专四 · 2021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：_____

手机在线做此卷
微信小程序即考
自动判分 · 手机作答

本卷答案与讲解
043 722
yingyu8.cn/an/043722

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

1. If we _____ abused by the power of the social rule, we must take steps to defuse its energy.

A. were not to be B. are not to be C. should not be D. would not be

2. A team of engineers has been developing a space cleanup satellite to eliminate man-made orbital debris, _____ broken-down satellites or tossed-away rocket stages.

A. be it B. if it is C. whether it is D. no matter

3. Meiling returned from abroad a totally different person. The italicized part functions as a(n) in the sentence.

A. Appositive B. object C. adverbial D. complement

4. Welcome to this special edition of TV Picks, featuring things that must be read to be consumed, let alone _____: books.

A. being understood B. to understand C. understood D. understand

5. When you have finished with that novel, don't forget to return it to Tom, _____?

A. will you B. do you C. don't you D. won't you

6. Cities have nonprofit associations, usually made up of Fire Department personnel working on their own time to provide _____ inspections.

A. fire-safety home free B. home free fire-safety

C. fire-safety free home D. free home fire-safety

7. There is no means _____ a man will not resort to avoid the real labor of thinking.

A. Where B. to which C. when D. that

8. Person A: Where is Tim? Person B: He might be next door. What is the function of the modal auxiliary verb “might" in the reply?

A. To express relief.
B. To dramatize a fact.
C. To indicate possibility.
D. To ask for permission.

9. “After a confused silence，the speaker attempted a weak reply only to halt midway to confer with his assistant and finally to admit that he had made a mistake.” The two infinitive phrases after “midway"are used to _____.

A. show purpose
B. indicate result
C. indicate manner
D. predict consequence

10. Which of the following italicized phrases is INCORRECT?

A. The town is now ten times its original size.
B. The seller asked for double the usual price.
C. I wish I had two times his strength.
D. They come here four times every year.

11. The program includes an _____ ofprogram options for ESL/EFL teachers.

A. Array
B. arrangement
C. agreement
D. assortment

12. The volcano _____ on Friday, opening up an 800-meter-long crack in its crater.

A. Ejected
B. erupted
C. spewed
D. ignited

13. As previously suspected, the inhabitants of the region had been hunter-gatherers living relatively lifestyles.

A. Separated
B. remote
C. lonely
D. solitary

14. The governor posted a statement online saying he“misspoke" and tried to _____ his comments.

A. Cleanse
B. clear
C. clarify
D. clean

15. The country is making progress on its bailout reform commitments but bad bank loans could a fledgling recovery.

A. divert
B. derail
C. distract
D. deconstruct

16. The parents almost collapsed upon learning that their child had been diagnosed _____ a rare disease.

A. with
B. as
C. for
D. over

17. Major airlines have banned the transport of hunting trophies from Africa in the _____ of the outrage over the shooting death of a lion in Zimbabwe.

A. call
B. midst
C. result
D. wake

18. The _____ cited study suggested that parental involvement in homework can boost a student' s academic performance.

A. Widely
B. likely
C. popularly
D. eventually

19. Salespeople here are paid on a commission basis; however, continued employment is based on their ability to sell service contracts rather than _____.

A. Commodity
B. product
C. produce
D. merchandise

20. Anthropologists were intrigued to learn that Kennewick Man was _____ different from today's native Americans.

A. Anonymously B. autonomously C. anatomically D. analogously

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

A. Actually	B. cultural	C. digitized
D. grammar	E. if	F. Intervention
G. obviously	H. path	I. though
J. transition	K. Transmission	L. unmediated
M. virtual	N. visual	O. way

There is a curious cliche that says pictures don't lie. It is part of that greater cliche that says seeing is believing. Somehow a thing seen directly- -or through a(n) ___21___ representation like a painting， photograph, or a film- -brings us closer to some actual reality. Words are too ___22___ not things themselves; words are made-up sounds, developed throughout the life of a culture, represented by made-up letters, put together in a contrived ___23___ . that everyone in a culture uses to communicate through a decision that the particular words will refer to particular things. Language is clearly___24___ and not natural: It is human made and accepted with some variations throughout a particular culture. Every English speaker understands what the word“food” refers to, even___25___ the particular kind of food that comes to mind may vary to each individual. But seeing a thing seems to bring us something very close to the thing itself- to “reality". Things that are seen appear to be and even feel as if they are ___26___ ; that is, they seem to be conveyed directly to us, not conveyed indirectly. Nothing stands in their ___27___ .They are true. But, in fact, an image, whether photographed, painted, or ___28___ is not the thing itself. It is a representation of a mediated ___29___ ， composed through the camera lens, or a computer, and transferred onto film or through binary code onto the computer screen, appearing to be the thing itself. But even when we acknowledge the ___30___ of optics, computer science ， and the human hand and eye of the photographer in recording and developing the photographic image, we still haven't considered all the mediation that goes on. An image of the thing is not the thing.

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) AS I write this, I have half an eye on an old James Bond film that is showing on my computer. But this is a story about how I stopped watching TV and began reading again for pleasure, after ten years in which I hardly turned a page. (2) I suppose I was an avid reader of “literature” between the ages of nine and fourteen. I had enough time to be White Fang, Robinson Crusoe, and Bilbo Baggins and Jeeves. Of course there was room in the schoolboy's imagination for some real historical figures: Scott of the Antarctic, all of the Vikings, and Benjamin Franklin were good friends of mine. (3) Then, in adolescence, I began a long search for strange and radical ideas. I wanted to challenge my elders and betters, and stir up my peers with amazing points of view. Of course, the only place to look was in books. I hunted out the longest titles and the authors with the funniest names，and scoured the library for completely unread books. Then I found one which became my bible for the whole of 1982. It had a title composed of eleven long words and an author whose name I didn't know how to pronounce. It was really thick and looked dead serious. Even better, it put forward a whole world-view that would take days to explain. Perfect. I took it out of the library three times, proud to see the date-stamps lined up on the empty library insert. (4) Later, I went to university. Expecting to spend long evenings in learned discussion with clever people, I started reading philosophy. For some reason I never found the deep-thinking intellectuals I hoped to meet. Anyway, I was ready to impress with my profound knowledge of post-structuralism and existentialism. These things are usually explained in rather short books, but they take a long time to get through. They were the end of my youthful reading. (5) Working life was hard to get used to after so much theory. It was the end of books for me. There didn't seem to be much in books that would actually get things done. To do things you had to answer the telephone and work a computer. You had to travel about and speak to people who weren't at all interested in philosophy. I didn't stop reading; you can't avoid that. I read all day. But no books came my way, only manuals and pamphlets and contracts and documents. Maybe most people satisfy their need for stories and ideas with TV and, to tell the truth, it was all I needed for ten years. In those days I only had a book “on the go” for the duration of plane flights. At first I would come home and watch TV over dinner. Then, I moved the TV so I could watch it from bed. I even rigged up a switch so I could turn it off without getting out of bed. Then, one fateful day, my TV broke and my landlady took it away. (6) My new TV is an extra circuit board inside my computer. It's on a desk in front of a working chair and I can't see it from the bed. I still use it for the weather forecasts and it's nice to have it on while I'm typing this...but what to do last thing at night? Well, have another go with books. (7) Now, I just like books. I have a pile of nice ones by my bed and I'm reading about six simultaneously. I don't want to BE any of the characters. I don't care if a thousand people have already read them. I don't have to search through libraries. There are books everywhere and all of them have something to read in them. I have the strange feeling that they’ ve been there all along, waiting for me to pick them up.

31. We learn from the author' s reading habit in adolescence that he liked .

A. works of literature
B. real historical figures
C. unread and serious books
D. works ofphilosophy

32. What was reading like in the author' s working life?

A. Philosophy was still his favorite.
B. Reading was short and practical.
C. Reading was completely abandoned.
D. Television had replaced his reading.

33. It can be concluded from Para. 7 that the author .

A. has resumed his reading habit
B. is hardly serious about reading
C. still likes unread books
D. spends much time reading

(1) I was prepared to dislike Max Kelada even before I knew him. The war had just finished and the passenger traffic in the oceangoing liners was heavy. Accommodation was very hard to get and you had to put up with whatever the agents chose to offer you. You could not hope for a cabin to yourself and I was thankful to be given one in which there were only two berths. But when I was told the name of my companion my heart sank. It suggested closed portholes and the night air rigidly excluded. It was bad enough to share a cabin for fourteen days with anyone , but I should have looked upon it with less dismay if my fellow passenger's name had been Smith or Brown. (2) When I went on board I found Mr. Kelada's luggage already below. I did not like the look of it; there were too many labels on the suitcases. And the wardrobe trunk was too big. He had unpacked his toilet things, and I observed that he was a patron of the excellent Monsieur Coty. I did not at all like Mr. Kelada. I made my way into the smoking room. I called for a pack of cards and began to play. I had scarcely started before a man came up to me and asked me if he was night in thinking my name was so and so. (3) “I am Mr. Kelada," he added, with a smile that showed a row offlashing teeth, and sat down. (4) “Oh, yes, we're sharing a cabin, I think.” (5) “Bit of luck, I call it. You never know whom you're going to be put in with. I was jolly glad when I heard you were English. I'm all for us English sticking together when we're abroad, if you understand what I mean.” (6) I blinked. (7) “ Are you English?" I asked, perhaps tactlessly. (8) “Rather. You don't think I look like an American, do you? British to the backbone, that's what I am. (9) To prove it, Mr. Kelada took out of his pocket a passport and airily waved it under my nose. (10) Mr. Kelada was short and of a sturdy build, clean shaven and dark skinned, with a fleshy, hooked nose and very large, lustrous and liquid eyes. His long black hair was sleek and curly. He spoke with a fluency in which there was nothing English and his gestures were exuberant. Ifelt pretty sure that a closer inspection ofthat Britishpassport would have betrayed thefact that Mr. Kelada was born under a bluer sky than is generally seen in England. (11) “What will you have?" he asked me. (12) I looked at him doubtfully. Prohibition was in force and to all appearance the ship was bone dry. When I am not thirsty I do not know which I dislike more, ginger ale or lemon squash. But Mr. Kelada flashed an oriental smile at me. (13) “Whisky and soda or a dry martini, you have only to say the word.” (14) From each of his hip pockets he fished a flask and laid it on the table before me. I chose the martini, and calling the steward he ordered a tumbler of ice and a couple of glasses. (15) “A very good cocktail," I said.

(16) “Well, there are plenty more where that came from, and if you've got any friends on board, you tell them you've got a pal who's got all the liquor in the world. (17) Mr. Kelada was chatty. He talked of New York and of San Francisco. He discussed plays, pictures, and politics. I do not wish to put on airs, but I cannot help feeling that it is seemly in a total， stranger to put mister before my name when he addresses me. Mr. Kelada, doubtless to set me at my ease, used no such formality. I did not like Mr. Kelada. I had put aside the cards when he sat down, but now, thinking that for this first occasion our conversation had lasted long enough, I went on with my game.

34. We can infer from the passage that Mr. Kelada's attitude towards the author is .

A. Enthusiastic B. neutral C. biased D. unfriendly

35. The author did not like Mr. Kelada for the following reasons EXCEPT .

A. his oversized wardrobe trunk B. his dubious British descent

C. his informal manners D. his scope of knowledge

36. Which of the following might be the best title of the passage?

A. An Unforgettable Journey. B. An Irritating Companion.

C. An Interesting Conversation. D. An Accidental Encounter.

(1) One of our most firmly entrenched ideas of masculinity is that a real man doesn't cry. Although he might shed a discreet tear at a funeral, he is expected to quickly regain control. Sobbing openly is for girls. (2) This isn 't just a social expectation. One study found that women report crying significantly more than men do -five times as often, on average， and almost twice as long per episode. (3) So it's perhaps surprising to learn that the gender gap in crying seems to be a recent development. Historically, men routinely wept, and no one saw it as feminine or shameful. (4) For example, in chronicles of the Middle Ages， we find one ambassador repeatedly bursting into tears when addressing Philip the Good, and the entire audience at a peace congress throwing themselves on the ground, sobbing and groaning as they listen to the speeches. In medieval romances, knights cried purely because they missed their girlfriends. In Chretien de Troyes's Lancelot, or, The Knight of the Cart, no less a hero than Lancelot weeps at a brief separation from Guinevere. At another point, he cries on a lady's shoulder at the thought that he won't get to go to a big tournament because of his captivity. What's more , instead of being disgusted by this sniveling (哭诉)， the lady is moved to help. (5) There's no mention of the men in these stories trying to restrain or hide their tears. No one pretends to have something in his eye. No one makes an excuse to leave the room. They cry in a crowded hall with their heads held high. Nor do their companions make fun of this public blubbering (大声哭) ; it's universally regarded as an admirable expression of feeling. (6) So where did all the male tears go? There was no anti-crying movement. No leaders of church or state introduced measures to discourage them. Nevertheless, by the Romantic period， masculine tears were reserved for poets. From there, it was just a short leap to the poker-faced heroes of Ernest Hemingway，who, despite their poetic leanings, could not express grief by any means but drinking and shooting the occasional buffalo. (7) The most obvious possibility is that this shift is the result of changes that took place as we

moved from a feudal agrarian society to one that was urban and industrial. In the Middle Ages， most people spent their lives among those they had known since birth. A typical village had around 250 to 300 inhabitants , most of them related by blood or marriage. If men cried, they did so with people who would empathize. (8) But from the 18th to 20th centuries , the population became increasingly urbanized, and people were living in the midst of thousands of strangers. Furthermore, changes in the economy required men to work together in factories and offices where emotional expression and even private conversation were discouraged as time wasting. As Tom Lutz writes in Crying : The Natural and Cultural History ofTears，“You don't want emotions interfering with the smooth running of things. ” (9) Yet human beings weren't designed to swallow their emotions， and there's reason to believe that suppressing tears can be hazardous to your well-being. Research from the 1980s has suggested a relationship between stress-related illnesses and inadequate crying. Weeping is also, somewhat counterintuitively, correlated with happiness and wealth. Countries where people cry the most tend to be more democratic and their populations more extroverted. (10) It's time to open the floodgates. Time for men to give up emulating the stone-faced heroes of action movies and be more like the emotive heroes of Homer, like the weeping kings, saints, and statesmen of thousands of years of human history. When misfortune strikes, let us all- men and women-join together and cry until our sleeves are drenched. As the Old Testament has it:“They that sow in tears shall reap in joy. ”

37. The examples in Para.4 are cited to .

A. explain why men in the Middle Ages cried
B. provide supporting evidence for Para. 3
C. show similarity between now and then
D. describe the manner in which men cried

38. Which of the following is the most likely reason for the disappearance of male tears?

A. Measures introduced by church and state leaders.
B. Shift in expression of grief in fiction and poetry.
C. Changes in the attitude of their companions.
D. Changes from urbanization and industrialization.

39. Which of the following benefits of crying is the author LESS sure about?

A. Wealth.
B. Openness.
C. Health.
D. Freedom.

40. What is the author's main message in the passage?

A. Men should cry secretly on occasions.
B. Men should not cry in front of women.
C. Men should not suppress their tears.
D. Men should cry as often as women.

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. What does the author mean by saying “one which became my bible" in Para. 3?

_____

42. Give a title for the passage.

_____

43. What does the italicized part imply according to the context (Para. 1)?

44. What does the author mean by the italicized part (Para. 10)?

45. What does the italicized part in Para. 2 suggest?

五、PART VI 写作（共 1 小题，每小题 20 分，共 20 分）

46.（词数 200-350 · 20 分）

—— 参考答案与逐题解析附于卷末 ——

参考答案

客观题速查表 + 主观题参考范文/译文；逐题解析附后

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

41. A book that became his most important guide.

42. My Journey from Reading to TV and Back

43. The author expected an unpleasant, stuffy cabin.

44. Mr. Kelada was not truly English by origin.

45. Women cry more often and longer than men.

46. The excerpt presents findings from a study on loneliness, revealing that it peaks during three life stages: late 20s, mid-50s, and late 80s. Notably, three-quarters of participants reported moderate to high loneliness. Dr. Philip Jeste emphasizes that loneliness is subjective distress, stemming from a gap between desired and actual social relationships. Crucially, the study identifies an inverse relationship between loneliness and wisdom—those with higher wisdom tend to feel less lonely.

This inverse relationship between loneliness and wisdom is both profound and hopeful. Wisdom, often associated with life experience, emotional regulation, and deep social understanding, may act as a buffer against loneliness. For instance, a wise individual might cultivate meaningful connections by empathizing with others, accepting solitude without distress, or finding purpose beyond social validation. Conversely, chronic loneliness could hinder the development of wisdom by fostering self-absorption or mistrust.

To bridge this gap, we can promote wisdom-building practices. Education systems could integrate emotional intelligence and mindfulness training, helping young adults navigate social transitions. Communities might create intergenerational programs where older adults share life lessons, reducing isolation while passing on wisdom. On a personal level, engaging in reflective practices like journaling or volunteering can foster both wisdom and social bonds.

Ultimately, recognizing that wisdom can mitigate loneliness offers a proactive path forward. By nurturing wisdom through intentional learning and connection, we not only alleviate personal distress but also build more compassionate societies.

逐题解析

答案定位与考点精讲

1. 【答案】C

识别条件句结构 → 判断虚拟语气类型（与现在事实相反） → 选择正确动词形式

考点：虚拟语气　与现在事实相反的条件句

2. 【答案】A

识别破折号后为举例说明 → 判断需要让步状语从句的省略形式 → 选择固定搭配 be it

考点：让步状语从句　省略结构　固定搭配 be it

3. 【答案】D

分析句子主干结构 → 识别斜体部分在句中的语法功能 → 判断为宾语补足语

考点：SVO主干　宾语补足语

4. 【答案】C

识别 let alone 后的并列结构 → 判断与前文 read to be consumed 并列 → 选择省略形式 understood

考点：非谓语动词　省略结构　并列结构

5. 【答案】A

识别祈使句结构 → 判断反意疑问句规则 → 选择 will you

考点：祈使句　反意疑问句　时态

6. 【答案】D

分析句子结构 → 识别名词短语的修饰语顺序 → 得出答案

考点：名词短语修饰语顺序　形容词与名词的搭配

7. 【答案】B

分析句子结构 → 识别定语从句先行词与关系词 → 得出答案

考点：定语从句　介词+关系代词结构

8. 【答案】C

分析情态动词might的语义功能 → 结合对话语境 → 得出答案

考点：情态动词might的用法　可能性表达

9. 【答案】B

分析句子结构 → 识别only to do结构 → 得出答案

考点：不定式作结果状语　only to do结构

10. 【答案】C

分析各选项中倍数表达的语法结构 → 识别错误用法 → 得出答案

考点：倍数表达　形容词性物主代词与名词的搭配

11. 【答案】D
语境分析 → 识别“of program options”为后置定语，表示“一系列/一组”项目 → 选择表示“多样集合”的名词
考点：名词辨析　语境选词

12. 【答案】B
语境分析 → 识别主语为“volcano”（火山） → 选择描述火山爆发的专用动词
考点：动词辨析　语境选词

13. 【答案】D
语境分析 → 识别主语为“hunter-gatherers”（狩猎采集者） → 选择描述其生活方式“与世隔绝”的形容词
考点：形容词辨析　语境选词

14. 【答案】C
语境分析 → 识别“misspoke”（说错话）和“tried to” → 选择表示“澄清、解释”的动词
考点：动词辨析　固定搭配

15. 【答案】B
语境分析 → 识别“bad bank loans”（不良银行贷款）与“fledgling recovery”（脆弱的复苏）的负面关系 → 选择表示“破坏、阻碍”的动词
考点：动词辨析　语境选词

16. 【答案】A
识别固定搭配 → 诊断（diagnose）与介词的搭配 → 得出答案
考点：固定搭配 diagnose...with...

17. 【答案】D
分析语境逻辑 → 识别“在...之后/随之而来”的含义 → 辨析近义短语 → 得出答案
考点：语境选词　近义词辨析　in the wake of

18. 【答案】A
分析语境 → 识别修饰“被引用的研究”的副词 → 得出答案
考点：语境选词　副词修饰名词

19. 【答案】B
分析对比结构 → 识别“服务合同”与“实物商品”的对比 → 辨析近义词 → 得出答案
考点：近义词辨析　语境选词　对比逻辑

20. 【答案】C
分析词根词缀 → 识别“解剖学上”的含义 → 辨析形近词 → 得出答案
考点：词根词缀　形近词辨析　anatomically

21. 【答案】N
31 空 定位空格后列举项（painting, photograph, film）→ 推断其共同属性为“间接的”表征 → 选择与“directly”形成对比的形容词
32 空 定位空格后解释句（‘not things themselves; words are made-up sounds...’）→ 推断空格需表达‘不真实’或‘不直接’的含义 → 选择与‘things themselves’形成对比的形容词
33 空 定位空格前修饰词‘contrived’及后文‘uses to communicate’ → 推断空格需为‘人造的’且用于‘交

流’的名词→选择与‘contrived’和‘communicate’均搭配的词
34 空 定位空格后解释句（‘It is human made and accepted...’）→推断空格需表达‘人造的’或‘约定的’含义→选择与‘natural’形成对比的形容词
35 空 分析空格前后句逻辑关系（‘Every English speaker understands... even ___ the particular kind... may vary’）→推断空格需引导让步状语从句→选择表示‘尽管’的连词
36 空 定位空格前文‘mediated’与后文‘composed through...’→推断此处需名词表示‘过程’或‘手段’→结合‘mediated’的修饰，选择表示‘过程’的‘process’
37 空 定位空格前文‘Nothing stands in their’→识别固定搭配‘stand in the way of’→结合语境‘它们是真的’，推断此处表示‘没有东西阻碍它们’→选择‘way’
38 空 定位空格前文‘whether photographed, painted, or’→推断此处需动词的过去分词，与‘photographed, painted’并列，表示图像的另一种生成方式→结合后文‘composed through...a computer’，选择‘rendered’（渲染，呈现）
39 空 定位空格前文‘mediated’与后文‘composed through...transferred onto...’→推断此处需名词，表示被中介的‘过程’或‘手段’→结合‘mediated’的修饰，选择表示‘过程’的‘process’
40 空 定位空格前文‘acknowledge the’与后文‘of optics, computer science, and the human hand and eye...’→推断此处需名词，表示对这些学科或能力的‘作用’或‘贡献’的认可→结合语境，选择表示‘作用’或‘影响’的‘role’

考点：语境选词　近义词辨析　固定搭配　状语从句

22. 【答案】K

31 空 定位空格后列举项（painting, photograph, film）→推断其共同属性为“间接的”表征→选择与“directly”形成对比的形容词
32 空 定位空格后解释句（‘not things themselves; words are made-up sounds...’）→推断空格需表达‘不真实’或‘不直接’的含义→选择与‘things themselves’形成对比的形容词
33 空 定位空格前修饰词‘contrived’及后文‘uses to communicate’→推断空格需为‘人造的’且用于‘交流’的名词→选择与‘contrived’和‘communicate’均搭配的词
34 空 定位空格后解释句（‘It is human made and accepted...’）→推断空格需表达‘人造的’或‘约定的’含义→选择与‘natural’形成对比的形容词
35 空 分析空格前后句逻辑关系（‘Every English speaker understands... even ___ the particular kind... may vary’）→推断空格需引导让步状语从句→选择表示‘尽管’的连词
36 空 定位空格前文‘mediated’与后文‘composed through...’→推断此处需名词表示‘过程’或‘手段’→结合‘mediated’的修饰，选择表示‘过程’的‘process’
37 空 定位空格前文‘Nothing stands in their’→识别固定搭配‘stand in the way of’→结合语境‘它们是真的’，推断此处表示‘没有东西阻碍它们’→选择‘way’
38 空 定位空格前文‘whether photographed, painted, or’→推断此处需动词的过去分词，与‘photographed, painted’并列，表示图像的另一种生成方式→结合后文‘composed through...a computer’，选择‘rendered’（渲染，呈现）
39 空 定位空格前文‘mediated’与后文‘composed through...transferred onto...’→推断此处需名词，表示被中介的‘过程’或‘手段’→结合‘mediated’的修饰，选择表示‘过程’的‘process’
40 空 定位空格前文‘acknowledge the’与后文‘of optics, computer science, and the human hand and eye...’→推断此处需名词，表示对这些学科或能力的‘作用’或‘贡献’的认可→结合语境，选择表示‘作用’或‘影响’的‘role’

考点：语境选词　近义词辨析　固定搭配　状语从句

23. 【答案】D

31 空 定位空格后列举项（painting, photograph, film）→ 推断其共同属性为“间接的”表征 → 选择与“directly”形成对比的形容词

32 空 定位空格后解释句（‘not things themselves; words are made-up sounds...’）→ 推断空格需表达‘不真实’或‘不直接’的含义 → 选择与‘things themselves’形成对比的形容词

33 空 定位空格前修饰词‘contrived’及后文‘uses to communicate’ → 推断空格需为‘人造的’且用于‘交流’的名词 → 选择与‘contrived’和‘communicate’均搭配的词

34 空 定位空格后解释句（‘It is human made and accepted...’）→ 推断空格需表达‘人造的’或‘约定的’含义 → 选择与‘natural’形成对比的形容词

35 空 分析空格前后句逻辑关系（‘Every English speaker understands... even ___ the particular kind... may vary’）→ 推断空格需引导让步状语从句 → 选择表示‘尽管’的连词

36 空 定位空格前文‘mediated’与后文‘composed through...’ → 推断此处需名词表示‘过程’或‘手段’ → 结合‘mediated’的修饰，选择表示‘过程’的‘process’

37 空 定位空格前文‘Nothing stands in their’ → 识别固定搭配‘stand in the way of’ → 结合语境‘它们是真的’，推断此处表示‘没有东西阻碍它们’ → 选择‘way’

38 空 定位空格前文‘whether photographed, painted, or’ → 推断此处需动词的过去分词，与‘photographed, painted’并列，表示图像的另一种生成方式 → 结合后文‘composed through...a computer’，选择‘rendered’（渲染，呈现）

39 空 定位空格前文‘mediated’与后文‘composed through...transferred onto...’ → 推断此处需名词，表示被中介的‘过程’或‘手段’ → 结合‘mediated’的修饰，选择表示‘过程’的‘process’

40 空 定位空格前文‘acknowledge the’与后文‘of optics, computer science, and the human hand and eye...’ → 推断此处需名词，表示对这些学科或能力的‘作用’或‘贡献’的认可 → 结合语境，选择表示‘作用’或‘影响’的‘role’

考点：语境选词　近义词辨析　固定搭配　状语从句

24. 【答案】B

31 空 定位空格后列举项（painting, photograph, film）→ 推断其共同属性为“间接的”表征 → 选择与“directly”形成对比的形容词

32 空 定位空格后解释句（‘not things themselves; words are made-up sounds...’）→ 推断空格需表达‘不真实’或‘不直接’的含义 → 选择与‘things themselves’形成对比的形容词

33 空 定位空格前修饰词‘contrived’及后文‘uses to communicate’ → 推断空格需为‘人造的’且用于‘交流’的名词 → 选择与‘contrived’和‘communicate’均搭配的词

34 空 定位空格后解释句（‘It is human made and accepted...’）→ 推断空格需表达‘人造的’或‘约定的’含义 → 选择与‘natural’形成对比的形容词

35 空 分析空格前后句逻辑关系（‘Every English speaker understands... even ___ the particular kind... may vary’）→ 推断空格需引导让步状语从句 → 选择表示‘尽管’的连词

36 空 定位空格前文‘mediated’与后文‘composed through...’ → 推断此处需名词表示‘过程’或‘手段’ → 结合‘mediated’的修饰，选择表示‘过程’的‘process’

37 空 定位空格前文‘Nothing stands in their’ → 识别固定搭配‘stand in the way of’ → 结合语境‘它们是真的’，推断此处表示‘没有东西阻碍它们’ → 选择‘way’

38 空 定位空格前文‘whether photographed, painted, or’ → 推断此处需动词的过去分词，与‘photographed, painted’并列，表示图像的另一种生成方式 → 结合后文‘composed through...a computer’，选择‘rendered’（渲染，呈现）

39 空 定位空格前文‘mediated’与后文‘composed through...transferred onto...’ → 推断此处需名词，表示被中介的‘过程’或‘手段’ → 结合‘mediated’的修饰，选择表示‘过程’的‘process’

40 空 定位空格前文‘acknowledge the’与后文‘of optics, computer science, and the human hand and eye...’ → 推断此处需名词，表示对这些学科或能力的‘作用’或‘贡献’的认可 → 结合语境，选择表示‘作用’或‘影响’的‘role’

考点：语境选词　近义词辨析　固定搭配　状语从句

25. 【答案】I

31 空 定位空格后列举项（painting, photograph, film）→ 推断其共同属性为“间接的”表征 → 选择与“directly”形成对比的形容词

32 空 定位空格后解释句（‘not things themselves; words are made-up sounds...’）→ 推断空格需表达‘不真实’或‘不直接’的含义 → 选择与‘things themselves’形成对比的形容词

33 空 定位空格前修饰词‘contrived’及后文‘uses to communicate’ → 推断空格需为‘人造的’且用于‘交流’的名词 → 选择与‘contrived’和‘communicate’均搭配的词

34 空 定位空格后解释句（‘It is human made and accepted...’）→ 推断空格需表达‘人造的’或‘约定的’含义 → 选择与‘natural’形成对比的形容词

35 空 分析空格前后句逻辑关系（‘Every English speaker understands... even ___ the particular kind... may vary’）→ 推断空格需引导让步状语从句 → 选择表示‘尽管’的连词

36 空 定位空格前文‘mediated’与后文‘composed through...’ → 推断此处需名词表示‘过程’或‘手段’ → 结合‘mediated’的修饰，选择表示‘过程’的‘process’

37 空 定位空格前文‘Nothing stands in their’ → 识别固定搭配‘stand in the way of’ → 结合语境‘它们是真的’，推断此处表示‘没有东西阻碍它们’ → 选择‘way’

38 空 定位空格前文‘whether photographed, painted, or’ → 推断此处需动词的过去分词，与‘photographed, painted’并列，表示图像的另一种生成方式 → 结合后文‘composed through...a computer’，选择‘rendered’（渲染，呈现）

39 空 定位空格前文‘mediated’与后文‘composed through...transferred onto...’ → 推断此处需名词，表示被中介的‘过程’或‘手段’ → 结合‘mediated’的修饰，选择表示‘过程’的‘process’

40 空 定位空格前文‘acknowledge the’与后文‘of optics, computer science, and the human hand and eye...’ → 推断此处需名词，表示对这些学科或能力的‘作用’或‘贡献’的认可 → 结合语境，选择表示‘作用’或‘影响’的‘role’

考点：语境选词　近义词辨析　固定搭配　状语从句

26. 【答案】L

31 空 定位空格后列举项（painting, photograph, film）→ 推断其共同属性为“间接的”表征 → 选择与“directly”形成对比的形容词

32 空 定位空格后解释句（‘not things themselves; words are made-up sounds...’）→ 推断空格需表达‘不真实’或‘不直接’的含义 → 选择与‘things themselves’形成对比的形容词

33 空 定位空格前修饰词‘contrived’及后文‘uses to communicate’ → 推断空格需为‘人造的’且用于‘交流’的名词 → 选择与‘contrived’和‘communicate’均搭配的词

34 空 定位空格后解释句（‘It is human made and accepted...’）→ 推断空格需表达‘人造的’或‘约定的’含义 → 选择与‘natural’形成对比的形容词

35 空 分析空格前后句逻辑关系（‘Every English speaker understands... even ___ the particular kind... may vary’）→ 推断空格需引导让步状语从句 → 选择表示‘尽管’的连词

36 空 定位空格前文‘mediated’与后文‘composed through...’ → 推断此处需名词表示‘过程’或‘手段’ → 结合‘mediated’的修饰，选择表示‘过程’的‘process’

37 空 定位空格前文‘Nothing stands in their’ → 识别固定搭配‘stand in the way of’ → 结合语境‘它们是真的’，推断此处表示‘没有东西阻碍它们’ → 选择‘way’

38 空 定位空格前文‘whether photographed, painted, or’ → 推断此处需动词的过去分词，与‘photographed, painted’并列，表示图像的另一种生成方式 → 结合后文‘composed through...a computer’，选择‘rendered’（渲染，呈现）
39 空 定位空格前文‘mediated’与后文‘composed through...transferred onto...’ → 推断此处需名词，表示被中介的‘过程’或‘手段’ → 结合‘mediated’的修饰，选择表示‘过程’的‘process’
40 空 定位空格前文‘acknowledge the’与后文‘of optics, computer science, and the human hand and eye...’ → 推断此处需名词，表示对这些学科或能力的‘作用’或‘贡献’的认可 → 结合语境，选择表示‘作用’或‘影响’的‘role’

考点：语境选词　近义词辨析　固定搭配　状语从句

27. 【答案】H

31 空 定位空格后列举项（painting, photograph, film）→ 推断其共同属性为“间接的”表征 → 选择与“directly”形成对比的形容词
32 空 定位空格后解释句（‘not things themselves; words are made-up sounds...’）→ 推断空格需表达‘不真实’或‘不直接’的含义 → 选择与‘things themselves’形成对比的形容词
33 空 定位空格前修饰词‘contrived’及后文‘uses to communicate’ → 推断空格需为‘人造的’且用于‘交流’的名词 → 选择与‘contrived’和‘communicate’均搭配的词
34 空 定位空格后解释句（‘It is human made and accepted...’）→ 推断空格需表达‘人造的’或‘约定的’含义 → 选择与‘natural’形成对比的形容词
35 空 分析空格前后句逻辑关系（‘Every English speaker understands... even ___ the particular kind... may vary’）→ 推断空格需引导让步状语从句 → 选择表示‘尽管’的连词
36 空 定位空格前文‘mediated’与后文‘composed through...’ → 推断此处需名词表示‘过程’或‘手段’ → 结合‘mediated’的修饰，选择表示‘过程’的‘process’
37 空 定位空格前文‘Nothing stands in their’ → 识别固定搭配‘stand in the way of’ → 结合语境‘它们是真的’，推断此处表示‘没有东西阻碍它们’ → 选择‘way’
38 空 定位空格前文‘whether photographed, painted, or’ → 推断此处需动词的过去分词，与‘photographed, painted’并列，表示图像的另一种生成方式 → 结合后文‘composed through...a computer’，选择‘rendered’（渲染，呈现）
39 空 定位空格前文‘mediated’与后文‘composed through...transferred onto...’ → 推断此处需名词，表示被中介的‘过程’或‘手段’ → 结合‘mediated’的修饰，选择表示‘过程’的‘process’
40 空 定位空格前文‘acknowledge the’与后文‘of optics, computer science, and the human hand and eye...’ → 推断此处需名词，表示对这些学科或能力的‘作用’或‘贡献’的认可 → 结合语境，选择表示‘作用’或‘影响’的‘role’

考点：语境选词　近义词辨析　固定搭配　状语从句

28. 【答案】C

31 空 定位空格后列举项（painting, photograph, film）→ 推断其共同属性为“间接的”表征 → 选择与“directly”形成对比的形容词
32 空 定位空格后解释句（‘not things themselves; words are made-up sounds...’）→ 推断空格需表达‘不真实’或‘不直接’的含义 → 选择与‘things themselves’形成对比的形容词
33 空 定位空格前修饰词‘contrived’及后文‘uses to communicate’ → 推断空格需为‘人造的’且用于‘交流’的名词 → 选择与‘contrived’和‘communicate’均搭配的词
34 空 定位空格后解释句（‘It is human made and accepted...’）→ 推断空格需表达‘人造的’或‘约定的’含义 → 选择与‘natural’形成对比的形容词
35 空 分析空格前后句逻辑关系（‘Every English speaker understands... even ___ the particular kind... may

vary’）→ 推断空格需引导让步状语从句 → 选择表示‘尽管’的连词
36 空 定位空格前文‘mediated’与后文‘composed through...’ → 推断此处需名词表示‘过程’或‘手段’ → 结合‘mediated’的修饰，选择表示‘过程’的‘process’
37 空 定位空格前文‘Nothing stands in their’ → 识别固定搭配‘stand in the way of’ → 结合语境‘它们是真的’，推断此处表示‘没有东西阻碍它们’ → 选择‘way’
38 空 定位空格前文‘whether photographed, painted, or’ → 推断此处需动词的过去分词，与‘photographed, painted’并列，表示图像的另一种生成方式 → 结合后文‘composed through...a computer’，选择‘rendered’（渲染，呈现）
39 空 定位空格前文‘mediated’与后文‘composed through...transferred onto...’ → 推断此处需名词，表示被中介的‘过程’或‘手段’ → 结合‘mediated’的修饰，选择表示‘过程’的‘process’
40 空 定位空格前文‘acknowledge the’与后文‘of optics, computer science, and the human hand and eye...’ → 推断此处需名词，表示对这些学科或能力的‘作用’或‘贡献’的认可 → 结合语境，选择表示‘作用’或‘影响’的‘role’

考点：语境选词　近义词辨析　固定搭配　状语从句

29. 【答案】M

31 空 定位空格后列举项（painting, photograph, film）→ 推断其共同属性为“间接的”表征 → 选择与“directly”形成对比的形容词
32 空 定位空格后解释句（‘not things themselves; words are made-up sounds...’）→ 推断空格需表达‘不真实’或‘不直接’的含义 → 选择与‘things themselves’形成对比的形容词
33 空 定位空格前修饰词‘contrived’及后文‘uses to communicate’ → 推断空格需为‘人造的’且用于‘交流’的名词 → 选择与‘contrived’和‘communicate’均搭配的词
34 空 定位空格后解释句（‘It is human made and accepted...’）→ 推断空格需表达‘人造的’或‘约定的’含义 → 选择与‘natural’形成对比的形容词
35 空 分析空格前后句逻辑关系（‘Every English speaker understands... even ___ the particular kind... may vary’）→ 推断空格需引导让步状语从句 → 选择表示‘尽管’的连词
36 空 定位空格前文‘mediated’与后文‘composed through...’ → 推断此处需名词表示‘过程’或‘手段’ → 结合‘mediated’的修饰，选择表示‘过程’的‘process’
37 空 定位空格前文‘Nothing stands in their’ → 识别固定搭配‘stand in the way of’ → 结合语境‘它们是真的’，推断此处表示‘没有东西阻碍它们’ → 选择‘way’
38 空 定位空格前文‘whether photographed, painted, or’ → 推断此处需动词的过去分词，与‘photographed, painted’并列，表示图像的另一种生成方式 → 结合后文‘composed through...a computer’，选择‘rendered’（渲染，呈现）
39 空 定位空格前文‘mediated’与后文‘composed through...transferred onto...’ → 推断此处需名词，表示被中介的‘过程’或‘手段’ → 结合‘mediated’的修饰，选择表示‘过程’的‘process’
40 空 定位空格前文‘acknowledge the’与后文‘of optics, computer science, and the human hand and eye...’ → 推断此处需名词，表示对这些学科或能力的‘作用’或‘贡献’的认可 → 结合语境，选择表示‘作用’或‘影响’的‘role’

考点：语境选词　近义词辨析　固定搭配　状语从句

30. 【答案】F

31 空 定位空格后列举项（painting, photograph, film）→ 推断其共同属性为“间接的”表征 → 选择与“directly”形成对比的形容词
32 空 定位空格后解释句（‘not things themselves; words are made-up sounds...’）→ 推断空格需表达‘不真实’或‘不直接’的含义 → 选择与‘things themselves’形成对比的形容词

33 空 定位空格前修饰词‘contrived’及后文‘uses to communicate’ → 推断空格需为‘人造的’且用于‘交流’的名词 → 选择与‘contrived’和‘communicate’均搭配的词
34 空 定位空格后解释句（‘It is human made and accepted...’）→ 推断空格需表达‘人造的’或‘约定的’含义 → 选择与‘natural’形成对比的形容词
35 空 分析空格前后句逻辑关系（‘Every English speaker understands... even ___ the particular kind... may vary’）→ 推断空格需引导让步状语从句 → 选择表示‘尽管’的连词
36 空 定位空格前文‘mediated’与后文‘composed through...’ → 推断此处需名词表示‘过程’或‘手段’ → 结合‘mediated’的修饰，选择表示‘过程’的‘process’
37 空 定位空格前文‘Nothing stands in their’ → 识别固定搭配‘stand in the way of’ → 结合语境‘它们是真的’，推断此处表示‘没有东西阻碍它们’ → 选择‘way’
38 空 定位空格前文‘whether photographed, painted, or’ → 推断此处需动词的过去分词，与‘photographed, painted’并列，表示图像的另一种生成方式 → 结合后文‘composed through...a computer’，选择‘rendered’（渲染，呈现）
39 空 定位空格前文‘mediated’与后文‘composed through...transferred onto...’ → 推断此处需名词，表示被中介的‘过程’或‘手段’ → 结合‘mediated’的修饰，选择表示‘过程’的‘process’
40 空 定位空格前文‘acknowledge the’与后文‘of optics, computer science, and the human hand and eye...’ → 推断此处需名词，表示对这些学科或能力的‘作用’或‘贡献’的认可 → 结合语境，选择表示‘作用’或‘影响’的‘role’

考点：语境选词　近义词辨析　固定搭配　状语从句

31. 【答案】C

定位段落(3) → 提取作者青少年时期阅读偏好（寻找未读、严肃的书籍） → 匹配选项C

考点：细节定位　同义替换

32. 【答案】B

定位段落(5) → 提取工作生活阅读特点（理论无用，需处理实际事务） → 推断阅读变得简短实用 → 匹配选项B

考点：细节定位　推理判断

33. 【答案】A

定位段落(1) → 提取核心信息（停止看电视，重新为乐趣而阅读） → 推断作者已恢复阅读习惯 → 匹配选项A

考点：主旨推断　同义替换

34. 【答案】A

定位段落(5)-(9) → 提取Kelada的言行（热情打招呼、强调同胞情谊、出示护照） → 推断其态度热情 → 匹配选项A

考点：观点态度　推理判断

35. 【答案】D

定位段落(1)-(2) → 提取作者不喜欢Kelada的原因（名字、行李、外貌、口音） → 对比选项，排除文中提及的原因 → 匹配选项D

考点：细节定位　排除法

36. 【答案】B

通读全文，把握作者对同舱旅客Max Kelada的负面态度（如dislike, dismay, didn't like）及具体描述（外貌、言行），归纳核心主题为对一位令人恼火的同伴的描述。

考点：主旨概括　作者态度判断

37. 【答案】B

定位第4段（举例段），分析其与第3段（提出历史观点）的逻辑关系，明确例子旨在为第3段“历史上男性哭泣是常态”的观点提供具体证据。

考点：段落功能　例证关系

38. 【答案】D

定位第6段末尾及第7段开头，捕捉作者提出的“最明显可能性”（the most obvious possibility），即社会变迁（城市化、工业化）导致了男性哭泣的消失。

考点：推理判断　细节定位

39. 【答案】A

定位文章后半部分（未完全显示，但可从选项和上下文推断），寻找作者对哭泣益处的论述，并识别其中表示不确定性的措辞（如might, perhaps, less sure about）。

考点：细节定位　作者态度/确定性判断

40. 【答案】C

综合全文，作者通过对比古今男性哭泣的社会接受度，批判了现代男性压抑情感的观念，其核心信息是呼吁男性不应压抑眼泪。

考点：主旨概括　作者观点态度

41. 【答案】A book that became his most important guide.

定位比喻表达 → 结合上下文推断其比喻义 → 得出答案

考点：词义猜测　比喻理解

42. 【答案】My Journey from Reading to TV and Back

通览全文 → 概括核心事件与主题 → 匹配最佳标题

考点：主旨大意　标题概括

43. 【答案】The author expected an unpleasant, stuffy…

定位斜体部分 → 分析其描述的场景与作者预期 → 推断作者的预设态度

考点：推理判断　观点态度

44. 【答案】Mr. Kelada was not truly English by origin.

定位斜体部分 → 分析其与人物身份的关联 → 推断其隐含意义

考点：推理判断　指代与衔接

45. 【答案】Women cry more often and longer than men.

定位斜体部分 → 分析其陈述的普遍性 → 推断其隐含的比较结论

考点：推理判断　普遍性推断

46. 【答案】The excerpt presents findings from a study on…

首先准确概括研究结果，然后围绕孤独与智慧的关系展开评论，需组织清晰的段落结构并使用准确的语言。

考点：谋篇布局　SVO主干句　细节定位与捕捉