educators may fear that children hearing two languages will become \_\_\_43\_\_\_ confused and thus their language development will be \_\_\_44\_\_\_. Children are capable of learning more than one language, whether simultaneously (同时地) or sequentially (依次地). In fact, most children outside of the United States are expected to become bilingual or even, in many cases, multilingual. Globally, knowing more than one language is viewed as an asset (资产) and even a \_\_\_45\_\_\_ in many areas.

It is also of concern that the misguided advice that students should speak only English is given \_\_\_46\_\_\_ to poor families with limited educational opportunities, not to wealthier families who have many educational advantages. Since children from poor families often are \_\_\_47\_\_\_ as at-risk for academic failure, teachers believe that advising families to speak English only is appropriate. Teachers consider learning two languages to be too \_\_\_48\_\_\_ for children from poor families, believing that the children are already burdened by their home situations.

If families do not know English or have limited English skills themselves, how can they communicate in English? Advising non-English-speaking families to speak only English is \_\_\_49\_\_\_ to telling them not to communicate with or \_\_\_50\_\_\_ with their children. Moreover, the underlying message is that the family’s native language is not important or valued.

In the increasingly busier world where productivity is on the minds of many, instead of downloading the latest time management app, or forcing yourself to stay at work for hours on end, is there a(n) \_\_\_51\_\_\_ to being productive?

The first thing we should know is that willpower is a(n) \_\_\_52\_\_\_ source that can be entirely used up. So instead of \_\_\_53\_\_\_ yourself to simply try harder, a more methodical approach is suggested.

The first step: Get started! It may seem \_\_\_54\_\_\_ but studies have shown starting a project to be the biggest barrier to productivity. Before starting, our brain visualizes the hardest parts to come, and instead tries to simulate real work by focusing on small mindless tasks.

\_\_\_55\_\_\_, there’s construct of the mind known as the Zeigernik Effect (蔡格尼克效应), which helps humans to finish a task that they’ve already started. The Zeigernik Effect shows that when we don’t finish a task, we experience \_\_\_56\_\_\_ and intrusive thoughts about it. So get started.

Now what about time management? Shockingly, when we look at most of the elite musicians in the world, we find that they aren’t \_\_\_57\_\_\_ practicing more. Instead, they focus their energy on the hardest task. Those musicians have periods of intense work followed by breaks. Not relying on willpower, they rely on their \_\_\_58\_\_\_ and disciplined scheduling. Studies have found that most elite violinists generally follow a 90 minute work rule with a 15 to 20 minute break afterwards every day. But how can you develop the discipline to follow this \_\_\_59\_\_\_?

One key point is giving yourself a deadline; write it down; mark it in your calendar. And you’ll be much more likely to complete your task. On top of this, create something called an accountability (问责制) chart to \_\_\_60\_\_\_ your progress. In one column write the time span, and in the other the activities you accomplished during this time, \_\_\_61\_\_\_ those on a diet who record their food intake.

Writing down your progress allows you to \_\_\_62\_\_\_ evaluate your work. As opposed to inaccurately assuming what you’ve done, further \_\_\_63\_\_\_ your progress to the end helps to avoid small mindless work.

And finally, stop multitasking. Well it may feel like you’re accomplishing more. But actually, studies show that multi-taskers are much less \_\_\_64\_\_\_. Instead, try and make a list at night of what you want to accomplish tomorrow. With your action plan, you \_\_\_65\_\_\_ the idea of trying to complete multiple activities at once.

Your brain will find these less challenging. And it will make the starting process easier. With a clear goal and action plan in mind, your productivity levels can soar to new heights.

51. A. room B. secret C. attitude D. origin

52. A. outstanding B. inevitable C. exhaustible D. essential

53. A. convincing B. resisting C. preventing D. discouraging

54. A. difficult B. complicated C. obvious D. visible

55. A. Generally B. Luckily C. Unfortunately D. Briefly

56. A. division B. mission C. interruption D. discomfort

57. A. necessarily B. hardly C. efficiently D. purposefully

58. A. patience B. habit C. perseverance D. principle

59. A. feature B. intention C. guidance D. routine

60. A. prove B. influence C. document D. determine

61. A. similar to B. related to C. available to D. owing to

62. A. rapidly B. desperately C. objectively D. relatively

63. A. targeting B. tricking C. timing D. tracking

64. A. promising B. productive C. practical D. plentiful

65. A. stick to B. face up to C. decide on D. get rid of

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| --- |
| A. wandered B. applications C. intellectual D. occurred E extraordinary  F. objectives G. relatively H. release I. threatening J. accomplished K. completely |

John Nash, a Nobel Prize winner and mathematical genius whose struggle with mental illness was documented in the Oscar-winning film “A Beautiful Mind”, was killed in a car accident on Saturday. He was 86. The accident \_\_41\_\_ when the taxi Nash was traveling in ran into another car on the New Jersey Turnpike. Neither of the two drivers involved in the accident underwent life-\_\_42\_\_ injuries.

At Princeton, Nash published a 27-page essay about the field of game theory, which led to \_\_43\_\_ in economics, international politics, and evolutionary biology. His signature solution found that competition among two opponents is not necessarily governed by zero-sum logic. Two opponents can, for instance, each achieve their maximum \_\_44\_\_ through cooperating with the other, or gain nothing at all by refusing to cooperate. This simple understanding is now regarded as one of the most important social science ideas in the 20th century, and a proof to his almost unique \_\_45\_\_ gifts.

But in the late 1950s, Nash began a slide into mental illness and each therapy failed to cure him, and for much of the next three decades, Nash \_\_46\_\_ freely on the Princeton campus, scratching his hands on empty blackboards and staring blankly ahead in the library. Robert Wright remembers Nash as “some math genius that went crazy” who wore colorful shoes and quietly watched people. His mental illness removed him \_\_47\_\_ from his work. By the time Nash was awarded the Nobel Prize in Economics in 1994, he hadn’t published a paper in 36 years.

But like a child cured of a terrible dream by the switch of a light, Nash recovered from his illness seemingly by choosing not to be sick anymore. Five years later, the \_\_48\_\_ of the film “A Beautiful Mind”, based on Sylvia Nasar’s 1998 book of the same name, expanded Nash’s \_\_49\_\_ life story to an international audience. He continued to work, travel, and speak at conferences for the rest of his life.

It’s tempting to wonder what Nash might have \_\_50\_\_, had mental illness not robbed him of so many productive years. “Because the ideas I had about super natural beings came to me the same way that my mathematical ideas did,” said Nash. “So I took them seriously.”

**Why girls do better at school than boys?**

For centuries, boys were top of the class. But these days, that’s no longer the case.

A new study by the OECD, a club of mostly \_\_51\_\_ countries in Europe and North America, examined how 15-year-old boys and girls performed at reading, mathematics and science. Boys still get somewhat better \_\_52\_\_ at maths and physics, and in other science courses the genders are roughly \_\_53\_\_. But when it comes to the students who really struggle and suffer at school, the difference is \_\_54\_\_: boys are 50% more likely than girls to fall short of basic standards in all three areas.

\_\_55\_\_, why are girls performing better at school than their male classmates?

First, girls read more than boys. Reading *proficiency* (熟练) is the basis upon which all other learning is built. When boys don’t do well in reading, their \_\_56\_\_ in other school subjects suffers too.

Second, girls spend much more time on their homework and out-of-class learning. \_\_57\_\_, girls spend five and a half hours per week doing homework while boys spend a little less than four and a half hours. Researchers suggest that doing homework \_\_58\_\_ by teachers is linked to better accomplishment in maths, reading and science. Boys, it appears, spend more of their free time in the \_\_59\_\_ world; they are 17% more likely to play cooperative online games than girls every day. They also use the internet more.

Third, peer \_\_60\_\_ plays a role. A lot of boys decide early on that they are just too cool for school. They adopt a so-called concept of *masculinity* (男子气概) that includes a disregard for \_\_61\_\_, which means they’re more likely to be rude and noisy in class. Teachers mark them down for this. In *anonymous* (匿名的) tests, boys perform better. In fact, the gender gap in reading \_\_62\_\_ by a third when teachers don’t know the gender of the pupil they are marking.

So what can be done to close this gap? Getting boys to do more homework and cut down on screen-time would help. And offering boys a \_\_63\_\_ to read non-fiction would help too: they’re keener on comics and newspapers. But most of all, abandoning gender *stereotypes* (旧模式) would \_\_64\_\_ all students. Thus, boys in all countries with the best schools read much better than girls. As we know, girls in Shanghai, Singapore and [Seoul](http://www.ks5u.com/) are good at mathematics, and they \_\_65\_\_ boys from anywhere else in the world.

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| 51. A. backward | B. wealthy | C. regular | D. miserable |
| 52. A. scores | B. directions | C. guidance | D. evaluation |
| 53. A. practical | B. reliable | C. relevant | D. equal |
| 54. A. stable | B. vague | C. obvious | D. logical |
| 55. A. However | B. Therefore | C. Similarly | D. Instead |
| 56. A. behaviour | B. comment | C. preparation | D. performance |
| 57. A. In brief | B. On average | C. On the contrary | D. In addition |
| 58. A. researched | B. designed | C. assigned | D. approved |
| 59. A. virtual | B. realistic | C. future | D. artificial |
| 60. A. relationship | B. contact | C. responsibility | D. pressure |
| 61. A. experts | B. authorities | C. adults | D. peers |
| 62. A. develops | B. widens | C. narrows | D. forms |
| 63. A. chance | B. task | C. favour | D. resource |
| 64. A. influence | B. harm | C. satisfy | D. benefit |
| 65. A. advance | B. overtake | C. overcome | D. challenge |

41-50 FGIBK AEHDC

51-65 BCACB DABDC ACDBD

41. D 42. I 43. B 44. F 45. C 46. A 47. K 48. H 49. E 50. J

51-55: BADCA 56-60: DBCAD 61-65: BCADB