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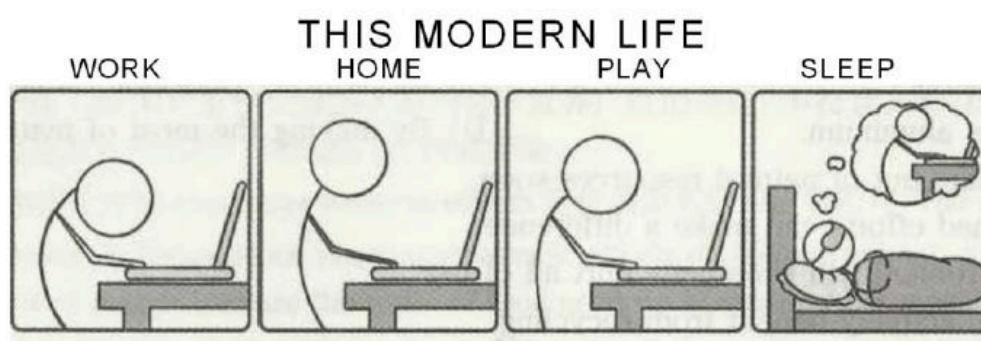
四级 · 真题卷第1套 · 2015年6月

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay based on the picture below. You should start your essay with a brief description of the picture and then comment on *this kind of modern life*. You should write at least 120 words but no more than 180 words.



Part II

Listening Comprehension

(30 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on *Answer Sheet 1* with a single line through the centre.

Questions 1 and 2 are based on the news report you have just heard.

1. A) An earthquake hitting Lahore in Pakistan.
B) Rescue operation after the earthquake.
C) A factory building being damaged in the earthquake.
D) Relief work in the collapsed factory building.
2. A) Concrete and bricks.
B) Heavy machines.
C) Plastic bags.
D) Building materials.

Questions 3 to 4 are based on the news report you have just heard.

3. A) Its color choices.
B) Its hardware.
C) Its price.
D) Its size.
4. A) About 500 dollars.
B) About 400 dollars.
C) About 300 dollars.
D) About 100 dollars.

Questions 5 to 7 are based on the conversation you have just heard.

5. A) The repeated chemotherapy.
B) The immune system treatment.
C) The stem cell transplant.
D) The bone marrow transplant.
6. A) About 33.
B) About 35.
C) About 50.
D) About 94.
7. A) Improving cancer-fighting ability of immune cells.
B) Encouraging patients with skin or lung cancers.
C) Healing the leukemia patients in a single treatment.
D) Eradicating invading viruses and bacteria.

Section B

Directions: *In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

Questions 8 to 11 are based on the conversation you have just heard.

8. A) It specializes in safety from leaks.
B) It is headquartered in London.
C) It has a chemical processing plant.
D) It has a partnership with LCP.
9. A) He is a safety inspector.
B) He is Mr. Grand's friend.
C) He is a chemist.
D) He is a salesman.

10. A) The public relations officer.
B) Head of the personnel department.
C) Mr. Grand's personal assistant.
D) Director of the safety department.
11. A) Send a comprehensive description of their work.
B) Provide details of their products and services.
C) Leave a message for Mr. Grand.
D) Wait for Mr. Grand to call back.

Questions 12 to 15 are based on the conversation you have just heard.

12. A) She listened to recordings of many European orchestras.
B) She read a lot about European musicians and their music.
C) She dreamed of working and living in a European country.
D) She learned playing the violin from a famous French musician.
13. A) She was a pupil of a famous European violinist.
B) She gave her first performance with her father.
C) She became a professional violinist at fifteen.
D) She began taking violin lessons as a small child.
14. A) In 1955.
B) In 1961.
C) In 1964.
D) In 1970.
15. A) It was the chance of a lifetime.
B) It was a great challenge to her.
C) It gave her a chance to explore the city.
D) It helped her learn classical French music.

Section C

Directions: *In this section, you will hear three passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

Questions 16 to 18 are based on the passage you have just heard.

16. A) There are mysterious stories behind his works.
B) His personal history is little known.
C) His works have no match worldwide.
D) There are many misunderstandings about him.

17. A) He once worked in a well-known acting company.
B) He moved to Stratford-on-Avon in his childhood.
C) He failed to go beyond grammar school.
D) He was a member of the town council.
18. A) People of his time had little interest in him.
B) His works were adapted beyond recognition.
C) Possible sources of clues about him were lost in a fire.
D) Writers of his time had no means to protect their works.

Questions 19 to 21 are based on the conversation you have just heard.

19. A) Theft.
B) Air crash.
C) Cheating.
D) Road accidents.
20. A) Learn the local customs.
B) Have the right documents.
C) Book tickets well in advance.
D) Make hotel reservations.
21. A) Contact your agent.
B) Use official transport.
C) Get a lift if possible.
D) Have a friend meet you.

Questions 22 to 25 are based on the conversation you have just heard.

22. A) Cut down production cost.
B) Refine the taste of his goods.
C) Sell inexpensive products.
D) Specialise in gold ornaments.
23. A) At a meeting of top British businesspeople.
B) During a local sales promotion campaign.
C) During a live television interview.
D) At a national press conference.
24. A) Discouraged.
B) Distressed.
C) Puzzled.
D) Insulted.

25. A) He is not laughed at, that laughs at himself first.
B) There should be a limit to one's sense of humour.
C) He who never learns from the past is bound to fail.
D) The words of some businesspeople are just rubbish.

Part III

Reading Comprehension

(40 minutes)

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

As a teacher, you could bring the community into your classroom in many ways. The parents and grandparents of your students are resources and 26 for their children. They can be 27 teachers of their own traditions and histories. Immigrant parents could talk about their country of 28 and why they emigrated to the United States. Parents can be invited to talk about their jobs or a community project. Parents, of course, are not the only community resources. Employees at local businesses and staff at community agencies have 29 information to share in classrooms.

Field trips provide another opportunity to know the community. Many students don't have the opportunity to 30 concerts or visit museums or historical sites except through field trips. A school district should have 31 for selecting and conducting field trips. Families must be made 32 of field trips and give permission for their children to participate.

Through school projects, students can learn to be 33 in community projects ranging from planting trees to cleaning up a park to assisting elderly people. Students, 34 older ones, might conduct research on a community need that could lead to action by a city council or state government. Some schools require students to provide community service by 35 in a nursing home, child care center or government agency. These projects help students understand their responsibility to the larger community.

- | | |
|---------------|-----------------|
| A) assets | I) joining |
| B) attend | J) naturally |
| C) aware | K) observe |
| D) especially | L) origin |
| E) excellent | M) recruited |
| F) expensive | N) up-to-date |
| G) guidelines | O) volunteering |
| H) involved | |

Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is

derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

Reaping the Rewards of Risk-Taking

- A) Since Steve Jobs resigned as chief executive of Apple, much has been said about him as a peerless business leader who has created immense wealth for shareholders, and guided the design of hit products that are transforming entire industries, like music and mobile communications.
- B) All true, but let's think different, to borrow the Apple marketing slogan of years back. Let's look at Mr. Jobs as a role model.
- C) Above all, he is an innovator(创新者). His creative force is seen in products such as the iPod, iPhone, and iPad, and in new business models for pricing and distributing music and mobile software online. Studies of innovation come to the same conclusion: you can't engineer innovation, but you can increase the odds of it occurring. And Mr. Jobs' career can be viewed as a consistent pursuit of improving those odds, both for himself and the companies he has led. Mr. Jobs, of course, has enjoyed singular success. But innovation, broadly defined, is the crucial ingredient in all economic progress—higher growth for nations, more competitive products for companies, and more prosperous careers for individuals. And Mr. Jobs, many experts say, exemplifies what works in the innovation game.
- D) "We can look at and learn from Steve Jobs what the essence of American innovation is," says John Kao, an innovation consultant to corporations and governments. "Many other nations," Mr. John Kao notes, "are now ahead of the United States in producing what are considered the raw materials of innovation. These include government financing for scientific research, national policies to support emerging industries, educational achievement, engineers and scientists graduated, even the speeds of Internet broadband service."
- E) Yet what other nations typically lack, Mr. Kao adds, is a social environment that encourages diversity, experimentation, risk-taking, and combining skills from many fields into products that he calls "recombinant mash-ups(打碎重组)," like the iPhone, which redefined the smartphone category. "The culture of other countries doesn't support the kind of innovation that Steve Jobs exemplifies, as America does," Mr. John Kao says.
- F) Workers of every rank are told these days that wide-ranging curiosity and continuous learning are vital to thriving in the modern economy. Formal education matters, career counselors say, but real-life experience is often even more valuable.
- G) An adopted child, growing up in Silicon Valley, Mr. Jobs displayed those traits early on. He was fascinated by electronics as a child, building Heath kit do-it-yourself projects, like radios. Mr. Jobs dropped out of Reed College after only a semester and traveled around India in search of spiritual enlightenment, before returning to Silicon Valley to found Apple with his friend, Stephen Wozniak, an engineering wizard(奇才). Mr. Jobs was forced out of Apple in 1985, went off and founded two other companies, Next and Pixar, before returning to Apple in 1996 and becoming chief executive in 1997.
- H) His path was unique, but innovation experts say the pattern of exploration is not unusual. "It's often people like Steve Jobs who can draw from a deep reservoir of diverse experiences that often generate breakthrough ideas and insights," says Hal Gregersen, a professor at the European Institute of Business Administration.
- I) Mr. Gregersen is a co-author of a new book, "The Innovator's DNA," which is based on an eight-year study of 5000(创业者) and executives worldwide. His two collaborators and co-authors are Jeff Dyer, a professor at

Brigham Young University, and Clayton Christensen, a professor at the Harvard Business School, whose 1997 book "The Innovator's Dilemma" popularized the concept of disruptive(颠覆性的) innovation.

- J) The academics identify five traits that are common to the disruptive innovators: questioning, experimenting, observing, associating and networking. Their bundle of characteristics echoes the ceaseless curiosity and willingness to take risks noted by other experts. Networking, Mr. Hal Gregersen explains, is less about career-building relationships than a consistent search for new ideas. Associating, he adds, is the ability to make idea-producing connections by linking concepts from different disciplines.
- K) "Innovators engage in these mental activities regularly," Mr. Gregersen says. "It's a habit for them." Innovative companies, according to the authors, typically enjoy higher valuations in the stock market, which they call an "innovation premium(溢价)." It is calculated by estimating the share of a company's value that cannot be accounted for by its current products and cash flow. The innovation premium tries to quantify(量化) investors' bets that a company will do even better in the future because of innovation.
- L) Apple, by their calculations, had a 37 percent innovation premium during Mr. Jobs' first term with the company. His years in exile resulted in a 31 percent innovation discount. After his return, Apple fortunes improved gradually at first, and improved markedly starting in 2005, yielding a 52 percent innovation premium since then.
- M) There is no conclusive proof, but Mr. Hal Gregersen says it is unlikely that Mr. Jobs could have reshaped industries beyond computing, as he has done in his second term at Apple, without the experience outside the company, especially at Pixar—the computer-animation(动画制作) studio that created a string of critically and commercially successful movies, such as "Toy Story" and "Up."
- N) Mr. Jobs suggested much the same thing during a commencement address to the graduating class at Stanford University in 2005. "It turned out that getting fired from Apple was the best thing that could have ever happened to me," he told the students. Mr. Jobs also spoke of perseverance(坚持) and will power. "Sometimes life hits you in the head with a brick," he said. "Don't lose faith." Mark D. Shermis, a professor at the University of Akron in Ohio, supervised the Hewlett Foundation's contest on automated essay scoring and wrote a paper about the experiment. In his view, the technology—though imperfect—has a place in educational settings.
- O) Mr. Jobs ended his commencement talk with a call to innovation, both in one's choice of work and in one's life. Be curious, experiment, take risks, he said to the students. His advice was emphasized by the words on the back of the final edition of The Whole Earth Catalog, which he quoted, "Stay hungry. Stay foolish." And, Mr. Jobs said, "I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you." "Often they come from very famous institutions where, in fact, they do a much better job of providing feedback than a machine ever could," Dr. Shermis said. "There seems to be a lack of appreciation of what is actually going on in the real world."
36. Steve Jobs called on Stanford graduates to innovate in his commencement address.
37. Steve Jobs considered himself lucky to have been fired once by Apple.
38. Steve Jobs once used computers to make movies that were commercial hits.
39. Many governments have done more than the US government in providing the raw materials for innovation.
40. Great innovators are good at connecting concepts from various academic fields.

41. Innovation is vital to driving economic progress.
42. America has a social environment that is particularly favorable to innovation.
43. Innovative ideas often come from diverse experiences.
44. Real-life experience is often more important than formal education for career success.
45. Apple fortunes suffered from an innovation discount during Jobs' absence.

Section C

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.*

Passage One

Questions 46 to 50 are based on the following passage.

Some of the world's most significant problems never hit headlines. One example comes from agriculture. Food riots and hunger make news. But the trend lying behind these matters is rarely talked about. This is the decline in the growth in yields of some of the world's major crops. A new study by the University of Minnesota and McGill University in Montreal looks at where, and how far, this decline is occurring.

The authors take a vast number of data points for the four most important crops: rice, wheat, corn and soybeans(大豆). They find that in between 24% and 39% of all harvested areas, the improvement in yields that took place before the 1980s slowed down in the 1990s and 2000s.

There are two worrying features of the slowdown. One is that it has been particularly sharp in the world's most populous(人口多的) countries, India and China. Their ability to feed themselves has been an important source of relative stability both within the countries and on world food markets. That self-sufficiency cannot be taken for granted if yields continue to slow down or reverse.

Second, yield growth has been lower in wheat and rice than in corn and soybeans. This is problematic because wheat and rice are more important as foods, accounting for around half of all calories consumed. Corn and soybeans are more important as feed grains. The authors note that "we have preferentially focused our crop improvement efforts on feeding animals and cars rather than on crops that feed people and are the basis of food security in much of the world."

The report qualifies the more optimistic findings of another new paper which suggests that the world will not have to dig up a lot more land for farming in order to feed 9 billion people in 2050, as the Food and Agriculture Organisation has argued.

Instead, it says, thanks to slowing population growth, land currently ploughed up for crops might be able to revert(回返) to forest or wilderness. This could happen. The trouble is that the forecast assumes continued improvements in yields, which may not actually happen.

46. What does the author try to draw attention to?
- A) Food riots and hunger in the world.
 - B) News headlines in the leading media.
 - C) The decline of the grain yield growth.
 - D) The food supply in populous countries.
47. Why does the author mention India and China in particular?
- A) Their self-sufficiency is vital to the stability of world food markets.
 - B) Their food yields have begun to decrease sharply in recent years.
 - C) Their big populations are causing worldwide concerns.
 - D) Their food self-sufficiency has been taken for granted.
48. What does the new study by the two universities say about recent crop improvement efforts?
- A) They fail to produce the same remarkable results as before the 1980s.
 - B) They contribute a lot to the improvement of human food production.
 - C) They play a major role in guaranteeing the food security of the world.
 - D) They focus more on the increase of animal feed than human food grains.
49. What does the Food and Agriculture Organisation say about world food production in the coming decades?
- A) The growing population will greatly increase the pressure on world food supplies.
 - B) The optimistic prediction about food production should be viewed with caution.
 - C) The slowdown of the growth in yields of major food crops will be reversed.
 - D) The world will be able to feed its population without increasing farmland.
50. How does the author view the argument of the Food and Agriculture Organisation?
- A) It is built on the findings of a new study.
 - B) It is based on a doubtful assumption.
 - C) It is backed by strong evidence.
 - D) It is open to further discussion.

Passage Two

Questions 51 to 55 are based on the following passage.

The endless debate about "work-life balance" often contains a hopeful footnote about stay-at-home dads. If American society and business won't make it easier on future female leaders who choose to have children, there is still the ray of hope that increasing numbers of full-time fathers will. But based on today's socioeconomic trends, this hope is, unfortunately, misguided.

It's true that the number of men who have left work to do their thing as full-time parents has doubled in a decade, but it's still very small: only 0.8% of married couples where the stay-at-home father was out of the labor force for a year. Even that percentage is likely inflated by men thrust into their caretaker role by a downsizing. This is simply not a large enough group to reduce the social stigma(污名) and force other adjustments necessary to supporting men in this decision, even if only for a relatively short time.

Even shorter times away from work for working fathers are already difficult. A study found that 85% of new fathers take some time off after the birth of a child—but for all but a few, it's a week or two at most.

Meanwhile, the average for women who take leave is more than 10 weeks.

Such choices impact who moves up in the organization. While you're away, someone else is doing your work, making your sales, taking care of your customers. That can't help you at work. It can only hurt you. Women, of course, face the same issues of returning after a long absence. But with many more women than men choosing to leave the workforce entirely to raise families, returning from an extended parental leave doesn't raise as many eyebrows as it does for men.

Women would make more if they didn't break their earning trajectory(轨迹) by leaving the workforce, or if higher-paying professions were more family-friendly. In the foreseeable future, stay-at-home fathers may make all the difference for individual families, but their presence won't reduce the numbers of high-potential women who are forced to choose between family and career.

51. What gives women a ray of hope to achieve work-life balance?
- A) More men taking an extended parental leave.
 - B) People's changing attitudes towards family.
 - C) More women entering business management.
 - D) The improvement of their socioeconomic status.
52. Why does the author say the hope for more full-time fathers is misguided?
- A) Women are better at taking care of children.
 - B) Many men value work more than their family.
 - C) Their number is too small to make a difference.
 - D) Not many men have the chance to stay at home.
53. Why do few men take a long parental leave?
- A) A long leave will have a negative impact on their career.
 - B) They just have too many responsibilities to fulfill at work.
 - C) The economic loss will be too much for their family to bear.
 - D) They are likely to get fired if absent from work for too long.
54. What is the most likely reaction to men returning from an extended parental leave?
- A) Jealousy.
 - B) Surprise.
 - C) Admiration.
 - D) Sympathy.
55. What does the author say about high-potential women in the not-too-distant future?
- A) They will benefit from the trend of more fathers staying at home.
 - B) They will find high-paying professions a bit more family-friendly.
 - C) They are unlikely to break their career trajectory to raise a family.
 - D) They will still face the difficult choice between career and children.

Part IV

Translation

(30 minutes)

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.

中国是世界上最古老的文明之一。构成现代世界基础的许多元素都起源于中国。中国现在拥有世界上发展最快的经济,并经历着一次新的工业革命。中国还启动了雄心勃勃的太空探索计划,其中包括到 2020 年建成一个太空站。目前,中国是世界最大的出口国之一,并正在吸引大量外国投资。同时,它也在海外投资数十亿美元。2011 年,中国超越日本成为世界第二大经济体。

2015年6月·第1套英语四级写作（大作文）·题目、范文与解析

PROMPT & MODEL ESSAY • 写作题和范文

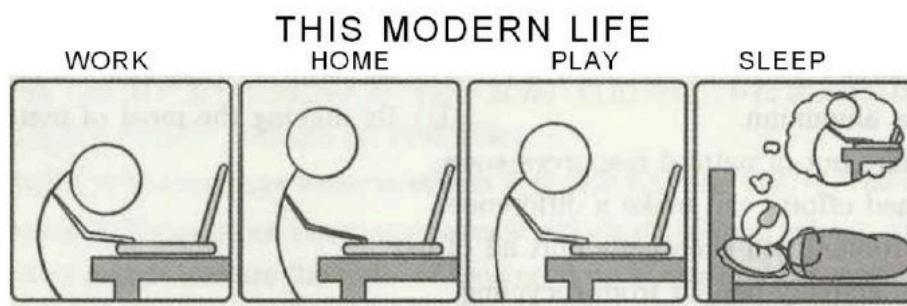
写作题和范文

本页写作题面、参考范文与逐段解析由懒笔记基于2015年6月·第1套 英语四级写作原卷整理。与试卷排版同一卷面：完整写作要求（Directions，含主题、文体、词数与署名约束）、真题配图连续排印。写作是生产性任务、无 ABCD 标准答案——题面即整道题；卷面下方直接给出满足全部硬约束的参考范文、整篇中译与逐段拆解。

真题卷第1套(2015-06) • 四级

Part I

Directions: For this part, you are allowed 30 minutes to write an essay based on the picture below. You should start your essay with a brief description of the picture and then comment on **this kind of modern life**. You should write at least 120 words but no more than 180 words.



【参考范文 • 168 词】 写作无唯一标准答案，以下为达标示范

As is vividly shown in the four-panel cartoon titled "This modern life", a stick figure sits in front of a computer in every single frame. Whether he is working, staying at home, having fun or even sleeping, the screen never leaves him; in the last picture he is lying in bed, yet in his dream he is still glued to the monitor.

Simple as it looks, the cartoon reveals a thought-provoking truth about our times. The computer, once merely a tool, has quietly taken over almost every corner of daily life, blurring the line between work, rest and entertainment. Many people can no longer imagine a single hour without a screen. Such heavy dependence may boost efficiency, but it also weakens face-to-face communication, harms our health and leaves little room for genuine relaxation.

Therefore, we should learn to be the master of technology rather than its slave. By setting screen-free hours and returning to real life, we can enjoy the convenience of computers without being trapped by them.

【参考译文】

正如这幅题为“This modern life”的四格漫画所生动展现的，每一格里的火柴人都坐在电脑前。无论是工作、在家、玩乐还是睡觉，屏幕都寸步不离；在最后一格中，他躺在床上，可梦里依旧紧盯着显示器。

漫画看似简单，却揭示了一个关于我们这个时代发人深省的真相。电脑本只是一件工具，却已悄然占据日常生活的几乎每一个角落，抹平了工作、休息与娱乐之间的界线。许多人已无法想象没有屏幕的哪怕一个小时。这种严重的依赖也许能提升效率，但它同样削弱了面对面的交流、损害了健康，并让真正的放松几乎无处安放。

因此，我们应当学会做技术的主人，而非它的奴隶。通过设定无屏幕的时段、回归真实生活，我们既能享受电脑带来的便利，又不至于被它困住。

【第1段】客观描述抓共同点。落实『客观描述服务寓意』：用一般现在时，先引出标题 As is vividly shown in the four-panel cartoon titled "This modern life", 再用 in every single frame 和 Whether he is working... 概括四格共同点，只描述不评论，为第二段铺垫，对应 brief description of the picture 的任务。

【第2段】升华加利弊双写。落实『主题句加因果展开』：主题句 Simple as it looks, the cartoon reveals... 把画面升华为普遍现象；随后 may boost efficiency, but it also weakens... 用转折句摆出利与弊，避免空喊口号，是全文最长的重心段。

【第3段】对比句立态度。落实『态度收束不引申新点』：Therefore, we should learn to be the master of technology rather than its slave 用对比句亮明态度，再以 By setting screen-free hours... 给出可操作对策收尾，不抛新论点。

ANALYSIS • 审题与立意

这道题到底要写什么、立意是什么

动笔前先钉死本题的核心写作任务与读者语域、读懂配图，再定中心立意与要展开的要点——这些是本题特有的内容判断，不是通用套路。

核心任务

先描述画面再评论生活

本题是两步走的图画评论：第一步 start your essay with a brief description of the picture and then comment on, 即先简要描述画面、再针对这种现代生活方式发表评论；评论对象锁定 kind of modern life。两步缺一不可，只描述不评论直接漏掉一半分。

面向阅卷人的正式书面语

本题是命题短文，没有具体收信人，读者就是阅卷老师。因此用正式、客观的书面语即可：不用第二人称 you 跟读者对话，不用缩写口语（don't、can't 写成 do not、cannot），保持议论文的中立语气。

配图要读出

四格都在电脑前的重复

配图是标题为 This modern life 的四格漫画，四格标签分别是 工作、家里、玩乐、睡觉。可写点在于强烈的重复与反差：无论哪种场景，火柴人始终对着电脑，连最后一格 躺在床上，在梦里，他还是坐在电脑前。这个共同点直指现代人对电脑/屏幕的全天候依赖，正是评论段的落点。

中心立意

警惕对屏幕的过度依赖

中心态度：漫画表面轻松，实则警示现代人已被电脑绑架，我们应当做技术的主人而非奴隶。它由画面提炼而来——四格里 This modern life 处处离不开电脑，正指向过度依赖这一值得反思的问题。

要展开的要点

1. 现象普遍

评论要点一：电脑已从工具变成生活的中心，工作、休息、娱乐的界线被它抹平，很多人一小时都离不开屏幕——对应画面 工作 到 睡觉 无处不在的重复。

2. 利弊分析

评论要点二：这种依赖有两面——它提高了效率、带来便利，但也削弱面对面交流、损害健康、挤占真正的休息，与画面里连做梦都在电脑前的荒诞感呼应。

3. 对策呼吁

评论要点三：给出态度与出路——设定无屏幕时段、回归现实生活，享受电脑便利而不被它困住，收束为一句鲜明的态度。

怎么分段、每段写什么、能套哪些句架

按写作家族给出现成的段落框架（每段承担什么功能），并为每段配可直接套用的 功能句架（留出填本题内容的空位）。段序与上方参考范文——对应。

第 1 段 客观描述画面

用一两句话交代漫画标题与四格的共同画面：火柴人在各种场景下都坐在电脑前，为后文寓意铺垫，不加评论。

第 2 段 点破寓意并评论

全文重心：由画面引申到现代人对电脑/屏幕的过度依赖，展开利弊分析，是篇幅最大的一段。

第 3 段 态度呼吁收束

亮出态度、给出对策：做技术的主人而非奴隶，以一句鲜明的呼吁结尾。

第 1 段 四格皆对着电脑

落点：漫画标题 This modern life；火柴人无论 工作、家里 还是 玩乐 都坐在电脑前，最荒诞的是最后一格 躺在床上，在梦里，他还是坐在电脑前。用两三句把这个『处处离不开电脑』的共同点讲清即可。

引出画面 · As is vividly shown in the picture / cartoon, ____（画面主体在做什么）.

概括共同点 · In every frame, ____（重复出现的元素）, whether ____ or ____（列举场景）.

第 2 段 过度依赖的利与弊

落点：点破电脑已从工具变成生活中心，抹平了工作、休息、娱乐的界线；接着分析——它提升效率、带来便利，但也削弱面对面交流、损害健康、挤占真正的休息。紧扣画面里 kind of modern life 连梦里都在电脑前的荒诞。

由画面升华 · Simple as the drawing is, it reveals ____ (画面背后的社会现象) .

利弊转折 · Such ____ (现象) may ____ (好处) , but it also ____ (坏处) .

第 3 段 做技术的主人

落点：呼吁做技术的主人而非奴隶，给出可操作对策——设定无屏幕时段、回归现实生活，在享受电脑便利的同时不被它困住，回扣中心。

亮态度 · Therefore, we should ____ (该做的) rather than ____ (该避免的) .

给对策收尾 · By ____ (具体做法) , we can ____ (正面结果) without ____ (要避免的负面) .

REVIEW · 自检避坑

本题在四个评分维度怎样算达标、容易在哪丢分

按阅卷四维（内容切题 / 结构连贯 / 语言准确 / 字数格式）给出本题达标要点，并把最容易踩的低分写法摆出来 + 给改法 —— 这是写作版的「狠拆诱人错项」。

内容切题

描述与评论都要在

本题达标要点：既有画面描述，又有对 kind of modern life 的评论，两步齐全；最易失分是只描述不评论，等于漏掉 and then comment on 这半个任务。

结构连贯

描述到评论要有桥

本题达标要点：第一段末到第二段要有一句过渡（如 Simple as it looks... reveals...）把画面自然导向议论；三段各司其职，不要描述里夹评论、结尾又扯新点。

语言准确

话题词加连接词

本题达标要点：用准 dependence、efficiency、face-to-face communication 等话题词，配 whether...or、but、therefore 等连接词让逻辑清楚，避免逐字直译的中式表达。

字数格式

卡死120到180区间

本题硬约束是 at least 120 words but no more than 180 words，低于或超过都算硬性违规；描述段别写太长挤占评论空间，保持描述短、评论重的比例。

典型低分写法 · 反面示例与改法

四格逐句流水账

反面示例：把四格逐格翻译一遍就交卷——In picture one he works. In picture two he is at home. In picture three he plays. In picture four he sleeps. 全程无观点，漏掉 kind of modern life 的评论任务。改法：描述压缩成两句抓共同点，腾出篇幅写『这反映出现代人对电脑的过度依赖及其利弊』。

空喊双刃剑

反面示例：Technology is a double-edged sword, so we should use it correctly. 只有结论没有分析。改法：写清后果——It saves us time, but too much screen time weakens real communication and harms our health，评论才紧扣画面寓意。

描述里塞结论

反面示例：The picture shows that modern people are too lazy and stupid to leave computers. 描述里下了武断结论。改法：客观陈述 In every frame, the man is sitting in front of a computer，评价放到评论段展开。

英语四级 2015年6月·第1套 · 全卷构成

Part I	写作	本题
Part II	听力	题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2015年6月·第1套 英语四级听力真题原文与答案解析

PAPER & KEY · 听力题和解析

听力题和解析

本卷全部 25 题的标准答案与完整录音文字稿由懒笔记基于2015年6月·第1套 英语四级听力原卷逐题核对整理。与试卷排版同一卷面层级：Part/Section 标题与各节 Directions 照原卷排印——真实听力考卷只印选项，题干由录音念出。其下按录音篇目逐篇排印：每篇先给完整录音文字稿（逐段中译），再逐题给出卷面题目与该题解析（题目、翻译、答案、定位、信号、替换与排除）。

真题卷第1套(2015-06) · 四级

以下按录音篇目排印：每篇先给录音原文与逐段中译（考卷上没有，考试时录音只播一遍、卷面只印选项），再逐题给出卷面题目与解析。

Part II

Listening Comprehension

(30 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

Questions 1 and 2 are based on the news report you have just heard.

¹ At least 16 people were killed and up to 150 trapped under the rubble when a factory collapsed in an industrial area of Lahore in eastern Pakistan. Formerly several stories high, no part of the building remained standing after the disaster, and hundreds of rescue workers including soldiers have been picking through concrete and bricks to find survivors. Dozens have been pulled out alive. Many more remain trapped and with heavy machinery being used, search teams were striving to ensure that no one is hurt further in the rescue operation. It is not known what caused the collapse of the factory where plastic bags were manufactured. But reports suggest the building was still under construction and may have suffered damage in last week's earthquake that hit Afghanistan and Pakistan, leaving hundreds dead.

巴基斯坦东部拉合尔一个工业区的一家工厂倒塌，造成至少16人死亡，多达150人被困在废墟下。这座原本有数层高的建筑在灾难发生后没有任何部分保持竖立，数百名救援人员包括士兵一直在混凝土和砖块中搜寻幸存者。已有数十人被救出。还有更多人仍被困，由于使用了重型机械，搜救队正在努力确保在救援行动中没有人受到进一步伤害。目前尚不清楚这家生产塑料袋的工厂倒塌的原因。但报道称该建筑仍在施工中，可能在上周袭击阿富汗和巴基斯坦并造成数百人死亡的地震中受损。

1. A) An earthquake hitting Lahore in Pakistan.
B) Rescue operation after the earthquake.
C) A factory building being damaged in the earthquake.
D) Relief work in the collapsed factory building.

【题目】 What is the news report mainly about?

【翻译】 这则新闻报道主要是关于什么的?

- A) 巴基斯坦拉合尔发生地震。 B) 地震后的救援行动。 C) 一座工厂建筑在地震中受损。
D) 倒塌工厂建筑中的救援工作。

【答案】 D (主旨题) Relief work in the collapsed factory building.

【定位】 At least 16 people were killed and up to 150 trapped under the rubble when a factory collapsed in an industrial area of Lahore in eastern Pakistan. Formerly several stories high, no part of the building remained standing after the disaster, and hundreds of rescue workers including soldiers have been picking through concrete and bricks to find survivors. Dozens have been pulled out alive.

巴基斯坦东部拉合尔一处工业区一座工厂倒塌，至少 16 人遇难、多达 150 人被困瓦砾之下。该楼原本有数层高，灾后无一处仍然屹立；包括士兵在内的数百名救援人员一直在混凝土与砖块中翻找幸存者，已有数十人被活着救出。

【信号】 全篇主语始终是『倒塌的工厂 + 救援』。判主旨靠『反复回到哪个点』而非单句信号词：开篇 a factory collapsed 点出工厂倒塌，紧接 hundreds of rescue workers including soldiers have been picking through concrete and bricks to find survivors 与 Dozens have been pulled out alive 整段都在讲倒塌建筑里的救援。地震只在末尾作为可能成因被一句带过，重心始终压在『倒塌工厂的救援』上。

【替换】 a factory collapsed ↔ **the collapsed factory building**

动词 collapsed 改写成形容词 collapsed building，指同一座倒塌的楼

rescue workers including soldiers have been picking through concrete and bricks to find survivors

↔ **Relief work**

『救援人员翻找幸存者』概括成上位词 Relief work (救灾工作)

【排除】 A) 原词陷阱

An earthquake hitting Lahore in Pakistan. 借了录音里真出现过的 earthquake 和 Lahore in eastern Pakistan, 听着耳熟。但地震只在末尾 may have suffered damage in last week's earthquake 作为可能成因被一句带过, 全篇主体是工厂救援, 把背景当主旨即以偏概全。

借用原文: may have suffered damage in last week's earthquake that hit Afghanistan and Pakistan

B) 偷换概念

Rescue operation after the earthquake. 抓住了录音里的 rescue operation, 救援确实是重心之一。但它把救援系在 earthquake 之后, 而原文救援发生在倒塌的工厂现场、不是泛泛震后救援, 且漏掉了 factory 这个核心对象, 覆盖不全。

借用原文: search teams were striving to ensure that no one is hurt further in the rescue operation

C) 偷换概念

A factory building being damaged in the earthquake. 用了 factory building 和 earthquake 两个原词, 看着贴题。但它只讲『工厂被震损』这一点, 既没涵盖占大半篇幅的救援, 也把成因(地震)当成了报道核心, 仍是以偏概全。

借用原文: may have suffered damage in last week's earthquake

-
2. A) Concrete and bricks.
B) Heavy machines.
C) Plastic bags.
D) Building materials.

【题目】 What are the products of this factory?

【翻译】 这家工厂生产什么产品?

A) 混凝土和砖块。 B) 重型机械。 C) 塑料袋。 D) 建筑材料。

【答案】 C (细节题) Plastic bags.

【定位】 It is not known what caused the collapse of the factory where plastic bags were manufactured.
工厂倒塌的原因尚不清楚, 这家工厂是生产塑料袋的。

【信号】 定语从句 where...were manufactured 直接交代产品。 答案句信号是 the factory where plastic bags were manufactured 里的定语从句 where...were manufactured (生产.....的工厂), manufactured 一词正面回答『工厂生产什么』, 听到 manufactured/produced 这类『生产』动词就锁定其宾语。

【替换】 plastic bags were manufactured ↔ Plastic bags.

录音 plastic bags 与选项原词一致, 被动句改名词短语

【排除】 A) 原词陷阱

Concrete and bricks. 直接抄录音里的 concrete and bricks, 听到原词极易误选。但那是救援人员翻找幸存者所穿过的废墟, 是现场的瓦砾、不是工厂的产品, 答非所问。

借用原文: picking through concrete and bricks to find survivors

B) 原词陷阱

Heavy machines. 借了录音里的 heavy machinery, 但原文那是搜救队为救人而动用的重型机械, 属救援设备, 不是这家工厂生产的东西, 与 products 不符。

借用原文: with heavy machinery being used, search teams were striving

D) 偷换概念

Building materials. 没有原词, 但它是对录音里 concrete and bricks 的上位概括(建筑材料), 引诱考生把废墟当成产品。原文从未说工厂生产建筑材料, 只说生产 plastic bags, 故排除。

借用原文: picking through concrete and bricks to find survivors

Questions 3 to 4 are based on the news report you have just heard.

1 The technology company Apple announced a new, smaller sized iPhone on Monday at a press conference in Cupertino, California. Apple head Tim Cook said customers had asked that the company continue making four-inch products. He said the new iPhone SE satisfies that demand. It is the same size as the iPhone 5 and 5s. But, the SE includes the better hardware of the most recent iPhone, the 6s. And, Apple is offering the iPhone SE for a lower price. An iPhone SE with 16 GB of storage will cost around \$400. One with 64 GB will be about \$100 more. The iPhone SE shares the same design and materials as the 5 and 5s. However, the new model adds a color choice: rose gold. The company also reported on its sustainability efforts to use 100% renewable energy at this facility. Currently, Apple says it uses renewable energy at 93% of its facilities.

科技公司Apple于周一在加利福尼亚州Cupertino的新闻发布会上宣布推出一款新的、尺寸更小的iPhone。Apple负责人Tim Cook表示, 客户要求公司继续生产四英寸的产品。他说新款iPhone SE满足了这一需求。它的尺寸与iPhone 5和5s相同。但是, SE包含了最新款iPhone 6s的更好硬件。而且, Apple以更低的价格提供iPhone SE。一部16 GB存储容量的iPhone SE售价约为400美元。64 GB的售价约为高出100美元。iPhone SE与5和5s采用相同的设计和材质。然而, 新机型增加了一种颜色选择: 玫瑰金。该公司还报告了其在该设施使用100%可再生能源的可持续发展努力。目前, Apple表示其93%的设施使用可再生能源。

3. A) Its color choices.

B) Its hardware.

C) Its price.

D) Its size.

【题目】 What does iPhone SE share in common with iPhone 5 and 5s?

【翻译】 iPhone SE 与 iPhone 5 和 5s 有什么共同之处?

A) 它的颜色选择。 B) 它的硬件。 C) 它的价格。 D) 它的尺寸。

【答案】 **D** (细节题) Its size.

【定位】 It is the same size as the iPhone 5 and 5s.

它 (iPhone SE) 和 iPhone 5 与 5s 是同样的尺寸。

【信号】 **the same ... as 直陈『相同』**。答案句的信号是表示『相同』的固定结构 the same size as the iPhone 5 and 5s——题目问『共同点 (share in common)』，录音里只要出现 the same ... as (一样的.....) 这种把两者划等号的说法，那一句就是答案句。

【替换】 the same size as the iPhone 5 and 5s ↔ **Its size.**

把整句『同样尺寸』压缩成属性名 size

【排除】 A) **与原文相反**

录音确实念到了颜色 the new model adds a color choice: rose gold, 但用的是 adds (新增)——玫瑰金是 SE 多出来的新颜色, 是它和 5/5s 的『不同点』, 正好与题目问的『共同点』相反。听到 color 就选 A, 是被原词钓走了。

借用原文: the new model adds a color choice: rose gold

B) **原词陷阱**

录音说 the SE includes the better hardware of the most recent iPhone, the 6s——SE 的硬件来自最新的 6s, 是更好的硬件, 并非和 5/5s 相同。题目问的是与 5/5s 的共同点, 硬件恰恰不是。听到 hardware 这个原词就选, 就中了原词陷阱。

借用原文: the SE includes the better hardware of the most recent iPhone, the 6s

C) **原词陷阱**

录音说 Apple is offering the iPhone SE for a lower price——SE 价格是『更低』的, 这是与旧款的差别、是卖点, 而非与 5/5s 的共同点。听到 price/dollars 一串就选 C, 是被价格信息引偏了。

借用原文: Apple is offering the iPhone SE for a lower price

4. A) About 500 dollars.

B) About 400 dollars.

C) About 300 dollars.

D) About 100 dollars.

【题目】 **How much will an iPhone SE with 64 GB of storage cost?**

【翻译】 一部存储容量为 64 GB 的 iPhone SE 要多少钱?

A) 大约 500 美元。 B) 大约 400 美元。 C) 大约 300 美元。 D) 大约 100 美元。

【答案】 **A** (细节题) About 500 dollars.

【定位】 An iPhone SE with 16 GB of storage will cost around \$400. One with 64 GB will be about \$100 more.

16GB 存储的 iPhone SE 售价约 400 美元。64GB 的那款则要再贵约 100 美元。

【信号】『\$100 more』提示要在基准价上加。答案信号是加价说法 about \$100 more——录音先给 16GB 的基准价 cost around \$400, 再说 64GB 的 \$100 more (再多 100)。看到/听到 more、again、plus 这类词就知道：问的那个数要自己算，不是直接念出来的。

【替换】 will cost around \$400 ↔ **About 500 dollars.**

基准价加上加价得总价

about \$100 more ↔ **About 500 dollars.**

more=在基准上再加

【排除】B) 原词陷阱

录音里 An iPhone SE with 16 GB of storage will cost around \$400——400 是 16GB 那一档的价钱，可题目问的是 64GB。听到 \$400 这个原数就选，是没分清问的是哪个配置。

借用原文：An iPhone SE with 16 GB of storage will cost around \$400

D) 原词陷阱

录音 about \$100 more 里的 100 是 64GB 比 16GB 多出来的『差价』，不是 64GB 的总价。把差价当总价、直接选 100，就漏掉了 400 这个基准。

借用原文：about \$100 more

C) 未提及

300 这个数在录音里从未出现，既不是任何配置的价，也不是差价，纯属凑出来的金额干扰项，可直接排除。

Questions 5 to 7 are based on the conversation you have just heard.

¹ An experimental therapy uses a person's weak immune system to fight deadly blood cancers. Stanley Riddell is a researcher at the Fred Hutchinson Cancer Research Center in the U.S. state of Washington. "So, that's the one interesting thing about this. It doesn't require repeated treatments or repetitive cycles of chemotherapy," said Riddell. "That's what I think in the future may be most important for patients—that it's a single treatment instead of many months of treatment." It has shown great promise in small trials with patients. In one study of 35 patients with a type of leukemia, 94 percent experienced a complete remission. 50 percent to 80 percent of patients with other blood cancers also saw a reduction in symptoms. Riddell said, "This is encouraging because these are all patients who have failed all conventional therapies, including many kinds of bone marrow and stem cell transplants." Immune system cells usually fight invading viruses and bacteria. They can also combat cancer. But they are soon overwhelmed by the disease. The work by Hutchinson researchers increases this natural cancer-fighting ability. Using the immune system has also shown promise against skin cancer and some lung cancers.

一种实验性疗法利用人体虚弱的免疫系统来对抗致命的血癌。Stanley Riddell 是美国华盛顿州 Fred Hutchinson 癌症研究中心的研究员。"所以，这就是这种疗法的一个有趣之处。它不需要重复治疗或反复的化疗周期，"Riddell 说。"我认为这对患者来说可能是未来最重要的——它是一次性治疗，而不是数月的治疗。"它在小规模患者试验中显示出巨大的前景。在一项针对 35 名某种白血病患者 的研究中，94% 的患者经历了完全缓解。50% 到 80% 的其他血癌患者的症状也有所减轻。Riddell 说："这令人鼓舞，因为这些患者都是所有常规疗法均失败的患者，包括多种骨髓移植和干细胞移植。"免疫系统细胞通常对抗入

侵的病毒和细菌。它们也可以对抗癌症。但它们很快就会被疾病压垮。Hutchinson 研究人员的工作增强了这种天然的抗癌能力。利用免疫系统对抗皮肤癌和某些肺癌也显示出前景。

5. A) The repeated chemotherapy.
B) The immune system treatment.
C) The stem cell transplant.
D) The bone marrow transplant.

【题目】 What is the experimental therapy against blood cancer?

【翻译】 针对血癌的实验性疗法是什么？

A) 反复化疗。 B) 免疫系统治疗。 C) 干细胞移植。 D) 骨髓移植。

【答案】 B (细节题) The immune system treatment.

【定位】 An experimental therapy uses a person's weak immune system to fight deadly blood cancers.
一种实验性疗法利用人体虚弱的免疫系统来对抗致命的血液癌症。

【信号】 开篇定义句。新闻第一句往往直接点出报道主体，这句 An experimental therapy uses a person's weak immune system to fight deadly blood cancers. 用 "uses ... immune system" 为这项疗法定性——开篇定义即答案信号。

【替换】 uses a person's weak immune system to fight deadly blood cancers ↔

The immune system treatment.

动词描述改名词短语

【排除】 A) 与原文相反

录音确实念到 repetitive cycles of chemotherapy, 但原文是说这新疗法"不需要"反复化疗, The repeated chemotherapy. 正好把被否定的东西当成了答案, 属听到 chemotherapy 就勾的反向陷阱。

借用原文: It doesn't require repeated treatments or repetitive cycles of chemotherapy

C) 原词陷阱

录音里 stem cell transplants 出现在说"这些患者此前各种常规疗法都失败了"的语境, 是被对比/排除的旧疗法, 并非这项新疗法本身; The stem cell transplant. 把听到的原词直接当答案。

借用原文: including many kinds of bone marrow and stem cell transplants

D) 原词陷阱

The bone marrow transplant. 与 C 同坑: bone marrow transplant 在原文里也属"患者已经失败的常规疗法"之一, 是被对照的旧法, 不是这项实验疗法。

借用原文: including many kinds of bone marrow and stem cell transplants

-
6. A) About 33.
B) About 35.
C) About 50.
D) About 94.

【题目】 How many patients gained a complete remission in the small trials?

【翻译】 在小规模试验中有多少患者获得了完全缓解?

A) 约33人。 B) 约35人。 C) 约50人。 D) 约94人。

【答案】 A (细节题) About 33.

【定位】 In one study of 35 patients with a type of leukemia, 94 percent experienced a complete remission.

在一项针对 35 名某型白血病患者 的研究中, 94% 的人实现了完全缓解。

【信号】 complete remission 同词锁定。题干问 complete remission, 录音里 94 percent experienced a complete remission 出现同一短语, 这句即答案句; 而真正要的人数藏在"35 人的 94%"里, 须由两数相乘得出。

【替换】 In one study of 35 patients with a type of leukemia, 94 percent experienced a complete remission ↔ About 33.

35 的 94% 约等于 33

【排除】 B) 原词陷阱

35 patients 确被念到, 但它是"研究纳入的总人数", 题目问的是"完全缓解的人数"。About 35. 把听到的总数直接当答案, 量纲对不上。

借用原文: In one study of 35 patients

C) 张冠李戴

录音里 50 percent to 80 percent of patients with other blood cancers 的 50 指"其它血癌患者症状减轻的比例", 与本题问的白血病完全缓解人数无关, 是张冠李戴的别处数字。

借用原文: 50 percent to 80 percent of patients with other blood cancers also saw a reduction in symptoms

D) 原词陷阱

94 percent 是"缓解率"这个百分比, About 94. 把百分数当成了人数。数值最大最醒目, 最易被"听到大数就选"勾走, 恰恰是命题人埋的头号诱饵。

借用原文: 94 percent experienced a complete remission

-
7. A) Improving cancer-fighting ability of immune cells.
B) Encouraging patients with skin or lung cancers.
C) Healing the leukemia patients in a single treatment.
D) Eradicating invading viruses and bacteria.

【题目】 What have Hutchinson researchers contributed to according to the news report?

【翻译】根据新闻报道，Hutchinson研究人员做出了什么贡献？

- A) 提高免疫细胞的抗癌能力。 B) 鼓励皮肤癌或肺癌患者。
C) 通过单次治疗治愈白血病患者。 D) 消灭入侵的病毒和细菌。

【答案】A (细节题) Improving cancer-fighting ability of immune cells.

【定位】The work by Hutchinson researchers increases this natural cancer-fighting ability.

Hutchinson 研究者的工作增强了这种天然的抗癌能力。

【信号】主体作主语的成果句。这句 The work by Hutchinson researchers increases this natural cancer-fighting ability. 正以研究者的工作为主语、动词 increases 点出贡献——主体 + 动作的成果句，就是答案信号；其中 this 指代前句免疫细胞的抗癌力。

【替换】increases this natural cancer-fighting ability ↔

Improving cancer-fighting ability of immune cells.

increases 同义 improving

【排除】B) 原词陷阱

录音末句 shown promise against skin cancer and some lung cancers 确有 skin/lung cancers，但说的是“该免疫疗法对皮肤癌肺癌也显出前景”，不是“鼓励患者”。Encouraging patients with skin or lung cancers. 把原词拼到了一个原文没说的动作上。

借用原文：Using the immune system has also shown promise against skin cancer and some lung cancers

C) 过度推断

录音里 it's a single treatment 和 leukemia 都念到了，但原文只说“单次治疗”且 94% 缓解，并未说“一次就治愈所有白血病患者”。Healing the leukemia patients in a single treatment. 把“缓解”夸成“治愈”、说得比原文绝对。

借用原文：it's a single treatment instead of many months of treatment

D) 张冠李戴

录音 Immune system cells usually fight invading viruses and bacteria 里的 viruses/bacteria 描述的是免疫细胞“通常”的功能，并非 Hutchinson 研究者的贡献。Eradicating invading viruses and bacteria. 把别人/常态的事安到研究者头上。

借用原文：Immune system cells usually fight invading viruses and bacteria

Section B

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

Questions 8 to 11 are based on the conversation you have just heard.

1 W: Morning, this is TGC.

W: 早上好, 这里是TGC。

2 M: Good morning. Er...Walter Berry here, calling from London. Could I speak to Mr. Grand, please?

M: 早上好。呃.....我是Walter Berry, 从伦敦打来的。我能和Grand先生通话吗?

3 W: Who's calling, please?

W: 请问哪位?

4 M: Walter Berry from London.

M: 伦敦的Walter Berry。

5 W: What is it about, please?

W: 请问有什么事吗?

6 M: Well, I understand that your company has a chemical processing plant. My own company, LCP, Liquid Control Products, is a leader in safety from leaks in the field of chemical processing. I'd like to speak to Mr. Grand to discuss ways in which we could help TGC protect itself from such problems and save money at the same time.

M: 嗯, 我了解到贵公司有一家化工处理厂。我自己的公司, LCP, Liquid Control Products, 在化工处理领域的泄漏安全方面处于领先地位。我想和Grand先生谈谈我们如何帮助TGC防范此类问题, 同时节省资金。

7 W: Yes, I see. Well, Mr. Grand is not available just now.

W: 好的, 我明白了。不过, Grand先生现在不在。

8 M: Can you tell me when I could reach him?

M: 您能告诉我什么时候能联系到他吗?

9 W: He is very busy for the next few days. Then he'll be away in New York. So it's difficult to give you a time.

W: 他接下来几天都很忙。然后他要去纽约。所以很难给您一个具体时间。

10 M: Could I speak to someone else, perhaps?

M: 我能和其他人通话吗?

11 W: Who, in particular?

W: 具体是哪位?

12 M: A colleague, for example.

M: 比如说, 他的同事。

13 W: You're speaking to his personal assistant. I can deal with calls for Mr. Grand.

W: 您现在正在和他的私人助理通话。我可以处理打给Grand先生的电话。

14 M: Yes, well, could I ring him tomorrow?

M: 好的, 那我明天能给他打电话吗?

15 W: No, I'm sorry. He won't be free tomorrow. Listen, let me suggest something. You send us details of your products and services, together with references from other companies. And then we'll contact you.

W: 不好意思。他明天也没空。听我说，让我提个建议。您把贵公司的产品和服务详情发给我们，附上其他公司的推荐信。然后我们会联系您。

16 M: Yes, that's very kind of you. I have your address.

M: 好的，太感谢您了。我有你们的地址。

17 W: Very good. Mr...

W: 很好。.....先生？

18 M: Berry. Walter Berry from LCP in London.

M: Berry. 伦敦LCP的Walter Berry。

19 W: Right, Mr. Berry. We look forward to hearing from you.

W: 好的，Berry先生。我们期待收到您的来信。

20 M: Thank you. Goodbye.

M: 谢谢。再见。

21 W: Bye.

W: 再见。

8. A) It specializes in safety from leaks.

B) It is headquartered in London.

C) It has a chemical processing plant.

D) It has a partnership with LCP.

【题目】 What do we learn about the woman's company?

【翻译】 关于这位女士的公司我们了解到什么？

- A) 它专门从事泄漏防护。 B) 它的总部设在伦敦。 C) 它有一家化学品加工厂。
D) 它与LCP有合作关系。

【答案】 C (细节题) It has a chemical processing plant.

【定位】 Well, I understand that your company has a chemical processing plant.

嗯，我了解到贵公司有一座化工厂（化学处理工厂）。

【信号】 I understand引出已知事实。 男方用 I understand that your company has a chemical processing plant 把"对方公司的情况"作为已知前提抛出，I understand that... 正是引出"关于该公司的事实"的信号句，答案就在这句里。

【替换】 your company has a chemical processing plant ↔ **It has a chemical processing plant**
your company换成It

【排除】 A) 张冠李戴

It specializes in safety from leaks. 盗用了男方介绍自己公司时说的 is a leader in safety from leaks——但"擅长防泄漏"是男方 LCP 的业务，不是女方公司的，题目问的是 the woman's company，张冠李戴。

借用原文：LCP, Liquid Control Products, is a leader in safety from leaks

B) 原词陷阱

It is headquartered in London. 里的 London 来自男方 calling from London——伦敦是打电话进来的男方所在地，不是女方公司总部所在地，听到 London 就选是被原词诱导。

借用原文：calling from London

D) 过度推断

It has a partnership with LCP. 用了原文反复出现的 LCP，但全程男方只是打电话来"想谈合作" (discuss ways in which we could help TGC)，双方根本还没建立 partnership，属过度推断。

借用原文：discuss ways in which we could help TGC protect itself from such problems

-
9. A) He is a safety inspector.
B) He is Mr. Grand's friend.
C) He is a chemist.
D) He is a salesman.

【题目】 What do we learn about the man?

【翻译】 关于这位男士我们了解到什么？

- A) 他是一名安全检查员。 B) 他是Grand先生的朋友。 C) 他是一名化学家。
D) 他是一名销售员。

【答案】 D (推断题) He is a salesman.

【定位】 My own company, LCP, Liquid Control Products, is a leader in safety from leaks in the field of chemical processing. I'd like to speak to Mr. Grand to discuss ways in which we could help TGC protect itself from such problems and save money at the same time.

我自己的公司 LCP (液体控制产品公司) 是化工处理领域防泄漏方面的领先者。我想和 Grand 先生谈谈，看我们能怎样帮 TGC 防范这类问题，同时还能省钱。

【信号】 推销话术暴露身份。 他主动夸自家公司 is a leader in safety from leaks、想约人谈 help TGC protect itself from such problems and save money——这套"夸产品 + 帮你省钱 + 约见面"的话术是销售员的典型动作，正是判断身份的信号。

【替换】 we could help TGC protect itself from such problems and save money ↔ **He is a salesman**
推销行为概括为身份

【排除】 A) 原词陷阱

He is a safety inspector. 借了原文的 safety (safety from leaks) ——但 safety 是他卖的产品方向，他是来推销的，不是来检查 TGC 安全的，安全检查员属凭原词臆造的身份。

借用原文：is a leader in safety from leaks

B) 未提及

He is Mr. Grand's friend. 在录音里毫无依据——他是陌生来电，连本人都没找到，女士还要他寄资料、提供推荐信，显然不是 Grand 的朋友，属未提及。

C) 原词陷阱

He is a chemist. 靠 chemical processing 里的 chemical 来骗——chemical 是描述行业领域的，不代表他本人是化学家，他做的是销售而非搞化学研究，读音相近的偷换。

借用原文：in the field of chemical processing

10. A) The public relations officer.

B) Head of the personnel department.

C) Mr. Grand's personal assistant.

D) Director of the safety department.

【题目】 What is the woman's position in her company?

【翻译】 这位女士在她公司的职位是什么？

- A) 公共关系主管。 B) 人事部门负责人。 C) Grand先生的私人助理。
D) 安全部门主任。

【答案】 C (细节题) Mr. Grand's personal assistant.

【定位】 You're speaking to his personal assistant. I can deal with calls for Mr. Grand.

您正在跟他的私人助理通话。我可以处理找 Grand 先生的来电。

【信号】 被问后的直接自报。 男方追问能否找别人 (Could I speak to someone else)，女方紧接着应答 You're speaking to his personal assistant——这是被问之后的直接自报身份句，对话题答案就落在这种应答上。

【替换】 You're speaking to his personal assistant ↔ **Mr. Grand's personal assistant**

his还原为Mr. Grand's

【排除】 A) 未提及

The public relations officer. 在录音里根本没出现，纯属“接电话的人想当然是公关”的常识臆断，原文女方自报的是 personal assistant，未提及公关。

B) 未提及

Head of the personnel department. 录音通篇未提人事部门，女方明确说自己是私人助理，此项为无中生有。

D) 原词陷阱

Director of the safety department. 里的 safety 来自男方介绍业务时的 safety from leaks——那是男方公司的业务方向，与女方职位无关，是把别处的热词拼成一个假职位。

借用原文：safety from leaks in the field of chemical processing

-
11. A) Send a comprehensive description of their work.
B) Provide details of their products and services.
C) Leave a message for Mr. Grand.
D) Wait for Mr. Grand to call back.

【题目】 What does the woman suggest the man do?

【翻译】 这位女士建议这位男士做什么？

- A) 发送他们工作的全面描述。 B) 提供他们产品和服务的详细信息。
C) 给Grand先生留言。 D) 等待Grand先生回电。

【答案】 B (细节题) Provide details of their products and services.

【定位】 Listen, let me suggest something. You send us details of your products and services, together with references from other companies. And then we'll contact you.

这样吧，我给您出个主意。您把贵公司产品和服务的详细资料、连同其他公司的推荐信一起寄给我们，然后我们再联系您。

【信号】 let me suggest引出建议。 女方用 let me suggest something 明确引出建议，紧接着的 You send us details of your products and services 就是她要男方做的事——“建议某人做某事”的答案信号就是这种提议句。

【替换】 You send us details of your products and services ↔

Provide details of their products and services

send改provide、人称转换

【排除】 A) 偷换概念

Send a comprehensive description of their work. 用了和正确项一样的 Send / description 套路，但女方要的是 details of your products and services (产品和服务的资料)，不是"对他们工作的全面描述"，把"产品服务"偷换成了"工作"。

借用原文：details of your products and services, together with references from other companies

C) 未提及

Leave a message for Mr. Grand. 是打电话场景的"想当然"动作，但女方从头到尾没让男方留言，而是让他寄资料，属用常识替原文、未提及。

D) 与原文相反

Wait for Mr. Grand to call back. 弄反了联系方向：原文是男方寄资料后 we'll contact you (公司联系男方)，而非男方坐等 Mr. Grand 本人回电，且回电主体也错。

借用原文：And then we'll contact you

Questions 12 to 15 are based on the conversation you have just heard.

1 M: Miss Yamada, did you ever think that you would find yourself living and working in the western world?

M: Yamada小姐,你有没有想过自己会在西方世界生活和工作?

2 W: No, not really, although I've always listened to recordings of great orchestras from Europe.

W: 没有,不太可能,虽然我一直听欧洲伟大管弦乐团的唱片。

3 M: So, you enjoyed classical music even when you were very young?

M: 所以,你很小的时候就喜欢古典音乐了?

4 W: Oh, yes. I was only a child.

W: 哦,是的。我那时候还是孩子。

5 M: You were born in 1955. Is that right?

M: 你是1955年出生的,对吧?

6 W: Yes, I began violin lessons at school when I was 6.

W: 是的,我6岁的时候在学校开始学小提琴。

7 M: As young as that. Did you like it?

M: 那么小。你喜欢吗?

8 W: Oh, yes. Very much.

W: 哦,是的。非常喜欢。

9 M: When did you first play on your own? I mean, when did you give your first performance?

M: 你第一次独自演奏是什么时候?我是说,你第一次表演是什么时候?

10 W: I think I was 8. No, 9. I just had my birthday a week before, and my father had bought me a new violin. I played a small piece at the school concert.

W: 我想是8岁。不,9岁。就在我生日过后一周,我父亲给我买了一把新小提琴。我在学校音乐会上演奏了一小段。

11 M: Did you know then that you would become a professional violinist?

M: 那时候你知道自己会成为职业小提琴家吗?

12 W: Yes, I think so. I enjoyed playing the violin very much, and I didn't mind practicing, sometimes 3 or 4 hours a day.

W: 是的,我想是的。我非常喜欢拉小提琴,而且我不介意练习,有时候一天练3到4个小时。

13 M: And when did you first come to Europe?

M: 你第一次来欧洲是什么时候?

14 W: I was very lucky. When I was 15, I won a scholarship to a college in Paris. That was for a 3-year course.

W: 我非常幸运。我15岁的时候,获得了巴黎一所大学的奖学金。那是一个3年的课程。

15 M: How did your parents feel about that?

M: 你父母对此有什么感受?

16 W: I think they were pleased and worried at the same time. It was the chance of a lifetime. But of course, I would be thousands of miles from home. Anyway, I studied in Paris for 3 years, and then went back to Tokyo.

W: 我觉得他们既高兴又担心。这是千载难逢的机会。但当然,我会离家千万里。不管怎样,我在巴黎学习了3年,然后回到了东京。

12. A) She listened to recordings of many European orchestras.

B) She read a lot about European musicians and their music.

C) She dreamed of working and living in a European country.

D) She learned playing the violin from a famous French musician.

【题目】 What do we know about the woman before she went to Europe?

【翻译】 关于这位女士去欧洲之前的情况,我们了解到什么?

- A) 她听过许多欧洲管弦乐团的录音。 B) 她阅读了大量关于欧洲音乐家及其音乐的资料。
C) 她梦想在欧洲国家工作和生活。 D) 她跟一位法国著名音乐家学习拉小提琴。

【答案】 A (细节题) She listened to recordings of many European orchestras.

【定位】 No, not really, although I've always listened to recordings of great orchestras from Europe.
不,其实没有,不过我一直都在听欧洲那些伟大乐团的录音。

【信号】 转折 although 后才是真意。 她说 No, not really (没怎么想过), 紧接 although 一转, 后半 I've always listened to recordings of great orchestras from Europe 才是她真正做过的事——转折连词后面那句才是答案落点。

【替换】 listened to recordings of great orchestras from Europe ↔
listened to recordings of many European orchestras
great→many、from Europe→European 的同义改写

【排除】 B) 未提及

录音只说她"听"乐团录音 listened to recordings, 从没说她"读"了很多关于音乐家的书, read a lot about European musicians 是把"听"换成了"读", 属未提及的动作。

C) 与原文相反

录音里男声问她是否想过 P2... 但她答 No, not really, 明确说没怎么想过住在西方/欧洲; dreamed of working and living in a European country 借了"European"却把她否定掉的事说成她梦想过, 与原文相反。

借用原文: No, not really

D) 未提及

录音从没说她师从任何法国音乐家, 她只说 I began violin lessons at school (在学校学的); learned playing the violin from a famous French musician 里的"法国名家"是无中生有, "French"是顺着后文巴黎联想硬造的。

-
13. A) She was a pupil of a famous European violinist.
B) She gave her first performance with her father.
C) She became a professional violinist at fifteen.
D) She began taking violin lessons as a small child.

【题目】 What does the woman say about her music experience?

【翻译】 关于她的音乐经历, 这位女士说了什么?

- A) 她曾是一位欧洲著名小提琴家的学生。 B) 她与父亲一起进行了首次演出。
C) 她在十五岁时成为了职业小提琴家。 D) 她从很小的时候就开始上小提琴课。

【答案】 D (细节题) She began taking violin lessons as a small child.

【定位】 Yes, I began violin lessons at school when I was 6.

是的, 我6岁就在学校开始上小提琴课了。

【信号】 被问者对"早学"的直接应答。男声问 You were born in 1955 并由前文"很小就喜欢古典乐"引出, 她直接应答 I began violin lessons at school when I was 6, "6岁开始学"这一被问者的直接交代就是答案句。

【替换】 I began violin lessons ↔ began taking violin lessons

began...lessons 近乎原样, 仅补 taking

when I was 6 ↔ as a small child

具体年龄 6 概括成 small child

【排除】 A) 未提及

录音说她在学校开始学 violin lessons at school, 没有任何"师从某欧洲名小提琴家"的情节; a pupil of a famous European violinist 借了"violin/violinist"造出一个"名师", 属未提及。

B) 张冠李戴

录音里父亲只是 my father had bought me a new violin (给她买了把新琴), 首演是她 I played a small piece at the school concert 独自在校演奏, 并非"和父亲一起首演"; gave her first performance with her father 把"父亲买琴"硬接成"与父亲同台", 是张冠李戴。

借用原文: my father had bought me a new violin

C) 原词陷阱

录音里 15 岁对应的是 When I was 15, I won a scholarship to a college in Paris (赢奖学金去巴黎), 不是"15 岁成为职业小提琴家"; became a professional violinist at fifteen 偷了"fifteen"这个数字却安错了事件。

借用原文: When I was 15, I won a scholarship to a college in Paris

14. A) In 1955.

B) In 1961.

C) In 1964.

D) In 1970.

【题目】 When did the woman go to Europe for the first time?

【翻译】 这位女士第一次去欧洲是什么时候?

A) 1955年。 B) 1961年。 C) 1964年。 D) 1970年。

【答案】 D (推断题) In 1970.

【定位】 I was very lucky. When I was 15, I won a scholarship to a college in Paris. That was for a 3-year course.

我非常幸运。15岁那年, 我赢得了去巴黎一所学院的奖学金, 那是个为期3年的课程。

【信号】 首次赴欧绑定 When I was 15. 男声问 when did you first come to Europe?, 她答 When I was 15, I won a scholarship to a college in Paris——"巴黎"即首次到欧洲, "15岁"是关键年龄, 配上前文 You were born in 1955 才能定年份。

【替换】 When I was 15, I won a scholarship to a college in Paris ↔ **In 1970.**

出生1955+赴欧时15岁=1970

【排除】 A) 原词陷阱

In 1955. 正是录音里念到的出生年 You were born in 1955, 但那是她出生的年份、不是去欧洲的年份, 把出生年当赴欧年是错位。

借用原文: You were born in 1955

B) 答非所问

1961 = 1955 + 6, 恰是她 when I was 6 开始学琴的年份, 但题目问的是赴欧, 不是开始学琴; In 1961. 用错了"6岁"这个数。

借用原文: I began violin lessons at school when I was 6

C) 未提及

In 1964. 在 1955 与 1970 之间, 既非出生年也非赴欧年, 没有任何原文数字能推出它, 纯属混淆视听的干扰年份。

15. A) It was the chance of a lifetime.

B) It was a great challenge to her.

C) It gave her a chance to explore the city.

D) It helped her learn classical French music.

【题目】 What does the woman say about her study in Paris?

【翻译】 关于她在巴黎的学习, 这位女士说了什么?

A) 这是一生中难得的机会。 B) 这对她来说是一个巨大的挑战。

C) 这给了她探索这座城市的机会。 D) 这帮助她学习了古典法国音乐。

【答案】 A (态度观点题) It was the chance of a lifetime.

【定位】 I think they were pleased and worried at the same time. It was the chance of a lifetime. But of course, I would be thousands of miles from home.

我想他们既高兴又担心。那是一生难得的机会。不过当然, 我会离家几千英里之远。

【信号】 她对这段经历的直接定性 **It was...**。她明确定性 It was the chance of a lifetime (一生难得的机会), 是她本人对巴黎留学这件事的评价句, 带强烈正面色彩, 即答案落点。

【替换】 It was the chance of a lifetime ↔ **It was the chance of a lifetime.**

评价句几乎原样保留

【排除】 B) 张冠李戴

录音里只有她父母 pleased and worried at the same time, "worried"是父母的担心, 不是说这件事对她是"巨大挑战"; a great challenge to her 借"worried"的负面色彩造出"挑战", 且把父母的感受安到她头上, 张冠李戴。

借用原文: they were pleased and worried at the same time

C) 未提及

录音说她去巴黎是 won a scholarship to a college 读 a 3-year course (求学), 从没说留学给了她"逛这座城市"的机会; explore the city 是顺着"巴黎"这个地名硬加的, 属未提及。

D) 未提及

录音只说去巴黎读 a 3-year course, 从没说"学法国古典音乐"; learn classical French music 借"巴黎在法国"造出"法国古典乐", French/classical 都是无中生有的拼接。

Section C

Directions: In this section, you will hear three passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

Questions 16 to 18 are based on the passage you have just heard.

1 What makes a person famous? This is a mystery that many people have carefully thought about. All kinds of myths surround the lives of well-known people. Most people are familiar with the works of William Shakespeare, one of the greatest English writers of the 16th and 17th centuries. Yet how many know Shakespeare, the person, the man behind the works? After centuries of research, scholars are still trying to discover Shakespeare's personal history. It is not easily found in his writings. Authors of the time could not protect their works. An acting company, for example, could change a play if they wanted to. Nowadays, writers have copyrights to protect their work. Many myths arose about Shakespeare. Some said he had no formal education. Others believed that he began his career by tending the horses of wealthy men. All of these myths are interesting, but are they true? Probably not. Shakespeare's father was a respected man in Stratford-upon-Avon, a member of the town council. He sent young William to grammar school. Most people of Elizabethan times did not continue beyond grammar school. So Shakespeare did have at least an average education. Some parts of Shakespeare's life will always remain unknown. The Great London Fire of 1666 burned many important documents that could've been a source of clues. We'll always be left with many questions and few facts.

是什么让一个人成名? 这是许多人仔细思考过的谜题。各种神话围绕着知名人士的生活。大多数人都熟悉 William Shakespeare 的作品, 他是16世纪和17世纪最伟大的英国作家之一。然而有多少人了解 Shakespeare 这个人, 了解作品背后的那个男人? 经过几个世纪的研究, 学者们仍在试图发现 Shakespeare 的个人历史。在他的作品中不容易找到。那个时代的作者无法保护他们的作品。例如, 一个剧团可以随意改编一部戏剧。如今, 作家拥有版权来保护他们的作品。关于 Shakespeare 出现了许多神

话。有人说他没有接受过正规教育。其他人认为他的职业生涯始于照料富人的马匹。所有这些神话都很有趣，但它们是真实的吗？可能不是。Shakespeare的父亲在Stratford-upon-Avon是一位受人尊敬的人，是镇议会的成员。他送年轻的William去文法学校。伊丽莎白时代的大多数人都没有继续接受文法学校以上的教育。所以Shakespeare至少接受了平均水平的教育。Shakespeare生活的某些部分将永远无法知晓。1666年的伦敦大火烧毁了许多重要文件，这些文件本可以成为线索的来源。我们将永远留下许多问题和少量事实。

16. A) There are mysterious stories behind his works.
B) His personal history is little known.
C) His works have no match worldwide.
D) There are many misunderstandings about him.

【题目】 What does the speaker say about William Shakespeare?

【翻译】 说话者关于威廉·莎士比亚说了什么？

- A) 他的作品背后有神秘的故事。 B) 他的个人历史鲜为人知。
C) 他的作品在世界范围内无与伦比。 D) 关于他存在许多误解。

【答案】 B (主旨题) His personal history is little known.

【定位】 Yet how many know Shakespeare, the person, the man behind the works? After centuries of research, scholars are still trying to discover Shakespeare's personal history. It is not easily found in his writings.

然而又有多少人了解作品背后的莎士比亚这个人呢？经过数百年的研究，学者们仍在努力发掘莎士比亚的个人经历。它在他的作品里并不容易找到。

【信号】 转折词 Yet 之后转入真正主旨。前文铺垫“大家熟悉他的作品”，Yet how many know Shakespeare, the person 一个 Yet 把焦点扭向“这个人本身”，转折后才是 speaker 真正要谈的点；再接 scholars are still trying to discover Shakespeare's personal history，坐实主旨是“其生平至今难以查清”。

【替换】 scholars are still trying to discover Shakespeare's personal history ↔

His personal history is little known.

“还在努力发掘”=“鲜为人知”

【排除】 A) 原词陷阱

录音开头确有 What makes a person famous? This is a mystery 和 the works, A 把 mystery 和 works 拼成"作品背后有神秘故事", 听到原词很想选; 但原文的 mystery 指"成名之谜/生平之谜", 并非"作品背后有神秘故事", 答非所问。

借用原文: This is a mystery that many people have carefully thought about

C) 过度推断

原文说他是 one of the greatest English writers, C 顺势说"his works have no match worldwide (举世无双)", 听到 greatest 很想选; 但原文只说"最伟大作家之一", 是 one of, 没说无人能及, C 把程度推过头了。

借用原文: one of the greatest English writers of the 16th and 17th centuries

D) 偷换概念

原文确实说 Many myths arose about Shakespeare, D 借"myths"说成"许多误解"很像; 但全段主旨是"生平不为人知", myths (流传的传说) 只是其中一个支撑细节, 不是 speaker 关于他要表达的"主要"内容, 以偏概全。

借用原文: Many myths arose about Shakespeare

17. A) He once worked in a well-known acting company.

B) He moved to Stratford-on-Avon in his childhood.

C) He failed to go beyond grammar school.

D) He was a member of the town council.

【题目】 What do we learn about Shakespeare's father?

【翻译】 关于莎士比亚的父亲我们了解到什么?

A) 他曾在一家知名的剧团工作过。 B) 他童年时搬到了埃文河畔斯特拉特福。

C) 他没能完成文法学校之后的学业。 D) 他是镇议会的成员。

【答案】 D (细节题) He was a member of the town council.

【定位】 Shakespeare's father was a respected man in Stratford-upon-Avon, a member of the town council.

莎士比亚的父亲是斯特拉特福镇上一位受人尊敬的人, 是镇议会的成员。

【信号】 主语直接出现"father", 应答题干对象。题干问父亲, 原文 Shakespeare's father was a respected man 主语正是 father, 紧跟其后的同位语 a member of the town council 直接交代其身份, 是回答本题对象的那一句。

【替换】 a member of the town council ↔ **He was a member of the town council.**

近乎原句对应, 只是补出主语 He

【排除】 A) 原词陷阱

录音里 An acting company, for example, could change a play 出现过 acting company, A 借它说"他曾在知名剧团工作", 听到原词很想选; 但原文那句讲的是"剧团可随意改剧本", 根本没说父亲(或莎翁)在剧团工作过, 纯属把原词挪作他用。

借用原文: An acting company, for example, could change a play if they wanted to

B) 未提及

原文 Stratford-upon-Avon 是讲父亲所在的镇, B 却说"他童年时搬到斯特拉福", 既偷换了对象(题干问父亲), 又凭空加了"童年迁居"这一原文没有的动作, 地名是真的、事却是编的。

借用原文: Shakespeare's father was a respected man in Stratford-upon-Avon

C) 与原文相反

原文 He sent young William to grammar school 说父亲把莎翁送进文法学校、且 Shakespeare did have at least an average education, C 却说"他没读过文法学校以上", 把"读了书"反成"没读上去", 方向相反; 况且本题问的是父亲, C 说的是 William。

借用原文: He sent young William to grammar school. Most people of Elizabethan times did not continue beyond grammar school. So Shakespeare did have at least an average education.

-
18. A) People of his time had little interest in him.
B) His works were adapted beyond recognition.
C) Possible sources of clues about him were lost in a fire.
D) Writers of his time had no means to protect their works.

【题目】 Why does the speaker say parts of Shakespeare's life will remain a mystery?

【翻译】 说话者为什么说莎士比亚生平的部分内容将仍是个谜?

- A) 他那个时代的人对他兴趣不大。 B) 他的作品被改编得面目全非。
C) 关于他的可能线索来源在一场火灾中丢失了。
D) 他那个时代的作家没有办法保护自己的作品。

【答案】 C (细节题) Possible sources of clues about him were lost in a fire.

【定位】 Some parts of Shakespeare's life will always remain unknown. The Great London Fire of 1666 burned many important documents that could've been a source of clues.

莎士比亚生平的某些部分将永远不为人知。1666 年的伦敦大火烧毁了许多本可作为线索来源的重要文献。

【信号】 结果句后紧跟的因果陈述句。 先抛结果 Some parts of Shakespeare's life will always remain unknown, 紧接 The Great London Fire of 1666 burned many important documents that could've been a source of clues 给出原因——大火烧掉了本可作线索的文献, 这句正是 Why 的答案。

【替换】 The Great London Fire of 1666 burned many important documents that could've been a source of clues

↔ **Possible sources of clues about him were lost in a fire.**

"大火烧毁文献" = "线索来源毁于火灾"

【排除】 A) **未提及**

录音开头谈 What makes a person famous, A 顺势说"当时人对他没兴趣", 听感沾边; 但原文从没说同时代人对他不感兴趣, 成谜的原因是大火毁了文献, A 属原文没说的编造。

B) **过度推断**

原文 An acting company... could change a play 说剧团可改剧本, B 借它说"作品被改得面目全非", 听到 change 很想选; 但那句是解释"作者作品难留下"的旁证, 且 change a play 远不到"beyond recognition (面目全非)"的程度, 既非本题原因又把程度推过头。

借用原文: An acting company, for example, could change a play if they wanted to

D) **答非所问**

原文 Authors of the time could not protect their works 确实说当时作家无法保护作品, D 几乎照搬这句很诱人; 但这句是解释"为何生平在作品里不易找到"的旁因, 题干问的是"为何会永远成谜", 紧跟那个结果句的原因是"大火", D 是用真原词答到了别处。

借用原文: Authors of the time could not protect their works

Questions 19 to 21 are based on the conversation you have just heard.

1 Wherever you go and for whatever reason, it's important to be safe. While the majority of people you meet when travelling are sure to be friendly and welcoming, there are dangers—theft being the most common.

无论你去哪里以及出于什么原因, 安全都很重要。虽然你在旅行中遇到的大多数人肯定是友好和热情的, 但也存在危险——盗窃是最常见的。

2 Just as in your home country, do not expect everyone you meet to be friendly and helpful. It's important to prepare for your trip in advance and to take precautions while you are travelling. As you prepare for your trip, make sure you have the right paperwork. You don't want to get to your destination, only to find you have the wrong visa, or worse, that your passport isn't valid anymore. Also, make sure you travel with proper medical insurance so that if you are sick or injured during your travels, you'll be able to get treatment. If you want to drive while you're abroad, make sure you have an international driver's license.

就像在你的祖国一样, 不要期望你遇到的每个人都是友好和乐于助人的。提前为旅行做好准备并在旅行期间采取预防措施是很重要的。在准备旅行时, 确保你有正确的文件。你不会想到达目的地后才发现你的签证不对, 或者更糟的是, 你的护照已经失效了。另外, 确保你购买了适当的医疗保险, 这样如果你在旅行期间生病或受伤, 你就能够得到治疗。如果你想在外国开车, 确保你有国际驾照。

3 When you get to your destination, use official transport. Always go to bus and taxi stands. Don't accept rides from strangers who offer you a lift. If there's no meter in a taxi, agree on a price before you get in. If you prefer to stay in cheap hotels while traveling, make sure you can lock the door of

your room from the inside. Finally, remember to smile. It's the friendliest and most sincere form of communication, and is sure to be understood in any part of the world.

当你到达目的地时,使用官方交通工具。始终去公交车站和出租车站。不要接受陌生人主动提供的搭车。如果出租车里没有计价器,在上车前商定好价格。如果你旅行时喜欢住便宜的旅馆,确保你可以从里面锁上房门。最后,记得微笑。这是最友好、最真诚的交流方式,在世界任何地方都一定能被理解。

19. A) Theft.
B) Air crash.
C) Cheating.
D) Road accidents.

【题目】 What is mentioned as a most common danger when people go travelling abroad?

【翻译】 人们出国旅行时,什么被提到是最常见的危险?

A) 盗窃。 B) 空难。 C) 欺诈。 D) 道路交通事故。

【答案】 **A** (细节题) Theft.

【定位】 While the majority of people you meet when travelling are sure to be friendly and welcoming, there are dangers—theft being the most common.

尽管你旅行中遇到的大多数人一定是友好热情的,但危险仍然存在——其中偷窃最为常见。

【信号】 最高级 **the most common** 锁定。答案句末 theft being the most common 用最高级 the most common 把范围收到『最常见』那一个,正对题干的 most common; 这种最高级/唯一性的限定词就是细节题的答案信号,听到 the most 就该锁定它后面那个名词。

【替换】 theft being the most common ↔ **Theft**.

原词直接对应

【排除】 B) **未提及**

Air crash. (空难) 原文整段都没出现,属于凭『旅行危险』常识脑补出来的干扰,原文谈的危险只有偷窃,故排除。

C) **未提及**

Cheating. (欺骗/被骗) 原文没有提到,第三段虽讲到打车要先讲好价钱,但并未把它点名为一种『最常见的危险』,故排除。

D) **答非所问**

Road accidents. (交通事故) 易因第三段大谈交通而被误选,但原文从未把交通事故列为危险,第三段是教你怎么安全出行 (use official transport), 答非所问,故排除。

-
20. A) Learn the local customs.
B) Have the right documents.
C) Book tickets well in advance.
D) Make hotel reservations.

【题目】 What is the most important thing to do when you prepare for your trip abroad?

【翻译】准备出国旅行时,最重要的事情是什么?

A) 了解当地习俗。 B) 持有正确的证件。 C) 提前预订好机票。 D) 预订酒店。

【答案】 **B** (细节题) Have the right documents.

【定位】 As you prepare for your trip, make sure you have the right paperwork. You don't want to get to your destination, only to find you have the wrong visa, or worse, that your passport isn't valid anymore.

在你准备出行时, 务必确保你备齐了正确的文件。你可不想到了目的地才发现签证办错了, 或者更糟, 护照已经失效。

【信号】 **建议句 make sure 领起第一项准备**。答案句以 As you prepare for your trip, make sure you have the right paperwork 领起准备清单, 用 make sure (务必) 这一强调式建议把『备齐正确文件』摆在第一位, 后面又用签证作废、护照失效这类后果加重它的分量——make sure 加首位加后果强调, 就是这题的答案信号。

【替换】 make sure you have the right paperwork ↔ **Have the right documents.**

近义词替换 paperwork=documents

the wrong visa, or worse, that your passport isn't valid anymore ↔ **Have the right documents.**

下位例子印证上位概念

【排除】 A) **未提及**

Learn the local customs. (了解当地习俗) 听着像旅行常识, 但原文准备段 (第二段) 只讲了证件、医疗保险、国际驾照, 从没提『学习当地习俗』, 属凭常识脑补, 故排除。

C) **原词陷阱**

Book tickets well in advance. (提前订票) 原文第二段只说 prepare for your trip in advance (提前做准备), 并没说提前订票; 这里盗用了听感相近的 in advance, 让人误以为念到了订票, 实际答非所问, 故排除。

借用原文: It's important to prepare for your trip in advance

D) **原词陷阱**

Make hotel reservations. (预订酒店) 原文第三段只提到 cheap hotels (便宜酒店) 要能从里面反锁房门, 并没让你『提前预订酒店』, 盗用了 hotel 这个原词却讲的是另一回事, 故排除。

借用原文: If you prefer to stay in cheap hotels while traveling, make sure you can lock the door of your room from the inside.

21. A) Contact your agent.

B) Use official transport.

C) Get a lift if possible.

D) Have a friend meet you.

【题目】 What does the speaker suggest you do when you arrive at your destination?

【翻译】说话者建议你抵达目的地时做什么？

- A) 联系你的代理人。 B) 使用官方交通工具。 C) 如果可能的话搭便车。
D) 让朋友来接你。

【答案】 **B** (细节题) Use official transport.

【定位】 When you get to your destination, use official transport. Always go to bus and taxi stands.

Don't accept rides from strangers who offer you a lift.

到达目的地后，要使用官方交通工具。一定要去正规的公交车站和出租车候车点。不要接受陌生人提供的搭便车。

【信号】 祈使建议句正面给出做法。答案句以 When you get to your destination, use official transport 用祈使句正面给出建议，时段词 when you get to your destination 与题干 when you arrive 完全对应；紧接的 Don't accept rides from strangers 用 Don't 反向劝阻，正反一对照，正确做法就是『用官方交通』。

【替换】 use official transport ↔ Use official transport.

原句几乎照搬

Always go to bus and taxi stands. ↔ Use official transport.

下位例子印证上位概念

【排除】 A) 未提及

Contact your agent. (联系你的代理/旅行社) 原文到达段（第三段）只讲了用官方交通、讲好车价、住店能锁门，从没提『联系代理』，属脑补，故排除。

C) 与原文相反

Get a lift if possible. (尽量搭便车) 盗用了原文真念到的 lift：原文却是 Don't accept rides from strangers who offer you a lift——叫你『别』接受陌生人的便车，选项把它正话反说成『尽量搭便车』，方向完全相反，故排除。

借用原文：Don't accept rides from strangers who offer you a lift.

D) 未提及

Have a friend meet you. (让朋友来接你) 听着贴心，但原文到达段没有任何一句让你叫朋友接站，纯属常识脑补，故排除。

Questions 22 to 25 are based on the conversation you have just heard.

1 The British are supposed to be famous for laughing at themselves, but even their sense of humor has a limit, as the British retailer Gerald Ratner found out to his cost. When Ratner took over his father's chain of 130 jeweler shops in 1984, he introduced a very clear company policy. He decided that his shops should sell down-market products at the lowest possible prices. It was a great success. The British public loved his cheap gold earrings and his tasteless silver ornaments. By 1991, Ratner's company had 2,400 shops and it was worth over 680 million pounds. But in April of that year, Gerald Ratner made a big mistake. At a big meeting of top British business people, he showed up and explained the secret of his success. "People say, how can we sell our goods for such a low price? I say, because they're

absolute rubbish." His audience roared with laughter. But the British newspapers and the British public were not so amused. People felt insulted and stayed away from Ratner's shops. Sales fell and 6 months after his speech, Ratner's share price had fallen by 42 percent. The following year, things got worse, and Gerald Ratner was forced to resign. By the end of 1992, he lost his company, his career, and his house. Even worse, 25,000 of his employees had lost their jobs. It had been a very expensive joke.

英国人应该以自嘲著称,但即使他们的幽默感也是有限度的,正如英国零售商Gerald Ratner付出代价后所发现的那样。1984年,当Ratner接管他父亲的130家珠宝店连锁店时,他引入了一项非常明确的公司政策。他决定他的商店应该以尽可能低的价格销售低端产品。这取得了巨大成功。英国公众喜爱他那些廉价的金耳环和俗气的银饰品。到1991年,Ratner的公司拥有2400家商店,价值超过6.8亿英镑。但在那年4月,Gerald Ratner犯了一个大错。在一次英国顶级商界人士的大型会议上,他现身并解释了他成功的秘诀。'人们问,我们怎么能以如此低的价格出售商品?我说,因为它们是绝对的垃圾。'他的听众哄堂大笑。但英国报纸和英国公众却不觉得好笑。人们感到受到了侮辱,不再光顾Ratner的商店。销售额下降,在他演讲6个月后,Ratner的股价下跌了42%。第二年,情况变得更糟,Gerald Ratner被迫辞职。到1992年底,他失去了他的公司、他的职业生涯和他的房子。更糟糕的是,他的25000名员工失去了工作。这是一个代价非常昂贵的玩笑。

22. A) Cut down production cost.
B) Refine the taste of his goods.
C) Sell inexpensive products.
D) Specialise in gold ornaments.

【题目】 What did Gerald Ratner decide to do when he took over his father's shops?

【翻译】 当Gerald Ratner接管他父亲的店铺时, 他决定做什么?

A) 降低生产成本。 B) 改进商品品味。 C) 销售廉价产品。 D) 专营黄金饰品。

【答案】 C (细节题) Sell inexpensive products.

【定位】 He decided that his shops should sell down-market products at the lowest possible prices.
他决定自己的店要以尽可能低的价格出售低端产品。

【信号】 **decided 直陈决定。** 录音用 He decided that 这个明确的"决定"信号词直接引出他的策略, 这正是题干 decide to do 要找的那句——听到 decided/decide to 这种表决断的词, 就该立刻锁定其后的内容为答案句。

【替换】 sell down-market products at the lowest possible prices ↔ **Sell inexpensive products**
概括替换

【排除】 A) 偷换概念

录音从头到尾只说卖价低(lowest possible prices)，从未提及降低"生产成本"。选项把"卖得便宜"偷换成"砍掉生产成本"，是把价格概念换成成本概念，原文并无此意。

B) 与原文相反

录音说他卖的是 tasteless silver ornaments(毫无品位的银饰)，主打便宜而非精致；选项却说他要"提升商品品味/口味"(Refine the taste)，方向正好反了，是把原文的"不讲究品质"颠倒成"提升品质"。

借用原文：tasteless silver ornaments

D) 原词陷阱

录音确实念到 cheap gold earrings(便宜的金耳环)，选项就盗这个 gold 来引诱"听到 gold 就选"；但他的决定是"卖便宜货"，黄金只是商品举例之一，并非"专做黄金饰品"，属听到原词就想选的典型陷阱。

借用原文：cheap gold earrings

23. A) At a meeting of top British businesspeople.

B) During a local sales promotion campaign.

C) During a live television interview.

D) At a national press conference.

【题目】 On what occasion did Gerald Ratner explain the secret of his success?

【翻译】 Gerald Ratner在什么场合解释了他成功的秘诀？

A) 在英国顶级商界人士的会议上。 B) 在一次地方销售促销活动期间。

C) 在一次电视直播采访中。 D) 在一次全国新闻发布会上。

【答案】 A (细节题) At a meeting of top British businesspeople.

【定位】 At a big meeting of top British business people, he showed up and explained the secret of his success.

在一次顶尖英国商界人士的大型聚会上，他现身并道出了自己成功的秘诀。

【信号】 句首地点状语。 录音把场合放在句首作状语 At a big meeting of top British business people，紧接着就是 explained the secret of his success——题干的关键词 explain the secret of his success 正出现在这句，地点状语就是答案所在。

【替换】 At a big meeting of top British business people ↔ **At a meeting of top British businesspeople**
近乎原句

【排除】 B) 未提及

录音通篇没说"本地促销活动", 他是在商界聚会上发言, 不是搞促销。选项 During a local sales promotion campaign. 是凭"他做生意"想当然编出的场合, 原文无据。

C) 未提及

录音说的是"会议(meeting)", 从未提到"电视直播访谈"。选项 During a live television interview. 把发言场合偷换成电视节目, 原文并无电视这一信息。

D) 偷换概念

录音明确是 a big meeting of top British business people(商界人士聚会), 选项却说成"全国新闻发布会"。二者都"正式", 但一个是同行聚会、一个是面向媒体的发布会, 性质不同, 属把原文场合悄悄换成另一种正式场合。

借用原文: a big meeting of top British business people

24. A) Discouraged.

B) Distressed.

C) Puzzled.

D) Insulted.

【题目】 How did people feel when they learned of Gerald Ratner's remarks?

【翻译】 当人们得知Gerald Ratner的言论时感觉如何?

A) 泄气的。 B) 痛苦的。 C) 困惑的。 D) 被侮辱的。

【答案】 D (态度观点题) Insulted.

【定位】 People felt insulted and stayed away from Ratner's shops.

人们感到受了侮辱, 于是不再光顾 Ratner 的店。

【信号】 felt 直述情绪。 录音用 People felt insulted 这个"feel + 情绪词"的直陈结构直接说出人们的感受——态度题最怕绕, 这里 felt 后面紧跟的 insulted 就是答案信号, 听到 felt 就该锁定其后的情绪词。

【替换】 People felt insulted ↔ **Insulted**

原词即情绪

【排除】 A) 答非所问

录音说人们 felt insulted(被侮辱)并"不再去店里", 是被冒犯后的愤然, 而非"泄气"。选项 Discouraged. 是同属负面情绪的近义干扰, 但与原文的"被侮辱"不是一回事。

B) 答非所问

录音只说人们"被侮辱"且离开, 没说他们"痛苦/苦恼"。选项 Distressed. 同样是凑数的负面情绪近义词, 原文并未表达这种感受。

C) 答非所问

人们是听懂了那句贬低商品的话才感到被冒犯, 并非"困惑/没听懂"。选项 Puzzled. 与"被侮辱后愤而离开"的情境相反, 原文无据。

25. A) He is not laughed at, that laughs at himself first.
B) There should be a limit to one's sense of humour.
C) He who never learns from the past is bound to fail.
D) The words of some businesspeople are just rubbish.

【题目】 What does the story of Gerald Ratner suggest?

【翻译】 Gerald Ratner的故事说明了什么?

- A) 先自嘲者不会被人嘲笑。 B) 一个人的幽默感应该有限度。
C) 从不吸取过去教训的人注定会失败。 D) 某些商界人士的话只是垃圾。

【答案】 B (主旨题) There should be a limit to one's sense of humour.

【定位】 The British are supposed to be famous for laughing at themselves, but even their sense of humor has a limit, as the British retailer Gerald Ratner found out to his cost.

英国人素以善于自嘲闻名，但即便他们的幽默感也有限度——零售商 Gerald Ratner 就为此付出了惨痛代价。

【信号】 开头转折点题。录音开篇就用转折 but even their sense of humor has a limit 把全篇主旨点出来——主旨题的灵魂常落在开头的转折(but)之后；这句“幽默感也有限度”加上结尾 It had been a very expensive joke 一前一后呼应，正是整段要讲的道理。

【替换】 even their sense of humor has a limit ↔ There should be a limit to one's sense of humour
陈述变规劝

【排除】 A) 原词陷阱

录音确实念到 laughing at themselves(自嘲)，选项 A 盗这个点编出“先自嘲者不被嘲笑”；但 Ratner 正是自嘲(拿自家商品开玩笑)反而招来恶果，与“自嘲就安全”恰恰相反，是盗用原文话题词的陷阱。

借用原文：laughing at themselves

C) 未提及

故事讲的是“一句玩笑毁前程”，全篇没有“不吸取历史教训就失败”这层意思。选项 He who never learns from the past is bound to fail. 是另起炉灶的道理，与本故事的主旨无关。

D) 原词陷阱

录音里 Ratner 那句玩笑用了 because they're absolute rubbish(因为它们就是废品)，选项 D 盗这个 rubbish 编成“商人之言皆废话”；但故事主旨是幽默要有度，并非贬低所有商人的话，属听到 rubbish 就想选的原词陷阱。

借用原文：because they're absolute rubbish

下列真题句各有独立的句子解析页——中文翻译、结构树逐层拆解、成分与时态、考点讲解与真题高频词。点击句子进入完整解析。

It is the same size as the iPhone 5 and 5s.

第1段，第4句

主系表结构配合"the same ... as"比较句型在考试中较常见，属于基础句式，但过于简单、无从句或复杂修饰，作为考试真题句式的代表性一般

The iPhone SE shares the same design and materials as the 5 and 5s.

第1段，第9句

主谓宾加状语的简单句结构在真题中较为常见，as 引导的比较状语也是常规考点。但本句过于简短、结构过于基础，缺少真题中常见的定语从句、名词性从句或复杂修饰成分，代表性一般。

Riddell said, "This is encouraging because these are all patients who have failed all conventional therapies, including many kinds of bone marrow and stem cell transplants."

第1段，第8句

综合来看，该句结构有一定复杂度但不极端难，时态组合覆盖常见考点（一般过去时、一般现在时、现在完成时），成分丰富且包含多个易错点（引语边界、从句嵌套、关系代词作主语），句式在真题中典型性强，整体训练推荐度较高，适合作为中高难度的成分划分和时态分析练习句。

Could I speak to Mr. Grand, please?

第2段，第3句

情态动词引导的礼貌请求句式在日常交际和考试听力对话中频繁出现，具有一定代表性，掌握后可复用于类似场景

I'd like to speak to Mr. Grand to discuss ways in which we could help TGC protect itself from such problems and save money at the same time.

第6段，第3句

本句涵盖主谓结构、目的状语(不定式)、宾语、宾语补足语、定语从句等多种成分,且定语从句中 in which 的介词前置用法、help 后接宾语加动词原形的结构、并列宾补(protect 和 save)都是值得练习的考点,成分种类丰富。

M: Can you tell me when I could reach him?

第8段，第1句

疑问句 + 宾语从句的结构在考试中高频出现，特别是 tell、ask、wonder 等动词引导的间接疑问句，是典型的口语和书面语常考句式，学习迁移价值较高。

So it's difficult to give you a time.

第9段，第3句

"It is + 形容词 + to do"是四六级和考研中高频出现的句型，掌握后可直接迁移到大量类似结构，典型性较高。

Listen, let me suggest something.

第15段，第3句

祈使句和 "let + 宾语 + 动词原形" 结构在四六级和考研阅读中较为常见，尤其在口语化或建议类语境中频繁出现。掌握后可迁移到类似的使役动词用法（如 make、have），代表性较强。

We look forward to hearing from you.

第19段，第2句

简单句结构本身常见，但 "look forward to doing" 是书信、邮件中的高频客套句式，在应用文写作和阅读理解中经常出现，具有一定实用典型性，但语法结构层面无特殊代表性。

What do we learn about the man?

第9题题干

典型疑问句结构：特殊疑问句是四六级和考研听力、阅读中的常见题型，疑问词提前、助动词 do 与主谓倒装的结构具有一定代表性，学习后可迁移到类似问句的理解，但句子本身过于简短，缺乏更复杂句式的典型特征。

What does the woman suggest the man do?

第11题题干

suggest 后接省略 that 和 should 的宾语从句是四六级和考研听力、阅读中的高频结构，疑问句形式也常见于听力题干，掌握后可复用到大量类似句型，典型性很强。

I enjoyed playing the violin very much, and I didn't mind practicing, sometimes 3 or 4 hours a day.

第12段，第2句

并列句在四六级和考研中较常见，动名词作宾语也是高频考点，但本句结构过于简单直白，缺少定语从句、状语从句等更典型的复杂句式，代表性中等。

But of course, I would be thousands of miles from home.

第16段，第3句

情态动词加系动词的结构在英语中较为常见，尤其在表达假设、意愿、推测等语境时经常出现。句首转折副词 "But" 和插入语 "of course" 的用法也是真实语境中的典型特征。掌握这类结构对理解日常对话和书面表达有一定帮助，具有中等代表性。

Anyway, I studied in Paris for 3 years, and then went back to Tokyo.

第16段，第4句

包含主语、并列谓语、地点状语、时间状语等基本成分，可用于练习并列结构和状语识别，但成分种类有限，缺少宾语、定语、从句等更丰富的成分，训练收益中等

It helped her learn classical French music.

第15题，D

"help + 宾语 + (to) do" 是四六级和考研中高频出现的句型，掌握此结构可迁移到大量类似题目，具有较强的代表性

Most people are familiar with the works of William Shakespeare, one of the greatest English writers of the 16th and 17th centuries.

第1段，第4句

涵盖主语、谓语、宾语、同位语四种成分，同位语的识别对基础学习者有一定训练价值，但句型单一，缺少定语从句、状语等更复杂成分，整体训练覆盖面有限。

Wherever you go and for whatever reason, it's important to be safe.

第1段，第1句

"it is + 形容词 + to do" 句型以及 "Wherever" 引导的让步状语从句，都是四六级和考研真题中高频出现的结构；掌握本句的分析方法后，学生可直接迁移到大量类似句型（如 it is necessary to..., wherever/whenever 引导的从句等），典型性较高。

While the majority of people you meet when travelling are sure to be friendly and welcoming, there are dangers—theft being the most common.

第1段，第2句

本句成分丰富且包含多个训练要点：there be句型的主语识别、定语从句关系代词省略的还原、系表结构中不定式的处理、独立主格的辨认、时间状语从句的省略形式；这些都是学生常错的考点，作为划分练习句价值较高

It's important to prepare for your trip in advance and to take precautions while you are travelling.

第2段，第2句

"It is + 形容词 + to do" 结构在四六级和考研阅读中高频出现，时间状语从句也是常考句式。本句同时展示了形式主语、并列不定式和从句嵌套，是典型的建议类、说明类句型，掌握后可迁移到大量类似表达中。

Also, make sure you travel with proper medical insurance so that if you are sick or injured during your travels, you'll be able to get treatment.

第2段，第5句

祈使句 + 宾语从句 + 目的状语从句 + 条件状语从句的组合，是考试中常见的复杂句式。尤其是 so that 引导目的从句嵌套 if 条件从句，这种逻辑链条在阅读理解 and 写作中高频出现，掌握后可迁移到大量类似句型。

The British are supposed to be famous for laughing at themselves, but even their sense of humor has a limit, as the British retailer Gerald Ratner found out to his cost.

第1段，第1句

并列 + 状语从句的组合在四六级、考研阅读中极为常见；"be supposed to"和"find out"都是高频结构；转折逻辑 (but) 加例证支撑 (as从句) 是议论文的典型论证手法。句式代表性强，学生掌握后可直接迁移到大量类似长难句的分析中。

When Ratner took over his father's chain of 130 jeweler shops in 1984, he introduced a very clear company policy.

第1段，第2句

"When 引导的时间状语从句 + 主句" 是四六级和考研阅读中的高频句式，该句展示了状语从句前置、逗号分隔、主句紧随的标准结构，学习者掌握后可直接迁移到大量类似句子，典型性较高

What did Gerald Ratner decide to do when he took over his father's shops?

第22题 题干

特殊疑问句配时间状语从句是考试常见句式，具有较强代表性，掌握后可迁移到类似结构的句子分析

HIGH-FREQUENCY • 真题高频词

本卷出现的 119 个英语四级真题高频词

下列单词既在本卷录音原文中出现，又是 **英语四级** 历年真题的高频词（在该考试真题中出现的句子数均不少于 8）。每个词标注本卷 出现次数与该考试真题句频，点击可查看该词的释义、音标、词形与真题例句。

grand B1

adj. 宏伟的

本卷8次 · 真题 23 句

product A2

n. 产品

本卷5次 · 真题 128 句

immune B2

adj. 有免疫力的

本卷5次 · 真题 17 句

would A1

aux. (will 的过去式) 将要，会

本卷4次 · 真题 466 句

system A2

n. 系统

本卷4次 · 真题 162 句

cell B1

n. 细胞

本卷4次 · 真题 23 句

earthquake B1

n. 地震

本卷4次 · 真题 8 句

researcher B2

n. 研究人员

本卷3次 · 真题 239 句

rescue B1

v. 营救, 救援

本卷3次·真题23句

collapse B2

v. 倒塌, 坍塌

本卷3次·真题22句

therapy B2

n. 治疗

本卷3次·真题16句

myth B2

n. 神话

本卷3次·真题15句

destination B1

n. 目的地

本卷3次·真题14句

chemical B1

adj. 化学的

本卷3次·真题13句

processing B1

n. 加工;处理

本卷3次·真题8句

local A2

adj. 当地的

本卷2次·真题150句

career B1

n. 职业

本卷2次·真题119句

least A2

det. 最少的

本卷2次·真题84句

professional B1

adj. 专业的

本卷2次·真题67句

department A2

n. 部门

本卷2次·真题66句

performance B1

n. 表演

本卷2次·真题66句

damage B1

n. 损害

本卷2次·真题55句

source B1

n. 来源

本卷2次·真题50句

detail B1

n. 细节

本卷2次·真题45句

limit B1

n. 限度

本卷2次·真题 45 句

facility B2

n. 设施

本卷2次·真题 43 句

advance B1

v. 前进

本卷2次·真题 31 句

assistant A2

n. 助手

本卷2次·真题 30 句

council B1

n. 委员会

本卷2次·真题 27 句

classical B2

adj. 古典的

本卷2次·真题 25 句

skin A2

n. 皮肤

本卷2次·真题 25 句

bacterium B2

n. 细菌

本卷2次·真题 24 句

trap B1

n. 陷阱

本卷2次·真题 24 句

bone A2

n. 骨

本卷2次·真题 20 句

document B1

n. 文件

本卷2次·真题 20 句

press A2

v. 按, 压

本卷2次·真题 16 句

lifetime B1

n. 一生, 终生

本卷2次·真题 13 句

mystery B1

n. 神秘的事物; 难以理解的事

本卷2次·真题 13 句

trial B2

n. 审判, 审讯

本卷2次·真题 11 句

lung B1

n. 肺

本卷2次·真题 10 句

renewable B2

adj. 可再生的

本卷2次·真题10句

virus B1

n. 病毒 (引起疾病的微生物)

本卷2次·真题9句

clue B1

n. 线索

本卷2次·真题8句

author A2

n. 作者

本卷1次·真题244句

employee A2

n. 雇员, 员工

本卷1次·真题194句

accord C1

n. (国家、团体间的) 协议

本卷1次·真题174句

better A1

adj. 更好的 (good 的比较级)

本卷1次·真题139句

tend B1

v. 倾向于, 往往会

本卷1次·真题137句

design B1

n. 设计

本卷1次·真题132句

customer A2

n. 顾客, 客户

本卷1次·真题124句

million A2

num. 一百万

本卷1次·真题119句

type A2

n. 类型

本卷1次·真题97句

average A2

adj. 平均的

本卷1次·真题89句

challenge B1

n. 挑战

本卷1次·真题80句

contribute B1

v. 捐献

本卷1次·真题74句

material B1

n. 材料

本卷1次·真题69句

gain B1

v. 获得;赢得

本卷1次·真题 64 句

suffer B1

v. 遭受 (痛苦、疾病、损失等)

本卷1次·真题 64 句

policy B1

n. 政策

本卷1次·真题 61 句

ensure B2

v. 确保

本卷1次·真题 54 句

wrong A2

adj. 错误的

本卷1次·真题 54 句

demand B1

v. 坚决要求

本卷1次·真题 50 句

available A2

adj. 可获得的

本卷1次·真题 48 句

colleague B1

n. 同事

本卷1次·真题 48 句

easily A2

adv. 容易地

本卷1次·真题 47 句

official B1

adj. 官方的

本卷1次·真题 47 句

mainly B1

adv. 主要地

本卷1次·真题 45 句

contact B1

n. 联系

本卷1次·真题 43 句

adapt B2

v. 适应, 适合 (新环境、新情况)

本卷1次·真题 42 句

further B1

adv. 更远地

本卷1次·真题 41 句

explore B1

v. 探索

本卷1次·真题 40 句

majority B2

n. 大多数, 大部分

本卷1次·真题 40 句

writing A2

n. 写作

本卷1次·真题 40 句

finally A2

adv. 终于, 最终

本卷1次·真题 36 句

oh A1

intj. 哦 (表示惊讶、理解或反应)

本卷1次·真题 31 句

childhood A2

n. 童年

本卷1次·真题 30 句

means A2

n. 方法

本卷1次·真题 30 句

campaign B2

n. 运动

本卷1次·真题 29 句

production B1

n. 生产

本卷1次·真题 29 句

familiar B1

adj. 熟悉的

本卷1次·真题 28 句

audience A2

n. 观众

本卷1次·真题 26 句

symptom B2

n. 症状

本卷1次·真题 25 句

announce B1

v. 宣布

本卷1次·真题 24 句

carefully A2

adv. 仔细地

本卷1次·真题 24 句

chain B1

n. 链条

本卷1次·真题 23 句

currently B1

adv. 目前, 当前

本卷1次·真题 23 句

cycle B1

n. 循环

本卷1次·真题 23 句

disaster B1

n. 灾难

本卷1次·真题 23 句

construction

B1

n. 建造

本卷1次·真题 21 句

formal

B1

adj. 正式的

本卷1次·真题 21 句

worldwide

B1

adj. 全世界的

本卷1次·真题 21 句

transport

B1

v. 运输, 运送

本卷1次·真题 20 句

combat

B2

n. 战斗

本卷1次·真题 18 句

conventional

B2

adj. 传统的

本卷1次·真题 18 句

promotion

B2

n. 晋升, 升职

本卷1次·真题 18 句

worried

A2

adj. 担心的

本卷1次·真题 18 句

nowadays

B1

adv. 现在

本卷1次·真题 17 句

strive

B2

v. 努力, 奋斗, 力求

本卷1次·真题 17 句

reduction

B2

n. 减少

本卷1次·真题 15 句

unknown

B1

adj. 未知的

本卷1次·真题 14 句

scholar

B2

n. 学者

本卷1次·真题 13 句

concrete

B2

n. 混凝土

本卷1次·真题 12 句

description

B1

n. 描述

本卷1次·真题 11 句

surround

B1

v. 围绕

本卷1次·真题 11 句

wealthy B2

adj. 富有的

本卷1次·真题 11 句

arise B2

v. 出现;产生;发生

本卷1次·真题 10 句

deadly B2

adj. 致命的

本卷1次·真题 10 句

industrial B2

adj. 工业的

本卷1次·真题 10 句

injure B1

v. 使受伤

本卷1次·真题 10 句

relief B1

n. 宽慰

本卷1次·真题 10 句

misunderstanding B2

n. 误解

本卷1次·真题 9 句

scholarship B2

n. 奖学金

本卷1次·真题 9 句

anymore A2

adv. (不) 再

本卷1次·真题 8 句

brick A2

n. 砖, 砖块

本卷1次·真题 8 句

liquid B1

n. 液体

本卷1次·真题 8 句

manufacture B2

v. (大规模) 制造, 生产

本卷1次·真题 8 句

occasion B1

n. 场合

本卷1次·真题 8 句

overwhelm B2

v. 使不知所措

本卷1次·真题 8 句

recognition B2

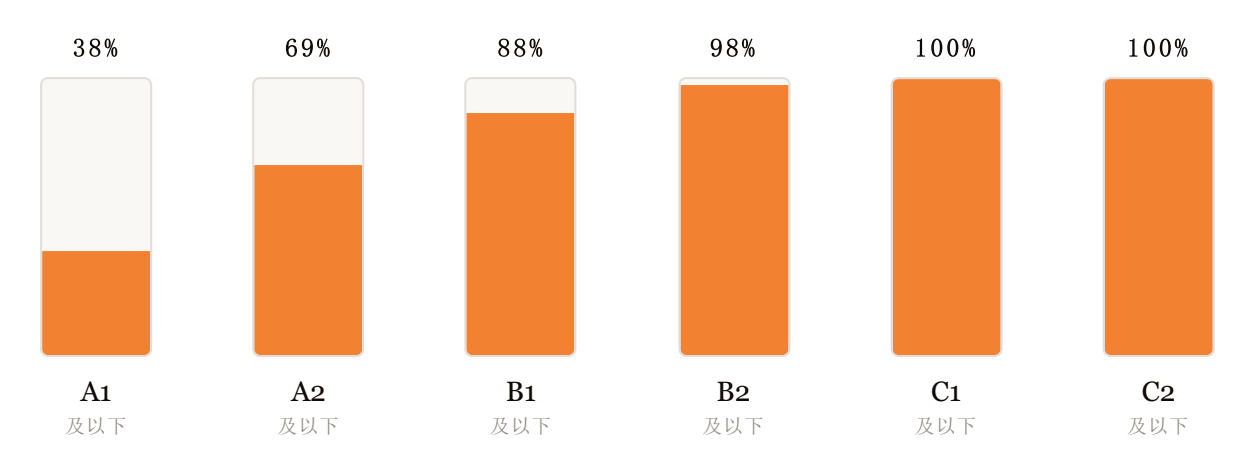
n. 认可

本卷1次·真题 8 句

VOCABULARY • 词汇难度分布

全卷录音原文 **584** 词按 **CEFR** 难度累积覆盖

全卷录音原文去重后共 **584** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本卷共 9 个 · 约 2%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）· 数据为全卷录音原文去重词 584 个 · 末柱为 100%

去重总词数

584

B2 以上难词

2%

B1 及以下覆盖

88%

英语四级 2015年6月·第1套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	本页
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2015年6月·第1套 英语四级完形填空（选词填空）·26-35 题答案与解析

BLANKS & ANALYSIS · 选词填空题和解析

选词填空题和解析 · 26-35 题

本页 26-35 题的正确答案词与逐空解析由懒笔记按2015年6月·第1套 英语四级完形填空（选词填空）原卷词库逐空核对整理。与试卷排版同一卷面：Directions、3 段带空短文（每段之后紧随中文翻译）与 15 词共享词库连续排印；卷面下方逐空紧跟解析——该空词性、原文定位句、正确词与锁定依据，以及同词性被淘汰竞争词的逐个归因。

真题卷第1套(2015-06) · 四级

Part III Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

As a teacher, you could bring the community into your classroom in many ways. The parents and grandparents of your students are resources and 26 for their children. They can be 27 teachers of their own traditions and histories. Immigrant parents could talk about their country of 28 and why they emigrated to the United States. Parents can be invited to talk about their jobs or a community project. Parents, of course, are not the only community resources. Employees at local businesses and staff at community agencies have 29 information to share in classrooms.

作为教师，你可以通过多种方式将社区引入课堂。学生的父母和祖父母是孩子们的资源和财富。他们可以成为自己传统和历史的优秀教师。移民父母可以谈论他们的原籍国以及他们移民到美国的原因。可以邀请父母谈论他们的工作或社区项目。当然，父母并不是唯一的社区资源。当地企业的员工和社区机构的工作人员可以在课堂上分享最新的信息。

Field trips provide another opportunity to know the community. Many students don't have the opportunity to 30 concerts or visit museums or historical sites except through field trips. A school district should have 31 for selecting and conducting field trips. Families must be made 32 of field trips and give permission for their children to participate.

实地考察提供了另一个了解社区的机会。许多学生除了通过实地考察之外，没有机会参加音乐会或参观博物馆或历史遗址。学区应该制定选择和开展实地考察的指导方针。必须让家庭了解实地考察活动，并允许他们的孩子参加。

Through school projects, students can learn to be 33 in community projects ranging from planting trees to cleaning up a park to assisting elderly people. Students, 34 older ones, might conduct research on a community need that could lead to action by a city council or state government.

Some schools require students to provide community service by 35 in a nursing home, child care center or government agency. These projects help students understand their responsibility to the larger community.

通过学校项目，学生可以学习参与社区项目，从植树到清理公园再到帮助老年人。学生，尤其是年龄较大的学生，可能会对社区需求进行研究，这可能会促使市议会或州政府采取行动。一些学校要求学生通过在疗养院、儿童保育中心或政府机构做志愿者来提供社区服务。这些项目帮助学生理解他们对更大社区的责任。

- | | |
|---------------|-----------------|
| A) assets | I) joining |
| B) attend | J) naturally |
| C) aware | K) observe |
| D) especially | L) origin |
| E) excellent | M) recruited |
| F) expensive | N) up-to-date |
| G) guidelines | O) volunteering |
| H) involved | |

26. The parents and grandparents of your students are resources and (26) for their children.

【答案】 **A) assets** (名词)

【词性槽】 and 并列 resources，需要同词性同语义方向的名词

【依据】 **assets** 表“宝贵的人/资源”，与 **resources** 并列同义、共同形容家长祖辈是孩子的财富

The parents and grandparents of your students are resources and (26) for their children. 强调家长祖辈对孩子来说既是 resources（资源）也是 assets（宝贵财富）——两词在英语里常以 "a great asset" 表“宝贵的人/物”的方式联袂出现，与紧跟的 They can be (27) teachers of their own traditions and histories. 的正面褒奖完全一致。

27. They can be (27) teachers of their own traditions and histories.

【答案】 **E) excellent** (形容词)

【词性槽】 be 系动词后 + + 名词 teachers，形容词作定语修饰 teachers

【依据】 **感情色彩正面且贴合“家长是讲传统/家史的好老师”语境**

They can be (27) teachers of their own traditions and histories. 上承 The parents and grandparents of your students are resources and (26) for their children.，是在赞美家长/祖辈是孩子的资源与宝贵财富、是讲自家传统与家史的“绝佳老师”；excellent 正面褒义，与全段鼓励基调一致。

【竞争词】 **F) expensive** 感情色彩与语义都错位

expensive 表“昂贵的”，用来形容 teachers 含义跑偏，且本段在强调家长是“免费且宝贵”的社区资源，与 expensive 的“花钱”语义直接相悖。

28. Immigrant parents could talk about their country of __(28)__ and why they emigrated to the United States.

【答案】 **L) origin** (名词)

【词性槽】 介词 of 后接名词，且与 country 构成固定搭配

【依据】 **country of origin 是固定搭配，意为"原籍国"**

Immigrant parents could talk about their country of __(28)__ and why they emigrated to the United States. 讲的是移民家长聊"自己来自哪个国家、为什么移民美国"，country of origin 正是英语里表达"原籍国"的现成搭配，与下文 emigrated 完全对应。

【竞争词】 A) assets 语义不符且搭配不成立

assets 指"财富/资产"，country of assets 既不成搭配，也讲不通"移民家长聊自己国家的资产"，与下文 why they emigrated to the United States 的"为何移民"完全脱节。

G) guidelines 语义跑偏到"准则"，与移民语境不搭

guidelines 指"指导方针/准则"，country of guidelines 既无固定搭配也无现实意义；本句要的是移民家长能讲的"自己国家的什么"，显然是"原籍"而非"准则"。

29. Employees at local businesses and staff at community agencies have __(29)__ information to share in classrooms.

【答案】 **N) up-to-date** (形容词)

【词性槽】 have + __ + information 中作 information 的前置定语

【依据】 **up-to-date information = 最新信息，正合"职员/员工带进课堂的实用知识"**

Employees at local businesses and staff at community agencies have __(29)__ information to share in classrooms. 说本地企业雇员与社区机构职员能把自己掌握的信息带到课堂分享，强调的是"鲜活、贴近实际"——up-to-date information 是"实时、最新信息"的固定表达，与全文"把社区前沿资源引入课堂"的基调完全契合。

【竞争词】 F) expensive 感情色彩冲突、搭配不自然

expensive information 既非常见搭配，也偏离了本段强调的"宝贵但可分享、不需花钱的社区资源"基调；上下文中家长、祖辈、社区职员都被视为免费可得资源，怎么会冒出"昂贵的信息"。

30. Many students don't have the opportunity to __(30)__ concerts or visit museums or historical sites except through field trips.

【答案】 **B) attend** (动词)

【词性槽】 to 不定式后接动词原形，且后跟名词宾语 concerts

【依据】 **attend concerts = 听音乐会，是地道搭配；与 visit museums 并列自然**

Many students don't have the opportunity to __(30)__ concerts or visit museums or historical sites 说"不少学生平日没机会去音乐会、参观博物馆/历史遗迹"，attend a concert 是英语里"听/去音乐会"的现成说法；与 or 后的 visit museums 并列，两个动词都表"亲临某文化活动/场所"，逻辑工整。

【竞争词】 K) observe 义近但角度错——观察而非亲身参与

observe 表"观察、旁观"或"遵守(规则)"，observe concerts 既不是常见搭配，也偏离了 Many students don't have the opportunity to 想说的"没机会亲临体验"——文章强调的是参与文化活动，而不是"旁观音乐会"。

31. A school district should have __(31)__ for selecting and conducting field trips.

【答案】 **G) guidelines** (名词)

【词性槽】 have 之后、for 介词短语之前，需名词作宾语，且与 for 短语搭配

【依据】 **have guidelines for doing 表"有.....的指导方针"，正合"学区组织 field trips 该有规章"**

A school district should have guidelines for selecting and conducting field trips. 意为"学区应有遴选与组织外出参观的指导方针"，guidelines for doing sth. 是英语里讲"做某事的准则/规范"的高频搭配，与情态动词 should (提建议) 和下文 Families must be made aware of field trips and give permission 的程序化要求完全吻合。

【竞争词】 A) assets 义近"资产/资源"但与 for selecting and conducting 不搭

assets 指"财富/资产"，A school district should have assets 语义不通；学区组织 field trips 需要的是"规则/流程"，不是"资产"，且 assets for selecting 也不构成自然搭配。

32. Families must be made __(32)__ of field trips and give permission for their children to participate.

【答案】 **C) aware** 形容词

【词性槽】 be made + __ + of 结构, be 之后接形容词作表语

【依据】 **be made aware of = 被告知、被让其知晓, 固定搭配且语义贴**

Families must be made __(32)__ of field trips and give permission for their children to participate. 讲的是"家长必须被告知有外出参观活动并签同意书", be made aware of sth. 正是英语里"使某人知晓某事"的现成被动表达, 与后半句"give permission"逻辑顺承(先知晓, 再同意)。

【竞争词】 **E) excellent 搭配不成立, be made excellent of 完全不通**

excellent 表"出色的", 从不与 of 形成 "be made excellent of" 这种结构; 语义上也无法解释"家长在外出参观这件事上是出色的"。

F) expensive 感情色彩与上下文相反, 搭配也不成立

expensive 表"昂贵的", be made expensive of 不是搭配; 且文章在鼓励 field trips, 给出的是 guidelines for selecting and conducting field trips 这类正面操作建议, 不会用"昂贵"这种负面词修饰家长。

H) involved be involved 习惯接 in/with, 几乎不接 of

involved 常用 be involved in/with sth., 而非 be involved of; 且"使家长被卷入 field trips"在含义上和"被告知"差一层——本句紧跟 give permission, 强调的是"知情→同意"的次序, 而非"被卷入"。

【易错】最具迷惑性的错误词是 **H)** —— H) involved 词性对、义近"参与", 最易抢走 must be made __(32)__ of 的位置。考生看到 be + __ + 介词, 最先冒出的就是 be involved in/with, 再硬把 involved 套到 be made __ of field trips 上以为"使家长参与外出参观", 但 involved 习惯接 in/with, 几乎不接 of; 防坑要诀: be made + 形容词 + of 是"使知晓"的被动套路, 固定形容词是 aware, 先记搭配再选词, 不要被语义近似带跑。

33. students can learn to be __(33)__ in community projects ranging from planting trees to cleaning up a park to assisting elderly people.

【答案】 **H) involved** (形容词)

【词性槽】 be 系动词 + __ + in, 需可与 in 搭配的形容词作表语

【依据】 **be involved in 是"参与/卷入....."的固定搭配, 与 community projects 完美匹配**

students can learn to be __(33)__ in community projects ranging from planting trees to cleaning up a park to assisting elderly people. 强调学生学着参与从植树到打扫公园再到帮助老人这些社区项目, be involved in community projects 是英语里"参与社区项目"的现成说法, 与本段主旨"学生通过项目融入社区"完全对齐。

【竞争词】 **E) excellent 学生不可能因"学着....."就直接"在社区项目里出色"**

excellent 表"出色的", be excellent in/at sth. 通常描述既有的高水平能力; 本句用 learn to be, 强调"通过学习去做", 搭配 excellent 时间逻辑别扭, 更不符合后文罗列"植树/扫公园/扶老"这种入门级志愿活动。

F) expensive 感情色彩反向, 且与 in 不构成意义搭配

expensive 表"昂贵的", be expensive in community projects 既不构成有意义搭配, 感情色彩也与本段对社区项目的鼓励基调相反。

34. Students, __(34)__ older ones, might conduct research on a community need that could lead to action by a city council or state government.

【答案】 **D) especially** (副词)

【词性槽】 夹在主语 Students 和同位语 older ones 之间, 作插入语修饰范围

【依据】 **especially 表"尤其是", 把范围从全体学生缩到年龄较大的学生, 最合插入语功能**

Students, __(34)__ older ones, might conduct research on a community need that could lead to action by a city council or state government. 想说"学生(尤其是年龄较大的学生)可能就某项社区需求开展调研....."——因为做能推动市议会/州政府的调研需要一定能力, 所以特别点出 older ones, especially 正好承担这个"由全体缩到子集"的功能。

【竞争词】 **J) naturally naturally 表"自然地/天然地", 无法承担"缩小范围"的插入语功能**

naturally 多作方式或评注副词, 表"自然地、想当然地", 放在 Students, naturally older ones 既不通顺, 也无法解释为何要在两逗号之间专门提到 older ones——句中的限定意图与 naturally 的语义完全错位。

35. Some schools require students to provide community service by __(35)__ in a nursing home, child care center or government agency.

【答案】 **O) volunteering** (动词)

【词性槽】 by 介词后接动名词，表"通过.....的方式"

【依据】 **volunteer in 表"在某处做志愿者"，正贴 community service 主题**

Some schools require students to provide community service by __(35)__ in a nursing home, child care center or government agency. 说"一些学校要求学生通过在养老院、托儿所或政府机构做志愿者来提供社区服务"，volunteering in 与前文 community service (社区服务) 语义闭环；同段开头还有 students can learn to be __(33)__ in community projects 的志愿主线，volunteering 与之同方向。

【竞争词】 I) joining join 通常 + 组织/活动直接作宾语，少与 in + 地点搭配

join 表"加入"时常用 join a club / join the team 这种直接接宾语的结构，少说 "join in a nursing home"；且 join in 多指"加入到某项正在进行的活动中"，而本句强调的是"以志愿者身份在某处提供服务"，volunteering 比 joining 更准、更贴 community service 的语义。

【易错】 最具迷惑性的错误词是 I) —— I) joining 形态、义项双重诱人，最易抢走 by __(35)__ in a nursing home 的位置。joining 是 -ing、表"加入"，看起来"加入养老院"也讲得通，但本句已有主题词 community service (社区服务)，与之同根的 volunteer 才是答案；防坑要诀：句中出現主题词时，先扫词库里有没有同根/同主题的词，命中即选，避免被泛义近义词晃到。

WORD BANK · 词库分类表

15 个候选词 · 词性与词义

选词填空文后的共享词库共 **15** 个词 (A-O)，为 10 个空各选一个、每词最多用一次。下面给出每个词的词性与中文词义；标注「用于第 N 空」的 10 个为答案，其余 5 个为干扰词。

A) **assets** (名词)

财富；宝贵的资源/人才

用于第 26 空

B) **attend** (动词)

出席；参加（不及物或及物均可，指亲临）

用于第 30 空

C) **aware** (形容词)

意识到的；知晓的（常用 be aware of / be made aware of）

用于第 32 空

D) **especially** (副词)

尤其；特别是

用于第 34 空

E) **excellent** 形容词

极好的; 出色的

用于第 27 空

F) **expensive** 形容词

昂贵的

干扰词 · 未选用

G) **guidelines** 名词

指导方针; 准则

用于第 31 空

H) **involved** 形容词 动词

参与的; 卷入的 (be/get involved in 参与.....)

用于第 33 空

I) **joining** 动词

加入 (join 的动名词/现在分词)

干扰词 · 未选用

J) **naturally** 副词

自然地; 天然地

干扰词 · 未选用

K) **observe** 动词

观察; 遵守

干扰词 · 未选用

L) **origin** 名词

起源; 出身; 原籍 (country of origin = 原籍国)

用于第 28 空

M) **recruited** 动词 形容词

招募 (recruit 的过去式/过去分词)

干扰词 · 未选用

N) **up-to-date** 形容词

最新的; 最新潮的

用于第 29 空

O) **volunteering** 动词

做志愿者 (volunteer 的动名词/现在分词)

用于第 35 空

全文主旨

把社区资源引入课堂的三种方式

文章围绕教师如何把社区力量融入教学展开, 三段分别讲三种途径: 邀请家长、祖父母与社区雇员进课堂(you could bring the community into your classroom in many ways)、组织外出参观(Field trips provide another opportunity to know the community)、让学生参与社区项目与社区服务(students can learn to be __(33)__ in community projects)。把握住"社区—学校—学生"这条主线, 后面每个空是"褒义/中性/具体职责"就有了语境锚点。

这 5 个词始终没被任何空选用

词库 15 词里有 5 个是命题人埋的干扰词——它们词性看着也对、词义也沾点边，却不该填进任何一个空。下面逐个剖析它们最像哪个空的答案、为什么是陷阱。

F) **expensive** 最像 Q27、Q29，靠“形容词词性”骗考生

F) expensive 是形容词，词性上完全够格冒充 Q27 They can be __(27)__ teachers 或 Q29 have __(29)__ information 的答案，迷惑那些只按词性归位、不看感情色彩的考生；识破方法：本文整体在赞美、推荐免费可得的社区资源，凡是带“花钱、奢侈”语义的形容词都该被直接排除。

I) **joining** 最像 Q35，靠 -ing 形态和“参加”近义骗人

I) joining 是 -ing 形式，形态上与 by 后填空要求一致，意思上又跟“加入、参与”沾边，最容易抢走 by __(35)__ in a nursing home, child care center or government agency 的位置；识破方法：本句已有主题词 community service，与之同根的 volunteer 一定优先；而且 join 常直接接组织/活动，不太用 join in + 地点表“在某处做事”。

J) **naturally** 最像 Q34，副词词性正确但功能错

J) naturally 与 D) especially 同属副词，词性上完全能挤进 Students, __(34)__ older ones, might conduct research 这个两逗号之间的插入语位置，骗只看词性的考生；识破方法：插入语功能是“由大群体缩到子集 (older ones)”，能担此责的是 especially 一族表“尤其是”的副词，而 naturally 表“自然地”完全担不了“缩范围”的活。

K) **observe** 最像 Q30，动词原形且义近“观察/参加（仪式）”

K) observe 是动词原形，形态上能进 to __(30)__ concerts，且 observe 有“遵守、参加（庆典/仪式）”的引申义，对词义不熟的考生很容易被诱惑；识破方法：观察这一动作距离感强，与并列项 visit museums or historical sites（亲临参观）方向不符，而 attend concerts 是地道的“听音乐会”搭配。

M) **recruited** 最像 Q27, 过去分词当形容词冒充表语

M) recruited 是过去式/过去分词, 分词可作形容词, 词性上看似能进 They can be __(27)__ teachers 这种 be + 形容词 + 名词结构; 识破方法: be recruited teachers of ... 的语义是"被招募来教某事", 但本段把家长描绘成"自然存在、自带资源"的角色, 不存在"被招募"这一前提, 与紧邻褒义词 excellent/assets 的暖色调也不合。

SENTENCE INSIGHTS • 句子精讲

1 句真题句逐层精讲

下列真题句各有独立的句子解析页——中文翻译、结构树逐层拆解、成分与时态、考点讲解与真题高频词。点击句子进入完整解析。

Through school projects, students can learn to be involved in community projects ranging from planting trees to cleaning up a park to assisting elderly people.

第3段, 第1句

本句展示了 "情态动词 + 动词原形 + 不定式宾语" 以及 "现在分词短语作后置定语" 的典型结构, 这两种都是四六级和考研阅读中高频出现的句式, 学习后可大量迁移应用。

HIGH-FREQUENCY • 真题高频词

本篇出现的 29 个英语四级真题高频词

下列单词既在本篇英文短文中出现, 又是 **英语四级** 历年真题的高频词 (在该考试真题中出现的句子数均不少于 8)。每个词标注本篇 出现次数与该考试真题句频, 点击可查看该词的释义、音标、词形与真题例句。

community

B1

n. 社区

本篇9次 · 真题 81 句

project

A2

n. 项目

本篇4次 · 真题 90 句

opportunity

B1

n. 机会

本篇2次 · 真题 89 句

resource

B1

n. 资源

本篇2次 · 真题 54 句

conduct B2

v. 组织并实施

本篇2次·真题 45 句

agency B2

n. 代理机构

本篇2次·真题 29 句

employee A2

n. 雇员, 员工

本篇1次·真题 194 句

local A2

adj. 当地的

本篇1次·真题 150 句

united B1

adj. 联合的

本篇1次·真题 60 句

responsibility B1

n. 责任

本篇1次·真题 55 句

attend A2

v. 出席, 参加 (会议、活动等)

本篇1次·真题 43 句

staff B1

n. 全体员工

本篇1次·真题 43 句

range B1

n. 范围

本篇1次·真题 41 句

district B1

n. 地区

本篇1次·真题 38 句

site A2

n. 地点

本篇1次·真题 37 句

immigrant B2

n. 移民 (从外国移入的人)

本篇1次·真题 33 句

tradition B1

n. 传统

本篇1次·真题 31 句

aware A2

adj. 知道的

本篇1次·真题 30 句

council B1

n. 委员会

本篇1次·真题 27 句

nursing B1

n. 护理工作

本篇1次·真题 27 句

participate B1

v. 参加

本篇1次 · 真题 25 句

elderly B2

adj. 年老的

本篇1次 · 真题 19 句

guideline B2

n. 指导方针

本篇1次 · 真题 16 句

involved B1

adj. 参与的

本篇1次 · 真题 16 句

select B1

v. 选择, 挑选

本篇1次 · 真题 15 句

assist B1

v. 帮助

本篇1次 · 真题 11 句

asset B2

n. 资产

本篇1次 · 真题 9 句

historical B2

adj. 历史的

本篇1次 · 真题 9 句

origin B2

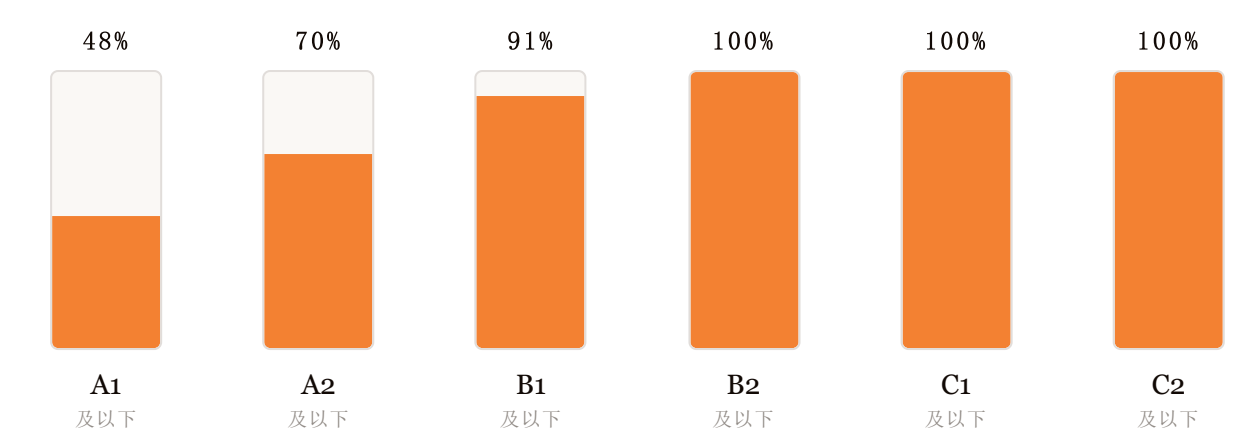
n. 起源

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 97 词按 CEFR 难度累积覆盖

带空短文去重后共 **97** 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本篇共 0 个 · 约 0%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 97 个 · 末柱为 100%

去重总词数

97

B2 以上难词

0%

B1 及以下覆盖

91%

英语四级 2015年6月·第1套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	题目解析 →
Part III Section A	完形填空（选词填空）	本题
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2015年6月·第1套 英语四级长篇阅读（信息匹配） 第1篇·36-45 题 答案与解析

STATEMENTS & ANALYSIS • 信息匹配题和解析

信息匹配题和解析·36-45 题

本页 36-45 题的段落匹配答案与逐句解析由懒笔记基于2015年6月·第1套 英语四级长篇阅读（信息匹配）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 15 段字母标号长文（逐段附中文翻译）；之后 10 句陈述逐句排列，每句英文陈述后紧接本句解析——陈述句中译、信息所在段落、锚点强弱、定位句中英对照、陈述句与原文的同义改写对照与易混相邻段辨析。

真题卷第1套(2015-06)·四级

Part III Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

Reaping the Rewards of Risk-Taking

A) Since Steve Jobs resigned as chief executive of Apple, much has been said about him as a peerless business leader who has created immense wealth for shareholders, and guided the design of hit products that are transforming entire industries, like music and mobile communications.

自史蒂夫·乔布斯辞去苹果公司首席执行官一职以来，人们对他有诸多评价，认为他是一位无与伦比的商业领袖，为股东创造了巨额财富，并引领了正在改变音乐和移动通信等整个行业的热门产品的设计。

B) All true, but let's think different, to borrow the Apple marketing slogan of years back. Let's look at Mr. Jobs as a role model.

这些都是事实，但让我们换个角度思考，借用苹果多年前的营销口号。让我们将乔布斯先生视为一个榜样。

C) Above all, he is an innovator(创新者). His creative force is seen in products such as the iPod, iPhone, and iPad, and in new business models for pricing and distributing music and mobile software online. Studies of innovation come to the same conclusion: you can't engineer innovation, but you can increase the odds of it occurring. And Mr. Jobs' career can be viewed as a consistent pursuit of improving those odds, both for himself and the companies he has led. Mr. Jobs, of course, has enjoyed singular success. But innovation, broadly defined, is the crucial ingredient in all economic progress—higher growth for nations, more competitive products for companies, and more prosperous

careers for individuals. And Mr. Jobs, many experts say, exemplifies what works in the innovation game.

首先,他是一位创新者。他的创造力体现在iPod、iPhone和iPad等产品中,以及在线音乐和移动软件定价与分销的新商业模式中。对创新的研究得出了相同的结论:你无法设计出创新,但你可以增加创新发生的可能性。乔布斯先生的职业生涯可以被视为对提高这些可能性的持续追求,无论是对他自己还是对他所领导的公司。当然,乔布斯先生取得了非凡的成功。但从广义上讲,创新是所有经济进步的关键要素——国家的更高增长、公司更具竞争力的产品以及个人更繁荣的职业生涯。许多专家表示,乔布斯先生体现了创新游戏中行之有效的做法。

- D) "We can look at and learn from Steve Jobs what the essence of American innovation is," says John Kao, an innovation consultant to corporations and governments. "Many other nations," Mr. John Kao notes, "are now ahead of the United States in producing what are considered the raw materials of innovation. These include government financing for scientific research, national policies to support emerging industries, educational achievement, engineers and scientists graduated, even the speeds of Internet broadband service."

创新顾问John Kao为企业和政府提供咨询服务,他说:"我们可以从史蒂夫·乔布斯身上看到并学习美国创新的本质是什么。"John Kao先生指出,"许多其他国家"现在在生产被认为是创新原材料的方面已经领先于美国。这些包括政府对科学研究的资助、支持新兴产业的国家政策、教育成就、毕业的工程师和科学家数量,甚至互联网宽带服务的速度。"

- E) Yet what other nations typically lack, Mr. Kao adds, is a social environment that encourages diversity, experimentation, risk-taking, and combining skills from many fields into products that he calls "recombinant mash-ups(打碎重组)," like the iPhone, which redefined the smartphone category. "The culture of other countries doesn't support the kind of innovation that Steve Jobs exemplifies, as America does," Mr. John Kao says.

然而,Kao先生补充说,其他国家通常缺乏的是鼓励多样性、实验、冒险以及将多个领域的技能结合成他所谓的"打碎重组"产品的社会环境,比如重新定义了智能手机类别的iPhone。John Kao先生说:"其他国家的文化不像美国那样支持史蒂夫·乔布斯所体现的那种创新。"

- F) Workers of every rank are told these days that wide-ranging curiosity and continuous learning are vital to thriving in the modern economy. Formal education matters, career counselors say, but real-life experience is often even more valuable.

如今,各个级别的员工都被告知,广泛的好奇心和持续学习对于在现代经济中茁壮成长至关重要。职业顾问说,正规教育很重要,但现实生活经验往往更有价值。

- G) An adopted child, growing up in Silicon Valley, Mr. Jobs displayed those traits early on. He was fascinated by electronics as a child, building Heath kit do-it-yourself projects, like radios. Mr. Jobs dropped out of Reed College after only a semester and traveled around India in search of spiritual enlightenment, before returning to Silicon Valley to found Apple with his friend, Stephen Wozniak, an engineering wizard(奇才). Mr. Jobs was forced out of Apple in 1985, went off and founded two other companies, Next and Pixar, before returning to Apple in 1996 and becoming chief executive in 1997.

乔布斯先生是一个被收养的孩子,在硅谷长大,他很早就展现出了这些特质。他从小就对电子产品着迷,制作Heath kit自己动手做的项目,比如收音机。乔布斯先生仅在Reed College学习了一个学期就退学了,并到印度各地旅行寻求精神启蒙,之后返回硅谷与他的朋友、工程奇才斯蒂芬·沃兹尼亚克共同创立

了苹果公司。乔布斯先生于1985年被迫离开苹果公司,离开后创立了另外两家公司Next和Pixar,然后于1996年重返苹果公司,并于1997年成为首席执行官。

- H) His path was unique, but innovation experts say the pattern of exploration is not unusual. "It's often people like Steve Jobs who can draw from a deep reservoir of diverse experiences that often generate breakthrough ideas and insights," says Hal Gregersen, a professor at the European Institute of Business Administration.

他的道路是独特的,但创新专家说这种探索模式并不罕见。欧洲工商管理学院教授Hal Gregersen说:"通常像史蒂夫·乔布斯这样的人能够从丰富多样的经验储备中汲取养分,这些经验往往能产生突破性的想法和见解。"

- I) Mr. Gregersen is a co-author of a new book, "The Innovator's DNA," which is based on an eight-year study of 5000(创业者) and executives worldwide. His two collaborators and co-authors are Jeff Dyer, a professor at Brigham Young University, and Clayton Christensen, a professor at the Harvard Business School, whose 1997 book "The Innovator's Dilemma" popularized the concept of disruptive(颠覆性的) innovation.

Gregersen先生是一本新书《创新者的DNA》的合著者之一,该书基于对全球5000名创业者和高管长达八年的研究。他的两位合作者和共同作者是Brigham Young University教授Jeff Dyer和Harvard Business School教授Clayton Christensen,后者1997年出版的《创新者的困境》一书普及了颠覆性创新的概念。

- J) The academics identify five traits that are common to the disruptive innovators: questioning, experimenting, observing, associating and networking. Their bundle of characteristics echoes the ceaseless curiosity and willingness to take risks noted by other experts. Networking, Mr. Hal Gregersen explains, is less about career-building relationships than a consistent search for new ideas. Associating, he adds, is the ability to make idea-producing connections by linking concepts from different disciplines.

这些学者确定了颠覆性创新者共有的五个特质:质疑、实验、观察、联想和建立人际网络。他们的这些特征组合呼应了其他专家所指出的永不停息的好奇心和冒险意愿。Hal Gregersen先生解释说,建立人际网络与其说是建立职业关系,不如说是持续寻找新想法。他补充说,联想是通过连接不同学科的概念来建立产生想法的联系的能力。

- K) "Innovators engage in these mental activities regularly," Mr. Gregersen says. "It's a habit for them." Innovative companies, according to the authors, typically enjoy higher valuations in the stock market, which they call an "innovation premium(溢价)." It is calculated by estimating the share of a company's value that cannot be accounted for by its current products and cash flow. The innovation premium tries to quantify(量化) investors' bets that a company will do even better in the future because of innovation.

Gregersen先生说:"创新者经常进行这些心智活动。这对他们来说是一种习惯。"根据作者的说法,创新型公司通常在股票市场上享有更高的估值,他们称之为"创新溢价"。它是通过估算公司价值中无法用其当前产品和现金流来解释的份额来计算的。创新溢价试图量化投资者的押注,即一家公司将因创新而在未来表现得更好。

- L) Apple, by their calculations, had a 37 percent innovation premium during Mr. Jobs' first term with the company. His years in exile resulted in a 31 percent innovation discount. After his return, Apple

fortunes improved gradually at first, and improved markedly starting in 2005, yielding a 52 percent innovation premium since then.

根据他们的计算,在乔布斯先生在公司的第一个任期内,苹果公司的创新溢价为37%。他被流放的那些年导致了31%的创新折扣。在他回归后,苹果公司的命运起初逐渐好转,从2005年开始显著改善,此后产生了52%的创新溢价。

- M) There is no conclusive proof, but Mr. Hal Gregersen says it is unlikely that Mr. Jobs could have reshaped industries beyond computing, as he has done in his second term at Apple, without the experience outside the company, especially at Pixar—the computer-animation(动画制作) studio that created a string of critically and commercially successful movies, such as "Toy Story" and "Up."

没有确凿的证据,但Hal Gregersen先生说,如果没有在公司外部的经历,特别是在Pixar的经历,乔布斯先生不太可能像他在苹果公司第二个任期内所做的那样重塑计算机以外的行业。Pixar是一家计算机动画制作工作室,创作了一系列在评论界和商业上都取得成功的电影,如《玩具总动员》和《飞屋环游记》。

- N) Mr. Jobs suggested much the same thing during a commencement address to the graduating class at Stanford University in 2005. "It turned out that getting fired from Apple was the best thing that could have ever happened to me," he told the students. Mr. Jobs also spoke of perseverance(坚持) and will power. "Sometimes life hits you in the head with a brick," he said. "Don't lose faith." Mark D. Shermis, a professor at the University of Akron in Ohio, supervised the Hewlett Foundation's contest on automated essay scoring and wrote a paper about the experiment. In his view, the technology—though imperfect—has a place in educational settings.

乔布斯先生在2005年斯坦福大学毕业典礼上对毕业班的演讲中表达了大致相同的意思。他告诉学生们:"事实证明,被苹果公司解雇是发生在我身上最好的事情。"乔布斯先生还谈到了坚持和意志力。他说:"有时候生活会用砖头砸你的头。不要失去信念。"俄亥俄州阿克伦大学教授Mark D. Shermis监督了Hewlett基金会关于自动作文评分的竞赛,并撰写了一篇关于该实验的论文。在他看来,这项技术虽然不完美,但在教育环境中有其用武之地。

- O) Mr. Jobs ended his commencement talk with a call to innovation, both in one's choice of work and in one's life. Be curious, experiment, take risks, he said to the students. His advice was emphasized by the words on the back of the final edition of The Whole Earth Catalog, which he quoted, "Stay hungry. Stay foolish." And, Mr. Jobs said, "I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you." "Often they come from very famous institutions where, in fact, they do a much better job of providing feedback than a machine ever could," Dr. Shermis said. "There seems to be a lack of appreciation of what is actually going on in the real world."

乔布斯先生在毕业演讲的结尾呼吁创新,无论是在工作选择还是在生活中。他对学生们说,要保持好奇心,进行实验,承担风险。他引用《全球概览》最后一期封底上的话来强调他的建议:"保持饥饿。保持愚蠢。"乔布斯先生说:"我一直希望自己能做到这一点。现在,当你们毕业开始新的旅程时,我也希望你们能做到这一点。""通常他们来自非常著名的机构,事实上,这些机构在提供反馈方面做得比机器好得多,"Shermis博士说。"人们似乎缺乏对现实世界中实际情况的认识。"

陈述句与逐句解析

36. Steve Jobs called on Stanford graduates to innovate in his commencement address.

Steve Jobs 在毕业典礼演讲中呼吁 Stanford 毕业生进行创新。

【答案】O 段（强锚点）

【锚点】斯坦福毕业演讲 + 呼吁创新

【定位】Mr. Jobs ended his commencement talk with a call to innovation, both in one's choice of work and in one's life.

乔布斯以一次对创新的呼吁结束了他的毕业演讲——无论在职业选择上还是在人生中都要创新。

【改写】Steve Jobs called on Stanford graduates to innovate ↔

ended his commencement talk with a call to innovation

动词 + 名词化的等值

in his commencement address ↔ his commencement talk

近义词替换

Stanford graduates ↔ as you graduate to begin anew, I wish that for you

受众身份回扣

【辨邻】N N段确实提到commencement address to the graduating class at Stanford University in 2005，看起来斯坦福锚点完全吻合，但本段的重心是perseverance + Don't lose faith这两件事，并未涉及题干说的innovate这一呼吁，因此不是源头段。

Mr. Jobs suggested much the same thing during a commencement address to the graduating class at Stanford University in 2005

37. Steve Jobs considered himself lucky to have been fired once by Apple.

Steve Jobs 认为自己曾被 Apple 解雇是一件幸运的事。

【答案】N 段（强锚点）

【锚点】被苹果开除 + 觉得自己幸运

【定位】"It turned out that getting fired from Apple was the best thing that could have ever happened to me," he told the students.

他告诉学生们：事实证明，被苹果开除是发生在我身上最好的事。

【改写】considered himself lucky ↔ was the best thing that could have ever happened to me

极端正向评价 = 幸运

to have been fired once by Apple ↔ getting fired from Apple

fired 原样复现

【辨邻】G G段确实写了乔布斯被苹果赶出的事，但只是客观履历交代，未含本题要求的considered himself lucky这一情绪评价。

Mr. Jobs was forced out of Apple in 1985

38. Steve Jobs once used computers to make movies that were commercial hits.

Steve Jobs 曾使用计算机制作了商业上大获成功的电影。

【答案】 **M** 段 (强锚点)

【锚点】 用电脑做了商业大热电影

【定位】 There is no conclusive proof, but Mr. Hal Gregersen says it is unlikely that Mr. Jobs could have reshaped industries beyond computing, as he has done in his second term at Apple, without the experience outside the company, especially at Pixar—the computer-animation studio that created a string of critically and commercially successful movies, such as "Toy Story" and "Up."

Gregersen 说: 虽然没有确凿证据, 但若没有苹果之外、尤其是 Pixar 的经历, 乔布斯不太可能在第二任期重塑计算机以外的行业; Pixar 是创作了《玩具总动员》《飞屋环游记》等一系列既叫好又叫座电影的电脑动画工作室。

【改写】 used computers to make movies ↔

computer-animation studio that created a string of ... movies

动词短语压缩成复合术语

were commercial hits ↔ **critically and commercially successful movies**

commercial hits = commercially successful

【辨邻】 **G** G段提到founded two other companies, Next and Pixar, 确实出现 Pixar, 但只把它当作履历里的公司名带过, 并未陈述题干说的used computers to make movies或commercial hits这两件事。

went off and founded two other companies, Next and Pixar

39. Many governments have done more than the US government in providing the raw materials for innovation.

许多国家的政府在提供创新原材料方面做得比美国政府更多。

【答案】 **D** 段 (强锚点)

【锚点】 其他国政府 + 创新原材料 + 胜过美国

【定位】 "Many other nations," Mr. John Kao notes, "are now ahead of the United States in producing what are considered the raw materials of innovation."

Kao 指出: 许多其他国家如今在生产被视为创新原材料的东西上已领先美国。

【改写】 Many governments have done more than the US government ↔

Many other nations, are now ahead of the United States

ahead of = done more than

raw materials for innovation ↔ **the raw materials of innovation**

短语原样复现

【辨邻】 E E段同样比较了 other nations 与 America，但讨论的是 a social environment that encourages diversity, experimentation, risk-taking 这种文化环境上的 other countries 不如美国，与题干要求的 raw materials 维度恰好相反，因此不是源头段。

what other nations typically lack, Mr. Kao adds, is a social environment

40. Great innovators are good at connecting concepts from various academic fields.

伟大的创新者善于连接来自不同学术领域的概念。

【答案】 J 段（强锚点）

【锚点】 连接各学科的概念

【定位】 Associating, he adds, is the ability to make idea-producing connections by linking concepts from different disciplines.

Gregersen 补充：associating（联想）是通过把来自不同学科的概念连接起来从而产生新想法的能力。

【改写】 connecting concepts ↔ linking concepts

动词同义

various academic fields ↔ different disciplines

形容词 + 名词双重同义

Great innovators ↔ disruptive innovators

上位概括

【辨邻】 H H段确实在讲创新者的特征，draw from a deep reservoir of diverse experiences 强调的是 经历多样，是另一个层面的概括，与题干要求的 linking concepts from different disciplines 这一具体特质并非同一项，因此不是源头段。

people like Steve Jobs who can draw from a deep reservoir of diverse experiences

41. Innovation is vital to driving economic progress.

创新对于推动经济进步至关重要。

【答案】 C 段（强锚点）

【锚点】 创新对经济进步至关重要

【定位】 But innovation, broadly defined, is the crucial ingredient in all economic progress—higher growth for nations, more competitive products for companies, and more prosperous careers for individuals.

但是，广义上的创新是所有经济进步的关键要素——给国家带来更高的增长、给公司带来更具竞争力的产品、给个人带来更繁荣的事业。

【改写】 vital ↔ **the crucial ingredient**

强度形容词同义

driving economic progress ↔ **in all economic progress**

介词短语等值

【辨邻】 **K** K段虽与创新挂钩，但讨论的是higher valuations in the stock market这一具体金融现象，并未陈述题干说的driving economic progress这一宏观经济命题，话题相邻而非相同。

Innovative companies, according to the authors, typically enjoy higher valuations in the stock market

42. America has a social environment that is particularly favorable to innovation.

美国拥有特别有利于创新的社会环境。

【答案】 **E** 段（强锚点）

【锚点】 美国 + 利于创新的社会环境

【定位】 "The culture of other countries doesn't support the kind of innovation that Steve Jobs exemplifies, as America does," Mr. John Kao says.

Kao 说：其他国家的文化不像美国那样支持乔布斯所代表的那种创新。

【改写】 America has a social environment ↔

what other nations typically lack, Mr. Kao adds, is a social environment

反面表达的正面还原

particularly favorable to innovation ↔ **encourages diversity, experimentation, risk-taking**

鼓励 = 有利

【辨邻】 **D** D段同样属 John Kao 的话，但说的是美国的劣势——Many other nations, are now ahead of the United States, 方向与题干的particularly favorable to innovation的正向评价相反。

Many other nations, are now ahead of the United States in producing what are considered the raw materials of innovation

43. Innovative ideas often come from diverse experiences.

创新想法往往来自多样化的经历。

【答案】 **H** 段（强锚点）

【锚点】 多样化经历 + 催生创新想法

【定位】 "It's often people like Steve Jobs who can draw from a deep reservoir of diverse experiences that often generate breakthrough ideas and insights," says Hal Gregersen, a professor at the European Institute of Business Administration.

Gregersen 说：往往正是像乔布斯这样的人——他们能从多样化经历的深池中汲取——常常产生突破性的想法和洞见。

【改写】 Innovative ideas often come from diverse experiences ↔

diverse experiences that often generate breakthrough ideas and insights

因果主宾对调

Innovative ideas ↔ **breakthrough ideas and insights**

形容词同义

【辨邻】 G G段确实列了乔布斯的多样经历（辍学、去印度、创办几家公司），是 diverse experiences 的具体实例，但未给出题干要求的Innovative ideas often come from diverse experiences这——般化的因果论断，因此不是源头段。

dropped out of Reed College after only a semester and traveled around India in search of spiritual enlightenment

M M段同样出自 Gregersen, without the experience outside the company虽涉及多样经历，但只是对乔布斯个案的推断，未给陈述句要求的Innovative ideas often come from diverse experiences这——般化结论，频率词 often 已暗示要找一般论断段。

Mr. Jobs could have reshaped industries beyond computing, as he has done in his second term at Apple, without the experience outside the company

44. Real-life experience is often more important than formal education for career success.

现实生活经验对于职业成功往往比正规教育更重要。

【答案】 F 段（强锚点）

【锚点】 真实经验比正规教育更重要

【定位】 Formal education matters, career counselors say, but real-life experience is often even more valuable.

职业咨询师说，正规教育有用，但真实生活经验往往更值钱。

【改写】 Real-life experience is often more important ↔ **real-life experience is often even more valuable**
比较级同义

than formal education ↔ **Formal education matters, career counselors say, but**
but 衔接的比较对象

for career success ↔ **vital to thriving in the modern economy**

概念等值

45. Apple fortunes suffered from an innovation discount during Jobs' absence.

在 Jobs 离开期间,Apple 的财富因创新折扣而受损。

【答案】 L 段 (强锚点)

【锚点】 乔布斯离开期间 + 创新折价

【定位】 His years in exile resulted in a 31 percent innovation discount.

他被放逐在外的那些年导致了 31% 的创新折价。

【改写】 Apple fortunes suffered from an innovation discount ↔

resulted in a 31 percent innovation discount

因果同义

during Jobs' absence ↔ His years in exile

absence = years in exile

【辨邻】 K K段虽出现innovation premium这一近义术语，但只是给出概念定义It is calculated by estimating the share of a company's value that cannot be accounted for by its current products and cash flow，未陈述题干所要求的during Jobs' absence这一具体时间段下的苹果数据。

Innovative companies, according to the authors, typically enjoy higher valuations in the stock market, which they call an "innovation premium"

PARAGRAPH MAP • 段落主旨图

15 个段落各讲了什么

逐段一句主旨 + 该段最具区分度的「信息指纹」，是逐句回扫定位的工作台。

A 开篇背景段：乔布斯从苹果 CEO 一职辞任后，外界对他作为商业领袖的评价铺天盖地——称他为股东创造巨额财富、引领音乐与移动通信等行业产品的设计。

信息指纹 乔布斯辞任 CEO 后的总评

B 过渡段：作者借苹果旧广告语 think different 提出新视角——把乔布斯当作 role model（榜样）来看。

信息指纹 把乔布斯当作榜样的视角切换

C 提出核心论点：乔布斯首先是创新者；创新无法工程化制造，但能提高其发生概率；创新是一切经济进步（国家增长、企业竞争力、个人事业）的关键要素。

信息指纹 创新是经济进步的关键要素

D 引入创新顾问 John Kao 的观点：许多其他国家在创新原材料（政府对科研的资助、扶持新兴产业的政策、教育成就、工程师与科学家数量乃至网速）方面已经领先美国。

信息指纹 其他国家在创新原材料上反超美国

E Kao 继续说：其他国家缺的是鼓励多元、试验、冒险并能跨领域 mash-up 的社会环境；这种支持乔布斯式创新的文化是美国独有的。

信息指纹 美国独有的鼓励冒险的社会环境

F 把视角转向普通职场人：广泛的好奇心与持续学习对在现代经济中立足至关重要；正规教育有用，但真实生活经验往往更值钱。

信息指纹 真实经验比正规教育更值钱

G 乔布斯个人成长史：自幼着迷于电子、从 Reed 大学辍学、去印度寻求精神启示，回硅谷与 Wozniak 共同创办苹果；1985 年被赶出苹果，创办 Next 与 Pixar，1996 年回归、1997 年任 CEO。

信息指纹 乔布斯的辍学、印度寻道与创业履历

H 创新专家 Gregersen 的概括：像乔布斯这样能从多样化经历的深池中汲取的人，往往产生突破性的想法和洞见——多样经历→突破想法的因果模型。

信息指纹 多样经历催生突破想法

I 介绍新书 The Innovator's DNA 及其作者阵容：Gregersen 与 Dyer、Christensen 合著，基于对全球 5000 名创业者与高管的 8 年研究。

信息指纹 新书的作者与研究规模

J 学者们提炼出颠覆性创新者的五项特质：questioning、experimenting、observing、associating、networking；其中 associating 是把不同学科的概念连接起来产生新想法的能力。

信息指纹 颠覆性创新者的五项特质与跨学科连接

K Gregersen 强调这些是创新者的习惯；引出 innovation premium（创新溢价）概念——股市对未来创新潜力的押注，等于公司估值中无法被当前产品与现金流解释的那部分。

信息指纹 创新溢价的定义与算法

L 用 Apple 的数据印证：乔布斯第一任期 37% 的创新溢价；离开期间是 31% 的 innovation discount（折价）；回归后逐步好转，2005 年起获得 52% 的创新溢价。

信息指纹 苹果在乔布斯离开期间的创新折价

M Gregersen 推断：若没有苹果之外（尤其是 Pixar）的经历，乔布斯不太可能在第二任期重塑计算机以外的多个行业；Pixar 是制作《玩具总动员》《飞屋环游记》等口碑与票房双赢电影的电脑动画工作室。

信息指纹 Pixar 经历对乔布斯重塑行业的作用

N 乔布斯本人在 2005 年斯坦福毕业典礼上的说法：被苹果开除是发生在他身上最好的事；他还谈到坚持和意志力，要 Don't lose faith。（段尾另粘附 Mark D. Shermis 的不相关内容，不要被误导。）

信息指纹 乔布斯说被开除是最好事

O 乔布斯以呼吁创新结束斯坦福演讲，劝学生要好奇、试验、冒险，并引用 Stay hungry. Stay foolish.；并向毕业生送出同样的祝愿。（段尾另粘附 Shermis 关于机器评分的不相关引用，不要被误导。）

信息指纹 乔布斯在斯坦福演讲中呼吁创新

SENTENCE INSIGHTS • 句子精讲

15 句真题句逐层精讲

下列真题句各有独立的句子解析页——中文翻译、结构树逐层拆解、成分与时态、考点讲解与真题高频词。点击句子进入完整解析。

Since Steve Jobs resigned as chief executive of Apple, much has been said about him as a peerless business leader who has created immense wealth for shareholders, and guided the design of hit products that are transforming entire industries, like music and mobile communications.

A段，第1句

本句主干不算最难，但结构层次清楚、修饰丰富、时态对比明显，兼具代表性和训练价值。对于结构与时态的综合练习，属于很值得优先处理的一类句子。

Above all, he is an innovator(创新者).

C段，第1句

主系表结构在四六级和考研阅读中较为常见，尤其用于人物介绍或特征描述的句子。句首状语强调也是常规手法。但本句过于简短，缺少真题中常见的修饰成分（如定语从句、后置定语、复杂状语等），代表性中等偏下。

Yet what other nations typically lack, Mr. Kao adds, is a social environment that encourages diversity, experimentation, risk-taking, and combining skills from many fields into products that he calls "recombinant mash-ups(打碎重组)," like the iPhone, which redefined the smartphone category.

E段，第1句

涵盖了主语从句、宾语从句、限制性与非限制性定语从句、插入语、并列结构及宾补，是极佳的综合拆分练习句。

Formal education matters, career counselors say, but real-life experience is often even more valuable.

F段，第2句

"承认A重要 + 插入来源 + 转折强调B更重要"的让步转折结构是四六级和考研阅读中的常见论证模式，插入性说明("X says")也是典型的引述手法。虽然本句没有从句，但这种对比论证的框架具有一定代表性，掌握后可迁移到其他对比句中。

Mr. Jobs dropped out of Reed College after only a semester and traveled around India in search of spiritual enlightenment, before returning to Silicon Valley to found Apple with his friend, Stephen Wozniak, an engineering wizard(奇才).

G段，第3句

本句成分种类较为丰富：包含主语、并列谓语、时间状语、地点状语、目的状语等多种成分，且句末的 before 引导的介词短语内部又嵌套了不定式和同位语，适合练习成分识别。但句中没有宾语、补语、定语从句等更高频的易错成分，且并列谓语结构本身较为直白，因此训练价值中等偏上。

Mr. Jobs was forced out of Apple in 1985, went off and founded two other companies, Next and Pixar, before returning to Apple in 1996 and becoming chief executive in 1997.

G段，第4句

本句包含主语、三个并列谓语、宾语（含同位语）、地点状语、两个时间状语等多种成分，并列谓语的识别、同位语的理解、介词短语状语的定位均为常见考点，成分丰富且具有实用训练价值

"It's often people like Steve Jobs who can draw from a deep reservoir of diverse experiences that often generate breakthrough ideas and insights," says Hal Gregersen, a professor at the European Institute of Business Administration.

H段，第2句

虽然嵌套较多、主干不算一眼可见，但句式非常典型，且同时覆盖强调结构、定语从句和情态结构，训练收益很高。对于专练句子结构与时态判断，这是一句值得优先精拆的材料。

His two collaborators and co-authors are Jeff Dyer, a professor at Brigham Young University, and Clayton Christensen, a professor at the Harvard Business School, whose 1997 book "The Innovator's Dilemma" popularized the concept of disruptive(颠覆性的) innovation.

I段，第2句

主系表结构配合同位语说明人物身份,以及非限制性定语从句补充人物背景,是四六级和考研阅读中介绍学者、专家时的典型句式;"whose" 引导定语从句修饰人物也是高频考点,掌握后可迁移到大量类似语境。

Associating, he adds, is the ability to make idea-producing connections by linking concepts from different disciplines.

J段，第4句

主系表结构加不定式定语的组合在四六级和考研阅读中高频出现,常用于定义概念或说明本质。动名词作主语和插入语的使用也是典型书面语特征。掌握本句结构可迁移到大量类似句式,代表性较强。

There is no conclusive proof, but Mr. Hal Gregersen says it is unlikely that Mr. Jobs could have reshaped industries beyond computing, as he has done in his second term at Apple, without the experience outside the company, especially at Pixar—the computer-animation(动画制作) studio that created a string of critically and commercially successful movies, such as "Toy Story" and "Up."

M段，第1句

综合前五个维度,该句主干识别难、嵌套层级深、时态结构复杂、成分丰富且典型,是一个非常适合用于训练句子结构拆解和时态分析的高价值练习句。对于基础较弱的学生,这类句子虽然有挑战,但正是通过攻克这类句子才能真正提升长难句分析能力,因此强烈推荐优先训练。

"It turned out that getting fired from Apple was the best thing that could have ever happened to me," he told the students.

N段，第2句

本句覆盖主语、谓语、直接宾语、间接宾语、表语、状语等多种成分;包含形式主语、动名词作主语、定语从句修饰表语等较丰富的结构;特别是 It turned out that 的主系表结构与主语从句双重身份,以及双宾语搭配,适合作为成分划分练习

In his view, the technology—though imperfect—has a place in educational settings.

N段，第7句

句中包含主谓宾、地点状语、插入的让步状语从句(含表语)等多种成分,且破折号插入结构和从句省略现象(though后省略主语和系动词)值得练习,能帮助学生理解省略和插入语的识别方法,训练价值中等偏上。

"Often they come from very famous institutions where, in fact, they do a much better job of providing feedback than a machine ever could," Dr. Shermis said.

0段，第5句

引述结构 + 定语从句 + 比较结构的组合在学术文章和新闻报道中极为常见,尤其是定语从句修饰抽象名词、比较从句带省略的模式,是四六级和考研阅读的高频句式,掌握后可大量迁移到类似句子。

Great innovators are good at connecting concepts from various academic fields.

第40题 题干

主系表结构配合 "be good at + 动名词" 这一固定搭配,在四六级和考研阅读中非常常见,属于高频句式。掌握这一结构后可以迁移到大量类似句子(如 "be skilled at"、"be expert in" 等),具有较好的代表性和复用价值。

Innovation is vital to driving economic progress.

第41题 题干

主系表结构是英语的基本句型之一,句中 "be + 形容词 + to doing" 的搭配也较为常见,具有一定的典型性,但整体结构过于简单,不如复合句更能代表考试常见句式。

HIGH-FREQUENCY • 真题高频词

本篇出现的 132 个英语四级真题高频词

下列单词既在本篇真题中出现,又是 **英语四级** 历年真题的高频词(在该考试真题中出现的句子数均不少于 8)。每个词标注本篇 出现次数与该考试真题句频,点击可查看该词的释义、音标、词形与真题例句。

innovation B2

n. 创新;革新(指行为或过程)

本篇21次 · 真题 50 句

product A2

n. 产品

本篇5次 · 真题 128 句

career B1

n. 职业

本篇4次 · 真题 119 句

professor B1

n. 教授(大学教师的最高职称)

本篇4次 · 真题 105 句

graduate B1

n. 毕业生

本篇4次 · 真题 34 句

expert B1

n. 专家

本篇3次 · 真题 89 句

nation B1

n. 国家

本篇3次 · 真题 51 句

concept B2

n. 概念

本篇3次 · 真题 38 句

executive B2

n. 主管;经理;管理人员

本篇3次 · 真题 30 句

support A2

v. 支持

本篇2次 · 真题 118 句

lack B1

v. 缺少

本篇2次 · 真题 115 句

risk A2

n. 风险

本篇2次 · 真题 108 句

view A2

n. 观点, 看法

本篇2次 · 真题 85 句

academic B2

adj. 学术的

本篇2次 · 真题 69 句

material B1

n. 材料

本篇2次 · 真题 69 句

economic B2

adj. 经济的

本篇2次 · 真题 62 句

educational B1

adj. 教育的

本篇2次 · 真题 45 句

curiosity B2

n. 好奇心

本篇2次 · 真题 44 句

chief B1

n. 首领

本篇2次 · 真题 29 句

mobile B1

adj. 可移动的

本篇2次 · 真题 28 句

innovative B2

adj. 创新的

本篇2次·真题 26 句

trait B2

n. 特征

本篇2次·真题 22 句

typically B1

adv. 通常, 一般

本篇2次·真题 22 句

discount B1

n. 折扣; 减价

本篇2次·真题 21 句

formal B1

adj. 正式的

本篇2次·真题 21 句

vital B2

adj. 极其重要的, 必不可少的

本篇2次·真题 19 句

valley A2

n. 山谷

本篇2次·真题 17 句

diverse B2

adj. 多种多样的

本篇2次·真题 14 句

silicon B2

n. 硅 (化学元素)

本篇2次·真题 14 句

found A1

v. find 的过去式和过去分词

本篇2次·真题 12 句

raw B1

adj. 未加工的

本篇2次·真题 12 句

fortune B2

n. 财富

本篇2次·真题 11 句

author A2

n. 作者

本篇1次·真题 244 句

less A1

det. 较少的

本篇1次·真题 224 句

accord C1

n. (国家、团体间的) 协议

本篇1次·真题 174 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本篇1次·真题 148 句

online A2

adj. 在线的

本篇1次 · 真题 145 句

better A1

adj. 更好的 (good 的比较级)

本篇1次 · 真题 139 句

design B1

n. 设计

本篇1次 · 真题 132 句

learning A1

n. 学习

本篇1次 · 真题 120 句

relationship B1

n. 关系

本篇1次 · 真题 109 句

base A2

n. 基础

本篇1次 · 真题 95 句

project A2

n. 项目

本篇1次 · 真题 90 句

mental B1

adj. 精神的

本篇1次 · 真题 86 句

individual B2

adj. 单独的

本篇1次 · 真题 79 句

growth B1

n. 增长

本篇1次 · 真题 77 句

current B1

adj. 现在的

本篇1次 · 真题 64 句

suffer B1

v. 遭受 (痛苦、疾病、损失等)

本篇1次 · 真题 64 句

account A2

n. 账户

本篇1次 · 真题 61 句

connection B1

n. 联系

本篇1次 · 真题 61 句

policy B1

n. 政策

本篇1次 · 真题 61 句

united B1

adj. 联合的

本篇1次 · 真题 60 句

power A2

n. 权力

本篇1次·真题 59 句

economy B1

n. 经济

本篇1次·真题 58 句

engage B2

v. 参与;从事

本篇1次·真题 57 句

reward B1

n. 报酬

本篇1次·真题 56 句

creative B1

adj. 有创造力的

本篇1次·真题 55 句

internet A2

n. 互联网

本篇1次·真题 55 句

identify B1

v. 识别

本篇1次·真题 54 句

link A2

n. 联系

本篇1次·真题 52 句

various B1

adj. 各种各样的

本篇1次·真题 52 句

scientific B1

adj. 科学的

本篇1次·真题 47 句

associate B2

v. 联系

本篇1次·真题 45 句

states A1

n. 国家

本篇1次·真题 43 句

adopt B1

v. 采纳

本篇1次·真题 41 句

particularly B2

adv. 尤其, 特别 (强调某事物)

本篇1次·真题 39 句

display B1

v. 展示

本篇1次·真题 38 句

smartphone B1

n. 智能手机

本篇1次·真题 38 句

cash A2

n. 现金

本篇1次·真题 37 句

pattern B1

n. 模式

本篇1次·真题 37 句

occur B1

v. 发生, 出现

本篇1次·真题 36 句

essay B1

n. 短文

本篇1次·真题 35 句

software B1

n. 软件 (计算机程序)

本篇1次·真题 35 句

unique B2

adj. 独特的

本篇1次·真题 35 句

achievement B1

n. 成就

本篇1次·真题 33 句

engineering B1

n. 工程学

本篇1次·真题 33 句

ahead A2

adv. 在前面

本篇1次·真题 32 句

diversity B2

n. 多样性

本篇1次·真题 32 句

characteristic B2

n. 特征

本篇1次·真题 30 句

unusual B1

adj. 不寻常的

本篇1次·真题 30 句

valuable B1

adj. 贵重的

本篇1次·真题 28 句

estimate B2

v. 估计

本篇1次·真题 27 句

regularly A2

adv. 经常地

本篇1次·真题 27 句

competitive B2

adj. 竞争的

本篇1次·真题 26 句

define B1

v. 给.....下定义

本篇1次·真题24句

combine B1

v. (使) 结合、组合

本篇1次·真题23句

commercial B2

adj. 商业的

本篇1次·真题23句

foundation B2

n. 基础;根基

本篇1次·真题23句

guide A2

n. 指南;手册

本篇1次·真题23句

crucial B2

adj. 至关重要的

本篇1次·真题22句

curious B1

adj. 好奇的

本篇1次·真题22句

gradually B1

adv. 逐渐地, 逐步地

本篇1次·真题22句

institution B2

n. 机构

本篇1次·真题22句

yield B2

v. 产生

本篇1次·真题22句

institute B2

n. 学院

本篇1次·真题21句

worldwide B1

adj. 全世界的

本篇1次·真题21句

entire B1

adj. 整个的

本篇1次·真题19句

feedback B1

n. 反馈

本篇1次·真题19句

generate B2

v. 产生, 引起 (结果、反应等)

本篇1次·真题19句

emerge B2

v. 出现;浮现

本篇1次·真题18句

ingredient B1

n. (烹饪) 食材, 原料

本篇1次 · 真题 18 句

setting B1

n. 环境

本篇1次 · 真题 18 句

studio B1

n. 工作室

本篇1次 · 真题 18 句

transform B2

v. 使彻底改变;使转变

本篇1次 · 真题 18 句

marketing B1

n. 营销

本篇1次 · 真题 16 句

absence B1

n. 缺席

本篇1次 · 真题 15 句

emphasize B2

v. 强调

本篇1次 · 真题 15 句

stock B1

n. 库存

本篇1次 · 真题 15 句

odd B1

adj. 奇怪的

本篇1次 · 真题 14 句

pursuit B2

n. 追求

本篇1次 · 真题 14 句

rank B2

n. 等级

本篇1次 · 真题 14 句

thrive B2

v. 茁壮成长

本篇1次 · 真题 13 句

discipline B2

n. 纪律

本篇1次 · 真题 12 句

flow B1

v. 流动

本篇1次 · 真题 12 句

insight B2

n. 洞察力

本篇1次 · 真题 12 句

investor B2

n. 投资者

本篇1次 · 真题 12 句

semester B1

n. 学期 (尤指大学的半学年)

本篇1次 · 真题 12 句

administration B2

n. 管理

本篇1次 · 真题 11 句

automated B2

adj. 自动化的

本篇1次 · 真题 11 句

calculate B1

v. 计算

本篇1次 · 真题 11 句

consultant B2

n. 顾问

本篇1次 · 真题 11 句

exploration B2

n. 探索

本篇1次 · 真题 11 句

reap B2

v. 获得, 得到 (回报、好处或后果)

本篇1次 · 真题 11 句

category B1

n. 类别

本篇1次 · 真题 10 句

contest B1

n. 比赛

本篇1次 · 真题 10 句

distribute B2

v. 分发

本篇1次 · 真题 10 句

bundle B2

n. 捆

本篇1次 · 真题 9 句

string A2

n. 线, 细绳

本篇1次 · 真题 9 句

unlikely B1

adj. 不太可能的

本篇1次 · 真题 9 句

brick A2

n. 砖, 砖块

本篇1次 · 真题 8 句

continuous B2

adj. 连续不断的

本篇1次 · 真题 8 句

corporation B2

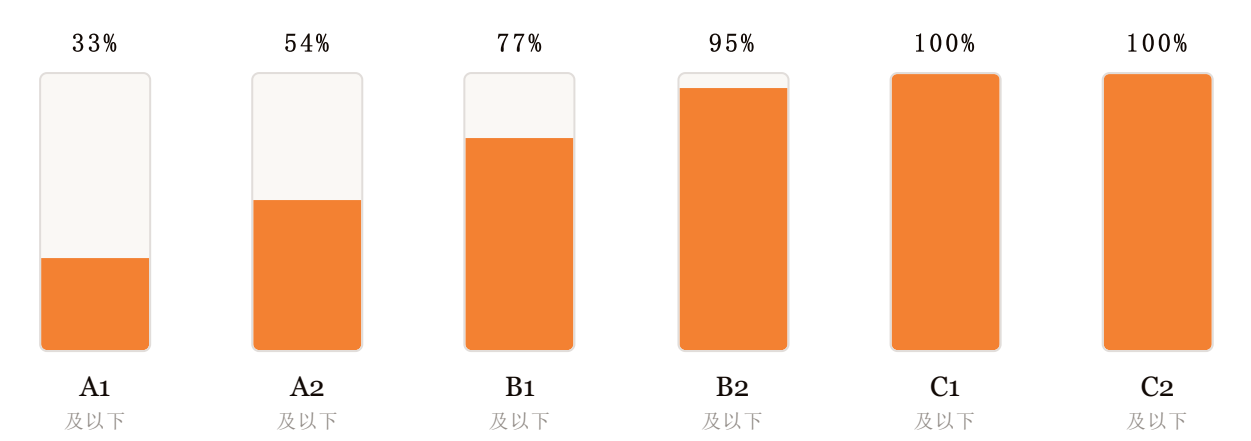
n. 公司, 企业 (尤指大型的、有限责任的)

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 398 词按 CEFR 难度累积覆盖

全文去重后共 **398** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 19 个·约 5%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）·数据为全文去重词 398 个·末柱为 100%

去重总词数

398

B2 以上难词

5%

B1 及以下覆盖

77%

英语四级 2015年6月·第1套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	本题
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2015年6月·第1套 英语四级阅读理解（四选一） 第1篇·46–50 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解和解析

阅读理解和解析·46–50 题

本页 46–50 题的答案与逐题解析由懒笔记基于2015年6月·第1套 英语四级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 6 段原文（段首标 P1–P6 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第1套(2015-06) • 四级

Part III Section C (1)

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.

Passage One

Questions 46 to 50 are based on the following passage.

P1 Some of the world's most significant problems never hit headlines. One example comes from agriculture. Food riots and hunger make news. But the trend lying behind these matters is rarely talked about. This is the decline in the growth in yields of some of the world's major crops. A new study by the University of Minnesota and McGill University in Montreal looks at where, and how far, this decline is occurring.

世界上一些最重大的问题从未登上新闻头条。其中一个例子来自农业。粮食骚乱和饥荒成为新闻。但这些问题背后的趋势却很少被谈及。这就是世界上一些主要作物产量增长的下降。明尼苏达大学和蒙特利尔 McGill University 的一项新研究考察了这种下降发生的地点和程度。

P2 The authors take a vast number of data points for the four most important crops: rice, wheat, corn and soybeans(大豆). They find that in between 24% and 39% of all harvested areas, the improvement in yields that took place before the 1980s slowed down in the 1990s and 2000s.

作者收集了四种最重要作物的大量数据点：水稻、小麦、玉米和大豆。他们发现，在24%至39%的收获地区，1980年代之前发生的产量改善在1990年代和2000年代放缓了。

P3 There are two worrying features of the slowdown. One is that it has been particularly sharp in the world's most populous(人口多的) countries, India and China. Their ability to feed themselves has

been an important source of relative stability both within the countries and on world food markets. That self-sufficiency cannot be taken for granted if yields continue to slow down or reverse.

这种放缓有两个令人担忧的特征。一是它在世界上人口最多的国家印度和中国尤为明显。这两个国家的粮食自给能力一直是国内和世界粮食市场相对稳定的重要来源。如果产量继续放缓或逆转,这种自给自足就不能被视为理所当然。

P4 Second, yield growth has been lower in wheat and rice than in corn and soybeans. This is problematic because wheat and rice are more important as foods, accounting for around half of all calories consumed. Corn and soybeans are more important as feed grains. The authors note that "we have preferentially focused our crop improvement efforts on feeding animals and cars rather than on crops that feed people and are the basis of food security in much of the world."

其次,小麦和水稻的产量增长低于玉米和大豆。这是个问题,因为小麦和水稻作为食物更为重要,约占所有消耗热量的一半。玉米和大豆作为饲料谷物更为重要。作者指出,"我们优先将作物改良工作集中在喂养动物和汽车上,而不是集中在养活人类的作物上,而这些作物是世界大部分地区粮食安全的基础。"

P5 The report qualifies the more optimistic findings of another new paper which suggests that the world will not have to dig up a lot more land for farming in order to feed 9 billion people in 2050, as the Food and Agriculture Organisation has argued.

该报告对另一篇新论文中更为乐观的研究结果进行了限定,该论文表明,世界不必像粮食及农业组织所主张的那样,为了在2050年养活90亿人口而开垦更多土地用于耕种。

P6 Instead, it says, thanks to slowing population growth, land currently ploughed up for crops might be able to revert(回返) to forest or wilderness. This could happen. The trouble is that the forecast assumes continued improvements in yields, which may not actually happen.

相反,该报告称,由于人口增长放缓,目前用于种植作物的土地可能能够恢复为森林或荒野。这可能会发生。问题在于,这一预测假定产量会持续改善,而这实际上可能不会发生。

题目与逐题解析

46. What does the author try to draw attention to?

- A) Food riots and hunger in the world.
- B) News headlines in the leading media.
- C) The decline of the grain yield growth.
- D) The food supply in populous countries.

作者试图引起人们对什么问题的关注?

- A) 世界范围内的粮食骚乱和饥荒。
- B) 主流媒体的新闻标题。
- C) 粮食产量增长率的下降。
- D) 人口大国的粮食供应。

【答案】 C (主旨题)

【判型】 What does the author try to draw attention to? 直接询问全文话题/作者意图, 不是问某一句细节。

【拆句】 What does the author try to draw attention to? 是一个 What 引导的特殊疑问句，主干即 "author try to draw attention to + 宾语"。to 是 try 的不定式宾语，draw attention to 为固定搭配（把注意力引向.....），无陷阱。

【选项】 A) **以偏概全**

Food riots and hunger in the world. 是首段为了反衬"真正话题"而用的引子——原文 Food riots and hunger make news. 紧接着用 But 翻转，明确这并不是作者要谈的事。

B) **偷换概念**

News headlines in the leading media. 只是文章用来对比"哪些话题被关注、哪些被忽视"的工具，从未成为文章的中心议题。

C) **✓ 正确**

the decline in the growth in yields of some of the world's major crops ↔

The decline of the grain yield growth.

Some of the world's most significant problems never hit headlines. ↔

The decline of the grain yield growth.

C 项是话题句的同义压缩，且覆盖到 P2–P6 的全部论证（数据/忧虑/修正 FAO 都围绕这一放缓现象），完全契合主旨题对正确项的覆盖性要求。

D) **以偏概全**

The food supply in populous countries. 只覆盖到 P3 的内容（印中两国），不能涵盖 P2 的数据、P4 的对比、P5–P6 的 FAO 修正——是用一个区间替代全文的典型错法。

47. Why does the author mention India and China in particular?

- A) Their self-sufficiency is vital to the stability of world food markets.
- B) Their food yields have begun to decrease sharply in recent years.
- C) Their big populations are causing worldwide concerns.
- D) Their food self-sufficiency has been taken for granted.

为什么作者特别提到印度和中国？

- A) 它们的粮食自给自足对世界粮食市场的稳定至关重要。 B) 近年来它们的粮食产量已开始急剧下降。
- C) 它们的庞大人口正引发全球关注。 D) 它们的粮食自给自足一直被认为是理所当然的。

【答案】 A (细节题)

【判型】 Why does the author mention India and China in particular? 问的是文章里出现这两个国家时给出的具体原因，是一道有明确原文出处的细节题。

【拆句】 Why 引导的特殊疑问句，主干 "the author mention India and China"，副词短语 in particular 修饰 mention，表示"特别地"。结构简单。

【定位】 Their ability to feed themselves has been an important source of relative stability both within the countries and on world food markets.

它们自给自足的能力一直是相对稳定的重要来源，既针对国内，也针对世界粮食市场。

【选项】 A) ✓ 正确

Their ability to feed themselves ↔ **Their self-sufficiency**

an important source of relative stability ↔ **vital to the stability**

on world food markets ↔ **of world food markets**

Their self-sufficiency is vital to the stability of world food markets. 把定位句的三个关键成分（自给 / 重要 / 世界粮市稳定）——对应，且没有添加任何原文未有的信息——正中预判。

B) 无中生有

原文是“如果产量持续放缓，自给就难以为继”，是条件假设。Their food yields have begun to decrease sharply in recent years. 把假设说成已发生的事实，并把范围从“自给受威胁”偷换成“产量已大幅下降”。

C) 偷换概念

原文称两国人口多 + 自给能力是稳定来源，Their big populations are causing worldwide concerns. 却变成“人口本身让世界担忧”——把作者强调的“自给能力的价值”偷换成“人口本身是问题”，立意走偏。

D) 与原文相反

原文是 That self-sufficiency cannot be taken for granted——自给“不能”被想当然。Their food self-sufficiency has been taken for granted. 把否定砍掉变成肯定，意思完全反过来。

48. What does the new study by the two universities say about recent crop improvement efforts?

A) They fail to produce the same remarkable results as before the 1980s.

B) They contribute a lot to the improvement of human food production.

C) They play a major role in guaranteeing the food security of the world.

D) They focus more on the increase of animal feed than human food grains.

这两所大学的新研究对近期作物改良努力有何评价？

A) 它们未能产生与20世纪80年代之前相同的显著成果。 B) 它们对人类粮食生产的改善贡献很大。

C) 它们在保障世界粮食安全方面发挥着重要作用。 D) 它们更注重增加动物饲料而非人类口粮。

【答案】 D (细节题)

【判型】 What does the new study ... say about recent crop improvement efforts? 问的是某项研究的具体观点，属于事实细节，答案应是定位句的同义改写。

【拆句】 What 引导的特殊疑问句，主干 “the new study say about recent crop improvement efforts”。by the two universities 是后置定语修饰 study; about 短语作 say 的状语，引出谈论对象。

【定位】 we have preferentially focused our crop improvement efforts on feeding animals and cars rather than on crops that feed people and are the basis of food security in much of the world. 我们将作物改良的努力优先集中在喂养动物和（提供燃料给）汽车上，而不是集中在喂养人类、构成世界大部分地区粮食安全基础的作物上。

【选项】 A) 答非所问

They fail to produce the same remarkable results as before the 1980s. 说的是"产量增长不如以前", 对应的是第 2 段研究发现, 而不是"crop improvement efforts 怎么评价"——答非所问。

B) 与原文相反

研究是在批评改良 efforts 偏离了人粮, They contribute a lot to the improvement of human food production. 却说"对人粮生产贡献大", 态度与原文相反。

C) 偷换概念

研究的真实意思是"改良 efforts 偏离了世界粮食安全的基础", They play a major role in guaranteeing the food security of the world. 却说"在保障世界粮食安全中起主要作用"——既是反向, 又把"是粮食安全的基础"这一对作物的描述错按给了"efforts"。

D) ✓ 正确

preferentially focused our crop improvement efforts on feeding animals and cars ↔

focus more on the increase of animal feed

feeding animals ↔ **animal feed**

rather than on crops that feed people ↔ **than ... human food grains**

They focus more on the increase of animal feed than human food grains. 把研究引语的"优先 + 动物 + 而非人粮"三层都对应上, 方向与原文完全一致, 是预判的精确投影。

49. What does the Food and Agriculture Organisation say about world food production in the coming decades?

- A) The growing population will greatly increase the pressure on world food supplies.
- B) The optimistic prediction about food production should be viewed with caution.
- C) The slowdown of the growth in yields of major food crops will be reversed.
- D) The world will be able to feed its population without increasing farmland.

联合国粮食及农业组织对未来几十年世界粮食生产有何看法?

- A) 不断增长的人口将大大增加世界粮食供应的压力。
- B) 对粮食生产的乐观预测应谨慎看待。
- C) 主要粮食作物产量增长放缓的趋势将被扭转。
- D) 世界将能够养活其人口而无需增加农田。

【答案】 D (细节题)

【判型】 What does the Food and Agriculture Organisation say about world food production ...? 直接问 FAO 的具体看法, 是细节题。

【拆句】 What 引导的特殊疑问句。主干 "the Food and Agriculture Organisation say about world food production", 状语 "in the coming decades" 限定时间范围。

【定位】 another new paper which suggests that the world will not have to dig up a lot more land for farming in order to feed 9 billion people in 2050, as the Food and Agriculture Organisation has argued.

另一篇新论文（与粮农组织所论一致）认为，世界并不需要为了 2050 年养活 90 亿人而开垦更多土地。

【选项】 A) **与原文相反**

FAO 的主张是乐观的（不必扩地）；The growing population will greatly increase the pressure on world food supplies. 是悲观的“人口将大增供给压力”，与 FAO 完全相反。

B) **张冠李戴**

“对乐观预测应谨慎”是作者本人在第 5-6 段对 FAO 论点的态度，而非 FAO 自己的看法。题干问的是 FAO 的主张，B 项把作者的态度按到 FAO 头上。

C) **无中生有**

FAO 谈的是“无需扩耕地”，从未谈过“产量增长放缓会被逆转”。The slowdown of the growth in yields of major food crops will be reversed. 在原文找不到对应陈述。

D) **✓ 正确**

the world will not have to dig up a lot more land for farming ↔ **without increasing farmland**
dig up a lot more land for farming ↔ **increasing farmland**

feed 9 billion people in 2050 ↔ **feed its population**

The world will be able to feed its population without increasing farmland. 三个核心成分（无需 / 扩耕地 / 养活全人口）与 FAO 主张严丝合缝。

50. How does the author view the argument of the Food and Agriculture Organisation?

- A) It is built on the findings of a new study.
- B) It is based on a doubtful assumption.
- C) It is backed by strong evidence.
- D) It is open to further discussion.

作者如何看待联合国粮食及农业组织的论点？

- A) 它建立在一项新研究的发现之上。
- B) 它基于一个可疑的假设。
- C) 它有强有力的证据支持。
- D) 它有待进一步讨论。

【答案】 B （态度题）

【判型】 How does the author view the argument ... 直接问作者的态度，是态度题。

【拆句】 How 引导的特殊疑问句，主干 "the author view the argument", of the Food and Agriculture Organisation 是 of 短语后置定语修饰 argument。view 在此用作及物动词，意为“看待、评价”，不是名词“观点”——这是熟词僻义。

【选项】 A) 与原文相反

原文是"研究 qualifies FAO 的论点"——研究在限定/修正 FAO; It is built on the findings of a new study. 颠倒成"FAO 的论点建立在新研究之上", 关系反了。

B) ✓ 正确

the forecast assumes continued improvements in yields ↔ **It is built on ... assumption.**

which may not actually happen ↔ **a doubtful assumption**

The trouble is that ↔ **doubtful**

It is built on a doubtful assumption. 精准抓住作者对 FAO 论点的核心质疑: 质疑的不是结论本身, 而是结论所依赖的"假设"——这正是作者用 The trouble is that ... assumes ... 句式表达的批评焦点。

C) 与原文相反

作者认为 FAO 的论点假设可能不成立、属于不可靠; It is backed by strong evidence. 称"有强有力证据支撑", 与作者的怀疑完全相反。

D) 偷换概念

It is open to further discussion. 是中立"有待进一步讨论", 但作者已经明确表态"建立在可疑假设之上"——并非中立观望。把作者的明确质疑稀释成中立讨论。

SENTENCE INSIGHTS • 句子精讲

9 句真题句逐层精讲

下列真题句各有独立的句子解析页——中文翻译、结构树逐层拆解、成分与时态、考点讲解与真题高频词。点击句子进入完整解析。

That self-sufficiency cannot be taken for granted if yields continue to slow down or reverse.

第3段, 第4句

"主句 + if 条件状语从句" 是四六级和考研阅读中的高频句式, 被动语态与情态动词的结合也是常见考点。本句的结构具有较强的代表性, 学生掌握后可以迁移到大量类似句子的理解中, 属于典型的学术写作和说理文体句式。

Second, yield growth has been lower in wheat and rice than in corn and soybeans.

第4段, 第1句

比较结构 ("A is lower/higher than B") 是四六级和考研阅读中的高频句式, 常见于数据对比、趋势分析类文章。本句采用 "has been lower ... than ..." 的标准比较结构, 搭配现在完成时, 具有较强的代表性和迁移价值。

This is problematic because wheat and rice are more important as foods, accounting for around half of all calories consumed.

第4段，第2句

主句加原因状语从句是四六级和考研阅读中的常见句式，because 引导的因果关系也是高频结构；现在分词短语作状语在学术文本中很典型；但整体复杂度偏低，没有定语从句、名词性从句等更高频的难点结构，代表性中等偏上。

The authors note that "we have preferentially focused our crop improvement efforts on feeding animals and cars rather than on crops that feed people and are the basis of food security in much of the world."

第4段，第4句

本句结构高度典型：note that 引导宾语从句、限制性定语从句修饰名词、现在完成时表持续影响、rather than 表对比，都是四六级和考研阅读中的高频句式。掌握本句的分析方法可直接迁移到大量类似长难句，代表性很强。

The report qualifies the more optimistic findings of another new paper which suggests that the world will not have to dig up a lot more land for farming in order to feed 9 billion people in 2050, as the Food and Agriculture Organisation has argued.

第5段，第1句

主句 + 限制性定语从句 + 宾语从句 + 状语从句的多层嵌套结构，是学术文章和考试阅读中的高频句式。定语从句修饰宾语中的名词、宾语从句说明观点内容、状语从句补充背景，这种层层递进的逻辑展开方式在四六级和考研真题中非常典型，掌握后可大量复用。

What does the author try to draw attention to?

第46题题干

特殊疑问句是四六级和考研阅读、听力中的高频句式，“What does...” 开头的问句结构极为典型。掌握此句式后可迁移到大量类似疑问句的理解和构造，实用性强。

Their self-sufficiency is vital to the stability of world food markets.

第47题，A

主系表结构在四六级和考研阅读中非常常见，尤其是 “be + 形容词 + to” 这种表达重要性或关系的句式经常出现；掌握后可迁移到大量类似句子，具有一定代表性。

They fail to produce the same remarkable results as before the 1980s.

第48题, A

"fail to do" 是四六级和考研阅读中的常见动词结构, 句中的比较结构 ("the same...as") 也具有一定代表性, 但整句作为简单句, 结构过于基础, 不如复合句那样能体现真题中常考的从句嵌套模式。

They play a major role in guaranteeing the food security of the world.

第48题, C

"主语 + 及物动词 + 宾语 + 介词短语作后置定语" 是常见句式, 在真题中经常出现, 但本句过于简短且结构过于简单, 不如包含从句或复杂修饰的句子更具代表性。

HIGH-FREQUENCY • 真题高频词

本篇出现的 61 个英语四级真题高频词

下列单词既在本篇真题中出现, 又是 **英语四级** 历年真题的高频词 (在该考试真题中出现的句子数均不少于 8)。每个词标注本篇 出现次数与该考试真题句频, 点击可查看该词的释义、音标、词形与真题例句。

yield

B2

v. 产生

本篇8次 · 真题 22 句

crop

B1

n. 农作物

本篇7次 · 真题 33 句

author

A2

n. 作者

本篇5次 · 真题 244 句

growth

B1

n. 增长

本篇5次 · 真题 77 句

improvement

B1

n. 改进

本篇5次 · 真题 29 句

agriculture

B2

n. 农业

本篇4次 · 真题 11 句

decline

B2

v. 下降

本篇3次 · 真题 73 句

major

B1

adj. 主要的

本篇3次 · 真题 73 句

grain B1

n. 谷物;粮食

本篇3次·真题29句

production B1

n. 生产

本篇3次·真题29句

corn A2

n. 玉米

本篇3次·真题25句

organisation B1

n. 组织;机构

本篇3次·真题20句

focus B1

n. 重点

本篇2次·真题107句

finding B2

n. 调查结果

本篇2次·真题99句

view A2

n. 观点, 看法

本篇2次·真题85句

security B1

n. 安全

本篇2次·真题62句

reverse B2

v. 颠倒

本篇2次·真题24句

hunger B1

n. 饥饿

本篇2次·真题19句

optimistic B2

adj. 乐观的;抱乐观态度的

本篇2次·真题13句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本篇1次·真题148句

decade B1

n. 十年

本篇1次·真题99句

base A2

n. 基础

本篇1次·真题95句

concern B1

v. 涉及

本篇1次·真题79句

contribute B1

v. 捐献

本篇1次·真题74句

pressure B1

n. 心理压力

本篇1次·真题 63 句

account A2

n. 账户

本篇1次·真题 61 句

argue B1

v. 争论

本篇1次·真题 58 句

calorie B1

n. 卡路里, 热量单位

本篇1次·真题 57 句

consume B2

v. 消耗, 耗费 (燃料、能源、时间等)

本篇1次·真题 52 句

evidence B1

n. 证据

本篇1次·真题 52 句

source B1

n. 来源

本篇1次·真题 50 句

media B1

n. 大众传播媒介 (报刊、电视、广播、互联...

本篇1次·真题 45 句

trend B1

n. 趋势

本篇1次·真题 44 句

billion B1

num. 十亿 (1,000,000,000)

本篇1次·真题 41 句

further B1

adv. 更远地

本篇1次·真题 41 句

particularly B2

adv. 尤其, 特别 (强调某事物)

本篇1次·真题 39 句

feature B1

n. 特征

本篇1次·真题 37 句

particular B2

adj. 特定的

本篇1次·真题 37 句

occur B1

v. 发生, 出现

本篇1次·真题 36 句

significant B2

adj. 重要的

本篇1次·真题 36 句

assume B2

v. 假定

本篇1次·真题 34 句

argument B1

n. 争论

本篇1次·真题 29 句

decrease B1

v. 减少, 降低

本篇1次·真题 28 句

currently B1

adv. 目前, 当前

本篇1次·真题 23 句

relative B1

n. 亲戚, 亲属

本篇1次·真题 23 句

basis B2

n. 基础, 根据

本篇1次·真题 21 句

worldwide B1

adj. 全世界的

本篇1次·真题 21 句

grant B2

v. 授予

本篇1次·真题 20 句

greatly B1

adv. 非常

本篇1次·真题 20 句

vast B2

adj. 巨大的

本篇1次·真题 20 句

vital B2

adj. 极其重要的, 必不可少的

本篇1次·真题 19 句

datum C1

n. 数据 (单数形式, 复数为 data)

本篇1次·真题 18 句

thanks A1

intj. 谢谢

本篇1次·真题 15 句

farming A2

n. 农业, 耕作

本篇1次·真题 14 句

guarantee B2

n. 保证

本篇1次·真题 14 句

rarely B1

adv. 很少, 难得, 不常

本篇1次·真题 14 句

assumption

B2

n. 假定/假设(未经证实就认为是真的事)

本篇1次 · 真题 13 句

remarkable

B2

adj. 非凡的

本篇1次 · 真题 11 句

sharp

A2

adj. 锋利的, 尖锐的

本篇1次 · 真题 10 句

harvest

B1

n. 收获

本篇1次 · 真题 8 句

qualify

B2

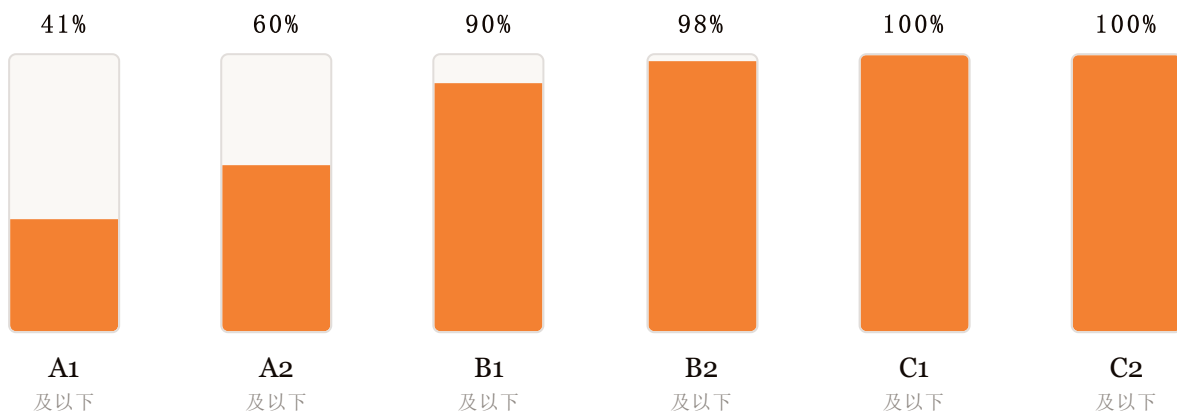
v. 使具备资格;取得资格

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 187 词按 CEFR 难度累积覆盖

全文去重后共 **187** 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本篇共 4 个 · 约 2%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 187 个 · 末柱为 100%

去重总词数

187

B2 以上难词

2%

B1 及以下覆盖

90%

英语四级 2015年6月·第1套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	本题
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →

2015年6月·第1套 英语四级阅读理解（四选一） 第2篇·51-55 题答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析·51-55 题

本页 51-55 题的答案与逐题解析由懒笔记基于2015年6月·第1套 英语四级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 5 段原文（段首标 P1-P5 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第1套(2015-06) • 四级

Part III Section C (2)

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.

Passage Two

Questions 51 to 55 are based on the following passage.

P1 The endless debate about "work-life balance" often contains a hopeful footnote about stay-at-home dads. If American society and business won't make it easier on future female leaders who choose to have children, there is still the ray of hope that increasing numbers of full-time fathers will. But based on today's socioeconomic trends, this hope is, unfortunately, misguided.

关于"工作与生活平衡"的无休止辩论中，常常包含着对全职奶爸的一个充满希望的注脚。如果美国社会和商业不愿让选择生育孩子的未来女性领导者更轻松，那么仍有一线希望，即越来越多的全职父亲会做到这一点。但基于当今的社会经济趋势，这种希望不幸是被误导的。

P2 It's true that the number of men who have left work to do their thing as full-time parents has doubled in a decade, but it's still very small: only 0.8% of married couples where the stay-at-home father was out of the labor force for a year. Even that percentage is likely inflated by men thrust into their caretaker role by a downsizing. This is simply not a large enough group to reduce the social stigma(污名) and force other adjustments necessary to supporting men in this decision, even if only for a relatively short time.

确实，离开工作成为全职父母的男性人数在十年内翻了一番，但这个数字仍然非常小：在全职父亲离开劳动力市场一年的已婚夫妇中只占0.8%。即便是这个百分比也可能被因裁员而被迫承担照料角色的男性所夸大。这个群体根本不够大，无法减少社会污名，也无法迫使其他必要的调整来支持男性做出这一决定，即使只是相对较短的时间。

P3 Even shorter times away from work for working fathers are already difficult. A study found that 85% of new fathers take some time off after the birth of a child—but for all but a few, it's a week or two at most. Meanwhile, the average for women who take leave is more than 10 weeks.

即使是在职父亲离开工作的更短时间也已经很困难。一项研究发现,85%的新父亲在孩子出生后会休一些假——但除了少数人之外,最多也就是一两周。与此同时,休假女性的平均时间超过10周。

P4 Such choices impact who moves up in the organization. While you're away, someone else is doing your work, making your sales, taking care of your customers. That can't help you at work. It can only hurt you. Women, of course, face the same issues of returning after a long absence. But with many more women than men choosing to leave the workforce entirely to raise families, returning from an extended parental leave doesn't raise as many eyebrows as it does for men.

这样的选择影响着谁能在组织中晋升。当你不在时,别人在做你的工作、完成你的销售、照顾你的客户。这对你工作没有帮助,只会伤害你。当然,女性在长时间缺勤后返回工作也面临同样的问题。但由于选择完全离开职场养育家庭的女性远多于男性,从长期育儿假返回工作对女性来说不像对男性那样引人注目。

P5 Women would make more if they didn't break their earning trajectory(轨迹) by leaving the workforce, or if higher-paying professions were more family-friendly. In the foreseeable future, stay-at-home fathers may make all the difference for individual families, but their presence won't reduce the numbers of high-potential women who are forced to choose between family and career.

如果女性不因离开职场而中断她们的收入轨迹,或者如果高薪职业对家庭更友好,她们会赚得更多。在可预见的未来,全职父亲可能会为个别家庭带来所有改变,但他们的存在不会减少那些被迫在家庭和事业之间做出选择的高潜力女性的数量。

题目与逐题解析

51. What gives women a ray of hope to achieve work-life balance?

- A) More men taking an extended parental leave.
- B) People's changing attitudes towards family.
- C) More women entering business management.
- D) The improvement of their socioeconomic status.

是什么给了女性实现工作与生活平衡的一线希望?

- A) 更多男性休较长的育儿假。 B) 人们对家庭态度的转变。 C) 更多女性进入企业管理层。
D) 她们社会经济地位的改善。

【答案】 A (细节题)

【判型】 What gives women a ray of hope to achieve work-life balance? 用 What gives 直接问"什么带来希望", 是对客观事实的查询, 不是推断或主旨。

【拆句】 句子主干 What gives women a ray of hope: What 作主语、gives 作谓语、women 是间接宾语、a ray of hope 是直接宾语; 后面 to achieve work-life balance 是不定式作 hope 的目的状语, 意思是"实现工作-生活平衡的一线希望"。结构简洁, 无陷阱。

【定位】 If American society and business won't make it easier on future female leaders who choose to have children, there is still the ray of hope that increasing numbers of full-time fathers will.
如果美国社会和企业不愿为那些选择生育的未来女性领导者减轻负担，那么仍存在一线希望——越来越多的全职爸爸会替代承担这种角色。

【选项】 A) ✓ 正确

increasing numbers of full-time fathers ↔ **More men taking an extended parental leave**
预判要的是"更多男性承担育儿"，四个选项里只有 More men taking an extended parental leave 同时覆盖了"更多男性"与"请长假/全职"两个要素，与定位句完全等值。

B) 无中生有

原文只谈数量与社会结构 (socioeconomic trends)，完全没有讨论 People's changing attitudes towards family，属于额外加戏。

C) 答非所问

Q51 问的是"什么"带来希望，定位句答案是"全职爸爸增加"，与 More women entering business management 这种关于女性自身的描述无关。

D) 无中生有

原文谈论的是"全职爸爸增加"这一具体现象，并没有把希望归因于 The improvement of their socioeconomic status 整体社会经济地位的改善。

52. Why does the author say the hope for more full-time fathers is misguided?

- A) Women are better at taking care of children.
- B) Many men value work more than their family.
- C) Their number is too small to make a difference.
- D) Not many men have the chance to stay at home.

作者为什么说期望更多全职父亲的想法是被误导的？

- A) 女性更擅长照顾孩子。 B) 许多男性重视工作胜过重视家庭。
- C) 他们的数量太少,不足以产生影响。 D) 没有多少男性有机会待在家里。

【答案】 C (细节题)

【判型】 Why does the author say the hope for more full-time fathers is misguided? 直接问作者下此判断的依据，答案在原文里有字面解释。

【拆句】 主干是 Why does the author say...? 其中 the hope for more full-time fathers is misguided 是 say 的宾语从句：主语 the hope、修饰语 for more full-time fathers、系动词 is、表语 misguided。读懂"作者说这个希望被误判"即可，无复杂修饰。

【定位】 It's true that the number of men who have left work to do their thing as full-time parents has doubled in a decade, but it's still very small: only 0.8% of married couples where the stay-at-home father was out of the labor force for a year. ... This is simply not a large enough group to reduce the social stigma and force other adjustments necessary to supporting men in this decision, even if only for a relatively short time.

诚然，过去十年里离职做全职父母的男性数量翻了一番，但绝对数量仍很小：只有 0.8% 的已婚夫妇属于这种情况。.....这一群体根本不够大，不足以削弱社会污名、推动支持男性做此选择所必需的其他调整，哪怕只是相对短期的调整。

【选项】 A) **无中生有**

Women are better at taking care of children 在原文找不到任何对应——作者讨论的是"群体规模"，未将"误判"归因于"女性更会带孩子"。

B) **无中生有**

Many men value work more than their family 把误判归因于男性的主观取舍，但原文谈的是客观数量 only 0.8%，没有讨论 value work more 这种价值排序。

C) **✓ 正确**

This is simply not a large enough group to reduce the social stigma ↔

Their number is too small to make a difference

预判要的核心是"群体太小"，四个选项里只有 Their number is too small to make a difference 直接命中"数量小"与"无法产生影响"两个要素。

D) **偷换概念**

Not many men have the chance to stay at home 把矛头指向"机会少"，但原文只描述了"已经在做的男性比例只有 0.8%"这一客观结果，并未讨论 chance（机会）多少。

53. Why do few men take a long parental leave?

- A) A long leave will have a negative impact on their career.
- B) They just have too many responsibilities to fulfill at work.
- C) The economic loss will be too much for their family to bear.
- D) They are likely to get fired if absent from work for too long.

为什么很少有男性休长期育儿假？

- A) 长假会对他们的职业生涯产生负面影响。
- B) 他们在工作中要履行的责任实在太多。
- C) 经济损失对他们的家庭来说太大,难以承受。
- D) 如果长时间缺勤,他们很可能会被解雇。

【答案】 A (细节题)

【判型】 Why do few men take a long parental leave? 问的是一个客观社会现象的原因，答案需在原文的解释/分析句里直接找到。

【拆句】 Why do few men take a long parental leave? 主干主语 few men、谓语 take、宾语 a long parental leave; few 表否定 ("很少有")，等同 "not many"——基础薄弱考生容易把 few 当 a few ("有几个") 来读，方向就反了。

【定位】 Such choices impact who moves up in the organization. While you're away, someone else is doing your work, making your sales, taking care of your customers. That can't help you at work. It can only hurt you.

这类（请假）选择会影响谁能在组织里升迁。你不在岗的时候，别人在做你的工作、谈你的客户、维护你的顾客。这不会对你的工作有任何帮助，只会损害你。

【选项】 A) ✓ 正确

Such choices impact who moves up in the organization ↔

A long leave will have a negative impact on their career

It can only hurt you ↔ **A long leave will have a negative impact on their career**

预判要的核心是“长假伤职业”，只有 A long leave will have a negative impact on their career 同时覆盖“长假”与“负面影响于职业”两个要素。

B) 偷换概念

They just have too many responsibilities to fulfill at work 把不请假归因为“工作上责任太多无法脱身”，但原文给出的是“请了假会伤晋升”——是“代价”而不是“责任繁重”。

C) 无中生有

The economic loss will be too much for their family to bear 把焦点搬到“家庭无法承受经济损失”，原文从未讨论家庭收入承受力，只讨论“个人在组织里的位置被取代”。

D) 过度推断

原文只说 It can only hurt you（损害），并未升级到 get fired（被解雇）这种极端结果——hurt 范围远小于 fire。

54. What is the most likely reaction to men returning from an extended parental leave?

- A) Jealousy.
- B) Surprise.
- C) Admiration.
- D) Sympathy.

男性休完较长育儿假回来后,最可能遇到什么反应?

A) 嫉妒。 B) 惊讶。 C) 钦佩。 D) 同情。

【答案】 B (细节题)

【判型】 What is the most likely reaction to men returning from an extended parental leave? 表面带 most likely 像推断，但实际是要去原文找作者对那种反应的直接描述。

【拆句】 主干 What is the most likely reaction? 后接 to men returning from an extended parental leave 作 reaction 的后置修饰；现在分词短语 returning ... leave 修饰 men，等同“休完长假回来的男性”。结构稍长，但顺读即可。

【定位】 But with many more women than men choosing to leave the workforce entirely to raise families, returning from an extended parental leave doesn't raise as many eyebrows as it does for men.

但由于选择完全退出职场来养育家庭的女性远多于男性，从长期育儿假回归对女性来说不会像对男性那样引起众人侧目（吃惊）。

【选项】 A) 无中生有

Jealousy（嫉妒）需要原文存在“别人羡慕请假的男性”这种正向欲望叙述，但原文反复强调的是“对男性请长假持惊讶/不利眼光”，与嫉妒方向不符。

B) ✓ 正确

doesn't raise as many eyebrows as it does for men ↔ **Surprise**

预判要的核心是“对男性感到意外”，四个情绪词里只有 Surprise 与 raise eyebrows 严格等值；其余三个选项的情绪指向与原文不一致。

C) 与原文相反

Admiration（钦佩）需要原文出现“了不起、令人敬佩”这类正向评价，但原文用 raise eyebrows、social stigma 等词，方向都是负面或意外，与钦佩相反。

D) 偷换概念

Sympathy（同情）需要原文将请假的男性塑造为“受害者并值得怜悯”，但原文只说他们的职业会被损害，并未引导出“同情”这一旁观者情绪。

55. What does the author say about high-potential women in the not-too-distant future?

- A) They will benefit from the trend of more fathers staying at home.
- B) They will find high-paying professions a bit more family-friendly.
- C) They are unlikely to break their career trajectory to raise a family.
- D) They will still face the difficult choice between career and children.

作者对不太遥远的未来中高潜力女性有何看法？

- A) 她们将从更多父亲待在家里的趋势中受益。 B) 她们会发现高薪职业对家庭更友好一些。
- c) 她们不太可能为养育家庭而中断职业发展轨迹。 D) 她们仍将面临事业与孩子之间的艰难选择。

【答案】 D （细节题）

【判型】 What does the author say about high-potential women in the not-too-distant future? 句式 What does the author say 表示答案就在原文，作者已直接表态。

【拆句】 主干 What does the author say about X? about 后宾语为 high-potential women in the not-too-distant future，其中 in the not-too-distant future 是介词短语作 women 的后置定语，指明时间范围。整体只是“作者怎么说这群人的未来”。

【定位】 In the foreseeable future, stay-at-home fathers may make all the difference for individual families, but their presence won't reduce the numbers of high-potential women who are forced to choose between family and career.

在可预见的未来，全职爸爸或许能在个别家庭里起到决定性作用，但他们的存在并不会减少那些被迫在家庭与事业之间作出选择的高潜力女性的人数。

【选项】 A) 与原文相反

原文明确 their presence won't reduce the numbers of high-potential women who are forced to choose between family and career, 即全职爸爸不会让这群女性受益; They will benefit from the trend of more fathers staying at home 恰好反过来。

B) 偷换概念

原文 Women would make more if ... higher-paying professions were more family-friendly 使用虚拟语气 would/were——是假设条件, 并不等于"未来真会变得家庭友好"。

C) 与原文相反

They are unlikely to break their career trajectory to raise a family 是一种"未来不再中断职业"的乐观预测, 但原文 high-potential women who are forced to choose between family and career 表明她们仍要被迫做出选择——可能仍会中断。

D) ✓ 正确

their presence won't reduce the numbers of high-potential women who are forced to choose between family and career

↔ **They will still face the difficult choice between career and children**

预判要的核心是"困境延续", 只有 They will still face the difficult choice between career and children 中的 still 与 difficult choice 完整承接了"未来仍要二选一"的语义。

SENTENCE INSIGHTS • 句子精讲

4 句真题句逐层精讲

下列真题句各有独立的句子解析页——中文翻译、结构树逐层拆解、成分与时态、考点讲解与真题高频词。点击句子进入完整解析。

It's true that the number of men who have left work to do their thing as full-time parents has doubled in a decade, but it's still very small: only 0.8% of married couples where the stay-at-home father was out of the labor force for a year.

第2段, 第1句

成分种类丰富且含多个易错点: 形式主语与真正主语的区分、主语从句的识别、关系代词和关系副词在定语从句中的成分判定、同位语与其它成分的区分、目的状语和时间状语的定位。这些都是基础学生常混淆的考点, 练习价值高。

A study found that 85% of new fathers take some time off after the birth of a child—but for all but a few, it's a week or two at most.

第3段，第2句

主句加 that 引导的宾语从句是四六级和考研阅读中的高频结构，宾语从句内部的并列对比（but 连接转折）也是常见句式。破折号的使用虽不如逗号普遍，但整体框架极具代表性，掌握后可迁移到大量类似句子。

Meanwhile, the average for women who take leave is more than 10 weeks.

第3段，第3句

限制性定语从句修饰主句成分是四六级和考研阅读中的高频句式，且本句展示了定语从句嵌入主语内部这一常见结构。主系表结构结合定语从句的组合也具有较强代表性。掌握本句结构后，学生可将分析方法迁移到大量类似句子上。

Women, of course, face the same issues of returning after a long absence.

第4段，第5句

简单句配插入语和后置定语是常见句式，有一定代表性。但整体结构过于简单，缺少真题中高频的从句嵌套或复杂修饰，作为四六级或考研典型句式的代表性一般。

HIGH-FREQUENCY • 真题高频词

本篇出现的 46 个英语四级真题高频词

下列单词既在本篇真题中出现，又是 **英语四级** 历年真题的高频词（在该考试真题中出现的句子数均不少于 8）。每个词标注本篇 出现次数与该考试真题句频，点击可查看该词的释义、音标、词形与真题例句。

career B1

n. 职业

本篇4次 · 真题 119 句

parental B2

adj. 父母的

本篇4次 · 真题 21 句

likely A2

adj. 很可能的

本篇3次 · 真题 224 句

author A2

n. 作者

本篇2次 · 真题 244 句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本篇2次 · 真题 118 句

impact B2

n. 影响

本篇2次 · 真题 98 句

trend B1

n. 趋势

本篇2次 · 真题 44 句

workforce B2

n. (一国或一地区的) 劳动力, 劳动人口

本篇2次 · 真题 24 句

profession B2

n. 职业 (尤指需要专门技能和培训的)

本篇2次 · 真题 10 句

would A1

aux. (will 的过去式) 将要, 会

本篇1次 · 真题 466 句

benefit B1

n. 好处

本篇1次 · 真题 169 句

customer A2

n. 顾客, 客户

本篇1次 · 真题 124 句

support A2

v. 支持

本篇1次 · 真题 118 句

decade B1

n. 十年

本篇1次 · 真题 99 句

base A2

n. 基础

本篇1次 · 真题 95 句

simply B1

adv. 仅仅, 只不过

本篇1次 · 真题 90 句

average A2

adj. 平均的

本篇1次 · 真题 89 句

issue B1

n. 问题

本篇1次 · 真题 83 句

individual B2

adj. 单独的

本篇1次 · 真题 79 句

organization B1

n. 组织

本篇1次 · 真题 76 句

economic B2

adj. 经济的

本篇1次·真题 62 句

negative B1

adj. 否定的

本篇1次·真题 57 句

balance B1

n. 平衡

本篇1次·真题 55 句

responsibility B1

n. 责任

本篇1次·真题 55 句

contain B1

v. 包含, 含有

本篇1次·真题 50 句

debate B2

n. 辩论

本篇1次·真题 48 句

loss B1

n. 丧失

本篇1次·真题 46 句

management B1

n. 管理

本篇1次·真题 41 句

status B2

n. 地位

本篇1次·真题 39 句

working A2

adj. 有工作的

本篇1次·真题 39 句

female A2

adj. 女性的

本篇1次·真题 37 句

labor B1

n. 劳动

本篇1次·真题 35 句

improvement B1

n. 改进

本篇1次·真题 29 句

relatively B2

adv. 相对地

本篇1次·真题 24 句

entirely B1

adv. 完全地

本篇1次·真题 22 句

extend B1

v. 延伸; 延长

本篇1次·真题 20 句

unfortunately

B1

adv. 不幸地

本篇1次 · 真题 20 句

meanwhile

B1

adv. 与此同时

本篇1次 · 真题 19 句

absence

B1

n. 缺席

本篇1次 · 真题 15 句

percentage

B1

n. 百分比, 百分率

本篇1次 · 真题 15 句

presence

B2

n. 在场

本篇1次 · 真题 11 句

reaction

B1

n. 反应

本篇1次 · 真题 11 句

endless

B2

adj. 无尽的

本篇1次 · 真题 10 句

fulfill

B2

v. 履行、执行 (承诺、义务、职责等)

本篇1次 · 真题 10 句

unlikely

B1

adj. 不太可能的

本篇1次 · 真题 9 句

adjustment

B2

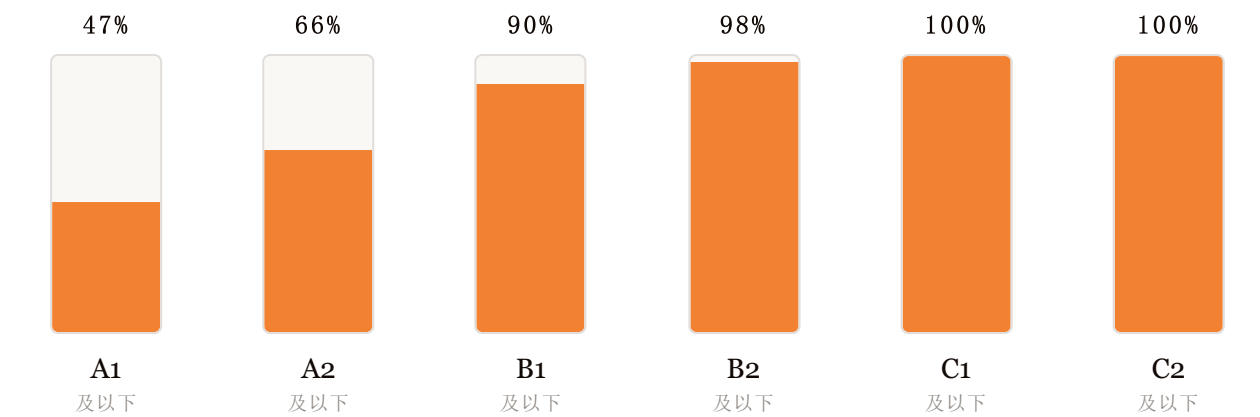
n. 调整

本篇1次 · 真题 8 句

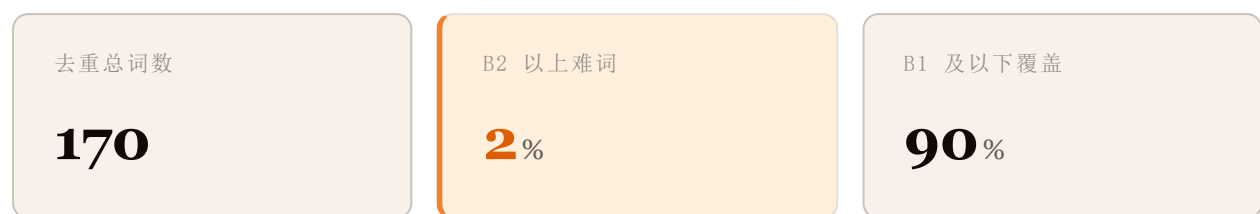
VOCABULARY • 词汇难度分布

全文 170 词按 CEFR 难度累积覆盖

全文去重后共 **170** 个单词, 按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比 (CDF), 最右一柱为 100%。B2 以上 (C1/C2) 为高阶词, 本篇共 3 个 · 约 2%。



每柱为「按 CEFR 等级及以下」的累积覆盖率 (CDF) · 数据为全文去重词 170 个 · 末柱为 100%



英语四级 2015年6月·第1套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	本题
Part IV	汉译英（段落翻译）	题目解析 →

2015年6月·第1套英语四级汉译英（段落翻译）·客观介绍当代中国的国力与现状 参考译文与解析

PASSAGE & TRANSLATION • 题和解析

汉译英真题、参考译文与逐句解析

本页整篇参考英译与逐句解析由懒笔记基于2015年6月·第1套 英语四级汉译英（段落翻译）原卷题干译审整理。与试卷排版同一卷面：Directions 与一整段中文原文连续排印——整段连排、无段落标记无题号，把它切成一句句翻译单元本身就是解题动作。卷面之后先给整篇参考英译定稿，再按自切句序逐句拆分：定英文主干、降级修饰成分、逐项落实语法点、句内定稿英译，答案直显。

真题卷第1套(2015-06) • 四级

Part IV

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.

中国是世界上最古老的文明之一。构成现代世界基础的许多元素都起源于中国。中国现在拥有世界上发展最快的经济,并经历着一次新的工业革命。中国还启动了雄心勃勃的太空探索计划,其中包括到2020 年建成一个太空站。目前,中国是世界最大的出口国之一,并正在吸引大量外国投资。同时,它也在海外投资数十亿美元。2011 年,中国超越日本成为世界第二大经济体。

参考译文

整篇参考英译是复盘资产，考卷上只印中文原文——四六级 Part IV 翻译按整篇「表达通顺连贯、用词准确、语法正确」四档评分。

China is one of the oldest civilizations in the world. Many of the elements that form the basis of the modern world originated in China. China now has the fastest-growing economy in the world and is experiencing a new industrial revolution. China has also launched an ambitious space exploration program, which includes building a space station by 2020. Currently, China is one of the largest exporters in the world, and it is attracting a large amount of foreign investment. Meanwhile, it also invests billions of dollars overseas. In 2011, China overtook Japan to become the second largest economy in the world.

【衔接】第1、2句之间——补衔接显『起源』承接

首句说中国是最古老文明之一，第2句 构成现代世界基础的许多元素都起源于中国 是对其文明地位的展开。两句信息自然承接，可保持各自独立；若想更紧，可在第2句句首点出承接，但不宜生硬加连接词破坏简洁。

第5、6句之间——用 it 与 Meanwhile 承接

第6句主语 它 紧承第5句的 China，定稿用代词 it 承接、避免重复 China；句首 同时 用 Meanwhile 显出『吸引外资』与『海外投资』的并列对照关系，读来连贯。

第7句——用 In 2011 收束全篇

末句 2011 年，中国超越日本成为世界第二大经济体 以明确年份的过去事件收尾，In 2011 置于句首作时间状语，与前文现在时的现状陈述自然区隔，形成『现状—历史节点』的收束，无需额外连接词。

逐句解析

一整段连排中文、无段落标记无题号——把它切成一句句翻译单元本身就是解题动作，句前 N. 为逐句解析自切的句序号（非考卷题号），与卷面中文逐字对应。

【主旨】客观介绍当代中国的国力与现状

全段从 中国是世界上最古老的文明之一 起笔，落点却在 中国现在拥有世界上发展最快的经济、目前，中国是世界最大的出口国之一 等当下事实，整体是一篇对中国文明与现状的客观陈述，属四级常见的「中国国情介绍」语体，用词宜平实正式、不带主观情绪。

【时态】一般现在时

全篇主体在陈述「现在的事实与状态」，如 中国现在拥有世界上发展最快的经济、目前，中国是世界最大的出口国之一，客观介绍当下现状→主时态定为一般现在时；仅 中国还启动了雄心勃勃的太空探索计划 这类已完成动作、以及 2011 年，中国超越日本 这类带明确过去时间的句子才偏离为过去时或完成时。

【译法】工业革命

一次新的工业革命 译作 a new industrial revolution，属约定俗成译名，注意 industrial 不要误拼成 industry；首次出现用不定冠词 a。

太空探索计划

太空探索计划 译作 a space exploration program(me)，意译；其中 太空站 统一译 a space station，全篇这两个词只用这一种译法。

出口国

出口国 译作 exporter（出口者）而非生硬的 export country，更地道；世界最大的出口国之一 用 one of the largest exporters in the world。

经济体

世界第二大经济体 译作 the second largest economy in the world，economy 在此指「经济体」这一可数实体、用单数加 the（序数词前必带 the）。

1. 中国是世界上最古老的文明之一。

【主干】 **China is one of ... civilizations** (主语策略: 原句主语)

中文已有明确主语 中国, 直接作英文主语 China; 核心是判断句『是.....之一』, 谓语用系动词 is, 表语是 最古老的文明之一。

【降级】 **本句为简单判断句, 无需降级**

全句只有一个判断关系, 没有额外分句或多余动词, 照系表结构直接译即可, 无需做降级处理。

【语法】 **时态**

回指全篇基调用一般现在时, 陈述客观恒常的事实, 谓语用 is。

固定搭配/单复数

『.....之一』 = one of the + 最高级 + 复数名词, 故 civilization 必须用复数 civilizations, 最高级前加 the, 写成 one of the oldest civilizations。

【译文】 **China is one of the oldest civilizations in the world.**

2. 构成现代世界基础的许多元素都起源于中国。

【主干】 **Many elements originated in China** (主语策略: 原句主语)

中文主语是 许多元素 (被『构成现代世界基础的』修饰), 谓语动词是 起源于→originate, 宾语方位是 in China; 先抽出主干 Many elements originated in China。

【降级】 **把『构成...基础的』降级为定语从句**

构成现代世界基础的 是修饰『元素』的成分, 降级成定语从句 that form the basis of the modern world 后置到 elements 之后, 避免照中文把长修饰全堆在主语前面。

【语法】 **时态**

『起源于』是发生在过去的动作, 故主句谓语用一般过去时 originated, 偏离全篇现在时基调; 定语从句『构成.....基础』是恒常事实, 用一般现在时 form。

主谓一致

定语从句主语是复数 elements, 从句谓语用原形 form (不加 s); many elements 作主句主语也是复数。

介词搭配

『起源于』固定搭配 originate in / from (不是 originate at); 『.....的基础』用 the basis of。

【译文】 **Many of the elements that form the basis of the modern world originated in China.**

3. 中国现在拥有世界上发展最快的经济,并经历着一次新的工业革命。

【主干】 **China has ... and is undergoing ...** (主语策略: 原句主语)

主语仍是 中国→China; 句中两个动作『拥有』和『经历』并列, 主干立为 China has the fastest-growing economy and is experiencing a new industrial revolution, 两动词共用一个主语。

【降级】 **『发展最快的』作前置定语, 两动作并列**

发展最快的 是修饰『经济』的短定语, 可直接前置成复合形容词 the fastest-growing economy; 拥有...并经历着... 两个动作并列, 用 and 连两个谓语, 不另起句。

【语法】时态

『现在拥有』用一般现在时 has，回指基调；『正经历着』强调正在进行，用现在进行时 is experiencing / is undergoing。

冠词

『一次新的工业革命』首次出现且可数单数，用不定冠词 a new industrial revolution。

构词/单复数

『发展最快的』= fastest-growing（最高级 fastest + 现在分词 growing，连字符连成一个形容词）；economy 在此指『经济』整体，用单数。

【译文】 China now has the fastest-growing economy in the world and is experiencing a new industrial revolution.

4. 中国还启动了雄心勃勃的太空探索计划,其中包括到 2020 年建成一个太空站。

【主干】 China has launched ... program（主语策略：原句主语）

主语 中国→China；核心动词是 启动了→launch / start，宾语是 雄心勃勃的太空探索计划，主干立为 China has launched an ambitious space exploration program。

【降级】『其中包括...建成太空站』降级为定语从句

其中包括到 2020 年建成一个太空站 是对『计划』内容的补充说明，降级成定语从句 which includes building a space station by 2020；其中『建成太空站』再降级为动名词 building... 作 includes 的宾语，层层挂靠而非并列。

【语法】时态

『启动了』是已完成、对现状有影响的动作，用现在完成时 has launched（也可一般过去时 launched）；偏离基调因有完成义。

介词搭配

『到 2020 年（之前）建成』表期限，用介词 by 2020（by 表『不晚于』），不要用 to 或 in。

动词形式

include 后接名词或动名词，『建成太空站』作其宾语用 building a space station；不可直接跟 build 原形。

【译文】 China has also launched an ambitious space exploration program, which includes building a space station by 2020.

5. 目前，中国是世界最大的出口国之一,并正在吸引大量外国投资。

【主干】 China is ... and is attracting ...（主语策略：原句主语）

主语 中国→China；两动作并列：是世界最大的出口国之一（判断，is one of the largest exporters）与 正在吸引大量外国投资（is attracting...），共用主语 China，用 and 连两个谓语。

【降级】『目前』作时间状语，两动作并列

目前 译作 currently / at present 置于句首作状语；世界最大的出口国之一 用 one of the largest exporters in the world；两谓语 is 与 is attracting 并列，无需另开从句。

【语法】时态

『是』陈述现状用一般现在时 is；『正在吸引』强调进行中用现在进行时 is attracting，呼应 currently。

单复数

『出口国之一』→ one of the largest exporters, exporter 必须复数 exporters (之一→复数)；『大量外国投资』investment 作『投资额』讲是不可数名词，用 a large amount of foreign investment，不加 s。

用词地道

『出口国』优先用 exporter (出口者) 而非 export country，更符合英文表达习惯。

【译文】 Currently, China is one of the largest exporters in the world, and it is attracting a large amount of foreign investment.

6. 同时，它也在海外投资数十亿美元。

【主干】 it invests billions of dollars (主语策略：原句主语)

主语 它指代中国→it (承前句 China，用代词避免重复)；核心动词 投资→invest，宾语 数十亿美元→billions of dollars，地点状语 在海外→overseas / abroad。

【降级】 简单主谓宾句，加状语即可

本句结构简单：主谓宾 it invests billions of dollars，再把 同时→Meanwhile 作句首连接状语、在海外→overseas 作地点状语，无需降级从句。

【语法】时态

陈述现在常态行为，用一般现在时 invests，回指全篇基调；主语 it 第三人称单数，动词加 s→invests。

数词搭配

『数十亿』用 billions of + 复数名词 (dollars)，表示『数以十亿计』；若是确数『二十亿』才用 two billion 不加 s。此处概数用 billions of dollars。

主谓一致

主语 it 为第三人称单数，谓语 invest 必须加 s 写成 invests，这是主体考生最易漏的第三人称单数 -s。

【译文】 Meanwhile, it also invests billions of dollars overseas.

7. 2011 年，中国超越日本成为世界第二大经济体。

【主干】 China overtook Japan (主语策略：原句主语)

主语 中国→China；核心动词 超越→overtake / surpass，宾语 日本→Japan，主干立为 China overtook Japan；成为世界第二大经济体 是超越后的结果，留待降级。

【降级】 『成为...经济体』降级为 to 作结果状语

成为世界第二大经济体 是『超越日本』带来的结果，降级成不定式 to become the second largest economy in the world 作结果状语，挂在主干后；2011 年 作时间状语置于句首 In 2011。

【语法】时态

句首 2011 年 是明确的过去时间，整句用一般过去时 overtook，偏离全篇现在时基调——有明确过去时间点必须用过去时。

固定搭配/单复数

『世界第二大经济体』= the second largest economy in the world，序数词 second 前必加 the，economy 用单数；overtake 的过去式是不规则形式 overtook（不是 overtaken）。

【译文】 In 2011, China overtook Japan to become the second largest economy in the world.

英语四级 2015年6月·第1套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	题目解析 →
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	本题