专八 · 2017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

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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)It's 7 pm on a balmy Saturday night in June, and I have just ordered my first beer in I Cervejaria, a restaurant in Zambujeira do Mar, one of the prettiest villages on Portugal's south-west coast. The place is empty, but this doesn't surprise me at all. I have spent two weeks in this area, driving along empty roads, playing with my son on empty beaches, and staying in B&Bs where we are the only guests (2)No doubt the restaurant, run by two brothers for the past 28 years, is buzzing in July and August, when Portuguese holidaymakers descend on the Alentejo coast. But for the other 10 months of the year, the trickle of diners who come to feast on fantastically fresh seafood reflects the general pace of life in the Alentejo: sleepy, bordering on comatose. (3)One of the poorest, least-developed, least-populated regions in western Europe, the Alentejo has been dubbed both the Provence and the Tuscany of Portugal. Neither is accurate. Its scenery is not as pretty and, apart from in the capital Evora, its food isn't as sophisticated. The charms of this land of wheat fields, cork oak forests, wildflower meadows and tiny white-washed villages, are more subtle than in France or Italy's poster regions (4)To travel here is to step back in time 40 or 50 years. Life rolls along at a treacly pace; there's an unnerving stillness to the landscape. But that stillness ends abruptly at the Atlantic Ocean, where there is drama in spade. Protected by the South West Alentejo and Costa Vicentina national park, the 100 km of coastline from Porto Covo in the Alentejo to Burgau in the Algarve is the most stunning in Europe. And yet few people seem to know about it. Walkers come to admire the views from the Fisherman's Way, surfers to ride the best waves in Europe, but day after day we had spectacular beaches to ourselves. (5)The lack of awareness is partly a matter of accessibility(these beaches are a good two hours'drive from either Faro or Lisbon airports)and partly to do with a lack of beach side accommodation. There are some gorgeous, independent guesthouses in this area, but they are hidden in valleys or at the end of dirt tracks. (6)Our base was a beautiful 600-acre estate of uncultivated land covered in rock-rose, eucalyptus and wild flowers 13 km inland from Zambujeira. Our one-bedroom home, Azenha, was once home to the miller who tended the now-restored watermill next to it. A kilometre away from the main house, pool and restaurant, it is gloriously isolated. (7)Stepping out of the house in the morning to greet our neighbours—wild horses on one side, donkeys on the other—with nothing but birdsong filing the air, I felt a sense of adventure you normally only get with wild camping. (8)“When people first arrive, they feel a little anxious wondering what they are going to do the whole time,"Sarah Gredley, the English owner of the estate, told me.“But it doesn't usually take them long to realize that the whole point of being here is to slow down, to enjoy nature." (9)We followed her advice, walking down to the stream in search of terrapins and otters, or through clusters of cork oak trees. On some days, we tramped uphill to the windmill, now a romantic house for two, for panoramic views across the estate and beyond. (10)When we ventured out, we were always drawn back to the coast—the gentle sands and shallow bay of Farol beach. At the end of the day, we would head, sandy-footed, to the nearest restaurant, knowing that at every one there would be a cabinet full of fresh seafood to choose from—bass, salmon, lobster, prawns, crabs, goose barnacles, clams...We never ate the same thing twice. (11)A kilometre or so from

I Cervejaria, on Zambujeira's idyllic natural harbour is O Sacas, originally built to feed the fishermen but now popular with everyone. After eating platefuls of seafood on the terrace, we wandered down to the harbour where two fishermen, in wetsuits, were setting out by boat across the clear turquoise water to collect goose barnacles. Other than them the place was deserted-just another empty beauty spot where I wondered for the hundredth time that week how this pristine stretch of coast has remained so undiscovered.

1. The first part of Para.4 refers to the fact that
   A. life there is quiet and slow
   B. the place is little known
   C. the place is least populated
   D. there are stunning views

2. "The lack of awareness "in Para.5 refers to
   A. different holidaying preferences
   B. difficulty of finding accommodation
   C. little knowledge of the beauty of the beach
   D. long distance from the airports

3. The author uses "gloriously "in Para.6 to
   A. describe the scenery outside the house
   B. show appreciation of the surroundings
   C. contrast greenery with isolation
   D. praise the region's unique feature

4. The sentence "We never ate the same thing twice "in Para.10 reflects the of the seafood there.
   A. freshness B. delicacy C. taste D. variety

5. Which of the following themes is repeated in both Paras.1 and 11?
   A. Publicity. B. Landscape. C. Seafood. D. Accommodation.

(1)I can stillremember the faces when I suggested a method of dealing with what most teachers of English considered one of their pet horrors, extended reading. The room was full of tired teachers, and many were quite cynical about the offer to work together to create a new and dynamic approach to the place of stories in the classroom. (2)They had seen promises come and go and mere words weren't going to convince them, which was a shame as it was mere words that we were principally dealing with. Most teachers were unimpressed by the extended reading challenge from the Ministry, and their lack of enthusiasm for the rather dry list of suggested tales was passed on to their students and everyone was pleased when that part of the syllabus was over. It was simply a box ticking exercise. We needed to do something more. We needed a very different approach. (3)That was ten years ago. Now we have a different approach, and it works. Here's how it happened (or, like most good stories, here are the main parts. You have to fill in some of yourself employing that underused classroom device, the imagination.).We started with three main precepts: (4)First, it is important to realize that all of us are storytellers, tellers of tales. We all have our own narratives—the real stories such as what happened to us this morning or night, and the ones we have been told by others and we haven't experienced personally. We could say that our entire lives are constructed as narratives. As a result, we all understand and instinctively feel narrative structure. Binary opposites—for example, the tension created between good and bad together with the resolution of that tension through the

intervention of time, resourcefulness and virtue—is a concept understood by even the youngest children. Professor Kieran Egan, in his seminal book“Teaching as Storytelling”warns us not to ignore this innate skill, for it is a remarkable tool for learning. (5)We need to understand that writing and reading are two sides of the same coin: an author has not completed the task if the book is not read: the creative circle is not complete without the reader, who willsupply their own creative input to the process. Samuel Johnson said: A writer only begins a book. A reader finishes it. In teaching terms, we often forget that reading itself can be a creative process, just as writing is, and we too often relegate it to a means of data colection. We frequently forget to make that distinction when presenting narratives or poetry, and often ask comprehension questions which relate to factual information—who said what and when, rather than speculating on"why", for example, or examining the context of the action. (6)The third part of the reasoning that we adopted relates to the need to engage the students as readers in their own right, not simply as language learners; learning the language is part of the process, not the reason for reading. What they read must become theirs and have its own special and secret life in their heads, a place where teachers can only go if invited. (7)We quickly found that one of the most important ways of making all the foregoing happen was to engage the creative talents of the class before they read a word of the text. The pre-reading activities become the most important part of the teaching process; the actual reading part can almost be seen as the cream on the cake, and the principal aim of pre-reading activities is to get students to want to read the text. We developed a series of activities which use clues or fragments from the text yet to be read, and which rely on the students'innate knowledge of narrative, so that they can build their own stories before they read the key text. They have enough information to generate ideas but not so much that it becomes simply an exercise in guided writing; releasing a free imagination is the objective. (8)Moving from pre-reading to reading, we may introduce textual intervention activities.“Textual Intervention”is a term used by Rob Pope to describe the process of questioning a text not simply as a guide to comprehension but as a way of exploring the context of the story at any one time, and examining points at which the narrative presents choices, points of divergence, or narrative crossroads. We don't do this for all texts, however, as the shorter ones do not seem to gain much from this process and it simply breaks up the reading pleasure. (9)Follow-up activities are needed, at the least, to round off the activity, to bring some sense of closure but they also offer an opportunity to link the reading experience more directly to the requirements of the syllabus. Indeed, the story may have been chosen in the first place because the context supports one of the themes that teachers are required to examine as part of the syllabus—for example,“families”,“science and technology”,“communications”,“the environment”and all the other familiar themes. For many teachers this is an essential requirement if they are to engage in such extensive reading at all. (10)The whole process—pre-, while and post reading—could be just an hour's activity, or it could last for more than one lesson. When we are designing the materials for exploring stories clearly it isn't possible for us to know how much time any teacher willhave available, which is why we construct the activities into a series of independent units which we call kits. They are called kits because we expect teachers to build their own lessons out of the materials we provide,

which implies that large amounts may be discarded. What we do ask, though, is that the pre-reading activities be included, if nothing else. That is essential for the process to engage the student as a creative reader. (11)One of the purposes of encouraging a creative reading approach in the language classroom is to do with the dynamics we perceive in the classroom. Strategic theorists tell us of the social trinity, whereby three elements are required to achieve a dynamic in any social situation. In the language classroom these might be seen as consisting of the student, the teacher and the language. Certainly from the perspective of the student—and usually from the perspective of the teacher—the relationship is an unequal one, with the language being perceived as placed closer to the teacher than the student. This will result in less dynamic between language and student than between language and teacher. However, if we replace “language” with narrative and especially if that is approached as a creative process that draws the student in so that they feel they “own” the relationship with the text. Then this will shift the dynamic in the classroom so that the student, who has now become a reader, is much closer to the language—or narrative—than previously. This creates a much more effective dynamic of learning. However, some teachers feel threatened by this apparent loss of overall control and mastery. Indeed, the whole business of open ended creativity and a lack of boxes to tick for the correct answer is quite unsettling territory for some to find themselves in.

6. It can be inferred from Paras.l and 2 that teachers used to

A. oppose strongly the teaching of extended reading
B. be confused over how to teach extended reading
C. be against adopting new methods of teaching
D. teach extended reading in a perfunctory way

7. The sentence “we all understand and instinctively feel narrative structure” in Para.4 indicates that

A. we are good at telling stories
B. we all like telling stories
C. we are born story-tellers
D. we all like listening to stories

8. Samuel Johnson regards the relationship between a writer and a reader as (Para.5).

A. independent B. collaborative C. contradictory D. reciprocal

9. In Para.7, the author sees "pre-reading "as the most important part of reading because _ ·

A. it encourages students'imagination
B. it lays a good foundation for reading
C. it can attract students'attention
D. it provides clues to the text to be read

10. “Textual Intervention” suggested by Rob Pope (in Para.8) is expected to fulfill allthe following functions EXCEPT

A. exploring the context
B. interpreting ambiguities
C. stretching the imagination
D. examining the structure

(1)Once again, seething, residual anger has burst forth in an American city. And the riots that overtook Los Angeles were a reminder of what knowledgeable observers have been saving for a quarter-century: America will continue paying a high price in civil and ethnic unrest unless the nation commits

itself to programs that help the urban poor lead productive and respectable lives. (2)Once again, a proven program is worth pondering: national service. (3)Somewhat akin to the military training that generations of American males received in the armed forces, a 1990s version would prepare thousands of unemployable and undereducated young adults for quality lives in our increasingly global and technology-driven economy. National service opportunities would be available to any who needed it and, make no mistake, the problems are now so structural, so intractable, that any solution will require massive federal intervention. (4)In his much-quoted book,“The Truly Disadvantaged”, sociologist William Julius Wilson wrote that “only a major program of economic reform”will prevent the riot-prone urban underclass from being permanently locked out of American economic life. Today, we simply have no choice. The enemy within and among our separate ethnic selves is as daunting as any foreign foe. (5)Families who are rent apart by welfare dependency, job discrimination and intense feelings of alienation have produced minority teenagers with very little self-discipline and little faith that good grades and the American work ethic will pay off. A military-like environment for them with practical domestic objectives could produce startling results. (6)Military service has been the most successful career training program we've ever known, and American children born in the years since the all-volunteer Army was instituted make up a large proportion of this targeted group. But this opportunity may disappear forever if too many of our military bases are summarily closed and converted or sold to the private sector. The facilities, manpower, traditions, and capacity are already in place. (7)Don't dismantle it: rechannel it. (8)Discipline is a cornerstone of any responsible citizen's life. I was taught it by my father, who was a policeman. Many of the rioters have never had any at all. As an athlete and former Army officer, I know that discipline can be learned. More importantly, it must be learned or it doesn't take hold. (9)A precedent for this approach was the Civilian Conservation Corps that worked so well during the Great Depression. My father enlisted in the CCC as a young man with an elementary school education and he learned invaluable skills that served him well throughout his life. The key was that a job was waiting for him when he finished. The certainty of that first entry-level position is essential if severely alienated young minority men and women are to keep the faith. (10)We all know these are difficult times for the public sector, but here's a chance to add energetic and able manpower to America's workforce. They could be prepared for the world of work or college—an offer similar to that made to returning GIs after World War II .It would be a chance for 16-to 2l-year-olds to live among other cultures, religions, races and in different geographical areas. And these young people could be taught to rally around common goals and friendships that evolve out of pride in one's squad, platoon, company, battalion—or commander. (11)We saw such images during the Persian Gulf War and during the NACC Final Four basketball games. In military life and competitive sports, this camaraderie doesn't just happen; it is taught and learned n an atmosphere of discipline and earned mutual respect for each other's capabilities. (12)A national service program would also help overcome two damaging perceptions held by America's disaffected youth: that society just doesn't care about minority youngsters and that one's personal best efforts will not be rewarded in our discriminatory job market. Harvard professor Robert Reich's research has shown that urban social ills are so

pervasive that the upper 20 percent of Americans—that“fortunate fifth”as he calls them—have decided quietly to“secede”from the bottom four-fifths, and the lowest fifth in particular. We cannot accept such estrangement on a permanent basis. And what better way to answer skeptics from any group than by certifying the technical skills of graduates from a national service training program? (13)Now, we must act decisively to forestall future urban unrest. Republicans must put aside their aversion to funding programs aimed at certain cultural groups. Democrats must forget labels and recognize that a geographically isolated subgroup of Americans—their children in particular—need systematic and substantive assistance for at least another 20 years. (14)The ethnic taproots of minority Americans are deeply buried in a soil of faith and loyalty to traditional values. With its emphasis on discipline, teamwork, conflict resolution, personal responsibility and marketable skills development, national service can provide both the training and that vital first job that will reconnect these Americans to the rest of us. Let's do it now before the fire next time.

11. According to the author,"national service "is comparable to “military training”because they both cultivate youngsters'

A. good grades B. self discipline C. mutual trust D. work ethic

12. The author cites the example of his father in order to show

A. the importance of discipline B. the importance of education

C. the necessity of having strong faith D. the effectiveness of the program

13. According to the author, a national service program can bring the following benefits to America's youngsters EXCEPT

A. increase in income B. a sense of responsibility

C. confidence and hope D. practical work skills

14. According to the context, what does "the fire "refer to (Para.14)?

A. Discrimination. B. Anger. C. Riots. D. Aversion.

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. What does Para.2 tell us about the restaurant business on the Alentejo coast throughout the year?

_____

16. According to Para.5, what are the main reasons of the Alentejo's inaccessibility?

_____

17. What does "It was simply a box ticking exercise "mean in Para.2?

_____

18. Paras.4-6 propose three main precepts for the new approach. Please use ONE phrase to summarize each of the three precepts.

_____

19. What does the author suggest to shift the dynamic in the classroom (Para.11)?

_____

20. What is the purpose of the program proposed by the author (Paras.1-3)?

21. What does the word “it "in “Don't dismantle it: rechannel it” refer to (Para.7)?

22. What do Robert Reich's findings imply (Para.12)?

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 ability to communicate is the primary factor that distinguishes human beings from animals. And it is the ability to communicate well which distinguishes one individual from another. ___23___ The fact is that apart from the basic necessities, one needs to be equipped with habits for good communication skills, thus this is what ___24___ will make one a happy and successful social being. In order to develop these habits, one needs to first acknowledge the fact that they need to improve communication skills from time to time They need to take stock of the way how they interact and the direction in ___25___ which their work and personal relations are going. The only constant in life is change, the more one accepts one's strengths and works towards ___26___ dealing with their shortcomings, specially in the area of communication ___27___ skills, the better will be their interactions and the more their social popularity. The dominated question that comes here is: How to improve ___28___ communication skills?The answer is simple. One can find plenty of literature on this. There are also experts, who conduct workshops and seminars based on communication skills of men and women. In fact, a large number of companies are bringing in trainers to regularly make ___29___ sessions on the subject, in order to help their work force maintain better interpersonal work relations. Today, effective communication skills have become a predominant factor even while recruiting employees. While interviewing candidates, most interviewers judge them on the basis of the skills they communicate with. They believe that some skills can be improvised on the job; but ___30___ ability to communicate well is important, as every employee becomes the representing face of the company. There are trainers, who specialized in delivering custom-made ___31___ programs on the subject. Through the sessions they not only facilitate better communication skills in the workplace, but also look into the problems in the manner of being able to convey messages effectively ___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. 我小的时候特别盼望过年，往往是一过了腊月，就开始掰着指头数日子。对于我们这种焦急的心态，大人们总是发出深沉的感叹，好像他们不但不喜欢过年，而且还惧怕过年。他们的态度令当时的我感到失望和困惑，现在我完全能够理解了。我想长辈们之所以对过年感慨良多， 一是因为过年意味着一笔开支，二是飞速流逝的时间对他们构成巨大压力。小孩子可以兴奋地说：过年了，我又长大了一岁；而老人们则叹息：嗨，又老了一岁。过年意味着小孩子正在向自己生命过程中的辉煌时期进步，而对于大人，则意味着正向衰朽的残年滑落。

五、PART V 写作（共 1 小题，每小题 20 分，共 20 分）

34. （词数 300-450 • 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. D	5. C
6. D	7. C	8. B	9. A	10. B
11. B	12. D	13. A	14. C	23. that
24. and	25. that	26. the	27. especially	28. dominant
29. conduct	30. the	31. specialize	32. of	

15. It is busy only in July and August.

16. Distance from airports and lack of accommodation.

17. It was a mere formality without real engagement.

18. 1. Humans are innate storytellers. 2. Reading is creative. 3. Engage students as readers.

19. Engage students' creativity before reading the text.

20. To prepare unemployable young adults for quality lives.

21. The military service or its facilities and capacity.

22. Society doesn't care; efforts won't be rewarded.

33. When I was a child, I always looked forward to the Chinese New Year with great anticipation. As soon as the twelfth lunar month began, I would start counting the days on my fingers. Adults, however, would often sigh deeply at our eager impatience, as if they not only disliked the New Year but even dreaded it. Their attitude left me disappointed and puzzled at the time, but now I fully understand it. I believe there are two main reasons why the older generation feels so ambivalent about the New Year: first, it means a significant financial expense; second, the rapid passage of time exerts immense pressure on them. Children can excitedly exclaim, "The New Year is here—I'm a year older!" while the elderly sigh, "Alas, another year has passed." For children, the New Year signifies progress toward the glorious stages of life, whereas for adults, it marks a slide into the twilight years of decline.

34. The debate surrounding job hopping has evolved significantly in recent years, reflecting shifting economic landscapes and employer expectations. Excerpt 1 presents a positive view, arguing that job hopping can be advantageous, particularly in fast-paced fields like technology. It cites data showing shorter average tenures, especially among younger workers, and suggests that changing jobs allows individuals to acquire diverse technical knowledge and maintain skill relevance in competitive markets. Employers, it notes, are increasingly open to this trend. In contrast, Excerpt 2 offers a cautionary perspective, indicating that job hopping is becoming more difficult as employers prioritize stability and solid credentials. It highlights that many companies now automatically reject candidates with frequent job changes, expecting a tenure of four to six years to demonstrate progress and skill mastery. This excerpt emphasizes the importance of adaptability and persistence developed through longer-term employment.

From my perspective, while job hopping can offer short-term benefits, it is not a universally beneficial strategy for long-term career development. The advantages highlighted in Excerpt 1—such as skill diversification and market adaptability—are valid, especially in dynamic industries where technological obsolescence is a real concern. However, the risks outlined in Excerpt 2 are equally compelling. Frequent job changes can signal a lack of commitment or depth to potential employers, potentially limiting access to senior roles that require demonstrated leadership and project continuity. Moreover, the process of constantly adapting to new environments may hinder the development of deep expertise and professional networks, which are often built over time within an organization.

Ultimately, the decision to hop jobs should be strategic rather than habitual. For early-career professionals, a few calculated moves might accelerate learning and salary growth. However, as one advances, prioritizing roles that offer substantial growth opportunities and aligning with long-term career goals becomes more critical. In my view, a balanced approach—where job changes are purposeful and spaced appropriately—can mitigate the downsides while leveraging the benefits. This ensures that one's career narrative reflects both adaptability and stability, qualities highly valued in today's competitive job market.

逐题解析

答案定位与考点精讲

1. 【答案】A

定位第四段首句 → 识别指代关系（'To travel here'指代前文描述的Alentejo地区） → 提取该段对生活节奏的描述（'treacly pace', 'stillness'） → 同义替换为'quiet and slow'

考点：指代关系识别　细节信息提取与同义替换

2. 【答案】C

定位第五段首句 → 分析指代词'awareness'的指代对象 → 回溯第四段末尾（'few people seem to know about it'） → 确定指代内容为对海岸线美景的不了解 → 同义替换为'little knowledge of the beauty of the beach'

考点：指代词回溯　上下文语义衔接

3. 【答案】B

定位第六段'gloriously'所在语境 → 分析其修饰对象（'green'）及上下文情感色彩（'beautiful 600-acre estate'） → 推断作者使用该词表达对周围环境的赞赏 → 匹配选项B

考点：语境情感色彩分析　作者态度推断

4. 【答案】D

定位第十段句子 → 分析字面含义（'never ate the same thing twice'） → 推断其隐含意义（海鲜种类丰富） → 同义替换为'variety'

考点：句子隐含意义推断　同义替换

5. 【答案】C

分别定位第一段和第十一段 → 提取两段的核心信息（第一段：空荡的餐厅、海滩；第十一段：空荡的海滩） → 识别共同主题（人少、空旷） → 匹配选项C（海鲜）为干扰，实际共同主题是'空旷'，但选项中无此主题，需重新审视 → 重新分析：第一段提及海鲜餐厅，第十一段提及海鲜晚餐，共同提及'海鲜'这一主题

考点：跨段落信息比对　共同主题识别

6. 【答案】D

定位Para.1-2描述教师对扩展阅读的态度 → 提取‘cynical’、‘unimpressed’、‘lack of enthusiasm’、‘box ticking exercise’等关键信息 → 推断其教学方式敷衍了事 → 匹配选项D

考点：态度推断　细节支撑

7. 【答案】C

定位Para.4中目标句 → 结合前文‘all of us are storytellers’及后文‘innate skill’（天生技能）进行语境推断 → 理解‘understand and instinctively feel’强调与生俱来的特性 → 匹配选项C

考点：语境词义推断　同义替换

8. 【答案】B

定位Para.5中Samuel Johnson的观点 → 提取‘writing and reading are two sides of the same coin’、‘creative circle is not complete without the reader’、‘supply their own creative input’等关键信息 → 推断作者与读者是相互协作、共同完成创作的关系 → 匹配选项B

考点：观点推断　比喻理解

9. 【答案】A

定位Para.7中关于‘pre-reading’的论述 → 提取‘most important part’及具体原因描述 → 理解其核心在于激发学生想象力以参与文本构建 → 匹配选项A

考点：细节定位　因果推理

10. 【答案】B

定位Para.8中Rob Pope提出的‘Textual Intervention’ → 逐一核对选项功能是否在原文中被提及或暗示 → 发现‘解释歧义’（interpreting ambiguities）未被提及 → 确定为例外项

考点：细节排查　否定信息定位

11. 【答案】B

定位题干关键词 'national service' 和 'military training' → 在第(3)段找到类比关系 'Somewhat akin to' → 定位第(5)段对目标群体的描述 'very little self-discipline' → 推断培养目标为 'self-discipline'

考点：细节定位　指代与衔接　同义替换

12. 【答案】D

定位题干关键词 'his father' → 在第(6)段找到 'Military service has been the most successful career training program' → 结合上下文，作者以父亲经历（军事服务）为例，旨在证明该类项目的有效性 → 得出答案

考点：推理判断　篇章结构　例证目的

13. 【答案】A

定位题干关键词 'benefits' 和 'EXCEPT' → 在第(3)段找到 'prepare... for quality lives'，第(5)段找到 'practical domestic objectives'，第(8)段找到 'Discipline' → 综合推断出责任、信心、技能均为益处 → 对比选项，'收入增加'未提及

考点：细节定位　推理判断　排除法

14. 【答案】C

定位第(14)段 'the fire' → 回溯前文，第(1)段提到 'seething, residual anger has burst forth' 和 'riots' → 第(14)段 'the fire' 是对前文 'riots' 的比喻性指代 → 得出答案

考点：词义猜测　指代与衔接　上下文推断

15. 【答案】It is busy only in July and August.

定位Para.2关于餐厅生意的描述 → 提取时间限定信息 → 匹配正确选项

考点：细节定位　时间限定

16. 【答案】Distance from airports and lack of…

定位Para.5关于阿连特茹难以到达的原因 → 提取并列的两个原因 → 匹配正确选项

考点：细节定位　原因列举

17. 【答案】It was a mere formality without real…

定位Para.2中短语所在句 → 结合上下文语境推断其比喻义 → 匹配正确选项

考点：语境推断　习语理解

18. 【答案】1. Humans are innate storytellers. 2. Reading…

定位Paras.4-6关于新方法的三个主要原则 → 分别概括每段核心观点 → 匹配正确选项

考点：段落主旨概括　信息整合

19. 【答案】Engage students' creativity before reading…

定位Para.11关于改变课堂动态的建议 → 提取作者提出的具体方法 → 匹配正确选项

考点：推理判断　建议提取

20. 【答案】To prepare unemployable young adults for…

定位作者在第1-3段提出的项目核心目的 → 识别其针对‘unemployable young adults’并旨在‘prepare them for quality lives’ → 同义替换匹配正确选项

考点：主旨大意　细节定位

21. 【答案】The military service or its facilities and…

定位第7段‘Don't dismantle it: rechannel it’ → 分析‘it’的指代对象 → 结合上下文逻辑，‘it’指代前文讨论的军事服务及其设施和能力 → 匹配正确选项

考点：指代与衔接　逻辑衔接词

22. 【答案】Society doesn't care; efforts won't be…

定位第12段Robert Reich的研究发现 → 理解其核心观点（社会不关心，努力不会得到回报） → 推断其隐含的悲观态度 → 匹配正确选项

考点：推理判断　观点态度

23. 【答案】that

1 空 识别空格位于动词后，需引导宾语从句 → 从句结构完整，缺引导词 → 选择 that
2 空 识别空格连接两个并列成分 → 需要并列连词 → 选择 and
3 空 识别空格位于动词后，需引导宾语从句 → 从句结构完整，缺引导词 → 选择 that
4 空 识别空格位于名词前，需限定词 → 根据语境判断特指 → 选择 the
5 空 识别空格位于句中，需副词修饰 → 根据语境判断强调 → 选择 especially
6 空 分析句子结构与语义 → 判断空格处需要形容词修饰名词 → 根据语境选择表示‘主导的’含义的形容词
7 空 分析句子结构与语义 → 判断空格处需要动词与‘research’构成动宾搭配 → 根据语境选择表示‘进行’含义的动词
8 空 分析句子结构 → 判断空格处需要定冠词特指 → 根据语境选择定冠词
9 空 分析句子结构与语义 → 判断空格处需要动词原形 → 根据语境选择表示‘专攻’含义的动词
10 空 分析句子结构与语义 → 判断空格处需要介词与‘consist’构成固定搭配 → 根据语境选择介词

考点：宾语从句引导词　并列连词　冠词用法　副词用法　语境选词　形容词修饰名词　动词搭配　动宾搭配　定语从句　定冠词特指　动词原形　固定搭配　介词搭配

24. 【答案】and

1 空 识别空格位于动词后，需引导宾语从句 → 从句结构完整，缺引导词 → 选择 that
2 空 识别空格连接两个并列成分 → 需要并列连词 → 选择 and
3 空 识别空格位于动词后，需引导宾语从句 → 从句结构完整，缺引导词 → 选择 that
4 空 识别空格位于名词前，需限定词 → 根据语境判断特指 → 选择 the
5 空 识别空格位于句中，需副词修饰 → 根据语境判断强调 → 选择 especially
6 空 分析句子结构与语义 → 判断空格处需要形容词修饰名词 → 根据语境选择表示‘主导的’含义的形容词
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8 空 分析句子结构 → 判断空格处需要定冠词特指 → 根据语境选择定冠词
9 空 分析句子结构与语义 → 判断空格处需要动词原形 → 根据语境选择表示‘专攻’含义的动词
10 空 分析句子结构与语义 → 判断空格处需要介词与‘consist’构成固定搭配 → 根据语境选择介词

考点：宾语从句引导词　并列连词　冠词用法　副词用法　语境选词　形容词修饰名词　动词搭配　动宾搭配　定语从句　定冠词特指　动词原形　固定搭配　介词搭配

25. 【答案】that

1 空 识别空格位于动词后，需引导宾语从句 → 从句结构完整，缺引导词 → 选择 that
2 空 识别空格连接两个并列成分 → 需要并列连词 → 选择 and
3 空 识别空格位于动词后，需引导宾语从句 → 从句结构完整，缺引导词 → 选择 that
4 空 识别空格位于名词前，需限定词 → 根据语境判断特指 → 选择 the
5 空 识别空格位于句中，需副词修饰 → 根据语境判断强调 → 选择 especially
6 空 分析句子结构与语义 → 判断空格处需要形容词修饰名词 → 根据语境选择表示‘主导的’含义的形容词
7 空 分析句子结构与语义 → 判断空格处需要动词与‘research’构成动宾搭配 → 根据语境选择表示‘进行’含义的动词
8 空 分析句子结构 → 判断空格处需要定冠词特指 → 根据语境选择定冠词
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10 空 分析句子结构与语义 → 判断空格处需要介词与‘consist’构成固定搭配 → 根据语境选择介词

考点：宾语从句引导词　并列连词　冠词用法　副词用法　语境选词　形容词修饰名词　动词搭配　动宾搭配　定语从句　定冠词特指　动词原形　固定搭配　介词搭配

26. 【答案】the

1 空 识别空格位于动词后，需引导宾语从句 → 从句结构完整，缺引导词 → 选择 that
2 空 识别空格连接两个并列成分 → 需要并列连词 → 选择 and
3 空 识别空格位于动词后，需引导宾语从句 → 从句结构完整，缺引导词 → 选择 that
4 空 识别空格位于名词前，需限定词 → 根据语境判断特指 → 选择 the
5 空 识别空格位于句中，需副词修饰 → 根据语境判断强调 → 选择 especially
6 空 分析句子结构与语义 → 判断空格处需要形容词修饰名词 → 根据语境选择表示‘主导的’含义的形容词
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10 空 分析句子结构与语义 → 判断空格处需要介词与‘consist’构成固定搭配 → 根据语境选择介词

考点：宾语从句引导词　并列连词　冠词用法　副词用法　语境选词　形容词修饰名词　动词搭配　动宾搭配　定语从句　定冠词特指　动词原形　固定搭配　介词搭配

27. 【答案】especially

1 空 识别空格位于动词后，需引导宾语从句 → 从句结构完整，缺引导词 → 选择 that
2 空 识别空格连接两个并列成分 → 需要并列连词 → 选择 and
3 空 识别空格位于动词后，需引导宾语从句 → 从句结构完整，缺引导词 → 选择 that
4 空 识别空格位于名词前，需限定词 → 根据语境判断特指 → 选择 the
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考点：宾语从句引导词　并列连词　冠词用法　副词用法　语境选词　形容词修饰名词　动词搭配　动宾搭配　定语从

句　定冠词特指　动词原形　固定搭配　介词搭配

28. 【答案】dominant

1 空 识别空格位于动词后，需引导宾语从句 → 从句结构完整，缺引导词 → 选择 that
2 空 识别空格连接两个并列成分 → 需要并列连词 → 选择 and
3 空 识别空格位于动词后，需引导宾语从句 → 从句结构完整，缺引导词 → 选择 that
4 空 识别空格位于名词前，需限定词 → 根据语境判断特指 → 选择 the
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考点：宾语从句引导词　并列连词　冠词用法　副词用法　语境选词　形容词修饰名词　动词搭配　动宾搭配　定语从句　定冠词特指　动词原形　固定搭配　介词搭配

29. 【答案】conduct

1 空 识别空格位于动词后，需引导宾语从句 → 从句结构完整，缺引导词 → 选择 that
2 空 识别空格连接两个并列成分 → 需要并列连词 → 选择 and
3 空 识别空格位于动词后，需引导宾语从句 → 从句结构完整，缺引导词 → 选择 that
4 空 识别空格位于名词前，需限定词 → 根据语境判断特指 → 选择 the
5 空 识别空格位于句中，需副词修饰 → 根据语境判断强调 → 选择 especially
6 空 分析句子结构与语义 → 判断空格处需要形容词修饰名词 → 根据语境选择表示‘主导的’含义的形容词
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8 空 分析句子结构 → 判断空格处需要定冠词特指 → 根据语境选择定冠词
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考点：宾语从句引导词　并列连词　冠词用法　副词用法　语境选词　形容词修饰名词　动词搭配　动宾搭配　定语从句　定冠词特指　动词原形　固定搭配　介词搭配

30. 【答案】the

1 空 识别空格位于动词后，需引导宾语从句 → 从句结构完整，缺引导词 → 选择 that
2 空 识别空格连接两个并列成分 → 需要并列连词 → 选择 and
3 空 识别空格位于动词后，需引导宾语从句 → 从句结构完整，缺引导词 → 选择 that
4 空 识别空格位于名词前，需限定词 → 根据语境判断特指 → 选择 the
5 空 识别空格位于句中，需副词修饰 → 根据语境判断强调 → 选择 especially
6 空 分析句子结构与语义 → 判断空格处需要形容词修饰名词 → 根据语境选择表示‘主导的’含义的形容词
7 空 分析句子结构与语义 → 判断空格处需要动词与‘research’构成动宾搭配 → 根据语境选择表示‘进行’含义的动词
8 空 分析句子结构 → 判断空格处需要定冠词特指 → 根据语境选择定冠词
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考点：宾语从句引导词　并列连词　冠词用法　副词用法　语境选词　形容词修饰名词　动词搭配　动宾搭配　定语从句　定冠词特指　动词原形　固定搭配　介词搭配

31. 【答案】specialize

1 空 识别空格位于动词后，需引导宾语从句 → 从句结构完整，缺引导词 → 选择 that
2 空 识别空格连接两个并列成分 → 需要并列连词 → 选择 and
3 空 识别空格位于动词后，需引导宾语从句 → 从句结构完整，缺引导词 → 选择 that
4 空 识别空格位于名词前，需限定词 → 根据语境判断特指 → 选择 the
5 空 识别空格位于句中，需副词修饰 → 根据语境判断强调 → 选择 especially
6 空 分析句子结构与语义 → 判断空格处需要形容词修饰名词 → 根据语境选择表示‘主导的’含义的形容词
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8 空 分析句子结构 → 判断空格处需要定冠词特指 → 根据语境选择定冠词
9 空 分析句子结构与语义 → 判断空格处需要动词原形 → 根据语境选择表示‘专攻’含义的动词
10 空 分析句子结构与语义 → 判断空格处需要介词与‘consist’构成固定搭配 → 根据语境选择介词

考点：宾语从句引导词　并列连词　冠词用法　副词用法　语境选词　形容词修饰名词　动词搭配　动宾搭配　定语从句　定冠词特指　动词原形　固定搭配　介词搭配

32. 【答案】of

1 空 识别空格位于动词后，需引导宾语从句 → 从句结构完整，缺引导词 → 选择 that
2 空 识别空格连接两个并列成分 → 需要并列连词 → 选择 and
3 空 识别空格位于动词后，需引导宾语从句 → 从句结构完整，缺引导词 → 选择 that
4 空 识别空格位于名词前，需限定词 → 根据语境判断特指 → 选择 the
5 空 识别空格位于句中，需副词修饰 → 根据语境判断强调 → 选择 especially
6 空 分析句子结构与语义 → 判断空格处需要形容词修饰名词 → 根据语境选择表示‘主导的’含义的形容词
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9 空 分析句子结构与语义 → 判断空格处需要动词原形 → 根据语境选择表示‘专攻’含义的动词
10 空 分析句子结构与语义 → 判断空格处需要介词与‘consist’构成固定搭配 → 根据语境选择介词

考点：宾语从句引导词　并列连词　冠词用法　副词用法　语境选词　形容词修饰名词　动词搭配　动宾搭配　定语从句　定冠词特指　动词原形　固定搭配　介词搭配

33. 【答案】When I was a child, I always looked forward…

准确翻译长句，处理名词性从句（'之所以...是因为'）、对比结构（'小孩子...而老人...'）及抽象概念（'辉煌时期'、'衰朽的残年'）的语境选词。

考点：名词性从句翻译　对比结构处理　抽象概念语境选词　长句逻辑重组

34. 【答案】The debate surrounding job hopping has…

考生需先归纳两篇材料的核心论点，再结合个人见解构建一篇结构清晰、论证充分的议论文，要求语言表达准确且句式多样。

考点：谋篇布局与段落组织　句式变化与复杂句构建　语境选词与观点表达