

1999年 考研英语（旧卷）阅读理解（四选一）第3篇·19–22 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析 · 19–22 题

本页 19–22 题的答案与逐题解析由懒笔记基于1999年 考研英语（旧卷）阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 4 段原文（段首标 P1–P4 段号、逐段附中文翻译）；之后 4 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

考研真题(1999)

Section II Part A (3)

Directions:

Each of the passages below is followed by some questions. For each question there are four answers marked [A] , [B] , [C] and [D] . Read the passages carefully and choose the best answer to each of the questions. Then mark your answer on **ANSWER SHEET 1** by blackening the corresponding letter in the brackets with a pencil. (40 points)

Text 3

P1 An invisible border divides those arguing for computers in the classroom on the behalf of students' career prospects and those arguing for computers in the classroom for broader reasons of radical educational reform. Very few writers on the subject have explored this distinction—indeed, contradiction—which goes to the heart of what is wrong with the campaign to put computers in the classroom.

一条无形的界线将那些为了学生职业前景而主张在课堂上使用计算机的人与那些出于激进教育改革等更广泛原因而主张在课堂上使用计算机的人分隔开来。很少有作者探讨过这一区别——实际上是矛盾——而这恰恰触及了在课堂上推广计算机运动的核心问题所在。

P2 An education that aims at getting a student a certain kind of job is a technical education, justified for reasons radically different from why education is universally required by law. It is not simply to raise everyone's job prospects that all children are legally required to attend school into their teens. Rather, we have a certain conception of the American citizen, a character who is incomplete if he cannot competently assess how his livelihood and happiness are affected by things outside of himself. But this was not always the case; before it was legally required for all children to attend school until a certain age, it was widely accepted that some were just not equipped by nature to pursue this kind of education. With optimism characteristic of all industrialized countries, we came to accept that everyone is fit to be educated. Computer-education advocates forsake this optimistic notion for a pessimism that betrays their otherwise cheery outlook. Banking on the confusion between educational and vocational

reasons for bringing computers into schools, computer advocates often emphasize the job prospects of graduates over their educational achievement.

旨在让学生获得某种工作的教育是一种职业技术教育,其合理性依据与法律普遍要求教育的原因有着根本的不同。法律要求所有儿童上学至十几岁,并不仅仅是为了提高每个人的就业前景。相反,我们对美国公民有着某种特定的理念,即一个公民如果无法胜任地评估自身生计和幸福如何受到外部事物的影响,那么他的人格就是不完整的。但情况并非一直如此;在法律要求所有儿童必须上学至某个年龄之前,人们普遍认为有些人天生就不具备接受这种教育的条件。带着所有工业化国家特有的乐观主义精神,我们开始接受每个人都适合接受教育的观念。计算机教育倡导者抛弃了这种乐观主义理念,转而持有一种与他们原本欢快展望相矛盾的悲观态度。他们利用人们对将计算机引入学校的教育原因和职业原因之间的混淆,往往强调毕业生的就业前景而非他们的教育成就。

P3 There are some good arguments for a technical education given the right kind of student. Many European schools introduce the concept of professional training early on in order to make sure children are properly equipped for the professions they want to join. It is, however, presumptuous to insist that there will only be so many jobs for so many scientists, so many businessmen, so many accountants. Besides, this is unlikely to produce the needed number of every kind of professional in a country as large as ours and where the economy is spread over so many states and involves so many international corporations.

如果学生类型合适,职业技术教育是有其合理理论据的。许多欧洲学校很早就引入职业培训的概念,以确保孩子们为他们想要从事的职业做好充分准备。然而,坚称只会有那么多科学家职位、那么多商人职位、那么多会计师职位是武断的。此外,在我们这样一个幅员辽阔、经济分布于众多州并涉及众多跨国公司的国家,这不太可能培养出所需数量的各类专业人才。

P4 But, for a small group of students, professional training might be the way to go since well-developed skills, all other factors being equal, can be the difference between having a job and not. Of course, the basics of using any computer these days are very simple. It does not take a lifelong acquaintance to pick up various software programs. If one wanted to become a computer engineer, that is, of course, an entirely different story. Basic computer skills take—at the very longest—a couple of months to learn. In any case, basic computer skills are only complementary to the host of real skills that are necessary to becoming any kind of professional. It should be observed, of course, that no school, vocational or not, is helped by a confusion over its purpose.

但是,对于一小部分学生来说,职业培训可能是一条可行之路,因为在其他因素相同的情况下,熟练的技能可能决定着是否能找到工作。当然,如今使用任何计算机的基本操作都非常简单。掌握各种软件程序并不需要长期的接触。如果一个人想成为计算机工程师,那当然完全是另一回事。基本的计算机技能最多需要几个月的时间来学习。无论如何,基本的计算机技能只是成为任何类型专业人士所必需的一系列真正技能的补充。当然应当注意到,任何学校,无论是否为职业学校,如果对自身目的感到困惑都无益于其发展。

题目与逐题解析

19. The author thinks the present rush to put computers in the classroom is_____.

- [A] far reaching
- [B] dubiously oriented
- [C] self contradictory
- [D] radically reformatory

作者认为目前急于将计算机引入课堂的做法是_____。

A) 影响深远的 B) 导向可疑的 C) 自相矛盾的 D) 根本性改革的

【答案】 **B** (态度题)

【判型】 The author thinks the present rush to put computers in the classroom is 是典型的「the author thinks...is + 形容词」结构，问的是作者对一种现象的总评价。

【拆句】 Q19 是一个待补全的不完整陈述句，主干为 The author thinks (that) the present rush ... is ____; 选项是 is 后的表语形容词。注意 the present rush to put computers in the classroom 整体是 thinks 的宾语从句主语，rush 是名词「热潮、一窝蜂」，不是动词。

【定位】 Very few writers on the subject have explored this distinction—indeed, contradiction—which goes to the heart of what is wrong with the campaign to put computers in the classroom.

在这一议题上，很少有作者去探究这种区分——确切地说，是这种矛盾——而正是这种矛盾，戳中了「让电脑进课堂」这场运动的根本问题。

【选项】 A) **无中生有**

far reaching 指「影响深远」，但作者全篇都在质疑这场运动的立意，从未评价它「影响范围广」；原文 goes to the heart of what is wrong 是指「戳到要害」，不是「影响深远」。

B) **✓ 正确**

contradiction—which goes to the heart of what is wrong with the campaign to put computers in the classroom

↔ **dubiously oriented**

预判要求负向评价 + 方向问题，选项 dubiously oriented 恰好同时满足负向 (dubiously) 与方向 (oriented)，与定位句完全对位。

C) **偷换概念**

self contradictory 是「自身自相矛盾」，意指这件事是自我打脸的；但原文说的是 two groups of writers 之间存在 contradiction，即倡导者群体内部两类动机间的矛盾，不是 rush 本身的内在自相矛盾。

D) **张冠李戴**

radically reformatory 是「彻底改革式的」，来自原文 broader reasons of radical educational reform——那是被批评的一派人的口号，不是作者对这件事的评价；作者立场是负面，选 D 等于把批评对象的旗号当作者结论。

20. The belief that education is indispensable to all children_____.

- [A] is indicative of a pessimism in disguise
- [B] came into being along with the arrival of computers
- [C] is deeply rooted in the minds of computer-education
- [D] originated from the optimistic attitude of industrialized countries

教育对所有儿童都不可或缺这一信念_____。

- A) 表明了一种变相的悲观主义 B) 随着计算机的出现而产生 C) 深深植根于计算机教育者的头脑中
D) 源于工业化国家的乐观态度

【答案】 D (细节题)

【判型】 The belief that education is indispensable to all children 已给定具体命题，问的是它的来源/性质，需要在原文中找出明确对应。

【拆句】 Q20 是不完整陈述句，主干是 The belief ... is / came / originated / 等动词；that education is indispensable to all children 是 belief 的同位语从句，限定 belief 的具体内容。indispensable to ≈ 对...不可或缺 ≈ 原文的 universally required / legally required。

【定位】 With optimism characteristic of all industrialized countries, we came to accept that everyone is fit to be educated.

凭着所有工业化国家特有的乐观主义，我们逐渐接受了「每个人都适合接受教育」这种观念。

【选项】 A) 张冠李戴

原文 Computer-education advocates forsake this optimistic notion for a pessimism that betrays their otherwise cheery outlook 是说电脑教育倡导者藏着悲观，并不是说「education is indispensable」这一信念本身藏着悲观；选项把宿主对换了。

B) 与原文相反

原文明说 before it was legally required for all children to attend school until a certain age, it was widely accepted that some were just not equipped by nature——这种「人人都该受教育」的信念是在「立法强制义务教育」前后逐渐形成的，远早于电脑诞生；选项 B 说它与电脑同时出现，与时间链相反。

C) 与原文相反

is deeply rooted in the minds of computer-education 把信念落到 computer-education advocates 头上，但原文恰恰说倡导者 forsake this optimistic notion——他们抛弃了这种信念；选项与原文事实相反，且 minds of computer-education 短语本身残缺不完整。

D) ✓ 正确

With optimism characteristic of all industrialized countries, we came to accept that everyone is fit to be educated

↔ **originated from the optimistic attitude of industrialized countries**

预判要求「信念源自工业化国家的乐观」，选项 D 在「源自」「乐观」「工业化国家」三处都与定位句对位。

21. It could be inferred from the passage that in the author's country the European model of professional training is ____.

- [A] dependent upon the starting age of candidates
- [B] worth trying in various social sections
- [C] of little practical value
- [D] attractive to every kind of professional

从文中可以推断,在作者所在的国家,欧洲的职业培训模式是_____。

- A) 取决于候选人的起始年龄 B) 值得在各个社会部门尝试 C) 几乎没有实用价值
D) 对各类专业人士都有吸引力

【答案】 C (推断题)

【判型】 It could be inferred from the passage that 明确要求做推断，不是直接照搬原文。

【拆句】 Q21 是套了一层 it could be inferred from the passage that 的复合陈述句，主语从句为「the European model of professional training is ____」。is 后跟选项做表语；in the author's country 是介词短语状语，限定讨论域是作者本国，不是欧洲本土。

【定位】 It is, however, presumptuous to insist that there will only be so many jobs for so many scientists, so many businessmen, so many accountants. Besides, this is unlikely to produce the needed number of every kind of professional in a country as large as ours and where the economy is spread over so many states and involves so many international corporations.

然而，硬说将来只会有这么多科学家、这么多商人、这么多会计师的岗位，未免太武断了。再说，在我们这样幅员辽阔、经济遍布众多州份、又牵涉众多跨国公司的国家，这种做法不太可能培养出所需数量的各类专业人才。

【选项】 A) 无中生有

原文只说 Many European schools introduce the concept of professional training early on, 描述欧洲做法的时间安排，并未说这种模式的好坏「取决于」候选人的起始年龄；选项把描述性「早开始」偷换为条件性「取决于年龄」。

B) 与原文相反

原文用 presumptuous + unlikely to produce 两次否定，明确该模式套到本国不可行；选项 worth trying in various social sections 反向给出积极建议，与作者立场完全相反。

C) ✓ 正确

this is unlikely to produce the needed number of every kind of professional in a country as large as ours

↔ **of little practical value**

It is, however, presumptuous to insist that there will only be so many jobs for so many scientists, so many businessmen, so many accountants

↔ **of little practical value**

从 unlikely to produce 与 presumptuous 两个否定信号，一步推论可以得到「这种模式在本国实际价值不大」，正好对应 C。

D) 与原文相反

原文恰恰说 this is unlikely to produce the needed number of every kind of professional——并不能产出各类专业人才所需数量；选项 attractive to every kind of professional 反过来说它对各类专业人士都有吸引力，方向相反。

22. According to the author, basic computer skills should be_____.

- [A] included as an auxiliary course in school
- [B] highlighted in acquisition of professional qualifications
- [C] mastered through a life-long course
- [D] equally emphasized by any school, vocational or otherwise

根据作者的观点,计算机基本技能应该_____。

- A) 作为辅助课程纳入学校教育 B) 在获取职业资格时得到强调 C) 通过终身课程掌握
D) 受到任何学校的同等重视,无论是职业学校还是其他学校

【答案】 A (细节题)

【判型】 basic computer skills should be 锁定一个具体对象，要求复述作者对它的定性，可由末段定位句直接读出。

【拆句】 Q22 是不完整陈述句，主干是 basic computer skills should be ___; should be 后接选项作表语补足语。According to the author 是介词短语状语，再次强调立场归属是作者本人。

【定位】 In any case, basic computer skills are only complementary to the host of real skills that are necessary to becoming any kind of professional.

不管怎么说，基本的计算机技能不过是成为任何一种专业人士所需的大量真正技能的辅助而已。

【选项】 A) ✓ 正确

basic computer skills are only complementary to the host of real skills ↔

included as an auxiliary course in school

no school, vocational or not, is helped by a confusion over its purpose ↔

included as an auxiliary course in school

预判要求「辅助性质」，选项 A 用 auxiliary course 承接 complementary、用 in school 承接末段对学校的回收，两端精准对位。

B) 与原文相反

原文 only complementary 明确把基础计算机技能压成「辅助」，选项 highlighted in acquisition of professional qualifications 反过来说要在获取专业资格时「重点强调」，方向完全相反。

C) 与原文相反

原文明说 It does not take a lifelong acquaintance to pick up various software programs 与 Basic computer skills take—at the very longest—a couple of months to learn，强调「两三个月就够」；选项 C 反过来说「需要终身课程」，与原文完全相反。

D) 偷换概念

原文末句 no school, vocational or not, is helped by a confusion over its purpose 说的是「不论是不是职业学校，搞乱目的都没好处」——主张「分清目的」；选项 equally emphasized by any school, vocational or otherwise 偷换为「任何学校都应同等强调电脑技能」，从「分清目的」滑到了「不分目的同等对待」，与原文方向相反。

SENTENCE INSIGHTS • 句子精讲

10 句真题句逐层精讲

下列真题句各有独立的句子解析页——中文翻译、结构树逐层拆解、成分与时态、考点讲解与真题高频词。点击句子进入完整解析。

Very few writers on the subject have explored this distinction—indeed, contradiction—which goes to the heart of what is wrong with the campaign to put computers in the classroom.

第1段，第2句

本句展示了四六级和考研阅读中常见的多层修饰和嵌套结构:主句宾语后接非限定性定语从句补充说明,定语从句内又嵌套宾语从句作介词宾语,宾语从句包含主系表和后置定语不定式。这种"主句+非限制性定语从句+嵌套从句"的模式以及抽象名词带同位语的用法,在学术和议论文体中反复出现,掌握后可大量迁移。

It is not simply to raise everyone's job prospects that all children are legally required to attend school into their teens.

第2段，第2句

本句涵盖形式主语、真正主语从句、系动词、表语(含否定副词和不定式短语)等多种成分,且形式主语结构是英语中的常见易错点。通过本句可以训练学习者识别 It is ... that 结构中的主系表关系(而非强调句)、区分形式主语与真正主语、划分从句内部成分,训练价值较高。

But this was not always the case; before it was legally required for all children to attend school until a certain age, it was widely accepted that some were just not equipped by nature to pursue this kind of education.

第2段，第4句

本句在结构上有代表性,难度中上但不过分偏怪,既能练分层切句,也能练主干和时态识别。对于想提升句子结构与时态判断的人来说,值得优先训练。

It is, however, presumptuous to insist that there will only be so many jobs for so many scientists, so many businessmen, so many accountants.

第3段，第3句

"It is + 形容词 + to do"和"动词 + that 从句"都是很常见的书面句型,考试阅读里出现频率高。掌握后可迁移到大量评价类和观点类句子。

Besides, this is unlikely to produce the needed number of every kind of professional in a country as large as ours and where the economy is spread over so many states and involves so many international corporations.

第3段，第4句

本句结构非常典型：主句 + 并列限制性定语修饰名词，以及定语从句内并列谓语，这些都是四六级和考研阅读中的高频句式，掌握后可广泛迁移。

But, for a small group of students, professional training might be the way to go since well-developed skills, all other factors being equal, can be the difference between having a job and not.

第4段，第1句

本句包含 "since" 引导的原因状语从句，这是四六级和考研阅读中的高频句式，学习者需要熟练掌握因果逻辑的表达。独立主格结构 "all other factors being equal" 在学术写作和长难句中较为常见，具有一定代表性。主系表结构搭配情态动词也是典型的考点句式。

It does not take a lifelong acquaintance to pick up various software programs.

第4段，第3句

"It takes ... to do ..." 句型在四六级和考研阅读中频繁出现，是表达 "做某事需要某种条件或代价" 的典型结构，掌握后可大量复用于类似句式的理解和翻译，结构典型性很高。

If one wanted to become a computer engineer, that is, of course, an entirely different story.

第4段，第4句

"If 从句 + 主句" 的条件句式是四六级和考研的高频结构，虚拟语气的 "If ... wanted" 形式也常见于真题。插入语和指示代词 "that" 作主语的用法也具有一定代表性。掌握本句结构后可迁移到大量类似句型。

In any case, basic computer skills are only complementary to the host of real skills that are necessary to becoming any kind of professional.

第4段，第6句

本句的结构非常典型：主句采用主系表结构，表语后接介词短语，介词宾语带有限制性定语从句修饰。这种 "名词 + 定语从句" 的搭配以及 "be + 形容词 + to" 的结构在四六级和考研阅读中高频出现，掌握后迁移性强。

It should be observed, of course, that no school, vocational or not, is helped by a confusion over its purpose.

第4段，第7句

形式主语 "It" + "that" 主语从句 是四六级和考研阅读中极其常见的句式，尤其用于引出观点或事实；情态动词 + 被动语态 的组合也是书面语和学术文章的典型表达。句子结构规范、无生僻用法，学生掌握这个句式后可以大量复用到类似的 "It is/should be + 过去分词 + that" 句型中，迁移价值很高。

HIGH-FREQUENCY • 真题高频词

本篇出现的 67 个考研英语（旧卷）真题高频词

下列单词既在本篇真题中出现，又是 **考研英语（旧卷）** 历年真题的高频词（在该考试真题中出现的句子数均不少于 8）。每个词标注本篇 出现次数与该考试真题句频，点击可查看该词的释义、音标、词形与真题例句。

professional

B1

adj. 专业的

本篇7次 · 真题 46 句

author

A2

n. 作者

本篇3次 · 真题 209 句

educational

B1

adj. 教育的

本篇3次 · 真题 26 句

prospect

B2

n. 可能性

本篇3次 · 真题 25 句

case

A2

n. 情况

本篇2次 · 真题 75 句

argue

B1

v. 争论

本篇2次 · 真题 63 句

advocate

B2

v. 拥护

本篇2次 · 真题 22 句

emphasize

B2

v. 强调

本篇2次 · 真题 22 句

various B1

adj. 各种各样的

本篇2次·真题 20 句

optimistic B2

adj. 乐观的;抱乐观态度的

本篇2次·真题 16 句

otherwise B2

adv. 否则, 不然

本篇2次·真题 16 句

technical B2

adj. 技术的

本篇2次·真题 12 句

attend A2

v. 出席, 参加 (会议、活动等)

本篇2次·真题 9 句

legally B2

adv. 合法地

本篇2次·真题 8 句

accord C1

n. (国家、团体间的) 协议

本篇1次·真题 172 句

economy B1

n. 经济

本篇1次·真题 73 句

involve B1

v. 包含

本篇1次·真题 61 句

factor B1

n. 因素

本篇1次·真题 47 句

simply B1

adv. 仅仅, 只不过

本篇1次·真题 43 句

career B1

n. 职业

本篇1次·真题 42 句

affect B1

v. 影响

本篇1次·真题 39 句

argument B1

n. 争论

本篇1次·真题 39 句

happiness A2

n. 幸福

本篇1次·真题 38 句

reform B2

v. 改革

本篇1次·真题 37 句

aim

B1

v. 瞄准

本篇1次·真题 35 句

graduate

B1

n. 毕业生

本篇1次·真题 34 句

concept

B2

n. 概念

本篇1次·真题 29 句

explore

B1

v. 探索

本篇1次·真题 28 句

belief

B1

n. 相信

本篇1次·真题 25 句

character

B1

n. 性格

本篇1次·真题 24 句

indeed

B1

adv. 确实，的确（强调肯定）

本篇1次·真题 24 句

achievement

B1

n. 成就

本篇1次·真题 21 句

widely

B1

adv. 广泛地

本篇1次·真题 21 句

broad

B1

adj. 宽阔的

本篇1次·真题 20 句

campaign

B2

n. 运动

本篇1次·真题 20 句

wrong

A2

adj. 错误的

本篇1次·真题 20 句

citizen

B1

n. 公民

本篇1次·真题 19 句

corporation

B2

n. 公司，企业（尤指大型的、有限责任的）

本篇1次·真题 19 句

being

B1

n. 存在

本篇1次·真题 18 句

profession

B2

n. 职业（尤指需要专门技能和培训的）

本篇1次·真题 18 句

assess B2

v. 评估

本篇1次·真题 17 句

justify B2

v. 证明...有道理

本篇1次·真题 17 句

observe B2

v. 观察;注意到

本篇1次·真题 17 句

cannot A1

aux. 不能

本篇1次·真题 16 句

highlight B2

n. 最精彩的部分

本篇1次·真题 16 句

characteristic B2

n. 特征

本篇1次·真题 15 句

entirely B1

adv. 完全地

本篇1次·真题 15 句

practical B1

adj. 实际的

本篇1次·真题 14 句

pursue B2

v. 追求

本篇1次·真题 14 句

software B1

n. 软件 (计算机程序)

本篇1次·真题 14 句

unlikely B1

adj. 不太可能的

本篇1次·真题 14 句

acquisition C1

n. 收购

本篇1次·真题 13 句

candidate B1

n. 候选人

本篇1次·真题 13 句

attractive B1

adj. 有吸引力的

本篇1次·真题 12 句

equal A2

adj. 相等的

本篇1次·真题 12 句

equally B1

adv. 同样地

本篇1次·真题 12 句

radical

B2

adj. 根本的

本篇1次·真题12句

notion

B2

n. 观念

本篇1次·真题11句

properly

B1

adv. 正确地

本篇1次·真题11句

host

B1

n. 主人

本篇1次·真题10句

originate

C1

v. 起源于

本篇1次·真题10句

dependent

B2

adj. 依靠的

本篇1次·真题9句

distinction

B2

n. 区别

本篇1次·真题9句

deeply

B1

adv. 深深地

本篇1次·真题8句

indispensable

C1

adj. 必不可少的

本篇1次·真题8句

optimism

B2

n. 乐观;乐观主义

本篇1次·真题8句

section

B1

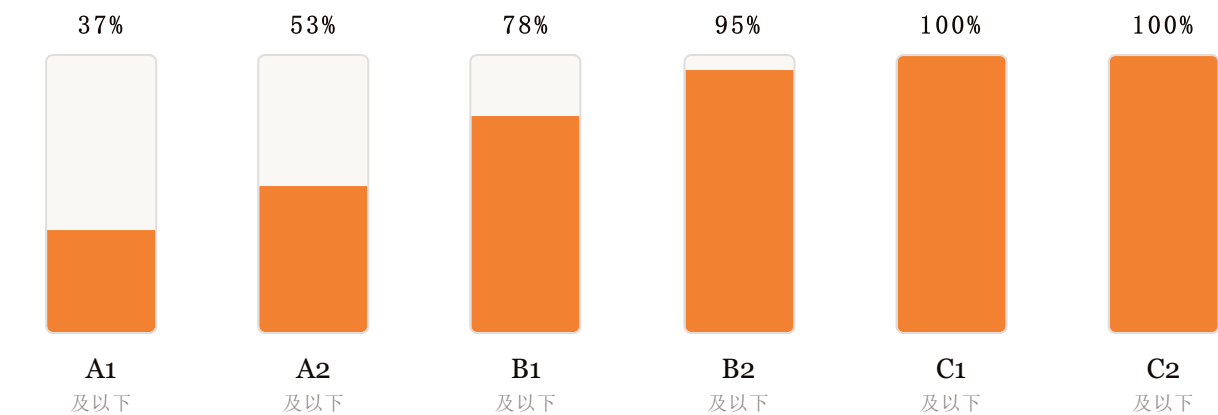
n. 部分

本篇1次·真题8句

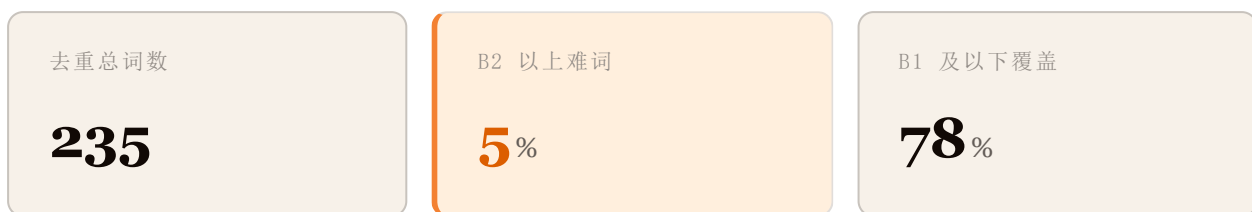
VOCABULARY • 词汇难度分布

全文 235 词按 CEFR 难度累积覆盖

全文去重后共 235 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 11 个·约 5%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 235 个 · 末柱为 100%



考研英语（旧卷） 1999年 · 全卷构成

Section I	完形填空（四选一）	题目解析 →
Section II Part A (1)	阅读理解（四选一）	题目解析 →
Section II Part A (2)	阅读理解（四选一）	题目解析 →
Section II Part A (3)	阅读理解（四选一）	本题
Section II Part A (4)	阅读理解（四选一）	题目解析 →
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Section II Part B	英译汉（划线句子翻译）	题目解析 →
Section III	写作	题目解析 →