

Section I

Use of English

Directions:

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

Many theories concerning the causes of juvenile delinquency (crimes committed by young people) focus either on the individual or on society as the major contributing influence. Theories 1 on the individual suggest that children engage in criminal behavior 2 they were not sufficiently penalized for previous misdeeds or that they have learned criminal behavior through 3 with others. Theories focusing on the role of society suggest that children commit crimes in 4 to their failure to rise above their socioeconomic status, 5 as a rejection of middle-class values.

Most theories of juvenile delinquency have focused on children from disadvantaged families, 6 the fact that children from wealthy homes also commit crimes. The latter may commit crimes 7 lack of adequate parental control. All theories, however, are tentative and are 8 to criticism.

Changes in the social structure may indirectly 9 juvenile crime rates. For example, changes in the economy that 10 to fewer job opportunities for youth and rising unemployment 11 make gainful employment increasingly difficult to obtain. The resulting discontent may in 12 lead more youths into criminal behavior.

Families have also 13 changes these years. More families consist of one-parent households or two working parents; 14, children are likely to have less supervision at home 15 was common in the traditional family 16. This lack of parental supervision is thought to be an influence on juvenile crime rates. Other 17 causes of offensive acts include frustration or failure in school, the increased 18 of drugs and alcohol, and the growing 19 of child abuse and child neglect. All these conditions tend to increase the probability of a child committing a criminal act, 20 a direct causal relationship has not yet been established.

1. [A] acting
[B] relying
[C] centering
[D] commenting
2. [A] before
[B] unless
[C] until
[D] because
3. [A] interaction
[B] assimilation
[C] cooperation
[D] consultation

4. [A] return
[B] reply
[C] reference
[D] response
5. [A] or
[B] but rather
[C] but
[D] or else
6. [A] considering
[B] ignoring
[C] highlighting
[D] discarding
7. [A] on
[B] in
[C] for
[D] with
8. [A] immune
[B] resistant
[C] sensitive
[D] subject
9. [A] affect
[B] reduce
[C] chock
[D] reflect
10. [A] point
[B] lead
[C] come
[D] amount
11. [A] in general
[B] on average
[C] by contrast
[D] at length
12. [A] case
[B] short
[C] turn
[D] essence

13. [A] survived
[B] noticed
[C] undertaken
[D] experienced
14. [A] contrarily
[B] consequently
[C] similarly
[D] simultaneously
15. [A] than
[B] that
[C] which
[D] as
16. [A] system
[B] structure
[C] concept
[D] heritage
17. [A] assessable
[B] identifiable
[C] negligible
[D] incredible
18. [A] expense
[B] restriction
[C] allocation
[D] availability
19. [A] incidence
[B] awareness
[C] exposure
[D] popularity
20. [A] provided
[B] since
[C] although
[D] supposing

Section II

Reading Comprehension

Part A

Directions:

Read the following four texts. Answer the questions after each text by choosing A, B, C or D. Mark your

Text 1

Hunting for a job late last year, lawyer Gant Redmon stumbled across CareerBuilder, a job database on the Internet. He searched it with no success but was attracted by the site's "personal search agent". It's an interactive feature that lets visitors key in job criteria such as location, title, and salary, then E-mails them when a matching position is posted in the database. Redmon chose the keywords legal, intellectual property and Washington, D.C. Three weeks later, he got his first notification of an opening. "I struck gold," says Redmon, who E-mailed his resume to the employer and won a position as in-house counsel for a company.

With thousands of career-related sites on the Internet, finding promising openings can be time-consuming and inefficient. Search agents reduce the need for repeated visits to the databases. But although a search agent worked for Redmon, career experts see drawbacks. Narrowing your criteria, for example, may work against you: "Every time you answer a question you eliminate a possibility," says one expert.

For any job search, you should start with a narrow concept—what you think you want to do—then broaden it. "None of these programs do that," says another expert. "There's no career counseling implicit in all of this." Instead, the best strategy is to use the agent as a kind of tip service to keep abreast of jobs in a particular database; when you get E-mail, consider it a reminder to check the database again. "I would not rely on agents for finding everything that is added to a database that might interest me," says the author of a job-searching guide.

Some sites design their agents to tempt job hunters to return. When CareerSite's agent sends out messages to those who have signed up for its service, for example, it includes only three potential jobs—those it considers the best matches. There may be more matches in the database; job hunters will have to visit the site again to find them—and they do. "On the day after we send our messages, we see a sharp increase in our traffic," says Seth Peets, vice president of marketing for CareerSite.

Even those who aren't hunting for jobs may find search agents worthwhile. Some use them to keep a close watch on the demand for their line of work or gather information on compensation to arm themselves when negotiating for a raise. Although happily employed, Redmon maintains his agent at CareerBuilder. "You always keep your eyes open," he says. Working with a personal search agent means having another set of eyes looking out for you.

21. How did Redmon find his job?

- [A] By searching openings in a job database.
- [B] By posting a matching position in a database.
- [C] By using a special service of a database.
- [D] By E-mailing his resume to a database.

22. Which of the following can be a disadvantage of search agents?

- [A] Lack of counseling.
- [B] Limited number of visits.
- [C] Lower efficiency.
- [D] Fewer successful matches.

23. The expression "tip service" (Line 4, Paragraph 3) most probably means.

- [A] advisory.
- [B] compensation.
- [C] interaction.
- [D] reminder.

24. Why does CareerSite's agent offer each job hunter only three job options?

- [A] To focus on better job matches.
- [B] To attract more returning visits.
- [C] To reserve space for more messages.
- [D] To increase the rate of success.

25. Which of the following is true according to the text?

- [A] Personal search agents are indispensable to job-hunters.
- [B] Some sites keep E-mailing job seekers to trace their demands.
- [C] Personal search agents are also helpful to those already employed.
- [D] Some agents stop sending information to people once they are employed.

Text 2

Over the past century, all kinds of unfairness and discrimination have been condemned or made illegal. But one insidious form continues to thrive: alphabetism. This, for those as yet unaware of such a disadvantage, refers to discrimination against those whose surnames begin with a letter in the lower half of the alphabet.

It has long been known that a taxi firm called AAAA cars has a big advantage over Zodiac cars when customers thumb through their phone directories. Less well known is the advantage that Adam Abbott has in life over Zoë Zysman. English names are fairly evenly spread between the halves of the alphabet. Yet a suspiciously large number of top people have surnames beginning with letters between A and K.

Thus the American president and vice-president have surnames starting with B and C respectively; and 26 of George Bush's predecessors (including his father) had surnames in the first half of the alphabet against just 16 in the second half. Even more striking, six of the seven heads of government of the G7 rich countries are alphabetically advantaged (Berlusconi, Blair, Bush, Chirac, Chrétien and Koizumi). The world's three top central bankers (Greenspan, Duisenberg and Hayami) are all close to the top of the alphabet, even if one of them really uses Japanese characters. As are the world's five richest men (Gates, Buffett, Allen, Ellison and Albrecht).

Can this merely be coincidence? One theory, dreamt up in all the spare time enjoyed by the alphabetically disadvantaged, is that the rot sets in early. At the start of the first year in infant school, teachers seat pupils alphabetically from the front, to make it easier to remember their names. So short-sighted Zysman junior gets stuck in the back row, and is rarely asked the improving questions posed by those insensitive teachers. At the time the alphabetically disadvantaged may think they have had a lucky escape. Yet the result may be worse qualifications, because they get less individual attention, as well as less confidence in speaking publicly.

The humiliation continues. At university graduation ceremonies, the ABCs proudly get their awards first; by the time they reach the Zysmans most people are literally having a ZZZ. Shortlists for job interviews, election ballot papers, lists of conference speakers and attendees: all tend to be drawn up alphabetically, and their recipients lose interest as they plough through them.

26. What does the author intend to illustrate with AAAA cars and Zodiac cars?
- [A] A kind of overlooked inequality.
 - [B] A type of conspicuous bias.
 - [C] A type of personal prejudice.
 - [D] A kind of brand discrimination.
27. What can we infer from the first three paragraphs?
- [A] In both East and West, names are essential to success.
 - [B] The alphabet is to blame for the failure of Zoë Zysman.
 - [C] Customers often pay a lot of attention to companies' names.
 - [D] Some form of discrimination is too subtle to recognize.
28. The 4th paragraph suggests that_____.
- [A] questions are often put to the more intelligent students
 - [B] alphabetically disadvantaged students often escape from class
 - [C] teachers should pay attention to all of their students
 - [D] students should be seated according to their eyesight
29. What does the author mean by "most people are literally having a ZZZ" (Lines 2-3, Paragraph 5)?
- [A] They are getting impatient.
 - [B] They are noisily dozing off.
 - [C] They are feeling humiliated.
 - [D] They are busy with word puzzles.
30. Which of the following is true according to the text?
- [A] People with surnames beginning with N to Z are often ill-treated.
 - [B] VIPs in the Western world gain a great deal from alphabetism.
 - [C] The campaign to eliminate alphabetism still has a long way to go.
 - [D] Putting things alphabetically may lead to unintentional bias.

Text 3

When it comes to the slowing economy, Ellen Spero isn't biting her nails just yet. But the 47-year-old manicurist isn't cutting, filing or polishing as many nails as she'd like to, either. Most of her clients spend \$12 to \$50 weekly, but last month two longtime customers suddenly stopped showing up. Spero blames the softening economy. "I'm a good economic indicator," she says. "I provide a service that people can do without when they're concerned about saving some dollars." So Spero is downscaling, shopping at middle-brow Dillard's department store near her suburban Cleveland home, instead of Neiman Marcus. "I don't know if other clients are going to abandon me, too," she says.

Even before Alan Greenspan's admission that America's red-hot economy is cooling, lots of working folks had already seen signs of the slowdown themselves. From car dealerships to Gap outlets, sales have been lagging for months as shoppers temper their spending. For retailers, who last year took in 24 percent of their revenue between Thanksgiving and Christmas, the cautious approach is coming at a crucial time. Already, experts say, holiday sales are off 7 percent from last year's pace. But don't sound any alarms just yet. Consumers seem only

mildly concerned, not panicked, and many say they remain optimistic about the economy's long-term prospects even as they do some modest belt-tightening.

Consumers say they're not in despair because, despite the dreadful headlines, their own fortunes still feel pretty good. Home prices are holding steady in most regions. In Manhattan, "there's a new gold rush happening in the \$4 million to \$10 million range, predominantly fed by Wall Street bonuses," says broker Barbara Corcoran. In San Francisco, prices are still rising even as frenzied overbidding quiets. "Instead of 20 to 30 offers, now maybe you only get two or three," says John Tealdi, a Bay Area real-estate broker. And most folks still feel pretty comfortable about their ability to find and keep a job.

Many folks see silver linings to this slowdown. Potential home buyers would cheer for lower interest rates. Employers wouldn't mind a few fewer bubbles in the job market. Many consumers seem to have been influenced by stock-market swings, which investors now view as a necessary ingredient to a sustained boom. Diners might see an upside, too. Getting a table at Manhattan's hot new Alain Ducasse restaurant used to be impossible. Not anymore. For that, Greenspan & Co. may still be worth toasting.

31. By "Ellen Spero isn't biting her nails just yet" (Line 1, Paragraph 1), the author means_____.

- [A] Spero can hardly maintain her business.
- [B] Spero is too much engaged in her work.
- [C] Spero has grown out of her bad habit.
- [D] Spero is not in a desperate situation.

32. How do the public feel about the current economic situation?

- [A] Optimistic.
- [B] Confused.
- [C] Carefree.
- [D] Panicked.

33. When mentioning "the \$4 million to \$10 million range"(Lines 3, Paragraph 3), the author is talking about _____

- [A] gold market.
- [B] real estate.
- [C] stock exchange.
- [D] venture investment.

34. Why can many people see "silver linings" to the economic slowdown?

- [A] They would benefit in certain ways.
- [B] The stock market shows signs of recovery.
- [C] Such a slowdown usually precedes a boom.
- [D] The purchasing power would be enhanced.

35. To which of the following is the author likely to agree?

- [A] A new boom, on the horizon.
- [B] Tighten the belt, the single remedy.
- [C] Caution all right, panic not.
- [D] The more ventures, the more chances.

Text 4

Americans today don't place a very high value on intellect. Our heroes are athletes, entertainers, and entrepreneurs, not scholars. Even our schools are where we send our children to get a practical education—not to pursue knowledge for the sake of knowledge. Symptoms of pervasive anti-intellectualism in our schools aren't difficult to find.

"Schools have always been in a society where practical is more important than intellectual," says education writer Diane Ravitch. "Schools could be a counterbalance." Ravitch's latest book, *Left Back: A Century of Failed School Reforms*, traces the roots of anti-intellectualism in our schools, concluding they are anything but a counterbalance to the American distaste for intellectual pursuits.

But they could and should be. Encouraging kids to reject the life of the mind leaves them vulnerable to exploitation and control. Without the ability to think critically, to defend their ideas and understand the ideas of others, they cannot fully participate in our democracy. Continuing along this path, says writer Earl Shorris, "We will become a second-rate country. We will have a less civil society."

"Intellect is resented as a form of power or privilege," writes historian and professor Richard Hofstadter in *Anti-intellectualism in American Life*, a Pulitzer-Prize winning book on the roots of anti-intellectualism in US politics, religion, and education. From the beginning of our history, says Hofstadter, our democratic and populist urges have driven us to reject anything that smells of elitism. Practicality, common sense, and native intelligence have been considered more noble qualities than anything you could learn from a book.

Ralph Waldo Emerson and other Transcendentalist philosophers thought schooling and rigorous book learning put unnatural restraints on children: "We are shut up in schools and college recitation rooms for 10 or 15 years and come out at last with a bellyful of words and do not know a thing." Mark Twain's *Huckleberry Finn* exemplified American anti-intellectualism. Its hero avoids being civilized—going to school and learning to read—so he can preserve his innate goodness.

Intellect, according to Hofstadter, is different from native intelligence, a quality we reluctantly admire. Intellect is the critical, creative, and contemplative side of the mind. Intelligence seeks to grasp, manipulate, re-order, and adjust, while intellect examines, ponders, wonders, theorizes, criticizes, and imagines.

School remains a place where intellect is mistrusted. Hofstadter says our country's educational system is in the grips of people who "joyfully and militantly proclaim their hostility to intellect and their eagerness to identify with children who show the least intellectual promise."

36. What do American parents expect their children to acquire in school?

- [A] The habit of thinking independently.
- [B] Profound knowledge of the world.
- [C] Practical abilities for future career.
- [D] The confidence in intellectual pursuits.

37. We can learn from the text that Americans have a history of_____.

- [A] undervaluing intellect.
- [B] favoring intellectualism.
- [C] supporting school reform.
- [D] suppressing native intelligence.

38. The views of Ravitch and Emerson on schooling are_____.

- [A] identical.
- [B] similar.
- [C] complementary.
- [D] opposite.

39. Emerson, according to the text, is probably_____.

- [A] a pioneer of education reform.
- [B] an opponent of intellectualism.
- [C] a scholar in favor of intellect.
- [D] an advocate of regular schooling.

40. What does the author think of intellect?

- [A] It is second to intelligence.
- [B] It evolves from common sense.
- [C] It is to be pursued.
- [D] It underlies power.

Part B

Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Write your answers on the ANSWER SHEET. (10 points)

The relation of language and mind has interested philosophers for many centuries. (41)The Greeks assumed that the structure of language had some connection with the process of thought, which took root in Europe long before people realized how diverse languages could be.

Only recently did linguists begin the serious study of languages that were very different from their own. Two anthropologist-linguists, Franz Boas and Edward Sapir, were pioneers in describing many native languages of North and South America during the first half of the twentieth century. (42)We are obliged to them because some of these languages have since vanished, as the peoples who spoke them died out or became assimilated and lost their native languages. Other linguists in the earlier part of this century, however, who were less eager to deal with bizarre data from "exotic" language, were not always so grateful. (43)The newly described languages were often so strikingly different from the well studied languages of Europe and Southeast Asia that some scholars even accused Boas and Sapir of fabricating their data. Native American languages are indeed different, so much so in fact that Navajo could be used by the US military as a code during World War II to send secret messages.

Sapir's pupil, Benjamin Lee Whorf, continued the study of American Indian languages. (44)Being interested in the relationship of language and thought, Whorf developed the idea that the structure of language determines

the structure of habitual thought in a society. He reasoned that because it is easier to formulate certain concepts and not others in a given language, the speakers of that language think along one track and not along another. (45)Whorf came to believe in a sort of linguistic determinism which, in its strongest form, states that language imprisons the mind, and that the grammatical patterns in a language can produce far-reaching consequences for the culture of a society. Later, this idea became known as the Sapir-Whorf hypothesis, but this term is somewhat inappropriate. Although both Sapir and Whorf emphasized the diversity of languages, Sapir himself never explicitly supported the notion of linguistic determinism.

Section III

Writing

46. **Directions:**

Study the following drawing carefully and write an essay in which you should

1. describe the drawing,
2. interpret its meaning, and
3. support your view with examples.

You should write about 200 words neatly on ANSWER SHEET 2 (20 points)

2004年 考研英语（旧卷）完形填空（四选一）· 1-20 空答案与解析

CLOZE & ANALYSIS · 完形题和解析

完形填空题和解析 · 1-20 空

本页 1-20 空的正确选项与逐空解析由懒笔记基于2004年 考研英语（旧卷）完形填空（四选一）原卷逐空核对整理。与试卷排版同一卷面：Directions、4 段带空原文（每段之后紧随中文翻译）与每空四选项连续排印；卷面下方逐空紧跟解析——正确选项、原文填空线索、四选项逐个辨析（正确项契合点 + 错项错因与差别），以及代入验证。

考研真题(2004)

Section I

Directions:

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

Many theories concerning the causes of juvenile delinquency (crimes committed by young people) focus either on the individual or on society as the major contributing influence. Theories 1 on the individual suggest that children engage in criminal behavior 2 they were not sufficiently penalized for previous misdeeds or that they have learned criminal behavior through 3 with others. Theories focusing on the role of society suggest that children commit crimes in 4 to their failure to rise above their socioeconomic status, 5 as a rejection of middle-class values.

关于青少年犯罪（年轻人所犯罪行）成因的许多理论，要么将个人视为主要影响因素，要么将社会视为主要影响因素。以个人为中心的理论认为，儿童从事犯罪行为是因为他们以前的不当行为没有受到充分惩罚，或者是因为他们通过与他人的互动学会了犯罪行为。关注社会角色的理论认为，儿童犯罪是对其未能超越自身社会经济地位的回应，或是对中产阶级价值观的拒斥。

Most theories of juvenile delinquency have focused on children from disadvantaged families, 6 the fact that children from wealthy homes also commit crimes. The latter may commit crimes 7 lack of adequate parental control. All theories, however, are tentative and are 8 to criticism. 大多数青少年犯罪理论都关注来自贫困家庭的儿童，忽视了来自富裕家庭的儿童也会犯罪这一事实。后者可能因缺乏足够的父母管教而犯罪。然而，所有理论都是试探性的，都可能受到批评。

Changes in the social structure may indirectly 9 juvenile crime rates. For example, changes in the economy that 10 to fewer job opportunities for youth and rising unemployment 11 make gainful employment increasingly difficult to obtain. The resulting discontent may in 12 lead more youths into criminal behavior.

社会结构的变化可能间接影响青少年犯罪率。例如，经济变化导致青年就业机会减少和总体失业率上升，使获得有报酬的工作变得越来越困难。由此产生的不满可能反过来导致更多青少年走向犯罪行为。

Families have also 13 changes these years. More families consist of one-parent households or two working parents; 14 , children are likely to have less supervision at home 15 was

common in the traditional family 16 . This lack of parental supervision is thought to be an influence on juvenile crime rates. Other 17 causes of offensive acts include frustration or failure in school, the increased 18 of drugs and alcohol, and the growing 19 of child abuse and child neglect. All these conditions tend to increase the probability of a child committing a criminal act, 20 a direct causal relationship has not yet been established.

这些年来,家庭也经历了变化。更多家庭由单亲家庭或双职工父母组成;因此,与传统家庭结构相比,儿童在家中受到的监督可能更少。这种父母监督的缺失被认为是影响青少年犯罪率的一个因素。其他可识别的犯罪行为成因包括在学校中的挫折或失败、毒品和酒精的可获得性增加,以及虐待儿童和忽视儿童事件的日益增多。所有这些情况都倾向于增加儿童实施犯罪行为的可能性,尽管直接的因果关系尚未确立。

1. ☐ A] acting
☐ B] relying
☐ C] centering
☐ D] commenting
2. ☐ A] before
☐ B] unless
☐ C] until
☐ D] because
3. ☐ A] interaction
☐ B] assimilation
☐ C] cooperation
☐ D] consultation
4. ☐ A] return
☐ B] reply
☐ C] reference
☐ D] response
5. ☐ A] or
☐ B] but rather
☐ C] but
☐ D] or else
6. ☐ A] considering
☐ B] ignoring
☐ C] highlighting
☐ D] discarding
7. ☐ A] on
☐ B] in
☐ C] for
☐ D] with

8. [A] immune
[B] resistant
[C] sensitive
[D] subject
9. [A] affect
[B] reduce
[C] chock
[D] reflect
10. [A] point
[B] lead
[C] come
[D] amount
11. [A] in general
[B] on average
[C] by contrast
[D] at length
12. [A] case
[B] short
[C] turn
[D] essence
13. [A] survived
[B] noticed
[C] undertaken
[D] experienced
14. [A] contrarily
[B] consequently
[C] similarly
[D] simultaneously
15. [A] than
[B] that
[C] which
[D] as
16. [A] system
[B] structure
[C] concept
[D] heritage

17. [A] assessable
[B] identifiable
[C] negligible
[D] incredible
18. [A] expense
[B] restriction
[C] allocation
[D] availability
19. [A] incidence
[B] awareness
[C] exposure
[D] popularity
20. [A] provided
[B] since
[C] although
[D] supposing

1. ____

【答案】 [C] centering 固定搭配

【线索】 与下一句 "focusing on the role of society" 形成结构对照

线索就在同段下一句 Theories focusing on the role of society suggest that children commit crimes in __(4)__ to their failure...。两句结构完全平行: Theories ____ on X suggest that..., 因此 ____ 必须与 focusing 同义, 意为 "聚焦于、以...为中心"。这一同段平行线索把答案直接框死在 "以...为焦点" 这个语义上。

【选项】 A) acting X 搭配偏向 "行动/扮演", 与 focus 含义不一致

acting 与 on 搭配多表示 "对...采取行动" 或 "按照...行事", 与平行句 focusing on the role of society 的 "聚焦于" 之意不对应。

B) relying X 义为 "依赖", 与 "聚焦" 错位

relying on 表 "依赖于", 意味着把个体当作工具或依据, 与下一句 focusing on the role of society 的 "以...为论述焦点" 的并列含义不一致。

C) centering ✓ center on = focus on, 与平行句精确对应

center on 是 "以...为中心、聚焦于..." 的固定表达, 直接对应下一句 Theories focusing on the role of society 中的 focusing on, 使两类理论的并列论述结构成立。

D) commenting X 义为 "评论", 色彩过轻且与平行项不一致

commenting on 是 "评论...", 仅指对某事发表看法, 远不及 "聚焦" 的论述深度, 且与下一句 focusing on 的对照不成立。

【验证】 代回原句: Theories __(1)__ on the individual suggest that children engage in criminal behavior... → Theories centering on the individual suggest that..., 与下一句 Theories focusing on the role of society suggest that... 形成 "以个体 vs 以社会为焦点" 的并列论述, 与第一段 outline 中 "两类经典理论" 的脉络完全自洽。

2. ____

【答案】 [D] because 逻辑关系

【线索】 本句内 "个人理论" 的因果指向: 惩罚不足 → 犯罪

线索就在空格前后: Theories __ (1) __ on the individual suggest that children engage in criminal behavior __ (2) __ they were not sufficiently penalized for previous misdeeds ——这是 "以个体为焦点的理论" 对儿童犯罪原因的解释, "以往恶行未受充分惩罚" 显然是 "产生犯罪行为" 的原因。线索完全位于本句之内。

【选项】 A) before X 时间先后, 无法表达因果

before 仅表 "在...之前", 与 "惩罚不足导致犯罪" 这一理论解释完全不沾边。

B) unless X 条件反向, 会颠倒因果方向

unless 意为 "除非", 代入后变成 "除非他们没被充分惩罚, 否则就犯罪", 逻辑荒谬, 与该理论 "惩罚不足导致犯罪" 完全相反。

C) until X 时间持续关系, 不构成原因解释

until 表 "直到...", 引出时间持续, 无法解释为何 "惩罚不足" 是 "犯罪" 的成因。

D) because ✓ 原因连词, 精准对应该理论的因果机制

because 直接给出原因 "因为以往恶行未被充分惩罚", 正是 "以个体为焦点的理论" 解释儿童犯罪的因果机制; 且与同句后半句 or that they have learned criminal behavior through __ (3) __ with others 并列出该理论给出的两条原因, 结构对称。

【验证】 代回: children engage in criminal behavior __ (2) __ they were not sufficiently penalized for previous misdeeds → because they were not sufficiently penalized..., 与后续 or that they have learned... 形成 "原因 A 或 原因 B" 的并列, 与 outline 中 "个体焦点理论给出成因" 完全自治。

3. ____

【答案】 [A] interaction 词义辨析

【线索】 本句已点明 "通过...与他人 learn behavior", 强调日常往来

线索在本句: they have learned criminal behavior through __ (3) __ with others. "通过与他人...习得犯罪行为" 必须落在 "日常社会交往" 这种广义、双向的接触上; 而上一空给出的 because they were not sufficiently penalized 是与之并列的另一种成因, 说明本句是经典的 "模仿学习" 视角——日常 interaction 是其前提。

【选项】 A) interaction ✓ 中性、双向的 "互动", 完美承载 "与他人接触习得行为"

interaction 指人与人之间的相互作用, 是社会学里 "通过交往习得行为" 的标准用词, 与 with others 中性搭配天然契合, 也呼应了 "个体焦点理论" 中习得论的标准表述。

B) assimilation ✗ 义为 "同化", 方向单一且语义过重

assimilation 强调一方被另一方吸收同化, 指向单向过程, 无法对应 "通过与他人交往习得" 这种双向互动的中性描述。

C) cooperation ✗ 义为 "合作", 色彩与犯罪习得场景不符

cooperation 带正向 "合作" 色彩, 且暗含共同目标, 不能涵盖 "看到别人这样做于是也学会" 的一般性学习路径。

D) consultation ✗ 义为 "咨询", 语义过窄

consultation 仅指就专门事项征求意见, 远不能覆盖儿童通过日常接触习得犯罪行为这一宽泛过程。

【验证】 代回: they have learned criminal behavior through __ (3) __ with others → through interaction with others, 呼应同段开头 Theories __ (1) __ on the individual suggest that... 的 "个体焦点理论", 承接 "模仿/习得" 经典视角, 与 outline 中 "两类经典理论之个体焦点" 完全自洽。

4. ____

【答案】 **[D] response** 固定搭配

【线索】 上下文是 "以社会为焦点" 的理论给出 "因→果" 解释

线索见 Theories focusing on the role of society suggest that children commit crimes in __(4)__ to their failure to rise above their socioeconomic status——"未能突破自身社会经济地位" 是因, "实施犯罪" 是果; 空格要表达的就是 "对...的反应"。in response to = "作为对...的反应" 是该语境标准说法。

【选项】 A) return **X in return for 才常用, 与本句 to 不匹配**

return 的常见搭配是 in return for (作为对...的回报), 且 "回报" 与 "因挫败而犯罪" 的语境不符。

B) reply **X 意为 "答复", 多用于对话/信件场景**

reply 强调对言语类沟通的回答, 对 "挫败这一处境" 用 reply 不合习惯, 固定搭配也偏向 in reply to your letter 之类。

C) reference **X in reference to = 关于, 与因果不搭**

reference 的固定搭配 in reference to 意为 "关于、提及", 仅表话题指向, 无法表达 "对挫败的反应" 这种行为因果。

D) response **✓ in response to 是 "作为对...的反应" 的固定表达**

response 与 in / to 构成 in response to, 正是 "作为对 (挫败) 的反应" 这一标准说法, 精确承载该理论 "挫败 → 犯罪" 的因果链。

【验证】 代回: children commit crimes in __(4)__ to their failure to rise above their socioeconomic status → in response to their failure..., 与社会焦点理论 "挫败 → 犯罪反应" 的逻辑严丝合缝, 呼应 outline 中 "社会焦点理论给出成因" 的脉络。

5. ____

【答案】 **[A] or** 逻辑关系

【线索】 前后是 "社会焦点理论" 给出的两种并列解释，可同时成立

线索见 children commit crimes in __(4)__ to their failure to rise above their socioeconomic status, __(5)__ as a rejection of middle-class values——"对挫败的反应" 与 "对中产价值的拒斥" 是该理论列举的两种平行解释，二者并不互斥，反而互补，因此空格应该是 "或" 这种并列选择关系，而非转折/否定。

【选项】 A) or **✓ 并列连接两种解释，符合 "也可以理解为..."**

or 连接前后两种解释 "对挫败的反应" 与 "对中产价值的拒斥"，表示该理论既可这样解释也可那样解释，是社会焦点理论内的两种并列陈述，逻辑最顺。

B) but rather **✗ 需先有否定才能 "而是"，结构不成立**

but rather 表 "而非/而是"，必须搭配前文一个 not 否定句才合习惯，且会把 "对挫败的反应" 否定掉，与本句两种解释并列共存的语义直接冲突。

C) but **✗ 转折语义不符两种解释并存**

but 表转折，会让 "对中产价值的拒斥" 与 "对挫败的反应" 对立起来，但原文显示这是同一理论的两种并列解释，没有对立关系。

D) or else **✗ 表 "否则将..."，语义错位**

or else 通常用于警告 "否则会有...后果" (do X, or else...)，与本句陈述两种并列原因的语境完全不符。

【验证】 代回：in __(4)__ to their failure to rise above their socioeconomic status, __(5)__ as a rejection of middle-class values → in response to their failure..., or as a rejection of middle-class values，前后两种平行解释自洽共存，与 outline 中 "社会焦点理论" 列举多种成因的脉络一致。

6. ____

【答案】 [B] ignoring 词义辨析

【线索】 主句聚焦弱势家庭，但事实是富裕家庭也犯罪，隐含转折

线索在本句：Most theories...have focused on children from disadvantaged families, __ (6) __ the fact that children from wealthy homes also commit crimes.——前半句说大多数理论只盯着贫困家庭，后半句承认“富裕家庭孩子也犯罪”这一事实。两者构成“对事实的忽视”这种隐性批评：理论盯着 A，却 ____ 了事实 B。“忽视/无视”是唯一与之逻辑自洽的动作。

【选项】 A) considering X 意为“考虑”，与主句“只关注弱势”矛盾

considering 表“考虑到”，若选此意味着理论同时考虑了富裕家庭的事实，但主句明明说“have focused on...disadvantaged families”，两者自相矛盾。

B) ignoring ✓ “忽视”完美对应理论盲区

ignoring 直白指出“忽视了富裕家庭孩子也犯罪这一事实”，与主句“只盯着弱势家庭”形成自然的对照与批评，逻辑链顺畅。

C) highlighting X 义为“突出”，与盲区指控相反

highlighting 是“突出强调”，意味着理论刻意凸显了富裕家庭犯罪事实，与主句限定的关注面恰好相反。

D) discarding X 义为“丢弃”，对象错配且语气过重

discarding 意为“抛弃、丢弃”，多用于丢弃物品/想法，对“事实”而言通常用 ignore；且语气过强，与综述性中性表述不符。

【验证】 代回：Most theories...have focused on children from disadvantaged families, __ (6) __ the fact that children from wealthy homes also commit crimes. → ignoring the fact that..., 主句指出局限、分词补出被忽视的事实，与 outline 中“第二段补充：富裕家庭也犯罪、所有理论都有局限”的脉络完全契合。

7. ____

【答案】 **[C] for** 固定搭配

【线索】 前是 "犯罪行为", 后是 "管教缺失", 关系是 "出于...原因"

线索见本句 The latter may commit crimes __(7)__ lack of adequate parental control.
——commit crimes 是结果, lack of adequate parental control 是原因。表达 "出于...原因/由于..." 的常用介词是 for (do something for some reason)。

【选项】 A) on **X on 多表 "基于/在...之上", 不与 lack 配做原因**

on 在表 "原因" 时多见于 act on impulse, 与 commit crimes on lack of... 搭配不成立。

B) in **X in lack of 不是地道搭配, 因果关系不通**

in 用在 in need of / in want of 这类固定短语, 但 in lack of 并非英语固定搭配, 且表达不出 "出于..." 的原因语义。

C) for **✓ for 表 "出于...原因", 与 lack of ... 自然连用**

for 表 "由于、出于", commit crimes for lack of adequate parental control 即 "由于管教不足而犯罪", 是地道且语义精准的原因表达。

D) with **X with 表 "伴随/凭借", 无法表达 "由于..."**

with 多表伴随或凭借手段, 与 "由于管教不足" 这一因果关系不对应。

【验证】 代回: The latter may commit crimes __(7)__ lack of adequate parental control. → for lack of adequate parental control, 因果明确, 且承接前句 "富裕家庭孩子也犯罪" 的原因解释, 与 outline "第二段补出富裕家庭的成因" 自洽。

8. ____

【答案】 **[D] subject** 固定搭配

【线索】 前半句 tentative 已奠定 "未定论、可被挑战" 的基调

线索就在本句前半: All theories, however, are tentative and are __(8)__ to criticism.
——并列连接词 and 要求空格语义与前半 tentative (暂定的、不确定的) 同向。tentative 已表 "待定、可被推翻", 因此空格应是 "易受批评/有待批评" 的意思。be subject to criticism 正是 "易遭批评" 的固定说法。

【选项】 A) immune **X be immune to = "对...免疫", 方向与 tentative 相反**

immune 表 "免疫、不受影响", 若代入则成为 "理论免受批评", 与前半 tentative "还很初步" 完全相反。

B) resistant **X be resistant to = "抗...", 方向同样相反**

resistant 表 "抵抗、不易受影响", 与 "暂定、待考" 的逻辑同样不一致。

C) sensitive **X be sensitive to 多表情绪/感官反应, 对象错配**

sensitive 表 "对...敏感", 常用于感官、情感或政治议题, 把它用在 "理论对批评敏感" 上语义偏离, 搭配也不地道。

D) subject **✓ be subject to criticism = "易受批评", 精准对应 tentative**

subject 与 to 构成 be subject to, 意为 "易受...、有待...", be subject to criticism 即 "易遭批评、不能免于批评", 与 tentative 同向, 自然衔接。

【验证】 代回: All theories, however, are tentative and are __(8)__ to criticism. → are tentative and are subject to criticism, 与 outline 中 "第二段承认所有理论都有局限" 的谨慎收束完全自治, 也呼应了全文中性、综述性的态度。

9. ____

【答案】 [A] affect 词义辨析

【线索】 下一句给出具体路径，说明只是 "影响"，并非 "减少" 或 "反映"

线索见紧接的下一句 For example, changes in the economy that __(10)__ to fewer job opportunities for youth and rising unemployment __(11)__ make gainful employment increasingly difficult to obtain.——这是举例说明 "社会结构变化如何通过经济渠道间接传导到青少年犯罪率"。这种 "通过中间链条传导" 的关系，只能用中性词 affect (影响) 来概括，不能是 reduce (减少，方向反了) 或 reflect (反映，主客倒置)。

【选项】 A) affect ✓ 中性 "影响"，可被 indirectly 自然修饰

affect 意为 "影响"，方向中性，可指向上升或下降，正好与 indirectly 搭配表达 "间接地影响犯罪率"，并由下句的经济传导例子展开。

B) reduce ✗ 意为 "降低"，与下文 "导致犯罪上升" 相反

reduce 表 "减少"，但下一段例子讲的是经济变差→失业→不满→犯罪 "增加"，方向相反。

C) chock ✗ 拼写本身不构成 "影响/抑制" 的动词义

chock 通常作名词或动词表 "垫块、塞住"，并非 "影响/抑制犯罪率" 的标准用语；即使取 choke 之义 "抑制"，也与下文 "导致犯罪增加" 的方向相悖。

D) reflect ✗ 意为 "反映"，主客关系反了

reflect 表 "反映"，应是 "犯罪率反映社会结构变化"，而非 "社会结构变化反映犯罪率"，主客错位。

【验证】 代回：Changes in the social structure may indirectly __(9)__ juvenile crime rates. → may indirectly affect juvenile crime rates, 承接下文 "通过经济传导链" 的具体例子，与 outline "第三段：社会结构变化的传导机制" 的脉络对接顺畅。

10. ____

【答案】 [B] lead 固定搭配

【线索】 to 后是 "工作机会减少 + 失业上升", 明显为 "结果"

线索在本句: changes in the economy that __(10)__ to fewer job opportunities for youth and rising unemployment——"工作机会减少和失业上升" 是因果链中的 "结果", 因此 __ to 必须是 "导致" 的意思。lead to 是表 "导致" 的最标准短语。

【选项】 A) point X point to = "指向/暗示", 并非 "造成"

point to 偏 "指向、表明", 主语通常是证据/事实, 强调推论关系, 而非 "经济变化造成失业" 这种实质性因果。

B) lead ✓ lead to = "导致", 最标准的因果短语

lead 与 to 构成 lead to, 正是 "经济变化导致工作机会减少与失业上升" 所需的因果连词, 搭配地道、语义精准。

C) come X come to 偏 "达到/合计", 不表造成结果

come to 多表 "达到、合计为" 或 "突然意识到", 与 "经济变化造成失业" 这种动作型因果不匹配。

D) amount X amount to = "总额为/相当于", 语义错位

amount to 用于数额总和或 "等同于", 宾语必须是数额或同类对象, 不能搭配 "工作机会减少" 这种结果。

【验证】 代回: changes in the economy that __(10)__ to fewer job opportunities for youth and rising unemployment → that lead to fewer job opportunities..., 符合 outline 中 "第三段: 社会经济变化→就业减少→不满→犯罪" 的链式机制。

11. ____

【答案】 **[A] in general** 逻辑关系

【线索】 上文给出经济传导链，本句作普遍性结论而非对比/数据

线索见上下文 For example, changes in the economy that __(10)__ to fewer job opportunities for youth and rising unemployment __(11)__ make gainful employment increasingly difficult to obtain.——前面已铺好 "经济变化→工作机会少+失业升" 的链条，本空所在的小句是对这一传导后果的普遍性总结 "使获得稳定就业越来越难"，并未对比另一组也未给出数据，因此应当是 in general（总体而言）。

【选项】 A) in general ✓ "总体而言"，承接经济变化对就业的普遍后果

in general 表 "大体上、总体而言"，与本句对 "经济变化→失业难就业" 这一普遍后果作总结的语气完美匹配。

B) on average ✗ 需有数据均值语境，本句无数据

on average 表 "平均而言"，需要有统计意义上的数据均值，本句并未涉及数字平均，语境不符。

C) by contrast ✗ 对比无对象，逻辑断裂

by contrast 必须有一个明确的对比对象出现在上文，但本句没有对比项，强行使用会让逻辑断裂。

D) at length ✗ "详尽地/最终"，与一句话总结的语气不符

at length 表 "详尽地" 或 "最终"，要求随后是详尽展开或终于发生的动作，与本句简短总结的语气不合。

【验证】 代回：rising unemployment __(11)__ make gainful employment increasingly difficult to obtain → rising unemployment in general make gainful employment..., 对前述经济传导链给出普遍性收束，与 outline 中 "第三段：传导机制" 自洽。

12. ____

【答案】 [C] turn 固定搭配

【线索】 上文给出 "经济差→不满", 本句续接 "不满→犯罪", 构成连锁反应

线索遍布第三段: changes in the economy that __(10)__ to fewer job opportunities for youth and rising unemployment __(11)__ make gainful employment increasingly difficult to obtain. The resulting discontent may in __(12)__ lead more youths into criminal behavior.——"经济变化 → 失业 → 不满 → 犯罪" 是一连串依次触发的因果链, 本空表达的就是 "反过来又...", 正是 in turn (依次/转而) 的语义。

【选项】 A) case X in case = "以防/万一", 与因果链不符

case 构成 in case 表 "以防、万一", 是条件性预防语义, 与本句承接因果链的功能不符。

B) short X in short = "简言之", 本句不是总结

short 构成 in short 用于对前文做整段总结, 但本句仅承接一环 "不满→犯罪", 并非全段总结。

C) turn ✓ in turn = "反过来/依次", 精准承载链式因果

turn 与 in 构成 in turn, 意为 "反过来又/依次", 与上文 "经济→失业→不满" 接续 "不满→犯罪" 的链式因果完全合拍。

D) essence X in essence = "本质上", 语气与链式承接不符

essence 构成 in essence 强调 "本质上是", 用于揭示本质特征, 与本句承接因果链的功能不符。

【验证】 代回: The resulting discontent may in __(12)__ lead more youths into criminal behavior. → may in turn lead more youths into criminal behavior, 与 outline 中 "第三段: 经济变化→不满→犯罪" 的链式机制完全一致。

13. ____

【答案】 [D] experienced 词义辨析

【线索】 下一句给出 "单亲、双职工" 这些社会变迁现象，是被动承受而非主动发起

线索见 More families consist of one-parent households or two working parents; __ (14) __, children are likely to have less supervision at home __ (15) __ was common in the traditional family __ (16) __.——这些是社会层面的客观变化，对家庭而言是被动承受 "经历" 而非主动 "承担" 或 "幸存"。因此应填 experienced。

【选项】 A) survived X 意为 "幸存"，语义过重且对象错配

survived 表 "从...中幸存"，多用于灾难/危机，搭配 changes 不合习惯，且语义过重。

B) noticed X 意为 "注意到"，主体应为感知者，家庭难以 notice 变化

noticed 表 "注意到"，主语通常是人或观察者，家庭整体作为承载单位 notice changes 不合自然。

C) undertaken X 意为 "承担/着手"，要求家庭主动发起变化

undertaken 强调主动承担/开展，多用于机构主动推动；但本段后文 "单亲、双职工" 是社会变迁结果，并非家庭主动发起。

D) experienced ✓ "经历" 是承载社会变化的标准用语

experienced 意为 "经历"，与 "家庭这些年经历了变化" 完美对应：被动承受社会变迁，与下一句具体例证语义一致。

【验证】 代回：Families have also __ (13) __ changes these years. → Families have also experienced changes these years.，与下一句单亲/双职工的具体变化举例一致，与 outline 中 "第四段：家庭变化" 自洽。

14. ____

【答案】 [B] consequently 逻辑关系

【线索】 前句是家庭结构变化，后句是其后果（监护减少），明显因果

线索就在前后两句的语义关系：前句 More families consist of one-parent households or two working parents 描述家庭结构变化为单亲/双职工，后句 children are likely to have less supervision at home 说明 "孩子在家所受监护减少"——后者是前者直接导致的后果，因果关系明显。

【选项】 A) contrarily X 意为 "相反地"，前后并无对立

contrarily 表 "相反地"，要求后句与前句对立，但 "监护减少" 不与 "单亲/双职工" 对立，反而是其结果。

B) consequently ✓ "因此"，恰好引出家庭结构变化的后果

consequently 表 "因此"，正好承接前句 "家庭结构变了"，引出后句 "孩子监护减少" 这一直接后果。

C) similarly X "类似地" 需有可比的两类现象

similarly 用于并列同类现象的比较，但前后两句一个是 "现象"、一个是 "结果"，并非两个类似现象，逻辑不匹配。

D) simultaneously X "同时" 仅表时间并行，缺因果

simultaneously 仅表 "同时"，无法揭示前后句的因果关系；本句强调的是后果，而非两个事件同时发生。

【验证】 代回：More families consist of one-parent households or two working parents; __ (14) __, children are likely to have less supervision at home... → ; consequently, children are likely to have less supervision..., 前因后果逻辑严密，与 outline 中 "家庭变化导致监护减少" 的脉络一致。

15. ____

【答案】 [A] **than** 语法形态

【线索】空前 **less supervision** 已锁死 **than** 比较

线索就在空前的关键词：children are likely to have less supervision at home __ (15) __ was common in the traditional family __ (16) __.——less 是比较级的标志，紧接其后的连接词必须是 than 才能引导比较对象 "传统家庭中常见的（监护）"。

【选项】 A) **than** ✓ **less ... than ...** 比较结构的固定连词

than 与前文 less supervision 共同构成 "比.....更少的监护" 比较结构，是该句法的唯一合法连词。

B) **that** ✗ 无法引导比较级所需的对象从句

that 不能用于 less ... __ 比较结构后引导比较项；它只能作宾语从句或定语从句连词，与本结构不匹配。

C) **which** ✗ 关系代词，不能用于比较结构

which 是关系代词，引导定语从句，与 less ... 比较结构语法上不兼容。

D) **as** ✗ **as** 用于 **as ... as** 同等比较，不与 **less** 搭

as 用于 as much / as many 等同等比较结构，无法承接 less + 名词 这一不等比较。

【验证】代回：less supervision at home __ (15) __ was common in the traditional family __ (16) __ → less supervision at home than was common..., 比较结构清晰、合法，承接 "家庭变化导致监护减少" 的对比脉络。

16. ____

【答案】 **[B] structure** 词义辨析

【线索】 上下文反复在谈 "家庭结构变化", 包括同段开头一句的潜台词

线索见同段一开头 Families have also __(13)__ changes these years. More families consist of one-parent households or two working parents——同段从一开始就在讨论 "家庭由什么组成、结构如何变化", 因此 traditional family __ 应是 traditional family structure (传统家庭结构), 与全段主题词 "结构" 一致。

【选项】 A) system X 意为 "系统", 过宽且偏制度化

system 指 "系统、体制", 传统家庭 system 偏向制度安排, 不及 structure 直接对应 "家庭组成形式"。

B) structure ✓ "结构" 精准对应 "家庭组成形式"

structure 指 "结构", traditional family structure 即 "传统家庭结构", 精准呼应同段开头 More families consist of one-parent households or two working parents 提到的家庭组成变化。

C) concept X "概念" 偏抽象观念, 对象错位

concept 指 "概念", 多用于抽象观念定义, 与 "传统家庭中常见的监护方式" 这一具体结构语境不符。

D) heritage X "遗产" 含正向文化色彩, 与中性结构描述不符

heritage 表 "遗产、传承", 带文化沉淀色彩, 与本段中性、社会学式描述家庭变化的语气不合。

【验证】 代回: less supervision at home __(15)__ was common in the traditional family __(16)__ . → than was common in the traditional family structure, 与全段反复出现的 "家庭结构变化" 主题词紧密呼应, 与 outline 中 "第四段: 家庭结构变化" 完全自洽。

17. _____

【答案】 **[B] identifiable** 词义辨析

【线索】 include 之后给出三条具体原因，正是 "可辨识" 之意

线索见本句中 include 后罗列的三条具体原因：include frustration or failure in school, the increased __(18)__ of drugs and alcohol, and the growing __(19)__ of child abuse and child neglect.——既然作者能列出这些具体原因，那它们必然属于 "可被识别/可被指认" 的范畴，所以 causes 的修饰语只能是 identifiable。

【选项】 A) assessable X "可评估的"，强调量化评估，对象错配

assessable 指 "可评估的"，常用于税项、风险量化，搭配 causes 偏离常用语境，且不及 identifiable 直接表 "可被辨识"。

B) identifiable ✓ "可识别的"，精准呼应后续具体清单

identifiable 表 "可识别、可辨认的"，与 include 后罗列的三条具体原因正好对应——既已被列出，自然是 "可被识别" 的成因。

C) negligible X "可忽略的"，与作者郑重列举矛盾

negligible 表 "可忽略不计的"，但作者既然郑重列出这些原因，并指出它们 "增加犯罪概率"，显然不可能是 "可忽略的"。

D) incredible X "难以置信的"，色彩夸张且不贴学术语境

incredible 带 "难以置信、了不起" 的口语色彩，与本文严谨综述的语气格格不入。

【验证】 代回：Other __(17)__ causes of offensive acts include frustration or failure in school...
→ Other identifiable causes..., 作者郑重列出三条 "可识别" 的额外成因，与 outline 中 "第四段补出其他诱因" 的脉络一致。

18. ____

【答案】 **[D] availability** 词义辨析

【线索】 本句把 **drugs and alcohol** 与 **child abuse**、**school failure** 并列作为犯罪诱因

线索见本句 Other __(17)__ causes of offensive acts include frustration or failure in school, the increased __(18)__ of drugs and alcohol, and the growing __(19)__ of child abuse and child neglect.——三项并列原因中，毒品酒精成为犯罪诱因的方式是 "可得性变高/越来越容易获得"，与下一项 "虐待/疏忽的发生率上升" 在 "现象增加导致犯罪" 的逻辑上对称。

【选项】 A) **expense** X "开销"，搭配 **increased expense of drugs** 指价格上升，与犯罪诱因不符

expense 指 "花费"，increased expense of drugs 意为价格上涨，价格上涨反而会降低犯罪诱因，逻辑相反。

B) **restriction** X "限制"，限制增加只会降低犯罪

restriction 指 "限制"，increased restriction 表示约束增强，反而抑制毒品酒精消费，与 "增加犯罪概率" 的语境相反。

C) **allocation** X "分配/拨款"，多用于资金、资源

allocation 指 "分配、拨款"，多用于资金、配额等正式分配场景，无法形容毒品酒精的社会可得性。

D) **availability** ✓ "可得性"，精准对应 "毒品酒精更易获得"

availability 指 "可得性、易得程度"，increased availability of drugs and alcohol 即 "毒品和酒精越来越容易获得"，是导致青少年犯罪概率提升的标准社会学表述。

【验证】 代回：the increased __(18)__ of drugs and alcohol → the increased availability of drugs and alcohol，与 outline 中 "第四段：其他诱因（毒品酒精易得性、虐待忽视增加）" 的脉络无缝衔接。

19. _____

【答案】 [A] incidence 词义辨析

【线索】 三项并列原因均为 "现象增多→犯罪诱因", 要求与前两项对称

线索仍在本句的并列结构: include frustration or failure in school, the increased __ (18) __ of drugs and alcohol, and the growing __ (19) __ of child abuse and child neglect.——前两项都是 "现象增多→犯罪概率上升" 的语义模板, 本空也必须填 "虐童疏忽事件发生率上升" 这一同模板表达, 因此用 incidence (发生率、事件数)。

【选项】 A) incidence ✓ "发生率", 精确表达虐童疏忽案例增加

incidence 指 "发生率、发生频率", the growing incidence of child abuse and child neglect 正是 "虐童与忽视事件发生率上升", 与犯罪诱因递增的语义吻合。

B) awareness ✗ "意识", awareness 上升应降低而非增加犯罪

awareness 表 "意识、知晓度", 意识增强通常引向更好的预防而非更多犯罪, 与本句作为犯罪诱因的语义相反。

C) exposure ✗ "曝光/暴露", 焦点是被报道, 不是事件本身增多

exposure 表 "曝光、媒体暴露", 强调被公众知晓, 但本句强调的是事件本身发生增多, 而非媒体曝光率, 方向不对。

D) popularity ✗ "流行、受欢迎", 色彩荒谬

popularity 表 "流行、受欢迎", 搭配虐童这种负面事件荒谬, 绝对不通。

【验证】 代回: the growing __ (19) __ of child abuse and child neglect → the growing incidence of child abuse and child neglect, 与前一项 availability 平行对称, 承接全段 "现象增多→犯罪诱因" 的逻辑, 与 outline 中 "其他诱因" 完全自洽。

20. _____

【答案】 [C] **although** 逻辑关系

【线索】 前是 "提高犯罪概率", 后是 "未确立直接因果", 二者构成让步

线索就在前后两个分句: All these conditions tend to increase the probability of a child committing a criminal act, __(20)__ a direct causal relationship has not yet been established.——前句肯定 "这些条件会提高犯罪概率", 后句却让一步 "虽然尚未确立直接因果关系"。这种 "前肯定 + 后让步" 的关系正是 **although** 的语义。

【选项】 A) **provided** X "假如/只要", 需要满足某条件才行

provided 表 "假如、只要", 引出条件, 但本句主从句不是 "在某条件下才成立", 而是 "虽然如此但仍然成立", 逻辑不符。

B) **since** X "既然/因为", 引原因, 方向不对

since 表 "既然、因为", 引出原因, 但 "尚未确立直接因果" 不是 "现象增加犯罪概率" 的原因, 方向反了。

C) **although** ✓ "虽然", 让步关系完美承载综述谨慎口吻

although 表 "虽然、尽管", 正好让一步: "虽然直接因果关系尚未确立, 但这些条件依然会提高犯罪概率"——是学术综述谨慎收束的标准句型, 也呼应了 All theories, however, are tentative 的同样基调。

D) **supposing** X "假设", 主从句不在假设语境

supposing 表 "假设、如果", 引出假想情境, 但本句两个分句都是事实陈述 (前肯定后让步), 并非假设, 不匹配。

【验证】 代回: All these conditions tend to increase the probability of a child committing a criminal act, __(20)__ a direct causal relationship has not yet been established. → ..., although a direct causal relationship has not yet been established., 与全文中性谨慎、不下绝对结论的综述基调 (呼应 All theories, however, are tentative and are __(8)__ to criticism.) 完全自洽。

OVERVIEW • 通读建境

全文主旨与行文脉络

完形是语篇题——单看空所在的半句往往四个选项都「像」。下面是全文主旨与行文脉络, 是每个空锁定线索、代入验证时核对的全局工作台。

全文主旨

青少年犯罪成因的多维理论综述

全文围绕青少年犯罪 (juvenile delinquency) 的成因展开, 先列举聚焦于个体与社会两类经典理论, 再扩展到富裕家庭、社会结构变迁、家庭结构变化以及其他诱因, 态度客观、综述性强。开篇即点明 Many theories concerning the causes of juvenile delinquency (crimes committed by young people) focus either on the individual or on society as the major contributing influence. 已奠定全篇中性、罗列各家理论的论述基调。

行文脉络

两类经典理论→补充弱势之外→社会结构变化→家庭结构变化→其他诱因

脉络清晰, 可切成四个意群: 第一段从 focus either on the individual or on society 引出两类经典理论; 第二段从 children from disadvantaged families 出发指出富裕家庭也犯罪、且声明所有理论都有局限; 第三段从 Changes in the social structure may indirectly __ (9) __ juvenile crime rates. 谈社会结构变化 (就业减少→不满→犯罪); 第四段从 Families have also __ (13) __ changes these years. 谈家庭结构变化与其他诱因, 并在结尾以 a direct causal relationship has not yet been established 收束全篇的谨慎立场。每个意群内部都呈现因→果或并列展开, 是逐空判断逻辑词与近义词的依据网。

SENTENCE INSIGHTS • 句子精讲

7 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。

Many theories concerning the causes of juvenile delinquency (crimes committed by young people) focus either on the individual or on society as the major contributing influence.

第1段, 第1句

简单句配复杂主语的结构在学术类阅读中非常常见, "either...or..."并列、后置定语、同位语等都是高频考点。句式虽简单但成分扩展方式极具代表性, 掌握后可大量迁移到其他学术陈述句

Theories centering on the individual suggest that children engage in criminal behavior because they were not sufficiently penalized for previous misdeeds or that they have learned criminal behavior through interaction with others.

第1段，第2句

主句 + 并列宾语从句 + 嵌套状语从句的结构在四六级和考研阅读中非常常见,尤其是学术文本中理论陈述、观点引述场景。掌握这种结构后可广泛应用于理解类似的复杂陈述句。

All theories, however, are tentative and are subject to criticism.

第2段，第3句

这种“主语 + 系动词 + 表语，并列再补一个表语”的句式很常见，阅读中经常出现。掌握后有助于快速处理大量陈述性句子。

For example, changes in the economy that lead to fewer job opportunities for youth and rising unemployment in general make gainful employment increasingly difficult to obtain.

第3段，第2句

句子展现了四六级和考研阅读中的高频句式特征：主语带定语从句修饰、使役动词 "make" 加宾补结构、限制性定语从句紧跟先行词进行限定；这种“复杂主语 + 使役动词 + 宾补”的组合在学术文本和新闻报道中极为常见，且定语从句修饰主语中的名词、形成主语内部嵌套的模式也是考试高频考点；掌握本句结构后可直接迁移到大量类似长难句的分析中。

The resulting discontent may in turn lead more youths into criminal behavior.

第3段，第3句

"情态动词 + 动词原形" 以及 "lead sb into sth" 句型在四六级和考研真题中频繁出现，状语插入也是常见考点。本句结构虽简单但高度典型，掌握后可迁移到大量类似句式。

More families consist of one-parent households or two working parents; consequently, children are likely to have less supervision at home than was common in the traditional family structure.

第4段，第2句

并列主句通过分号和连接副词表因果、比较状语从句嵌套在宾语中、从句省略主语，这些都是四六级和考研阅读中的高频句式；be likely to 结构和 than 引导的比较从句也是常考考点，结构典型性强，掌握后可大量复用。

All these conditions tend to increase the probability of a child committing a criminal act, although a direct causal relationship has not yet been established.

第4段，第5句

主句 "主语 + tend to do + 宾语" 和让步状语从句 "although + 主语 + 现在完成时被动" 都是四六级和考研阅读中的高频句式;"tend to" 表倾向、现在完成时被动表研究现状、"although" 引导让步转折都是学术和议论文的典型表达,掌握后可大量迁移到类似语境,结构代表性较强。

HIGH-FREQUENCY · 真题高频词

本篇出现的 44 个考研英语（旧卷）真题高频词

下列单词既在本篇完形原文中出现，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。

crime A2

n. 犯罪行为

本篇6次 · 真题 12 句

theory B1

n. 理论

本篇5次 · 真题 39 句

commit B2

v. 承诺、保证做某事

本篇5次 · 真题 11 句

focus B1

n. 重点

本篇3次 · 真题 77 句

behavior B1

n. 行为

本篇3次 · 真题 52 句

rate A2

n. 速度

本篇2次 · 真题 72 句

individual B2

adj. 单独的

本篇2次 · 真题 59 句

lack B1

v. 缺少

本篇2次 · 真题 41 句

structure B1

n. 结构

本篇2次 · 真题 36 句

failure B1

n. 失败

本篇2次 · 真题 24 句

less A1

det. 较少的

本篇1次·真题 150 句

likely A2

adj. 很可能的

本篇1次·真题 89 句

economy B1

n. 经济

本篇1次·真题 73 句

tend B1

v. 倾向于, 往往会

本篇1次·真题 71 句

concern B1

v. 涉及

本篇1次·真题 60 句

major B1

adj. 主要的

本篇1次·真题 56 句

opportunity B1

n. 机会

本篇1次·真题 50 句

increasingly B2

adv. 越来越;日益;不断增加地

本篇1次·真题 40 句

affect B1

v. 影响

本篇1次·真题 39 句

response B1

n. 回答

本篇1次·真题 37 句

contribute B1

v. 捐献

本篇1次·真题 34 句

employment B1

n. 工作

本篇1次·真题 29 句

status B2

n. 地位

本篇1次·真题 29 句

relationship B1

n. 关系

本篇1次·真题 28 句

traditional B1

adj. 传统的

本篇1次·真题 28 句

criticism B2

n. 批评

本篇1次·真题 27 句

establish B2

v. 建立, 创立 (组织、机构、关系等)

本篇1次 · 真题 27 句

previous B1

adj. 先前的

本篇1次 · 真题 24 句

ignore B1

v. 忽视;不理睬

本篇1次 · 真题 22 句

interaction B2

n. 相互作用

本篇1次 · 真题 22 句

obtain B2

v. 获得

本篇1次 · 真题 21 句

engage B2

v. 参与;从事

本篇1次 · 真题 19 句

growing A2

adj. 增长的

本篇1次 · 真题 17 句

working A2

adj. 有工作的

本篇1次 · 真题 17 句

neglect B2

v. 忽视;疏忽

本篇1次 · 真题 16 句

unemployment B2

n. 失业 (状态)

本篇1次 · 真题 16 句

increased A2

v. 增加了

本篇1次 · 真题 11 句

household B1

n. 家庭

本篇1次 · 真题 9 句

adequate B2

adj. 足够的, 充分的

本篇1次 · 真题 8 句

availability B2

n. 可获得性

本篇1次 · 真题 8 句

disadvantage B2

n. 不利条件

本篇1次 · 真题 8 句

frustration B2

n. 挫败感

本篇1次 · 真题 8 句

latter

B2

det. 后者的

本篇1次 · 真题 8 句

wealthy

B2

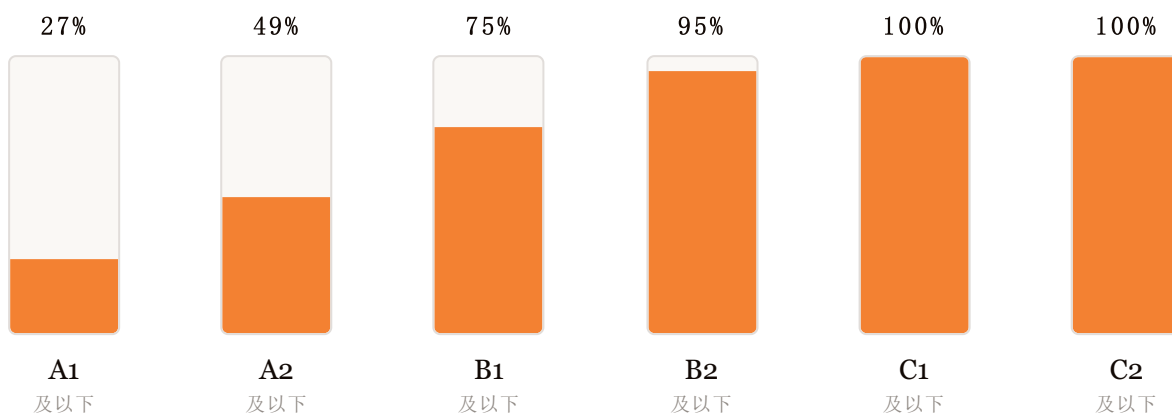
adj. 富有的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 124 词按 CEFR 难度累积覆盖

带空短文去重后共 **124** 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 6 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 124 个 · 末柱为 100%

去重总词数

124

B2 以上难词

5%

B1 及以下覆盖

75%

考研英语（旧卷） 2004年 · 全卷构成

Section I	完形填空（四选一）	本题
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）	题目解析 →
Section II Part A (4)	阅读理解（四选一）	题目解析 →
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 →

2004年 考研英语（旧卷）阅读理解（四选一） 第1篇·21-25 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析·21-25 题

本页 21-25 题的答案与逐题解析由懒笔记基于2004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 5 段原文（段首标 P1-P5 段号、逐段附中文翻译）；之后 5 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(2004)

Section II Part A (1)

Directions:

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

Text 1

P1 Hunting for a job late last year, lawyer Gant Redmon stumbled across CareerBuilder, a job database on the Internet. He searched it with no success but was attracted by the site's "personal search agent". It's an interactive feature that lets visitors key in job criteria such as location, title, and salary, then E-mails them when a matching position is posted in the database. Redmon chose the keywords legal, intellectual property and Washington, D.C. Three weeks later, he got his first notification of an opening. "I struck gold," says Redmon, who E-mailed his resume to the employer and won a position as in-house counsel for a company.

去年年底在找工作时,律师Gant Redmon偶然发现了CareerBuilder,一个互联网上的职位数据库。他搜索了一番但没有成功,却被该网站的"个人搜索代理"所吸引。这是一项互动功能,让访问者输入诸如地点、职位和薪资等求职标准,然后在数据库中出现匹配职位时通过电子邮件通知他们。Redmon选择了关键词法律、知识产权和华盛顿特区。三周后,他收到了第一份空缺职位通知。"我找到了宝藏,"Redmon说,他将简历通过电子邮件发给了雇主,并赢得了一家公司内部法律顾问的职位。

P2 With thousands of career-related sites on the Internet, finding promising openings can be time-consuming and inefficient. Search agents reduce the need for repeated visits to the databases. But although a search agent worked for Redmon, career experts see drawbacks. Narrowing your criteria, for example, may work against you: "Every time you answer a question you eliminate a possibility," says one expert.

互联网上有成千上万个与职业相关的网站,寻找有前景的职位空缺可能既耗时又低效。搜索代理减少了重复访问数据库的需要。但尽管搜索代理对Redmon起了作用,职业专家还是看到了其弊端。例如,缩小标准范围可能对你不利:"每回答一个问题,你就排除了一种可能性,"一位专家说。

P3 For any job search, you should start with a narrow concept—what you think you want to do—then broaden it. "None of these programs do that," says another expert. "There's no career counseling implicit in all of this." Instead, the best strategy is to use the agent as a kind of tip service to keep abreast of jobs in a particular database; when you get E-mail, consider it a reminder to check the database again. "I would not rely on agents for finding everything that is added to a database that might interest me," says the author of a job-searching guide.

对于任何求职,你都应该从一个狭窄的概念开始——你认为自己想做什么——然后将其拓宽。"这些程序都做不到这一点,"另一位专家说。"所有这些当中都没有隐含的职业咨询。"相反,最佳策略是将代理作为一种提示服务来使用,以便及时了解特定数据库中的职位;当你收到电子邮件时,把它当作再次查看数据库的提醒。"我不会依赖代理来找到添加到数据库中可能让我感兴趣的所有内容,"一位求职指南的作者说。

P4 Some sites design their agents to tempt job hunters to return. When CareerSite's agent sends out messages to those who have signed up for its service, for example, it includes only three potential jobs—those it considers the best matches. There may be more matches in the database; job hunters will have to visit the site again to find them—and they do. "On the day after we send our messages, we see a sharp increase in our traffic," says Seth Peets, vice president of marketing for CareerSite.

一些网站设计其代理来吸引求职者回访。例如,当CareerSite的代理向注册其服务的用户发送消息时,它只包含三个潜在职位——它认为最匹配的那些。数据库中可能有更多匹配职位;求职者必须再次访问该网站才能找到它们——而他们确实会这样做。"在我们发送消息后的第二天,我们看到流量急剧增加,"CareerSite的市场营销副总裁Seth Peets说。

P5 Even those who aren't hunting for jobs may find search agents worthwhile. Some use them to keep a close watch on the demand for their line of work or gather information on compensation to arm themselves when negotiating for a raise. Although happily employed, Redmon maintains his agent at CareerBuilder. "You always keep your eyes open," he says. Working with a personal search agent means having another set of eyes looking out for you.

即使那些没有找工作的人也可能发现搜索代理是值得的。有些人用它们来密切关注对其工作领域的需求,或收集薪酬信息,以便在谈判加薪时为自己准备筹码。尽管工作愉快,Redmon仍在CareerBuilder维护着他的代理。"你总是要保持警觉,"他说。使用个人搜索代理意味着有另一双眼睛在为你留意。

题目与逐题解析

21. How did Redmon find his job?

- [A] By searching openings in a job database.
- [B] By posting a matching position in a database.
- [C] By using a special service of a database.
- [D] By E-mailing his resume to a database.

Redmon 是如何找到他的工作的?

- A) 通过在职位数据库中搜索空缺职位。 B) 通过在数据库中发布匹配职位。
- C) 通过使用数据库的特殊服务。 D) 通过将简历用电子邮件发送到数据库。

【答案】 C (细节题)

【判型】 How did Redmon find his job? 以 How 提问、指向具体行为,问的是文中已写明的事实,不是隐含或主旨。

【拆句】 How did Redmon find his job? 是最朴素的特殊疑问句，主语 Redmon、谓语 find、宾语 his job，无从句、无否定、无比较，零陷阱。

【定位】 He searched it with no success but was attracted by the site's "personal search agent". It's an interactive feature that lets visitors key in job criteria such as location, title, and salary, then E-mails them when a matching position is posted in the database.

他用关键词搜了一遍，毫无所获，但被该站点的「私人搜索代理」吸引。这是一个交互功能，让访客输入工作地点、职位、薪资等条件，当数据库中出现匹配岗位时，会用邮件通知他们。

【选项】 A) 与原文相反

By searching openings in a job database. 描述的是普通搜索，而原文写得很清楚他「搜了但没成功」(He searched it with no success)，是被 search agent 而非搜索本身救场的。

B) 张冠李戴

By posting a matching position in a database. 把「发布岗位」的动作扣在 Redmon 头上，但原文里发布岗位的是雇主/系统，他是接收方。

C) ✓ 正确

was attracted by the site's "personal search agent" ↔ **By using a special service of a database.** lets visitors key in job criteria ... then E-mails them when a matching position is posted in the database

↔ **By using a special service of a database.**

预判到「靠 personal search agent」后，四项里只有 C 把它抽象成 special service of a database，而 A、B、D 都偏离了这条事实链。

D) 答非所问

By E-mailing his resume to a database. 是他在 agent 通知到匹配岗位之后做的应聘动作，是结果环节；而题干问的是「如何找到」，对应的是 agent 这一发现机制。

22. Which of the following can be a disadvantage of search agents?

- [A] Lack of counseling.
- [B] Limited number of visits.
- [C] Lower efficiency.
- [D] Fewer successful matches.

以下哪项可能是搜索代理的缺点？

A) 缺乏咨询。 B) 访问次数有限。 C) 效率较低。 D) 成功匹配较少。

【答案】 A (细节题)

【判型】 Which of the following can be a disadvantage of search agents? 让你从四项里挑出文中提到的缺点，答案必在原文，不需推理。

【拆句】 Which of the following can be a disadvantage of search agents? 主语是 Which，系动词 can be，表语 a disadvantage of search agents，情态动词 can 表「可能是」，不是绝对断言——这意味着只要原文提到 search agents 的某项不足即可，不必是「最大」缺点。

【定位】 But although a search agent worked for Redmon, career experts see drawbacks. Narrowing your criteria, for example, may work against you: "Every time you answer a question you eliminate a possibility," says one expert.

尽管 search agent 对 Redmon 起了作用，但职业专家看到了它的缺点。比如，把搜索条件收窄反而可能害你：「每回答一个问题就排除一种可能」，一位专家说。

【选项】 A) ✓ 正确

There's no career counseling implicit in all of this. ↔ **Lack of counseling.**

But although a search agent worked for Redmon, career experts see drawbacks. ↔

Lack of counseling.

文章在 2、3 段共给出两个缺点：narrowing 适得其反、no career counseling；其中 no counseling 在第 3 段被用作论证支点，且四个选项里只有 A 与之对应，预判与选项严密咬合。

B) 无中生有

Limited number of visits. 把 search agent 描述成「限制访问次数」，原文从未谈过 visits 被 agent 限制；第 2 段反而说 agent reduce the need for repeated visits——是减少访问需要，不是限制访问次数。

C) 与原文相反

Lower efficiency. 与原文事实相反——原文 Search agents reduce the need for repeated visits to the databases. 是说 agent 提高效率，不是降低。

D) 过度推断

Fewer successful matches. 推断「成功匹配更少」，原文只说 narrowing criteria 会 eliminate possibilities，并没断言最终的「成功匹配数」会变少——可能性减少≠成功数量减少。

23. The expression "tip service" (Line 4, Paragraph 3) most probably means.

- [A] advisory.
- [B] compensation.
- [C] interaction.
- [D] reminder.

短语"tip service"(第3段第4行)最可能的意思是。

A) 咨询性的。 B) 补偿。 C) 互动。 D) 提醒。

【答案】 D (词义句意题)

【判型】 The expression "tip service" (Line 4, Paragraph 3) most probably means. 出现 the expression ... most probably means 的固定句式，且把原文短语用引号标出，是最典型的词义题模板。

【拆句】 The expression "tip service" (Line 4, Paragraph 3) most probably means. 是不完整陈述句，待选项续完；most probably 表示「最可能」，提示答案应是上下文逻辑下最贴切的一个，不是绝对唯一。

【定位】 Instead, the best strategy is to use the agent as a kind of tip service to keep abreast of jobs in a particular database; when you get E-mail, consider it a reminder to check the database again. 最好的策略是把 agent 当作一种「提示服务」来用，以便随时了解某个数据库里的岗位动向；当你收到邮件时，把它当作「再去查一下数据库」的提醒。

【选项】 A) 与原文相反

advisory. 译作「咨询/建议」，与原文恰好相反——第 3 段反复强调 There's no career counseling implicit in all of this., 明确说 agent 不做咨询。

B) 无中生有

compensation. (报酬/薪酬) 与第 3 段语境无关；该词来自第 5 段 gather information on compensation, 与 tip service 的语境完全不搭。

C) 张冠李戴

interaction. (互动) 与 tip service 的本质不符——agent 发邮件给你属于单向通知，不是双向互动；interaction 这一描述更适合第 1 段的 interactive feature, 但本题问的是第 3 段的 tip service。

D) ✓ 正确

consider it a reminder to check the database again ↔ reminder.

作者已经在分号后用 reminder 主动解释了 tip service 的功能；预判一旦走到「提醒回查数据库」，自然就锁 D。

24. Why does CareerSite's agent offer each job hunter only three job options?

- [A] To focus on better job matches.
- [B] To attract more returning visits.
- [C] To reserve space for more messages.
- [D] To increase the rate of success.

为什么 CareerSite 的代理只为每位求职者提供三个工作选项？

- A) 为了专注于更好的工作匹配。 B) 为了吸引更多回访。 C) 为了保留更多信息的空间。
D) 为了提高成功率。

【答案】 B (细节题)

【判型】 Why does CareerSite's agent offer each job hunter only three job options? 问的是「为什么只给三个」，原文若直接给出动机句即为细节题；本题作者紧接着给出了动机句，按细节题处理。

【拆句】 Why does CareerSite's agent offer each job hunter only three job options? 一般疑问语序的特殊疑问句，only three 中 only 表程度限定，提示「只给三个」本身就是动作的反常之处——答案要解释这个反常。

【定位】 Some sites design their agents to tempt job hunters to return. When CareerSite's agent sends out messages to those who have signed up for its service, for example, it includes only three potential jobs—those it considers the best matches.

一些站点把 agent 设计成「引诱求职者回访」的工具。比如 CareerSite 的 agent 给注册用户发邮件时，只放进它认为最匹配的三个岗位。

【选项】 A) 偷换概念

To focus on better job matches. 把「选最匹配的三个」当成目的，原文里 those it considers the best matches 只是「为什么挑这三个」的手段，目的是 tempt job hunters to return.

B) ✓ 正确

tempt job hunters to return ↔ To attract more returning visits.

On the day after we send our messages, we see a sharp increase in our traffic ↔

To attract more returning visits.

预判到「引诱回访」后，B 项里 attract、returning、visits 三个核心词都能在原文动机句和结果句中找到对应位，逐词都站得住。

C) 无中生有

To reserve space for more messages. 在文中找不到任何依据，文章既未谈邮件容量也未谈 message 空间限制。

D) 过度推断

To increase the rate of success. 把「精挑三个」推到「提高成功率」，原文从未提及任何「成功率」「rate of success」，是从手段（精挑）再推一步的过度推断。

25. Which of the following is true according to the text?

- [A] Personal search agents are indispensable to job-hunters.
- [B] Some sites keep E-mailing job seekers to trace their demands.
- [C] Personal search agents are also helpful to those already employed.
- [D] Some agents stop sending information to people once they are employed.

根据文章,以下哪项是正确的?

- A) 个人搜索代理对求职者来说是不可或缺的。
- B) 一些网站持续向求职者发送电子邮件以追踪他们的需求。 c) 个人搜索代理对已就业人员也有帮助。
- d) 一些代理一旦人们就业就停止向他们发送信息。

【答案】 C (细节题)

【判型】 Which of the following is true according to the text? 明确要求 true according to the text，答案必须能在原文找到字面或同义对应，是典型的判断式细节题。

【拆句】 Which of the following is true according to the text? 万能题干，无修饰陷阱；
according to the text 限定了「答案必须出自原文」，不是常识题。

【定位】 Even those who aren't hunting for jobs may find search agents worthwhile. Some use them to keep a close watch on the demand for their line of work or gather information on compensation to arm themselves when negotiating for a raise.

即便不在求职的人也可能觉得 search agent 值得用——有人用它密切关注本行业的需求，或收集薪酬信息以备加薪谈判时使用。

【选项】 A) 过度推断

Personal search agents are indispensable to job-hunters. 用 indispensable (不可或缺) 做绝对断言，原文只说有用、有缺点 (career experts see drawbacks)，并明确建议不能完全依赖 (I would not rely on agents for finding everything)。

B) 偷换概念

Some sites keep E-mailing job seekers to trace their demands. 把第 4 段「站点发邮件吸引回访」的事实换成「为了追踪用户需求」——原文动机是 tempt job hunters to return，不是追踪需求。

C) ✓ 正确

Even those who aren't hunting for jobs may find search agents worthwhile ↔

Personal search agents are also helpful to those already employed.

Although happily employed, Redmon maintains his agent at CareerBuilder. ↔

Personal search agents are also helpful to those already employed.

第 5 段从主张句到 Redmon 个例再到总结金句 another set of eyes looking out for you，整段一致论证「已就业者也能用 agent」——C 项是该段的浓缩。

D) 与原文相反

Some agents stop sending information to people once they are employed. 与第 5 段事实完全相反——Although happily employed, Redmon maintains his agent at CareerBuilder. 明示已就业者 agent 仍在持续工作。

SENTENCE INSIGHTS • 句子精讲

6 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。

"I struck gold," says Redmon, who E-mailed his resume to the employer and won a position as in-house counsel for a company.

第1段，第6句

覆盖倒装结构、直接引语作宾语从句、非限制性定语从句、并列谓语、介词短语作状语等多种成分；倒装和引语结构是常见易错点，定语从句中 who 既是引导词又充当主语，值得练习；成分种类较丰富，适合作为划分练习句。

But although a search agent worked for Redmon, career experts see drawbacks.

第2段，第3句

"although" 引导的让步状语从句前置是四六级和考研阅读中常见的句式，用于表达 "尽管.....但是....." 的逻辑。句首 "But" 加强转折也较为典型。整体结构有一定代表性，学习后可迁移到类似让步转折句式，但主句本身过于简单，缺少复杂修饰或并列成分，典型性略打折扣

Narrowing your criteria, for example, may work against you: "Every time you answer a question you eliminate a possibility," says one expert.

第2段，第4句

结构具有较高典型性。动名词作主语、情态动词表推测、时间状语从句、直接引语加引述主句,都是四六级和考研阅读中的常见句式。倒装结构 says one expert 在新闻和学术引用中频繁出现。掌握本句的分析方法可以迁移到大量类似句子

Instead, the best strategy is to use the agent as a kind of tip service to keep abreast of jobs in a particular database; when you get E-mail, consider it a reminder to check the database again.

第3段，第4句

本句涵盖主系表结构、祈使句的隐含主语、宾语补足语、时间状语从句等多种成分类型，特别是 consider it a reminder 的复合宾语结构和不定式短语作表语、定语用法，对目标读者有一定训练价值，但缺少定语从句、同位语等更高级的修饰成分。

When CareerSite's agent sends out messages to those who have signed up for its service, for example, it includes only three potential jobs—those it considers the best matches.

第4段，第2句

句子覆盖主语、谓语、宾语、状语、同位语、定语从句等多种成分，且包含省略关系代词的定语从句 ("those it considers") 这一易错点。时间状语从句内嵌定语从句的结构也是常见考点。适合作为成分划分的综合练习。

Although happily employed, Redmon maintains his agent at CareerBuilder.

第5段，第3句

让步状语从句加主句的结构在考试阅读中非常常见，"Although" 引导的让步关系是高频考点。从句的省略形式（省略主语和 be 动词）也是考试中经常出现的简化手法。掌握这种结构后可以迁移到大量类似句子的理解。

HIGH-FREQUENCY • 真题高频词

本篇出现的 50 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。

agent B2

n. 代理人

本篇15次 · 真题 24 句

database B2

n. 数据库

本篇11次 · 真题 18 句

site A2

n. 地点

本篇5次 · 真题 45 句

expert B1

n. 专家

本篇3次 · 真题 42 句

employ B1

v. 雇用

本篇3次 · 真题 17 句

following B1

adj. 接下来的

本篇2次 · 真题 91 句

demand B1

v. 坚决要求

本篇2次·真题 63 句

internet A2

n. 互联网

本篇2次·真题 53 句

career B1

n. 职业

本篇2次·真题 42 句

attract B1

v. 吸引 (注意力、兴趣)

本篇2次·真题 30 句

tip A2

n. 小费

本篇2次·真题 25 句

narrow B1

adj. 狭窄的

本篇2次·真题 12 句

criterion C1

n. 标准

本篇2次·真题 10 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 304 句

author A2

n. 作者

本篇1次·真题 209 句

accord C1

n. (国家、团体间的) 协议

本篇1次·真题 172 句

focus B1

n. 重点

本篇1次·真题 77 句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本篇1次·真题 75 句

rate A2

n. 速度

本篇1次·真题 72 句

better A1

adj. 更好的 (good 的比较级)

本篇1次·真题 70 句

design B1

n. 设计

本篇1次·真题 52 句

intellectual C1

adj. 智力的

本篇1次·真题 47 句

legal B1

adj. 法律的

本篇1次·真题44句

potential B2

adj. 潜在的

本篇1次·真题43句

limit B1

n. 限度

本篇1次·真题42句

sign A1

n. 标志

本篇1次·真题42句

later A1

adv. 以后, later

本篇1次·真题38句

marketing B1

n. 营销

本篇1次·真题34句

maintain B1

v. 维持

本篇1次·真题31句

feature B1

n. 特征

本篇1次·真题30句

rely B1

v. 依赖;依靠

本篇1次·真题30句

concept B2

n. 概念

本篇1次·真题29句

lawyer B1

n. 律师

本篇1次·真题29句

strategy B2

n. 策略

本篇1次·真题28句

particular B2

adj. 特定的

本篇1次·真题27句

possibility B1

n. 可能性

本篇1次·真题25句

employer B1

n. 雇主

本篇1次·真题24句

expression B1

n. 表达

本篇1次·真题22句

eliminate

B2

v. 消除

本篇1次·真题 21 句

option

B1

n. 选择

本篇1次·真题 19 句

strike

B1

v. 打击

本篇1次·真题 14 句

guide

A2

n. 指南,手册

本篇1次·真题 13 句

trace

B2

v. 追踪,查找

本篇1次·真题 13 句

gather

B1

v. 聚集, 集合

本篇1次·真题 11 句

property

B1

n. 财产

本篇1次·真题 11 句

location

B1

n. 地点, 位置

本篇1次·真题 9 句

reminder

B1

n. 提醒物

本篇1次·真题 9 句

disadvantage

B2

n. 不利条件

本篇1次·真题 8 句

indispensable

C1

adj. 必不可少的

本篇1次·真题 8 句

salary

B1

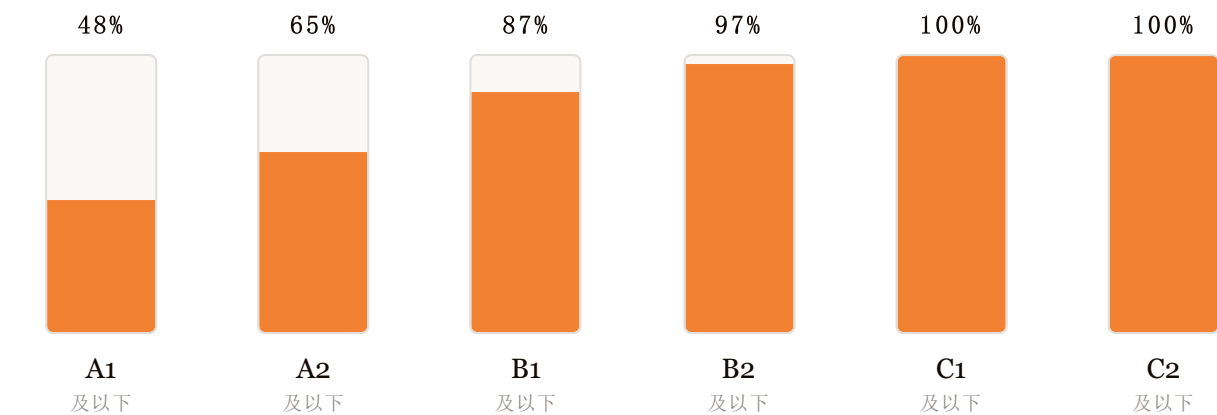
n. 薪水, 工资 (通常指按月发放的固定报酬)

本篇1次·真题 8 句

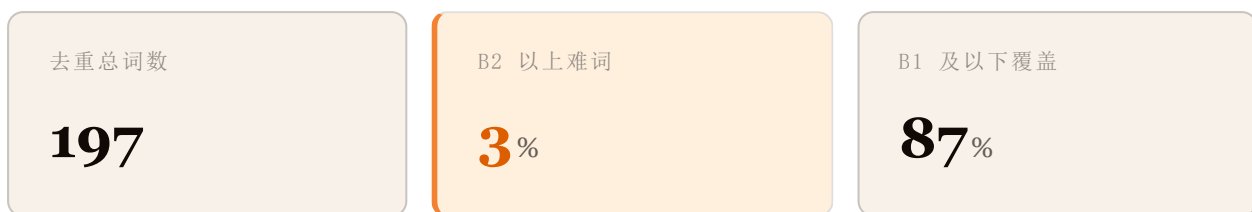
VOCABULARY • 词汇难度分布

全文 197 词按 CEFR 难度累积覆盖

全文去重后共 **197** 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 5 个·约 3%。



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 197 个 · 末柱为 100%



考研英语（旧卷） 2004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）	本题
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）	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 →

2004年 考研英语（旧卷）阅读理解（四选一） 第2篇·26–30 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析 · 26–30 题

本页 26–30 题的答案与逐题解析由懒笔记基于2004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 5 段原文（段首标 P1–P5 段号、逐段附中文翻译）；之后 5 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(2004)

Section II Part A (2)

Directions:

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

Text 2

P1 Over the past century, all kinds of unfairness and discrimination have been condemned or made illegal. But one insidious form continues to thrive: alphabetism. This, for those as yet unaware of such a disadvantage, refers to discrimination against those whose surnames begin with a letter in the lower half of the alphabet.

在过去的—个世纪里,各种不公平和歧视现象都受到了谴责或被法律禁止。但有一种潜在的歧视形式仍在盛行:字母排序主义。对于那些尚未意识到这种劣势的人来说,这指的是对姓氏首字母位于字母表后半部分的人的歧视。

P2 It has long been known that a taxi firm called AAAA cars has a big advantage over Zodiac cars when customers thumb through their phone directories. Less well known is the advantage that Adam Abbott has in life over Zoë Zysman. English names are fairly evenly spread between the halves of the alphabet. Yet a suspiciously large number of top people have surnames beginning with letters between A and K.

人们早已知道,一家名为AAAA cars的出租车公司比Zodiac cars公司更有优势,因为顾客会翻阅电话簿。而不太为人所知的是Adam Abbott在人生中比Zoë Zysman更有优势。英文姓名在字母表的前后两半分布相当均匀。然而,姓氏首字母在A到K之间的顶尖人物数量却多得可疑。

P3 Thus the American president and vice-president have surnames starting with B and C respectively; and 26 of George Bush's predecessors (including his father) had surnames in the first half of the alphabet against just 16 in the second half. Even more striking, six of the seven heads of government of the G7 rich countries are alphabetically advantaged (Berlusconi, Blair, Bush, Chirac, Chrétien and Koizumi). The world's three top central bankers (Greenspan, Duisenberg and Hayami) are

all close to the top of the alphabet, even if one of them really uses Japanese characters. As are the world's five richest men (Gates, Buffett, Allen, Ellison and Albrecht).

因此,美国总统和副总统的姓氏分别以B和C开头;在George Bush的前任中(包括他的父亲),有26位的姓氏在字母表前半部分,而只有16位在后半部分。更引人注目的是,七国集团富国的七位政府首脑中有六位在字母表中占据优势地位(Berlusconi、Blair、Bush、Chirac、Chrétien和Koizumi)。世界三大央行行长(Greenspan、Duisenberg和Hayami)都接近字母表的前端,即使其中一位实际上使用日文字符。世界五大首富(Gates、Buffett、Allen、Ellison和Albrecht)也是如此。

P4 Can this merely be coincidence? One theory, dreamt up in all the spare time enjoyed by the alphabetically disadvantaged, is that the rot sets in early. At the start of the first year in infant school, teachers seat pupils alphabetically from the front, to make it easier to remember their names. So short-sighted Zysman junior gets stuck in the back row, and is rarely asked the improving questions posed by those insensitive teachers. At the time the alphabetically disadvantaged may think they have had a lucky escape. Yet the result may be worse qualifications, because they get less individual attention, as well as less confidence in speaking publicly.

这仅仅是巧合吗?字母表劣势者在充裕的空闲时间里想出了一个理论,认为问题从早期就开始了。在幼儿学校第一年开始时,教师从前排开始按字母顺序给学生排座位,以便更容易记住他们的姓名。于是近视的Zysman小朋友被安排在后排,很少被那些不敏感的教师提出的启发性问题点到。当时字母表劣势者可能认为自己幸运地逃过一劫。然而结果可能是更差的资格,因为他们得到的个别关注更少,公开发言的信心也更弱。

P5 The humiliation continues. At university graduation ceremonies, the ABCs proudly get their awards first; by the time they reach the Zysmans most people are literally having a ZZZ. Shortlists for job interviews, election ballot papers, lists of conference speakers and attendees: all tend to be drawn up alphabetically, and their recipients lose interest as they plough through them.

这种羞辱还在继续。在大学毕业典礼上,姓氏以ABC开头的人自豪地首先获得学位;等轮到Zysman们时,大多数人已经在打瞌睡了。工作面试的候选名单、选举选票、会议发言人和参会者名单:所有这些往往都按字母顺序排列,而接收者在费力浏览时就失去了兴趣。

题目与逐题解析

26. What does the author intend to illustrate with AAAA cars and Zodiac cars?

- [A] A kind of overlooked inequality.
- [B] A type of conspicuous bias.
- [C] A type of personal prejudice.
- [D] A kind of brand discrimination.

作者想通过 AAAA 汽车和 Zodiac 汽车说明什么?

A) 一种被忽视的不平等 B) 一种明显的偏见 C) 一种个人成见 D) 一种品牌歧视

【答案】 A (例证目的题)

【判型】 What does the author intend to illustrate with AAAA cars and Zodiac cars? 直接问作者「想用这两个例子说明什么」, 符合例证目的题的典型句式。

【拆句】 What does the author intend to illustrate with AAAA cars and Zodiac cars? 是常规特殊疑问句，主干为 What does the author intend to illustrate, with 短语表示「用...来说明」，没有任何陷阱结构。

【定位】 It has long been known that a taxi firm called AAAA cars has a big advantage over Zodiac cars when customers thumb through their phone directories. Less well known is the advantage that Adam Abbott has in life over Zoë Zysman.

众所周知，一家叫 AAAA 的出租车公司在顾客翻电话簿时比叫 Zodiac 的公司大占便宜；而不那么广为人知的是，亚当·阿博特在人生中也比佐伊·齐斯曼占便宜。

【选项】 A) ✓ 正确

But one insidious form continues to thrive: alphabetism ↔ A kind of overlooked inequality
Less well known is the advantage that Adam Abbott has in life over Zoë Zysman ↔

A kind of overlooked inequality

AAAA/Zodiac 是众所周知的不公，Adam/Zoë 是鲜为人知的不公，作者用前者反衬后者，意在揭示这一被忽视的不平等，与 A kind of overlooked inequality 完全吻合。

B) 与原文相反

A type of conspicuous bias 中 conspicuous (显眼的) 与原文 insidious 与 Less well known 正相反，方向完全颠倒。

C) 偷换概念

A type of personal prejudice 中 personal (个人的) 暗示是个体偏见；原文谈的是社会层面的系统性歧视（涉及总统、富豪等群体），范围被缩窄。

D) 以偏概全

A kind of brand discrimination (品牌歧视) 只对应 AAAA/Zodiac 公司例的字面，忽略了 Less well known is the advantage that Adam Abbott has in life over Zoë Zysman 这层人姓氏的真正论点。

27. What can we infer from the first three paragraphs?

- [A] In both East and West, names are essential to success.
- [B] The alphabet is to blame for the failure of Zoë Zysman.
- [C] Customers often pay a lot of attention to companies' names.
- [D] Some form of discrimination is too subtle to recognize.

从前三段我们可以推断出什么？

- A) 在东西方,姓名对成功都至关重要
- B) 字母表应该为 Zoë Zysman 的失败负责
- C) 顾客经常很关注公司的名称
- D) 某些形式的歧视过于微妙而难以识别

【答案】 D (推断题)

【判型】 What can we infer from the first three paragraphs? 完全符合推断题的标准句式。

【拆句】 What can we infer from the first three paragraphs? 句式简单，from 短语指明推断的依据范围，无理解障碍。

【定位】 But one insidious form continues to thrive: alphabetism. This, for those as yet unaware of such a disadvantage, refers to discrimination against those whose surnames begin with a letter in the lower half of the alphabet.

但有一种暗中作祟的歧视仍在盛行：字母表歧视。对于尚未意识到这种劣势的人来说，它指的是对姓氏以字母表下半段字母开头者的歧视。

【选项】 A) **无中生有**

原文只举了美国总统、G7、富豪等西方例子，even if one of them really uses Japanese characters 是一句轻描淡写的让步，并未支持「名字对东西方都至关重要」。

B) **过度推断**

The alphabet is to blame for the failure of Zoë Zysman 中 failure (失败) 远比原文 less ... advantage (占便宜较少) 严重，且 to blame for (归咎于) 把相关性升级为因果责任。

C) **以偏概全**

Customers often pay a lot of attention to companies' names 只覆盖 a taxi firm called AAAA cars 一个例子，且原文是 thumb through phone directories (翻名录)，并不能推出「顾客重视公司名」这一普遍结论。

D) **✓ 正确**

one insidious form continues to thrive: alphabetism ↔

Some form of discrimination is too subtle to recognize

for those as yet unaware of such a disadvantage ↔ **too subtle to recognize**

正确项 = 把前三段的核心事实「这种歧视存在却被忽视」抽象成「歧视太隐蔽以至于难以识别」，正是一步延伸，符合推断题作答规范。

28. The 4th paragraph suggests that_____.

- [A] questions are often put to the more intelligent students
- [B] alphabetically disadvantaged students often escape from class
- [C] teachers should pay attention to all of their students
- [D] students should be seated according to their eyesight

第四段表明_____

- A) 问题经常被提给更聪明的学生 B) 按字母顺序处于不利地位的学生经常逃课
- c) 教师应该关注所有学生 D) 学生应该根据视力安排座位

【答案】 C (推断题)

【判型】 The 4th paragraph suggests that 是补全句结构，配合 suggests 判为推断题。

【拆句】 The 4th paragraph suggests that_____. 是「主语+suggests+that 从句」的补全句，选项即从句内容，下笔时把选项整句嫁接到 suggests 之后即可。

【定位】 So short-sighted Zysman junior gets stuck in the back row, and is rarely asked the improving questions posed by those insensitive teachers. ... Yet the result may be worse qualifications, because they get less individual attention, as well as less confidence in speaking publicly.
于是近视的小齐斯曼被困在最后一排，那些不敏感的教师极少向他提出有助于进步的问题.....结果可能是更差的学业表现，因为他们得到的个体关注更少，公开表达的自信也更弱。

【选项】 A) **无中生有**

原文只说前排学生因座位被多提问，从未说他们「更聪明」；questions are often put to the more intelligent students 中的 more intelligent 凭空添加。

B) **与原文相反**

alphabetically disadvantaged students often escape from class 中 escape from class (逃课) 字面误导自 At the time the alphabetically disadvantaged may think they have had a lucky escape——原文意为「以为逃过一劫」，并非「逃课」。

C) **✓ 正确**

those insensitive teachers ↔ **teachers should pay attention to all of their students**

they get less individual attention ↔ **pay attention to all of their students**

段落只描述了「老师忽视后排学生造成不公」的负面事实，按 suggests 的题型要求，作答应是它隐含的正面应然——老师应当关注所有学生。

D) **以偏概全**

students should be seated according to their eyesight 抓住了 short-sighted Zysman junior 这个修饰性细节，并将其升格为段意建议，与作者真实意图不符。

29. What does the author mean by "most people are literally having a ZZZ" (Lines 2-3, Paragraph 5)?

- [A] They are getting impatient.
- [B] They are noisily dozing off.
- [C] They are feeling humiliated.
- [D] They are busy with word puzzles.

作者所说的"大多数人实际上正在 ZZZ"(第五段第2-3行)是什么意思？

A) 他们正变得不耐烦 B) 他们正吵闹地打瞌睡 C) 他们感到羞辱 D) 他们正忙于字谜游戏

【答案】 B (词义句意题)

【判型】 What does the author mean by 加上引号短语，是词义句意题的固定形态。

【拆句】 What does the author mean by "most people are literally having a ZZZ" 中 literally 修饰 having a ZZZ, ZZZ 是漫画里表示打瞌睡的拟声符号，理解为「字面意义上在打呼噜」即可。

【定位】 At university graduation ceremonies, the ABCs proudly get their awards first; by the time they reach the Zysmans most people are literally having a ZZZ.

在大学毕业典礼上，姓氏 ABC 字母的人率先骄傲地领奖；等念到齐斯曼们的时候，多数人已经在打呼噜了。

【选项】 A) 以偏概全

They are getting impatient (不耐烦) 只是 dozing off (已睡着) 的前一步状态, 原文 literally having a ZZZ 强调「真的在打呼噜」, 已经越过不耐烦。

B) ✓ 正确

most people are literally having a ZZZ ↔ **They are noisily dozing off**

从拟声修辞 ZZZ 还原为字面动作即 noisily dozing off, 与上下文「典礼冗长、听众失去注意力」吻合。

C) 张冠李戴

They are feeling humiliated 中 humiliated (感到羞辱) 对应的是 The humiliation continues 的句子, 但那是描述「被忽视的 Zysmans」的处境, 不是 ZZZ 句的语义。

D) 无中生有

They are busy with word puzzles (在玩字谜) 字面联想 ZZZ 像字谜里的符号, 但原文从未提及字谜, 是凭空臆造。

30. Which of the following is true according to the text?

- [A] People with surnames beginning with N to Z are often ill-treated.
- [B] VIPs in the Western world gain a great deal from alphabetism.
- [C] The campaign to eliminate alphabetism still has a long way to go.
- [D] Putting things alphabetically may lead to unintentional bias.

根据文章,下列哪项是正确的?

- A) 姓氏以 N 到 Z 开头的人经常受到虐待
- B) 西方世界的重要人物从字母排序主义中获益良多
- C) 消除字母排序主义的运动仍然任重道远
- D) 按字母顺序排列事物可能导致无意的偏见

【答案】 D (细节题)

【判型】 Which of the following is true according to the text? 强调「与原文一致」, 属于细节判断而非推断。

【拆句】 Which of the following is true according to the text? 是常规筛选式问句, according to the text 限定判定依据为原文字面信息, 不容外延。

【定位】 Shortlists for job interviews, election ballot papers, lists of conference speakers and attendees: all tend to be drawn up alphabetically, and their recipients lose interest as they plough through them.

面试入围名单、选举选票、会议发言人及与会者名单——这些通常都按字母顺序列出, 收到名单的人在翻阅时逐渐失去兴趣。

【选项】 A) 过度推断

People with surnames beginning with N to Z are often ill-treated 中 ill-treated (被虐待) 远比原文 lose interest、less individual attention 严重, 且 often 把「可能/偶有」升格为「经常」。

B) 过度推断

VIPs in the Western world gain a great deal from alphabetism 暗示名人靠字母表歧视获益甚多; 但原文只是观察到名人多姓 A~K 的相关性, Can this merely be coincidence? 表明作者也只是提出疑问, 未定因果。

C) 无中生有

The campaign to eliminate alphabetism still has a long way to go 中 campaign (运动) 原文从未提及; 文中没有任何反对字母表歧视的运动, 纯属虚构。

D) ✓ 正确

all tend to be drawn up alphabetically, and their recipients lose interest as they plough through them

↔ Putting things alphabetically may lead to unintentional bias

teachers seat pupils alphabetically from the front, to make it easier to remember their names ↔

may lead to unintentional bias

D 用 may (程度词温和) + unintentional (无意识) + bias (偏向), 三处都与全文措辞精确对应, 是最稳的真陈述。

SENTENCE INSIGHTS • 句子精讲

7 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。

This, for those as yet unaware of such a disadvantage, refers to discrimination against those whose surnames begin with a letter in the lower half of the alphabet.

第1段, 第3句

本句结构高度典型: 主句 + 嵌入宾语的限定性定语从句 + 插入状语, 是四六级和考研阅读中的高频句式。定语从句修饰介词宾语、插入成分分隔主谓的模式, 在真题中大量出现, 掌握后可迁移至众多类似句子。

Thus the American president and vice-president have surnames starting with B and C respectively; and 26 of George Bush's predecessors (including his father) had surnames in the first half of the alphabet against just 16 in the second half.

第3段，第1句

句中涉及主语、谓语、宾语、状语等基本成分,第二个主句的 "against just 16 in the second half" 是一个省略结构的对比状语,有一定的训练价值;但整体成分种类有限,没有补语、同位语、复杂定语从句等进阶结构,也缺少容易混淆的陷阱点,训练价值处于中等水平

At the start of the first year in infant school, teachers seat pupils alphabetically from the front, to make it easier to remember their names.

第4段，第3句

本句包含多种状语类型（时间、方式、地点、目的），适合练习识别不同状语的引导标志和位置。目的状语 "to make it easier to remember their names" 内部还包含形式宾语 it 和真正宾语不定式 "to remember their names"，这是一个值得练习的结构。成分种类较丰富，有一定训练价值。

At university graduation ceremonies, the ABCs proudly get their awards first; by the time they reach the Zysmans most people are literally having a ZZZ.

第5段，第2句

分号连接两个独立主句的并列结构,以及 by the time 引导的时间状语从句,都是四六级和考研阅读中常见的句式;按字母顺序描述事件进程的表达方式也具有一定代表性,学习后可应用于类似语境

The alphabet is to blame for the failure of Zoë Zysman.

第27题，B

本句包含主语、系动词谓语、表语三个核心成分，表语部分为不定式短语 "to blame for..."，可训练学生识别不定式作表语的用法。介词短语 "for the failure of Zoë Zysman" 层层修饰，涉及介词搭配和名词所有格，成分种类适中，有一定训练价值。

Customers often pay a lot of attention to companies' names.

第27题，C

本句体现了 "主语 + 频率副词 + 谓语 + 宾语 + 介词短语状语" 这种常见句式，以及 "pay attention to" 这类固定搭配在真题中经常出现。作为简单句的典型代表，这种结构可以迁移到大量类似句子的分析中。

Some form of discrimination is too subtle to recognize.

第27题，D

主系表结构加不定式修饰是常见句式，"too...to..." 结构在四六级阅读中偶有出现，具有一定代表性，但不属于高频复杂句型

HIGH-FREQUENCY · 真题高频词

本篇出现的 45 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。

discrimination

C1

n. 歧视

本篇4次 · 真题 12 句

less

A1

det. 较少的

本篇3次 · 真题 150 句

author

A2

n. 作者

本篇2次 · 真题 209 句

customer

A2

n. 顾客，客户

本篇2次 · 真题 79 句

type

A2

n. 类型

本篇2次 · 真题 30 句

bias

B2

n. 偏见

本篇2次 · 真题 14 句

escape

A2

v. 逃跑;逃脱

本篇2次 · 真题 13 句

accord

C1

n. (国家、团体间的) 协议

本篇1次 · 真题 172 句

following

B1

adj. 接下来的

本篇1次 · 真题 91 句

tend

B1

v. 倾向于，往往会

本篇1次 · 真题 71 句

firm B1

adj. 坚固的

本篇1次 · 真题 66 句

individual B2

adj. 单独的

本篇1次 · 真题 59 句

gain B1

v. 获得;赢得

本篇1次 · 真题 43 句

theory B1

n. 理论

本篇1次 · 真题 39 句

according B1

prep. 根据

本篇1次 · 真题 35 句

intend B1

v. 打算, 计划

本篇1次 · 真题 31 句

essential B1

adj. 必不可少的

本篇1次 · 真题 27 句

character B1

n. 性格

本篇1次 · 真题 24 句

failure B1

n. 失败

本篇1次 · 真题 24 句

recognize B1

v. 认出

本篇1次 · 真题 24 句

illustrate B2

v. 说明

本篇1次 · 真题 23 句

thus B2

adv. 因此, 所以

本篇1次 · 真题 22 句

eliminate B2

v. 消除

本篇1次 · 真题 21 句

campaign B2

n. 运动

本篇1次 · 真题 20 句

illegal B1

adj. 非法的, 违法的

本篇1次 · 真题 18 句

blame B1

v. 责备

本篇1次 · 真题 17 句

confidence B1

n. 信心

本篇1次·真题 16 句

lower A2

adj. 较低的;下方的

本篇1次·真题 16 句

award B1

n. 奖

本篇1次·真题 14 句

pose B2

v. 摆姿势 (供拍照或绘画)

本篇1次·真题 14 句

inequality B2

n. 不平等

本篇1次·真题 13 句

fairly B1

adv. 相当

本篇1次·真题 12 句

infant B2

n. 婴儿

本篇1次·真题 12 句

thrive B2

v. 茁壮成长

本篇1次·真题 12 句

brand B1

n. 品牌, 商标

本篇1次·真题 11 句

merely B2

adv. 仅仅, 只不过

本篇1次·真题 11 句

overlook B2

v. 忽略, 没注意到

本篇1次·真题 11 句

subtle B2

adj. 微妙的

本篇1次·真题 10 句

banker B1

n. 银行家

本篇1次·真题 9 句

central B1

adj. 主要的

本篇1次·真题 9 句

disadvantage B2

n. 不利条件

本篇1次·真题 8 句

intelligent B1

adj. 聪明的

本篇1次·真题 8 句

prejudice

B2

n. 偏见

本篇1次 · 真题 8 句

publicly

B2

adv. 公开地

本篇1次 · 真题 8 句

rarely

B1

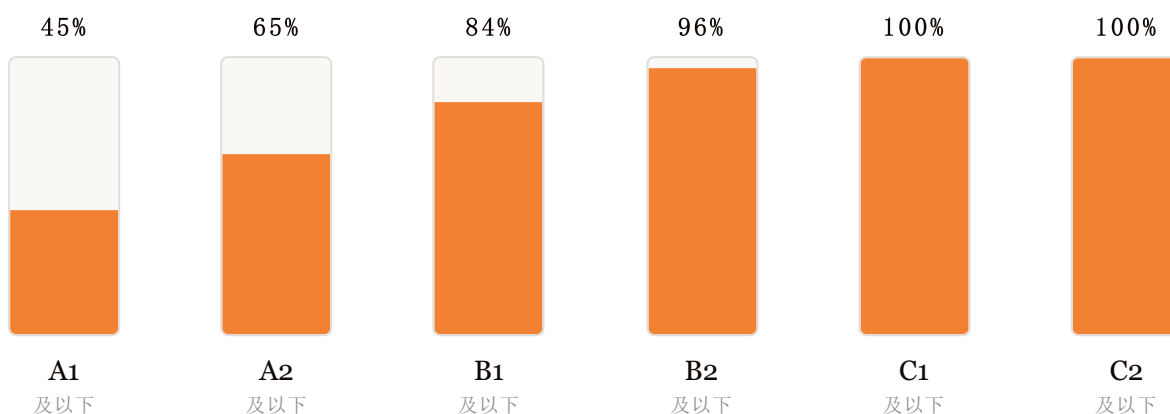
adv. 很少, 难得, 不常

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 220 词按 CEFR 难度累积覆盖

全文去重后共 **220** 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 9 个 · 约 4%。



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 220 个 · 末柱为 100%

去重总词数

220

B2 以上难词

4%

B1 及以下覆盖

84%

考研英语（旧卷） 2004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）	本题
Section II Part A (3)	阅读理解（四选一）	题目解析 →
Section II Part A (4)	阅读理解（四选一）	题目解析 →
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 →

2004年 考研英语（旧卷）阅读理解（四选一） 第3篇·31-35 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析 · 31-35 题

本页 31-35 题的答案与逐题解析由懒笔记基于2004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 5 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(2004)

Section II Part A (3)

Directions:

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

Text 3

P1 When it comes to the slowing economy, Ellen Spero isn't biting her nails just yet. But the 47-year-old manicurist isn't cutting, filing or polishing as many nails as she'd like to, either. Most of her clients spend \$12 to \$50 weekly, but last month two longtime customers suddenly stopped showing up. Spero blames the softening economy. "I'm a good economic indicator," she says. "I provide a service that people can do without when they're concerned about saving some dollars." So Spero is downscaling, shopping at middle-brow Dillard's department store near her suburban Cleveland home, instead of Neiman Marcus. "I don't know if other clients are going to abandon me, too," she says.

谈到经济放缓，Ellen Spero还没有开始咬指甲。但这位47岁的美甲师也没能修剪、锉磨或打磨她想要做的那么多指甲。她的大多数客户每周花费12到50美元，但上个月两位长期客户突然不再露面。Spero将此归咎于疲软的经济。“我是一个很好的经济指标，”她说。“我提供的是一种当人们考虑省钱时可以不要的服务。”因此Spero正在缩减开支，在她Cleveland郊区家附近的中档Dillard's百货商店购物，而不是去Neiman Marcus。“我不知道其他客户是否也会抛弃我，”她说。

P2 Even before Alan Greenspan's admission that America's red-hot economy is cooling, lots of working folks had already seen signs of the slowdown themselves. From car dealerships to Gap outlets, sales have been lagging for months as shoppers temper their spending. For retailers, who last year took in 24 percent of their revenue between Thanksgiving and Christmas, the cautious approach is coming at a crucial time. Already, experts say, holiday sales are off 7 percent from last year's pace. But don't sound

any alarms just yet. Consumers seem only mildly concerned, not panicked, and many say they remain optimistic about the economy's long-term prospects even as they do some modest belt-tightening.

甚至在Alan Greenspan承认美国火热的经济正在降温之前,许多工薪阶层已经看到了经济放缓的迹象。从汽车经销商到Gap专卖店,随着购物者抑制消费,销售额已经滞后了数月。对于去年在感恩节和圣诞节之间获得24%收入的零售商来说,这种谨慎态度正值关键时刻。专家说,假日销售额已经比去年同期下降了7%。但现在还不要拉响任何警报。消费者似乎只是略有担忧,并未恐慌,许多人表示,尽管他们在适度勒紧腰带,但他们对经济的长期前景仍然保持乐观。

P3 Consumers say they're not in despair because, despite the dreadful headlines, their own fortunes still feel pretty good. Home prices are holding steady in most regions. In Manhattan, "there's a new gold rush happening in the \$4 million to \$10 million range, predominantly fed by Wall Street bonuses," says broker Barbara Corcoran. In San Francisco, prices are still rising even as frenzied overbidding quiets. "Instead of 20 to 30 offers, now maybe you only get two or three," says John Tealdi, a Bay Area real-estate broker. And most folks still feel pretty comfortable about their ability to find and keep a job.

消费者说他们并不绝望,因为尽管有可怕的新闻标题,他们自己的财富状况仍然感觉相当不错。大多数地区的房价保持稳定。在Manhattan,"在400万到1000万美元的范围内正在发生一场新的淘金热,主要由华尔街奖金推动,"经纪人Barbara Corcoran说。在San Francisco,即使疯狂的竞价平息,价格仍在上涨。"以前有20到30个报价,现在可能只有两三个,"湾区房地产经纪人John Tealdi说。而且大多数人对自己找到并保住工作的能力仍然感到相当自信。

P4 Many folks see silver linings to this slowdown. Potential home buyers would cheer for lower interest rates. Employers wouldn't mind a few fewer bubbles in the job market. Many consumers seem to have been influenced by stock-market swings, which investors now view as a necessary ingredient to a sustained boom. Diners might see an upside, too. Getting a table at Manhattan's hot new Alain Ducasse restaurant used to be impossible. Not anymore. For that, Greenspan & Co. may still be worth toasting.

许多人看到了这次经济放缓的一线希望。潜在的购房者会为较低的利率欢呼。雇主也不介意就业市场少一些泡沫。许多消费者似乎受到了股市波动的影响,投资者现在将其视为持续繁荣的必要因素。就餐者也可能看到好的一面。过去在Manhattan热门的新餐厅Alain Ducasse订到座位是不可能的。现在不是了。为此,Greenspan及其同事可能仍然值得举杯庆祝。

题目与逐题解析

31. By "Ellen Spero isn't biting her nails just yet" (Line 1, Paragraph 1), the author means ____.

- [A] Spero can hardly maintain her business.
- [B] Spero is too much engaged in her work.
- [C] Spero has grown out of her bad habit.
- [D] Spero is not in a desperate situation.

作者说"Ellen Spero 还没有咬指甲"(第1段第1行)是指_____。

- A) Spero 几乎无法维持她的生意。 B) Spero 过于专注于她的工作。
- c) Spero 已经改掉了她的坏习惯。 D) Spero 没有处于绝望的境地。

【答案】 D (词义句意题)

【判型】 题干 By "Ellen Spero isn't biting her nails just yet" ... the author means 明确要求解释一句话的含义，是典型的句意理解题。

【拆句】 主句框架是 the author means____，前面 By "Ellen Spero isn't biting her nails just yet" 是介词短语作状语，告诉你要解释的对象。bite one's nails 是英语固定表达，意为「焦虑、紧张到咬指甲」，just yet 表「现在还没」。整句直译：作者所说「她还没咬指甲呢」是什么意思——结构无陷阱，关键是认出 bite one's nails 的比喻义。

【定位】 When it comes to the slowing economy, Ellen Spero isn't biting her nails just yet. But the 47-year-old manicurist isn't cutting, filing or polishing as many nails as she'd like to, either.
谈到经济减速时，Ellen Spero 还不至于焦虑到咬指甲。但这位 47 岁的美甲师，也没能像她希望的那样修剪、锉磨、抛光那么多指甲。

【选项】 A) 过度推断

Spero can hardly maintain her business 说她「几乎维持不下去生意」，比原文 isn't cutting ... as many nails as she'd like to (少做了点) 严重得多。

B) 偷换概念

Spero is too much engaged in her work 把「咬指甲」字面理解成「忙得没空咬」=「太投入工作」，与原文经济减速、客户流失的语境完全相反。

C) 无中生有

Spero has grown out of her bad habit 说她「戒掉了咬指甲这个坏习惯」，把 bite nails 当成本人真实的坏习惯处理，原文从未把它当作 Spero 的个人习惯，全文也未谈「戒习惯」。

D) ✓ 正确

isn't biting her nails just yet ↔ Spero is not in a desperate situation

预判核心是「还没到绝望」，四个选项中只有 Spero is not in a desperate situation 在此维度上对应。

32. How do the public feel about the current economic situation?

[A] Optimistic.

[B] Confused.

[C] Carefree.

[D] Panicked.

公众对当前经济形势有何感受？

A) 乐观的。 B) 困惑的。 C) 无忧无虑的。 D) 恐慌的。

【答案】 A (细节题)

【判型】 How do the public feel about the current economic situation 问的是原文已陈述的事实——公众情绪——而非作者推断，是细节题。

【拆句】 How 引导特殊疑问，about the current economic situation 作介词短语状语限定范围。句式平铺直叙，无陷阱——只要分清「当前」和「长期」即可。

【定位】 Consumers seem only mildly concerned, not panicked, and many say they remain optimistic about the economy's long-term prospects even as they do some modest belt-tightening.

消费者似乎只是轻微担忧、并不恐慌，许多人说，即便在适度勒紧裤腰带，他们对经济的长期前景仍然乐观。

【选项】 A) ✓ 正确

they remain optimistic about the economy's long-term prospects ↔ **Optimistic**

预判与选项 Optimistic 在词形与极性上完全对齐，not panicked 也同时排除了同选项中表恐慌/混乱的对照项。

B) 无中生有

Confused 指「困惑、搞不清」，但原文 Consumers seem only mildly concerned, not panicked, and many say they remain optimistic 表达的是清醒的「轻担忧 + 仍乐观」，从未呈现「不知所措」。

C) 过度推断

Carefree 意为「无忧无虑」，强度上完全超过 only mildly concerned 与 modest belt-tightening——原文显然仍有担忧，并非无忧。

D) 与原文相反

Panicked 直接被原文 not panicked 否定，这是字面级反义。

33. When mentioning "the \$4 million to \$10 million range"(Lines 3, Paragraph 3), the author is talking about _____

[A] gold market.

[B] real estate.

[C] stock exchange.

[D] venture investment.

当提到"400万至1000万美元区间"(第3段第3行)时,作者谈论的是_____

A) 黄金市场。 B) 房地产。 C) 股票交易。 D) 风险投资。

【答案】 B (词义句意题)

【判型】 the author is talking about 要求识别该数字所指代的真实领域，本质是「这串数字背后讲的是什么」的指代题/词义题。

【拆句】 主句 the author is talking about ___, 前置 When mentioning ... 是分词状语标明语境。结构简单，重点在判断 \$4 million-\$10 million 这个金额所属的语义场（房价？股价？金价？）。

【定位】 In Manhattan, "there's a new gold rush happening in the \$4 million to \$10 million range, predominantly fed by Wall Street bonuses," says broker Barbara Corcoran.

在曼哈顿，「在 400 万到 1000 万美元价位段正出现新一轮『淘金热』，主要靠华尔街的奖金推动，」房地产经纪人 Barbara Corcoran 说。

【选项】 A) 偷换概念

gold market 把 gold rush 字面理解为「黄金市场」，但原文的 gold rush 是 19 世纪美国「淘金热」演化来的英语习语，比喻「为某种机会蜂拥而上」，此处比喻抢购曼哈顿豪宅。

B) ✓ 正确

Home prices are holding steady in most regions ↔ **real estate**

says broker Barbara Corcoran ↔ **real estate**

段首房价主题与 broker 身份双重锁死，gold rush 在此只是比喻房产抢购，不是真金。

C) 偷换概念

stock exchange 借 Wall Street 制造迷惑，但原文 predominantly fed by Wall Street bonuses 只说华尔街的奖金推动了豪宅购买，主题仍是房产、不是股票交易本身。

D) 无中生有

venture investment 指「风险投资」，原文第 3 段从未谈及风投，更没把 \$4M-\$10M 与 venture 任何形式关联。

34. Why can many people see "silver linings" to the economic slowdown?

- [A] They would benefit in certain ways.
- [B] The stock market shows signs of recovery.
- [C] Such a slowdown usually precedes a boom.
- [D] The purchasing power would be enhanced.

为什么许多人能看到经济放缓的"一线希望"?

- A) 他们会在某些方面受益。 B) 股市显示出复苏迹象。 C) 这种放缓通常预示着繁荣。
D) 购买力会增强。

【答案】 A (细节题)

【判型】 Why can many people see "silver linings" 问原文给出的具体理由，属对原文具体陈述的复述，是细节题。

【拆句】 Why 引导原因问句，see silver linings to the economic slowdown 是「在 X 中看到一线光明」的英语习语化表达。结构简单，重点是别被 silver linings 的字面「银色」误导成金属或贵金属。

【定位】 Many folks see silver linings to this slowdown. Potential home buyers would cheer for lower interest rates. Employers wouldn't mind a few fewer bubbles in the job market.

许多人在这次经济减速中看到了「一线光明」。潜在购房者会为更低的利率欢呼。雇主也不介意就业市场少一些泡沫。

【选项】 A) ✓ 正确

Many folks see silver linings to this slowdown ↔ **They would benefit in certain ways**

Potential home buyers would cheer for lower interest rates ↔

They would benefit in certain ways

预判要求两件事——主语是「人」、谓语是「受益」，仅 A 同时具备。

B) 以偏概全

The stock market shows signs of recovery 说「股市出现复苏迹象」，但原文 Many consumers seem to have been influenced by stock-market swings, which investors now view as a necessary ingredient to a sustained boom 说的是「股市波动被视为长期繁荣的必要成分」，并未说股市正在复苏；且这只是 silver linings 列举中的一支，不能解释「为何 many people see silver linings」。

C) 过度推断

Such a slowdown usually precedes a boom 称「这种减速通常预示一次繁荣」，但原文只把 swings 视为 a necessary ingredient to a sustained boom（持续繁荣的必要因素），并未做「减速 → 繁荣」的时间前后/因果断言。

D) 无中生有

The purchasing power would be enhanced 说「购买力将被增强」，但原文谈的是「利率下降让购房者高兴、餐厅订位更容易」，从未推到「整体购买力上升」；甚至第 2 段 modest belt-tightening 反向暗示购买力在收紧。

35. To which of the following is the author likely to agree?

- [A] A new boom, on the horizon.
- [B] Tighten the belt, the single remedy.
- [C] Caution all right, panic not.
- [D] The more ventures, the more chances.

作者可能同意以下哪项？

- A) 新的繁荣即将到来。 B) 勒紧腰带是唯一的补救措施。 C) 谨慎可以,恐慌大可不必。
- D) 冒险越多,机会越多。

【答案】 C (主旨题)

【判型】 To which of the following is the author likely to agree 要求选作者最赞同的总判断，本质是用一句话概括全文立场，是主旨/态度题。

【拆句】 倒装结构：正常语序是 The author is likely to agree to which of the following, 把介宾 to which... 提前以形成 Wh- 问句。理解上无陷阱，但要意识到选项是四个高度浓缩的标题式短句，需要逐项比对全文立场。

【选项】 A) 过度推断

A new boom, on the horizon 说「新一轮繁荣就在眼前」，但原文 investors now view as a necessary ingredient to a sustained boom 只把股市波动视作「持续繁荣的必要成分」，远未说「繁荣已在地平线」；且全文主调是「减速」，不是「繁荣到来」。

B) 以偏概全

Tighten the belt, the single remedy 说「勒紧腰带是唯一办法」，原文虽有 modest belt-tightening，但用 modest 限定为「适度」，并且只是消费者反应的一个侧面，从未称之为「唯一良方」。

C) ✓ 正确

Consumers seem only mildly concerned, not panicked ↔ Caution all right, panic not

But don't sound any alarms just yet ↔ Caution all right, panic not

Many folks see silver linings to this slowdown ↔ Caution all right, panic not

全文调性是「谨慎」与「不必恐慌」的并列，仅 Caution all right, panic not 同时收纳这两层。

D) 与原文相反

The more ventures, the more chances 说「越冒险越有机会」，原文从未鼓励冒险投资，反而第 4 段 Employers wouldn't mind a few fewer bubbles in the job market 暗含「泡沫减少是好事」——与「鼓励冒险」相反。

SENTENCE INSIGHTS • 句子精讲

12 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。

When it comes to the slowing economy, Ellen Spero isn't biting her nails just yet.

第1段，第1句

时间状语从句置于句首、后接主句的结构在四六级和考研阅读中较为常见。"when it comes to"是常考固定搭配，主句的进行时否定式也是典型句式。整体代表性中等，掌握后有一定迁移价值。

But the 47-year-old manicurist isn't cutting, filing or polishing as many nails as she'd like to, either.

第1段，第2句

"as...as" 比较结构和从句省略都是四六级、考研英语中的高频考点。句式较为典型，掌握后可应用于大量类似句子的分析。

Most of her clients spend \$12 to \$50 weekly, but last month two longtime customers suddenly stopped showing up.

第1段，第3句

并列转折结构在四六级和考研英语中高频出现,"but"连接两个时态不同的主句来制造对比是常见句式,具有一定代表性,但本句结构相对简单,不如含从句的并列句典型。

"I don't know if other clients are going to abandon me, too," she says.

第1段，第8句

引述动词加直接引语、宾语从句嵌套、if 引导名词性从句、be going to 表将来,这些都是四六级和考研英语中的高频句式,掌握后可复用于大量真题句,具有较强的代表性和迁移价值。

Even before Alan Greenspan's admission that America's red-hot economy is cooling, lots of working folks had already seen signs of the slowdown themselves.

第2段，第1句

句中成分丰富且典型：主句包含主语、谓语、宾语、时间状语（副词）、时间状语（从句）、强调成分；时间状语内部包含介词宾语和同位语从句；同位语从句内部包含主语、谓语和定语。特别是同位语从句的识别（"that" 引导的从句对名词内容的说明）和过去完成时的应用，都是高频易错点，训练价值高。

For retailers, who last year took in 24 percent of their revenue between Thanksgiving and Christmas, the cautious approach is coming at a crucial time.

第2段，第3句

本句涵盖主语、谓语、宾语、状语（介词短语作状语）、定语（非限制性定语从句），成分种类较丰富。尤其是非限制性定语从句的位置（插在主句中部）和介词短语作状语的用法，是练习划分成分时的常见易错点，训练价值较高。

Already, experts say, holiday sales are off 7 percent from last year's pace.

第2段，第4句

覆盖主语、系动词、表语、状语四种核心成分，且包含插入语这一常见易错点，表语部分 "off 7 percent from last year's pace" 结构稍复杂，适合练习系表结构与修饰成分的识别，训练价值中等偏上。

Consumers seem only mildly concerned, not panicked, and many say they remain optimistic about the economy's long-term prospects even as they do some modest belt-tightening.

第2段，第6句

并列主句加嵌套从句的组合是四六级与考研阅读中的高频句式。宾语从句省略 that、状语从句表让步对比、系表结构配并列表语等都是真题常考结构，学习者掌握后可复用到大量类似长难句的拆解中。

In Manhattan, "there's a new gold rush happening in the \$4 million to \$10 million range, predominantly fed by Wall Street bonuses," says broker Barbara Corcoran.

第3段，第3句

引述句结构在新闻报道、学术文献和考试阅读中极为常见，there be 句型 and 分词作后置定语也是高频句式。掌握本句的分析方法可直接迁移到大量相似句子，典型性和实用性都很强。

Employers wouldn't mind a few fewer bubbles in the job market.

第4段，第3句

情态动词加动词原形的主谓宾结构是四六级和考研阅读中常见的句式，且本句使用 wouldn't mind 这种委婉表达态度的用法具有一定代表性，但句子整体较为简短，未涉及从句、并列或其他高频复杂结构，典型性中等，学习价值在于情态动词否定式的实际应用而非结构复杂度。

Getting a table at Manhattan's hot new Alain Ducasse restaurant used to be impossible.

第4段，第6句

本句覆盖了动名词短语作主语、系表结构、介词短语作后置定语等成分，适合练习非谓语动词（动名词）充当主语的识别，以及区分谓语动词与非谓语动词。主语内部的定语修饰较长，能训练学生识别修饰成分归属的能力。但全句结构较为单一，无从句或并列成分，成分种类不够丰富，训练价值中等偏上。

The more ventures, the more chances.

第35题, D

"the more ..., the more ..." 是四六级和考研常考的典型比较句式, 掌握后可直接迁移到大量同类句子, 具有很高的代表性和实用性。

HIGH-FREQUENCY • 真题高频词

本篇出现的 57 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。

would A1

aux. (will 的过去式) 将要, 会

本篇4次 · 真题 304 句

economy B1

n. 经济

本篇4次 · 真题 73 句

million A2

num. 一百万

本篇4次 · 真题 57 句

author A2

n. 作者

本篇3次 · 真题 209 句

economic B2

adj. 经济的

本篇3次 · 真题 98 句

consumer B1

n. 消费者

本篇3次 · 真题 72 句

nail A2

n. 指甲

本篇3次 · 真题 19 句

boom B1

n. 繁荣

本篇3次 · 真题 13 句

folk B1

n. 人们

本篇3次 · 真题 9 句

sign A1

n. 标志

本篇2次 · 真题 42 句

range B1

n. 范围

本篇2次 · 真题 31 句

stock B1

n. 库存

本篇2次 · 真题 22 句

concerned B1

adj. 担心的

本篇2次 · 真题 20 句

client B1

n. 客户

本篇2次 · 真题 10 句

following B1

adj. 接下来的

本篇1次 · 真题 91 句

view A2

n. 观点, 看法

本篇1次 · 真题 91 句

power A2

n. 权力

本篇1次 · 真题 90 句

likely A2

adj. 很可能的

本篇1次 · 真题 89 句

benefit B1

n. 好处

本篇1次 · 真题 88 句

customer A2

n. 顾客, 客户

本篇1次 · 真题 79 句

rate A2

n. 速度

本篇1次 · 真题 72 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇1次 · 真题 51 句

gap B1

n. 间隙

本篇1次 · 真题 45 句

potential B2

adj. 潜在的

本篇1次 · 真题 43 句

expert B1

n. 专家

本篇1次 · 真题 42 句

current B1

adj. 现在的

本篇1次 · 真题 41 句

investment

B1

n. 投资

本篇1次·真题 38 句

department

A2

n. 部门

本篇1次·真题 35 句

despite

B1

prep. 尽管

本篇1次·真题 32 句

maintain

B1

v. 维持

本篇1次·真题 31 句

revenue

B2

n. (公司、组织的) 收入, 收益

本篇1次·真题 31 句

prospect

B2

n. 可能性

本篇1次·真题 25 句

employer

B1

n. 雇主

本篇1次·真题 24 句

enhance

B2

v. 提高

本篇1次·真题 24 句

spending

A2

n. 开支

本篇1次·真题 24 句

blame

B1

v. 责备

本篇1次·真题 17 句

crucial

B2

adj. 至关重要的

本篇1次·真题 17 句

pace

B1

n. 速度

本篇1次·真题 17 句

working

A2

adj. 有工作的

本篇1次·真题 17 句

optimistic

B2

adj. 乐观的;抱乐观态度的

本篇1次·真题 16 句

exchange

B1

n. 交换

本篇1次·真题 15 句

region

B1

n. 地区

本篇1次·真题 15 句

estate B2

n. 地产

本篇1次 · 真题 14 句

admission B2

n. 承认 (错误、罪行等)

本篇1次 · 真题 13 句

retailer B2

n. 零售商

本篇1次 · 真题 13 句

desperate B2

adj. 绝望的

本篇1次 · 真题 11 句

recovery B2

n. 恢复

本篇1次 · 真题 11 句

suddenly A2

adv. 突然地

本篇1次 · 真题 11 句

bay B2

n. 海湾

本篇1次 · 真题 10 句

buyer B1

n. 买方

本篇1次 · 真题 10 句

cautious B2

adj. 小心的

本篇1次 · 真题 10 句

file A2

n. 文件

本篇1次 · 真题 10 句

indicator B2

n. 指示物; 指示信号

本篇1次 · 真题 10 句

abandon B2

v. 离弃

本篇1次 · 真题 9 句

investor B2

n. 投资者

本篇1次 · 真题 9 句

shopper A2

n. 购物者

本篇1次 · 真题 9 句

modest B2

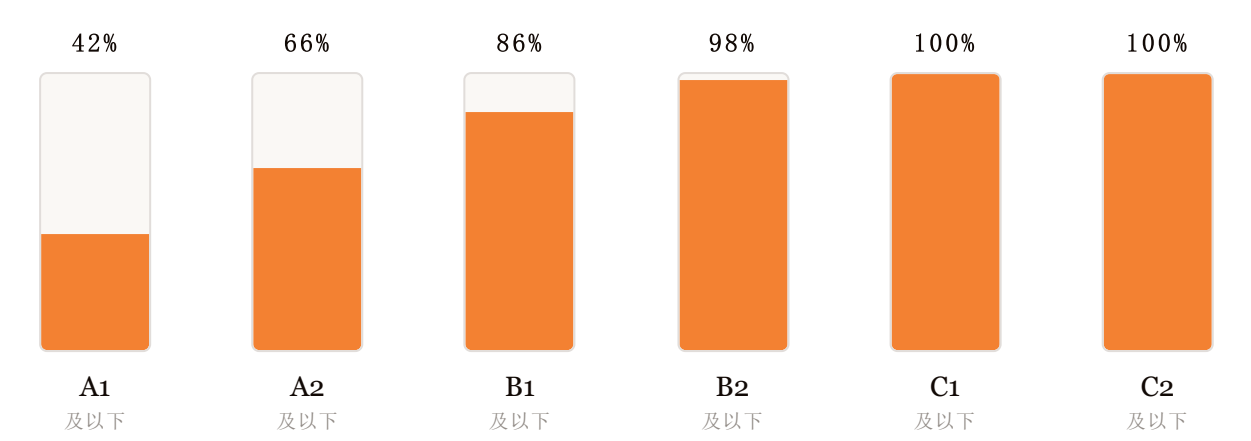
adj. 谦虚的, 谦逊的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 **231** 词按 **CEFR** 难度累积覆盖

全文去重后共 **231** 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 5 个·约 2%。



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 231 个·末柱为 100%

去重总词数

231

B2 以上难词

2%

B1 及以下覆盖

86%

考研英语（旧卷） 2004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 →
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 →

2004年 考研英语（旧卷）阅读理解（四选一） 第4篇·36-40 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析 · 36-40 题

本页 36-40 题的答案与逐题解析由懒笔记基于2004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 7 段原文（段首标 P1-P7 段号、逐段附中文翻译）；之后 5 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(2004)

Section II Part A (4)

Directions:

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

Text 4

P1 Americans today don't place a very high value on intellect. Our heroes are athletes, entertainers, and entrepreneurs, not scholars. Even our schools are where we send our children to get a practical education—not to pursue knowledge for the sake of knowledge. Symptoms of pervasive anti-intellectualism in our schools aren't difficult to find.

今天的美国人并不十分重视智识。我们的英雄是运动员、演艺人员和企业家人，而不是学者。即使是我们的学校，也是我们送孩子去接受实用教育的地方——而不是为了知识本身去追求知识。在我们的学校里，普遍存在的反智主义症状并不难发现。

P2 "Schools have always been in a society where practical is more important than intellectual," says education writer Diane Ravitch. "Schools could be a counterbalance." Ravitch's latest book, *Left Back: A Century of Failed School Reforms*, traces the roots of anti-intellectualism in our schools, concluding they are anything but a counterbalance to the American distaste for intellectual pursuits.

教育作家Diane Ravitch说：“学校一直存在于一个实用比智识更重要的社会中。学校本可以成为一种平衡力量。”Ravitch的新书《*Left Back: A Century of Failed School Reforms*》追溯了我们学校中反智主义的根源，得出结论认为学校绝不是美国人对智识追求的反感的平衡力量。

P3 But they could and should be. Encouraging kids to reject the life of the mind leaves them vulnerable to exploitation and control. Without the ability to think critically, to defend their ideas and

understand the ideas of others, they cannot fully participate in our democracy. Continuing along this path, says writer Earl Shorris, "We will become a second-rate country. We will have a less civil society." 但学校本可以而且应该成为这样的平衡力量。鼓励孩子们拒绝心智生活会使他们容易受到剥削和控制。如果没有批判性思考的能力,没有捍卫自己观点和理解他人观点的能力,他们就无法充分参与我们的民主。作家Earl Shorris说,如果继续沿着这条路走下去,"我们将成为一个二流国家。我们的社会将变得不那么文明。

P4 "Intellect is resented as a form of power or privilege," writes historian and professor Richard Hofstadter in *Anti-intellectualism in American Life*, a Pulitzer-Prize winning book on the roots of anti-intellectualism in US politics, religion, and education. From the beginning of our history, says Hofstadter, our democratic and populist urges have driven us to reject anything that smells of elitism. Practicality, common sense, and native intelligence have been considered more noble qualities than anything you could learn from a book.

历史学家兼教授Richard Hofstadter在其普利策奖获奖著作《*Anti-intellectualism in American Life*》中写道:"智识作为一种权力或特权形式而遭到怨恨。"该书探讨了美国政治、宗教和教育中反智主义的根源。Hofstadter说,从我们历史的开端,我们的民主和平民主义冲动就驱使我们拒绝任何带有精英主义色彩的东西。实用性、常识和天生的聪明一直被认为是比从书本上学到的任何东西都更高尚的品质。

P5 Ralph Waldo Emerson and other Transcendentalist philosophers thought schooling and rigorous book learning put unnatural restraints on children: "We are shut up in schools and college recitation rooms for 10 or 15 years and come out at last with a bellyful of words and do not know a thing." Mark Twain's *Huckleberry Finn* exemplified American anti-intellectualism. Its hero avoids being civilized—going to school and learning to read—so he can preserve his innate goodness.

Ralph Waldo Emerson和其他超验主义哲学家认为学校教育和严格的书本学习给儿童施加了不自然的限制:"我们被关在学校和大学背诵室里10年或15年,最后出来时满肚子都是词汇,却什么都不懂。"Mark Twain笔下的Huckleberry Finn体现了美国式的反智主义。这个主人公避免被文明化——避免上学和学习阅读——以便保持他天生的善良。

P6 Intellect, according to Hofstadter, is different from native intelligence, a quality we reluctantly admire. Intellect is the critical, creative, and contemplative side of the mind. Intelligence seeks to grasp, manipulate, re-order, and adjust, while intellect examines, ponders, wonders, theorizes, criticizes, and imagines.

根据Hofstadter的观点,智识不同于天生的聪明,后者是我们勉强承认的一种品质。智识是心智批判性、创造性和沉思性的一面。聪明寻求掌握、操控、重新排序和调整,而智识则审视、思考、质疑、构建理论、批评和想象。

P7 School remains a place where intellect is mistrusted. Hofstadter says our country's educational system is in the grips of people who "joyfully and militantly proclaim their hostility to intellect and their eagerness to identify with children who show the least intellectual promise."

学校仍然是一个不信任智识的地方。Hofstadter说,我们国家的教育系统掌握在这样一些人手中,他们"兴高采烈地、好斗地宣称他们对智识的敌视,以及他们渴望认同那些表现出最少智识潜力的儿童"。

题目与逐题解析

36. What do American parents expect their children to acquire in school?

- [A] The habit of thinking independently.
- [B] Profound knowledge of the world.
- [C] Practical abilities for future career.
- [D] The confidence in intellectual pursuits.

美国父母期望他们的孩子在学校获得什么？

- A) 独立思考的习惯。 B) 对世界的深刻认识。 C) 未来职业所需的实用能力。
D) 对智力追求的信心。

【答案】 **C** (细节题)

【判型】 What do American parents expect their children to acquire in school? 是一个 what 实义问句，问的是文中明确陈述的具体内容，没有 infer/imply/suggest 之类的推理标志。

【拆句】 主干是 What do American parents expect their children to acquire in school, 宾语从句是 expect + 宾语 their children + to do 不定式 acquire, 疑问词 what 是 acquire 的宾语前置；结构平铺直叙，无陷阱。

【定位】 Even our schools are where we send our children to get a practical education—not to pursue knowledge for the sake of knowledge.

甚至我们的学校都是我们送孩子去接受实用教育的地方——不是去为了知识本身而追求知识。

【选项】 A) **张冠李戴**

The habit of thinking independently 是作者在第三段 Without the ability to think critically, to defend their ideas and understand the ideas of others, they cannot fully participate in our democracy. 中倡导的能力，并非美国家长当下对孩子的期望。

B) **与原文相反**

Profound knowledge of the world 正对应原文被否定的 pursue knowledge for the sake of knowledge，把家长本不期望的内容当作期望，倾向相反。

C) **✓ 正确**

practical education ↔ **Practical abilities for future career**

预判要的是“实用层面的所得”，四个选项中只有 Practical abilities for future career 保留了原文 practical 的核心语义，其余三项均不与 practical education 对应。

D) **无中生有**

The confidence in intellectual pursuits 在原文中无对应——文章只说美国不重视 intellect，没有任何句子说家长期望孩子获得对 intellectual pursuits 的信心。

37. We can learn from the text that Americans have a history of_____.

- [A] undervaluing intellect.
- [B] favoring intellectualism.
- [C] supporting school reform.
- [D] suppressing native intelligence.

我们可以从文中了解到美国人有_____的历史。

A) 低估智力。 B) 推崇智识主义。 C) 支持学校改革。 D) 压制天生的智慧。

【答案】 A (细节题)

【判型】 We can learn from the text that Americans have a history of _____. 用 we can learn from the text 而非 infer/imply, 问的是文中已点明、可直接读出的判断, 仍属细节范畴。

【拆句】 主句 We can learn from the text + that 引导的宾语从句 Americans have a history of _____, 空格作介词 of 的宾语, 应填名词或动名词性短语; 结构简单, 无陷阱。

【定位】 From the beginning of our history, says Hofstadter, our democratic and populist urges have driven us to reject anything that smells of elitism.

Hofstadter 说, 从我们历史的开端起, 我们的民主与平民主义冲动就驱使我们排斥一切带有精英气息的东西。

【选项】 A) ✓ 正确

Intellect is resented as a form of power or privilege ↔ **undervaluing intellect**

From the beginning of our history ↔ **have a history of**

undervaluing intellect 同时锁住 "历史悠久" 与 "轻视智识" 两个语义要素, 正与定位段的两条线索吻合。

B) 与原文相反

favoring intellectualism 与原文 Americans today don't place a very high value on intellect 及 Intellect is resented 直接相反。

C) 偷换概念

原文虽提及 Left Back: A Century of Failed School Reforms, 但这是一本批判校改失败的书, 并非美国人 "支持校改" 的证据; 以书名诱选。

D) 与原文相反

suppressing native intelligence 与 native intelligence have been considered more noble qualities than anything you could learn from a book 相反——原文恰是说本能型才智被推崇, 而非被压制。

38. The views of Ravitch and Emerson on schooling are_____.

- [A] identical.
- [B] similar.
- [C] complementary.
- [D] opposite.

Ravitch和Emerson关于教育的观点是_____。

A) 完全相同的。 B) 相似的。 C) 互补的。 D) 相反的。

【答案】 **D** (细节题)

【判型】 The views of Ravitch and Emerson on schooling are____. 用 are 直接问两人观点的关系，选项是 identical/similar/complementary/opposite 四种关系判断，本质是细节比对。

【拆句】 主语 The views of Ravitch and Emerson on schooling 是 N+of+N+on+N 的多层后置修饰，of 限定 views 的归属、on 限定 views 的议题；系动词 are 后接空格表两人观点关系；理解关键是看清两个后置修饰各自的范围。

【定位】 Ravitch's view: "Schools could be a counterbalance." Emerson's view: schooling and rigorous book learning put unnatural restraints on children; "We are shut up in schools and college recitation rooms for 10 or 15 years and come out at last with a bellyful of words and do not know a thing."

Ravitch 的观点是：学校本可成为反智倾向的制衡力量；Emerson 的观点是：学校教育和严苛的书本学习是对孩子的不自然束缚，被关在校园中十几年出来满肚子词句却一无所知。

【选项】 A) **与原文相反**

identical 暗指两人观点完全相同，但 Ravitch 想强化学校作用、Emerson 想削弱乃至摆脱学校束缚，二者完全不一致。

B) **与原文相反**

similar 试图把对立立场弱化为 "相似"，但 bellyful of words and do not know a thing 与 Schools could be a counterbalance. 在态度极性上反向，无相似可言。

C) **偷换概念**

complementary 指两人观点能在不同维度互补成完整论述，但 Ravitch 与 Emerson 是在同一议题 schooling 上正反对垒，不构成互补。

D) **✓ 正确**

Schools could be a counterbalance. ⇔ **opposite**

We are shut up in schools and college recitation rooms for 10 or 15 years and come out at last with a bellyful of words and do not know a thing.

⇔ **opposite**

Ravitch 想让学校制衡反智、即希望学校发挥正面作用；Emerson 把学校描述成束缚孩子、十几年学不到东西的地方，立场针锋相对，唯有 opposite 与之相符。

39. Emerson, according to the text, is probably_____.

- [A] a pioneer of education reform.
- [B] an opponent of intellectualism.
- [C] a scholar in favor of intellect.
- [D] an advocate of regular schooling.

根据文章,Emerson很可能是_____。

A) 教育改革的先驱。 B) 智识主义的反对者。 C) 支持智力的学者。 D) 常规学校教育的倡导者。

【答案】 B (推断题)

【判型】 Emerson, according to the text, is probably_____. 的 probably 是典型推断信号——答案不在原文字面, 需要从 Emerson 的原话作一步逻辑延伸。

【拆句】 主干 Emerson is probably_____, 中间插入 according to the text 作状语限定结论来源; is 后接表语, 选项以名词短语形式回填; 插入语让句子看似复杂, 去掉后结构极简。

【定位】 Ralph Waldo Emerson and other Transcendentalist philosophers thought schooling and rigorous book learning put unnatural restraints on children: "We are shut up in schools and college recitation rooms for 10 or 15 years and come out at last with a bellyful of words and do not know a thing."

拉尔夫·瓦尔多·爱默生和其他超验主义哲学家认为学校教育和严苛的书本学习对孩子施加了不自然的束缚: "我们被关在学校和大学背诵教室里十年十五年, 最后出来满肚子词句却一无所知。"

【选项】 A) 无中生有

a pioneer of education reform 在原文无支撑——Emerson 在文中是反对学校教育的哲学家，不是教育改革的先驱。

B) ✓ 正确

schooling and rigorous book learning put unnatural restraints on children ↔

an opponent of intellectualism

Mark Twain's Huckleberry Finn exemplified American anti-intellectualism ↔

an opponent of intellectualism

Emerson 反对学校教育 with 书本学习，又被作者放进 anti-intellectualism 的论证段落中举证，由此可一步延伸为 "反智主义的反对者"——即 intellectualism 的反对者。

C) 与原文相反

a scholar in favor of intellect 把 Emerson 反智的立场翻转为支持智识者，与 schooling and rigorous book learning put unnatural restraints on children 直接相反。

D) 与原文相反

an advocate of regular schooling 把 Emerson 描绘成常规学校教育的拥护者，但 We are shut up in schools and college recitation rooms for 10 or 15 years and come out at last with a bellyful of words and do not know a thing. 显示他是常规学校教育的强烈反对者。

40. What does the author think of intellect?

- [A] It is second to intelligence.
- [B] It evolves from common sense.
- [C] It is to be pursued.
- [D] It underlies power.

作者对智力持什么看法？

A) 它次于智慧。 B) 它从常识演化而来。 C) 它值得追求。 D) 它是权力的基础。

【答案】 C (态度题)

【判型】 What does the author think of intellect? 用 think of 直接问作者对某对象的看法，是态度题的标准句式。

【拆句】 主干 What does the author think of intellect? 是 think of sth. 的提问结构，what 作 think of 的宾语前置；句式简单，关键是 think of 等于 have what opinion of。

【选项】 A) 张冠李戴

It is second to intelligence 来自 Intellect, according to Hofstadter, is different from native intelligence, a quality we reluctantly admire., 原文只说两者不同、并指出社会勉强欣赏的是 intelligence, 并未说作者认为 intellect 次于 intelligence。

B) 无中生有

It evolves from common sense 与 Practicality, common sense, and native intelligence have been considered more noble qualities than anything you could learn from a book. 不符——原文把 common sense 与 intellect 并列对照而非演化关系。

C) ✓ 正确

Encouraging kids to reject the life of the mind leaves them vulnerable to exploitation and control.

↔ **It is to be pursued**

intellect is mistrusted ↔ **It is to be pursued**

四个选项中只有 It is to be pursued 给 intellect 一个明确的正面价值定位, 与作者全文呼吁智识的态度一致。

D) 张冠李戴

It underlies power 把 Intellect is resented as a form of power or privilege 中 "被反感成权力的象征" 反转为 "它是权力的根基", 把作者引用的反智借口当成作者本人立场。

SENTENCE INSIGHTS • 句子精讲

7 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。

Even our schools are where we send our children to get a practical education—not to pursue knowledge for the sake of knowledge.

第1段, 第3句

句子覆盖了主系表结构、表语从句、目的状语、并列对比等多种成分。where引导表语从句是一个值得练习的考点,破折号连接的否定不定式对比也有助于理解并列状语的用法。成分种类较丰富。

Ravitch's latest book, Left Back: A Century of Failed School Reforms, traces the roots of anti-intellectualism in our schools, concluding they are anything but a counterbalance to the American distaste for intellectual pursuits.

第2段，第3句

本句的"主句 + 分词短语作状语引出宾语从句"结构,以及同位语分隔主语的模式,在考研和六级阅读中非常典型。学习者掌握这种结构后可以迁移到大量类似长句的理解中,实用性强。

Encouraging kids to reject the life of the mind leaves them vulnerable to exploitation and control.

第3段，第2句

"动名词短语作主语 + 及物动词 + 宾语 + 宾语补足语"是英语中的经典句式，在四六级和考研阅读中频繁出现。动名词作主语表达抽象行为、使役动词带宾补表达因果关系，都是考试中的常见结构，掌握本句型可迁移到大量类似句子的分析中。

Its hero avoids being civilized—going to school and learning to read—so he can preserve his innate goodness.

第5段，第3句

"so" 引导目的状语从句是四六级和考研阅读中的高频结构。动名词作宾语、情态动词作谓语也都是常考点。整句结构在真题中有较强的代表性，学习后可迁移到类似句式的理解。

Intellect, according to Hofstadter, is different from native intelligence, a quality we reluctantly admire.

第6段，第1句

主系表结构加插入语、同位语、省略关系代词的定语从句，均为四六级和考研阅读中的高频句式。特别是省略关系代词的定语从句和同位语的辨识，是考试常考点。掌握本句结构后可迁移到大量类似长难句，典型性较高。

School remains a place where intellect is mistrusted.

第7段，第1句

主系表结构加限制性定语从句是四六级和考研阅读中的常见句式。系动词后接带定语从句的名词短语作表语，以及关系副词where引导定语从句修饰表示地点的名词，都是高频考点，掌握后可大量复用。

Hofstadter says our country's educational system is in the grips of people who "joyfully and militantly proclaim their hostility to intellect and their eagerness to identify with children who show the least intellectual promise."

第7段，第2句

主句 + 宾语从句 + 定语从句嵌套是四六级和考研阅读中的高频句式，especially 定语从句修饰人或物的限定用法极为典型；本句还展现了定语从句内部再嵌套定语从句的常见复杂化手法，学习后可直接迁移到大量真题长难句。

HIGH-FREQUENCY · 真题高频词

本篇出现的 52 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。

intellect C1

n. 智力

本篇10次 · 真题 14 句

intelligence B2

n. 智力

本篇5次 · 真题 48 句

intellectual C1

adj. 智力的

本篇4次 · 真题 47 句

reform B2

v. 改革

本篇3次 · 真题 37 句

native B1

adj. 本国的

本篇3次 · 真题 16 句

practical B1

adj. 实际的

本篇3次 · 真题 14 句

accord C1

n. (国家、团体间的) 协议

本篇2次 · 真题 172 句

quality A2

n. 质量

本篇2次 · 真题 45 句

favor B1

n. 帮忙

本篇2次 · 真题 24 句

pursuit B2

n. 追求

本篇2次 · 真题 16 句

root A2

n. 根

本篇2次 · 真题 15 句

scholar B2

n. 学者

本篇2次 · 真题 15 句

pursue B2

v. 追求

本篇2次 · 真题 14 句

reject B2

v. 拒绝接受

本篇2次 · 真题 13 句

author A2

n. 作者

本篇1次 · 真题 209 句

less A1

det. 较少的

本篇1次 · 真题 150 句

system A2

n. 系统

本篇1次 · 真题 107 句

view A2

n. 观点, 看法

本篇1次 · 真题 91 句

power A2

n. 权力

本篇1次 · 真题 90 句

support A2

v. 支持

本篇1次 · 真题 87 句

least A2

det. 最少的

本篇1次 · 真题 63 句

career B1

n. 职业

本篇1次 · 真题 42 句

seek B1

v. 寻找

本篇1次 · 真题 40 句

professor B1

n. 教授 (大学教师的最高职称)

本篇1次 · 真题 38 句

identify B1

v. 识别

本篇1次·真题 37 句

preserve B2

v. 保护

本篇1次·真题 30 句

critical B2

adj. 批评的

本篇1次·真题 26 句

educational B1

adj. 教育的

本篇1次·真题 26 句

conclude B2

v. 断定;推断出

本篇1次·真题 24 句

advocate B2

v. 拥护

本篇1次·真题 22 句

learning A1

n. 学习

本篇1次·真题 22 句

regular B1

adj. 经常的

本篇1次·真题 21 句

creative B1

adj. 有创造力的

本篇1次·真题 20 句

historian B2

n. 历史学家

本篇1次·真题 20 句

politics B1

n. 政治

本篇1次·真题 20 句

fully B1

adv. 完全地

本篇1次·真题 18 句

evolve B2

v. 逐渐发展;进化

本篇1次·真题 17 句

confidence B1

n. 信心

本篇1次·真题 16 句

adjust B2

v. 调整

本篇1次·真题 14 句

acquire B2

v. 获得

本篇1次·真题 13 句

trace B2

v. 追踪;查找

本篇1次·真题 13 句

democratic B2

adj. 民主的;民主制度的

本篇1次·真题 12 句

urge B2

v. 敦促

本篇1次·真题 12 句

beginning A1

n. 开始

本篇1次·真题 11 句

entrepreneur C1

n. 企业家;创业者

本篇1次·真题 10 句

philosopher B2

n. 哲学家

本篇1次·真题 10 句

religion B1

n. 宗教

本篇1次·真题 10 句

democracy B2

n. 民主

本篇1次·真题 9 句

vulnerable C1

adj. 易受伤害的

本篇1次·真题 9 句

civil B2

adj. 公民的

本篇1次·真题 8 句

participate B1

v. 参加

本篇1次·真题 8 句

privilege B2

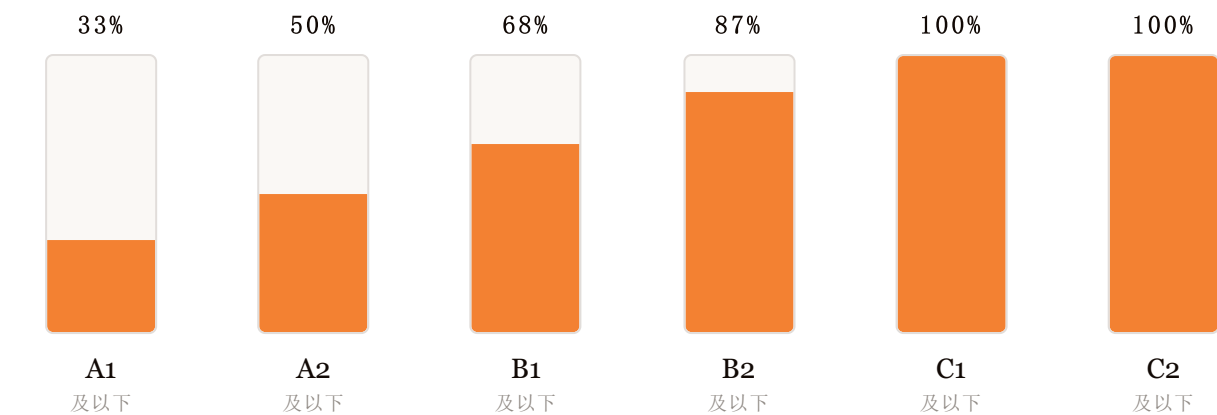
n. 特权

本篇1次·真题 8 句

VOCABULARY • 词汇难度分布

全文 200 词按 CEFR 难度累积覆盖

全文去重后共 **200** 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 27 个·约 14%。



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 200 个 · 末柱为 100%



考研英语（旧卷） 2004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）	题目解析 →
Section II Part A (4)	阅读理解（四选一）	本题
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 →

2004年考研英语（旧卷）英译汉（划线句子翻译） Section II Part B · 参考译文与逐句解析

PASSAGE & TRANSLATION · 题和解析

英译汉真题、参考译文与逐句解析

本页 5 句划线句的参考译文与逐句解析由懒笔记基于2004年 考研英语（旧卷）英译汉（划线句子翻译）原卷逐句译审整理。与试卷排版同一卷面：Directions 与整篇英文短文连续排印，文中 (N)+下划线的 5 句即要求译成中文的划线句——划线句不是孤立的，常含跨句指代与全篇统一术语，每段之后紧随该段中文翻译，在上下文里看懂再逐句精翻。卷面之后按题号逐句拆分：意群直译、难点点拨、语序调整、句内定稿参考译文，答案直显。

考研真题(2004)

Section II Part B

Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Write your answers on the ANSWER SHEET. (10 points)

The relation of language and mind has interested philosophers for many centuries. (41)The Greeks assumed that the structure of language had some connection with the process of thought, which took root in Europe long before people realized how diverse languages could be.

语言与思维的关系几个世纪以来一直引起哲学家的兴趣。希腊人认为语言结构与思维过程之间存在某种联系,这一观点早在人们意识到语言可以如此多样化之前就已在欧洲扎根。

Only recently did linguists begin the serious study of languages that were very different from their own. Two anthropologist-linguists, Franz Boas and Edward Sapir, were pioneers in describing many native languages of North and South America during the first half of the twentieth century. (42)We are obliged to them because some of these languages have since vanished, as the peoples who spoke them died out or became assimilated and lost their native languages. Other linguists in the earlier part of this century, however, who were less eager to deal with bizarre data from "exotic" language, were not always so grateful. (43)The newly described languages were often so strikingly different from the well studied languages of Europe and Southeast Asia that some scholars even accused Boas and Sapir of fabricating their data. Native American languages are indeed different, so much so in fact that Navajo could be used by the US military as a code during World War II to send secret messages.

直到最近,语言学家才开始认真研究那些与他们自己的语言截然不同的语言。两位人类学语言学家Franz Boas和Edward Sapir是二十世纪上半叶描述北美和南美许多土著语言的先驱。我们应该感激他们,因为这些语言中的一些后来已经消失,随着说这些语言的民族灭绝或被同化并失去了他们的母语。然而,本世纪早期的其他语言学家并不总是如此感激,他们不太愿意处理来自"异域"语言的奇异数据。新近描述的语言往往与经过充分研究的欧洲和东南亚语言如此截然不同,以至于一些学者甚至指责Boas和Sapir编造数据。北美

土著语言确实不同,事实上差异如此之大,以至于美国军方在第二次世界大战期间可以使用Navajo语作为密码来发送秘密消息。

Sapir's pupil, Benjamin Lee Whorf, continued the study of American Indian languages. (44)Being interested in the relationship of language and thought, Whorf developed the idea that the structure of language determines the structure of habitual thought in a society. He reasoned that because it is easier to formulate certain concepts and not others in a given language, the speakers of that language think along one track and not along another. (45)Whorf came to believe in a sort of linguistic determinism which, in its strongest form, states that language imprisons the mind, and that the grammatical patterns in a language can produce far-reaching consequences for the culture of a society. Later, this idea became known as the Sapir-Whorf hypothesis, but this term is somewhat inappropriate. Although both Sapir and Whorf emphasized the diversity of languages, Sapir himself never explicitly supported the notion of linguistic determinism.

Sapir的学生Benjamin Lee Whorf继续研究美洲印第安语言。由于对语言与思维的关系感兴趣,Whorf提出了这样的观点:语言结构决定了一个社会中习惯性思维的结构。他推理认为,因为在特定语言中更容易表述某些概念而不是其他概念,所以该语言的使用者会沿着一个轨道而不是另一个轨道思考。Whorf开始相信一种语言决定论,这种理论在其最强形式中认为,语言禁锢思维,语言中的语法模式可以对一个社会的文化产生深远影响。后来,这一观点被称为Sapir-Whorf假说,但这个术语在某种程度上并不恰当。尽管Sapir和Whorf都强调语言的多样性,但Sapir本人从未明确支持语言决定论的概念。

逐句解析

句前 (N) 即考卷划线句题号, 与卷面下划线句——对应——满分 10 分、每句约 2 分, 阅卷把每句切成意群按采分点给分 (★ 为采分点意群)。

【主旨】语言与思维关系的研究脉络

全文是一篇语言学思想史小品, 沿「希腊人猜想 → Boas/Sapir 描写美洲土著语 → Whorf 提出语言决定论」这条线展开, 作者基调中立偏学术叙述, 对萨丕尔—沃尔夫假说持有所保留的态度 (见 this term is somewhat inappropriate 与 Sapir himself never explicitly supported the notion of linguistic determinism)。这一基调直接决定划线句里 assumed/obliged/accused/imprisons 等带色彩的词该如何取义——是「假设/有所亏欠/指责/禁锢」, 而非贬义或夸张化处理。

【指代】 Q41 中 which 的回指

句中 which took root in Europe 的 which 不是指紧邻的 the process of thought, 而是回指整个前面的命题——希腊人「认为语言结构与思维过程有某种联系」这一观念。翻译时统一处理为「这一观点/这种看法」, 避免被「就近指代」带偏。

Q42 中 them / these languages / the peoples who spoke them 的指代链

them 回指上一句 Two anthropologist-linguists, Franz Boas and Edward Sapir; these languages 回指 many native languages of North and South America; 后半 the peoples who spoke them 中的 them 又回指 these languages。三个代词必须按顺序还原, 否则译文人称对象会错位。

Q43 中 the newly described languages 的指代

the newly described languages 即 many native languages of North and South America, 是 Boas 和 Sapir 在 20 世纪上半叶描写的那批土著语。翻译时可点明为「这些新近被描写/记录的语言」, 让指代落地。

全文术语统一

linguistic determinism 全文统一译作「语言决定论」(见 a sort of linguistic determinism 与 the notion of linguistic determinism); structure of language 统一译作「语言结构」; habitual thought 统一译作「习惯性思维」。术语前后一致是阅卷采分点之一。

(41) The Greeks assumed that the structure of language had some connection with the process of thought, which took root in Europe long before people realized how diverse languages could be.

【意群】 The Greeks assumed that (主干主谓 + that 宾语从句引导词) → 希腊人认为

the structure of language had some connection with the process of thought, (that 宾语从句 (采分意群)) ★ 采分 → 语言的结构与思维的过程有某种联系,

难点: 抽象名词具体化

the structure of language / the process of thought 两个抽象名词词组按字面译成「语言的结构」「思维的过程」即可, 无需再具体化; some connection 不是「一些联系」, some 在此表「某种」(不定指), 译作「某种联系」更贴 some connection 的语义。

which took root in Europe (which 引导的非限制性定语从句 (采分意群)) ★ 采分 → 这一看法在欧洲扎下根

难点: which 回指整个前句命题

which 不是就近指 the process of thought, 而是回指「希腊人关于语言结构与思维过程有联系」这一整个观点(见全文锚定)。take root 是固定搭配「生根、扎根」, 比喻义即「逐渐被接受/确立下来」。

long before people realized how diverse languages could be. (long before 引导的时间状语从句 (采分意群)) ★ 采分 → 远在人们意识到各种语言会有多么不同之前。

难点: long before 与 how diverse ... could be 的译法

long before 译作「远在...之前」或「早在...之前」; how diverse languages could be 是感叹式从句, could 不译「能够」而译成虚拟语气下的「会有多么...」, 整体意思是「人们意识到各种语言间差异有多大」。

【调序】 which 从句与 long before 状语的汉化

which took root in Europe long before people realized how diverse languages could be 这部分整体是对前面命题的补充叙述，汉语不启用「...的」长定语前置，故另起一句：把 which 还原成「这一看法」，独立成句；句末的 long before 时间状语在汉语中习惯前置，可译为「早在人们意识到...之前，这一看法就已在欧洲扎下根」，或保持原序「这一看法在欧洲扎下根，远在人们意识到...之前」。两种皆通，按汉语流畅度选其一。

【译文】 希腊人认为，语言的结构与思维的过程之间存在某种联系；这一看法早在人们意识到各种语言之间的差异有多大之前，就已在欧洲扎下根。

(42) We are obliged to them because some of these languages have since vanished, as the peoples who spoke them died out or became assimilated and lost their native languages.

【意群】 We are obliged to them (主干主系表 (采分意群)) ★ 采分 → 我们感激他们

难点: be obliged to sb. 的熟词僻义

obliged 不译「被迫/有义务」，be obliged to sb. 是固定搭配，表「感激某人、对某人心怀感念」(≈be grateful to)。them 按上文锚定回指 Boas 和 Sapir 两位人类学—语言学家，可译出「我们感激这两位学者/我们要感谢他们」。

because some of these languages have since vanished, (because 原因状语从句 (采分意群)) ★ 采分 → 因为其中一些语言此后已经消失了，

难点: since 作副词「此后」+ 现在完成时

since 在此不是连词「自从...以来」，而是副词「自那以后、此后」，与 have vanished 现在完成时配合，强调「自 Boas/Sapir 当年描写至今的这段时间里已经消失」。these languages 按上文锚定指美洲土著语。

as the peoples who spoke them died out (as 原因状语从句 + who 定语从句 (采分意群)) ★ 采分 → 因为说这些语言的民族已灭绝

难点: as 表原因 + peoples 的复数义 + 指代还原

as 在此与上文 because 平行表「因为」(再次给出原因，可译「随着.../由于...」)；peoples 加 s 不是「人们」而是「(多个) 民族/族群」；who spoke them 中 them 回指 these languages，译时点出「说这些语言的(那些) 民族」。

or became assimilated and lost their native languages. (与 died out 并列的两个谓语 (采分意群)) ★ 采分 → 或者被同化、失去了自己的母语。

难点: 被动语态汉化 + native language 译法

became assimilated 是「become + 过去分词」的被动结构，汉语转为主动或无主句：「被同化/遭到同化」均可；native language 在此语境译「母语/本族语」最稳，对应 lost their native languages。

【调序】 因果嵌套的拆句重组

本句是「主句 + because 一级原因 + as 二级原因 (说明 vanished 的原因)」的嵌套结构。汉语不喜欢一层套一层的长原因状语，最优策略是按因果链拆成两到三个短句：第一句给结论「我们感激他们」；第二句给一级原因「因为...消失了」；第三句给二级原因「因为...民族消亡或被同化、失去了母语」。这样既符合汉语「事先因后果或先果后因短句串接」的习惯，又每个采分意群独立可数。

【译文】我们对他们心怀感激，因为其中一些语言此后已经消失了——说这些语言的那些民族或者灭绝，或者被同化、失去了自己的母语。

(43) The newly described languages were often so strikingly different from the well studied languages of Europe and Southeast Asia that some scholars even accused Boas and Sapir of fabricating their data.

【意群】 The newly described languages were often so strikingly different from the well studied languages of Europe and Southeast Asia (主干主系表 + so...that 前半 (采分意群)) ★采分 → 这些新近被描写的语言常常与欧洲和东南亚那些已被充分研究的语言差异极其显著，

难点: newly described / well studied 的过去分词作前置定语

newly described 不能译成「新描述的」(生硬)，按全文锚定指 Boas/Sapir 当年新近记录下来的美洲土著语，译「新近被描写的/新近记录下来的」；well studied 译「已被充分研究的/研究透彻的」。strikingly different from... 是固定结构「与...显著不同」，strikingly 是程度副词，不能漏译。

that some scholars even accused Boas and Sapir (so...that 结果状语从句主干 (采分意群)) ★采分 → 以至于一些学者甚至指责 Boas 和 Sapir

难点: so...that 结果状语 + even 的语气

so...that 在此是「如此...以至于...」的结果连接，译成「以至于/竟然」即可，不必逐字直译「如此...那么...」；even 的语气不能漏，译「甚至」以体现学者的反应之强烈。

of fabricating their data. (accuse sb. of doing 的搭配补足语 (采分意群)) ★采分 → 捏造了他们的数据。

难点: accuse sb. of doing 固定搭配 + their 指代

accuse sb. of doing sth. 整体译「指控/指责某人做某事」；fabricating 是「捏造、伪造」的贬义动词，不能轻译成「编造」；their data 中 their 回指 Boas 和 Sapir，译时可点明「他们(即 Boas 和 Sapir) 的数据」或直接「他们的资料」。

【调序】 so...that 的汉化与 of doing 的归位

so strikingly different from ... that some scholars even accused ... 这一程度—结果结构，按汉语顺序直接译「...差异如此显著，以至于一些学者甚至指责...」即可，原序与汉语顺序一致，无需大动。accuse sb. of doing 中的 of fabricating their data 在汉语里直接译成「指责...捏造数据」，of 不译，把动名词内容作为「指控」的宾语整体附在「指责」后面。

【译文】 这些新近被描写的语言常常与欧洲和东南亚那些已被充分研究的语言差异极其显著，以至于一些学者甚至指责博厄斯和萨丕尔捏造了他们的数据。

(44) Being interested in the relationship of language and thought, Whorf developed the idea that the structure of language determines the structure of habitual thought in a society.

【意群】 Being interested in the relationship of language and thought, (现在分词短语作原因/伴随状语 (采分意群)) ★ 采分 → 由于对语言与思维的关系感兴趣,

难点: **Being + p.p. 状语的逻辑义**

Being interested in... 是现在分词短语, 逻辑主语与主句主语 Whorf 一致; 语义上表「原因」(≈Because he was interested in...), 译「由于/因为对...感兴趣」最贴切, 也可译「出于对...的兴趣」。relationship of language and thought 译「语言与思维的关系」(the relationship of A and B 此处等同 relationship between A and B)。

Whorf developed the idea (主干主谓宾) → 沃尔夫提出了这样一种观点

难点: **developed 与 the idea 的搭配义**

developed 在此不译「发展了」而译「提出/逐步形成」, 与 the idea「观点/看法」搭配, 整体表「逐渐形成并提出某一观点」。后接 that 同位语从句, 可在「观点」后用冒号或「即/认为」承接。

that the structure of language determines the structure of habitual thought in a society. (the idea 的 that 同位语从句 (采分意群)) ★ 采分 → 即一个社会中语言的结构决定其习惯性思维的结构。

难点: **同位语 that 从句的识别 + 抽象名词的统一译法**

that 在此不是定语从句关系词 (that 在从句中不充当成分缺位), 而是同位语从句引导词, 对前面的 the idea 作内容说明, 译时在「观点」后加「即/认为/——」承接。habitual thought 全文统一译「习惯性思维」(也可「思维习惯」, 但需与 Q45 保持一致); in a society 译「在一个社会中/在某个社会里」, 是范围状语, 不可漏。

【调序】 **现在分词状语前置 + 同位语从句承接**

Being interested in the relationship of language and thought, Whorf developed the idea ... 中分词状语已位于句首, 汉语状语本就习惯前置, 原序保留即可。同位语从句 that the structure of language determines the structure of habitual thought in a society 按汉语习惯, 在「观点」后加冒号或「即/认为」承接, 再译从句内容, 比硬译成「...的观点」更通顺。

【译文】 **由于对语言与思维之间的关系感兴趣, 沃尔夫逐渐形成了这样一种观点: 在一个社会中, 语言的结构决定了习惯性思维的结构。**

(45) Whorf came to believe in a sort of linguistic determinism which, in its strongest form, states that language imprisons the mind, and that the grammatical patterns in a language can produce far-reaching consequences for the culture of a society.

【意群】 Whorf came to believe in a sort of linguistic determinism (主干主谓宾 (采分意群)) ★ 采分 → 沃尔夫逐渐相信一种语言决定论

难点: **came to do 与 believe in 的搭配**

came to believe 是「come to do」结构, 表「逐渐开始 (相信/认识到)」, 强调认识过程, 不译「来相信」; believe in 译「信奉/相信 (某种学说)」; a sort of 译「一种」即可, 不必译「某种类型的」; linguistic determinism 按全文统一译「语言决定论」。

which, in its strongest form, states that (which 引导的非限制性定语从句主干 + 插入语 (采分意群)) ★ 采分 → 这种学说, 以其最强的形式, 主张

难点: **which 回指 + 插入语处理 + states 取义**

which 回指 a sort of linguistic determinism 「这种语言决定论」; in its strongest form 是插入语, 译「在其最极端的/最强的形式下」或「就其最极端的形式而言」; states 在此不是「陈述」而是「主张/认为/宣称」, 与学说搭配。

language imprisons the mind, (states 的第一个 that 宾语从句 (采分意群)) ★ 采分 → 语言禁锢思维,

难点: **imprisons 的比喻义**

imprison 字面「监禁/关进监狱」, 此处是比喻义, 与抽象主语 language 和宾语 the mind 搭配, 译「禁锢/束缚」最贴切, 呼应作者「imprisons」一词强烈的色彩; mind 译「思维/心灵」均可, 此处「思维」与上文 habitual thought 主题一致更佳。

and that the grammatical patterns in a language can produce far-reaching consequences for the culture of a society. (states 的第二个 that 宾语从句 (与前一 that 并列, 采分意群)) ★ 采分 → 并且一种语言中的语法模式会对一个社会的文化产生深远的影响。

难点: **两个 that 并列 + far-reaching consequences 的固定译法**

and that... 是与前面 that language imprisons the mind 并列的第二个宾语从句, 两 that 都受 states 支配, 译时要把两 that 从句作为「主张的两条内容」并列译出, 可用「并且/而且」连接; far-reaching consequences for... 是固定搭配, 译「对...产生深远的影响/深远的后果」, consequences 在此中性偏负或中性, 译「影响/后果」均可。grammatical patterns 译「语法模式/语法结构」。

【调序】 **非限制 which 从句断句另起 + 并列 that 用「即...并...」**

a sort of linguistic determinism which, in its strongest form, states that ... and that ... 这一长串结构按汉语习惯拆解: 在 which 处断开, 把 which 还原为「这种学说/该学说」作新句主语; 插入语 in its strongest form 译为「在其最极端的形式下」前置或紧贴主语; 然后用「主张: ① language imprisons ...; ② grammatical patterns ...」并列展开。这样译出的句子层次清晰、每个采分点独立可数。

【译文】 沃尔夫逐渐信奉一种语言决定论。该学说在其最极端的形式下主张: 语言禁锢思维; 而且一种语言中的语法模式会对一个社会的文化产生深远的影响。

6 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。

The Greeks assumed that the structure of language had some connection with the process of thought, which took root in Europe long before people realized how diverse languages could be.

第1段，第2句

句中覆盖主语、谓语、宾语、宾语从句、非限制性定语从句、时间状语从句、地点状语、表语等多种成分,且存在 "take root" 这类固定搭配、"how diverse" 表语前置等易错点,适合作为成分划分的综合练习句。

Only recently did linguists begin the serious study of languages that were very different from their own.

第2段，第1句

成分划分训练价值高。主句因倒装导致主语位于助动词之后,需要学生识别倒装结构并还原主谓关系;宾语为含介词短语和定语从句的复杂名词短语,涉及中心词定位和修饰层次分析;定语从句中 "that" 既是连接词又充当主语,需学生判断关系代词的双重作用;句首状语引发倒装是典型易错点。覆盖主谓宾状定多种成分及倒装特殊句式,训练价值丰富。

The newly described languages were often so strikingly different from the well studied languages of Europe and Southeast Asia that some scholars even accused Boas and Sapir of fabricating their data.

第2段，第5句

so ... that 引导结果状语从句是四六级和考研阅读中的高频句式, accuse sb of doing 结构也是常考动词搭配。主句的多层修饰(定语 + 副词 + 介词短语)和从句的宾补结构都是真题中反复出现的典型模式。掌握本句的拆解方法可直接迁移到大量同类长难句。

Native American languages are indeed different, so much so in fact that Navajo could be used by the US military as a code during World War II to send secret messages.

第2段，第6句

so ... that 程度结果状语从句是四六级和考研阅读中高频句式，被动语态 + 情态动词的组合也是常考结构，句式典型性强，掌握后可迁移到大量类似句子。

Being interested in the relationship of language and thought, Whorf developed the idea that the structure of language determines the structure of habitual thought in a society.

第3段，第2句

同位语从句修饰抽象名词 idea 是考试高频句式，the idea that 结构在四六级和考研阅读中反复出现；句首分词短语作状语也是常考点；主句宾语带长从句的结构具有很强的代表性。掌握本句后可迁移到大量类似的 opinion/belief/fact/evidence that 结构。

Although both Sapir and Whorf emphasized the diversity of languages, Sapir himself never explicitly supported the notion of linguistic determinism.

第3段，第6句

让步状语从句 + 主句的结构在四六级和考研阅读中非常常见，是典型的转折论证句式。主句中副词修饰语分隔主谓、反身代词强调主语，也是常考的语言现象。掌握此句型可有效迁移到大量真题句。

HIGH-FREQUENCY • 真题高频词

本篇出现的 30 个考研英语（旧卷）真题高频词

下列单词既在本篇英文短文中出现，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。

structure

B1

n. 结构

本篇3次 · 真题 36 句

native

B1

adj. 本国的

本篇3次 · 真题 16 句

less A1

det. 较少的

本篇1次·真题 150 句

support A2

v. 支持

本篇1次·真题 87 句

data B1

n. 数据

本篇1次·真题 80 句

process B1

n. 过程

本篇1次·真题 80 句

pattern B1

n. 模式

本篇1次·真题 47 句

later A1

adv. 以后, later

本篇1次·真题 38 句

recently A2

adv. 最近

本篇1次·真题 37 句

consequence B2

n. 结果

本篇1次·真题 33 句

concept B2

n. 概念

本篇1次·真题 29 句

relationship B1

n. 关系

本篇1次·真题 28 句

connection B1

n. 联系

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

track A2

n. 小路

本篇1次·真题 24 句

assume B2

v. 假定

本篇1次·真题 23 句

emphasize B2

v. 强调

本篇1次·真题 22 句

determine B2

v. 决定

本篇1次·真题 21 句

datum C1

n. 数据 (单数形式, 复数为 data)

本篇1次 · 真题 19 句

realize B1

v. 意识到, 认识到

本篇1次 · 真题 16 句

code B1

n. 代码

本篇1次 · 真题 15 句

root A2

n. 根

本篇1次 · 真题 15 句

scholar B2

n. 学者

本篇1次 · 真题 15 句

diversity B2

n. 多样性

本篇1次 · 真题 12 句

interested A1

adj. 感兴趣的

本篇1次 · 真题 12 句

notion B2

n. 观念

本篇1次 · 真题 11 句

military B2

adj. 军事的

本篇1次 · 真题 10 句

philosopher B2

n. 哲学家

本篇1次 · 真题 10 句

newly B1

adv. 最近

本篇1次 · 真题 9 句

somewhat B2

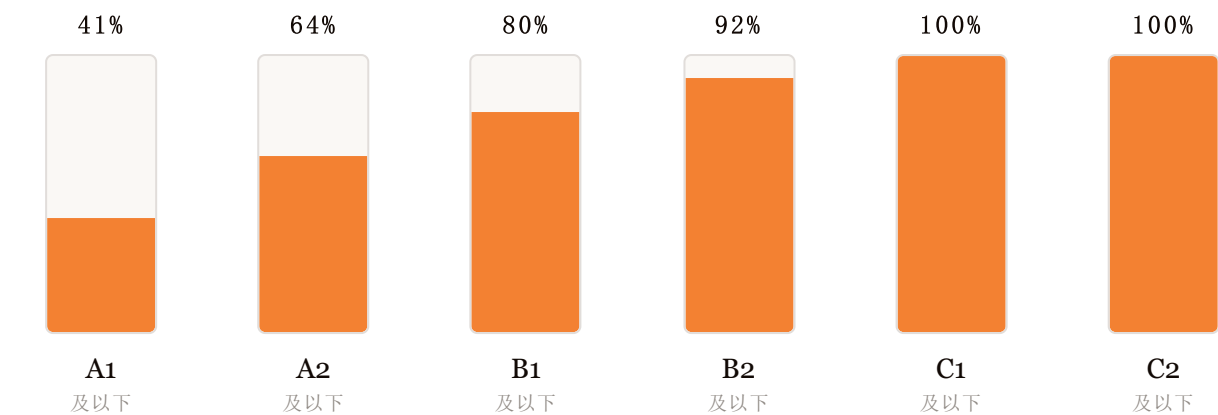
adv. 有点

本篇1次 · 真题 9 句

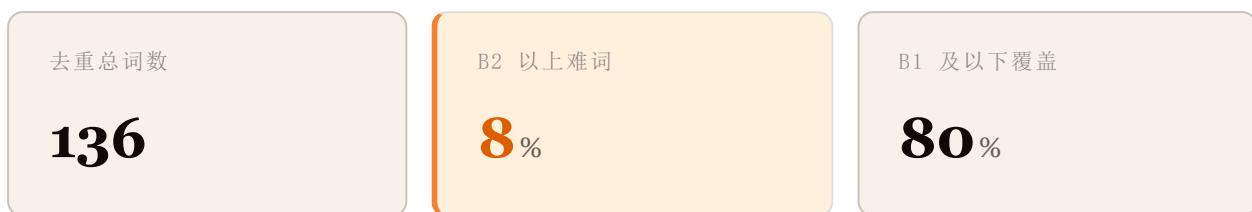
VOCABULARY · 词汇难度分布

英文短文 136 词按 CEFR 难度累积覆盖

英文短文去重后共 136 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 8%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为英文短文去重词 136 个 · 末柱为 100%



考研英语（旧卷） 2004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）	题目解析 →
Section II Part A (4)	阅读理解（四选一）	题目解析 →
Section II Part B	英译汉（划线句子翻译）	本题
Section III	写作	题目解析 →

2004年考研英语（2010 前）写作（大作文）·题目、范文与解析

PROMPT & MODEL ESSAY • 写作题和范文

写作题和范文

本页写作题面、参考范文与逐段解析由懒笔记基于2004年 考研英语（2010 前）写作原卷整理。与试卷排版同一卷面：完整写作要求（Directions，含主题、文体、词数与署名约束）、真题配图连续排印。写作是生产性任务、无 ABCD 标准答案——题面即整道题；卷面下方直接给出满足全部硬约束的参考范文、整篇中译与逐段拆解。

考研真题(2004)

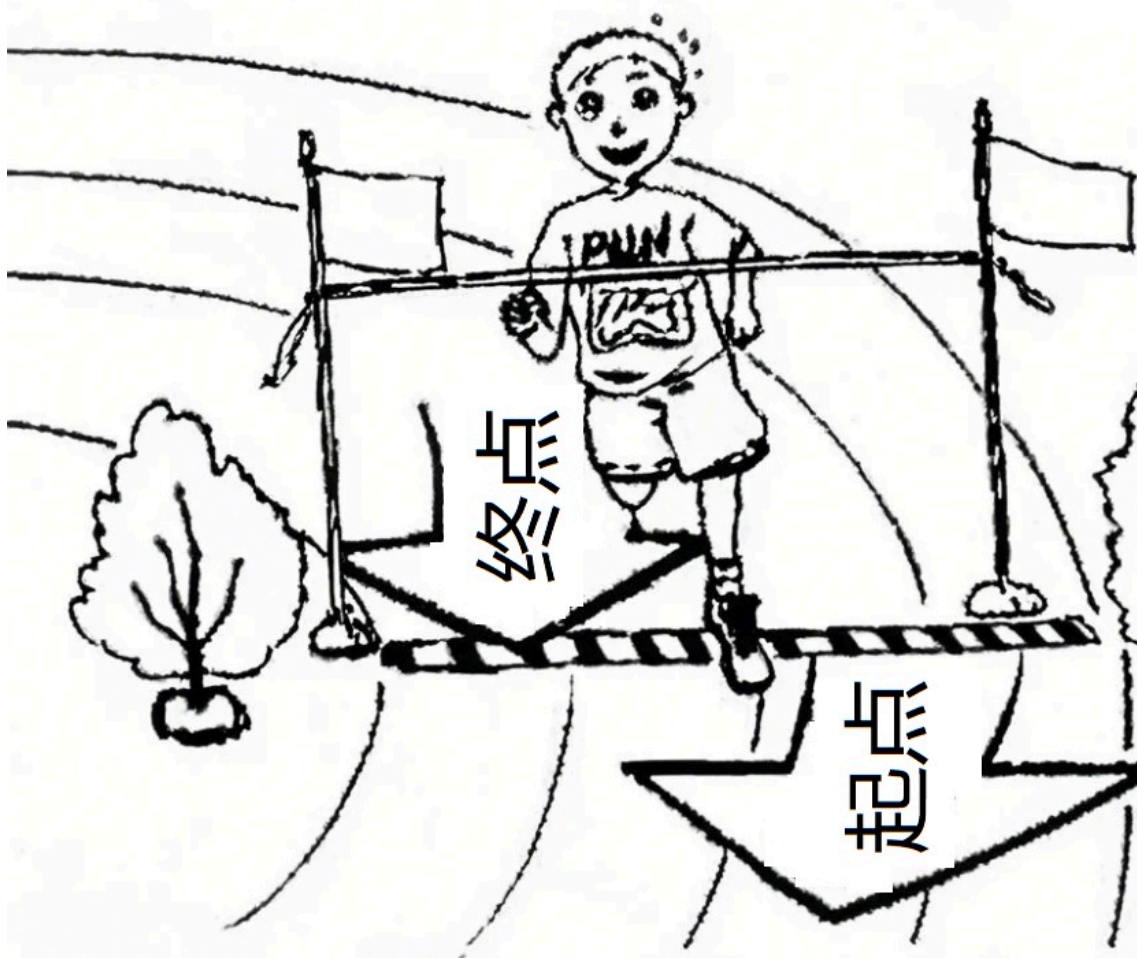
Section III

Directions:

Study the following drawing carefully and write an essay in which you should

1. describe the drawing,
2. interpret its meaning, and
3. support your view with examples.

You should write about 200 words neatly on ANSWER SHEET 2 (20 points)



终点又是新起点

【参考范文·211 词】 写作无唯一标准答案，以下为达标示范

As is vividly depicted in the cartoon, a boy in a T-shirt printed with the word "RUN" is crossing a finish line. Behind him stands an arrow marked "finish", while another arrow just ahead of him points into the distance, labeled "start". The title, "The finish line is also a new starting point", captures the scene at a glance.

Simple as the drawing is, it conveys a thought-provoking message about how we should treat success and achievement. The boy has clearly reached a goal, yet the picture reminds us that every ending is merely the beginning of another journey. In other words, no accomplishment should be regarded as a final destination; rather, it ought to serve as a fresh springboard from which we set off toward higher aims.

History offers abundant evidence for this view. Many outstanding athletes, after winning an Olympic gold medal, immediately begin preparing for the next competition instead of resting on their laurels. Likewise, a student who is admitted to a top university soon faces new courses and tougher challenges rather than the end of study. Therefore, we should never be content with what we have gained. Only by treating each finish line as a new start can we keep moving forward and realize our full potential.

【参考译文】

正如漫画生动描绘的，一个穿着印有“RUN”字样T恤的男孩正跨过终点线。他身后立着一个标着“终点”的箭头，而就在他前方，另一个箭头指向远方，写着“起点”。标题“终点又是新起点”一眼道出了画面。

画面虽简单，却传递出一个发人深省的信息，关乎我们该如何看待成功与成就。男孩显然已抵达一个目标，但画面提醒我们：每一个结束不过是另一段旅程的开始。换言之，任何成就都不应被视为最终归宿，而应成为一块新的跳板，让我们由此奔向更高的目标。

历史为这一观点提供了大量佐证。许多杰出的运动员在赢得奥运金牌之后，会立刻投入下一场比赛的备战，而不是躺在功劳簿上。同样，一名考入顶尖大学的学生，随之而来的是新课程与更艰巨的挑战，而非学业的终点。因此，我们绝不该满足于已有的收获。唯有把每一条终点线都当作新的起点，我们才能不断前行，实现自身全部的潜能。

【第1段】描图段落落实白描。开篇 As is vividly depicted... 引入，逐一写男孩跨线、T恤 RUN 字样、finish 与 start 两个反向箭头，纯客观描述、不掺评论，落实了 describe the drawing。

【第2段】主题句立寓意。Simple as the drawing is, it conveys... 一句主题句把“终点即新起点”亮出，再用 In other words 递进解释为什么，落实了 interpret its meaning。

【第3段】两例支撑并收束。用奥运冠军夺金后备战下一场、学生升入名校两个例子支撑观点，末句 Only by... 收尾呼应寓意，落实了 support your view with examples。

ANALYSIS • 审题与立意

这道题到底要写什么、立意是什么

动笔前先钉死本题的核心写作任务与读者语域、读懂配图，再定中心立意与要展开的要点——这些是本题特有的内容判断，不是通用套路。

核心任务

三步走：描图—释义—举例

本题要写一篇图画评论：先客观 describe the drawing，再 interpret its meaning，最后 support your view with examples。三件事对应三段，而全篇的中心寓意已被标题 终点又是新起点 钉死——到达终点即是新起点。

写给阅卷人的正式议论文

本题无具体收信人，是看图大作文，面向阅卷人使用正式书面语即可：不用第二人称套近乎、不用缩写和口语，多用完整从句与书面连接词；无需写称呼、也无需署名。

配图要读出

跨终点线的男孩 + 两个反向箭头

可写素材：一个穿着印有“RUN”字样T恤的男孩正在跨过终点线。真正的点睛在两个方向相反的箭头——终点线的后面有一个写着“终点”的箭头指向终点，而 终点线的前面有一个写着“起点”的箭头指向远方。标题 终点又是新起点 已把寓意直接点破。

中心立意

终点是新征程的起点

中心论点：任何成就都不该被当成终点，而应成为迈向更高目标的新起点，正如标题 终点又是新起点 所示。

要展开的要点

1. 先客观描述画面三要素

第一段落点：男孩跨过终点线、身后指“终点”的箭头、身前指向远方的“起点”箭头，即 终点线的前面有一个写着“起点”的箭头指向远方，据实白描、不作评论。

2. 释义：成功即新征程

第二段核心：由画面引申出道理——每一次抵达都只是下一段旅程的开端，不应躺在功劳簿上。这是阅卷得分眼，必须有一句主题句立住。

3. 举例支撑并收束

第三段用运动员夺冠后备战下一场、学生升入名校后面对新挑战等具体例子支撑观点，结尾呼应“把每个终点当作新起点”。

怎么分段、每段写什么、能套哪些句架

按写作家族给出现成的段落框架（每段承担什么功能），并为每段配可直接套用的 功能句架（留出填本题内容的空位）。段序与上方参考范文——对应。

第 1 段 描述画面

客观白描漫画：男孩跨终点线与两个方向相反的箭头，对应 describe the drawing。

第 2 段 阐释寓意

由画面引申出中心论点——终点即新起点，对应 interpret its meaning。

第 3 段 举例 + 结论

用具体例子支撑观点并收束，对应 support your view with examples。

第 1 段 男孩跨线 + 两箭头对比

落点：印有 RUN 的男孩正跨过终点线，身后箭头指“终点”、身前箭头指向远方的“起点”，即终点线的后面有一个写着“终点”的箭头指向终点 与前方起点箭头的对照。

引入画面 · As is vividly depicted in the cartoon, ____（画面主体在做什么）。

补充对比细节 · Behind him ____, while ahead of him ____（另一要素，形成对比）。

标题点题 · The title, ____, captures the scene at a glance.

第 2 段 成就是新起点非终点

落点：男孩虽已抵达一个目标，但画面提醒我们每个结束都是另一段旅程的开始；任何成就都应是通向更高目标的跳板，而非最终归宿。

亮明寓意 · Simple as the drawing is, it conveys a thought-provoking message about ____.

递进解释 · In other words, ____ should not be regarded as ____; rather, it ____.

第3段 运动员与学生的例子

落点：奥运冠军夺金后立即备战下一场、而非躺在功劳簿上；学生考入名校后随之面对更难的课程；据此得出“永不满足于已得、把每个终点当作新起点”的结论。

引出例证 · History offers abundant evidence for this view: ____（第一个例子）。

并列第二例 · Likewise, ____ also ____（第二个例子，同一逻辑）。

收束呼吁 · Therefore, only by ____ can we ____（回扣中心的建议）。

REVIEW · 自检避坑

本题在四个评分维度怎样算达标、容易在哪丢分

按阅卷四维（内容切题 / 结构连贯 / 语言准确 / 字数格式）给出本题达标要点，并把最容易踩的低分写法摆出来 + 给改法 —— 这是写作版的「狠拆诱人错项」。

内容切题

三任务缺一即失分

本题必须同时做到 describe the drawing、interpret its meaning 和 support your view with examples，其中最易被漏掉的是第二层释义。

结构连贯

三段对应三任务

描述、寓意、举例各自独立成段，切忌三任务混在一段，那样阅卷人难以辨认要点、结构分会被扣。

语言准确

描述现在时 + 书面连接

描图宜用一般现在时（is crossing, points），避免中式逐字直译，例如别把“指向远方”硬译成 point to far，应写 points into the distance。

字数格式

约两百词分三段

本题要求 write about 200 words，且须分三段、卷面整洁，字数明显偏离或不分段都会失分。

只写画面无寓意

反面示例：There is a boy crossing the finish line. There are two arrows near him. One says finish and the other says start. That is the whole picture. 全是描述、无一句道理。改法：补上主题句——The cartoon reminds us that every finish line is in fact a new starting point.

臆造观众与表情

反面示例：The exhausted boy smiles happily at the cheering crowd standing around the track. 画面里并没有观众和表情。改法：只写据实内容——A boy in a RUN T-shirt is crossing the finish line, with two arrows pointing in opposite directions.

万能开头堆砌

反面示例：With the rapid development of society, this picture is very meaningful and gives us a lot of deep thinking. 空洞无信息。改法：直接进入具体寓意——The drawing conveys a simple yet profound truth about how we should treat success.

考研英语（2010 前） 2004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）	题目解析 →
Section II Part A (4)	阅读理解（四选一）	题目解析 →
Section II Part B	英译汉（划线句子翻译）	题目解析 →
Section III	写作	本题