

考研英语二 · 英语二真题 · 2012年

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)

Millions of Americans and foreigners see G.I. Joe as a mindless war toy, the symbol of American military adventurism, but that's not how it used to be. To the men and women who 1 in World War II and the people they liberated, the G.I. was the 2 man grown into hero, the poor farm kid torn away from his home, the guy who 3 all the burdens of battle, who slept in cold foxholes, who went without the 4 of food and shelter, who stuck it out and drove back the Nazi reign of murder. This was not a volunteer soldier, not someone well paid, 5 an average guy, up 6 the best trained, best equipped, fiercest, most brutal enemies seen in centuries.

His name isn't much. G.I. is just a military abbreviation 7 Government Issue, and it was on all of the articles 8 to soldiers. And Joe? A common name for a guy who never 9 it to the top. Joe Blow, Joe Palooka, Joe Magrac...a working class name. The United States has 10 had a president or vice-president or secretary of state Joe.

G.I. Joe had a 11 career fighting German, Japanese, and Korean troops. He appears as a character, or a 12 of American personalities, in the 1945 movie The Story of G.I. Joe, based on the last days of war correspondent Ernie Pyle. Some of the soldiers Pyle 13 portrayed themselves in the film. Pyle was famous for covering the 14 side of the war, writing about the dirt-snow-and-mud soldiers, not how many miles were 15 or what towns were captured or liberated. His reports 16 the "Willie" cartoons of famed Stars and Stripes artist Bill Mauldin. Both men 17 the dirt and exhaustion of war, the 18 of civilization that the soldiers shared with each other and the civilians: coffee, tobacco, whiskey, shelter, sleep. 19 Egypt, France, and a dozen more countries, G.I. Joe was any American soldier, 20 the most important person in their lives.

1. [A] served
[B] performed
[C] rebelled
[D] betrayed
2. [A] actual
[B] common
[C] special
[D] normal
3. [A] loaded
[B] eased
[C] removed
[D] bore

4. [A] necessities
[B] facilities
[C] commodities
[D] properties
5. [A] and
[B] nor
[C] but
[D] hence
6. [A] for
[B] into
[C] from
[D] against
7. [A] implying
[B] meaning
[C] symbolizing
[D] claiming
8. [A] handed out
[B] turned over
[C] brought back
[D] passed down
9. [A] pushed
[B] got
[C] made
[D] managed
10. [A] ever
[B] never
[C] either
[D] neither
11. [A] disguised
[B] disturbed
[C] disputed
[D] distinguished
12. [A] company
[B] community
[C] collection
[D] colony

13. [A] employed
[B] appointed
[C] interviewed
[D] questioned
14. [A] human
[B] military
[C] political
[D] ethical
15. [A] ruined
[B] commuted
[C] patrolled
[D] gained
16. [A] paralleled
[B] counteracted
[C] duplicated
[D] contradicted
17. [A] neglected
[B] emphasized
[C] avoided
[D] admired
18. [A] stages
[B] illusions
[C] fragments
[D] advances
19. [A] With
[B] To
[C] Among
[D] Beyond
20. [A] on the contrary
[B] by this means
[C] from the outset
[D] at that point

Section II

Reading Comprehension

Part A

Directions:

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

Text 1

Homework has never been terribly popular with students and even many parents, but in recent years it has been particularly scorned. School districts across the country, most recently Los Angeles Unified, are revising their thinking on this educational ritual. Unfortunately, L.A. Unified has produced an inflexible policy which mandates that with the exception of some advanced courses, homework may no longer count for more than 10% of a student's academic grade.

This rule is meant to address the difficulty that students from impoverished or chaotic homes might have in completing their homework. But the policy is unclear and contradictory. Certainly, no homework should be assigned that students cannot complete on their own or that they cannot do without expensive equipment. But if the district is essentially giving a pass to students who do not do their homework because of complicated family lives, it is going riskily close to the implication that standards need to be lowered for poor children.

District administrators say that homework will still be a part of schooling; teachers are allowed to assign as much of it as they want. But with homework counting for no more than 10% of their grades, students can easily skip half their homework and see very little difference on their report cards. Some students might do well on state tests without completing their homework, but what about the students who performed well on the tests and did their homework? It is quite possible that the homework helped. Yet rather than empowering teachers to find what works best for their students, the policy imposes a flat, across-the-board rule.

At the same time, the policy addresses none of the truly thorny questions about homework. If the district finds homework to be unimportant to its students' academic achievement, it should move to reduce or eliminate the assignments, not make them count for almost nothing. Conversely, if homework matters, it should account for a significant portion of the grade. Meanwhile, this policy does nothing to ensure that the homework students receive is meaningful or appropriate to their age and the subject, or that teachers are not assigning more than they are willing to review and correct.

The homework rules should be put on hold while the school board, which is responsible for setting educational policy, looks into the matter and conducts public hearings. It is not too late for L.A. Unified to do homework right.

21. It is implied in Paragraph 1 that nowadays homework_____.

- [A] is receiving more criticism
- [B] is gaining more preferences
- [C] is no longer an educational ritual
- [D] is not required for advanced courses

22. L.A. Unified has made the rule about homework mainly because poor students _____.

- [A] tend to have moderate expectations for their education
- [B] have asked for a different educational standard
- [C] may have problems finishing their homework
- [D] have voiced their complaints about homework

23. According to Paragraph 3, one problem with the policy is that it may____.
- [A] result in students' indifference to their report cards
 - [B] undermine the authority of state tests
 - [C] restrict teachers' power in education
 - [D] discourage students from doing homework
24. As mentioned in Paragraph 4, a key question unanswered about homework is whether____.
- [A] it should be eliminated
 - [B] it counts much in schooling
 - [C] it places extra burdens on teachers
 - [D] it is important for grades
25. A suitable title for this text could be____.
- [A] A Faulty Approach to Homework
 - [B] A Welcomed Policy for Poor Students
 - [C] Thorny Questions about Homework
 - [D] Wrong Interpretations of an Educational Policy

Text 2

Pretty in pink: adult women do not remember being so obsessed with the colour, yet it is pervasive in our young girls' lives. It is not that pink is intrinsically bad, but it is such a tiny slice of the rainbow and, though it may celebrate girlhood in one way, it also repeatedly and firmly fuses girls' identity to appearance. Then it presents that connection, even among two-year-olds, between girls as not only innocent but as evidence of innocence. Looking around, I despaired at the singular lack of imagination about girls' lives and interests.

Girls' attraction to pink may seem unavoidable, somehow encoded in their DNA, but according to Jo Paoletti, an associate professor of American Studies, it is not. Children were not colour-coded at all until the early 20th century: in the era before domestic washing machines all babies wore white as a practical matter, since the only way of getting clothes clean was to boil them. What's more, both boys and girls wore what were thought of as gender-neutral dresses. When nursery colours were introduced, pink was actually considered the more masculine colour, a pastel version of red, which was associated with strength. Blue, with its intimations of the Virgin Mary, constancy and faithfulness, symbolised femininity. It was not until the mid-1980s, when amplifying age and sex differences became a dominant children's marketing strategy, that pink fully came into its own, when it began to seem inherently attractive to girls, part of what defined them as female, at least for the first few critical years.

I had not realised how profoundly marketing trends dictated our perception of what is natural to kids, including our core beliefs about their psychological development. Take the toddler. I assumed that phase was something experts developed after years of research into children's behaviour: wrong. Turns out, according to Daniel Cook, a historian of childhood consumerism, it was popularised as a marketing trick by clothing manufacturers in the 1930s.

Trade publications counselled department stores that, in order to increase sales, they should create a "third stepping stone" between infant wear and older kids' clothes. It was only after "toddler" became a common shoppers' term that it evolved into a broadly accepted developmental stage. Splitting kids, or adults, into ever-

tinier categories has proved a sure-fire way to boost profits. And one of the easiest ways to segment a market is to magnify gender differences – or invent them where they did not previously exist.

26. By saying "it is...the rainbow" (Line 3, Para. 1), the author means pink ____.

- [A] cannot explain girls' lack of imagination
- [B] should not be associated with girls' innocence
- [C] should not be the sole representation of girlhood
- [D] cannot influence girls' lives and interests

27. According to Paragraph 2, which of the following is true of colours?

- [A] Colours are encoded in girls' DNA.
- [B] Blue used to be regarded as the colour for girls.
- [C] White is preferred by babies.
- [D] Pink used to be a neutral colour in symbolising genders.

28. The author suggests that our perception of children's psychological development was much influenced by ____.

- [A] the observation of children's nature
- [B] the marketing of products for children
- [C] researches into children's behaviour
- [D] studies of childhood consumption

29. We may learn from Paragraph 4 that department stores were advised to ____.

- [A] classify consumers into smaller groups
- [B] attach equal importance to different genders
- [C] focus on infant wear and older kids' clothes
- [D] create some common shoppers' terms

30. It can be concluded that girls' attraction to pink seems to be ____.

- [A] fully understood by clothing manufacturers
- [B] clearly explained by their inborn tendency
- [C] mainly imposed by profit-driven businessmen
- [D] well interpreted by psychological experts

Text 3

In 2010, a federal judge shook America's biotech industry to its core. Companies had won patents for isolated DNA for decades – by 2005 some 20% of human genes were patented. But in March 2010 a judge ruled that genes were unpatentable. Executives were violently agitated. The Biotechnology Industry Organisation (BIO), a trade group, assured members that this was just a "preliminary step" in a longer battle.

On July 29th they were relieved, at least temporarily. A federal appeals court overturned the prior decision, ruling that Myriad Genetics could indeed hold patents to two genes that help forecast a woman's risk of breast cancer. The chief executive of Myriad, a company in Utah, said the ruling was a blessing to firms and patients alike.

But as companies continue their attempts at personalised medicine, the courts will remain rather busy. The Myriad case itself is probably not over. Critics make three main arguments against gene patents: a gene is a product of nature, so it may not be patented; gene patents suppress innovation rather than reward it; and patents' monopolies restrict access to genetic tests such as Myriad's. A growing number seem to agree. Last year a federal task-force urged reform for patents related to genetic tests. In October the Department of Justice filed a brief in the Myriad case, arguing that an isolated DNA molecule "is no less a product of nature...than are cotton fibres that have been separated from cotton seeds."

Despite the appeals court's decision, big questions remain unanswered. For example, it is unclear whether the sequencing of a whole genome violates the patents of individual genes within it. The case may yet reach the Supreme Court.

As the industry advances, however, other suits may have an even greater impact. Companies are unlikely to file many more patents for human DNA molecules – most are already patented or in the public domain. Firms are now studying how genes interact, looking for correlations that might be used to determine the causes of disease or predict a drug's efficacy. Companies are eager to win patents for "connecting the dots," explains Hans Sauer, a lawyer for the BIO.

Their success may be determined by a suit related to this issue, brought by the Mayo Clinic, which the Supreme Court will hear in its next term. The BIO recently held a convention which included sessions to coach lawyers on the shifting landscape for patents. Each meeting was packed.

31. It can be learned from Paragraph 1 that the biotech companies would like_____.

- [A] genes to be patentable
- [B] the BIO to issue a warning
- [C] their executives to be active
- [D] judges to rule out gene patenting

32. Those who are against gene patents believe that_____.

- [A] genetic tests are not reliable
- [B] only man-made products are patentable
- [C] patents on genes depend much on innovation
- [D] courts should restrict access to genetic tests

33. According to Hans Sauer, companies are eager to win patents for_____.

- [A] discovering gene interactions
- [B] establishing disease correlations
- [C] drawing pictures of genes
- [D] identifying human DNA

34. By saying "Each meeting was packed" (Line 4, Para. 6), the author means that _____.

- [A] the supreme court was authoritative
- [B] the BIO was a powerful organisation
- [C] gene patenting was a great concern
- [D] lawyers were keen to attend conventions

35. Generally speaking, the author's attitude toward gene patenting is ____.

- [A] critical
- [B] supportive
- [C] scornful
- [D] objective

Text 4

The great recession may be over, but this era of high joblessness is probably beginning. Before it ends, it will likely change the life course and character of a generation of young adults. And ultimately, it is likely to reshape our politics, our culture, and the character of our society for years.

No one tries harder than the jobless to find silver linings in this national economic disaster. Many said that unemployment, while extremely painful, had improved them in some ways: they had become less materialistic and more financially prudent; they were more aware of the struggles of others. In limited respects, perhaps the recession will leave society better off. At the very least, it has awoken us from our national fever dream of easy riches and bigger houses, and put a necessary end to an era of reckless personal spending.

But for the most part, these benefits seem thin, uncertain, and far off. In *The Moral Consequences of Economic Growth*, the economic historian Benjamin Friedman argues that both inside and outside the U.S., lengthy periods of economic stagnation or decline have almost always left society more mean-spirited and less inclusive, and have usually stopped or reversed the advance of rights and freedoms. Anti-immigrant sentiment typically increases, as does conflict between races and classes.

Income inequality usually falls during a recession, but it has not shrunk in this one. Indeed, this period of economic weakness may reinforce class divides, and decrease opportunities to cross them – especially for young people. The research of Till Von Wachter, the economist at Columbia University, suggests that not all people graduating into a recession see their life chances dimmed: those with degrees from elite universities catch up fairly quickly to where they otherwise would have been if they had graduated in better times; it is the masses beneath them that are left behind.

In the Internet age, it is particularly easy to see the resentment that has always been hidden within American society. More difficult, in the moment, is discerning precisely how these lean times are affecting society's character. In many respects, the U.S. was more socially tolerant entering this recession than at any time in its history, and a variety of national polls on social conflict since then have shown mixed results. We will have to wait and see exactly how these hard times will reshape our social fabric. But they certainly will reshape it, and all the more so the longer they extend.

36. By saying "to find silver linings" (Line 1, Para. 2) the author suggests that the jobless try to ____.

- [A] seek subsidies from the government
- [B] make profits from the troubled economy
- [C] explore reasons for the unemployment
- [D] look on the bright side of the recession

37. According to Paragraph 2, the recession has made people ____.
- [A] struggle against each other
 - [B] realize the national dream
 - [C] challenge their prudence
 - [D] reconsider their lifestyle
38. Benjamin Friedman believes that economic recessions may ____.
- [A] impose a heavier burden on immigrants
 - [B] bring out more evils of human nature
 - [C] promote the advance of rights and freedoms
 - [D] ease conflicts between races and classes
39. The research of Till Von Wachter suggests that in the recession graduates from elite universities tend to ____.
- [A] lag behind the others due to decreased opportunities
 - [B] catch up quickly with experienced employees
 - [C] see their life chances as dimmed as the others'
 - [D] recover more quickly than the others
40. The author thinks that the influence of hard times on society is ____.
- [A] trivial
 - [B] positive
 - [C] certain
 - [D] destructive

Part B

Directions:

Read the following text and match each of the numbered items in the left column to its corresponding information in the right column. There are two extra choices in the right column. Mark your answers on the ANSWER SHEET. (10 points)

"Universal history, the history of what man has accomplished in this world, is at bottom the History of the Great Men who have worked here," wrote the Victorian sage Thomas Carlyle. Well, not any more it is not.

Suddenly, Britain looks to have fallen out with its favorite historical form. This could be no more than a passing literary craze, but it also points to a broader truth about how we now approach the past: less concerned with learning from our forefathers and more interested in feeling their pain. Today, we want empathy, not inspiration.

From the earliest days of the Renaissance, the writing of history meant recounting the exemplary lives of great men. In 1337, Petrarch began work on his rambling writing *De Viris Illustribus* – On Famous Men, highlighting the *virtus* (or virtue) of classical heroes. Petrarch celebrated their greatness in conquering fortune and rising to the top. This was the biographical tradition which Niccolò Machiavelli turned on its head. In *The Prince*, he championed cunning, ruthlessness, and boldness, rather than virtue, mercy and justice, as the skills of successful leaders.

Over time, the attributes of greatness shifted. The Romantics commemorated the leading painters and authors of their day, stressing the uniqueness of the artist's personal experience rather than public glory. By contrast, the Victorian author Samuel Smiles wrote *Self-Help* as a catalogue of the worthy lives of engineers, industrialists and explorers. "The valuable examples which they furnish of the power of self-help, of patient purpose, resolute working, and steadfast integrity, issuing in the formation of truly noble and manly character, exhibit," wrote Smiles, "what it is in the power of each to accomplish for himself." His biographies of James Watt, Richard Arkwright and Josiah Wedgwood were held up as beacons to guide the working man through his difficult life.

This was all a bit bourgeois for Thomas Carlyle, who focused his biographies on the truly heroic lives of Martin Luther, Oliver Cromwell and Napoleon Bonaparte. These epochal figures represented lives hard to imitate, but to be acknowledged as possessing higher authority than mere mortals.

Not everyone was convinced by such bombast. "The history of all hitherto existing society is the history of class struggles," wrote Marx and Engels in *The Communist Manifesto*. For them, history did nothing, it possessed no immense wealth nor waged battles: "It is man, real, living man who does all that." And history should be the story of the masses and their record of struggle. As such, it needed to appreciate the economic realities, the social contexts and power relations in which each epoch stood. For: "Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly found, given and transmitted from the past."

This was the tradition which revolutionised our appreciation of the past. In place of Thomas Carlyle, Britain nurtured Christopher Hill, EP Thompson and Eric Hobsbawm. History from below stood alongside biographies of great men. Whole new realms of understanding – from gender to race to cultural studies – were opened up as scholars unpicked the multiplicity of lost societies. And it transformed public history too: downstairs became just as fascinating as upstairs.

	[A] emphasized the virtue of classical heroes.
41. Petrarch	[B] highlighted the public glory of the leading artists.
42. Niccolò Machiavelli	[C] focused on epochal figures whose lives were hard to imitate.
43. Samuel Smiles	[D] opened up new realms of understanding the great men in history.
44. Thomas Carlyle	[E] held that history should be the story of the masses and their record of struggle.
45. Marx and Engels	[F] dismissed virtue as unnecessary for successful leaders.

	[G] depicted the worthy lives of engineers, industrialists and explorers.
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Section III

Translation

46. **Directions:**

Translate the following text into Chinese. Write your translation on the ANSWER SHEET. (15 points)

When people in developing countries worry about migration, they are usually concerned at the prospect of their best and brightest departure to Silicon Valley or to hospitals and universities in the developed world. These are the kind of workers that countries like Britain, Canada and Australia try to attract by using immigration rules that privilege college graduates.

Lots of studies have found that well-educated people from developing countries are particularly likely to emigrate. A big survey of Indian households in 2004 found that nearly 40% of emigrants had more than a high-school education, compared with around 3.3% of all Indians over the age 25. This "brain drain" has long bothered policymakers in poor countries. They fear that it hurts their economies, depriving them of much-needed skilled workers who could have taught at their universities, worked in their hospitals and come up with clever new products for their factories to make.

Section IV

Writing

Part A

47. **Directions:**

Suppose you have found something wrong with the electronic dictionary that you bought from an online store the other day. Write an email to the customer service center to

- 1) make a complaint, and
- 2) demand a prompt solution.

You should write about 100 words on ANSWER SHEET 2.

Do not sign your own name at the end of the letter. Use "Zhang Wei" instead.

Do not write your address. (10 points)

Part B

48. **Directions:**

Write an essay based on the following table. In your writing, you should

- 1) describe the table, and
- 2) give your comments.

You should write at least 150 words.

Write your essay on ANSWER SHEET 2. (15 points)

2012年 考研英语二完形填空（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2012年 考研英语二完形填空（四选一）原卷逐空核对整理。与试卷排版同一卷面：Directions、3 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。

英语二真题(2012)

Section I

Directions:

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Millions of Americans and foreigners see G.I. Joe as a mindless war toy, the symbol of American military adventurism, but that's not how it used to be. To the men and women who 1 in World War II and the people they liberated, the G.I. was the 2 man grown into hero, the poor farm kid torn away from his home, the guy who 3 all the burdens of battle, who slept in cold foxholes, who went without the 4 of food and shelter, who stuck it out and drove back the Nazi reign of murder. This was not a volunteer soldier, not someone well paid, 5 an average guy, up 6 the best trained, best equipped, fiercest, most brutal enemies seen in centuries.

数百万美国人和外国人将G.I. Joe视为一个无思想的战争玩具,是美国军事冒险主义的象征,但它过去并非如此。对于在二战中服役的男女军人以及他们解放的人民而言,G.I.是成长为英雄的普通人,是被迫离开家园的贫苦农家子弟,是承受战斗所有重负的人,是睡在冰冷散兵坑里的人,是缺少食物和住所等生活必需品的人,是坚持到底并击退纳粹杀戮统治的人。这不是志愿兵,不是报酬丰厚的人,而是普通人,面对的却是几个世纪以来训练最精良、装备最精良、最凶猛、最残暴的敌人。

His name isn't much. G.I. is just a military abbreviation 7 Government Issue, and it was on all of the articles 8 to soldiers. And Joe? A common name for a guy who never 9 it to the top. Joe Blow, Joe Palooka, Joe Magrac...a working class name. The United States has 10 had a president or vice-president or secretary of state Joe.

他的名字并不起眼。G.I.只是一个军事缩写,意思是Government Issue(政府配发),它出现在发给士兵的所有物品上。那Joe呢?一个从未出人头地的普通人的常见名字。Joe Blow、Joe Palooka、Joe Magrac.....一个工人阶级的名字。美国从未有过一位名叫Joe的总统、副总统或国务卿。

G.I. Joe had a 11 career fighting German, Japanese, and Korean troops. He appears as a character, or a 12 of American personalities, in the 1945 movie The Story of G.I. Joe, based on the last days of war correspondent Ernie Pyle. Some of the soldiers Pyle 13 portrayed themselves in the film. Pyle was famous for covering the 14 side of the war, writing about the dirt-snow-and-mud soldiers, not how many miles were 15 or what towns were captured or liberated. His

reports 16 the "Willie" cartoons of famed Stars and Stripes artist Bill Mauldin. Both men 17 the dirt and exhaustion of war, the 18 of civilization that the soldiers shared with each other and the civilians: coffee, tobacco, whiskey, shelter, sleep. 19 Egypt, France, and a dozen more countries, G.I. Joe was any American soldier, 20 the most important person in their lives.

G.I. Joe在与德国、日本和朝鲜军队的作战中有着卓越的战绩。他作为一个角色,或者说一组美国人的性格集合,出现在1945年的电影《G.I. Joe的故事》中,该片基于战地记者Ernie Pyle的最后战地岁月。Pyle采访过的一些士兵在影片中扮演他们自己。Pyle以报道战争的人性面而闻名,他书写的是那些满身尘土、冰雪和泥泞的士兵,而不是推进了多少英里或占领或解放了哪些城镇。他的报道与著名《星条旗报》艺术家Bill Mauldin的"Willie"漫画相呼应。两人都强调战争的肮脏和疲惫,强调士兵们彼此之间以及与平民分享的文明碎片:咖啡、烟草、威士忌、住所、睡眠。对于埃及、法国和其他十几个国家来说,G.I. Joe就是任何一名美国士兵,在那个时刻是他们生命中最重要的人。

1. ☐ A] served
☐ B] performed
☐ C] rebelled
☐ D] betrayed
2. ☐ A] actual
☐ B] common
☐ C] special
☐ D] normal
3. ☐ A] loaded
☐ B] eased
☐ C] removed
☐ D] bore
4. ☐ A] necessities
☐ B] facilities
☐ C] commodities
☐ D] properties
5. ☐ A] and
☐ B] nor
☐ C] but
☐ D] hence
6. ☐ A] for
☐ B] into
☐ C] from
☐ D] against

7. [A] implying
[B] meaning
[C] symbolizing
[D] claiming
8. [A] handed out
[B] turned over
[C] brought back
[D] passed down
9. [A] pushed
[B] got
[C] made
[D] managed
10. [A] ever
[B] never
[C] either
[D] neither
11. [A] disguised
[B] disturbed
[C] disputed
[D] distinguished
12. [A] company
[B] community
[C] collection
[D] colony
13. [A] employed
[B] appointed
[C] interviewed
[D] questioned
14. [A] human
[B] military
[C] political
[D] ethical
15. [A] ruined
[B] commuted
[C] patrolled
[D] gained

16. [A] paralleled
[B] counteracted
[C] duplicated
[D] contradicted
17. [A] neglected
[B] emphasized
[C] avoided
[D] admired
18. [A] stages
[B] illusions
[C] fragments
[D] advances
19. [A] With
[B] To
[C] Among
[D] Beyond
20. [A] on the contrary
[B] by this means
[C] from the outset
[D] at that point

1. ____

【答案】 [A] served 词义辨析

【线索】 后文紧接 "the people they liberated", 说明这些人是参战并解放他人的盟军士兵

To the men and women who __ (1) __ in World War II and the people they liberated 中 liberated (解放) 是关键线索: 能去"解放别人"的, 只能是参战的盟军一方, 不可能是反叛者或叛徒; 再结合全文对 G.I. Joe 的褒扬基调, 空处应是中性偏褒的"服役、参战"。

【选项】 A) served ✓ 正解: serve in WWII = 在二战中服役/参战, 与 liberated 完全相容

served 是 serve in + 战争/军队的固定用法, 意为"服役、参战", 色彩中性偏正面, 紧扣 the people they liberated 这一解放者身份, 也契合后文整篇对 G.I. Joe 的致敬基调。

B) performed X 搭配偏义: perform in 多指"演出/表演", 与战争语境违和

performed 虽有"执行、表现"义, 但 perform in WWII 不是英语习惯说法, 且 perform 单独不带宾语时第一反应是"表演", 无法解释后文的"解放他人"。

C) rebelled X 逻辑反向: rebel = 反叛, 与盟军"解放他人"完全冲突

rebelled 是"反叛、起义", 主语将是反抗政府/秩序的人, 与 the people they liberated 中的"解放者"角色和全文褒扬基调反向, 纯逻辑就能筛掉。

D) betrayed X 色彩反向: betray = 背叛, 是贬义

betrayed 意为"背叛", 强贬义; 本文是为 G.I. Joe 正名的褒扬文, 且"背叛"与"解放他人"矛盾, 明显反向。

【验证】 代回为 the men and women who __ (1) __ in World War II and the people they liberated → "在二战中服役的男男女女以及他们解放的人民", 与全篇致敬基调一致, 整段顺畅。

2. ____

【答案】 [B] common 词义辨析

【线索】 下文用 "穷苦农家娃""普通人" 一连串同位语为这个形容词作注脚

the __ (2) __ man grown into hero, the poor farm kid torn away from his home, the guy who __ (3) __ all the burdens of battle 三个同位语都强调出身"低、普通、苦"; 下一句又直接出现 an average guy, 把答案明确暴露——空处描述的就是"普通、平凡"。

【选项】 A) actual X 义偏: actual 强调"实际/真实", 不指"普通"

actual 意为"真实的、实际的", 对应 real, 不能表达"出身平凡"这一层; 放进 actual man grown into hero 也不构成有效反差。

B) common

✓ 正解: common man 即"平民、普通人", 与下文 average guy 完全同义复述

common 与名词 man 组成固定表达 the common man (普通老百姓), 刚好和下文 an average guy 同义对照, 并与 hero 形成"凡人变英雄"的反差, 最契合。

C) special X 反向: special 与下文"穷苦平凡"完全冲突

special 意为"特殊的、特别的", 与下文 the poor farm kid、an average guy 反向。

D) normal X 近义但搭配弱: normal man 不是表达"普通老百姓"的地道说法

normal 与 common 看似都含"平常"义, 但 normal 强调"正常/不异常" (与 abnormal 对立), 多用于状态; 表达"社会身份上的平民", 英语习惯用 the common man / the average guy, 而不用 the normal man。

【验证】 代回 the __ (2) __ man grown into hero → "由平民百姓成长为英雄", 与紧随其后的 the poor farm kid、an average guy 等同位语完全同向, 全段画像一致。

3. ____

【答案】 [D] bore 固定搭配

【线索】 本句平行结构 "slept in cold foxholes... went without food and shelter... stuck it out" 全是"扛下苦难"

the guy who __(3)__ all the burdens of battle, who slept in cold foxholes, who went without the __(4)__ of food and shelter, who stuck it out and drove back the Nazi reign of murder, 一连串 who 引导的并列描写都是"承受+坚持", 所以 __(3)__ 必须与 burdens 构成"承担/扛起".

【选项】 A) loaded X 搭配反向: load 是"装载 (到某人身上)", 主语通常是施加方

loaded 常见用法是 load sb. with sth. 或 load sth. onto sb., 主语是"加担子的人"; 这里主语是承担者本人, 方向反了, 不通。

B) eased X 义反: ease the burdens = 减轻负担, 与坚守苦难矛盾

eased 意为"减轻、缓解", G.I. Joe 不是减负的人, 而是"扛下"全部苦的人, 与 stuck it out 反向。

C) removed X 义反: remove the burdens = 卸下负担, 方向相反

removed 意为"移开、卸掉", 同样是"减负"方向, 与 all the burdens of battle 这个 all 的"全数承担"语气矛盾。

D) bore ✓ 正解: bear the burden 是固定搭配, 意为"承担重负"

bore 是 bear 的过去式, bear the burden of 是英语高频固定搭配, 意为"承担.....的重负", 与下文 slept in cold foxholes、stuck it out 等"扛下来"的画像完全同向。

【验证】 代回 the guy who __(3)__ all the burdens of battle → "扛起了战斗全部重负的小伙子", 与紧接其后的几个 who 关系从句构成统一"承受苦难"画像, 整段一气呵成。

4. ____

【答案】 [A] necessities 词义辨析

【线索】 went without 直接点明"连最基本的都没", 定位"必需品"

who went without the __(4)__ of food and shelter, go without sth. = "没有.....也撑过来", 强调缺乏的是"基本所需"; food and shelter 又是衣食住的核心, 二者共同指向"生活必需品"。

【选项】 A) necessities ✓ 正解: necessities of life 是固定表达, 指生活必需品

necessities 意为"必需品", 常用 the (basic) necessities of life / of food and shelter, 正好对应 went without "连最基本的都没有"的语义, 与 food and shelter 同属"维持生存"的范畴。

B) facilities X 义偏: facilities 是"设施/设备", 不指"食物住所本身"

facilities 多指 sports facilities、medical facilities 这类"配套设施", 把 food 视为 facility 不符合英语习惯; 且"设施"过于具体物质化, 与"必需"主旨不符。

C) commodities X 义偏: commodities = 商品 (经济学语境)

commodities 多指市场上"作为商品流通的物品" (如石油、粮食大宗商品), 含浓厚经济学色彩; 战场上士兵谈的是"没饭没住所", 不是"没有商品", 语域不符。

D) properties X 义偏: property 是财产/地产或属性

properties 意为"财产、地产"或"性质、属性", 都与"维持生存所需"对不上; the properties of food and shelter 在英语里读起来更像"食物和住所的属性", 逻辑不通。

【验证】 代回 who went without the __(4)__ of food and shelter → "连食物和住所这些必需品都没有", 与上下文"睡冷散兵坑"扛战斗重负"画像吻合, 全段连贯。

5. ____

【答案】 [C] but 逻辑关系

【线索】 本句构成 "not X, not Y, but Z" 的经典对比结构

This was not a volunteer soldier, not someone well paid, __(5)__ an average guy, up __(6)__ the best trained...fiercest, most brutal enemies seen in centuries. 这是英语典型的 "not...not...but..." 框架：连续否定后用 but 引出真正的描述对象——"一个普通人"，与前两个否定形成反差。

【选项】 A) and X 义弱：and 表并列，不能精准呈现"反差/纠正"

and 仅表并列，无法体现 "否定→肯定" 这一反差；放进去读起来像"不是 X，不是 Y，还是 Z"，逻辑薄。

B) nor X 继续否定方向错：nor 等于 and not，会让 C 也变否定

nor 用于"也不"，应承接前面同向否定。这里空后 an average guy 是肯定描述（且后文继续把他与精锐之敌对比），nor 会让句意变成"也不是普通人"，与全文 G.I. Joe = 普通人的画像完全相反。

C) but ✓ 正解：not...not...but... 经典对比结构，引出真正描述

but 完美承接前两次否定，把句子收成 "not A, not B, but C" 的对比框架，引出"他真正是个普通人"这一全文反复强调的核心画像。

D) hence X 逻辑错：hence = 因此，表因果，不是对比

hence 表结果"因此"，需要前文是原因；这里前文是两次否定描述，不构成因果关系，逻辑链断裂。

【验证】 代回 not a volunteer soldier, not someone well paid, __(5)__ an average guy → "不是志愿兵，不是高薪兵，而是个普通人"，承接首段 the __(2)__ man grown into hero 与全文"为普通人正名"主旨。

6. ____

【答案】 **[D] against** 固定搭配

【线索】 短语 **be up against** = 面对/对抗 (强敌)

up __ (6) __ the best trained, best equipped, fiercest, most brutal enemies seen in centuries, 后跟一连串描述"最精锐、最凶残的敌人", 整体语义是"普通士兵迎战强敌", 与英语习语 be up against 完全吻合。

【选项】 A) for **✗ 搭配错: up for 多表"愿意做"或"轮到"**

for 与 up 构成 be up for (愿意参与; 列入候选) 等, 与"面对强敌"的对抗语义不符。

B) into **✗ 搭配错: up into 不是固定短语**

into 通常配 go into、turn into 等动作动词; up into 没有"对抗"含义。

C) from **✗ 搭配错: up from 多表"从.....起来", 无对抗义**

from 与 up 多构成 get up from、rise up from (从.....起身), 与本句"面对强敌"的对抗主题完全不沾边。

D) against **✓ 正解: up against 是固定短语, 意为"面对/对抗 (强敌或难题)"**

against 与 up 构成 be up against = "对抗、面对 (艰难处境/强大对手)", 紧扣后文 the best trained, best equipped, fiercest, most brutal enemies 这一强敌画像, 意境完全契合。

【验证】 代回 an average guy, up __ (6) __ the best trained, best equipped, fiercest, most brutal enemies seen in centuries → "一个普通人, 迎战几世纪未见的最精锐凶残之敌", 与首段"凡人成英雄"主旨完全契合。

7. ____

【答案】 **[B] meaning** 词义辨析

【线索】 主语是 abbreviation (缩写) , 缩写=A 代表 B 的对应关系

G.I. is just a military abbreviation __ (7) __ Government Issue, 缩写 G.I. 与全称 Government Issue 之间是"等同释义"关系 (G.I. 就是 Government Issue 的简称) , 最贴切的动词是 mean。

【选项】 A) implying X 义偏: **imply = 暗含、不明说地表达**

implying 强调"言外之意", 但 G.I. 与 Government Issue 是明明白白的对应关系, 不存在"暗示"成分。

B) meaning ✓ 正解: **meaning = 即....., 直接给出全称释义**

meaning 在英语里常用于引出名词/术语的定义或全称, 如 the abbreviation USA, meaning United States of America; 与 G.I. → Government Issue 的释义关系完全契合。

C) symbolizing X 义偏: **symbolize = 象征, 含抽象比喻色彩**

symbolizing 多用于具象事物代表抽象概念 (如 dove symbolizes peace) , 不用于解释缩写。

D) claiming X 义偏: **claim = 宣称、声称, 主语通常是人**

claiming 表达"主动声称", 主语通常是有意识的人/机构, 不能用于缩写自身。

【验证】 代回 G.I. is just a military abbreviation __ (7) __ Government Issue → "G.I. 不过是个军事缩写, 意为政府配发", 与下句 it was on all of the articles __ (8) __ to soldiers 衔接自然。

8. ____

【答案】 [A] handed out 词义辨析

【线索】 前文说 Government Issue (政府配发) , 物品的去向是"发给士兵"

G.I. is just a military abbreviation __ (7) __ Government Issue, and it was on all of the articles __ (8) __ to soldiers, Government Issue = 政府发放/配发, 这些物品是"政府发给士兵"的, 方向是单向"自上而下、自机构向个人"的分发。

【选项】 A) handed out ✓ 正解: hand out = 分发, 恰与 Government Issue 同义

handed out 意为"分发、发放", articles handed out to soldiers = 发给士兵的物品, 正好对应 Government Issue 的含义, 前后句无缝衔接。

B) turned over X 义偏: turn over = 移交 (权力/物品所有权)

turned over 多用于正式"移交" (如 turn over the documents to the police) , 强调所有权变更, 不用于日常配发军用品。

C) brought back X 义反: bring back = 带回, 方向反向

brought back 是"带回、送回", 方向是"回来"; 这里物品是"政府发给士兵"的单向流动, 方向相反。

D) passed down X 义偏: pass down = 代代相传

passed down 用于"代代相传" (传统、技艺、家族物品) , 与士兵领装备的当下行为不符。

【验证】 带回 it was on all of the articles __ (8) __ to soldiers → "印在所有发给士兵的物品上", 与前句解释 G.I. = Government Issue 完美吻合。

9. ____

【答案】 [C] **made** 固定搭配

【线索】 下句"美国从没有 Joe 当总统"反向印证"没爬上去"

A common name for a guy who never __ (9) __ it to the top. Joe Blow, Joe Palooka, Joe Magrac...a working class name. The United States has __ (10) __ had a president or vice-president or secretary of state Joe., 下一句直接说"美国从没有叫 Joe 的总统/副总统/国务卿", 反向佐证 "Joe = 没出头的普通人", 意即"没有成功到达顶层".

【选项】 A) **pushed** X 搭配错: **push it to the top 不是固定表达**

pushed 本义"推", push it 在英语里多指"做得过分" (don't push it) , 与"爬到顶峰"无关。

B) **got** X 搭配错: **get to the top 不带 it, 且 got it to the top 不通顺**

got 表达"到达"应是 get to the top, 多余的 it 没有指代对象, 破坏句子结构。

C) **made** ✓ 正解: **make it to the top 是"出人头地、做到顶层"的固定表达**

made 与 it to + 终点构成 make it to + 终点, 意为"成功到达"; make it to the top 就是"出人头地、做到最高位", 紧扣 Joe = 普通人、当不上总统这一画像。

D) **managed** X 搭配错: **manage 不带 it 加 to the top**

managed 后接动词不定式 (manage to do) 或宾语, 没有 manage it to 这种用法。

【验证】 代回 A common name for a guy who never __ (9) __ it to the top → "一个常见的、永远没出头的小伙子的名字", 与下句"从未有叫 Joe 的总统"完美呼应。

10. ____

【答案】 [B] never 逻辑关系

【线索】 上句 never 已定否定基调

A common name for a guy who never __ (9) __ it to the top. Joe Blow, Joe Palooka, Joe Magrac...a working class name. The United States has __ (10) __ had a president or vice-president or secretary of state Joe., 前后两句围绕"Joe = 平民、上不了高位"展开, 本句作为承接论据, 必须仍是否定。

【选项】 A) ever X 极性反: ever 在肯定句中="曾经", 与全文走向冲突

ever 在肯定句意为"曾经", has ever had a Joe president = "曾经有过", 与作者要论证的"Joe 是个上不了顶峰的普通名字"完全反向。

B) never ✓ 正解: never 续上句否定, 且 has never had 是常见句法

never 直接延续上句 never __ (9) __ it to the top 的否定走向, 且 has never had a Joe... 句法完全合规, 意为"美国从未有过叫 Joe 的总统/副总统/国务卿", 论证"Joe 是个上不了高位的名字"这一观点。

C) either X 句法错: either 不能直接修饰动词作"也不"用

either 在否定句末表"也(不)", 如 I don't like it either, 不能放在 has 和 had 之间作副词。

D) neither X 句法错: neither 不与单一句的动词组合成否定

neither 多用于句首倒装 (Neither has the US ever had...) 或与 nor 搭配, 不能像 never 这样直接插在 has 和 had 之间。

【验证】 代回 The United States has __ (10) __ had a president or vice-president or secretary of state Joe → "美国从未有过叫 Joe 的总统、副总统或国务卿", 与上句 "never made it to the top" 同向, 全段论证一气呵成。

11. ____

【答案】 [D] distinguished 词义辨析

【线索】 全文称颂基调 + "对抗德日韩三国军队"暗含"战功卓著"

G.I. Joe had a __(11)__ career fighting German, Japanese, and Korean troops, 结合全文对 G.I. Joe 的褒扬基调 (grown into hero、stuck it out and drove back the Nazi reign of murder) 和"打了三场大仗", P3 这里要给他职业生涯一个正面定性。

【选项】 A) disguised X 义偏: disguised = 伪装的, 色彩中性偏隐秘

disguised 意为"伪装的、隐藏的", 常见 disguised blessing (因祸得福); 与"光辉职业生涯"无关。

B) disturbed X 色彩偏负: disturbed = 受扰的、心神不宁的

disturbed 多形容心理状态"不安"或"被打乱的"秩序, 色彩偏负, 与本文褒扬基调相反。

C) disputed X 色彩偏负: disputed = 有争议的

disputed 意为"被争议的、有质疑的", 与本文"凡人成英雄""任何美国大兵"的肯定基调相反。

D) distinguished ✓ 正解: distinguished career = 卓越职业生涯 (固定搭配)

distinguished 意为"卓著的、杰出的", distinguished career 是高度褒义的固定搭配, 意为"光辉职业生涯", 紧扣 G.I. Joe 与三国军队作战、立下战功这一英雄定位。

【验证】 代回 G.I. Joe had a __(11)__ career fighting German, Japanese, and Korean troops → "G.I. Joe 在与德、日、朝军队作战中有过辉煌的戎马生涯", 与全文褒扬基调一致。

12. ____

【答案】 [C] collection 词义辨析

【线索】 前文 "as a character, or a ____ of personalities" 的 or 提示"或一种聚合"

He appears as a character, or a __ (12) __ of American personalities, in the 1945 movie The Story of G.I. Joe, or 提示后面是"另一种说法": 要么是"一个人物", 要么是"美国群像的集合体"。X 一定是"汇聚多种特质/人物"的集合概念。

【选项】 A) company X 义偏: company = 陪伴/公司/连队

company 常用于"陪伴、连队、公司", 少有"特质合体"含义; 放在这里意思别扭。

B) community X 义偏: community = 社区/共同体 (真实存在的人群)

community 强调真实生活的社区或共同利益群体, 不形容"虚构作品中聚合的多种人物形象"。

C) collection ✓ 正解: a collection of personalities = 多种人物形象的集合

collection 意为"集合体", a collection of personalities 表示"多种人物形象/性格的汇聚"——电影中的 G.I. Joe 既可能是单一人物, 也可能是"美国大兵众生相的合体", 语义完美契合。

D) colony X 义偏: colony = 殖民地/动物群落

colony 用于殖民地或蚂蚁、蜜蜂等动物群体, 不用于"人物形象的汇聚"。

【验证】 代回 He appears as a character, or a __ (12) __ of American personalities, in the 1945 movie The Story of G.I. Joe → "他作为一个人物, 或多种美国形象的合体, 出现在 1945 年的电影中", 与下文电影故事相衔接。

13. ____

【答案】 [C] interviewed 词义辨析

【线索】 上文已点明 Pyle 是 "war correspondent" (战地记者)

He appears as a character, or a __(12)__ of American personalities, in the 1945 movie The Story of G.I. Joe, based on the last days of war correspondent Ernie Pyle. Some of the soldiers Pyle __(13)__ portrayed themselves in the film., 记者 Pyle 与士兵之间最自然的关系是"采访", 并非雇佣、任命、审讯。

【选项】 A) employed X 身份错: employ 主语通常是雇主, 记者不雇士兵

employed = 雇佣, 主语应是雇主或机构; 战地记者 Pyle 与士兵不存在雇佣关系。

B) appointed X 身份错: appoint 主语通常是上级/机构

appointed = 任命, 主语通常是有任命权的上级; 记者并无任命士兵的权力。

C) interviewed ✓ 正解: interview 正是记者的专业动作=采访

interviewed = 采访, 是战地记者对士兵的最自然动作。Pyle interviewed soldiers 即"Pyle 采访过这些士兵", 被采访过的士兵在电影里出演了自己, 逻辑完全顺。

D) questioned X 色彩偏负: question 多指"盘问/审问/质疑"

questioned 偏向"盘问、审讯、质疑", 含怀疑色彩; 记者对士兵不是审问, 而是采访, 色彩不符。

【验证】 代回 Some of the soldiers Pyle __(13)__ portrayed themselves in the film → "被 Pyle 采访过的一些士兵在电影里出演了自己", 与上句电影是基于 Pyle 报道完全连贯。

14. ____

【答案】 [A] human 词义辨析

【线索】 紧随的 "not how many miles were ____ or what towns were captured" 排除军事面

Pyle was famous for covering the __(14)__ side of the war, writing about the dirt-snow-and-mud soldiers, not how many miles were __(15)__ or what towns were captured or liberated, dirt-snow-and-mud soldiers (满身泥雪的小兵) 是关注"人", not 后否定的是"占了多少里、攻下哪座城"这类军事/战略统计。前正后反, 锁定 "human side" (人性/人文的一面)。

【选项】 A) human ✓ 正解: human side = 战争的人性面/人的故事

human 与 side 搭配, 意为"人性/人文的一面", 恰好对应他写 the dirt-snow-and-mud soldiers (满身泥雪的小兵) 这类"人"的故事, 且与 not 后排除的军事数据形成对立。

B) military X 义反: military side 正是后文 not 否定的那一面

military = 军事的, 与 not how many miles were... or what towns were captured 重合, 直接被 not 否决。

C) political X 义偏: political side 与小兵的故事不挨边

political = 政治的; Pyle 写的是底层小兵的日常, 不是高层政治博弈。

D) ethical X 义偏: ethical = 伦理的, 与小兵故事不直接挂钩

ethical = 伦理道德层面的探讨, 与 dirt-snow-and-mud soldiers 这种"灰头土脸的日常"不对位。

【验证】 代回 Pyle was famous for covering the __(14)__ side of the war, writing about the dirt-snow-and-mud soldiers → "Pyle 以报道战争的人性面闻名, 写满身泥雪的士兵", 与下文反复出现的"小兵日常"主题完全一致。

15. ____

【答案】 **[D] gained** 固定搭配

【线索】 平行项 "towns were captured or liberated" 提示军事推进语义

not how many miles were __(15)__ or what towns were captured or liberated, or 连接的平行结构里, captured/liberated 都是军事推进动作; miles 的动词必须同向, 表"推进了多少英里"。gain ground / gain miles 是英语中常见的军事/进度表达。

【选项】 A) ruined X 义偏: **ruined = 摧毁**, 宾语应是建筑/事物

ruined miles 没有自然含义; ruin 多用于摧毁城镇、生活等, 不是"推进多少里"。

B) commuted X 义偏: **commute = 通勤**, 语域不符

commuted 指日常上下班通勤, 战争语境里不可能说"通勤多少英里"。

C) patrolled X 义偏: **patrol = 巡逻**, 不构成"推进"语义

patrolled 是"巡逻", 强调持续的安全监控, 不是"打下多少里"。

D) **gained** ✓ 正解: **gain miles/ground = 推进, 攻占的英里**

gained 意为"夺得、推进", gain miles 与 gain ground 一脉相通, 意为"推进/攻下多少英里", 与并列项 towns were captured or liberated 同向。

【验证】 代回 not how many miles were __(15)__ or what towns were captured or liberated → "不写推进了多少英里或攻下/解放了哪些城镇", 与上一空确定的"军事面"是"被否定方"完全一致。

16. ____

【答案】 [A] paralleled 词义辨析

【线索】 下句 "Both men emphasized the dirt and exhaustion of war..." 明示两人主题相同

His reports __(16)__ the "Willie" cartoons of famed Stars and Stripes artist Bill Mauldin. Both men __(17)__ the dirt and exhaustion of war, 下句直接出现 Both men + 同一宾语, 意味两人内容方向一致, 是"并行/相似", 不是对抗或矛盾。

【选项】 A) paralleled ✓ 正解: parallel = 与.....相似/并行, 呼应 Both men 同向归纳

paralleled 作动词意为"与.....平行、相似", His reports paralleled the cartoons = "他的报道与漫画相互呼应/并行", 恰好为下句 Both men __(17)__ the dirt and exhaustion of war 的归纳铺路。

B) counteracted X 义反: counteract = 抵消, 与下句 Both men 同向矛盾

counteracted = 抵消、对抗, 意味两人方向相反, 与下句 Both men emphasized... 矛盾。

C) duplicated X 义偏过强: duplicate = 完全复制

duplicated 强调"一模一样地复制", 过强; 报道与漫画是两种不同媒介, 不存在"复制"关系, 但确有"相似/呼应"。

D) contradicted X 义反: contradict = 与.....矛盾

contradicted = 与.....矛盾, 与下句 Both men 共述同主题完全反向。

【验证】 代回 His reports __(16)__ the "Willie" cartoons → "他的报道与 Willie 漫画异曲同工", 紧接 Both men __(17)__ the dirt and exhaustion of war 的归纳逻辑顺畅。

17. ____

【答案】 **[B] emphasized** 词义辨析

【线索】 上句确认两人方向一致 + 上一空已定"写战争人性面"

Pyle was famous for covering the __(14)__ side of the war, writing about the dirt-snow-and-mud soldiers 与 His reports __(16)__ the "Willie" cartoons 已确立两人方向一致：都在"突出小兵的灰头土脸的实际状态"，并非忽视或回避。

【选项】 A) neglected **X 义反：neglect = 忽视**

neglected = 忽视，与上文 Pyle 写灰头土脸小兵的事实矛盾。

B) emphasized **✓ 正解：emphasize = 强调，呼应两人"突出战争人性面"**

emphasized 紧扣上文 Pyle 关注"人性面"、Mauldin 漫画呼应的事实，意为"两人都强调战争中的灰头土脸和疲惫"，符合两人共同书写真实战场的画像。

C) avoided **X 义反：avoid = 回避**

avoided = 回避，与两人专门写灰头土脸现实矛盾。

D) admired **X 义偏：admire = 欣赏、敬佩**

admired = 欣赏，宾语应是值得敬佩的对象；"灰头土脸和疲惫"虽然是真实，但不是"令人敬佩"，搭配不顺。

【验证】 代回 Both men __(17)__ the dirt and exhaustion of war → "两人都强调战争中的灰头土脸和疲惫"，与上文反复出现的"小兵实况"主题完全一致。

18. ____

【答案】 [C] fragments 词义辨析

【线索】 冒号后只列"咖啡、烟、威士忌、住处、睡眠"等零碎日常

the __(18)__ of civilization that the soldiers shared with each other and the civilians: coffee, tobacco, whiskey, shelter, sleep., 列出的都是战时残存的"零零碎碎"的日常文明物——不是阶段, 不是幻觉, 不是进步, 而是"文明的碎片"。

【选项】 A) stages X 义偏: stages of civilization = 文明的(发展)阶段

stages 用于 stages of civilization 指"文明发展的阶段", 无法解释为什么后面跟"咖啡、烟、酒、住、睡"这些日用品。

B) illusions X 义偏: illusions = 幻觉/错觉, 与实物清单不符

illusions 指"幻觉、错觉", 而冒号后列的是实物, 士兵不可能与平民共享"幻觉"。

C) fragments ✓ 正解: fragments of civilization = 文明的零星片段

fragments 意为"碎片、片段", fragments of civilization 形象地表达战时仅存的"零零碎碎"的文明痕迹"——咖啡、烟、酒、住、睡, 正是战时残留的小日常, 最契合。

D) advances X 义偏: advances of civilization = 文明的进步

advances 指"文明的进步", 色彩偏宏大、向前; 战时极度匮乏的小日常物品不是"进步"。

【验证】 代回 the __(18)__ of civilization that the soldiers shared with each other and the civilians: coffee, tobacco, whiskey, shelter, sleep. → "士兵和平民共享的那些文明的零星片段: 咖啡、烟、威士忌、住处、睡眠", 画面真实感十足, 紧扣全文小兵日常主题。

19. ____

【答案】 [B] To 固定搭配

【线索】 末句 "the most important person in their lives" 中 their 指这些国家的人

__(19)__ Egypt, France, and a dozen more countries, G.I. Joe was any American soldier, __(20)__ the most important person in their lives. 中 their 回指 Egypt, France 等十几国人民。"对这些国家来说, G.I. Joe 在他们生命中无比重要"——To + 国家 = 对这些国家(人民)而言, 最自然。

【选项】 A) With X 义偏: with 表伴随/同....., 无法直接表"在他们眼里"

With Egypt, France 意味"和埃及法国一起", 与主句"G.I. Joe 在他们生命中最重要"逻辑不顺。

B) To ✓ 正解: To + 国家 = 对.....来说

To 与 their 完美呼应: "对埃及、法国和十几个其他国家(人民)来说, G.I. Joe 是任何一个美国士兵, 在那一刻是他们生命中最重要的人", 逻辑、句法都顺。

C) Among X 义偏: Among 表"在.....之间", 宾语应是同类成员

Among = 在.....之中, 把美国大兵放在多国"中间"语义弱; 且 their 找不到强对应, 逻辑不如 to 直接。

D) Beyond X 义偏: Beyond = 超越/在.....之外

Beyond Egypt, France 意为"在这些国家之外", 与本句要表达的"对这些国家来说"完全反向。

【验证】 代回 __(19)__ Egypt, France, and a dozen more countries, G.I. Joe was any American soldier → "对埃及、法国和其他十几个国家而言, G.I. Joe 就是任何一个美国士兵", 下文 their lives 中 their 正好指代这些国家的人民, 全段一气呵成。

20. _____

【答案】 **[D] at that point** 逻辑关系

【线索】 全文反复对比 "现在 vs 当年", 本句要锁定"当年那时"

Millions of Americans and foreigners see G.I. Joe as a mindless war toy, the symbol of American military adventurism, but that's not how it used to be. 首段就明确区分"现在被视为玩具"与"当年是英雄"。结尾 G.I. Joe was any American soldier, __(20)__ the most important person in their lives. 也呼应这种时点强调——"在那个时点（即二战时期）", 他是最重要的人。

【选项】 A) on the contrary **✗ 义偏: on the contrary 表"恰恰相反", 前后必须对立**

on the contrary 要求前后明显反向; 这里"是任何一个美国大兵"与"是他们生命中最重要的人"是补充关系, 不是反向。

B) by this means **✗ 义偏: by this means 表"以此方式", 需有方法可指**

by this means 用于"靠这种手段", 前句应是具体方法。"是任何一个美国大兵"不是"方法", 逻辑不通。

C) from the outset **✗ 义偏: from the outset = 从一开始就**

from the outset 意为"从一开始就", 强调时间起点; 但本句对应的不是"开始", 而是整个二战时段。

D) at that point ✓ 正解: at that point = 在那个时点（即二战时期）

at that point 意为"在那个时点/那段时期", 紧扣首段 but that's not how it used to be 提出的"当年 vs 现在"时间维度——在二战那个时点上, G.I. Joe 在这些国家人民心里就是最重要的人。

【验证】 代回 G.I. Joe was any American soldier, __(20)__ the most important person in their lives → "G.I. Joe 是任何一个美国大兵, 在那个时点上他们是他们生命中最重要的人", 与首段"that's not how it used to be"形成完美的时点收束。

OVERVIEW • 通读建境

全文主旨与行文脉络

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

全文主旨

为二战 G.I. Joe 正名: 他不是无脑战争玩具, 而是出身平凡的英雄

开篇即用强对比定调：Millions of Americans and foreigners see G.I. Joe as a mindless war toy, the symbol of American military adventurism, but that's not how it used to be. 作者要纠正大众对 G.I. Joe 的刻板印象，全文围绕“普通士兵 / 朴素英雄”展开追忆，基调是郑重、致敬，而非批判或调侃。

行文脉络

纠偏 → 还原其平凡出身与英勇 → 解释名字之普通 → 借电影/记者佐证其“小人物”属性 → 收束为各国人心中最重要的人

第一段以 but that's not how it used to be 转向“当年他是怎样的人”，铺陈他作为 the __ (2) __ man grown into hero 的形象；第二段从名字入手 His name isn't much. G.I. is just a military abbreviation __ (7) __ Government Issue，强调他是底层、普通人；第三段借电影 the 1945 movie The Story of G.I. Joe 和战地记者 Pyle 报道 the __ (14) __ side of the war、Mauldin 漫画呼应，最后收束为 G.I. Joe was any American soldier, __ (20) __ the most important person in their lives.

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。

Millions of Americans and foreigners see G.I. Joe as a mindless war toy, the symbol of American military adventurism, but that's not how it used to be.

第1段，第1句

第一个主句涵盖主语(并列结构)、谓语、宾语、宾语补足语(介词短语)、同位语,成分丰富;第二个主句包含系动词、表语从句,从句内部又有主语、谓语、方式状语。特别是宾语补足语与同位语的区别、表语从句的识别、“used to”结构的分析,都是练习划分成分的有价值点。

To the men and women who served in World War II and the people they liberated, the G.I. was the common man grown into hero, the poor farm kid torn away from his home, the guy who bore all the burdens of battle, who slept in cold foxholes, who went without the necessities of food and shelter, who stuck it out and drove back the Nazi reign of murder.

第1段，第2句

本句结构训练价值高，主干识别和定语从句回指都很值得练，而时态本身又不算太难，适合作为“结构重于时态”的重点训练材料。对提升长句拆解能力很有帮助。

This was not a volunteer soldier, not someone well paid, but an average guy, up against the best trained, best equipped, fiercest, most brutal enemies seen in centuries.

第1段，第3句

本句包含主语、系动词、三个并列表语、后置定语(介词短语和分词短语)、时间状语等多种成分,且出现not...not...but并列模式和双层定语嵌套,成分种类丰富,适合训练并列识别和定语层次划分

He appears as a character, or a collection of American personalities, in the 1945 movie The Story of G.I. Joe, based on the last days of war correspondent Ernie Pyle.

第3段，第2句

覆盖主语、谓语、方式状语、地点状语、后置定语等多种成分,且包含并列结构 "a character, or a collection of American personalities" 和过去分词短语作定语的典型用法,适合练习识别多重修饰成分的归属

Pyle was famous for covering the human side of the war, writing about the dirt-snow-and-mud soldiers, not how many miles were gained or what towns were captured or liberated.

第3段，第4句

本句涵盖主系表结构、介词短语作状语、现在分词短语作伴随状语、宾语从句、并列结构等多种成分，且 writing about 的宾语包含名词短语与从句的混合并列，易错点在于如何正确划分 about 的多个宾语及其否定对比关系。成分种类丰富，适合作为划分练习句。

Both men emphasized the dirt and exhaustion of war, the fragments of civilization that the soldiers shared with each other and the civilians: coffee, tobacco, whiskey, shelter, sleep.

第3段，第6句

定语从句修饰宾语中的名词短语、宾语包含并列与同位结构、以及用冒号引出具体列举,都是四六级和考研阅读中常见的句式,具有较高的代表性和复用价值,掌握后可迁移到类似长句理解中

HIGH-FREQUENCY • 真题高频词

本篇出现的 20 个考研英语二真题高频词

下列单词既在本篇完形原文中出现，又是 **考研英语二** 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。

military B2

adj. 军事的

本篇2次 · 真题 10 句

issue B1

n. 问题

本篇1次 · 真题 89 句

million A2

num. 一百万

本篇1次 · 真题 57 句

average A2

adj. 平均的

本篇1次 · 真题 55 句

united B1

adj. 联合的

本篇1次 · 真题 52 句

base A2

n. 基础

本篇1次 · 真题 43 句

gain B1

v. 获得;赢得

本篇1次 · 真题 43 句

career B1

n. 职业

本篇1次 · 真题 42 句

states A1

n. 国家

本篇1次 · 真题 42 句

character B1

n. 性格

本篇1次 · 真题 24 句

emphasize B2

v. 强调

本篇1次 · 真题 22 句

collection B1

n. 收集物

本篇1次 · 真题 18 句

capture B1

v. 捕获

本篇1次 · 真题 17 句

working A2

adj. 有工作的

本篇1次 · 真题 17 句

burden B2

n. 负担

本篇1次 · 真题 15 句

personality B1

n. 个性

本篇1次 · 真题 14 句

battle B1

n. 战斗

本篇1次 · 真题 13 句

necessity B2

n. 必需品

本篇1次 · 真题 13 句

paid A2

v. 付款

本篇1次 · 真题 8 句

parallel B2

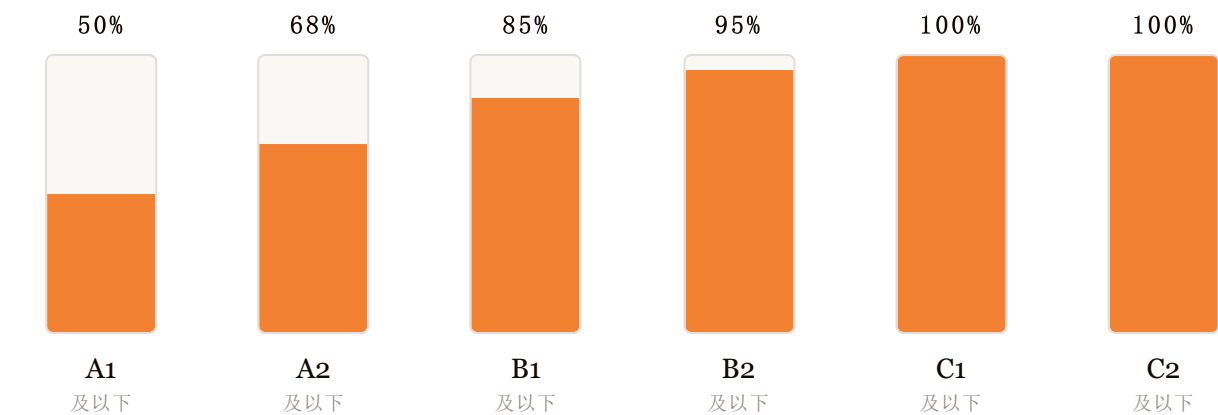
adj. 平行的

本篇1次 · 真题 8 句

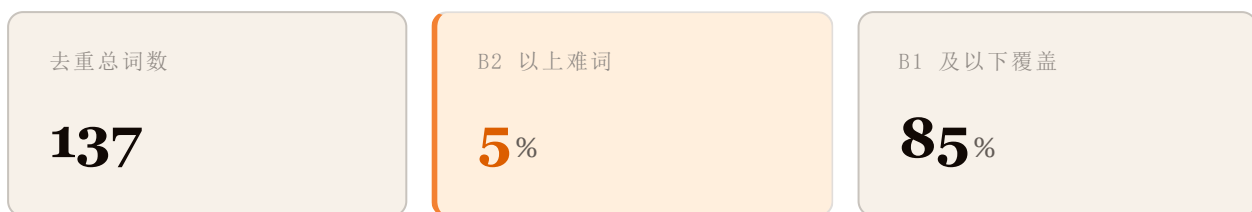
VOCABULARY · 词汇难度分布

全文 137 词按 CEFR 难度累积覆盖

带空短文去重后共 137 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 7 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 137 个 · 末柱为 100%



考研英语二 2012年 · 全卷构成

Section I	完形填空（四选一）	本题
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2012年 考研英语二阅读理解（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2012年 考研英语二阅读理解（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。

英语二真题(2012)

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 Homework has never been terribly popular with students and even many parents, but in recent years it has been particularly scorned. School districts across the country, most recently Los Angeles Unified, are revising their thinking on this educational ritual. Unfortunately, L.A. Unified has produced an inflexible policy which mandates that with the exception of some advanced courses, homework may no longer count for more than 10% of a student's academic grade.

家庭作业从来都不太受学生欢迎,甚至许多家长也不喜欢,但近年来它尤其遭到鄙视。全国各地的学区,最近的是洛杉矶联合学区,正在重新思考这一教育惯例。不幸的是,洛杉矶联合学区制定了一项不灵活的政策,规定除了某些高级课程外,家庭作业在学生学业成绩中所占比重不得超过10%。

P2 This rule is meant to address the difficulty that students from impoverished or chaotic homes might have in completing their homework. But the policy is unclear and contradictory. Certainly, no homework should be assigned that students cannot complete on their own or that they cannot do without expensive equipment. But if the district is essentially giving a pass to students who do not do their homework because of complicated family lives, it is going riskily close to the implication that standards need to be lowered for poor children.

这项规定旨在解决来自贫困或混乱家庭的学生在完成家庭作业方面可能遇到的困难。但该政策不明确且自相矛盾。当然,不应布置学生无法独立完成或需要昂贵设备才能完成的家庭作业。但如果学区实质上是对那些因家庭生活复杂而不做家庭作业的学生网开一面,那就危险地接近于暗示需要为贫困儿童降低标准。

P3 District administrators say that homework will still be a part of schooling; teachers are allowed to assign as much of it as they want. But with homework counting for no more than 10% of their grades, students can easily skip half their homework and see very little difference on their report cards. Some students might do well on state tests without completing their homework, but what about the

students who performed well on the tests and did their homework? It is quite possible that the homework helped. Yet rather than empowering teachers to find what works best for their students, the policy imposes a flat, across-the-board rule.

学区管理人员表示,家庭作业仍将是学校教育的一部分;教师可以随意布置任意数量的作业。但由于家庭作业在成绩中所占比重不超过10%,学生可以轻易跳过一半的家庭作业,而在成绩单上几乎看不出什么差别。有些学生可能不完成家庭作业也能在州考试中取得好成绩,但那些在考试中表现良好并完成了家庭作业的学生呢?家庭作业很可能起到了帮助作用。然而,该政策并没有授权教师找到最适合学生的方法,而是强加了一条一刀切的统一规则。

P4 At the same time, the policy addresses none of the truly thorny questions about homework. If the district finds homework to be unimportant to its students' academic achievement, it should move to reduce or eliminate the assignments, not make them count for almost nothing. Conversely, if homework matters, it should account for a significant portion of the grade. Meanwhile, this policy does nothing to ensure that the homework students receive is meaningful or appropriate to their age and the subject, or that teachers are not assigning more than they are willing to review and correct.

与此同时,该政策没有解决任何关于家庭作业的真正棘手问题。如果学区认为家庭作业对学生的学业成就不重要,就应该采取措施减少或取消作业,而不是让它们几乎不计分。相反,如果家庭作业很重要,它就应该占成绩的很大一部分。同时,该政策没有采取任何措施来确保学生收到的家庭作业是有意义的或适合他们的年龄和科目的,也没有确保教师布置的作业不超过他们愿意批改和纠正的数量。

P5 The homework rules should be put on hold while the school board, which is responsible for setting educational policy, looks into the matter and conducts public hearings. It is not too late for L.A. Unified to do homework right.

家庭作业规定应该暂停执行,由负责制定教育政策的学校董事会调查此事并举行公开听证会。洛杉矶联合学区现在纠正家庭作业政策还为时不晚。

题目与逐题解析

21. It is implied in Paragraph 1 that nowadays homework_____.

- [A] is receiving more criticism
- [B] is gaining more preferences
- [C] is no longer an educational ritual
- [D] is not required for advanced courses

第1段暗示如今家庭作业_____。

A) 正在受到更多批评 B) 正在获得更多青睐 C) 不再是一种教育惯例 D) 不再是高级课程的要求

【答案】 A (推断题)

【判型】 题干 It is implied in Paragraph 1 直接用 implied 一词,明确这是基于段落内容做一步合理推断,而非寻找字面信息。

【拆句】 It is implied in Paragraph 1 that nowadays homework_____ 是带形式主语 it 的被动句加 that 宾语从句,宾语从句被设计成不完整陈述句,由四个选项续完。It 不指代任何具体事物,意思是"第一段隐含表达:如今的作业\\\"\\\"\\\"\\\",不存在结构陷阱。

【定位】 Homework has never been terribly popular with students and even many parents, but in recent years it has been particularly scorned.

作业向来不怎么受学生甚至许多家长的欢迎，但近年来更是受到了格外强烈的鄙弃。

【选项】 A) ✓ 正确

in recent years it has been particularly scorned ↔ **is receiving more criticism**

is receiving more criticism 正是 "如今作业更遭批评" 的标准同义表达，与预判完全一致。

B) 与原文相反

is gaining more preferences 意为 "获得更多偏爱"，与原文 particularly scorned 的贬义评价完全相反。

C) 过度推断

is no longer an educational ritual 称作业 "不再是教育传统"，但原文 School districts ... are revising their thinking on this educational ritual 只是 "重新思考"，未否定其作为教育传统的存在；no longer 是被原文未授权的绝对化判断。

D) 与原文相反

is not required for advanced courses 把 advanced courses 与作业 "不再要求" 挂钩，但原文 with the exception of some advanced courses 的意思恰好相反——高级课程是 10% 上限的例外，仍正常计分要求作业。

22. L.A. Unified has made the rule about homework mainly because poor students ____.

[A] tend to have moderate expectations for their education

[B] have asked for a different educational standard

[C] may have problems finishing their homework

[D] have voiced their complaints about homework

洛杉矶联合学区制定关于家庭作业的规定主要是因为贫困学生_____。

A) 往往对自己的教育抱有适度的期望 B) 要求了一种不同的教育标准

C) 可能在完成家庭作业方面存在问题 D) 表达了他们对家庭作业的不满

【答案】 C (细节题)

【判型】 题干 made the rule about homework mainly because 询问规则出台的具体原因，答案应是原文明写的事实陈述，不需推断。

【拆句】 L.A. Unified has made the rule about homework mainly because poor students ____
主干为 L.A. Unified has made the rule, after mainly because 接原因状语从句，从句主语 poor students 的谓语由四个选项续完。结构平铺直叙，无陷阱。

【定位】 This rule is meant to address the difficulty that students from impoverished or chaotic homes might have in completing their homework.

这条规则旨在解决那些来自贫困或混乱家庭的学生在完成作业时可能遇到的困难。

【选项】 A) 无中生有

tend to have moderate expectations for their education 谈 "对教育只有适中期望", 原文从未提及贫困生的教育期望水平, 完全是凭空增添的论点。

B) 张冠李戴

have asked for a different educational standard 称贫困生 "要求过另一种教育标准", 原文只说政策的潜在暗示是 standards need to be lowered for poor children, 这是作者的担忧, 而非贫困生主动提出的要求。

C) ✓ 正确

the difficulty that students from impoverished or chaotic homes might have in completing their homework

↔ may have problems finishing their homework

may have problems finishing their homework 把 "贫困学生" "困难" "完成作业" 三要素与定位句一一对应, 是定位句的标准同义改写。

D) 无中生有

have voiced their complaints about homework 称贫困生 "对作业提出过抱怨", 原文未提及任何学生群体的抱怨行为; 段首只说 Homework has never been terribly popular, 但那是泛指所有学生与家长, 且并非 "贫困生发声投诉"。

23. According to Paragraph 3, one problem with the policy is that it may_____.

- [A] result in students' indifference to their report cards
- [B] undermine the authority of state tests
- [C] restrict teachers' power in education
- [D] discourage students from doing homework

根据第3段,该政策的一个问题是它可能_____。

- A) 导致学生对成绩单漠不关心
- B) 削弱州级考试的权威性
- C) 限制教师在教育中的权力
- D) 使学生不愿做家庭作业

【答案】 D (细节题)

【判型】 题干以 According to Paragraph 3 开头, 要求复述原文已写明的弊端, 不是隐含推断。

【拆句】 According to Paragraph 3, one problem with the policy is that it may____ 主干为 one problem ... is that ... 的主表结构, that 引导表语从句, 主语 it 指代前面的 the policy。句意平实, 唯一要看清 may 表示 "可能会", 提示答案是后果/隐患而非已发生事实。

【定位】 But with homework counting for no more than 10% of their grades, students can easily skip half their homework and see very little difference on their report cards.

但由于作业仅占成绩不超过 10%, 学生轻而易举就能跳过一半的作业, 而成绩单上几乎看不出什么差别。

【选项】 A) 偷换概念

result in students' indifference to their report cards 把弊端引向 "学生对成绩单漠不关心", 但原文 see very little difference on their report cards 是说 "成绩单看不出差别", 描述的是政策造成的客观结果, 不是学生对成绩单的态度。

B) 无中生有

undermine the authority of state tests 称政策 "削弱州考的权威", 原文 Some students might do well on state tests without completing their homework 只是把州考作为衡量手段顺带提及, 未谈及州考权威性是否被削弱。

C) 过度推断

restrict teachers' power in education 称政策 "限制教师的教育权力", 原文 rather than empowering teachers to find what works best for their students 是说政策 "没有授权" 教师寻找最佳做法, 而非 "限制" 教师已有权力; rather than empowering 与 restrict power 不同义——一个是没给, 一个是夺走。

D) ✓ 正确

students can easily skip half their homework and see very little difference on their report cards

↔ **discourage students from doing homework**

discourage students from doing homework 是 students can easily skip half their homework 的标准同义替换——既然轻易跳过且成绩无变化, 自然削弱了做作业的动力。

24. As mentioned in Paragraph 4, a key question unanswered about homework is whether_____.

- [A] it should be eliminated
- [B] it counts much in schooling
- [C] it places extra burdens on teachers
- [D] it is important for grades

如第4段所述,关于家庭作业的一个未解答的关键问题是_____。

- A) 是否应该取消家庭作业 B) 家庭作业在学校教育中是否很重要 C) 家庭作业是否给教师带来额外负担
D) 家庭作业对于成绩是否重要

【答案】 B (细节题)

【判型】 题干 As mentioned in Paragraph 4 用 mentioned 一词, 明示要回原文找已写明的内容。

【拆句】 As mentioned in Paragraph 4, a key question unanswered about homework is whether____ 主句为 a key question is whether ..., whether 引导表语从句, 结构等同 "未被回答的关键问题是: 作业是否 ____". 注意 unanswered 是过去分词作后置定语修饰 question, 表示这个问题尚未得到回答。

【定位】 If the district finds homework to be unimportant to its students' academic achievement, it should move to reduce or eliminate the assignments, not make them count for almost nothing. Conversely, if homework matters, it should account for a significant portion of the grade.

如果学区认为作业对学生的学业成绩并不重要，就应该减少或取消作业，而不是让它们几乎不计分。反过来，如果作业确实重要，那它就该在成绩中占据相当大的比例。

【选项】 A) **以偏概全**

it should be eliminated 仅对应原文 reduce or eliminate the assignments 中 "作业不重要时" 的一个分支处置方案，并非段落的核心未解之问；原文已表态 "若不重要就该减或取消"，这并非未解决的问题。

B) **✓ 正确**

if homework matters, it should account for a significant portion of the grade ↔

it counts much in schooling

it counts much in schooling 是对 "作业是否重要/是否应该在成绩中占分量" 这一未解之问的高度概括，正中定位句对仗结构的核心变量。

C) **偷换概念**

it places extra burdens on teachers 称作业 "给教师带来额外负担"。原文末句 teachers are not assigning more than they are willing to review and correct 只说政策没确保教师不超量布置可批改的量，并非把 "作业本身" 描述为 "给教师增负"，更不是段落抛出的未解之问。

D) **偷换概念**

it is important for grades 看似贴近，但定位句的真正未解之问是 "作业对学生学业成就 students' academic achievement 是否重要"——这是教育层面的根本问题，grade (成绩单上的分数) 只是衡量手段；把 "对学业" 偷换成 "对分数" 是问题的窄化。

25. A suitable title for this text could be ____.

- [A] A Faulty Approach to Homework
- [B] A Welcomed Policy for Poor Students
- [C] Thorny Questions about Homework
- [D] Wrong Interpretations of an Educational Policy

本文的合适标题可以是_____。

- A) 对待家庭作业的错误方法 B) 一项受贫困学生欢迎的政策 C) 关于家庭作业的棘手问题
D) 对一项教育政策的错误解读

【答案】 **A** (主旨题)

【判型】 题干 A suitable title for this text could be ____ 要求选最合适的标题，是典型主旨题。

【拆句】 A suitable title for this text could be ____ 是简单的主表结构，主语 A suitable title 由后置 for this text 限定，谓语 could be 后接四个选项作表语。could 表 "可能/合适"，意思是 "本文一个合适的标题可能是 ___"，结构平实。

【选项】 A) ✓ 正确

Unfortunately, L.A. Unified has produced an inflexible policy ↔

A Faulty Approach to Homework

the policy addresses none of the truly thorny questions about homework ↔

A Faulty Approach to Homework

A Faulty Approach to Homework 在 "对象=作业政策" (Approach to Homework) 与 "作者态度=否定" (Faulty) 两个维度都与全文主线一致, 是覆盖所有五段、不与任何段冲突的最佳概括。

B) 与原文相反

A Welcomed Policy for Poor Students 称这是 "贫困生欢迎的政策", 但全文 Unfortunately unclear and contradictory a flat, across-the-board rule none of the truly thorny questions 通篇否定, 更未提任何学生表态欢迎, 方向完全相反。

C) 以偏概全

Thorny Questions about Homework 来自第四段 the truly thorny questions about homework, 但作者在第四段是说 "政策没回答这些棘手问题", 棘手问题只是论据, 不是文章主题; 本文主题是 "政策", 不是 "作业本身的棘手问题", 且选项无负面态度, 未覆盖作者立场。

D) 偷换概念

Wrong Interpretations of an Educational Policy 称问题在 "对一项政策的错误解读", 但全文批评的对象是政策本身, 不是别人对政策的解读; 原文从未出现 misinterpret/wrong interpretation 之类的提示。

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。

Unfortunately, L.A. Unified has produced an inflexible policy which mandates that with the exception of some advanced courses, homework may no longer count for more than 10% of a student's academic grade.

第1段, 第3句

主句 + 限制性定语从句 + 宾语从句的三层嵌套结构, 是四六级和考研阅读中的高频句式。定语从句修饰抽象名词(policy/decision/rule 等)并进一步引出宾语从句说明内容, 这种模式在学术文本和政策类材料中反复出现, 掌握后可大量复用。

Certainly, no homework should be assigned that students cannot complete on their own or that they cannot do without expensive equipment.

第2段，第3句

本句展示的结构高度典型：情态动词加被动语态的规范性表达、并列的限制性定语从句后置修饰名词、关系代词在从句中作宾语，这些都是四六级和考研阅读中的高频句式，掌握后可以广泛迁移到类似句子的理解和写作中。

District administrators say that homework will still be a part of schooling; teachers are allowed to assign as much of it as they want.

第3段，第1句

本句的结构在四六级和考研阅读中具有较强代表性：两个并列主句通过分号连接，主句内分别嵌套一个从句（宾语从句和比较状语从句），第二个主句使用被动语态后接不定式。这种并列加嵌套、主动被动混用的句式在真题中较为常见，掌握后可复用到类似句型的理解中。

But with homework counting for no more than 10% of their grades, students can easily skip half their homework and see very little difference on their report cards.

第3段，第2句

本句覆盖主语、并列谓语、两个宾语、条件状语（独立主格结构）、程度状语等多种成分，且独立主格结构 "with homework counting for no more than 10% of their grades" 是学生常见的易错点，需辨析其与主句谓语的区别，具有较高的成分划分练习价值

Conversely, if homework matters, it should account for a significant portion of the grade.

第4段，第3句

条件状语从句（if 从句）加主句的结构是四六级和考研阅读中的高频句式，"Conversely" 等逻辑连接副词也是学术写作常见表达；情态动词 "should" 表达建议或规范判断的用法同样典型。掌握本句结构后可大量迁移到类似逻辑表达中，具有较高的代表性。

Meanwhile, this policy does nothing to ensure that the homework students receive is meaningful or appropriate to their age and the subject, or that teachers are not assigning more than they are willing to review and correct.

第4段，第4句

句中包含丰富的成分类型：主句的主谓宾（宾语为从句）、两个并列宾语从句、嵌套的定语从句（省略关系代词）、比较从句、主系表结构、不定式短语、介词短语作定语和状语，覆盖面广。易错点密集：“or”引导的并列层级、省略关系代词的定语从句、“more than”结构中宾语与比较从句的划分，适合反复练习成分切分和归属判断。

The homework rules should be put on hold while the school board, which is responsible for setting educational policy, looks into the matter and conducts public hearings.

第5段，第1句

覆盖主谓宾、主系表、情态被动、并列谓语、时间状语从句、非限制性定语从句等多种成分和结构；状语从句内嵌定语从句的插入结构是易错点，且关系代词“which”在从句中充当主语的识别是常见训练点

It is not too late for L.A. Unified to do homework right.

第5段，第2句

形式主语 It 搭配不定式复合结构是四六级和考研阅读中的高频句式，掌握后可迁移到大量类似句子，具有很强的代表性

HIGH-FREQUENCY • 真题高频词

本篇出现的 52 个考研英语二真题高频词

下列单词既在本篇真题中出现，又是 **考研英语二** 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。

policy B1

n. 政策

本篇9次 · 真题 69 句

educational B1

adj. 教育的

本篇5次 · 真题 26 句

district B1

n. 地区

本篇4次·真题9句

academic B2

adj. 学术的

本篇2次·真题28句

eliminate B2

v. 消除

本篇2次·真题21句

advanced B2

adj. 先进的

本篇2次·真题12句

ritual B2

n. 仪式

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

power A2

n. 权力

本篇1次·真题90句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本篇1次·真题75句

tend B1

v. 倾向于, 往往会

本篇1次·真题71句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇1次·真题51句

significant B2

adj. 重要的

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

recently A2

adv. 最近

本篇1次·真题37句

authority B2

n. 权力

本篇1次·真题33句

ensure B2

v. 确保

本篇1次·真题33句

thinking A2

n. 思考

本篇1次·真题 33 句

particularly B2

adv. 尤其, 特别 (强调某事物)

本篇1次·真题 32 句

conduct B2

v. 组织并实施

本篇1次·真题 31 句

criticism B2

n. 批评

本篇1次·真题 27 句

mainly B1

adv. 主要地

本篇1次·真题 26 句

easily A2

adv. 容易地

本篇1次·真题 25 句

imply B2

v. 暗示, 暗指

本篇1次·真题 24 句

willing B1

adj. 愿意的, 乐意的

本篇1次·真题 23 句

achievement B1

n. 成就

本篇1次·真题 21 句

impose B2

v. 强制实行

本篇1次·真题 21 句

wrong A2

adj. 错误的

本篇1次·真题 20 句

perform B1

v. 执行

本篇1次·真题 19 句

responsible B1

adj. 负责的

本篇1次·真题 19 句

expectation B2

n. 期待; 预期

本篇1次·真题 17 句

extra A2

adj. 额外的

本篇1次·真题 17 句

appropriate B2

adj. 合适的

本篇1次·真题 16 句

lower A2

adj. 较低的;下方的

本篇1次·真题 16 句

burden B2

n. 负担

本篇1次·真题 15 句

implication C1

n. 可能的影响或结果

本篇1次·真题 13 句

meanwhile B1

adv. 与此同时

本篇1次·真题 13 句

preference B2

n. 偏爱

本篇1次·真题 13 句

certainly A2

adv. 当然

本篇1次·真题 12 句

complaint B1

n. 抱怨

本篇1次·真题 11 句

interpretation B2

n. 解释

本篇1次·真题 11 句

undermine C1

v. 逐渐削弱

本篇1次·真题 11 句

meaningful B2

adj. 有意义的

本篇1次·真题 10 句

suitable B1

adj. 合适的

本篇1次·真题 10 句

unfortunately B1

adv. 不幸地

本篇1次·真题 10 句

equipment B1

n. 设备

本篇1次·真题 9 句

exception B2

n. 例外

本篇1次·真题 9 句

restrict B2

v. 限制

本篇1次·真题 9 句

mandate C1

n. 授权

本篇1次·真题 8 句

nowadays B1

adv. 现在

本篇1次 · 真题 8 句

truly B1

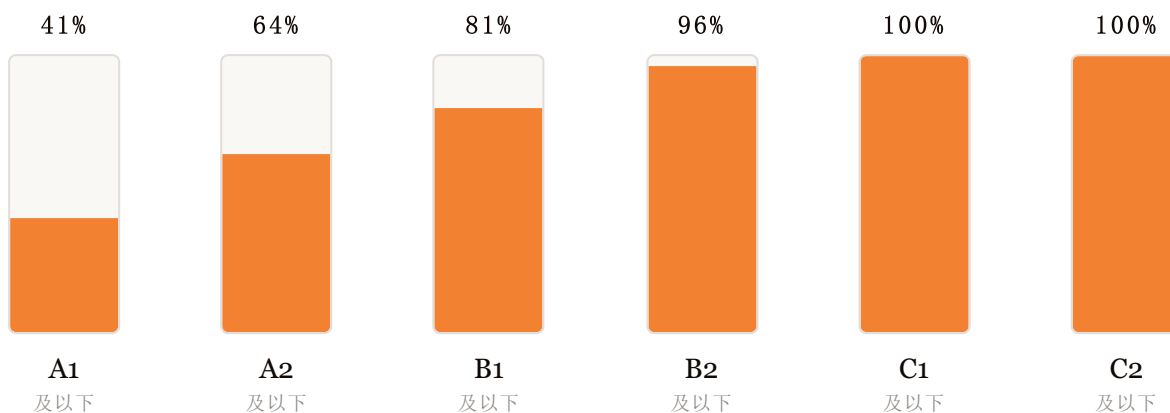
adv. 真正地

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 196 词按 CEFR 难度累积覆盖

全文去重后共 **196** 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 8 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 196 个 · 末柱为 100%

去重总词数

196

B2 以上难词

4%

B1 及以下覆盖

81%

考研英语二 2012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	多项对应（信息匹配）	题目解析 →
Section III	英译汉（段落翻译）	题目解析 →
Section IV Part A	写作	题目解析 →
Section IV Part B	写作	题目解析 →

2012年 考研英语二阅读理解（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2012年 考研英语二阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 4 段原文（段首标 P1-P4 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

英语二真题(2012)

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 Pretty in pink: adult women do not remember being so obsessed with the colour, yet it is pervasive in our young girls' lives. It is not that pink is intrinsically bad, but it is such a tiny slice of the rainbow and, though it may celebrate girlhood in one way, it also repeatedly and firmly fuses girls' identity to appearance. Then it presents that connection, even among two-year-olds, between girls as not only innocent but as evidence of innocence. Looking around, I despaired at the singular lack of imagination about girls' lives and interests.

粉红色真美：成年女性并不记得自己曾如此痴迷于这种颜色，然而它却充斥在我们年幼女孩的生活中。粉红色本身并非坏事，但它只是彩虹中极小的一部分，尽管它可能在某种程度上赞颂女孩特质，但它也反复而坚定地将女孩的身份与外表融合在一起。然后它呈现出这种联系，甚至在两岁大的孩子中间，将女孩们之间的这种联系不仅视为纯真的表现，而且视为纯真本身的证据。环顾四周，我对女孩生活和兴趣方面想象力的极度匮乏感到绝望。

P2 Girls' attraction to pink may seem unavoidable, somehow encoded in their DNA, but according to Jo Paoletti, an associate professor of American Studies, it is not. Children were not colour-coded at all until the early 20th century: in the era before domestic washing machines all babies wore white as a practical matter, since the only way of getting clothes clean was to boil them. What's more, both boys and girls wore what were thought of as gender-neutral dresses. When nursery colours were introduced, pink was actually considered the more masculine colour, a pastel version of red, which was associated with strength. Blue, with its intimations of the Virgin Mary, constancy and faithfulness, symbolised femininity. It was not until the mid-1980s, when amplifying age and sex differences became a dominant

children's marketing strategy, that pink fully came into its own, when it began to seem inherently attractive to girls, part of what defined them as female, at least for the first few critical years.

女孩对粉红色的喜爱似乎不可避免，仿佛编码在她们的DNA中，但根据美国研究副教授Jo Paoletti的说法，事实并非如此。直到20世纪初，儿童才开始按颜色区分：在家用洗衣机出现之前的时代，出于实际考虑，所有婴儿都穿白色衣服，因为清洗衣物的唯一方法是煮沸它们。而且，男孩和女孩都穿被认为是中性的连衣裙。当育儿室颜色被引入时，粉红色实际上被认为是更具男性气质的颜色，是红色的柔和版本，与力量相关联。蓝色则因其让人联想到圣母玛利亚、坚定和忠诚，象征着女性气质。直到20世纪80年代中期，当放大年龄和性别差异成为儿童市场营销的主导策略时，粉红色才真正确立了自己的地位，它开始似乎天然地吸引女孩，成为定义她们作为女性的一部分，至少在最初几年的关键时期是如此。

P3 I had not realised how profoundly marketing trends dictated our perception of what is natural to kids, including our core beliefs about their psychological development. Take the toddler. I assumed that phase was something experts developed after years of research into children's behaviour: wrong. Turns out, according to Daniel Cook, a historian of childhood consumerism, it was popularised as a marketing trick by clothing manufacturers in the 1930s.

我没有意识到市场营销趋势如此深刻地影响了我们对儿童天性的认知，包括我们关于他们心理发展的核心信念。以学步儿童为例。我原以为这个阶段是专家们经过多年研究儿童行为后提出的：错了。事实证明，根据儿童消费主义历史学家Daniel Cook的说法，它是在20世纪30年代作为服装制造商的营销手段而流行起来的。

P4 Trade publications counselled department stores that, in order to increase sales, they should create a "third stepping stone" between infant wear and older kids' clothes. It was only after "toddler" became a common shoppers' term that it evolved into a broadly accepted developmental stage. Splitting kids, or adults, into ever-tinier categories has proved a sure-fire way to boost profits. And one of the easiest ways to segment a market is to magnify gender differences – or invent them where they did not previously exist.

行业刊物建议百货商店，为了增加销售额，它们应该在婴儿装和大龄儿童服装之间创造一个“第三个阶梯”。只有在“学步儿童”成为购物者的常用术语之后，它才演变成一个被广泛接受的发展阶段。将儿童或成人划分为越来越细小的类别已被证明是提高利润的可靠方法。而细分市场最简单的方法之一就是放大性别差异——或者在以前不存在差异的地方创造出差异。

题目与逐题解析

26. By saying "it is...the rainbow" (Line 3, Para. 1), the author means pink ____.

- [A] cannot explain girls' lack of imagination
- [B] should not be associated with girls' innocence
- [C] should not be the sole representation of girlhood
- [D] cannot influence girls' lives and interests

作者说“它是.....彩虹”(第1段第3行)意思是粉色____

- A) 无法解释女孩缺乏想象力 B) 不应与女孩的纯真联系在一起 C) 不应成为少女时代的唯一代表
- D) 无法影响女孩的生活和兴趣

【答案】 C (词义句意题)

【判型】 题干By saying "it is...the rainbow" (Line 3, Para. 1), the author means pink ____用引号锁定一句话并问"作者的意思是", 是典型的句意题。

【拆句】 题干主干是the author means pink ____, By saying "it is...the rainbow"是方式状语, 圆括号内是定位提示。结构平铺直叙, 无陷阱, 但要注意空格在pink之后——四个选项都是对pink的谓语补全, 不是对"the author"的补全。

【定位】 It is not that pink is intrinsically bad, but it is such a tiny slice of the rainbow and, though it may celebrate girlhood in one way, it also repeatedly and firmly fuses girls' identity to appearance.

并不是说粉色本身有什么不好, 而是它只是彩虹中极小的一片色域; 尽管它在某种程度上是对女孩气质的赞美, 却也在反复、牢牢地把女孩的身份与外貌捆绑在一起。

【选项】 A) **偷换概念**

原文段末提到的lack of imagination about girls' lives and interests是作者本人的观察, 而非"pink cannot explain"——pink不是被要求去"解释"什么的主语; 选项把"作者批评粉色文化导致想象力贫乏"偷换成"pink无法解释想象力贫乏"。

B) **答非所问**

Q26问的是引号句"tiny slice of the rainbow"的含义, 焦点在"色彩单一/代表性垄断"; innocence是同段另一议题 (girls as not only innocent but as evidence of innocence), 选项把另一话题嫁接到这道句意题上。

C) **✓ 正确**

such a tiny slice of the rainbow ↔ **should not be the sole representation of girlhood**
though it may celebrate girlhood in one way, it also repeatedly and firmly fuses girls' identity to appearance

↔ **should not be the sole representation of girlhood**

预判"粉色不应独占代表女孩气质"与should not be the sole representation of girlhood字面对位, "sole"恰是"tiny slice"被放大成"全部"的反向表达, 锁定C。

D) **与原文相反**

原文恰恰认为pink深刻影响着女孩生活与兴趣 (pervasive、fuses identity to appearance), 选项cannot influence girls' lives and interests反着说。

27. According to Paragraph 2, which of the following is true of colours?

- [A] Colours are encoded in girls' DNA.
- [B] Blue used to be regarded as the colour for girls.
- [C] White is preferred by babies.
- [D] Pink used to be a neutral colour in symbolising genders.

根据第2段,关于颜色下列哪项是正确的?

- A) 颜色编码在女孩的DNA中 B) 蓝色曾被视为女孩的颜色 C) 婴儿更喜欢白色
- D) 粉色在象征性别方面曾经是中性色

【答案】 **B** (细节题)

【判型】 题干which of the following is true of colours是经典"以下哪项正确"句式，需要逐项回原文核对事实。

【拆句】 题干主干是which of the following is true of colours, According to Paragraph 2是状语限定来源段。"is true of colours"中"of"="关于"，要求选项是关于颜色的客观陈述，无陷阱。

【定位】 Blue, with its intimations of the Virgin Mary, constancy and faithfulness, symbolised femininity.

蓝色因暗含圣母玛利亚、坚贞与忠诚的意味，曾象征女性气质。

【选项】 A) 与原文相反

原文Girls' attraction to pink may seem unavoidable, somehow encoded in their DNA, but according to Jo Paoletti, an associate professor of American Studies, it is not中"but ... it is not"否定了DNA说，选项却把否定的观点当成事实。

B) ✓ 正确

Blue, with its intimations of the Virgin Mary, constancy and faithfulness, symbolised femininity

↔ Blue used to be regarded as the colour for girls

预判"蓝色曾经=女性气质"与Blue used to be regarded as the colour for girls在时态(过去)与语义(蓝=女)两个维度完全对位，锁定B。

C) 偷换概念

原文说in the era before domestic washing machines all babies wore white as a practical matter——白色是出于实用考虑(便于煮洗)，而非"babies prefer"。选项把客观事实包装成婴儿的"偏好"。

D) 张冠李戴

原文是both boys and girls wore what were thought of as gender-neutral dresses——"中性"指的是dresses(衣物款式)，不是pink这种颜色；且原文随后说pink was actually considered the more masculine colour——pink过去是更男性化，而非中性。

28. The author suggests that our perception of children's psychological development was much influenced by ____.

- [A] the observation of children's nature
- [B] the marketing of products for children
- [C] researches into children's behaviour
- [D] studies of childhood consumption

作者认为我们对儿童心理发展的认知很大程度上受到____的影响

A) 对儿童天性的观察 B) 儿童产品的营销 C) 对儿童行为的研究 D) 对童年消费的研究

【答案】 B (细节题)

【判型】 题干The author suggests that our perception ... was much influenced by ____在问明确的施动方，答案在原文有客观对应，并非需要二跳推理。

【拆句】 题干主干是our perception ... was much influenced by ____ 被动句，by后接施动者。"of children's psychological development"是"perception"的后置修饰。考研二爱用被动句藏施动方，盯住by之后即可。

【定位】 I had not realised how profoundly marketing trends dictated our perception of what is natural to kids, including our core beliefs about their psychological development.

我此前并未意识到，营销趋势在多么深的程度上左右着我们对"儿童本性"的认知，包括我们对儿童心理发展的核心信念。

【选项】 A) **与原文相反**

原文恰恰否定"儿童本性/对儿童的观察"是认知来源——I had not realised how profoundly marketing trends dictated our perception of what is natural to kids揭示所谓"natural to kids"其实是营销塑造的。

B) **✓ 正确**

marketing trends dictated our perception of what is natural to kids, including our core beliefs about their psychological development

↔ **the marketing of products for children**

it was popularised as a marketing trick by clothing manufacturers in the 1930s ↔

the marketing of products for children

预判"营销趋势/儿童产品营销"直指the marketing of products for children，且后文toddler例证完全契合，锁定B。

C) **与原文相反**

原文明确"phase was something experts developed after years of research into children's behaviour: wrong", wrong一字直接否定"儿童行为研究"是来源。

D) **偷换概念**

原文是"a historian of childhood consumerism"——丹尼尔·库克这位历史学家的身份描述，而非作者陈述"我们的认知受儿童消费研究影响"。选项把"研究者身份"偷换为"研究本身的影响力"。

29. We may learn from Paragraph 4 that department stores were advised to_____.

- [A] classify consumers into smaller groups
- [B] attach equal importance to different genders
- [C] focus on infant wear and older kids' clothes
- [D] create some common shoppers' terms

我们可以从第4段了解到百货商店被建议_____

- A) 将消费者分为更小的群体 B) 对不同性别给予同等重视 C) 专注于婴儿服装和大龄儿童服装
- D) 创造一些常见的购物者术语

【答案】 A (细节题)

【判型】 题干department stores were advised to_____问的是原文已陈述的建议内容，答案必有直接对应句。

【拆句】 题干主干是department stores were advised to ____ 被动句，空格处是不定式宾语，要求填入"被建议做某事"的动作。结构平铺直叙，但要看清主语是"department stores"而不是"shoppers"。

【定位】 Trade publications counselled department stores that, in order to increase sales, they should create a "third stepping stone" between infant wear and older kids' clothes.

行业刊物建议百货公司：为提升销量，应在婴儿装和大童装之间打造一个"第三块踏脚石"（即介乎二者之间的新品类）。

【选项】 A) ✓ 正确

a "third stepping stone" between infant wear and older kids' clothes ↔

classify consumers into smaller groups

Splitting kids, or adults, into ever-tinier categories has proved a sure-fire way to boost profits ↔

classify consumers into smaller groups

预判"细分消费群"与classify consumers into smaller groups字面对位，且原文紧接的通论句双重佐证，锁定A。

B) 无中生有

原文通篇是为了"提升销量"而细分群体，从未提到"对不同性别同等重视"；恰恰相反，magnify gender differences – or invent them where they did not previously exist 意在放大或制造性别差异。

C) 与原文相反

原文建议"在婴儿装与大童装之间"增设"第三块踏脚石"，焦点在"中间新档"，而不是"专注现有两档"；选项把"细分两档之间"反向理解为"聚焦原有两档"。

D) 偷换概念

原文是"toddler"先成为"common shoppers' term"，再演化为发展阶段——It was only after "toddler" became a common shoppers' term that it evolved into a broadly accepted developmental stage。即"成为购物术语"是已发生的结果，而非"被建议去创造"的目标；建议本身是"创造一档新品类（third stepping stone）"，不是"创造shoppers' terms"。

30. It can be concluded that girls' attraction to pink seems to be ____.

- [A] fully understood by clothing manufacturers
- [B] clearly explained by their inborn tendency
- [C] mainly imposed by profit-driven businessmen
- [D] well interpreted by psychological experts

可以得出结论,女孩对粉色的吸引力似乎是____

- A) 服装制造商完全理解的
- B) 她们天生倾向可以清楚解释的
- C) 主要由利益驱动的商人强加的
- D) 心理学专家很好地解释的

【答案】 C （主旨题）

【判型】 题干It can be concluded that girls' attraction to pink seems to be ___要求对全文核心话题下结论，无段号限定，是典型的主旨/结论题。

【拆句】 题干主干是girls' attraction to pink seems to be ___, "It can be concluded that"是形式主语结构，that后整句才是真正的题干内容。"seems to be"是系动词，空格处补主语补足语（形容词短语或过去分词短语），四个选项都是被动过去分词结构。

【选项】 A) 无中生有

原文未说"服装厂商fully understood"女孩对pink的偏好；他们只是"利用"差异化营销提升销量。"fully understood"把无中生有的全面理解强加给商家。

B) 与原文相反

原文P2明确否定DNA/inborn说："may seem unavoidable, somehow encoded in their DNA, but ... it is not"。选项clearly explained by their inborn tendency恰是被否定的命题。

C) ✓ 正确

Splitting kids, or adults, into ever-tinier categories has proved a sure-fire way to boost profits ↔

mainly imposed by profit-driven businessmen

It was not until the mid-1980s, when amplifying age and sex differences became a dominant children's marketing strategy, that pink fully came into its own

↔ **mainly imposed by profit-driven businessmen**

magnify gender differences – or invent them where they did not previously exist ↔

mainly imposed by profit-driven businessmen

全文主线"商业逐利→放大/制造性别差异→pink归属女孩"与mainly imposed by profit-driven businessmen在"施动方=逐利商家"与"动作=imposed"两层对位，锁定

C。"mainly"对应"a dominant marketing strategy"中的"dominant"，留出空间不绝对化。

D) 张冠李戴

P3提到"experts/research into children's behaviour"时紧跟wrong——心理学专家研究并非"toddler"等概念的源头；全文也没有把女孩对pink的偏好归因于"心理学专家的解读"。

SENTENCE INSIGHTS • 句子精讲

9 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。

Children were not colour-coded at all until the early 20th century: in the era before domestic washing machines all babies wore white as a practical matter, since the only way of getting clothes clean was to boil them.

第2段，第2句

并列句加原因状语从句的组合在考试中常见;主句中主干被状语隔开、从句中名词带定语修饰等结构都是典型的长难句特征;掌握本句的分析方法可以迁移到大量类似结构的句子

What's more, both boys and girls wore what were thought of as gender-neutral dresses.

第2段，第3句

本句涵盖了主语(并列结构)、谓语、宾语从句("what" 引导)、从句内的被动谓语和表语等多种成分,特别是 "what" 在从句中的双重身份(引导词+主语)是很好的训练点,适合练习名词性从句和被动语态的成分划分。

It was not until the mid-1980s, when amplifying age and sex differences became a dominant children's marketing strategy, that pink fully came into its own, when it began to seem inherently attractive to girls, part of what defined them as female, at least for the first few critical years.

第2段，第6句

句子成分种类丰富: 强调句中的形式主语、表语位置的时间状语、动名词短语作主语、不定式短语作宾语、同位语、宾语补足语等, 覆盖多个易混淆的成分类型。强调句结构本身就是高频易错点, 同时 what 引导的名词性从句和非限制性定语从句的识别也是重要训练内容, 综合训练价值很高。

I assumed that phase was something experts developed after years of research into children's behaviour: wrong.

第3段，第3句

主句+宾语从句+省略关系代词的定语从句,这种三层嵌套结构在四六级和考研阅读中极为常见,掌握后可迁移到大量长难句分析,代表性很强

Turns out, according to Daniel Cook, a historian of childhood consumerism, it was popularised as a marketing trick by clothing manufacturers in the 1930s.

第3段，第4句

被动语态 + 多重状语修饰是四六级和考研阅读中的高频句式,尤其是历史、社科类文本常用被动语态陈述事实,学习者掌握此结构后可大量复用

It was only after "toddler" became a common shoppers' term that it evolved into a broadly accepted developmental stage.

第4段，第2句

本句涵盖强调句型识别（区分形式主语和真正主语、判断被强调成分）、时间状语从句定位、系动词表语识别、不及物动词与介词搭配等多个易错点，成分种类丰富，适合作为综合性划分练习。

And one of the easiest ways to segment a market is to magnify gender differences – or invent them where they did not previously exist.

第4段，第4句

主系表结构配合不定式表语、关系副词引导的限制性定语从句，都是四六级和考研阅读中的高频句式。并列不定式和后置定语的叠加也很典型，学习后可迁移到大量相似句型。

Blue used to be regarded as the colour for girls.

第27题，B

"used to be + 过去分词"和"regard...as..."的被动形式都是四六级和考研真题中的高频句式，典型性强，学生掌握后可在阅读和写作中大量复用。

Pink used to be a neutral colour in symbolising genders.

第27题，D

主系表结构加状语是英语中常见的基本句式，"used to" 表达过去状态的用法在考试中也较常出现，具有一定代表性，但整体结构过于简单，不算高频复杂句式。

HIGH-FREQUENCY • 真题高频词

本篇出现的 64 个考研英语二真题高频词

下列单词既在本篇真题中出现，又是 **考研英语二** 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。

marketing B1

n. 营销

本篇4次 · 真题 34 句

accord C1

n. (国家、团体间的) 协议

本篇3次 · 真题 172 句

associate B2

v. 联系

本篇3次 · 真题 26 句

gender B1

n. 性别 (社会文化意义上的)

本篇3次 · 真题 23 句

psychological B2

adj. 心理的

本篇3次 · 真题 13 句

author A2

n. 作者

本篇2次 · 真题 209 句

expert B1

n. 专家

本篇2次 · 真题 42 句

lack B1

v. 缺少

本篇2次 · 真题 41 句

department A2

n. 部门

本篇2次 · 真题 35 句

fully B1

adv. 完全地

本篇2次 · 真题 18 句

infant B2

n. 婴儿

本篇2次 · 真题 12 句

manufacturer B2

n. 制造商

本篇2次 · 真题 12 句

imagination B1

n. 想象力

本篇2次 · 真题 10 句

clothing A2

n. 衣服

本篇2次 · 真题 9 句

shopper A2

n. 购物者

本篇2次 · 真题 9 句

perception C1

n. 看法

本篇2次 · 真题 8 句

following B1

adj. 接下来的

本篇1次·真题 91 句

focus B1

n. 重点

本篇1次·真题 77 句

product A2

n. 产品

本篇1次·真题 77 句

consumer B1

n. 消费者

本篇1次·真题 72 句

least A2

det. 最少的

本篇1次·真题 63 句

evidence B1

n. 证据

本篇1次·真题 48 句

define B1

v. 给.....下定义

本篇1次·真题 46 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

trend B1

n. 趋势

本篇1次·真题 40 句

professor B1

n. 教授 (大学教师的最高职称)

本篇1次·真题 38 句

profit B1

n. 利润, 盈利

本篇1次·真题 34 句

importance B1

n. 重要性

本篇1次·真题 31 句

boost B2

v. 提高

本篇1次·真题 28 句

exist A2

v. 存在;实际上有

本篇1次·真题 28 句

strategy B2

n. 策略

本篇1次·真题 28 句

publication B2

n. 出版物

本篇1次·真题 27 句

critical B2

adj. 批评的

本篇1次·真题 26 句

mainly B1

adv. 主要地

本篇1次·真题 26 句

belief B1

n. 相信

本篇1次·真题 25 句

conclude B2

v. 断定;推断出

本篇1次·真题 24 句

connection B1

n. 联系

本篇1次·真题 24 句

assume B2

v. 假定

本篇1次·真题 23 句

impose B2

v. 强制实行

本篇1次·真题 21 句

historian B2

n. 历史学家

本篇1次·真题 20 句

wrong A2

adj. 错误的

本篇1次·真题 20 句

version B1

n. 版本

本篇1次·真题 18 句

consumption B2

n. 消费

本篇1次·真题 17 句

evolve B2

v. 逐渐发展;进化

本篇1次·真题 17 句

category B1

n. 类别

本篇1次·真题 16 句

clearly A2

adv. 清楚地, 明白地

本篇1次·真题 16 句

female A2

adj. 女性的

本篇1次·真题 16 句

identity B2

n. 身份

本篇1次·真题 14 句

practical

B1

adj. 实际的

本篇1次·真题14句

era

B2

n. 时代

本篇1次·真题13句

stage

A2

n. 阶段

本篇1次·真题13句

attractive

B1

adj. 有吸引力的

本篇1次·真题12句

core

B1

n. 核心

本篇1次·真题12句

domestic

B2

adj. 国内的

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

equal

A2

adj. 相等的

本篇1次·真题12句

strength

B1

n. 力量

本篇1次·真题12句

interpret

B2

v. 解释

本篇1次·真题11句

previously

B1

adv. 以前, 先前 (指过去某个时间)

本篇1次·真题11句

sex

A2

n. 性别

本篇1次·真题11句

attach

B1

v. 贴上;系上;附上

本篇1次·真题10句

tendency

B2

n. 倾向

本篇1次·真题10句

trick

B1

n. 诡计

本篇1次·真题10句

broadly

B2

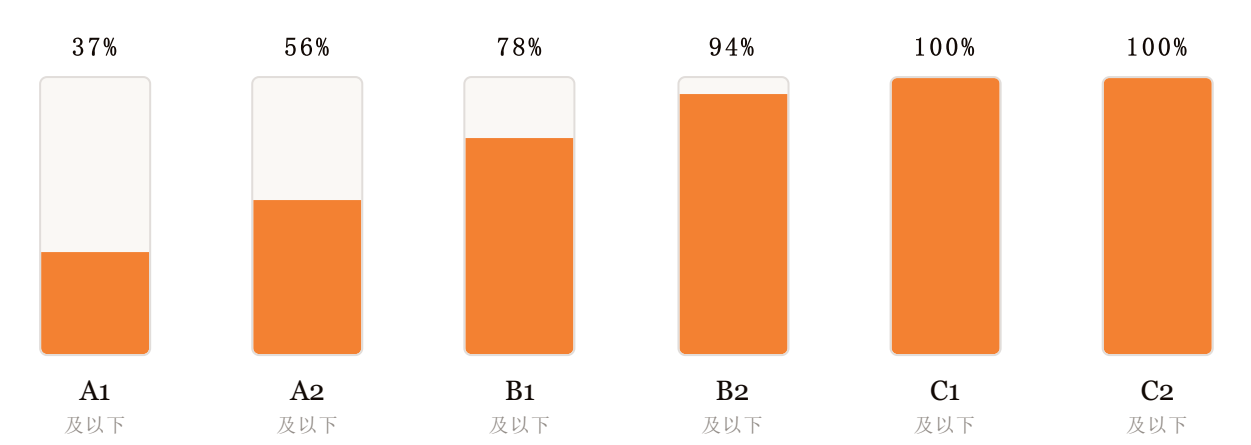
adv. 大体上

本篇1次·真题8句

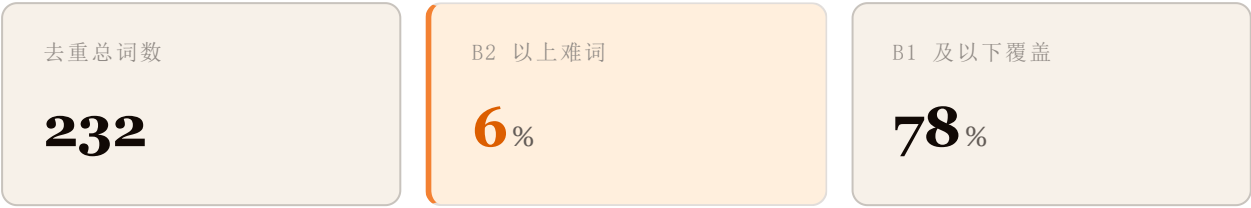
VOCABULARY · 词汇难度分布

全文 **232** 词按 **CEFR** 难度累积覆盖

全文去重后共 **232** 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 14 个·约 6%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）· 数据为全文去重词 232 个· 末柱为 100%



考研英语二 2012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	多项对应（信息匹配）	题目解析 →
Section III	英译汉（段落翻译）	题目解析 →
Section IV Part A	写作	题目解析 →
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2012年 考研英语二阅读理解（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2012年 考研英语二阅读理解（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。

英语二真题(2012)

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 In 2010, a federal judge shook America's biotech industry to its core. Companies had won patents for isolated DNA for decades – by 2005 some 20% of human genes were patented. But in March 2010 a judge ruled that genes were unpatentable. Executives were violently agitated. The Biotechnology Industry Organisation (BIO), a trade group, assured members that this was just a "preliminary step" in a longer battle.

2010年,一位联邦法官的裁决震动了美国生物技术产业的核心。数十年来,各公司已经为分离的DNA赢得了专利——到2005年,约20%的人类基因已被授予专利。但在2010年3月,一位法官裁定基因不可授予专利。企业高管们极为震怒。生物技术产业组织(BIO)这一行业团体向其成员保证,这只是一场更长期战斗中的"初步阶段"。

P2 On July 29th they were relieved, at least temporarily. A federal appeals court overturned the prior decision, ruling that Myriad Genetics could indeed hold patents to two genes that help forecast a woman's risk of breast cancer. The chief executive of Myriad, a company in Utah, said the ruling was a blessing to firms and patients alike.

7月29日,他们松了一口气,至少是暂时的。一家联邦上诉法院推翻了之前的裁决,裁定Myriad Genetics公司确实可以持有两个有助于预测女性乳腺癌风险的基因的专利。这家位于犹他州的公司的首席执行官表示,这一裁决对企业和患者都是一件幸事。

P3 But as companies continue their attempts at personalised medicine, the courts will remain rather busy. The Myriad case itself is probably not over. Critics make three main arguments against gene patents: a gene is a product of nature, so it may not be patented; gene patents suppress innovation rather than reward it; and patents' monopolies restrict access to genetic tests such as Myriad's. A growing number seem to agree. Last year a federal task-force urged reform for patents related to genetic tests. In

October the Department of Justice filed a brief in the Myriad case, arguing that an isolated DNA molecule "is no less a product of nature...than are cotton fibres that have been separated from cotton seeds."

但随着各公司继续尝试个性化医疗,法院将依然相当繁忙。Myriad案件本身很可能尚未结束。批评者提出了反对基因专利的三个主要论点:基因是自然产物,因此不可授予专利;基因专利抑制创新而非奖励创新;专利的垄断限制了人们获得诸如Myriad的基因检测的机会。越来越多的人似乎表示赞同。去年,一个联邦工作组敦促改革与基因检测相关的专利。10月,司法部在Myriad案件中提交了一份简报,论证称分离的DNA分子"与从棉籽中分离出来的棉纤维一样,都是自然产物"。

P4 Despite the appeals court's decision, big questions remain unanswered. For example, it is unclear whether the sequencing of a whole genome violates the patents of individual genes within it. The case may yet reach the Supreme Court.

尽管上诉法院作出了裁决,重大问题仍未得到解答。例如,对整个基因组进行测序是否侵犯了其中单个基因的专利尚不清楚。该案件可能最终会上诉至最高法院。

P5 As the industry advances, however, other suits may have an even greater impact. Companies are unlikely to file many more patents for human DNA molecules – most are already patented or in the public domain. Firms are now studying how genes interact, looking for correlations that might be used to determine the causes of disease or predict a drug's efficacy. Companies are eager to win patents for "connecting the dots," explains Hans Sauer, a lawyer for the BIO.

然而,随着该行业的发展,其他诉讼可能会产生更大的影响。各公司不太可能再为人类DNA分子申请更多专利——大多数已经获得专利或进入公共领域。企业现在正在研究基因如何相互作用,寻找可能用于确定疾病原因或预测药物疗效的相关性。BIO的律师Hans Sauer解释说,各公司渴望赢得"连接各点"的专利。

P6 Their success may be determined by a suit related to this issue, brought by the Mayo Clinic, which the Supreme Court will hear in its next term. The BIO recently held a convention which included sessions to coach lawyers on the shifting landscape for patents. Each meeting was packed.

它们的成功可能取决于与此问题相关的一起诉讼,该诉讼由Mayo Clinic提起,最高法院将在下一任期审理此案。BIO最近举办了一次会议,其中包括指导律师应对专利格局变化的研讨会。每场会议都座无虚席。

题目与逐题解析

31. It can be learned from Paragraph 1 that the biotech companies would like ____.

- [A] genes to be patentable
- [B] the BIO to issue a warning
- [C] their executives to be active
- [D] judges to rule out gene patenting

从第一段可以得知,生物技术公司希望____

A) 基因可以获得专利 B) BIO 发出警告 C) 他们的高管积极活跃 D) 法官排除基因专利

【答案】 A (细节题)

【判型】 题干 It can be learned from Paragraph 1 把信息源锁死在第 1 段, 没有 infer/imply 这类全文推断信号, 属于段内细节定位题。

【拆句】 It can be learned from Paragraph 1 that the biotech companies would like _____. 是一个待补全句，主干是 the biotech companies would like + 不定式（由选项补齐），从句 It can be learned from Paragraph 1 仅提示信息源；理解上无陷阱，注意 would like 后选项都是 sb./sth. + to do 结构。

【定位】 But in March 2010 a judge ruled that genes were unpatentable. Executives were violently agitated.

但 2010 年 3 月一位法官裁定基因不可申请专利。（公司）高管们激烈地愤怒不已。

【选项】 A) ✓ 正确

Executives were violently agitated ↔ **genes to be patentable**

this was just a "preliminary step" in a longer battle ↔ **genes to be patentable**

P1 既给出公司被裁定「激怒」的情绪反应，又给出 BIO「还要继续打」的态度表态，两条证据同指 genes to be patentable，故选 A。

B) 与原文相反

原文 BIO assured members 是安抚而非警告，且公司希望的是专利可成立，不是 BIO 发警告，B 选项与原文意图相反。

C) 偷换概念

原文 violently agitated 是描述高管的愤怒状态，并非说公司希望高管「积极」(active)；C 故意将描写情绪的形容词偷换成赞许性的「积极」。

D) 与原文相反

原文公司希望基因可专利，D 却说希望法官裁决不可专利，与公司诉求完全相反，是直接颠倒立场的干扰。

32. Those who are against gene patents believe that_____.

- [A] genetic tests are not reliable
- [B] only man-made products are patentable
- [C] patents on genes depend much on innovation
- [D] courts should restrict access to genetic tests

反对基因专利的人认为_____

- A) 基因检测不可靠
- B) 只有人造产品可以获得专利
- C) 基因专利在很大程度上取决于创新
- D) 法院应该限制基因检测的使用

【答案】 B (细节题)

【判型】 题干 Those who are against gene patents believe that 是问反对方持有的具体论点，原文必有对应表述，属于观点细节题。

【拆句】 Those who are against gene patents believe that _____. 主干是 Those...believe that + 宾语从句（由选项补齐）。Those who are against gene patents 是带定语从句的主语，定语从句修饰 Those。结构简明，无陷阱。

【定位】 Critics make three main arguments against gene patents: a gene is a product of nature, so it may not be patented; gene patents suppress innovation rather than reward it; and patents' monopolies restrict access to genetic tests such as Myriad's.

批评者针对基因专利提出三大论点：基因是自然产物，所以不能被申请专利；基因专利压制创新而非奖励创新；专利垄断限制人们使用 Myriad 那样的基因检测。

【选项】 A) 无中生有

原文只说专利限制人们 access to genetic tests，没说基因检测本身不可靠；A 把「获取受限」偷换成「检测不可靠」。

B) ✓ 正确

a gene is a product of nature, so it may not be patented ↔

only man-made products are patentable

预判「自然产物不可专利」对应到选项 only man-made products are patentable，二者意思等价；其余两条论点（创新/检测）无相应选项，故锁定 B。

C) 与原文相反

原文说基因专利 suppress innovation rather than reward it，是说专利压制创新；C 却说专利「在很大程度上依赖创新」，方向完全相反。

D) 张冠李戴

原文说专利垄断 restrict access to genetic tests，主语是 monopolies/patents；D 把动作主体换成 courts（法院），把原文中的客观后果说成法院应采取的行动。

33. According to Hans Sauer, companies are eager to win patents for_____.

- [A] discovering gene interactions
- [B] establishing disease correlations
- [C] drawing pictures of genes
- [D] identifying human DNA

根据 Hans Sauer 的说法,公司急于赢得专利是为了_____

A) 发现基因相互作用 B) 建立疾病关联 C) 绘制基因图谱 D) 识别人类 DNA

【答案】 A (细节题)

【判型】 According to Hans Sauer 是典型的人物观点定位题，要拿 Hans Sauer 的原话做同义替换。

【拆句】 According to Hans Sauer, companies are eager to win patents for_____. 主干 companies are eager to win patents for + 宾语（由选项补齐）。According to Hans Sauer 是介词短语作状语，注意 for 后接的是动名词或名词短语。无语法陷阱。

【定位】 Firms are now studying how genes interact, looking for correlations that might be used to determine the causes of disease or predict a drug's efficacy. Companies are eager to win patents for "connecting the dots," explains Hans Sauer, a lawyer for the BIO.

公司目前正在研究基因如何相互作用，寻找可用于判定疾病成因或预测药物疗效的相关性。BIO 律师 Hans Sauer 解释说，公司急于为「连点成线」申请专利。

【选项】 A) ✓ 正确

studying how genes interact ↔ **discovering gene interactions**

Hans Sauer 那句话中 connecting the dots 的具体内容在前一句被定义为 how genes interact, A 项 discovering gene interactions 正是此还原后的同义替换，故选 A。

B) 偷换概念

原文说研究相关性是为了 determine the causes of disease，疾病成因是相关性研究的目的，而不是公司要申请专利的对象；B 把「目的」偷换成「专利对象」。

C) 偷换概念

原文 connecting the dots 是比喻，意为整合/串联信息；C 项把它字面误读成「画基因的图」。

D) 与原文相反

原文紧接着说 Companies are unlikely to file many more patents for human DNA molecules，明确表态公司已不再追求人类 DNA 本身的专利；D 与原文方向相反。

34. By saying "Each meeting was packed" (Line 4, Para. 6), the author means that ____.

- [A] the supreme court was authoritative
- [B] the BIO was a powerful organisation
- [C] gene patenting was a great concern
- [D] lawyers were keen to attend conventions

作者说“每次会议都挤满了人”(第六段第四行)是指____

- A) 最高法院具有权威性
- B) BIO 是一个强大的组织
- C) 基因专利是一个重大关切
- D) 律师热衷于参加会议

【答案】 C (词义句意题)

【判型】 题干形式 By saying "...", the author means that ____ 是经典的句意题，要解释 Each meeting was packed 在文中真正传达的意思。

【拆句】 By saying "Each meeting was packed" (Line 4, Para. 6), the author means that ____ . 主干是 the author means that + 宾语从句。By saying "..." 是 by + 动名词短语作方式状语，引导语境提示。无陷阱。

【定位】 The BIO recently held a convention which included sessions to coach lawyers on the shifting landscape for patents. Each meeting was packed.

BIO 最近召开了一次大会，其中开设了为律师讲解专利风向变化的多个分会场。每场会议都座无虚席。

【选项】 A) 答非所问

本题问 Each meeting was packed 的含义，与最高法院的权威性无关；A 把题干中 Supreme Court 这个旁出概念拉来作答，跑题。

B) 过度推断

会议爆满并不直接说明 BIO 本身强大；BIO 是会议的主办方，但原句的语境义聚焦于「议题受关注」，不在评价主办方的实力。

C) ✓ 正确

Each meeting was packed ↔ gene patenting was a great concern

coach lawyers on the shifting landscape for patents ↔ gene patenting was a great concern

把「packed」的现象义还原成「高度关注」的语境义，再用前句锁定关注对象为基因专利，正好等价于 gene patenting was a great concern。

D) 以偏概全

原文 packed 说的是这一次专利变局相关会议爆满，并非泛指律师热衷于参加 conventions（任何会议）；D 把特定话题的爆满泛化为律师群体的一般行为偏好。

35. Generally speaking, the author's attitude toward gene patenting is ____.

- [A] critical
- [B] supportive
- [C] scornful
- [D] objective

总的来说,作者对基因专利的态度是____

A) 批判的 B) 支持的 C) 轻蔑的 D) 客观的

【答案】 D (态度题)

【判型】 Generally speaking, the author's attitude toward gene patenting 双重信号锁定全文态度题，走第五步的特殊路径，由全文区间功能聚合作者立场。

【拆句】 Generally speaking, the author's attitude toward gene patenting is _____. 主干是 the author's attitude is + 表语（由选项补齐）。Generally speaking 是独立状语，toward gene patenting 是介词短语修饰 attitude。结构平铺直叙，无陷阱。

【选项】 A) **张冠李戴**

全文反对意见出自 critics、Department of Justice 等第三方，作者只是转述，未在原文用 wrongly、unfortunately 等评价词，故作者本人并不「批判」基因专利。

B) **张冠李戴**

公司方 relieved、CEO 称裁决是 blessing 是公司方的表态；作者反而在 at least temporarily、big questions remain unanswered 处保留了余地，并未支持基因专利。

C) **过度推断**

scornful 指轻蔑、嘲讽，是程度极重的负面态度；原文从头到尾措辞克制、无嘲讽语气，与文风明显不符。

D) **✓ 正确**

Critics make three main arguments against gene patents ↔ **objective**

they were relieved, at least temporarily ↔ **objective**

big questions remain unanswered ↔ **objective**

全文充分给两方话语权、并以「问题未决」收尾，作者本人无明显褒贬词，态度判定为客观，选 D。

SENTENCE INSIGHTS • 句子精讲

5 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。

A federal appeals court overturned the prior decision, ruling that Myriad Genetics could indeed hold patents to two genes that help forecast a woman's risk of breast cancer.

第2段，第2句

主句加分词短语引出宾语从句、宾语从句内嵌套定语从句，是四六级和考研阅读中的典型长难句结构；掌握此句的分析方法可迁移到大量类似句式，实用性强。

Critics make three main arguments against gene patents: a gene is a product of nature, so it may not be patented; gene patents suppress innovation rather than reward it; and patents' monopolies restrict access to genetic tests such as Myriad's.

第3段，第3句

"主语 + 谓语 + 宾语 + 冒号引出同位语列举" 的结构在学术文本和考试阅读中极为常见，尤其是表达观点、论点、原因的句子。掌握此句式后可直接迁移到大量类似句型的理解中。

In October the Department of Justice filed a brief in the Myriad case, arguing that an isolated DNA molecule "is no less a product of nature...than are cotton fibres that have been separated from cotton seeds."

第3段，第6句

覆盖成分丰富：主句有时间状语、地点状语、非谓语动词作状语；宾语从句是主系表结构且表语为复杂比较结构；定语从句中关系代词 that 作主语，包含被动语态和介词短语状语。句中还涉及现在分词引出宾语从句这一易混淆点，以及比较结构中的倒装。作为成分划分练习句，既有典型结构又有易错点，训练价值高。

Despite the appeals court's decision, big questions remain unanswered.

第4段，第1句

句首让步状语+主句主干的结构在四六级和考研阅读中较为常见,尤其是"Despite/In spite of+名词短语"引导让步的用法是典型的书面语表达。系动词"remain"+形容词的结构也是考试高频句型。但整体句式较为简单,不涉及从句嵌套,代表性有限。

For example, it is unclear whether the sequencing of a whole genome violates the patents of individual genes within it.

第4段，第2句

"It is + 形容词 + 主语从句" 是四六级和考研阅读中的高频句式，尤其在学术和科技类文章中常见。"whether" 引导的主语从句表达不确定性也是典型用法。掌握这种结构后可以复用到大量类似句子中，迁移价值高。

HIGH-FREQUENCY • 真题高频词

本篇出现的 71 个考研英语二真题高频词

下列单词既在本篇真题中出现，又是 **考研英语二** 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。

patent B2

n. 专利权

本篇16次·真题34句

gene B2

n. 基因

本篇16次·真题21句

court A2

n. 法院

本篇7次·真题82句

genetic B2

adj. 遗传的

本篇4次·真题21句

federal B2

adj. 联邦(制)的

本篇3次·真题81句

product A2

n. 产品

本篇3次·真题77句

case A2

n. 情况

本篇3次·真题75句

executive B2

n. 主管;经理;管理人员

本篇3次·真题39句

lawyer B1

n. 律师

本篇3次·真题29句

supreme C1

adj. 最高的

本篇3次·真题28句

judge B1

v. 判断, 评判

本篇3次·真题27句

author A2

n. 作者

本篇2次·真题209句

issue B1

n. 问题

本篇2次·真题89句

firm B1

adj. 坚固的

本篇2次·真题66句

access B1

n. 进入

本篇2次·真题44句

innovation B2

n. 创新;革新(指行为或过程)

本篇2次·真题33句

appeal B2

v. 呼吁

本篇2次·真题 27 句

related B1

adj. 相关的

本篇2次·真题 23 句

determine B2

v. 决定

本篇2次·真题 21 句

file A2

n. 文件

本篇2次·真题 10 句

organisation B1

n. 组织机构

本篇2次·真题 10 句

suit A2

n. 套装

本篇2次·真题 10 句

convention B2

n. 习俗

本篇2次·真题 9 句

restrict B2

v. 限制

本篇2次·真题 9 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

less A1

det. 较少的

本篇1次·真题 150 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

risk A2

n. 风险

本篇1次·真题 62 句

decade B1

n. 十年

本篇1次·真题 61 句

concern B1

v. 涉及

本篇1次·真题 60 句

individual B2

adj. 单独的

本篇1次·真题 59 句

impact B2

n. 影响

本篇1次·真题 53 句

argument B1

n. 争论

本篇1次·真题 39 句

identify B1

v. 识别

本篇1次·真题 37 句

recently A2

adv. 最近

本篇1次·真题 37 句

reform B2

v. 改革

本篇1次·真题 37 句

justice B2

n. 公正;正义

本篇1次·真题 36 句

department A2

n. 部门

本篇1次·真题 35 句

generally B1

adv. 通常, 一般地

本篇1次·真题 35 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

despite B1

prep. 尽管

本篇1次·真题 32 句

landscape B1

n. 风景

本篇1次·真题 29 句

establish B2

v. 建立, 创立 (组织、机构、关系等)

本篇1次·真题 27 句

critical B2

adj. 批评的

本篇1次·真题 26 句

reward B1

n. 报酬

本篇1次·真题 26 句

critic B2

n. 批评家

本篇1次·真题 24 句

indeed B1

adv. 确实, 的确 (强调肯定)

本篇1次·真题 24 句

ruling B2

n. 裁决

本篇1次·真题 23 句

interaction B2

n. 相互作用

本篇1次·真题 22 句

powerful B1

adj. 强大的

本篇1次·真题 22 句

chief B1

n. 首领

本篇1次·真题 20 句

growing A2

adj. 增长的

本篇1次·真题 17 句

warning A2

n. 警告

本篇1次·真题 17 句

objective B2

n. 目标

本篇1次·真题 15 句

unlikely B1

adj. 不太可能的

本篇1次·真题 14 句

battle B1

n. 战斗

本篇1次·真题 13 句

core B1

n. 核心

本篇1次·真题 12 句

urge B2

v. 敦促

本篇1次·真题 12 句

interact B2

v. 相互作用

本篇1次·真题 10 句

reliable B1

adj. 可靠的

本篇1次·真题 10 句

relieve B2

v. 减轻、缓解 (疼痛、焦虑等不适)

本篇1次·真题 10 句

supportive B2

adj. 给予支持的

本篇1次 · 真题 10 句

attend A2

v. 出席, 参加 (会议、活动等)

本篇1次 · 真题 9 句

brief B1

adj. 简短的; 短暂的

本篇1次 · 真题 9 句

prior B2

adj. 先前的, 之前的

本篇1次 · 真题 9 句

forecast B2

v. 预测, 预报 (未来的事情或趋势)

本篇1次 · 真题 8 句

monopoly C1

n. 垄断

本篇1次 · 真题 8 句

violate B2

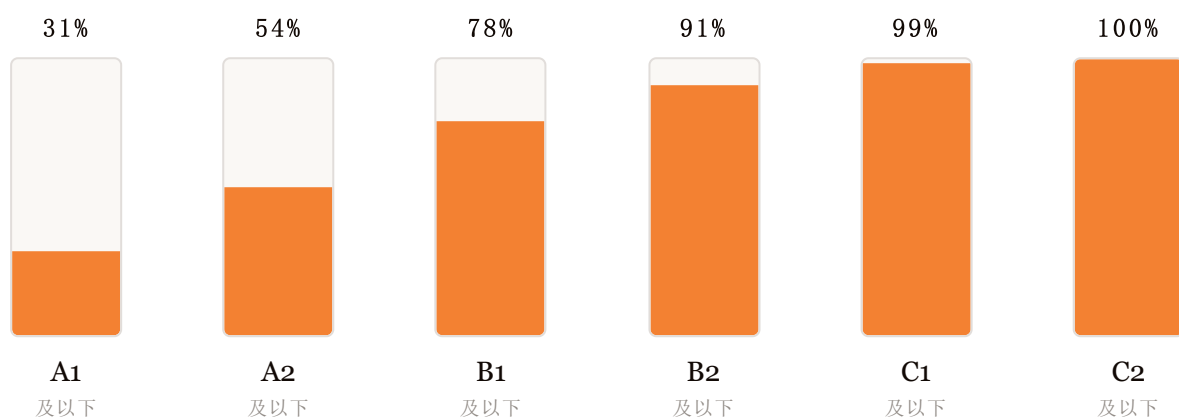
v. 违反, 违背 (法律、规则、协议等)

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 213 词按 CEFR 难度累积覆盖

全文去重后共 213 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 20 个 · 约 9%。



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 213 个 · 末柱为 100%

去重总词数

213

B2 以上难词

9%

B1 及以下覆盖

78%



考研英语二 2012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	多项对应（信息匹配）	题目解析 →
Section III	英译汉（段落翻译）	题目解析 →
Section IV Part A	写作	题目解析 →
Section IV Part B	写作	题目解析 →

2012年 考研英语二阅读理解（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2012年 考研英语二阅读理解（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。

英语二真题(2012)

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 great recession may be over, but this era of high joblessness is probably beginning. Before it ends, it will likely change the life course and character of a generation of young adults. And ultimately, it is likely to reshape our politics, our culture, and the character of our society for years.

大衰退或许已经结束，但这个高失业率的时代可能才刚刚开始。在它结束之前，它很可能会改变一代年轻人的人生轨迹和性格特征。而且最终，它很可能在未来数年重塑我们的政治、我们的文化以及我们社会的特征。

P2 No one tries harder than the jobless to find silver linings in this national economic disaster. Many said that unemployment, while extremely painful, had improved them in some ways: they had become less materialistic and more financially prudent; they were more aware of the struggles of others. In limited respects, perhaps the recession will leave society better off. At the very least, it has awoken us from our national fever dream of easy riches and bigger houses, and put a necessary end to an era of reckless personal spending.

没有人比失业者更努力地试图在这场全国性经济灾难中寻找一线希望。许多人说，失业虽然极其痛苦，但在某些方面改善了他们：他们变得不那么物质主义，在财务上更加审慎；他们更能意识到他人的挣扎。在有限的方面，也许这场衰退会让社会变得更好。至少，它把我们从轻松致富和更大房子的全民狂热梦想中唤醒，并给一个鲁莽的个人消费时代画上了必要的句号。

P3 But for the most part, these benefits seem thin, uncertain, and far off. In *The Moral Consequences of Economic Growth*, the economic historian Benjamin Friedman argues that both inside and outside the U.S., lengthy periods of economic stagnation or decline have almost always left society

more mean-spirited and less inclusive, and have usually stopped or reversed the advance of rights and freedoms. Anti-immigrant sentiment typically increases, as does conflict between races and classes.

但在大多数情况下，这些好处似乎微薄、不确定且遥远。在《经济增长的道德后果》一书中，经济史学家 Benjamin Friedman 认为，无论在美国国内还是国外，漫长的经济停滞或衰退期几乎总是让社会变得更加刻薄、包容性更差，并且通常会阻止或逆转权利和自由的进步。反移民情绪通常会增加，种族和阶级之间的冲突也会增加。

P4 Income inequality usually falls during a recession, but it has not shrunk in this one. Indeed, this period of economic weakness may reinforce class divides, and decrease opportunities to cross them – especially for young people. The research of Till Von Wachter, the economist at Columbia University, suggests that not all people graduating into a recession see their life chances dimmed: those with degrees from elite universities catch up fairly quickly to where they otherwise would have been if they had graduated in better times; it is the masses beneath them that are left behind.

收入不平等通常在经济衰退期间会下降，但在这次衰退中并未缩小。事实上，这段经济疲软时期可能会强化阶级分化，并减少跨越阶级的机会——尤其是对年轻人而言。Columbia University 经济学家 Till Von Wachter 的研究表明，并非所有在经济衰退期毕业的人都会看到自己的人生机会变暗：那些拥有精英大学学位的人能相当快地赶上他们在较好时期毕业本应达到的位置；而被抛在后面的是他们之下的大众。

P5 In the Internet age, it is particularly easy to see the resentment that has always been hidden within American society. More difficult, in the moment, is discerning precisely how these lean times are affecting society's character. In many respects, the U.S. was more socially tolerant entering this recession than at any time in its history, and a variety of national polls on social conflict since then have shown mixed results. We will have to wait and see exactly how these hard times will reshape our social fabric. But they certainly will reshape it, and all the more so the longer they extend.

在互联网时代，特别容易看到一直隐藏在美国社会内部的怨恨。更困难的是，在当下准确辨别这些艰难时期如何影响社会性格。在许多方面，美国进入这次衰退时比其历史上任何时期都更具社会包容性，而此后关于社会冲突的各种全国性民调显示了好坏参半的结果。我们必须等待并观察这些艰难时期将如何重塑我们的社会结构。但它们肯定会重塑社会结构，而且持续时间越长，影响就越大。

题目与逐题解析

36. By saying "to find silver linings" (Line 1, Para. 2) the author suggests that the jobless try to ____.

- [A] seek subsidies from the government
- [B] make profits from the troubled economy
- [C] explore reasons for the unemployment
- [D] look on the bright side of the recession

通过说“寻找一线希望”(第2段第1行),作者建议失业者试图____。

A) 寻求政府补贴 B) 从陷入困境的经济中获利 C) 探究失业的原因 D) 看到经济衰退光明的一面

【答案】 D (词义句意题)

【判型】 题干形如 By saying "to find silver linings" (Line 1, Para. 2) the author suggests that the jobless try to, 固定句式锁定为词义/短语句意题。

【拆句】 题干主干是 the author suggests that the jobless try to ____, By saying 引导的是方式状语, 提示这是对一个短语含义的解释题; 空格填动词短语, 需要选与 try to 在语义上自然衔接的不定式短语。无陷阱。

【定位】 No one tries harder than the jobless to find silver linings in this national economic disaster. Many said that unemployment, while extremely painful, had improved them in some ways: they had become less materialistic and more financially prudent; they were more aware of the struggles of others.

没有谁比失业者更卖力地想在这场全国性经济灾难里找到一丝光亮。许多人说, 失业虽然极其痛苦, 但在某些方面让自己变得更好: 变得不那么物质主义、更懂得理财, 也更体恤他人的不易。

【选项】 A) **选项含原文未出现的实体即无中生有**

seek subsidies from the government 中 subsidies、government 在第二段及全文均未出现, 是凭对失业话题的常识脑补。

B) **把抽象益处偷换成物质收益即偷换概念**

原文说的是从灾难中找到精神/价值层面的好处 (less materialistic and more financially prudent), make profits from the troubled economy 把它改成在经济动荡中赚钱, 方向完全相反。

C) **回答的不是题目要解释的对象即答非所问**

explore reasons for the unemployment 谈的是探究失业原因, 而题干问的是 silver linings 这一短语的含义, 原文也没有讨论失业的成因。

D) **✓ 正确**

to find silver linings in this national economic disaster ↔

look on the bright side of the recession

预判 "在坏事里找好处" 与 look on the bright side of the recession 完全对齐, silver linings 即 bright side 的英语成语化表达。

37. According to Paragraph 2, the recession has made people ____.

- [A] struggle against each other
- [B] realize the national dream
- [C] challenge their prudence
- [D] reconsider their lifestyle

根据第2段,经济衰退使人们____。

A) 相互竞争 B) 实现国家梦想 C) 挑战他们的谨慎 D) 重新思考他们的生活方式

【答案】 D (细节题)

【判型】 题干 According to Paragraph 2, the recession has made people ____ 要求按原文客观陈述 recession 对人的具体影响, 没有 infer/suggest/imply。

【拆句】 the recession has made people ____ 是 make + 宾语 + 宾补 结构，空格填动词原形短语，作 people 的宾补，描述他们被 recession 改造后的行为或状态。

【定位】 At the very least, it has awoken us from our national fever dream of easy riches and bigger houses, and put a necessary end to an era of reckless personal spending.

至少，它把我们从 "轻易致富、住更大房子" 的全民狂热美梦中惊醒，给一个肆意消费的时代画上了必要的句点。

【选项】 A) 把别段信息塞进本段即张冠李戴

struggle against each other (互相争斗) 对应的是第三段的 conflict between races and classes, 但 37 题只能用第二段——这是典型的跨段串信息。

B) 选项与原文方向相反即反向干扰

原文是 awoken us from our national fever dream, 即美梦破灭; realize the national dream 反向说 "实现国家梦想", 方向完全反。

C) 拿原文关键词反向加工即反向干扰

原文是 they had become less materialistic and more financially prudent——人们变得更精打细算; challenge their prudence (挑战他们的审慎) 方向反, 把 prudent 当成被质疑的对象。

D) ✓ 正确

awoken us from our national fever dream of easy riches and bigger houses ↔

reconsider their lifestyle

put a necessary end to an era of reckless personal spending ↔ reconsider their lifestyle

预判 "反思花钱方式与生活理想" 与 reconsider their lifestyle 完全对齐, lifestyle 是 easy riches / bigger houses / reckless personal spending 的上位概括。

38. Benjamin Friedman believes that economic recessions may ____.

- [A] impose a heavier burden on immigrants
- [B] bring out more evils of human nature
- [C] promote the advance of rights and freedoms
- [D] ease conflicts between races and classes

Benjamin Friedman认为经济衰退可能____。

- A) 给移民施加更重的负担
- B) 暴露出更多人性的恶
- C) 促进权利和自由的进步
- D) 缓和种族和阶级之间的冲突

【答案】 B (细节题)

【判型】 题干 Benjamin Friedman believes that economic recessions may ____ 直接复述他书中的论断，是对客观观点的转述，不要求新推断。

【拆句】 Benjamin Friedman believes that economic recessions may ____ 中 may 是情态动词，空格填动词原形短语；选项需是 may 的合法宾补，且语义与 Friedman 的原话呼应。

【定位】 In The Moral Consequences of Economic Growth, the economic historian Benjamin Friedman argues that both inside and outside the U.S., lengthy periods of economic stagnation or decline have almost always left society more mean-spirited and less inclusive, and have usually stopped or reversed the advance of rights and freedoms.

经济史学家本杰明·弗里德曼在《经济增长的道德后果》一书中指出，无论美国国内还是国外，经济长期停滞或衰退几乎总让社会变得更刻薄、更排他，通常也会让权利与自由的进步停滞甚至倒退。

【选项】 A) **用次级具体例当主论点即以偏概全**

原文 Anti-immigrant sentiment typically increases 说的是衰退引发反移民情绪，impose a heavier burden on immigrants 把它偷换成 "给移民施加更重的负担"，且只截取移民这一支，丢失种族阶级、权利自由等全部其他负面后果。

B) **✓ 正确**

lengthy periods of economic stagnation or decline have almost always left society more mean-spirited and less inclusive

↔ **bring out more evils of human nature**

have usually stopped or reversed the advance of rights and freedoms ↔

bring out more evils of human nature

预判 "显出人性恶面" 与 bring out more evils of human nature 对齐：选项中 evils 一词覆盖 mean-spirited / less inclusive / stopped or reversed the advance of rights and freedoms 全部负面表征。

C) **拿原文短语反向粘动词即反向干扰**

原文 have usually stopped or reversed the advance of rights and freedoms 是说衰退阻碍或倒退权利自由的进步；promote the advance of rights and freedoms 用 promote (促进) 反着说，方向完全相反。

D) **原词照搬+反义动词替换即反向干扰**

原文 conflict between races and classes 说衰退让种族、阶级冲突也加剧 (as does conflict 表 "也增加")；ease conflicts between races and classes 用 ease (缓和) 反向说。

39. The research of Till Von Wachter suggests that in the recession graduates from elite universities tend to_____.

- [A] lag behind the others due to decreased opportunities
- [B] catch up quickly with experienced employees
- [C] see their life chances as dimmed as the others'
- [D] recover more quickly than the others

Till Von Wachter的研究表明,在经济衰退中,精英大学的毕业生倾向于_____。

- A) 由于机会减少而落后于其他人
- B) 迅速赶上有经验的员工
- C) 认为他们的人生机会和其他人一样黯淡
- D) 比其他人恢复得更快

【答案】 D (细节题)

【判型】 题干 The research of Till Von Wachter suggests that ... 在问研究的具体发现, suggest 在此是 "研究表明" 的客观陈述, 不是逻辑推断。

【拆句】 graduates from elite universities tend to ____ 是主语 + tend to + 动词原形的结构, 空格填表示倾向行为的动词短语; in the recession 是时间状语, 限定场景必须是经济衰退期。

【定位】 The research of Till Von Wachter, the economist at Columbia University, suggests that not all people graduating into a recession see their life chances dimmed: those with degrees from elite universities catch up fairly quickly to where they otherwise would have been if they had graduated in better times; it is the masses beneath them that are left behind.

哥伦比亚大学经济学家蒂尔·冯·瓦赫特的研究表明, 并非所有进入衰退期就业的人前景都被削弱: 精英大学毕业生能较快追平自己若在景气年份毕业时本应达到的位置; 落在后面的是他们之下的大众。

【选项】 A) 把对比的两组身份对调即张冠李戴

lag behind the others due to decreased opportunities 描述的是大众组 the masses beneath them that are left behind 的命运, 被错挂到精英组上, 是典型张冠李戴。

B) 改写比较对象即偷换概念

原文比较的是 "精英组本人衰退期 vs 自己景气期" 与 "精英组 vs 大众组", 并未与 experienced employees 比较; experienced employees 是凭对就业话题的常识脑补。

C) 忽略 not all 的范围限定即反向干扰

原文明确 not all people graduating into a recession see their life chances dimmed ——并非所有人前景都被削弱, 精英组恰是不被削弱的那群; see their life chances as dimmed as the others' 反着说精英组与其他人一样前景被削弱。

D) ✓ 正确

those with degrees from elite universities catch up fairly quickly to where they otherwise would have been if they had graduated in better times

↔ recover more quickly than the others

预判 "精英组追得快", recover more quickly than the others 完全对齐, 且 the others 正好对应 the masses beneath them。

40. The author thinks that the influence of hard times on society is ____.

- [A] trivial
- [B] positive
- [C] certain
- [D] destructive

作者认为艰难时期对社会的影响是_____。

A) 微不足道的 B) 积极的 C) 确定的 D) 破坏性的

【答案】 C (态度题)

【判型】 题干 The author thinks that the influence of hard times on society is ____ 后接四个评价性形容词，是典型的作者态度题。

【拆句】 the influence of hard times on society is ____ 是 "主语 + be + 表语" 结构，空格填形容词，描述这种影响的性质或确定性，需要从全文末段的总结句捕捉作者最后落点。

【选项】 A) **全文严肃话题选 "无关紧要" 即反向干扰**

trivial (微不足道) 与 reshape our politics, our culture, and the character of our society for years 这种长远重塑的判断完全相反，作者全文从未轻描淡写。

B) **把 "保留判断" 误读为 "乐观" 即推过头**

原文 a variety of national polls on social conflict since then have shown mixed results 与 Friedman、阶级分化等负面论据，让作者并未给出 "积极" 评价；positive 是过度推断+方向偏差。

C) **✓ 正确**

But they certainly will reshape it, and all the more so the longer they extend ↔ **certain**
it is likely to reshape our politics, our culture, and the character of our society for years ↔
certain

预判 "影响确凿无疑"，certain 与 certainly 词根同源、极性完全一致，且四个选项里只此一项命中 "是否会发生" 这一确定性维度。

D) **拿中段负面论据外推全文态度即推过头**

destructive (破坏性的) 是强负面判断，但作者在末段明确 We will have to wait and see exactly how these hard times will reshape our social fabric, 对方向保留判断，没有定性破坏。

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。

And ultimately, it is likely to reshape our politics, our culture, and the character of our society for years.

第1段，第3句

"主语 + be likely to + 动词原形 + 并列宾语" 是英文中表达可能性的常见句式，在四六级和考研英语阅读中经常出现。并列宾语的处理也是高频考点。但本句结构相对单一，无复杂从句或特殊句式（强调句、倒装句等），典型性中等偏上。

Many said that unemployment, while extremely painful, had improved them in some ways: they had become less materialistic and more financially prudent; they were more aware of the struggles of others.

第2段，第2句

本句覆盖主谓宾、主系表、宾语从句、让步状语从句、插入语、方式状语、冒号引导的解释性并列结构等多种成分；让步状语从句的谓语省略和插入位置、冒号后并列结构的归属判断都是易错点，适合作为成分划分的综合练习句。

At the very least, it has awoken us from our national fever dream of easy riches and bigger houses, and put a necessary end to an era of reckless personal spending.

第2段，第4句

简单句配并列谓语、现在完成时表达对现在的影响、介词短语作状语修饰谓语，这些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句子的分析中。

Anti-immigrant sentiment typically increases, as does conflict between races and classes.

第3段，第3句

本句涵盖了主语、谓语、状语等基本成分,更重要的是包含倒装结构这一语法难点。状语从句中 "as does..." 的倒装用法是学生容易混淆的考点,需要还原正常语序并理解助动词的代替作用,训练价值较高。

Indeed, this period of economic weakness may reinforce class divides, and decrease opportunities to cross them – especially for young people.

第4段，第2句

成分类型覆盖较为丰富，具有一定训练价值。句中包含主语、并列谓语（含情态动词结构）、两个宾语、以及修饰全句的状语，还涉及介词短语作定语、不定式作定语等常见修饰结构。并列谓语中第二个情态动词的省略是一个值得练习的要点。但句子整体较短，缺少更复杂的成分（如宾补、双宾语、同位语等）。

The research of Till Von Wachter, the economist at Columbia University, suggests that not all people graduating into a recession see their life chances dimmed: those with degrees from elite universities catch up fairly quickly to where they otherwise would have been if they had graduated in better times; it is the masses beneath them that are left behind.

第4段，第3句

句中覆盖主语、谓语、宾语、宾语从句、宾语补足语、同位语、多种状语、强调句型等丰富成分，且包含现在分词作定语、过去分词作宾补、强调句中主语的识别等多个易错点，训练价值高

But they certainly will reshape it, and all the more so the longer they extend.

第5段，第5句

本句使用的"the + 比较级..., the + 比较级..."句式是四六级和考研阅读中常见的表达方式，具有一定代表性。但句子整体结构相对简洁（只有一个状语从句），没有多层嵌套、定语从句、名词性从句等更典型的复杂结构，因此典型性中等偏上，掌握后可在一定范围内复用，但不属于最高频、最复杂的考试句式。

HIGH-FREQUENCY • 真题高频词

本篇出现的 75 个考研英语二真题高频词

下列单词既在本篇真题中出现，又是 **考研英语二** 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。

recession C1

n. 经济衰退

本篇9次 · 真题 19 句

economic B2

adj. 经济的

本篇6次 · 真题 98 句

graduate B1

n. 毕业生

本篇3次 · 真题 34 句

quickly A2

adv. 快速地

本篇3次 · 真题 33 句

character B1

n. 性格

本篇3次·真题 24 句

conflict B2

n. 冲突

本篇3次·真题 19 句

author A2

n. 作者

本篇2次·真题 209 句

less A1

det. 较少的

本篇2次·真题 150 句

likely A2

adj. 很可能的

本篇2次·真题 89 句

opportunity B1

n. 机会

本篇2次·真题 50 句

advance B1

v. 前进

本篇2次·真题 33 句

struggle B1

v. 奋斗

本篇2次·真题 32 句

freedom B1

n. 自由

本篇2次·真题 18 句

unemployment B2

n. 失业 (状态)

本篇2次·真题 16 句

elite C1

n. 精英

本篇2次·真题 15 句

era B2

n. 时代

本篇2次·真题 13 句

decrease B1

v. 减少, 降低

本篇2次·真题 12 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

benefit B1

n. 好处

本篇1次·真题 88 句

growth B1

n. 增长

本篇1次·真题 80 句

economy B1

n. 经济

本篇1次·真题 73 句

tend B1

v. 倾向于, 往往会

本篇1次·真题 71 句

better A1

adj. 更好的 (good 的比较级)

本篇1次·真题 70 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

generation B2

n. 一代人

本篇1次·真题 60 句

challenge B1

n. 挑战

本篇1次·真题 57 句

decline B2

v. 下降

本篇1次·真题 56 句

internet A2

n. 互联网

本篇1次·真题 53 句

seek B1

v. 寻找

本篇1次·真题 40 句

affect B1

v. 影响

本篇1次·真题 39 句

promote B2

v. 促进

本篇1次·真题 38 句

profit B1

n. 利润, 盈利

本篇1次·真题 34 句

consequence B2

n. 结果

本篇1次·真题 33 句

moral B2

adj. 道德的

本篇1次·真题 33 句

employee A2

n. 雇员, 员工

本篇1次·真题 32 句

particularly B2

adv. 尤其, 特别 (强调某事物)

本篇1次·真题 32 句

due B1

adj. 预期的

本篇1次·真题 31 句

income B1

n. 收入

本篇1次·真题 31 句

explore B1

v. 探索

本篇1次·真题 28 句

immigrant B2

n. 移民 (从外国移入的人)

本篇1次·真题 27 句

positive B1

adj. 积极的

本篇1次·真题 27 句

mass B1

n. 大量

本篇1次·真题 25 句

indeed B1

adv. 确实, 的确 (强调肯定)

本篇1次·真题 24 句

spending A2

n. 开支

本篇1次·真题 24 句

lifestyle B1

n. 生活方式

本篇1次·真题 23 句

variety B1

n. 多样化

本篇1次·真题 22 句

impose B2

v. 强制实行

本篇1次·真题 21 句

extend B1

v. 延伸, 延长

本篇1次·真题 20 句

historian B2

n. 历史学家

本篇1次·真题 20 句

politics B1

n. 政治

本篇1次·真题 20 句

limited B1

adj. 有限的

本篇1次·真题 19 句

otherwise B2

adv. 否则, 不然

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

burden B2

n. 负担

本篇1次·真题 15 句

exactly B1

adv. 精确地

本篇1次·真题 15 句

economist B2

n. 经济学家

本篇1次·真题 14 句

inequality B2

n. 不平等

本篇1次·真题 13 句

precisely B2

adv. 精确地, 准确地

本篇1次·真题 13 句

typically B1

adv. 通常, 一般

本篇1次·真题 13 句

certainly A2

adv. 当然

本篇1次·真题 12 句

ease B1

n. 容易

本篇1次·真题 12 句

fairly B1

adv. 相当

本篇1次·真题 12 句

weakness B1

n. 缺点

本篇1次·真题 12 句

aware A2

adj. 知道的

本篇1次·真题 11 句

mix A2

v. 混合

本篇1次·真题 11 句

painful B1

adj. 疼痛的

本篇1次·真题 11 句

poll

B2

n. 民意调查

本篇1次 · 真题 10 句

reverse

B2

v. 颠倒

本篇1次 · 真题 10 句

tolerant

B2

adj. 宽容的

本篇1次 · 真题 10 句

extremely

B1

adv. 极其

本篇1次 · 真题 9 句

lean

B1

v. 倾斜

本篇1次 · 真题 9 句

ultimately

B2

adv. 最终;终归

本篇1次 · 真题 8 句

uncertain

B2

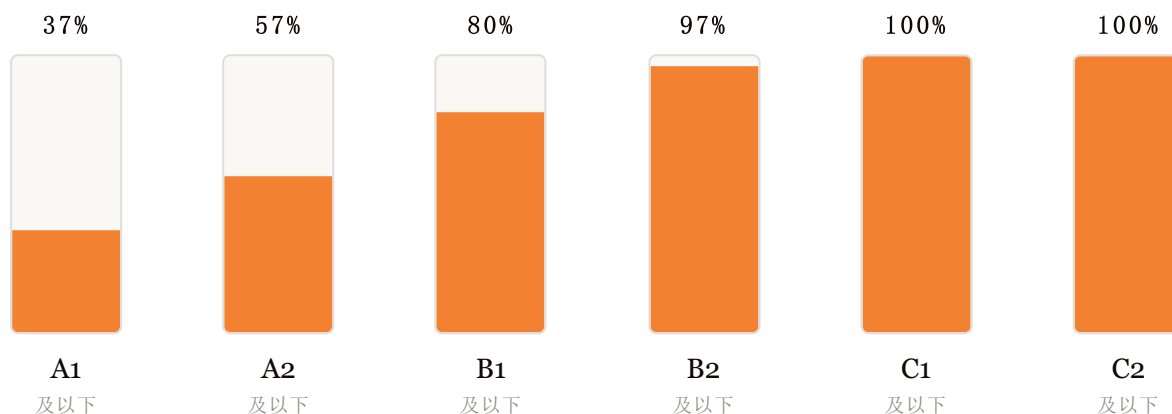
adj. 不确定的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 220 词按 CEFR 难度累积覆盖

全文去重后共 **220** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 7 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 220 个 · 末柱为 100%

去重总词数

220

B2 以上难词

3%

B1 及以下覆盖

80%



考研英语二 2012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	多项对应（信息匹配）	题目解析 →
Section III	英译汉（段落翻译）	题目解析 →
Section IV Part A	写作	题目解析 →
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2012年 考研英语二多项对应（信息匹配） Section II Part B · 41-45 题答案与解析

MATCHING & ANALYSIS · 多项对应题和解析

多项对应题和解析 · 41-45 题

本页 41-45 题的多项对应答案与逐题解析由懒笔记基于2012年 考研英语二多项对应（信息匹配）原卷逐题核对整理。与试卷排版同一卷面：Directions、7 段数字标号完整原文（逐段附中文翻译）与题项↔A~G 候选对照表连续排印；卷面之后逐题解析——正确候选项及其中译、答案段与定位句中英对照、锚点核心信息、原文与候选项的同义改写对照，以及易混诱选的辨析。

英语二真题(2012)

Section II Part B

Directions:

Read the following text and match each of the numbered items in the left column to its corresponding information in the right column. There are two extra choices in the right column. Mark your answers on the ANSWER SHEET. (10 points)

"Universal history, the history of what man has accomplished in this world, is at bottom the History of the Great Men who have worked here," wrote the Victorian sage Thomas Carlyle. Well, not any more it is not.

维多利亚时代的智者托马斯·卡莱尔写道："世界历史，即人类在这个世界上所成就之事的历史，归根结底是在此奋斗的伟人的历史。"然而，如今情况已不再如此。

Suddenly, Britain looks to have fallen out with its favorite historical form. This could be no more than a passing literary craze, but it also points to a broader truth about how we now approach the past: less concerned with learning from our forefathers and more interested in feeling their pain. Today, we want empathy, not inspiration.

突然之间,英国似乎与其最钟爱的历史叙述形式决裂了。这也许只是一时的文学风潮,但它也指向了一个关于我们如今如何看待过去的更广泛的真相:我们不再关注从先辈那里汲取教训,而是更感兴趣于感受他们的痛苦。今天,我们要的是共情,而非激励。

From the earliest days of the Renaissance, the writing of history meant recounting the exemplary lives of great men. In 1337, Petrarch began work on his rambling writing *De Viris Illustribus* – On Famous Men, highlighting the *virtus* (or virtue) of classical heroes. Petrarch celebrated their greatness in conquering fortune and rising to the top. This was the biographical tradition which Niccolò Machiavelli turned on its head. In *The Prince*, he championed cunning, ruthlessness, and boldness, rather than virtue, mercy and justice, as the skills of successful leaders.

从文艺复兴最早期开始,历史书写就意味着讲述伟人的典范生活。1337年,彼特拉克开始撰写其漫长的著作《名人传》,突出古典英雄的美德。彼特拉克赞颂他们征服命运、登上巅峰的伟大之处。正是这一传记传统

被尼科洛·马基雅维利彻底颠覆。在《君主论》中,他推崇狡诈、无情和大胆,而非美德、仁慈和正义,将其视为成功领导者的技能。

Over time, the attributes of greatness shifted. The Romantics commemorated the leading painters and authors of their day, stressing the uniqueness of the artist's personal experience rather than public glory. By contrast, the Victorian author Samuel Smiles wrote *Self-Help* as a catalogue of the worthy lives of engineers, industrialists and explorers. "The valuable examples which they furnish of the power of self-help, of patient purpose, resolute working, and steadfast integrity, issuing in the formation of truly noble and manly character, exhibit," wrote Smiles, "what it is in the power of each to accomplish for himself." His biographies of James Watt, Richard Arkwright and Josiah Wedgwood were held up as beacons to guide the working man through his difficult life.

随着时间推移,伟大的特质发生了转变。浪漫主义者颂扬当时杰出的画家和作家,强调艺术家个人体验的独特性而非公众荣耀。相比之下,维多利亚时代作家塞缪尔·斯迈尔斯将《自助》写成工程师、实业家和探险家高尚生活的汇编。斯迈尔斯写道:"他们所提供的关于自助之力、坚韧目标、坚定工作和坚贞正直的宝贵范例,展现了真正高尚而刚毅品格的形成,说明每个人都有能力为自己成就些什么。"他为詹姆斯·瓦特、理查德·阿克赖特和乔赛亚·韦奇伍德所作的传记被奉为指引工人阶级度过艰难人生的灯塔。

This was all a bit bourgeois for Thomas Carlyle, who focused his biographies on the truly heroic lives of Martin Luther, Oliver Cromwell and Napoleon Bonaparte. These epochal figures represented lives hard to imitate, but to be acknowledged as possessing higher authority than mere mortals.

这一切对托马斯·卡莱尔来说有些过于资产阶级化了,他的传记聚焦于马丁·路德、奥利弗·克伦威尔和拿破仑·波拿巴真正英雄般的人生。这些划时代人物代表着难以效仿的生命,但应被承认拥有高于凡人的权威。

Not everyone was convinced by such bombast. "The history of all hitherto existing society is the history of class struggles," wrote Marx and Engels in *The Communist Manifesto*. For them, history did nothing, it possessed no immense wealth nor waged battles: "It is man, real, living man who does all that." And history should be the story of the masses and their record of struggle. As such, it needed to appreciate the economic realities, the social contexts and power relations in which each epoch stood. For: "Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly found, given and transmitted from the past."

并非所有人都被这种夸张言辞所说服。"迄今为止一切社会的历史都是阶级斗争的历史,"马克思和恩格斯在《共产党宣言》中写道。对他们而言,历史什么也不做,它既不拥有巨大财富也不发动战争:"做这一切的是人,是现实的、活生生的人。"而历史应该是大众及其斗争记录的故事。因此,它需要理解每个时代所处的经济现实、社会语境和权力关系。因为:"人们自己创造自己的历史,但是他们并不是随心所欲地创造,并不是在他们自己选定的条件下创造,而是在直接碰到的、既定的、从过去承继下来的条件下创造。"

This was the tradition which revolutionised our appreciation of the past. In place of Thomas Carlyle, Britain nurtured Christopher Hill, E.P. Thompson and Eric Hobsbawm. History from below stood alongside biographies of great men. Whole new realms of understanding – from gender to race to cultural studies – were opened up as scholars unpicked the multiplicity of lost societies. And it transformed public history too: downstairs became just as fascinating as upstairs.

正是这一传统革新了我们对过去的理解。英国培养出了克里斯托弗·希尔、E.P.汤普森和埃里克·霍布斯鲍姆,取代了托马斯·卡莱尔。自下而上的历史与伟人传记并驾齐驱。随着学者们剖析失落社会的多样性,从性别到种族再到文化研究,全新的理解领域被开辟出来。这也改变了公共历史:楼下变得和楼上一样引人入胜。

	[A] emphasized the virtue of classical heroes.
41. Petrarch	[B] highlighted the public glory of the leading artists.
42. Niccolò Machiavelli	[C] focused on epochal figures whose lives were hard to imitate.
43. Samuel Smiles	[D] opened up new realms of understanding the great men in history.
44. Thomas Carlyle	[E] held that history should be the story of the masses and their record of struggle.
45. Marx and Engels	[F] dismissed virtue as unnecessary for successful leaders.
	[G] depicted the worthy lives of engineers, industrialists and explorers.

41. Petrarch

【答案】 [A] 信息在第 3 段

【候选项】 emphasized the virtue of classical heroes.

强调古典英雄的美德。

【定位】 In 1337, Petrarch began work on his rambling writing De Viris Illustribus – On Famous Men, highlighting the virtus (or virtue) of classical heroes. Petrarch celebrated their greatness in conquering fortune and rising to the top.

1337 年，彼特拉克开始撰写他那篇漫长的著作《名人传》——《论名人》，凸显古典英雄的 virtus（即美德）。彼特拉克歌颂他们战胜命运、登上巅峰的伟大。

【锚点】 彼特拉克突出古典英雄的美德

【对照】 highlighting the virtus (or virtue) of classical heroes ↔

emphasized the virtue of classical heroes.

highlighting≈emphasized, 词义同义替换

【依据】 主张与A逐字对应

【辨邻】 [F]

出现 virtue 这个眼熟词，容易让人以为也属彼特拉克。但 F 是 dismissed virtue as unnecessary——“否定美德”，方向与彼特拉克“凸显美德”正相反，它对应的是把传统颠倒过来的马基雅维利。

he championed cunning, ruthlessness, and boldness, rather than virtue

42. Niccolò Machiavelli

【答案】 [F] 信息在第 3 段

【候选项】 dismissed virtue as unnecessary for successful leaders.

认为美德对于成功的领导者来说是不必要的。

【定位】 In The Prince, he championed cunning, ruthlessness, and boldness, rather than virtue, mercy and justice, as the skills of successful leaders.

在《君主论》中，他推崇狡诈、冷酷与果敢，而非美德、仁慈与公正，将其作为成功领导者的本领。

【锚点】 马基雅维利认为美德对成功领导者并不必要

【对照】 rather than virtue, mercy and justice, as the skills of successful leaders ↔

dismissed virtue as unnecessary for successful leaders.

rather than→dismissed...as unnecessary, 结构重构同义

【依据】 弃美德=dismissed virtue

【辨邻】 [A]

同样含 virtue，且 classical heroes 也属第3段，极易误选。但 A 是 emphasized the virtue——正面强调美德，恰是马基雅维利 turned on its head（颠倒）的那个旧传统，对应的是彼特拉克而非他本人。

highlighting the virtue (or virtue) of classical heroes

43. Samuel Smiles

【答案】 [G] 信息在第 4 段

【候选项】 depicted the worthy lives of engineers, industrialists and explorers.

描绘了工程师、实业家和探险家有价值的生平。

【定位】 By contrast, the Victorian author Samuel Smiles wrote Self-Help as a catalogue of the worthy lives of engineers, industrialists and explorers.

与之相对，维多利亚时代的作家塞缪尔·斯迈尔斯写了《自助论》，作为一部工程师、实业家和探险家可敬人生的汇编。

【锚点】 斯迈尔斯描绘工程师、实业家、探险家的可敬人生

【对照】 a catalogue of the worthy lives of engineers, industrialists and explorers ↔

depicted the worthy lives of engineers, industrialists and explorers.

catalogue of → depicted, 名词转动词同义

【依据】 对象三类人逐字吻合

【辨邻】 [B]

的 the leading artists 与斯迈尔斯写的实干者完全不是一类人。B 对应的是第4段前半句 The Romantics commemorated the leading painters and authors——浪漫派纪念顶尖画家与作家，而斯迈尔斯前有 By contrast 与他们划清界限，绝不能混。

The Romantics commemorated the leading painters and authors of their day

44. Thomas Carlyle

【答案】 [C] 信息在第 5 段

【候选项】 focused on epochal figures whose lives were hard to imitate.

关注那些生平难以效仿的划时代人物。

【定位】 This was all a bit bourgeois for Thomas Carlyle, who focused his biographies on the truly heroic lives of Martin Luther, Oliver Cromwell and Napoleon Bonaparte. These epochal figures represented lives hard to imitate, but to be acknowledged as possessing higher authority than mere mortals.

这一切在托马斯·卡莱尔看来都有点市侩气，他把传记聚焦于马丁·路德、奥利弗·克伦威尔和拿破仑·波拿巴这些真正英雄式的人生。这些划时代人物代表着难以效仿的人生，却被公认为拥有高于凡人的更高权威。

【锚点】 卡莱尔聚焦人生难以效仿的划时代人物

【对照】 focused his biographies on the truly heroic lives ↔

focused on epochal figures whose lives were hard to imitate.

focused...on逐字同构

These epochal figures represented lives hard to imitate ↔

epochal figures whose lives were hard to imitate.

陈述句压成定语从句

【依据】 epochal+hard to imitate双锁定

【辨邻】 [D]

含 the great men in history，而卡莱尔正是写伟人的，故易误选。但 D 是 opened up new realms of understanding，对应第7段 Whole new realms of understanding...were opened up——那是“自下而上的历史”学派（希尔、汤普森等）的贡献，且其方向是颠覆伟人史，不是卡莱尔本人。

Whole new realms of understanding – from gender to race to cultural studies – were opened up

45. Marx and Engels

【答案】 [E] 信息在第 6 段

【候选项】 held that history should be the story of the masses and their record of struggle.

认为历史应该是民众的故事及其斗争记录。

【定位】 And history should be the story of the masses and their record of struggle.

而且历史应当是大众的故事，是他们斗争的记录。

【锚点】 马恩认为历史应是大众及其斗争的记录

【对照】 And history should be the story of the masses and their record of struggle. ↔

held that history should be the story of the masses and their record of struggle.

原句几乎被原样搬入选项

【依据】 近乎原句搬运

CHOICES • 候选池地图

A~G 共 7 个候选项各自在说什么

候选项是经同义改写的句子，比题目多 2 个。下面逐条给出候选句原文、「它到底主张什么」的中文压缩，并标注它对应哪道题——始终无人对应的就是多余干扰项。

[A] emphasized the virtue of classical heroes.

强调古典英雄的美德/德性。

对应第 41 题

[B] highlighted the public glory of the leading artists.

突出顶尖艺术家的公共荣耀。

多余项 • 无人对应

[C] focused on epochal figures whose lives were hard to imitate.

聚焦于那些人生难以效仿的划时代人物。

对应第 44 题

[D] opened up new realms of understanding the great men in history.

开辟了理解历史上伟人的新领域。

多余项 • 无人对应

[E] held that history should be the story of the masses and their record of struggle.

主张历史应是大众及其斗争记录的故事。

对应第 45 题

[F] dismissed virtue as unnecessary for successful leaders.

否定美德，认为它对成功的领导者并非必需。

对应第 42 题

[G] depicted the worthy lives of engineers, industrialists and explorers.

描绘了工程师、实业家和探险家的可敬人生。

对应第 43 题

EXTRA CHOICES • 多余项交代

这 2 个候选项始终无人对应

多项对应必有 2 个候选项无人认领——往往最像文中某个没被问到的人/事物，或是对某段的片面概括。下面逐条剖析它们「像在哪、差在哪、为何无人认领」，读透多余项才算读透全局。

[B] highlighted the public glory of the leading artists.

highlighted the public glory of the leading artists 对应第4段前半句的浪漫派，但原文恰恰说浪漫派 stressing the uniqueness of the artist's personal experience rather than public glory——强调的是个人体验而非“公共荣耀”，B 正话反说扭曲了原意；何况浪漫派这一群体本就没有被任何题问到，故无人认领。

[D] opened up new realms of understanding the great men in history.

opened up new realms of understanding the great men in history 借用第7段 Whole new realms of understanding...were opened up, 但原文这场革新是“自下而上的历史”，开辟的是理解“失落社会”的新领域，方向恰恰是颠覆伟人史，而非“understanding the great men”。它对应的史学家（希尔、汤普森等）也没被任何题点名，故落空。

SENTENCE INSIGHTS • 句子精讲

15 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。

"Universal history, the history of what man has accomplished in this world, is at bottom the History of the Great Men who have worked here," wrote the Victorian sage Thomas Carlyle.

第1段，第1句

成分种类丰富且含多个易错点。覆盖主谓宾、主系表、同位语、状语、定语从句、名词性从句等多种结构；倒装导致宾语前置，同位语插入干扰主语识别，what 和 who 在从句中既是引导词又充当成分，这些都是学生常错的考点。作为成分划分练习句，能同时训练多种识别技能。

Well, not any more it is not.

第1段，第2句

本句虽短但成分划分训练价值高：涵盖主语、谓语、表语、状语四类核心成分，且状语前置、表语后置形成特殊语序，能有效训练学习者识别非常规位置上的成分以及理解强调句式中的成分归属。

This could be no more than a passing literary craze, but it also points to a broader truth about how we now approach the past: less concerned with learning from our forefathers and more interested in feeling their pain.

第2段，第2句

并列句 + 嵌套宾语从句的结构在四六级和考研阅读中频繁出现，转折连词"but"连接对比观点、疑问词引导名词性从句都是典型考点；句式具有较强代表性和迁移价值。

This was the biographical tradition which Niccolò Machiavelli turned on its head.

第3段，第4句

主系表结构加限制性定语从句是四六级和考研阅读中的常见句式，尤其是定语从句修饰表语名词的结构经常出现。关系代词在从句中充当宾语并前置，也是考试高频考点。掌握这种结构后，可以迁移到大量类似句子的分析中，代表性较强。

In The Prince, he championed cunning, ruthlessness, and boldness, rather than virtue, mercy and justice, as the skills of successful leaders.

第3段，第5句

本句涵盖主语、谓语、宾语（三个并列名词）、地点状语、两个修饰性状语（对比结构和介词短语），成分种类较为丰富。特别是宾语的并列结构、“rather than”引导的对比状语、“as”引导的方式状语，都是实际阅读中常见且容易混淆的成分，适合作为划分练习句

The Romantics commemorated the leading painters and authors of their day, stressing the uniqueness of the artist's personal experience rather than public glory.

第4段，第2句

简单句 + 分词状语是四六级和考研阅读中的常见句式。这种“主句 + 逗号 + 现在分词短语”的结构在历史、文化类文章中高频出现，掌握后可大量复用。

By contrast, the Victorian author Samuel Smiles wrote Self-Help as a catalogue of the worthy lives of engineers, industrialists and explorers.

第4段，第3句

本句覆盖主语（含同位语）、谓语、宾语、状语、宾语补足语五种成分，成分种类较丰富；宾语补足语“as a catalogue...”由介词 as 引导，是值得练习的结构；但句中无定语从句、复杂修饰或易混淆的分句嵌套，坑点密集度中等，作为成分划分练习句有一定价值但不算顶尖。

His biographies of James Watt, Richard Arkwright and Josiah Wedgwood were held up as beacons to guide the working man through his difficult life.

第4段，第5句

被动语态 + 介词短语作方式状语 + 不定式作后置定语是常见的书面表达句式，在四六级和考研阅读中频繁出现，具有较高的迁移价值

This was all a bit bourgeois for Thomas Carlyle, who focused his biographies on the truly heroic lives of Martin Luther, Oliver Cromwell and Napoleon Bonaparte.

第5段，第1句

主句加非限制性定语从句补充说明人物背景，是考研阅读中常见的句式。定语从句对先行词的补充作用、逗号隔开的非限制性用法都是高频考点。但整体结构较为简单，缺少多重从句嵌套或复杂修饰，典型性中等偏上

Not everyone was convinced by such bombast.

第6段，第1句

被动语态 + 否定主语的组合在四六级和考研阅读中较为常见,具有一定代表性,掌握后可迁移到类似句式,但简单句结构本身过于基础,不如复合句典型性强。

For them, history did nothing, it possessed no immense wealth nor waged battles:
"It is man, real, living man who does all that."

第6段，第3句

本句涵盖并列谓语、形式主语、强调句、定语从句中关系代词作主语等多种成分和结构,且强调句容易与主系表混淆,定语从句中who既是引导词又充当主语,这些都是典型的易错点,作为划分练习句收益较高。

As such, it needed to appreciate the economic realities, the social contexts and
power relations in which each epoch stood.

第6段，第5句

主句 + 限制性定语从句（由介词 + 关系代词引导）是四六级和考研阅读中非常常见的句式，定语从句修饰名词的用法也是高频考点。宾语由多个并列名词短语构成的结构也经常出现。掌握这个句式后，学生可以在大量真题句中识别和复用类似结构。

In place of Thomas Carlyle, Britain nurtured Christopher Hill, EP Thompson and
Eric Hobsbawm.

第7段，第2句

句中涉及主语、谓语、宾语（并列宾语）和状语四种基本成分，结构完整但成分种类常规。句首状语的位置可用于练习状语前置的识别，并列宾语可练习并列结构的划分，但整体缺少定语从句、宾语补足语等更丰富的成分类型，训练价值中等偏下。

Whole new realms of understanding – from gender to race to cultural studies –
were opened up as scholars unpicked the multiplicity of lost societies.

第7段，第4句

本句结构在学术类阅读和考试真题中高度典型:主句采用被动语态突出结果,状语从句说明背景或原因,插入语补充细节。这种“结果陈述 + 原因/背景从句”的模式在四六级和考研阅读中频繁出现,掌握后可大量复用。被动语态与 as 引导的状语从句搭配,是学术写作和阅读理解的常见句式。

And it transformed public history too: downstairs became just as fascinating as upstairs.

第7段，第5句

并列主句通过冒号连接、构成总分解释关系的结构在学术写作和说明文中较为常见，具有一定代表性。两个主句的句型（主谓宾 + 主系表）也是典型的基础结构。但本句缺少从句、无复杂修饰，作为考试常考句式的典型性中等。

HIGH-FREQUENCY • 真题高频词

本篇出现的 58 个考研英语二真题高频词

下列单词既在本篇长文中出现，又是 **考研英语二** 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。

power A2

n. 权力

本篇3次 · 真题 90 句

struggle B1

v. 奋斗

本篇3次 · 真题 32 句

author A2

n. 作者

本篇2次 · 真题 209 句

focus B1

n. 重点

本篇2次 · 真题 77 句

figure A2

n. 数字

本篇2次 · 真题 38 句

writing A2

n. 写作

本篇2次 · 真题 33 句

mass B1

n. 大量

本篇2次 · 真题 25 句

understanding B1

n. 理解, 领悟

本篇2次 · 真题 25 句

tradition B1

n. 传统

本篇2次 · 真题 20 句

working A2

adj. 有工作的

本篇2次 · 真题 17 句

highlight B2

n. 最精彩的部分

本篇2次·真题 16 句

classical B2

adj. 古典的

本篇2次·真题 13 句

circumstance B2

n. 情况

本篇2次·真题 12 句

leading B1

adj. 最重要的

本篇2次·真题 12 句

accomplish B2

v. 完成, 实现 (任务、目标)

本篇2次·真题 8 句

possess B2

v. 拥有, 持有 (财产、特质等)

本篇2次·真题 8 句

truly B1

adv. 真正地

本篇2次·真题 8 句

less A1

det. 较少的

本篇1次·真题 150 句

economic B2

adj. 经济的

本篇1次·真题 98 句

issue B1

n. 问题

本篇1次·真题 89 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇1次·真题 51 句

stress B1

n. 压力

本篇1次·真题 50 句

justice B2

n. 公正;正义

本篇1次·真题 36 句

authority B2

n. 权力

本篇1次·真题 33 句

cultural B1

adj. 文化的

本篇1次·真题 32 句

reality B1

n. 现实

本篇1次·真题 31 句

shift B1

v. 移动

本篇1次·真题 31 句

exist A2

v. 存在;实际上有

本篇1次·真题 28 句

historical B2

adj. 历史的

本篇1次·真题 26 句

represent B1

v. 代表

本篇1次·真题 25 句

character B1

n. 性格

本篇1次·真题 24 句

directly B1

adv. 直接地

本篇1次·真题 23 句

gender B1

n. 性别 (社会文化意义上的)

本篇1次·真题 23 句

emphasize B2

v. 强调

本篇1次·真题 22 句

broad B1

adj. 宽阔的

本篇1次·真题 20 句

concerned B1

adj. 担心的

本篇1次·真题 20 句

pain A2

n. 疼痛

本篇1次·真题 20 句

valuable B1

adj. 贵重的

本篇1次·真题 20 句

contrast B2

n. 对比

本篇1次·真题 17 句

wage B1

n. 工资

本篇1次·真题 16 句

formation B2

n. 形成

本篇1次·真题 15 句

literary B2

adj. 文学的

本篇1次·真题 15 句

scholar

B2

n. 学者

本篇1次·真题15句

acknowledge

B2

v. 承认 (事实、错误等)

本篇1次·真题14句

transform

B2

v. 使彻底改变;使转变

本篇1次·真题14句

battle

B1

n. 战斗

本篇1次·真题13句

context

B2

n. (事情发生的) 背景、环境

本篇1次·真题13句

guide

A2

n. 指南;手册

本篇1次·真题13句

interested

A1

adj. 感兴趣的

本篇1次·真题12句

suddenly

A2

adv. 突然地

本篇1次·真题11句

attribute

B2

n. 属性

本篇1次·真题10句

convince

B1

v. 说服, 使相信

本篇1次·真题10句

exhibit

B2

v. 展览

本篇1次·真题10句

universal

B2

adj. 普遍的

本篇1次·真题10句

mere

B2

adj. 仅仅的

本篇1次·真题9句

alongside

B1

prep. 在...旁边

本篇1次·真题8句

appreciation

B2

n. 感激

本篇1次·真题8句

unnecessary

B1

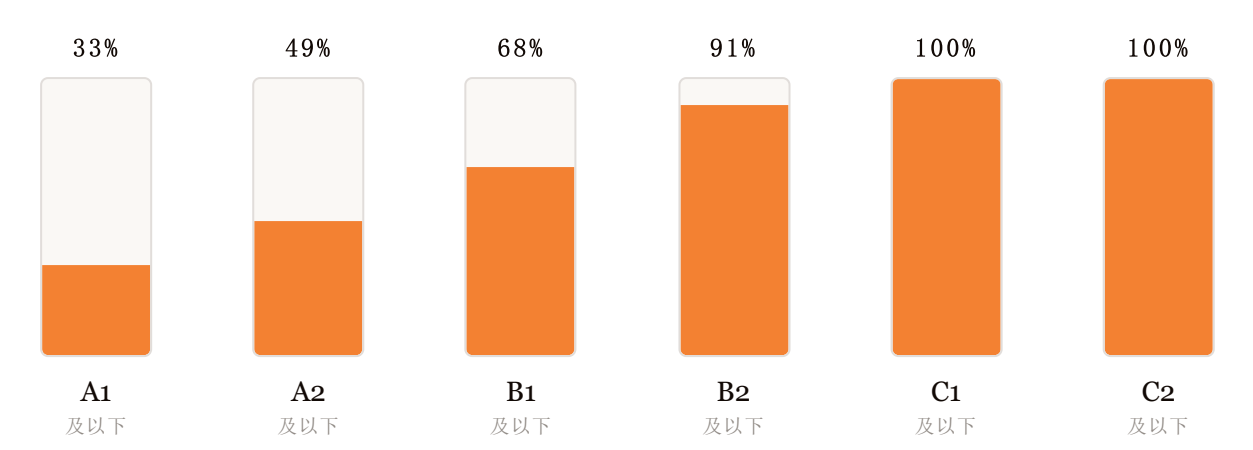
adj. 不必要的;多余的

本篇1次·真题8句

VOCABULARY · 词汇难度分布

全文 221 词按 CEFR 难度累积覆盖

数字标号长文去重后共 **221** 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 19 个·约 9%。



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 221 个·末柱为 100%



考研英语二 2012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	多项对应（信息匹配）	本题
Section III	英译汉（段落翻译）	题目解析 →
Section IV Part A	写作	题目解析 →
Section IV Part B	写作	题目解析 →

2012年考研英语二 英译汉（段落翻译） Section III · 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

本页整篇参考译文与逐句解析由懒笔记基于2012年 考研英语二英译汉（段落翻译）原卷逐句译审整理。与试卷排版同一卷面：Directions 与整段英文原文连续排印——整段连排、无题号无划线，把它切成一句句翻译单元本身就是解题动作。卷面之后先给按段定稿的整篇参考译文，再按自切句序逐句拆分：意群直译、难点点破、语序调整、句内定稿中译，答案直显。

英语二真题(2012)

Section III

Directions:

Translate the following text into Chinese. Write your translation on the ANSWER SHEET. (15 points)

P1 When people in developing countries worry about migration, they are usually concerned at the prospect of their best and brightest departure to Silicon Valley or to hospitals and universities in the developed world. These are the kind of workers that countries like Britain, Canada and Australia try to attract by using immigration rules that privilege college graduates.

P2 Lots of studies have found that well-educated people from developing countries are particularly likely to emigrate. A big survey of Indian households in 2004 found that nearly 40% of emigrants had more than a high-school education, compared with around 3.3% of all Indians over the age 25. This "brain drain" has long bothered policymakers in poor countries. They fear that it hurts their economies, depriving them of much-needed skilled workers who could have taught at their universities, worked in their hospitals and come up with clever new products for their factories to make.

参考译文

按段定稿的整篇参考译文是复盘资产，考卷上只印英文原文——英语二英译汉满分 15 分，按「理解准确、表达通顺连贯、无错译漏译」整篇四档评分。

P1 当发展中国家的人们担忧人口外流时，他们所担心的通常是这样一种前景：自己国家最优秀的人才流向硅谷，或流向发达国家的医院和大学。这些人才正是英国、加拿大、澳大利亚等国想方设法吸引的对象，为此这些国家专门制定了向大学毕业生倾斜的移民政策。

P2 大量研究发现，来自发展中国家、受过良好教育的人尤其倾向于移居国外。2004 年针对印度家庭开展的一项大规模调查发现，移民中近 40% 的人拥有高中以上学历，而 25 岁以上的印度人总体中受过同等教育的仅约 3.3%。长期以来，这种「人才流失」一直困扰着贫穷国家的政策制定者。他们

（这些政策制定者）担心人才流失会损害本国经济，使本国失去亟需的技术工人——这些工人本来可以在本国大学执教、在本国医院工作，还可以为本国工厂研发出新颖巧妙的产品。

【衔接】第1句与第2句间用「这类人才」承接 These

These are the kind of workers 的 These 直接译「这些」中文读者会茫然；处理成「这些人才正是...」，把上一句出现过的「最优秀的人才」直接复指过来，既化解了 These 的指代，也让两句话的主语线索（人才）顺起来。

第2句末用「为此」连出方式

by using immigration rules that privilege college graduates 这条方式状语若紧贴动词「吸引」译，会拖出一长串定语从句；改用「为此这些国家专门制定了...」单独成句，相当于把 by-短语升级为下一个分句，并用「为此」回扣上句的「想方设法吸引」，逻辑链显化。

第4句与第3句间补「具体来看」/数据落地

第3句 Lots of studies have found that well-educated people from developing countries are particularly likely to emigrate 是结论性陈述，第4句 A big survey of Indian households in 2004 found... 是给这条结论举的具体例证。两句话之间汉语可以补一句「以印度为例 / 具体来看」，也可以不补、让2004年的调查直接落地——本篇选择不补、让数据自然承接，但要保证第4句开头「2004年针对印度家庭...的调查发现」与上句「大量研究发现」呼应，让读者意识到这是「其中一项研究」。

第4句内用「而」显化对比

compared with around 3.3% of all Indians over the age 25 这条比较状语在汉语里要靠「而 / 相比之下」这样的连接词把对比立起来，本篇用「而25岁以上的印度人总体中受过同等教育的仅约3.3%」，让两个百分比的反差一眼看出。

第5句与第4句间用「这种『人才流失』」回拢

第4句给出印度的统计数据是「现象」，第5句 This "brain drain" 用 This 把整段现象收束起来；汉译里照原样保留「这种『人才流失』」并加引号，让读者明白「上面描述的就是被叫做『人才流失』的那种现象」，是段落内承上启下的关键。

第6句开头用括注还原 They

第6句 They fear that it hurts their economies 中的 They 紧承上一句的「政策制定者」，但中间已经隔了一句，且汉语里再用「他们」读者容易混淆。本篇处理为「他们（这些政策制定者）担心...」，在第一次出现 They 时用括注还原指代，后文 their、them 再用「本国 / 这些国家」承接，整段指代链就清楚了。

逐句解析

整段连排、无题号无划线——把原文切成一句句翻译单元本身就是解题动作，句前 N. 为逐句解析自切的句序号（非考卷题号），与卷面原文逐字对应。

【来源】The Economist(《经济学人》)2011年5月26日一篇题为Drain or Gain?(流失还是获益?)的文章。翻译时应注意结合上下文语境仔细揣摩某些难句及字词。

【主旨】发展中国家担忧的人才外流 (brain drain)

全文围绕发展中国家的人才外流问题展开：第一段点出发展中国家最担心的是高学历精英流向英美等发达国家 (their best and brightest departure to Silicon Valley or to hospitals and universities in the developed world)，第二段用印度的调查数据和政策制定者的担忧加以佐证 (This "brain drain" has long bothered policymakers in poor countries)。基调是中性偏忧虑的叙述，作者在转述这些国家的担心，而不是评判。

【术语】best and brightest = 最优秀人才

their best and brightest 是个熟词僻义型固定说法，不能按字面译成「最好和最聪明的人」，而要统一译为「最优秀的人才 / 精英人才」；全文这条线索贯穿到第二段的 well-educated people、skilled workers，译法上要让读者看出是同一类人。

These / they / them 的回指

第一段第二句 These are the kind of workers 中的 These 指代上一句的 their best and brightest；第二段末句 depriving them of much-needed skilled workers 的 them 指代上一句出现的 policymakers in poor countries / their economies 所对应的「这些贫穷国家」。这类 this/these/them 跨句指代必须回上一两句还原成具体名词再译，否则中文读起来悬空。

brain drain = 人才流失/人才外流

This "brain drain" 是全篇的术语锚点，原文加了引号，译文宜保留引号并统一译作「人才流失」或「人才外流」，全篇前后用法一致，避免一处译「人才流失」、另一处译「智力外流」造成术语漂移。

developing countries / poor countries 同指

developing countries 与 poor countries 在本文中所指相同，都是「发展中国家」；翻译时建议统一处理为「发展中国家」，不要一处译「发展中国家」一处又译「贫穷国家」，以免读者误以为是两类不同国家。

1. When people in developing countries worry about migration, they are usually concerned at the prospect of their best and brightest departure to Silicon Valley or to hospitals and universities in the developed world.

【意群】 When people in developing countries worry about migration, (时间/条件状语从句) → 当发展中国家的人们担忧移民问题时,

难点: **worry about migration 的指向**

worry about migration 这里的 migration 不是泛指任何方向的移民, 而是承接下文 departure to Silicon Valley, 特指「(本国)人外流出去」这件事; 翻译时若直译成「担忧移民」可能让中国考生联想到「外国人迁入」, 宜处理成「担忧人口外迁 / 移民外流」以贴语境。

they are usually concerned at the prospect of their best and brightest departure (主干 主+系+表 + of 介词短语) ★ 采分 → 他们通常担忧 (这样一种) 前景: 他们最优秀的人才流失

难点: **best and brightest 是固定说法**

their best and brightest 不是「最好的和最聪明的」两类人并列, 而是英语中的固定搭配, 指「最优秀的精英人才」, 要作为一个名词译, 前面的 their 指「发展中国家自己的」。同时 at the prospect of 是固定搭配 = 「面对...的前景 / 一想到...就」, 主体考生若按词典逐词查容易译成生硬的「在...的前景处」。

to Silicon Valley or to hospitals and universities in the developed world. (departure 的方向状语 (介词短语)) ★ 采分 → 去往硅谷, 或者去往发达国家的医院和大学。

难点: **in the developed world 修饰范围**

to hospitals and universities in the developed world 中的 in the developed world 是后置定语, 只修饰 hospitals and universities (不修饰 Silicon Valley, 硅谷本身就在美国), 但中文里直接译「发达国家的医院和大学」就足够清楚; developed world 译「发达国家 / 发达世界」均可, 全文要统一。

【调序】 状语前置 + of 短语动词化

When people in developing countries worry about migration 这条 When 状语从句按汉语习惯仍放句首; 主句 they are usually concerned at the prospect of their best and brightest departure 中 at the prospect of 的 of 短语 their best and brightest departure 是「of + 名词性所有结构」, 汉译时把名词 departure 转译成动词「外流 / 流向」, 使整句变成「他们通常担心自己最优秀的人才会流向...」, 比直译「他们担心其最优秀人才离去的前景」自然得多; 末尾的方向状语 to Silicon Valley or to hospitals and universities in the developed world 在汉语里跟在动词「流向」后面, 顺序与英文一致, 不必再调。

【译文】 当发展中国家的人们担忧人口外流时, 他们所担心的通常是这样一种前景: 自己国家最优秀的人才会流向硅谷, 或流向发达国家的医院和大学。

2. These are the kind of workers that countries like Britain, Canada and Australia try to attract by using immigration rules that privilege college graduates.

【意群】 These are the kind of workers (主干 主+系+表) ★ 采分 → 这些人正是这样一类劳动者

难点: **These 的回指**

These are the kind of workers 中的 These 不是「这些」泛指, 而是回指上一句的 their best and brightest, 翻译时要还原成具体所指(「这些最优秀的人才」「这类精英」), 不要孤零零译成「这些」, 否则中文读者不知道指谁。

that countries like Britain, Canada and Australia try to attract (that 引导的限定性定语从句, 修饰 workers) ★ 采分 → 英国、加拿大和澳大利亚这样的国家想方设法吸引(的)

难点: **countries like... 的处理**

countries like Britain, Canada and Australia 中 like 不是「喜欢」, 而是介词「像...这样的 / 诸如...等」, 译成「英国、加拿大、澳大利亚这样的国家」或「像英、加、澳这样的国家」皆可; try to attract 强调「想方设法 / 努力 / 试图」, 与下文「制定移民规则」呼应。

by using immigration rules (方式状语 (by + 动名词)) → 通过制定/采用移民规则

难点: **using 的处理**

by using immigration rules 中的 using 在中文里不必直译为「使用」(「使用移民规则」生硬), 可意译成「通过制定 / 借助 / 凭借」一类动词, 让句子读起来像政策行为。

that privilege college graduates. (that 引导的定语从句, 修饰 immigration rules) ★ 采分 → (这些规则) 给予大学毕业生优待

难点: **privilege 的熟词僻义**

that privilege college graduates 中 privilege 是熟词僻义——它常作名词「特权」, 这里作动词, 意为「给予...优待 / 偏向 / 优先考虑」。主体考生若不识动词用法, 容易卡壳或硬译成「特权大学毕业生」。译成「向大学毕业生倾斜 / 优待大学毕业生 / 优先考虑大学毕业生」均可。

【调序】 **定语从句前置 + 嵌套展开**

本句两个定语从句若硬译成「...的」前置定语会很臃肿: 「英国等国试图通过使用偏向大学毕业生的移民规则来吸引的那种工人」——主体考生读着都喘不过气。更地道的做法是「定语从句切出来另起一句或换成动词链」: 主句先说「这些正是英、加、澳等国想方设法吸引的人才」, 再用「为此 / 这些国家为此」起一个新分句承接 by using..., 把「制定优待大学毕业生的移民规则」作为手段说清楚。这是「分译法」在定语从句汉化里的典型用法。

【译文】 **这些人才正是英国、加拿大、澳大利亚等国想方设法吸引的对象, 为此这些国家专门制定了向大学毕业生倾斜的移民政策。**

3. Lots of studies have found that well-educated people from developing countries are particularly likely to emigrate.

【意群】 Lots of studies have found (主干 主+谓) → 大量研究发现

难点: **Lots of studies** 的译法

Lots of studies 不必死译「许许多多的研究」, 主体考生可处理成「大量研究 / 许多研究 / 多项研究」皆可; have found 现在完成时此处译作一般过去时「已发现 / 发现」均可, 汉语不区分时态。

that well-educated people from developing countries (宾语从句的主语) ★ 采分 → 受过良好教育的发展中国家的人

难点: **well-educated** 的译法

well-educated people from developing countries 中 well-educated 既不要译成「教育良好」(不像中文), 也不要套「高学历」(会过度——高学历常指本科以上, 但 well-educated 涵盖面更宽)。主体考生可译为「受过良好教育的人」或与下文 more than a high-school education 呼应, 意译为「学历较高的人」。

are particularly likely to emigrate. (宾语从句的谓语) ★ 采分 → 特别可能移居国外

难点: **particularly likely to** 的程度

are particularly likely to emigrate 中 particularly 是程度副词「尤其、特别」, be likely to 表「很可能」; 连起来意思是「尤其有可能 / 特别倾向于」外迁, 是一种统计倾向, 不是「肯定会」。主体考生切忌偷换成「都会移民」(过度推断、丢分点)。emigrate 强调「移居出去」, 与第一段的 departure 同向。

【调序】 宾语从句直译即顺

Lots of studies have found that well-educated people from developing countries are particularly likely to emigrate 这条句子英汉语序一致, 「主语 + 发现 + 从句」, 直接按原序译即可, 无需调序; 唯一要调整的是从句主语里 from developing countries 这条后置定语, 汉语前置作「来自发展中国家的」即可。

【译文】 大量研究发现, 来自发展中国家、受过良好教育的人尤其倾向于移居国外。

4. A big survey of Indian households in 2004 found that nearly 40% of emigrants had more than a high-school education, compared with around 3.3% of all Indians over the age 25.

【意群】 A big survey of Indian households in 2004 found (主干 主+谓) → 2004 年一项针对印度家庭的大规模调查发现

难点: **of Indian households / in 2004 的位置**

A big survey of Indian households in 2004 中两个后置修饰语: of Indian households 是 survey 的对象, in 2004 是时间。汉译时按汉语习惯「时间 + 对象 + 中心词」前置, 处理成「2004 年一项针对印度家庭的大规模调查」, 读起来才像调查报告口吻。

that nearly 40% of emigrants had more than a high-school education, (that 宾语从句之一) ★ 采分 → 近 40% 的移民拥有高中以上的学历

难点: **more than a high-school education 的边界**

more than a high-school education 不是「比高中教育多」, 而是「(学历) 高于高中 / 高中以上学历」, 含本科、硕博等; 对应中文常说「高中以上学历」。同时 nearly 40% 中 nearly 表「将近 / 接近」, 不能丢, 也不能省成「40%」。

compared with around 3.3% of all Indians over the age 25. (比较状语 (过去分词短语)) ★ 采分 → (这一比例) 与 25 岁以上全体印度人中约 3.3% 形成对比

难点: **compared with 的比较对象**

compared with around 3.3% of all Indians over the age 25 中 compared with 引出比较对象: 把「移民中 40% 受过高中以上教育」与「25 岁以上印度人总体中只有 3.3% 受过高中以上教育」相比, 凸显移民群体的高学历比例远高于整体。主体考生易错点: ①把 around 3.3% 漏掉「约」字; ②把 over the age 25 错译为「25 岁以下」; ③不补出隐含的「同样的学历指标」, 导致比较的两组数据看起来不是同一回事。译时建议补「相比之下」或「而...仅」让对比关系显化。

【调序】 比较状语前置 + 数据对照显化

compared with around 3.3% of all Indians over the age 25 这条比较状语按汉语习惯放在主句后用「相比之下 / 而...仅」承接更自然: 主句先说「近 40% 的移民有高中以上学历」, 再用「而 25 岁以上印度人总体中只有约 3.3%」做对比; 也可以把比较的维度补出来——「(这一比例) 远高于...的 3.3%」让对照更直观。

【译文】 2004 年针对印度家庭开展的一项大规模调查发现, 移民中近 40% 的人拥有高中以上学历, 而 25 岁以上的印度人总体中受过同等教育的仅约 3.3%。

5. This "brain drain" has long bothered policymakers in poor countries.

【意群】 This "brain drain" (主语(带引号术语)) ★ 采分 → 这种「人才流失」

难点: **This 的回指 + 引号保留**

This "brain drain" 中的 This 回指上一句所讲的现象——发展中国家受教育水平较高的人成批外迁; 翻译时可处理成「这种『人才流失』现象」, 把引号一并保留, 提示读者这是一个被普遍使用的术语; 不要省成「人才流失」三个字, 会丢掉指代和引号两条信息。

has long bothered policymakers in poor countries. (主干 谓+宾 + 后置定语) ★ 采分 → 长期以来一直困扰着贫穷国家的政策制定者

难点: **has long bothered 的时态语义**

has long bothered 是现在完成时 + long, 强调「长期以来一直 + 持续到现在仍在」, 主体考生要在汉语里加「长期以来 / 一直 / 多年来」这种时间副词把这层意思补出来; 只译成「困扰」会丢掉「长期」的信息。policymakers 译「政策制定者 / 决策者」均可。

【调序】 状语 long 前移、宾语 in poor countries 前置

has long bothered policymakers in poor countries 英文里 long 紧贴助动词, in poor countries 后置修饰 policymakers; 汉译时按汉语习惯: ①long 前移到句首作时间状语「长期以来 / 多年来」; ②in poor countries 前置作 policymakers 的定语「贫穷国家的(政策制定者)」。整句调整后是「长期以来, 这种『人才流失』一直困扰着贫穷国家的政策制定者」。

【译文】 长期以来, 这种「人才流失」一直困扰着贫穷国家的政策制定者。

6. They fear that it hurts their economies, depriving them of much-needed skilled workers who could have taught at their universities, worked in their hospitals and come up with clever new products for their factories to make.

【意群】 They fear that it hurts their economies, (主句 + that 宾语从句) ★ 采分 → 他们担心人才流失会损害本国经济,

难点: **They / it / their 的回指**

They fear that it hurts their economies 中三个代词全部需要回指: They 指上一句的 policymakers in poor countries (贫穷国家的政策制定者), it 指上一句的 This "brain drain" (这种人才流失), their 指 policymakers 所代表的「这些贫穷国家」。主体考生若不还原, 中文译出来会变成「他们担心它伤害他们的经济」, 三个「他们/它」让人懵。译时建议把 They 还原成「这些政策制定者」或「他们(即上述政策制定者)」, it 还原成「这种现象 / 人才流失」, their 还原成「本国 / 这些国家的」。

depriving them of much-needed skilled workers (现在分词短语作伴随状语) ★ 采分 → (人才流失) 使这些国家失去亟需的熟练劳动力

难点: **deprive sb. of sth. 与 them 的回指**

depriving them of much-needed skilled workers 是 deprive sb. of sth. 固定搭配 = 「剥夺某人的某物 / 使某人失去某物」, 主语承前是 it (即人才流失); them 此处不是回指 They (policymakers), 而是回指 their economies 或更上层的 poor countries, 指「这些发展中国家」。much-needed 是「亟需的 / 急需的」, skilled workers 是「技术工人 / 熟练劳动者 / 高技能人才」。这是全句最易出错的指代点。

who could have taught at their universities, worked in their hospitals and come up with clever new products for their factories to make. (who 引导的定语从句, 修饰 skilled workers) ★ 采分 → 这些技术工人本来可以在本国大学里执教、在本国医院里工作, 还可以为本国工厂研发出巧妙的新产品

难点: **could have done 的虚拟语气**

who could have taught at their universities, worked in their hospitals and come up with clever new products for their factories to make 中 could have + 过去分词 是虚拟语气, 表示「本来可以... (但实际没有)」——这是本句的「灵魂语义」, 正好对应「人才流失」造成的损失: 本来这些人才可以为本国大学、医院、工厂做贡献, 结果都跑去发达国家了。主体考生必须把「本来可以 / 原本可以」译出来, 否则就把虚拟变成事实, 意思就反了。come up with = 想出 / 研发出; for their factories to make 是不定式短语作 products 的后置定语 = 「供本国工厂生产的(新产品)」。

【调序】 **分词短语转动词分句 + 定语从句独立译**

depriving them of much-needed skilled workers who could have taught... and come up with... 这段超长的「分词 + 长定语从句」按汉语习惯不能堆成一长串「...的...的」前置定语。主体考生分两步: ①把 depriving them of... 分词译成「使他们 / 这些国家失去...」的小分句, 与主句并列; ②把 who 后的定语从句「拆出来另起一句」, 让 skilled workers 这个名词独立承担「主语」角色——「而这些(技术)工人本来可以...」。结果是「他们担心 + 这会损害本国经济 + 使本国失去亟需的技术工人 + 而这些工人本来可以...」四个小分句铺开。

【译文】 他们（这些政策制定者）担心人才流失会损害本国经济，使本国失去亟需的技术工人——这些工人本来可以在本国大学执教、在本国医院工作，还可以为本国工厂研发出新颖巧妙的产品。

SENTENCE INSIGHTS • 句子精讲

2 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。

A big survey of Indian households in 2004 found that nearly 40% of emigrants had more than a high-school education, compared with around 3.3% of all Indians over the age 25.

第2段，第2句

"主句 + that 宾语从句 + 分词短语状语" 是四六级和考研阅读中的高频句式。宾语从句、后置定语、非谓语作状语都是典型结构,学习者掌握后可迁移到大量类似真题句。

They fear that it hurts their economies, depriving them of much-needed skilled workers who could have taught at their universities, worked in their hospitals and come up with clever new products for their factories to make.

第2段，第4句

本句成分丰富:主句包含主谓宾(宾语为从句),状语(现在分词短语),宾语从句有主谓宾,定语从句有主语(关系代词who充当)、并列谓语、地点状语、宾语及其后置定语。涵盖了从句作宾语、分词作状语、关系代词作主语、并列谓语、介词短语作状语、不定式作后置定语等多种成分类型,且存在省略还原(并列谓语省略情态动词)等易错点,是优质的成分划分练习材料。

HIGH-FREQUENCY • 真题高频词

本篇出现的 14 个考研英语二真题高频词

下列单词既在本篇英文原文中出现，又是 **考研英语二** 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。

likely A2

adj. 很可能的

本篇1次 · 真题 89 句

product A2

n. 产品

本篇1次 · 真题 77 句

economy B1

n. 经济

本篇1次 · 真题 73 句

graduate B1

n. 毕业生

本篇1次 · 真题 34 句

particularly B2

adv. 尤其，特别（强调某事物）

本篇1次 · 真题 32 句

attract B1

v. 吸引（注意力、兴趣）

本篇1次 · 真题 30 句

prospect B2

n. 可能性

本篇1次 · 真题 25 句

immigration B2

n. 移民入境

本篇1次 · 真题 22 句

concerned B1

adj. 担心的

本篇1次 · 真题 20 句

household B1

n. 家庭

本篇1次 · 真题 9 句

policymaker C1

n. 政策制定者

本篇1次 · 真题 8 句

privilege B2

n. 特权

本篇1次 · 真题 8 句

skilled B1

adj. 熟练的

本篇1次 · 真题 8 句

valley A2

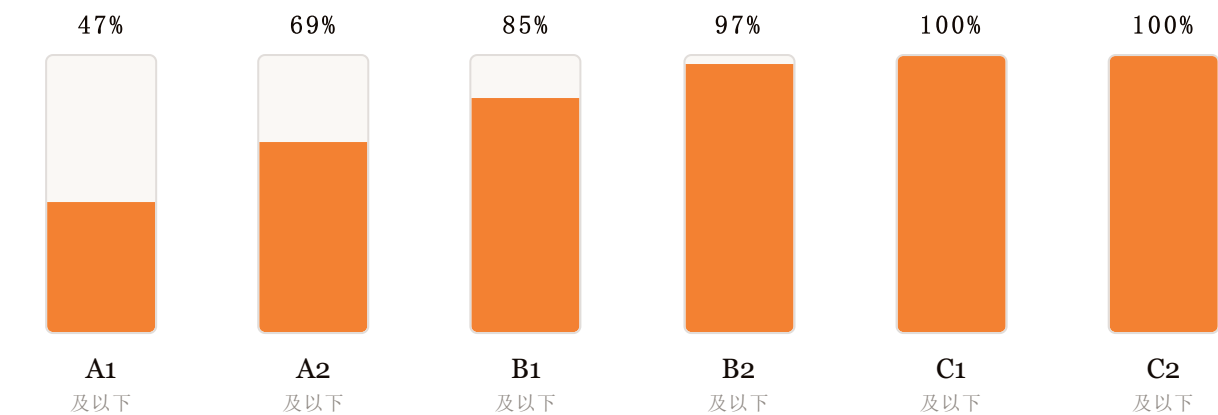
n. 山谷

本篇1次 · 真题 8 句

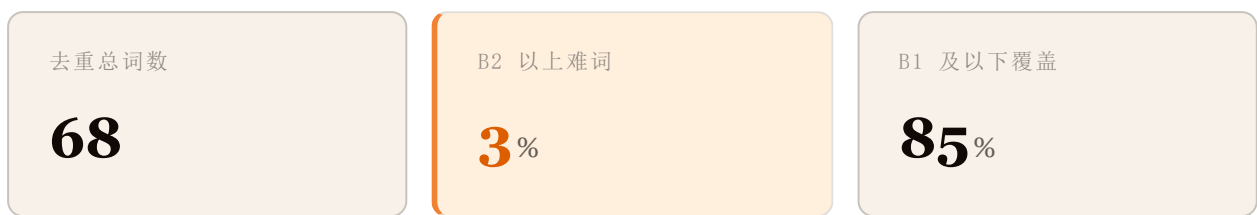
VOCABULARY · 词汇难度分布

英文原文 68 词按 CEFR 难度累积覆盖

英文原文去重后共 **68** 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 2 个 · 约 3%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为英文原文去重词 68 个 · 末柱为 100%



考研英语二 2012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	多项对应（信息匹配）	题目解析 →
Section III	英译汉（段落翻译）	本题
Section IV Part A	写作	题目解析 →
Section IV Part B	写作	题目解析 →

2012年考研英语二写作（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2012年 考研英语二写作原卷整理。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。

英语二真题(2012)

Section IV Part A

Directions:

Suppose you have found something wrong with the electronic dictionary that you bought from an online store the other day. Write an email to the customer service center to

- 1) make a complaint, and
- 2) demand a prompt solution.

You should write about 100 words on ANSWER SHEET 2.

Do not sign your own name at the end of the letter. Use “Zhang Wei” instead.

Do not write your address. (10 points)

【参考范文·104 词】 写作无唯一标准答案，以下为达标示范

Dear Customer Service Center,

I am writing to complain about an electronic dictionary that I purchased from your online store last week. Unfortunately, the product does not work properly. When I switch it on, the screen keeps flickering, and several keys on the keyboard fail to respond, so I cannot look up any words at all.

As a loyal customer, I am quite disappointed with this faulty item. I would therefore request that you either replace it with a new one or offer me a full refund. I would appreciate a prompt reply and a satisfactory solution to this problem.

Yours sincerely, Zhang Wei

【参考译文】

尊敬的客服中心：

我写此邮件是想投诉一台我上周从贵店网店购买的电子词典。遗憾的是，这台产品无法正常工作。开机后屏幕不停闪烁，键盘上好几个按键也没有反应，导致我根本无法查任何单词。

作为一名忠实顾客，我对这件次品十分失望。因此，我请求贵方要么给我换一台新的，要么给我全额退款。若能尽快回复并妥善解决此问题，我将不胜感激。

此致 Zhang Wei

【第 1 段】机构称呼落地。Dear Customer Service Center 直接套用第一步的机构称呼句架，面向 the customer service center，独立成行、正式无误。

【第 2 段】先亮目的再列具体故障。首句 I am writing to complain about... 亮明来意，随后 the screen keeps flickering 与 several keys... fail to respond 把故障写具体，落实 make a complaint，正是第二段‘先亮目的再摆事实’方法的落地。

【第 3 段】给选项加催回复。either replace it with a new one or offer me a full refund 给出可选诉求，末句 I would appreciate a prompt reply 催促尽快答复，完成 demand a prompt solution。

【第 4 段】敬语加指定落款。Yours sincerely 加 Zhang Wei 套用结尾句架，遵守 Do not sign your own name at the end of the letter，未写地址。

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

投诉次品词典并索要解决方案

本题核心任务是两件事捆在一封邮件里：一是就一台有问题的电子词典写信投诉，即 make a complaint；二是要求客服尽快处理，即 demand a prompt solution。背景钉死为 found something wrong with the electronic dictionary 且 bought from an online store，所以全篇必须围绕这台次品词典展开，缺任何一件即失分。

读者 • 语域

给客服中心的正式邮件

收信人由要求指定：Write an email to the customer service center，即写给网店客服中心，双方是消费者对商家的关系，语域应是正式书面语。称呼用 Dear Customer Service Center 或 Dear Sir or Madam，落款按要求用 Zhang Wei 而非真名，且 Do not write your address。语气要有礼但立场坚定，不写口语化的缩略与情绪化脏话。

中心立意

维权：陈述故障并索赔

本篇交际目的：以消费者身份如实说明所购电子词典的质量故障，并要求客服中心给出明确、及时的补救方案。对应要求 make a complaint 与 demand a prompt solution 两项须同时达成。

要展开的要点

1. 交代购买并具体陈述故障

先说明何时何处购买，呼应 bought from an online store 与 the other day，再具体指出词典的毛病，例如开机屏幕闪烁、部分按键失灵、无法查词——覆盖 make a complaint 这一要点，关键是‘具体’而非只说‘有问题’。

2. 提出诉求并要求尽快回复

明确提出补救方案，如换新或全额退款，并要求对方尽快答复，落实 demand a prompt solution。用 prompt reply / timely response 收束，把‘尽快’真正写进信里。

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 称呼

面向 the customer service center 的正式称呼，如 Dear Customer Service Center，单独成行。

第 2 段 投诉：购买情况加具体故障

点明写信目的是投诉，交代购买时间地点，并具体列出词典的故障，完成 make a complaint。

第 3 段 诉求：解决方案加尽快回复

提出换新或退款的具体诉求并要求尽快答复，完成 demand a prompt solution。

第 4 段 结尾敬语加落款

礼貌收束加落款 Zhang Wei, 不署真名、不写地址。

第 1 段 对客服中心的正式称呼

写给 the customer service center, 故用 Dear Customer Service Center, 独立成行。

机构称呼 · Dear _____, (填客服中心 / Sir or Madam)

第 2 段 上周网购的词典开机即坏、按键失灵

说明近日从网店购入电子词典, 呼应 bought from an online store; 具体故障写清: 开机后屏幕不停闪烁、部分按键无反应, 导致根本无法查词, 从而落实 make a complaint 中的‘具体’。

亮明投诉来意 · I am writing to complain about _____ that I purchased from _____ . (填商品 / 渠道)

具体陈述故障 · When I _____, the _____ keeps _____, and _____ fail to _____ . (填使用动作 / 部件 / 故障表现)

第 3 段 要求换新或全额退款并尽快答复

明确提出补救方案 (换一台新的或全额退款), 并要求客服尽快答复, 落实 demand a prompt solution, 用 prompt reply 呼应‘prompt’一词。

提出具体诉求 · I would request that you either _____ or _____. (填换新 / 退款等两个选项)

礼貌催促尽快回复 · I would appreciate a prompt reply and _____. (填满意的解决方案等)

第 4 段 礼貌敬语加落款 Zhang Wei

以敬语收束并落款 Zhang Wei，遵守 Do not sign your own name at the end of the letter 与 Do not write your address。

结尾敬语加落款 · Yours sincerely, / _____ (落款处填要求指定的署名)

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

两点须同现且故障要具体

必须同时写到 make a complaint 与 demand a prompt solution，且投诉不能说‘有问题’，要写清屏幕、按键等具体故障，否则内容空泛失分。

结构连贯

投诉与诉求分段并有过渡

投诉与诉求分成第二、三段，段间用 therefore 等承接，避免把 make a complaint 与 demand a prompt solution 挤在一段导致层次不清。

语言准确

语气克制而立场坚定

本题要投诉又要得体，宜用 quite disappointed、I would request 等既表明不满又不失礼的表达，避免 terrible、angry 一类情绪化用词。

字数格式

约百词并落款 Zhang Wei 不写地址

按 about 100 words 控制篇幅，落款须为 Zhang Wei，并遵守 Do not write your address，任一项违反直接失分。

典型低分写法 · 反面示例与改法

签真名或补地址

反面示例：落款写 Yours sincerely, Li Ming, 并在下面加了 No. 5 Renmin Road。修正：落款只写 Yours sincerely, Zhang Wei, 不写任何地址。

只说有问题不说坏在哪

反面示例：The dictionary has some problems and I am not happy. 修正：When I switch it on, the screen keeps flickering, and several keys fail to respond, so I cannot look up words.

只抱怨不提解决方案

反面示例：全信只反复说词典多差、自己多失望，没提任何要求。修正：加上 I would request that you either replace it with a new one or offer me a full refund, and I would appreciate a prompt reply.

考研英语二 2012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 →
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Section III	英译汉（段落翻译）	题目解析 →
Section IV Part A	写作	本题
Section IV Part B	写作	题目解析 →

2012年考研英语二写作（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2012年 考研英语二写作原卷整理。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。

英语二真题(2012)
Section IV Part B

Directions:
Write an essay based on the following table. In your writing, you should
1) describe the table, and
2) give your comments.
You should write at least 150 words.
Write your essay on ANSWER SHEET 2. (15 points)

某公司员工工作满意度调查

年龄组	满意度	满意	不清楚	不满意
≤40岁		16.7%	50.0%	33.3%
41-50岁		0.0%	36.0%	64.0%
>50岁		40.0%	50.0%	10.0%

【参考范文·182 词】 写作无唯一标准答案，以下为达标示范

The table presents the results of a survey on employee job satisfaction across three age groups in a certain company. As can be seen from the table, satisfaction levels vary strikingly with age. Among employees aged 41 to 50, not a single one felt satisfied, while as many as 64.0% expressed dissatisfaction. In sharp contrast,

those over 50 proved the most content, with 40.0% satisfied and only 10.0% dissatisfied. Employees aged 40 or below fell in between, with half of them remaining uncertain.

Several factors may account for this pattern. Middle-aged employees, burdened by heavy family duties and career bottlenecks, often feel squeezed by mounting pressure yet limited prospects, which breeds discontent. Older workers, having secured stable positions, tend to expect less and feel more settled. Meanwhile, the large share of unclear responses among younger staff suggests that they are still exploring and have yet to form firm judgments.

In my view, a company should never overlook such differences. Targeted measures, such as clearer promotion channels and more humane care for middle-aged staff, would help lift overall morale and retain valuable talent.

【参考译文】

这张表格呈现了某公司三个年龄组员工工作满意度的调查结果。从表中可以看出，满意度随年龄差异明显。在41至50岁的员工中，没有一人感到满意，多达64.0%的人表示不满；与之形成鲜明对比的是，50岁以上的员工最为满足，40.0%表示满意，仅10.0%表示不满；40岁及以下的员工居于两者之间，其中半数态度不明。

造成这一格局可能有几方面原因。中年员工背负沉重的家庭责任与职业瓶颈，常在不断加大的压力和有限的前景之间倍感挤压，因而滋生不满。年长员工职位已经稳定，往往期望趋缓、心态更为安定。与此同时，年轻员工中大量『不清楚』的回答表明，他们仍在摸索，尚未形成明确判断。

在我看来，公司绝不应忽视这种差异。有针对性的举措，比如更清晰的晋升通道以及对中年员工更多的人文关怀，将有助于提升整体士气、留住宝贵人才。

【第1段】总述 + 对比句完成描述任务。本段落落实『先总述再用对比句落数据』：先用 The table presents 引出主题，再以 In sharp contrast 把最不满的中年组（not a single one felt satisfied ... 64.0%）与最满意的老年组（40.0% satisfied）对照，最后一句带出居中的年轻组，客观完成 describe the table，不逐格罗列。

【第2段】因果链解释数据反差。本段落落实『从数据引原因』：Several factors may account for this pattern 转入分析，对中年『burdened by heavy family duties and career bottlenecks』、老年『having secured stable positions』分别给出因果解释，并用 Meanwhile 补上年轻组『不清楚』偏高的成因，使评论有据。

【第3段】表态 + 具体建议收尾。本段落落实『第一人称亮观点 + 落到具体建议』：In my view 明确表态不该忽视差异，再用 Targeted measures, such as clearer promotion channels 给出可操作建议，收束于 lift overall morale and retain valuable talent，完成 give your comments。

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

描述表格 + 作出评论两个动作

要求里有两个带编号的动作，一个都不能少：先 describe the table（客观描述表格数据），再 give your comments（就数据谈你的看法）。很多考生只做前半、把作文写成读数报告，或只发感慨不落到数据，都会被判任务不全。这是考研英语二大作文最典型的双任务结构，务必两点都覆盖。

读者 · 语域

面向阅卷人的正式书面议论语域

本题是 describe the table 类图表议论文，没有具体收信人，读者就是阅卷老师，语域用正式书面语即可：不用 Dear 称呼、不用口语缩写（don't/can't），也不要落款署名。保持第三人称客观描述 + 末段第一人称亮观点的分寸就行。

配图要读出

中年组满意度垫底、老年组最高的反差

表格标题是 某公司员工工作满意度调查。最扎眼的对比是：41至50岁组 0.0%表示满意、却 64.0%表示不满意，是三组里最不满的；而大于50岁组 40.0%表示满意、满意度最高。另外各组『不清楚』占比都不低（如40岁及以下组 50.0%的员工表示不清楚）。可写点就锁定这条『中年垫底、临退休最满意』的反差主线。

中心立意

满意度随年龄两极分化，企业应差异化关怀

本篇中心：员工工作满意度随年龄呈现明显分化——中年（64.0%表示不满意）最不满、临退休（40.0%表示满意）最满意，企业应据此对不同群体差异化关怀。这一句既概括了数据，又为评论埋好落点。

要展开的要点

1. 客观呈现三组满意度反差

描述段要点：以对比方式呈现三个年龄组数据，突出 41至50岁组 0.0%表示满意 与大于50岁组 40.0%表示满意 的两极，并点出各组『不清楚』比例偏高的现象，不逐格罗列。

2. 分析中年最不满的成因

评论段要点一：由数据引申原因——中年员工上有老下有小、职业遇到瓶颈，压力大而上升空间小，故不满最高；老员工职位稳定、预期趋缓，故最满意。让观点从表格里长出来。

3. 提出差异化管理建议

评论段要点二：企业不应忽视这种分化，应对中年群体给出更清晰的晋升通道与人文关怀，以提升整体士气、留住骨干。落到可操作的看法，收束全文。

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 引出表格 + 描述数据反差

一句话交代表格主题，再用对比句客观描述三组满意度的关键数字与最大反差，完成 describe the table 这一任务。

第 2 段 分析反差背后的原因

承接描述，追问『为什么中年最不满、老年最满意』，从家庭压力、职业阶段等角度给出解释，为评论提供依据。

第 3 段 亮明看法并提建议

过渡到第一人称评论，给出个人观点与针对性建议，完成 give your comments 并收束全文。

第 1 段 三组满意度：中年组0%满意/64%不满、老年组40%满意

落点：表格反映某公司不同年龄段员工满意度差异明显；41至50岁组 0.0%表示满意 且不满高达 64.0%表示不满意，大于50岁组 40.0%表示满意 满意度最高，40岁及以下组则 50.0%的员工表示不清楚。

开篇引出图表 · The table presents the results of a survey on ____ across _____. (填『调查主题』和『分组维度』)

总述过渡句 · As can be seen from the table, ____ vary strikingly with _____. (填『指标』和『变量』，把描述引向对比)

两极对比句 · In sharp contrast, ____ proved the most ____, with ____% _____. (填对照的两组及其数字)

第 2 段 中年压力大遇瓶颈故不满，老员工稳定故满意

落点：中年员工家庭负担重、职业遇瓶颈，压力大而上升空间有限，故 64.0%表示不满意；老年员工职位稳定、预期趋缓，故 40.0%表示满意；年轻员工尚在摸索，故『不清楚』比例高。

引出成因 · Several factors may account for this pattern. ____, burdened by ____, often _____. (填人群与其处境)

补充另一群体的解释 · Meanwhile, ____ suggests that _____. (用另一数据现象引出另一层原因)

第3段 企业应差异化关怀中年群体、留住骨干

落点：企业不应忽视这种年龄分化，应针对不满最突出的中年群体（64.0%表示不满意）提供更清晰的晋升通道与人文关怀，从而提升整体士气、留住骨干人才。

亮明个人观点 · In my view, ____ should never overlook _____. (填主体与它不该忽视的问题)

提出具体建议 · Targeted measures, such as _____, would help _____. (填具体措施与预期效果)

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

描述与评论两任务都要覆盖

本题必须同时完成 describe the table 与 give your comments。最易失分是只描述不评论、或评论与数据脱节。自检时确认第一段有数据、后两段的看法都能对应到表格里的反差。

结构连贯

三段各司其职、过渡自然

本范文以对比句、Several factors may account for this、In my view 三处衔接把描述—分析—评论串成一条线。避免把原因塞进描述段、或末段又回头念数据，造成结构混乱。

语言准确

数据描述句型用准、避免中式直译

本题要用好 vary with、in sharp contrast、account for、expect less 等表达。易错处是把『不满意的人多』写成 many people not satisfied 这类中式结构，应改为 a large share expressed dissatisfaction。

字数格式

达到词数下限、无多余书信格式

本题要求 at least 150 words，写作时保证描述、分析、评论三段篇幅均衡，别让描述段占掉一半。作为图表议论文，不要加 Dear 称呼或署名。

典型低分写法 · 反面示例与改法

只描述不评论

反面示例：全文三段都在写 16.7% are satisfied, 33.3% are dissatisfied... 把每个数字念一遍就结束，没有任何观点。修正：留出后两段分析中年组为何最不满，并给出企业应差异化关怀的看法，让描述与评论各占其位。

机械罗列每个数字

反面示例：For people under 40, 16.7% are satisfied, 50.0% are unclear and 33.3% are dissatisfied; for people aged 41 to 50, 0.0%... 九个数字全念。修正：Among employees aged 41 to 50, not a single one felt satisfied, while over 50 were the most content，只抓两极反差，读来清晰。

评论脱离数据空喊

反面示例：Job satisfaction is very important. We should all work hard and love our jobs. 与本表毫无关系的口号。修正：紧扣 64.0% 不满这一数据，分析中年群体压力来源，再据此提企业对策，观点才落地。

考研英语二 2012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	多项对应（信息匹配）	题目解析 →
Section III	英译汉（段落翻译）	题目解析 →
Section IV Part A	写作	题目解析 →
Section IV Part B	写作	本题