

考研英语(二) 轻松做真题

主编：屠皓民 党 敏

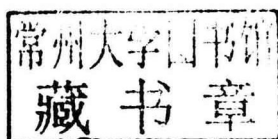


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2018 年全国硕士研究生入学统一考试 英语(二) 试题

Section I Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on the ANSWER SHEET. (10 points)

Why do people read negative Internet comments and do other things that will obviously be painful? Because humans have an inherent need to 1 uncertainty, according to a recent study in *Psychological Science*. The new research reveals that the need to know is so strong that people will 2 to satisfy their curiosity even when it is clear the answer will 3.

In a series of four experiments, behavioral scientists at the University of Chicago and the Wisconsin School of Business tested students' willingness to 4 themselves to unpleasant stimuli in an effort to satisfy curiosity. For one 5 each participant was shown a pile of pens that the researcher claimed were from a previous experiment. The twist? Half of the pens would 6 an electric shock when clicked.

Twenty-seven students were told which pens were electrified, another twenty-seven were told only that some were electrified. 7 left alone in the room, the students who did not know which ones would shock them clicked more pens and incurred more shocks than the students who knew what would 8. Subsequent experiments reproduced this effect with other stimuli, 9 the sound of fingernails on a chalkboard and photographs of disgusting insects.

The drive to 10 is deeply rooted in humans, much the same as the basic drives for 11 or shelter, says Christopher Hsee of the University of Chicago. Curiosity is often considered a good instinct—it can 12 new scientific advances, for instance—but sometimes such 13 can backfire. The insight that curiosity can drive you to do 14 things is a profound one.

Unhealthy curiosity is possible to 15, however. In a final experiment, participants who were encouraged to 16 how they would feel after viewing an unpleasant picture were less likely to 17 to see such an image. These results suggest that imagining the 18 of following through on one's curiosity ahead of time can help determine 19 it is worth the endeavor. "Thinking about long-term 20 is key to reducing the possible negative effects of curiosity," Hsee says. In other words, don't read online comments.

- | | | | |
|--------------------|--------------|-------------------|---------------|
| 1. [A] resolve | [B] protect | [C] discuss | [D] ignore |
| 2. [A] refuse | [B] wait | [C] seek | [D] regret |
| 3. [A] rise | [B] last | [C] mislead | [D] hurt |
| 4. [A] alert | [B] tie | [C] expose | [D] treat |
| 5. [A] message | [B] trial | [C] review | [D] concept |
| 6. [A] remove | [B] weaken | [C] deliver | [D] interrupt |
| 7. [A] Unless | [B] If | [C] Though | [D] When |
| 8. [A] happen | [B] continue | [C] disappear | [D] change |
| 9. [A] rather than | [B] such as | [C] regardless of | [D] owing to |



- | | | | |
|--------------------------|------------------|------------------|--------------------|
| 10. [A] disagree | [B] forgive | [C] forget | [D] discover |
| 11. [A] pay | [B] marriage | [C] food | [D] schooling |
| 12. [A] begin with | [B] rest on | [C] learn from | [D] lead to |
| 13. [A] withdrawal | [B] inquiry | [C] persistence | [D] diligence |
| 14. [A] self-destructive | [B] self-reliant | [C] self-evident | [D] self-deceptive |
| 15. [A] resist | [B] define | [C] replace | [D] trace |
| 16. [A] predict | [B] overlook | [C] design | [D] conceal |
| 17. [A] remember | [B] choose | [C] promise | [D] pretend |
| 18. [A] relief | [B] plan | [C] outcome | [D] duty |
| 19. [A] whether | [B] why | [C] where | [D] how |
| 20. [A] limitations | [B] investments | [C] strategies | [D] consequences |

Section II Reading Comprehension

Part A

Directions:

Read the following four texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on the ANSWER SHEET. (40 points)

Text 1

It is curious that Stephen Koziatek feels almost as though he has to justify his efforts to give his students a better future.

Mr. Koziatek is part of something pioneering. He is a teacher at a New Hampshire high school where learning is not something of books and tests and mechanical memorization, but practical. When did it become accepted wisdom that students should be able to name the 13th president of the United States but be utterly overwhelmed by a broken bike chain?

As Koziatek knows, there is learning in just about everything. Nothing is necessarily gained by forcing students to learn geometry at a graffitied desk stuck with generations of discarded chewing gum. They can also learn geometry by assembling a bicycle.

But he's also found a kind of insidious prejudice. Working with your hands is seen as almost a mark of inferiority. Schools in the family of vocational education "have that stereotype... that it's for kids who can't make it academically," he says.

On one hand, that viewpoint is a logical product of America's evolution. Manufacturing is not the economic engine that it once was. The job security that the US economy once offered to high school graduates has largely evaporated. More education is the new principle. We want more for our kids, and rightfully so.

But the headlong push into bachelor's degrees for all—and the subtle devaluing of anything less—misses an important point: That's not the only thing the American economy needs. Yes, a bachelor's degree opens more doors. But even now, 54 percent of the jobs in the country are middle-skill jobs, such as construction and high-skill manufacturing. But only 44 percent of workers are adequately trained.

In other words, at a time when the working class has turned the country on its political head, frustrated that the opportunity that once defined America is vanishing, one obvious solution is staring us in the face. There is a gap in working-class jobs, but the workers who need those jobs most aren't equipped to do them. Koziatek's Manchester School of Technology High School is trying to fill that gap.



Koziatek's school is a wake-up call. When education becomes one-size-fits-all, it risks overlooking a nation's diversity of gifts.

21. A broken bike chain is mentioned to show students' lack of _____.
 [A] mechanical memorization [B] academic training
 [C] practical ability [D] pioneering spirit
22. There exists the prejudice that vocational education is for kids who _____.
 [A] are financially disadvantaged [B] are not academically successful
 [C] have a stereotyped mind [D] have no career motivation
23. We can infer from Paragraph 5 that high school graduates _____.
 [A] are entitled to more educational privileges
 [B] are reluctant to work in manufacturing
 [C] used to have more job opportunities
 [D] used to have big financial concerns
24. The headlong push into bachelor's degrees for all _____.
 [A] helps create a lot of middle-skill jobs
 [B] may narrow the gap in working-class jobs
 [C] is expected to yield a better-trained workforce
 [D] indicates the overvaluing of higher education
25. The author's attitude toward Koziatek's school can be described as _____.
 [A] supportive [B] disappointed [C] tolerant [D] cautious

Text 2

While fossil fuels—coal, oil, gas—still generate roughly 85 percent of the world's energy supply, it's clearer than ever that the future belongs to renewable sources such as wind and solar. The move to renewables is picking up momentum around the world; They now account for more than half of new power sources going online.

Some growth stems from a commitment by governments and farsighted businesses to fund cleaner energy sources. But increasingly the story is about the plummeting prices of renewables, especially wind and solar. The cost of solar panels has dropped by 80 percent and the cost of wind turbines by close to one-third in the past eight years.

In many parts of the world renewable energy is already a principal energy source. In Scotland, for example, wind turbines provide enough electricity to power 95 percent of homes. While the rest of the world takes the lead, notably China and Europe, the United States is also seeing a remarkable shift. In March, for the first time, wind and solar power accounted for more than 10 percent of the power generated in the US, reported the US Energy Information Administration.

President Trump has underlined fossil fuels—especially coal—as the path to economic growth. In a recent speech in Iowa, he dismissed wind power as an unreliable energy source. But that message did not play well with many in Iowa, where wind turbines dot the fields and provide 36 percent of the state's electricity generation—and where tech giants such as Facebook, Microsoft, and Google are being attracted by the availability of clean energy to power their data centers.

The question “What happens when the wind doesn't blow or the sun doesn't shine?” has provided a quick put-down for skeptics. But a boost in the storage capacity of batteries is making their ability to keep power flowing around the clock more likely.

The advance is driven in part by vehicle manufacturers, who are placing big bets on battery-powered



electric vehicles. Although electric cars are still a rarity on roads now, this massive investment could change the picture rapidly in coming years.

While there's a long way to go, the train lines for renewables are spiking. The pace of change in energy sources appears to be speeding up—perhaps just in time to have a meaningful effect in slowing climate change, what Washington does, or doesn't do—to promote alternative energy may mean less and less at a time of a global shift in thought.

26. The word “plummeting” (Paragraph 2) is closest in meaning to _____.

- [A] stabilizing [B] changing [C] falling [D] rising

27. According to Paragraph 3, the use of renewable energy in America _____.

- [A] is progressing notably [B] is as extensive as in Europe
[C] faces many challenges [D] has proved to be impractical

28. It can be learned that in Iowa _____.

- [A] wind is a widely used energy source
[B] wind energy has replaced fossil fuels
[C] tech giants are investing in clean energy
[D] there is a shortage of clean energy supply

29. Which of the following is true about clean energy according to Paragraphs 5&6?

- [A] Its application has boosted battery storage.
[B] It is commonly used in car manufacturing.
[C] Its continuous supply is becoming a reality.
[D] Its sustainable exploitation will remain difficult.

30. It can be inferred from the last paragraph that renewable energy _____.

- [A] will bring the USA closer to other countries
[B] will accelerate global environmental change
[C] is not really encouraged by the USA government
[D] is not competitive enough with regard to its cost

Text 3

The power and ambition of the giants of the digital economy is astonishing—Amazon has just announced the purchase of the upmarket grocery chain Whole Foods for \$ 13.5 bn, but two years ago Facebook paid even more than that to acquire the WhatsApp messaging service, which doesn't have any physical product at all. What WhatsApp offered Facebook was an intricate and finely detailed web of its users' friendships and social lives.

Facebook promised the European commission then that it would not link phone numbers to Facebook identities, but it broke the promise almost as soon as the deal went through. Even without knowing what was in the messages, the knowledge of who sent them and to whom was enormously revealing and still could be. What political journalist, what party whip, would not want to know the makeup of the WhatsApp groups in which Theresa May's enemies are currently plotting? It may be that the value of Whole Foods to Amazon is not so much the 460 shops it owns, but the records of which customers have purchased what.

Competition law appears to be the only way to address these imbalances of power. But it is clumsy. For one thing, it is very slow compared to the pace of change within the digital economy. By the time a problem has been addressed and remedied it may have vanished in the marketplace, to be replaced by new abuses of power. But there is a deeper conceptual problem, too. Competition law as presently interpreted deals with financial disadvantage to consumers and this is not obvious when the users of these services don't pay for



them. The users of their services are not their customers. That would be the people who buy advertising from them—and Facebook and Google, the two virtual giants, dominate digital advertising to the disadvantage of all other media and entertainment companies.

The product they're selling is data, and we, the users, convert our lives to date for the benefit of the digital giants. Just as some ants farm the bugs called aphids for the honeydew the produce when they feed, so Google farms us for the data that our digital lives yield. Ants keep predatory insects away from where their aphids feed; Gmail keeps the spammers out of our inboxes. It doesn't feel like a human or democratic relationship, even if both sides benefit.

31. According to Paragraph 1, Facebook acquired WhatsApp for its _____.
 [A] digital products [B] user information
 [C] physical assets [D] quality service
32. Linking phone numbers to Facebook identities may _____.
 [A] worsen political disputes [B] mess up customer records
 [C] pose a risk to Facebook users [D] mislead the European commission
33. According to the author, competition law _____.
 [A] should sever the new market powers
 [B] may worsen the economic imbalance
 [C] should not provide just one legal solution
 [D] cannot keep pace with the changing market
34. Competition law as presently interpreted can hardly protect Facebook users because _____.
 [A] they are not defined as customers
 [B] they are not financially reliable
 [C] the services are generally digital
 [D] the services are paid for by advertisers
35. The ants analogy is used to illustrate _____.
 [A] a win-win business model between digital giants
 [B] a typical competition pattern among digital giants
 [C] the benefits provided for digital giants' customers
 [D] the relationship between digital giants and their users

Text 4

To combat the trap of putting a premium on being busy, Cal Newport, author of *Deep Work: Rules for Focused Success in a Distracted World*, recommends building a habit of “deep work”—the ability to focus without distraction.

There are a number of approaches to mastering the art of deep work—be it lengthy retreats dedicated to a specific task; developing a daily ritual; or taking a “journalistic” approach to seizing moment of deep work when you can throughout the day. Whichever approach, the key is to determine your length of focus time and stick to it.

Newport also recommends “deep scheduling” to combat constant interruptions and get more done in less time. “At any given point, I should have deep work scheduled for roughly the next month. Once on the calendar, I protect this time like I would a doctor's appointment or important meeting,” he writes.

Another approach to getting more done in less time is to rethink how you prioritise your day—in particular how we craft our to-do lists. Tim Harford, author of *Messy: The Power of Disorder to Transform Our Lives*, points to a study in the early 1980s that divided undergraduates into two groups; some were advised to



set out monthly goals and study activities; others were told to plan activities and goals in much more detail, day by day.

While the researchers assumed that the well-structured daily plans would be most effective when it came to the execution of tasks, they were wrong: the detailed daily plans demotivated students. Harford argues that inevitable distractions often render the daily to-do list ineffective, while leaving room for improvisation in such a list can reap the best results.

In order to make the most of our focus and energy, we also need to embrace downtime, or as Newport suggests, “be lazy.”

“Idleness is not just a vacation, an indulgence or a vice; it is as indispensable to the brain as vitamin D is to the body—idleness is, paradoxically, necessary to getting any work done,” he argues.

Srini Pillay, an assistant professor of psychiatry at Harvard Medical School, believes this counterintuitive link between downtime and productivity may be due to the way our brains operate. When our brains switch between being focused and unfocused on a task, they tend to be more efficient.

“What people don’t realise is that in order to complete these tasks they need to use both the focus and unfocus circuits in their brain,” says Pillay.

36. The key to mastering the art of deep work is to _____.
[A] seize every minute to work [B] list your immediate tasks
[C] make specific daily plans [D] keep to your focus time
37. The study in the early 1980s cited by Harford shows that _____.
[A] students are hardly motivated by monthly goals
[B] detailed plans may not be as fruitful as expected
[C] distractions may actually increase efficiency
[D] daily schedules are indispensable to studying
38. According to Newport, idleness is _____.
[A] a desirable mental state for busy people
[B] a major contributor to physical health
[C] an effective way to save time and energy
[D] an essential factor in accomplishing any work
39. Pillay believes that our brains’ shift between being focused and unfocused _____.
[A] can bring about greater efficiency
[B] can result in psychological well-being
[C] is driven by task urgency
[D] is aimed at better balance in work
40. This text is mainly about _____.
[A] approaches to getting more done in less time
[B] ways to relieve the tension of busy life
[C] the key to eliminating distractions
[D] the cause of the lack of focus time

Part B

Directions:

Read the following text and answer the questions by choosing the most suitable subtitles from the list A–G for each numbered paragraph (41–45). There are two extra subtitles which you do not need to use. Mark your



answers on the ANSWER SHEET. (10 points)

- [A] Just say it
- [B] Be present
- [C] Pay a unique compliment
- [D] Name, places, things
- [E] Find the “me too”s
- [F] Skip the small talk
- [G] Ask for an opinion

Five ways to make conversation with anyone

Conversations are links, which means when you have a conversation with a new person a link gets formed and every conversation you have after that moment will strengthen the link.

You meet new people every day: the grocery worker, the cab driver, new people at work or the security guard at the door. Simply starting a conversation with them will form a link.

Here are five simple ways that you can make the first move and start a conversation with strangers.

41. _____

Suppose you are in a room with someone you don't know and something within you says “I want to talk with this person”—this is something that mostly happens with all of us. You want to say something—the first word—but it just won't come out. It feels like it is stuck somewhere. I know the feeling and here is my advice; just get it out.

Just think: what is the worst that could happen? They won't talk with you? Well, they are not talking with you now!

I truly believe that once you get that first word out everything else will just flow. So keep it simple: “Hi”, “Hey” or “Hello”—do the best you can to gather all of the enthusiasm and energy you can, put on a big smile and say “Hi”.

42. _____

It is a problem all of us face; you have limited time with the person that you want to talk with and you want to make this talk memorable.

Honestly, if we got stuck in the rut of “hi”, “hello”, “how are you?” and “what is going on?” you will fail to give the initial jolt to the conversation that can make it so memorable.

So don't be afraid to ask more personal questions. Trust me, you'll be surprised to see how much people are willing to share if you just ask.

43. _____

When you meet a person for the first time, make an effort to find the things which you and that person have in common so that you can build the conversation from that point. When you start conversation from there and then move outwards, you'll find all of a sudden that the conversation becomes a lot easier.

44. _____

Imagine you are pouring your heart out to someone and they are just busy on their phone, and if you ask for their attention you get the response “I can multitask”.

So when someone tries to communicate with you, just be in that communication wholeheartedly. Make eye contact. Trust me, eye contact is where all the magic happens. When you make eye contact, you can feel the conversation.

45. _____



You all came into a conversation where you first met the person, but after some time you may have met again and have forgotten their name. Isn't that awkward!

So remember the little details of the people you met or you talked with; perhaps the places they have been to, the places they want to go, the things they like, the things they hate—whatever you talk about.

When you remember such things you can automatically become investor in their wellbeing. So they feel a responsibility to you to keep that relationship going.

That's it. Five amazing ways that you can make conversation with almost anyone. Every person is a really good book to read, or to have a conversation with!

Section III Translation

46. Directions:

Translate the following text into Chinese. Write your translation on the ANSWER SHEET. (15 points)

A fifth grader gets a homework assignment to select his future career path from a list of occupations. He ticks "astronaut", but quickly adds "scientist" to the list and selects it as well. The boy is convinced that if he reads enough, he can explore as many career paths as he likes. And so he reads—everything from encyclopedias to science fiction novels. He reads so fervently that his parents have to institute a "no reading policy" at the dinner table.

That boy was Bill Gates, and he hasn't stopped reading yet—not even after becoming one of the most successful people on the planet. Nowadays, his reading material has changed from science fiction and reference books; recently, he revealed that he reads at least 50 nonfiction books a year. Gates chooses nonfiction titles because they explain how the world works. "Each book opens up new avenues of knowledge to explore," Gates says.

Section IV Writing

Part A

47. Directions:

Suppose you have to cancel your travel plan and will not be able to visit Professor Smith. Write him an email to

- 1) apologize and explain the situation and
- 2) suggest a future meeting.

You should write about 100 words on the ANSWER SHEET.

Do not use your own name at the end of the email. Use "Li Ming" instead.

Do not write your address. (10 points)

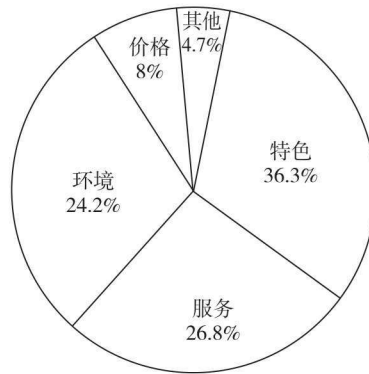
Part B

48. Directions:

Write an essay based on the chart below. In your writing, you should

- 1) interpret the chart, and
- 2) give your comments.

You should write about 150 words on the ANSWER SHEET. (15 points)



2017 年某市消费者选择餐厅时的关注因素



试题解析

Section I Use of English

1. 【正确选项】A

【解题思路】此题考查动词辨析及语义需求。首先,选项释义:resolve 分解,解决,决心;protect 保护;discuss 讨论;ignore 忽视,不理睬,驳回(诉讼)。其次,语义需求:首句提出问题:为什么人们会浏览网络上的负面评论,并会做一些明显令人痛苦的事情呢?而此句为其原因,根据其中的因果关系得知,原因是人们有内在的需求去“解决不确定性”,而非“保护、讨论或忽视不确定性”,因此此题答案为 A。

2. 【正确选项】C

【解题思路】此题考查动词辨析及语义需求。首先,选项释义:refuse to do 拒绝去做;wait to do 等待去做;seek to do 试图去做,设法去做;regret to do 对要做的事表示遗憾,后悔去做。其次,语义需求:此句与前句为顺承关系,其中 resolve uncertainty 解决不确定性 = satisfy their curiosity 满足好奇心,因此此句意为:想要知道的需求如此强烈,以至于人们才会去满足自己的好奇心。而空白处需要的是能够跟后面 to 形成搭配,而且在语义上表达强调“就会这么做”的词汇。seek to “试图去,设法去”符合此处语义要求,因此此题答案为 C。

3. 【正确选项】D

【解题思路】此题考查动词辨析及语义需求。首先,选项释义:rise 上升,增强,产生;last 持续;mislead 误导;hurt(使)受伤,(使)痛苦,(令人)感到痛苦。其次,语义需求:此空白处与首句内容相呼应,“为什么人们会浏览网络上的负面评论,并会做一些明显令人痛苦的事情呢?”“因为人们的求知需求如此强烈。”而此处 even when 表示前后内容的对立,“即使答案会‘令人痛苦’,但人们也会努力去满足好奇心”,此处 hurt 与首句 painful 相呼应。因此此题答案为 D。

4. 【正确选项】C

【解题思路】此题考查动词辨析及语义需求。首先,选项释义>alert sb. to sth. 使某人警觉/警惕某物;tie sb. to sth. 把某人与某物系/联系在一起;expose sb. to sth. 使某人暴露于/接触某物;treat sb. to sth. 请/招待某人吃饭。其次,语义需求:由于第 1/2 段之间没有转折等逻辑词,因此两段之间属于语义顺承关系,此段用一系列实验来验证第 1 段提出的观点,即人们会阅读网络负面评论并做令人不愉快的事情的原因。此句为实验的过程,测试了学生们是否愿意为了满足好奇心而让自己“怎样”不愉快的事情,其他选项带入语义不通顺,只有让自己“暴露在/接触”不愉快的事情符合语义,因此此题答案为 C。

5. 【正确选项】B

【解题思路】此题考查名词辨析及语义需求。首先,选项释义:message 消息,信息,寓意;trial 试验,测试,审讯;review 审查,复习,评论;concept 观念,概念。其次,语义需求:上句提到 in a series of four experiments(在一系列的四个实验中),而此句为 for one _____(对其中一个_____而言),由此可知空白处为 experiment(实验)的同义词,因此此题答案为 B。

6. 【正确选项】C

【解题思路】此题考查动词辨析及语义需求。首先,选项释义:remove 移走,清除,开除;weaken 使变弱,削弱;deliver 传送,传递,发出,发表,陈述;interrupt 打断,阻碍。其次,语义需求:此句为具体实验的过程,但依然测试首句的内容,即“学生们是否愿意为了满足好奇心而将自己暴露在不愉快的



事情中”,非常明显,此句即为一件不愉快的事情,因此根据本句语义“其中一半钢笔在人们点击时会_____电击”得知,只有“传送或发出点击”符合上下文语义要求,因此此题答案为 C。

7. 【正确选项】D

【解题思路】此题考查连词辨析及语义需求。首先,选项释义:unless 除非,如果不;if 如果,是否;though 尽管,虽然;when 当...的时候。其次,语义需求:本段首句交代实验的背景,而第2句话则为具体的实验及其结果。此处考察本句前后两部分之间的逻辑关系,很明显前部分为后部分内容发生的时间或条件:“当独自待在教室里时,某些学生比某些学生更为怎样。”因此此题答案为 D。

8. 【正确选项】A

【解题思路】此题考查动词辨析及语义需求。首先,选项释义:happen 发生,碰巧;continue 继续,延续;disappear 消失,不复存在;change 改变,变化。其次,语义需求:本句为比较句,前后比较的对象应为相对立的语义,前者是“那些不知道哪支笔会带电的学生们”,后者应为“那些知道哪支笔会带电的学生们”,即“那些知道将会‘发生’什么事情的学生们”,而非其他语义,因此此题答案为 A。

9. 【正确选项】B

【解题思路】此题考查词组辨析及语义需求。首先,选项释义:rather than 而不是;such as 比如说;regardless of 不管,不顾;owing to 由于,因为。其次,语义需求:空白处之前为概括性语义“other stimuli 其他刺激方式”,之后为具体性语义“用指甲刮黑板发出的声音以及带有恶心的昆虫的照片”,后者为前者的具体例子,因此此处为表示举例的 such as,即本题答案为 B。

10. 【正确选项】D

【解题思路】此题考查动词辨析及语义需求。首先,选项释义:disagree 不同意,不一致;forgive 原谅,宽恕;forget 忘记;discover 发现。其次,语义需求:根据第1段第2句话得知,本文主题为“humans have an inherent need to resolve uncertainty”,以及第3句话“the need to know is so strong that ……”。此处本句话与前两句话表达同一语义,the drive = the need, is deeply rooted in humans = humans have an inherent ……,因此此处需要填与 resolve uncertainty 或 know 同义的表达,而选项中只有 discover 满足要求,因此此题答案为 D。

11. 【正确选项】C

【解题思路】此题考查名词辨析及语义需求。首先,选项释义:pay 工资,薪金;marriage 婚姻,婚礼;food 食物;schooling 学校教育。其次,语义需求:此处 the same as 表达前后两部分之间拥有相同点,后半部分表达“也是深深根植于人类的基本需求”,而且根据 or 得知,此处与后面 shelter 语义并列,“食物与住所”语义最为贴切,因此此题答案为 C。

12. 【正确选项】D

【解题思路】此题考查词组辨析及语义需求。首先,选项释义:begin with 以...开始;rest on 依靠,依赖,取决于;learn from 向...学习;lead to 导致。其次,语义需求:此空白处表达 curiosity 和 new scientific advances 之间的关系,根据破折号之前内容得知:“curiosity 好奇心是一种良好的本能”,由此得知,“它会‘导致’新的科学进步”符合上下文语义要求,而非其他,因此此题答案为 D。

13. 【正确选项】B

【解题思路】此题考查名词辨析及语义需求。首先,选项释义:withdrawal 撤退,取消,收回,取款;inquiry 探究,探查;persistence 坚持,维持,持续;diligence 勤奋,勤勉。其次,语义需求:根据空白处前面的 such 得知,此处指代前句中的 curiosity,因此空白处需要填“curiosity 好奇心”的同义词,选项中只有“inquiry 探究,探查”符合要求,因此此题答案为 B。

14. 【正确选项】A

【解题思路】此题考查形容词辨析及语义需求。首先,选项释义:self-destructive 自我毁灭的;self-



reliant 依靠自己的,自力更生的;self-evident 不言而喻的,不证自明的;self-deceptive 自我欺骗的。其次,语义需求:根据前句“好奇心往往被认为是一种良好的本能……但有时它也可能会产生事与愿违的结果”得知,此句话在陈述好奇心不好的一面,此处应填负面的语义,而且用来修饰 things,此时只有 self-destructive 符合要求,因此此题答案为 A。

15. 【正确选项】A

【解题思路】此题考查动词辨析及语义需求。首先,选项释义:resist 抵抗,抗拒,忍住;define 定义;replace 取代,替换;trace 追溯,追踪,追查。其次,语义需求:此句为本段的主旨句,根据之后的具体内容亦可猜测本句的语义。根据后句内容“受试者们被鼓励在观看某张令人不愉快的图片之前先……一下他们的感受,结果后来他们就不太可能会……去看这张图片”得知,如果受试者觉得做某事之后后果会不好,那么他们之后就不太可能去做这件事,即不健康的好奇心是可以被“抑制”的,因此此题答案为 A。

16. 【正确选项】A

【解题思路】此题考查动词辨析及语义需求。首先,选项释义:predict 预言,预报,预测;overlook 忽视;design 设计;conceal 隐藏,隐瞒。其次,语义需求:根据本句前后动作的时间顺序得知,当了解了观看某张令人不愉快的图片之后的感受之后,受试者们就不太可能去看这张图片。由此得知,感受是发生在真实观看图片这一动作之前,所以“预测(感受)”符合上下文语义要求,因此此题答案为 A。

17. 【正确选项】B

【解题思路】此题考查动词辨析及语义需求。首先,选项释义:remember 记住,想起,回忆起;choose 选择;promise 承诺,保证;pretend 假装,伪装。其次,语义需求:本句为实验的过程及结果,而且语义为“当了解了观看某张令人不愉快的图片之后的感受之后,受试者们就不太可能会去观看这张图片。”后者动作是一种在预知感受之后做出的“选择”,而非“记得、承诺或假装”,因此此题答案为 B。

18. 【正确选项】C

【解题思路】此题考查名词辨析及语义需求。首先,选项释义:relief 减轻,缓解,宽慰;plan 计划;outcome 结果,后果;duty 责任,职责,义务。其次,语义需求:根据句首的 these results suggest 得知,此句话为上句中实验结果的概括总结,前后两句话语义相同。根据上句语义“受试者们提前想象一下在观看某张令人不愉快的图片之后的感受之后,他们就不太可能会去看这张图片”得知,“提前想象好奇心所造成的‘结果或后果’会有助于人们之后做决定”,其他选项内容不符合上下文语义要求,因此本题答案为 C。

19. 【正确选项】A

【解题思路】此题考查连词辨析及语义需求。首先,选项释义:whether 是否;why 为什么;where 哪里;how 怎么,如何。其次,语义需求:空白处为前面动词 determine 的宾语,同时也是上句语义的概括总结,根据上句语义“提前得知观看某张图片之后的感受之后,受试者就不太可能会去观看这张图片”得知,此处决定的内容应该为“是否去观看这张图片”,即“是否值得努力”,而非其他,因此此题答案为 A。

20. 【正确选项】D

【解题思路】此题考查名词辨析及语义需求。首先,选项释义:limitation 限制,限度,局限,规定;investment 投资,投入;strategy 战略,策略;consequence 结果,后果。其次,语义需求:此句为 Hsee 的观点句,亦为本段和本文的总结,根据上文得知,“提前了解某种行为造成的感受或结果对于人们做决定很重要”,即“提前了解或思考好奇心所造成的‘结果’,对于减少由此造成的负面影响是至关重要的。”因此此题答案为 D。



重点词汇

comment	<i>n.</i> 评论	uncertainty	<i>n.</i> 不确定性
curiosity	<i>n.</i> 好奇心	stimuli	<i>n.</i> 刺激, 促进因素
participant	<i>n.</i> 参加者, 参与者	shock	<i>n.</i> 震惊, 点击, 休克
twist	<i>n.</i> 转弯处, 意外转折	effect	<i>n.</i> 影响, 效果, 作用
fingernail	<i>n.</i> 手指甲	chalkboard	<i>n.</i> 黑板
insect	<i>n.</i> 昆虫	drive	<i>n.</i> 基本欲求, 基本需求
shelter	<i>n.</i> 住处, 避难所	instinct	<i>n.</i> 本能, 直觉, 天性
advance	<i>n.</i> 发展, 进展, 增长	insight	<i>n.</i> 洞察力, 眼光, 顿悟
image	<i>n.</i> 图像, 形象	endeavor	<i>n.</i> 努力
reveal	<i>v.</i> 揭露, 显示	satisfy	<i>v.</i> (使) 满足, 使确信
claim	<i>v.</i> 声称, 要求	click	<i>v.</i> 点击, 按动
electrify	<i>v.</i> 使带电, 使兴奋	incur	<i>v.</i> 招致, 引发
reproduce	<i>v.</i> 复制, 再生, 再现	backfire	<i>v.</i> 逆火, 发生意外, 产生事与愿违的结果
encourage	<i>v.</i> 鼓励, 激励, 促进	view	<i>v.</i> 观看
imagine	<i>v.</i> 想象, 猜测	negative	<i>adj.</i> 负的, 负面的
inherent	<i>adj.</i> 内在的, 固有的, 与生俱来的	previous	<i>adj.</i> 以前的, 先前的
subsequent	<i>adj.</i> 后来的, 随后的	disgusting	<i>adj.</i> 令人恶心的, 令人厌恶的
profound	<i>adj.</i> 深刻的		

重点搭配

so... that...	太... 以至于	a series of	一系列
a pile of	一堆, 很多	in an effort to	企图, 试图要
be willing to do sth.	愿意做某事	expose sb. to sth.	接触, 暴露于
leave sb. alone	让某人一个人呆着, 不打扰, 不去管	be rooted in	根植于
the same as	与... 一致	be likely to do sth.	可能做某事
follow through on	兑现	ahead of time	提前
in other words	换句话说		

难点句型

注: 划横线部分为较容易理解的句子成分, 在此称之为“句子主干”, 但其中有可能包含一些细小的修饰成分, 但由于其对考生不造成理解障碍, 因此不再单独进行成分功能分析。



1. (①When left alone in the room), the students (②who did not know which ones would shock them) clicked more pens and incurred more shocks than the students (③who knew what would happen).

【修饰关系】划横线部分为句子主干。①为省略主语和系动词的状语从句;②为 who 引导的定语从句,修饰前面名词 the students,其中 which 引导的是动词 know 的宾语从句;③为 who 引导的定语从句,修饰前面名词 the students,其中 what 引导的是动词 knew 的宾语从句。

【参考译文】当独自待在教室里时,相比那些知道将会发生什么事情的学生而言,那些不知道哪支笔会带电的学生们按下的笔头更多而且遭到的电击次数也更多。

2. (①In a final experiment), participants (②who were encouraged to predict how they would feel after viewing an unpleasant picture) were less likely to choose to see such an image.

【修饰关系】划横线部分为句子主干。①为介词短语作状语;②为 who 引导的定语从句,修饰前面名词 participants,其中 how 引导的是动词 predict 的宾语从句。

【参考译文】在最后一次实验中,受试者们被鼓励去提前预测一下在观看某张令人不愉快的图片之后的感受,结果他们就不太可能会选择去看这张图片。

3. These results suggest (①that imagining the outcome of following through on one's curiosity ahead of time can help determine whether it is worth the endeavor).

【修饰关系】划横线部分为句子主干。①为 that 引导的动词 suggest 的宾语从句。此宾语从句中,imagining... ahead of time 为动名词短语做主语,谓语是 can help determine,之后是 whether 引导的宾语从句。

【参考译文】这些结果表明,提前想象一下好奇心可能会造成的结果有助于人们决定是否值得去做这项努力。

全文精译

第1段 ① Why do people read negative Internet comments and do other things that will obviously be painful? ② Because humans have an inherent need to resolve uncertainty, according to a recent study in *Psychological Science*. ③ The new research reveals that the need to know is so strong that people will seek to satisfy their curiosity even when it is clear the answer will hurt.

第2段 ① In a series of four experiments, behavioral scientists at the University of Chicago and the Wisconsin School of Business tested students' willingness to expose themselves to unpleasant stimuli in an effort to satisfy curiosity. ② For one trial each participant was shown a pile of pens that the researcher claimed were from a previous experiment. ③ The twist? ④ Half of the pens would deliver an electric shock when clicked.

第3段 ① Twenty-seven students were told which pens were electrified, another twenty-seven were told only that some were electrified. ② When

第1段 ① 为什么人们会浏览网络上的负面评论,并会做一些明显令人痛苦的事情呢? ② 根据《心理科学》最近一项研究得知,这是因为人类有解决不确定性的内在需求。③ 这项新的研究表明,这种求知的需求如此强烈,以至于人们会试图去满足自己的好奇心,即使他们清楚将要寻找的答案会令人痛苦。

第2段 ① 在一系列的四个实验中,芝加哥大学和威斯康星商学院的行为科学家们测试了学生们是否愿意为满足好奇心而将自己暴露在不愉快的事情中。② 在一次试验中,研究人员向每位参与者展示了一堆钢笔,并声称其来源于先前的实验。③ 转折点是什么呢? ④ 其中一半钢笔在人们点击时会传递电子冲击而使人触电。

第3段 ① 其中二十七名学生被告知哪些钢笔是带电的,而另外二十七名则仅仅被告知有些笔是带电的。② 当独自待在教室里时,相