

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 below.

The importance of being playful

Free play makes us better adjusted, smarter and less stressed

- A** While it has long been recognized that play affords benefits that last through adulthood, psychologists in the US are now becoming concerned that lack of play could actually be harming their country's kids. In the past, few children grew up without ample free-play time. But youngsters' leisure hours are now filled with structured activities such as music lessons and sports. Kids play soccer, Scrabble and saxophone – so why are experts worried that these activities are eating into free play? Most games are fun and sources of learning experiences – fostering group cohesion, for instance, says educational psychologist Anthony Pellegrini. But, Pellegrini explains, “games have predetermined rules – set up in advance and followed. Play, on the other hand, does not have rules, so affords more creative responses. Children initiate and create free play, and use their imagination to try out new activities and roles.”
- B** Perhaps most crucially, play helps us develop strong social skills. “You don't become socially competent via teachers telling you how to behave,” Pellegrini says. “Kids learn those skills by interacting with peers, learning what is and isn't acceptable. They want this thing to keep going, so they're willing to ‘go the extra mile’ to accommodate their playmates' desires. Keeping things friendly requires communication – arguably the most valuable social skill of all. Play among peers is the most important in this regard.” Studies show that children use more sophisticated language when playing with other children than when playing with adults. In pretend play, for instance, they have to communicate about something that's not physically present, so they have to use complicated language to communicate what it is that they're trying to say,” Pellegrini explains.
- C** If play helps children become socialized, then lack of play should impede social development – and research suggests that it does. A study of children in Michigan revealed that kids who enrolled in play-oriented preschools were more socially adjusted later in life – and less likely to commit a felony or be suspended from work – than kids who attended play-free preschools where they were constantly instructed by teachers.
- D** A 2003 study even suggests that play promotes emotional and social development in animals. Researchers allowed thirteen rats to play freely with companions for three and a half days, and kept fourteen others isolated for the same period. Examination revealed that the brains of the rats which had played contained much higher levels of BDNF – a protein that stimulates the growth of new neurons – than those of the animals that had not. “I think play is the major mechanism whereby higher regions of the brain get socialized,” says neuroscientist Jaak Panksepp, who co-authored the study.

- E** Research also suggests that imaginative play is critical for children's emotional health, as it enables them to work through anxiety. In a 1984 study, researchers assessed the anxiety levels of seventy-four children on their first day of preschool. They labeled each child as either "anxious" or "not anxious", then randomly split the kids into groups. Half were escorted to rooms full of toys, where they played for 15 minutes; the other half listened to a teacher tell a story for 15 minutes. Afterward, their levels were assessed again. The anxiety levels of the anxious kids who had played had dropped by more than twice as much compared with the anxious kids who had listened to the story.
- F** Results of animal studies support these views. In 2008, neuroscientist Stephen Siviya put rats into a chamber and exposed them to a collar previously worn by a cat, making them visibly anxious. Later, the chamber was cleaned to remove the cat odor, and the rats were put back without the collar. They immediately became anxious again, probably because they associated the space with the cat. The researchers then introduced another rat – one that had never been exposed to the collar and was not afraid – and it began playing with one of the rats. "Shortly thereafter, the first rat relaxed and became calm," says Siviya, "suggesting that play helped lessen its anxiety."
- G** Play even appears to make kids smarter. In a classic study, researchers told a group of preschool children to play freely with some common objects such as paper towels, a screwdriver, a wooden board and paper clips. Another group was asked to imitate an experimenter using the objects in common ways. A third set was told to sit and draw whatever they wanted, without seeing the objects. After 10 minutes, the researchers asked the children to come up with ideas for how one of the objects could be used. The kids who had played with the objects named, on average, three times as many nonstandard, creative uses for the objects as those in either of the other two groups did, suggesting that play fosters imaginative thinking.
- H** A later animal study produced similar results. Experimenters isolated young rats during the development period when they would have most frequently played. The researchers taught these rats, and a group that had been allowed to play without constraints, to pull a rubber ball out of the way to get a food treat. A few days later they switched the setup so the rats would have to push the same ball to get the treat. Compared with the isolated rats, the ones which had played proved to be far more adept at solving problems. "Play is like a kaleidoscope," says evolutionary biologist Marc Bekoff, "in that it is random and creative. It encourages flexibility and creativity that may, in the future, be advantageous in unexpected situations or new environments. And in the absence of play, children miss vital learning experiences."

Questions 14–18

Reading Passage 2 has eight paragraphs, **A–H**.

Which paragraph contains the following information?

Write the correct letter, **A–H**, in boxes 14–18 on your answer sheet.

NB You may use any letter more than once.

- 14** reference to how play can develop children's verbal skills
- 15** mention of a change in the amount of free play children engage in
- 16** an account of some research indicating that free play stimulates children's creativity
- 17** evidence of the link between antisocial behaviour and a lack of free play
- 18** a comparison between free play and other forms of play

Questions 19–22

Look at the following statements about free play (Questions 19–22) and the list of researchers below.

Match each statement with the correct researcher, **A, B, C** or **D**.

Write the correct letter, **A, B, C** or **D**, in boxes 19–22 on your answer sheet.

NB You may use any letter more than once.

- 19** It encourages children to take other people's wishes into account.
- 20** It can serve to relieve stress.
- 21** It prepares children for dealing with unpredictable situations.
- 22** It is less useful for children when adults are involved.

List of researchers

- A** Anthony Pellegrini
- B** Jaak Panksepp
- C** Stephen Sivi
- D** Marc Bekoff

Questions 23–26

Complete the summary below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 23–26 on your answer sheet.

Animal research into the value of play

In studies researching links between play and social learning, experiments analysing protein levels in the **23** _____ of rats noted significant differences between rats which had played and those which had not.

In another study, rats made distressed by an object smelling of a **24** _____ experienced a noticeable reduction in their **25** _____ levels after they had been allowed to play.

A further experiment, in which rats had to move a **26** _____ in order to reach a reward, indicated that rats deprived of play were less skilled at dealing with problems.

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Questions 14–18

题型：匹配信息到段落 (A–H)

题号	答案	题干翻译	定位句 & 翻译	详细解释
14	B	提到游戏如何培养孩子的语言/口头表达能力	“Studies show that children use more sophisticated language when playing with other children than when playing with adults. In pretend play... they have to use complicated language to communicate what it is that they’re trying to say,” Pellegrini explains. (段落 B) 译：研究显示，孩子在和其他孩子玩时使用的语言更复杂，超过和大人玩时的水平。在假扮类的游戏里，他们必须用复杂的语言去表达自己想说的东西。	这题问 verbal skills (口头表达/语言能力)。段落 B 直接说孩子在同伴游戏中会使用更复杂的语言，并解释假扮类游戏需要他们精确描述“并不存在于眼前的东西”，所以语言能力被迫升级。只有 B 段讨论语言发展，其他段没有。
15	A	提到儿童的自由游戏时间发生了变化 (变少)	“In the past, few children grew up without ample free-play time. But youngsters’ leisure hours are now filled with structured activities such as music lessons and sports... experts worried that these activities are eating into free play?” (段落 A) 译：过去，大多数孩子都有充足的自由玩耍时间。但现在，孩子们的空闲时间都被结构化的活动填满，比如上音乐课、运动等.....专家担心这些活动正在挤占自由玩耍。	题目问“提到自由玩耍时间的变化”。A 段对比“过去有很多自由玩耍时间” vs “现在被课程和活动占满”，非常清楚地说明了自由游戏在减少。其他段不是在讲时间趋势。
16	G	描述某项研究，说明自由游戏可以激发孩子的创造力	“The kids who had played with the objects named, on average, three times as many nonstandard, creative uses for the objects as those in either of the other two groups did, suggesting that play fosters imaginative thinking.” (段落 G) 译：那些自由玩过这些物品的孩子，平均提出的非常规、富有创造性的用途，是另外两个组的三倍。这表明玩耍能促进想象力思维。	题目里的关键词是“stimulates children’s creativity (激发创造力)”。G 段讲到让幼儿自由玩随机物品，然后让他们想新用途，自由玩过的那组想法更多、更有创意 → 直接是“研究证明自由玩耍提高创造力”。
17	C	证据：反社会行为 (如犯罪、被停职) 和缺乏自由游戏之间存在联系	“A study of children in Michigan revealed that kids who enrolled in play-oriented preschools were more socially adjusted later in life — and less likely to commit a felony or be suspended from work — than kids who attended play-free preschools where they were constantly instructed by teachers.” (段落 C) 译：一项密歇根州儿童的研究发现：上“以玩耍为主”的幼儿园的孩子，长大后在社交上更适应，而且更不容易犯罪或被公司停职；而那些上“没有玩耍、老师全程灌输式教学”的幼儿园的孩子，情况就没这么好。	题目里的“antisocial behaviour”可以体现在“犯罪 (commit a felony)”“被停职 (suspended from work)”这种反社会、违反规范的表现。C 段明确说：缺少玩耍的孩子，长大后更容易出现这种问题 = 有联系。
18	A	把自由游戏和其他形式的游戏作比较	“Most games are fun... But, Pellegrini explains, ‘games have predetermined rules... Play, on the other hand, does not have rules... affords more creative responses.’” (段落 A) 译：大多数“游戏/比赛”确实很有趣.....但佩莱格里尼解释说：这类游戏有事先规定好的规则；而“玩耍” (free play) 没有规则，允许更有创造力的反应。	题目问“比较自由游戏和其他形式的游戏”。A 段区分了：有规则的 (soccer, Scrabble, etc.) vs 自由的 (play)，并强调规则性 vs 开放性。这正是对比。

Questions 19–22

题型：研究者配对

研究者列表：

A Anthony Pellegrini

B Jaak Panksepp

C Stephen Sivy

D Marc Bekoff

题号	答案	题干翻译	定位句 & 翻译	详细解释
19	A	自由游戏鼓励孩子考虑他人的意愿/需求	“Kids learn those skills by interacting with peers... They want this thing to keep going, so they’re willing to ‘go the extra mile’ to accommodate their playmates’ desires.” (段落 B, Pellegrini) 译：孩子是通过和同龄人互动来学会这些社交技能的。因为他们想把游戏继续下去，所以他们会“多做一点”去配合同伴的愿望。	题干：It encourages children to take other people's wishes into account (它鼓励孩子顾及他人的诉求)。Pellegrini 说孩子会主动迁就同伴的需要以保持游戏继续 → 正中这一点。所以 19 = A。
20	C	自由游戏可以缓解压力/焦虑	“Shortly thereafter, the first rat relaxed and became calm,” says Sivy, “suggesting that play helped lessen its anxiety.” (段落 F, Stephen Sivy) 译：“很快，第一只老鼠就放松下来了，变得平静”，Sivy 说，“这说明玩耍有助于降低它的焦虑。”	题干：“It can serve to relieve stress (它可以减压)”。F 段讲的是被吓到、非常焦虑的老鼠，玩耍后不再那么紧张 → 减轻焦虑/压力。这个观点是 Sivy 的，因此 20 = C。
21	D	自由游戏能让孩子为将来面对不可预知的情况做好准备	“Play is like a kaleidoscope... it is random and creative. It encourages flexibility and creativity that may, in the future, be advantageous in unexpected situations or new environments.” (段落 H, Marc Bekoff) 译：“玩耍就像万花筒.....它是随机而有创造性的。它会培养灵活性和创造力，而这些在将来面对意料之外的新环境/新情境时会变成优势。”	题干：“It prepares children for dealing with unpredictable situations (它让孩子为不可预测的情况做好准备)”。Bekoff 明确说玩耍培养的灵活性会在 “unexpected situations (意料之外的情境)” 里派上用场 → 完全吻合。21 = D。
22	A	当有成人参与时，游戏的作用会下降	“Play among peers is the most important in this regard. Studies show that children use more sophisticated language when playing with other children than when playing with adults.” (段落 B, Pellegrini) 译：“同伴之间的玩耍在这方面最重要。研究显示，孩子和小伙伴玩时使用的语言比和大人玩时更复杂。”	题干：“It is less useful for children when adults are involved (有成人在时，效果没那么好)”。Pellegrini 说最重要的是同伴游戏，还说和大人玩时语言没那么复杂 → 暗示大人介入时，收益下降。22 = A。注意：不是 B、C、D，因为这段只有 Pellegrini 在谈 ‘同伴 vs 成人’ 的对比。

Questions 23–26

题型：总结填空（每空一词，来自原文）

主题：动物研究（老鼠实验）

题号	答案	题干翻译	定位句 & 翻译	详细解释
23	brains	在研究“游戏与社会性学习之间联系”的实验里，科学家检测老鼠体内蛋白质的含量，发现玩过和没玩过的老鼠在它们的 _____ 中有显著差异。	“Examination revealed that the brains of the rats which had played contained much higher levels of BDNF... than those of the animals that had not.” (段落 D) 译：检查结果显示，玩耍过的老鼠“大脑”里含有的 BDNF（促进新神经元生长的蛋白）水平，远高于没玩耍的老鼠。	题干说：“experiments analysing protein levels ... noted significant differences between rats which had played and those which had not.” 段落 D 告诉我们差异出现在 the brains of the rats（老鼠的大脑）。所以空 23 = brains。不能写“BDNF”，因为空问的是部位/位置，不是蛋白名。
24	cat	在另一项研究中，研究人员用带有 _____ 气味的物体让老鼠产生强烈不安。	“Siviy put rats into a chamber and exposed them to a collar previously worn by a cat, making them visibly anxious.” (段落 F) 译：Siviy 把老鼠放进一个箱子，让它们接触一条“以前给猫戴过的项圈”，老鼠明显变得很焦虑。	题干说“object smelling of a _____ (带有.....气味的物体)”。文中是“a collar previously worn by a cat (带猫味的项圈)”。一词作答：cat。不是“collar”，因为题干已经把“object”说出来了（那个带味道的物体本身），我们要补的是它闻起来像什么 → 猫。
25	anxiety	之后允许它们玩耍，这些老鼠的 _____ 水平显著下降。	“Shortly thereafter, the first rat relaxed and became calm... suggesting that play helped lessen its anxiety.” (段落 F) 译：“不久之后，第一只老鼠放松下来，变得平静.....这说明玩耍帮助降低了它的焦虑。”	题干：reduction in their _____ levels (某种水平下降)。F 段直接说“play helped lessen its anxiety (玩耍降低了焦虑)”。可量化的就是“anxiety levels (焦虑程度)”。所以答案是 anxiety。
26	ball	又一个实验：老鼠必须移动一个 _____ 才能拿到奖励。研究发现，缺少玩耍的老鼠在解决问题方面更差。	“The researchers taught these rats... to pull a rubber ball out of the way to get a food treat. A few days later they switched the setup so the rats would have to push the same ball to get the treat... the ones which had played proved to be far more adept at solving problems.” (段落 H) 译：研究人员教老鼠把“一个橡胶球”拖开才能拿到食物奖励。几天后又改成要把“同一个球”向前推才能拿到奖励.....玩过的老鼠在解决问题方面明显更厉害。	空格问的是 move a _____ in order to reach a reward. H 段明确是“a rubber ball”。在一词限制下，填 ball。它体现的是解决问题的灵活性和适应性；被隔离、没玩耍的老鼠表现更差，说明游戏训练了解决新情况的能力。