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# TEXT1

**How to Eat Well**

1. Why do so many Americans eat tons of processed food, the stuff that is correctly called junk (垃圾) and should really carry warning labels?
2. It’s not because fresh ingredients are hard to come by. Supermarkets offer more variety than ever, and there are over four times as many farmers markets in the US as there were 20 years ago. Nor is it for lack of available information. There are plenty of recipes (食谱), how-to videos and cooking classes available to anyone who has a computer, smartphone or television. If anything, the information is overwhelming.
3. And yet we aren’t cooking. If you eat three meals a day and behave like most Americans, you probably get at least a third of your daily calories (卡路里) outside the home. Nearly two-thirds of us grab fast food once a week, and we get almost 25% of our daily calories from snacks. So we’re eating out or taking in, and we don’t sit down—or we do, but we hurry.
4. Shouldn’t preparing—and consuming—food be a source of comfort, pride, health, well-being, relaxation, sociability? Something that connects us to other humans? Why would we want to outsource（外包）this basic task, especially when outsourcing it is so harmful?
5. When I talk about cooking, I’m not talking about creating elaborate dinner parties or three-day science projects. I’m talking about simple, easy, everyday meals. My mission is to encourage green hands and those lacking time or memory to feed themselves. That means we need modest, realistic expectations, and we need to teach people to cook food that’s good enough to share with family and friends.
6. Perhaps a return to real cooking needn’t be far off. A recent Harris poll revealed that 79% of Americans say they enjoy cooking and 30% “love it”; 14% admit to not enjoying kitchen work and just 7% won’t go near the stove at all. But this doesn’t necessarily translate to real cooking, and the result of this survey shouldn’t surprise anyone: 52% of those 65 or older cook at home five or more times per week; only a third of young people do.
7. Back in the 1950s most of us grew up in households where Mom cooked virtually every night. The intention to put a home-cooked meal on the table was pretty much universal. Most people couldn’t afford to do otherwise.
8. Although frozen dinners were invented in the ’40s, their popularity didn’t boom until televisions became popular a decade or so later. Since then, packaged, pre-prepared meals have been what’s for dinner. The microwave and fast-food chains were the biggest catalysts（催化剂）, but the big food companies—which want to sell anything except the raw ingredients that go into cooking—made the home cook an endangered species.
9. Still, I find it strange that only a third of young people report preparing meals at home regularly. Isn’t this the same crowd that rails against processed junk and champions craft cooking? And isn’t this the generation who say they’re concerned about their health and the well-being of the planet? If these are truly the values of many young people, then their behavior doesn’t match their beliefs.
10. There have been half-hearted but well-publicized efforts by some companies to reduce calories in their processed foods, but the Standard American Diet is still the polar opposite of the healthy, mostly plant-based diet that just about every expert says we should be eating. Considering that the government’s standards are not nearly ambitious enough, the picture is clear: by not cooking at home, we’re not eating the right things, and the consequences are hard to overstate.
11. To help quantify (量化) the costs of a poor diet, I recently tried to estimate this impact in terms of a most famous food, the burger（汉堡包）. I concluded that the profit from burgers is more than offset by the damage they cause in health problems and environmental harm.
12. Cooking real food is the best defense—not to mention that any meal you’re likely to eat at home contains about 200 fewer calories than one you would eat in a restaurant.
13. To those Americans for whom money is a concern, my advice is simple: Buy what you can afford, and cook it yourself. The common prescription is to primarily shop the grocery store, since that’s where fresh produce, meat and seafood, and dairy are. And to save money and still eat well you don’t need local, organic ingredients; all you need is real food. I’m not saying local food isn’t better; it is. But there is plenty of decent food in the grocery stores.
14. The other sections you should get to know are the frozen foods and the canned goods. Frozen produce is still produce; canned tomatoes are still tomatoes. Just make sure you’re getting real food without tons of added salt or sugar. Ask yourself, would Grandma consider this food? Does it look like something might occur in nature? It’s pretty much common sense: you want to buy food, not unidentifiable foodlike objects.
15. You don’t have to hit the grocery store daily, nor do you need an abundance of skill. Since fewer than half of Americans say they cook at an intermediate level and only 20% describe their cooking skills as advanced the crisis is one of confidence. And the only remedy for that is practice. There’s nothing mysterious about cooking the evening meal. You just have to do a little thinking ahead and redefine what qualifies as dinner. Like any skill, cooking gets easier as you do it more: every time you cook, you advance your level of skills. Someday you won’t even need recipes. My advice is that you not pay attention to the number of steps and ingredients, because they can be deceiving.
16. Time, I realize, is the biggest obstacle to cooking for most people. You must adjust your priorities to find time to cook. For instance, you can move a TV to the kitchen and watch your favorite shows while you’re standing at the sink. No one is asking you to give up activities you like, but if you’re watching food shows on TV, try cooking instead.
17. Cooking benefits people in many ways and enables them to connect with one another.
18. Abundant information about cooking is available either online or on TV.
19. Young people do less cooking at home than the elderly these days.
20. Cooking skills can be improved with practice.
21. In the mid-20th century, most families ate dinner at home instead of eating out.
22. Even those short of time or money should be encouraged to cook for themselves and their family.
23. Eating food not cooked by ourselves can cause serious consequences.
24. To eat well and still save money, people should buy fresh food and cook it themselves.
25. We get a fairly large portion of calories from fast food and snacks.
26. The popularity of TV led to the popularity of frozen food.

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# TEXT2

**Doctor’s Orders: Let Children Just Play**

[A] Imagine a drug that could enhance a child’s creativity and critical thinking. Imagine that this drug were simple to make, safe to take, and could be had for free. The nation’s leading pediatricians（儿科医生）say this miracle compound exists. In a new clinical report, they are urging doctors to prescribe it liberally to the children in their care.

[B] “This may seem old-fashioned, but there are skills to be learned when kids aren’t told what to do,” said Dr. Michael Yogman, a Harvard Medical School pediatrician who led the drafting of the call to arms. Whether it’s rough physical play, outdoor play or social or pretend play, kids derive important lessons from the chance to make things up as they go, he said.

[C] The advice, issued Monday by the American Academy of Pediatrics, may come as a shock to some parents. After spending years fretting（烦恼）over which toys to buy, which apps to download and which skill-building programs to send their kids to after school, letting them simply play—or better yet, playing with them—could seem like a step backward. The pediatricians insist that it’s not. The academy’s guidance does not include specific recommendations for the dosing of play. Instead, it asks doctors to advise parents before their babies turn two that play is essential to healthy development.

[D] “Play is not silly behavior,” the academy’s report declares. It fosters children’s creativity, cooperation and problem-solving skills—all of which are critical for a 21st-century workforce. When parents engage in play with their children, it builds a wall against the harmful effects of all kinds of stress, including poverty, the academy says. In the pediatricians’ view, essentially every life skill that’s valued in adults can be built up with play. “Collaboration, negotiation, decision-making, creativity, leadership, and increased physical activity are just some of the skills and benefits children gain through play,” they wrote. The pediatricians’ appeal comes as kids are being squeezed by increasing academic demands at school and the constant invasion of digital media.

[E] The trends have been a long time coming. Between 1981 and 1997, detailed time-use studies showed that the time children spent at play declined by 25 percent. Since the adoption of sweeping education reforms in 2001, public schools have steadily increased the amount of time devoted to preparing for standardized tests. The focus on academic “skills and drills” has cut deeply into recess（课间休息）and other time for free play.

[F] By 2009, a study of Los Angeles kindergarten classrooms found that five-year-olds were so burdened with academic requirements that they were down to an average of just 19 minutes per day of “choice time,” when they were permitted to play freely with blocks, toys or other children. One in four Los Angeles teachers reported there was no time at all for “free play.” Increased academic pressures have left 30 percent of U.S. kindergarten classes without any recess. Such findings prompted the American Academy of Pediatrics to issue a policy statement in 2013 on the “crucial role of recess in school.”

[G] Pediatricians aren’t the only ones who have noticed. In a report titled “Crisis in the Kindergarten,” a group of educators, health professionals and child advocates called the loss of play in early childhood “a tragedy, both for the children themselves and for our nation and world.” Kids in play-based kindergartens “end up equally good or better at reading and other intellectual skills, and they are more likely to become well-adjusted healthy people,” the Alliance for Childhood said in 2009. Indeed, new research demonstrates why playing with blocks might have been time better spent, Yogman said. The trial assessed the effectiveness of an early mathematics intervention（干预）aimed at preschoolers. The results showed almost no gains in math achievement.

[H] Another playtime thief: the growing proportion of kids’ time spent in front of screens and digital devices, even among preschoolers. Last year, Common Sense Media reported that children up through age eight spent an average of two hours and 19 minutes in front of screens each day, including an average of 42 minutes a day for those under two. This increase of digital use comes with rising risks of obesity, sleep deprivation and cognitive（认知的）, language and social-emotional delays, the American Academy of Pediatrics warned in 2016.

[I] “I respect that parents have busy lives and it’s easy to hand a child an iPhone,” Yogman said. “But there’s a cost to that. For young children, it’s much too passive. And kids really learn better when they’re actively engaged and have to really discover things.”

[J] The decline of play is a special hazard for the roughly 1 in 5 children in the United States who live in poverty. These 14 million children most urgently need to develop the resilience（韧劲）that is cultivated with play. Instead, Yogman said, they are disproportionately affected by some of the trends that are making play scarce: academic pressures at schools that need to improve test scores, outside play areas that are limited or unsafe, and parents who lack the time or energy to share in playtime.

[K] Yogman also worries about the pressures that squeeze playtime for more affluent kids. “The notion that as parents we need to schedule every minute of their time is not doing them a great service,” he said. Even well-meaning parents may be “robbing them of the opportunity to have that joy of discovery and curiosity—the opportunity to find things out on their own.”

1. Play may not be a hard sell to kids. But UCLA pediatrician Carlos Lerner acknowledged that the pediatricians’ new prescription may meet with skepticism（怀疑） from parents, who are anxious for advice on how to give their kids a leg up in the world. They should welcome the simplicity of the message, Lerner said. “It’s liberating to be able to offer them this advice: that you spending time with your child and letting him play is one of the most valuable things you can do,” he said. “It doesn’t have to involve spending a lot of money or time, or joining a parenting group. It’s something we can offer that’s achievable. They just don’t recognize it right now as particularly valuable.”

36. Increased use of digital devices steals away children’s playtime.

37. Since the beginning of this century, an increasing amount of time has been shifted in public schools from recess to academic activities.

38. It has been acknowledged that while kids may welcome pediatrician’s recommendation, their parents may doubt its feasibility.

39. According to some professionals, deprivation of young children’s playtime will do harm not only to children themselves but to the country and the world.

40. By playing with children, parents can prevent them from being harmed by stress.

41. Playing with digital device discourages kids from active discovery, according to pediatrician Dr. Michael Yogman.

42. The suggestion of letting children simply play may sound like going backwards to parents who want to help build their children’s skills.

43. Dr. Michael Yogman believes the idea that parents should carefully schedule children’s time may not be helpful to their growth.

44. One quarter of teachers in an American city said that children in kindergartens had no time for playing freely.

45. According to a pediatrician, no matter what kind of play children engage in, they are learning how to create things.

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# TEXT3

**Why Are Asian Americans Missing From Our Textbooks?**

[A] I still remember my fourth-grade social studies project. Our class was studying the Gold Rush, something all California fourth-graders learned. I was excited because I had asked to research Chinese immigrants during that era. Growing up in the San Francisco Bay Area, I had always known that “San Francisco” translated to “Gold Mountain” in Chinese. The name had stuck ever since Chinese immigrants arrived on the shores of Northern California in the 1850s, eager to try their luck in the gold mines. Now I’d have the chance to learn about them.

[B] My excitement was short-lived. I remember heading to the library with my class and asking for help. I remember the librarian’s hesitation. She finally led me past row after row of books, to a corner of the library where she pulled an oversized book off the shelf. She checked the index and turned over to a page about early Chinese immigrants in California. That was all there was in my entire school library in San Francisco, home of the nation’s first Chinatown. That was it.

[C] I finally had the opportunity to learn about Asian Americans like myself, and how we became part of the fabric of the United States when I took an introductory class on Asian-American history in college. The class was a revelation. I realized how much had been missing in my textbooks as I grew up. My identity had been shaped by years of never reading, seeing, hearing, or learning about people who had a similar background as me. Why, I wondered, weren’t the stories, histories, and contributions of Asian Americans taught in K-12 schools, especially in the elementary schools? Why are they still not taught?

[D] Our students—Asian, Latino, African American, Native American, and, yes, white—stand to gain from a multicultural curriculum. Students of color are more engaged and earn better grades when they see themselves in their studies. Research has also found that white students benefit by being challenged and exposed to new perspectives.

[E] For decades, activists have called for schools to offer anti-racism or multicultural curricula. Yet a traditional American K-12 curriculum continues to be taught from a Eurocentric point of view. Being multicultural often falls back on weaving children of color into photographs, or creating a few supporting characters that happen to be ethnic—an improvement, but superficial nonetheless. Elementary school classrooms celebrate cultural holidays—Lunar New Year! Red envelopes! Lion dancers!—but they’re quick to gloss over(掩饰)the challenges and injustices that Asian Americans have faced. Most students don’t, for example, learn about the laws that for years excluded Asians from immigrating to the U.S. They don't hear the narratives of how and why Southeast Asian refugees(难民) had to rebuild their lives here.

[F] Research into what students learn in school has found just how much is missing in their studies. In an analysis, Christine Sleeter, a professor in the College of Professional Studies at California State University, Monterey Bay, reviewed California’s history and social studies framework, the curriculum determined by state educators that influences what is taught in K-12 classrooms. Of the nearly 100 Americans recommended to be studied, 77% were white, 18% were African American, 4% were Native American, and 1% were Latino. None were Asian American.

[G] Worse, when Asian Americans do make an appearance in lesson books, it is often laced with problems. “There hasn’t been much progress,” says Nicholas Hartlep, an assistant professor at Metropolitan State University. His 2016 study of K-12 social studies textbooks and teacher manuals found that Asian Americans were poorly represented at best, and subjected to racist caricatures（拙劣的模仿）at worst. The wide diversity of Asian Americans was overlooked; there was very little mention of South Asians or Pacific Islanders, for example. And chances were, in the images, Asian Americans appeared in stereotypical（模式化的）roles, such as engineers.

[H] Teachers with a multicultural background or training could perhaps overcome such curriculum challenges, but they’re few and far between. In California, 65% of K-12 teachers are white, compared with a student population that is 75% students of color. Nationwide, the gap is even greater. It isn’t a requirement that teachers share the same racial or ethnic background as their students, but the imbalance poses challenges, from the potential for unconscious bias to a lack of knowledge or comfort in discussing race and culture.

[I] How race and ethnicity is taught is crucial, says Allyson Tintiangco-Cubales, an Asian-American studies professor at San Francisco State University. She added that it’s not so much about the teacher’s background, but about training. “You can have a great curriculum but if you don’t have teachers dedicated（专注于） to teaching it well,” she says, “it won’t work as well as you want it to.

[J] Some teachers are finding ways to expose students to Asian-American issues — if not during school hours, then outside of them. This summer, Wilson Wong will lead a class of rising fifth-graders at a day camp dedicated to Chinese culture and the Chinese-American community in Oakland, California. His students, for instance, will learn about how Chinese immigrants built the railroads in California, and even have a chance to “experience” it themselves: They will race each other to build a railroad model on the playground, with some students being forced to “work” longer and faster and at cheaper wages. Wong, a middle school teacher during the school year, hopes he’s exposing the students to how Chinese Americans contributed to the U.S., something that he didn’t get as a student growing up in the San Francisco Bay Area. “I planted the seeds early,” he says. “That’s what I’m hoping for.

[K] And, despite setbacks, the tide may finally be turning. California legislators passed a bill last year that will bring ethnic studies to all its public high schools. Some school districts, including San Francisco and Los Angeles, already offer ethnic studies at its high schools. High schools in Portland, Chicago, and elsewhere have either implemented or will soon introduce ethnic studies classes. And, as more high schools begin teaching it, the door could crack open for middle schools, and, perhaps inevitably, elementary schools, to incorporate a truly more multicultural curriculum. Doing so will send an important message to the nation’s youngest citizens: Whatever your race or ethnicity, you matter. Your history matters. Your story matters.

36. While cultural holidays are celebrated, the injustices experienced by Asian Americans are not exposed in elementary school classrooms.

37. Little information can be found about Chinese immigrants in the author’s school library.

38. A middle school teacher is making a great effort to help students learn about the contributions made by Chinese immigrants to America.

39. No Asian Americans were included in the list of historical figures recommended for study in K-12 classrooms.

40. There is an obvious lack of teachers with a multicultural perspective to meet the curriculum challenges in America.

41. Students of ethnic backgrounds learn better from a multicultural curriculum.

42. Now more and more high schools in America are including ethnic studies in their curriculums.

43. A study of some K-12 textbooks and teacher manuals showed that Asian Americans were inadequately and improperly represented in them.

44. When taking a class in college, the author realized that a lot of information about Asian Americans was left out of the textbooks he studied.

45. An Asian-American studies professor placed greater emphasis on teacher training than on teachers’ background.

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# TEXT4

**The Place Where the Poor Once Thrived**

A)This is the land of opportunity. If that weren’t already implied by the landscape—rolling green hills, palm trees,sun-kissed flowers—then it’s evident in the many stories of people who grew up poor in these sleepy neighborhoods and rose to enormous success. People like Tri Tran,who fled Vietnam on a boat in 1986,showed up in San Jose with nothing,made it to MIT,and then founded the food-delivery start-up Munchery, which is valued at $ 300 million.

B)Indeed, data suggests that this is one of the best places to grow up poor in America. A child born in the early 1980s into a low-income family in San Jose had a 12.9 percent chance of becoming a high earner as an adult,according to a landmark study released in 2014 by the economist Raj Chetty and his colleagues from Harvard and Berkeley. That number—12.9 percent—may not seem remarkable, but it was：Kids in San Jose whose families fell in the bottom quintile（五分位数）of income nationally had the best shot in the country at reaching the top quintile.

C)By contrast, just 4.4 percent of poor kids in Charlotte moved up to the top; in Detroit the figure was 5.5 percent.San Jose had social mobility comparable to Denmark’s and Canada's and higher than other progressive cities such as Boston and Minneapolis.

D)The reasons kids in San Jose performed so well might seem obvious. Some of the world’s most innovative companies are located here, providing opportunities such as the one seized by a 12-year-old Mountain View resident named Steve Jobs when he called William Hewlett to ask for spare parts and subsequently received a summer job. This is a city of immigrants—38 percent of the city's population today is foreign-born—and immigrants and their children have historically experienced significant upward mobility in America. The city has long had a large foreign-born population (26.5 percent in 1990), leading to broader diversity,,which,the Harvard and Berkeley economists say,is a good predictor of mobility.

D)Indeed,the streets of San Jose seem,in some ways,to embody the best of America. It's possible to drive in a matter of minutes from sleek（光亮的）office towers near the airport where people pitch ideas to investors,to single-family homes with orange trees in their yards,or to a Vietnamese mall. The libraries here offer programs in 17 languages,and there are areas filled with small businesses owned by Vietnamese immigrants,Mexican immigrants,Korean immigrants,and Filipino immigrants, to name a few.

1. But researchers aren’t sure exactly why poor kids in San Jose did so well. The city has a low prevalence of children growing up in single-parent families,and a low level of concentrated poverty, both factors that usually mean a city allows for good intergenerational mobility. But San Jose also performs poorly on some of the measures correlated with good mobility.It is one of the most unequal places out of the 741 that the researchers measured，and it has high degrees of racial and economic segregation（隔离）. Its schools underperform based on how much money there is in the area,said Ben Scuderi,a predoctoral fellow at the Equality of Opportunity Project at Harvard,which uses big data to study how to improve economic opportunities for low-income children. “There’s a lot going on here which we don't totally understand,” he said. “ It’s interesting, because it kind of defies our expectations.”
2. The Chetty data shows that neighborhoods and places mattered for children born in the San Jose area of the 1980s.Whether the city still allows for upward mobility of poor kids today, though, is up for debate. Some of the indicators such as income inequality,measured by the Equality of Opportunity Project for the year 2000, have only worsened in the past 16 years.
3. Some San Jose residents say that as inequality has grown in recent years,upward mobility has become much more difficult to achieve. As Silicon Valley has become home to more successful companies, the flood of people to the area has caused housing prices to skyrocket.By most measures,San Jose is no longer a place where low-income,or even middle-income families,can afford to live.Rents in San Jose grew 42.6 percent between 2006 and 2014,which was the largest increase in the country during that time period. The city has a growing homelessness problem,which it tried.to address by shutting down “The Jungle,” one of the largest homeless encampments（临时住地）in the nation, in 2014. Inequality is extreme. The Human Development Index—a measure of life expectancy,education and per capita（人均的）income—gives East San Jose a score of 4.85 out of 10，while nearby Cupertino, where Apple’s headquarters sits, receives a 9.26. San Jose used to have a happy mix of factors—cheap housing,closeness to a rapidly developing industry,tightly-knit immigrant communities—that together opened up the possibility of prosperity for even its poorest residents. But in recent years,housing prices have skyrocketed, the region's rich and poor have segregated,and middle-class jobs have disappeared. Given this, the future for the region's poor doesn't look nearly as bright as it once did.
4. Leaders in San Jose are determined to make sure that the city regains its status as a place where even poor kids can access the resources to succeed. With Silicon Valley in its backyard, it certainly has the chance to do so. “ I think there is a broad consciousness in the Valley that we can do better than to leave thousands of our neighbors behind through a period of extraordinary success,” San Jose Mayor Sam Liccardo said.
5. But in today’s America—a land of rising inequality，increasing segregation，and stagnating（不增长的）middle-class wages—can the San Jose region really once again become a place of opportunity?
6. The idea that those at the bottom can rise to the top is central to America's ideas about itself. That such mobility has become more difficult in San Jose raises questions about the endurance of that foundational belief. After all, if the one-time land of opportunity can't be fixed,what does that say for the rest of America?
7. According to some people living in San Jose,it has become much harder for the poor to get ahead due to the increased inequality.
8. In American history,immigrants used to have a good chance to move upward in society.
9. If the problems of San Jose can’t be solved, one of America’s fundamental beliefs about itself can be shaken.
10. San Jose was among the best cities in America for poor kids to move up the social ladder.
11. Whether poor kids in San Jose today still have the chance to move upward is questionable.
12. San Jose’s officials are resolved to give poor kids access to the resources necessary for success in life.
13. San Jose appears to manifest some of the best features of America.
14. As far as social mobility is concerned,San Jose beat many other progressive cities in America.
15. Due to some changes like increases in housing prices in San Jose, the prospects for its poor people have dimmed.
16. Researchers do not have a clear idea why poor children in San Jose achieved such great success several decades ago.

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# TEXT5

**Poverty Is a Story About Us**, **Not Them**

A) Too often still, we think we know what poverty looks like. It’s the way we’ve been taught, the images we’ve been force-fed for decades. The chronically homeless. The undocumented immigrant. The urban poor, usually personified as a woman of color, the“ welfare queen” politicians still too often reference.

B)But as income inequality rises to record levels in the United States, even in the midst of a record economic expansion, those familiar images are outdated,hurtful, and counterproductive to focusing attention on solutions and building ladders of opportunity.

C) Today’s faces of income inequality and lack of opportunity look like all of us. Its Anna Landre, a disabled Georgetown University student fighting to keep health benefits that allow her the freedom to live her life.It’s Tiffanie Standard, a counselor for young women of color in Philadelphia who want to be tech entrepreneurs—but who must work multiple jobs to stay afloat. It’s Ken Outlaw, a welder in rural North Carolina whose dream of going back to school at a local community college was dashed by Hurricane Florence—just one of the extreme weather events that have tipped the balance for struggling Americans across the nation.

D) If these are the central characters of our story about poverty, what layers of perceptions, myths,and realities must we unearth to find meaningful solutions and support? In pursuit of revealing this complicated reality, Mothering Justice, led by women of color, went last year to the state capital in Lansing, Michigan, to lobby on issues that affect working mothers.One of the Mothering Justice organizers went to the office of a state representative to talk about the lack of affordable childcare—the *vestiges*(痕迹) of a system that expected mothers to stay home with their children while their husbands worked. A legislative staffer dismissed the activists concerns, telling her“my husband took care of that—l stayed home.”

E) That comment, says Mothering Justice director Danielle Atkinson,“was meant to shame” and relied on the familiar notion that a woman of color concerned about income inequality and programs that promote mobility must by definition be a single mom, probably with multiple kids. In this case,the Mothering Justice activist happened to be married. And in most cases in the America of 2019, the images that come to mind when we hear the words poverty or income inequality fail miserably in reflecting a complicated reality: poverty touches virtually all of us. The face of income inequality, for all but a very few of us, is the one we each see in the mirror.

F) How many of us are poor in the U.S.? It depends on who you ask. According to the Census Bureau, 38 million people in the U.S. are living below the official poverty thresholds. Taking into account economic need beyond that absolute measure,the Institute for Policy Studies found that140 million people are poor or low-income. That’s almost half the U.S. population.

G) Whatever the measure,within that massive group, poverty is extremely diverse. We know that some people are more affected than others, like children, the elderly, people with disabilities, and people of color.

H) But the fact that 4 in 10 Americans cant come up with $ 400 in an emergency is a commonly cited statistic for good reason: economic instability stretches across race, gender,and geography. It even reaches into the middle classes, as real wages have *stagnated* (不增长)for all but the very wealthy and temporary spells of financial instability are not uncommon.

I) Negative images remain of who is living in poverty as well as what is needed to move out of it. The big American myth is that you can pull yourself up by your own efforts and change a bad situation into a good one.The reality is that finding opportunity without help from families, friends, schools, and community is virtually impossible. And the playing field is nothing close to level.

J) The FrameWorks Institute, a research group that focuses on public framing of issues, has studied what sustains stereotypes and narratives of poverty in the United Kingdom.“People view economic success and wellbeing in life as a product of choice,willpower and drive,”says Nat Kendall-Taylor, CEO of FrameWorks. “When we see people who are struggling,” he says, those assumptions “lead us to the perception that people in poverty are lazy, they don’t care, and they haven’t made the right decisions.”

K) Does this sound familiar?Similar ideas surround poverty in the U.S. And these assumptions give a false picture of reality. “When people enter into that pattfern of thinking,”says Kendall-Taylor, “it’s cognitively comfortable to make sense of issues of poverty in that way. It creates a kind of cognitive blindness—all of the factors external to a person’s drive and choices that they’ve made become invisible and fade from view.”

L) Those extemal factors include the difficulties accompanying low-wage work or structural discrimination based on race,gender, or ability.Assumptions get worse when people who are poor use government benefits to help them survive. There is a great tension between “the poor” and those who are receiving what has become a dirty word: “welfare.”

M) According to the General Social Survey,71 percent of respondents believe the country is spending too little on “assistance to the poor”.On the other hand, 22 percent think we are spending too little on “welfare” : 37 percent believe we are spending too much.

N)“Poverty has been interchangeable with people of color—specifically black women and black mothers,”says Atkinson of Mothering Justice. It’s true that black mothers are more affected by poverty than many other groups, yet they are disproportionately the face of poverty.For example, Americans routinely overestimate the share of black recipients of public assistance programs.

O) In reality, most people will experience some form of financial hardship at some point in their lives. Indeed, people tend to dip in and out of poverty, perhaps due to unexpected obstacles like losing a job, or when hours of a low-wage job fluctuate.

P) Something each of us can do is to treat each other with the dignity and sympathy that is deserved and to understand deeply that the issue of poverty touches all of us.

36.One legislative staffer assumed that a woman of color who advocated affordable childcare must be a single mother.

37.People from different races, genders and regions all suffer from a lack of financial security.

38.According to a survey, while the majority believe too little assistance is given to the poor, more than a third believe too much is spent on welfare.,

39.A research group has found that Americans who are struggling are thought to be lazy and to have made the wrong decisions.

40.Under the old system in America, a mother was supposed to stay home and take care of her children.

41. It was found that nearly 50% of Americans are poor or receive low pay.

42.Americans usually overestimate the number of blacks receiving welfare benefits.

43. It is impossible for Americans to lift themselves out of poverty entirely on their own.

44.Nowadays, it seems none of us can get away from income inequality.

45.Assumptions about poor people become even more negative when they live on welfare.

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# TEXT6

**The History of the Lunch Box**

A) It was made of shiny, bright pink plastic with a *Little Mermaid* sticker on the front, and I carried it with me nearly every single day. My lunch box was one of my first prized possessions, a proud statement to everyone in my kindergarten:“l love Mermaid-Ariel on my lunch box.”

B) That bulky container served me well through my first and second grades, until the live-action version of 101 Dalmatians hit theaters, and I needed the newest red plastic box with characters like Pongo and Perdita on the front. I know I’m not alone here—I bet you loved your first lunchbox, too.

C) Lunch boxes have been connecting kids to cartoons and TV shows and super-heroes for decades. But it wasn’t always that way.Once upon a time,they weren’t even boxes. As schools have changed in the past century, the midday meal container has evolved right along with them.

D) Let’s start back at the beginning of the 20th century—the beginning of the lunch box story, really. While there were neighborhood schools in cities and suburbs，one-room schoolhouses were common in rural areas. As grandparents have been saying for generations, kids would travel miles to school in the countryside (often on foot).

E) “You had kids in rural areas who couldn’t go home from school for lunch, so bringing your lunch wrapped in a cloth, in oiled paper,in a little wooden box or something like that was a very long-standing rural tradition,” says Paula Johnson, head of food history section at the Smithsonian National Museum of American History in Washington, D.C.

F) City kids, on the other hand, went home for lunch and came back.Since they rarely carried a meal, the few metal lunch buckets on the market were mainly for tradesmen and factory workers.

G) After World War ll, a bunch of changes reshaped schools—and lunches.More women joined the workforce. Small schools consolidated into larger ones, meaning more students were farther away from home.And the National School Lunch Act in 1946 made cafeterias much more common. Still, there wasn’t much of a market for lunch containers—yet.Students who carried their lunch often did so in a re-purposed bucket or tin of some kind.

H) And then everything changed in the year of 1950.You might as well call it the Year of the Lunch Box, thanks in large part to a genius move by a Nashville-based manufacturer，Aladdin Industries.The company already made square metal meal containers, the kind workers carried, and some had started to show up in the hands of school kids.

I) But these containers were really durable, lasting years on end. That was great for the consumer, not so much for the manufacturer. So executives at Aladdin hit on an idea that would harness the newfound popularity of television. They covered lunch boxes with striking red paint and added a picture of TV and radio cowboy Hopalong Cassidy on the front.

J) The company sold 600,000 units the first year. It was a major “Ah-ha!” moment, and a wave of other manufacturers jumped on board to capitalize on new TV shows and movies. “The Partridge Family, the Addams Family, the Six Million Dollar Man, the Bionic Woman—everything that was on television ended up on a lunch box,”says Allen Woodall.He’s the founder of the Lunch Box Museum in Columbus, Georgia.“It was a great marketing tool because kids were taking that TV show to school with them, and then when they got home they had them captured back on TV,” he says.

K) And yes, you read that right: There is a lunch box museum, right near the Chattahoochee River. Woodall has more than 2,000 items on display. His favorite? The *Green Hornet* lunch box, because he used to listen to the radio show back in the 1940s.

L) The new trend was also a great example of planned obsolescence, that is, to design a product so that it will soon become unfashionable or impossible to use and will need replacing. Kids would beg for a new lunch box every year to keep up with the newest characters, even if their old lunchbox was perfectly usable.

M) The metal lunch box craze lasted until the mid-1980s,when plastic took over. Two theories exist as to why. The first—and most likely—is that plastic had simply become cheaper. The second theory—possibly an urban myth—is that concerned parents in several states proposed bans on metal lunch boxes,claiming kids were using them as “weapons” to hit one another. There’s a lot on the internet about a state-wide ban in Florida, but a few days worth of digging by a historian at the Florida State Historical Society found no such legislation. Either way,the metal lunch box was out.

N) The last few decades have brought a new lunch box revolution, of sorts. Plastic boxes changed to lined cloth sacks, and eventually,globalism brought *tiffin* containers from India and *bento* boxes from Japan. Even the old metal lunch boxes have regained popularity. “I don’t think the *heyday*(鼎盛时期) has passed,” says D.J.Jayasekara, owner and founder of lunchbox.com, a retailer in Pasadena, California. “I think it has evolved. The days of the ready-made, ‘you stick it in a lunchbox and carry it to school’ are kind of done.”

O) The introduction of backpacks changed the lunch box scene a bit, he adds. Once kids started carrying book bags，that bulky traditional lunch box was hard to fit inside.“But you can’t just throw a sandwich in a backpack ,” Jayasekara says. “It still has to go into a container.”That is, in part,why smaller and softer containers have taken off—they fit into backpacks.

P) And don’t worry—whether it’s a plastic *bento* box or a cloth bag, lunch containers can still easily be covered with popular culture.“We keep pace with the movie industries so we can predict which characters are going to be popular for the coming months,”Jayasekara says. “ You know, kids are kids.”

36. Lunch containers were not necessary for school kids in cities.

37.Putting TV characters on lunch boxes proved an effective marketing strategy.

38.Smaller lunch boxes are preferred because they fit easily into backpacks.

39.Lunch boxes have evolved along with the transformation of schools.

40.Around the beginning of the nineteen fifties, some school kids started to use metal meal containers.

41 . School kids are eager to get a new lunch box every year to stay in fashion.

42.Rural kids used to walk a long way to school in the old days.

43.The author was proud of using a lunch box in her childhood.

44.The most probable reason for the popularity of plastic lunch boxes is that they are less expensive.

45.The durability of metal meal containers benefited consumers.

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# TEXT7

**How Work Will Change When Most of Us Live to 100**

A) Today in the United States there are 72,000 *centenarians*（百岁老人）.Worldwide, Probably 450,000. If current trends continue, then by 2050 there will be more than a million in the US alone. According to the work of Professor James Vaupel and his co-researchers, 50% of babies born in the US in 2007 have a life expectancy of 104 or more. Broadly the same holds for the UK, Germany, France, Italy and Canada, and for Japan 50% of 2007 babies can expect to live to 107.

B) Understandably, there are concerns about what this means for public finances given the associated health and pension challenges. These challenges are real, and society urgently needs to address them. But it is also important to look at the wider picture of what happens when so many people live for 100 years. It is a mistake to simply equate *longevity* (长寿) with issues of old age. Longer lives have implications for all of life, not just the end of it.

C) Our view is that if many people are living for longer, and are healthier for longer, then this will result in an inevitable redesign of work and life. When people live longer, they are not only older for longer, but also younger for longer. There is some truth in the saying that “70 is the new 60” or “40 the new 30.” If you age more slowly over a longer time period, then you are in some sense younger for longer.

D) But the changes go further than that. Take, for instance, the age at which people make commitments such as buying a house, getting married, having children, or starting a career. These are all fundamental commitments that are now occurring later in life. In 1962, 50% of Americans were married by age 21. By 2014, that *milestone*(里程碑)had shifted to age 29.

E) While there are numerous factors behind these shifts, one factor is surely a growing realization for the young that they are going to live longer. Options are more valuable the longer they can be held. So if you believe you will live longer, then options become more valuable, and early commitment becomes less attractive. The result is that the commitments that previously characterized the beginning of adulthood are now being delayed, and new patterns of behavior and a new stage of life are emerging for those in their twenties.

F) Longevity also pushes back the age of retirement, and not only for financial reasons. Yes, unless people are prepared to save a lot more, our calculations suggest that if you are now in your mid-40s, then you are likely to work until your early 70s; and if you are in your early 20s, there is a real chance you will need to work until your late 70s or possibly even into your 80s. But even if people are able to economically support a retirement at 65, over thirty years of potential inactivity is harmful to *cognitive*(认知的) and emotional vitality. Many people may simply not want to do it.

G) And yet that does not mean that simply extending our careers is appealing. Just lengthening that second stage of full-time work may secure the financial assets needed for a 100-year life, but such persistent work will inevitably exhaust precious intangible assets such as productive skills, vitality, happiness, and friendship.

H) The same is true for education. It is impossible that a single shot of education, administered in childhood and early adulthood, will be able to support a sustained, 60-year career. If you factor in the projected rates of technological change, either your skills will become unnecessary, or your industry outdated. That means that everyone will, at some point in their life, have to make a number of major reinvestments in their skills.

I) It seems likely, then, that the traditional three-stage life will evolve into multiple stages containing two, three, or oven more different careers. Each of these stages could potentially be different. In one the focus could be on building financial success and personal achievement, in another on creating a better work/life balance, still another on exploring and understanding options more fully, or becoming an independent producer, yet another on making a social contribution. These stages will span sectors, take people to different cities, and provide foundation for building a wide variety of skills.

J) Transitions between stages could be marked with *sabbaticals* (休假) as people find time to rest and recharge their health, re-invest in their relationships, or improve their skills. At times, these breaks and transitions will be self-determined, at others they will be forced as existing roles, firms, or industries cease to exist.

K）A multi-stage life will have profound changes not just in how you manage your career, but also in your approach to life. An increasingly important skill will be your ability to deal with change and even welcome it. A three-stage life has few transitions, while a multi-stage life has many. That is why being self-aware, investing in broader networks of friends, and being open to new ideas will become even more crucial skills.

L）These multi-stage lives will create extraordinary variety across groups of people simply because there are so many ways of sequencing the stages. More stages mean more possible sequences.

M）With this variety will come the end of the close association of age and stage. I n a three-stage life, people leave university at the same time and the same age, they tend to start their careers and family at the same age, they proceed through middle management all roughly the same time, and then move into retirement within a few years of each other. In a multi-stage life, you could be an undergraduate at 20, 40, or 60; a manager at 30, 50, or 70; and become an independent producer at any age.

1. Current life structures, career paths, educational choices, and social norms are out of tune with the emerging reality of longer lifespans. The three-stage life of full-time education, followed by continuous work, and then complete retirement may have worked for our parents or even grandparents, but it is not relevant today. We believe that to focus on longevity as primarily an issue of aging is to miss its full implications. Longevity is not necessarily about being older for longer. It is about living longer, being older later, and being younger longer.

36. An extended lifespan in the future will allow people to have more careers than now.

37. Just extending one’s career may have both positive and negative effects.

38. Nowadays, many Americans have on average delayed their marriage by some eight years.

39. Because of their longer lifespan, young people today no longer follow the pattern of life of their parents or grandparents.

40. Many more people will be expected to live over 100 by the mid-21st century.

41. A longer life will cause radical changes in people’s approach to life.

42. Fast technological change makes it necessary for one to constantly upgrade their skills.

43. Many people may not want to retire early because it would do harm to their mental and emotional well-being.

44. The close link between age and stage may cease to exist in a multi-stage life.

45. People living a longer and healthier life will have to rearrange their work and life.

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# TEXT8

**Living with parents edges out other living arrangements for 18-to 34-year-olds**

A) Broad *demographic* (人口的)shifts is marital status, educational attainment and employment have transformed the way young adults in the U.S. are living, and a new Pew Research Center analysis highlights the implications of these changes for the most basic element of their lives—where they call home. In 2014,for the first time in more than 130 years, adults ages 18 to 34 were slightly more likely to be living in their parents’ home than they were to be living with a spouse or partner in their own household.

B) This turn of events is fueled primarily by the dramatic drop in the share of young Americans who are choosing to settle down romantically before age 35. Dating back to 1880, the most common living arrangement among young adults has been living with a romantic partner, whether a spouse or a significant other. This type of arrangement peaked around 1960, when 62% of the nation’s 18-to 34-year-olds were living with a spouse or partner in their own household, and only one-in-five were living with their parents.

C) By 2014, 31.6% of young adults were living with a spouse or partner in their own household, below the share living in the home of their parent(s) (32.1%). Some 14% of young adults lived alone, were a single parent or lived with one or more roommates. The remaining 22% lived in the home of another family member (such as a grandparent, in-law or *sibling* (兄弟姐妹), a non-relative, or in group quarters like college dormitories.

D) It’s worth noting that the overall share of young adults living with their parents was not at a record high in 2014. This arrangement peaked around 1940, when about 35% of the nation’s 18-to 34-year-olds lived with mom and/or dad (compared with 32% in 2014). What has changed, instead, is the relative share adopting different ways of living in early adulthood, with the decline of romantic coupling pushing living at home to the top of a much less uniform list of living arrangements.

E)Among young adults, living arrangements differ significantly by gender. For men ages 18 to 34, living at home with mom and/or dad has been the dominant living arrangement since 2009, In 2014,28% of young men were living with a spouse of partner in their own home, while 35% were living in the home of their parent(s). Young women, however,are still more likely to be living with a spouse of romantic partner(35%) than they are to be living with their parent(s)(29%).

F) In 2014, more young women (16%) than young men (13%) were heading up a household without a spouse or partner.This is mainly because women are more likely than men to be single parents living with their children. For their part, young men (25%) are more likely than young women (19%) to be living in the home of another family member, a non-relative or in some type of group quarters.

G) A variety of factors contribute to the long-run increase in the share of young. Adults living with the parents. The first in the postponement of, if not retreat from, marriage. The average age of first marriage has risen steadily for decades. In addition, a growing share of young adult may be avoiding marriage altogether. A previous Pew Research Center analysis projected that as many as one-in-four of today’s young adult may never marry. While *cohabitation*（同居）has been on the rise, the overall share of young adults either married or living with an unmarried partner has substantially fallen since 1990.

H) In addition, trends in both employment status and wages have likely contributed to the growing share of young adults who are living in the home of their parent(s), and this is especially true of young men. Employed young men are much less likely to live at home than young men without a job, and employment among young men has fallen significantly in recent decades. The share of young men with jobs peaked around 1960 at 84%. In 2014, only 71% of 18-to-34-year-old men were employed. Similarly with earnings, young men’s wages (after adjusting for inflation) have been on a downward *trajectory* (轨迹) since 1970 and fell significantly form 2000 to 2010. As wages have fallen ,the share of young men living in the home of their parent(s) has risen.

I) Economic factors seem to explain less of why young adult women are increasingly likely to live at home. Generally, young women have had growing success in the paid labor market since 1960 and hence might increasingly be expected to be a be to afford to afford to live independently of their parents. For women, delayed marriage—which is related, in part, to labor market outcomes for men—may explain more of the increase in their living in the family home.

J) The Great Recession (and modest recovery) has also been associated with an increase in young adults living at home. Initially in the wake of the recession, college enrollments expanded, boosting the ranks of young adults living at home. And given the weak job opportunities facing young adults, living at home was part of the private safety net help young adults to weather the economic storm.

K) Beyond gender, young adult’s living arrangements differ considerable by education—which is tied to financial means. For young adults without a bachelor’s degree, as of 2008 living at home with their parents was more prevalent than living with a romantic partner. By 2014, 36% of 18-to 34-year-olds who had not completed a bachelor’s degree were living with their parent(s) while 27% were living with a spouse or partner. Among college graduates, in 2014 46% were married or living with a partner, and only 19% were living with their parent(s). Young adults with a college degree have fared much better in the labor market than their less-educated counterparts, which has in turn made it easier to establish their own households.

36.Unemployed young men are more likely to live with their parents than the employed.

37.In 2014, the percentage of men aged 18 to 34 living with their parents was greater than that of their female counterparts.

38.The percentage of young people who are married or live with a partner has greatly decreased in the past three decades or so.

39.Around the mid-20th century, only 20 percent of 18- to 34-year-old lived in their parents’ home.

40.Young adults with a college degree found it easier to live independently of their parents.

41.Young men are less likely to end up as single parents than young women.

42.More young adult women live with their parents than before due to delayed marriage.

43.The percentage of young men who live with their parents has grown due to their decreased pay in recent decades.

44.The rise in the number of college students made more young adults live with their parents.

45.One reason for young adults to live with their parents is that get married late or stay single all their lives.

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# TEXT9

**Make Stuff, Fail, And Learn While You’re At It**

A) We’ve always been a hands-on, do-it-yourself kind of nation. Ben Franklin, one of America’s founding fathers, didn’t just invent the lightning rod. His creations include glasses, innovative stoves and more.

B) Franklin, who was largely self-taught, may have been a genius, but he wasn’t really an exception when it comes to American making and creativity.

C) The personal computing revolution and philosophy of disruptive innovation of Silicon Valley grew, in part, out of the creations of the Homebrew Computer Club, Which was founded in a garage in Menlo Park, California, in the mid-1970s. Members — including guys named Jobs and Wozniak — started making and inventing things they couldn’t buy.

D) So it’s no surprise that the Maker Movement today is thriving in communities and some schools across America. Making is available to ordinary people who aren’t tied to big companies, big defense labs or research universities. The maker philosophy echoes old ideas advocated by John Dewey, Montessori, and even ancient Greek philosophers, as we pointed out recently.

E) These maker spaces are often outside of classrooms, and are serving an important educational function. The Maker Movement is rediscovering learning by doing, which is Dewey’s phrase from 100 years ago. We are rediscovering Dewey and Montessori and a lot of the practices that they pioneered that have been forgotten or at least put aside. A maker space is a place which can be in a school, but it doesn’t look like a classroom. It can be in a library. It can be out in the community. It has tools and materials. It’s a place where you get to make things based on your interest and on what you’re learning to do.

F) Ideas about learning by doing have struggled to become mainstream educationally, despite being old concepts from Dewey and Montessori, Plato and Aristotle, and in the American context, Ralph Emerson, on the value of experience and self-reliance. It’s not necessarily an efficient way to learn. We learn, in a sense, by trial and error. Learning from experience is something that takes time and patience. It’s very individualized. If your goal is to have standardized approaches to learning, where everybody learns the same thing at the same time in the same way, then learning by doing doesn’t really fit that mold anymore. It’s not the world of textbooks. It’s not the world of testing.

G）Learning by doing may not be efficient, but it is effective. Project-based learning has grown in popularity with teachers and administrators. However, project-based learning is not making. Although there is a connection, there is also a distinction. The difference lies in whether the project is in a sense defined and developed by the student or whether it’s assigned by a teacher. We’ll all get the kids to build a small boat. We are all going to learn about X, Y, and Z. That tends to be one form of project-based learning.

H）I really believe the core idea of making is to have an idea within your head — or you just borrow it from someone — and begin to develop it , repeat it and improve it. Then, realize that idea somehow. That thing that you make is valuable to you and you can share it with others. I’m interested in how these things are expressions of that person, their ideas, and their interactions with the world.

I）In some ways, a lot of forms of making in school *trivialize*（使变得无足轻重）making. The thing that you make has no value to you. Once you are done demonstrating whatever concept was in the textbook, you throw away the pipe cleaners, the cardboard tubes.

J）Making should be student-directed and student-led, otherwise it’s boring. It doesn’t have the motivation of the student. I’m not saying that students should not learn concepts or not learn skills. They do. But to really harness their motivation is to build upon their interest. It’s to let them be in control and to drive the car.

K）Teachers should aim to build a supportive, creative environment for students to do this work. A very social environment, where they are learning from each other. When they have a problem, it isn’t the teacher necessarily coming in to solve it. They are responsible for working through that problem. It might be they have to talk to other students in the class to help get an answer.

L) The teacher’s role is more of a coach or observer. Sometimes, to people, it sounds like this is a diminished rote for teachers. I think it’s a heightened role. You’re creating this environment, like a maker space. You have 20 kids doing different things. You are watching them and really it’s the human behaviors you’re looking at . Are they engaged? A they developing and repeating their project? Are they *stumbling* (受挫)？ Do they need something that they don’t have? Can you help them be aware of where they are?

M)My belief is that the goal of making is not to get every kid to be hands-on, but it enable us to be good learners. It’s not the knowledge that is valuable, It’s the practice of learning new things and understanding how things work. These are processes that you are developing so  that you are able, over time, to tackle more interesting problems, more challenging problems—problems that require many people instead of one person, and many skills instead of one.

N) If teachers keep it form-free and student-led, it can still be tied to a curriculum and an educational plan. I think a maker space is more like a like a library in that there are multiple subjects and multiple things that you can learn. What seems to be missing in school is how these subjects integrate, how they fit together in any meaningful way. Rather than saying, ‘This is science, over here is history,’ I see schools taking this idea of projects and looking at: How do they support children in higher level learning?

O) I feel like this is a shift away form a subject matter-based curriculum to a more experiential curriculum or learning. It’s still in its early stages, but I think it’s shifting around not what kids learn but how they learn.

36.A maker space is where people make things according to their personal interests.

37.The teachers’ role is enhanced in a maker space as they have to monitor and facilitate during the process.

38.Coming up with an idea of one’s own or improving one from others is key to the concept of making.

39.Contrary to structured learning, learning by doing is highly individualized.

40.America is a nation known for the idea of making things by oneself.

41.Making will be boring unless students are able to take charge.

42.Making can be related to a project, but it is created and carried out by students themselves.

43.The author suggests incorporating the idea of a maker space into a school curriculum.

44.The maker concept is a modern version of some ancient philosophical ideas.

45.Making is not taken seriously in school when students are asked to make something meaningless to them based on textbooks.

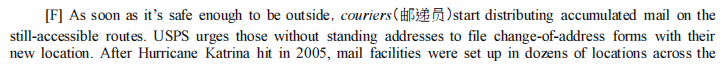
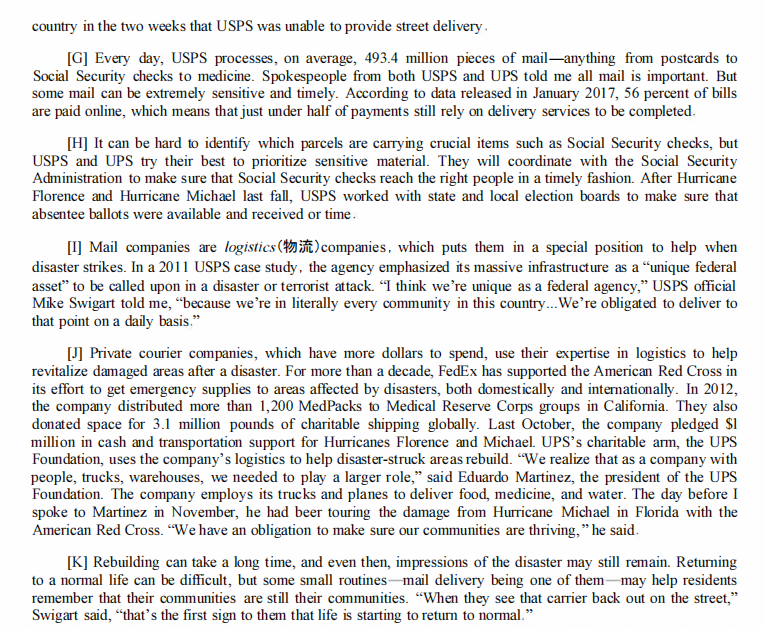
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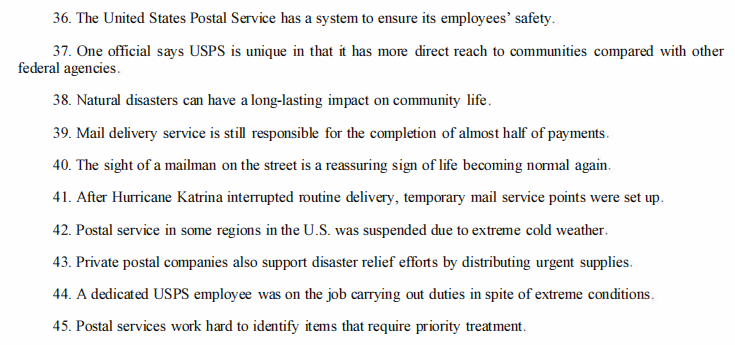
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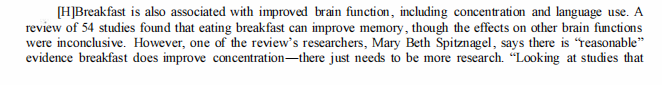
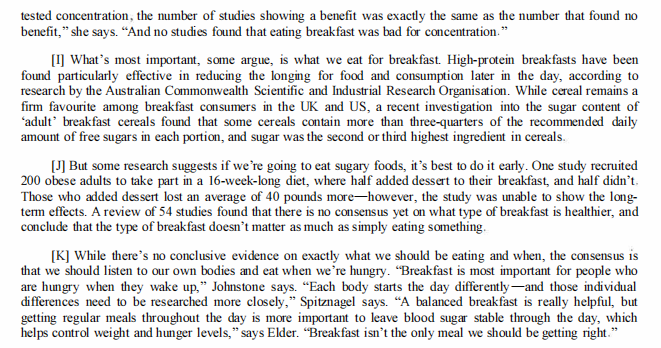
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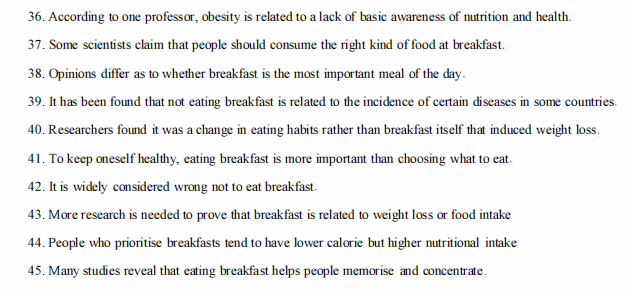
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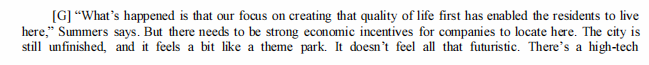
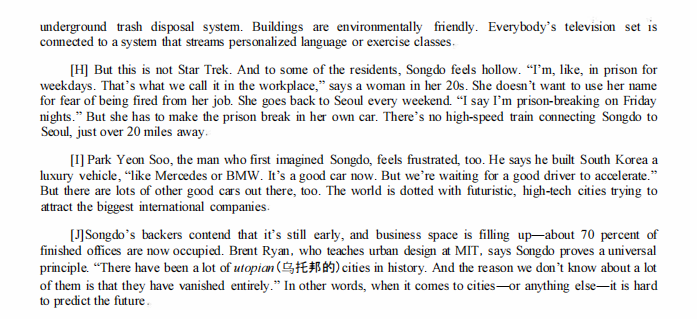
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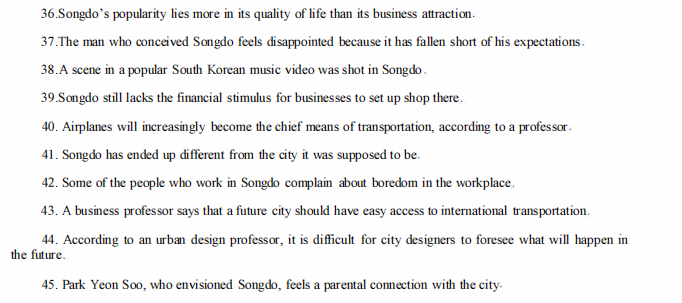
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# TEXT13

**Some College Students Are Angry That They Have to Pay to Do Their Homework**

**A)** Digital learning systems now charge students for access codes needed to complete coursework, take quizzes, and turn in homework. As universities go digital, students are complaining of a new hit to their finances that's replacing—and sometimes joining—expensive textbooks: pricey online access codes that are required to complete coursework and submit assignments.

**B)** The codes—which typically range in price from $ 80 to $ 155 per course—give students online access to systems developed by education companies like McGraw Hill and Pearson. These companies, which long reaped big profits as textbook publishers, have boasted that their new online offerings, when pushed to students through universities they partner with, represent the future of the industry.

**C)** But critics say the digital access codes represent the same profit-seeking ethos (观念) of the textbook business, and are even harder for students to opt out of. While they could once buy second-hand textbooks, or share copies with friends, the digital systems are essentially impossible to avoid.

**D)** "When we talk about the access code we see it as the new face of the textbook monopoly (垄断), a new way to lock students around this system," said Ethan Senack, the higher education advocate for the U.S. Public Interest Research Group, to BuzzFeed News. "Rather than $250 (for a print textbook) you're paying $ 120," said Senack. "But because it's all digital it eliminates the used book market and eliminates any sharing and because homework and tests are through an access code, it eliminates any ability to opt out."

**E)** Sarina Harpet, a 19-year-old student at Virginia Tech, was faced with a tough dilemma when she first started college in 2015—pay rent or pay to turn in her chemistry homework. She told BuzzFeed News that her freshman chemistry class required her to use Connect, a system provided by McGraw Hill where students can submit homework, take exams and track their grades. But the code to access the program cost $ 120—a big sum for Harper, who had already put down $ 450 for textbooks, and had rent day approaching.

**F)** She decided to wait for her next work-study paycheck, which was typically $ 150- $ 200, to pay for the code. She knew that her chemistry grade may take a dive as a result. "It's a balancing act," she said. "Can I really afford these access codes now?" She didn't hand in her first two assignments for chemistry, which started her out in the class with a failing grade.

**G)** The access codes may be another financial headache for students, but for textbook businesses, they're the future. McGraw Hill, which controls 21% of the higher education market, reported in March that its digital content sales exceeded print sales for the first time in 2015. The company said that 45% of its $ 140 million revenue in 2015 "was derived from digital products."

**H)** A Pearson spokesperson told BuzzFeed News that "digital materials are less expensive and a good investment" that offer new features, like audio texts, personalized knowledge checks and expert videos. Its digital course materials save students up to 60% compared to traditional printed textbooks, the company added. McGraw Hill didn't respond to a request for comment, but its CEO David Levin told the Financial Times in August that "in higher education, the era of the printed textbook is now over."

**I)** The textbook industry insists the online systems represent a better deal for students. "These digital products aren't just mechanisms for students to submit homework, they offer all kinds of features," David Anderson, the executive director of higher education with the Association of American Publishers, told BuzzFeed News. "It helps students understand in a way that you can't do with print homework assignments."

**J)** David Hunt, an associate professor in sociology at Augusta University, which has rolled out digital textbooks across its math and psychology departments, told BuzzFeed News that he understands the utility of using systems that require access codes. But he doesn't require his students to buy access to a learning program that controls the class assignments. "I try to make things as inexpensive as possible," said Hunt, who uses free digital textbooks for his classes but designs his own curriculum. "The online systems may make my life a lot easier but I feel like I'm giving up control. The discussions are the things where my expertise can benefit the students most."

**K)** A 20-year-old junior at Georgia Southern University told BuzzFeed News that she normally spends $ 500-$ 600 on access codes for class. In one case, the professor didn't require students to buy a textbook, just an access code to turn in homework. This year she said she spent $ 900 on access codes to books and programs. "That's two months of rent," she said. "You can't sell any of it back. With a traditional textbook you can sell it for $ 30 - $ 50 and that helps to pay for your new semester's books. With an access code, you're out of that money. "

**L)** Benjamin Wolverton, a 19-year-old student at the University of South Carolina, told BuzzFeed News that "it's ridiculous that after paying tens of thousands in tuition we have to pay for all these access codes to do our homework." Many of the access codes he's purchased have been required simply to complete homework or quizzes. "Often it's only 10% of your grade in class." he said. "You're paying so much money for something that hardly affects your grade—but if you didn't have it, it would affect your grades enough. It would be bad to start out at a B or C." Wolverton said he spent $ 500 on access codes for digital books and programs this semester.

**M)** Harper, a poultry (家禽) science major, is taking chemistry again this year and had to buy a new access code to hand in her homework. She rented her economics and statistics textbooks for about $ 20 each. But her access codes for homework, which can't be rented or bought second-hand, were her most expensive purchases: $ 120 and $ 85.

**N)** She still remembers the sting of her first experience skipping an assignment due to the high prices. "We don't really have a missed assignment policy," she said. "If you miss it, you just miss it. I just got zeros on a couple of first assignments. I managed to pull everything back up. But as a scared freshman looking at their grades, it's not fun."

36. A student's yearly expenses on access codes may amount to their rent for two months.

37. The online access codes may be seen as a way to tie the students to the digital system.

38. If a student takes a course again, they may have to buy a new access code to submit their assignments.

39. McGraw Hill accounts for over one-fifth of the market share of college textbooks.

40. Many traditional textbook publishers are now offering online digital products, which they believe will be the future of the publishing business.

41. One student complained that they now had to pay for access codes in addition to the high tuition.

42. Digital materials can cost students less than half the price of traditional printed books according to a publisher.

43. One student decided not to buy her access code until she received the pay for her part-time job.

44. Online systems may deprive teachers of opportunities to make the best use of their expertise for their students.

45. Digital access codes are criticized because they are profit-driven just like the textbook business.Section C

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# TEXT14

**As Tourists Crowd Out Locals, Venice Faces 'Endangered' List**

**A)** On a recent fall morning, a large crowd blocked the steps at one of Venice's main tourist sites, the Rialto Bridge. The Rialto Bridge is one of the four bridges spanning the Grand Canal. It is the oldest bridge across the canal, and was the dividing line between the districts of San Marco and San Polo. But on this day, there was a twist: it was filled with Venetians, not tourists.

**B)** "People are cheering and holding their carts in the air," says Giovanni Giorgio, who helped organize the march with a grass-roots organization called Generazione '90. The carts he refers to are small shopping carts—the symbol of a true Venetian. "It started as a joke," he says with a laugh. "The idea was to put blades on the wheels! You know? Like Ben Hur. Precisely like that, you just go around and run people down."

**C)** Venice is one of the hottest tourist destinations in the world. But that's a problem. Up to 90,000 tourists crowd its streets and canals every day—far outnumbering the 55,000 permanent residents. The tourist increase is one key reason the city's population is down from 175,000 in the 1950s. The outnumbered Venetians have been steadily fleeing. And those who stick around are tired of living in a place where they can't even get to the market without swimming through a sea of picture-snapping tourists. Imagine, navigating through 50,000 people while on the way to school or to work.

**D)** Laura Chigi, a grandmother at the march, says the local and national governments have failed to do anything about the crowds for decades, because they're only interested in tourism—the primary industry in Venice, worth more than $3 billion in 2015. "Venice is a cash cow," she says, "and everyone wants a piece."

**E)** Just beyond St. Mark's Square, a cruise ship passes, one of hundreds every year that appear over their medieval (中世纪的) surroundings. Their massive wake creates waves at the bottom of the sea, weakening the foundations of the centuries-old buildings themselves. "Every time I see a cruise ship, I feel sad," Chigi says. "You see the mud it drags; the destruction it leaves in its wake? That hurts the ancient wooden poles holding up the city underwater. One day we'll see Venice break down."

**F)** For a time, UNESCO, the cultural wing of the United Nations, seemed to agree. Two years ago, it put Italy on notice, saying the government was not protecting Venice. UNESCO considers the entire city a World Heritage Site, a great honor that means Venice, at the cultural level, belongs to all of the world's people. In 2014, UNESCO gave Italy two years to manage Venice's flourishing tourism or the city would be placed on another list—World Heritage In Danger, joining such sites as Aleppo and Palmyra, destroyed by the war in Syria.

**G)** Venice's deadline passed with barely a murmur (嘟哝) this summer, just as UNESCO was meeting in Istanbul. Only one representative, Jad Tabet from Lebanon, tried to raise the issue. "For several years, the situation of heritage in Venice has been worsening, and it has now reached a dramatic situation," Tabet told UNESCO. "We have to act quickly—there is not a moment to waste."

**H)** But UNESCO didn't even hold a vote. "It's been postponed until 2017," says Anna Somers, the founder and CEO of The Art Newspaper and the former head of Venice in Peril, a group devoted to restoring Venetian art. She says the main reason the U.N. cultural organization didn't vote to declare Venice a World Heritage Site In Danger is because UNESCO has become "intensely politicized. There would have been some back-room negotiations."

**I)** Italy boasts more UNESCO World Heritage Sites than any other country in the world, granting it considerable power and influence within the organization. The former head of the UNESCO World Heritage Centre, which oversees heritage sites, is Francesco Bandarin, a Venetian who now serves as UNESCO's assistant director-general for culture.

**J)** Earlier this year, Italy signed an accord with UNESCO to establish a task force of police art detectives and archaeologists (考古学家) to protect cultural heritage from natural disasters and terror groups, such as ISIS. The accord underlined Italy's global reputation as a good steward of art and culture.

**K)** But adding Venice to the UNESCO endangered list—which is dominated by sites in developing and conflict-ridden countries—would be an international embarrassment, and could even hurt Italy's profitable tourism industry. The Italian Culture Ministry says it is unaware of any government efforts to pressure UNESCO. As for the organization itself, it declined a request for an interview.

**L)** The city's current mayor, Luigi Brugnaro, has ridiculed UNESCO and told it to mind its own business, while continuing to support the cruise ship industry, which employs 5,000 Venice residents.

**M)** As for Venetians, they're beyond frustrated and hoping for a solution soon. "It's a nightmare for me. Some situations are really difficult with tourists around," says Giorgio as he navigates around a swelling crowd at the Rialto Bridge. "There are just so many of them. They never know where they are going, and do not walk in an orderly manner. Navigating the streets can be exhausting."

**N)** Then it hits him: This crowd isn't made up of tourists. They're Venetians. Giorgio says he's never experienced the Rialto Bridge this way in all his 22 years. "For once, we are the ones who are blocking the traffic," he says delightedly. "It feels unreal. It feels like we're some form of endangered species. It's just nice. The feeling is just pure." But, he worries, if tourism isn't managed and his fellow locals continue to move to the mainland, his generation might be the last who can call themselves native Venetians.

36. The passing cruise ships will undermine the foundations of the ancient buildings in Venice.

37. The Italian government has just reached an agreement with UNESCO to take measures to protect its cultural heritage.

38. The heritage situation in Venice has been deteriorating in the past few years.

39. The decrease in the number of permanent residents in Venice is mainly due to the increase of tourists.

40. If tourism gets out of control, native Venetians may desert the city altogether one day.

41. UNESCO urged the Italian government to undertake its responsibility to protect Venice.

42. The participants in the Venetian march used shopping carts to show they were 100% local residents.

43. Ignoring UNESCO's warning, the mayor of Venice maintains his support of the city's tourism industry.

44. One woman says that for decades the Italian government and local authorities have only focused on the revenues from tourism.

45. UNESCO has not yet decided to put Venice on the list of World Heritage Sites In Danger.

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# TEXT15

**New Jersey School District Eases Pressure on Students—Baring an Ethnic Divide**

**A)** This fall, David Aderhold, the chief of a high-achieving school district near Princeton, New Jersey, sent parents an alarming 16-page letter. The school district, he said, was facing a crisis. Its students were overburdened and stressed out, having to cope with too much work and too many demands. In the previous school year, 120 middle and high school students were recommended for mental health assessments and 40 were hospitalized. And on a survey administered by the district, students wrote things like, "I hate going to school," and "Coming out of 12 years in this district, I have learned one thing: that a grade, a percentage or even a point is to be valued over anything else."

**B)** With his letter, Aderhold inserted West Windsor-Plainsboro Regional School District into a national discussion about the intense focus on achievement at elite schools, and whether it has gone too far. At follow-up meetings, he urged parents to join him in advocating a "whole child" approach to schooling that respects "social-emotional development" and "deep and meaningful learning" over academics alone. The alternative, he suggested, was to face the prospect of becoming another Palo Alto, California, where outsize stress on teenage students is believed to have contributed to a number of suicides in the last six years.

**C)** But instead of bringing families together, Aderhold's letter revealed a divide in the district, which has 9,700 students, and one that broke down roughly along racial lines. On one side are white parents like Catherine Foley, a former president of the Parent-Teacher-Student Association at her daughter's middle school, who has come to see the district's increasingly pressured atmosphere as opposed to learning. "My son was in fourth grade and told me, 'I'm not going to amount to anything because I have nothing to put on my resume,'" she said. On the other side are parents like Mike Jia, one of the thousands of Asian-American professionals who have moved to the district in the past decade, who said Aderhold's reforms would amount to a "dumbing down" of his children's education. "What is happening here reflects a national anti-intellectual trend that will not prepare our children for the future," Jia said.

**D)** About 10 minutes from Princeton and an hour and a half from New York City, West Windsor and Plainsboro have become popular bedroom communities for technology entrepreneurs, researchers and engineers, drawn in large part by the public schools. From the last three graduating classes, 16 seniors were admitted to MIT. It produces Science Olympiad winners, classically trained musicians and students with perfect SAT scores.

**E)** The district has become increasingly popular with immigrant families from China, India and Korea. This year, 65 percent of its students are Asian-American, compared with 44 percent in 2007. Many of them are the first in their families born in the United States. They have had a growing influence on the district. Asian-American parents are enthusiastic supporters of the competitive instrumental music program. They have been huge supporters of the district's advanced mathematics program, which once began in the fourth grade but will now start in the sixth. The change to the program, in which 90 percent of the participating students are Asian-American, is one of Aderhold's reforms.

**F)** Asian-American students have been eager participants in a state program that permits them to take summer classes off campus for high school credit, allowing them to maximize the number of honors and Advanced Placement classes they can take, another practice that Aderhold is limiting this school year. With many Asian-American children attending supplementary instructional programs, there is a perception among some white families that the elementary school curriculum is being sped up to accommodate them.

**G)** Both Asian-American and white families say the tension between the two groups has grown steadily over the past few years, as the number of Asian families has risen. But the division has become more obvious in recent months as Aderhold has made changes, including no-homework nights, an end to high school midterms and finals, and an initiative that made it easier to participate in the music program.

**H)** Jennifer Lee, professor of sociology at the University of California, Irvine, and an author of the Asian American Achievement Paradox, says misunderstanding between first-generation Asian-American parents and those who have been in this country longer are common. What white middle-class parents do not always understand, she said, is how much pressure recent immigrants feel to boost their children into the middle class. "They don't have the same chances to get their children internships (实习职位) or jobs at law firms," Lee said. "So what they believe is that their children must excel and beat their white peers in academic settings so they have the same chances to excel later. "

**I)** The issue of the stresses felt by students in elite school districts has gained attention in recent years as schools in places like Newton, Massachusetts, and Palo Alto have reported a number of suicides. West Windsor-Plainsboro has not had a teenage suicide in recent years, but Aderhold, who has worked in the district for seven years and been chief for the last three years, said he had seen troubling signs. In a recent art assignments, a middle school student depicted (描绘) an overburdened child who was being scolded for earning an A, rather than an A+ , on a math exam. In the image, the mother scolds the student with the words, "Shame on you!" Further, he said, the New Jersey Education Department has flagged at least two pieces of writing on state English language assessments in which students expressed suicidal thoughts.

**J)** The survey commissioned by the district found that 68 percent of high school honor and Advanced Placement students reported feeling stressed about school "always or most of the time." "We need to bring back some balance," Aderhold said. "You don't want to wait until it's too late to do something. "

**K)** Not all public opinion has fallen along racial lines. Karen Sue, the Chinese-American mother of a fifth-grader and an eighth-grader, believes the competition within the district has gotten out of control. Sue, who was born in the United States to immigrant parents, wants her peers to dial it back. "It's become an arms race, an educational arms race," she said. "We all want our kids to achieve and be successful. The question is, at what cost?"

36. Aderhold is limiting the extra classes that students are allowed to take off campus.

37. White and Asian-American parents responded differently to Aderhold's appeal.

38. Suicidal thoughts have appeared in some students' writings.

39. Aderhold's reform of the advanced mathematics program will affect Asian-American students most.

40. Aderhold appealed for parents' support in promoting an all-round development of children, instead of focusing only on their academic performance.

41. One Chinese-American parent thinks the competition in the district has gone too far.

42. Immigrant parents believe that academic excellence will allow their children equal chances to succeed in the future.

43. Many businessmen and professionals have moved to West Windsor and Plainsboro because of the public schools there.

44. A number of students in Aderhold's school district were found to have stress-induced mental health problems.

45. The tension between Asian-American and white families has increased in recent years.

阅读答案：F C I E B K H D A G

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# TEXT16

**Food-as-Medicine Movement Is Witnessing Progress**

[A] Several times a month, you can find a doctor in the aisles of Ralph’s market in Huntington Beach, California, wearing a white coat and helping people learn about food. On one recent day, this doctor was Daniel Nadeau, wandering the cereal aisle with Allison Scott, giving her some idea on how to feed kids who persistently avoid anything that is healthy. “Have you thought about trying fresh juices in the morning?” he asks her. “The frozen oranges and apples are a little cheaper, and fruits are really good for the brain. Juices are quick and easy to prepare, you can take the frozen fruit out the night before and have it ready the next morning.”

[B] Scott is delighted to get food advice from a physician who is program director of the nearby Mary and Dick Allen Diabetes Center, part of the St. Joseph Hoag Health alliance. The center’s ‘Shop with Your Doc’ program sends doctors to the grocery store to meet with any patients who sign up for the service, plus any other shoppers who happen to be around with questions.

[C] Nadeau notices the pre-made macaroni (通心粉)-and-cheese boxes in Scott’s shopping cart and suggests she switch to whole grain macaroni and real cheese. “So I’d have to make it?”she asks, her enthusiasm fading at the thought of how long that might take, just to have her kids reject it. “I’m not sure they’d eat it. They just won’t eat it.”

[D] Nadeau says sugar and processed foods are big contributors to the rising diabetes rates among children. “In America, over 50 percent of our food is processed food,” Nadeau tells her. “And only 5 percent of our food is plant-based food. I think we should try to reverse that.” Scott agrees to try more fruit juices for the kids and to make real macaroni and cheese. Score one point for the doctor, zero for diabetes.

[E] Nadeau is part of a small revolution developing across California. The food-as-medicine movement has been around for decades, but it’s making progress as physicians and medical institutions make food a formal part of treatment, rather than relying solely on medications (药物). By prescribing nutritional changes or launching programs such as ‘Shop with your Doc’, they are trying to prevent, limit or even reverse disease by changing what patients eat. “There’s no question people can take things a long way toward reversing diabetes, reversing high blood pressure, even preventing cancer by food choices,” Nadeau says.

[F] In the big picture, says Dr. Richard Afable, CEO and president of ST. Joseph Hoag Health, medical institutions across the state are starting to make a philosophical switch to becoming a health organization, not just a health care organization. That feeling echoes the beliefs of the Therapeutic Food Pantry program at Zuckerberg San Francisco General Hospital, which completed its pilot phase and is about to expand on an ongoing basis to five clinic sites throughout the city. The program will offer patients several bags of food prescribed for their condition, along with intensive training in how to cook it. “We really want to link food and medicine, and not just give away food,” says Dr. Rita Nguyen, the hospital’s medical director of Healthy Food Initiatives. “We want people to understand what they’re eating, how to prepare it, the role food plays in their lives.”

[G] In Southern California, Loma Linda University School of Medicine is offering specialized training for its resident physicians in Lifestyle Medicine — that is a formal specialty in using food to treat disease. Research findings increasingly show the power of food to treat or reverse diseases, but that does not mean that diet alone is always the solution, or that every illness can benefit substantially from dietary changes. Nonetheless, physicians say that they look at the collective data and a clear picture emerges: that the salt, sugar, fat and processed foods in the American diet contribute to the nation’s high rates of obesity, diabetes and heart disease. According to the World Health Organization, 80 percent of deaths from heart disease and stroke are caused by high blood pressure, tobacco use, elevated cholesterol and low consumption of fruits and vegetables.

[H] “It’s a different paradigm(范式) of how to treat disease,” says Dr. Brenda Rea, who helps run the family and preventive medicine residency program at Loma Linda University School of Medicine. The lifestyle medicine specialty is designed to train doctors in how to prevent and treat disease, in part, by changing patients’ nutritional habits. The medical center and school at Loma Linda also has a food cupboard and kitchen for patients. This way, patients not only learn about which foods to buy, but also how to prepare them at home.

[I] Many people don’t know how to cook, Rea says, and they only know how to heat things up. That means depending on packaged food with high salt and sugar content. So teaching people about which foods are healthy and how to prepare them, she says, can actually transform a patient’s life. And beyond that, it might transform the health and lives of that patient’s family. “What people eat can be medicine or poison,” Rea says. “As a physician, nutrition is one of the most powerful things you can change to reverse the effects of long-term disease.”

[J] Studies have explored evidence that dietary changes can slow inflammation(炎症), for example, or make the body inhospitable to cancer cells. In general, many lifestyle medicine physicians recommend a plant-based diet — particularly for people with diabetes or other inflammatory conditions.

[K] “As what happened with tobacco, this will require a cultural shift, but that can happen,” says Nguyen. “In the same way physicians used to smoke, and then stopped smoking and were able to talk to patients about it, I think physicians can have a bigger voice in it.”

36. More than half of the food Americans eat is factory-produced.

37. There is a special program that assigns doctors to give advice to shoppers in food stores.

38. There is growing evidence from research that food helps patients recover from various illnesses.

39. A healthy breakfast can be prepared quickly and easily.

40. Training a patient to prepare healthy food can change their life.

41. One food-as-medicine program not only prescribes food for treatment but teaches patients how to cook it.

42. Scott is not keen on cooking food herself, thinking it would simply be a waste of time.

43. Diabetes patients are advised to eat more plant-based food.

44. Using food as medicine is no novel idea, but the movement is making headway these days.

45. Americans’ high rates of various illnesses result from the way they eat.

阅读答案：D B G A I F C J E G

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# TEXT17

**How a Poor, Abandoned Parisian Boy Became a Top Chef**

A) The busy streets in Paris were uneven and caked in thick mud, but there was always a breathtaking sight to see in the shop windows of Patisserie de la Rue de la Paix. By 1814, people crowded outside the bakery, straining for a glimpse of the latest sweet food created by the young chef who worked inside.

B)His name was Marie-Antoine Carême, and he had appeared, one day, almost out of nowhere. But in his short lifetime, which ended exactly 184 years ago today, he would forever revolutionize French gourmet food （美食）, write best-selling cook books and think up magical dishes for royals and other important people.

C)Carême's childhood was one part tragedy, equal part mystery. Born the 16th child to poor parents in Paris in either 1783 or 1784, a young Carême was suddenly abandoned at the height of the French Revolution. At 8 years old, he worked as a kitchen boy for a restaurant in Paris in exchange for room and board. By age 15, he had become an apprentice （学徒） to Sylvain Bailly, a well-known dessert chef with a successful bakery in one of Paris's most fashionable neighborhoods.

D)Carême was quick at learning in the kitchen. Bailly encouraged his young apprentice to learn to read and write. Carême would often spend his free afternoons at the nearby National Library reading books on art and architecture. In the back room of the little bakery, his interest in design and his baking talent combined to work wonders—he shaped delicious masterpieces out of flour, butter and sugar.

E)In his teenage years, Carême fashioned eatable copies of the late 18th century's most famous buildings—cookies in the shape of ruins of ancient Athens and pies in the shape of ancient Chinese palaces and temples. Sylvain Bailly, his master, displayed these luxuriant creations—often as large as 4 feet tall—in his bakery windows.

F)Carême's creations soon captured the discriminating eye of a French diplomat, Charles Maurice de Talleyrand-Périgord. Around 1804, Talleyrand challenged Carême to produce a full menu for his personal castle, instructing the young baker to use local, seasonal fruits and vegetables and to avoid repeating main dishes over the course of an entire year. The experiment was a grand success and Talleyrand's association with French nobility would prove a profitable connection for Carême.

G) French Emperor Napoleon Bonaparte was known to be unimpressed by the declining taste of early 18th century cooking, but under pressure to entertain Paris's high society, he too called Carême to his kitchen at Tuileries Palace. In 1810, Carême designed the extraordinary cake for the wedding of Napoleon and his second bride, Marie-Louise of Austria. He became one of the first modern chefs to focus on the appearance of his table, not just the flavor of his dishes. “I want order and taste. A well-displayed meal is enhanced one hundred percent in my eyes,” he later wrote in one of his cook books.

H)In 1816, Carême began a culinary (烹饪的) journey which would forever mark his place as history's first top chef. He voyaged to England to cook in the modern Great Kitchen of the prince regent (摄政王)， George Ⅳ, and crossed continents to prepare grand banquets for the tables of Tsar Alexander Ⅰ of Russia. Never afraid to talk up his own accomplishments, a boastful Carême made a fortune as wealthy families with social ambitions invited him to their kitchens. Later, in his cook books, he would often include a sketch of himself, so that people on the street would be able to recognize—and admire—him.

I)Carême's cooking displays became the symbol of fine French dining; they were plentiful, beautiful and imposing. Guests would fall silent in wonder as servants carried Carême's fancy creations into the dining hall. For a banquet celebrating the Grand Duke Nicholas of Russia's visit to George Ⅳ's Brighton Pavillion on Jan. 18, 1817, the menu featured 120 different dishes, highlighting eight different soups, 40 main courses, and 32 desserts.

J)As he traveled through the homes of early 19th century nobility, Carême forged the new art of French gourmet food. Locked in hot kitchens, Carême created his four “mother sauces.” These sauces—béchamel, velouté, espagnole and allemande—formed the central building blocks for many French main courses. He also perfected the soufflé—a baked egg dish, and introduced the standard chef's uniform—the same double-breasted white coat and tall white hat still worn by many chefs today. The white clothing conveyed an image of cleanliness, according to Carême—and in his realm, appearance was everything.

K)Between meals, Carême wrote cook books that would be used in European kitchens for the next century. His manuals including The Royal Parisian Baker and the massive five-volume Art of French Cooking Series (1833-1847, completed after his death) first systematized many basic principles of cooking, complete with drawings and step-by-step directions. Long before television cooking shows, Carême walked readers through common kitchen tasks, instructing them to “try this for yourself, at home” as famous American Chef Julia Child might do, many years later.

L）In the end, however， it was the kitchen that did Carême in. Decades of working over coal fires in tight, closed spaces with little fresh air (to ensure his dishes would not get cold) had fatally damaged his lungs. On Jan. 12, 1833, Carême died just before he turned 50.

M）But in his lifetime, Carême, ever confident, could see beyond his short domination in the kitchen. He wanted to “set the standard for beauty in classical and modern cooking, and prove to the distant future that the French chefs of the 19th century were the most famous in the world,” as he wrote in his papers.

N）Decades later, chef Auguste Escoffier would build upon Carême's concept of French cuisine （烹饪）. But in the very beginning, there was just Carême, the top chef who elevated dining into art.

36. Carême was among the first chefs who stressed both the appearance and flavor of dishes.

37. Carême wanted to show to later generations that French chefs of his time were most outstanding in the world.

38. Carême benefited greatly from serving a French diplomat and his connections.

39. Carême learned his trade from a famous dessert chef in Paris.

40. Carême's creative works were exhibited in the shop windows by his master.

41. Carême's knowledge of art and architecture helped him create extraordinary desserts out of ordinary ingredients.

42. Many people in Paris were eager to have a look at the latest sweet food made by Carême.

43. Carême became extremely wealthy by cooking for rich and socially ambitious families.

44. Carême's writings dealt with fundamental cooking principles in a systematic way.

45. Carême's contribution to French cooking was revolutionary.

阅读答案：G M F C E D A H K B

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# TEXT18

**How a Poor, Abandoned Parisian Boy Became a Top Chef**

A) When you drop a piece of food on the floor, is it really OK to eat if you pick it up within five seconds? An urban food myth contends that if food spends just a few seconds on the floor, dirt and germs won’t have much of a chance to contaminate it. Research in my lab has focused on how food becomes contaminated, and we’ve done some work on this particular piece of wisdom.

B) While the “five-second rule” might not seem like the most pressing issue for food scientists to get to the bottom of, it’s still worth investigating food myths like this one because they shape our beliefs about when food is safe to eat.

C) So is five seconds on the floor the critical threshold（门槛）that separates a piece of eatable food from a case of food poisoning? It’s a bit more complicated than that. It depends on just how many bacteria can make it from floor to food in a few seconds and just how dirty the floor is.

D) Wondering if food is still OK to eat after it’s dropped on the floor is a pretty common experience. And it’s probably not a new one either. A well-known, but inaccurate, story about Julia Child may have contributed to this food myth. Some viewers of her cooking show, The French Chef, insist they saw Child drop lamb on the floor and pick it up, with the advice that if they were alone in the kitchen, their guests would never know.

E) In fact it was a potato pancake, and it fell on the stovetop, not on the floor. Child put it back in the pan, saying, “But you can always pick it up and if you’re alone in the kitchen, who’s going to see it?” But the misremembered story persists. It’s harder to pin down the origins of the oft-quoted five-second rule, but a 2003 study reported that 70% of women and 56% of men surveyed were familiar with the five-second rule and that women were more likely than men to eat food that had dropped on the floor.

F) So what does science tell us about what a few moments on the floor means for the safety of your food? The earliest research report on the five-second rule is attributed to Jillian Clarke, a high school student participating in a research project at the University of Illinois. Clarke and her colleagues introduced bacteria to floor tiles（瓷砖）and then placed cookies on the tiles for varying times. They reported bacteria were transferred from the tiles to the cookies within five seconds, but didn’t report the specific amount of bacteria that made it from the tiles to the food.

G) But how many bacteria actually transfer in five seconds? In 2007, my lab at Clemson University published a study in the Journal of Applied Microbiology. We wanted to know if the length of time food is in contact with a contaminated surface affected the rate of transfer of bacteria to the food. To find out, we introduced bacteria to squares of tile, carpet or wood. Five minutes after that, we placed either bacon or bread on the surface for 5,30 or 60 seconds, and then measured the number of bacteria transferred to the food. We repeated this exact procedure after the bacteria had been on the surface for 2,4,8 and 24 hours.

H) We found that the number of bacteria transferred to either kind of food didn’t depend much on how long the food was in contact with the contaminated surface—whether for a few seconds or for a whole minute. The overall number of bacteria on the surface mattered more, and this decreased over time after the initial introduction. It looks like what’s at issue is less how long your food stays on the floor and much more how contaminated with bacteria that patch of floor happens to be.

I) We also found that the kind of surface made a difference as well. Carpets, for instance, seem to be slightly better places to drop your food than wood or tile. When a carpet was contaminated, less than 1% of the bacteria were transferred. But when the food was in contact with tile or wood, 45-70% of bacteria were.

J) Last year, a study from Aston University in the UK used nearly identical parameters（参数）to our study and found similar results. They also reported that 87% of people asked either would eat or had eaten food fallen on the floor.

K) Should you eat food fallen on the floor then? From a food safety standpoint, if you have millions or more bacteria on a surface, 0.1% is still enough to make you sick. Also, certain types of bacteria are extremely harmful, and it takes only a small number to make you sick. For example, 10 bacteria or less of an especially deadly strain of bacteria can cause severe illness and death in people with compromised immune systems. But the chance of these bacteria being on most surfaces is very low.

L）And it’s not just dropping food on the floor that can lead to bacterial contamination. Bacteria are carried by various “media”, which can include raw food, moist surfaces where bacteria have been left, our hands or skin and from coughing or sneezing（打喷嚏）. Hands, foods and utensils（器皿）can carry individual bacteria living in communities contained within a protective film. These microscopic layers of deposits containing bacteria are known as biofilms and they are found on most surfaces and objects. Biofilm communities can harbor bacteria longer and are very difficult to clean. Becteria in these communities also have an enhanced resistance to sanitizers（清洁剂）and antibiotics compared to bacteria living on their own.

M）So the next time you consider eating fallen food, the odds are in your favor that you can eat it without getting sick. But in the rare chance that there is a micro-organism that there is a micro-organism that can make you sick on the exact spot where the food dropped, you can be fairly sure that the bug is on the food you are about to put in your mouth.

N）Research or common sense tells us that the best thing to do is keep your hands, utensils and other surfaces clean.

36. A research project found bacteria made their way to the food on the floor in five seconds.

37. Whether food is contaminated depends much on the number of bacteria that get onto it.

38. Food contamination may result from various factors other than food dropping on the floor.

39. Males are less likely than females to eat food that may have been contaminated.

40. The author’s research centers around how food gets contaminated.

41. Keeping everything clean is the best way to stay healthy.

42. Chances are you will not fall sick because of eating food picked up from the floor.

43. For a long time people have had the experience of deciding whether or not to eat food picked up from the floor.

44. Some strains of bacteria are so harmful that a tiny few can have deadly consequences.

45. Researchers found how many bacteria got onto the food did not have much to do with how long the food stayed on a contaminated floor.

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# TEXT19

**The Blessing and Curse of the People Who Never Forget**

A handful of people can recall almost every day of their lives in enormous detail—and after years of research, neuroscientists (神经科学专家) are finally beginning to understand how they do it.

[A] For most of us, memory is a mess of blurred and faded pictures of our lives. As much as we would like to cling on to our past, even the saddest moments can be washed away with time.

[B] Ask Nima Veiseh what he was doing for any day in the past 15 years, however, and he will give you the details of the weather, what he was wearing, or even what side of the train he was sitting on his journey to work. “My memory is like a library of video tapes, walk-throughs of every day of my life from waking to sleeping,” he explains.

[C] Veiseh can even put a date on when those tapes started recording: 15 December 2000, when he met his first girlfriend at his best friend's 16th birthday party. He had always had a good memory, but the thrill of young love seems to have shifted a gear in his mind: from now on, he would start recording his whole life in detail. “I could tell you everything about every day after that.”

[D] Needless to say, people like Veiseh are of great interest to neuroscientists hoping to understand the way the brain records our lives. A couple of recent papers have finally opened a window on these people’s extraordinary minds. And such research might even suggest ways for us all to relive our past with greater clarity.

[E] “Highly superior autobiographical memory” （or HSAM for short) first came to light in the early 2000s, with a young woman named Jill Price. Emailing the neuroscientist and memory researcher Jim McGaugh one day, she claimed that she could recall every day of her life since the age of 12. Could he help explain her experiences?

[F] McGaugh invited her to his lab, and began to test her: he would give her a date and ask her to tell him about the world events on that day. True to her word, she was correct almost every time.

[G] It didn’t take long for magazines and documentary film-makers to come to understand her “total recall”， and thank to the subsequent media interest, a few dozen other subjects (including Veiseh) have since come forward and contacted the team at the University of California, Irvine.

[H] Interestingly, their memories are highly self-centred: although they can remember “autobiographical” life events in extraordinary detail, they seem to be no better than average at recalling impersonal information, such as random (任意选取的）lists of words. Nor are they necessarily better at remembering a round of drinks, say. And although their memories are vast, they are still likely to suffer from “false memories”.Clearly, there is no such thing as a “perfect” memory—their extraordinary minds are still using the same flawed tools that the rest of us rely on. The question is, how?

[I] Lawrence Patihis at the University of Southern Mississippi recently studied around 20 people with HSAM and found that they scored particularly high on two measures: fantasy *proneness* (倾向)and absorption. Fantasy proneness could be considered a tendency to imagine and daydream, whereas absorption is the tendency to allow your mind to become fully absorbed in an activity to pay complete attention to the sensations (感受)and the experiences. “I’m extremely sensitive to sounds, smells and visual detail,” explains Nicole Donohue, who has taken part in many of these studies. “I definitely feel things more strongly than the average person.”

[J] The absorption helps them to establish strong foundations for recollection, says Patihis, and the fantasy proneness means that they revisit those memories again and again in the coming weeks and months. Each time this initial memory trace is “replayed”, it becomes even stronger. In some ways, you probably go through that process after a big event like your wedding day,but the difference is that thanks to their other psychological tendencies, the HSAM subjects are doing it day in, day out, for the whole of their lives.

[K] Not everyone with a tendency to fantasise will develop HSAM, though, so Patihis suggests that something must have caused them to think so much about their past. “Maybe some experience in their childhood meant that they became *obsessed* (着迷）with calendars and what happened to them,” says Patihis.

[L] The people with HSAM I’ve interviewed would certainly agree that it can be a mixed blessing. On the plus side, it allows you to relive the most transformative and enriching experiences. Veiseh, for instance, travelled a lot in his youth. In his spare time, he visited the local art galleries, and the paintings are now lodged deep in his autobiographical memories.

[M] “Imagine being able to remember every painting, on every wall, in every gallery space, between nearly 40 countries，” he says. “That’s a big education in art by itself.” With this comprehensive knowledge of the history of art, he has since become a professional painter.

[N] Donohue, now a history teacher, agrees that it helped during certain parts of her education. “I can definitely remember what I learned on certain days at school. I could imagine what the teacher was saying or what it looked like in the book.”

[O] Not everyone with HSAM has experienced these benefits, however. Viewing the past in high definition can make it very difficult to get over pain and regret. “It can be very hard to forget embarrassing moments,” says Donohue. “You feel the same emotions—it is just as raw, just as fresh... You can’t turn off that stream of memories, no matter how hard you try.” Veiseh agrees. “It is like having these open wounds—they are just a part of you,” he says.

[P] This means they often have to make a special effort to lay the past to rest. Bill, for instance, often gets painful “flashbacks”，in which unwanted memories intrude into his consciousness, but overall he has chosen to see it as the best way of avoiding repeating the same mistakes. “Some people are absorbed in the past but not open to new memories, but that’s not the case for me. I look forward to each day and experiencing something new.”

36.People with HSAM have the same memory as ordinary people when it comes to impersonal information.

37.Fantasy proneness will not necessarily cause people to develop HSAM.

38.Veiseh began to remember the details of his everyday experiences after he met his first young love.

39.Many more people with HSAM started to contact researchers due to the mass media.

40.People with HSAM often have to make efforts to avoid focusing on the past.

41.Most people do not have clear memories of past events.

42.HSAM can be both a curse and a blessing.

43.A young woman sought explanation from a brain scientist when she noticed her unusual memory.

44.Some people with HSAM find it very hard to get rid of unpleasant memories.

45.A recent study of people with HSAM reveals that they are liable to fantasy and full absorption in an activity.

阅读答案：H K C G P A L E O I

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# TEXT20

**Team spirit**

[A] Teams have become the basic building blocks of organizations. Recruitment advertisements routinely call for “team players”. Business schools grade their students in part on their performance in group projects. Office managers knock down walls to encourage team building. Teams are as old as civilization, of course: even Jesus had 12 co-workers. But a new report by Deloitte, “Global Human Capital Trends”, based on a survey of more than 7,000 executives in over 130 countries, suggests that the fashion for teamwork has reached a new high. Almost half of those surveyed said their companies were either in the middle of restructuring or about to *embark on* (开始）it; and for the most part, restructuring meant putting more emphasis on teams.

[B] Companies are abandoning conventional functional departments and organising employees into cross-disciplinary teams that focus on particular products, problems or customers. These teams are gaining more power to run their own affairs. They are also spending more time working with each other rather than reporting upwards. Deloitte argues that a new organisational form is on the rise: a network of teams is replacing the conventional *hierarchy* (等级体制).

[C] The fashion for teams is driven by a sense that the old way of organising people is too rigid for both the modem marketplace and the expectations of employees. Technological innovation places greater value on *agility* (灵活性).John Chambers, chairman of Cisco Systems Inc., a worldwide leader in electronics products, says that “we compete against market *transitions* (过渡)，not competitors. Product transitions used to take five or seven years; now they take one or two. ” Digital technology also makes it easier for people to co-ordinate their activities without resorting to hierarchy. The “*millennials*” (千禧一代) who will soon make up half the workforce in rich countries were raised from nursery school onwards to work in groups.

[D] The fashion for teams is also spreading from the usual corporate suspects (such as GE and IBM) to some more unusual ones. The Cleveland Clinic, a hospital operator, has reorganised its medical staff into teams to focus on particular treatment areas; consultants, nurses and others collaborate closely instead of being separated by *speciality* (专业)and rank. The US Army has gone the same way. In his book, “Team of Teams' General Stanley McChrystal describes how the army’s hierarchical structure hindered its operations during the early stages of the Iraq war. His solution was to learn something from the insurgents it was fighting: decentralise authority to self-organising teams.

[E] A good rule of thumb is that as soon as generals and hospital administrators jump on a management bandwagon, it is time to ask questions. Leigh Thompson of Kellogg School of Management in Illinois warns that, ‘Teams are not always the answer—teams may provide insight, creativity and knowledge in a way that a person working independently cannot; but teamwork may also lead to confusion, delay and poor decision-making.” The late Richard Hackman of Harvard University once argued, “I have no question that when you have a team, the possibility exists that it will generate magic, producing something extraordinary... But don’t count on it.”

[F] Hackman (who died in 2013) noted that teams are hampered by problems of co-ordination and motivation that chip away at the benefits of collaboration. High-flyers forced to work in teams may be undervalued and free-riders empowered. Groupthink may be unavoidable. In a study of 120 teams of senior executives, he discovered that less than 10% of their supposed members agreed on who exactly was on the team. If it is hard enough to define a team’s membership, agreeing on its purpose is harder still.

[G] Profound changes in the workforce are making teams trickier to manage. Teams work best if their members have a strong common culture. This is hard to achieve when, as is now the case in many big firms, a large proportion of staff are temporary contractors. Teamwork improves with time: America’s National Transportation Safety Board found that 73% of the incidents in its civil-aviation database occurred on a crew’s first day of flying together. However, as Amy Edmondson of Harvard points out, organisations increasingly use “team” as a verb rather than a noun: they form teams for specific purposes and then quickly disband them.

[H] The least that can be concluded from this research is that companies need to think harder about managing teams. They need to rid their minds of *sentimentalism* (感情用事)：the most successful teams have leaders who are able to set an overall direction and take immediate action. They need to keep teams small and focused: giving in to pressure to be more “inclusive” is a guarantee of dysfunction. Jeff Bezos, Amazon’s boss, says that “If I see more than two pizzas for lunch, the team is too big.” They need to immunize teams against group-think: Hackman argued that the best ones contain “*deviants*” (离经叛道者）who are willing to do something that maybe upsetting to others.

[I] A new study of 12,000 workers in 17 countries by Steelcase, a furniture-maker which also does consulting, finds that the best way to ensure employees are “engaged” is to give them more control over where and how they do their work―which may mean liberating them from having to do everything in collaboration with others.

[J] However, organisations need to learn something bigger than how to manage teams better: they need to be in the habit of asking themselves whether teams are the best tools for the job. Teambuilding skills are in short supply: Deloitte reports that only 12% of the executives they contacted feel they understand the way people work together in networks and only 21% feel confident in their ability to build cross-functional teams. Loosely managed teams can become hotbeds of distraction―employees routinely complain that they can’t get their work done because they are forced to spend too much time in meetings or compelled to work in noisy offices. Even in the age of open-plan offices and social networks some work is best left to the individual.

1. Successful team leaders know exactly where the team should go and are able to take prompt action.
2. Decentralisation of authority was also found to be more effective in military operations.
3. In many companies, the conventional form of organisation is giving way to a network of teams.
4. Members of poorly managed teams are easily distracted from their work.
5. Teamwork is most effective when team members share the same culture.
6. According to a report by Deloitte, teamwork is becoming increasingly popular among companies.
7. Some team members find it hard to agree on questions like membership and the team’s purpose.
8. Some scholars think teamwork may not always be reliable, despite its potential to work wonders.
9. To ensure employees’ commitment, it is advisable to give them more flexibility as to where and how they work.
10. Product transitions take much less time now than in the past.

阅读答案：H D B J G A F E I C

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# TEXT21

**From Accountant to Yogi: Making a Radical Career Change**

[A] At some point, almost all of us will experience a period of radical professional change. Some of us will seek it out; for others it will feel like an unwelcome intrusion into otherwise stable careers. Either way, we have choices about how we respond to it when it comes.

[B] We recently caught up with yoga entrepreneur Leah Zaccaria, who put herself through the fire of change to completely reinvent herself. In her search to live a life of purpose, Leah left her high-paying accounting job, her husband, and her home, hi the process, she built a radically new life and career. Since then, she has founded two yoga studios, met a new life partner, and formed a new community of people. Even if your personal reinvention is less drastic, we think there are lessons from her experience that apply.

[C] Where do the seeds of change come from? the Native American Indians have a saying: “Pay attention to the whispers so you won’t have to hear the screams.” Often the best ideas for big changes come from unexpected places — it’s just a matter of tuning in. Great leaders recognize the weak signals or slight signs that point to big changes to come. Leah reflects on a time she listened to the whispers: “About the time my daughter was five years old. I started having a sense that ‘this isn’t right.”’ She then realized that her life no longer matched her vision for it.

[D] Up until that point, Leah had followed traditional measures of success. After graduating with a degree in business and accounting, she joined a public accounting firm, married, bought a house, put lots of stuff in it, and had a baby. “I did what everybody else thought looked successful,” she says. Leah easily could have fallen into a trap of feeling content; instead, her energy sparked a period of experimentation and renewal.

[E] Feeling the need to change, Leah started playing with future possibilities by exploring her interests and developing new capabilities. First trying physical exercise and dieting, she lost some weight and discovered an inner strength. “1 felt powerful because 1 broke through my own limitations,” she recalls.

[F] However, it was another interest that led Leah to radically reinvent herself. “I remember sitting on a bench with my aunt at a yoga studio,’’ she said, having a moment of clarity right then and there: Yoga is saving my life. Yoga is waking me up. I’m not happy and I want to change and I’m done with this.” In that moment of clarity Leah made an important leap,conquering her inner resistance to change and making a firm commitment to take bigger steps.

[G] Creating the future you want is a lot easier if you are ready to exploit the opportunities that come your way. When Leah made the commitment to change, she primed herself to new opportunities she may otherwise have overlooked. She recalls:

[H] One day a man I worked with, Ryan, who had his office next to mine, said, “Leah, let’s go look at this space on Queen Anne.” He knew my love for yoga and had seen a space close to where he lived that he thought might be good to serve as a yoga studio. As soon as I saw the location, I knew this was it. Of course I was scared, yet I had this strong sense of “I have to do this.” Only a few months later Leah opened her first yoga studio, but success was not instant.

[I] Creating the future takes time. That’s why leaders continue to manage the present while building toward the big changes of the future. When it’s time to make the leap, they take action and immediately drop what’s no longer serving their purpose. Initially Leah stayed with her accounting job while starting up the yoga studio to make it all work.

[J] Soon after, she knew she had to make a bold move to fully commit to her new future. Within two years, Leah shed the safety of her accounting job and made the switch complete. Such drastic change is not easy.

[K] Steering through change and facing obstacles brings us face to face with our fears. Leah reflects on one incident that triggered her fears, when her investors threatened to shut her down: “I was probably up against the most fear I’ve ever had，” she says. “I had spent two years cultivating this community, and it had become successful very fast, but within six months I was facing the prospect of losing it all.”

[L] She connected with her sense of purpose and dug deep, cultivating a tremendous sense of strength. “I was feeling so intentional and strong that I wasn’t going to let fear just take over. I was thinking, ‘OK, guys, if you want to try to shut me down, shut me down.’And I knew it was a negotiation scheme, so I was able to say to myself, ‘This is not real.’” By naming her fears and facing them head-on, Leah gained confidence. For most of us, letting go of the safety and security of the past gives us great fear. Calling out our fears explicitly, as Leah did,can help us act decisively.

[M] The cycle of renewal never ends. Leah’s growth spurred her to open her second studio— and it wasn’t for the money.

[N] I have no desire to make millions of dollars. It’s not about that; it’s about growth for me. Honestly, I didn’t need to open a second studio. I was making as much money as I was as an accountant. But I know if you don’t grow, you stand still, and that doesn’t work for me.

[O] Consider the current moment in your own life, your team or your organization. Where are you in the cycle of renewal: Are you actively preserving the present, or selectively forgetting the past, or boldly creating the future? What advice would Leah give you to move you ahead on your journey? Once we’re on the path of growth, we can continually move through the seasons of transformation and renewal.

36. Readiness to take advantage of new opportunities will make it easier to create one’s desired future.

37. By conventional standards, Leah was a typical successful woman before she changed her career.

38. Leah gained confidence by laying out her fears and confronting them directly.

39. In search of a meaningful life, Leah gave up what she had and set up her own yoga studios.

40 Leah's interest in yoga prompted her to make a firm decision to reshape her life.

41. Small signs may indicate great changes to come and therefore merit attention.

42. Leah’s first yoga studio was by no means an immediate success.

43. Some people regard professional change as an unpleasant experience that disturbs their stable careers.

44. The worst fear Leah ever had was the prospect of losing her yoga business.

45. As she explored new interests and developed new potentials，Leah felt powerful internally.

阅读答案：G D L B F C H A K E

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# TEXT22

**Do In-Class Exams Make Students Study Harder?**

Research suggests they may study more broadly for the unexpected rather than search for answers.

　　[A] I have always been a poor test-taker. So it may seem rather strange that I have returned to college to finish the degree I left undone some four decades ago. I am making my way through Columbia University, surrounded by students who quickly supply the verbal answer while I am still processing the question.

[B] Since there is no way for me to avoid exams, I am currently questioning what kind are the most taxing and ultimately beneficial. I have already sweated through numerous in-class midterms and finals, and now I have a professor who issues take-home ones. I was excited when I learned this, figuring I had a full week to do the research, read the texts, and write it all up. In fact, I was still rewriting my midterm the morning it was due. To say I had lost the thread is putting it mildly.

[C] As I was suffering through my week of anxiety, overthinking the material and guessing my grasp of it, I did some of my own polling among students and professors. David Eisenbach, who teaches a popular class on U.S. presidents at Columbia, prefers the in-class variety. He believes students ultimately learn more and encourages them to form study groups. “That way they socialize over history outside the class, which wouldn’t happen without the pressure of an in-class exam,” he explained, “Furthermore, in-class exams force students to learn how to perform under pressure, and essential work skill.”

[D] He also says there is less chance of cheating with the in-class variety. In 2012, 125 students at Harvard were caught up in a scandal when it was discovered they had cheated on a take-home exam for a class entitled “Introduction To Congress.” Some colleges have what they call an “honor code,” though if you are smart enough to get into these schools, you are either smart enough to get around any codes or hopefully, too ethical to consider doing so. As I sat blocked and clueless for two solid days, I momentarily wondered if I couldn’t just call an expert on the subject matter which I was tackling, or someone who took the class previously, to get me going.

[E] Following the Harvard scandal, Mary Miller, the former dean of students at Yale, made an impassioned appeal to her school’s professors to refrain from take-hone exams. “Students risk health and well being, as well as performance in other end-of-term work, when faculty offers take-home exams without clear, time-limited boundaries,” she told me. “Research now shows that regular quizzes, short essays, and other assignments over the course of a term better enhance learning and retention.”

　[F] Most college professors agree the kind of exam they choose largely depends on the subject. A quantitative-based one, for example, is unlikely to be sent home, where one could ask their older brothers and sisters to help. Vocational-type classes, such as computer science or journalism, on the other hand, are often more research-oriented and lend themselves to take-home testing. Chris Koch, who teaches “History of Broadcast Journalism” at Montgomery Community College in Rockville, Maryland, points out that reporting is about investigation rather than the memorization of minute details. “In my field, it’s not what you know—it’s what you know how to find out,” says Koch. “There is way too much information, and more coming all the time, for anyone to remember. I want my students to search out the answers to questions by using all the resources available to them.

[G] Students’ test-form preferences vary, too, often depending on the subject and course difficulty. “I prefer take-home essays because it is then really about the writing, so you have time to edit and do more research,” says Elizabeth Dresser, a junior at Barnard. Then there is the stress factor. Francesca Haass, a senior at Middlebury, says, “I find the in-class ones are more stressful in the short term, but there is immediate relief as you swallow information like mad, and then you get to forget it all. Take-homes require thoughtful engagement which can lead to longer term stress as there is never a moment when the time is up.” Meanwhile, Olivia Rubin, a sophomore at Emory, says she hardly even considers take-homes true exams. “If you understand the material and have the ability to articulate (说出) your thoughts, they should be a breeze.”

[H] How students ultimately handle stress may depend on their personal test-taking abilities. There are people who always wait until the last minute, and make it much harder than it needs to be. And then there those who, not knowing what questions are coming at them, and having no resources to refer to, can freeze. And then there are we rare folks who fit both those descriptions.

[I] Yes, my advanced age must factor into the equation (等式), in part because of my inability to access the information as quickly. As another returning student at Columbia, Kate Marber, told me, “We are learning not only all this information, but essentially how to learn again. Our fellow students have just come out of high school. A lot has changed since we were last in school.”

[J] If nothing else, the situation has given my college son and me something to share, When I asked his opinion on this matter, he responded, “I like in-class exams because the time is already reserved, as opposed to using my free time at home to work on a test,” he responded. It seems to me that a compromise would be receiving the exam questions a day or two in advance, and then doing the actual test in class the ticking clock overhead.

[K] Better yet, how about what one Hunter College professor reportedly did recently for her final exam: She encouraged the class not to stress or even study, promising that, “It is going to be apiece of cake.” When the students came in, sharpened pencils in hand, there was not a bluebook in sight. Rather, they saw a large chocolate cake and they each were given a slice.

36. Elderly students find it hard to keep up with the rapid changes in education.

　37. Some believe take-home exams may affect students' performance in other courses.

　38. Certain professors believe in-class exams are ultimately more helpful to students.

　39. In-class exams are believed to discourage cheating in exams.

　40. The author was happy to learn she could do some exams at home.

　41. Students who put off their work until the last moment often find the exams more difficult than they actually are.

　42. Different students may prefer different types of exams.

　43. Most professors agree whether to give an in-class or a take-home exam depends on type of course being taught.

　44. The author dropped out of college some forty years ago.

　45. Some students think take-home exams will eat up their free time.

阅读答案：I E C D B H G F A J

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# TEXT23

**The Health Benefits of Knitting**

A)About 15 years ago, I was invited to join a knitting group. I agreed to give it a try.

B)My mother had taught me to knit at 15, and I knitted in class throughout college and for a few years thereafter. Then decades passed without my touching a knitting needle. But within two Mondays in the group, I was hooked, not only on knitting but also on *crocheting*(钩织)，and I was on my way to becoming a highly productive crafter.

C) I’ve made countless baby blankets, sweaters, scarves, hats, caps for newborns. I take a knitting project with me everywhere, especially when I have to sit still and listen. As I discovered in college, when my hands are busy, my mind stays focused on the here and now.

D) It seems, too, that I’m part of a national renewal of interest in needle and other *handicrafts*(手工艺). The Craft Yarn Council reports that a third of women ages 25-35 now knit or crochet. Even men and schoolchildren are swelling the ranks, among them my friend’s three small grandsons. Last April, the council created a “Stitch Away Stress” campaign in honor of National Stress Awareness Month. Dr. Herbert Benson, a pioneer in mind/body medicine and author of The Relaxation Response, says that the repetitive action of needlework can induce a relaxed stats like that associated with *meditation*(沉思)and yoga. Once you get beyond the initial learning curve, knitting and crocheting can lower heart rate and blood pressure.

E)But unlike meditation, craft activities result in tangible and often useful products that can enhance self-esteem. I keep photos of my singular accomplishments on my cellphone to boost my spirits when needed.

F) Since the 1990s, the council has surveyed hundreds of thousands of knitters and crocheters, who routinely list stress relief and creative fulfillment as the activities’ main benefits. Among them is the father of a prematurely born daughter who reported that during the baby’s five weeks in the intensive care unit, “learning how to knit infant hats gave me a sense of purpose during a time that I felt very helpless. It’s a hobby that I’ve stuck with, and it continues to help me cope with stress at work, provide a sense of order in *hectic*(忙乱的) days, and allow my brain time to solve problems.”

G) A recent email from the *yarn*(纺纱) company Red Heart titled “Health Benefits of Crocheting and Knitting” prompted me to explore what else might be known about the health value of activities like knitting. My research revealed that the rewards go well beyond replacing stress and anxiety with the satisfaction of creation.

H)For example, Karen Hayes, a life coach in Toronto, conducts knitting therapy programs, including Knit to Quit to help smokers give up the habit, and Knit to Heal for people coping with health crises, like a cancer diagnosis or serious illness of a family member. Schools and prisons with craft programs report that they have a calming effect and enhance social skills. And having to follow instructions on complex craft projects can improve children’s math skills.

I）Some people find that craftwork helps them control their weight. Just as it’s challenging to smoke while knitting, when hands are holding needles and hooks, there’s less snacking and mindless eating out of boredom.

J) I’ve found that my handiwork with yarn has helped my *arthritic*(患关节炎的) fingers remain more *dexterous*(灵巧的) as I age. A woman encouraged to try knitting and crocheting after developing an autoimmune disease that caused a lot of hand pain reported on the Craft Yarn Council site that her hands are now less stiff and painful.

K) A 2009 University of British Columbia study of 38 women with an eating disorder who were taught to knit found that learning the craft led to significant improvements. Seventy-four percent of the women said the activity lessened their fears and kept them from thinking about their problem.

L) Betsan Corkhill, a wellness coach in Bath, England, and author of the book Knit for Health & Wellness, established a website, Stitchlinks, to explore the value of what she calls therapeutic knitting. Among her respondents, 54 percent of those who were clinically depressed said that knitting made them feel happy or very happy. In a study of 60 self-selected people with persistent pain, Ms. Corkhill and colleagues reported that knitting enabled them to redirect their focus, reducing their awareness of pain. She suggested that the brain can process just so much at once, and that activities like knitting and crocheting make it harder for the brain to register pain signals. Perhaps most exciting is research that suggests that crafts like knitting and crocheting may help to keep off a decline in brain function with age. In a 2011 study, researchers led Dr. Yonas Geda at the Mayo Clinic in Rochester interviewed a *random*(随机的) sample of 1,321 people ages 70-89, most of whom were *cognitively*(在认知方面) normal, about the cognitive activities they engaged in late in life. The study, published in the Journal of Neuropsychiatry & Clinical Neurosciences, found that those who engaged in crafts like knitting and crocheting had a diminished chance of developing mild cognitive disorder and memory loss.

M）Although it is possible that only people who are cognitively healthy would pursue such activities, those who read newspapers or magazines or played music did not show similar benefits. The researchers speculate that craft activities promote the development of nerve pathways in the brain that help to maintain cognitive health.

N) In support of that suggestion, a 2014 study by Denise C. Park of the University of Texas at Dallas and colleagues demonstrated that learning to knit or do digital photography enhanced memory function in older adults. Those who engaged in activities that were not intellectually challenging either in a social group or alone, did not show such improvements.

O) Given that sustained social contacts have been shown to support health and a long life, those wishing to maximize the health value of crafts might consider joining a group of like-minded folks. I for one try not to miss a single weekly meeting of my knitting group.

36.When the author was a college student, she found that knitting helped her concentrate.

37. Knitting can help people stay away from tobacco.

38. Even men and children are now joining the army of knitters.

39. Being a member of a crafts group enhances one’s health and prolongs one’s life.

40. Knitting diverts people’s attention from their pain.

41.The author learnt to knit as a teenager, but it was not until she was much older that she became keenly interested.

42. When people are knitting, they tend to eat fewer snacks.

43. Survey findings show that knitting can help people relieve stress.

44. According to a study, knitters and crocheters are less likely to suffer mild cognitive damage.

45. The products of knitting can increase one’s sense of self-respect.

阅读答案：C H D O L B I F L E

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# TEXT24

**Why aren't you curious about what happened?**

A) “You suspended Ray Rice after our video,” a reporter from TMZ challenged National Football League Commissioner Roger Goodell the other day. “Why didn’t you have the curiosity to go to the casino (赌场) yourself?” The implication of the question is that a more curious. commissioner would have found a way to get the tape.

B) The accusation of incuriosity is one that we hear often, carrying the suggestion that there is something wrong with not wanting to search out the truth. “I have been bothered for a long time about the curious lack of curiosity,” said a Democratic member of the New Jersey legislature back in July, referring to an insufficiently inquiring attitude on the part of an assistant to New Jersey Governor Chris Christie who chose not to ask hard questions about the George Washington Bridge traffic scandal. “Isn’t the mainstream media the least bit curious about what happened?” wrote conservative writer Jennifer Rubin earlier this year, referring to the attack on Americans in Benghazi, Libya.

C) The implication, in each case, is that curiosity is a good thing, and a lack of curiosity is a problem. Are such accusations simply efforts to score political points for one's party? Or is there something of particular value about curiosity in and of itself?

D) The journalist Ian Leslie, in his new and enjoyable book Curious: The Desire to Know and Why Your Fatter Depends on It, insists that the answer to that last question is ‘Yes.’ Leslie argues that curiosity is a much-overlooked human virtue, crucial to our success, and that we are losing it.

E)We are suffering, he writes, from a “serendipity deficit.” The word “serendipity” was coined by Horace Walpole in an 1854 letter, from a tale of three princes who “were always making discoveries, by accident, of things they were not in search of,” Leslie worries that the rise of the Internet, among other social and technological changes, has reduced our appetite for aimless adventures. No longer have we the inclination to let ourselves wander through fields of know ledges, ready to be surprised. Instead, we seek only the information we want.

F) Why is this a problem? Because without curiosity we will lose the spirit of innovation and entrepreneurship. We will see unimaginative governments and dying corporations make disastrous decisions. We will lose a vital part of what has made humanity as a whole so successful as a species.

G) Leslie presents considerable evidence for the proposition that the society as a whole is growing less curious. In the U.S. and Europe, for example, the rise of the Internet has led to a declining consumption of news from outside the reader’s borders .But not everything is to be blamed on technology. The decline in interest in literary fiction is also one of the causes identified by Leslie. Reading literary fiction, he says ,make us more curious.

H)Moreover, in order to  be curious, “you have to be aware of a gap in your knowledge in the first place.” Although Leslie perhaps paints a bit broadly in contending that most of us are unaware of how much we don’t know, he’s surely right to point out that the problem is growing: “Google can give us the powerful illusion that all questions have definite answers.”

I）Indeed, Google, for which Leslie expresses admiration, is also his frequent whipping body(替罪羊). He quotes Google co-founder Larry Page to the effect that the “perfect search engine” will “understand exactly what I mean and give me back exactly what I want.” Elsewhere in the book, Leslie writes: “Google aims to save you from the thirst of curiosity altogether.”

J) Somewhat nostalgically(怀旧地), he quotes John Maynard Keynes’s justly famous words of praise to the bookstore: “One should enter it vaguely, almost in a dream, and allow what is there freely to attract and influence the eye. To walk the rounds of the bookshops, dipping in as curiosity dictates, should be an afternoons entertainment.” If only!

K) Citing the work of psychologists and cognitive( 认知的)scientists, Leslie criticizes the received wisdom that academic success is the result of a combination of intellectual talent and hard work. Curiosity, he argues, is the third key factor--and a difficult one to preserve. If not cultivated, it will not survive: “Childhood curiosity is a collaboration between child and adult. The surest way to kill it is to leave it alone.”

L) School education, he warns, is often conducted in a way that makes children incurious. Children of educated and upper-middle-class parents turn out to be far more curious, even at early ages, than children of working class and lower class families. That lack of curiosity produces a relative lack of knowledge, and the lack of knowledge is difficult if not impossible to compensate for later on.

M）Although Leslie’s book isn’t about politics, he doesn’t entirely shy away from the problem. Political leaders, like leader of other organizations, should be curious. They should ask questions at crucial moments . There serious consequences, he warns, in not wanting to know.

N) He presents as an example the failure of the George W. Bush administration to prepare properly for the after-effects of the invasion of Iraq. According to Leslie, those who ridiculed former. Defense Secretary Donald Rumsfeld for his 2002 remark that we have to be wary of the “unknown unknowns” were mistaken. Rumsfeld’s idea, Leslie writes, “wasn’t absurd- it was smart.” He adds, “The tragedy is that he didn’t follow his own advice.”

O) All of which brings us back to Goodell and the Christie case and Benghazi. Each critic in those examples is charging, in a different way, that someone in authority is intentionally being incurious. I leave it to the reader's political preference to decide which, if any, charges should stick. But let’s be careful about demanding curiosity about the other side’s weaknesses and remaining determinedly incurious about our own. We should be delighted to pursue knowledge for its own sake--even when what we find out is something we didn’t particularly want to know.

36. To be curious, we need to realize first of all that there are many things we don’t know.

37. According to Leslie, curiosity is essential to one’s success.

38. We should feel happy when we pursue knowledge for knowledge’s sake.

39. Political leaders’ lack of curiosity will result in bad consequences.

40. There are often accusations about politicians' and the media’s lack of curiosity to find out the truth.

41. The less curious a child is, the less knowledge the child may turn out to have.

42. It is widely accepted that academic accomplishment lies in both intelligence and diligence.

43. Visiting a bookshop as curiosity leads us can be a good way to entertain ourselves.

44. Both the rise of the Internet and reduced appetite for literary fiction contribute to people’s declining curiosity.

45. Mankind wouldn’t be so innovative without curiosity.

阅读答案：H D O M B L K J G F

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# TEXT25

**Finding the Right Home—and Contentment, Too**

[A] When your elderly relative needs to enter some sort of long-term care facility—a moment few parents or children approach without fear—what you would like is to have everything made clear.

[B] Does assisted living really mark a great improvement over a nursing home, or has the industry simply hired better interior designers? Are nursing homes as bad as people fear, or is that an out-moded *stereotype*（固定看法)? Can doing one's homework really steer families to the best places? It is genuinely hard to know.

[C] I am about to make things more complicated by suggesting that what kind of facility an older person lives in may matter less than we have assumed. And that the characteristics adult children look for when they begin the search are not necessarily the things that make a difference to the people who are going to move in. I am not talking about the quality of care, let me hastily add. Nobody flourishes in a gloomy environment with irresponsible staff and a poor safety record. But an accumulating body of research indicates that some distinctions between one type of elder care and another have little real bearing on how well residents do.

[D] The most recent of these studies, published in *The journal of Applied Gerontology*, surveyed 150 Connecticut residents of assisted living, nursing homes and smaller residential care homes（known in some states as board and care homes or adult care homes). Researchers from the University of Connecticut Health Center asked the residents a large number of questions about their quality of life, emotional well-being and social interaction, as well as about the quality of the facilities.

[E] “We thought we would see differences based on the housing types,” said the lead author of the study, Julie Robison, an associate professor of medicine at the university. A reasonable assumption—don't families struggle to avoid nursing homes and suffer real guilt if they can't?

[F] In the initial results, assisted living residents did paint the most positive picture. They were less likely to report symptoms of depression than those in the other facilities, for instance, and less likely to be bored or lonely. They scored higher on social interaction.

[G] But when the researchers plugged in a number of other variables, such differences disappeared. It is not the housing type, they found, that creates differences in residents' responses. “It is the characteristics of the specific environment they are in, combined with their own personal characteristics—how healthy they feel they are, their age and marital status,” Dr. Robison explained. Whether residents felt involved in the decision to move and how long they had lived there also proved significant.

[H] An elderly person who describes herself as in poor health, therefore, might be no less depressed in assisted living（even if her children preferred it) than in a nursing home. A person who had input into where he would move and has had time to adapt to it might do as well in a nursing home as in a small residential care home, other factors being equal. It is an interaction between the person and the place, not the sort of place in itself, that leads to better or worse experiences. “You can't just say, 'Let's put this person in a residential care home instead of a nursing home—she will be much better off,'” Dr. Robison said. What matters, she added, “is a combination of what people bring in with them, and what they find there.”

[I] Such findings, which run counter to common sense, have surfaced before. In a multi-state study of assisted living, for instance, University of North Carolina researchers found that a host of variables—the facility's type, size or age；whether a chain owned it；how attractive the neighborhood was—had no significant relationship to how the residents fared in terms of illness, mental decline, hospitalizations or mortality. What mattered most was the residents' physical health and mental status. What people were like when they came in had greater consequence than what happened once they were there.

[J] As I was considering all this, a press release from a respected research firm crossed my desk, announcing that the five-star rating system that Medicare developed in 2008 to help families compare nursing home quality also has little relationship to how satisfied its residents or their family members are. As a matter of fact, consumers expressed higher satisfaction with the one-star facilities, the lowest rated, than with the five-star ones.（More on this study and the star ratings will appear in a subsequent post.)

[K] Before we collectively tear our hair out—how are we supposed to find our way in a landscape this confusing?—here is a thought from Dr. Philip Sloane, a *geriatrician*（老年病学专家)at the University of North Carolina:“In a way, that could be liberating for families.”

[L] Of course, sons and daughters want to visit the facilities, talk to the administrators and residents and other families, and do everything possible to fulfill their duties. But perhaps they don't have to turn themselves into private investigators or Congressional subcommittees. “Families can look a bit more for where the residents are going to be happy,” Dr. Sloane said. And involving the future resident in the process can be very important.

[M] We all have our own ideas about what would bring our parents happiness. They have their ideas, too. A friend recently took her mother to visit an expensive assisted living/nursing home near my town. I have seen this place—it is elegant, inside and out. But nobody greeted the daughter and mother when they arrived, though the visit had been planned；nobody introduced them to the other residents. When they had lunch in the dining room, they sat alone at a table.

[N] The daughter feared her mother would be ignored there, and so she decided to move her into a more welcoming facility. Based on what is emerging from some of this research, that might have been as rational a way as any to reach a decision.

1. Many people feel guilty when they cannot find a place other than a nursing home for their parents.

37.Though it helps for children to investigate care facilities, involving their parents in the decision-making process may prove very important.

38.It is really difficult to tell if assisted living is better than a nursing home.

39.How a resident feels depends on an interaction between themselves and the care facility they live in.

40.The author thinks her friend made a rational decision in choosing a more hospitable place over an apparently elegant assisted living home.

1. The system Medicare developed to rate nursing home quality is of little help to finding a satisfactory place.

42.At first the researchers of the most recent study found residents in assisted living facilities gave higher scores on social interaction.

43.What kind of care facility old people live in may be less important than we think.

44.The findings of the latest research were similar to an earlier multi-state study of assisted living.

45.A resident's satisfaction with a care facility has much to do with whether they had participated in the decision to move in and how long they had stayed there.

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# TEXT26

**Could Food Shortages Bring Down Civilization?**

[A] For many years I have studied global agricultural, population, environmental and economic trends and their interactions. The combined effects of those trends and the political tensions they generate point to the breakdown of governments and societies. Yet I, too, have resisted the idea that food shortages could bring down not only individual governments but also our global civilization.

[B] I can no longer ignore that risk. Our continuing failure to deal with the environmental declines that are undermining the world food economy forces me to conclude that such a collapse is possible.

[C] As demand for food rises faster than supplies are growing, the resulting food-price inflation puts severe stress on the governments of many countries. Unable to buy grain or grow their own, hungry people take to the streets. Indeed, even before the steep climb in grain prices in 2008, the number of failing states was expanding. If the food situation continues to worsen, entire nations will break down at an ever increasing rate. In the 20th century the main threat to international security was superpower conflict; today it is failing states.

[D] States fail when national governments can no longer provide personal security, food security and basic social services such as education and health care. When governments lose their control on power, law and order begin to disintegrate. After a point, countries can become so dangerous that food relief workers are no longer safe and their programs are halted. Failing states are of international concern because they are a source of terrorists, drugs, weapons and *refugees*(难民), threatening political stability everywhere.

[E] The surge in world grain prices in 2007 and 2008—and the threat they pose to food security——has a different, more troubling quality than the increases of the past. During the second half of the 20th century, grain prices rose dramatically several times. In 1972, for instance, the Soviets, recognizing their poor harvest early, quietly cornered the world wheat market. As a result, wheat prices elsewhere more than doubled, pulling rice and corn prices up with them. But this and other price shocks were event-driven——drought in the Soviet Union, crop-shrinking heat in the U.S. Corn Belt. And the rises were short-lived: prices typically returned to normal with the next harvest.

[F] In contrast, the recent surge in world grain prices is trend-driven, making it unlikely to reverse without a reversal in the trends themselves. On the demand side, those trends include the ongoing addition of more than 70 million people a year, a growing number of people wanting to move up the food chain to consume highly grain-intensive meat products, and the massive *diversion*(转向) of U.S. grain to the production of bio-fuel.

[G] As incomes rise among low-income consumers, the potential for further grain consumption is huge. But that potential pales beside the never-ending demand for crop-based fuels. A fourth of this year’s U.S. grain harvest will go to fuel cars.

[H] What about supply? The three environmental trends——the shortage of fresh water, the loss of topsoil and the rising temperatures——are making it increasingly hard to expand the world’s grain supply fast enough to keep up with demand. Of all those trends, however, the spread of water shortages poses the most immediate threat. The biggest challenge here is irrigation, which consumes 70% the world’s fresh water. Millions of irrigation wells in many countries are now pumping water out of underground sources faster than rainfall can refill them. The result is falling *water tables*(地下水位) in countries with half the world’s people, including the three big grain producers——China, India and the U.S.

[I] As water tables have fallen and irrigation wells have gone dry, China’s wheat crop, the world’s largest, has declined by 8% since it peaked at 123 million tons in 1997. But water shortages are even more worrying in India. Millions of irrigation wells have significantly lowered water tables in almost every state.

[J] As the world’s food security falls to pieces, individual countries acting in their own self-interest are actually worsening the troubles of many. The trend began in 2007, when leading wheat-exporting countries such as Russia and Argentina limited or banned their exports, in hopes of increasing local food supplies and thereby bringing down domestic food prices. Vietnam banned its exports for several months for the same reason. Such moves may eliminate the fears of those living in the exporting countries, but they are creating panic in importing countries that must rely on what is then left for export.

[K] In response to those restrictions, grain-importing countries are trying to nail down long-term trade agreements that would lock up future grain supplies. Food-import anxiety is even leading to new efforts by food-importing countries to buy or lease farmland in other countries. In spite of such temporary measures, soaring food prices and spreading hunger in many other countries are beginning to break down the social order.

[L] Since the current world food shortage is trend-driven, the environmental trends that cause it must be reversed. We must cut carbon emissions by 80% from their 2006 levels by 2020, stabilize the world’s population at eight billion by 2040, completely remove poverty, and restore forests and soils. There is nothing new about the four objectives. Indeed, we have made substantial progress in some parts of the world on at least one of these——the distribution of

family-planning services and the associated shift to smaller families.

[M]For many in the development community, the four objectives were seen as positive, promoting development as long as they did not cost too much. Others saw them as politically correct and morally appropriate. Now a third and far more significant motivation presents itself: meeting these goals may be necessary to prevent the collapse of our civilization. Yet the cost we project for saving civilization would amount to less than $200 billion a year, 1/6 of current global military spending. In effect, our plan is the new security budget.

36.The more recent steep climb in grain prices partly results from the fact that more and more people want to consume meat products.

37. Social order is breaking down in many countries because of food shortages.

38. Rather than superpower conflict, countries unable to cope with food shortages now constitute the main threat to world security.

39. Some parts of the world have seen successful implementation of family planning.

40. The author has come to agree that food shortages could ultimately lead to the collapse of world civilization.

41. Increasing water shortages prove to be the biggest obstacle to boosting the world’s grain production.

42. The cost for saving our civilization would be considerably less than the world’s current military spending.

43. To lower domestic food prices, some countries limited or stopped their grain exports.

44. Environmental problems must be solved to ease the current global food shortage.

45. A quarter of this year’s American grain harvest will be used to produce bio-fuel for cars.

阅读答案：F K C L B H M J L G

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# TEXT27

**Ancient Greek Wisdom Inspires Guidelines to Good Life**

[A] Is it possible to enjoy a peaceful life in a world that is increasingly challenged by threats and uncertainties from wars, terrorism, economic crises and a widespread outbreak of infectious diseases? The answer is yes, according to a new book The 10 Golden Rules: Ancient Wisdom from the Greek Philosophers on Living a Good Life. The book is co-authored by Long Island University’s philosophy professor Michael Soupios and economics professor Panos Mourdoukoutas.

[B] The wisdom of the ancient Greek philosophers is timeless, says Soupios. The philosophy professor says it is as relevant today as when it was first written many centuries ago. “There is no expiration ( 失效) date on wisdom,” he says, “There is no shelf life on intelligence. I think that things have become very gloomy these day, lots of misunderstanding, misleading cues, a lot of what the ancients would have called sophistry ( 诡辩 ). The nice thing about ancient philosophy as offered by the Greeks is that they tended to see life clear and whole, in a way that we tend not to see life today.” Examine your life

[C] Soupios, along with his co-author Panos Mourdoukoutas, developed their 10 golden rules by turning to the men behind that philosophy—Aristotle, Socrates, Epictetus and Pythagoras, among others. The first rule—examine your life—is the common thread that runs through the entire book. Soupios says that it is based on Plato’s observation that the unexamined life is not worth living. “The Greeks are always concerned about boxing themselves in, in terms of convictions ( 信念 ),” he says. “So take a step back, switch off the automatic pilot and actually stop and reflect about things like our priorities, our values, and our relationships.” Stop worrying about what you can not control

[D] As we begin to examine our life, Soupios says, we come to Rule No.2: Worry only about things that you can control. “The individual who promoted this idea was a Stoic philosopher. His name is Epictetus,” he says. “And what the Stoics say in general is simply this: There is a larger plan in life. You are not really going to be able to understand all of the dimensions of this plan. You are not going to be able to control the dimensions of this plan.”

[E] So, Soupios explains, it is not worth it to waste our physical, intellectual and spiritual energy worrying about things that are beyond our control. “I can not control whether or not I wind up getting the disease swine flu, for example.” He says. “I mean, there are some cautious steps I can take, but ultimately I can not guarantee myself that. So what Epictetus would say is sitting at home worrying about that would be wrong and wasteful and irrational. You should live your life attempting to identify and control those things which you can genuinely control.” Seek true pleasure

[F] To have a meaningful, happy life we need friends. But according to Aristotle—a student of Plato and teacher of Alexander the Great—most relationships don’t qualify as true friendships. “Just because I have a business relationship with an individual and I can profit from that relationship, it does not necessarily mean that this person is my friend,” Soupios says. “Real friendship is when two individuals share the same soul. It is a beautiful and uncharacteristically poetic image that Aristotle offers.”

[G] In our pursuit of the good life, he says, it is important to seek out true pleasures—advice which was originally offered by Epicurus. But unlike the modern definition of Epicureanism as a life of indulgence ( 放纵 ) and luxury, for the ancient Greeks, it meant finding a state of calm, peace and mental ease.

[H] “This was the highest and most desirable form of pleasure and happiness for the ancient Epicureans,” Soupios says. “This is something that is very much well worth considering here in the modern era. I do not think that we spend nearly enough time trying to concentrate on achieving a sort of calmness, a sort of contentment in mental and spiritual way, which was identified by these people as the highest form of happiness and pleasure.” Do good to others

[I] Other golden rules counsel us to master ourselves, to avoid excess and not to be a prosperous ( 发迹的 ) fool. There are also rules dealing with interpersonal relationships: Be a responsible human being and do not do evil things to others.

[J] “This is Hesiod, of course, a younger contemporary poet, we believe, with Homer,” Soupios says. “Hesiod offers an idea—which you very often find in some of the world’s great religions, in the Judeo-Christian tradition and in Islam and others—that in some sense, when you hurt another human being, you hurt yourself. That damaging other people in your community and in your life, trashing relationships, results in a kind of self-inflicted ( 自己招致的 ) spiritual wound.”

[K] Instead, Soupios says, ancient wisdom urges us to do good. Golden Rule No.10 for a good life is that kindness toward others tends to be rewarded.

[L] “This is Aesop, the fabulist ( 寓言家 ), the man of these charming little tales, often told in terms of animals and animal relationships,” he says. “I think what Aesop was suggesting is that when you offer a good turn to another human being, one can hope that that good deed will come back and sort of pay a profit to you, the doer of the good deed. Even if there is no concrete benefit paid in response to your good deed, at the very least, the doer of the good deed has the opportunity to enjoy a kind of spiritually enlightened moment.”

[M] Soupios says following the 10 Golden Rules based on ancient wisdom can guide us to the path of the good life where we stop living as onlookers and become engaged and happier human beings. And that, he notes, is a life worth living. 注意：此部分试题请在答题卡 2 上作答。

36. According to an ancient Greek philosopher, it is impossible for us to understand every aspect of our life.

37. Ancient Philosophers saw life in a different light from people of today.

38. Not all your business partners are your soul mates.

39. We can live a peaceful life despite the various challenges of the modern world.

40. The doer of a good deed can feel spiritually rewarded even when they gain no concrete benefits.

41. How to achieve mental calmness and contentment is well worth our consideration today.

42. Michael Soupios suggests that we should stop and think carefully about our priorities in life.

43. Ancient philosophers strongly advise that we do good.

44. The wise teachings of ancient Greek thinkers are timeless, and are applicable to contemporary life.

45. Do harm to others and you do harm to yourself

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# TEXT28

**Can Burglars Jam Your Wireless Security System?**

[A]Any product that promises to protect your home deserves careful examination. So it isn't surprising that you'll find plenty of strong opinions about the potential vulnerabilities of popular home-security systems.

[B]The most likely type of burglary（入室盗窃）by far is the unsophisticated crime of opportunity, usually involving a broken window or some forced entry. According to the FBI, crimes like these accounted roughly two-thirds of all household burglaries in the US in 2013.The wide majority of the rest were illegal, unforced entries that resulted from something like a window being left open. The odds of a criminal using technical means to bypass a security system are so small that the FBI doesn't even track those statistics.

[C]One of the main theoretical home-security concerns is whether or not a given system is vulnerable to being blocked from working altogether. With wired setups, the fear is that a burglar（入室盗贼）might be able to shut your system down simply by cutting the right cable. With a wireless setup, you stick battery-powered sensors up around your home that keep an eye on windows, doors, motion, and more. If they detect something wrong while the system is armed, they'll transmit a wireless alert signal to a base station that will then raise the alarm. That approach will eliminate most cord-cutting concerns—but what about their wireless equivalent, jamming? With the right device tuned to the right frequency, what's to stop a thief from jamming your setup and blocking that alert signal from ever reaching the base station?

[D]Jamming concerns are nothing new, and they're not unique to security systems. Any device that's built to receive a wireless signal at a specific frequency can be overwhelmed by a stronger signal coming in on the same frequency. For comparison, let's say you wanted to “jam” a conversation between two people—all you'd need to do is yell in the listener's ear.

[E] Security devices are required to list the frequencies they broadcast on—that means that a potential thief can find what they need to know with minimal Googling. They will, however, need so know what system they're looking for. If you have a sign in your yard declaring what setup you use, that'd point them in the right direction, though at that point, we're talking about a highly targeted, semi-sophisticated attack, and not the sort forced-entry attack that makes up the majority of burglaries. It's easier to find and acquire jamming equipment for some frequencies than it is for others.

[F] Wireless security providers will often take steps to help combat the threat of jamming attacks. SimpliSafe, winner of our Editor's Choice distinction, utilizes a special system that's capable of separating incidental RF interference from targeted jamming attacks. When the system thinks it's being jammed, it'll notify you via push alert（推送警报）. From there, it's up to you to sound the alarm manually.

[G] SimpliSafe was singled out in one recent article on jamming, complete with a video showing the entire system being effectively bypassed with handheld jamming equipment. After taking appropriate measures to contain the RF interference to our test lab, we tested the attack out for ourselves, and were able to verify that it's possible with the right equipment. However, we also verified that SimpliSafe's anti-jamming system works. It caught us in the act, sent an alert to my smartphone, and also listed our RF interference on the system's event log. The team behind the article and video in question make no mention of the system, or whether or not in detected them.

[H]We like the unique nature of that software. It means that a thief likely wouldn't be able to Google how the system works, then figure out a way around it. Even if they could, SimpliSafe claims that its system is always evolving, and that it varies slightly from system to system, which means there wouldn't be a universal magic formula for cracking it. Other systems also seem confident on the subject of jamming. The team at Frontpoint addresses the issue in a blog on its site, citing their own jam protection software and claiming that there aren't any documented cases of successful jam attack since the company began offering wireless security sensors in the 1980s.

[I] Jamming attacks are absolutely possible. As said before, with the right equipment and the right know-how, it's possible to jam any wireless transmission. But how probable is it that someone will successfully jam their way into your home and steal your stuff?

[J] Let's imagine that you live in a small home with a wireless security setup that offers a functional anti-jamming system. First, a thief is going to need to target your home, specifically. Then, he's going to need to know the technical details of your system and acquire the specific equipment necessary for jamming your specific setup. Presumably, you keep your doors locked at night and while you're away. So the thief will still need to break in. That means defeating the lock somehow, or breaking a window. He'll need to be jamming you at this point, as a broken window or opened door would normally release the alarm. So, too, would the motion detectors in your home, so the thief will need to continue jamming once he's inside and searching for things to steal. However, he'll need to do so without tripping the anti-jamming system, the details of which he almost certainly does now have access to.

[K]At the end of the day, these kinds of systems are primarily designed to protect against the sort of opportunistic smash-and-grab attack that makes up the majority of burglaries. They're also only a single layer in what should ideally be a many-sided approach to securing your home, one that includes common sense things like sound locks and proper exterior lighting at night. No system is impenetrable, and none can promise to eliminate the worst case completely. Every one of them has vulnerabilities that a knowledgeable thief could theoretically exploit. A good system is one that keeps that worst-case setting as improbable as possible while also offering strong protection in the event of a less-extraordinary attack.

36. It is possible for burglars to make jamming attacks with the necessary equipment and skill.

37. Interfering with a wireless security system is similar to interfering with a conversation.

38. A burglar has to continuously jam the wireless security device to avoid triggering the alarm, both inside and outside the house.

39. SimpliSafe provides devices that are able to distinguish incidental radio interference from targeted jamming attacks.

40. Only a very small proportion of burglaries are committed by technical means.

41. It is difficult to crack SimpliSafe as its system keeps changing.

42. Wireless devices will transmit signals so as to activate the alarm once something wrong is detected.

43. Different measures should be taken to protect one's home from burglary in addition to the wireless security system.

44. SimpliSafe's device can send a warning to the house owner's cellphone.

45. Burglars can easily get a security device's frequency by Internet search.

阅读答案：I D J F B H C K G E

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# TEXT29

**The Secret to Raising Smart Kids**

　　A) I first began to investigate the basis of human motivation--and how people persevere after setbacks--as a psychology graduate student at Yale University in the 1960s. Animal experiments by psychologists at the University of Pennsylvania had shown that after repeated failures, most animals conclude that a situation is hopeless and beyond their control. After such an experience an animal often remains passive even when it can effect change--a state they called learned helplessness.

B) People can learn to be helpless, too. Why do some students give up when they encounter difficulty, whereas others who are no more skilled continue to strive and learn? One answer, I soon discovered, lay in people's beliefs about why they had failed.

C) In particular, attributing poor performance to a lack of ability depresses motivation more than does the belief that lack of effort is to blame. When I told a group of school children who displayed helpless behavior that a lack of effort led to their mistakes in math, they learned to keep trying when the problems got tough. Another group of helpless children who were simply rewarded for their success on easier problems did not improve their ability to solve hard math problems. These experiments indicated that a focus on effort can help resolve helplessness and generate success.

D) Later, I developed a broader theory of what separates the two general classes of learners—helpless versus mastery-oriented. I realized these different types of students not only explain their failures differently, but they also hold different "theories" of intelligence. The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that's that. I call this a "fixed mind-set (思维模式). " Mistakes crack their self-confidence because they attribute errors to a lack of ability, which they feel powerless to change. They avoid challenges because challenges make mistakes more likely. The mastery-oriented children, on the other hand, think intelligence is not fixed and can be developed through education and hard work. Such children believe challenges are energizing rather than intimidating (令人生畏); they offer opportunities to learn. Students with such a growth mind-set were destined (注定) for greater academic success and were quite likely to outperform their counterparts.

E) We validated these expectations in a study in which two other psychologists and I monitored 373students for two years during the transition to junior high school, when the work gets more difficult and the grading more strict, to determine how their mind-sets might affect their math grades. At the beginning of seventh grade, we assessed the students' mind-sets by asking them to agree or disagree with statements such as "Your intelligence is something very basic about you that you can't really change. " We then assessed their beliefs about other aspects of learning and looked to see what happened to their grades.

F) As predicted, the students with a growth mind-set felt that learning was a more important goal than getting good grades. In addition, they held hard work in high regard. They understood that even geniuses have to work hard. Confronted by a setback such as a disappointing test grade, students with a growth mind-set said they would study harder or try a different strategy. The students who held a fixed mind-set, however, were concerned about looking smart with less regard for learning. They had negative views of effort, believing that having to work hard was a sign of low ability. They thought that a person with talent or intelligence did not need to work hard to do well. Attributing a bad grade to their own lack of ability, those with a fixed mind-set said that they would study less in the future, try never to take that subject again and consider cheating on future tests.

G) Such different outlooks had a dramatic impact on performance. At the start of junior high, the math achievement test scores of the students with a growth mind-set were comparable to those of students who displayed a fixed mind-set. But as the work became more difficult, the students with a growth mind-set showed greater persistence. As a result, their math grades overtook those of the other students by the end of the first semester--and the gap between the two groups continued to widen during the two years we followed them.

H) A fixed mind-set can also hinder communication and progress in the workplace and discourage or ignore constructive criticism and advice. Research shows that managers who have a fixed mind-set are less likely to seek or welcome feedback from their employees than are managers with a growth mind-set.

I) How do we transmit a growth mind-set to our children? One way is by telling stories about achievements that result from hard work. For instance, talking about mathematical geniuses who were more or less born that way puts students in a fixed mind-set, but descriptions of great mathematicians who fell in love with math and developed amazing skills produce a growth mind-set.

J) In addition, parents and teachers can help children by providing explicit instruction regarding the mind as a learning machine. I designed an eight-session workshop for 91 students whose math grades were declining in their first year of junior high. Forty-eight of the students received instruction in study skills only, whereas the others attended a combination of study skills sessions and classes in which they learned about the growth mind-set and how to apply it to schoolwork. In the growth mind-set classes, students read and discussed an article entitled "You Can Grow Your Brain. " They were taught that the brain is like a muscle that gets stronger with use and that learning prompts the brain to grow new connections. From such instruction, many students began to see themselves as agents of their own brain development. Despite being unaware that there were two types of instruction, teachers reported significant motivational changes in 27% of the children in the growth mind-set workshop as compared with only 9% of students in the control group.

K) Research is converging (汇聚) on the conclusion that great accomplishment and even genius is typically the result of years of passion and dedication and not something that flows naturally from a gift.

36. The author's experiment shows that students with a fixed mind-set believe having to work hard is an indication of low ability.

　　37. Focusing on effort is effective in helping children overcome frustration and achieve success.

　　38. We can cultivate a growth mind-set in children by telling success stories that emphasize hard work and love of learning.

　　39. Students' belief about the cause of their failure explains their attitude toward setbacks.

　　40. In the author's experiment, students with a growth mind-set showed greater perseverance in solving difficult math problems.

　　41. The author conducted an experiment to find out about the influence of students' mind-sets on math learning.

　　42. After failing again and again, most animals give up hope.

　　43. Informing students about the brain as a learning machine is a good strategy to enhance their motivation for learning.

　　44. People with a fixed mind-set believe that one's intelligence is unchangeable.

　　45. In the workplace, feedback may not be so welcome to managers with a fixed mind-set.

阅读答案：F C I B G E A J D H

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# TEXT30

**When Work Becomes a Game**

A)What motivates employees to do their jobs well? Competition with coworkers, for some. The promise of rewards, for others. Pure enjoyment of problem-solving, for a lucky few.

B)Increasingly, companies are tapping into these desires directly through what has come to be known as “gamification”: essentially, turning work into a game. “Gamification is about understanding what it is that makes games engaging and what game designers do to create a great experience in games, and taking those learnings and applying them to other contexts such as the workplace and education,” explains Kevin Werbach, a gamification expert who teaches at the Wharton School of Business at the University of Pennsylvania in the United States.

C)It might mean monitoring employee productivity on a digital leaderboard and offering prizes to the winners, or giving employees digital badges or stars for completing certain activities. It could also mean training employees how to do their jobs through video game platforms. Companies from Google to L’Oreal to IBM to Wells Fargo are known to use some degree of gamification in their workplaces. And more and more companies are joining them. A recent report suggests that the global gamification market will grow from $1.65 billion in 2015 to $11.1 billion by 2020.

D)The concept of gamification is not entirely new, Werbach says. Companies, marketers and teachers have long looked for fun ways to engage people’s reward-seeking or competitive spirits. Cracker Jacks has been “gamifying” its snack food by putting a small prize inside for more than 100 years, he adds, and the turn-of- the-century steel magnate（巨头）Charles Schwab is said to have often come into his factory and written the number of tons of steel produced on the past shift on the factory floor, thus motivating the next shift of workers to beat the previous one.

E)But the word “gamification” and the widespread, conscious application of the concept only began in earnest about five years ago, Werbach says. Thanks in part to video games, the generation now entering the workforce is especially open to the idea of having their work gamified. “ We are at a point where in much of the developed world the vast majority of young people grew up playing video games, and an increasingly high percentage of adults play these video games too，” Werbach says.

F)A number of companies have sprung up—GamEffective, Bunchball and Badgeville, to name a few—in recent years offering gamification platforms for businesses. The platforms that are most effective turn employees’ ordinary job tasks into part of a rich adventure narrative. “What makes a game game-like is that the player actually cares about the outcome,” Werbach says. “The principle is about understanding what is motivating to this group of players, which requires some understanding of psychology.”

G)Some people, Werbach says, are motivated by competition. Sales people often fall into this category. For them, the right kind of gamification might be turning their sales pitches into a competition with other team members, complete with a digital leaderboard showing who is winning at all times. Others are more motivated by collaboration and social experiences. One company Werbach has studied uses gamification to create a sense of community and boost employees’ morale （士气）.When employees log in to their computers, they’re shown a picture of one of their coworkers and asked to guess that person’s name.

H)Gamification does not have to be digital. Monica Cometti runs a company that gamifies employee trainings. Sometimes this involves technology, but often it does not. She recently designed a gamification strategy for a sales training company with a storm-chasing theme. Employees formed “storm chaser teams” and competed in storm-themed educational exercises to earn various rewards. “Rewards do not have to be stuff,” Cometti says. “Rewards can be flexible working hours.” Another training, this one for pay roll law, used a Snow White and the Seven Dwarfs theme. “Snow White” is available for everyone to use, but the “dwarfs” are still under copyright, so Cometti invented sound-alike characters (Grumpy Gus, Dopey Dan) to illustrate specific pay roll law principles.

I)Some people do not take naturally to gamified work environments, Cometti says. In her experience, people in positions of power or people in finance or engineering do not tend to like the sound of the word. “If we are designing for engineers, I’m not talking about a ‘game’at all,” Cometti says. “I’m talking about a ‘simulation’（模拟） ，I’m talking about ‘ being able to solve this problem. ’ ”

J) Gamification is “not a magic bullet,” Werbach warns. A gamification strategy that is not sufficiently thought through or well tailored to its players may engage people for a little while, but it will not motivate people in the long term. It can also be exploitative, especially when used with vulnerable populations. For workers, especially low-paid workers, who desperately need their jobs yet know they can be easily replaced, gamification may feel more like the Hunger Games. Werbach gives the example of several Disneyland hotels in Anaheim, California, which used large digital leaderboards to display how efficiently laundry workers were working compared to one another. Some employees found the board motivating. To others, it was the opposite of fun. Some began to stop taking bathroom breaks, worried that if their productivity fell they would be fired. Pregnant employees struggled to keep up. In a Los Angeles Times article, one employee referred to the board as a “digital whip.” “It actually had a very negative effect on morale and performance, ” Werbach says.

K) Still, gamification only stands to become more popular, he says, “as more and more people come into the workforce who are familiar with the structures and expressions of digital games.” “We are far from reaching the peak,” Cometti agrees. “There is no reason this will go away.”

36.Some famous companies are already using gamification and more are trying to do the same.

37.Gamification is not a miracle cure for all workplaces as it may have negative results.

38.To enhance morale, one company asks its employees to identify their fellow workers when starting their computers.

39.The idea of gamification was practiced by some businesses more than a century ago.

40.There is reason to believe that gamification will be here to stay.

41.Video games contributed in some ways to the wide application of gamification.

42.When turning work into a game, it is necessary to understand what makes games interesting.

43.Gamification in employee training does not always need technology.

44.The most successful gamification platforms transform daily work assignments into fun experiences.

45.It is necessary to use terms other than “gamification” for some professions.

阅读答案：C J G D K E B H F I

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