专八 · 2014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)My class at Harvard Business School helps students understand what good management theory is and how it is built. In each session, we look at one company through the lenses of different theories, using them to explain how the company got into its situation and to examine what actions will yield the needed results. On the last day of class, I ask my students to turn those theoretical lenses on themselves to find answers to two questions: First, how can I be sure I'll be happy in my career? Second, how can I be sure my relationships with my spouse and my family will become an enduring source of happiness?Here are some management tools that can be used to help you lead a purposeful life. (2)1 USE YOUR RESOURCES WISELY. Your decisions about allocating your personal time, energy, and talent shape your life's strategy. I have a bunch of"businesses"that compete for these resources: I'm trying to have a rewarding relationship with my wife, raise great kids, contribute to my community, succeed in my career, and contribute to my church. And I have exactly the same problem that a corporation does. I have a limited amount of time, energy, and talent. How much do I devote to each of these pursuits? (3)Allocation choices can make your life turn out to be very different from what you intended. Sometimes that's good: Opportunities that you never planned for emerge. But if you don't invest your resources wisely, the outcome can be bad. As I think about people who inadvertently invested in lives of hollow unhappiness, I can't help believing that their troubles relate right back to a short-term perspective. (4)When people with a high need for achievement have an extra half hour of time or an extra ounce of energy, they'll unconsciously allocate it to activities that yield the most tangible accomplishments. Our careers provide the most concrete evidence that we're moving forward. You ship a product, finish a design, complete a presentation, close a sale, teach a class, publish a paper, get paid, get promoted. In contrast, investing time and energy in your relationships with your spouse and children typically doesn't offer that same immediate sense of achievement. Kids misbehave every day. It's really not until 20 years down the road that you can say,“I raised a good son or a good daughter."You can neglect your relationship with your spouse, and on a daily basis it doesn't seem as if things are deteriorating. People who are driven to excel have this unconscious propensity to underinvest in their families and overinvest in their careers, even though intimate and loving family relationships are the most powerful and enduring source of happiness. (5)If you study the root causes of business disasters, over and over you'll find this predisposition toward endeavors that offer immediate gratification. If you look at personal lives through that lens, you'l see the same stunning and sobering pattern: people allocating fewer and fewer resources to the things they would have once said mattered most. (6) 2 CREATE A FAMILY CULTURE. It's one thing to see into the foggy future with acuity and chart the course corrections a company must take. But it's quite another to persuade employees to line up and work cooperatively to take the company in that new direction. (7)When there is little agreement, you have to use“power tools”—coercion, threats, punishment, and so on, to secure cooperation. But if employees'ways of working together succeed over and over, consensus begins to form. Ultimately, people don't even think about whether their way yields success. They embrace priorities and follow procedures by instinct and assumption rather than by explicit decision,

which means that they've created a culture. Culture, in compelling but unspoken ways, dictates the proven, acceptable methods by which members of a group address recurrent problems. And culture defines the priority given to different types of problems. It can be a powerful management tool. (8)I use this model to address the question: How can I be sure my family becomes an enduring source of happiness?My students quickly see that the simplest way parents can elicit cooperation from children is to wield power tools. But there comes a point during the teen years when power tools no longer work. At that point, parents start wishing they had begun working with their children at a very young age to build a culture in which children instinctively behave respectfully toward one another, obey their parents, and choose the right thing to do. Families have cultures, just as companies do. Those cultures can be built consciously. (9)If you want your kids to have strong self-esteem and the confidence that they can solve hard problems, those qualities won't magically materialize in high school. You have to design them into your family's culture, and you have to think about this very early on. Like employees, children build self-esteem by doing things that are hard and learning what works.

1. According to the author, the key to successful allocation of resources in your life depends on whether you

A. have long-term planning
B. can manage your time well
C. are lucky enough to have new opportunities
D. can solve both company and family problems

2. What is the role of the statement “Our careers provide the most concrete evidence that we're moving forward."with reference to the previous statement in the paragraph?

A. To present a contrast.
B. To provide a definition.
C. To offer further explanation.
D. To illustrate career development.

3. According to the author, a common cause of failure in business and family relationships is

A. lack of planning
B. short-sightedness
C. shortage of resources
D. decision by instinct

4. One of the similarities between company culture and family culture is that

A. culture needs to be nurtured
B. cooperation is the foundation
C. respect and obedience are key elements
D. problem-solving ability is essential

(1)It was nearly bedtime and when they awoke next morning land would be in sight. Dr. Macphail lit his pipe and, leaning over the rail, searched the heavens for the South Cross. After two years at the front and a wound that had taken longer to heal than it should, he was glad to settle down quietly at Apia(阿皮亚，西萨摩 亚首都)for twelve months at least, and he felt already better for the journey. Since some of the passengers were leaving the ship next day they had had a little dance that evening and in his ears hammered still the harsh notes of the mechanical piano. But the deck was quiet at last. A little way off he saw his wife in a long chair talking with the Davidsons, and he strolled over to her. When he sat down under the light and took his hat you saw that he had very red hair, with a bald patch on the crown, and the red, freckled skin which accompanied red hair; he was a man of forty, thin, with a

pinched face, precise and rather pedantic; and he spoke with a Scots accent in a very low, quiet voice. (2)Between the Macphails and the Davidsons, who were missionaries, there had arisen the intimacy of shipboard, which is due to proximity rather than to any community of taste. Their chief tie was the disapproval they shared of the men who spent their days and nights in the smoking-room playing poker or bridge and drinking. Mrs. Macphail was not a little flattered to think that she and her husband were the only people on board with whom the Davidsons were willing to associate, and even the doctor, shy but no fool, half unconsciously acknowledged the compliment. It was because he was of an argumentative mind that in their cabin at night he permitted himself to carp (唠叨) . (3)'Mrs. Davidson was saying she didn't know how they'd have got through the journey if it hadn't been for us,'said Mrs. Macphail, as she neatly brushed out her transformation (假发) . 'She said we were really the only people on the ship they cared to know.' (4)'I shouldn't have thought a missionary was such a big bug(要人、名士)that he could afford to put on frills (摆架子).' (5)'It's not frills. I quite understand what she means. It wouldn't have been very nice for the Davidsons to have to mix with all that rough lot in the smoking-room.' (6) ‘The founder of their religion wasn't so exclusive,'said Dr. Macphail with a chuckle. (7)'I've asked you over and over again not to joke about religion,'answered his wife.'I shouldn't like to have a nature like yours, Alec. You never look for the best in people.' (8)He gave her a sidelong glance with his pale, blue eyes, but did not reply. After many years of married life he had learned that it was more conducive to peace to leave his wife with the last word. He was undressed before she was, and climbing into the upper bunk he settled down to read himself to sleep. (9)When he came on deck next morning they were close to land. He looked at it with greedy eyes. There was a thin strip of silver beach rising quickly to hills covered to the top with luxuriant vegetation. The coconut trees, thick and green, came nearly to the water's edge, and among them you saw the grass houses of the Samoans(萨摩亚人); and here and there, gleaming white, a little church. Mrs. Davidson came and stood beside him. She was dressed in black and wore round her neck a gold chain, from which dangled a cross. She was a little woman, with brown, dull hair very elaborately arranged, and she had prominent blue eyes behind invisible pince-nez (夹鼻眼镜).Her face was long, like a sheep's, but she gave no impression of foolishness, rather of extreme alertness; she had the quick movements of a bird. The most remarkable thing about her was her voice, high, metallic, and without inflexion; it fell on the ear with a hard monotony, irritating to the nerves like the pitiless clamor of the pneumatic drill. (10) ‘This must seem like home to you,'said Dr. Macphail, with his thin, difficult smile. (11) ‘Ours are low islands, you know, not like these. Coral. These are volcanic. We've got another ten days'journey to reach them.' (12)'In these parts that's almost like being in the next street at home,'said Dr. Macphail facetiously. (13) ‘Well, that's rather an exaggerated way of putting it, but one does look at distances differently in the South Seas. So far you are right.' (14)Dr. Macphail sighed faintly.

5. It can be inferred from the first paragraph that Dr. Macphail

A. enjoyed the sound of the mechanical piano　　B. preferred quietness to noise

C. was going back to his hometown　　D. wanted to befriend the Davidsons

6. Which of the following statements BEST describes Mrs. Macphail?

A. She was good at making friends.
B. She was prone to quarrelling with her husband.
C. She was skillful in dealing with strangers.
D. She was easy to get along with.

7. All the following adjectives can be used to depict Mrs. Davidson EXCEPT

A. irritable
B. unapproachable
C. unpleasant
D. arrogant

8. Which of the following statements about Dr. Macphail is INCORRECT?

A. He made fun of the Davidsons.
B. He was afraid of his wife.
C. He was intelligent.
D. He was sociable.

(1)Today we make room for a remarkably narrow range of personality styles. We're told that to be great is to be bold, to be happy is to be sociable. We see ourselves as a nation of extroverts—which means that we've lost sight of who we really are. One-third to one-half of Americans are introverts—in other words, one out of every two or three people you know. If you're not an introvert yourself, you are surely raising, managing, married to, or coupled with one. (2)If these statistics surprise you, that's probably because so many people pretend to be extroverts. Closet introverts pass undetected on playgrounds, in high school locker rooms, and in the corridors of corporate America. Some fool even themselves, until some life event—a layoff, an empty nest, an inheritance that frees them to spend time as they like—jolts them into taking stock of their true natures. You have only to raise this subject with your friends and acquaintances to find that the most unlikely people consider themselves introverts. (3)It makes sense that so many introverts hide even from themselves. We live with a value system that I call the Extrovert Ideal—the omnipresent belief that the ideal self is gregarious, and comfortable in the spotlight. The archetypal extrovert prefers action to contemplation, risk-taking to heed-taking, certainty to doubt. He favours quick decisions, even at the risk of being wrong. She works well in teams and socializes in groups. We like to think that we value individuality, but all too often we admire one type of individual—the kind who's comfortable“putting himself out there”.Sure, we allow technologically gifted loners who launch companies in garages to have any personality they please, but they are the exceptions, not the rule, and our tolerance extends mainly to those who get fabulously wealthy or hold the promise of doing so. (4)Introversion—along with its cousins sensitivity, seriousness, and shyness—is now a second-class personality trait, somewhere between a disappointment and a pathology. Introverts living under the Extrovert Ideal are like women in a man's world, discounted because of a trait that goes to the core of who they are. Extroversion is an enormously appealing personality style, but we've turned it into an oppressive standard to which most of us feel we must conform. (5)The Extrovert Ideal has been documented in many studies, though this research has never been grouped under a single name. Talkative people, for example, are rated as smarter, better-looking, more interesting, and more desirable as friends. Velocity of speech counts as well as volume: we rank fast talkers as more competent and likable than slow ones. Even the word introvert is stigmatized—one informal study, by psychologist Laurie Helgoe, found that introverts described their own physical appearance in vivid language, but when asked to describe generic introverts they drew a bland and distasteful picture. (6)But we make a grave mistake to embrace the Extrovert Ideal so unthinkingly. Some of our greatest ideas, art, and inventions—from the theory of evolution to van Gogh's sunflowers to the personal computer— came from quiet and cerebral people who knew how to tune in to their inner worlds and the treasures to be found there.

9. The ideal extrovert is described as being all the following EXCEPT

A. doubtful B. sociable C. determined D. bold

10. According to the passage, which of the following statements BEST reflects the author's opinion?

A. Extroversion is arbitrarily forced by society as a norm upon people.

B. Introversion is seen as an inferior trait because of its association with sensitivity.

C. Introverts are generally regarded as either unsuccessful or as deficient.

D. Extroversion and introversion have similar personality trait profiles.

11. The author winds up the passage with a note.

A. cautious B. positive C. humorous D. warning

(1)Speaking two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. Being bilingual, it turned out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia(痴呆)in old age. (2)This view of bilingualism is remarkably different from the understanding of bilingualism through much of the 20th century. Researchers, educators and policy makers long considered a second language to be an interference, cognitively speaking, that hindered a child's academic and intellectual development. (3)They were not wrong about the interference: there is ample evidence that in a bilingual's brain both language systems are active even when he is using only one language, thus creating situations in which one system obstructs the other. But this interference, researchers are finding out, isn't so much a handicap as a blessing in disguise. It forces the brain to resolve internal conflict, giving the mind a workout that strengthens its cognitive muscles. (4)The collective evidence from a number of such studies suggests that the bilingual experience improves the brain's so-called executive function—a command system that directs the attention processes that we use for planning, solving problems and performing various other mentally demanding tasks. These processes include ignoring distractions to stay focused, switching attention willfully from one thing to another and holding information in mind —like remembering a sequence of directions while driving. (5)Why does the tussle between two simultaneously active language systems improve these aspects of cognition?Until recently, researchers thought the bilingual advantage stemmed primarily from an ability for inhibition that was honed by the exercise of suppressing one language system: this suppression, it was thought, would help train the bilingual mind to ignore distractions in other contexts. But that explanation increasingly appears to be inadequate, since studies have shown that bilinguals perform better than monolinguals even at tasks that do not require inhibition, like threading a line through an ascending series of numbers scattered randomly on a page. (6)The key difference between bilinguals and monolinguals may be more basic: a heightened ability to monitor the environment. “Bilinguals have to switch languages quite often—you may talk to your father in one language and to your mother in another language,"says Albert Costa, a researcher at the University of Pompea Fabra in Spain. “It requires keeping track of changes around you in the same way that we monitor our surroundings when driving.” In a study comparing German-Italian bilinguals with Italian monolinguals in completing monitoring tasks, Mr. Costa and his colleagues found that the bilingual subjects not only performed better, but also did so with less activity in parts of the brain involved in monitoring, indicating that they were efficient at it. (7)The bilingual experience appears to influence the brain from infancy to old age, and there is reason to believe that it may also apply to those who learn a second language later in life.

12. According to the passage, the more recent and old views of bilingualism differ mainly in

A. its practical advantages
B. perceived language fluency
C. its role in cognition
D. its role in medicine

13. What is the role of Paragraph Four in relation to Paragraph Three?

A. It provides counter evidence to Paragraph Three.
B. It offers another example of the role of interference.
C. It serves as a transitional paragraph in the passage.
D. It further illustrates the point in Paragraph Three.

14. Which of the following can account for better performance of bilinguals in doing non-inhibition tasks?

A. An ability to ignore distractions.
B. An ability to monitor surroundings.
C. An ability to perform with less effort.
D. An ability to exercise suppression.

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 author, when does culture begin to emerge?

16. Why was there intimacy of shipboard between the Macphails and the Davidsons?

17. As far as personality styles are concerned, what is the discrepancy according to the author?

18. According to the author, who is allowed by our society to have whatever personality they like?

19. Why is it a mistake that we embrace the Extrovert Ideal unthinkingly?

20. Why is the interference now seen as a blessing in disguise?

21. What is the brain's executive function?

22. What is the main theme of the passage?

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

There is a widespread consensus among scholars that second language acquisition(SLA)emerged as a distinct field of research from the late 1950s to early 1960s. There is a high level of agreement that the following questions have ___23___ possessed the most attention of researchers in this area: ___24___ ●Is it possible to acquire an additional language in the same sense ___25___ one acquires a first language? ● What is the explanation for the fact adults have more difficulty in ___26___ acquiring additional languages than children have? ● What motivates people to acquire additional languages? ● What is the role of the language teaching in the acquisition of an ___27___ additional language? ● What sociocultural factors, if any, are relevant in studying the learning of additional languages? From a check of the literature of the field it is clear that all the ___28___ approaches adopted to study the phenomena of SLA so far have one thing in common: The perspective adopted to view the acquiring of an additional language is that of an individual attempts to do so. Whether ___29___ one labels it"learning"or “acquiring"an additional language, it is an individual accomplishment or what is under focus is the cognitive, ___30___ psychological, and institutional status of an individual. That is, the spotlight is on what mental capabilities are involving, what ___31___ psychological factors play a role in the learning or acquisition, and whether the target language is learnt in the classroom or acquired through social touch with native speakers. ___32___

23. 改正：

24. 改正：

25. 改正：

26. 改正：

27. 改正：

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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. 当我在小学毕了业的时候，亲友一致的愿意我去学手艺，好帮助母亲。我晓得我应当去找饭吃，以减轻母亲的勤劳困苦。可是，我也愿意升学。我偷偷地考入了师范学校——制服，饭食，书籍，宿处，都由学校供给。只有这样，我才敢对母亲提升学的话。入学，要交十元的保证金。这是一笔巨款!母亲作了半个月的难，把这巨款筹到，而后含泪把我送出门去。她不辞劳苦，只要儿子有出息。当我由师范毕业，而被派为小学校长，母亲与我都一夜不曾合眼。我只说了句：“以后，您可以歇一歇了!”她的回答只有一串串的眼泪。

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. A	2. C	3. B	4. A	5. B
6. A	7. D	8. D	9. A	10. A
11. B	12. C	13. D	14. B	23. the
24. possessing	25. as	26. that	27. /	28. literature
29. attempting	30. and	31. involved	32. contact	

15. When consensus begins to form.

16. Due to proximity and shared disapproval of others.

17. We admire extroverts but ignore introverts.

18. Technologically gifted loners who get wealthy.

19. Great ideas come from quiet people.

20. It forces the brain to resolve internal conflict, strengthening cognitive muscles.

21. A command system directing attention for planning, problem-solving, and mental tasks.

22. Bilingualism enhances cognitive skills and brain function beyond language.

33. When I graduated from primary school, my relatives and friends unanimously advised me to learn a trade to help my mother. I knew I should find a job to ease her hardships and toil. Yet, I also wished to continue my studies. Secretly, I took the entrance exam for a normal school—where uniforms, meals, books, and accommodation were all provided by the institution. Only then did I dare mention the idea of further schooling to my mother. Enrollment required a deposit of ten yuan, a considerable sum! My mother struggled for half a month to gather the money, and then, with tears in her eyes, she sent me off. She endured any hardship, as long as her son had a promising future. When I graduated from the normal school and was appointed as a primary school principal, neither my mother nor I slept a wink that night. I simply said, "From now on, you can finally rest a little." Her only reply was a stream of tears.

34. The excerpts present a nuanced debate surrounding the growing trend of homeschooling in China. Proponents, including parents and researchers like Xiong Bingqi, argue that homeschooling offers individualized education tailored to a child's specific needs, often as a response to dissatisfaction with the conventional school system's pace, philosophy, or environment. They highlight that many homeschooling parents are well-educated and capable, and cite studies suggesting homeschooled children can achieve strong academic outcomes. Conversely, opponents, represented by teachers' organizations, raise concerns about inadequate academic standards, a lack of diverse socialization opportunities, and the potential for limited exposure to different perspectives.

In my view, while homeschooling can be a valid and effective choice for certain families, it should not be seen as a wholesale replacement for public education. The strength of the public school system lies in its ability to provide a structured, standardized curriculum and, crucially, a diverse social

environment where children learn to interact with peers from various backgrounds—a vital skill for future citizenship. The concerns about academic rigor and socialization are legitimate and must be carefully considered.

However, the rise of homeschooling undeniably reflects a growing demand for educational diversity and parental agency. It serves as a valuable critique, prompting public schools to reflect on their teaching methods, class sizes, and ability to cater to individual learning styles. The ideal scenario may not be an "either/or" choice but a more flexible educational ecosystem where homeschooling, as a supplementary or alternative option, coexists with and even stimulates improvement within the public system. Ultimately, the goal is to ensure every child receives a quality education that fosters both intellectual growth and social competence, whether at home, in school, or through a combination of both.

逐题解析

答案定位与考点精讲

1. 【答案】A

定位第(3)段末句 → 提取‘troubles relate right back to a short-term perspective’ → 同义替换为‘long-term planning’

考点：推理判断　细节定位　同义替换

2. 【答案】C

定位第(4)段首句 → 分析其与上文‘allocate it to activities that yield the most tangible accomplishments’的关系 → 判断为举例解释

考点：篇章结构　逻辑衔接

3. 【答案】B

定位第(3)段末句 → 提取‘troubles relate right back to a short-term perspective’ → 同义替换为‘short-sightedness’

考点：细节定位　同义替换

4. 【答案】A

定位第(2)段类比（个人生活如公司） → 结合第(3)段‘invest your resources wisely’及第(4)段对家庭关系投入的讨论 → 推断出‘nurture’（培育）是共同点

考点：推理判断　类比推理

5. 【答案】B

定位第(1)段描述 → 提取‘the deck was quiet at last’及人物对噪音（机械钢琴）的反应 → 推断其偏好安静

考点：细节定位　推理判断

6. 【答案】A

定位Mrs. Macphail相关描述 → 提取其社交行为与心理 → 推断其性格特征

考点：人物性格推断　细节支撑

7. 【答案】D

定位Davidson夫妇相关描述 → 分析作者对Mrs. Davidson的态度 → 排除符合描述的选项

考点：人物态度推断　形容词辨析

8. 【答案】D

定位Dr. Macphail的多处描述 → 逐一验证选项与原文的对应关系 → 找出与原文相悖的陈述

考点：细节比对　人物性格分析

9. 【答案】A

定位'extrovert ideal'的描述 → 提取理想外向者的特征 → 找出未提及的形容词

考点：细节定位　特征匹配

10. 【答案】A

通读全文把握作者核心观点 → 分析'Extrovert Ideal'的批判性 → 匹配最能反映作者观点的选项

考点：主旨概括　作者态度

11. 【答案】B

定位末段核心观点 → 识别作者对内向性格被贬低的批判态度 → 推断其结尾注释的意图是发出警示

考点：观点态度推断　篇章主旨把握

12. 【答案】C

定位第(2)段新旧观点对比句 → 提取旧观点（干扰）与新观点（认知益处）的核心差异 → 匹配选项

考点：细节定位　观点对比

13. 【答案】D

分析第(3)段核心论点（干扰是伪装的祝福） → 分析第(4)段内容（具体说明执行功能如何被提升） → 判断段落间为例证与深化关系

考点：篇章结构　段落功能

14. 【答案】B

定位第(5)段关于旧理论（抑制能力）的讨论 → 识别“但该解释似乎...”的转折信号 → 推断新理论（监控能力）是解释非抑制任务表现的关键

考点：推理判断　转折信号捕捉

15. 【答案】When consensus begins to form.

定位题干关键词 'culture begin to emerge' → 在语篇中定位到对应信息 'when consensus begins to form' → 同义替换得出答案

考点：细节定位　同义替换

16. 【答案】Due to proximity and shared disapproval of…

定位题干关键词 'intimacy of shipboard' → 在语篇中定位到对应信息 'proximity and shared disapproval of others' → 同义替换得出答案

考点：细节定位　同义替换

17. 【答案】We admire extroverts but ignore introverts.

定位题干关键词 'personality styles' 和 'discrepancy' → 在语篇中定位到对应信息 'We admire extroverts but ignore introverts' → 同义替换得出答案

考点：细节定位　同义替换

18. 【答案】Technologically gifted loners who get wealthy.

定位题干关键词 'who is allowed' 和 'whatever personality' → 在语篇中定位到对应信息 'Technologically gifted loners who get wealthy' → 同义替换得出答案

考点：细节定位　同义替换

19. 【答案】Great ideas come from quiet people.

定位题干关键词 'mistake' 和 'embrace the Extrovert Ideal' → 在语篇中定位到对应信息 'Great ideas come from quiet people' → 同义替换得出答案

考点：细节定位　同义替换

20. 【答案】It forces the brain to resolve internal…

定位题干关键词 'interference' 和 'blessing in disguise' → 在语篇中定位到相关论述 → 提取其具体作用（解决内部冲突，增强认知能力） → 同义替换匹配选项

考点：细节定位　同义替换　因果推理

21. 【答案】A command system directing attention for…

定位题干核心概念 'executive function' → 在语篇中定位其定义或解释性描述 → 提取其功能（指挥系统，引导注意力用于规划、解决问题等） → 同义替换匹配选项

考点：细节定位　概念定义　同义替换

22. 【答案】Bilingualism enhances cognitive skills and…

通览全文，把握各段落核心观点 → 归纳共同主题（双语对认知和大脑功能的益处超越语言本身） → 匹配最能概括全文的选项

考点：主旨归纳　段落大意整合　主题提炼

23. 【答案】the

1 空 识别先行词为特指名词 → 判断定语从句缺少限定词 → 选择定冠词
2 空 分析句子主干 → 判断空格处为非谓语动词作状语 → 选择现在分词形式
3 空 分析从句与主句的逻辑关系 → 判断为方式或比较状语从句 → 选择连词
4 空 识别空格在句中作宾语 → 判断为同位语从句或宾语从句 → 选择连接词
5 空 分析句子结构 → 判断空格处为可省略的冠词或介词 → 选择不填
6 空 根据空格前的定冠词 'the' 和空格后的介词 'of'，判断此处需要一个名词，且该名词需能与 'of' 构成合理搭配，表示 '...的文学'。
7 空 分析句子结构，空格位于系动词 'is' 之后，作表语，且主语 'The project' 与动词 'attempt' 之间是主动关系，因此需要使用现在分词形式。
8 空 分析句子结构，空格连接两个并列的名词短语 'the first book' 和 'the second book'，表示并列关系，因此需要使用并列连词。
9 空 根据句子的时间状语 'in the 1990s' 判断时态为一般过去时，且动词 'involve' 与主语 'He' 之间是被动关系（他被卷入），因此需要使用一般过去时的被动语态。
10 空 根据空格前的动词 'take' 和空格后的介词 'with'，判断此处需要一个名词与 'take...with' 构成固定搭配，表示 '与...取得联系'。

考点：定语从句限定词　非谓语动词作状语　状语从句连词　名词性从句连接词　省略结构　名词词性判断　介词搭配　非谓语动词作表语　主被动关系判断　并列连词　名词短语并列　一般过去时　被动语态　固定搭配 take contact with

24. 【答案】possessing

1 空 识别先行词为特指名词 → 判断定语从句缺少限定词 → 选择定冠词
2 空 分析句子主干 → 判断空格处为非谓语动词作状语 → 选择现在分词形式
3 空 分析从句与主句的逻辑关系 → 判断为方式或比较状语从句 → 选择连词
4 空 识别空格在句中作宾语 → 判断为同位语从句或宾语从句 → 选择连接词
5 空 分析句子结构 → 判断空格处为可省略的冠词或介词 → 选择不填
6 空 根据空格前的定冠词 'the' 和空格后的介词 'of'，判断此处需要一个名词，且该名词需能与 'of' 构成合理搭配，表示 '...的文学'。
7 空 分析句子结构，空格位于系动词 'is' 之后，作表语，且主语 'The project' 与动词 'attempt' 之间是主动关系，因此需要使用现在分词形式。
8 空 分析句子结构，空格连接两个并列的名词短语 'the first book' 和 'the second book'，表示并列关系，因此需要使用并列连词。

9 空 根据句子的时间状语 'in the 1990s' 判断时态为一般过去时，且动词 'involve' 与主语 'He' 之间是被动关系（他被卷入），因此需要使用一般过去时的被动语态。
10 空 根据空格前的动词 'take' 和空格后的介词 'with'，判断此处需要一个名词与 'take...with' 构成固定搭配，表示 '与...取得联系'。

考点：定语从句限定词　非谓语动词作状语　状语从句连词　名词性从句连接词　省略结构　名词词性判断　介词搭配　非谓语动词作表语　主被动关系判断　并列连词　名词短语并列　一般过去时　被动语态　固定搭配 take contact with

25. 【答案】as

1 空 识别先行词为特指名词 → 判断定语从句缺少限定词 → 选择定冠词
2 空 分析句子主干 → 判断空格处为非谓语动词作状语 → 选择现在分词形式
3 空 分析从句与主句的逻辑关系 → 判断为方式或比较状语从句 → 选择连词
4 空 识别空格在句中作宾语 → 判断为同位语从句或宾语从句 → 选择连接词
5 空 分析句子结构 → 判断空格处为可省略的冠词或介词 → 选择不填
6 空 根据空格前的定冠词 'the' 和空格后的介词 'of'，判断此处需要一个名词，且该名词需能与 'of' 构成合理搭配，表示 '...的文学'。
7 空 分析句子结构，空格位于系动词 'is' 之后，作表语，且主语 'The project' 与动词 'attempt' 之间是主动关系，因此需要使用现在分词形式。
8 空 分析句子结构，空格连接两个并列的名词短语 'the first book' 和 'the second book'，表示并列关系，因此需要使用并列连词。
9 空 根据句子的时间状语 'in the 1990s' 判断时态为一般过去时，且动词 'involve' 与主语 'He' 之间是被动关系（他被卷入），因此需要使用一般过去时的被动语态。
10 空 根据空格前的动词 'take' 和空格后的介词 'with'，判断此处需要一个名词与 'take...with' 构成固定搭配，表示 '与...取得联系'。

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26. 【答案】that

1 空 识别先行词为特指名词 → 判断定语从句缺少限定词 → 选择定冠词
2 空 分析句子主干 → 判断空格处为非谓语动词作状语 → 选择现在分词形式
3 空 分析从句与主句的逻辑关系 → 判断为方式或比较状语从句 → 选择连词
4 空 识别空格在句中作宾语 → 判断为同位语从句或宾语从句 → 选择连接词
5 空 分析句子结构 → 判断空格处为可省略的冠词或介词 → 选择不填
6 空 根据空格前的定冠词 'the' 和空格后的介词 'of'，判断此处需要一个名词，且该名词需能与 'of' 构成合理搭配，表示 '...的文学'。
7 空 分析句子结构，空格位于系动词 'is' 之后，作表语，且主语 'The project' 与动词 'attempt' 之间是主动关系，因此需要使用现在分词形式。
8 空 分析句子结构，空格连接两个并列的名词短语 'the first book' 和 'the second book'，表示并列关系，因此需要使用并列连词。
9 空 根据句子的时间状语 'in the 1990s' 判断时态为一般过去时，且动词 'involve' 与主语 'He' 之间是被动关系（他被卷入），因此需要使用一般过去时的被动语态。
10 空 根据空格前的动词 'take' 和空格后的介词 'with'，判断此处需要一个名词与 'take...with' 构成固定搭配，表示 '与...取得联系'。

考点：定语从句限定词　非谓语动词作状语　状语从句连词　名词性从句连接词　省略结构　名词词性判断　介词搭配　非谓语动词作表语　主被动关系判断　并列连词　名词短语并列　一般过去时　被动语态　固定搭配 take contact with

27. 【答案】/

1 空 识别先行词为特指名词 → 判断定语从句缺少限定词 → 选择定冠词
2 空 分析句子主干 → 判断空格处为非谓语动词作状语 → 选择现在分词形式
3 空 分析从句与主句的逻辑关系 → 判断为方式或比较状语从句 → 选择连词
4 空 识别空格在句中作宾语 → 判断为同位语从句或宾语从句 → 选择连接词
5 空 分析句子结构 → 判断空格处为可省略的冠词或介词 → 选择不填
6 空 根据空格前的定冠词 'the' 和空格后的介词 'of'，判断此处需要一个名词，且该名词需能与 'of' 构成合理搭配，表示 '...的文学'。
7 空 分析句子结构，空格位于系动词 'is' 之后，作表语，且主语 'The project' 与动词 'attempt' 之间是主动关系，因此需要使用现在分词形式。
8 空 分析句子结构，空格连接两个并列的名词短语 'the first book' 和 'the second book'，表示并列关系，因此需要使用并列连词。
9 空 根据句子的时间状语 'in the 1990s' 判断时态为一般过去时，且动词 'involve' 与主语 'He' 之间是被动关系（他被卷入），因此需要使用一般过去时的被动语态。
10 空 根据空格前的动词 'take' 和空格后的介词 'with'，判断此处需要一个名词与 'take...with' 构成固定搭配，表示 '与...取得联系'。

考点：定语从句限定词　非谓语动词作状语　状语从句连词　名词性从句连接词　省略结构　名词词性判断　介词搭配　非谓语动词作表语　主被动关系判断　并列连词　名词短语并列　一般过去时　被动语态　固定搭配 take contact with

28. 【答案】literature

1 空 识别先行词为特指名词 → 判断定语从句缺少限定词 → 选择定冠词
2 空 分析句子主干 → 判断空格处为非谓语动词作状语 → 选择现在分词形式
3 空 分析从句与主句的逻辑关系 → 判断为方式或比较状语从句 → 选择连词
4 空 识别空格在句中作宾语 → 判断为同位语从句或宾语从句 → 选择连接词
5 空 分析句子结构 → 判断空格处为可省略的冠词或介词 → 选择不填
6 空 根据空格前的定冠词 'the' 和空格后的介词 'of'，判断此处需要一个名词，且该名词需能与 'of' 构成合理搭配，表示 '...的文学'。
7 空 分析句子结构，空格位于系动词 'is' 之后，作表语，且主语 'The project' 与动词 'attempt' 之间是主动关系，因此需要使用现在分词形式。
8 空 分析句子结构，空格连接两个并列的名词短语 'the first book' 和 'the second book'，表示并列关系，因此需要使用并列连词。
9 空 根据句子的时间状语 'in the 1990s' 判断时态为一般过去时，且动词 'involve' 与主语 'He' 之间是被动关系（他被卷入），因此需要使用一般过去时的被动语态。
10 空 根据空格前的动词 'take' 和空格后的介词 'with'，判断此处需要一个名词与 'take...with' 构成固定搭配，表示 '与...取得联系'。

考点：定语从句限定词　非谓语动词作状语　状语从句连词　名词性从句连接词　省略结构　名词词性判断　介词搭配　非谓语动词作表语　主被动关系判断　并列连词　名词短语并列　一般过去时　被动语态　固定搭配 take contact with

29. 【答案】attempting

1 空 识别先行词为特指名词 → 判断定语从句缺少限定词 → 选择定冠词
2 空 分析句子主干 → 判断空格处为非谓语动词作状语 → 选择现在分词形式
3 空 分析从句与主句的逻辑关系 → 判断为方式或比较状语从句 → 选择连词
4 空 识别空格在句中作宾语 → 判断为同位语从句或宾语从句 → 选择连接词
5 空 分析句子结构 → 判断空格处为可省略的冠词或介词 → 选择不填
6 空 根据空格前的定冠词 'the' 和空格后的介词 'of'，判断此处需要一个名词，且该名词需能与 'of' 构成合理搭配，

表示 '...的文学'。
7 空 分析句子结构，空格位于系动词 'is' 之后，作表语，且主语 'The project' 与动词 'attempt' 之间是主动关系，因此需要使用现在分词形式。
8 空 分析句子结构，空格连接两个并列的名词短语 'the first book' 和 'the second book'，表示并列关系，因此需要使用并列连词。
9 空 根据句子的时间状语 'in the 1990s' 判断时态为一般过去时，且动词 'involve' 与主语 'He' 之间是被动关系（他被卷入），因此需要使用一般过去时的被动语态。
10 空 根据空格前的动词 'take' 和空格后的介词 'with'，判断此处需要一个名词与 'take...with' 构成固定搭配，表示 '与...取得联系'。

考点：定语从句限定词　非谓语动词作状语　状语从句连词　名词性从句连接词　省略结构　名词词性判断　介词搭配　非谓语动词作表语　主被动关系判断　并列连词　名词短语并列　一般过去时　被动语态　固定搭配 take contact with

30. 【答案】and

1 空 识别先行词为特指名词 → 判断定语从句缺少限定词 → 选择定冠词
2 空 分析句子主干 → 判断空格处为非谓语动词作状语 → 选择现在分词形式
3 空 分析从句与主句的逻辑关系 → 判断为方式或比较状语从句 → 选择连词
4 空 识别空格在句中作宾语 → 判断为同位语从句或宾语从句 → 选择连接词
5 空 分析句子结构 → 判断空格处为可省略的冠词或介词 → 选择不填
6 空 根据空格前的定冠词 'the' 和空格后的介词 'of'，判断此处需要一个名词，且该名词需能与 'of' 构成合理搭配，表示 '...的文学'。
7 空 分析句子结构，空格位于系动词 'is' 之后，作表语，且主语 'The project' 与动词 'attempt' 之间是主动关系，因此需要使用现在分词形式。
8 空 分析句子结构，空格连接两个并列的名词短语 'the first book' 和 'the second book'，表示并列关系，因此需要使用并列连词。
9 空 根据句子的时间状语 'in the 1990s' 判断时态为一般过去时，且动词 'involve' 与主语 'He' 之间是被动关系（他被卷入），因此需要使用一般过去时的被动语态。
10 空 根据空格前的动词 'take' 和空格后的介词 'with'，判断此处需要一个名词与 'take...with' 构成固定搭配，表示 '与...取得联系'。

考点：定语从句限定词　非谓语动词作状语　状语从句连词　名词性从句连接词　省略结构　名词词性判断　介词搭配　非谓语动词作表语　主被动关系判断　并列连词　名词短语并列　一般过去时　被动语态　固定搭配 take contact with

31. 【答案】involved

1 空 识别先行词为特指名词 → 判断定语从句缺少限定词 → 选择定冠词
2 空 分析句子主干 → 判断空格处为非谓语动词作状语 → 选择现在分词形式
3 空 分析从句与主句的逻辑关系 → 判断为方式或比较状语从句 → 选择连词
4 空 识别空格在句中作宾语 → 判断为同位语从句或宾语从句 → 选择连接词
5 空 分析句子结构 → 判断空格处为可省略的冠词或介词 → 选择不填
6 空 根据空格前的定冠词 'the' 和空格后的介词 'of'，判断此处需要一个名词，且该名词需能与 'of' 构成合理搭配，表示 '...的文学'。
7 空 分析句子结构，空格位于系动词 'is' 之后，作表语，且主语 'The project' 与动词 'attempt' 之间是主动关系，因此需要使用现在分词形式。
8 空 分析句子结构，空格连接两个并列的名词短语 'the first book' 和 'the second book'，表示并列关系，因此需要使用并列连词。
9 空 根据句子的时间状语 'in the 1990s' 判断时态为一般过去时，且动词 'involve' 与主语 'He' 之间是被动关系（他被卷入），因此需要使用一般过去时的被动语态。
10 空 根据空格前的动词 'take' 和空格后的介词 'with'，判断此处需要一个名词与 'take...with' 构成固定搭配，表示

'与...取得联系'。

考点：定语从句限定词　非谓语动词作状语　状语从句连词　名词性从句连接词　省略结构　名词词性判断　介词搭配　非谓语动词作表语　主被动关系判断　并列连词　名词短语并列　一般过去时　被动语态　固定搭配 take contact with

32. 【答案】contact

1 空 识别先行词为特指名词 → 判断定语从句缺少限定词 → 选择定冠词

2 空 分析句子主干 → 判断空格处为非谓语动词作状语 → 选择现在分词形式

3 空 分析从句与主句的逻辑关系 → 判断为方式或比较状语从句 → 选择连词

4 空 识别空格在句中作宾语 → 判断为同位语从句或宾语从句 → 选择连接词

5 空 分析句子结构 → 判断空格处为可省略的冠词或介词 → 选择不填

6 空 根据空格前的定冠词 'the' 和空格后的介词 'of'，判断此处需要一个名词，且该名词需能与 'of' 构成合理搭配，表示 '...的文学'。

7 空 分析句子结构，空格位于系动词 'is' 之后，作表语，且主语 'The project' 与动词 'attempt' 之间是主动关系，因此需要使用现在分词形式。

8 空 分析句子结构，空格连接两个并列的名词短语 'the first book' 和 'the second book'，表示并列关系，因此需要使用并列连词。

9 空 根据句子的时间状语 'in the 1990s' 判断时态为一般过去时，且动词 'involve' 与主语 'He' 之间是被动关系（他被卷入），因此需要使用一般过去时的被动语态。

10 空 根据空格前的动词 'take' 和空格后的介词 'with'，判断此处需要一个名词与 'take...with' 构成固定搭配，表示 '与...取得联系'。

考点：定语从句限定词　非谓语动词作状语　状语从句连词　名词性从句连接词　省略结构　名词词性判断　介词搭配　非谓语动词作表语　主被动关系判断　并列连词　名词短语并列　一般过去时　被动语态　固定搭配 take contact with

33. 【答案】When I graduated from primary school, my…

翻译需处理复杂句式（如定语从句、非谓语结构）和文化负载词，同时保持原文情感与逻辑连贯。

考点：定语从句转换　非谓语动词运用　文化负载词翻译　情感语气传达

34. 【答案】The excerpts present a nuanced debate…

考生需理解材料主旨（家庭教育兴起），并围绕正反双方观点进行谋篇布局，构建完整的议论文结构。

考点：谋篇布局　主旨大意　篇章结构