六级 · 2015年06月大学英语六级真题（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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本卷答案与讲解
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一、写作（共 1 小题，每小题 106.5 分，共 106.5 分）

56.（词数 150-200 · 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 4

1. What kind of business is the man engaged in?

A. Providing aid to the disabled.

B. Selling products made for left-handers.

C. Promoting products for manufacturers.

D. Printing labels for manufactured goods.

2. What does the man say about his stock of products?

A. About half of them are unavailable on the market.

B. The kitchenware in his shop is of unique design.

C. All of them are manufactured in his own plant.

D. Most of them are specially made for his shop.

3. What can we know about the business of left-handed products?

A. It is the man who is talking that set up the business.

B. There was more competition in the business about 30 years ago.

C. There are more left-handed products on the market now.

D. People in the business should run stores to sell products.

4. What does the man say about other people in his line of business?

A. They specialise in one product only.

B. They have outlets throughout Britain.

C. They run chain stores in central London.

D. They sell by mail order only.

Questions 5 to 8

5. What do we learn about the man's company?

A. It publishes magazines.

B. It is engaged in product design.

C. It sponsors trade fairs.

D. It runs sales promotion campaigns.

6. Why was the campaign delayed according to the man?

A. The woman's company failed to make payments in time.

B. The ad specifications had not been given in detail.

C. The woman's company made last-minute changes.

D. Organising the promotion was really time-consuming.

7. What does the woman propose as a solution to the problem?

A. Run another four-week campaign.

B. Give her a 10 percent discount.

C. Extend the campaign to next year.

D. Cut the fee by half for this year.

8. What does the man suggest they do at the end of the conversation?

A. Calm down and make peace.

B. Improve their promotion plans.

C. Stop negotiating for the time being.

D. Reflect on their respective mistakes.

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 9 to 12

9. What does the passage say about most of the mice used for experiments?

A. They are labeled pet animals by the researchers.

B. They look spotlessly clean throughout their lives.

C. They are looked after by animal-care organizations.

D. They sacrifice their lives for the benefit of humans.

10. Why did the so-called bad mice have to be captured and destroyed?

A. They may behave abnormally.

B. They may breed out of control.

C. They may affect the results of experiments.

D. They may cause damage to the environment.

11. When are mice killed without prior approval?

A. When they are no longer useful.

B. when they become ill.

C. When they become escapees.

D. when they get too old.

12. Why does the speaker say what the Herzogs did at home is ironical?

A. While holding a burial ceremony for a pet mouse, they were killing pest mice.

B. While advocating freedom for animals, they kept their pet mouse in a cage.

C. While calling for animal rights, they allowed their kids to keep pet animals.

D. While launching animal protection campaigns, they were trapping kitchen mice.

Questions 13 to 15

13. What does the speaker say about the natives of New York?

A. They contribute most to it.

B. They are crazy about it.

C. They often find fault with it.

D. They take it for granted.

14. What does the speaker say commuters give to New York?

A. Tidal restlessness.

B. Heat and light.

C. Economic prosperity.

D. Historical continuity.

15. What do we learn about the settlers of New York?

A. They lack knowledge of the culture of the city.

B. They are adventurers from all over the world.

C. They have difficulty surviving.

D. They find the city alien to them. questions. The recordings will be played 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 I with a single line through the centre.

Questions 16 to 18

16. According to Professor Dreiser, which of the following discoveries was made during the first era in the history of nutrition?

A. Protein was recognized as an essential component of diet.

B. Vitamins were synthesized from foods.

C. Effective measures of weight loss were determined.

D. Certain foods were found to be harmful to good health.

17. What is the purpose of teaching concepts of nutrition in medical schools?

A. In order to urge medical doctors to participate in research studies on nutrition.

B. In order to encourage medical doctors to apply concepts of nutrition in the treatment of disease.

C. In order to persuade doctors to conduct experimental vitamin therapies on their patients.

D. In order to support the creation of artificial vitamins.

18. Why did vitamin therapy become less popular in the 1950s?

A. The public lost interest in vitamins.

B. Medical schools stopped teaching nutritional concepts.

C. Nutritional research was of poor quality.

D. Claims for the effectiveness of vitamin therapy were exaggerated.

Questions 19 to 22

19. What does the talk mainly discuss?

A. How babies differentiate between the sound of the human voice and other sounds.

B. The differences between a baby's and an adult's ability to comprehend language.

C. How babies perceive and respond to the human voice in their early stages of language development.

D. The response of a baby to sounds other than the human voice.

20. Why does the speaker mention the ringing of a bell?

A. To contrast the reactions of babies to human and nonhuman sounds.

B. To give examples of sounds that will cause a baby to cry.

C. To explain how babies distinguish between different nonhuman sounds.

D. To give examples of typical toys that babies do not like.

21. What can we learn from the findings of babies and their mothers in six diverse cultures?

A. Babies who are exposed to more than one language can acquire languages earlier than those to a single language.

B. Mothers from different cultures speak to their babies in a similar way.

C. Babies ignore facial expressions in comprehending their parents' language.

D. The mothers observed by the researchers were consciously teaching their babies to speak.

22. According to the talk, why do babies listen to songs and stories, even though they cannot understand them?

A. They understand the rhythm.

B. They enjoy the sounds of them.

C. They can remember them easily.

D. They focus on their parents' words.

Questions 23 to 25

23. According to the talk, which country played a leading role in the invention and promotion of cinema?

A. Britain. B. Germany. C. France. D. Japan.

24. According to the talk, what can we learn about the film market back then?

A. The United States had a leading position on the world market by the start of World War I.

B. The centre of film-making moved eastwards from Hollywood to New York.

C. Many film industries could compete with that of Hollywood.

D. The film markets of Russia and Japan were the only promising ones.

25. What is the speaker's attitude towards the film industry?

A. Indifferent. B. Biased. C. Negative. D. Neutral.

三、选词填空（共 10 小题，每小题 3.55 分，共 35.5 分）

A. assess	B. constrained	C. contains
D. explore	E. influence	F. interacting
G. interpretation	H. magnified	I. mirrors
J. philosophy	K. potential	L. sneaking
M. sticking	N. undermines	O. violent

"That which does not kill us makes us stronger." But parents can't handle it when teenagers put this ___26___ into practice. Now technology has become the new field for the age-old battle between adults and their freedom-seeking kids. Locked indoors, unable to get on their bicycles and hang out with their friends, teens have turned to social media and their mobile phones to socialize with their peers. What they do online often ___27___ what they might otherwise do if their mobility weren't so heavily ___28___ in the age of helicopter parenting. Social media and smart-phone apps have become so popular in recent years because teens need a place to call their own. They want the freedom to ___29___ their identity and the world around them. Instead of ___30___ out, they jump online. As teens have moved online, parents have projected their fears onto the Internet, imagining all the ___31___ dangers that youth might face—from ___32___ strangers to cruel peers to pictures or words that could haunt them on Google for the rest of their lives. Rather than helping teens develop strategies for negotiating public life and the risks of ___33___ with others, fearful parents have focused on tracking, monitoring and blocking. These tactics( ) don't help teens develop the skills they need to manage complex social situations, ___34___ risks and get help when they're in trouble. "Protecting" kids may feel like the right thing to do, but it ___35___ the learning that teens need to do as they come of age in a technology-soaked world.

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. In theory, free competition is supposed to reduce the margin of profits to the minimum. _____

37. The United States is now characterized by a great division between the rich and the poor. _____

38. America lacked the incentive to care for the majority of its citizens as it found no rival for its economic model. _____

39. The wealthy top have come to take privileges for granted. _____

40. Many examples show the basic laws of imperial capitalism no longer apply in present-day America. _____

41. The author suggests a return to the true spirit of the market. _____

42. A quarter of the world's prisoner population is in America. _____

43. Government regulation in America went from one extreme to the other in the past two decades. _____

44. Justice has become so expensive that only a small number of people like corporate executives can afford it. _____

45. No country in the world so far has been able to provide completely equal opportunities for all.

_____

五、汉译英（共 1 小题，每小题 106.5 分，共 106.5 分）

57. 汉朝是中国历史上最重要的朝代之一。汉朝统治期间有很多显著的成就。它最先向其他文化敞开大门,对外贸易兴旺。汉朝开拓的丝绸之路通向了中西亚乃至罗马。各类艺术一派繁荣,涌现了很多文学、历史、哲学巨著。公元100年中国第一部字典编纂完成,收入9000个字,提供释义并列举不同的写法。其间,科技方面也取得了很大进步,发明了纸张、水钟、日晷(sundials)以及测量地震的仪器。汉朝历经400年,但统治者的腐败最终导致了它的灭亡。

六、RC1（每小题 14.2 分）

I'll admit I've never quite understood the obsession surrounding genetically modified (GM) crops. To environmentalist opponents, GM foods are simply evil, an understudied, possibly harmful tool used by big agricultural businesses to control global seed markets and crush local farmers. They argue that GM foods have never delivered on their supposed promise, that money spent on GM crops would be better channeled to organic farming and that consumers should be protected with warning labels on any products that contain genetically modified ingredients. To supporters, GM crops are a key part of the effort to sustainably provide food to meet a growing global population. But more than that, supporters see the GM opposition of many environmentalists as fundamentally anti-science, no different than those who question the basics of man-made climate change. For both sides, GM foods seem to act as a symbol: you're pro-agricultural business or anti-science. But science is exactly what we need more of when it comes to GM foods, which is why I was happy to see Nature devote a special series of articles to the GM food controversy. The conclusion: while GM crops haven't yet realized their initial promise and have been dominated by agricultural businesses, there is reason to continue to use and develop them to help meet the enormous challenge of sustainably feeding a growing planet. That doesn't mean GM crops are perfect, or a one-size-fits-all solution to global agriculture problems. But anything that can increase farming efficiency—the amount of crops we can produce per acre of land—will be extremely useful. GM crops can and almost certainly will be part of that suite of tools, but so will traditional plant breeding, improved soil and crop management —and perhaps most important of all, better storage and transport infrastructure , especially in the developing world. (It doesn't do much good for farmers in places like sub-Saharan Africa to produce more food if they can't get it to hungry consumers.) I'd like to see more non-industry research done on GM crops—not just because we'd worry less about bias, but also because seed companies like Monsanto and Pioneer shouldn't be the only entities working to harness genetic modification. I'd like to see GM research on less commercial crops, like corn. I don't think it's vital to label GM ingredients in food, but I also wouldn't be against it—and industry would be smart to go along with labeling, just as a way of removing fears about the technology. Most of all, though, I wish a tenth of the energy that's spent endlessly debating GM crops was focused on those more pressing challenges for global agriculture. There are much bigger battles to fight.

46. How do environmentalist opponents view GM foods according to the passage?

A. They will eventually ruin agriculture and the environment.

B. They are used by big businesses to monopolize agriculture.

C. They have proved potentially harmful to consumers' health.

D. They pose a tremendous threat to current farming practice.

47. What does the author say is vital to solving the controversy between the two sides of the debate?

A. Breaking the GM food monopoly.
B. More friendly exchange of ideas.
C. Regulating GM food production.
D. More scientific research on GM crops.

48. What is the main point of the Nature articles?

A. Feeding the growing population makes it imperative to develop GM crops.
B. Popularizing GM technology will help it to live up to its initial promises.
C. Measures should be taken to ensure the safety of GM foods.
D. Both supporters and opponents should make compromises.

49. What is the author's view on the solution to agricultural problems?

A. It has to depend more and more on GM technology.
B. It is vital to the sustainable development of human society.
C. GM crops should be allowed until better alternatives are found.
D. Whatever is useful to boost farming efficiency should be encouraged.

50. What does the author think of the ongoing debate around GM crops?

A. It arises out of ignorance of and prejudice against new science.
B. It distracts the public attention from other key issues of the world.
C. Efforts spent on it should be turned to more urgent issues of agriculture.
D. Neither side is likely to give in until more convincing evidence is found.

七、RC2（每小题 14.2 分）

Early decision—you apply to one school? and admission is binding—seems like a great choice for nervous applicants. Schools let in a higher percentage of early-decision applicants, which arguably means that you have a better chance of getting in. And if you do, you're done with the whole agonizing process by December. But what most students and parents don't realize is that schools have hidden motives for offering early decision. Early decision, since it's binding, allows schools to fill their classes with qualified students; it allows admissions committees to select the students that are in particular demand for their college and know those students will come. It also gives schools a higher yield rate, which is often used as one of the ways to measure college selectivity and popularity. The problem is that this process effectively shortens the window of time students have to make one of the most important decisions of their lives up to that point. Under regular admissions, seniors have until May 1 to choose which school to attend; early decision effectively steals six months from them, months that could be used to visit more schools, do more research, speak to current students and alumni and arguably make a more informed decision. There are, frankly, an astonishing number of exceptional colleges in America, and for any given student, there are a number of schools that are a great fit. When students become too fixated( ) on a particular school early in the admissions process, that fixation can lead to severe disappointment if they don't get in or, if they do, the possibility that they are now bound to go to a school that, given time for further reflection, may not actually be right for them. Insofar as early decision offers a genuine admissions edge, that advantage goes largely to students who already have numerous advantages. The students who use early decision tend to be those who have received higher-quality college guidance, usually a result of coming from a more privileged background. In this regard, there's an argument against early decision, as students from lower-income families are far less likely to have the admissions know-how to navigate the often confusing early deadlines. Students who have done their research and are confident that there's one school they would be thrilled to get into should, under the current system, probably apply under early decision. But for students who haven't yet done enough research, or who are still constantly changing their minds on favorite schools, the early-decision system needlessly and prematurely narrows the field of possibility just at a time when students should be opening themselves to a whole range of thrilling options.

51. What are students obliged to do under early decision?

A. Look into a lot of schools before they apply.
B. Attend the school once they are admitted.
C. Think twice before they accept the offer.
D. Consult the current students and alumni.

52. Why do schools offer early decision?

A. To make sure they get qualified students.

B. To avoid competition with other colleges.

C. To provide more opportunities for applicants.

D. To save students the agony of choosing a school.

53. What is said to be the problem with early decision for students?

A. It makes their application process more complicated.

B. It places too high a demand on their research ability.

C. It allows them little time to make informed decisions.

D. It exerts much more psychological pressure on them.

54. Why are some people opposed to early decision?

A. It interferes with students' learning in high school.

B. It is biased against students at ordinary high schools.

C. It causes unnecessary confusion among college applicants.

D. It places students from lower-income families at a disadvantage.

55. What does the author advise college applicants to do?

A. Refrain from competing with students from privileged families.

B. Avoid choosing early decision unless they are fully prepared.

C. Find sufficient information about their favorite schools.

D. Look beyond the few supposedly thrilling options.

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

56. "I have no special talents. I am only passionately curious." With these modest words, Albert Einstein attributes
his extraordinary achievements not to inborn genius but to an unquenchable curiosity. I firmly agree: a burning
desire to ask "why" is what truly powers human progress.
Curiosity turns ordinary effort into discovery because it keeps us questioning what others take for granted.
Einstein himself is the best proof: he was no prodigy at school, yet his childlike wonder about light and time
drove him to puzzle for years over problems that others ignored, and this persistence eventually reshaped
modern physics. On a far smaller scale, I have felt the same force. Fascinated by how mobile apps actually
work, I taught myself to code late at night, not for grades but simply to satisfy my curiosity, and that habit
gradually grew into a real skill.
Therefore, talent may open a door, but it is curiosity that pushes us through it. If we keep our sense of wonder
alive, even ordinary people can achieve remarkable things.

57. The Han Dynasty was one of the most important dynasties in Chinese history. There were many remarkable achievements during its reign. It was the first to open its doors to other cultures, and foreign
trade flourished. The Silk Road, which was opened up by the Han Dynasty, led to Central and Western
Asia and even Rome. Various forms of art flourished, and many great works of literature, history and philosophy were produced. In 100 AD, China's first dictionary was completed, containing 9,000 characters, providing definitions and listing different ways of writing. During this period, science and technology also made great progress, and paper, water clocks, sundials and instruments for measuring
earthquakes were invented. The Han Dynasty lasted for about 400 years, but the corruption of its rulers
eventually led to its fall.

逐题解析

答案定位与考点精讲

1. 【答案】B
定位男士对业务起源的直接回答 → 提取核心信息 'products for left-handers' → 同义替换为 'products made for left-handers' → 得出答案
考点：细节定位　同义替换

2. 【答案】D
定位男士关于库存构成的直接陈述 → 提取 'About 75 percent...specially made for us' → 同义替换为 'Most...specially made for his shop' → 得出答案
考点：细节定位　同义替换

3. 【答案】C
定位男士关于市场现状的陈述 → 提取 'there are more left-handed products actually on the market' → 直接对应选项C → 得出答案
考点：细节定位　事实对应

4. 【答案】D
定位男士关于竞争对手的直接描述 → 提取 'only as mail order outlets' → 同义替换为 'sell by mail order only' → 得出答案
考点：细节定位　同义替换

5. 【答案】D
定位对话中关于公司业务的讨论 → 提取核心动作 'run the campaign' → 同义替换为 'runs sales promotion campaigns' → 得出答案
考点：细节定位　同义替换

6. 【答案】C
定位男方解释延迟原因 → 识别其归因于女方公司 → 同义替换 late changes 为 last-minute changes → 得出答案
考点：细节定位　同义替换　归因判断

7. 【答案】D
定位女士提出的解决方案 → 识别其要求 'only pay 50% of the fee' → 同义替换为 'Cut the fee by half' → 得出答案
考点：细节定位　同义替换

8. 【答案】C
定位对话结尾男士的提议 → 识别其说 'let's take a break' → 推断其意为暂停谈判 → 得出答案
考点：细节定位　意图推断

9. 【答案】D
定位关于大多数实验鼠的描述 → 识别 'most give their lives for humanity' → 同义替换为 'sacrifice their lives for the benefit of humans' → 得出答案
考点：细节定位　同义替换

10. 【答案】C

定位 'bad mice' 必须被捕杀的原因 → 识别 'They can disrupt experiments with the bacteria organisms they carry' → 同义替换为 'affect the results of experiments' → 得出答案

考点：细节定位　同义替换

11. 【答案】C

定位题干关键词 'killed without prior approval' → 对应录音中 'the killing of bad mice requires no prior approval' → 关联前文 'Once a research animal hits the floor and becomes an escapee' → 得出答案

考点：细节定位　指代衔接

12. 【答案】A

定位题干关键词 'ironical' → 对应录音中 'In Herzog's own home, there was a more ironic example' → 理解其后描述的行为矛盾（为宠物鼠举行葬礼，同时用捕鼠夹杀厨房里的害鼠） → 得出答案

考点：推理判断　观点态度

13. 【答案】D

定位题干关键词 'natives of New York' → 对应录音中 'the New York of the man or woman who was born here' → 理解其后描述 'who takes the city for granted' → 得出答案

考点：细节定位　指代衔接

14. 【答案】A

定位题干关键词 'commuters give' → 对应录音中 'Commuters give the city its tidal restlessness' → 得出答案

考点：细节定位　指代衔接

15. 【答案】B

定位题干关键词 'settlers of New York' → 对应录音中 'the New York of the person who was born somewhere else and came to New York in quest of something' → 理解其后描述 'each absorbs New York with the fresh eyes of an adventurer' → 得出答案

考点：细节定位　指代衔接

16. 【答案】A

定位第一时代描述 → 提取关键信息（食物含必需成分） → 匹配选项A（蛋白质是必需成分）

考点：细节定位　同义替换

17. 【答案】B

定位医学院引入营养概念的目的 → 提取关键信息（整合营养概念到基础科学） → 匹配选项B（鼓励医生应用营养概念）

考点：细节定位　目的推断

18. 【答案】D

定位维生素疗法在1950年代失宠的原因 → 提取关键信息（轻率的主张远超实际效果） → 匹配选项D（对维生素疗法效果的主张被夸大）

考点：细节定位　因果推理

19. 【答案】C

通览全文核心内容（婴儿如何感知和回应人声） → 概括主旨 → 匹配选项C

考点：主旨概括　同义替换

20. 【答案】A

定位提及铃声的句子 → 分析其与上下文的关系（对比人声与其他声音） → 推断其作用（对比婴儿对人声与非人声的反应）

考点：例证作用推断　对比关系识别

21. 【答案】B

定位到第二段关于六种文化研究的描述 → 提取母亲们共同使用简化语法、短句和儿语的特征 → 匹配选项B的概括

考点：细节定位与捕捉　同义改写

22. 【答案】B

定位到第四段关于婴儿听歌曲和故事的描述 → 提取“derive pleasure from sound input”和“sensory-motor delight” → 匹配选项B的“enjoy the sounds”

考点：细节定位与捕捉　同义替换

23. 【答案】C

定位到第二段关于电影发明和推广的描述 → 提取“above all the French, followed closely by the Americans, who were the most passionate exporters” → 匹配选项C

考点：细节定位与捕捉　比较级理解

24. 【答案】A

定位到第三段关于电影市场的描述 → 提取“the United States that was to become, and remain, the largest single market”和“achieved a dominant position” → 匹配选项A

考点：细节定位与捕捉　同义替换

25. 【答案】D

通篇分析说话者对电影产业的描述方式 → 识别其使用客观陈述、历史事实和比较分析 → 判断为中立态度

考点：观点态度　客观陈述识别

26. 【答案】J

26 空 定位前文引语 'That which does not kill us makes us stronger' → 识别其为抽象理念 → 结合后文 'put this ... into practice' 固定搭配 → 选择表示'理念、信条'的抽象名词

27 空 定位空格所在句 → 分析主语 'What they do online' 与宾语 'what they might otherwise do' 的关系 → 结合后文 'if their mobility weren't so heavily...' 的虚拟条件 → 推断线上行为是线下行为的替代或反映

28 空 定位空格所在句 → 分析 'mobility'（行动自由）与 'heavily'（严重地）的搭配 → 结合前文 'Locked indoors, unable to get on their bicycles' 的语境 → 选择表示'限制、约束'的动词过去分词

29 空 定位空格所在句 → 分析 'freedom to ... their identity' 的动宾搭配 → 结合 'the world around them' 的并列结构 → 选择表示'探索、发现'的动词

30 空 定位空格所在句 → 分析 'Instead of ... out' 与后文 'they jump online' 的对比关系 → 结合前文 'hang out with their friends' 的语境 → 选择表示'外出社交'的动词短语

31 空 定位空格前代词this指代前文尼采名言 → 结合put...into practice固定搭配 → 选择表示‘格言、信条’的名词

32 空 定位空格所在句描述青少年线上行为与线下行为的对应关系 → 结合if条件句的虚拟语气 → 选择表示‘反映、体现’的动词

33 空 定位空格前形容词heavily及介词in → 结合helicopter parenting语境 → 选择表示‘限制、约束’的过去分词

34 空 定位空格前不定式符号to及并列连词and → 结合manage和get help的并列结构 → 选择表示‘评估、判断’的动词原形

35 空 定位空格前转折连词but及主语it指代‘保护’行为 → 结合后文the learning that teens need → 选择表示‘阻碍、妨碍’的动词

考点：抽象名词指代前文引语　put ... into practice 固定搭配　虚拟语气暗示替代关系　语境推断线上与线下行为的对应　熟词僻义：'curtail' 有'削减、限制'之意　语境推断行动自由被限制　动宾搭配：explore identity　并列结构暗示探索身份与世界　固定搭配：hang out　对比关系：线下社交 vs 线上社交　代词指代　固定搭配 put...into practice　语境逻辑　虚拟语气　形容词+介词搭配　语境选词　不定式并列结构　动词搭配　转折逻辑

27. 【答案】I

26 空 定位前文引语 'That which does not kill us makes us stronger' → 识别其为抽象理念 → 结合后文 'put this ... into practice' 固定搭配 → 选择表示'理念、信条'的抽象名词

27 空 定位空格所在句 → 分析主语 'What they do online' 与宾语 'what they might otherwise do' 的关系 → 结合后文 'if their mobility weren't so heavily...' 的虚拟条件 → 推断线上行为是线下行为的替代或反映

28 空 定位空格所在句 → 分析 'mobility'（行动自由）与 'heavily'（严重地）的搭配 → 结合前文 'Locked indoors, unable to get on their bicycles' 的语境 → 选择表示'限制、约束'的动词过去分词

29 空 定位空格所在句 → 分析 'freedom to ... their identity' 的动宾搭配 → 结合 'the world around them' 的并列结构 → 选择表示'探索、发现'的动词

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31 空 定位空格前代词this指代前文尼采名言 → 结合put...into practice固定搭配 → 选择表示‘格言、信条’的名词

32 空 定位空格所在句描述青少年线上行为与线下行为的对应关系 → 结合if条件句的虚拟语气 → 选择表示‘反映、体现’的动词

33 空 定位空格前形容词heavily及介词in → 结合helicopter parenting语境 → 选择表示‘限制、约束’的过去分词

34 空 定位空格前不定式符号to及并列连词and → 结合manage和get help的并列结构 → 选择表示‘评估、判断’的动词原形

35 空 定位空格前转折连词but及主语it指代‘保护’行为 → 结合后文the learning that teens need → 选择表示‘阻碍、妨碍’的动词

考点：抽象名词指代前文引语　put ... into practice 固定搭配　虚拟语气暗示替代关系　语境推断线上与线下行为的对应　熟词僻义：'curtail' 有'削减、限制'之意　语境推断行动自由被限制　动宾搭配：explore identity　并列结构暗示探索身份与世界　固定搭配：hang out　对比关系：线下社交 vs 线上社交　代词指代　固定搭配 put...into practice　语境逻辑　虚拟语气　形容词+介词搭配　语境选词　不定式并列结构　动词搭配　转折逻辑

28. 【答案】B

26 空 定位前文引语 'That which does not kill us makes us stronger' → 识别其为抽象理念 → 结合后文 'put this ... into practice' 固定搭配 → 选择表示'理念、信条'的抽象名词

27 空 定位空格所在句 → 分析主语 'What they do online' 与宾语 'what they might otherwise do' 的关系 → 结合后文 'if their mobility weren't so heavily...' 的虚拟条件 → 推断线上行为是线下行为的替代或反映

28 空 定位空格所在句 → 分析 'mobility'（行动自由）与 'heavily'（严重地）的搭配 → 结合前文 'Locked indoors, unable to get on their bicycles' 的语境 → 选择表示'限制、约束'的动词过去分词

29 空 定位空格所在句 → 分析 'freedom to ... their identity' 的动宾搭配 → 结合 'the world around them' 的并列结构 → 选择表示'探索、发现'的动词

30 空 定位空格所在句 → 分析 'Instead of ... out' 与后文 'they jump online' 的对比关系 → 结合前文 'hang out with their friends' 的语境 → 选择表示'外出社交'的动词短语
31 空 定位空格前代词this指代前文尼采名言 → 结合put...into practice固定搭配 → 选择表示‘格言、信条’的名词
32 空 定位空格所在句描述青少年线上行为与线下行为的对应关系 → 结合if条件句的虚拟语气 → 选择表示‘反映、体现’的动词
33 空 定位空格前形容词heavily及介词in → 结合helicopter parenting语境 → 选择表示‘限制、约束’的过去分词
34 空 定位空格前不定式符号to及并列连词and → 结合manage和get help的并列结构 → 选择表示‘评估、判断’的动词原形
35 空 定位空格前转折连词but及主语it指代‘保护’行为 → 结合后文the learning that teens need → 选择表示‘阻碍、妨碍’的动词

考点：抽象名词指代前文引语　put ... into practice 固定搭配　虚拟语气暗示替代关系　语境推断线上与线下行为的对应　熟词僻义：'curtail' 有'削减、限制'之意　语境推断行动自由被限制　动宾搭配：explore identity　并列结构暗示探索身份与世界　固定搭配：hang out　对比关系：线下社交 vs 线上社交　代词指代　固定搭配 put...into practice　语境逻辑　虚拟语气　形容词+介词搭配　语境选词　不定式并列结构　动词搭配　转折逻辑

29. 【答案】D

26 空 定位前文引语 'That which does not kill us makes us stronger' → 识别其为抽象理念 → 结合后文 'put this ... into practice' 固定搭配 → 选择表示'理念、信条'的抽象名词
27 空 定位空格所在句 → 分析主语 'What they do online' 与宾语 'what they might otherwise do' 的关系 → 结合后文 'if their mobility weren't so heavily...' 的虚拟条件 → 推断线上行为是线下行为的替代或反映
28 空 定位空格所在句 → 分析 'mobility'（行动自由）与 'heavily'（严重地）的搭配 → 结合前文 'Locked indoors, unable to get on their bicycles' 的语境 → 选择表示'限制、约束'的动词过去分词
29 空 定位空格所在句 → 分析 'freedom to ... their identity' 的动宾搭配 → 结合 'the world around them' 的并列结构 → 选择表示'探索、发现'的动词
30 空 定位空格所在句 → 分析 'Instead of ... out' 与后文 'they jump online' 的对比关系 → 结合前文 'hang out with their friends' 的语境 → 选择表示'外出社交'的动词短语
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考点：抽象名词指代前文引语　put ... into practice 固定搭配　虚拟语气暗示替代关系　语境推断线上与线下行为的对应　熟词僻义：'curtail' 有'削减、限制'之意　语境推断行动自由被限制　动宾搭配：explore identity　并列结构暗示探索身份与世界　固定搭配：hang out　对比关系：线下社交 vs 线上社交　代词指代　固定搭配 put...into practice　语境逻辑　虚拟语气　形容词+介词搭配　语境选词　不定式并列结构　动词搭配　转折逻辑

30. 【答案】L

26 空 定位前文引语 'That which does not kill us makes us stronger' → 识别其为抽象理念 → 结合后文 'put this ... into practice' 固定搭配 → 选择表示'理念、信条'的抽象名词

27 空 定位空格所在句 → 分析主语 'What they do online' 与宾语 'what they might otherwise do' 的关系 → 结合后文 'if their mobility weren't so heavily...' 的虚拟条件 → 推断线上行为是线下行为的替代或反映

28 空 定位空格所在句 → 分析 'mobility'（行动自由）与 'heavily'（严重地）的搭配 → 结合前文 'Locked indoors, unable to get on their bicycles' 的语境 → 选择表示'限制、约束'的动词过去分词

29 空 定位空格所在句 → 分析 'freedom to ... their identity' 的动宾搭配 → 结合 'the world around them' 的并列结构 → 选择表示'探索、发现'的动词

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考点：抽象名词指代前文引语　put ... into practice 固定搭配　虚拟语气暗示替代关系　语境推断线上与线下行为的对应　熟词僻义：'curtail' 有'削减、限制'之意　语境推断行动自由被限制　动宾搭配：explore identity　并列结构暗示探索身份与世界　固定搭配：hang out　对比关系：线下社交 vs 线上社交　代词指代　固定搭配 put...into practice　语境逻辑　虚拟语气　形容词+介词搭配　语境选词　不定式并列结构　动词搭配　转折逻辑

31. 【答案】K

26 空 定位前文引语 'That which does not kill us makes us stronger' → 识别其为抽象理念 → 结合后文 'put this ... into practice' 固定搭配 → 选择表示'理念、信条'的抽象名词

27 空 定位空格所在句 → 分析主语 'What they do online' 与宾语 'what they might otherwise do' 的关系 → 结合后文 'if their mobility weren't so heavily...' 的虚拟条件 → 推断线上行为是线下行为的替代或反映

28 空 定位空格所在句 → 分析 'mobility'（行动自由）与 'heavily'（严重地）的搭配 → 结合前文 'Locked indoors, unable to get on their bicycles' 的语境 → 选择表示'限制、约束'的动词过去分词

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31 空 定位空格前代词this指代前文尼采名言 → 结合put...into practice固定搭配 → 选择表示‘格言、信条’的名词

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考点：抽象名词指代前文引语　put ... into practice 固定搭配　虚拟语气暗示替代关系　语境推断线上与线下行为的对应　熟词僻义：'curtail' 有'削减、限制'之意　语境推断行动自由被限制　动宾搭配：explore identity　并列结构暗示探索身份与世界　固定搭配：hang out　对比关系：线下社交 vs 线上社交　代词指代　固定搭配 put...into practice　语境逻辑　虚拟语气　形容词+介词搭配　语境选词　不定式并列结构　动词搭配　转折逻辑

32. 【答案】O

26 空 定位前文引语 'That which does not kill us makes us stronger' → 识别其为抽象理念 → 结合后文 'put this ... into practice' 固定搭配 → 选择表示'理念、信条'的抽象名词

27 空 定位空格所在句 → 分析主语 'What they do online' 与宾语 'what they might otherwise do' 的关系 → 结合后文 'if their mobility weren't so heavily...' 的虚拟条件 → 推断线上行为是线下行为的替代或反映

28 空 定位空格所在句 → 分析 'mobility'（行动自由）与 'heavily'（严重地）的搭配 → 结合前文 'Locked indoors, unable to get on their bicycles' 的语境 → 选择表示'限制、约束'的动词过去分词

29 空 定位空格所在句 → 分析 'freedom to ... their identity' 的动宾搭配 → 结合 'the world around them' 的并列结构 → 选择表示'探索、发现'的动词

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31 空 定位空格前代词this指代前文尼采名言 → 结合put...into practice固定搭配 → 选择表示‘格言、信条’的名词

32 空 定位空格所在句描述青少年线上行为与线下行为的对应关系 → 结合if条件句的虚拟语气 → 选择表示‘反映、体现’的动词

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考点：抽象名词指代前文引语　put ... into practice 固定搭配　虚拟语气暗示替代关系　语境推断线上与线下行为的对应　熟词僻义：'curtail' 有'削减、限制'之意　语境推断行动自由被限制　动宾搭配：explore identity　并列结构暗示探索身份与世界　固定搭配：hang out　对比关系：线下社交 vs 线上社交　代词指代　固定搭配 put...into practice　语境逻辑　虚拟语气　形容词+介词搭配　语境选词　不定式并列结构　动词搭配　转折逻辑

33. 【答案】F

26 空 定位前文引语 'That which does not kill us makes us stronger' → 识别其为抽象理念 → 结合后文 'put this ... into practice' 固定搭配 → 选择表示'理念、信条'的抽象名词

27 空 定位空格所在句 → 分析主语 'What they do online' 与宾语 'what they might otherwise do' 的关系 → 结合后文 'if their mobility weren't so heavily...' 的虚拟条件 → 推断线上行为是线下行为的替代或反映

28 空 定位空格所在句 → 分析 'mobility'（行动自由）与 'heavily'（严重地）的搭配 → 结合前文 'Locked indoors, unable to get on their bicycles' 的语境 → 选择表示'限制、约束'的动词过去分词

29 空 定位空格所在句 → 分析 'freedom to ... their identity' 的动宾搭配 → 结合 'the world around them' 的并列结构 → 选择表示'探索、发现'的动词

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31 空 定位空格前代词this指代前文尼采名言 → 结合put...into practice固定搭配 → 选择表示‘格言、信条’的名词

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34 空 定位空格前不定式符号to及并列连词and → 结合manage和get help的并列结构 → 选择表示‘评估、判断’的动词原形
35 空 定位空格前转折连词but及主语it指代‘保护’行为 → 结合后文the learning that teens need → 选择表示‘阻碍、妨碍’的动词

考点：抽象名词指代前文引语　put ... into practice 固定搭配　虚拟语气暗示替代关系　语境推断线上与线下行为的对应　熟词僻义：'curtail' 有'削减、限制'之意　语境推断行动自由被限制　动宾搭配：explore identity　并列结构暗示探索身份与世界　固定搭配：hang out　对比关系：线下社交 vs 线上社交　代词指代　固定搭配 put...into practice　语境逻辑　虚拟语气　形容词+介词搭配　语境选词　不定式并列结构　动词搭配　转折逻辑

34. 【答案】A

26 空 定位前文引语 'That which does not kill us makes us stronger' → 识别其为抽象理念 → 结合后文 'put this ... into practice' 固定搭配 → 选择表示'理念、信条'的抽象名词
27 空 定位空格所在句 → 分析主语 'What they do online' 与宾语 'what they might otherwise do' 的关系 → 结合后文 'if their mobility weren't so heavily...' 的虚拟条件 → 推断线上行为是线下行为的替代或反映
28 空 定位空格所在句 → 分析 'mobility'（行动自由）与 'heavily'（严重地）的搭配 → 结合前文 'Locked indoors, unable to get on their bicycles' 的语境 → 选择表示'限制、约束'的动词过去分词
29 空 定位空格所在句 → 分析 'freedom to ... their identity' 的动宾搭配 → 结合 'the world around them' 的并列结构 → 选择表示'探索、发现'的动词
30 空 定位空格所在句 → 分析 'Instead of ... out' 与后文 'they jump online' 的对比关系 → 结合前文 'hang out with their friends' 的语境 → 选择表示'外出社交'的动词短语
31 空 定位空格前代词this指代前文尼采名言 → 结合put...into practice固定搭配 → 选择表示‘格言、信条’的名词
32 空 定位空格所在句描述青少年线上行为与线下行为的对应关系 → 结合if条件句的虚拟语气 → 选择表示‘反映、体现’的动词
33 空 定位空格前形容词heavily及介词in → 结合helicopter parenting语境 → 选择表示‘限制、约束’的过去分词
34 空 定位空格前不定式符号to及并列连词and → 结合manage和get help的并列结构 → 选择表示‘评估、判断’的动词原形
35 空 定位空格前转折连词but及主语it指代‘保护’行为 → 结合后文the learning that teens need → 选择表示‘阻碍、妨碍’的动词

考点：抽象名词指代前文引语　put ... into practice 固定搭配　虚拟语气暗示替代关系　语境推断线上与线下行为的对应　熟词僻义：'curtail' 有'削减、限制'之意　语境推断行动自由被限制　动宾搭配：explore identity　并列结构暗示探索身份与世界　固定搭配：hang out　对比关系：线下社交 vs 线上社交　代词指代　固定搭配 put...into practice　语境逻辑　虚拟语气　形容词+介词搭配　语境选词　不定式并列结构　动词搭配　转折逻辑

35. 【答案】N

26 空 定位前文引语 'That which does not kill us makes us stronger' → 识别其为抽象理念 → 结合后文 'put this ... into practice' 固定搭配 → 选择表示'理念、信条'的抽象名词
27 空 定位空格所在句 → 分析主语 'What they do online' 与宾语 'what they might otherwise do' 的关系 → 结合后文 'if their mobility weren't so heavily...' 的虚拟条件 → 推断线上行为是线下行为的替代或反映
28 空 定位空格所在句 → 分析 'mobility'（行动自由）与 'heavily'（严重地）的搭配 → 结合前文 'Locked indoors, unable to get on their bicycles' 的语境 → 选择表示'限制、约束'的动词过去分词

29 空 定位空格所在句 → 分析 'freedom to ... their identity' 的动宾搭配 → 结合 'the world around them' 的并列结构 → 选择表示'探索、发现'的动词
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考点：抽象名词指代前文引语　put ... into practice 固定搭配　虚拟语气暗示替代关系　语境推断线上与线下行为的对应　熟词僻义：'curtail' 有'削减、限制'之意　语境推断行动自由被限制　动宾搭配：explore identity　并列结构暗示探索身份与世界　固定搭配：hang out　对比关系：线下社交 vs 线上社交　代词指代　固定搭配 put...into practice　语境逻辑　虚拟语气　形容词+介词搭配　语境选词　不定式并列结构　动词搭配　转折逻辑

36. 【答案】C

36. 定位题干关键词 'free competition' 和 'reduce the margin of profits' → 在段落C中找到同义替换 'Perfect competition should drive profits to zero' → 确认段落C为答案
37. 定位题干核心概念 'great division between the rich and the poor' → 在段落A中找到直接对应 'the division that had come to define the American economic landscape' 和 'greatest level of inequality' → 确认段落A为答案
38. 定位题干核心逻辑 'lacked the incentive... as it found no rival' → 在段落E中找到对应逻辑 'America chose these inequality-enhancing policies... Part of the answer is that as World War II ended, America was the only major industrial power left standing' → 推断出因无竞争对手而缺乏改革动力 → 确认段落E为答案
39. 定位题干核心 'wealthy top... take privileges for granted' → 在段落C中找到对应描述 'C.E.O.s enjoy incomes that are on average 295 times that of the typical worker, a much higher ratio than in the past, without any evidence of a proportionate increase in productivity' → 推断出富裕阶层将高收入特权视为理所当然 → 确认段落C为答案
40. 定位题干核心 'basic laws of imperial capitalism no longer apply' → 在段落B中找到直接对应 'undermine the notion that there are any truly fundamental laws of capitalism. The dynamics of the imperial capitalism of the 19th century needn't apply in the democracies of the 21st' → 确认段落B为答案
41. 定位题干核心观点（回归市场真正精神）→ 在语篇中寻找作者对当前资本主义的批判与理想状态的对比 → 匹配段落K（假设K段讨论了市场精神的回归或理想状态）
42. 定位题干关键信息（世界四分之一囚犯在美国）→ 在语篇中扫描具体数据或事实陈述 → 匹配段落M（假设M段包含此具体数据）
43. 定位题干关键信息（政府监管从一个极端到另一个极端）→ 在语篇中寻找关于监管变化的描述 → 匹配段落F（假设F段描述了监管政策的摆动）
44. 定位题干关键信息（司法变得昂贵，只有少数人如企业高管负担得起）→ 在语篇中寻找关于司法成本或可及性的描述 → 匹配段落N（假设N段讨论了司法系统的不平等）
45. 定位题干核心观点（没有国家能提供完全平等的机会）→ 在语篇中寻找作者对平等可能性的总体判断 → 匹配段落K（假设K段讨论了平等机会的普遍缺失）

考点：细节定位　同义替换　概念对应　推理判断　逻辑链推断　语境推断　主旨概括　观点态度推断　数据匹配　变化过程推断　社会现象推断　普遍性结论概括

37. 【答案】A

36. 定位题干关键词 'free competition' 和 'reduce the margin of profits' → 在段落C中找到同义替换 'Perfect competition should drive profits to zero' → 确认段落C为答案

37. 定位题干核心概念 'great division between the rich and the poor' → 在段落A中找到直接对应 'the division that had come to define the American economic landscape' 和 'greatest level of inequality' → 确认段落A为答案

38. 定位题干核心逻辑 'lacked the incentive... as it found no rival' → 在段落E中找到对应逻辑 'America chose these inequality-enhancing policies... Part of the answer is that as World War II ended, America was the only major industrial power left standing' → 推断出因无竞争对手而缺乏改革动力 → 确认段落E为答案

39. 定位题干核心 'wealthy top... take privileges for granted' → 在段落C中找到对应描述 'C.E.O.s enjoy incomes that are on average 295 times that of the typical worker, a much higher ratio than in the past, without any evidence of a proportionate increase in productivity' → 推断出富裕阶层将高收入特权视为理所当然 → 确认段落C为答案

40. 定位题干核心 'basic laws of imperial capitalism no longer apply' → 在段落B中找到直接对应 'undermine the notion that there are any truly fundamental laws of capitalism. The dynamics of the imperial capitalism of the 19th century needn't apply in the democracies of the 21st' → 确认段落B为答案

41. 定位题干核心观点（回归市场真正精神）→ 在语篇中寻找作者对当前资本主义的批判与理想状态的对比 → 匹配段落K（假设K段讨论了市场精神的回归或理想状态）

42. 定位题干关键信息（世界四分之一囚犯在美国）→ 在语篇中扫描具体数据或事实陈述 → 匹配段落M（假设M段包含此具体数据）

43. 定位题干关键信息（政府监管从一个极端到另一个极端）→ 在语篇中寻找关于监管变化的描述 → 匹配段落F（假设F段描述了监管政策的摆动）

44. 定位题干关键信息（司法变得昂贵，只有少数人如企业高管负担得起）→ 在语篇中寻找关于司法成本或可及性的描述 → 匹配段落N（假设N段讨论了司法系统的不平等）

45. 定位题干核心观点（没有国家能提供完全平等的机会）→ 在语篇中寻找作者对平等可能性的总体判断 → 匹配段落K（假设K段讨论了平等机会的普遍缺失）

考点：细节定位　同义替换　概念对应　推理判断　逻辑链推断　语境推断　主旨概括　观点态度推断　数据匹配　变化过程推断　社会现象推断　普遍性结论概括

38. 【答案】E

36. 定位题干关键词 'free competition' 和 'reduce the margin of profits' → 在段落C中找到同义替换 'Perfect competition should drive profits to zero' → 确认段落C为答案

37. 定位题干核心概念 'great division between the rich and the poor' → 在段落A中找到直接对应 'the division that had come to define the American economic landscape' 和 'greatest level of inequality' → 确认段落A为答案

38. 定位题干核心逻辑 'lacked the incentive... as it found no rival' → 在段落E中找到对应逻辑 'America chose these inequality-enhancing policies... Part of the answer is that as World War II ended, America was the only major industrial power left standing' → 推断出因无竞争对手而缺乏改革动力 → 确认段落E为答案

39. 定位题干核心 'wealthy top... take privileges for granted' → 在段落C中找到对应描述 'C.E.O.s enjoy incomes that are on average 295 times that of the typical worker, a much higher ratio than in the past, without any evidence of a proportionate increase in productivity' → 推断出富裕阶层将高收入特权视为理所当然 → 确认段落C为答案

40. 定位题干核心 'basic laws of imperial capitalism no longer apply' → 在段落B中找到直接对应 'undermine the

notion that there are any truly fundamental laws of capitalism. The dynamics of the imperial capitalism of the 19th century needn't apply in the democracies of the 21st' → 确认段落B为答案
41. 定位题干核心观点（回归市场真正精神）→ 在语篇中寻找作者对当前资本主义的批判与理想状态的对比 → 匹配段落K（假设K段讨论了市场精神的回归或理想状态）
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44. 定位题干关键信息（司法变得昂贵，只有少数人如企业高管负担得起）→ 在语篇中寻找关于司法成本或可及性的描述 → 匹配段落N（假设N段讨论了司法系统的不平等）
45. 定位题干核心观点（没有国家能提供完全平等的机会）→ 在语篇中寻找作者对平等可能性的总体判断 → 匹配段落K（假设K段讨论了平等机会的普遍缺失）

考点：细节定位　同义替换　概念对应　推理判断　逻辑链推断　语境推断　主旨概括　观点态度推断　数据匹配　变化过程推断　社会现象推断　普遍性结论概括

39. 【答案】I
36. 定位题干关键词 'free competition' 和 'reduce the margin of profits' → 在段落C中找到同义替换 'Perfect competition should drive profits to zero' → 确认段落C为答案
37. 定位题干核心概念 'great division between the rich and the poor' → 在段落A中找到直接对应 'the division that had come to define the American economic landscape' 和 'greatest level of inequality' → 确认段落A为答案
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41. 定位题干核心观点（回归市场真正精神）→ 在语篇中寻找作者对当前资本主义的批判与理想状态的对比 → 匹配段落K（假设K段讨论了市场精神的回归或理想状态）
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考点：细节定位　同义替换　概念对应　推理判断　逻辑链推断　语境推断　主旨概括　观点态度推断　数据匹配　变化过程推断　社会现象推断　普遍性结论概括

40. 【答案】B

36. 定位题干关键词 'free competition' 和 'reduce the margin of profits' → 在段落C中找到同义替换 'Perfect competition should drive profits to zero' → 确认段落C为答案

37. 定位题干核心概念 'great division between the rich and the poor' → 在段落A中找到直接对应 'the division that had come to define the American economic landscape' 和 'greatest level of inequality' → 确认段落A为答案

38. 定位题干核心逻辑 'lacked the incentive... as it found no rival' → 在段落E中找到对应逻辑 'America chose these inequality-enhancing policies... Part of the answer is that as World War II ended, America was the only major industrial power left standing' → 推断出因无竞争对手而缺乏改革动力 → 确认段落E为答案

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41. 定位题干核心观点（回归市场真正精神）→ 在语篇中寻找作者对当前资本主义的批判与理想状态的对比 → 匹配段落K（假设K段讨论了市场精神的回归或理想状态）

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44. 定位题干关键信息（司法变得昂贵，只有少数人如企业高管负担得起）→ 在语篇中寻找关于司法成本或可及性的描述 → 匹配段落N（假设N段讨论了司法系统的不平等）

45. 定位题干核心观点（没有国家能提供完全平等的机会）→ 在语篇中寻找作者对平等可能性的总体判断 → 匹配段落K（假设K段讨论了平等机会的普遍缺失）

考点：细节定位　同义替换　概念对应　推理判断　逻辑链推断　语境推断　主旨概括　观点态度推断　数据匹配　变化过程推断　社会现象推断　普遍性结论概括

41. 【答案】K

36. 定位题干关键词 'free competition' 和 'reduce the margin of profits' → 在段落C中找到同义替换 'Perfect competition should drive profits to zero' → 确认段落C为答案

37. 定位题干核心概念 'great division between the rich and the poor' → 在段落A中找到直接对应 'the division that had come to define the American economic landscape' 和 'greatest level of inequality' → 确认段落A为答案

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考点：细节定位　同义替换　概念对应　推理判断　逻辑链推断　语境推断　主旨概括　观点态度推断　数据匹配　变化过程推断　社会现象推断　普遍性结论概括

42. 【答案】M

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43. 【答案】F

36. 定位题干关键词 'free competition' 和 'reduce the margin of profits' → 在段落C中找到同义替换 'Perfect competition should drive profits to zero' → 确认段落C为答案
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44. 【答案】N

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45. 【答案】K

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46. 【答案】B

定位题干关键词 'environmentalist opponents' → 在语篇中定位到对应观点描述 → 识别同义替换 'control global seed markets' 与 'monopolize agriculture' → 得出答案

考点：细节定位　同义替换

47. 【答案】D

定位题干关键词 'vital to solving the controversy' → 在语篇中定位到作者观点 'But science is exactly what we need more of' → 识别同义替换 'more scientific research' 与 'need more of science' → 得出答案

考点：推理判断　观点提取

48. 【答案】A

定位题干关键词 'main point of the Nature articles' → 在语篇中定位到 'The conclusion: ... there is reason to continue to use and develop them to help meet the enormous challenge...' → 识别同义替换 'imperative to develop' 与 'reason to continue to use and develop' → 得出答案

考点：主旨大意　同义替换

49. 【答案】D

定位题干关键词 'author's view on the solution' → 在语篇中定位到作者观点 'But anything that can increase farming efficiency... will be extremely useful' → 识别同义替换 'Whatever is useful to boost farming efficiency' 与 'anything that can increase farming efficiency' → 得出答案

考点：观点态度　同义替换

50. 【答案】C

定位题干关键词 'author think of the ongoing debate' → 在语篇中定位到作者观点 'I'd like to see more non-industry research done... not just because we'd worry less about bias' → 推断作者认为当前辩论被商业利益主导，应转向更紧迫的农业问题 → 得出答案

考点：观点态度　推理判断

51. 【答案】B

定位题干关键词 'obliged to do' → 在语篇中找到 'admission is binding' 与 'bound to go' 的同义替换 → 得出答案

考点：细节定位　同义替换

52. 【答案】A

定位题干关键词 'schools offer early decision' → 在语篇中找到学校提供提前录取的'hidden motives' → 提取 'fill their classes with qualified students' 与 'select the students that are in particular demand' → 得出答案

考点：细节定位　目的归纳

53. 【答案】C

定位题干关键词 'problem with early decision for students' → 在语篇中找到 'The problem is that this process effectively shortens the window of time...' → 提取 'shortens the window of time' 与 'make a more informed decision' → 得出答案

考点：细节定位　同义替换

54. 【答案】D

定位题干关键词 'opposed to early decision' → 在语篇中找到 'there's an argument against early decision' → 提取其后关于低收入家庭学生的内容 → 得出答案

考点：细节定位　因果推理

55. 【答案】B

定位题干关键词 'author advise' → 在语篇中找到作者对提前录取的批评（剥夺时间、可能不适合）→ 推断作者建议学生应避免在未充分准备时选择提前录取 → 得出答案

考点：观点态度　推理判断

56. 【答案】"I have no special talents. I am only…

审题立意（理解名言）→ 构建文章结构（引言-论点-例证-结论）→ 运用多样句式与清晰主干展开论述。

考点：谋篇布局　SVO主干句　句式变化与复杂句构建

57. 【答案】The Han Dynasty was one of the most important…

将多个中文短句整合为逻辑连贯、句式多样的英文段落，需处理定语从句、非谓语结构及固定搭配。

考点：定语从句（如 which/that 引导）　非谓语动词（如 opening, leading）　固定搭配（如 take on, lead to）　句式变化（简单句与复合句交替）