

Part I Writing**(30 minutes)**

Directions: Suppose your university is conducting a survey to collect students' opinions on the appropriate use of AI technology in assisting learning. You are now to write an essay to express your view. You will have 30 minutes to write the essay. You should write at least 120 words but no more than 180 words.

Part II Listening Comprehension**(25 minutes)****Section A**

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report 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 1 and 2 are based on the news report you have just heard.

1. A) By slapping some butter on it. B) By enhancing its nourishment.
C) By growing it in South Dakota. D) By cooking it in vegetable oil.
2. A) To introduce their corn to tourists. B) To attend an honorary ceremony.
C) To share experience with other corn growers. D) To exhibit their corn at the state's Corn Palace.

Questions 3 and 4 are based on the news report you have just heard.

3. A) Stole mail several times. B) Forged postal keys illegally.
C) Attacked postmen on multiple occasions. D) Broke a number of postal collection boxes.
4. A) A sentence for life. B) Loss of all their possessions.
C) Twenty-three years' hard labor. D) Up to fifteen years in prison.

Questions 5 to 7 are based on the news report you have just heard.

5. A) It escapes regulation and misleads consumers.
B) It ignores economically feasible recycling options.
C) It creates waste and severely impacts the environment.
D) It produces clothes affordable only to a tiny minority.
6. A) To cut consumers' expenses in buying quality clothes.
B) To enable the whole fast-fashion industry to be sustainable.
C) To incentivize manufacturers to be more consumer-friendly.
D) To urge manufacturers and consumers to reduce waste.
7. A) Recognizing the impact on consumers. B) Identifying the source of the problem.
C) Abandoning the current business model. D) Establishing powerful regulatory bodies.

Section B

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.

Questions 8 to 11 are based on the conversation you have just heard.

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| 8. A) The city's rush-hour traffic is intolerable. | B) She cannot avoid rush-hour traffic. |
| C) The local government is inefficient. | D) The city is too big to move around easily. |
| 9. A) Upgrading subway carriages. | B) Increasing the number of bus routes. |
| C) Air conditioning the city's subway. | D) Learning from other big cities. |
| 10. A) He suffers from rush-hour crowding too. | B) He is fortunate to live very near to work. |
| C) He takes a half-hour bus ride to work. | D) He is going to move closer to his office. |
| 11. A) Recommend to her a good house near his office. | |
| B) Send her his housing agent's telephone number. | |
| C) Tell her exactly what kind of property to look for. | |
| D) Make sure the agent finds something good for her. | |

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

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|---|---|
| 12. A) He was remembered for the scar on his cheek. | B) He received a heart operation a few days ago. |
| C) He used to wear a sad face in school. | D) He had some plastic surgery done. |
| 13. A) The man's deep sympathy for Johnny. | B) The man's use of the expression "fixed". |
| C) The man's covering up of what happened. | D) The man's good memory of his childhood. |
| 14. A) It gave him a noticeable smartness. | B) It made him appear even more manly. |
| C) It seemed to give him a certain uniqueness. | D) It seemed to make up for his physical defects. |
| 15. A) Liberal. | B) Hostile. |
| C) Indifferent. | D) Critical. |

Section C

Directions: In this section, you will hear three 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 16 to 18 are based on the passage you have just heard.

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|--|---------------------------|
| 16. A) Through deliberation. | B) Through evolution. |
| C) Through invention. | D) Through collaboration. |
| 17. A) With people imitating sounds around them. | |
| B) With people interacting with animals close by. | |
| C) With people showing each other things nearby. | |
| D) With people trying to string sounds together. | |
| 18. A) Making sounds can free one's hands for doing other things. | |
| B) Making sounds proves markedly easier than sign languages. | |
| C) Making sounds enables one to express their ideas more explicitly. | |
| D) Making sounds helps one communicate with people they can't see. | |



Questions 19 to 21 are based on the passage you have just heard.

19. A) Well disciplined. B) Quite confident.
C) Somewhat selfish. D) Highly intelligent.
20. A) When they wanted to have a competitive team member.
B) When they were looking for a cooperative workmate.
C) When they found collaboration essential to them.
D) When they were seeking someone to help them.
21. A) Avoid frightening competitors. B) Make clear their social goal.
C) Adopt persuasive strategies. D) Consider the consequences.

Questions 22 to 25 are based on the passage you have just heard.

22. A) Much evidence of humans capturing animals.
B) More images of animals than humans.
C) Fewer images of buildings than animals.
D) Little proof of human fascination with animals.
23. A) They were open to the public. B) They were primarily native.
C) They were kept by royalty. D) They were hardly injured.
24. A) To enable the public to watch animals close by.
B) To introduce to Egyptians animals from Punt.
C) To protect the endangered animals.
D) To show off her riches and power.
25. A) It was part of the royal estate. B) It was a shelter for wild animals.
C) It was the kingdom's best-equipped zoo. D) It was the first public exhibit of animals.

Part III Reading Comprehension

(40 minutes)

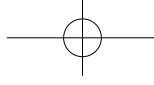
Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

Psychologists have long been interested in how we construct our identities and the sorts of strategies that we use to present ourselves in society. New findings suggest that the kinds of 26 and strategic self-presentation behaviour we see in adults appear at a much younger age than 27 known.

Research shows that a child's awareness of social standing comes from adults. Like grown-ups, kids want to be 28 by those they admire. Interactive experiences may provide opportunities for children to learn about what 29 a desirable reputation and the kinds of strategies that are effective for 30 a good reputation in their social environment.

Five-year-olds aren't just aware of their reputations, they also behave strategically to alter their outward image. They will 31 their behaviour in order to appear moral or socially good in the eyes of key observers. While we know that adults use a large variety of attributes to manage and create



impressions, we don't yet know whether children 32 and use the fact that different attributes are valuable at different times to different 33. It's important for us to further consider where in this process children succeed in controlling their reputation and where they 34.

A question to think about is, "What happens even earlier than age five?" Children don't just show up to the first day of kindergarten and have the idea of reputation pop 35 into existence. The logical question to ask is, "What happens even earlier?"

- | | | | | |
|-------------|---------------|--------------|---------------|----------------|
| A) accepted | B) audiences | C) building | D) complex | E) constitutes |
| F) deputies | G) previously | H) revolving | I) samples | J) selected |
| K) solemn | L) struggle | M) suddenly | N) understand | O) vary |

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**.

Getting young minds into design

- [A] Recently, a leading design federation in the UK warned that the UK could face a creative skills shortage, after the latest figures revealed a drop of almost 10 percent in students studying Design and Technology. These figures showed that the number of pupils that sat exams in Design and Technology fell 10 percent from 204,788 to 185,279 last year.
- [B] Chief executive John Kampfner of the Creative Industries Federation thinks that this drop in figures has worrying implications for the skills pipeline in Britain's hugely successful arts and creative industries. He said, "We already have skills shortages in many jobs such as *animation* (动画制作) and special effects." He added: "Engineering, which requires a similar mix of creative and technical skills, also has recruitment problems."
- [C] Many other designers and architects have expressed concern over the future supply of home-grown talents for UK firms, and industry bodies have pointed out that there has been a lack of roots-level support. However, if these designers had visited the Design Museum shop in London earlier this year their fears may have been eased. With £10 to spend, they could have bought a fascinating children's toy called "Dazzle Racer". An automotive *cylinder* (圆柱体), it included a wind-up, *elastic* (有弹性的)-band-powered mechanism, minimal parts, all 100 percent recycled, and lots of stickers. It was good fun, simple, eye-catching and very original.
- [D] Well, you'd expect the Design Museum to commission and make some interesting items, but this one was different. Designed by a group of six Year 9 and Year 10 boys from Finchley Catholic High School, the toy was the winning entry in the museum's 2015 Design Ventura competition, which brings the business of design to life for students aged 13 to 16 by challenging them to develop a new creative, sustainable and commercially feasible product for the Design Museum shop and attracts hundreds of entries nationwide.
- [E] "We did Design Ventura in my previous school," says Liam Hourican, Finchley Catholic High School's design technology curriculum leader. "Then when I changed schools four years ago, I introduced it here because it helps to develop so many skills."
- [F] The theme for last year's competition was "Move", and Hourican began with three groups working



- in lunch breaks and after school before selecting the group with the most innovative idea. Each participating school may submit just one proposal. “It’s the taking part and doing the work which is important,” he says. “And I never dreamt we’d win.”
- [G] Catherine Ritman Smith, head of learning at the Design Museum, is expecting around 10,000 participants aged 13 to 16 to take part this year and says that the project—funded by Deutsche Bank as part of its youth engagement programme Born To Be—is the biggest event in the museum’s calendar. “We started Design Ventura with around 800 young people in 2010 and it has grown steadily since,” she says. “Teachers like it because the skills are all transferable and it helps to validate the value of design as a subject,” she explains, telling me that nearly 600 schools have taken part so far.
- [H] So how does the competition work? A single-word theme is announced in the summer. This year it is “Change”. Schools work with groups to produce imaginative design ideas for a product in simple materials that could sell for £10 in the Design Museum shop. Participating schools then register by November and eventually submit their design idea. Along the way there is training and support for teachers and tutoring for students from designers. An additional bonus is when the winners see their design on sale in the spring of the following year.
- [I] Hourican and his pupils have happy memories of spending a whole day at the museum, having been selected as one of 10 shortlisted schools to present their idea to a panel of judges, including designer Jasper Conran. Then they worked with the Kin Design Studio in Shoreditch, met designers at their school and attended a lunch with Deutsche Bank employees. The students helped to make decisions and there were plenty of discussions—they changed the product’s name, for example.
- [J] “One of the really useful things about this competition,” says Hourican, “is that there’s a commercial element because the product is going on sale for real and the boys had to learn about budgeting and marketing, as well as designing their game.” Profits go to charity. “The winning team chooses where it wants the profits to go,” says Ritman Smith. “The Finchley Catholic High School product raised about £1,000 for Great Ormond Street Hospital.” Winning entries in past years have included a make-your-own cloth kit called Dove Bunting and a threefold, wallet-sized travel game with goals at each end, called Badoiing.
- [K] It costs the schools nothing to participate in Design Ventura; the professional designers provide their services for free. Among them is architect Asif Khan, a Design Museum trustee who has worked as designer-in-residence at the museum, helping emerging architects. He has recently been commissioned to design the new Museum of London building in Smithfield.
- [L] Another is television presenter and interior designer Naomi Cleaver, who is one of the competition’s judges. “I’m very keen to encourage young people,” she says, observing that design brings together other subjects such as literature, art, history, geography and science. “Now that design education is limited in the curriculum, I’m all in favour of competitions such as Design Ventura, which helps to bring the standard curriculum to life,” says Cleaver. “And the judging day is terrific fun. Some of these students are very imaginative. One group presented their idea in the form of a puppet show and we see some marvelous demonstration models. I’m always impressed by the levels of confidence and the support the students get from their teachers.”
- [M] Ritman Smith adds: “Design technology has become a tricky subject to make a case for, and we’ve heard of departments closing in some schools. We find that if pupils take part in Design Ventura in Year Nine it can be the trigger which leads them to opt for it at General Certificate of Secondary Education, so we are helping to keep alive something which is crucial to industry and entrepreneurship.”



36. During the course of preparing for Design Ventura, teachers receive training and support while students get tutoring from designers.
37. A visit to the Design Museum shop in London can reduce the designers' fears about the future supply of talents educated in Britain.
38. One of Design Ventura's judges says the competition adds vigour to the standard curriculum in schools.
39. Enrollment in Design and Technology decreased by nearly 10 percent last year in the UK.
40. Participation of ninth graders in Design Ventura can motivate them to choose design technology as their subject.
41. Design Ventura is welcomed by teachers because it helps to prove the worth of design as a school subject.
42. The schools don't have to pay anything to take part in the Design Ventura competition.
43. Participants in Design Ventura are challenged to create sustainable and marketable products.
44. Students benefit from Design Ventura because they can learn about budgeting and marketing in addition to game design.
45. According to an officer of the Creative Industries Federation, there is difficulty now in recruiting engineers in the UK.

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.

New research suggests that pandas may be at risk of dying out because they are too comfortable. Experts say too much happiness can stop the bears from searching for new mates.

Environmentalists have long believed that building roads or homes near the bears may threaten their survival by "reducing or fragmenting their natural habitats", *The Times* reported. But the new research suggests that a "modest degree of discomfort and fragmentation" may actually help preserve panda populations.

The research was conducted by scientists from Michigan State University. It concluded that pandas fail to wander off in search of new mates if they find their habitat too comfortable, resulting in a lack of vital genetic diversity.

For their study—outlined in a paper in the journal *Conservation Biology*—the team looked at genetic diversity and spread among a Chinese panda population. The ideal level of perfectly livable habitat was found to be only 80% of an area, with the remainder either too harsh or too affected by human activity.

The experts concluded that pandas should ideally "be happy enough to thrive, but not so content that they don't want to move around and find new mates".

Their conclusions about what *The Guardian* described as this "sweet spot" are in line with the so-called Goldilocks principle: that there can be just the right amount of something. The concept has been applied to a wide range of disciplines, from developmental psychology to economics and engineering.



Claudio Sillero, a professor of conservation biology at Oxford University, told the newspaper that the new findings could have implications beyond panda conservation.

“Most large animals that eat meat live in increasingly fragmented landscapes,” said Sillero, who was not involved in the research. “It may well be that the messy nature of their relationship with human efforts induces more animals to scatter or travel further, and might result in greater genetic connectivity and enhanced population persistence.”

The most recent count of pandas found that there were more than 1,800 left in the wild, putting them on the list of vulnerable, but not endangered, species.

46. What do we learn from new research about pandas?
- A) They are losing habitat due to the building of roads and houses.
 - B) They have stopped seeking new mates for reproduction.
 - C) They may not adapt to the fragmentation of their habitat.
 - D) They may cease to exist as a result of enjoying too good a life.
47. What can we conclude from the new research by scientists at Michigan State University?
- A) Environmentalists' long-time belief regarding panda conservation may be misleading.
 - B) Housing development near pandas' homes may threaten their survival.
 - C) Pandas' natural habitats are becoming less suitable for reproduction.
 - D) The increased panda population is attributed to the fragmentation of their habitat.
48. What is the experts' conclusion regarding pandas?
- A) It is urgent to provide an ideal habitat for them to thrive.
 - B) It is very important to preserve their genetic diversity.
 - C) Their chances of finding new mates have a lot to do with their habitat.
 - D) Their environment for survival has been continuously worsening.
49. What can we infer from the passage about the Goldilocks principle?
- A) It needs to be confirmed by more studies on pandas.
 - B) It applies to the preservation of pandas too.
 - C) It has implications for future panda research.
 - D) It can be used to locate the right spot for pandas.
50. What can the new findings do according to Professor Sillero?
- A) Help discover new ways for the conservation of pandas.
 - B) Help remove pandas from the list of endangered species.
 - C) Shed light on the conservation of most large meat-eating animals.
 - D) Show the complexity of interactions between humans and animals.

Passage Two

Questions 51 to 55 are based on the following passage.

With those born with natural talents, it feels as if they excel without really trying. But what about those of us who don't have a natural talent? We've been told all our lives that if you work hard, you too can succeed. But with the release of Angela Duckworth's *Grit*, we are given a new key to success.

“As much as talent counts, effort counts twice,” says Duckworth in *Grit*. She introduces a new concept that talent may be overrated, and if you want real success, what you need is grit, the perfect combination of passion and persistence. Even if you have natural talent, it's nothing without grit.

Duckworth says grit is the difference between success and failure. A person who has grit is more



likely to succeed than a person who does not. When we think about attaining success—whether it's landing that job or learning that new skill—our thoughts are immediately burdened by all the things we must first learn. If you want that new job, you have to learn the job skills, then the interview skills, then the dress part—and you must be perfect at all of them. Grit is different because it tells us that perfection isn't the goal.

Grit lifts the unreasonable expectations off our shoulders. Grit tells us that the door is open wider than we first thought possible. Grit allows us to redefine our goals. Think about it: What's something you've always wanted to do, but gave up because you "don't have the skills for it"? What's something you love but aren't good at?

The real workings of grit are to have sustainable passion and continue to try. Effort means more than your natural ability. Even if you haven't mastered a skill, grit tells you that you can still succeed if you can transform your passion into action. In a way, Duckworth is giving new hope to people who have shut the doors on their dreams. She is saying it is possible that you can accomplish anything. If at first you fail, then try one more time with grit.

51. What does the passage say about people born with natural talents?
- A) They seem to outdo others without hard work. B) They appear to know all the secrets to success.
C) They feel it only too logical to succeed. D) They are bound to excel effortlessly.
52. What does Duckworth say about talent?
- A) It is a new concept much too overrated. B) It proves necessary for big achievements.
C) It plays a lesser role in one's success. D) It is a guarantee for real success in life.
53. What does the passage say about people thinking of attaining success?
- A) They are puzzled how to present their best to the employer.
B) They are burdened by their expectation of perfection.
C) They will try hard to land a job that fits their skills best.
D) They will find themselves lacking in all the skills they need.
54. How does the author think grit can be helpful to us?
- A) It allows us to know what we are good at. B) It opens our eyes to new opportunities.
C) It focuses our attention on what we do. D) It lets us reconsider the goals to achieve.
55. What message does Duckworth try to convey in her book *Grit*?
- A) We should perfect ourselves to ensure success.
B) We should stay persistent even in face of failures.
C) We can never master a skill without constant practice.
D) We can never expect to reach our goals without passion.

Part IV Translation

(30 minutes)

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.

近年来,中国越来越多的城市着力打造“15分钟便民生活圈(convenient living circles)”。社区居民步行15分钟就能享受到日常所需的公共服务。生活圈内建有便利店、公园、健身场地、图书馆、学校、社区食堂、诊所等。生活圈的建立能够为居民提供更加便利、舒适、友好、愉悦的生活环境,更好地满足城市居民多元化的日常生活服务需求,提升居民的生活品质和幸福感。

2025 年 6 月大学英语四级考试真题（第一套）解析

Part I Writing

参考范文

As AI is gaining increasingly widespread application in educational settings¹, it is crucial to formulate guidelines for its proper use¹. In my view, AI should serve as an assistant rather than a replacement for human thinking².

Indeed, AI offers significant benefits in learning. It improves efficiency by providing instant feedback. For example, language Apps correct our pronunciation promptly. AI can handle basic and repetitive tasks with ease, freeing us to focus on critical and creative thinking². Since grammar checkers can easily identify our errors in essays, we can, therefore³, concentrate on content and ideas.

Excessive dependence on AI, however³, poses risks. If students use AI to generate answers without engaging in analytical and innovative thinking², they cannot develop problem-solving skills². For instance, copying AI-written essays undermines the essential process of researching and analysing². Moreover, AI lacks human creativity and emotional depth, which limits its role in tasks requiring⁴ originality².

To summarize, we can use AI for simple, mechanical tasks, but we should avoid over-reliance on it. The key is to combine AI tools with independent thinking⁵. (We human beings must actively engage in questioning and creating.)

靓句积累

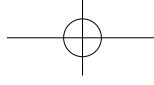
① AI can handle basic and repetitive tasks with ease, freeing us to focus on critical and creative thinking. 人工智能可以轻松处理基础性和重复性的工作，从而让我们能够专注于关键性和创造性的思考。

名师点评

1. 范文将题目关键词appropriate use和learning替换为同义表达，如application、educational settings、proper use，以提升语言多样性。
2. 通过多样化表达强调人类思维的独特性，如human thinking、critical and creative thinking、analytical and innovative thinking、problem-solving skills、researching and analysing、originality。
3. 插入语结构we can, therefore, concentrate..., 比平铺直叙的therefore we can concentrate更显自然流畅。后文中插入的however同理。
4. 英语允许多重主从结构。范文中，AI lacks human creativity and emotional depth是主句，which limits...是第一层从属结构，requiring...是第二层从属结构，这两个不同的从属结构展示了语言的灵活性。如改成which limits... that requires或limiting... requiring...会削弱句子的流畅性。
5. 结尾句combine AI tools with independent thinking已充分概括观点，若想丰富作文的内容，还可补充上括号中这一句，进一步强调人类“质疑和创新”思维的重要性。

词语拓展

gain increasingly widespread application得到日益广泛的应用 → be applied/used more widely/extensively
formulate guidelines for the proper use of AI 制定人工智能的适当使用规范 → develop/establish/set up norms/standards/guiding principles to use AI suitably



② If students use AI to generate answers without engaging in analytical and innovative thinking, they cannot develop problem-solving skills. 如果学生依赖人工智能生成答案而不进行分析和创新思考,他们将无法培养解决问题的能力。

AI-written essays用人工智能生成论文 → AI-generated articles/compositions

the key is to combine AI tools with independent thinking关键在于将人工智能工具与独立思考相结合 → the essential approach is to integrate AI assistance with autonomous cognition

Part II Listening Comprehension

Section A

News Report One

[1]Everything changed for seven-year-old Tariq when he slapped some butter on an ear of corn. He knew it tasted good, but butter made it better. His passion for produce got him a position as South Dakota's Official Corn Ambassador. Tariq profession of love for his favourite vegetable earned him the name, "the Corn Kid". This was after his online interview attracted millions of views and was made into a song. South Dakota is one of the top corn producers in America. The corn provides nourishment across the globe. Tariq said, "Not everyone has to like corn, but everyone should definitely try it, especially with butter." [2]Tariq and his family were invited to South Dakota to attend the honorary ceremony at the state's Corn Palace. Officials wanted to highlight South Dakota's two largest industries, tourism and agriculture. Tariq couldn't believe his eyes when he saw the palace made of corn.

Questions 1 and 2 are based on the news report you have just heard.

1. How did Tariq make corn taste better?

A 新闻开头提到, 7岁的塔里克在玉米上涂抹黄油后, 感觉黄油让玉米更美味了。选项A) "By slapping some butter on it" 复现原文信息, 故为答案。

2. Why were Tariq and his family invited to South Dakota?

B 新闻中提到, 塔里克一家受邀前往南达科他州, 在该州的玉米宫参加荣誉仪式。选项B) "To attend an honorary ceremony" 复现原文信息, 故为答案。

News Report Two

Two arrests were announced Thursday. The arrests were in connection with a string of mail thefts from US post services collection boxes in Marion County, and for the possession of a stolen postal key, according to the Department of Justice. [3]Jordan Jax and Tarod Goodman, both 23, were arrested after evidence gathered in an investigation showed the pair stole mail on multiple occasions using a postal key, according to a news release. Jax and Goodman stole mail for around four months. Investigators reviewed videos of the collection boxes. The video showed the two men loading the stolen mail into Jack's vehicle. Investigators were also able to recover the key that was used to open the collection boxes. [4]Jax and



Goodman each face up to five years in federal prison in the mail thefts and up to 10 years for possession of the postal key.

Questions 3 and 4 are based on the news report you have just heard.

3. What did Jordan Jax and Tarod Goodman do according to a news release?

A 新闻中提到, 有证据显示, 23岁的贾克斯和古德曼多次使用邮政钥匙窃取邮件, 二人因此被捕。选项A) “Stole mail several times” 是对原文信息的同义转述, 故为答案。

4. What do Jordan Jax and Tarod Goodman face?

D 新闻末尾提到, 贾克斯和古德曼因盗窃邮件, 分别面临最高5年的联邦监禁, 外加最高10年的非法持有邮政钥匙罪。选项D) “Up to fifteen years in prison” 概括原文信息, 故为答案。

News Report Three

Can fast fashion be sustainable? Researchers think yes. Identifying why the fast-fashion business model creates waste and determining whether regulators can establish incentives for consumers and manufacturers are steps to reduce waste. [5] Recently, the clothing industry has come under attack for creating a waste problem with serious environmental consequences. In the absence of environmentally and economically feasible recycling options, fast-fashion manufacturers pump out low-quality clothes produced in high volumes that are worn only a few times and then discarded. [6] The researchers put forth policy contributions, ranging from sustainable disposal of leftover stock to production tax, to incentivize both manufacturers and consumers to be more waste-conscious. [7] In order to devise effective policies to curb the environmental impact of the clothing industry, it is important to identify the source of the problem in the supply chain. Manufacturers, consumers, and regulatory bodies can then take an informed approach to recognize the environmental impact of fast-fashion and to design an ecosystem to reduce waste, incentivize innovation, and create new business models to manage waste.

Questions 5 to 7 are based on the news report you have just heard.

5. Why has the clothing industry come under attack?

C 新闻中提到, 最近服装业因造成严重环境污染而受到抨击。选项C) “It creates waste and severely impacts the environment” 是对原文信息的同义转述, 故为答案。

6. Why do the researchers put forth such policies as production tax?

D 新闻中提到, 研究者提议系列政策, 如妥善处理库存、征收生产税等, 以激励制造商和消费者更加关注废弃物。选项D) “To urge manufacturers and consumers to reduce waste” 是对原文信息的同义转述, 故为答案。

7. What should be done first to eliminate the harm caused by the clothing industry?

B 新闻中提到, 为制定有效政策来限制服装业对环境的影响, 关键是要查明供应链中的问题根源。选项B) “Identifying the source of the problem” 复现原文信息, 故为答案。

Section B

Conversation One

M: Hey, Mary! You seem to be very much annoyed. What happened?

W: [8] Rush hour in this city is killing me.

M: Ah, yes. Rush hour is terrible, especially in the morning between 8 and 9. But what else can you expect in a city this big?

W: Well, I think the local government could help improve things. I mean, getting rid of rush hour may be impossible. But it could be made more tolerable, don't you think?

M: Um, but I'm not sure how.

W: Well, for example, [9] the subway system could have air conditioning. I know many cities in the world have air conditioning in their subway, so why can't we? It gets so hot in the summer. I can hardly breathe down there. And add to that, the rush hour crowds with strangers packed close together in the subway carriages. The whole thing is just horrible.

M: Ah, yes, you are completely right. The trains here are too old. The government should definitely invest in new ones with air conditioning. I guess I'm fortunate I take the bus instead.

W: Oh, that's much better.

M: Yeah, it's more convenient. [10] Bus No. 36 goes straight from my house to the office. It's a 30-minute ride and I don't have to make any changes.

W: That sounds nice. I tell you, my current commute is killing me. Maybe I should move closer to the office.

M: Well, I know a great housing agent. I found the flat I'm living in now through him. And I love it.

W: Hmm. [11] Could you send me his number please?

M: Sure thing. Just tell him exactly what you are looking for and I'm sure he will find something good.

Questions 8 to 11 are based on the conversation you have just heard.

8. Why is the woman complaining?

A 女士在对话中提到, 这个城市的交通高峰期令她非常头疼。选项A) “The city's rush-hour traffic is intolerable” 是对原文信息的同义转述, 故为答案。

9. What does the woman suggest doing?

C 女士在对话中提到, 地铁系统可以装配空调, 世界上很多城市的地铁都有空调。选项C) “Air conditioning the city's subway” 是对原文信息的同义转述, 故为答案。

10. What do we learn about the man from the conversation?

C 男士在对话中提到, 36路公交车从他家直达办公室, 车程半小时, 无需换乘。选项C) “He takes a half-hour bus ride to work” 是对原文信息的同义转述, 故为答案。

11. What does the woman ask the man to do at the end of the conversation?

B 女士在对话末尾询问, 男士可否告诉她房产中介的电话号码。选项B) “Send her his housing agent's telephone number” 复现原文信息, 故为答案。



Conversation Two

M: Did you hear about Johnny?

W: No. Why? Is he okay?

M: [12] He had some plastic surgery done.

W: What? Why?

M: Do you remember he had a scar on his face?

W: Yes, of course. He always had that. I've known him since primary school, and I always remember him having that on his cheek.

M: Well, he had it fixed.

W: [13] Fixed? What do you mean? You can't fix a scar.

M: You know what I mean. He had an operation done on it – plastic surgery – in order to cover it and make it less noticeable.

W: Oh, well, that's ridiculous, isn't it? It was noticeable, sure. But it wasn't an ugly scar. It never occurred to me that he should have it taken care of like that.

M: I agree. I can understand some scars and physical defects can be ugly and distracting, but not Johnny's. [14] In fact, I thought it added character. It gave him a certain uniqueness.

W: He must have felt differently though. He must have felt self-conscious and insecure perhaps.

M: No, no, that's not the reason. He was totally fine with his scar. As you said, he had had it for most of his life.

W: Then why did he have the operation?

M: Because his girlfriend wanted him to.

W: What? [15] That's so superficial and selfish of her. If Johnny's girlfriend doesn't like him for who he is, then she does not deserve to be his girlfriend.

M: You are right. So he is insane to give in to her like that. But when I told him, he said he loves her and would just do what she wants him to.

W: What a fool he is.

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

12. What does the man say about Johnny?

D 男士在对话开头提到，强尼做了整形手术。选项D) “He had some plastic surgery done” 复现原文信息，故为答案。

13. What does the woman find puzzling?

B 女士在对话中提到，男士说的“修理”令人费解，她觉得伤疤不能“修理”。选项B) “The man's use of the expression “fixed”” 是对原文信息的正确推测，故为答案。

14. What did the man think of Johnny's scar?

C 男士在对话中提到，其实他认为这伤疤增加了强尼的个性，使他显得与众不同。选项C) “It seemed to give him a certain uniqueness” 复现原文信息，故为答案。

15. How could we describe the speaker's attitude towards Johnny's girlfriend?

D 女士在对话中提到，强尼的女朋友太肤浅、太自私了，如果她不喜欢强尼原本的相貌，那她就不配做他的女朋友。选项D) “Critical” 是对原文信息的正确推测，故为答案。



Section C

Passage One

Talking is unique to humans. An animal might make 10 different sounds, but an adult human knows more than 20,000 words. Additionally, we're the only animal that expresses thoughts in full sentences. [16] Researchers don't think language was invented. Instead, they think it's evolved. How did talking evolve? There are two main theories.

[17] The first theory is that language started with people making different sounds, mostly imitating the things around them, like animal calls, nature sounds, and the sounds of tools. Perhaps they made the sound of wind to comment on the weather or imitated the sound of a bird to tell a friend that there was a bird nearby. Then over hundreds of thousands of years, those sounds turned into words that people began to learn as part of their language. At some point, people started stringing the words together to form sentences.

The other main theory, which is more recent, is that people started off by gesturing, pointing at things with their hands and imitating actions using their bodies. Eventually, these gestures turned into full sign language. This theory guesses that after developing sign languages, people eventually started making sounds along with their gestures. At some point, they switched to mostly making sounds that became words instead of just using their bodies. [18] The reason they switched to making sounds, the theory goes, is that talking out loud lets you communicate with someone even when you can't see them.

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

16. How did language come into being according to researchers?

B 短文中提到, 研究人员认为, 语言不是被发明出来的, 而是演化而来的。选项B) “Through evolution” 是对原文信息的同义转述, 故为答案。

17. How did language start according to the first theory?

A 短文中提到, 第一种理论是, 语言起源于人们发出的各种声音, 主要是模仿周围事物发出的响声, 如动物叫声、大自然的声音以及工具发出的声音等。选项A) “With people imitating sounds around them” 复现原文信息, 故为答案。

18. Why did people switch from gesturing to making sounds according to the more recent theory?

D 短文末尾提到, 人们改用声音, 因为说话实现了在看不见对方时也能交流的目的。选项D) “Making sounds helps one communicate with people they can't see” 是对原文信息的同义转述, 故为答案。

Passage Two

Is it a good idea to display luxury brands and other signals of status? It depends on the situation. Studies have shown that people who appear to be wealthy tend to be considered more intelligent, disciplined, and competent than those who do not. [19] But new research found that people believe someone who shows off their social status cares more about benefiting themselves than helping others. This means people are less willing to collaborate with them. Modesty may be key when cooperation is essential, but the researchers also found that in some cases, status signaling has advantages. Experiments showed that participants were less likely to choose someone who signals their wealth or status to join a group seeking cooperative members. [20] But participants were more likely to choose that person when they were looking for a competitive team member. These findings suggest that people should change how they present themselves, depending on their social goal. [21] This is the era of social media. People



can easily share their wealth and status to large audiences, but they need to consider the consequences. Posting about luxury purchases and expensive vacations online may help you to persuade others and frighten competitors, but it could also signal to potential friends or future employers that you are unlikely to think about the needs of others. This makes things tricky for people who may want to impress others while also demonstrating that they are a team player.

Questions 19 to 21 are based on the passage you have just heard.

19. How would people describe someone who shows off their social status according to new research?

C 短文开头提到，新的研究发现，人们认为炫耀社会地位的人更关心自己的利益，而非帮助他人。选项“C) Somewhat selfish”是对原文信息的合理推测，故为答案。

20. When were participants more likely to choose someone who signals their wealth or status?

A 短文中提到，参与者在寻找具有竞争力的团队成员时，更有可能选择透漏自己地位或财富的人。选项A) “When they wanted to have a competitive team member” 是对原文信息的同义转述，故为答案。

21. What should people do when sharing their wealth and status online?

D 短文中提到，在这个社交媒体时代，人们可以很容易向大众分享自己的财富与地位，但要考虑后果。选项D) “Consider the consequences” 复现原文信息，故为答案。

Passage Three

Human fascination with animals goes back as far as humans do. [22] Of the oldest cave paintings discovered, some are up to 40,000 years old, and there are more images of animals than humans. At some point, humans began to capture and hold animals. [23] The first known collections were held by royalty, and were not open to the public. In Egypt, researchers have found buildings from around 3,500 BC containing the remains of animals, including elephants, which were not native to Egypt. But life wasn't easy for these animals. They probably had short lives and the remains show evidence of severe injuries.

The first public exhibit of animals may have been created by Egypt's Queen Hatshepsut around 1480 BC. Researchers think the zoo was started with animals brought home from a far-off land known as Punt. [24] It's unclear why the queen built the zoo, but it might have been to show off her wealth and power. Early zoos are found all over the world. In China, Emperor Wen Wong is said to have built a Garden of Intelligence around 1060 BC. It included deer, birds, and many fish. [25] In England, King Henry I set up a collection of animals in about 1110 as part of the royal estate. His collection included tigers and lions. This collection eventually moved to the Tower of London in 1235. The collection stayed at that location for 600 years.

Questions 22 to 25 are based on the passage you have just heard.

22. What can we see in the oldest cave paintings?

B 短文开头提到，在已发现的最古老的洞穴壁画中，有些距今可达四万年，而且画中动物的形象多于人类的形象。选项B) “More images of animals than humans” 复现原文信息，故为答案。

23. What do we learn about the first known collections of animals?

C 短文中提到，第一个已知的动物系列藏品由皇室持有，不向公众开放。选项C) “They were kept by royalty” 是对原文信息的同义转述，故为答案。

24. What might be the reason the Egyptian Queen created the zoo?

D 短文中提到，不清楚女王为什么要建造动物园，或许是为了炫耀她的财富和权力。选项D) “To show off her riches and power” 复现原文信息，故为答案。

25. What do we learn about King Henry I's collection of animals in England?

A 短文末尾提到，英格兰国王亨利一世在1110年前后修建了一个动物收藏馆，算作皇家地产的一部分。选项A) “It was part of the royal estate” 复现原文信息，故为答案。

Part III Reading Comprehension

Section A

全文翻译

长期以来，心理学家一直对人们如何构建自我认同、在社会中采取何种策略展现自我深感兴趣。最新研究发现，成年人的种种自我呈现的行为，复杂而有策略，其出现的年龄比之前所知的要早得多。

研究显示，孩子对社会地位的认知来自成年人。和成年人一样，孩子也希望得到自己所仰慕之人的认可。互动体验能为孩子提供机会，使其了解理想声誉的构成要素，学会在社交环境中有效建立良好声誉的策略。

五岁的孩子不仅已经具备声誉意识，还会采取策略性行为来调整外在形象。他们会改变自身行为，在关注者眼中显得有道德或符合社会期望。尽管我们知道成年人会运用多种特质来管理和塑造公众印象，但尚不清楚孩子是否理解并运用这一认知：不同的特质在不同的时间、面对不同的受众，具有不同的价值。我们需要深入探讨，在此过程中，孩子在哪些环节能成功管控自己的声誉，又会在哪些环节难以应对。

值得思考的问题是：“在五岁之前，情况是怎样呢？”孩子不是在上幼儿园第一天就突然萌发了声誉意识。由此引出的逻辑追问是：“更早阶段，情况又如何？”

词性分析

名词	B) audiences（复数）听众，观众；C) building建筑，建筑物；D) complex综合建筑群；F) deputies（复数）副手，代理人；I) samples（复数）样品，货样；L) struggle奋斗，抗争
动词	A) accepted（过去式、过去分词）接受，承认；C) building（现在分词）建立，创建；E) constitutes（第三人称单数）构成，组成；H) revolving（现在分词）旋转，围绕；I) samples（第三人称单数）取样，品尝；J) selected（过去式、过去分词）挑选，选择；L) struggle难以应对，挣扎；N) understand理解，获悉；O) vary改变，变化
形容词	A) accepted认可的，接受的；D) complex复杂的，复合的；H) revolving旋转的，循环的；J) selected挑选的，精选的；K) solemn严肃的，庄重的
副词	G) previously先前，以前；M) suddenly忽然，突然地

26. **D** 空格前是名词短语the kinds of，空格后是and strategic self-presentation behaviour，空格处应填入形容词。根据句意，最新研究发现，成年人的种种自我呈现的行为，_____而有策略，因此选complex（复杂的）。



27. **G** 空格位于than引导的比较状语从句中，后接过去分词known，空格处应填入副词，修饰后面的known。根据句意，成年人的种种自我呈现的行为，复杂而有策略，其出现的年龄比_____所知的要早得多，因此选 previously（先前，以前）。
28. **A** 空格前是不定式to be，空格后是by those引导的施动者，空格处应填入动词过去分词，构成被动语态。根据句意，和成年人一样，孩子也希望得到自己所仰慕之人的_____，因此选 accepted（接受）。
29. **E** 空格所在的从句缺少谓语动词，空格前是从句的主语what，空格处应填入第三人称单数形式的动词。根据句意，互动体验能为孩子提供机会，使其了解理想声誉的_____要素，因此选 constitutes（构成）。
30. **C** 空格前是介词for，空格后是名词短语a good reputation，空格处应填入动词。根据句意，互动体验能为孩子提供机会，使其了解理想声誉的构成要素，学会在社交环境中有效_____良好声誉的策略，因此选 building（建立，创建）。
31. **O** 空格所在的句子主干结构不完整，缺少谓语动词，空格前是情态动词will，空格处应填入动词原形。根据句意，他们会_____自身行为，在关注者眼中显得有道德或符合社会期望，因此选 vary（改变）。
32. **N** 空格位于whether引导的宾语从句中，空格前是主语children，空格后是and use，空格处应填入动词，与use并列。根据句意，但我们尚不清楚孩子是否_____并运用这一认知，因此选 understand（理解）。
33. **B** 空格前是形容词different，空格处应填入名词。根据句意，不同的特质在不同的时间、面对不同的_____，具有不同的价值，因此选 audiences（听众，观众）。
34. **L** 空格位于where引导的并列宾语从句中，前接主语they，空格处应填入动词。根据句意，孩子在哪些环节能成功管控自己的声誉，又会在哪些环节_____，因此选 struggle（难以应对，挣扎）。
34. **M** 空格位于动词词组pop into existence之间，空格处应填入副词。根据句意，孩子不是在上幼儿园第一天就_____萌发了声誉意识，因此选 suddenly（突然地）。

Section B

文章导读

文章围绕“设计文图拉”竞赛展开探讨，指出在英国面临创意技能人才短缺的形势下，通过该项竞赛的影响，推动学校对“设计”这一学科的发展，为英国提供本土的创意技能人才。

让年轻人投身于设计

- A) [39]近日,英国一家顶尖设计联盟发出警告,称该国可能面临创意技能短缺的问题——最新数据显示,学习设计与技术课程的学生数量下降了近10%。这些数据表明,去年参加设计与技术考试的学生从204,788人减少至185,279人,降幅达到10%。
- B) 创意产业联盟首席执行官约翰·坎普夫纳认为,这一数据的下滑,给英国高度繁荣的艺术与创意产业的技能人才供应链带来令人担忧的影响。他指出:“我们已经有许多岗位面临技能人才短缺问题,比如动画制作和特效。”[45]他又补充说:“工程领域同样需要创造性与技术能力的结合,该领域也存在招聘难题。”
- C) [37]众多其他设计师与建筑师也对英国企业未来本土人才的供给表示担忧。行业机构也指出,基层的支持一直有所欠缺。然而,如果这些设计师今年早些时候到访过伦敦设计博物馆的商店,他们的担忧或许就能减轻。在那里,只需花费10英镑,他们就能买到一款名为“炫彩赛车”的儿童趣味玩具。这款玩具采用圆柱体造型,带有发条式弹性带驱动装置,零件极少,全部由100%可回收材料制成,还配有大量贴纸。它既有趣又简单,引人注目,极具创意。
- D) 当然,你肯定觉得,设计博物馆委托制作一些有趣的特色商品很正常,但这款玩具却着实特别。[43]它是由芬奇利天主教中学九年级和十年级的六名男生团队设计的,荣获该博物馆2015年“设计文图拉”竞赛大奖。该竞赛挑战13到16岁的学生为博物馆商店开发兼具创意性、可持续性和商业可行性的新产品,让学生由此体验设计行业的真实运作,吸引了全英数百件作品参赛。
- E) 芬奇利天主教中学的设计技术课程负责人利亚姆·胡里坎说:“我在之前任教的学校组织学生参加过这个竞赛。四年前我调到这所学校时,就把它引入了进来,因为这个竞赛可以培养多种技能。”
- F) 去年竞赛的主题是“移动”,胡里坎一开始指导三个小组利用午休和放学时间开展创作,之后选出最具创意的小组,因为每所参赛学校仅限提交一份作品。“参与和实践的过程才是重点。”他说,“我压根儿没奢望能获奖。”
- G) 设计博物馆学习部门负责人凯瑟琳·里特曼·史密斯预计,今年约有一万名13至16岁的青少年会参与该项目。她说:“这个赛事由德意志银行‘天生我才’青少年发展计划资助,也是博物馆年度最重要的项目。2010年‘设计文图拉’项目启动时约有800名年轻人参与,此后参与人数稳步增长。”[41]她解释说:“教师们喜欢这个项目,因为它所培养的技能都可以迁移应用,而且可以验证设计作为一门学科的价值。”她还表示,目前已有近600所学校参与其中。
- H) 那么这项竞赛是如何开展的呢?首先,每年夏天会公布一个主题词,今年的主题是“改变”。然后各学校组织团队,使用简易材料设计出富有创意的产品,在设计博物馆商店标价10英镑出售。11月前,参赛学校需完成注册报名,并最终提交设计方案。[36]在此期间,教师会得到来自设计师的培训和指导,学生则会获得设计师的指导。一个额外的奖励是,获胜者能看到自己设计的产品次年春天上架销售。
- I) 胡里坎和学生们在博物馆度过了一整天,这给他们留下了美好的回忆。作为入围前十的学校之一,他们向设计师贾斯珀·康兰等专家评审团展示了设计方案。然后他们与肖尔迪奇的Kin设计工作室合作,在校与设计师会面,并与德意志银行员工共进午餐。学生们积极参与决策过程,展开了热烈讨论。例如,他们修改了产品的名称。
- J) [44]胡里坎说:“这项竞赛真正有用的一点是它包含商业元素,因为产品要真正上市销售,所以这些男孩们不仅要学习游戏设计,还要学习预算和营销知识。”盈利会捐给慈善机构。里特曼·史密斯表示:“获胜团队可以选择捐款的去向。芬奇利天主教中学的商品为大奥蒙德街医院筹款约1,000英镑。”往届获奖作品包括一款名为“鸽子彩旗”的自制布艺套装,以及一款名为“叮咚球”的三折钱包大小的旅行游戏,两端都有球门。
- K) [42]学校参与“文图拉”项目无需支付任何费用,专业设计师均免费提供服务。博物馆受托人阿西夫·可汗就是其中一位,他曾担任驻馆设计师,为新锐建筑师提供指导。最近,他接受委托,设计了



位于史密斯菲尔德的伦敦博物馆新的大楼。

- L) [38]另一位是电视节目主持人兼室内设计师娜奥米·克利弗，她是该竞赛的评委之一。她说：“我非常乐于鼓励年轻人。”她指出设计能融合文学、艺术、历史、地理和科学等多个学科。[38]“设计教育在课程中占比有限，我全力支持‘设计文图拉’这类竞赛——因为这能让标准课程焕发生机。”克利弗补充说，“评审日也非常有趣。有些学生极具想象力：有组学生用木偶剧展示创意，我们还看到一些精美的演示模型。学生们展现的自信程度以及教师给予他们的支持，一直令我印象深刻。”
- M) 里特曼·史密斯补充说：“设计技术正成为一门难以论证其存在必要性的学科，我们听说部分学校已裁撤该课程组。[40]我们发现，如果学生在九年级参加‘设计文图拉’这项竞赛，这可能会成为他们在普通中等教育证书考试时选择该科目的触发因素，因此我们在努力维系这门对产业和创业来说至关重要的教育。”

36. During the course of preparing for Design Ventura, teachers receive training and support while students get tutoring from designers.

在备赛“设计文图拉”的过程中，教师会得到培训和支持，学生则会获得设计师的指导。

定位 根据题目中的training and support和tutoring from designers定位到[H]段。

解析

H 该段倒数第二句提到，在此过程中，设计师会给教师提供培训和支持，为学生提供指导。题目是对原文的同义转述。题目中的During the course对应文中的Along the way。

37. A visit to the Design Museum shop in London can reduce the designers' fears about the future supply of talents educated in Britain.

参观伦敦设计博物馆商店，可缓解设计师对英国本土设计人才未来供给的担忧。

定位 根据题目中的visit to the Design Museum shop in London和designers' fears定位到[C]段。

解析

C 该段第一句提到，众多其他设计师对英国企业未来本土设计人才的供应表示担忧。第二句提到，如果设计师今年早些时候参观过伦敦设计博物馆的商店，这些担忧或许就能减轻。题目是对这两句的综合概括。题目中的reduce the designers' fears对应文中的their fears may have been eased; talents educated in Britain对应home-grown talents。

38. One of Design Ventura's judges says the competition adds vigour to the standard curriculum in schools.

“设计文图拉”大赛的一位评委指出，这个竞赛为学校标准课程注入了活力。

定位 根据题目中的One of ... judges和standard curriculum定位到[L]段。

解析

L 该段第一句提到了作为竞赛评委之一的克利弗；第三句又引用克利弗的话，认为“设计文图拉”这样的竞赛能够让标准课程生动活泼。题目是对原文的综合概括。题目中的One of ... judges对应文中的one of the competition's judges; adds vigour to the standard curriculum对应bring the standard curriculum to life。

39. Enrollment in Design and Technology decreased by nearly 10 percent last year in the UK.

英国学习设计与技术课程的人数去年下降近10%。

定位 根据题目中的10 percent、last year和in the UK定位到[A]段。

解析

A 该段第一句提到，在英国，学习设计与技术课程的学生数量下降了近10%；第二句又以去年的具体数据说明这一下降情况。题目是对原文的综合概括。题目中的Enrollment in Design and Technology对应students studying Design and Technology; decreased by nearly 10 percent last year对应文中的fell 10 percent from 204,788 to 185,279 last year。



40. Participation of ninth graders in Design Ventura can motivate them to choose design technology as their subject.

九年级学生参加“设计文图拉”竞赛能促使他们选择设计技术这门课程。

定位 根据题目中的ninth graders定位到[M]段。

解析

M 该段第二句提到，如果学生在九年级参加“设计文图拉”竞赛，这项竞赛可能成为他们选择该学科的触发因素。题目是对原文的同义转述。题目中的Participation of ninth graders对应文中的pupils take part in ... in Year Nine; motivate them to choose ... as their subject对应be the trigger which leads them to opt for it。

41. Design Ventura is welcomed by teachers because it helps to prove the worth of design as a school subject.

教师喜欢“设计文图拉”竞赛，因为它证明了设计作为一门学科的价值。

定位 根据题目中的welcomed by teachers和prove the worth of design as a school subject定位到[G]段。

解析

G 该段最后一句引用了设计博物馆学习项目负责人的话，认为该项赛事受到老师们的喜欢，是因为它能够验证设计作为一门学科的价值。题目是对原文的同义转述。题目中的welcomed by teachers对应文中的Teachers like it; prove the worth of design as a school subject对应validate the value of design as a subject。

42. The schools don't have to pay anything to take part in the Design Ventura competition.

学校参加“设计文图拉”竞赛无需支付任何费用。

定位 根据题目中的schools don't have to pay anything定位到[K]段。

解析

K 该段第一句提到，学校参加“设计文图拉”竞赛不用支付任何费用。题目是对原文的同义转述。题目中的The schools don't have to pay anything对应文中的It costs the schools nothing; take part in对应participate in。

43. Participants in Design Ventura are challenged to create sustainable and marketable products.

“设计文图拉”参赛者面临的挑战是，需设计可持续且适合销售的产品。

定位 根据题目中的sustainable and marketable products定位到[D]段。

解析

D 该段第二句提到，这项竞赛面向13到16岁的学生，让他们为设计博物馆商店设计具有商业可行性的新产品。题目是对原文的同义转述。题目中的are challenged to create sustainable and marketable products对应文中的challenging them to develop a new creative, sustainable and commercially feasible product。

44. Students benefit from Design Ventura because they can learn about budgeting and marketing in addition to game design.

学生参加“设计文图拉”竞赛，除了游戏设计之外，还可以学会预算、营销等。

定位 根据题目中的learn about budgeting and marketing和game design定位到[J]段。

解析

J 该段第一句提到，这场竞赛真正有用的在于其商业因素，学生不仅要设计游戏，还要学习预算和营销知识。题目是对原文的同义转述。题目中的in addition to game design对应文中的as well as designing their game。



45. According to an officer of the Creative Industries Federation, there is difficulty now in recruiting engineers in the UK.

创意产业联盟的一位官员指出，现在英国工程领域很难招聘到工程师。

定位 根据题目中的Creative Industries Federation和difficulty now in recruiting engineers定位到[B]段。

解析

B 该段最后一句引用了创意产业联盟一位首席执行官的话，认为在创意和技术相结合的工程领域，招聘工程师是很难的。题目是对原文的同义转述。题目中的there is difficulty now in recruiting engineers对应文中的Engineering ... also has recruitment problems。

Section C

Passage One

文章导读

“生于忧患，死于安乐”，原来在熊猫界也是如此。新的研究表明：过于安逸并不利于大熊猫的繁衍。

全文翻译

[46]新的研究表明，大熊猫可能因生活过于安逸而面临灭绝风险。专家称，过度的“幸福感”会阻碍大熊猫去寻找新的配偶。

[47]据《泰晤士报》报道，环保主义者长期以来一直认为，若在大熊猫栖息地附近修建道路或房屋，会“缩减或割裂其自然栖息地”，从而威胁到它们的生存。不过这项新研究指出，“一定程度的不适及栖息地割裂”实际上可能有助于保护大熊猫种群。

该研究由密歇根州立大学的科学家完成。[48]其结论是：如果大熊猫觉得栖息地过于舒适，它们就不会四处走去寻找新配偶，这会导致关键的遗传多样性缺失。

这项研究的成果发表在《保护生物学》期刊上。研究团队对中国某一熊猫种群的遗传多样性及其分布情况进行了分析，发现理想的环境比例是——宜居栖息地仅占该区域面积的80%，其余的区域要么环境恶劣，要么受人类活动影响过大。

专家们得出结论：大熊猫的理想状态是“足够安逸以繁衍生息，但又不能过于满足而不愿四处活动、寻找新配偶”。

[49]《卫报》将这种状态称为“甜蜜点”，这一结论与所谓的“金发姑娘原则”吻合，即事物存在一个“恰到好处”的平衡点。这一概念已广泛应用于发展心理学、经济学和工程学等多个学科领域。

[50]牛津大学保护生物学教授克劳迪奥·西莱罗告诉《卫报》，这些新发现的影响可能会超出大熊猫保护的范畴。

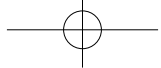
[50]他说：“大多数大型食肉动物的栖息地正日益碎片化。动物活动与人类活动交错混杂，这很可能会促使更多动物分散活动或迁移到更远处，进而可能增强它们的遗传连通性，提高种群的存续能力。”

最新的大熊猫数量统计显示，野外尚存1,800多只，这一数据使大熊猫被列为易危物种，而非濒危物种。

46. **定位** 根据题干中的关键词new research和题干意思，本题可定位到第一段第一句。

解析

D 第一段第一句提到，新的研究表明，大熊猫可能因生活过于安逸而面临灭绝风险。选项D)是对原文的同义转述，故为答案。



47. **定位** 根据题干中的关键词we conclude和题干意思, 本题可定位到第二段。

解析

A

第二段提到, 环保主义者长期以来一直认为, 若在大熊猫栖息地附近修建道路或房屋, 会“缩减或割裂其自然栖息地”, 从而威胁到它们的生存; 不过这项新研究指出, “一定程度的不适及栖息地割裂”实际上可能有助于保护大熊猫种群。选项A)是对原文的综合概括, 故为答案。

48. **定位** 根据题干中的关键词conclusion和题干意思, 本题可定位到第三段第二句。

解析

C

第三段第二句提到, 如果大熊猫觉得栖息地过于舒适, 它们就不会四处走动去寻找新配偶。选项C)是对原文的合理引申, 故为答案。

49. **定位** 根据题干中的关键词Goldilocks, 本题可定位到第六段第一句。

解析

B

第六段第一句提到, 《卫报》将这种状态称为“甜蜜点”, 这一结论与所谓的“金发姑娘原则”吻合, 即事物存在一个“恰到好处”的平衡点。选项B)是对原文的综合概括, 故为答案。

50. **定位** 根据题干中的关键词new findings和Sillero, 本题可定位到第七段和第八段。

解析

C

第七段第一句提到, 克劳迪奥·西莱罗告诉《卫报》, 这些新发现的影响可能会超出大熊猫保护的范畴。第八段第一句提到, 大多数大型食肉动物的栖息地正日益碎片化。选项C)是对原文的合理推测, 故为答案。

Passage Two

文章导读

英语中有句谚语: “只有两种动物可以到达金字塔顶端, 一种是雄鹰, 另一种是蜗牛。”除了天赋之外, 坚毅是打开成功之门的另一把钥匙。

全文翻译

[51]那些天赋异禀的人, 似乎不费什么力气就能表现得很出色。而我们这些没有天赋的人呢? 我们耳边一直响起: 只要努力工作, 你也能成功。随着安吉拉·达克沃思《坚毅》一书的出版, 我们获得了一把打开成功之门的新钥匙。

[52]达克沃思在《坚毅》中写道: “天赋固然重要, 但努力的重要性是天赋的两倍。”她提出了新的理念: 天赋的重要性或许被高估了, 如果想获得真正的成功, 你需要的是“坚毅”——激情和坚持的完美结合。即使你有天赋, 离开坚毅也会一事无成。

达克沃思说, 坚毅是成功与失败的分水岭。拥有坚毅品质的人比没有的人更有可能成功。[53]我们想要取得成功时——无论是谋得一份工作还是学会一项技能——我们的思绪就会被所有必须提前学会的东西所困扰。如果想得到那份新工作, 就必须先学习工作技能, 再研习面试技巧, 接着是如何着装——而且我们必须所有这些方面都做到完美。而坚毅则不同, 它告诉我们完美并非目标。

坚毅卸下了我们肩上不合理的预期。坚毅告诉我们, 成功的大门比我们最初想象的开得更宽。[54]坚毅让我们重新定义自己的目标。试想一下: 有哪些事是你一直想做, 却因为“没有相关技能”而放弃的? 有哪些事是你热爱但并不擅长的?

坚毅的真正作用在于拥有持久的激情并不断去尝试。你的努力比天赋更重要。即使还没有掌握某项技能, 坚毅也会告诉你, 只要能把激情转化为行动, 依然能够取得成功。在某种程度上, 达克沃思给那些已



经关上梦想之门的人带来了新的希望。[55]她指出，你有可能胜任任何事情。如果一开始你失败了，那就带着坚毅再尝试一次。

51. **定位** 根据题干中的关键词natural talents，本题可定位到文章第一句。

解析

A 文章第一句提到，那些天赋异禀的人，似乎不费什么力气就能表现得很出色。选项A)是对原文的同义转述，故为答案。

52. **定位** 根据题干中的关键词Duckworth和talent，本题可定位到第二段前两句。

解析

C 第二段前两句提到，达克沃思在《坚毅》中说：天赋固然重要，但努力的重要性是天赋的两倍。她还提出了新的理念：天赋的重要性或许被高估了，如果想获得真正的成功，你需要的是“坚毅”。选项C)是对原文的综合概括，故为答案。

53. **定位** 根据题干中的关键词attaining success，本题可定位到第三段的第三句和第四句。

解析

B 第三段第三句提到，我们想要取得成功时，我们的思绪就会被所有必须提前学会的东西所困扰。第四句提到，我们必须在所有这些方面都做到完美。选项B)是对原文的综合概括，故为答案。

54. **定位** 根据题干中的关键词helpful to us和题干意思，本题可定位到第四段第三句。

解析

D 第四段第三句提到，坚毅让我们重新定义自己的目标。选项D)是对原文的同义转述，故为答案。

55. **定位** 根据题干中的关键词convey和题干意思，本题可定位到文章最后两句。

解析

B 文章最后两句提到作者的观点，你有可能胜任任何事情；如果一开始你失败了，那就带着坚毅再尝试一次。选项B)是对原文的合理引申，故为答案。

Part IV Translation

翻译原文

近年来，中国越来越多的城市着力打造¹“15分钟便民生活圈”(convenient living circles)”。²社区居民步行15分钟³就能享受到日常所需的公共服务。生活圈⁴内建有便利店、公园、健身场地、图书馆、学校、社区食堂、诊所等⁵。生活圈⁴的建立能够为居民提供⁶更加便利、舒适、友好、愉悦的生活环境，更好地满足⁶城市居民多元化的日常生活服务需求，提升⁶居民的生活品质和幸福感。

参考译文

In recent years, an increasing number of cities in China have been committed to creating “15-minute convenient living circles”, where community residents can access the public services they need for daily life, (all) within a 15-minute walk. These circles are equipped with convenience stores, parks, fitness venues, libraries, schools, community canteens, clinics, among others. The establishment of these circles provides residents with a more convenient, comfortable, friendly, and pleasant living environment, (thereby/thus) better meeting urban residents' diverse daily service needs and improving their quality of life and sense of happiness.

难点注释

1. “着力打造”的基础译法为have been making efforts to build,但由于译文篇幅有限,建议使用更具表现力的表达,如have been committed to creating,不仅更正式,也有助于展示语言功底。
2. 汉语原文虽以句号分隔,但前后两句语义关联紧密,汉译英时可灵活采用主从复合句连接,如使用where引导的定语从句可以让句子更加连贯,增强逻辑性和语言流畅度。
3. “步行15分钟”可以译为within a 15-minute walk,既能表达清楚,也能避免词汇冗余。
4. 汉语中常重复使用名词以强调语义,如文中“生活圈”多次出现。而在英语中,为了避免冗余,首句可以翻译为living circles,后文则建议使用代词these/such circles来简化表达,保持文句的简洁性。
5. 英语教学中常用and so on或etc.表示“等”,但among others更加正式、文雅,建议在正式写作中优先使用。
6. 汉语原文结尾为三句松散并列分句(“生活圈的建立能够为居民提供……,更好地满足……,提升……”),汉译英时可以调整为更符合英语表达习惯的主从结构,提升句子凝聚性:The establishment of these circles provides..., (thereby/thus) better meeting... and improving...

词语拓展

社区居民能享受到日常所需的公共服务community residents can access the public services they need for daily life → community residents enjoy the public services needed in their routine lives

满足城市居民多元化的日常生活服务需求meeting urban residents' diverse daily service needs → satisfying the various needs of city inhabitants for daily services

提升居民的生活品质和幸福感improve residents' quality of life and sense of happiness → enhance/elevate the quality of residents' life and their happiness

答案速查

1	A	2	B	3	A	4	D	5	C	6	D	7	B	8	A	9	C	10	C
11	B	12	D	13	B	14	C	15	D	16	B	17	A	18	D	19	C	20	A
21	D	22	B	23	C	24	D	25	A	26	D	27	G	28	A	29	E	30	C
31	O	32	N	33	B	34	L	35	M	36	H	37	C	38	L	39	A	40	M
41	G	42	K	43	D	44	J	45	B	46	D	47	A	48	C	49	B	50	C
51	A	52	C	53	B	54	D	55	B										