

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)

Research on animal intelligence always makes us wonder just how smart humans are. 1 the fruit-fly experiments described by Carl Zimmer in the Science Times. Fruit flies who were taught to be smarter than the average fruit fly 2 to live shorter lives. This suggests that 3 bulbs burn longer, that there is a(n) 4 in not being too bright.

Intelligence, it 5, is a high-priced option. It takes more upkeep, burns more fuel and is slow 6 the starting line because it depends on learning – a(n) 7 process – instead of instinct. Plenty of other species are able to learn, and one of the things they've apparently learned is when to 8.

Is there an adaptive value to 9 intelligence? That's the question behind this new research. Instead of casting a wistful glance 10 at all the species we've left in the dust I.Q.-wise, it implicitly asks what the real 11 of our own intelligence might be. This is 12 the mind of every animal we've ever met.

Research on animal intelligence also makes us wonder what experiments animals would 13 on humans if they had the chance. Every cat with an owner, 14, is running a small-scale study in operant conditioning. We believe that 15 animals ran the labs, they would test us to 16 the limits of our patience, our faithfulness, our memory for locations. They would try to decide what intelligence in humans is really 17, not merely how much of it there is. 18, they would hope to study a(n) 19 question: Are humans actually aware of the world they live in? 20 the results are inconclusive.

1. [A] Suppose
[B] Consider
[C] Observe
[D] Imagine
2. [A] tended
[B] feared
[C] happened
[D] threatened
3. [A] thinner
[B] stabler
[C] lighter
[D] dimmer
4. [A] tendency
[B] advantage
[C] inclination
[D] priority

5. [A] insists on
[B] sums up
[C] turns out
[D] puts forward
6. [A] off
[B] behind
[C] over
[D] along
7. [A] incredible
[B] spontaneous
[C] inevitable
[D] gradual
8. [A] fight
[B] doubt
[C] stop
[D] think
9. [A] invisible
[B] limited
[C] indefinite
[D] different
10. [A] upward
[B] forward
[C] afterward
[D] backward
11. [A] features
[B] influences
[C] results
[D] costs
12. [A] outside
[B] on
[C] by
[D] across
13. [A] deliver
[B] carry
[C] perform
[D] apply

14. [A] by chance
[B] in contrast
[C] as usual
[D] for instance
15. [A] if
[B] unless
[C] as
[D] lest
16. [A] moderate
[B] overcome
[C] determine
[D] reach
17. [A] at
[B] for
[C] after
[D] with
18. [A] Above all
[B] After all
[C] However
[D] Otherwise
19. [A] fundamental
[B] comprehensive
[C] equivalent
[D] hostile
20. [A] By accident
[B] In time
[C] So far
[D] Better still

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 answers on the **ANSWER SHEET**. (40 points)

Text 1

Habits are a funny thing. We reach for them mindlessly, setting our brains on auto-pilot and relaxing into the unconscious comfort of familiar routine. "Not choice, but habit rules the unreflecting herd," William Wordsworth said in the 19th century. In the ever-changing 21st century, even the word "habit" carries a negative implication.

So it seems paradoxical to talk about habits in the same context as creativity and innovation. But brain researchers have discovered that when we consciously develop new habits, we create parallel paths, and even entirely new brain cells, that can jump our trains of thought onto new, innovative tracks.

Rather than dismissing ourselves as unchangeable creatures of habit, we can instead direct our own change by consciously developing new habits. In fact, the more new things we try – the more we step outside our comfort zone – the more inherently creative we become, both in the workplace and in our personal lives.

But don't bother trying to kill off old habits; once those ruts of procedure are worn into the brain, they're there to stay. Instead, the new habits we deliberately press into ourselves create parallel pathways that can bypass those old roads.

"The first thing needed for innovation is a fascination with wonder," says Dawna Markova, author of *The Open Mind*. "But we are taught instead to 'decide', just as our president calls himself 'the Decider'." She adds, however, that "to decide is to kill off all possibilities but one. A good innovational thinker is always exploring the many other possibilities."

All of us work through problems in ways of which we're unaware, she says. Researchers in the late 1960s discovered that humans are born with the capacity to approach challenges in four primary ways: analytically, procedurally, relationally (or collaboratively) and innovatively. At the end of adolescence, however, the brain shuts down half of that capacity, preserving only those modes of thought that have seemed most valuable during the first decade or so of life.

The current emphasis on standardized testing highlights analysis and procedure, meaning that few of us inherently use our innovative and collaborative modes of thought. "This breaks the major rule in the American belief system – that anyone can do anything," explains M. J. Ryan, author of the 2006 book *This Year I Will...* and Ms. Markova's business partner. "That's a lie that we have perpetuated, and it fosters commonness. Knowing what you're good at and doing even more of it creates excellence." This is where developing new habits comes in.

21. In Wordsworth's view, "habits" is characterized by being_____

- ☐ [A] casual.
- ☐ [B] familiar.
- ☐ [C] mechanical.
- ☐ [D] changeable.

22. Brain researchers have discovered that the formation of new habits can be_____

- ☐ [A] predicted.
- ☐ [B] regulated.
- ☐ [C] traced.
- ☐ [D] guided.

23. The word "ruts" (Para. 4) is closest in meaning to____
- [A] tracks.
 - [B] series.
 - [C] characteristics.
 - [D] connections.
24. Dawna Markova would most probably agree that____
- [A] ideas are born of a relaxing mind.
 - [B] innovativeness could be taught.
 - [C] decisiveness derives from fantastic ideas.
 - [D] curiosity activates creative minds.
25. Ryan's comments suggest that the practice of standardized testing____
- [A] prevents new habits from being formed.
 - [B] no longer emphasizes commonness.
 - [C] maintains the inherent American thinking mode.
 - [D] complies with the American belief system.

Text 2

It is a wise father that knows his own child, but today a man can boost his paternal (fatherly) wisdom – or at least confirm that he's the kid's dad. All he needs to do is shell out \$30 for a paternity testing kit (PTK) at his local drugstore – and another \$120 to get the results.

More than 60,000 people have purchased the PTKs since they first became available without prescriptions last year, according to Doug Fogg, chief operating officer of Identigene, which makes the over-the-counter kits. More than two dozen companies sell DNA tests directly to the public, ranging in price from a few hundred dollars to more than \$2,500.

Among the most popular: paternity and kinship testing, which adopted children can use to find their biological relatives and families can use to track down kids put up for adoption. DNA testing is also the latest rage among passionate genealogists – and supports businesses that offer to search for a family's geographic roots.

Most tests require collecting cells by swabbing saliva in the mouth and sending it to the company for testing. All tests require a potential candidate with whom to compare DNA.

But some observers are skeptical. "There's a kind of false precision being hawked by people claiming they are doing ancestry testing," says Troy Duster, a New York University sociologist. He notes that each individual has many ancestors – numbering in the hundreds just a few centuries back. Yet most ancestry testing only considers a single lineage, either the Y chromosome inherited through men in a father's line or mitochondrial DNA, which is passed down only from mothers. This DNA can reveal genetic information about only one or two ancestors, even though, for example, just three generations back people also have six other great-grandparents or, four generations back, 14 other great-great-grandparents.

Critics also argue that commercial genetic testing is only as good as the reference collections to which a sample is compared. Databases used by some companies don't rely on data collected systematically but rather lump together information from different research projects. This means that a DNA database may have a lot of

data from some regions and not others, so a person's test results may differ depending on the company that processes the results. In addition, the computer programs a company uses to estimate relationships may be patented and not subject to peer review or outside evaluation.

26. In Paragraphs 1 and 2, the text shows PTK's____
- [A] easy availability.
 - [B] flexibility in pricing.
 - [C] successful promotion.
 - [D] popularity with households.
27. PTK is used to____
- [A] locate one's birth place.
 - [B] promote genetic research.
 - [C] identify parent-child kinship.
 - [D] choose children for adoption.
28. Skeptical observers believe that ancestry testing fails to____
- [A] trace distant ancestors.
 - [B] rebuild reliable bloodlines.
 - [C] fully use genetic information.
 - [D] achieve the claimed accuracy.
29. In the last paragraph, a problem commercial genetic testing faces is____
- [A] disorganized data collection.
 - [B] overlapping database building.
 - [C] excessive sample comparison.
 - [D] lack of patent evaluation.
30. An appropriate title for the text is most likely to be____
- [A] Fors and Againsts of DNA Testing.
 - [B] DNA Testing and Its Problems.
 - [C] DNA Testing Outside the Lab.
 - [D] Lies Behind DNA Testing.

Text 3

The relationship between formal education and economic growth in poor countries is widely misunderstood by economists and politicians alike. Progress in both areas is undoubtedly necessary for the social, political, and intellectual development of these and all other societies; however, the conventional view that education should be one of the very highest priorities for promoting rapid economic development in poor countries is wrong. We are fortunate that it is, because building new educational systems there and putting enough people through them to improve economic performance would require two or three generations. The findings of a research institution have consistently shown that workers in all countries can be trained on the job to achieve radically higher productivity and, as a result, radically higher standards of living.

Ironically, the first evidence for this idea appeared in the United States. Not long ago, with the country entering a recession and Japan at its pre-bubble peak, the U.S. workforce was derided as poorly educated and one of the primary causes of the poor U.S. economic performance. Japan was, and remains, the global leader in automotive-assembly productivity. Yet the research revealed that the U.S. factories of Honda, Nissan, and Toyota achieved about 95 percent of the productivity of their Japanese counterparts – a result of the training that U.S. workers received on the job.

More recently, while examining housing construction, the researchers discovered that illiterate, non-English-speaking Mexican workers in Houston, Texas, consistently met best-practice labor productivity standards despite the complexity of the building industry's work.

What is the real relationship between education and economic development? We have to suspect that continuing economic growth promotes the development of education even when governments don't force it. After all, that's how education got started. When our ancestors were hunters and gatherers 10,000 years ago, they didn't have time to wonder much about anything besides finding food. Only when humanity began to get its food in a more productive way was there time for other things.

As education improved, humanity's productivity potential increased as well. When the competitive environment pushed our ancestors to achieve that potential, they could in turn afford more education. This increasingly high level of education is probably a necessary, but not a sufficient, condition for the complex political systems required by advanced economic performance. Thus poor countries might not be able to escape their poverty traps without political changes that may be possible only with broader formal education. A lack of formal education, however, doesn't constrain the ability of the developing world's workforce to substantially improve productivity for the foreseeable future. On the contrary, constraints on improving productivity explain why education isn't developing more quickly there than it is.

31. The author holds in Paragraph 1 that the importance of education in poor countries_____

- [A] is subject to groundless doubts.
- [B] has fallen victim of bias.
- [C] is conventionally downgraded.
- [D] has been overestimated.

32. It is stated in Paragraph 1 that the construction of a new educational system_____

- [A] challenges economists and politicians.
- [B] takes efforts of generations.
- [C] demands priority from the government.
- [D] requires sufficient labor force.

33. A major difference between the Japanese and U.S. workforces is that_____

- [A] the Japanese workforce is better disciplined.
- [B] the Japanese workforce is more productive.
- [C] the U.S. workforce has a better education.
- [D] the U.S. workforce is more organized.

34. The author quotes the example of our ancestors to show that education emerged_____

- [A] when people had enough time.
- [B] prior to better ways of finding food.
- [C] when people no longer went hungry.
- [D] as a result of pressure on government.

35. According to the last paragraph, development of education_____

- [A] results directly from competitive environments.
- [B] does not depend on economic performance.
- [C] follows improved productivity.
- [D] cannot afford political changes.

Text 4

The most thoroughly studied intellectuals in the history of the New World are the ministers and political leaders of seventeenth-century New England. According to the standard history of American philosophy, nowhere else in colonial America was "so much importance attached to intellectual pursuits." According to many books and articles, New England's leaders established the basic themes and preoccupations of an unfolding, dominant Puritan tradition in American intellectual life.

To take this approach to the New Englanders normally means to start with the Puritans' theological innovations and their distinctive ideas about the church – important subjects that we may not neglect. But in keeping with our examination of southern intellectual life, we may consider the original Puritans as carriers of European culture, adjusting to New World circumstances. The New England colonies were the scenes of important episodes in the pursuit of widely understood ideals of civility and virtuosity.

The early settlers of Massachusetts Bay included men of impressive education and influence in England. Besides the ninety or so learned ministers who came to Massachusetts churches in the decade after 1629, there were political leaders like John Winthrop, an educated gentleman, lawyer, and official of the Crown before he journeyed to Boston. These men wrote and published extensively, reaching both New World and Old World audiences, and giving New England an atmosphere of intellectual earnestness.

We should not forget, however, that most New Englanders were less well educated. While few craftsmen or farmers, let alone dependents and servants, left literary compositions to be analyzed, it is obvious that their views were less fully intellectualized. Their thinking often had a traditional superstitious quality. A tailor named John Dane, who emigrated in the late 1630s, left an account of his reasons for leaving England that is filled with signs. Sexual confusion, economic frustrations, and religious hope – all came together in a decisive moment when he opened the Bible, told his father that the first line he saw would settle his fate, and read the magical words: "Come out from among them, touch no unclean thing, and I will be your God and you shall be my people." One wonders what Dane thought of the careful sermons explaining the Bible that he heard in Puritan churches.

Meanwhile, many settlers had slighter religious commitments than Dane's, as one clergyman learned in confronting folk along the coast who mocked that they had not come to the New World for religion. "Our main end was to catch fish."

36. The author holds that in the seventeenth-century New England____
[A] Puritan tradition dominated political life.
[B] intellectual interests were encouraged.
[C] politics benefited much from intellectual endeavors.
[D] intellectual pursuits enjoyed a liberal environment.
37. It is suggested in Paragraph 2 that New Englanders____
[A] experienced a comparatively peaceful early history.
[B] brought with them the culture of the Old World.
[C] paid little attention to southern intellectual life.
[D] were obsessed with religious innovations.
38. The early ministers and political leaders in Massachusetts Bay____
[A] were famous in the New World for their writings.
[B] gained increasing importance in religious affairs.
[C] abandoned high positions before coming to the New World.
[D] created a new intellectual atmosphere in New England.
39. The story of John Dane shows that less well-educated New Englanders were often____
[A] influenced by superstitions.
[B] troubled with religious beliefs.
[C] puzzled by church sermons.
[D] frustrated with family earnings.
40. The text suggests that early settlers in New England____
[A] were mostly engaged in political activities.
[B] were motivated by an illusory prospect.
[C] came from different intellectual backgrounds.
[D] left few formal records for later reference.

Part B

Directions:

In the following text, some segments have been removed. For Questions 41-45, choose the most suitable one from the list A-G to fit into each of the numbered blanks. There are two extra choices, which do not fit in any of the blanks. Mark your answers on ANSWER SHEET 1. (10 points)

Coinciding with the groundbreaking theory of biological evolution proposed by British naturalist Charles Darwin in the 1860s, British social philosopher Herbert Spencer put forward his own theory of biological and cultural evolution. Spencer argued that all worldly phenomena, including human societies, changed over time, advancing toward perfection. (41)_____

American social scientist Lewis Henry Morgan introduced another theory of cultural evolution in the late 1800s. Morgan helped found modern anthropology – the scientific study of human societies, customs and beliefs – thus becoming one of the earliest anthropologists. In his work, he attempted to show how all aspects of culture changed together in the evolution of societies. (42)_____

In the early 1900s in North America, German-born American anthropologist Franz Boas developed a new theory of culture known as historical particularism. Historical particularism, which emphasized the uniqueness of all cultures, gave new direction to anthropology. (43)_____

Boas felt that the culture of any society must be understood as the result of a unique history and not as one of many cultures belonging to a broader evolutionary stage or type of culture. (44)_____

Historical particularism became a dominant approach to the study of culture in American anthropology, largely through the influence of many students of Boas. But a number of anthropologists in the early 1900s also rejected the particularist theory of culture in favor of diffusionism. Some attributed virtually every important cultural achievement to the inventions of a few, especially gifted peoples that, according to diffusionists, then spread to other cultures. (45)_____

Also in the early 1900s, French sociologist Émile Durkheim developed a theory of culture that would greatly influence anthropology. Durkheim proposed that religious beliefs functioned to reinforce social solidarity. An interest in the relationship between the function of society and culture became a major theme in European, and especially British, anthropology.

- [A] Other anthropologists believed that cultural innovations, such as inventions, had a single origin and passed from society to society. This theory was known as diffusionism.
- [B] In order to study particular cultures as completely as possible, he became skilled in linguistics, the study of languages, and in physical anthropology, the study of human biology and anatomy.
- [C] He argued that human evolution was characterized by a struggle he called the "survival of the fittest," in which weaker races and societies must eventually be replaced by stronger, more advanced races and societies.
- [D] They also focused on important rituals that appeared to preserve a people's social structure, such as initiation ceremonies that formally signify children's entrance into adulthood.
- [E] Thus, in his view, diverse aspects of culture, such as the structure of families, forms of marriage, categories of kinship, ownership of property, forms of government, technology, and systems of food production, all changed as societies evolved.
- [F] Supporters of the theory viewed culture as a collection of integrated parts that work together to keep a society functioning.
- [G] For example, British anthropologists Grafton Elliot Smith and W. J. Perry incorrectly suggested, on the basis of inadequate information, that farming, pottery making, and metallurgy all originated in ancient Egypt and diffused throughout the world. In fact, all of these cultural developments occurred separately at different times in many parts of the world.

Part C

Directions:

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

There is a marked difference between the education which every one gets from living with others and the deliberate educating of the young. In the former case the education is incidental; it is natural and important, but it is not the express reason of the association. (46)It may be said that the measure of the worth of any social institution is its effect in enlarging and improving experience, but this effect is not a part of its original motive.

Religious associations began, for example, in the desire to secure the favor of overruling powers and to ward off evil influences; family life in the desire to gratify appetites and secure family perpetuity; systematic labor, for the most part, because of enslavement to others, etc. (47)Only gradually was the by-product of the institution noted, and only more gradually still was this effect considered as a directive factor in the conduct of the institution. Even today, in our industrial life, apart from certain values of industriousness and thrift, the intellectual and emotional reaction of the forms of human association under which the world's work is carried on receives little attention as compared with physical output.

But in dealing with the young, the fact of association itself as an immediate human fact, gains in importance. (48)While it is easy to ignore in our contact with them the effect of our acts upon their disposition, it is not so easy as in dealing with adults. The need of training is too evident and the pressure to accomplish a change in their attitude and habits is too urgent to leave these consequences wholly out of account. (49)Since our chief business with them is to enable them to share in a common life we cannot help considering whether or not we are forming the powers which will secure this ability. If humanity has made some headway in realizing that the ultimate value of every institution is its distinctively human effect we may well believe that this lesson has been learned largely through dealings with the young.

(50)We are thus led to distinguish, within the broad educational process which we have been so far considering, a more formal kind of education – that of direct tuition or schooling. In undeveloped social groups, we find very little formal teaching and training. These groups mainly rely for instilling needed dispositions into the young upon the same sort of association which keeps adults loyal to their group.

Section III

Writing

Part A

51. Directions:

Restrictions on the use of plastic bags have not been so successful in some regions. “White Pollution” is still going on.

Write a letter to the editor(s) of your local newspaper to

1)give your opinions briefly, and

2)make two or three suggestions.

You should write about 100 words on ANSWER SHEET 2.

Do not sign your own name at the end of the letter, use “Li Ming ” instead.

Do not write the address. (10 points)

Part B

52. Directions:

Write an essay of 160-200 words based on the following drawing. In your essay, you should

1)describe the drawing briefly,

2)explain its intended meaning, and then

3)give your comments.

You should write neatly on ANSWER SHEET 2. (20 points)

2009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2009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(2009)

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)

Research on animal intelligence always makes us wonder just how smart humans are. 1 the fruit-fly experiments described by Carl Zimmer in the Science Times. Fruit flies who were taught to be smarter than the average fruit fly 2 to live shorter lives. This suggests that 3 bulbs burn longer, that there is a(n) 4 in not being too bright.

对动物智能的研究总是让我们想知道人类究竟有多聪明。想想Carl Zimmer在《科学时报》上描述的果蝇实验。那些被训练得比普通果蝇更聪明的果蝇往往寿命更短。这表明光线较暗的灯泡燃烧得更久,不那么聪明反而有好处。

Intelligence, it 5, is a high-priced option. It takes more upkeep, burns more fuel and is slow 6 the starting line because it depends on learning – a(n) 7 process – instead of instinct. Plenty of other species are able to learn, and one of the things they've apparently learned is when to 8.

事实证明,智能是一个高价的选项。它需要更多的维护,消耗更多的能量,而且起步较慢,因为它依赖于学习——一个渐进的过程——而非本能。许多其他物种也能够学习,而它们显然学到的一件事就是何时该停止。

Is there an adaptive value to 9 intelligence? That's the question behind this new research. Instead of casting a wistful glance 10 at all the species we've left in the dust I.Q.-wise, it implicitly asks what the real 11 of our own intelligence might be. This is 12 the mind of every animal we've ever met.

有限的智能是否具有适应性价值?这就是这项新研究背后的问题。它没有对我们在智商上远远甩在身后的所有物种投以惋惜的一瞥,而是含蓄地追问我们自身智能的真正代价可能是什么。这是我们遇到的每一种动物都在思考的问题。

Research on animal intelligence also makes us wonder what experiments animals would 13 on humans if they had the chance. Every cat with an owner, 14, is running a small-scale study

in operant conditioning. We believe that 15 animals ran the labs, they would test us to 16 the limits of our patience, our faithfulness, our memory for locations. They would try to decide what intelligence in humans is really 17 , not merely how much of it there is. 18 , they would hope to study a(n) 19 question: Are humans actually aware of the world they live in? 20 the results are inconclusive.

对动物智能的研究也让我们想知道,如果动物有机会,它们会对人类进行什么实验。例如,每只有主人的猫都在进行一项小规模的操作条件反射研究。我们相信,如果动物掌管实验室,它们会测试我们以确定我们耐心的极限、我们的忠诚度、我们对地点的记忆力。它们会试图确定人类的智能究竟有什么用,而不仅仅是有多少智能。最重要的是,它们希望研究一个根本性的问题:人类是否真正意识到他们所生活的世界?到目前为止,结果尚无定论。

1. ☐ A] Suppose
☐ B] Consider
☐ C] Observe
☐ D] Imagine
2. ☐ A] tended
☐ B] feared
☐ C] happened
☐ D] threatened
3. ☐ A] thinner
☐ B] stabler
☐ C] lighter
☐ D] dimmer
4. ☐ A] tendency
☐ B] advantage
☐ C] inclination
☐ D] priority
5. ☐ A] insists on
☐ B] sums up
☐ C] turns out
☐ D] puts forward
6. ☐ A] off
☐ B] behind
☐ C] over
☐ D] along
7. ☐ A] incredible
☐ B] spontaneous
☐ C] inevitable
☐ D] gradual

8. [A] fight
[B] doubt
[C] stop
[D] think
9. [A] invisible
[B] limited
[C] indefinite
[D] different
10. [A] upward
[B] forward
[C] afterward
[D] backward
11. [A] features
[B] influences
[C] results
[D] costs
12. [A] outside
[B] on
[C] by
[D] across
13. [A] deliver
[B] carry
[C] perform
[D] apply
14. [A] by chance
[B] in contrast
[C] as usual
[D] for instance
15. [A] if
[B] unless
[C] as
[D] lest
16. [A] moderate
[B] overcome
[C] determine
[D] reach

17. [A] at
[B] for
[C] after
[D] with
18. [A] Above all
[B] After all
[C] However
[D] Otherwise
19. [A] fundamental
[B] comprehensive
[C] equivalent
[D] hostile
20. [A] By accident
[B] In time
[C] So far
[D] Better still

1. ____

【答案】 [B] Consider 词义辨析

【线索】 宾语是真实的果蝇实验

空前宾语是the fruit-fly experiments described by Carl Zimmer in the Science Times., 这是一个真实发生、已被报道的实验, 不是假想或假设。这就排除了表“假想”的 Suppose/Imagine。

【选项】 A) Suppose X 用于假设虚构

Suppose意为“假设”, 后接虚拟情境, 与“真实存在的实验”冲突。

B) Consider ✓ 请读者正视此例

Consider意为“试想/请看”, 常用于将一个真实存在的例证摆到读者面前作为论据, 正合此处用果蝇实验切入论题的语境。

C) Observe X 侧重亲眼观察

Observe强调亲身观察, 而读者并未亲历该实验, 只是被请去“考虑/正视”一份已被报道的实验。

D) Imagine X 用于想象虚景

Imagine意为“想象”, 后接虚构画面, 与“已被报道的真实实验”不符。

【验证】 代回后句义为“请看 Carl Zimmer 在 Science Times 报道的果蝇实验”, 与下一句立刻展开实验细节Fruit flies who were taught to be smarter than the average fruit fly衔接顺畅, 且呼应第一句的反思基调。

2. ____

【答案】 [A] tended 词义辨析

【线索】 实验现象的普遍结论

本句Fruit flies who were taught to be smarter than the average fruit fly __ (2) __ to live shorter lives.是在陈述实验里聪明果蝇普遍出现的结果，下一句紧接This suggests that __ (3) __ bulbs burn longer进一步抽象，可见这是一个倾向性结论。

【选项】 A) tended ✓ 表普遍倾向

tended to do 表“总体倾向于”，与“聪明的果蝇普遍寿命更短”这一实验结论吻合。

B) feared ✗ 果蝇不会惧怕

feared意为“害怕”，主语果蝇无此主观情绪，且与中性的实验描述基调不符。

C) happened ✗ 偶然个例不合

happened to do 表“碰巧”，强调偶然一次，与实验得出的群体性规律相悖。

D) threatened ✗ 果蝇非威胁源

threatened to do 通常意为“扬言要做”，与无意志的果蝇及客观陈述不搭。

【验证】 代回后“聪明果蝇倾向于寿命更短”，正好被下一句This suggests that __ (3) __ bulbs burn longer作为论据进一步抽象，与全文“聪明有代价”的主线对接。

3. ____

【答案】 [D] dimmer 词义辨析

【线索】 聪明对应明亮

上一句说to live shorter lives——聪明的果蝇活得短，本句用__ (3) __ bulbs burn longer作类比，并紧接that there is a(n) __ (4) __ in not being too bright.，其中bright既指“明亮”也指“聪明”，反向暗示本空应是“不那么亮”的灯泡。

【选项】 A) thinner ✗ 薄不对应聪明

thinner指“更薄”，与“聪明/迟钝”这一对照无关联。

B) stabler ✗ 稳定与亮度无关

stabler指“更稳定”，无法与下一句的bright形成呼应。

C) lighter ✗ 更亮反义颠倒

lighter意为“更亮/更轻”，若取“更亮”反而与“迟钝—长寿”这条主线相反，正话反说。

D) dimmer ✓ 更暗暗指更迟钝

dimmer意为“更暗的”，与下一句的bright形成对照，对应“不那么聪明”，恰好支撑“迟钝的灯泡烧得更久”这一比喻。

【验证】 代回后dim bulbs burn longer既保留灯泡比喻，又与紧邻的in not being too bright构成dim—bright的双关对仗，与全文“聪明有代价”一致。

4. ____

【答案】 [B] advantage 词义辨析

【线索】 迟钝带来好处

上文dim bulbs burn longer已把“迟钝”与“活得久”挂钩，本句there is a(n) __ (4) __ in not being too bright.需要一个名词承接“不太聪明”竟然是一种____的判断。

【选项】 A) tendency X 倾向不含褒义

tendency意为“倾向”，是中性描述，无法表达“反而是件好事”的判断。

B) advantage ✓ 优势精准对应

advantage意为“优势/好处”，对应上文“迟钝反而活得久”这一正向结论，且 there is an advantage in doing 是固定表达。

C) inclination X 偏好不表好处

inclination意为“偏爱/倾向”，描述主观偏好，与客观“好处”不同。

D) priority X 优先级偏题

priority意为“优先事项”，与“好处”不同，无法承接反差结论。

【验证】 代回后there is an advantage in not being too bright.恰好把上一句的隐喻翻译成结论——“不太聪明是有好处的”，呼应全文主线“聪明是高代价选项”。

5. ____

【答案】 [C] turns out 固定搭配

【线索】 插入语转述结论

本句Intelligence, it __ (5) __, is a high-priced option.是对前文实验结论的转述：把上一段果蝇实验得出的“聪明有代价”抽象为一般结论。插入语承担“原来/结果证明”之意。

【选项】 A) insists on X 结构不合主谓

insists on意为“坚持”，需要明确施动主语，与 it 作形式主语的插入语结构不搭。

B) sums up X 不能用作插入语

sums up意为“总结”，不能放在“it __”这种插入语位置作“结果证明”用。

C) turns out ✓ 结果证明地道

turns out意为“结果证明是”，是“it turns out”这种插入语的标准搭配，恰好引出对前段实验的概括结论。

D) puts forward X 提出需具体主语

puts forward意为“提出（观点）”，需具体施动主语，与插入语结构冲突。

【验证】 代回后Intelligence, it turns out, is a high-priced option., 把上段果蝇实验得到的结论自然抬升为一般论断，开启第二段对“代价”的展开。

6. ____

【答案】 [A] off 固定搭配

【线索】 起跑线的语境暗示

is slow __ (6) __ the starting line because it depends on learning 里的 starting line 是赛跑比喻；后文给出原因——智力依赖学习，所以“起步”慢。所需介词须能搭配“起步/离开起跑线”。

【选项】 A) off ✓ 起跑离线最地道

off the starting line 是固定表达，意为“起跑/离开起跑线”，slow off the starting line 即“起步慢”，与下句“依赖学习”因果一致。

B) behind X 落后语义偏离

behind the starting line 字面是“在起跑线后”，无标准英语习语表“起步慢”。

C) over X 越过线则已开跑

over the starting line 表“越过起跑线”，已是开跑之后，与“起步慢”逻辑相反。

D) along X 沿线意象不通

along the starting line 表“沿起跑线”，方向上不指起步动作，搭配不成立。

【验证】 代回后 is slow off the starting line 是地道的赛跑隐喻，与紧接的 because it depends on learning 构成自然因果，呼应主线“智力是高价选项”。

7. ____

【答案】 [D] gradual 词义辨析

【线索】 学习与本能对照

because it depends on learning – a(n) __ (7) __ process – instead of instinct. 中 instead of instinct 是关键：本能是瞬发的，与之相对的 learning 必须是“渐进/逐步”的，方能解释为何“起步慢”。

【选项】 A) incredible X 难以置信偏题

incredible 意为“难以置信的”，描述主观感受，与本能/学习的对照无关。

B) spontaneous X 自发反与本能同义

spontaneous 意为“自发的、本能的”，恰是本能的属性，与 learning 反义不符。

C) inevitable X 不可避免偏题

inevitable 意为“不可避免的”，与“慢”和“依赖学习”的逻辑无关。

D) gradual ✓ 渐进契合学习

gradual 意为“逐步的、渐进的”，正好刻画学习相较于本能的“一步步累积”特征，解释“起步慢”。

【验证】 代回后 learning – a gradual process – instead of instinct，渐进的学习与瞬发的本能形成对照，因果链与“起步慢”自洽。

8. ____

【答案】 [C] stop 词义辨析

【线索】 动物学会的是停下

Plenty of other species are able to learn, and one of the things they've apparently learned is when to __ (8) __. 说其他物种也会学习，它们学会的恰恰是“何时 ____”。结合前面 there is an advantage in not being too bright，物种学到的是知道何时止步，而不是何时再思考。

【选项】 A) fight X 搏斗偏题

fight意为“争斗”，与“别太聪明”这条主线无关。

B) doubt X 怀疑反加思考

doubt意为“怀疑”，反而是更费脑的活动，与“何必太聪明”相反。

C) stop ✓ 知止恰对主线

stop意为“停下”，when to stop（知道何时止步）正是对前文“别太聪明有好处”的延伸。

D) think X 思考反成代价

think意为“思考”，与全段“聪明是高代价”的主线相反，是干扰陷阱。

【验证】 代回后when to stop承接“聪明是高代价”——动物学到的关键是“知道何时止步”，与全文反讽基调一致。

9. ____

【答案】 [B] limited 词义辨析

【线索】 止步对应有限

when to stop承上，Is there an adaptive value to __ (9) __ intelligence?承下：止步意味着不无限地用智力，对应“有限度的智力”。

【选项】 A) invisible X 隐形偏题

invisible意为“看不见的”，与“何时止步”无关联。

B) limited ✓ 有限承接止步

limited意为“有限的”，承接上句“知道何时止步”，引出本段反思“有限度的智力是否反而有适应价值”。

C) indefinite X 无限度逻辑相反

indefinite意为“无限期的、不确定的”，与“何时止步”逻辑相反。

D) different X 不同太过空泛

different意为“不同的”，过于宽泛，没有承接上文“止步”的具体含义。

【验证】 代回后Is there an adaptive value to limited intelligence?恰好把上段“知止”抽象成“有限智力”，提出本段核心问题，与下文“反思人类自身”衔接顺畅。

10. ____

【答案】 [D] backward 固定搭配

【线索】 回望被甩在身后的物种

casting a wistful glance __ (10) __ at all the species we've left in the dust I.Q.-wise 中 left in the dust 表示“被远远甩在身后”。要怀念地看这些已被甩开的对象，必须向后看。

【选项】 A) upward X 向上不合方位

upward 向上，与“甩在身后”方位不合。

B) forward X 向前与身后冲突

forward 向前，与“向身后那些物种投以一瞥”矛盾。

C) afterward X 时间副词非方位

afterward 指“随后”，是时间副词，不修饰 glance 的方向。

D) backward ✓ 回望最贴语境

backward 意为“向后”，glance backward at ... 正是“回头望向...”，对应被甩在身后的物种。

【验证】 代回后 casting a wistful glance backward at all the species we've left in the dust I.Q.-wise 描绘“回头眷恋地看那些智商上被我们甩开的物种”，与下一句把视角拉回反思自身的智力相衔接。

11. ____

【答案】 [D] costs 词义辨析

【线索】 高价选项的人类版

Intelligence, it __ (5) __, is a high-priced option. 已把 intelligence 定性为高价之物；it implicitly asks what the real __ (11) __ of our own intelligence might be. 在同一主线上追问人类智力的“真实代价”。

【选项】 A) features X 特征太中性

features 意为“特点”，描述中性，未回扣“高价”主线。

B) influences X 影响太宽泛

influences 意为“影响”，方向不明，未指向代价。

C) results X 结果偏后效

results 意为“结果”，关注后效，不等于“成本”。

D) costs ✓ 代价精准回扣

costs 意为“代价”，紧扣 high-priced option，将动物层面的代价类比到人类，主线一致。

【验证】 代回后 what the real costs of our own intelligence might be，把第二段“智力是高价选项”的论断推到“人类自己的智力代价是什么”，主线无缝衔接。

12. ____

【答案】 **[B] on** 固定搭配

【线索】 动物心头惦记着的问题

This is __(12)__ the mind of every animal we've ever met.意在说前文那个反问“人类智力的真正代价是什么”，是每只动物都惦记着的问题。be on one's mind 是固定搭配。

【选项】 A) outside X 心外不合习语

outside one's mind 不构成固定搭配，逻辑也不通。

B) on ✓ 心头习语命中

on one's mind 是固定习语，表“惦记着”，正合此句意。

C) by X by 心非地道

by the mind of 不构成习语。

D) across X 穿越心智偏题

across one's mind 多用于 cross sb.'s mind (闪过心头) 而非 across。

【验证】 代回后This is on the mind of every animal we've ever met.意为“这是我们见过的每只动物都惦记的事”，作者借此反讽人类自以为聪明，与全文基调一致。

13. ____

【答案】 **[C] perform** 固定搭配

【线索】 对人类做实验

what experiments animals would __(13)__ on humans if they had the chance.要表达“动物会对人类做什么实验”，介词是 on，动词需与 experiments...on 形成固定搭配。

【选项】 A) deliver X 递交不搭实验

deliver意为“递送/发表”，不与 experiments 搭配。

B) carry X 缺 out 不成搭配

carry 必须搭 out 才能构成 carry out an experiment，单用 carry 不与 experiments 搭。

C) perform ✓ 执行实验地道

perform experiments on sb 是地道搭配，意为“对某人做实验”。

D) apply X 应用对象不符

apply 后通常接“理论/方法”，并搭配 to，不直接接 experiments on。

【验证】 代回后what experiments animals would perform on humans if they had the chance.地道地表达“动物若有机会会对人类做什么实验”，与下文“每只有主人的猫都在做小型实验”对接顺畅。

14. ____

【答案】 **[D] for instance** 逻辑关系

【线索】 猫例呼应一般论断

上一句Research on animal intelligence also makes us wonder what experiments animals would __(13)__ on humans if they had the chance.提出一般论断；本句Every cat with an owner, __(14)__, is running a small-scale study in operant conditioning.立刻给出“每只有主人的猫”这一具体例子。

【选项】 A) by chance **X 偶然偏题**

by chance意为“偶然”，无法承接“给个例子”的逻辑。

B) in contrast **X 对比无对照对象**

in contrast意为“与之相反”，上下句不是对比关系。

C) as usual **X 一如往常偏题**

as usual意为“一如既往”，不表举例。

D) for instance **✓ 举例衔接精准**

for instance意为“例如”，恰好把“有主人的猫”作为上一句论断的例子引出。

【验证】 代回后Every cat with an owner, for instance, is running a small-scale study in operant conditioning., 由前句的一般论断顺利切入具体例子，与后文“假如动物管实验室”继续展开论证一致。

15. ____

【答案】 **[A] if** 语法形态

【线索】 would 触发虚拟条件

if animals ran the labs, they would test us: 主句 they would test us 是 would do, 从句 ran the labs 是一般过去式，构成 if 引导的与现在事实相反的虚拟条件句。

【选项】 A) if **✓ 虚拟条件标配**

if引导虚拟条件句，与 would test 形成“假如...就会...”的对应。

B) unless **X 除非语义相反**

unless意为“除非”，会把意思变成“除非动物管实验室，否则会测试我们”，逻辑混乱。

C) as **X as 不引虚拟**

as通常引时间/原因从句，不引虚拟条件。

D) lest **X 以免反义偏题**

lest意为“以免”，与“假如”的逻辑相反。

【验证】 代回后if animals ran the labs, they would test us构成标准的虚拟条件句，承接上一句“有主人的猫做小实验”，把视角推到“动物若管实验室”的更大设想。

16. ____

【答案】 [C] **determine** 词义辨析

【线索】 测试以确定极限

they would test us to __(16)__ the limits of our patience, our faithfulness, our memory for locations., test 是手段, 目的应是“查明、确定”这些极限到底有多大。

【选项】 A) **moderate** X 缓和偏题

moderate意为“缓和”, 与“测试目的”不合。

B) **overcome** X 克服指对抗

overcome意为“克服”, 动物并非要克服人类的极限。

C) **determine** ✓ 确定极限契合

determine意为“查明/确定”, 正好作为 test 的目的: 摸清耐心、忠诚、空间记忆的极限。

D) **reach** X 达到改变主语

reach 后接极限时多表“达到极限”, 主语应是被测者本身, 逻辑不顺。

【验证】 代回后they would test us to determine the limits of our patience, our faithfulness, our memory for locations., 意为动物会通过测试来确定我们这些品质的极限, 承接前文 test 的目的。

17. ____

【答案】 [B] **for** 固定搭配

【线索】 真正用来做什么

They would try to decide what intelligence in humans is really __(17)__, not merely how much of it there is.中 not merely how much of it there is 提示对比的不是数量, 而是“真正的用途/作用”, 即 what X is for。

【选项】 A) **at** X **at** 非用途介词

at 不构成 what ... at 的“用途”习语。

B) **for** ✓ 用途习语首选

for 与 what ... for 构成习语“...是用来做什么的”, 正合本句“真正的智力是用来做什么”。

C) **after** X **after** 时间副介词

after 不与 what 构成用途疑问, 搭配不成立。

D) **with** X **with** 不表用途

with 不构成 what ... with 表“用途”的习语, 与本意不符。

【验证】 代回后what intelligence in humans is really for地道地问“人类智力真正的用途是什么”, 与 not merely how much of it there is 形成“用途 vs 数量”的整齐对比。

18. ____

【答案】 [A] Above all 逻辑关系

【线索】 升级到最重要的问题

前句They would try to decide what intelligence in humans is really __(17)_, not merely how much of it there is.已经在追问“真正的用途”；后句they would hope to study a(n) __(19)__ question: Are humans actually aware of the world they live in?进一步把镜头推到“最根本的问题”。这是层层递进，把“最最关键”的问题挑出来。

【选项】 A) Above all ✓ 最重要的是契合

Above all意为“最重要的是”，正好把后面那个“人类是否真正意识到自己所处世界”的根本问题挑出来。

B) After all ✗ 毕竟解释偏离

After all意为“毕竟”，引出解释或让步原因，与递进到最关键问题不符。

C) However ✗ 转折无对立面

However意为“然而”，前后不是对立关系，是递进关系。

D) Otherwise ✗ 否则偏假设

Otherwise意为“否则”，前后无因果假设关系。

【验证】 代回后Above all, they would hope to study a(n) __(19)__ question把镜头从“用途与数量”推到“最根本的问题”，与下文给出最终反问无缝衔接。

19. ____

【答案】 [A] fundamental 词义辨析

【线索】 根本问题对应根本词

Above all, they would hope to study a(n) __(19)__ question: Are humans actually aware of the world they live in?, 问号后揭示的问题是“人类是否真正意识到所处世界”——这是带哲学色彩的根本性问题。

【选项】 A) fundamental ✓ 根本最贴语境

fundamental意为“根本的”，与 Above all 的递进高潮以及后文哲学性反问完全契合。

B) comprehensive X 全面偏量度

comprehensive意为“全面的”，关注面广，但不强调“最根本”，与 Above all 不对位。

C) equivalent X 等同偏题

equivalent意为“等同的”，与 question 搭配无意义。

D) hostile X 敌意色彩不符

hostile意为“敌对的”，色彩词不符合科学反思的中性基调。

【验证】 代回后a fundamental question: Are humans actually aware of the world they live in?, 根本问题正是 Above all 之后应被点名的高潮，回到全文“人类自以为聪明”的反讽主线。

20. ____

【答案】 [C] So far 词义辨析

【线索】 迄今结论尚无

__(20)__ the results are inconclusive.作结尾句，呼应全文反讽：对“人类是否真意识到所处世界”这一根本问题，至今没有定论。

【选项】 A) By accident X 偶然不合结论句

By accident意为“偶然”，与“结果尚无定论”的中性时间状语不符。

B) In time X 及时偏题

In time意为“及时”，与“至今无定论”不搭。

C) So far ✓ 迄今为止贴切

So far意为“迄今为止”，自然搭配“研究结果仍无定论”，作为全文收尾。

D) Better still X 更好不合结论

Better still意为“更妙的是”，引出补充优势，与“无定论”相反。

【验证】 代回后So far the results are inconclusive.作为全文最后一句，干净利落地呼应“动物若研究人类，对最根本问题至今无定论”的反讽收尾。

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

高智商未必有适应优势

文章借果蝇实验切入，反思Research on animal intelligence always makes us wonder just how smart humans are.这一命题：聪明并非无代价，作者借Intelligence, it __(5)__ is a high-priced option.点明智力是高成本选项，并设想动物若反过来研究人类，会追问Are humans actually aware of the world they live in?这一根本问题，整体基调带着自我反讽。

行文脉络

实验—代价—反问—反向研究

第一段以果蝇实验引出反差：聪明的果蝇to live shorter lives，得出dim bulbs burn longer的隐喻；第二段展开聪明的代价It takes more upkeep, burns more fuel and is slow __(6)__ the starting line；第三段把视角拉回人类，追问what the real __(11)__ of our own intelligence might be；第四段反转视角，设想动物对人类做实验，落到Are humans actually aware of the world they live in?这一终极反问。

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。

Research on animal intelligence always makes us wonder just how smart humans are.

第1段，第1句

使役动词 make 加宾语补足语的结构，以及动词后接宾语从句表达思考或疑问的内容，都是四六级和考研阅读中的高频句式。本句结构具有较强的代表性，掌握后可迁移到大量类似表达上。

This suggests that dimmer bulbs burn longer, that there is a(n) advantage in not being too bright.

第1段，第4句

suggest 后接 that 宾语从句是四六级和考研阅读中的高频句式；两个 that 从句并列作宾语的结构也较为典型，常见于议论文和说明文；there be 存在句同样是常考结构。掌握本句的分析方法可以迁移到大量类似句子。

Intelligence, it turns out, is a high-priced option.

第2段，第1句

涵盖主语、系动词谓语、表语三个核心成分，且插入语的识别是一个值得练习的知识点，可以训练学生区分插入成分与主干成分的能力，成分种类虽不算丰富但有实用训练价值

Every cat with an owner, for instance, is running a small-scale study in operant conditioning.

第4段，第2句

这种“主语 + 插入语 + 进行体谓语 + 宾语 + 介词短语修饰”的句型很常见，阅读中经常会出现。掌握后，处理类似的简单句扩展结构有较强迁移性。

We believe that if animals ran the labs, they would test us to determine the limits of our patience, our faithfulness, our memory for locations.

第4段，第3句

本句结构有层级但不过分怪异，既有典型的宾语性内容，又有条件假设和目的表达，适合作为结构与时态结合训练的材料。对提升分层阅读和虚拟条件判断都很有价值。

Above all, they would hope to study a(n) fundamental question: Are humans actually aware of the world they live in?

第4段，第5句

主句+冒号引出同位语分句、定语从句修饰名词,这种结构在四六级和考研英语阅读中非常常见,尤其是用冒号或破折号引出解释性同位语,以及省略关系代词的定语从句,都是高频考点,典型性强

HIGH-FREQUENCY • 真题高频词

本篇出现的 20 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。

intelligence

B2

n. 智力

本篇6次 · 真题 48 句

would

A1

aux. (will 的过去式) 将要，会

本篇4次 · 真题 304 句

species

B2

n. 物种

本篇2次 · 真题 36 句

process

B1

n. 过程

本篇1次 · 真题 80 句

tend

B1

v. 倾向于，往往会

本篇1次 · 真题 71 句

average

A2

adj. 平均的

本篇1次 · 真题 55 句

actually

A2

adv. 实际上，事实上（用于纠正或补充信息）

本篇1次 · 真题 42 句

limit

B1

n. 限度

本篇1次 · 真题 42 句

learning

A1

n. 学习

本篇1次 · 真题 22 句

determine

B2

v. 决定

本篇1次 · 真题 21 句

limited B1

adj. 有限的

本篇1次 · 真题 19 句

option B1

n. 选择

本篇1次 · 真题 19 句

perform B1

v. 执行

本篇1次 · 真题 19 句

instance B2

n. 例子

本篇1次 · 真题 17 句

fundamental B2

adj. 基本的

本篇1次 · 真题 15 句

fuel B1

n. 燃料

本篇1次 · 真题 14 句

apparently B2

adv. 显然，看来（根据外表或所见所闻判断）

本篇1次 · 真题 11 句

aware A2

adj. 知道的

本篇1次 · 真题 11 句

merely B2

adv. 仅仅，只不过

本篇1次 · 真题 11 句

location B1

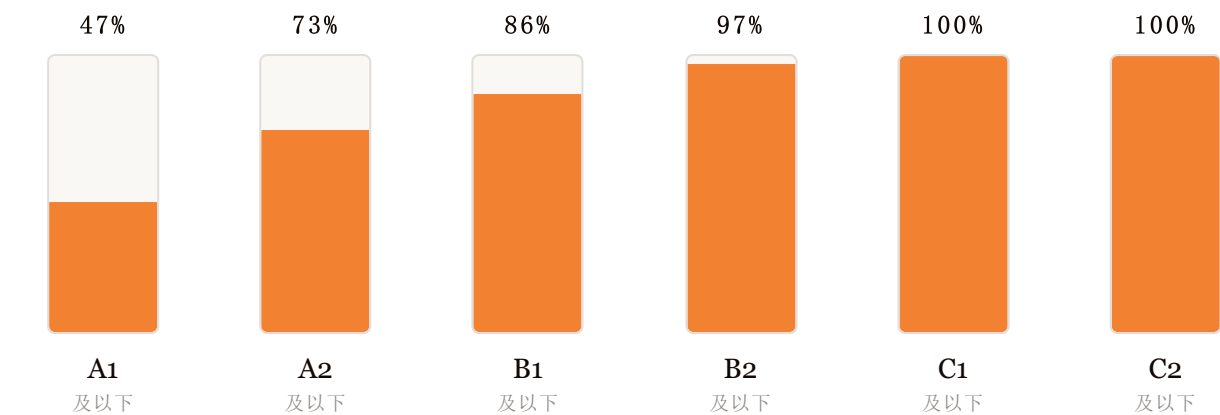
n. 地点，位置

本篇1次 · 真题 9 句

VOCABULARY • 词汇难度分布

全文 118 词按 CEFR 难度累积覆盖

带空短文去重后共 118 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 3 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 118 个 · 末柱为 100%

去重总词数 118	B2 以上难词 3%	B1 及以下覆盖 86%
---------------------	----------------------	------------------------

考研英语（旧卷） 2009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	选句填空（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 →

2009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2009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(2009)

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 Habits are a funny thing. We reach for them mindlessly, setting our brains on auto-pilot and relaxing into the unconscious comfort of familiar routine. "Not choice, but habit rules the unreflecting herd," William Wordsworth said in the 19th century. In the ever-changing 21st century, even the word "habit" carries a negative implication.

习惯是一种有趣的东西。我们不假思索地依赖习惯,让大脑进入自动驾驶模式,放松地沉浸在熟悉惯例带来的无意识舒适中。19世纪William Wordsworth说过:"支配不加思考的群体的不是选择,而是习惯。"在瞬息万变的21世纪,即使"习惯"这个词本身也带有负面含义。

P2 So it seems paradoxical to talk about habits in the same context as creativity and innovation. But brain researchers have discovered that when we consciously develop new habits, we create parallel paths, and even entirely new brain cells, that can jump our trains of thought onto new, innovative tracks. 因此,在创造力和创新的语境下谈论习惯似乎自相矛盾。但大脑研究人员发现,当我们有意识地培养新习惯时,我们创造了平行路径,甚至创造了全新的脑细胞,这些可以让我们的思维列车跳上新的、创新的轨道。

P3 Rather than dismissing ourselves as unchangeable creatures of habit, we can instead direct our own change by consciously developing new habits. In fact, the more new things we try – the more we step outside our comfort zone – the more inherently creative we become, both in the workplace and in our personal lives.

我们可以通过有意识地培养新习惯来主动引导自身改变,而不是将自己视为无法改变的习惯性生物。事实上,我们尝试的新事物越多——我们越多地走出舒适区——我们在工作场所和个人生活中就会变得越具有内在创造力。

P4 But don't bother trying to kill off old habits; once those ruts of procedure are worn into the brain, they're there to stay. Instead, the new habits we deliberately press into ourselves create parallel pathways that can bypass those old roads.

但不要费力去消除旧习惯;一旦那些程序化的惯性轨迹在大脑中形成,它们就会一直存在。相反,我们刻意植入自身的新习惯会创造出可以绕过那些旧路径的平行通道。

P5 "The first thing needed for innovation is a fascination with wonder," says Dawna Markova, author of *The Open Mind*. "But we are taught instead to 'decide', just as our president calls himself 'the Decider'." She adds, however, that "to decide is to kill off all possibilities but one. A good innovational thinker is always exploring the many other possibilities."

《开放的思维》一书的作者Dawna Markova说:"创新所需的第一件事是对惊奇的着迷。但我们却被教导要'决断',就像我们的总统称自己为'决断者'一样。"然而她补充道:"决断就是扼杀除一种之外的所有可能性。一个优秀的创新思考者总是在探索许多其他可能性。"

P6 All of us work through problems in ways of which we're unaware, she says. Researchers in the late 1960s discovered that humans are born with the capacity to approach challenges in four primary ways: analytically, procedurally, relationally (or collaboratively) and innovatively. At the end of adolescence, however, the brain shuts down half of that capacity, preserving only those modes of thought that have seemed most valuable during the first decade or so of life.

她说,我们所有人都以自己未意识到的方式解决问题。20世纪60年代末的研究人员发现,人类天生具有以四种主要方式应对挑战的能力:分析式、程序式、关系式(或协作式)和创新式。然而,在青春期结束时,大脑会关闭这种能力的一半,只保留那些在生命最初十年左右似乎最有价值的思维模式。

P7 The current emphasis on standardized testing highlights analysis and procedure, meaning that few of us inherently use our innovative and collaborative modes of thought. "This breaks the major rule in the American belief system – that anyone can do anything," explains M. J. Ryan, author of the 2006 book *This Year I Will...* and Ms. Markova's business partner. "That's a lie that we have perpetuated, and it fosters commonness. Knowing what you're good at and doing even more of it creates excellence." This is where developing new habits comes in.

当前对标准化测试的强调突出了分析和程序,这意味着我们中很少有人天生使用创新和协作的思维模式。Dawna Markova女士的商业伙伴、2006年《今年我将.....》一书的作者M. J. Ryan解释说:"这打破了美国信仰体系中的主要准则——任何人都能做任何事。这是我们一直延续的谎言,它助长了平庸。了解你擅长什么并做更多这样的事才能创造卓越。"这就是培养新习惯的意义所在。

题目与逐题解析

21. In Wordsworth's view, "habits" is characterized by being_____

- [A] casual.
- [B] familiar.
- [C] mechanical.
- [D] changeable.

在Wordsworth看来, "习惯"的特点是_____

- A) 随意的 B) 熟悉的 C) 机械的 D) 易变的

【答案】 C (细节题)

【判型】 题干 In Wordsworth's view, "habits" is characterized by being 问的是 Wordsworth 的原话怎么形容 habits，是对引文中形容词的直接复述，不需要推断。

【拆句】 Q21 是不完整陈述句，等待选项作表语。介词短语 In Wordsworth's view 是状语，主语是 "habits"，谓语 is characterized by being 是「以.....为特征」的被动结构，选项填入 being 之后的形容词。无陷阱。

【定位】 "Not choice, but habit rules the unreflecting herd," William Wordsworth said in the 19th century.

「统治不加思考的人群的，不是选择，而是习惯，」威廉·华兹华斯于 19 世纪如是说。

【选项】 A) 无中生有

casual 意为「随意、漫不经心的」，而 Wordsworth 强调的是习惯之「规则性、支配性」(rules)，二者方向相反；原文没有任何信息支持「随意」。

B) 张冠李戴

familiar 是 P1 段首作者自己的描述 the unconscious comfort of familiar routine，而非 Wordsworth 的观点；本题题干明确限定 In Wordsworth's view，张冠李戴。

C) ✓ 正确

the unreflecting herd ↔ **mechanical**

Not choice, but habit rules ↔ **mechanical**

预判到「无需思考的自动反应」后，对照四项，唯有 mechanical 在语义上能涵盖「unreflecting」的「无意识、自动」之义，故选 C。

D) 与原文相反

changeable 意为「易变的」，与 Wordsworth 言下之意「习惯如统治者般支配群体」相反；后文 once those ruts of procedure are worn into the brain, they're there to stay 也佐证旧习惯不可改变。

22. Brain researchers have discovered that the formation of new habits can be_____

[A] predicted.

[B] regulated.

[C] traced.

[D] guided.

大脑研究人员发现，新习惯的形成可以被_____

A) 预测 B) 调节 C) 追踪 D) 引导

【答案】 D (细节题)

【判型】 题干 Brain researchers have discovered that the formation of new habits can be 是直接复述某项研究的结论，属事实层面的细节复现。

【拆句】 主句 Brain researchers have discovered, that 引导宾语从句，从句主语 the formation of new habits (of 短语作定语)，系动词 + can be + 选项形容词，选项作表语。

【定位】 But brain researchers have discovered that when we consciously develop new habits, we create parallel paths, and even entirely new brain cells, that can jump our trains of thought onto new, innovative tracks.

但脑科学研究者发现：当我们有意识地培养新习惯时，我们会创造出平行通路，甚至全新的脑细胞，能把我们的思维轨道切换到全新的、富有创造性的轨迹上。

【选项】 A) **无中生有**

predicted 意为「可被预测的」，原文从未论及新习惯的形成结果能否被预测，仅强调其形成可由主体主动驱动。

B) **过度推断**

regulated 含「严格调节、规章约束」之义（如政府监管），原文只说人可有意识地培养（consciously develop），并未上升到「系统化调控」的强度。

C) **无中生有**

traced 意为「可被追溯/追踪的」，原文谈的是新习惯如何被创造（create parallel paths），并未谈论它能否被追溯。

D) **✓ 正确**

consciously develop new habits ↔ **guided**

we can instead direct our own change by consciously developing new habits ↔ **guided**

「consciously develop」内含「人对习惯形成施加引导」之义，且 P3 的 direct 再次印证；故选 guided。

23. The word "ruts" (Para. 4) is closest in meaning to ____

- [A] tracks.
- [B] series.
- [C] characteristics.
- [D] connections.

单词 "ruts" (第4段) 在意思上最接近 ____

A) 轨迹 B) 系列 C) 特征 D) 连接

【答案】 A (词义句意题)

【判型】 题干 The word "ruts" (Para. 4) is closest in meaning to 是经典词义题句式，明确问 ruts 一词在该语境下的近义词。

【拆句】 Q23 句子主干：The word "ruts" ... is closest in meaning to, (Para. 4) 是定位提示括号，is closest in meaning to 是固定搭配，意为「在意义上最接近于」。

【定位】 But don't bother trying to kill off old habits; once those ruts of procedure are worn into the brain, they're there to stay. Instead, the new habits we deliberately press into ourselves create parallel pathways that can bypass those old roads.

但别费心去消灭旧习惯了；一旦那些「程序车辙」被磨进大脑，它们就会留在那里。相反，我们刻意压入自己的新习惯会创造出绕过那些旧路的平行通路。

【选项】 A) ✓ 正确

those old roads ↔ **tracks**

parallel pathways ↔ **tracks**

ruts 字面是「车辙」，在「神经网络」的隐喻语境下与 roads / pathways 等值；四个选项中只有 tracks 具备「路径/轨道」的语义。

B) 无中生有

series 意为「一系列、序列」，强调线性顺序；ruts 在原文中强调的是「固定路径」而非「顺序排列」，二者语义不同。

C) 偷换概念

characteristics 意为「特征/特性」，是性质类抽象名词；而 ruts / roads / pathways 都是「通道」类具象名词，二者范畴不同。

D) 偷换概念

connections 意为「连接/联结」，强调点与点之间的关系；ruts 强调的是「凹陷下去的固定通道」，二者侧重不同——connections 与下文 pathways 的「通路」也不等同。

24. Dawna Markova would most probably agree that_____

- [A] ideas are born of a relaxing mind.
- [B] innovativeness could be taught.
- [C] decisiveness derives from fantastic ideas.
- [D] curiosity activates creative minds.

Dawna Markova很可能会同意_____

A) 创意源于放松的头脑 B) 创新能力可以被教授 C) 果断源于奇妙的想法 D) 好奇心激活创造性思维

【答案】 D （推断题）

【判型】 题干 Dawna Markova would most probably agree that 用「最有可能赞同」明确要求基于其原话作一步推断，而非直接复述。

【拆句】 Q24 主干 Dawna Markova would most probably agree, that 引导宾语从句，选项整体作 agree 的宾语从句内容。would 表示推测语气，与 most probably 呼应。

【定位】 "The first thing needed for innovation is a fascination with wonder," says Dawna Markova, author of The Open Mind. ... "to decide is to kill off all possibilities but one. A good innovational thinker is always exploring the many other possibilities."

「创新所需的第一件事是对惊奇的痴迷，」《开放的心智》作者 Dawna Markova 说.....

「决定就是除一种可能性外杀掉其它所有可能。优秀的创新思考者总是在探索更多可能性。」

【选项】 A) 无中生有

ideas are born of a relaxing mind 把创新归因于「放松的心智」，但 Markova 谈的是「fascination」（着迷/痴迷），与「放松」相反；段中无任何关于「放松」状态的论述。

B) 与原文相反

innovativeness could be taught 意为「创新可被教授」，但 Markova 原话恰恰相反——她在批评 we are taught instead to 'decide'（我们被教成只会决定，而不是探索可能性）；故她不仅没说创新可教，反而暗示当下的教育在压制创新。

C) 与原文相反

decisiveness derives from fantastic ideas 既把 decisiveness（果断决定）当成被推崇的品质（与原文相反——Markova 批评 decide 是「to kill off all possibilities but one」），又在「果断」与「奇妙想法」之间强加因果（原文无此关系）。

D) ✓ 正确

a fascination with wonder ↔ **curiosity**

The first thing needed for innovation ↔ **activates creative minds**

A good innovational thinker is always exploring the many other possibilities ↔

curiosity activates creative minds

预判到「好奇是创新的源头」之后，对照四项：唯有 curiosity activates creative minds 在主语（curiosity）和谓语（activates creative minds）两端都能与 Markova 原话对应，故选 D。

25. Ryan's comments suggest that the practice of standardized testing_____

- [A] prevents new habits from being formed.
- [B] no longer emphasizes commonness.
- [C] maintains the inherent American thinking mode.
- [D] complies with the American belief system.

Ryan的评论表明标准化测试的做法_____

A) 阻止新习惯的形成 B) 不再强调共性 C) 维持固有的美国思维模式 D) 符合美国的信念体系

【答案】 A （推断题）

【判型】 题干 Ryan's comments suggest that the practice of standardized testing 用 suggest 明确要求由 Ryan 的评论推断标准化测试的影响。

【拆句】 Q25 主干 Ryan's comments suggest, that 引导宾语从句，从句主语是 the practice of standardized testing（of 短语作后置定语），选项整体作从句谓语。

【定位】 The current emphasis on standardized testing highlights analysis and procedure, meaning that few of us inherently use our innovative and collaborative modes of thought. "This breaks the major rule in the American belief system – that anyone can do anything," explains M. J. Ryan, ... "That's a lie that we have perpetuated, and it fosters commonness. Knowing what you're good at and doing even more of it creates excellence."

当前对标准化测试的强调突出的是分析与程序两种思维，意味着我们当中很少有人会本能地使用自己的创新与协作思维。「这打破了美式信念体系的核心法则——『人人皆可成事』，」 M. J. Ryan 解释道……「这是一个我们一直在延续的谎言，它培养出平庸。知道自己擅长什么并把它做得更多，才能造就卓越。」

【选项】 A) ✓ 正确

few of us inherently use our innovative and collaborative modes of thought ↔

prevents new habits from being formed

This is where developing new habits comes in. ↔ **prevents new habits from being formed**

推一步因果：「standardized testing 只激活分析/程序 → 创新/协作被冷落 → 新习惯不易形成」；选项 prevents new habits from being formed 精准接住这条因果链。

B) 与原文相反

no longer emphasizes commonness 意为「不再强调平庸」，但 Ryan 原话 it fosters commonness 明示标准化测试「正在培养平庸」，与选项极性相反。

C) 与原文相反

maintains the inherent American thinking mode 意为「维持了美式固有思维模式」；但 Ryan 原话 This breaks the major rule in the American belief system 用动词 break 明示「打破」，与「maintains」（维持）相反。

D) 与原文相反

complies with the American belief system 意为「符合美式信念体系」，但 Ryan 原话 This breaks the major rule in the American belief system 已明示「打破核心法则」——breaks ≠ complies。

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。

"Not choice, but habit rules the unreflecting herd," William Wordsworth said in the 19th century.

第1段，第3句

本句涵盖了常见的基本成分：主语、谓语、宾语、时间状语，且内层主句的宾语是直接引语（整句充当宾语），外层主句的宾语是从句，可以练习识别引语结构。内层主句的主语 Not choice, but habit 是并列对比结构，有一定的辨识训练价值。但成分种类不算丰富（缺少定语从句、状语从句、表语等），坑点不多，训练价值中等。

So it seems paradoxical to talk about habits in the same context as creativity and innovation.

第2段，第1句

本句结构非常典型。"It seems + 形容词 + to do" 是四六级和考研阅读中的高频句式，掌握这个结构后可以直接迁移到大量类似句子（如 It appears necessary to、It looks difficult to 等），实用性强。

Rather than dismissing ourselves as unchangeable creatures of habit, we can instead direct our own change by consciously developing new habits.

第3段，第1句

本句体现典型的 "主语 + 情态动词 + 动词 + 宾语 + 方式状语" 结构，这是四六级和考研阅读中常见的表达模式。"Rather than" 对比结构和 "by doing" 方式状语也是高频句式，学习者掌握后可广泛迁移到写作和阅读中。

In fact, the more new things we try – the more we step outside our comfort zone – the more inherently creative we become, both in the workplace and in our personal lives.

第3段，第2句

"the more ... the more ..." 比较结构是四六级和考研阅读中的高频句式，用于表达因果递进关系。本句还包含插入语、破折号分隔、并列状语等常见考点，具有很强的代表性，掌握后可直接迁移到大量类似句子。

But don't bother trying to kill off old habits; once those ruts of procedure are worn into the brain, they're there to stay.

第4段，第1句

本句成分丰富，涵盖主语、谓语、宾语、表语、目的状语、地点状语等多种核心成分，且包含动名词作宾语、不定式作状语、被动语态主语识别等典型结构。特别是第一个主句中 "trying to kill off old habits" 作为动名词宾语的嵌套结构，以及时间状语从句中的被动语态，都是值得练习的常见易错点。成分划分训练价值较高。

Instead, the new habits we deliberately press into ourselves create parallel pathways that can bypass those old roads.

第4段，第2句

本句的结构在四六级和考研阅读中高度典型：主句主语和宾语都被限制性定语从句修饰，形成主语 + 定语从句 + 谓语 + 宾语 + 定语从句的常见长难句模式。省略关系代词的定语从句和关系代词作主语的定语从句都是考试高频句式。掌握这种结构后，考生可以快速迁移到大量类似的真题句子中，实用性和代表性都很强。

"That's a lie that we have perpetuated, and it fosters commonness. Knowing what you're good at and doing even more of it creates excellence."

第7段，第3句

本句成分丰富且覆盖多个典型难点：第一个主句涉及主系表结构及嵌套定语从句作表语的一部分，第三个主句涉及动名词短语并列结构作主语、宾语从句嵌套在动名词短语内部，定语从句中引导词 "that" 既引导从句又充当从句宾语。这些都是学生易混淆的成分划分点，练习价值较高。

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。

researcher

B2

n. 研究人员

本篇3次 · 真题 112 句

mode

B2

n. 方式

本篇3次 · 真题 8 句

author A2

n. 作者

本篇2次·真题 209 句

system A2

n. 系统

本篇2次·真题 107 句

innovation B2

n. 创新;革新(指行为或过程)

本篇2次·真题 33 句

capacity B2

n. 容量

本篇2次·真题 26 句

belief B1

n. 相信

本篇2次·真题 25 句

possibility B1

n. 可能性

本篇2次·真题 25 句

track A2

n. 小路

本篇2次·真题 24 句

creative B1

adj. 有创造力的

本篇2次·真题 20 句

testing B1

n. 测试

本篇2次·真题 19 句

procedure B2

n. 程序

本篇2次·真题 18 句

innovative B2

adj. 创新的

本篇2次·真题 10 句

parallel B2

adj. 平行的

本篇2次·真题 8 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 304 句

view A2

n. 观点, 看法

本篇1次·真题 91 句

decade B1

n. 十年

本篇1次·真题 61 句

challenge B1

n. 挑战

本篇1次·真题 57 句

major B1

adj. 主要的

本篇1次·真题 56 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇1次·真题 51 句

current B1

adj. 现在的

本篇1次·真题 41 句

thinking A2

n. 思考

本篇1次·真题 33 句

negative B1

adj. 否定的

本篇1次·真题 32 句

maintain B1

v. 维持

本篇1次·真题 31 句

preserve B2

v. 保护

本篇1次·真题 30 句

explore B1

v. 探索

本篇1次·真题 28 句

analysis B2

n. 分析

本篇1次·真题 24 句

connection B1

n. 联系

本篇1次·真题 24 句

emphasize B2

v. 强调

本篇1次·真题 22 句

series B1

n. 系列

本篇1次·真题 21 句

valuable B1

adj. 贵重的

本篇1次·真题 20 句

comment B1

n. 评论

本篇1次·真题 18 句

creativity B2

n. 创造力

本篇1次·真题 18 句

press A2

v. 按, 压

本篇1次·真题 17 句

curiosity B2

n. 好奇心

本篇1次·真题 16 句

highlight B2

n. 最精彩的部分

本篇1次·真题 16 句

characteristic B2

n. 特征

本篇1次·真题 15 句

entirely B1

adv. 完全地

本篇1次·真题 15 句

formation B2

n. 形成

本篇1次·真题 15 句

workplace B1

n. 工作场所

本篇1次·真题 15 句

cell B1

n. 细胞

本篇1次·真题 14 句

context B2

n. (事情发生的) 背景、环境

本篇1次·真题 13 句

emphasis B2

n. 强调

本篇1次·真题 13 句

guide A2

n. 指南;手册

本篇1次·真题 13 句

implication C1

n. 可能的影响或结果

本篇1次·真题 13 句

trace B2

v. 追踪;查找

本篇1次·真题 13 句

partner B1

n. 伴侣

本篇1次·真题 12 句

regulate B2

v. 管理

本篇1次·真题 12 句

routine B1

n. 常规

本篇1次·真题 12 句

characterize C1

v. 是...的特征

本篇1次·真题 11 句

mechanical

B2

adj. 机械的

本篇1次 · 真题 11 句

zone

B1

n. 区域

本篇1次 · 真题 11 句

adolescence

B2

n. 青春期

本篇1次 · 真题 10 句

foster

B2

v. 培养

本篇1次 · 真题 10 句

creature

B1

n. 生物

本篇1次 · 真题 9 句

inherent

C1

adj. 内在的;固有的

本篇1次 · 真题 8 句

unconscious

B2

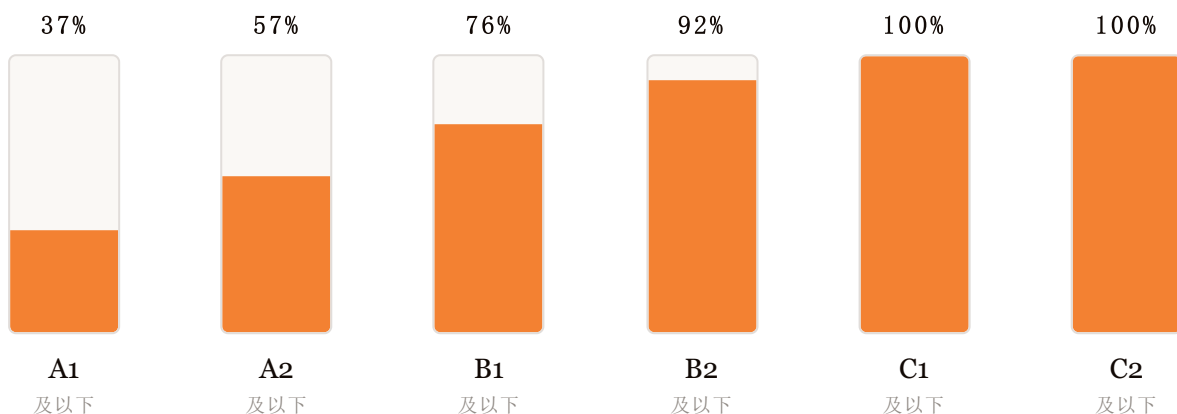
adj. 失去知觉的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 207 词按 CEFR 难度累积覆盖

全文去重后共 **207** 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 16 个 · 约 8%。



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 207 个 · 末柱为 100%

去重总词数

207

B2 以上难词

8%

B1 及以下覆盖

76%



考研英语（旧卷） 2009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	选句填空（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 →

2009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2009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 6 段原文（段首标 P1–P6 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(2009)

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 It is a wise father that knows his own child, but today a man can boost his paternal (fatherly) wisdom – or at least confirm that he's the kid's dad. All he needs to do is shell out \$30 for a paternity testing kit (PTK) at his local drugstore – and another \$120 to get the results.

了解自己孩子的父亲才是明智的父亲，但如今男性可以增强其父系智慧——或者至少确认他是孩子的父亲。他所需要做的就是当地药店花30美元购买一套亲子鉴定检测包(PTK)——然后再花120美元获得结果。

P2 More than 60,000 people have purchased the PTKs since they first became available without prescriptions last year, according to Doug Fogg, chief operating officer of Identigene, which makes the over-the-counter kits. More than two dozen companies sell DNA tests directly to the public, ranging in price from a few hundred dollars to more than \$2,500.

据生产这种非处方检测包的Identigene公司首席运营官Doug Fogg称，自去年这些PTK首次无需处方即可购买以来，已有超过6万人购买。超过二十多家公司直接向公众销售DNA检测，价格从几百美元到超过2500美元不等。

P3 Among the most popular: paternity and kinship testing, which adopted children can use to find their biological relatives and families can use to track down kids put up for adoption. DNA testing is also the latest rage among passionate genealogists – and supports businesses that offer to search for a family's geographic roots.

最受欢迎的包括：亲子关系和血缘关系检测，被收养的儿童可以用它来寻找自己的生物学亲属，家庭可以用它来追踪被送去收养的孩子。DNA检测也是热衷于家谱研究者中的最新热潮——并支持那些提供搜寻

家族地理根源服务的企业。

P4 Most tests require collecting cells by swabbing saliva in the mouth and sending it to the company for testing. All tests require a potential candidate with whom to compare DNA.

大多数检测需要通过在口腔中擦拭唾液来采集细胞，并将其送到公司进行检测。所有检测都需要一个潜在的候选人来进行DNA比对。

P5 But some observers are skeptical. "There's a kind of false precision being hawked by people claiming they are doing ancestry testing," says Troy Duster, a New York University sociologist. He notes that each individual has many ancestors – numbering in the hundreds just a few centuries back. Yet most ancestry testing only considers a single lineage, either the Y chromosome inherited through men in a father's line or mitochondrial DNA, which is passed down only from mothers. This DNA can reveal genetic information about only one or two ancestors, even though, for example, just three generations back people also have six other great-grandparents or, four generations back, 14 other great-great-grandparents.

但一些观察者持怀疑态度。纽约大学社会学家Troy Duster说：“那些声称自己在做祖源检测的人在兜售一种虚假的精确性。”他指出，每个人都有许多祖先——仅在几个世纪前就有数百位。然而大多数祖源检测只考虑单一血统，要么是通过父系男性遗传的Y染色体，要么是仅从母亲传递下来的线粒体DNA。这种DNA只能揭示一两位祖先的遗传信息，尽管例如，仅追溯三代人们还有其他六位曾祖父母，或者追溯四代还有其他十四位高曾祖父母。

P6 Critics also argue that commercial genetic testing is only as good as the reference collections to which a sample is compared. Databases used by some companies don't rely on data collected systematically but rather lump together information from different research projects. This means that a DNA database may have a lot of data from some regions and not others, so a person's test results may differ depending on the company that processes the results. In addition, the computer programs a company uses to estimate relationships may be patented and not subject to peer review or outside evaluation.

批评者还认为，商业基因检测的质量取决于用于比对样本的参考数据库的质量。一些公司使用的数据库并不依赖于系统收集的数据，而是将来自不同研究项目的信息混杂在一起。这意味着DNA数据库可能有来自某些地区的大量数据而缺少其他地区的数据，因此一个人的检测结果可能因处理结果的公司不同而有所差异。此外，公司用于估计关系的计算机程序可能已获得专利，不接受同行评审或外部评估。

题目与逐题解析

26. In Paragraphs 1 and 2, the text shows PTK's ____

- [A] easy availability.
- [B] flexibility in pricing.
- [C] successful promotion.
- [D] popularity with households.

在第1段和第2段中,文章展示了PTK的 ____

A) 易获得性。 B) 定价的灵活性。 C) 成功的推广。 D) 在家庭中的受欢迎程度。

【答案】 A (细节题)

【判型】 题干 the text shows PTK's ____ 要求从第 1、2 段呈现的客观信息里挑一个关于 PTK 的属性，没有 infer/imply/suggest 等推断信号。

【拆句】 题干主干 the text shows PTK's ____, shows 的宾语是 PTK's 后跟的名词短语（由四个选项补全）。结构平铺直叙，无陷阱。

【定位】 All he needs to do is shell out \$30 for a paternity testing kit (PTK) at his local drugstore – and another \$120 to get the results.

他要做的全部就是花 30 美元在家附近的药店买一盒亲子鉴定试剂盒（PTK），再花 120 美元拿到结果。

【选项】 A) ✓ 正确

at his local drugstore ↔ easy availability

available without prescriptions ↔ easy availability

预判说的“获取门槛低、随手可得”正是 easy availability 的字面含义——drugstore + without prescriptions 两重证据共同指向 A。

B) 无中生有

原文只给了 30 美元 + 120 美元一种固定价目，没有任何阶梯定价、套餐、可选项的描述；flexibility in pricing 是凭空捏造。

C) 过度推断

原文只说“6 万多人买过”是一个销量事实，并没有评价这是不是“成功的推广”——promotion 还涉及营销策略、宣传渠道、推广手段，原文一概未提。

D) 偷换概念

原文只说有 6 万多人购买，并未限定这些人是家庭购买、家庭使用，更没有“在家庭中流行（popularity with households）”的语义；households 这个词在原文完全不存在。

27. PTK is used to ____

- [A] locate one's birth place.
- [B] promote genetic research.
- [C] identify parent-child kinship.
- [D] choose children for adoption.

PTK 被用来 ____

A) 定位一个人的出生地。 B) 促进基因研究。 C) 识别亲子关系。 D) 为收养挑选儿童。

【答案】 C （细节题）

【判型】 题干 PTK is used to ____ 询问 PTK 的具体用途，是直接可在原文中查证的事实信息。

【拆句】 题干 PTK is used to ____ 是被动语态待补全句，空白处需要一个动词原形（与 used to 中的 to 构成不定式），四个选项均为动词短语。结构清晰无陷阱。

【定位】 It is a wise father that knows his own child, but today a man can boost his paternal (fatherly) wisdom – or at least confirm that he's the kid's dad.

知子莫若父——这话说起来容易；不过如今，一个男人可以提升自己作为父亲的智慧，或者至少能证实自己确实是这孩子的爸爸。

【选项】 A) **张冠李戴**

locate one's birth place 涉及“地理”，而 PTK (paternity testing kit) 只查血缘，不查地理；A 选项的语义场是 search for a family's geographic roots 那种祖源/地理项目，已经超出 PTK 本身。

B) **无中生有**

原文只把 PTK 描绘为面向消费者的商业产品 (“shell out \$30...at his local drugstore”)，从未提到它服务于遗传学研究、推动科研进展。

C) **✓ 正确**

confirm that he's the kid's dad ↔ **identify parent-child kinship**

paternity testing kit (PTK) ↔ **identify parent-child kinship**

预判“确认父子血缘”与 identify parent-child kinship 在语义上完全等值——动词层等值 (confirm↔identify)、宾语层等值 (dad/kid↔parent-child kinship)，无歧义。

D) **与原文相反**

choose children for adoption (为收养挑选孩子) 是收养前的“挑选行为”，而原文 adopted children can use to find their biological relatives 描述的是“被收养者长大后找亲生家庭”，两者方向相反、动作者不同。

28. Skeptical observers believe that ancestry testing fails to ____

- [A] trace distant ancestors.
- [B] rebuild reliable bloodlines.
- [C] fully use genetic information.
- [D] achieve the claimed accuracy.

持怀疑态度的观察者认为血统检测未能 ____

A) 追溯远古祖先。 B) 重建可靠的血统。 C) 充分利用基因信息。 D) 达到所声称的准确性。

【答案】 D (推断题)

【判型】 题干 ancestry testing fails to ____ 中的 fails to 要求把怀疑者的具体批评归纳成“做不到什么”，原文不会有完全对应的句子，需要在定位句基础上做一步语义概括。

【拆句】 题干 Skeptical observers believe that ancestry testing fails to ____ 是 believe that 引导的宾语从句，从句主语是 ancestry testing，谓语 fails to + 动词原形。注意要补的内容只是怀疑者眼中“做不到”的事，而非他们认为它“做了”的事，否则极性会反。

【定位】 There's a kind of false precision being hawked by people claiming they are doing ancestry testing.

(Troy Duster 说：) 那些自称做祖源检测的人，其实在兜售一种虚假的精确性。

【选项】 A) 以偏概全

原文确实说每个人有 numbering in the hundreds just a few centuries back 大量远祖，但怀疑者的核心批评不是“无法追溯远祖”，而是“覆盖的祖先太少导致结果不精确”。A 把现象当结论。

B) 无中生有

rebuild reliable bloodlines（重建可靠血脉）在原文没有任何映射；怀疑者批的是“精确性虚假”，从未谈论“重建血脉”这一动作。

C) 偷换概念

C 项把问题归到“没有充分使用遗传信息”。但原文是说测试方法本身只覆盖单一血脉、注定只能给出关于一两位祖先的信息——是“信息天然只有这么多”，不是“信息被浪费没用足”。两者因果方向不同。

D) ✓ 正确

false precision ↔ achieve the claimed accuracy

claiming they are doing ancestry testing ↔ the claimed accuracy

题干 fails to + 选项 D 的 achieve = 原文 false（达不到），题干的怀疑者 + 选项 D 的 claimed = 原文 claiming（所声称）——四个语义零件严丝合缝。

29. In the last paragraph, a problem commercial genetic testing faces is_____

[A] disorganized data collection.

[B] overlapping database building.

[C] excessive sample comparison.

[D] lack of patent evaluation.

在最后一段中,商业基因检测面临的一个问题是_____

A) 数据收集无序。 B) 数据库建设重叠。 C) 样本比对过度。 D) 缺乏专利评估。

【答案】 A （细节题）

【判型】 题干 a problem commercial genetic testing faces is_____ 要求从未段直接抽取一项问题，是对客观信息的摘取，不是推断。

【拆句】 题干 In the last paragraph, a problem commercial genetic testing faces is_____ 主干是 a problem is_____, commercial genetic testing faces 是省略关系代词 that 的定语从句，修饰 problem。结构平实无陷阱。

【定位】 Databases used by some companies don't rely on data collected systematically but rather lump together information from different research projects.

一些公司使用的数据库并不依赖系统性收集的数据，而是把来自不同研究项目的信息胡乱拼凑在一起。

【选项】 A) ✓ 正确

don't rely on data collected systematically ↔ **disorganized data collection**

lump together information from different research projects ↔ **disorganized data collection**

预判“数据收集不成体系”与 **disorganized data collection** 在语义上——等值——

disorganized = 不系统 + 胡乱拼凑, **data collection** = 数据收集。

B) 偷换概念

overlapping (重叠) 暗指多个数据库之间有共同条目; 原文说的是数据库“有的地区数据多有的少” (a lot of data from some regions and not others), 是覆盖不均, 不是数据库间互相重叠。

C) 无中生有

原文只说商业基因检测的好坏取决于参考数据库, 并未说“样本比对得太多”。excessive (过度) 这一程度词在原文找不到任何支持。

D) 偷换概念

原文末句 the computer programs a company uses to estimate relationships may be patented and not subject to peer review or outside evaluation 说的是“算法已申请专利、因此不接受同行评议或外部评估”——缺的是“对算法本身的外部评估”, 不是“对专利的评估”。D 把宾语换错了。

30. An appropriate title for the text is most likely to be ____

[A] Fors and Againsts of DNA Testing.

[B] DNA Testing and Its Problems.

[C] DNA Testing Outside the Lab.

[D] Lies Behind DNA Testing.

这篇文章最合适的标题可能是____

A) DNA检测的正反方观点。 B) DNA检测及其问题。 C) 实验室外的DNA检测。

D) DNA检测背后的谎言。

【答案】 B (主旨题)

【判型】 题干 An appropriate title for the text is most likely to be ____ 直接要求选最合适的标题, 是主旨题中的标题款。

【拆句】 题干 An appropriate title for the text is most likely to be ____ 主干为 An appropriate title is ____, most likely to be 是表语前的弱化语气短语, 提示“最可能”——四选一里选最贴的, 不必百分百完美。

【选项】 A) 以偏概全

Fors and Againsts (赞成与反对) 要求文章里有明确支持 DNA 检测的一方立论; 本文除了中性介绍商业现状, 没有任何“支持/赞成”派的正面论证, 只有“中性介绍 + 批评”两半, “Fors”那一半空缺。

B) ✓ 正确

false precision ↔ DNA Testing and Its Problems

Critics also argue that commercial genetic testing is only as good as the reference collections ↔

DNA Testing and Its Problems

a paternity testing kit (PTK) ↔ DNA Testing

B 项中 DNA Testing 罩住前半的介绍区间 (PTK、亲子、祖源、商业检测), Its Problems 罩住后半的怀疑者与批评者两段——这正是预判要求的“两半同时覆盖”, 且字面与语义都最贴。

C) 以偏概全

Outside the Lab (在实验室之外) 只能描述“DNA 检测走出实验室、走向普通消费者”这一现象, 仅覆盖前半 (P1 P2 的药店销售) 的氛围; 对 P5 P6 两段批评毫无承载, 主旨严重缩水。

D) 过度推断

Lies (谎言/欺骗) 暗示“刻意欺瞒”的强否定立场; 原文怀疑者用的是 false precision、批评者用的是 don't rely on...systematically, 都是指“做得不好/不严谨”, 没有指控“故意撒谎”。D 把作者中性引述的批评升级成了“揭露骗局”的强否定调性。

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。

It is a wise father that knows his own child, but today a man can boost his paternal (fatherly) wisdom – or at least confirm that he's the kid's dad.

第1段, 第1句

本句涵盖了多种句子成分: 主系表结构(两次)、主谓宾结构、定语从句中的主语关系代词、宾语从句、时间状语、并列谓语等。特别是强调句结构 "It is ... that ..." 和关系代词 "that" 在定语从句中作主语这两个易错点, 对划分成分训练很有价值。虽然没有涉及补语或双宾语, 但成分种类已相当丰富。

All he needs to do is shell out \$30 for a paternity testing kit (PTK) at his local drugstore – and another \$120 to get the results.

第1段，第2句

覆盖主系表结构、定语从句、关系代词省略、不定式作宾语、并列宾语等多个知识点。特别是关系代词省略和系动词后接动词原形（省略 to 的不定式）作表语，是常见易错点，训练价值较高。

Most tests require collecting cells by swabbing saliva in the mouth and sending it to the company for testing.

第4段，第1句

本句展示了"主语 + 及物动词 + 动名词短语作宾语"这一常见句式，动名词短语内部包含并列结构和多层修饰，这种结构在四六级和考研阅读中经常出现。掌握此类句式有助于理解科技、医学等领域的说明性文本，具有一定的代表性和迁移价值。

All tests require a potential candidate with whom to compare DNA.

第4段，第2句

简单句加后置定语是四六级和考研阅读中的常见句式，"with whom to compare" 这种 "介词 + 关系代词 + 不定式" 结构在科技、学术类文本中频繁出现，掌握后可复用于理解类似长难句。

This DNA can reveal genetic information about only one or two ancestors, even though, for example, just three generations back people also have six other great-grandparents or, four generations back, 14 other great-great-grandparents.

第5段，第5句

让步状语从句 ("even though" 引导) 在四六级和考研阅读中频繁出现，用于对比或承认反面事实后强化主句观点。并列宾语配合对应状语的结构 ("A or B" 各带修饰成分) 也是常见句式。整体结构具有较高的迁移性，学生掌握后可应用于大量真题句子

In addition, the computer programs a company uses to estimate relationships may be patented and not subject to peer review or outside evaluation.

第6段，第4句

本句结构高度典型。主语后置定语从句、情态动词加被动语态、并列表语、省略关系代词的定语从句都是四六级和考研阅读中的常见句式。掌握本句的分析方法，可以直接迁移到大量真题长难句中，实用性和代表性很强。

本篇出现的 59 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。

testing

B1

n. 测试

本篇13次 · 真题 19 句

genetic

B2

adj. 遗传的

本篇5次 · 真题 21 句

data

B1

n. 数据

本篇3次 · 真题 80 句

database

B2

n. 数据库

本篇3次 · 真题 18 句

ancestor

B2

n. 祖先，祖宗

本篇3次 · 真题 9 句

generation

B2

n. 一代人

本篇2次 · 真题 60 句

claim

B1

v. 声称

本篇2次 · 真题 49 句

patent

B2

n. 专利权

本篇2次 · 真题 34 句

commercial

B2

adj. 商业的

本篇2次 · 真题 23 句

collection

B1

n. 收集物

本篇2次 · 真题 18 句

sample

B1

n. 样品

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

likely

A2

adj. 很可能的

本篇1次 · 真题 89 句

support

A2

v. 支持

本篇1次 · 真题 87 句

process B1

n. 过程

本篇1次 · 真题 80 句

local A2

adj. 当地的

本篇1次 · 真题 65 句

argue B1

v. 争论

本篇1次 · 真题 63 句

least A2

det. 最少的

本篇1次 · 真题 63 句

individual B2

adj. 单独的

本篇1次 · 真题 59 句

potential B2

adj. 潜在的

本篇1次 · 真题 43 句

lack B1

v. 缺少

本篇1次 · 真题 41 句

project A2

n. 项目

本篇1次 · 真题 40 句

promote B2

v. 促进

本篇1次 · 真题 38 句

identify B1

v. 识别

本篇1次 · 真题 37 句

available A2

adj. 可获得的

本篇1次 · 真题 35 句

reveal B2

v. 揭示

本篇1次 · 真题 35 句

range B1

n. 范围

本篇1次 · 真题 31 句

rely B1

v. 依赖;依靠

本篇1次 · 真题 30 句

boost B2

v. 提高

本篇1次 · 真题 28 句

relationship B1

n. 关系

本篇1次 · 真题 28 句

peer B2

n. 同龄人

本篇1次·真题 27 句

purchase B1

v. 购买

本篇1次·真题 26 句

critic B2

n. 批评家

本篇1次·真题 24 句

track A2

n. 小路

本篇1次·真题 24 句

directly B1

adv. 直接地

本篇1次·真题 23 句

chief B1

n. 首领

本篇1次·真题 20 句

estimate B2

v. 估计

本篇1次·真题 19 句

fully B1

adv. 完全地

本篇1次·真题 18 句

appropriate B2

adj. 合适的

本篇1次·真题 16 句

popularity B2

n. 受欢迎

本篇1次·真题 16 句

region B1

n. 地区

本篇1次·真题 15 句

root A2

n. 根

本篇1次·真题 15 句

adopt B1

v. 采纳

本篇1次·真题 14 句

cell B1

n. 细胞

本篇1次·真题 14 句

operate B1

v. 运转

本篇1次·真题 14 句

candidate B1

n. 候选人

本篇1次·真题 13 句

differ B1

v. 不同, 有区别

本篇1次·真题 13 句

locate B1

v. 找到,找出...的位置

本篇1次·真题 13 句

trace B2

v. 追踪,查找

本篇1次·真题 13 句

biological B2

adj. 生物的

本篇1次·真题 11 句

excessive B2

adj. 过多的

本篇1次·真题 11 句

flexibility B2

n. 灵活性

本篇1次·真题 10 句

reference B1

n. 提及

本篇1次·真题 10 句

reliable B1

adj. 可靠的

本篇1次·真题 10 句

addition A2

n. 增加

本篇1次·真题 9 句

household B1

n. 家庭

本篇1次·真题 9 句

availability B2

n. 可获得性

本篇1次·真题 8 句

passionate B2

adj. 热情的

本篇1次·真题 8 句

relative B1

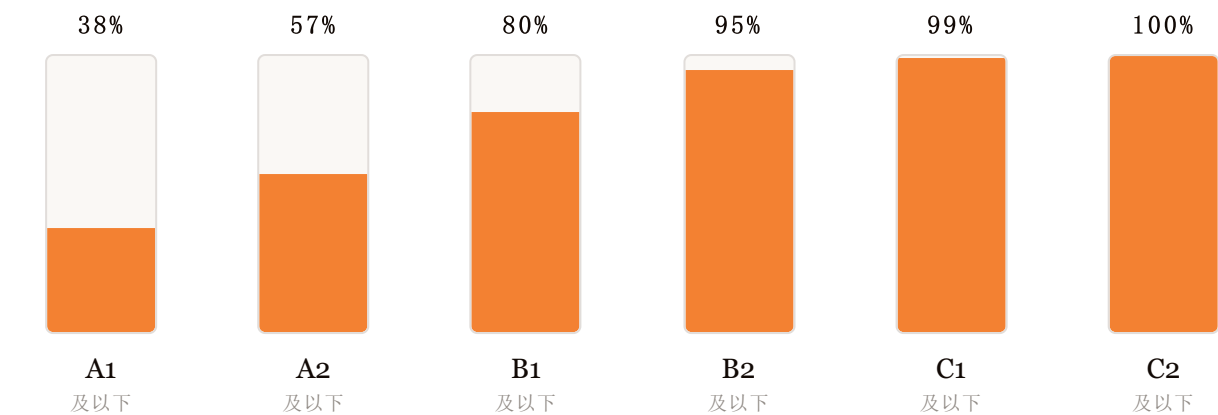
n. 亲戚, 亲属

本篇1次·真题 8 句

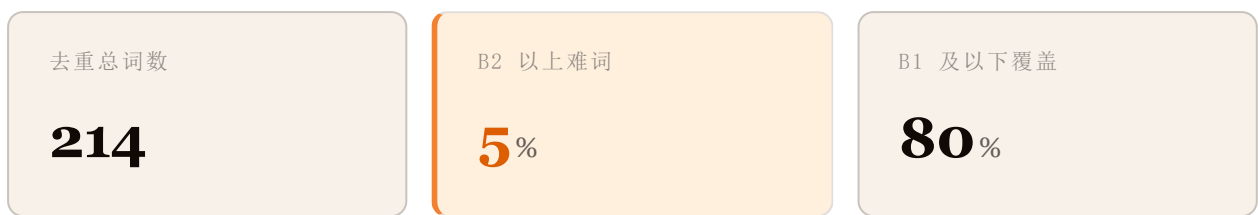
VOCABULARY · 词汇难度分布

全文 214 词按 CEFR 难度累积覆盖

全文去重后共 214 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本篇共 11 个·约 5%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 214 个 · 末柱为 100%



考研英语（旧卷） 2009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	选句填空（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 →

2009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2009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(2009)

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 The relationship between formal education and economic growth in poor countries is widely misunderstood by economists and politicians alike. Progress in both areas is undoubtedly necessary for the social, political, and intellectual development of these and all other societies; however, the conventional view that education should be one of the very highest priorities for promoting rapid economic development in poor countries is wrong. We are fortunate that it is, because building new educational systems there and putting enough people through them to improve economic performance would require two or three generations. The findings of a research institution have consistently shown that workers in all countries can be trained on the job to achieve radically higher productivity and, as a result, radically higher standards of living.

经济学家和政治家都普遍误解了贫穷国家正规教育与经济增长之间的关系。这两个领域的进步对于这些国家以及所有其他社会的社会、政治和智力发展无疑都是必要的;然而,教育应当成为促进贫穷国家经济快速发展的最优先事项之一——这一传统观点是错误的。我们很幸运事实如此,因为在那里建立新的教育体系并让足够多的人接受教育以改善经济表现需要两到三代人的时间。一家研究机构的研究结果一直表明,所有国家的工人都可以通过在职培训实现生产率的大幅提高,从而实现生活水平的大幅提高。

P2 Ironically, the first evidence for this idea appeared in the United States. Not long ago, with the country entering a recession and Japan at its pre-bubble peak, the U.S. workforce was derided as poorly educated and one of the primary causes of the poor U.S. economic performance. Japan was, and remains, the global leader in automotive-assembly productivity. Yet the research revealed that the U.S. factories of

Honda, Nissan, and Toyota achieved about 95 percent of the productivity of their Japanese counterparts – a result of the training that U.S. workers received on the job.

具有讽刺意味的是,这一观点的第一个证据出现在美国。不久前,当美国进入经济衰退而日本处于泡沫前的巅峰时期时,美国劳动力被嘲笑为教育水平低下,并被认为是美国经济表现不佳的主要原因之一。日本过去是、现在仍然是全球汽车装配生产率的领导者。然而研究显示,Honda、Nissan和Toyota在美国的工厂达到了其日本同行生产率的约95%——这是美国工人接受在职培训的结果。

P3 More recently, while examining housing construction, the researchers discovered that illiterate, non-English-speaking Mexican workers in Houston, Texas, consistently met best-practice labor productivity standards despite the complexity of the building industry's work.

最近,在考察住宅建设时,研究人员发现,尽管建筑行业工作的复杂性,德克萨斯州休斯顿的不识字、不会说英语的墨西哥工人始终达到了最佳实践劳动生产率标准。

P4 What is the real relationship between education and economic development? We have to suspect that continuing economic growth promotes the development of education even when governments don't force it. After all, that's how education got started. When our ancestors were hunters and gatherers 10,000 years ago, they didn't have time to wonder much about anything besides finding food. Only when humanity began to get its food in a more productive way was there time for other things.

教育与经济发展之间的真正关系是什么?我们有理由怀疑,即使政府不强制推行,持续的经济增长也会促进教育的发展。毕竟,教育就是这样开始的。当我们的祖先在一万年前还是狩猎采集者时,他们没有时间去思考除了寻找食物以外的任何事情。只有当人类开始以更高效的方式获取食物时,才有时间做其他事情。

P5 As education improved, humanity's productivity potential increased as well. When the competitive environment pushed our ancestors to achieve that potential, they could in turn afford more education. This increasingly high level of education is probably a necessary, but not a sufficient, condition for the complex political systems required by advanced economic performance. Thus poor countries might not be able to escape their poverty traps without political changes that may be possible only with broader formal education. A lack of formal education, however, doesn't constrain the ability of the developing world's workforce to substantially improve productivity for the foreseeable future. On the contrary, constraints on improving productivity explain why education isn't developing more quickly there than it is.

随着教育的改善,人类的生产潜力也随之增加。当竞争环境促使我们的祖先实现这一潜力时,他们反过来又能负担得起更多的教育。这种日益提高的教育水平可能是先进经济表现所需的复杂政治体系的必要条件,但不是充分条件。因此,如果没有政治变革,贫穷国家可能无法摆脱贫困陷阱,而这种政治变革可能只有通过更广泛的正规教育才能实现。然而,缺乏正规教育并不会限制发展中国家劳动力在可预见的未来大幅提高生产率的能力。相反,提高生产率方面的限制因素解释了为什么那里的教育发展速度没有更快。

题目与逐题解析

31. The author holds in Paragraph 1 that the importance of education in poor countries_____

- [A] is subject to groundless doubts.
- [B] has fallen victim of bias.
- [C] is conventionally downgraded.
- [D] has been overestimated.

作者在第一段中认为教育在贫穷国家的重要性_____

A) 受到毫无根据的质疑。 B) 已沦为偏见的牺牲品。 C) 通常被低估。 D) 被高估了。

【答案】 D (细节题)

【判型】 The author holds in Paragraph 1 that the importance of education in poor countries 限定段落、问作者对一个话题的看法，答案应能在段内直接读出。

【拆句】 The author holds in Paragraph 1 that the importance of education in poor countries____ 是不完整陈述句，选项是它的延续；主干 The author holds that..., that 从句的主语是 the importance of education in poor countries，谓语在四个选项里。无陷阱。

【定位】 however, the conventional view that education should be one of the very highest priorities for promoting rapid economic development in poor countries is wrong.

然而，那种认为教育应当是穷国推动快速经济发展的最高优先事项之一的传统看法是错误的。

【选项】 A) 无中生有

作者只说传统观点错，并未说有人对教育的重要性提出 groundless doubts，更未评价这些怀疑是否无根据。

B) 无中生有

作者驳的是「传统观点」，并未把这种观点定性为偏见，更没说教育「fall victim of bias」。

C) 与原文相反

原文 education should be one of the very highest priorities 显示传统观点是把教育看得「高」，C 项却说 is conventionally downgraded（按传统被低估），方向反了。

D) ✓ 正确

the conventional view that education should be one of the very highest priorities for promoting rapid economic development in poor countries is wrong

↔ **has been overestimated**

预判说「教育被高估」，四个选项里只有 has been overestimated 直接对应此语义，无需推理跳跃。

32. It is stated in Paragraph 1 that the construction of a new educational system_____

- [A] challenges economists and politicians.
- [B] takes efforts of generations.
- [C] demands priority from the government.
- [D] requires sufficient labor force.

第一段指出,构建新的教育体系_____

- A) 对经济学家和政治家构成挑战。 B) 需要几代人的努力。 C) 需要政府优先考虑。
D) 需要充足的劳动力。

【答案】 B (细节题)

【判型】 It is stated in Paragraph 1 that 含 stated 且锁段, 属于段内事实陈述题。

【拆句】 It is stated in Paragraph 1 that the construction of a new educational system_____ 形式主语 It, 真正主语是 that 从句; 从句主语 the construction of a new educational system, 谓语在选项里。无陷阱。

【定位】 We are fortunate that it is, because building new educational systems there and putting enough people through them to improve economic performance would require two or three generations.

我们是幸运的, 因为在那些国家建设新的教育系统并让足够多的人接受教育以提升经济表现, 会需要两三代人的时间。

【选项】 A) 偷换概念

作者只说经济学家和政治家「误解」教育与经济的关系, widely misunderstood by economists and politicians alike, 并不是说新教育系统的建设本身在挑战他们。

B) ✓ 正确

would require two or three generations ↔ **takes efforts of generations**

四个选项中只有 takes efforts of generations 与「two or three generations」直接对应, 预判与选项——锁定。

C) 与原文相反

作者主张教育不该被列为穷国最高优先级, the conventional view that education should be one of the very highest priorities ... is wrong, C 项却说新建教育系统「要求政府优先」, 正好反了。

D) 偷换概念

原文 putting enough people through them 强调「让足够多的人受完教育」是花费时间的方式, 而非把「足够劳动力」当作建设新系统的前提条件。D 项把语义偷成「需要充足劳动力」。

33. A major difference between the Japanese and U.S. workforces is that_____

- [A] the Japanese workforce is better disciplined.
- [B] the Japanese workforce is more productive.
- [C] the U.S. workforce has a better education.
- [D] the U.S. workforce is more organized.

日本劳动力与美国劳动力的一个主要区别是_____

- A) 日本劳动力纪律性更好。 B) 日本劳动力生产效率更高。 C) 美国劳动力受教育程度更高。
D) 美国劳动力组织性更强。

【答案】 B (细节题)

【判型】 A major difference between the Japanese and U.S. workforces is that_____ 问的是两国劳动力之间一个可在文中读出的客观差异。

【拆句】 A major difference between the Japanese and U.S. workforces is that_____ 主干为 A difference is that..., is 后的 that 从句被选项补完; between... 介词短语作 difference 的后置定语。无陷阱。

【定位】 Japan was, and remains, the global leader in automotive-assembly productivity.

日本(当时)是、现在仍然是汽车装配生产率领域的全球领头羊。

【选项】 A) 无中生有

全文都在谈「生产率、培训、教育」, 没有任何句子涉及日本工人「更守纪律」 better disciplined。

B) ✓ 正确

Japan was, and remains, the global leader in automotive-assembly productivity ↔

the Japanese workforce is more productive

四个选项里只有 the Japanese workforce is more productive 直接谈生产率高低, 与预判一致。

C) 与原文相反

原文 the U.S. workforce was derided as poorly educated 明说美国工人被讥为受教育差, C 项却说 the U.S. workforce has a better education, 方向反了。

D) 无中生有

原文未提及任何一方工人的「组织程度」 more organized, 这一评价维度全无依据。

34. The author quotes the example of our ancestors to show that education emerged_____

- [A] when people had enough time.
- [B] prior to better ways of finding food.
- [C] when people no longer went hungry.
- [D] as a result of pressure on government.

作者引用我们祖先的例子来说明教育出现于_____

- A) 人们有足够时间的时候。 B) 寻找食物的更好方法之前。 C) 人们不再挨饿的时候。

D) 政府面临压力的结果。

【答案】 **A** (例证目的题)

【判型】 The author quotes the example of our ancestors to show that 含 quote the example...to show, 标准的例证目的题问法。

【拆句】 The author quotes the example of our ancestors to show that education emerged____ 主干为 The author quotes ... to show that...; to show 是目的状语; that 从句被选项延续。无陷阱。

【定位】 When our ancestors were hunters and gatherers 10,000 years ago, they didn't have time to wonder much about anything besides finding food. Only when humanity began to get its food in a more productive way was there time for other things.

当一万年前的祖先还是狩猎采集者时，他们除了找食物之外没有时间去琢磨别的事情。只有当人类开始以更高效的方式获取食物时，才有时间去做其他事情。

【选项】 **A) ✓ 正确**

Only when humanity began to get its food in a more productive way was there time for other things

↔ **when people had enough time**

预判直接指向「有时间是教育出现的前提」，A 项 when people had enough time 是这一前提的字面表达，无须推理。

B) 与原文相反

原文先说更高效的获取食物方式，才有时间做其他事；选项 prior to better ways of finding food 却把教育放在「更好的找食物方式」之前，因果与先后被颠倒。

C) 过度推断

原文只说「以更高效方式获取食物」给出了余暇，并未说人们「不再挨饿」no longer went hungry——「高效获取」≠「彻底解决饥饿」，C 把程度推得更远。

D) 无中生有

全段没有出现政府或对政府的压力；作者只说生产率提升带出余暇，与 pressure on government 毫无关系。

35. According to the last paragraph, development of education_____

- [A] results directly from competitive environments.
- [B] does not depend on economic performance.
- [C] follows improved productivity.
- [D] cannot afford political changes.

根据最后一段,教育的发展_____

A) 直接源于竞争环境。 B) 不依赖于经济表现。 C) 跟随生产力的提高。 D) 无法承受政治变革。

【答案】 **C** (细节题)

【判型】 According to the last paragraph, development of education ____ 含 according to + 段落，属段内事实题。

【拆句】 According to the last paragraph, development of education ____ According to... 是状语；主语是 development of education，谓语在选项中。无陷阱。

【定位】 As education improved, humanity's productivity potential increased as well. When the competitive environment pushed our ancestors to achieve that potential, they could in turn afford more education. ... constraints on improving productivity explain why education isn't developing more quickly there than it is.

随着教育改善，人类的生产潜能也随之提高。当竞争环境促使祖先把这种潜能转化为现实生产率后，他们反过来才负担得起更多教育。.....是生产率改善受到约束，解释了那些国家教育为什么发展不快。

【选项】 A) **过度推断**

原文 When the competitive environment pushed our ancestors to achieve that potential, they could in turn afford more education 中，competitive environment 直接作用于生产率潜能的实现，再「反过来」(in turn) 才促成教育；A 项 results directly from competitive environments 把竞争环境写成教育发展的「直接」原因，跳过了「生产率」这一中介。

B) **与原文相反**

末段全段都在强调教育发展依赖生产率（经济表现）的改善，constraints on improving productivity explain why education isn't developing more quickly 直接把教育发展归因于生产率；B 项却说教育发展 does not depend on economic performance，方向反了。

C) **✓ 正确**

they could in turn afford more education ↔ **follows improved productivity**
constraints on improving productivity explain why education isn't developing more quickly there than it is

↔ **follows improved productivity**

follow 一词直接表达「跟随、随之而来」，正是预判中「教育发展在生产率提升之后」的字面表达。

D) **偷换概念**

原文 they could in turn afford more education 说人们「负担得起教育」，并未说教育「负担不起政治变革」cannot afford political changes——afford 的主语和宾语都被换。

13 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。

Progress in both areas is undoubtedly necessary for the social, political, and intellectual development of these and all other societies; however, the conventional view that education should be one of the very highest priorities for promoting rapid economic development in poor countries is wrong.

第1段，第2句

并列转折句式(前句肯定+however转折否定)和同位语从句说明抽象名词(view, idea等)都是考试高频结构。主语被长修饰成分分隔的句式在学术文章和考试阅读中极为常见,学习迁移性强

We are fortunate that it is, because building new educational systems there and putting enough people through them to improve economic performance would require two or three generations.

第1段，第3句

"主句 + that 宾语从句 + because 原因状语从句" 的结构在四六级和考研阅读中较为常见，特别是 because 从句较长且包含并列动名词主语的情况，具有一定代表性。掌握这类结构有助于理解类似复杂句。

The findings of a research institution have consistently shown that workers in all countries can be trained on the job to achieve radically higher productivity and, as a result, radically higher standards of living.

第1段，第4句

本句的 "主句 + 宾语从句" 结构是四六级和考研阅读中的高频句式，现在完成时和情态被动语态也是常考语法点。宾语从句后接目的状语、并列宾语等组合也较为典型。掌握本句的分析方法可以迁移到大量类似真题句子中，代表性较强。

Not long ago, with the country entering a recession and Japan at its pre-bubble peak, the U.S. workforce was derided as poorly educated and one of the primary causes of the poor U.S. economic performance.

第2段，第2句

这句结构不至于过难，却集中包含了主干遮挡、非谓语背景结构和被动语态这些高频训练点。作为 "结构 + 时态" 练习材料，投入产出比较高。

Yet the research revealed that the U.S. factories of Honda, Nissan, and Toyota achieved about 95 percent of the productivity of their Japanese counterparts – a result of the training that U.S. workers received on the job.

第2段，第4句

涵盖主谓宾基本结构、宾语从句、限制性定语从句、同位语、地点状语等多种成分,且定语从句中"that"既作引导词又作宾语的双重身份是常见易错点,破折号后同位语的识别也需要练习,训练价值较高。

More recently, while examining housing construction, the researchers discovered that illiterate, non-English-speaking Mexican workers in Houston, Texas, consistently met best-practice labor productivity standards despite the complexity of the building industry's work.

第3段，第1句

涵盖主谓宾、时间状语、方式状语、让步状语、宾语从句等多种成分,宾语从句内部结构完整。主句中状语从句插入造成成分分隔,适合训练跳过干扰定位主干的能力。从句主语较长且包含多重修饰,有助于练习复杂名词短语的识别。

After all, that's how education got started.

第4段，第3句

"主语 + 系动词 + 表语从句(how/what/why 引导)" 是四六级和考研阅读中的高频句式,学生需要熟练识别名词性从句作表语的结构;本句结构简洁清晰,代表性较强,掌握后可迁移到类似句型

When our ancestors were hunters and gatherers 10,000 years ago, they didn't have time to wonder much about anything besides finding food.

第4段，第4句

时间状语从句加主句的结构在四六级和考研阅读中比较常见,属于典型的时间修饰句式,学习者掌握后可以迁移到类似句子。但句子本身结构相对简单,没有展现出更多层次的复杂句式特征,典型性中等偏上。

Only when humanity began to get its food in a more productive way was there time for other things.

第4段，第5句

本句涵盖了多种值得练习的成分：倒装结构中的主谓识别、“there be”句型中真正主语的定位、后置定语（“for other things”）、时间状语从句、不定式短语作宾语（“to get its food...”）。特别是倒装和“there be”句型的结合，是学生常见的易错点，训练价值较高。

When the competitive environment pushed our ancestors to achieve that potential, they could in turn afford more education.

第5段，第2句

“时间状语从句加主句”是非常常见的阅读句式，后面再配一个情态结构，也很有代表性。掌握这种读法后，迁移到许多考试句子都有效。

Thus poor countries might not be able to escape their poverty traps without political changes that may be possible only with broader formal education.

第5段，第4句

句子结构非常典型：主句包含情态动词表推测和条件状语，定语从句修饰名词并进一步限定其含义。这种在条件或原因状语中嵌套定语从句的句式，在考研和四六级阅读中高频出现，尤其是社科类文章。掌握后可迁移到大量类似句型的理解。

A lack of formal education, however, doesn't constrain the ability of the developing world's workforce to substantially improve productivity for the foreseeable future.

第5段，第5句

这种“抽象名词作主语 + 及物动词 + 长宾语内部层层修饰”的结构，在考试阅读里很常见。掌握后，处理类似的学术说明句会更稳。

On the contrary, constraints on improving productivity explain why education isn't developing more quickly there than it is.

第5段，第6句

句子涵盖主语、谓语、宾语（从句）、后置定语、状语（方式、地点、比较）等多种成分，且包含从句嵌套和比较结构的省略，成分种类较丰富。特别是比较状语从句的省略识别和宾语从句的划分，都是常见易错点，训练价值较高。

本篇出现的 68 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。

economic

B2

adj. 经济的

本篇8次·真题 98 句

productivity

B2

n. 生产率

本篇8次·真题 36 句

workforce

B2

n. （一国或一地区的）劳动力，劳动人口

本篇7次·真题 21 句

political

B1

adj. 政治的

本篇4次·真题 54 句

performance

B1

n. 表演

本篇4次·真题 30 句

system

A2

n. 系统

本篇3次·真题 107 句

better

A1

adj. 更好的（good 的比较级）

本篇3次·真题 70 句

formal

B1

adj. 正式的

本篇3次·真题 17 句

ancestor

B2

n. 祖先，祖宗

本篇3次·真题 9 句

author

A2

n. 作者

本篇2次·真题 209 句

growth

B1

n. 增长

本篇2次·真题 80 句

generation

B2

n. 一代人

本篇2次·真题 60 句

potential

B2

adj. 潜在的

本篇2次·真题 43 句

labor

B1

n. 劳动

本篇2次·真题 41 句

promote B2

v. 促进

本篇2次·真题 38 句

humanity B2

n. 人类 (总称)

本篇2次·真题 29 句

relationship B1

n. 关系

本篇2次·真题 28 句

educational B1

adj. 教育的

本篇2次·真题 26 句

construction B1

n. 建造

本篇2次·真题 24 句

priority B2

n. 优先事项

本篇2次·真题 17 句

economist B2

n. 经济学家

本篇2次·真题 14 句

politician B2

n. 政治家

本篇2次·真题 12 句

sufficient B2

adj. 足够的

本篇2次·真题 10 句

productive B2

adj. 富有成效的

本篇2次·真题 8 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 304 句

accord C1

n. (国家、团体间的) 协议

本篇1次·真题 172 句

researcher B2

n. 研究人员

本篇1次·真题 112 句

view A2

n. 观点, 看法

本篇1次·真题 91 句

demand B1

v. 坚决要求

本篇1次·真题 63 句

challenge B1

n. 挑战

本篇1次·真题 57 句

major B1

adj. 主要的

本篇1次·真题 56 句

pressure B1

n. 心理压力

本篇1次·真题 55 句

united B1

adj. 联合的

本篇1次·真题 52 句

evidence B1

n. 证据

本篇1次·真题 48 句

intellectual C1

adj. 智力的

本篇1次·真题 47 句

global B2

adj. 全球的

本篇1次·真题 44 句

states A1

n. 国家

本篇1次·真题 42 句

housing B1

n. 住房

本篇1次·真题 41 句

lack B1

v. 缺少

本篇1次·真题 41 句

increasingly B2

adv. 越来越;日益;不断增加地

本篇1次·真题 40 句

institution B2

n. 机构

本篇1次·真题 39 句

recently A2

adv. 最近

本篇1次·真题 37 句

reveal B2

v. 揭示

本篇1次·真题 35 句

quickly A2

adv. 快速地

本篇1次·真题 33 句

despite B1

prep. 尽管

本篇1次·真题 32 句

complex B2

adj. 复杂的, 难懂的

本篇1次·真题 31 句

importance

B1

n. 重要性

本篇1次·真题 31 句

finding

B2

n. 调查结果

本篇1次·真题 30 句

emerge

B2

v. 出现;浮现

本篇1次·真题 25 句

directly

B1

adv. 直接地

本篇1次·真题 23 句

thus

B2

adv. 因此, 所以

本篇1次·真题 22 句

widely

B1

adv. 广泛地

本篇1次·真题 21 句

broad

B1

adj. 宽阔的

本篇1次·真题 20 句

wrong

A2

adj. 错误的

本篇1次·真题 20 句

recession

C1

n. 经济衰退

本篇1次·真题 19 句

poverty

B2

n. 贫穷

本篇1次·真题 16 句

bias

B2

n. 偏见

本篇1次·真题 14 句

escape

A2

v. 逃跑;逃脱

本篇1次·真题 13 句

advanced

B2

adj. 先进的

本篇1次·真题 12 句

peak

B1

n. 山峰

本篇1次·真题 12 句

quote

B1

v. 引用

本篇1次·真题 12 句

suspect

B1

v. 怀疑

本篇1次·真题 12 句

counterpart

C1

n. 对应的人或物

本篇1次 · 真题 11 句

educated

B2

adj. 受过教育的

本篇1次 · 真题 11 句

conventional

B2

adj. 传统的

本篇1次 · 真题 10 句

trap

B1

n. 陷阱

本篇1次 · 真题 10 句

prior

B2

adj. 先前的，之前的

本篇1次 · 真题 9 句

contrary

B2

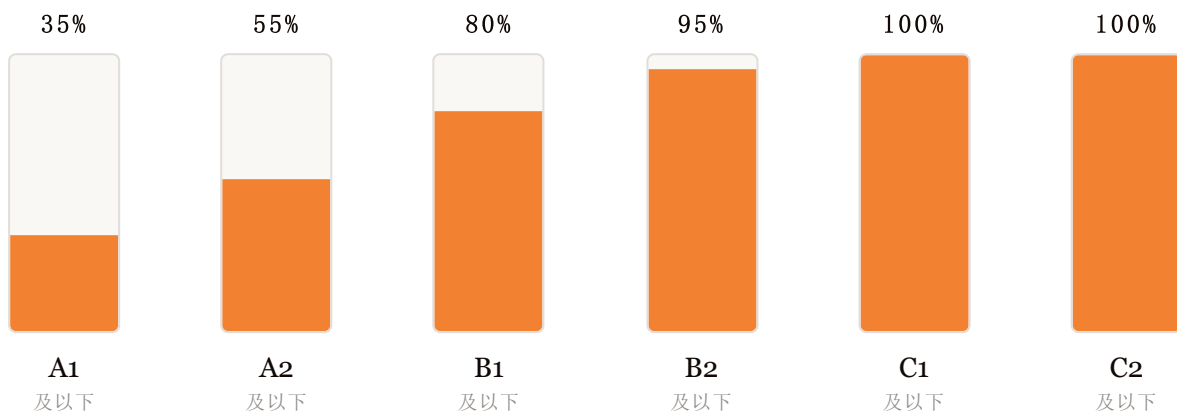
adj. 相反的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 218 词按 CEFR 难度累积覆盖

全文去重后共 **218** 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 10 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 218 个 · 末柱为 100%

去重总词数

218

B2 以上难词

5%

B1 及以下覆盖

80%

考研英语（旧卷） 2009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	选句填空（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 →

2009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2009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(2009)

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 The most thoroughly studied intellectuals in the history of the New World are the ministers and political leaders of seventeenth-century New England. According to the standard history of American philosophy, nowhere else in colonial America was "so much importance attached to intellectual pursuits." According to many books and articles, New England's leaders established the basic themes and preoccupations of an unfolding, dominant Puritan tradition in American intellectual life.

新大陆历史上研究最为透彻的知识分子群体是十七世纪新英格兰的牧师和政治领袖。根据美国哲学标准史的记载，在殖民地时期的美国，没有任何其他地方"对智力追求给予如此重视"。根据许多书籍和文章的说法，新英格兰的领袖们确立了美国知识生活中一个不断展开的、占主导地位的清教传统的基本主题和关注重点。

P2 To take this approach to the New Englanders normally means to start with the Puritans' theological innovations and their distinctive ideas about the church – important subjects that we may not neglect. But in keeping with our examination of southern intellectual life, we may consider the original Puritans as carriers of European culture, adjusting to New World circumstances. The New England colonies were the scenes of important episodes in the pursuit of widely understood ideals of civility and virtuosity.

以这种方式看待新英格兰人通常意味着要从清教徒的神学革新及其关于教会的独特观念入手——这些都是我们不可忽视的重要主题。但与我们对南部知识生活的考察保持一致，我们可以将最初的清教徒视为欧洲文化的传播者，他们在适应新大陆的环境。新英格兰殖民地是追求文明和美德这些被广泛认同的理想过程中的重要场景。

P3 The early settlers of Massachusetts Bay included men of impressive education and influence in England. Besides the ninety or so learned ministers who came to Massachusetts churches in the decade after 1629, there were political leaders like John Winthrop, an educated gentleman, lawyer, and official of the Crown before he journeyed to Boston. These men wrote and published extensively, reaching both New World and Old World audiences, and giving New England an atmosphere of intellectual earnestness. 马萨诸塞湾的早期定居者中包括在英格兰受过良好教育且颇具影响力的人士。除了1629年之后十年间来到马萨诸塞教会的约九十位博学的牧师外,还有像约翰·温思罗普这样的政治领袖,他在前往波士顿之前是一位受过教育的绅士、律师和王室官员。这些人著述颇丰并广泛出版,影响了新大陆和旧大陆的读者,使新英格兰充满了认真治学的氛围。

P4 We should not forget, however, that most New Englanders were less well educated. While few craftsmen or farmers, let alone dependents and servants, left literary compositions to be analyzed, it is obvious that their views were less fully intellectualized. Their thinking often had a traditional superstitious quality. A tailor named John Dane, who emigrated in the late 1630s, left an account of his reasons for leaving England that is filled with signs. Sexual confusion, economic frustrations, and religious hope – all came together in a decisive moment when he opened the Bible, told his father that the first line he saw would settle his fate, and read the magical words: "Come out from among them, touch no unclean thing, and I will be your God and you shall be my people." One wonders what Dane thought of the careful sermons explaining the Bible that he heard in Puritan churches.

然而,我们不应忘记大多数新英格兰人受教育程度较低。虽然很少有工匠或农民,更不用说仆役和佣人,留下可供分析的文学作品,但显然他们的观点缺乏充分的理性化。他们的思想往往带有传统的迷信色彩。一位名叫约翰·戴恩的裁缝在1630年代后期移民,他留下了一份说明离开英格兰原因的记录,其中充满了征兆。性困惑、经济挫折和宗教希望——所有这些在一个决定性时刻汇聚在一起,当时他打开圣经,告诉父亲他看到的第一行字将决定他的命运,然后读到了这些神奇的话语:"从他们中间出来,不要沾不洁之物,我将作你们的神,你们将作我的子民。"人们不禁想知道,戴恩对他在清教教会听到的那些仔细阐释圣经的布道作何感想。

P5 Meanwhile, many settlers had slighter religious commitments than Dane's, as one clergyman learned in confronting folk along the coast who mocked that they had not come to the New World for religion. "Our main end was to catch fish."

与此同时,许多定居者的宗教信仰不如戴恩那样虔诚,正如一位牧师在面对沿海地区的民众时所了解到的,这些人嘲笑说他们来新大陆不是为了宗教。"我们的主要目的是捕鱼。"

题目与逐题解析

36. The author holds that in the seventeenth-century New England_____

- [A] Puritan tradition dominated political life.
- [B] intellectual interests were encouraged.
- [C] politics benefited much from intellectual endeavors.
- [D] intellectual pursuits enjoyed a liberal environment.

作者认为在十七世纪的新英格兰_____

- A) 清教传统主导了政治生活。 B) 知识兴趣受到鼓励。 C) 政治从知识努力中获益良多。
- D) 知识追求享有自由的环境。

【答案】 B (细节题)

【判型】 The author holds that in the seventeenth-century New England____是个待补全的陈述句，不含 infer/imply/mainly about，属于对作者明确表达的客观信息做选择。

【拆句】 The author holds that in the seventeenth-century New England____是个『主句 + that 宾语从句』的待补全句；空位接的是宾语从句的谓语部分，意思要补成『作者认为 17 世纪新英格兰<怎么样>』，结构平铺直叙，无陷阱。

【定位】 According to the standard history of American philosophy, nowhere else in colonial America was "so much importance attached to intellectual pursuits."

据美国哲学的标准史所述，在殖民地时期的美洲，没有任何别的地方对知识追求给予如此之多的重视。

【选项】 A) 偷换概念

Puritan tradition dominated political life中『dominated political life（主导政治生活）』在第 1 段完全没有依据；原文只说清教传统主导了智识/思想生活dominant Puritan tradition in American intellectual life，不是政治生活。

B) ✓ 正确

so much importance attached to intellectual pursuits ↔

intellectual interests were encouraged

intellectual pursuits ↔ intellectual interests

预判的『知识追求受高度重视』几乎——对应到intellectual interests were encouraged，无需推断、最稳妥。

C) 无中生有

politics benefited much from intellectual endeavors中『政治从知识努力中获益良多』在首段没有任何对应表述，作者只谈对知识追求的重视，未谈两者间的受益关系。

D) 过度推断

intellectual pursuits enjoyed a liberal environment把『被重视』升级成『享有自由宽松的环境』，原文只有『被重视』而没说『自由』，属于过度推断。

37. It is suggested in Paragraph 2 that New Englanders____

[A] experienced a comparatively peaceful early history.

[B] brought with them the culture of the Old World.

[C] paid little attention to southern intellectual life.

[D] were obsessed with religious innovations.

第2段暗示新英格兰人____

A) 经历了相对和平的早期历史。 B) 带来了旧世界的文化。 C) 很少关注南方的知识生活。

D) 痴迷于宗教革新。

【答案】 B （细节题）

【判型】 It is suggested in Paragraph 2 that New Englanders____问的是段落里所建议/说明的内容，虽含 suggested 但被锁定在某段，仍按段内事实题处理。

【拆句】 It is suggested in Paragraph 2 that New Englanders___是『it is + 过去分词 + that 从句』的形式主语结构，真正主语是 that 从句；空位补的是 New Englanders 的谓语，要找第 2 段中对新英格兰人的核心定性。

【定位】 But in keeping with our examination of southern intellectual life, we may consider the original Puritans as carriers of European culture, adjusting to New World circumstances.

不过，与我们对南方知识生活的考察相一致，我们可以把最初的清教徒视为欧洲文化的承载者，他们在新世界的环境中加以调整。

【选项】 A) 无中生有

experienced a comparatively peaceful early history中『相对平和的早期历史』在第 2 段没有任何表达，段内谈的是文化承载与调整，不是历史氛围。

B) ✓ 正确

carriers of European culture ↔ brought with them the culture of the Old World

预判中的『把欧洲文化带过来』与brought with them the culture of the Old World 在动作主体、动作内容、对象上完全一致。

C) 与原文相反

原文是『与南方知识生活的考察保持一致』in keeping with our examination of southern intellectual life，意思是作者的研究方法和南方对齐；选项paid little attention to southern intellectual life却说『几乎不关注南方知识生活』，方向相反。

D) 过度推断

段中提到清教徒的神学创新等是important subjects that we may not neglect，意思是不应忽视，并不等于『沉迷/痴迷』；选项were obsessed with religious innovations中obsessed程度过重。

38. The early ministers and political leaders in Massachusetts Bay_____

- [A] were famous in the New World for their writings.
- [B] gained increasing importance in religious affairs.
- [C] abandoned high positions before coming to the New World.
- [D] created a new intellectual atmosphere in New England.

马萨诸塞湾的早期牧师和政治领袖_____

- A) 因其著作在新世界闻名。 B) 在宗教事务中日益重要。 C) 在来到新世界之前放弃了高位。
- D) 在新英格兰创造了一种新的知识氛围。

【答案】 D (细节题)

【判型】 The early ministers and political leaders in Massachusetts Bay___待补全句，问『这群人具体做了什么』，是对文段客观陈述的复述选择。

【拆句】 The early ministers and political leaders in Massachusetts Bay___主语是由 and 并列的两类人，谓语就是要补的空；理解时把两类人合在一起当一个主语处理即可，无陷阱。

【定位】 These men wrote and published extensively, reaching both New World and Old World audiences, and giving New England an atmosphere of intellectual earnestness.

这些人著述并出版甚丰，受众覆盖新旧两大陆，并赋予新英格兰一种知识严肃认真的气氛。

【选项】 A) 以偏概全

原文说他们的著作reaching both New World and Old World audiences，影响及于新旧两大陆；选项were famous in the New World for their writings只说在新世界出名，把影响范围缩到一半，且 famous 也无原文明文依据，属以偏概全。

B) 无中生有

gained increasing importance in religious affairs中『在宗教事务中重要性日益增加』在第3段没有任何对应；段中只谈他们著述影响和智识氛围，没说他们在宗教中地位变化。

C) 过度推断

原文说 John Winthrop an educated gentleman, lawyer, and official of the Crown before he journeyed to Boston，说明他来新世界之前担任王室官员；并未说他『放弃高位』，文段只交代身份并未说他放弃。选项abandoned high positions before coming to the New World强加 abandoned 这一动作。

D) ✓ 正确

giving New England an atmosphere of intellectual earnestness ↔

created a new intellectual atmosphere in New England

wrote and published extensively ↔ **created a new intellectual atmosphere in New England**

预判中的『营造出新英格兰的智识氛围』完全对应created a new intellectual atmosphere in New England。

39. The story of John Dane shows that less well-educated New Englanders were often ____

- [A] influenced by superstitions.
- [B] troubled with religious beliefs.
- [C] puzzled by church sermons.
- [D] frustrated with family earnings.

约翰·丹恩的故事表明受教育程度较低的新英格兰人常常 ____

A) 受到迷信的影响。 B) 为宗教信仰所困扰。 C) 对教堂布道感到困惑。 D) 对家庭收入感到沮丧。

【答案】 A (例证目的题)

【判型】 题干The story of John Dane shows that明示 Dane 的故事是论据，问的是它『证明了什么』，是典型的『例子→论点』题。

【拆句】 The story of John Dane shows that less well-educated New Englanders were often ____ 主语是 The story of John Dane，谓语 shows 引出宾语从句；从句主语是受教育较少的新英格兰人，谓语 were often 后接空白，要补的是该群体的常见特征，注意 often 暗示这是共性而非个例。

【定位】 Their thinking often had a traditional superstitious quality. A tailor named John Dane, who emigrated in the late 1630s, left an account of his reasons for leaving England that is filled with signs.

他们的思想往往带有传统的迷信色彩。一位叫 John Dane 的裁缝在 1630 年代晚期移民，他留下了一份关于自己离开英格兰原因的记述，其中充满了各种预兆。

【选项】 A) ✓ 正确

Their thinking often had a traditional superstitious quality ↔ **influenced by superstitions**
filled with signs ↔ **influenced by superstitions**

预判中的『迷信色彩』直接对应 A 项的 superstitions，例子和论点双重支撑，A 最稳。

B) 与原文相反

原文说 Sexual confusion, economic frustrations, and religious hope——宗教是 hope（希望），不是 troubled（困扰）；选项 troubled with religious beliefs 在情感方向上与原文相反。

C) 张冠李戴

段末 One wonders what Dane thought of the careful sermons explaining the Bible that he heard in Puritan churches 是作者本人在好奇/揣测 Dane 对布道的看法，并不等于 Dane 本人被布道弄糊涂；选项 puzzled by church sermons 张冠李戴。

D) 偷换概念

原文是 economic frustrations——泛指经济上的挫折；选项 frustrated with family earnings 把它具体化为『家庭收入』，偷换了概念范围；且 family earnings 也不是文本所言。

40. The text suggests that early settlers in New England ____

- [A] were mostly engaged in political activities.
- [B] were motivated by an illusory prospect.
- [C] came from different intellectual backgrounds.
- [D] left few formal records for later reference.

文章表明新英格兰的早期定居者 ____

- A) 大多从事政治活动。 B) 受到虚幻前景的驱使。 C) 来自不同的知识背景。
- D) 为后人留下的正式记录很少。

【答案】 C （主旨题）

【判型】 The text suggests that early settlers in New England ____ 要求对全文谈到的早期定居者做整体归纳，主语 the text + 全文性话题双重信号锁定主旨题。

【拆句】 The text suggests that early settlers in New England ____ 是『主语 + suggests + that 宾语从句』结构，从句主语 early settlers in New England 接待补谓语；意思上要补『文章暗示这些定居者<整体上是怎样的>』，结构平铺直叙，无陷阱。

【选项】 A) 以偏概全

were mostly engaged in political activities中『大多从事政治活动』只能对应第3段中的政治领袖部分，无法覆盖第4段工匠/农民和第5段渔民；且 mostly 在原文也无依据。

B) 过度推断

were motivated by an illusory prospect中『被一种虚幻的前景驱动』是负面评价；原文虽提到religious hope，但作者未将其定性为『虚幻』，第5段中 catch fish 更是实在的世俗动机，与 illusory 相反。

C) ✓ 正确

These men wrote and published extensively ↔ **came from different intellectual backgrounds**
Their thinking often had a traditional superstitious quality ↔
came from different intellectual backgrounds

Our main end was to catch fish ↔ **came from different intellectual backgrounds**

C 是唯一能同时覆盖第3、4、5段三类人的归纳；其它选项要么只覆盖某一段，要么与原文不符。

D) 以偏概全

原文是While few craftsmen or farmers, let alone dependents and servants, left literary compositions to be analyzed，只说工匠和农民等基层人留下的文字少，并未说全体早期定居者『几乎没留下正式记录』；第3段明确说牧师和政治领袖wrote and published extensively，与D项相矛盾。

SENTENCE INSIGHTS • 句子精讲

8 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。

According to the standard history of American philosophy, nowhere else in colonial America was "so much importance attached to intellectual pursuits."

第1段，第2句

涵盖完全倒装、被动语态、主语后置、多重状语（地点状语 "nowhere..." 和 "to..."、来源状语 "According to..."）等多种成分特征；是练习倒装句主语识别和状语区分的优质例句。

But in keeping with our examination of southern intellectual life, we may consider the original Puritans as carriers of European culture, adjusting to New World circumstances.

第2段，第2句

"consider + 宾语 + as + 补语" 结构在四六级和考研阅读中频繁出现，介词短语前置作状语和现在分词作伴随状语也是典型书面语句式，掌握后可大量复用。

Besides the ninety or so learned ministers who came to Massachusetts churches in the decade after 1629, there were political leaders like John Winthrop, an educated gentleman, lawyer, and official of the Crown before he journeyed to Boston.

第3段，第2句

本句结构在四六级和考研真题中具有高度代表性：there be 句型搭配长状语、定语从句修饰名词、时间状语从句补充背景，这些都是学术文本和历史叙述中的常见句式。掌握本句的分析方法可直接迁移到大量同类长难句。

These men wrote and published extensively, reaching both New World and Old World audiences, and giving New England an atmosphere of intellectual earnestness.

第3段，第3句

简单句 + 并列谓语 + 分词短语作状语，是四六级和考研阅读中常见的句式。特别是现在分词短语作伴随状语这一结构，在真题中出现频率很高，掌握后可以迁移到大量类似句子的理解中。

We should not forget, however, that most New Englanders were less well educated.

第4段，第1句

本句结构为"主句 + 宾语从句"，符合四六级和考研阅读中常见的复杂句模式。情态动词 should 表达建议、that 引导的宾语从句作动词宾语、插入语 however 表示转折，这些都是考试中高频出现的句式特征。从句内主系表结构和比较级 less well educated 也是常见表达。整体句式典型性较高，学习者掌握后可在大量真题句中复用这些识别方法，代表性较强。

While few craftsmen or farmers, let alone dependents and servants, left literary compositions to be analyzed, it is obvious that their views were less fully intellectualized.

第4段，第2句

形式主语加主语从句 ("it is + 形容词 + that") 和让步状语从句 ("While") 都是考试中高频出现的句式。这种结构在学术文本和考试阅读材料中极为常见，掌握后可迁移到大量类似句子。句式具有很强的代表性和复用价值。

Sexual confusion, economic frustrations, and religious hope – all came together in a decisive moment when he opened the Bible, told his father that the first line he saw would settle his fate, and read the magical words: "Come out from among them, touch no unclean thing, and I will be your God and you shall be my people."

第4段，第5句

句子覆盖并列主语、破折号强调、时间状语从句、双宾语结构、宾语从句、省略关系代词的定语从句、同位语等多种成分和结构，且包含易错点（如破折号后 all 的作用、双宾语识别、关系代词省略），是综合练习句子成分划分的优质材料

Meanwhile, many settlers had slighter religious commitments than Dane's, as one clergyman learned in confronting folk along the coast who mocked that they had not come to the New World for religion.

第5段，第1句

多层嵌套从句(状语从句套定语从句再套宾语从句)是四六级和考研阅读中的高频句式,且本句展示的"as"引导方式状语、"who"引导限制性定语从句、"that"引导宾语从句均为标准用法。掌握本句的拆解方法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 68 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。

intellectual

C1

adj. 智力的

本篇11次·真题 47 句

political

B1

adj. 政治的

本篇5次·真题 54 句

religious

B1

adj. 宗教的

本篇5次·真题 15 句

less

A1

det. 较少的

本篇3次·真题 150 句

pursuit

B2

n. 追求

本篇3次·真题 16 句

minister

B2

n. 部长

本篇3次·真题 11 句

accord

C1

n. (国家、团体间的) 协议

本篇2次·真题 172 句

innovation

B2

n. 创新;革新(指行为或过程)

本篇2次·真题 33 句

importance

B1

n. 重要性

本篇2次·真题 31 句

tradition

B1

n. 传统

本篇2次·真题 20 句

educated

B2

adj. 受过教育的

本篇2次·真题 11 句

bay

B2

n. 海湾

本篇2次·真题 10 句

atmosphere

B2

n. 气氛

本篇2次·真题 8 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

economic

B2

adj. 经济的

本篇1次·真题 98 句

view A2

n. 观点, 看法

本篇1次·真题 91 句

benefit B1

n. 好处

本篇1次·真题 88 句

decade B1

n. 十年

本篇1次·真题 61 句

publish B1

v. 出版, 发行 (书籍、杂志等)

本篇1次·真题 52 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇1次·真题 51 句

quality A2

n. 质量

本篇1次·真题 45 句

gain B1

v. 获得, 赢得

本篇1次·真题 43 句

account A2

n. 账户

本篇1次·真题 42 句

official B1

adj. 官方的

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

thinking A2

n. 思考

本篇1次·真题 33 句

writing A2

n. 写作

本篇1次·真题 33 句

lawyer B1

n. 律师

本篇1次·真题 29 句

traditional B1

adj. 传统的

本篇1次·真题 28 句

establish B2

v. 建立, 创立 (组织、机构、关系等)

本篇1次·真题 27 句

belief B1

n. 相信

本篇1次·真题 25 句

prospect B2

n. 可能性

本篇1次·真题 25 句

analyze B2

v. 分析

本篇1次·真题 21 句

widely B1

adv. 广泛地

本篇1次·真题 21 句

ideal B2

adj. 理想的

本篇1次·真题 20 句

politics B1

n. 政治

本篇1次·真题 20 句

engage B2

v. 参与;从事

本篇1次·真题 19 句

liberal C1

adj. 开明的

本篇1次·真题 19 句

original B1

adj. 最初的, 原始的

本篇1次·真题 19 句

fully B1

adv. 完全地

本篇1次·真题 18 句

formal B1

adj. 正式的

本篇1次·真题 17 句

obvious B1

adj. 明显的

本篇1次·真题 17 句

audience A2

n. 观众

本篇1次·真题 16 句

neglect B2

v. 忽视;疏忽

本篇1次·真题 16 句

literary B2

adj. 文学的

本篇1次·真题 15 句

adjust B2

v. 调整

本篇1次·真题 14 句

mostly B1

adv. 主要地

本篇1次·真题14句

meanwhile B1

adv. 与此同时

本篇1次·真题13句

circumstance B2

n. 情况

本篇1次·真题12句

dominant C1

adj. 占主导地位的

本篇1次·真题12句

attach B1

v. 贴上;系上;附上

本篇1次·真题10句

reference B1

n. 提及

本篇1次·真题10句

religion B1

n. 宗教

本篇1次·真题10句

scene A2

n. 场景

本篇1次·真题10句

settle B1

v. 解决(争端、问题)

本篇1次·真题10句

abandon B2

v. 离弃

本篇1次·真题9句

dependent B2

adj. 依靠的

本篇1次·真题9句

dominate B2

v. 控制

本篇1次·真题9句

folk B1

n. 人们

本篇1次·真题9句

increasing B1

adj. 越来越多的

本篇1次·真题9句

philosophy B2

n. 哲学

本篇1次·真题9句

commitment B2

n. 承诺

本篇1次·真题8句

endeavor

C1

v. 努力

本篇1次 · 真题 8 句

frustration

B2

n. 挫败感

本篇1次 · 真题 8 句

journey

A2

n. 旅行, 旅程

本篇1次 · 真题 8 句

motivate

B2

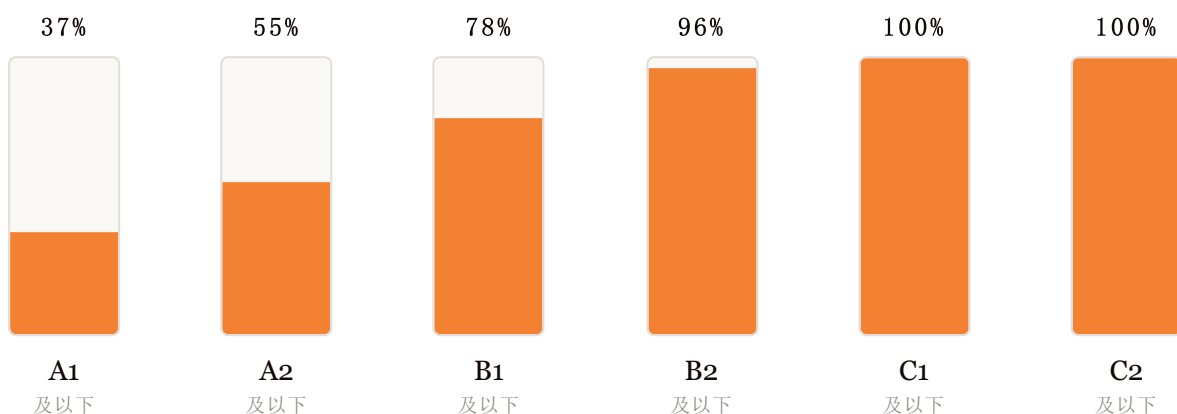
v. 激励

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 240 词按 CEFR 难度累积覆盖

全文去重后共 **240** 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 10 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 240 个 · 末柱为 100%

去重总词数

240

B2 以上难词

4%

B1 及以下覆盖

78%

考研英语（旧卷） 2009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	选句填空（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 →

2009年 考研英语（旧卷）选句填空（7选5） Section II Part B · 41–45 题答案与解析

BLANKS & ANALYSIS • 选句填空题和解析

选句填空题和解析 · 41–45 题

本页 41–45 题的正确选句与逐空解析由懒笔记基于2009年 考研英语（旧卷）选句填空（7选5）原卷逐空核对整理。与试卷排版同一卷面：Directions、6 段带空原文（逐段附中文翻译）与 A~G 共 7 个候选句连续排印；卷面下方逐空紧跟解析——正确候选句及其其中译、空位结构功能、缺口分析、衔接线索、缝合依据，以及最具迷惑性竞争项的逐个辨析与代入验证。

考研真题(2009)

Section II Part B

Directions:

In the following text, some segments have been removed. For Questions 41-45, choose the most suitable one from the list A-G to fit into each of the numbered blanks. There are two extra choices, which do not fit in any of the blanks. Mark your answers on ANSWER SHEET 1. (10 points)

Coinciding with the groundbreaking theory of biological evolution proposed by British naturalist Charles Darwin in the 1860s, British social philosopher Herbert Spencer put forward his own theory of biological and cultural evolution. Spencer argued that all worldly phenomena, including human societies, changed over time, advancing toward perfection. (41)_____

与英国博物学家查尔斯·达尔文在19世纪60年代提出的开创性生物进化理论同时,英国社会哲学家赫伯特·斯宾塞提出了他自己的生物和文化进化理论。斯宾塞认为所有世间现象,包括人类社会,都会随时间变化,朝着完美的方向发展。他认为人类进化的特征是一种他称之为"适者生存"的斗争,在这种斗争中,较弱的种族和社会最终必然被更强大、更先进的种族和社会所取代。

American social scientist Lewis Henry Morgan introduced another theory of cultural evolution in the late 1800s. Morgan helped found modern anthropology – the scientific study of human societies, customs and beliefs – thus becoming one of the earliest anthropologists. In his work, he attempted to show how all aspects of culture changed together in the evolution of societies. (42)_____

美国社会科学家路易斯·亨利·摩尔根在19世纪晚期提出了另一种文化进化理论。摩尔根帮助创立了现代人类学——对人类社会、习俗和信仰的科学研究——从而成为最早的人类学家之一。在他的研究中,他试图展示文化的所有方面如何在社会进化中共同变化。因此,在他看来,文化的各个方面,如家庭结构、婚姻形式、亲属关系类别、财产所有权、政府形式、技术以及食物生产系统,都会随着社会的进化而变化。

In the early 1900s in North America, German-born American anthropologist Franz Boas developed a new theory of culture known as historical particularism. Historical particularism, which emphasized the uniqueness of all cultures, gave new direction to anthropology. (43)_____

在20世纪初的北美,德裔美国人类学家弗朗茨·博厄斯发展了一种被称为历史特殊论的新文化理论。历史特殊论强调所有文化的独特性,为人类学指明了新方向。其他人类学家认为文化创新,如发明,有单一起源并在

社会间传播。这一理论被称为传播论。

Boas felt that the culture of any society must be understood as the result of a unique history and not as one of many cultures belonging to a broader evolutionary stage or type of culture. (44)_____

博厄斯认为任何社会的文化都必须被理解为独特历史的结果,而不是属于更广泛进化阶段或文化类型的众多文化之一。为了尽可能完整地研究特定文化,他精通语言学——对语言的研究,以及体质人类学——对人类生物学和解剖学的研究。

Historical particularism became a dominant approach to the study of culture in American anthropology, largely through the influence of many students of Boas. But a number of anthropologists in the early 1900s also rejected the particularist theory of culture in favor of diffusionism. Some attributed virtually every important cultural achievement to the inventions of a few, especially gifted peoples that, according to diffusionists, then spread to other cultures. (45)_____

历史特殊论成为美国人类学中文化研究的主导方法,这主要是通过博厄斯许多学生的影响。但20世纪初的一些人类学家也拒绝文化的特殊论理论而支持传播论。一些人将几乎每一项重要的文化成就都归功于少数特别有天赋的民族的发明,根据传播论者的观点,这些发明随后传播到其他文化。例如,英国人类学家格拉夫顿·埃利奥特·史密斯和W. J. 佩里在信息不足的基础上错误地提出,农业、陶器制作和冶金术都起源于古埃及并传播到世界各地。事实上,所有这些文化发展都是在世界许多地区的不同时期分别发生的。

Also in the early 1900s, French sociologist Émile Durkheim developed a theory of culture that would greatly influence anthropology. Durkheim proposed that religious beliefs functioned to reinforce social solidarity. An interest in the relationship between the function of society and culture became a major theme in European, and especially British, anthropology.

同样在20世纪初,法国社会学家埃米尔·迪尔凯姆发展了一种对人类学产生重大影响的文化理论。迪尔凯姆提出宗教信仰的功能是加强社会团结。对社会功能与文化之间关系的兴趣成为欧洲,尤其是英国人类学的一个主要主题。

- [A] Other anthropologists believed that cultural innovations, such as inventions, had a single origin and passed from society to society. This theory was known as diffusionism.
- [B] In order to study particular cultures as completely as possible, he became skilled in linguistics, the study of languages, and in physical anthropology, the study of human biology and anatomy.
- [C] He argued that human evolution was characterized by a struggle he called the "survival of the fittest," in which weaker races and societies must eventually be replaced by stronger, more advanced races and societies.
- [D] They also focused on important rituals that appeared to preserve a people's social structure, such as initiation ceremonies that formally signify children's entrance into adulthood.
- [E] Thus, in his view, diverse aspects of culture, such as the structure of families, forms of marriage, categories of kinship, ownership of property, forms of government, technology, and systems of food production, all changed as societies evolved.
- [F] Supporters of the theory viewed culture as a collection of integrated parts that work together to keep a society functioning.

[G] For example, British anthropologists Grafton Elliot Smith and W. J. Perry incorrectly suggested, on the basis of inadequate information, that farming, pottery making, and metallurgy all originated in ancient Egypt and diffused throughout the world. In fact, all of these cultural developments occurred separately at different times in many parts of the world.

41. (41)_____

【答案】 [C] 段末

【正确句】 He argued that human evolution was characterized by a struggle he called the "survival of the fittest," in which weaker races and societies must eventually be replaced by stronger, more advanced races and societies.

他认为人类进化的特点是一种他称之为"适者生存"的斗争,在这种斗争中,较弱的种族和社会最终必然被更强大、更先进的种族和社会所取代。

【缺口】 承接 Spencer「万物向完善前进」, 补一句他进化论的具体内容

空前一句是 Spencer argued that all worldly phenomena, including human societies, changed over time, advancing toward perfection——交代了 Spencer 进化论的总纲: 万物随时间向完善发展。第1段到此结束, 第2段另起讲 Morgan。因此这个段末空要补一句继续展开 Spencer 进化思想的话, 把「向完善前进」具体化为他理论的某个核心命题。

【线索】 结构功能 段末位置 + 下段换主角, 定本空为 Spencer 进化论的延展句

本空处在第1段末 advancing toward perfection. __(41)__, 其后第2段开头另起 American social scientist Lewis Henry Morgan introduced another theory。结构上本空夹在「Spencer 总纲」与「下一位学者登场」之间, 要求正确句仍在讲 Spencer 的进化主张, 是对上文的延展, 而非转向新人。

词汇复现 advancing toward perfection 呼应「由弱到强、更先进」的进化措辞

空前句 changed over time, advancing toward perfection 给出「随时间向更高级发展」的语义, 正确句应复现这一进化逻辑——出现「更强、更先进」「被取代 / 淘汰」一类与「向完善前进」同向的措辞, 把 Spencer 笼统的进化观落到一个具体机制上。

代词指代 正确句宜用 He 承指上文唯一男性学者 Spencer

本段主语自始至终是 Herbert Spencer 一人, 正确句若以 He 开头主张某观点, 这个 He 能顺势在上文找到唯一先行词 Spencer, 衔接自然; 据此正确句很可能是一句以 He 引导的、陈述 Spencer 进一步主张的话。

【依据】 He 承指 Spencer + survival of the fittest 把「向完善前进」机制化, 逐条对上

句首 He argued 的 He 在上文唯一落实为 Herbert Spencer, 代词有着落; survival of the fittest 与 weaker ... replaced by stronger, more advanced races and societies 正是把空前句 advancing toward perfection 的笼统说法机制化——弱者被强者、更先进者取代, 话题词同向复现。结构上它续讲 Spencer、不抢下段 Morgan 的戏, 段末延展功能也对上。三类线索全中。

【竞争】 [E] Thus 表总结、his 无明确男性着落，逻辑功能与本空不符

Thus, in his view, diverse aspects of culture ... all changed as societies evolved 谈的是「文化各方面随社会演进一同变化」，与第2段 Morgan show how all aspects of culture changed together 才是直接呼应，话题其实指向 Morgan 而非 Spencer。它句首 Thus 要求紧接一段可被总结的铺陈，而本空前只有 Spencer 一句总纲，尚无可供 Thus 收束的细节，逻辑功能错位。看着像是因为同含「进化」字眼，差在话题主角与逻辑角色都不对。

【验证】 代入后：advancing toward perfection → He argued that human evolution was characterized by a struggle he called the "survival of the fittest", He 接住上文 Spencer, survival of the fittest 把「向完善前进」具体化，接得上上文；其后第2段 American social scientist Lewis Henry Morgan introduced another theory 用 another theory 把话题平稳交给下一位学者，本句作为 Spencer 段的收束也接得下下文。代词有着落、进化话题不岔，全局自洽。

42. (42)_____

【答案】 [E] 段末

【正确句】 Thus, in his view, diverse aspects of culture, such as the structure of families, forms of marriage, categories of kinship, ownership of property, forms of government, technology, and systems of food production, all changed as societies evolved.

因此,在他看来,文化的各个方面,如家庭结构、婚姻形式、亲属关系类别、财产所有权、政府形式、技术以及食物生产体系,都随着社会的演化而改变。

【缺口】 承接 Morgan「展示文化各方面如何共同变化」, 补一句把这点铺开的总结

空前句是 he attempted to show how all aspects of culture changed together in the evolution of societies, 点明 Morgan 理论的核心命题: 文化所有方面在社会进化中一同变化。第2段到此结束, 第3段另起讲 Boas。因此本段末空要补一句对 Morgan 这一命题的展开或总结, 把「各方面一同变化」具体化或收束。

【线索】 词汇复现 all aspects of culture changed together 在正确句应再次出现

空前句 all aspects of culture changed together in the evolution of societies 是本空的核心复现锚点, 正确句应再次提到「文化的各个方面」「随社会演进一起变化」这一组词, 把抽象的 all aspects 列举或重申一遍。

逻辑连接 前句给出命题, 本空宜用「因此」承接作推论/展开

空前句 he attempted to show how all aspects of culture changed together 是 Morgan 想论证的命题, 本空与它构成「提出命题 → 因此其各方面如何如何」的推论关系, 要求正确句带 Thus / 因此 一类承上推论的连接词。

代词指代 正确句宜用 his 承指本段唯一男性学者 Morgan

本段主角是 Lewis Henry Morgan 一人, 正确句若用 in his view 一类说法陈述「他的观点」, 这个 his 能在上文唯一落实为 Morgan, 衔接顺畅; 据此正确句很可能含一个指代 Morgan 的 his。

【依据】 Thus 承推论 + diverse aspects of culture...all changed 复现前句, 逐条吻合

Thus, in his view, diverse aspects of culture ... all changed as societies evolved 句首 Thus 紧承前句命题作推论; his 在上文唯一落实为 Lewis Henry Morgan; diverse aspects of culture、all changed as societies evolved 与空前句 all aspects of culture changed together in the evolution of societies 几乎逐词复现, 并把抽象的 all aspects 用 families、marriage、kinship 等清单坐实。逻辑、代词、词汇三类线索全中。

【竞争】 [B] he 指向「研究特定文化」者, 话题是历史特殊论而非 Morgan 的共变命题

study particular cultures as completely as possible 中的 particular 指向「历史特殊论」, 描述的是一位为完整研究单个文化而精通语言学、体质人类学的学者, 这与 Boas 段呼应, 而非 Morgan 的「文化各方面共同进化」。它句中 he became skilled 的 he 若放本空, 会被误读为 Morgan, 但内容(学语言学、解剖学以钻研特定文化)与 Morgan 命题毫不衔接。看着像是因为同有 he、同讲某学者, 差在话题完全岔到了历史特殊论。

【验证】 代入后：all aspects of culture changed together in the evolution of societies → Thus, in his view, diverse aspects of culture ... all changed as societies evolved, Thus 承上推论、his 接住 Morgan、各方面清单复现并坐实前句命题，接得上上文；其后第3段 German-born American anthropologist Franz Boas developed a new theory 另起新学者，本句作 Morgan 段收束也接得下下文。话题不岔、代词有着落，自治。

43. (43)_____

【答案】 [A] 段末

【正确句】 Other anthropologists believed that cultural innovations, such as inventions, had a single origin and passed from society to society. This theory was known as diffusionism.

其他人类学家认为文化革新,如发明创造,具有单一起源并在不同社会之间传播。这一理论被称为传播论。

【缺口】 Boas 历史特殊论已登场, 本空补一句承上启下、引出与之并列/对立的另一群人

空前句是 Historical particularism, which emphasized the uniqueness of all cultures, gave new direction to anthropology——交代 Boas 的历史特殊论强调文化独特性、给人类学指出新方向。第3段到此结束, 第4段开头 Boas felt that the culture of any society must be understood as the result of a unique history 仍在讲 Boas。本段末空要补一句承上的话: 既呼应上文学派之争的格局, 又能为后文铺垫。

【线索】 逻辑连接 上文立起历史特殊论, 本空宜用 Other 引出对立的另一群人

空前句 Historical particularism, which emphasized the uniqueness of all cultures 立起一种鲜明立场, 本空与它构成对照关系, 要求正确句带 Other / 另一些 一类标记, 引出与历史特殊论持不同主张的另一群人类学家。

结构功能 本空要为后文「扩散论」埋名, 是引出新理论的命名句

后文第5段反复出现 rejected the particularist theory of culture in favor of diffusionism, 说明扩散论是与历史特殊论对立的关键概念。本空处在该对立正式展开之前, 结构上承担「点出并命名这一对立理论」的功能, 正确句应是给某个理论命名 (...was known as...) 的总起句。

【依据】 Other anthropologists 引出对立群体 + This theory was known as diffusionism 命名, 逐条对上

Other anthropologists believed 的 Other 紧承上文历史特殊论, 引出持不同主张的另一群人, 逻辑对照成立; This theory was known as diffusionism 正式给该理论命名, 恰好为第5段 rejected the particularist theory of culture in favor of diffusionism 的展开埋下名号, 结构上的命名/承启功能完全吻合。逻辑连接与结构功能两类线索全中。

【竞争】 [G] For example 需先有概括论断才能举例, 本空上文尚未立起可被例证的扩散论

For example, British anthropologists Grafton Elliot Smith and W. J. Perry incorrectly suggested 是为「扩散论」举的具体例子, 而例子必须紧跟在它例证的一般论断之后。本空(第3段末)上文讲的还是历史特殊论, 尚未提出可供 For example 例证的扩散论概括。把 G 放这里, 例子会悬空。它看着像是因同含 diffuse/扩散意味, 差在举例句不能充当引出新理论的命名句, 逻辑顺序颠倒。

【验证】 代入后：Historical particularism, which emphasized the uniqueness of all cultures, gave new direction to anthropology → Other anthropologists believed that cultural innovations ... had a single origin and passed from society to society. This theory was known as diffusionism., Other 把话题从历史特殊论对照转到另一群人，接得上上文，并用 diffusionism 命名为后文铺路；其后第4段虽回头补讲 Boas，但第5段 in favor of diffusionism 正是承接本句命名展开，全局上 A 是「先命名、后展开」链条的起点，自洽。

44. (44)_____

【答案】 [B] 段末

【正确句】 In order to study particular cultures as completely as possible, he became skilled in linguistics, the study of languages, and in physical anthropology, the study of human biology and anatomy.

为了尽可能完整地研究特定文化,他精通语言学(对语言的研究)和体质人类学(对人类生物学和解剖学的研究)。

【缺口】 承接 Boas 「文化须作为独特历史的结果来理解」, 补一句他为此采取的研究做法

空前句是 Boas felt that the culture of any society must be understood as the result of a unique history and not as one of many cultures belonging to a broader evolutionary stage——讲 Boas 主张每个文化要作为其独特历史的结果来理解。第4段到此结束, 第5段另起讲历史特殊论的传播与扩散论。本段末空要补一句顺着 Boas 这一主张往下、说明他为落实「研究独特文化」而具体怎么做的话。

【线索】 代词指代 正确句的 he 须承指本段唯一男性学者 Boas

第4段主角是 Boas 一人(以 he 行文), 正确句若以 he 陈述「他做了什么」, 这个 he 能在上文唯一落实为 Boas; 据此正确句很可能含一个指代 Boas 的 he。

词汇复现 a unique history / uniqueness 与正确句 particular cultures 同义呼应

空前句 the result of a unique history 与本段所属理论 emphasized the uniqueness of all cultures 都强调「独特 / 特定」, 正确句应复现这一语义——出现 particular cultures 一类说法, 表明它要讲的正是 Boas 为研究「特定文化」而采取的手段。

【依据】 he 承指 Boas + particular cultures 复现独特性 + 给出具体研究做法, 逐条对上

he became skilled in linguistics ... and in physical anthropology 的 he 在上文唯一落实为 Boas; study particular cultures as completely as possible 的 particular 复现 a unique history、the uniqueness of all cultures 的独特性主题; 内容上它正是 Boas 为贯彻「按独特历史理解文化」而采取的具体做法(精通语言学、体质人类学)。代词、词汇、结构功能三类线索全中。

【竞争】 [D] They also 要复数先行词且要上文已说过另一关注点, 本空上文只有单数 Boas

They also focused on important rituals 的 They 是复数, 需在上文找到一个群体作先行词, 可第4段主角是单数的 Boas (he), They 在此无着落; also 还要求上文已讲过「他们关注的另一件事」, 本空前并无这样的内容可被 also 承接。它看着像是因同讲「研究 / 关注某文化现象」, 差在代词数不符、also 无承接对象。

【验证】 代入后：must be understood as the result of a unique history → In order to study particular cultures as completely as possible, he became skilled in linguistics ... and in physical anthropology, he 接住 Boas、particular cultures 复现独特性主题、并顺势讲出他为此学语言学与体质人类学的做法，接得上上文；其后第5段 Historical particularism became a dominant approach 转入该学派的影响与流传，本句作 Boas 个人研究做法的收束也接得下下文。代词有着落、独特性话题连贯，自洽。

45. (45)_____

【答案】 [G] 段末

【正确句】 For example, British anthropologists Grafton Elliot Smith and W. J. Perry incorrectly suggested, on the basis of inadequate information, that farming, pottery making, and metallurgy all originated in ancient Egypt and diffused throughout the world. In fact, all of these cultural developments occurred separately at different times in many parts of the world.

例如,英国人类学家Grafton Elliot Smith和W. J. Perry在信息不充分的基础上错误地认为,农业、制陶和冶金术都起源于古埃及并传播到世界各地。事实上,所有这些文化发展都在世界许多地方的不同时期分别独立发生。

【缺口】 承接「少数天才民族发明、再扩散」的扩散论概括, 补一个具体例子

空前句是 Some attributed virtually every important cultural achievement to the inventions of a few, especially gifted peoples that ... then spread to other cultures ——这是对扩散论的一般性概括: 把重要文化成就归于少数有天赋民族的发明、再扩散开去。第5段到此结束, 第6段另起讲 Durkheim。本段末空要补一句为这条概括举出的具体例证。

【线索】 逻辑连接 前句是一般论断, 本空宜用 For example 配具体例子

空前句 Some attributed virtually every important cultural achievement to the inventions of a few ... then spread to other cultures 是一句概括论断, 本空与它构成「概括 → 举例」关系, 要求正确句带 For example 一类举例标记, 给出落到具体的人和事的例证。

词汇复现

inventions / spread to other cultures 在正确句应以 originated/diffused 复现

空前句的 the inventions of a few 与 then spread to other cultures 是本空核心复现锚点, 正确句应再次出现「起源于某地、扩散到别处」的同义说法 (originated ... diffused throughout the world), 用具体例子坐实「单一起源、再扩散」。

【依据】 For example 配例 + originated...diffused 复现「单一起源、扩散」, 逐条对上

For example, British anthropologists Grafton Elliot Smith and W. J. Perry ... suggested ... that farming, pottery making, and metallurgy all originated in ancient Egypt and diffused throughout the world 句首 For example 紧承前句概括举例; originated in ancient Egypt and diffused throughout the world 正是空前句 the inventions of a few ... then spread to other cultures 的具体复现——单一起源 (古埃及)、再扩散全球。逻辑连接与词汇复现两类线索全中。

【竞争】 [A] 是给扩散论命名的总起句，本空需要的是具体例子而非再命名

This theory was known as diffusionism 是给扩散论命名的总起句，适合放在扩散论刚被引出之处（即第43空），而第5段此处扩散论早已展开、概括论断也已给出，本空需要的是 For example 引导的具体例证，不是再来一句命名。A 看着像是因同讲扩散论，差在它是命名句、与本空所需的「举例」功能错位，且会与已落在43空的命名功能重复。

【验证】 代入后：Some attributed virtually every important cultural achievement to the inventions of a few ... then spread to other cultures → For example, British anthropologists ... suggested ... that farming, pottery making, and metallurgy all originated in ancient Egypt and diffused throughout the world, For example 承上举例、originated/diffused 复现「单一起源、再扩散」，接得上上文；其后第6段 Also in the early 1900s, French sociologist Émile Durkheim developed a theory 另起新学者，本句作扩散论段的收尾例证也接得下文。话题连贯、举例逻辑顺，自治。

CHOICES • 候选句画像

A~G 共 7 个候选句各自在说什么

选句填空的候选句比空位多 2 个。下面逐句给出英文整句、中译、一句话大意与「这句自带的衔接钩子」，并标注它填入哪个空——始终不填入任何空的就是干扰句。

[A] Other anthropologists believed that cultural innovations, such as inventions, had a single origin and passed from society to society. This theory was known as diffusionism.

另一些人类学家认为，文化创新（如各种发明）只有单一的起源，并从一个社会传到另一个社会。这一理论被称为扩散论。

大意 提出「文化创新单一起源、社会间传播」的观点，并给它命名为扩散论。

衔接钩子 句首 Other anthropologists 表对比转向 + 句末为 diffusionism 下定义

填入第 43 空

[B] In order to study particular cultures as completely as possible, he became skilled in linguistics, the study of languages, and in physical anthropology, the study of human biology and anatomy.

为了尽可能完整地研究特定文化，他精通了语言学（研究语言）与体质人类学（研究人类生物学与解剖学）。

大意 为完整研究单个文化，他（某位学者）掌握了语言学与体质人类学。

衔接钩子 代词 he 需在上文找到一位男性学者 + particular cultures 呼应历史特殊论

填入第 44 空

[C] He argued that human evolution was characterized by a struggle he called the "survival of the fittest," in which weaker races and societies must eventually be replaced by stronger, more advanced races and societies.

他主张，人类进化以一种他称之为「适者生存」的斗争为特征，在这种斗争中，较弱的种族和社会终将被更强、更先进的种族和社会所取代。

大意 他提出「适者生存」：弱的种族 / 社会终被强的、更先进的取代。

衔接钩子 代词 He 需在上文找到一位男性学者 + survival of the fittest 呼应进化/advancing 主题

填入第 41 空

[D] They also focused on important rituals that appeared to preserve a people's social structure, such as initiation ceremonies that formally signify children's entrance into adulthood.

他们还关注那些似乎能维系一个民族社会结构的重要仪式，例如正式标志儿童步入成年的成人礼。

大意 他们还关注维系社会结构的仪式（如成人礼）。

衔接钩子 句首 They also 既要先行词复数主语、又要上文已说过他们关注的另一件事

干扰句 · 未选用

[E] Thus, in his view, diverse aspects of culture, such as the structure of families, forms of marriage, categories of kinship, ownership of property, forms of government, technology, and systems of food production, all changed as societies evolved.

因此，在他看来，文化的各个方面——如家庭结构、婚姻形式、亲属类别、财产所有、政府形式、技术以及食物生产体系——都随社会的演进而变化。

大意 因此（他认为）文化的方方面面都随社会演进而一同变化。

衔接钩子 句首 Thus 表总结推论 + all changed as societies evolved 复现「各方面一起变」

填入第 42 空

[F] Supporters of the theory viewed culture as a collection of integrated parts that work together to keep a society functioning.

该理论的支持者把文化看作一组相互整合、协同运作以维持社会运转的部件。

大意 该理论的支持者把文化视作协同维持社会运转的整合部件。

衔接钩子 the theory 需上文指明是哪个理论 + keep a society functioning 偏功能主义

干扰句 · 未选用

[G] For example, British anthropologists Grafton Elliot Smith and W. J. Perry incorrectly suggested, on the basis of inadequate information, that farming, pottery making, and metallurgy all originated in ancient Egypt and diffused throughout the world. In fact, all of these cultural developments occurred separately at different times in many parts of the world.

例如，英国人类学家格拉夫顿·埃利奥特·史密斯和 W·J·佩里曾在信息不足的情况下错误地提出，农业、制陶和冶金都起源于古埃及并扩散到全世界。事实上，所有这些文化发展是在世界许多地方于不同时间分别独立发生的。

大意 举例：两位英国学者错误地认为农耕、制陶、冶金都源自古埃及并扩散全球（实则各地独立发生）。

衔接钩子 句首 For example 表举例 + diffused 复现扩散论

填入第 45 空

DISTRACTORS · 干扰句复盘

这 2 个候选句始终没被任何空选用

7选5 必有 2 句话题相关、看着像，却放进任何一个空都逻辑/指代不通。下面逐句剖析它们「像在哪、为何放哪个空都不对」，读透干扰句才算读透全局。

[D] They also focused on important rituals that appeared to preserve a people's social structure, such as initiation ceremonies that formally signify children's entrance into adulthood.

They also 缺复数先行词与可承接的前项，放任何空都接不住

They also focused on important rituals ... such as initiation ceremonies 最易被误塞进第44空（同样在讲某学者关注的文化现象），但它有两道过不去的硬卡：They 是复数，全篇相关段落（如 Boas）的主角都是单数 he，找不到复数先行词；also 要求上文已说过「他们关注的另一件事」，可没有哪个空的上文给出这样可被追加的前项。仪式、成人礼这类内容看着很像功能主义人类学的关注点，但放进任意空都因代词无着落、also 无承接而接不上，是典型冗余干扰句。

[F] Supporters of the theory viewed culture as a collection of integrated parts that work together to keep a society functioning.

the theory 指代落空、功能论调虽近 Durkheim 段却无对应空可落

Supporters of the theory viewed culture as a collection of integrated parts that work together to keep a society functioning 读着最像第6段 Durkheim 的功能主义 (religious beliefs functioned to reinforce social solidarity、the relationship between the function of society and culture) , 很诱人。但它句首 the theory 需要上文紧贴一句刚点名的具体理论作先行词, 而第6段并未在某个空位处先单立一个「该理论」供它承指, 且第6段本身没有空位可填; 放到前面任何空, the theory 都指不到一个让 Supporters 成立的对象。功能论调虽与本文有关, 却无落点, 故为冗余干扰句。

SENTENCE INSIGHTS • 句子精讲

11 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。

Coinciding with the groundbreaking theory of biological evolution proposed by British naturalist Charles Darwin in the 1860s, British social philosopher Herbert Spencer put forward his own theory of biological and cultural evolution.

第1段, 第1句

句首分词作状语 + 主谓宾 + 定语修饰, 是四六级和考研阅读中的高频句式。这种前置状语拉长句子、定语后置修饰名词的结构, 在学术文本和历史叙述中极为常见, 掌握后可迁移到大量类似句子。

Spencer argued that all worldly phenomena, including human societies, changed over time, advancing toward perfection.

第1段, 第2句

主句 + that 引导宾语从句是四六级和考研阅读中的高频句式, 特别是在陈述观点、引述论点的语境中。从句内部带有插入语和伴随状语也是常见的修饰手法。掌握本句结构对理解学术文本和观点陈述类句子有较强的迁移价值。

Morgan helped found modern anthropology – the scientific study of human societies, customs and beliefs – thus becoming one of the earliest anthropologists.

第2段，第2句

本句包含主语、谓语、宾语、同位语、结果状语五种成分，覆盖面较广；同位语的识别（破折号引出的解释）和结果状语的判断（thus + 现在分词）是常见易错点，训练价值较高。

Thus, in his view, diverse aspects of culture, such as the structure of families, forms of marriage, categories of kinship, ownership of property, forms of government, technology, and systems of food production, all changed as societies evolved.

第2段，第4句

主语被插入大量并列举例导致主谓分离,以及用 "as" 引导时间状语从句,这两种结构在四六级和考研英语阅读中经常出现,是学术文本的典型句式,掌握后可迁移到大量类似长难句

In order to study particular cultures as completely as possible, he became skilled in linguistics, the study of languages, and in physical anthropology, the study of human biology and anatomy.

第4段，第2句

本句虽为简单句,但成分种类丰富:涵盖主语、系动词谓语、表语(形容词+介词短语)、目的状语(不定式短语)、同位语(两组),且表语内部包含并列结构。特别是同位语的识别和目的状语的定位,对基础学习者是很好的练习点,能训练多种成分的综合辨识能力。

But a number of anthropologists in the early 1900s also rejected the particularist theory of culture in favor of diffusionism.

第5段，第2句

本句体现了学术文本中常见的 "主语(学者群体) + 谓语(学术动作,如 rejected/proposed/argued) + 宾语(理论或观点) + 状语(立场或原因)" 结构,在四六级和考研英语阅读的人文社科类文章中较为典型,掌握后可迁移至类似句式,但因无从句嵌套,代表性不及更复杂的长难句。

For example, British anthropologists Grafton Elliot Smith and W. J. Perry incorrectly suggested, on the basis of inadequate information, that farming, pottery making, and metallurgy all originated in ancient Egypt and diffused throughout the world. In fact, all of these cultural developments occurred separately at different times in many parts of the world.

第5段，第4句

suggest 引导宾语从句、插入状语分隔主谓、并列主语和并列谓语、事实纠正的对比陈述，都是考试阅读中的高频句式，掌握后可广泛迁移到类似结构。

In order to study particular cultures as completely as possible, he became skilled in linguistics, the study of languages, and in physical anthropology, the study of human biology and anatomy.

选项B

本句覆盖了主语、系动词谓语、表语(含介词短语修饰)、目的状语、同位语等多种成分，特别是两个同位语的识别和并列介词短语的划分，对基础学习者有一定练习价值。但句子整体结构简单，没有复杂的定语从句、宾语从句等易错点，训练价值中等。

He argued that human evolution was characterized by a struggle he called the "survival of the fittest," in which weaker races and societies must eventually be replaced by stronger, more advanced races and societies.

选项C

本句成分丰富：涵盖主谓宾、被动语态的主系表、定语从句（限制性与非限制性）、方式状语、时间状语等多种成分，且定语从句修饰关系复杂，是练习成分划分的优质材料。

Thus, in his view, diverse aspects of culture, such as the structure of families, forms of marriage, categories of kinship, ownership of property, forms of government, technology, and systems of food production, all changed as societies evolved.

选项E

主语部分包含核心名词加长同位语列举,训练识别复杂主语的能力;句中有多个状语("Thus", "in his view", 时间状语从句),覆盖逻辑、观点来源和时间三种状语类型;还能练习在长修饰成分中定位谓语。成分种类丰富,且长主语与谓语的分隔是典型易错点。

For example, British anthropologists Grafton Elliot Smith and W. J. Perry incorrectly suggested, on the basis of inadequate information, that farming, pottery making, and metallurgy all originated in ancient Egypt and diffused throughout the world. In fact, all of these cultural developments occurred separately at different times in many parts of the world.

选项G

主句加宾语从句的结构、并列主语与并列谓语、插入语的使用、两个主句通过逻辑连接词形成对比,这些都是四六级和考研阅读中高频出现的典型句式,掌握后可迁移应用于大量类似句子。

HIGH-FREQUENCY • 真题高频词

本篇出现的 71 个考研英语（旧卷）真题高频词

下列单词既在本篇短文中出现，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。

theory B1

n. 理论

本篇9次 · 真题 39 句

cultural B1

adj. 文化的

本篇7次 · 真题 32 句

anthropologist C1

n. 人类学家

本篇7次 · 真题 12 句

anthropology C1

n. 人类学

本篇7次 · 真题 12 句

evolution B2

n. 进化

本篇6次 · 真题 22 句

view A2

n. 观点, 看法

本篇3次 · 真题 91 句

argue B1

v. 争论

本篇3次 · 真题 63 句

structure B1

n. 结构

本篇3次 · 真题 36 句

historical B2

adj. 历史的

本篇3次·真题26句

function B1

n. 功能

本篇3次·真题23句

thus B2

adv. 因此, 所以

本篇3次·真题22句

aspect B2

n. 方面

本篇3次·真题20句

system A2

n. 系统

本篇2次·真题107句

production B1

n. 生产

本篇2次·真题42句

physical B1

adj. 身体的

本篇2次·真题40句

innovation B2

n. 创新;革新(指行为或过程)

本篇2次·真题33句

struggle B1

v. 奋斗

本篇2次·真题32句

replace A2

v. 替换, 更换 (用新的代替旧的)

本篇2次·真题30句

particular B2

adj. 特定的

本篇2次·真题27句

belief B1

n. 相信

本篇2次·真题25句

basis B2

n. 基础;根据

本篇2次·真题23句

eventually B1

adv. 最终

本篇2次·真题20句

origin B2

n. 起源

本篇2次·真题20句

propose B1

v. 提议

本篇2次·真题20句

occur B1

v. 发生, 出现

本篇2次·真题 18 句

evolve B2

v. 逐渐发展;进化

本篇2次·真题 17 句

category B1

n. 类别

本篇2次·真题 16 句

completely B1

adv. 完全地

本篇2次·真题 15 句

advanced B2

adj. 先进的

本篇2次·真题 12 句

biological B2

adj. 生物的

本篇2次·真题 11 句

characterize C1

v. 是...的特征

本篇2次·真题 11 句

property B1

n. 财产

本篇2次·真题 11 句

farming A2

n. 农业;耕作

本篇2次·真题 10 句

inadequate B2

adj. 不充分的

本篇2次·真题 10 句

originate C1

v. 起源于

本篇2次·真题 10 句

ownership B2

n. 所有权

本篇2次·真题 10 句

biology B1

n. 生物学

本篇2次·真题 9 句

making A2

n. 制作

本篇2次·真题 9 句

skilled B1

adj. 熟练的

本篇2次·真题 8 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 304 句

accord C1

n. (国家、团体间的) 协议

本篇1次 · 真题 172 句

scientific B1

adj. 科学的

本篇1次 · 真题 83 句

focus B1

n. 重点

本篇1次 · 真题 77 句

major B1

adj. 主要的

本篇1次 · 真题 56 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇1次 · 真题 51 句

advance B1

v. 前进

本篇1次 · 真题 33 句

attempt B1

v. 试图

本篇1次 · 真题 32 句

largely B2

adv. 主要地

本篇1次 · 真题 30 句

preserve B2

v. 保护

本篇1次 · 真题 30 句

type A2

n. 类型

本篇1次 · 真题 30 句

relationship B1

n. 关系

本篇1次 · 真题 28 句

favor B1

n. 帮忙

本篇1次 · 真题 24 句

unique B2

adj. 独特的

本篇1次 · 真题 24 句

emphasize B2

v. 强调

本篇1次 · 真题 22 句

achievement B1

n. 成就

本篇1次 · 真题 21 句

broad B1

adj. 宽阔的

本篇1次 · 真题 20 句

phenomenon

B2

n. 现象

本篇1次·真题 19 句

collection

B1

n. 收集物

本篇1次·真题 18 句

religious

B1

adj. 宗教的

本篇1次·真题 15 句

reject

B2

v. 拒绝接受

本篇1次·真题 13 句

stage

A2

n. 阶段

本篇1次·真题 13 句

dominant

C1

adj. 占主导地位的

本篇1次·真题 12 句

integrate

C1

v. 使融入

本篇1次·真题 12 句

supporter

B1

n. 支持者

本篇1次·真题 12 句

evolutionary

C1

adj. 进化的

本篇1次·真题 11 句

attribute

B2

n. 属性

本篇1次·真题 10 句

philosopher

B2

n. 哲学家

本篇1次·真题 10 句

belong

A2

v. 属于 (某人)

本篇1次·真题 9 句

greatly

B1

adv. 非常

本篇1次·真题 9 句

ritual

B2

n. 仪式

本篇1次·真题 8 句

virtually

B2

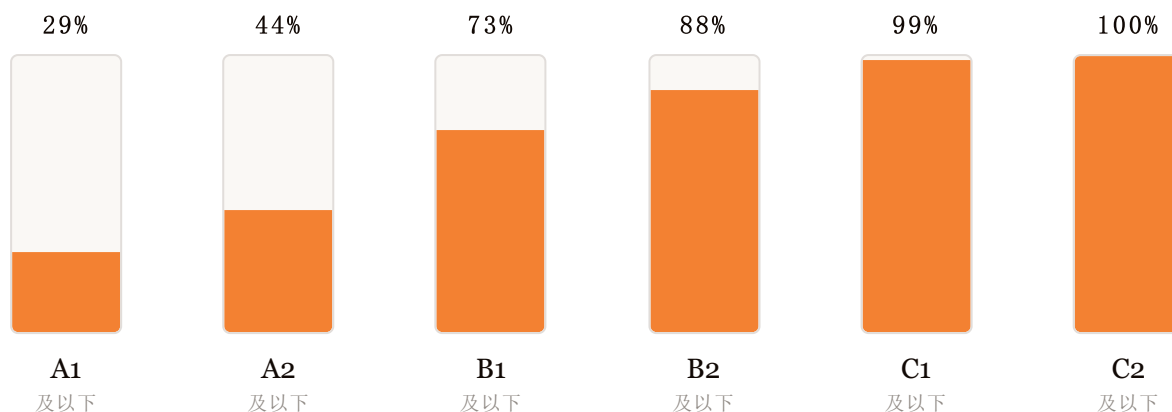
adv. 几乎,差不多

本篇1次·真题 8 句

VOCABULARY · 词汇难度分布

全文 190 词按 CEFR 难度累积覆盖

带空原文去重后共 **190** 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 23 个·约 12%。



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 190 个·末柱为 100%



考研英语（旧卷） 2009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	选句填空（7选5）	本题
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 →

2009年考研英语（旧卷）英译汉（划线句子翻译） Section II Part C·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2009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、难点点破、语序调整、句内定稿参考译文，答案直显。

考研真题(2009)

Section II Part C

Directions:

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

There is a marked difference between the education which every one gets from living with others and the deliberate educating of the young. In the former case the education is incidental; it is natural and important, but it is not the express reason of the association. (46)It may be said that the measure of the worth of any social institution is its effect in enlarging and improving experience, but this effect is not a part of its original motive. Religious associations began, for example, in the desire to secure the favor of overruling powers and to ward off evil influences; family life in the desire to gratify appetites and secure family perpetuity; systematic labor, for the most part, because of enslavement to others, etc. (47)Only gradually was the by-product of the institution noted, and only more gradually still was this effect considered as a directive factor in the conduct of the institution. Even today, in our industrial life, apart from certain values of industriousness and thrift, the intellectual and emotional reaction of the forms of human association under which the world's work is carried on receives little attention as compared with physical output.

每个人从与他人共同生活中获得的教育与对年轻人的刻意教育之间存在着明显的差异。在前一种情况下，教育是附带发生的；它是自然的且重要的，但它不是这种联结的明确目的。可以说，任何社会制度的价值尺度是它在扩展和改善经验方面的效果，但这种效果并不是其最初动机的一部分。例如，宗教团体的产生源于获得主宰力量的恩惠和抵御邪恶影响的愿望；家庭生活源于满足欲望和确保家族延续的愿望；系统性劳动在很大程度上是因为受他人奴役等等。只是逐渐地，人们才注意到这些制度的副产品，而更加缓慢地，这种效果才被视为指导制度运作的因素。即使在今天，在我们的工业生活中，除了勤劳和节俭的某些价值之外，与物质产出相比，人们很少关注世界工作所依赖的人类联结形式所产生的智力和情感反应。

But in dealing with the young, the fact of association itself as an immediate human fact, gains in importance. (48)While it is easy to ignore in our contact with them the effect of our acts upon their

disposition, it is not so easy as in dealing with adults. The need of training is too evident and the pressure to accomplish a change in their attitude and habits is too urgent to leave these consequences wholly out of account. (49)Since our chief business with them is to enable them to share in a common life we cannot help considering whether or not we are forming the powers which will secure this ability. If humanity has made some headway in realizing that the ultimate value of every institution is its distinctively human effect we may well believe that this lesson has been learned largely through dealings with the young.

但在与年轻人打交道时，联结本身作为一种直接的人类事实，其重要性增加了。虽然在我们与他们的接触中容易忽视我们的行为对他们性情的影响，但这不像与成年人打交道时那样容易。训练的必要性过于明显，改变他们态度和习惯的压力过于紧迫，以至于无法完全不考虑这些后果。既然我们对他们的主要任务是使他们能够分享共同生活，我们就不能不考虑我们是否正在培养能够确保这种能力的力量。如果人类在认识到每个制度的最终价值在于其独特的人性效果方面取得了一些进展，我们完全有理由相信，这一教训主要是通过年轻人的交往中学到的。

(50)We are thus led to distinguish, within the broad educational process which we have been so far considering, a more formal kind of education – that of direct tuition or schooling. In undeveloped social groups, we find very little formal teaching and training. These groups mainly rely for instilling needed dispositions into the young upon the same sort of association which keeps adults loyal to their group.

因此，我们在一直考虑的广泛教育过程中，被引导去区分一种更正式的教育——即直接教导或学校教育。在不发达的社会群体中，我们发现正式的教学和训练很少。这些群体主要依靠使成年人对其群体保持忠诚的那种联结方式来向年轻人灌输所需的性情。

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）。

【来源】 1916 年出版的教育专著 Democracy and Education 《民主与教育》第一章 Education as a Necessity of Life（教育是生活必需品）第三节。

【主旨】 区分「无意教育」与「学校教育」

全文讨论教育哲学，作者首句即点出主线：There is a marked difference between the education which every one gets from living with others and the deliberate educating of the young.——存在两种教育，一种是「与人共处中自然获得」的附带性教育，一种是「针对青少年的刻意施教」。第二段进一步说，在与青少年打交道时「联合」本身作为教育事实就凸显出来；第三段顺势引出更正式的教育形式：a more formal kind of education – that of direct tuition or schooling. 全篇基调是思辨、中性，作者只是在做哲学分析，没有褒贬。所有划线句都要扣住这条主线——「附带教育→人们逐渐意识到机构的副产品→针对青少年时这种意识尤为明显→由此导向正式的学校教育」。

【指代】 this effect / the by-product 都指「机构对扩充和改善经验的效果」

47 题里的 this effect 和 the by-product of the institution 都不能孤立翻，要回到 46 题那句锚定：the measure of the worth of any social institution is its effect in enlarging and improving experience——即「社会机构在扩充和改善经验方面的作用/效果」。全文统一译法：institution=（社会）机构；effect=作用/效果；by-product=副产品/附带产物。

them / their 全部指「the young（年青一代）」

第二段开头点出讨论对象：in dealing with the young。此后 48、49 两句里反复出现的 them、their disposition、our chief business with them 中的代词，全部回指「年青人/孩子」，翻译时直接还原成「年青一代/他们」，不能仅译成模糊的「他们」让读者猜。

this ability 指「过共同生活的能力」

49 题末尾 secure this ability 中的 this ability，必须回到本句前半句锚定：to enable them to share in a common life——即「过共同生活的能力」。译时要把指代还原出来，否则读者读不懂「这种能力」指什么。

We are thus led 中的 thus 指代第二段的整段论证

50 题开头 We are thus led to distinguish 中的 thus（因此），承接的是第二段「针对年青人时人们才意识到机构的人性效果」这一论证，翻译时译成「于是/因此」即可，不必生硬地把上文塞进来，但理解时要知道它承上启下。

(46) It may be said that the measure of the worth of any social institution is its effect in enlarging and improving experience, but this effect is not a part of its original motive.

【意群】 It may be said that（形式主语 + 真主语从句引导）→可以说

难点：**It 是形式主语，that 后才是真主语**

It may be said that 里的 It 不指任何东西，是占位。汉语里直接译成「可以说」即可，不要硬译成「它可能被说」这种翻译腔。

the measure of the worth of any social institution is its effect in enlarging and improving experience,（主语从句的主系表（含两层 of 修饰））★采分→衡量任何社会机构价值的尺度是它在扩充和改善经验方面的作用

难点：**measure 熟词僻义=「尺度/标准」；两层 of 是后置定语**

measure 在此不是「测量/措施」，而是「尺度、衡量标准」（熟词僻义 A2）。the measure of the worth of any social institution 是「A of B of C」结构，按汉语习惯要从右往左译：先说 social institution（社会机构）→worth（价值）→measure（尺度），即「衡量任何社会机构价值的尺度」。其后 in enlarging and improving experience 是介词短语作 effect 的后置定语，译成「在扩充和改善经验方面的（作用）」。

but this effect is not a part of its original motive.（but 引导的并列分句）★采分→但这种作用并不是它最初动机的一部分

难点：**this effect 回指 effect in enlarging and improving experience; its 回指 social institution**

this effect 不能简单译成「这一效果」，要带出它指什么——「扩充和改善经验的这种作用」（或译「这种作用」，因前句刚说过）。its 回指 social institution，译成「它（社会机构）的」。original motive 是「最初的动机/初衷」。

【调序】 后置定语前移 + 顺译并列分句

in enlarging and improving experience 是介词短语作 its effect 的后置定语，按汉语习惯前移到 effect 前：「它在扩充和改善经验方面的作用」。其余主干「A 是 B，但 C 不是 D」的句式中英顺序一致，顺译即可。

【译文】 可以说，衡量任何一种社会机构价值的尺度，在于它对扩充和改善经验所产生的作用，但这种作用并不是它最初动机的一部分。

(47) Only gradually was the by-product of the institution noted, and only more gradually still was this effect considered as a directive factor in the conduct of the institution.

【意群】 Only gradually was the by-product of the institution noted, (Only 状语前置触发的部分倒装（前一并列分句）) ★ 采分 → 只是逐渐地，机构的这种副产品才被注意到

难点：Only + 状语放句首 → 主谓部分倒装；by-product 回指上句的 effect

Only + 副词/介词短语放句首时，主句要部分倒装（A3 长难句信号），was the by-product... noted 还原成正常语序是 the by-product... was noted。by-product（副产品）回指上一句里 effect in enlarging and improving experience——即机构扩充和改善经验这个「附带产生的作用」，不是字面意义的产品。institution 全篇统一译「机构」。

and only more gradually still was this effect considered as a directive factor in the conduct of the institution. (and 连接的并列分句，同为 Only 倒装) ★ 采分 → 而更加缓慢地，这种作用才被视为机构运作中的一个指导性因素

难点：still 与 more gradually 连用，表「更加...」强调程度递进；conduct 熟词僻义 = 「运作/经营」

more gradually still 中的 still 不是「仍然」，而是修饰 more 的程度副词，意为「更加...」

（A7 程度词失察）。this effect 回指 by-product，也就是 46 题锚定的「扩充和改善经验的作用」。directive factor 译「指导性因素」。conduct of the institution 中的 conduct 不是「行为/品行」，而是「运作、经营、管理」（A2 熟词僻义），即「机构的运作」。

【调序】 Only 状语提前 + 被动转主动

「Only gradually was X noted」译成汉语，把状语提到句首：「只是逐渐地，X 才被注意到」（保留被动）或译成无主句「只是逐渐地，人们才注意到 X」。后半句同理。注意「only...still」的递进关系要在汉语里用「更加...」体现出来。

【译文】 人们只是逐渐地才注意到机构的这种副产品，而人们把这种作用视为机构运作中的一个指导性因素，则更加缓慢。

(48) While it is easy to ignore in our contact with them the effect of our acts upon their disposition, it is not so easy as in dealing with adults.

【意群】 While it is easy to ignore in our contact with them the effect of our acts upon their disposition, (While 引导的让步状语从句 (it 形式主语 + 不定式真主语, 宾语后置)) ★ 采分 → 虽然在我们与他们交往时, 容易忽视我们的行为对他们性情的影响

难点: ignore 的宾语被状语 in our contact with them 隔开, 要还原; them/their 指年青人
正常语序应为 to ignore the effect of our acts upon their disposition in our contact with them——因为宾语 the effect of our acts upon their disposition 太长, 作者把状语 in our contact with them 插到 ignore 和宾语之间 (A3 长难句、A4 指代)。读时要把宾语拼回来。them/their 全部指年青人 (回扣第二段首句 in dealing with the young)。disposition 译「性情/性格倾向」。while 此处不是「当...时」, 而是「虽然/尽管」(让步), 与主句的 not so easy 形成对照 (A6)。

it is not so easy as in dealing with adults. (主句 (it 形式主语 + 比较结构 not so...as...)) ★ 采分 → 但这并不像与成年人打交道时那样容易

难点: not so easy as 是比较结构「不如...那样容易」; it 承前指「ignore 这件事」
not so...as... = 不如...那样... (A5 搭配)。主句的 it 与从句的 it 都是形式主语, 但承前理解时可以看作指「忽视行为对性情的影响这件事」。比较的两端是「与年青人打交道时 (容易忽视)」和「与成年人打交道时 (容易忽视)」——意思是「跟年青人在一起时, 要忽视很难, 比跟成年人在一起时更难做到」。

【调序】 插入的状语归位 + 比较结构汉化

in our contact with them 被插在 ignore 和宾语之间, 汉译时要把它前置到「容易忽视」之前作时间状语: 「在我们与年青人交往时, 容易忽视...」。主句 it is not so easy as in dealing with adults 是 not so...as... 比较结构, 按汉语习惯译成「不如...那样容易」或「比...要难」。

【译文】 尽管在我们与年青人接触时, 容易忽视我们的行为对他们性情所产生的影响, 但要做到这种忽视, 却不像与成年人打交道时那样容易。

(49) Since our chief business with them is to enable them to share in a common life we cannot help considering whether or not we are forming the powers which will secure this ability.

【意群】 Since our chief business with them is to enable them to share in a common life (Since 引导的原因状语从句) ★ 采分 → 因为我们与他们打交道的主要任务，是使他们能够分享共同的生活

难点：business 熟词僻义=「事务/职责」；them 指年青人；share in 是固定搭配「分享/参与」

business 在此不是「生意/商业」，而是「事务、要做的事、职责」（A2 熟词僻义）。our chief business with them 译「我们与他们（年青人）打交道时的主要任务/主要事务」。share in 是固定搭配（A5），意为「分享、参与」，share in a common life 译「过共同的生活/分享共同的生活」。Since 在此是「因为」（原因），不是「自从」——判断依据看主句是否陈述结果而非时间起点。

we cannot help considering (主句主谓) ★ 采分 → 我们禁不住要考虑

难点：cannot help doing 固定搭配=「禁不住做.../不得不做...」

cannot help doing 是固定搭配（A5），意为「禁不住做...」「不由得做...」。注意 help 不译「帮助」，doing 是动名词不是名词。译「我们不得不考虑/我们禁不住要考虑」皆可。

whether or not we are forming the powers (considering 的宾语从句) ★ 采分 → 我们是否在培养各种能力

难点：whether or not 引导宾语从句；powers 复数=「能力/力量」

whether or not 译「是否...」。form 在这里不是「形成形状」，而是「培养、形成（能力）」。powers 复数译「各种能力/力量」，不是「权力」。

which will secure this ability. (which 引导的定语从句，修饰 powers) ★ 采分 → （这些能力）将确保这种能力

难点：this ability 回指 to share in a common life; secure 译「确保/保障」

this ability 不能简单译「这种能力」让读者猜——它回指本句前半的 to share in a common life，即「过共同生活的能力」（A4 代词回指）。translate 时建议把指代显化：「（这种）过共同生活的能力」。secure 在此不是「安全的」（形容词），而是动词「确保、保证、获得」。

【调序】 原因状语前置 + 短定语从句前移译「...的」

Since our chief business... 是原因状语从句，按汉语「因为...所以...」习惯放在句首即可（英语原句就是这样）。the powers which will secure this ability 中的 which 定语从句较短，可前移到 powers 前译成「...的能力」：「能够确保这种能力的（各种）能力」——但因「能力的的能力」重复别扭，把 this ability 显化译成「过共同生活的能力」，整句变成「我们是否正在培养能够保障他们过共同生活的各种能力」。

【译文】 由于我们对年青人所做的主要工作，在于使他们能够分享共同的生活，因此我们不能不考虑：自己是否正在培养起一种能保障他们获得这种能力的各种力量。

(50) We are thus led to distinguish, within the broad educational process which we have been so far considering, a more formal kind of education – that of direct tuition or schooling.

【意群】 We are thus led to distinguish, (主谓 (被动语态作主谓主干)) ★ 采分 → 我们因此被引导去区分 (出)

难点: **thus 承上=「因此/由此」; be led to do 译主动「使我们/我们因此」**

thus 是承接副词, 回指第二段「针对年青人时人们才意识到机构的人性效果」这一论证, 译「因此/于是/由此」。be led to do 直译「被引导去做」生硬, 转成主动或无主句:「我们于是要去区分」「这就使我们要区分」(A3 + 被动汉化)。distinguish 后的宾语被一个介词短语插入隔开 (见下一块), 要意识到主干是 distinguish...a more formal kind of education。

within the broad educational process which we have been so far considering, (插入语: 介词短语作 distinguish 的范围状语 + which 定语从句修饰 process) ★ 采分 → 在我们迄今为止一直在讨论的广义教育过程之中

难点: **插入语隔开主干宾语; which 定语从句修饰 educational process, have been considering 现在完成进行时**

整块是插入语, 两端有逗号包围 (A3)。within...process 是 distinguish 的范围状语, 译「在...之中 (区分出)」。which we have been so far considering 是 which 定语从句修饰 process, have been considering 是现在完成进行时强调「一直在...直到现在」, 译「我们迄今/到目前为止一直在讨论的」。broad 译「广义的/宽泛的」, 与下文 more formal 形成对比。

a more formal kind of education (distinguish 的宾语 (被插入语推后了)) ★ 采分 → 一种更为正式的教育

难点: **more formal 与上文 broad 形成对比; 这才是 distinguish 真正的宾语**

回到主干: distinguish a more formal kind of education——这才是 distinguish 的宾语, 前面那段是插入的范围状语。more formal 是与「广义教育过程」中的「附带式教育」相对的「更正式的 (教育)」, 译「一种更为正式的教育 (形式)」。

– that of direct tuition or schooling. (破折号引导的同位语, 解释 a more formal kind of education) ★ 采分 → ——即直接讲授或学校教育 (的那种)

难点: **破折号 = 解释说明; that 指代前面的 kind of education; tuition 熟词僻义=「讲授/教学」**

破折号在英语里常引出解释/同位语 (A5), 汉译用「即/也就是」或保留破折号。that 是指示代词, 回指 a more formal kind of education, that of direct tuition or schooling 即「直接讲授或学校教育的那种 (教育)」。tuition 在此不是「学费」(中国学生最熟的义项), 而是「讲授、教学」(A2 熟词僻义, 重灾区)。schooling 译「学校教育」。

【调序】 **插入语先归位 + 同位语顺译**

within the broad educational process which we have been so far considering 这段插入的范围状语, 汉译时提到 distinguish 之前:「在我们迄今一直在讨论的广义教育过程之中, (区分出) 一种更为正式的教育」。破折号引出的同位语 that of direct tuition or schooling, 汉语保留破折号或用「即/也就是」承接即可, 不必再调序。

【译文】 **于是, 在我们迄今为止一直在讨论的这一广义教育过程之中, 我们就有必要区分出一种更为正式的教育——即直接讲授或学校教育。**

11 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。

There is a marked difference between the education which every one gets from living with others and the deliberate educating of the young.

第1段，第1句

there be 句型、名词 + 定语从句、between...and 并列结构都是四六级和考研阅读中的高频句式。本句将这三种结构组合在一起,具有较强的代表性,掌握后可迁移到大量同类长难句的分析中。

It may be said that the measure of the worth of any social institution is its effect in enlarging and improving experience, but this effect is not a part of its original motive.

第1段，第3句

形式主语 It 加主语从句的结构在四六级和考研阅读中高频出现,是学术文本的常见句式;并列转折句型(肯定陈述 but 否定陈述)也是典型的议论文结构;被动语态与主系表结构的组合同样常见;整体句式具有很高的代表性和可迁移性

Only gradually was the by-product of the institution noted, and only more gradually still was this effect considered as a directive factor in the conduct of the institution.

第1段，第5句

两个分句均为完全倒装，状语置于句首，助动词提到主语前，主干被分隔。学习者需先识别倒装结构、再在 "was" 后定位主语、最后找到过去分词构成谓语，多个步骤容易混淆。

Even today, in our industrial life, apart from certain values of industriousness and thrift, the intellectual and emotional reaction of the forms of human association under which the world's work is carried on receives little attention as compared with physical output.

第1段，第6句

主句包含多种状语(时间、地点、一般、方式状语),主语结构复杂且含定语从句,宾语简单,适合训练状语和定语从句的识别。从句中“介词 + 关系代词”结构("under which")以及被动语态也是值得练习的要点,成分种类丰富。

But in dealing with the young, the fact of association itself as an immediate human fact, gains in importance.

第2段，第1句

本句包含主语、谓语、两个状语、定语和同位语共六种成分，覆盖面较广；主语内部的修饰层次（定语 + 强调词 + 同位语）和句首状语前置是值得练习的结构点；同位语 "as an immediate human fact" 容易被误判为状语，是一个有价值的易错点

While it is easy to ignore in our contact with them the effect of our acts upon their disposition, it is not so easy as in dealing with adults.

第2段，第2句

这句时态不难，却很适合集中训练分句边界、主句定位和形式主语识别，投入产出比高。对于结构分析训练来说，它属于应当优先掌握的典型材料。

The need of training is too evident and the pressure to accomplish a change in their attitude and habits is too urgent to leave these consequences wholly out of account.

第2段，第3句

"too ... to ..." 结构和并列主系表都是四六级及考研阅读中的常见句式。主语带后置定语(介词短语和不定式短语)、表语后接结果状语,这些组合在学术和正式文本中频繁出现,掌握后可以迁移到大量类似句子的理解中。

Since our chief business with them is to enable them to share in a common life we cannot help considering whether or not we are forming the powers which will secure this ability.

第2段，第4句

句子成分丰富且包含多个训练价值高的点：主句有情态动词谓语和宾语从句、状语从句有主系表结构和不定式作表语、宾语从句有现在进行时和定语从句修饰宾语、定语从句中关系代词充当主语。涵盖了状语、宾语、表语、定语等多种成分，以及关系代词在从句中充当成分的典型用法，非常适合成分划分训练。

If humanity has made some headway in realizing that the ultimate value of every institution is its distinctively human effect we may well believe that this lesson has been learned largely through dealings with the young.

第2段，第5句

"If 从句 + 主句" 的条件状语结构，以及主句中 "believe that" 引导宾语从句，都是四六级和考研阅读中的高频句式。动名词后接宾语从句 (realizing that)、现在完成时表达 "已经认识到" 的用法也非常典型。掌握本句结构后可直接迁移到大量真题长难句。

We are thus led to distinguish, within the broad educational process which we have been so far considering, a more formal kind of education – that of direct tuition or schooling.

第3段，第1句

主句包含被动语态谓语、主语、宾语、两个状语 ("thus" 和介词短语)、同位语，成分种类丰富。从句中关系代词 "which" 在从句内充当宾语，是定语从句的常见考点。插入状语的位置和长度制造了成分识别难点。这些特征组合成一个高价值的成分划分练习句，适合训练插入结构、定语从句、被动语态等多个知识点。

These groups mainly rely for instilling needed dispositions into the young upon the same sort of association which keeps adults loyal to their group.

第3段，第3句

本句覆盖主谓宾、目的状语、程度状语、定语从句、宾语补足语等多种成分，且谓语和宾语被较长修饰成分分隔，定语从句中又含 keep sb adj 宾补结构，成分种类丰富，位置关系复杂，适合训练在干扰下识别核心成分的能力。

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。

effect A2

n. 影响

本篇5次 · 真题 80 句

association B2

n. 协会

本篇5次 · 真题 27 句

institution B2

n. 机构

本篇4次 · 真题 39 句

secure B2

adj. 安全的

本篇3次 · 真题 19 句

power A2

n. 权力

本篇2次 · 真题 90 句

desire B2

n. 愿望

本篇2次 · 真题 37 句

formal B1

adj. 正式的

本篇2次 · 真题 17 句

process B1

n. 过程

本篇1次 · 真题 80 句

case A2

n. 情况

本篇1次 · 真题 75 句

measure B1

v. 测量

本篇1次 · 真题 65 句

pressure B1

n. 心理压力

本篇1次 · 真题 55 句

factor B1

n. 因素

本篇1次 · 真题 47 句

intellectual C1

adj. 智力的

本篇1次 · 真题 47 句

gain B1

v. 获得;赢得

本篇1次 · 真题 43 句

account A2

n. 账户

本篇1次·真题 42 句

labor B1

n. 劳动

本篇1次·真题 41 句

physical B1

adj. 身体的

本篇1次·真题 40 句

emotional B1

adj. 情绪的

本篇1次·真题 34 句

consequence B2

n. 结果

本篇1次·真题 33 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

largely B2

adv. 主要地

本篇1次·真题 30 句

rely B1

v. 依赖;依靠

本篇1次·真题 30 句

humanity B2

n. 人类 (总称)

本篇1次·真题 29 句

contact B1

n. 联系

本篇1次·真题 28 句

educational B1

adj. 教育的

本篇1次·真题 26 句

mainly B1

adv. 主要地

本篇1次·真题 26 句

favor B1

n. 帮忙

本篇1次·真题 24 句

ignore B1

v. 忽视;不理睬

本篇1次·真题 22 句

thus B2

adv. 因此, 所以

本篇1次·真题 22 句

broad B1

adj. 宽阔的

本篇1次·真题 20 句

chief B1

n. 首领

本篇1次·真题 20 句

original B1

adj. 最初的, 原始的

本篇1次·真题 19 句

former B1

adj. 以前的, 从前的

本篇1次·真题 18 句

reaction B1

n. 反应

本篇1次·真题 18 句

industrial B2

adj. 工业的

本篇1次·真题 17 句

cannot A1

aux. 不能

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

teaching A2

n. 教学工作, 教书

本篇1次·真题 16 句

enable B1

v. 使能够

本篇1次·真题 15 句

religious B1

adj. 宗教的

本篇1次·真题 15 句

immediate B2

adj. 立即的, 即刻的

本篇1次·真题 14 句

urgent B2

adj. 紧急的, 急迫的

本篇1次·真题 11 句

accomplish B2

v. 完成, 实现 (任务、目标)

本篇1次·真题 8 句

systematic C1

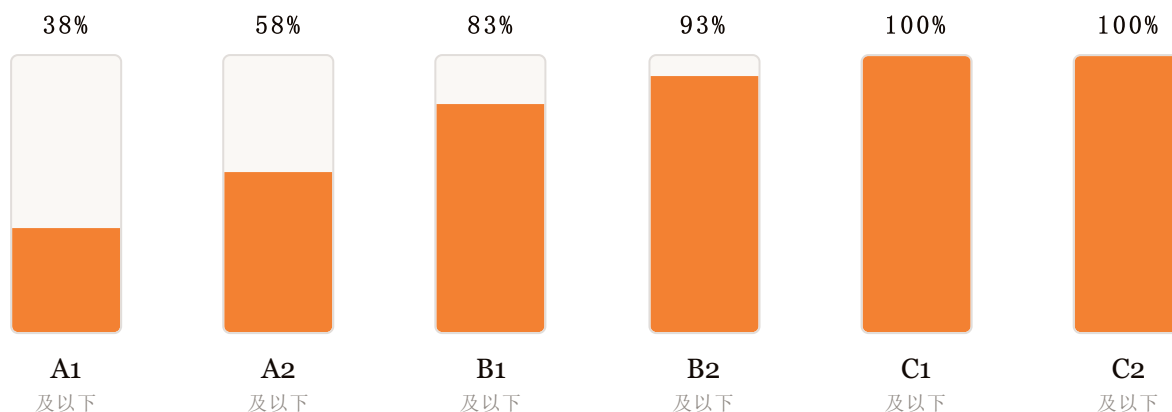
adj. 系统的

本篇1次·真题 8 句

VOCABULARY · 词汇难度分布

英文短文 169 词按 CEFR 难度累积覆盖

英文短文去重后共 **169** 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 12 个，约 7%。



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 169 个 · 末柱为 100%



考研英语（旧卷） 2009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	选句填空（7选5）	题目解析 →
Section II Part C	英译汉（划线句子翻译）	本题
Section III Part A	写作	题目解析 →
Section III Part B	写作	题目解析 →

2009年考研英语（2010 前）写作（小作文）·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2009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）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(2009)

Section III Part A

Directions:

Restrictions on the use of plastic bags have not been so successful in some regions. “White Pollution” is still going on.

Write a letter to the editor(s) of your local newspaper to

1)give your opinions briefly, and

2)make two or three suggestions.

You should write about 100 words on ANSWER SHEET 2.

Do not sign your own name at the end of the letter, use “Li Ming ” instead.

Do not write the address. (10 points)

【参考范文·106 词】 写作无唯一标准答案，以下为达标示范

Dear Editor, I am writing to express my concern about the restrictions on plastic bags, which have not worked as well as we hoped. In my opinion, "White Pollution" is still spreading in many places, and it is high time we took real action.

To deal with this problem, I would like to make the following suggestions. First, the government should enforce stricter laws and raise the price of plastic bags in supermarkets. Second, citizens ought to be encouraged to carry cloth bags when shopping. Besides, the media could run campaigns to raise public awareness.

I hope my ideas will be helpful. Yours sincerely, Li Ming

【参考译文】

尊敬的编辑：我写这封信是想表达我对塑料袋限制措施的担忧，它们并没有像我们期望的那样奏效。在我看来，“白色污染”仍在许多地方蔓延，我们该采取实际行动了。为解决这一问题，我想提出以下建议。第一，政府应加强立法执法，并提高超市里塑料袋的价格。第二，应鼓励市民购物时自带布袋。此外，媒体可以开展宣传活动以提高公众意识。希望我的建议能有所帮助。此致 李明

【第 1 段】称呼 + 两句表态落实第一段功能。开头 Dear Editor 加 I am writing to express my concern... 点明缘由, In my opinion, "White Pollution" is still spreading... 简短表态, 兑现 give your opinions briefly, 没有展开长篇背景。

【第 2 段】First/Second/Besides 三条建议分点清晰。用 First, the government should... Second, citizens ought to... Besides, the media could... 三条各自成句、主体不同, 兑现 make two or three suggestions。

【第 3 段】客气收尾并按要求落款。I hope my ideas will be helpful 收束, 落款 Yours sincerely, Li Ming, 遵守 Do not sign your own name at the end of the letter, 未写真名与地址。

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, 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

给报社编辑写信谈限塑并提建议

本题要写的是一封读者来信, 围绕 Restrictions on the use of plastic bags have not been so successful in some regions 这一现象, 先 give your opinions briefly, 再 make two or three suggestions。一句话钉死: 写信告诉报社编辑"限塑令效果不好、白色污染仍在", 并给出可操作的治理建议。

读者 • 语域

以市民身份给报社编辑的正式书信

收信人是 the editor(s) of your local newspaper, 你的身份是关心环境的普通市民/读者。语域取"礼貌而正式的书面语": 开头用 Dear Editor 称呼, 结尾用礼貌套语; 落款按 Do not sign your own name at the end of the letter 只写 Li Ming, 且 Do not write the address。

中心立意

限塑成效不足、白色污染须多方合力治理

本信交际目的: 向编辑表明我认为 Restrictions on the use of plastic bags have not been so successful in some regions, 白色污染仍在, 必须政府、公众、媒体共同发力, 并把态度落到具体建议上。

要展开的要点

1. 简短表态：限塑不力、污染仍在

扣 give your opinions briefly, 用一两句亮出态度：措施成效不理想、该采取实际行动，切忌展开长篇。

2. 建议一：政府加强执法与提价

第一条建议落到政府：严格执法、提高超市塑料袋价格，让人不愿多用。

3. 建议二：鼓励公众自带布袋

第二条建议落到个人：购物时自带可重复使用的布袋，替代一次性塑料袋。

4. 建议三：媒体宣传提升环保意识

第三条建议落到媒体：开展宣传活动，提高公众对白色污染的认识，覆盖 make two or three suggestions 的“两到三条”要求。

STRUCTURE • 谋篇与逐段

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一一对应。

第 1 段 称呼 + 简短表态

Dear Editor 称呼，紧接一两句亮明观点：限塑成效不佳、白色污染仍在，对应 give your opinions briefly。

第 2 段 分点列两三条建议

用连接词分点写出治理建议，对应 make two or three suggestions。

第 3 段 礼貌收尾 + 落款 Li Ming

一句客气话收束，落款只写 Li Ming，遵守 Do not write the address。

第 1 段 写信缘由 + 限塑不力的态度

内容落到：我就 Restrictions on the use of plastic bags have not been so successful in some regions 写信，认为白色污染仍在蔓延，是时候动真格了。

点明写信缘由 · I am writing to express my concern about ____.

简短表明观点 · In my opinion, ____ is still ____, and it is high time we took real action.

第 2 段 政府提价、个人自带布袋、媒体宣传三条建议

内容落到三条具体动作：政府严格执法并提高塑料袋价格；市民购物自带布袋；媒体开展宣传提高环保意识，兑现 make two or three suggestions.

建议总起 · To deal with this problem, I would like to make the following suggestions.

分点列举建议 · First, ____ should _____. Second, ____ ought to _____. Besides, ____ could _____.
_____.

第 3 段 表达期待 + 落款 Li Ming

内容落到：希望建议有帮助，落款遵守 Do not sign your own name at the end of the letter 与 Do not write the address, 只写 Li Ming。

礼貌收尾 · I hope my ideas / suggestions will be helpful.

书信落款 · Yours sincerely, / Li Ming

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**两任务与简短要求都要满足**

本题须同时满足 give your opinions briefly 与 make two or three suggestions, 表态不能长、建议不能少于两条。

结构连贯**三段格式块与 First/Second/Besides 齐备**

本题应有 Dear Editor 称呼、分点连接词、Yours sincerely 与 Li Ming 落款, 缺一块就扣连贯分。

语言准确**建议用 should/ought to/could 情态句**

本题建议句宜用 the government should... citizens ought to... 这类情态动词句, 别写成生硬命令或逐字硬译。

字数格式**约百词且署名地址合规**

本题要求 You should write about 100 words, 并须遵守 Do not write the address, 落款只用 Li Ming。

典型低分写法 · 反面示例与改法

表态写成长篇背景

反面: 开头大段写"塑料袋自发明以来危害有一二三四...", 挤掉了建议篇幅。改为: In my opinion, "White Pollution" is still spreading, and it is high time we took action. 一句表态即可, 扣住 give your opinions briefly。

空喊口号不落地

反面: We should protect our environment and love our earth. 太空泛。改为: The government should raise the price of plastic bags in supermarkets. 落到具体主体和具体动作。

署真名或写地址

反面: 结尾写 Yours, Zhang Wei, 还附上 No.5 Renmin Road。改为: 只写 Yours sincerely, Li Ming, 遵守 Do not sign your own name at the end of the letter 和 Do not write the address。

考研英语（2010 前） 2009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	选句填空（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	本题
Section III Part B	写作	题目解析 →

2009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2009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(2009)

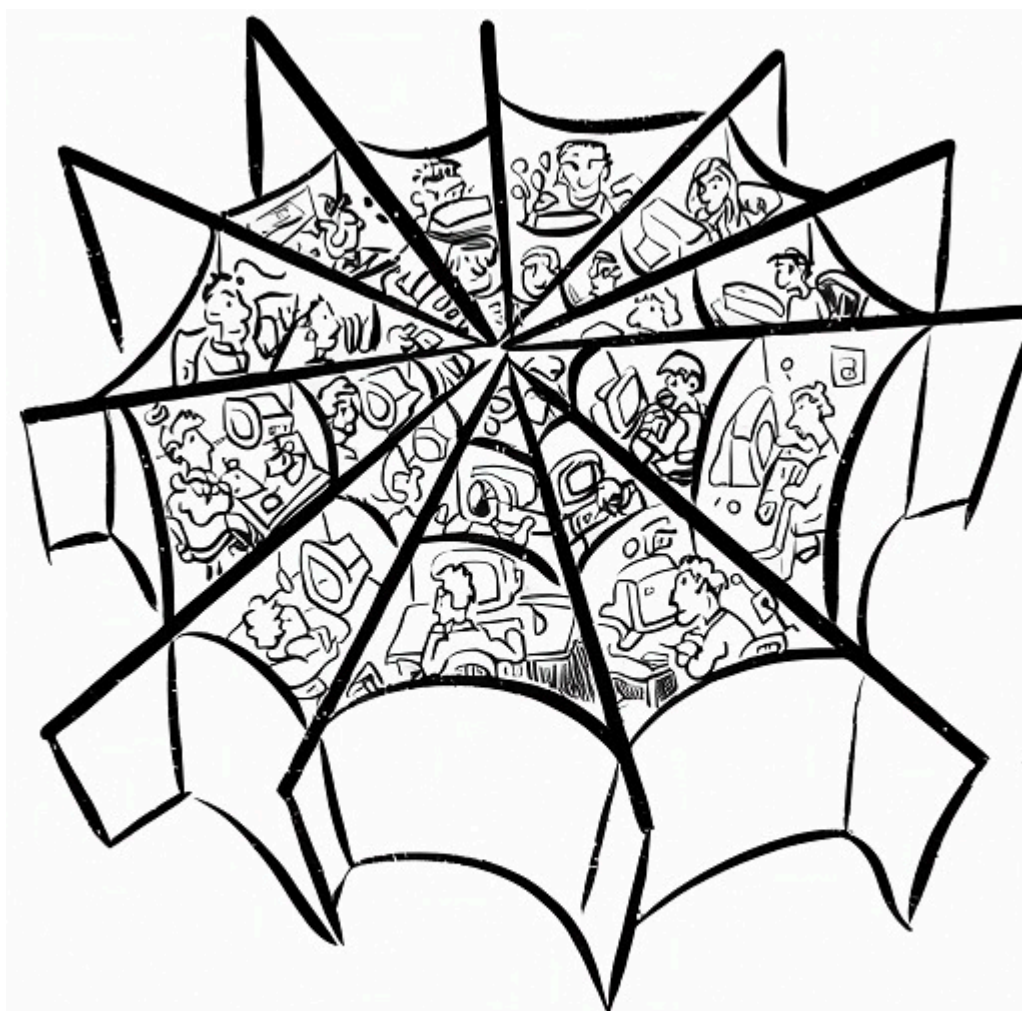
Section III Part B

Directions:

Write an essay of 160-200 words based on the following drawing. In your essay, you should

- 1) describe the drawing briefly,
- 2) explain its intended meaning, and then
- 3) give your comments.

You should write neatly on ANSWER SHEET 2. (20 points)



网络的“近”与“远”

【参考范文·186 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 huge web-like space is divided into countless grids. In each grid sits a cubicle, and inside every cubicle a person is bending over a computer, absorbed in work. Above the picture is a thought-provoking title: 'The Nearness and Distance of the Internet.'

Simple as the drawing is, it conveys a profound meaning about our digital age. The spider web symbolizes the Internet, which brings distant people close: with a single click we chat with friends thousands of miles away. Yet the isolated grids reveal the other side — while getting 'near' to the far, we are drifting 'far' from those physically around us, trapped in our own screens and indifferent to real neighbours.

In my view, such a phenomenon deserves our alertness. The Internet is merely a tool; whether it shortens or widens distances depends on how we use it. For instance, a family sharing one dinner table yet each staring at a phone gains nothing but coldness. Therefore, we should embrace online convenience while cherishing face-to-face communication, so that technology truly serves human bonds rather than replacing them.

【参考译文】

正如漫画生动描绘的那样，一个巨大的蛛网状空间被分割成无数网格。每个网格中都坐着一个格子间，而每个格子间里，都有一个人俯身在电脑前，忙碌不停。画面上方是一个发人深省的标题：“网络的‘近’与‘远’”。

漫画虽简单，却传达出关于数字时代的深刻寓意。蛛网象征着互联网，它把相隔遥远的人拉近：轻点一下鼠标，我们就能和千里之外的朋友聊天。然而，一个个孤立的格子却揭示了另一面——在与远方变“近”的同时，我们正与近旁的人渐行渐“远”，困在各自的屏幕里，对身边真实的邻里漠然置之。

在我看来，这种现象值得我们警惕。互联网不过是一件工具；它究竟是缩短还是拉大距离，取决于我们如何使用。比如，一家人围坐同一张餐桌，却各自盯着手机，收获的只有冷漠。因此，我们应当在享受网络便利的同时珍惜面对面的交流，让科技真正服务于人与人的情感联结，而非取而代之。

【第1段】描述段落先描述后点题。本段用『先客观描述再点标题』的走法：开头 As is vividly depicted in the cartoon 一句总起，随后按『空间—格子—人在做什么』层层白描，末句用 a thought-provoking title 把标题引出、埋下钩子，完成 describe the drawing briefly 且不越界抒情。

【第2段】寓意段落细节映射。本段用『细节映射社会』：Simple as the drawing is 一句过渡到寓意，再用 The spider web symbolizes... 把蛛网映射为互联网的连接，用 Yet... reveals the other side 的转折托出格子间的疏离，紧扣标题一近一远，达成 explain its intended meaning。

【第3段】评论段落观点加例证。本段用『观点加例证收束』：In my view 亮出工具论态度，For instance 一家人同桌各看手机的例子佐证，Therefore 收束给出建议，有判断有例子，兑现 give your comments 而非复述寓意。

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

描述—释义—评论三件事

本题明确要求三步走：先 describe the drawing briefly（简要描述画面），再 explain its intended meaning（解释画面寓意），最后 give your comments（给出你的评论）。三个动词就是三段的骨架，缺一段即残，顺序也不能颠倒——先描述后升华。

读者 · 语域

面向阅卷人正式书面语

本题是 based on the following drawing 的议论型图画作文，没有具体收信人，读者就是阅卷老师。因此用正式书面语即可：不缩写（用 do not 而非省略式亦可，但保持一致）、不口语化、不加称呼与署名，靠内容和逻辑得分。

配图要读出

蛛网格子间 + 近远标题

画面是 像蜘蛛网的大空间里有很多网格，每个网格里都是一个格子间，且 格子间里的人都坐在电脑前忙碌着。最关键的钥匙是标题 网络的‘近’与‘远’：蛛网象征互联网让远方的人变近，而一个个封闭格子又暗示人与身边人变远——这一近一远的对比就是可写的核心。

中心立意

网络拉近远方却疏远身边

顺着标题 网络的‘近’与‘远’的对比反推：本篇中心是——互联网像蛛网一样连接了天涯，却让人困在各自的格子里、疏远了近旁的真实交往；网络是工具，是拉近还是推远取决于人怎么用。

要展开的要点

1. 描述画面反常

客观呈现 每个网格里都是一个格子间、人人 格子间里的人都坐在电脑前忙碌着 的封闭画面，为下文对比蓄势。

2. 点破近与远寓意

把蛛网映射为互联网的连接（近），把封闭格子映射为人与身边人的疏离（远），扣住 explain its intended meaning 揭示对比寓意。

3. 工具论加对策评论

评论层给出个人立场：网络本身中性，关键在使用方式；举一个身边例子佐证，再落到珍惜面对面交流的建议，完成 give your comments。

STRUCTURE · 谋篇与逐段

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 描述段

客观描述蛛网状格子间与人人对着电脑的画面，并点出标题，为寓意做铺垫，对应 describe the drawing briefly。

第 2 段 寓意段

把画面细节映射到社会，点破网络『近』与『远』的对比寓意，对应 explain its intended meaning。

第 3 段 评论段

亮明个人态度、用例子支撑并给出建议收束全文，对应 give your comments。

第 1 段 白描蛛网格子间 + 点标题

落点：呈现 像蜘蛛网的大空间里有很多网格 的大空间、每个网格里都是一个格子间、人 格子间里的人都坐在电脑前忙碌着，末句点出标题的近与远之意。

描述引入句架 · As is vividly depicted in the cartoon, ____ （用一句总起把画面主体引出来）。

细节白描句架 · In each ____ sits ____, and ____ is/are ____ （按空间层次逐层描述人物动作）。

点标题句架 · Above the picture is a thought-provoking title: '____' （把标题引出并埋下下文的钩子）。

第 2 段 蛛网 = 连接，格子 = 疏离

落点：蛛网象征互联网让远方的人变近；而 每个网格里都是一个格子间 的封闭又揭示人与身边人变远，扣紧标题 网络的‘近’与‘远’ 的一近一远。

由画转意过渡句架 · Simple as the drawing is, it conveys a profound meaning that ____
(一句话从描述过渡到寓意)。

象征映射句架 · The ____ symbolizes ____, which reveals ____ (把画面元素映射成社会现象)。

对比揭示句架 · Yet ____ reveals the other side — while ____, we are ____ (用转折托出对立的另一面)。

第 3 段 工具论 + 饭桌低头例 + 建议

落点：提出网络是中性工具、拉近还是推远取决于人怎么用；举一家人同桌吃饭却各看手机的例子佐证；结尾建议在享受网络便利的同时珍惜面对面交流。

亮观点句架 · In my view, such a phenomenon deserves our ____ (一句话表明态度)。

举例佐证句架 · For instance, ____ gains nothing but ____ (用一个具体例子支撑观点)。

建议收束句架 · Therefore, we should ____, so that ____ (给出建议并回扣中心收尾)。

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**三动词全覆盖且不脱节**

本题须同时兑现 describe the drawing briefly、explain its intended meaning、give your comments 三步；最易失分处是寓意与画面脱节或强行拔高，务必让『近/远』的解读从格子间与蛛网细节自然长出来。

结构连贯**三段各司其职过渡清晰**

本题范文三段分别承担描述、寓意、评论，段首均有过渡信号；自查时确认没有把描述和寓意混在一段、也没有评论段回头复述画面。

语言准确**现在时描述 + 点题动词**

本题描述画面统一用一般现在时 (is divided, sits, is bending)；点寓意善用 symbolizes / reveals 等动词，比反复用 means 更精准，也更贴合图画评论的表达。

字数格式**三段均衡落在词数区间**

本题要求 160-200 words，自查时确认三段篇幅均衡、描述段没有膨胀成长故事把总量顶超；作文无需称呼与署名，只需清晰分三段。

典型低分写法 · 反面示例与改法

只夸画面不引申

反面示例：The cartoon is very interesting and the painter is skillful. I like the Internet very much. (只停在画面和个人喜好，没揭寓意)。改法：把封闭格子映射到现实——The isolated cubicles reveal how the Internet quietly distances us from the people around us.

逐字直译致语法崩

反面示例：The internet let people near also let people far, this is not good for we. (let 误用、逗号连缀、we 该用 us)。改法：The Internet brings distant people closer while pushing nearby people apart, which is worrying.

万能开头不扣图

反面示例：With the development of society, the Internet is more and more important in our life. (与本图近/远寓意无关的万能句)。改法：换成扣图的判断——As the cartoon warns, the Internet narrows online distance yet widens offline distance.

描述膨胀挤占后文

反面示例：用一百多词细数每个格子间的桌椅、电脑型号、人物表情，最后寓意只剩一句、评论没了。改法：描述只保留蛛网、格子、对着电脑忙碌三点，将重心移到近/远寓意与个人评论上。

考研英语（2010 前） 2009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	选句填空（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	本题