

# 2022 年全国硕士研究生入学统一考试 英语（一） 试题

## 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 bunk, according to the authors of the new article. Plant biology is complex and fascinating, but it 5 so greatly from that of animals that so-called 6 of plants’ intelligence is intriguing but inconclusive, the scientists wrote. In animals, neurobiology refers to the biological mechanisms through which a nervous system regulates behavior, according to Harvard University’s Mind Brain Behavior Interfaculty Initiative. Over millions of years, brains in diverse animal species have evolved to produce behaviors that experts identify as intelligent: Among them are reasoning and problem-solving, tool use and self-recognition.

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, a professor emeritus of molecular, cell and developmental biology at the University of California Santa Cruz.

“They 10 claimed that plants have ‘brain-like command centers’ at their root tips,” Taiz told Live Science in an email.

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, according to the article. 13, the signaling in a plant is only 14 similar to the billions of synapses 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.

Other researchers who recently investigated the neuroscience of consciousness—awareness of one’s world and a sense of self—found that in animals, only vertebrates, arthropods and cephalopods had brains complex enough to enable them to be conscious.

“If the lower animals—which have nervous systems—lack consciousness, the 17 that plants without nervous systems have consciousness are effectively nil,” Taiz said.

And what's so great about consciousness, anyway? Plants can't run away from 18 , so investing energy in a body system that 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 below each text by choosing A, B, C or D.

Mark your answers on the ANSWER SHEET. (40 points)

#### Text 1

People often grumble 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 ubiquitous 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. Until recently, museums only had to worry about traditional materials. The variety of plastic objects at risk is dizzying: early radios, avant-garde sculptures, celluloid animation stills from Disney films, David Bowie costumes, 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 carpet” — 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 at RCE began to study ways to protect polyurethane. First, they took foam samples similar to the nature carpets and infused some with stabilizing and consolidating chemicals that modern manufacturers often use. Van Oosten calls those chemicals “sunscreens” because their goal was to prevent further light damage and rebuild worn polymer fibers. Then the team used xenon lamps to artificially age both treated and untreated samples, and examined them under high-powered microscopes. The results were encouraging. Samples that lacked sunscreen had withered under the barrage of photons: The molecular “struts” shoring up the foam were 42% thinner and notably more brittle than before the lamp treatment. The struts in samples with sunscreen decreased by as little as 12.5%. Armed with that knowledge, conservators working with RCE infused several Gilardi sculptures, including two nature carpets, with the sunscreen to stabilize them. Van Oosten is proud that several have even gone on display again, albeit sometimes beneath protective cases. Long called the “queen of plastics,” in 2012, van Oosten was knighted in the Netherlands for her efforts to preserve plastic objects and spread knowledge to other institutes.

Despite such success stories, 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. Ferreira 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 holds certain plastic are \_\_\_\_\_.

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

23. Museums stopped exhibiting artworks of G's to \_\_\_\_\_.

- [A] keep them from hurting visitors
- [B] duplicate them for future display
- [C] have ingredients for future 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 Ferreisia's opinion, the 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 the impact on today's cultural life

## Text 2

As the latest crop of students pen their UCAS 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 Gen Z (and their parents) 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 (just as governments hiked up the cost of getting one). 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 amongst the OECD.

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 Gen 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—just as Penguin did in 2016.

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 (albeit expensive) to have two.

It is unlikely that Gen Z will be done with education at 18 or 21; they will need to be constantly up-skilling throughout their career to stay agile, relevant and 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.

I have often heard older generations talk about their degree (even if it was gained decades ago) in the present and personal tense: "I am a geographer or 'I am a classist'". 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 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] millennials opinions about work
  - [B] the shrinking value of degree
  - [C] public discount 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 degrees
  - [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 post graduates
  - [D] further their studies in the specific field
30. What can be concluded about Generation Z from 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, stimulating, inspiring, fun. These were some of the words that *Nature* readers used to describe their experiences 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. Public engagement has become essential to many research projects. Scientists are increasingly seeking out visual artists and designers to help them to communicate their work to new audiences. “Artists help scientists reach a broader audience and make emotional connections that enhance learning,” one respondent said. “The experience is very liberating for me, as a scientist,” said another. “There’s often a visual aspect to my science that generating and publishing data does not convey.”

One example of how artists and scientists have together rocked the senses came last month

when the Sydney Symphony Orchestra in Australia 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 in Melbourne. The work was entitled *The (Uncertain) Four Seasons*, and variations of the score containing local data were sent to every major orchestra in the world. The performance was a creative call to action ahead of November's United Nations.

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 — even if these are reasons why scientists seek opportunities to work with artists. 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 (MIT) opened its Center for Advanced Visual Studies (CAVS) in Cambridge to explore the role of technology in culture. The centre was established during the Vietnam War, when many scientists in the United States were being criticized for working on defence contracts. Its founders believed that artists and scientists could, together, create a vision for a more humane world. They deliberately focused their projects around light — hence the 'visual studies' in the name. Light was a something that both artists and scientists had an interest in, and therefore could form the basis of collaboration, says Seth Riskin, a visual-arts researcher at the MIT Museum who previously worked at CAVS.

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 Year Season* 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 innovation



33. Some artists seem to worry that in the art-science partnership \_\_\_\_\_.

- [A] their roles 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 CAVS ?

- [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 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 the *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 underperforming 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 wellbeing.

Across the Tasman, 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 the Paragraph 3 that the provision may \_\_\_\_.

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

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

- [A] Imposing reasonable wage restraints.
- [B] Enforcing employment protections.
- [C] Limiting the powers of business owners.

[D] Dismissing poorly performing managers.

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

[A] High-paid managers may lose jobs.

[B] Employees suffer salary cut.

[C] Society sees a rise in well-being.

[D] Employers hire new staff.

40. It can be inferred that "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 peoples' opinions about the article *Cases Against the Zoo*. For Questions 41-45, choose the most suitable one from the list A-G to match the numbered people's name. There are two extra choices, which do not fit in any of the blanks. Mark your answers on the ANSWER SHEET. (10points)

#### 41. Teri Byrd

I am a veterinarian who was a zoo and wildlife park employee for years before obtaining my veterinary degree. 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 such as African lions that bred in captivity were "culled" (killed) when their numbers exceeded the financial capability of the zoo to feed them. Baby bears, seals, beavers and other animals were taken in and used by the zoos for financial profit until they were no longer useful, and then either "culled" or released into the wild without the ability to survive. I was taught to recite a spiel on conservation to zoo visitors that was false.

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.

#### **42. Karen R Sime**

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

Emma Marris briefly mentions sanctuaries. Sanctuaries are a growing and ethical alternative to animals kept in captivity and “on display.” The Global Federation of Animal Sanctuaries is the accrediting body for sanctuaries, with 200 members in the United States and abroad. One hundred percent of the focus of our organization and its member sanctuaries is on the humane care of their animals.

She cites studies showing that most zoo visitors do not closely read educational signs, arguing that few people experience the zoo other than as a simple family outing. However, those few who gain a serious interest in conservation add up to a lot, given that millions of people visit zoos.

The zoology program at my State University of New York campus 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. They also get to meet adults who have turned their love for animals into a career, and with whom they can identify.

Surely there must be some middle ground that balances zoos’ treatment of animals with their educational potential.

#### **43. Greg Newberry**

Emma Marris’ article is an insult and disservice to the thousands of passionate dedicated people who work tirelessly to improve the lives of animals and our planet. Ms. Marris 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 and aquariums 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.

#### **44. Dean Gallea**

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, akin to natural history and archaeology museums, serving to satisfy our need for contact with these living creatures while leaving the vast majority undisturbed in their natural environments.

#### 45. John Fraser

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)

#### The Man Who Broke Napoleon's Code

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 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 (in Kew, west 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. I realized at once that this 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. Furthermore, Scovell's story involved much more than just 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 in our university.

You should write about 100 words on the ANSWER SHEET.

**Do not** use your own name in the email. Use "Li Ming" instead.

Write your essay on ANSWER SHEET. (10 points)

**Part B**

**52. Directions:**

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

- 1) describe the picture briefly
- 2) interpret the implied meaning
- 3) give your comments

Write your essay on ANSWER SHEET. (20 points)



## 2022 年全国硕士研究生入学统一考试 英语（一）

### 试题解析

#### Section I Use of English

1、【**解题思路**】该空分号前半句讲植物具有某种程度的意识的想法最早在21世纪初生根。可以看出，动物有意识是常识，这种认为植物有意识的想法是比较新颖的。本空所在句要表达的含义是the term “plant neurobiology” was \_\_\_around the notion that...(“植物神经生物学”一词是围绕 着这种观念被\_\_\_)。纵览四个选项，这一术语被创造出来符合文意。故答案为【A】。需要注意的是，coin名词是硬币，本空取动词含义“创造（新词语）”之意。

【**干扰排除**】 【B】 discovered（发现），指自然界原本就有的东西，这一术语并非自然界中原有的东西，是近期人们才提出来的，故排除。 【C】 collected（收集），收集术语搭配不当，排除。 【D】 issued（发出，公布）多指期刊、杂志等的发行、发布或公开正式地宣布，不符合文意，故排除。

2、【**解题思路**】前文讲植物有意识的想法最近被提出，本空所在句提到动物智商的问题，显然是植物和动物做了比较。该空要表达的意思为the notion that some aspects of plant behavior could be\_\_\_ to



intelligence in animals ( 有一种观点认为植物行为的某些方面可以与动物的智力相提并论。 ) 故 **【C】** compared ( 比较 ) 为本题答案。

**【干扰排除】 【A】** attributed代入构成搭配be attributed to ( 被归因于 ... ) ,意思是植物的行为被归因于动物的智商, 明显逻辑错误, 故排除。 **【B】** directed to ( 把 ... 对准某物; 为 ... 引路 ) , 不合文意。 **【D】** confined ( be confined to局限, 限制 ) , 代入意思是植物行为的某些方面可能仅限于动物的智力, 逻辑不通, 故排除。

3、**【解题思路】** 本题考查逻辑关系。空格前半句提到植物没有大脑, 后半句说茎叶中发出的电信号仍会引发反应, 前后构成逻辑上的转折让步关系。故答案为 **【D】** Though ( 虽然 ) 。

**【干扰排除】 【A】** Unless ( 除非 ) , 意思为除非植物没有大脑, 而事实情况是植物本来就没有大脑, 构不成反条件逻辑关系。 **【B】** When ( 当 ... 时候 ) , **【C】** Once ( 一旦 ) 代入皆不符合逻辑, 均排除。

4、**【解题思路】** 该空为定语从句部分, that指代responses ( 反应 ) , 结合第三题, 本句要表达的含义应为研究人员此前曾报道, 虽然植物没有大脑, 但它们的茎和叶发出的电信号仍然引发了暗示了植物有意识的反应。故答案为 **【C】** hinted at ( 暗示 ) 。

**【干扰排除】** 【A】 coped with ( 应对 , 处理 ) , 应对意识搭配不当 , 排除 ; 【B】 consisted of ( 由 ... 构成 ) , 有意识构成的反应 , 逻辑不通 , 故排除 ; 【D】 extended to ( extend延伸 ) , extend为及物 动词 , 没有extend to 的用法 , 故而排除。

5、**【解题思路】** 本题空格位于but转折词后。整句话的句意为：植物生物学复杂而迷人，但它与 动 物 的 相 比 \_\_\_\_ 巨 大 ( Plant biology is complex and fascinating, but it \_\_5\_\_ so greatly from that... )。上文提到植物似乎像动物一样拥有自主意识，而本段第一句话but转折暗示内容与上文 相反，即作者认为植物生物学和动物的有差别，且后面from..., differ from...表示“与 ... 不同”，因而选 **【D】**。

**【干扰排除】** 题干部分...from that of animals说明前后有比较概念，选项 **【A】** suffers ( 遭受 ) , **【B】** benefits (受益) , **【C】** develops ( 发展 ) 都不能体现比较的概念，因此均排除。

6、**【解题思路】** 空格词位于由so...that引导的结果状语从句中，所在部分的句意为“植物生物学 与动物的相比差异巨大以至于那些所谓的\_\_\_\_并没有说服力。”上一段提到之前关于植物的研 究发现来证明植物像动物一样有自主意识，而本段在反驳上文内容，即上文的这些作为“证明” 的发现尚无定论，只有选项 **【B】** evidence符合文意。

**【干扰排除】** 所在句后为形容词inconclusive，形容某物是非结论的，不能让人信服的，说明空格 需要填一个偏向研究结果、证据的词，选择 **【A】** acceptance ( 接受 ) , **【C】** cultivation ( 培养 ) 或 **【D】** creation ( 创造 ) 均不符合。

7、【解题思路】空格位于some scientists have \_\_\_\_ that...，所在部分为句子的主句，需要填写一个动词的过去分词形式，句意为“自2006开始，一些科学家\_\_\_\_植物拥有与激素和神经递质相互作用的神经元样细胞 ... ..”。that引导的内容是在说明植物拥有类似的精神细胞，该发现还是支持植物拥有自主意识的内容，且Beginning in 2006呼应文章第一段第一句话的early 2000s,说明这些科学家的态度意见与第一段相同，即这些科学家也主张植物有神经细胞的观点，因此选择选项【C】argued（主张）。

【干扰排除】选项【A】doubted（怀疑）和【B】denied（否认）都体现是否定植物拥有神经细胞的观点，与原文意思相反，故排除。选项【D】requested，而that后面的内容是一个结论，无法与requested搭配，故排除。

8、【解题思路】空格处位于a plant nervous system,需要填入一个现在分词，构成前面的内容的结果。前面在表述有这样的神经细胞，后面的结果是与植物神经系统相关，将四个词代入句子中，只有【B】forming符合逻辑，即有了这些神经细胞从而形成了植物神经系统，故正确答案为选项【B】。

【干扰排除】根据前文的表述，描述植物拥有类似的神经细胞想要论证的植物有意识，有这样的神经系统来体现。而把选项【A】adapting（适应），选项【C】repairing（修复）和选项【D】testing（测试）分别代入句中，都是已经在具体描述这个神经细胞的作用，不符合前后的逻辑，故排除。

9、【解题思路】空格处位于\_\_9\_\_to that in animals，意为“\_\_动物的神经系统”，本题为形容词辨析，需要一个形容词连接植物神经系统与动物神经系统的关系。前一句提到植物有与激素及神经传到物质相互作用的神经样细胞，后面一句话也提到植物有类似大脑的指挥中心，因而选【A】类似的。

【干扰排除】【B】essential（重要的），【C】suitable（合适的），【D】sensitive（敏感的），三个选项均不能与前后句进行衔接与连贯，不符合上下文逻辑，故而排除。

10、【解题思路】空格处位于They10 claimed that plants have 'brain-like command centers' at their root tips，意为“他们\_\_\_\_声称，植物的根尖上有‘类似大脑的指挥中心’”，此处同样表明的是上文提及的科学家的相同观点并表达了递进逻辑，因而选【D】even（甚至）。

【干扰排除】【A】just（仅仅，刚刚）和【B】ever（曾经）表时间逻辑，与原文表达逻辑不符，因此排除；【C】still（仍然），虽然同样可以表达了与前文观点的逻辑一致性，但语义不符，因此排除。

11、【解题思路】空格处位于This11 makes sense，意为“这个\_\_\_\_说得通”，代词this后要选的这个名词应该是对上一段有些科学家的观点 They even claimed that plants have 'brain-like command centers' at their root tips...（他们甚至宣称植物在其根尖也有类似大脑的控制中心...），因而选【C】perspective（观点，看法）。

【干扰排除】【A】restriction（限制），【B】experiment（实验）和【D】demand（需求）三个选项的含义与本文无关，上文并未出现过，故排除。

**12、【解题思路】**空格处位于it to an array of electrical pulses，整个句子意为“如果你简化一个复杂大脑的工作方式，将其\_\_\_\_\_一系列电脉冲，这个观点就说得通了”，因为空格前文提及simplify简化，后半句对前半句的解释，空格处的单词应该与前半句中的simplify为同意替换，因而此处选**【B】** reducing（减少，简化）。

**【干扰排除】** **【A】** attaching（使附着），**【C】** returning（返回，归还）和**【D】** exposing（暴露）三个选项的含义都不能和simplify构成语义上的同意替换，故而排除。

**13、【解题思路】**空格处位于句首，选项均为逻辑关系词。可以根据本句话和前文的意思来确定逻辑关系。前文提到“植物有一个像大脑一样的指挥中心，并且这种观点也是有科学道理的。”再根据本句话中的only...similar...可知“植物与动物仅仅是相似”暗含了对于前文植物与动物一样存在意识这种观点的否定，故选择表示转折的逻辑关系词。**【A】**选项“However（然而）”符合句意。

**【干扰排除】** **【B】** Moreover表示“并且”，属于并列或递进的逻辑关系，与后文否定前文内容的转折关系不符，故排除**【B】**选项；**【C】** Therefore表示“因此”，属于因果逻辑关系，前文肯定了“植物存在意识”，后文否定了这种观点，表示“只是类似于动物而已”，并不存在因果关系，故排除**【C】**选项；

**【D】** otherwise表示“否则”，虽然有转折含义，但是otherwise更多的是否定前文内容后会产生结果，而原文只是表示对于前文的否定，没有针对后续结果进行阐述，故排除**【D】**选项。

**14、【解题思路】**空格处位于the signaling in a plant is only similar to...,纵览四个选项,可知本题要填入副词修饰“植物只是...类似于动物”,根据前文内容可知“植物像动物一样拥有意识...”本句进行转折,应该填入一个副词表示与动物的这种类似程度应该非常轻,才可以表达出否定前文观点的含义,对比选项发现【C】superficially“表面上地、浅显地”代入题目后句意为“然而,植物只是表面上跟动物类似”,暗含对于这种观点的否定,故选【C】。

**【干扰排除】**【A】temporarily表示“暂时地”,表示时间上存在先后,但原文并未表明“目前植物与动物相似,之后便不再相似”的含义,因此排除选项【A】。【B】literally表示“实际上”,指对于目前情况的肯定,由于本句话有however,表示对于前文内容的否定,与句意不符,故排除选项【B】。【D】imaginarily表示“在想象中地”,植物类似于动物这样的观点是经过科学研究得到的结论,并不是主观想象,故排除选项【D】。

**15、【解题思路】**本题位于本句话的主语的位置,意为“意识的进化需要复杂程度和能力的门槛...”,纵览四个选项,只有填入【B】选项level“水平”可保持句意通顺,意为“意识的进化意味着复杂程度和能力要求都很高”,以此来呼应上文“植物并不像动物一样有大脑控制中心”这样的观点,作为对于“植物存在意识”这种观点的一种较轻程度的否定,故正确答案为【B】。

**【干扰排除】**【A】list(清单)表示一件事情含有多种要素,原文并未列举意识出现的各个要素,故排除【A】;【C】label(标签),原文中未提及意识出现的标志或标签,故排除【C】;【D】load(负载、工作量),原文中并未提及意识的出现是一种负担,故排除【D】。

**16、【解题思路】** 空格位于句末，作为he（指前段中出现的学者Taiz）所发出的动作，结合句意可知，双引号的内容为这位学者所提出的观点，结合前段这位学者已经提出了一种观点，纵览四个选项，【D】选项 added（补充）符合句意，表示本句话是承接上一段这位学者所提出的第二个观点，表示并列或递进关系，故选【D】。

**【干扰排除】** 【A】选项 recalled表示“回忆”，由本句句意可知这是学者提出的观点，并非对于过去的事情的回忆，故排除【A】；【B】 agreed（同意），一般用在与前文所提到的某种观点一致时使用，但本句话是这位学者提出的观点，并未与其他观点相同，故排除【B】；【D】 questioned（质疑），根据句意可知，本句话是该学者的观点，而非其质疑的内容，故排除【D】。

**17、【解题思路】** 空格所在部分后面的that从句是一个同位语从句，整句话的主干是：the are...zero,” 根据语境，空格前文提到If the lower animals — which have nervous systems — lack consciousness（如果具有神经系统的低级动物缺乏意识的话），那么“没有神经系统的植物拥有意识的可能性为零”。表示可能性“chances”，故故选【A】。

**【干扰排除】** 【B】 risks表示“风险”与原文意思不符，前文提到的是如果动物有意思，与下文植物是否有意识进行联系，故而排除；【C】 excuses表示“借口”，“借口为零”搭配并不通顺，【D】 assumptions 表示“假设”，“假设为零”搭配也不合适，因而不不管是搭配还是从原文意思出发，都可以排除。



**18、【解题思路】**空格处位于Plants can't run away from 18，本句可通过短语意思搭配解题。空格前面run away from表示“逃离”，前文问道“意识到底有什么厉害之处”可以看出，所想要表达的隐含意是：有意识的动物能逃离危险，而植物不能逃离危险。且后文还有threat“威胁”做呼应，因而本题应选【A】。

**【干扰排除】**【B】 failure表示“失败”，“逃离失败”的话，更像是动物干的事，而文中主语是植物，搭配不符；【C】 warning表示“警告”，该词本身就与run away from不搭配，警告应该是听从或者不听，而不是逃离；【D】 control表示“控制”，“run away from control”搭配可以，但就原文意思来看，并没有提到过谁的控制，有时候动物也可能逃离不了人的控制，所以这一点对于普遍的动植物在意识的区分并不成立，故而排除。

**19、【解题思路】**根据后面and搭配的短语含义解题。19 a threat and can feel pain，本空谓语定从修饰前面body system的后面“……威胁并能感觉到疼痛”再根据前文中“逃离危险”可知，这里应该填入“感知威胁/意识到威胁”之类的词，【D】 recognizes可以表达这层意思，“认出；识别”，故而本题选【D】。

**【干扰排除】**【A】 represents（代表），代表威胁并感知疼痛，搭配不合适，排除；【B】 includes（包

含)，包含一个威胁并感到疼痛，搭配也不合适，排除；【C】reveals表示“揭露；展现”，如果是某种现象揭露出一种威胁可以，但后面还搭配着feel pain，且前面修饰的是a body system，也就是说前面修饰的相当于是一个动物/植物，它还能感觉到疼痛，所以用揭露不合适，故而排除。

**20、【解题思路】** 本空位于a very evolutionary strategy, “这是一个什么样的进化策略”，根据本句语气解题。从前文得知信息，前文说到“那么，意识到底有什么了不起的呢？植物无法逃避危险，因此将精力投入到一个能够识别威胁并能感受到疼痛的身体系统中将是一种非常进化策略”根据意思可得知，本空应该是一个贬义词，类似于做无用功的意思，因此选项中带贬义的只有【B】poor在文中不表示“贫穷的”，而表示“糟糕的”，选【B】。

**【干扰排除】** 【A】humble表示“谦虚的；卑微的”是一个正向意义的词，通常用于形容人的品质；

【C】practical表示“实际的；切实可的”也是一个褒义词，与文中语气不符，故排除；【D】easy表示“容易的”，与策略搭配不合适，且也与语气不符，故而排除。

## Section II Reading Comprehension

### Part A

#### Text 1

21、【解题思路】 题目问的是博物馆所面临的困难，可定位到第一段 “All of which creates huge headaches for institutions, such as museums, trying to preserve culturally important objects.” 即：让博物馆之类的机构头疼的是如何保存这些有文化意义的物品，对应 A 选项保养他们的塑料品，原文 preserve 对应选项中的 maintain。

【干扰排除】 选项【B】 Obtaining durable plastic artifacts 获得耐用的塑料手工艺品在文中未提及；选项【C】 Handling outdated plastic exhibits 处理过时的塑料展品有一定干扰性，但“过时的”这一层意思在文章中未体现；选项【D】 Classifying their plastic collections 分类塑料收藏品在文章中未提及。

22、【解析思路】 由题干关键词人名 Van Oosten 定位到第二段第一句话，首先上来就点明 certain artifacts are vulnerable是有弱点的，同义词替换约等于选项【C】 flawed 即“有缺陷的”，“本质上是 有缺陷的”。

【干扰排除】 【B】 干扰性极强，定位到原文中 artifacts有弱点的原因部分，即艺术家们不知道如何恰当地混合各种原材料，才致使塑料成品存在弱点，而非是【B】选项中不恰当的形状 shape。【A】 和【D】

属于弱干扰，第二段没有提及【A】中的“免于腐烂”，虽然在第一段提到 don't break down easily 不易降解，但【A】选项仍未偷换概念。【D】选项“结构复杂”在原文中未提及，结构不等于原材料，更不等于原材料的配比情况。

**23、【解题思路】**本题答案为【D】“防止这些塑料艺术品的进一步损坏”。根据本道题所定位的段落。题干出现在段落末尾。此段一开始谈到了一些塑料艺术品用的一些 poly 之类的化学物质，会易受光源的影响，这就会导致艺术品的进一步损坏。

**【干扰排除】**【A】选项谈到的游客在全段话没有提及，属于无关定位的错误选项；【B】选项复制艺术品为了未来展示也未提及；而【C】选项的 ingredients 属于定位错误理解，作者提到成分是为了指出一些成分易受光源影响而非是为了进一步分析。

**24、【解题思路】**本题正确答案【D】。Challenging (有挑战的)。题干问“作者认为塑料的保存\_\_”，问的是作者观点，根据顺序原则，第5段讲的是 Oosten 的具体做法，第7段讲的是 25 题题干中提到的 Ferrira，可以确定该题答案位于第6段。第6段第一句说 “Despite successful stories as Van Oosten, preserve plastics will likely get harder” (尽管有 Oosten 这样成功的案例，保存塑料似乎变得愈发困难)

**【干扰排除】**四个选项【A】Costly (昂贵的)，【B】Unworthy (不值得的)，【C】Unpopular (不受欢迎的)，只有【D】Challenging (有挑战性的) 对应原文 get harder (更加困难的)，其余概念并未提及。

25、【解题思路】 本题答案为【B】“有着深远的历史意义”。根据本道题题干信息，细节题，定位在文章最后一段。【F】这个人的观点中，提到的文章主题词围绕 the preservation of plastic artifacts “塑料人造艺术品的保留”会决定未来人们如何定义我们，也就是同义替换为在未来如何看到过去的历史，即为【B】选项中历史意义。

【干扰排除】 【A】选项有诱惑原词 future，将鼓励未来科学研究“scientific research”为未提到信息的错误选项；【C】选项“帮助我们分隔材料的年限”；D 选项“影响我们当今的文化生活”均为最后一段没有提到的信息，属于无中生有的错误选项。

## Text 2

26、【解题思路】 本题为第 1 题，并且结合题干关键词 generation Z 定位至文章第一段。由第一段可知 Z 世代的人应该意识到大学的价值等是发生了变化的，可以推知作者认为 Z 世代的人需要去考虑是否有必要去读大学。这个也是符合这篇文章所讨论的中心主题的。因此答案为选项【C】 reassess the necessity of college education

**【干扰排除】**选项【A】的意思是在挑选大学的时候要小心翼翼，第一段开头说到学生在填大学申请时，需要意识到现在大学的价值目的等变化，并不是说挑选学校的时候要小心翼翼，故排除。没有提及延期申请，故排除选项【D】。在教育的不同阶段都要勤奋属于无中生有，故排除选项【B】

27、**【解题思路】**根据题干关键词 The percentage of UK graduates 和 non-graduate roles 可定位到第二段 As degrees become universal, they become devalued. 所以选【B】 the shrinking value of degree

**【干扰排除】**【A】和【C】在文章中并没有提到；【D】原文虽然有一句 education was no longer a secure route of social mobility, 但与【D】所提的没有关联，容易混淆。

28、**【解题思路】**本题根据题文同序原则定位于第四段。因为 26 题位于 1 段，27 题位于 2 和 3 段。段首句的 thankfully 暗示作者正面评价，对应题干的 a good sign，但没有具体说明 good sign 是什么。第二句说 Z 世代已经从他们的前辈千禧一代身上学到了一些教训。第三句说雇主们了解到一些离开学校的人（即没有拿到学历）更加的忠诚，第四句继续补充。因此第三句对应于 C 选项内容：雇主们对学历采取一种现实的态度。

**【干扰排除】**【A】选项：Z 世代正在寻求获得一个体面的学历，本段并没有提及，而且和上文逻辑（学历贬值）相反，故排除。【B】选项：离开学校的人愿意成为熟练工人。本段第 3 句确实说雇主愿意雇佣一些离开学校的人。但并没有说这些人怎么想，熟练工人也未被提及，故排除。【D】选项：家长正在改变他

们关于教育的思维定势。家长和思维定势 (mindset) 是第一句中原词，但是只是提到了家长仍然有思维定式，并没有说他们在改变，故排除。

**29、【解题思路】** 由题干关键词 Paragraph 5 “those with one degree should ...” 可以定位至第 5 段末尾句 “When more and more of us have a degree, it makes sense to have two.” 意味：当越来越多的人开始拥有一个学历，对于我们而言明智的选择是“拥有两个学位”，所以正确选项是 D，“further their studies in a specified field”。

**【干扰排除】** 【C】选项 team up with high paid post graduates, 而第 3 句中，“post graduates earn more than 40% than graduates”，只是提到硕士生收入高于本科毕业生 40%。没有提到，要和硕士生一起工作。所以错误。【B】选项属于无中生有选项，第 5 段只在第 2 句中提到，“it pays to have specified knowledge or skills”，毕业生要有专业知识或者技能，并未提到他们应该参加职业培训。【A】选项，“make an early decision on their career”，要毕业生尽早在职业上做决定，也是并未提到。而第 5 段首句 “a degree is the desired route, consider that this may well be the first of many”，意味毕业生依然会首选获得一个学位，和【A】选项表意不符。

**30、【解题思路】** 题干中的 last two paragraphs 直接告诉我们本道题的定位在文章最后两段，除此之外还有一个关键词 Generation Z。但是由于本篇文章讲的全部都是 Generation Z 的内容，所以这个关键词没有实质的定位作用，那么可以通过观察选项的方式进行反向排除。A 选项中的 lifelong learning 意为“终身



学习”，于文章中倒数第二段第一句分号之后的内容 they will need to be constantly up-skilling

throughout their career to stay employable 是同义替换，都表示要一直学习 来提高自己的技能，因此答

案为选项【A】。

**【干扰排除】**选项【B】中的关键词 educators 在最后两段中没有原词和同义替换，而且“教育工作者”这个内容和本文的主旨内容也不相关，故排除选项【B】。【C】选项中有一个文章最后一句出现的原词 degree，但是文章此处的 degree 只是说“学历不会以同样的形式来定义他们”，并不能得出选项中所说的“学历将不再吸引他们”，故排除选项【C】。文章倒数第二段最后一句中有个动词 work 和名词 working life，可以理解为【D】选项中 job 的同义替换，但是文章中这句话讲的是他们在职业生涯中会为 17 个不同的雇主工作，与选项中所说的“有限的工作机会”是相反的，故排除选项【D】。

### Text 3

31、**【解题思路】**由题干关键词 art-science collaborations 定位至第一段。根据第一段句①：启发性的、挑战性的、激励性的、趣味性的。可知读者对合作的态度是积极的。第二段句①中 such an encouraging result 指代第一段中的结果是鼓舞性的，句②中的 help 和句③中 enhance learning 等地方也能看出是积极的回应，对应选项【B】 received favourable responses。

**【干扰排除】**选项【A】文中没有提到 critics，文中提到了读者对合作的评价，而不是 critics 的评价，顾排除。选项【C】没有提到与促进学术出版相关的信息，故排除。选项【D】文中只有读者对合作的评价，上下文的意思都是一致的，积极的，没有 dispute 争议，顾排除。

**32、【解题思路】**例证题。根据题干关键词 the Four Seasons 定位到第三段第句，这个例句是为了证明论点，所以在例句前后找论点，第二段的第句和第④句是论点句，第句提到 scientists are increasingly seeking out visual artists ... communicate their work to new audiences 科学家正在寻找 视觉艺术家...与新的听众交流；第 4 句提到，artists help scientists reach a broader audiences ... 艺术家帮助科学家接触到更广泛的听众，可知论点讨论的是艺术家可以帮助科学家接触到听众，故 A 项正确。

**【干扰排除】**选项【B】文中没有提到 expression，文中提到了 connection 联系，故排除。选项【C】没有提到 a promising future 有前景的未来，故排除。选项【D】文中未提到 scientific innovation 科学创新，故排除。

**33、【解题思路】**由题干关键词 artists 和 worry 定位至第四段。第四段首句 But a genuine partnership must be a two-way street 指出“真正的合作关系应该是双向的”，后面第二句 however 接着讲到一些“artists do not simply assist scientists with their communication requirements”即“一些艺术家不仅仅帮助科学家去交流”，再往后一句紧跟着讲到“nor should their work be considered only as...”即“艺术

家的工作也不应该只被认为...” ，说明这些艺术家们认为他们的工作没有得到 全面的认知， 与选项【A】

their role may be underestimated “他们的角色/作用被低估了” 一致，所以 答案选【A】。

**【干扰排除】**选项【B】“艺术家的名声被破坏” 在原文中没有涉及到，故排除；选项【C】“艺术家的创新能力被压抑” 与原文相反，因为上文中提到艺术家们用生动别致的展现形式让观众了解了科学，所以这个选项也排除掉；选项【D】“艺术家的工作被误导” 与原文信息不一致，原文中对艺术家与科学家的合作是肯定的，并没有指出他们的工作出现偏差，所以【D】也不是**正确答案**。

**34、【解题思路】**由题干可定位到篇章第六段，作者提到 MIT 开设 ( opened ) CAVS 目的是为了探索技术在文化中的角色 ( to explore the role of technology in culture )，接下来的内容也说到它的创始人相信艺术家和科学家可以共同创造一个更加人性化的世界。( Its founder believed that artists and scientist could, together, create a vision for a more humane world. ) 所述均对应 B 选项的 art-science alliances ( n.联合 )

**【干扰排除】**A 选项中的 alternately ( adv.轮流地 )。选项表示：它是由艺术家和科学家轮流执掌的，文章中并未提及这一机构的领导问题，故排除；【C】选项表示：它的项目旨在推进视觉研究，这是用文中的举例 visual studies 混淆视听，这里的举例只是艺术与科学联合的体现，作为选项 则以偏概全了，可排除；

**【D】选项：**它的创始人试图提高艺术家的地位。文章中并没有此类内容的描述，故也可排除。

**35、【解题思路】**由题干定位到最后一段，在最后一段中作者提到 art-science collaborations，作者表示 both sides，即艺术和科学这两方，need to go beyond the necessary purpose of research communication，表明他们需要不仅仅是研究交流方面，后文表明，他们要更深入发现及研究。所以，C 选项表明需要的不仅仅是交流，应该是拓展更多的方面。

**【干扰排除】**选项【A】超过公众期待，在这一段里并无出现相关细节，属于无中生有错误。选项【B】加强各学科之间的竞争。同样在本段内并无相关细节。属于无中生有。选项【D】比之前更受欢迎，属于无中生有。

## Text 4

**36、【解题思路】**由题干关键词 personal grievance provisions 和 ERA 结合题文同序原则，首先定位至第一段第一句找到相关话题。第一段的三句话是对 personal grievance provisions 内容的介绍，而题意旨在提问其意图，往后定位至第二段首句可以看出该句紧扣题意：“Personal grievance procedures were designed to guard the jobs of ordinary workers from ‘unjustified dismissals’.”可以看出 personal grievance provisions 的设计意图是保护普通人的工作免受不公正解雇，**正确答案 D**“保护普通人的权利”是对该句句意的正确体现。

**【干扰排除】**选项【A】“惩罚有问题的公司实践”、【B】“改善传统的雇佣流程”（hiring 与原文的 firing 也不符）、【C】“免除公司部分义务”在文段中均未有体现。

**37、【解题思路】**由题干已知定位段落和关键词 provisions 定位到第三段的句①和句②。句①主干已明确指出，“这些规定给公司制造了困难”（these provisions create difficulties for businesses）。此外，句②主干进一步指出，“限制公司解雇表现不佳而收入颇高的经理如同一个手刹，无法促进（企业）生产力和整体业绩”（constraining firms from firing poorly performing, high-earning managers is a handbrake on boosting productivity and overall performance.）。最后，如果①②两句还无法摸透，还可以辅助句③进一步确认。句③有大写字母，因此是事实例证，例子可以佐证身为观点的①②两句。句③指出，“C 等级和 A 等级的经理的区别很可能就反映出公司成或败的区别”。因此经理若业绩表现不佳，公司很可能会与成功失之交臂。总而言之，选项中的“阻碍企业发展”（hinder business management）为最佳的和原文关键句同义改写的选项，即【A】选项。

**【干扰排除】**选项【B】原文仅提及经理表现不佳且薪水颇丰的问题，并未提到“瓦解经理的权威”这一事实，因此 undermine 和 authorities 文中未提及，属于无中生有，故排除；选项【C】原文仅提及企业因为相关规定无法解雇表现不佳的经理，从而影响企业的生产力和业绩，但文中未提及企业的“公共形象”（public image）是否有受影响，因此该选项也属于无中生有，故排除。选项【D】weaken the labor-management relations 文中未提及，属于无中生有，故排除。

**38、【解题思路】**由题干关键词 Productivity Commission 定位至第五段第②句。该句指出委员会认为低质量的管理是国家生产力增加纪录变坏不佳的原因。言外之意就是表现不佳的经理导致了低生产力。委员会必然想提高生产力，那么就要把表现不佳的经理开除，故选 D。

**【干扰排除】**选项【A】是根据第一段①句中的worker's wages设置的干扰项。该句说的是这些法律会限制工人的工资，跟Productivity Commission没有关系；【B】选项无中生有，此段没有提到就业保护；【C】选项是强干扰项，首先要明确生产力委员会必然想提高生产力。第①句说到这项法案使得企业老板没有办法开除表现不佳的经理，而第②句说到正是这些表现不佳的经理导致低生产力。那么想要提高生产力就要给老板权力让他们可以开除表现不佳的人，而不是限制老板的权力，故排除。

39、**【解题思路】**先由题干关键词 ERA's unjustified dismissal procedure 定位至第六段第一句，根据句意可初步确定影响为负面的，且根据题干所问 an effect 可推测原文中不止一个影响，需要向后读继续从原文验证。第四句主干提到公司给员工支付了更少的工资，对应到选项中会发现与【B】员工遭受降薪相符，为**正确答案**。

**【干扰排除】**选项【A】是根据第六段首句的 highly paid managers 设置的干扰项，但文中未提及他们会丢掉工作。第二句中出现 employers are more cautious about hiring new staff，说明更不容易招聘新员工了，而选项【D】内容说雇主会招聘更多员工，与原文不符，故排除。选项【C】是关于 society，可定位至第七段第一句，根据 Society also suffers 可再次确认对社会的影响是负面的，但【C】的表述是正向，因此排除。

40、**【解题思路】**由题干关键词 high-income threshold（高收入门槛）定位至最后一段。该段第一句交代澳大利亚解决 unjustified dismissals paradox（不公平解雇悖论）的方法是通过把高收入雇员排除在对雇主不公平的法规保护范围之外。但这一句只是陈述了澳大利亚的做法，并不能得知具体的执行效果。该段最

后一句，提到 the mechanisms proposed were unwieldy（所提出的 机制是难操作的），则可推知这一做法是难以付诸实现的，故选 D。

**【干扰排除】**选项 **【A】** has secured managers' earnings（保障了经理人的收入）与文意相反，澳大利亚提出 high-income threshold 的做法为的就是让经理级别的高收入人员免于法律的保护，从而使雇主可以根据工作表现选择解雇他们而不受法规约束。选项 **【B】** has produced undesired results（造成不良结果）和选项 **【C】** is beneficial to business owners（对雇主有利）均属于过度推测，段落中 没有细节得以支撑。选项 **【C】** 干扰性较大，因为较为符合文章的主旨大意，但如果没有具体细节 说明澳大利亚的做法是成功的，则也不能推知这一做法对雇主有利。

## Part B

### 41、Teri Byrd.

**【正确答案】** F

**【选项原文】** Zoos should have been closed down as they prioritize money making over animals' well-being.

**【答案解析】** 根据41题对应的内容，在第一段第五句中出现They are profitable institutions whose bottomline is much more important than the condition of the animals. 其中 They are profitable institutions 和 much more important than the condition of the animals 是选项中 money making over



animals' well-being. 的同义改写。且尾句后半句it' s past time to eliminate zoos from our culture 中 to eliminate zoos对应选项 Zoos should have been closed down。

#### 42、Karen R Sime

【正确答案】 C

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

【答案解析】 42题首句指出 “我同意Emma Marris的观点，即动物园表演可能是悲伤和残忍的（I agree with Emma Marris that zoo displays can be sad and cruel），接着转折后面指出，但是她低估了动物园的教育价值（she underestimates the educational value of zoos），由此可以看出42题的作者Karen R Sime认为动物园有研究价值。

从词汇角度来看，原文的zoos displays can be sad and cruel对应选项的animals in captivity deserve sympathy,原文的value of zoos对应选项的zoos play a significant role,原文的educational对应选项的starting young people down the path of related science；从逻辑角度来看，原文中的but（但是）对应选项的while（虽然...但是...），作者观点的重心都是认可动物园的教育价值。

#### 43、Greg Newberry

【正确答案】 A

**【选项原文】** Zoos, which spare no effort to take care of animals, should not be subjected to unfair criticism.

**【答案解析】** 根据43题对应的两个段落，其中第一段首句中的is an insult and disservice to 以及第二句中的outdated research and decades-old examples分别是对选项A中unfair criticism的改写；并且，第二段首句中的Zoos and aquariums are at the forefront of conservation and constantly evolving to improve是选项A中spare no effort的同意替换，且how从句中的care for是 take care of原词重现，所以A选项是对43题的总结。

#### 44、Dean Gallea

**【正确答案】** D

**【选项原文】** Zoos save people trips to wilderness areas and thus contribute to wildlife conservation.

**【答案解析】** 根据44题观点对应的两段内容，第一段首句表明观点，同意Emma Marris，但是在对应第一段中出现了But，所以转折后是题干人物Dean Gallea的真正观点。第一段最后一句提及 many more people would be driven by their fascination to travel to wild areas to seek out, disturb and even hunt them down.其中wild areas是D选项中wilderness areas的同义改写，且在第二段中提及 leaving the vast majority undisturbed in their natural environments 是D选项中contribute to wildlife conservation的同义替换，且原文中隐性的因果关系与D选项中的thus构成一致，故答案为D选项。

#### 45、John Fraser

【正确答案】 G

【选项原文】 Emma Marris distorts our findings, which actually prove that zoos serve as an indispensable link between man and nature.

【选项解析】 根据45题观点对应的两段内容，在对应第一段第一句中出现Emma Marris selectively describes and misrepresents the findings of our research.其中selectively describe和 misrepresent the findings是选项中distorts our findings的同义改写，且在第二段第二句our research provides strong support for the value of zoos in connecting people with animals and with nature 中的provides strong support for是对于选项中prove的同义替换， connecting对应选项中的link, people 对应man, nature在文中原词复现，故答案为G选项。

### Part C

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.

【结构分析】 本句主干部分为It was also a battle,其后介词短语between...and... 中有两个定从，按照 段定从的处理思理可以前置,即 ... ... 的“人们” 。中间插入成分为并列内容,可以放在之后翻译。

【译点分析】

(1) It : it 应该明确指代,是第一句最后的 struggle,可以翻译为“这场斗争”,如果翻译为“它”属于指代不明。

(2) well : 此处为副词表程度,不是“好”的含义,类似于 well-prepared , 因此翻译方向为程度加强。结合 read 含义,即“熟读”。但如果翻译为“熟读”,与之后的 period “时期”含义并不是特别搭配。那么有两种处理: 1) 熟读这一时期的历史; 2) 熟“知”这一时期的历史。

(3) codes : 虽然是个典型的熟词僻义考点,但文中就是本意“密码”,因为在第四句提到了 spy “间谍”和 intelligence officer 情报人员,所以不应该翻译为“法则,准则”。那 make codes 是“设置/制定”密码, broke them 则是“破译”密码。

**【参考译文】**这场斗争也是一场编写密码者和破译密码者之间展开的战争,但是,这一点甚至对那些熟知这一时期历史的人们来说都是未知的。

47、 It listed many documents in code that have been captured from the French army of Spain, and whose secrets had been revealed by the work of George Scovell, an officer in British headquarters.

**【结构解析】** 句子主干是 It listed many documents , 后面 in code 介词短语作定语修饰 documents; ...that ... , and whose ... 为两个并列的定语从句, 均是对前方名词 documents 的修饰限定, 且为被动结构; an officer in British headquarters 是同位语修饰 George Scovell。

### **【译点分析】**

(1) 代词 it 指代明确,往上指代 the Scovell Ciphers, an appendix, 可以译为“这一附录”。

(2)本句子的主干部分It listed many documents较短,占比0.5分。

(3)that和whose两个并列的定语从句,句子比较长可以进行后置翻译,翻译时注意代词指代明确即可。

(4)两个定语从句占比较多,各自0.5分。

(5)an officer in British headquarters作为句子中间的同位语,对前方的人进行解释说明,在整个句子的分值中占比0.5分。

**【参考译文】**这本书的附录中列出了从西班牙的法军那里缴获的许多密码文件,这些文件的秘密由英国总部的一位军官乔治·斯科维尔(George Scovell)揭露了出来。

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.

**【结构分析】**本句主干为 he could not analyze what ... or tell us ... : what 引导宾语从句, or 引导并列句, 并列两个动作 analyze carefully what...和 tell us anything much about the man himself.

### **【译点分析】**

(1)句中 or 的并列容易误会成 tell us 与从句中的 have contributed 并列,造成理解及翻译的问题;可以通过 what 在从句中需要充当主语或宾语进行判断,后半句中tell sb sth双宾齐全,因此tell 只能与主干句中的 analyze 并列。

(2) contribute to:此处并非 contribute to sth 表“有助于,导致”,而需要将 what 做宾语的位置进行还原,做 contribute 的宾语,格式为 contribute A to B,意为“对...有...贡献”。

(3) obscure : 考查了单词的一词多义,除了“模糊的,不明确的”以外,还有“名不见经传的”含义,此处与 officer 搭配,应选择后者。

**【参考译文】**阿曼(Oman)无法仔细分析这位名不见经传的军官对那场国家间的伟大斗争有没有做出贡献,也确实无法告诉我们任何有关此人的更多事情。

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.

**【结构分析】**本句包含一个并列结构,并列的成分为There may have been many spies and intelligence officers during the Napoleonic Wars 以及 it is usually extremely difficult to find the material they actually provided or worked on. 其中,第一句为there be句型,第二句为主系表结构, it为形式主语,真正主语为to find...不定式短语, they actually provided or worked on是省略连词的定语从句,修饰 the material。

**【译点分析】**

(1) There may have been : 为 there be句型,可直接译为“有”或者“存在”。

(2) during the Napoleonic Wars : 介词短语做状语,在翻译时候,可置于“there be”前译。

(3) it is usually extremely difficult to find ... : 此部分为形式主语,在翻译时,可直接译为“形容词”的是,比如,此部分可以翻译为“通常难以 ... ”。

(4) they actually provided or worked on : 此部分为省略连词的定语从句, 可改写为 material

(that/which) they actually provided or worked on 因从句部分较短, 在翻译时可整体置于名词前翻译, 遂可译为“他们实际提供或者破译的情报资料”。

**【参考译文】**在拿破仑战争时期, 也许存在很多的间谍和情报官员, 但通常难以找到他们实际提供或者破译的情报资料。

**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.

**【结构分析】**本句为: 比较结构 just as ..., so ..., “正如..., ...也一样”。to make his way up the promotion ladder 为 to do 不定式做后置定语修饰 attempts。about British Society 为介词短语, 充当后置定语修饰 volumes。

### **【译点分析】**

(1) code breaking 是前文提到的“破译密码”。

(2) relevance 是 relevant 的名词形式, 同学们更多知道它“相关”的含义, 其实它还有“价值, 意义”的意思。

(3) in the struggle for Spain 为地点状语, 作“对于西班牙之战”理解。

(4) make one's way “向...前进”, up 表示方向向上, promotion ladder “晋升阶梯”, 整体可以理解为“加官进爵”。



(5) volume 本身有“音量”和“... ..的量”的意思，speak volumes for/about sth.为固定搭配，字面意思“关于... ..说了很多的量”，即：“充分说明”，后面加宾语“British society英国社会形态”，理解为“将英国社会形态展现得淋漓尽致”更为通顺。

**【参考译文】**正如破解密码对于西班牙之战更为重要，斯科维尔加官进爵的尝试也将英国社会形态体现得淋漓尽致。

## Section III Writing

### Part A

#### 优秀范文

Dear Professor Bruce,

On behalf of the “International Innovation Contest Committee”, I am writing this letter to invite you to organize a group of competitors for the purpose of participating in the upcoming global innovation competition.

This contest is due to be held in the Hall of Innovation Center from 2:00 pm to 5:00 pm on May (next Sunday). The arrangements are as follows. Firstly, we will hold an opening ceremony. Then, the competitors from different countries will display their works related to the updated and sophisticated science and technology. Lastly, we will confer awards and certificates on

outstanding candidates. We believe you and your team's participation will surely bring up new ideas and enlightening perspectives.

Once again, we sincerely hope you and your team can take part in this contest. I am looking forward to your favorable reply.

Sincerely yours,

Li Ming

**【参考译文】**

尊敬的布鲁斯教授，

我代表“国际创新大赛委员会”，我写这封信邀请您组织一个团队来参加咱们学校即将举行的国际创新大赛。

大赛将于5月20日（下周六）下午2点到5点在创新中心大厅举行。赛事安排如下：首先，我们将举行一个开幕式；然后，来自各国的参赛选手将展示他们关于最新和尖端科技的作品；最后，我们将为优秀的候选人颁发奖励和证书。我们相信您和您的团队的参与能够给我们带来新的观点和有启发性的视角。

再一次诚挚邀请您和您的团队来参加此次比赛，我期待您肯定的回复。

您真诚的，

李明

**Part B**

**优秀范文**

This is surely a wittily designed and concern-arousing piece of picture. As is featured in the picture, in front of a billboard full of information about various campus lectures and speeches, the girl with long hair complains to her companion, "They' re not related to our major. They will not do any good to our study" . On the contrary, the most eye-catching character in the picture is that the girl on the right replies, "There must be some benefits."

Simple as the picture is, it does reflect a prevalent phenomenon which is not uncommon in contemporary university: collegestudents are expected to learn as much knowledge as possible in variousfieldsinsteadofbeinglimitedtotheirownmajor.Inevitably,withtheremarkable developmentof economyandscienceandtechnology,collegestudentswithmultipleskillsand knowledge can better adapt to the fast-paced society and be more competitive in the workplace. As the old saying goes, knowledge andskills will never be burden. On the one hand, it is the ability to acquire knowledge in various fields and explore all the possibilities that enable college students to achieve career and academic success and become the preferred candidates in various activities. Take the famous scientist Yuan Longping for example. His great achievements can be attributed more or less to his thirst for knowledge in all walks of life. On the other hand, college students who spend campus lives centering on their majors without knowing anything outside of the fields will ultimately fail to fulfill their own goals.

Accordingly, it is vital for us to get some positive inspiration from the thought-provoking drawing.

Initially, it is high time that a schoolwide campaign was launched to encourage students to explore all kinds of possibilities and gain all kinds of knowledge because this unrelated knowledge may become the golden key to the problems of our majors. What's more, college students are expected to cultivate the awareness of staying hungry and staying foolish. Only in this way can we cultivate high-quality talents.

### 【参考译文】

这无疑是一幅设计巧妙、引人关注的画面。正如图中所示，在一个满是各种校园讲座和演讲信息的广告牌前，一个长头发的女孩向她的同伴抱怨：“不是我们专业的，听了也没多大用。”相反，图中最引人注目的人物是右边的女孩回答道：“去听听肯定有好处。”

虽然这幅图很简单，但它确实反映了一个在当代大学中并不少见的普遍现象：大学生被期望尽可能多地学习各个领域的知识，而不是局限于自己的专业。不可避免的是，随着经济和科学技术的显著发展，拥有多种技能和知识的大学生可以更好地适应快节奏的社会，在工作中更有竞争力。正如俗话说，技多不压身。

一方面，正是在各个领域获取知识和探索所有可能性 的能力，使大学生实现职业生涯和学业成功，成为各种活动的首选候选人。以著名科学家袁隆平为例。他的伟大成就或多或少可以归因于他对各行各业知识的渴求。另一方面，在大学生活中，对专业知识以外一无所知的大学生最终会无法实现自己的目标。

因此，从发人深省的图片中获得一些积极的启示是至关重要的。首先，是时候开展一项全校范围的运动，来鼓励学生探索各种可能性和学习各种知识，因为这些无关的知识可能成为我们专业问题的金钥匙。更重要的是，大学生应该培养求知若渴和保持愚蠢的意识。只有这样才能培养出高素质的人才。