

权威名师




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郭庆民 考研英语(二)

历年真题汇编 (详解版)

郭庆民 / 主编

2010—2018

- ✓ 贯穿真题命题思路
- ✓ 权威解读9年真题
- ✓ 洞悉命题规律趋势
- ✓ 有效提高应试能力

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前 言

反复研读历年真题并从中洞悉命题规律和趋势，是备考英语（二）考试的最佳途径之一。为帮助考生充分体会历年考题的命题思路，对自己面临的备考任务和需要解决的问题获得清醒的认识，提高应试能力，我们特地编写了此书，力图对过去9年真题做出最权威的解读。

对真题的研读应该贯穿整个备考过程，这是因为，市面上各种模拟试题集大都不能如实反映真题的命题思路，它们或者在选文方面与真题大相径庭，或者在命题思路不能有效地把握真题的精髓。而且，大部分对真题所做的详解在思路存在问题。比如，在对阅读理解部分进行讲解时，大多数人认为，如果某道题的提问指向文章中某个句子或局部，他们就称之为“细节题”。实际上，很多所谓的“细节题”并非考查考生理解文章个别“细节”的能力，因为这些“细节”涉及所在段落的重要信息或作者的观点。例如，如果提问指向的句子是某段第一句、最后一句或其中的某个转折句，那么这个句子很可能表达的是该段的中心思想或作者在该段的主要观点或意图。可见，表面上的“细节题”实际上是涉及段落重要信息和作者观点的题，仅靠读懂个别句子来答题可能出现偏差。

本书特别注意从命题思路对历年真题进行讲解，而不仅仅是通过对文章内容的简单概括来解题。比如，在阅读理解的题解部分，我们会指出被提问的句子或段落在上下文中的作用，诸如它是否表达作者的观点或段落主题，它与上一句或下一句在语义内容上是什么逻辑关系。文章中各类转折句对我们抓住作者的观点和段落主题能起到重要作用。掌握这种分析能力，并在阅读实践中习惯性地运用这些能力，你才能真正掌握有效的解题思路。

再比如，在讲解完形填空的答案时，我们会侧重讲解句与句之间的关系，并引导考生在上下文中寻找答题线索。通过这种思路的题解，我们希望考生充分意识到，在应对完形填空部分时，靠大量背诵同义词辨析是得不偿失的，因为对绝大部分空来说，只知道词义是无济于事的，在上下文中寻找并综合运用各类答题线索才能更快、更准确地填对。

在讲解翻译部分时，我们除了提供参考译文外，还对其中包含的一些重要句式、词组和长句的翻译技巧进行要点讲解。在讲解写作时还提供了“审题指导”，引导考生的谋篇思路；范文中有意识地包含了很多有用的结构和表达方式，供考生记忆并在写作实践中加以仿效。

统计表明，历年考题的选文多出自英美主流报刊，最常见的有英国《卫报》（*The Guardian*），美国的《华盛顿邮报》（*The Washington Post*）和《基督科学箴言报》（*Christian Science Monitor*），还有《科学美国人》（*Scientific American*）、《大西洋月刊》（*The Atlantic Monthly*）、《纽约时报》（*The New York Times*）等等。而且，多数选文是这些报刊当年发表的文章，尤其是当年2~7月份发表的文章，因此都涉及很新的话题，涉及英美国家社会热点问题。当然，这些文章绝大多数都不是新闻报道，而是新闻评论。读这类文章关键不是掌握事情发生的经过，而是文章提到的人对某一事件的评论和作者的观点。读懂这些评论和观点不仅需要有关的新知识，掌握新词汇，还需要学会把握英美国家的人分析问题和论述问题的思路。

本书在第一部分概括性地总结各部分的解题思路，请考生认真阅读并加以体会。更重要的是，我们建议考生每做一年的题就把这些解题思路重温一遍，因为我们相信，每一次重温都会给考生带来更深刻的体会。当然，在做历年真题时，考生可以按照年代顺序去做，也可以先做最新的，然后按照倒序去做——这样做特别适合那些没有充足时间复习英语考试的人。

本书由中国人民大学外国语学院郭庆民担任主编，他主编的考研书被公认为备考经典，解题思路开阔、准确。与此书相配合，他还主编了《2019 郭庆民考研英语（二）阅读120篇（精华版）》，供英语（二）考生使用。我们建议考生两本书并用，每阅读10篇文章做一个年份的真题，边扩展词汇、提高阅读和翻译能力，边体验真题，使二者相得益彰。

限于水平，疏漏及失误在所难免，欢迎广大读者、英语界同仁批评指正。

编者

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第一部分

英语（二）各部分备考要点与解题思路

概 述

应试英语（二）的关键有三：一是充足的词汇量，二是较强的阅读能力，三是一定的写作能力。如果沿着这个方向努力半年至一年，你肯定能成功通过。

由于英语（二）考题各部分的选文总体不难，其中没有特别复杂的句子结构，因此拥有充分的词汇量，能保障读懂文章的主要信息，这是考试成功的关键。特别是在解答阅读理解 Part B 和翻译部分时更是如此——有充足的词汇量甚至可以让你在这两项上轻易拿到满分。

较强的阅读能力是应试完形填空、阅读理解和翻译部分的关键。较强的阅读能力包括把握文章重要信息的能力，把握作者的观点与态度的能力，解读疑难长句的能力。在阅读中着力练习并强化这三方面的能力，就能大幅度提高考研应试能力和阅读能力。

不少考生对写作没有信心，这是因为他们没有掌握提高写作能力的有效方法。有的考生依靠背诵模板来提高写作部分的得分，这其实是一种非常被动的方法；而且一旦被判定抄袭模板，作文得分就受到严重影响。

下面就各部分的备考和应试思路给大家提一些建议。

第一节 完形填空

1. 抓住文章的主题和各段主题，能对回答每个具体的空起到很强的引导作用。
2. 充分利用上下文提供的线索解题，其中尤其要注意两种上下文关系：（1）上下文中同义词、近义词或反义词的使用；（2）上下文中表达的内容之间的逻辑语义联系。
3. 密切关注文章中的介词和连词所表达的逻辑关系，特别是转折关系、让步关系、

类比关系、对照关系、举例关系等。因为这些关系的表达势必造成词汇和词组使用上的对应。

4. 句与句之间也存在不可分割的联系, 两句之间可能是互相解释的, 后一句可能是从另一角度或反面, 把上一句说的内容或观点重申一下。也可能是, 后一句是对前一句的举例、比喻、引用, 二者都旨在阐明一个道理。可见, 把握句与句之间的关系, 可以令考生准确地把握句子的意思。

5. 在填名词类的空时, 一定要考虑它与句中动词的关系——主谓关系或动宾关系; 相应地, 在填写动词类的空时, 也要注意与它紧密相关的名词之间的关系。要仔细考察它们之间在语义和用法上搭配是否得当。

6. 在填形容词和副词类的空时, 要考虑它们与被修饰的名词或动词之间的语义联系, 考察其搭配是否合理。

7. 在填所有实义词——包括名词、动词、形容词和副词类的空时, 除了语义上的搭配外, 还应考虑它们与介词的搭配关系是否得当。

8. 完形填空部分可以用 15~20 分钟完成。

第二节 阅读理解

Part A

1. 做题时一般要首先快速通读全文。此时, 不要急于弄懂每一个句子或词语的意思, 把握住文章的主旨、每一段的基本主题、作者的基本观点和态度就足够了, 待做题时再对相关句子的意思做更深入的解读。

2. 如果你的词汇量太少, 根本无力读懂全文, 你就不必通读全文, 直接根据提问找出相关部分, 读完相关部分后答题就行。当然, 这样做的代价是: 你可能做题时片面地理解文章相关部分, 答题思路不够开阔, 结果反而浪费了时间。

3. 大部分题的正确答案跟段落主题和作者的基本观点有关, 因此在读文章时要把握文章的主要信息。所谓主要信息包括文章的基本观点、主要论据、作者的态度, 也包括被作者批驳的一方的主要观点和基本态度。因此在答题时, 不要过多地纠缠文章中提到的句子或短语, 要学会在上下文中理解被提问的部分, 特别是要把握句子所在段落的主要话题, 以及作者在这个方面的基本观点和立场。

4. 文章的第一段和最后一段都要认真读——如果这两段中有转折句更要多加注意, 它们很可能表达的是文章的主旨。每一段的前两句也应该认真读, 以便尽早抓住各段主题。这意味着, 在阅读包含主要信息的地方时应该放慢速度, 甚至应该把相关句子读两遍。

5. 回答涉及文章主旨的提问时, 比如提问文章的 title 和 main idea 之类的题, 应该把文章多个段落的主题联系在一起综合考虑, 其中尤其还要注意文章的第一段(有时候也包括第二段), 看一看作者在其中是否已经开门见山地点出了该文谈论的话题, 并表达了在这个话题上的立场。当然, 最后一段的总结段也是重点阅读的对象。

6. 回答涉及作者态度的问题时, 比如用 attitude 或 tone 提问的题, 应该找出集中代表作者观点的句子认真阅读, 比如各式各样的转折句, 它们经常比较集中而清楚地表达了作者的观点和态度。另外, 作者经常在文章的最后一段重申自己的态度, 特别是最后一段的最后两三句。

7. 当提问指向文章中的某个例子或引用语时, 一定不要在看懂例子和引用语的基础上自己做概括和归纳。作者本人往往在举例/引用之前或之后, 明确阐明自己举例和引用旨在说明的现象、观点和态度。因此, 回答这样的题时, 考生一定要看作者在举例前说了什么道理, 表达了什么观点, 或举例之后做出了什么样的评价。

8. 如果个别句子由于包含的生词太多或语法结构过于复杂而一时看不懂, 不要在其上浪费太多时间。遇到这种情况时, 应该迅速根据上一句和下一句的意思来判定难句的基本意思。另外考生需要记住: 不理解个别句子, 通常不会影响把握文章的主要信息, 因此不必过于担心。

9. 阅读理解部分的四篇文章可以用 70 分钟左右的时间完成, 这意味着, 每篇文章可以用 15~20 分钟完成。一般来讲, 四篇文章中前两篇稍微容易, 可以每篇使用 15 分钟; 而后两篇文章较难, 可以使用 18~20 分钟。平时训练时一定要控制做题时间。

Part B

1. 无论是考小标题还是考引用、举例, 其核心问题都是一样的, 该部分考查考生辨别文章论点和论据的能力。小标题代表各段核心思想或段落主题, 引用和举例则是作为论据, 支持或进一步说明作者的主要观点或段落主题。判定论点和论据的能力实际上是基本的阅读能力。

2. 在做小标题类的题时, 考生务必要学会在段落中找出那些集中代表作者观点的句子, 比如转折句。同时, 考察一下段落中是否有一些关键词被重复使用, 因为关键词通常会在小标题中以同义词或近义词的形式复现。

3. 在做引用/引证类的题时, 考生一定要认真考察在引用前或引用后作者在谈论什么道理, 把二者结合起来考虑, 就能大大提高选择的正确率。同时, 也要注意文章上下文中使用的具体措辞所提供的线索, 包括同义词、反义词、近义词、代词、表示对照和转折的词等, 并善于利用这些词语衔接关系提供的线索去确认正确答案。

4. 该部分可以用 15 分钟左右完成。

第三节 英译汉

1. 翻译部分大都是一篇 150 词左右的小短文, 一般涉及人文和社科领域的内容, 尤其是一些社会现象。

2. 其中一般没有过长、过于复杂的句子, 基本上没有不常见的词组或用语。提高这一部分得分的关键是要有充足的词汇量。

3. 在翻译的标准上, 翻译部分的总体指导思想是译文准确和基本通顺。可见, 考生

不必追求译文的高雅，认真研读原文的句子结构和词义，然后把句子按照原有的语义逻辑，忠实地翻译出来就行了。

4. 在翻译技巧上，考生应该把握的总原则是：任何一个句子，能直译就尽量避免意译。个别句子和词语在翻译过程中可能需要变通翻译——采用意译，但是英语（二）翻译部分绝大多数句子和词汇无须做变通处理，可以直接把原文表达的意思译成对应的汉语词汇与结构。比如 favorable circumstances of leading individual lives，可直接译成“引导个人生活的有利环境”，不能译成“支持和指导个人生活的环境”，或更荒唐地译成“具有领导才能的人喜欢生活的环境”。这样不仅是画蛇添足，而且在语义上产生了严重扭曲。

5. 要养成翻译的好习惯，在翻译过程中做到不漏词，不把两个或两个以上句子概括地合译为一句，不在译文中随意添加原文中没有的词语，不随意调换原文中各语义单位的表达顺序——除非按照原文顺序翻译严重违反汉语习惯。

6. 翻译时还需要学会利用上下文来理解词汇的意思，比如 develop 描述不同的对象时可能需要译成“发展”“发育”“成长”“开发”“研发”等不同的意思；psychology 可以译成“心理学”，但是在 the psychology of the adolescents 中，它应该被译成“青少年的心理特点”。当然，这是最高要求，如果你没想到应该这样翻译，就译成“青少年心理学”，也可以。

7. 根据阅卷标准，译错个别词扣小分，但是译文出现重大语义逻辑错误扣大分。所以，出现个别生词时不要害怕，关键是把语句的逻辑意思搞懂并用较为通顺的汉语译出。

8. 在备考时形成良好的习惯，在训练阅读能力时也经常试着把难句动手翻译一下。应该学会一些常见句式的翻译处理技巧，比如含有比较级、定语从句、较长同位语或其他插入成分的句式的处理技巧。对此，考生可以从本书的“参考译文”中总结一些翻译处理技巧。

9. 翻译部分可在 20~25 分完成。

第四节 写作

1. 在备考之初就形成练习写作的好习惯，至少每周练习两次，可以从写长句开始练起。

2. 不少考生问应该不应该用模板，我的回答是不必用。但是你可以根据自己的用词倾向，从网上提供的各种模板中选取一些自己喜欢的结构和用法，并通过熟练使用这些结构和用法，综合成自己有创意的“模板”。

3. 同时，在阅读过程中注意收集好的词和句，但关键是学会使用它们并把它们用熟，即落笔不会出现拼写错误。可以把这些词、词组和句式单独列出来，每次练习写作时都要从中择取合适的加以使用。用会和用熟了某些句式 and 用法，再尝试使用新的。一定要做到循序渐进。

4. 在收集好词好句的过程中，考生务必不要贪多。你的好词好句清单中可以包括 100~200 个专门用于写作的词（名词、动词和形容词），20~30 个词组和惯用法，10~15

个句式, 6~8 个谚语或名人名句。这些足够你应对任何写作题目! 比如, 如果你想说“现象”这个意思, 就立刻能一个字母不错地拼出 phenomenon; 如果你想说“这些现象的出现”, 就能立刻写出 the emergence of these phenomena。备考写作一定要多动手, 只靠记住某些好词好句是练不好写作的!

5. 历年真题作文题目虽然不同, 但是作文套路基本上不变。所以在平时练习时, 可以根据自己习惯的思维和论述方式, 设定三个自己驾轻就熟的行文模式。

6. 按照以上方式去练习作文, 不仅你的写作基本功会大大提高, 你的考试分数也能获得大幅度提高。

7. 按照考试要求, 应用文的写作仅需要 100 词左右, 议论文的写作仅需要 150 词左右, 在实际答题时字数一定要超出这个基本要求——可超出 10%~20%。

8. 应用文可在 15 分钟之内完成, 议论文可用 30~35 分钟完成。

以上备考和解题要点, 我们在解析每年的真题时都会加以应用, 因此请同学们每做一年的真题都把这些要点温习一次。我相信, 每次温习都会对我建议的解题思路有新的体会, 每次温习都会对自己在每个部分的备考目标有更清楚的认识。

2

第二部分

2018—2010 年英语 (二) 真题、 译文与详解

第一节 2018 年英语 (二) 真题、译文与详解

Section I Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on the **ANSWER SHEET**. (10 points)

Why do people read negative Internet comments and do other things that will obviously be painful? Because humans have an inherent need to 1 uncertainty, according to a recent study in *Psychological Science*. The new research reveals that the need to know is so strong that people will 2 to satisfy their curiosity even when it is clear the answer will 3.

In a series of four experiments, behavioral scientists at the University of Chicago and the Wisconsin School of Business tested students' willingness to 4 themselves to unpleasant stimuli in an effort to satisfy curiosity. For one 5 each participant was shown a pile of pens that the researcher claimed were from a previous experiment. The twist? Half of the pens would 6 an electric shock when clicked.

Twenty-seven students were told which pens were electrified; another twenty-seven were told only that some were electrified. 7 left alone in the room, the students who did not know which ones would shock them clicked more pens and incurred more shocks than the students who knew what would 8. Subsequent experiments reproduced this effect with other stimuli, 9 the sound of fingernails on a chalkboard and photographs of disgusting insects.

The drive to 10 is deeply rooted in humans, much the same as the basic drives for 11 or shelter, says Christopher Hsee of the University of Chicago. Curiosity is often considered a good instinct—it can 12 new scientific advances, for instance—but sometimes such 13 can backfire. The insight that curiosity can drive you to do 14 things is a profound one.

Unhealthy curiosity is possible to 15, however. In a final experiment, participants who were encouraged to 16 how they would feel after viewing an unpleasant picture were less likely to 17 to see such an image. These results suggest that imagining the 18 of following through on one's curiosity ahead of time can help determine 19 it is worth the endeavor. "Thinking about long-term 20 is key to reducing the possible negative effects of curiosity," Hsee says. In other words, don't read online comments.

- | | | | |
|--------------------------|------------------|-------------------|--------------------|
| 1. [A] resolve | [B] protect | [C] discuss | [D] ignore |
| 2. [A] refuse | [B] wait | [C] seek | [D] regret |
| 3. [A] rise | [B] last | [C] mislead | [D] hurt |
| 4. [A] alert | [B] tie | [C] expose | [D] treat |
| 5. [A] message | [B] trial | [C] review | [D] concept |
| 6. [A] remove | [B] weaken | [C] deliver | [D] interrupt |
| 7. [A] Unless | [B] If | [C] Though | [D] When |
| 8. [A] happen | [B] continue | [C] disappear | [D] change |
| 9. [A] rather than | [B] such as | [C] regardless of | [D] owing to |
| 10. [A] disagree | [B] forgive | [C] forget | [D] discover |
| 11. [A] pay | [B] marriage | [C] food | [D] schooling |
| 12. [A] begin with | [B] rest on | [C] learn from | [D] lead to |
| 13. [A] withdrawal | [B] inquiry | [C] persistence | [D] diligence |
| 14. [A] self-destructive | [B] self-reliant | [C] self-evident | [D] self-deceptive |
| 15. [A] resist | [B] define | [C] replace | [D] trace |
| 16. [A] predict | [B] overlook | [C] design | [D] conceal |
| 17. [A] remember | [B] choose | [C] promise | [D] pretend |
| 18. [A] relief | [B] plan | [C] outcome | [D] duty |
| 19. [A] whether | [B] why | [C] where | [D] how |
| 20. [A] limitations | [B] investments | [C] strategies | [D] consequences |

Section II Reading Comprehension

Part A

Directions:

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

TEXT 1

It is curious that Stephen Koziatek feels almost as though he has to justify his efforts to give his students a better future.

Mr. Koziatek is part of something pioneering. He is a teacher at a New Hampshire high school where learning is not something of books and tests and mechanical memorization, but practical. When did it become accepted wisdom that students should be able to name the 13th president of the United States but be utterly overwhelmed by a broken bike chain?

As Koziatek knows, there is learning in just about everything. Nothing is necessarily gained by forcing students to learn geometry at a graffitied desk stuck with generations of discarded chewing gum. They can also learn geometry by assembling a bicycle.

But he's also found a kind of insidious prejudice. Working with your hands is seen as almost a mark of inferiority. Schools in the family of vocational education "have that stereotype, that it's for kids who can't make it academically," he says.

On one hand, that viewpoint is a logical product of America's evolution. Manufacturing is not the economic engine that it once was. The job security that the US economy once offered to high school graduates has largely evaporated. More education is the new principle. We want more for our kids, and rightfully so.

But the headlong push into bachelor's degrees for all—and the subtle devaluing of anything less—misses an important point: That's not the only thing the American economy needs. Yes, a bachelor's degree opens more doors. But even now, 54 percent of the jobs in the country are middle-skill jobs, such as construction and high-skill manufacturing. But only 44 percent of workers are adequately trained.

In other words, at a time when the working class has turned the country on its political head, frustrated that the opportunity that once defined America is vanishing, one obvious solution is staring us in the face. There is a gap in working-class jobs, but the workers who need those jobs most aren't equipped to do them. Koziatek's Manchester School of Technology High School is trying to fill that gap.

Koziatek's school is a wake-up call. When education becomes one-size-fits-all, it risks overlooking a nation's diversity of gifts.

21. A broken bike chain is mentioned to show students' lack of _____.
 [A] mechanical memorization [B] academic training
 [C] practical ability [D] pioneering spirit
22. There exists the prejudice that vocational education is for kids who _____.
 [A] are financially disadvantaged
 [B] are not academically successful
 [C] have a stereotyped mind
 [D] have no career motivation

23. We can infer from Paragraph 5 that high school graduates _____.
 [A] are entitled to more educational privileges
 [B] are reluctant to work in manufacturing
 [C] used to have more job opportunities
 [D] used to have big financial concerns
24. The headlong push into bachelor's degrees for all _____.
 [A] helps create a lot of middle-skill jobs
 [B] may narrow the gap in working-class jobs
 [C] is expected to yield a better-trained workforce
 [D] indicates the overvaluing of higher education
25. The author's attitude toward Koziatek's school can be described as _____.
 [A] supportive [B] disappointed [C] tolerant [D] cautious

TEXT 2

While fossil fuels—coal, oil, gas—still generate roughly 85 percent of the world's energy supply, it's clearer than ever that the future belongs to renewable sources such as wind and solar. The move to renewables is picking up momentum around the world: They now account for more than half of new power sources going on line.

Some growth stems from a commitment by governments and farsighted businesses to fund cleaner energy sources. But increasingly the story is about the plummeting prices of renewables, especially wind and solar. The cost of solar panels has dropped by 80 percent and the cost of wind turbines by close to one-third in the past eight years.

In many parts of the world renewable energy is already a principal energy source. In Scotland, for example, wind turbines provide enough electricity to power 95 percent of homes. While the rest of the world takes the lead, notably China and Europe, the United States is also seeing a remarkable shift. In March, for the first time, wind and solar power accounted for more than 10 percent of the power generated in the US, reported the US Energy Information Administration.

President Trump has underlined fossil fuels—especially coal—as the path to economic growth. In a recent speech in Iowa, he dismissed wind power as an unreliable energy source. But that message did not play well with many in Iowa, where wind turbines dot the fields and provide 36 percent of the state's electricity generation—and where tech giants like Microsoft are being attracted by the availability of clean energy to power their data centers.

The question “what happens when the wind doesn't blow or the sun doesn't shine?” has provided a quick put-down for skeptics. But a boost in the storage-capacity of batteries is making their ability to keep power flowing around the clock more likely.

The advance is driven in part by vehicle manufacturers, who are placing big bets on battery-powered electric vehicles. Although electric cars are still a rarity on roads now, this massive investment could change the picture rapidly in coming years.

While there's a long way to go, the trend lines for renewables are spiking. The pace of change in energy sources appears to be speeding up—perhaps just in time to have a meaningful effect in slowing climate change. What Washington does—or doesn't do—to promote alternative energy may mean less and less at a time of a global shift in thought.

26. The word “plummeting” (Line 2, Para. 2) is closest in meaning to _____.
 [A] stabilizing [B] changing [C] falling [D] rising
27. According to Paragraph 3, the use of renewable energy in America _____.
 [A] is progressing notably [B] is as extensive as in Europe
 [C] faces many challenges [D] has proved to be impractical
28. It can be learned that in Iowa, _____.
 [A] wind is a widely used energy source
 [B] wind energy has replaced fossil fuels
 [C] tech giants are investing in clean energy
 [D] there is a shortage of clean energy supply
29. Which of the following is true about clean energy according to Paragraphs 5 & 6?
 [A] Its application has boosted battery storage.
 [B] It is commonly used in car manufacturing.
 [C] Its continuous supply is becoming a reality.
 [D] Its sustainable exploitation will remain difficult.
30. It can be inferred from the last paragraph that renewable energy _____.
 [A] will bring the US closer to other countries
 [B] will accelerate global environmental change
 [C] is not really encouraged by the US government
 [D] is not competitive enough with regard to its cost

TEXT 3

The power and ambition of the giants of the digital economy is astonishing—Amazon has just announced the purchase of the upmarket grocery chain Whole Foods for \$13.5bn, but two years ago Facebook paid even more than that to acquire the WhatsApp messaging service, which doesn't have any physical product at all. What WhatsApp offered Facebook was an intricate and finely detailed web of its users' friendships and social lives.

Facebook promised the European commission then that it would not link phone numbers to Facebook identities, but it broke the promise almost as soon as the deal went through. Even without knowing what was in the messages, the knowledge of who sent them and to whom was enormously revealing and still could be. What political journalist, what party whip, would not want to know the makeup of the WhatsApp groups in which Theresa May's enemies are currently plotting? It may be that the value of Whole Foods to Amazon is not so much the 460 shops it owns, but the records of which customers have purchased what.

Competition law appears to be the only way to address these imbalances of power. But it is clumsy. For one thing, it is very slow compared to the pace of change within the digital economy. By the time a problem has been addressed and remedied it may have vanished in the marketplace, to be replaced by new abuses of power. But there is a deeper conceptual problem, too. Competition law as presently interpreted deals with financial disadvantage to consumers and this is not obvious when the users of these services don't pay for them. The users of their services are not their customers. That would be the people who buy advertising from them — and Facebook and Google, the two virtual giants, dominate digital advertising to the disadvantage of all other media and entertainment companies.

The product they're selling is data, and we, the users, convert our lives to data for the benefit of the digital giants. Just as some ants farm the bugs called aphids for the honeydew they produce when they feed, so Google farms us for the data that our digital lives yield. Ants keep predatory insects away from where their aphids feed; Gmail keeps the spammers out of our inboxes. It doesn't feel like a human or democratic relationship, even if both sides benefit.

31. According to Paragraph 1, Facebook acquired WhatsApp for its _____.
 [A] digital products [B] user information
 [C] physical assets [D] quality service
32. Linking phone numbers to Facebook identities may _____.
 [A] worsen political disputes
 [B] mess up customer records
 [C] pose a risk to Facebook users
 [D] mislead the European commission
33. According to the author, competition law _____.
 [A] should serve the new market powers
 [B] may worsen the economic imbalance
 [C] should not provide just one legal solution
 [D] cannot keep pace with the changing market
34. Competition law as presently interpreted can hardly protect Facebook users because _____.
 [A] they are not defined as customers
 [B] they are not financially reliable
 [C] these services are generally digital
 [D] these services are paid for by advertisers
35. The ants analogy is used to illustrate _____.
 [A] a win-win business model between digital giants
 [B] a typical competition pattern among digital giants
 [C] the benefits provided for digital giants' customers
 [D] the relationship between digital giants and their users