微信公众号/B站:田静老师

新浪微博:田静Shadow

# 考研阅读 英语一 2007年 Text 2 智力测试不能全面体现人的智力高低和实际能力强弱

### 审题划出关键点,精准定位,提高正确率:

- 26. Which of the following may be required in an intelligence test?
- 27. What can be inferred about intelligence testing from Paragraph 3?
- 28. People nowadays can no longer achieve IQ scores as high as vos Savant's because

29. We can conclude from the last paragraph that \_\_\_\_\_

30. What is the author's attitude towards IQ tests?

\_\_\_\_\_

#### 段1

①For the past several years, the Sunday newspaper supplement *Parade* has featured a column called "Ask Marilyn." ②People are invited to query Marilyn vos Savant, who at age 10 had tested at a mental level of someone about 23 years old; that gave her an IQ of 228—the highest score ever recorded. ③IQ tests ask you to complete verbal and visual analogies, to envision paper after it has been folded and cut, and to deduce numerical sequences, among other similar tasks. ④So it is a bit confusing when vos Savant fields such queries from the average Joe (whose IQ is 100) as, What's the difference between love and fondness? Or what is the nature of luck and coincidence? ⑤It's not obvious how the capacity to visualize objects and to figure out numerical patterns suits one to answer questions that have eluded some of the best poets and philosophers.

# 【段1】\_\_\_\_\_

#### 段1生词:

• supplement n. (报纸、杂志等的)副刊;增补 v. 增补,补充

supplementary adj. 补充的,增补的

微信公众号/B站:田静老师 新浪微博:田静Shadow

| • feature a column 开设特色专栏                   |
|---|
| • feature v. 以为特色;特写 n. 特色,特征               |
| • query v./n. 问题,疑问                         |
| • the highest score ever recorded 有记录以来的最高分 |
| • verbal adj.                               |
| • visual adj. 视觉的,视力的                       |
| visualize v. 想象,设想;使视觉化                     |
| • analogy n                                 |
| • envision v                                |
| • deduce v                                  |
| deductive adj. 推论的,推断的;演绎的                  |
| • numerical sequences 数字序列                  |
| • field v n. 领域;场地;田地                       |
| • fondness n. 爱好; 喜爱                        |
| • coincidence n. 巧合                         |
| • capacity n;                               |
| • figure out                                |
| • elude v. 难倒;逃避,躲避                         |
| • philosopher n. 哲学家;哲人                     |

## 段2

①Clearly, intelligence encompasses more than a score on a test. ②Just what does it mean to be smart? ③How much of intelligence can be specified, and how much can we learn about it from neurology, genetics, computer science and other fields?

微信公众号/B站:田静老师

新浪微博:田静Shadow

| 段2生词:                         |
|-------------------------------|
| • intelligence n;             |
| intelligent adj               |
| • encompass v. 包含,包括,涉及;围绕,包围 |
| • specify v; 指定,列举            |
| specific adj. 明确的,详细的;特殊的,特定的 |
| • neurology n. 神经病学           |
| • genetics n. 遗传学             |
| │<br>● computer science 计算机科学 |

#### 段3

The defining term of intelligence in humans still seems to be the IQ score, even though IQ tests are not given as often as they used to be. ②The test comes primarily in two forms: the Stanford-Binet Intelligence Scale and the Wechsler Intelligence Scales (both come in adult and children's version). ③Generally costing several hundred dollars, they are usually given only by psychologists, although variations of them populate bookstores and the World Wide Web. ④Superhigh scores like vos Savant's are no longer possible, because scoring is now based on a statistical population distribution among age peers, rather than simply dividing the mental age by the chronological age and multiplying by 100. ⑤Other standardized tests, such as the Scholastic Assessment Test (SAT) and the Graduate Record Exam (GRE), capture the main aspects of IQ tests.

| [段3]              |  |
|-------------------|--|
| 段3生词:             |  |
| • seem to do sth. |  |
| • used to do sth. |  |

微信公众号/B站:田静老师

新浪微博:田静Shadow

| • primarily adv. 首先;主要地,根本上     |
|---------------------------------|
| primary adj. 主要的,基本的;初级的        |
| • variation n; 变异(本文指"改编版本")    |
| variable adj;变异的;变量的 n. 变量,可变因素 |
| • populate v. 居住于;占据            |
| • be based on 以为根据,基于           |
| • statistical adj. 统计的;统计学的     |
| statistics n. 统计,统计学;统计资料,统计数字  |
| • population distribution 人口分布  |
| • distribution n.               |
| distribute v.                   |
| • divide by 把除以                 |
| • mental age 心理年龄               |
| • chronological age 生理年龄,实际年龄   |
| • age peers 同龄人                 |
| • peer n                        |
| • multiply by 乘以                |
| • standardized tests 标准化测试      |

## 段4

(1) Such standardized tests may not assess all the important elements necessary to succeed in school and in life, argues Robert J. Sternberg. ②In his article "How Intelligent Is Intelligence Testing?", Sternberg notes that traditional tests best assess analytical and verbal skills but fail to measure creativity and practical knowledge, components also critical to problem solving and life success. 3 Moreover, IQ tests do not necessarily predict so well once populations or situations change. @Research has found that IQ

微信公众号/B站:田静老师 新浪微博:田静Shadow

predicted leadership skills when the tests were given under low-stress conditions, but under high-stress conditions, IQ was negatively correlated with leadership—that is, it predicted the opposite. ⑤Anyone who has toiled through SAT will testify that test-taking skill also matters, whether it's knowing when to guess or what questions to skip.

## 【段4】\_\_\_\_\_

| 段4生词:  |
|--|
| • assess v   |
| assessment n                                       |
| • traditional adj. 传统的,惯例的                         |
| traditionally adv. 传统上地,惯例上地                       |
| tradition n. 传统,惯例                                 |
| • analytical adj. 分析的,解析的;善于分析的                    |
| analytically adv. 分析地,解析地                          |
| analyse v. 分析,解读                                   |
| analysis n. 分析,解读                                  |
| • fail to do sth                                   |
| • creativity n. 创造力                                |
| creative adj. 创造性的                                 |
| create v. 创造,创作                                    |
| practical knowledge                                |
| • component n. 因素,成分,组成部分                          |
| • be critical to sth.                              |
| • critical adj;                                    |
| • predict v  |
| • be negatively/positively correlated with… 与负/正相关 |
| • toil through sth. 艰难穿过某事,历尽辛苦做某事                 |
| • testify v. 证明,证实;作证                              |

微信公众号/B站:田静老师 新浪微博:田静Shadow

26. Which of the following may be required in an intelligence test?

- [A] Answering philosophical questions.
- [B] Folding or cutting paper into different shapes.

| [C] Telling the differences between certain concepts.                              |
|--|
| [D] Choosing words or graphs similar to the given ones.                            |
| 我的答案: 正确答案:  |
| 定位原文在哪段?   |
| 易错的混淆项是:   |
| 争姐的"填坑指南":   |
| 27. What can be inferred about intelligence testing from Paragraph 3?              |
| [A] People no longer use IQ scores as an indicator of intelligence.                |
| [B] More versions of IQ tests are now available on the Internet.                   |
| [C] The test contents and formats for adults and children may be different.        |
| [D] Scientists have defined the important elements of human intelligence.          |
| 我的答案: 正确答案:  |
| 3选项的正误原因是?   |
| 争姐的"填坑指南":   |
| 28. People nowadays can no longer achieve IQ scores as high as vos Savant's becaus |
| [A] the scores are obtained through different computational procedures.            |
| [B] creativity rather than analytical skills is emphasized now.                    |
| [C] vos Savant's case is an extreme one that will not repeat.                      |
| [D] the defining characteristic of IQ tests has changed.                           |

微信公众号/B站:田静老师

新浪微博:田静Shadow

| 静姐的"填坑指南":   |
|--|
|  |
| 29. We can conclude from the last paragraph that                 |
| [A] test scores may not be reliable indicators of one's ability. |
| [B] IQ scores and SAT results are highly correlated.             |
| [C] testing involves a lot of guesswork.                         |
| [D] traditional test are out of date.                            |
| 我的答案:  |
| B和C选项的正误原因是?   |
| 静姐的"填坑指南":   |
|  |
| 30. What is the author's attitude towards IQ tests?              |
| [A] Supportive.  |
| [B] Skeptical.   |
| [C] Impartial.   |
| [D] Biased.  |
| 我的答案:  |
| 态度题的第一步要先  |
| 静娟的"填坑指南":   |