Part Ⅱ Listening Comprehension

Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D. Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

2、 A. He was asked to move away from the dorm.

B. He had great difficulty in subletting his flat.

C. He failed to pass the Academic Language test.

D. He was at odds with the warden of the dorm.

3、 A. For a whole year.

B. For 5 weeks or so.

C. For about 70 days.

D. For three months.

4、 A. Mistaking the course for an online class.

B. Living in a wrong apartment by mistake.

C. Having been absent since the beginning of new term.

D. Ignoring instructions of the small print.

5、 A. Share a private house with others.

B. Try a new dorm near the campus.

C. Contact the accommodation office.

D. Update his rental information in time.

6、 A. They made a living by fishing.

B. They built houses with stones.

C. They grew a large amount of com.

D. They relied heavily on birch trees.

7、 A. Because it is easily cut.

B. Because it smells fragrant.

C. Because it is waterproof.

D. Because it has good shape.

8、 A. Making the canoe.

B. Serving as firewood.

C. Making cooking containers.

D. Making weapons for hunting.

9、 A. It is harder but faster for them to travel through a forest path.

B. It is more convenient for them to travel by boat than by road.

C. It is a daily routine for them to build canoes with birch bark.

D. It is not likely for them to travel from one tribe to another.

Section B

Directions: In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D. Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

10、 A. Excessive screen exposure does little harm.

B. Screen exposure does more harm than good.

C. More kids fall victim to screen exposure.

D. Young children can benefit from screen exposure.

11、 A. Young infants are more likely to adapt to screen exposure.

B. Parents should focus more on the quality of screen content.

C. Exposure to television early on may be less harmful to kids.

D. Parents should spare no effort to limit their children's screen time.

12、 A. Parental interference with children's screen exposure makes little sense.

B. Parents play a crucial role in restricting their child from screen exposure.

C. Parents should set a good example to their children in screen exposure.

D. Parental involvement and companionship are key to a kid's screen exposure.

13、 A. To communicate.

B. To offer your help.

C. To appreciate others.

D. To be a good listener.

14、 A. Just tell them what we think of them.

B. Talk to them less and leave them alone.

C. Show our appreciation by giving them presents.

D. Communicate with their best friends at work.

15、 A. Hold a team discussion to solve the problem.

B. Respond to disagreements as quickly as possible.

C. Try their best to ease the tension through authority.

D. Keep objective and professional when dealing with disagreements.

16、 A. These sessions allow managers to communicate deeply with employees.

B. These sessions help managers establish strong personal relationships.

C. Managers can develop their ability to communicate with others.

D. Managers can develop their skills of organization and management.

Section C

Directions: In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D. Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

17、 A. A life in which we are content with what we have.

B. A life in which we are surrounded by good people.

C. A life in which we are totally focused on what we do.

D. A life in which we can do whatever we would like to.

18、 A. When we do not take everything for granted.

B. When we are wholly involved in the things we do.

C. When we completely focus on what others do.

D. When we are making the most of our potential,

19、 A. Talk about another scholar's life.

B. Explain what a happy family would be like.

C. Show the conditions of going with a state of flow.

D. Explore activities that help obtain a state of flow.

20、 A. Goldfish are hard to keep.

B. Goldfish are pretty smart.

C. Goldfish have extremely poor eyesight.

D. Goldfish have a 3-second memory span.

21、 A. People's ignorance about fish intelligence.

B. Goldfish owners' observations.

C. Misleading research results.

D. Lack of scientific research.

22、 A. Goldfish feed on microorganisms.

B. Goldfish are good at solving problems.

C. Goldfish can imitate their owners.

D. Goldfish play tricks on their owners.

23、 A. Where they put on their glasses.

B. When they're not wearing glasses.

C. How they're wearing their glasses.

D. Why they're wearing their glasses.

24、 A. It changes frequently.

B. It works without senses.

C. It consists of several senses.

D. It disappears as we grow up.

25、 A. By imitating our peers.

B. By teaching ourselves.

C. Through practice and repetition.

D. Through interacting with others.

26、 A. It is just based on our body map.

B. It merely involves nerve system.

C. Objects are sensed by a somatosensory map.

D. Objects serve as part of a human-thing system.

Part Ⅲ Reading Comprehension

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on Answer Sheet 2 with a single line through the centre. You may not use any of the words in the bank more than once.

What do you imagine when you hear about plastic pollution? A straw stuck in a sea turtle's nose? Bottles in local streams? We often 27 plastic pollution to the use and disposal of single-use plastics. But what about the plastic pollution that 28 during plastic production?

Every step of the plastic production process is 29 to the environment and climate. Methane, or natural gas, is one of the 30 materials used to make plastics. Methane is up to 86 times more potent, or heat trapping, than carbon dioxide over a 20-year period. Transforming petrochemicals, like methane, into plastics uses 31 energy, creating greenhouse gases while spewing (喷射) toxic chemicals into the surrounding air.

The 32 of uses for plastics in our modem economies means producers have several markets in which to sell their goods. It's not a 33 that petrochemical organizations, like the American Recyclable Plastic Bag Alliance, continue to promote single-use plastics under the guise (伪装) that they use less energy to create and thus are a better option environmentally. This fails to 34 for the toxic effects on the environment from their creation, use and disposal. Plastic, and fossil fuels, continue to be cheap 35 because they externalize the true costs: to the environment, climate, people and animals. It is estimated that the harm plastic production pushes onto the environment 36 at least $40 billion a year. These harms include polluted air, water and land, warmer temperatures, drought, and health problems.

Changing our orientation to plastics with a climate-centered focus is a difficult but necessary challenge in order to save our planet from climate change.

A. account

B. attribute

C. beneficial

D. coincidence

E. contribute

F. costs

G. harmful

H. immensely

I. incident

J. largely

K. massive

L. multitude

M. occurs

N. primary

O. spectacle

Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on Answer Sheet 2.

Are We Having a Moral Panic Over Misinformation?

False and inaccurate information runs rampant online. But how much is it actually changing our behavior?

A. In 2020, as the Covid-19 pandemic rampaged (横冲直撞) across the globe, the World Health Organization declared that we had plunged into a second, simultaneous catastrophe: an infodemic. This global crisis was characterized by the rapid spread of false information, or misinformation, mostly in digital spaces. The fear was that such inaccuracies would leave the public unmoored, adrift in a sea of untruth. Eventually, this mass disorientation would cause people to harm themselves and one another.

B. In an effort to combat the rising tide of misinformation, certain agencies, including the U.S. Department of Health and Human Services and the U.K. Parliament's Culture, Media and Sport Committee, have poured resources into quantifying its spread and impact online. Some of the resulting reports have spawned (引发) legislation aimed at limiting online fake news.

C. But some psychologists and sociologists aren't convinced that misinformation is as powerful as all that—or that it is a substantially different issue now compared with in the past. In fact, they think that we may be prematurely whipping ourselves into a misinformation moral panic. "It seems to me that we start from the conclusion that there is a problem," said Christos Bechlivanidis, a psychologist and causation researcher at University College London. "But I think we need to think about this a little bit closer before panicking."

D. Studying misinformation can be extremely slippery. Part of the reason is semantic. Even the scientific community does not have a good consensus on what constitutes misinformation. "It's such a weak concept," said cognitive psychologist Magda Osman at the University of Cambridge. Misinformation is most commonly defined as anything that is factually inaccurate, but not intended to deceive: in other words, people being wrong. However, it is often talked about in the same breath as disinformation—inaccurate information spread maliciously—and propaganda—information imbued with biased rhetoric designed to sway people politically. Some lump misinformation under the same umbrella as disinformation and other forms of intentionally misleading material. But this is where things start to get dangerous: Even under its common definition, practically anything could qualify as misinformation.

E. Take, for example, a weather forecast that claims a particular day will have a high of 55 degrees Fahrenheit. If that day comes and temperatures rise to 57 degrees, does the forecast qualify as misinformation? What about a newspaper story that inaccurately reports the color of someone's shirt? Or a scientific hypothesis that was once widely accepted but is later updated with newer, better data? The trouble is, research that seeks to quantify or test susceptibility to misinformation will often include relatively harmless inaccuracies alongside things like dangerous conspiracy theories.

F. It's worth noting that misinformation—by any definition—has been around for a long time. Ever since the first humans developed language, we've been navigating an information world pitted with lies, tall tales, myths, pseudoscience, half-truths, and plain old inaccuracies. Medieval European fables about animals, for instance, described creatures like bears and weasels alongside unicorns and manticores. Anti-vaccine groups have been around for over 200 years, well before the Interact. And in the age of yellow journalism around the tum of the 20th century, many reporters made up stories out of whole cloth.

G. "I don't like this whole talk of 'we're living in a post-truth world,' as if we ever lived in a truth world," said Catarina, a researcher who studies the history and philosophy of logic at a university in Amsterdam.

H. Standards for journalism and books have, on the whole, improved since the yellow journalism days. But casual conversation isn't held to the same rigorous standards—you're probably not likely to pull out a reference book and start fact-checking your grandma at the dinner table. Today, a lot of this type of interpersonal discussion has moved online. Simply quantifying the amount of misinformation in a given online space, then, is virtually impossible, because "everything that we're saying is inaccurate," Osman said. And proving that wrong information has a direct impact on a person's behavior can be even harder.

I. Most of the rationale (根本原因) for quantifying misinformation and determining who is susceptible to it stems from the assumption that consuming it will alter people's beliefs and cause them to behave irrationally. The quintessential (型的) example is misinformation surrounding Covid-19, which was blamed for many people's subsequent hesitancy in getting a vaccine to protect against the virus. There are a wealth of studies demonstrating a correlation between consuming misinformation and vaccine hesitancy. But it is very tricky to prove a causal link; for example, evidence suggests a lot of vaccine-hesitant folks were skeptical of the science well before the Covid-19 pandemic began. They may have sought out misinformation to justify their pre-existing bias—but that doesn't mean consuming incorrect information caused the distrust. Other studies suggest that factors like in-group solidarity and national identity are stronger predictors of whether or not someone will get vaccinated against Covid-19.

J. In fact, a recent study showed that simply exposing people to Covid-19 misinformation had little to no impact on their decision to get vaccinated and, in certain cases, may have even made them slightly more likely to get a Covid-19 vaccine.

K. Osman compares the panic to that over violent video games in the last few decades. Despite a number of headlines and politicians proclaiming that certain games were making teenagers more aggressive, research hasn't really demonstrated that one causes the other.

L. Osman argues that our collective concern over misinformation is, in some ways, a moral panic about the Internet—which would place it in a long history of similar worries about every new way in which information gets shared. Virtually, every form of communication technology has been met with its very own public outcry. In mid-15th century Europe, people destroyed dozens of print shops in a wave of anti-Gutenberg sentiment. The rise of radio in the 1930s also led some American parents to fret (苦恼) about its negative influence on their children.

M. At a certain level, these fears are perfectly reasonable. Until we know how a new technology will change our lives, it makes sense to proceed with caution. And lately, we've barely had time to do that. The last three decades have seen extremely rapid shifts in information-sharing technologies—from cell phones to email to social media—that culminate with the smart phone, which allows us access them all in one portable package. It's overwhelming and, in many cases, scary.

N. "I think what people are still coming to grips with is realizing that actually there was a lot of optimism in the beginning of the Internet," Dutilh Novaes said. We expected that more freely available information would lead to more transparency and less confusion. Instead, we've been disappointed to discover that even in an information golden age, people can still be wrong.

O. Of course, none of this means that the spread of misinformation online is always benign, or that we shouldn't attempt to regulate it in any way. It's just that if we're going to respond with sweeping new legislation—or let tech giants impose their own limitations—we need to be sure of what the problem actually is, Osman said.

P. The silver lining is that fake news, false beliefs, and moral panics are not new phenomena—society has thousands of years of experience with them, for better or worse. "I would argue that we are pretty capable of dealing with lies," Bechlivanidis said.

37、 No matter how it is defined, misinformation has been around since the first humans invented language.

38、 In the beginning, people were very optimistic and expected that Internet would lead to more transparency and less confusion.

39、 Some psychologists and sociologists do not believe that misinformation today is fundamentally different from that of the past.

40、 Numerous studies have shown that misreading misinformation correlates with vaccine hesitancy, but that doesn't mean consuming incorrect information caused the distrust.

41、 Some agencies have sought to quantify the spread and impact of misinformation online in order to curb its rising trend.

42、 In Osman's view, we need to figure out what the problem really is before taking measures to regulate online information.

43、 Studying misinformation can be tricky in part because there is no consensus on the definition of misinformation.

44、 Quantifying the amount of misinformation in a given cyber space is in fact not feasible because everything people say can be inaccurate.

45、 In 2020, alongside the Covid-19 pandemic, an infodemic is under way.

46、 Osman believes that, to some extent, our collective fear of misinformation is a kind of moral panic about the Internet.

Section C

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

When you're tucking into one of your favorite foods—perhaps a steaming bowl of ramen or spectacularly cheesy slice of pizza—you're probably not thinking about the journey each morsel (一口食物) is about to take through your digestive system. Then, how long does it take to digest food, exactly?

The answer to this question is more complicated than you might think. Different types of foods are broken down and absorbed by the body at different rates, meaning some parts of the meal may be entering the large intestine when other parts are still in the stomach. It's also common for healthy people to digest food at slightly different rates, according to Colorado State University.

Scientists have conducted studies assessing "gut transit time," or how long it takes a substance to move through the whole digestive tract, using ingestible capsules (胶囊) that can be tracked throughout their journey. These studies suggest that it can take anywhere from 0.4 to 15.3 hours for food to leave the stomach, and from 3.3 to 7 hours for it to pass through the entire small intestine. The leftover, indigestible parts of food then enter the large intestine, where they may remain for approximately 15.9 to 28.9 hours, according to a review published in the Journal of Clinical Medicine in 2023.

Foods rich in dietary fiber, protein, complex carbohydrates and fats tend to take longer to digest than foods low in these nutrients, said Dr. Nina Nandy, a gastroenterologist based in Texas. "Fiber adds bulk to the diet, which slows down the movement of food through the digestive tract," she said.

Lifestyle factors also affect gut transit time. Chewing thoroughly and staying hydrated can help speed up the digestive process by increasing the food's surface area for digestive enzymes (消化酶) and helping to soften the food particles, respectively, Nandy said. In addition, "exercise helps increase gut motility and promotes peristalsis, which is the rhythmic contraction of digestive muscles," Nandy said. Conversely, peristalsis can slow down during periods of inactivity.

A person's age and stress levels can also affect digestion. With age, adults tend to produce less stomach acid and digestive enzymes, while their guts become less motile, she said. "Stress and anxiety can also increase gut transit time by altering gut motility and reducing gastrointestinal blood flow," she added.

And finally, certain medical conditions and medications can either speed or slow digestion. For example, diabetes is the most common cause of"delayed stomach emptying", which makes food linger in the stomach for a long time. Certain medications, which suppress nerve signals responsible for involuntary muscle movements, can slow gut transit and cause constipation, Nandy said.

47、 According to Para. 2, why is it hard to say how long it takes to digest food? \_\_\_\_\_\_

A. Because people's intestines have different lengths.

B. Because people eat too many different types of foods.

C. Because a poor lifestyle can affect the speed of digestion.

D. Because different foods take different amounts of time to digest.

48、 What have scientists discovered by using indigestible capsules? \_\_\_\_\_\_

A. 0.4 to 15.3 hours are needed for food to leave the small intestine.

B. 3.3 to 7 hours are needed for food to pass through the whole intestine.

C. Indigestible parts of food stay in the large intestine the longest.

D. All the food stays in the intestines for about 15.9 to 28.9 hours.

49、 Why does it take longer to digest foods rich in dietary fiber? \_\_\_\_\_\_

A. Because the gut needs more time to absorb those nutrients from food.

B. Because fiber increases the volume of food and slows down digestion.

C. Because the gut needs to absorb various nutrients in food one by one.

D. Because the gut itself isn't very good at processing nutrient-rich foods.

50、 What would help speed up the digestion of food? \_\_\_\_\_\_

A. To eat fried food.

B. To reduce stress.

C. To reduce chewing time.

D. To exercise while eating.

51、 Which one of the following is likely to digest food the fastest? \_\_\_\_\_\_

A. A stressful young man. B. An old patient in bed. C. A healthy teenager. D. A man with diabetes.

Passage Two

The nostalgia (怀念) of childhood memories—that cherished first bicycle ride, the debut dip in the ocean, the distinctive patterns of wallpaper from the family home. These early recollections are often steeped in sentimentality and woven into the fabric of our identity. But can they be trusted?

Carole Peterson, a child psychologist, told Live Science that our memories are not infallible, and both children and adults can have recollections that are not entirely accurate. "Memories from every age can be malleable (可塑的)," Peterson said. "This is not unique to early memories. At all ages, we are susceptible to suggestion, although it is true that younger children are more susceptible than older children or adults."

Research has found that people often forget events relatively quickly after they happen, especially if they were not special or interesting. In a 2020 study published in the journal Psychological Science, researchers found that people had fewer memories of real world events the more time had passed since they happened. The memories were also less detailed as more time had passed.

Additionally, researchers have found a strong link between emotion and accurate recall. If an event is particularly painful, for example, the quality of the memory is often higher.

But in some cases, people—and children in particular—can form false memories, or vivid recollections of events that never happened. German psychiatrist Michael Linden states that high social expectations can lead to the development of false memories in children who learn to respond as expected. These false memories can be remarkably realistic and detailed, making them hard to distinguish from real memories.

So, given we tend to remember emotional events with a greater degree of clarity, how likely are these more uneventful recollections to be precise?

Peterson published a study in 2017 in which children who were 4 to 9 ages initially recalled their very earliest memories and were asked about them again eight years later. "With some very general hints, they recalled most—but not all—of the events, but the specific content they mentioned often differed," Peterson said.

For kids who were 6 and up ages at the time the initial memories were made, very little content was contradictory, but it differed in terms of what they chose to talk about, Peterson said. "For example, when relating a particular camping trip, they often described different components. Children who were 4 or 5 at the time of the initial interview, however, were much more likely to contradict what they had said earlier."

Ultimately, Peterson said, it is very difficult to determine the "true" accuracy of a memory, especially when it comes from early childhood, unless the event was recorded and video evidence exists.

52、 What do we learn from what Peterson told Live Science? \_\_\_\_\_\_

A. Children's memories are more likely to be accurate.

B. People of all ages may not have completely accurate memories.

C. Older children's memories are most susceptible to suggestion.

D. Only early memories are likely to be completely accurate.

53、 What kind of things are people more likely to remember? \_\_\_\_\_\_

A. Things that happened a long time ago.

B. Things that happen around them.

C. Ordinary things with less detail.

D. Things that are extremely painful.

54、 What make children form vivid memories of things that never happened? \_\_\_\_\_\_

A. Poor memory. B. Rich imagination. C. High social expectations. D. False impression.

55、 What did Peterson find in a 2017 study? \_\_\_\_\_\_

A. Initial memories of children who were 6 ages were rarely contradictory.

B. People start to have their first memories when they are 4 or 5 years old.

C. Children who were 4 to 9 ages remembered very few things accurately.

D. Uneventful recollections are unlikely to be precise.

56、 What does Peterson imply in the last paragraph? \_\_\_\_\_\_

A. People will never know what happened in their early childhood.

B. People can use videos to help determine the accuracy of a memory.

C. People can only accurately recall their experiences as adults.

D. People are not meant to have accurate childhood memories.