

2015年 考研英语一选句填空（7选5） Section II Part B · 41-45 题答案与解析

BLANKS & ANALYSIS • 选句填空题和解析

选句填空题和解析 · 41-45 题

本页 41-45 题的正确选句与逐空解析由懒笔记基于2015年 考研英语一选句填空（7选5）原卷逐空核对整理。与试卷排版同一卷面：Directions、5 段带空原文（逐段附中文翻译）与 A~G 共 7 个候选句连续排印；卷面下方逐空紧跟解析——正确候选句及其中译、空位结构功能、缺口分析、衔接线索、缝合依据，以及最具迷惑性竞争项的逐个辨析与代入验证。

英语一真题(2015)

Section II Part B

Directions:

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

How does your reading proceed? Clearly you try to comprehend, in the sense of identifying meanings for individual words and working out relationships between them, drawing on your implicit knowledge of English grammar. (41)_____ You begin to infer a context for the text, for instance by making decisions about what kind of speech event is involved: Who is making the utterance, to whom, when and where.

你的阅读是如何进行的?显然,你会尝试理解,即识别单个词汇的含义并理清它们之间的关系,这依赖于你对英语语法的隐性知识。如果你对某些词汇或习语不熟悉,你会利用上下文中呈现的线索来猜测它们的含义。在假定它们稍后会变得相关的前提下,你会在心里记下语篇实体以及它们之间可能存在的联系。你开始为文本推断一个语境,例如通过判断涉及何种言语事件:谁在说话,对谁说,何时何地。

The ways of reading indicated here are without doubt kinds of comprehension. But they show comprehension to consist not just of passive assimilation but of active engagement in inference and problem-solving. You infer information you feel the writer has invited you to grasp by presenting you with specific evidence and clues. (42)_____

这里所指出的阅读方式无疑是理解的各种类型。但它们表明理解不仅仅包含被动的吸收,还包含主动的推理和解决问题。你推断出你认为作者想要你通过向你呈现的具体证据和线索来把握的信息。你还会做出进一步的推断,例如关于文本对你可能具有的意义,或关于其有效性的推断——这些推断构成了个人回应的基础,而作者对此必然要承担少得多的责任。

Conceived in this way, comprehension will not follow exactly the same track for each reader. What is in question is not the retrieval of an absolute, fixed or "true" meaning that can be read off and checked for accuracy, or some timeless relation of the text to the world. (43)_____

以这种方式来理解,理解对每个读者来说不会遵循完全相同的轨迹。问题的关键不在于检索某种可以被读出并检验其准确性的绝对的、固定的或'真实的'含义,也不在于文本与世界之间某种永恒的关系。相反,我们是在我们可以称之为文本材料和语境材料之间的互动基础上赋予文本以意义:在我们于文本的形式结构(尤其是其语言结构)中感知到的各种组织或模式类型,与我们带入文本的各种背景、社会知识、信念和态度之间的互动。

Such background material inevitably reflects who we are. (44)_____ This doesn't, however, make interpretation merely relative or even pointless. Precisely because readers from different historical periods, places and social experiences produce different but overlapping readings of the same words on the page—including for texts that engage with fundamental human concerns – debates about texts can play an important role in social discussion of beliefs and values.

这样的背景材料不可避免地反映了我们是谁。诸如我们阅读的地点和时期、我们的性别、族裔、年龄和社会阶层等因素会促使我们倾向于某些阐释,但同时也会遮蔽甚至完全排除其他阐释。然而,这并不会使阐释变得仅仅是相对的甚至毫无意义。恰恰因为来自不同历史时期、地点和社会经历的读者对同一页面上的同样文字产生不同但又有重叠的解读——包括对涉及人类基本关切的文本的解读——关于文本的辩论能够在信念和价值观的社会讨论中发挥重要作用。

How we read a given text also depends to some extent on our particular interest in reading it. (45)_____ Such dimensions of reading suggest – as others introduced later in the book will also do – that we bring an implicit (often unacknowledged) agenda to any act of reading. It doesn't then necessarily follow that one kind of reading is fuller, more advanced or more worthwhile than another. Ideally, different kinds of reading inform each other, and act as useful reference points for and counterbalances to one another. Together, they make up the reading component of your overall literacy, or relationship to your surrounding textual environment.

我们如何阅读某一特定文本在一定程度上还取决于我们阅读它的特定兴趣。我们是在研习那个文本并试图以满足某门课程要求的方式作出回应吗?纯粹为了愉悦而阅读它?为了获取信息而浏览它?在火车上或床上的阅读方式很可能与在研讨室里的阅读大不相同。这些阅读维度表明——正如本书后面引入的其他维度也将表明的那样——我们给任何阅读行为都带来了一个隐含的(常常是未被承认的)议程。那么这并不一定意味着某一种阅读就比另一种更完整、更高级或更有价值。理想情况下,不同种类的阅读相互启发,并作为有用的参照点和相互制衡。它们共同构成了你整体读写能力的阅读组成部分,或者说你与周围文本环境的关系。

[A] Are we studying that text and trying to respond in a way that fulfills the requirement of a given course? Reading it simply for pleasure? Skimming it for information? Ways of reading on a train or in bed are likely to differ considerably from reading in a seminar room.

[B] Factors such as the place and period in which we are reading, our gender, ethnicity, age and social class will encourage us towards certain interpretations but at the same time obscure or even close off others.

[C] If you are unfamiliar with words or idioms, you guess at their meaning, using clues presented in the context. On the assumption that they will become relevant later, you make a mental note of discourse entities as well as possible links between them.

[D] In effect, you try to reconstruct the likely meanings or effects that any given sentence, image or reference might have had: These might be the ones the author intended.

[E] You make further inferences, for instance, about how the text may be significant to you, or about its validity – inferences that form the basis of a personal response for which the author will inevitably be far less responsible.

[F] In plays, novels and narrative poems, characters speak as constructs created by the author, not necessarily as mouthpieces for the author's own thoughts.

[G] Rather, we ascribe meanings to texts on the basis of interaction between what we might call textual and contextual material: between kinds of organization or patterning we perceive in a text's formal structures (so especially its language structures) and various kinds of background, social knowledge, belief and attitude that we bring to the text.

41. (41)_____

【答案】 [C] 段中

【正确句】 If you are unfamiliar with words or idioms, you guess at their meaning, using clues presented in the context. On the assumption that they will become relevant later, you make a mental note of discourse entities as well as possible links between them.

如果你不熟悉某些词汇或习语,你会利用上下文中呈现的线索来猜测它们的含义。基于它们稍后会变得相关的假设,你会在心里记下话语实体以及它们之间可能存在的联系。

【缺口】 夹在"识词推关系"与"开始推语境"之间,需补一层基础阅读动作

空前句讲 identifying meanings for individual words and working out relationships between them, drawing on your implicit knowledge of English grammar——即识别单词意义、理清词间关系;空后句 You begin to infer a context for the text——开始推断语境。这个段中空夹在两个"阅读动作"之间,要补一句仍属"识词/记关系"这一基础层、并能自然过渡到"推语境"的动作描述。

【线索】 词汇复现 前句的 meanings / clues / context 应在正确句里复现

空前句的核心词是 identifying meanings for individual words 和 working out relationships between them, 空后句又出现 infer a context。这条线索要求正确句要继续围绕"词义、语境线索、词间联系"这套词来说,属于第1段动作清单的同一词汇场。

结构功能 段中位置要求承接"识词"、铺垫"推语境"

由 working out relationships between them 到 You begin to infer a context 这一跳,结构上需要一句仍以 you 为主语、描述"遇生词怎么办"的动作句来过渡,正确句须承担这种顺接功能。

【依据】 猜词义+记实体关系,正落识词层、又铺垫推语境

C 句 If you are unfamiliar with words or idioms, you guess at their meaning, using clues presented in the context 与空前 identifying meanings for individual words 同属"处理词义", clues / context 还与空后 infer a context 的词呼应;后半 you make a mental note of discourse entities as well as possible links between them 又与前句 working out relationships between them 对上。主语都是 you, 承上启下严丝合缝。

【竞争】 [D] 话题升到"重建作者本意",超出本段基础识词层

you try to reconstruct the likely meanings or effects 也带 you、也讲 meanings, 乍看像;但它指向 These might be the ones the author intended 这种较高阶的"重建作者意图",与第1段还停留在"识词、猜义、记关系"的基础动作不在同一层,填进去会让逻辑梯度突然跳级。

【验证】 填入后: 识词 working out relationships between them → 遇生词靠语境猜义并默记实体关系 you make a mental note of discourse entities as well as possible links between them → You begin to infer a context for the text。三步动作梯度连贯、主语都是 you, 词汇 meaning/clues/context 一路复现,与全文"阅读是一系列主动动作"的主旨自治。

42. (42)_____

【答案】 [E] 段末

【正确句】 You make further inferences, for instance, about how the text may be significant to you, or about its validity – inferences that form the basis of a personal response for which the author will inevitably be far less responsible.

你作出进一步的推断,例如关于文本对你可能具有的意义,或关于其有效性的推断——这些推断构成了个人回应的基础,而作者对此必然要承担少得多的责任。

【缺口】 段末空, 要在"从证据线索推断"之上再补一句收束

空前句讲 You infer information you feel the writer has invited you to grasp by presenting you with specific evidence and clues——你从作者给的证据线索里推断信息。这是本段末尾, 空要补一句在"推断"基础上再推进/收束的话, 自然延续"主动推断"的论点。

【线索】 词汇复现 前句 infer / information 应在正确句里再现

空前句 You infer information you feel the writer has invited you to grasp 反复用 infer/information, 要求正确句继续谈"推断", 最好出现 inference(s) 这一同根词以形成复现。

逻辑连接 需要"再进一层"的递进逻辑

前句已经描述了一层推断, 段末若要收束, 常见走向是"在此基础上还会作更进一步的推断"。这条线索要求正确句带递进意味(如 further 一类), 承接 You infer information 而非另起。

【依据】 further inferences 递进收束, 且引出"作者少负责"接下段

E 句 You make further inferences 用 further 紧承前句的"一层推断"再加一层, inferences 与 You infer information 同根复现; 句末 a personal response for which the author will inevitably be far less responsible 把话题推向"个人化回应、作者少负责", 恰好为第3段"意义不因人而固定"铺路。双向缝合。

【竞争】 [D] 也讲推断, 但导向作者本意、与下文方向相反

In effect, you try to reconstruct the likely meanings 同样谈推断、也能承接, 迷惑性强; 但它收在 These might be the ones the author intended——把意义拉回"作者本想要的", 而本段及下文要走的是"作者越来越不负责、解读因读者而异"的方向, 方向正相反, 故落此空逻辑拧了。

【验证】 填入后: 你从作者给的证据线索里推断 You infer information you feel the writer has invited you to grasp → 你还会作更进一步的推断、形成作者难以负责的个人回应 inferences that form the basis of a personal response for which the author will inevitably be far less responsible. further 承住上文一层推断, "作者少负责"又顺向第3段"意义非固定", 上下双通、话题不岔。

43. (43)_____

【答案】 [G] 段末

【正确句】 Rather, we ascribe meanings to texts on the basis of interaction between what we might call textual and contextual material: between kinds of organization or patterning we perceive in a text's formal structures (so especially its language structures) and various kinds of background, social knowledge, belief and attitude that we bring to the text.

相反,我们是在文本材料与语境材料之间的互动基础上赋予文本以意义:即我们在文本的形式结构(尤其是其语言结构)中感知到的各种组织或模式,与我们带入文本的各种背景、社会知识、信念和态度之间的互动。

【缺口】 段末空,前面刚否定一种意义观,需补"而是....."的正面替代

空前句 What is in question is not the retrieval of an absolute, fixed or "true" meaning that can be read off and checked for accuracy——明确否定"意义是固定可核对的真义"。段末这一空要补的,正是与这个否定相对的正面主张:那意义到底是怎么来的。

【线索】 逻辑连接 前句 not 句强烈呼唤一个 Rather/Instead 的反转

空前 What is in question is not the retrieval of an absolute, fixed or "true" meaning 是典型"not X"结构,按英语论证习惯,紧接着应有 "Rather/Instead, Y" 给出正面替代。这条线索要求正确句句首带 Rather 一类反转词。

词汇复现 正确句须再提 meaning, 并引出供下段回指的 background material

前句核心是 meaning fixed or "true" meaning, 正确句应继续讲 meaning 如何产生;同时第4段段首 Such background material inevitably reflects who we are 用 Such 回指,说明本空句里必须先出现 "background material" 这个名词供其指代。

【依据】 Rather 反转 + 抛出 background material 供下段 Such 回指

G 句 Rather, we ascribe meanings to texts on the basis of interaction between what we might call textual and contextual material: Rather 正面反转前句的 not 否定,再提 meanings 形成复现;句末 various kinds of background, social knowledge, belief and attitude that we bring to the text 抛出 background material, 正好被第4段段首 Such background material 的 Such 回指。前后双向锁死。

【竞争】 [B] 也谈背景因素,但它谈的是背景"如何起作用"而非"意义如何产生"

Factors such as the place and period in which we are reading 同样涉及背景,迷惑性强;但它讲的是这些因素"既引导又封死解读",是对"background material"的进一步展开,必须先有 G 抛出 background material 才有它的容身处。放进 43, 既缺 Rather 对前句 not 的反转,也不能被下段 Such background material 顺畅回指。

【验证】 填入后：不是检索固定可核对的真义 not the retrieval of an absolute, fixed or "true" meaning → 毋宁说，意义来自文本材料与语境材料的互动 Rather, we ascribe meanings to texts on the basis of interaction → 第4段 Such background material inevitably reflects who we are 用 Such 顺接 G 末尾的 background material。not→Rather 逻辑反转成立、跨段回指落实，全篇"意义靠互动建构"的主旨被这句点破。

44. (44)_____

【答案】 [B] 段中

【正确句】 Factors such as the place and period in which we are reading, our gender, ethnicity, age and social class will encourage us towards certain interpretations but at the same time obscure or even close off others.

诸如我们所处的阅读地点和时期、我们的性别、种族、年龄和社会阶层等因素会促使我们倾向于某些解读,但同时也会模糊甚至完全阻断其他解读。

【缺口】 承"背景反映我们是谁", 启"但这不使解读变得相对无意义"

空前句 Such background material inevitably reflects who we are——背景必然反映我们是谁; 空后句 This doesn't, however, make interpretation merely relative or even pointless——但这并不使解读变得相对或无意义。这个段中空要补一句进一步说明"背景如何作用于解读"的话, 好让空后的 This 和 however 有可转折、可指代的对象。

【线索】 代词指代 空后 This 需要本空句提供先行内容

空后 This doesn't, however, make interpretation merely relative or even pointless 的 This 是单数指示代词, 必须回指空里那句话的内容。这条线索要求正确句给出一个"会让人担心解读变相对/无意义"的论断, 供 This 指代。

词汇复现 正确句须延续 background / who we are 的话题

空前 Such background material inevitably reflects who we are 把话题定在"背景因素塑造我们", 正确句应继续具体化这些背景因素(地点、时代、身份等), 与 who we are 同场。

【依据】 具体化背景因素并道出"既引导又封死解读", 正供 This 与 however 转折

B 句 Factors such as the place and period in which we are reading, our gender, ethnicity, age and social class 正是对前句 Such background material 的具体展开; 句末 obscure or even close off others 给出"背景会封死某些解读"这一略显消极的论断, 恰好是空后 This doesn't, however, make interpretation merely relative or even pointless 用 This 回指、用 however 让步反转的对象。三句一气贯通。

【竞争】 [G] 已被 43 选走, 且它是"抛出背景"而非"展开背景"

various kinds of background, social knowledge, belief and attitude that we bring to the text 也含 background, 话题相关; 但它的功能是首次"抛出"background material 这一概念(已落 43), 而 44 需要的是在 Such background material 之后"再具体化"背景因素的句子。功能重复, 且 G 若放此处, 前段 Such background material 就失去回指对象。

【验证】 填入后：背景必然反映我们是谁 Such background material inevitably reflects who we are → 地点、时代、性别等因素会引导某些解读、却也封死另一些 encourage us towards certain interpretations but at the same time obscure or even close off others → 但这并不使解读变得相对或无意义 This doesn't, however, make interpretation merely relative or even pointless. This 有了着落（指 B 那句论断）、however 有了可转的对象，上下双通。

45. (45)_____

【答案】 [A] 段中

【正确句】 Are we studying that text and trying to respond in a way that fulfills the requirement of a given course? Reading it simply for pleasure? Skimming it for information? Ways of reading on a train or in bed are likely to differ considerably from reading in a seminar room.

我们是在研究那篇文本并试图以满足特定课程要求的方式作出回应吗?仅仅是为了愉悦而阅读它?还是为了获取信息而略读它?在火车上或床上的阅读方式很可能与在研讨室里的阅读方式大不相同。

【缺口】 承"读法取决于阅读兴趣", 启"这些读法维度说明我们带着隐含目的"

空前句 How we read a given text also depends to some extent on our particular interest in reading it——怎么读取决于我们读它的具体兴趣; 空后句 Such dimensions of reading suggest ... that we bring an implicit (often unacknowledged) agenda to any act of reading——这些阅读维度表明我们带着隐含的目的。空要补一句把"兴趣"具体化为几种不同读法/目的, 好让空后 Such dimensions of reading 有所指。

【线索】 代词指代 空后 Such dimensions of reading 需本空句先列出多种读法

空后 Such dimensions of reading suggest 的 Such + 复数 dimensions 必须回指空里给出的"若干种读法/维度"。这条线索要求正确句列举出多种不同的阅读方式或目的。

词汇复现 正确句须围绕 interest / purpose 的不同读法

空前 our particular interest in reading it 把话题定在"读的兴趣/目的", 正确句应顺着具体化为"为应付课程读、为消遣读、为找信息读"这类按目的区分的读法。

【依据】 连串设问列举多种读法目的, 正好被 Such dimensions of reading 回指

A 句 Are we studying that text ...? Reading it simply for pleasure? Skimming it for information? 一连列出研读、消遣、略读等多种按目的区分的读法, 正是对空前 our particular interest in reading it 的具体化; 这"若干种读法"恰好就是空后 Such dimensions of reading 中 Such 复数所回指的对象; 末句 Ways of reading on a train or in bed are likely to differ considerably from reading in a seminar room 再次强调读法因场合而异, 话题完全咬合。

【竞争】 [F] 话题岔到"虚构人物≠作者", 与本段"读的目的"无关

In plays, novels and narrative poems, characters speak as constructs created by the author 只与文学体裁中的"人物代言"有关, 既没有列举多种读法供 Such dimensions 回指, 也不在"阅读兴趣/目的"的词汇场内, 放进 45 话题直接跑偏。它是全卷两个冗余干扰句之一。

【验证】填入后：怎么读取决于读它的兴趣 depends to some extent on our particular interest in reading it → 是研读？消遣？还是略读找信息 Reading it simply for pleasure? Skimming it for information? → 这些阅读维度表明我们带着隐含目的 Such dimensions of reading suggest. A 列出的多种读法正是 Such dimensions 所指，前接"兴趣"、后被"维度"回指，双向自洽，呼应全文"读法因目的而异"。

CHOICES • 候选句画像

A~G 共 7 个候选句各自在说什么

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

[A] Are we studying that text and trying to respond in a way that fulfills the requirement of a given course? Reading it simply for pleasure? Skimming it for information? Ways of reading on a train or in bed are likely to differ considerably from reading in a seminar room.

我们是在研读这个文本、力图以满足某门课程要求的方式作出回应吗？只是为消遣而读？为获取信息而略读？在火车上或床上的读法，很可能与在研讨室里的读法大相径庭。

大意 列举出于不同目的（应付课程、消遣、找信息）的不同读法。

衔接钩子 整句围绕"阅读目的/场合"，与谈"兴趣"的段落话题强呼应

填入第 45 空

[B] Factors such as the place and period in which we are reading, our gender, ethnicity, age and social class will encourage us towards certain interpretations but at the same time obscure or even close off others.

诸如我们阅读时所处的地点和时代、我们的性别、族裔、年龄和社会阶层等因素，会促使我们倾向某些解读，但同时也会遮蔽甚至封死另一些解读。

大意 地点、时代、性别等背景因素既引导也限制我们的解读。

衔接钩子 句首 Factors 与上文"背景材料"呼应，且自带"既促进又遮蔽"的双向逻辑

填入第 44 空

[C] If you are unfamiliar with words or idioms, you guess at their meaning, using clues presented in the context. On the assumption that they will become relevant later, you make a mental note of discourse entities as well as possible links between them.

如果你对某些词或习语不熟悉，你会借助语境提供的线索去猜测其含义。假定它们日后会变得相关，你会在心里记下话语中的实体以及它们之间可能的联系。

大意 读到生词就靠语境线索猜义、并默记各实体及其关联。

衔接钩子 全句是 you 做识词动作，与第1段"识词、推关系"的读法清单并列

填入第 41 空

[D] In effect, you try to reconstruct the likely meanings or effects that any given sentence, image or reference might have had: These might be the ones the author intended.

实际上，你试图重建任一句子、意象或指涉可能曾具有的含义或效果：这些或许正是作者本想要的。

大意 你试图重建句子/意象可能有过的含义，可能正合作者本意。

衔接钩子 句末把推断收向"作者意图"——这与正确答案 E 的走向相反，是设来抢 42 的干扰钩

干扰句 · 未选用

[E] You make further inferences, for instance, about how the text may be significant to you, or about its validity – inferences that form the basis of a personal response for which the author will inevitably be far less responsible.

你还会作进一步的推断，例如关于文本对你有何意义、或它是否站得住脚——这些推断构成了一种个人化回应的基础，而对此作者必然要负的责任会小得多。

大意 你进一步推断文本对你的意义与有效性，形成作者难负责的个人回应。

衔接钩子 句首 further 自带"在前一层推断之上再加一层"的递进钩

填入第 42 空

[F] In plays, novels and narrative poems, characters speak as constructs created by the author, not necessarily as mouthpieces for the author's own thoughts.

在戏剧、小说和叙事诗里，人物是作为作者创造的虚构建构在说话，未必是作者本人思想的传声筒。

大意 文学作品中人物是作者的虚构建构、未必代表作者本意。

衔接钩子 话题极窄、专谈文学体裁中的人物，与全文"如何阅读"的论证主线不搭

干扰句 · 未选用

[G] Rather, we ascribe meanings to texts on the basis of interaction between what we might call textual and contextual material: between kinds of organization or patterning we perceive in a text's formal structures (so especially its language structures) and various kinds of background, social knowledge, belief and attitude that we bring to the text.

毋宁说，我们是基于“文本材料”与“语境材料”之间的互动来赋予文本意义的：即我们在文本形式结构（尤其是语言结构）中察觉到的某种组织或模式，与我们带入文本的各种背景、社会知识、信念和态度之间的互动。

大意 我们靠文本材料与语境/背景材料的互动来赋义。

衔接钩子 句首 Rather 是“不是A、而是B”的反转钩，且引出“background material”供下段复现
填入第 43 空

DISTRACTORS · 干扰句复盘

这 2 个候选句始终没被任何空选用

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

[D] In effect, you try to reconstruct the likely meanings or effects that any given sentence, image or reference might have had: These might be the ones the author intended.

处处像“推断”却把意义拉向作者本意，与全文方向相反

In effect, you try to reconstruct the likely meanings or effects 带 you、带 meanings、带 In effect 这种承接腔，最易被误塞进 41 或 42 这类讲推断的空；但它收在 These might be the ones the author intended，把意义导回“作者本想要的”。全文恰恰主张 the author will inevitably be far less responsible、意义由读者与背景互动建构，D 的方向与主旨拧着，故放哪个空都接不下下文。

[F] In plays, novels and narrative poems, characters speak as constructs created by the author, not necessarily as mouthpieces for the author's own thoughts.

话题孤岛，谈虚构人物≠作者，全文无处接

characters speak as constructs created by the author, not necessarily as mouthpieces for the author's own thoughts 因为也出现 author 一词，最易被误塞进 45 (A 那段也提作者责任之外的事)；但全文从头到尾讨论的是“读者一侧如何推断、解读受何影响”，没有任何一空在谈“小说人物是否代表作者本意”。它没有可呼应的先行话题，是天生不落任何空的纯干扰句。

SENTENCE INSIGHTS • 句子精讲

14 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。

Clearly you try to comprehend, in the sense of identifying meanings for individual words and working out relationships between them, drawing on your implicit knowledge of English grammar.

第1段，第2句

本句体现了学术写作和考试阅读中常见的句式特征：简单句主干 + 插入性介词短语 + 句末分词短语，这种结构在四六级和考研阅读中频繁出现。掌握如何剥离修饰成分、定位核心谓语，以及识别分词短语的逻辑主语，具有较强的迁移价值。

If you are unfamiliar with words or idioms, you guess at their meaning, using clues presented in the context. On the assumption that they will become relevant later, you make a mental note of discourse entities as well as possible links between them.

第1段，第3句

句中覆盖了多种成分类型：主语、谓语、宾语、表语、条件状语（从句形式）、原因或条件状语（介词短语形式）、同位语（从句形式）、伴随状语（分词短语）、时间状语（副词）。同位语从句嵌在介词短语中，需要仔细识别；分词短语作伴随状语与谓语的关系也值得练习。成分种类丰富且有一定辨析价值。

You begin to infer a context for the text, for instance by making decisions about what kind of speech event is involved: Who is making the utterance, to whom, when and where.

第1段，第4句

句子展现了"主句+方式状语(含宾语从句)+同位性补充"的组合,这种在方式状语中嵌套从句并加同位说明的结构在学术写作和考试阅读中较为常见,具有一定代表性,适合作为理解复杂修饰和从句嵌套的练习材料。

But they show comprehension to consist not just of passive assimilation but of active engagement in inference and problem-solving.

第2段，第2句

'show + 宾语 + to do'结构在学术写作和考试阅读中较常见,尤其用于展示研究成果或论证观点。'not just ... but'并列结构也是典型的强调句式。掌握后可迁移到类似句型如'prove/demonstrate/reveal + 宾语 + to do'。

You make further inferences, for instance, about how the text may be significant to you, or about its validity – inferences that form the basis of a personal response for which the author will inevitably be far less responsible.

第2段，第4句

全句包含三层嵌套：主句内嵌宾语从句，主句后接定语从句修饰 inferences，该定语从句内部又嵌套另一个定语从句修饰 response。层层修饰关系需要反复回读才能理清各从句的归属和作用，绕度较高。

Rather, we ascribe meanings to texts on the basis of interaction between what we might call textual and contextual material: between kinds of organization or patterning we perceive in a text's formal structures (so especially its language structures) and various kinds of background, social knowledge, belief and attitude that we bring to the text.

第3段，第3句

本句覆盖主谓宾、状语、宾语补足语、定语从句（含关系代词省略）、宾语从句（关系代词兼做成分）等多种成分，且冒号后的并列结构与定语从句修饰关系容易混淆，是高收益的成分划分练习句。

Precisely because readers from different historical periods, places and social experiences produce different but overlapping readings of the same words on the page—including for texts that engage with fundamental human concerns – debates about texts can play an important role in social discussion of beliefs and values.

第4段，第4句

原因状语从句前置主句、定语从句嵌套修饰名词、破折号插入补充说明，这些都是四六级和考研英语阅读中的高频句式。全句结构具有很强的代表性，掌握后可迁移到大量类似长难句的分析中。

Such dimensions of reading suggest – as others introduced later in the book will also do – that we bring an implicit (often unacknowledged) agenda to any act of reading.

第5段，第3句

本句涵盖了主谓宾基本结构、宾语从句、插入语、后置定语introduced later in the book、介词短语状语to any act of reading等多种成分，且插入语的识别和宾语从句的划分是常见易错点，适合作为成分划分练习。

It doesn't then necessarily follow that one kind of reading is fuller, more advanced or more worthwhile than another.

第5段，第4句

形式主语 It + 谓语 + that 从句是四六级和考研英语阅读中的高频句式，常用于表达抽象命题或推论。本句结构完整典型，掌握后可直接迁移到大量类似句子，如 It is obvious that、It follows that 等常见表达。

Together, they make up the reading component of your overall literacy, or relationship to your surrounding textual environment.

第5段，第6句

涵盖主语、谓语、宾语、状语、同位语五种成分,同位语由并列连词"or"引出且表解释关系,对理解同位语的多种引入方式有训练价值,但整体难度不高,易错点较少

If you are unfamiliar with words or idioms, you guess at their meaning, using clues presented in the context. On the assumption that they will become relevant later, you make a mental note of discourse entities as well as possible links between them.

选项C

覆盖主语、谓语、宾语、表语、条件状语从句、同位语从句、方式状语（分词短语）、原因状语（介词短语）等多种成分；"make a note of" 固定搭配、"as well as" 并列结构、分词作定语和状语的区分都是有价值的训练点，成分丰富且含实用考点。

In effect, you try to reconstruct the likely meanings or effects that any given sentence, image or reference might have had: These might be the ones the author intended.

选项D

覆盖主谓宾、主系表两种基本句型,包含状语、定语从句、宾语为不定式短语、定语从句省略关系代词、指示代词作主语等多种成分和结构,且有明确的易错点(如区分两个定语从句的归属、识别省略的关系代词),是较好的划分成分练习材料

You make further inferences, for instance, about how the text may be significant to you, or about its validity – inferences that form the basis of a personal response for which the author will inevitably be far less responsible.

选项E

本句覆盖主语、谓语、宾语、状语、同位语、表语等多种成分，且同位语和定语从句的组合较为少见，能够训练学生识别破折号引出的同位语、区分嵌套定语从句的修饰对象、理解介词加关系代词的结构。成分种类丰富，包含多个易混淆点，训练价值较高。

Rather, we ascribe meanings to texts on the basis of interaction between what we might call textual and contextual material: between kinds of organization or patterning we perceive in a text's formal structures (so especially its language structures) and various kinds of background, social knowledge, belief and attitude that we bring to the text.

选项G

本句涵盖主谓宾、宾语从句、宾语补足语、限制性定语从句（含关系代词省略）、地点状语、方式状语等多种成分，且 between A and B 的并列结构、冒号的解释作用、括号插入语的识别都是实用易错点，作为成分划分练习句收益高。

HIGH-FREQUENCY • 真题高频词

本篇出现的 68 个考研英语一真题高频词

下列单词既在本篇短文中出现，又是 **考研英语一** 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。

reading A1

n. 阅读

本篇12次 · 真题 42 句

author A2

n. 作者

本篇5次 · 真题 209 句

structure B1

n. 结构

本篇4次 · 真题 36 句

basis B2

n. 基础,根据

本篇4次 · 真题 23 句

likely A2

adj. 很可能的

本篇3次 · 真题 89 句

material B1

n. 材料

本篇3次 · 真题 41 句

later A1

adv. 以后, later

本篇3次 · 真题 38 句

belief B1

n. 相信

本篇3次 · 真题 25 句

instance

B2

n. 例子

本篇3次·真题17句

context

B2

n. (事情发生的) 背景、环境

本篇3次·真题13句

interpretation

B2

n. 解释

本篇3次·真题11句

inevitably

B2

adv. 不可避免地

本篇3次·真题10句

less

A1

det. 较少的

本篇2次·真题150句

effect

A2

n. 影响

本篇2次·真题80句

factor

B1

n. 因素

本篇2次·真题47句

significant

B2

adj. 重要的

本篇2次·真题47句

simply

B1

adv. 仅仅, 只不过

本篇2次·真题43句

mental

B1

adj. 精神的

本篇2次·真题37句

reader

A2

n. 读者

本篇2次·真题37句

response

B1

n. 回答

本篇2次·真题37句

further

B1

adv. 更远地

本篇2次·真题34句

respond

B1

v. 回答, 答复

本篇2次·真题33句

link

A2

n. 联系

本篇2次·真题29句

organization

B1

n. 组织

本篇2次·真题28句

relationship

B1

n. 关系

本篇2次·真题 28 句

requirement

B2

n. 要求

本篇2次·真题 26 句

gender

B1

n. 性别 (社会文化意义上的)

本篇2次·真题 23 句

interaction

B2

n. 相互作用

本篇2次·真题 22 句

various

B1

adj. 各种各样的

本篇2次·真题 20 句

perceive

B2

v. 理解, 领悟 (某事的性质或意义)

本篇2次·真题 19 句

responsible

B1

adj. 负责的

本篇2次·真题 19 句

formal

B1

adj. 正式的

本篇2次·真题 17 句

relevant

B2

adj. 相关的

本篇2次·真题 14 句

differ

B1

v. 不同, 有区别

本篇2次·真题 13 句

fulfill

B2

v. 履行、执行 (承诺、义务、职责等)

本篇2次·真题 12 句

assumption

B2

n. 假定/假设(未经证实就认为是真的事)

本篇2次·真题 11 句

necessarily

B2

adv. 必然地

本篇2次·真题 11 句

reference

B1

n. 提及

本篇2次·真题 10 句

obscure

C1

adj. 费解的

本篇2次·真题 9 句

involve

B1

v. 包含

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

evidence B1

n. 证据

本篇1次·真题 48 句

image A2

n. 形象, 印象

本篇1次·真题 45 句

identify B1

v. 识别

本篇1次·真题 37 句

event A2

n. 事件

本篇1次·真题 36 句

overall B1

adj. 总体的

本篇1次·真题 32 句

intend B1

v. 打算, 计划

本篇1次·真题 31 句

specific B2

adj. 具体的

本篇1次·真题 28 句

particular B2

adj. 特定的

本篇1次·真题 27 句

historical B2

adj. 历史的

本篇1次·真题 26 句

reflect B1

v. 反映, 显示

本篇1次·真题 25 句

character B1

n. 性格

本篇1次·真题 24 句

track A2

n. 小路

本篇1次·真题 24 句

indicate B2

v. 表明

本篇1次·真题 23 句

engage B2

v. 参与;从事

本篇1次·真题 19 句

clearly

A2

adv. 清楚地, 明白地

本篇1次·真题 16 句

debate

B2

n. 辩论

本篇1次·真题 16 句

exactly

B1

adv. 精确地

本篇1次·真题 15 句

fundamental

B2

adj. 基本的

本篇1次·真题 15 句

literacy

B2

n. 读写能力

本篇1次·真题 15 句

novel

B1

n. 小说

本篇1次·真题 14 句

precisely

B2

adv. 精确地, 准确地

本篇1次·真题 13 句

advanced

B2

adj. 先进的

本篇1次·真题 12 句

merely

B2

adv. 仅仅, 只不过

本篇1次·真题 11 句

engagement

B2

n. 约定

本篇1次·真题 10 句

extent

B2

n. 程度

本篇1次·真题 8 句

relative

B1

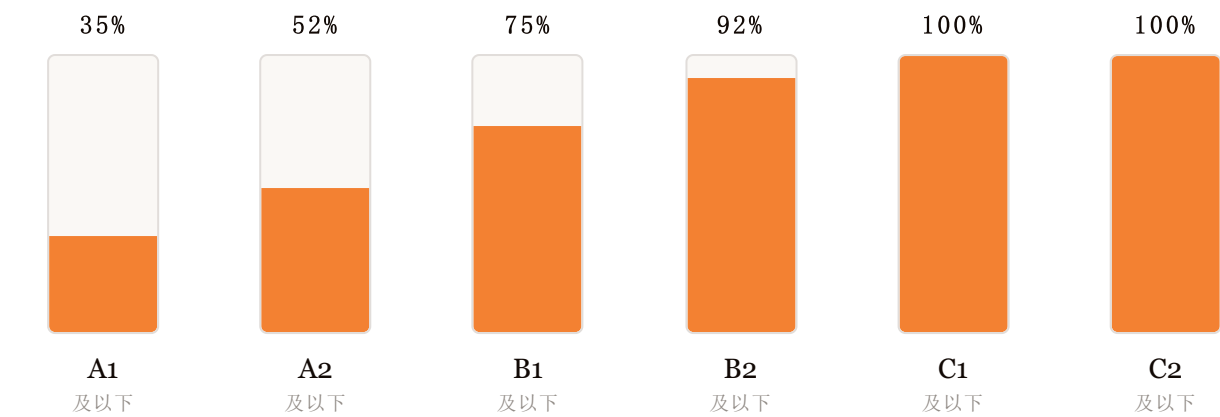
n. 亲戚, 亲属

本篇1次·真题 8 句

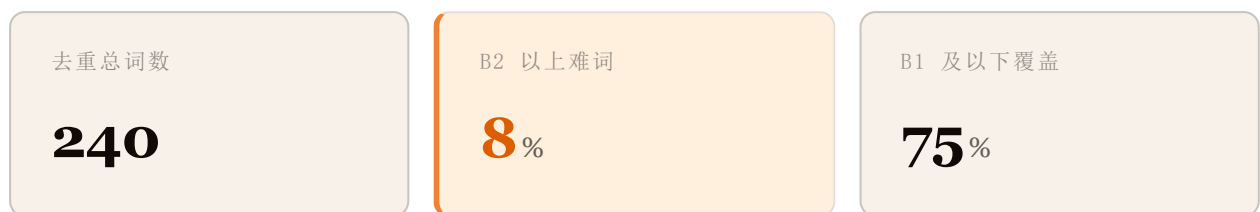
VOCABULARY • 词汇难度分布

全文 240 词按 CEFR 难度累积覆盖

带空原文去重后共 **240** 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本篇共 19 个·约 8%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 240 个 · 末柱为 100%



考研英语一 2015年 · 全卷构成

Section I	完形填空（四选一）	题目解析 →
Section II Part A (1)	阅读理解（四选一）	题目解析 →
Section II Part A (2)	阅读理解（四选一）	题目解析 →
Section II Part A (3)	阅读理解（四选一）	题目解析 →
Section II Part A (4)	阅读理解（四选一）	题目解析 →
Section II Part B	选句填空（7选5）	本题
Section II Part C	英译汉（划线句子翻译）	题目解析 →
Section III Part A	写作	题目解析 →
Section III Part B	写作	题目解析 →