四级 · 2015年12月大学英语四级真题（第2套）

历年真题

满分 710 分 · 时长 125 分钟 · 共 57 题

姓名：_____ 班级：_____ 得分：_____

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收听本卷听力题
4JY7 KT53
yingyu8.cn/d/4JY7KT53

本卷答案与讲解
685 420
yingyu8.cn/an/685420

一、写作（共 1 小题，每小题 106.5 分，共 106.5 分）

56.（词数 120-180 · 106.5 分）

二、听力（共 25 小题，每小题 7.1 分）

（听力/听写音频请在英速通应用内播放作答）

Questions 1 to 2

1. What is the news report mainly about?

A. Zuckerberg wrote a letter to his new-born baby girl.

B. Zuckerberg wants his baby girl to grow up in a better world.

C. Zuckerberg became one of the most searched names on Google.

D. Zuckerberg decided to donate most of his Facebook shares.

2. How much are the stock shares to be donated by Zuckerberg worth now?

A. About $45 million. B. About $50 million. C. About $45 billion. D. About $99 billion.

Questions 3 to 4

3. What can we learn about the draft agreement?

A. It was approved on Sunday.

B. It runs to 42 pages.

C. It targets rich countries tackling climate change.

D. It has a clear vision to go renewable energy.

4. Where have the twelve mini-icebergs been placed?

A. In Denmark.

B. In Greenland.

C. In Durban.

D. In the Place de la Pantheon.

Questions 5 to 7

5. Who is Mauricio Macri?

A. The ruling party candidate.

B. The chosen successor of Argentina's president.

C. The governor of Buenos Aires province.

D. The mayor of Buenos Aires.

6. What does Mr. Macri want to do?

A. Tighten trade restrictions.

B. Lift some financial controls.

C. Carry out social welfare programs.

D. Seek the help of economic reform.

7. What was said about the Argentine election law?

A. A candidate with over 45 percent of the vote could win the presidency.

B. A candidate who has 10 more points over the second wins the presidency.

C. Any candidate who wins the most of the vote could be the winner.

D. Any candidate who wins at least 40 percent of the vote gets elected. four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 8 to 11

8. What does the man say about Chinese?

A. It is more difficult to learn than English.

B. It is used by more people than English.

C. It will be as commonly used as English.

D. It will eventually become a world language.

9. What made English a widely-used language?

A. Its loan words from many languages.

B. Its popularity with the common people.

C. The influence of the British Empire.

D. The effect of the Industrial Revolution.

10. What is said to be special about English vocabulary?

A. It includes a lot of words from other languages.

B. It has a growing number of newly coined words.

C. It can be easily picked up by overseas travellers.

D. It is the largest among all languages in the world.

11. What does the man say is the second advantage of English?

A. It has many international words.

B. It can be pronounced easily.

C. Its grammar is very simple.

D. It has no different dialects.

Questions 12 to 15

12. What is the woman's purpose in making the phone call?

A. To return some goods.

B. To apply for a job.

C. To place an order.

D. To make a complaint.

13. What do we learn about the man from the conversation?

A. He has become somewhat impatient with the woman.

B. He is not familiar with the exact details of the goods.

C. He has not worked in the sales department for long.

D. He works on a part-time basis for the company.

14. What does the man say about delivery?

A. It is not his responsibility.

B. It will be free for large orders.

C. It costs £15 more for express delivery.

D. It depends on a number of factors.

15. What does the woman say she will possibly do tomorrow?

A. Report the information to her superior.

B. Pay a visit to the saleswoman in charge.

C. Ring back when she comes to a decision.

D. Make inquiries with some other companies. questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Questions 16 to 18

16. What does the speaker say about kites?

A. No one knows exactly where they were first made.

B. No one knows for sure when they came into being.

C. No one knows for what purpose they were invented.

D. No one knows what they will look like in the future.

17. What did ancient Chinese use kites to do?

A. Carry ropes across rivers.
B. Measure the speed of wind.
C. Pass on secret messages.
D. Give warnings of danger.

18. Why did Benjamin Franklin fly a kite in the storm?

A. To protect houses against lightning.
B. To test the effects of the lightning rod.
C. To find out the strength of silk for kites.
D. To prove that lightning is electricity.

Questions 19 to 22

19. What does the speaker say about herself?

A. She enjoys teaching languages.
B. She can speak several languages.
C. She was trained to be an interpreter.
D. She was born with a talent for languages.

20. What does the speaker say about many people who have lived overseas for a while?

A. They acquire an immunity to culture shock.
B. They would like to live abroad permanently.
C. They want to learn as many foreign languages as possible.
D. They have an intense interest in cross-cultural interactions.

21. How did the speaker's experience of living in Vienna benefit her?

A. She became an expert in horse racing.
B. She got a chance to visit several European countries.
C. She was able to translate for a German sports judge.
D. She learned to appreciate classical music.

22. What was the speaker asked to do in the Japanese studio?

A. Taste the beef and give her comment.
B. Take part in a cooking competition.
C. Teach vocabulary for food in English.
D. Give cooking lessons on Western food.

Questions 23 to 25

23. What do we learn about Ben Carsen?

A. He had only a third-grade education.
B. He once threatened to kill his teacher.
C. He grew up in a poor single-parent family.
D. He often helped his mother do housework.

24. What did Ben Carsen's classmates and teachers think of him when he was first at school?

A. Careless. B. Stupid. C. Brave. D. Active.

25. What did Ben Carsen's mother tell him to do when he was a school boy?

A. Write two book reports a week.
B. Keep a diary.
C. Help with housework.
D. Watch educational TV programs only.

三、选词填空（共 10 小题，每小题 3.55 分，共 35.5 分）

A. accustomed	B. acquired	C. assembly
D. attribute	E. champions	F. elements
G. expands	H. familiar	I. flows
J. fundamentally	K. interpretation	L. passive
M. regard	N. respectively	O. superficial

Question ___26___ to ___35___ are based on the following passage. Scholars of the information society are divided over whether social inequality decreases or increases in an information-based society. However, they generally agree with the idea that inequality in the information society is ___26___ different from that of an industrial society. As information progresses in society, the cause and structural nature of social inequality changes as well. It seems that the information society ___27___ the quantity of information available to the members of a society by revolutionizing the ways of using and exchanging information. But such a view is a ___28___ analysis based on the quantity of information supplied by various forms of the mass media. A different ___29___ is possible when the actual amount of information ___30___ by the user is taken into account. In fact, the more information ___31___ throughout the entire society, the wider the gap becomes between "information haves" and "information have-nots", leading to digital divide. According to recent studies, digital divide has been caused by three major ___32___ : class, sex, and generation. In terms of class, digital divide exists among different types of workers and between the upper and middle classes and the lower class. With ___33___ to sex, digital divide exists between men and women. The greatest gap, however, is between the Net-generation, ___34___ with personal computers and the Internet, and the older generation, ___35___ to an industrial society.

26. _____ 27. _____ 28. _____ 29. _____ 30. _____

31. _____ 32. _____ 33. _____ 34. _____ 35. _____

四、长篇阅读（共 10 小题，每小题 7.1 分，共 71 分）

36. It will not be difficult to make learning a source of joy if educators change their way of thinking. _____

37. What distinguishes children from adults is their strong ability to derive joy from what they are doing. _____

38. Children in America are being treated with shocking cruelty. _____

39. It is human nature to seek joy in life. _____

40. Grown-ups are likely to think that learning is to children what medicine is to patients. _____

41. Bad school conditions make it all the more important to turn learning into a joyful experience. _____

42. Adults do not consider children's feelings when it comes to education. _____

43. Administrators seem to believe that only hard work will lead children to their educational goals. _____

44. In the so-called "effective" schools, children are taught self-control under a set of strict rules. _____

45. To make learning effective, educators have to ensure that children want to learn. _____

五、汉译英（共 1 小题，每小题 106.5 分，共 106.5 分）

57. 云南省的丽江古镇是中国著名的旅游目的地之一。那里的生活节奏比大多数中国城市都要缓慢。丽江到处都是美丽的自然风光,众多的少数民族同胞提供了各式各样、丰富多彩的文化让游客体验。历史上,丽江还以"爱之城"而闻名。当地人中流传着许多关于因爱而生、为爱而死的故事。如今,在中外游客眼中,这个古镇被视为爱情和浪漫的天堂 (paradise)。

六、RC1（每小题 14.2 分）

When it's five o'clock, people leave their office. The length of the workday, for many workers, is defined by time. They leave when the clock tells them they're done. These days, the time is everywhere: not just on clocks or watches, but on cell-phones and computers. That may be a bad thing, particularly at work. New research shows that clock-based work schedules hinder morale and creativity. Clock-timers organize their day by blocks of minutes and hours. For example: a meeting from 9 a.m. to 10 a.m., research from 10 a.m. to noon, etc. On the other hand, task-timers have a list of things they want to accomplish. They work down the list, each task starts when the previous task is completed. It is said that all of us employ a mix of both these types of planning. What, then, are the effects of thinking about time in these different ways? Does one make us more productive? Better at the tasks at hand? Happier? In experiments conducted by Tamar Avnet and Anne-Laure Sellier, they had participants organize different activities—from project planning, holiday shopping, to yoga—by time or to-do list to measure how they performed under "clock time" vs "task time." They found clock timers to be more efficient but less happy because they felt little control over their lives. Task timers are happier and more creative, but less productive. They tend to enjoy the moment when something good is happening, and seize opportunities that come up. The researchers argue that task-based organizing tends to be undervalued and under-supported in business culture. Smart companies, they believe, will try to bake more task-based planning into their strategies. This might be a small change to the way we view work and the office, but the researchers argue that it challenges a widespread characteristic of the economy: work organized by clock time. While most people will still probably need, and be, to some extent, clock-timers, task-based timing should be used when performing a job that requires more creativity. It'll make those tasks easier, and the task doers will be happier.

46. What does the author think of time displayed everywhere?

A. It makes everybody time-conscious.
B. It is a convenience for work and life.
C. It may have a negative effect on creative work.
D. It clearly indicates the fast pace of modern life.

47. How do people usually go about their work according to the author?

A. They combine clock-based and task-based planning.
B. They give priority to the most urgent task on hand.
C. They set a time limit for each specific task.
D. They accomplish their tasks one by one.

48. What did Tamar Avnet and Anne-Laure Sellier find in their experiments about clock-timers?

A. They seize opportunities as they come up.
B. They always get their work done in time.
C. They have more control over their lives.
D. They tend to be more productive.

49. What do the researchers say about today's business culture?

A. It does not support the strategies adopted by smart companies.

B. It does not attach enough importance to task-based practice.

C. It places more emphasis on work efficiency than on workers' lives.

D. It aims to bring employees, potential and creativity into full play.

50. What do the researchers suggest?

A. Task-based timing is preferred for doing creative work.

B. It is important to keep a balance between work and life.

C. Performing creative jobs tends to make workers happier.

D. A scientific standard should be adopted in job evaluation.

七、RC2（每小题 14.2 分）

Martha Stewart was charged, tried and convicted of a crime in 2004. As she neared the end of her prison sentence, a well-known columnist wrote that she was "paying her dues," and that "there is simply no reason for anyone to attempt to deny her right to start anew." Surely, the American ideal of second chances should not be reserved only for the rich and powerful. Unfortunately, many federal and state laws impose post-conviction restrictions on a shockingly large number of Americans, who are prevented from ever fully paying their debt to society. At least 65 million people in the United States have a criminal record. This can result in severe penalties that continue long after punishment is completed. Many of these penalties are imposed regardless of the seriousness of the offense or the person's individual circumstances. Laws can restrict or ban voting, access to public housing, and professional and business licensing. They can affect a person's ability to get a job and qualification for benefits. In all, more than 45,000 laws and rules serve to exclude vast numbers of people from fully participating in American life. Some laws make sense. No one advocates letting someone convicted of pedophilia( ) work in a school. But too often collateral consequences bear no relation to public safety. Should a woman who possessed a small amount of drugs years ago be permanently unable to be licensed as a nurse? These laws are also counterproductive, since they make it harder for people with criminal records to find housing or land a job, two key factors that reduce backsliding. A recent report makes several recommendations, including the abolition of most post-conviction penalties, except for those specifically needed to protect public safety. Where the penalties are not a must, they should be imposed only if the facts of a case support it. The point is not to excuse or forget the crime. Rather, it is to recognize that in America's vast criminal justice system, second chances are crucial. It is in no one's interest to keep a large segment of the population on the margins of society.

51. What does the well-known columnist's remark about Martha Stewart suggest?

A. Her past record might stand in her way to a new life.

B. Her business went bankrupt while she was in prison.

C. Her release from prison has drawn little attention.

D. Her prison sentence might have been extended.

52. What do we learn from the second paragraph about many criminals in America?

A. They backslide after serving their terms in prison.

B. They are deprived of chances to turn over a new leaf.

C. They receive severe penalties for committing minor offenses.

D. They are convicted regardless of their individual circumstances.

53. What are the consequences for many Americans with a criminal record?

A. They remain poor for the rest of their lives.

B. They are deprived of all social benefits.

C. They are marginalized in society.

D. They are deserted by their family.

54. What does the author think of the post-conviction laws and rules?

A. They help to maintain social stability.

B. Some of them have long been outdated.

C. They are hardly understood by the public.

D. A lot of them have negative effects on society.

55. What is the author's main purpose in writing the passage?

A. To create opportunities for criminals to reform themselves.

B. To appeal for changes in America's criminal justice system.

C. To ensure that people with a criminal record live a decent life.

D. To call people's attention to prisoners' conditions in America.

—— 参考答案与逐题解析附于卷末 ——

参考答案

客观题速查表 + 主观题参考范文/译文；逐题解析附后

1. D	2. C	3. B	4. D	5. D	6. B	7. A	8. B	9. C	10. A
11. C	12. C	13. B	14. D	15. C	16. B	17. A	18. D	19. B	20. D
21. C	22. A	23. C	24. B	25. A	26. J	27. G	28. O	29. K	30. B
31. I	32. F	33. M	34. H	35. A	36. G	37. D	38. A	39. F	40. K
41. H	42. C	43. I	44. B	45. J	46. C	47. A	48. D	49. B	50. A
51. A	52. B	53. C	54. D	55. B					

56. The saying goes that listening is more important than talking. From my perspective, this remark makes good
sense, because only by paying close attention to others' opinions can we truly understand a situation and
respond wisely.
A good case in point is teamwork. In a group project I once joined, our leader kept talking and ignored our
suggestions, and the plan soon fell apart. Later, another leader chose to listen carefully to every member's idea
before making a decision, and the task was completed smoothly. History offers a similar lesson: many wise
leaders, such as ancient emperors who welcomed honest advice, achieved great success precisely because they
were attentive listeners rather than endless talkers.
In conclusion, being a patient listener enables us to gather wisdom, avoid mistakes and build mutual
understanding. Therefore, we should learn to close our mouths and open our ears before we rush to speak.

57. The old town of Lijiang in Yunnan Province is one of China's famous tourist destinations. The pace
of life there is slower than that in most Chinese cities. There is beautiful natural scenery everywhere in
Lijiang, and the numerous ethnic minorities offer a rich variety of colorful cultures for tourists to
experience. In history, Lijiang was also known as the "City of Love". Among the locals, many stories
about living for love and dying for love are passed down. Today, in the eyes of tourists at home and
abroad, the old town is regarded as a paradise of love and romance.

逐题解析

答案定位与考点精讲

1. 【答案】D

定位新闻核心事件（捐赠股票）→ 概括捐赠比例（99%→most）→ 得出答案

考点：主旨概括　同义替换

2. 【答案】C

定位数字信息（$45 billion）→ 区分billion与million → 得出答案

考点：数字听辨　单位辨析

3. 【答案】B

定位协议文本细节（runs to 42 pages）→ 匹配选项 → 得出答案

考点：☒☒节定位　信息匹配

4. 【答案】D

定位地点信息（installed...in the Place le Pantheon）→ 同义替换（installed=placed）→ 得出答案

考点：细节定位　同义替换

5. 【答案】D

定位人物身份（Mauricio Macri, the mayor of Buenos Aires）→ 匹配选项 → 得出答案

考点：细节定位　信息匹配

6. 【答案】B

定位人物Macri → 匹配其政策主张 → 识别同义替换（lift → B选项）

考点：细节定位　同义替换

7. 【答案】A

定位阿根廷选举法条款 → 提取具体数字条件（45%或40%+10%） → 匹配正确选项

考点：细节定位　数字信息捕捉

8. 【答案】B

定位对话中关于中文的讨论 → 提取比较信息（used by more people） → 匹配正确选项

考点：细节定位　比较关系识别

9. 【答案】C

定位英语广泛使用的原因 → 提取历史原因（British Empire） → 匹配正确选项

考点：细节定位　因果关系识别

10. 【答案】A

定位英语词汇特点的讨论 → 提取核心特征（international vocabulary） → 匹配正确选项

考点：细节定位　特征概括

11. 【答案】C

定位对话中男士列举的第二个优势 → 听取并理解其关于语法简单的解释 → 匹配选项C的同义改写

考点：细节定位　同义替换

12. 【答案】C

综合对话开头女士的自我介绍和需求陈述 → 推断其打电话的核心目的 → 匹配选项C的同义改写

考点：主旨推断　场景理解

13. 【答案】B

定位男士多次表示不确定的细节（价格含税、材质） → 推断其对产品具体信息不熟悉 → 匹配选项B

考点：细节推断　人物特征归纳

14. 【答案】D

定位对话中关于配送时间的问答 → 听取男士的回答（取决于工作量和订单量） → 匹配选项D的同义改写

考点：细节定位　同义替换

15. 【答案】C

定位对话结尾女士的告别语 → 听取其关于明天行动的表述（或许会回电） → 匹配选项C的同义改写

考点：细节定位　意图推断

16. 【答案】B

定位首句 'No one knows for sure just how old kites are' → 同义替换 'how old' 为 'when they came into being' → 得出答案

考点：细节定位　同义改写

17. 【答案】A

定位 'In ancient China, they were used to carry ropes to cross rivers' → 同义替换 'carry ropes to cross rivers' 为 'Carry ropes across rivers' → 得出答案

考点：细节定位　同义改写

18. 【答案】D

定位 'Benjamin Franklin used a kite to prove that lightning is electricity' → 同义替换 'prove that lightning is electricity' 为 'prove that lightning is electricity' → 得出答案

考点：细节定位　原词复现

19. 【答案】B

定位 'I have learned many languages' → 同义替换 'many languages' 为 'several languages' → 得出答案

考点：细节定位　同义改写

20. 【答案】D

定位 'Like many people who have lived overseas for a while, I simply got crazy about it' → 结合下文 'I can't imagine living my professional or social life without international interactions' → 推断 'got crazy about it' 指代 'international interactions' → 同义替换为 'cross-cultural interactions' → 得出答案

考点：细节定位　指代推断　同义改写

21. 【答案】C

定位关键词 'Vienna' → 听到 'translate for a German judge at an Olympic level horse event' → 同义替换为 'translate for a German sports judge' → 得出答案

考点：细节定位　同义替换

22. 【答案】A

定位关键词 'Japanese studio' → 听到 'taste the beef dish... and tell what I thought' → 同义替换为 'Taste the beef and give her comment' → 得出答案

考点：细节定位　同义替换

23. 【答案】C

定位关键词 'Ben Carsen' → 听到 'grew up in a poor single-parent household' → 同义替换为 'grew up in a poor single-parent family' → 得出答案

考点：细节定位　同义替换

24. 【答案】B

定位关键词 'classmates and teachers' → 听到 'thought of as the dumbest kid' → 同义替换为 'Stupid' → 得出答案

考点：细节定位　近义词辨析

25. 【答案】A

定位关键词 'mother' 和 'rules' → 听到 'had to read two books a week and write book reports' → 同义替换为 'Write two book reports a week' → 得出答案

考点：细节定位　同义替换

26. 【答案】J

26 空 定位空格所在句 → 分析句意（信息社会的不平等与工业社会的不平等不同）→ 结合下文对不平等性质变化的解释 → 选择表示“根本性”差异的形容词

27 空 定位空格所在句（信息社会通过革新方式来_____信息量）→ 分析句意（信息社会似乎增加了可用信息）→ 结合下文转折（但这种观点是片面的）→ 选择表示“增加”的动词

28 空 定位空格所在句（但这种观点是基于大众媒体供应量的_____分析）→ 分析转折关系（But）和下文（考虑用户实际使用量会得出不同结论）→ 选择表示“表面的、肤浅的”形容词

29 空 定位空格所在句（当考虑用户实际使用量时，一个不同的_____是可能的）→ 分析句意（与前文观点对比）→ 选择表示“观点、视角”的名词

30 空 定位空格所在句 → 分析主语（information society）与宾语（quantity of information）的动宾搭配 → 选择表示‘增加’且符合语境的动词

31 空 定位空格所在句 → 分析空格后介词‘throughout’与名词‘society’的搭配 → 选择表示‘传播’或‘流通’的动词分词形式

32 空 定位空格所在句 → 分析冒号后的列举内容（class, sex, generation） → 选择能概括这些类别的名词

33 空 定位空格所在句 → 识别固定搭配‘with ___ to’ → 选择能表示‘关于’或‘至于’的介词

34 空 定位空格所在句 → 分析空格在名词‘Net-generation’后作后置定语 → 判断与‘personal computers and the Internet’的被动关系 → 选择过去分词

35 空 定位空格所在句（描述老一代与工业社会的关系）→ 分析固定搭配（be ___ to an industrial society）→ 结合语境（老一代成长于工业社会）→ 选择表示“习惯于、适应于”的动词过去分词

考点：语境选词　近义词辨析　动词搭配 take on　动词分词作定语　固定搭配（通用）　非谓语动词　动词搭配

27. 【答案】G

26 空 定位空格所在句 → 分析句意（信息社会的不平等与工业社会的不平等不同）→ 结合下文对不平等性质变化的解释 → 选择表示“根本性”差异的形容词

27 空 定位空格所在句（信息社会通过革新方式来_____信息量）→ 分析句意（信息社会似乎增加了可用信息）→ 结合下文转折（但这种观点是片面的）→ 选择表示“增加”的动词

28 空 定位空格所在句（但这种观点是基于大众媒体供应量的_____分析）→ 分析转折关系（But）和下文（考虑用户实际使用量会得出不同结论）→ 选择表示“表面的、肤浅的”形容词

29 空 定位空格所在句（当考虑用户实际使用量时，一个不同的_____是可能的）→ 分析句意（与前文观点对比）→ 选择表示“观点、视角”的名词

30 空 定位空格所在句 → 分析主语（information society）与宾语（quantity of information）的动宾搭配 → 选择表示‘增加’且符合语境的动词

31 空 定位空格所在句 → 分析空格后介词‘throughout’与名词‘society’的搭配 → 选择表示‘传播’或‘流通’的动词分词形式

32 空 定位空格所在句 → 分析冒号后的列举内容（class, sex, generation） → 选择能概括这些类别的名词

33 空 定位空格所在句 → 识别固定搭配‘with ___ to’ → 选择能表示‘关于’或‘至于’的介词

34 空 定位空格所在句 → 分析空格在名词‘Net-generation’后作后置定语 → 判断与‘personal computers and the Internet’的被动关系 → 选择过去分词

35 空 定位空格所在句（描述老一代与工业社会的关系）→ 分析固定搭配（be ___ to an industrial society）→ 结合语境（老一代成长于工业社会）→ 选择表示“习惯于、适应于”的动词过去分词

考点：语境选词　近义词辨析　动词搭配 take on　动词分词作定语　固定搭配（通用）　非谓语动词　动词搭配

28. 【答案】O

26 空 定位空格所在句 → 分析句意（信息社会的不平等与工业社会的不平等不同）→ 结合下文对不平等性质变化的解释 → 选择表示“根本性”差异的形容词

27 空 定位空格所在句（信息社会通过革新方式来_____信息量）→ 分析句意（信息社会似乎增加了可用信息）→ 结合下文转折（但这种观点是片面的）→ 选择表示“增加”的动词

28 空 定位空格所在句（但这种观点是基于大众媒体供应量的_____分析）→ 分析转折关系（But）和下文（考虑用户实际使用量会得出不同结论）→ 选择表示“表面的、肤浅的”形容词

29 空 定位空格所在句（当考虑用户实际使用量时，一个不同的_____是可能的）→ 分析句意（与前文观点对比）→ 选择表示“观点、视角”的名词

30 空 定位空格所在句 → 分析主语（information society）与宾语（quantity of information）的动宾搭配 → 选择表示‘增加’且符合语境的动词

31 空 定位空格所在句 → 分析空格后介词‘throughout’与名词‘society’的搭配 → 选择表示‘传播’或‘流通’的动词分词形式

32 空 定位空格所在句 → 分析冒号后的列举内容（class, sex, generation） → 选择能概括这些类别的名词

33 空 定位空格所在句 → 识别固定搭配‘with ___ to’ → 选择能表示‘关于’或‘至于’的介词

34 空 定位空格所在句 → 分析空格在名词‘Net-generation’后作后置定语 → 判断与‘personal computers and the Internet’的被动关系 → 选择过去分词

35 空 定位空格所在句（描述老一代与工业社会的关系）→ 分析固定搭配（be ___ to an industrial society）→ 结合语境（老一代成长于工业社会）→ 选择表示“习惯于、适应于”的动词过去分词

考点：语境选词　近义词辨析　动词搭配 take on　动词分词作定语　固定搭配（通用）　非谓语动词　动词搭配

29. 【答案】K

26 空 定位空格所在句 → 分析句意（信息社会的不平等与工业社会的不平等不同）→ 结合下文对不平等性质变化的解释 → 选择表示“根本性”差异的形容词

27 空 定位空格所在句（信息社会通过革新方式来_____信息量）→ 分析句意（信息社会似乎增加了可用信息）→ 结合下文转折（但这种观点是片面的）→ 选择表示“增加”的动词
28 空 定位空格所在句（但这种观点是基于大众媒体供应量的_____分析）→ 分析转折关系（But）和下文（考虑用户实际使用量会得出不同结论）→ 选择表示“表面的、肤浅的”形容词
29 空 定位空格所在句（当考虑用户实际使用量时，一个不同的_____是可能的）→ 分析句意（与前文观点对比）→ 选择表示“观点、视角”的名词
30 空 定位空格所在句 → 分析主语（information society）与宾语（quantity of information）的动宾搭配 → 选择表示‘增加’且符合语境的动词
31 空 定位空格所在句 → 分析空格后介词‘throughout’与名词‘society’的搭配 → 选择表示‘传播’或‘流通’的动词分词形式
32 空 定位空格所在句 → 分析冒号后的列举内容（class, sex, generation） → 选择能概括这些类别的名词
33 空 定位空格所在句 → 识别固定搭配‘with ___ to’ → 选择能表示‘关于’或‘至于’的介词
34 空 定位空格所在句 → 分析空格在名词‘Net-generation’后作后置定语 → 判断与‘personal computers and the Internet’的被动关系 → 选择过去分词
35 空 定位空格所在句（描述老一代与工业社会的关系）→ 分析固定搭配（be ___ to an industrial society）→ 结合语境（老一代成长于工业社会）→ 选择表示“习惯于、适应于”的动词过去分词

考点：语境选词　近义词辨析　动词搭配 take on　动词分词作定语　固定搭配（通用）　非谓语动词　动词搭配

30. 【答案】B

26 空 定位空格所在句 → 分析句意（信息社会的不平等与工业社会的不平等不同）→ 结合下文对不平等性质变化的解释 → 选择表示“根本性”差异的形容词
27 空 定位空格所在句（信息社会通过革新方式来_____信息量）→ 分析句意（信息社会似乎增加了可用信息）→ 结合下文转折（但这种观点是片面的）→ 选择表示“增加”的动词
28 空 定位空格所在句（但这种观点是基于大众媒体供应量的_____分析）→ 分析转折关系（But）和下文（考虑用户实际使用量会得出不同结论）→ 选择表示“表面的、肤浅的”形容词
29 空 定位空格所在句（当考虑用户实际使用量时，一个不同的_____是可能的）→ 分析句意（与前文观点对比）→ 选择表示“观点、视角”的名词
30 空 定位空格所在句 → 分析主语（information society）与宾语（quantity of information）的动宾搭配 → 选择表示‘增加’且符合语境的动词
31 空 定位空格所在句 → 分析空格后介词‘throughout’与名词‘society’的搭配 → 选择表示‘传播’或‘流通’的动词分词形式
32 空 定位空格所在句 → 分析冒号后的列举内容（class, sex, generation） → 选择能概括这些类别的名词
33 空 定位空格所在句 → 识别固定搭配‘with ___ to’ → 选择能表示‘关于’或‘至于’的介词
34 空 定位空格所在句 → 分析空格在名词‘Net-generation’后作后置定语 → 判断与‘personal computers and the Internet’的被动关系 → 选择过去分词
35 空 定位空格所在句（描述老一代与工业社会的关系）→ 分析固定搭配（be ___ to an industrial society）→ 结合语境（老一代成长于工业社会）→ 选择表示“习惯于、适应于”的动词过去分词
考点：语境选词　近义词辨析　动词搭配 take on　动词分词作定语　固定搭配（通用）　非谓语动词　动词搭配

31. 【答案】I

26 空 定位空格所在句 → 分析句意（信息社会的不平等与工业社会的不平等不同）→ 结合下文对不平等性质变化的解释 → 选择表示“根本性”差异的形容词
27 空 定位空格所在句（信息社会通过革新方式来_____信息量）→ 分析句意（信息社会似乎增加了可用信息）→ 结合下文转折（但这种观点是片面的）→ 选择表示“增加”的动词
28 空 定位空格所在句（但这种观点是基于大众媒体供应量的_____分析）→ 分析转折关系（But）和下文（考虑用

户实际使用量会得出不同结论）→ 选择表示“表面的、肤浅的”形容词
29 空 定位空格所在句（当考虑用户实际使用量时，一个不同的_____是可能的）→ 分析句意（与前文观点对比）→ 选择表示“观点、视角”的名词
30 空 定位空格所在句 → 分析主语（information society）与宾语（quantity of information）的动宾搭配 → 选择表示‘增加’且符合语境的动词
31 空 定位空格所在句 → 分析空格后介词‘throughout’与名词‘society’的搭配 → 选择表示‘传播’或‘流通’的动词分词形式
32 空 定位空格所在句 → 分析冒号后的列举内容（class, sex, generation） → 选择能概括这些类别的名词
33 空 定位空格所在句 → 识别固定搭配‘with ___ to’ → 选择能表示‘关于’或‘至于’的介词
34 空 定位空格所在句 → 分析空格在名词‘Net-generation’后作后置定语 → 判断与‘personal computers and the Internet’的被动关系 → 选择过去分词
35 空 定位空格所在句（描述老一代与工业社会的关系）→ 分析固定搭配（be ___ to an industrial society）→ 结合语境（老一代成长于工业社会）→ 选择表示“习惯于、适应于”的动词过去分词

考点：语境选词　近义词辨析　动词搭配 take on　动词分词作定语　固定搭配（通用）　非谓语动词　动词搭配

32. 【答案】F

26 空 定位空格所在句 → 分析句意（信息社会的不平等与工业社会的不平等不同）→ 结合下文对不平等性质变化的解释 → 选择表示“根本性”差异的形容词
27 空 定位空格所在句（信息社会通过革新方式来_____信息量）→ 分析句意（信息社会似乎增加了可用信息）→ 结合下文转折（但这种观点是片面的）→ 选择表示“增加”的动词
28 空 定位空格所在句（但这种观点是基于大众媒体供应量的_____分析）→ 分析转折关系（But）和下文（考虑用户实际使用量会得出不同结论）→ 选择表示“表面的、肤浅的”形容词
29 空 定位空格所在句（当考虑用户实际使用量时，一个不同的_____是可能的）→ 分析句意（与前文观点对比）→ 选择表示“观点、视角”的名词
30 空 定位空格所在句 → 分析主语（information society）与宾语（quantity of information）的动宾搭配 → 选择表示‘增加’且符合语境的动词
31 空 定位空格所在句 → 分析空格后介词‘throughout’与名词‘society’的搭配 → 选择表示‘传播’或‘流通’的动词分词形式
32 空 定位空格所在句 → 分析冒号后的列举内容（class, sex, generation） → 选择能概括这些类别的名词
33 空 定位空格所在句 → 识别固定搭配‘with ___ to’ → 选择能表示‘关于’或‘至于’的介词
34 空 定位空格所在句 → 分析空格在名词‘Net-generation’后作后置定语 → 判断与‘personal computers and the Internet’的被动关系 → 选择过去分词
35 空 定位空格所在句（描述老一代与工业社会的关系）→ 分析固定搭配（be ___ to an industrial society）→ 结合语境（老一代成长于工业社会）→ 选择表示“习惯于、适应于”的动词过去分词

考点：语境选词　近义词辨析　动词搭配 take on　动词分词作定语　固定搭配（通用）　非谓语动词　动词搭配

33. 【答案】M

26 空 定位空格所在句 → 分析句意（信息社会的不平等与工业社会的不平等不同）→ 结合下文对不平等性质变化的解释 → 选择表示“根本性”差异的形容词
27 空 定位空格所在句（信息社会通过革新方式来_____信息量）→ 分析句意（信息社会似乎增加了可用信息）→ 结合下文转折（但这种观点是片面的）→ 选择表示“增加”的动词
28 空 定位空格所在句（但这种观点是基于大众媒体供应量的_____分析）→ 分析转折关系（But）和下文（考虑用户实际使用量会得出不同结论）→ 选择表示“表面的、肤浅的”形容词
29 空 定位空格所在句（当考虑用户实际使用量时，一个不同的_____是可能的）→ 分析句意（与前文观点对比）→ 选择表示“观点、视角”的名词

30 空 定位空格所在句 → 分析主语（information society）与宾语（quantity of information）的动宾搭配 → 选择表示‘增加’且符合语境的动词
31 空 定位空格所在句 → 分析空格后介词‘throughout’与名词‘society’的搭配 → 选择表示‘传播’或‘流通’的动词分词形式
32 空 定位空格所在句 → 分析冒号后的列举内容（class, sex, generation） → 选择能概括这些类别的名词
33 空 定位空格所在句 → 识别固定搭配‘with ___ to’ → 选择能表示‘关于’或‘至于’的介词
34 空 定位空格所在句 → 分析空格在名词‘Net-generation’后作后置定语 → 判断与‘personal computers and the Internet’的被动关系 → 选择过去分词
35 空 定位空格所在句（描述老一代与工业社会的关系）→ 分析固定搭配（be ___ to an industrial society）→ 结合语境（老一代成长于工业社会）→ 选择表示“习惯于、适应于”的动词过去分词

考点：语境选词　近义词辨析　动词搭配 take on　动词分词作定语　固定搭配（通用）　非谓语动词　动词搭配

34. 【答案】H

26 空 定位空格所在句 → 分析句意（信息社会的不平等与工业社会的不平等不同）→ 结合下文对不平等性质变化的解释 → 选择表示“根本性”差异的形容词
27 空 定位空格所在句（信息社会通过革新方式来_____信息量）→ 分析句意（信息社会似乎增加了可用信息）→ 结合下文转折（但这种观点是片面的）→ 选择表示“增加”的动词
28 空 定位空格所在句（但这种观点是基于大众媒体供应量的_____分析）→ 分析转折关系（But）和下文（考虑用户实际使用量会得出不同结论）→ 选择表示“表面的、肤浅的”形容词
29 空 定位空格所在句（当考虑用户实际使用量时，一个不同的_____是可能的）→ 分析句意（与前文观点对比）→ 选择表示“观点、视角”的名词
30 空 定位空格所在句 → 分析主语（information society）与宾语（quantity of information）的动宾搭配 → 选择表示‘增加’且符合语境的动词
31 空 定位空格所在句 → 分析空格后介词‘throughout’与名词‘society’的搭配 → 选择表示‘传播’或‘流通’的动词分词形式
32 空 定位空格所在句 → 分析冒号后的列举内容（class, sex, generation） → 选择能概括这些类别的名词
33 空 定位空格所在句 → 识别固定搭配‘with ___ to’ → 选择能表示‘关于’或‘至于’的介词
34 空 定位空格所在句 → 分析空格在名词‘Net-generation’后作后置定语 → 判断与‘personal computers and the Internet’的被动关系 → 选择过去分词
35 空 定位空格所在句（描述老一代与工业社会的关系）→ 分析固定搭配（be ___ to an industrial society）→ 结合语境（老一代成长于工业社会）→ 选择表示“习惯于、适应于”的动词过去分词

考点：语境选词　近义词辨析　动词搭配 take on　动词分词作定语　固定搭配（通用）　非谓语动词　动词搭配

35. 【答案】A

26 空 定位空格所在句 → 分析句意（信息社会的不平等与工业社会的不平等不同）→ 结合下文对不平等性质变化的解释 → 选择表示“根本性”差异的形容词
27 空 定位空格所在句（信息社会通过革新方式来_____信息量）→ 分析句意（信息社会似乎增加了可用信息）→ 结合下文转折（但这种观点是片面的）→ 选择表示“增加”的动词
28 空 定位空格所在句（但这种观点是基于大众媒体供应量的_____分析）→ 分析转折关系（But）和下文（考虑用户实际使用量会得出不同结论）→ 选择表示“表面的、肤浅的”形容词
29 空 定位空格所在句（当考虑用户实际使用量时，一个不同的_____是可能的）→ 分析句意（与前文观点对比）→ 选择表示“观点、视角”的名词
30 空 定位空格所在句 → 分析主语（information society）与宾语（quantity of information）的动宾搭配 → 选择表示‘增加’且符合语境的动词
31 空 定位空格所在句 → 分析空格后介词‘throughout’与名词‘society’的搭配 → 选择表示‘传播’或‘流

通’的动词分词形式
32 空 定位空格所在句 → 分析冒号后的列举内容（class, sex, generation） → 选择能概括这些类别的名词
33 空 定位空格所在句 → 识别固定搭配‘with ___ to’ → 选择能表示‘关于’或‘至于’的介词
34 空 定位空格所在句 → 分析空格在名词‘Net-generation’后作后置定语 → 判断与‘personal computers and the Internet’的被动关系 → 选择过去分词
35 空 定位空格所在句（描述老一代与工业社会的关系）→ 分析固定搭配（be ___ to an industrial society）→ 结合语境（老一代成长于工业社会）→ 选择表示“习惯于、适应于”的动词过去分词
考点：语境选词　近义词辨析　动词搭配 take on　动词分词作定语　固定搭配（通用）　非谓语动词　动词搭配

36. 【答案】G
36. 定位段落G → 提取核心观点（教育者改变思维，学习就能成为快乐源泉） → 与题干同义替换
37. 定位段落D → 提取关键句（The thing that sets children apart... is their enormous capacity for joy） → 与题干同义替换
38. 定位段落A → 推理作者态度（Swift的讽刺提案在美国文化背景下显得‘disgusting and shocking’） → 推断出‘美国儿童受到残酷对待’的隐含批评
39. 定位段落F → 提取核心观点（追求快乐是人类天性） → 与题干同义替换
40. 定位段落K → 提取核心观点（成年人将学习视为苦差事，如同病人服药） → 与题干同义替换
41. 定位题干关键词 'bad school conditions' 和 'joyful experience' → 在语篇中寻找对应描述 → 段落H提及 'difficult circumstances' 和 'joy' → 得出答案
42. 定位题干关键词 'adults' 和 'children's feelings' → 在语篇中寻找对应描述 → 段落C明确指出 'they are not thinking about what it feels like to be a child' → 得出答案
43. 定位题干关键词 'administrators' 和 'hard work' → 在语篇中寻找对应描述 → 段落I提及 'educators and policy makers' 强调 'standards, results, skills' 等 → 推断其认为努力是关键 → 得出答案
44. 定位题干关键词 'effective schools' 和 'self-control' → 在语篇中寻找对应描述 → 段落B明确描述 'children shout slogans... or must stand behind their desk' → 得出答案
45. 定位题干关键词 'make learning effective' 和 'children want to learn' → 在语篇中寻找对应描述 → 段落J提及 'joy is the key to learning' 和 'children must want to learn' → 得出答案
考点：主旨概括　同义改写　细节定位　推理判断　观点态度　比喻理解　同义替换

37. 【答案】D
36. 定位段落G → 提取核心观点（教育者改变思维，学习就能成为快乐源泉） → 与题干同义替换
37. 定位段落D → 提取关键句（The thing that sets children apart... is their enormous capacity for joy） → 与题干同义替换
38. 定位段落A → 推理作者态度（Swift的讽刺提案在美国文化背景下显得‘disgusting and shocking’） → 推断出‘美国儿童受到残酷对待’的隐含批评
39. 定位段落F → 提取核心观点（追求快乐是人类天性） → 与题干同义替换
40. 定位段落K → 提取核心观点（成年人将学习视为苦差事，如同病人服药） → 与题干同义替换
41. 定位题干关键词 'bad school conditions' 和 'joyful experience' → 在语篇中寻找对应描述 → 段落H提及 'difficult circumstances' 和 'joy' → 得出答案
42. 定位题干关键词 'adults' 和 'children's feelings' → 在语篇中寻找对应描述 → 段落C明确指出 'they are not thinking about what it feels like to be a child' → 得出答案
43. 定位题干关键词 'administrators' 和 'hard work' → 在语篇中寻找对应描述 → 段落I提及 'educators and policy makers' 强调 'standards, results, skills' 等 → 推断其认为努力是关键 → 得出答案
44. 定位题干关键词 'effective schools' 和 'self-control' → 在语篇中寻找对应描述 → 段落B明确描述 'children shout slogans... or must stand behind their desk' → 得出答案

45. 定位题干关键词 'make learning effective' 和 'children want to learn' → 在语篇中寻找对应描述 → 段落J提及 'joy is the key to learning' 和 'children must want to learn' → 得出答案

考点：主旨概括　同义改写　细节定位　推理判断　观点态度　比喻理解　同义替换

38. 【答案】A

36. 定位段落G → 提取核心观点（教育者改变思维，学习就能成为快乐源泉） → 与题干同义替换
37. 定位段落D → 提取关键句（The thing that sets children apart... is their enormous capacity for joy） → 与题干同义替换
38. 定位段落A → 推理作者态度（Swift的讽刺提案在美国文化背景下显得‘disgusting and shocking’） → 推断出‘美国儿童受到残酷对待’的隐含批评
39. 定位段落F → 提取核心观点（追求快乐是人类天性） → 与题干同义替换
40. 定位段落K → 提取核心观点（成年人将学习视为苦差事，如同病人服药） → 与题干同义替换
41. 定位题干关键词 'bad school conditions' 和 'joyful experience' → 在语篇中寻找对应描述 → 段落H提及 'difficult circumstances' 和 'joy' → 得出答案
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45. 定位题干关键词 'make learning effective' 和 'children want to learn' → 在语篇中寻找对应描述 → 段落J提及 'joy is the key to learning' 和 'children must want to learn' → 得出答案

考点：主旨概括　同义改写　细节定位　推理判断　观点态度　比喻理解　同义替换

39. 【答案】F

36. 定位段落G → 提取核心观点（教育者改变思维，学习就能成为快乐源泉） → 与题干同义替换
37. 定位段落D → 提取关键句（The thing that sets children apart... is their enormous capacity for joy） → 与题干同义替换
38. 定位段落A → 推理作者态度（Swift的讽刺提案在美国文化背景下显得‘disgusting and shocking’） → 推断出‘美国儿童受到残酷对待’的隐含批评
39. 定位段落F → 提取核心观点（追求快乐是人类天性） → 与题干同义替换
40. 定位段落K → 提取核心观点（成年人将学习视为苦差事，如同病人服药） → 与题干同义替换
41. 定位题干关键词 'bad school conditions' 和 'joyful experience' → 在语篇中寻找对应描述 → 段落H提及 'difficult circumstances' 和 'joy' → 得出答案
42. 定位题干关键词 'adults' 和 'children's feelings' → 在语篇中寻找对应描述 → 段落C明确指出 'they are not thinking about what it feels like to be a child' → 得出答案
43. 定位题干关键词 'administrators' 和 'hard work' → 在语篇中寻找对应描述 → 段落I提及 'educators and policy makers' 强调 'standards, results, skills' 等 → 推断其认为努力是关键 → 得出答案
44. 定位题干关键词 'effective schools' 和 'self-control' → 在语篇中寻找对应描述 → 段落B明确描述 'children shout slogans... or must stand behind their desk' → 得出答案
45. 定位题干关键词 'make learning effective' 和 'children want to learn' → 在语篇中寻找对应描述 → 段落J提及 'joy is the key to learning' 和 'children must want to learn' → 得出答案

考点：主旨概括　同义改写　细节定位　推理判断　观点态度　比喻理解　同义替换

40. 【答案】K

36. 定位段落G → 提取核心观点（教育者改变思维，学习就能成为快乐源泉） → 与题干同义替换
37. 定位段落D → 提取关键句（The thing that sets children apart... is their enormous capacity for joy） → 与题干同义替换
38. 定位段落A → 推理作者态度（Swift的讽刺提案在美国文化背景下显得‘disgusting and shocking’） → 推断出‘美国儿童受到残酷对待’的隐含批评
39. 定位段落F → 提取核心观点（追求快乐是人类天性） → 与题干同义替换
40. 定位段落K → 提取核心观点（成年人将学习视为苦差事，如同病人服药） → 与题干同义替换
41. 定位题干关键词 'bad school conditions' 和 'joyful experience' → 在语篇中寻找对应描述 → 段落H提及 'difficult circumstances' 和 'joy' → 得出答案
42. 定位题干关键词 'adults' 和 'children's feelings' → 在语篇中寻找对应描述 → 段落C明确指出 'they are not thinking about what it feels like to be a child' → 得出答案
43. 定位题干关键词 'administrators' 和 'hard work' → 在语篇中寻找对应描述 → 段落I提及 'educators and policy makers' 强调 'standards, results, skills' 等 → 推断其认为努力是关键 → 得出答案
44. 定位题干关键词 'effective schools' 和 'self-control' → 在语篇中寻找对应描述 → 段落B明确描述 'children shout slogans... or must stand behind their desk' → 得出答案
45. 定位题干关键词 'make learning effective' 和 'children want to learn' → 在语篇中寻找对应描述 → 段落J提及 'joy is the key to learning' 和 'children must want to learn' → 得出答案

考点：主旨概括　同义改写　细节定位　推理判断　观点态度　比喻理解　同义替换

41. 【答案】H

36. 定位段落G → 提取核心观点（教育者改变思维，学习就能成为快乐源泉） → 与题干同义替换
37. 定位段落D → 提取关键句（The thing that sets children apart... is their enormous capacity for joy） → 与题干同义替换
38. 定位段落A → 推理作者态度（Swift的讽刺提案在美国文化背景下显得‘disgusting and shocking’） → 推断出‘美国儿童受到残酷对待’的隐含批评
39. 定位段落F → 提取核心观点（追求快乐是人类天性） → 与题干同义替换
40. 定位段落K → 提取核心观点（成年人将学习视为苦差事，如同病人服药） → 与题干同义替换
41. 定位题干关键词 'bad school conditions' 和 'joyful experience' → 在语篇中寻找对应描述 → 段落H提及 'difficult circumstances' 和 'joy' → 得出答案
42. 定位题干关键词 'adults' 和 'children's feelings' → 在语篇中寻找对应描述 → 段落C明确指出 'they are not thinking about what it feels like to be a child' → 得出答案
43. 定位题干关键词 'administrators' 和 'hard work' → 在语篇中寻找对应描述 → 段落I提及 'educators and policy makers' 强调 'standards, results, skills' 等 → 推断其认为努力是关键 → 得出答案
44. 定位题干关键词 'effective schools' 和 'self-control' → 在语篇中寻找对应描述 → 段落B明确描述 'children shout slogans... or must stand behind their desk' → 得出答案
45. 定位题干关键词 'make learning effective' 和 'children want to learn' → 在语篇中寻找对应描述 → 段落J提及 'joy is the key to learning' 和 'children must want to learn' → 得出答案

考点：主旨概括　同义改写　细节定位　推理判断　观点态度　比喻理解　同义替换

42. 【答案】C

36. 定位段落G → 提取核心观点（教育者改变思维，学习就能成为快乐源泉） → 与题干同义替换
37. 定位段落D → 提取关键句（The thing that sets children apart... is their enormous capacity for joy） → 与题干同义替换
38. 定位段落A → 推理作者态度（Swift的讽刺提案在美国文化背景下显得‘disgusting and shocking’） → 推断

出‘美国儿童受到残酷对待’的隐含批评
39. 定位段落F → 提取核心观点（追求快乐是人类天性） → 与题干同义替换
40. 定位段落K → 提取核心观点（成年人将学习视为苦差事，如同病人服药） → 与题干同义替换
41. 定位题干关键词 'bad school conditions' 和 'joyful experience' → 在语篇中寻找对应描述 → 段落H提及 'difficult circumstances' 和 'joy' → 得出答案
42. 定位题干关键词 'adults' 和 'children's feelings' → 在语篇中寻找对应描述 → 段落C明确指出 'they are not thinking about what it feels like to be a child' → 得出答案
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45. 定位题干关键词 'make learning effective' 和 'children want to learn' → 在语篇中寻找对应描述 → 段落J提及 'joy is the key to learning' 和 'children must want to learn' → 得出答案

考点：主旨概括　同义改写　细节定位　推理判断　观点态度　比喻理解　同义替换

43. 【答案】I
36. 定位段落G → 提取核心观点（教育者改变思维，学习就能成为快乐源泉） → 与题干同义替换
37. 定位段落D → 提取关键句（The thing that sets children apart... is their enormous capacity for joy） → 与题干同义替换
38. 定位段落A → 推理作者态度（Swift的讽刺提案在美国文化背景下显得‘disgusting and shocking’） → 推断出‘美国儿童受到残酷对待’的隐含批评
39. 定位段落F → 提取核心观点（追求快乐是人类天性） → 与题干同义替换
40. 定位段落K → 提取核心观点（成年人将学习视为苦差事，如同病人服药） → 与题干同义替换
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45. 定位题干关键词 'make learning effective' 和 'children want to learn' → 在语篇中寻找对应描述 → 段落J提及 'joy is the key to learning' 和 'children must want to learn' → 得出答案

考点：主旨概括　同义改写　细节定位　推理判断　观点态度　比喻理解　同义替换

44. 【答案】B
36. 定位段落G → 提取核心观点（教育者改变思维，学习就能成为快乐源泉） → 与题干同义替换
37. 定位段落D → 提取关键句（The thing that sets children apart... is their enormous capacity for joy） → 与题干同义替换
38. 定位段落A → 推理作者态度（Swift的讽刺提案在美国文化背景下显得‘disgusting and shocking’） → 推断出‘美国儿童受到残酷对待’的隐含批评
39. 定位段落F → 提取核心观点（追求快乐是人类天性） → 与题干同义替换
40. 定位段落K → 提取核心观点（成年人将学习视为苦差事，如同病人服药） → 与题干同义替换
41. 定位题干关键词 'bad school conditions' 和 'joyful experience' → 在语篇中寻找对应描述 → 段落H提及 'difficult circumstances' 和 'joy' → 得出答案

42. 定位题干关键词 'adults' 和 'children's feelings' → 在语篇中寻找对应描述 → 段落C明确指出 'they are not thinking about what it feels like to be a child' → 得出答案
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考点：主旨概括　同义改写　细节定位　推理判断　观点态度　比喻理解　同义替换

45. 【答案】J

36. 定位段落G → 提取核心观点（教育者改变思维，学习就能成为快乐源泉） → 与题干同义替换
37. 定位段落D → 提取关键句（The thing that sets children apart... is their enormous capacity for joy） → 与题干同义替换
38. 定位段落A → 推理作者态度（Swift的讽刺提案在美国文化背景下显得‘disgusting and shocking’） → 推断出‘美国儿童受到残酷对待’的隐含批评
39. 定位段落F → 提取核心观点（追求快乐是人类天性） → 与题干同义替换
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44. 定位题干关键词 'effective schools' 和 'self-control' → 在语篇中寻找对应描述 → 段落B明确描述 'children shout slogans... or must stand behind their desk' → 得出答案
45. 定位题干关键词 'make learning effective' 和 'children want to learn' → 在语篇中寻找对应描述 → 段落J提及 'joy is the key to learning' 和 'children must want to learn' → 得出答案

考点：主旨概括　同义改写　细节定位　推理判断　观点态度　比喻理解　同义替换

46. 【答案】C

定位作者观点句 → 识别转折与负面评价 → 同义替换得出答案

考点：转折信号词　观点态度　同义改写

47. 【答案】A

定位关键陈述句 → 识别“a mix of both” → 同义替换得出答案

考点：细节定位　同义改写

48. 【答案】D

定位实验发现句 → 区分clock-timers与task-timers的特征 → 匹配选项

考点：细节定位　对比信息

49. 【答案】B

定位研究者观点句 → 识别“undervalued and under-supported” → 同义替换得出答案

考点：观点态度　同义改写

50. 【答案】A

定位研究者建议句 → 识别“should be used when...” → 同义替换得出答案

考点：建议/结论　同义改写

51. 【答案】A

定位专栏作家对Martha Stewart的评论 → 提炼评论核心（她正在‘偿还债务’，无人应剥夺她‘重新开始’的权利） → 推断其暗示（她的过去记录可能阻碍她重新开始）

考点：推理判断　细节定位

52. 【答案】B

定位第二段关于‘many federal and state laws’的描述 → 提炼核心信息（法律施加限制，阻止他们完全‘偿还社会债务’，排除他们充分参与美国生活） → 同义替换得出答案（被剥夺了改过自新的机会）

考点：细节定位　同义替换

53. 【答案】C

定位语篇末尾关于后果的总结性陈述 → 直接捕捉关键句（keep a large segment of the population on the margins of society） → 同义替换得出答案（被社会边缘化）

考点：细节定位　同义替换

54. 【答案】D

定位作者对法律的评价性语句（counterproductive, bear no relation to public safety） → 综合判断作者态度（负面，认为法律有反效果） → 同义替换得出答案（对社会有负面影响）

考点：观点态度　推理判断

55. 【答案】B

通览全文结构（以个案引入→揭示普遍问题→分析法律弊端→提出报告建议） → 提炼作者核心意图（呼吁改革现行定罪后惩罚制度） → 同义替换得出答案

考点：主旨大意　篇章结构

56. 【答案】The saying goes that listening is more…

审题立意（理解名言）→ 构思结构（引言-论点-例证-结论）→ 组织语言（运用SVO主干与句式变化）→ 检查字数与逻辑衔接。

考点：谋篇布局　SVO主干　句式变化与复杂句构建

57. 【答案】The old town of Lijiang in Yunnan Province is…

将中文长句拆解为多个英文简单句与复合句，并运用定语从句、固定搭配等语法结构进行准确、流畅的翻译。

考点：定语从句　固定搭配　句式变化