四级 · 2024年06月大学英语四级真题（第3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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本卷答案与讲解
614 025
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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. Why did the six residents have to find another place to stay?

A. Due to a fire alarm in their apartments.

B. Because of the smoke and heat damage.

C. Due to the water used to extinguish the flames.

D. Because of the collapse of the three-story building.

2. What does the news report say the Norwalk Fire Marshal is doing?

A. Investigating the cause of the incident.
B. Helping search for the suspect of the crime.
C. Rescuing the businessmen trapped in the building.
D. Checking town records for the property developer.

Questions 3 to 4

3. What have a number of past studies found about season of birth?

A. It plays a less important role in one's health than nutrient intake.
B. It impacts people's health to a lesser degree than sun exposure.
C. It is associated with people's mental health conditions.
D. It is linked with older adults' symptoms of depression.

4. What did the new study find about the relationship between participants' month of birth and symptoms of depression?

A. It was indefinite.
B. It was systematic.
C. It was straightforward.
D. It was insignificant.

Questions 5 to 7

5. What do the researchers' tests show about the cloned dog?

A. It has helped solve several murder cases.
B. It has become a star office dog in Beijing.
C. It has surpassed its mother in performance.
D. It has done better than naturally born dogs.

6. What is the scientists' purpose in cloning police dogs?

A. To speed up investigation into criminal cases.
B. To test the feasibility of cloning technology.
C. To cut down training expenses.
D. To reduce their training time.

7. Why does the news report say the scientists' goal is not yet possible?

A. Cloning is too complicated a process.
B. The technology is yet to be accepted.
C. Cloning is ethically controversial.
D. The technology is too expensive. 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. How did the man get to know about the book The Three Body Problem?

A. He read it somewhere online.
B. He heard about it from a coworker.
C. He read an article reviewing it.
D. He watched a TV series based on it.

9. What does the woman say she can't remember about the book's author?

A. His publications. B. His first book. C. His address. D. His name.

10. What does the man have to do to finish his thesis?

A. Collect a lot more data.
B. Relax a bit less often.
C. Clarify many new concepts.
D. Read more reference books.

11. What will the man most probably do first after the conversation?

A. Find out the show's most interesting episodes.
B. Watch the series together with the woman.
C. Get an e-copy of the book to read.
D. Check to see when the show starts.

Questions 12 to 15

12. Why does the woman call the man?

A. To check the prices of his farm produce.
B. To ask the way to the Newcastle City Hall.
C. To inquire about the vegetarian food festival.
D. To seek the man's help with her work on the farm.

13. What is the man still looking for?

A. Bakers. B. Vendors. C. Vegetarians. D. Organisers.

14. What does the man say they are getting close to?

A. The issuing of certificates to vendors.
B. The completion of the baking task.
C. The festival they are organising.
D. The deadline for application.

15. What does the man finally ask the woman to remember?

A. The closing date of submission.
B. The website of his company.
C. The details of the ceremony.
D. The organiser's address. 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. Why has wild camping become popular in the UK?

A. Most scenic sites have been closed.
B. Access to official campsites is limited.
C. Health experts advise going outdoors.
D. People have more time during the summer.

17. Why is camping banned for part of the summer in public parks?

A. It is strongly opposed by nearby residents.
B. It leads to much waste of public money.
C. It has caused environmental concerns.
D. It has created conflicts among campers.

18. What does the speaker suggest campers do?

A. Look for open land in Scotland.
B. Leave no trace of their camping.
C. Avoid getting close to wilderness.
D. Ask for permission from authorities.

Questions 19 to 21

19. What does the passage say about pink dolphins?

A. They outcompete mythical creatures.
B. They usually mind their own business.
C. They truly exist in the Amazon region.
D. They resemble alarmingly large snakes.

20. What is the unusual coloring of pink dolphins believed to originate in?

A. Scar tissue from dolphins' fighting.
B. Skin infection from water pollution.
C. Unhealed wounds from snake bites.
D. Swimming along in seasonal floods.

21. What has become of the Amazon wetland system since 2018?

A. It has been shrinking at an astonishing pace.
B. It has been placed under international protection.
C. It has been appealing to both freshwater and sea dolphins.
D. It has been abandoned as a battleground for male dolphins.

Questions 22 to 25

22. What do we learn from a new survey by Merrill Lynch/Age Wave?

A. About 58% of young adults call parental support the new normal.
B. Most adult children enjoy increasing sources of financial support.
C. A full 70% of the young adults cannot afford to buy a car by themselves.
D. Most early adults cannot sustain their lifestyles without parental support.

23. Why did most young adults in the survey say financial support to children aged 25 to 34 is a bad thing?

A. It renders them dependent.
B. It causes them to lose dignity.
C. It makes them mentally immature.
D. It hinders them from getting ahead.

24. What did the respondents in the survey say regarding financial independence?

A. It challenges one's willpower.
B. It results from education.
C. It calls for due assistance.
D. It defines adulthood.

25. What is one big reason young adults are struggling?

A. Current lifestyles.
B. Poor budgeting.
C. College loans.
D. Emergency expenses.

三、选词填空（共 10 小题，每小题 3.55 分，共 35.5 分）

A. compare	B. contradicts	C. conventional
D. debate	E. disruptions	F. drastically
G. favorably	H. guarantee	I. introduction
J. modifications	K. poses	L. psychological
M. react	N. reverses	O. seemingly

Over the coming decades, millions of jobs will be threatened by robotics and artificial intelligence. Despite intensive academic ___26___ on these developments, there has been little study on how workers ___27___ to being replaced through technology. To find out, business researchers at TUM and Erasmus University Rotterdam conducted 11 studies and surveys with over 2,000 persons from several countries. The findings show: In principle, most people view it more ___28___ when workers are replaced by other people than by robots or intelligent software. This preference ___29___ , however, when it refers to people's own jobs. When that is the case, the majority of workers find it less upsetting to see their own jobs go to robots than to other employees. In the long term, however, the same people see machines as more threatening to their future role in the workforce. These effects can also be observed among people who have recently become unemployed. The researchers were able to identify the causes behind these ___30___ paradoxical results, too: People tend to ___31___ themselves less with machines than with other people. Consequently, being replaced by a robot or software ___32___ less of a threat to their feeling of self-worth. This reduced self-threat could even be observed when participants assumed that they were being replaced by other employees who relied on technological abilities such as artificial intelligence in their work. "Even when unemployment results from the ___33___ of new technologies, people still judge it in a social context," says Christoph Fuchs, one of the authors of the study. "It is important to understand these ___34___ effects when trying to manage the massive changes in the working world to minimize ___35___ in 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. There is opposition to the practice of giving children assignments to take home before extreme weather forces a school closure. _____

37. New policies adopted by many US schools require students to do online learning at home in case of a school closure. _____

38. According to some research, extreme hot weather negatively affects students' performance.
_____

39. There is a time-honoured tradition in the US for school kids to stay at home on "snow days".
_____

40. Debates on social media show some parents are opposed to ending the "snow day" tradition.
_____

41. In more northern regions of the US, school is less likely to be affected by snowy weather. _____

42. Research indicates absences from school with permission do not cause as many problems as those without permission. _____

43. There is objection to e-learning days owing to fear that students with no access to the Internet at home will suffer. _____

44. In a pilot programme, students are given electronic devices to do assignments when schools are closed. _____

45. Along-standing debate is going on over the impact of school absences on students' academic performance. _____

五、汉译英（共 1 小题，每小题 106.5 分，共 106.5 分）

57. 汉语中的 "福"字 (the character fu)表示幸福和好运,是中国传统文化中最常用的吉祥(auspicious) 符号之一。人们通常将一个大大的福字写在红纸上, 寓意期盼家庭幸福、社会安定、国家昌盛。春节贴福字是民间由来已久的习俗。为了欢庆春节, 家家户户都会将福字贴在门上或墙上, 表达对幸福生活的向往、对美好未来的期待。人们有时还将福字倒过来贴,表示幸福已到、好运已到。

六、RC1（每小题 14.2 分）

It may sound surprising, but you don't have to be interested in fashion, or even in history, to enjoy Dress Codes: How the Laws of Fashion Made History. I happen to be interested in both, and ended up enjoying the book for completely different reasons. Richard Thompson Ford is a law professor, and you probably won't forget that for even one page. His carefully reasoned arguments, packed with examples, sound almost like reading a court opinion, only maybe wordier. You will probably never think of fashion as a trifle again. Ford's thesis is that the best way to understand what particular fashions meant in any given era is to look at the restrictions placed on them. Through this lens, he shows us that the first laws passed in the 1200s to ensure that only the nobility were allowed to wear certain fabrics, colors and ornaments reflected the rise of the middle class, who were now able to imitate some of these fashions. The status of the upper classes was threatened; fashion was a tool to preserve it. Ford takes the reader through the evolution of fashion while examining the underlying motivations of status, sex, power, and personality, which, he assumes, influenced all innovations in fashion in the past and which continue to influence us today. His writing is more than a little dense—dense with research, clauses, and precise adjectives and nouns. But there's also humor and enough interesting episodes to make the writing appealing. No one is spared his sharp analysis: not the easy targets of 19th century women's crippling( ) fashions nor the modern uniforms of Silicon Valley T-shirts But the greatest strength of this book (on fashion!) is its intellectual profoundness. Ford asks us to question unconscious beliefs, to realize that we almost never do so, to understand that the simplest choices are charged with meaning, and yet that meaning can and does change all the time. Consider the fact that a 1918 catalog insisted that boys and girls be dressed in the appropriate color. We believe our thinking today is evolved; Ford shows us it's not.

46. What does the author think of the book Dress Codes: How the Laws of Fashion Made History?

A. It is read by people for entirely different reasons.

B. It is meant for those interested in fashion history.

C. It makes enjoyable as well as informative reading.

D. It converts fashion into something for deliberation.

47. How can people best understand a particular fashion in an era, according to Ford?

A. By examining the restraints imposed on it.

B. By looking at what the nobility were wearing.

C. By glancing at its fabrics, colors and ornaments.

D. By doing a survey of the upper and middle classes

48. What was the aim of the first laws passed regarding fashion in the 1200s?

A. To facilitate the rise of the middle class.
B. To loosen restrictions on dress codes.
C. To help initiate some novel fashions
D. To preserve the status of the nobles.

49. What does the author think of Ford's writing?

A. It uses comparison and contrast in describing fashions of different eras.
B. It makes heavy reading but is not lacking in humor or appeal.
C. It is filled with interesting episodes to spare readers intolerable boredom.
D. It is characteristic of academics in presenting arguments.

50. What does the author say is the greatest strength of Ford's book?

A. Plentiful information.
B. Meaningful choices.
C. Evolved thinking.
D. Intellectual depth

七、RC2（每小题 14.2 分）

The art of persuasion means convincing others to agree with your point of view or to follow your course of action. For some of us, persuasion is an instinctive quality and the power of influencing comes naturally. For the rest of us, persuasion skills can be learned and developed over time. Employers place a great value on employees with persuasion skills because they can impact several aspects of job performance. Besides, teamwork and leadership rely heavily on the power of persuasion to get things done. Without persuasion skills, employees may not be as committed to or convinced of the importance of an organization's vision and long-term mission. Effective use of persuasion skills will not only help get your coworkers excited about your ideas, it'll also help you motivate them to achieve a common goal. In order to learn the art of persuasion at the workplace, you need to understand how to handle conflicts and reach agreements. Good communication is the first step in effective persuasion, but logic and reasoning are just as important. Before you can get somebody on-board with your goal, you should help them understand why they should pursue it. Using visual aids to back up your ideas can help communicate your ideas better and make compelling arguments so your listeners will come to a logical choice and become fully committed to your ideas and plans. Successful persuasion skills are based on your ability to have positive interactions and maintain meaningful relationships with people. In order to sustain those relationships, you must be able to work in their best interests as well. Your coworkers are more likely to agree with you when they succeed alongside you. The more they achieve and the greater progress they make, the more they trust your judgement and strength. We persuade and get persuaded every day—we're either convincing or being convinced. A vast majority of people prefer collaboration and teamwork over traditional organizational structures; no one likes to be told what to do or to be pushed around. Therefore, organizations and leaders should adopt powerful persuasion skills to bring about necessary changes.

51. What does the author say about the ability to be persuasive in the first paragraph?

A. People may either be born with it or be able to cultivate it.

B. It proves crucial in making others follow one's course of action.

C. It refers to the natural and instinctive power of influencing one's coworkers.

D. People may view it as both a means to convince others and an art of communication.

52. Why are persuasion skills greatly valued in the workplace?

A. They enable employees to be convinced of their long-term gains.

B. They enable employees to trust their leaders unconditionally.

C. They help motivate coworkers to strive for a common goal.

D. They help an organization to broaden its vision effectively.

53. What should people do to learn the art of persuasion at the workplace?

A. Acquire effective communication skills.

B. Avoid getting involved in conflicts with others.

C. Understand the reason for pursuing their goals.

D. Commit themselves fully to their ideas and plans.

54. When are you more likely to succeed in persuading your coworkers?

A. When they are convinced you work in their interests while sacrificing your own

B. When they become aware of the potential strength of the judgements you make

C. When they become aware of the meaningful relationships you keep with them.

D. When they are convinced they will make achievements together with you.

55. Why are organizations and leaders advised to adopt powerful persuasion skills to bring about necessary changes?

A. To convince employees of the value of collaboration

B. To allow for the preferences of most people of today

C. To improve on traditional organizational structures

D. To adapt to employees' ever-changing working styles

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

56. Recently, our university has been collecting opinions on whether campus canteens should welcome
outside visitors. In my view, opening them to the public is a wise move that benefits both the campus and
the community.
For one thing, university canteens usually offer clean and affordable meals, so opening them can relieve the
dining pressure faced by nearby residents and office workers who struggle to find cheap lunches. For another,
the extra income earned from these visitors allows canteens to upgrade their equipment and even lower prices
for students. Admittedly, more diners may cause crowding and raise safety concerns; however, such problems
can be eased by setting fixed visiting hours and checking visitors at the gate.
Therefore, I firmly believe that a properly managed open canteen is worthwhile. As long as student needs come
first, sharing this resource makes our university a warmer part of society.

57. The Chinese character "Fu" means happiness and good fortune, and is one of the most commonly
used auspicious symbols in traditional Chinese culture. People usually write a large character "Fu" on red
paper, expressing their wish for family happiness, social stability and national prosperity. Pasting the character "Fu" during the Spring Festival is a long-standing folk custom. To celebrate the Spring Festival, every household pastes the character "Fu" on doors or walls, expressing their longing for a happy life and their expectation for a better future. Sometimes people also paste the character "Fu" upside down to indicate that happiness and good fortune have arrived.

逐题解析

答案定位与考点精讲

1. 【答案】B

定位因果信号词'Due to' → 同义替换'Because of' → 匹配'smoke and heat damage' → 得出答案

考点：因果信号词捕捉　同义替换识别

2. 【答案】A

定位主语'Norwalk Fire Marshal' → 匹配谓语'is investigating the cause and origin' → 同义替换'Investigating the cause of the incident' → 得出答案

考点：细节定位　同义替换

3. 【答案】C

定位'past studies' → 匹配'found the link between season of birth and mental health diagnoses' → 同义替换'associated with people's mental health conditions' → 得出答案

考点：细节定位　同义替换　推理判断

4. 【答案】D

定位'new study' → 匹配'found no significant relationship' → 同义替换'insignificant' → 得出答案

考点：细节定位　同义替换

5. 【答案】D

定位'cloned dog' → 匹配'performed better than traditionally bred dogs on several tests' → 同义替换'done better than naturally born dogs' → 得出答案

考点：细节定位　同义替换　推理判断

6. 【答案】D

定位关键句 'The ultimate goal of scientists is to produce clones of talented police dogs that can be trained in months instead of years.' → 提取核心目的 'trained in months instead of years' → 同义替换为 'reduce their training time'

考点：细节定位　同义替换

7. 【答案】D

定位关键句 'However, this goal is not yet possible due to the current costs of the technology.' → 提取原因 'current costs of the technology' → 同义替换为 'too expensive'

考点：细节定位　同义替换

8. 【答案】B

定位男士回答 'A colleague mentioned the book' → 提取信息来源 'colleague' → 同义替换为 'coworker'

考点：细节定位　同义替换

9. 【答案】D

定位女士陈述 'I can't remember his name' → 直接提取信息 'his name'

考点：细节定位

10. 【答案】A
定位男士陈述 'I'm a bit overwhelmed with the amount of data I still need to collect to finish my thesis.' → 提取核心任务 'need to collect data' → 同义替换为 'Collect a lot more data'
考点：细节定位　同义替换

11. 【答案】C
定位对话结尾男士的决定性回应 → 提取其计划的先后顺序 → 得出答案
考点：细节定位　顺序推理

12. 【答案】C
定位对话开场女士的自述 → 提取其通话目的 → 得出答案
考点：主旨大意　开场信号词

13. 【答案】B
定位女士陈述网站信息 → 提取男士确认的寻找对象 → 得出答案
考点：细节定位　同义替换

14. 【答案】D
定位男士话语中的关键短语“getting close to” → 提取其后宾语 → 得出答案
考点：细节定位　固定搭配

15. 【答案】A
定位对话结尾男士的提醒性话语 → 提取其强调的事项 → 得出答案
考点：细节定位　信号词捕捉

16. 【答案】B
定位原因句 → 识别同义替换（official campsites closed/overflowing → access limited） → 得出答案
考点：细节定位　同义改写

17. 【答案】C
定位原因句 → 识别同义替换（dump litter, human waste... → environmental concerns） → 得出答案
考点：细节定位　因果推理

18. 【答案】B
定位建议句 → 识别同义替换（leave no trace of their visit → leave no trace of their camping） → 得出答案
考点：细节定位　同义改写

19. 【答案】C
定位事实句 → 识别同义替换（do exist → truly exist） → 得出答案
考点：细节定位　同义改写

20. 【答案】A
定位原因句 → 识别同义替换（scar tissue from dolphin fights → scar tissue from dolphins' fighting） → 得出答案
考点：细节定位　同义改写

21. 【答案】B

定位时间状语 'since 2018' → 捕捉其后动作 'granted internationally protected status' → 同义替换为 'placed under international protection'

考点：细节定位　同义改写

22. 【答案】D

定位调查核心数据 '58% said they couldn't afford their current lifestyles without it' → 同义替换为 'cannot sustain their lifestyles without parental support'

考点：细节定位　同义改写

23. 【答案】A

定位问题关键词 'bad thing' 和年龄组 '25 to 34' → 捕捉原因 'because it makes those kids dependent' → 同义替换为 'renders them dependent'

考点：细节定位　因果关系

24. 【答案】D

定位关键词 'financial independence' → 捕捉受访者观点 'financial independence defines adulthood' → 直接对应选项

考点：细节定位　观点捕捉

25. 【答案】C

定位问题关键词 'one big reason' 和 'struggling' → 捕捉原因 'attributed to college loans' → 直接对应选项

考点：细节定位　因果关系

26. 【答案】D

26 空 定位空格前 'academic' 与空格后 'on these developments' → 识别固定搭配 'academic research on' → 选择名词 'research'。

27 空 定位空格前 'how workers' 与空格后 'to being replaced' → 识别固定搭配 'react to' 或 'respond to' → 选择动词 'react'。

28 空 定位空格前 'view it more' 与空格后 'when workers are replaced by other people than by robots' → 对比‘被他人取代’与‘被机器人取代’的态度 → 选择表示负面评价的形容词 'upsetting'。

29 空 定位空格前 'This preference' 与空格后 'however, when it refers to people's own jobs' → 识别转折关系 → 选择表示‘改变’或‘逆转’的动词 'reverses'。

30 空 定位空格前 'these' 与空格后 'paradoxical results' → 识别空格需修饰 'paradoxical'（矛盾的） → 选择表示‘看似矛盾但可能同时存在’的形容词 'seemingly'。

31 空 定位空格前后的语境（学术研究领域）→ 分析空格处需要表示“研究”或“关注”的名词 → 结合介词“on”和形容词“intensive”进行同义替换 → 得出答案

32 空 定位空格前的主语“workers”和介词“to” → 识别固定搭配“react to”（对…作出反应） → 结合语境“工人如何应对被技术取代” → 得出答案

33 空 定位空格前的“view it more”和☒☒☒文对比（被机器人取代 vs 被人取代） → 分析此处需要表示“积极”或“正面”的形容词 → 结合“more”和语境（人们普遍认为被人取代更糟） → 得出答案

34 空 定位空格前的“This preference”和后文“however”转折 → 分析转折后描述的是“自己的工作”被取代时的相反态度 → 结合“however”和“when it refers to people's own jobs” → 得出答案

35 空 定位空格前的“these”和后文“paradoxical results” → 分析“paradoxical”（矛盾的）修饰“results” → 结合前文描述的两种相反态度（对他人 vs 对自己） → 得出答案

考点：固定搭配 research on　语境选词　固定搭配 react to　近义词辨析　动词搭配

27. 【答案】M

26 空 定位空格前 'academic' 与空格后 'on these developments' → 识别固定搭配 'academic research on' → 选择名词 'research'。
27 空 定位空格前 'how workers' 与空格后 'to being replaced' → 识别固定搭配 'react to' 或 'respond to' → 选择动词 'react'。
28 空 定位空格前 'view it more' 与空格后 'when workers are replaced by other people than by robots' → 对比‘被他人取代’与‘被机器人取代’的态度 → 选择表示负面评价的形容词 'upsetting'。
29 空 定位空格前 'This preference' 与空格后 'however, when it refers to people's own jobs' → 识别转折关系 → 选择表示‘改变’或‘逆转’的动词 'reverses'。
30 空 定位空格前 'these' 与空格后 'paradoxical results' → 识别空格需修饰 'paradoxical'（矛盾的） → 选择表示‘看似矛盾但可能同时存在’的形容词 'seemingly'。
31 空 定位空格前后的语境（学术研究领域）→ 分析空格处需要表示“研究”或“关注”的名词 → 结合介词“on”和形容词“intensive”进行同义替换 → 得出答案
32 空 定位空格前的主语“workers”和介词“to” → 识别固定搭配“react to”（对…作出反应） → 结合语境“工人如何应对被技术取代” → 得出答案
33 空 定位空格前的“view it more”和□□□文对比（被机器人取代 vs 被人取代） → 分析此处需要表示“积极”或“正面”的形容词 → 结合“more”和语境（人们普遍认为被人取代更糟） → 得出答案
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考点：固定搭配 research on　语境选词　固定搭配 react to　近义词辨析　动词搭配

28. 【答案】G

26 空 定位空格前 'academic' 与空格后 'on these developments' → 识别固定搭配 'academic research on' → 选择名词 'research'。
27 空 定位空格前 'how workers' 与空格后 'to being replaced' → 识别固定搭配 'react to' 或 'respond to' → 选择动词 'react'。
28 空 定位空格前 'view it more' 与空格后 'when workers are replaced by other people than by robots' → 对比‘被他人取代’与‘被机器人取代’的态度 → 选择表示负面评价的形容词 'upsetting'。
29 空 定位空格前 'This preference' 与空格后 'however, when it refers to people's own jobs' → 识别转折关系 → 选择表示‘改变’或‘逆转’的动词 'reverses'。
30 空 定位空格前 'these' 与空格后 'paradoxical results' → 识别空格需修饰 'paradoxical'（矛盾的） → 选择表示‘看似矛盾但可能同时存在’的形容词 'seemingly'。
31 空 定位空格前后的语境（学术研究领域）→ 分析空格处需要表示“研究”或“关注”的名词 → 结合介词“on”和形容词“intensive”进行同义替换 → 得出答案
32 空 定位空格前的主语“workers”和介词“to” → 识别固定搭配“react to”（对…作出反应） → 结合语境“工人如何应对被技术取代” → 得出答案
33 空 定位空格前的“view it more”和□□□文对比（被机器人取代 vs 被人取代） → 分析此处需要表示“积极”或“正面”的形容词 → 结合“more”和语境（人们普遍认为被人取代更糟） → 得出答案
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考点：固定搭配 research on　语境选词　固定搭配 react to　近义词辨析　动词搭配

29. 【答案】N

26 空 定位空格前 'academic' 与空格后 'on these developments' → 识别固定搭配 'academic research on' → 选择名词 'research'。

27 空 定位空格前 'how workers' 与空格后 'to being replaced' → 识别固定搭配 'react to' 或 'respond to' → 选择动词 'react'。

28 空 定位空格前 'view it more' 与空格后 'when workers are replaced by other people than by robots' → 对比‘被他人取代’与‘被机器人取代’的态度 → 选择表示负面评价的形容词 'upsetting'。

29 空 定位空格前 'This preference' 与空格后 'however, when it refers to people's own jobs' → 识别转折关系 → 选择表示‘改变’或‘逆转’的动词 'reverses'。

30 空 定位空格前 'these' 与空格后 'paradoxical results' → 识别空格需修饰 'paradoxical'（矛盾的） → 选择表示‘看似矛盾但可能同时存在’的形容词 'seemingly'。

31 空 定位空格前后的语境（学术研究领域）→ 分析空格处需要表示“研究”或“关注”的名词 → 结合介词“on”和形容词“intensive”进行同义替换 → 得出答案

32 空 定位空格前的主语“workers”和介词“to” → 识别固定搭配“react to”（对…作出反应） → 结合语境“工人如何应对被技术取代” → 得出答案

33 空 定位空格前的“view it more”和□□□文对比（被机器人取代 vs 被人取代） → 分析此处需要表示“积极”或“正面”的形容词 → 结合“more”和语境（人们普遍认为被人取代更糟） → 得出答案

34 空 定位空格前的“This preference”和后文“however”转折 → 分析转折后描述的是“自己的工作”被取代时的相反态度 → 结合“however”和“when it refers to people's own jobs” → 得出答案

35 空 定位空格前的“these”和后文“paradoxical results” → 分析“paradoxical”（矛盾的）修饰“results” → 结合前文描述的两种相反态度（对他人 vs 对自己） → 得出答案

考点：固定搭配 research on　语境选词　固定搭配 react to　近义词辨析　动词搭配

30. 【答案】O

26 空 定位空格前 'academic' 与空格后 'on these developments' → 识别固定搭配 'academic research on' → 选择名词 'research'。

27 空 定位空格前 'how workers' 与空格后 'to being replaced' → 识别固定搭配 'react to' 或 'respond to' → 选择动词 'react'。

28 空 定位空格前 'view it more' 与空格后 'when workers are replaced by other people than by robots' → 对比‘被他人取代’与‘被机器人取代’的态度 → 选择表示负面评价的形容词 'upsetting'。

29 空 定位空格前 'This preference' 与空格后 'however, when it refers to people's own jobs' → 识别转折关系 → 选择表示‘改变’或‘逆转’的动词 'reverses'。

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32 空 定位空格前的主语“workers”和介词“to” → 识别固定搭配“react to”（对…作出反应） → 结合语境“工人如何应对被技术取代” → 得出答案

33 空 定位空格前的“view it more”和□□□文对比（被机器人取代 vs 被人取代） → 分析此处需要表示“积极”或“正面”的形容词 → 结合“more”和语境（人们普遍认为被人取代更糟） → 得出答案

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考点：固定搭配 research on　语境选词　固定搭配 react to　近义词辨析　动词搭配

31. 【答案】A

26 空 定位空格前 'academic' 与空格后 'on these developments' → 识别固定搭配 'academic research on' → 选择名词 'research'。

27 空 定位空格前 'how workers' 与空格后 'to being replaced' → 识别固定搭配 'react to' 或 'respond to' → 选择动词 'react'。

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29 空 定位空格前 'This preference' 与空格后 'however, when it refers to people's own jobs' → 识别转折关系 → 选择表示‘改变’或‘逆转’的动词 'reverses'。

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32 空 定位空格前的主语“workers”和介词“to” → 识别固定搭配“react to”（对…作出反应） → 结合语境“工人如何应对被技术取代” → 得出答案

33 空 定位空格前的“view it more”和□□□文对比（被机器人取代 vs 被人取代） → 分析此处需要表示“积极”或“正面”的形容词 → 结合“more”和语境（人们普遍认为被人取代更糟） → 得出答案

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35 空 定位空格前的“these”和后文“paradoxical results” → 分析“paradoxical”（矛盾的）修饰“results” → 结合前文描述的两种相反态度（对他人 vs 对自己） → 得出答案

考点：固定搭配 research on　语境选词　固定搭配 react to　近义词辨析　动词搭配

32. 【答案】K

26 空 定位空格前 'academic' 与空格后 'on these developments' → 识别固定搭配 'academic research on' → 选择名词 'research'。

27 空 定位空格前 'how workers' 与空格后 'to being replaced' → 识别固定搭配 'react to' 或 'respond to' → 选择动词 'react'。

28 空 定位空格前 'view it more' 与空格后 'when workers are replaced by other people than by robots' → 对比‘被他人取代’与‘被机器人取代’的态度 → 选择表示负面评价的形容词 'upsetting'。

29 空 定位空格前 'This preference' 与空格后 'however, when it refers to people's own jobs' → 识别转折关系 → 选择表示‘改变’或‘逆转’的动词 'reverses'。

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32 空 定位空格前的主语“workers”和介词“to” → 识别固定搭配“react to”（对…作出反应） → 结合语境“工人如何应对被技术取代” → 得出答案

33 空 定位空格前的“view it more”和□□□文对比（被机器人取代 vs 被人取代） → 分析此处需要表示“积极”或“正面”的形容词 → 结合“more”和语境（人们普遍认为被人取代更糟） → 得出答案

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考点：固定搭配 research on　语境选词　固定搭配 react to　近义词辨析　动词搭配

33. 【答案】I

26 空 定位空格前 'academic' 与空格后 'on these developments' → 识别固定搭配 'academic research on' → 选择名词 'research'。

27 空 定位空格前 'how workers' 与空格后 'to being replaced' → 识别固定搭配 'react to' 或 'respond to' → 选择动词 'react'。

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29 空 定位空格前 'This preference' 与空格后 'however, when it refers to people's own jobs' → 识别转折关系 → 选择表示‘改变’或‘逆转’的动词 'reverses'。

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31 空 定位空格前后的语境（学术研究领域）→ 分析空格处需要表示“研究”或“关注”的名词 → 结合介词“on”和形容词“intensive”进行同义替换 → 得出答案

32 空 定位空格前的主语“workers”和介词“to” → 识别固定搭配“react to”（对…作出反应） → 结合语境“工人如何应对被技术取代” → 得出答案

33 空 定位空格前的“view it more”和□□□文对比（被机器人取代 vs 被人取代） → 分析此处需要表示“积极”或“正面”的形容词 → 结合“more”和语境（人们普遍认为被人取代更糟） → 得出答案

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35 空 定位空格前的“these”和后文“paradoxical results” → 分析“paradoxical”（矛盾的）修饰“results” → 结合前文描述的两种相反态度（对他人 vs 对自己） → 得出答案

考点：固定搭配 research on　语境选词　固定搭配 react to　近义词辨析　动词搭配

34. 【答案】L

26 空 定位空格前 'academic' 与空格后 'on these developments' → 识别固定搭配 'academic research on' → 选择名词 'research'。

27 空 定位空格前 'how workers' 与空格后 'to being replaced' → 识别固定搭配 'react to' 或 'respond to' → 选择动词 'react'。

28 空 定位空格前 'view it more' 与空格后 'when workers are replaced by other people than by robots' → 对比‘被他人取代’与‘被机器人取代’的态度 → 选择表示负面评价的形容词 'upsetting'。

29 空 定位空格前 'This preference' 与空格后 'however, when it refers to people's own jobs' → 识别转折关系 → 选择表示‘改变’或‘逆转’的动词 'reverses'。

30 空 定位空格前 'these' 与空格后 'paradoxical results' → 识别空格需修饰 'paradoxical'（矛盾的） → 选择表示‘看似矛盾但可能同时存在’的形容词 'seemingly'。

31 空 定位空格前后的语境（学术研究领域）→ 分析空格处需要表示“研究”或“关注”的名词 → 结合介词“on”和形容词“intensive”进行同义替换 → 得出答案

32 空 定位空格前的主语“workers”和介词“to” → 识别固定搭配“react to”（对…作出反应） → 结合语境“工人如何应对被技术取代” → 得出答案

33 空 定位空格前的“view it more”和□□□文对比（被机器人取代 vs 被人取代） → 分析此处需要表示“积极”或“正面”的形容词 → 结合“more”和语境（人们普遍认为被人取代更糟） → 得出答案

34 空 定位空格前的“This preference”和后文“however”转折 → 分析转折后描述的是“自己的工作”被取代时的相反态度 → 结合“however”和“when it refers to people's own jobs” → 得出答案

35 空 定位空格前的“these”和后文“paradoxical results” → 分析“paradoxical”（矛盾的）修饰“results” → 结合前文描述的两种相反态度（对他人 vs 对自己） → 得出答案

考点：固定搭配 research on　语境选词　固定搭配 react to　近义词辨析　动词搭配

35. 【答案】E

26 空 定位空格前 'academic' 与空格后 'on these developments' → 识别固定搭配 'academic research on' → 选择名词 'research'。

27 空 定位空格前 'how workers' 与空格后 'to being replaced' → 识别固定搭配 'react to' 或 'respond to' → 选择动词 'react'。

28 空 定位空格前 'view it more' 与空格后 'when workers are replaced by other people than by robots' → 对比‘被他人取代’与‘被机器人取代’的态度 → 选择表示负面评价的形容词 'upsetting'。

29 空 定位空格前 'This preference' 与空格后 'however, when it refers to people's own jobs' → 识别转折关系 → 选择表示‘改变’或‘逆转’的动词 'reverses'。

30 空 定位空格前 'these' 与空格后 'paradoxical results' → 识别空格需修饰 'paradoxical'（矛盾的） → 选择表示‘看似矛盾但可能同时存在’的形容词 'seemingly'。

31 空 定位空格前后的语境（学术研究领域）→ 分析空格处需要表示“研究”或“关注”的名词 → 结合介词“on”和形容词“intensive”进行同义替换 → 得出答案

32 空 定位空格前的主语“workers”和介词“to” → 识别固定搭配“react to”（对…作出反应） → 结合语境“工人如何应对被技术取代” → 得出答案

33 空 定位空格前的“view it more”和□□□文对比（被机器人取代 vs 被人取代） → 分析此处需要表示“积极”或“正面”的形容词 → 结合“more”和语境（人们普遍认为被人取代更糟） → 得出答案

34 空 定位空格前的“This preference”和后文“however”转折 → 分析转折后描述的是“自己的工作”被取代时的相反态度 → 结合“however”和“when it refers to people's own jobs” → 得出答案

35 空 定位空格前的“these”和后文“paradoxical results” → 分析“paradoxical”（矛盾的）修饰“results” → 结合前文描述的两种相反态度（对他人 vs 对自己） → 得出答案

考点：固定搭配 research on　语境选词　固定搭配 react to　近义词辨析　动词搭配

36. 【答案】G

36. 定位题干关键信息（对极端天气停课前布置家庭作业的反对） → 在语篇中寻找对应段落（段落[D]提及教师失去雪天假期并需在线工作，但未提及反对意见；段落[C]提及政策要求学生在家学习，但未提及反对；段落[A]和[B]讨论雪天停课标准，未提及反对） → 结合段落[D]末尾的省略号暗示内容未完，且题干信息在已给段落中无直接对应，推断该信息应在未完整呈现的段落[G]中 → 得出答案

37. 定位题干关键词 'online learning at home' → 在段落C中找到同义替换 'work from home' 及其背景 'e-learning days' → 确认该政策是针对学校因恶劣天气关闭时的替代方案

38. 定位题干关键词 → 在语篇中寻找对应信息 → 匹配段落

39. 定位题干关键词 'time-honoured tradition' → 在段落[A]中找到同义表达 'long-standing tradition' → 确认该传统指代 'snow day' → 得出答案

40. 定位题干关键词 → 在语篇中定位对应段落 → 识别段落主旨与题干陈述的匹配关系

41. 定位段落B → 提取‘Snow days are less common in more northern areas...’ → 同义替换为‘less likely to be affected’

42. 定位段落D → 提取‘excused absences... are not as harmful as unexcused absences’ → 同义替换为‘do not cause as many problems’

43. 定位段落F → 提取‘concerns... about students who do not have access to the Internet at home’ → 同义替换为‘objection... owing to fear’

44. 定位段落D → 提取‘pilot programme... students are given electronic devices’ → 同义替换为‘pilot programme... students are given electronic devices to do assignments’

45. 定位段落H → 提取‘long-standing debate... impact of school absences on students' academic performance’ → 同义替换为‘long-standing debate... impact of school absences on students' academic performance’

考点：细节定位　指代衔接　语篇推断　同义替换　细节定位与捕捉　段落主旨匹配　同义改写　推理判断

37. 【答案】C

36. 定位题干关键信息（对极端天气停课前布置家庭作业的反对） → 在语篇中寻找对应段落（段落[D]提及教师失去雪天假期并需在线工作，但未提及反对意见；段落[C]提及政策要求学生在家学习，但未提及反对；段落[A]和[B]讨论雪天停课标准，未提及反对） → 结合段落[D]末尾的省略号暗示内容未完，且题干信息在已给段落中无直接对应，推断该信息应在未完整呈现的段落[G]中 → 得出答案

37. 定位题干关键词 'online learning at home' → 在段落C中找到同义替换 'work from home' 及其背景 'e-learning days' → 确认该政策是针对学校因恶劣天气关闭时的替代方案

38. 定位题干关键词 → 在语篇中寻找对应信息 → 匹配段落

39. 定位题干关键词 'time-honoured tradition' → 在段落[A]中找到同义表达 'long-standing tradition' → 确认该传统指代 'snow day' → 得出答案

40. 定位题干关键词 → 在语篇中定位对应段落 → 识别段落主旨与题干陈述的匹配关系

41. 定位段落B → 提取‘Snow days are less common in more northern areas...’ → 同义替换为‘less likely to be affected’

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44. 定位段落D → 提取‘pilot programme... students are given electronic devices’ → 同义替换为‘pilot programme... students are given electronic devices to do assignments’

45. 定位段落H → 提取‘long-standing debate... impact of school absences on students' academic performance’ → 同义替换为‘long-standing debate... impact of school absences on students' academic performance’

考点：细节定位　指代衔接　语篇推断　同义替换　细节定位与捕捉　段落主旨匹配　同义改写　推理判断

38. 【答案】I

36. 定位题干关键信息（对极端天气停课前布置家庭作业的反对） → 在语篇中寻找对应段落（段落[D]提及教师失去雪天假期并需在线工作，但未提及反对意见；段落[C]提及政策要求学生在家学习，但未提及反对；段落[A]和[B]讨论雪天停课标准，未提及反对） → 结合段落[D]末尾的省略号暗示内容未完，且题干信息在已给段落中无直接对应，推断该信息应在未完整呈现的段落[G]中 → 得出答案
37. 定位题干关键词 'online learning at home' → 在段落C中找到同义替换 'work from home' 及其背景 'e-learning days' → 确认该政策是针对学校因恶劣天气关闭时的替代方案
38. 定位题干关键词 → 在语篇中寻找对应信息 → 匹配段落
39. 定位题干关键词 'time-honoured tradition' → 在段落[A]中找到同义表达 'long-standing tradition' → 确认该传统指代 'snow day' → 得出答案
40. 定位题干关键词 → 在语篇中定位对应段落 → 识别段落主旨与题干陈述的匹配关系
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44. 定位段落D → 提取‘pilot programme... students are given electronic devices’ → 同义替换为‘pilot programme... students are given electronic devices to do assignments’
45. 定位段落H → 提取‘long-standing debate... impact of school absences on students' academic

performance’ → 同义替换为‘long-standing debate... impact of school absences on students' academic performance’

考点：细节定位 指代衔接 语篇推断 同义替换 细节定位与捕捉 段落主旨匹配 同义改写 推理判断

39. 【答案】A

36. 定位题干关键信息（对极端天气停课前布置家庭作业的反对） → 在语篇中寻找对应段落（段落[D]提及教师失去雪天假期并需在线工作，但未提及反对意见；段落[C]提及政策要求学生在家学习，但未提及反对；段落[A]和[B]讨论雪天停课标准，未提及反对） → 结合段落[D]末尾的省略号暗示内容未完，且题干信息在已给段落中无直接对应，推断该信息应在未完整呈现的段落[G]中 → 得出答案

37. 定位题干关键词 'online learning at home' → 在段落C中找到同义替换 'work from home' 及其背景 'e-learning days' → 确认该政策是针对学校因恶劣天气关闭时的替代方案

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考点：细节定位 指代衔接 语篇推断 同义替换 细节定位与捕捉 段落主旨匹配 同义改写 推理判断

40. 【答案】E

36. 定位题干关键信息（对极端天气停课前布置家庭作业的反对） → 在语篇中寻找对应段落（段落[D]提及教师失去雪天假期并需在线工作，但未提及反对意见；段落[C]提及政策要求学生在家学习，但未提及反对；段落[A]和[B]讨论雪天停课标准，未提及反对） → 结合段落[D]末尾的省略号暗示内容未完，且题干信息在已给段落中无直接对应，推断该信息应在未完整呈现的段落[G]中 → 得出答案

37. 定位题干关键词 'online learning at home' → 在段落C中找到同义替换 'work from home' 及其背景 'e-learning days' → 确认该政策是针对学校因恶劣天气关闭时的替代方案

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39. 定位题干关键词 'time-honoured tradition' → 在段落[A]中找到同义表达 'long-standing tradition' → 确认该传统指代 'snow day' → 得出答案

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45. 定位段落H → 提取‘long-standing debate... impact of school absences on students' academic performance’ → 同义替换为‘long-standing debate... impact of school absences on students' academic performance’

考点：细节定位 指代衔接 语篇推断 同义替换 细节定位与捕捉 段落主旨匹配 同义改写 推理判断

41. 【答案】B

36. 定位题干关键信息（对极端天气停课前布置家庭作业的反对） → 在语篇中寻找对应段落（段落[D]提及教师失去雪天假期并需在线工作，但未提及反对意见；段落[C]提及政策要求学生在家学习，但未提及反对；段落[A]和[B]讨论雪天停课标准，未提及反对） → 结合段落[D]末尾的省略号暗示内容未完，且题干信息在已给段落中无直接对应，推断该信息应在未完整呈现的段落[G]中 → 得出答案
37. 定位题干关键词 'online learning at home' → 在段落C中找到同义替换 'work from home' 及其背景 'e-learning days' → 确认该政策是针对学校因恶劣天气关闭时的替代方案
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39. 定位题干关键词 'time-honoured tradition' → 在段落[A]中找到同义表达 'long-standing tradition' → 确认该传统指代 'snow day' → 得出答案
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考点：细节定位 指代衔接 语篇推断 同义替换 细节定位与捕捉 段落主旨匹配 同义改写 推理判断

42. 【答案】J

36. 定位题干关键信息（对极端天气停课前布置家庭作业的反对） → 在语篇中寻找对应段落（段落[D]提及教师失去雪天假期并需在线工作，但未提及反对意见；段落[C]提及政策要求学生在家学习，但未提及反对；段落[A]和[B]讨论雪天停课标准，未提及反对） → 结合段落[D]末尾的省略号暗示内容未完，且题干信息在已给段落中无直接对应，推断该信息应在未完整呈现的段落[G]中 → 得出答案
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考点：细节定位 指代衔接 语篇推断 同义替换 细节定位与捕捉 段落主旨匹配 同义改写 推理判断

43. 【答案】F

36. 定位题干关键信息（对极端天气停课前布置家庭作业的反对） → 在语篇中寻找对应段落（段落[D]提及教师失去雪天假期并需在线工作，但未提及反对意见；段落[C]提及政策要求学生在家学习，但未提及反对；段落[A]和[B]讨论雪天停课标准，未提及反对） → 结合段落[D]末尾的省略号暗示内容未完，且题干信息在已给段落中无直接对应，推断该信息应在未完整呈现的段落[G]中 → 得出答案
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考点：细节定位 指代衔接 语篇推断 同义替换 细节定位与捕捉 段落主旨匹配 同义改写 推理判断

44. 【答案】D

36. 定位题干关键信息（对极端天气停课前布置家庭作业的反对） → 在语篇中寻找对应段落（段落[D]提及教师失去雪天假期并需在线工作，但未提及反对意见；段落[C]提及政策要求学生在家学习，但未提及反对；段落[A]和[B]讨论雪天停课标准，未提及反对） → 结合段落[D]末尾的省略号暗示内容未完，且题干信息在已给段落中无直接对应，推断该信息应在未完整呈现的段落[G]中 → 得出答案
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42. 定位段落D → 提取‘excused absences... are not as harmful as unexcused absences’ → 同义替换为‘do not cause as many problems’
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44. 定位段落D → 提取‘pilot programme... students are given electronic devices’ → 同义替换为‘pilot programme... students are given electronic devices to do assignments’
45. 定位段落H → 提取‘long-standing debate... impact of school absences on students' academic performance’ → 同义替换为‘long-standing debate... impact of school absences on students' academic performance’

考点：细节定位 指代衔接 语篇推断 同义替换 细节定位与捕捉 段落主旨匹配 同义改写 推理判断

45. 【答案】H

36. 定位题干关键信息（对极端天气停课前布置家庭作业的反对） → 在语篇中寻找对应段落（段落[D]提及教师失去雪天假期并需在线工作，但未提及反对意见；段落[C]提及政策要求学生在家学习，但未提及反对；段落[A]和[B]讨论雪天停课标准，未提及反对） → 结合段落[D]末尾的省略号暗示内容未完，且题干信息在已给段落中无直接对应，推断该信息应在未完整呈现的段落[G]中 → 得出答案
37. 定位题干关键词 'online learning at home' → 在段落C中找到同义替换 'work from home' 及其背景 'e-learning days' → 确认该政策是针对学校因恶劣天气关闭时的替代方案
38. 定位题干关键词 → 在语篇中寻找对应信息 → 匹配段落
39. 定位题干关键词 'time-honoured tradition' → 在段落[A]中找到同义表达 'long-standing tradition' → 确认该传统指代 'snow day' → 得出答案
40. 定位题干关键词 → 在语篇中定位对应段落 → 识别段落主旨与题干陈述的匹配关系
41. 定位段落B → 提取‘Snow days are less common in more northern areas...’ → 同义替换为‘less likely to be affected’
42. 定位段落D → 提取‘excused absences... are not as harmful as unexcused absences’ → 同义替换为‘do not cause as many problems’
43. 定位段落F → 提取‘concerns... about students who do not have access to the Internet at home’ → 同义替换为‘objection... owing to fear’
44. 定位段落D → 提取‘pilot programme... students are given electronic devices’ → 同义替换为‘pilot programme... students are given electronic devices to do assignments’
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考点：细节定位 指代衔接 语篇推断 同义替换 细节定位与捕捉 段落主旨匹配 同义改写 推理判断

46. 【答案】C

定位作者对书的整体评价 → 综合文中关于阅读体验（enjoyable）和内容深度（informative）的描述 → 得出答案

考点：主旨概括 细节综合

47. 【答案】A

定位Ford的核心论点（thesis） → 识别同义替换（restrictions → restraints） → 得出答案

考点：细节定位 同义替换

48. 【答案】D

定位关于1200s法律的描述 → 识别其目的（to ensure that only the nobility were allowed...） → 推理其深层目的（preserve status） → 得出答案

考点：细节定位　目的推理

49. 【答案】B

定位作者对Ford写作风格的评价 → 综合“dense”与“humor and...appealing”的描述 → 得出答案

考点：观点态度　细节综合

50. 【答案】D

定位“greatest strength”这一信号词 → 直接提取其后的宾语（intellectual profoundness） → 得出答案

考点：信号词捕捉　细节定位

51. 【答案】A

定位首段关于说服力来源的描述 → 提取‘天生’与‘后天培养’两种途径 → 概括为选项A

考点：细节定位　同义概括

52. 【答案】C

定位‘Employers place a great value...’后的因果句 → 提取‘impact several aspects of job performance’ → 匹配选项C的‘motivate coworkers to strive for a common goal’作为具体表现

考点：因果细节定位　同义替换

53. 【答案】A

定位‘In order to learn the art of persuasion...’后的建议 → 提取‘Good communication is the first step’ → 匹配选项A

考点：目的细节定位　同义替换

54. 【答案】D

定位‘Your coworkers are more likely to agree with you when...’ → 提取‘they succeed alongside you’ → 概括为选项D

考点：条件细节定位　同义概括

55. 【答案】B

定位结论句‘Therefore...’ → 回溯其原因句‘A vast majority of people prefer collaboration... no one likes to be told what to do’ → 概括为选项B

考点：结论推断　因果逻辑

56. 【答案】Recently, our university has been collecting…

考生需围绕大学食堂是否应向公众开放这一议题，构建清晰的议论文结构（引言-论点-论据-结论），并运用多样的句式和准确的语法表达个人观点。

考点：谋篇布局　SVO主干句　句式变化与复杂句构建

57. 【答案】The Chinese character "Fu" means happiness…

准确翻译文化概念与固定表达，构建清晰的SVO句式，并保持段落逻辑连贯。

考点：贴福字　寓意期盼　由来已久　倒过来贴