专四 · 2016年英语专业四级考试真题

历年真题

满分 70 分 · 时长 130 分钟 · 共 46 题

姓名：_____ 班级：_____ 得分：_____

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一、PART III 语言知识（11-30）（共 20 小题，每小题 1 分，共 20 分）

1. How can I concentrate if you _____ continually _____ me with silly questions?

A. have … interrupted　B. had … interrupted

C. are … interrupting　D. were … interrupting

2. Among the four sentences below, Sentence _____ express the highest degree of possibility.

A. It may take a long time to find a solution to the problem.　B. It might take a long time to find a solution to the problem.

C. It could take a long time to find a solution to the problem.　D. It should take a long time to find a solution to the problem.

3. She is a better speaker than _____ in the class.

A. any boy　B. the other boys　C. other any girl　D. all the girls

4. Nobody heard him sing, _____?

A. did one　B. did he　C. didn’t they　D. did they

5. I can’t put up with _____.

A. that friend of you　B. that friend of yours　C. the friend of you　D. the friend of yours

6. There has been an increasing number of _____ in primary schools in past few years.

A. man teacher　B. men teacher　C. man teachers　D. men teachers

7. This is one of the issues that deserve _____.

A. being mentioned　B. mentioning　C. to mention　D. for mention

8. The audience _____ excited on seeing _____ favorite star glide onto the stage.

A. were … their　B. were … its　C. was … their　D. was … one’s

9. _____ your advice, I would have made the wrong decision.
A. Hadn’ t it been for B. Had it not been for C. Had it been for D. Had not it been for

10. The sentence I wish I had been more careful in spending money express the speaker’ s _____.
A. hope B. joy C. regret D. relief

11. The Attorney General ordered a federal autopsy of Brown’ s body, seeking to _____ the family and community there would be a thorough investigation into his death.
A. ensure B. insure C. assure D. ascertain

12. The police department came under strong criticism for both the death of an unarmed and its handling of the.
A. consequence B. outcome C. result D. aftermath

13. The Foreign Secretary tried to _____ doubts about his handling of the crisis.
A. dispel B. expel C. repel D. quell

14. Mutual funds are thus best for investors who don’ t want to take the time to study stocks in detail or who the resources to build a portfolio.
A. deprive B. lack C. yearn D. attain

15. Chris ran _____ John at a sporting-goods trade show and the two quickly struck _____ an easy rapport.
A. into…up B. on…into C. across…on D. against…into

16. “I’ m leaving the country soon,” he told a _____ convened group of reporters.
A. especially B. particularly C. specially D. specifically

17. Israel and Hamas had reached a deal on extending the _____ ceasefire by an extra 24 hours until Tuesday at midnight.
A. contemporary B. makeshift C. spontaneous D. temporary

18. _____ to unplugging the alarm clock and trusting your ability to wake on time on your own, you should probably ease yourself into the new arrangement by keeping a very regular schedule for several weeks.
A. Due B. Prior C. Related D. Thanks

19. If you are an athlete, strong abdominal muscles help you ensure a strong back and freedom from injury during upper-body movement.
A. valiant B. variable C. vigilant D. vigorous

20. Finning is a cruel _____ in which the shark’ s fins are lopped off, and the live shark is thrown back to sea.
A. reality B. truth C. practice D. skill

二、PART IV 完形填空（15选10）（共 10 小题，每小题 1 分，共 10 分）

A. ample	B. combinations	C. directly
D. disseminated	E. generations	F. genuinely
G. instead	H. lists	I. promulgated
J. publicized	K. scant	L. shaped
M. sophisticated	N. transplanted	O. virtual

Imagine a world without writing. Obviously there would be no books: no novels, no encyclopedias, no cookbooks, no textbooks, no telephone books, no scriptures, no diaries, no travel guides. There would be no ball-points, no typewriters, no computers, no Internet, no magazines, no movie credits, no shopping lists, no newspapers, no tax returns. But such ____21____ of subjects almost miss the point. The world we live in has been indelibly marked by the written word, ____22____ by the technology of writing over thousands of years. Ancient kings proclaimed their authority and ____23____ their laws in writing. Scribes administered great empires by writing, their knowledge of recording and retrieving information essential to governing complex societies. Religious traditions were passed on through ____24____ , and spread to others, in writing. Scientific and technological progress was achieved and ____25____ through writing. Accounts in trade and commerce could be kept because of writing. Nearly every step of civilization has been mediated through writing. A world without writing would bear ____26____ resemblance to the one we now live in. Writing is a ____27____ necessity to the societies anthropologists call civilizations. A civilization is distinguished from other societies by the complexity of its social organization, by its construction of cities and large public buildings, and by the economic specialization of its members, many of whom are not ____28____ involved in food procurement or production. A civilization, with its taxation and tribute systems, its trade and its public works, requires a ____29____ system of record keeping. And so the early civilizations of Egypt, China, and (probably) India all developed a system of writing. Only the Peruvian civilization of the Incas and their predecessors did not use writing but ____30____ invented a system of keeping records on knotted color-coded strings known as quipu.

21. _____ 22. _____ 23. _____ 24. _____ 25. _____

26. _____ 27. _____ 28. _____ 29. _____ 30. _____

三、PART V 阅读 Section A 选择题（41-50）（共 10 小题，每小题 1 分，共 10 分）

(1) When I was twenty-seven years old, I was a mining-broker’ s clerk in San Francisco, and an expert in all the details of stock traffic. I was alone in the world, and had nothing to depend upon but my wits and a clean reputation; but these were setting my feet in the road to eventual fortune, and I was content with the prospect. My time was my own after the afternoon board, Saturdays, and I was accustomed to putting it in on a little sail-boat on the bay. One day I ventured too far, and was carried out to sea. Just at nightfall, when hope was about gone, I was picked up by a small ship which was bound for London. It was a long and stormy voyage, and they made me work my passage without pay, as a common sailor. When I stepped ashore in London my clothes were ragged and shabby, and I had only a dollar in my pocket. This money fed and sheltered me twenty-four hours. During the next twenty-four I went without food and shelter. (2) About ten o’ clock on the following morning, dirty and hungry, I was dragging myself along Portland Place, when a child that was passing, towed by a nurse-maid, tossed a big pear—minus one bite—into the gutter. I stopped, of course, and fastened my desiring eye on that muddy treasure. My mouth watered for it, my stomach craved it, my whole being begged for it. But every time I made a move to get it some passing eye detected my purpose, and of course I straightened up then, and looked indifferent and pretended that I hadn’ t been thinking about the pear at all. This same thing kept happening and happening, and I couldn’ t get the pear. (3) I was just getting desperate enough to brave all the shame, and to seize it, when a window behind me was raised, and a gentleman spoke out of it, saying: “ Step in here, please.” (4) I was admitted by a man servant, and shown into a sumptuous room where a couple of elderly gentlemen were sitting. They sent away the servant, and made me sit down. They had just finished their breakfast, and the sight of the remains of it almost overpowered me. I could hardly keep my wits together in the presence of that food, but as I was not asked to sample it, I had to bear my trouble as best as I could. (5) Now, something had been happening there a little before, which I did not know anything about until a good many days afterwards, but I will tell you about it now. Those two old brothers had been having a pretty hot argument a couple of days before, and had ended by agreeing to decide it by a bet, which is the English way of settling everything. (6) You will remember that the Bank of England once issued two notes of a million pounds each, to be used for a special purpose connected with some public transaction with a foreign country. For some reason or other only one of these had been used and canceled; the other still lay in the vaults of the Bank. Well, the brothers chatting along, happened to get to wondering what might be the fate of a perfectly honest and intelligent stranger who should be turned adrift in London without a friend, and with no money but that million-pound bank-note, and no way to account for his being in possession of it. Brother A said he would starve to death; Brother B said he wouldn’ t. Brother A said he couldn’ t offer it at a bank or anywhere else, because he would be arrested on the spot. So they went on disputing till Brother B said he would bet twenty thousand pounds that the man would live thirty days, anyway, on that million, and keep out of jail, too. Brother A took him up. Brother B went down to the Bank and bought that note. Then he dictated a letter, which one of his clerks wrote out in a beautiful round hand, and then the two brothers sat at

the window a whole day watching for the right man to give it to. (7) I finally became the pick of them.

31. In Para. 1, the phrase “set my feet” probably means .

A. put me aside B. prepare me C. let me walk D. start my journey

32. It can be concluded from Para. 2 that .

A. the man wanted to maintain dignity though starved

B. the man could not get a proper chance to eat the pear

C. the man did not really want the pear since it was dirty

D. it was very difficult for the man to get the pear

33. Compared with Brother A, Brother B was more towards the effect of the one-million-pound bank-note on a total strange.

A. neutral B. negative C. reserved D. positive

(1) The concept of peace is a very important one in cultures all over the world. Think about how we greet people. In some language, the phrases for greetings contain the word for peace. In some cultures we greet people by shaking hands or with another gesture to show that we are not carrying weapons —that we come in peace. And there are certain symbols which people in very different cultures recognize as representing peace. Let’ s look at a few of them. The dove (2) The dove has been a symbol of peace and innocence for thousands of years in many different cultures. In ancient Greek mythology it was a symbol of love and the renewal of life. In ancient Japan a dove carrying a sword symbolized the end of war. (3) There was a tradition in Europe that if dove flew around a house where someone was dying then their soul would be at peace. And there are legends which say that devil can turn himself into any bird except for a dove. In Christian art, the dove was used to symbolized the Holy Ghost and was often painted above Christ’ s head. (4) But it was Pablo Picasso who made the dove a modern symbol of peace when he used it on a poster for the World Peace Congress in 1949. The rainbow (5) The rainbow is another ancient and universal symbol, often representing the connection between human beings and their gods. In Greek mythology it was associated with Iris, the goddess who brought messages from the gods on Mount Olympus. In Scandinavian mythology the rainbow was a bridge between the gods and the earth. In the Bible a rainbow showed Noah that the Biblical flood was finally over, and that God had forgiven his people. In the Chinese tradition, the rainbow is a common symbol for marriage because the colours represent the union of yin and yang. Nowadays the rainbow is used by many popular movements for peace and the environment, representing the possibility of a better world in the future and promising sunshine after rain. Mistletoe (6) This plant was sacred in many cultures, generally representing peace and love. Most people know of the tradition of kissing under the mistletoe at Christmas time, which probably comes from Scandinavian mythology. The goddess Freya’ s son was killed by an arrow made of mistletoe, so, in honour of him, she declared that it would always be a symbol of peace. It was often hung in doorways as a sign of friendship. (7) The ancient Druids believed that hanging mistletoe in your doorway could protect you from evil spirits. Tribes would stop fighting for a period of time if they

found a tree with mistletoe. But you will never see mistletoe in a Christian church — it is banned because of its associations with pagan religion and superstition. The olive branch (8) The olive tree has always been a valuable source of food and oil. In Greek mythology, the goddess Athena gave the olive tree to the people of Athens, who showed their gratitude by naming the city after her. But no one knows for sure when or why it began to symbolize peace. There is probably a connection with ancient Greece. Wars between states were suspended during the Olympics Games, and the winners were given crowns of olive branches. The symbolism may come from the fact that the olive tree takes a long time to produce fruit, so olives could only be cultivated successfully in long periods of peace. Whatever the history, the olive branch is a part of many modern flags symbolizing peace and unity. One well-known example is the United Nations symbol. The ankh (9) The ankh is an ancient symbol which was adopted by the hippie movement in the 1960s to represent peace and love. It was found in many Asian cultures, but is generally associated with ancient Egypt. It represented life and immortality. Egyptians were buried with an ankh, so that they could continue to live in the "afterworld". The symbol was also found along the sides of the Nile, which gave life to the people. They believed that the ankh could control the flow of the river and make sure that there was always enough water.

34. Which of the following is the best title for the passage?

A. Concept of Peace.　　B. Popular Peace Symbols.

C. Origin of Peace Symbols.　　D. Cultural Difference of Peace.

35. The rainbow represents the connection between human beings and their gods in all the following countries EXCEPT .

A. Sweden　　B. Greece　　C. Finland　　D. China

36. In North Europe mistletoe was often hung in doorways to indicate .

A. friendship　　B. love　　C. kinship　　D. honour

37. The origin of the ankh can date back to .

A. the Nile　　B. the "afterword"

C. the hippie movement　　D. ancient Egypt

(1) Two sides almost never change: That you can manipulate people into self-sufficiency and that you can punish them into good citizenship. (2) The first manifests itself in our tireless search for the magical level at which welfare grants are big enough to meet basic needs but small enough to make low-paid work attractive. The second has us looking to the criminal justice system to cure behavior that is as much as anything the result of despair. (3) The welfare example is well known. We don't want poor people to live in squalor or their children to be malnourished. But we also don't want to subsidize the indolence of people who are too lazy to work. The first impulse leads us to provide housing, food stamps, medical care and a cash stipend for families in need. The second gets us to think about "workforce". (4) We've been thinking about it for two reasons: the "nanny" problems of two high-ranking government officials (who hired undocumented foreigners as

household helpers, presumably because they couldn’t find Americans to do the work) and President Clinton’s proposal to put a two-year limit on welfare. (5) Maybe something useful will come of Clinton’s idea, but I’m not all that hopeful. It looks to me like one more example of trying to manipulate people into taking care of themselves. (6) On the criminal justice side, we hope to make punishment tough enough to discourage crime but not so tough as to clog our prisons with relatively minor offenders. Too short a sentence, we fear, will create contempt for the law. Too long a sentence will take up costly space better used for the violent and unremorseful. (7) Not only can we never find the “perfect” punishment, our search for optimum penalties is complicated by our desire for fairness: to let the punishment fit the crime. The problem is that almost any punishment—even the disgrace of being charged with a crime—is sufficient to deter the middle class, while for members of the underclass, probation may be translated as “I beat it”. (8) So how can you use the system — welfare or criminal justice — to produce the behavior we want? The answer, I suspect is: You can’t. (9) We keep trying to use welfare and prison to change people—to make them think and behave the way we do —when the truth is the incentives work only for those who already think the way we do: who view today’s action with an eye on the future. (10) We will take lowly work (if that is all that’s available) because we believe we can make bad jobs work for us. We avoid crime not because we are better people but because we see getting caught as a future-wrecking disaster. We are guided by a belief that good things will happen for us in the future if we take proper care of the present. Even under the worst of circumstances, we believe we are in control of our lives. (11) And we have trouble understanding that not everybody believes as we believe. The welfare rolls, the prison and the mean street of our cities are full of people who have given up on their future. Without hope for the future, hard work at a low-paid job makes no sense. Working hard in school, or pleasing a boss, or avoiding pregnancy makes no sense. The deadly disease is hopelessness. The lawlessness and poverty are only the obvious symptoms. (12) I’m not advocating that we stop looking for incentives to move poor people toward self-sufficiency or that we stop punishing people for criminal behavior. There will always be some people who need help and some who deserve to be in jail. (13) All I’m saying is that the long-term answer both to welfare and the crime that plagues our communities is not to fine tune the welfare and criminal justice systems but to prevent our children from getting the disease of despair. (14) If we encourage our young people to believe in the future, and give them solid evidence for believing, we’ll find both crime and poverty shrinking to manageable proportions.

38. What is the author’s attitude towards Clinton’s proposal to welfare?

A. Pessimistic. B. Optimistic. C. Suspicious. D. Sarcastic.

39. It can be inferred from Para. 7 that optimum penalties are to the underclass.

A. hopeless B. useless C. frightening D. humiliating

40. Which of the following is the most appropriate title for the passage?

A. Lawlessness and Poverty.
B. Criminal Justice System.
C. Welfare Grants.
D. Disease of Despair.

四、PART V 阅读 Section B 简答题（51-55）（共 5 小题，每小题 2 分，共 10 分）

41. In Para. 4, what does the man mean by saying “I had to bear my trouble”?

42. What can be inferred from the last sentence of the passage?

43. Why does the UN use the olive branch in its symbol?

44. According to the author, what balance should we keep in welfare?

45. What does the author mean by saying “Even under the worst of circumstances, we believe we are in control of our lives” (Para.10)?

五、PART VI 写作（共 1 小题，每小题 20 分，共 20 分）

46.（词数 200-350 • 20 分）

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. C	2. D	3. A	4. D	5. B	6. D	7. B	8. A	9. B	10. C
11. C	12. D	13. A	14. B	15. A	16. C	17. D	18. B	19. D	20. C
21. H	22. L	23. I	24. E	25. D	26. K	27. O	28. C	29. M	30. G
31. B	32. A	33. D	34. B	35. D	36. A	37. D	38. A	39. B	40. D

41. He had to endure his hunger without eating.

42. The two brothers made a bet to settle their argument.

43. To represent peace and the UN's mission.

44. Balance meeting basic needs and encouraging work.

45. We believe we control our future actions.

46. The excerpt discusses the UK government's decision to ban parents from taking their children out of school during term time for holidays, even to save money. The core message is that any absence from school, even if authorized by head teachers, can harm a child's education. This measure is part of a broader effort to reduce truancy and make education more rigorous, with stricter penalties for non-compliance. The head teachers' association supports this, emphasizing that a child's education should take priority over holiday savings.

In my opinion, while the financial burden of holiday costs is understandable, parents should not take children out of school during term time. Education is a fundamental right and a critical foundation for a child's future. Missing school disrupts learning continuity, affects academic progress, and may lead to gaps in knowledge. Moreover, it sets a poor example about the value of commitment and responsibility. Instead of compromising education, parents could explore alternative ways to manage costs, such as planning holidays during official breaks or seeking more affordable options. Schools and governments should also consider measures to make holidays more accessible without sacrificing educational integrity. Ultimately, investing in a child's education yields long-term benefits that far outweigh short-term financial savings.

逐题解析

答案定位与考点精讲

1. 【答案】C

识别题干为现在进行时语境 → 分析选项时态与语态 → 选择现在进行时被动语态

考点：现在进行时被动语态　时态与语态

2. 【答案】D

识别题干要求最高可能性 → 分析各情态动词表示可能性的强度 → 选择表示可能性最高的should

考点：情态动词辨析　可能性强度

3. 【答案】A

识别比较级结构 → 分析比较对象的一致性 → 选择与主语she同类且符合语法的比较对象

考点：比较级结构　比较对象一致性

4. 【答案】D

识别反意疑问句结构 → 分析主语nobody的否定含义 → 选择与主语一致的反意疑问部分

考点：反意疑问句　主谓一致

5. 【答案】B

识别双重所有格结构 → 分析that friend of yours的固定搭配 → 选择正确的所有格形式

考点：双重所有格　固定搭配

6. 【答案】D

分析名词短语结构 → 判断中心词与修饰语的数 → 确定正确搭配形式

考点：名词复数形式　复合名词构成

7. 【答案】B

分析动词deserve的用法 → 判断其后接动名词还是不定式 → 确定正确形式

考点：动词deserve的用法　动名词作宾语

8. 【答案】A

分析主语audience的数 → 判断其后谓语动词的数 → 确定代词指代的一致性

考点：集合名词的数　代词指代一致

9. 【答案】B

分析虚拟语气结构 → 判断省略if后的倒装形式 → 确定正确语序

考点：虚拟语气倒装　固定短语if it were not for

10. 【答案】C

分析虚拟语气结构 → 理解wish后接过去完成时的含义 → 推断说话者的情感态度

考点：虚拟语气表遗憾　语境推断情感

11. 【答案】C

识别固定搭配 assure sb (that)... → 辨析 ensure/insure/assure/ascertain 词义与搭配 → 得出答案

考点：assure sb (that)... ensure sth insure sth ascertain sth

12. 【答案】D

分析语境“事件的处理” → 辨析 consequence/outcome/result/aftermath 的语义侧重 → 得出答案

考点：aftermath 指（灾难性事件的）后果，余波 consequence 指（负面）结果 outcome 指（最终）结果 result 指（直接）结果

13. 【答案】A

分析语境“消除疑虑” → 辨析 dispel/expel/repel/quell 的语义搭配 → 得出答案

考点：dispel doubts/rumors expel sb from sth repel an attack quell unrest/suspicions

14. 【答案】B

分析语境“不想花时间研究股票或_____资源建立投资组合” → 根据逻辑关系（or连接并列否定条件）选择动词 → 得出答案

考点：lack resources 缺乏资源

15. 【答案】A

识别固定搭配 run into sb (偶遇) 和 strike up a rapport (建立融洽关系) → 匹配选项 → 得出答案

考点：run into sb strike up a rapport

16. 【答案】C

识别固定搭配 → 辨析副词词义与用法 → 选择表示“特意”的副词

考点：specially convened 副词辨析

17. 【答案】D

分析语境（停火协议） → 辨析形容词词义 → 选择表示“临时的”形容词

考点：ceasefire 形容词辨析

18. 【答案】B

识别固定搭配 → 分析句子逻辑关系（建议） → 选择表示“在…之前”的介词

考点：Prior to 固定搭配

19. 【答案】D

分析语境（运动员、肌肉） → 辨析形容词词义 → 选择表示“强壮的”形容词

考点：strong abdominal muscles 形容词辨析

20. 【答案】C

分析语境（残忍的行为、割鳍） → 辨析名词词义 → 选择表示“做法、行为”的名词

考点：cruel practice 名词辨析

21. 【答案】H

31 空 定位空格前 'such' 指代前文列举的大量事物 → 分析空格后 'of subjects' 构成搭配 → 结合 'almost miss the point' 判断此处需一个表示‘列举、清单’的名词 → 从选项中筛选符合语境与搭配的词

32 空 分析句子结构，空格位于逗号后，作状语修饰主句 → 判断主语 'The world' 与动词 'mark' 的被动关系 → 选择表示被动与完成的非谓语形式

33 空 定位空格前 'proclaimed their authority and' → 分析空格后 'their laws in writing' → 判断此处需一个与 'laws' 搭配的动词，且与 'proclaimed' 并列 → 从选项中筛选符合法律语境的动词
34 空 定位空格前 'Religious traditions were passed on through' → 分析空格后 'and spread to others, in writing' → 判断此处需一个表示“传承”或“记录”的名词，且与 'writing' 相关 → 从选项中筛选符合宗教传承语境的词
35 空 定位空格前 'Scientific and technological progress was achieved and' → 分析空格后 'through writing' → 判断此处需一个与 'achieved' 并列的动词，表示进步被“记录”或“保存” → 从选项中筛选符合科技史语境的词
36 空 定位空格所在句 → 分析句意（没有书写的世界与现在世界的相似度）→ 结合前文强调的差异性 → 选择表示“几乎没有”的否定词
37 空 定位空格所在句 → 分析句意（书写对文明社会的必要性）→ 结合前文对书写重要性的论述 → 选择表示“绝对的、根本的”形容词
38 空 定位空格所在句 → 分析句意（文明社会成员与食物获取/生产的关系）→ 结合前文对社会分工的描述 → 选择表示“直接地”副词
39 空 定位空格所在句 → 分析句意（文明社会对记录保存系统的要求）→ 结合前文对税收、贸易等复杂系统的描述 → 选择表示“复杂的”形容词
40 空 定位空格所在句 → 分析句意（科学与技术进步通过书写被记录和传播）→ 结合前文对书写功能的论述 → 选择表示“记录、保存”的动词

考点：语境选词　名词搭配　非谓语动词　被动语态　动词搭配　近义词辨析

22. 【答案】L

31 空 定位空格前 'such' 指代前文列举的大量事物 → 分析空格后 'of subjects' 构成搭配 → 结合 'almost miss the point' 判断此处需一个表示“列举、清单”的名词 → 从选项中筛选符合语境与搭配的词
32 空 分析句子结构，空格位于逗号后，作状语修饰主句 → 判断主语 'The world' 与动词 'mark' 的被动关系 → 选择表示被动与完成的非谓语形式
33 空 定位空格前 'proclaimed their authority and' → 分析空格后 'their laws in writing' → 判断此处需一个与 'laws' 搭配的动词，且与 'proclaimed' 并列 → 从选项中筛选符合法律语境的动词
34 空 定位空格前 'Religious traditions were passed on through' → 分析空格后 'and spread to others, in writing' → 判断此处需一个表示“传承”或“记录”的名词，且与 'writing' 相关 → 从选项中筛选符合宗教传承语境的词
35 空 定位空格前 'Scientific and technological progress was achieved and' → 分析空格后 'through writing' → 判断此处需一个与 'achieved' 并列的动词，表示进步被“记录”或“保存” → 从选项中筛选符合科技史语境的词
36 空 定位空格所在句 → 分析句意（没有书写的世界与现在世界的相似度）→ 结合前文强调的差异性 → 选择表示“几乎没有”的否定词
37 空 定位空格所在句 → 分析句意（书写对文明社会的必要性）→ 结合前文对书写重要性的论述 → 选择表示“绝对的、根本的”形容词
38 空 定位空格所在句 → 分析句意（文明社会成员与食物获取/生产的关系）→ 结合前文对社会分工的描述 → 选择表示“直接地”副词
39 空 定位空格所在句 → 分析句意（文明社会对记录保存系统的要求）→ 结合前文对税收、贸易等复杂系统的描述 → 选择表示“复杂的”形容词
40 空 定位空格所在句 → 分析句意（科学与技术进步通过书写被记录和传播）→ 结合前文对书写功能的论述 → 选择表示“记录、保存”的动词

考点：语境选词　名词搭配　非谓语动词　被动语态　动词搭配　近义词辨析

23. 【答案】I

31 空 定位空格前 'such' 指代前文列举的大量事物 → 分析空格后 'of subjects' 构成搭配 → 结合 'almost miss the point' 判断此处需一个表示“列举、清单”的名词 → 从选项中筛选符合语境与搭配的词
32 空 分析句子结构，空格位于逗号后，作状语修饰主句 → 判断主语 'The world' 与动词 'mark' 的被动关系 → 选择

表示被动与完成的非谓语形式
33 空 定位空格前 'proclaimed their authority and' → 分析空格后 'their laws in writing' → 判断此处需一个与 'laws' 搭配的动词，且与 'proclaimed' 并列 → 从选项中筛选符合法律语境的动词
34 空 定位空格前 'Religious traditions were passed on through' → 分析空格后 'and spread to others, in writing' → 判断此处需一个表示‘传承’或‘记录’的名词，且与 'writing' 相关 → 从选项中筛选符合宗教传承语境的词
35 空 定位空格前 'Scientific and technological progress was achieved and' → 分析空格后 'through writing' → 判断此处需一个与 'achieved' 并列的动词，表示进步被‘记录’或‘保存’ → 从选项中筛选符合科技史语境的词
36 空 定位空格所在句 → 分析句意（没有书写的世界与现在世界的相似度）→ 结合前文强调的差异性 → 选择表示“几乎没有”的否定词
37 空 定位空格所在句 → 分析句意（书写对文明社会的必要性）→ 结合前文对书写重要性的论述 → 选择表示“绝对的、根本的”形容词
38 空 定位空格所在句 → 分析句意（文明社会成员与食物获取/生产的关系）→ 结合前文对社会分工的描述 → 选择表示“直接地”副词
39 空 定位空格所在句 → 分析句意（文明社会对记录保存系统的要求）→ 结合前文对税收、贸易等复杂系统的描述 → 选择表示“复杂的”形容词
40 空 定位空格所在句 → 分析句意（科学与技术进步通过书写被记录和传播）→ 结合前文对书写功能的论述 → 选择表示“记录、保存”的动词

考点：语境选词　名词搭配　非谓语动词　被动语态　动词搭配　近义词辨析

24. 【答案】E
31 空 定位空格前 'such' 指代前文列举的大量事物 → 分析空格后 'of subjects' 构成搭配 → 结合 'almost miss the point' 判断此处需一个表示‘列举、清单’的名词 → 从选项中筛选符合语境与搭配的词
32 空 分析句子结构，空格位于逗号后，作状语修饰主句 → 判断主语 'The world' 与动词 'mark' 的被动关系 → 选择表示被动与完成的非谓语形式
33 空 定位空格前 'proclaimed their authority and' → 分析空格后 'their laws in writing' → 判断此处需一个与 'laws' 搭配的动词，且与 'proclaimed' 并列 → 从选项中筛选符合法律语境的动词
34 空 定位空格前 'Religious traditions were passed on through' → 分析空格后 'and spread to others, in writing' → 判断此处需一个表示‘传承’或‘记录’的名词，且与 'writing' 相关 → 从选项中筛选符合宗教传承语境的词
35 空 定位空格前 'Scientific and technological progress was achieved and' → 分析空格后 'through writing' → 判断此处需一个与 'achieved' 并列的动词，表示进步被‘记录’或‘保存’ → 从选项中筛选符合科技史语境的词
36 空 定位空格所在句 → 分析句意（没有书写的世界与现在世界的相似度）→ 结合前文强调的差异性 → 选择表示“几乎没有”的否定词
37 空 定位空格所在句 → 分析句意（书写对文明社会的必要性）→ 结合前文对书写重要性的论述 → 选择表示“绝对的、根本的”形容词
38 空 定位空格所在句 → 分析句意（文明社会成员与食物获取/生产的关系）→ 结合前文对社会分工的描述 → 选择表示“直接地”副词
39 空 定位空格所在句 → 分析句意（文明社会对记录保存系统的要求）→ 结合前文对税收、贸易等复杂系统的描述 → 选择表示“复杂的”形容词
40 空 定位空格所在句 → 分析句意（科学与技术进步通过书写被记录和传播）→ 结合前文对书写功能的论述 → 选择表示“记录、保存”的动词

考点：语境选词　名词搭配　非谓语动词　被动语态　动词搭配　近义词辨析

25. 【答案】D
31 空 定位空格前 'such' 指代前文列举的大量事物 → 分析空格后 'of subjects' 构成搭配 → 结合 'almost miss the point' 判断此处需一个表示‘列举、清单’的名词 → 从选项中筛选符合语境与搭配的词

32 空 分析句子结构，空格位于逗号后，作状语修饰主句 → 判断主语 'The world' 与动词 'mark' 的被动关系 → 选择表示被动与完成的非谓语形式
33 空 定位空格前 'proclaimed their authority and' → 分析空格后 'their laws in writing' → 判断此处需一个与 'laws' 搭配的动词，且与 'proclaimed' 并列 → 从选项中筛选符合法律语境的动词
34 空 定位空格前 'Religious traditions were passed on through' → 分析空格后 'and spread to others, in writing' → 判断此处需一个表示‘传承’或‘记录’的名词，且与 'writing' 相关 → 从选项中筛选符合宗教传承语境的词
35 空 定位空格前 'Scientific and technological progress was achieved and' → 分析空格后 'through writing' → 判断此处需一个与 'achieved' 并列的动词，表示进步被‘记录’或‘保存’ → 从选项中筛选符合科技史语境的词
36 空 定位空格所在句 → 分析句意（没有书写的世界与现在世界的相似度）→ 结合前文强调的差异性 → 选择表示“几乎没有”的否定词
37 空 定位空格所在句 → 分析句意（书写对文明社会的必要性）→ 结合前文对书写重要性的论述 → 选择表示“绝对的、根本的”形容词
38 空 定位空格所在句 → 分析句意（文明社会成员与食物获取/生产的关系）→ 结合前文对社会分工的描述 → 选择表示“直接地”副词
39 空 定位空格所在句 → 分析句意（文明社会对记录保存系统的要求）→ 结合前文对税收、贸易等复杂系统的描述 → 选择表示“复杂的”形容词
40 空 定位空格所在句 → 分析句意（科学与技术进步通过书写被记录和传播）→ 结合前文对书写功能的论述 → 选择表示“记录、保存”的动词

考点：语境选词　名词搭配　非谓语动词　被动语态　动词搭配　近义词辨析

26. 【答案】K

31 空 定位空格前 'such' 指代前文列举的大量事物 → 分析空格后 'of subjects' 构成搭配 → 结合 'almost miss the point' 判断此处需一个表示‘列举、清单’的名词 → 从选项中筛选符合语境与搭配的词
32 空 分析句子结构，空格位于逗号后，作状语修饰主句 → 判断主语 'The world' 与动词 'mark' 的被动关系 → 选择表示被动与完成的非谓语形式
33 空 定位空格前 'proclaimed their authority and' → 分析空格后 'their laws in writing' → 判断此处需一个与 'laws' 搭配的动词，且与 'proclaimed' 并列 → 从选项中筛选符合法律语境的动词
34 空 定位空格前 'Religious traditions were passed on through' → 分析空格后 'and spread to others, in writing' → 判断此处需一个表示‘传承’或‘记录’的名词，且与 'writing' 相关 → 从选项中筛选符合宗教传承语境的词
35 空 定位空格前 'Scientific and technological progress was achieved and' → 分析空格后 'through writing' → 判断此处需一个与 'achieved' 并列的动词，表示进步被‘记录’或‘保存’ → 从选项中筛选符合科技史语境的词
36 空 定位空格所在句 → 分析句意（没有书写的世界与现在世界的相似度）→ 结合前文强调的差异性 → 选择表示“几乎没有”的否定词
37 空 定位空格所在句 → 分析句意（书写对文明社会的必要性）→ 结合前文对书写重要性的论述 → 选择表示“绝对的、根本的”形容词
38 空 定位空格所在句 → 分析句意（文明社会成员与食物获取/生产的关系）→ 结合前文对社会分工的描述 → 选择表示“直接地”副词
39 空 定位空格所在句 → 分析句意（文明社会对记录保存系统的要求）→ 结合前文对税收、贸易等复杂系统的描述 → 选择表示“复杂的”形容词
40 空 定位空格所在句 → 分析句意（科学与技术进步通过书写被记录和传播）→ 结合前文对书写功能的论述 → 选择表示“记录、保存”的动词

考点：语境选词　名词搭配　非谓语动词　被动语态　动词搭配　近义词辨析

27. 【答案】O

31 空 定位空格前 'such' 指代前文列举的大量事物 → 分析空格后 'of subjects' 构成搭配 → 结合 'almost miss the point' 判断此处需一个表示‘列举、清单’的名词 → 从选项中筛选符合语境与搭配的词

32 空 分析句子结构，空格位于逗号后，作状语修饰主句 → 判断主语 'The world' 与动词 'mark' 的被动关系 → 选择表示被动与完成的非谓语形式

33 空 定位空格前 'proclaimed their authority and' → 分析空格后 'their laws in writing' → 判断此处需一个与 'laws' 搭配的动词，且与 'proclaimed' 并列 → 从选项中筛选符合法律语境的动词

34 空 定位空格前 'Religious traditions were passed on through' → 分析空格后 'and spread to others, in writing' → 判断此处需一个表示‘传承’或‘记录’的名词，且与 'writing' 相关 → 从选项中筛选符合宗教传承语境的词

35 空 定位空格前 'Scientific and technological progress was achieved and' → 分析空格后 'through writing' → 判断此处需一个与 'achieved' 并列的动词，表示进步被‘记录’或‘保存’ → 从选项中筛选符合科技史语境的词

36 空 定位空格所在句 → 分析句意（没有书写的世界与现在世界的相似度）→ 结合前文强调的差异性 → 选择表示“几乎没有”的否定词

37 空 定位空格所在句 → 分析句意（书写对文明社会的必要性）→ 结合前文对书写重要性的论述 → 选择表示“绝对的、根本的”形容词

38 空 定位空格所在句 → 分析句意（文明社会成员与食物获取/生产的关系）→ 结合前文对社会分工的描述 → 选择表示“直接地”副词

39 空 定位空格所在句 → 分析句意（文明社会对记录保存系统的要求）→ 结合前文对税收、贸易等复杂系统的描述 → 选择表示“复杂的”形容词

40 空 定位空格所在句 → 分析句意（科学与技术进步通过书写被记录和传播）→ 结合前文对书写功能的论述 → 选择表示“记录、保存”的动词

考点：语境选词　名词搭配　非谓语动词　被动语态　动词搭配　近义词辨析

28. 【答案】C

31 空 定位空格前 'such' 指代前文列举的大量事物 → 分析空格后 'of subjects' 构成搭配 → 结合 'almost miss the point' 判断此处需一个表示‘列举、清单’的名词 → 从选项中筛选符合语境与搭配的词

32 空 分析句子结构，空格位于逗号后，作状语修饰主句 → 判断主语 'The world' 与动词 'mark' 的被动关系 → 选择表示被动与完成的非谓语形式

33 空 定位空格前 'proclaimed their authority and' → 分析空格后 'their laws in writing' → 判断此处需一个与 'laws' 搭配的动词，且与 'proclaimed' 并列 → 从选项中筛选符合法律语境的动词

34 空 定位空格前 'Religious traditions were passed on through' → 分析空格后 'and spread to others, in writing' → 判断此处需一个表示‘传承’或‘记录’的名词，且与 'writing' 相关 → 从选项中筛选符合宗教传承语境的词

35 空 定位空格前 'Scientific and technological progress was achieved and' → 分析空格后 'through writing' → 判断此处需一个与 'achieved' 并列的动词，表示进步被‘记录’或‘保存’ → 从选项中筛选符合科技史语境的词

36 空 定位空格所在句 → 分析句意（没有书写的世界与现在世界的相似度）→ 结合前文强调的差异性 → 选择表示“几乎没有”的否定词

37 空 定位空格所在句 → 分析句意（书写对文明社会的必要性）→ 结合前文对书写重要性的论述 → 选择表示“绝对的、根本的”形容词

38 空 定位空格所在句 → 分析句意（文明社会成员与食物获取/生产的关系）→ 结合前文对社会分工的描述 → 选择表示“直接地”副词

39 空 定位空格所在句 → 分析句意（文明社会对记录保存系统的要求）→ 结合前文对税收、贸易等复杂系统的描述 → 选择表示“复杂的”形容词

40 空 定位空格所在句 → 分析句意（科学与技术进步通过书写被记录和传播）→ 结合前文对书写功能的论述 → 选择表示“记录、保存”的动词

考点：语境选词　名词搭配　非谓语动词　被动语态　动词搭配　近义词辨析

29. 【答案】M

31 空 定位空格前 'such' 指代前文列举的大量事物 → 分析空格后 'of subjects' 构成搭配 → 结合 'almost miss the point' 判断此处需一个表示‘列举、清单’的名词 → 从选项中筛选符合语境与搭配的词

32 空 分析句子结构，空格位于逗号后，作状语修饰主句 → 判断主语 'The world' 与动词 'mark' 的被动关系 → 选择表示被动与完成的非谓语形式

33 空 定位空格前 'proclaimed their authority and' → 分析空格后 'their laws in writing' → 判断此处需一个与 'laws' 搭配的动词，且与 'proclaimed' 并列 → 从选项中筛选符合法律语境的动词

34 空 定位空格前 'Religious traditions were passed on through' → 分析空格后 'and spread to others, in writing' → 判断此处需一个表示‘传承’或‘记录’的名词，且与 'writing' 相关 → 从选项中筛选符合宗教传承语境的词

35 空 定位空格前 'Scientific and technological progress was achieved and' → 分析空格后 'through writing' → 判断此处需一个与 'achieved' 并列的动词，表示进步被‘记录’或‘保存’ → 从选项中筛选符合科技史语境的词

36 空 定位空格所在句 → 分析句意（没有书写的世界与现在世界的相似度）→ 结合前文强调的差异性 → 选择表示“几乎没有”的否定词

37 空 定位空格所在句 → 分析句意（书写对文明社会的必要性）→ 结合前文对书写重要性的论述 → 选择表示“绝对的、根本的”形容词

38 空 定位空格所在句 → 分析句意（文明社会成员与食物获取/生产的关系）→ 结合前文对社会分工的描述 → 选择表示“直接地”副词

39 空 定位空格所在句 → 分析句意（文明社会对记录保存系统的要求）→ 结合前文对税收、贸易等复杂系统的描述 → 选择表示“复杂的”形容词

40 空 定位空格所在句 → 分析句意（科学与技术进步通过书写被记录和传播）→ 结合前文对书写功能的论述 → 选择表示“记录、保存”的动词

考点：语境选词　名词搭配　非谓语动词　被动语态　动词搭配　近义词辨析

30. 【答案】G

31 空 定位空格前 'such' 指代前文列举的大量事物 → 分析空格后 'of subjects' 构成搭配 → 结合 'almost miss the point' 判断此处需一个表示‘列举、清单’的名词 → 从选项中筛选符合语境与搭配的词

32 空 分析句子结构，空格位于逗号后，作状语修饰主句 → 判断主语 'The world' 与动词 'mark' 的被动关系 → 选择表示被动与完成的非谓语形式

33 空 定位空格前 'proclaimed their authority and' → 分析空格后 'their laws in writing' → 判断此处需一个与 'laws' 搭配的动词，且与 'proclaimed' 并列 → 从选项中筛选符合法律语境的动词

34 空 定位空格前 'Religious traditions were passed on through' → 分析空格后 'and spread to others, in writing' → 判断此处需一个表示‘传承’或‘记录’的名词，且与 'writing' 相关 → 从选项中筛选符合宗教传承语境的词

35 空 定位空格前 'Scientific and technological progress was achieved and' → 分析空格后 'through writing' → 判断此处需一个与 'achieved' 并列的动词，表示进步被‘记录’或‘保存’ → 从选项中筛选符合科技史语境的词

36 空 定位空格所在句 → 分析句意（没有书写的世界与现在世界的相似度）→ 结合前文强调的差异性 → 选择表示“几乎没有”的否定词

37 空 定位空格所在句 → 分析句意（书写对文明社会的必要性）→ 结合前文对书写重要性的论述 → 选择表示“绝对的、根本的”形容词

38 空 定位空格所在句 → 分析句意（文明社会成员与食物获取/生产的关系）→ 结合前文对社会分工的描述 → 选择表示“直接地”副词

39 空 定位空格所在句 → 分析句意（文明社会对记录保存系统的要求）→ 结合前文对税收、贸易等复杂系统的描述 → 选择表示“复杂的”形容词

40 空 定位空格所在句 → 分析句意（科学与技术进步通过书写被记录和传播）→ 结合前文对书写功能的论述 → 选择表示“记录、保存”的动词

考点：语境选词　名词搭配　非谓语动词　被动语态　动词搭配　近义词辨析

31. 【答案】B

定位短语所在句 → 分析上下文逻辑（wits and reputation是基础） → 推断短语意为“为…打下基础/做好准备”

考点：熟词僻义　语境推断

32. 【答案】A

定位第二段描述 → 分析人物行为（每次有人看就装作不在乎） → 推断其核心动机是维护尊严

考点：推理判断　观点态度

33. 【答案】D

定位Brother A和Brother B的对话 → 对比两人对百万英镑影响的预测 → 推断Brother B态度更积极

考点：推理判断　观点态度

34. 【答案】B

通览全文结构（引言+三个具体符号） → 概括各段核心（介绍不同文化中的和平象征） → 选择最全面的标题

考点：主旨大意　篇章结构

35. 【答案】D

定位彩虹象征段落 → 逐一核对选项国家在文中的描述 → 找出未提及“人神连接”的国家

考点：细节定位与捕捉

36. 【答案】A

定位到 Mistletoe 段落 → 识别 'representing peace and love' 与 'kissing' 的语境关联 → 推断 'hung in doorways' 的社交功能为 'friendship'

考点：细节定位　语境推断

37. 【答案】D

定位到 Ankh 段落（语篇截断，但根据常识与选项推断） → 识别 'ankh' 与 'ancient Egypt' 的关联 → 得出答案

考点：细节定位　常识关联

38. 【答案】A

定位到作者评价 Clinton 提案的段落 → 识别 'not all that hopeful' 与 'one more example of trying to manipulate' 的负面评价 → 推断态度为悲观

考点：观点态度推断　情感色彩识别

39. 【答案】B

定位到第7段关于 underclass 的描述 → 识别 'probation may be translated as “I beat it”' 的含义 → 推断惩罚对他们无效

考点：推理判断　语境含义推断

40. 【答案】D

通览全文结构 → 识别首段 'despair' 与末段 'welfare and pr...' 的呼应 → 概括核心论点为 'Disease of Despair'

考点：主旨大意　篇章结构

41. 【答案】He had to endure his hunger without eating.

定位短语 'bear my trouble' → 结合上下文语境（饥饿）进行同义替换推理 → 得出答案

考点：短语 'bear my trouble' 的语境义　上下文信息关联

42. 【答案】The two brothers made a bet to settle their…

定位文章末句 → 分析其逻辑功能（总结前文争论） → 推断其隐含的解决方案（打赌） → 得出答案

考点：末句的逻辑功能　从争论到解决方案的推理

43. 【答案】To represent peace and the UN's mission.

定位文中关于联合国标志与橄榄枝的描述 → 提取其象征意义（和平与使命） → 得出答案

考点：细节信息定位　象征意义提取

44. 【答案】Balance meeting basic needs and encouraging…

定位作者关于福利制度的论述 → 提炼其核心观点（平衡基本需求与鼓励工作） → 得出答案

考点：作者观点提炼　平衡关系的识别

45. 【答案】We believe we control our future actions.

定位第10段引语 → 分析其在段落中的逻辑作用（强调人的主观能动性） → 结合上下文进行同义替换推理 → 得出答案

考点：引语的语境义　主观能动性的推理

46. 【答案】The excerpt discusses the UK government's…

考生需先准确概括原文主旨，再结合语境组织个人观点，并运用多样句式进行论证。

考点：谋篇布局　句式变化与复杂句构建　语境选词