

2022年全国硕士研究生招生考试

英语（一）

(科目代码：201)



☆考生注意事项☆

1. 答题前，考生须在试题册指定位置上填写考生编号和考生姓名；在答题卡指定位置上填写报考单位、考生姓名和考生编号，并涂写考生编号信息点。
2. 考生须把试题册上的“试卷条形码”粘贴条取下，粘贴在答题卡的“试卷条形码粘贴位置”框中。不按规定粘贴条码而影响评卷结果的，责任由考生负责。
3. 选择题的答案必须涂写在答题卡相应题号的选项上，非选择题的答案必须书写在答题卡指定位置的边框区域内。超出答题区域书写的答案无效；在草稿纸、试卷册上答题无效。
4. 填（书）写部分必须使用黑色字迹签字笔书写，字迹工整、笔迹清晰；涂写部分必须使用2B铅笔填涂。
5. 考试结束。将答案卡和试题册按规定交回。

(以下信息考生必须认真填写)

考生编号																			
考生姓名																			

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 plex 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 mand centers’ at their root tips,” Taiz told Live Science in an email.

This __11__makes sense if you simplify the workings of a plex brain, __12_____it to an

array of electrical pulses; cells in plants also municate 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 plex animal brain, which is more than "a mass of cells that municate by electricity," Taiz said.

"For consciousness to evolve, a brain with a threshold_15_of plexity 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 plex 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. pared 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 prehension

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 carpets”—large rectangles decorated with foam pumpkins, cabbages, and watermelons. He wanted viewers to walk around on the carpets—which meant they had to be durable.

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

So van Oosten and colleagues 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 mon.

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. plex in structure

23. Museums stopped exhibiting artworks of Gilardi'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 mitted 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 specified 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 been 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

munication, 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 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 art- science collaborations_____.

- A.are likely to go beyond public expectations
- B.will intensify interdisciplinary petition
- C.should do more than municating science
- D.are being 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 mon 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 mission 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-ine 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, some sentences have been removed. For Questions 41-45, choose the most suitable one from the list A-G to fit into each of the numbered blanks. 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 mitted 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 outes for the precious creatures in their care.

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

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

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

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

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

Part C

Directions

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

Between 1807 and 1814 the Iberian Peninsula (prising 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

51 Part A

Directions:

Write an email to a professor at a British university, inviting him/her to organize a team for the international innovation contest to be held 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. (20 points)

52 Part B

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. (15 points)

2022 年全国硕士研究生入学统一考试
英语（一）试题参考答案

Section I Use of English

1. 【答案】A. coined
2. 【答案】C. pared
3. 【答案】D. Though
4. 【答案】C. hinted at
5. 【答案】D. differs
6. 【答案】B. evidence
7. 【答案】C. argued
8. 【答案】B. forming
9. 【答案】A. analogous
10. 【答案】D. even
11. 【答案】C. perspective
12. 【答案】B. reducing
13. 【答案】A. However
14. 【答案】C. superficially
15. 【答案】B. level
16. 【答案】D. added
17. 【答案】A. chances
18. 【答案】A. danger
19. 【答案】D. recognizes
20. 【答案】B. poor

Section II Reading prehension

Part A 阅读

Text 1

21. 【答案】[A] maintaining their plastic items
22. 【答案】[B] improperly shaped
23. 【答案】[D] prevent them from further damage
24. 【答案】[D] challenging
25. 【答案】[B] has profound historical significance

Text 2

- 26、【答案】 [C] reassess the necessity of college education
- 27、【答案】 [B] the shrinking value of a degree
- 28、【答案】 [C] employers are taking a realistic attitude to degrees
- 29、【答案】 [D] further their studies in a specific field
- 30、【答案】 [A] lifelong learning will define them

Text 3

- 31. 【答案】 [B] received favorable responses
- 32. 【答案】 [A] art can offer audiences easy access to science
- 33. 【答案】 [A] their role may be underestimated
- 34. 【答案】 [B] It exemplified valuable art-science alliances
- 35. 【答案】 [C] should do more than communicating science

Text 4

- 36. 【答案】 [D] protect the rights of ordinary workers
- 37. 【答案】 [A] hinder business development
- 38. 【答案】 [D] dismissing the poorly performing managers
- 39. 【答案】 [B] Employees suffer from salary cuts
- 40. 【答案】 [D] is difficult to put into practice

Part B 新题型

- 41. 【答案】 [F] Zoos should have been closed down as they prioritize money making over animals' wellbeing.
- 42. 【答案】 [C] While animals in captivity deserve sympathy, zoo play significant role in starting young people sown the path of related sciences.
- 43. 【答案】 [A] Zoos which spare no effort to take care of animals should not be subjected to unfair criticism.
- 44. 【答案】 [D] Zoos have people trips to wilderness areas and thus contribute to wildlife conservation.
- 45. 【答案】 [G] Maris distorts our findings which actually prove that zoos serve as an indispensable link between man and nature.

Part C 翻译

⑥) 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.

【参考译文】它曾经也是一场编写密码者和破解密码者之间的战争，但是，这一点甚至对那些熟知这一时期历史的人来说都是未知的。

④ 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, one officer in British headquarters.

【参考译文】这本书的附录列出了许多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。

⑤ 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

【参考译文】他无法仔细分析这位名不转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关于此人的更多事情。

⑥ 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.

【参考译文】拿破仑战争期间可能存在很多间谍和情报官员，但通常很难找到他们实际提供或破译的情报资料。

⑦ Just as the code breaking has its wider relevance in the struggle for Spain, so his attempt is to make his

way up the promotion ladder speak volumes about British society.

【参考译文】正如破译密码在西班牙之战中有着更广泛的意义一样，斯科维尔加官进爵的常识也将英国社会形态体现得淋漓尽致。

Section III Writing (30 points)

Part A (10 points)

今年的小作文考查的是邀请信，整篇作文的布局可以为：首段自我介绍+写信目的，中间一段介绍会议的具体时间、地点、活动安排、参赛主要人员、奖项设置等细节，尾段表达希望和祝愿，或期待参会、回信等内容。

注意书信的格式，开头称呼，结尾客套语、署名（Li Ming）。此外还要注意单词拼写和语法等问题。

Part B (20 points)

今年的图画作文贴切学生生活，在一个满是各种校园讲座的宣传栏前，一个长发女孩向她的同伴抱怨：“不是我们专业的，听了也没多大作用”，相反右侧的女孩回答说“去听听肯定有好处”。

虽然这幅图比较简单，但其寓意很值得思考：大学生只关注自己本专业的知识是否足够？结合当下社会的需要，相信答案是呼之欲出的。在信息时代，拥有多种技能和知识的大学生才能更好地适应快节奏的社会，使自己更具竞争力。同学们也可以结合所积累名人示例进行论证，任何人的成功都需要对各行各业的了解。

注意整篇作文的布局，尽量还用三段式，简洁明了，首段描写图画、中间段论证观点、尾段总结建议。此外还要注意单词拼写和语法等问题。