专八 · 2012年英语专业八级考试真题

历年真题

满分 75 分 · 时长 125 分钟 · 共 34 题

姓名：_____ 班级：_____ 得分：_____

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一、PART II 阅读 Section A 选择题（11-24）（共 14 小题，每小题 1 分，共 14 分）

(1)I used to look at my closet and see clothes. These days, whenever I cast my eyes upon the stacks of shoes and hangers of shirts, sweaters and jackets, I see water. (2)It takes 569 gallons to manufacture a T-shirt, from its start in the cotton fields to its appearance on store shelves. A pair of running shoes? 1,247 gallons. (3)Until last fall, I'd been oblivious to my“water footprint”, which is defined as the total volume of freshwater that is used to produce goods and services, according to the Water Footprint Network. The Dutch nonprofit has been working to raise awareness of freshwater scarcity since 2008, but it was through the“Green Blue Book"by Thomas M.Kostigen that I was able to see how my own actions factored in. (4)I've installed gray-water systems to reuse the wastewater from my laundry machine and bathtub and reroute it to my landscape—systems that save, on average,50 gallons of water per day. I've set up rain barrels and infiltration pits to collect thousands of gallons of storm water cascading from my roof. I've even entered the last bastion of greendom—installing a composting toilet. (5)Suffice to say, I've been feeling pretty satisfied with myself for all the drinking water I've saved with these big-ticket projects. (6)Now I realize that my daily consumption choices could have an even larger effect—not only on the local water supply but also globally:1.1 billion people have no access to freshwater, and, in the future, those who do have access will have less of it. (7)To see how much virtual water I was using, I logged on to the“Green Blue Book”website and used its water footprint calculator, entering my daily consumption habits. Tallying up the water footprint of my breakfast, lunch, dinner and snacks, as well as my daily dose of over-the-counter uppers and downers—coffee, wine and beer—I'm using 512 gallons of virtual water each day just to feed myself. (8)In a word: alarming. (9)Even more alarming was how much hidden water I was using to get dressed. I'm hardly a clotheshorse, but the few new items I buy once again trumped the amount of water flowing from my faucets each day. If I'm serious about saving water, I realized I could make some

simple lifestyle shifts. Looking more closely at the areas in my life that use the most virtual water, it was food and clothes, specifically meat, coffee and, oddly, blue jeans and leather jackets. (10)Being a motorcyclist, I own an unusually large amount of leather—boots and jackets in particular. All of it is enormously water intensive. It takes 7,996 gallons to make a leather jacket, leather being a byproduct of beef.t takes 2,866 gallons of water to make a single pair of blue jeans, because they're made from water- hogging cotton. (11)Crunching the numbers for the amount of clothes I buy every year, it looks a lot like my friend's swimming pool. My entire closet is borderline Olympic. (12)Gulp. (13)My late resolution is to buy some items used. Underwear and socks are, of course, exempt from this strategy, but I have no problem shopping less and also shopping at Goodwill. In fact, I'd been doing that for the past year to save money. My clothes'outrageous water footprint just reinforced it for me. (14)More conscious living and substitution, rather than sacrifice, are the prevailing ideas with the water footprint. It's one I'm trying, and that's had an unusual upside. I had a hamburger recently, and I enjoyed it a lot more since it is now an occasional treat rather than a weekly habit.(One gallon =3.8 litres)

1. According to the passage, the Water Footprint Network

A. made the author aware of freshwater shortage
B. helped the author get to know the Green Blue Book
C. worked for freshwater conservation for nonprofit purposes
D. collaborated with the Green Blue Book in freshwater conservation

2. Which of the following reasons can best explain the author's feeling of self-satisfaction?

A. He made contribution to drinking water conservation in his own way.
B. Money spent on upgrading his household facilities was worthwhile.
C. His house was equipped with advanced water-saving facilities.
D. He could have made even greater contribution by changing his lifestyle.

3. According to the context, “…how my own actions factored in” means

A. how I could contribute to water conservation
B. what efforts I should make to save fresh water
C. what behaviour could be counted as freshwater-saving
D. how much of what I did contributed to freshwater shortage

4. What is the tone of the author in the last paragraph?

A. Sarcastic. B. Ironic. C. Critical. D. Humorous.

(1)In her novel of"Reunion, American Style", Rona Jaffe suggests that a class reunion “is more than a sentimental journey. It is also a way of answering the question that lies at the back of nearly all our minds. Did they do better than I?” (2)Jaffe's observation may be misplaced but not completely lost. According to a study conducted by social psychologist Jack Sparacino, the overwhelming majority who attend reunions aren't there invidiously to compare their recent accomplishments with those of their former classmates. Instead, they hope, primarily, to relive their earlier successes. (3)Certainly, a

few return to show their former classmates how well they have done; others enjoy observing the changes that have occurred in their classmates(not always in themselves, of course).But the majority who attend their class reunions do so to relive the good times they remember having when they were younger. In his study, Sparacino found that, as high school students, attendees had been more popular, more often regarded as attractive, and more involved in extracurricular activities than those classmates who chose not to attend. For those who turned up at their reunions, then, the old times were also the good times! (4)It would appear that Americans have a special fondness for reunions, judging by their prevalence. Major league baseball players, fratermity members, veterans groups, high school and college graduates, and former Boy Scouts all hold reunions on a regular basis. In addition, family reunions frequently attract blood relatives from faraway places who spend considerable money and time to reunite. (5)Actually, in their affection for reuniting with friends, family or colleagues, Americans are probably no different from any other people, except that Americans have created a mind-boggling number and variety of institutionalized forms of gatherings to facilitate the satisfaction of this desire. Indeed, reunions have increasingly become formal events that are organized on a regular basis and, in the process, they have also become big business. (6)Shell Norris of Class Reunion, Inc., says that Chicago alone has 1,500 high school reunions each year. A conservative estimate on the national level would be 10,000 annually. At one time, all high school reunions were organized by volunteers, usually female homemakers. In the last few years, however, as more and more women have entered the labour force, alumni reunions are increasingly being planned by specialized companies rather than by part-time volunteers. (7)The first college reunion was held by the alumni of Yale University in 1792.Graduates of Pennsylvania, Princeton, Stanford, and Brown followed suit. And by the end of the 19th century, most 4-year institutions were holding alumni reunions. (8)The variety of college reunions is impressive. At Princeton, alumni parade through the town wearing their class uniforms and singing their alma mater. At Marietta College, they gather for a dinner-dance on a steamship cruising the Ohio River. (9)Clearly, the thought of cruising on a steamship or marching through the streets is usually not, by itself, sufficient reason for large numbers of alumni to return to campus. Alumni who decide to attend their reunions share a common identity based on the years they spent together as undergraduates. For this reason, universities that somehow establish a common bond—for example, because they are relatively small or especially prestigious—tend to draw substantial numbers of their alumni to reunions. In an effort to enhance this common identity, larger colleges and universities frequently build their class reunions on participation in smaller units, such as departments or schools. Or they encourage “affinity reunions” for groups of former cheerleaders, editors, fraternity members, musicians, members of military organizations on campus, and the like. (10)Of course, not every alumnus is fond of his or her alma mater. Students who graduated during the late 1960s may be especially reluctant to get involved in alumni events. They were part of the generation that conducted sit-ins and teach-ins directed at university administrators, protested military recruitment on campus and marched against “establishment politics.” If this generation has a common identity, it may fall outside of their university ties—or even be hostile to

them. Even as they enter their middle years, alumni who continue to hold unpleasant memories of college during this period may not wish to attend class reunions.

5. According to the passage, Sparacino's study

A. provided strong evidence for Jaffe's statement

B. showed that attendees tended to excel in high school study

C. found that interest in reunions was linked with school experience

D. found evidence for attendees'intense desire for showing off success

6. Which of the following is NOT mentioned as a distinct feature of U.S.class reunions?

A. U.S.class reunions are usually occasions to show off one's recent success.

B. Reunions are regular and formal events organized by professional agencies.

C. Class reunions have become a profitable business.

D. Class reunions have brought about a variety of activities.

7. The rhetorical function of the first paragraph is to

A. introduce Rona Jaffe's novel

B. present the author's counterargument

C. serve as prelude to the author's argument

D. bring into focus contrasting opinions

8. What is the passage mainly about?

A. Reasons for popularity and(non)attendance for alumni reunions.

B. A historical perspective for alumni reunions in the United States.

C. Alumni reunions and American university traditions.

D. Alumni reunion and its social and economic implications.

(1)One time while on his walk George met Mr. Cattanzara coming home very late from work. He wondered if he was drunk but then could tell he wasn't. Mr. Cattanzara, a stocky, bald-headed man who worked in a change booth on an IRT station, lived on the next block after George's, above a shoe repair store. Nights, during the hot weather, he sat on his stoop in an undershirt, reading the New York Times in the light of the shoemaker's window. He read it from the first page to the last, then went up to sleep. And allthe time he was reading the paper, his wife, a fat woman with a white face, leaned out of the window, gazing into the street, her thick white arms folded under her loose breast, on the window ledge. (2)Once in a while Mr. Cattanzara came home drunk, but it was a quiet drunk. He never made any trouble, only walked stiffly up the street and slowly climbed the stairs into the hall. Though drunk he looked the same as always, except for his tight walk, the quietness, and that his eyes were wet. George liked Mr. Cattanzara because he remembered him giving him nickels to buy lemon ice with when he was a squirt. Mr. Cattanzara was a different type than those in the neighbourhood. He asked different questions than the others when he met you, and he seemed to know what went on in all the newspapers. He read them, as his fat sick wife watched from the window. (3) “What are you doing with yourself this summer, George?” Mr. Cattanzara asked."I see you walkin' around at night.” (4)George felt embarrassed."I like to walk." (5) “What are you doin'in the day now?” (6) “Nothing much just now. I'm waiting for a job."Since it shamed him to admit that he

wasn't working, George said,"I'm reading a lot to pick up my education." (7) “What are you readin'?” (8)George hesitated, then said,"I got a list of books in the library once and now I'm gonna read them this summer.” He felt strange and a little unhappy saying this, but he wanted Mr. Cattanzara to respect him. (9) “How many books are there on it?” (10) “I never counted them. Maybe around a hundred.” (11)Mr. Cattanzara whistled through his teeth. (12) “I figure if I did that,” George went on earnestly, “it would help me in my education. I don't mean the kind they give you in high school. I want to know different things than they learn there, if you know what I mean." (13)The change maker nodded. “Still and all, one hundred books is a pretty big load for one summer.” (14) “It might take longer.” (15) “After you're finished with some, maybe you and I can shoot the breeze about them?” said Mr. Cattanzara. (16) “When I'm finished,” George answered. (17)Mr. Cattanzara went home and George continued on his walk. After that, though he had the urge to, George did nothing different from usual. He still took his walks at night, ending up in the little park. But one evening the shoemaker on the next block stopped George to say he was a good boy, and George figured that Mr. Cattanzara had told him all about the books he was reading. From the shoemaker it must have gone down the street, because George saw a couple of people smiling kindly at him, though nobody spoke to him personally. He felt a little better around the neighbourhood and liked it more, though not so much he would want to live in it forever. He had never exactly disliked the people in it, yet he had never liked them very much either. It was the fault of the neighbourhood. To his surprise, George found out that his father and his sister Sophie knew about his reading too. His father was too shy to say anything about it—he was never much of a talker in his whole life—but Sophie was softer to George, and she showed him in other ways she was proud of him.

9. In the excerpt, Mr. Cattanzara was described as a man who

A. was fond of drinking
B. showed a wide interest
C. often worked overtime
D. liked to gossip after work

10. It can be inferred from the passage that

A. Mr. Cattanzara was surprised at George's reading plan
B. Mr. Cattanzara was doubtful about George throughout
C. George was forced to tell a lie and then regretted
D. George lied at the beginning and then became serious

11. We can tell from the excerpt that George

A. had a neither close nor distant relationship with his father
B. was dissatisfied with his life and surroundings
C. found that his sister remained skeptical about him
D. found his neighbours liked to poke their nose into him

(1)Abraham Lincoln turns 200 this year, and he's beginning to show his age. When his birthday arrives, on February 12, Congress will hold a special joint session in the Capitol's National Statuary Hall, a wreath will be laid at the great memorial in Washington, and a webcast will link school classrooms for

a“teach-in” honouring his memory. (2)Admirable as they are, though, the events will strike many of us Lincoln fans as inadequate, even halfhearted—and another sign that our appreciation for the 16th president and his towering achievements is slipping away. And you don't have to be a Lincoln enthusiast to believe that this is something we can't afford to lose. (3)Compare this year's celebration with the Lincoln centennial, in 1909.That year, Lincoln's likeness made its debut on the penny, thanks to approval from the U.S.Secretary of the Treasury. Communities and civic associations in every corner of the country erupted in parades, concerts, balls, lectures, and military displays. We still feel the effects today: The momentum unloosed in 1909 led to the Lincoln Memorial, opened in 1922, and the Lincoln Highway, the first paved transcontinental thoroughfare. (4)The celebrants in 1909 had a few inspirations we lack today. Lincoln's presidency was still a living memory for countless Americans. In 2009 we are farther in time from the end of the Second World War than they were from the Civil War; families still felt the loss of loved ones from that awful national trauma. (5)But Americans in 1909 had something more: an unembarrassed appreciation for heroes and an acute sense of the way that even long-dead historical figures press in on the present and make us who we are. (6)One story will illustrate what I'm talking about. (7)In 2003 a group of local citizens arranged to place a statue of Lincoln in Richmond, Virginia, former capital of the Confederacy. The idea touched off a firestorm of controversy. The Sons of Confederate Veterans held a public conference of carefully selected scholars to“reassess”the legacy of Lincoln. The verdict—no surprise—was negative: Lincoln was labeled everything from a racist totalitarian to a teller of dirty jokes. (8)I covered the conference as a reporter, but what really unnerved me was a counter-conference of scholars to refute the earlier one. These scholars drew a picture of Lincoln that only our touchy-feely age could conjure up. The man who oversaw the most savage war in our history was described—by his admirers, remember—as"nonjudgmental,""unmoralistic,""comfortable with ambiguity." (9)I felt the way a friend of mine felt as we later watched the unveiling of the Richmond statue in a subdued ceremony:"But he's so small!" (10)The statue in Richmond was indeed small; like nearly every Lincoln statue put up in the past half century, it was life-size and was placed at ground level, a conscious rejection of the heroic—approachable and human, yes, but not something to look up to. (11)The Richmond episode taught me that Americans have lost the language to explain Lincoln's greatness even to ourselves. Earlier generations said they wanted their children to be like Lincoln: principled, kind, compassionate, resolute. Today we want Lincoln to be like us. (12)This helps to explain the long string of recent books in which writers have presented a Lincoln made after their own image. We've had Lincoln as humorist and Lincoln as manic-depressive, Lincoln the businesss sage, the conservative Lincoln and the liberal Lincoln, the emancipator and the racist, the stoic philosopher, the Christian, the atheist—Lincoln over easy and Lincoln scrambled. (13)What's often missing, though, is the timeless Lincoln, the Lincoln whom all generations, our own no less than that of 1909, can lay claim to. Lucky for us, those memorializers from a century ago—and, through them, Lincoln himself—have left us a hint of where to find him. The Lincoln Memorial is the most visited of our presidential monuments. Here is where we find the Lincoln who endures: in the words he left us, defining the country we've inherited. Here is the

Lincoln who can be endlessly renewed and who,200 years after his birth, retains the power to renew us.

12. In the author's opinion, the counter-conference

A. rectified the judgment by those carefully selected scholars

B. offered a brand new reassessment perspective

C. came up with somewhat favourable conclusions

D. resulted in similar disparaging remarks on Lincoln

13. According to the author, the image of Lincoln conceived by contemporary people

A. conforms to traditional images

B. reflects the present-day tendency of worship

C. shows the present-day desire to emulate Lincoln

D. reveals the variety of current opinions on heroes

14. Which of the following best explains the implication of the last paragraph?

A. Lincoln's greatness remains despite the passage of time.

B. The memorial is symbolic of the great man's achievements.

C. Each generation has its own interpretation of Lincoln.

D. People get to know Lincoln through memorializers.

二、PART II 阅读 Section B 简答题（25-32）（共 8 小题，每小题 2 分，共 16 分）

15. According to the passage, what does the author think is more alarming?

16. What mainly attracts many people to return to campus for reunion?

17. Why did George like Mr. Cattanzara?

18. Why did George lie to Mr. Cattanzara and say he was reading?

19. What did Goerge do after the street conversation with Mr. Cattanzara?

20. Why does the author think that this year's celebration is inadequate and even halfhearted?

21. According to the passage, what really makes the 1909 celebrations different from this year's?

22. Why did earlier generations want their children to be like Lincoln?

三、改错 · 每个标号行各有一处错误（错词填正确词 · 缺词填所缺词 · 多词填多余

The central problem of translating has always been whether to translate literally or freely. The argument has been going since at least ___23___ the first century BC.Up to the beginning of the 19th century, many writers favoured certain kind of “free” translation: the spirit, not the ___24___ letter; the sense not the words; the message rather the form; the matter ___25___ not the manner. This is the often revolutionary slogan of writers who ___26___ wanted the truth to be read and understood. Then in the turn of the 19th ___27___ century, when the study of cultural anthropology suggested that the linguistic barriers were insuperable and that the language was entirely the ___28___ product of culture, the view translation was impossible gained some ___29___ currency, and with it that, if was attempted at all, it must be as literal as ___30___ possible. This view culminated the statement of the extreme"literalists" ___31___ Walter Benjamin and Vladimir Nabokov. The argument was theoretical: the purpose of the translation, the nature of the readership, the type of text, was not discussed. Too often, writer, translator and reader were implicity identified with each other Now, the context has changed, and the basic problem remains ___32___

23. 改正：

24. 改正：

25. 改正：

26. 改正：

27. 改正：

28. 改正：

29. 改正：

30. 改正：

31. 改正：

32. 改正：

四、PART IV 汉译英（共 1 小题，每小题 15 分，共 15 分）

33. 泊珍到偏远小镇的育幼院把生在那里养到1岁的孩子接回来。但泊珍看他第一眼，仿似一声雷劈头而来。令她晕头胀脑，这1岁的孩子脸型长得如此熟悉，她心里的第一道声音是，不能带回去! 痛苦纠聚心中，眉心发烫发热，胸口郁闷难展，胃里一股气冲喉而上。院长说这孩子发育迟缓时，她更是心头无绪。她在孩子所待的房里来回踱步，这房里还有其他小孩。整个房间只有一扇窗，窗外树影婆娑。就让孩子留下来吧，这里有善心的神父和修女，这里将来会扩充为有医疗作用的看护中心，这是留住孩子最好的地方。这孩子是她的秘密，她将秘密留在这树林掩映的建筑里。 她将秘密留在心头。

五、PART V 写作（共 1 小题，每小题 20 分，共 20 分）

34. （词数 280-340 · 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. D	5. C
6. A	7. C	8. A	9. B	10. D
11. B	12. C	13. D	14. A	23. on
24. a	25. than	26. the	27. at	28. removed
29. that	30. it	31. in	32. implicitly	

15. The hidden water used to get dressed.

16. To relive their earlier successes and good times.

17. He remembered giving George nickels for lemon ice.

18. He wanted Mr. Cattanzara to respect him.

19. He continued his usual walks at night.

20. Our appreciation for Lincoln is slipping away.

21. An unembarrassed appreciation for heroes and history.

22. For his principled, kind, compassionate, resolute character.

33. Bozhen traveled to a remote town to retrieve the child she had given birth to and left at the local orphanage, where he had been raised for the first year of his life. Yet, the moment she laid eyes on him, it struck her like a bolt of lightning, leaving her dizzy and disoriented. The one-year-old boy's face was so hauntingly familiar that her first instinct was a resolute: she could not take him back! A torrent of anguish surged within her—her brow burned hot, her chest felt tight and constricted, and a wave of nausea rose from her stomach to her throat. When the director mentioned the child's developmental delays, her mind grew even more chaotic. She paced back and forth in the room where he stayed, a room shared with other children. There was only a single window in the entire space, through which the shadows of trees swayed gently. Let him stay here, she thought. There were kind-hearted priests and nuns, and the facility was slated to expand into a medical care center. This was the best place for him to remain. This child was her secret, and she would leave that secret within these tree-shrouded walls. She would keep the secret locked in her heart.

34. The debate over whether native English-speaking teachers (NESTs) are superior to non-native English-speaking teachers (non-NESTs) has gained prominence with the increasing presence of NESTs in China. The excerpts present two contrasting perspectives. The student, drawing from his father's personal experience, argues that learning from a native speaker is crucial for achieving fluency, proper pronunciation, and cultural nuance. He emphasizes the importance of listening to the rhythm of the language and practicing with a native model. In contrast, the teacher contends that equating nativeness with teaching ability is a myth. He stresses that language proficiency alone does not make a good teacher, highlighting other vital factors like experience, qualifications, and personality. Furthermore, he questions the existence of a monolithic "native English speaker culture," suggesting that non-native teachers possess valuable cultural insights from their own backgrounds.

In my view, both arguments hold merit, but the teacher's perspective offers a more balanced and pragmatic assessment. While native speakers can indeed provide an authentic linguistic model, as illustrated by the student's father, this advantage is not absolute. Effective language teaching is a multifaceted profession that extends far beyond mere nativeness. A non-native teacher who is highly proficient, well-trained, and experienced may be far more effective than a native speaker who lacks pedagogical skills or cultural sensitivity. Moreover, non-native teachers often share a common linguistic journey with their students, allowing them to anticipate learning difficulties and offer empathetic guidance. The notion of a single "native culture" is also overly simplistic in our globalized world. Therefore, educational institutions should prioritize hiring based on a comprehensive evaluation of a teacher's qualifications, teaching ability, and cultural competence, rather than solely on their country of origin. Ultimately, the goal is to provide students with the most effective learning experience, which can be achieved by both native and non-native teachers who are dedicated professionals.

逐题解析

答案定位与考点精讲

1. 【答案】C

定位第(3)段对Water Footprint Network的描述 → 提取其性质（Dutch nonprofit）与行动（working to raise awareness） → 同义替换为选项C

考点：细节定位　同义改写

2. 【答案】A

定位第(5)段作者感到满足的原因 → 提取其满足感源于“saved drinking water” → 同义替换为选项A的“contribution to drinking water conservation”

考点：细节定位　推理判断

3. 【答案】D

定位第(3)段短语所在句 → 结合上下文（作者之前oblivious，通过书才see） → 推断“factored in”意为“产生影响/起作用” → 选择描述负面影响的D

考点：语境选词　推理判断

4. 【答案】D

定位最后一段（第9段） → 分析作者用词（hardly a clotheshorse, trumped）与自嘲口吻 → 判断语气为幽默

考点：观点态度　语气判断

5. 【答案】C

定位第(3)段Sparacino的研究发现 → 提取核心结论（attendees在高中时更受欢迎、更常被认为有吸引力、更积极参与课外活动） → 同义替换为选项C（兴趣与学校经历相关）

考点：细节定位　同义改写

6. 【答案】A

定位题干关键词 'distinct feature' → 逐项比对语篇细节 → 排除文中提及项，选出未提及项

考点：细节定位与捕捉　否定题干识别

7. 【答案】C

分析第一段在全文中的功能 → 识别其作为引子引出后续研究与论点 → 判断其修辞作用

考点：篇章结构与写作目的　谋篇布局

8. 【答案】A

通读全文，概括各段核心内容 → 识别文章围绕同学聚会的原因、参与/不参与的原因、社会经济影响展开 → 选择最全面的主旨概括

考点：主旨大意

9. 【答案】B

定位描述 Mr. Cattanzara 的段落 → 提取其行为特征（读报、提问不同） → 推断其兴趣广泛

考点：细节定位与捕捉　推理判断

10. 【答案】D
分析 George 与 Mr. Cattanzara 的对话 → 推断 George 从最初撒谎到后来认真的态度转变
考点：推理判断

11. 【答案】B
定位George与Mr. Cattanzara的对话 → 分析George的言行动机（如感到羞耻、想获得尊重） → 推断其对自身处境的不满
考点：人物心理推断　细节支撑

12. 【答案】C
定位描述“counter-conference”的段落 → 对比其结论（负面）与作者后续提到的“counter-conference”（正面） → 推断作者认为后者提供了更平衡的视角
考点：对比推理　观点态度

13. 【答案】D
定位描述当代人对Lincoln看法的段落 → 分析作者列举的多种当代观点（如负面标签） → 推断作者意在说明当代看法的多样性
考点：观点归纳　作者意图

14. 【答案】A
定位最后一段 → 理解其作为全文结论的功能 → 结合前文对Lincoln伟大成就的肯定 → 推断其核心含义是Lincoln的伟大超越时间
考点：段落主旨　全文归纳

15. 【答案】The hidden water used to get dressed.
定位作者观点词 'more alarming' → 识别其后具体描述 → 匹配选项同义替换
考点：细节定位　同义替换

16. 【答案】To relive their earlier successes and good…
定位 'return to campus for reunion' 相关描述 → 提取主要原因 → 匹配选项
考点：细节定位　原因归纳

17. 【答案】He remembered giving George nickels for lemon…
定位 'George like Mr. Cattanzara' 的原因描述 → 提取具体事件 → 匹配选项
考点：细节定位　原因归纳

18. 【答案】He wanted Mr. Cattanzara to respect him.
定位乔治撒谎的情节 → 推断其心理动机 → 匹配选项中的情感诉求
考点：细节定位　动机推断

19. 【答案】He continued his usual walks at night.
定位 'street conversation with Mr. Cattanzara' 之后的情节 → 提取乔治的行为 → 匹配选项
考点：细节定位　行为追踪

20. 【答案】Our appreciation for Lincoln is slipping away.
定位题干关键词 'inadequate and halfhearted' → 在语篇中寻找作者对此评价的直接原因或上下文依据 → 通过同义替换或推理得出答案

考点：观点态度推断　因果逻辑定位

21. 【答案】An unembarrassed appreciation for heroes and…

定位题干关键词 '1909 celebrations' 和 'different from this year's' → 在语篇中寻找对1909年庆祝活动特点的描述 → 通过对比或同义替换得出答案

考点：细节对比定位　同义改写识别

22. 【答案】For his principled, kind, compassionate,…

定位题干关键词 'earlier generations' 和 'children to be like Lincoln' → 在语篇中寻找早期一代人希望孩子效仿林肯的具体原因 → 通过细节定位或推理得出答案

考点：细节定位　人物品质归纳

23. 【答案】on

1 空 识别固定搭配 take on → 匹配正确介词 → 得出答案
2 空 识别可数名词单数泛指 → 匹配不定冠词 → 得出答案
3 空 识别比较级结构 → 匹配比较连词 → 得出答案
4 空 识别特指或独一无二的名词 → 匹配定冠词 → 得出答案
5 空 识别固定介词搭配 → 匹配正确介词 → 得出答案
6 空 分析句子结构与时间逻辑 → 判断动作发生先后 → 选择表示过去分词的被动形式
7 空 分析句子成分 → 识别同位语从句 → 选择连接词
8 空 分析句子主干 → 识别形式主语 → 选择代词
9 空 识别固定搭配 → 匹配介词 → 选择正确介词
10 空 分析语境含义 → 判断词性需求 → 选择副词形式

考点：动词搭配 take on　主谓一致与指代一致　状语从句　固定搭配（通用）　过去分词作定语　被动语态　同位语从句　连接词　形式主语 it　take on 搭配　副词修饰动词　语境选词

24. 【答案】a

1 空 识别固定搭配 take on → 匹配正确介词 → 得出答案
2 空 识别可数名词单数泛指 → 匹配不定冠词 → 得出答案
3 空 识别比较级结构 → 匹配比较连词 → 得出答案
4 空 识别特指或独一无二的名词 → 匹配定冠词 → 得出答案
5 空 识别固定介词搭配 → 匹配正确介词 → 得出答案
6 空 分析句子结构与时间逻辑 → 判断动作发生先后 → 选择表示过去分词的被动形式
7 空 分析句子成分 → 识别同位语从句 → 选择连接词
8 空 分析句子主干 → 识别形式主语 → 选择代词
9 空 识别固定搭配 → 匹配介词 → 选择正确介词
10 空 分析语境含义 → 判断词性需求 → 选择副词形式

考点：动词搭配 take on　主谓一致与指代一致　状语从句　固定搭配（通用）　过去分词作定语　被动语态　同位语从句　连接词　形式主语 it　take on 搭配　副词修饰动词　语境选词

25. 【答案】than

1 空 识别固定搭配 take on → 匹配正确介词 → 得出答案
2 空 识别可数名词单数泛指 → 匹配不定冠词 → 得出答案
3 空 识别比较级结构 → 匹配比较连词 → 得出答案
4 空 识别特指或独一无二的名词 → 匹配定冠词 → 得出答案
5 空 识别固定介词搭配 → 匹配正确介词 → 得出答案

6 空 分析句子结构与时间逻辑 → 判断动作发生先后 → 选择表示过去分词的被动形式
7 空 分析句子成分 → 识别同位语从句 → 选择连接词
8 空 分析句子主干 → 识别形式主语 → 选择代词
9 空 识别固定搭配 → 匹配介词 → 选择正确介词
10 空 分析语境含义 → 判断词性需求 → 选择副词形式

考点：动词搭配 take on　主谓一致与指代一致　状语从句　固定搭配（通用）　过去分词作定语　被动语态　同位语从句　连接词　形式主语 it　take on 搭配　副词修饰动词　语境选词

26. 【答案】the

1 空 识别固定搭配 take on → 匹配正确介词 → 得出答案
2 空 识别可数名词单数泛指 → 匹配不定冠词 → 得出答案
3 空 识别比较级结构 → 匹配比较连词 → 得出答案
4 空 识别特指或独一无二的名词 → 匹配定冠词 → 得出答案
5 空 识别固定介词搭配 → 匹配正确介词 → 得出答案
6 空 分析句子结构与时间逻辑 → 判断动作发生先后 → 选择表示过去分词的被动形式
7 空 分析句子成分 → 识别同位语从句 → 选择连接词
8 空 分析句子主干 → 识别形式主语 → 选择代词
9 空 识别固定搭配 → 匹配介词 → 选择正确介词
10 空 分析语境含义 → 判断词性需求 → 选择副词形式

考点：动词搭配 take on　主谓一致与指代一致　状语从句　固定搭配（通用）　过去分词作定语　被动语态　同位语从句　连接词　形式主语 it　take on 搭配　副词修饰动词　语境选词

27. 【答案】at

1 空 识别固定搭配 take on → 匹配正确介词 → 得出答案
2 空 识别可数名词单数泛指 → 匹配不定冠词 → 得出答案
3 空 识别比较级结构 → 匹配比较连词 → 得出答案
4 空 识别特指或独一无二的名词 → 匹配定冠词 → 得出答案
5 空 识别固定介词搭配 → 匹配正确介词 → 得出答案
6 空 分析句子结构与时间逻辑 → 判断动作发生先后 → 选择表示过去分词的被动形式
7 空 分析句子成分 → 识别同位语从句 → 选择连接词
8 空 分析句子主干 → 识别形式主语 → 选择代词
9 空 识别固定搭配 → 匹配介词 → 选择正确介词
10 空 分析语境含义 → 判断词性需求 → 选择副词形式

考点：动词搭配 take on　主谓一致与指代一致　状语从句　固定搭配（通用）　过去分词作定语　被动语态　同位语从句　连接词　形式主语 it　take on 搭配　副词修饰动词　语境选词

28. 【答案】removed

1 空 识别固定搭配 take on → 匹配正确介词 → 得出答案
2 空 识别可数名词单数泛指 → 匹配不定冠词 → 得出答案
3 空 识别比较级结构 → 匹配比较连词 → 得出答案
4 空 识别特指或独一无二的名词 → 匹配定冠词 → 得出答案
5 空 识别固定介词搭配 → 匹配正确介词 → 得出答案
6 空 分析句子结构与时间逻辑 → 判断动作发生先后 → 选择表示过去分词的被动形式
7 空 分析句子成分 → 识别同位语从句 → 选择连接词
8 空 分析句子主干 → 识别形式主语 → 选择代词
9 空 识别固定搭配 → 匹配介词 → 选择正确介词

10 空 分析语境含义 → 判断词性需求 → 选择副词形式

考点：动词搭配 take on　主谓一致与指代一致　状语从句　固定搭配（通用）　过去分词作定语　被动语态　同位语从句　连接词　形式主语 it　take on 搭配　副词修饰动词　语境选词

29. 【答案】that

1 空 识别固定搭配 take on → 匹配正确介词 → 得出答案
2 空 识别可数名词单数泛指 → 匹配不定冠词 → 得出答案
3 空 识别比较级结构 → 匹配比较连词 → 得出答案
4 空 识别特指或独一无二的名词 → 匹配定冠词 → 得出答案
5 空 识别固定介词搭配 → 匹配正确介词 → 得出答案
6 空 分析句子结构与时间逻辑 → 判断动作发生先后 → 选择表示过去分词的被动形式
7 空 分析句子成分 → 识别同位语从句 → 选择连接词
8 空 分析句子主干 → 识别形式主语 → 选择代词
9 空 识别固定搭配 → 匹配介词 → 选择正确介词
10 空 分析语境含义 → 判断词性需求 → 选择副词形式

考点：动词搭配 take on　主谓一致与指代一致　状语从句　固定搭配（通用）　过去分词作定语　被动语态　同位语从句　连接词　形式主语 it　take on 搭配　副词修饰动词　语境选词

30. 【答案】it

1 空 识别固定搭配 take on → 匹配正确介词 → 得出答案
2 空 识别可数名词单数泛指 → 匹配不定冠词 → 得出答案
3 空 识别比较级结构 → 匹配比较连词 → 得出答案
4 空 识别特指或独一无二的名词 → 匹配定冠词 → 得出答案
5 空 识别固定介词搭配 → 匹配正确介词 → 得出答案
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考点：动词搭配 take on　主谓一致与指代一致　状语从句　固定搭配（通用）　过去分词作定语　被动语态　同位语从句　连接词　形式主语 it　take on 搭配　副词修饰动词　语境选词

31. 【答案】in

1 空 识别固定搭配 take on → 匹配正确介词 → 得出答案
2 空 识别可数名词单数泛指 → 匹配不定冠词 → 得出答案
3 空 识别比较级结构 → 匹配比较连词 → 得出答案
4 空 识别特指或独一无二的名词 → 匹配定冠词 → 得出答案
5 空 识别固定介词搭配 → 匹配正确介词 → 得出答案
6 空 分析句子结构与时间逻辑 → 判断动作发生先后 → 选择表示过去分词的被动形式
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10 空 分析语境含义 → 判断词性需求 → 选择副词形式

考点：动词搭配 take on　主谓一致与指代一致　状语从句　固定搭配（通用）　过去分词作定语　被动语态　同位语从句　连接词　形式主语 it　take on 搭配　副词修饰动词　语境选词

32. 【答案】implicitly

1 空 识别固定搭配 take on → 匹配正确介词 → 得出答案
2 空 识别可数名词单数泛指 → 匹配不定冠词 → 得出答案
3 空 识别比较级结构 → 匹配比较连词 → 得出答案
4 空 识别特指或独一无二的名词 → 匹配定冠词 → 得出答案
5 空 识别固定介词搭配 → 匹配正确介词 → 得出答案
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考点：动词搭配 take on　主谓一致与指代一致　状语从句　固定搭配（通用）　过去分词作定语　被动语态　同位语从句　连接词　形式主语 it　take on 搭配　副词修饰动词　语境选词

33. 【答案】Bozhen traveled to a remote town to retrieve…

翻译需处理复杂句式（如定语从句、状语从句）和文学性表达（如比喻、心理描写），并准确选词以传达原文情感与意境。

考点：定语从句构建　文学性表达翻译　语境选词　句式变化

34. 【答案】The debate over whether native…

考生需先准确概括正反双方观点（考查信息筛选与归纳），再构建清晰的个人评论段落（考查谋篇布局与句式多样性）。

考点：观点概括与归纳　议论文结构布局　SVO主干句构建　句式变化与复杂句