

# 考研英语(一)



# 完型新题型讲义

# USE OF ENGLSIH



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## 第一章 完型填空（英语一）

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## 完型 1: 2010 年完型

In 1924 America's National Research Council sent two engineers to supervise a series of industrial experiments at a large telephone-parts factory called the Hawthorne Plant near Chicago. It hoped they would learn how stop-floor lighting 1 workers' productivity. Instead, the studies ended 2 giving their name to the "Hawthorne effect", the extremely influential idea that the very 3 of being experimented upon changed subjects' behavior.

The idea arose because of the 4 behavior of the women in the Hawthorne plant. According to 5 of the experiments, their hourly output rose when lighting was increased, but also when it was dimmed. It did not 6 what was done in the experiment; 7 something was changed, productivity rose. A(n) 8 that they were being experimented upon seemed to be 9 to alter workers' behavior 10 itself.

After several decades, the same data were 11 to econometric the analysis. Hawthorne experiments has another surprise store. 12 the descriptions on record, no systematic 13 was found that levels of productivity were related to changes in lighting.

It turns out that peculiar way of conducting the experiments may be have let to 14 interpretation of what happed. 15, lighting was always changed on a Sunday. When work started again on Monday, output 16 rose compared with the previous Saturday and 17 to rise for the next couple of days. 18, a comparison with data for weeks when there was no experimentation showed that output always went up on Monday, workers 19, to be diligent for the first few days of the week in any case, before 20, a plateau and then slackening off. This suggests that the alleged "Hawthorne effect" is hard to pin down.



1. [A] affected [B] achieved [C] extracted [D] restored
2. [A] at [B] up [C] with [D] off
3. [A] truth [B] sight [C] act [D] proof
4. [A] controversial [B] perplexing [C] mischievous [D] ambiguous
5. [A] requirements [B] explanations [C] accounts [D] assessments
6. [A] conclude [B] matter [C] indicate [D] work
7. [A] as far as [B] for fear that [C] in case that [D] so long as
8. [A] awareness [B] expectation [C] sentiment [D] illusion
9. [A] suitable [B] excessive [C] enough [D] abundant
10. [A] about [B] for [C] on [D] by
11. [A] compared [B] shown [C] subjected [D] conveyed
12. [A] Contrary to [B] Consistent with [C] Parallel with [D] Peculiar to
13. [A] evidence [B] guidance [C] implication [D] source
14. [A] disputable [B] enlightening [C] reliable [D] misleading
15. [A] In contrast [B] For example [C] In consequence [D] As usual
16. [A] duly [B] accidentally [C] unpredictably [D] suddenly
17. [A] failed [B] ceased [C] started [D] continued
18. [A] Therefore [B] Furthermore [C] However [D] Meanwhile
19. [A] attempted [B] tended [C] chose [D] intended
20. [A] breaking [B] climbing [C] surpassing [D] hitting

## 完型 2: 2011 年完型

Ancient Greek philosopher Aristotle viewed laughter as “a bodily exercise precious to health.” But 1, some claims to the contrary, laughing probably has little influence on physical fitness. Laughter does 2 short-term changes in the function of the heart and its blood vessels, 3 heart rate and oxygen consumption. But because hard laughter is difficult to 4, a good laugh is unlikely to have 5 benefits the way, say, walking or jogging does. 6, instead of straining muscles to build them, as exercise does, laughter apparently accomplishes the 7. Studies dating back to the 1930s indicate that laughter 8 muscles, decreasing muscle tone for up to 45 minutes after the laugh dies down.

Such bodily reaction might conceivably help 9 the effects of psychological stress. Anyway, the act of laughing probably does produce other types of 10 feedback that improve an individual's emotional state. 11 one classical theory of emotion, our feelings are partially rooted 12 physical reactions. It was argued at the end of the 19th century that humans do not cry 13 they are sad but that they become sad when the tears begin to flow.

Although sadness also 14 tears, evidence suggests that emotions can flow 15 muscular responses. In an experiment published in 1988, social psychologist Fritz Strack of the University of Würzburg in Germany asked volunteers to 16 a pen either with their teeth—thereby creating an artificial smile—or with their lips, which would produce a(n) 17 expression. Those forced to exercise their smiling muscles 18 more enthusiastically to funny cartoons than did those whose mouths were contracted in a frown, 19 that expressions may influence emotions rather than just the other way around. 20, the physical act of laughter could improve mood.



- |                      |                  |                  |                 |
|----------------------|------------------|------------------|-----------------|
| 1. [A] among         | [B] except       | [C] despite      | [D] like        |
| 2. [A] reflect       | [B] demand       | [C] indicate     | [D] produce     |
| 3. [A] stabilizing   | [B] boosting     | [C] impairing    | [D] determining |
| 4. [A] transmit      | [B] sustain      | [C] evaluate     | [D] observe     |
| 5. [A] measurable    | [B] manageable   | [C] affordable   | [D] renewable   |
| 6. [A] In turn       | [B] In fact      | [C] In addition  | [D] In brief    |
| 7. [A] opposite      | [B] impossible   | [C] average      | [D] expected    |
| 8. [A] hardens       | [B] weakens      | [C] tightens     | [D] relaxes     |
| 9. [A] aggravate     | [B] generate     | [C] moderate     | [D] enhance     |
| 10. [A] physical     | [B] mental       | [C] subconscious | [D] internal    |
| 11. [A] Except for   | [B] According to | [C] Due to       | [D] As for      |
| 12. [A] with         | [B] on           | [C] in           | [D] at          |
| 13. [A] unless       | [B] until        | [C] if           | [D] because     |
| 14. [A] exhausts     | [B] follows      | [C] precedes     | [D] suppresses  |
| 15. [A] into         | [B] from         | [C] towards      | [D] beyond      |
| 16. [A] fetch        | [B] bite         | [C] pick         | [D] hold        |
| 17. [A] disappointed | [B] excited      | [C] joyful       | [D] indifferent |
| 18. [A] adapted      | [B] catered      | [C] turned       | [D] reacted     |
| 19. [A] suggesting   | [B] requiring    | [C] mentioning   | [D] supposing   |
| 20. [A] Eventually   | [B] Consequently | [C] Similarly    | [D] Conversely  |



### 完型 3: 2012 年完型

The ethical judgments of the Supreme Court justices have become an important issue recently. The court cannot 1 its legitimacy as guardian of the rule of law 2 justices behave like politicians. Yet, in several instances, justices acted in ways that 3 the court's reputation for being independent and impartial.

Justice Antonin Scalia, for example, appeared at political events. That kind of activity makes it less likely that the court's decisions will be 4 as impartial judgments. Part of the problem is that the justices are not 5 by an ethics code. At the very least, the court should make itself 6 to the code of conduct that 7 to the rest of the federal judiciary.

This and other similar cases 8 the question of whether there is still a 9 between the court and politics.

The framers of the Constitution envisioned law 10 having authority apart from politics. They gave justices permanent positions 11 they would be free to 12 those in power and have no need to 13 political support. Our legal system was designed to set law apart from politics precisely because they are so closely 14.

Constitutional law is political because it results from choices rooted in fundamental social 15 like liberty and property. When the court deals with social policy decisions, the law it 16 is inescapably political — which is why decisions split along ideological lines are so easily 17 as unjust.

The justices must 18 doubts about the court's legitimacy by making themselves 19 to the code of conduct. That would make their rulings more likely to be seen as separate from politics and, 20, convincing as law.



- |                      |                  |                 |                 |
|----------------------|------------------|-----------------|-----------------|
| 1. [A] emphasize     | [B] maintain     | [C] modify      | [D] recognize   |
| 2. [A] when          | [B] lest         | [C] before      | [D] unless      |
| 3. [A] restored      | [B] weakened     | [C] established | [D] eliminated  |
| 4. [A] challenged    | [B] compromised  | [C] suspected   | [D] accepted    |
| 5. [A] advanced      | [B] caught       | [C] bound       | [D] founded     |
| 6. [A] resistant     | [B] subject      | [C] immune      | [D] prone       |
| 7. [A] resorts       | [B] sticks       | [C] leads       | [D] applies     |
| 8. [A] evade         | [B] raise        | [C] deny        | [D] settle      |
| 9. [A] line          | [B] barrier      | [C] similarity  | [D] conflict    |
| 10. [A] by           | [B] as           | [C] through     | [D] towards     |
| 11. [A] so           | [B] since        | [C] provided    | [D] though      |
| 12. [A] serve        | [B] satisfy      | [C] upset       | [D] replace     |
| 13. [A] confirm      | [B] express      | [C] cultivate   | [D] offer       |
| 14. [A] guarded      | [B] followed     | [C] studied     | [D] tied        |
| 15. [A] concepts     | [B] theories     | [C] divisions   | [D] conceptions |
| 16. [A] excludes     | [B] questions    | [C] shapes      | [D] controls    |
| 17. [A] dismissed    | [B] released     | [C] ranked      | [D] distorted   |
| 18. [A] suppress     | [B] exploit      | [C] address     | [D] ignore      |
| 19. [A] accessible   | [B] amiable      | [C] agreeable   | [D] accountable |
| 20. [A] by all means | [B] at all costs | [C] in a word   | [D] as a result |

## 完型 4: 2013 年完型

People are, on the whole, poor at considering background information when making individual decisions. At first glance this might seem like a strength that \_\_\_\_ 1 \_\_\_\_ the ability to make judgments which are unbiased by \_\_\_\_ 2 \_\_\_\_ factors. But Dr Uri Simonsohn speculated that an inability to consider the big \_\_\_\_ 3 \_\_\_\_ was leading decision-makers to be biased by the daily samples of information they were working with. \_\_\_\_ 4 \_\_\_\_, he theorised that a judge \_\_\_\_ 5 \_\_\_\_ of appearing too soft \_\_\_\_ 6 \_\_\_\_ crime might be more likely to send someone to prison \_\_\_\_ 7 \_\_\_\_ he had already sentenced five or six other defendants only to forced community service on that day.

To \_\_\_\_ 8 \_\_\_\_ this idea, he turned to the university-admissions process. In theory, the \_\_\_\_ 9 \_\_\_\_ of an applicant should not depend on the few others \_\_\_\_ 10 \_\_\_\_ randomly for interview during the same day, but Dr Simonsohn suspected the truth was \_\_\_\_ 11 \_\_\_\_.

He studied the results of 9,323 MBA interviews \_\_\_\_ 12 \_\_\_\_ by 31 admissions officers. The interviewers had \_\_\_\_ 13 \_\_\_\_ applicants on a scale of one to five. This scale \_\_\_\_ 14 \_\_\_\_ numerous factors into consideration. The scores were \_\_\_\_ 15 \_\_\_\_ used in conjunction with an applicant's score on the Graduate Management Admission Test, or GMAT, a standardized exam which is \_\_\_\_ 16 \_\_\_\_ out of 800 points, to make a decision on whether to accept him or her.

Dr Simonsohn found if the score of the previous candidate in a daily series of interviewees was 0.75 points or more higher than that of the one \_\_\_\_ 17 \_\_\_\_ that, then the score for the next applicant would \_\_\_\_ 18 \_\_\_\_ by an average of 0.075 points. This might sound small, but to \_\_\_\_ 19 \_\_\_\_ the effects of such a decrease a candidate would need 30 more GMAT points than would otherwise have been \_\_\_\_ 20 \_\_\_\_.



- |                     |                |                  |                 |
|---------------------|----------------|------------------|-----------------|
| 1. [A] grants       | [B] submits    | [C] transmits    | [D] delivers    |
| 2. [A] minor        | [B] objective  | [C] crucial      | [D] external    |
| 3. [A] issue        | [B] vision     | [C] picture      | [D] moment      |
| 4. [A] For example  | [B] On average | [C] In principle | [D] Above all   |
| 5. [A] fond         | [B] fearful    | [C] capable      | [D] thoughtless |
| 6. [A] in           | [B] on         | [C] to           | [D] for         |
| 7. [A] if           | [B] until      | [C] though       | [D] unless      |
| 8. [A] promote      | [B] emphasize  | [C] share        | [D] test        |
| 9. [A] decision     | [B] quality    | [C] status       | [D] success     |
| 10. [A] chosen      | [B] studied    | [C] found        | [D] identified  |
| 11. [A] exceptional | [B] defensible | [C] replaceable  | [D] otherwise   |
| 12. [A] inspired    | [B] expressed  | [C] conducted    | [D] secured     |
| 13. [A] assigned    | [B] rated      | [C] matched      | [D] arranged    |
| 14. [A] put         | [B] got        | [C] gave         | [D] took        |
| 15. [A] instead     | [B] then       | [C] ever         | [D] rather      |
| 16. [A] selected    | [B] passed     | [C] marked       | [D] introduced  |
| 17. [A] before      | [B] after      | [C] above        | [D] below       |
| 18. [A] jump        | [B] float      | [C] drop         | [D] fluctuate   |
| 19. [A] achieve     | [B] undo       | [C] maintain     | [D] disregard   |
| 20. [A] promising   | [B] possible   | [C] necessary    | [D] helpful     |



## 完型 5: 2014 年完型

As many people hit middle age, they often start to notice that their memory and mental clarity are not what they used to be. We suddenly can't remember 1 we put the keys just a moment ago, or an old acquaintance's name, or the name of an old band we used to love. As the brain 2, we refer to these occurrences as "senior moments." 3 seemingly innocent, this loss of mental focus can potentially have a(n) 4 impact on our professional, social, and personal 5.

Neuroscientists, experts who study the nervous system, are increasingly showing that there's actually a lot that can be done. It 6 out that the brain needs exercise in much the same way our muscles do, and the right mental 7 can significantly improve our basic cognitive 8. Thinking is essentially a 9 of making connections in the brain. To a certain extent, our ability to 10 in making the connections that drive intelligence is inherited. 11, because these connections are made through effort and practice, scientists believe that intelligence can expand and fluctuate 12 mental effort.

Now, a new Web-based company has taken it a step 13 and developed the first "brain training program" designed to actually help people improve and regain their mental 14.

The Web-based program 15 you to systematically improve your memory and attention skills. The program keeps 16 of your progress and provides detailed feedback 17 your performance and improvement. Most importantly, it 18 modifies and enhances the games you play to 19 on the strengths you are developing — much like a(n) 20 exercise routine requires you to increase resistance and vary your muscle use.

- |                      |                   |                   |                  |
|----------------------|-------------------|-------------------|------------------|
| 1. [A] where         | [B] when          | [C] that          | [D] why          |
| 2. [A] improves      | [B] fades         | [C] recovers      | [D] collapses    |
| 3. [A] If            | [B] Unless        | [C] Once          | [D] While        |
| 4. [A] uneven        | [B] limited       | [C] damaging      | [D] obscure      |
| 5. [A] wellbeing     | [B] environment   | [C] relationship  | [D] outlook      |
| 6. [A] turns         | [B] finds         | [C] points        | [D] figures      |
| 7. [A] roundabouts   | [B] responses     | [C] workouts      | [D] associations |
| 8. [A] genre         | [B] functions     | [C] circumstances | [D] criterion    |
| 9. [A] channel       | [B] condition     | [C] sequence      | [D] process      |
| 10. [A] persist      | [B] believe       | [C] excel         | [D] feature      |
| 11. [A] Therefore    | [B] Moreover      | [C] Otherwise     | [D] However      |
| 12. [A] according to | [B] regardless of | [C] apart from    | [D] instead of   |
| 13. [A] back         | [B] further       | [C] aside         | [D] around       |
| 14. [A] sharpness    | [B] stability     | [C] framework     | [D] flexibility  |
| 15. [A] forces       | [B] reminds       | [C] hurries       | [D] allows       |
| 16. [A] hold         | [B] track         | [C] order         | [D] pace         |
| 17. [A] to           | [B] with          | [C] for           | [D] on           |
| 18. [A] irregularly  | [B] habitually    | [C] constantly    | [D] unusually    |
| 19. [A] carry        | [B] put           | [C] build         | [D] take         |
| 20. [A] risky        | [B] effective     | [C] idle          | [D] familiar     |

## 完型 6: 2015 年完型

Though not biologically related, friends are as “related” as fourth cousins, sharing about 1% of genes. That is 1 a study, published from the University of California and Yale University in the Proceedings of the National Academy of Sciences, has 2.

The study is a genome-wide analysis conducted 3, 932 unique subjects which 4 pairs of unrelated friends and unrelated strangers. The same people were used in both 5.

While 1% may seem 6, it is not so to a geneticist. As James Fowler, professor of medical genetics at UC San Diego, says, “Most people do not even 7 their fourth cousins but somehow manage to select as friends the people who 8 our kin.”

The study 9 found that the genes for smell were something shared in friends but not genes for immunity. Why this similarity exists in smell genes is difficult to explain, for now 10, as the team suggests, it draws us to similar environments but there is more 11 it. There could be many mechanisms working together that 12 us in choosing genetically similar friends 13 “functional kinship” of being friends with 14 !

One of the remarkable findings of the study was that the similar genes seem to be evolving 15 than other genes. Studying this could help 16 why human evolution picked pace in the last 30,000 years, with social environment being a major 17 factor.

The findings do not simply explain people's 18 to befriend those of similar 19 backgrounds, say the researchers. Though all the subjects were drawn from a population of European extraction, care was taken to 20 that all subjects, friends and strangers were taken from the same population. The team also controlled the data to check ancestry of subjects.

- |                       |                  |                   |                |
|-----------------------|------------------|-------------------|----------------|
| 1. [A] what           | [B] why          | [C] how           | [D] when       |
| 2. [A] defended       | [B] concluded    | [C] withdrawn     | [D] advised    |
| 3. [A] for            | [B] with         | [C] by            | [D] on         |
| 4. [A] separated      | [B] sought       | [C] compared      | [D] connected  |
| 5. [A] tests          | [B] objects      | [C] samples       | [D] examples   |
| 6. [A] insignificant  | [B] unexpected   | [C] unreliable    | [D] incredible |
| 7. [A] visit          | [B] miss         | [C] know          | [D] seek       |
| 8. [A] surpass        | [B] influence    | [C] favor         | [D] resemble   |
| 9. [A] again          | [B] also         | [C] instead       | [D] thus       |
| 10. [A] Meanwhile     | [B] Furthermore  | [C] Likewise      | [D] Perhaps    |
| 11. [A] about         | [B] to           | [C] from          | [D] like       |
| 12. [A] limit         | [B] observe      | [C] confuse       | [D] drive      |
| 13. [A] according to  | [B] rather than  | [C] regardless of | [D] along with |
| 14. [A] chances       | [B] responses    | [C] benefits      | [D] missions   |
| 15. [A] faster        | [B] slower       | [C] later         | [D] earlier    |
| 16. [A] forecast      | [B] remember     | [C] express       | [D] understand |
| 17. [A] unpredictable | [B] contributory | [C] controllable  | [D] disruptive |
| 18. [A] tendency      | [B] decision     | [C] arrangement   | [D] endeavor   |
| 19. [A] political     | [B] religious    | [C] ethnic        | [D] economic   |
| 20. [A] see           | [B] show         | [C] prove         | [D] tell       |



## 完型 7: 2016 年完型

In Cambodia, the choice of a spouse is a complex one for the young male. It may involve not only his parents and his friends, 1 those of the young woman, but also a matchmaker. A young man can 2 a likely spouse on his own and then ask his parents to 3 the marriage negotiations, or the young man's parents may make the choice of a spouse, giving the child little to say in the selection. 4 a girl may veto the spouse her parents have chosen. 5 a spouse has been selected, each family investigates the other to make sure its child is marrying 6 a good family.

The traditional wedding is a long and colorful affair. Formerly it lasted three days, 7 by the 1980s it more commonly lasted a day and a half. Buddhist priests offer a short sermon and 8 prayers of blessing. Parts of the ceremony involve ritual hair cutting, 9 cotton threads soaked in holy water around the bride's and groom's wrists, and 10 a candle around a circle of happily married and respected couples to bless the 11. Newlyweds traditionally move in with the wife's parents and may 12 with them up to a year, 13 they can build a new house nearby.

Divorce is legal and easy to 14, but not common. Divorced persons are 15 with some disapproval. Each spouse retains 16 property he or she 17 into the marriage, and jointly-acquired property is 18 equally. Divorced persons may remarry, but a gender prejudice 19 up: The divorced male doesn't have a waiting period before he can remarry 20 the woman must wait ten months.

1. [A] by way of      [B] on behalf of      [C] as well as      [D] with regard to
2. [A] adapt to      [B] provide for      [C] compete with      [D] decide on
3. [A] close      [B] renew      [C] arrange      [D] postpone
4. [A] Above all      [B] In theory      [C] In time      [D] For example
5. [A] Although      [B] Lest      [C] After      [D] Unless
6. [A] into      [B] within      [C] from      [D] through
7. [A] sine      [B] but      [C] or      [D] so
8. [A] copy      [B] test      [C] recite      [D] create
9. [A] folding      [B] piling      [C] wrapping      [D] tying
10. [A] passing      [B] lighting      [C] hiding      [D] serving
11. [A] meeting      [B] collection      [C] association      [D] union
12. [A] grow      [B] part      [C] deal      [D] live
13. [A] whereas      [B] until      [C] if      [D] for
14. [A] obtain      [B] follow      [C] challenge      [D] avoid
15. [A] isolated      [B] persuaded      [C] viewed      [D] exposed
16. [A] whatever      [B] however      [C] whenever      [D] wherever
17. [A] changed      [B] brought      [C] shaped      [D] pushed
18. [A] withdrawn      [B] invested      [C] donated      [D] divided
19. [A] breaks      [B] warms      [C] shows      [D] clears
20. [A] so what      [B] while      [C] once      [D] in that

## 完型 8: 2017 年完型

Could a hug a day keep the doctor away? The answer may be a resounding "yes!" 1 helping you feel close and 2 to people you care about, it turns out that hugs can bring a 3 of health benefits to your body and mind. Believe it or not, a warm embrace might even help you 4 getting sick this winter.

In a recent study 5 over 400 healthy adults, researchers from Carnegie Mellon University in Pennsylvania examined the effects of perceived social support and the receipt of hugs 6 the participants' susceptibility to developing the common cold after being 7 to the virus. People who perceived greater social support were less likely to come 8 with a cold, and the researchers 9 that the stress-reducing effects of hugging 10 about 32 percent of that beneficial effect. 11 among those who got a cold, the ones who felt greater social support and received more frequent hugs had less severe 12.

"Hugging protects people who are under stress from the 13 risk for colds that's usually 14 with stress," notes Sheldon Cohen, a professor of psychology at Carnegie. Hugging "is a marker of intimacy and helps 15 the feeling that others are there to help 16 difficulty."

Some experts 17 the stress-reducing, health-related benefits of hugging to the release of oxytocin, often called "the bonding hormone" 18 it promotes attachment in relationships, including that between mothers and their newborn babies. Oxytocin is made primarily in the central lower part of the brain, and some of it is released into the bloodstream. But some of it 19 in the brain, where it 20 mood, behavior and physiology.

- |                        |                    |                    |                   |
|------------------------|--------------------|--------------------|-------------------|
| 1. [A] Besides         | [B] Unlike         | [C] Throughout     | [D] Despite       |
| 2. [A] equal           | [B] restricted     | [C] connected      | [D] inferior      |
| 3. [A] view            | [B] host           | [C] lesson         | [D] choice        |
| 4. [A] avoid           | [B] forget         | [C] recall         | [D] keep          |
| 5. [A] collecting      | [B] affecting      | [C] guiding        | [D] involving     |
| 6. [A] on              | [B] in             | [C] at             | [D] of            |
| 7. [A] devoted         | [B] attracted      | [C] lost           | [D] exposed       |
| 8. [A] along           | [B] across         | [C] down           | [D] out           |
| 9. [A] imagined        | [B] denied         | [C] doubted        | [D] calculated    |
| 10. [A] served         | [B] restored       | [C] explained      | [D] required      |
| 11. [A] Thus           | [B] Still          | [C] Rather         | [D] Even          |
| 12. [A] defeats        | [B] symptoms       | [C] errors         | [D] tests         |
| 13. [A] highlighted    | [B] increased      | [C] controlled     | [D] minimized     |
| 14. [A] presented      | [B] equipped       | [C] associated     | [D] compared      |
| 15. [A] assess         | [B] generate       | [C] moderate       | [D] record        |
| 16. [A] in the name of | [B] in the form of | [C] in the face of | [D] in the way of |
| 17. [A] attribute      | [B] commit         | [C] transfer       | [D] return        |
| 18. [A] unless         | [B] because        | [C] though         | [D] until         |
| 19. [A] remains        | [B] emerges        | [C] vanishes       | [D] decreases     |
| 20. [A] experiences    | [B] combines       | [C] justifies      | [D] influences    |



## 完型 9: 2018 年完型

Trust is a tricky business. On the one hand, it's a necessary condition 1 many worthwhile things: child care, friendships, etc. On the other hand, putting your 2, in the wrong place often carries a high 3.

4, why do we trust at all? Well, because it feels good. 5 people place their trust in an individual or an institution, their brains release oxytocin, a hormone that 6 pleasurable feelings and triggers the herding instinct that prompts humans to 7 with one another. Scientists have found that exposure 8 this hormone puts us in a trusting 9: In a Swiss study, researchers sprayed oxytocin into the noses of half the subjects; those subjects were ready to lend significantly higher amounts of money to strangers than were their 10 who inhaled something else.

11 for us, we also have a sixth sense for dishonesty that may 12 us. A Canadian study found that children as young as 14 months can differentiate 13 a credible person and a dishonest one. Sixty toddlers were each 14 to an adult tester holding a plastic container. The tester would ask, "What's in here?" before looking into the container, smiling, and exclaiming, "Wow!" Each subject was then invited to look 15. Half of them found a toy; the other half 16 the container was empty and realized the tester had 17 them.

Among the children who had not been tricked, the majority were 18 to cooperate with the tester in learning a new skill, demonstrating that they trusted his leadership. 19, only five of the 30 children paired with the "20" tester participated in a follow-up activity.

- |                      |                 |                  |                  |
|----------------------|-----------------|------------------|------------------|
| 1. [A] on            | [B] like        | [C] for          | [D] from         |
| 2. [A] faith         | [B] concern     | [C] attention    | [D] interest     |
| 3. [A] benefit       | [B] debt        | [C] hope         | [D] price        |
| 4. [A] Therefore     | [B] Then        | [C] Instead      | [D] Again        |
| 5. [A] Until         | [B] Unless      | [C] Although     | [D] When         |
| 6. [A] selects       | [B] produces    | [C] applies      | [D] maintains    |
| 7. [A] consult       | [B] compete     | [C] connect      | [D] compare      |
| 8. [A] at            | [B] by          | [C] of           | [D] to           |
| 9. [A] context       | [B] mood        | [C] period       | [D] circle       |
| 10. [A] counterparts | [B] substitutes | [C] colleagues   | [D] supporters   |
| 11. [A] Funny        | [B] Lucky       | [C] Odd          | [D] Ironical     |
| 12. [A] monitor      | [B] protect     | [C] surprise     | [D] delight      |
| 13. [A] between      | [B] within      | [C] toward       | [D] over         |
| 14. [A] transferred  | [B] added       | [C] introduced   | [D] entrusted    |
| 15. [A] out          | [B] back        | [C] around       | [D] inside       |
| 16. [A] discovered   | [B] proved      | [C] insisted     | [D] remembered   |
| 17. [A] betrayed     | [B] wronged     | [C] fooled       | [D] mocked       |
| 18. [A] forced       | [B] willing     | [C] hesitant     | [D] entitled     |
| 19. [A] In contrast  | [B] As a result | [C] On the whole | [D] For instance |
| 20. [A] inflexible   | [B] incapable   | [C] unreliable   | [D] unsuitable   |



## 完型 10: 2019 年完型

Today we live in a world where GPS systems, digital maps, and other navigation apps are available on our smart phones. 1 of us just walk straight into the woods without a phone. But phones 2 on batteries, and batteries can die faster than we realize. 3 you get lost without a phone or a compass, and you 4 can't find north, a few tricks to help you navigate 5 to civilization, one of which is to follow the land.

When you find yourself well 6 a trail, but not in a completely 7 area, you have to answer two questions: Which 8 is downhill, in this particular area? And where is the nearest water source? Humans overwhelmingly live in valleys, and on supplies of fresh water. 9, if you head downhill, and follow any H<sub>2</sub>O you find, you should 10 see signs of people.

If you've explored the area before, keep an eye out for familiar sights—you may be 11 how quickly identifying a distinctive rock or tree can restore your bearings.

Another 12: Climb high and look for signs of human habitation. 13, even in dense forest, you should be able to 14 gaps in the tree line due to roads, train tracks, and other paths people carve 15 the woods. Head toward these 16 to find a way out. At night, scan the horizon for 17 light sources, such as fires and streetlights, then walk toward the glow of light pollution.

18, assuming you're lost in an area humans tend to frequent, look for the 19 we leave on the landscape. Trail blazes, tire tracks, and other features can 20 you to civilization.



## 第二章 新题型（英语一）

微信公众号【最强考研】  
考研人的精神家园！



## 新题型 1: 2010 年排序题

[A] The first and more important is the consumer's growing preference for eating out: the consumption of food and drink in places other than homes has risen from about 32 percent of total consumption in 1995 to 35 percent in 2000 and is expected to approach 38 percent by 2005. This development is boosting wholesale demand from the food service segment by 4 to 5 percent a year across Europe, compared with growth in retail demand of 1 to 2 percent. Meanwhile, as the recession is looming large, people are getting anxious. They tend to keep a tighter hold on their purse and consider eating at home a realistic alternative.

[B] Retail sales of food and drink in Europe's largest markets are at a standstill, leaving European grocery retailers hungry for opportunities to grow. Most leading retailers have already tried e-commerce, with limited success, and expansion abroad. But almost all have ignored the big, profitable opportunity in their own backyard: the wholesale food and drink trade, which appears to be just the kind of market retailers need.

[C] Will such variations bring about a change in the overall structure of the food and drink market? Definitely not. The functioning of the market is based on flexible trends dominated by potential buyers. In other words, it is up to the buyer, rather than the seller, to decide what to buy. At any rate, this change will ultimately be acclaimed by an ever-growing number of both domestic and international consumers, regardless of how long the current consumer pattern will take hold.

[D] All in all, this clearly seems to be a market in which big retailers could profitably apply their gigantic scale, existing infrastructure, and proven skills in the management of product ranges, logistics, and marketing intelligence. Retailers that master the intricacies of wholesaling in Europe may well expect to rake in substantial profits thereby. At least, that is how it looks as a whole. Closer inspection reveals important differences among the biggest national markets,



especially in their customer segments and wholesale structures, as well as the competitive dynamics of individual food and drink categories. Big retailers must understand these differences before they can identify the segments of European wholesaling in which their particular abilities might unseat smaller but entrenched competitors. New skills and unfamiliar business models are needed too.

[E] Despite variations in detail, wholesale markets in the countries that have been closely examined—France, Germany, Italy, and Spain—are made out of the same building blocks. Demand comes mainly from two sources: independent mom-and-pop grocery stores which, unlike large retail chains, are too small to buy straight from producers, and food service operators that cater to consumers when they don't eat at home. Such food service operators range from snack machines to large institutional catering ventures, but most of these businesses are known in the trade as “horeca”: hotels, restaurants, and cafés. Overall, Europe's wholesale market for food and drink is growing at the same sluggish pace as the retail market, but the figures, when added together, mask two opposing trends.

[F] For example, wholesale food and drink sales came to \$268 billion in France, Germany, Italy, Spain, and the United Kingdom in 2000—more than 40 percent of retail sales. Moreover, average overall margins are higher in wholesale than in retail; wholesale demand from the food service sector is growing quickly as more Europeans eat out more often; and changes in the competitive dynamics of this fragmented industry are at last making it feasible for wholesalers to consolidate.

[G] However, none of these requirements should deter large retailers (and even some large food producers and existing wholesalers) from trying their hand, for those that master the intricacies of wholesaling in Europe stand to reap considerable gains.

41. → 42. → 43. → 44. → E → 45.



## 新题型 2: 2011 年排序题

[A] No disciplines have seized on professionalism with as much enthusiasm as the humanities. You can, Mr. Menand points out, become a lawyer in three years and a medical doctor in four. But the regular time it takes to get a doctoral degree in the humanities is nine years. Not surprisingly, up to half of all doctoral students in English drop out before getting their degrees.

[B] His concern is mainly with the humanities: literature, languages, philosophy and so on. These are disciplines that are going out of style: 22% of American college graduates now major in business compared with only 2% in history and 4% in English. However, many leading American universities want their undergraduates to have a grounding in the basic canon of ideas that every educated person should possess. But most find it difficult to agree on what a “general education” should look like. At Harvard, Mr. Menand notes, “the great books are read because they have been read”—they form a sort of social glue.

[C] Equally unsurprisingly, only about half end up with professorships for which they entered graduate school. There are simply too few posts. This is partly because universities continue to produce ever more PhDs. But fewer students want to study humanities subjects: English departments awarded more bachelor's degrees in 1970-71 than they did 20 years later. Fewer students require fewer teachers. So, at the end of a decade of thesis-writing, many humanities students leave the profession to do something for which they have not been trained.

[D] One reason why it is hard to design and teach such courses is that they cut across the insistence by top American universities that liberal-arts education and professional education should be kept separate, taught in different schools. Many students experience both varieties. Although more than half of Harvard undergraduates end up in law, medicine or business, future



doctors and lawyers must study a non-specialist liberal-arts degree before embarking on a professional qualification.

[E] Besides professionalising the professions by this separation, top American universities have professionalised the professor. The growth in public money for academic research has speeded the process: federal research grants rose fourfold between 1960 and 1990, but faculty teaching hours fell by half as research took its toll. Professionalism has turned the acquisition of a doctoral degree into a prerequisite for a successful academic career: as late as 1969 a third of American professors did not possess one. But the key idea behind professionalisation, argues Mr. Menand, is that “the knowledge and skills needed for a particular specialisation are transmissible but not transferable.” So disciplines acquire a monopoly not just over the production of knowledge, but also over the production of the producers of knowledge.

[F] The key to reforming higher education, concludes Mr. Menand, is to alter the way in which “the producers of knowledge are produced.” Otherwise, academics will continue to think dangerously alike, increasingly detached from the societies which they study, investigate and criticise. “Academic inquiry, at least in some fields, may need to become less exclusionary and more holistic.” Yet quite how that happens, Mr. Menand does not say.

[G] The subtle and intelligent little book *The Marketplace of Ideas: Reform and Resistance in the American University* should be read by every student thinking of applying to take a doctoral degree. They may then decide to go elsewhere. For something curious has been happening in American universities, and Louis Menand, a professor of English at Harvard University, captured it skillfully.

G → 41. → 42. → E → 43. → 44. → 45.

### 新题型 3: 2014 年排序题

[A] Some archaeological sites have always been easily observable — for example, the Parthenon in Athens, Greece; the pyramids of Giza in Egypt; and the megaliths of Stonehenge in southern England. But these sites are exceptions to the norm. Most archaeological sites have been located by means of careful searching, while many others have been discovered by accident. Olduvai Gorge, an early hominid site in Tanzania, was found by a butterfly hunter who literally fell into its deep valley in 1911. Thousands of Aztec artifacts came to light during the digging of the Mexico City subway in the 1970s.

[B] In another case, American archaeologists René Million and George Cowgill spent years systematically mapping the entire city of Teotihuacán in the Valley of Mexico near what is now Mexico City. At its peak around AD 600, this city was one of the largest human settlements in the world. The researchers mapped not only the city's vast and ornate ceremonial areas, but also hundreds of simpler apartment complexes where common people lived.

[C] How do archaeologists know where to find what they are looking for when there is nothing visible on the surface of the ground? Typically, they survey and sample (make test excavations on) large areas of terrain to determine where excavation will yield useful information. Surveys and test samples have also become important for understanding the larger landscapes that contain archaeological sites.

[D] Surveys can cover a single large settlement or entire landscapes. In one case, many researchers working around the ancient Maya city of Copán, Honduras, have located hundreds of small rural village and individual dwellings by using aerial photographs and by making surveys on foot. The resulting settlement maps show how the distribution and density of the rural population around the city changed dramatically between AD500 and 850, when Copán collapsed.



[E] To find their sites, archaeologists today rely heavily on systematic survey methods and a variety of high-technology tools and techniques. Airborne technologies, such as different types of radar and photographic equipment carried by airplanes or spacecraft, allow archaeologists to learn about what lies beneath the ground without digging. Aerial surveys locate general areas of interest or larger buried features, such as ancient buildings or fields.

[F] Most archaeological sites, however, are discovered by archaeologists who have set out to look for them. Such searches can take years. British archaeologist Howard Carter knew that the tomb of the Egyptian pharaoh Tutankhamun existed from information found in other sites. Carter sifted through rubble in the Valley of the King for seven years before he located the tomb in 1922. In the late 1800s British archaeologist Sir Arthur Evans combed antique dealers' stores in Athens, Greece. He was searching for tiny engraved seals attributed to the ancient Mycenaean culture that dominated Greece from the 1400s to 1200s BC. Evans's interpretations of these engravings eventually led him to find the Minoan palace at Knossos (Knossós) on the island of Crete, in 1900.

[G] Ground surveys allow archaeologists to pinpoint the places where digs will be successful. Most ground surveys involve a lot of walking, looking for surface clues such as small fragments of pottery. They often include a certain amounts of digging to test for buried materials at selected points across a landscape. Archaeologists also may locate buried remains by using such technologies as ground radar, magnetic-field recording, and metal detectors. Archaeologists commonly use computers to map sites and the landscapes around sites. Two- and three-dimensional maps are helpful tools in planning excavations, illustrating how sites look, and presenting the results of archaeological research.

41. → A → 42. → E → 43. → 44. → 45.

## 新题型 4: 2017 年排序题

[A] The first published sketch, “A Dinner at Polar Walk” brought tears to Dickens’s eyes when he discovered it in the pages of The Monthly Magazine. From then on his sketches, which appeared under the pen name “Boz” in The Evening Chronicle, earned him a modest reputation.

[B] The runaway success of The Pickwick Papers, as it is generally known today, secured Dickens’s fame. There were Pickwick coats and Pickwick cigars, and the plump, spectacled hero, Samuel Pickwick, became a national figure.

[C] Soon after Sketches by Boz appeared, a publishing firm approached Dickens to write a story in monthly installments, as a backdrop for a series of woodcuts by the then-famous artist Robert Seymour, who had originated the idea for the story. With characteristic confidence, Dickens successfully insisted that Seymour’s pictures illustrate his own story instead. After the first installment, Dickens wrote to the artist and asked him to correct a drawing Dickens felt, was not faithful enough to his prose. Seymour made the change, went into his backyard, and expressed his displeasure by committing suicide. Dickens and his publishers simply pressed on with a new artist. The comic novel, The Posthumous Papers of the Pickwick Club, appeared serially in 1836 and 1837 and was first published in book form in 1837.

[D] Charles Dickens is probably the best-known and, to many people, the greatest English novelist of the 19th century. A moralist, satirist, and social reformer, Dickens crafted complex plots and striking characters that capture the panorama of English society.

[E] Soon after his father’s release from prison, Dickens got a better job as errand boy in law offices. He taught himself shorthand to get an even better job later as a court stenographer and as a reporter in Parliament. At the same time, Dickens, who had a reporter’s eye for transcribing the life around him, especially anything comic or odd, submitted short sketches to



obscure magazines.

[F] Dickens was born in Portsmouth, on England's southern coast. His father was a clerk in the British Navy Pay office -- a respectable position, but with little social status. His paternal grandparents, a steward and a housekeeper, possessed even less status, having been servants, and Dickens later concealed their background. Dicken's mother supposedly came from a more respectable family. Yet two years before Dicken's birth, his mother's father was caught stealing and fled to Europe, never to return. The family's increasing poverty forced Dickens out of school at age 12 to work in Warren's Blacking Warehouse, a shoe-polish factory, where the other working boys mocked him as "the young gentleman." His father was then imprisoned for debt. The humiliations of his father's imprisonment and his labor in the blacking factory formed Dickens's greatest wound and became his deepest secret. He could not confide them even to his wife, although they provide the unacknowledged foundation of his fiction.

[G] After Pickwick, Dickens plunged into a bleaker world. In Oliver Twist, he traces an orphan's progress from the workhouse to the criminal slums of London. Nicholas Nickleby, his next novel, combines the darkness of Oliver Twist with the sunlight of Pickwick. The popularity of these novels consolidated Dickens' as a nationally and internationally celebrated man of letters.

D → 41. → 42. → 43. → 44. → B → 45.

## 新题型 5: 2018 年排序题

[A] In December of 1869, Congress appointed a commission to select a site and prepare plans and cost estimates for a new State Department Building. The commission was also to consider possible arrangements for the War and Navy Departments. To the horror of some who expected a Greek Revival twin of the Treasury Building to be erected on the other side of the White House, the elaborate French Second Empire style design by Alfred Mullett was selected, and construction of a building to house all three departments began in June of 1871.

[B] Completed in 1875, the State Department's south wing was the first to be occupied, with its elegant four-story library (completed in 1876), Diplomatic Reception Room, and Secretary's office decorated with carved wood, Oriental rugs, and stenciled wall patterns. The Navy Department moved into the east wing in 1879, where elaborate wall and ceiling stenciling and marquetry floors decorated the office of the Secretary.

[C] The State, War, and Navy Building, as it was originally known, housed the three Executive Branch Departments most intimately associated with formulating and conducting the nation's foreign policy in the last quarter of the nineteenth century and the first quarter of the twentieth century-the period when the United States emerged as an international power. The building has housed some of the nation's most significant diplomats and politicians and has been the scene of many historic events.

[D] Many of the most celebrated national figures have participated in historical events that have taken place within the EEOB's granite walls. Theodore and Franklin D. Roosevelt, William Howard Taft, Dwight D. Eisenhower, Lyndon B. Johnson, Gerald Ford, and George H. W. Bush all had offices in this building before becoming president. It has housed 16 Secretaries of the Navy, 21 Secretaries of War, and 24 Secretaries of State. Winston Churchill once walked its



corridors a

and Japanese emissaries met here with Secretary of State Cordell Hull after the bombing of Pearl Harbor.

[E] The Eisenhower Executive Office Building (EEOB) commands a unique position in both the national history and the architectural heritage of the United States. Designed by Supervising Architect of the Treasury, Alfred B. Mullett, it was built from 1871 to 1888 to house the growing staffs of the State, War, and Navy Departments, and is considered one of the best examples of French Second Empire architecture in the country.

[F] Construction took 17 years as the building slowly rose wing by wing. When the EEOB was finished, it was the largest office building in Washington, with nearly 2 miles of black and white tiled corridors. Almost all of the interior detail is of cast iron or plaster; the use of wood was minimized to insure fire safety. Eight monumental curving staircases of granite with over 4,000 individually cast bronze balusters are capped by four skylight domes and two stained glass rotundas.

[G] The history of the EEOB began long before its foundations were laid. The first executive offices were constructed between 1799 and 1820. A series of fires (including those set by the British in 1814) and overcrowded conditions led to the construction of the existing Treasury Building. In 1866, the construction of the North Wing of the Treasury Building necessitated the demolition of the State Department building.

41. → C → 42. → 43. → F → 44. → 45.



## 新题型 6: 2019 年排序题

[A] These tools can help you win every argument—not in the unhelpful sense of beating your opponents but in the better sense of learning about the issues that divide people, learning why they disagree with us and learning to talk and work together with them. If we readjust our view of arguments—from a verbal fight or tennis game to a reasoned exchange through which we all gain mutual respect, and understanding—then we change the very nature of what it means to “win” an argument.

[B] Of course, many discussions are not so successful. Still, we need to be careful not to accuse opponents of bad arguments too quickly. We need to learn how to evaluate them properly. A large part of evaluation is calling out bad arguments, but we also need to admit good arguments by opponents and to apply the same critical standards to ourselves. Humility requires you to recognize weakness in your own arguments and sometimes also to accept reasons on the opposite side.

[C] None of these will be easy but you can start even if others refuse to. Next time you state your position, formulate an argument for what you claim and honestly ask yourself whether your argument is any good. Next time you talk with someone who takes a stand, ask them to give you a reason for their view. Spell out their argument fully and charitably. Assess its strength impartially. Raise objections and listen carefully to their replies.

[D] Carnegie would be right if arguments were fights, which is how we often think of them. Like physical fights, verbal fights can leave both sides bloodied. Even when you win, you end up no better off. Your prospects would be almost as dismal if arguments were even just competitions—like, say, tennis games. Pairs of opponents hit the ball back and forth until one winner emerges from all who entered. Everybody else loses. This kind of thinking is why so



many people try to avoid arguments, especially about politics and religion.

[E] In his 1936 work *How to Win Friends and Influence People*, Dale Carnegie wrote: "There is only one way...to get the best of an argument-and that is to avoid it. "This aversion to arguments is common, but it depends on a mistaken view of arguments that causes profound problems for our personal and social lives- and in many ways misses the point of arguing in the first place.

[F] These views of arguments also undermine reason. If you see a conversation as a fight or competition, you can win by cheating as long as you don't get caught. You will be happy to convince people with bad arguments. You can call their views stupid, or joke about how ignorant they are. None of these tricks will help you understand them, their positions or the issues that divide you, but they can help you win-in one way.

[G] There is a better way to win arguments. Imagine that you favor increasing the minimum wage in our state, and I do not. If you yell, "Yes," and I yell, "No," neither of us learns anything. We neither understand nor respect each other, and we have no basis for compromise or cooperation. In contrast, suppose you give a reasonable argument: that full-time workers should not have to live in poverty. Then I counter with another reasonable argument: that a higher minimum wage will force businesses to employ fewer people for less time. Now we can understand each other's positions and recognize our shared values, since we both care about needy workers.

41. → 42. → F → 43. → 44. → C → 45.



## 新题型 7: 2012 年七选五

Think of those fleeting moments when you look out of an aeroplane window and realise that you are flying, higher than a bird. Now think of your laptop, thinner than a brown-paper envelope, or your cellphone in the palm of your hand. Take a moment or two to wonder at those marvels. You are the lucky inheritor of a dream come true.

The second half of the 20th century saw a collection of geniuses, warriors, entrepreneurs and visionaries labour to create a fabulous machine that could function as a typewriter and printing press, studio and theatre, paintbrush and gallery, piano and radio, the mail as well as the mail carrier. (41)\_\_\_\_\_

The networked computer is an amazing device, the first media machine that serves as the mode of production, means of distribution, site of reception, and place of praise and critique. The computer is the 21st century's culture machine.

But for all the reasons there are to celebrate the computer, we must also tread with caution. (42)\_\_\_\_\_ I call it a secret war for two reasons. First, most people do not realise that there are strong commercial agendas at work to keep them in passive consumption mode. Second, the majority of people who use networked computers to upload are not even aware of the significance of what they are doing.

All animals download, but only a few upload. Beavers build dams and birds make nests. Yet for the most part, the animal kingdom moves through the world downloading. Humans are unique in their capacity to not only make tools but then turn around and use them to create superfluous material goods—paintings, sculpture and architecture—and superfluous experiences—music, literature, religion and philosophy. (43)\_\_\_\_\_

For all the possibilities of our new culture machines, most people are still stuck in download mode. Even after the advent of widespread social media, a pyramid of production



remains, with a small number of people uploading material, a slightly larger group commenting on or modifying that content, and a huge percentage remaining content to just consume. (44)\_\_\_

Television is a one-way tap flowing into our homes. The hardest task that television asks of anyone is to turn the power off after he has turned it on.

(45)\_\_\_\_\_

What counts as meaningful uploading? My definition revolves around the concept of "stickiness"—creations and experiences to which others adhere.

[A] Of course, it is precisely these superfluous things that define human culture and ultimately what it is to be human. Downloading and consuming culture requires great skills, but failing to move beyond downloading is to strip oneself of a defining constituent of humanity.

[B] Applications like tumblr.com, which allow users to combine pictures, words and other media in creative ways and then share them, have the potential to add stickiness by amusing, entertaining and enlightening others.

[C] Not only did they develop such a device but by the turn of the millennium they had also managed to embed it in a worldwide system accessed by billions of people every day.

[D] This is because the networked computer has sparked a secret war between downloading and uploading—between passive consumption and active creation—whose outcome will shape our collective future in ways we can only begin to imagine.

[E] The challenge the computer mounts to television thus bears little similarity to one format being replaced by another in the manner of record players being replaced by CD players.

[F] One reason for the persistence of this pyramid of production is that for the past half-century, much of the world's media culture has been defined by a single medium—television—and television is defined by downloading.

[G] The networked computer offers the first chance in 50 years to reverse the flow, to encourage thoughtful downloading and, even more importantly, meaningful uploading.



## 新题型 8: 2013 年七选五

The social sciences are flourishing. As of 2005, there were almost half a million professional social scientists from all fields in the world, working both inside and outside academia. According to the *World Social Science Report 2010*, the number of social-science students worldwide has swollen by about 11% every year since 2000.

Yet this enormous resource is not contributing enough to today's global challenges including climate change, security, sustainable development and health. (41)\_\_\_\_\_ Humanity has the necessary agro-technological tools to eradicate hunger, from genetically engineered crops to artificial fertilizers. Here, too, the problems are social: the organization and distribution of food, wealth and prosperity.

(42)\_\_\_\_\_ This is a shame — the community should be grasping the opportunity to raise its influence in the real world. To paraphrase the great social scientist Joseph Schumpeter: there is no radical innovation without creative destruction.

Today, the social sciences are largely focused on disciplinary problems and internal scholarly debates, rather than on topics with external impact. Analyses reveal that the number of papers including the keywords “environmental change” or “climate change” have increased rapidly since 2004. (43)\_\_\_\_\_

When social scientists do tackle practical issues, their scope is often local: Belgium is interested mainly in the effects of poverty on Belgium, for example. And whether the community's work contributes much to an overall accumulation of knowledge is doubtful.

The problem is not necessarily the amount of available funding. (44)\_\_\_\_\_ This is an adequate amount so long as it is aimed in the right direction. Social scientists who complain about a lack of funding should not expect more in today's economic climate.

The trick is to direct these funds better. The European Union Framework funding programs have long had a category specifically targeted at social scientists. This year, it was proposed that the system be changed: Horizon 2020, a new program to be enacted in 2014, would not have such



a category. This has resulted in protests from social scientists. But the intention is not to neglect social science; rather, the complete opposite. (45)\_\_\_\_ That should create more collaborative endeavors and help to develop projects aimed directly at solving global problems.

[A] It could be that we are evolving two communities of social scientists: one that is discipline-oriented and publishing in highly specialized journals, and one that is problem-oriented and publishing elsewhere, such as policy briefs.

[B] However, the numbers are still small: in 2010, about 1,600 of the 100,000 social-sciences papers published globally included one of these keywords.

[C] The idea is to force social scientists to integrate their work with other categories, including health and demographic change; food security; marine research and the bio-economy; clean, efficient energy; and inclusive, innovative and secure societies.

[D] The solution is to change the mindset of the academic community, and what it considers to be its main goal. Global challenges and social innovation ought to receive much more attention from scientists, especially the young ones.

[E] These issues all have root causes in human behavior: all require behavioral change and social innovations, as well as technological development. Stemming climate change, for example, is as much about changing consumption patterns and promoting tax acceptance as it is about developing clean energy.

[F] Despite these factors, many social scientists seem reluctant to tackle such **problems**. And in Europe, some are up in arms over a proposal to drop a specific funding category for social-science research and to integrate it within cross-cutting topics of sustainable development.

[G] During the late 1990s, national spending on social sciences and the humanities as a percentage of all research and development funds — including government, higher education, non-profit and corporate — varied from around 4% to 25%; in most European nations, it is about 15%.

## 新题型 9: 2015 年七选五

How does your reading proceed? Clearly you try to comprehend, in the sense of identifying meanings for individual words and working out relationships between them, drawing on your implicit knowledge of English grammar. (41) \_\_\_\_\_ You begin to infer a context for the text, for instance, by making decisions about what kind of speech event is involved: Who is making the utterance, to whom, when and where?

The ways of reading indicated here are without doubt kinds of comprehension. But they show comprehension to consist not just of passive assimilation but of active engagement in inference and problem-solving. You infer information you feel the writer has invited you to grasp by presenting you with specific evidence and clues. (42) \_\_\_\_\_ Conceived in this way, comprehension will not follow exactly the same track for each reader. What is in question is not the retrieval of an absolute, fixed or “true” meaning that can be read off and checked for accuracy, or some timeless relation of the text to the world. (43) \_\_\_\_\_

Such background material inevitably reflects who we are. (44) \_\_\_\_\_. This doesn't, however, make interpretation merely relative or even pointless. Precisely because readers from different historical periods, places and social experiences produce different but overlapping readings of the same words on the page—including for texts that engage with fundamental human concerns—debates about texts can play an important role in social discussion of beliefs and values.

How we read a given text also depends to some extent on our particular interest in reading it. (45) \_\_\_\_\_ Such dimensions of reading suggest—as others introduced later in the book will also do—that we bring an implicit (often unacknowledged) agenda to any act of reading. It doesn't then necessarily follow that one kind of reading is fuller, more advanced or more worthwhile than another. Ideally, different kinds of reading inform each other,



and act as useful reference points for and counterbalances to one another. Together, they make up the reading component of your overall literacy, or relationship to your surrounding textual environment.

[A] Are we studying that text and trying to respond in a way that fulfils the requirement of a given course? Reading it simply for pleasure? Skimming it for information? Ways of reading on a train or in bed are likely to differ considerably from reading in a seminar room.

[B] Factors such as the place and period in which we are reading, our gender, ethnicity, age and social class will encourage us towards certain interpretations but at the same time obscure or even close off others.

[C] If you are unfamiliar with words or idioms, you guess at their meaning, using clues presented in the context. On the assumption that they will become relevant later, you make a mental note of discourse entities as well as possible links between them.

[D] In effect, you try to reconstruct the likely meanings or effects that any given sentence, image or reference might have had: These might be the ones the author intended.

[E] You make further inferences, for instance, about how the text may be significant to you, or about its validity—inferences that form the basis of a personal response for which the author will inevitably be far less responsible.

[F] In plays, novels and narrative poems, characters speak as constructs created by the author, not necessarily as mouthpieces for the author's own thoughts.

[G] Rather, we ascribe meanings to texts on the basis of interaction between what we might call textual and contextual material: between kinds of organization or patterning we perceive in a text's formal structures (so especially its language structures) and various kinds of background, social knowledge, belief and attitude that we bring to the text.



## 新题型 10: 2016 年小标题

[A] Create a new image of yourself

[B] Have confidence in yourself

[C] Decide if the time is right

[D] Understand the context

[E] Work with professionals

[F] Make it efficient

[G] Know your goals

No matter how formal or informal the work environment, the way you present yourself has an impact. This is especially true in the first impressions. According to research from Princeton University, people assess your competence, trustworthiness, and likeability in just a tenth of a second, solely based on the way you look.

The difference between today's workplace and the "dress for success" era is that the range of options is so much broader. Norms have evolved and fragmented. In some settings, red sneakers or dress T-shirts can convey status; in others not so much. Plus, whatever image we present is magnified by social-media services like LinkedIn. Chances are, your headshots are seen much more often now than a decade or two ago. Millennials, it seems, face the paradox of being the least formal generation yet the most conscious of style and personal branding. It can be confusing.

So how do we navigate this? How do we know when to invest in an upgrade? And what's the best way to pull off one that enhances our goals? Here are some tips:

41. \_\_\_\_\_

As an executive coach, I've seen image upgrades be particularly helpful during transitions—when looking for a new job, stepping into a new or more public role, or changing work environments. If you're in a period of change or just feeling stuck and in a rut, now may



be a good time. If you're not sure, ask for honest feedback from trusted friends, colleagues and professionals. Look for cues about how others perceive you. Maybe there's no need for an upgrade and that's OK.

42. \_\_\_\_\_

Get clear on what impact you're hoping to have. Are you looking to refresh your image or pivot it? For one person, the goal may be to be taken more seriously and enhance their professional image. For another, it may be to be perceived as more approachable, or more modern and stylish. For someone moving from finance to advertising, maybe they want to look more "SoHo." (It's OK to use characterizations like that.)

43. \_\_\_\_\_

Look at your work environment like an anthropologist. What are the norms of your environment? What conveys status? Who are your most important audiences? How do the people you respect and look up to present themselves? The better you understand the cultural context, the more control you can have over your impact.

44. \_\_\_\_\_

Enlist the support of professionals and share with them your goals and context. Hire a personal stylist, or use the free styling service of a store like J. Crew. Try a hair stylist instead of a barber. Work with a professional photographer instead of your spouse or friend. It's not as expensive as you might think.

45. \_\_\_\_\_

The point of a style upgrade isn't to become more vain or to spend more time fussing over what to wear. Instead, use it as an opportunity to reduce decision fatigue. Pick a standard work uniform or a few go-to options. Buy all your clothes at once with a stylist instead of shopping alone, one article of clothing at a time.

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考研人的精神家园！

微信公众号【最强考研】  
考研人的精神家园！

少一些功利主义的追求

LESS INTERESTS

/

多一些不为什么的坚持

MORE INTEREST



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