

考研英语二 · 英语二真题 · 2017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)

People have speculated for centuries about a future without work. Today is no different, with academics, writers, and activists once again 1 that technology is replacing human workers. Some imagine that the coming work-free world will be defined by 2 : A few wealthy people will own all the capital, and the masses will struggle in an impoverished wasteland.

A different and not mutually exclusive 3 holds that the future will be a wasteland of a different sort, one 4 by purposelessness: Without jobs to give their lives 5, people will simply become lazy and depressed. 6, today's unemployed don't seem to be having a great time. One Gallup poll found that 20 percent of Americans who have been unemployed for at least a year report having depression, double the rate for 7 Americans. Also, some research suggests that the 8 for rising rates of mortality, mental-health problems, and addiction 9 poorly-educated, middle-aged people is a shortage of well-paid jobs. Perhaps this is why many 10 the agonizing dullness of a jobless future.

But it doesn't 11 follow from findings like these that a world without work would be filled with unease. Such visions are based on the 12 of being unemployed in a society built on the concept of employment. In the 13 of work, a society designed with other ends in mind could 14 strikingly different circumstances for the future of labor and leisure. Today, the 15 of work may be a bit overblown. "Many jobs are boring, degrading, unhealthy, and a waste of human potential," says John Danaher, a lecturer at the National University of Ireland in Galway.

These days, because leisure time is relatively 16 for most workers, people use their free time to counterbalance the intellectual and emotional 17 of their jobs. "When I come home from a hard day's work, I often feel 18," Danaher says, adding, "In a world in which I don't have to work, I might feel rather different" – perhaps different enough to throw himself 19 a hobby or a passion project with the intensity usually reserved for 20 matters.

1. [A] boasting
[B] denying
[C] warning
[D] ensuring
2. [A] inequality
[B] instability
[C] unreliability
[D] uncertainty

3. [A] policy
[B] guideline
[C] resolution
[D] prediction
4. [A] characterized
[B] divided
[C] balanced
[D] measured
5. [A] wisdom
[B] meaning
[C] glory
[D] freedom
6. [A] Instead
[B] Indeed
[C] Thus
[D] Nevertheless
7. [A] rich
[B] urban
[C] working
[D] educated
8. [A] explanation
[B] requirement
[C] compensation
[D] substitute
9. [A] under
[B] beyond
[C] alongside
[D] among
10. [A] leave behind
[B] make up
[C] worry about
[D] set aside
11. [A] statistically
[B] occasionally
[C] necessarily
[D] economically

12. [A] chances
[B] downsides
[C] benefits
[D] principles
13. [A] absence
[B] height
[C] face
[D] course
14. [A] disturb
[B] restore
[C] exclude
[D] yield
15. [A] model
[B] practice
[C] virtue
[D] hardship
16. [A] tricky
[B] lengthy
[C] mysterious
[D] scarce
17. [A] demands
[B] standards
[C] qualities
[D] threats
18. [A] ignored
[B] tired
[C] confused
[D] starved
19. [A] off
[B] against
[C] behind
[D] into
20. [A] technological
[B] professional
[C] educational
[D] interpersonal

Section II

Reading Comprehension

Part A

Directions:

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

Text 1

Every Saturday morning, at 9 am, more than 50,000 runners set off to run 5km around their local park. The Parkrun phenomenon began with a dozen friends and has inspired 400 events in the UK and more abroad. Events are free, staffed by thousands of volunteers. Runners range from four years old to grandparents; their times range from Andrew Baddeley's world record 13 minutes 48 seconds up to an hour.

Parkrun is succeeding where London's Olympic "legacy" is failing. Ten years ago on Monday, it was announced that the Games of the 30th Olympiad would be in London. Planning documents pledged that the great legacy of the Games would be to lever a nation of sport lovers away from their couches. The population would be fitter, healthier and produce more winners. It has not happened. The number of adults doing weekly sport did rise, by nearly 2 million in the run-up to 2012 – but the general population was growing faster. Worse, the numbers are now falling at an accelerating rate. The opposition claims primary school pupils doing at least two hours of sport a week have nearly halved. Obesity has risen among adults and children. Official retrospections continue as to why London 2012 failed to "inspire a generation." The success of Parkrun offers answers.

Parkun is not a race but a time trial: Your only competitor is the clock. The ethos welcomes anybody. There is as much joy over a puffed-out first-timer being clapped over the line as there is about top talent shining. The Olympic bidders, by contrast, wanted to get more people doing sport and to produce more elite athletes. The dual aim was mixed up: The stress on success over taking part was intimidating for newcomers.

Indeed, there is something a little absurd in the state getting involved in the planning of such a fundamentally "grassroots" concept as community sports associations. If there is a role for government, it should really be getting involved in providing common goods – making sure there is space for playing fields and the money to pave tennis and netball courts, and encouraging the provision of all these activities in schools. But successive governments have presided over selling green spaces, squeezing money from local authorities and declining attention on sport in education. Instead of wordy, worthy strategies, future governments need to do more to provide the conditions for sport to thrive. Or at least not make them worse.

21. According to Paragraph 1, Parkrun has_____.

- [A] gained great popularity
- [B] created many jobs
- [C] strengthened community ties
- [D] become an official festival

22. The author believes that London's Olympic "legacy" has failed to____.
- [A] boost population growth
 - [B] promote sport participation
 - [C] improve the city's image
 - [D] increase sport hours in schools
23. Parkrun is different from Olympic games in that it____.
- [A] aims at discovering talents
 - [B] focuses on mass competition
 - [C] does not emphasize elitism
 - [D] does not attract first-timers
24. With regard to mass sports, the author holds that governments should____.
- [A] organize "grassroots" sports events
 - [B] supervise local sports associations
 - [C] increase funds for sports clubs
 - [D] invest in public sports facilities
25. The author's attitude to what UK governments have done for sports is____.
- [A] tolerant
 - [B] critical
 - [C] uncertain
 - [D] sympathetic

Text 2

With so much focus on children's use of screens, it's easy for parents to forget about their own screen use. "Tech is designed to really suck you in," says Jenny Radesky in her study of digital play, "and digital products are there to promote maximal engagement. It makes it hard to disengage, and leads to a lot of bleed-over into the family routine."

Radesky has studied the use of mobile phones and tablets at mealtimes by giving mother-child pairs a food-testing exercise. She found that mothers who used devices during the exercise started 20 per cent fewer verbal and 39 per cent fewer nonverbal interactions with their children. During a separate observation, she saw that phones became a source of tension in the family. Parents would be looking at their emails while the children would be making excited bids for their attention.

Infants are wired to look at parents' faces to try to understand their world, and if those faces are blank and unresponsive – as they often are when absorbed in a device – it can be extremely disconcerting for the children. Radesky cites the "still face experiment" devised by developmental psychologist Ed Tronick in the 1970s. In it, a mother is asked to interact with her child in a normal way before putting on a blank expression and not giving them any visual social feedback: The child becomes increasingly distressed as she tries to capture her mother's attention. "Parents don't have to be exquisitely present at all times, but there needs to be a balance and parents need to be responsive and sensitive to a child's verbal or nonverbal expressions of an emotional need," says Radesky.

On the other hand, Tronick himself is concerned that the worries about kids' use of screens are born out of an "oppressive ideology that demands that parents should always be interacting" with their children: "It's based on a somewhat fantasised, very white, very upper-middle-class ideology that says if you're failing to expose your child to 30,000 words you are neglecting them." Tronick believes that just because a child isn't learning from the screen doesn't mean there's no value to it – particularly if it gives parents time to have a shower, do housework or simply have a break from their child. Parents, he says, can get a lot out of using their devices to speak to a friend or get some work out of the way. This can make them feel happier, which lets them be more available to their child the rest of the time.

26. According to Jenny Radesky, digital products are designed to____.
- [A] simplify routine matters
 - [B] absorb user attention
 - [C] better interpersonal relations
 - [D] increase work efficiency
27. Radesky's food-testing exercise shows that mothers' use of devices____.
- [A] takes away babies' appetite
 - [B] distracts children's attention
 - [C] slows down babies' verbal development
 - [D] reduces mother-child communication
28. Radesky cites the "still face experiment" to show that____.
- [A] it is easy for children to get used to blank expressions
 - [B] verbal expressions are unnecessary for emotional exchange
 - [C] children are insensitive to changes in their parents' mood
 - [D] parents need to respond to children's emotional needs
29. The oppressive ideology mentioned by Tronick requires parents to____.
- [A] protect kids from exposure to wild fantasies
 - [B] teach their kids at least 30,000 words a year
 - [C] ensure constant interaction with their children
 - [D] remain concerned about kids' use of screens
30. According to Tronick, kids' use of screens may____.
- [A] give their parents some free time
 - [B] make their parents more creative
 - [C] help them with their homework
 - [D] help them become more attentive

Text 3

Today, widespread social pressure to immediately go to college in conjunction with increasingly high expectations in a fast-moving world often causes students to completely overlook the possibility of taking a gap year. After all, if everyone you know is going to college in the fall, it seems silly to stay back a year, doesn't it?

And after going to school for 12 years, it doesn't feel natural to spend a year doing something that isn't academic.

But while this may be true, it's not a good enough reason to condemn gap years. There's always a constant fear of falling behind everyone else on the socially perpetuated "race to the finish line," whether that be toward graduate school, medical school or a lucrative career. But despite common misconceptions, a gap year does not hinder the success of academic pursuits – in fact, it probably enhances it.

Studies from the United States and Australia show that students who take a gap year are generally better prepared for and perform better in college than those who do not. Rather than pulling students back, a gap year pushes them ahead by preparing them for independence, new responsibilities and environmental changes – all things that first-year students often struggle with the most. Gap year experiences can lessen the blow when it comes to adjusting to college and being thrown into a brand new environment, making it easier to focus on academics and activities rather than acclimation blunders.

If you're not convinced of the inherent value in taking a year off to explore interests, then consider its financial impact on future academic choices. According to the National Center for Education Statistics, nearly 80 percent of college students end up changing their majors at least once. This isn't surprising, considering the basic mandatory high school curriculum leaves students with a poor understanding of the vast academic possibilities that await them in college. Many students find themselves listing one major on their college applications, but switching to another after taking college classes. It's not necessarily a bad thing, but depending on the school, it can be costly to make up credits after switching too late in the game. At Boston College, for example, you would have to complete an extra year were you to switch to the nursing school from another department. Taking a gap year to figure things out initially can help prevent stress and save money later on.

31. One of the reasons for high-school graduates not taking a gap year is that_____.

- [A] they think it academically misleading
- [B] they have a lot of fun to expect in college
- [C] it feels strange to do differently from others
- [D] it seems worthless to take off-campus courses

32. Studies from the US and Australia imply that taking a gap year helps_____.

- [A] keep students from being unrealistic
- [B] lower risks in choosing careers
- [C] ease freshmen's financial burdens
- [D] relieve freshmen of pressures

33. The word "acclimation" (Para. 3) is closest in meaning to_____.

- [A] adaptation
- [B] application
- [C] motivation
- [D] competition

34. A gap year may save money for students by helping them_____.

- [A] avoid academic failures
- [B] establish long-term goals
- [C] switch to another college
- [D] decide on the right major

35. The most suitable title for this text would be_____.

- [A] In Favor of the Gap Year
- [B] The ABCs of the Gap Year
- [C] The Gap Year Comes Back
- [D] The Gap Year: A Dilemma

Text 4

Though often viewed as a problem for western states, the growing frequency of wildfires is a national concern because of its impact on federal tax dollars, says Professor Max Moritz, a specialist in fire ecology and management.

In 2015, the US Forest Service for the first time spent more than half of its \$5.5 billion annual budget fighting fires – nearly double the percentage it spent on such efforts 20 years ago. In effect, fewer federal funds today are going towards the agency's other work – such as forest conservation, watershed and cultural resources management, and infrastructure upkeep – that affect the lives of all Americans.

Another nationwide concern is whether public funds from other agencies are going into construction in fire-prone districts. As Moritz puts it, how often are federal dollars building homes that are likely to be lost to a wildfire?

"It's already a huge problem from a public expenditure perspective for the whole country," he says. "We need to take a magnifying glass to that. Like, 'Wait a minute, is this OK?' Do we want instead to redirect those funds to concentrate on lower-hazard parts of the landscape?"

Such a view would require a corresponding shift in the way US society today views fire, researchers say.

For one thing, conversations about wildfires need to be more inclusive. Over the past decade, the focus has been on climate change – how the warming of the Earth from greenhouse gases is leading to conditions that worsen fires.

While climate is a key element, Moritz says, it shouldn't come at the expense of the rest of the equation.

"The human systems and the landscapes we live on are linked, and the interactions go both ways," he says. Failing to recognize that, he notes, leads to "an overly simplified view of what the solutions might be. Our perception of the problem and of what the solution is becomes very limited."

At the same time, people continue to treat fire as an event that needs to be wholly controlled and unleashed only out of necessity, says Professor Balch at the University of Colorado. But acknowledging fire's inevitable presence in human life is an attitude crucial to developing the laws, policies, and practices that make it as safe as possible, she says.

"We've disconnected ourselves from living with fire," Balch says. "It is really important to understand and try and tease out what is the human connection with fire today."

36. More frequent wildfires have become a national concern because in 2015 they_____.

- [A] exhausted unprecedented management efforts
- [B] consumed a record-high percentage of budget
- [C] severely damaged the ecology of western states
- [D] caused a huge rise of infrastructure expenditure

37. Moritz calls for the use of "a magnifying glass" to_____.

- [A] raise more funds for fire-prone areas
- [B] avoid the redirection of federal money
- [C] find wildfire-free parts of the landscape
- [D] guarantee safer spending of public funds

38. While admitting that climate is a key element, Moritz notes that_____.

- [A] public debates have not settled yet
- [B] fire-fighting conditions are improving
- [C] other factors should not be overlooked
- [D] a shift in the view of fire has taken place

39. The overly simplified view Moritz mentions is a result of failing to_____.

- [A] discover the fundamental makeup of nature
- [B] explore the mechanism of the human systems
- [C] maximize the role of landscape in human life
- [D] understand the interrelations of man and nature

40. Professor Balch points out that fire is something man should_____.

- [A] do away with
- [B] come to terms with
- [C] pay a price for
- [D] keep away from

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)

The decline in American manufacturing is a common refrain, particularly from Donald Trump. "We don't make anything anymore," he told Fox News, while defending his own made-in-Mexico clothing line.

Without question, manufacturing has taken a significant hit during recent decades, and further trade deals raise questions about whether new shocks could hit manufacturing.

But there is also a different way to look at the data.

Across the country, factory owners are now grappling with a new challenge: Instead of having too many workers, they may end up with too few. Despite trade competition and outsourcing, American manufacturing still needs to replace tens of thousands of retiring boomers every year. Millennials may not be that interested in taking their place. Other industries are recruiting them with similar or better pay.

For factory owners, it all adds up to stiff competition for workers – and upward pressure on wages. "They're harder to find and they have job offers," says Jay Dunwell, president of Wolverine Coil Spring, a family-owned firm, "They may be coming [into the workforce], but they've been plucked by other industries that are also doing as well as manufacturing." Mr. Dunwell has begun bringing high school juniors to the factory so they can get exposed to its culture.

At RoMan Manufacturing, a maker of electrical transformers and welding equipment that his father cofounded in 1980, Robert Roth keeps a close eye on the age of his nearly 200 workers. Five are retiring this year. Mr. Roth has three community-college students enrolled in a work-placement program, with a starting wage of \$13 an hour that rises to \$17 after two years.

At a worktable inside the transformer plant, young Jason Stenquist looks flustered by the copper coils he's trying to assemble and the arrival of two visitors. It's his first week on the job. Asked about his choice of career, he says at high school he considered medical school before switching to electrical engineering. "I love working with tools. I love creating," he says.

But to win over these young workers, manufacturers have to clear another major hurdle: parents, who lived through the worst US economic downturn since the Great Depression, telling them to avoid the factory. Millennials "remember their father and mother both were laid off. They blame it on the manufacturing recession," says Birgit Klohs, chief executive of The Right Place, a business development agency for western Michigan.

These concerns aren't misplaced: Employment in manufacturing has fallen from 17 million in 1970 to 12 million in 2015. When the recovery began, worker shortages first appeared in the high-skilled trades. Now shortages are appearing at the mid-skill levels.

"The gap is between the jobs that take no skills and those that require a lot of skill," says Rob Spohr, a business professor at Montcalm Community College. "There're enough people to fill the jobs at McDonalds and other places where you don't need to have much skill. It's that gap in between, and that's where the problem is."

Julie Parks of Grand Rapids Community College points to another key to luring Millennials into manufacturing: a work/life balance. While their parents were content to work long hours, young people value flexibility. "Overtime is not attractive to this generation. They really want to live their lives," she says.

	[A] says that he switched to electrical engineering because he loves working with tools.
41. Jay Dunwell	[B] points out that there are enough people to fill the jobs that don't need much skill.
42. Jason Stenquist	[C] points out that the US doesn't manufacture anything anymore.

43. Birgit Klohs	[D] believes that it is important to keep a close eye on the age of his workers.
44. Rob Spohr	[E] says that for factory owners, workers are harder to find because of stiff competition.
45. Julie Parks	[F] points out that a work/life balance can attract young people into manufacturing.
	[G] says that the manufacturing recession is to blame for the lay-off of the young people's parents.

Section III

Translation

46. Directions:

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

My dream has always been to work somewhere in an area between fashion and publishing. Two years before graduating from secondary school, I took a sewing and design course thinking that I would move on to a fashion design course. However, during that course I realized I was not good enough in this area to compete with other creative personalities in the future, so I decided that it was not the right path for me. Before applying for university I told everyone that I would study journalism, because writing was, and still is, one of my favourite activities. But, to be honest, I said it, because I thought that fashion and I together were just a dream – I knew that no one could imagine me in the fashion industry at all! So I decided to look for some fashion-related courses that included writing. This is when I noticed the course "Fashion Media & Promotion."

Section IV

Writing

Part A

47. Directions:

Suppose you are invited by Professor Williams to give a presentation about Chinese culture to a group of international students. Write a reply to

- 1) accept the invitation, and
- 2) introduce the key points of your presentation.

You should write about 100 words on the ANSWER SHEET.

Do not use your own name. Use "Li Ming" instead.

Do not write your address. (10 points)

Part B

48. Directions:

Write an essay based on the chart below. In your writing, you should

- 1) interpret the chart, and

2)give your comments.

You should write about 150 words on the ANSWER SHEET. (15 points)

2017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2017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、4 段带空原文（每段之后紧跟中文翻译）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(2017)

Section I

Directions:

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

People have speculated for centuries about a future without work. Today is no different, with academics, writers, and activists once again 1 that technology is replacing human workers. Some imagine that the coming work-free world will be defined by 2 : A few wealthy people will own all the capital, and the masses will struggle in an impoverished wasteland.

几个世纪以来,人们一直在推测没有工作的未来。今天也不例外,学者、作家和活动家再次警告说技术正在取代人类工人。一些人想象即将到来的无工作世界将由不平等来定义:少数富人将拥有所有资本,而大众将在贫困的荒原中挣扎。

A different and not mutually exclusive 3 holds that the future will be a wasteland of a different sort, one 4 by purposelessness: Without jobs to give their lives 5, people will simply become lazy and depressed. 6, today's unemployed don't seem to be having a great time. One Gallup poll found that 20 percent of Americans who have been unemployed for at least a year report having depression, double the rate for 7 Americans. Also, some research suggests that the 8 for rising rates of mortality, mental-health problems, and addiction 9 poorly-educated, middle-aged people is a shortage of well-paid jobs. Perhaps this is why many 10 the agonizing dullness of a jobless future.

一个不同且并不相互排斥的预测认为,未来将是另一种荒原,其特征是漫无目的:没有工作赋予生活意义,人们将变得懒惰和抑郁。事实上,今天的失业者似乎过得并不愉快。Gallup的一项民意调查发现,失业至少一年的美国人中有20%报告患有抑郁症,是在职美国人比例的两倍。此外,一些研究表明,受教育程度低的中年人死亡率上升、心理健康问题和成瘾问题增加的原因是缺乏高薪工作。也许这就是为什么许多人担心无工作未来令人痛苦的枯燥乏味。

But it doesn't 11 follow from findings like these that a world without work would be filled with unease. Such visions are based on the 12 of being unemployed in a society built on the concept of employment. In the 13 of work, a society designed with other ends in mind could 14 strikingly different circumstances for the future of labor and leisure. Today, the 15 of work

may be a bit overblown. "Many jobs are boring, degrading, unhealthy, and a waste of human potential," says John Danaher, a lecturer at the National University of Ireland in Galway.

但从这些发现中并不一定能得出没有工作的世界将充满不安的结论。这种愿景是基于在一个建立在就业概念之上的社会中失业的负面影响。在没有工作的情况下,一个以其他目标为设计理念的社会可能会为劳动和休闲的未来带来截然不同的境况。今天,工作的美德可能有点被夸大了。"许多工作是无聊的、有辱人格的、不健康的,是对人类潜力的浪费,"Galway的爱尔兰国立大学讲师John Danaher说。

These days, because leisure time is relatively 16 for most workers, people use their free time to counterbalance the intellectual and emotional 17 of their jobs. "When I come home from a hard day's work, I often feel 18 ," Danaher says, adding, "In a world in which I don't have to work, I might feel rather different" – perhaps different enough to throw himself 19 a hobby or a passion project with the intensity usually reserved for 20 matters.

如今,由于大多数工人的闲暇时间相对稀缺,人们用空闲时间来平衡工作对智力和情感的要求。"当我辛苦工作一天回家后,我经常感到疲惫,"Danaher说,并补充道,"在一个我不必工作的世界里,我的感觉可能会完全不同"——也许不同到足以让他全身心投入到一个爱好或激情项目中,其投入程度通常只有在专业事务中才会保留。

1. [A] boasting
[B] denying
[C] warning
[D] ensuring
2. [A] inequality
[B] instability
[C] unreliability
[D] uncertainty
3. [A] policy
[B] guideline
[C] resolution
[D] prediction
4. [A] characterized
[B] divided
[C] balanced
[D] measured
5. [A] wisdom
[B] meaning
[C] glory
[D] freedom

6. [A] Instead
[B] Indeed
[C] Thus
[D] Nevertheless
7. [A] rich
[B] urban
[C] working
[D] educated
8. [A] explanation
[B] requirement
[C] compensation
[D] substitute
9. [A] under
[B] beyond
[C] alongside
[D] among
10. [A] leave behind
[B] make up
[C] worry about
[D] set aside
11. [A] statistically
[B] occasionally
[C] necessarily
[D] economically
12. [A] chances
[B] downsides
[C] benefits
[D] principles
13. [A] absence
[B] height
[C] face
[D] course
14. [A] disturb
[B] restore
[C] exclude
[D] yield

15. [A] model
[B] practice
[C] virtue
[D] hardship
16. [A] tricky
[B] lengthy
[C] mysterious
[D] scarce
17. [A] demands
[B] standards
[C] qualities
[D] threats
18. [A] ignored
[B] tired
[C] confused
[D] starved
19. [A] off
[B] against
[C] behind
[D] into
20. [A] technological
[B] professional
[C] educational
[D] interpersonal

1. ____

【答案】 [C] warning 词义辨析

【线索】 下句「荒原」露悲观底色

紧跟其后的一句 Some imagine that the coming work-free world will be defined by __ (2) __: A few wealthy people will own all the capital, and the masses will struggle in an impoverished wasteland. 明确指出这些人想象的未来是「贫困荒原」，说明他们对技术取代人类劳动持忧虑、提醒式立场，而非夸耀或承诺。

【选项】 A) boasting X 色彩相反——吹嘘

boasting 是「吹嘘、自夸」，带正面或炫耀色彩，与下文 impoverished wasteland 的负面图景方向相反。

B) denying X 立场相反——否认

denying 是「否认」，意味着这些学者不认为技术在替代人类工作，但下文 A few wealthy people will own all the capital 正是基于「替代已发生」推演出的图景，逻辑自相矛盾。

C) warning ✓ 契合下文「贫困荒原」担忧

warning 是「警告」，与紧随其后的 the masses will struggle in an impoverished wasteland 完全契合——学者们正在提醒人们注意技术替代劳工后的可怕后果。

D) ensuring X 色彩相反——保证

ensuring 含「打包票、保证」之意，带积极承诺色彩，与下文的负面想象不符。

【验证】 代回后整句为 academics, writers, and activists once again __ (1) __ that technology is replacing human workers——「再次警告技术正在取代人类工作者」，自然引出下句的悲观图景，与第一段「悲观派开篇」的全局脉络完全一致。

2. ____

【答案】 [A] inequality 词义辨析

【线索】冒号后「少富/众贫」即不平等

冒号后 A few wealthy people will own all the capital, and the masses will struggle in an impoverished wasteland. 描述了「少数富人占有全部资本、广大民众挣扎在贫困荒原」的两极分化图景，核心特征是贫富对立。

【选项】 A) inequality ✓ 贴合「少富众贫」

inequality「不平等」精准对应冒号后「少数富人 vs 多数贫民」的两极对立，是 a few... and the masses... 这一对照结构的标准抽象词。

B) instability ✗ 强调「不稳」，与原文不符

instability「不稳定」侧重动荡起伏，原文描述的是稳定的两极结构，并未提到社会动荡。

C) unreliability ✗ 对象错位——不可靠

unreliability「不可靠」通常修饰人、信息、设备，搭不上「未来世界的定义性特征」，且与下文贫富对立无关。

D) uncertainty ✗ 方向错——「不确定」

uncertainty「不确定性」指未来难以预测，但冒号后给的是一个相当确定、清晰的两极图景，矛盾。

【验证】代回后 the coming work-free world will be defined by __ (2) __: A few wealthy people will own all the capital, and the masses will struggle in an impoverished wasteland. ——「未来的无工作世界将由不平等所定义：少数人占据全部资本，众生挣扎在贫困荒原」，冒号前后语义贴合，且与第一段「悲观派」的全局基调一致。

3. ____

【答案】 [D] prediction 词义辨析

【线索】 「将来时 + holds that」 即预测

从句 holds that the future will be a wasteland of a different sort 用一般将来时谈论尚未发生的事情，且与第一段开头的 People have speculated for centuries about a future without work. 中 speculated（预言/猜测）呼应，整段在罗列「关于未来的不同预测」。

【选项】 A) policy X 对象错——「政策」

policy「政策」由政府或机构制定，不会用 hold that 引出未来推测，与上下文学者言论场景不合。

B) guideline X 对象错——「指南」

guideline「指导方针」是行为准则，不是对未来的看法，搭不上 holds that 的认知性动词框架。

C) resolution X 义近误选——「决议/决心」

resolution「决议、决心」表已达成的决定，方向与「对未来的推测」相反。

D) prediction ✓ 贴合「对未来的预测」

prediction「预测」与首段 People have speculated for centuries about a future without work. 中 speculated 一脉相承，自然成为「另一种关于未来的预测」的载体。

【验证】 代回后 A different and not mutually exclusive __ (3) __ holds that the future will be a wasteland of a different sort, one __ (4) __ by purposelessness 读为「另一种并不互斥的预测认为，未来会是另一种荒原……」，与首段 speculated 形成承接，符合「列举对未来的多种预测」的全球脉络。

4. ____

【答案】 [A] **characterized** 固定搭配

【线索】 前空 **defined by** 同义铺垫

前一句 the coming work-free world will be defined by __ (2) __ 与本句 one __ (4) __ by purposelessness 结构平行，前者用 defined by 表「以.....定义」，后者需要语义、搭配都同向的词来表「以.....为特征」。

【选项】 A) **characterized** ✓ **be characterized by** 高频固定搭配

characterized 与 by 构成 be characterized by 「以.....为特征」，与上文 defined by 同向，自然表达「这种荒原以无意义为特征」。

B) **divided** ✗ 对象不合——「被分割」

divided 通常 be divided into / between，搭配的是「分成几部分」，by 后接的应是分割者，purposelessness 「无目的感」无法充当「分割者」。

C) **balanced** ✗ 色彩相反——「被平衡」

balanced 「平衡」带积极色彩，与下文「人会变得懒散抑郁」的负面图景方向相反。

D) **measured** ✗ 对象不合——「被度量」

measured 是「测量」，搭 by 时表示「以.....为度量标准」，但 purposelessness 是抽象状态，不能作度量工具。

【验证】 代回后 a wasteland of a different sort, one __ (4) __ by purposelessness 即「另一种荒原，以无目的感为特征」，下文紧接 Without jobs to give their lives __ (5) __, people will simply become lazy and depressed. 正是这一特征的展开，整段逻辑顺承。

5. ____

【答案】 [B] meaning 固定搭配

【线索】 下文 purposelessness 反向锁定

前一句 one __(4)__ by purposelessness 已点明这种未来「以无意义为特征」；本句正是在解释「为什么没工作就会让生活无意义」，purposelessness（无目的感）即 meaningless（无意义）的同义改写。

【选项】 A) wisdom X 范围偏窄——「智慧」

wisdom「智慧」是工作可能带来的附加产物，但与「无目的感」对应的核心反义是「意义」而非「智慧」。

B) meaning ✓ 对应 purposelessness 反义

meaning「意义」与上句 purposelessness「无目的感」直接构成「失去工作→失去意义→变得抑郁」的因果链，且 give one's life meaning 是固定搭配。

C) glory X 色彩过重——「荣耀」

glory「荣耀」感情色彩偏崇高，与「日常工作给人生提供方向」的中性语义不合。

D) freedom X 方向相反——「自由」

freedom「自由」恰恰是「没有工作」反而带来的东西，而非工作本身赋予生活的东西，逻辑反了。

【验证】 代回后 Without jobs to give their lives __(5)_, people will simply become lazy and depressed.——「没有工作来赋予生活意义，人们就会变得懒散和抑郁」，与前句 purposelessness 严丝合缝，全段「无意义荒原」论展开顺畅。

6. ____

【答案】 [B] Indeed 逻辑关系

【线索】 前句论断本句举证

前一句 Without jobs to give their lives __(5)_, people will simply become lazy and depressed. 是一个论断；本句 today's unemployed don't seem to be having a great time. 给的是一个支持性事实——失业者过得不好，下一句 One Gallup poll found that 20 percent of Americans who have been unemployed for at least a year report having depression 再用数据夯实。

【选项】 A) Instead X 方向错——「相反」

Instead「与之相反」要求本句是对前句的替代或反驳，但本句是在「印证」前句论断，方向相反。

B) Indeed ✓ 「确实」承接确证

Indeed「的确，确实」用于举证、加强前句，本句正在用「失业者过得不好」+ 盖洛普数据印证「失业→抑郁」的论断，语义吻合。

C) Thus X 因果不成立——「因此」

Thus「因此」要求前句是原因、本句是结果，但前句是一种推论，本句是用事实佐证，并非由前句推出，因果链不成立。

D) Nevertheless X 方向错——「然而」

Nevertheless「尽管如此」用于让步转折，要求本句与前句相反；本句却是顺承印证，方向反。

【验证】 代回后 __(6)_, today's unemployed don't seem to be having a great time. 读为「确实，今天的失业者似乎过得并不愉快」，自然承接前句论断，又顺势带出后面的盖洛普数据，第二段「论断—举证」的链路完整。

7. ____

【答案】 [C] working 词义辨析

【线索】 「unemployed」对应「working」

前文比较对象 Americans who have been unemployed for at least a year 已点明「失业」这一身份；后半 double the rate for __(7)__ Americans 要找与「失业」直接对立的群体，最自然的反义是「在职」。

【选项】 A) rich X 维度错——「富有」

rich 比较的是财富维度，与「失业 vs 就业」的就业维度不对应，对照失焦。

B) urban X 维度错——「城市」

urban 是地理维度，与失业无关，无法构成有意义的抑郁率对比。

C) working ✓ 「在职」直接反义

working 「在职的」与 unemployed 「失业的」形成直接反义，「失业者抑郁率是在职者的两倍」语义、统计都自然，是标准对照。

D) educated X 维度错——「受过教育」

educated 是教育维度；下文虽提到 poorly-educated, middle-aged people，但那是另一组研究的对象，本句要的是与「失业」对立的身份。

【验证】 代回后 20 percent of Americans who have been unemployed for at least a year report having depression, double the rate for __(7)__ Americans.——「长期失业者中 20% 报告抑郁，是在职美国人的两倍」，对比清晰，强化第二段「无工作 → 抑郁」论证。

8. ____

【答案】 [A] explanation 词义辨析

【线索】 「 ____ for X is Y 」 即「X 的解释是 Y」

句子 the __(8)____ for rising rates of mortality, mental-health problems, and addiction
__(9)____ poorly-educated, middle-aged people is a shortage of well-paid jobs. 的逻辑
是「X (死亡率/心理问题/成瘾率上升) 的 ____ 是 Y (缺乏好工作)」; Y 是 X 的成因, 所
以空一定是「(对成因的) 解释」。

【选项】 A) explanation ✓ 「解释」契合因果框架

explanation 与 for 搭配表示「对.....的解释」, 且系表后 Y 正是 X 的成因, 整句成为「研究表
明, X 的解释是 Y」, 逻辑严密。

B) requirement X 方向错——「要求」

requirement 是「需求、要求」, 搭 for 表示对某物的需求, 但后面 Y 是「缺好工作」, 并非要
求, 逻辑不通。

C) compensation X 对象错——「补偿」

compensation 「补偿」表「对 X 的补偿是 Y」, 但缺好工作不是对死亡率上升的补偿, 对象
不合。

D) substitute X 对象错——「替代品」

substitute 表「X 的替代品是 Y」, 但本句不在谈「拿什么替代 X」, 而在谈 X 为什么发生, 逻辑
不符。

【验证】 代回后 the __(8)____ for rising rates of mortality, mental-health problems, and
addiction __(9)____ poorly-educated, middle-aged people is a shortage of well-paid
jobs. 读为「对于受教育较少的中年人群中死亡率、心理问题与成瘾上升现象的解释, 是
好工作的短缺」, 恰好为第二段「无好工作 → 出问题」论证再加一层。

9. ____

【答案】 [D] among 固定搭配

【线索】 「rates ... among + 群体」固定结构

本句 rising rates of mortality, mental-health problems, and addiction __(9)__ poorly-educated, middle-aged people 在交代这些「率」发生在哪个人群中。比例与人群之间的介词，本句内即可定，不必跨句。

【选项】 A) under X 搭配不当——「在.....下」

under 多表「在.....控制/状态/条件下」，与「比例发生在某人群」的统计语义无关。

B) beyond X 义反——「超越」

beyond 「超出、在.....之外」，反而把人群排除在外，与原意「在该人群中」相反。

C) alongside X 对象错——「与.....并行」

alongside 「在.....旁边、与.....并列」，要求并列两个事物，本句只有一个人群，无并列对象。

D) among ✓ 「在.....中」契合统计框架

among 「在.....之中」是 rates/rises among + 人群的固定搭配，完美贴合「这些率在受教育不足的中年人群体中」的统计表达。

【验证】 代回后 rising rates of mortality, mental-health problems, and addiction __(9)__

poorly-educated, middle-aged people 即「在受教育不足的中年人群中，死亡率、心理问题与成瘾率上升」，统计表达地道，进一步支撑第二段论证。

10. ____

【答案】 [C] worry about 词义辨析

【线索】 前文负面图景定调「担忧」

整段 purposelessness、lazy and depressed、depression、rising rates of mortality, mental-health problems, and addiction 已铺陈无工作未来的种种负面后果；本句以 Perhaps this is why 总结众人为何会有某种反应，反应方向必为负面。

【选项】 A) leave behind X 方向错——「抛在身后」

leave behind 「抛下、置之不理」与「担忧未来」方向相反，且语义上无法 leave behind 一种尚未到来的未来。

B) make up X 对象错——「编造/弥补」

make up 主要义项是「编造、补足」，与「面对未来痛苦无聊」的情绪反应不合。

C) worry about ✓ 「担忧」契合负面铺陈

worry about 「担忧」直接对应前文罗列的诸多负面后果，「正因如此，许多人担忧无工作的未来令人难以忍受地枯燥」自然成立。

D) set aside X 方向错——「搁置一旁」

set aside 「搁置」表示主动忽略，与上下文「人们对此感到困扰」的情绪反应相反。

【验证】 代回后 Perhaps this is why many __(10)__ the agonizing dullness of a jobless future. ——「也许这正是许多人担忧无工作未来的那种煎熬般沉闷的原因」，自然收束第二段所有负面论据，并为第三段的转折反驳铺好台。

11. ____

【答案】 [C] necessarily 词义辨析

【线索】 本句作者立场反转

本句 But it doesn't __(11)__ follow from findings like these that a world without work would be filled with unease. 用 But 与前段相反——前文虽然举了一堆负面证据，但作者要说「这些证据并不必然推出『无工作世界会充满不安』」。语义需要的是「未必必然」。

【选项】 A) statistically X 维度过窄——「统计上」

statistically 只否定「统计意义」，但作者要否定的是「逻辑必然性」整体，而非仅统计层面。

B) occasionally X 频率不合——「偶尔」

occasionally「偶尔」表频率，与「逻辑推出」的真伪问题维度不合。

C) necessarily ✓ 「未必必然推出」

necessarily 与 doesn't follow 构成 not necessarily follow「并不必然推出」的高频反驳句式，恰好表达作者「虽然有负面证据，但这并不必然说明未来一定糟糕」的立场。

D) economically X 维度错——「经济上」

economically 只否定「经济层面的推出」，缩小了反驳范围，与作者整体反驳的语义不符。

【验证】 代回后 But it doesn't __(11)__ follow from findings like these that a world without work would be filled with unease. 即「但这些发现并不必然推出无工作世界会充满不安」，恰好引出下文 Such visions are based on the __(12)__ of being unemployed in a society built on the concept of employment. 的进一步反驳，第三段反转立得住。

12. ____

【答案】 [B] downsides 词义辨析

【线索】 前文铺陈失业的负面后果

前段全在罗列失业的负面后果 (depression、rising rates of mortality 等)，本句 Such visions are based on the __(12)__ of being unemployed in a society built on the concept of employment. 在解释「悲观派为何如此论证」——他们看到的是失业的「弊端」。

【选项】 A) chances X 对象错——「机会」

chances 「机会」与悲观图景毫无关联，无法解释为何 such visions 是悲观的。

B) downsides ✓ 「弊端」与悲观图景因果

downsides 「弊端、消极面」精准对应前段铺陈的失业负面后果，正是悲观图景所基于的核心。

C) benefits X 色彩相反——「好处」

benefits 「好处」与悲观图景的负面色彩完全相反，无法解释为何 such visions 充满悲观。

D) principles X 维度错——「原则」

principles 「原则」是抽象规范，与失业的具体后果不在同一维度。

【验证】 代回后 Such visions are based on the __(12)__ of being unemployed in a society built on the concept of employment.——「这些悲观图景是基于『在以就业为本的社会中失业』的弊端」，恰好承接前段失业负面后果，又为下文 In the __(13)__ of work, a society designed with other ends in mind could __(14)__ strikingly different circumstances 「如果社会另作设计……」的反驳铺路。

13. ____

【答案】 [A] absence 固定搭配

【线索】 下文「另作设计的社会」

本句 In the __(13)__ of work, a society designed with other ends in mind could __(14)__ strikingly different circumstances for the future of labor and leisure. 在勾勒「没有工作时」的反事实情景；与全文 a future without work（无工作的未来）反复呼应。

【选项】 A) absence ✓ 「在工作缺失时」契合全文

absence 与全文反复出现的 a future without work、a world without work 完全一致，「在工作缺失时，另作设计的社会会产生截然不同的局面」逻辑顺畅。

B) height ✗ 方向错——「鼎盛」

height「巅峰、鼎盛」要的是「工作最盛时」，与文章反复讨论的「无工作未来」完全相反。

C) face ✗ 对象错——「面对」

face 在 in the face of N 里多表「面对挑战/威胁」，搭 work 时语义勉强且与全段反事实假设不合。

D) course ✗ 时间向错——「过程中」

course 在 in the course of N 里指「在.....过程中」，表示工作仍在进行，与「无工作的反事实」相反。

【验证】 代回后 In the __(13)__ of work, a society designed with other ends in mind could __(14)__ strikingly different circumstances for the future of labor and leisure. 即「在工作缺席时，一个以其他目的为导向设计的社会，可能产生截然不同的劳逸局面」，直接呼应全文「无工作未来」的主题，反事实论证成立。

14. ____

【答案】 [D] yield 词义辨析

【线索】 前文反事实假设结果出处

本句逻辑链是「a society designed with other ends in mind」（一个另作设计的社会）→「__ 截然不同的局面」，空位是「带来、产生」这种「假设引出结果」的动词。

【选项】 A) disturb X 色彩相反——「扰乱」

disturb「扰乱」隐含负面色彩，与作者「这种另作设计的社会会带来好的不同」的反驳立场相反。

B) restore X 方向错——「恢复」

restore「恢复」要求宾语是失去的旧物，但宾语 strikingly different circumstances 强调「全新、截然不同」，方向相反。

C) exclude X 方向错——「排除」

exclude「排除」与「带来一个新局面」语义相反。

D) yield ✓ 「产生」契合假设导果

yield 表「产生、带来」，yield ... circumstances 自然表达「这种社会会带来截然不同的劳逸局面」，与作者「另作设计可使未来不同」的立场吻合。

【验证】 代回后 a society designed with other ends in mind could __(14)__ strikingly different circumstances for the future of labor and leisure.——「一个以其他目的为导向设计的社会，可能产生截然不同的劳逸未来局面」，与第三段「反驳悲观、提出可能」的总走向一致。

15. _____

【答案】 [C] virtue 词义辨析

【线索】 下句引言揭示「美德被夸大」

紧接下文 Many jobs are boring, degrading, unhealthy, and a waste of human potential 引述专家话——这是在打破「工作很神圣、很有价值」的传统观念。被「吹过头」的恰好是工作的「美德/可贵」。

【选项】 A) model X 对象错——「模型」

model「模型、范式」不带价值色彩，被「夸大」搭不上引言对工作美德的祛魅。

B) practice X 维度错——「实践」

practice「实践、惯例」描述工作的形式，不是被「吹过头」的对象——overblown 通常修饰被高估的价值。

C) virtue ✓ 「美德」被引言精确打脸

virtue「美德、价值」与紧随的批评 boring, degrading, unhealthy 完全对照——「工作很有价值的看法被吹过头了」是引言释义的精准抽象。

D) hardship X 色彩相反——「艰辛」

hardship「艰辛」本就是负面，要说艰辛「被夸大」逻辑上和作者立场冲突——作者恰要强调工作并不那么美好，而非「不那么艰辛」。

【验证】 代回后 Today, the __(15)__ of work may be a bit overblown. 即「如今工作的可贵之处也许被吹得过头了」，与紧随引言 Many jobs are boring, degrading, unhealthy, and a waste of human potential 形成「论点—例证」的完美对接。

16. ____

【答案】 [D] scarce 词义辨析

【线索】 「闲暇用来平衡工作」反推「稀缺」

下半句 people use their free time to counterbalance the intellectual and emotional __ (17) __ of their jobs. 「人们用闲暇时间平衡工作的认知与情绪压力」隐含「闲暇时间不多、要省着用」的逻辑——只有 scarce 「稀缺」才能解释「为什么要拿少的闲暇去平衡工作」。

【选项】 A) tricky X 维度错——「棘手」

tricky 「棘手、难对付」描述事物的难度，不解释为何闲暇要被拿来「平衡工作」。

B) lengthy X 方向相反——「冗长」

lengthy 「漫长」意味着闲暇足够多，反而无法解释「为什么人们要小心用闲暇平衡工作」。

C) mysterious X 对象错——「神秘」

mysterious 「神秘」与闲暇时间的可用性无关，无法服务于 because 因果。

D) scarce ✓ 「稀缺」贴合因果

scarce 「稀缺」精确解释了「正因为闲暇稀缺，人们才小心地用它来平衡工作压力」，因果合理且与第四段「目前闲暇有限 → 假设无工作世界后会大不同」的总走向一致。

【验证】 代回后 because leisure time is relatively __ (16) __ for most workers, people use their free time to counterbalance the intellectual and emotional __ (17) __ of their jobs. 即「因为对大多数工作者而言闲暇相对稀缺，人们用空闲来平衡工作的认知与情绪压力」，与下文 In a world in which I don't have to work, I might feel rather different 的假设衔接顺畅。

17. ____

【答案】 [A] demands 词义辨析

【线索】 「平衡」要求宾语是「负担」

本句 people use their free time to counterbalance the intellectual and emotional __ (17) __ of their jobs. 既然要用闲暇去「抵消」工作的某种东西，被抵消的必是工作的负担、需求或消耗。

【选项】 A) demands ✓ 「需求/负担」契合 counterbalance

demands 「需求、要求」指工作对人智力与情绪的索取，是 counterbalance 的天然宾语，「平衡工作对智力与情绪的索取」语义自然。

B) standards X 对象错——「标准」

standards 「标准」是评判尺度，不是需被抵消的负担。

C) qualities X 色彩错——「品质」

qualities 「品质、特质」中性偏正面，不存在用闲暇去「抵消工作品质」的逻辑。

D) threats X 色彩过重——「威胁」

threats 「威胁」语气过重，且 intellectual/emotional threats 搭配生硬；下文 I often feel __ (18) __ 描绘的是累、不是被威胁。

【验证】 代回后 people use their free time to counterbalance the intellectual and emotional __ (17) __ of their jobs.——「人们用闲暇时间来抵消工作对认知与情绪的需求」，自然引出下句「当我下班回家时，常感到 __」，全段闲暇—工作的张力被讲透。

18. ____

【答案】 [B] **tired** 词义辨析

【线索】 [a hard day's work] 直接定调

本句 When I come home from a hard day's work, I often feel __(18)__ 中 hard day's work 是关键定语——「辛苦一天」必然带来疲惫，这是英语写作里最自然的搭配。

【选项】 A) ignored X 对象错——「被忽视」

ignored「被忽视」涉及他人对自己的态度，与 hard day's work 后的体感无关。

B) **tired** ✓ 「疲惫」与 hard day's work 标准搭配

tired「疲惫」是 a hard day's work 之后最自然的情感状态，与上文「智力与情绪需求」消耗完全吻合。

C) confused X 维度错——「困惑」

confused「困惑」描述认知状态，hard day's work 不必然导致困惑，且下文设想是「不那么累就能投入爱好」，与「疲惫」对照才成立。

D) starved X 维度错——「饥饿」

starved「极度饥饿」是生理饥饿，与「智力情绪消耗」的语境不符。

【验证】代回后 When I come home from a hard day's work, I often feel __(18)__ 即「辛苦工作一天后回到家，我常感到疲惫」，与下文 In a world in which I don't have to work, I might feel rather different 的反事实假设「不用工作时可能感觉很不同」形成完美对照。

19. ____

【答案】 [D] into 固定搭配

【线索】 本句框架内即可定

本句 throw himself __ (19) __ a hobby or a passion project with the intensity usually reserved for __ (20) __ matters 后接 a hobby 「爱好」与 the intensity 「强烈程度」，框架要求「全身心投入」的介词；本句内即可定，不必看上下文。

【选项】 A) off X 搭配错——「脱开」

off 在 throw off 里表「摆脱、抛弃」，与「投入爱好」语义相反。

B) against X 搭配错——「对抗」

against 表「抵抗、反对」，throw oneself against 不构成「全身心投入」语义。

C) behind X 搭配错——「在.....之后」

behind 通常表位置或时间「在后」，throw oneself behind 不是固定表达，且与「投入」语义不符。

D) into ✓ 「投入」铁配 into

into 与 throw oneself 构成 throw oneself into N 的固定搭配，表「全身心投入」，恰对应下文「以平时只用于正经事的强度」。

【验证】 代回后 throw himself __ (19) __ a hobby or a passion project with the intensity usually reserved for __ (20) __ matters 即「全身心投入一项爱好或激情项目，强度堪比平时只用于正经事的那种」，与全段「无工作未来可能让人重新投入有意义之事」走向吻合。

20. ____

【答案】 [B] professional 词义辨析

【线索】 全文「工作 vs 闲暇」基调

整段 the intellectual and emotional __(17)__ of their jobs、When I come home from a hard day's work 都在围绕「工作」与「闲暇」对照；此处「平时只留给 __ matters」必然回到 job/work 这一面，即 professional 「职业/工作的」。

【选项】 A) technological X 对象错——「技术性」

technological 「技术的」与「平时留给某类事的强度」不对应，与本段「工作 vs 闲暇」的主线无关。

B) professional ✓ 「职业事」对照爱好

professional 「职业的、工作相关的」与 a hobby 「爱好」形成「正经工作 vs 业余爱好」对照，恰好回到本段主对照线——人们如今把高强度精力留给职业事，未来或可投给爱好。

C) educational X 对象错——「教育的」

educational 「教育的」与「工作 vs 闲暇」主对照线无关。

D) interpersonal X 对象错——「人际」

interpersonal 「人际的」也不在本段「工作 vs 闲暇」的对照线上，无法承接「人们如今高强度对待的事」这一逻辑。

【验证】 代回后 throw himself __(19)__ a hobby or a passion project with the intensity usually reserved for __(20)__ matters 即「以平时只留给职业事的强度投入到爱好或激情项目中」，与全段「工作—闲暇张力 → 设想无工作时把那种强度交还爱好」的结尾走向完美闭合。

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

无工作的未来未必荒凉

文章围绕「技术取代人类劳动后，未来会是什么样」这一话题展开，先呈现「悲观派」担心 A few wealthy people will own all the capital, and the masses will struggle in an impoverished wasteland. 与 Without jobs to give their lives __(5)__ people will simply become lazy and depressed., 再以 But it doesn't __(11)__ follow from findings like these

that a world without work would be filled with unease. 转折，给出作者基调——若社会重新设计，无工作的未来未必凄凉，作者整体偏「质疑悲观、留有余地」。

行文脉络

提出—举证—反转—改写

全文呈四段递进。第一段提出 a future without work 与「不平等荒原」的悲观图景；第二段补出另一种「无意义荒原」并用 One Gallup poll found that 20 percent of Americans who have been unemployed for at least a year report having depression 的失业抑郁数据佐证；第三段以 But it doesn't __(11)__ follow from findings like these 关键转折反驳，提出 a society designed with other ends in mind 的可能，并借专家话 Many jobs are boring, degrading, unhealthy, and a waste of human potential 重估「工作的美德」；第四段从「闲暇稀缺」推到 In a world in which I don't have to work, I might feel rather different 的设想，收束全文。

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。

Today is no different, with academics, writers, and activists once again warning that technology is replacing human workers.

第1段，第2句

句子结构为‘主句 + 介词短语伴随状语（含宾语从句）’，这种‘with + 复合结构’搭配宾语从句的模式在四六级和考研阅读中较为常见。主句简洁，从句通过分词短语引出警告内容，符合学术写作和新闻报道的典型句式，具有较好的迁移价值。

Indeed, today's unemployed don't seem to be having a great time.

第2段，第2句

"seem to be doing" 是四六级和考研阅读中高频出现的表达方式，用于委婉陈述观察或推测；简单句结构配合进行时不定式，既常见又具有一定代表性，掌握后可迁移至大量类似句式。

But it doesn't necessarily follow from findings like these that a world without work would be filled with unease.

第3段，第1句

本句涵盖形式主语与真正主语从句、状语、被动语态、情态动词等多种成分和结构，且形式主语和真正主语的分离是一个经典的易错点。通过分析本句，学生可以练习识别形式主语句型、划分主从句、区分状语与其他成分，以及理解被动语态与情态动词的结合，训练价值较高。

Such visions are based on the downsides of being unemployed in a society built on the concept of employment.

第3段，第2句

"be based on" 搭配加多层后置修饰是学术英语与考试阅读中的高频句式，句中被动语态、介词短语状语、非谓语动词定语的组合极为典型，掌握后可直接迁移到大量同类长难句的分析中

"When I come home from a hard day's work, I often feel tired," Danaher says, adding, "In a world in which I don't have to work, I might feel rather different" – perhaps different enough to throw himself into a hobby or a passion project with the intensity usually reserved for professional matters.

第4段，第2句

本句结构高度典型：says 引导直接引语作宾语、时间状语从句修饰主句、in which 引导定语从句、情态动词表推测，这些都是四六级和考研阅读中的高频句式。掌握本句的分析方法可以直接迁移到大量类似长难句中，代表性强。

HIGH-FREQUENCY • 真题高频词

本篇出现的 40 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。

unemployed

B1

adj. 失业的

本篇3次 · 真题 12 句

rate

A2

n. 速度

本篇2次 · 真题 72 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 304 句

demand B1

v. 坚决要求

本篇1次·真题 63 句

least A2

det. 最少的

本篇1次·真题 63 句

design B1

n. 设计

本篇1次·真题 52 句

intellectual C1

adj. 智力的

本篇1次·真题 47 句

define B1

v. 给.....下定义

本篇1次·真题 46 句

professional B1

adj. 专业的

本篇1次·真题 46 句

base A2

n. 基础

本篇1次·真题 43 句

potential B2

adj. 潜在的

本篇1次·真题 43 句

simply B1

adv. 仅仅, 只不过

本篇1次·真题 43 句

labor B1

n. 劳动

本篇1次·真题 41 句

project A2

n. 项目

本篇1次·真题 40 句

emotional B1

adj. 情绪的

本篇1次·真题 34 句

struggle B1

v. 奋斗

本篇1次·真题 32 句

finding B2

n. 调查结果

本篇1次·真题 30 句

replace A2

v. 替换, 更换 (用新的代替旧的)

本篇1次·真题 30 句

concept B2

n. 概念

本篇1次·真题 29 句

employment B1

n. 工作

本篇1次·真题 29 句

academic B2

adj. 学术的

本篇1次·真题 28 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

shortage B2

n. 短缺

本篇1次·真题 17 句

working A2

adj. 有工作的

本篇1次·真题 17 句

explanation B1

n. 解释

本篇1次·真题 14 句

relatively B2

adv. 相对地

本篇1次·真题 14 句

inequality B2

n. 不平等

本篇1次·真题 13 句

circumstance B2

n. 情况

本篇1次·真题 12 句

vision B2

n. 视力

本篇1次·真题 12 句

characterize C1

v. 是...的特征

本篇1次·真题 11 句

necessarily B2

adv. 必然地

本篇1次·真题 11 句

depression B2

n. 抑郁症

本篇1次·真题 10 句

poll B2

n. 民意调查

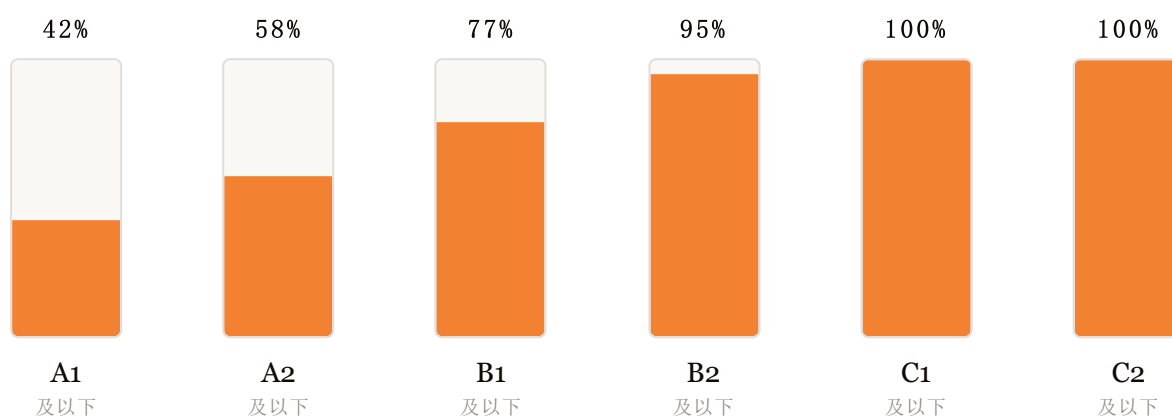
本篇1次·真题 10 句

<u>yield</u> B2 v. 产生 本篇1次 · 真题 10 句	<u>absence</u> B1 n. 缺席 本篇1次 · 真题 8 句
<u>passion</u> B2 n. 强烈的情感 本篇1次 · 真题 8 句	<u>prediction</u> B2 n. 预测 本篇1次 · 真题 8 句
<u>unhealthy</u> B1 adj. 有害健康的;不健康的 本篇1次 · 真题 8 句	<u>wealthy</u> B2 adj. 富有的 本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 154 词按 CEFR 难度累积覆盖

带空短文去重后共 **154** 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 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 154 个 · 末柱为 100%

去重总词数 154	B2 以上难词 5%	B1 及以下覆盖 77%
---------------------	----------------------	------------------------

考研英语二 2017年 · 全卷构成

Section I 完形填空（四选一）

[本题](#)

Section II Part A (1) 阅读理解（四选一）

[题目解析 →](#)

Section II Part A (2) 阅读理解（四选一）

[题目解析 →](#)

Section II Part A (3) 阅读理解（四选一）

[题目解析 →](#)

Section II Part A (4) 阅读理解（四选一）

[题目解析 →](#)

Section II Part B 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 →](#)

2017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2017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(2017)

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 Every Saturday morning, at 9 am, more than 50,000 runners set off to run 5km around their local park. The Parkrun phenomenon began with a dozen friends and has inspired 400 events in the UK and more abroad. Events are free, staffed by thousands of volunteers. Runners range from four years old to grandparents; their times range from Andrew Baddeley's world record 13 minutes 48 seconds up to an hour.

每周六上午9点,超过5万名跑步者出发在当地公园跑5公里。Parkrun现象始于十几个朋友,如今已在英国催生了400场活动,国外还有更多。活动免费,由数千名志愿者提供服务。跑步者从4岁儿童到祖父母辈不等;他们的成绩从Andrew Baddeley创造的13分48秒世界纪录到1小时不等。

P2 Parkrun is succeeding where London's Olympic "legacy" is failing. Ten years ago on Monday, it was announced that the Games of the 30th Olympiad would be in London. Planning documents pledged that the great legacy of the Games would be to lever a nation of sport lovers away from their couches. The population would be fitter, healthier and produce more winners. It has not happened. The number of adults doing weekly sport did rise, by nearly 2 million in the run-up to 2012 – but the general population was growing faster. Worse, the numbers are now falling at an accelerating rate. The opposition claims primary school pupils doing at least two hours of sport a week have nearly halved. Obesity has risen among adults and children. Official retrospections continue as to why London 2012 failed to "inspire a generation." The success of Parkrun offers answers.

Parkrun在伦敦奥运会"遗产"失败的地方取得了成功。十年前的周一,第30届奥林匹克运动会宣布将在伦敦举办。规划文件承诺,奥运会的伟大遗产将是撬动一个热爱运动的国家离开沙发。人口将更健康,产生更多赢家。但这并未发生。在2012年前夕,每周参加体育运动的成年人数量确实增加了近200万,但总人口增长更快。更糟的是,现在这些数字正在加速下降。反对派声称每周至少参加两小时体育运动的小学生几乎减

半。成人和儿童的肥胖率都上升了。关于伦敦2012年为何未能“激励一代人”的官方反思仍在继续。Parkrun的成功提供了答案。

P3 Parkrun is not a race but a time trial: Your only competitor is the clock. The ethos welcomes anybody. There is as much joy over a puffed-out first-timer being clapped over the line as there is about top talent shining. The Olympic bidders, by contrast, wanted to get more people doing sport and to produce more elite athletes. The dual aim was mixed up: The stress on success over taking part was intimidating for newcomers.

Parkrun不是一场比赛而是计时赛:你唯一的竞争对手是时钟。其理念欢迎任何人。当气喘吁吁的初次参加者在掌声中冲过终点线时的欢乐,与顶尖人才闪耀时的欢乐一样多。相比之下,奥运申办者想让更多人参加体育运动并培养更多精英运动员。这一双重目标混淆了:强调成功而非参与对新人来说令人生畏。

P4 Indeed, there is something a little absurd in the state getting involved in the planning of such a fundamentally "grassroots" concept as community sports associations. If there is a role for government, it should really be getting involved in providing common goods – making sure there is space for playing fields and the money to pave tennis and netball courts, and encouraging the provision of all these activities in schools. But successive governments have presided over selling green spaces, squeezing money from local authorities and declining attention on sport in education. Instead of wordy, worthy strategies, future governments need to do more to provide the conditions for sport to thrive. Or at least not make them worse.

事实上,政府参与规划社区体育协会这样一个根本上属于“草根”的概念,确实有些荒谬。如果政府有作用,它真正应该做的是参与提供公共产品——确保有运动场地的空间和铺设网球场和无挡板篮球场的资金,并鼓励学校提供所有这些活动。但历届政府却主持出售绿地,挤压地方当局的资金,减少对教育中体育的关注。未来的政府需要做更多工作来提供体育繁荣的条件,而不是空洞的、冠冕堂皇的战略。或者至少不要让情况变得更糟。

题目与逐题解析

21. According to Paragraph 1, Parkrun has ____.

- [A] gained great popularity
- [B] created many jobs
- [C] strengthened community ties
- [D] become an official festival

根据第1段,Parkrun已经_____。

A) 获得了极大的欢迎 B) 创造了许多就业机会 C) 加强了社区联系 D) 成为一项官方节日

【答案】 A (细节题)

【判型】 题干 According to Paragraph 1, Parkrun has ____ 限定到具体段落、追问 Parkrun 已经做到了什么, 是典型的段内细节归纳。

【拆句】 题干 According to Paragraph 1, Parkrun has ____ 主干极简, According to Paragraph 1 是状语, Parkrun 是主语, has 后跟选项的过去分词或动宾短语共同构成现在完成时谓语, 结构无陷阱。

【定位】 Every Saturday morning, at 9 am, more than 50,000 runners set off to run 5km around their local park. The Parkrun phenomenon began with a dozen friends and has inspired 400 events in the UK and more abroad.

每周六上午 9 点, 超过 5 万名跑者在当地公园开跑 5 公里。Parkrun 这一现象始于十几个朋友, 如今已在英国催生 400 场活动, 海外更多。

【选项】 A) ✓ 正确

more than 50,000 runners set off to run 5km around their local park ↔

gained great popularity

has inspired 400 events in the UK and more abroad ↔ **gained great popularity**

预判"已经很流行"与 gained great popularity 几乎逐字对应, 是定位句两组数据的最直接归纳。

B) 偷换概念

原文虽提到 staffed by thousands of volunteers, 但 volunteers 是"志愿者", 不是带薪 jobs; 选项把"志愿"偷换成"创造工作"。

C) 无中生有

第 1 段只讲规模、人群、时间, 未谈 Parkrun 是否加强了 community ties; 该说法在第 1 段没有依据, 属于无中生有 (local park 不等于 community ties) 。

D) 与原文相反

第 1 段写 Events are free, staffed by thousands of volunteers, 说明 Parkrun 是免费、志愿运作的活动, 非官方节日; 选项的 official festival 与原文相反。

22. The author believes that London's Olympic "legacy" has failed to ____.

[A] boost population growth

[B] promote sport participation

[C] improve the city's image

[D] increase sport hours in schools

作者认为伦敦奥运会的"遗产"未能 ____。

A) 促进人口增长 B) 促进体育参与 C) 改善城市形象 D) 增加学校的体育课时

【答案】 B (细节题)

【判型】 题干 The author believes that London's Olympic "legacy" has failed to ____ 询问的是作者已经写在文中的判断, 不需要外推, 按细节归纳即可。

【拆句】 题干 The author believes that London's Olympic "legacy" has failed to ____ 是 believes 后接 that 宾语从句的结构, that 从句中再嵌套一个 failed to do 的不定式补语, 选项与 failed to 直接相连。

【定位】 Parkrun is succeeding where London's Olympic "legacy" is failing. Ten years ago on Monday, it was announced that the Games of the 30th Olympiad would be in London. Planning documents pledged that the great legacy of the Games would be to lever a nation of sport lovers away from their couches. The population would be fitter, healthier and produce more winners. It has not happened.

Parkrun 在伦敦奥运"遗产"失败之处取得了成功。十年前的那个周一，第 30 届奥运会落地伦敦的消息正式公布。规划文件承诺，奥运会的伟大遗产是把一国国民从沙发上撬起，让他们成为运动爱好者。人口本该变得更健康、更善运动、产生更多冠军。这并没有发生。

【选项】 A) **偷换概念**

原文 the general population was growing faster 只是用人口增长更快来解释"为什么参与人数被稀释"，并未说奥运 legacy 要 boost population growth；选项把背景信息错当成 legacy 目标。

B) **✓ 正确**

lever a nation of sport lovers away from their couches ↔ **promote sport participation**

It has not happened ↔ **failed to**

原本承诺的就是"让国民运动起来"，承诺没实现 = 未能促进运动参与，与 promote sport participation 一一对应。

C) **无中生有**

全段未涉及 the city's image；原文谈的是"国民健康/运动参与/儿童运动时间/肥胖率"等公共健康议题，城市形象是无中生有。

D) **以偏概全**

原文 primary school pupils doing at least two hours of sport a week have nearly halved 是 legacy 失败的反例之一，不是 legacy 的目标本身；且"已经几乎减半"已经在发生，谈不上"未能增加"。

23. Parkrun is different from Olympic games in that it_____.

- [A] aims at discovering talents
- [B] focuses on mass competition
- [C] does not emphasize elitism
- [D] does not attract first-timers

Parkrun与奥运会的不同之处在于它_____。

A) 旨在发现人才 B) 侧重于大众竞赛 C) 不强调精英主义 D) 不吸引初次参与者

【答案】 C (细节题)

【判型】 题干 Parkrun is different from Olympic games in that it_____ 实质问 Parkrun 的某项区别于 Olympic 的具体特征，在原文里有明确表述，属细节题。

【拆句】 题干 Parkrun is different from Olympic games in that it_____ 主干为 Parkrun is different from Olympic games, in that 引导原因/方面状语从句，意为"在于"，从句的主语 it 指代 Parkrun，谓语由选项补全。

【定位】 Parkun is not a race but a time trial: Your only competitor is the clock. The ethos welcomes anybody. There is as much joy over a puffed-out first-timer being clapped over the line as there is about top talent shining. The Olympic bidders, by contrast, wanted to get more people doing sport and to produce more elite athletes. The dual aim was mixed up: The stress on success over taking part was intimidating for newcomers.

Parkrun 不是赛跑而是计时赛：你唯一的对手是钟表。它的精神欢迎所有人。气喘吁吁的新手被掌声送过终点线时的喜悦，与顶尖选手发光时的喜悦同等多。相比之下，奥运推动者想让更多人参与运动，又要生产更多精英运动员。这双重目标混淆了：对成功而非参与的强调，把新人吓退了。

【选项】 A) **张冠李戴**

原文 to produce more elite athletes 是奥运推动者的目标，不是 Parkrun 的目标；选项把奥运侧目标贴到 Parkrun 头上，正好相反。

B) **与原文相反**

原文明确 Parkun is not a race but a time trial，否认了"竞赛"属性；选项的 mass competition 仍包含 competition 的"赛"义，与原文相反。

C) **✓ 正确**

The ethos welcomes anybody ↔ **does not emphasize elitism**

The Olympic bidders, by contrast, wanted to ... produce more elite athletes ↔

does not emphasize elitism

预判"不像奥运那样追精英"几乎与 does not emphasize elitism 一一对应；其余维度均不在对比信号词覆盖之内。

D) **与原文相反**

as much joy over a puffed-out first-timer being clapped over the line 明白说新手被掌声欢迎；选项 does not attract first-timers 与原文极性相反。

24. With regard to mass sports, the author holds that governments should_____.

- [A] organize "grassroots" sports events
- [B] supervise local sports associations
- [C] increase funds for sports clubs
- [D] invest in public sports facilities

关于大众体育,作者认为政府应该_____。

A) 组织"草根"体育活动 B) 监督地方体育协会 C) 增加体育俱乐部的资金 D) 投资公共体育设施

【答案】 D (细节题)

【判型】 题干 With regard to mass sports, the author holds that governments should_____ 问的是作者已经写明的主张，可在末段直接找到对应建议句。

【拆句】 题干 With regard to mass sports, the author holds that governments should_____ : With regard to mass sports 为话题状语；holds 后接 that 引导的宾语从句，从句主语 governments、情态动词 should 后接选项动词。

【定位】 If there is a role for government, it should really be getting involved in providing common goods – making sure there is space for playing fields and the money to pave tennis and netball courts, and encouraging the provision of all these activities in schools.

如果政府要扮演角色，那它真正该做的是介入提供公共物品——确保有场地建运动场，有资金铺设网球场和无挡板篮球场，并鼓励学校开展所有这些活动。

【选项】 A) **与原文相反**

原文 there is something a little absurd in the state getting involved in the planning of such a fundamentally "grassroots" concept as community sports associations 明确说政府亲自规划草根赛事是"有点荒谬"，选项 organize "grassroots" sports events 正是被作者反对的做法。

B) **无中生有**

原文从未提到政府应 supervise local sports associations；作者建议的是"提供公共物品"，并非"监管"，选项是无中生有，且与作者整体反对政府过度介入的立场冲突。

C) **偷换概念**

原文要求政府资助 playing fields tennis and netball courts activities in schools 等公共设施和学校项目，未把对象限定到 sports clubs；clubs 是"俱乐部"，与 public/common 的公共属性不一致，属以偏概全/偷换对象。

D) **✓ 正确**

providing common goods ↔ **invest in public sports facilities**

making sure there is space for playing fields and the money to pave tennis and netball courts ↔

invest in public sports facilities

建议句明确指向"出钱出地提供运动场地"，invest in public sports facilities 是其最准确的抽象归纳。

25. The author's attitude to what UK governments have done for sports is_____.

- [A] tolerant
- [B] critical
- [C] uncertain
- [D] sympathetic

作者对英国政府在体育方面所做工作的态度是_____。

A) 宽容的 B) 批评的 C) 不确定的 D) 同情的

【答案】 B (态度题)

【判型】 题干 The author's attitude to what UK governments have done for sports is____ 中 attitude 一词是态度题的判定旗帜，选项也全是态度词，符合态度题的特征。

【拆句】 题干 The author's attitude to what UK governments have done for sports is____：主语为 The author's attitude，to 后接 what 引导的宾语从句 (what UK governments have done for sports) 作介词宾语，系动词 is 后由选项的形容词补足。

【选项】 A) 与原文相反

tolerant 含"容忍、默许"的中性偏弱褒义，与作者用 But/Worse/wordy, worthy strategies 反复指责政府的负面极性正好相反。

B) ✓ 正确

But successive governments have presided over selling green spaces, squeezing money from local authorities and declining attention on sport in education

↔ critical

Or at least not make them worse ↔ critical

预判"明显批评"几乎逐字对应 critical，全文针对政府行为的所有评价词均为负向，无任何宽容/同情/中立的色彩。

C) 与原文相反

原文用 But / Worse / wordy, worthy / at least not make them worse 等明确情感词，作者立场清晰，并非 uncertain。

D) 与原文相反

原文对历届政府的评价是"卖绿地、抽资金、忽视体育"，全是问责口径，未流露任何 sympathetic 的同情/体谅。

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。

Every Saturday morning, at 9 am, more than 50,000 runners set off to run 5km around their local park.

第1段，第1句

句中包含主语、谓语、时间状语（两处）、目的状语，成分种类较丰富；时间状语的并列呈现、目的状语不定式的识别，对基础学习者有一定训练价值，但不涉及宾语、表语、定语从句等更多元的成分。

Parkrun is succeeding where London's Olympic "legacy" is failing.

第2段，第1句

主句 + 状语从句的结构是四六级和考研真题中的常见句式，具有一定代表性。where 引导抽象状语从句的用法也时有出现，掌握后可迁移到类似句型。但本句结构相对简单，没有多层嵌套或复杂修饰，典型性中等。

The number of adults doing weekly sport did rise, by nearly 2 million in the run-up to 2012 – but the general population was growing faster.

第2段，第6句

并列复合句结构在四六级和考研阅读中高频出现,尤其是"先肯定再but转折"的论证模式非常典型。第一主句中"主语包含介词短语和分词定语"以及"状语补充说明数据"的结构,也是学术和新闻类文本的常见句式。掌握本句的分析方法可迁移到大量类似真题句。

Parkun is not a race but a time trial: Your only competitor is the clock.

第3段，第1句

主系表结构和并列主句都是考试常见句式,not...but 结构也是高频考点,但本句整体过于简单,缺少真题中常见的从句嵌套或复杂修饰,作为代表性句式的迁移价值中等偏下

There is as much joy over a puffed-out first-timer being clapped over the line as there is about top talent shining.

第3段，第3句

本句涵盖了 There be 句型中主语后置、as...as 比较结构、分词短语作后置定语、介词短语作定语等多种成分类型，且主语结构较长容易误判，适合训练学生识别存在句主语、区分谓语与非谓语、划分修饰成分归属等易错点。

The Olympic bidders, by contrast, wanted to get more people doing sport and to produce more elite athletes.

第3段，第4句

简单句中使用并列不定式作宾语以及插入状语的结构在四六级和考研阅读中较为常见，具有一定代表性。这类句式在实际考试中频繁出现，掌握后可迁移到类似结构的句子理解中。

Indeed, there is something a little absurd in the state getting involved in the planning of such a fundamentally "grassroots" concept as community sports associations.

第4段，第1句

本句的结构在四六级和考研阅读中非常典型。there be 句型 + 复杂主语（带多层后置定语）是学术类和议论文中的高频句式，用于引出一个抽象概念或现象并展开描述。掌握这种句式后，学习者可以迁移到大量类似的长难句分析中，实用性很强。

Instead of wordy, worthy strategies, future governments need to do more to provide the conditions for sport to thrive.

第4段，第4句

本句使用「Instead of A, B need to do C to achieve D」的对比建议结构，这种「对比 + 行动呼吁」的句式在四六级和考研阅读中较为常见，尤其在议论文和评论类文章中频繁出现，具有较强的代表性。

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。

would A1

aux. (will 的过去式) 将要，会
本篇3 次 · 真题 304 句

author A2

n. 作者
本篇3 次 · 真题 209 句

local A2

adj. 当地的
本篇3 次 · 真题 65 句

event A2

n. 事件
本篇3 次 · 真题 36 句

community B1

n. 社区
本篇2 次 · 真题 71 句

least A2

det. 最少的
本篇2 次 · 真题 63 句

official B1

adj. 官方的
本篇2 次 · 真题 42 句

aim B1

v. 瞄准
本篇2 次 · 真题 35 句

range B1

n. 范围
本篇2 次 · 真题 31 句

association B2

n. 协会
本篇2 次 · 真题 27 句

mass

B1

n. 大量

本篇2次·真题 25 句

talent

B1

n. 天赋

本篇2次·真题 14 句

inspire

B2

v. 激励

本篇2次·真题 11 句

accord

C1

n. (国家、团体间的) 协议

本篇1次·真题 172 句

court

A2

n. 法院

本篇1次·真题 82 句

growth

B1

n. 增长

本篇1次·真题 80 句

focus

B1

n. 重点

本篇1次·真题 77 句

rate

A2

n. 速度

本篇1次·真题 72 句

generation

B2

n. 一代人

本篇1次·真题 60 句

million

A2

num. 一百万

本篇1次·真题 57 句

decline

B2

v. 下降

本篇1次·真题 56 句

stress

B1

n. 压力

本篇1次·真题 50 句

claim

B1

v. 声称

本篇1次·真题 49 句

fund

B2

n. 资金

本篇1次·真题 45 句

image

A2

n. 形象, 印象

本篇1次·真题 45 句

gain

B1

v. 获得; 赢得

本篇1次·真题 43 句

nation B1

n. 国家

本篇1次·真题 39 句

promote B2

v. 促进

本篇1次·真题 38 句

authority B2

n. 权力

本篇1次·真题 33 句

attract B1

v. 吸引 (注意力、兴趣)

本篇1次·真题 30 句

concept B2

n. 概念

本篇1次·真题 29 句

boost B2

v. 提高

本篇1次·真题 28 句

strategy B2

n. 策略

本篇1次·真题 28 句

critical B2

adj. 批评的

本篇1次·真题 26 句

indeed B1

adv. 确实, 的确 (强调肯定)

本篇1次·真题 24 句

invest B2

v. 投资 (金钱、时间等以期获得回报)

本篇1次·真题 24 句

emphasize B2

v. 强调

本篇1次·真题 22 句

staff B1

n. 全体员工

本篇1次·真题 21 句

phenomenon B2

n. 现象

本篇1次·真题 19 句

contrast B2

n. 对比

本篇1次·真题 17 句

popularity B2

n. 受欢迎

本篇1次·真题 16 句

elite C1

n. 精英

本篇1次·真题 15 句

strengthen B2

v. 加强

本篇1次·真题 15 句

trial B2

n. 审判, 审讯

本篇1次·真题 13 句

planning B1

n. 规划

本篇1次·真题 12 句

thrive B2

v. 茁壮成长

本篇1次·真题 12 句

competitor B1

n. 竞争者

本篇1次·真题 11 句

mix A2

v. 混合

本篇1次·真题 11 句

obesity B2

n. 肥胖 (症)

本篇1次·真题 11 句

opposition B2

n. 反对

本篇1次·真题 11 句

provision B2

n. 供应

本篇1次·真题 11 句

announce B1

v. 宣布

本篇1次·真题 10 句

tolerant B2

adj. 宽容的

本篇1次·真题 10 句

accelerate B2

v. 加速

本篇1次·真题 9 句

facility B2

n. 设施

本篇1次·真题 9 句

participation B2

n. 参与

本篇1次·真题 9 句

organize B1

v. 组织, 安排 (活动、会议等)

本篇1次·真题 8 句

uncertain B2

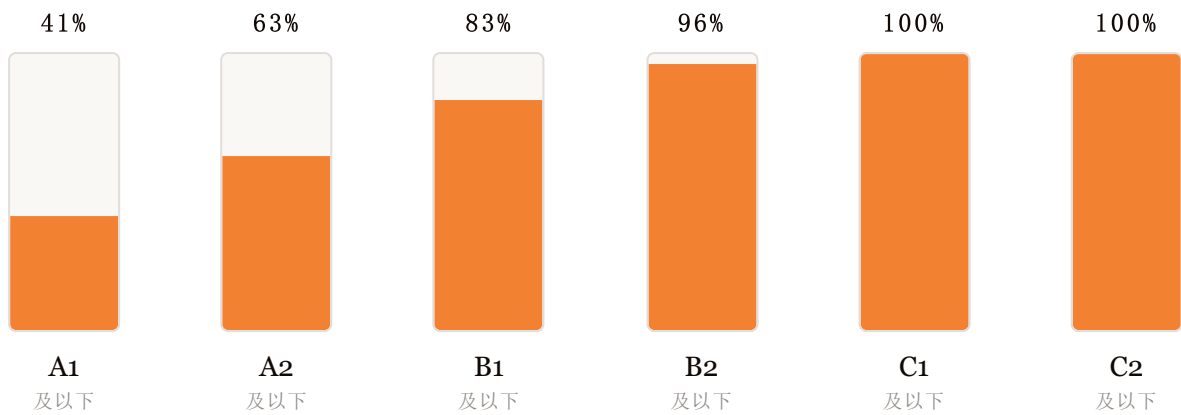
adj. 不确定的

本篇1次·真题 8 句

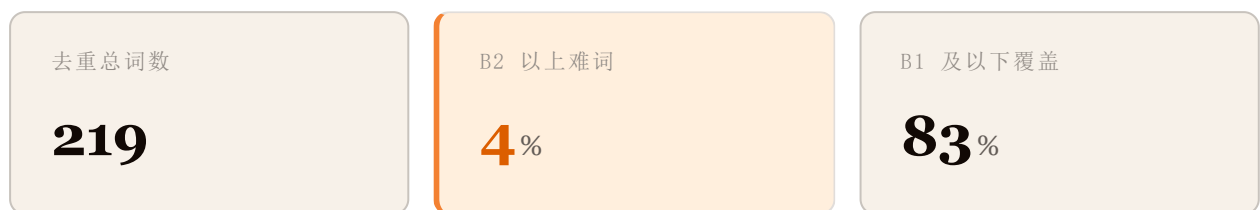
VOCABULARY · 词汇难度分布

全文 219 词按 CEFR 难度累积覆盖

全文去重后共 **219** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 9 个·约 4%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）·数据为全文去重词 219 个·末柱为 100%



考研英语二 2017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 →

2017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2017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(2017)

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 With so much focus on children's use of screens, it's easy for parents to forget about their own screen use. "Tech is designed to really suck you in," says Jenny Radesky in her study of digital play, "and digital products are there to promote maximal engagement. It makes it hard to disengage, and leads to a lot of bleed-over into the family routine."

由于过多关注儿童使用屏幕的问题,家长很容易忘记自己对屏幕的使用。Jenny Radesky在她关于数字化游戏的研究中说:"科技的设计就是要真正吸引你,数字产品的存在是为了促进最大程度的参与。这使人难以脱离,并导致大量渗透到家庭日常生活中。"

P2 Radesky has studied the use of mobile phones and tablets at mealtimes by giving mother-child pairs a food-testing exercise. She found that mothers who used devices during the exercise started 20 per cent fewer verbal and 39 per cent fewer nonverbal interactions with their children. During a separate observation, she saw that phones became a source of tension in the family. Parents would be looking at their emails while the children would be making excited bids for their attention.

Radesky研究了用餐时使用手机和平板电脑的情况,她让母子配对进行食物测试练习。她发现,在练习过程中使用设备的母亲与孩子进行的语言互动减少了百分之二十,非语言互动减少了百分之三十九。在另一次观察中,她看到手机成为家庭中紧张关系的来源。父母会查看电子邮件,而孩子们则会兴奋地争取他们的注意力。

P3 Infants are wired to look at parents' faces to try to understand their world, and if those faces are blank and unresponsive – as they often are when absorbed in a device – it can be extremely disconcerting for the children. Radesky cites the "still face experiment" devised by developmental psychologist Ed Tronick in the 1970s. In it, a mother is asked to interact with her child in a normal way before putting on a blank expression and not giving them any visual social feedback: The child becomes

increasingly distressed as she tries to capture her mother's attention. "Parents don't have to be exquisitely present at all times, but there needs to be a balance and parents need to be responsive and sensitive to a child's verbal or nonverbal expressions of an emotional need," says Radesky.

婴儿天生会看着父母的脸来试图理解他们的世界,如果这些脸是空白和无反应的——就像沉浸在设备中时经常出现的那样——这对孩子来说可能会非常令人不安。Radesky引用了发展心理学家Ed Tronick在二十世纪七十年代设计的"静止面孔实验"。在实验中,要求一位母亲先以正常方式与孩子互动,然后面无表情,不给孩子任何视觉社交反馈:随着孩子试图吸引母亲的注意力,她变得越来越焦虑。Radesky说:"父母不必时刻都极度专注,但需要有一个平衡,父母需要对孩子的语言或非语言情感需求表达做出回应和敏感。"

P4 On the other hand, Tronick himself is concerned that the worries about kids' use of screens are born out of an "oppressive ideology that demands that parents should always be interacting" with their children: "It's based on a somewhat fantasised, very white, very upper-middle-class ideology that says if you're failing to expose your child to 30,000 words you are neglecting them." Tronick believes that just because a child isn't learning from the screen doesn't mean there's no value to it – particularly if it gives parents time to have a shower, do housework or simply have a break from their child. Parents, he says, can get a lot out of using their devices to speak to a friend or get some work out of the way. This can make them feel happier, which lets them be more available to their child the rest of the time.

另一方面,Tronick本人担心对孩子使用屏幕的忧虑源于一种"压迫性的意识形态,要求父母应该始终与孩子互动": "这基于一种有些理想化的、非常白人的、非常中上阶层的意识形态,认为如果你没有让孩子接触三万个单词,你就是在忽视他们。"Tronick认为,仅仅因为孩子没有从屏幕中学习并不意味着它没有价值——特别是如果它能让父母有时间洗澡、做家务或只是从孩子那里休息一下。他说,父母可以通过使用设备与朋友交谈或完成一些工作而获得很多好处。这可以让他们感到更快乐,从而让他们在其余时间更能陪伴孩子。

题目与逐题解析

26. According to Jenny Radesky, digital products are designed to ____.

- [A] simplify routine matters
- [B] absorb user attention
- [C] better interpersonal relations
- [D] increase work efficiency

根据Jenny Radesky的说法,数字产品的设计目的是_____。

A) 简化日常事务 B) 吸引用户注意力 C) 改善人际关系 D) 提高工作效率

【答案】 B (细节题)

【判型】 Q26 明确说 according to Jenny Radesky, 问 digital products are designed to——问的是一个客观事实陈述, 无 infer/imply。

【拆句】 题干 According to Jenny Radesky, digital products are designed to _____. 是一句结构平铺直叙的不完整陈述句, 主干 digital products are designed to _____, 要求补充不定式宾语, 无陷阱。

【定位】 "Tech is designed to really suck you in," says Jenny Radesky in her study of digital play, "and digital products are there to promote maximal engagement."

Jenny Radesky 在其数字游戏研究中说：科技被设计得真的会把你吸进去，数字产品的存在就是为了促进最大化的用户投入。

【选项】 A) **无中生有**

simplify routine matters 与原文 promote maximal engagement 毫无对应，且原文反而强调科技 bleed-over into the family routine（侵入家庭日常），与简化日常恰好相反。

B) **✓ 正确**

suck you in ↔ **absorb user attention**

promote maximal engagement ↔ **absorb user attention**

预判语义是吸住用户最大化投入，absorb user attention 是该语义的标准书面化表达。

C) **与原文相反**

better interpersonal relations 与原文相反；原文 leads to a lot of bleed-over into the family routine 及下文 phones became a source of tension in the family 都指出科技恶化家庭关系。

D) **无中生有**

increase work efficiency 原文未提工作效率话题；段四 Tronick 提到 get some work out of the way，但那是后文不同人物的话，与 Radesky 论数字产品的设计意图无关。

27. Radesky's food-testing exercise shows that mothers' use of devices_____.

- [A] takes away babies' appetite
- [B] distracts children's attention
- [C] slows down babies' verbal development
- [D] reduces mother-child communication

Radesky 的食物测试实验表明,母亲使用设备会_____。

A) 使婴儿失去食欲 B) 分散儿童的注意力 C) 减缓婴儿的语言发展 D) 减少母子之间的交流

【答案】 D (细节题)

【判型】 Q27 问实验 shows that 什么，问的是研究发现这一客观信息，非主观推断。

【拆句】 题干 Radesky's food-testing exercise shows that mothers' use of devices_____. 是不完整陈述句，主语 Radesky's food-testing exercise 谓语 shows that，宾语从句主语 mothers' use of devices 待补全谓语，无难句陷阱。

【定位】 She found that mothers who used devices during the exercise started 20 per cent fewer verbal and 39 per cent fewer nonverbal interactions with their children.

她发现实验中使用设备的母亲与孩子发起的言语互动减少了 20%、非言语互动减少了 39%。

【选项】 A) 无中生有

takes away babies' appetite 借 food-testing 制造与食物相关的语义陷阱，但原文从未提及婴儿食欲被影响。

B) 张冠李戴

distracts children's attention 把分心的对象偷换成 children；原文 Parents would be looking at their emails while the children would be making excited bids for their attention 描述的是父母走神、孩子在求关注，正好相反。

C) 过度推断

slows down babies' verbal development 把 fewer verbal...interactions 推到语言发育被拖慢，跨了好几步因果，原文未提语言发育这一更长远的后果。

D) ✓ 正确

fewer verbal and 39 per cent fewer nonverbal interactions with their children ↔

reduces mother-child communication

预判语义是互动减少，reduces mother-child communication 是该语义最直接的书面同义替换。

28. Radesky cites the "still face experiment" to show that_____.

- [A] it is easy for children to get used to blank expressions
- [B] verbal expressions are unnecessary for emotional exchange
- [C] children are insensitive to changes in their parents' mood
- [D] parents need to respond to children's emotional needs

Radesky 引用 "静止面孔实验" 来表明_____。

- A) 儿童很容易习惯面无表情 B) 语言表达对于情感交流而言并非必需 C) 儿童对父母情绪的变化不敏感
D) 父母需要回应儿童的情感需求

【答案】 D (例证目的题)

【判型】 Q28 用 cites the "still face experiment" to show that 直接问例子的目的，即论点是什么。

【拆句】 题干 Radesky cites the "still face experiment" to show that____. 主干 Radesky cites... to show that____, to show that 是目的状语引出宾语从句，需补全 that 后内容；句中专有术语带英文双引号，结构直白。

【定位】 "Parents don't have to be exquisitely present at all times, but there needs to be a balance and parents need to be responsive and sensitive to a child's verbal or nonverbal expressions of an emotional need," says Radesky.

Radesky 说：父母不必时时刻刻精致地陪伴，但需要有平衡，父母需要对孩子言语或非言语的情感需求保持回应与敏感。

【选项】 A) 与原文相反

it is easy for children to get used to blank expressions 与 The child becomes increasingly distressed as she tries to capture her mother's attention 相反，孩子并非习惯而是越来越焦虑。

B) 与原文相反

verbal expressions are unnecessary for emotional exchange 既偏离实验主旨，又与 verbal or nonverbal expressions of an emotional need 中并列承认言语表达的地位相矛盾。

C) 与原文相反

children are insensitive to changes in their parents' mood 与 The child becomes increasingly distressed 相反，孩子对父母面部变化高度敏感，才会因 blank expression 而焦虑。

D) ✓ 正确

parents need to be responsive and sensitive to a child's verbal or nonverbal expressions of an emotional need

↔ parents need to respond to children's emotional needs

预判语义是父母要回应孩子情感需求，parents need to respond to children's emotional needs 是该语义的浓缩版书面表达。

29. The oppressive ideology mentioned by Tronick requires parents to ____.

- [A] protect kids from exposure to wild fantasies
- [B] teach their kids at least 30,000 words a year
- [C] ensure constant interaction with their children
- [D] remain concerned about kids' use of screens

Tronick提到的压迫性观念要求父母____。

- A) 保护孩子免受荒诞幻想的影响 B) 每年至少教会孩子三万个单词 C) 确保与孩子持续互动
D) 始终关注孩子对屏幕的使用

【答案】 C (细节题)

【判型】 Q29 问 oppressive ideology requires parents to 做什么，问的是这一意识形态对父母的具体要求，是客观事实。

【拆句】 题干 The oppressive ideology mentioned by Tronick requires parents to _____. 主语 The oppressive ideology 后接过去分词短语 mentioned by Tronick 作后置定语；主干 The oppressive ideology requires parents to _____, 要求补全不定式宾语，结构清晰。

【定位】 On the other hand, Tronick himself is concerned that the worries about kids' use of screens are born out of an "oppressive ideology that demands that parents should always be interacting" with their children.

另一方面，Tronick 本人担心，对孩子使用屏幕的种种担忧源自一种压迫性的意识形态，这种意识形态要求父母必须始终与孩子互动。

【选项】 A) 偷换概念

protect kids from exposure to wild fantasies 借 fantasised...ideology 的词根 fantasy 造句，但原文 fantasised 形容意识形态本身脱离现实，与孩子接触幻想完全无关。

B) 偷换概念

teach their kids at least 30,000 words a year 把 expose your child to 30,000 words 偷换成 teach，并自行添加 a year 时间频次；原文 expose 指语言输入暴露，并非父母主动教学；且原文并未给出年频率。

C) ✓ 正确

parents should always be interacting ↔ ensure constant interaction with their children
预判语义是时刻互动，ensure constant interaction with their children 是把动词进行时改写成名词短语的对等表达。

D) 张冠李戴

remain concerned about kids' use of screens 把 the worries about kids' use of screens 当成该意识形态对父母的要求，但原文这些担忧是 born out of 该意识形态，是结果不是要求。

30. According to Tronick, kids' use of screens may_____.

- [A] give their parents some free time
- [B] make their parents more creative
- [C] help them with their homework
- [D] help them become more attentive

根据Tronick的说法,孩子使用屏幕可能会_____。

- A) 让父母获得一些自由时间 B) 使父母更有创造力 C) 帮助他们完成家庭作业
- D) 帮助他们变得更专注

【答案】 A (细节题)

【判型】 Q30 问 According to Tronick, kids' use of screens may_____ 带来什么，问 Tronick 列举的客观好处，is 细节题。

【拆句】 题干 According to Tronick, kids' use of screens may_____. 是不完整陈述句，主干 kids' use of screens may____, 情态动词 may 后待补动词原形短语，结构直白。

【定位】 Tronick believes that just because a child isn't learning from the screen doesn't mean there's no value to it – particularly if it gives parents time to have a shower, do housework or simply have a break from their child.

Tronick 认为，孩子没有从屏幕里学到东西并不意味着屏幕没有价值——尤其当它给父母腾出时间洗澡、做家务或干脆从孩子身边喘口气时。

【选项】 A) ✓ 正确

gives parents time to have a shower, do housework or simply have a break from their child ↔

give their parents some free time

预判语义是给父母腾出时间，give their parents some free time 是该语义的最直接同义替换。

B) 无中生有

make their parents more creative 原文未提父母变得更有创造力；Tronick 只说屏幕能让父母 feel happier 进而更愿陪伴孩子，未涉及创造力维度。

C) 答非所问

help them with their homework 与 a child isn't learning from the screen 直接矛盾；况且题目问屏幕给家长带来什么，而非给孩子带来什么，方向亦偏。

D) 张冠李戴

help them become more attentive 中 attentive 一词原文未出现于孩子身上；原文 lets them be more available to their child 是说父母更能陪伴孩子，主语是父母，不是孩子。

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。

With so much focus on children's use of screens, it's easy for parents to forget about their own screen use.

第1段，第1句

"It is + 形容词 + for sb + to do" 是四六级和考研阅读中的高频句式，且句首介词短语作状语的用法也很常见。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理解中。

"Tech is designed to really suck you in," says Jenny Radesky in her study of digital play, "and digital products are there to promote maximal engagement. It makes it hard to disengage, and leads to a lot of bleed-over into the family routine."

第1段，第2句

句中涵盖引述结构、被动语态、make it + 形容词 + to do 的形式宾语结构、并列谓语（makes and leads）、目的状语（不定式）、地点状语等多种成分，且 make it hard to do 是常见易错点。引述结构中插入地点状语的用法也值得练习，成分种类丰富且具有实用性。

Parents would be looking at their emails while the children would be making excited bids for their attention.

第2段，第4句

while 引导时间状语从句对比两个并行动作，是四六级和考研英语阅读中常见的句式。过去将来进行时虽不如一般时态常见，但在叙述、描述场景的语境中有一定代表性。句子体现了典型的主从复合句结构和对比逻辑，掌握后可迁移到类似场景。

Infants are wired to look at parents' faces to try to understand their world, and if those faces are blank and unresponsive – as they often are when absorbed in a device – it can be extremely disconcerting for the children.

第3段，第1句

该句兼具结构复杂性和逻辑清晰性，是进阶学习者练习长难句分析、识别从句层级的必练曲目。

On the other hand, Tronick himself is concerned that the worries about kids' use of screens are born out of an "oppressive ideology that demands that parents should always be interacting" with their children: "It's based on a somewhat fantasised, very white, very upper-middle-class ideology that says if you're failing to expose your child to 30,000 words you are neglecting them." Tronick believes that just because a child isn't learning from the screen doesn't mean there's no value to it – particularly if it gives parents time to have a shower, do housework or simply have a break from their child.

第4段，第1句

本句包含了几乎所有典型语法点：多种从句、双宾语、不定式作定语、并列结构、从句作主语等，是极佳的综合练习素材。

Parents, he says, can get a lot out of using their devices to speak to a friend or get some work out of the way.

第4段，第2句

句子覆盖主语、谓语、宾语、状语以及插入语的识别，成分种类较为丰富。插入语的识别是一个值得练习的点，状语部分 "out of using..." 结构较长且包含并列成分，有助于训练学生识别复杂状语的能力。但整体难度适中，缺少定语从句、宾语从句等更复杂的成分。

This can make them feel happier, which lets them be more available to their child the rest of the time.

第4段，第3句

本句覆盖主谓宾补结构、情态动词谓语、使役动词用法、非限制性定语从句等多种成分和结构。宾语补足语 "feel happier" 和 "be more available..." 是常见易错点,值得练习区分补足语与独立谓语。成分种类较丰富,训练价值较高。

HIGH-FREQUENCY • 真题高频词

本篇出现的 56 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。

expression

B1

n. 表达

本篇4次·真题 22 句

device

B1

n. 设备

本篇4次·真题 16 句

verbal

B2

adj. 口头的

本篇4次·真题 8 句

digital

B1

adj. 数字的

本篇3次·真题 72 句

emotional

B1

adj. 情绪的

本篇3次·真题 34 句

would

A1

aux. (will 的过去式) 将要，会

本篇2次·真题 304 句

product

A2

n. 产品

本篇2次·真题 77 句

design

B1

n. 设计

本篇2次·真题 52 句

per

B1

prep. 每

本篇2次·真题 27 句

cite

B2

v. 引用，引证

本篇2次·真题 24 句

interaction

B2

n. 相互作用

本篇2次·真题 22 句

concerned

B1

adj. 担心的

本篇2次·真题 20 句

routine

B1

n. 常规

本篇2次·真题 12 句

interact

B2

v. 相互作用

本篇2次·真题 10 句

absorb

B2

v. 吸收 (液体、气体等)

本篇2次·真题 9 句

accord

C1

n. (国家、团体间的) 协议

本篇1次·真题 172 句

focus

B1

n. 重点

本篇1次·真题 77 句

reduce

B1

v. 减少, 降低 (数量、大小、程度等)

本篇1次·真题 75 句

better

A1

adj. 更好的 (good 的比较级)

本篇1次·真题 70 句

demand

B1

v. 坚决要求

本篇1次·真题 63 句

least

A2

det. 最少的

本篇1次·真题 63 句

user

A2

n. 使用者

本篇1次·真题 52 句

base

A2

n. 基础

本篇1次·真题 43 句

simply

B1

adv. 仅仅, 只不过

本篇1次·真题 43 句

increasingly

B2

adv. 越来越; 日益; 不断增加地

本篇1次·真题 40 句

promote

B2

v. 促进

本篇1次·真题 38 句

tech B1

n. 技术

本篇1次·真题 38 句

source B1

n. 来源

本篇1次·真题 36 句

according B1

prep. 根据

本篇1次·真题 35 句

available A2

adj. 可获得的

本篇1次·真题 35 句

ensure B2

v. 确保

本篇1次·真题 33 句

respond B1

v. 回答, 答复

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

balance B1

n. 平衡

本篇1次·真题 30 句

sensitive B2

adj. 敏感的

本篇1次·真题 21 句

creative B1

adj. 有创造力的

本篇1次·真题 20 句

efficiency B2

n. 效率

本篇1次·真题 20 句

psychologist B2

n. 心理学家

本篇1次·真题 19 句

capture B1

v. 捕获

本篇1次·真题 17 句

expose B2

v. 使暴露

本篇1次·真题 17 句

neglect B2

v. 忽视;疏忽

本篇1次·真题 16 句

exchange B1

n. 交换

本篇1次·真题 15 句

wild A2

adj. 野生的

本篇1次·真题13句

constant B2

adj. 持续不断的

本篇1次·真题12句

exposure B2

n. 暴露

本篇1次·真题12句

infant B2

n. 婴儿

本篇1次·真题12句

mood A2

n. 心情

本篇1次·真题12句

engagement B2

n. 约定

本篇1次·真题10句

feedback B1

n. 反馈

本篇1次·真题10句

extremely B1

adv. 极其

本篇1次·真题9句

somewhat B2

adv. 有点

本篇1次·真题9句

visual B2

adj. 视觉的

本篇1次·真题9句

email A2

n. 电子邮件

本篇1次·真题8句

interpersonal B2

adj. 人际的

本篇1次·真题8句

mobile B1

adj. 可移动的

本篇1次·真题8句

unnecessary B1

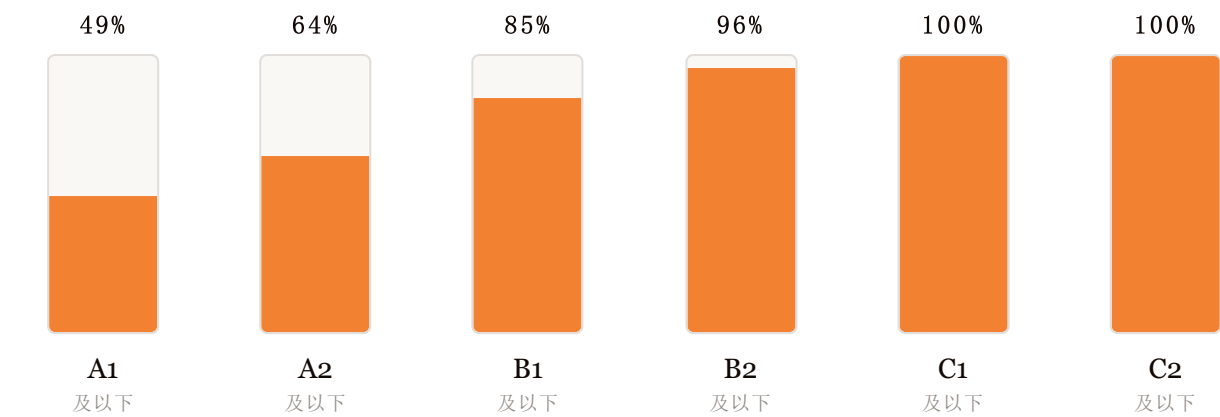
adj. 不必要的;多余的

本篇1次·真题8句

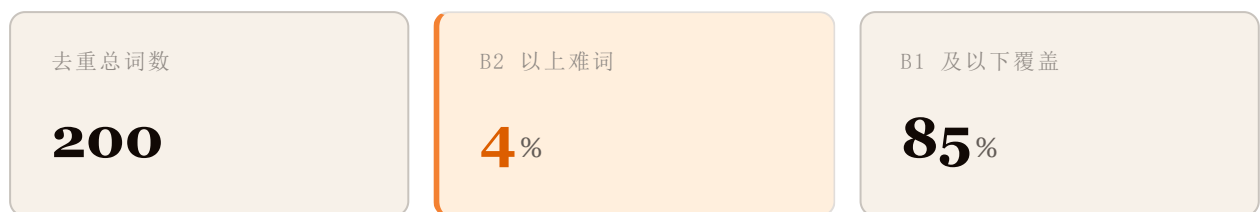
VOCABULARY · 词汇难度分布

全文 200 词按 CEFR 难度累积覆盖

全文去重后共 **200** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 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 200 个 · 末柱为 100%



考研英语二 2017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 →
Section IV Part B	写作	题目解析 →

2017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2017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(2017)

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 Today, widespread social pressure to immediately go to college in conjunction with increasingly high expectations in a fast-moving world often causes students to completely overlook the possibility of taking a gap year. After all, if everyone you know is going to college in the fall, it seems silly to stay back a year, doesn't it? And after going to school for 12 years, it doesn't feel natural to spend a year doing something that isn't academic.

如今，普遍存在的立即上大学的社会压力，加上快速发展的世界中日益增高的期望，常常导致学生完全忽视间隔年的可能性。毕竟，如果你认识的每个人都在秋季上大学，那么推迟一年似乎很愚蠢，不是吗？而且在上了12年学之后，花一年时间做一些非学术性的事情感觉并不自然。

P2 But while this may be true, it's not a good enough reason to condemn gap years. There's always a constant fear of falling behind everyone else on the socially perpetuated "race to the finish line," whether that be toward graduate school, medical school or a lucrative career. But despite common misconceptions, a gap year does not hinder the success of academic pursuits – in fact, it probably enhances it.

但尽管这可能是事实，却不足以成为谴责间隔年的充分理由。人们总是不断担心在社会延续的“冲向终点线的竞赛”中落后于其他所有人，无论那是通向研究生院、医学院还是一份高薪职业。但尽管存在普遍的误解，间隔年并不会阻碍学业追求的成功——事实上，它可能会增强成功。

P3 Studies from the United States and Australia show that students who take a gap year are generally better prepared for and perform better in college than those who do not. Rather than pulling students back, a gap year pushes them ahead by preparing them for independence, new responsibilities and environmental changes – all things that first-year students often struggle with the most. Gap year

experiences can lessen the blow when it comes to adjusting to college and being thrown into a brand new environment, making it easier to focus on academics and activities rather than acclimation blunders. 来自美国和澳大利亚的研究表明，经历间隔年的学生通常比没有经历间隔年的学生为大学做了更好的准备，并且在大学中表现更好。间隔年不是把学生拉回来，而是通过让他们为独立、新责任和环境变化做好准备来推动他们前进——这些都是大一新生往往最难应对的事情。间隔年经历可以减轻适应大学和被投入全新环境时的冲击，使人更容易专注于学业和活动，而不是适应过程中的失误。

P4 If you're not convinced of the inherent value in taking a year off to explore interests, then consider its financial impact on future academic choices. According to the National Center for Education Statistics, nearly 80 percent of college students end up changing their majors at least once. This isn't surprising, considering the basic mandatory high school curriculum leaves students with a poor understanding of the vast academic possibilities that await them in college. Many students find themselves listing one major on their college applications, but switching to another after taking college classes. It's not necessarily a bad thing, but depending on the school, it can be costly to make up credits after switching too late in the game. At Boston College, for example, you would have to complete an extra year were you to switch to the nursing school from another department. Taking a gap year to figure things out initially can help prevent stress and save money later on.

如果你不相信用一年时间探索兴趣的内在价值，那么请考虑它对未来学业选择的财务影响。根据美国国家教育统计中心的数据，近80%的大学生最终至少换过一次专业。这并不令人惊讶，因为高中基础必修课程使学生对大学中等待他们的广阔学术可能性了解甚少。许多学生发现自己在大学申请中列出一个专业，但在上了大学课程后换到另一个专业。这不一定是坏事，但取决于学校，如果换专业太晚，补学分可能代价高昂。例如在Boston College，如果你从其他院系转到护理学院，就必须额外完成一年学业。最初花一年间隔年来弄清楚这些事情，可以帮助防止压力并在以后节省金钱。

题目与逐题解析

31. One of the reasons for high-school graduates not taking a gap year is that_____.

- [A] they think it academically misleading
- [B] they have a lot of fun to expect in college
- [C] it feels strange to do differently from others
- [D] it seems worthless to take off-campus courses

高中毕业生不选择间隔年的原因之一是_____。

- A) 他们认为这在学业上具有误导性 B) 他们对大学生生活充满期待 C) 与他人做法不同会让人感到奇怪
D) 参加校外课程似乎毫无价值

【答案】 C (细节题)

【判型】 题干 One of the reasons for high-school graduates not taking a gap year is that 问「其中一个原因」，指向原文某句具体陈述，不要求归纳全文。

【拆句】 题干主干为 One of the reasons ... is that____, that 引导表语从句承接答案；结构平铺直叙，无陷阱。

【定位】 After all, if everyone you know is going to college in the fall, it seems silly to stay back a year, doesn't it? And after going to school for 12 years, it doesn't feel natural to spend a year doing something that isn't academic.

毕竟，要是你认识的所有人秋天都要去上大学，单单自己留一年看上去就很傻，不是吗？而且上了 12 年学之后，再花一年时间去做非学业的事，本就不太自然。

【选项】 A) **无中生有**

academically misleading 意为「学术上误导」，P1 与 P2 只说 gap year 看上去不学术、不一定让人落后，从未说它会在学术层面误导学生。

B) **无中生有**

a lot of fun to expect in college 把不选 gap year 的原因归于「期待大学的乐趣」，而 P1 给出的是社会压力和「不自然」的从众心理，与「fun」无关。

C) **✓ 正确**

if everyone you know is going to college in the fall, it seems silly to stay back a year ↔

it feels strange to do differently from others

预判说「和别人不一样会觉得怪」，C 项把「别人都上大学、自己留一年」抽象成 do differently from others，把「silly + not natural」抽象成 feels strange，与预判完全一致。

D) **偷换概念**

off-campus courses 把 gap year 等同于「校外课程」，而原文 something that isn't academic 明确说它是非学业活动；且原文也未说「无价值」，是把原因换了对象。

32. Studies from the US and Australia imply that taking a gap year helps_____.

- [A] keep students from being unrealistic
- [B] lower risks in choosing careers
- [C] ease freshmen's financial burdens
- [D] relieve freshmen of pressures

来自美国和澳大利亚的研究表明,选择间隔年有助于_____。

A) 避免学生不切实际 B) 降低职业选择的风险 C) 减轻新生的经济负担 D) 缓解新生的压力

【答案】 D (推断题)

【判型】 Studies from the US and Australia imply that 的 imply 表明问的不是研究的字面结论，而是研究背后的合理含义，需做一步逻辑延伸。

【拆句】 Studies ... imply that taking a gap year helps_____ 中 imply 后接宾语从句，从句主语是动名词短语 taking a gap year；结构清晰、无陷阱。

【定位】 Studies from the United States and Australia show that students who take a gap year are generally better prepared for and perform better in college than those who do not. Rather than pulling students back, a gap year pushes them ahead by preparing them for independence, new responsibilities and environmental changes – all things that first-year students often struggle with the most.

美国和澳大利亚的研究表明，相比不休 gap year 的学生，休过 gap year 的学生进大学时通常准备得更充分、表现也更好。gap year 非但不会让学生落后，反而推他们一把——让他们提前准备好独立、新责任和环境变化，而这些恰恰是大一新生最易吃力的方面。

【选项】 A) **偷换概念**

keep students from being unrealistic 说 gap year 防止学生不切实际，better prepared 谈的是准备更充分，而非心态现实与否——「准备充分」与「现实」并非等义。

B) **过度推断**

lower risks in choosing careers 把研究结论延伸到「降低择业风险」，但 P3 通篇只讨论入学适应，不谈职业；且 lucrative career 只是描述社会期待，并非研究结论。

C) **张冠李戴**

ease freshmen's financial burdens 提到「财务负担」，是 P4 的议题；Q32 问 P3 的 US/Australia 研究含义，与 P4 的钱无关——典型张冠李戴。

D) **✓ 正确**

all things that first-year students often struggle with the most ↔ **relieve freshmen of pressures**
预判要求同时含「freshmen」和「适应压力减轻」两要素，D 项恰好把 first-year students 替换为 freshmen，把 struggle 抽象为 pressures，把作者立场的「pushes them ahead」延伸为 relieve，三者一一对应。

33. The word "acclimation" (Para. 3) is closest in meaning to ____.

- [A] adaptation
- [B] application
- [C] motivation
- [D] competition

单词"acclimation"(第3段)在意思上最接近____。

A) 适应 B) 应用 C) 动机 D) 竞争

【答案】 A (词义句意题)

【判型】 The word "acclimation" (Para. 3) is closest in meaning to 的「closest in meaning to」是词义题标志。

【拆句】 题干为简单系表结构，is closest in meaning to 直接索取近义词；结构平铺直叙，无陷阱。

【定位】 Gap year experiences can lessen the blow when it comes to adjusting to college and being thrown into a brand new environment, making it easier to focus on academics and activities rather than acclimation blunders.

gap year 的经历能在适应大学、被抛进全新环境时减轻冲击，让学生更容易把心思放在学业和活动中，而非花在适应不良的失误上。

【选项】 A) ✓ 正确

adjusting to college and being thrown into a brand new environment ↔ **adaptation**

把生词换成通俗的「适应」后，四项里 adaptation 是其精准名词化，无歧义。

B) 无中生有

application 常解作「应用」或「申请」，与原文「适应新环境」语义无关。

C) 无中生有

motivation 意为「动机」，与「适应新环境」无关；同句 lessen the blow 谈的是减轻冲击，与动机毫无关联。

D) 无中生有

competition 意为「竞争」，与同句 adjusting to college 强调的是与环境磨合而非与他人竞争。

34. A gap year may save money for students by helping them_____.

- [A] avoid academic failures
- [B] establish long-term goals
- [C] switch to another college
- [D] decide on the right major

间隔年可以通过帮助学生_____来为他们省钱。

A) 避免学业失败 B) 建立长期目标 C) 转到另一所大学 D) 确定正确的专业

【答案】 D (细节题)

【判型】 A gap year may save money for students by helping them_____ 用 by 引导方式状语，要求填入省钱的具体方式，是事实层面的细节。

【拆句】 A gap year may save money for students by helping them_____ 主干 A gap year may save money; by helping them 是方式状语，them 指 students; 空格填动词短语作 helping 的宾语补足语，结构清晰。

【定位】 Many students find themselves listing one major on their college applications, but switching to another after taking college classes. It's not necessarily a bad thing, but depending on the school, it can be costly to make up credits after switching too late in the game. At Boston College, for example, you would have to complete an extra year were you to switch to the nursing school from another department. Taking a gap year to figure things out initially can help prevent stress and save money later on.

许多学生申请大学时填一个专业，上了课之后又换另一个。这本身不一定是坏事，但要看学校，换得太晚要补学分，可能很费钱。例如在波士顿学院，要从别的院系转去护理学院得多读一年。一开始就用 gap year 把事情想清楚，能减少日后压力、省下日后的开销。

【选项】 A) 偷换概念

avoid academic failures 把省钱机制归于避免挂科/学业失败，但 P4 只讨论换专业带来的补学分成本，从未涉及挂科、学业失败。

B) 过度推断

establish long-term goals 把 figure things out 扩大为「确立人生长期目标」，但原文上下文清楚指向「专业 major」，不是泛指目标。

C) 偷换概念

switch to another college 把 switching to another (换专业) 改为「换学校」，At Boston College, for example, you would have to complete an extra year were you to switch to the nursing school from another department 明说是「从一个系转到 nursing school」——同校内部换院系，不是换学校。

D) ✓ 正确

Taking a gap year to figure things out initially can help prevent stress and save money later on

↔ **decide on the right major**

预判「一开始就把专业想清楚」与 decide on the right major 在动作、对象、时机上——对应。

35. The most suitable title for this text would be ____.

- [A] In Favor of the Gap Year
- [B] The ABCs of the Gap Year
- [C] The Gap Year Comes Back
- [D] The Gap Year: A Dilemma

这篇文章最合适的标题是____。

A) 支持间隔年 B) 间隔年基础知识 C) 间隔年卷土重来 D) 间隔年:一个两难困境

【答案】 A (主旨题)

【判型】 The most suitable title for this text 直接要标题，是主旨类题干的典型措辞。

【拆句】 The most suitable title for this text would be ____ would be 含虚拟语气意味（在所给选项中「将会是」），结构平铺直叙，无陷阱。

【选项】 A) ✓ 正确

a gap year does not hinder the success of academic pursuits – in fact, it probably enhances it ↔

In Favor of the Gap Year

Studies from the United States and Australia show that students who take a gap year are generally better prepared for and perform better in college than those who do not

↔ **In Favor of the Gap Year**

Taking a gap year to figure things out initially can help prevent stress and save money later on

↔ **In Favor of the Gap Year**

预判要求「赞同 + gap year」，A 项 In Favor of the Gap Year 同时给出立场 (In Favor of=赞同) 和话题 (Gap Year)，与三段证据链一致。

B) 偷换概念

The ABCs of the Gap Year 暗示「gap year 入门 ABC」，文章本身不是介绍 gap year 是什么 / 怎么做的入门科普，而是一篇带立场的论说文，文中既没列举做法清单也没分步骤介绍。

C) 无中生有

The Gap Year Comes Back 暗示 gap year 经历过沉寂又回潮，但 P1 只说今天的社会压力让人忽略 gap year，并未提到它曾流行又消失再回潮。

D) 与原文相反

The Gap Year: A Dilemma 把 gap year 定性为两难困境，not a good enough reason to condemn gap years 与全文一边倒地支持 gap year 直接相反，没有展开困境/两难的论述。

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。

Today, widespread social pressure to immediately go to college in conjunction with increasingly high expectations in a fast-moving world often causes students to completely overlook the possibility of taking a gap year.

第1段，第1句

长主语 + 简单谓语 + 宾语及宾补的结构在四六级和考研阅读中极为常见，尤其是主语部分通过介词短语和不定式扩展来表达复杂概念的写法，是学术文本的典型句式，掌握后可迁移到大量同类句子。

After all, if everyone you know is going to college in the fall, it seems silly to stay back a year, doesn't it?

第1段，第2句

"if 条件从句 + 主句" 结构、形式主语 "it" 搭配不定式、定语从句省略关系代词，都是四六级和考研真题中的高频句式。本句句式组合典型，学生掌握后可大量迁移到类似结构的句子中。

And after going to school for 12 years, it doesn't feel natural to spend a year doing something that isn't academic.

第1段，第3句

本句在主干识别上有一定难度(形式主语需要判断),成分丰富且涵盖多个训练价值高的考点(形式主语、定语从句、不定式短语、现在分词),结构典型(形式主语 + 定语从句都是常考句式),而时态简单不构成额外负担。综合来看,这是一个适合优先用于句子结构训练的材料,能让学习者在适度挑战中掌握可迁移的分析方法。

But while this may be true, it's not a good enough reason to condemn gap years.

第2段，第1句

"让步状语从句 + 主句评价"是考试阅读和写作里都很常见的句型，像 "while ... , ..." 这种转折推进也很典型。掌握这种识别顺序，迁移价值较高。

There's always a constant fear of falling behind everyone else on the socially perpetuated "race to the finish line," whether that be toward graduate school, medical school or a lucrative career.

第2段，第2句

本句涵盖了 there be 存在句、动名词作介词宾语、过去分词作后置定语、同位语从句、虚拟语气等多个考点，成分种类较为丰富。同位语从句的识别和虚拟语气的判断都是常见易错点，具有较好的训练价值。

But despite common misconceptions, a gap year does not hinder the success of academic pursuits – in fact, it probably enhances it.

第2段，第3句

破折号连接并列分句、用 "in fact" 强化递进观点的写法在学术和考试文章中常见,是典型的论证句式。否定结构加递进强化的逻辑组合也是议论文的经典模式,学习后可迁移到阅读和写作中。

Rather than pulling students back, a gap year pushes them ahead by preparing them for independence, new responsibilities and environmental changes – all things that first-year students often struggle with the most.

第3段，第2句

句子成分丰富：主句包含对比状语、主语、谓语、宾语、方向状语、方式状语和同位语；定语从句包含关系代词作宾语的结构。特别是"Rather than"引导的对比状语、"by"引导的方式状语、破折号引出的同位语，以及关系代词在从句中充当介词宾语，都是值得练习的典型成分和易错点。

Gap year experiences can lessen the blow when it comes to adjusting to college and being thrown into a brand new environment, making it easier to focus on academics and activities rather than acclimation blunders.

第3段，第3句

本句结构高度典型：主句+状语从句+分词短语状语的组合是四六级和考研阅读中的高频句式，'when it comes to' 固定搭配和现在分词作结果状语也是常考点，掌握后可广泛迁移到类似长难句的分析。

If you're not convinced of the inherent value in taking a year off to explore interests, then consider its financial impact on future academic choices.

第4段，第1句

条件状语从句加主句的结构在四六级和考研真题中非常常见，且本句的 "if...then..." 搭配是典型的条件关系表达方式。祈使句在建议类语境中也较为高频。掌握本句结构后可迁移到大量类似句式。

According to the National Center for Education Statistics, nearly 80 percent of college students end up changing their majors at least once.

第4段，第2句

简单句中带有 "end up doing" 这一高频短语动词结构，以及 "According to" 引导的信息来源状语，都是四六级和考研阅读中常见的表达方式；数量主语 "80 percent of" 的用法也较为典型；掌握本句结构后可迁移至大量类似表述，代表性较强。

Many students find themselves listing one major on their college applications, but switching to another after taking college classes.

第4段，第4句

"find + 宾语 + doing" 是四六级和考研阅读中的高频句型，并列宾语补足语结构也常见于描述对比或转折的语境，本句结构具有较强的代表性和迁移价值，掌握后可应用于大量同类句子。

It's not necessarily a bad thing, but depending on the school, it can be costly to make up credits after switching too late in the game.

第4段，第5句

"but" 连接的并列转折句和 "it is + 形容词 + to do" 句型都是四六级和考研阅读中的高频结构，尤其形式主语句型在学术文本中大量出现，掌握后迁移性强，具有较高典型性。

At Boston College, for example, you would have to complete an extra year were you to switch to the nursing school from another department.

第4段，第6句

句子覆盖了主语、谓语、宾语、地点状语、插入语、条件状语从句等多种成分，且条件从句采用倒装形式，练习价值较高。特别是倒装条件从句的识别、虚拟语气的判断、情态动词结构的分析，都是容易出错且需要强化的知识点，适合作为综合练习句。

Taking a gap year to figure things out initially can help prevent stress and save money later on.

第4段，第7句

本句涵盖动名词短语作主语、情态动词作谓语、宾语补足语（且为并列动词短语）、不定式短语作目的状语等多种成分，能够同时练习主语识别（区分动名词与进行时）、谓语定位（排除非谓语动词）、宾补与状语的区别，成分种类丰富且包含易错点（如 help 后接不带 to 的不定式），适合作为成分划分的综合练习。

HIGH-FREQUENCY • 真题高频词

本篇出现的 59 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。

gap

B1

n. 间隙

本篇14次 · 真题 45 句

academic

B2

adj. 学术的

本篇5次 · 真题 28 句

switch A2

v. 转换

本篇4次 · 真题 17 句

major B1

adj. 主要的

本篇3次 · 真题 56 句

would A1

aux. (will 的过去式) 将要, 会

本篇2次 · 真题 304 句

financial B2

adj. 财政的

本篇2次 · 真题 59 句

pressure B1

n. 心理压力

本篇2次 · 真题 55 句

career B1

n. 职业

本篇2次 · 真题 42 句

graduate B1

n. 毕业生

本篇2次 · 真题 34 句

possibility B1

n. 可能性

本篇2次 · 真题 25 句

application B1

n. 申请

本篇2次 · 真题 22 句

focus B1

n. 重点

本篇1次 · 真题 77 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

impact B2

n. 影响

本篇1次 · 真题 53 句

united B1

adj. 联合的

本篇1次 · 真题 52 句

stress B1

n. 压力

本篇1次 · 真题 50 句

states A1

n. 国家

本篇1次 · 真题 42 句

increasingly B2

adv. 越来越;日益;不断增加地

本篇1次·真题40句

figure A2

n. 数字

本篇1次·真题38句

later A1

adv. 以后, later

本篇1次·真题38句

according B1

prep. 根据

本篇1次·真题35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

despite B1

prep. 尽管

本篇1次·真题32句

responsibility B1

n. 责任

本篇1次·真题32句

struggle B1

v. 奋斗

本篇1次·真题32句

explore B1

v. 探索

本篇1次·真题28句

establish B2

v. 建立, 创立 (组织、机构、关系等)

本篇1次·真题27句

understanding B1

n. 理解;领悟

本篇1次·真题25句

enhance B2

v. 提高

本篇1次·真题24句

failure B1

n. 失败

本篇1次·真题24句

favor B1

n. 帮忙

本篇1次·真题24句

imply B2

v. 暗示, 暗指

本篇1次·真题24句

environmental

B1

adj. 环境的

本篇1次·真题 23 句

perform

B1

v. 执行

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

lower

A2

adj. 较低的;下方的

本篇1次·真题 16 句

pursuit

B2

n. 追求

本篇1次·真题 16 句

burden

B2

n. 负担

本篇1次·真题 15 句

completely

B1

adv. 完全地

本篇1次·真题 15 句

adjust

B2

v. 调整

本篇1次·真题 14 句

widespread

B2

adj. 广泛的

本篇1次·真题 13 句

constant

B2

adj. 持续不断的

本篇1次·真题 12 句

costly

B2

adj. 昂贵的, 代价高的

本篇1次·真题 12 句

ease

B1

n. 容易

本篇1次·真题 12 句

vast

B2

adj. 巨大的

本篇1次·真题 12 句

ahead

A2

adv. 在前面

本篇1次·真题 11 句

brand

B1

n. 品牌, 商标

本篇1次·真题 11 句

credit B1

n. 赊购, 赊账

本篇1次·真题 11 句

necessarily B2

adv. 必然地

本篇1次·真题 11 句

overlook B2

v. 忽略, 没注意到

本篇1次·真题 11 句

misleading B2

adj. 误导性的

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

suitable B1

adj. 合适的

本篇1次·真题 10 句

independence B2

n. 独立;自主

本篇1次·真题 9 句

inherent C1

adj. 内在的;固有的

本篇1次·真题 8 句

surprising A2

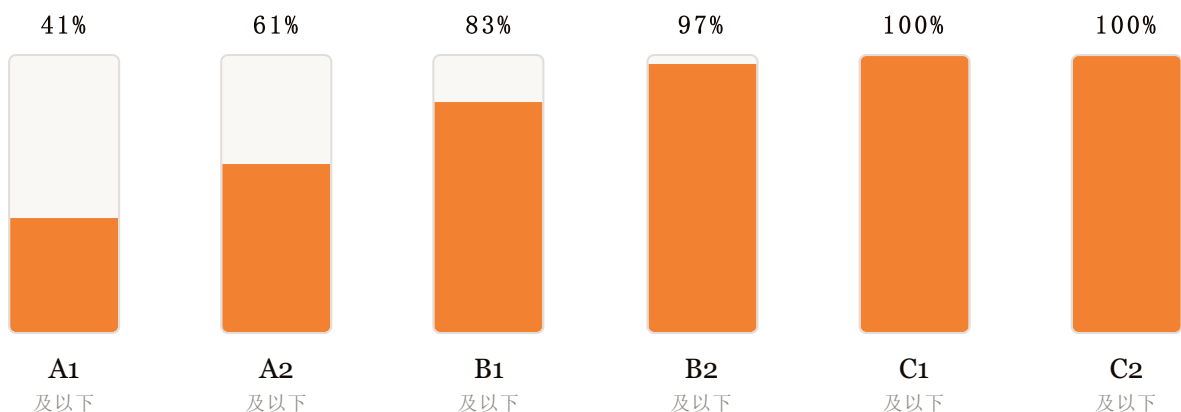
adj. 令人惊讶的

本篇1次·真题 8 句

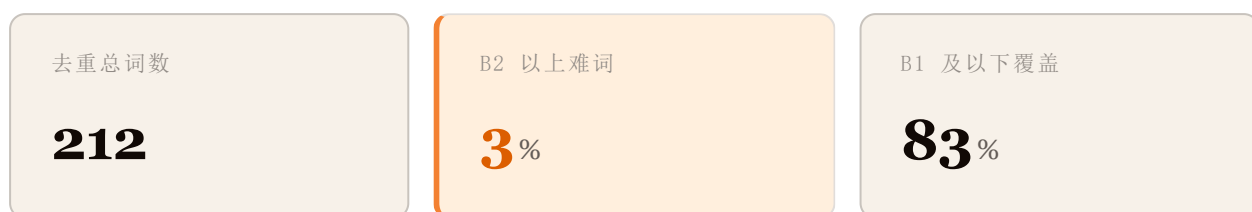
VOCABULARY • 词汇难度分布

全文 212 词按 CEFR 难度累积覆盖

全文去重后共 212 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本篇共 6 个·约 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 212 个 · 末柱为 100%



考研英语二 2017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 →

2017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2017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 10 段原文（段首标 P1-P10 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(2017)

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 Though often viewed as a problem for western states, the growing frequency of wildfires is a national concern because of its impact on federal tax dollars, says Professor Max Moritz, a specialist in fire ecology and management.

火灾生态与管理专家Max Moritz教授表示,尽管野火发生频率的增加常被视为西部各州的问题,但由于其对联邦税收的影响,这是一个全国性的关切。

P2 In 2015, the US Forest Service for the first time spent more than half of its \$5.5 billion annual budget fighting fires – nearly double the percentage it spent on such efforts 20 years ago. In effect, fewer federal funds today are going towards the agency's other work – such as forest conservation, watershed and cultural resources management, and infrastructure upkeep – that affect the lives of all Americans.

2015年,美国林务局首次将其55亿美元年度预算的一半以上用于灭火,这一比例几乎是20年前的两倍。实际上,如今用于该机构其他工作的联邦资金减少了,这些工作包括森林保护、流域和文化资源管理以及基础设施维护,这些都影响着全体美国人的生活。

P3 Another nationwide concern is whether public funds from other agencies are going into construction in fire-prone districts. As Moritz puts it, how often are federal dollars building homes that are likely to be lost to a wildfire?

另一个全国性的关切是,来自其他机构的公共资金是否正流向火灾高发地区的建设。正如Moritz所说,联邦资金有多少次在建造可能毁于野火的房屋?

P4 "It's already a huge problem from a public expenditure perspective for the whole country," he says. "We need to take a magnifying glass to that. Like, 'Wait a minute, is this OK?' Do we want

instead to redirect those funds to concentrate on lower-hazard parts of the landscape?"

他说:"从公共支出的角度来看,这对整个国家来说已经是一个巨大的问题。我们需要用放大镜来审视这个问题。比如,'等一下,这样做可以吗?'我们是否应该将这些资金重新引导,集中用于地形中危险性较低的部分?"

P5 Such a view would require a corresponding shift in the way US society today views fire, researchers say.

研究人员表示,这种观点需要美国社会对火灾的看法发生相应的转变。

P6 For one thing, conversations about wildfires need to be more inclusive. Over the past decade, the focus has been on climate change – how the warming of the Earth from greenhouse gases is leading to conditions that worsen fires.

首先,关于野火的讨论需要更具包容性。过去十年,焦点一直集中在气候变化上,即温室气体导致的地球变暖如何造成恶化火灾的条件。

P7 While climate is a key element, Moritz says, it shouldn't come at the expense of the rest of the equation.

Moritz表示,虽然气候是一个关键因素,但不应以牺牲等式中的其他部分为代价。

P8 "The human systems and the landscapes we live on are linked, and the interactions go both ways," he says. Failing to recognize that, he notes, leads to "an overly simplified view of what the solutions might be. Our perception of the problem and of what the solution is becomes very limited."

他说:"人类系统和我们生活的地貌是相互关联的,这种相互作用是双向的。"他指出,未能认识到这一点,会导致"对解决方案可能是什么产生过于简化的看法。我们对问题的认知和对解决方案的认知变得非常有限。"

P9 At the same time, people continue to treat fire as an event that needs to be wholly controlled and unleashed only out of necessity, says Professor Balch at the University of Colorado. But acknowledging fire's inevitable presence in human life is an attitude crucial to developing the laws, policies, and practices that make it as safe as possible, she says.

与此同时,Colorado大学的Balch教授表示,人们继续将火灾视为需要完全控制、仅在必要时才释放的事件。但她说,承认火灾在人类生活中不可避免的存在,是制定使其尽可能安全的法律、政策和实践的关键态度。

P10 "We've disconnected ourselves from living with fire," Balch says. "It is really important to understand and try and tease out what is the human connection with fire today."

Balch说:"我们已经将自己与火共生的状态割裂开来。理解并努力梳理出当今人类与火灾的联系是什么,这一点非常重要。"

题目与逐题解析

36. More frequent wildfires have become a national concern because in 2015 they_____.

- [A] exhausted unprecedented management efforts
- [B] consumed a record-high percentage of budget
- [C] severely damaged the ecology of western states
- [D] caused a huge rise of infrastructure expenditure

更频繁的野火已成为一个全国性关切问题,因为在2015年它们_____。

- A) 耗尽了前所未有的管理努力 B) 消耗了创纪录高比例的预算 C) 严重破坏了西部各州的生态
D) 导致基础设施支出大幅增加

【答案】 B (细节题)

【判型】 题干in 2015 they_____把范围死死锁在2015年的具体事实层面, 答案应是原文里关于2015年的客观陈述。

【拆句】 句子主干是wildfires have become a national concern (主+系+表), because引导原因状语从句, 从句主语they回指wildfires, in 2015是时间状语; 空格处需要填入一个动词短语, 作从句谓语, 描述2015年wildfires发生了什么客观事实——结构平铺直叙, 无陷阱。

【定位】 In 2015, the US Forest Service for the first time spent more than half of its \$5.5 billion annual budget fighting fires – nearly double the percentage it spent on such efforts 20 years ago.

2015年, 美国林务局有史以来首次把其55亿美元年度预算的过半用于救火——几乎是它20年前同类支出占比的两倍。

【选项】 A) 偷换概念

原文破纪录的是预算占比, 不是management efforts; A把"创纪录的钱"偷换成"创纪录的管理努力", 对象错位。

B) ✓ 正确

for the first time spent more than half of its \$5.5 billion annual budget ↔

consumed a record-high percentage of budget

预判要的两个要素——"史无前例"和"破纪录的预算占比"——只有B用record-high percentage of budget一次性兜住, 其余三项要么偷换对象、要么无中生有。

C) 无中生有

原文P2谈的是预算挤占, 没说2015年西部生态受到severely damaged的伤害——且题干强调的是"national concern"层面的财政问题, 不是局部生态损伤。

D) 与原文相反

原文说fewer federal funds today are going towards the agency's other work – such as ... infrastructure upkeep, 基建维护是被挤占下降的方向, D却说基建支出huge rise, 与原文完全相反。

37. Moritz calls for the use of "a magnifying glass" to_____.

- [A] raise more funds for fire-prone areas
- [B] avoid the redirection of federal money
- [C] find wildfire-free parts of the landscape
- [D] guarantee safer spending of public funds

Moritz呼吁使用"放大镜"来_____。

- A) 为火灾易发地区筹集更多资金 B) 避免联邦资金的改变用途 C) 找到景观中没有野火的部分
D) 保证公共资金更安全的使用

【答案】 D (细节题)

【判型】 题干calls for the use of "a magnifying glass" to_____问的是Moritz为何要拿放大镜——答案是他紧接着说出的具体目的，属客观陈述。

【拆句】 主干是Moritz calls for the use of "a magnifying glass", to_____是不定式作目的状语；空格处需要填入一个动词短语，表达使用放大镜想要达成的目的——结构清晰，难度在于读懂"放大镜"的比喻所指。

【定位】 We need to take a magnifying glass to that. Like, 'Wait a minute, is this OK?' Do we want instead to redirect those funds to concentrate on lower-hazard parts of the landscape?
我们得拿放大镜审视这件事。就好像"等等，这样真的OK吗？"——我们是不是该把那些钱转去用在风险更低的地段？

【选项】 A) 与原文相反

原文目的是把钱从火险区redirect出去，A却说raise more funds for fire-prone areas——为火险区筹更多钱，方向与原文完全相反。

B) 与原文相反

avoid the redirection of federal money说"避免重新分配"，但Moritz恰恰主张redirect those funds——B把他要做的事变成了他要避免的事，正话反说。

C) 范围程度偷改

原文是lower-hazard parts of the landscape（低风险地段），C换成了wildfire-free parts（无野火地段），程度从"较低"升级成"绝对没有"，是程度词偷换。

D) ✓ 正确

redirect those funds to concentrate on lower-hazard parts of the landscape ↔

guarantee safer spending of public funds

Wait a minute, is this OK? ↔ **guarantee safer spending of public funds**

预判的"把关"对应guarantee，"该花到该花的地方"对应safer spending of public funds——D是四项里唯一把审慎+转向同时收住的选项。

38. While admitting that climate is a key element, Moritz notes that_____.

- [A] public debates have not settled yet
- [B] fire-fighting conditions are improving
- [C] other factors should not be overlooked
- [D] a shift in the view of fire has taken place

在承认气候是关键因素的同时,Moritz指出_____。

A) 公众辩论尚未解决 B) 灭火条件正在改善 C) 其他因素不应被忽视 D) 对火灾的看法已经发生转变

【答案】 C (细节题)

【判型】 While admitting that climate is a key element, Moritz notes that____是典型让步-转折句, 空格处填的就是转折后的客观观点, 原文必有原句。

【拆句】 While admitting that climate is a key element是while引导的让步状语从句(that引导admitting的宾语从句), 主句是Moritz notes that____(notes后接that宾语从句, 从句即空格内容); 让步部分让出"climate重要", 主句必反向强调"还有别的", 结构是典型的让步-转折。

【定位】 While climate is a key element, Moritz says, it shouldn't come at the expense of the rest of the equation.

Moritz说, 虽然气候是一个关键因素, 但它不应以牺牲方程式其余部分为代价。

【选项】 A) 无中生有

public debates have not settled yet谈的是"公众辩论尚无定论"——这是原文从未出现过的话题, 与Moritz的让步-转折毫无关系。

B) 答非所问

fire-fighting conditions are improving说"救火条件正在改善", 原文P7谈的是认知方程式不能偏废, 从未谈条件改善——话题完全不沾。

C) ✓ 正确

it shouldn't come at the expense of the rest of the equation ↔

other factors should not be overlooked

预判要的"其余因素也不能丢", 只有C用other factors should not be overlooked精准对应; 其他三项都换了话题。

D) 与原文相反

a shift in the view of fire has taken place说"火灾观的转变已经发生", 但原文Such a view would require a corresponding shift用的是would require(需要), 是"尚未发生、有待发生"——D把虚拟/未然写成了完成时已然。

39. The overly simplified view Moritz mentions is a result of failing to_____.

- [A] discover the fundamental makeup of nature
- [B] explore the mechanism of the human systems
- [C] maximize the role of landscape in human life
- [D] understand the interrelations of man and nature

Moritz提到的过于简化的观点是未能_____的结果。

- A) 发现自然的基本构成 B) 探索人类系统的机制 C) 最大化景观在人类生活中的作用
D) 理解人与自然的相互关系

【答案】 D (细节题)

【判型】 is a result of failing to_____是固定因果句式，答案就是原文给出的"未做某事"的客观描述。

【拆句】 主干是The overly simplified view ... is a result of failing to____, Moritz mentions是省略that的定语从句修饰view (the view (that) Moritz mentions), failing to_____是动名词短语作of的宾语；空格填一个动词短语，表达"未能做到什么"。

【定位】 The human systems and the landscapes we live on are linked, and the interactions go both ways, he says. Failing to recognize that, he notes, leads to "an overly simplified view of what the solutions might be."

他说，人类系统与我们栖居的景观是相互关联的，相互作用是双向的。他指出，没认清这一点，就会导致"对解决方案视野的过度简化"。

【选项】 A) 偷换概念

discover the fundamental makeup of nature说"发现自然的根本构成"——原文关心的是人与景观的互动方式，不是"自然由什么组成"，话题错位。

B) 以偏概全

explore the mechanism of the human systems只谈"探究人类系统的机制"，原文强调的是human systems与landscapes之间的双向互动——B少了landscapes/nature这一极，是以偏概全。

C) 无中生有

maximize the role of landscape in human life说"最大化景观在人类生活中的作用"——原文谈的是认知人与景观的关联、不是要最大化它的作用，且maximize是凭空加上的程度。

D) ✓ 正确

The human systems and the landscapes we live on are linked ↔

understand the interrelations of man and nature

Failing to recognize that ↔ **failing to ... understand**

预判要的"人与自然双向相联"三要素——人/自然/相联——只有D用interrelations+man and nature兜住；其他三项都只抓了一半或全跑题。

40. Professor Balch points out that fire is something man should_____.

- [A] do away with
- [B] come to terms with
- [C] pay a price for
- [D] keep away from

Balch教授指出火是人类应该_____的东西。

A) 摒弃 B) 接受 C) 为之付出代价 D) 远离

【答案】 **B** (细节题)

【判型】 题干Professor Balch points out that fire is something man should_____问Balch明确指出的具体态度，答案是她原文里关于火的客观主张。

【拆句】 主干Professor Balch points out that fire is something man should_____, points out后接that宾语从句；从句里fire是主语，is something是系表，man should_____是省略that/which的定语从句修饰something (fire是some thing (that) man should...)；空格填介词短语，表达man对fire应采取的态度。

【定位】 But acknowledging fire's inevitable presence in human life is an attitude crucial to developing the laws, policies, and practices that make it as safe as possible, she says.

但她说，承认火在人类生活中不可避免的存在，是制定使其尽可能安全的法律、政策与实践所必须的一种态度。

【选项】 A) **与原文相反**

do away with字面意为"彻底消除"，原文fire's inevitable presence强调火的不可避免，根本不可能消除——A是Balch否定的"完全控制"立场，与她的主张正相反。

B) **✓ 正确**

acknowledging fire's inevitable presence in human life ↔ **come to terms with**

We've disconnected ourselves from living with fire ↔ **come to terms with**

Balch通篇主张"承认火的存在、与之共处"，四个选项里只有come to terms with在习语层面承载"接受、和解"——其余三项要么消灭、要么回避、要么付代价，态度极性全错。

C) **无中生有**

pay a price for意为"为.....付出代价"，原文从未要人为火付代价——Balch谈的是态度上的承认、不是承担代价。

D) **与原文相反**

keep away from意为"远离、回避"，与Balch主张的living with fire"与火共生"完全相反，是另一种与原文相反的态度词。

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。

Though often viewed as a problem for western states, the growing frequency of wildfires is a national concern because of its impact on federal tax dollars, says Professor Max Moritz, a specialist in fire ecology and management.

第1段，第1句

“句首让步背景 + 主句判断 + 原因补充 + 句尾信息来源”是较常见的书面表达方式。掌握这种读法后，处理新闻、说明文和学术表达都很有迁移价值。

Another nationwide concern is whether public funds from other agencies are going into construction in fire-prone districts.

第3段，第1句

主句 + 表语从句的结构在四六级和考研阅读中高频出现,whether 引导名词性从句是常考句式,且主系表框架 + 名词性从句的组合具有很强的迁移性,学习者掌握后可应用于大量类似句型

"We need to take a magnifying glass to that. Like, 'Wait a minute, is this OK?' Do we want instead to redirect those funds to concentrate on lower-hazard parts of the landscape?"

第4段，第2句

第一句展示了不定式作宾语的用法,第二句包含疑问句结构、状语插入(instead)、双层不定式(to redirect...to concentrate),成分种类较丰富。但缺少定语从句、宾补等常考易错点,训练价值中等

Such a view would require a corresponding shift in the way US society today views fire, researchers say.

第5段，第1句

主句包含情态动词加及物动词,宾语中嵌入限制性定语从句且关系副词省略,这是四六级和考研阅读中的高频句式。该结构在学术写作和新闻报道中常见,掌握后可迁移到大量类似句子。

For one thing, conversations about wildfires need to be more inclusive.

第6段，第1句

"主语 + need to be + 形容词" 是四六级和考研阅读中的常见句式，具有一定代表性；句首状语 "For one thing" 也是议论文常用的列举标记；但整体结构过于基础，缺少复杂句式特征

Over the past decade, the focus has been on climate change – how the warming of the Earth from greenhouse gases is leading to conditions that worsen fires.

第6段，第2句

主句包含时间状语、主系表结构、同位语从句（破折号引出）；how从句内有主语（动名词短语）、谓语（现在进行时）、宾语、后置定语（介词短语from greenhouse gases）；定语从句涉及关系代词作主语、及物动词作谓语、名词作宾语；成分种类丰富，且破折号的同位语用法、动名词短语作主语、关系代词双重作用等都是易错点，训练价值较高。

While climate is a key element, Moritz says, it shouldn't come at the expense of the rest of the equation.

第7段，第1句

该句型非常典型：让步状语从句 + 主句引述 + 宾语从句的组合是学术文章和考试阅读中的高频结构。学会分析此类句子可直接迁移到大量真题中，具有很强的代表性和复用价值。

HIGH-FREQUENCY • 真题高频词

本篇出现的 63 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。

view A2

n. 观点，看法

本篇6次 · 真题 91 句

fund B2

n. 资金

本篇5次 · 真题 45 句

federal B2

adj. 联邦（制）的

本篇4次 · 真题 81 句

landscape B1

n. 风景

本篇4次 · 真题 29 句

wildfire B2

n. 野火

本篇4次·真题 12 句

concern B1

v. 涉及

本篇3次·真题 60 句

climate B1

n. 气候

本篇3次·真题 50 句

professor B1

n. 教授 (大学教师的最高职称)

本篇3次·真题 38 句

management B1

n. 管理

本篇3次·真题 36 句

system A2

n. 系统

本篇2次·真题 107 句

agency B2

n. 代理机构

本篇2次·真题 32 句

shift B1

v. 移动

本篇2次·真题 31 句

solution B1

n. 解决办法

本篇2次·真题 26 句

infrastructure C1

n. 基础设施

本篇2次·真题 23 句

budget B1

n. 预算

本篇2次·真题 13 句

element B1

n. 要素

本篇2次·真题 12 句

percentage B1

n. 百分比, 百分率

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

researcher B2

n. 研究人员

本篇1次·真题 112 句

likely A2

adj. 很可能的

本篇1次·真题 89 句

effect B1

n. 影响

本篇1次 · 真题 80 句

focus B1

n. 重点

本篇1次 · 真题 77 句

policy B1

n. 政策

本篇1次 · 真题 69 句

decade B1

n. 十年

本篇1次 · 真题 61 句

tax A2

n. 税

本篇1次 · 真题 54 句

impact B2

n. 影响

本篇1次 · 真题 53 句

factor B1

n. 因素

本篇1次 · 真题 47 句

affect B1

v. 影响

本篇1次 · 真题 39 句

billion B1

num. 十亿 (1,000,000,000)

本篇1次 · 真题 39 句

event A2

n. 事件

本篇1次 · 真题 36 句

cultural B1

adj. 文化的

本篇1次 · 真题 32 句

link A2

n. 联系

本篇1次 · 真题 29 句

explore B1

v. 探索

本篇1次 · 真题 28 句

connection B1

n. 联系

本篇1次 · 真题 24 句

conservation B2

n. 保护

本篇1次 · 真题 24 句

construction B1

n. 建造

本篇1次 · 真题 24 句

recognize B1

v. 认出

本篇1次·真题 24 句

resource B1

n. 资源

本篇1次·真题 24 句

spending A2

n. 开支

本篇1次·真题 24 句

interaction B2

n. 相互作用

本篇1次·真题 22 句

damage B1

n. 损害

本篇1次·真题 20 句

inevitable B2

adj. 必然发生的

本篇1次·真题 19 句

limited B1

adj. 有限的

本篇1次·真题 19 句

presence B2

n. 在场

本篇1次·真题 19 句

annual B1

adj. 每年的, 年度的

本篇1次·真题 18 句

crucial B2

adj. 至关重要的

本篇1次·真题 17 句

guarantee B2

n. 保证

本篇1次·真题 17 句

consume B2

v. 消耗, 耗费 (燃料、能源、时间等)

本篇1次·真题 16 句

debate B2

n. 辩论

本篇1次·真题 16 句

fundamental B2

adj. 基本的

本篇1次·真题 15 句

perspective B2

n. 观点

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

necessity B2

n. 必需品

本篇1次·真题 13 句

admit B1

v. 承认 (事实、错误等)

本篇1次·真题 12 句

mechanism B2

n. 机制

本篇1次·真题 12 句

overlook B2

v. 忽略, 没注意到

本篇1次·真题 11 句

concentrate B1

v. 集中注意力

本篇1次·真题 10 句

expense B1

n. 花费

本篇1次·真题 10 句

frequent B1

adj. 频繁的

本篇1次·真题 10 句

settle B1

v. 解决 (争端、问题)

本篇1次·真题 10 句

district B1

n. 地区

本篇1次·真题 9 句

perception C1

n. 看法

本篇1次·真题 8 句

warming B1

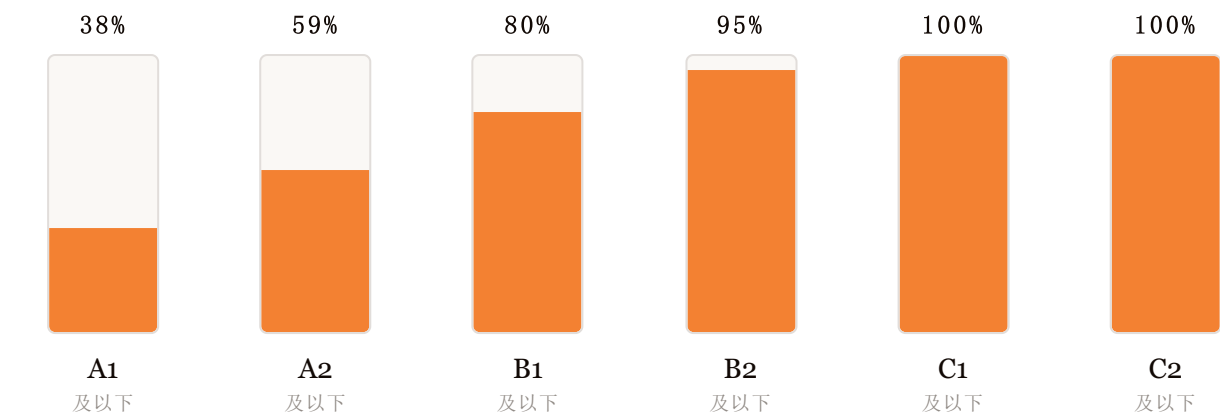
n. 变暖;加温

本篇1次·真题 8 句

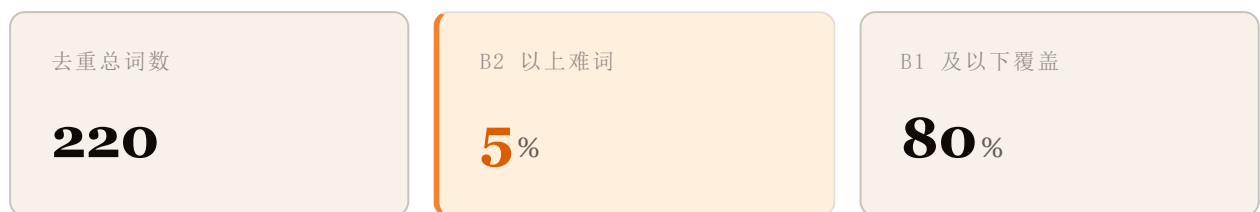
VOCABULARY • 词汇难度分布

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 10 个·约 5%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 220 个 · 末柱为 100%



考研英语二 2017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 →
Section IV Part B	写作	题目解析 →

2017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2017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、11 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(2017)

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)

The decline in American manufacturing is a common refrain, particularly from Donald Trump. "We don't make anything anymore," he told Fox News, while defending his own made-in-Mexico clothing line.

美国制造业的衰落是一个常见的论调,尤其是来自唐纳德·特朗普。"我们不再制造任何东西了,"他在为自己墨西哥制造的服装系列辩护时对Fox News如此说道。

Without question, manufacturing has taken a significant hit during recent decades, and further trade deals raise questions about whether new shocks could hit manufacturing.

毫无疑问,制造业在最近几十年遭受了重大打击,进一步的贸易协议引发了关于新的冲击是否会打击制造业的问题。

But there is also a different way to look at the data.

但也有另一种方式来看待这些数据。

Across the country, factory owners are now grappling with a new challenge: Instead of having too many workers, they may end up with too few. Despite trade competition and outsourcing, American manufacturing still needs to replace tens of thousands of retiring boomers every year. Millennials may not be that interested in taking their place. Other industries are recruiting them with similar or better pay. 在全国范围内,工厂主现在正在应对一个新挑战:他们可能最终面临的不是工人太多,而是太少。尽管存在贸易竞争和外包,美国制造业每年仍然需要替换数以万计即将退休的婴儿潮一代。千禧一代可能对接替他们的位置不那么感兴趣。其他行业正在以相似或更好的薪酬招募他们。

For factory owners, it all adds up to stiff competition for workers – and upward pressure on wages. "They're harder to find and they have job offers," says Jay Dunwell, president of Wolverine Coil Spring, a family-owned firm, "They may be coming [into the workforce], but they've been plucked by other industries that are also doing as well as manufacturing." Mr. Dunwell has begun bringing high school juniors to the factory so they can get exposed to its culture.

对工厂主来说,这一切加起来构成了激烈的人才竞争,并形成了工资上涨的压力。"他们更难找到,而且他们有机会,"家族企业Wolverine Coil Spring的总裁Jay Dunwell说,"他们可能正在进入劳动力市场,但他们已经被其他同样发展良好的行业挖走了。"Dunwell先生已经开始把高中三年级学生带到工厂,让他们接触工厂文化。

At RoMan Manufacturing, a maker of electrical transformers and welding equipment that his father cofounded in 1980, Robert Roth keeps a close eye on the age of his nearly 200 workers. Five are retiring this year. Mr. Roth has three community-college students enrolled in a work-placement program, with a starting wage of \$13 an hour that rises to \$17 after two years.

在RoMan Manufacturing,一家由他父亲于1980年联合创立的电力变压器和焊接设备制造商,Robert Roth密切关注着他近200名工人的年龄。今年有五人退休。Roth先生让三名社区大学学生参加工作实习项目,起始工资为每小时13美元,两年后涨到17美元。

At a worktable inside the transformer plant, young Jason Stenquist looks flustered by the copper coils he's trying to assemble and the arrival of two visitors. It's his first week on the job. Asked about his choice of career, he says at high school he considered medical school before switching to electrical engineering. "I love working with tools. I love creating," he says.

在变压器工厂内的工作台旁,年轻的Jason Stenquist看起来被他试图组装的铜线圈和两位访客的到来弄得有些慌乱。这是他工作的第一周。当被问及他的职业选择时,他说在高中时他考虑过医学院,后来转向了电气工程。"我喜欢使用工具。我喜欢创造,"他说。

But to win over these young workers, manufacturers have to clear another major hurdle: parents, who lived through the worst US economic downturn since the Great Depression, telling them to avoid the factory. Millennials "remember their father and mother both were laid off. They blame it on the manufacturing recession," says Birgit Klohs, chief executive of The Right Place, a business development agency for western Michigan.

但要赢得这些年轻工人,制造商必须清除另一个主要障碍:父母们经历了自大萧条以来美国最严重的经济衰退,告诉他们要避开工厂。千禧一代"记得他们的父亲和母亲都被解雇了。他们把这归咎于制造业衰退,"密歇根州西部商业发展机构The Right Place的首席执行官Birgit Klohs说。

These concerns aren't misplaced: Employment in manufacturing has fallen from 17 million in 1970 to 12 million in 2015. When the recovery began, worker shortages first appeared in the high-skilled trades. Now shortages are appearing at the mid-skill levels.

这些担忧并非没有根据:制造业就业人数已从1970年的1700万下降到2015年的1200万。当经济复苏开始时,工人短缺首先出现在高技能行业。现在短缺正在中等技能水平出现。

"The gap is between the jobs that take no skills and those that require a lot of skill," says Rob Spohr, a business professor at Montcalm Community College. "There're enough people to fill the jobs at

McDonalds and other places where you don't need to have much skill. It's that gap in between, and that's where the problem is."

"差距存在于不需要技能的工作和需要大量技能的工作之间,"Montcalm Community College的商业教授 Rob Spohr说。"有足够的人来填补麦当劳和其他不需要太多技能的地方的工作。问题就在这两者之间的差距。"

Julie Parks of Grand Rapids Community College points to another key to luring Millennials into manufacturing: a work/life balance. While their parents were content to work long hours, young people value flexibility. "Overtime is not attractive to this generation. They really want to live their lives," she says.

Grand Rapids Community College的Julie Parks指出了吸引千禧一代进入制造业的另一个关键:工作与生活的平衡。虽然他们的父母满足于长时间工作,但年轻人重视灵活性。"加班对这一代人没有吸引力。他们真的想过自己的生活,"她说。

	[A] says that he switched to electrical engineering because he loves working with tools.
41. Jay Dunwell	[B] points out that there are enough people to fill the jobs that don't need much skill.
42. Jason Stenquist	[C] points out that the US doesn't manufacture anything anymore.
43. Birgit Klohs	[D] believes that it is important to keep a close eye on the age of his workers.
44. Rob Spohr	[E] says that for factory owners, workers are harder to find because of stiff competition.
45. Julie Parks	[F] points out that a work/life balance can attract young people into manufacturing.
	[G] says that the manufacturing recession is to blame for the lay-off of the young people's parents.

41. Jay Dunwell

【答案】 [E] 信息在第 5 段

【候选项】 says that for factory owners, workers are harder to find because of stiff competition.

表示对于工厂主来说,由于激烈的竞争,工人更难找到。

【定位】 "They're harder to find and they have job offers," says Jay Dunwell, president of Wolverine Coil Spring, a family-owned firm, "They may be coming [into the workforce], but they've been plucked by other industries that are also doing as well as manufacturing."

Wolverine Coil Spring (一家家族企业) 的总裁 Jay Dunwell 说: "他们更难找了, 而且手里都有别的工作邀约", "他们可能正在进入劳动力市场, 但已经被其他同样景气的行业抢走了。"

【锚点】 抢人竞争致招工难

【对照】 They're harder to find ↔ workers are harder to find

代词还原+同句式

stiff competition for workers ↔ because of stiff competition

把并列原因显化为因果

【依据】 难招+竞争双命中

【辨邻】 [C]

the US doesn't manufacture anything anymore 看似也在谈制造业, 但这句话的出处是第 1 段特朗普的 We don't make anything anymore, 根本不是 Dunwell 说的, 也与他"招工难"的主张无关。

We don't make anything anymore

42. Jason Stenquist

【答案】 [A] 信息在第7段

【候选项】 says that he switched to electrical engineering because he loves working with tools.

表示他转向电气工程是因为他喜欢使用工具工作。

【定位】 Asked about his choice of career, he says at high school he considered medical school before switching to electrical engineering. "I love working with tools. I love creating," he says.

被问到为何选这一行时，他说高中时曾考虑读医学院，后来转去学了电气工程。"我热爱使用工具，我热爱创造，"他说。

【锚点】 因爱用工具转学电气工程

【对照】 switching to electrical engineering ↔ he switched to electrical engineering

动名词转限定动词

I love working with tools ↔ because he loves working with tools

第一人称转第三+补因果连词

【依据】 转专业+爱工具双命中

43. Birgit Klohs

【答案】 [G] 信息在第 8 段

【候选项】 says that the manufacturing recession is to blame for the lay-off of the young people's parents.

表示制造业衰退是年轻人父母被裁员的原因。

【定位】 Millennials "remember their father and mother both were laid off. They blame it on the manufacturing recession," says Birgit Klohs, chief executive of The Right Place, a business development agency for western Michigan.

千禧一代"记得自己的父母双双被裁员。他们把这归咎于制造业的衰退，"西密歇根地区一家商业开发机构 The Right Place 的首席执行官 Birgit Klohs 说。

【锚点】 制造业衰退致父母被裁

【对照】 They blame it on the manufacturing recession ↔

the manufacturing recession is to blame for the lay-off

blame on 与 be to blame for 的主被动重构

their father and mother both were laid off ↔ the lay-off of the young people's parents

动词被动转名词化

【依据】 归因方向+对象双命中

【辨邻】 [C]

the US doesn't manufacture anything anymore 也含"manufacture", 与本段制造业话题眼熟, 但它是第 1 段特朗普的论调, Klohs 说的是"父母被裁、归咎于衰退", 与"什么都不生产"无关。

We don't make anything anymore

44. Rob Spohr

【答案】 [B] 信息在第 10 段

【候选项】 points out that there are enough people to fill the jobs that don't need much skill.

指出有足够的人来填补那些不需要太多技能的工作岗位。

【定位】 "The gap is between the jobs that take no skills and those that require a lot of skill," says Rob Spohr, a business professor at Montcalm Community College. "There're enough people to fill the jobs at McDonalds and other places where you don't need to have much skill. It's that gap in between, and that's where the problem is."

"缺口在于完全不需要技能的岗位和需要大量技能的岗位之间，"Montcalm 社区学院的商学教授 Rob Spohr 说。"像麦当劳这种不需要多少技能的地方，人手是够的。问题就出在中间那段缺口上。"

【锚点】 低技能岗位不缺人

【对照】 There're enough people to fill the jobs ↔ there are enough people to fill the jobs

缩写还原，逐字对应

where you don't need to have much skill ↔ that don't need much skill

定语从句同义改写

【依据】 人够+低技能双命中

【辨邻】 [F]

a work/life balance can attract young people 谈的是用工作生活平衡吸引年轻人，这是第 11 段 Julie Parks 的观点，不是 Spohr 的。Spohr 谈的是技能缺口，主题完全不同。

a work/life balance

45. Julie Parks

【答案】 [F] 信息在第 11 段

【候选项】 points out that a work/life balance can attract young people into manufacturing.

指出工作与生活的平衡可以吸引年轻人进入制造业。

【定位】 Julie Parks of Grand Rapids Community College points to another key to luring Millennials into manufacturing: a work/life balance.

Grand Rapids 社区学院的 Julie Parks 指出，把千禧一代吸引进制造业的另一个关键是：工作与生活的平衡。

【锚点】 工作生活平衡能吸引年轻人

【对照】 a work/life balance ↔ a work/life balance

关键词逐字对应

luring Millennials into manufacturing ↔ attract young people into manufacturing

同义动词+上位词替换

【依据】 平衡+吸引年轻人双命中

【辨邻】 [B]

there are enough people to fill the jobs that don't need much skill 谈的是低技能岗位人手够，这是第 10 段 Rob Spohr 的主张，不是 Parks 的；Parks 谈的是用工作生活平衡吸引年轻人。

There're enough people to fill the jobs at McDonalds

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] says that he switched to electrical engineering because he loves working with tools.

某人因为热爱用工具，所以转去学了电气工程。

对应第 42 题

[B] points out that there are enough people to fill the jobs that don't need much skill.

低技能的岗位人手是够的（缺的是中间技能档）。

对应第 44 题

[C] points out that the US doesn't manufacture anything anymore.

美国已经什么都不生产了——这是特朗普的论调。

多余项 · 无人对应

[D] believes that it is important to keep a close eye on the age of his workers.

某人认为密切关注工人的年龄结构很重要。

多余项 · 无人对应

[E] says that for factory owners, workers are harder to find because of stiff competition.

对工厂主来说，因为激烈的抢人竞争，工人更难招了。

对应第 41 题

[F] points out that a work/life balance can attract young people into manufacturing.

工作与生活的平衡能把年轻人吸引进制造业。

对应第 45 题

[G] says that the manufacturing recession is to blame for the lay-off of the young people's parents.

制造业的衰退要为年轻人父母被裁员负责。

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。

[C] points out that the US doesn't manufacture anything anymore.

the US doesn't manufacture anything anymore 改写自第 1 段特朗普的 We don't make anything anymore。特朗普在文中没有被列为题干人名，所以这一项始终无人认领；它含 "manufacture"，对每一道制造业话题的题都有眼熟感，是最阴的多余项。

[D] believes that it is important to keep a close eye on the age of his workers.

keep a close eye on the age of his workers 几乎逐字对应第 6 段 Robert Roth keeps a close eye on the age of his nearly 200 workers。但 Robert Roth 不在 41~45 的题干人名里，所以这一项虽贴文却无人对应；如果误把它当某题答案，多半是没核对题干给的是哪几个人名。

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。

Across the country, factory owners are now grappling with a new challenge:
Instead of having too many workers, they may end up with too few.

第4段，第1句

冒号引出同位语解释前文名词的结构在学术和新闻英语中非常常见，是四六级和考研阅读中的典型句式。同位语分句本身也体现了 "Instead of" 表达对比的常用手法。整体结构具有较高的代表性和复用价值

Despite trade competition and outsourcing, American manufacturing still needs to
replace tens of thousands of retiring boomers every year.

第4段，第2句

本句体现了真题中常见的结构特征：句首介词短语作让步状语、主句使用 need to do 结构、现在分词作后置定语修饰名词。这种 "让步状语 + 主句核心陈述" 的布局以及不定式作宾语的搭配，在四六级和考研阅读中频繁出现，掌握后可大量迁移到同类句型，典型性较高。

Millennials may not be that interested in taking their place.

第4段，第3句

"主语 + 情态动词 + 系动词 + 表语" 是英语中常见的基本句式，情态动词 "may" 表推测的用法在四六级和考研阅读中频繁出现；"be interested in" 结构也是高频搭配，具有较好的代表性和复用价值。

Mr. Dunwell has begun bringing high school juniors to the factory so they can get exposed to its culture.

第5段，第3句

主句 + 目的状语从句的结构在四六级和考研阅读中非常常见，"so that" 或 "so" 引导目的从句是典型句式。现在完成时和情态被动也是考试高频语法点，句式代表性强，掌握后可迁移到大量类似句子。

Mr. Roth has three community-college students enrolled in a work-placement program, with a starting wage of \$13 an hour that rises to \$17 after two years.

第6段，第3句

本句成分丰富且有训练价值：主谓宾结构中包含宾语补足语（过去分词短语），主句还有伴随状语（with 短语），定语从句内含程度状语和时间状语。这些成分组合在实际句子中常见，尤其宾补 + 状语的叠加是易混淆点，适合用来练习成分划分和辨析。

Millennials "remember their father and mother both were laid off. They blame it on the manufacturing recession," says Birgit Klohs, chief executive of The Right Place, a business development agency for western Michigan.

第8段，第2句

本句涵盖主语、谓语、宾语（含宾语从句）、状语、同位语等多种成分，且包含两个易错点：一是 remember 后省略 that 的宾语从句识别，二是倒装引述结构中主语宾语的定位。同位语部分层层嵌套（Birgit Klohs 的职位 + 机构 + 机构性质），也是练习同位语识别的好材料。成分种类丰富，训练价值较高。

"The gap is between the jobs that take no skills and those that require a lot of skill," says Rob Spohr, a business professor at Montcalm Community College.

第10段，第1句

覆盖主谓宾、系表、定语从句、宾语从句、同位语等多种成分；倒装引述结构和并列定语从句的辨识是常见练习点；宾语从句内部主系表结构的表语为介词短语，包含并列修饰，成分丰富且具有练习价值。

"There're enough people to fill the jobs at McDonalds and other places where you don't need to have much skill. It's that gap in between, and that's where the problem is."

第10段，第2句

there be 句型、where 引导的定语从句、表语从句都是四六级和考研中的高频句式。并列主句的组合方式(陈述现象 + 转折指出问题)也是议论文常见结构。这些句式在真题中反复出现,掌握后迁移价值高。

While their parents were content to work long hours, young people value flexibility.

第11段，第2句

"While" 引导的状语从句与主句构成对比是四六级和考研阅读中的常见句式,具有一定代表性。掌握此结构有助于理解对比类长句,但句式本身不算复杂,典型性中等。

HIGH-FREQUENCY • 真题高频词

本篇出现的 50 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。

manufacturing B2

n. 制造业;生产

本篇11次 · 真题 22 句

millennial C1

n. 千禧一代 (1981-1996年出生的人)

本篇3次 · 真题 10 句

community B1

n. 社区

本篇2次 · 真题 71 句

million A2

num. 一百万

本篇2次 · 真题 57 句

gap B1

n. 间隙

本篇2次 · 真题 45 句

balance B1

n. 平衡

本篇2次 · 真题 30 句

recession C1

n. 经济衰退

本篇2次 · 真题 19 句

blame B1

v. 责备

本篇2次 · 真题 17 句

shortage B2

n. 短缺

本篇2次 · 真题 17 句

switch A2

v. 转换

本篇2次 · 真题 17 句

wage B1

n. 工资

本篇2次 · 真题 16 句

retire B1

v. 退休

本篇2次 · 真题 12 句

engineering B1

n. 工程学

本篇2次 · 真题 8 句

economic B2

adj. 经济的

本篇1次 · 真题 98 句

data B1

n. 数据

本篇1次 · 真题 80 句

better A1

adj. 更好的 (good 的比较级)

本篇1次 · 真题 70 句

firm B1

adj. 坚固的

本篇1次 · 真题 66 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

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

major B1

adj. 主要的

本篇1次·真题 56 句

pressure B1

n. 心理压力

本篇1次·真题 55 句

significant B2

adj. 重要的

本篇1次·真题 47 句

career B1

n. 职业

本篇1次·真题 42 句

executive B2

n. 主管;经理;管理人员

本篇1次·真题 39 句

professor B1

n. 教授 (大学教师的最高职称)

本篇1次·真题 38 句

further B1

adv. 更远地

本篇1次·真题 34 句

agency B2

n. 代理机构

本篇1次·真题 32 句

despite B1

prep. 尽管

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

content B1

n. 内容

本篇1次·真题 31 句

attract B1

v. 吸引 (注意力、兴趣)

本篇1次·真题 30 句

replace A2

v. 替换, 更换 (用新的代替旧的)

本篇1次·真题 30 句

employment B1

n. 工作

本篇1次·真题 29 句

workforce B2

n. (一国或一地区的) 劳动力, 劳动人口

本篇1次·真题 21 句

chief B1

n. 首领

本篇1次·真题 20 句

expose

B2

v. 使暴露

本篇1次 · 真题 17 句

attractive

B1

adj. 有吸引力的

本篇1次 · 真题 12 句

interested

A1

adj. 感兴趣的

本篇1次 · 真题 12 句

manufacturer

B2

n. 制造商

本篇1次 · 真题 12 句

recovery

B2

n. 恢复

本篇1次 · 真题 11 句

depression

B2

n. 抑郁症

本篇1次 · 真题 10 句

flexibility

B2

n. 灵活性

本篇1次 · 真题 10 句

recruit

B2

v. 招募

本篇1次 · 真题 10 句

shock

B1

n. 震惊

本篇1次 · 真题 10 句

assemble

B2

v. 聚集, 集合 (人群)

本篇1次 · 真题 9 句

clothing

A2

n. 衣服

本篇1次 · 真题 9 句

equipment

B1

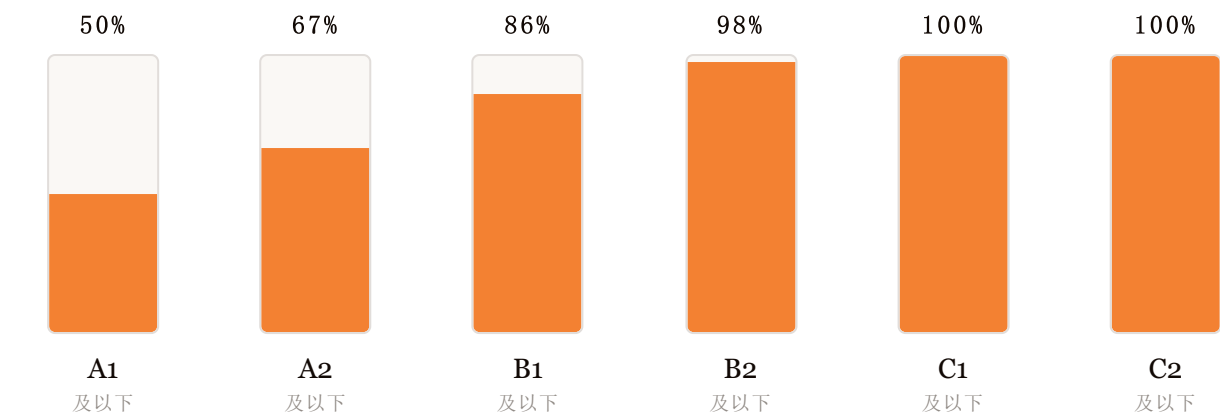
n. 设备

本篇1次 · 真题 9 句

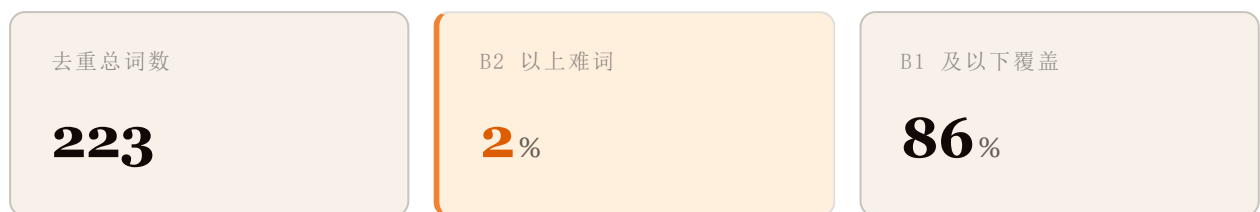
VOCABULARY · 词汇难度分布

全文 223 词按 CEFR 难度累积覆盖

数字标号长文去重后共 223 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 4 个 · 约 2%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 223 个 · 末柱为 100%



考研英语二 2017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 →

2017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2017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(2017)

Section III

Directions:

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

P1 My dream has always been to work somewhere in an area between fashion and publishing. Two years before graduating from secondary school, I took a sewing and design course thinking that I would move on to a fashion design course. However, during that course I realized I was not good enough in this area to compete with other creative personalities in the future, so I decided that it was not the right path for me. Before applying for university I told everyone that I would study journalism, because writing was, and still is, one of my favourite activities. But, to be honest, I said it, because I thought that fashion and I together were just a dream – I knew that no one could imagine me in the fashion industry at all! So I decided to look for some fashion-related courses that included writing. This is when I noticed the course "Fashion Media & Promotion."

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 我的梦想一直是在时尚与出版之间的某个领域里工作。中学毕业前两年，我上了一门缝纫与设计课程，心想着之后会进而去读时尚设计课程。然而，在上那门课期间，我意识到自己在这个领域还不够出色，将来不足以和其他富有创意的人才竞争，于是我认定这条路并不适合我。申请大学之前，我告诉所有人我会去学新闻，因为写作过去是、现在也依然是我最喜欢的活动之一。但说实话，我之所以那么说，是因为我觉得我和时尚行业沾边只不过是梦——我清楚，根本没有任何人能想象我会身处时尚行业！于是，我决定去找一些既与时尚相关、又包含写作内容的课程。正是在这时，我注意到了“时尚传媒与推广”这门课程。

【衔接】第3句开头 However 要译出转折、接住第2句

第2句说"我上了缝纫设计课、想进而读时尚设计"，第3句 However, during that course I realized I was not good enough 用 However 把语气一转。译文务必保留"然而"，让"原本的打算"和"后来的醒悟"形成对照，两句的逻辑落差才出得来。

第4、5句间用"但说实话"承接，露出"表面话 vs 真心话"反差

第4句说"我告诉所有人要学新闻"，第5句 But, to be honest, I said it, because... 紧接着交代真实原因。译文用"但说实话，我之所以那么说，是因为....."承接，把"对外宣称"与"内心实情"的反差衔接出来，读者才明白第4句只是个对外的说法。

第6句"于是"、第7句"正是在这时"形成"决定→发现"的收束链

第5句的结论（进时尚是个梦）→第6句 So I decided to look for some fashion-related courses that included writing 用"于是"接出行动→第7句 This is when I noticed the course 用"正是在这时"接出结果。三句靠"于是.....正是在这时....."串成一条"想通—行动—发现"的链条，整段才在结尾收得干净。

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】2016年1月份第4期World Student《世界学生杂志》。文章句子结构及用词比较简单,但固定短语比较多,翻译时需结合上下文语境使译文表达更加精准、确切。

【主旨】作者自述如何找到"时尚+写作"的专业方向

这是一段第一人称的自述，作者讲自己的梦想是 to work somewhere in an area between fashion and publishing，并回顾了从学缝纫设计、想读时尚设计，到放弃、转向新闻，最终发现一门把时尚与写作结合的课程的心路。基调是平实、个人化的叙事，没有褒贬评论，因此遣词都按"普通人讲自己经历"的口吻来译即可。

【术语】fashion 全篇统一译"时尚"

fashion 在本段反复出现，如 between fashion and publishing、a fashion design course、in the fashion industry，必须前后统一译成"时尚"，不要一会儿"时装"一会儿"时尚"，否则整段读着不像一篇。

course 指"课程"，但具体指哪门要回上文

course 多次出现：a sewing and design course"缝纫与设计课程"、a fashion design course"时尚设计课程"。第三句的 during that course 中的 that course 须回指上一句提到的"缝纫与设计课程"，不能含糊译成"那个课程"。

it / it 的回指要逐处回上文还原

本段多处用 it：it was not the right path for me 的 it 指"读时尚设计这条路"；I said it 的 it 指上一句"我会去学新闻"这件事。翻译时先回上文找 it 指谁，再决定是还原成具体名词还是顺着译成"这"。

1. My dream has always been to work somewhere in an area between fashion and publishing.

【意群】 My dream has always been (主干主谓) ★ 采分 → 我的梦想一直是

难点: **has always been** 译"一直是"

现在完成时 has always been 加上 always, 强调"从过去到现在持续如此", 译成"一直都是"比单说"是"更准, 能体现这个梦想由来已久。

to work somewhere in an area (to 不定式作表语) ★ 采分 → 在某个领域里工作

难点: **somewhere** 译"某个"、别漏

somewhere 在这里不是"某地", 而是和 in an area 连用, 表示"在.....当中的某个地方/某个领域", 含"说不太准、大致在那一片"的语气, 译"在.....之间的某个领域工作"即可。

between fashion and publishing. (介词短语作定语) → 在时尚和出版之间

难点: **publishing** 译"出版 (业)"

publishing 是"出版、出版业", 与 fashion"时尚"并列, 指作者想在这两个行业的交叉地带工作。

【调序】 把后置定语 between... 提到 area 前

英文里 in an area between fashion and publishing 把限定语 between fashion and publishing 放在 area 后面, 汉语习惯是定语在前, 所以调成"在时尚与出版之间的某个领域", 让"某个领域"被前面的".....之间"修饰。

【译文】 我的梦想一直是在时尚与出版之间的某个领域里工作。

2. Two years before graduating from secondary school, I took a sewing and design course thinking that I would move on to a fashion design course.

【意群】 Two years before graduating from secondary school, (时间状语) → 在中学毕业前两年

难点: **secondary school** 译"中学"

secondary school 是"中学" (相对于小学 primary school), 不要望文生义译成"二级学校"。Two years before graduating 是"毕业前两年", before 后接动名词 graduating。

I took a sewing and design course (主干主谓宾) ★ 采分 → 我上了一门缝纫与设计课程

难点: **took a course** 是"选修/上了一门课"

take a course 是固定搭配, 意为"修读、上一门课程", 不要把 took 死译成"拿/带"。sewing"缝纫"和 design"设计"共同修饰 course。

thinking that I would move on to a fashion design course. (现在分词作伴随状语) ★ 采分 → 心想我之后会转去上一门时尚设计课程

难点: **move on to** 译"进而转向、继续上"

move on to 是"接着转到、进而去做"的意思, 这里指上完缝纫设计课后"再进阶去读时尚设计课"。thinking 是现在分词表伴随, 相当于"(当时)想着.....", would 表过去对将来的打算。

【调序】 时间状语本就在前, 伴随状语顺译即可

句首 Two years before graduating from secondary school 是时间状语, 汉语也习惯时间在前, 原位保留; 句尾 thinking 引导的伴随状语, 可顺势译成"心想....."接在主句后, 不必大调。

【译文】 中学毕业前两年，我上了一门缝纫与设计课程，心想着之后会进而去读时尚设计课程。

3. However, during that course I realized I was not good enough in this area to compete with other creative personalities in the future, so I decided that it was not the right path for me.

【意群】 However, during that course (转折词+时间状语) → 然而，在上那门课期间

难点：**that course** 回指“缝纫与设计课”

that course 中的 that 指上一句的 a sewing and design course，即“缝纫与设计课程”。翻译时不必非要点名，译“在那门课的学习期间”即可，但心里要清楚 that 指的是它。

I realized I was not good enough in this area (主干主谓宾(含宾语从句)) ★ 采分 → 我意识到自己在这个领域不够出色

难点：**not good enough... to** 译“还不够好，不足以……”

good enough to do 是“好到足以做某事”，加否定 not...enough...to 就是“还不够好、不足以做某事”。in this area“在这个领域”指上文的时尚/设计领域。这是全句采分核心，理解反了整句就错。

to compete with other creative personalities in the future, (to 不定式作结果/程度状语) ★ 采分 → 以便将来与其他有创意的人竞争

难点：**creative personalities** 译“有创意/有才华的人”

personalities 在这里不是“性格、个性”，而是熟词僻义，指“（某领域里有名气、有才华的）人物、人才”；creative personalities 即“富有创意的人才”。这个 to compete 和前面 not good enough 连成“不够好到能与……竞争”。

so I decided that it was not the right path for me. (so 引导的结果分句) ★ 采分 → 所以我断定这条路不适合我

难点：**it** 回指“读时尚设计这条路”；**path** 译“道路、方向”

it 指上文“在时尚设计领域发展”这件事；the right path for me 是“适合我的路”，path 此处是“道路、发展方向”的比喻义，译“这条路并不适合我”最自然。

【调序】 not good enough to 合成一句“不够好到能……”；so 顺译“于是”

把 not good enough in this area 和 to compete with other creative personalities in the future 合起来调成“在这个领域还不够出色，不足以在将来与其他有创意的人竞争”，让 to 不定式承接前面的“不够”；so 引导的结果分句顺译成“于是我认定……”。

【译文】 然而，在上那门课期间，我意识到自己在这个领域还不够出色，将来不足以和其他富有创意的人才竞争，于是我认定这条路并不适合我。

4. Before applying for university I told everyone that I would study journalism, because writing was, and still is, one of my favourite activities.

【意群】 Before applying for university (时间状语) → 在申请大学之前

难点: **apply for** 译"申请"

apply for university 是"申请大学", before 后接动名词 applying。这块直白, 译"申请大学之前"即可。

I told everyone that I would study journalism, (主干主谓宾 (含宾语从句)) ★ 采分 → 我告诉所有人我会去学新闻

难点: **journalism** 译"新闻学/新闻专业"

journalism 是"新闻学、新闻业", study journalism 即"学新闻 (专业)"。that 引导 told 的宾语从句, would 表过去打算。

because writing was, and still is, one of my favourite activities. (because 原因状语从句) ★ 采分 → 因为写作过去是、现在仍然是我最喜欢的活动之一

难点: **was, and still is** 译"过去是、现在依然是", 别漏时态对比

writing was, and still is, one of my favourite activities 故意用 was (过去) 和 still is (现在) 并置, 强调"从过去到现在一直都喜欢写作"。两个时态都要译出来, 不能笼统合成一个"是", 否则就漏了这层"始终如一"的意思。

【调序】 时间状语保持在前; 插入语 and still is 顺势补在"过去是"后

Before applying for university 时间状语保留在句首; 插入语 and still is 紧贴 was, 译成"过去是、现在也依然是", 让两个时态前后并列, 不用打散句子。

【译文】 申请大学之前, 我告诉所有人我会去学新闻, 因为写作过去是、现在也依然是我最喜欢的活动之一。

5. But, to be honest, I said it, because I thought that fashion and I together were just a dream – I knew that no one could imagine me in the fashion industry at all!

【意群】 But, to be honest, I said it, (转折词+插入语+主干) ★ 采分 → 但说实话，我那么说

难点: **to be honest** 译"说实话"; **I said it** 的 **it** 回指上句

to be honest 是固定插入语, "说实话、老实说"。I said it 的 it 指上一句 I would study journalism "我会去学新闻"这件事, 译"我那样说"即可, 不必生硬译成"我说了它"。

because I thought that fashion and I together were just a dream (because 原因状语从句) ★ 采分
→ 因为我觉得时尚和我(凑在一起)只是个梦

难点: **fashion and I together were just a dream** 译"我从事时尚只是个梦"

fashion and I together 字面"时尚和我在一起", 其实是说"我和时尚行业沾边、我去做时尚"这件事; were just a dream 是"只不过是(不切实际的)梦想"。译时要把字面"时尚和我"还原成"我进入时尚行业"才通顺。

– I knew that no one could imagine me in the fashion industry at all! (破折号后的补充分句) ★
采分 → ——我知道根本没人能想象我会出现在时尚行业里!

难点: **no one... at all** 是含蓄强否定, 译"根本没有任何人....."

no one could imagine... at all 用 no one 加句末 at all 构成强烈否定, 意为"压根没有任何人能想象"。at all 要译成"根本、压根"以体现语气, 不能漏。imagine me in the fashion industry 是"想象我身处时尚行业"。

【调序】 破折号转成"——"或", 其实"承接; 强否定整理为"根本没人能想象....."

破折号后的 I knew that no one could imagine me in the fashion industry at all 是对前句的进一步解释, 可保留破折号顺承, 也可译成独立一句"我清楚, 根本没人能想象....."。no one...at all 调整为汉语顺序"根本没有任何人能想象我进入时尚行业"。

【译文】 但说实话，我之所以那么说，是因为我觉得我和时尚行业沾边只不过是梦——我清楚，根本没有任何人能想象我会身处时尚行业！

6. So I decided to look for some fashion-related courses that included writing.

【意群】 So I decided to look for some fashion-related courses (so 结果分句+主干) ★ 采分 → 于是我决定去找一些与时尚相关的课程

难点: **fashion-related** 译"与时尚相关的"; **look for** 译"寻找"

fashion-related 是合成形容词, "与时尚相关的"。look for 是"寻找、找"。decided to look for 即"决定去找"。这块顺译即可。

that included writing. (that 定语从句修饰 courses) ★ 采分 → (这些课程) 包含写作

难点: **that** 引导定语从句修饰 **courses**, 译"含有写作的"

that included writing 修饰前面的 courses, 意为"包含/涉及写作内容的(课程)"。这是一个较短的定语从句, 宜前置译成"包含写作的时尚相关课程"。

【调序】 短定语从句 **that included writing** 前置到 **courses** 前

英文 some fashion-related courses that included writing 把定语从句放 courses 后; 汉语习惯定语在前, 且从句短, 故译成"一些含有写作内容、又与时尚相关的课程", 把两个定语都提到"课程"前面。

【译文】 于是，我决定去找一些既与时尚相关、又包含写作内容的课程。

7. This is when I noticed the course "Fashion Media & Promotion."

【意群】 This is when (主干 (This is when 句型)) ★ 采分 → 就是在这个时候

难点: **This is when... 译"正是在这时"; This 回指上一句**

This is when... 是"正是在这个时候....."的句型, This 回指上一句"决定去找含写作的时尚课程"那件事/那个节点, 不要死译成"这是当.....的时候".

I noticed the course "Fashion Media & Promotion." (when 引导的表语从句) ★ 采分 → 我注意到了这门"时尚传媒与推广"课程

难点: **课程名 Fashion Media & Promotion 译"时尚传媒与推广", 可保留原名**

noticed 是"注意到、留意到"。课程名 "Fashion Media & Promotion" 可译成"时尚传媒与推广", 专有课程名也可保留英文原名并加引号; Promotion 此处指"推广、宣传".

【调序】 拆成"正是在这时，我注意到了.....课程"

英文用 This is when 强调时间节点, 汉语译成"正是在这时，我（才）注意到了那门.....课程", 把强调的时间放前、动作放后，顺畅自然。

【译文】 正是在这时，我注意到了"时尚传媒与推广"这门课程。

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。

Before applying for university I told everyone that I would study journalism, because writing was, and still is, one of my favourite activities.

第1段，第4句

句式结构高度典型：主句 + 宾语从句 + 原因状语从句的组合在四六级和考研阅读中极为常见。双宾语结构 tell someone that 也是高频句型。宾语从句中的过去将来时 would 以及原因状语从句中时态并列表达持续性的手法都是考试常见模式。掌握本句的分析方法可以直接迁移到大量同类句型。

But, to be honest, I said it, because I thought that fashion and I together were just a dream – I knew that no one could imagine me in the fashion industry at all!

第1段，第5句

本句体现了真题中常见的复杂句型:主句带原因状语从句且状语从句内嵌套宾语从句,以及并列主句各自带宾语从句的结构。这种多层嵌套和并列组合在四六级和考研阅读中频繁出现,掌握后可大量复用,代表性强

HIGH-FREQUENCY • 真题高频词

本篇出现的 13 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。

fashion

B1

n. 时尚;流行款式

本篇5次 · 真题 36 句

would

A1

aux. (will 的过去式) 将要，会

本篇2次 · 真题 304 句

design

B1

n. 设计

本篇2次 · 真题 52 句

writing

A2

n. 写作

本篇2次 · 真题 33 句

media

B1

n. 大众传播媒介（报刊、电视、广播、互联...

本篇1次 · 真题 41 句

graduate

B1

n. 毕业生

本篇1次 · 真题 34 句

apply

A2

v. 申请

本篇1次 · 真题 33 句

creative

B1

adj. 有创造力的

本篇1次 · 真题 20 句

publishing

B2

n. 出版业

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

personality

B1

n. 个性

本篇1次 · 真题 14 句

journalism

B2

n. 新闻业;新闻工作

本篇1次 · 真题 12 句

compete

B1

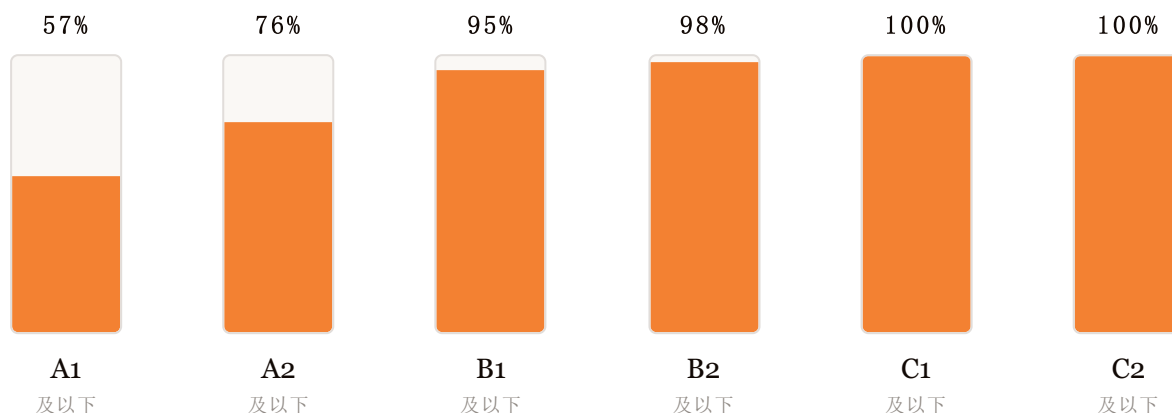
v. 竞争

本篇1次 · 真题 10 句

VOCABULARY · 词汇难度分布

英文原文 63 词按 CEFR 难度累积覆盖

英文原文去重后共 **63** 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 1 个 · 约 2%。



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 63 个 · 末柱为 100%

去重总词数

63

B2 以上难词

2%

B1 及以下覆盖

95%

考研英语二 2017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 →

2017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2017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(2017)

Section IV Part A

Directions:

Suppose you are invited by Professor Williams to give a presentation about Chinese culture to a group of international students. Write a reply to

1) accept the invitation, and

2) introduce the key points of your presentation.

You should write about 100 words on the ANSWER SHEET.

Do not use your own name. Use “Li Ming” instead.

Do not write your address. (10 points)

【参考范文·105 词】 写作无唯一标准答案，以下为达标示范

Dear Professor Williams, I am truly honored to receive your invitation, and I am writing to gladly accept it. It will be my pleasure to give a presentation on Chinese culture to your international students.

My talk will focus on three points. First, I will introduce Chinese calligraphy and explain how each stroke carries a sense of beauty. Second, I will present the tea ceremony, showing how it reflects our value of harmony. Finally, I will describe traditional festivals such as the Spring Festival.

I do hope the students will enjoy it. Please let me know if any adjustments are needed. Best regards, Li Ming

【参考译文】

尊敬的威廉姆斯教授：我十分荣幸收到您的邀请，特此回信欣然接受。能为您的国际学生做一场关于中国文化的讲座，我深感高兴。我的讲座将围绕三点展开。第一，我会介绍中国书法，讲解每一笔如何蕴含着美感。第二，我会讲茶文化，展示它如何体现我们崇尚和谐的价值观。最后，我会介绍像春节这样的传统节日。我真心希望同学们会喜欢。若需任何调整，请告知我。顺致敬意，李明

【第 1 段】接受 + 致谢到位。首段用 I am truly honored... gladly accept it 先把接受态度亮明，再用 It will be my pleasure 表态乐意，落实了 outline 第一段‘称呼 + 接受邀请致谢’的功能，兑现了 accept the invitation。

【第 2 段】分点具体可讲。主体段先用 My talk will focus on three points 总起，再以 First / Second / Finally 领出书法、茶文化、春节三项具体内容，落实 introduce the key points of your presentation，让讲座要点不空泛。

【第 3 段】期待收尾并署名。尾段 I do hope... enjoy it 表期待、Please let me know if any adjustments are needed 表配合，Best regards 后单独一行署名 Li Ming，兑现 Use “Li Ming” instead，且未写地址。

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

回信接受邀请并预告讲座内容

写一封给 Williams 教授的回信，一要 accept the invitation（明确答应做这场关于中国文化的讲座），二要 introduce the key points of your presentation（说清打算给国际学生讲哪几点），两点都写到才算完成任务。

读者 • 语域

写给教授的礼貌邮件

读者是 Professor Williams，你的身份是受邀发言人，讲座对象是 a group of international students。给教授回信，语域要客气正式：用 Dear Professor Williams 称呼，语气得体不随便，结尾按要求 Use “Li Ming” instead 署名，且 Do not write your address。

中心立意

欣然接受并说清讲座三点要

本信交际目的：向 Professor Williams 明确表示接受邀请、乐意来讲，并预告这场关于中国文化的讲座会围绕几个具体、可讲的内容展开，让教授心里有数。

要展开的要点

1. 接受邀请 + 致谢

开门见山答应 accept the invitation, 并对被邀请表示荣幸、感谢, 把‘愿意来’的态度说明确。

2. 介绍讲座要点

落实 introduce the key points of your presentation: 具体讲书法、茶文化、传统节日这类可讲的中国文化点, 而不是笼统一句‘介绍中国文化’。

3. 表达期待与配合

作为增补的收尾点: 表达对讲座的期待, 并请教授告知如需调整, 体现配合与礼貌, 让邮件完整得体。

STRUCTURE • 谋篇与逐段

怎么分段、每段写什么、能套哪些句架

按写作家族给出现成的段落框架(每段承担什么功能), 并为每段配可直接套用的 功能句架(留出填本题内容的空位)。段序与上方参考范文一一对应。

第 1 段 称呼 + 接受邀请致谢

以 Dear Professor Williams 起头, 正文首段明确 accept the invitation 并致谢、表态乐意来讲。

第 2 段 分点介绍讲座要点

落实 introduce the key points of your presentation, 用 first / second / finally 分点讲清两三个具体的中国文化内容。

第 3 段 表达期待 + 礼貌语 + 署名

收尾表达期待与配合意愿, 加结束礼貌语, 末尾按 Use “Li Ming” instead 署名 Li Ming。

第 1 段 荣幸接受 + 乐意开讲

写明收到 Professor Williams 的邀请深感荣幸、欣然接受，并表示很高兴来给国际学生做这场关于中国文化的讲座。

表明接受态度 · I am truly honored to receive your invitation, and I am writing to gladly accept it. (把 invitation 换成本题邀请即可)

表态乐意承担 · It will be my pleasure to give a presentation on ____ (此处填讲座主题) ____.

第 2 段 书法·茶文化·传统节日

分点讲三项：中国书法（每一笔都有美感）、茶文化（体现和谐之道）、传统节日如春节，把 the key points of your presentation 落到具体内容上。

总起报数 · My talk will focus on ____ (数字，如 three) ____ points.

分点列举过渡 · First, I will introduce ____; Second, I will present ____; Finally, I will describe _____. (每空填一个具体文化点)

第 3 段 期待 + 请示调整 + 落款

表达希望国际学生喜欢这场讲座、如需调整请教授告知，末尾按 Use “Li Ming” instead 署名 Li Ming，并遵守 Do not write your address.

表达期待 · I do hope ____ (填听众) ____ will enjoy it.

礼貌收束 + 落款 · Please let me know if any adjustments are needed. / Best regards, ____ (落款署名，本题固定为 Li Ming) ____

REVIEW · 自检避坑

本题在四个评分维度怎样算达标、容易在哪丢分

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

内容切题

两任务点缺一不可

本题必须同时写到 accept the invitation 与 introduce the key points of your presentation，且要点要落到书法、茶文化这类具体内容，只答应不预告、或只说‘介绍中国文化’都会丢分。

结构连贯

分点用序数词领起

本题主体段介绍多个要点，务必用 First / Second / Finally 分隔，别把书法、茶文化、节日挤成一长句，读者会理不清几点。

语言准确

讲座内容用将来时

本题预告还没发生的讲座，动词要用将来时（I will introduce / I will present），别写成一般现在或过去；礼貌用语如 It will be my pleasure 要拼写、搭配正确。

字数格式

署名 Li Ming 不写地址

本题硬性要求 Do not use your own name、Use “Li Ming” instead、Do not write your address，落款必须是 Li Ming，绝不能署真名或写地址；字数按 write about 100 words 控制在百词上下。

典型低分写法 · 反面示例与改法

只接受不预告

反面：全文只写‘Thank you for your invitation. I am glad to accept it. I look forward to it.’——完全没写讲座要点，任务缺一半。修正：接受后加一段 My talk will focus on three points: Chinese calligraphy, the tea ceremony and traditional festivals.

只说介绍中国文化

反面：‘In my presentation, I will introduce Chinese culture and let students know it well.’——空泛无落点。修正：I will introduce Chinese calligraphy, the tea ceremony and festivals such as the Spring Festival, and explain what each one means.

署真名加地址

反面：结尾写成 'Yours, Zhang Wei / No. 5 Beijing Road' ——违反 Do not use your own name 与 Do not write your address。修正：落款只写 Best regards, 换行 Li Ming, 不写任何地址。

考研英语二 2017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	本题
Section IV Part B	写作	题目解析 →

2017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2017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(2017)

Section IV Part B

Directions:

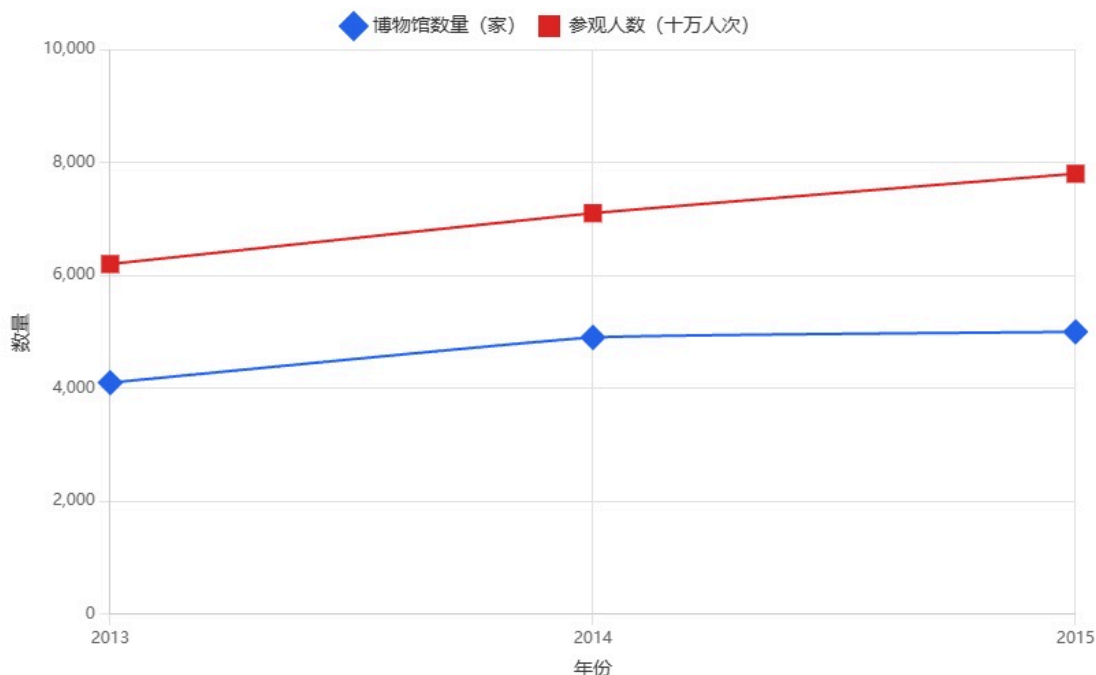
Write an essay based on the chart below. In your writing, you should

1)interpret the chart, and

2)give your comments.

You should write about 150 words on the ANSWER SHEET. (15 points)

2013-2015年我国博物馆数量和参观人数



【参考范文·152 词】 写作无唯一标准答案，以下为达标示范

As is clearly shown in the line chart above, both the number of museums and the number of visitors in China witnessed an upward trend from 2013 to 2015. To be specific, the number of museums climbed from slightly over 4,000 in 2013 to around 5,000 in 2014, after which it leveled off. Meanwhile, the visitor figure rose steadily from just above 6,000 to nearly 8,000 over the same period.

Several factors may account for this phenomenon. On the one hand, as living standards improve, more people are eager to enrich their spiritual lives, and museums naturally become an ideal destination. On the other hand, government support and free admission policies have made these cultural venues far more accessible to the public.

In my view, this trend is highly encouraging, for it reflects a growing public appetite for culture and knowledge. Therefore, we should further optimize museum services to meet this rising demand.

【参考译文】

正如上面这张折线图清晰所示，2013 至 2015 年间，我国博物馆数量与参观人数都呈现出上升趋势。具体而言，博物馆数量从 2013 年的略高于 4000 家攀升至 2014 年的约 5000 家，此后基本保持平稳；与此同时，参观人数在同一时期从略高于 6000 稳步上升至接近 8000。

造成这一现象的原因有若干。一方面，随着生活水平的提高，越来越多的人渴望丰富自己的精神文化生活，博物馆自然成为理想的去处；另一方面，政府的扶持以及免费开放等政策，使这些文化场馆对公众而言更加触手可及。

在我看来，这一趋势令人十分鼓舞，因为它反映出公众对文化与知识日益增长的需求。因此，我们应进一步优化博物馆的服务，以满足这一不断上升的需求。

【第 1 段】总起 + 聚焦关键数据。本段落落实第 1 段‘总述加数据聚焦’方法：首句 As is clearly shown in the line chart above... witnessed an upward trend 一句总起，交代两线共同走向；随后 climbed from slightly over 4,000... after which it leveled off 与 rose steadily from just above 6,000 to nearly 8,000 只抓起点、终点与‘馆稳客增’对比，做到了 interpret the chart 而不流水账。

【第 2 段】过渡 + 双角度归因。本段落落实第 2 段‘双角度归因’方法：Several factors may account for this phenomenon 一句过渡后，用 On the one hand... on the other hand... 摆出‘精神需求上升’与‘政策使场馆 more accessible’两条互不重叠的原因，为下段正面评价铺路。

【第 3 段】表态 + 意义 + 建议。本段落落实第 3 段‘表态加建议收束’方法：In my view, this trend is highly encouraging 直接亮态度，for it reflects a growing public appetite 说明意义，末句 Therefore, we should further optimize museum services 给出建议，完整兑现 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

读图 + 表态两件事

一句话钉死：先 interpret the chart（解读这张折线图反映的数量变化），再 give your comments（就这一现象谈自己的看法/原因/意义）。两个任务缺一不可，且描述服务于评论，不能各写各的。

读者 · 语域

面向阅卷人的正式书面语

题目要求 Write an essay based on the chart below，是无具体收信人的议论短文，读者即阅卷老师。因此用正式、客观的书面语，不用口语缩写、不用第二人称聊天口吻；表态段可出现 In my view 等第一人称，但整体保持学术论述语域。

配图要读出

两线同升馆稳客涨

本图是折线图，纵轴为数量、横轴为 2013—2015 年。一条是 博物馆数量（家），从2013年的略高于4000开始、2014 年升到接近 5000、2015 年 稳定在约5000；另一条是 参观人数（十万人次），从 2013 年略高于 6000 一路升到 然后在2015年接近8000。可写点：两者都在增长，但博物馆数量后期趋稳、参观人数持续攀升，正对应标题 2013-2015年我国博物馆数量和参观人数 所示的文化消费升温。

中心立意

文化需求持续升温

本篇中心：2013—2015 年我国博物馆数量与参观人数双双增长，尤其参观人数持续攀升，反映出公众文化需求日益旺盛、是值得肯定的积极现象。这一句既概括了 interpret the chart 的数据，又为 give your comments 埋下了褒扬的态度。

要展开的要点

1. 概括双升趋势

要点一（描述层）：两条线整体上升，博物馆数量由 4000 多升至约 5000 后趋稳，参观人数由 6000 多升至近 8000 持续走高，突出‘馆稳而客增’这一最鲜明对比，而非逐个念数字。

2. 分析背后原因

要点二（原因层）：从两个角度归因——一是生活水平提高、公众精神文化需求上升；二是政府扶持与博物馆免费开放等政策，降低了参观门槛。

3. 表态并提建议

要点三（评论层）：亮明态度——这是积极趋势，反映社会文化素养提升；并顺势提出应进一步优化博物馆服务以满足增长的需求，完成 give your comments。

STRUCTURE • 谋篇与逐段

怎么分段、每段写什么、能套哪些句架

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

第 1 段 总起 + 数据描述

用一句总起点出两条线的整体走向，再用一两句具体化关键数据与最突出的对比，落实 interpret the chart，切忌逐个数字流水账。

第 2 段 分析原因

承接上段现象，从两个角度分析博物馆与参观人数增长的社会原因，为下段评论铺垫。

第 3 段 评论 + 建议收尾

亮明对该趋势的看法并给出简短建议，完成 give your comments，为全文收口。

第 1 段 两线上升馆稳客增

本段落点：总起指出 博物馆数量（家）与 参观人数（十万人次）双双上升；再具体化——博物馆由 4000 多升到约 5000 后基本持平，参观人数由 6000 多稳步升至近 8000，点出‘馆数趋稳、客流续涨’这一最突出对比。

总起描述图表 · As is clearly shown in the line chart above, both ____ and ____ witnessed an upward/downward trend from ____ to ____.

具体化关键数据 · To be specific, ____ climbed from ____ in ____ to ____ in ____, after which it leveled off; meanwhile, ____ rose steadily from ____ to nearly ____.

第 2 段 需求升 + 政策扶持

本段落点：角度一，随生活水平提高，公众更渴望丰富精神文化生活，博物馆成为理想去处；角度二，政府扶持与免费开放等政策降低了参观门槛，让文化场馆更可达。二者共同解释了图中数据的攀升。

原因段过渡 · Several factors may account for this phenomenon/trend.

并列两条原因 · On the one hand, ____; on the other hand, ____ has made ____ far more accessible to ____.

第 3 段 肯定趋势并建议优化

本段落点：表态——该趋势令人鼓舞；说明意义——它反映公众对文化知识的需求日益增长；给建议——应进一步优化博物馆服务以满足这一上升的需求，呼应 give your comments。

亮明个人态度 · In my view, this trend is highly encouraging, for it reflects ____.

建议式收尾 · Therefore, we should further ____ to meet this rising ____.

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

描述与评论都要有

本题两项任务 interpret the chart 与 give your comments 必须都写到，且评论要紧扣图中数据（文化需求增长），不能脱离数据空谈。

结构连贯

三段分工不越界

本题描述、原因、评论各归一段，第一段别提前抒发感想、第三段别再补数据，靠 Meanwhile、On the one/other hand、Therefore 保证行文顺滑。

语言准确

趋势别读反用近似词

本题两条线都是上升，务必用 upward/climb/rose，别误写成下降；4000、6000 这类非整数用 slightly over、just above、nearly 修饰，避免写死具体读数导致失真。

字数格式

评论段别写太短

本题要求 about 150 words，最易犯的是描述段冗长、评论段两句草草收场；应让原因段与评论段有足够展开，整体贴近要求字数。

典型低分写法 · 反面示例与改法

结尾无评论

反面示例：全文三段都在描述数字，结尾只有一句 That is the chart.（既没态度也没原因，丢掉 give your comments 的分）。修正：补上一段——In my view, this trend is encouraging, for it reflects a growing public interest in culture, so museums deserve more support.

逐点念数字

反面示例：In 2013 museums were 4000, in 2014 they were 5000, in 2015 they were 5000; visitors were 6000, 7000, 8000.（纯数据堆砌，无概括）。修正：Both figures rose over the period, with the number of museums leveling off around 5,000 while visitors kept climbing to nearly 8,000.

误写成下降

反面示例：The number of visitors declined sharply from 2013 to 2015.（与图中上升趋势完全相反，整篇论证崩塌）。修正：The number of visitors rose steadily from just above 6,000 to nearly 8,000 during these three years.

考研英语二 2017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