Section Ⅰ Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on the ANSWER SHEET. (10 points)

The idea that plants have some degree of consciousness first took root in the early 2000s; the term "plant neurobiology" was __1__ around the notion that some aspects of plant behavior could be __2__ to intelligence in animals. __3__ plants lack brains, the firing of electrical signals in their stems and leaves nonetheless triggered responses that __4__ consciousness, researchers previously reported.

But such an idea is untrue, according to a new opinion article. Plant biology is complex and fascinating, but it __5__ so greatly from that of animals that so-called __6__ of plants' intelligence is inconclusive, the authors wrote.

Beginning in 2006, some scientists have __7__ that plants possess neuron-like cells that interact with hormones and neurotransmitters, __8__ "a plant nervous system, __9__ to that in animals," said lead study author Lincoln Taiz. "They __10__ claimed that plants have 'brain-like command centers' at their root tips."

This __11__ makes sense if you simplify the workings of a complex brain, __12__ it to an array of electrical pulses; cells in plants also communicate through electrical signals. __13__, the signaling in a plant is only __14__ similar to the firing in a complex animal brain, which is more than "a mass of cells that communicate by electricity," Taiz said.

"For consciousness to evolve, a brain with a threshold __15__ of complexity and capacity is required," he __16__. "Since plants don't have nervous systems, the __17__ that they have consciousness are effectively zero."

And what's so great about consciousness, anyway? Plants can't run away from __18__, so investing energy in a body system which __19__ a threat and can feel pain would be a very __20__ evolutionary strategy, according to the article.

1. [A] coined	[B] discovered	[C] collected	[D] issued
2. [A] attributed	[B] directed	[C] compared	[D] confined
3. [A] Unless	[B] When	[C] Once	[D] Though
4. [A] coped with	[B] consisted of	[C] hinted at	[D] extended to
5. [A] suffers	[B] benefits	[C] develops	[D] differs
6. [A] acceptance	[B] evidence	[C] cultivation	[D] creation
7. [A] doubted	[B] denied	[C] argued	[D] requested
8. [A] adapting	[B] forming	[C] repairing	[D] testing
9. [A] analogous	[B] essential	[C] suitable	[D] sensitive
10. [A] just	[B] ever	[C] still	[D] even
11. [A] restriction	[B] experiment	[C] perspective	[D] demand
12. [A] attaching	[B] reducing	[C] returning	[D] exposing
13. [A] However	[B] Moreover	[C] Therefore	[D] Otherwise
14. [A] temporarily	[B] literally	[C] superficially	[D] imaginarily
15. [A] list	[B] level	[C] label	[D] load
16. [A] recalled	[B] agreed	[C] questioned	[D] added
17. [A] chances	[B] risks	[C] excuses	[D] assumptions
18. [A] danger	[B] failure	[C] warning	[D] control
19. [A] represents	[B] includes	[C] reveals	[D] recognizes
20. [A] humble	[B] poor	[C] practical	[D] easy

Section Ⅱ Reading Comprehension

Part A

Directions:

Read the following four texts. Answer the questions after each text by choosing A, B, C or D. Mark your 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 (RCE). "It's like baking a cake: If you don't have exact amounts, it goes wrong," she says. "The object you make is already a time bomb."

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

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

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

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

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

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

[A] maintaining their plastic items.

[B] obtaining durable plastic artifacts.

[C] handling outdated plastic exhibits.

[D] classifying their plastic collections.

22. Van Oosten believes that certain plastic objects are

[A] immune to decay.

[B] improperly shaped.

[C] inherently flawed.

[D] complex in structure.

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

[A] keep them from hurting visitors.

[B] duplicate them for future display.

[C] have their ingredients analyzed.

[D] prevent them from further damage.

24. The author thinks that preservation of plastics is

[A] costly.

[B] unworthy.

[C] unpopular.

[D] challenging.

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

[A] will inspire future scientific research.

[B] has profound historical significance.

[C] will help us separate the material ages.

[D] has an impact on today's cultural life.

Text 2

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

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

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

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

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

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

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

26. The author suggests that Generation Z should

[A] be careful in choosing a college.

[B] be diligent at each educational stage.

[C] reassess the necessity of college education.

[D] postpone their undergraduate application.

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

[A] Millennial's opinion about work.

[B] the shrinking value of a degree.

[C] public discontent with education.

[D] the desired route of social mobility.

28. The author considers it a good sign that

[A] Generation Z are seeking to earn a decent degree.

[B] school leavers are willing to be skilled workers.

[C] employers are taking a realistic attitude to degree.

[D] parents are changing their minds about education.

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

[A] make an early decision on their career.

[B] attend on-the-job training programs.

[C] team up with high-paid postgraduates.

[D] further their studies in a specific field.

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

[A] Lifelong learning will define them.

[B] They will make qualified educators.

[C] Degrees will no longer appeal them.

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

Text 3

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

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

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

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

More than half a century ago, the Massachusetts Institute of Technology opened its Center for Advanced Visual Studies (CAVS) to explore the role of technology in culture. The founders deliberately focused their projects around light—hence the "visual studies" in the name. Light was 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 needs to go beyond the necessary purpose of research communication, and participants must not fall into the trap of stereotyping each other. Artists and scientists alike are immersed in discovery and invention, and challenge and critique are core to both, too.

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

[A] caught the attention of critics.

[B] received favorable responses.

[C] promoted academic publishing.

[D] sparked heated public disputes.

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

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

[B] science can help with the expression of emotions.

[C] public participation in science has a promising future.

[D] art is effective in facilitating scientific innovations.

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

[A] their role may be underestimated.

[B] their reputation may be impaired.

[C] their creativity may be inhibited.

[D] their work may be misguided.

34. What does the author say about 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.

Text 4

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

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

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

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

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

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

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

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

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

[A] punish dubious corporate practices.

[B] improve traditional hiring procedures.

[C] exempt employers from certain duties.

[D] protect the rights of ordinary workers.

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

[A] hinder business development.

[B] undermine managers' authority.

[C] affect the public image of the firms.

[D] worsen labor-management relations.

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

[A] Imposing reasonable wage restraints.

[B] Enforcing employment protection laws.

[C] Limiting the powers of business owners.

[D] Dismissing poorly performing managers.

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

[A] Highly paid managers lose their jobs.

[B] Employees suffer from salary cuts.

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

[D] Employers need to hire new staff.

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

[A] has secured managers' earnings.

[B] has produced undesired results.

[C] is beneficial to business owners.

[D] is difficult to put into practice.

Part B

Directions:

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

(41) Teri Byrd: _____

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

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

(42) Karen R. Sime: _____

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

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

(43) Greg Newberry: _____

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

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

(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 archeology 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)

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

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

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

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

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

Section Ⅲ Writing

Part A

51. **Directions:**

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

You should write about 100 words on the ANSWER SHEET.

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

Part B

52. **Directions:**

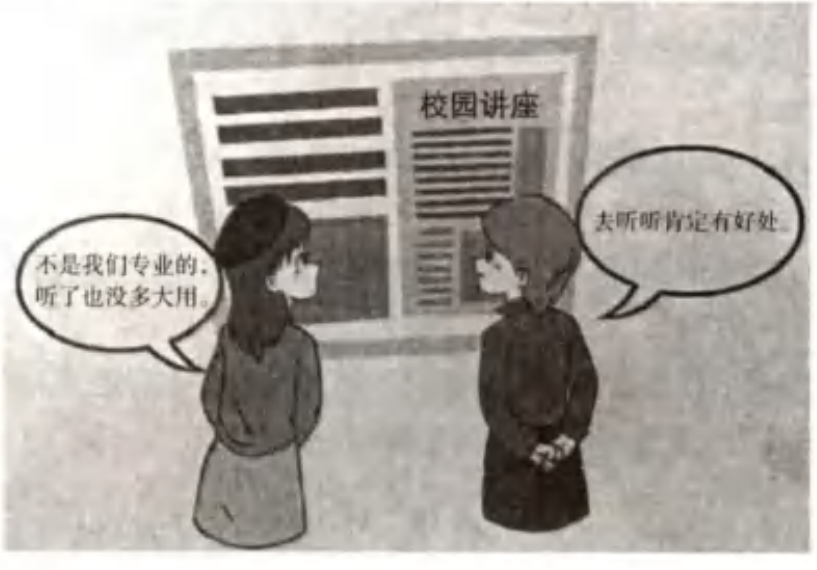
Write an essay of 160–200 words based on the picture below. In your essay, you should

1) describe the picture briefly,

2) explain its intended meaning, and

3) give your comments.

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



2022年全国硕士研究生招生考试（英语一）参考答案及解析

Section Ⅰ Use of English

【1】A. coined 解析：考熟词僻义，coin 表示创造新词语。新词语对应主语 the term "plant neurobiology"。

【2】C. compared 解析：考固定搭配，be compared to 与。。。相比，可以与动物的智商相比。

【3】D. though 解析：考句内逻辑，lack brains（植物缺少大脑）和 trigger responses（触发反应）相反，即虽然没有大脑，但也可以触发反应。

【4】C. hinted at 解析：考词义辨析+语境。结合主旨，文章论证植物具有意识的可能性，因此本空句意为""反应似乎体现了有意识"，hinted at 暗示，语义最贴近。

【5】D. differs 解析：考固定搭配，differ from 与。。。不同。通过 but 确定转折关系，因此本空句意为植物和动物不同。

【6】B. evidence 解析：考词义辨析+语境，通过本句 inconclusive(不确定的)得出无法证明植物有智力，即没有真正的证据。因此本题为 so-called evidence 所谓的证据。

【7】C. argued 解析：考词义辨析+语境，that 从句后面为科学家论证的内容，因此选 argue 论证，争论。

【8】B. forming 解析：考词义辨析，通过观察选项，判断句型为过去分词做状语，表示前一句话的结果。通过一系列的细胞激素的反应，形成了"a plant nervous system"(植物神经系统)。form 动词表示产生、组成。

【9】A. analogous 解析：考词义辨析，句意为植物神经系统与动物的类似。analogous 相似的，类似的。

【10】D. even 解析：考句间逻辑，上下句均在支持植物有神经系统，甚至类似大脑的指挥中心。句间关系为递进，even 甚至。

【11】C. perspective 解析：考词义辨析+句间逻辑，上段最后一句阐述了科学家的观点，因此选 this perspective 这个观点。

【12】B. reducing 解析：考词义辨析+语境，对应前半句 simplify 简化，因此句意为把复杂的大脑简略看成一系列电脉冲。因此选 reducing 减少，语义最贴合。

【13】A. However 解析：考句间逻辑，通过 only 判断出为转折关系。

【14】C. superficially 解析：考词义辨析+语境，通过上下文得出植物信号和动物信号相似程度很低，因此选 superficially，表面上地，即仅仅是表面相似。

【15】B. level 解析：考固定用法， threshold level 阈值水平。

【16】D. added 解析：考句间逻辑，上下句均为 Taiz 的观点，继续补充观点，选 D。

【17】A. chances 解析：考词义辨析+语境，句意为植物有意识的可能性为零。chance 机会、概率，语义最贴合。

【18】A. danger 解析：考词义辨析+语境，从下文 threat（威胁）得出，本空含义与 threat 类似。

【19】D. recognizes 解析：考词义辨析+语境，通过 and 平行结构后 can feel the pain 得知，本空也跟感受、感知有关，因此选 recognize 认出、辨别出。

【20】B. poor 解析：考词义辨析+语境，句意为植物无法逃避危险，因此研究和威胁和痛苦无法得出结论，所以不是个好策略。选择 poor，即糟糕的策略。

Section Ⅱ Reading Comprehension

Part A

Text 1

【21】A. maintaining their plastic artifacts 解析：该题为细节题，问博物馆目前面临什么困难，文中提到：直到最近，博物馆只需要担心传统材料。"我们知道如何修复绘画、书籍和木材、金属和玻璃等材料，"盖蒂保护研究所的研究专家安娜·拉甘说。"但对于塑料，我们的知识仍然有限。（"But for plastics, our knowledge is still limited."）所以博物馆现在面临的困难是对塑料制品了解不充分，即如何保存塑料展品。

【22】C. inherently flawed 解析：该题为细节题，根据题干当中的 Van 定位，聚合物化学家 Thea van Oosten 说，某些工艺品特别容易受到伤害，因为造型艺术的一些先驱并不总是知道如何正确混合成分，后面提到了艺术家 Gilardi 用塑料制造艺术品的例子，里面说到：不幸的是，他使用的聚氨酯泡沫本质上是不稳定的。(Unfortunately, the polyurethane foam he used is inherently unstable.) 由此证明塑料产品本质上有内在缺陷。

【23】D. prevent them from future damage. 解析：该题为细节题，问博物馆停止展览某些艺术品的原因。文中提到由于塑料具有不稳定性，所以要减少塑料制品的暴露，由此来竭尽所能保护塑料展品。

【24】D. challenging 解析：文章最后提到作者对于塑料保护的观点。Despite such success stories, preservation of plastics will likely get harder. 尽管有上述成功的故事，但是对于塑料展品的保护仍可能愈加困难。由此说明，对于塑料展品的保护仍然具有挑战性。

【25】B. has profound historical significance 解析：文章提到，根据 Ferreira 的观点，对于塑料制品的保护有重大的历史意义。

Text 2

【26】C. reassess the necessity of college education. 根据关键句：what Gen Z (and their parents) need to consider ...Millennials were told that...But that promise has been found wanting. 意思是：Z 世代在开始第三阶段教育之旅时需要考虑什么。千禧一代被告知，如果你在学校表现出色，获得了不错的学位，你就会终身受益。但是这个承诺已经被发现是缺乏的。也就是说，之前父母告诉他们的关于学位的信息在现在的时代已经不适用了，那么他们需要重新评估大学教育的必要性了。

【27】B. the shrinking value of a degree. 根据关键句：As degrees became universal, they became devalued. 意思是：随着学位变得普遍，它们贬值了。"devalue"是"the shrinking value"的同义替换。

【28】C. employers are taking a realistic attitude to degrees. 根据关键句：Employers have long seen the advantages of hiring school leavers who often prove themselves to be more committed and loyal employees than graduates. 意思是：雇主早就看到了雇用毕业生的好处，他们往往证明自

己比毕业生更忠诚和忠诚。此题根据题干比较难定位，但是"和根据题干中的"sign"和根据原文中的"Thankfully"庆幸地是，可以确定答案的位置。

【29】D. further their studies in a specific field. 根据关键句：When more and more of us have a degree, it makes sense (albeit expensive) to have two. 意思是：当我们中越来越多的人拥有学位时，拥有两个学位是有意义的（尽管很昂贵）。说明他们要在自己的专业领域中要有更深的学习和研究。

【30】A. lifelong learning will define them. 根据关键句：heir 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. 意思是：他们的儿子或女儿绝不会说这种话，就好像他们已经知道他们的学位不会以同样的方式定义他们。根据上文提到，他们的长辈会用现在时自称自己在学位上的成就，再加上整篇文章都在说学位贬值的事情，所以他们只有终身学习才能适应当今社会。

Text 3

【31】B. received favourable responses. 解析：根据题干定位到第一段，第三句说在 350 名左右的受访者中，近 40%的人表示他们善与艺术家合作，几乎所有人都说他们将来会考虑这样做（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.）。由此表明，艺术和科学的合作得到了良好的回应

【32】A. art can offer audiences easy access to science. 解析：该题为例证题，题干里提到的论据说该作品（Four Seasons）这是艺术家和科学家共同震撼感官的一个例子。论据在之前，受访者称：艺术家帮助科学家接触到更广泛的受众，建立情感联系，促进学习。（"Artists help scientists reach a broader audience and make emotional connections that enhance learning,"）另一位说。"我的科学通常有一个视觉方面，生成和发布数据无法向观众传达。"（"There's often a visual aspect to my science that generating and publishing data does not convey."）由此说明，科学家无法向观众传达的内容，可以有艺术这一形式做到，其实让观众更容易接近科学。

【33】A. their role may be underestimated. 解析：文中强调真正的伙伴关系必须是双向的（But a genuine partnership must be a two-way street.），后面提到"他们（艺术家）的工作也不应该仅仅被视为研究对象"，（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）由此说明艺术家担心他们在其中起到的作用被低估了。

【34】B. It exemplified valuable art-science alliances. 解析：该题为细节题，提问作者说 CAVS 什么，根据 CAVS 定位到后面一句：As science and technology progressed, …CAVS 负责的项目，伴随着科学和技术的进步，并分为更多的子学科，该中心同时期待着一个时代，领先的研究人员也可以是艺术家、作家和诗人，反之亦然。这说明了艺术和科学结成联盟的价值，互相促进，互相帮助。

【35】C. Should do more than communication science. 解析：该题问最后一段作者对艺术科学合作的看法。最后一段第一句指出，对于艺术和科学的结合应当超越研究交流的必要目的（The reach of art–science tie-ups needs to go beyond the necessary purpose of research communication），也就是说明 C 选项艺术和科学的合作应当做的比单纯交流科学更多。

Text 4

【36】D. Protect the rights of ordinary workers. 根据关键句 Personal grievance procedures were designed to guard the jobs of ordinary workers from "unjustified dismissals".意思是：个人申诉程序旨在保护普通工人的工作免受"不正当解雇"的影响。"guard"是"protect"的同义替换。

【37】A. hinder business development.根据关键句 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.意思是：正如无数董事会和企业主所证明的那样，限制公司解雇业绩不佳、收入高的经理是提高生产力和整体绩效的一个手刹。"constrain"是"hinder"的同义替换。

【38】D. dismissing poorly performing managers. 根据关键句 the Productivity Commission singled out the low quality of managerial capabilities as a cause of the country's poor productivity growth record.意思是：生产力委员会将管理能力的低质量作为该国生产力增长记录不佳的原

因。因为生产力委员会不认同低质量，即它支持解雇表现不好的经理。

【39】B. employees suffer from salary cuts. 根据关键句 And firms pay staff less because firms carry...意思是：因为公司承担着雇佣安排出错的负担，所以付给员工的工资更少。"pay staff less"是"salary cuts"的同义替换。

【40】D. is difficult to put into practice. 根据关键句 However, the mechanisms proposed were unwieldy and the Bill was voted down following the change in government later that year.意思是："然而，提议的机制很笨拙，该法案在当年晚些时候政府更迭后被否决。因为此法案被否决了，所以很难付诸实践。

Part B

【41】F

Zoos should have been closed down as they prioritize moneymaking over animals' well being. 其中""**Zoos should have been closed down**"与文章 **"to eliminate**（消除） **zoos from our culture"**对应；**moneymaking** 与文章 **profitable** 对应。

【42】C

While animals in captivity deserve sympathy, zoos play a significant role in starting young people down the path of related science.其中文章中 **stir children's interest in conservation** 和 **educational potential** 都提到了动物园对引导年轻人走上相关科学道路方面发挥着重要作用。

【43】A

Zoos, which spare no effort to take care of animals, should not be subjected to unfair criticism. 文章提到 **Emma Marris' article is an insult**（侮辱），对应选项的 **unfair criticism**。文章的 **A distressed animal in a zoo will get as good or better treatment than most of us at our local hospital.** 说明动物园在精心照料动物，对应选项 **take care of**。

【44】D

Zoos save people trips to wilderness and thus contribute to wildlife conservation. 文章提到如果动物园没有提供近距离观察这些美丽的野生动物的机会，更多的人会前往野生地区寻找甚至猎杀它们。因此对应选项的 **save people trips to wilderness** 和 **wildlife conservation.**

【45】G

Marris distorts our findings, which actually prove that zoos serve as an indispensable link between man and nature. 文章提到 **misrepresents the findings of our research**（歪曲了研究成果），与选项 **distort our findings** 对应。文章 **how people think about themselves and nature** 对应选项 **an indispensable link between man and nature.**

Part C

【46】考察知识点：表语置后；定语从句；固定搭配

这是一场编码者和密码破译者之间的一次战役，甚至很多熟知这一时期的人们对此毫不知晓。

【47】考察知识点：定语从句

许多从西班牙法国军队缴获的加密文件被列出，文件秘密早已被英国总部的一位官员乔治·斯科维尔所披露。

【48】考察知识点：宾语从句；并列结构

他不能完全分析出那个不知名的军官在那场国家之间的斗争中所做出的贡献，亦或是告诉我们关于这位军官自己的任何事。

【49】考察知识点：特殊句式；并列结构；定语从句

或许在拿破仑战争中曾经有许多间谍和情报人员，但是让找到他们实际上提供的或者而完成的材料却是极其困难的。

【50】考察知识点：原因状语从句；不定式

正是因为破译密码和这场西班牙斗争牵扯甚广，因此他为了获得职位晋升而做出的努力对英国社会影响很大。

Section Ⅲ Writing

【51】

Part A

参考范文

Dear Professor,

My university is going to hold an international innovation contest, so on the purpose of the letter is to invite you to organize a team for taking part in this upcoming contest.

There are some details as follows. First of all, it will be necessary for you that the contest will be held on next Sunday morning, which will start at 9 o'clock, lasting about three hours. And attending the meeting ahead of time is appreciated. Moreover, the applicants who own the creative ability will be marked scores, and those getting the most excellent performance will be awarded.

Looking forward to your coming as soon as possible.

Yours sincerely,

Li Ming

【52】

Part B

参考范文

What has been conspicuously depicted in the picture is that there are two young and energetic girls who are debating about whether to attend the campus lecture or not. One is negatively saying," the theme of the lecture is not about our major, so it is not useful for us", while her friend is positively encouraging that absorbing more knowledge must be beneficial for us.

It is simple to see the picture, but the meaning behind it will be thought-provoking that focusing on knowledge has exerted a significant influence on our modern competition society. grasping more knowledge not only contribute graduates to fostering more theoretical ability, but also assist them to adapt to the fiercest professional market faster. As an old saying goes, the way you perceive the world will determine your way to cope with it . And, it is no denying that the first

step to understand the world is broaden our horizon and learn more knowledge. Taking a famous man, Bill Gates, as example, who believes that no matter who are you, and no matter what you have own, emphasis on studying is supposed to give more priority.

From the discussion above, we can make the conclusion that it is studying consistently that plays a crucial role in our daily life. It is useful for children to take effective measures to cultivate a good habit to learn more.