

2007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2007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(2007)

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 If you were to examine the birth certificates of every soccer player in 2006's World Cup tournament, you would most likely find a noteworthy quirk: elite soccer players are more likely to have been born in the earlier months of the year than in the later months. If you then examined the European national youth teams that feed the World Cup and professional ranks, you would find this strange phenomenon to be even more pronounced.

如果你查看2006年世界杯锦标赛中每位足球运动员的出生证明，你很可能会发现一个值得注意的怪现象：精英足球运动员更有可能出生在一年中较早的月份，而不是较晚的月份。如果你接着查看为世界杯和职业队伍输送人才的欧洲国家青年队，你会发现这一奇怪现象更加明显。

P2 What might account for this strange phenomenon? Here are a few guesses: a) certain astrological signs confer superior soccer skills; b) winter-born babies tend to have higher oxygen capacity, which increases soccer stamina; c) soccer-mad parents are more likely to conceive children in springtime, at the annual peak of soccer mania; d) none of the above.

什么可以解释这一奇怪现象？以下是几种猜测：a) 某些星座赋予了更优越的足球技能；b) 冬季出生的婴儿往往有更高的摄氧能力，这增强了足球耐力；c) 痴迷足球的父母更可能在春季受孕，那时正是足球狂热的年度高峰期；d) 以上都不对。

P3 Anders Ericsson, a 58-year-old psychology professor at Florida State University, says he believes strongly in "none of the above." Ericsson grew up in Sweden, and studied nuclear engineering until he realized he would have more opportunity to conduct his own research if he switched to psychology. His first experiment, nearly 30 years ago, involved memory: training a person to hear and then repeat a random series of numbers. "With the first subject, after about 20 hours of training, his digit span had

risen from 7 to 20," Ericsson recalls. "He kept improving, and after about 200 hours of training he had risen to over 80 numbers."

Anders Ericsson, 佛罗里达州立大学58岁的心理学教授, 表示他坚信"以上都不对"。Ericsson在瑞典长大, 学习核工程, 直到他意识到如果转向心理学, 他将有更多机会开展自己的研究。他的第一个实验, 大约30年前, 涉及记忆: 训练一个人听然后重复一串随机数字。"第一个受试者, 经过大约20小时的训练后, 他的数字记忆广度从7上升到20, "Ericsson回忆道。"他不断进步, 在大约200小时的训练后, 他已经上升到80多个数字。

P4 This success, coupled with later research showing that memory itself is not genetically determined, led Ericsson to conclude that the act of memorizing is more of a cognitive exercise than an intuitive one. In other words, whatever inborn differences two people may exhibit in their abilities to memorize, those differences are swamped by how well each person "encodes" the information. And the best way to learn how to encode information meaningfully, Ericsson determined, was a process known as deliberate practice. Deliberate practice entails more than simply repeating a task. Rather, it involves setting specific goals, obtaining immediate feedback and concentrating as much on technique as on outcome.

这一成功, 加上后来的研究表明记忆本身并非由基因决定, 使Ericsson得出结论: 记忆行为更多是一种认知练习而非直觉练习。换句话说, 两个人在记忆能力上可能表现出的任何先天差异, 都会被每个人如何"编码"信息所掩盖。而学习如何有意义地编码信息的最佳方法, Ericsson确定, 是一个被称为刻意练习的过程。刻意练习不仅仅是简单地重复一项任务, 而是涉及设定具体目标、获得即时反馈, 以及同时关注技巧和结果。

P5 Ericsson and his colleagues have thus taken to studying expert performers in a wide range of pursuits, including soccer. They gather all the data they can, not just performance statistics and biographical details but also the results of their own laboratory experiments with high achievers. Their work makes a rather startling assertion: the trait we commonly call talent is highly overrated. Or, put another way, expert performers – whether in memory or surgery, ballet or computer programming – are nearly always made, not born.

因此, Ericsson和他的同事们开始研究广泛领域的专家表现者, 包括足球。他们收集所有能收集到的数据, 不仅是表现统计数据和传记细节, 还包括他们自己与高成就者进行的实验室实验结果。他们的工作提出了一个相当惊人的断言: 我们通常称为天赋的特质被高度高估了。或者换句话说, 专家表现者——无论是在记忆还是外科手术、芭蕾还是计算机编程方面——几乎总是后天培养的, 而非天生的。

题目与逐题解析

21. The birthday phenomenon found among soccer players is mentioned to ____

- [A] stress the importance of professional training.
- [B] spotlight the soccer superstars in the World Cup.
- [C] introduce the topic of what makes expert performance.
- [D] explain why some soccer teams play better than others.

足球运动员中发现的生日现象被提及是为了 ____

- A) 强调专业训练的重要性。 B) 聚焦世界杯中的足球超级巨星。
- C) 引出关于什么造就专家表现的话题。 D) 解释为什么有些足球队比其他队表现更好。

【答案】 C (例证目的题)

【判型】 The birthday phenomenon found among soccer players is mentioned to 用 is mentioned to 直接问"提及此现象的目的",是典型的例证作用询问。

【拆句】 题干主干是 The birthday phenomenon ... is mentioned to ____, is mentioned to 后接动词原形表目的;主语后 found among soccer players 是过去分词作后置定语,等于一个被动定语从句 which is found among soccer players,无陷阱。

【定位】 If you were to examine the birth certificates of every soccer player in 2006's World Cup tournament, you would most likely find a noteworthy quirk: elite soccer players are more likely to have been born in the earlier months of the year than in the later months.

如果你去翻查 2006 年世界杯每位足球运动员的出生证明,你很可能发现一个值得注意的怪现象:顶级足球运动员更倾向于出生在一年的较早月份,而不是较晚月份。

【选项】 A) 无中生有

首段尚未提及训练, stress the importance of professional training 把后文 deliberate practice 的结论强行回填到首段例证的目的,功能错配。

B) 偷换概念

首段是用现象引话题,而非聚焦某些球星; spotlight the soccer superstars in the World Cup 把方法手段写得过于具体,错把"例证"当成"颁奖"。

C) ✓ 正确

a noteworthy quirk ↔ introduce the topic

expert performers ... are nearly always made, not born ↔ what makes expert performance
预判该现象是引话题的钩子,扫描四个选项,只有 introduce the topic of what makes expert performance 同时覆盖"引话题"与"杰出表现的成因"两个要素,直接命中。

D) 偷换概念

P1 谈的是"个人球员的出生月分布",并未比较"球队之间"谁强谁弱; explain why some soccer teams play better than others 把对象从 player 偷换成 team,论域跑偏。

22. The word "mania" (Line 4, Paragraph 2) most probably means ____

- [A] fun.
- [B] craze.
- [C] hysteria.
- [D] excitement.

单词"mania"(第2段第4行)最可能的意思是 ____

A) 乐趣。 B) 狂热。 C) 歇斯底里。 D) 兴奋。

【答案】 B (词义句意题)

【判型】 The word "mania" (Line 4, Paragraph 2) most probably means 直接问某个加引号词的意思,是词义题的标准句式。

【拆句】 题干是简单陈述句结构 The word "mania" ... most probably means ____, 括号里是定位坐标, most probably 提示"语境最优解"而非"唯一解", 无陷阱。

【定位】 c) soccer-mad parents are more likely to conceive children in springtime, at the annual peak of soccer mania;

c) 热衷足球的父母更有可能在春季——一年一度足球狂热的高峰期——孕育孩子;

【选项】 A) **偷换概念**

fun 仅指"乐趣/好玩", 与 soccer-mad 所体现的强烈痴迷不在同一程度, 语义偏弱。

B) **✓ 正确**

soccer-mad parents ↔ **craze**

预判义为"狂热", 四选项中只有 craze 在词典义与程度色彩上同时贴合; A 偏轻、C 偏病理化、D 偏中性正向, 均不及 B 精准。

C) **过度推断**

hysteria 指"歇斯底里、病态发作", 带明显负面、近临床色彩; P2 是中性谈"足球热"的群体氛围, 色彩不符。

D) **偷换概念**

excitement 表"兴奋", 程度上比 craze 弱, 也无群体性、持续性的痴迷意味, 无法对应 soccer-mad 与 annual peak 的强度。

23. According to Ericsson, good memory ____

[A] depends on meaningful processing of information.

[B] results from intuitive rather than cognitive exercises.

[C] is determined by genetic rather than psychological factors.

[D] requires immediate feedback and a high degree of concentration.

根据 Ericsson 的观点, 良好的记忆力 ____

A) 取决于对信息的有意义加工。 B) 源于直觉性而非认知性的练习。

c) 由遗传因素而非心理因素决定。 D) 需要即时反馈和高度集中。

【答案】 A (细节题)

【判型】 According to Ericsson, good memory ____ 用 According to + 人名 引出该人就某事的具体观点, 要求据原文转述。

【拆句】 题干 According to Ericsson, good memory ____ 是不完整陈述句, 选项是 good memory 后的谓语; According to Ericsson 是状语, 限定信息来源, 无陷阱。

【定位】 In other words, whatever inborn differences two people may exhibit in their abilities to memorize, those differences are swamped by how well each person "encodes" the information.

换句话说, 无论两个人在记忆能力上存在何种天生差异, 这些差异都会被各自"编码"信息的水平所淹没。

【选项】 A) ✓ 正确

how well each person "encodes" the information ↔ **meaningful processing of information**
the best way to learn how to encode information meaningfully, Ericsson determined, was a process known as deliberate practice

↔ **depends on meaningful processing of information**

预判"取决于会不会编码信息"与 depends on meaningful processing of information 在动词(depends on ↔ swamped by 反向同义)、宾语(information processing ↔ encoding)上完全契合,锁 A。

B) 与原文相反

原文 the act of memorizing is more of a cognitive exercise than an intuitive one 明说记忆更近"认知"而非"直觉";results from intuitive rather than cognitive exercises 把两者位置完全调换,典型反向。

C) 与原文相反

原文 memory itself is not genetically determined 明确否认基因决定;is determined by genetic rather than psychological factors 正反完全相反。

D) 张冠李戴

原文 Deliberate practice entails ... obtaining immediate feedback and concentrating as much on technique as on outcome 中,immediate feedback 与 concentration 是 deliberate practice 的特征,而非 good memory 本身的特征;requires immediate feedback and a high degree of concentration 把上位条件错挪给下位话题。

24. Ericsson and his colleagues believe that_____

- [A] talent is a dominating factor for professional success.
- [B] biographical data provide the key to excellent performance.
- [C] the role of talent tends to be overlooked.
- [D] high achievers owe their success mostly to nurture.

Ericsson和他的同事们认为_____

- A) 天赋是职业成功的主导因素。 B) 传记数据提供了卓越表现的关键。 C) 天赋的作用往往被忽视。
- D) 高成就者的成功主要归功于后天培养。

【答案】 D (细节题)

【判型】 Ericsson and his colleagues believe that_____ 直接询问 Ericsson 团队相信什么,答案应是文末研究结论的同义转述。

【拆句】 题干 Ericsson and his colleagues believe that_____ 是 believe that 引导的宾语从句留空,选项即是从句内容;无否定、无比较,无陷阱。

【定位】 Their work makes a rather startling assertion: the trait we commonly call talent is highly overrated. Or, put another way, expert performers – whether in memory or surgery, ballet or computer programming – are nearly always made, not born.

他们的研究做出了一个相当惊人的断言:我们通常所说的"天赋"这一特质被严重高估了。或者换句话说,无论是在记忆、外科、芭蕾还是计算机编程领域,杰出表现者几乎总是后天造就的,而非天生的。

【选项】 A) **与原文相反**

原文断言天赋被高估, talent is a dominating factor for professional success 反而把天赋抬到主导地位,与原文判断完全相反。

B) **过度推断**

not just performance statistics and biographical details 中 biographical details 只是 Ericsson 团队收集的众多数据之一,并未被赋予 the key 这种地位;biographical data provide the key to excellent performance 把材料拔高为关键。

C) **与原文相反**

原文 the trait we commonly call talent is highly overrated 说天赋被"高估";the role of talent tends to be overlooked 反过来说天赋被"忽视",意思完全相反。

D) **✓ 正确**

expert performers ... are nearly always made, not born ↔

high achievers owe their success mostly to nurture

nearly always ↔ **mostly**

预判"杰出表现主要靠后天"与 high achievers owe their success mostly to nurture 在主体(高成就者)、归因(nurture/后天)、程度(mostly)三处均匹配,直接锁 D。

25. Which of the following proverbs is closest to the message the text tries to convey?

- [A] "Faith will move mountains."
- [B] "One reaps what one sows."
- [C] "Practice makes perfect."
- [D] "Like father, like son."

下列哪条谚语最接近文章试图传达的信息?

A) "精诚所至,金石为开。" B) "种瓜得瓜,种豆得豆。" C) "熟能生巧。" D) "有其父必有其子。"

【答案】 C (主旨题)

【判型】 Which of the following proverbs is closest to the message the text tries to convey? 以谚语形式问全文中心思想,是主旨题的伪装变体。

【拆句】 题干 Which of the following proverbs is closest to the message the text tries to convey? 主干为 Which proverb is closest to the message;the text tries to convey 是省略 that/which 的定语从句修饰 message,closest to 表"最接近",注意是"最贴近"非"完全等同"。

【选项】 A) 无中生有

"Faith will move mountains." 强调信念/意志的力量,文中既未谈 faith,也未把意志列为杰出来源,与全文主线无关。

B) 偷换概念

"One reaps what one sows." 强调"善有善报、自食其果"的因果对应,落点在"种什么得什么"的对应关系;全文谈的是"练得多即成大师"的累积过程,不是"种瓜得瓜"。

C) ✓ 正确

deliberate practice ↔ "Practice makes perfect."

expert performers ... are nearly always made, not born ↔ "Practice makes perfect."

预判主线为"刻意练习成就杰出",四谚语中只有 "Practice makes perfect." 把 practice 与 perfect/excellence 直接挂钩,既贴合 deliberate practice 概念,也对应 made, not born 的结论。

D) 与原文相反

"Like father, like son." 强调"有其父必有其子",落点在遗传/天生相似;原文恰恰否定天赋决定论,主张 made, not born,立场反转。

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。

If you were to examine the birth certificates of every soccer player in 2006's World Cup tournament, you would most likely find a noteworthy quirk: elite soccer players are more likely to have been born in the earlier months of the year than in the later months.

第1段, 第1句

本句成分丰富,涵盖主谓宾、系表结构、同位语、状语从句、比较结构等多种成分类型。同位语从句由冒号引出这一特征,以及表语中嵌套不定式完成被动形式,都是值得练习的易错点。对于训练句子成分划分能力很有价值。

If you then examined the European national youth teams that feed the World Cup and professional ranks, you would find this strange phenomenon to be even more pronounced.

第1段，第2句

本句是典型的虚拟语气条件句结构（If + 一般过去时，主句 would + 动词原形），这是四六级和考研英语中的高频考点。宾语补足语 find something to be 的用法也是常见句型。定语从句修饰名词的结构同样普遍。整体句式在学术写作和考试真题中反复出现，掌握此类结构后可迁移应用于大量类似句子，代表性很强。

What might account for this strange phenomenon?

第2段，第1句

常见疑问句型：“What + 情态动词 + 动词 + 宾语”是四六级和考研阅读中常见的疑问句结构，尤其在说明文和议论文中用于提出问题或引导思考。掌握这类句型有助于理解文章的逻辑展开，具有一定迁移价值。

In other words, whatever inborn differences two people may exhibit in their abilities to memorize, those differences are swamped by how well each person "encodes" the information.

第4段，第2句

成分丰富且包含多个易错点：主句有插入状语从句、被动语态谓语、指示代词主语、介词宾语从句；让步从句有提前宾语（“whatever”结构）、情态动词谓语、介词短语状语；宾语从句有疑问副词引导、程度状语修饰谓语。这些特征覆盖了主谓宾、定状补、从句嵌套、特殊语序等多个训练点，练习价值高。

Ericsson and his colleagues have thus taken to studying expert performers in a wide range of pursuits, including soccer.

第5段，第1句

本句为简单句配合现在完成时和短语动词的结构，是四六级和考研阅读中非常典型的句式。take to doing 这类固定搭配、现在完成时表达持续或影响、介词短语和分词短语作修饰成分，都是考试中频繁出现的语言现象。掌握这类结构对理解学术文章和新闻报道有较强的迁移价值，具有较高的代表性。

Or, put another way, expert performers – whether in memory or surgery, ballet or computer programming – are nearly always made, not born.

第5段，第4句

插入成分分隔主干、被动语态表达普遍规律、并列省略共用助动词,这些都是考研和四六级阅读中的高频句式特征,具有较强的代表性和迁移价值。

HIGH-FREQUENCY • 真题高频词

本篇出现的 67 个考研英语（旧卷）真题高频词

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

would A1

aux. (will 的过去式) 将要，会

本篇3 次 · 真题 304 句

likely A2

adj. 很可能的

本篇3 次 · 真题 89 句

professional B1

adj. 专业的

本篇3 次 · 真题 46 句

expert B1

n. 专家

本篇3 次 · 真题 42 句

performance B1

n. 表演

本篇3 次 · 真题 30 句

determine B2

v. 决定

本篇3 次 · 真题 21 句

phenomenon B2

n. 现象

本篇3 次 · 真题 19 句

talent B1

n. 天赋

本篇3 次 · 真题 14 句

player A2

n. 运动员

本篇3 次 · 真题 11 句

tend B1

v. 倾向于，往往会

本篇2 次 · 真题 71 句

involve B1

v. 包含

本篇2次 · 真题 61 句

factor B1

n. 因素

本篇2次 · 真题 47 句

colleague B1

n. 同事

本篇2次 · 真题 23 句

performer B2

n. 表演者, 演员

本篇2次 · 真题 15 句

immediate B2

adj. 立即的, 即刻的

本篇2次 · 真题 14 句

psychology B2

n. 心理学

本篇2次 · 真题 14 句

feedback B1

n. 反馈

本篇2次 · 真题 10 句

cognitive C1

adj. 认知的

本篇2次 · 真题 8 句

accord C1

n. (国家、团体间的) 协议

本篇1次 · 真题 172 句

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

better A1

adj. 更好的 (good 的比较级)

本篇1次 · 真题 70 句

opportunity B1

n. 机会

本篇1次 · 真题 50 句

stress B1

n. 压力

本篇1次 · 真题 50 句

simply B1

adv. 仅仅, 只不过

本篇1次 · 真题 43 句

account A2

n. 账户

本篇1次 · 真题 42 句

sign A1

n. 标志

本篇1次·真题 42 句

professor B1

n. 教授（大学教师的最高职称）

本篇1次·真题 38 句

conduct B2

v. 组织并实施

本篇1次·真题 31 句

importance B1

n. 重要性

本篇1次·真题 31 句

range B1

n. 范围

本篇1次·真题 31 句

highly B1

adv. 非常

本篇1次·真题 28 句

specific B2

adj. 具体的

本篇1次·真题 28 句

capacity B2

n. 容量

本篇1次·真题 26 句

conclude B2

v. 断定;推断出

本篇1次·真题 24 句

thus B2

adv. 因此，所以

本篇1次·真题 22 句

genetic B2

adj. 遗传的

本篇1次·真题 21 句

obtain B2

v. 获得

本篇1次·真题 21 句

series B1

n. 系列

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

detail B1

n. 细节

本篇1次·真题 19 句

annual B1

adj. 每年的，年度的

本篇1次·真题 18 句

outcome B2

n. 结果

本篇1次·真题 17 句

switch A2

v. 转换

本篇1次·真题 17 句

pursuit B2

n. 追求

本篇1次·真题 16 句

realize B1

v. 意识到, 认识到

本篇1次·真题 16 句

elite C1

n. 精英

本篇1次·真题 15 句

mostly B1

adv. 主要地

本篇1次·真题 14 句

nuclear B2

adj. 核能的

本篇1次·真题 14 句

technique B1

n. 技术

本篇1次·真题 14 句

psychological B2

adj. 心理的

本篇1次·真题 13 句

random B2

adj. 随机的

本篇1次·真题 13 句

trait B2

n. 特征

本篇1次·真题 13 句

convey B2

v. 传达、表达 (信息、思想、感情等)

本篇1次·真题 12 句

peak B1

n. 山峰

本篇1次·真题 12 句

gather B1

v. 聚集, 集合

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

concentrate B1

v. 集中注意力

本篇1次·真题 10 句

exhibit

B2

v. 展览

本篇1次·真题 10 句

meaningful

B2

adj. 有意义的

本篇1次·真题 10 句

owe

B1

v. 欠 (债、钱、人情等)

本篇1次·真题 10 句

recall

B2

v. 回忆起, 记起

本篇1次·真题 10 句

statistic

B2

n. 统计数字

本篇1次·真题 10 句

concentration

B2

n. 专注

本篇1次·真题 9 句

dominate

B2

v. 控制

本篇1次·真题 9 句

engineering

B1

n. 工程学

本篇1次·真题 8 句

faith

B1

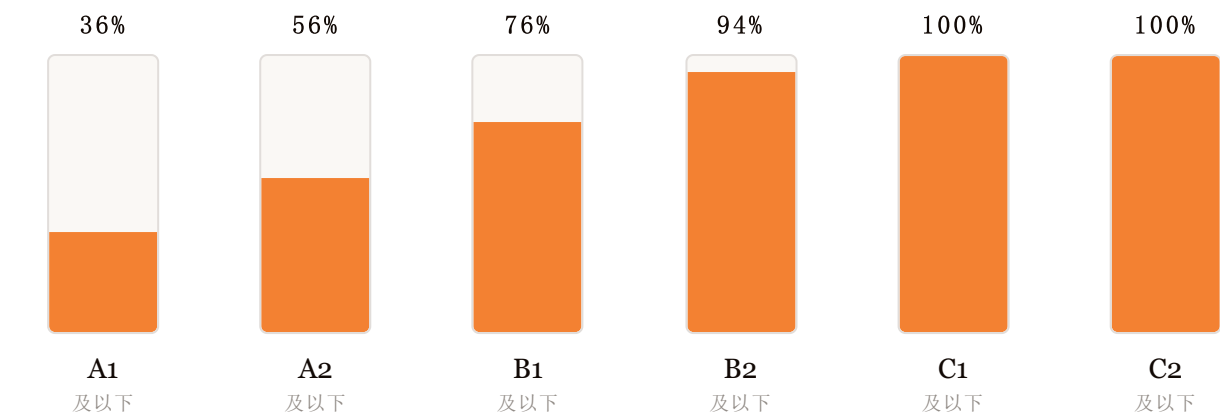
n. 信任

本篇1次·真题 8 句

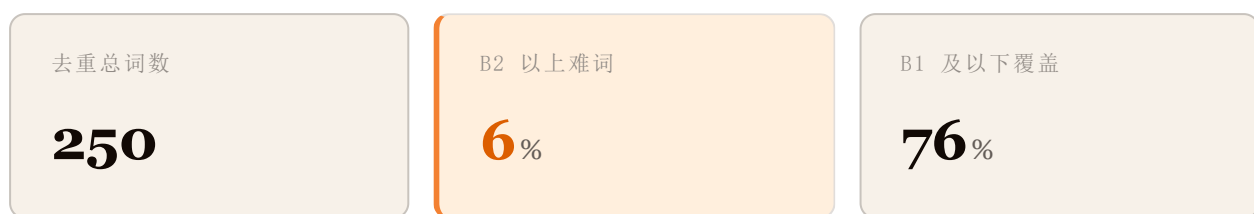
VOCABULARY • 词汇难度分布

全文 250 词按 CEFR 难度累积覆盖

全文去重后共 **250** 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 15 个·约 6%。



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 250 个 · 末柱为 100%



考研英语（旧卷） 2007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 →
Section II Part A (4)	阅读理解（四选一）	题目解析 →
Section II Part B	段落小标题（7选5）	题目解析 →
Section II Part C	英译汉（划线句子翻译）	题目解析 →
Section III Part A	写作	题目解析 →
Section III Part B	写作	题目解析 →