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阅读之单选题-课程讲义

第一部分 核心内容

一、题型概述-单选题

1. 单选题特点

- 1) 顺序原则
- 2) 定位：第一定位信息在题干中
- 3) 答案范围：一题一段
 - a) 连续段落（运气好）
 - b) 全文段落
- 4) 答案：正确选项一定是原文出题句的同义替换

2. 解题步骤：

步骤一：读题

步骤二：划定位

步骤三：对应段落

步骤四：找同义替换

二、真题讲练

练习 1

选择题：

Questions 31 - 34

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

Write the correct letter in boxes **31-34** on your answer sheet.

31 A recent survey found that in British secondary schools

A there was more bullying than had previously been the case.

B there was less bullying than in primary schools.

C cases of persistent bullying were very common.

D Indirect forms of bullying were particularly difficult to deal with.

32 Children who are bullied

A are twice as likely to commit suicide as the average person.

B find it more difficult to relate to adults.

C are less likely to be violent in later life.

D may have difficulty forming relationships in later life.

33 The writer thinks that the declaration 'There is no bullying at this school'

A is no longer true in many schools.

B was not in fact made by many schools.

C reflected the school's lack of concern.

D reflected a lack of knowledge and resources.

34 What were the findings of research carried out in Norway?

A Bullying declined by 50% after an anti-bullying campaign.

B Twenty-one schools reduced bullying as a result of an anti-bullying campaign.

C Two years is the optimum length for an anti-bullying campaign.

D Bullying is a less serious problem in Norway than in the UK.

原文：

A Bullying can take a variety of forms, from the verbal - being taunted or called hurtful names - to the physical - being kicked or shoved - as well as indirect forms, such as being excluded from social groups. A survey I conducted with Irene Whitney found that in British primary schools up to a quarter of pupils reported experience of bullying, which in about one in ten cases was persistent. There was less bullying in secondary schools, with about one in twenty-five suffering persistent bullying, but these cases may be particularly recalcitrant.

B Bullying is clearly unpleasant, and can make the child experiencing it feel unworthy and depressed. In extreme cases it can even lead to suicide, though

this is thankfully rare. Victimised pupils are more likely to experience difficulties with interpersonal relationships as adults, while children who persistently bully are more likely to grow up to be physically violent, and convicted of anti-social offences.

C Until recently, not much was known about the topic, and little help was available to teachers to deal with bullying. Perhaps as a consequence, schools would often deny the problem. 'There is no bullying at this school' has been a common refrain, almost certainly untrue. Fortunately, more schools are now saying: 'There is not much bullying here, but when it occurs, we have a clear policy for dealing with it.'

D Three factors are involved in this change. First is an awareness of the severity of the problem. Second, a number of resources to help tackle bullying have become available in Britain. For example, the Scottish Council for Research in Education produced a package of materials, *Action Against Bullying*, circulated to all schools in England and Wales as well as in Scotland in summer 1992, with a second pack, *Supporting Schools Against Bullying*, produced the following year. In Ireland, *Guidelines on Countering Bullying Behaviour in Post-Primary Schools* was published in 1993. Third, there is evidence that these materials work, and that schools can achieve something. This comes from carefully conducted 'before and after' evaluations of interventions in schools, monitored by a research team. In Norway, after an intervention campaign was introduced nationally, an evaluation of forty-two schools suggested that, over a two-year period, bullying was halved. The Sheffield investigation, which involved sixteen primary schools and seven secondary schools, found that most schools succeeded in reducing bullying.

练习 2

单选题：

Questions 33-35

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

Write your answers in boxes **33-35** on your answer sheet.

33 Which one is correct about experiment conducted by Rene Marois?

A Participants performed poorly on listening task solely.

B Volunteers pressed different keys on different colors.

C Participants needed to use different fingers on different colored objects.

D They did a better job on mixed images and sound information.

34 Which statement is correct about the first limitation of Marois' experiment?

A "Attentional blink" takes about ten seconds.

B Lag occurs if we concentrate on one object while second one appears.

C We always have trouble in reacting to the second one.

D First limitation can be avoided by certain measures.

35 Which one is NOT correct about Meyer's experiments and statements?

A People can execute dual-task just after several attempts.

B Practice can overcome dual-task interference.

C Meyer holds a different opinion on Marois' theory.

D An existing processor decides whether delay another task or not.

原文：

B The problem, according to Rene Marois, a psychologist at Vanderbilt University in Nashville, Tennessee, is that there's a sticking point in the brain. To demonstrate this, Marois devised an experiment to locate it. Volunteers watch a screen and when a particular image appears, a red circle, say, they have to press a key with their index finger. Different coloured circles require presses from different fingers. Typical response time is about half a second, and the volunteers quickly reach their peak performance. Then they learn to listen to different recordings and respond by making a specific sound.

C The trouble comes when Marois shows the volunteers an image, then almost immediately lays them a sound. Now they're flummoxed. "If you show an image and play a sound at the same time, one task is postponed," he says. In fact, if the second task is introduced within the half-second or so it takes to process and react to the first, it will simply be delayed until the first one is done. The largest dual-task delays occur when the two tasks are presented simultaneously; delays progressively shorten as the interval between presenting the tasks lengthens.

D There are at least three points where we seem to get stuck, says Marois. The first is simply identifying what we're looking at. This can take a few tenths of a second, during which time we are not able to see and recognise a second item. This limitation is known as the "attentional blink": experiments have shown that if you're watching out for a particular event and a second one shows up

unexpectedly any time within this crucial window of concentration, it may register in your visual cortex but you will be unable to act upon it. Interestingly, if you don't expect the first event, you have no trouble responding to the second. What exactly causes the attentional blink is still a matter for debate.

E A second limitation is in our short-term visual memory. It's estimated that we can keep track of about four items at a time, fewer if they are complex. This capacity shortage is thought to explain, in part, our astonishing inability to detect even huge changes in scenes that are otherwise identical, so-called "change blindness". Show people pairs of near-identical photos – say, aircraft engines in one picture have disappeared in the other – and they will fail to spot the differences. Here again, though, there is disagreement about what the essential limiting factor really is. Does it come down to a dearth of storage capacity, or is it about how much attention a viewer is paying?

F A third limitation is that choosing a response to a stimulus – braking when you see a child in the road, for instance, or replying when your mother tells you over the phone that she's thinking of leaving your dad – also takes brainpower. Selecting a response to one of these things will delay by some tenths of a second your ability to respond to the other. This is called the "response selection bottleneck" theory, first proposed in 1952.

G But David Meyer, a psychologist at the University of Michigan, Ann Arbor, doesn't buy the bottleneck idea. He thinks dual-task interference is just evidence of a strategy used by the brain to prioritise multiple activities. Meyer is known as something of an optimist by his peers. He has written papers with titles like "Virtually perfect time-sharing in dual-task performance: Uncorking the central cognitive bottleneck". His experiments have shown that with enough practice – at least 2000 tries – some people can execute two tasks simultaneously as competently as if they were doing them one after the other. He suggests that there is a central cognitive processor that coordinates all this and, what's more, he thinks it uses discretion: sometimes it chooses to delay one task while completing another.

第二部分 语言知识

一、 单词

previously /'pri:vɪəslɪ/ adv. 先前地

bullying /'bʊlɪ/ n. 欺凌行为

persistent /pə'sɪstənt/ adj. 执著的；持续的；坚持不懈的

verbal /'vɜ:bl/ adj. 言语的；词语的；文字的

taunt /tɔ:nt/ v. 辱骂；嘲笑；讽刺；奚落

shove /ʃʌv/ v. 猛推；乱挤；推撞

particularly /pə'tɪkjələli/ adv. 特别；尤其

recalcitrant /rɪ'kælsɪtrənt/ adj. 不服从指挥的；桀骜不驯的；难以控制的

victimize /'vɪktɪmaɪz/ v. (不正当地) 使受害，使受苦

interpersonal /,ɪntə'pɜ:sənəl/ adj. 人际关系的；人际的

refrain /rɪ'freɪn/ v. 克制；避免 n. 经常重复的评价（或抱怨）

evaluation /ɪ,vælju'eɪʃn/ n. 评价

solely /'səʊli/ adv. 仅；只；唯；单独地

blink /blɪŋk/ n. 眨眼睛，闪烁

interference /,ɪntə'fɪərəns/ n. 干涉；干预；介入

psychologist /saɪ'kɒlədʒɪst/ n. 心理学家；心理学研究者

sticking point /'stɪkɪŋ pɔɪnt/ n. 症结，关键，阻塞点

devise /dɪ'veɪz/ v. 发明；设计；想出

index finger /'ɪndeks fɪŋɡə(r)/ n. 食指

flummox /'flʌməks/ v. 使困惑；使失措

simultaneously /,sɪm(ə)'teɪniəsli/ adv. 同时地

progressively /prə'gresɪvli/ adv. 渐进地；日益增多地

shorten /'ʃɔ:tn/ v. (使) 变短，缩短

interval /'ɪntəvl/ n. (时间上的) 间隔，间隙，间歇

lengthen /'lenθən/ v. (使) 变长

cortex /'kɔ:teks/ n. 皮层；皮质；(尤指) 大脑皮层

attentional /ə'tenʃənəl/ adj. 注意的；保养的

aircraft /'eəkrɑ:ft/ n. 飞机；航空器

disagreement /,dɪsə'gri:mənt/ n. 意见不一；分歧；争论

dearth /dɜ:θ/ n. 缺乏；不足

stimulus /'stɪmjələs/ n. 促进因素；激励因素；刺激物

brainpower /'breɪnpaʊə(r)/ n. 智能；智力

bottleneck /'bɒtlnek/ n. 瓶颈，阻碍，障碍

interference /,ɪntə'fɪərəns/ n. 干涉；干预；介入

prioritise /praɪ'ɒrɪtaɪz/ v. 按重要性排列；划分优先顺序

competently /'kɒmpɪtəntli/ adv. 胜任地；适合地

coordinate /kəʊ'ɔ:dɪneɪt/ v. 使协调；使相配合

二、练习原文翻译

1. 练习 1

A段 欺凌有多种方式：从口头上的——比如被嘲笑或被冠以侮辱性的外号，到

身体上的——比如被踢打或被推搡。此外，还有一些不太直接的欺凌方式，比如被社会团体排斥在外。在我和艾琳·惠特尼(Irene Whitney)开展的一项调查中，我们发现在英国小学中，有四分之一的小学生有过受欺凌的经历，其中十例中有一例为持续受到欺凌。中学的欺凌现象要少一些，大约二十五例中有一例是持续受到欺凌，但是在这些情况中，受欺凌者可能反抗意识极其强烈。

B段 欺凌显然是令人不快的，而且会使经历过的孩子产生自贬和沮丧情绪。在一些极端的情况下，欺凌甚至会导致自杀，但是很庆幸的是此类事件比较少见。受到欺凌的小学生成年后更容易在人际沟通中遭遇困难，而那些经常实施欺凌的孩子长大后更有可能具有身体暴力倾向，并犯下反社会的罪行。

C段 到目前为止，我们对这一问题的了解还远远不够，而且也几乎没有给教师提供处理欺凌问题的帮助。或许正因为如此，学校经常会否认这一问题的存在。

“这所学校没有欺凌现象”已经是一种耳熟能详的论调，但是绝大多数情况下都不符合事实。庆幸的是，现在有越来越多的学校承认：“我们学校欺凌现象并不多，但一旦出现，我们有很明确的处理方法予以应对。”

D段 导致这一变化有三个因素。第一是对欺凌问题严重性的认识；第二，英国已有许多资源可以帮助应对欺凌问题。比如，苏格兰教育研究局发行了一系列的材料：《反欺凌行动》，并于1992年夏季被提供给英格兰、威尔士和苏格兰地区的所有学校。第二年又发行了《对学校反欺凌的支持》。在爱尔兰地区，《关于制止中学欺凌行为的指导方针》于1993年发行。第三，有证据表明，这些材料行之有效，学校也因此反欺凌方面获得了一些改善。这一结论来自于在研究团队监督下对学校进行干预措施前后的评估。在挪威全国范围内开展了干预运动之后，对四十二所学校的评估表明，在两年多的时间内欺凌行为减少了一半。谢菲尔德

大学在对 16 所小学和 7 所中学的一项调查中发现，大多数学校都成功地减少了欺凌现象。

2. 练习 2

Multitasking Debate 多任务处理的争论

Can You Do Them at the Same Time? 你能同时完成它们吗?

B段 来自田纳西州纳什维尔市范德堡大学 (Vanderbilt University) 的心理学家勒内·马鲁瓦 (Rene Marois) 认为，问题在于大脑中存在的一个症结。为了证明这一点，马鲁瓦设计了一个实验来定位它。志愿者看着一个屏幕，当一个特定的图像出现时，比如说一个红色的圆圈，他们必须用食指按下一个键。不同颜色的圆圈需要用不同手指的按压。一般反应时间约为半秒，志愿者很快就会找到最佳状态。然后他们学会听不同的录音并通过发出特定的声音来回应。

C段 麻烦的来了，当马鲁瓦给志愿者展示一张图片，几乎同时再给他们播放一个录音，他们就被打乱了。他说：“如果你同时播放图像和录音，就会推迟一项任务。”事实上，如果在大约半秒内引入第二个任务，要先处理和反应第一个任务，那么第二个任务就会被延迟，直到第一个任务完成。两个任务同时出现的时候，双重任务延迟时间最长；随着任务出现间隔的拉长，延迟会逐渐缩短。

D段 我们至少会卡在三个限制因素上，马鲁瓦说。首先是简单确定我们正在看什么。这可能需要零点几秒，在此期间我们无法看到并识别第二项。这种限制被称为“注意力闪现”：实验表明，如果你正注意于一个特定的事件，而第二个事件在这个关键的注意力窗口期意外出现，它可能会先在你的视觉皮层中显现一下，但你将无法采取行动。有趣的是，如果你对第一个事件不含期待，那么回应第二

个事件就变得很容易。究竟是什么原因导致注意力闪现仍然是一个有争议的问题。

E 段 第二个限制因素是我们的短期视觉记忆。据估计，我们一次可以跟踪大约 4 个事件，如果这些事件很复杂，数量就会更少。这种能力的不足可以部分解释为什么我们无法发现几乎完全相同的场景中的明显变化，即所谓的“变化盲视”。

给人们看两张几乎一样的照片——比如说，一张照片中的飞机发动机在另一张照片中消失了——他们将无法发现其中的区别。然而，到底什么是真正的基本限制因素仍然存在分歧。到底是因为记忆存量不足，还是因为观众的注意力不够集中？

F 段 第三个限制是对刺激的反应选择——例如，当你在路上看到一个孩子时急刹车，或者当你的母亲在电话里告诉你她想离开你父亲时的回复——也需要脑力。选择对其中一件事的反应会使你对另一件事的反应延迟十分之一秒。这就是 1952 年首次被提出的“反应选择瓶颈”理论。

G 段 但密歇根大学安娜堡分校的心理学家大卫·迈耶 (David Meyer) 并不买账。他认为双重任务干扰只是证明了大脑考虑多种活动时的优选策略。迈耶属于其同僚当中的乐观主义者。他撰写的论文标题为“双重任务处中几乎完美的共时处理：解开中枢认知的瓶颈”。他的实验表明，通过足够的练习——至少 2000 次尝试——有些人可以同时执行两项任务，和接连执行两项任务的完成度没什么区别。他认为存在一个中央认知处理器来协调这一切，更重要的是，它拥有自行判决权：有时它会选择延迟一项任务来完成另一项任务。