

2025年 考研英语一阅读理解（四选一） 第1篇·21-25 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析 · 21-25 题

本页 21-25 题的答案与逐题解析由懒笔记基于2025年 考研英语一阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 7 段原文（段首标 P1-P7 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。

英语一真题(2025)

Section II Part A (1)

Directions:

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

Text 1

P1 The grammar school boy from Stratford-upon-Avon has landed a scholarly punch after groundbreaking research showed that Shakespeare does benefit children's literacy and emotional development. But only if you act him out.

这位来自埃文河畔斯特拉特福的文法学校男孩取得了一次学术上的胜利,突破性研究表明,莎士比亚确实有益于儿童的读写能力和情感发展。但前提是你要把他的作品表演出来。

P2 A study found that a "rehearsal room" approach to teaching Shakespeare broadened children's vocabulary and the complexity of their writing as well as their emotional literacy. "The research shows that the way actors work makes a big difference to the way children use language and also how they think about themselves," Jacqui O'Hanlon of the Royal Shakespeare Company (RSC), which commissioned the study, said.

一项研究发现,"排练室"式的莎士比亚教学方法拓宽了儿童的词汇量和写作的复杂性,以及他们的情感素养。委托该研究的皇家莎士比亚剧团(RSC)的Jacqui O'Hanlon说:"研究表明,演员的工作方式对儿童使用语言的方式以及他们如何看待自己产生了很大的影响。"

P3 The randomised control trial involved hundreds of year 5 pupils aged nine and ten—at 45 state primary schools that had not been "previously exposed to RSC pedagogy". They were split into target and control groups and asked to write, for example, a message in a bottle as Ferdinand after the shipwreck in *The Tempest*. The target group was given a 30-minute drama-based activity to accompany the passage.

这项随机对照试验涉及45所公立小学的数百名9至10岁的五年级学生,这些学校此前"未接触过RSC教学法"。他们被分为目标组和对照组,并被要求完成写作任务,例如在《暴风雨》中船只失事后以Ferdinand的身份写一封漂流瓶信件。目标组获得了30分钟的戏剧活动来配合这段文本。

P4 The peer-reviewed results showed that the target group of pupils drew on a wider vocabulary, used words "classed as more sophisticated or rarer", and wrote at greater length. They also "appear to be more comfortable writing in role ... while [control] pupils imagine how they themselves would react to being shipwrecked, [target] children put themselves in the shoes of a literary character and express that character's emotion".

经同行评审的结果显示,目标组学生运用了更广泛的词汇,使用了"被归类为更复杂或更罕见"的词语,并且写作篇幅更长。他们还"在角色扮演写作中似乎更加自如.....当对照组学生想象自己在遭遇海难时会如何反应时,目标组儿童则设身处地为文学角色着想,并表达该角色的情感"。

P5 The Time to Act study also found that while control pupils relied on "desert island clichés" such as palm trees, target pupils were "more expansive [giving] a broader picture of the sky, the sea and the atmospheric conditions".

《该行动的时候了》研究还发现,对照组学生依赖于"荒岛陈词滥调",如棕榈树,而目标组学生则"更具扩展性,对天空、海洋和大气条件给出了更广阔的描绘"。

P6 O'Hanlon said she had been most surprised by the "emotional literacy that was evident in the [target] children's writing" and that they were "more resilient in their writing, more hopeful". She added: "The emotional understanding was very evident and it is probably related to the [rehearsal room process] where you are used to trying to imagine your way through. They were comfortable in describing different emotional states and part of what you do in drama is put yourself in different shoes." The study showed the importance of embedding arts in education, she said.

O'Hanlon说,最令她惊讶的是目标组"儿童写作中体现出的情感素养",以及他们"在写作中更有韧性,更有希望"。她补充道:"情感理解非常明显,这可能与排练室过程有关,在那里你习惯于尝试通过想象来体验。他们能够自如地描述不同的情感状态,而戏剧的部分工作就是让你设身处地为他人着想。"她说,该研究显示了将艺术融入教育的重要性。

P7 But could the results be replicated with any old dramatist? O'Hanlon said more research would be needed but suggested that Shakespeare's use of 20,000 words, compared with the everyday 2,000 words, gave a "massive expansion of language into children's lives", which was combined with children "using their whole bodies to bring words to life".

但这些结果能否在任何其他剧作家身上复制呢?O'Hanlon表示需要更多研究,但她指出,莎士比亚使用了20000个词汇,而日常用语只有2000个词汇,这为"儿童生活带来了语言的大规模扩展",并与儿童"用整个身体让词语生动起来"相结合。

题目与逐题解析

21. The "rehearsal room" approach requires pupils to_____.

- [A] rewrite the lines from Shakespeare
- [B] watch RSC actors' performances
- [C] play the roles in Shakespeare
- [D] study drama under RSC artists

"排练室"教学法要求学生_____。

- A) 改写莎士比亚的台词 B) 观看RSC演员的表演 C) 扮演莎士比亚剧中的角色
D) 在RSC艺术家指导下学习戏剧

【答案】 C (细节题)

【判型】 题干 The "rehearsal room" approach requires pupils to _____. 是要求填具体做法的不完整陈述句，没有 infer/suggest/imply 之类推断信号词，属于典型细节题。

【拆句】 题干 The "rehearsal room" approach requires pupils to _____. 是一个待补全的陈述句，主语 The "rehearsal room" approach，谓语 requires，宾语 pupils，不定式 to _____ 是要填的部分，结构平铺直叙，无陷阱。

【定位】 "The research shows that the way actors work makes a big difference to the way children use language and also how they think about themselves," Jacqui O'Hanlon of the Royal Shakespeare Company (RSC), which commissioned the study, said.

皇家莎士比亚剧团 (RSC, 本研究的委托方) 的 Jacqui O'Hanlon 说: "这项研究表明, 演员的工作方式深深改变了孩子们使用语言的方式, 也改变了他们对自己的认识。"

【选项】 A) 无中生有

全文没有任何“重写/改写台词”的描述，rewrite 是凭空加上去的动作；这是利用题干“requires pupils to”求动作的预期，给一个看似合理但文中没有的动作。

B) 偷换概念

原文要求孩子“act him out”亲身演出，而 watch RSC actors' performances 把动作从“演”偷换成“看”——主动变被动，与原文主旨相反。

C) ✓ 正确

the way actors work ↔ play the roles in Shakespeare

if you act him out ↔ play the roles in Shakespeare

预判要的就是“演”，C 选项 play the roles in Shakespeare 直接对应“演员工作方式”与“act him out”，是最干净的同义替换。

D) 过度推断

原文 RSC 是研究的委托方，不是教学执行方；孩子是被引导用“演员方式”工作，不是在 RSC 艺术家手下学戏剧”。该选项把研究合作关系夸大成“直接师从”。

22. The study divided the pupils into two groups to find whether_____.

[A] the change in instruction enhances learning outcomes

[B] expanding vocabulary helps develop reading fluency

[C] emotion affects understanding of sophisticated works

[D] the classroom activity stimulates interest in the arts

该研究将学生分为两组以发现_____。

A) 教学方式的改变是否能提升学习成果 B) 扩大词汇量是否有助于培养阅读流畅性

C) 情感是否影响对复杂作品的理解 D) 课堂活动是否能激发对艺术的兴趣

【答案】 A (细节题)

【判型】 题干 The study divided the pupils into two groups to find whether _____. 问的是分组实验本身要检验什么，可在原文中找到对应陈述，不需做跨段推断。

【拆句】 题干 The study divided the pupils into two groups to find whether _____. 中 to find whether 是目的状语，whether 引导宾语从句，从句内容正是要填的部分；理解关键是看清“分组”是手段，“find whether ...”才是目的。

【定位】 They were split into target and control groups and asked to write, for example, a message in a bottle as Ferdinand after the shipwreck in *The Tempest*. The target group was given a 30-minute drama-based activity to accompany the passage.

他们被分成 target（实验）组和 control（对照）组，被要求以《暴风雨》中船难之后的 Ferdinand 身份写一封“漂流瓶里的信”。target 组额外获得了一个 30 分钟的戏剧化活动来配合该段落。

【选项】 A) ✓ 正确

a 30-minute drama-based activity ↔ **the change in instruction**

The peer-reviewed results showed that the target group of pupils drew on a wider vocabulary, used words "classed as more sophisticated or rarer", and wrote at greater length.

↔ **enhances learning outcomes**

唯一变量是教学方式的改变，被观测的产出是写作/学习上的表现，A 选项把“变量→产出”的因果检验完整覆盖，与预判一致。

B) 偷换概念

扩展词汇是该实验的部分结果之一，不是分组想检验的初衷；而且 reading fluency “阅读流畅度”原文从未提及，把写作产出偷换成阅读能力。

C) 与原文相反

原文 P6 的因果是“戏剧化方法→情感素养→更好的写作”，而 emotion affects understanding of sophisticated works 把方向反过来变成“情感→对高级作品的理解”，且 sophisticated works 也偷换了原文 sophisticated words（高级用词）。

D) 答非所问

戏剧化活动在本研究中是“手段”（独立变量），不是要被检验的“对艺术的兴趣”这一结果；arts 取自 P6 末尾的 embedding arts in education 的余韵，被强行嫁接到研究目的上。

23. Control pupils' reliance on "desert island clichés" shows their _____.

- [A] weakness in description
- [B] omission of small details
- [C] casual style of writing
- [D] preference for big words

对照组学生对“荒岛陈词滥调”的依赖显示出他们_____。

A) 在描述方面的薄弱 B) 对细小细节的忽略 C) 随意的写作风格 D) 对大词的偏好

【答案】 A （推断题）

【判型】 题干 Control pupils' reliance on "desert island clichés" shows their _____. 用 shows 把原文现象指向其反映的“特质”，需要从描写一步推到性质判断。

【拆句】 题干 Control pupils' reliance on "desert island clichés" shows their _____. 主语是动名词性短语 Control pupils' reliance on ... clichés, 谓语 shows, 宾语 their ____ 待填; 理解要点是 reliance on clichés“对陈词滥调的依赖”本身就是负面色彩, 正确答案应延续这一负面方向。

【定位】 The Time to Act study also found that while control pupils relied on "desert island clichés" such as palm trees, target pupils were "more expansive [giving] a broader picture of the sky, the sea and the atmospheric conditions".

"是时候行动"研究还发现: control 组的学生只靠"沙漠岛俗套"(比如棕榈树)来写, 而 target 组的学生"更加宏阔, 呈现出关于天空、大海与大气状况的更广阔画面"。

【选项】 A) ✓ 正确

relied on "desert island clichés" such as palm trees ↔ **weakness in description**

target pupils were "more expansive [giving a broader picture of the sky, the sea and the atmospheric conditions"]]

↔ **weakness in description**

陈词滥调一词本身就是写作描述贫弱的标准外显, A 选项与预判完全吻合。

B) 无中生有

control 组不是"遗漏了小细节", 而是"画面单调"; 原文反差是"狭窄 vs 宏阔", 不是"漏 vs 不漏"; 而且 small details 在原文没有任何对应。

C) 偷换概念

clichés 是明确负面的词, 原文是在批评 control 组写作贫弱; casual style of writing 把这种负面评价淡化为"随意的写作风格"这一中性甚至略带褒义的描述, 性质方向错。

D) 张冠李戴

preference for big words 描述的是"偏爱大词"——这正是 target 组的特征 (words "classed as more sophisticated or rarer"), 不是 control 组; 而且 palm trees 显然不是 big words。

24. What can promote children's emotional literacy according to O'Hanlon?

- [A] Writing in an imaginative manner.
- [B] Identifying with literary characters.
- [C] Drawing inspiration from nature.
- [D] Concentrating on real-life situations.

根据O'Hanlon的观点,什么能促进儿童的情感素养?

- A) 以富有想象力的方式写作。 B) 与文学人物产生共鸣。 C) 从自然中汲取灵感。
- D) 专注于现实生活情境。

【答案】 B (细节题)

【判型】 题干 What can promote children's emotional literacy according to O'Hanlon? 限定到 O'Hanlon 的原话, 需要在文中找她的引语, 属人物观点细节题。

【拆句】 题干 What can promote children's emotional literacy according to O'Hanlon? 是一个 wh-疑问句，主语是疑问代词 What，谓语 can promote，according to O'Hanlon 是观点来源状语；理解关键是绑定 O'Hanlon 这一信源，不能用全文其他来源的描述代替。

【定位】 She added: "The emotional understanding was very evident and it is probably related to the [rehearsal room process] where you are used to trying to imagine your way through. They were comfortable in describing different emotional states and part of what you do in drama is put yourself in different shoes."

她补充道：“情感理解非常明显，这很可能与“排练室式过程”有关——在那种过程中，你习惯于一路靠想象去走通。他们能从容地描述各种不同的情绪状态，而戏剧的一部分就是把自己放进不同的鞋里（换位）。”

【选项】 A) 以偏概全

imaginative manner 是写作方式的形容，但 O'Hanlon 给的因不是“用想象力写”，而是“代入别人去想象”；imaginative manner 只描述了想象这一表层动作，没有抓住“代入他人”这一关键机制。

B) ✓ 正确

put yourself in different shoes ↔ **Identifying with literary characters.**

[target children put themselves in the shoes of a literary character and express that character's emotion]]

↔ **Identifying with literary characters.**

原文反复强调“穿别人的鞋”+“代入文学角色”，B 选项用 identifying with literary characters 把这两层意思合二为一，与预判精准吻合。

C) 张冠李戴

Drawing inspiration from nature 取自 P5 a broader picture of the sky, the sea and the atmospheric conditions，那段讨论的是写作描述力，与情感素养的成因无关；O'Hanlon 没把情感素养归因于自然。

D) 与原文相反

O'Hanlon 强调的是“代入别人/角色”，与 Concentrating on real-life situations“专注于真实生活情境”方向相反——真实生活情境恰恰是 control 组的反应 ([control pupils imagine how they themselves would react to being shipwrecked]])。

25. It can be inferred from the last paragraph that _____.

- [A] the new teaching method may work best with Shakespeare
- [B] the language of Shakespeare may be formidable for pupils
- [C] other old dramatists may be included in primary education
- [D] pupils may be reluctant to work on other old dramatists

从最后一段可以推断出_____。

- A) 这种新教学法对莎士比亚作品可能效果最佳
- B) 莎士比亚的语言对学生来说可能令人生畏
- C) 其他古代剧作家可能被纳入小学教育
- D) 学生可能不愿意学习其他古代剧作家的作品

【答案】 **A** (推断题)

【判型】 题干 It can be inferred from the last paragraph that _____. 含 inferred, 是教科书级别的推断题信号。

【拆句】 题干 It can be inferred from the last paragraph that _____. 中 It 是形式主语, 真正的主语是 that 引导的填空从句, from the last paragraph 是范围状语; 结构清晰, 无陷阱。

【定位】 But could the results be replicated with any old dramatist? O'Hanlon said more research would be needed but suggested that Shakespeare's use of 20,000 words, compared with the everyday 2,000 words, gave a "massive expansion of language into children's lives", which was combined with children "using their whole bodies to bring words to life".

但同样的结果换成任何一位老剧作家都能复制吗? O'Hanlon 说还需要更多研究, 但暗示莎翁所用 2 万词汇——相较于日常的 2 千词汇——给了“语言进入孩子生活的一次巨大扩展”, 再加上孩子“用整个身体把词带活”。

【选项】 **A) ✓ 正确**

could the results be replicated with any old dramatist? ↔

the new teaching method may work best with Shakespeare

Shakespeare's use of 20,000 words, compared with the everyday 2,000 words, gave a "massive expansion of language into children's lives"

↔ **the new teaching method may work best with Shakespeare**

反问句给出“未必能换其他剧作家”的暗示, 数据对比给出“莎翁词汇量独一无二”的证据, 二者合起来推出“该方法在莎翁身上最有效”, 与 A 选项中 may work best 的弱化措辞完全匹配。

B) 与原文相反

原文 gave a "massive expansion of language into children's lives" 是正面评价——给孩子带来语言的巨大扩展; formidable for pupils 把这种正面扩展曲解为“对学生而言令人畏惧”, 色彩相反。

C) 过度推断

原文反问句 could the results be replicated with any old dramatist? 加 more research would be needed 是 O'Hanlon 对“换其他剧作家”的明显保留; other old dramatists may be included in primary education 把这种保留当成肯定推荐, 方向反了。

D) 无中生有

原文整段从未谈及学生对其他老剧作家是否抵触; reluctance 是凭空增加的学生情绪。

SENTENCE INSIGHTS • 句子精讲

10 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。

The grammar school boy from Stratford-upon-Avon has landed a scholarly punch after groundbreaking research showed that Shakespeare does benefit children's literacy and emotional development.

第1段，第1句

主句 + after 时间状语从句 + 嵌套宾语从句的组合在四六级和考研阅读中频繁出现；从句层层嵌套、由连接词明确标示的结构是典型长难句模式；掌握后可迁移到大量类似句式；因此典型性较高。

"The research shows that the way actors work makes a big difference to the way children use language and also how they think about themselves," Jacqui O'Hanlon of the Royal Shakespeare Company (RSC), which commissioned the study, said.

第2段，第2句

引述句、宾语从句、定语从句(尤其省略关系词的the way结构)、并列结构都是四六级和考研阅读的高频句式,本句将这些典型结构有机组合,且长度和复杂度与真题长难句接近,具有很强的代表性和迁移价值。

The randomised control trial involved hundreds of year 5 pupils aged nine and ten —at 45 state primary schools that had not been "previously exposed to RSC pedagogy".

第3段，第1句

"主句 + 限定性定语从句 (that 引出) " 是四六级和考研中极为常见的句型，破折号后接地点状语再嵌套定语从句也是学术和新闻语体的典型写法，掌握后可直接迁移到大量真题语境。

They were split into target and control groups and asked to write, for example, a message in a bottle as Ferdinand after the shipwreck in *The Tempest*.

第3段，第2句

并列谓语 + 被动语态 + 不定式作宾语补足语的组合在四六级和考研阅读中较为常见,尤其是描述实验或研究过程的句子,掌握后可迁移到类似语境

The peer-reviewed results showed that the target group of pupils drew on a wider vocabulary, used words "classed as more sophisticated or rarer", and wrote at greater length.

第4段，第1句

主句带宾语从句、宾语从句内含并列谓语和后置定语，是四六级和考研阅读中极为常见的学术报告句式。该结构在科研类文章中反复出现，掌握后可大量复用于理解实验结果、研究发现等内容，典型性很高。

They also "appear to be more comfortable writing in role ... while [control] pupils imagine how they themselves would react to being shipwrecked, [target] children put themselves in the shoes of a literary character and express that character's emotion".

第4段，第2句

涵盖系表结构、对比状语从句、宾语从句、并列谓语、宾语补足语、介词宾语、反身代词同位语等多种成分，且存在引号包裹、省略号、标签修饰语等干扰因素，适合训练学生在复杂语境中准确划分成分、识别从句边界、区分并列与嵌套关系的能力。

The Time to Act study also found that while control pupils relied on "desert island clichés" such as palm trees, target pupils were "more expansive [giving] a broader picture of the sky, the sea and the atmospheric conditions".

第5段，第1句

「主句 + that 宾语从句 + 从句内嵌状语从句」是四六级和考研阅读中的高频结构，且「while」引导对比状语从句的用法也很常见，掌握后可复用到大量类似句式，典型性较高。

O'Hanlon said more research would be needed but suggested that Shakespeare's use of 20,000 words, compared with the everyday 2,000 words, gave a "massive expansion of language into children's lives", which was combined with children "using their whole bodies to bring words to life".

第7段，第2句

主句带并列谓语引出多个宾语从句，以及宾语从句内嵌套定语从句的结构，是考研和六级阅读中高频出现的典型复杂句式，掌握后可大量复用于理解学术文献和新闻报道

The study divided the pupils into two groups to find whether_____.

第22题 题干

主句结构（主谓宾 + 介词短语 + 不定式目的状语）和宾语从句嵌套是四六级和考研阅读中的常见句式；"whether" 引导的宾语从句也是典型考点。但整体结构相对基础，不算高频难句

pupils may be reluctant to work on other old dramatists

第25题，D

主系表加情态动词结构在考试中较常见，形容词后接不定式也是典型搭配；句式虽简单但具代表性，学习后可复用到类似句型。

HIGH-FREQUENCY • 真题高频词

本篇出现的 38 个考研英语一真题高频词

下列单词既在本篇真题中出现，又是 **考研英语一** 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。

emotional B1

adj. 情绪的

本篇6次 · 真题 34 句

target B1

n. 目标,靶子

本篇5次 · 真题 29 句

writing A2

n. 写作

本篇4次 · 真题 33 句

literacy B2

n. 读写能力

本篇4次 · 真题 15 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本篇2次 · 真题 51 句

understanding B1

n. 理解,领悟

本篇2次 · 真题 25 句

character B1

n. 性格

本篇2次 · 真题 24 句

drama B1

n. 戏剧

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

benefit B1

n. 好处

本篇1次 · 真题 88 句

process B1

n. 过程

本篇1次 · 真题 80 句

involve B1

v. 包含

本篇1次 · 真题 61 句

reading A1

n. 阅读

本篇1次 · 真题 42 句

affect B1

v. 影响

本篇1次 · 真题 39 句

promote B2

v. 促进

本篇1次 · 真题 38 句

according B1

prep. 根据

本篇1次 · 真题 35 句

commission B2

n. 佣金

本篇1次 · 真题 32 句

importance B1

n. 重要性

本篇1次 · 真题 31 句

rely B1

v. 依赖; 依靠

本篇1次 · 真题 30 句

enhance B2

v. 提高

本篇1次 · 真题 24 句

related B1

adj. 相关的

本篇1次 · 真题 23 句

learning A1

n. 学习

本篇1次 · 真题 22 句

broad B1

adj. 宽阔的

本篇1次 · 真题 20 句

expand B2

v. 扩大; 扩展; 增长

本篇1次 · 真题 19 句

expose

B2

v. 使暴露

本篇1次 · 真题 17 句

outcome

B2

n. 结果

本篇1次 · 真题 17 句

royal

B1

adj. 王室的

本篇1次 · 真题 17 句

literary

B2

adj. 文学的

本篇1次 · 真题 15 句

combine

B1

v. (使) 结合、组合

本篇1次 · 真题 14 句

massive

B2

adj. 巨大的, 大量的

本篇1次 · 真题 13 句

trial

B2

n. 审判, 审讯

本篇1次 · 真题 13 句

react

B1

v. 作出反应

本篇1次 · 真题 12 句

previously

B1

adv. 以前, 先前 (指过去某个时间)

本篇1次 · 真题 11 句

reluctant

B2

adj. 不情愿的

本篇1次 · 真题 10 句

surprised

A2

adj. 感到惊讶的

本篇1次 · 真题 10 句

manner

B1

n. 方式

本篇1次 · 真题 9 句

reliance

B2

n. 依赖

本篇1次 · 真题 9 句

expansion

B2

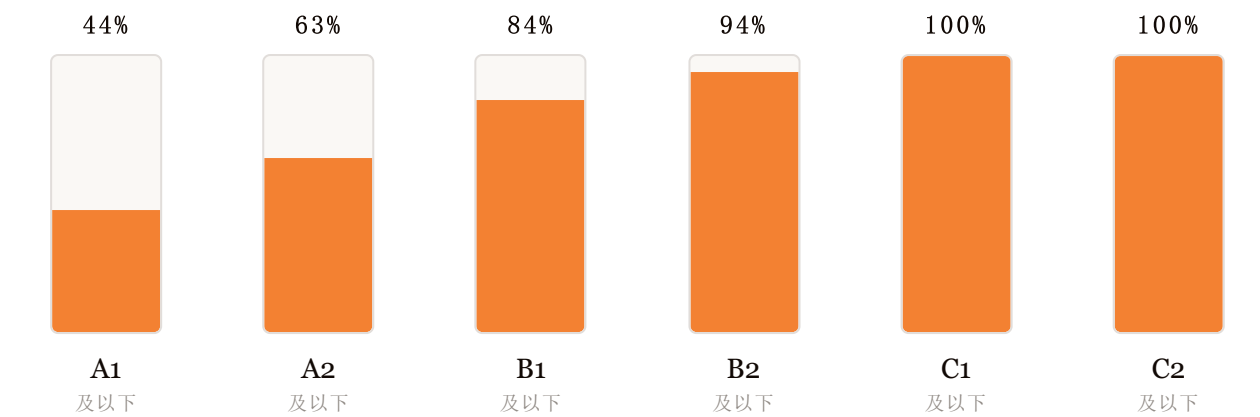
n. 扩张

本篇1次 · 真题 8 句

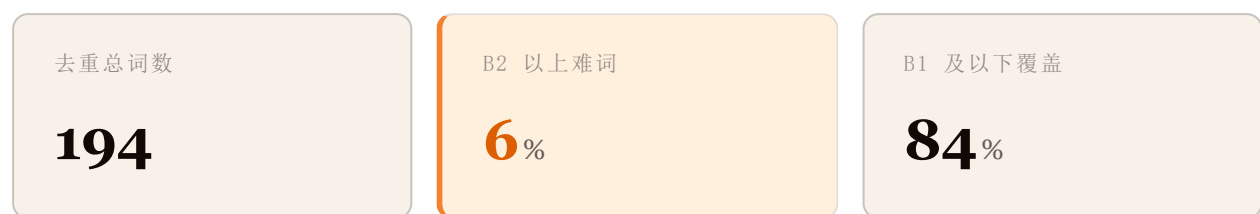
VOCABULARY · 词汇难度分布

全文 194 词按 CEFR 难度累积覆盖

全文去重后共 **194** 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 12 个 · 约 6%。



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 194 个 · 末柱为 100%



考研英语一 · 2025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）	本题
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）	题目解析 →
Section II Part A (4)	阅读理解（四选一）	题目解析 →
Section II Part B	段落排序	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 →