

有道考神大学英语六级精讲精练

READING

6

阅读



有道考神研发中心 编著

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前言

大学英语六级笔试（College English Test Band 6，简称 CET-6），考试的目的是参照《大学英语教学指南》（教育部高等学校大学外语教学指导委员会 2015 年制定）设定的教学目标对我国大学生英语综合运用能力进行科学的测量，同时也为用人单位了解我国大学生英语水平提供参照依据。笔试每年举行两次。

该考试阅读部分的大纲内容如下：

考核的要求

要求学生能读懂一般性题材的英语报刊文章和其他英语材料；能阅读题材较熟悉的学术文章；能较好地运用阅读策略帮助理解。仔细阅读速度达到每分钟 90 词，快速阅读速度达到每分钟 120 词。

考核的技能

阅读理解部分考核学生通过阅读获取书面信息的能力，包括理解主旨大意、重要事实和细节、隐含意义，判断作者的观点、态度等。阅读部分考核的技能如下：

A. 理解明示的信息

- 01 理解主旨大意
- 02 理解细节信息
- 03 理解作者明确表达的观点、态度等

B. 理解隐含的信息

- 04 概括主旨大意
- 05 推论隐含的意义
- 06 判断作者的观点、态度等

C. 运用语言特征理解文章

- 07 理解上下文猜测词和短语的意思
- 08 理解句间关系（如因果、比较、条件等）
- 09 运用词汇及语法衔接手段理解篇章各部分之间的关系

D. 运用阅读策略

- 10 运用合适的阅读策略帮助理解

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阅读考核构成

试卷结构	测试内容	测试题型	题目数量	分值比例	考试时间
阅读理解	词汇理解	选词填空	10	5%	40 分钟
	长篇阅读	匹配	10	10%	
	仔细阅读	选择题（单选）	10	20%	

英语江湖流传“得阅读者得天下”，因此本教材涵盖了 2018-2020 年阅读真题，从题型分析，到阅读学习方法，一应俱全。

建议学生至少利用 8 周以上时间进行备考。正式备考之前，学生可自行选择某一套真题，进行阅读部分的计时模拟测试，计算阅读部分分数。学生可以根据自身的模考分数进行分层练习。现将各分数段备考计划建议提供如下，供各位考生参考。

阅读 150 分及以下（打好基础）

1. 夯实基础，好好背单词。直接在试卷上 underline 所有的生词，标注词性、中文、同义词，着重记忆词性为动词、形容词的单词，然后通读全文（次数 ≥ 2 ）；分析与题目有关的定位句，如果是长句，要进行分析 and 翻译；划出每段的段落大意。

2. 3/9 月至 6/12 月要坚持做阅读真题，真题（至少近 3 年真题）至少做两遍，并且搞清楚语法。

3. 考前参加有道考神的全网免费模考。

阅读 180 分左右（查漏补缺）

1. 搞清楚自己哪一部分失分多，然后多投入时间复习。如果是仔细阅读，看看是否是做题技巧有偏差或者句子理解错误；如果是段落匹配，看看是否是做题速度影响了做题效果；如果是单词填空，看看是否是因为语法和词性掌握的不好。

2. 坚持做真题，做到选项无生词，无疑惑点。

3. 学会整合知识点，例如近些年比较常考的话题有自动驾驶车，人工智能，教育，环境保护等。建议考生把相同主题文章进行集中学习，将文章中和这个主题有关的单词摘录下来，归为一类，方便集中背诵理解。

阅读 200 分及以上（巩固提升）

1. 这部分同学基础比较扎实，除了做真题，还可以适当阅读一些拔高类的文章。可以参考读一下托福或雅思阅读，经济学人或时代等外刊，上海中高级口译证书考试需要用到的中高级口译之阅读教材或口语教材，里面有很多与经济学和环境保护相关的文章，跟如今的四六级阅读考试主题步伐基本一致。

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2. 学会专项训练。对比每周做题情况，找出自己薄弱的题型，之后，每天单独挑3~5题推断题作专项训练。

有道考神四六级团队真心希望广大考生通过钻研本教材，能够在考试中取得优异成绩。由于编写时间有限，书中也许会存在一些缺点或纰漏，希望广大读者给予批评和指正。

祝各位顺利过级，学业有成。

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074 参考答案

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全国大学英语六级考试介绍

一、基本介绍

大学英语六级考试(又称 CET-6, 全称为“College English Test-6”)是由国家统一出题, 统一收费, 统一组织考试, 用来评定应试人英语能力的全国性的考试, 每年各举行两次。

符合大学英语六级考试报名条件的人员包括: 全日制普通高校专科、本科和研究生中的在校生; 另外, 本校已设六级考点, 原则上不得跨校考试, 非在校生不可报名参加考试。

六级考试和四级考试一样采用“多卷多题”的形式进行, 即每次考试采用三套不同试卷, 听力部分使用两套不同试题。

二、考试题型与分值

英语六级考试总分为 710 分 (写作 106.5 分 + 听力 248.5 分 + 阅读 248.5 分 + 翻译 106.5 分), 各题型的分数占比情况具体如下:

试卷结构	测试内容	测试题型	题目数量	分值比例	考试时间
Part I 写作	写作	短文写作	1	15%	30 分钟
Part II 听力理解	长对话	选择题 (单选题)	8	8%	30 分钟
	听力篇章	选择题 (单选题)	7	7%	
	讲话 / 报道 / 讲座	选择题 (单选题)	10	20%	
Part III 阅读理解	词汇理解	选词填空	10	5%	40 分钟
	长篇阅读	匹配	10	10%	
	仔细阅读	选择题 (单选题)	10	20%	
Part IV 翻译	汉译英	段落翻译	1	15%	30 分钟
总计			57	100%	130 分钟

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三、考试流程

14:40—15:00 试音时间

15:00—15:10 阅读考场注意事项，发放考卷，贴条形码（不允许翻阅试题册）

15:10—15:40 作文考试，作文题目在试题册背面

15:40—16:10 听力考试

16:10—16:15 考试暂停 5 分钟，收答题卡 1（即作文和听力）

16:15—17:25 继续答阅读与翻译题

17:25 全部考试结束，收试题册与答题卡 2（即阅读与翻译）

四、考试评分标准（主观题评分标准）

1. 作文评分标准：

档次	档次描述
14 分档	切题，表达思想清楚，文字通顺、连贯，基本上无语言错误，仅有个别小错。
11 分档	切题。表达思想清楚，文字连贯，但有少量语言错误。
8 分档	基本切题。文字勉强连贯，语言错误相当多，其中有一些是严重错误。
5 分档	基本切题。表达思想不清楚，连贯性差，有较多的严重语言错误。
2 分档	条理不清，思路紊乱，语言支离破碎或大部分句子均有错误，且多数为严重错误。

2. 翻译评分标准：

段落汉译英，长度为 150—200 个汉字。

档次	档次描述
14 分档	译文准确表达了原文的意思。译文流畅，结构清晰，用词贴切，基本无语言错误，仅有个别小错。
11 分档	译文基本表达了原文的意思。结构较清晰，语言通顺，但有少量语言错误。
8 分档	译文勉强表达了原文的意思。译文勉强连贯，语言错误相当多，其中有一些是严重错误。

续表

档次	档次描述
5 分档	译文表达了小部分原文的意思。译文连贯性差，有相当多的严重语言错误。
2 分档	除个别词语或句子，译文基本没有表达原文的意思。

五、注意事项

1. 考试时间

英语六级笔试的考试时间为每年 6 月和 12 月，考试时长为 130 分钟。

2. 考场须知

（1）考生必须按规定的时间入场，入场开始 15 分钟（下午 3:00）后，禁止入场。入场时必须主动出示准考证、学生证以及有效身份证件，接受考试工作人员核验，并按要求在考场签到册上签名。未按规定携带有效证件的一律不得入场考试。在考试结束前禁止提前退场。

（2）所有考生禁止携带手机等通讯设备或有存储功能的电子设备进入考场。违者一律取消考试资格或以作弊论处。

（3）考生必须严格遵守考试纪律，独立完成考试内容，严禁冒名顶替、夹带、抄袭等任何作弊行为，如发现有作弊行为者，将按照《国家教育考试违规处理办法》给予相应的处分。

（4）考生须听从监考教师指令，在规定时间内打开试卷、作答和停止作答，否则按违规处理。

考生在答题前，请认真完成以下内容：

（1）背面条形码粘贴条、答题卡的印刷质量，如有问题及时向监考员反映，确认无误后完成以下两点要求。

（2）请将试题册背面条形码粘贴条揭下后粘贴在答题卡 1 的条形码粘贴框内，并将姓名和准考证号填写在试题册背面相应位置。

（3）在答题卡 1 和答题卡 2 指定位置用黑色签字笔填写准考证号、姓名和学校名称，并用 HB-2B 铅笔将对应准考证号的信息点涂黑。

考生在考试过程中，请注意以下内容：

（1）所有题目必须在答题卡上规定位置作答，在试题册上或答题卡上非规定位置的作答一律无效。

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(2) 请在规定时间内在答题卡指定位置依次完成作文、听力、阅读、翻译各部分考试，作答作文期间不得翻阅该试题册。听力录音中含题目作答时间，播放完毕后，请立即停止作答，监考员将立即回收答题卡 1，得到监考员指令后方可继续作答。

(3) 作文题内容印在试题册背面，作文题及其他主观题必须用黑色签字笔在答题卡指定区域内作答。

(4) 选择题均为单选题，错选、不选或多选将不得分，作答时必须使用 HB-2B 铅笔在答题卡上相应位置填涂，修改时须用橡皮擦净。

(5) 在非听力考试期间，禁止考生佩戴耳机答题，否则按违规处理。考试结束后，所有材料严禁带出考场，考生需等监考教师收齐并清点无误后，方可离场。

更多四六级考试信息，详见官网：<http://cet.neea.edu.cn/>

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区

阅读各部分学习要求及目标

选词填空（5%）

答题时间：5 ～ 7 分钟
目标：5 题以上

段落信息匹配题（10%）

答题时间：15 ～ 18 分钟
目标：8 题

仔细阅读题（20%）

答题时间：25 分钟
目标：8 题

目前四六级阅读各 section 情况统计如下：

试卷结构	测试内容	测试题型	题目数量	分值比例	考试时长
阅读理解	词汇理解	选词填空	10	5%	40 分钟
	长篇阅读	段落信息匹配	10	10%	
	仔细阅读	选择题	10	20%	

选词填空：3.55*10 题 =35.5 分
段落信息匹配题：7.1*10 题 =71 分
仔细阅读：14.2*10 题 =142 分

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选词填空

解题步骤：

-
-
-

填空常考结构：

-
-
-
-
-
-
-
-

常见后缀：

名词后缀：

动词后缀：

形容词后缀：

副词后缀：

补充：

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段落信息匹配题

解题步骤：

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备注：

区

解题技巧：

补充：

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仔细阅读题

解题步骤：

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题型分类：

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补充：

六级阅读历年真题

2022 年 6 月 (第一套)

Part III Reading Comprehension

(40 minutes)

Section A

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

The city of Bath was founded by the Romans almost two thousand years ago. It has been famous for its 26 pleasing architecture and healing thermal springs ever since.

There are three hot springs in Bath; one is the King's Spring, upon which the Roman Baths and a temple were 27. The other two are the Cross Spring and the Hetling Spring, close to each other in Hot Bath Street. Although Bath is 28 known as a Roman and Georgian city, many people came in the intervening centuries to make use of the 29 waters.

While the Georgians made 'taking the waters' or bathing particularly fashionable, it was 30 generations who paved the way, creating greater interest in Bath and its springs. Charles II, desperate for an heir and unable to produce a 31 son, came to Bath to take the waters in the hope that their magical powers would do something to 32 the situation. Craving for a male heir, James and Mary both came to Bath and soon after produced a son, which bred many conspiracy theories about who was the real father of their 33. Regardless, the 'miracle' created something of a boom in tourism for Bath and once Queen

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Anne had paid a visit in 1702, sealing it as the place to be, the whole nation 34 to the city.

Afterwards, the *spas* (矿泉疗养浴场) in Bath continued to go in and out of fashion for more than 150 years until they closed completely. The new Bath Spa, which opened in 2006, 35 modern architecture with the ancient spring, now the New Royal Bath.

- | | | |
|------------------|-----------------|-----------------|
| A) aesthetically | F) incorporates | K) principally |
| B) constructed | G) legitimate | L) remedy |
| C) designates | H) natural | M) rhetorically |
| D) extract | I) offspring | N) sneaked |
| E) flocked | J) previous | O) versatile |

Section B

笔

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*.

记

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The Doctor Will Skype You Now

- [A] Fazila is a young woman that has been dealing with *eczema* (湿疹), a common skin condition, for the past five years, but never got it treated. The nearest hospital is an hour away, by boat and bus, and her skin condition didn't seem serious enough to make the trek, so she ignored it—until a new technology brought the doctor to her. Fazila lives on one of the remote river islands in northern Bangladesh. These islands are low-lying, temporary sand islands that are continuously formed and destroyed through sand buildup and erosion. They are home to over six million people, who face repeated displacement from flooding and erosion—which may be getting worse because of climate change—and a range of health risks, including poor nutrition, *malaria* (疟疾) and other water-borne diseases.
- [B] The most dangerous thing for these remote island dwellers is land erosion. The second is lack of access to medical supplies and doctors. There are no doctors within miles, and while child mortality and maternal death have gone down in the rest of the country, this is not the case for the islands. The medical situation is so bad that it really takes away from

the quality of their life. Yet for many island inhabitants—some of Bangladesh’s poorest—paying for health care is a costly ordeal. Victims of erosion lose their houses, agricultural land and jobs as farmers, fishermen and day laborers. Though government hospitals are free, many people hesitate to go, citing long commutes, endless lines and questionable diagnoses. For convenience’s sake, one-third of rural households visit unqualified village doctors, who rely on unscientific methods of treatment, according to a 2016 study in the peer-reviewed journal *Global Health Action*.

[C] On the islands, there’s even a *colloquial* (口头的) expression for the idea of making medical care your lowest priority: It’s known as “rog pushai rakha” in Bengali, which roughly translates to “stockpiling their diseases”—waiting to seek medical attention until a condition becomes extremely serious. Now, a new virtual medical service called Teledaktar (TD) is trying to make health care more easily accessible. Every week, TD’s medical operators travel to the islands by boat, carrying a laptop, a portable printer for prescriptions and tools to run basic medical screenings such as blood pressure, blood sugar, body temperature and weight. They choose an area of the island with the best Internet reception and set up a *makeshift* (临时凑合的) medical center which consists of plastic stools and small tables borrowed from the locals’ homes, a tent in case of rain and a sheet that is strung up to give the patients privacy during their session.

[D] Launched in October 2018, TD has eight centers in towns and villages across rural Bangladesh and on three islands. It is funded by a nonprofit organization founded by Bangladeshi entrepreneurs, finance and technology professionals. Inside the center, the laptop screen lights up to reveal Dr. Tina Mustahid, TD’s head physician, *live-streamed* (网络直播) from the capital city of Dhaka for free remote medical consultations. Affectionately called Doctor Apa—“older sister” in Bengali—by her patients, she is one of three volunteer doctors at TD.

[E] “I diagnose them through conversation,” says Dr. Mustahid. “Sometimes it’s really obvious things that local doctors don’t have the patience to talk through with their patients. For example, a common complaint mothers come in with is that their children refuse to eat their meals. The mothers are concerned they are dealing with indigestion, but it’s because they are feeding the children packaged chips which are cheap and convenient. I tell them it is ruining their appetite and ask them to cut back on unhealthy snacks.” Dr. Mustahid says building awareness about health and nutrition is important for island patients who are cut off from mainland resources.

- [F] Even off the islands, Bangladesh faces a critical deficit of health services. The country has half the doctors-per-person ratio recommended by the World Health Organization: roughly one doctor per 2,000 people, instead of one doctor per 1,000 people. And of those physicians, many are concentrated in cities: 70% of the country's population live in rural areas, yet less than 20% of health workers practice there. Over 70% of TD's 3,000 patients are female, in part because many are not comfortable speaking with local doctors who tend to be male. The rural women are mostly not literate or confident enough to travel on their own to the nearest town to visit medical facilities. Many have spent their entire lives rebuilding their homes when the islands flood. Early marriage and young motherhood, which are prevalent in these parts of Bangladesh, also contribute to the early onset of health problems.
- [G] For most TD patients on the islands, Dr. Mustahid is the first big-city doctor that they've ever consulted. TD doctors are not meant to treat serious illnesses or conditions that require a doctor to be physically present, such as pregnancy. But they can write prescriptions, diagnose common ailments—including digestive issues, joint pain, skin diseases, fever and the common cold—and refer patients to doctors at local hospitals. The visit is also an opportunity for the patients, especially women, to air their concerns about aging, motherhood and reproductive health according to Dr. Mustahid. The doctors also offer health, dietary and lifestyle advice where necessary, including insight on everything from recognizing *postnatal* (产后的) depression to daily exercise. Dr. Mustahid regularly recommends her patients to take a daily thirty-minute morning walk before the sun gets too intense.
- [H] After a few sessions about general health issues Fazila finally opened up about something else that was bothering her: her persistent skin condition. It can get expensive to travel to the doctor, so usually the women living on the islands describe their illness to their husbands. The husbands then go to the pharmacy, try to describe the issue and return home with some random medicines. Nothing worked for Fazila until she started seeing Dr. Apa.
- [I] Other nonprofits are also starting to provide health services on the islands. A local non-governmental organization called Friendship operates floating boat hospitals that provide health services for islands all over Bangladesh, docking at each for two months at a time. Friendship also runs satellite clinics in which one doctor and one clinic aide who are residents of the community disperse health and hygiene information.
- [J] TD still has a few major challenges. Many residents complain the medicines they are prescribed are sometimes unaffordable, but the government isn't doing enough for them.

Patients often ask why the medicine isn't free along with the consultation from the doctors. The organizations are linked to local pharmacies and offer discounts to the patients and make sure to prescribe the most cost-effective brands, but still many residents can't afford even that.

[K] Nevertheless, TD's remote consultations seem to be popular: Of 3,000 patients, at least 200 have returned for follow-ups, according to TD. The reason, explains one resident, might be the simple gesture of treating the island inhabitants with respect. "Dr. Apa is patient," he says. "At government hospitals, the doctors treat us very badly, but here they listen to us, I can repeat myself many times and no one gets annoyed."

36. Some children on the remote islands won't eat their meals because they are fed cheap junk food.
37. Unlike other parts of Bangladesh, the number of women who die from giving birth remains high on the river islands.
38. One big problem many islanders have is that they can't afford the prescribed medicines, even with discounts offered.
39. TD is a virtual medical service financially supported by one of the nation's nonprofit organizations.
40. TD doctors are welcome to the islanders because they treat the sick with respect and patience.
41. Women islanders tend to have health problems early partly because they get married and give birth early.
42. TD doctors make weekly visits to the remote islands to provide services at a temporary medical center.
43. TD doctors provide the islanders with online diagnoses and treatments for common diseases.
44. The residents of the river islands have to keep moving their homes because of floods and land erosions.
45. Women islanders usually rely on their husbands to get some medicines for them without diagnoses and prescriptions.

Section C

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

Passage One

Questions 46 to 50 are based on the following passage.

Selective colleges and universities in the U.S. are under fire for being too elite and too expensive, and for not training graduates for the world of work. Such charges ignore the fact that these institutions continue to prepare students for success in their work, for thoughtful engagement in civic life, for lifelong learning, and for understanding the world and those with whom they live.

These colleges and universities must be doing something right. Applications are at record highs, and their financial aid programs make them more accessible than ever. This model of education has long played a central role in creating opportunity, driving economic growth, and spurring innovation.

Yet, there is growing skepticism about the value of this model. The recent tax reform bill is a wake-up call that our strongest colleges and universities are under assault by some in government. The initial proposals would have made education unaffordable for many by taxing tuition waivers for graduate students and ending deductions for student loan interest. Thankfully, these provisions were ultimately stripped from the bill, but lawmakers let stand a new tax on the investment income of some colleges and universities.

While these attacks are motivated by misguided ideas, we need to do a better job of explaining why these claims are false and why what we do is valuable. We cannot take for granted that any of this is obvious.

It is often said that elite colleges and universities do not train students, particularly those who study the liberal arts, for the workforce. But this can be refuted by scholarly research. The data are clear: a liberal arts education is great career preparation, both for excellent lifetime earnings and for satisfaction with the work. This education develops the skills of critical thinking, rigorous analysis of data and facts, communication with the written and spoken word, understanding of cultural differences and issues, and the ability to keep learning. In fact, liberal

arts graduates do extremely well in every imaginable field.

Access to an education at selective colleges and universities is now more available than ever to low- and middle-income families. We have built endowments from donations by *alumni* (校友) and parents who understand and appreciate our mission to provide access and opportunity, and a significant portion of the returns from these endowments is used to fund financial aid.

Ironically, the new tax on endowments drains financial aid funds from the very schools most able to offer opportunity to those who have earned a spot but cannot otherwise afford this education. Beyond the virtue of access to those who have earned a place at these schools, the diversity of economic backgrounds enhances the education and experience of all of our students.

46. What fact does the author emphasize concerning selective colleges and universities?

- A) They have been ignoring the training of graduates for the world of work.
- B) They have been doing well in ensuring their students a successful future.
- C) They have been constantly attacked for being too elite and too expensive.
- D) They have been actively engaged in civic life beyond the school campus.

47. What does the author say in arguing for the model of education in the U.S.?

- A) It has contributed substantially to the nation's overall development.
- B) It has succeeded in maintaining sustainable financial aid programs.
- C) It has given priority to innovative programs for graduate studies.
- D) It has played a central role in attracting international applicants.

48. What do we learn about the initial proposals concerning the recent tax reform bill?

- A) They would have stripped many students of life's chances.
- B) They would have deducted graduate student loan interest.
- C) They would have added to many students' financial burden.
- D) They would have increased the number of tuition waivers.

49. What do the data show about elite colleges and universities?

- A) Their graduates lack the rigor required for doing statistical analysis.
- B) Their students prove to be inadequately prepared for their future careers.
- C) Their focus on research is conducive to developing students' critical thinking.
- D) Their liberal arts education enables graduates to excel in whatever field they are in.

50. What is an advantage of providing financial aid for students?

- A) Every student can choose the institution they wish to attend.
- B) All students can benefit from a diversified student population.
- C) All students will be able to earn a place on university campus.
- D) Less privileged students will be more competitive at elite schools.

Passage Two

Questions 51 to 55 are based on the following passage.

When a group of Australians was asked why they believed climate change was not happening, about 36% said it was “common sense”, according to a report published last year by the Commonwealth Scientific and Industrial Research Organization. This was the most popular reason for their opinion, with only 11% saying their belief that climate change was not happening was based on scientific research.

But what do we mean by an appeal to common sense? Presumably it’s an appeal to rationality of some sort that forms the basis of more complex reasoning. The appeal to common sense, however, is usually nothing more than an appeal to thinking that just feels right, but what feels right to one person may not feel right to another. Whether it feels right is usually a reflection of the world view and ideologies we have internalised, and that frames how we interact with new ideas. When new ideas are in accord with what we already believe, they are more readily accepted. When they are not, they, and the arguments that lead to them, are more readily rejected.

We often mistake this automatic compatibility testing of new ideas with existing beliefs as an application of common sense, but, in reality, it is more about judging than thinking. As Nobelist Daniel Kahneman notes in *Thinking, Fast and Slow*, when we arrive at conclusions in this way, the outcomes also feel true, regardless of whether they are. We are not psychologically well equipped to judge our own thinking.

We are also highly susceptible to a range of cognitive biases such as giving preference to the first things that come to mind when making decisions or giving weight to evidence.

One way we can check our internal biases and inconsistencies is through the social verification of knowledge, in which we test our ideas in a rigorous and systematic way to see if they make sense not just to us, but to other people. The outstanding example of this socially shared cognition is science.

That does not mean that individuals are not capable of excellent thinking, nor does it

mean no individual is rational. But the extent to which individuals can do this on their own is a function of how well integrated they are with communities of systematic inquiry in the first place. You can't learn to think well by yourself.

In matters of science at least, those who value their common sense over methodological, collaborative investigation imagine themselves to be more free in their thinking, unbound by involvement with the group, but in reality they are tightly bound by their capabilities and perspectives. We are smarter together than we are individually, and perhaps that's just common sense.

51. What does the author intend to show by citing the findings from the report published last year?
A) People seldom appeal to rationality in their thinking.
B) It is often the case that truth lies in the hands of a few.
C) Common sense and science are the two sides of a coin.
D) Few people know if climate change is really happening.
52. What is the appeal to common sense according to the author?
A) It is the basis for the internalisation of individuals' ideologies.
B) It is a series of conceptions formulated from complex reasoning.
C) It is collective wisdom that helps people interact with new ideas.
D) It is something subjective based on what one perceives to be right.
53. What does Daniel Kahneman think is the problem of testing new ideas with existing beliefs?
A) It may lead to incorrect judgment.
B) It makes no use of common sense.
C) It fails to correct mistakes through serious reasoning.
D) It can produce psychologically unacceptable outcomes.
54. What can we do to be less susceptible to cognitive biases?
A) Give equal weight to evidence of both sides in a conflict.
B) Provide convincing examples in developing an argument.
C) Establish socially shared cognition via scientific methods.
D) Avoid inconsistencies when addressing controversial issues.

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55. What message does the author try to convey at the end of the passage?

- A) Multiple perspectives stimulate people's interest in exploring the unknown.
- B) Individuals can enhance their overall capabilities by interacting with others.
- C) Individuals should think freely to break from the restrictions of common sense.
- D) Collaborative efforts can overcome individuals' limitations in scientific inquiry.

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2022 年 6 月 (第二套)

Part III Reading Comprehension

(40 minutes)

Section A -----

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

Thinking kind thoughts about yourself and your loved ones can prove beneficial for your overall well-being, empirical evidence has shown. Researchers carried out an investigation to explore the 26 between having kind thoughts and a person's psychological state.

For the study, five groups of participants were presented with a different set of audio instructions, some of which encouraged the participants to think 27 about themselves and others which persuaded them to think in a self-critical manner. After listening to the audio instructions, the participants were asked to answer a series of questions. These included whether they felt agitated, how likely they were to show kindness to themselves and how 28 they felt to other individuals.

The participants who were instructed to think kindly about themselves were more likely to exhibit a bodily response associated with being relaxed and feeling safe. Their heart rates also dropped, which is a healthy sign of a heart that can respond flexibly to situations. Yet, 29, those who listened to the critical audio clips were noted as having a higher heart rate and sweat response afterwards, both of which 30 feelings of threat and distress.

Having the ability to switch off the body's natural threat response can 31 a person's immune system. This, in turn, gives them a greater likelihood of recovering quickly from

illness. These findings help us to further understand some of our clinical trials research findings, where we show that individuals with 32 depression benefit particularly from self-awareness-based 33 therapy. They essentially learn to become more sympathetic to themselves.

The sense is that for people 34 to depression, meeting their negative thoughts and feelings with 35 is a radically different way; that these thoughts are not facts. It introduces a different way of being and knowing that is quite transformative for many people.

- | | | |
|---------------|----------------|--------------|
| A) adversely | F) connected | K) lavish |
| B) amiably | G) correlation | L) prone |
| C) boost | H) fascinated | M) recurrent |
| D) cognitive | I) indignantly | N) signify |
| E) compassion | J) insulation | O) surpass |

Section B

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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*.

Saving Our Planet

[A] In the long view, the human relationship with forests has been one of brutal destruction, but even it carries elements of slow hope. In the Middle Ages, there was no shortage of timber in most parts of the world, and few saw cutting down forests as a problem. Yet in 1548 the people of Venice estimated that an important timber supply would last only 30 years at their current rate of usage—but different forest management would make it possible to meet the demand for many centuries to come. The idea of preserving resources came out of a concern for the future: a fear of using up resources faster than they could be *replenished* (补充).

[B] Economic interests were at the core of this understanding of trees and forests. It would take more than three centuries before scientists began to understand that timber production is not

the only, and possibly not the most important, function of forests. The late 19th and early 20th century saw an increasing recognition that forests serve as habitats for countless animal and plant species that all rely on each other. They take over protective functions against soil erosion and *landslides* (塌方); they make a significant contribution to the water balance as they prevent surface runoff; they filter dirt particles, greenhouse gases and radioactive substances from the air; they produce oxygen; they provide spaces for recreation and they preserve historic and prehistoric remains. As a result, forests around the world have been set aside as parks or wilderness areas.

[C] Recent years have seen a big change in our view of forests. Peter Wohlleben's book *The Hidden Life of Trees* (2015), an international bestseller, suggests that trees can warn each other of danger through a 'wood wide web' of roots and *fungi* (真菌). They support each other through sharing of nutrients and information, and they even keep ancient stumps alive by feeding them solutions of sugars. Such insights have made us aware of deep ecological relationships between humans and the more-than-human world.

[D] Awareness of ecologies is a recent phenomenon. It was not until the 1940s that the concept of the "environment" embracing all living and nonliving things developed. In the 1970s, the term "environment" gained currency, becoming widely adopted in the English and Romance languages, and as "*Umwelt*" ("surrounding world") in German. The emergence of the idea led to the rise of environmental agencies, regulations and environmental studies, and to environmental science as new, integrated academic disciplines. It was in 1956 that the very first bachelor of science in environmental studies was awarded, at the State University of New York College of Forestry at Syracuse. Since the 1970s—with the rise of "environmentalism"—environmental studies programmes have sprung up at hundreds of universities. There is (slow) hope in the fact that scholars from many different disciplines have adopted the term "environment" over the past decades. They are exploring intricate connections within and between complex ecologies, as well as the impact that human environment-making (through techno-industrial, economic and other manipulative developments) has had on the biosphere.

[E] The rise of the idea of the environment and a scholarly understanding of ecological processes has influenced new technologies and also politics. We have come to ask questions about vulnerability and risk, world ecologies, and the relationship between nature and power. The search for an adequate response to climate change occupies centre stage in international diplomacy.

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[F] Social and environmental activists, scientists and indigenous groups have called the Paris Agreement of the United Nations Climate Change Conference in December 2015 insufficient, weak, or compromised. To some extent, they are right: climate change has already destroyed tens of thousands of livelihoods, and the situation will worsen in the near future for millions of mostly poorer people, who will join the ranks of those who have already been displaced by climate change and extreme weather events. But the Paris Conference nevertheless marked a historic step toward the recognition of the need for action on climate change, the cutting of carbon emissions, and world cooperation. There were 195 nations that came to the table in Paris and agreed to limits on emissions. Historically, nothing comparable had happened prior to this. Before the 20th century, a handful of scientists had been interested in the theoretical relationship between greenhouse gases and climate change, but only the empirical evidence accumulated since the late 20th century established a clear connection between the burning of fossil fuels and a vastly accelerated rise in global temperatures.

[G] The current crisis is not the first that humans have encountered, and a look at the struggles with pollution in recent history reveals transformations that once seemed unimaginable. The “London fog” that came to define the capital through British novels and thrillers is in reality smog or smoke, a legacy of industrialisation. After a century of ignorance, London was hit by the Great Smog of December 1952—the worst air-pollution event in the history of the United Kingdom which caused the deaths of approximately 12,000 people. Shortly thereafter, public initiatives and political campaigns led to strict regulations and new laws, including the Clean Air Act (1956). Today, London has effectively reduced traffic emissions through the introduction of a Congestion Charge Zone in 2003, and an Ultra Low Emission Zone in 2019.

[H] Scientific evidence that we are living in an era of climate change, resource exhaustion and potential ecological disaster is overwhelming. How do we motivate a public exhausted by never-ending scenarios of doom and disaster, when the challenges seem so huge and so impossible to solve? Statistics about extinction and the gloom of decline will not in themselves get us out of our often self-created ecological traps: instead, they are more likely to result in paralysis and inaction.

[I] We need stories and histories of change and transformation: ecological stories that make us confront the fact that human power is potentially destructive, and that the survival of our species on this planet depends on the preservation of soil and water, and the habitats and

ecological systems.

[J] It is time that we showed successes and accelerations in ecological awareness, action and restoration: stories that include past successes and future visions about the rise of urban gardening and of renaturalised riverscapes, of successful protests against polluted air and water, of the rise of regional markets and slow food, and the planting of trees around the globe, of initiatives and enterprises that work towards ecological restoration. The reality of ecological curses seems far greater than the power of the hopes left at the bottom of Pandora's box. But if we believe that nothing can be changed, then we are giving up our opportunity to act.

[K] Today's saving powers will not come from a *deus ex machina* (解围之神). In an ever-more complex and synthetic world, our saving powers won't come from a single source, and certainly not from a too-big-to-fail approach or from those who have been drawn into the whirlpool of our age of speed. Hope can work as a wake-up call. It acknowledges setbacks. The concept of slow hope suggests that we can't expect things to change overnight. If the ever-faster exhaustion of natural resources (in ecological terms) and the "shrinking of the present" (in social terms) are urgent problems of humans, then cutting down on exhaustive practices and working towards a "stretching of the present" will be ways to move forward.

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36. Climate change has wrought havoc on the lives of tens of thousands of people.
37. It took scientists a long time to realise that the function of forests goes far beyond providing humans with timber.
38. There is abundant evidence that we are now facing a possible ecological disaster.
39. Environmental science became academic disciplines only some sixty years ago.
40. Things cannot change overnight, but reducing the consumption of natural resources will help solve the ecological crisis.
41. Human perception of forests has undergone a tremendous change in the past years.
42. Recent history shows reduction of pollution, once seemingly impossible, can actually be accomplished.
43. People began to consider preserving natural resources when they feared they would have nothing to use in the future.
44. If we doubt our ability to reverse ecological deterioration, we are throwing away the chance to take action.
45. How to respond effectively to climate change has become the focus of international diplomacy.

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Section C

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

Passage One

Questions 46 to 50 are based on the following passage.

Since American idol star Taryn Southern started composing music with AI in 2017, musicians all over the world have begun wondering about the implications of AI and modern technology where music production is concerned. Using AI in the creation of music is perceived by some as a helpful tool and by others as almost “the beginning of the end”.

In Taryn’s case, AI software enabled her to communicate melodies and chords that she didn’t know how to put together herself. The end product was therefore a collaborative effort, rather than a piece entirely produced by technology. Taryn’s story has a distinctly positive feel that highlights the advantages of using AI in music production. It can serve as a source of inspiration, and as an ideal jumping-off point should a musician be hit with *writer’s block* (文思枯竭).

Contrary to seeing AI as a tool, some musicians consider it to be hugely detrimental to the music scene. At the moment, because such technology is still so young, the music it’s producing is not necessarily what we want to hear. In short, it’s not of great quality. Those who have produced their own music, or even fans of authentic, artistic music, will also argue that a computer could never emulate the work (and human touch) of a true musician.

Music has been an integral part of the story of humans for ages; in fact, the first known piece of music is believed to be around 3,400 years old. Songs have long been used as a means of communicating messages and folk stories, covering everything from societal ethics to world history. Since many people see music as such an inherently human expression, it is often considered as too precious to impart to technology. The thought of a computer generating a “random” piece of music that hasn’t been painstakingly created by an artist is almost seen as *sacrilegious* (亵渎神圣的).

Regardless of which side of the argument you fall on, it seems likely that the use of AI in music production will only become more frequent. Our modern world is preoccupied with

technological advancements. Instead of shying away from the idea of this bleak future, the best approach to take is one of optimism and curiosity. While there are always bound to be stubborn old-school musicians who refuse to use tech, music producers should consider AI as something to be embraced. AI music software is still very much in its infancy, but with more investors interested in the development and outcomes of such technology, and considering the rapid growth rate of other tech advances in recent years, it's only a matter of time before AI-produced music is seen as the new norm.

46. How do some musicians perceive using AI in creating music?
- A) It would help to produce more music idols.
 - B) It would be detrimental to music production.
 - C) It would hinder the understanding of authentic music.
 - D) It would be the beginning of a new era in music creation.
47. What does Taryn Southern's story illustrate?
- A) AI technology is conducive to music composition.
 - B) Musicians will be unable to create music without high tech.
 - C) Musicians are often at their wits' end in their creative effort.
 - D) AI technology is indispensable to creating melodies and chords.
48. Why are some musicians opposed to the use of AI in creating music?
- A) Music produced with AI technology lacks humanness.
 - B) Music created with AI technology is easily emulated.
 - C) It will depreciate humans' role in music composition.
 - D) It will deplete young musicians' creative inspiration.
49. Why do many people think music is too precious to impart to AI technology?
- A) It cannot be created without pains.
 - B) It cannot be produced at random.
 - C) It is part of human life.
 - D) It is human specific.
50. What does the author think of the future of AI music?
- A) It will continue to arouse the interest of music investors.
 - B) It has the prospect of becoming the norm in the future.
 - C) It will be gradually accepted by old-school musicians.
 - D) It may eventually lose its freshness and appeal.

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Passage Two

Questions 51 to 55 are based on the following passage.

A few weeks ago, a well-meaning professor tried to explain the physiological process behind viruses and the human body in a tweet and was immediately criticized for a mistake in his information. He then issued an apology and deleted his erroneous tweet.

Communicating science beyond the academic bubble is necessary to augmenting public understanding of health and environmental issues and helping individuals make well-informed personal decisions.

However, scientists who engage in science communication must acknowledge that even in their area, their expertise is deep but narrow. They need to recognize the constraints in their own knowledge. That is not to suggest that they only write or present on their own research, but rather, that they consult with an expert if the topic is outside of their discipline. Fact-checking with a scientist who works in the specialty will prevent the unintentional spread of misinformation, and the process of doing so may yield tiny pieces of interesting new information that can be incorporated.

Some have argued that the public is not educated enough to understand scientific information, especially for any complex phenomena, but this is absurd. Science instruction can be found at all levels of public education with most secondary schools offering classes on biology, physics, and chemistry. If anything, social media has shown that the public craves knowledge based on a solid scientific foundation. Even the public discourse that follows most scientific articles shows that online readers can understand even the most baffling of scientific principles.

It is equally imperative to emphasize that being an expert on a topic does not automatically make a scholar qualified to communicate it to a nonscientific audience. A number of scientists recently have been offering public-aimed explanations of scientific phenomena. Even though they have appropriate credentials, they often do very little in the way of explaining. One biologist shared an intricate analogy involving a library, books, paper, a recipe, ingredients, and a cake to explain the process behind vaccines. Any explanation that requires a written key to keep track of what each item represents is not a clear example for public consumption.

Science communication is a science in and of itself. It requires rigorous training and instruction. A scientist should take communication courses that can teach a person how to identify and eliminate jargon and how to develop effective analogies to explain complex

concepts. One cannot assume communication expertise—imagine if someone just decided that they were a physicist and started trying to contribute to the field without the necessary background. Doing a poor job communicating science to the public will only create confusion and widen the gap between science and society, a gap that scientists are trying to close.

51. What does the author say about communicating science to the general public?
 - A) It will help them to keep abreast of the latest scientific developments.
 - B) It is a necessary means to improve their understanding of scientific issues.
 - C) It will get them more involved in academic debates on environmental problems.
 - D) It is an effective way to augment scientists' influence beyond the academic circle.
52. What does the author advise scientists do to deal with topics outside of their specialty?
 - A) Write or present on them from new angles.
 - B) Utilize information from diverse sources.
 - C) Turn to a specialist for professional help.
 - D) Fact-check with colleagues in their field.
53. What does the author say we can learn from social media?
 - A) A solid academic foundation is essential to understanding baffling scientific principles.
 - B) Modern technology has facilitated communication between scientists and the public.
 - C) Scientific articles have gained increasing popularity among the general public.
 - D) The public's understanding of science is much better than some have claimed.
54. What does the example of the biologist who shared an intricate analogy show?
 - A) It is helpful to use illustrations in explaining scientific phenomena.
 - B) It is imperative to have appropriate titles to explain scientific issues.
 - C) A learned scholar is not necessarily a qualified science communicator.
 - D) A nonscientific audience cannot duly understand principles of science.
55. What does the author suggest scientists do to close the gap between science and society?
 - A) Explain complex concepts scientifically.
 - B) Make appropriate use of scientific terms.
 - C) Take courses in public speaking.
 - D) Develop communication skills.

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2022 年 9 月

Part III Reading Comprehension

(40 minutes)

Section A -----

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

The now extinct passenger pigeon has the dubious honor of being the last species anyone ever expected to disappear. At one point, there were more passenger pigeons than any other species of bird. Rough 26 of their population went as high as five billion and they accounted for around 40 percent of the total indigenous bird population of North America in the early 19th century.

Despite their huge population, passenger pigeons were 27 to human intrusion into their nesting territory. Their nests were shabby things and two weeks after the eggs 28, the parent pigeons would abandon their offspring, leaving them to take care of themselves. People discovered that these baby pigeons were really tasty, and the adult birds were also quite 29. First the Native Americans and then the transplanted Europeans came to consider the birds a great 30.

By the 1850s, commercial trapping of passenger pigeons was proceeding at an 31 pace. Hundreds of thousands of the birds were being harvested every day to be made into popular pigeon pies. In addition, large 32 of the pigeons' nesting territory were being cleared away for planting crops and creating pasture land. As numerous as the passenger pigeons were, they were not an 33 resource. By the 1880s, it was noticed that the bird population had become

seriously 34 . The last passenger pigeons killed in the wild were shot in 1899.

Eventually those billions and billions of birds shrank to a single remaining 35 , a passenger pigeon named Martha, who died on September 1, 1914, in captivity at the Cincinnati Zoo. In addition to being the end of an era, it was also the first time humans were able to exactly time the extinction of a species.

A) vulnerable	F) refuge	K) excerpts
B) unprecedented	G) plazas	L) estimates
C) tracts	H) infinite	M) edible
D) specimen	I) hatched	N) depleted
E) robust	J) expired	O) delicacy

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*.

Is Computer Coding a Foreign Language?

- [A] As computer coding has become an increasingly sought-after skill, more K-12 schools are working it into their curriculums. Some states have considered allowing students to *forgo* (放弃) foreign language for coding classes, despite opposition from educators.
- [B] There's a debate over whether it's appropriate to teach coding in elementary schools, with fierce opinions on each side. When it comes to allowing coding to fill foreign language requirements, though, most educators agree: Coding should be added to curriculums, but not at the expense of foreign language classes.
- [C] The idea is that computer programming is a language, allowing people to communicate with machines and programs. It's the language of the 21st century and more valuable than a natural language, some advocates argue. The computer science field is growing faster than schools can keep up because of budget constraints and a lack of skills training for teachers.
- [D] According to the 2016 U.S. News/Raytheon STEM Index, computer science jobs have

helped boost wages in the U.S., and computer-related jobs hold the top seven positions in STEM fields for highest number of workers. Foreign language interest, on the other hand, is declining for the first time since 1995. The number of higher education language enrollments declined between 2009 and 2013 by more than 111,000 spots, according to the Modern Language Association of America.

[E] “I think the opportunity to give people a choice is important,” says Florida state Senator Jeremy Ring, who introduced a bill last year that would allow Florida students to choose between foreign language and coding classes for the purpose of university admissions requirements. “I think if you’re going to give two years of language in high school, you might as well do computer coding.”

[F] The Florida bill died this year after passing 35:5 in the state Senate when the full Legislature failed to take action. It would have been the first state to try this initiative. Ring says that although he will be out of office, an identical bill will be reintroduced within the next year by others on his behalf. “In the speech I gave on the Senate floor, I said, ‘We can be the first state to do this, or we can be the 50th state to do it. It’s our choice. It’s going to happen,’” Ring says.

[G] A Kentucky bill similar to the one in Florida was met with complaints from educators, and was then amended to promote computer science education initiatives with no mention of foreign language requirements. Instead, the state will provide support for higher quality certified teachers for programming classes. Under the Washington bill, public universities would accept two years of computer science classes in place of two years of foreign language for admission purposes. A report detailing the opinions of state university officials is due to the Legislature by November 2017.

[H] Texas passed a bill in 2013 that allows students to substitute computer coding only after they have attempted and performed poorly in a foreign language class. Srinu Mandyam, CTO and co-founder of kid-friendly instructional coding company Tynker, believes allowing students to forgo foreign language because they struggle with it is unproductive because every subject, whether art, math or language, is a significant contribution to a well-rounded existence. “Many students don’t fare well with algebra but we never discuss eliminating it or...say chemistry is now counted as an algebra class,” he said via email. “We teach algebra because it’s important and we should teach foreign language and coding for the same reason. Exposure to a wide breadth of subjects and material results in well-rounded students who are able to make informed decisions...about what they want to pursue.”

- [I] Computer science courses already fulfill a math or science high school graduation requirement in 28 states and the District of Columbia, up from only 12 states in 2013. And while advocates of the bills say they should count as foreign language instead, opponents stress the importance of balancing computer and foreign language skills.
- [J] Studies show that *bilingualism* (双语) correlates with cognitive development, intelligence, memory and problem solving abilities, according to the American Council on the Teaching of Foreign Languages. A 2007 study showed that foreign language students outperformed their non-foreign language peers on standardized tests after only two to three years of study. And while a 2014 report from German and American universities suggests that programmers are using language (but not mathematical) regions of the brain when understanding code, critics remain wary. They say that regardless of cognitive functions, being monolingual is a disadvantage in the increasingly international economy, even if English has become the *de facto* (事实上的) language of business. 笔
- [K] “Our world is shrinking but its problems are really growing,” says ACTFL, National Language Teacher of the Year Ted Zarrow, who teaches high school Latin in Westwood, Massachusetts, and has also studied Spanish, French, German, Italian and Greek. “We need to find a way to put ourselves at the global table and to treat each other with mutual respect. And learning languages allows us to do that because language is not part of culture, language is culture.” 记
- [L] Even with the benefits and skill sets languages provide, recruiters and employers value computer skills more. According to the National Association of Colleges and Employers’ 2016 report, study abroad and foreign language fluency were not very influential in the employee hiring processes, but 55 percent of employers looked for computer skills of applicants’ résumés. However, although 2016 computer science graduates can expect to make the second highest starting salary compared with other jobs this year, the Bureau of Labor predicts the demand for computer programmers will decrease 8 percent or by 26,500 jobs by 2024. 区
- [M] Ring says foreign language skills are important, but expresses doubt that school districts could work both coding and language into their curriculum in a significant way because they lack the time in the school day. “Nothing against language,” he says. “I just think it’s something you have to start early and not just have something that you do for a couple of years in high school,” he says.
- [N] Zarrow agrees that foreign language education should begin earlier, but says it is possible

to work both computer programming and foreign language learning into schools evenly. He suggests an immersive, dual language program where students spend half the day in English and half the day in another language, as several schools around the country have successfully implemented. “The study of language fosters a respect for diversity, a respect for ethnicity and really a respect for language,” Zarrow says.

[O] Though the benefits of computer programming skills are vast, foreign language and coding experts agree that computer science should be negotiated into curriculums rather than replacing foreign language outright. Mandyam says the two skill sets are essential but unrelated. “Coding is an incredibly important 21st century skill for our kids to learn, and that’s why we spend so much time trying to teach it,” Mandyam says via email. “But I believe it is the same as or even really comparable to learning a foreign language. It would be a shame to lose something so important for the sake of adding something else, even something as important as coding. Clearly, education leaders must figure out a way to teach both.”

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36. Employers attach more importance to applicants’ computer skills than their language competence.
37. One U.S. state senator proposed that high school students be allowed to study either foreign language or computer coding.
38. Learning languages broadens students’ international perspective and nurtures mutual respect among peoples, according to a high school language teacher.
39. One U.S. state will see to it that programming classes are taught by quality teachers.
40. Statistics show while computer-related jobs have been on the rise, foreign languages have become less appealing to American students since mid-1990s.
41. All school subjects are said to be essential to students’ well-rounded development.
42. There is consensus among most educators that coding should be taught in schools but should not replace foreign language.
43. One study showed that foreign language learning improved students’ academic performance.
44. Being short of funding and qualified teachers, schools lag behind the fast developing computer science field.
45. A distinguished high school language teacher also believes it is advisable to start learning a foreign language at an earlier age.

Section C

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

Passage One

Questions 46 to 50 are based on the following passage.

The U.S. and China don't agree on much these days. Germany and France share a border and a currency but are frequently at odds. The U.K. and India like to march to their own drum. But there's one issue on which all these countries see eye to eye: Technology companies are too big, too powerful, and too profitable. And that power is only likely to intensify, leaving governments with no choice but to confront it head-on by taking the companies to court, passing new competition laws, and perhaps even breaking up the tech giants.

China is the latest to implement an anti-trust crackdown, unveiling anti-monopoly rules last month. The draft rules followed the surprise suspension of a \$37 billion stock offering by billionaire Jack Ma's Ant Group Co., making clear that no company can evade the government's regulation. The moves in China coincide with accelerating efforts in the U.S. and Europe to rein in Amazon.com, Apple, Facebook, and Google.

"The big get bigger and bigger but without being better," says Andreas Schwab, a German member of the European Parliament who championed a 2014 resolution to break up Google. "Growing economic power, growing influence on local markets all over the world, and a growing concern of competitors and consumers altogether have made it happen now."

In this new anti-trust era, the old focus on pricing power no longer applies, because several of the biggest tech companies have established trillion-dollar monopolies by charging consumers next to nothing. Tech giants are increasingly assuming powerful positions in banking, finance, advertising, retail, and other markets that force smaller businesses to rely on their platforms to reach customers.

For years, Europe alone confronted the power of digital giants. Governments were alarmed that European companies were failing to match Silicon Valley's innovations or to stop Google and Facebook from vacuuming up personal data and, with that, advertising revenue. Led by Margrethe Vestager, the European Union's competition chief, countries have sought to police

the market and encourage fair play.

In China the crackdown has been driven at least partly by fear that the homegrown tech industry is becoming too powerful. The country has long championed Alibaba and Tencent, but their massive accumulation of data on the Chinese citizenry is a growing concern for Beijing.

In the U.S., a new breed of anti-trust experts argues that consideration should be given to privacy, control over data, workers' rights, and the overall impact on smaller companies. And the public in general have grown increasingly skeptical of social media companies. More than 60% say the sector has a negative effect on the country, and almost half want more regulation for social media, according to a 2020 Pew Research Center study.

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46. What does the author say is the issue all major economic powers have to address?

- A) How to ensure the sustainable growth of their tech giants.
- B) How to keep the competitiveness of their tech companies.
- C) How to break up the powerful giant tech companies.
- D) How to stop tech companies from gaining monopoly.

47. What does the suspension of Ant Group Co.'s stock offering suggest?

- A) All attempts to evade regulation are doomed to failure.
- B) All attempts to monopolize sales must be cracked down.
- C) All companies must be regulated by the government.
- D) All companies, domestic or foreign, are created equal.

48. How are smaller companies impacted by tech giants' business expansion?

- A) They can no longer do business independent of tech giants.
- B) They are frequently denied access to tech giants' platforms.
- C) They have to change marketing strategies to keep customers.
- D) They no longer have the power to price their own products.

49. What have EU countries done to confront the power of digital giants?

- A) They have imposed strict regulation over digital giants' advertising.
- B) They have considered regulatory action to promote fair competition.
- C) They have limited sales of digital giants' products.
- D) They have sought to protect consumers' privacy.

50. What do Americans generally think of social media companies according to the author?

- A) They are invading people's privacy.
- B) They are increasingly influential.
- C) They are becoming untrustworthy.
- D) They are growing out of control.

Passage Two

Questions 51 to 55 are based on the following passage.

Born from the accessibility of mass air travel, modern international tourism has been popularized as “holiday-making” in regions that offer comparative advantages of sand, sun and sea. Travel is often portrayed as a tool for personal growth and tourism as an economic motor for destination countries and cities. There is a tendency to assume that tourism is good for everyone involved.

Today the big bang of tourism drives over 1.2 billion tourists across international borders annually. Many popular places are literally being loved to death. Recent protests in ports of call like Venice and Barcelona against disturbances created by cruise ships show the unfortunate consequences of emphasizing quantity over quality in tourism.

Uncontrolled tourism development has become a primary driver of social and environmental disruption. Tourism studies provide much documentation of the many negative social impacts of tourism and resulting resentment that local populations direct toward visitors.

Antagonism toward tourists typically develops in mature, heavily visited destinations. Protests in heavily visited destinations suggest that traditional tourism has overstayed its welcome.

Residents often become frustrated when the benefits of tourism are not felt locally. Although it can generate foreign exchange, income and employment, there's no guarantee that multinational hotel chains will allocate these benefits equitably among local communities.

On the contrary, when people stay at large resorts or on cruise ships, they make most of their purchases there, leaving local communities little opportunity to benefit from tourist spending. These forms of tourism widen economic and political gaps between haves and have-nots at local destinations.

In recent decades, local residents in destination communities also have found themselves negotiating new cultural boundaries, class dynamics, service industry roles and lifestyle transformations. For example, data show that tourism activity corresponds to increased social

problems as local residents adopt the behaviors of tourists.

What does all this mean for the everyday traveler?

First, all tourists should make every effort to honor their hosts and respect local conditions. This means being prepared to adapt to local customs and norms, rather than expecting local conditions to adapt to travelers.

Second, tourism is a market-based activity and works best when consumers reward better performers. In the information age, there's little excuse for travelers being uninformed about where their vacation money goes and who it enriches.

Informed travelers also are better able to distinguish between multinational companies and local entrepreneurs whose businesses provide direct social, environmental, and economic benefits for local residents. Such businesses are in love with the destination and are therefore deserving of market reward. In the long run, being a responsible traveler means ensuring net positive impacts for local people and environments. With the information available at our fingertips, there has never been more opportunity to do so.

- 记 51. What is the popular assumption about international tourism?
- A) Its benefits may compensate for the adverse environmental consequences.
 - B) Its rapid development is attributed to people's improved living standard.
 - C) It appeals to people in places with favorable geographical conditions.
 - 区 D) It contributes to the economy of destination countries and regions.
52. What do we learn from some studies about uncontrolled tourism development?
- A) It gives rise to an increase in mass confrontations.
 - B) It incurs local residents' antagonism to tourists.
 - C) It inhibits the steady growth of local economy.
 - D) It brings in a large chunk of mobile population.
53. Why does the author say local residents of popular destinations often feel frustrated?
- A) They fall victim to social conflicts and environmental disturbances.
 - B) They have little opportunity to enjoy themselves on cruise ships.
 - C) They cannot find employment in multinational hotel chains.
 - D) They do not think they benefit as much as they deserve.

54. How does the author say local residents in destination communities respond to tourism activity?
- A) They endeavor to adapt to it.
 - B) They readily adopt new lifestyles.
 - C) They immerse tourists in their culture.
 - D) They try to upgrade their business models.
55. What can tourists do to exert more positive impacts on the tourist destinations?
- A) Show interest in local customs and lifestyles.
 - B) Seek possibilities to invest in local companies.
 - C) Use the services provided by local businesses.
 - D) Give favorable comments about their services.

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2022 年 12 月 (第一套)

Part III Reading Comprehension

(40 minutes)

Section A

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

During the summer, when I was a visiting poet at a residency out of state, an angry, confused woman wandered into my class and said: “I have three guns and I want to use them.” We all 26. It wasn’t clear if she had the guns, but we each know that, when we teach in America, we are already in danger.

I was dizzy with fear. The woman, who later turned out to be a *schizophrenic* (精神分裂症患者) without 27 to her medications, was, by some force, wrestled out and 28 away, then put in a hospital for observation, in a step that was actually safer for everyone than any one of us pressing charges. My class went on; we talked about poems. But despite the fact that the rest of our days on campus passed 29, I was rattled. I couldn’t shake the sense that in this country we always live at 30 risk.

A few months later, crisis 31 again. While my husband was locking his bike to drop off our 3-year-old daughter for her preschool-aged day camp, a different woman approached. Swiftly and for no 32 reason, she bent down, picked up our daughter, and began to carry her down the street. It was so fast and confusing that my daughter 33 cried. My husband, in a burst of speed, chased the woman and reclaimed our daughter. The woman, clearly confused, retreated into the public library. A 34 of homeless people who generally know

the other homeless in the area said they did not recognize the woman. The woman was so clearly unwell that when she was taken into custody she was incoherent. Heartbreakingly, she called our daughter by the name of someone else's child. Each part of the episode was haunting as it was 35.

A) access	F) froze	K) peacefully
B) apparent	G) incredible	L) presumably
C) barely	H) indignant	M) stifled
D) dedication	I) network	N) struck
E) escorted	J) overriding	O) terrifying

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*.

This man is running 7 marathons on 7 continents in 7 days

- [A] Michael Wardian pushed forward into the penetrating *arctic* (北极的) wind, fighting the urge to speed up. Too much effort and he'd begin to sweat, which, he was told, would only increase the risk of *hypothermia* (体温过低).
- [B] At the 2014 North Pole Marathon, the temperature dipped to minus-22 degrees F, with a wind chill that made it feel even colder. Along the route, armed guards wandered the large sheets of floating ice to minimize the risk of polar bear attacks.
- [C] "I like to do stuff that scares me," Wardian said. With ice frozen to his beard, Wardian crossed the finish line that April afternoon in a winning time of 4 hours 7 minutes and 40 seconds, almost two hours slower than his personal best over 26.2 miles. The race for Wardian, however, was less about the result than overcoming his aversion to the cold.
- [D] In a few days, Wardian will once again compete in an unfamiliar territory and below-freezing temperatures. He will line up Monday in *Antarctica* (南极) for the first leg of the World Marathon Challenge—joining 32 other adventure seekers on an unusual journey

where participants travel through different time zones and climates to run seven marathons on seven continents in seven days.

- [E] An elite ultra-runner, Wardian has his sights on breaking the event's record average marathon time of 3:32:25 set last January by U.S. Marine Corps captain Daniel Cartica. Wardian, a 42-year-old Arlington resident, is a record-breaking racer, known in the ultra-running community for seeking tough courses and setting world records. Last year, he ran 1,254.65 miles in 47 races. The World Marathon Challenge, like most of Wardian's running goals, will be about pushing his limits. "I love diverse and unique challenges," he said. "I'm definitely interested in seeing what I can handle and what my body can accept. That drives me."
- [F] Something about the way Richard Donovan carried himself appealed to Wardian. Perhaps it was the sense of adventure Donovan displayed when they first met at the 2010 50K Championships in Galway, Ireland, where Donovan was the race director. The two hit it off, and soon Wardian was participating in Donovan's events. It was at the North Pole Marathon, a race that Donovan organizes, that Wardian first heard about the Irishman's plan for the World Marathon Challenge—a challenge that Donovan himself completed in 2009 and 2012. "I knew that many people had a goal of running seven marathons on seven continents during any time period," Donovan, 50, said. "I felt the natural extension to this idea would be to try to achieve it within a seven-day period."
- ☒ [G] Wardian started saving for the trip in 2014, connecting with sponsors and getting approval from his wife, Jennifer, before committing. Registration for the event costs 36,000 euros, which covers international charter flights to each of the seven marathon locations: Union Glacier (Antarctica), Punta Arenas, Chile (South America), Miami (North America), Madrid (Europe), Marrakesh, Morocco (Africa), Dubai (Asia) and Sydney (Australia). The challenge is a test of both physical strength and mental fitness. Sleeping on a cramped plane, adjusting to different time zones and finding food to eat (Wardian is a vegetarian) would make it an exhausting trip over a month, let alone a week. "The key to a race like this is getting comfortable being uncomfortable," said Becca Pizzi, last year's women's champion. "The highs of the race are incredibly high, and the lows incredibly low."
- [H] Since turning it into an organized event in 2015, Donovan has attracted a variety of runners. This year's challenge will feature a far more elite field, which includes Ryan Hall, America's fastest marathon runner. Despite his proven track record, Hall said he has no time goals and that he still suffers from the same fatigue issues that forced him to leave the

professional ranks in 2015. Hall plans to run with his friend, Pastor Matthew Barnett of The Dream Center in Los Angeles—one of the six American men who will be competing. “I don’t expect to run a step with Mike, but I will be excited to see how he does,” said the 34-year-old Hall, who began weight-lifting after retiring. “If I finish within an hour of him in each marathon, I’d be surprised.”

- [I] Instead, 43-year-old Petr Vabrousek, an elite Czech Ironman champion, is expected to be Wardian’s closest challenger. To others on the trip, simply finishing will be its own reward. Sinead Kane of Ireland is aiming to become the first blind person to complete the challenge. And Beth Ann Telford, a 47-year-old federal government worker from Fairfax and the only American female in this year’s mix, is using the event as a platform to raise money for cancer research. It’s a cause with a personal connection to Telford, who was diagnosed with brain cancer in 2004. “Doing something like this is definitely the hardest challenge that I’ve ever done except for the chemotherapy and brain surgery,” she said. “It’s going to raise awareness... I just wanted to do something that is epic and this certainly is right up there.” Wardian, too, hopes his involvement will give him a platform to promote a cause. He recently became an ambassador for the United Nations Women’s HeForShe initiative to fight inequalities faced by women and girls worldwide.
- [J] On a chilly December afternoon, Wardian wove through Washington’s crowded sidewalks on the way home from his full-time job as an international ship broker. His elastic, 6-foot frame bounced gently and efficiently off the ground with each step of the hilly six-mile trip back to Arlington. This is a daily routine during the week for Wardian, who started racing professionally in 2003 and runs seven days a week, often multiple times a day. When he travels, he prefers to explore new places on his feet.
- [K] But in some ways, Wardian still has trouble thinking of himself as a runner. For the majority of his childhood, Wardian devoted his energy to becoming a Division I *lacrosse* (长曲棍球) player—a dream he realized when he was recruited to play at Michigan State University. “Once he decides to do something, he just works at it until he does it,” Michael’s younger sister, Mariele, said. “Once he decides to do it, it’s usually something that’s going to happen. He’s always been like that. He’s a very motivated individual.”
- [L] It was only a year or so ago that Wardian realized that he had been a runner longer than a lacrosse player. It was not until he ran in the 2004 U.S. Olympic Marathon Trials—the first of three for Wardian—that he felt that he was a legitimate runner. Now more than 10 years and numerous ultra-marathon national titles and world records later, he embraces

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that identity. Wardian wants to see how far his legs can take him, one epic challenge at a time. “I want to always keep doing things that are exciting, adventurous, different and most importantly, probably things I’m not the best at,” Wardian said, “because if you’re not seeking things out that are challenging and difficult for you, then you’re not growing... So I hope maybe people see what I do, and say, ‘Okay, I want to do something different or try something new... I’m going to do something that scares me.’ That’s what I’m hoping people will take from it.”

36. Wardian regards the various extraordinary challenges as a test of his physical endurance.
37. Wardian hopes his participation in the seven-day marathon series will contribute to a worthy cause.
38. Wardian is going to join over thirty other runners in a week-long marathon series.
39. Over-exertion in extreme cold can lower one’s body temperature to a dangerous point.
40. Wardian was very much impressed by a race director’s sense of adventure.
41. Once Wardian sets his mind on something, he is determined to make it happen.
42. One top American marathoner quit his running career because of his physical condition.
43. To many of the week-long marathon participants, completing the race will be a success in itself.
44. For Wardian, the marathon in the Arctic was more about how to triumph over the extreme cold.
45. To participate in the seven-day marathon series, Wardian had to raise a lot of money and have his wife’s support.

Section C

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

Passage One

Questions 46 to 50 are based on the following passage.

Many people associate their self-worth with their work. The more successful their career, the better they feel about themselves. Work-related self-esteem is therefore a worthy ideal to

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pursue with vigor, right? Well, not always. According to recent research, in which psychologists interviewed 370 full-time workers over a period of three weeks, the reality is a little more complicated. And it involves negative as well as positive consequences.

It's natural to be drawn towards pleasure and to step away from pain. In the workplace, if that pleasure comes from a triumph which swells our self-respect, people will try to repeat the accomplishment. But repeating that accomplishment is often not realistic, which can lead to severe negative emotional consequences when it doesn't reoccur. This form of motivation is widely regarded as a negative type of motivation. It can hinder other more positive motivation types, such as completing a task purely because it's fulfilling or enjoyable.

What consumes the employee instead is a pressing need to feel mighty and sure of themselves. They then take on only tasks and objectives which serve that ego-driven need. As a result, to avoid feelings of shame and worthlessness associated with failure, they extend themselves to such a degree that there's a subsequent adverse effect on their well-being. This internal pressure to succeed at all costs demands a lot of effort. It depletes their energy, culminating in disproportionate levels of damaging sentiment.

Those negative emotions mount into heightened anxiety, impacting their ability to make the most of their personal life. Their desire to avoid feeling inferior ends up making them feel inferior when it comes to their diminished capacity for friendship and leisure. They end up dissatisfied both at work and outside of it.

But thankfully, for those people compelled almost entirely by this specific form of motivation, the news isn't all bad, or bad at all. The study also discovered several positive outcomes that can actually outweigh the harmful ones. Though these types of employees are motivated by the desire to avoid negative consequences, they are also motivated by the excitement of pursuing emotional rewards. This excitement makes pursuing goals enjoyable and stimulates pleasure and pride that would result from success. An effect of the positive motivation is that it neutralizes the existence of negative motivation.

Sure, it affects people's personal lives to what could be deemed an unhealthy extent, because leisure activities are often seen as a part of life that must be sacrificed to manage work and family demands. However, the way people feel about their work has less to do with whether they're motivated by the preservation of self-esteem but more with the fact that they're simply motivated.

46. What does the author say about the pursuit of work-related self-esteem?
- A) It may result in negative motivation.
B) It contributes to one's accomplishments.
C) It can increase one's vigor as one keeps trying.
D) It costs too much emotionally and psychologically.
47. What do employees tend to do in pursuing work-related self-esteem?
- A) Take on tasks well beyond their actual capabilities.
B) Strive to succeed at the expense of their well-being.
C) Resort to all means regardless of the consequences.
D) Exaggerate their sense of shame and worthlessness.
48. What do we learn about people over-concerned with work-related self-esteem?
- A) They may often feel inferior to their colleagues.
B) They cannot enjoy their personal life to the full.
C) They are never satisfied with their achievements.
D) They have their own view of friendship and leisure.
49. What is the good news we learn from the recent research?
- A) The pursuit of goals may turn out to be enjoyable and pleasant.
B) The emotional rewards from goal pursuit are worth the pains taken.
C) The negative consequences of goal pursuit can mostly be avoided.
D) The goal of swelling self-esteem can be achieved if one keeps trying.
50. What can we infer from the last paragraph?
- A) Workers have to make sacrifices to preserve self-esteem.
B) Self-esteem swells when workers are strongly motivated.
C) Pursuit of goals affects people's personal lives to an unhealthy extent.
D) People feel positive about their work as long as they are motivated.

Passage Two

Questions 51 to 55 are based on the following passage.

Degradation of the world's natural resources by humans is rapidly outpacing the planet's ability to absorb the damage, a recent UN environmental study has found. The study concludes that without radical action the level of prosperity that millions of people in the developed world count on will be impossible to maintain or extend to poorer countries.

Water scarcity is the curse of some of the poorest regions on Earth, leaving developing

countries increasingly unable to feed themselves, and causing hardship for millions of people. There appears little prospect of this desperate situation being remedied without radical action being taken. Water resources are under increasing threat from population growth, climate change, rapid urbanization, rising levels of consumption, and the degradation of lands that previously provided a natural *replenishment* (补充) of water resources.

The rate of damage to the natural environment was found to increase globally, despite concerted efforts to persuade governments to take measures to improve the condition. “If current trends continue, and the world fails to improve patterns of production and consumption, then the state of the world’s environment will continue to decline,” warned UN executive director Achim Steiner.

He said the tools for improving the environment for millions of people existed in developed countries, but were in danger of not being used.

The study found that basic measures to tackle some of the key causes of environmental damage were still not being taken. These included measures to reduce air pollution, to control the damage to marine eco-systems, which can have a huge effect on fish stocks on which hundreds of millions of people depend; and to curb the degradation of land where modern agricultural methods were pursued without regard to the longer-term consequences.

Despite the recent global agreement on cutting greenhouse gas emissions, global carbon output continues to rise. This will put a long-term strain on the ability of developing economies to feed their own people. Climate change is aggravated by the emissions of greenhouse gases from chemical and natural fertilisers used in agriculture which increased by more than a quarter between 2000 and 2010. Other problem areas identified in the report included glaciers, which provide vital water resources for millions of people, but which are shrinking as the climate warms.

In rich countries, these problems have built up over decades and centuries while economic growth was pursued at the expense of the environment. Subsequent efforts to remedy the environment have met with partial success. But in developing countries, the path of future development has more potential to change, which has encouraged international institutions to devise more sustainable growth pathways that are supposed both to alleviate poverty and preserve the environment.

51. What is the major finding of the UN environmental study?

A) Human activity has rendered Mother Earth almost uninhabitable.

- B) Humans are doing more damage to the earth than it can cope with.
C) Environmental problems have considerably weakened human prosperity.
D) Environmental damage is more serious in developed countries these days.
52. What is said about water scarcity in some of the poorest regions?
A) It is getting so serious that there is little hope of solution.
B) It largely accounts for their slow economic development.
C) It can hardly be relieved if no drastic measures are taken.
D) It is primarily caused by the acceleration of climate change.
53. What does Achim Steiner say about the environmental condition?
A) It will deteriorate worldwide.
B) It is attracting global attention.
C) It is being slowly remedied globally.
D) It will shrink the world's population.
54. What is the dilemma developing countries face?
A) They cannot modernise farming without causing land degradation.
B) They cannot promote industrialisation without polluting waterways.
C) They cannot boost crop yields without causing greenhouse gas emissions.
D) They cannot catch up with rich countries without sacrificing the environment.
55. What should developing countries do in their future development according to the passage?
A) They turn to developed countries for the assistance they need.
B) They remedy environmental damage by slowing economic growth.
C) They avoid damaging interference from international institutions.
D) They improve people's livelihood without harming the environment.

2022 年 12 月（第二套）

Part III Reading Comprehension

(40 minutes)

Section A -----

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

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The task of the global strategist of a business is to build a platform of capabilities derived from the resources, experiences and innovations of units operating in multiple locations, to transplant those capabilities wherever 26, and then to systematically upgrade and renew them—ahead of the competition.

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Apple is an outstanding case of a company whose unique capabilities give it a worldwide 27 advantage, particularly with respect to its ability to build platforms from a product base that integrates functional and 28 design. Apple has been able to leverage and exploit its California-based design and marketing advantages successfully throughout the world. IKEA is another such case. The do-it-yourself furniture and houseware company first developed a compelling set of capabilities to design, manufacture and 29 furniture at low cost and sell it in a novel way in Sweden. Later, IKEA successfully 30 this formula in many other countries.

By contrast, Telefónica, a Spanish telecommunications company that is now the world's fifth largest telecom by 31, first developed its special advantage abroad. In 1989 and 1990, Telefónica had the opportunity to enter Chile and Argentina, countries that shared many institutional and cultural characteristics with its home country but that were 32 more rapid

market reform. Throughout the 1990s, Telefónica took what it learned in Chile and Argentina about reconstructing former state-owned telecoms to other Latin American countries that were privatizing their state telecoms and deregulating their telecom markets.

These examples might lead the reader to believe that creating a global advantage is an easy task. But many other 33 of expensive failed experiments suggest that creating a lasting global advantage actually requires a great deal of 34 and operational *finesse* (技巧). Our research suggests that global winners typically create and sustain their international presence through a systematic process of 35, renewing and enhancing their core capabilities.

- | | | |
|----------------|------------------|-----------------|
| A) aesthetic | F) fiscal | K) safeguarding |
| B) appropriate | G) instances | L) ship |
| C) clusters | H) rehabilitated | M) strategic |
| D) competitive | I) reproduced | N) transcend |
| E) exploiting | J) revenues | O) undergoing |

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记 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*.

Fear of Nature: An Emerging Threat to Conservation

- [A] What do we lose when natural spaces and species disappear? Increasingly, research has shown that as species and ecosystems vanish, it also chips away at our ability to preserve what remains—because we no longer understand what we’re losing.
- [B] You probably see it all the time. The neighbor who puts pesticides on his lawn rather than deal with annoying bees. The politician who votes against wildlife protection because she’s never seen a wolf in the wild. The corporation that wants to *bulldoze* (用推土机推平) the habitat of a rare frog.
- [C] At best this can be termed “the extinction of experience,” where our cultural and natural histories fade from our memories and therefore our reality. At its worst it becomes

something even more concerning: “biophobia,” the fear of living things and a complete aversion to nature.

[D] This isn’t the fiction of living in a cold, empty *dystopia* (绝望的世界). Sadly, it’s becoming a way of life for too many people—especially children. A recent study in Japan paints a striking portrait of this problem. A survey of more than 5,300 school children in the Tochigi Prefecture examined their perception of 14 local insect species and one spider. The results? A collective “ew!” Most of the students saw the species as things to dislike or fear, or even as sources of danger. The less experience the students had with nature, the more negative their feelings.

[E] The results were published earlier this year in the journal *Biological Conservation*. Lead researcher Masashi Soga with the University of Tokyo says the study stemmed from observations about today’s nature-deficient children. “Humans inherently avoid dangerous organisms such as bees, but children these days avoid even harmless insects such as butterflies and *dragonflies* (蜻蜓),” he says. “I have long wondered why so many of today’s children react like this.”

[F] Although the children’s reactions were somewhat expected, the new study did contain an unexpected finding: Many of the surveyed children revealed that their parents also expressed fear or disgust of the same animals. In fact these parental emotions were strong enough to overwhelm any positive experiences the children might have gained from direct experiences in nature. As Soga and his co-authors wrote in their paper, “Our results suggest that there is likely a feedback loop in which an increase in people who have negative attitudes towards nature in one generation will lead to a further increase in people with similar attitudes in the next generation.”

[G] And that’s possibly the greater threat posed by extinction of experience. Soga suggests the generational loss—a condition previously dubbed environmental generational *amnesia* (遗忘)—could chip away at our societal ability to preserve what we’re losing. “I believe that increased biophobia is a major, but invisible, threat to global biodiversity,” Soga says. “As the number of children who have biophobia increases, public interest and support for biodiversity conservation will gradually decline. Although many conservation biologists still consider that preventing the loss of wildlife habitat is the most important way to conserve biodiversity, I think preventing increased biophobia is also important for conservation.”

[H] What’s to be done about this? The paper makes several recommendations, the most

obvious of which is that children should experience nature more often. The authors also suggest establishing policies to guide these natural experiences and increasing educational programs about the natural world.

- [I] Helping parents to see species around them in a new light would make a difference, too. And, of course, maintaining support for preserving the wild spaces where these “scary” creatures live is the most important thing of all. That’s a point reinforced by another recent study, which found that wild spaces located within urban areas—and the plants and animals that thrive in them—are particularly important for human health and well-being.
- [J] Published in the journal *Frontiers in Sustainable Cities*, the study examined attitudes toward Discovery Park, the heavily forested 534-acre public park in Seattle, Washington. It found that the public had the most appreciation for—and gained the most value from—the wildest parts of the park. “I have seen whales, seals, fish, eagles, shorebirds and many other sea creatures in their natural habitat,” one survey participant wrote. “Coming here with people has allowed me to connect and talk with them about conversation that simply does not happen in everyday life,” wrote another.
- [K] The participants reported that their most valuable experiences in the park included encountering wildlife, walking through open spaces, exploring the beach and finding beautiful views. “We saw that a large majority of participants’ interactions, especially their most meaningful interactions, depended on Discovery Park’s relative wildness,” says lead author Elizabeth Lev, a master’s student in the University of Washington’s Human Interaction with Nature Lab. This is only possible because the park is relatively wild. After all, you can’t enjoy watching birds if there are no birds to follow; gaze at the sunset if it’s obscured by skyscrapers; or stop and smell the flowers if they don’t have room to grow.
- [L] And yet even this long-protected space could someday become less hospitable to nature. Over the past few years a lot of people and organizations have suggested developing parts of Discovery Park or the neighboring area. Most recently a plan proposed building 34 acres of much-needed affordable housing and parking spaces adjacent to the park, bringing with them noise, traffic and pollution.
- [M] If anything like that happened, both the park and the people of Seattle could lose something vital. And that would continue the trend of chipping away at Seattle’s—and the world’s—natural spaces, leaving just tiny pocket parks and green-but-empty spaces that offer little real value to wildlife, plants or people.
- [N] “It is true that any interaction with nature is better than none, but I don’t want people to be

satisfied with any small bit of grass and trees,” Lev says. “We have been in this cycle of environmental generational amnesia for a long time, where the baseline keeps shifting and we don’t even realize what we’re losing until it’s gone. If we can get people to understand how much meaning and value can come from having more experiences with more wild forms of nature, then maybe we can stop this cycle and move toward conserving and restoring what we have left.”

[O] Building this understanding in an ever-more fearful and disconnected world may be the biggest challenge. Peter Kahn, the senior author of Lev’s paper and the director of the Human Interaction with Nature lab, made several suggestions for bridging this gap in this 2011 book, *Technological Nature*. They echo the recommendation about getting children into nature, but also include telling stories of how things used to be, imagining what things might be like in the future, and developing a common language about nature, “a way of speaking about wild and domestic interaction patterns, and the meaningful, deep and often joyful feelings that they generate.”

[P] No matter what techniques we use, this growing field of research illustrates that saving nature requires encouraging people to experience it more often and more deeply. That calls for additional research—Lev and her co-authors have published a toolkit that other municipalities can follow to study the value of their own wild spaces—and clear communication of the results. “If we can continue to show people the benefits of these wild spaces,” Lev says, “maybe people will begin to see more value in keeping these areas undeveloped—for the sake of our mutual benefit.”

36. A new study found parents’ aversion to certain animals would pass on to their children.
37. The disappearance of species and ecological systems erodes our ability to keep what is left.
38. A study showed that the wildest areas of Discovery Park appealed most to the public.
39. The fear of living organisms is becoming more worrisome.
40. Preventing the increase in children’s fear of living creatures is also important for conserving biodiversity.
41. Research shows that more and deeper experience people have with nature will help save it.
42. Though humans naturally tend to avoid dangerous animals, today’s children try to stay away from even harmless ones.
43. Development in and around Discovery Park could cause heavy losses to the park and the local residents.

44. A large survey of school children found that their negative feelings grew as their experience with nature diminished.
45. Elizabeth Lev believes increased contact with more wildlife helps conserve biodiversity.

Section C

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

Passage One

Questions 46 to 50 are based on the following passage.

Some people in the US have asserted that forgiving student loan debt is one way to stimulate the economy and give assistance to those in need. One government proposition is to eliminate \$10,000 of debt for 'economically distressed' students. Some in US Congress have gone so far as to suggest forgiving up to \$50,000 in debt per student borrower, but does forgiving student debt necessarily correlate to helping the economically disadvantaged?

The answer is no. This policy is just giving money away to universities and the most affluent students in attendance. Federal Reserve data reveals that the highest-income 40 percent of households owe approximately 60 percent of outstanding student debt, while the lowest 40 percent owe just under 20 percent. This could be due to a combination of factors: students from high-income households are more likely to go to expensive colleges, less likely to receive financial aid, and more likely to have high incomes post-graduation. Plus, the majority of student debt is held by graduate degree earners, who earn approximately 25 percent more than their undergraduate counterparts. Clearly, giving free reign to banks to forgive student debt is a step in the wrong direction.

Other proposals for broader, long-term student loan plans have some fundamental problems. One idea is to cancel student debt only for undergraduate degrees and for students making less than \$125,000.

This attempts to address the fact that Congress' previously mentioned student loan forgiveness plan largely helps out the wealthy, but is an adverse incentive for universities to keep raising tuition and for students to choose to major in low-earning degree programs. Colleges have no reason to make their programs more affordable if they believe students will

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just take out more debt. And, students will feel more comfortable making the irresponsible decision to go tens of thousands of dollars in debt to major in impractical or idealistic subjects if they know their loans will be forgiven.

This is especially concerning given the *pandemic* (大流行病) has rendered a college education practically worthless. Students are paying tens of thousands of dollars per year to live at home and be lectured on the Internet. Do we really want to tell colleges that they can get away with providing below-average service for an outrageous cost?

In the case of any of these student debt plans, working-class Americans who chose not to or could not afford to go to college will be subsidizing the education of the professional class. Plumbers and retail workers will be paying for the degrees of doctors and lawyers.

The US government's effort to help those in debt is commendable but is this really the solution that will help the poor financially recover?

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46. Why do some people advocate forgiving student loan debt?

- A) They assert it will narrow the gap between the wealthy and the poor.
- B) They believe it will benefit both the economy and the underprivileged.
- C) They claim it will eliminate economic distress among college students.
- D) They think the cost of education is the responsibility of the government.

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47. What do we learn from the Federal Reserve data?

- A) Approximately 60% of student debt remains unpaid.
- B) Cancelling student debt benefits wealthy families most.
- C) Forgiving student debt provides little benefit to universities.
- D) Low-income families owe the biggest amount of student debt.

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48. What does the author say students are likely to do if they know they needn't repay their loans?

- A) They will choose to study subjects without considering their job prospects.
- B) They will be free to pursue their goals without being burdened financially.
- C) They will over-borrow and live beyond their means.
- D) They will be able to enroll in expensive universities.

49. What does the author imply about colleges offering online education?

- A) They cannot get away with the serious consequences.
- B) They have suffered greatly from the current pandemic.
- C) The tuition they charge is not justified by the quality of their service.
- D) The tuition they charge has surged outrageously during the pandemic.

50. What will happen if any of the proposed student debt plans is implemented?
- A) Plumbers and retail workers will have a chance of becoming professionals.
 - B) Working-class students will have increasing access to subsidized education.
 - C) Blue-collar workers will have to bear the cost of educating would-be high-earners.
 - D) A growing number of students will be able to earn degrees in medicine and law.

Passage Two

Questions 51 to 55 are based on the following passage.

If there's one rule that most parents cling to in the confusing, fast-changing world of kids and media, it's "No screens before age 2."

As of today, that rule has been thrown out the window.

The American Academy of Pediatrics (AAP), which first issued that recommendation back in 1999, has extensively updated and revised its guidelines for children and adolescents to reflect new research and new habits.

The new guidelines, especially for very young children, shift the focus from WHAT is on the screen to WHO else is in the room. And in doing so, they raise some intriguing points about the future of learning from media.

For babies younger than 18 months, AAP still says no screens at all are the best idea—with one notable exception: Live video chat. Surveys indicate that families already popularly believe that "Face time doesn't count", or at least that the benefit of virtual visits with grandparents or other relatives outweighs the potential cost of exposing babies to the laptop or smartphone.

The AAP doesn't cite positive evidence that infants actually get something out of this kind of "conversation", the way that they clearly do from live social interaction. But there's some observational research that infants as young as six months old are emotionally engaged by playing live *peekaboo* (躲猫猫游戏) with Grandma online.

For infants and *toddlers* (学步儿童), ages 15 months to 2 years old, there's limited evidence from a couple of very small studies that they can learn new words from educational media, *if and only if* parents are watching alongside them, repeating what the video says and/or drawing attention to what is on the screen. In other words, treating a video or an app like a picture book is the best bet.

The flip side of this is that many studies have actually shown poorer language skills correlated with earlier solo viewing of "educational" videos. There's also research that shows language delays in children who watch more TV and start watching earlier. In both cases, the problem seems to be

media replacing interaction with people. For this reason, the new AAP guideline has changed from “avoid all screens under age 2” to “avoid solo media use in this age group.”

For preschoolers ages 2 to 5, there’s more evidence that they have the ability to transfer knowledge from screens to the real world, including early literacy and math. For this age group, AAP recommends no more than an hour a day of screen use. And, just as with younger children, they want caregivers to take part in screen time: “Co-view with your children, help children understand what they are seeing, and help them apply what they learn to the world around them.”

51. What do we learn about the “No screens under 2” rule?
 - A) It has met more and more resistance from parents.
 - B) It has proved helpful to children’s healthy growth.
 - C) It confuses parents with regard to kids’ education.
 - D) It has been discarded in line with recent research.
52. What do the new AAP guidelines advocate?
 - A) Young children should be accompanied by parents during screen time.
 - B) Parents should be emotionally involved in their children’s upbringing.
 - C) Young children should watch videos carefully selected by parents.
 - D) Parents should protect their children from too much media exposure.
53. What do families think of live video chat according to surveys?
 - A) It should not be regarded as screen time.
 - B) It helps babies to develop their verbal skills.
 - C) It is not as harmful as playing games on laptops.
 - D) It is a good substitute for video viewing.
54. What do researches find about kids solo viewing educational videos?
 - A) It arouses their interest in language learning.
 - B) It works no better than reading picture books.
 - C) It hampers their development of language skills.
 - D) It helps them acquire independent learning skills.
55. What does the author say about preschoolers ages 2 to 5?
 - A) They can understand pretty well what they see on the screen.
 - B) They can learn on their own without much parental guidance.
 - C) They can make use of educational videos to develop digital literacy.
 - D) They can relate what they learn on the screen to real life situations.

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2022 年 12 月 (第三套)

Part III Reading Comprehension

(40 minutes)

Section A -----

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

American colleges and universities are using 64 percent less coal than they did a decade ago, burning 700,000 tons last year, down from 2 million tons in 2008, the U.S. Energy Information Administration (EIA) said in a report 26 yesterday.

All 57 schools that were burning coal in 2008 are using less now, and 20 have 27 coal completely, EIA found.

Most universities have turned to natural gas as a 28, with state funding backing the fuel switch.

While academic institutions use less than 0.1 percent of U.S. coal burned for power, campus coal use has a history dating back to the 1800s when 29 to power was scarce.

Many universities still operate their own power plants. The Public Utility Regulatory Policies Act of 1978 encouraged more electricity generation by allowing institutions to sell 30 power to utilities.

But EIA noted many coal-fired universities have signed onto the American College and University Presidents Climate Commitment, which was launched in 2007.

About 665 schools are part of the program, which aims to 31 greenhouse gas emissions. Thirty percent of the participants have pledged to be carbon 32 within 20 years.

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The Sierra Club’s Beyond Coal campaign, which also leads campaigns for universities to withdraw their 33 in coal and other fossil fuels, lists 22 schools that have pledged to move “beyond coal,” including Clemson University, Indiana University, Ohio University, Penn State University, the University of Louisville and the University of Tennessee, Knoxville.

The largest coal use 34 at colleges were in Michigan, Missouri, Tennessee and Indiana. Indiana’s universities alone cut coal 35 by 81 percent between 2008 and 2015.

During the same period, Michigan made an 80 percent cut and Tennessee cut back by 94 percent at state institutions.

A) abandoned	F) investments	K) released
B) access	G) mobilized	L) replacement
C) consumption	H) negligent	M) slash
D) contrive	I) neutral	N) surplus
E) duplications	J) reductions	O) void

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*.

Classical music aims to evolve, build audiences without alienating old guard

[A] In 1913, classical music sparked a riot in Paris. Igor Stravinsky was introducing his revolutionary “Rite of Spring” ballet to the world, with its discordant melodies and unorthodox *choreography* (编舞), and the purists in the crowd expressed their disapproval loud and clear. It might have been classical music’s version of the time Bob Dylan went electric at the Newport Folk Festival. “The noise, fighting, and shouting in the audience got so loud,” NPR’s music reporter Miles Hoffman said of the Stravinsky debut, “that the choreographer had to shout out the numbers to the dancers so that they knew what they were supposed to do.”

[B] It’s difficult to imagine a similar disturbance occurring today within America’s sacred

symphony halls. In fact, it's hard to picture any kind of disruptive activity at all (unless someone's cell phone happens to go off and then you'd better watch your back). A mannerly *aura* (氛围) hangs over most classical proceedings, and many of the genre's biggest supporters would have it no other way.

[C] Today, Western audiences for classical music and opera and ballet are almost always well dressed, older, respectful, achingly silent and often very wealthy (one has to be able to afford most tickets). But as many of America's most storied "*highbrow*" (高雅的) institutions struggle financially—the Philadelphia Orchestra's much-publicized rebound from bankruptcy is just one recent example—classical music fans and theorists are wondering how the medium can weave itself into the 21st century's cultural fabric without sacrificing its integrity.

[D] For example, should we feel OK "clapping" during classical music events, even if nobody else is? Why shouldn't we cheer for something great, like we do at a rock concert? *The Huffington Post* recently ran a Great Debate on this issue and many commenters came out on the side of silence. "There is no more rewarding experience in life than being part of an audience where everybody is leaning forward in silence, thoroughly carried away by a great performance of a masterpiece," one commenter wrote. "Why is it so difficult for folks to develop an appreciation and understanding for the mannerisms and traditions of classical music?" asked another.

记 [E] The truth is that classical music audiences weren't always so polite. Robert Greenberg, an award-winning composer, said that when Beethoven first performed his 7th Symphony, audiences forced the orchestra to perform *encores* (重演) of certain movements immediately, applauding wildly. And in the last few decades, he said, many audiences at opera performances have abandoned pretenses, yelling "Bravo" when they feel like it.

[F] "I don't think there's anything wrong with an audience showing their enthusiasm for a proper moment by applauding, showing their joy," Greenberg said, noting that the stuffiness in concert halls is "one aspect of contemporary concert etiquette" he doesn't understand. "Instead of waiting half an hour to show enthusiasm, why not show it every eight or nine minutes?"

[G] Until the rules about behavior and clothing change, it's hard to imagine multitudes of young people filling concert halls on their own accord. They're probably more likely to head to Central Park to watch a free performance with a bottle of wine and their friends. "I think anyone should be able to come into a performance dressed any way they like, and be

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comfortable any way they like, sitting in that seat ready to enjoy themselves,” Greenberg said. “Because it’s enjoyable.”

[H] Greenberg stressed that he doesn’t want people to start respecting the music less, and he’s not suggesting that we “dumb down” the experience. Rather, it’s about opening up “access”. When operas first instituted *subtitles* (字幕) during shows, he said, many purists didn’t like the idea, believing that the audience should instead study the works before attending. But now it’s commonplace to find titles on the seatback in front of you— choose a language, sit back, and understand what’s going on.

[I] Allison Vulgamore, president of the Philadelphia Orchestra, is certainly looking to the future. She says certain “classics concerts” dedicated to the old masters will always exist, but not every program has to feature Beethoven and Brahms—or even a stage and seats. “We’re trying to introduce different kinds of concerts in different ways,” she said. “We are an interactive society now, where people like to learn.”

[J] As the Philadelphia Orchestra rebounds from its financial straits, it is also aiming to experiment, without alienating the loyalists. Vulgamore pointed to Cirque de la Symphonie, a recent offering in which *jugglers* (玩杂耍的人) and *acrobats* (杂技演员) interacted with musicians. An upcoming collaboration with New York City’s Ridge Theatre, meanwhile, will feature a “suspended dance installation” and other theatrical elements occurring in conjunction with an orchestral piece.

[K] The orchestra also continues to offer \$25 annual memberships to Philadelphia students, who can buy rush tickets to every concert on the schedule. “Students line up for the concerts they want, and we get roughly 300 or 350 kids a night coming to these. They take any of the open seats available, 5 minutes before the concert starts,” Vulgamore said. “It’s like the running of the bulls, that energy when the doors open.”

[L] Greenberg thinks that youthful energy needs to be harvested. Conductors don’t have to be arrogant and untouchable—they can be accessible. Perhaps there could even be a “bit of humor” about them, he suggested, and an abandoning of pretension within the high-art institutions themselves. “On one hand, these organizations are all saying the same thing: we want more general audiences, to break down cultural barriers,” he said. “But then they come up with some very *snooty* (目中无人的) thing that makes you crazy.”

[M] John Terauds, a critic who has covered Toronto’s classical music scene extensively, also wants to do away with the stuffiness. He suggested that the warmer an audience is, the better the musicians themselves will respond. “But the producer or organizer has to let

everyone know it's OK," he said. "It's OK to enjoy yourself." At the Toronto Symphony Orchestra, for example, conductor Peter Oundjian often stops between pieces, taking a moment to talk about the composer or the music in a very amiable way. And some nights, Terauds said, "at least a third" of the audience consists of students who have purchased cheaper tickets. On these nights, the energy of the room drastically shifts. It becomes a less intimidating place.

[N] Back in February, Terauds wrote on his blog about how going to classical performances can be intimidating. Certain people "think they have to dress up," he wrote. "They think they have to know something about the music before they go. And, I'm sure, sitting in a seat, trembling in fear that this might be the wrong time to applaud, is also one of the factors."

[O] Everyone in the classical world agrees on the need for increased "accessibility," but achieving it is often easier said than done. Nowadays, there are unknown, unorthodox opera singers *wowing* (博得……的喝彩) viewers on TV programs like "America's Got Talent" and "The Voice". What can higher institutions do with any of that? And if they appeal to these outlets, do they risk compromising the integrity or the intelligence of the music?

[P] Vulgamore seems to understand this. She thinks an organization can have it both ways, claiming the new while keeping the old. And as she reorganizes the Philadelphia Orchestra, she will attempt to do just that. "The world's most respected musicians brought together as an orchestra will always exist," she said. "But it's essential that we be willing to experiment and fail."

36. It was not a rare occurrence that audiences behaved wildly while listening to classical music.
37. Some high-art institutions don't actually mean it when they say they want more general audiences.
38. The theatre was in chaos when an unconventional ballet was first put on stage in the capital of France.
39. According to one critic, the audience's warm response would encourage the musicians to do a better job.
40. Many commenters argued for the audience enjoying classical music quietly.
41. What appears on the seatback screen makes it unnecessary for the audience to study the works beforehand.

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42. It is generally accepted that there should be no disturbance from the audience during classical music performance.
43. Higher institutions will be concerned about compromising the integrity of classical music if they have to resort to the television medium.
44. Heavily discounted rush tickets help attract many young students to attend classical concerts.
45. The formalities of high-art theatres can intimidate some people attending a performance.

Section C

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

Passage One

Questions 46 to 50 are based on the following passage.

How can one person enjoy good health, while another person looks old before her time? Humans have been asking this question for thousands of years, and recently, it's becoming clearer and clearer to scientists that the differences between people's rates of aging lie in the complex interactions among genes, social relationships, environments and lifestyles. Even though you were born with a particular set of genes, the way you live can influence how they express themselves. Some lifestyle factors may even turn genes on or shut them off.

Deep within the genetic heart of all our cells are telomeres, or repeating segments of noncoding DNA that live at the ends of the *chromosomes* (染色体). They form caps at the ends of the chromosomes and keep the genetic material together. Shortening with each cell division, they help determine how fast a cell ages. When they become too short, the cell stops dividing altogether. This isn't the only reason a cell can age—there are other stresses on cells we don't yet understand very well—but short telomeres are one of the major reasons human cells grow old. We've devoted most of our careers to studying telomeres, and one extraordinary discovery from our labs is that telomeres can actually lengthen.

Scientists have learned that several thought patterns appear to be unhealthy for telomeres, and one of them is cynical hostility. Cynical hostility is defined by high anger and frequent thoughts that other people cannot be trusted. Someone with hostility doesn't just think, "I hate

to stand in long lines”; they think, “Others deliberately sped up and beat me to my rightful position in the line!”—and then get violently agitated. People who score high on measures of cynical hostility tend to get more heart disease, metabolic disease and often die at younger ages. They also have shorter telomeres. In a study of British civil servants, men who scored high on measures of cynical hostility had shorter telomeres than men whose hostility scores were low. The most hostile men were 30% more likely to have short telomeres.

What this means: aging is a dynamic process that could possibly be accelerated or slowed—and, in some aspects, even reversed. To an extent, it has surprised us and the rest of the scientific community that telomeres do not simply carry out the commands issued by your genetic code. Your telomeres are listening to you. The foods you eat, your response to challenges, the amount of exercise you get, and many other factors appear to influence your telomeres and can prevent premature aging at the cellular level. One of the keys to enjoying good health is simply doing your part to foster healthy cell renewal.

46. What have scientists come to know better today?
- A) Why people age at different rates.
 - B) How genes influence the aging process.
 - C) How various genes express themselves in aging.
 - D) Why people have long been concerned about aging.
47. Why are some lifestyle factors considered extremely important?
- A) They may shorten the process of cell division.
 - B) They may determine how genes function.
 - C) They may affect the lifespan of telomeres.
 - D) They may account for the stresses on cells.
48. What have the author and his colleagues discovered about telomeres?
- A) Their number affects the growth of cells.
 - B) Their length determines the quality of life.
 - C) Their shortening process can be reversed.
 - D) Their health impacts the division of cells.
49. What have scientists learned about cynical hostility?
- A) It may lead to confrontational thought patterns.
 - B) It may produce an adverse effect on telomeres.
 - C) It may cause people to lose their temper frequently.
 - D) It may stir up agitation among those in long lines.

50. What do we learn from the last paragraph about the process of aging?

- A) It may vary from individual to individual.
- B) It challenges scientists to explore further.
- C) It depends on one's genetic code.
- D) It may be controlled to a degree.

Passage Two

Questions 51 to 55 are based on the following passage.

Scientists have created by accident an *enzyme* (酶) that breaks down plastic drinks bottles. The breakthrough could help solve the global plastic pollution crisis by enabling for the first time the full recycling of bottles.

The new research was spurred by the discovery in 2016 of the first bacterium that had naturally evolved to eat plastic at a waste dump in Japan. Scientists have now revealed the detailed structure of the crucial enzyme produced by the bug.

An international team then adjusted the enzyme to see how it had evolved, but tests showed they had accidentally made the molecule even better at breaking down the plastic used for drinks bottles. "What actually turned out was we improved the enzyme, which was a bit of a shock," said head researcher Prof. McGeehan, at the University of Portsmouth, UK.

Currently, the enzyme takes a few days to start breaking down the plastic, far faster than the centuries it takes in the oceans, but the researchers are optimistic this can be speeded up even further and become a viable large-scale process.

"What we are hoping to do is use this enzyme to turn this plastic back into its original components, so we can literally recycle it back to plastic," said McGeehan. "It means we won't need to dig up any more oil and, fundamentally, it should reduce the amount of plastic in the environment."

About 1 million plastic bottles are sold each minute around the globe and, with just 14% recycled, many end up in the oceans where they have polluted even the remotest parts, harming marine life and potentially people who eat sea food. "Plastic is incredibly resistant to degradation," said McGeehan. "It is one of these wonder materials that has been made a little bit too well."

Currently those bottles that are recycled can only be turned into opaque fibres for clothing or carpets, while the new enzyme indicates a way to recycle old clear plastic bottles back into new clear plastic bottles.

“You are always up against the fact that oil is cheap, so plastic is cheap,” said McGeehan. “It is so easy for manufacturers to generate more of that stuff, rather than even try to recycle, but I believe there is a public interest here: perception is changing so much that companies are starting to look at how they can properly recycle these bottles.”

Prof. Adisa Azapagic, at the University of Manchester in the UK, agreed the enzyme could be useful but added: “A full life-cycle assessment would be needed to ensure that the technology does not solve one environmental problem—waste—at the expense of others, including additional greenhouse gas emissions.”

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51. What do we learn from the passage about an enzyme scientists have created?
 - A) It was identified during a lab experiment accident.
 - B) It may make full recycling of plastic bottles a reality.
 - C) It was a breakthrough made with persistent efforts.
 - D) It may initiate a radical reform in plastic industry.
52. What does the passage say about the bug that produces the important enzyme?
 - A) It has a natural ability to consume plastics.
 - B) It is a bacterium that reproduces at a high rate.
 - C) It is essential to the recycling of plastic bottles.
 - D) It has a chemical structure unknown to scientists.
53. By adjusting the enzyme produced by the bug, the scientists _____.
 - A) made it more effective by chance
 - B) discovered an extraordinary chemical
 - C) altered its basic molecular composition
 - D) found its evolutionary process sped up
54. What does Prof. McGeehan say about the recycling of plastic bottles?
 - A) Manufacturers are implementing it on an increasingly larger scale.
 - B) It generates huge business opportunities for plastic manufacturers.
 - C) It has aroused persistent interest among the general public.
 - D) Manufacturers are beginning to explore ways of doing it.
55. What is Prof. Adisa Azapagic's advice concerning the application of the enzyme?
 - A) Developing technologies to address greenhouse gas emissions.
 - B) Considering the extra cost involved in producing the enzyme.
 - C) Assessing its possible negative impact on the environment.
 - D) Studying the full life cycle of the enzyme as the first step.

2023 年 3 月

Part III Reading Comprehension

(40 minutes)

Section A -----

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

Unthinkable as it may be, humanity, every last person, could someday be wiped from the face of the Earth. We have learned to worry about *asteroids* (小行星) and super volcanoes, but the more likely 26, according to Nick Bostrom, a professor of philosophy at Oxford, is that we humans will destroy ourselves.

Professor Bostrom, who directs Oxford's Future of Humanity Institute, has argued over the course of several papers that human 27 risks are poorly understood and, worse still, 28 underestimated by society. Some of these existential risks are fairly well known, especially the natural ones. But others are 29 or even exotic. Most worrying to Bostrom is the subset of existential risks that 30 from human technology, a subset that he expects to grow in number and potency over the next century.

Despite his concerns about the risks 31 to humans by technological progress, Bostrom is no *luddite* (科技进步反对者). In fact, he is a longtime 32 of transhumanism — the effort to improve the human condition, and even human nature itself, through technological means. In the long run he sees technology as a bridge, a bridge we humans must cross with great care, in order to reach new and better modes of being. In his work, Bostrom uses the tools of philosophy and mathematics, in 33, probability theory, to try and determine

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how we as a 34 might achieve this safe passage. What follows is my conversation with Bostrom about some of the most interesting and worrying existential risks that humanity might 35 in the decades and centuries to come, and about what we can do to make sure we outlast them.

- | | | |
|---------------|----------------|-------------|
| A) advocate | F) evaporation | K) scenario |
| B) arise | G) extinction | L) severely |
| C) emphasized | H) obscure | M) shrewdly |
| D) encounter | I) particular | N) species |
| E) essential | J) posed | O) variety |

Section B

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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*.

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San Francisco Has Become One Huge Metaphor for Economic Inequality in America

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- [A] The fog still chills the morning air and the cable cars still climb halfway to the stars. Yet on the ground, the Bay Area has changed greatly since singer Tony Bennet left his heart here. Silicon Valley and the tech industry have led the region into a period of unprecedented wealth and innovation. But existing political and land limits have caused an alarming housing crisis and astronomical rise in social and economic difference.
- [B] While the residents of most cities display pride and support for their home industries, drastic market distortions in the San Francisco Bay Area have created boiling resentment in the region towards the tech industry. A vocal minority is even calling on officials to punish those who are benefitting from the economic and housing boom. If this boom and its consequences are not resolved, a drastic increase in social and economic difference may have a profound impact on the region for generations. A history and analysis of this transformation may hold invaluable insights about the opportunities. Perils of tech cities

are currently being cultivated across the US, and indeed around the world.

[C] According to a recent study, San Francisco ranks first in California for economic difference.

The average income of the top 1% of households in the city averages \$3.6 million. This is 44 times the average income of those at the bottom, which stands at \$81,094. The top 1% of the San Francisco peninsula's share of total income now extends to 30.8% of the region's income. This was a dramatic jump from 1989, where it stood at 15.8%.

[D] The region's economy has been fundamentally transformed by the technology industry springing from Silicon Valley. Policies pushed by Mayor Ed Lee provided tax breaks for tech companies to set up shop along the city's long-neglected Mid-Market area. The city is now home to Twitter, Uber, Airbnb, Pinterest, Dropbox and others. In short, the Bay Area has become a global magnet for those with specialized skills, which has in turn helped fuel economic enthusiasm, and this economic growth has reduced unemployment to 3.4%, an admirable feat.

[E] In spite of all that, the strength of the recent job growth, combined with policies that have traditionally limited housing development in the city and throughout the peninsula, did not help ease the affordability crisis. In 2015 alone, the Bay Area added 64,000 in jobs. In the same year, only 5,000 new homes were built.

[F] With the average house in the city costing over \$1.25 million and average flat prices over \$1.11 million, the minimum qualifying income to purchase a house has increased to \$254,000. Considering that the average household income in the city currently stands at around \$80,000, it is not an exaggeration to say that the dream of home ownership is now beyond the grasp of the vast majority of today's people who rent.

[G] For generations, the stability and prosperity of the American middle class has been anchored by home ownership. Studies have consistently shown that the value of land has overtaken overall income growth, thus providing a huge advantage to property owners as a vehicle of wealth building. When home prices soar above the reach of most households, the gap between the rich and the poor dramatically increases.

[H] If contributing factors leading to housing becoming less than affordable are not resolved over multiple generations, a small elite will control a vast share of the country's total wealth. The result? A society where the threat of class warfare would loom large. A society's level of happiness is tied less to measures of quantitative wealth and more to measures of qualitative wealth. This means that how a person judges their security in comparison to their neighbors' has more of an impact on their happiness than their

objective standard of living. At the same time, when a system no longer provides opportunities for the majority to participate in wealth building, it not only robs those who are excluded from opportunities, but also deprives them of their dignity.

- [I] San Francisco and the Bay Area have long been committed to values which embrace inclusion and rejection of mainstream culture. To see these values coming apart so publicly adds insult to injury for a region once defined by its progressive social fabric. In the face of resentment, it is human to want revenge. But deteriorating policies such as heavily taxing technology companies or real estate developers are not likely to shift the balance.
- [J] The housing crisis is caused by two primary factors: the growing desirability of the Bay Area as a place to live due to its excellent economy, and our limited housing stock. Although the city is experiencing an unprecedented boom in new housing, more units are sorely needed. Protection policies were originally designed to suppress bad development and boost historic preservation in our urban areas. Now, too many developers are experiencing excessive delays. Meanwhile, there are the land limitations of the Bay Area to consider. The region is surrounded by water and mountains. Local governments need to aid development as well. This means increasing housing density throughout the region and building upwards while streamlining the approval process.
- [K] Real estate alone will not solve the problem, of course. Transportation, too, needs to be updated and infrastructure extended to link distant regions to Silicon Valley and the city. We need to build an effective high-speed commuting system linking the high-priced and crowded Bay Area with the low-priced and low-density Central Valley. This would dramatically reduce travel times. And based on the operating speeds of hovering trains used in countries such as Japan or Spain, high-speed rail could shorten the time to travel between San Francisco and California's capital, Sacramento, or from Stockton to San Jose, to under 30 minutes. This system would bring once distant regions within reasonable commute to heavy job centers. The city also needs to update existing transportation routes combined with smart home-building policies that dramatically increase housing density in areas surrounding high-speed rail stations. By doing so, we will be able to build affordable housing within acceptable commuting distances for a significant bulk of the workforce.
- [L] Our threatening housing crisis forces the difficult question of what type of society we would like to be. Will it be one where the elite command the vast bulk of wealth and regional culture is defined by an aggressive business world? We were recently treated to a taste of the latter, when local tech employee Justin Keller wrote an open letter to the city

complaining about having to see homeless people on his way to work.

[M] It doesn't have to be this way. But solutions need to be implemented now, before angry crowds grow from a nuisance to serious concern. It may take less than you might think. And in fact, the solutions to our housing crisis are already fairly clear. We need to increase the density of housing units. We need to use existing technology to shorten travel times and break the land limits. There is a way to solve complex social and economic problems without abandoning social responsibility. This is the Bay Area's opportunity to prove that it can innovate more than just technology.

36. The higher rate of employment, combined with limited housing supply, did not make it any easier to buy a house.
37. One way to deal with the housing crisis is for the government to simplify approval procedures for housing projects.
38. Residents of the San Francisco Bay Area strongly resent the tech industry because of the economic inequality it has contributed to.
39. The fast rise in the prices of land and houses increases the economic inequality among people.
40. San Francisco city government offered tax benefits to attract tech companies to establish operations in a less developed area.
41. Innovative solutions to social and economic problems should be introduced before it is too late.
42. When people compare their own living standard with others', it has a greater impact on their sense of contentment.
43. San Francisco has been found to have the biggest income gap in California between the rich and the poor.
44. Improved transport networks connecting the city to distant outlying areas will also help solve the housing crisis.
45. Average incomes in the Bay Area make it virtually impossible for most tenant families to buy a home.

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Section C

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

Passage One

Questions 46 to 50 are based on the following passage.

The ability to make inferences from same and different, once thought to be unique to humans, is viewed as a cornerstone of abstract intelligent thought. A new study, however, has shown that what psychologists call same-different discrimination is present in creatures generally seen as unintelligent: newborn *ducklings* (小鸭).

The study, published Thursday in *Science*, challenges our idea of what it means to have a birdbrain, said Edward Wasserman, an experimental psychologist at the University of Iowa who wrote an independent review of the study.

“In fact, birds are extremely intelligent and our problem pretty much lies in figuring out how to get them to ‘talk’ to us, or tell us how smart they really are,” he said.

Antone Martinho and Alex Kacelnik, co-authors of the new paper, devised a clever experiment to better test bird intelligence.

First, they took 1-day-old ducklings and exposed them to a pair of moving objects. The two objects were either the same or different in shape or color. Then they exposed each duckling to two entirely new pairs of moving objects.

The researchers found that about 70% of the ducklings preferred to move toward the pair of objects that had the same shape or color relationship as the first objects they saw. A duckling that was first shown two green spheres, in other words, was more likely to move toward a pair of blue spheres than a mismatched pair of orange and purple spheres.

Ducklings go through a rapid learning process called imprinting shortly after birth—it’s what allows them to identify and follow their mothers.

These findings suggest that ducklings use abstract relationships between sensory inputs like color, shape, sounds and odor to recognize their mothers, said Dr. Kacelnik.

By studying imprinting, the authors of this study have shown for the first time that an animal can learn relationships between concepts without training, said Jeffrey Katz, an

experimental psychologist at Auburn University who was not involved in the study.

Previous studies have suggested that other animals, including pigeons, dolphins, honeybees and some *primates* (灵长类动物), can discern same from different, but only after extensive training.

Adding ducklings to the list—particularly untrained newborn ducklings—suggests that the ability to compare abstract concepts “is far more necessary to a wider variety of animals’ survival than we previously thought,” Dr. Martinho said. He believes the ability is so crucial because it helps animals consider context when identifying objects in their environment.

It’s clear from this study and others like it that “animals process and appreciate far more of the intricacies in their world than we’ve ever understood,” Dr. Wasserman said. “We are in a revolutionary phase in terms of our ability to understand the minds of other animals.”

46. In what way were humans thought to be unique?

- A) Being a major source of animal intelligence.
- B) Being the cornerstone of the creative world.
- C) Being capable of same-different discrimination.
- D) Being able to distinguish abstract from concrete.

47. What do we learn from the study published in *Science*?

- A) Our understanding of the bird world was biased.
- B) Our conception of birds’ intelligence was wrong.
- C) Our communication with birds was far from adequate.
- D) Our knowledge about bird psychology needs updating.

48. What did the researchers discover about most ducklings from their experiment?

- A) They could associate shape with color.
- B) They reacted quickly to moving objects.
- C) They preferred colored objects to colorless ones.
- D) They could tell whether the objects were the same.

49. What was novel about the experiment in the study reported in *Science*?

- A) The animals used received no training.
- B) It used a number of colors and shapes.
- C) It was conducted by experimental psychologists.
- D) The ducklings were compared with other animals.

50. What do we learn from Dr. Wasserman's comment on the study of animal minds at the end of the passage?

- A) It is getting more and more intricate. B) Research methods are being updated.
C) It is attracting more public attention. D) Remarkable progress is being made.

Passage Two

Questions 51 to 55 are based on the following passage.

The suggestion that people should aim for dietary diversity by trying to eat a variety of foods has been a basic public health recommendation for decades in the United States and elsewhere. Now, however, experts are warning that aiming for a diverse diet may actually lead to just eating more calories, and, thus, to obesity. One issue is that people may not interpret “variety” the way nutritionists intend. This problem is highlighted by new research conducted by the American Heart Association. Researchers reviewed all the evidence published related to dietary diversity and saw a correlation between dietary diversity and a greater intake of both healthy and unhealthy foods. This had implications for obesity, as researchers found a greater prevalence of obesity amongst people with a greater dietary diversity.

One author of the new study explained that their findings contradict standard dietary advice, as most dietary guidelines around the world include a statement of eating a variety of foods. But this advice does not seem to be supported by science, possibly because there is little agreement about the meaning of “dietary diversity,” which is not clearly and consistently defined. Some experts measure dietary diversity by counting the number of food groups eaten, while others look at the distribution of calories across individual foods, and still others measure how different the foods eaten are from each other.

Although the findings of this new study contradict standard dietary advice, they do not come as a surprise to all of the researchers involved. Dr. Rao, one of the study authors, noted that, after 20 years of experience in the field of obesity, he has observed that people who have a regimented lifestyle and diet tend to be thinner and healthier than people with a wide variety of consumption. This anecdotal evidence matches the conclusions of the study, which found no evidence that dietary diversity promotes healthy body weight or optimal eating patterns, and limited evidence shows that eating a variety of foods is actually associated with consuming more calories, poor eating patterns and weight gain. Further, there is some evidence that a greater variety of food options in a single meal may delay people's feeling of fullness and actually increase how much they eat.

Based on their findings, the researchers endorse a diet consisting of a limited number of healthy foods such as vegetables, fruits, grains, and poultry. They also recommend that people simultaneously endeavor to restrict consumption of sweets, sugar and red meat. The researchers stress, however, that their dietary recommendations do not imply dietary diversity is never positive, and that, in the past, diversity in diets of whole, unprocessed food may have actually been very beneficial.

51. What has been a standard piece of dietary advice for decades?
 - A) People should cultivate a healthy eating habit.
 - B) People should have a well-balanced diet.
 - C) People should diversify what they eat.
 - D) People should limit calorie intake to avoid obesity.
52. What did the new research by the American Heart Association find?
 - A) People seeking dietary diversity tend to eat more.
 - B) Big eaters are more likely to become overweight.
 - C) Dietary diversity is positively related to good health.
 - D) Unhealthy food makes people gain weight more easily.
53. What could help to explain the contradiction between the new findings and the common public health recommendation?
 - A) Most dietary guidelines around the world contradict one another.
 - B) Conventional wisdom about diet is seldom supported by science.
 - C) The methods researchers use to measure nutrition vary greatly.
 - D) There is little consensus on the definition of dietary diversity.
54. What did Dr. Rao find after 20 years of research on obesity?
 - A) Dietary diversity promotes healthy body weight.
 - B) Eating patterns and weight gain go hand in hand.
 - C) Diversified food intake may not contribute to health.
 - D) There is no clear definition of optimal eating patterns.
55. What does the passage say about people who eat a great variety of food?
 - A) They tend to consume more sweets, sugar and red meat.
 - B) They don't feel they have had enough until they overeat.
 - C) They don't have any problems getting sufficient nutrition.
 - D) They are more likely to eat foods beneficial to their health.

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参考答案

2022 年 6 月（第一套）

26—35 ABKHJ GLIEF
36—45 EBJDK FCGAH
46—55 BACDB ADACD

2022 年 6 月（第二套）

26—35 GBFAN CMDLE
36—45 FBHDK CGAJE
46—55 BAADB BCDCD

2022 年 9 月

26—35 LAIMO BCHND
36—45 LEKGD HBJCN
46—55 DCABC DBDAC

2022 年 12 月（第一套）

26—35 FAEKG NBCIO
36—45 EIDAF KHICG
46—55 ABBAD BCACD

2022 年 12 月（第二套）

26—35 BDALI JOGME
36—45 FAJCG PEMDN
46—55 BBACC DAACD

2022 年 12 月（第三套）

26—35 KALBN MIFJC
36—45 ELAMD HBOKN
46—55 ABCBD BAADC

2022 年 3 月

26—35 KGLHB JAIND
36—45 EJBGD MHCKF
46—55 CBDAD CADCB

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