

2009年 考研英语（旧卷）阅读理解（四选一） 第3篇·31-35 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析 · 31-35 题

本页 31-35 题的答案与逐题解析由懒笔记基于2009年 考研英语（旧卷）阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 5 段原文（段首标 P1-P5 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

考研真题(2009)

Section II Part A (3)

Directions:

Read the following four texts. Answer the questions after each text by choosing A, B, C or D. Mark your answers on the **ANSWER SHEET**. (40 points)

Text 3

P1 The relationship between formal education and economic growth in poor countries is widely misunderstood by economists and politicians alike. Progress in both areas is undoubtedly necessary for the social, political, and intellectual development of these and all other societies; however, the conventional view that education should be one of the very highest priorities for promoting rapid economic development in poor countries is wrong. We are fortunate that it is, because building new educational systems there and putting enough people through them to improve economic performance would require two or three generations. The findings of a research institution have consistently shown that workers in all countries can be trained on the job to achieve radically higher productivity and, as a result, radically higher standards of living.

经济学家和政治家都普遍误解了贫穷国家正规教育与经济增长之间的关系。这两个领域的进步对于这些国家以及所有其他社会的社会、政治和智力发展无疑都是必要的;然而,教育应当成为促进贫穷国家经济快速发展的最优先事项之一——这一传统观点是错误的。我们很幸运事实如此,因为在那里建立新的教育体系并让足够多的人接受教育以改善经济表现需要两到三代人的时间。一家研究机构的研究结果一直表明,所有国家的工人都可以通过在职培训实现生产率的大幅提高,从而实现生活水平的大幅提高。

P2 Ironically, the first evidence for this idea appeared in the United States. Not long ago, with the country entering a recession and Japan at its pre-bubble peak, the U.S. workforce was derided as poorly educated and one of the primary causes of the poor U.S. economic performance. Japan was, and remains, the global leader in automotive-assembly productivity. Yet the research revealed that the U.S. factories of

Honda, Nissan, and Toyota achieved about 95 percent of the productivity of their Japanese counterparts – a result of the training that U.S. workers received on the job.

具有讽刺意味的是,这一观点的第一个证据出现在美国。不久前,当美国进入经济衰退而日本处于泡沫前的巅峰时期时,美国劳动力被嘲笑为教育水平低下,并被认为是美国经济表现不佳的主要原因之一。日本过去是、现在仍然是全球汽车装配生产率的领导者。然而研究显示,Honda、Nissan和Toyota在美国的工厂达到了其日本同行生产率的约95%——这是美国工人接受在职培训的结果。

P3 More recently, while examining housing construction, the researchers discovered that illiterate, non-English-speaking Mexican workers in Houston, Texas, consistently met best-practice labor productivity standards despite the complexity of the building industry's work.

最近,在考察住宅建设时,研究人员发现,尽管建筑行业工作的复杂性,德克萨斯州休斯顿的不识字、不会说英语的墨西哥工人始终达到了最佳实践劳动生产率标准。

P4 What is the real relationship between education and economic development? We have to suspect that continuing economic growth promotes the development of education even when governments don't force it. After all, that's how education got started. When our ancestors were hunters and gatherers 10,000 years ago, they didn't have time to wonder much about anything besides finding food. Only when humanity began to get its food in a more productive way was there time for other things.

教育与经济发展之间的真正关系是什么?我们有理由怀疑,即使政府不强制推行,持续的经济增长也会促进教育的发展。毕竟,教育就是这样开始的。当我们的祖先在一万年前还是狩猎采集者时,他们没有时间去思考除了寻找食物以外的任何事情。只有当人类开始以更高效的方式获取食物时,才有时间做其他事情。

P5 As education improved, humanity's productivity potential increased as well. When the competitive environment pushed our ancestors to achieve that potential, they could in turn afford more education. This increasingly high level of education is probably a necessary, but not a sufficient, condition for the complex political systems required by advanced economic performance. Thus poor countries might not be able to escape their poverty traps without political changes that may be possible only with broader formal education. A lack of formal education, however, doesn't constrain the ability of the developing world's workforce to substantially improve productivity for the foreseeable future. On the contrary, constraints on improving productivity explain why education isn't developing more quickly there than it is.

随着教育的改善,人类的生产潜力也随之增加。当竞争环境促使我们的祖先实现这一潜力时,他们反过来又能负担得起更多的教育。这种日益提高的教育水平可能是先进经济表现所需的复杂政治体系的必要条件,但不是充分条件。因此,如果没有政治变革,贫穷国家可能无法摆脱贫困陷阱,而这种政治变革可能只有通过更广泛的正规教育才能实现。然而,缺乏正规教育并不会限制发展中国家劳动力在可预见的未来大幅提高生产率的能力。相反,提高生产率方面的限制因素解释了为什么那里的教育发展速度没有更快。

题目与逐题解析

31. The author holds in Paragraph 1 that the importance of education in poor countries_____

- [A] is subject to groundless doubts.
- [B] has fallen victim of bias.
- [C] is conventionally downgraded.
- [D] has been overestimated.

作者在第一段中认为教育在贫穷国家的重要性_____

A) 受到毫无根据的质疑。 B) 已沦为偏见的牺牲品。 C) 通常被低估。 D) 被高估了。

【答案】 D (细节题)

【判型】 The author holds in Paragraph 1 that the importance of education in poor countries 限定段落、问作者对一个话题的看法，答案应能在段内直接读出。

【拆句】 The author holds in Paragraph 1 that the importance of education in poor countries____ 是不完整陈述句，选项是它的延续；主干 The author holds that..., that 从句的主语是 the importance of education in poor countries，谓语在四个选项里。无陷阱。

【定位】 however, the conventional view that education should be one of the very highest priorities for promoting rapid economic development in poor countries is wrong.

然而，那种认为教育应当是穷国推动快速经济发展的最高优先事项之一的传统看法是错误的。

【选项】 A) 无中生有

作者只说传统观点错，并未说有人对教育的重要性提出 groundless doubts，更未评价这些怀疑是否无根据。

B) 无中生有

作者驳的是「传统观点」，并未把这种观点定性为偏见，更没说教育「fall victim of bias」。

C) 与原文相反

原文 education should be one of the very highest priorities 显示传统观点是把教育看得「高」，C 项却说 is conventionally downgraded（按传统被低估），方向反了。

D) ✓ 正确

the conventional view that education should be one of the very highest priorities for promoting rapid economic development in poor countries is wrong

↔ **has been overestimated**

预判说「教育被高估」，四个选项里只有 has been overestimated 直接对应此语义，无需推理跳跃。

32. It is stated in Paragraph 1 that the construction of a new educational system_____

- [A] challenges economists and politicians.
- [B] takes efforts of generations.
- [C] demands priority from the government.
- [D] requires sufficient labor force.

第一段指出,构建新的教育体系_____

- A) 对经济学家和政治家构成挑战。 B) 需要几代人的努力。 C) 需要政府优先考虑。
D) 需要充足的劳动力。

【答案】 B (细节题)

【判型】 It is stated in Paragraph 1 that 含 stated 且锁段, 属于段内事实陈述题。

【拆句】 It is stated in Paragraph 1 that the construction of a new educational system_____ 形式主语 It, 真正主语是 that 从句; 从句主语 the construction of a new educational system, 谓语在选项里。无陷阱。

【定位】 We are fortunate that it is, because building new educational systems there and putting enough people through them to improve economic performance would require two or three generations.

我们是幸运的, 因为在那些国家建设新的教育系统并让足够多的人接受教育以提升经济表现, 会需要两三代人的时间。

【选项】 A) 偷换概念

作者只说经济学家和政治家「误解」教育与经济的关系, widely misunderstood by economists and politicians alike, 并不是说新教育系统的建设本身在挑战他们。

B) ✓ 正确

would require two or three generations ↔ **takes efforts of generations**

四个选项中只有 takes efforts of generations 与「two or three generations」直接对应, 预判与选项——锁定。

C) 与原文相反

作者主张教育不该被列为穷国最高优先级, the conventional view that education should be one of the very highest priorities ... is wrong, C 项却说新建教育系统「要求政府优先」, 正好反了。

D) 偷换概念

原文 putting enough people through them 强调「让足够多的人受完教育」是花费时间的方式, 而非把「足够劳动力」当作建设新系统的前提条件。D 项把语义偷成「需要充足劳动力」。

33. A major difference between the Japanese and U.S. workforces is that_____

- [A] the Japanese workforce is better disciplined.
- [B] the Japanese workforce is more productive.
- [C] the U.S. workforce has a better education.
- [D] the U.S. workforce is more organized.

日本劳动力与美国劳动力的一个主要区别是_____

- A) 日本劳动力纪律性更好。 B) 日本劳动力生产效率更高。 C) 美国劳动力受教育程度更高。
D) 美国劳动力组织性更强。

【答案】 B (细节题)

【判型】 A major difference between the Japanese and U.S. workforces is that_____ 问的是两国劳动力之间一个可在文中读出的客观差异。

【拆句】 A major difference between the Japanese and U.S. workforces is that_____ 主干为 A difference is that..., is 后的 that 从句被选项补完; between... 介词短语作 difference 的后置定语。无陷阱。

【定位】 Japan was, and remains, the global leader in automotive-assembly productivity.

日本(当时)是、现在仍然是汽车装配生产率领域的全球领头羊。

【选项】 A) 无中生有

全文都在谈「生产率、培训、教育」, 没有任何句子涉及日本工人「更守纪律」 better disciplined。

B) ✓ 正确

Japan was, and remains, the global leader in automotive-assembly productivity ↔

the Japanese workforce is more productive

四个选项里只有 the Japanese workforce is more productive 直接谈生产率高低, 与预判一致。

C) 与原文相反

原文 the U.S. workforce was derided as poorly educated 明说美国工人被讥为受教育差, C 项却说 the U.S. workforce has a better education, 方向反了。

D) 无中生有

原文未提及任何一方工人的「组织程度」 more organized, 这一评价维度全无依据。

34. The author quotes the example of our ancestors to show that education emerged_____

- [A] when people had enough time.
- [B] prior to better ways of finding food.
- [C] when people no longer went hungry.
- [D] as a result of pressure on government.

作者引用我们祖先的例子来说明教育出现于_____

- A) 人们有足够时间的时候。 B) 寻找食物的更好方法之前。 C) 人们不再挨饿的时候。

D) 政府面临压力的结果。

【答案】 **A** (例证目的题)

【判型】 The author quotes the example of our ancestors to show that 含 quote the example...to show, 标准的例证目的题问法。

【拆句】 The author quotes the example of our ancestors to show that education emerged____ 主干为 The author quotes ... to show that...; to show 是目的状语; that 从句被选项延续。无陷阱。

【定位】 When our ancestors were hunters and gatherers 10,000 years ago, they didn't have time to wonder much about anything besides finding food. Only when humanity began to get its food in a more productive way was there time for other things.

当一万年前的祖先还是狩猎采集者时，他们除了找食物之外没有时间去琢磨别的事情。只有当人类开始以更高效的方式获取食物时，才有时间去做其他事情。

【选项】 **A) ✓ 正确**

Only when humanity began to get its food in a more productive way was there time for other things

↔ **when people had enough time**

预判直接指向「有时间是教育出现的前提」，A 项 when people had enough time 是这一前提的字面表达，无须推理。

B) 与原文相反

原文先说更高效的获取食物方式，才有时间做其他事；选项 prior to better ways of finding food 却把教育放在「更好的找食物方式」之前，因果与先后被颠倒。

C) 过度推断

原文只说「以更高效方式获取食物」给出了余暇，并未说人们「不再挨饿」no longer went hungry——「高效获取」≠「彻底解决饥饿」，C 把程度推得更远。

D) 无中生有

全段没有出现政府或对政府的压力；作者只说生产率提升带出余暇，与 pressure on government 毫无关系。

35. According to the last paragraph, development of education_____

- [A] results directly from competitive environments.
- [B] does not depend on economic performance.
- [C] follows improved productivity.
- [D] cannot afford political changes.

根据最后一段,教育的发展_____

A) 直接源于竞争环境。 B) 不依赖于经济表现。 C) 跟随生产力的提高。 D) 无法承受政治变革。

【答案】 **C** (细节题)

【判型】 According to the last paragraph, development of education ____ 含 according to + 段落，属段内事实题。

【拆句】 According to the last paragraph, development of education ____ According to... 是状语；主语是 development of education，谓语在选项中。无陷阱。

【定位】 As education improved, humanity's productivity potential increased as well. When the competitive environment pushed our ancestors to achieve that potential, they could in turn afford more education. ... constraints on improving productivity explain why education isn't developing more quickly there than it is.

随着教育改善，人类的生产潜能也随之提高。当竞争环境促使祖先把这种潜能转化为现实生产率后，他们反过来才负担得起更多教育。.....是生产率改善受到约束，解释了那些国家教育为什么发展不快。

【选项】 A) **过度推断**

原文 When the competitive environment pushed our ancestors to achieve that potential, they could in turn afford more education 中，competitive environment 直接作用于生产率潜能的实现，再「反过来」(in turn) 才促成教育；A 项 results directly from competitive environments 把竞争环境写成教育发展的「直接」原因，跳过了「生产率」这一中介。

B) **与原文相反**

末段全段都在强调教育发展依赖生产率（经济表现）的改善，constraints on improving productivity explain why education isn't developing more quickly 直接把教育发展归因于生产率；B 项却说教育发展 does not depend on economic performance，方向反了。

C) **✓ 正确**

they could in turn afford more education ↔ **follows improved productivity**
constraints on improving productivity explain why education isn't developing more quickly there than it is

↔ **follows improved productivity**

follow 一词直接表达「跟随、随之而来」，正是预判中「教育发展在生产率提升之后」的字面表达。

D) **偷换概念**

原文 they could in turn afford more education 说人们「负担得起教育」，并未说教育「负担不起政治变革」cannot afford political changes——afford 的主语和宾语都被换。

SENTENCE INSIGHTS • 句子精讲

13 句真题句逐层精讲

下列真题句各有独立的句子解析页——中文翻译、结构树逐层拆解、成分与时态、考点讲解与真题高频词。点击句子进入完整解析。

Progress in both areas is undoubtedly necessary for the social, political, and intellectual development of these and all other societies; however, the conventional view that education should be one of the very highest priorities for promoting rapid economic development in poor countries is wrong.

第1段，第2句

并列转折句式(前句肯定+however转折否定)和同位语从句说明抽象名词(view, idea等)都是考试高频结构。主语被长修饰成分分隔的句式在学术文章和考试阅读中极为常见,学习迁移性强

We are fortunate that it is, because building new educational systems there and putting enough people through them to improve economic performance would require two or three generations.

第1段，第3句

"主句 + that 宾语从句 + because 原因状语从句" 的结构在四六级和考研阅读中较为常见，特别是 because 从句较长且包含并列动名词主语的情况，具有一定代表性。掌握这类结构有助于理解类似复杂句。

The findings of a research institution have consistently shown that workers in all countries can be trained on the job to achieve radically higher productivity and, as a result, radically higher standards of living.

第1段，第4句

本句的 "主句 + 宾语从句" 结构是四六级和考研阅读中的高频句式，现在完成时和情态被动语态也是常考语法点。宾语从句后接目的状语、并列宾语等组合也较为典型。掌握本句的分析方法可以迁移到大量类似真题句子中，代表性较强。

Not long ago, with the country entering a recession and Japan at its pre-bubble peak, the U.S. workforce was derided as poorly educated and one of the primary causes of the poor U.S. economic performance.

第2段，第2句

这句结构不至于过难，却集中包含了主干遮挡、非谓语背景结构和被动语态这些高频训练点。作为 "结构 + 时态" 练习材料，投入产出比较高。

Yet the research revealed that the U.S. factories of Honda, Nissan, and Toyota achieved about 95 percent of the productivity of their Japanese counterparts – a result of the training that U.S. workers received on the job.

第2段，第4句

涵盖主谓宾基本结构、宾语从句、限制性定语从句、同位语、地点状语等多种成分,且定语从句中"that"既作引导词又作宾语的双重身份是常见易错点,破折号后同位语的识别也需要练习,训练价值较高。

More recently, while examining housing construction, the researchers discovered that illiterate, non-English-speaking Mexican workers in Houston, Texas, consistently met best-practice labor productivity standards despite the complexity of the building industry's work.

第3段，第1句

涵盖主谓宾、时间状语、方式状语、让步状语、宾语从句等多种成分,宾语从句内部结构完整。主句中状语从句插入造成成分分隔,适合训练跳过干扰定位主干的能力。从句主语较长且包含多重修饰,有助于练习复杂名词短语的识别。

After all, that's how education got started.

第4段，第3句

"主语 + 系动词 + 表语从句(how/what/why 引导)" 是四六级和考研阅读中的高频句式,学生需要熟练识别名词性从句作表语的结构;本句结构简洁清晰,代表性较强,掌握后可迁移到类似句型

When our ancestors were hunters and gatherers 10,000 years ago, they didn't have time to wonder much about anything besides finding food.

第4段，第4句

时间状语从句加主句的结构在四六级和考研阅读中比较常见,属于典型的时间修饰句式,学习者掌握后可以迁移到类似句子。但句子本身结构相对简单,没有展现出更多层次的复杂句式特征,典型性中等偏上。

Only when humanity began to get its food in a more productive way was there time for other things.

第4段，第5句

本句涵盖了多种值得练习的成分：倒装结构中的主谓识别、“there be”句型中真正主语的定位、后置定语（“for other things”）、时间状语从句、不定式短语作宾语（“to get its food...”）。特别是倒装和“there be”句型的结合，是学生常见的易错点，训练价值较高。

When the competitive environment pushed our ancestors to achieve that potential, they could in turn afford more education.

第5段，第2句

“时间状语从句加主句”是非常常见的阅读句式，后面再配一个情态结构，也很有代表性。掌握这种读法后，迁移到许多考试句子都有效。

Thus poor countries might not be able to escape their poverty traps without political changes that may be possible only with broader formal education.

第5段，第4句

句子结构非常典型：主句包含情态动词表推测和条件状语，定语从句修饰名词并进一步限定其含义。这种在条件或原因状语中嵌套定语从句的句式，在考研和四六级阅读中高频出现，尤其是社科类文章。掌握后可迁移到大量类似句型的理解。

A lack of formal education, however, doesn't constrain the ability of the developing world's workforce to substantially improve productivity for the foreseeable future.

第5段，第5句

这种“抽象名词作主语 + 及物动词 + 长宾语内部层层修饰”的结构，在考试阅读里很常见。掌握后，处理类似的学术说明句会更稳。

On the contrary, constraints on improving productivity explain why education isn't developing more quickly there than it is.

第5段，第6句

句子涵盖主语、谓语、宾语（从句）、后置定语、状语（方式、地点、比较）等多种成分，且包含从句嵌套和比较结构的省略，成分种类较丰富。特别是比较状语从句的省略识别和宾语从句的划分，都是常见易错点，训练价值较高。

本篇出现的 68 个考研英语（旧卷）真题高频词

下列单词既在本篇真题中出现，又是 **考研英语（旧卷）** 历年真题的高频词（在该考试真题中出现的句子数均不少于 8）。每个词标注本篇 出现次数与该考试真题句频，点击可查看该词的释义、音标、词形与真题例句。

economic

B2

adj. 经济的

本篇8次·真题 98 句

productivity

B2

n. 生产率

本篇8次·真题 36 句

workforce

B2

n. （一国或一地区的）劳动力，劳动人口

本篇7次·真题 21 句

political

B1

adj. 政治的

本篇4次·真题 54 句

performance

B1

n. 表演

本篇4次·真题 30 句

system

A2

n. 系统

本篇3次·真题 107 句

better

A1

adj. 更好的（good 的比较级）

本篇3次·真题 70 句

formal

B1

adj. 正式的

本篇3次·真题 17 句

ancestor

B2

n. 祖先，祖宗

本篇3次·真题 9 句

author

A2

n. 作者

本篇2次·真题 209 句

growth

B1

n. 增长

本篇2次·真题 80 句

generation

B2

n. 一代人

本篇2次·真题 60 句

potential

B2

adj. 潜在的

本篇2次·真题 43 句

labor

B1

n. 劳动

本篇2次·真题 41 句

promote B2

v. 促进

本篇2次·真题 38 句

humanity B2

n. 人类 (总称)

本篇2次·真题 29 句

relationship B1

n. 关系

本篇2次·真题 28 句

educational B1

adj. 教育的

本篇2次·真题 26 句

construction B1

n. 建造

本篇2次·真题 24 句

priority B2

n. 优先事项

本篇2次·真题 17 句

economist B2

n. 经济学家

本篇2次·真题 14 句

politician B2

n. 政治家

本篇2次·真题 12 句

sufficient B2

adj. 足够的

本篇2次·真题 10 句

productive B2

adj. 富有成效的

本篇2次·真题 8 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次·真题 304 句

accord C1

n. (国家、团体间的) 协议

本篇1次·真题 172 句

researcher B2

n. 研究人员

本篇1次·真题 112 句

view A2

n. 观点, 看法

本篇1次·真题 91 句

demand B1

v. 坚决要求

本篇1次·真题 63 句

challenge B1

n. 挑战

本篇1次·真题 57 句

major B1

adj. 主要的

本篇1次·真题 56 句

pressure B1

n. 心理压力

本篇1次·真题 55 句

united B1

adj. 联合的

本篇1次·真题 52 句

evidence B1

n. 证据

本篇1次·真题 48 句

intellectual C1

adj. 智力的

本篇1次·真题 47 句

global B2

adj. 全球的

本篇1次·真题 44 句

states A1

n. 国家

本篇1次·真题 42 句

housing B1

n. 住房

本篇1次·真题 41 句

lack B1

v. 缺少

本篇1次·真题 41 句

increasingly B2

adv. 越来越;日益;不断增加地

本篇1次·真题 40 句

institution B2

n. 机构

本篇1次·真题 39 句

recently A2

adv. 最近

本篇1次·真题 37 句

reveal B2

v. 揭示

本篇1次·真题 35 句

quickly A2

adv. 快速地

本篇1次·真题 33 句

despite B1

prep. 尽管

本篇1次·真题 32 句

complex B2

adj. 复杂的, 难懂的

本篇1次·真题 31 句

importance

B1

n. 重要性

本篇1次·真题 31 句

finding

B2

n. 调查结果

本篇1次·真题 30 句

emerge

B2

v. 出现;浮现

本篇1次·真题 25 句

directly

B1

adv. 直接地

本篇1次·真题 23 句

thus

B2

adv. 因此, 所以

本篇1次·真题 22 句

widely

B1

adv. 广泛地

本篇1次·真题 21 句

broad

B1

adj. 宽阔的

本篇1次·真题 20 句

wrong

A2

adj. 错误的

本篇1次·真题 20 句

recession

C1

n. 经济衰退

本篇1次·真题 19 句

poverty

B2

n. 贫穷

本篇1次·真题 16 句

bias

B2

n. 偏见

本篇1次·真题 14 句

escape

A2

v. 逃跑;逃脱

本篇1次·真题 13 句

advanced

B2

adj. 先进的

本篇1次·真题 12 句

peak

B1

n. 山峰

本篇1次·真题 12 句

quote

B1

v. 引用

本篇1次·真题 12 句

suspect

B1

v. 怀疑

本篇1次·真题 12 句

counterpart

C1

n. 对应的人或物

本篇1次 · 真题 11 句

educated

B2

adj. 受过教育的

本篇1次 · 真题 11 句

conventional

B2

adj. 传统的

本篇1次 · 真题 10 句

trap

B1

n. 陷阱

本篇1次 · 真题 10 句

prior

B2

adj. 先前的，之前的

本篇1次 · 真题 9 句

contrary

B2

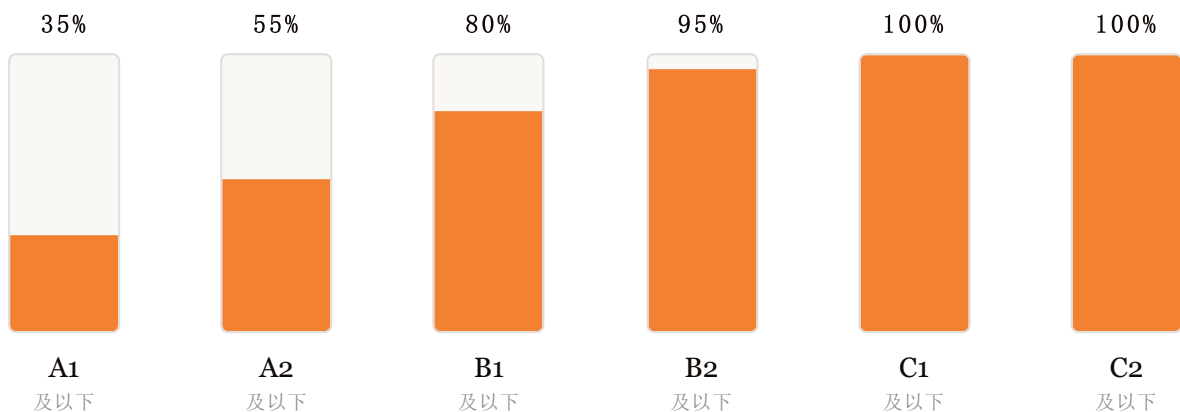
adj. 相反的

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 218 词按 CEFR 难度累积覆盖

全文去重后共 **218** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 10 个 · 约 5%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）· 数据为全文去重词 218 个 · 末柱为 100%

去重总词数

218

B2 以上难词

5%

B1 及以下覆盖

80%

考研英语（旧卷） 2009年 · 全卷构成

Section I	完形填空（四选一）	题目解析 →
Section II Part A (1)	阅读理解（四选一）	题目解析 →
Section II Part A (2)	阅读理解（四选一）	题目解析 →
Section II Part A (3)	阅读理解（四选一）	本题
Section II Part A (4)	阅读理解（四选一）	题目解析 →
Section II Part B	选句填空（7选5）	题目解析 →
Section II Part C	英译汉（划线句子翻译）	题目解析 →
Section III Part A	写作	题目解析 →
Section III Part B	写作	题目解析 →