

2021 年秋季哈工大（深圳）

英语分级考试试题

[2021.9.13 19:00—21:20 其中听力考试 19:00—19:30]

I. Listening Comprehensions [40 points]

Section 1 (Questions 1—10)

Questions 1-7

Complete the notes below.

Write ONE WORD AND/OR A NUMBER for each answer.

Enquiry about booking hotel room for event
Example Andrew is the <u>Events</u> Manager
Rooms Adelphi Room number of people who can sit down to eat: 1 _____ has a gallery suitable for musicians can go out and see the 2 _____ in pots on the terrace terrace has a view of a group of 3 _____ Carlton Room number of people who can sit down to eat: 110 has a 4 _____ view of the lake
Options Master of Ceremonies: can give a 5 _____ while people are eating will provide 6 _____ if there are any problems
Accommodation: in hotel rooms or 7 _____

Questions 8-10

What is said about using each of the following hotel facilities?

Choose **THREE** answers from the box and write the correct letter, **A, B or C**, next to Questions 8-10.

Availability
A included in cost of hiring room
B available at extra charge
C not available

Hotel facilities

8 outdoor swimming pool _____

9 gym _____

10 tennis courts _____

Section 2 (Questions 11—20)

Questions 11-13

Choose the correct letter, **A, B or C**.

Traffic Changes in Granford

11 Why are changes needed to traffic systems in Granford?

A The number of traffic accidents has risen.

B The amount of traffic on the roads has increased.

C The types of vehicles on the roads have changed.

12 In a survey, local residents particularly complained about

A dangerous driving by parents.

B pollution from trucks and lorries.

C inconvenience from parked cars.

13 According to the speaker, one problem with the new regulations will be

A raising money to pay for them.

B finding a way to make people follow them.

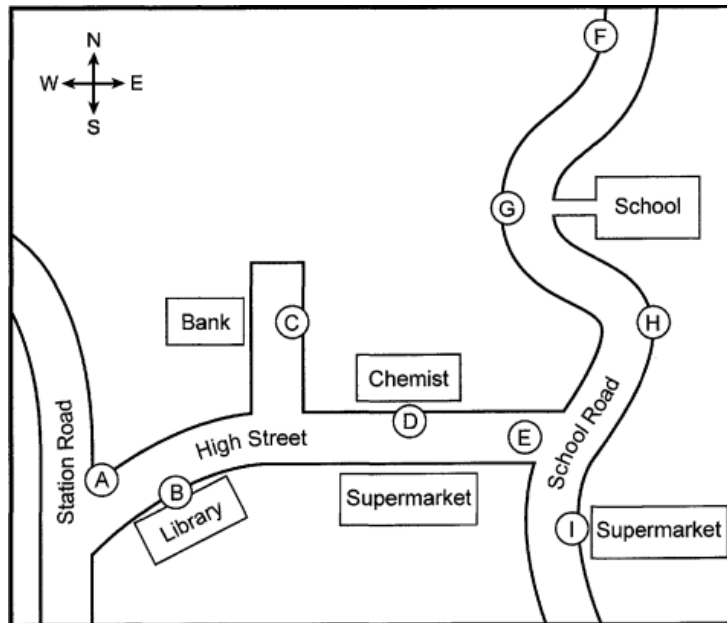
C getting the support of the police.

Questions 14-20

Label the map below.

Write the correct letter, A-I, next to Questions 14-20.

Proposed traffic changes in Granford



- 14 New traffic lights _____
- 15 Pedestrian crossing _____
- 16 Parking allowed _____
- 17 New 'No Parking' sign _____
- 18 New disabled parking spaces _____
- 19 Widened pavement _____
- 20 Lorry loading/unloading restrictions _____

Section 3 (Questions 21—30)

Questions 21-25

Choose the correct letter, A, B or C.

Scandinavian Studies

21. James chose to take Scandinavian Studies because when he was a child, _____

- A. he was often taken to Denmark.
- B. his mother spoke to him in Danish.
- C. a number of Danish people visited his family.

22. When he graduates, James would like to _____

- A. take a postgraduate course.
- B. work in the media.
- C. become a translator.

23. Which course will end this term?

- A. Swedish cinema
- B. Danish television programmes
- C. Scandinavian literature

24. They agree that James's literature paper this term will be on _____

- A. 19th century playwrights.
- B. the Icelandic sagas.
- C. modern Scandinavian novels.

25. Beth recommends that James's paper should be _____

- A. a historical overview of the genre.
- B. an in-depth analysis of a single writer.
- C. a study of the social background to the literature.

Questions 26-30

Complete the flow-chart below.

Choose FIVE answers from the box and write the correct letter, A-G, next to Questions 26-30.

How James will write his paper on the Vikings

He'll read a 26 and choose his topic.



He'll borrow a 27 from Beth.



He'll plan the 28 of the paper.



He'll read some source material and write 29



He'll write the paper using 30



He'll write the complete paper.

- A. bullet points
- B. film
- C. notes
- D. structure
- E. student paper
- F. textbook
- G. documentary

Section 4 (Questions 31—40)

Complete the notes below.

Write ONE WORD ONLY for each answer.

ETHNOGRAPHY IN BUSINESS

Ethnography: research which explores human cultures

It can be used in business:

- to investigate customer needs and 31
- to help companies develop new designs

Examples of ethnographic research in business

Kitchen equipment

- Researchers found that cooks could not easily see the 32 in measuring cups.

Cell phones

- In Uganda, customers paid to use the cell phones of entrepreneurs.
- These customers wanted to check the 33 used.

Computer companies

- There was a need to develop 34 to improve communication between system administrators and colleagues.

Hospitals

- Nurses needed to access information about 35 in different parts of the hospital.

Airlines

- Respondents recorded information about their 36 while travelling.

Principles of ethnographic research in business

- The researcher does not start off with a hypothesis.
- Participants may be selected by criteria such as age, 37 or product used.
- The participants must feel 38 about taking part in the research.
- There is usually direct 39 of the participants.
- The interview is guided by the participant.
- A lot of time is needed for the 40 of the data.
- Researchers look for a meaningful pattern in the data.

II. Reading Comprehensions [40 points]

Reading passage 1 (Questions 1—13)

The concept of intelligence

A Looked at in one way, everyone knows what intelligence is; looked at in another way, no one does. In other words, people all have unconscious notions - known as 'implicit theories' of intelligence, but no one knows for certain what it actually is. This chapter addresses how people conceptualize intelligence, whatever it may actually be. But why should we even care what people think intelligence is, as opposed only to valuing whatever it actually is? There are at least four reasons people's conceptions of intelligence matter.

B First, implicit theories of intelligence drive the way in which people perceive and evaluate their own intelligence and that of others. To better understand the judgments people make about their own and others' abilities, it is useful to learn about people's implicit theories. For example, parents' implicit theories of their children's language development will determine at what ages they will be willing to make various corrections in their children's speech. More generally, parents' implicit theories of intelligence will determine at what ages they believe their children are ready to perform various cognitive tasks. Job interviewers will make hiring decisions on the basis of their implicit theories of intelligence. People will decide who to be friends with on the basis of such theories. In sum, knowledge about implicit theories of intelligence is important because this knowledge is so often used by people to make judgments in the course of their everyday lives.

C Second, the implicit theories of scientific investigators ultimately give rise to their explicit theories. Thus it is useful to find out what these implicit theories are. Implicit theories provide a framework that is useful in defining the general scope of a phenomenon - especially a not-well-understood phenomenon. These implicit theories can suggest what aspects of the phenomenon have been more or less attended to in previous investigations.

D Third, implicit theories can be useful when an investigator suspects that existing explicit theories are wrong or misleading. If an investigation of implicit theories reveals little correspondence between the extant implicit and explicit theories, the implicit theories may be wrong. But the possibility also needs to be taken into account that the explicit theories are wrong and in need of correction or supplementation. For example, some implicit theories of intelligence suggest the need for expansion of some of our explicit theories of the construct.

E Finally, understanding implicit theories of intelligence can help elucidate developmental and cross-cultural differences. As mentioned earlier, people have expectations for intellectual performances that differ for children of different ages. How these expectations differ is in part a function of culture. For example, expectations for children who participate in Western-style schooling are almost certain to be different from those for children who do not participate in such schooling.

F I have suggested that there are three major implicit theories of how intelligence relates to society as a whole (Sternberg, 1997). These might be called Hamiltonian, Jeffersonian, and Jacksonian. These views are not based strictly, but rather, loosely, on the philosophies of Alexander Hamilton, Thomas Jefferson, and Andrew Jackson, three great statesmen in the history of the United States.

G The Hamiltonian view, which is similar to the Platonic view, is that people are born with different levels of intelligence and that those who are less intelligent need the good offices of the more intelligent to keep them in line, whether they are called government officials or, in Plato's term, philosopher-kings. Herrnstein and Murray (1994) seem to have shared this belief when they wrote about the emergence of a cognitive (high-IQ) elite, which eventually would have to take responsibility for the largely irresponsible masses of non-elite (low-IQ) people who cannot take care of themselves. Left to themselves, the unintelligent would create, as they always have created, a kind of chaos.

H The Jeffersonian view is that people should have equal opportunities, but they do not necessarily avail themselves equally of these opportunities and are not necessarily equally rewarded for their accomplishments. People are rewarded for what they accomplish, if given equal opportunity. Low achievers are not rewarded to the same extent as high achievers. In the Jeffersonian view, the goal of education is not to favor or foster an elite, as in the Hamiltonian tradition, but rather to allow children the opportunities to make full use of the skills they have. My own views are similar to these (Sternberg, 1997).

I The Jacksonian view is that all people are equal, not only as human beings but in terms of their competencies - that one person would serve as well as another in government or on a jury or in almost any position of responsibility. In this view of democracy, people are essentially intersubstitutable except for specialized skills, all of which can be learned. In this view, we do not need or want any institutions that might lead to favoring one group over another.

J Implicit theories of intelligence and of the relationship of intelligence to society perhaps need to be considered more carefully than they have been because they often serve as underlying presuppositions for explicit theories and even experimental designs that are then taken as scientific contributions. Until scholars are able to discuss their implicit theories and thus their assumptions, they are likely to miss the point of what others are saying when discussing their explicit theories and their data.

Questions 1-3

Reading Passage 1 has 10 paragraphs, A—J.

Which section contains the following information?

Write the correct letter, A—J, in boxes 1—3 on your answer sheet.

NB You may use any letter more than once.

1 information about how non-scientists' assumptions about intelligence influence their behaviour towards others

2 a reference to lack of clarity over the definition of intelligence

3 the point that a researcher's implicit and explicit theories may be very different

Questions 4-6

Do the following statements agree with the claims of the writer in Reading Passage 1?

In boxes 4-6 on your answer sheet, write

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

4 Slow language development in children is likely to prove disappointing to their parents.

5 People's expectations of what children should gain from education are universal.

6 Scholars may discuss theories without fully understanding each other.

Questions 7-13

Look at the following statements (Questions 7-13) and the list of theories below.

Match each statement with the correct theory, A, B, or C.

Write the correct letter, A, B, or C, in boxes 7-13 on your answer sheet.

NB *You may use any letter more than once.*

7 It is desirable for the same possibilities to be open to everyone.

8 No section of society should have preferential treatment at the expense of another.

9 People should only gain benefits on the basis of what they actually achieve.

10 Variation in intelligence begins at birth.

11 The more intelligent people should be in positions of power.

12 Everyone can develop the same abilities.

13 People of low intelligence are likely to lead uncontrolled lives.

List of Theories

A Hamiltonian

B Jeffersonian

C Jacksonian

Reading passage 2 (Questions 14—26)

Oxytocin

The positive and negative effects of the chemical known as the 'love hormone'

A Oxytocin is a chemical, a hormone produced in the pituitary gland in the brain. It was through various studies focusing on animals that scientists first became aware of the influence of oxytocin. They discovered that it helps reinforce the bonds between prairie voles, which mate for life, and triggers the motherly behaviour that sheep show towards their newborn lambs. It is also released by women in childbirth, strengthening the attachment between mother and baby. Few chemicals have as positive a reputation as oxytocin, which is sometimes referred to as the 'love hormone'. One sniff of it can, it is claimed, make a person more trusting, empathetic, generous and cooperative. It is time, however, to revise this wholly optimistic view. A new wave of studies has shown that its effects vary greatly depending on the person and the circumstances, and it can impact on our social interactions for worse as well as for better.

B Oxytocin's role in human behaviour first emerged in 2005. In a groundbreaking experiment, Markus Heinrichs and his colleagues at the University of Freiburg, Germany, asked volunteers to do an activity in which they could invest money with an anonymous person who was not guaranteed to be honest. The team found that participants who had sniffed oxytocin via a nasal spray beforehand invested more money than those who received a placebo instead. The study was the start of research into the effects of oxytocin on human interactions. 'For eight years, it was quite a lonesome field,' Heinrichs recalls. 'Now, everyone is interested' These follow-up studies have shown that after a sniff of the hormone, people become more charitable, better at reading emotions on others' faces and at communicating constructively in arguments. Together, the results fuelled the view that oxytocin universally enhanced the positive aspects of our social nature.

C Then, after a few years, contrasting findings began to emerge. Simone Shamay-Tsoory at the University of Haifa, Israel, found that when volunteers played a competitive game, those who inhaled the hormone showed more pleasure when they beat other players, and felt more envy when others won. What's more, administering oxytocin also has sharply contrasting outcomes depending on a person's disposition. Jennifer Bartz from Mount Sinai School of Medicine, New York, found that it improves people's ability to read emotions, but only if they are not very socially adept to begin with. Her research also shows that oxytocin in fact reduces cooperation in subjects who are particularly anxious or sensitive to rejection.

D Another discovery is that oxytocin's effects vary depending on who we are interacting with. Studies conducted by Carolyn DeClerck of the University of Antwerp, Belgium, revealed that people who had received a dose of oxytocin actually became less cooperative when dealing with complete strangers. Meanwhile, Carsten De Dreu at the University of Amsterdam in the Netherlands discovered that volunteers given oxytocin showed favouritism: Dutch men became quicker to associate positive words with Dutch names than with foreign ones, for example. According to De Dreu, oxytocin drives people to care for those in their social circles and defend them from outside dangers. So, it appears that oxytocin strengthens biases, rather than promoting general goodwill, as was previously thought.

E There were signs of these subtleties from the start. Bartz has recently shown that in almost half of the existing research results, oxytocin influenced only certain individuals or in certain circumstances. Where once researchers took no notice of such findings, now a more nuanced understanding of oxytocin's effects is propelling investigations down new lines. To Bartz, the key to understanding what the hormone does lies in pinpointing its core function rather than in cataloguing its seemingly endless effects. There are several hypotheses which are not mutually exclusive. Oxytocin could help to reduce anxiety and fear. Or it could simply motivate people to seek out social connections. She believes that oxytocin acts as a chemical spotlight that shines on social clues - a shift in posture, a flicker of the eyes, a dip in the voice - making people more attuned to their social environment.

F This would explain why it makes us more likely to look others in the eye and improves our ability to identify emotions. But it could also make things worse for people who are overly sensitive or prone to interpreting social cues in the worst light. Perhaps we should not be surprised that the oxytocin story has become more perplexing. The hormone is found in everything from octopuses to sheep, and its evolutionary roots stretch back half a billion years. 'It's a very simple and ancient molecule that has been co-opted for many different functions,' says Sue Carter at the University of Illinois, Chicago, USA. 'It affects primitive parts of the brain like the amygdala, so it's going to have many effects on just about everything.' Bartz agrees. 'Oxytocin probably does some very basic things, but once you add our higher-order thinking and social situations, these basic processes could manifest in different ways depending on individual differences and context.'

Question 14—17

Reading Passage 2 has six paragraphs, A—F. Which section contains the following information?

Write the correct letter, A—F, in boxes 14—17 on your answer sheet.

NB You may use any letter more than once.

- 14 reference to research showing the beneficial effects of oxytocin on people.
- 15 reasons why the effects of oxytocin are complex
- 16 mention of a period in which oxytocin attracted little scientific attention
- 17 reference to people ignoring certain aspects of their research data

Question 18—20

Look at the following statements (Questions 18-20) and the list of theories below.

Match each research finding with the correct researcher, A-F.

Write the correct letter, A-F, in boxes 18-20 on your answer sheet.

- 18 People are more trusting when affected by oxytocin.
19 Oxytocin increases people's feelings of jealousy.
20 The effect of oxytocin varies from one type of person to another.

List of Researchers	
A	Markus Heinrichs
B	Simone Shamay-Tsoory
C	Jennifer Bartz
D	Carolyn DeClaerck
E	Carsten De Dreu
F	Sue Carter

Question 21—26

Complete the summary below.

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

Write your answer in boxes 21—26 on your answer sheet.

Oxytocin research

The earliest findings about oxytocin and bonding came from research involving 21_____. It was also discovered that humans produce oxytocin during 22_____. An experiment in 2005 in which participants were given either oxytocin or a 23_____, reinforced the belief that the hormone had a positive effect.

However, later research suggests that this is not always the case. A study at the University of Haifa, where participants took part in a 24_____ revealed the negative emotions which oxytocin can trigger. A study at the University of Antwerp showed people's lack of willingness to help 25_____ while under the influence of oxytocin. Meanwhile, research at the university of Amsterdam revealed that people who have been given oxytocin consider 26_____ that are familiar to them in their own country to have more positive associations than those from other cultures.

Reading passage 3 (Questions 27—40)

Question 27—33

Reading Passage 3 has seven paragraphs, A - G.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, I - VIII, in boxes 27 - 33 on your answer sheet.

List of Headings

- I . Disputes over financial arrangements regarding senior managers
- II . The impact on companies of being subjected to close examination
- III. The possible need for fundamental change in every area of business
- IV. Many external bodies being held responsible for problems
- V . The falling number of board members with broad enough experience
- VI. A risk that not all directors take part in solving major problems
- VII. Boards not looking far enough ahead
- VIII. A proposal to change the way the board operates

27. _____ 28. _____ 29. _____
30. _____ 31. _____ 32. _____ 33. _____

UK companies need more effective boards of directors

A After a number of serious failures of governance (that is, how they are managed at the highest level), companies in Britain, as well as elsewhere, should consider radical changes to their directors' roles. It is clear that the role of a board director today is not an easy one. Following the 2008 financial meltdown, which resulted in a deeper and more prolonged period of economic downturn than anyone expected, the search for explanations in the many post-mortems of the crisis has meant blame has been spread far and wide. Governments, regulators, central banks and auditors have all been in the frame. The role of bank directors and management and their widely publicised failures have been extensively picked over and examined in reports, inquiries and commentaries.

B The knock-on effect of this scrutiny has been to make the governance of companies in general an issue of intense public debate and has significantly increased the pressures on, and the responsibilities of, directors. At the simplest and most practical level, the time involved in fulfilling the demands of a board directorship has increased significantly, calling into question the effectiveness of the classic model of corporate governance by part-time, independent non-executive directors. Where once a board schedule may have consisted of between eight and ten meetings a year, in many companies the number of events requiring board input and decisions has dramatically risen. Furthermore, the amount of reading and preparation required for each meeting is increasing. Agendas can become overloaded and this can mean the time for constructive debate must necessarily be restricted in favour of getting through the business.

C Often, board business is devolved to committees in order to cope with the workload, which may be more efficient but can mean that the board as a whole is less involved in fully addressing some of the most important issues. It is not uncommon for the audit committee meeting to last longer than the main board meeting itself. Process may take the place of discussion and be at the expense of real collaboration, so that boxes are ticked rather than issues tackled.

D A radical solution, which may work for some very large companies whose businesses are extensive and complex, is the professional board, whose members would work up to three or four days a week, supported by their own dedicated staff and advisers. There are obvious risks to this and it would be important to establish clear guidelines for such a board to ensure that it did not step on the toes of management by becoming too engaged in the day-to-day running of the company. Problems of recruitment, remuneration and independence could also arise and this structure would not be appropriate for all companies. However, more professional and better-informed boards would have been particularly appropriate for banks where the executives had access to information that part-time non-executive directors lacked, leaving the latter unable to comprehend or anticipate the 2008 crash.

E One of the main criticisms of boards and their directors is that they do not focus sufficiently on longer-term matters of strategy, sustainability and governance, but instead concentrate too much on short-term financial metrics. Regulatory requirements and the structure of the market encourage this behaviour. The tyranny of quarterly reporting can distort board decision-making, as directors have to 'make the numbers' every four months to meet the insatiable appetite of the market for more data. This serves to encourage the trading methodology of a certain kind of investor who moves in and out of a stock without engaging in constructive dialogue with the company about strategy or performance, and is simply seeking a short-term financial gain. This effect has been made worse by the changing profile of investors due to the globalisation of capital and the increasing use of automated trading systems. Corporate culture adapts and management teams are largely incentivized to meet financial goals.

F Compensation for chief executives has become a combat zone where pitched battles between investors, management and board members are fought, often behind closed doors but increasingly frequently in the full glare of press attention. Many would argue that this is in the interest of transparency and good governance as shareholders use their muscle in the area of pay to pressure boards to remove underperforming chief executives. Their powers to vote down executive remuneration policies increased when binding votes came into force. The chair of the remuneration committee can be an exposed and lonely role, as Alison Carnwath, chair of Barclays Bank's remuneration committee, found when she had to resign, having been roundly criticised for trying to defend the enormous bonus to be paid to the chief executive; the irony being that she was widely understood to have spoken out against it in the privacy of the committee.

G The financial crisis stimulated a debate about the role and purpose of the company and a heightened awareness of corporate ethics. Trust in the corporation has been eroded and academics such as Michael Sandel, in his thoughtful and bestselling book *What Money Can't Buy*, are questioning the morality of capitalism and the market economy. Boards of companies in all sectors will need to widen their perspective to encompass these issues and this may involve a realignment of corporate goals. We live in challenging times.

Question 34—37

Do the following statements agree with the claims of the writer in Reading Passage 3?

In boxes 34 - 37 on your answer sheet, write

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

34. Close scrutiny of the behaviour of boards has increased since the economic downturn.

35. Banks have been mismanaged to a greater extent than other businesses.

36. Board meetings normally continue for as long as necessary to debate matters in full.

37. Using a committee structure would ensure that board members are fully informed about significant issues.

Question 38—40

Complete the sentences below.

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

Write your answers in boxes 38 - 40 on your answer sheet.

38. Before 2008, non-executive directors were at a disadvantage because of their lack of _____.

39. Boards tend to place too much emphasis on _____ considerations that are only of short-term relevance.

40. On certain matters, such as pay, the board may have to accept the views of _____.

III. Writing [20 points]

Some people think the money which government spends in supporting artists (e.g., poets, painters, sculptors and musicians) is well worth it, while others argue the money should be spent in improving people's life.

Discuss both these views and give your own opinion.

You should use your own ideas of knowledge and experience and support your arguments with examples and relevant evidence.

Write at least 250 words.

参 考 答 案

Listening comprehensions [40 points]

Section 1 (Questions 1—10) (来源: 雅思 14Test4 听力 Section 1)

1 85 2 roses 3 trees 4 stage 5 speech / talk
6 support / help 7 cabins 8 C 9 A 10 B

听力原文:

①

ANDREW: Good morning, Clare House Hotel. Andrew speaking. I'm the Events Manager.

SAM: Good morning, Andrew. My name's Samantha. I'm arranging a party for my parents' fiftieth wedding anniversary, and I'm ringing to ask about hiring a room some time next September. Also my parents and several of the guests will need accommodation.

ANDREW: OK, I'm sure we can help you with that. Will you be having a sit-down meal or a buffet?

SAM: Probably a sit-down.

ANDREW: And do you know how many people there'll be?

SAM: Around eighty, I think.

ANDREW: Well we have two rooms that can hold that number. One is the Adelphi Room. That can seat eighty-five, or hold over a hundred if people are standing for a buffet.

SAM: Right.

ANDREW: If you have live music, there's room for four or five musicians in the gallery overlooking the room. Our guests usually appreciate the fact that the music can be loud enough for dancing, but not too loud for conversation.

SAM: Yes, I really don't like it when you can't talk.

ANDREW: Exactly. Now the Adelphi Room is at the back of the hotel, and there are French windows leading out onto the terrace. This has a beautiful display of pots of roses at that time of the year.

SAM: Which direction does it face?

ANDREW: Southwest, so that side of the hotel gets the sun in the afternoon and early evening.

SAM: Very nice.

ANDREW: From the terrace you can see the area of trees within the grounds of the hotel, or you can stroll through there to the river -that's on the far side, so it isn't visible from the hotel.

SAM: OK.

ANDREW: Then another option is the Carlton Room. This is a bit bigger - it can hold up to a hundred and ten people - and it has the advantage of a stage, which is useful if you have any entertainment, or indeed a small band can fit onto it.

SAM: And can you go outside from the room?

ANDREW: No, the Carlton Room is on the first floor, but on one side the windows look out onto the lake.

SAM: Lovely. I think either of those rooms would be suitable.

ANDREW: Can I tell you about some of the options we offer in addition?

SAM: Please do.

ANDREW: As well as a meal, you can have an MC, a Master of Ceremonies, who'll be with you throughout the

party.

SAM: What exactly is the MC's function? I suppose they make a speech during the meal if we need one, do they?

ANDREW: That's right. All our MCs are trained as public speakers, so they can easily get people's attention - many guests are glad to have someone who can make themselves heard above the chatter! And they're also your support - if anything goes wrong, the MC will deal with it, so you can relax.

SAM: Great! I'll need to ask you about food, but something else that's important is accommodation. You obviously have rooms in the hotel, but do you also have any other accommodation, like cabins for example?

ANDREW: Yes, there are five in the grounds, all self-contained. They each sleep two to four people and have their own living room, bathroom and small kitchen.

SAM: That sounds perfect for what we'll need.

②

SAM: Now you have various facilities, don't you? Are they all included in the price of hiring the room? The pool, for instance.

ANDREW: Normally you'd be able to use it, but it'll be closed throughout September for refurbishment, I'm afraid. The gym will be available, though, at no extra charge. That's open all day, from six in the morning until midnight.

SAM: Right.

ANDREW: And the tennis courts, but there is a small additional payment for those. We have four courts, and it's worth booking in advance if you possibly can, as there can be quite a long waiting list for them.

SAM: Right. Now could we discuss the food? This would be dinner, around seven o'clock...

Section 2 (Questions 11—20) (来源: 雅思 13 Test1 Section2)

11	12	13	14	15	16	17	18	19	20
B	C	B	E	D	B	G	C	H	I

听力原文:

①

Good evening everyone. My name's Phil Sutton, and I'm chairman of the Highways Committee. We've called this meeting to inform members of the public about the new regulations for traffic and parking we're proposing for Granford. I'll start by summarizing these changes before we open the meeting to questions. So, why do we need to make these changes to traffic systems in Granford? Well, we're very aware that traffic is becoming an increasing problem. It's been especially noticeable with the increase in heavy traffic while they've been building the new hospital. But it's the overall rise in the volume of traffic of all kinds that's concerning us. To date there's not been any increase in traffic accidents, but that's not something we want to see happen, obviously. We recently carried out a survey of local residents, and their responses were interesting. People were very concerned about the lack of visibility on some roads due to cars parked along the sides of the roads. We'd expected complaints about the congestion near the school when parents are dropping off their children or picking them up. But this wasn't top of the list, and nor were noise and fumes from trucks and lorries, though they were mentioned by some people. We think these new traffic regulations

would make a lot of difference. But we still have a long way to go. We've managed to keep our proposals within budget, just, so they can be covered by the Council. But of course it's no good introducing new regulations if we don't have a way of making sure that everyone obeys them. And that's an area we're still working on with the help of representatives from the police force.

②

OK, so this slide shows a map of the central area of Granford, with the High Street in the middle and School Road on the right. Now, we already have a set of traffic lights in the High Street at the junction with Station Road, but we're planning to have another set at the other end, at the School Road junction, to regulate the flow of traffic along the High Street. We've decided we definitely need a pedestrian crossing. We considered putting this on School Road, just outside the school, but in the end we decided that could lead to a lot of traffic congestion. So we decided to locate it on the High Street, crossing the road in front of the supermarket. That's a very busy area, so it should help things there. We're proposing some changes to parking. At present, parking isn't allowed on the High Street outside the library, but we're going to change that, and allow parking there, but not at the other end of the High Street near School Road. There'll be a new "No Parking" sign on School Road, just by the entrance to the school, forbidding parking for 25 meters. This should improve visibility for drivers and pedestrians, especially on the bend just to the north of the school. As far as disabled drivers are concerned, at present they have parking outside the supermarket, but lorries also use those spaces, so we've got two new disabled parking spaces on the side road up towards the bank. It's not ideal, but probably better than the present arrangement. We also plan to widen the pavement on School Road. We think we can manage to get an extra half-meter on the bend just before you get to the school, on the same side of the road. Finally, we've introduced new restrictions on loading and unloading for the supermarket, so lorries will only be allowed to stop there before 8 am. That's the supermarket on School Road -- we kept to the existing arrangements with the High Street supermarket. OK. So that's about it.

Section 3 (来源: 雅思 12 Test6 Section3)

21 C 22 B 23 C 24 A 25 C 26 E 27 G 28 D 29 C 30 A

听力原文:

①

Beth: Oh good morning. You must be James. I'm Beth Cartwright - please call me Beth.

James: Thank you.

Beth: Now as this is your first tutorial since you started on the Scandinavian Studies course, I'd like to find out something about you. Why did you decide to take this course?

James: Well, my mother is Danish, and although we always lived in England, she used to talk about her home a lot, and that made me want to visit Denmark. We hardly ever did, though - my mother usually went on her own. But whenever her relations or friends were in England they always came to see us.

Beth: I see. So I assume you already speak Danish, one of the languages you'll be studying.

James: I can get by when I talk to people, though I'm not terribly accurate.

Beth: Now you probably know that you'll spend the third year of the course abroad. Have you had any

thoughts about that?

James: I'm really looking forward to it. And although Denmark seems the obvious place to go, because of my family connections, I'd love to spend the time in Iceland.

Beth: Oh, I'm sure it can be arranged. Do you have any plans for when you graduate? A lot of students go on to take a master's degree.

James: I think the four years of the undergraduate course will be enough for me. I'm interested in journalism, and I quite like the idea of moving to Scandinavia and writing for magazines. I'd find that more creative than translating, which I suppose most graduates do.

Beth: OK. Now how are you finding the courses you're taking this term, James?

James: Well, I'm really enjoying the one on Swedish cinema.

Beth: That'll continue next term, but the one on Scandinavian literature that's running at the moment will be replaced by more specialised courses. Oh, and by the way, if you're interested in watching Danish television programmes - there's going to be a course on that the term after next.

James: That sounds good.

Beth: Have you started thinking about the literature paper that you have to write in the next few weeks?

James: Yes, my first choice would be to do something on the Icelandic sagas.

Beth: Hmm. The trouble with that is that a lot of people choose that topic, and it can be difficult to get hold of the books you'll need. Why not leave that for another time?

James: Right.

Beth: You might find modern novels or 19th century playwrights interesting.

James: I've read or seen several plays in translation, so that would be a good idea.

Beth: Fine. I'll put you down for that topic.

James: Right. So what would you advise me to aim at in the paper?

Beth: First I suggest you avoid taking one writer and going into a great deal of detail. That approach certainly has its place, but I think you first need to get an understanding of the literature in the context of the society in which it was produced - who it was written for, how it was published, and so on. I also think that's more fruitful than placing it within the history of the genre.

James: OK, that sounds reasonable.

②

James: Could I ask for some advice about writing the paper I'm working on about the Vikings? I have to do that this week, and I'm a bit stuck.

Beth: Of course. Have you decided yet what to write about?

James: No, I haven't. There's so much that seems interesting - Viking settlement in other countries, trade, mythology...

Beth: Well, what I suggest is that you read an assignment a student wrote last year, which is kept in the library. It's short and well focused, and I'm sure you'll find it helpful. I'll give you the details in a moment. Textbooks usually cover so many topics, it can be very difficult to choose just one.

James: OK. I've got a DVD of the film about the Vikings that came out earlier this year. Should I watch that again?

Beth: If it's the one I am thinking of, hmm, I'd ignore it - it's more fantasy than reality. But I've got a recording of a documentary that you should watch. It makes some interesting and provocative points, which I think will help you to focus your topic.

James: Right. So then should I work out an outline?

Beth: Yes. Just headings for different sections, at this stage. And then you should start looking for suitable articles and books to draw on, and take notes which you organise according to those headings.

James: I see.

Beth: Then put short phrases and sentences as bullet points under each heading. Make sure that this skeleton makes sense and flows properly, before writing up the paper in full.

James: OK. Thanks, that's very helpful.

Section 4 (Questions 31—40) (来源: 雅思 11 Test3 听力 Section 4)

- | | | | |
|---------------------------------|------------------------|--------------------------------|---------------------|
| 31. attitude / attitudes | 32. numbers | 33. time / minutes | |
| 34. software | 35. patients | 36. emotions / feelings | |
| 37. income | 38. comfortable | 39. observation | 40. analysis |

讲解:

31.attitudes 利用空格前的 and 可以预测本题需要填写的是名词, 应该是和 customer needs 并列的相关信息。录音中提到 possible needs of customers...as well as...about their attitudes towards existing products, 其中 as well as 与 and 为同义替换, 故答案为 attitudes。

32.numbers 考生利用语法知识预测本题需要填写名词, 利用小标题 kitchen equipment 定位。利用题干中的 cooks could not easily see, measuring cups 找到录音中相关句子 although the measuring cups had numbers inside them, the cooks could not see these easily, 可以确定 numbers 为答案。

33.time 考生利用语法知识预测本题需要填写名词, 可以利用 cell phones, Uganda, entrepreneurs 等词汇定位。录音中提到 they were eager to know how much time they' d spent on the call so far, 故答案为 time。其中 know, spent 分别替换题干中的 check, used。

34.software 考生利用语法知识预测本题需要填写名词, 可以利用 computer companies, system administrators, colleagues 定位。录音中提到 So the team came up with an idea for software that would help them to do this, 确定答案为 software。本题转换较大, 有一定难度。考生需要注意录音中的 comp up with 与题干中的 develop 为同义替换。

35.patients 考生利用语法知识预测本题需要填写名词, 可以利用 hospitals, nurses, access information 定位。录音中提到 the nurses needed to access the computer records of their patients, no matter where they were, 确定答案为 patients。其中, 题干中的 information 与录音中的 computer records 为同义替换。

36.emotions 考生利用语法知识预测本题需要填写名词, 可以利用 airlines, recorded information, travelling 定位。录音中提到 in a study aiming at tracking the emotions of passengers during a flight, 确定答案为 emotions。

37.income 本题相对容易, 考生利用语法知识预测本题需要填写名词, 利用并列关键词 age, product used 定位。录音中提到 or the researchers may select them according to their income, 确定答案为 income。

38.comfortable 考生利用空格前的系动词 feel 预测本题应该填写形容词, 利用 participants, taking part

in the research 定位。录音中提到 they have to be comfortable talking about themselves and being watched as they go about their activities, 确定答案是 comfortable。换个角度来说, 本题需要填写的是一个形容词, 而相关信息中能填进去让句子符合逻辑的只有 comfortable 这个单词。

39.observation 考生利用语法知识预测本题需要填写名词,利用 usually direct 定位。录音中提到 usually based on first-hand observation, 故答案为 observation。其中 direct 与 first-hand 为同义替换。

40.analysis 考生利用语法知识预测本题需要填写名词,利用 a lot of time 定位。录音中提到 70 to 80 percent of their time is spent not on the collecting of data but on its analysis,确定答案是 analysis。其中 70 to 80 percent of their time 与 a lot of time 为同义替换。另外, 考生应该注意 collecting 为干扰信息, 在录音中有 not 这个否定信息。

听力材料:

So what I'm going to talk about to you today is something called Ethnography. This is a type of research aimed at exploring the way human cultures work. It was first developed for use in anthropology, and it's also been used in sociology and communication studies. So what's it got to do with business, you may ask.

Well, businesses are finding that ethnography can offer them deeper insight into the possible needs of customers, either present or future, as well as providing valuable information about their attitudes towards existing products. And ethnography can also help companies to design new products or services that customers really want.

Let's look at some examples of how ethnographic research works in business. One team of researchers did a project for a company manufacturing kitchen equipment. They watched how cooks used measuring cups to measure out things like sugar and flour. They saw that the cooks had to check and recheck the contents, because although the measuring cups had numbers inside them, the cooks couldn't see these easily. So a new design of cup was developed to overcome this problem, and it was a top seller.

Another team of ethnographic researchers looked at how cell phones were used in Uganda, in Africa. They found that people who didn't have their own phones could pay to use the phones of local entrepreneurs. Because these customers paid in advance for their calls, they were eager to know how much time they'd spent on the call so far. So the phone company designed phones for use globally with this added feature.

Ethnographic research has also been carried out in computer companies. In one company, IT systems administrators were observed for several weeks. It was found that a large amount of their work involved communicating with colleagues in order to solve problems, but that they didn't have a standard way of exchanging information from spreadsheets and so on. So the team came up with an idea for software that would help them to do this.

In another piece of research, a team observed and talked to nurses working in hospitals. This led to the recognition that the nurses needed to access the computer records of their patients, no matter where they were. This led to the development of a portable computer tablet that allowed the nurses to check records in locations throughout the hospital.

Occasionally, research can be done even in environments where the researchers can't be present. For example, in one project done for an airline, respondents used their smartphones to record information during airline trips, in a study aiming at tracking the emotions of passengers during a flight.

So what makes studies like these different from ordinary research? Let's look at some of the general

principles behind ethnographic research in business. First of all, the researcher has to be completely open-minded - he or she hasn't thought up a hypothesis to be tested, as is the case in other types of research. Instead they wait for the participants in the research to inform them.

As far as choosing the participants themselves is concerned, that's not really all that different from ordinary research - the criteria according to which the participants are chosen may be something as simple as the age bracket they fall into, or the researchers may select them according to their income, or they might try to find a set of people who all use a particular product, for example.

But it's absolutely crucial to recruit the right people as participants. As well as the criteria I've mentioned, they have to be comfortable talking about themselves and being watched as they go about their activities. Actually, most researchers say that people open up pretty easily, maybe because they're often in their own home or workplace.

So what makes this type of research special is that it's not just a matter of sending a questionnaire to the participants, instead the research is usually based on first-hand observation of what they are doing at the time. But that doesn't mean that the researcher never talks to the participants. However, unlike in traditional research, in this case it's the participant rather than the researchers who decides what direction the interview will follow. This means that there's less likelihood of the researcher imposing his or her own ideas on the participant.

But after they've said goodbye to their participants and got back to their office, the researchers' work isn't finished. Most researchers estimate that 70 to 80 per cent of their time is spent not on the collecting of data but on its analysis - looking at photos, listening to recordings and transcribing them, and so on. The researchers may end up with hundreds of pages of notes. And to determine what's significant, they don't focus on the sensational things or the unusual things, instead they try to identify a pattern of some sort in all this data, and to discern the meaning behind it. This can result in some compelling insights that can in turn feed back to the whole design process.

Reading comprehensions [40 points]

Reading passage 1 (来源: 剑桥雅思 14 test 3 reading passage 1)

1.B 2.A 3.D 4.NOT GIVEN 5.NO 6.YES

7.B 8.C 9.B 10.A 11.A 12.C 13.A

主要内容: 本文着重介绍了智力内隐理论及智力与社会关系的内隐理论。

结构: A 部分: 智力的概念即“内隐理论”之所以重要, 主要有四个原因。

B 部分: 首先, 它决定人们认知和评估自己和他人智力的方式。

C 部分: 其次, 它可以最终引出外显理论。

D 部分: 再次, 它在外显理论出错或有误时可以派上用场。

E 部分: 最后, 它有助于阐明发展和跨文化差异。

F 部分: 关于智力与社会的关系, 存在三种主要的内隐理论。

G 部分: Hamiltonian 的核心观点。

H 部分: Jeffersonian 的核心观点。

I 部分: Jacksonian 的核心观点。

J 部分：呼吁有必要关注智力内隐理论及智力与社会关系的内隐理论。

生词/可积累词汇表

标题	
Concept n.概念	intelligence n.智力
A 部分	
implicit theory 内隐理论	Conceptualize v.使概念化
B 部分	
perceive v.感知 evaluate v.评估 correction n.纠正	cognitive adj.认知的 course n.过程
C 部分	
investigator n.研究者 ultimately adv.最终 explicit theory 外显理论	general scope 一般范围 more or less 或多或少 previous adj.以前的
D 部分	
suspect v.怀疑 correspondence n.相应	extant adj.现有的 construct n.概念
E 部分	
cross-cultural adj.跨文化的 expectation n.期望 intellectual performance 智力表现	participate in 接受 Western-style schooling 西式教育
F 部分	
philosophy n.哲学	statesman n.政治家
G 部分	
the good offices of... ····的协助 keep...in line 使·····规范 emergence n.出现	cognitive elite 认知精英 chaos n.混乱
H 部分	
avail oneself of...利用(机会等) accomplishment n.成就 to the same extent 达到相同程度	favor v.偏袒 foster v.培养 make full use of the skills 充分发挥技能
I 部分	
in terms of 在·····方面 competency n.能力 jury n.陪审团 democracy n.民主	essentially adv.本质上 intersubstitutable adj.相互替代的 specialized skill 专业技能
J 部分	
underlying presupposition 基本前提 scientific contribution 科学贡献	assumption n.假设 miss the point 没抓住关键

解析：

1. 题目译文：关于非科学家对于智力的假设如何影响他们对待别人的行为的信息

扫读至 B 部分时发现：文中提到“智力内隐理论决定着人们认知和评估自己和他人智力的方式”，其中 drive the way 对应题目中的 influence;之后作者从 parents, job interviewers 和 people 三个角度举例说明内隐理论如何影响他们对待他人的行为(their behavior towards others),且这些人群均属于 non-scientists，因此答案为 B。

2. 题目译文：提及对智力缺乏清晰的定义

扫读 A 部分时发现：第 1 段前两句都在讨论智力到底是什么，其中 no one does, no one knows for certain what it actually is 都说明了对于智力的概念 lack of clarity。因此答案为 A。

3. 题目译文：一名研究者的内隐理论和外显理论可能差别很大

扫读至 C-D 部分时发现：C 部分虽出现了 explicit theories,但未说明其与内隐理论的区别;继续扫读 D 部分,该部分提到“如果内隐理论与外显理论之间几乎没有对应关系 (reveals little correspondence between...) 那么内隐理论就有可能是错误的”;虽然这里是假设,但与题目中的表述一致,两者确实有可能差别很大。因此答案为 D。

4. 题目译文：儿童语言能力发育迟缓可能会令父母十分失望。

通过 language development 定位到 B 部分第 4 行,提到知晓孩子语言发展水平将决定他们愿意在和孩子多大年龄时对其言语进行各种纠正,但并未提及 slow 以及家长是否会 disappointing 的问题。因此答案为 NOT GIVEN。

5. 题目译文：人们对于孩子从教育中获得什么的期望是一致的。

首先弄清楚题目中的 universal 意为“普遍的,通用的”,换个说法就是“一致的”;通过 expectations 定位到 E 部分第 2 行,提到“人们对不同年龄段孩子的智力表现有不同的期望”,而期望之间存在的差异是由于文化所起的作用,其中 differ 与题目中的 universal 矛盾;如果考生不清楚 universal 的含义,那么在接下来的举例中也可以了解到对接受西式教育的孩子的期望也与不接受这种教育的孩子的期望不同,说明人们对于孩子的教育期望是不一致的。因此答案为 NO。

6. 题目译文：学者们可能在没有完全理解彼此的情况下讨论理论。

通过 Scholars 定位到部分第 4 行,发现 discuss theories 原词重现,提到“在学者们能够论述他们的内隐理论和假设以前,他们在讨论外显理论和数据时很可能会无法抓住其他人所说的要点”,其中 likely to miss the point of what others are saying 与题目中的 without fully understanding each other 表述一致。因此答案为 YES。

7. 题目译文：对所有人开放同样的可能性是可取的。

扫读 Jeffersonian 的观点时发现:这一理论认为人们应该拥有平等的机会,其中 people should have 对应题目中的 desirable... open to everyone, equal opportunities 对应题目中的 the same possibilities。因此答案为 B。

8. 题目译文:社会的任何一个领域都不应当以牺牲他人利益为代价而获得优待。

扫读 Jacksonian 的观点时发现:在最后 1 句话提到“我们不需要或不希望有任何制度去偏袒某一类入群”,其中 favoring one group over another 对应题目中的 preferential treatment。因此答案为 C

9. 题目译文：人们应该只在实际成就的基础上获得利益。

扫读 Jeffersonian 的观点时发现：在第 3 行提到“如果给人们平等的机会，他们会因自己的成就而得到奖励”，其中 accomplish 对应题目中的 what they actually achieve, rewarded 对应题目中的 gain benefits。因此答案为 B。

10. 题目译文：智力差异从出生就有了。

扫读 Hamiltonian 的观点时发现：第 1 句的开头就提到“人们生来智力水平就不同”，are born with 对应题目中的 begins at birth, different levels of intelligence 对应题目中的 Variation in intelligence。因此答案为 A。

11. 题目译文：智力更高的人应该掌握权力。

扫读 Hamiltonian 的观点时发现：第 1 句的后半部分提到“那些不太聪明的人需要更聪明的人来帮助自己安分守己,无论后者是所谓的政府官员,还是柏拉图所说的哲学国王”,题目中的 The more intelligent people 词重现, keep...in line, government officials, philosopher-kings 则对应题目中的 in positions of power。因此答案为 A。

12.题目译文：每个人都能发展同样的能力。

扫读 Jacksonian 的现点时发现:第 1 句提到这一理论认为人人平等,不仅是人类的身份平等,还包括人的能力平等,其中 competencies 同义替换了题目中的 abilities; 雅思文章中如果出现略微生僻的词汇时,往往后文会加以说明,继续向后读看到破折号后的解释“一个人可以在政府、陪审团或几乎任何负责的职位上都做得和他人一样好”,即在胜任力上人与人之间没有太大的差异。因此答案为 C。

13.题目译文：低智商的人很可能过着不受控制的生活。

扫读 Hamiltonian 的观点时发现：这一部分反复强调高智商人群不得不为低智商人群承担责任,如果任由这些低智商的人自生自灭,那么他们很可能会制造混乱。其中 the unintelligent 对应题目中的 People of low intelligence, would create...a kind of chaos 对应题目中的 lead uncontrolled lives。因此答案为 A。

参考译文：

智力的概念

A 当以某种方式审视智力时,每个人都知道它是什么;而以另一种方式审视时,却没有人知道。换言之,每个人对智力都有自己潜意识的界定,这被称为“内隐理论”,但没有人确切地知道智力到底是什么。无论智力实际上是什么,这一章会解决人们给智力下定义的问题。但是我们为什么要关注人们如何理解智力,而不是仅仅评价智力实际上是什么?至少有四个理由可以说明人们对智力的理解非常重要。

B 首先,智力的内隐理论影响人们理解和评价自身及其他人的智力。为了更好地理解人们对自身和其他人能力的判断,了解人们的内隐理论十分有帮助。例如,父母关于孩子语言发展的内隐理论会决定他们将在什么时候对孩子的言语做出各种各样的纠正。而更普遍的是,父母关于智力的内隐理论将决定他们会在什么时候相信孩子已经能够处理各种各样的认知任务。职业面试官会基于他们关于智力的内隐理论做出招聘决定。人们会基于这种理论决定与谁交朋友。总之,理解有关智力的内隐理论非常重要,因为在每天的生活中,人们常常通过这样的理解做出判断。

C 第二,科学工作者的内隐理论最终会带来他们的外显理论。因此研究这些内隐理论是什么非常有用。内隐理论提供了一种框架,这种框架对定义某一现象的广义范畴非常有用,尤其是对尚未被充分理解的现象。这些内隐理论可以提示这一现象的哪些方面曾经在过去的研究中被或多或少地关注过。

D 第三,当一名研究者怀疑现存的外显理论有误或存在误导时,内隐理论会非常有用。如果关于内隐理论的研究无法揭示现有的内隐和外显理论间的一致性,那么内隐理论可能存在问题。但是也需要考虑“外显理论存在错误或者需要纠正、补充”的可能性。例如,一些关于智力的内隐理论表明我们需要扩展有关其构造的某些外显理论。

E 最后,理解关于智力的内隐理论有助于解释发展差异和跨文化差异。正如之前提到的,人们期望不同年龄的儿童有不同的智力表现。这种期望的差异在一定程度上是文化造成的。例如,对接受西式教育儿童的期望几乎必然不同于那些没有接受这类教育的儿童。

F 我曾指出有三种主要的内隐理论,它们主要探讨智力与作为一个整体的社会之间的关系(Sternberg,1997)。这些理论或许可以被称为 Hamiltonian、Jeffersonian 和 Jacksonian。这些观点并非完全基于 Alexander Hamilton,Thomas Jefferson 和 Andrew Jackson 这三位美国历史上伟大政治家的思想,但是在一定程度上与之相关。

G Hamiltonian 的观点与柏拉图的看法类似，认为人们生而具有不同的智力水平并且那些智力稍逊的人需要智力优异的人组成优秀的政府机关保证他们共同发展，无论他们被称为政府官员还是柏拉图说的“哲人王”。Herrnstein 和 Murray(1994)似乎认可这一观点，他们写到了认知精英(高智力人群)的出现，这个群体最终需要承担大多数不负责任的非精英(低智力人群)，这些低智力人群无法很好地照顾自己。如果让他们自生自灭，智力逊色的人会像他们一直做的那样，产生某种混乱。

H Jeffersonian 的观点是人们应当具有同等的机会，但他们并不需要平等地受益于这些机会，也不需要为自己的成就获得同样的回报。如果获得平等的机会，人们会因为自己的成就而获得回报。低成就者不会获得像高成就者一样的回报。在 Jeffersonian 的观点中，教育的目的并不是为了帮助和培养精英，就像 Hamiltonian 的传统一样，而是让儿童有机会充分使用他们的技能，我自己的观点也与之类似(Sternberg,1997)。

I Jacksonian 的观点是人人平等，不仅作为人类而言，而且在他们的能力方面也是如此——在政府或陪审团或几乎任何需要承担责任的岗位，一个人应当能与另一个人同样出色地完成任务。在这种民主观点中，除了在一些专业技能方面，人们是可以互相替代的，而这些专业技能可以通过学习获取。这一观点认为，我们不需要也不希望有任何机构偏袒某一类人群。

J 关于智力以及智力与社会的关系的内隐理论或许需要受到比之前更为细致的关注，因为它们经常被作为外显理论甚至被视为科学贡献之前的实验设计的潜在假设。只有学者们讨论他们的内隐理论并因而可以讨论他们的假设，他们才不会在其他讨论外显理论和数据时，显得毫无头绪。

Reading passage 2 (来源: 2013 剑桥雅思 test2 passage2)

- | | | | | | | |
|-------------------|-------------|----------------------|-------------|-------------------|-------------|-------------|
| 14.B | 15.F | 16.B | 17.E | 18.A | 19.B | 20.C |
| 21.animals | | 22.childbirth | | 23.placebo | | |
| 24.game | | 25.strangers | | 26.names | | |

解析:

14.题目解析: B 段倒数第 1-2 句 “These follow-up studies have shown that after a sniff of the hormone, people become more charitable, better at reading emotions on others’ faces and at communicating constructively in arguments. Together, the results fuelled the view that oxytocin universally enhanced the positive aspects of our social nature.” 题干说的是哪一段说的是催产素对人有益的影响。做这题其实我们需要快速浏览完整篇文章，重点看开头结尾。我们发现 B 段结尾句处出现了 positive aspects 这个短语，然后往前看发现这里是在说催产素的益处，答案选 B。

15.题目解析: F 段第 1 句 “Perhaps we should not be surprised that the oxytocin story has become more perplexing.” 题干说的是哪一段的内容是催产素的效果很复杂的原因。浏览文章我们发现 F 段首句就提到了相关的内容，perplexing 是 complex 的同义替换。并且该段结尾处说的也是催产素本身是很基础的东西，但是组合起来的时候，会由于个体和背景的差异，基本的过程会变得多种多样，所以这题应该选的是 F。

16.题目解析: B 段第 4-6 句 “The study was the start of research into the effects of oxytocin on human interactions. ‘For eight years, it was quite a lonesome field,’ Heinrichs recalls. ‘Now, everyone is interested.’” 题干说的是哪一段提到了催产素没有引起科学研究兴趣的时期。我们发现 B 段中的上面这几句话中有一个单词 lonesome，表示孤独的，被遗弃的，也就是说 8 年，这个领域都没有人涉及，这里正是题干说的没有被研究的这个时期，答案选 B。

17.题目解析: E 段第 2-3 句 “Bartz has recently shown that in almost half of the existing research results, oxytocin

influenced only certain individuals or in certain circumstances. Where once researchers took no notice of such findings, now a more nuanced understanding of oxytocin's effects is propelling investigations down new lines.” 题干说的是哪一段的内容提到了人们忽视了他们研究数据的某些方面。这里 E 段中的上面这两句话中提到的“certain individuals or in certain circumstances”以及后面的 took no notice of 其实就是在说人们忽视掉了一些发现，现在对于催产素更加细致的理解的调查正在推动，所以答案是 E。

18.题目解析：B 段第 2-3 句 “In a groundbreaking experiment, Markus Heinrichs and his colleagues at the University of Freiburg, Germany, asked volunteers to do an activity in which they could invest money with an anonymous person who was not guaranteed to be honest. The team found that participants who had sniffed oxytocin via a nasal spray beforehand invested more money than those who received a placebo instead.” 此题其实比较容易的做题方法是根据人名去定位，虽然人名较多，但是人名定位起来更加简单。直接看 A 选项的第一个人名，定位到 B 段。第 3 句话开始说他们发现吸入催产素的人会比吸入安慰剂的人投资更多的钱，也就是会更加信任一个陌生人，刚好对应此题的题干。所以这里答案选 A。

19.题目解析：C 段第 1-2 句 “Then, after a few years, contrasting findings began to emerge. Simone Shamay-Tsoory at the University of Haifa, Israel, found that when volunteers played a competitive game, those who inhaled the hormone showed more pleasure when they beat other players, and felt more envy when others won.” 同样根据 B 选项的人名定位到 C 段开头，这里这个人发现的是吸入催产素的人在打败别人的时候会表现出更多的快乐，但是当别人赢了的时候会嫉妒，刚好对应的是此题的题干，所以这题就选 B。

20.题目解析：F 段最后一句 “Bartz agrees. ‘Oxytocin probably does some very basic things, but once you add our higher-order thinking and social situations, these basic processes could manifest in different ways depending on individual differences and context.’” 根据 C 选项的人名定位到 C 段最后两句话和 F 段最后，我们发现 C 段的观点并不是题干中这个，接着看 F 段最后，这题其实也可以结合上面做的第 15 题很快得到答案，因为之前就说到 Bartz 这个人觉得，催产素本身是很基础的，但是会根据个体的不同组合起来变得多种多样，正是对应题干这句话。所以这题答案选 C。

21.题目解析：A 段第 2 句 “It was through various studies focusing on animals that scientists first became aware of the influence of oxytocin.” 由于是说的研究最早的内容，我们直接从开头开始看起，第一段的第 2 句话就说了，是通过聚集在动物身上的研究，科学家们才首次意识到催产素的影响的，所以这里答案是 animals。

22. 解析：A 第 4 句 “It is also released by women in childbirth, strengthening the attachment between mother and baby.” 接着上一题往后看，这题定位不难，但是此题的关键就是要知道这里 release 和 produce 在这里是同义替换，表示女人生小孩时会产生催产素。答案是 childbirth，表示分娩。

23.题目解析：B 段第 3 句 “The team found that participants who had sniffed oxytocin via a nasal spray beforehand invested more money than those who received a placebo instead.” 这一题我们直接根据年份 2005 很容易定位到第 3 段开头，其实我们做了第 18 题这题也很容易做出答案，因为上面我们就说了吸入催产素比安慰剂的人投资的钱更多，所以这里与催产素作对比的应该是 placebo。

24.题目解析：C 段第 1 句 “Then, after a few years, contrasting findings began to emerge. Simone Shamay-Tsoory at the University of Haifa, Israel, found that when volunteers played a competitive game, those who inhaled the hormone showed more pleasure when they beat other players, and felt more envy when others won.” 这一题其实我们也可以通过上面的 19 题定位并做出答案，这里问的是参加什么，我们原文说的是 played a competitive game，注意题干要求，只能填入一个单词，所以这里只能填入 game。

25.题目解析：D 段第 2 句 “Studies conducted by Carolyn DeClerck of the University of Antwerp, Belgium,

revealed that people who had received a dose of oxytocin actually became less cooperative when dealing with complete strangers.”根据人名定位到 D 段第 2 句话，这里说的是这个人的研究发现，吸入催产素的人对待陌生人方面没有那么合作，所以这里填入的应该是 strangers 这个单词，注意是复数。

26. 解析：D 段第 3 句 “Meanwhile, Carsten De Dreu at the University of Amsterdam in the Netherlands discovered that volunteers given oxytocin showed favouritism: Dutch men became quicker to associate positive words with Dutch names than with foreign ones,...”根据大写字母定位到 D 段第 3 句话，这里后半句说的是，荷兰人变得更快与有着荷兰名字的人交流，比起与那些有陌生的名字的人，也就是说这里他们考虑和关注的是名字，填入 names 这个单词。

参考译文：

催产素

“爱之荷尔蒙”的积极与消极影响

A 催产素是一种化学物质，一种源自大脑垂体分泌的荷尔蒙。早期的科学家还是通过各种动物实验才了解到催产素的作用。他们发现催产素能够增强草原田鼠(一种终身伴侣制的动物)之间的联系，也能够激发山羊对它们初生小羊的母性。女性在孕期也会释放催产素，以增强母婴的情感联系。很少有化学元素能像催产素一样都是好名声，它有时还会被称为“爱之荷尔蒙”。据称，这种物质只需轻轻一嗅，就能让人更加信任、有同情心、变得慷慨大度且乐于合作。但是，现在也许是时候重新审视这种全然乐观的观点了。新一轮的研究表明，催产素的效果因人而异，也会随情况而改变，它对我们社交互动的影 响不光可以是好的，也同样可能是坏的。

B 人们初次意识到催产素对人类行为的作用始于 2005 年。在一个破天荒的实验中德国弗莱堡大学的 Markus Heinrichs 和他的同事们请志愿者们来做一项投资活动，投资对象为一位信誉状况不明的无名氏。研究团队发现，事先通过鼻息喷雾吸入催产素的人比那些吸入安慰剂的人投资了更多的钱。这个实验开启了催产素对于人类互动行为影响的研究。“8 年来，这个领域无人问津，” Heinrichs 说，“但现在大家都感兴趣。”一系列后续实验证明，在吸入催产素之后，人们变得更有善心，更能读懂别人脸上的情绪，在辩论中也能有更富创造性的交流、所有实验结果相结合，更坚定了我们的观点——催产素能够普遍强化社会性中积极的一面。

C 然而，就在几年后，相反的结论开始出现以色列海法大学的 Shanon Shalom-Tsoory 发现，在竞技类比赛中，吸入催产素的实验对象在打败对手时更容易感到愉悦，而在输给别人时更容易感到嫉妒。除此之外，对不同脾性的人施用催产素时得到的结果也会截然不同。纽约蒙特西奈医学院的 Jennifer Bartz 发现，催产素只有在施用对象本身不擅长社交的情况下，才能提高他们解读别人情绪的能力。她的研究也同样表明，事实上如果施用对象特别焦虑或害怕被拒绝，催产素会减少他人的合作意愿。

D 其他发现表明，催产素的效用也会因我们互动的对象而改变。由比利时安特卫普大学的 Carolyn DeClerck 所做的一系列实验表明，在面对完全的陌生人时，催产素施用对象事实上会交得更不愿意配合。同时，荷兰阿姆斯特丹大学的 Carsten de Dreu 发现，实验对象在使用了催产素之后会产生偏好性：比如说，荷兰人在听到荷兰名字时(相比于听到外国名字)会更容易联想到积极意义的词。根据 De Dreu 的说法，催产素驱使人们去关心他们社交圈子里的人，并保护这些人免受外在危险。所以，与先前的认知相左的是，催产素能强化这些偏好，而不是促进广泛的善意。

E 其实从研究之初就有这些微妙差异的表象出现。Bartz 近来指出，目前接近一半的实验当中催产素的影响其实只作用在某些人身上，或是作用在某种特定情形中。在以往的研究者们所忽略的这些方面，现在对催产

素影响更加细致入微的了解促使我们的研究走向新的方向对于 Bartz 来说，了解这种荷尔蒙如何运作的关键是确切地找出它的核心原理，而不是去条分缕析它的无数功效。目前已经有了一些互不矛盾的假说。催产素可以减少焦虑和恐惧。或是说它可以促使人们去寻求社会联系她认为，催产素像一个化学探照灯一样，会聚焦在一些社交元素上，如一个小动作、眼神的忽闪、声音的压低，都能让人们能更好地适应社交环境。这也能解释为什么它能让我们更容易读懂别人的眼神，提高我们察觉情绪的能力。但是，对于那些过度敏感或者易于负面解读社交信号的人来说，它也能让事情变得更糟糕。

F 或许对于催产素的复杂作用我们不必过于惊讶。这种荷尔蒙在各种生物中皆有发现，从章鱼到山羊，它的进化可追溯到将近 5 亿年前：“这是种非常原始、古老的分子，能和不同物质结合做各种功用，”美国芝加哥伊利诺斯大学的 Sue carter 说。“它能左右我们大脑中的原始区域，例如杏仁核，所以它基本上能影响所有事情。”Bartz 表示同意。“催产素可能做的事情都很基础，但你一旦把它与我们(人类)更的思维方式与社交活动联系起来，这些基础的过程就会因人而异，视环境而定，展现出多种多样的反应。”

Reading passage 3 (来源: 2012 剑桥雅思 test8 passage3)

答案:

27 iv 28 ii 29 vi 30 viii 31 vii 32 i 33 iii

34 YES 35 NOT GIVEN 36 NO 37 NO 38 information

39 financial 40 shareholders/investors

27-33

此类题型属于结构题，考查考生对于文章整体结构的把握。解答此类题型首先要分析题目中给出的选项，确定各个选项的主要内容和相似选项之间的区别，然后要理解段落的基本构成方式，准确寻找段落的主题句(通常集中在段落的首尾句)。如果主题句比较难确定，则可以寻找转折句型、定义句型或者总结句型来确定段落大意，也可以通过迅速浏览全段来总结段落中心意思。

27. 题目解析：原文中首先提出问题，然后分析问题，段中关键信息是“人们在危机之后分析造成的原因，这意味着归咎的嫌疑范围很大。政府、监管机构、中央银行和审计部门都在其中。”符合题目中所讲到的“many external bodies being held responsible for problems”“监管机构、中央银行和审计部门”符合题目中“external bodies”的描述，因此可确定答案为 iv。

28. 题目解析：原文首句讲到“这场审视的连锁效应就是要使普通的公司管理问题变成大众热烈讨论的议题，同时也极大地增加了管理者的压力和责任。”对应题目中“the impact on companies of being subjected to close examination”的描述。原文的 scrutiny 与题目中的 close examination 可同义替换。因此答案选 ii。

29. 题目解析：原文首句其中有转折词 but，后面是重点内容。讲到“以前董事会的失误要交给委员会以处理大额的工作量，这么做也许确实更有效率，但是也意味着董事会作为一个整体，在充分解决一些最重要的事情上缺乏参与度。”less involved 与选项中的 not all、address 与选项中的 solving 同义替换。所以对应“a risk that not all directors take part in solving major problems.”因此答案选 vi。

30. 题目解析：原文讲到“有一个根本的方案也许对一些十分大型的、业务范围很广泛复杂的公司有效，那就是组建一个专业的董事会，其成员可以每周最多工作三、四天，由其专属员工和顾问辅助支持。”跟题目中的描述“a proposal to change the way the board operates”相符，原文中的“radical solution”也可对应题目中的“proposal”这一表述，因此答案为 viii。

31. 题目解析：原文中说“对于董事会和其他经理们的批评之一是：他们没有足够关注企业的长期发展

策略、可持续发展和管理，而是过度关注了短期的财务指标。与题目中“Boards not looking far enough ahead”的说法相符，因此答案选 vii。

32. 题目解析：原文开头就讲到“首席执行官的薪酬变成了一个战区，投资者、管理层和董事会成员在这里争斗，以前一般是闭门进行的，但现在却越来越频繁地暴露在媒体的镜头之下。”与题目所讲“disputes over financial arrangement regarding senior managers”的说法相符。原文中“combat zone”这一表述对应题目中的“disputes”这一含义，因此答案选 i。

33. 题目解析：原文中讲到“所有行业的公司董事会都要拓宽视野去思考这些问题，也许会涉及到调整企业的目标。”符合题目所讲的“the possible need for fundamental change in every area of business”这一表述。原文中的“all sectors”与题目中的“every area”可同义替换，因此答案确定为 iii。

34-37

34. 题目解析：根据题目定位词“economic downturn”可确定该题描述在 A 段，原文在本段最后一句说到“银行经理及其管理层的作为和他们公开的失职行为都在各种各样的报道、询问和评论中受到了广泛的挑剔。”符合题目“close scrutiny of the behavior of boards has increased since the economic downturn.”的观点，因此答案为 YES。

35. 题目解析：原文在本段最后一句仅说到“银行经理及其管理层的作为和他们公开的失职行为都在各种各样的报道、询问和评论中受到了广泛的挑剔。”并没有把银行与其他行业进行对比，因此并未表现出题目中 banks have been mismanaged to a greater extent than other businesses.”这一说法，所以答案为 NOT GIVEN。

36. 题目解析：原文中讲到“一场审计委员会会议的时间比董事会会议的时间久并不稀奇。会议流程可能会代替讨论协商，而这就牺牲了真正的协同合作，结果就是只注重标注(流程)事项而不是真正解决问题。”由此可知题目中“Board meetings normally continue for as long as necessary to debate matters in full.”的说法是不对的，因此答案为 NO。

37. 题目解析：原文中讲到“以前董事会的事务要交给委员会以处理大额的工作量，这么做也许确实更有效率，但是也意味着董事会作为一个整体，在充分解决一些最重要的事情上缺乏参与度。”而题目却说“using a committee structure would ensure that board members are fully informed about significant issues” .其中 are fully informed 与 less involved 相反，因此与原文表述不符，答案为 NO。

38-40

38. 根据题目定位词“before 2008”和“non-executive director”可定位至 D 段最后一句。原文中讲到“但是，更加专业和消息更灵通的董事会对于银行机构来说将会是格外合适的，因为在这些机构里，执行者们能够获得信息。这是兼职非执行董事们所欠缺的，后者正是因此无法理解和预见 2008 年的经济危机。”题目考查因果关系，其中 unable to comprehend or anticipate 和题目中的 disadvantage 对应，leaving 表伴随的结果，因此该填空题答案为 information.

39. 根据题目定位词“short-term relevance”可定位至本段第一句。原文中讲到“对于董事会和其他经理们的批评之一是：他们没有足够关注企业的长期发展策略、可持续发展和管理，而是过度关注了短期的财务指标。”其中，concentrate too much 和题目中的 play too much emphasis on 是同义替换。因此该题答案为 financial.

40. 根据题目定位词“pay”，可找到相关描述在本段第四行。原文讲到“很多人认为这对公司透明性和企业管理有好处，因为股东们会动用他们在薪酬上的力量来迫使董事会换掉那些业绩不好的首席执行官。”board 面对的 pressure 对应题目中的 may have to。因此可确定答案为 shareholders 或 investors.

Writing (略)