

# 2020年9月六级考试真题(第一套)

## Part I

## Writing

(30 minutes)

(请于正式开考后半小时内完成该部分,之后将进行听力考试)

**Directions:** For this part, you are allowed 30 minutes to write an essay commenting on the quote "Wealth of the mind is the only true wealth." You should write at least 150 words but no more than 200 words.

---

---

---

---

## Part II

## Listening Comprehension

(30 minutes)

### Section A

**Directions:** In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on *Answer Sheet 1* with a single line through the centre.



扫一扫,听音频

### Questions 1 to 4 are based on the conversation you have just heard.

1. A) She can devote all her life to pursuing her passion. C) She can spread her academic ideas on a weekly TV show.  
B) Her accumulated expertise helps her to achieve her goals. D) Her research findings are widely acclaimed in the world.
2. A) Provision of guidance for nuclear labs in Europe. C) Overseeing two research groups at Oxford.  
B) Touring the globe to attend science TV shows. D) Science education and scientific research.
3. A) A better understanding of a subject. C) A broader knowledge of related fields.  
B) A stronger will to meet challenges. D) A closer relationship with young people.
4. A) By applying the latest research methods. C) By building upon previous discoveries.  
B) By making full use of the existing data. D) By utilizing more powerful computers.

### Questions 5 to 8 are based on the conversation you have just heard.

5. A) They can predict future events. C) They have cultural connotations.  
B) They have no special meanings. D) They cannot be easily explained.
6. A) It was canceled due to bad weather. C) She dreamed of a plane crash.  
B) She overslept and missed the flight. D) It was postponed to the following day.
7. A) They can be affected by people's childhood experiences.  
C) They usually result from people's unpleasant memories.  
B) They may sometimes seem ridiculous to a rational mind.  
D) They can have an impact as great as rational thinking.
8. A) They call for scientific methods to interpret. C) They reflect their complicated emotions.  
B) They mirror their long-cherished wishes. D) They are often related to irrational feelings.

## Section B

**Directions:** *In this section, you will hear two passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

**Questions 9 to 11 are based on the passage you have just heard.**

9. A) Radio waves. C) Robots.  
B) Sound waves. D) Satellites.
10. A) It may be freezing fast beneath the glacier. C) It may have certain rare minerals in it.  
B) It may have micro-organisms living in it. D) It may be as deep as four kilometers.
11. A) Help understand life in freezing conditions. C) Provide information about other planets.  
B) Help find new sources of fresh water. D) Shed light on possible life in outer space.

**Questions 12 to 15 are based on the passage you have just heard.**

12. A) He found there had been little research on their language.  
B) He was trying to preserve the language of the Indian tribes.  
C) His contact with a social worker had greatly aroused his interest in the tribe.  
D) His meeting with Gonzalez had made him eager to learn more about the tribe.
13. A) He taught Copeland to speak the Tarahumaras language.  
B) He persuaded the Tarahumaras to accept Copeland's gifts.  
C) He recommended one of his best friends as an interpreter.  
D) He acted as an intermediary between Copeland and the villagers.
14. A) Unpredictable. C) Laborious.  
B) Unjustifiable. D) Tedious.
15. A) Their appreciation of help from the outsiders. C) Their readiness to adapt to technology.  
B) Their sense of sharing and caring. D) Their belief in creating wealth for themselves.

## Section C

**Directions:** *In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

**Questions 16 to 18 are based on the recording you have just heard.**

16. A) They tend to be silenced into submission. C) They will feel proud of being pioneers.  
B) They find it hard to defend themselves. D) They will feel somewhat encouraged.
17. A) One who advocates violence in effecting change. C) One who acts in the interests of the oppressed.  
B) One who craves for relentless transformations. D) One who rebels against the existing social order.
18. A) They tried to effect social change by force. C) They served as a driving force for progress.  
B) They disrupted the nation's social stability. D) They did more harm than good to humanity.



A) contrary	I) momentum
B) fatigue	J) obsessed
C) heavily	K) potential
D) heaving	L) realms
E) hospitalized	M) reciprocal
F) labeled	N) ruin
G) legacies	O) viciously
H) mastering	

## Section B

**Directions:** *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.*

### Six Potential Brain Benefits of Bilingual Education

- A) Brains, brains, brains. People are fascinated by brain research. And yet it can be hard to point to places where our education system is really making use of the latest *neuroscience* (神经科学) findings. But there is one happy link where research is meeting practice: *bilingual* (双语的) education. “In the last 20 years or so, there’s been a virtual explosion of research on bilingualism,” says Judith Kroll, a professor at the University of California, Riverside.
- B) Again and again, researchers have found, “bilingualism is an experience that shapes our brain for life,” in the words of Gigi Luk, an associate professor at Harvard’s Graduate School of Education. At the same time, one of the hottest trends in public schooling is what’s often called dual-language or two-way immersion programs.
- C) Traditional programs for English-language learners, or ELLs, focus on assimilating students into English as quickly as possible. Dual-language classrooms, by contrast, provide instruction across subjects to both English natives and English learners, in both English and a target language. The goal is functional bilingualism and biliteracy for all students by middle school. New York City, North Carolina, Delaware, Utah, Oregon and Washington state are among the places expanding dual-language classrooms.
- D) The trend flies in the face of some of the culture wars of two decade ago, when advocates insisted on “English first” education. Most famously, California passed Proposition 227 in 1998. It was intended to sharply reduce the amount of time that English-language learners spent in bilingual settings. Proposition 58, passed by California voters on November 8, largely reversed that decision, paving the way for a huge expansion of bilingual education in the state that has the largest population of English-language learners.
- E) Some of the insistence on English-first was founded on research produced decades ago, in which bilingual students underperformed *monolingual* (单语的) English speakers and had lower IQ scores. Today’s scholars, like Ellen Bialystok at York University in Toronto, say that research was “deeply flawed.” “Earlier research looked at socially disadvantaged groups,” agrees Antonella Sorace at the University of Edinburgh in Scotland. “This has been completely contradicted by recent research” that compares groups more similar to each other.
- F) So what does recent research say about the potential benefits of bilingual education? It turns out that, in many ways, the real trick to speaking two languages consists in managing not to speak one of those languages at a given moment—which is fundamentally a feat of paying attention. Saying “Goodbye” to mom and then “*Guten tag*” to your teacher, or managing to ask for a *crayola roja* instead of a red *crayon* (蜡笔), requires skills called “inhibition” and “task switching.” These skills are subsets of an ability called executive function.
- G) People who speak two languages often outperform monolinguals on general measures of executive function.

“Bilinguals can pay focused attention without being distracted and also improve in the ability to switch from one task to another,” says Sorace.

- H) Do these same advantages benefit a child who begins learning a second language in kindergarten instead of as a baby? We don't yet know. Patterns of language learning and language use are complex. But Gigi Luk at Harvard cites at least one brain-imaging study on adolescents that shows similar changes in brain structure when compared with those who are bilingual from birth, even when they didn't begin practicing a second language in earnest before late childhood.
- I) Young children being raised bilingual have to follow social cues to figure out which language to use with which person and in what setting. As a result, says Sorace, bilingual children as young as age 3 have demonstrated a head start on tests of perspective-taking and theory of mind—both of which are fundamental social and emotional skills.
- J) About 10 percent of students in the Portland, Oregon public schools are assigned by lottery to dual-language classrooms that offer instruction in Spanish, Japanese or Mandarin, alongside English. Jennifer Steele at American University conducted a four-year, randomized trial and found that these dual-language students outperformed their peers in English-reading skills by a full school-year's worth of learning by the end of middle school. Because the effects are found in reading, not in math or science where there were few differences, Steele suggests that learning two languages makes students more aware of how language works in general.
- K) The research of Gigi Luk at Harvard offers a slightly different explanation. She has recently done a small study looking at a group of 100 fourth-graders in Massachusetts who had similar reading scores on a standard test, but very different language experiences. Some were foreign-language dominant and others were English natives. Here's what's interesting. The students who were dominant in a foreign language weren't yet comfortably bilingual, they were just starting to learn English. Therefore, by definition, they had a much weaker English vocabulary than the native speakers. Yet they were just as good at interpreting a text. “This is very surprising,” Luk says. “You would expect the reading comprehension performance to mirror the vocabulary—it's a cornerstone of comprehension.”
- L) How did the foreign-language dominant speakers manage this feat? Well, Luk found, they also scored higher on tests of executive functioning. So, even though they didn't have huge mental dictionaries to draw on, they may have been great puzzle-solvers, taking into account higher-level concepts such as whether a single sentence made sense within an overall story line. They got to the same results as the monolinguals, by a different path.
- M) American public school classrooms as a whole are becoming more segregated by race and class. Dual-language programs can be an exception. Because they are composed of native English speakers deliberately placed together with recent immigrants, they tend to be more ethnically and economically balanced. And there is some evidence that this helps kids of all backgrounds gain comfort with diversity and different cultures.
- N) Several of the researchers also pointed out that, in bilingual education, non-English-dominant students and their families tend to feel that their home language is heard and valued, compared with a classroom where the home language is left at the door in favor of English. This can improve students' sense of belonging and increase parents' involvement in their children's education, including behaviors like reading to children. “Many parents fear their language is an obstacle, a problem, and if they abandon it their child will integrate better,” says Antonella Sorace of the University of Edinburgh. “We tell them they're not doing their child a favor by giving up their language.”
- O) One theme that was striking in speaking to all these researchers was just how strongly they advocated for dual-language classrooms. Thomas and Collier have advised many school systems on how to expand their dual-language programs, and Sorace runs “Bilingualism Matters,” an international network of researchers who promote bilingual education projects. This type of advocacy among scientists is unusual; even more so because the “bilingual advantage hypothesis” is being challenged once again.
- P) A review of studies published last year found that cognitive advantages failed to appear in 83 percent of published studies, though in a separate analysis, the sum of effects was still significantly positive. One potential explanation offered by the researchers is that advantages that are measurable in the very young and very old tend to fade when testing young adults at the peak of their cognitive powers. And, they countered that no negative effects of bilingual

education have been found. So, even if the advantages are small, they are still worth it. Not to mention one obvious, outstanding fact: “Bilingual children can speak two languages!”

36. A study found that there are similar changes in brain structure between those who are bilingual from birth and those who start learning a second language later.
37. Unlike traditional monolingual programs, bilingual classrooms aim at developing students’ ability to use two languages by middle school.
38. A study showed that dual-language students did significantly better than their peers in reading English texts.
39. About twenty years ago, bilingual practice was strongly discouraged, especially in California.
40. Ethnically and economically balanced bilingual classrooms are found to be helpful for kids to get used to social and cultural diversity.
41. Researchers now claim that earlier research on bilingual education was seriously flawed.
42. According to a researcher, dual-language experiences exert a lifelong influence on one’s brain.
43. Advocates of bilingual education argued that it produces positive effects though they may be limited.
44. Bilingual speakers often do better than monolinguals in completing certain tasks because they can concentrate better on what they are doing.
45. When their native language is used, parents can become more involved in their children’s education.

## Section C

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

### Passage One

**Questions 46 to 50 are based on the following passage.**

It is not controversial to say that an unhealthy diet causes bad health. Nor are the basic elements of healthy eating disputed. Obesity raises susceptibility to cancer, and Britain is the sixth most obese country on Earth. That is a public health emergency. But naming the problem is the easy part. No one disputes the costs in quality of life and depleted health budgets of an obese population, but the quest for solutions gets diverted by ideological arguments around responsibility and choice. And the water is muddied by lobbying from the industries that profit from consumption of obesity-inducing products.

Historical precedent suggests that science and politics can overcome resistance from businesses that pollute and poison but it takes time, and success often starts small. So it is heartening to note that a programme in Leeds has achieved a reduction in childhood obesity, becoming the first UK city to reverse a fattening trend. The best results were among younger children and in more deprived areas. When 28% of English children aged two to 15 are obese, a national shift on the scale achieved by Leeds would lengthen hundreds of thousands of lives. A significant factor in the Leeds experience appears to be a scheme called HENRY, which helps parents reward behaviours that prevent obesity in children.

Many members of parliament are uncomfortable even with their own government’s anti-obesity strategy, since it involves a “sugar tax” and a ban on the sale of energy drinks to under-16s. Bans and taxes can be blunt instruments, but their harshest critics can rarely suggest better methods. These critics just oppose regulation itself.

The relationship between poor health and inequality is too pronounced for governments to be passive about large-scale intervention. People living in the most deprived areas are four times more prone to die from avoidable causes than counterparts in more affluent places. As the structural nature of public health problems becomes harder to ignore, the

complaint about overprotective government loses potency.

In fact, the polarised debate over public health interventions should have been abandoned long ago. Government action works when individuals are motivated to respond. Individuals need governments that expand access to good choices. The HENRY programme was delivered in part through children's centres. Closing such centres and cutting council budgets doesn't magically increase reserves of individual self-reliance. The function of a well-designed state intervention is not to deprive people of liberty but to build social capacity and infrastructure that helps people take responsibility for their wellbeing. The obesity crisis will not have a solution devised by left or right ideology—but experience indicates that the private sector needs the incentive of regulation before it starts taking public health emergencies seriously.

46. Why is the obesity problem in Britain so difficult to solve?
- A) Government health budgets are depleted.                      C) Individuals are not ready to take their responsibilities.  
B) People disagree as to who should do what.                      D) Industry lobbying makes it hard to get healthy foods.
47. What can we learn from the past experience in tackling public health emergencies?
- A) Governments have a role to play.                      C) Priority should be given to deprived regions.  
B) Public health is a scientific issue.                      D) Businesses' responsibility should be stressed.
48. What does the author imply about some critics of bans and taxes concerning unhealthy drinks?
- A) They are not aware of the consequences of obesity.  
B) They have not come up with anything more constructive.  
C) They are uncomfortable with parliament's anti-obesity debate.  
D) They have their own motives in opposing government regulation.
49. Why does the author stress the relationship between poor health and inequality?
- A) To demonstrate the dilemma of people living in deprived areas.  
B) To bring to light the root cause of widespread obesity in Britain.  
C) To highlight the area deserving the most attention from the public.  
D) To justify government intervention in solving the obesity problem.
50. When will government action be effective?
- A) When the polarised debate is abandoned.                      C) When individuals have the incentive to act accordingly.  
B) When ideological differences are resolved.                      D) When the private sector realises the severity of the crisis.

## Passage Two

Questions 51 to 55 are based on the following passage.

Home to virgin reefs, rare sharks and vast numbers of exotic fish, the Coral Sea is a unique haven of biodiversity off the northeastern coast of Australia. If a proposal by the Australian government goes ahead, the region will also become the world's largest marine protected area, with restrictions or bans on fishing, mining and marine farming.

The Coral Sea reserve would cover almost 990,000 square kilometres and stretch as far as 1,100 kilometres from the coast. Unveiled recently by environment minister Tony Burke, the proposal would be the last in a series of proposed marine reserves around Australia's coast.

But the scheme is attracting criticism from scientists and conservation groups, who argue that the government hasn't gone far enough in protecting the Coral Sea, or in other marine reserves in the coastal network.

Hugh Possingham, director of the Centre of Excellence for Environmental Decisions at the University of Queensland, points out that little more than half of the Coral Sea reserve is proposed as 'no take' area, in which all fishing would be banned. The world's largest existing marine reserve, established last year by the British government in the Indian Ocean, spans 554,000 km<sup>2</sup> and is a no-take zone throughout. An alliance of campaigning conservation groups argues that more of the Coral Sea should receive this level of protection.





# 2020年9月六级考试（第一套）真题解析

## 客观题答案速查

### Part II Listening Comprehension

#### Section A

1	2	3	4	5	6	7	8
A	D	A	B	B	C	D	C

#### Section B

9	10	11	12	13	14	15
A	B	D	A	D	C	B

#### Section C

16	17	18	19	20	21	22	23	24	25
A	D	C	B	D	A	B	C	A	C

### Part III Reading Comprehension

#### Section A

26	27	28	29	30	31	32	33	34	35
L	C	H	B	E	J	F	N	K	A

#### Section B

36	37	38	39	40	41	42	43	44	45
H	C	J	D	M	E	B	P	G	N

#### Section C

46	47	48	49	50	51	52	53	54	55
B	A	B	D	C	A	D	A	D	C

# 真题详解

## Part I Writing

### 写作思路

本篇作文是名言类题目，要求围绕“精神财富是唯一真正的财富”写作。这类作文题目的切入角度多样，可发表对名言的看法并阐述原因，或是客观分析名言内涵等。作文结构应分为三部分，第一部分引入话题，第二部分展开论述，第三部分总结全文。

本题可考虑的论述角度有：

- ① 精神富足带来的满足感长久而不会衰退；
- ② 精神富足能够惠及更多人；
- ③ 精神富足能更好地促进社会正向发展。

### 范文解析

① Since the invention of currency, being rich had become the dream of many, also went on was the **heated debate** over the definition of ‘being wealthy’. ② Later on, the concept of **spiritual wealth stepped into the spotlight**, which I believe is of **topmost** value, as the saying goes ‘Wealth of the mind is the only true wealth.’

③ The reasons for such a view are mainly reflected in two ways. ④ To begin with, wealth of the mind brings senses of satisfaction and **completion** in the most reliable manner. ⑤ When we talk about ‘being wealthy’, we are in fact looking for a feeling of ‘having something’, which is what spiritual wealth provides both **amply** and indefinitely. ⑥ Although there are people who seem to be happy by living a luxury life, numerous stories are warning about the endless and dangerous desire for **material wealth**, and how easily material wealth can be lost. ⑦ Additionally, spiritual wealth has social, rather than private, benefits. ⑧ Being spiritually rich is largely based on having self-consistent and appropriate values, and from them **derive** personal hobbies, moral senses, and much more. ⑨ These are traits required to **exert** positive influence on others. ⑩ Consequently, wealth of the mind can benefit almost everyone, which is impossible for material wealth to achieve.

**K** In conclusion, spiritual wealth is only form of true wealth, for it best **fulfils** the meaning of ‘wealth’ and has unique and **indispensable** social effects.

### 结构分析

第一段：引出话题

- ① 介绍话题背景
- ② 借题干中的名言引出话题，并表达立场，本文的立场是同意名言所述

第二段：展开论述

- ③ 总起该段
- ④ - ⑥ 第一个理由：与物质财富相比，精神财富可以带来更长久的满足感和充实感

- ⑦ - ⑩ 第二个理由：与物质财富的私人性相比，精神财富易于分享，能惠及更多人，给社会带来更多裨益

第三段：总结全文

- K** 重申观点和两个理由



## 参考译文

自从货币发明以来，富有成为许多人的梦想，关于“富有”的定义的激烈辩论也在继续。后来，精神财富的概念成为人们关注的焦点，我认为这是最重要的财富，正如俗语所说的“精神财富是唯一真正的财富”。

形成这种观点的原因主要体现在两个方面。首先，精神财富以最可靠的方式带来满足感和成就感。当我们谈论“富有”时，我们实际上是在寻找一种“有所拥有”的感觉，这是精神财富可以充分并无限提供的。虽然有些人似乎通过奢侈的生活而快乐，但无数的故事警告人们对物质财富的无尽而危险的渴望，以及物质财富是多么容易失去。此外，精神财富有着社会效益，而不是私人效益。精神上的富裕很大程度上是基于拥有自治且适宜的价值观，并从中衍生出个人爱好、道德观念等等。这些特质是对他人施加积极影响所必需的。因此，精神财富可以惠及几乎所有人，而物质财富是不可能实现这一点的。

总之，精神财富是真正财富的唯一形式，因为它最符合“财富”的含义，并具有独特且不可或缺的社会效应。

## ☆ 重点词汇与表达

- spiritual /'spɪrɪtʃuəl/ *adj.* 精神的；宗教的
- topmost /'tɒpməʊst/ *adj.* 顶端的，最高的
- completion /kəm'pli:ʃn/ *n.* 完成，结束
- amply /'æmpli/ *adj.* 足够地
- derive /dɪ'reɪv/ *v.* 起源于，从中得到
- exert /ɪg'zɜ:t/ *v.* 运用，施加
- fulfil /fʊl'fɪl/ *v.* 实现；履行；使高兴
- heated debate 热烈的讨论
- step into the spotlight 出现，开始受人注意
- material wealth 物质财富

## 拓展表达

	含义	范文中表达	同义表达
范文同义表达	首要的	topmost	most
	观点	view	opinion/standpoint
	大量的	numerous	a large quantity of
	对他人产生积极影响	exert positive influence on others	influence others positively
	同话题补充表达	正向的发展	positive development
	衰退	diminish	
	促进	stimulate	

## Part II Listening Comprehension

---

---

### Section A

had time to look at them with their own eyes, let alone analyze them.

### Conversation One

#### ㊦ 听力原文及参考译文

**M:** You are a professor of Physics at the University of Oxford.

You're a senior advisor at the European Organization for Nuclear Research. You also seem to tour the globe tirelessly, giving talks. And **in addition**, you have your own weekly TV show on science. Where do you get the energy?

**W:** [1] ~~Oh well, I just love what I do. I'm extremely fortunate to have this life, doing what I love doing.~~

**M:** Professor, what exactly is your goal? Why do you do all of this?

**W:** Well, as you said, I do have different things going on. [2] ~~But these, I think, can be divided into two groups: the education of science and the further understanding of science.~~

**M:** Don't these two things get in the way of each other? What I mean is, doesn't giving lectures take time away from the lab?

**W:** Not really, no. I love teaching, and I don't mind spending more time doing that now than in the past. [3] ~~Also what I will say is that teaching a subject helps me comprehend it better myself.~~ I find that it furthers my own knowledge when I have to explain something clearly, when I have to aid others in understanding it, and when I have to answer questions about it. Teaching at a high level can be very stimulating for anyone, no matter how much expertise they may already have in the field they are instructing.

**M:** Are there any scientific breakthroughs that you see on the near horizon, a significant discovery or invention we can expect soon?

**W:** [4] The world is always conducting science and there are constantly new things being discovered. In fact, right now we have too much data sitting in computers. For example, we have thousands of photos of planet Mars taken by telescopes that nobody has ever seen. We have them, yet nobody has





扫一扫，听音频

男：你是牛津大学的物理学教授、欧洲核研究组织的高级顾问。你似乎也在不知疲倦地周游世界、发表演讲。此外，你还有自己的每周科学电视节目。你怎么做到精力如此充沛的呢？

女：[1] 哦，我只是喜欢我所做的。我非常幸运，这一生可以做我喜欢做的事情。

男：教授，你的目标究竟是什么？你为什么要做这些？

女：好吧，就像你说的，我同时做着不同的事情。[2] 但是，我认为，这些可以分为两类：科学教育和对科学的进一步理解。

男：这两样东西不妨碍彼此吗？我的意思是，讲课不占用做实验的时间吗？

女：不，不会的。我喜欢教书，我不介意比过去花更多的时间去教书。[3] 我要说的是，教一门学科能帮助我更好地理解它。我发现，当我必须清楚地解释某件事、必须帮助别人理解这件事、以及必须回答有关这件事的问题时，我自己的知识都能得到增长。高水平的教学对任何人来说都是非常有激励作用的，无论他们在所教授的领域已经拥有多少专业知识。

男：你在不久的将来会有什么样的科学突破？会有一个我们很快就能看到的重大发现或发明吗？

女：[4] 世界上总是在进行科学研究，不断有新事物被发现。事实上，现在我们的电脑~~量~~多的数据。例如，我们有数千张用望远镜拍摄的火星照片，此前从未有人见过。我们有照片，但没人有时间亲眼看看它们，更不用说分析它们了。

## 答案详解

1. Why does the woman say she can be so energetic?

- A) **She can devote all her life to pursuing her passion.**
- B) Her accumulated expertise helps her to achieve her goals.
- C) She can spread her academic ideas on a weekly TV show.
- D) Her research findings are widely **acclaimed** in the world.

【答案】A

【解析】女士在音频开头提到，她精力充沛是因为一生可以做自己喜欢的事情，A项是音频的同义转述。

【错选排除】B项的 *expertise* 和 *goal* 是音频原词，但音频中没有提到女士积累的专业知识帮助她实现了目标；C项中的 *weekly TV show* 是音频原词，但音频中没有提到女士在每周的电视节目中传播她的学术思想；D项音频未提及。

2. What has the woman **been engaged in**?

- A) Provision of guidance for nuclear labs in Europe.
- B) Touring the globe to attend science TV shows.
- C) Overseeing two research groups at Oxford.
- D) **Science education and scientific research.**

【答案】D

【解析】根据定位句可知，女士将自己所做的事情归纳为科学教育和科学研究两大类，D项中的 *science education* 是音频原词复现。

【错选排除】A项音频未提及；B项中的 *touring the globe* 和 *science TV shows* 是音频中原词，但这只是女士很多工作中的一小部分；C项中的 *overseeing two research groups* 音频未提及。

3. What does the woman say about the benefit teaching brings to her?

- A) **A better understanding of a subject.**
- B) A stronger will to meet challenges.
- C) A broader knowledge of related fields.
- D) A closer relationship with young people.

【答案】A

【听前预测】四个选项都是含形容词比较级的名词短语，内容偏积极，推测本题会考查某事的积极影响。

【解析】根据定位句可知，女士认为教授一门学科可以帮助她更好地理解这门学科，A项中的 *better* 和 *subject* 是原词复现，*understanding* 对应音频中的 *comprehend*。

【错选排除】B、C、D项音频未提及。

4. How does the woman say new scientific breakthroughs can be made possible?

- A) By applying the latest research methods.
- B) **By making full use of the existing data.**
- C) By building upon previous discoveries.
- D) By utilizing more powerful computers.

【答案】B

【听前预测】四个选项都是 *by + v-ing* 形式的短语，内容都涉及对策，推测本题会考查某事的解决方法。

1. 女士说自己精力如此充沛的原因是什么？

- A) 她可以为她喜爱的事情付出一生。
- B) 她积累的专业知识帮助她实现了自己的目标。
- C) 她可以在每周的电视节目中传播她的学术思想。
- D) 她的研究成果在世界上广受好评。

2. 女士致力于做什么？

- A) 为欧洲核实验室提供指导。
- B) 环游世界参加科学电视节目。
- C) 在牛津监督两个研究小组。
- D) 科学教育和科学研究。

3. 关于教学给自己带来的好处，女士说了什么？

- A) 更好地理解一门学科。
- B) 有更坚强的意志迎接挑战。
- C) 对相关领域有更广泛的了解。
- D) 与年轻人有更密切的关系。

4. 女士说怎样可以实现新的科学突破？

- A) 应用最新的研究方法。
- B) 充分利用现有数据。
- C) 以先前的发现为基础。
- D) 通过使用更强大的计算机。



【解析】根据定位句可知，女士说我们的电脑里有太多的数据，但是缺乏对它们的分析，言下之意是我们应该充分利用已有的数据，B项是音频的同义转述。

【错选排除】A、C、D项音频未提及。

### ☆ 重点表达

- in addition 此外
- let alone 更不必说

## Conversation Two

### 听力原文及参考译文

Psychology is like the rational study of irrational feelings.

M: [5] Do you think dreams have special meanings?

W: [5] No, I don't think they do.

M: [5] I don't either. But some people do. I would say people who believe that dreams have special meanings are superstitious, especially nowadays. **In the past**, during the times of ancient Egypt, Greece, or China, people used to believe that dreams could **foresee** the future. But today, with all the scientific knowledge that we have, I think it's much harder to believe in these sorts of things.

W: My grandmother is superstitious, and she thinks dreams can predict the future. [6] Once she dreamed that the flight she was due to take the following day crashed. Can you guess what she did? She didn't take that flight. She didn't even bother to go to the airport the following day. Instead, she took the same flight but a week later. And everything was fine, of course. No plane ever crashed.

M: How funny! Did you know that flying is actually safer than any other mode of transport? It's been statistically proven. People can be so irrational sometimes.

W: Yes, absolutely. But even if we think they are ridiculous, [7] emotions can be just as powerful as rational thinking.

M: Exactly. People do all sorts of crazy things because of their irrational feelings. But in fact, some psychologists believe that our dreams are **the result of** our emotions and memories from that day. I think it was Sigmund Freud who said that children's dreams were usually simple representations of their wishes—things they wished would happen. [8] But in adults', dreams are much more complicated reflections of their more sophisticated sentiments.

W: Isn't it interesting how psychologists try to understand using the scientific method something as **bizarre** as dreams?



男：[5] 你认为梦有特殊意义吗？

女：[5] 不，我认为它们没有。

男：[5] 我也认为没有。但有些人认为梦有特殊意义。我觉得那些人很迷信，尤其是在当今社会。过去，在古代埃及、希腊和中国，人们一度相信梦可以预见未来。但是今天，我们有了科学知识，很难再相信这些东西了。

女：我祖母很迷信，她认为梦可以预测未来。

[6] 有一次，她梦到她第二天要乘坐的航班坠毁了。你猜她做了什么？她没有坐那班飞机。第二天她甚至懒得去机场。然而，一周后她坐了同样的航班。当然，一切都很好。没有飞机坠毁。

男：多有趣啊！你知不知道飞机实际上比任何其他运输方式都安全？这已经有统计数据证明了。人有时候真的是不理智。

女：是的，当然。但即使我们认为情绪很荒谬，[7] 它们也可以像理性思维一样强大。

男：没错。人们会因为非理性情绪做各种疯狂的事情。但事实上，一些心理学家认为我们的梦产生自我们在过去某天的情绪和记忆。我记得弗洛伊德说过，孩子们的梦通常是他们愿望的简单表达——他们希望这些事情发生。[8] 但成人的梦反映的是更为复杂的情绪。

女：心理学家如何用科学的方法去理解像梦一样离奇的东西，这难道不是很有趣吗？心理学就像对非理性情绪的理性研究。

## 答案详解

4. What do both speakers think of dreams?

- A) They can predict future events.
- B) They have no special meanings.**
- C) They have cultural connotations.
- D) They cannot be easily explained.

【答案】B

【听前预测】四个选项都以 they 开头，推测本题会考查某类事物的特征。

【解析】音频开头，男士和女士都表示自己认为梦没有特殊含义，B 项中的 special meanings 是原词重现。

【错选排除】A 项中的 future 是音频中原词，但音频中说的是古代人认为梦会预测未来，而不是说话人这样认为；C、D 项音频未提及。

5. 两位说话人对梦有什么看法？

- A) 它们可以预测未来的事件。
- B) 它们没有特殊的含义。
- C) 它们有文化内涵。
- D) 它们很难解释。

6. Why didn't the woman's grandmother take her scheduled flight?

- A) It was canceled due to bad weather.
- B) She overslept and missed the flight.
- C) She dreamed of a plane crash.**
- D) It was postponed to the following day.

【答案】C

【解析】女士提到她祖母梦到第二天坐的航班坠毁了，就没有坐预定的航班，C 项是音频的概括表达，dreamed 和 crash 是原词复现。

【错选排除】A、B、D 项音频未提及。

6. 为什么女士的祖母没坐预定的航班？

- A) 航班因天气不好取消了。
- B) 她睡过头了，误了航班。
- C) 她梦见飞机失事了。
- D) 航班推迟到第二天了。

7. What does the woman say about people's emotions?

- A) They can be affected by people's childhood experiences.
- B) They may sometimes seem ridiculous to a rational mind.
- C) They usually result from people's unpleasant memories.
- D) They can have an impact as great as rational thinking.**

【答案】D

【解析】女士提到情绪可以像理性思维一样强大，D 项是音频的同义转述，great 对应音频的 powerful。

【错选排除】A、B、C 项音频未提及。

7. 女士如何看待人们的情绪？

- A) 它们会受到人们童年经历的影响。
- B) 对理性的人来说，它们有时显得很可笑。
- C) 它们通常来自于人们不愉快的回忆。
- D) 它们和理性思考一样能产生巨大影响。

8. What did psychologist Sigmund Freud say about adults' dreams?

- A) They call for scientific methods to interpret.
- B) They mirror their long-cherished wishes.
- C) They reflect their complicated emotions.**
- D) They are often related to irrational feelings.

【答案】C

【听前预测】四个选项都以 they 开头，其中两个选项包含 their，推测本题会考查某类事物和人的关联。

【解析】根据定位句可知，弗洛伊德说成人的梦所反映的情感更为复杂，C 项是音频的同义转述，选项中的 complicated emotions 同义替换音频中的 sophisticated sentiments。

8. 心理学家西格蒙德·弗洛伊德怎样解释成年人的梦？

- A) 它们需要用科学的方法来解释。
- B) 它们反映了他们的夙愿。
- C) 它们反映了他们复杂的情绪。
- D) 它们往往与非理性情绪有关。



【错选排除】A、B、D 项音频未提及。

## ☆ 重点词汇与表达

- foresee /fɔ: 'si:/ v. 预知
- sentiment / 'sentɪmənt/ n. 情绪；伤感
- bizarre /br'zɑ:(r)/ adj. 古怪的，奇异的
- in the past 过去
- the result of... ……的结果

## 📁 同义表达

音频

题目

- |                            |                        |
|----------------------------|------------------------|
| • foresee                  | • predict              |
| • sophisticated sentiments | • complicated emotions |

## Section B

### Passage One

#### 🎧 听力原文及参考译文

While some scientists explore the surface of Antarctica, others are learning more about a giant body of water four kilometres beneath the ice pack. [9] Scientists first discovered Lake Vostok in the 1970s by using radio waves that penetrate the ice. Since then, they have used sound waves and even satellites to map this massive body of water.

How does the water in Lake Vostok remain liquid beneath an ice sheet? “The thick glacier above acts like an **insulating blanket** and keeps the water from freezing,” says Martin Siegert, a glaciologist from the University of Wales, “In addition, geothermal heat from deep within the earth may warm the hidden lake.”

[10] ~~The scientists suspect that micro-organisms may be living in Lake Vostok, closed off from the outside world for more than 2 million years.~~ “Anything found there will be **totally alien to** what’s on the surface of the Earth”, says Siegert. Scientists are trying to find a way to **drill into** the ice and draw water samples without causing contamination. Again, robots might be the solution. If all goes as planned, a drill-shaped robot will melt through the surface ice. When it reaches the lake, it will release another robot that can swim in the lake, take pictures and **look for** signs of life. [11] The scientists hope their discoveries will **shed light on** life in outer space, which might exist in similar dark and airless conditions.

当一些科学家探索南极洲表面时，另外一些科学家正在了解更多关于浮冰下 4 千米处的巨大水体的情况。[9] 20 世纪 70 年代，科学家们首次利用穿透冰层的无线电波发现了沃斯托克湖。自此以后，他们使用了声波甚至人造卫星来绘制这片巨大的水域的地图。

沃斯托克湖的水在冰盖下是如何维持液态的？威尔士大学的冰川学家 Martin Siegert 说：“湖上面厚厚的冰川就像一层隔热毯，可以防止水结冰。此外，来自地球深处的地热可能会使这个隐藏的湖泊变暖。”

[10] 科学家们猜想与外界隔绝了 200 多万年的沃斯托克湖中可能有微生物存活。Siegert 说：“在那里发现的任何东西都会与地球表面的东西完全不同。”科学家们正试图找到一种方法，在不造成污染的情况下钻入冰中并提取沃斯托克湖的水样。同样，机器人可能是解决方案。如果一切按计划进行，一个钻头形状的机器人将会融化并穿过表面冰层。当其到达湖面时会释放另一个机器人，这个机器人可以在湖里游泳、拍照并寻找生命的迹象。[11] 科学家们希望他们的发现能有助于了解外太空的生命，因为外太空有着与沃斯托克湖相似的黑暗、真空的环境。



Recently, **close-up** pictures of Jupiter's moon, Europa, showed signs of water beneath its icy surface. Once tested in Antarctica, robots could be sent to Europa to **search for** life there, too.

最近，木星卫星“欧罗巴”的特写照片显示，在其冰冻的表面下有水存在的迹象。一旦在南极洲测试成功，人们也可以把机器人送到欧罗巴去寻找那里的生命。

### 答案详解

8. What did scientists first use to discover Lake Vostok in the 1970s?

- A) **Radio waves.**
- B) Sound waves.
- C) Robots.
- D) Satellites.

【答案】A

【解析】音频开头提到，20世纪70年代，科学家们利用无线电波发现了沃斯托克湖，A项为原词重现。

【错选排除】B、C、D三项音频均提及，但都是后续对沃斯托克湖展开研究的手段，而不是最先采用的。

10. What do scientists think about Lake Vostok?

- A) It may be freezing fast beneath the glacier.
- B) **It may have micro-organisms living in it.**
- C) It may have certain rare minerals in it.
- D) It may be as deep as four kilometers.

【答案】B

【解析】根据定位句可知，科学家们猜想可能有微生物生活在沃斯托克湖中，对应B项，其中的 may have micro-organisms living in it 对应音频中的 micro-organisms may be living in...。

【错选排除】A项的 freezing fast 与音频信息相反，沃斯托克湖的水并没有结冰（注意选项中 fast 的含义是“牢固地”）；C项音频未提及；D项，沃斯托克湖位于冰层下4千米处，而不是深4千米。

11. What do the scientists hope their discoveries will do?

- A) Help understand life in freezing conditions.
- B) Help find new sources of fresh water.
- C) Provide information about other planets.
- D) **Shed light on possible life in outer space.**

【答案】D

【解析】根据定位句可知，科学家们希望自己的发现能有助于了解外太空的生命，D项为音频的原词重现。

【错选排除】A、B项音频均未提及；C项，科学家研究外太空生命的对象是木星的卫星，并非行星。

9. 20世纪70年代，科学家们最先用什么发现了沃斯托克湖？

- A) 无线电波。
- B) 声波。
- C) 机器人。
- D) 人造卫星。

10. 科学家们如何看待沃斯托克湖？

- A) 它在冰川下可能冻结得很牢固。
- B) 它里面可能有微生物存活。
- C) 它里面可能有某些稀有矿物。
- D) 它可能深达4千米。

11. 科学家们希望自己的发现能做什么？

- A) 帮助了解酷寒环境下的生命。
- B) 帮助寻找新的淡水水源。
- C) 提供有关其他行星的信息。
- D) 帮助了解外太空可能存在的生命。

### ☆ 重点词汇与表达

- close-up *adj.* 特写的；深挖的
- insulating blanket 隔热毯；绝缘毯
- be alien to 与……相反，与……不容
- drill into 钻入；深入查探
- look/search for 寻找，探求
- shed light on 使（问题等）较容易理解；阐明

## Passage Two

### 听力原文及参考译文

The idea to study the American Indian tribe Tarahumaras came to James Copeland in 1984 [12] when he discovered that very little research had been done on their language. He contacted a tribe member through a social worker who worked with the tribesmen in Mexico. At first, the tribe member, named Gonzalez, **was very reluctant to cooperate.** He told Copeland that no amount of money could buy his language. But after Copeland explained to him what he intended to do with his research and how it would benefit the Tarahumaras, Gonzalez agreed to help. [13] He took Copeland to his village and served as an intermediary. Copeland says, “Thanks to him, the Tarahumaras understood what our mission was and started trusting us.”

[14] Entering the world of Tarahumaras has been a laborious project for Copeland. To reach their homeland, he must drive two and a half days from Houston, Texas. He **loads up his vehicle with** goods that the tribesmen can't easily get and gives the goods to them as a gesture of friendship. The Tarahumaras, who don't believe in accumulating wealth, take the food and share it among themselves. For Copeland, the experience has not only been academically satisfying, but also has enriched his life in several ways.

“I see people rejecting technology and living a very hard, traditional life, which offers me another notion about the meaning of progress in the Western tradition,” he says, [15] “I had experienced the simplicity of living in nature that I would otherwise only be able to read about. I see a lot of beauty in their sense of sharing and concern for each other.”

1984年，James Copeland 提出了研究美洲印第安部落 Tarahumaras 的想法，[12] 因为他发现当时很少有针对他们的语言研究。他在墨西哥通过一名社工联系到了一位与其共事的部落成员。一开始，这个名叫 Gonzalez 的部落成员非常不愿意配合。他告诉 Copeland 再多的钱也买不到他的语言。但在 Copeland 向他解释了他的打算以及这对 Tarahumaras 部落的益处之后，Gonzalez 同意帮忙。[13] 他把 Copeland 带到了自己的村庄并充当了中间人的角色。Copeland 说：“多亏了他，Tarahumaras 人明白了我们的此行的任务，并开始信任我们。”

[14] 进入 Tarahumaras 部落对 Copeland 来说是一项艰巨的任务。他必须从德克萨斯州的休斯顿开车两天半才能到达部落所在地。他在车上装了部落人不容易得到的东西，并把这些东西送给他们以示友好。Tarahumaras 人不相信积累财富，他们把食物拿去分享。对 Copeland 来说，这段经历不仅在学术上大有收获，而且在许多方面充实了他的生活。

他说：“我看到人们拒绝科技，过着非常艰苦的传统生活，这让我对西方传统中进步的意义有了另一个理解，[15] 我体验了在亲近自然的简朴生活——之前我只能在书上读到这种生活。我从部落成员的互相分享和关心中看到了很多人性之美。”

### 答案详解

11. Why did James Copeland want to study the American Indian tribe Tarahumaras?

- A) He found there had been little research on their language.
- B) He was trying to preserve the language of the Indian tribes.
- C) His contact with a social worker had greatly aroused his interest in the tribe.
- D) His meeting with Gonzalez had made him eager to learn more about the tribe.

【答案】A

【解析】根据定位句可知，James Copeland 发现很少有关于印第安部落 Tarahumaras 的语言的研究，A 项中的 little research on their language 是原词重现，found 替换音频中的 discovered。

【错选排除】B、C、D 项音频未提及。

12. 为什么 James Copeland 要研究美洲印第安部落 Tarahumaras ?

- A) 他发现几乎没有人研究他们的语言。
- B) 他试图保存印第安部落的语言。
- C) 与一位社工的接触极大地激起了他对这个部落的兴趣。
- D) 他与 Gonzalez 的会面使他渴望了解更多关于这个部落的情况。

以上内容仅为本文档的试下载部分，为可阅读页数的一半内容。如要下载或阅读全文，请访问：<https://d.book118.com/685223323332011300>