

# 外研社杯·国才杯·2018 年阅读大赛决赛

Questions 1-3 (Suggested completion time: 3 minutes)

Directions: Read the following book reviews and choose the corresponding authors of the books. Please note there are TWO extra options.

A. John Henry Newman	<p><b>1.</b> The book is innovative, daring, well researched, and well documented. The prose is excellent and the reading is actually fun. The author produced an encompassing and broad text, but it never lacks substance. The reader always feels that important things are being asked, discussed and answered. He comes out with a solid answer to the question about the diversity of human experience on the planet. The question is both old and contemporary, and even in the current wave of globalization, in which distances are shortened and information travels quickly, nothing indicates that it will go away.</p> <p><b>2.</b> Since its publication almost 150 years ago, the book has had an extraordinary influence on the shaping and goals of higher education. The issues that the author raised—the place of religion and moral values in the university setting, the competing claims of liberal and professional education, the character of the academic community, the cultural role of literature, the relation of religion and science—have provoked discussion from the author’ s time to our own.</p> <p><b>3.</b> The book sees the period of the Renaissance as a time of unprecedented intellectual excitement cultural experimentation and interaction on a global scale. However, there was a darker side of religious discord, slavery, and massive inequality of wealth and status. The Renaissance stands as one of the defining periods in world history. Between 1400 and 1600, European perceptions of society, culture, politics, and even humanity changed in ways that affect not only Europe but the entire world. Through the book the readers learn about the key issues that defined the period, in its art, architecture, literature and advancements in the fields of science, trade, and travel.</p>
B. Ku Hung-Ming	
C.Jared Diamond	
D. Stephen E. Lucas	
E. Jerry Brotton	

Question 4 (Suggested completion time: 2 minutes)

Directions: Read the text and answer the question according to the text.



Satellite technology to provide Wi-Fi on board planes has matured to a point where more and more airlines are looking to use it, triggering a “gold rush” among suppliers.

That brings opportunities for a vast array of companies, from satellite firms such as Viasat and Inmarsat, to connectivity providers such as Gogo, Global Eagle, and Panasonic

Avionics and software and hardware companies such as Lufthansa Systems and Lufthansa Technik.

“It’s like a gold rush feeling at the moment,” Jan-Peter Gaense, head of passenger experience products & solutions at Lufthansa Systems, said at the Aircraft Interiors trade fair in Hamburg.

But as competition for a slice of the business intensifies, Gaense foresees a wave of mergers very soon, predicting that out of around 17 connectivity companies around today, only a handful would remain in the future.

4. What is the future of the inflight Wi-Fi business?

- A) It will need more suppliers.
- B) It will be a gold rush.
- C) It will be dominated by a few major companies.
- D) It will become less competitive.

**Question 5 (Suggested completion time: 2 minutes)**

Directions: Read the text and answer the question according to the text.

With dramatic peaks and pristine lakes, Yellowstone National Park is an outdoor enthusiast’s paradise. Multicolored pools swirl around hot springs; verdant forests weave past expansive meadows; and volatile geysers launch streams of steaming water toward the sky. With so much unspoiled natural beauty, it’s no wonder everyone suspected John Colter (a scout for explorers Lewis and Clark) was embellishing when he first described Yellowstone’s geothermal curiosities in 1807. Nowadays, there’s no doubt that the park is indeed extraordinary. While you traverse its 3,000-plus square miles of mountains, canyons, geysers and waterfalls, be prepared to share the trails with permanent residents like buffalos, elks and sometimes even grizzlies.

5. Why did people doubt John Colter’s description of Yellowstone in 1807?

- A) People didn’t believe the existence of such marvelous natural beauty.
- B) The extraordinary beauty of Yellowstone was rarely reported at that time.
- C) His description was inconsistent with the experience of the permanent residents.
- D) John Colter was famous for his exaggerated style of writing.

**Question 6 (Suggested completion time: 2 minutes)**

Directions: Read the text and answer the question according to the text.

In the early 20th Century, Arctic explorer Vilhjalmur Stefansson spent five years eating just meat and fish. This meant that his diet consisted of around 80% fat and 20% protein. He remained healthy through out.

Twenty years later, he took part in a year-long experiment at the New York City' s Bellevue Hospital in 1928. Stefansson wanted to disprove those who argued that humans cannot survive if they only eat meat.

Unfortunately, he experienced digestive disturbances when eating only lean meat without any fat. His symptoms disappeared after he raised his fat intake.

In fact, after returning to New York City and to a typical US diet with more normal levels of protein, he reportedly found his health deteriorating and returned to a low-carb, high-fat, and high-protein diet until his death aged 83.

6. What can we learn from this text?

- |  |   |
|--|---|
| A) The typical US diet is not good for one' s health.      | C) High protein intake with fat does not affect people' s health.       |
| B) It is beneficial to one' s health to consume less meat. | D) Stefansson became ill because of his high intake in protein and fat. |

**Question 7 (Suggested completion time: 2 minutes)**

Directions: Read the text and answer the question according to the text.

The demonizing of teenagers for their behaviour has been happening since the time of Socrates. But Professor Sarah-Jayne Blakemore, author of *Inventing Ourselves: The Secret Life of the Teenage Brain*, argues that the adolescent brain should be nurtured and celebrated for its vulnerability and extreme creativity as it undergoes extensive development.

Adolescent sensation-seeking behaviour in humans increases between the age of 10 and the late teens, peaking at 19 and falling off in the twenties, and it' s thought there may be an evolutionary purpose to showing off: a need to become independent and establish yourself in the social hierarchy.

And it' s certainly not unique to humans—similar behaviour has been observed in species including rats, mice and monkeys.

7. What can we know about the adolescent sensation-seeking behaviour?

- |   |   |
|---|---|
| A) Scientists have been attempting to find an answer to it. | C) It has been researched in different ways.          |
| B) Humans and some other species all have this behaviour.   | D) It can be explained in terms of human development. |

**Question 8 (Suggested completion time: 2 minutes)**

Directions: Read the text and answer the question according to the text.

Education is so integral to modern life that we take it for granted. Young people have to leap through interminable academic hoops to secure their place in the adult world. My thesis, in a single sentence: Civilized societies revolve around education now, but there is a better—indeed, more civilized—way. If everyone had a college degree, the result would not be great jobs for all, but runaway credential inflation. Trying to spread success with education spreads education but not success.

**8.** Which of the following best describes the author' s intention of the closing sentence?

- A) Education, though always targeted, is not receiving due attention among common people.      C) Education is commonly valued now but it is virtually irrelevant to real job situations.
- B) What we should value most is not success but the real education, the civilization of people.      D) People now attach more importance to education instead of only valuing material things.

**Question 9 (Suggested completion time: 2 minutes)**

Directions: Read the text and answer the question according to the text.

Why does the great and universal fame of classical authors continue? The answer is that the fame of classical authors is entirely independent of the majority. Do you suppose that if the fame of Shakespeare depended on the man in the street it would survive a fortnight? The fame of classical authors is originally made, and it is maintained, by a passionate few. Even when a first-class author has enjoyed immense success during his lifetime, the majority have never appreciated him so sincerely as they have appreciated second-rate men. He has always been reinforced by the ardor of the passionate few...

And it is by the passionate few that the renown of genius is kept alive from one generation to another. These few are always at work. They are always rediscovering genius. Their curiosity and enthusiasm are exhaustless, so that there is little chance of genius being ignored.

**9.** Which of the following would be the best title for the text?

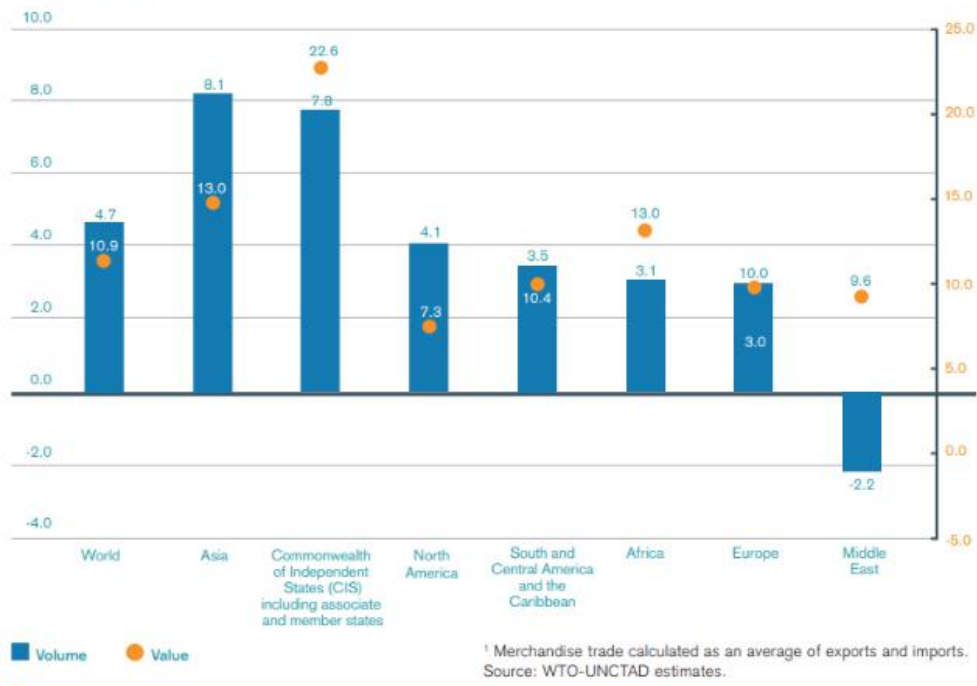
- A) The Passing-on of Classical Works      C) The Form of Classical Authors
- B) Minority Rather than Majority      D) Why A Classic Is A Classic

**Question 10 (Suggested completion time: 5 minutes)**

Directions: The figure shows merchandise trade growth by regions of the world in 2017. Answer the question according to the figure.

**Merchandise trade growth by region,<sup>1</sup> 2017**

(Annual percentage change)



10. Which of the following is an INCORRECT description of the figure?

- A) Compared with North America, the merchandise trade volume and value in South and Central America and the Caribbean increased by a larger amount.
- B) There is an over-10-percent discrepancy between merchandise trade value and volume growth rate in the Middle East region.
- C) In 2017, the merchandise trade volume in Asia increased by 8.1 percent, larger than any other region in the world.
- D) The merchandise trade value increase reached 13 percent in Africa, about 2 percent higher than the overall increase of the world.

**Question 11 (Suggested completion time: 4 minutes)**

Directions: Read the following definition of a logical fallacy. Answer the question according to the definition.

**Failure to Elucidate**

The definition is more difficult to understand than the word or concept being defined.

11. Which of the following provides a typical example of *Failure to Elucidate*?

A) Linda: We live in a spirit-filled world; I am certain of that.

Rob: A "spirit" ?

Linda: A noncorporeal substance.

B) Bert: How do eyes project an image to your brain?

Ernie: Project? Think of it as a little guy in your brain watching the movie projected by your eyes.

Bert: Ok, but what is happening in the little guy in your head’ s brain?

Ernie: Well, think of it as a little guy in his brain watching a movie...

C) Service Tech: Your car could use some new tires.

Bart: You have a financial interest in selling me tires, why should I trust you?

Service Tech: What do you mean, sir? You brought your car to me to have it checked.

Bart: I brought my car to the shop where you work.

Service Tech: So should we forget about the new tires for now?

D) Mom: Billy, it’ s time for bed.

Billy: Can I stay up and watch a movie?

Mom: You can either go to bed or stay up for another 30 minutes and read.

**Questions 12-14 Reasoning (Suggested completion time: 12 minutes)**

**12.**

It looks like the waiter forgot to charge us for the bottle of champagne. Let’ s just leave—after all, if he had overcharged us, I doubt he would chase after us to give us the money back that we had overpaid.

Which of the following is the reason for the conclusion?

- A) We justified our wrongdoing by assuming the waiter’ s wrongdoing.
- B) We made an assumption that the waiter would overcharge us.
- C) The waiter forgot to charge for the bottle of champagne.
- D) The waiter would never give back the money that we overpaid.

13.

"We know that the defendant was in the vicinity of the robbery when the robbery occurred. Therefore, the defendant is guilty of the robbery."

Which of the following best describes the flaw in the argument above?

- A) The argument bases a conclusion on two pieces of contradictory evidence.
- B) The argument presupposes what it is attempting to demonstrate.
- C) The argument suggests evidence of a position and proves that a different position is true.
- D) The argument directs the attack against the defendant rather than the defendant's evidence.

14.

During the last hunting season, twice as many people were hit by cars while walking on public sidewalks as were hurt in hunting accidents in the woods. Therefore, during the last hunting season, people were safer in the woods than walking on public sidewalks.

Which of the following, if true, casts the most serious doubt on the conclusion drawn above?

- A) During the last hunting season, there were more than twice as many people walking on public sidewalks as were walking in the woods.
- B) Today, more and more people discard the hobby of hunting animals in the woods because they think it's immoral.
- C) During the last hunting season, people hit by cars while walking on public sidewalks were more careless than those hurt in hunting accidents.
- D) When it is not hunting season, more people get hurt in the woods than on public sidewalks.

**Questions 15-17 (Suggested completion time: 8 minutes)**

Directions: Read the text about the revolution in education. Answer the questions according to the text.

The expansion of high schools was the first wave in a century-long broadening of education in the United States in response to the changing needs of the economy. The high-school movement was “truly path breaking,” wrote Claudia Goldin, a Harvard University economist, in a paper published by the National Bureau of Economic Research. “No other country underwent the transformation to virtually universal public secondary education” so early and so quickly. Goldin argued, “Without the rapid rise of the high school, America could not have put the GI Bill of Rights into immediate action after 1944 for American youth would not yet have graduated high school.”

The second wave in expanding education for a changing workforce occurred in the 1960s with the “college-for-all” movement. In 1965, President Lyndon B. Johnson signed the Higher Education Act, which bolstered federal aid for higher education. Meanwhile, states built community college campuses and widened the mission of state teachers’ colleges by adding a bevy of programs in all academic fields. Between 1970 and 2016, enrollment in higher education more than doubled from 8.5 million to 20.5 million students.

Now a third wave in education and training has arrived, argue economists, educators, and workforce-development officials. The level of preparation that worked in the first two waves—adding more time to education early in life—does not seem sufficient in the 21st-century economy. Instead the third wave is likely to be marked by continual training throughout a person’s lifetime—to keep current in a career, to learn how to complement rising levels of automation, and to gain skills for new work. Workers will likely consume this lifelong learning in short spurts when they need it, rather than in lengthy blocks of time as they do now when it often takes months or years to complete certificates and degrees.

With this third wave will come a shift in how workers perceive retraining, said Brent Parton, deputy director of the Center on Education and Skills at the think tank New America. “We tend to think of retraining now as something that follows a traumatic event—a job loss, for instance,” said Parton, who served as a policy advisor in the U.S. Department of Labor during the Obama administration. “We’re entering a stage where retraining will be the day-to-day world that people live in. It will be part of their daily life and a much quieter set of traditions compared with now.”

One big worry, however, is that the arrival of lifelong education will only exacerbate the economic divide that already exists in the United States. Education levels in the U.S. are closely tied to income. Simply put: Rich kids are far more likely to graduate from college than are their poor and working-class peers. There’s no reason not to believe that trend won’t continue in this third wave of lifelong learning. It is likely to help workers who already have high levels of education get the training they need rather than assist underemployed or unemployed workers who need to upskill to keep a job or get a new one.



15. What can be learned from Goldin' s remark in the first paragraph?

- A) Many people used the benefits of the GI Bill of Rights to graduate from high schools. C) The implementation of the GI Bill of Rights paved the way for the following two education revolutions.
- B) The GI Bill of Rights played a very important part in promoting the high-school movement in America. D) The passage of the GI Bill of Rights got support from high school graduates.

16. How is the third wave in education different from the first two waves?

- A) People in the third wave need to spend more time receiving education early in life to get a degree. C) People in the third wave have to keep learning and retraining in order to hold on to their jobs.
- B) People in the third wave have to spare lengthy blocks of time for lifelong learning and retraining. D) People in the third wave will come to regard retraining as a daily experience and a lifetime mission.

17. What kind of problem might the third wave in education bring about?

- A) Increasingly rigid social classes. C) A decrease in financial aid for the unemployed.
- B) A disbelief in the importance of lifelong learning. D) Growing disparities in wealth.

**Questions 18-21 (Suggested completion time: 8 minutes)**

Directions: Read the following letter. Answer the questions according to the letter.

**Dear Dad**

*By Lisa Einstein on June 15, 2018*

They don' t celebrate Father' s Day in West Africa where I am serving with the Peace Corps, but I think about you a lot here, and your impact on my love of science. I had incredible science teachers—you worked hard to find public school districts with great math and science educators—but it was your lessons that gave me the confidence to explore astrophysics and cancer biology research, major in physics at Princeton, and now teach physics in French to classes of over 100 in a rural village in Guinea. Many of the girls I teach are 17, the same age I was when you died suddenly of a heart attack. Nine years later the void you left remains, but I' m channeling your lessons to these girls and feel you with me when I do.

In Guinea only 15.4 percent of girls finish primary school, according to the Secrétariat Technique du Comité Genre et Equité (STCGE). And you worried about the gender disparities in STEM! I have been exploring the research on science education, which shows the impact of mentorship and messaging on girls' retention and success in STEM fields. I now see that I may as well have been raised on this body of research, though most of it was published after your death. Three messages stand out in stark contrast to the messages that my students tend to hear:

**“I love it when you prove me wrong!”** You would exclaim gleefully when I challenged you in any of our discussions. Your flexibility took the conflict out of challenge and put us on the same team in pursuit of truth. Your exuberance fueled my audaciousness and goaded me to look deeper to find what others may be missing. Your willingness to be proven wrong by a young girl despite your Harvard MD/PhD gave me the confidence to question anyone. It also taught me \_\_\_\_18\_\_\_\_. “We can only hope to be right some of the time,” you reminded me. “That’s why we call it RE-search.” You showed me the power of an open mind: \_\_\_\_18\_\_\_\_ insights may come from unlikely sources, even me, your young daughter.

I contrast my experiences to those of my student, Fatoumata, whose dad told her she must marry and stop school at age 13 because of “tradition.” Challenging him would mean only trouble, not a joyous exploration of truth. She was taught to be submissive and diffident, not curious and confident. We worked with the school principal and were able to convince her father to stop her forced marriage and let her stay in school. Empowered by our confidence in her, she co-founded an organization to support other girls and teach their parents that education offers a path out of poverty. “You proved me wrong,” her dad now says as he boasts about her leadership.

You knew that beliefs we have about ourselves change the ways our brains work. When I wondered why there were not more girls in 6th grade advanced math and speculated that boys may be genetically better at math than girls you exclaimed, **“They tricked you! I can’t believe it! My own daughter.”** You never let me succumb to the subtle forces that could undermine my confidence and dissuade me from my passion. Deep cultural beliefs about who should study are daunting barriers in Guinea, but you prepared me to surmount them by changing mindsets, not only of my students, but also the men and women at home, who have the power to hold them back or help them thrive. Your message rings in my ears, Dad. I won’t let them trick me or my students.

A third message also rings so true. **“It’s good that it’s hard, that means that you’re growing,”** you told me when I struggled with school work or a social problem. You reminded me that we grow the most when we are out of our comfort zones. Now research shows that brains develop and change, and that mistakes grow your brain. “You never want things to be too easy,” you said. It was a lesson I repeated over and over the year of your death and that I have revisited often during the difficult moments of isolation and hardship in my service. I cherish those challenges because I know they are forming me.

I share these gifts you gave me with the girls I teach, who face so many challenges from living in extreme poverty. We work to see their struggles as their sources of strength, and to bring the resilience they bring to their everyday lives to their learning and intellectual development. And because I experienced you learning from me as a young girl, I am prepared to receive the many lessons my students have to teach me.

Thank you, Dad. Happy Father’s Day.

Love,

Lisa

**18.** Which of the following two words best fit in the blanks in the third paragraph?

- A) courage ... valueless      B) humility ... priceless      C) skepticism ... laborious      D) perseverance ... subtle

19. What do we know about the author?

- A) She teaches physics in French in a rural village of Guinea.
- B) She writes a letter on Father's Day every year.
- C) She has a Harvard master's degree.
- D) She leads the local people out of poverty in Guinea.

20. What can we infer about the author's father from the "three messages" ?

- A) He believed mistakes and hardship help the brain grow.
- B) He was worried about gender disparities.
- C) He didn't like Lisa to challenge his authority.
- D) He is strong-willed in questioning established scientific truths.

21. Which of the following best describes the letter?

- A) A disclosure of true self and feeling
- B) A message of gratitude
- C) An introspection of voluntary work
- D) An expression of life reflections

**Questions 22-25 (Suggested completion time: 8 minutes)**

Directions: Read the text and answer the questions according to the text.

The Cambridge Analytica data-breach scandal at Facebook led to a massive fall in the company's stock price, governments around the world discussing new regulations, commenters **from the left and the right** calling for breaking Facebook up, multiple lawsuits and many Facebook users leaving the site. After three negative incidents involving pets on United Airlines in March 2018, the company's favorability rating fell and customers who heard about the incidents were significantly more likely to choose another airline. Equifax is in the news—again—for discovering an additional 2.4 million victims of its data breach.

You might be surprised to learn that all of these disasters were avoidable, as are many of the disasters suffered by all of us in our professional lives that do not make it into the news. Our brains make systematic and predictable errors—what behavioral scientists call *cognitive biases*—that lead us to make poor decisions. Fortunately, recent research shows that we can easily improve our ability to make better decisions. As a behavioral science expert, a consultant and speaker on decision-making and author of an Amazon bestseller on this topic, *The Truth-Seeker's Handbook: A Science-Based Guide*, I want to suggest an effective, research-based approach that anyone can use to avoid disasters in the workplace.

**Were These Disasters Really Avoidable?**

The CEOs of all three companies recognized that they and their organizations made errors that led to the business disasters. Facebook's CEO Mark Zuckerberg acknowledged that Facebook made many mistakes, such

as allowing external apps to have massive data access to Facebook users, trusting the word of Cambridge Analytica and other companies about what they do with the data and failing to inform Facebook users about how their data is used.

Oscar Munoz, United’ s CEO, also stated that United got it wrong. He committed not only to change the way United transports pets, but to put United crews through a new program focused on “safety, caring, dependability and efficiency.”

Equifax’ s former CEO Richard Smith, who was forced to retire after the data breach, apologized for the failure of Equifax to follow its own policies and procedures. Apparently, after the Department of Homeland Security warned Equifax of its vulnerability, the company failed to follow its own process and fix the security flaw, enabling hackers to access the data of over 140 million customers.

### **Why Do We Suffer Avoidable Disasters in the Workplace?**

Avoidable professional disasters frequently stem from three major cognitive biases: the overconfidence effect, optimism bias and the planning fallacy.

**[A]** When asked whether they are more, less or equally skilled compared to the average driver, 93 percent of Americans report themselves as more skilled. When study subjects said they were 100 percent confident in their answers, they were wrong 20 percent of the time. **[B]** No wonder that the overconfidence effect—our tendency to be excessively confident in our decision-making—has been found by researchers to harm performance in the workplace, whether by CEOs or professionals. Indeed, Zuckerberg describes how he was wrong in being confident that Facebook users prefer to be more public with their data for the sake of more opportunities for social engagement.

Optimism bias refers to us being excessively optimistic about the future. For example, studies show we tend to believe our risk of suffering negative events is less than it actually is, and we overestimate the likelihood of positive events. We fall into optimism bias frequently in the workplace, overemphasizing the benefits of projects and understating the costs. A related bias, the planning fallacy, refers to our tendency to assume our plans will go perfectly and fail to build in enough resources for potential problems. As a result, endeavors tend to run over budget and past deadlines. Both United and Equifax were excessively optimistic about their existing processes, the first in dealing with pets and the second in fixing the security flaw after it was found.

**22.** What does the phrase *from the left and the right* in the first paragraph mean?

- |   |                                      |
|---|--------------------------------------|
| A) from the Democratic Party and the Republican Party | C) from all sides                    |
| B) from the outer world to the inner world            | D) from private groups to the public |

**23.** What is the author’ s most probable identity?

- |                                |                               |
|--------------------------------|-------------------------------|
| A) A science fiction novelist. | C) A conference spokesperson. |
| B) A behavioral scientist.     | D) A corporate consultant.    |

24. Which of the following roles do the two sentences at [A] and at [B] play?

- A) The first provides context for a current state of affairs; the second is a prediction based on that.      C) The first is the author's conclusion; the second verifies that conclusion.
- B) The first provides a statement; the second provides an example.      D) The first is information; the second describes the background of the information.

25. What is the best title for the text?

- A) Scandals Avoidable?      C) Scientific Ways to Prevent Business Disasters
- B) Doesn't Have to Be This Way!      D) Truth Isn't Truth

**Questions 26-28 (Suggested completion time: 8 minutes)**

Directions: Read the text about a new discovery. Answer the questions according to the text.

【1】On May 14, 2018, scientists announced the discovery of an entirely new resource that has the potential to remake some of those centuries-old arguments over Roman politics and history. A team of archaeologists, historians, and climate scientists have constructed a history of Rome's lead pollution, which allows them to approximate Mediterranean economic activity from 1,100 B.C. to 800 A.D. They found it hiding thousands of miles from the Roman Forum: deep in the Greenland Ice Sheet, the enormous, miles-thick plate of ice that entombs the North Atlantic Island.

【2】In short, they have reconstructed year-by-year economic data documenting the rise and fall of the Roman Republic and Empire. The first news of the record was published on the afternoon of May 14, 2018 in *Proceedings of the National Academy of Sciences*.

【3】Why does the amount of lead in the atmosphere tell us something about the Roman economy? "It's a proxy for coin production. That's the biggest thing," said Seth Bernard, a professor of ancient history at the University of Toronto. When the Roman government needed to pay for something, it ordered the creation of new silver coins. These coins were produced, in part, in mines on the Iberian Peninsula. But the mines didn't excavate pure silver: Instead, they unearthed an ore of silver, lead, and copper that had to be smelted into silver. This process filled the air with lead pollution.

【4】Once in the air, these lead emissions did not stay in one place. Instead, it wafted with the winds,   26  . When the storms deposited lead-tainted snow or sleet over the Arctic island, the precipitation fused with the ice sheet and became its newest layer. Century upon century of snow and ice fell on the ice sheet, burying but never disturbing that old layer of ice—until 1999, when climate scientists began coring the ice sheet at the NGRIP site. Four-inch tubes, documenting those ancient layers of snow and sleet, were hauled to the surfaces and pristinely preserved.

【5】 “There isn’ t anything close to this detailed documenting the Roman economy” , said Joe McConnell, a professor of hydrology at the Desert Research Institute and one of the authors of the paper. “Our record is dramatically different both in its temporal resolution and in its dating precision.”

【6】 “The paper speaks for itself,” said Seth Bernard, who had early access to its findings but did not work on the research. “It feels sort of like we’ ve discovered the Americas. There was another continent over there, that was always there, that we can see now.”

【7】 The new paper contains findings that Roman historians can already apply to their work. It finds that Rome’ s economy waxed and waned, following well-documented events in its history, including wars and plagues. In 218 B.C., for instance, when Rome fought with Carthage in the Second Punic War, lead pollution appears to fall—and then it rises, abruptly, as Roman soldiers seized Carthaginian mines in southern Spain and put them to use. It also detects nonviolent events: When Rome debased its currency, reducing the amount of silver in each denarius coin in 64 A.D., lead pollution in the air fell.

【8】 And it provides crucial economic context for some of the most pivotal events in Roman history, including the death of Julius Caesar (and the birth of Jesus of Nazareth). The Crisis of the Roman Republic—the series of civil wars and political strife, spanning 134 B.C. to 27 B.C., that brought the Roman Republic to an end—were associated with a broad period of economic stagnation and disintegration, the study finds. And the early Roman Empire—especially the Pax Romana (27 BC—AD 180), the 206 years of mostly uninterrupted peace throughout the Mediterranean—were accompanied by an economic boom. When compared with other studies, research suggests that Western Europe may have seen 27 lead emissions during the Pax Romana than at any time prior to the Industrial Revolution, nearly 1,800 years later.

【9】 This finding reverses a widely cited study from the 1990s that reached almost exactly the opposite finding. That paper, which used a similar but rudimentary technique to pull lead emissions out of the Greenland ice, argued that Roman economic productivity peaked during the late Republic, then stagnated throughout the entire Roman Empire. But that study drew from 18 data points; this new research made 25,000 different measurements of the ice core.

26. Which of the following most logically completes the sentence in the fourth paragraph?

- A) finally forming an on-again and off-again cycle in hurricanes near Greenland
- B) and cooled near Greenland, leading to fewer, weaker storms
- C) eventually blowing into squalls and storms over Greenland
- D) and then was attributed to the density-driven katabatic winds off the nearby Greenland

27. Which of the following best fits in the blank in the eighth paragraph?

- A) fewer
- B) higher
- C) steadier
- D) worse

28. Which of the statements is true about the paper in the text?

- A) Wars had little to do with the Roman economy since Rome always won.                      C) The paper puts forward a new explanation for the death of Caesar.
- B) The history of Rome's lead pollution can explain ancient Rome's economy.                      D) The paper provides similar data as in the 1990s but reaches a different conclusion.

**Questions 29-30 (Suggested completion time: 7 minutes)**

Directions: Read the text and answer the questions according to the text.

The Internet age in which we already live prefigures some of the questions and issues that AI will only make more acute. The Internet's purpose is to ratify knowledge through the accumulation and manipulation of ever expanding data. Human cognition loses its personal character. Individuals turn into data, and data become regnant.

Users of the Internet emphasize retrieving and manipulating information over contextualizing or conceptualizing its meaning. They rarely interrogate history or philosophy; as a rule, they demand information relevant to their immediate practical needs. In the process, search-engine algorithms acquire the capacity to predict the preferences of individual clients, enabling the algorithms to personalize results and make them available to other parties for political or commercial purposes. Truth becomes relative. Information threatens to overwhelm wisdom.

Inundated via social media with the opinions of multitudes, users are diverted from introspection; in truth many technophiles use the Internet to avoid the solitude they dread. All of these pressures weaken the fortitude required to develop and sustain convictions that can be implemented only by traveling a lonely road, which is the essence of creativity.

The impact of Internet technology on politics is particularly pronounced. The ability to target micro-groups has broken up the previous consensus on priorities by permitting a focus on specialized purposes or grievances. Political leaders, overwhelmed by niche pressures, are deprived of time to think or reflect on context, contracting the space available for them to develop vision.

The digital world's emphasis on speed inhibits reflection; its incentive empowers the radical over the thoughtful; its values are shaped by subgroup consensus, not by introspection. For all its achievements, it runs the risk of turning on itself as its impositions overwhelm its conveniences.

29. What is the text mainly about?

- A) The pros and cons of the Internet in the current era.                      C) The relations between humans' data control and the Internet.

B) The threats posed by the Internet to human cognition.

D) The characteristics and impacts of the Internet.

30. Which of the following is INCORRECT according to the text?

A) People are becoming less rational in the Internet age.

C) Solitude can stimulate innovation and should be encouraged.

B) Political leaders need personal space to ensure their insightfulness.

D) “Haste makes waste” is one truth of the digital world.

**Questions 31-40 (Suggested completion time: 35 minutes)**

Directions: Read three passages about meat-eating. Answer the questions according to the passages.

**Passage A**

Eating some of Britain’s most endangered animals could save them from extinction, conservationists have claimed.

Carnivores are often blamed for inflicting irreparable damage on vulnerable species’ habitats and record numbers of people are adopting vegan lifestyles to try to save the planet. But demand for meat is key to keeping rare pigs, sheep and cows alive, the Rare Breeds Survival Trust said.

Dozens of historic breeds are disappearing from the countryside as farmers opt for modern hybrids, which have been bred to maximize their profits in intensive farming systems.

“Although it might sound odd, we want more people to eat rare breed meat to drive demand for the animals,” Tom Beeston, head of the trust, said. “The more people eat rare breed meat, the greater the demand and the more animals will be bred.”

Demand for beef from Highland cattle has already helped the long-horned hairy cows to escape the annual danger list, which the charity published on April 17, 2018.

The numbers of Gloucester old spot pigs have also risen, thanks to demand from gastropubs and restaurants, but the pigs are still “at risk” because there are fewer than 500 breeding females nationwide, Mr. Beeston said.

Small family farms, which were once a stronghold of rare breeds, have struggled to compete with mega-farms since the end of the Second World War. Today almost 90 per cent of the dairy herd comes from just two breeds and their crosses of Fresian and Holstein cows.

Britain’s rarest farm animal is the Vaynol cow, a semi-feral beast, which originated in north Wales in 1872. There are 12 breeding females left and they have been dispersed across three sites to reduce the risk of



disease wiping them all out.

“These rare breed animals are going to end up as dead as a dodo unless their numbers increase dramatically,” Mr. Beeston said. “They are beautiful to look at, uniquely British and deserve to be protected for future generations.”

Dominika Piasecka, spokeswoman for the Vegan Society, said that the trust’s claims were *ludicrous*, adding: “Animal agriculture is widely acknowledged as the leading driver of species extinction, habitat loss, water consumption and pollution.”

About 540,000 people in Britain are vegan. Ms. Piasecka said the society would like to see farm animals left to reproduce naturally “and live their lives in a sanctuary setting.”

Rehana Jomeen from The Save Movement, a vegan campaign group that protests outside abattoirs (屠宰场), said it did not matter if breeds disappeared because they only existed as a result of exploitative farming practices. “Ultimately, there should be no demand at all as we have no real justification for rearing animals and taking their lives for their flesh and by-products,” she said.

The British lop and the British landrace are among the most endangered breed of pigs, Mr. Beeston said, with 161 and 138 breeding females respectively. “The problem is that celebrity chefs and restaurant owners haven’t heard of these rare breeds so there is no market for them,” he added.

### Passage B

I think the first realization you have when you become vegan is just how exciting it is. Rather than finding yourself limited to a restrictive diet, which is the expectation of most new vegans, a whole new world of food and a new way of cooking are opened up to you. You start experimenting with ingredients you’ve never used before, or sometimes never even heard of, like nooch or seitan, with amazing culinary results (some of the time), and you want everybody to taste what you’ve tasted. If you’ve been a hardened cheese addict for most of your life, like I was, of course you want your family to try the latest plant-based cheese that melts just like mozzarella!

You can also find yourself feeling much more energetic and enthusiastic after the switch to a plant-based diet. I think this is in part because of the amount of healthy nutrients you’re getting on a daily basis; my fruit and veg intake has more than doubled. But for those who have become vegan for the animal rights side of things, every meal is guilt-free and eating almost becomes an exercise in mindfulness, leaving you with positive feelings. Who wouldn’t want their friends and family to feel this too?

Most new vegans will join an online group or two; there are plenty to choose from, and Veganuary even has its own Facebook page. The sense of belonging can be invigorating, but it can also blind you to the fact that most of the people around you know very little about the vegan lifestyle, and at worst, have no or little interest.

But there is a more serious aspect to vegans shouting about their lifestyle for what feels like 24 hours a day. Although it has become trendy to “eat clean”, and a plant-based diet is often viewed as clean, veganism’s roots are deeply embedded in the world of animal rights activism.

Many people are unaware of the cruelty with which their meat, cheese and leather items are produced, whereas others have had fleeting glimpses and choose to ignore it. I was brought up vegetarian for most of my life, but it took 15 years after my mother went dairy-free and gave me explicit explanations of why she had done so before I opened my eyes to the brutality of the dairy and egg industries. I knew what happened on dairy farms: that female cows spend their lives being artificially inseminated, only to have their calves taken from them at birth; that those calves are usually slaughtered for veal while their mothers spend their lives attached to machines draining the milk that was intended for their lost babies. But still I chose to ignore it. Once you open your eyes and have that lightbulb moment, it's hard to watch the rest of the world tucking into their cheese plates and burgers without feeling you should say something.

I often think that if I just told that friend how their omelette ended up on their plate, or that stranger in the fur coat how the mink or coyote that had worn it before had suffered, perhaps they'd reconsider. Maybe I could get them to see the world like how I now see it, and, just maybe, veganism could become the norm, rather than the radical.

### Passage C

We eat meat, we love meat, and our bodies are built to digest meat. It would be nice if we could pick the stuff off the trees, but we can't. So apologies to goats and pigs and cows and chickens and fish and lobster and shrimp and all the other scrumptious stuff that flies and walks and swims, but you're going down.

That, of course, is the primal, flesh-craving part of our brain talking. But other parts—our softer, morally tormented parts—are consumed by guilt over taking a life to make a meal. The only way to reconcile our minds, to say nothing of our menus, is either to go vegan—try that for a week—or to convince ourselves that despite the critter (家畜) murder we effectively endorse every time we tuck into a pork chop or a chicken salad, we are still somehow decent, somehow good. That takes some fancy ethical footwork.

The main dodge we usually rely on is the “36” excuse. That may well be true when you get below a certain point on the cognitive scale. As no less a figure than Princeton bioethicist Peter Singer—whose 1975 book *Animal Liberation* launched the animal rights movement—told me in an interview a few years ago: “I think there's very little likelihood that oysters, mussels and clams have any consciousness, so it's defensible to eat them.”

But as a new study published in *Current Directions in Psychological Science* shows, we've found ways around that problem too. In a series of experiments and surveys, a team led by research psychologist Steve Loughnan of the University of Melbourne confirmed that while people across a broad range of cultures agree that the more mindful an animal is, the less defensible it is to eat it, we have a convenient way of deciding which critters think and which don't. If you like beef, you're more inclined to believe cows can't think; if you eat only fish, you're likelier to see cattle as conscious, while the salmon on your plate was probably a non-conscious nincompoop.

That handy reasoning even works in an ex post facto way. Loughnan found that a subject who had just eaten beef and was then asked about cow consciousness tended to rate it low, while someone who had just eaten nuts gave cows more credit. We justify food even after we' ve already consumed it. We do something similar with any animal that, either through charisma or companionability, has achieved a sort of most favored fauna status. So a hamburger is fine, but a horseburger? We' re not barbarians. Ditto shark fin versus dolphin fin soup, and turkey versus, say, eagle for Thanksgiving.

None of this ethical expedience is necessarily a bad thing; indeed it' s a necessary skill for a species with a conscience like ours trying to make its way in a morally ambiguous world. But we shouldn' t pretend it' s more than expedience. The vegetarian' s truth is no more legitimate than the pescetarian' s (鱼类素食者) or the red-in-fang carnivore' s. We can all agree that gratuitously subjecting animals to suffering is a bad thing, and it' s the rare human who could look at unnaturally fat chickens or pigs in cages that barely allow them to move without thinking that we' ve gone terribly wrong somewhere. Still, in most cases, we make our own peace in our own way with what' s on our own plates. Pay your own check and the meal is up to you.

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**31.** According to Passage A, the Rare Breeds Survival Trust is an organization that \_\_\_\_\_.

- |   |   |
|---|---|
| A) brings British farmers together to breed rare animals for meat | C) does scientific research about the demand and breeding of rare animals |
| B) aims to secure the continued existence of rare farm animals    | D) encourages people to eat less meat in order to protect rare animals    |

**32.** Which of the following is true about Tom Beeston' s opinions in Passage A?

- |   |   |
|---|---|
| A) Rare breed animals should be protected from being eaten.     | C) Eating rare breed meat can stimulate rare animal breeding. |
| B) Species extinction is closely related to animal agriculture. | D) Natural breeding of farm animals should be promoted.       |

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**33.** The word ***ludicrous*** in Passage A is closest in meaning to \_\_\_\_\_.

- A) fastidious    B) ridiculous    C) luxurious    D) cautious

**34.** According to Passage B, the benefits of being a vegan include the following EXCEPT \_\_\_\_\_.

- |   |                                       |
|---|---------------------------------------|
| A) experiencing a refreshing lifestyle  | C) enjoying brand new ways of cooking |
| B) building a strong sense of belonging | D) feeling positive and invigorated   |

**35.** It can be inferred from Passage B that \_\_\_\_\_.

- A) vegans are usually considered to be different from other people
- B) a plant-based diet is becoming increasingly popular because it is clean

- C) the writer's mother only eats plant-based food as the writer does
- D) what happens on dairy and poultry farms made the writer unwilling to eat meat

36. Which of the following best fits in the blank in Passage C?

- A) it is our carnivorous nature that drives us to eat meat
- B) it is fair enough that we eat the animals we breed
- C) animals can't express their feelings as humans do
- D) animals can't think so they never know what hit them

37. In Passage C, Steve Loughnan's experiments show that \_\_\_\_\_.

- A) the most favored fauna is considered to be those with low consciousness
- B) it is relatively less likely that humans will eat animals that are mindful
- C) there is no proof as to whether cows are more intelligent than fish or salmon
- D) human beings usually try to justify their decision to eat animals

38. Which is the best title for Passage C?

- A) Be A Carnivore
- B) Why We Eat Animals
- C) The Moral Dilemma of Eating Animals
- D) The Paradox of Eating Animals

39. What has been admitted in both Passage B and Passage C?

- A) The benefits of being a vegan.
- B) The justification for killing animals for food.
- C) The immorality of making animals suffer.
- D) The wrongdoing of eating animals.

40. What can be learned from the three passages?

- A) None of the three passages criticizes the behavior of eating animals.
- B) Eating animals is encouraged in both Passage A and Passage C.
- C) All of the three passages are related to healthy eating habits.
- D) Unlike Passage B, Passage A shows a neutral attitude towards eating animals.

**Question 41 (Suggested completion time: 40 minutes)**

Directions: Read the following two passages. Write a short essay according to the passages.

**Passage A**

On one occasion when a disciple of Confucius was sent on a public mission to a foreign State, he left his mother at home unprovided for. Another disciple then asked Confucius to provide her with grain. “Give her,” said Confucius, “so much,” naming a certain quantity.

The disciple asked for more. Confucius then named a larger quantity. Finally the disciple gave her a larger quantity than the quantity which Confucius named.

When Confucius came to know of it, he remarked, “When that woman’s son left on his mission he drove in a carriage with fine horses and was clothed with costly furs. Now I believe a wise and good man reserves his charity for the really needy; he does not help the well-to-do and rich.”

On another occasion, when another disciple was appointed the chief magistrate of a town, Confucius appointed his salary at nine hundred measures of grain. The disciple declined it as being too much.

“Do not decline it,” said Confucius to him, “If that is more than necessary for your own wants, cannot you share what you do not want with your relatives and neighbors at home?”

Source: *The Discourses and Sayings of Confucius*.

**Passage B**

...with respect to acting in the face of danger, courage is a mean between the excess of *rashness* and the deficiency of *cowardice*; with respect to the enjoyment of pleasures, temperance is a mean between the excess of *intemperance* and the deficiency of *insensibility*; **with respect to spending money, generosity is a mean between the excess of wastefulness and the deficiency of stinginess**; with respect to relations with strangers, being friendly is a mean between the excess of being *ingratiating* and the deficiency of being *surly*...

Source: *Aristotle: Ethics and the Virtues*

41. Write a short essay of about 300 words based on your understanding of the two passages. Remember to write in your OWN words. Your essay should respond to the following questions:

- 1) In the first story, what was Confucius’ attitude toward his disciple?
- 2) How did Confucius behave differently to his second disciple? And why?
- 3) Compare Confucius and Aristotle in their understanding of generosity. Please support your opinion with the information from the given passages.