# 2022年全国硕士研究生考试考研英语(一)部分试题及答案

**Section I Use of English**

Directions:

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

**答案：**

1. [A] coined

2. [C] compared

3. [D] Though

4. [C] hinted at

5. [D] differs

6. [B] evidence

7. [C] argued

8. [B] forming

9. [A] analogous

10. [D] even

11. [C] perspective

12. [B] reducing

13. [A] However

14. [C] superficially

15. [B] level

16. [D] added

17. [A] chances

18. [A] danger

19. [D] recognizes

20. [B] poor

1. 【答案】[A] coined

【解析】逻辑关系题。分号提示分号前后语义一致。根据分号前的first(首次)和took root(生根)可知，plants have some degree of consciousness(植物有某种程度的意识)在当时是种新思想。据此推断，the term “plant neurobiology”是个新概念。A项coined表示“创造(新词语)”，代入后符合原文语义。所以，本题答案为A项。

干扰项：B项discovered(发现)，C项collected(收集)和D项issued(发布)均不符合原文语义。

2. 【答案】[C] compared

【解析】固定搭配题。分号提示分号前后语义一致。根据分号前plants have some degree of consciousness(植物有某种程度的意识)可知：植物有意识。这种意识与空白处后的intelligence in animals(动物的智力)二者存在相似性。C项compared与to构成固定搭配，表示“表明……与……相似;将……比作”，代入后符合原文语义。所以，本题答案为C项。

干扰项：其余各项均可与to构成不同的搭配，A项attributed to (把……归因于)，B项directed to(把……对准……)和D项confined to(把……限定在……)均不符合原文语义。

3. 【答案】[D] Though

【解析】逻辑关系题。本题考查句内逻辑关系，比较本句前后两个半句语义，即plants lack brains(植物缺乏大脑)和the firing of electrical signals in their stems and leaves nonetheless triggered responses(然而，茎和叶发射的电信号触发了反应)，可知二者存在语义相反。D项Though(虽然，尽管)提示让步关系，属于语义相反，符合原文逻辑关系。所以，本题答案为D项。

干扰项：A项Unless(除非)，B项When(当……时)，C项Once(一旦)，均不符合原文语义和逻辑关系。

4. 【答案】[C] hinted at

【解析】固定搭配题。根据空白处前后的responses(反应)和consciousness(感觉;意识)语义可知，前者是后者的一种信号。C项hinted at为固定搭配，表示“暗示，透露”，代入后符合原文语义。所以，本题答案为C项。

干扰项：A项coped with(处理，对付)，B项consisted of(由……构成)，D项extended to(将范围扩大至……)均不符合原文语义。

5. 【答案】[D] differs

【解析】语境题。根据本段段首such an idea is untrue对上段观点(植物意识和动物智力存在相似性)的否定可知：植物意识和动物智力并不相似。所以，本题所考查的it(指代Plant biology)和that of animals(that指代biology)之间的语义关系为二者相异。D项differs(相异，不同于)代入后符合原文语义和逻辑关系。所以，本题答案为D项。

干扰项：A项suffers(受苦，受难)，B项benefits(得益于)，C项develops(发展，变化)均不符合原文语义和逻辑关系。

6. 【答案】[B] evidence

【解析】语境题。上句such an idea is untrue是对上段末句(植物的反应体现其意识)的否定，也就是说，本段主要观点为：植物没有意识(智力)。本句so-called 6 of plants’ intelligence is inconclusive(所谓的“植物智力”的 6 是没有说服力的)也需与本段主要观点保持一致。B项evidence(证据)代入后符合原文语义。所以，本题答案为B项。

干扰项：A项acceptance(同意，认可)，C项cultivation(种植，栽培)，D项creation(创造)均不符合原文语义。

7. 【答案】[C] argued

【解析】语境题。比较本句scientists have 7 that plants possess neuron-like cells that…(科学家们一直 7 植物具有……神经元样细胞)和下句They 10 claimed that plants have ‘brain-like command centers’……(他们 10 声称植物……有“大脑般的指挥中心”)，可知，二者结构相似：scientists和They，后者指代前者，二者同义;plants原词复现;possess(拥有)与have二者同义。所以，空白处语义与下句对应位置的claimed(声称)语义相近。C项argued(主张，提出理由说明)符合原文语义。所以，本题答案为C项。

干扰项：A项doubted(怀疑)，B项denied(否认)，D项requested(要求)，均不符合原文语义。

8. 【答案】[B] forming

【解析】语境题。比较空白处前neuron-like cells that…(……神经元样细胞)和空白处后a plant nervous system(植物神经系统)，可知，前者是后者的构成要素。B项forming(使形成)代入后符合原文语义。所以，本题答案为B项。

干扰项：A项adapting(使适应)，C项repairing(补救，纠正)和D项testing(测验，考查)均不符合原文语义。

9. 【答案】[A] analogous

【解析】语境题。比较空白处前a plant nervous system(植物神经系统)和空白处后that in animals(动物的神经系统，其中，that指代a nervous system)可知，二者同为神经系统。A项analogous表示“相似的，类似的”，代入后符合原文语义。所以，本题答案为A项。

干扰项：B项essential(必不可少的)，C项suitable(适用的)和D项sensitive(敏感的)均不符合原文语义。

10. 【答案】[D] even

【解析】逻辑关系题。本题考查句间逻辑关系，比较本句claimed that plants have ‘brain-like command centers’(声称植物拥有“大脑般的指挥中心”)和上句some scientists have 7 that plants possess neuron-like cells(一些科学家一直 7 植物拥有神经元样细胞)语义可知，从对「植物有意识」的论证力度上来说，“大脑般的指挥中心”比“神经元样细胞”更进一层。D项even(甚至)提示递进关系，符合原文逻辑关系。所以，本题答案为D项。

干扰项：A项just(仅仅)，B项ever(从来，在任何时候)，C项still(还，还是)，均不符合原文语义和逻辑关系。

11. 【答案】[C] perspective

【解析】逻辑关系题。This+空白处指代上段提到的信息;上段主要提出了Taiz的观点、论点，因此空白处语义表示观点、论点。C项perspective(观点)是对该句的概括，代入后符合原文语义。所以，本题答案为C项。

干扰项：A项restriction(限制)，B项experiment(实验)，D项demand(要求)，均不符合原文语义和逻辑关系。

12. 【答案】[B] reducing

【解析】固定搭配题。空白处所在的状语结构，是对主句谓语simplify(使简化)的一种伴随状态，所以，空白处语义与simplify(使简化)语义相近。B项reducing与介词to搭配，表示“将……概括为(或简化为)”，代入后符合原文语义。所以，本题答案为B项。

干扰项：其余各项均可与介词to构成不同搭配，A项attaching…to…(把……固定在……上)，C项returning…to…(把……带回……，把……送回……)，D项exposing…to…(向……显露……)，均不符合原文语义。

13. 【答案】[A] However

【解析】逻辑关系题。本题考查句间逻辑关系，比较空白处前cells in plants also communicate through electrical signals(植物中的细胞也通过电信号沟通)和空白处后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(植物中的信号传导只是 14 类似于复杂动物大脑中的放电，而动物大脑不只是“通过电进行交流的大量细胞”)语义，可知，空白处前后存在语义相反：前者的also(也)强调植物和动物(在信号沟通方式上)的相似之处，后者的only…similar(仅仅……相似的)弱化了该相似。A项However(然而)体现转折，属于语义相反，符合原文逻辑关系。所以，本题答案为A项。

干扰项：B项Moreover(而且)，C项Therefore(因此)，D项Otherwise(否则)，均不符合原文逻辑关系。

14. 【答案】[C] superficially

【解析】语境题。根据后半句which is more than “a mass of cells that communicate by electricity(动物大脑不只是“通过电进行交流的大量细胞”)可知，动物大脑更复杂，动物大脑和植物智力间更多的是相异，所以，前半句的相似(similar)是并不充分的。C项superficially(表面上地)代入后符合原文语义。所以，本题答案为C项。

干扰项：A项temporarily(临时地)，B项literally(真正地，确实地)，D项imaginarily(虚构地)，均不符合原文语义。

15. 【答案】[B] level

【解析】语境题。根据本句For consciousness to evolve, a brain with a threshold 15 of complexity and capacity is required(意识想要进化，需要一个具有起始 15 的复杂性和容量的大脑)并结合threshold(起始的)语义可知，本句对complexity and capacity(复杂性和容量)的要求(required)是一种程度上的要求。B项level(水平)代入后符合原文语义。所以，本题答案为B项。

干扰项：A项list(清单)，C项label(标签)，D项load(负荷)，均不符合原文语义。

16. 【答案】[D] added

【解析】语境题。本句是引语，出自he，he指代上段末句Taiz，观察发现：上段末句也是出自Taiz的引语。比较上段末句a complex animal brain, which is more than “a mass of cells that communicate by electricity(动物大脑不只是“通过电进行交流的大量细胞”)和本句For consciousness to evolve, a brain with a threshold 15 of complexity and capacity is required(为了使意识进化，需要一个具有起始 15 的复杂性和容量的大脑)语义，可知，后者在对前者作进一步阐述。D项added(补充说，继续说)代入后最符合原文语义。所以，本题答案为D项。

干扰项：A项recalled(记起，回忆起)，B项agreed(表示“同意，赞同”，用于与别人观点相同时)，C项questioned(怀疑)，均不符合原文语义。

17. 【答案】[A] chances

【解析】逻辑关系题。Since(由于)提示因果关系：plants don’t have nervous systems(植物没有神经系统)为因，the 17 that they have consciousness are effectively zero(它们所拥有意识的 17 实际上为零)为果。由因推果可知，缺乏神经系统，意识也不会存在。A项chances(机会，可能性)代入后符合原文语义和逻辑关系。所以，本题答案为A项。

干扰项：B项risks(风险)，C项excuses(借口)，D项assumptions(假定，假设)均不符合原文语义和逻辑关系。

18. 【答案】[A] danger

【解析】逻辑关系题。so(所以)提示句内因果关系：so前为因，so后为果。根据run away from(回避)可知，空白处语义为负面倾向。借助果，即so后的threat(威胁)可知，空白处语义与“威胁”语义相近。A项danger(危险)代入后符合原文语义和逻辑关系。所以，本题答案为A项。

干扰项：B项failure(失败)，C项warning(警告)，D项control(控制)均不符合原文语义和逻辑关系。

19. 【答案】[D] recognizes

【解析】逻辑关系题。and提示顺承关系，属于语义一致： 19 a threat( 19 一种威胁)与can feel pain(可感知疼痛)二者结构相似，语义相近。D项recognizes(识别)代入后符合原文语义和逻辑关系。所以，本题答案为D项。

干扰项：A项represents(代表，意味着)，B项includes(包括)，C项reveals(揭示，显示)，均不符合原文语义和逻辑关系。

20. 【答案】[B] poor

【解析】逻辑关系题。so提示因果关系：Plants can’t run away…(植物不能逃离……)为因，investing energy in a body system which 19 a threat and can feel pain would be a very 20 evolutionary strategy(把能量投入到一个 19 威胁并能感知疼痛的身体系统将是一种非常 20 的进化策略)为果。由此推知，因为(即使植物能感知到疼痛也)不能逃掉，所以把能量投入到一个能……威胁和感知疼痛的身体系统上，是一种非常 20 的进化策略，即本句意在指出：既然不能跑，那么就无须进化到可以感受疼痛。所以，空白处的语义应为负面的，能体现出进化到能……威胁和感知疼痛是种不够好的策略。B项poor(不好的，次的，差的)代入后符合原文语义。所以，本题答案为B项。

干扰项：A项humble(不大的，没有特别之处的)，C项practical(有用的，适用的)和D项easy(容易的，轻易的)均不符合原文语义。

**Section II Reading Comprehension**

**Part A**

**Directions:**

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

**Text 1**

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. “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 her 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

Section II Reading Comprehension

**答案：**

21. [A] maintaining their plastic items

22. [C] inherently flawed

23. [D] prevent them from further damage

24. [D] challenging

25. [B] has profound historical significance

**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 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 up-skilling 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 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 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 reflect \_\_\_\_\_\_.

[A] Millennial’s opinions 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 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 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 them.

[D] They will have a limited choice of jobs.

**答案：**

26. [C] reassess the necessity of college education

27. [B] the shrinking value of a degree

28. [C] employers are taking a realistic attitude to degrees

29. [D] further their studies in a specific field

30. [A] Lifelong learning will define them.

**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 senses 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 a 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 need 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 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 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

**答案：**

31. [B] received favorable responses

32. [A] art can offer audiences easy access to science

33. [A] their role may be underestimated

34. [B] It exemplified the valuable art-science alliances.

35. [C] should do more than communicating science

**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

**答案：**

36. [D] protect the rights of ordinary workers

37. [A] hinder business development

38. [D] Dismissing poorly performing managers.

39. [B] Employees suffer from salary cuts.

40. [D] is difficult to put into practice

**Section II Reading Comprehension**

**Part A**

Text 1

21.【答案】[A] maintaining their plastic items

【解析】本题为细节题。根据题干关键词Paragraph 1和museums are faced with difficulties in定位到第一段⑦句：All of which creates huge headaches for institutions, such as museums, trying to preserve culturally important objects.(所有这些给一些机构带来了巨大的麻烦，比如试图保护具有重要文化意义的物品的博物馆)。其中all of which指代上文③至⑥句所提到的塑料材料的种种问题：But some plastic materials change over time … melt into sludge.(一些塑料材料随着时间的推移而改变……融化成污泥)，可见，博物馆在维护其塑料藏品方面有困难。A项maintaining their plastic items(维护他们的塑料藏品)是对③至⑦句的概括总结，maintain对应preserve。所以本题选A。

22.【答案】[C] inherently flawed

【解析】本题为细节题。根据题干关键词Van Oosten believes that certain plastic objects are定位到第二段①句(其中certain plastic objects对应Certain artifacts)：Certain artifacts are especially vulnerable because some pioneers in plastic art didn’t always know how to mix ingredients properly, says Thea van Oosten(Thea van Oosten说，某些手工艺品特别脆弱，因为一些塑料艺术的先驱并不总是知道如何正确地混合原料)。可见，某些塑料艺术品在制作过程中就存在原料未能正确混合的问题，导致塑料艺术品本身就存在缺陷。C项inherently flawed(本身存在缺陷)是对①句的概括总结。所以本题选C。

23.【答案】[D] prevent them from further damage

【解析】本题为细节题。根据题干关键词Museums stopped exhibiting some of Gilardi’s artworks to定位到第四段②③句。②句指出It’s especially vulnerable to light damage, and by the mid-1990s, Gilardi’s pumpkins, roses, and other figures were splitting and crumbling(它极易受到光的损害，到了20世纪90年代中期，Gilardi的南瓜、玫瑰和其他图形都在分裂和破碎)，③句继而指出Museums locked some of them away in the dark(博物馆把其中一些锁在黑暗中)。可见，博物馆将之封存在黑暗中是为了避免其遭受更多的光损害。D项prevent them from further damage(避免它们受到进一步的损害)是对②③句的合理推断。所以本题选D。

24.【答案】[D] challenging

【解析】本题为细节题。根据题干关键词preservation of plastics定位到第六段①句：Despite success stories like van Oosten’s, preservation of plastics will likely get harder(尽管有van Oosten这样的成功案例，但塑料的保存可能会变得更加困难)。D项challenging(挑战性的)是对get harder的同义替换。所以本题选D。

25.【答案】[B] has profound historical significance

【解析】本题为细节题。根据题干关键词Ferreira和preservation of plastic artifacts定位到第七段②③句。②句指出archaeologists first defined the great material ages of human history—Stone Age, Iron Age, and so on—after examining artifacts in museums(考古学家在检查了博物馆中的文物后，首先确定了人类历史上伟大的物质时代——石器时代、铁器时代等等)，③句承接②句指出We now live in an age of plastic … “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.”(我们现在生活在塑料时代……“我们决定收集什么，我们决定保存什么……将对我们未来的形象产生重大影响。”)。可见，我们对塑料工艺品的保存对于未来定义我们的时代意义重大。B项has profound historical significance(具有深远的历史意义)是对②③句的概括总结。所以本题选B。

Text 2

26.【答案】[C] reassess the necessity of college education

【解析】本题为细节题。根据题干关键词Generation Z和should定位到第一段①句(其中should对应need to)：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(当最新一批学生填写本科申请表并权衡他们的选择时，或许值得思考的是学位的意义、目的和价值发生了怎样的变化，以及Z世代在开启他们教育旅程的第三阶段时需要考虑什么)。C项reassess the necessity of college education(重新审视大学教育的必要性)是对①句内容的适度推断，其中college education(大学教育)对应degree(大学学位)。所以本题选C。

27.【答案】[B] the shrinking value of a degree

【解析】本题为细节题。根据题干关键词The percentage of UK graduates和non-graduate roles定位到第二段⑤句：Today, 28 per cent of graduates in the UK are in non-graduate roles, a percentage which is double the average among OECD countries(如今，英国有28%的大学毕业生从事非大学毕业生的工作，这一比例是经合组织国家平均水平的两倍)。本句无法解题，根据定位句中的数字“28 per cent”可知，该句为论据，且该句位于段尾，所以需要往上文寻找论点解题。再找到前文的论点：As degrees became universal, they became devalued(随着大学学位变得普遍，它们也贬值了)。B项the shrinking value of a degree(大学学位的贬值)是对③句的同义替换，其中shrinking value对应devalued，degree为原词复现。所以本题选B。

28.【答案】[C] employers are taking a realistic attitude to degrees

【解析】本题为细节题。根据题干关键词a good sign定位到第四段①句(其中good对应原文的Thankfully)：Thankfully, there are signs that this is already happening(值得庆幸的是，有迹象表明这种情况已经发生了)。该句无法解题，需继续看下文。结合②句Employers have long seen the advantages of hiring school leavers who often prove themselves to be more committed and loyal employees than graduates(雇主早就看到了雇用中学毕业生的好处，因为中学毕业生经常证明他们是比大学毕业生更尽职、更忠诚的员工)和③句Many too are seeing the advantages of scrapping a degree requirement for certain roles(许多雇主也逐渐意识到取消某些岗位对学位的要求所带来的好处)可知，雇主对待大学学位的态度发生转变，C项employers are taking a realistic attitude to degrees(雇主对大学学位采取现实的态度)是对②句和③句内容的概括总结。所以本题选C。

29.【答案】[D] further their studies in a specific field

【解析】本题为细节题。根据题干关键词Paragraph 5和those with one degree定位到第五段④句：When more and more of us have a degree, it makes sense to have two(当我们中越来越多的人拥有学位时，拥有两个学位是明智的)，结合②句it pays to have specific knowledge or skills(拥有特定的知识或技能是值得的)可知，作者建议有一个学位的人在特定领域继续进修深造。D项further their studies in a specific field(在特定领域继续进修深造)是对②句和④句的概括总结。所以本题选D。

30.【答案】[A] Lifelong learning will define them.

【解析】本题为细节题。根据题干关键词Generation Z和the last two paragraph定位到第六段①句：they will need to be constantly up-skilling throughout their career to stay employable(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)，结合③句Education, and not just knowledge gained on campus, will be a core part of Generation Z’s career trajectory(教育以及不仅仅是在校园里获得的知识，将成为Z世代职业轨迹的核心部分)可知，Z世代将终身学习。A项Lifelong learning will define them(终身学习将是他们的特征)是对①句和③句的概括总结。所以本题选A。

Text 3

31.【答案】[B] received favorable responses

【解析】本题为细节题。根据题干关键词Paragraph 1和art-science collaborations定位到第一段②句，②句句首These指代①句中的四个形容词，故而可继续定位至①句。①②句指出Enlightening, challenging, stimulating, fun … were some of the words that Nature readers used to describe their experience of art-science collaborations(启发、挑战、刺激、有趣……是《自然》杂志的读者用来描述他们的艺术与科学合作经历的一些词汇)，下文③句继而指出Nearly 40% of the roughly 350 people who responded to … almost all said they would consider doing so in future(在350名左右的受访者中，近40%的人表示……几乎所有人都说他们将来会考虑这样做)。由此可知，《自然》杂志收到的读者对于艺术和科学合作的反应都是正面的。B项received favorable responses(收到了良好的反应)是对第一段①②③句的概括总结。所以本题选B。

32.【答案】[A] art can offer audiences easy access to science

【解析】本题为例证题。根据题干关键词The reworked version of The Four Seasons定位到例子所在句，即第三段①句。再找到前面的论点句(第二段③句)：Artists help scientists reach a broader audience and make emotional connections that enhance learning(艺术家帮助科学家接触到更广泛的观众，并建立情感联系，从而促进学习)。A项art can offer audiences easy access to science(艺术可以让观众很容易地接触到科学)是对该句的概括总结。所以本题选A。

33.【答案】[A] their role may be underestimated

【解析】本题为细节题。根据题干关键词Some artists seem to worry about in the art-science partnership定位到第四段①②③句(③句中的Their指代artists’)。②句指出several respondents noted that artists do not simply assist scientists with their communication requirements(一些受访者指出，艺术家不仅仅是帮助科学家满足他们的传播需求)，其中several respondents指代artists，③句继而指出Nor should their work be considered only as an object of study(他们的工作也不应仅仅被视为研究对象)。可见艺术家在强调自己的作用被低估了。A项their role may be underestimated(他们的作用可能被低估了)是对②③句的合理推断。所以本题选A。

34.【答案】[B] It exemplified the valuable art-science alliances.

【解析】本题为细节题。根据题干关键词CAVS定位到第五段①句。该句无法解题，需结合上下文。第四段④句指出The alliances are most valuable when scientists and artists have a shared stake in a project …(当科学家和艺术家在一个项目中拥有共同的利益……时，这个联盟是最有价值的);第五段①句继而介绍了“探索技术在文化中的作用”的CAVS研究中心，第五段③句介绍该研究中心的项目内容Light was a something that both artists and scientists had an interest in(光是艺术家和科学家都感兴趣的东西)，符合第四段④句所提出的联盟最有价值的条件——“科学家和艺术家在一个项目中拥有共同的利益”，故该研究中心是最有价值的艺术家和科学家的联盟。B项It exemplified the valuable art-science alliances(它体现了艺术与科学有价值的联盟)是对第五段提及CAVS的作用的概括总结，所以本题选B。

35.【答案】[C] should do more than communicating science

【解析】本题为细节题。根据题干关键词the last paragraph和art-science collaborations定位到第六段②句(其中collaborations对应tie-ups)：The reach of art-science tie-ups need to go beyond the necessary purpose of research communication(艺术与科学的联系需要超越传播科学研究这一必要目的)。C项should do more than communicating science(应该做的不仅仅是传播科学)是对need to go beyond the necessary purpose of research communication的同义替换。所以本题选C。

Text 4

36.【答案】[D] protect the rights of ordinary workers

【解析】本题为细节题。根据题干关键词personal grievance和are intended to定位到第二段①句(其中are intended to对应were designed to)：Personal grievance procedures were designed to guard the jobs of ordinary workers from “unjustified dismissals”(个人申诉程序旨在保护普通员工免于遭受“不正当的解雇”)。D项protect the rights of ordinary workers(保护普通员工的权益)是对①句中guard the jobs of ordinary workers from “unjustified dismissals”的概括总结，其中guard对应protect，ordinary workers为原词复现。所以本题选D。

37.【答案】[A] hinder business development

【解析】本题为细节题。根据题干关键词Paragraph 3和provisions定位到第三段①句：But these provisions create difficulties for businesses when applied to highly paid managers and executives(但当这些规定适用于高薪经理和主管时，会给企业带来困难)，该句无法解题，需结合下文。第三段②句指出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(正如无数的董事会和企业主将证明的那样，限制企业解雇表现不佳的高薪经理，会阻碍企业提高生产率和整体业绩)，A项hinder business development(阻碍企业发展)是对①句中create difficulties for businesses和②句中a handbrake on boosting productivity and overall performance的概括总结。所以本题选A。

38.【答案】[D] Dismissing poorly performing managers.

【解析】本题为细节题。根据题干关键词the Productivity Commission定位到第五段②句：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(事实上，在《关于新西兰生产率悖论的国际视角》中，生产力委员会指出，管理能力的低下是该国生产率增长记录不佳的一个原因)，由此可推知，生产力委员会可能会支持解雇表现不佳的经理，D项Dismissing poorly performing managers(解雇表现不佳的经理)是对②句内容的适度推断。所以本题选D。

39.【答案】[B] Employees suffer from salary cuts.

【解析】本题为细节题。根据题干关键词ERA’s unjustified dismissal procedures定位到第六段①句：Nor are highly paid managers themselves immune from the harm caused by the ERA’s unjustified dismissal procedures(高薪经理自身也无法免受雇佣关系法中不正当解雇程序所造成的伤害)。该句无法解题，需继续看下文。②③句进一步解释①句，阐述不正当解雇程序对经理的不利影响。④句And之后补充解释不正当解雇程序对于员工的影响，即firms pay staff less because firms carry the burden of the employment arrangement going wrong(企业支付给员工更少的工资，因为企业承担了雇佣安排出差错的责任)，B项Employees suffer from salary cuts(员工被降薪)是对④句中firms pay staff less的同义替换。所以本题选B。

40.【答案】[D] is difficult to put into practice

【解析】本题为细节题。根据题干关键词the “high-income threshold” in Australia定位到第八段①句：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(澳大利亚应对不正当解雇悖论的办法是，将收入超过特定“高收入门槛”的员工排除在该国不正当解雇法的保护范围之外)，该句无法解题，需继续看下文。第八段③句指出However, the mechanisms proposed were unwieldy and the Bill was voted down following the change in government later that year(然而，上述提出的机制太过复杂，难以实行，新西兰的法案也在当年晚些时候在政府换届后被投票否决)，D项is difficult to put into practice(难以付诸实施)是对③句中the mechanisms proposed were unwieldy的适度推断。所以本题选D。

Section II Reading Comprehension

Part B

题目要求暂无，需要考生总结人物观点然后选择正确选项，类似英语二信息匹配题。

(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 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.

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 a disservice to the thousands of passionate, dedicated people who work tirelessly to improve the lives of animals and protect 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 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, similar 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.

41. \_\_\_\_\_\_\_

42. \_\_\_\_\_\_\_

43. \_\_\_\_\_\_\_

44. \_\_\_\_\_\_\_

45. \_\_\_\_\_\_\_

[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 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’ well-being.

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

**答案：**

41. [F] Zoos should have been closed down as they prioritize money making over animals’ well-being.

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

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

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

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

**Part B**

41.【答案】[F] Zoos should have been closed down as they prioritize money making over animals’ well-being.

【解析】本题需要总结Teri Byrd的观点，观点句一般会在转折句、首句和末句。结合第一段末句They are profitable institutions whose bottom line is much more important than the condition of the animals(它们是贪图利润的机构，其盈亏底线远比动物的生存状况重要得多)和第二段的末句it’s past time to eliminate zoos from our culture(早该将动物园从文化中移除出去了)，Teri Byrd建议关停动物园，因为他们优先考虑钱，而不是动物的健康，故本题答案为F项。

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

【解析】本题需要总结Karen R. Sime的观点，观点句一般会在转折句、首句和末句。优先看转折，第一段末句也是转折句But she underestimates the educational value of zoos(但她低估了动物园的教育价值)，说明Sime更看重动物园的教育意义，故本题答案为C项。

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

【解析】本题需要总结Greg Newberry的观点，观点句一般会在转折句、首句和末句。优先看转折，第二段④句是转折句，But they are the exception, not the norm that Ms. Marris implies(但是悲剧[they指代上一句中的tragedies]是例外情况，而不是Mr.Marris暗指的一直在发生的事情)，可初步判断Newberry不同意Mr. Marries的观点，需要进一步寻找Mr. Marries的观点，在第一段Emma Marris’ article is an insult and a disservice to the thousands of passionate, dedicated people who work tirelessly to improve the lives of animals and protect our planet(Emma Marris的文章是对成千上万充满激情和奉献精神的人们的侮辱和伤害，他们不知疲倦地努力改善动物的生活和保护我们的地球)，由此可知，Newberry认为Emma Marris用莫须有的罪名指责动物园的工作者，故本题答案为A项。

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

【解析】本题需要总结Dean Gallea的观点，观点句一般会在转折句、首句和末句。优先看转折，第一段②句But I believe that well-run zoos ... do serve a higher purpose(但我相信运营良好的动物园……确实为一个更高的目标服务)，下文③句具体阐释“更高的目标”即如果没有动物园，很多人会被好奇心驱使，然后去野外寻找、打扰甚至捕捉野生动物。故本题答案为D项。

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

【解析】本题需要总结John Fraser的观点，观点句一般会在转折句、首句和末句。本题无转折，可首先看第一段首句Emma Marris selectively describes and misrepresents the findings of our research(Emma Marris有选择地描述和歪曲我们的研究结果)，对应G项的Marris distorts our findings(Marris曲解了我们的研究)，故本题答案为G项。

**Section II Reading Comprehension**

**Part C**

**Directions:**

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written neatly 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. 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.

**【参考译文】**

46. 即使是对许多好好研读过这段时期历史的人来说，他们也不知道这也是一场创造密码的人和破解密码的人之间的较量。

47. 它(书中)列出了许多从西班牙的法国军队那里缴获的密码文件，这些文件的秘密已经被英军指挥部的一位军官乔治•斯科维尔揭露了出来。

48. 他(阿曼)无法精细分析这位鲜为人知的军官是否对那场国家间的大规模战争起到作用，也无法确切地告诉我们更多有关他本人的任何事情。

49. 在拿破仑战争期间，可能有很多间谍和情报官员，但通常很难找到他们实际提供或研究过的资料。

50. 正如密码破译在争夺西班牙的斗争中有其更广泛的意义，他在晋升途径上的尝试也提供了很多关于英国社会的信息。

**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.

【译文】即使是对许多好好研读过这段时期历史的人来说(1分)，他们也不知道这也是一场创造密码的人和破解密码的人之间的较量(1分)。

【重难点】and this is unknown … the period为插入语，起强调的作用，翻译时可提前置于句首，其中well read about the period为形容词短语作后置定语，修饰people，well read意为“博学的”;主干为It was also a battle;between those who … broke them为介词短语作后置定语，翻译时放所修饰的名词battle前，译为“……的较量”，且who made codes和who broke them为定语从句，修饰各自前面的those，因从句较短，翻译时放在所修饰先行词those前即可，译为“创造密码的人”和“破解密码的人”。

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.

【译文】它(书中)列出了许多从西班牙的法国军队那里缴获的密码文件(1分)，这些文件的秘密已经被英军指挥部的一位军官乔治•斯科维尔揭露了出来(1分)。

【重难点】in code为介词短语作后置定语，意为“使用密码的”，此处documents in code即为“密码文件”;that had been … Spain和whose secrets … British headquarters为两个定语从句，由并列连词and连接，修饰名词词组documents in code，其中第一个定语从句翻译时可放所修饰名词词组前，译为“从西班牙的法国军队那里缴获的密码文件”，翻译第二个定语从句时，可将从句引导词whose译为先行词“这些文件的”，然后顺译即可;an officer in British headquarters为George Scovell的同位语，对其进行解释说明，其中，in British headquarters为介词短语作定语，修饰officer，翻译时放所修饰名词前，译为“英军指挥部的一位军官”，且此处同位语说明了George Scovell的身份，根据汉语先介绍人物身份再说人名的习惯，可译为“英军指挥部的一位军官乔治•斯科维尔”。

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.

【译文】他(阿曼)无法精细分析(0.5分)这位鲜为人知的军官是否对那场国家间的大规模战争起到作用(1分)，也无法确切地告诉我们更多有关他本人的任何事情(0.5分)。

【重难点】could not analyze … between nations和indeed tell us … himself为两个“谓语+宾语”的结构，由并列连词or连接;what this obscure officer … between nations为宾语从句，作analyze的宾语，其中may or may not可以灵活译为“是否”，宾语从句整体翻译为“这位鲜为人知的军官是否对那场国家间的大规模战争起到作用”。

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.

【译文】在拿破仑战争期间，可能有很多间谍和情报官员(1分)，但通常很难找到他们实际提供或研究过的资料(1分)。

【重难点】There may have been … the Napoleonic Wars和it is usually extremely difficult … worked on由并列连词but连接;其中during the Napoleonic Wars为介词短语作状语，修饰句子，翻译时需要前置翻译，intelligence officer意为“情报人员”，the Napoleonic Wars意为“拿破仑战争”;it is usually … worked on为形式主语句型，it为形式主语，to find … worked on是真正的主语，翻译时遵循整体顺译原则，但其中they actually provided or worked on为省略引导词的定语从句，修饰material，因其较短，翻译时提至先行词前译出。

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.

【译文】正如密码破译在争夺西班牙的斗争中有其更广泛的意义(1分)，他在晋升途径上的尝试也提供了很多关于英国社会的信息(1分)。

【重难点】just as … so…为固定的句式结构，意为“正如……，……也一样”;code breaking意为“密码破译”;in the struggle for Spain 为介词短语作状语，修饰谓语动词has，翻译时提至所修饰动词前;to make his way up the promotion ladder为to do不定式短语作后置定语，修饰attempts，翻译时提至所修饰名词前，make one’s way意为“(在生活或事业等方面)取得进步”;speak volumes about意为“清楚表明;充分说明”。

51.【审题】

|  |  |
| --- | --- |
| **应用文类型** | email |
| **书信类型** | 邀请信，由关键词inviting可判断。 |
| **收信人** | a professor at a British university |
| **内容要点** | 写信背景+内容：inviting him/her to organize a team for the international innovation contest to be held at your university |
| **署名** | Li Ming |

**【参考范文】**

**Part A**

Dear Professor,

I am a student who is in charge of the Students’ Union. I am writing this email to invite you to organize a team to participate in the international innovation contest held at my university.

The relevant details are as follows. For one thing, the contest will be held in the gym of my university from March 3 to March 5. For another, it is advisable for you to know that the theme of the contest is “Internet+”. Besides, we will provide free accommodations for your team during the contest.

I sincerely hope that my invitation can draw your attention and I am looking forward to hearing from you soon.

Sincerely yours,

Li Ming

52.【审题】

|  |  |  |
| --- | --- | --- |
| **图画类型** | **图画说明** | **寓意** |
| 一幅图 | 整体描述：两个女生正看着校园讲座的海报。 细节描述：一个学生说“不是我们专业的，听了也没多大用”，而另一个学生回答“听听总会有好处”。 | 重视广泛学习 |

**Part B**

**【参考范文】**

What comes into view is that in the picture, two girls are looking at the poster for a lecture. If we take a closer look, it can be found that one student says, “It has nothing to do with our major. It is useless for us!” while the other replies, “There are always some benefits.” Obviously, the above picture has shown an implication that great emphasis should be placed on extensive learning.

What the cartoonist has conveyed in the picture can be clearly and accurately summarized as the following: the phenomenon will make a huge difference to our lives. The supporting point is that extensive learning can expand the knowledge of students, broaden their horizons, and arouse their enthusiasm for study. Besides, it is not rare to find that extensive learning is helpful to the formation of students’ good character because while learning different knowledge, people are inspired to think about the world and their own lives, gradually recognize themselves, and actively think about their future.

In summary, it is high time that we took concrete and efficient actions. The mass media, such as television and the Internet, should make every effort to advocate the phenomenon. Only in this way can we make our life more colorful and vigorous.