

2020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2020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 7 段原文（段首标 P1-P7 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

英语二真题(2020)

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 Rats and other animals need to be highly attuned to social signals from others so they can identify friends to cooperate with and enemies to avoid. To find out if this extends to non-living beings, Laleh Quinn at the University of California, San Diego, and her colleagues tested whether rats can detect social signals from robotic rats.

老鼠和其他动物需要高度关注来自同类的社交信号,以便识别可以合作的朋友和需要避开的敌人。为了弄清这是否延伸到非生命体,加州大学圣地亚哥分校的Laleh Quinn和她的同事们测试了老鼠是否能够检测到来自机器老鼠的社交信号。

P2 They housed eight adult rats with two types of robotic rat—one social and one asocial—for four days. The robot rats were quite minimalist, resembling a chunkier version of a computer mouse with wheels to move around and colourful markings.

他们让八只成年老鼠与两种类型的机器老鼠——一种社交型和一种非社交型——共同生活了四天。这些机器老鼠相当简约,像是一个带轮子可以四处移动、有彩色标记的加厚版电脑鼠标。

P3 During the experiment, the social robot rat followed the living rats around, played with the same toys, and opened cage doors to let trapped rats escape. Meanwhile, the asocial robot simply moved forwards and backwards and side to side.

在实验期间,社交型机器老鼠跟随真老鼠四处走动,玩相同的玩具,并打开笼门让被困的老鼠逃出。与此同时,非社交型机器只是简单地前后和左右移动。

P4 Next, the researchers trapped the robots in cages and gave the rats the opportunity to release them by pressing a lever. Across 18 trials each, the living rats were 52 percent more likely on average to set the social robot free than the asocial one. This suggests that the rats perceived the social robot as

a genuine social being, says Quinn. The rats may have bonded more with the social robot because it displayed behaviors like communal exploring and playing. This could lead to the rats better remembering having freed it earlier, and wanting the robot to return the favour when they get trapped, she says.

接下来,研究人员将机器困在笼子里,让老鼠有机会通过按压杠杆释放它们。在各18次试验中,真老鼠释放社交型机器的可能性平均比释放非社交型机器高52%。Quinn说,这表明老鼠将社交型机器视为真正的社交生物。老鼠可能与社交型机器建立了更深的联系,因为它表现出了诸如共同探索和玩耍等行为。她说,这可能导致老鼠更好地记住之前曾释放过它,并希望当自己被困时机器能够回报这份恩惠。

P5 "Rats have been shown to engage in multiple forms of reciprocal help and cooperation, including what is referred to as direct reciprocity where a rat will help another rat that has previously helped them," says Quinn.

Quinn说:"研究表明,老鼠会参与多种形式的互惠帮助和合作,包括所谓的直接互惠,即一只老鼠会帮助曾经帮助过自己的另一只老鼠。"

P6 The readiness of the rats to befriend the social robot was surprising given its minimal design. The robot was the same size as a regular rat but resembled a simple plastic box on wheels. "We'd assumed we'd have to give it a moving head and tail, facial features, and put a scent on it to make it smell like a real rat, but that wasn't necessary," says Janet Wiles at the University of Queensland in Australia, who helped with the research.

考虑到机器的简约设计,老鼠愿意与社交型机器交朋友令人惊讶。这个机器与普通老鼠大小相同,但看起来像一个装在轮子上的简单塑料盒。参与这项研究的澳大利亚昆士兰大学的Janet Wiles说:"我们原本以为必须给它安装一个能动的头和尾巴、面部特征,并在它身上喷洒气味使其闻起来像真老鼠,但这些都不必要。"

P7 The finding shows how sensitive rats are to social cues, even when they come from basic robots. Similarly, children tend to treat robots as if they are fellow beings, even when they display only simple social signals. "We humans seem to be fascinated by robots, and it turns out other animals are too," says Wiles.

这一发现显示了老鼠对社交线索的敏感程度,即使这些线索来自基本的机器。同样,儿童往往会把机器当作同类对待,即使它们只展示简单的社交信号。Wiles说:"我们人类似乎对机器着迷,事实证明其他动物也是如此。"

题目与逐题解析

21. Quinn and her colleagues conducted a test to see if rats can ____.

- [A] pick up social signals from non-living rats
- [B] distinguish a friendly rat from a hostile one
- [C] attain sociable traits through special training
- [D] send out warning messages to their fellows

Quinn和她的同事进行了一项测试,以观察大鼠是否能够____。

- A) 从非生命大鼠那里捕捉社交信号 B) 区分友好的大鼠和有敌意的大鼠 C) 通过特殊训练获得社交特质
D) 向同伴发出警告信息

【答案】 A (细节题)

【判型】 conducted a test to see if rats can ____ 是一个客观信息空缺，问的是研究者做实验想验证什么，没有 infer/imply 等推断信号词。

【拆句】 题干 Quinn and her colleagues conducted a test to see if rats can ____ 主干是 "Quinn and her colleagues conducted a test", 后接 to see if 引导的目的状语从句，从句里再嵌 if 引导的宾语从句，空格补 if 从句的谓语动词短语。结构平铺直叙，无陷阱，只需把 if 译为"是否"。

【定位】 Laleh Quinn at the University of California, San Diego, and her colleagues tested whether rats can detect social signals from robotic rats.

加州大学圣迭戈分校的 Laleh Quinn 及其同事检验了老鼠能否从机器鼠身上识别社交信号。

【选项】 A) ✓ 正确

detect social signals ↔ pick up social signals

from robotic rats ↔ from non-living rats

A 项把 detect 换成 pick up、robotic 换成 non-living，其他完全保留，与预判"老鼠能否从机器鼠接收社交信号"逐词对应，是定位句的同义改写。

B) 偷换概念

distinguish a friendly rat from a hostile one 把研究目的改成"区分敌友"，但原文 tested whether rats can detect social signals from robotic rats 测试的是"能否识别信号"，不是"区分敌友"。

C) 无中生有

attain sociable traits through special training 把实验改成"通过训练获得社交特质"，但原文 tested whether rats can detect social signals 是"测试已有能力"，并不涉及训练，更没有让老鼠获得新特质。

D) 与原文相反

send out warning messages to their fellows 说实验测试"老鼠能否向同类发警告"，但原文 detect social signals 是"接收信号"而非"发出信号"，方向相反。

22. What did the asocial robot do during the experiment?

[A] It followed the social robot.

[B] It played with some toys.

[C] It set the trapped rats free.

[D] It moved around alone.

在实验过程中,非社交机器鼠做了什么?

A) 它跟随社交机器鼠。 B) 它玩了一些玩具。 C) 它释放了被困的大鼠。 D) 它独自四处移动。

【答案】 D (细节题)

【判型】 What did the asocial robot do during the experiment 直接问 asocial 机器鼠在实验中做了什么，是对客观行为的直接询问。

【拆句】 题干 What did the asocial robot do during the experiment? 是标准 wh- 疑问句，主语 the asocial robot，谓语 do，时间状语 during the experiment。结构清楚，无陷阱。

【定位】 Meanwhile, the asocial robot simply moved forwards and backwards and side to side.
与此同时，非社交型机器鼠只是前后左右地移动。

【选项】 A) 张冠李戴

It followed the social robot 说非社交机器鼠跟着社交机器鼠走，但原文 the social robot rat followed the living rats around 跟随者是 social 机器鼠，跟随对象是活鼠。

B) 张冠李戴

It played with some toys 把玩玩具安到 asocial 机器鼠身上，但原文 played with the same toys 描述的是 social 机器鼠。

C) 张冠李戴

It set the trapped rats free 把开笼放鼠的功劳算在 asocial 机器鼠头上，但原文 opened cage doors to let trapped rats escape 是 social 机器鼠的动作。

D) ✓ 正确

simply moved forwards and backwards and side to side ↔ It moved around alone

Meanwhile, the asocial robot simply ↔ alone

D 项用上位词 moved around 概括三方向移动，用 alone 概括"不与活鼠互动"的含义，正好等价于定位句"只是前后左右地移动"。

23. According to Quinn, the rats released the social robot because they_____.

- [A] tried to practice a means of escape.
- [B] expected it to do the same in return.
- [C] wanted to display their intelligence.
- [D] considered that an interesting game.

根据Quinn的说法,大鼠释放社交机器鼠是因为它们_____。

- A) 试图练习一种逃脱方法
- B) 期待它也会以同样方式回报
- C) 想要展示它们的智力
- D) 认为那是一个有趣的游戏

【答案】 B (细节题)

【判型】 because they ____ 问"老鼠释放社会机器鼠是因为它们.....", because 引出原因，原文中必有对应的因果句。

【拆句】 题干 According to Quinn, the rats released the social robot because they____. 主干 the rats released the social robot，前接归属状语 According to Quinn，后接 because 引导的原因状语从句，空格补 they 的谓语。结构无陷阱。

【定位】 This could lead to the rats better remembering having freed it earlier, and wanting the robot to return the favour when they get trapped, she says.

Quinn 说，这可能让老鼠更牢记自己之前曾放过它，并希望机器鼠在它们被困时也回报这份恩情。

【选项】 A) 无中生有

tried to practice a means of escape 把放机器鼠说成是"练习逃生方法", 但原文 wanting the robot to return the favour 解释的是"求回报", 根本没提及老鼠在练习什么。

B) ✓ 正确

wanting the robot to return the favour when they get trapped ↔

expected it to do the same in return

having freed it earlier ↔ the same

B 项用 expected...do the same in return 把 "希望机器鼠也来救自己" 这一原因完整复刻, 与预判完全一致。

C) 无中生有

wanted to display their intelligence 说老鼠想展示智力, 但 Quinn 的解释 wanting the robot to return the favour 只字未提 intelligence, 这是干扰项凭空添加的动机。

D) 偷换概念

considered that an interesting game 把放机器鼠的动机改成"觉得是个有趣的游戏", 原文 wanting the robot to return the favour 强调的是回报心理, 不是娱乐心理。

24. Janet Wiles notes that rats_____.

- [A] can remember other rats' facial features.
- [B] differentiate smells better than sizes.
- [C] respond more to actions than to looks.
- [D] can be scared by a plastic box on wheels.

Janet Wiles指出大鼠_____。

- A) 能够记住其他大鼠的面部特征
- B) 辨别气味的能力比辨别大小的能力更强
- C) 对行动的反应比对外表的反应更强烈
- D) 可能会被一个带轮子的塑料盒子吓到

【答案】 C (细节题)

【判型】 Janet Wiles notes that rats____ 问的是 Wiles 关于老鼠的客观陈述, 没有推断信号词。

【拆句】 题干 Janet Wiles notes that rats____. 主干 Janet Wiles notes, 后接 that 引导的宾语从句, 从句主语 rats, 空格补谓语。结构清楚, 无陷阱。

【定位】 We'd assumed we'd have to give it a moving head and tail, facial features, and put a scent on it to make it smell like a real rat, but that wasn't necessary, says Janet Wiles at the University of Queensland in Australia, who helped with the research.

我们原以为必须给机器鼠装上能动的头和尾巴、面部特征, 再喷上气味让它闻起来像真鼠, 但这些都没必要——参与这项研究的、来自昆士兰大学的 Janet Wiles 这样说道。

【选项】 A) 偷换概念

can remember other rats' facial features 把 facial features 拼到 other rats 身上，但原文 facial features 是说机器鼠是否需要装面部特征，并非老鼠记忆同伴的面部。

B) 无中生有

differentiate smells better than sizes 说老鼠辨别气味比辨别体型强，但原文 put a scent on it 只在讨论是否要给机器鼠喷气味，没有任何 "smells vs sizes" 的比较。

C) ✓ 正确

a moving head and tail, facial features, and put a scent on it ↔ looks

but that wasn't necessary ↔ respond more to actions than to looks

followed the living rats around, played with the same toys, and opened cage doors ↔ actions

C 项把 but that wasn't necessary 中"外观不必要"和前文 social 机器鼠靠行为赢得老鼠认同的事实合并起来，得出"老鼠更看重行为而非外观"的结论。

D) 与原文相反

can be scared by a plastic box on wheels 说老鼠被装轮子的塑料盒吓到，但原文 The readiness of the rats to befriend the social robot was surprising given its minimal design 强调的是"老鼠竟然愿意与之交朋友"，方向相反。

25. It can be learned from the text that rats_____.

- [A] appear to be adaptable to new surroundings
- [B] are more socially active than other animals
- [C] behave differently from children in socializing
- [D] are more sensitive to social cues than expected

从文中可以得知大鼠_____。

- A) 似乎能够适应新环境
- B) 比其他动物更具社交活跃性
- C) 在社交方面的行为与儿童不同
- D) 对社交线索的敏感度超出预期

【答案】 D (主旨题)

【判型】 It can be learned from the text that rats_____ 既没有任何具体段落/数字/专名，又用 the text 指代全文，答案必须由全文走向得出，符合主旨题特征。

【拆句】 题干 It can be learned from the text that rats_____. 主干 It can be learned, from the text 是出处状语，that 引导主语补足语从句，从句主语 rats，空格补谓语。形式主语 It 指代后面整个 that 从句。

【选项】 A) 无中生有

appear to be adaptable to new surroundings 说老鼠适应新环境的能力强，但全文 detect social signals 讨论的是社交信号识别，未涉及环境适应。

B) 过度推断

are more socially active than other animals 说老鼠比其他动物更善社交，但 Rats and other animals need to be highly attuned to social signals 是把老鼠与其他动物并列，other animals are too 也只是说其他动物也被机器人吸引，并未做“更活跃”的比较。

C) 与原文相反

behave differently from children in socializing 说老鼠社交方式不同于儿童，但 Similarly, children tend to treat robots as if they are fellow beings, even when they display only simple social signals 用 Similarly 明确指出二者相似。

D) ✓ 正确

how sensitive rats are to social cues, even when they come from basic robots ↔

are more sensitive to social cues than expected

The readiness of the rats to befriend the social robot was surprising ↔ **than expected**
social cues ↔ **social cues**

D 项把 P7 的 "how sensitive" 和 P6 的 "surprising" 合并为 "more sensitive than expected"，恰好等于全文主线，是末段结论句的同义改写。

SENTENCE INSIGHTS • 句子精讲

12 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。

Rats and other animals need to be highly attuned to social signals from others so they can identify friends to cooperate with and enemies to avoid.

第1段，第1句

"主句 + so 引导的目的或结果状语从句" 是四六级和考研阅读中的高频句式。主句用 "need to be + 形容词" 表达必要性，从句用 "can + 动词" 表达能力或可能性，都是典型的表达方式。宾语后带不定式定语 ("friends to cooperate with") 也是常考结构。整句的句式组合具有很强的迁移价值，学生掌握后可以应用到大量类似句子的分析中。

To find out if this extends to non-living beings, Laleh Quinn at the University of California, San Diego, and her colleagues tested whether rats can detect social signals from robotic rats.

第1段，第2句

句首不定式表目的、主句后接宾语从句、宾语从句由whether或if引导,这些都是四六级和考研阅读中高频出现的句式。主语较长且含并列也是学术文本的常见特点。本句结构具有较强的代表性,掌握后可复用于理解大量类似句子。

Meanwhile, the asocial robot simply moved forwards and backwards and side to side.

第3段，第2句

包含主语、谓语、多个状语（时间状语、方式状语、方向状语）和并列结构，成分种类有一定覆盖，但结构过于简单，缺少易混淆的成分或特殊句式，练习价值有限。

Next, the researchers trapped the robots in cages and gave the rats the opportunity to release them by pressing a lever.

第4段，第1句

本句包含双宾语结构（gave the rats the opportunity）和不定式后置定语（to release them），这两者都是易错点；同时涉及并列谓语、地点状语、方式状语等多种成分，成分种类较为丰富，适合练习成分划分

This suggests that the rats perceived the social robot as a genuine social being, says Quinn.

第4段，第3句

主句 + 宾语从句的结构在四六级和考研阅读中非常常见,perceive...as... 也是高频考查的动词短语结构。末尾的引述标记 says + 人名是学术文本的典型表达方式。这个句式具有较高的迁移价值,掌握后可应用于大量类似句子。

The rats may have bonded more with the social robot because it displayed behaviors like communal exploring and playing.

第4段，第4句

“主句 + because引导的原因状语从句”是很常见、可迁移性很强的句式。再加上主句里的情态动词结构，也很符合考试阅读中常见的判断与解释表达。

This could lead to the rats better remembering having freed it earlier, and wanting the robot to return the favour when they get trapped, she says.

第4段，第5句

本句成分丰富且层次分明：主句包含情态动词谓语、动名词复合结构作宾语、并列动名词、完成式动名词、不定式复合结构；从句包含时间状语从句的识别。涵盖多种非谓语动词形式、并列结构、复杂宾语以及从句嵌套，是训练成分划分和层次分析的优质材料。

"Rats have been shown to engage in multiple forms of reciprocal help and cooperation, including what is referred to as direct reciprocity where a rat will help another rat that has previously helped them," says Quinn.

第5段，第1句

句中覆盖主语、谓语、宾语、表语、宾语从句、定语从句（两层嵌套）、状语、主语补语等多种成分，并且包含融合型关系代词（what）、关系副词（where）、关系代词（that）三种从句引导词的典型用法，适合全面练习成分划分。

The robot was the same size as a regular rat but resembled a simple plastic box on wheels.

第6段，第2句

本句覆盖了主语、并列谓语、表语、宾语、比较状语等多种成分，且并列谓语一个是系表结构一个是主谓宾结构，可练习区分表语与宾语。比较结构 "the same ... as" 中存在谓语省略现象，可训练学生补全省略成分的能力，具有一定训练价值。

"We'd assumed we'd have to give it a moving head and tail, facial features, and put a scent on it to make it smell like a real rat, but that wasn't necessary," says Janet Wiles at the University of Queensland in Australia, who helped with the research.

第6段，第3句

覆盖了主语、谓语、宾语从句、双宾语结构、并列谓语、直接和间接宾语、目的状语、地点状语、表语、非限制性定语从句等多种成分；特别是双宾语结构和并列谓语的组合，以及关系代词在从句中充当主语的情况，都是常见易错点，训练价值高。

Similarly, children tend to treat robots as if they are fellow beings, even when they display only simple social signals.

第7段，第2句

本句是“主句 + 方式状语从句 + 让步状语从句”的典型组合,这种“核心论断 + 方式说明 + 条件强调”的句式在四六级和考研阅读中高频出现。“as if”虚拟比较和“even when”让步结构都是考点常客。掌握本句的拆解方法可直接迁移到大量同类句式,代表性较强。

"We humans seem to be fascinated by robots, and it turns out other animals are too," says Wiles.

第7段，第3句

并列句 + 主语从句的组合在四六级和考研阅读中频繁出现，it turns out 后接从句是典型的形式主语结构。句式具有较强代表性，掌握后可迁移到大量类似句子。

HIGH-FREQUENCY · 真题高频词

本篇出现的 47 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。

signal B1

n. 信号

本篇4次 · 真题 25 句

display B1

v. 展示

本篇3次 · 真题 20 句

being B1

n. 存在

本篇3次 · 真题 18 句

trap B1

n. 陷阱

本篇3次 · 真题 10 句

better A1

adj. 更好的 (good 的比较级)

本篇2次 · 真题 70 句

feature B1

n. 特征

本篇2次 · 真题 30 句

colleague B1

n. 同事

本篇2次·真题 23 句

sensitive B2

adj. 敏感的

本篇2次·真题 21 句

release B1

v. 释放

本篇2次·真题 15 句

escape A2

v. 逃跑;逃脱

本篇2次·真题 13 句

cue B2

n. 提示

本篇2次·真题 8 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 304 句

accord C1

n. (国家、团体间的) 协议

本篇1次·真题 172 句

researcher B2

n. 研究人员

本篇1次·真题 112 句

likely A2

adj. 很可能的

本篇1次·真题 89 句

tend B1

v. 倾向于, 往往会

本篇1次·真题 71 句

average A2

adj. 平均的

本篇1次·真题 55 句

behavior B1

n. 行为

本篇1次·真题 52 句

design B1

n. 设计

本篇1次·真题 52 句

opportunity B1

n. 机会

本篇1次·真题 50 句

intelligence B2

n. 智力

本篇1次·真题 48 句

simply B1

adv. 仅仅, 只不过

本篇1次·真题 43 句

identify B1

v. 识别

本篇1次·真题 37 句

respond B1

v. 回答, 答复

本篇1次·真题 33 句

conduct B2

v. 组织并实施

本篇1次·真题 31 句

finding B2

n. 调查结果

本篇1次·真题 30 句

type A2

n. 类型

本篇1次·真题 30 句

highly B1

adv. 非常

本篇1次·真题 28 句

means A2

n. 方法

本篇1次·真题 25 句

assume B2

v. 假定

本篇1次·真题 23 句

regular B1

adj. 经常的

本篇1次·真题 21 句

extend B1

v. 延伸, 延长

本篇1次·真题 20 句

engage B2

v. 参与; 从事

本篇1次·真题 19 句

perceive B2

v. 理解, 领悟 (某事的性质或意义)

本篇1次·真题 19 句

version B1

n. 版本

本篇1次·真题 18 句

press A2

v. 按, 压

本篇1次·真题 17 句

warning A2

n. 警告

本篇1次·真题 17 句

multiple B2

adj. 多个的

本篇1次·真题 16 句

cooperation

B2

n. 合作

本篇1次 · 真题 15 句

meanwhile

B1

adv. 与此同时

本篇1次 · 真题 13 句

trait

B2

n. 特征

本篇1次 · 真题 13 句

trial

B2

n. 审判, 审讯

本篇1次 · 真题 13 句

detect

B2

v. 发现, 察觉 (难以察觉的事物)

本篇1次 · 真题 12 句

previously

B1

adv. 以前, 先前 (指过去某个时间)

本篇1次 · 真题 11 句

earlier

A2

adv. 较早地

本篇1次 · 真题 10 句

cooperate

B2

v. 合作

本篇1次 · 真题 8 句

surprising

A2

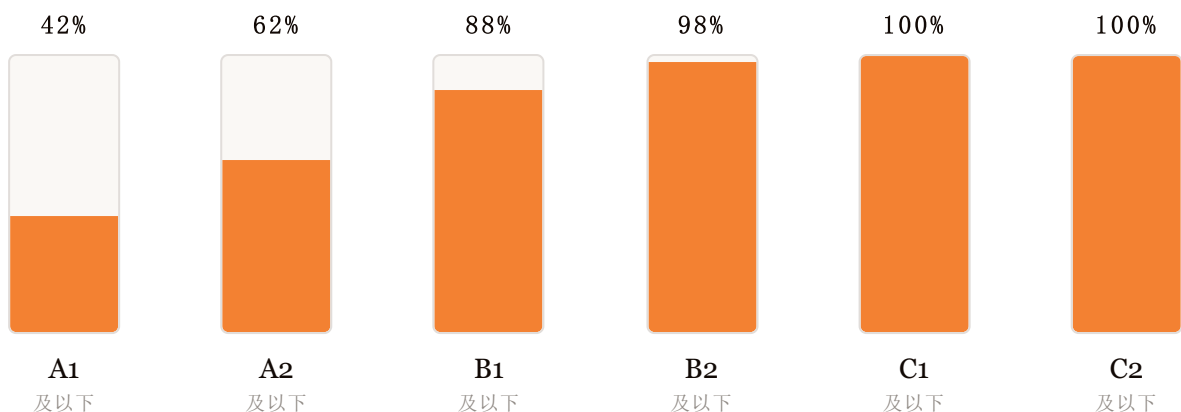
adj. 令人惊讶的

本篇1次 · 真题 8 句

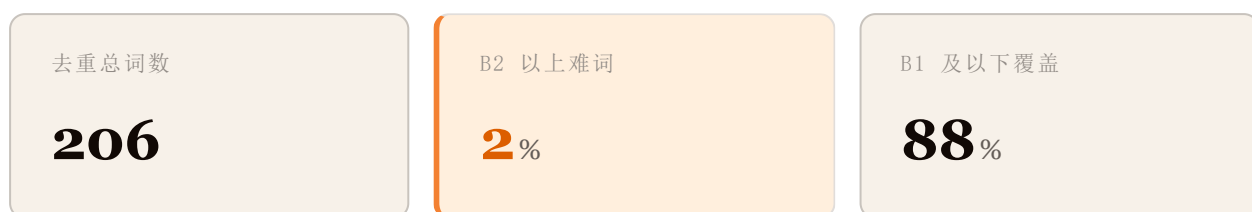
VOCABULARY · 词汇难度分布

全文 206 词按 CEFR 难度累积覆盖

全文去重后共 **206** 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 206 个 · 末柱为 100%



考研英语二 2020年 · 全卷构成

Section I	完形填空（四选一）	题目解析 →
Section II Part A (1)	阅读理解（四选一）	本题
Section II Part A (2)	阅读理解（四选一）	题目解析 →
Section II Part A (3)	阅读理解（四选一）	题目解析 →
Section II Part A (4)	阅读理解（四选一）	题目解析 →
Section II Part B	段落小标题（7选5）	题目解析 →
Section 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 →