

考研英语一 · 英语一真题 · 2022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)

The idea that plants have some degree of consciousness first took root in the early 2000s; the term "plant neurobiology" was 1 around the notion that some aspects of plant behavior could be 2 to intelligence in animals. 3 plants lack brains, the firing of electrical signals in their stems and leaves nonetheless triggered responses that 4 consciousness, researchers previously reported.

But such an idea is untrue, according to a new opinion article. Plant biology is complex and fascinating, but it 5 so greatly from that of animals that so-called 6 of plants' intelligence is inconclusive, the authors wrote.

Beginning in 2006, some scientists have 7 that plants possess neuron-like cells that interact with hormones and neurotransmitters, 8 "a plant nervous system, 9 to that in animals," said lead study author Lincoln Taiz. "They 10 claimed that plants have 'brain-like command centers' at their root tips."

This 11 makes sense if you simplify the workings of a complex brain, 12 it to an array of electrical pulses; cells in plants also communicate through electrical signals. 13, the signaling in a plant is only 14 similar to the firing in a complex animal brain, which is more than "a mass of cells that communicate by electricity," Taiz said.

"For consciousness to evolve, a brain with a threshold 15 of complexity and capacity is required," he 16. "Since plants don't have nervous systems, the 17 that they have consciousness are effectively zero."

And what's so great about consciousness, anyway? Plants can't run away from 18, so investing energy in a body system which 19 a threat and can feel pain would be a very 20 evolutionary strategy, according to the article.

1. [A] coined
[B] discovered
[C] collected
[D] issued
2. [A] attributed
[B] directed
[C] compared
[D] confined
3. [A] Unless
[B] When
[C] Once
[D] Though

4. [A] coped with
[B] consisted of
[C] hinted at
[D] extended to
5. [A] suffers
[B] benefits
[C] develops
[D] differs
6. [A] acceptance
[B] evidence
[C] cultivation
[D] creation
7. [A] doubted
[B] denied
[C] argued
[D] requested
8. [A] adapting
[B] forming
[C] repairing
[D] testing
9. [A] analogous
[B] essential
[C] suitable
[D] sensitive
10. [A] just
[B] ever
[C] still
[D] even
11. [A] restriction
[B] experiment
[C] perspective
[D] demand
12. [A] attaching
[B] reducing
[C] returning
[D] exposing

13. [A] However
[B] Moreover
[C] Therefore
[D] Otherwise
14. [A] temporarily
[B] literally
[C] superficially
[D] imaginarily
15. [A] list
[B] level
[C] label
[D] load
16. [A] recalled
[B] agreed
[C] questioned
[D] added
17. [A] chances
[B] risks
[C] excuses
[D] assumptions
18. [A] danger
[B] failure
[C] warning
[D] control
19. [A] represents
[B] includes
[C] reveals
[D] recognizes
20. [A] humble
[B] poor
[C] practical
[D] easy

Section II

Reading Comprehension

Part A

Directions:

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

Text 1

People often complain that plastics are too durable. Water bottles, shopping bags, and other trash litter the planet, from Mount Everest to the Mariana Trench, because plastics are everywhere and don't break down easily. But some plastic materials change over time. They crack and frizzle. They "weep" out additives. They melt into sludge. All of which creates huge headaches for institutions, such as museums, trying to preserve culturally important objects. The variety of plastic objects at risk is dizzying: early radios, avant-garde sculptures, celluloid animation stills from Disney films, the first artificial heart.

Certain artifacts are especially vulnerable because some pioneers in plastic art didn't always know how to mix ingredients properly, says Thea van Oosten, a polymer chemist who, until retiring a few years ago, worked for decades at the Cultural Heritage Agency of the Netherlands (RCE). "It's like baking a cake: If you don't have exact amounts, it goes wrong," she says. "The object you make is already a time bomb."

And sometimes, it's not the artist's fault. In the 1960s, the Italian artist Piero Gilardi began to create hundreds of bright, colorful foam pieces. Those pieces included small beds of roses and other items as well as a few dozen "nature carpets"—large rectangles decorated with foam pumpkins, cabbages, and watermelons. He wanted viewers to walk around on the carpets—which meant they had to be durable.

Unfortunately, the polyurethane foam he used is inherently unstable. It's especially vulnerable to light damage, and by the mid-1990s, Gilardi's pumpkins, roses, and other figures were splitting and crumbling. Museums locked some of them away in the dark.

So van Oosten and colleagues worked to preserve Gilardi's sculptures. They infused some with stabilizing and consolidating chemicals. Van Oosten calls those chemicals "sunscreens" because their goal was to prevent further light damage and rebuild worn polymer fibers. She is proud that several sculptures have even gone on display again, albeit sometimes beneath protective cases.

Despite success stories like van Oosten's, preservation of plastics will likely get harder. Old objects continue to deteriorate. Worse, biodegradable plastics, designed to disintegrate, are increasingly common.

And more is at stake here than individual objects. Joana Lia Ferreira, an assistant professor of conservation and restoration at the NOVA School of Science and Technology, notes that archaeologists first defined the great material ages of human history—Stone Age, Iron Age, and so on—after examining artifacts in museums. We now live in an age of plastic, she says, "and what we decide to collect today, what we decide to preserve...will have a strong impact on how in the future we'll be seen."

21. According to Paragraph 1, museums are faced with difficulties in_____

- [A] maintaining their plastic items.
- [B] obtaining durable plastic artifacts.
- [C] handling outdated plastic exhibits.
- [D] classifying their plastic collections.

22. Van Oosten believes that certain plastic objects are_____
- [A] immune to decay.
 - [B] improperly shaped.
 - [C] inherently flawed.
 - [D] complex in structure.
23. Museums stopped exhibiting some of Gilardi's artworks to_____
- [A] keep them from hurting visitors.
 - [B] duplicate them for future display.
 - [C] have their ingredients analyzed.
 - [D] prevent them from further damage.
24. The author thinks that preservation of plastics is_____
- [A] costly.
 - [B] unworthy.
 - [C] unpopular.
 - [D] challenging.
25. In Ferreira's opinion, preservation of plastic artifacts_____
- [A] will inspire future scientific research.
 - [B] has profound historical significance.
 - [C] will help us separate the material ages.
 - [D] has an impact on today's cultural life.

Text 2

As the latest crop of students pen their undergraduate application form and weigh up their options, it may be worth considering just how the point, purpose and value of a degree has changed and what Generation Z need to consider as they start the third stage of their educational journey.

Millennials were told that if you did well in school, got a decent degree, you would be set up for life. But that promise has been found wanting. As degrees became universal, they became devalued. Education was no longer a secure route of social mobility. Today, 28 per cent of graduates in the UK are in non-graduate roles, a percentage which is double the average among the OECD countries.

This is not to say that there is no point in getting a degree, but rather stress that a degree is not for everyone, that the switch from classroom to lecture hall is not an inevitable one and that other options are available.

Thankfully, there are signs that this is already happening, with Generation Z seeking to learn from their millennial predecessors, even if parents and teachers tend to be still set in the degree mindset. Employers have long seen the advantages of hiring school leavers who often prove themselves to be more committed and loyal employees than graduates. Many too are seeing the advantages of scrapping a degree requirement for certain roles.

For those for whom a degree is the desired route, consider that this may well be the first of many. In this age of generalists, it pays to have specific knowledge or skills. Postgraduates now earn 40 per cent more than

graduates. When more and more of us have a degree, it makes sense to have two.

It is unlikely that Generation Z will be done with education at 18 or 21; they will need to be constantly upskilling throughout their career to stay employable. It has been estimated that this generation, due to the pressures of technology, the wish for personal fulfilment and desire for diversity, will work for 17 different employers over the course of their working life and have five different careers. Education, and not just knowledge gained on campus, will be a core part of Generation Z's career trajectory.

Older generations often talk about their degree in the present and personal tense: 'I am a geographer' or 'I am a classicist'. Their sons or daughters would never say such a thing; it's as if they already know that their degree won't define them in the same way.

26. The author suggests that Generation Z should_____
- [A] be careful in choosing a college.
 - [B] be diligent at each educational stage.
 - [C] reassess the necessity of college education.
 - [D] postpone their undergraduate application.
27. The percentage of UK graduates in non-graduate roles reflects_____
- [A] Millennial's opinion about work.
 - [B] the shrinking value of a degree.
 - [C] public discontent with education.
 - [D] the desired route of social mobility.
28. The author considers it a good sign that_____
- [A] Generation Z are seeking to earn a decent degree.
 - [B] school leavers are willing to be skilled workers.
 - [C] employers are taking a realistic attitude to degree.
 - [D] parents are changing their minds about education.
29. It is advised in Paragraph 5 that those with one degree should_____
- [A] make an early decision on their career.
 - [B] attend on-the-job training programs.
 - [C] team up with high-paid postgraduates.
 - [D] further their studies in a specific field.
30. What can be concluded about Generation Z from the last two paragraphs?
- [A] Lifelong learning will define them.
 - [B] They will make qualified educators.
 - [C] Degrees will no longer appeal to them.
 - [D] They will have a limited choice of jobs.

Text 3

Enlightening, challenging, stimulating, fun. These were some of the words that Nature readers used to describe their experience of art-science collaborations in a series of articles on partnerships between artists and

researchers. Nearly 40% of the roughly 350 people who responded to an accompanying poll said they had collaborated with artists; and almost all said they would consider doing so in future.

Such an encouraging result is not surprising. Scientists are increasingly seeking out visual artists to help them communicate their work to new audiences. "Artists help scientists reach a broader audience and make emotional connections that enhance learning," one respondent said.

One example of how artists and scientists have together rocked the scenes came last month when the Sydney Symphony Orchestra performed a reworked version of Antonio Vivaldi's *The Four Seasons*. They reimagined the 300-year-old score by injecting the latest climate prediction data for each season—provided by Monash University's Climate Change Communication Research Hub. The performance was a creative call to action ahead of November's United Nations Climate Change Conference in Glasgow, UK.

But a genuine partnership must be a two-way street. Fewer artists than scientists responded to the Nature poll; however, several respondents noted that artists do not simply assist scientists with their communication requirements. Nor should their work be considered only as an object of study. The alliances are most valuable when scientists and artists have a shared stake in a project, are able to jointly design it and can critique each other's work. Such an approach can both prompt new research as well as result in powerful art.

More than half a century ago, the Massachusetts Institute of Technology opened its Center for Advanced Visual Studies (CAVS) to explore the role of technology in culture. The founders deliberately focused their projects around light—hence the "visual studies" in the name. Light was something that both artists and scientists had an interest in, and therefore could form the basis of collaboration. As science and technology progressed, and divided into more sub-disciplines, the centre was simultaneously looking to a time when leading researchers could also be artists, writers and poets, and vice versa.

Nature's poll findings suggest that this trend is as strong as ever, but, to make a collaboration work, both sides need to invest time, and embrace surprise and challenge. The reach of art-science tie-ups needs to go beyond the necessary purpose of research communication, and participants must not fall into the trap of stereotyping each other. Artists and scientists alike are immersed in discovery and invention, and challenge and critique are core to both, too.

31. According to Paragraph 1, art-science collaborations have_____

- [A] caught the attention of critics.
- [B] received favorable responses.
- [C] promoted academic publishing.
- [D] sparked heated public disputes.

32. The reworked version of *The Four Seasons* is mentioned to show that_____

- [A] art can offer audiences easy access to science.
- [B] science can help with the expression of emotions.
- [C] public participation in science has a promising future.
- [D] art is effective in facilitating scientific innovations.

33. Some artists seem to worry about in the art-science partnership_____

- [A] their role may be underestimated.
- [B] their reputation may be impaired.
- [C] their creativity may be inhibited.
- [D] their work may be misguided.

34. What does the author say about CAYS?

- [A] It was headed alternately by artists and scientists.
- [B] It exemplified valuable art-science alliances.
- [C] Its projects aimed at advancing visual studies.
- [D] Its founders sought to raise the status of artists.

35. In the last paragraph, the author holds that art-science collaborations _____

- [A] are likely to go beyond public expectations.
- [B] will intensify interdisciplinary competition.
- [C] should do more than communicating science.
- [D] are becoming more popular than before.

Text 4

The personal grievance provisions of New Zealand's Employment Relations Act 2000 (ERA) prevent an employer from firing an employee without good cause. Instead, dismissals must be justified. Employers must both show cause and act in a procedurally fair way.

Personal grievance procedures were designed to guard the jobs of ordinary workers from "unjustified dismissals". The premise was that the common law of contract lacked sufficient safeguards for workers against arbitrary conduct by management. Long gone are the days when a boss could simply give an employee contractual notice.

But these provisions create difficulties for businesses when applied to highly paid managers and executives. As countless boards and business owners will attest, constraining firms from firing poorly performing, high-earning managers is a handbrake on boosting productivity and overall performance. The difference between C-grade and A-grade managers may very well be the difference between business success or failure. Between preserving the jobs of ordinary workers or losing them. Yet mediocrity is no longer enough to justify a dismissal.

Consequently—and paradoxically—laws introduced to protect the jobs of ordinary workers may be placing those jobs at risk.

If not placing jobs at risk, to the extent employment protection laws constrain business owners from dismissing under-performing managers, those laws act as a constraint on firm productivity and therefore on workers' wages. Indeed, in "An International Perspective on New Zealand's Productivity Paradox" (2014), the Productivity Commission singled out the low quality of managerial capabilities as a cause of the country's poor productivity growth record.

Nor are highly paid managers themselves immune from the harm caused by the ERA'S unjustified dismissal procedures. Because employment protection laws make it costlier to fire an employee, employers are more

cautious about hiring new staff. This makes it harder for the marginal manager to gain employment. And firms pay staff less because firms carry the burden of the employment arrangement going wrong.

Society also suffers from excessive employment protections. Stringent job dismissal regulations adversely affect productivity growth and hamper both prosperity and overall well-being.

Across the Tasman Sea, Australia deals with the unjustified dismissal paradox by excluding employees earning above a specified "high-income threshold" from the protection of its unfair dismissal laws. In New Zealand, a 2016 private members' Bill tried to permit firms and high-income employees to contract out of the unjustified dismissal regime. However, the mechanisms proposed were unwieldy and the Bill was voted down following the change in government later that year.

36. The personal grievance provisions of the ERA are intended to_____

- [A] punish dubious corporate practices.
- [B] improve traditional hiring procedures.
- [C] exempt employers from certain duties.
- [D] protect the rights of ordinary workers.

37. It can be learned from Paragraph 3 that the provisions may_____

- [A] hinder business development.
- [B] undermine managers' authority.
- [C] affect the public image of the firms.
- [D] worsen labor-management relations.

38. Which of the following measures would the Productivity Commission support?

- [A] Imposing reasonable wage restraints.
- [B] Enforcing employment protection laws.
- [C] Limiting the powers of business owners.
- [D] Dismissing poorly performing managers.

39. What might be an effect of ERA's unjustified dismissal procedures?

- [A] Highly paid managers lose their jobs.
- [B] Employees suffer from salary cuts.
- [C] Society sees a rise in overall well-being.
- [D] Employers need to hire new staff.

40. It can be inferred that the "high-income threshold" in Australia_____

- [A] has secured managers' earnings.
- [B] has produced undesired results.
- [C] is beneficial to business owners.
- [D] is difficult to put into practice

Part B

Directions:

In the following text, there are five people's opinions about Emma Manis's article "The Case Against Zoos". For Questions 41-45, choose the best statement from the list A-G to summarize each numbered person's opinion.

There are two extra choices which do not fit in any of the blanks. Mark your answers on the ANSWER SHEET. (10 points)

Teri Byrd: (41)_____

I was a zoo and wildlife park employee for years. Both the wildlife park and zoo claimed to be operating for the benefit of the animals and for conservation purposes. This claim was false. Neither one of them actually participated in any contributions to animal research or conservation. They are profitable institutions whose bottom line is much more important than the condition of the animals.

Animals despise being captives in zoos. No matter how you "enhance" enclosures, they do not allow for freedom, a natural diet or adequate exercise. Animals end up stressed and unhealthy or dead. It's past time for transparency with these institutions, and it's past time to eliminate zoos from our culture.

Karen R. Sime: (42)_____

As a zoology professor, I agree with Emma Marris that zoo displays can be sad and cruel. But she underestimates the educational value of zoos.

The zoology program at my university attracts students for whom zoo visits were the crucial formative experience that led them to major in biological sciences. These are mostly students who had no opportunity as children to travel to wilderness areas, wildlife refuges or national parks. Although good TV shows can help stir children's interest in conservation, they cannot replace the excitement of a zoo visit as an intense, immersive and interactive experience. Surely there must be some middle ground that balances zoos' treatment of animals with their educational potential.

Greg Newberry: (43)_____

Emma Marris's article is an insult and a disservice to the thousands of passionate people who work tirelessly to improve the lives of animals and protect our planet. She uses outdated research and decades-old examples to undermine the noble mission of organizations committed to connecting children to a world beyond their own.

Zoos are at the forefront of conservation and constantly evolving to improve how they care for animals and protect each species in its natural habitat. Are there tragedies? Of course. But they are the exception, not the norm that Ms. Marris implies. A distressed animal in a zoo will get as good or better treatment than most of us at our local hospital.

Dean Gallea: (44)_____

As a fellow environmentalist, animal-protection advocate and longtime vegetarian, I could properly be in the same camp as Emma Marris on the issue of zoos. But I believe that well-run zoos, and the heroic animals that suffer their captivity, do serve a higher purpose. Were it not for opportunities to observe these beautiful, wild creatures close to home, many more people would be driven by their fascination to travel to wild areas to seek out, disturb and even hunt them down.

Zoos are, in that sense, similar to natural history and archeology museums, serving to satisfy our need for contact with these living creatures while leaving the vast majority undisturbed in their natural environments.

John Fraser: (45)_____

Emma Marris selectively describes and misrepresents the findings of our research. Our studies focused on the impact of zoo experiences on how people think about themselves and nature, and the data points extracted from our studies do not, in any way, discount what is learned in a zoo visit.

Zoos are tools for thinking. Our research provides strong support for the value of zoos in connecting people with animals and with nature. Zoos provide a critical voice for conservation and environmental protection. They afford an opportunity for people from all backgrounds to encounter a range of animals, from drone bees to springbok or salmon, to better understand the natural world we live in.

[A] Zoos which spare no effort to take care of animals should not be subjected to unfair criticism.

[B] To pressure zoos to spend less on their animals would lead to inhumane outcomes for the precious creatures in their care.

[C] While animals in captivity deserve sympathy, zoos play a significant role in starting young people down the path of related sciences.

[D] Zoos save people trips to wilderness areas and thus contribute to wildlife conservation.

[E] For wild animals that cannot be returned to their natural habitats, zoos offer the best alternative.

[F] Zoos should have been closed down as they prioritize money making over animals' wellbeing.

[G] Marris distorts our findings which actually prove that zoos serve as an indispensable link between man and nature.

Part C

Directions:

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

Between 1807 and 1814 the Iberian Peninsula (comprising Spain and Portugal) was the scene of a titanic and merciless struggle. It took place on many different planes: between Napoleon's French army and the angry inhabitants; between the British, ever keen to exacerbate the emperor's difficulties, and the marshals sent from Paris to try to keep them in check; between new forces of science and meritocracy and old ones of conservatism and birth. (46)It was also, and this is unknown even to many people well read about the period, a battle between those who made codes and those who broke them.

I first discovered the Napoleonic cryptographic battle a few years ago when I was reading Sir Charles Oman's epic History of the Peninsular War. In volume V he had attached an appendix, The Scovell Ciphers. (47)It listed many documents in code that had been captured from the French army of Spain, and whose secrets had been revealed by the work of one George Scovell, an officer in British headquarters. Oman rated Scovell's significance highly, but at the same time, the general nature of his History meant that (48)he could not analyze carefully what this obscure officer may or may not have contributed to that great struggle between nations or indeed tell us anything much about the man himself. I was keen to read more, but was surprised to find that Oman's appendix, published in 1914, was the only considered thing that had been written about this secret war.

I became convinced that this story was every bit as exciting and significant as that of Enigma and the breaking of German codes in the Second World War. The question was, could it be told?

Studying Scovell's papers at the Public Record Office, London, I found that he had left an extensive journal and copious notes about his work in the peninsula. What was more, many original French dispatches had been preserved in this collection, which I realized was priceless. (49)There may have been many spies and intelligence

officers during the Napoleonic Wars, but it is usually extremely difficult to find the material they actually provided or worked on.

As I researched Scovell's story I found far more of interest besides his intelligence work. His status in Lord Wellington's headquarters and the recognition given to him for his work were all bound up with the class politics of the army at the time. His tale of self-improvement and hard work would make a fascinating biography in its own right, but represents something more than that. (50)Just as the code breaking has its wider relevance in the struggle for Spain, so his attempts to make his way up the promotion ladder speak volumes about British society.

Section III

Writing

Part A

51. **Directions:**

Write an email to a professor at a British university, inviting him/her to organize a team for the international innovation contest to be held at your university.

You should write about 100 words on the ANSWER SHEET.

Do not use your own name. Use “Li Ming” instead. (10 points)

Part B

52. **Directions:**

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

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

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

2022年 考研英语一完形填空（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2022年 考研英语一完形填空（四选一）原卷逐空核对整理。与试卷排版同一卷面：Directions、6 段带空原文（每段之后紧随中文翻译）与每空四选项连续排印；卷面下方逐空紧跟解析——正确选项、原文填空线索、四选项逐个辨析（正确项契合点 + 错项错因与差别），以及代入验证。

英语一真题(2022)

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)

The idea that plants have some degree of consciousness first took root in the early 2000s; the term "plant neurobiology" was 1 around the notion that some aspects of plant behavior could be 2 to intelligence in animals. 3 plants lack brains, the firing of electrical signals in their stems and leaves nonetheless triggered responses that 4 consciousness, researchers previously reported.

植物具有某种程度意识的观点最早萌芽于21世纪初;"植物神经生物学"这一术语是围绕植物行为的某些方面可与动物智能相比较这一概念而创造的。研究人员此前报告称,尽管植物缺乏大脑,但其茎和叶中电信号的发射仍然引发了暗示意识存在的反应。

But such an idea is untrue, according to a new opinion article. Plant biology is complex and fascinating, but it 5 so greatly from that of animals that so-called 6 of plants' intelligence is inconclusive, the authors wrote.

但根据一篇新的观点文章,这种观点是不正确的。作者写道,植物生物学是复杂而迷人的,但它与动物生物学差异如此之大,以至于所谓植物智能的证据是不确定的。

Beginning in 2006, some scientists have 7 that plants possess neuron-like cells that interact with hormones and neurotransmitters, 8 "a plant nervous system, 9 to that in animals," said lead study author Lincoln Taiz. "They 10 claimed that plants have 'brain-like command centers' at their root tips."

该研究的第一作者Lincoln Taiz说,从2006年开始,一些科学家认为植物拥有类似神经元的细胞,这些细胞与激素和神经递质相互作用,形成"类似于动物的植物神经系统"。"他们甚至声称植物在其根尖有'类似大脑的指挥中心'。"

This 11 makes sense if you simplify the workings of a complex brain, 12 it to an array of electrical pulses; cells in plants also communicate through electrical signals. 13, the

signaling in a plant is only 14 similar to the firing in a complex animal brain, which is more than "a mass of cells that communicate by electricity," Taiz said.

如果你简化复杂大脑的运作方式,将其简化为一系列电脉冲,这种观点就说得通;植物细胞也通过电信号进行交流。然而,Taiz说,植物中的信号传导只是在表面上类似于复杂动物大脑中的放电,而动物大脑不仅仅是"一团通过电流交流的细胞"。

"For consciousness to evolve, a brain with a threshold 15 of complexity and capacity is required," he 16 . "Since plants don't have nervous systems, the 17 that they have consciousness are effectively zero."

他补充说:"意识要进化,需要具有一定复杂性和容量阈值水平的大脑。由于植物没有神经系统,它们拥有意识的可能性实际上为零。"

And what's so great about consciousness, anyway? Plants can't run away from 18 , so investing energy in a body system which 19 a threat and can feel pain would be a very 20 evolutionary strategy, according to the article.

而且,意识究竟有什么了不起的呢?根据这篇文章,植物无法逃离危险,因此将能量投资于一个能识别威胁并能感受疼痛的身体系统,将是一个非常糟糕的进化策略。

1. [A] coined
[B] discovered
[C] collected
[D] issued

2. [A] attributed
[B] directed
[C] compared
[D] confined

3. [A] Unless
[B] When
[C] Once
[D] Though

4. [A] coped with
[B] consisted of
[C] hinted at
[D] extended to

5. [A] suffers
[B] benefits
[C] develops
[D] differs

6. [A] acceptance
[B] evidence
[C] cultivation
[D] creation
7. [A] doubted
[B] denied
[C] argued
[D] requested
8. [A] adapting
[B] forming
[C] repairing
[D] testing
9. [A] analogous
[B] essential
[C] suitable
[D] sensitive
10. [A] just
[B] ever
[C] still
[D] even
11. [A] restriction
[B] experiment
[C] perspective
[D] demand
12. [A] attaching
[B] reducing
[C] returning
[D] exposing
13. [A] However
[B] Moreover
[C] Therefore
[D] Otherwise
14. [A] temporarily
[B] literally
[C] superficially
[D] imaginarily

15. ☐ A] list
☐ B] level
☐ C] label
☐ D] load
16. ☐ A] recalled
☐ B] agreed
☐ C] questioned
☐ D] added
17. ☐ A] chances
☐ B] risks
☐ C] excuses
☐ D] assumptions
18. ☐ A] danger
☐ B] failure
☐ C] warning
☐ D] control
19. ☐ A] represents
☐ B] includes
☐ C] reveals
☐ D] recognizes
20. ☐ A] humble
☐ B] poor
☐ C] practical
☐ D] easy

1. ____

【答案】 [A] coined 词义辨析

【线索】 主语是 the term (一个新名称)

线索就在本句主语: the term "plant neurobiology" was __(1)__. 主语是一个被引号标出的新造名称, 动作应表「(名词/术语)被创造、被命名」, 指向一个专门用于「造词」的动词。

【选项】 A) coined ✓ coin = 创造新词, 与 term 精准搭配

coin a term/word 是固定说法, 意为「创造、新造(词语)」, 与主语 the term "plant neurobiology" 严丝合缝。

B) discovered ✗ 义偏: 术语是被造不是被发现

discover 是「发现」本已存在的事物(如新行星、新物种); 术语是人为创造的语言符号, 不能被「发现」。

C) collected ✗ 搭配不当: 术语不被「收集」

collect 是「收集、汇集」一批东西, 与单个新造术语不搭。

D) issued ✗ 义偏: issue 指发布文件/命令

issue 多指「发布(声明、命令、刊物)」, 对象是正式文书, 不用于「造词」。

【验证】 代回: the term "plant neurobiology" was __(1)__ 读作 the term was coined (这个术语被创造出来), 与下半句「围绕某种观点」自然衔接, 也符合全文「介绍一个旧概念如何登场」的开篇功能。

2. ____

【答案】 [C] compared 固定搭配

【线索】 compare A to B = 把A比作B

本句说植物行为的某些方面 could be __(2)__ to intelligence in animals——把植物行为与「动物的智能」相提并论。语境要的是「比作、类比」，且后接 to。

【选项】 A) attributed X 义偏: attribute to 是「归因于」

attribute A to B 意为「把A归因/归属于B」，强调因果或归属，而非「相提并论」，语义不合。

B) directed X 义偏: direct to 是「指向/引导」

direct ... to 指「把.....引向」某处，与「把植物行为类比为动物智能」不沾边。

C) compared ✓ compare to = 比作，搭配语义双中

compare A to B 正是「把A比作B」，与本句「植物行为某些方面可比作动物智能」完全吻合，呼应下文反复出现的 similar、analogous 等类比线索。

D) confined X 义偏: confine to 是「限制在」

confine ... to 意为「把.....局限于」，表范围限制，与「类比」相反。

【验证】代回 compared to: some aspects of plant behavior could be __(2)__ to intelligence in animals 读作「植物行为的某些方面可被比作动物的智能」，正是全文要讨论并最终推翻的核心类比，与脉络一致。

3. ____

【答案】 [D] **Though** 逻辑关系

【线索】 主句有 **nonetheless**，标志让步转折

主句里的 **nonetheless triggered responses** (**nonetheless** = 尽管如此、仍然) 是铁证：前半「植物没有大脑」与后半「却仍触发了反应」构成让步转折，从句须用「尽管」类连词。

【选项】 A) **Unless** X 逻辑反：unless 表「除非」否定条件

unless 引导否定条件「除非.....否则不」，与主句 **nonetheless** 的让步呼应不上。

B) **When** X 逻辑弱：when 只表时间，无让步味

when 「当.....时」是时间关系，无法解释主句为何要用「却仍然 (**nonetheless**) 」这种对抗语气。

C) **Once** X 逻辑偏：once 表「一旦」条件

once 「一旦」引导条件，同样与 **nonetheless** 的让步逻辑不匹配。

D) **Though** ✓ **though...nonetheless** 让步转折完美呼应

though 「尽管」引导让步从句，与主句 **nonetheless** 一前一后构成标准让步转折：尽管植物没有大脑，电信号却仍触发了反应。

【验证】 代回 **Though**: __ (3) __ plants lack brains, the firing of electrical signals in their stems and leaves **nonetheless triggered responses** 读作「尽管植物没有大脑，其茎叶中电信号的激发却仍触发了反应」，逻辑顺、且符合第1段「先替旧观点陈述其貌似有理的依据」的铺垫功能。

4. ____

【答案】 [C] **hinted at** 词义辨析

【线索】 全文立场：植物意识只是「迹象」非定论

线索靠全局：第2段 so-called __(6)__ of plants' intelligence is inconclusive（关于植物智能的证据并无定论）。作者认为电信号触发的反应顶多「暗示、暗指」意识，而非确凿等同。故该填一个表「暗示」的弱化动词。

【选项】 A) **coped with** X 义偏：cope with 是「应对/处理」

cope with「应付、处理（困难）」，主语通常是人或系统，「反应应对意识」语义不通。

B) **consisted of** X 义偏：consist of 是「由...组成」

consist of「由.....构成」，意为反应由意识组成，主谓宾关系荒唐，不合逻辑。

C) **hinted at** ✓ **hint at** = 暗示，分寸恰当

hint at「暗示、暗指」，正合作者口吻：电信号触发的反应「暗示了」意识的存在——既转述了旧观点的推论，又留有余地、不下死论。

D) **extended to** X 义偏：extend to 是「延伸到/扩展至」

extend to「延伸、扩展到」，表范围蔓延，「反应延伸到意识」搭配生硬、语义不准。

【验证】 代回 hinted at: the firing of electrical signals ... triggered responses that __(4)__ consciousness 读作「电信号的激发触发了暗示意识（存在）的反应」，与全文「旧观点据此推断、作者并不认可」的张力一致。

5. ____

【答案】 **[D] differs** 固定搭配

【线索】 **But + 强调差异的语境**

本句以 But 起、紧扣全文反方主线：Plant biology is complex and fascinating, but it __ (5) __ so greatly from that of animals——植物生物学与动物的「差异如此之大」，正是作者否定类比的核心理由。语境要「相差、不同」。

【选项】 A) suffers **✗ 义偏：suffer from 是「受...之苦」**

suffer from 「遭受、患（病）」，主语是植物生物学「受动物之苦」毫无意义。

B) benefits **✗ 义偏：benefit from 是「受益于」**

benefit from 「从.....受益」，与作者强调「差异巨大故不可类比」的意图相反。

C) develops **✗ 搭配不当：develop 一般不接 from 表此意**

develop 「发展」此处接 from 既不构成本句要固定表达，也无法表「与.....不同」。

D) differs **✓ differ from = 与...不同，搭配语义双中**

differ from 「与.....不同」，配合 so greatly （如此之大）正表「植物生物学与动物的相差极大」，直接支撑下文「证据无定论」的结论。

【验证】 代回 differs: it __ (5) __ so greatly from that of animals 读作「它与动物的（生物学）差异如此之大」，紧承 But 的转折、领起 inconclusive 的结论，与反方主线高度一致。

6. ____

【答案】 [B] evidence 词义辨析

【线索】表语 inconclusive 指向「证据」

线索是同句表语：so-called __(6)__ of plants' intelligence is inconclusive。inconclusive 意为「不确定的、无定论的」，能被这样评价的是「证据」——证据不足才会「无定论」。下文第6空 evidence 的语境也再次印证全文在谈「证据」是否成立。

【选项】A) acceptance X 义偏：acceptance 是「接受」

acceptance「接受、认可」是一种态度，说「接受是无定论的」逻辑不通。

B) evidence ✓ evidence inconclusive = 证据无定论，逻辑契合

evidence「证据」与 inconclusive 是天然搭配：所谓植物智能的「证据」并不充分、无法定论——正是全篇否定旧观点的关键句。

C) cultivation X 干扰：cultivation 蹭 plant 字面

cultivation「栽培」蹭了 plant（植物）的字面联想，但「植物智能的栽培是无定论的」语义荒谬，是形义双重陷阱。

D) creation X 义偏：creation 是「创造」

creation「创造（物）」与 inconclusive 不搭，无法表「证据是否成立」之意。

【验证】代回 evidence：so-called __(6)__ of plants' intelligence is inconclusive 读作「所谓植物智能的证据是无定论的」，正是第2段反驳旧观点的中心句，与全文脉络的「But 后整体否定」吻合。

7. ____

【答案】 [C] argued 词义辨析

【线索】 下文 claimed 同义复现

线索在第3段后文：They __(10)__ claimed that plants have 'brain-like command centers'。同一批科学家后面用了 claimed（声称），可知第7空也是「主张、认为」类正向陈述，而非「怀疑/否认」。

【选项】 A) doubted X 方向反：doubt 是「怀疑」

doubt「怀疑」与下文 claimed（声称拥有）方向相反——这批科学家是支持方，不会怀疑自己的主张。

B) denied X 方向反：deny 是「否认」

deny「否认」同样与「主张植物有神经样细胞」矛盾，立场颠倒。

C) argued ✓ argue that = 主张/认为，方向正确

argue「主张、论证」后接 that 从句，正表「（某些科学家）认为植物拥有神经样细胞」，与下文 claimed 一脉相承。

D) requested X 搭配/义偏：request 表「请求」

request「请求、要求」其后从句多用虚拟语气表请求，「请求植物拥有细胞」语义不通。

【验证】 代回 argued：some scientists have __(7)__ that plants possess neuron-like cells 读作「某些科学家主张植物拥有神经样细胞」，正是第3段「复述支持方观点」功能的开场，与后文 claimed 同向。

8. ____

【答案】 [B] forming 词义辨析

【线索】 前因后果：互动从而「构成」一个系统

线索在本句因果链：神经样细胞 interact with hormones and neurotransmitters, __(8)__ "a plant nervous system"——细胞与激素、神经递质相互作用，「形成」一个植物神经系统。语境要「形成、构成」。

【选项】 A) adapting X 义偏：adapt 是「适应/改编」

adapt「使适应、改编」，「适应一个神经系统」语义不顺，且无「产生」之意。

B) forming ✓ form a system = 构成系统，契合因果

form「形成、构成」正合本句：细胞与激素互动，从而「构成」一个植物神经系统，与引号内的整体名词搭配自然。

C) repairing X 义偏：repair 是「修复」

repair「修理、修复」需有一个已存在且受损的对象，此处是「（凭空）形成」系统，逻辑不符。

D) testing X 义偏：test 是「测试」

test「测试、检验」，「测试一个神经系统」与本句「互动产生系统」的因果不合。

【验证】 代回 forming：interact with hormones and neurotransmitters, __(8)__ "a plant nervous system" 读作「与激素和神经递质相互作用，从而形成『一个植物神经系统』」，因果顺畅，符合第3段复述支持方主张的语境。

9. ____

【答案】 [A] **analogous** 词义辨析

【线索】 全文主线是「植物与动物作类比」

线索是全文反复出现的类比脉络：第1段 could be __(2)__ to intelligence in animals、第4段 the signaling in a plant is only __(14)__ similar to the firing in a complex animal brain。此处支持方说植物神经系统「类似于」动物的，要一个表「类似」且接 to 的形容词。

【选项】 A) **analogous** ✓ **analogous to = 类似于，搭配语义双中**

analogous to 「与.....类似/可类比的」，与全文「植物 vs 动物」的类比主题严丝合缝，且 analogous 后正接 to。

B) **essential** ✗ 义偏：essential to 是「对...必不可少」

essential to 「对.....至关重要」，说植物神经系统「对动物神经系统必不可少」逻辑不通。

C) **suitable** ✗ 义偏：suitable to/for 是「适合」

suitable 「适合的」与「类似」无关，「适合于动物神经系统」语义跑偏。

D) **sensitive** ✗ 义偏：sensitive to 是「对...敏感」

sensitive to 「对.....敏感」，与本句要表的「相似」毫无关系。

【验证】 代回 analogous: "a plant nervous system, __(9)__ to that in animals" 读作「一个类似于动物体内（神经系统）的植物神经系统」，呼应全文类比主线，也为第4段拆穿这一类比埋下伏笔。

10. ____

【答案】 [D] even 词义辨析

【线索】 本句主张比上句更夸张，构成递进

线索是相邻两句的程度递进：上句说植物有 a plant nervous system，本句进而说植物有 'brain-like command centers' at their root tips（脑样指挥中枢）——后者比前者更惊人，需用「甚至」来标示这种加码。

【选项】 A) just X 语气反：just 表「仅仅」，削弱

just「仅仅、只不过」是弱化语气，与本句「主张更进一步、更夸张」的递进相反。

B) ever X 用法偏：ever 多用于疑问/否定/比较

ever「曾经、究竟」一般用于疑问、否定或比较句，肯定陈述句直接修饰 claimed 不地道。

C) still X 义偏：still 表「仍然」，无递进义

still「仍然、还」强调持续，本句是「进一步加码主张」而非「持续主张」，语气不准。

D) even ✓ even = 甚至，标示主张升级

even「甚至」恰好标出递进：他们「甚至」声称植物有脑样指挥中枢——比上句「有神经系统」更进一层，语气到位。

【验证】 代回 even：They __(10)__ claimed that plants have 'brain-like command centers' 读作「他们甚至声称植物拥有『脑样指挥中枢』」，与上句构成由轻到重的递进，符合第3段「层层展示支持方有多大胆」的安排。

11. ____

【答案】 [C] perspective 词义辨析

【线索】 This 回指第3段那套「类比看法」

线索是 This 的指代：它回指第3段支持方提出的 "a plant nervous system, __(9)__ to that in animals" 那一整套观点/看法。这是一种「观点、视角」，故选 perspective。

【选项】 A) restriction X 义偏：restriction 是「限制」

restriction「限制、约束」与前文那套「类比看法」无关。

B) experiment X 义偏：前文是看法不是实验

experiment「实验」指具体的实证操作，而 This 回指的是一种主张/解读，不是某次实验。

C) perspective ✓ perspective = 观点/视角，准确归类前文

perspective「观点、视角」恰好概括第3段那套「把植物类比为动物神经/大脑」的看法，且与后文「if you simplify...」（如果简化大脑则说得通）逻辑衔接。

D) demand X 义偏：demand 是「要求/需求」

demand「要求、需求」与前文那套观点不是一回事。

【验证】 代回 perspective: This __(11)__ makes sense if you simplify the workings of a complex brain 读作「如果你把复杂大脑的运作简化，这种观点是说得通的」——承上启下，引出第4段「先承认其表面合理、再拆穿」的论证节奏。

12. ____

【答案】 [B] reducing 词义辨析

【线索】 前句 simplify 同义提示

线索在同句前半: if you simplify the workings of a complex brain, __(12)__ it to an array of electrical pulses. simplify (简化) 是关键——把大脑「简化、降格」为一组电脉冲。reduce ... to 正是「把.....简化/归结为」, 与 simplify 同义。

【选项】 A) attaching X 义偏: attach to 是「把...附在...上」

attach ... to 「把.....附着/连接到」, 与「简化、降格」之意无关。

B) reducing ✓ reduce...to = 归结为, 与 simplify 同义且接 to

reduce ... to 「把.....简化/归结为」, 与前句 simplify 同义复现, 把复杂大脑「降格为」一组电脉冲, 搭配与语义双中。

C) returning X 义偏: return to 是「返回/恢复」

return ... to 「使返回、归还」, 与「简化为」无关。

D) exposing X 义偏: expose to 是「使暴露于」

expose ... to 「使.....暴露/接触于」, 与本句「简化、归结」之意不符。

【验证】 代回 reducing: simplify the workings of a complex brain, __(12)__ it to an array of electrical pulses 读作「简化复杂大脑的运作, 把它归结为一组电脉冲」, 与前半 simplify 形成同义并列, 论证「只有过度简化才说得通」。

13. ____

【答案】 [A] **However** 逻辑关系

【线索】 上句让步、本句转折拆穿

线索在前后句的转折关系：上文刚承认 This __(11)__ makes sense if you simplify the workings of a complex brain（这种观点在简化大脑后说得通），本句却说 the signaling in a plant is only __(14)__ similar to the firing in a complex animal brain（植物的信号只是表面上像）——先扬后抑，是典型转折，须用 However。

【选项】 A) **However** ✓ **However** = 然而，承接先扬后抑

However「然而」正合本处转折：上句承认类比表面成立，本句立刻指出植物信号「只是表面相似」，转折拆穿，呼应全文反方立场。

B) **Moreover** ✗ 逻辑反：Moreover 表递进补充

Moreover「此外、而且」表同向递进，但上下句是「认可→否定」的对立，不是叠加。

C) **Therefore** ✗ 逻辑反：Therefore 表因果结论

Therefore「因此」表前因后果，但本句不是上句的结论，而是对它的反驳。

D) **Otherwise** ✗ 逻辑反：Otherwise 表「否则」

Otherwise「否则、不然」引出相反假设的后果，与本处「然而事实是」的转折不符。

【验证】 代回 However: __(13)__, the signaling in a plant is only __(14)__ similar to the firing in a complex animal brain 读作「然而，植物中的信号只是表面上类似于复杂动物大脑的放电」，与上句的让步形成转折，正是第4段拆穿类比的关键一击。

14. ____

【答案】 [C] **superficially** 词义辨析

【线索】 only + 下文「不止是电活动」共指「表面」

线索是 only 与下文的对比：本句 only __ (14) __ similar（只是某种程度相似），下文紧接 which is more than "a mass of cells that communicate by electricity"（大脑远不止靠电交流的一堆细胞）。作者要说植物信号与大脑只是「表面相似」，深层并不同——故选 superficially。

【选项】 A) temporarily X 义偏：temporarily 是「暂时地」

temporarily「暂时地」强调时间短暂，本句讲的是相似的「深浅」而非时间，方向不对。

B) literally X 义反：literally 是「确实/字面上」，强化

literally「真正地、字面上」是强化相似，与 only 及作者「实则不同」的否定立场恰好相反。

C) superficially ✓ **superficially = 表面上，契合 only 与下文反差**

superficially「表面上、肤浅地」配合 only，正表「只是表面相似」，与下文「大脑远不止靠电交流」的深层差异形成对照，贴合反方立场。

D) imaginarily X 义偏：imaginarily 是「想象地」

imaginarily「凭想象地」生僻且不合句意——植物信号与大脑放电的相似是客观表面现象，并非纯属想象。

【验证】代回 superficially: the signaling in a plant is only __ (14) __ similar to the firing in a complex animal brain 读作「植物中的信号只是表面上类似于复杂动物大脑的放电」，与 However 的转折、下文「大脑远不止于此」完全一致。

15. ____

【答案】 **[B] level** 固定搭配

【线索】 **of complexity and capacity 指向「程度」**

线索是空后的 of 短语：a threshold __(15)__ of complexity and capacity——complexity（复杂度）、capacity（容量）都是可有「高低程度」的量，需一个表「水平、程度」的名词。a level of complexity（复杂程度）是地道搭配。

【选项】 A) list **X 搭配不当：list of 是「清单」**

list of「……的清单」，「复杂度的清单」语义不通。

B) level **✓ level of complexity = 复杂程度，搭配地道**

level「水平、程度」，a threshold level of complexity and capacity「一个临界的复杂度与容量水平」，搭配与语义俱佳，正合「意识演化需要大脑达到某种复杂度门槛」之意。

C) label **X 义偏：label 是「标签」**

label「标签、标记」，「复杂度的标签」不通，与「程度」无关。

D) load **X 义偏：load 是「负荷/装载量」**

load「负载、负荷」虽含量的意味，但load of complexity不是惯用搭配，且不如level准确表「水平/程度」。

【验证】代回 level：a brain with a threshold __(15)__ of complexity and capacity is required 读作「需要一个具备临界复杂度与容量水平的大脑」，与第5段「意识演化需要大脑达到门槛」的论证一致。

16. ____

【答案】 [D] added 词义辨析

【线索】 Taiz 在前文基础上再补一句

线索是说话人连贯性：Taiz 是本文主述者，第4段已引述其观点，第5段他又给出新论断 For consciousness to evolve, a brain with a threshold __(15)__ of complexity and capacity is required——这是在原有论述上「补充」新内容，故 added（补充说）最贴。

【选项】 A) recalled X 义偏：recall 是「回忆」

recall「回忆、追述」需指向过去经历，本处是当下给出论断，并非回忆往事。

B) agreed X 义偏：agree 需有被附和的对象

agree「同意」要有前面某人的观点供其附和，但此处是 Taiz 自己提出新论点，无附和对象。

C) questioned X 语气反：question 是「质疑」

question「质疑」表怀疑语气，但 Taiz 此处是肯定地陈述自己的论断，并非质疑。

D) added ✓ added = 补充说，契合连续陈述

add「补充说」正合语境：Taiz 在前文论述之上又补一条——意识演化需要大脑达到复杂度门槛，自然衔接。

【验证】代回 added: is required," he __(16)__ 读作「『.....是必需的』，他补充说」，与 Taiz 作为主述者层层展开论点的行文一致。

17. ____

【答案】 [A] chances 词义辨析

【线索】 Since 因果 + zero 指向「可能性」

线索在同句因果：Since plants don't have nervous systems, the __(17)__ that they have consciousness are effectively zero——既然植物没有神经系统，那它们有意识的「可能性」几乎为零。chances（可能性）与 zero 天然相配。

【选项】 A) chances ✓ chances ... are zero = 可能性为零，逻辑契合

chances「可能性、机会」与 effectively zero 严丝合缝：植物有意识的「可能性」几乎为零，正是第5段的结论句。

B) risks ✗ 色彩偏：risk 是「风险」含负面

risk「风险」带负面色彩，「植物有意识的风险为零」语义别扭——有意识并非「风险」。

C) excuses ✗ 义偏：excuse 是「借口」

excuse「借口、理由」，「植物有意识的借口为零」逻辑不通。

D) assumptions ✗ 搭配不当：assumption 不与 zero 搭

assumption「假设」是可数的具体命题，说「假设几乎为零」不合逻辑——假设要么有要么无，不论「为零」。

【验证】 代回 chances：Since plants don't have nervous systems, the __(17)__ that they have consciousness are effectively zero 读作「既然植物没有神经系统，它们拥有意识的可能性实际上为零」，是全文反方立场的总结性断言。

18. ____

【答案】 [A] **danger** 词义辨析

【线索】 下文 threat、feel pain 同指「危险」

线索在下文复现：investing energy in a body system which __(19)__ a threat and can feel pain——下文出现 threat（威胁）、feel pain（感到疼痛）。植物无法逃离的、且与威胁/疼痛同类的，正是 danger（危险）。

【选项】 A) **danger** ✓ **danger 与下文 threat/pain 同指，契合**

danger「危险」既与 run away from 自然搭配（逃离危险），又与下文 threat、pain 同类互证：植物无法逃离危险，故感知威胁、感到疼痛的系统对它无用。

B) **failure** ✗ **义偏：failure 是「失败」**

failure「失败」与下文 threat、pain 不同类，「逃离失败」也不合本句逻辑。

C) **warning** ✗ **义偏：warning 是「警告」**

warning「警告」是危险的信号而非危险本身，「逃离警告」不准；且与下文 pain 不同类。

D) **control** ✗ **义偏：control 是「控制」**

control「控制」与「逃跑、威胁、疼痛」的语义场不符。

【验证】 代回 danger：Plants can't run away from __(18)__ 读作「植物无法逃离危险」，与下文「感知威胁、感到疼痛的身体系统对植物是糟糕的演化策略」环环相扣。

19. ____

【答案】 [D] recognizes 词义辨析

【线索】 并列 can feel pain 提示「感知」

线索是并列项: a body system which __(19)__ a threat and can feel pain。后半「能感到疼痛」是一种感知能力, 前半与之并列, 对 threat 也应是「识别、感知」——recognizes (识别) 才与 feel pain 同属感知功能。

【选项】 A) represents X 义偏: represent 是「代表/象征」

represent「代表、象征」, 「身体系统代表一个威胁」与「感到疼痛」不同类, 逻辑跑偏。

B) includes X 义偏: include 是「包含」

include「包含」, 「系统包含一个威胁」语义不通, 也非感知动作。

C) reveals X 义偏: reveal 是「揭示/显露」

reveal「揭示、显露」是向外暴露信息, 而本句要的是系统「察觉」威胁这一向内的感知动作, 方向相反。

D) recognizes ✓ recognize = 识别威胁, 与 feel pain 同属感知

recognize「识别、察觉」, 与并列的 can feel pain 同为感知功能: 一个能识别威胁、能感到疼痛的身体系统, 逻辑协调。

【验证】 代回 recognizes: a body system which __(19)__ a threat and can feel pain 读作「一个能识别威胁、并能感到疼痛的身体系统」, 承接「植物逃不掉危险」, 引出「投资这种系统是糟糕的演化策略」的结论。

20. _____

【答案】 [B] poor 词义辨析

【线索】 前文 can't run away → 该策略没用、糟糕

线索是同句因果：Plants can't run away from __(18)_, so investing energy in a body system which __(19)_ a threat and can feel pain would be a very __(20)_ evolutionary strategy——植物逃不掉，故为「感知威胁、感受疼痛」的系统投入能量是「很糟糕」的策略。so 引出贬义结论，需 poor（糟糕的）。

【选项】 A) humble X 义偏：humble 是「谦逊/卑微」

humble「谦卑的、不起眼的」，评价一个策略「谦逊」不知所云，色彩也不对。

B) poor ✓ poor = 糟糕的，贬义切合因果结论

poor「糟糕的、拙劣的」，正合 so 引出的负面结论：对逃不掉的植物来说，投资能感知威胁、感受疼痛的系统是「很糟糕」的演化策略。

C) practical X 色彩反：practical 是「实用的」褒义

practical「实用的」是褒义，与作者「这种策略毫无意义」的贬抑相反，正话反说陷阱。

D) easy X 义偏：easy 是「容易的」

easy「容易的」评价的是难度而非优劣，与本句要表的「糟糕、不划算」不在一个维度。

【验证】 代回 poor：would be a very __(20)_ evolutionary strategy 读作「将会是一种很糟糕的演化策略」，与 so 之前「植物逃不掉、感知无益」的因果一致，收束全文「植物无需也不应有意识」的论点。

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

驳斥「植物有意识」的科普论辩文

全文围绕一个被推翻的旧说法展开：开篇 The idea that plants have some degree of consciousness first took root in the early 2000s 抛出「植物有某种意识」的观点，随即第二段 But such an idea is untrue, according to a new opinion article 用一个 But 整体反转——作者立场是否定的。基调是冷静、批判，最终落到「植物没有神经系统、谈意识毫无意义」。

行文脉络

提出旧说→But反转→列旧证据→拆解类比→给出结论

脉络分五步：① 第1段引入旧观点（植物有意识、有「plant neurobiology」）；② 第2段一个 But 整体否定，定下全文反方立场；③ 第3段复述支持方当年怎么说（some scientists have __(7)__ that plants possess neuron-like cells）；④ 第4段拆穿这种类比的破绽（the signaling in a plant is only __(14)__ similar to the firing in a complex animal brain）；⑤ 第5、6段给结论——没有神经系统则有意识的__(17)__ that they have consciousness are effectively zero。抓住「But 之后全程是批判」这条主线，逻辑空与态度词就有了准星。

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。

The idea that plants have some degree of consciousness first took root in the early 2000s; the term "plant neurobiology" was coined around the notion that some aspects of plant behavior could be compared to intelligence in animals.

第1段，第1句

同位语从句解释抽象名词、被动语态淡化施动者、情态动词表达可能性,这些都是学术文本和考试阅读中的高频句式,且本句展示了两个并列主句各带一个同位语从句的对称结构,典型性很强,掌握后可迁移到大量类似句子。

Though plants lack brains, the firing of electrical signals in their stems and leaves nonetheless triggered responses that hinted at consciousness, researchers previously reported.

第1段，第2句

覆盖主谓宾、让步状语从句、宾语从句省略引导词、定语从句关系代词充当主语、介词短语作后置定语和状语等多种成分类型,且存在易错点:宾语从句前置、定语从句的先行词识别、介词短语的层层修饰关系。作为成分划分练习句,能同时训练从句识别、修饰关系判定和复杂主干提取,训练价值较高。

Plant biology is complex and fascinating, but it differs so greatly from that of animals that so-called evidence of plants' intelligence is inconclusive, the authors wrote.

第2段，第2句

句子展现了but连接的并列主句、so...that结果状语从句、插入语等常见结构，这些都是四六级和考研英语阅读中的典型句式，具有较强的代表性和迁移价值。

This perspective makes sense if you simplify the workings of a complex brain, reducing it to an array of electrical pulses; cells in plants also communicate through electrical signals.

第4段，第1句

本句的"主句+条件状语从句+并列主句"结构,以及"分号连接两个主句"的用法,在四六级和考研英语阅读中较为常见。条件状语从句和并列句都是高频句式,掌握后可迁移到大量真题句,典型性较高。

"Since plants don't have nervous systems, the chances that they have consciousness are effectively zero."

第5段，第2句

"Since 引导的原因状语 + 抽象名词 + that 同位语从句"是学术英语和考试真题中极为常见的逻辑严密的句式。

And what's so great about consciousness, anyway?

第6段，第1句

本句覆盖了主语、系动词谓语、表语、状语等基础成分，适合练习主系表结构和疑问句中的成分识别；"what" 作主语和 "so great" 作表语的搭配、"about consciousness" 和 "anyway" 两个状语的区别，具有一定练习价值，但成分种类相对常规，无复杂或易错的特殊结构

Plants can't run away from danger, so investing energy in a body system which recognizes a threat and can feel pain would be a very poor evolutionary strategy, according to the article.

第6段，第2句

句中覆盖主语、谓语、宾语、表语、状语、定语从句等多种成分,且第二个主句的主语是动名词短语充当,定语从句中有并列谓语,成分种类较丰富。动名词短语作主语和定语从句嵌套是常见易错点,训练价值较高。

本篇出现的 43 个考研英语一真题高频词

下列单词既在本篇完形原文中出现，又是 **考研英语一** 历年真题的高频词（在该考试真题中出现的句子数均不少于 8）。每个词标注本篇 出现次数与该考试真题句频，点击可查看该词的释义、音标、词形与真题例句。

consciousness

C1

n. 意识

本篇5次·真题9句

system

A2

n. 系统

本篇3次·真题107句

complex

B2

adj. 复杂的，难懂的

本篇3次·真题31句

cell

B1

n. 细胞

本篇3次·真题14句

author

A2

n. 作者

本篇2次·真题209句

accord

C1

n. (国家、团体间的) 协议

本篇2次·真题172句

intelligence

B2

n. 智力

本篇2次·真题48句

signal

B1

n. 信号

本篇2次·真题25句

root

A2

n. 根

本篇2次·真题15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

reduce

B1

v. 减少，降低 (数量、大小、程度等)

本篇1次·真题75句

argue

B1

v. 争论

本篇1次·真题63句

behavior

B1

n. 行为

本篇1次·真题52句

claim B1

v. 声称

本篇1次 · 真题 49 句

evidence B1

n. 证据

本篇1次 · 真题 48 句

opinion A2

n. 观点

本篇1次 · 真题 44 句

lack B1

v. 缺少

本篇1次 · 真题 41 句

response B1

n. 回答

本篇1次 · 真题 37 句

threat B1

n. 威胁

本篇1次 · 真题 31 句

strategy B2

n. 策略

本篇1次 · 真题 28 句

capacity B2

n. 容量

本篇1次 · 真题 26 句

mass B1

n. 大量

本篇1次 · 真题 25 句

tip A2

n. 小费

本篇1次 · 真题 25 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

recognize B1

v. 认出

本篇1次 · 真题 24 句

aspect B2

n. 方面

本篇1次 · 真题 20 句

pain A2

n. 疼痛

本篇1次 · 真题 20 句

evolve B2

v. 逐渐发展;进化

本篇1次 · 真题 17 句

working A2

adj. 有工作的

本篇1次 · 真题 17 句

perspective

B2

n. 观点

本篇1次·真题 15 句

differ

B1

v. 不同，有区别

本篇1次·真题 13 句

effectively

B2

adv. 有效地

本篇1次·真题 12 句

evolutionary

C1

adj. 进化的

本篇1次·真题 11 句

notion

B2

n. 观念

本篇1次·真题 11 句

previously

B1

adv. 以前，先前（指过去某个时间）

本篇1次·真题 11 句

electricity

A2

n. 电

本篇1次·真题 10 句

interact

B2

v. 相互作用

本篇1次·真题 10 句

trigger

B2

v. 引发

本篇1次·真题 10 句

biology

B1

n. 生物学

本篇1次·真题 9 句

greatly

B1

adv. 非常

本篇1次·真题 9 句

stem

B2

n. 茎

本篇1次·真题 9 句

possess

B2

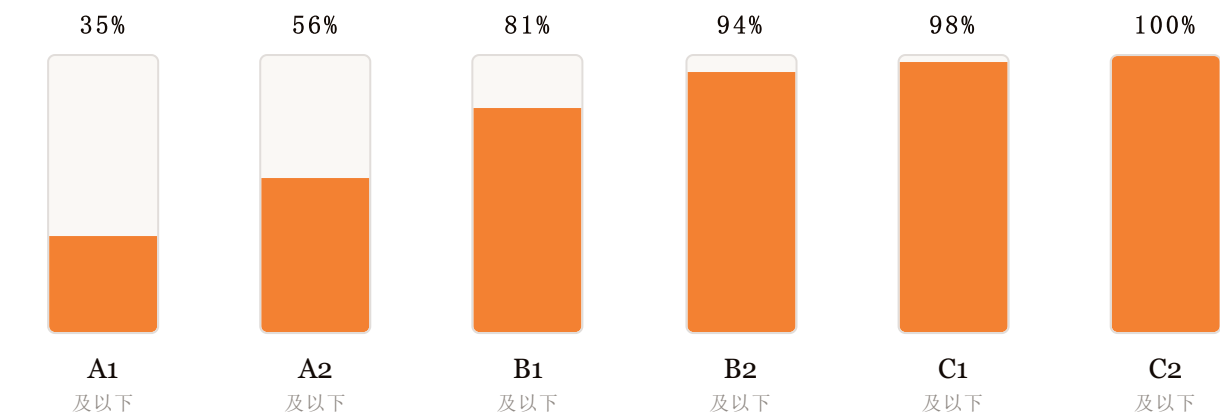
v. 拥有，持有（财产、特质等）

本篇1次·真题 8 句

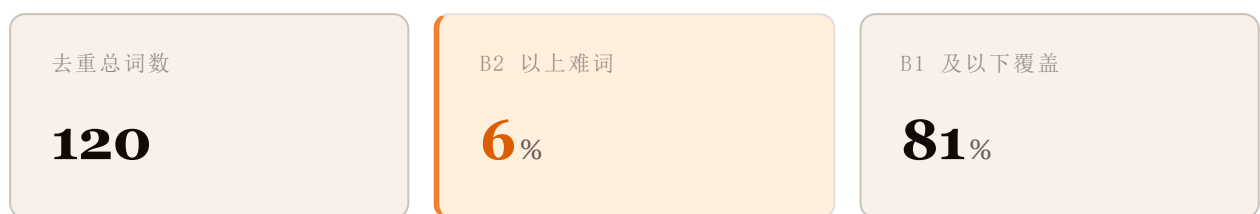
VOCABULARY · 词汇难度分布

全文 120 词按 CEFR 难度累积覆盖

带空短文去重后共 120 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 7 个·约 6%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 120 个 · 末柱为 100%



考研英语一 · 2022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 段落小标题 (7选5)

[题目解析 →](#)

Section II Part C 英译汉 (划线句子翻译)

[题目解析 →](#)

Section III Part A 写作

[题目解析 →](#)

Section III Part B 写作

[题目解析 →](#)

2022年 考研英语一阅读理解（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2022年 考研英语一阅读理解（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。

英语一真题(2022)

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 People often complain that plastics are too durable. Water bottles, shopping bags, and other trash litter the planet, from Mount Everest to the Mariana Trench, because plastics are everywhere and don't break down easily. But some plastic materials change over time. They crack and frizzle. They "weep" out additives. They melt into sludge. All of which creates huge headaches for institutions, such as museums, trying to preserve culturally important objects. The variety of plastic objects at risk is dizzying: early radios, avant-garde sculptures, celluloid animation stills from Disney films, the first artificial heart.

人们常常抱怨塑料太耐久。从珠穆朗玛峰到马里亚纳海沟,水瓶、购物袋和其他垃圾遍布地球,因为塑料无处不在且不易分解。但有些塑料材料会随时间而变化。它们开裂、碎裂。它们"渗出"添加剂。它们融化成污泥。所有这些都给博物馆等试图保存文化重要物品的机构带来了巨大的麻烦。面临风险的塑料物品种类繁多:早期收音机、前卫雕塑、迪士尼电影的赛璐珞动画静帧、第一颗人造心脏。

P2 Certain artifacts are especially vulnerable because some pioneers in plastic art didn't always know how to mix ingredients properly, says Thea van Oosten, a polymer chemist who, until retiring a few years ago, worked for decades at the Cultural Heritage Agency of the Netherlands (RCE). "It's like baking a cake: If you don't have exact amounts, it goes wrong," she says. "The object you make is already a time bomb."

某些文物尤其脆弱,因为一些塑料艺术先驱并不总是知道如何正确混合成分,荷兰文化遗产局(RCE)的高分子化学家Thea van Oosten说,她在几年前退休之前在该机构工作了数十年。"这就像烤蛋糕:如果你没有精确的用量,就会出问题,"她说。"你制作的物品本身就是一个定时炸弹。"

P3 And sometimes, it's not the artist's fault. In the 1960s, the Italian artist Piero Gilardi began to create hundreds of bright, colorful foam pieces. Those pieces included small beds of roses and other

items as well as a few dozen "nature carpets"—large rectangles decorated with foam pumpkins, cabbages, and watermelons. He wanted viewers to walk around on the carpets—which meant they had to be durable.

有时候,这并不是艺术家的错。20世纪60年代,意大利艺术家Piero Gilardi开始创作数百件明亮多彩的泡沫作品。这些作品包括玫瑰小花坛和其他物品,以及几十张"自然地毯"——装饰有泡沫南瓜、卷心菜和西瓜的大型矩形作品。他希望观众在地毯上走动——这意味着它们必须耐用。

P4 Unfortunately, the polyurethane foam he used is inherently unstable. It's especially vulnerable to light damage, and by the mid-1990s, Gilardi's pumpkins, roses, and other figures were splitting and crumbling. Museums locked some of them away in the dark.

不幸的是,他使用的聚氨酯泡沫本质上是不稳定的。它特别容易受到光损伤,到20世纪90年代中期,Gilardi的南瓜、玫瑰和其他造型开始分裂和碎裂。博物馆把其中一些锁在了黑暗中。

P5 So van Oosten and colleagues worked to preserve Gilardi's sculptures. They infused some with stabilizing and consolidating chemicals. Van Oosten calls those chemicals "sunscreens" because their goal was to prevent further light damage and rebuild worn polymer fibers. She is proud that several sculptures have even gone on display again, albeit sometimes beneath protective cases.

因此van Oosten和同事们致力于保护Gilardi的雕塑。他们向一些雕塑注入了稳定和加固化学物质。van Oosten称这些化学物质为"防晒霜",因为它们的目标是防止进一步的光损伤并重建磨损的聚合物纤维。她自豪地说,几件雕塑甚至再次展出,尽管有时是在保护罩下。

P6 Despite success stories like van Oosten's, preservation of plastics will likely get harder. Old objects continue to deteriorate. Worse, biodegradable plastics, designed to disintegrate, are increasingly common.

尽管有像van Oosten这样的成功案例,塑料的保存可能会变得更加困难。旧物品继续恶化。更糟糕的是,设计用于分解的可生物降解塑料越来越常见。

P7 And more is at stake here than individual objects. Joana Lia Ferreira, an assistant professor of conservation and restoration at the NOVA School of Science and Technology, notes that archaeologists first defined the great material ages of human history—Stone Age, Iron Age, and so on—after examining artifacts in museums. We now live in an age of plastic, she says, "and what we decide to collect today, what we decide to preserve...will have a strong impact on how in the future we'll be seen."

这里涉及的不仅仅是单个物品。NOVA科技学院保护与修复助理教授Joana Lia Ferreira指出,考古学家最初是在检查博物馆文物后定义人类历史上伟大的物质时代——石器时代、铁器时代等等。她说,我们现在生活在塑料时代,"我们今天决定收藏什么,我们决定保存什么.....将对未来人们如何看待我们产生重大影响。"

题目与逐题解析

21. According to Paragraph 1, museums are faced with difficulties in_____

- [A] maintaining their plastic items.
- [B] obtaining durable plastic artifacts.
- [C] handling outdated plastic exhibits.
- [D] classifying their plastic collections.

根据第一段,博物馆在____方面面临困难

- A) 维护它们的塑料物品 B) 获得耐用的塑料文物 C) 处理过时的塑料展品
D) 对它们的塑料藏品进行分类

【答案】 A (细节题)

【判型】 According to Paragraph 1, museums are faced with difficulties in 给出明确段号, 问的是具体困难的对象, 典型细节填空。

【拆句】 museums are faced with difficulties in_____ 是被动语态, with 引出对象、in 引出难处所在领域; 空格处需要填动名词短语, 提示选项均以 -ing 起首。

【定位】 All of which creates huge headaches for institutions, such as museums, trying to preserve culturally important objects.

所有这些(塑料的老化变化)给那些试图保存具有文化重要性的物品的机构(例如博物馆)带来了巨大的麻烦。

【选项】 A) ✓ 正确

trying to preserve culturally important objects ↔ **maintaining their plastic items**

预判的「保存塑料藏品」在 A 选项中以 maintaining their plastic items 同义改写完整呈现, 与定位句严丝合缝。

B) 与原文相反

obtaining durable plastic artifacts 说的是获得耐用塑料文物, 原文谈的是博物馆已经有藏品但难以保存, 方向颠倒。

C) 偷换概念

handling outdated plastic exhibits 把问题归到塑料展品「过时」, 但原文谈的是物理老化、化学退化, 并未涉及风格或潮流过时。

D) 无中生有

classifying their plastic collections 强调把藏品归类, 原文从未提及分类困难, 纯属编造。

22. Van Oosten believes that certain plastic objects are_____

- [A] immune to decay.
- [B] improperly shaped.
- [C] inherently flawed.
- [D] complex in structure.

Van Oosten认为某些塑料物品_____

A) 不受腐蚀影响 B) 形状不当 C) 存在固有缺陷 D) 结构复杂

【答案】 C (细节题)

【判型】 Van Oosten believes that certain plastic objects are_____ 问的是该人物对一个具体对象的判断，直接落在原文引语里。

【拆句】 Van Oosten believes that certain plastic objects are_____ 是主谓宾从句结构，that 从句中表语空缺，预期填形容词短语。

【定位】 It is like baking a cake: If you don't have exact amounts, it goes wrong, she says. The object you make is already a time bomb.

她说：这就像烤蛋糕，如果你的用量不准，就会出错。你做出来的物件本身就已经是一颗定时炸弹了。

【选项】 A) 与原文相反

immune to decay 意为不会衰变，但原文恰恰说 goes wrong 与 time bomb，方向完全相反。

B) 偷换概念

improperly shaped 把缺陷归到形状不当，但原文谈的是 mix ingredients properly 即配料比例不当，与形状无关。

C) ✓ 正确

The object you make is already a time bomb ↔ **inherently flawed**

If you don't have exact amounts, it goes wrong ↔ **inherently flawed**

预判的「出厂即缺陷」在 C 选项中以 inherently flawed 这一抽象表述完整命中，比喻被还原为形容词短语。

D) 无中生有

complex in structure 强调结构复杂，原文从未提到塑料的结构复杂度，仅谈成分比例与稳定性。

23. Museums stopped exhibiting some of Gilardi's artworks to_____

- [A] keep them from hurting visitors.
- [B] duplicate them for future display.
- [C] have their ingredients analyzed.
- [D] prevent them from further damage.

博物馆停止展出Gilardi的一些艺术品是为了_____

- A) 防止它们伤害参观者 B) 复制它们以供未来展出 C) 对它们的成分进行分析
D) 防止它们进一步损坏

【答案】 **D** (细节题)

【判型】 Museums stopped exhibiting some of Gilardi's artworks to_____ 用不定式问目的，目的即原文给出的具体原因，属细节题。

【拆句】 Museums stopped exhibiting some of Gilardi's artworks to_____ 主干为 Museums stopped exhibiting..., 不定式作目的状语，空格处填动词原形短语。

【定位】 It's especially vulnerable to light damage, and by the mid-1990s, Gilardi's pumpkins, roses, and other figures were splitting and crumbling. Museums locked some of them away in the dark.

这种聚氨酯泡沫特别容易受光损伤，到 1990 年代中期，Gilardi 的南瓜、玫瑰等造型已经开裂、碎裂。博物馆于是把其中一些锁进了暗处。

【选项】 A) **无中生有**

keep them from hurting visitors 把目的说成保护观众，但原文从未提到泡沫雕塑会伤人，且锁起来的明确原因是材料脆弱。

B) **无中生有**

duplicate them for future display 强调以后再展出，原文只提「锁起来」，未提复制或为未来展出做准备。

C) **张冠李戴**

have their ingredients analyzed 描述的是 Van Oosten 在第 5 段 infused some with stabilizing and consolidating chemicals 的修复行动，且与「锁起来」动作不是一回事；同时博物馆并未被原文写成做成分分析的主体。

D) **✓ 正确**

Museums locked some of them away in the dark ↔ **prevent them from further damage**
especially vulnerable to light damage ↔ **prevent them from further damage**

预判的「避免光照继续损坏」在 D 选项中以 prevent them from further damage 完整命中。

24. The author thinks that preservation of plastics is _____

- [A] costly.
- [B] unworthy.
- [C] unpopular.
- [D] challenging.

作者认为塑料的保存工作_____

A) 代价高昂 B) 不值得 C) 不受欢迎 D) 具有挑战性

【答案】 D (细节题)

【判型】 The author thinks that preservation of plastics is _____ 问的是作者对一个具体对象的评价，选项均为程度形容词，定位句直接命中。

【拆句】 The author thinks that preservation of plastics is _____ 主从复合句，that 从句中表语空缺，预期填形容词。

【定位】 Despite success stories like van Oosten's, preservation of plastics will likely get harder.

尽管有像 Van Oosten 这样的成功案例，塑料保存工作仍然可能变得越来越棘手。

【选项】 A) 无中生有

costly 说花钱，原文从未提到保存塑料的经济成本，纯粹是常识联想。

B) 与原文相反

unworthy 暗示保存塑料不值得，但作者讲了 She is proud that several sculptures have even gone on display again 与末段 will have a strong impact on how in the future we'll be seen, 明确肯定其价值。

C) 无中生有

unpopular 谈的是受欢迎程度，但原文没有评价塑料保存在公众或机构中的流行度。

D) ✓ 正确

preservation of plastics will likely get harder ↔ **challenging**

Old objects continue to deteriorate ↔ **challenging**

预判的「越来越难」在 D 中以 challenging 直接同义命中，且与作者让步语气一致。

25. In Ferreira's opinion, preservation of plastic artifacts _____

- [A] will inspire future scientific research.
- [B] has profound historical significance.
- [C] will help us separate the material ages.
- [D] has an impact on today's cultural life.

在 Ferreira 看来，塑料文物的保存_____

A) 将激发未来的科学研究 B) 具有深远的历史意义 C) 将帮助我们区分物质时代
D) 对当今的文化生活有影响

【答案】 B (细节题)

【判型】 In Ferreira's opinion, preservation of plastic artifacts ____ 问 Ferreira 对该对象的想法，原文有其直接引语支撑。

【拆句】 In Ferreira's opinion, preservation of plastic artifacts ____ In Ferreira's opinion 是介词短语作状语，主干主语是 preservation of plastic artifacts，谓语整体空缺。

【定位】 We now live in an age of plastic, she says, and what we decide to collect today, what we decide to preserve...will have a strong impact on how in the future we'll be seen.

她说，我们如今生活在塑料时代，我们今天决定收藏什么、决定保存什么，将对未来人如何看待我们产生深远影响。

【选项】 A) 无中生有

will inspire future scientific research 说会启发未来科研，原文只谈历史评价与文物收藏，未涉及科研启示。

B) ✓ 正确

archaeologists first defined the great material ages of human history ↔

has profound historical significance

will have a strong impact on how in the future we'll be seen ↔

has profound historical significance

预判的「决定后人如何看我们」在 B 选项中以 has profound historical significance 概括到位。

C) 过度推断

will help us separate the material ages 把「区分材料时代」作为未来动作，但原文 archaeologists first defined the great material ages 是已发生的事，且 Ferreira 用它做类比而非目标。

D) 与原文相反

has an impact on today's cultural life 把影响对象换成「今天的文化生活」，但原文 how in the future we'll be seen 明确指向未来后人对我们的评价，时序刚好相反。

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。

Water bottles, shopping bags, and other trash litter the planet, from Mount Everest to the Mariana Trench, because plastics are everywhere and don't break down easily.

第1段，第2句

主句加原因状语从句的结构在四六级和考研阅读中非常常见，"because" 引导原因从句是高频句式。主句中的并列主语和从句中的并列谓语也是典型考点。掌握本句结构可复用于大量类似句子，典型性较高。

All of which creates huge headaches for institutions, such as museums, trying to preserve culturally important objects.

第1段，第7句

本句涵盖主语（代词加介词短语）、谓语、宾语、状语（介词短语）、定语（分词短语作后置定语），成分种类较丰富；分词短语作后置定语是常见易混点，值得练习；但句型本身较直白，无特别刁钻的成分划分陷阱。

Certain artifacts are especially vulnerable because some pioneers in plastic art didn't always know how to mix ingredients properly, says Thea van Oosten, a polymer chemist who, until retiring a few years ago, worked for decades at the Cultural Heritage Agency of the Netherlands (RCE).

第2段，第1句

这句结构层次丰富而且很典型，时态本身又不过分偏难，适合把注意力集中在分层拆句和定位主干上。对于结构训练来说，属于值得优先练习的一类句子。

Van Oosten calls those chemicals "sunscreens" because their goal was to prevent further light damage and rebuild worn polymer fibers.

第5段，第3句

主句的复杂宾语结构(宾语+宾补)和从句的不定式作表语,都是四六级和考研阅读中常见句式,因果逻辑的状语从句也是高频考点,学习后可迁移到大量类似句子。

She is proud that several sculptures have even gone on display again, albeit sometimes beneath protective cases.

第5段，第4句

形容词后接 that 宾语从句（如 be proud that、be sure that）是四六级和考研英语阅读中的高频结构，具有很强的代表性。从句中的现在完成时和让步状语 albeit 也是常考点。掌握本句结构后可迁移到大量类似句式。

And more is at stake here than individual objects.

第7段，第1句

"more ... than ..." 比较结构是四六级和考研英语阅读中的高频句式，比较从句的省略现象也是常见考点。主系表结构结合比较状语的组合方式在学术文本和议论文中经常出现，学习本句的结构分析方法可以直接迁移到大量类似句子。

We now live in an age of plastic, she says, "and what we decide to collect today, what we decide to preserve...will have a strong impact on how in the future we'll be seen."

第7段，第3句

该句成分丰富且有代表性：名词性从句作主语（并列）、名词性从句作宾语、时间状语、地点状语、方式状语等都有涉及。特别是 what 从句和 how 从句的判定，以及识别并列主语从句，是很好的训练点。

HIGH-FREQUENCY • 真题高频词

本篇出现的 59 个考研英语一真题高频词

下列单词既在本篇真题中出现，又是 **考研英语一** 历年真题的高频词（在该考试真题中出现的句子数均不少于 8）。每个词标注本篇 出现次数与该考试真题句频，点击可查看该词的释义、音标、词形与真题例句。

artifact C1

n. 人工制品

本篇4次 · 真题 29 句

material B1

n. 材料

本篇3次 · 真题 41 句

preserve B2

v. 保护

本篇3次·真题30句

damage B1

n. 损害

本篇3次·真题20句

preservation B2

n. 保护

本篇3次·真题8句

impact B2

n. 影响

本篇2次·真题53句

further B1

adv. 更远地

本篇2次·真题34句

cultural B1

adj. 文化的

本篇2次·真题32句

display B1

v. 展示

本篇2次·真题20句

chemical B1

adj. 化学的

本篇2次·真题13句

exhibit B2

v. 展览

本篇2次·真题10句

item A2

n. 项目

本篇2次·真题10句

vulnerable C1

adj. 易受伤害的

本篇2次·真题9句

author A2

n. 作者

本篇1次·真题209句

accord C1

n. (国家、团体间的) 协议

本篇1次·真题172句

likely A2

adj. 很可能的

本篇1次·真题89句

scientific B1

adj. 科学的

本篇1次·真题83句

case A2

n. 情况

本篇1次·真题75句

risk A2

n. 风险

本篇1次·真题 62 句

decade B1

n. 十年

本篇1次·真题 61 句

individual B2

adj. 单独的

本篇1次·真题 59 句

design B1

n. 设计

本篇1次·真题 52 句

define B1

v. 给.....下定义

本篇1次·真题 46 句

opinion A2

n. 观点

本篇1次·真题 44 句

increasingly B2

adv. 越来越;日益;不断增加地

本篇1次·真题 40 句

institution B2

n. 机构

本篇1次·真题 39 句

figure A2

n. 数字

本篇1次·真题 38 句

professor B1

n. 教授 (大学教师的最高职称)

本篇1次·真题 38 句

structure B1

n. 结构

本篇1次·真题 36 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

complex B2

adj. 复杂的, 难懂的

本篇1次·真题 31 句

maintain B1

v. 维持

本篇1次·真题 31 句

amount A2

n. 数量

本篇1次·真题 30 句

historical B2

adj. 历史的

本篇1次·真题 26 句

easily A2

adv. 容易地

本篇1次·真题 25 句

conservation B2

n. 保护

本篇1次·真题 24 句

colleague B1

n. 同事

本篇1次·真题 23 句

variety B1

n. 多样化

本篇1次·真题 22 句

analyze B2

v. 分析

本篇1次·真题 21 句

artificial B2

adj. 人造的

本篇1次·真题 21 句

obtain B2

v. 获得

本篇1次·真题 21 句

wrong A2

adj. 错误的

本篇1次·真题 20 句

handle A2

v. 处理

本篇1次·真题 19 句

collection B1

n. 收集物

本篇1次·真题 18 句

restoration C1

n. 恢复

本篇1次·真题 18 句

complain A2

v. 抱怨

本篇1次·真题 15 句

archaeologist B2

n. 考古学家

本篇1次·真题 14 句

challenging B2

adj. 有挑战性的

本篇1次·真题 14 句

costly B2

adj. 昂贵的，代价高的

本篇1次·真题 12 句

retire B1

v. 退休

本篇1次 · 真题 12 句

inspire B2

v. 激励

本篇1次 · 真题 11 句

mix A2

v. 混合

本篇1次 · 真题 11 句

properly B1

adv. 正确地

本篇1次 · 真题 11 句

significance B2

n. 重要性

本篇1次 · 真题 11 句

outdated B2

adj. 过时的

本篇1次 · 真题 10 句

unfortunately B1

adv. 不幸地

本篇1次 · 真题 10 句

assistant A2

n. 助手

本篇1次 · 真题 9 句

immune B2

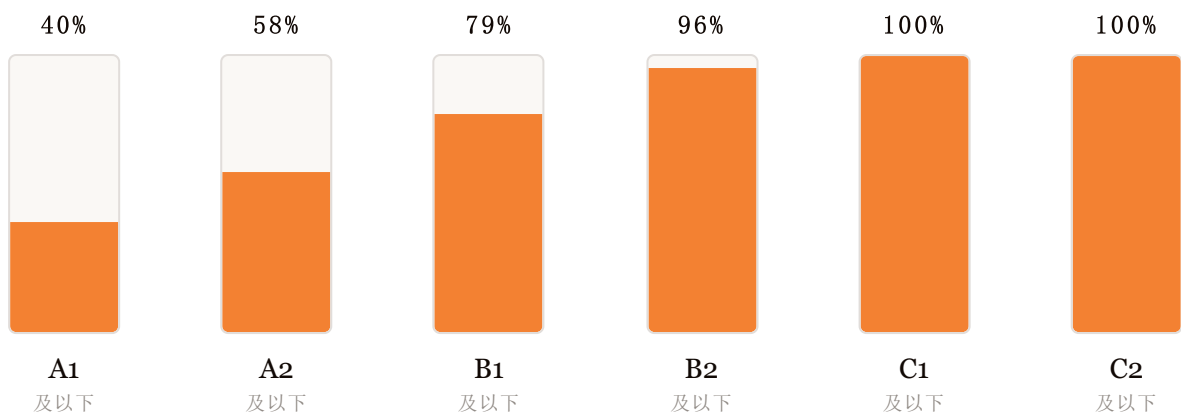
adj. 有免疫力的

本篇1次 · 真题 8 句

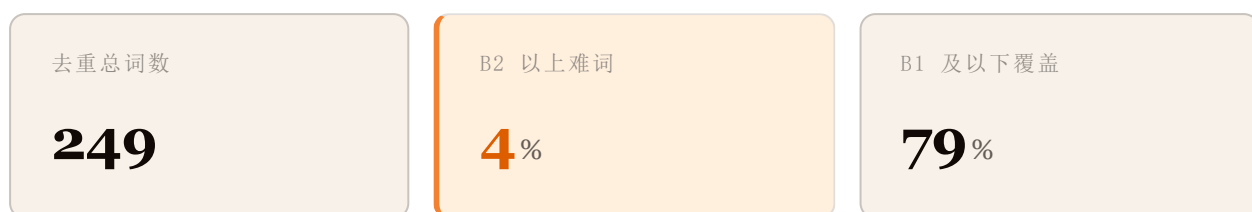
VOCABULARY · 词汇难度分布

全文 249 词按 CEFR 难度累积覆盖

全文去重后共 **249** 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 249 个 · 末柱为 100%



考研英语一 · 2022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 II Part C	英译汉（划线句子翻译）	题目解析 →
Section III Part A	写作	题目解析 →
Section III Part B	写作	题目解析 →

2022年 考研英语一阅读理解（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2022年 考研英语一阅读理解（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。

英语一真题(2022)

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 As the latest crop of students pen their undergraduate application form and weigh up their options, it may be worth considering just how the point, purpose and value of a degree has changed and what Generation Z need to consider as they start the third stage of their educational journey.

随着最新一批学生填写本科申请表并权衡他们的选择,或许值得考虑一下学位的意义、目的和价值是如何变化的,以及Z世代在开始其教育旅程的第三阶段时需要考虑什么。

P2 Millennials were told that if you did well in school, got a decent degree, you would be set up for life. But that promise has been found wanting. As degrees became universal, they became devalued. Education was no longer a secure route of social mobility. Today, 28 per cent of graduates in the UK are in non-graduate roles, a percentage which is double the average among the OECD countries.

千禧一代被告知,如果你在学校表现良好,获得一个体面的学位,你就会终身无忧。但这一承诺已被证明是不够的。随着学位变得普遍,它们也变得贬值了。教育不再是社会流动的可靠途径。如今,英国28%的大学毕业生从事非大学毕业生岗位,这一比例是OECD国家平均水平的两倍。

P3 This is not to say that there is no point in getting a degree, but rather stress that a degree is not for everyone, that the switch from classroom to lecture hall is not an inevitable one and that other options are available.

这并不是说获得学位毫无意义,而是要强调学位并非适合每个人,从教室到讲堂的转变并非不可避免,还有其他选择可供选择。

P4 Thankfully, there are signs that this is already happening, with Generation Z seeking to learn from their millennial predecessors, even if parents and teachers tend to be still set in the degree mindset. Employers have long seen the advantages of hiring school leavers who often prove themselves to be

more committed and loyal employees than graduates. Many too are seeing the advantages of scrapping a degree requirement for certain roles.

值得庆幸的是,有迹象表明这种情况已经在发生,Z世代正在寻求从他们的千禧一代前辈那里学习,尽管父母和教师往往仍然固守学位思维模式。雇主早就看到了雇用高中毕业生的优势,这些人往往证明自己比大学毕业生更敬业和忠诚。许多雇主也看到了取消某些岗位学位要求的好处。

P5 For those for whom a degree is the desired route, consider that this may well be the first of many. In this age of generalists, it pays to have specific knowledge or skills. Postgraduates now earn 40 per cent more than graduates. When more and more of us have a degree, it makes sense to have two. 对于那些将学位作为理想路径的人来说,要考虑到这很可能是众多学位中的第一个。在这个通才的时代,拥有特定的知识或技能是值得的。研究生现在比本科生多挣40%。当我们越来越多的人拥有学位时,拥有两个学位就变得合理了。

P6 It is unlikely that Generation Z will be done with education at 18 or 21; they will need to be constantly upskilling throughout their career to stay employable. It has been estimated that this generation, due to the pressures of technology, the wish for personal fulfilment and desire for diversity, will work for 17 different employers over the course of their working life and have five different careers. Education, and not just knowledge gained on campus, will be a core part of Generation Z's career trajectory.

Z世代不太可能在18岁或21岁时就结束教育;他们需要在整个职业生涯中不断提升技能以保持就业能力。据估计,由于技术压力、个人成就感的愿望以及对多样性的渴望,这一代人在其职业生涯中将为17个不同的雇主工作,并拥有五种不同的职业。教育,而不仅仅是在校园获得的知识,将成为Z世代职业轨迹的核心部分。

P7 Older generations often talk about their degree in the present and personal tense: 'I am a geographer' or 'I am a classicist'. Their sons or daughters would never say such a thing; it's as if they already know that their degree won't define them in the same way.

老一辈人经常用现在时和个人化的方式谈论他们的学位:'我是一名地理学家'或'我是一名古典学家'。他们的儿女永远不会这样说;似乎他们已经知道自己的学位不会以同样的方式定义他们。

题目与逐题解析

26. The author suggests that Generation Z should_____

- [A] be careful in choosing a college.
- [B] be diligent at each educational stage.
- [C] reassess the necessity of college education.
- [D] postpone their undergraduate application.

作者建议Z世代应该_____

- A) 在选择大学时要谨慎。 B) 在每个教育阶段都要勤奋。 C) 重新评估大学教育的必要性。
- D) 推迟他们的本科申请。

【答案】 C (推断题)

【判型】 The author suggests that Generation Z should 不是直接问文中明示信息,而是问作者隐含的建议,需要在原文表态基础上做一步合理推断。

【拆句】 The author suggests that Generation Z should ____ 是 suggest + that 宾语从句结构，主句主语是 The author，从句主语 Generation Z 后接情态动词 should + 空缺动词原形；选项是动词短语，作 should 之后的谓语，无陷阱。

【选项】 A) **无中生有**

全文未涉及如何在多所大学之间挑选，be careful in choosing a college 是文中没有讨论过的动作。

B) **偷换概念**

文中讨论的是是否需要学位，be diligent at each educational stage 把话题偷换成各教育阶段的学习态度，与作者主张不在同一层面。

C) **✓ 正确**

a degree is not for everyone ↔ reassess the necessity of college education

other options are available ↔ reassess the necessity of college education

预判'重新审视大学必要性'与 reassess the necessity of college education 严丝合缝，覆盖第 3 段否定式表态及全文走向。

D) **与原文相反**

作者并未让 Z 世代 postpone their undergraduate application，P1 只是说他们填申请时应思考学位的意义，谈的是反思而非推迟。

27. The percentage of UK graduates in non-graduate roles reflects ____

[A] Millennial's opinion about work.

[B] the shrinking value of a degree.

[C] public discontent with education.

[D] the desired route of social mobility.

英国毕业生从事非毕业生岗位的比例反映了 ____

A) 千禧一代对工作的看法。 B) 学位价值的缩水。 C) 公众对教育的不满。

D) 社会流动的理想途径。

【答案】 B (细节题)

【判型】 The percentage of UK graduates in non-graduate roles reflects ____ 是补全句，问这个具体数据反映了什么客观事实，属于细节信息的转述。

【拆句】 The percentage of UK graduates in non-graduate roles reflects ____ 主语是 The percentage，带两个 of 短语修饰 (of UK graduates 与 in non-graduate roles)，谓语 reflects 后接空缺名词宾语；结构平铺直叙，无陷阱。

【定位】 But that promise has been found wanting. As degrees became universal, they became devalued. Education was no longer a secure route of social mobility. Today, 28 per cent of graduates in the UK are in non-graduate roles, a percentage which is double the average among the OECD countries.

但这一承诺已被发现落空。随着学位变得普及，它们也随之贬值。教育不再是社会流动的稳妥途径。如今，英国 28% 的毕业生在做非毕业生岗位，这一比例是 OECD 国家平均值的两倍。

【选项】 A) **张冠李戴**

数据反映的是学位贬值这一客观事实，与 Millennial's opinion about work 即千禧一代对工作的看法无关；千禧一代在文中是被许诺的对象，不是这个百分比所反映的主体。

B) **✓ 正确**

they became devalued ↔ **the shrinking value of a degree**

预判'学位贬值'与 the shrinking value of a degree 表层和深层都吻合，是 they became devalued 的同义改写。

C) **无中生有**

public discontent with education 是公众对教育的不满，原文未涉及公众舆论或情绪。

D) **与原文相反**

原文 Education was no longer a secure route of social mobility 否定教育是社会流动的稳妥途径，the desired route of social mobility 反而把它说成是被向往的路线，与原文方向相反。

28. The author considers it a good sign that_____

- [A] Generation Z are seeking to earn a decent degree.
- [B] school leavers are willing to be skilled workers.
- [C] employers are taking a realistic attitude to degree.
- [D] parents are changing their minds about education.

作者认为_____是一个好迹象

- A) Z世代正在寻求获得一个体面的学位。
- B) 离校生愿意成为技术工人。
- C) 雇主对学位采取现实的态度。
- D) 父母正在改变他们对教育的看法。

【答案】 C (细节题)

【判型】 The author considers it a good sign that_____ 直接问作者把哪件具体事情视为好兆头，答案在原文表态句里有直接对应，不是推断。

【拆句】 The author considers it a good sign that_____ 用 consider + it + 评价短语 + that 从句的形式宾语结构，it 替指 that 从句；选项作 that 从句的完整命题。结构常见，无陷阱。

【定位】 Employers have long seen the advantages of hiring school leavers who often prove themselves to be more committed and loyal employees than graduates. Many too are seeing the advantages of scrapping a degree requirement for certain roles.

雇主们早已看到雇用高中毕业生的好处——他们往往比大学毕业生更敬业、更忠诚；许多雇主也开始看到取消某些岗位学位要求的好处。

【选项】 A) 与原文相反

Generation Z are seeking to earn a decent degree 与第4段方向相反，原文是Z世代正吸取教训不再盲目追求学位，且 get a decent degree 是千禧一代被许诺的旧路径。

B) 无中生有

原文说雇主发现高中毕业生 more committed and loyal，未说高中毕业生 willing to be skilled workers，将雇主的发现偷换为高中毕业生的意愿。

C) ✓ 正确

scrapping a degree requirement for certain roles ↔

employers are taking a realistic attitude to degree

Employers have long seen the advantages of hiring school leavers ↔

employers are taking a realistic attitude to degree

预判'雇主务实'与 employers are taking a realistic attitude to degree 一一对应，选项把段内雇主的两个具体行为统一为对学位的务实态度。

D) 与原文相反

原文 parents and teachers tend to be still set in the degree mindset 明示父母仍固守学位思维，parents are changing their minds about education 与之直接相反。

29. It is advised in Paragraph 5 that those with one degree should ____

- [A] make an early decision on their career.
- [B] attend on-the-job training programs.
- [C] team up with high-paid postgraduates.
- [D] further their studies in a specific field.

第5段建议那些拥有一个学位的人应该 ____

- A) 尽早决定他们的职业。 B) 参加在职培训项目。 C) 与高薪研究生合作。
- D) 在某个特定领域深造。

【答案】 D (细节题)

【判型】 It is advised in Paragraph 5 that those with one degree should ____ 是被动语态的建议陈述，问段内明示的建议，属于段落细节题。

【拆句】 It is advised in Paragraph 5 that those with one degree should ____ 用 it 作形式主语、that 从句为真主语的被动句；those with one degree 是从句主语，should 后接空缺动词原形。结构常见，无陷阱。

【定位】 In this age of generalists, it pays to have specific knowledge or skills. Postgraduates now earn 40 per cent more than graduates. When more and more of us have a degree, it makes sense to have two.

在通才横行的时代，掌握具体的知识或技能很值钱。研究生现在比本科生多挣 40%。当越来越多的人都有学位时，拥有两个学位就成了合理之举。

【选项】 A) **无中生有**

make an early decision on their career 提早做职业决定一事文中未出现；第 6 段反而说 Z 世代会换 17 个雇主、5 种职业，方向甚至相反。

B) **偷换概念**

attend on-the-job training programs 在岗培训项目与第 5 段所言'再读一个学位'不在一个范畴；段内未提及 on-the-job training。

C) **偷换概念**

原文 Postgraduates now earn 40 per cent more than graduates 只是把研究生收入作论据，选项却把它扭曲成 team up with high-paid postgraduates 与高薪研究生组队，无原文支持。

D) **✓ 正确**

specific knowledge or skills ↔ **further their studies in a specific field**

it makes sense to have two ↔ **further their studies**

预判'在具体方向再深造'与 further their studies in a specific field 同时落在 specific field 与 further studies 两个要素上，是段内三句共同导向的唯一答案。

30. What can be concluded about Generation Z from the last two paragraphs?

- [A] Lifelong learning will define them.
- [B] They will make qualified educators.
- [C] Degrees will no longer appeal to them.
- [D] They will have a limited choice of jobs.

从最后两段可以得出关于 Z 世代的什么结论？

- A) 终身学习将定义他们。 B) 他们将成为合格的教育工作者。 C) 学位将不再吸引他们。
D) 他们的工作选择将会有限。

【答案】 A (推断题)

【判型】 What can be concluded about Generation Z from the last two paragraphs? 问的是从未两段能得出什么结论，不是单句细节，需把两段信息汇总后推出。

【拆句】 What can be concluded about Generation Z from the last two paragraphs? 是 What 引导的特殊疑问句，被动语态 can be concluded; about 短语指对象、from 短语指来源；选项是完整陈述句作答案命题。结构清晰，无陷阱。

【选项】 A) ✓ 正确

they will need to be constantly upskilling throughout their career to stay employable ↔

Lifelong learning will define them

their degree won't define them in the same way ↔ **Lifelong learning will define them**

预判'终身学习定义这一代'与 Lifelong learning will define them 严丝合缝，是末两段唯一能同时覆盖两段主旨的选项。

B) 无中生有

原文谈的是 Z 世代自己需要不断学习，They will make qualified educators 把对象偷换为他们将成为合格的教育者，与原文无关。

C) 过度推断

原文只说 their degree won't define them in the same way，并未推出 Degrees will no longer appeal to them 学位不再吸引他们；'不以同样方式定义'≠'失去吸引力'。

D) 与原文相反

原文 work for 17 different employers 与 five different careers 表明 Z 世代职业选择丰富多样，They will have a limited choice of jobs 反而说他们工作选择有限，与原文方向相反。

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。

As the latest crop of students pen their undergraduate application form and weigh up their options, it may be worth considering just how the point, purpose and value of a degree has changed and what Generation Z need to consider as they start the third stage of their educational journey.

第1段，第1句

本句在主干识别、嵌套理解和成分划分上都具有较高训练价值，时态难度适中，结构典型性强，是一个综合难度较高、训练收益显著的优质练习句，推荐优先用于复杂句分析训练。

Millennials were told that if you did well in school, got a decent degree, you would be set up for life.

第2段，第1句

本句是典型的“主句+宾语从句+条件状语从句”结构，且宾语从句使用过去将来时表达假设结果，条件从句使用一般过去时。这种“被告知（过去）+如果做到某事（假设条件）+会有好结果（过去将来）”的表达在四六级和考研阅读中非常常见，代表性很强，学习后可迁移到大量类似句式。

This is not to say that there is no point in getting a degree, but rather stress that a degree is not for everyone, that the switch from classroom to lecture hall is not an inevitable one and that other options are available.

第3段，第1句

本句覆盖了主语、谓语、表语、宾语（含多个并列宾语从句）等多种成分，并列结构（“not to say... but rather stress”和三个“that”从句）丰富，适合练习如何识别并列宾语从句、理解“not... but rather”的对比逻辑，以及区分系动词表语与宾语从句。训练价值较高。

Thankfully, there are signs that this is already happening, with Generation Z seeking to learn from their millennial predecessors, even if parents and teachers tend to be still set in the degree mindset.

第4段，第1句

“there be”存在句+定语从句+让步状语从句的组合，是四六级和考研阅读中的高频句式；让步状语从句“even if”表达转折逻辑也是常考点；掌握本句结构后可迁移到大量类似长难句，典型性较强。

Employers have long seen the advantages of hiring school leavers who often prove themselves to be more committed and loyal employees than graduates.

第4段，第2句

本句结构高度典型：主句+限制性定语从句是四六级和考研阅读中的常见句式，宾语中嵌套介词短语和定语从句的模式极为常见。prove oneself to be 结构和 more...than 比较结构也是高频考点。掌握本句的分析方法可以迁移到大量类似长难句。

For those for whom a degree is the desired route, consider that this may well be the first of many.

第5段，第1句

祈使句加宾语从句的劝告结构、介词加关系代词引导的定语从句、情态动词表推测等都是四六级和考研英语阅读中的高频句式；本句结构具有很强的代表性，掌握后可迁移到大量类似表达，学习收益高

When more and more of us have a degree, it makes sense to have two.

第5段，第4句

"it makes sense to do" 句型和 "When" 引导的条件或时间状语从句都是四六级和考研中高频出现的结构，尤其是形式主语的用法和状语从句的前置，具有较强的典型性和复用价值。

It has been estimated that this generation, due to the pressures of technology, the wish for personal fulfilment and desire for diversity, will work for 17 different employers over the course of their working life and have five different careers.

第6段，第2句

形式主语加主语从句后置结构，以及现在完成时被动语态，都是四六级和考研真题中的高频句式。主语从句内部插入较长状语、使用并列谓语的模式也十分常见。掌握本句的分析方法可以直接迁移到大量同类句子，代表性很强。

Their sons or daughters would never say such a thing; it's as if they already know that their degree won't define them in the same way.

第7段，第2句

覆盖主谓宾、主系表、状语从句、宾语从句等多种成分和结构；第二个主句中系表结构的表语是整个从句，这是易错点（容易误判为独立句）；状语从句内部又含宾语从句，层级清晰且典型；第一个主句的情态动词否定结构和第四个分句的将来时否定结构也提供了时态练习价值；成分丰富且有代表性。

HIGH-FREQUENCY • 真题高频词

本篇出现的 56 个考研英语一真题高频词

下列单词既在本篇真题中出现，又是 **考研英语一** 历年真题的高频词（在该考试真题中出现的句子数均不少于 8）。每个词标注本篇出现次数与该考试真题句频，点击可查看该词的释义、音标、词形与真题例句。

generation B2

n. 一代人

本篇9次·真题60句

career B1

n. 职业

本篇4次·真题42句

graduate B1

n. 毕业生

本篇4次·真题34句

employer B1

n. 雇主

本篇3次·真题24句

route B1

n. 路线

本篇3次·真题16句

millennial C1

n. 千禧一代 (1981-1996年出生的人)

本篇3次·真题10句

would A1

aux. (will 的过去式) 将要, 会

本篇2次·真题304句

author A2

n. 作者

本篇2次·真题209句

define B1

v. 给.....下定义

本篇2次·真题46句

sign A1

n. 标志

本篇2次·真题42句

seek B1

v. 寻找

本篇2次·真题40句

earn A2

v. 赚得, 挣得 (金钱)

本篇2次·真题32句

specific B2

adj. 具体的

本篇2次·真题28句

per B1

prep. 每

本篇2次·真题27句

educational B1

adj. 教育的

本篇2次·真题26句

application B1

n. 申请

本篇2次·真题22句

option B1

n. 选择

本篇2次·真题 19 句

undergraduate B2

n. 大学本科生

本篇2次·真题 16 句

stage A2

n. 阶段

本篇2次·真题 13 句

percentage B1

n. 百分比, 百分率

本篇2次·真题 12 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

pressure B1

n. 心理压力

本篇1次·真题 55 句

stress B1

n. 压力

本篇1次·真题 50 句

opinion A2

n. 观点

本篇1次·真题 44 句

gain B1

v. 获得, 赢得

本篇1次·真题 43 句

desire B2

n. 愿望

本篇1次·真题 37 句

available A2

adj. 可获得的

本篇1次·真题 35 句

further B1

adv. 更远地

本篇1次·真题 34 句

employee A2

n. 雇员, 员工

本篇1次·真题 32 句

due B1

adj. 预期的

本篇1次·真题 31 句

appeal B2

v. 呼吁

本篇1次·真题 27 句

requirement

B2

n. 要求

本篇1次·真题 26 句

reflect

B1

v. 反映, 显示

本篇1次·真题 25 句

conclude

B2

v. 断定;推断出

本篇1次·真题 24 句

willing

B1

adj. 愿意的, 乐意的

本篇1次·真题 23 句

learning

A1

n. 学习

本篇1次·真题 22 句

estimate

B2

v. 估计

本篇1次·真题 19 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

secure

B2

adj. 安全的

本篇1次·真题 19 句

crop

B1

n. 农作物

本篇1次·真题 17 句

switch

A2

v. 转换

本篇1次·真题 17 句

working

A2

adj. 有工作的

本篇1次·真题 17 句

unlikely

B1

adj. 不太可能的

本篇1次·真题 14 句

necessity

B2

n. 必需品

本篇1次·真题 13 句

core

B1

n. 核心

本篇1次·真题 12 句

diversity

B2

n. 多样性

本篇1次·真题 12 句

hire

A2

v. 雇用

本篇1次 · 真题 12 句

universal

B2

adj. 普遍的

本篇1次 · 真题 10 句

attend

A2

v. 出席，参加（会议、活动等）

本篇1次 · 真题 9 句

constantly

B1

adv. 不断地，持续地

本篇1次 · 真题 8 句

journey

A2

n. 旅行，旅程

本篇1次 · 真题 8 句

lecture

B1

n. 讲座

本篇1次 · 真题 8 句

realistic

B2

adj. 现实的

本篇1次 · 真题 8 句

skilled

B1

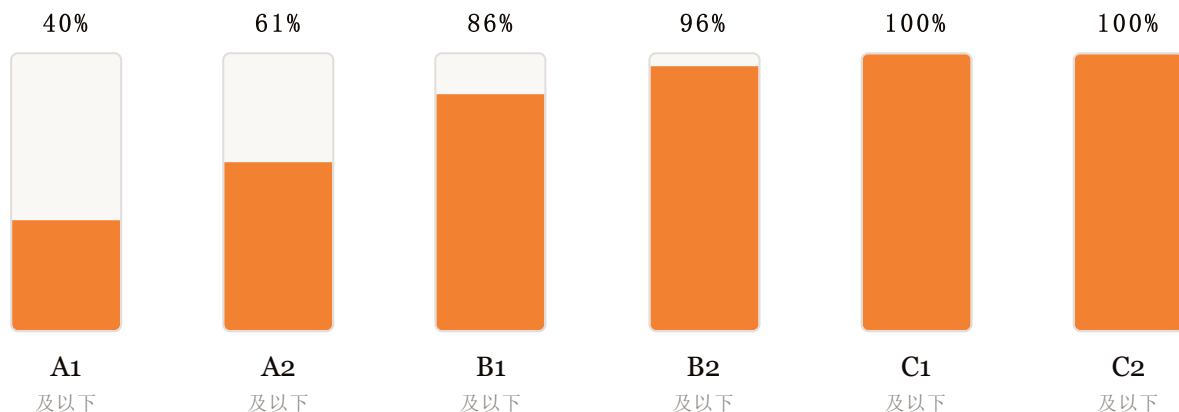
adj. 熟练的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 208 词按 CEFR 难度累积覆盖

全文去重后共 **208** 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 208 个 · 末柱为 100%

去重总词数

208

B2 以上难词

4%

B1 及以下覆盖

86%



考研英语一 2022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	段落小标题（7选5）	题目解析 →
Section II Part C	英译汉（划线句子翻译）	题目解析 →
Section III Part A	写作	题目解析 →
Section III Part B	写作	题目解析 →

2022年 考研英语一阅读理解（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2022年 考研英语一阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 6 段原文（段首标 P1-P6 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

英语一真题(2022)

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 Enlightening, challenging, stimulating, fun. These were some of the words that Nature readers used to describe their experience of art-science collaborations in a series of articles on partnerships between artists and researchers. Nearly 40% of the roughly 350 people who responded to an accompanying poll said they had collaborated with artists; and almost all said they would consider doing so in future.

启迪人心、富有挑战、激发灵感、趣味盎然。这些是Nature读者在一系列关于艺术家与研究人员合作的文章中用来描述他们艺术-科学合作体验的词汇。在随附调查中,大约350名受访者中近40%的人表示他们曾与艺术家合作;几乎所有人都表示未来会考虑这样做。

P2 Such an encouraging result is not surprising. Scientists are increasingly seeking out visual artists to help them communicate their work to new audiences. "Artists help scientists reach a broader audience and make emotional connections that enhance learning," one respondent said.

如此令人鼓舞的结果并不令人意外。科学家们越来越多地寻求视觉艺术家帮助他们向新受众传播其工作。一位受访者说:"艺术家帮助科学家触及更广泛的受众,并建立情感联系以增强学习效果。"

P3 One example of how artists and scientists have together rocked the scenes came last month when the Sydney Symphony Orchestra performed a reworked version of Antonio Vivaldi's The Four Seasons. They reimagined the 300-year-old score by injecting the latest climate prediction data for each season—provided by Monash University's Climate Change Communication Research Hub. The performance was a creative call to action ahead of November's United Nations Climate Change Conference in Glasgow, UK.

上个月,艺术家与科学家如何共同震撼舞台的一个例子出现了,当时悉尼交响乐团演奏了Antonio Vivaldi《四季》的改编版本。他们通过注入Monash大学气候变化传播研究中心提供的每个季节的最新气候预测

数据,重新构思了这部有300年历史的乐谱。这场演出是在英国格拉斯哥11月联合国气候变化大会之前发出的创意行动号召。

P4 But a genuine partnership must be a two-way street. Fewer artists than scientists responded to the Nature poll; however, several respondents noted that artists do not simply assist scientists with their communication requirements. Nor should their work be considered only as an object of study. The alliances are most valuable when scientists and artists have a shared stake in a project, are able to jointly design it and can critique each other's work. Such an approach can both prompt new research as well as result in powerful art.

但真正的合作伙伴关系必须是双向的。参与Nature调查的艺术家少于科学家;然而,几位受访者指出,艺术家不仅仅是协助科学家完成其传播需求。他们的作品也不应仅被视为研究对象。当科学家和艺术家在项目中拥有共同利益、能够共同设计项目并能够批评彼此的工作时,这种联盟最有价值。这种方法既可以激发新的研究,也可以产生有力的艺术作品。

P5 More than half a century ago, the Massachusetts Institute of Technology opened its Center for Advanced Visual Studies (CAVS) to explore the role of technology in culture. The founders deliberately focused their projects around light—hence the "visual studies" in the name. Light was something that both artists and scientists had an interest in, and therefore could form the basis of collaboration. As science and technology progressed, and divided into more sub-disciplines, the centre was simultaneously looking to a time when leading researchers could also be artists, writers and poets, and vice versa.

半个多世纪前,Massachusetts Institute of Technology开设了其高级视觉研究中心(CAVS),以探索技术在文化中的作用。创始人有意将他们的项目聚焦于光——因此名称中有"视觉研究"。光是艺术家和科学家都感兴趣的东西,因此可以构成合作的基础。随着科学技术的进步并细分为更多子学科,该中心同时展望着这样一个时代:顶尖研究人员也可以是艺术家、作家和诗人,反之亦然。

P6 Nature's poll findings suggest that this trend is as strong as ever, but, to make a collaboration work, both sides need to invest time, and embrace surprise and challenge. The reach of art-science tie-ups needs to go beyond the necessary purpose of research communication, and participants must not fall into the trap of stereotyping each other. Artists and scientists alike are immersed in discovery and invention, and challenge and critique are core to both, too.

Nature的调查结果表明,这一趋势一如既往地强劲,但要使合作成功,双方都需要投入时间,并接受意外和挑战。艺术-科学合作的范围需要超越研究传播的必要目的,参与者不能陷入相互刻板印象的陷阱。艺术家和科学家都沉浸在发现和发明中,挑战和批判也是两者的核心。

题目与逐题解析

31. According to Paragraph 1, art-science collaborations have ____

- [A] caught the attention of critics.
- [B] received favorable responses.
- [C] promoted academic publishing.
- [D] sparked heated public disputes.

根据第一段,艺术与科学的合作已经 ____

- A) 引起了批评者的注意。 B) 收到了积极的反响。 C) 促进了学术出版。
- D) 引发了激烈的公众争议。

【答案】 **B** (细节题)

【判型】 题干 According to Paragraph 1, art-science collaborations have ____ 是对第 1 段一个客观事实的转述补全, 不含 infer/suggest/imply 等推断词, 也不问主旨或态度。

【拆句】 题干为待补全陈述句, 主干是 art-science collaborations have ____, have 后接动词原形或被动态的过去分词, 由四个选项延续; According to Paragraph 1 为状语, 提示出处。结构平铺、无陷阱。

【定位】 Enlightening, challenging, stimulating, fun. These were some of the words that Nature readers used to describe their experience of art-science collaborations in a series of articles on partnerships between artists and researchers. Nearly 40% of the roughly 350 people who responded to an accompanying poll said they had collaborated with artists; and almost all said they would consider doing so in future.

启发性强、富有挑战、引人思考、有趣。这些是《自然》杂志读者在一系列关于艺术家与研究者合作的文章中用来描述其艺-科合作体验的一些词。在约 350 位回应配套民调的人里, 近 40% 表示自己曾与艺术家合作; 几乎所有人都表示未来愿意尝试合作。

【选项】 A) **偷换概念**

caught the attention of critics 把原文的 Nature readers (读者) 偷换成 critics (评论家), 主体不符; 原文也没说合作"引起关注", 只说读者用褒义词描述了体验。

B) **✓ 正确**

Enlightening, challenging, stimulating, fun ↔ **favorable responses**

almost all said they would consider doing so in future ↔ **received favorable responses**

预判要求选"正面反馈", 四项里只有 favorable responses 与之对应; 其余三项都偏离了"读者反馈"这一定位句的核心信息。

C) **无中生有**

promoted academic publishing 中的 academic publishing (学术出版) 在第 1 段没有任何对应——原文谈的是 Nature 杂志做的一组文章和民调, 并未说艺-科合作推动了学术出版。

D) **与原文相反**

sparked heated public disputes 的 disputes (争论、争议) 是负面意义, 与原文整段的褒义反馈方向相反; 原文也无 public (公众) 这一主体。

32. The reworked version of The Four Seasons is mentioned to show that ____

- [A] art can offer audiences easy access to science.
- [B] science can help with the expression of emotions.
- [C] public participation in science has a promising future.
- [D] art is effective in facilitating scientific innovations.

提到改编版《四季》是为了表明 ____

- A) 艺术可以为观众提供接触科学的便捷途径。 B) 科学可以帮助表达情感。
- C) 公众参与科学有着光明的前景。 D) 艺术在促进科学创新方面是有效的。

【答案】 **A** (例证目的题)

【判型】 题干 The reworked version of The Four Seasons is mentioned to show that ____ 中 "is mentioned to show" 明确询问举这个例子的目的，而非例子本身的细节。

【拆句】 题干主干 The reworked version ... is mentioned to show that ____, 不定式 to show 是 mentioned 的目的状语，that 引导宾语从句承接四个选项；要点是看清问的是"为何提"，不是"提了什么"。

【定位】 One example of how artists and scientists have together rocked the scenes came last month when the Sydney Symphony Orchestra performed a reworked version of Antonio Vivaldi's The Four Seasons. They reimagined the 300-year-old score by injecting the latest climate prediction data for each season—provided by Monash University's Climate Change Communication Research Hub. The performance was a creative call to action ahead of November's United Nations Climate Change Conference in Glasgow, UK.

上个月，悉尼交响乐团演奏了维瓦尔第《四季》的改编版，这是艺术家和科学家共同震撼舞台的一个例子。他们把莫纳什大学气候变化传播研究中心提供的最新各季气候预测数据注入这部 300 年前的乐谱，重新构想了它。此次演出是 11 月格拉斯哥联合国气候变化大会前的一次极具创意的行动号召。

【选项】 **A) ✓ 正确**

Artists help scientists reach a broader audience ↔

art can offer audiences easy access to science

make emotional connections that enhance learning ↔ **easy access to science**

injecting the latest climate prediction data ↔ **art ... access to science**

预判要求"艺术让科学走向大众"，art can offer audiences easy access to science 完整覆盖 art / audience / science 三个核心要素及其方向。

B) 与原文相反

science can help with the expression of emotions 把方向反过来——成了"科学帮助情感表达"；原文是艺术家借助情感连接帮科学传播，并未说科学服务于情感表达。

C) 过度推断

public participation in science has a promising future 中的 public participation in science (公众参与科学) 这一行为在第 2、3 段没有任何对应——原文谈的是公众作为受众接收科学，而非参与科学研究本身。

D) 偷换概念

art is effective in facilitating scientific innovations 中的 scientific innovations (科学创新) 在原文 (尤其是第 2、3 段例证链) 没有对应；这个例子展示的是科学的传播，而非促成了什么新的科学发现或创新。

33. Some artists seem to worry about in the art-science partnership_____

- [A] their role may be underestimated.
- [B] their reputation may be impaired.
- [C] their creativity may be inhibited.
- [D] their work may be misguided.

一些艺术家似乎担心在艺术与科学的合作中_____

- A) 他们的作用可能被低估。 B) 他们的声誉可能受损。 C) 他们的创造力可能受到抑制。
- D) 他们的作品可能被误导。

【答案】 A (细节题)

【判型】 题干问的是艺术家"担忧什么"这一具体内容, 是对原文一处明确表态的客观转述, 不要求跨句推断。

【拆句】 题干为待补全陈述句, 主干 Some artists seem to worry about____; seem to do 是"似乎"的弱化表态, worry about 后接宾语, 由四个选项延续宾语; 空格语义上等于 artists' worry。

【定位】 But a genuine partnership must be a two-way street. Fewer artists than scientists responded to the Nature poll; however, several respondents noted that artists do not simply assist scientists with their communication requirements. Nor should their work be considered only as an object of study.

但真正的合作关系必须是双向的。回应《自然》民调的艺术家少于科学家; 不过, 一些受访者指出, 艺术家不只是协助科学家完成传播任务。他们的作品也不应仅被当作研究对象。

【选项】 A) ✓ 正确

artists do not simply assist scientists with their communication requirements ↔

their role may be underestimated

Nor should their work be considered only as an object of study ↔

their role may be underestimated

预判要的是"艺术家担心自身角色被矮化", their role may be underestimated 用 role + underestimated 精确对应两处并列否定的共同指向。

B) 无中生有

their reputation may be impaired 中的 reputation (声誉) 原文从未涉及——文中谈的是合作中的角色定位, 没有讨论艺术家的名声是否受损。

C) 无中生有

their creativity may be inhibited 中的 creativity (创造力) 和 inhibited (被抑制) 原文没有对应——艺术家在第 4 段表达的是"角色被简化", 并未说创作力被压制。

D) 偷换概念

their work may be misguided 中的 misguided (被误导/方向错误) 原文不存在——原文说作品不应只被当作研究对象, 没有说作品被错误引导。

34. What does the author say about CAYS?

- [A] It was headed alternately by artists and scientists.
- [B] It exemplified valuable art-science alliances.
- [C] Its projects aimed at advancing visual studies.
- [D] Its founders sought to raise the status of artists.

作者对CAYS有何评价?

- A) 它由艺术家和科学家交替领导。 B) 它体现了有价值的艺术与科学联盟。
C) 它的项目旨在推进视觉研究。 D) 它的创立者寻求提升艺术家的地位。

【答案】 B (细节题)

【判型】 题干 What does the author say about CAYS? 是对作者就该机构所说内容的客观转述，属于典型细节题问法。

【拆句】 题干为疑问句，主干 What does the author say about CAYS?, What 作 say 的宾语，about CAYS 是状语指明话题；结构平铺、无陷阱。

【定位】 More than half a century ago, the Massachusetts Institute of Technology opened its Center for Advanced Visual Studies (CAVS) to explore the role of technology in culture. The founders deliberately focused their projects around light—hence the "visual studies" in the name. Light was something that both artists and scientists had an interest in, and therefore could form the basis of collaboration.

半个多世纪前，麻省理工学院创办了“先进视觉研究中心”（CAVS），以探索技术在文化中的角色。创办者刻意把项目聚焦在“光”上——所以名字里有“视觉研究”。光是艺术家和科学家都感兴趣的事物，因此能成为他们合作的基础。

【选项】 A) 无中生有

It was headed alternately by artists and scientists 中的 headed alternately (轮流领导) 原文没有任何依据——原文只说创办者刻意聚焦于光，未谈领导层如何轮换。

B) ✓ 正确

Light was something that both artists and scientists had an interest in, and therefore could form the basis of collaboration

↔ It exemplified valuable art-science alliances

looking to a time when leading researchers could also be artists, writers and poets, and vice versa

↔ valuable art-science alliances

预判要求选"它是有价值的艺-科合作范例", It exemplified valuable art-science alliances 在 exemplify、valuable、art-science alliances 三个要素上严丝合缝。

C) 偷换概念

Its projects aimed at advancing visual studies 把 CAVS 项目的目的偷换为"推进视觉研究"; 原文明示项目是为了 explore the role of technology in culture, "visual studies" 只是因为聚焦于光而出现在名字里, 并不是项目要推进的对象。

D) 过度推断

Its founders sought to raise the status of artists 中的 raise the status of artists (提高艺术家地位) 原文没有依据——原文说创办者把项目聚焦在光上, 未提及他们想抬高艺术家身份。

35. In the last paragraph, the author holds that art-science collaborations ____

- [A] are likely to go beyond public expectations.
- [B] will intensify interdisciplinary competition.
- [C] should do more than communicating science.
- [D] are becoming more popular than before.

在最后一段中, 作者认为艺术与科学的合作 ____

- A) 很可能超出公众的期望。 B) 将加剧跨学科竞争。 C) 应该做的不仅仅是传播科学。
- D) 正变得比以前更受欢迎。

【答案】 C (主旨题)

【判型】 题干 In the last paragraph, the author holds that art-science collaborations ____ 问作者在末段对话题持有的总观点, 是末段层面的小主旨。

【拆句】 题干为待补全陈述句, 主干 the author holds that art-science collaborations ____, that 引导宾语从句作 holds 的宾语, 从句主语为 art-science collaborations, 谓语由四个选项延续; In the last paragraph 是地点状语。

【选项】 A) 偷换概念

are likely to go beyond public expectations 中的 public expectations (公众预期) 原文没有——末段谈的是合作应超越"科研传播"功能, 与公众预期无关; go beyond 一词制造了与正确项的伪同义陷阱。

B) 与原文相反

will intensify interdisciplinary competition 中 competition (竞争) 与原文方向相反——原文末段主张的是双方合作加深、共同探索, 而非把跨学科推向竞争。

C) ✓ 正确

The reach of art-science tie-ups needs to go beyond the necessary purpose of research communication

↔ **should do more than communicating science**

participants must not fall into the trap of stereotyping each other ↔

should do more than communicating science

预判要求选"应超出科研传播之外做更多", should do more than communicating science 在情态、超越关系、科学传播三要素上严格对应作者主张句。

D) 答非所问

are becoming more popular than before 只对应末段第一句 this trend is as strong as ever——但这是作者承认的事实背景, 不是末段主张; 题干问 author holds that, 应取主张而非背景。

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。

Nearly 40% of the roughly 350 people who responded to an accompanying poll said they had collaborated with artists; and almost all said they would consider doing so in future.

第1段, 第3句

这句结构典型、可练点多, 而且时态层次有一定训练价值, 适合作为中等偏上的结构与时态综合练习。虽然嵌套不深, 但正因为难度适中, 更适合反复操练找主干与辨别时间关系。

Scientists are increasingly seeking out visual artists to help them communicate their work to new audiences.

第2段，第2句

主谓宾加目的状语是四六级和考研阅读中的常见句式。不定式作目的状语、现在进行时表示正在发生的趋势、短语动词的使用，都是高频考点。本句结构典型，学生掌握后可大量复用到类似句子中。

Nor should their work be considered only as an object of study.

第4段，第3句

本句涵盖倒装结构中的主语识别、情态动词搭配被动语态的谓语形式、状语与补语的区分（"only as an object of study" 的成分归属）等多个易错点。这些都是学习者在划分成分时容易混淆的地方，具有较高的训练价值。

Such an approach can both prompt new research as well as result in powerful art.

第4段，第5句

本句涵盖了主语、谓语、两个宾语成分，且谓语中包含 both ... as well as 并列结构，可用于练习识别并列谓语动词及其各自的宾语。这种并列结构在考试中较为常见，具有一定训练价值，但成分种类相对单一（缺少定语从句、状语从句、补语等更丰富的成分），训练价值中等。

The founders deliberately focused their projects around light—hence the "visual studies" in the name.

第5段，第2句

简单句在真题中常见，但本句结构过于基础，缺少从句、复杂修饰或特殊句式，作为考点句的代表性一般，学习后可迁移性较低。

Light was something that both artists and scientists had an interest in, and therefore could form the basis of collaboration.

第5段，第3句

限制性定语从句修饰表语、关系代词作介词宾语、并列谓语共享主语，这些都是四六级和考研阅读中的常见句式。句子结构典型，掌握后可迁移到大量真题句的分析中。

As science and technology progressed, and divided into more sub-disciplines, the centre was simultaneously looking to a time when leading researchers could also be artists, writers and poets, and vice versa.

第5段，第4句

句中覆盖了状语从句、定语从句、并列谓语、情态动词结构、主系表结构等多种成分类型，且定语从句修饰宾语、状语从句修饰全句，层次分明。适合练习识别从句类型、划分并列成分、区分主句与从句的主谓宾，训练价值较高。

HIGH-FREQUENCY · 真题高频词

本篇出现的 78 个考研英语一真题高频词

下列单词既在本篇真题中出现，又是 **考研英语一** 历年真题的高频词（在该考试真题中出现的句子数均不少于 8）。每个词标注本篇 出现次数与该考试真题句频，点击可查看该词的释义、音标、词形与真题例句。

collaboration

B2

n. 合作

本篇5次 · 真题 10 句

visual

B2

adj. 视觉的

本篇4次 · 真题 9 句

project

A2

n. 项目

本篇3次 · 真题 40 句

audience

A2

n. 观众

本篇3次 · 真题 16 句

poll

B2

n. 民意调查

本篇3次 · 真题 10 句

author

A2

n. 作者

本篇2次 · 真题 209 句

researcher

B2

n. 研究人员

本篇2次 · 真题 112 句

challenge

B1

n. 挑战

本篇2次 · 真题 57 句

climate B1

n. 气候

本篇2次·真题 50 句

seek B1

v. 寻找

本篇2次·真题 40 句

respond B1

v. 回答, 答复

本篇2次·真题 33 句

valuable B1

adj. 贵重的

本篇2次·真题 20 句

version B1

n. 版本

本篇2次·真题 18 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

likely A2

adj. 很可能的

本篇1次·真题 89 句

scientific B1

adj. 科学的

本篇1次·真题 83 句

data B1

n. 数据

本篇1次·真题 80 句

focus B1

n. 重点

本篇1次·真题 77 句

design B1

n. 设计

本篇1次·真题 52 句

united B1

adj. 联合的

本篇1次·真题 52 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇1次·真题 51 句

access B1

n. 进入

本篇1次·真题 44 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

trend B1

n. 趋势

本篇1次·真题 40 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

reader A2

n. 读者

本篇1次·真题 37 句

response B1

n. 回答

本篇1次·真题 37 句

aim B1

v. 瞄准

本篇1次·真题 35 句

emotional B1

adj. 情绪的

本篇1次·真题 34 句

advance B1

v. 前进

本篇1次·真题 33 句

innovation B2

n. 创新;革新(指行为或过程)

本篇1次·真题 33 句

finding B2

n. 调查结果

本篇1次·真题 30 句

performance B1

n. 表演

本篇1次·真题 30 句

status B2

n. 地位

本篇1次·真题 29 句

academic B2

adj. 学术的

本篇1次·真题 28 句

explore B1

v. 探索

本篇1次·真题 28 句

requirement B2

n. 要求

本篇1次·真题 26 句

connection

B1

n. 联系

本篇1次·真题 24 句

critic

B2

n. 批评家

本篇1次·真题 24 句

enhance

B2

v. 提高

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

basis

B2

n. 基础;根据

本篇1次·真题 23 句

expression

B1

n. 表达

本篇1次·真题 22 句

learning

A1

n. 学习

本篇1次·真题 22 句

powerful

B1

adj. 强大的

本篇1次·真题 22 句

series

B1

n. 系列

本篇1次·真题 21 句

broad

B1

adj. 宽阔的

本篇1次·真题 20 句

creative

B1

adj. 有创造力的

本篇1次·真题 20 句

effective

B1

adj. 有效的, 起作用的

本篇1次·真题 20 句

participant

B2

n. 参与者

本篇1次·真题 20 句

perform

B1

v. 执行

本篇1次·真题 19 句

creativity

B2

n. 创造力

本篇1次·真题 18 句

expectation

B2

n. 期待;预期

本篇1次·真题 17 句

centre A2

n. 中心; 中央

本篇1次 · 真题 16 句

publishing B2

n. 出版业

本篇1次 · 真题 16 句

reputation B2

n. 名声

本篇1次 · 真题 16 句

institute B2

n. 学院

本篇1次 · 真题 15 句

therefore B1

adv. 因此, 所以

本篇1次 · 真题 15 句

challenging B2

adj. 有挑战性的

本篇1次 · 真题 14 句

prompt B2

v. 促使

本篇1次 · 真题 13 句

roughly B1

adv. 大约, 大概

本篇1次 · 真题 13 句

underestimate B2

v. 低估

本篇1次 · 真题 13 句

advanced B2

adj. 先进的

本篇1次 · 真题 12 句

core B1

n. 核心

本篇1次 · 真题 12 句

dispute B2

n. 争论

本篇1次 · 真题 12 句

leading B1

adj. 最重要的

本篇1次 · 真题 12 句

ahead A2

adv. 在前面

本篇1次 · 真题 11 句

embrace B2

v. 拥抱

本篇1次 · 真题 11 句

scene A2

n. 场景

本篇1次 · 真题 10 句

spark

B1

n. 火花

本篇1次 · 真题 10 句

trap

B1

n. 陷阱

本篇1次 · 真题 10 句

participation

B2

n. 参与

本篇1次 · 真题 9 句

shared

A2

adj. 共享的

本篇1次 · 真题 9 句

prediction

B2

n. 预测

本篇1次 · 真题 8 句

surprising

A2

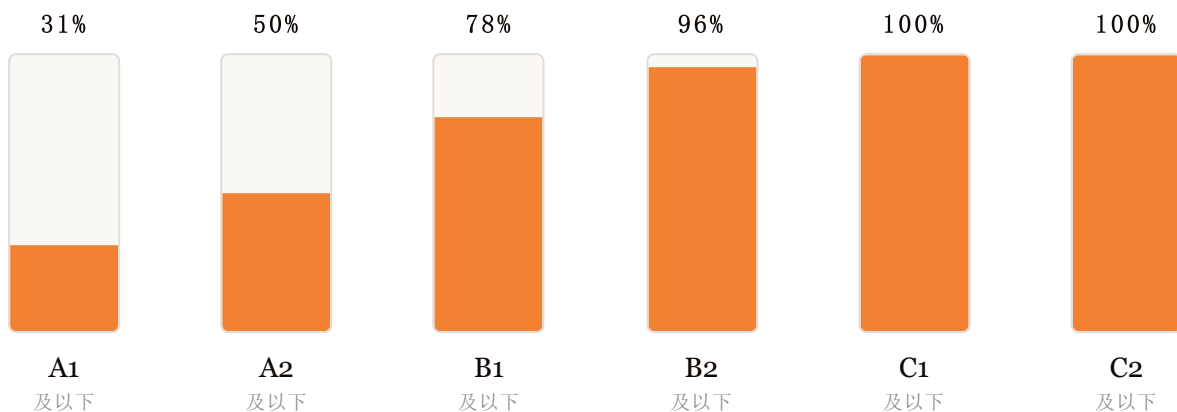
adj. 令人惊讶的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 243 词按 CEFR 难度累积覆盖

全文去重后共 **243** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 10 个 · 约 4%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）· 数据为全文去重词 243 个 · 末柱为 100%

去重总词数

243

B2 以上难词

4%

B1 及以下覆盖

78%

考研英语一 · 2022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	段落小标题（7选5）	题目解析 →
Section II Part C	英译汉（划线句子翻译）	题目解析 →
Section III Part A	写作	题目解析 →
Section III Part B	写作	题目解析 →

2022年 考研英语一阅读理解（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2022年 考研英语一阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 8 段原文（段首标 P1-P8 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。

英语一真题(2022)

Section II Part A (4)

Directions:

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

Text 4

P1 The personal grievance provisions of New Zealand's Employment Relations Act 2000 (ERA) prevent an employer from firing an employee without good cause. Instead, dismissals must be justified. Employers must both show cause and act in a procedurally fair way.

新西兰《2000年雇佣关系法》(ERA)的个人申诉条款禁止雇主无正当理由解雇员工。相反,解雇必须是正当的。雇主必须既要说明理由,又要以程序公正的方式行事。

P2 Personal grievance procedures were designed to guard the jobs of ordinary workers from "unjustified dismissals". The premise was that the common law of contract lacked sufficient safeguards for workers against arbitrary conduct by management. Long gone are the days when a boss could simply give an employee contractual notice.

个人申诉程序旨在保护普通工人的工作免受"不正当解雇"的影响。其前提是合同普通法对工人缺乏足够的保障措施以防范管理层的武断行为。雇主只需给员工合同通知就能解雇的日子早已一去不复返。

P3 But these provisions create difficulties for businesses when applied to highly paid managers and executives. As countless boards and business owners will attest, constraining firms from firing poorly performing, high-earning managers is a handbrake on boosting productivity and overall performance. The difference between C-grade and A-grade managers may very well be the difference between business success or failure. Between preserving the jobs of ordinary workers or losing them. Yet mediocrity is no longer enough to justify a dismissal.

但是,当这些条款适用于高薪经理和高管时,会给企业带来困难。正如无数董事会和企业主所证实的那样,限制公司解雇表现不佳、收入高的经理,是提高生产率和整体业绩的障碍。C级经理和A级经理之间的差异很可能就是企业成功或失败的差异。是保住普通工人的工作还是失去他们的工作。然而,平庸已不再足以成为解雇的正当理由。

P4 Consequently—and paradoxically—laws introduced to protect the jobs of ordinary workers may be placing those jobs at risk.

因此——也很矛盾的是——为保护普通工人工作而引入的法律可能正在使这些工作面临风险。

P5 If not placing jobs at risk, to the extent employment protection laws constrain business owners from dismissing under-performing managers, those laws act as a constraint on firm productivity and therefore on workers' wages. Indeed, in "An International Perspective on New Zealand's Productivity Paradox" (2014), the Productivity Commission singled out the low quality of managerial capabilities as a cause of the country's poor productivity growth record.

如果不是使工作面临风险,那么在雇佣保护法限制企业主解雇表现不佳的经理的程度上,这些法律就成为对企业生产率的约束,因而也是对工人工资的约束。事实上,在《新西兰生产率悖论的国际视角》(2014)中,生产率委员会特别指出管理能力的低质量是该国生产率增长记录不佳的一个原因。

P6 Nor are highly paid managers themselves immune from the harm caused by the ERA'S unjustified dismissal procedures. Because employment protection laws make it costlier to fire an employee, employers are more cautious about hiring new staff. This makes it harder for the marginal manager to gain employment. And firms pay staff less because firms carry the burden of the employment arrangement going wrong.

高薪经理本身也不能免受ERA不正当解雇程序所造成的损害。由于雇佣保护法使解雇员工的成本更高,雇主在雇用新员工时更加谨慎。这使得边际经理更难获得就业。而且企业支付给员工的薪酬更少,因为企业承担着雇佣安排出错的负担。

P7 Society also suffers from excessive employment protections. Stringent job dismissal regulations adversely affect productivity growth and hamper both prosperity and overall well-being.

社会也受到过度雇佣保护的损害。严格的工作解雇法规对生产率增长产生不利影响,并阻碍繁荣和整体福祉。

P8 Across the Tasman Sea, Australia deals with the unjustified dismissal paradox by excluding employees earning above a specified "high-income threshold" from the protection of its unfair dismissal laws. In New Zealand, a 2016 private members' Bill tried to permit firms and high-income employees to contract out of the unjustified dismissal regime. However, the mechanisms proposed were unwieldy and the Bill was voted down following the change in government later that year.

在塔斯曼海对岸,澳大利亚通过将收入超过特定"高收入门槛"的员工排除在其不公平解雇法的保护之外,来应对不正当解雇悖论。在新西兰,2016年一项议员个人提案试图允许企业和高收入员工退出不正当解雇制度。然而,提议的机制繁琐不堪,该法案在当年晚些时候政府更迭后被否决。

题目与逐题解析

36. The personal grievance provisions of the ERA are intended to_____

- [A] punish dubious corporate practices.
- [B] improve traditional hiring procedures.
- [C] exempt employers from certain duties.
- [D] protect the rights of ordinary workers.

ERA的个人申诉条款旨在

- A) 惩罚可疑的企业行为。 B) 改进传统的招聘程序。 C) 使雇主免除某些义务。
D) 保护普通劳动者的权利。

【答案】 D (细节题)

【判型】 题干 The personal grievance provisions of the ERA are intended to____ 问的是「被设计来做什么」这一客观事实，没有 infer/imply 字样。

【拆句】 The personal grievance provisions of the ERA are intended to____ 主干是 provisions are intended to do sth，被动语态 + 不定式，选项就是这个不定式的内容。结构无陷阱。

【定位】 Personal grievance procedures were designed to guard the jobs of ordinary workers from "unjustified dismissals".

人事申诉程序的设立目的，是保护普通工人的岗位免遭「不公正解雇」。

【选项】 A) 无中生有

punish dubious corporate practices 谈「惩罚可疑企业行为」，但原文只说该条款 prevent...firing without good cause，是约束而非惩罚，且对象是 dismissal 行为而非泛 corporate practices。

B) 偷换概念

improve traditional hiring procedures 谈「改良招聘流程」，但 dismissals must be justified 与 guard the jobs of ordinary workers from "unjustified dismissals" 全部围绕解雇，不涉及招聘。

C) 与原文相反

exempt employers from certain duties 是「免除雇主义务」，但条款做的恰恰相反——给雇主加上 show cause 与 procedurally fair 两道义务 (Employers must both show cause and act in a procedurally fair way) 。

D) ✓ 正确

guard the jobs of ordinary workers ↔ **protect the rights of ordinary workers**

ordinary workers ↔ **ordinary workers**

预判要的是「保护普通工人」，D 项 protect the rights of ordinary workers 在受益对象与立法目的两点上都与定位句对应，是唯一在两点上全等的选项。

37. It can be learned from Paragraph 3 that the provisions may_____

- [A] hinder business development.
- [B] undermine managers' authority.
- [C] affect the public image of the firms.
- [D] worsen labor-management relations.

从第3段可以了解到,这些条款可能会

A) 阻碍企业发展。 B) 削弱管理者的权威。 C) 影响公司的公众形象。 D) 恶化劳资关系。

【答案】 **A** (推断题)

【判型】 It can be learned from Paragraph 3 that the provisions may____ 中 can be learned 与 may 都是推断信号, 要求从段内事实做一步合理延伸。

【拆句】 It can be learned from Paragraph 3 that the provisions may____ 是 It + 被动 + that 从句结构, that 从句的主语是 the provisions, 选项是 may 后面的动词短语; 句式平铺直叙, 无陷阱。

【定位】 constraining firms from firing poorly performing, high-earning managers is a handbrake on boosting productivity and overall performance.

约束企业解雇业绩差、薪资高的管理者, 是阻碍生产率与整体绩效提升的手刹。

【选项】 **A) ✓ 正确**

a handbrake on boosting productivity and overall performance ↔

hinder business development

create difficulties for businesses ↔ **hinder business development**

预判要的是「拖累企业」, A 项正是把 handbrake 比喻去掉、把 productivity 上位为 business development 的标准推断题答案。

B) 张冠李戴

undermine managers' authority 谈「削弱管理者权威」, 但本段说的是「无法解雇差管理者」, 受影响的是企业 / 老板的解雇权, 不是管理者自己的权威。

C) 无中生有

affect the public image of the firms 谈「影响企业公众形象」, 但第 3 段只谈生产率、绩效、业务成败, 未涉及「公众形象」维度。

D) 过度推断

worsen labor-management relations 谈「恶化劳资关系」, 但第 3 段对比的是「差管理者 vs 好管理者」和「普通工人岗位保留 vs 丢失」, 并未涉及劳资双方对立关系。

38. Which of the following measures would the Productivity Commission support?

- [A] Imposing reasonable wage restraints.
- [B] Enforcing employment protection laws.
- [C] Limiting the powers of business owners.
- [D] Dismissing poorly performing managers.

生产力委员会会支持以下哪项措施？

- A) 实施合理的工资限制。 B) 执行就业保护法律。 C) 限制企业所有者的权力。
D) 解雇表现不佳的管理者。

【答案】 D (推断题)

【判型】 Which of the following measures would the Productivity Commission support? 原文只点出该机构对生产率低的归因，「会支持哪条措施」需要由归因反推一步。

【拆句】 Which of the following measures would the Productivity Commission support? 是 Which + 名词 + would + 主语 + 动词 的虚拟语气问句；would 提示推断、support 是立场动词，结构简洁无陷阱。

【定位】 the Productivity Commission singled out the low quality of managerial capabilities as a cause of the country's poor productivity growth record.

生产率委员会单独点名「管理能力低下」是新西兰生产率增长记录差的一大成因。

【选项】 A) 无中生有

Imposing reasonable wage restraints 谈「合理薪酬管制」，但 P5 委员会的归因落在「管理能力」而非「管理者薪酬」上，没有任何句子支持工资管制立场。

B) 与原文相反

Enforcing employment protection laws 谈「加强用工保护法」，但全文（含 P5）的论点恰恰是这类法律 act as a constraint on firm productivity，委员会立场必然与「加强它」相反。

C) 与原文相反

Limiting the powers of business owners 谈「限制企业主权力」，但全文都在说应给企业主松绑（解雇差管理者的权），委员会自然不会支持反向限权。

D) ✓ 正确

the low quality of managerial capabilities ↔ **Dismissing poorly performing managers**
as a cause of the country's poor productivity growth record ↔

Dismissing poorly performing managers

预判要的是「换掉差管理者」，D 项 Dismissing poorly performing managers 是把诊断结论变成对症措施的唯一选项。

39. What might be an effect of ERA's unjustified dismissal procedures?

- [A] Highly paid managers lose their jobs.
- [B] Employees suffer from salary cuts.
- [C] Society sees a rise in overall well-being.
- [D] Employers need to hire new staff.

ERA的不当解雇程序可能会产生什么影响？

- A) 高薪管理者失去工作。 B) 员工遭受薪资削减。 C) 社会整体福祉上升。
D) 雇主需要雇用新员工。

【答案】 B (细节题)

【判型】 What might be an effect of ERA's unjustified dismissal procedures? 问的是已被原文明说的后果之一，might 是事实层面的「可能列举之一」，不是推断信号。

【拆句】 What might be an effect of ERA's unjustified dismissal procedures? 主干是 What might be an effect, of 短语限定 effect 的归属对象；句式直白，无陷阱。

【定位】 If not placing jobs at risk, to the extent employment protection laws constrain business owners from dismissing under-performing managers, those laws act as a constraint on firm productivity and therefore on workers' wages.

即便不至于把岗位置于风险，只要用工保护法约束了企业主解雇业绩差的管理者，这些法律就成了企业生产率的束缚，进而压低了工人的工资。

【选项】 A) 与原文相反

Highly paid managers lose their jobs 谈「高薪管理者丢工作」，但原文恰恰说这类条款让差管理者难以被解雇 constraining firms from firing poorly performing, high-earning managers，方向相反。

B) ✓ 正确

therefore on workers' wages ↔ **Employees suffer from salary cuts**

firms pay staff less ↔ **Employees suffer from salary cuts**

预判要的是「工资被压低」，B 项 Employees suffer from salary cuts 在 P5 与 P6 都有直接原文支撑，是唯一一项被原文两次明示的后果。

C) 与原文相反

Society sees a rise in overall well-being 谈「社会整体福祉上升」，但 Stringent job dismissal regulations adversely affect productivity growth and hamper both prosperity and overall well-being 明说是 hamper (损害)，方向相反。

D) 与原文相反

Employers need to hire new staff 谈「雇主需要招新人」，但 employers are more cautious about hiring new staff 说的恰是雇主更不愿招人，方向相反。

40. It can be inferred that the "high-income threshold" in Australia_____

- [A] has secured managers' earnings.
- [B] has produced undesired results.
- [C] is beneficial to business owners.
- [D] is difficult to put into practice

可以推断出,澳大利亚的"高收入门槛"

A) 保障了管理者的收入。 B) 产生了不良后果。 C) 对企业所有者有利。 D) 难以付诸实践

【答案】 C (推断题)

【判型】 It can be inferred that the "high-income threshold" in Australia____ 直接用 inferred 标明本题需从原文做一步合理推断。

【拆句】 It can be inferred that the "high-income threshold" in Australia____ 是 It + 被动 + that 从句, 主语是带引号的术语, 谓语和选项相连构成完整陈述; 引号只是术语标记, 不是修辞, 不必过度解读。

【定位】 Australia deals with the unjustified dismissal paradox by excluding employees earning above a specified "high-income threshold" from the protection of its unfair dismissal laws.

澳大利亚处理这一不公正解雇悖论的办法, 是把收入高于特定「高收入门槛」的雇员排除在不公平解雇法的保护范围之外。

【选项】 A) 无中生有

has secured managers' earnings 谈「保住了管理者的收入」，但 P8 只说门槛划定了保护边界，未谈管理者收入是否被保障；况且该门槛针对的是雇佣保护，不针对薪酬本身。

B) 张冠李戴

has produced undesired results 谈「产生了不良后果」，但 P8 对澳大利亚做法是中性陈述其机制；唯一被作者评价为「不良」的是新西兰 2016 年那次失败的 Bill (the mechanisms proposed were unwieldy) 。

C) ✓ 正确

excluding employees earning above a specified "high-income threshold" from the protection of its unfair dismissal laws

↔ **is beneficial to business owners**

constraining firms from firing poorly performing, high-earning managers is a handbrake on boosting productivity and overall performance

↔ **is beneficial to business owners**

预判要的是「利好企业主」，C 项是唯一同时被定位句机制和全文论点链双重支撑的选项。

D) 张冠李戴

is difficult to put into practice 谈「难以落地」，但澳大利亚的门槛是已经在用的现行做法 (Australia deals with the unjustified dismissal paradox by excluding 用一般现在时陈述)，无落地难的暗示；新西兰版本才被评为 unwieldy。

SENTENCE INSIGHTS • 句子精讲

13 句真题句逐层精讲

下列真题句各有独立的句子解析页——中文翻译、结构树逐层拆解、成分与时态、考点讲解与真题高频词。点击句子进入完整解析。

The personal grievance provisions of New Zealand's Employment Relations Act 2000 (ERA) prevent an employer from firing an employee without good cause.

第1段，第1句

本句体现了 "prevent somebody from doing something" 这一高频动词搭配结构，在四六级和考研阅读中常见于法律、政策类文本。主语带长定语修饰也是学术文本的典型特征，学生掌握后可迁移到类似句式的分析中。

Instead, dismissals must be justified.

第1段，第2句

情态动词加被动语态是考试中常见的句式，尤其在规定、要求类语境中频繁出现；简单句形式也是基础句型，具有一定代表性。

Employers must both show cause and act in a procedurally fair way.

第1段，第3句

情态动词加并列动词的结构在四六级和考研真题中非常常见，尤其是法律、管理、学术语境中。"both ... and ..." 并列以及方式状语的搭配也是典型句式，掌握后可迁移到大量类似句子中。

Long gone are the days when a boss could simply give an employee contractual notice.

第2段，第3句

这句话结构不算杂乱，却集中包含了几个高价值训练点：前置表语、主干还原、后置限定修饰和情态动词。对提升句子结构判断和时态识别都很有帮助，适合作为重点练习材料。

But these provisions create difficulties for businesses when applied to highly paid managers and executives.

第3段，第1句

"主句 + when 引导的时间/条件状语从句" 是四六级和考研阅读中的高频句式；状语从句的省略形式 ("when + 过去分词") 也是常考点，本句结构具有很强的代表性和复用价值

Yet mediocrity is no longer enough to justify a dismissal.

第3段，第5句

主系表结构加形容词表语是常见句式，不定式作目的状语也是高频考点，但整体句式较为基础，不属于四六级或考研中特别典型的复杂句式（如定语从句、状语从句、强调句等）。

Consequently—and paradoxically—laws introduced to protect the jobs of ordinary workers may be placing those jobs at risk.

第4段，第1句

本句体现了学术或正式语体中常见的复杂主语结构（名词加后置定语）、情态动词加进行时的组合、以及插入语的使用。这种句式在四六级和考研阅读理解中频繁出现，掌握后可大量复用。

If not placing jobs at risk, to the extent employment protection laws constrain business owners from dismissing under-performing managers, those laws act as a constraint on firm productivity and therefore on workers' wages.

第5段，第1句

本句成分丰富且有多个训练点：主句中主语和谓语被长状语分隔，适合练习定位主干；"to the extent" 引导的程度状语内部包含完整主谓宾结构，适合练习区分状语从句与主句；条件从句存在主语和系动词的省略，适合练习补全省略成分；"as a constraint" 作方式状语，"at risk" 作宾语补足语，覆盖多种成分类型。对划分成分的综合训练价值高。

Indeed, in "An International Perspective on New Zealand's Productivity Paradox" (2014), the Productivity Commission singled out the low quality of managerial capabilities as a cause of the country's poor productivity growth record.

第5段，第2句

本句体现了学术写作中常见的 "主语 + 谓语 + 宾语 + as + 宾语补足语" 结构（如 "regard/identify/single out ... as ..."），且状语插入在主谓之间也是正式语体的典型特征。这类结构在四六级和考研阅读中频繁出现，学习后可迁移到大量类似句式，具有较高的典型性。

Nor are highly paid managers themselves immune from the harm caused by the ERA'S unjustified dismissal procedures.

第6段，第1句

本句涵盖了主语、谓语（系表结构）、表语、状语等多种核心成分，且具有以下训练价值：一是倒装结构中主谓位置的识别，二是系表结构与被动语态的辨析（"are immune" 易误判为被动），三是介词短语作状语的功能判断，四是过去分词短语作后置定语识别（"caused by..." 修饰 "harm"）。这些都是学习者常见的易错点，适合作为成分划分的综合练习句。

Because employment protection laws make it costlier to fire an employee, employers are more cautious about hiring new staff.

第6段，第2句

"Because 从句 + 主句" 的因果结构在四六级和考研阅读中高频出现，是常考句式。使役动词 "make" 的用法也是语法重点。掌握本句结构后，可以迁移到大量类似的因果复合句。

And firms pay staff less because firms carry the burden of the employment arrangement going wrong.

第6段，第4句

because 引导的原因状语从句为四六级和考研高频句式，主句双宾语结构及从句中名词短语带后置定语(分词修饰)也是常见考点。整体结构代表性强，掌握后可迁移至大量类似真题句型。

Stringent job dismissal regulations adversely affect productivity growth and hamper both prosperity and overall well-being.

第7段，第2句

主语 + 并列谓语 + 各自宾语的结构在四六级和考研阅读中常见，尤其是学术或议论文语境。并列结构的使用 (affect ... and hamper ...) 和名词短语修饰 (job dismissal regulations) 都是典型考点，掌握后可迁移至大量相似句式。

HIGH-FREQUENCY • 真题高频词

本篇出现的 75 个考研英语一真题高频词

下列单词既在本篇真题中出现，又是 **考研英语一** 历年真题的高频词（在该考试真题中出现的句子数均不少于 8）。每个词标注本篇 出现次数与该考试真题句频，点击可查看该词的释义、音标、词形与真题例句。

dismissal

B2

n. 解雇

本篇9次 · 真题 8 句

productivity

B2

n. 生产率

本篇7次 · 真题 36 句

employment

B1

n. 工作

本篇7次 · 真题 29 句

firm

B1

adj. 坚固的

本篇6次 · 真题 66 句

employee

A2

n. 雇员，员工

本篇6次 · 真题 32 句

protection

B1

n. 保护

本篇5次 · 真题 39 句

employer B1

n. 雇主

本篇5次 · 真题 24 句

procedure B2

n. 程序

本篇4次 · 真题 18 句

ordinary B1

adj. 普通的

本篇4次 · 真题 11 句

provision B2

n. 供应

本篇4次 · 真题 11 句

overall B1

adj. 总体的

本篇3次 · 真题 32 句

highly B1

adv. 非常

本篇3次 · 真题 28 句

staff B1

n. 全体员工

本篇3次 · 真题 21 句

paid A2

v. 付款

本篇3次 · 真题 8 句

following B1

adj. 接下来的

本篇2次 · 真题 91 句

growth B1

n. 增长

本篇2次 · 真题 80 句

risk A2

n. 风险

本篇2次 · 真题 62 句

affect B1

v. 影响

本篇2次 · 真题 39 句

commission B2

n. 佣金

本篇2次 · 真题 32 句

suffer B1

v. 遭受 (痛苦、疾病、损失等)

本篇2次 · 真题 22 句

justify B2

v. 证明...有道理

本篇2次 · 真题 17 句

wage B1

n. 工资

本篇2次 · 真题 16 句

hire A2

v. 雇用

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

less A1

det. 较少的

本篇1次·真题150句

power A2

n. 权力

本篇1次·真题90句

support A2

v. 支持

本篇1次·真题87句

effect A2

n. 影响

本篇1次·真题80句

measure B1

v. 测量

本篇1次·真题65句

design B1

n. 设计

本篇1次·真题52句

image A2

n. 形象, 印象

本篇1次·真题45句

quality A2

n. 质量

本篇1次·真题45句

gain B1

v. 获得; 赢得

本篇1次·真题43句

simply B1

adv. 仅仅, 只不过

本篇1次·真题43句

limit B1

n. 限度

本篇1次·真题42句

lack B1

v. 缺少

本篇1次·真题41句

executive B2

n. 主管; 经理; 管理人员

本篇1次·真题39句

later A1

adv. 以后, later

本篇1次·真题38句

management

B1

n. 管理

本篇1次·真题 36 句

apply

A2

v. 申请

本篇1次·真题 33 句

authority

B2

n. 权力

本篇1次·真题 33 句

earn

A2

v. 赚得, 挣得 (金钱)

本篇1次·真题 32 句

conduct

B2

v. 组织并实施

本篇1次·真题 31 句

corporate

B2

adj. 公司的

本篇1次·真题 31 句

intend

B1

v. 打算, 计划

本篇1次·真题 31 句

performance

B1

n. 表演

本篇1次·真题 30 句

preserve

B2

v. 保护

本篇1次·真题 30 句

boost

B2

v. 提高

本篇1次·真题 28 句

regulation

B2

n. 规则, 条例

本篇1次·真题 28 句

traditional

B1

adj. 传统的

本篇1次·真题 28 句

failure

B1

n. 失败

本篇1次·真题 24 句

indeed

B1

adv. 确实, 的确 (强调肯定)

本篇1次·真题 24 句

impose

B2

v. 强制实行

本篇1次·真题 21 句

harm

B1

n. 伤害

本篇1次·真题 20 句

propose B1

v. 提议

本篇1次·真题 20 句

wrong A2

adj. 错误的

本篇1次·真题 20 句

perform B1

v. 执行

本篇1次·真题 19 句

secure B2

adj. 安全的

本篇1次·真题 19 句

burden B2

n. 负担

本篇1次·真题 15 句

perspective B2

n. 观点

本篇1次·真题 15 句

therefore B1

adv. 因此, 所以

本篇1次·真题 15 句

costly B2

adj. 昂贵的, 代价高的

本篇1次·真题 12 句

mechanism B2

n. 机制

本篇1次·真题 12 句

excessive B2

adj. 过多的

本篇1次·真题 11 句

prosperity C1

n. 繁荣

本篇1次·真题 11 句

reasonable B1

adj. 合理的

本篇1次·真题 11 句

undermine C1

v. 逐渐削弱

本篇1次·真题 11 句

cautious B2

adj. 小心的

本篇1次·真题 10 句

sufficient B2

adj. 足够的

本篇1次·真题 10 句

vote B1

n. 投票

本篇1次·真题 10 句

arrangement

B1

n. 安排

本篇1次 · 真题 8 句

capability

B2

n. 能力

本篇1次 · 真题 8 句

extent

B2

n. 程度

本篇1次 · 真题 8 句

immune

B2

adj. 有免疫力的

本篇1次 · 真题 8 句

salary

B1

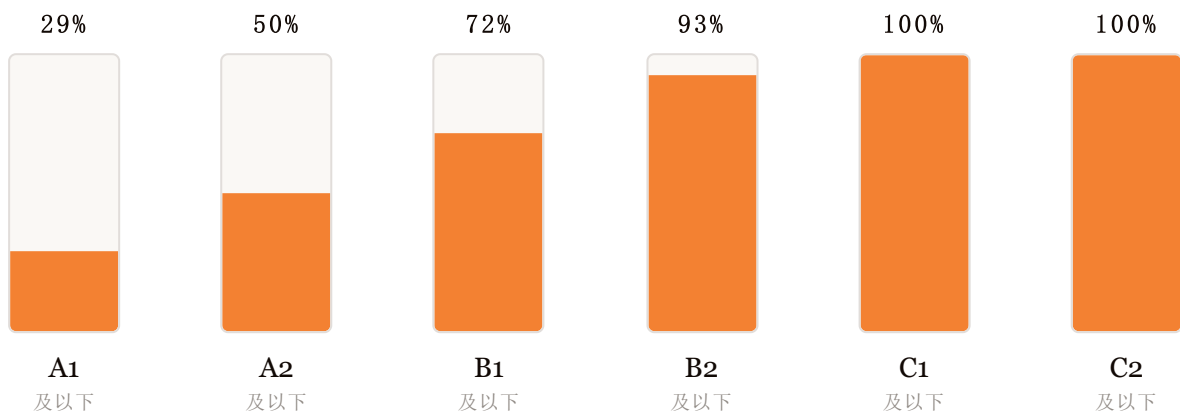
n. 薪水, 工资 (通常指按月发放的固定报酬)

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 16 个 · 约 7%。



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%

去重总词数

219

B2 以上难词

7%

B1 及以下覆盖

72%

考研英语一 · 2022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	段落小标题（7选5）	题目解析 →
Section II Part C	英译汉（划线句子翻译）	题目解析 →
Section III Part A	写作	题目解析 →
Section III Part B	写作	题目解析 →

2022年 考研英语一段落小标题（7选5） Section II Part B · 41-45 题 答案与解析

HEADINGS & ANALYSIS · 观点匹配题和解析

观点匹配题和解析 · 41-45 题

本页 41-45 题的观点匹配答案与逐空解析由懒笔记基于2022年 考研英语一段落小标题（7选5）原卷逐题核对整理。与试卷排版同一卷面：Directions、15 段带空原文（逐段附中文翻译）与 A~G 共 7 个候选观点连续排印；卷面下方逐空紧跟解析——正确候选及其
中译、发言人立场与主旨句位置、同义匹配钩子，以及最具迷惑性竞争项的逐个辨析与代入验证。

英语一真题(2022)

Section II Part B

Directions:

In the following text, there are five people's opinions about Emma Manis's article "The Case Against Zoos". For Questions 41-45, choose the best statement from the list A-G to summarize each numbered person's opinion. There are two extra choices which do not fit in any of the blanks. Mark your answers on the ANSWER SHEET. (10 points)

Teri Byrd: (41) _____

Teri Byrd: 动物园应该被关闭,因为它们把赚钱置于动物福祉之上。

I was a zoo and wildlife park employee for years. Both the wildlife park and zoo claimed to be operating for the benefit of the animals and for conservation purposes. This claim was false. Neither one of them actually participated in any contributions to animal research or conservation. They are profitable institutions whose bottom line is much more important than the condition of the animals.

我曾在动物园和野生动物公园工作多年。野生动物公园和动物园都声称是为了动物的利益和保护目的而运营。这一说法是虚假的。它们实际上都没有参与任何对动物研究或保护的贡献。它们是盈利机构,其底线比动物的状况重要得多。

Animals despise being captives in zoos. No matter how you "enhance" enclosures, they do not allow for freedom, a natural diet or adequate exercise. Animals end up stressed and unhealthy or dead. It's past time for transparency with these institutions, and it's past time to eliminate zoos from our culture.

动物憎恨被囚禁在动物园里。无论你怎么"改善"围栏,它们都无法提供自由、天然饮食或充足的运动。动物最终会变得紧张、不健康或死亡。现在是时候让这些机构透明化了,也是时候从我们的文化中消除动物园了。

Karen R. Sime: (42) _____

Karen R. Sime: 虽然被圈养的动物值得同情,但动物园在引导年轻人走上相关科学道路方面发挥着重要作用。

As a zoology professor, I agree with Emma Marris that zoo displays can be sad and cruel. But she underestimates the educational value of zoos.

作为一名动物学教授,我同意Emma Marris的观点,即动物园的展示可能是悲哀和残酷的。但她低估了动物园的教育价值。

The zoology program at my university attracts students for whom zoo visits were the crucial formative experience that led them to major in biological sciences. These are mostly students who had no opportunity as children to travel to wilderness areas, wildlife refuges or national parks. Although good TV shows can help stir children's interest in conservation, they cannot replace the excitement of a zoo visit as an intense, immersive and interactive experience. Surely there must be some middle ground that balances zoos' treatment of animals with their educational potential.

我所在大学的动物学专业吸引了许多学生,对他们来说,参观动物园是促使他们主修生物科学的关键性成长经历。这些学生大多在童年时期没有机会前往荒野地区、野生动物保护区或国家公园。虽然优质的电视节目可以帮助激发儿童对保护的兴趣,但它们无法取代动物园参观作为一种强烈、沉浸式和互动体验所带来的兴奋感。当然必须有某种中间立场来平衡动物园对动物的对待方式与其教育潜力。

Greg Newberry: (43)_____

Greg Newberry: 不遗余力照顾动物的动物园不应受到不公正的批评。

Emma Marris's article is an insult and a disservice to the thousands of passionate people who work tirelessly to improve the lives of animals and protect our planet. She uses outdated research and decades-old examples to undermine the noble mission of organizations committed to connecting children to a world beyond their own.

Emma Marris的文章是对成千上万不知疲倦地工作以改善动物生活和保护我们星球的热情人士的侮辱和伤害。她使用过时的研究和几十年前的例子来破坏致力于将儿童与他们自身以外的世界联系起来的组织的崇高使命。

Zoos are at the forefront of conservation and constantly evolving to improve how they care for animals and protect each species in its natural habitat. Are there tragedies? Of course. But they are the exception, not the norm that Ms. Marris implies. A distressed animal in a zoo will get as good or better treatment than most of us at our local hospital.

动物园处于保护工作的前沿,并不断发展以改进它们照顾动物和保护每个物种在其自然栖息地的方式。有悲剧吗?当然有。但它们是例外,而不是Marris女士所暗示的常态。动物园里一只痛苦的动物会得到与我们大多数人在当地医院所获得的同样好甚至更好的治疗。

Dean Gallea: (44)_____

Dean Gallea: 动物园为人们节省了前往荒野地区的行程,从而有助于野生动物保护。

As a fellow environmentalist, animal-protection advocate and longtime vegetarian, I could properly be in the same camp as Emma Marris on the issue of zoos. But I believe that well-run zoos, and the heroic animals that suffer their captivity, do serve a higher purpose. Were it not for opportunities to observe these beautiful, wild creatures close to home, many more people would be driven by their fascination to travel to wild areas to seek out, disturb and even hunt them down.

作为一名环保主义者、动物保护倡导者和长期素食者,在动物园问题上我本应与Emma Marris处于同一阵营。但我相信管理良好的动物园,以及那些忍受囚禁之苦的英勇动物,确实服务于更高的目的。如果没有在家附近观察这些美丽野生生物的机会,更多的人会被他们的着迷所驱使而前往野外地区寻找、打扰甚至猎杀它们。

Zoos are, in that sense, similar to natural history and archeology museums, serving to satisfy our need for contact with these living creatures while leaving the vast majority undisturbed in their natural environments.

从这个意义上说,动物园类似于自然历史和考古博物馆,在满足我们与这些生物接触的需求的同时,让绝大多数动物在其自然环境中不受干扰。

John Fraser: (45)_____

John Fraser: Marris歪曲了我们的研究发现,而这些发现实际上证明了动物园是人与自然之间不可或缺的纽带。

Emma Marris selectively describes and misrepresents the findings of our research. Our studies focused on the impact of zoo experiences on how people think about themselves and nature, and the data points extracted from our studies do not, in any way, discount what is learned in a zoo visit.

Emma Marris有选择性地描述并歪曲了我们的研究发现。我们的研究聚焦于动物园体验对人们如何看待自己和自然的影响,从我们研究中提取的数据点绝不会以任何方式贬低在动物园参观中学到的东西。

Zoos are tools for thinking. Our research provides strong support for the value of zoos in connecting people with animals and with nature. Zoos provide a critical voice for conservation and environmental protection. They afford an opportunity for people from all backgrounds to encounter a range of animals, from drone bees to springbok or salmon, to better understand the natural world we live in.

动物园是思考的工具。我们的研究为动物园在连接人与动物以及自然方面的价值提供了有力支持。动物园为保护和环境保护提供了重要的声音。它们为来自各种背景的人们提供了接触从雄蜂到跳羚或鲑鱼等各种动物的机会,以更好地理解我们生活的自然世界。

[A] Zoos which spare no effort to take care of animals should not be subjected to unfair criticism.

[B] To pressure zoos to spend less on their animals would lead to inhumane outcomes for the precious creatures in their care.

[C] While animals in captivity deserve sympathy, zoos play a significant role in starting young people down the path of related sciences.

[D] Zoos save people trips to wilderness areas and thus contribute to wildlife conservation.

[E] For wild animals that cannot be returned to their natural habitats, zoos offer the best alternative.

[F] Zoos should have been closed down as they prioritize money making over animals' wellbeing.

[G] Marris distorts our findings which actually prove that zoos serve as an indispensable link between man and nature.

41. Teri Byrd: (41)_____

【答案】 [F] 段尾

【观点】 Zoos should have been closed down as they prioritize money making over animals' wellbeing.

动物园本应关闭,因为它们将赚钱置于动物福祉之上。

【立场】 动物园是逐利伪善、应予取缔 (强烈反对)

Teri Byrd 以前雇员身份揭露: 动物园号称为动物和保育, This claim was false (这说法是假的), 它们是 profitable institutions whose bottom line is much more important than the condition of the animals (利润机构, 盈亏底线远比动物处境重要); 圈养让动物 stressed and unhealthy or dead。结尾给出最明确的立场句 it's past time to eliminate zoos from our culture (早就该把动物园从我们的文化中清除)。立场是坚决反对、主张取缔, 理由是"逐利压倒动物福祉"。这是她本人的主张, 不是转述他人。

【依据】 同义对上: 关闭动物园 + 逐利压过动物福祉

F 与全段主旨逐点同义: Zoos should have been closed down (本应关闭) 对应 Byrd 的 it's past time to eliminate zoos; F 的 they prioritize money making over animals' wellbeing (把赚钱看得比动物福祉重) 对应原文 bottom line is much more important than the condition of the animals。两条核心——"关闭"与"逐利伤动物"——都对上, 是整段立场的同义改写。

【竞争】 [B] 立场方向相反: B 在替动物园辩护

表面也含 zoos、money、animals 等复现词, 容易被"关键词重合"骗到。但 B 的 would lead to inhumane outcomes 是在"维护动物园开支"、属辩护立场, 而 Byrd 是要彻底取缔动物园——立场正好相反, 且 Byrd 从没谈"逼动物园少花钱"这个假设。

【验证】 把 F 放回 41: Byrd 通篇控诉 profitable institutions 逐利、结尾主张 eliminate zoos, F 的 Zoos should have been closed down 正是这一主张的概括, 且与全卷"众人各表一态"中"唯一彻底反对者"的位置自洽——五条候选里只有 F 是反对立场, 恰配五人里唯一的反对者。

42. Karen R. Sime: (42)_____

【答案】 [C] 强转折后

【观点】 While animals in captivity deserve sympathy, zoos play a significant role in starting young people down the path of related sciences.

尽管圈养动物值得同情,但动物园在引导年轻人走上相关科学道路方面发挥着重要作用。

【立场】 承认展览残忍, 但重在动物园的教育价值 (折中)

Sime 以动物学教授身份先让步: I agree with Emma Marris that zoo displays can be sad and cruel (同意展览可悲又残忍), 随即用 But 转折点出真正立场 But she underestimates the educational value of zoos (但她低估了动物园的教育价值)。下段举学生因参观动物园而选生物学专业为例, 归到"动物园有教育/启蒙价值"这句观点上, 并提出 there must be some middle ground (必有折中之地)。立场是折中: 既同情动物、又力挺教育功能。转折后那句才是她的主张, 不是她引述的 Marris 观点。

【依据】 同义对上: 同情圈养动物 + 引年轻人入科学

C 的让步段 While animals in captivity deserve sympathy (圈养动物值得同情) 同义对应 zoo displays can be sad and cruel; C 的主句 zoos play a significant role in starting young people down the path of related sciences (动物园在引年轻人走上相关科学之路上作用重大) 正是 the educational value of zoos 的具体化, 呼应 led them to major in biological sciences。让步+肯定的双层结构与全段完全同构。

【竞争】 [A] 落点偏: A 谈"反驳不公批评"非"教育价值"

同为辩护立场、易混。但 A 的核心是 should not be subjected to unfair criticism (不该被不公正批评), 讲的是替动物园回护批评; Sime 的重心是 educational value (教育价值) 这一具体功能, 并不在"批评公不公正"上。落点不同, A 概括不了她对教育的强调。

【验证】 把 C 放回 42: C 的 While animals in captivity deserve sympathy 配 Sime 的让步、starting young people down the path of related sciences 配她的 led them to major in biological sciences, 正好概括"同情+教育"双层全貌, 不偏窄 (不只讲例子) 也不偏宽, 与她折中立场一致。

43. Greg Newberry: (43)_____

【答案】 [A] 通篇归纳

【观点】 Zoos which spare no effort to take care of animals should not be subjected to unfair criticism.
不遗余力照顾动物的动物园不应受到不公正的批评。

【立场】 动物园在保育前沿，Marris 的批评是侮辱、不公（强辩护）

Newberry 火力全开维护动物园：称文章 an insult and a disservice（侮辱与伤害），指 Marris uses outdated research and decades-old examples（用过时研究和几十年前的旧例）来抹黑高尚使命。又说动物园 at the forefront of conservation（处于保育前沿），承认有悲剧但 they are the exception, not the norm（是例外而非常态）。立场是强烈支持，核心情绪是“动物园被不公平地批评了”。

【依据】 同义对上：尽力照料的动物园不该被不公批评

A 的 Zoos which spare no effort to take care of animals（竭力照料动物的动物园）对应 constantly evolving to improve how they care for animals、get as good or better treatment than most of us at our local hospital；A 的 should not be subjected to unfair criticism（不该受不公批评）正是 Newberry 全段的核心情绪——他把 Marris 的文章定性为 an insult 的不实之词。“尽力照料”+“反对不公批评”两点同义对上。

【竞争】 [B] 话题不符：B 谈假设的削减开支，原文未涉及

同属辩护阵营、立场方向相近，易被当成“也是替动物园说话”。但 B 锁定一个具体假设 To pressure zoos to spend less on their animals（逼动物园少花钱），Newberry 通篇谈的是“Marris 批评不公、动物园在保育前沿”，从未涉及“少花钱”这一话题。立场虽近，话题对不上。

【验证】 把 A 放回 43：Newberry 全段在反驳 an insult and a disservice 这一他眼中不公的指责、力证动物园用心照料动物（as good or better treatment than most of us at our local hospital），A 的 should not be subjected to unfair criticism 正好把这股“为受委屈的动物园辩护”概括出来，不偏不倚。

44. Dean Gallea: (44)_____

【答案】 [D] 强转折后

【观点】 Zoos save people trips to wilderness areas and thus contribute to wildlife conservation.

动物园使人们免于前往荒野地区,从而有助于野生动物保护。

【立场】 好动物园让人们免去野外打扰,从而保护野生动物 (支持)

Gallea 先自陈本可与 Marris 同阵营 (I could properly be in the same camp as Emma Marris), 随即 But 转折表态 well-run zoos, and the heroic animals that suffer their captivity, do serve a higher purpose (运营良好的动物园确有更高目的)。理由是: 若没有在家门口观赏野生动物的机会, many more people would be driven by their fascination to travel to wild areas to seek out, disturb and even hunt them down (更多人会跑去野外搜寻、打扰甚至猎杀它们); 动物园像博物馆一样 leaving the vast majority undisturbed in their natural environments (让绝大多数动物在自然中不被打扰)。立场是支持, 独特理由是"省去野外打扰=保护野生动物"。But 后才是他本人主张, 前面的"同阵营"是欲扬先抑。

【依据】 同义对上: 省去野外之行→助力野生动物保护

D 的 save people trips to wilderness areas (省去人们去荒野的旅行) 精确对应 many more people would be driven by their fascination to travel to wild areas to seek out, disturb and even hunt them down 的反面——有了动物园人们就不必/不会去野外打扰; D 的 contribute to wildlife conservation (从而有助保护野生动物) 对应 leaving the vast majority undisturbed in their natural environments。这条独特因果链与 D ——吻合。

【竞争】 [E] 落点偏: E 讲无法放归的动物, Gallea 讲的是"人"

同为支持立场、也带 wild animals / natural habitats 等近似词, 迷惑性强。但 E 的主语是动物——wild animals that cannot be returned to their natural habitats (回不去自然的动物), 讲动物园是它们的归宿; Gallea 的逻辑主语是人——是"让人不去野外打扰动物"。一个谈动物去哪、一个谈拦住人, 落点不同, E 概括不了他的因果链。

【验证】 把 D 放回 44: Gallea 的核心因果是"动物园→人们不必去野外→野生动物不被打扰" (to travel to wild areas to seek out, disturb、leaving the vast majority undisturbed), D 的 save people trips to wilderness areas and thus contribute to wildlife conservation 把这条链原样概括, 既不偏窄也未拔高, 与其支持立场一致。

45. John Fraser: (45)_____

【答案】 [G] 段首

【观点】 Marris distorts our findings which actually prove that zoos serve as an indispensable link between man and nature.

Marris歪曲了我们的研究成果,而这些成果实际上证明了动物园是人与自然之间不可或缺的纽带。

【立场】 Marris 歪曲了我们的研究,研究其实证明动物园价值 (支持+维权)

Fraser 是被引研究的作者本人, 开篇即定调 Emma Marris selectively describes and misrepresents the findings of our research (Marris 选择性描述并歪曲了我们研究的发现), 强调数据 do not, in any way, discount what is learned in a zoo visit (绝不贬低参观动物园所学)。下段正面立论 Our research provides strong support for the value of zoos in connecting people with animals and with nature (我们的研究有力支持动物园在连接人与动物、人与自然上的价值)。立场是支持, 独特身份是"研究被歪曲的当事人", 核心是"为自己的研究正名"。

【依据】 同义对上: Marris 歪曲我们研究, 研究证动物园是人与自然纽带

G 几乎逐点复刻: Marris distorts our findings (Marris 歪曲我们的研究发现) 对应 misrepresents the findings of our research; G 的 zoos serve as an indispensable link between man and nature (动物园是人与自然不可缺的纽带) 对应 the value of zoos in connecting people with animals and with nature。"歪曲我们研究"+"动物园连接人与自然"两点同义对上, 连第一人称 our 都一致。

【竞争】 [A] 缺独有特征: A 无"我们的研究被歪曲"

同为辩护立场、也讲"不该被批评", 方向看似也合。但 A 是泛泛说"动物园不该被不公批评", 没有 Fraser 最关键的指纹——our research"我们的研究被歪曲"。而 G 精准带出 our findings, 与 Fraser 的研究当事人身份独一无二地咬合, A 抓不住这一独有特征。

【验证】 把 G 放回 45: Fraser 全段以研究作者口吻控诉 misrepresents the findings of our research 并正名 connecting people with animals and with nature, G 的 Marris distorts our findings which actually prove that zoos serve as an indispensable link between man and nature 把"被歪曲"与"研究证价值"两层一并概括, 第一人称视角自治。

SYNOPSIS • 全文导图

全文在讲什么、怎么组织的

观点匹配 (7选5) 先通读全文, 把握话题与组织方式 (同一话题、多人各自表态), 这是逐空判断「概括得对不对」的全局底图。

五人就同一篇反动物园文章各自表态

全文围绕 Emma Marris 的文章 "The Case Against Zoos" (一篇主张反对动物园的文章) 展开, 五位读者各发表一段评论, 每人对"是否该有动物园"持一种立场: 有人完全赞同取缔, 如 it's past time to eliminate zoos from our culture; 有人为动物园辩护, 如 Zoos are at the forefront of conservation; 还有人部分同意又有保留, 如 I agree with Emma Marris that zoo displays can be sad and cruel. But she underestimates the educational value of zoos. 组织方式是"同一话题、众人并列各表一态", 每个空就是给一个人配一条概括其立场的观点陈述。

CHOICES • 候选库画像

A~G 共 7 个候选观点各自在说什么

观点匹配的候选比空位多 2 个。下面逐条给出观点全文、中译与「这条自身的关键词与立场」, 并标注它填入哪个空——始终填不进任何空的就是干扰项。

[A] Zoos which spare no effort to take care of animals should not be subjected to unfair criticism.

竭尽全力照料动物的动物园不应受到不公正的批评。

关键词/立场 为动物园辩护 + 反对"不公正批评"

填入第 43 空

[B] To pressure zoos to spend less on their animals would lead to inhumane outcomes for the precious creatures in their care.

迫使动物园在动物身上少花钱会给它们照管的珍贵生灵带来不人道的后果。

关键词/立场 反对"逼动物园少花钱" (假设性条件)

干扰项 • 未选用

[C] While animals in captivity deserve sympathy, zoos play a significant role in starting young people down the path of related sciences.

虽然圈养的动物值得同情, 但动物园在引导年轻人走上相关科学之路方面起着重要作用。

关键词/立场 有保留地支持 + 强调教育/引入科学

填入第 42 空

[D] Zoos save people trips to wilderness areas and thus contribute to wildlife conservation.

动物园省去了人们去荒野的旅行，从而对野生动物保护作出了贡献。

关键词/立场 支持 + 理由是"省去野外旅行→保护野生动物"

填入第 44 空

[E] For wild animals that cannot be returned to their natural habitats, zoos offer the best alternative.

对于无法放归自然栖息地的野生动物，动物园提供了最佳替代选择。

关键词/立场 支持 + 落点是"无法放归的动物的归宿"

干扰项 · 未选用

[F] Zoos should have been closed down as they prioritize money making over animals' wellbeing.

动物园本应被关闭，因为它们把赚钱看得比动物福祉更重要。

关键词/立场 强烈反对 + 主张关闭（逐利损害动物）

填入第 41 空

[G] Marris distorts our findings which actually prove that zoos serve as an indispensable link between man and nature.

Marris 歪曲了我们的研究发现，而这些发现实际上证明动物园是人与自然之间不可或缺的纽带。

关键词/立场 支持 + 指控 Marris 歪曲"我们的研究"

填入第 45 空

DISTRACTORS · 干扰项复盘

这 2 个候选观点始终没被任何空选用

7选5 必有 2 条话题相关、看着像，却概括不了任何发言人立场。下面逐条剖析它们「像在哪、为何放哪个空都不对」，读透干扰项才算读透全局。

[B] To pressure zoos to spend less on their animals would lead to inhumane outcomes for the precious creatures in their care.

话题虚设：无人谈“逼动物园少花钱”

含 zoos、animals、creatures 等高频复现词，立场又是辩护类，最易被误塞进 43 Newberry 或 44 Gallea 这类替动物园说话的人。但 B 锁死在一个文中无人提出的假设 To pressure zoos to spend less on their animals would lead to inhumane outcomes（逼动物园少花钱会致不人道后果）。五人里：Byrd 要取缔、Sime 谈教育、Newberry 谈保育前沿、Gallea 谈省去野外、Fraser 谈研究——没有一人谈“动物园开支多少”。话题悬空，概括不了任何人。

[E] For wild animals that cannot be returned to their natural habitats, zoos offer the best alternative.

情形虚设：无人谈“无法放归的动物”

立场支持、带 wild animals / natural habitats，与 Gallea 段的 undisturbed in their natural environments 词面相近，最易被误塞进 44。但 E 的前提 wild animals that cannot be returned to their natural habitats（无法放归的野生动物）在全文无人提及——Gallea 谈的是拦住“人”去野外，不是收容“回不去的动物”。这个特定情形没有任何发言人持有，故对应不上任何空。

SENTENCE INSIGHTS • 句子精讲

21 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。

Teri Byrd: Zoos should have been closed down as they prioritize money making over animals' wellbeing.

第1段，第1句

情态动词加完成时被动语态表达应然判断，以及用“as”引导原因状语从句支撑观点，都是四六级和考研写作及阅读中的高频句式。该句式既可用于议论文论证，也常见于观点陈述类题目，迁移性强。

Both the wildlife park and zoo claimed to be operating for the benefit of the animals and for conservation purposes.

第2段，第2句

简单句结构本身常见，并列主语和不定式作宾语也是四六级和考研中的高频句式。句中两处并列结构的处理（主语并列和状语并列）具有一定的代表性，学习后可迁移到类似句子。

Neither one of them actually participated in any contributions to animal research or conservation.

第2段，第4句

简单句结构常见，否定主语加不及物动词的搭配在真题中偶有出现，但不属于高频典型句式，练习后迁移价值中等。

They are profitable institutions whose bottom line is much more important than the condition of the animals.

第2段，第5句

限制性定语从句修饰名词是四六级和考研的高频句式，whose 引导的定语从句和比较级结构也常见于真题，本句结构具有较强的代表性和复用价值。

No matter how you "enhance" enclosures, they do not allow for freedom, a natural diet or adequate exercise.

第3段，第2句

让步状语从句（尤其是 "No matter how/what/who" 结构）在四六级和考研阅读中频繁出现，并列宾语也是常考结构。本句结构简洁且典型，掌握后可迁移到大量类似句式，具有较强的代表性。

Karen R. Sime: While animals in captivity deserve sympathy, zoos play a significant role in starting young people down the path of related sciences.

第4段，第1句

"While" 引导的让步状语从句 + 主句是四六级和考研阅读中的高频句式，常用于表达对比或转折观点。主句中 "play a role in" 的搭配也是常考表达。这种先让步再转折的论证结构在议论文中极为典型，掌握后可广泛迁移到类似句型的理解和写作中。

As a zoology professor, I agree with Emma Marris that zoo displays can be sad and cruel.

第5段，第1句

agree with sb that 结构是四六级和考研阅读中的高频句型，表达观点和立场的常见方式。介词短语作状语开头、that 引导宾语从句说明具体内容，这种框架在学术写作和考试真题中反复出现，掌握后可迁移到大量类似表达，典型性强。

The zoology program at my university attracts students for whom zoo visits were the crucial formative experience that led them to major in biological sciences.

第6段，第1句

本句结构高度典型：主句 + 限制性定语从句 + 嵌套定语从句，是四六级和考研阅读中的常见句式。介词 + 关系代词(for whom)前置、以及定语从句修饰表语名词(experience)的用法，都是考试中反复出现的结构。掌握本句的分析方法，可以直接迁移到大量类似长难句，复用价值很高。

Although good TV shows can help stir children's interest in conservation, they cannot replace the excitement of a zoo visit as an intense, immersive and interactive experience.

第6段，第3句

让步状语从句加主句的结构是四六级和考研阅读中的高频句式，“Although”引导的让步逻辑在议论文中极为常见。情态动词的否定形式“cannot”也是考试常见的表达方式。句子整体结构典型，掌握后可以迁移到大量类似的对比或转折论证场景

Greg Newberry: Zoos which spare no effort to take care of animals should not be subjected to unfair criticism.

第7段，第1句

限制性定语从句修饰主语、主句使用情态动词加被动语态，这两种结构在四六级和考研阅读中高频出现。尤其是定语从句修饰名词、被动语态表达客观评价，是议论文和说明文的典型句式。掌握本句结构后，可广泛应用于识别和理解同类句型。

She uses outdated research and decades-old examples to undermine the noble mission of organizations committed to connecting children to a world beyond their own.

第8段，第2句

本句体现了四六级和考研阅读中常见的长句特征：简单句主干 + 不定式目的状语 + 多层后置定语修饰核心名词。这种“主干简单但修饰成分密集”的结构在真题中反复出现，学生掌握此类句式的拆解方法后可广泛复用。

Dean Gallea: Zoos save people trips to wilderness areas and thus contribute to wildlife conservation.

第10段，第1句

涵盖双宾语结构 save people trips 和介词短语作宾语 contribute to wildlife conservation 两种实用句型，适合训练双宾语识别和动词固定搭配，成分种类较丰富。

As a fellow environmentalist, animal-protection advocate and longtime vegetarian, I could properly be in the same camp as Emma Marris on the issue of zoos.

第11段，第1句

本句的‘情态动词 + 系动词 + 表语（含比较结构）’以及‘句首状语 + 主句’的结构在四六级和考研阅读中非常常见。情态动词表达委婉态度、比较结构引出对象、介词短语限定范围，都是学术和议论文写作的典型手法。掌握本句结构后，学生可迁移应用于大量类似句式，因此结构典型性较高。

Were it not for opportunities to observe these beautiful, wild creatures close to home, many more people would be driven by their fascination to travel to wild areas to seek out, disturb and even hunt them down.

第11段，第3句

本句成分丰富且包含多个值得练习的点：主句包含被动语态谓语、原因状语“by their fascination”、长串目的状语（不定式嵌套并列）；条件从句包含倒装结构、形式主语 it、介词短语作表语、不定式作定语。这些成分涵盖了被动语态、状语识别、倒装主谓定位、形式主语与真实主语区分等多个易错点，作为划分练习句收益较高。

Zoos are, in that sense, similar to natural history and archeology museums, serving to satisfy our need for contact with these living creatures while leaving the vast majority undisturbed in their natural environments.

第12段，第1句

本句涵盖主语、系动词谓语、表语(含介词短语)、插入状语、分词短语状语等多种成分,且分词短语"serving to satisfy...while leaving..."结构较长,需要学生识别非谓语动词与谓语的区别,并理解分词短语的修饰归属,具有一定训练价值。但缺少宾语、定语从句等常考成分,收益中等。

John Fraser: Marris distorts our findings which actually prove that zoos serve as an indispensable link between man and nature.

第13段，第1句

覆盖主谓宾、定语从句、宾语从句、系表结构等多种成分;定语从句的关系代词 which 在从句中充当主语、宾语从句整体充当动词 prove 的宾语,这两处是初学者常混淆的点;句中还包括介词短语作定语 (between man and nature) , 成分种类较丰富

Our research provides strong support for the value of zoos in connecting people with animals and with nature.

第15段，第2句

主谓宾加后置定语的简单句结构在学术写作和考试阅读中极为常见,尤其是用介词短语层层修饰核心名词的模式(如 support for X, value of Y)是典型的学术表达句式。掌握此结构后可大量复用,但因其为简单句、无从句变化,典型性略低于含从句的复合句。

Zoos which spare no effort to take care of animals should not be subjected to unfair criticism.

选项A

限制性定语从句修饰主语、情态动词加被动语态表达观点,这两种结构在四六级和考研阅读中非常常见。本句句式具有高度典型性,掌握后可在大量真题和学术文本中复用。

While animals in captivity deserve sympathy, zoos play a significant role in starting young people down the path of related sciences.

选项C

"While" 引导让步状语从句置于句首,主句强调核心观点,这种先让步后转折的句式在四六级和考研阅读中较为常见,具有较好的代表性和迁移价值。

Zoos save people trips to wilderness areas and thus contribute to wildlife conservation.

选项D

覆盖并列谓语、双宾语结构、定语、结果状语等多种成分，双宾语结构 save people trips 是考试常见易混点，适合练习区分间接宾语和直接宾语，且 contribute to 作为短语动词搭配也具练习价值。

Zoos should have been closed down as they prioritize money making over animals' wellbeing.

选项F

本句是“主句 + 原因状语从句”的经典结构，“as”引导原因状语从句是四六级和考研英语阅读中的高频句式；主句中的“情态动词 + 完成时 + 被动语态”也是常见考点；从句中的“prioritize A over B”搭配结构也具有代表性。这种结构在议论文、说明文中大量出现，掌握后可迁移到大量类似句子的理解和写作中，典型性很强。

HIGH-FREQUENCY • 真题高频词

本篇出现的 83 个考研英语一真题高频词

下列单词既在本篇短文中出现，又是 **考研英语一** 历年真题的高频词（在该考试真题中出现的句子数均不少于 8）。每个词标注本篇 出现次数与该考试真题句频，点击可查看该词的释义、音标、词形与真题例句。

conservation

B2

n. 保护

本篇7次 · 真题 24 句

wildlife

B1

n. 野生动植物

本篇5次 · 真题 13 句

opportunity

B1

n. 机会

本篇3次 · 真题 50 句

actually

A2

adv. 实际上，事实上（用于纠正或补充信息）

本篇3次 · 真题 42 句

finding

B2

n. 调查结果

本篇3次 · 真题 30 句

wild

A2

adj. 野生的

本篇3次 · 真题 13 句

creature B1

n. 生物

本篇3次·真题9句

would A1

aux. (will 的过去式) 将要, 会

本篇2次·真题304句

better A1

adj. 更好的 (good 的比较级)

本篇2次·真题70句

claim B1

v. 声称

本篇2次·真题49句

significant B2

adj. 重要的

本篇2次·真题47句

institution B2

n. 机构

本篇2次·真题39句

contribute B1

v. 捐献

本篇2次·真题34句

link A2

n. 联系

本篇2次·真题29句

criticism B2

n. 批评

本篇2次·真题27句

educational B1

adj. 教育的

本篇2次·真题26句

related B1

adj. 相关的

本篇2次·真题23句

thus B2

adv. 因此, 所以

本篇2次·真题22句

habitat B2

n. (动植物的) 栖息地, 生长环境

本篇2次·真题13句

sympathy B2

n. 同情

本篇2次·真题12句

wellbeing B2

n. 幸福; 安康

本篇2次·真题10句

deserve B1

v. 应得

本篇2次·真题8句

indispensable C1

adj. 必不可少的

本篇2次·真题8句

prioritize B2

v. 优先处理

本篇2次·真题8句

less A1

det. 较少的

本篇1次·真题150句

issue B1

n. 问题

本篇1次·真题89句

benefit B1

n. 好处

本篇1次·真题88句

support A2

v. 支持

本篇1次·真题87句

focus B1

n. 重点

本篇1次·真题77句

local A2

adj. 当地的

本篇1次·真题65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

impact B2

n. 影响

本篇1次·真题53句

potential B2

adj. 潜在的

本篇1次·真题43句

seek B1

v. 寻找

本篇1次·真题40句

protection B1

n. 保护

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

species B2

n. 物种

本篇1次·真题36句

thinking A2

n. 思考

本篇1次·真题 33 句

employee A2

n. 雇员, 员工

本篇1次·真题 32 句

range B1

n. 范围

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

balance B1

n. 平衡

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

contact B1

n. 联系

本篇1次·真题 28 句

organization B1

n. 组织

本篇1次·真题 28 句

critical B2

adj. 批评的

本篇1次·真题 26 句

majority B2

n. 大多数, 大部分

本篇1次·真题 25 句

enhance B2

v. 提高

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

advocate B2

v. 拥护

本篇1次·真题 22 句

suffer B1

v. 遭受 (痛苦、疾病、损失等)

本篇1次·真题 22 句

eliminate B2

v. 消除

本篇1次·真题 21 句

display B1

v. 展示

本篇1次 · 真题 20 句

datum C1

n. 数据 (单数形式, 复数为 data)

本篇1次 · 真题 19 句

freedom B1

n. 自由

本篇1次 · 真题 18 句

crucial B2

adj. 至关重要的

本篇1次 · 真题 17 句

evolve B2

v. 逐渐发展;进化

本篇1次 · 真题 17 句

observe B2

v. 观察;注意到

本篇1次 · 真题 17 句

outcome B2

n. 结果

本篇1次 · 真题 17 句

cannot A1

aux. 不能

本篇1次 · 真题 16 句

contribution B2

n. 贡献

本篇1次 · 真题 15 句

mostly B1

adv. 主要地

本篇1次 · 真题 14 句

norm B2

n. 常态

本篇1次 · 真题 14 句

operate B1

v. 运转

本篇1次 · 真题 14 句

underestimate B2

v. 低估

本篇1次 · 真题 13 句

diet A2

n. 日常饮食

本篇1次 · 真题 12 句

vast B2

adj. 巨大的

本篇1次 · 真题 12 句

alternative B2

n. 可供选择的事物

本篇1次 · 真题 11 句

biological B2

adj. 生物的

本篇1次·真题 11 句

commit B2

v. 承诺、保证做某事

本篇1次·真题 11 句

properly B1

adv. 正确地

本篇1次·真题 11 句

undermine C1

v. 逐渐削弱

本篇1次·真题 11 句

outdated B2

adj. 过时的

本篇1次·真题 10 句

exception B2

n. 例外

本篇1次·真题 9 句

profitable B2

adj. 盈利的，有利可图的

本篇1次·真题 9 句

adequate B2

adj. 足够的，充分的

本篇1次·真题 8 句

constantly B1

adv. 不断地，持续地

本篇1次·真题 8 句

environmentalist B2

n. 环保主义者

本篇1次·真题 8 句

participate B1

v. 参加

本篇1次·真题 8 句

passionate B2

adj. 热情的

本篇1次·真题 8 句

unhealthy B1

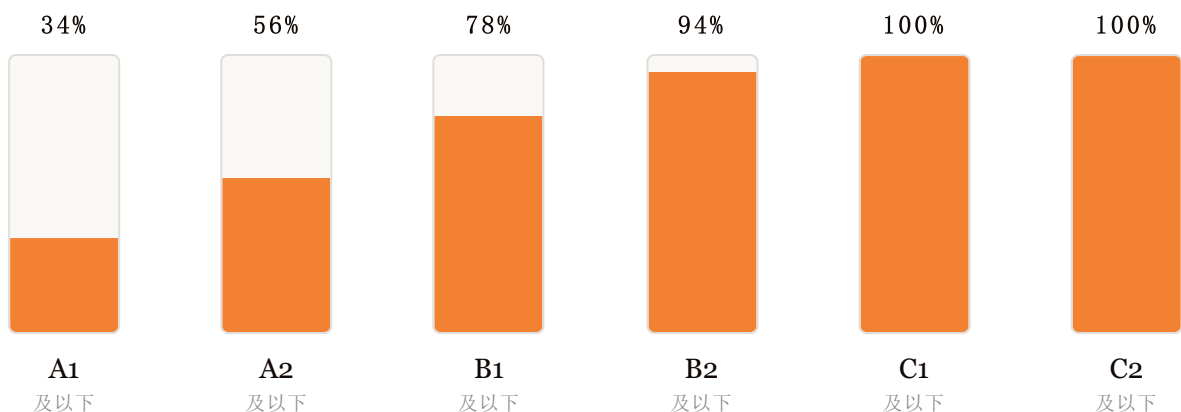
adj. 有害健康的;不健康的

本篇1次·真题 8 句

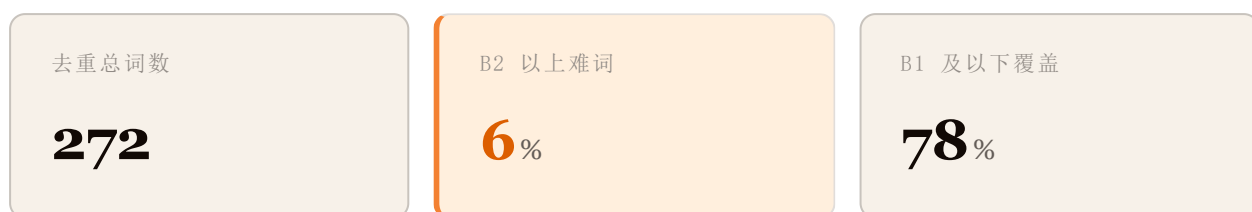
VOCABULARY · 词汇难度分布

全文 272 词按 CEFR 难度累积覆盖

带空原文去重后共 272 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 16 个·约 6%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 272 个 · 末柱为 100%



考研英语一 · 2022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	段落小标题（7选5）	本题
Section II Part C	英译汉（划线句子翻译）	题目解析 →
Section III Part A	写作	题目解析 →
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2022年考研英语一 英译汉（划线句子翻译） Section II Part C · 参考译文与逐句解析

PASSAGE & TRANSLATION • 题和解析

英译汉真题、参考译文与逐句解析

本页 5 句划线句的参考译文与逐句解析由懒笔记基于2022年 考研英语一英译汉（划线句子翻译）原卷逐句译审整理。与试卷排版同一卷面：Directions 与整篇英文短文连续排印，文中 (N)+下划线的 5 句即要求译成中文的划线句——划线句不是孤立的，常含跨句指代与全篇统一术语，每段之后紧随该段中文翻译，在上下文里看懂再逐句精翻。卷面之后按题号逐句拆分：意群直译、难点点破、语序调整、句内定稿参考译文，答案直显。

英语一真题(2022)

Section II Part C

Directions:

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

Between 1807 and 1814 the Iberian Peninsula (comprising Spain and Portugal) was the scene of a titanic and merciless struggle. It took place on many different planes: between Napoleon's French army and the angry inhabitants; between the British, ever keen to exacerbate the emperor's difficulties, and the marshals sent from Paris to try to keep them in check; between new forces of science and meritocracy and old ones of conservatism and birth. (46)It was also, and this is unknown even to many people well read about the period, a battle between those who made codes and those who broke them.

1807年至1814年间，伊比利亚半岛(包括西班牙和葡萄牙)是一场残酷无情的巨大斗争的舞台。这场斗争在许多不同层面上展开：拿破仑的法国军队与愤怒的当地居民之间；英国人(他们一直热衷于加剧这位皇帝的困境)与从巴黎派来试图遏制他们的元帅们之间；科学与精英制度的新势力与保守主义和血统的旧势力之间。这场斗争还发生在编制密码的人和破译密码的人之间，而这一点即使对许多熟读那个时期历史的人来说也是未知的。

I first discovered the Napoleonic cryptographic battle a few years ago when I was reading Sir Charles Oman's epic History of the Peninsular War. In volume V he had attached an appendix, The Scovell Ciphers. (47)It listed many documents in code that had been captured from the French army of Spain, and whose secrets had been revealed by the work of one George Scovell, an officer in British headquarters. Oman rated Scovell's significance highly, but at the same time, the general nature of his History meant that (48)he could not analyze carefully what this obscure officer may or may not have contributed to that great struggle between nations or indeed tell us anything much about the man himself. I was keen to read more, but was surprised to find that Oman's appendix, published in 1914, was the only considered thing that had been written about this secret war.

几年前，当我阅读查尔斯·奥曼爵士的史诗巨著《半岛战争史》时，我第一次发现了拿破仑时期的密码战。在第五卷中，他附上了一个附录《斯科维尔密码》。该附录列出了许多从西班牙法国军队那里缴获的密码

文件，这些文件的秘密被英国司令部的一位军官乔治·斯科维尔的工作所揭示。奥曼对斯科维尔的重要性评价很高，但与此同时，他的《历史》的总体性质意味着他无法仔细分析这位默默无闻的军官可能对国家间的伟大斗争做出或没有做出什么贡献，也无法告诉我们关于这个人本身的太多信息。我渴望阅读更多内容，但惊讶地发现奥曼于1914年出版的附录是唯一一篇关于这场秘密战争的深思熟虑的文章。

I became convinced that this story was every bit as exciting and significant as that of Enigma and the breaking of German codes in the Second World War. The question was, could it be told?

我确信这个故事与第二次世界大战中Enigma和破译德国密码的故事一样激动人心和重要。问题是，这个故事能被讲述出来吗？

Studying Scovell's papers at the Public Record Office, London, I found that he had left an extensive journal and copious notes about his work in the peninsula. What was more, many original French dispatches had been preserved in this collection, which I realized was priceless. (49)There may have been many spies and intelligence officers during the Napoleonic Wars, but it is usually extremely difficult to find the material they actually provided or worked on.

在伦敦公共档案馆研究斯科维尔的文件时，我发现他留下了大量日记和关于他在半岛工作的详尽笔记。更重要的是，这个收藏中保存了许多法国原始公文，我意识到这是无价之宝。在拿破仑战争期间可能有许多间谍和情报官员，但通常极难找到他们实际提供或处理的材料。

As I researched Scovell's story I found far more of interest besides his intelligence work. His status in Lord Wellington's headquarters and the recognition given to him for his work were all bound up with the class politics of the army at the time. His tale of self-improvement and hard work would make a fascinating biography in its own right, but represents something more than that. (50)Just as the code breaking has its wider relevance in the struggle for Spain, so his attempts to make his way up the promotion ladder speak volumes about British society.

在研究斯科维尔的故事时，我发现除了他的情报工作之外，还有更多有趣的内容。他在威灵顿勋爵司令部的地位以及他的工作所获得的认可都与当时军队的阶级政治紧密相连。他自我提升和努力工作的故事本身就足以成为一部引人入胜的传记，但它所代表的意义远不止于此。正如密码破译在西班牙争夺战中具有更广泛的相关性一样，他在晋升阶梯上向上攀登的努力也充分说明了英国社会的方方面面。

逐句解析

句前 (N) 即考卷划线句题号，与卷面下划线句——对应——满分 10 分、每句约 2 分，阅卷把每句切成意群按采分点给分（★ 为采分点意群）。

【来源】The Man Who Broke Napoleon's Codes《拿破仑密码破解者》一书的前言部分。

【主旨】作者回顾自己发现并研究拿破仑战争中一场鲜为人知的「密码战」

全文是一篇带回忆色彩的学术随笔。作者讲半岛战争(1807-1814)期间，除了正面厮杀，还存在 a battle between those who made codes and those who broke them——编码者与破译者之间的较量；他偶然读到 Oman 的附录，发现了破译军官 George Scovell 的事迹，进而立志把这段被埋没的「密码战」写出来。基调是 I became convinced that this story was every bit as exciting and significant as that of Enigma，即作者对这段历史评价极高、充满研究热情。把握住「这是一段被忽视的密码破译史」这个底座，逐句翻译时术语取义(code/cipher/intelligence)与人物身份才不会跑偏。

【指代】 46 句句首的 It → 承上指「半岛战争这场较量」

46 句 It was also 的 It 不能孤立翻成「它」。回到本段开头 the Iberian Peninsula (comprising Spain and Portugal) was the scene of a titanic and merciless struggle, 并承接前面连续几个 between... 的并列, 可知这个 It 指代的是「(半岛战争)这场较量/这场斗争」。翻译时宜还原为「这」或「这场较量」, 避免读者不知所指。

47 句的 It → 指 Scovell 那份附录 The Scovell Ciphers

47 句 It listed many documents in code 的 It, 要回到上一句 he had attached an appendix, The Scovell Ciphers. 这个 It 指的就是那份名为《斯科维尔密码》的附录, 译文里可处理成「这部(密码)附录」或「它」并由上文承接, 孤立看会断链。

48 句的 he / this obscure officer → 同一人 George Scovell

48 句 he could not analyze carefully 的 he 指上文的史学家 Oman; 而 what this obscure officer may or may not have contributed 中的 this obscure officer(这位不知名的军官)指 Scovell。本段第一句已点明 George Scovell, an officer in British headquarters, 两个第三人称必须分清, 否则译文人物错位。

code / cipher 统一译「密码(编码)」, code breaking 译「密码破译」

全篇反复出现 code / ciphers / code breaking。结合 those who made codes and those who broke them 与 Just as the code breaking has its wider relevance, 全篇统一把 make codes 译「编制密码」、break codes / code breaking 译「破译密码」, 术语前后一致, 避免一会儿「代码」一会儿「暗号」。

(46) It was also, and this is unknown even to many people well read about the period, a battle between those who made codes and those who broke them.

【意群】 It was also, (主干主谓(系表, 宾语被插入语隔开)) ★ 采分 → 它(这场较量)也是

难点: It 回指还原 + also 承接上文

It 不要译成空泛的「它」。回到本段 the Iberian Peninsula ... was the scene of a titanic and merciless struggle, It 指「这场较量/这场斗争」; also 承接前文连续几组 between... 并列, 意为「(这场较量)同样还是一场.....」。

and this is unknown even to many people well read about the period, (插入语(and 引导的补充说明)) ★ 采分 → ——而这一点甚至连许多熟读这段历史的人也并不知晓——

难点: well read 熟词僻义 + 插入语要归位

well read 不是「读得好」, 而是固定搭配「博览群书的、熟知某领域的」, well read about the period = 熟知这段历史的(人)。这一整段被两个逗号夹在主干中间, 是插入语, 翻译时要把它从主干里拎出来、单独处理(用破折号或单独成句), 不能顺着英文语序硬塞进主谓之间。

a battle between those who made codes and those who broke them. (表语(a battle + 两个 who 定语从句)) ★ 采分 → 一场编制密码的人与破译密码的人之间的较量

难点: those who... 译「.....的人」+ them 指代 codes

those who made codes/those who broke them 是两个 who 定语从句, 译法固定为「编制密码的(那些)人」「破译密码的(那些)人」。末尾 them 回指 codes, broke them = 破译密码; 结合 those who made codes and those who broke them 全篇术语统一作「密码」。

【调序】插入语提前或单独成句，定语从句「.....的人」前置

本句两处需调序：① 插入语 and this is unknown even to many people well read about the period 在英文里夹在主干中，汉语习惯把它提到句首或用破折号单独安放，使主干「这也是.....一场较量」连贯；② 两个 who 定语从句较短，按汉语「定语 + 中心词」译成「编制密码的人」「破译密码的人」，放在「之间」前。

【译文】这场较量同样还是一场编制密码者与破译密码者之间的较量——而这一点，甚至连许多熟知那段历史的人也并不知晓。

(47) It listed many documents in code that had been captured from the French army of Spain, and whose secrets had been revealed by the work of one George Scovell, an officer in British headquarters.

【意群】 It listed many documents in code (主干主谓宾(in code 作 documents 的后置定语)) ★ 采分 → 它(这部附录)列出了许多用密码写成的文件

难点：**It 回指附录 + in code 译「用密码写的」**

It 回指上一句的 an appendix, The Scovell Ciphers, 即《斯科维尔密码》那部附录。

documents in code 不是「密码里的文件」，in code 是后置定语「以密码形式的、用密码写成的」，整体译「用密码写成的文件/密码文件」。

that had been captured from the French army of Spain, (that 定语从句(修饰 documents, 被动语态)) ★ 采分 → 这些文件是从西班牙的法国军队那里缴获的

难点：**被动 had been captured 转主动/无主句 + the French army of Spain**

had been captured 是被动，汉语少用「被」，可转译为「(这些文件是)从.....缴获来的」。the French army of Spain 指「驻西班牙的法军/在西班牙作战的法军」，对应 the French army of Spain, 不是「西班牙的法国军队」这种生硬直译。

and whose secrets had been revealed by the work of one George Scovell, (whose 定语从句(并列第二个定语，修饰 documents, 被动)) ★ 采分 → 而这些文件的秘密是由一位名叫乔治·斯科维尔的人的工作揭开的

难点：**whose=these documents' + 被动转主动 + one 表「一位」**

whose 指 documents 的所属，whose secrets = 这些(密码)文件的秘密。had been revealed by 被动转主动：把 by 后的施事 the work of one George Scovell 提为主语——「乔治·斯科维尔的工作揭开了这些文件的秘密」。one George Scovell 中 one 不是数字「一个」，而是引出人名的「某位、一位名叫.....的」。

an officer in British headquarters. (同位语(说明 George Scovell 身份)) → 他是英军总部的一名军官

难点：**同位语补出「他是」**

这是 George Scovell 的同位语，汉译时补一个「他是」或「即」，译成「(他是)英军总部的一名军官」，让句子顺。

【调序】两个定语从句较长，不前置，拆成并列的两个分句后置

that 与 whose 两个从句都较长，若硬塞成「.....的文件」前置定语会臃肿。汉语习惯把长定语从句拆成并列分句后置：主干「列出了许多密码文件」后，用「这些文件是从.....缴获的，其秘密则由.....揭开」两个分句承接，末尾同位语再补「他是英军总部的一名军官」。

【译文】 这部附录列出了许多用密码写成的文件，这些文件是从驻西班牙的法军那里缴获的，而其中的秘密则是由一位名叫乔治·斯科维尔的人破解的——他是英军总部的一名军官。

(48) he could not analyze carefully what this obscure officer may or may not have contributed to that great struggle between nations or indeed tell us anything much about the man himself.

【意群】 he could not analyze carefully (主干主谓(情态动词否定)) ★ 采分 → 他(Oman)无法仔细分析

难点: **he 回指 Oman + could not 否定管到句末**

he 指上文的史学家 Oman(见 Oman rated Scovell's significance highly), 不是 Scovell。
could not 的否定一直管到后面的 or ... tell us 这个并列项, 即「既不能分析……, 也无法告诉我们……」。

what this obscure officer may or may not have contributed to that great struggle between nations (what 引导的宾语从句(作 analyze 的宾语)) ★ 采分 → 这位不知名的军官对那场国家间的大较量到底贡献了什么、或没有贡献什么

难点: **this obscure officer 指 Scovell + may or may not 译「是否/有没有」**

this obscure officer(这位默默无闻/不知名的军官)指 Scovell。may or may not have contributed 是「可能贡献过、也可能没贡献过」, 汉语顺译为「到底有没有(做出)贡献/贡献了什么或没贡献什么」。that great struggle between nations 回指 a titanic and merciless struggle, 即那场国家/民族之间的大较量。

or indeed tell us anything much about the man himself. (并列谓语(与 analyze 并列, 共用 could not)) ★ 采分 → 或者说, 也无法告诉我们关于这个人本身的任何多少情况

难点: **or 并列受 could not 统辖 + anything much 译「多少」**

or indeed tell us 与前面 analyze 并列, 同受 could not 否定, 意为「甚至也无法告诉我们……」。否定 + anything much 表「几乎说不出什么、谈不上多少」。the man himself = 这个人本身/此人其人, 指 Scovell。

【调序】 what 宾语从句顺译, or 并列项补「也(无法)」承接否定

what 引导的宾语从句较长, 按汉语习惯顺着译在 analyze 后即可(「无法仔细分析……这位军官到底贡献了什么」); or 并列项需补出「(也)无法/甚至也说不出」, 把前面 could not 的否定语气延续过去, 使「既不能……也不能……」的并列关系在汉语里显化。

【译文】 他无法仔细分析这位默默无闻的军官对那场民族间的大较量究竟做出过怎样的贡献、或是否做出过贡献, 甚至也无法就此人其人本身告诉我们多少情况。

(49) There may have been many spies and intelligence officers during the Napoleonic Wars, but it is usually extremely difficult to find the material they actually provided or worked on.

【意群】 There may have been many spies and intelligence officers during the Napoleonic Wars, (前一分句(there be 句型 + 时间状语)) ★ 采分 → 在拿破仑战争期间, 可能曾有过许多间谍和情报军官

难点: **may have been 表对过去的推测「可能曾经有过」**

may have been 是「情态动词 + have done」, 表示对过去的推测, 译「可能(曾经)有过」, 不能丢掉这层不确定语气。intelligence officers = 情报军官/情报人员, intelligence 此处取「情报」义, 不是「智力」。

but it is usually extremely difficult to find the material (后一分句主干(it 形式主语, 真主语为 to find...)) ★ 采分 → 但通常极难找到这些材料

难点: **it 是形式主语, 真主语是后面的 to find...**

it is difficult to find... 中 it 不指代任何具体事物, 是形式主语, 真正的主语是不定式 to find the material。译时直接译「(要)找到.....是极其困难的」或「通常极难找到.....」, 绝不能把 it 译成「它」。

they actually provided or worked on. (定语从句(省略 that, 修饰 the material)) ★ 采分 → 他们实际提供过或经手过的(材料)

难点: **省略关系词的定语从句 + they 回指 spies and intelligence officers**

the material 后省略了 that/which, they actually provided or worked on 是定语从句修饰 the material。they 回指前一分句的 many spies and intelligence officers。worked on 是「从事、经手、处理」, 与 provided「提供」并列, 译「他们实际提供或经手过的材料」。

【调序】 **形式主语句调成「找到.....是极难的」, 定语从句前置译「.....的材料」**

本句两处调序: ① it is difficult to find the material 按汉语调成「找到.....材料(是)极难的」或「极难找到.....材料」, 把真主语 to find 提到前面; ② 定语从句 they actually provided or worked on 较短, 前移译成「他们实际提供或经手过的」放在「材料」之前。

【译文】 **拿破仑战争期间或许曾有过许多间谍和情报人员, 但通常极难找到他们实际提供过或经手过的那些材料。**

(50) Just as the code breaking has its wider relevance in the struggle for Spain, so his attempts to make his way up the promotion ladder speak volumes about British society.

【意群】 Just as the code breaking has its wider relevance in the struggle for Spain, (Just as 引导的方式/类比状语从句) ★ 采分 → 正如密码破译在争夺西班牙的斗争中有其更广泛的意义

难点: **Just as... so... 类比结构 + wider relevance 译「更广泛的意义」**

Just as A, so B 是固定的类比结构, 译「正如A....., B也(同样).....」。the code breaking 承接全篇主题, 译「密码破译」(与 46/47 术语一致)。wider relevance 不是「更宽的关联」, relevance 此处取「意义、关联性、重要性」, wider relevance = 更广泛的意义/更深远的关联。the struggle for Spain = 争夺西班牙的斗争/那场争夺西班牙的较量。

so his attempts to make his way up the promotion ladder (主句主语(so 呼应 Just as, his attempts 为主语, to 不定式作定语)) ★ 采分 → 他努力沿着晋升的阶梯往上爬的种种尝试

难点: **make his way up the promotion ladder 比喻义「设法晋升/往上爬」**

make one's way up the promotion ladder 是比喻: the promotion ladder 「晋升的阶梯/官阶」, make his way up 是「努力往上爬/谋求晋升」。整体 his attempts to... = 他谋求晋升/力争上位的种种努力。his 指上文的 Scovell。

speak volumes about British society. (主句谓语(主句谓语动词 + 宾语)) ★ 采分 → 极能说明英国社会的状况

难点: **speak volumes 习语「很说明问题/意味深长」**

speak volumes 是固定习语, 字面「说了好几大卷」, 实义「(无须多言就)很能说明问题、极具说明意义」。speak volumes about British society = 很能说明/充分反映当时英国社会的状况。绝不能直译成「讲了关于英国社会的好多卷书」。

【调序】 **Just as 从句保持在前, so 主句补「也同样」呼应**

Just as A, so B 的语序与汉语「正如A, B也.....」基本一致, 前置从句不必大动; 关键是主句开头的 so 要译成「(那么).....也同样/也」, 与前面「正如」呼应, 并把长主语 his attempts... 整体译完再接谓语「很能说明.....」, 避免主谓被切断。

【译文】 **正如密码破译在那场争夺西班牙的较量中有着更为广泛的意义, 他力争沿着晋升阶梯往上爬的种种努力, 也同样很能说明当时英国社会的状况。**

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。

It was also, and this is unknown even to many people well read about the period, a battle between those who made codes and those who broke them.

第1段，第3句

本句涵盖主系表结构、定语从句、插入语、代词指代等多种成分,特别适合练习如何在被插入语打断的情况下识别主句主干,以及如何通过关系代词定位定语从句的修饰对象,成分划分训练价值较高。

It listed many documents in code that had been captured from the French army of Spain, and whose secrets had been revealed by the work of one George Scovell, an officer in British headquarters.

第2段，第3句

句子覆盖主谓宾基本句型、限制性定语从句、关系代词 that 和 whose 的用法、被动语态中的 by 引导的方式状语、同位语 (an officer) 等多种成分。两个定语从句并列修饰同一先行词的结构是值得练习的考点, whose 作为所有格关系代词的用法也具有一定训练价值。

I was keen to read more, but was surprised to find that Oman's appendix, published in 1914, was the only considered thing that had been written about this secret war.

第2段，第5句

并列主句加嵌套从句是四六级和考研阅读中的高频句式,宾语从句套定语从句的组合也是典型考点。插入语 "published in 1914" 的位置和作用,以及过去完成时被动语态在定语从句中的使用,都是真题中反复出现的结构。掌握本句的分析方法后,学生可以直接迁移到大量类似长难句上,实用性很强。

I became convinced that this story was every bit as exciting and significant as that of Enigma and the breaking of German codes in the Second World War.

第3段，第1句

宾语从句嵌套比较结构是四六级和考研阅读中的高频句式, "as...as..." 比较结构和承前省略也是常考点, 本句作为典型例句可大量复用。

Studying Scovell's papers at the Public Record Office, London, I found that he had left an extensive journal and copious notes about his work in the peninsula.

第4段，第1句

本句结构典型，主干不算过难，但包含分词状语与过去完成时两个高频训练点，适合作为结构和时态综合练习材料。对巩固“主句过去时 + 从句过去完成时”的时间先后判断尤其值得优先训练。

As I researched Scovell's story I found far more of interest besides his intelligence work.

第5段，第1句

"As" 引导时间状语从句位于句首、修饰主句，是考试阅读中的典型结构，学习者掌握后可在大量句子中识别类似模式，具有较好的迁移性。

Just as the code breaking has its wider relevance in the struggle for Spain, so his attempts to make his way up the promotion ladder speak volumes about British society.

第5段，第4句

本句使用 "Just as...so..." 关联结构进行类比论证，这是四六级和考研阅读中高频出现的论证句式。主语带后置定语修饰、固定搭配 "speak volumes about" 以及介词短语作状语等都是典型的书面语句式特征。掌握这类结构对理解学术和新闻文本有很强的迁移价值。

HIGH-FREQUENCY • 真题高频词

本篇出现的 35 个考研英语一真题高频词

下列单词既在本篇英文短文中出现，又是 **考研英语一** 历年真题的高频词（在该考试真题中出现的句子数均不少于 8）。每个词标注本篇出现次数与该考试真题句频，点击可查看该词的释义、音标、词形与真题例句。

code

B1

n. 代码

本篇4次 · 真题 15 句

struggle

B1

v. 奋斗

本篇3次 · 真题 32 句

intelligence B2

n. 智力

本篇2次·真题 48 句

battle B1

n. 战斗

本篇2次·真题 13 句

volume B1

n. 音量

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

rate A2

n. 速度

本篇1次·真题 72 句

journal B1

n. 杂志

本篇1次·真题 57 句

publish B1

v. 出版, 发行 (书籍、杂志等)

本篇1次·真题 52 句

significant B2

adj. 重要的

本篇1次·真题 47 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本篇1次·真题 42 句

material B1

n. 材料

本篇1次·真题 41 句

nation B1

n. 国家

本篇1次·真题 39 句

reveal B2

v. 揭示

本篇1次·真题 35 句

contribute B1

v. 捐献

本篇1次·真题 34 句

attempt B1

v. 试图

本篇1次·真题 32 句

preserve B2

v. 保护

本篇1次·真题 30 句

status B2

n. 地位

本篇1次·真题 29 句

highly B1

adv. 非常

本篇1次·真题 28 句

represent B1

v. 代表

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

analyze B2

v. 分析

本篇1次·真题 21 句

politics B1

n. 政治

本篇1次·真题 20 句

original B1

adj. 最初的，原始的

本篇1次·真题 19 句

collection B1

n. 收集物

本篇1次·真题 18 句

capture B1

v. 捕获

本篇1次·真题 17 句

realize B1

v. 意识到，认识到

本篇1次·真题 16 句

significance B2

n. 重要性

本篇1次·真题 11 句

attach B1

v. 贴上;系上;附上

本篇1次·真题 10 句

recognition B2

n. 认可

本篇1次·真题 10 句

scene A2

n. 场景

本篇1次·真题 10 句

surprised A2

adj. 感到惊讶的

本篇1次·真题 10 句

carefully A2

adv. 仔细地

本篇1次·真题 9 句

extremely B1

adv. 极其

本篇1次·真题 9 句

obscure

C1

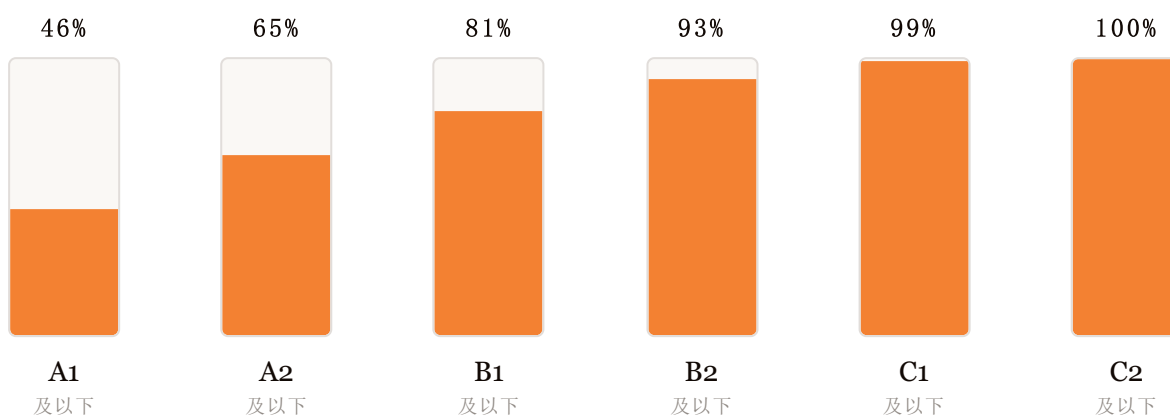
adj. 费解的

本篇1次 · 真题9句

VOCABULARY · 词汇难度分布

英文短文 168 词按 CEFR 难度累积覆盖

英文短文去重后共 **168** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 11 个 · 约 7%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）· 数据为英文短文去重词 168 个 · 末柱为 100%

去重总词数

168

B2 以上难词

7%

B1 及以下覆盖

81%

考研英语一 · 2022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	段落小标题（7选5）	题目解析 →
Section II Part C	英译汉（划线句子翻译）	本题
Section III Part A	写作	题目解析 →
Section III Part B	写作	题目解析 →

2022年考研英语一写作（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2022年 考研英语一写作原卷整理。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。

英语一真题(2022)

Section III Part A

Directions:

Write an email to a professor at a British university, inviting him/her to organize a team for the international innovation contest to be held at your university.

You should write about 100 words on the ANSWER SHEET.

Do not use your own name. Use "Li Ming" instead. (10 points)

【参考范文·104 词】 写作无唯一标准答案，以下为达标示范

Dear Professor Smith,

I am Li Ming, a student from Peking University. I am writing to invite you to organize a team to take part in the International Innovation Contest, which will be held at our university.

The contest, themed "Technology for a Better Future," will take place from July 15 to July 18 on our campus. It offers a wonderful chance for young talents worldwide to exchange creative ideas and showcase their projects. Your team's participation would surely make the event more inspiring.

We would be honored if you could accept our invitation. I am looking forward to your reply.

Yours sincerely, Li Ming

【参考译文】

尊敬的史密斯教授：

我是李明，北京大学的一名学生。我写此信是想邀请您组建一支团队，参加将在我校举办的国际创新大赛。

本次大赛以‘科技创造美好未来’为主题，将于 7 月 15 日至 18 日在我校校园举行。它为全球青年人才提供了一个交流创意、展示项目的绝佳机会。您团队的参与必将使活动更富启发性。

若蒙您接受邀请，我们将深感荣幸。期待您的回复。

此致 李明

【第1段】报家门+直陈来意。开头 I am Li Ming, a student from Peking University 先报身份，紧接 I am writing to invite you to organize a team... 一句点明邀请目的，落实 outline 第一块‘称呼+亮明邀请’，正对须覆盖要点‘说明写信目的’。

【第2段】硬信息+软价值。先 themed "Technology for a Better Future"、from July 15 to July 18、on our campus 给全主题、时间、地点；再 offers a wonderful chance... 点明交流展示的意义，完整兑现 outline 第二块与‘提供大赛相关信息（含参赛意义）’。

【第3段】敬语+结束语+落款。We would be honored if you could accept our invitation 拉满诚意，I am looking forward to your reply 表期待，末尾 Yours sincerely 与 Li Ming 补齐邮件格式与署名，落实 outline 第三块及署名硬性要求。

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

写邮件邀教授组队参赛

任务动词是 write an email、invite，对象是英国大学教授。一句话钉死：Write an email to a professor at a British university, inviting him/her to organize a team for the international innovation contest to be held at your university。所以本篇不是泛泛介绍比赛，而是一封目的明确的邀请信——请教授带队来参赛。

读者 • 语域

写给英国教授须正式

收信人是 a professor at a British university，一位不熟识的、有身份的长者兼学者，所以语域必须正式、礼貌、书面。称呼用 Dear Professor + 姓，全篇不用缩写口语（如 wanna、gonna），多用 would、honored 这类敬语。身份上你是发起方学生，落款按要求用 Li Ming，绝不能署自己真名。

中心立意

诚邀教授带队参赛

本信的交际目的：以本校名义诚挚邀请这位教授组建团队，来参加将在我校举办的国际创新大赛，并促成他回复接受。这正对应 inviting him/her to organize a team for the international innovation contest to be held at your university。

要展开的要点

1. 点明邀请目的

开门见山说明写信是为邀请对方组队参赛，即须覆盖要点之一‘说明写信目的’，对应 inviting him/her to organize a team。

2. 交代大赛信息

补充大赛的主题、举办时间与地点，把‘将在本校举办’具体化为可信的细节，对应 the international innovation contest to be held at your university，这是须覆盖要点‘提供大赛相关信息’。

3. 说明参赛意义

点出参赛价值——交流创意、展示成果、提升声誉，让邀请有吸引力，属须覆盖要点里的‘参赛意义’，避免只发通知般空洞。

4. 表达期待与诚意

结尾表达期待回复与诚挚邀请之意，推动对方接受并回信，落实须覆盖要点‘表达期待回复与诚挚邀请之意’。

STRUCTURE · 谋篇与逐段

怎么分段、每段写什么、能套哪些句架

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

第1段 称呼+亮明邀请

Dear Professor + 姓起头，一句自我介绍（Li Ming、本校学生），紧接 I am writing to invite you... 直接点出写信目的，对应须覆盖要点‘说明写信目的’。

第 2 段 介绍大赛与价值

正文主体：给出大赛主题、时间、地点等信息，再点明参赛意义，落实‘提供大赛相关信息（如主题、举办时间地点、参赛意义等）’。

第 3 段 礼貌收尾 + 落款

一句诚挚邀请 + 期待回复，结束语 Looking forward to your reply，另起落款 Yours sincerely / Li Ming，落实‘表达期待回复’并满足署名硬性要求。

第 1 段 自报身份并发出邀请

写：我是本校学生 Li Ming，现来函诚邀您组建团队，参加将在我校举办的国际创新大赛。把 organize a team for the international innovation contest to be held at your university 转成正文里的邀请句。

自我介绍句架 · I am Li Ming, a student from ____（学校/院系）。

亮明写信目的句架 · I am writing to invite you to ____（做某事，此处为 organize a team to take part in...）。

第 2 段 大赛主题时间地点 + 参赛价值

写：大赛以‘科技创造美好未来’为主题，7 月 15 至 18 日在我校校园举行；它为全球青年人才提供交流创意、展示成果的舞台，您团队的参与将令活动更具启发意义。这落实 the international innovation contest 的具体信息与参赛意义。

介绍活动信息句架 · The contest, themed ____, will take place from ____ to ____ at ____.

点明意义句架 · It offers a wonderful chance for ____ to ____（交流/展示）。

第3段 诚挚邀请 + 期待回复 + 署名

写：若蒙拨冗参加我们将深感荣幸，静候回音。结束语 Yours sincerely, 落款 Li Ming, 兑现 Do not use your own name 的硬性要求。

诚挚邀请句架 · We would be honored if you could ____ (accept our invitation / join us) .

期待回复结束语 · Looking forward to your reply. / Yours sincerely, ____ (落款姓名) .

REVIEW · 自检避坑

本题在四个评分维度怎样算达标、容易在哪丢分

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

内容切题

三要点缺一即扣

本题须同时写到‘邀请目的、大赛信息（主题/时间/地点/意义）、期待回复’三块；最易漏的是只说 inviting him/her to organize a team 却不交代大赛细节，导致内容空洞。

结构连贯

称呼落款不能缺

开头须有 Dear Professor + 姓，结尾须有 Looking forward / Yours sincerely 与落款；三段各司其职：目的、信息、收尾，不要把大赛信息硬塞进结尾。

语言准确

用 would / honored 提正式度

本题写给英国教授，宜用 I am writing to...、We would be honored... 等敬语；避免 I want you to come 这类直白口语，也别把 invite 误拼、时态混用。

字数格式

守约 100 词并署 Li Ming

篇幅须贴近 about 100 words，不可大幅超欠；落款必须是 Li Ming，遵守 Do not use your own name，写真名或漏落款直接失分。

署了真名或漏落款

反面示例：结尾写 Yours sincerely, Wang Hua（用了真名）或干脆无落款。改法：一律写成 Yours sincerely, / Li Ming，落实 Use "Li Ming" instead。

只邀请不给细节

反面示例：I invite you to join our contest. Please come.（无主题、无时间地点）。改法：补一句 The contest, themed "Technology for a Better Future," will take place from July 15 to July 18 on our campus.

口吻过于随意

反面示例：Hey Professor, do you wanna come to our contest?（招呼与口语都失礼）。改法：Dear Professor Smith, I am writing to invite you to organize a team for our contest.

考研英语一 2022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	段落小标题（7选5）	题目解析 →
Section II Part C	英译汉（划线句子翻译）	题目解析 →
Section III Part A	写作	本题
Section III Part B	写作	题目解析 →

2022年考研英语一写作（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2022年 考研英语一写作原卷整理。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。

英语一真题(2022)

Section III Part B

Directions:

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

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

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



【参考范文 · 186 词】 写作无唯一标准答案，以下为达标示范

As is vividly depicted in the drawing, two female students in school uniforms stand before a bulletin board on which a poster announcing a campus lecture is pinned. The short-haired girl on the left remarks that since the lecture falls outside their major, attending it would be useless, while her long-haired companion insists that going to listen is bound to do them good.

Simple as it appears, the drawing conveys a thought-provoking message about our attitude toward learning. What the girl on the left represents is a narrow, utilitarian mindset that dismisses any knowledge beyond one's own field, whereas the girl on the right symbolizes an open, curious spirit that welcomes broader horizons. In an age where disciplines increasingly overlap, the ability to absorb ideas across fields often sparks creativity and equips us for an uncertain future.

In my view, the second girl's attitude deserves our applause. Knowledge is never confined to a single major; a lecture in an unfamiliar area may plant a seed that flourishes years later. Therefore, we young people should

step out of our comfort zone and embrace every chance to learn.

【参考译文】

正如图画生动呈现的那样，两名身着校服的女生站在一块布告栏前，栏上贴着一张宣布校园讲座的通知。左边的短发女生说，这场讲座不是她们的专业，去听也没用；而她那位长发的同伴则坚持认为，去听听肯定有好处。

画面看似简单，却传递出一个发人深省的信息，关乎我们对待学习的态度。左边的女生代表着一种狭隘、功利的心态，对本专业之外的一切知识不屑一顾；右边的女生则象征着一种开放、好奇的精神，乐于拓宽视野。在一个学科日益交叉的时代，跨领域吸收观点的能力往往能激发创造力，让我们从容应对不确定的未来。

在我看来，第二个女生的态度值得称赞。知识从不局限于单一专业；一场陌生领域的讲座，或许会埋下一颗多年后开花结果的种子。因此，我们年轻人应当走出舒适区，抓住每一次学习的机会。

【第1段】客观白描落地描述任务。本段用 As is vividly depicted 总起，再以 remarks that / insists that 如实转述两人相反的话，只写画面事实不下判断，落实了描述段客观白描的方法，完成 describe the picture briefly。

【第2段】象征动词点破核心寓意。本段以 Simple as it appears 过渡，用 What ... represents is / symbolizes 对比句架点出两种学习观，末句放到学科交叉的时代背景升华，写足了寓意这一得分核心，完成 explain its intended meaning。

【第3段】表态加对策首尾呼应。本段以 In my view 明确表态、给出理由，末句 Therefore 引出走出舒适区的呼吁回扣寓意，落实了亮态度加对策的方法，完成 give your comments。

ANALYSIS • 审题与立意

这道题到底要写什么、立意是什么

动笔前先钉死本题的核心写作任务与读者语域、读懂配图，再定中心立意与要展开的要点——这些是本题特有的内容判断，不是通用套路。

核心任务

看图三步：描述加寓意加评论

本题要写的是一篇图画评论短文，必须完成三项任务：describe the picture briefly 简述画面、explain its intended meaning 阐释寓意、give your comments 给出个人评论。三项缺一不可，且第二项寓意是全文得分核心。

读者 · 语域

面向阅卷人的正式书面语

本题无具体收信人，属纯议论型看图作文，写给阅卷老师看即可，用正式、客观的书面英语，不用口语缩写、不用称呼与署名，保持第三人称客观描述加第一人称有节制的评论。

配图要读出

两生对讲座态度相反

画面核心是两名学生面对布告栏上的 校园讲座 通知态度对立：一人认为 不是我们专业的，听了也没用，另一人认为 去听听肯定有好处。这一正一反的对话就是可写点——它象征着对跨专业学习、拓宽视野的两种态度，作者显然倾向后者。

中心立意

跨专业学习值得鼓励

本篇中心论点：图中长发女生 去听听肯定有好处 的开放心态才是可取的——知识不应被专业边界锁死，主动接触本专业之外的讲座能拓宽视野、激发创造力。

要展开的要点

1. 两态度象征两种学习观

短发女生 不是我们专业的，听了也没用 代表狭隘功利的心态，长发女生代表开放好奇的心态——这是阐释寓意段的要点。

2. 跨界学习激发创造力

在学科日益交叉的时代，吸收本专业外的知识常能激发创造力、为未来做准备——这是支撑中心的社会层面理由。

3. 评论加呼吁走出舒适区

表明赞成开放心态的态度，并落到对策：年轻人应走出舒适区、抓住每一次学习机会——这是评论段要点。

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 客观描述画面

用两三句话讲清画了什么：两名学生面对布告栏上的讲座通知，各说一句相反的话，只白描不议论，对应 describe the picture briefly。

第 2 段 揭示引申寓意

从画面表象过渡到象征意义，点破两种学习态度之别及其时代意义，对应 explain its intended meaning，是全文核心段。

第 3 段 评论加呼吁收束

表明个人态度、给出理由与对策，结尾升华呼应寓意，对应 give your comments。

第 1 段 两生面对讲座通知各执一词

落点：两名穿校服的学生站在布告栏前，通知是 校园讲座；左边女生说 不是我们专业的，听了也没用，右边女生反驳说 去听听肯定有好处。只交代这些事实，不下判断。

总起点题句架 · As is vividly depicted in the drawing, ____ (一句话概括画面场景) .

转述对话句架 · The ____ girl on the left remarks that ____, while her ____ companion insists that _____. (用 remarks / insists 转述两人相反的话)

第 2 段 两态度象征狭隘与开放两种学习观

落点：左边女生 不是我们专业的，听了也没用 象征功利狭隘的心态，右边女生象征开放好奇的心态；在学科交叉的时代，跨界吸收知识能激发创造力、迎接不确定的未来。

过渡点破寓意 · Simple as it appears, the drawing conveys a thought-provoking message about ____ (主题) .

对比象征句架 · What ____ represents is ____, whereas ____ symbolizes _____. (用象征动词点出两方各代表什么)

第3段 赞成开放心态并呼吁走出舒适区

落点：赞成 去听听肯定有好处 的态度；理由是知识不限于单一专业，一场陌生领域的讲座可能埋下日后开花的种子；对策是年轻人应走出舒适区、抓住每次学习机会。

表态句架 · In my view, _____ deserves our applause / is more advisable. (一句亮明支持哪一方)

呼吁收尾句架 · Therefore, we _____ should _____ and embrace _____. (用 Therefore 引出呼吁或对策收束)

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

寓意段必须点透不能只描述

本题最易失分处是把 explain its intended meaning 写成第二遍画面描述。达标要点是第二段务必用象征语言点出两种学习态度之别，且三项任务比例均衡。

结构连贯

过渡词标出三步转换

本题用 Simple as it appears、In my view 等过渡分别标出从描述到寓意、从寓意到评论的转换，确保三段各司其职、层层递进，不粘连。

语言准确

象征动词与描述用词要地道

本题需准确使用 represent / symbolize / convey 等阐释寓意的动词，以及 remark / insist 转述对话，避免中式直译；这些词用对，语言分才稳。

字数格式

词数达标且描述不堆砌

本题要求 Write an essay of 160-200 words based on the picture below，自查时防止描述段堆细节超字、或评论段太短不足下限，把篇幅让给寓意段。

只描述不评论

反面示例：通篇写 There are two girls. One says the lecture is useless. The other says it is good. 三段都在复述画面。修正：第二段应写 What the girl on the left represents is a narrow attitude toward learning, whereas the other embraces open-mindedness. 把画面翻成寓意。

描述臃肿寓意干瘪

反面示例：描述段细写校服、发型、布告栏颜色、贴纸位置等无关细节凑到七八句，寓意段只有 It is meaningful. 一句。修正：描述只留人物、对话、对比三点，寓意段展开到两三句讲清两种学习观。

万能套话开头

反面示例：With the development of society, more and more problems have appeared in our daily life. 与图意毫无关系。修正：换成 As is vividly depicted in the drawing, two students argue over whether to attend a lecture outside their major. 直接切入画面。

考研英语一 · 2022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	段落小标题（7选5）	题目解析 →
Section II Part C	英译汉（划线句子翻译）	题目解析 →
Section III Part A	写作	题目解析 →
Section III Part B	写作	本题