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四级 · 真题卷第2套 · 2015年12月

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay commenting on *the saying "Listening is more important than talking."* You can cite examples to illustrate the importance of paying attention to others' opinions. You should write at least 120 words but no more than 180 words.

Part II

Listening Comprehension

(25 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) Zuckerberg wrote a letter to his new-born baby girl.
B) Zuckerberg wants his baby girl to grow up in a better world.
C) Zuckerberg became one of the most searched names on Google.
D) Zuckerberg decided to donate most of his Facebook shares.
2. A) About \$45 million.
B) About \$50 million.
C) About \$45 billion.
D) About \$99 billion.

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

3. A) It was approved on Sunday.
B) It runs to 42 pages.
C) It targets rich countries tackling climate change.
D) It has a clear vision to go renewable energy.
4. A) In Denmark.
B) In Greenland.
C) In Durban.
D) In the Place de la Pantheon.

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

5. A) The ruling party candidate.
B) The chosen successor of Argentina's president.
C) The governor of Buenos Aires province.
D) The mayor of Buenos Aires.
6. A) Tighten trade restrictions.
B) Lift some financial controls.
C) Carry out social welfare programs.
D) Seek the help of economic reform.
7. A) A candidate with over 45 percent of the vote could win the presidency.
B) A candidate who has 10 more points over the second wins the presidency.
C) Any candidate who wins the most of the vote could be the winner.
D) Any candidate who wins at least 40 percent of the vote gets elected.

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 is more difficult to learn than English.
B) It is used by more people than English.
C) It will be as commonly used as English.
D) It will eventually become a world language.
9. A) Its loan words from many languages.
B) Its popularity with the common people.
C) The influence of the British Empire.
D) The effect of the Industrial Revolution.
10. A) It includes a lot of words from other languages.
B) It has a growing number of newly coined words.
C) It can be easily picked up by overseas travellers.
D) It is the largest among all languages in the world.
11. A) It has many international words.
B) It can be pronounced easily.
C) Its grammar is very simple.
D) It has no different dialects.

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

12. A) To return some goods.
B) To apply for a job.
C) To place an order.
D) To make a complaint.
13. A) He has become somewhat impatient with the woman.
B) He is not familiar with the exact details of the goods.
C) He has not worked in the sales department for long.
D) He works on a part-time basis for the company.
14. A) It is not his responsibility.
B) It will be free for large orders.
C) It costs £15 more for express delivery.
D) It depends on a number of factors.
15. A) Report the information to her superior.
B) Pay a visit to the saleswoman in charge.
C) Ring back when she comes to a decision.
D) Make inquiries with some other companies.

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) No one knows exactly where they were first made.
B) No one knows for sure when they came into being.
C) No one knows for what purpose they were invented.
D) No one knows what they will look like in the future.
17. A) Carry ropes across rivers.
B) Measure the speed of wind.
C) Pass on secret messages.
D) Give warnings of danger.
18. A) To protect houses against lightning.
B) To test the effects of the lightning rod.
C) To find out the strength of silk for kites.
D) To prove that lightning is electricity.

Questions 19 to 22 are based on the passage you have just heard.

19. A) She enjoys teaching languages.
B) She can speak several languages.
C) She was trained to be an interpreter.
D) She was born with a talent for languages.
20. A) They acquire an immunity to culture shock.
B) They would like to live abroad permanently.
C) They want to learn as many foreign languages as possible.
D) They have an intense interest in cross-cultural interactions.
21. A) She became an expert in horse racing.
B) She got a chance to visit several European countries.
C) She was able to translate for a German sports judge.
D) She learned to appreciate classical music.
22. A) Taste the beef and give her comment.
B) Take part in a cooking competition.
C) Teach vocabulary for food in English.
D) Give cooking lessons on Western food.

Questions 23 to 25 are based on the passage you have just heard.

23. A) He had only a third-grade education.
B) He once threatened to kill his teacher.
C) He grew up in a poor single-parent family.
D) He often helped his mother do housework.
24. A) Careless.
B) Stupid.
C) Brave.
D) Active.
25. A) Write two book reports a week.
B) Keep a diary.
C) Help with housework.
D) Watch educational TV programs only.

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.

Question 26 to 35 are based on the following passage.

Scholars of the information society are divided over whether social inequality decreases or increases in an information-based society. However, they generally agree with the idea that inequality in the information society is 26 different from that of an industrial society. As information progresses in society, the cause and structural nature of social inequality changes as well.

It seems that the information society 27 the quantity of information available to the members of a society by revolutionizing the ways of using and exchanging information. But such a view is a 28 analysis based on the quantity of information supplied by various forms of the mass media. A different 29 is possible when the actual amount of information 30 by the user is taken into account. In fact, the more information 31 throughout the entire society, the wider the gap becomes between "information haves" and "information have-nots", leading to digital divide.

According to recent studies, digital divide has been caused by three major 32 : class, sex, and generation. In terms of class, digital divide exists among different types of workers and between the upper and middle classes and the lower class. With 33 to sex, digital divide exists between men and women. The greatest gap, however, is between the Net-generation, 34 with personal computers and the Internet, and the older generation, 35 to an industrial society.

- | | |
|---------------|-------------------|
| A) accustomed | I) flows |
| B) acquired | J) fundamentally |
| C) assembly | K) interpretation |
| D) attribute | L) passive |
| E) champions | M) regard |
| F) elements | N) respectively |
| G) expands | O) superficial |
| H) familiar | |

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**.

Joy: A Subject Schools Lack

Becoming educated should not require giving up pleasure

- A) When Jonathan Swift proposed, in 1729, that the people of Ireland eat their children, he insisted it would solve three problems at once: feed the hungry masses, reduce the population during a severe depression, and stimulate the restaurant business. Even as a satire(讽刺), it seems disgusting and shocking in America with its child-centered culture. But actually, the country is closer to his proposal than you might think.

- B) If you spend much time with educators and policy makers, you'll hear a lot of the following words: "standards," "results," "skills," "self-control," "accountability," and so on. I have visited some of the newer supposedly "effective" schools, where children shout slogans in order to learn self-control or must stand behind their desk when they can't sit still.
- C) A look at what goes on in most classrooms these days makes it abundantly clear that when people think about education, they are not thinking about what it feels like to be a child, or what makes childhood an important and valuable stage of life in its own right.
- D) I'm a mother of three, a teacher, and a developmental psychologist. So I've watched a lot of children—talking, playing, arguing, eating, studying, and being young. Here's what I've come to understand. The thing that sets children apart from adults is not their ignorance, nor their lack of skills. It's their enormous capacity for joy. Think of a 3-year-old lost in the pleasures of finding out what he can and cannot sink in the bathtub, a 5-year-old beside herself with the thrill of putting together strings of nonsensical words with her best friends, or an 11-year-old completely absorbed in a fascinating comic strip. A child's ability to become deeply absorbed in something, and derive intense pleasure from that absorption, is something adults spend the rest of their lives trying to return to.
- E) A friend told me the following story. One day, when he went to get his 7-year-old son from soccer practice, his kid greeted him with a downcast face and a sad voice. The coach had criticized him for not focusing on his soccer drills. The little boy walked out of the school with his head and shoulders hanging down. He seemed wrapped in sadness. But just before he reached the car door, he suddenly stopped, crouching(蹲伏) down to peer at something on the sidewalk. His face went down lower and lower, and then, with complete joy he called out, "Dad. Come here. This is the strangest bug I've ever seen. It has, like, a million legs. Look at this. It's amazing." He looked up at his father, his features overflowing with energy and delight. "Can't we stay here for just a minute? I want to find out what he does with all those legs. This is the coolest ever."
- F) The traditional view of such moments is that they constitute a charming but irrelevant byproduct of youth—something to be pushed aside to make room for more important qualities, like perseverance(坚持不懈), obligation, and practicality. Yet moments like this one are just the kind of intense absorption and pleasure adults spend the rest of their lives seeking. Human lives are governed by the desire to experience joy. Becoming educated should not require giving up joy but rather lead to finding joy in new kinds of things: reading novels instead of playing with small figures, conducting experiments instead of sinking cups in the bathtub, and debating serious issues rather than stringing together nonsense words, for example. In some cases, schools should help children find new, more grown-up ways of doing the same things that are constant sources of joy: making art, making friends, making decisions.
- G) Building on a child's ability to feel joy, rather than pushing it aside, wouldn't be that hard. It would just require a shift in the education world's mindset(思维模式). Instead of trying to get children to work hard, why not focus on getting them to take pleasure in meaningful, productive activity, like making things, working with others, exploring ideas, and solving problems? These focuses are not so different from the things in which they delight.
- H) Before you brush this argument aside as rubbish, or think of joy as an unaffordable luxury in a nation where there is awful poverty, low academic achievement, and high dropout rates, think again. The more horrible the school circumstances, the more important pleasure is to achieving any educational success.

- I) Many of the assignments and rules teachers come up with, often because they are pressured by their administrators, treat pleasure and joy as the enemies of competence and responsibility. The assumption is that children shouldn't chat in the classroom because it hinders hard work; instead, they should learn to delay gratification(快乐) so that they can pursue abstract goals, like going to college.
- J) Not only is this a boring and awful way to treat children, it makes no sense educationally. Decades of research have shown that in order to acquire skills and real knowledge in school, kids need to want to learn. You can force a child to stay in his or her seat, fill out a worksheet, or practice division. But you can't force the child to think carefully, enjoy books, digest complex information, or develop a taste for learning. To make that happen, you have to help the child find pleasure in learning—to see school as a source of joy.
- K) Adults tend to talk about learning as if it were medicine: unpleasant, but necessary and good for you. Why not instead think of learning as if it were food—something so valuable to humans that they have evolved to experience it as a pleasure?
- L) Joy should not be trained out of children or left for after-school programs. The more difficult a child's life circumstances, the more important it is for that child to find joy in his or her classroom. "Pleasure" is not a dirty word. And it doesn't run counter to the goals of public education. It is, in fact, the precondition.
36. It will not be difficult to make learning a source of joy if educators change their way of thinking.
37. What distinguishes children from adults is their strong ability to derive joy from what they are doing.
38. Children in America are being treated with shocking cruelty.
39. It is human nature to seek joy in life.
40. Grown-ups are likely to think that learning is to children what medicine is to patients.
41. Bad school conditions make it all the more important to turn learning into a joyful experience.
42. Adults do not consider children's feelings when it comes to education.
43. Administrators seem to believe that only hard work will lead children to their educational goals.
44. In the so-called "effective" schools, children are taught self-control under a set of strict rules.
45. To make learning effective, educators have to ensure that children want to learn.

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.

When it's five o'clock, people leave their office. The length of the workday, for many workers, is defined by time. They leave when the clock tells them they're done.

These days, the time is everywhere: not just on clocks or watches, but on cell-phones and computers. That may be a bad thing, particularly at work. New research shows that clock-based work schedules hinder morale(士

气) and creativity.

Clock-timers organize their day by blocks of minutes and hours. For example: a meeting from 9 a.m. to 10 a.m., research from 10 a.m. to noon, etc. On the other hand, task-timers have a list of things they want to accomplish. They work down the list, each task starts when the previous task is completed. It is said that all of us employ a mix of both these types of planning.

What, then, are the effects of thinking about time in these different ways? Does one make us more productive? Better at the tasks at hand? Happier? In experiments conducted by Tamar Avnet and Anne-Laure Sellier, they had participants organize different activities—from project planning, holiday shopping, to yoga—by time or to-do list to measure how they performed under "clock time" vs "task time." They found clock timers to be more efficient but less happy because they felt little control over their lives. Task timers are happier and more creative, but less productive. They tend to enjoy the moment when something good is happening, and seize opportunities that come up.

The researchers argue that task-based organizing tends to be undervalued and under-supported in business culture. Smart companies, they believe, will try to bake more task-based planning into their strategies.

This might be a small change to the way we view work and the office, but the researchers argue that it challenges a widespread characteristic of the economy: work organized by clock time. While most people will still probably need, and be, to some extent, clock-timers, task-based timing should be used when performing a job that requires more creativity. It'll make those tasks easier, and the task doers will be happier.

46. What does the author think of time displayed everywhere?

- A) It makes everybody time-conscious.
- B) It is a convenience for work and life.
- C) It may have a negative effect on creative work.
- D) It clearly indicates the fast pace of modern life.

47. How do people usually go about their work according to the author?

- A) They combine clock-based and task-based planning.
- B) They give priority to the most urgent task on hand.
- C) They set a time limit for each specific task.
- D) They accomplish their tasks one by one.

48. What did Tamar Avnet and Anne-Laure Sellier find in their experiments about clock-timers?

- A) They seize opportunities as they come up.
- B) They always get their work done in time.
- C) They have more control over their lives.
- D) They tend to be more productive.

49. What do the researchers say about today's business culture?

- A) It does not support the strategies adopted by smart companies.
- B) It does not attach enough importance to task-based practice.
- C) It places more emphasis on work efficiency than on workers' lives.
- D) It aims to bring employees, potential and creativity into full play.

50. What do the researchers suggest?

- A) Task-based timing is preferred for doing creative work.
- B) It is important to keep a balance between work and life.
- C) Performing creative jobs tends to make workers happier.
- D) A scientific standard should be adopted in job evaluation.

Passage Two

Questions 51 to 55 are based on the following passage.

Martha Stewart was charged, tried and convicted of a crime in 2004. As she neared the end of her prison sentence, a well-known columnist wrote that she was "paying her dues," and that "there is simply no reason for anyone to attempt to deny her right to start anew."

Surely, the American ideal of second chances should not be reserved only for the rich and powerful. Unfortunately, many federal and state laws impose post-conviction restrictions on a shockingly large number of Americans, who are prevented from ever fully paying their debt to society.

At least 65 million people in the United States have a criminal record. This can result in severe penalties that continue long after punishment is completed.

Many of these penalties are imposed regardless of the seriousness of the offense or the person's individual circumstances. Laws can restrict or ban voting, access to public housing, and professional and business licensing. They can affect a person's ability to get a job and qualification for benefits.

In all, more than 45,000 laws and rules serve to exclude vast numbers of people from fully participating in American life.

Some laws make sense. No one advocates letting someone convicted of pedophilia(恋童癖) work in a school. But too often collateral(附随的) consequences bear no relation to public safety. Should a woman who possessed a small amount of drugs years ago be permanently unable to be licensed as a nurse?

These laws are also counterproductive, since they make it harder for people with criminal records to find housing or land a job, two key factors that reduce backsliding.

A recent report makes several recommendations, including the abolition of most post-conviction penalties, except for those specifically needed to protect public safety. Where the penalties are not a must, they should be imposed only if the facts of a case support it.

The point is not to excuse or forget the crime. Rather, it is to recognize that in America's vast criminal justice system, second chances are crucial. It is in no one's interest to keep a large segment of the population on the margins of society.

51. What does the well-known columnist's remark about Martha Stewart suggest?

- A) Her past record might stand in her way to a new life.
- B) Her business went bankrupt while she was in prison.
- C) Her release from prison has drawn little attention.
- D) Her prison sentence might have been extended.

52. What do we learn from the second paragraph about many criminals in America?

- A) They backslide after serving their terms in prison.
- B) They are deprived of chances to turn over a new leaf.
- C) They receive severe penalties for committing minor offenses.
- D) They are convicted regardless of their individual circumstances.

53. What are the consequences for many Americans with a criminal record?

- A) They remain poor for the rest of their lives.
- B) They are deprived of all social benefits.
- C) They are marginalized in society.
- D) They are deserted by their family.

54. What does the author think of the post-conviction laws and rules?

- A) They help to maintain social stability.
- B) Some of them have long been outdated.
- C) They are hardly understood by the public.
- D) A lot of them have negative effects on society.

55. What is the author's main purpose in writing the passage?

- A) To create opportunities for criminals to reform themselves.
- B) To appeal for changes in America's criminal justice system.
- C) To ensure that people with a criminal record live a decent life.
- D) To call people's attention to prisoners' conditions in America.

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**.

云南省的丽江古镇是中国著名的旅游目的地之一。那里的生活节奏比大多数中国城市都要缓慢。丽江到处都是美丽的自然风光，众多的少数民族同胞提供了各式各样、丰富多彩的文化让游客体验。历史上，丽江还以“爱之城”而闻名。当地人中流传着许多关于因爱而生、为爱而死的故事。如今，在中外游客眼中，这个古镇被视为爱情和浪漫的天堂 (paradise)。

2015年12月·第2套英语四级写作·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12月·第2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）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2套(2015-12) • 四级

Part I

Directions: For this part, you are allowed 30 minutes to write an essay commenting on *the saying "Listening is more important than talking."* You can cite examples to illustrate the importance of paying attention to others' opinions. You should write at least 120 words but no more than 180 words.

【参考范文·148 词】 写作无唯一标准答案，以下为达标示范

The saying goes that listening is more important than talking. From my perspective, this remark makes good sense, because only by paying close attention to others' opinions can we truly understand a situation and respond wisely.

A good case in point is teamwork. In a group project I once joined, our leader kept talking and ignored our suggestions, and the plan soon fell apart. Later, another leader chose to listen carefully to every member's idea before making a decision, and the task was completed smoothly. History offers a similar lesson: many wise leaders, such as ancient emperors who welcomed honest advice, achieved great success precisely because they were attentive listeners rather than endless talkers.

In conclusion, being a patient listener enables us to gather wisdom, avoid mistakes and build mutual understanding. Therefore, we should learn to close our mouths and open our ears before we rush to speak.

【参考译文】

俗话说，倾听比说话更重要。在我看来，这句话很有道理，因为只有专注地关注他人的意见，我们才能真正理解一件事，并做出明智的回应。

一个很好的例子就是团队合作。在我曾参加的一个小组项目里，我们的组长只顾自己一直说，无视我们的建议，结果计划很快就散了架。后来另一位组长在做决定前，选择认真倾听每一位成员的想法，任务便顺利完成。历史也给出了相似的教训：许多明智的领袖，比如那些乐于纳谏的古代帝王，之所以取得巨大成功，正是因为他们是专注的倾听者，而非喋喋不休的空谈者。

总而言之，做一个耐心的倾听者能让我们汇聚智慧、避免错误、建立相互理解。因此，在急于开口之前，我们应当学会闭上嘴、张开耳。

【第1段】复述加表态到位。首段用 The saying goes that listening is more important than talking 复述了格言，紧接 From my perspective, this remark makes good sense 亮明认同立场并给出理由，落实了 commenting on the saying 的评论要求，一步搭好全文纲领。

【第2段】两例都回扣中心。本段先用 A good case in point is teamwork 引出团队正反对比，再用 History offers a similar lesson 补一个名人事例，最后 precisely because they were attentive listeners rather than endless talkers 把例子回扣观点，扎实落实了 cite examples to illustrate the importance of paying attention to others' opinions。

【第3段】首尾呼应升华。尾段用 In conclusion 概括倾听价值，Therefore, we should learn to close our mouths and open our ears 提出可执行倡议，呼应首段对格言的认同，干净收束。

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，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

评论并认同格言

写一篇短文评论并支持这句格言：commenting on the saying Listening is more important than talking.。核心不是罗列倾听的好处，而是先对『倾听是否真的比说话更重要』表态，再用例子把这个立场撑起来。

读者 • 语域

面向阅卷人的正式书面语

这是一篇没有具体收信人的议论短文，读者就是阅卷老师，用第一人称表达个人立场即可（如 From my perspective），全程用正式书面语，避免缩写和口语，不需要称呼语和署名。

中心立意

认同倾听更重要

明确表态：认同 Listening is more important than talking.，因为只有先专注倾听别人的意见，才能真正理解情况、做出明智反应。

要展开的要点

1. 团队协作靠倾听

在团队合作中，愿意倾听每个成员意见的领导者往往把事情做成，只顾自己说、听不进建议的则容易失败——正是题目要求的 paying attention to others' opinions 的价值所在。

2. 名人因倾听成事

用一个具体名人/历史事例（如善纳谏言的明君）说明：真正有智慧的人是 attentive listener 而非 endless talker，落实题目 cite examples to illustrate the importance 的硬要求。

3. 倾听带来相互理解

尾段升华：耐心倾听能汇聚智慧、少犯错误、建立 mutual understanding，因此我们应先学会闭嘴倾听再开口。

STRUCTURE • 谋篇与逐段

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一一对应。

第 1 段 引格言加表态

复述格言 Listening is more important than talking. 并亮明自己认同的立场，给出一句核心理由作为全文纲领。

第 2 段 举例论证

用团队协作的正反对比 + 一个名人事例，落实 cite examples to illustrate the importance of paying attention to others' opinions，证明倾听他人意见为何更重要。

第 3 段 重申升华

总结倾听的价值并呼应首段立场，发出一句可执行的倡议收尾。

第 1 段 复述格言并表态认同

内容落点：复述 Listening is more important than talking., 表明自己认同，理由是只有专注 paying attention to others' opinions 才能真正理解情况、明智回应。

复述格言 · The saying goes that ____ (把格言转写成自己的话) .

亮明立场 · From my perspective, this remark makes good sense, because ____ (一句核心理由) .

第 2 段 团队对比 + 名人事例

内容落点：先讲团队项目中只顾说话的领导失败、愿意倾听的领导成功的对比，再举善纳谏言的明君作为名人事例，两个例子都回扣 the importance of paying attention to others' opinions.

引例过渡 · A good case in point is ____ (例子对象) .

正反对比 · ____ kept talking and ignored ____, while ____ chose to listen carefully, and the result was ____ (用一正一反凸显差别) .

回扣中心 · ..., precisely because they were ____ rather than ____ (把例子拉回你要证明的观点) .

第 3 段 总结价值并倡议

内容落点：总结耐心倾听能汇聚智慧、少犯错、建立相互理解，呼应首段对格言的认同，最后倡议『先倾听再开口』。

总结收束 · In conclusion, ____ (用一句概括前文的核心结论) .

呼吁升华 · Therefore, we should ____ (给出一个可执行的倡议) .

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

必须表态并举例

本题两条硬线：一是对 Listening is more important than talking. 明确表态，二是落实 cite examples to illustrate；只讲道理不给例子，或倾听说话各说一半，都算不切题。

结构连贯

三段首尾呼应

本题走三段：引格言表态—举例论证—重申升华，尾段要回扣首段对『倾听更重要』的认同，别让例子孤零零挂着。

语言准确

备好倾听词块

用准 pay attention to others' opinions、attentive listener、mutual understanding 这类与倾听相关的词块，比反复用 listen 更显水平，也更贴题。

字数格式

卡住上下限

本题要求 at least 120 words but no more than 180 words，是硬性上下限；结尾尤其要留意收束，别为凑字重复啰嗦。

典型低分写法 · 反面示例与改法

只喊重要不给例

反面示例：Listening is very important. Everyone should listen more because listening is good and helpful for us. 反复喊重要却无一例，违背 cite examples to illustrate。改成：A good case in point is teamwork: the leader who listened to every member's idea succeeded, while the one who only talked failed.

两边各半没主见

反面示例：Listening is important, but talking is also important, so both are the same. 把 Listening is more important than talking. 写成了各打五十大板。改成：From my perspective, listening is indeed more important than talking, because it helps us understand others before we respond.

举例不回扣

反面示例：Steve Jobs was a great man and he founded Apple.（讲完就停，没说这和倾听有什么关系）改成：He often listened to his engineers' ideas before making key decisions, which shows that attentive listening leads to better results.

英语四级 2015年12月·第2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12月·第2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12月·第2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2套(2015-12) · 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

(25 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 Facebook founder Mark Zuckerberg wrote a letter to his baby girl, Max, on Tuesday. He wants her "to grow up in a world better than ours today." Zuckerberg wrote that he and his wife, Priscilla Chan, would donate 99% of his Facebook stock shares, worth about \$45 billion, to do just that.

Facebook创始人马克·扎克伯格在周二给他的女儿Max写了一封信。他希望她“在一个比我们今天更美好的世界中长大”。扎克伯格写道,他和妻子普莉希拉·陈将捐赠他99%的Facebook股份,价值约450亿美元,以实现这一目标。

2 Even with the large donation, Zuckerberg will remain extremely rich. After the news came out, Zuckerberg was one of the most searched names on Google. His Facebook post received more than one million likes. Well-known people like Shakira and Arnold Schwarzenegger also gave the thumbs-up. Financial analysts say it is a good move to prevent the shares from being taxed when they are sold.

即使捐出如此巨额的资产,扎克伯格仍将极其富有。消息传出后,扎克伯格成为Google上搜索次数最多的名字之一。他的Facebook帖子获得了超过一百万个赞。Shakira和Arnold Schwarzenegger等知名人士也点了赞。金融分析师表示,这是一个避免股份出售时被征税的好举措。

3 The shares will be donated to the Chan Zuckerberg Initiative over Zuckerberg's lifetime. Zuckerberg and his wife, Chan, head the organization, of course.

这些股份将在扎克伯格的有生之年捐赠给Chan Zuckerberg Initiative。当然,扎克伯格和他的妻子陈负责领导该组织。

1. A) Zuckerberg wrote a letter to his new-born baby girl.
B) Zuckerberg wants his baby girl to grow up in a better world.
C) Zuckerberg became one of the most searched names on Google.
D) Zuckerberg decided to donate most of his Facebook shares.

【题目】 What is the news report mainly about?

【翻译】 这则新闻报道主要讲的是什么?

- A) Zuckerberg给他刚出生的女儿写了一封信。
- B) Zuckerberg希望他的女儿在一个更美好的世界中长大。
- C) Zuckerberg成为Google上搜索次数最多的名字之一。
- D) Zuckerberg决定捐出他持有的大部分Facebook股份。

【答案】 D (主旨题) Zuckerberg decided to donate most of his Facebook shares.

【定位】 Zuckerberg wrote that he and his wife, Priscilla Chan, would donate 99% of his Facebook stock shares, worth about \$45 billion, to do just that.

扎克伯格写道, 他和妻子普莉希拉·陈将捐出他所持 Facebook 股票的 99% (价值约 450 亿美元), 以实现这一目标。

【信号】 首段落点即核心事件。新闻把最重要的事放在开头: 第 1 段先交代写信, 紧接着 would donate 99% of his Facebook stock shares 给出本则新闻分量最重、后文都围绕它展开 (搜索、点赞、税务、捐给哪个机构) 的核心动作——"捐出大部分股票", 这就是主旨落点。

【替换】 donate 99% of his Facebook stock shares ↔ donate most of his Facebook shares

99% 概括成 most

【排除】 A) 原词陷阱

录音开头确实说了 wrote a letter to his baby girl, Zuckerberg wrote a letter to his new-born baby girl. 原词照搬, 听到很想选; 但写信只是引出"捐股票"的由头, 不是新闻主要内容, 属于以细节冒充主旨。

借用原文: wrote a letter to his baby girl

B) 原词陷阱

Zuckerberg wants his baby girl to grow up in a better world. 几乎照搬录音 to grow up in a world better than ours today, 但这只是他捐款背后的"愿望/动机", 新闻报的是"捐"这个行动本身, 愿望撑不起主旨。

借用原文: to grow up in a world better than ours today

C) 原词陷阱

Zuckerberg became one of the most searched names on Google. 对应录音第 2 段 Zuckerberg was one of the most searched names on Google, 原词几乎一字不差; 但这是消息发布"之后"的连带反应, 是细节, 不是新闻主线。

借用原文: Zuckerberg was one of the most searched names on Google

2. A) About \$45 million.

B) About \$50 million.

C) About \$45 billion.

D) About \$99 billion.

【题目】 How much are the stock shares to be donated by Zuckerberg worth now?

【翻译】 Zuckerberg将要捐出的股份现在价值多少?

A) 约4500万美元。 B) 约5000万美元。 C) 约450亿美元。 D) 约990亿美元。

【答案】 C (细节题) About \$45 billion.

【定位】 Zuckerberg wrote that he and his wife, Priscilla Chan, would donate 99% of his Facebook stock shares, worth about \$45 billion, to do just that.

扎克伯格写道, 他和妻子普莉希拉·陈将捐出他所持 Facebook 股票的 99% (价值约 450 亿美元), 以实现这一目标。

【信号】 worth 紧跟金额。 金额信息由 worth about \$45 billion 直接给出, "worth" (价值) 一词后面紧跟的就是题目要的钱数; 听到"worth/价值"这类词就该绷紧神经抓后面的数字和单位。

【替换】 worth about \$45 billion ↔ **About \$45 billion.**

金额原样照应

【排除】 A) 原词陷阱

About \$45 million. 数字 45 与录音 \$45 billion 相同，专坑把 billion（十亿）听成 million（百万）的人；数字对了、单位错了就满盘皆输，这是金额题最常见的死法。

借用原文：about \$45 billion

B) 未提及

About \$50 million. 的 50 在录音里根本没念到，金额是 45 不是 50，属于凭空编造的數字，用来给没听清的人当退路。

D) 张冠李戴

About \$99 billion. 里的 99 来自录音 donate 99% of his Facebook stock shares 的"99%"，把"捐股比例 99%"偷换成"金额 99 billion"，听到"99"就想选的人正中圈套；金额是 45 billion，不是 99。

借用原文：donate 99% of his Facebook stock shares

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

1 Delegates from almost 200 nations at the UN climate change summit in Paris have reached a draft agreement on how to move forward on the issue.

来自近200个国家的代表在巴黎联合国气候变化峰会上就如何推进这一议题达成了一份协议草案。

2 The text, which runs to 42 pages, was approved on Saturday after four years' work that started in Durban in 2011. It presents options for dealing with everything from the long-term goals of combating climate change, to financial assistance for developing nations that will need help to move away from fossil fuels. There's a broad political will to come to a global agreement here in Paris and that is good news. What is still missing in the text is a clear vision to go 100 percent renewable energy by mid-century, which gives us a chance to help those people who suffer from catastrophic climate change.

这份长达42页的文本于周六获得批准，此前经过了四年的努力，始于2011年在德班启动的进程。它提出了应对气候变化长期目标为需要帮助摆脱化石燃料的发展中国家提供财政援助等各方面问题的选项。在巴黎达成全球协议的广泛政治意愿是存在的，这是个好消息。文本中仍然缺少的是到本世纪中叶实现100%可再生能源的明确愿景，这将使我们有機會帮助那些遭受灾难性气候变化影响的人们。

3 To draw attention to what they see as the time pressure on the issue, campaigners led by Danish artist Olafur Eliasson, have installed 12 mini-icebergs in the shape of a clock in the Place le Pantheon. The ice was brought all the way from Greenland in temperature-controlled containers.

为了引起人们对他们所认为的这一议题时间紧迫性的关注，由丹麦艺术家Olafur Eliasson领导的活動人士在先贤祠广场安装了12座呈时钟形状排列的迷你冰山。这些冰块是用温控集装箱从格陵兰岛一路运来的。

3. A) It was approved on Sunday.

B) It runs to 42 pages.

C) It targets rich countries tackling climate change.

D) It has a clear vision to go renewable energy.

【题目】 What can we learn about the draft agreement?

【翻译】关于协议草案我们能了解到什么？

- A) 它在周日获得批准。 B) 它长达42页。 C) 它针对富裕国家应对气候变化。
D) 它对可再生能源有清晰的愿景。

【答案】 **B** (细节题) It runs to 42 pages.

【定位】 The text, which runs to 42 pages, was approved on Saturday after four years' work that started in Durban in 2011.

这份文本共42页，在历经从2011年德班启动的四年工作之后，于周六获得通过。

【信号】 **同位插入语直给页数**。答案藏在主语后的插入语 which runs to 42 pages 里——新闻爱用 which/who 引导的插入说明顺带塞进一个关键数据。听到 The text 之后紧跟一个 which 从句报出 42 pages，就该立刻锁定“页数”这一钩子；同句的 approved on Saturday 与 Durban 是用来核对其余选项真伪的对照点。

【替换】 which runs to 42 pages ↔ **It runs to 42 pages.**

插入语改写成完整句

【排除】 A) **原词陷阱**

录音明说 was approved on Saturday (周六通过)，选项 It was approved on Sunday. 盗用了 approved 这个原词，只把 Saturday 偷偷换成 Sunday。听到 approved 就选会中招——这是新闻在“哪一天”上设的经典原词陷阱。

借用原文：was approved on Saturday

C) **偷换概念**

录音说这份文本为 financial assistance for developing nations (向发展中国家提供资助) 作出安排，选项 It targets rich countries tackling climate change. 却说它“针对富国”。录音借用了 climate change 等原词，但对象由“发展中国家”被换成“rich countries”，方向完全拧了。

借用原文：financial assistance for developing nations

D) **与原文相反**

录音原文是 What is still missing in the text is a clear vision to go 100 percent renewable energy——“文本里仍然缺少”一份转向可再生能源的清晰愿景。选项 It has a clear vision to go renewable energy. 盗用了 clear vision、renewable energy 等整串原词，却把 still missing (仍缺少) 反说成 has (已有)，与原文极性相反。

借用原文：What is still missing in the text is a clear vision to go 100 percent renewable energy

4. A) In Denmark.

B) In Greenland.

C) In Durban.

D) In the Place de la Pantheon.

【题目】 **Where have the twelve mini-icebergs been placed?**

【翻译】这十二座迷你冰山被放置在哪里？

A) 在Denmark。 B) 在Greenland。 C) 在Durban。 D) 在先贤祠广场。

【答案】D (细节题) In the Place de la Pantheon.

【定位】campaigners led by Danish artist Olafur Eliasson, have installed 12 mini-icebergs in the shape of a clock in the Place le Pantheon.

由丹麦艺术家奥拉维尔·埃利亚松带领的活动人士，把12座做成时钟形状的迷你冰山安置在了先贤祠广场。

【信号】放置动词后即地点。答案信号是"安放"动词 have installed 12 mini-icebergs 后面紧跟的地点 in the Place le Pantheon。题干问 placed (放在哪)，录音用同义的 installed 报出动作，动作之后第一个 in + 地点就是落点。听到 installed 12 mini-icebergs 立刻把耳朵压在它后面的地名上。

【替换】in the Place le Pantheon ↔ In the Place de la Pantheon.

同一地名直接对应

have installed 12 mini-icebergs ↔ In the Place de la Pantheon.

installed 等价于题干 placed

【排除】A) 原词陷阱

录音里 Denmark 的踪迹来自 Danish artist Olafur Eliasson——丹麦只是带队艺术家的国籍，不是冰山被放的地方。选项 In Denmark. 盗用 Danish 这个原词来骗"听到丹麦就选"，实则答非所问。

借用原文：Danish artist Olafur Eliasson

B) 答非所问

录音说 The ice was brought all the way from Greenland——格陵兰是冰"运来"的来源，不是冰山被安置的地点。选项 In Greenland. 正是预读时标记的高危干扰：把"来自哪里"偷换成"放在哪里"。

借用原文：The ice was brought all the way from Greenland

C) 张冠李戴

Durban 出自上一段 after four years' work that started in Durban in 2011——德班是这场协议工作"四年前启动"的会议地，与冰山放置毫不相干。选项 In Durban. 借这个背景地名制造跨段干扰。

借用原文：after four years' work that started in Durban in 2011

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

1 On Sunday, Argentinians voted for their country's next president. Many opinion surveys showed that the ruling party candidate Daniel Scioli would be the clear winner. Mr. Scioli is governor of Buenos Aires province and the chosen successor of Argentina's president, Cristina Fernandez de Kirchner.

周日，阿根廷人投票选举该国下一任总统。许多民意调查显示，执政党候选人丹尼尔·肖利将是明显的赢家。肖利先生是布宜诺斯艾利斯省省长，也是阿根廷总统克里斯蒂娜·费尔南德斯·德基什内尔钦定的继

任者。

2 But the surveys were wrong. Mr. Scioli won 35.9 percent, but not enough to win the presidency. Mauricio Macri, the mayor of Buenos Aires, finished in second place with 35.2 percent of the vote. This means Argentina will hold its first-ever runoff election next month. Voters will choose between the two men on November 22. Mr. Macri says he wants to lift some financial controls and trade restrictions in an effort to help the country's economy. Mr. Scioli has promised to defend the central ideas of what observers are calling "kirchnerism." These are populist beliefs built around trade protectionism, social welfare programs and defense of the working class. Mr. Scioli adds that he will seek a more measured approach to economic reform.

但民调错了。肖利先生获得了35.9%的选票，但不足以赢得总统职位。布宜诺斯艾利斯市长毛里西奥·马克里以35.2%的得票率位居第二。这意味着阿根廷将在下个月举行有史以来第一次决选。选民将在11月22日在两人之间做出选择。马克里先生表示，他希望取消一些金融管制和贸易限制，以帮助该国经济。肖利先生承诺捍卫观察家所称的“基什内尔主义”的核心理念。这些是围绕贸易保护主义、社会福利计划和捍卫工人阶级而建立的民粹主义信念。肖利先生补充说，他将寻求一种更为温和的经济改革方式。

3 Under Argentine law, a candidate must have more than 45 percent of the vote to be declared the winner. A candidate can also win with at least 40 percent of the vote and a margin of 10 points over the next candidate.

根据阿根廷法律，候选人必须获得超过45%的选票才能被宣布为获胜者。候选人也可以以至少40%的得票率获胜，且领先第二名候选人10个百分点。

5. A) The ruling party candidate.
B) The chosen successor of Argentina's president.
C) The governor of Buenos Aires province.
D) The mayor of Buenos Aires.

【题目】 Who is Mauricio Macri?

【翻译】 Mauricio Macri是谁？

- A) 执政党候选人。 B) 阿根廷总统钦定的接班人。 C) 布宜诺斯艾利斯省省长。
D) 布宜诺斯艾利斯市市长。

【答案】 D (细节题) The mayor of Buenos Aires.

【定位】 Mauricio Macri, the mayor of Buenos Aires, finished in second place with 35.2 percent of the vote.

布宜诺斯艾利斯市市长毛里西奥·马克里以 35.2% 的得票率位居第二。

【信号】 人名后的同位语即身份。 答案信号是人名紧跟的同位语：Mauricio Macri, the mayor of Buenos Aires，人名后用逗号补一个头衔，这个 the mayor of Buenos Aires 就是他的身份，无需推断、直接锁定。

【替换】 the mayor of Buenos Aires ↔ **The mayor of Buenos Aires.**

头衔几乎原样对应

【排除】 A) 张冠李戴

The ruling party candidate. 盗用了录音 the ruling party candidate Daniel Scioli, 但那是 Scioli 的身份, 不是 Macri 的, 把别人的头衔安到 Macri 头上, 是对话/多人新闻里最常见的张冠李戴。

借用原文: the ruling party candidate Daniel Scioli

B) 张冠李戴

The chosen successor of Argentina's president. 来自录音 the chosen successor of Argentina's president, 但原文这话说的是 Scioli, 不是 Macri, 同样是把 Scioli 的身份移花接木给 Macri。

借用原文: the chosen successor of Argentina's president

C) 张冠李戴

The governor of Buenos Aires province. 取自录音 Mr. Scioli is governor of Buenos Aires province, 那是 Scioli 的职务; 和 D 的 mayor 只差一字、又同在 Buenos Aires, 专门诱你混省长与市长。

借用原文: Mr. Scioli is governor of Buenos Aires province

-
6. A) Tighten trade restrictions.
B) Lift some financial controls.
C) Carry out social welfare programs.
D) Seek the help of economic reform.

【题目】 What does Mr. Macri want to do?

【翻译】 Macri先生想做什么?

- A) 收紧贸易限制。 B) 取消一些金融管制。 C) 实施社会福利计划。
D) 寻求经济改革的帮助。

【答案】 B (细节题) Lift some financial controls.

【定位】 Mr. Macri says he wants to lift some financial controls and trade restrictions in an effort to help the country's economy.

马克里表示他想解除部分金融管制和贸易限制, 以提振国家经济。

【信号】 wants to 表意愿即主张落点。 答案信号是表意愿的 Mr. Macri says he wants to lift some financial controls, wants to 后跟的动作就是他的主张; 动词 lift (解除/放开) 是方向关键, 必须听准是放不是收。

【替换】 lift some financial controls ↔ Lift some financial controls.

动作短语整体对应

【排除】 A) 与原文相反

Tighten trade restrictions. 借了录音里的 trade restrictions, 但原文是 lift some financial controls and trade restrictions——Macri 要 lift (放开) 贸易限制, 选项却说 tighten (收紧), 方向反了, 是典型 "原词在、方向反"。

借用原文: lift some financial controls and trade restrictions

C) 张冠李戴

Carry out social welfare programs. 取自录音 social welfare programs, 但那是描述 Scioli 所守的 kirchnerism 信条, 不是 Macri 的主张, 把别人的政策记到 Macri 头上。

借用原文: social welfare programs and defense of the working class

D) 张冠李戴

Seek the help of economic reform. 化用录音 he will seek a more measured approach to economic reform, 但 seek...economic reform 说的是 Scioli, 不是 Macri; 且原文是 "更稳健地推进改革", 并非 "寻求改革之助"。

借用原文: Mr. Scioli adds that he will seek a more measured approach to economic reform

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7. A) A candidate with over 45 percent of the vote could win the presidency.
B) A candidate who has 10 more points over the second wins the presidency.
C) Any candidate who wins the most of the vote could be the winner.
D) Any candidate who wins at least 40 percent of the vote gets elected.

【题目】 What was said about the Argentine election law?

【翻译】 关于阿根廷选举法, 有何说法?

- A) 获得超过45%选票的候选人可以赢得总统职位。
B) 比第二名多10个百分点的候选人赢得总统职位。
C) 任何赢得最多选票的候选人都可能是获胜者。
D) 任何赢得至少40%选票的候选人都会当选。

【答案】 A (细节题) A candidate with over 45 percent of the vote could win the presidency.

【定位】 Under Argentine law, a candidate must have more than 45 percent of the vote to be declared the winner. A candidate can also win with at least 40 percent of the vote and a margin of 10 points over the next candidate.

根据阿根廷法律, 候选人得票须超过 45% 方可被宣布为获胜者; 候选人也可凭至少 40% 的得票率、且领先次名 10 个百分点而获胜。

【信号】 规定句式 **must have 领出门槛**。答案信号是讲规则的句式 a candidate must have more than 45 percent of the vote to be declared the winner, must have...to be declared 直接给出第一条当选门槛; 其后的 can also win 引出第二条。两条都要听全。

【替换】 must have more than 45 percent of the vote to be declared the winner ↔

A candidate with over 45 percent of the vote could win the presidency.

more than = over, 含义对应

【排除】 B) 原词陷阱

A candidate who has 10 more points over the second wins the presidency. 盗用录音 a margin of 10 points over the next candidate, 但原文 10 个点是第二条规则的附加条件, 前提还得 at least 40 percent; 选项只取 10 点、丢掉 40% 门槛, 把条件拆错了。

借用原文: at least 40 percent of the vote and a margin of 10 points over the next candidate

C) 与原文相反

Any candidate who wins the most of the vote could be the winner. 说 "得票最多即当选", 但录音规则是要过 45% (或 40%+领先10点), 并非简单多数; 本则新闻里 Scioli 票最多却仍要进入第二轮, 恰恰反证该规则不成立。

借用原文: must have more than 45 percent of the vote to be declared the winner

D) 原词陷阱

Any candidate who wins at least 40 percent of the vote gets elected. 盗用录音 at least 40 percent of the vote, 但原文这条 40% 必须再加 a margin of 10 points over the next candidate 才当选; 选项只留 40%、丢掉领先 10 点的并列条件, 同样是拆错条件。

借用原文: at least 40 percent of the vote and a margin of 10 points over the next candidate

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: Hi, Leo. Why do you say English will become the world language?

W: 嗨, Leo。你为什么说英语会成为世界语言?

2 M: Well. For one thing, it's so commonly used—the only language that is used by more people is Chinese.

M: 嗯。首先, 它用得非常普遍——使用人数比它多的只有中文。

3 W: Why do so many people speak English?

W: 为什么有那么多人说英语?

4 M: It's spoken in many countries of the world because of the British Empire, and now of course, that's the influence of America as well.

M: 因为大英帝国的缘故, 世界上许多国家都说英语, 当然现在也有美国的影响。

5 W: Many students find English a difficult language to learn.

W: 许多学生觉得英语是一门难学的语言。

6 M: Oh, all languages are difficult to learn. But English does have two great advantages.

M: 哦，所有语言学起来都难。但英语确实有两大优势。

7 W: What are they?

W: 是什么？

8 M: Well, first of all, it has a very international vocabulary. It has many German, Dutch, French, Spanish and Italian words in it. So speakers of those languages will find many familiar words in English. In fact, English has words for many other languages as well.

M: 嗯，首先，它的词汇非常国际化。它有很多德语、荷兰语、法语、西班牙语和意大利语单词。所以说那些语言的人会在英语中发现很多熟悉的词。实际上，英语还有来自许多其他语言的单词。

9 W: Why is that?

W: 为什么会这样？

10 M: Well, partly because English speakers have travelled a lot. They bring back words with them. So English really does have an international vocabulary.

M: 嗯，部分原因是说英语的人旅行很多。他们把词汇带回来。所以英语确实有国际化的词汇。

11 W: And what's the other advantage of English?

W: 那英语的另一个优势是什么？

12 M: It's that English grammar is really quite easy. For example, it doesn't have dozens of different endings for its nouns, adjectives and verbs, not like Latin, Russian and German for example.

M: 就是英语语法真的相当简单。比如，它的名词、形容词和动词没有几十种不同的词尾变化，不像拉丁语、俄语和德语那样。

13 W: Why is that?

W: 为什么会这样？

14 M: Well, it's quite interesting actually. It's because of the French. When the French ruled England, French was the official language, and only the common people spoke English. They tried to make their language as simple as possible. So they made the grammar easier.

M: 嗯，这其实挺有意思的。这是因为法国人。当法国人统治英格兰时，法语是官方语言，只有普通百姓说英语。他们试图让自己的语言尽可能简单。所以他们把语法简化了。

8. A) It is more difficult to learn than English.

B) It is used by more people than English.

C) It will be as commonly used as English.

D) It will eventually become a world language.

【题目】 What does the man say about Chinese?

【翻译】 男士对中文有何评价？

A) 它比英语更难学。 B) 使用它的人比使用英语的人多。

C) 它将和英语一样被普遍使用。 D) 它最终将成为一种世界语言。

【答案】 **B** (细节题) It is used by more people than English.

【定位】 For one thing, it's so commonly used—the only language that is used by more people is Chinese.

一来，它(英语)使用极广——唯一比它使用人数更多的语言是中文。

【信号】 **被问者的直接应答+唯一性措辞**。这是男士回应『英语为何会成世界语言』的应答句，且用了 the only language that is used by more people 这种『唯一』措辞点名中文，应答方+唯一性强调，正是答案句信号。

【替换】 the only language that is used by more people is Chinese ↔

It is used by more people than English

同义改写：唯一用得更多=用的人比英语多

【排除】 A) **张冠李戴**

录音确有谈『难学』，但 Many students find English a difficult language to learn. 说的是英语难学，本项却把『难学』安到中文头上说 It is more difficult to learn than English., 是张冠李戴。

借用原文：Many students find English a difficult language to learn.

C) **未提及**

It will be as commonly used as English. 声称中文会和英语一样常用，录音只比了当下使用人数(中文更多)，从未说两者将来会一样常用，属未提及。

D) **张冠李戴**

It will eventually become a world language. 这句『将成为世界语言』在录音里是说英语的(开篇 Why do you say English will become the world language?), 本题问的是中文，搬过来即张冠李戴。

借用原文：Why do you say English will become the world language?

9. A) Its loan words from many languages.

B) Its popularity with the common people.

C) The influence of the British Empire.

D) The effect of the Industrial Revolution.

【题目】 **What made English a widely-used language?**

【翻译】 是什么使英语成为一种广泛使用的语言?

A) 它从许多语言中借用的词汇。 B) 它在普通民众中的流行程度。 C) 大英帝国的影响。
D) 工业革命的作用。

【答案】 **C** (细节题) The influence of the British Empire.

【定位】 It's spoken in many countries of the world because of the British Empire, and now of course, that's the influence of America as well.

因为大英帝国，英语在世界许多国家被使用；当然，现在也有美国的影响。

【信号】因果信号 **because of**。女士问 Why do so many people speak English? 后，男士用 because of the British Empire 直接给出原因，because of 就是这道原因题的答案信号。

【替换】because of the British Empire ↔ **The influence of the British Empire**

几乎原词：『因为大英帝国』=『大英帝国的影响』

【排除】A) **答非所问**

Its loan words from many languages. 借的是录音后面讲词汇时的 it has a very international vocabulary，那是英语的『优势』，不是它『广为使用』的原因，答非所问。

借用原文：it has a very international vocabulary

B) **答非所问**

Its popularity with the common people. 蹭的是末段 only the common people spoke English，那是解释语法为何简单的背景，和『英语为何广用』无关，答非所问。

借用原文：only the common people spoke English

D) **未提及**

The effect of the Industrial Revolution. 听着像合理的历史原因，但录音从头到尾没出现 Industrial Revolution，属未提及。

10. A) It includes a lot of words from other languages.

B) It has a growing number of newly coined words.

C) It can be easily picked up by overseas travellers.

D) It is the largest among all languages in the world.

【题目】What is said to be special about English vocabulary?

【翻译】英语词汇有何特别之处？

A) 它包含大量来自其他语言的词汇。 B) 它有越来越多的新造词。

C) 它可以被海外旅行者轻松掌握。 D) 它是世界上所有语言中词汇量最大的。

【答案】**A** (细节题) It includes a lot of words from other languages.

【定位】Well, first of all, it has a very international vocabulary. It has many German, Dutch, French, Spanish and Italian words in it.

首先，它有非常国际化的词汇，里面有许多德语、荷兰语、法语、西班牙语和意大利语的词。

【信号】被问者罗列佐证的应答句。男士在 first of all 后直接给词汇特点，并以 many German, Dutch, French, Spanish and Italian words 一连串语言名作证，是承载答案的应答+举证句。

【替换】It has many German, Dutch, French, Spanish and Italian words in it. ↔

It includes a lot of words from other languages.

具体外语名概括成『其他语言』

【排除】 B) 未提及

It has a growing number of newly coined words. 讲的是新造词数量增长，录音只说英语含大量外来词，从未提『新造词』，属未提及。

C) 答非所问

It can be easily picked up by overseas travellers. 蹭了录音 English speakers have travelled a lot 里的 travel，但录音说的是说英语者四处旅行带回词汇，不是『海外旅行者容易学会英语』，答非所问。

借用原文：English speakers have travelled a lot

D) 张冠李戴

It is the largest among all languages in the world. 用 the largest 制造『英语词汇量最大』的印象，但录音里被说『使用人数最多』的是中文(见 the only language that is used by more people is Chinese)，且从没说英语词汇量最大，张冠李戴又夸大。

借用原文：the only language that is used by more people is Chinese

11. A) It has many international words.

B) It can be pronounced easily.

C) Its grammar is very simple.

D) It has no different dialects.

【题目】 What does the man say is the second advantage of English?

【翻译】 男士说英语的第二个优势是什么？

A) 它有许多国际通用词汇。 B) 它的发音很容易。 C) 它的语法非常简单。

D) 它没有不同的方言。

【答案】 C (细节题) Its grammar is very simple.

【定位】 It's that English grammar is really quite easy. For example, it doesn't have dozens of different endings for its nouns, adjectives and verbs.

那就是英语语法相当简单。比如，它的名词、形容词、动词不像别的语言那样有几十种不同的词尾变化。

【信号】 回应『另一个优势』的应答句。女士追问 what's the other advantage of English?, 男士紧接着答 English grammar is really quite easy, 这是对『第二个优势』提问的直接应答，即答案句。

【替换】 English grammar is really quite easy ↔ Its grammar is very simple.

easy=simple 的同义替换

【排除】 A) 答非所问

It has many international words. 对应的是录音第一个优势 it has a very international vocabulary, 本题问第二个优势, 拿第一点来答即错位。

借用原文: it has a very international vocabulary

B) 未提及

It can be pronounced easily. 谈发音容易, 录音讲的两个优势是词汇国际化和语法简单, 从未提发音, 属未提及。

D) 过度推断

It has no different dialects. 没有直接原文支撑——录音说的是语法没有几十种 different endings(词尾变化), 并非『没有不同方言』, 把『词尾』偷换成『方言』属过度推断。

借用原文: dozens of different endings for its nouns, adjectives and verbs

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

1 M: Hello. Yes?

M: 你好。什么事?

2 W: Hello. Is that the sales department?

W: 你好。请问是销售部吗?

3 M: Yes, it is.

M: 是的。

4 W: Oh, well. My name is Jane Kingsbury of GPF Ltd. Um, we need some supplies for our designer office.

W: 哦, 好的。我是GPF有限公司的Jane Kingsbury。嗯, 我们的设计办公室需要一些用品。

5 M: Oh, what sort?

M: 哦, 什么类型的?

6 W: Well, first of all, we need one complete new drawing board.

W: 嗯, 首先, 我们需要一块全新的绘图板。

7 M: Er, DO44 or DO45?

M: 呃, DO44还是DO45?

8 W: Ah, I don't know. What's the difference?

W: 啊, 我不知道。有什么区别?

9 M: Well, the 45 costs 15 pounds more.

M: 嗯, 45型贵15英镑。

10 W: Hmm... So what's the total price then?

W: 嗯.....那总价是多少呢?

11 M: It's 387 pounds.

M: 387英镑。

12 W: Does that include value-added tax?

W: 这包括增值税吗?

13 M: Oh, I'm not sure. Most of the prices do. Yes, I think it does.

M: 哦, 我不确定。大部分价格都包含。是的, 我想是包括的。

14 W: Hmm, what are the boards actually made of?

W: 嗯, 这些板子实际上是什么材料做的?

15 M: Oh, I don't know. I think it's a sort of plastic stuff these days. It's white anyway.

M: 哦, 我不知道。我想现在是某种塑料材质。反正是白色的。

16 W: Hmm, and how long does it take to deliver?

W: 嗯, 送货要多长时间?

17 M: Oh, I couldn't really say. It depends on how much work we've got and how many other orders there are to send out, you know.

M: 哦, 我真说不好。这取决于我们有多少工作量, 还有多少其他订单要发出去, 你知道的。

18 W: OK, now we also want some drawing pens, ink and rulers, and some drawing paper.

W: 好的, 现在我们还想要一些绘图笔、墨水和尺子, 还有一些绘图纸。

19 M: Oh, dear. The girl that takes orders for supplies isn't here this morning. So I can't take those orders for you. I only do the equipment you see.

M: 哦, 天哪。负责接用品订单的那个女孩今天早上不在。所以我没法帮你下那些订单。我只负责设备, 你明白吧。

20 W: OK, well, perhaps I ring back tomorrow.

W: 好吧, 那也许我明天再打过来。

21 M: So do you want the drawing board then?

M: 那你要那块绘图板吗?

22 W: Oh, I have to think about it. Thanks very much. I'll let you know. Goodbye.

W: 哦, 我得考虑一下。非常感谢。我会告诉你的。再见。

23 M: Thank you. Goodbye.

M: 谢谢。再见。

12. A) To return some goods.

B) To apply for a job.

C) To place an order.

D) To make a complaint.

【题目】 What is the woman's purpose in making the phone call?

【翻译】 女士打电话的目的是什么?

A) 退货。 B) 申请工作。 C) 下订单。 D) 投诉。

【答案】 C (目的题) To place an order.

【定位】 My name is Jane Kingsbury of GPF Ltd. Um, we need some supplies for our designer office.
我叫简·金斯伯里，来自 GPF 有限公司。嗯，我们的设计室需要采购一些用品。

【信号】 自报家门后的来意句。女方先自报身份，紧接着 we need some supplies for our designer office 就是亮明来意的那句——目的题的答案信号正是这种通话开头"我是谁 + 我要什么"的结构。后文她逐项询价、确认价格，进一步坐实是来订货而非别的。

【替换】 we need some supplies for our designer office ↔ To place an order.
需要采购用品 = 下订单

【排除】 A) 未提及

To return some goods. (退货) 与原文相反——女方是来"需要"东西、要买进，不是退回；全程没有任何已购货物要退的内容。

B) 未提及

To apply for a job. (求职) 原文毫无线索，女方一上来就谈买东西，与应聘无关。

D) 过度推断

To make a complaint. (投诉) 容易因女方一连串追问(价格、含税否、材质、送货)听起来"挑剔"而误选，但她全程在询价、议货，是订货前的正常打听，并无任何不满表达。

借用原文：how long does it take to deliver?

13. A) He has become somewhat impatient with the woman.

B) He is not familiar with the exact details of the goods.

C) He has not worked in the sales department for long.

D) He works on a part-time basis for the company.

【题目】 What do we learn about the man from the conversation?

【翻译】 从对话中我们了解到男士的什么情况？

A) 他对女士变得有些不耐烦了。 B) 他不熟悉商品的具体细节。

C) 他在销售部工作的时间不长。 D) 他在公司做兼职工作。

【答案】 B (细节题) He is not familiar with the exact details of the goods.

【定位】 Oh, I'm not sure. Most of the prices do. Yes, I think it does. / Oh, I don't know. I think it's a sort of plastic stuff these days.

哦，我不太确定。大部分价格是含的。嗯，我想是含的。 / 哦，我不知道。我想这年头大概是种塑料材质吧。

【信号】 反复出现的"我不确定/我不知道"。男方被问到是否含税时 I'm not sure、被问材质时 I don't know，对货品细节一问三不知。这种"同一信号在答问中反复出现"就是答案信号——细节归纳题要靠多处一致的表现而非单句来判。

【替换】 I'm not sure ↔ **He is not familiar with the exact details of the goods.**

屡答不知 = 不熟货品细节

I don't know. I think it's a sort of plastic stuff ↔ **not familiar with the exact details of the goods**

连材质都靠猜

【排除】 A) **过度推断**

He has become somewhat impatient with the woman. (对女方不耐烦) 易因他屡屡"不知道"而被听成"厌烦", 但他始终在配合作答、还反问 So do you want the drawing board then?, 并无不耐烦的措辞或语气, 属脑补。

C) **未提及**

He has not worked in the sales department for long. (在销售部没干多久) 听着像是"不熟业务"的合理解释, 但原文只说他不管接文具订单 I only do the equipment, 从没提他入职时间长短, 是无中生有的推因。

D) **偷换概念**

He works on a part-time basis for the company. (兼职) 易被他"只管设备、不接文具单"勾出"他大概只干一部分活"的联想, 但 I only do the equipment 说的是分工不同, 不等于兼职, 原文从未提工作是否为 part-time。

借用原文: I only do the equipment

14. A) It is not his responsibility.

B) It will be free for large orders.

C) It costs £15 more for express delivery.

D) It depends on a number of factors.

【题目】 What does the man say about delivery?

【翻译】 男士关于配送说了什么?

A) 这不是他的职责。 B) 大宗订单免配送费。 C) 快递配送需要额外支付15英镑。

D) 这取决于多种因素。

【答案】 D (细节题) It depends on a number of factors.

【定位】 Oh, I couldn't really say. It depends on how much work we've got and how many other orders there are to send out, you know.

哦, 这我真说不准。要看我们手头有多少活、还有多少别的订单要发出去, 你懂的。

【信号】 被问送货后的直接应答。女方问 how long does it take to deliver?, 男方紧接着的应答

It depends on how much work we've got and how many other orders 就是答案句

——对话题的答案信号正是"被问者对该问题的直接回答", 问送货, 答案就落在他答送货的这句。

【替换】 It depends on how much work we've got and how many other orders there are ↔

It depends on a number of factors.

罗列的多种情况 = 若干因素

【排除】 A) 张冠李戴

It is not his responsibility. (这不归他管) 盗用了后文 I only do the equipment——但"不归他管"说的是文具订单不归他接, 并非送货; 把另一处的"不归他管"安到"送货"头上, 属张冠李戴。

借用原文: I only do the equipment

B) 未提及

It will be free for large orders. (大单免送货费) 原文从未提送货是否收费、更没说大单免费, 是凭"商家常有大量优惠"的常识编出来的。

C) 原词陷阱

It costs £15 more for express delivery. 死盗原文 the 45 costs 15 pounds more 里的"15 pounds more"——但那"贵 15 镑"说的是 DO45 比 DO44 贵, 是型号差价, 跟送货、跟 express 毫无关系。听到"15"就选, 正中原词陷阱。

借用原文: the 45 costs 15 pounds more

15. A) Report the information to her superior.

B) Pay a visit to the saleswoman in charge.

C) Ring back when she comes to a decision.

D) Make inquiries with some other companies.

【题目】 What does the woman say she will possibly do tomorrow?

【翻译】 女士说她明天可能会做什么?

A) 向她的上级汇报信息。 B) 拜访负责的女销售员。 C) 做出决定后再回电。

D) 向其他一些公司询价。

【答案】 C (细节题) Ring back when she comes to a decision.

【定位】 OK, well, perhaps I ring back tomorrow. / Oh, I have to think about it. Thanks very much. I'll let you know.

好吧, 那我也许明天再打回来。 / 哦, 我得再考虑考虑。非常感谢, 我会再通知你的。

【信号】 结尾告别前的安排句。 女方在挂电话前说 perhaps I ring back tomorrow, 又说 I have to think about it...I'll let you know——"想好了再回电"。结尾告别处带 perhaps/I'll 的安排句, 正是这类"接下来做什么"题的答案信号。

【替换】 perhaps I ring back tomorrow ↔ **Ring back when she comes to a decision.**

明天回电 = 想好后回电

【排除】 A) 未提及

Report the information to her superior. (向上级汇报) 原文没有任何"上司/汇报"的内容, 她只说自己再考虑, 是无中生有。

B) 原词陷阱

Pay a visit to the saleswoman in charge. (去拜访负责的销售女士) 易被男方提到的 The girl that takes orders for supplies 勾出联想, 但原文只说那位负责接单的姑娘今早不在, 女方从没说要去拜访她; "visit"原文也没有。

借用原文: The girl that takes orders for supplies isn't here this morning

D) 未提及

Make inquiries with some other companies. (向别家公司打听) 听着像"货比三家"的合理之举, 但女方只说自己再想想、想好回电, 根本没提去问别的公司, 是常识脑补。

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 No one knows for sure just how old kites are. In fact, they've been in use for centuries. 25 centuries ago, kites were well-known in China. These first kites were probably made of wood. They may even have been covered with silk, because silk was used a lot at that time. Early kites were built for certain uses. In ancient China, they were used to carry ropes to cross rivers. Once across, the ropes were tied down and wooden bridges were hung from them. Legend tells of one General who flew musical kites over the enemy's camp. The enemy fled, believing the sounds to be the warning voices of angels. By the 15th century, many people flew kites in Europe. Marco Polo may have brought the kite back from his visit to China. The kite has been linked to great names and events. For instance, Benjamin Franklin used a kite to prove that lightning is electricity. He flew the kite in the storm. He did this in order to draw lightning from the clouds. He tied a metal key and a strip of silk to the kite line. The silk ribbon would stop the lightning from passing through his body. Benjamin's idea was first laughed at. But later on, it led to the invention of the lightning rod. With such a grand history, kite flying is sure to remain an entertaining and popular sport.

没有人确切知道风筝究竟有多古老。事实上, 风筝已经使用了几个世纪。25个世纪以前, 风筝在中国就已经广为人知。这些最早的风筝可能是用木头制作的。它们甚至可能覆盖着丝绸, 因为丝绸在那个时代被大量使用。早期的风筝是为特定用途而制造的。在古代中国, 风筝被用来携带绳索过河。一旦到达对岸, 绳索就被固定住, 木桥便悬挂在绳索上。传说有一位将军在敌人的营地上空放飞会发出音乐声的风筝。敌人听到这些声音后逃跑了, 认为那是天使的警告之声。到15世纪时, 欧洲许多人都放风筝。Marco Polo可能是从他访问中国时把风筝带回来的。风筝与许多伟大的名字和事件联系在一起。例如, Benjamin Franklin用风筝证明了闪电就是电。他在暴风雨中放飞风筝。他这样做是为了从云层中引下闪电。他在

风筝线上系了一把金属钥匙和一条丝带。丝带可以阻止闪电通过他的身体。Benjamin的想法最初遭到嘲笑。但后来，它促成了避雷针的发明。有着如此辉煌的历史，放风筝必将继续成为一项有趣而流行的运动。

16. A) No one knows exactly where they were first made.
B) No one knows for sure when they came into being.
C) No one knows for what purpose they were invented.
D) No one knows what they will look like in the future.

【题目】 What does the speaker say about kites?

【翻译】 说话者关于风筝说了什么？

- A) 没有人确切知道风筝最初是在哪里制作的。 B) 没有人确定风筝是何时出现的。
C) 没有人知道风筝是出于什么目的被发明的。 D) 没有人知道风筝将来会是什么样子。

【答案】 B (细节题) No one knows for sure when they came into being.

【定位】 No one knows for sure just how old kites are.

没有人确切知道风筝到底有多古老。

【信号】 开篇"**No one knows for sure**"的不确定语气。篇章第一句就是 No one knows for sure just how old kites are., "No one knows for sure" (没人确切知道) 是醒目的不确定信号；篇章独白常把核心信息放在开篇，这句既点题又承认"年代说不清"，正是答案句。

【替换】 just how old kites are ↔ **when they came into being**

"多古老"="何时产生"，同义改写

No one knows for sure ↔ **No one knows for sure**

前半句原词照搬，差异只在维度词

【排除】 A) **原词陷阱**

录音后面确有 These first kites were probably made of wood. 提到"最初的风筝"，A 借 first made 这个词造出"没人知道在哪儿first made"；但原文 made 谈的是材质 (wood)，且"说不清"的是年代不是产地，A 答非所问。

借用原文：These first kites were probably made of wood.

C) **原词陷阱**

原文有 Early kites were built for certain uses., C 借"用途/发明目的"做文章说"没人知道为何发明"；可原文非但没说目的不明，反而清楚列了运绳过河等用途，C 与原文相反。

借用原文：Early kites were built for certain uses.

D) **未提及**

D 说"没人知道未来风筝长什么样"，但整段只讲历史与古今用途，结尾是 kite flying is sure to remain an entertaining and popular sport，谈的是会继续流行，完全没谈未来外形，D 属未提及。

-
17. A) Carry ropes across rivers.
B) Measure the speed of wind.
C) Pass on secret messages.
D) Give warnings of danger.

【题目】 What did ancient Chinese use kites to do?

【翻译】 古代中国人用风筝做什么？

A) 把绳索运送过河。 B) 测量风速。 C) 传递秘密信息。 D) 发出危险警告。

【答案】 **A** (细节题) Carry ropes across rivers.

【定位】 In ancient China, they were used to carry ropes to cross rivers.

在古代中国，风筝被用来运送绳索以横渡河流。

【信号】 限定词 In ancient China + 用途结构 were used to. In ancient China, they were used to carry ropes to cross rivers. 一句里，"In ancient China"正好对上题干的 ancient Chinese，"were used to"是表用途的信号结构，两者叠加把这句标成答案句。

【替换】 carry ropes to cross rivers ↔ Carry ropes across rivers

to cross rivers = across rivers, 近义改写

【排除】 B) 未提及

原文谈到风筝用 silk，也讲它"flew over the enemy's camp"，但从未提"测风速"。B 利用"风筝—风"的常识联想造测风速，属未提及。

C) 偷换概念

原文确有将军 flew musical kites over the enemy's camp 让敌人误以为是天使警告而逃，C 借这个"用声音影响敌人"的情节改成"传递秘密信息"；但那是用声音吓退敌军，并非传送密信，C 偷换概念。

借用原文：Legend tells of one General who flew musical kites over the enemy's camp.

D) 原词陷阱

原文 believing the sounds to be the warning voices of angels 出现 warning，D 顺势造"用风筝报危险"；但 warning 是敌人对声音的误解，是"让敌人以为有警告而逃跑"，并非中国人拿风筝去报危险，D 张冠李戴。

借用原文：the enemy fled, believing the sounds to be the warning voices of angels

-
18. A) To protect houses against lightning.
B) To test the effects of the lightning rod.
C) To find out the strength of silk for kites.
D) To prove that lightning is electricity.

【题目】 Why did Benjamin Franklin fly a kite in the storm?

【翻译】 Benjamin Franklin 为什么在暴风雨中放风筝？

- A) 保护房屋免受雷击。 B) 测试避雷针的效果。 C) 找出丝绸制作风筝的强度。
D) 证明闪电是电。

【答案】 **D** (目的题) To prove that lightning is electricity.

【定位】 Benjamin Franklin used a kite to prove that lightning is electricity. He flew the kite in the storm. He did this in order to draw lightning from the clouds.

本杰明·富兰克林用风筝来证明闪电是电。他在暴风雨中放风筝，这样做是为了从云中引出闪电。

【信号】 目的信号 **to prove / in order to**。used a kite to prove that lightning is electricity 里的 "to prove" 与 He did this in order to draw lightning from the clouds 里的 "in order to" 都是直白的目的信号，连续两句都在讲"为什么放"，正是答案句。

【替换】 to prove that lightning is electricity ↔ **To prove that lightning is electricity**

原文目的句几乎原词对应选项

【排除】 A) **原词陷阱**

原文结尾 it led to the invention of the lightning rod，避雷针确能护房防雷，A 借此说"放风筝是为护房防雷"；但护房是后来避雷针的作用，不是当初放风筝的目的，A 把"后续结果"当"当初目的"。

借用原文：it led to the invention of the lightning rod

B) **原词陷阱**

B 说放风筝是为"测试避雷针的效果"，可避雷针是这件事之后才被发明的 (later on, it led to the invention of the lightning rod)，放风筝时避雷针还不存在，谈不上测试，B 与时间线相悖。

借用原文：But later on, it led to the invention of the lightning rod.

C) **原词陷阱**

原文 He tied a metal key and a strip of silk to the kite line 提到 silk，C 顺手造"为测风筝丝线的强度"；但 silk 在这里是实验材料，作用是 The silk ribbon would stop the lightning from passing through his body (绝缘护身)，跟"测丝线强度"毫无关系，C 答非所问。

借用原文：The silk ribbon would stop the lightning from passing through his body.

Questions 19 to 22 are based on the passage you have just heard.

1 I have learned many languages, but I've not mastered them the way the professional interpreter or translator has. Still, they have opened doors for me. They have allowed me the opportunity to seek jobs in international contexts and help me get those jobs. Like many people who have lived overseas for a while, I simply got crazy about it. I can't imagine living my professional or social life without international interactions. Since 1977, I have spent much more time abroad than in the United States. I like going to new places, eating new foods and experiencing new cultures. If you can speak the

language, it's easier to get to know the country and its people. If I had the time and money, I would live for a year in as many countries as possible. Beyond my career, my facility with languages has given me a few rare opportunities. Once, just after I returned from my year in Vienna, I was asked to translate for a German judge at an Olympic level horse event and learned a lot about the sport. In Japan, once when I was in the studio audience of a TV cooking show, I was asked to go up on the stage and taste the beef dish that was being prepared and tell what I thought. They asked, "Was it as good as American beef?" It was very exciting for me to be on Japanese TV, speaking in Japanese about how delicious the beef was.

我学过很多语言，但我并没有像专业口译员或笔译员那样精通它们。尽管如此，它们为我打开了许多扇门。它们让我有机会在国际环境中寻找工作，并帮助我获得那些工作。像许多在海外生活过一段时间的人一样，我简直为之痴迷。我无法想象没有国际交流的职业或社交生活。自1977年以来，我在国外度过的时间远远多于在美国。我喜欢去新的地方，品尝新的食物，体验新的文化。如果你会说当地语言，就更易了解这个国家和它的人民。如果我有时间和金钱，我会在尽可能多的国家各住上一年。除了我的职业生涯，我的语言能力还给了我一些难得的机会。有一次，就在我从维也纳度过的一年回来后不久，我被邀请为一位德国裁判在奥运会级别的马术比赛中担任翻译，并学到了很多关于这项运动的知识。在日本，有一次我作为观众参加一档电视烹饪节目的录制时，被邀请上台品尝正在制作的牛肉菜肴并说出我的看法。他们问道：'它和美国牛肉一样好吗？'能在日本电视上用日语讲述牛肉有多美味，这对我来说非常激动人心。

19. A) She enjoys teaching languages.
B) She can speak several languages.
C) She was trained to be an interpreter.
D) She was born with a talent for languages.

【题目】 What does the speaker say about herself?

【翻译】 说话者对自己有何评价？

- A) 她喜欢教授语言。 B) 她会说几种语言。 C) 她接受过口译员培训。
D) 她天生具有语言天赋。

【答案】 B (细节题) She can speak several languages.

【定位】 I have learned many languages, but I've not mastered them the way the professional interpreter or translator has.

我学过很多种语言，但我并没有像专业口译员或笔译员那样把它们掌握到精通。

【信号】 开篇自述句 + 转折 but 划清边界。这是篇章开头说话人的自我介绍句，本身就是答案高发位；更关键的是 but I've not mastered them the way the professional interpreter or translator has 用 but 把"会多门"与"没到专业口译水平"划开，正好用来肯定 B、否定 C。

【替换】 I have learned many languages ↔ She can speak several languages.

many languages ≈ several languages 且人称换说

【排除】 A) 偷换概念

A 说她 enjoys teaching languages (喜欢教语言), 但原文是 I have learned many languages——是"学"不是"教", 把 learn 偷换成 teach, 听到 languages 就选会上当。

借用原文: I have learned many languages

C) 与原文相反

C 说她 was trained to be an interpreter (受训当口译员), 但原文紧接着 but 否定: I've not mastered them the way the professional interpreter or translator has——她恰恰强调自己"不像专业口译那样精通", 选项与原文相反, 且盗用了 interpreter 这个原词来诱选。

借用原文: I've not mastered them the way the professional interpreter or translator has

D) 未提及

D 说她 was born with a talent for languages (天生有语言天赋), 但原文只讲她"学过"很多语言, 从没说这是天生的, 属凭"会多门语言"脑补出"天赋", 原文无据。

-
20. A) They acquire an immunity to culture shock.
B) They would like to live abroad permanently.
C) They want to learn as many foreign languages as possible.
D) They have an intense interest in cross-cultural interactions.

【题目】 What does the speaker say about many people who have lived overseas for a while?

【翻译】 说话者对许多在海外生活过一段时间的人有何评价?

- A) 他们对文化冲击产生了免疫力。 B) 他们想永久居住在国外。
C) 他们想学习尽可能多的外语。 D) 他们对跨文化交流有浓厚兴趣。

【答案】 D (细节题) They have an intense interest in cross-cultural interactions.

【定位】 Like many people who have lived overseas for a while, I simply got crazy about it. I can't imagine living my professional or social life without international interactions.

像许多在国外住过一阵子的人一样, 我简直对它着了迷。我无法想象自己的职业生活或社交生活里没有跨国互动。

【信号】 题干同款词 like...overseas for a while 顺听定位 + 后句解释。 录音里 Like many people who have lived overseas for a while 与题干用词几乎一字不差, 是最强定位信号; 紧接的 I can't imagine living my professional or social life without international interactions 用"无法想象没有跨国互动"道出这群人的共同特点。

【替换】 I can't imagine living my professional or social life without international interactions ↔
They have an intense interest in cross-cultural interactions.

"无法想象没有"=强烈喜爱; international≈cross-cultural

【排除】 A) 未提及

A 说他们 acquire an immunity to culture shock (获得对文化冲击的免疫力), 原文通篇没提 culture shock, 是凭"长期在外"脑补出的引申, 无原文支持。

B) 偷换概念

B 说他们 would like to live abroad permanently (想永久住在国外), 原文虽说爱往外跑, 却只到 If I had the time and money, I would live for a year in as many countries as possible——是"每国住一年"而非"永久定居", permanently 把程度抬过头了。

借用原文: If I had the time and money, I would live for a year in as many countries as possible

C) 原词陷阱

C 说他们 want to learn as many foreign languages as possible (想学尽可能多的外语), 原文确有 as many...as possible 的句式, 但配的是 live for a year in as many countries as possible——是"住尽量多的国家", 不是"学尽量多的语言", 盗用句式张冠李戴。

借用原文: live for a year in as many countries as possible

-
21. A) She became an expert in horse racing.
B) She got a chance to visit several European countries.
C) She was able to translate for a German sports judge.
D) She learned to appreciate classical music.

【题目】 How did the speaker's experience of living in Vienna benefit her?

【翻译】 说话者在Vienna的生活经历如何使她受益?

- A) 她成为了赛马专家。 B) 她有机会访问了几个欧洲国家。
C) 她能够为一位德国体育裁判做翻译。 D) 她学会了欣赏古典音乐。

【答案】 C (细节题) She was able to translate for a German sports judge.

【定位】 Once, just after I returned from my year in Vienna, I was asked to translate for a German judge at an Olympic level horse event and learned a lot about the sport.

有一次, 就在我结束在维也纳一年的生活回来后不久, 我被请去为一场奥运级别的马术赛事中的一位德国裁判做翻译, 还学到了很多关于这项运动的知识。

【信号】 时间锚 after...Vienna + 结果信号 I was asked to. just after I returned from my year in Vienna 是与题干"living in Vienna"对应的时间锚, 听到就知道答案临近; 紧跟的 I was asked to translate for a German judge 是"她因此得到什么"的结果句, 正是受益所在。

【替换】 I was asked to translate for a German judge at an Olympic level horse event ↔

She was able to translate for a German sports judge.

Olympic level horse event judge = sports judge; asked to=was able to

【排除】 A) 过度推断

A 说她 became an expert in horse racing (成了赛马专家), 原文只说 learned a lot about the sport (学到不少关于这项运动的知识), "学到不少"远不到"专家", 且 horse event 被偷换成 horse racing, 程度被抬高。

借用原文: learned a lot about the sport

B) 未提及

B 说她 got a chance to visit several European countries (得到游览几个欧洲国家的机会), 原文只提到 Vienna (维也纳, 奥地利) 一地, 从没说她借此游历多个欧洲国家, 是"住维也纳"引出的合理脑补。

D) 未提及

D 说她 learned to appreciate classical music (学会欣赏古典音乐), "维也纳=音乐之都"是常识联想, 但原文讲的受益是做翻译, 根本没提音乐, 纯属背景知识脑补。

22. A) Taste the beef and give her comment.

B) Take part in a cooking competition.

C) Teach vocabulary for food in English.

D) Give cooking lessons on Western food.

【题目】 What was the speaker asked to do in the Japanese studio?

【翻译】 说话者在日本演播室被要求做什么?

A) 品尝牛肉并给出评价。 B) 参加烹饪比赛。 C) 用英语教授食物词汇。

D) 讲授西餐烹饪课程。

【答案】 A (细节题) Taste the beef and give her comment.

【定位】 In Japan, once when I was in the studio audience of a TV cooking show, I was asked to go up on the stage and taste the beef dish that was being prepared and tell what I thought.

在日本, 有一次我坐在一档电视烹饪节目的观众席里, 被请上台去品尝正在烹制的牛肉菜肴, 并说说我的感受。

【信号】 场景锚 Japanese studio + 结果信号 I was asked to。 when I was in the studio audience of a TV cooking show 对应题干的 Japanese studio, 是定位锚; 紧跟的 I was asked to go up on the stage and taste the beef dish...and tell what I thought 由 I was asked to 引出真正被要求做的两个动作: 尝牛肉、说感受。

【替换】 taste the beef dish that was being prepared and tell what I thought ↔

Taste the beef and give her comment.

taste the beef 原词保留; tell what I thought=give her comment

【排除】 B) 原词陷阱

B 说她 Take part in a cooking competition (参加烹饪比赛), 原文是 cooking show (烹饪节目) 不是 competition, 她只是观众被请上台尝一口, 没有比赛, 把 cooking 这个原词盗来夸成"比赛"。

借用原文: a TV cooking show

C) 答非所问

C 说她 Teach vocabulary for food in English (用英语教食物词汇), 原文她是用日语 speaking in Japanese about how delicious the beef was 评价牛肉, 既不是"教词汇"也不是"用英语", 方向全错。

借用原文: speaking in Japanese about how delicious the beef was

D) 过度推断

D 说她 Give cooking lessons on Western food (教西餐烹饪课), 原文她只是被请上台尝牛肉、说感受, 并未授课讲西餐, cooking 原词被借去夸大成"上课"。

借用原文: taste the beef dish that was being prepared and tell what I thought

Questions 23 to 25 are based on the passage you have just heard.

1 Dr. Ben Carsen grew up in a poor single-parent household in Detroit. His mother, who had only a 3rd grade education, worked two jobs cleaning bathrooms. To his classmates and even to his teachers, he was thought of as the dumbest kid in the class, according to his own not-so-fond memories.

Ben Carsen博士在底特律一个贫困的单亲家庭中长大。他的母亲只有三年级文化程度,做两份清洁浴室的工作。根据他自己不那么美好的回忆,在同学甚至老师眼中,他被认为是班上最笨的孩子。

2 He had a terrible temper, and once threatened to kill another child. Dr. Carsen was headed down a path of self-destruction until a critical moment in his youth. His mother, convinced that she had to do something dramatic to prevent him from leading a life of failure, laid down some rules. He could not watch television except for two programs a week, could not play with his friends after school until he finished his homework, and had to read two books a week and write book reports about them. His mother's strategy worked. "Of course, I didn't know she couldn't read. So there I was submitting these reports," he said. "She would put check marks on them like she had been reading them. As I began to read about scientists, economists and philosophers, I started imagining myself in their shoes." As he got into the habit of hard work, his grades began to soar. Ultimately he received a scholarship to attend the Yale University, and later he was admitted to the University of Michigan Medical School.

他脾气很坏,曾经威胁要杀死另一个孩子。Carsen博士正走在自我毁灭的道路上,直到他年少时的一个关键时刻。他的母亲确信必须采取果断措施来阻止他过上失败的人生,于是制定了一些规矩。他每周只能看两个电视节目,放学后完成作业前不能和朋友玩耍,必须每周读两本书并写读书报告。他母亲的策略奏效了。"当然,我当时不知道她不识字。所以我就一直在提交这些报告。"他说。"她会在上面打勾,就像她读过一样。当我开始阅读关于科学家、经济学家和哲学家的书时,我开始想象自己处在他们的位置上。"随着他养成了努力学习的习惯,他的成绩开始飙升。最终他获得了Yale University的奖学金,后来又被University of Michigan Medical School录取。

3 He is now a leading surgeon at Johns Hopkins Medical School and he's also the author of three books.

他现在是Johns Hopkins Medical School的一位顶尖外科医生,也是三本书的作者。

23. A) He had only a third-grade education.
B) He once threatened to kill his teacher.
C) He grew up in a poor single-parent family.
D) He often helped his mother do housework.

【题目】 What do we learn about Ben Carsen?

【翻译】 关于本·卡森我们了解到什么?

- A) 他只有三年级的教育水平。 B) 他曾经威胁要杀死他的老师。
C) 他在一个贫困的单亲家庭中长大。 D) 他经常帮助母亲做家务。

【答案】 C (细节题) He grew up in a poor single-parent family.

【定位】 Dr. Ben Carsen grew up in a poor single-parent household in Detroit.

本·卡森博士在底特律一个贫困的单亲家庭里长大。

【信号】 篇章开篇第一句即交代出身。 人物故事的第一句往往直接交代背景, 这里 grew up in a poor single-parent household 就是身世落点, 听到"grew up in..."这种背景交代句要立刻锁定。

【替换】 grew up in a poor single-parent household ↔ **grew up in a poor single-parent family**
household 等于 family 的同义替换

【排除】 A) 张冠李戴

原文 His mother, who had only a 3rd grade education 说的是"他母亲只有三年级文化", He had only a third-grade education. 把母亲的学历张冠李戴到本·卡森身上。

借用原文: His mother, who had only a 3rd grade education

B) 原词陷阱

原文 once threatened to kill another child 说他曾扬言要杀"另一个孩子", He once threatened to kill his teacher. 盗用了 threatened to kill 这个抓耳的原词, 却把对象 another child 偷换成 his teacher。

借用原文: once threatened to kill another child

D) 未提及

原文 worked two jobs cleaning bathrooms 是他母亲打两份工打扫卫生间, He often helped his mother do housework. 借"housework"的联想凭空安到他身上, 原文从没说 他常帮母亲做家务。

24. A) Careless.
B) Stupid.
C) Brave.
D) Active.

【题目】 What did Ben Carsen's classmates and teachers think of him when he was first at school?

【翻译】 本·卡森刚上学时,他的同学和老师如何看待他?

A) 粗心的。 B) 愚蠢的。 C) 勇敢的。 D) 活跃的。

【答案】 **B** (态度观点题) Stupid.

【定位】 To his classmates and even to his teachers, he was thought of as the dumbest kid in the class.
在同学们眼里、甚至在老师们眼里,他都被看作是班上最笨的孩子。

【信号】 评价词 **dumbest** 即落点。句中带评价色彩的最高级 the dumbest kid in the class 就是态度落点,而且 To his classmates and even to his teachers 与题干主语完全对上,听到"被看作最..."的要锁定。

【替换】 the dumbest kid in the class ↔ Stupid.
dumb 与 stupid 是同义词

【排除】 A) **未提及**

原文对他的评价只有"笨" (dumbest), 从未说他 careless (粗心), 这是另起一个原文没出现的评价词来干扰。

C) **与原文相反**

brave (勇敢) 是褒义, 而原文给的是贬义的 dumbest, 极性相反; 他威胁要杀人也不等于"勇敢", 这是把负评偷换成褒评。

借用原文: the dumbest kid in the class

D) **未提及**

active (活跃) 原文从未提到, 且与"最笨"无关, 是又一个原文没出现的褒义词干扰。

25. A) Write two book reports a week.
B) Keep a diary.
C) Help with housework.
D) Watch educational TV programs only.

【题目】 What did Ben Carsen's mother tell him to do when he was a school boy?

【翻译】 本·卡森上学时,他的母亲告诉他做什么?

A) 每周写两篇读书报告。 B) 写日记。 C) 帮忙做家务。 D) 只看教育类电视节目。

【答案】 **A** (细节题) Write two book reports a week.

【定位】 He could not watch television except for two programs a week, could not play with his friends after school until he finished his homework, and had to read two books a week and write book reports about them.

他每周只能看两个电视节目，放学后不做完作业不许和朋友玩，每周还必须读两本书并为它们写读书报告。

【信号】 规则信号词 **had to/could not 串起要求**。母亲 "laid down some rules" 后用 had to read two books a week and write book reports、could not watch television except for two programs 罗列规矩，had to/could not 就是 "被要求做什么" 的定位信号。

【替换】 had to read two books a week and write book reports about them ↔
Write two book reports a week.

数字 two...a week 与动作 write book reports 双双对上

【排除】 B) **偷换概念**

母亲让他做的是 write book reports (写读书报告)，Keep a diary. (写日记) 原文从未出现，是把 "写报告" 偷换成另一种 "写"。

借用原文：write book reports about them

C) **未提及**

母亲列的规矩是看电视/和朋友玩/读书写报告，没有 housework；Help with housework. 借 23 题也出现过的 housework 话题词来诱选，原文母亲的要求里根本没提家务。

D) **原词陷阱**

原文 could not watch television except for two programs a week 限的是 "每周只能看两个节目"，Watch educational TV programs only. 盗用 television 原词，却把 "只看两个节目" 偷换成 "只看教育类节目"，限定方向完全不同。

借用原文：could not watch television except for two programs a week

SENTENCE INSIGHTS • 句子精讲

20 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。

Mr. Scioli won 35.9 percent, but not enough to win the presidency.

第2段，第2句

虽然句子简单,但覆盖了主语、谓语、宾语和状语四种成分,且状语部分 "but not enough to win the presidency" 涉及省略结构和不定式,可用于训练识别补充说明成分,有一定练习价值但成分种类不够丰富

Carry out social welfare programs.

第6题，C

祈使句在四六级和考研真题中常出现于应用文写作或口语化情境，结构本身非常典型且易迁移，但在阅读理解长难句中出现频率相对较低。

For one thing, it's so commonly used—the only language that is used by more people is Chinese.

第2段，第2句

破折号连接并列句并引出补充说明,以及限制性定语从句修饰主语,都是四六级和考研阅读中的常见句式。特别是"主语 + 定语从句 + 系动词 + 表语"这种主系表扩展结构,在真题长难句中反复出现,掌握后可大量迁移

M: Well, first of all, it has a very international vocabulary.

第8段，第1句

主谓宾简单句是英语最基础的句型，虽常见但过于简单，真题中更多出现复合句或复杂修饰结构，本句作为考试句式代表性较低

It can be easily picked up by overseas travellers.

第10题，C

情态动词 + 被动语态的结构（如 can be done、should be considered）在四六级和考研阅读中高频出现，是典型的常考句式；掌握后可迁移到大量类似句子，代表性较强。

W: Well, first of all, we need one complete new drawing board.

第6段，第1句

标准的主谓宾简单句在真题中常见，但本句过于简短且无任何扩展结构，不能代表真题中常考的复杂句式（如含从句、非谓语动词、倒装等），迁移价值较低。

W: Hmm, and how long does it take to deliver?

第16段，第1句

特殊疑问句在四六级和考研听力、阅读中较为常见，'how long does it take to do' 是典型的询问时间长度句型，有一定代表性；但句式本身过于简单，复杂度不足以代表考试中的难句。

I'll let you know.

第22段，第3句

let 的宾补结构在口语和应用文中高频出现，属于四六级、考研常考的使役动词用法；简单句本身虽不如复合句典型，但该句型的迁移价值较高，掌握后可套用到 make、have 等同类结构。

He is not familiar with the exact details of the goods.

第13题，B

主系表结构配合 "be + 形容词 + with" 的固定搭配，在四六级和考研阅读中较为常见，属于中等典型的句式。掌握后可迁移至类似的 "be + 形容词 + 介词" 结构（如 be interested in、be good at）。但因句式过于简单，不足以代表真题中更复杂的长难句。

For instance, Benjamin Franklin used a kite to prove that lightning is electricity.

第1段，第14句

"动词 + 宾语 + 不定式作目的状语 + 宾语从句" 是四六级和考研阅读中的高频句式。特别是 prove/show/demonstrate 等动词后接 that 从句，以及不定式表目的，都是考试常见结构。掌握这个句子的分析方法可以迁移到大量类似句子。

He did this in order to draw lightning from the clouds.

第1段，第16句

本句展示了"主谓宾 + 目的状语"的经典句式，"in order to do" 结构在四六级和考研阅读中频繁出现，学习该句可帮助考生掌握目的状语的识别方法，具有一定的典型性和迁移价值。

Still, they have opened doors for me.

第1段，第2句

简单句配现在完成时在四六级和考研阅读中较为常见，"Still" 这类转折副词作句首状语也是典型用法，"for + 代词" 作受益对象状语也经常出现。但句子结构过于简单，缺少从句或并列等更高频的复杂句式，代表性属于中等水平。

If I had the time and money, I would live for a year in as many countries as possible.

第1段，第9句

虚拟条件句第二类（与现在事实相反）是四六级和考研的高频考点，If 从句 + 主句的结构也是标准句式，掌握后可以迁移到大量类似的虚拟语气题目和写作场景

It was very exciting for me to be on Japanese TV, speaking in Japanese about how delicious the beef was.

第1段，第14句

"It is/was + 形容词 + for sb + to do" 是四六级和考研阅读中的高频句型，现在分词短语作伴随状语也是常考结构，宾语从句由疑问词 "how" 引导也很典型。本句结构在真题中代表性强，掌握后可大量迁移运用。

She enjoys teaching languages.

第19题，A

主谓宾结构是英语最基础的句型之一，动名词作宾语（如 enjoy doing）也是常见考点。但本句过于简单，缺少从句、复杂修饰或多层结构，不太能代表四六级或考研真题中常见的复杂长句。

To his classmates and even to his teachers, he was thought of as the dumbest kid in the class, according to his own not-so-fond memories.

第1段，第3句

本句是典型的被动语态简单句，且使用了 "be thought of as" 这一常考短语动词的被动形式。句首和句尾的介词短语状语也是四六级和考研阅读中的常见结构。这种"状语 + 主语 + 被动谓语 + 补足语 + 状语"的排列方式在真题中频繁出现，学生掌握后可直接迁移到大量类似句子的分析中。

His mother, convinced that she had to do something dramatic to prevent him from leading a life of failure, laid down some rules.

第2段，第3句

句子涵盖多种成分：主句包含主谓宾和原因状语，从句包含主谓宾和目的状语，状语部分还包含过去分词短语和嵌套的宾语从句。插入的过去分词状语容易与谓语混淆，是划分成分的典型易错点。适合训练识别插入成分、区分谓语与非谓语、定位嵌套从句等技能。

He could not watch television except for two programs a week, could not play with his friends after school until he finished his homework, and had to read two books a week and write book reports about them.

第2段，第4句

本句涵盖了主语、多个并列谓语、宾语、状语（方式、时间、伴随）、状语从句等成分，成分种类丰富。并列谓语的识别、状语从句的定位、以及介词短语作状语的判定都是典型的易错点，适合作为成分划分的训练材料。

"She would put check marks on them like she had been reading them. As I began to read about scientists, economists and philosophers, I started imagining myself in their shoes."

第2段，第7句

该句包含了考试中常见的句式元素：情态动词表示过去习惯、状语从句的使用、并列主句的组合。特别是"As"引导的时间状语从句和"like"引导的方式状语从句，以及"would"表达过去习惯的用法，都是四六级和考研阅读中频繁出现的典型结构，掌握后迁移性较强。

Ultimately he received a scholarship to attend the Yale University, and later he was admitted to the University of Michigan Medical School.

第2段，第9句

并列句结构在四六级和考研阅读中非常常见，特别是叙述人物经历或事件发展时。被动语态 "be admitted to" 也是高频考点。本句作为叙事类并列句的代表性较强，学生掌握后可应用于大量类似句型。但由于没有从句嵌套，代表性不如包含定语从句或状语从句的复合句。

HIGH-FREQUENCY • 真题高频词

本卷出现的 149 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。

candidate

B1

n. 候选人

本卷9次 · 真题 14 句

vote

B1

n. 投票

本卷7次 · 真题 21 句

lightning A2

n. 闪电

本卷7次·真题 11 句

would A1

aux. (will 的过去式) 将要, 会

本卷6次·真题 466 句

oh A1

intj. 哦 (表示惊讶、理解或反应)

本卷5次·真题 31 句

financial B2

adj. 财政的

本卷4次·真题 101 句

climate B1

n. 气候

本卷4次·真题 60 句

donate B2

v. 捐赠, 捐献 (金钱、物品等)

本卷4次·真题 14 句

drawing A2

n. 图画

本卷4次·真题 13 句

vocabulary B1

n. 词汇量

本卷4次·真题 9 句

cooking A1

n. 烹饪

本卷3次·真题 59 句

seek B1

v. 寻找

本卷3次·真题 56 句

overseas B1

adv. 在海外

本卷3次·真题 13 句

hmm A2

intj. 嗯 (表示思考、犹豫或轻微怀疑)

本卷3次·真题 8 句

effect A2

n. 影响

本卷2次·真题 156 句

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本卷2次·真题 148 句

better A1

adj. 更好的 (good 的比较级)

本卷2次·真题 139 句

opportunity B1

n. 机会

本卷2次·真题 89 句

least A2

det. 最少的

本卷2次·真题 84 句

issue B1

n. 问题

本卷2次·真题 83 句

later A1

adv. 以后, later

本卷2次·真题 70 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

event A2

n. 事件

本卷2次·真题 66 句

economic B2

adj. 经济的

本卷2次·真题 62 句

nation B1

n. 国家

本卷2次·真题 51 句

tax A2

n. 税

本卷2次·真题 49 句

easily A2

adv. 容易地

本卷2次·真题 47 句

interaction B2

n. 相互作用

本卷2次·真题 40 句

familiar B1

adj. 熟悉的

本卷2次·真题 28 句

vision B2

n. 视力

本卷2次·真题 28 句

warning A2

n. 警告

本卷2次·真题 25 句

delivery B1

n. 递送

本卷2次·真题 23 句

judge B1

v. 判断, 评判

本卷2次·真题 19 句

mayor B1

n. 市长

本卷2次·真题 19 句

studio B1

n. 工作室

本卷2次·真题 18 句

stock B1

n. 库存

本卷2次·真题 15 句

governor B2

n. 州长

本卷2次·真题 14 句

approve B1

v. 批准, 认可 (正式同意)

本卷2次·真题 12 句

commonly B1

adv. 通常, 常常

本卷2次·真题 12 句

threaten B1

v. 威胁; 恐吓

本卷2次·真题 12 句

ok A1

adj. 可以的

本卷2次·真题 11 句

reform B2

v. 改革

本卷2次·真题 11 句

welfare B2

n. 福利

本卷2次·真题 11 句

renewable B2

adj. 可再生的

本卷2次·真题 10 句

author A2

n. 作者

本卷1次·真题 244 句

accord C1

n. (国家、团体间的) 协议

本卷1次·真题 174 句

benefit B1

n. 好处

本卷1次·真题 169 句

career B1

n. 职业

本卷1次·真题 119 句

million A2

num. 一百万

本卷1次·真题 119 句

simply B1

adv. 仅仅, 只不过

本卷1次·真题 90 句

expert B1

n. 专家

本卷1次·真题 89 句

global B2

adj. 全球的

本卷1次·真题 81 句

factor B1

n. 因素

本卷1次·真题 77 句

organization B1

n. 组织

本卷1次·真题 76 句

measure B1

v. 测量

本卷1次·真题 68 句

suffer B1

v. 遭受 (痛苦、疾病、损失等)

本卷1次·真题 64 句

pressure B1

n. 心理压力

本卷1次·真题 63 句

option B1

n. 选择

本卷1次·真题 60 句

united B1

adj. 联合的

本卷1次·真题 60 句

apply A2

v. 申请

本卷1次·真题 58 句

economy B1

n. 经济

本卷1次·真题 58 句

responsibility B1

n. 责任

本卷1次·真题 55 句

wrong A2

adj. 错误的

本卷1次·真题 54 句

strategy B2

n. 策略

本卷1次·真题 53 句

link A2

n. 联系

本卷1次·真题 52 句

approach B1

v. 靠近, 接近 (在空间或时间上)

本卷1次·真题 50 句

official B1

adj. 官方的

本卷1次·真题 47 句

detail B1

n. 细节

本卷1次·真题 45 句

educational B1

adj. 教育的

本卷1次·真题 45 句

mainly B1

adv. 主要地

本卷1次·真题 45 句

attend A2

v. 出席, 参加 (会议、活动等)

本卷1次·真题 43 句

facility B2

n. 设施

本卷1次·真题 43 句

states A1

n. 国家

本卷1次·真题 43 句

charge B1

v. 收费

本卷1次·真题 42 句

belief B1

n. 相信

本卷1次·真题 41 句

billion B1

num. 十亿 (1,000,000,000)

本卷1次·真题 41 句

deliver B1

v. 递送, 运送 (货物、信件等)

本卷1次·真题 41 句

failure B1

n. 失败

本卷1次·真题 41 句

talent B1

n. 天赋

本卷1次·真题 39 句

working A2

adj. 有工作的

本卷1次·真题 39 句

exactly B1

adv. 精确地

本卷1次·真题 36 句

extremely B1

adv. 极其

本卷1次·真题 34 句

household B1

n. 家庭

本卷1次·真题 33 句

instance B2

n. 例子

本卷1次·真题 33 句

rare B1

adj. 稀有的

本卷1次·真题 33 句

equipment B1

n. 设备

本卷1次·真题 32 句

critical B2

adj. 批评的

本卷1次·真题 30 句

stage A2

n. 阶段

本卷1次·真题 30 句

being B1

n. 存在

本卷1次·真题 29 句

eventually B1

adv. 最终

本卷1次·真题 29 句

growing A2

adj. 增长的

本卷1次·真题 29 句

opinion A2

n. 观点

本卷1次·真题 29 句

fuel B1

n. 燃料

本卷1次·真题 28 句

audience A2

n. 观众

本卷1次·真题 26 句

classical B2

adj. 古典的

本卷1次·真题 25 句

acquire B2

v. 获得

本卷1次·真题 24 句

central B1

adj. 主要的

本卷1次·真题 24 句

container B1

n. 容器

本卷1次·真题 24 句

designer B1

n. 设计师

本卷1次·真题 24 句

economist B2

n. 经济学家

本卷1次·真题 24 句

fossil B2

n. 化石

本卷1次·真题 24 句

target B1

n. 目标;靶子

本卷1次·真题 24 句

grand B1

adj. 宏伟的

本卷1次·真题 23 句

install B1

v. 安装 (设备、软件)

本卷1次·真题 23 句

ultimately B2

adv. 最终;终归

本卷1次·真题 23 句

political B1

adj. 政治的

本卷1次·真题 22 句

stuff A2

n. 东西

本卷1次·真题 22 句

basis B2

n. 基础;根据

本卷1次·真题 21 句

comment B1

n. 评论

本卷1次·真题 21 句

admit B1

v. 承认 (事实、错误等)

本卷1次·真题 20 句

strength B1

n. 力量

本卷1次·真题 20 句

initiative B2

n. 主动性

本卷1次·真题 19 句

combat B2

n. 战斗

本卷1次·真题 18 句

popularity B2

n. 受欢迎

本卷1次·真题 18 句

context B2

n. (事情发生的) 背景、环境

本卷1次·真题 17 句

shock B1

n. 震惊

本卷1次·真题 17 句

donation B2

n. 捐赠

本卷1次·真题 16 句

loan B1

n. 贷款

本卷1次·真题 16 句

possibly B1

adv. 可能, 也许

本卷1次·真题 15 句

submit B2

v. 提交 (文件、申请等)

本卷1次·真题 15 句

wooden A2

adj. 木制的, 木头的

本卷1次·真题 15 句

analyst B2

n. 分析师

本卷1次·真题 14 句

assistance B1

n. 帮助

本卷1次·真题 14 句

exciting A2

adj. 令人兴奋的

本卷1次·真题 14 句

newly B1

adv. 最近

本卷1次·真题 14 句

partly B1

adv. 部分地

本卷1次·真题 14 句

superior B2

adj. 更好的

本卷1次·真题 14 句

broad B1

adj. 宽阔的

本卷1次·真题 13 句

defense B1

n. 防御

本卷1次·真题 13 句

lifetime B1

n. 一生, 终生

本卷1次·真题 13 句

racing B1

n. 赛跑运动;赛车运动

本卷1次·真题 13 句

dramatic B2

adj. 巨大的

本卷1次·真题 12 句

exact B2

adj. 精确的

本卷1次·真题 12 句

tackle B2

v. 处理

本卷1次·真题 12 句

youth A2

n. 青年时期

本卷1次·真题 12 句

complaint B1

n. 抱怨

本卷1次·真题 11 句

convince B1

v. 说服, 使相信

本卷1次·真题 10 句

industrial B2

adj. 工业的

本卷1次·真题 10 句

intense B2

adj. 强烈的

本卷1次·真题 10 句

philosopher B2

n. 哲学家

本卷1次·真题 10 句

campaigner B2

n. 活动家;运动倡导者

本卷1次·真题 9 句

entertaining B1

adj. 有趣的

本卷1次·真题 9 句

permanently B2

adv. 永久地

本卷1次·真题 9 句

restriction B2

n. 限制

本卷1次·真题 9 句

revolution B2

n. 革命

本卷1次·真题 9 句

scholarship

B2

n. 奖学金

本卷1次 · 真题 9 句

somewhat

B2

adv. 有点

本卷1次 · 真题 9 句

founder

B2

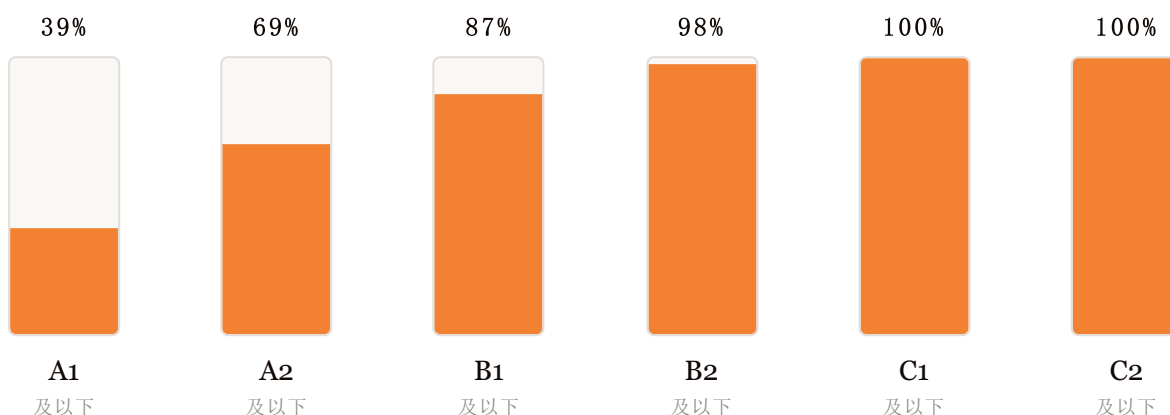
n. 创始人

本卷1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全卷录音原文 568 词按 CEFR 难度累积覆盖

全卷录音原文去重后共 **568** 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 8 个 · 约 1%。



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 568 个 · 末柱为 100%

去重总词数

568

B2 以上难词

1%

B1 及以下覆盖

87%

英语四级 2015年12月·第2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12月·第2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12月·第2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2套(2015-12) • 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.

Question 26 to 35 are based on the following passage.

Scholars of the information society are divided over whether social inequality decreases or increases in an information-based society. However, they generally agree with the idea that inequality in the information society is 26 different from that of an industrial society. As information progresses in society, the cause and structural nature of social inequality changes as well.

信息社会的学者们对于社会不平等在信息化社会中是减少还是增加存在分歧。然而,他们普遍认同这样的观点:信息社会中的不平等从根本上不同于工业社会中的不平等。随着信息在社会中的发展,社会不平等的原因和结构性质也会发生变化。

It seems that the information society 27 the quantity of information available to the members of a society by revolutionizing the ways of using and exchanging information. But such a view is a 28 analysis based on the quantity of information supplied by various forms of the mass media. A different 29 is possible when the actual amount of information 30 by the user is taken into account. In fact, the more information 31 throughout the entire society, the wider the gap becomes between "information haves" and "information have-nots", leading to digital divide.

信息社会似乎通过革新信息的使用和交换方式,扩大了社会成员可获得的信息数量。但这种观点是基于各种大众媒体形式所提供的信息数量的肤浅分析。当考虑到用户实际获取的信息量时,就可能产生不同的解读。事实上,在整个社会中流动的信息越多,"信息拥有者"和"信息匮乏者"之间的差距就越大,从而导致数字鸿沟。

According to recent studies, digital divide has been caused by three major 32 : class, sex, and generation. In terms of class, digital divide exists among different types of workers and between the

upper and middle classes and the lower class. With 33 to sex, digital divide exists between men and women. The greatest gap, however, is between the Net-generation, 34 with personal computers and the Internet, and the older generation, 35 to an industrial society.

根据近期的研究,数字鸿沟是由三个主要因素造成的:阶级、性别和代际。就阶级而言,数字鸿沟存在于不同类型的劳动者之间,以及上层和中产阶级与下层阶级之间。就性别而言,数字鸿沟存在于男性和女性之间。然而,最大的差距是在熟悉个人计算机和互联网的网络世代与习惯于工业社会的老一代之间。

- | | |
|---------------|-------------------|
| A) accustomed | I) flows |
| B) acquired | J) fundamentally |
| C) assembly | K) interpretation |
| D) attribute | L) passive |
| E) champions | M) regard |
| F) elements | N) respectively |
| G) expands | O) superficial |
| H) familiar | |

26. inequality in the information society is (26) different from that of an industrial society.

【答案】 **J) fundamentally** (副词)

【词性槽】 be 动词与形容词之间, 修饰形容词只能是副词

【依据】 呼应下一句「原因和结构性本质都变了」

紧接着原文给出依据 the cause and structural nature of social inequality changes as well.——「原因」与「结构性本质」都改变了, 这种变化正是「根本上的不同」, 所以选 fundamentally 「根本上、本质上」最贴。

【竞争词】 N) respectively respectively 必须搭配并列对应项

respectively 「分别地」要求前文出现两个或多个并列项——对应(如 A 和 B 分别做了 X 和 Y), 而本句只是一个整体陈述「信息社会的不平等不同于工业社会」, 没有并列对应关系, 硬塞进去逻辑上根本对不上。

27. It seems that the information society __(27)__ the quantity of information available to the members of a society

【答案】 **G) expands** (动词)

【词性槽】 主语 society 后缺谓语，且需第三人称单数现在时

【依据】 **expand + 宾语「扩大数量」搭配自然**

expands 是及物动词「扩大、扩展」，能直接带宾语 the quantity of information——「扩大可获得的信息量」正契合下文 by revolutionizing the ways of using and exchanging information. 「通过革新信息使用与交换的方式」这一手段。

【竞争词】 I) flows flow 是不及物动词，不能直接带宾语

flows 「流动」是不及物动词，后面不能直接跟宾语 the quantity of information；要表达「使.....流动」需 cause...to flow 或借助介词。语法上首先不成立，所以这里出局。而且 flows 更适合接下来 31 题的「信息流通」语境。

28. But such a view is a __(28)__ analysis based on the quantity of information supplied by various forms of the mass media.

【答案】 **O) superficial** (形容词)

【词性槽】 不定冠词 a 后 + 名词 analysis 前，是修饰名词的形容词位

【依据】 **But 转折暗示「这种看法不深刻」，superficial「肤浅」最贴**

原文开头 But such a view is a __(28)__ analysis——But 是强转折信号，前一句刚说「信息社会扩大了信息量」，这一句立即站到反面，把那种看法定性为某种带贬义的分析。再看下一句 A different __(29)__ is possible when the actual amount of information __(30)__ by the user is taken into account.——作者要引入「用户实际获得的信息量」这一更深层视角，暗示前面的看法只看了表面。所以 superficial 「肤浅的、表面的」最贴。

【竞争词】 L) passive passive 「被动的」与「表面 vs 深入」对比不在一个维度

passive 「被动的、消极的」描述的是行为的主动/被动属性，与本句「分析浅 vs 深」的对比维度不匹配。把它代入读「这是一种被动的分析」，既不能解释 But 的转折，也无法引出下一句「考虑用户实际获取量」的深化。

【易错】 最具迷惑性的错误词是 L) —— passive 也是贬义形容词，但对照维度错了。28 题被 But 转折出「贬义形容词位」，passive 表面看也带贬义、似乎可填；但本句对照的是「表面 vs 深入」（紧跟 actual amount of information、深层视角），不是「主动 vs 被动」。识破法：在贬义形容词里要二筛「贬在哪一维」，与下文给出的反向维度对齐才能落笔。

29. A different __(29)__ is possible when the actual amount of information __(30)__ by the user is taken into account.

【答案】 **K) interpretation** (名词)

【词性槽】 形容词 different 后 + 系动词 is 之前，是主语位的名词

【依据】 **interpretation** 「解读、阐释」呼应 28 题「一种分析」的立场切换

前文刚说「这是一种肤浅的分析」，本句给出对照：「另一种 __ 是可能的，只要考虑用户实际获得的信息量」。interpretation 「解读、阐释」与 analysis 同属「认知—评估」一类抽象名词，配合 a different 自然形成「不同的解读」与前一句的「肤浅分析」形成立场对照。

【竞争词】 **c) assembly assembly** 词义不对

assembly 「集会、装配」是非常具象的名词，与「对信息社会的看法/解读」这种抽象认知层面完全不在一个语义场内，把它填进去整句变成「另一种集会是不可能的」，逻辑上是滑稽的。

D) attribute attribute 是「属性、特质」，与「对.....的解读」不同义

attribute 「属性、特质」更偏向「事物本身具备的某种特征」，而本句要的是「一种看待问题的角度/解读」。把它代入读「另一种属性是不可能的」逻辑空转、与上下文「不同视角」的语境不衔接。

30. when the actual amount of information __(30)__ by the user is taken into account.

【答案】 **B) acquired** (动词)

【词性槽】 「the actual amount of information __ by the user is taken」中，__ by the user 是修饰 information 的非谓语

【依据】 **acquired by the user** 「被用户获取的」，语义与「实际信息量」对得上

acquired 是 acquire 「获得、获取」的过去分词，acquired by the user 即「被用户获得的」，恰好限定 the actual amount of information——「用户实际获取的信息量」。这与上下文 the actual amount of information __(30)__ by the user 「用户真正拿到手的信息量」逻辑一致，也直接回应前一句 28 题作者强调的「换个视角看用户实际拿到的信息」。

31. the more information __(31)__ throughout the entire society, the wider the gap becomes

【答案】 **I) flows** (动词)

【词性槽】 the more...the wider 比较句中两个从句各需一个谓语

【依据】 **flow throughout** 「在.....中流通」是地道搭配

flows 不及物动词「流通」，与介词 throughout 搭配读作「信息在整个社会中流通得越多」，正与下文 the wider the gap becomes between "information haves" and "information have-nots" 形成「越流通、鸿沟越宽」的讽刺式因果。这也是本段揭示「数字鸿沟」的关键句。

32. digital divide has been caused by three major __(32)__: class, sex, and generation.

【答案】 **F) elements** (名词)

【词性槽】 数词 three + 形容词 major 之后必接复数名词

【依据】 **elements** 表「因素/要素」，正对冒号后三个维度

elements 复数形态符合 three 的要求，词义「因素、要素」恰好概括冒号后并列的 class, sex, and generation.——这是导致数字鸿沟的三大因素。

【竞争词】 **C) assembly assembly 不是复数，且词义不对**

assembly 是单数名词「集会、装配」，既不符合 three 要求复数的语法形态，词义上也无法概括「阶级、性别、代际」这种社会分类维度。

D) attribute attribute 单数形态、且语义偏「属性」

attribute 作名词是单数「属性、特质」，词形不符 three；词义「属性」也偏向「事物本身具备的性质」，与「导致数字鸿沟的外部分类维度」对不上。若是 attributes 复数，意义上也比 elements 弱一些，但首先词形就不对。

K) interpretation interpretation 是单数且词义不对

interpretation 「解释、解读」单数形态、且与「分类维度/致因」语义完全无关，硬填会让整句变成「三大解释：阶级、性别、代际」，逻辑不通。

33. With __(33)__ to sex, digital divide exists between men and women.

【答案】 **M) regard** (名词)

【词性槽】 介词 With 后 + 介词 to 前，固定短语框架要求名词

【依据】 **with regard to 是固定短语，意为「关于」**

regard 与 with、to 一起构成 with regard to 「关于、就.....而言」，是英语写作里最常见的话题转换短语之一。原文 With __(33)__ to sex, digital divide exists between men and women. 正是要引出「关于性别这一维度，数字鸿沟.....」这层语义，搭配与语义一拍即合。

【竞争词】 **C) assembly 「集会、装配」与本句话题无关**

assembly 不能与 with...to 构成固定短语，且词义指「集会、装配」，与 With __(33)__ to sex 「就性别而言」毫无关联，纯靠词性蒙容易上当。

D) attribute attribute to 是有的，但 with attribute to 不是固定短语

attribute 单独看可以「归因」（动词）或「特质」（名词），但英语里没有 with attribute to 这种约定俗成的话题引入语，整句读起来既不地道也对应不上「就性别而言」这层意思。

F) elements F 已在 32 题之前预占的位置上更合适，且不构成 with elements to

elements 与 with、to 不构成固定短语；而且它最贴合的位置是上一空 digital divide has been caused by three major __(32)__: class, sex, and generation.——「三大因素：阶级、性别、代际」。强填到 33 既丢了搭配又浪费了它本该去的空。

K) interpretation with interpretation to 不是固定搭配

interpretation 「解释」与 with...to 不构成合法搭配，硬填进去既不地道，也无法承担「就性别这一维度而言」的话题引入功能。

34. the Net-generation, __(34)__ with personal computers and the Internet, and the older generation, __(35)__ to an industrial society.

【答案】 **H) familiar** (形容词)

【词性槽】 名词后逗号 + __ + with, 是省略 be 动词的形容词后置定语

【依据】 **be familiar with** 「熟悉.....」是固定搭配, 且语义对应「网络一代」

familiar 与 with 构成 be familiar with 「熟悉.....」, 恰好刻画 the Net-generation, __(34)__ with personal computers and the Internet 「网络一代熟悉个人电脑和互联网」。这是本段对比「网络一代」与「老一代」的关键定语。

【竞争词】 **A) accustomed** accustomed 搭配 to 而非 with

accustomed 固定搭配是 be accustomed to 「习惯于」, 本空后是介词 with, 搭配先就不成立。而且 accustomed 留给紧随其后的 35 题 (空后正是介词 to) 才是它的归宿。

L) passive passive with 不是搭配, 且与「熟悉电脑」语义相反

passive 「被动的、消极的」不与 with 构成固定搭配, 且把它代入读「网络一代对个人电脑被动」, 既别扭也与下文「他们伴随电脑成长」的语境直接矛盾。

【易错】 最具迷惑性的错误词是 **A)** —— accustomed 与 familiar 形近, 但搭配的介词不同。34 题空后是 with, 固定搭配是 be familiar with; 考生若只盯词义「熟悉/习惯」很容易把 accustomed 填进去——它的搭配是 be accustomed to。识破法: 先看空后介词, 再去脑子里调「形容词 + 该介词」固定组合, 搭配不对就果断排除, 哪怕词义看着像。

35. the older generation, __(35)__ to an industrial society.

【答案】 **A) accustomed** (形容词)

【词性槽】 结构与 34 题完全对称: 名词后逗号 + __ + 介词, 形容词后置定语

【依据】 **be accustomed to** 「习惯于」固定搭配, 正对「老一代习惯工业社会」

accustomed 与 to 构成 be accustomed to 「习惯于.....」, 整句变成 the older generation, __(35)__ to an industrial society. 「习惯于工业社会的老一代」, 与上一空「网络一代熟悉电脑和互联网」形成正面工整的代际对比。

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) **accustomed** 形容词

习惯于.....的；常用 be accustomed to 结构
用于第 35 空

B) **acquired** 动词 形容词

获得 (acquire 的过去式/过去分词)，可作后置定语「被获得的」
用于第 30 空

C) **assembly** 名词

集会；装配；议会
干扰词 · 未选用

D) **attribute** 名词 动词

属性、特质 (名词)；归因于 (动词)
干扰词 · 未选用

E) **champions** 名词 动词

冠军们 (名词)；拥护、捍卫 (动词第三人称单数)
干扰词 · 未选用

F) **elements** 名词

因素、要素；元素
用于第 32 空

G) **expands** 动词

扩大、扩展 (expand 的第三人称单数)
用于第 27 空

H) **familiar** 形容词

熟悉的；常用 be familiar with 结构
用于第 34 空

I) **flows** 动词 名词

流动、流通 (动词第三人称单数)；流量 (名词复数)
用于第 31 空

J) **fundamentally** 副词

根本上、本质上
用于第 26 空

K) **interpretation** 名词

解释、解读、阐释
用于第 29 空

L) **passive** 形容词

被动的；消极的
干扰词 · 未选用

M) **regard** 名词 动词

尊重、关心 (名词)；视作 (动词)；常用 with regard to 结构
用于第 33 空

N) **respectively** 副词

分别地、各自地
干扰词 · 未选用

O) **superficial** 形容词

肤浅的、表面的
用于第 28 空

全文主旨

信息社会里的不平等与数字鸿沟

全文围绕一个核心话题展开：信息社会中的社会不平等与工业社会有何不同。开篇定调 Scholars of the information society are divided over whether social inequality decreases or increases in an information-based society., 随后指出信息越普及，反而出现 "information haves" and "information have-nots", leading to digital divide., 最后从阶级、性别、代际三个维度剖析数字鸿沟。把这条主线先锁住，每个空再回来对照「是否与信息不平等这条主线自治」就有了准绳。

DISTRACTORS • 干扰词复盘

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。

C) **assembly** 迷惑 32 题——同为名词且 elements 同样表「组成部分」

assembly 「集会、装配」是名词性候选，词性与 32 题 three major __(32)__ 的名词位一致，但语义偏具象（集会/装配），无法概括「阶级、性别、代际」这种抽象社会维度。识破法：看冒号后并列项的语义类别，再问「这个名词能不能当并列项的总称」，不能就排除。

D) **attribute** 迷惑 32 题——「属性」与「因素」字面似乎都解释「分类维度」

attribute 名词「属性」与 elements 「因素」语义近，又同为名词，干扰性强；但 32 题前有数词 three 要求复数，而 attribute 是单数形态，先在形态上就过不了关。即便忽略形态，「属性」更指事物本身的固有特征，而「阶级/性别/代际」是外部分类视角，本质上是「因素」而不是「属性」。

E) **champions** 迷惑 27 题——单三形态也对

champions 作动词时是 champion 「拥护、捍卫」的单三形态，词形上完全可以填入 27 题 the information society __(27)__ the quantity of information——但语义上「信息社会捍卫信息量」与下文「通过革新使用与交换方式」的因果关系对不上，而且 champion 更常用作名词「冠军」，考生容易被这层熟义骗到、忽略它作动词的可能。识破法：看「主语—宾语—下文手段状语」的语义链是否自治。

L) **passive** 迷惑 28 题——同为形容词、也带贬义色彩

passive 「被动的」既是形容词又带轻微贬义，初看像 28 题 a ___ analysis 的备选；但「被动的分析」是「分析这个动作是被动的」，跟下文要引出的「深入 vs 表面」的对照维度对不上。识破法：在贬义形容词里再做一次「对照维度」二筛——本句要的是「表面/深刻」轴，不是「主动/被动」轴。

N) **respectively** 迷惑 26 题——同为副词

respectively 与 fundamentally 一样是副词，26 题词性筛后只剩这两个；不少考生眼熟 respectively 「分别地」就抢着填，但本句没有任何「A、B 分别做 X、Y」的并列对应结构，属强行套用副词。识破法：见到 respectively，先在句中找有没有两个并列对应项；没有就果断排除。

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。

Scholars of the information society are divided over whether social inequality decreases or increases in an information-based society.

第1段，第1句

主句 + 宾语从句是四六级和考研阅读中的高频句式，whether 引导的宾语从句表示“是否”也是常见表达。“be divided over”表达观点分歧，在学术类文章中反复出现。从句内部的并列谓语 “decreases or increases” 对应常见的二选一讨论模式。整个句式结构代表性强，掌握后可迁移到大量类似语境，如讨论学者观点、研究分歧、政策争议等场景。

In fact, the more information flows throughout the entire society, the wider the gap becomes between "information haves" and "information have-nots", leading to digital divide.

第2段，第4句

“the more..., the more...” 比较结构在四六级和考研阅读中频繁出现，是表达比例关系的典型句式；现在分词短语作结果状语也是高频考点。本句结构规整、特征明显，学习者掌握后可直接迁移至大量同类句子，典型性很高

In terms of class, digital divide exists among different types of workers and between the upper and middle classes and the lower class.

第3段，第2句

"主语 + 不及物动词 + 地点/范围状语" 是考试阅读中常见的陈述事实句式，介词短语并列也较为典型，但整体结构过于简单，代表性中等

With regard to sex, digital divide exists between men and women.

第3段，第3句

简单句配合句首状语的结构在四六级和考研阅读中较为常见，特别是以介词短语作状语说明讨论范围或条件的句式（如 With regard to / In terms of 等）属于学术写作的典型开头方式，具有一定代表性和迁移价值。

HIGH-FREQUENCY • 真题高频词

本篇出现的 36 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。

digital B1

adj. 数字的

本篇4次 · 真题 75 句

inequality B2

n. 不平等

本篇3次 · 真题 19 句

base A2

n. 基础

本篇2次 · 真题 95 句

exist A2

v. 存在;实际上有

本篇2次 · 真题 46 句

generation B2

n. 一代人

本篇2次 · 真题 44 句

gap B1

n. 间隙

本篇2次 · 真题 28 句

quantity B1

n. 数量

本篇2次·真题 21 句

industrial B2

adj. 工业的

本篇2次·真题 10 句

sex A2

n. 性别

本篇2次·真题 8 句

accord C1

n. (国家、团体间的) 协议

本篇1次·真题 174 句

type A2

n. 类型

本篇1次·真题 97 句

amount A2

n. 数量

本篇1次·真题 87 句

view A2

n. 观点, 看法

本篇1次·真题 85 句

major B1

adj. 主要的

本篇1次·真题 73 句

account A2

n. 账户

本篇1次·真题 61 句

internet A2

n. 互联网

本篇1次·真题 55 句

medium B1

adj. 中等的

本篇1次·真题 55 句

generally B1

adv. 通常, 一般地

本篇1次·真题 53 句

various B1

adj. 各种各样的

本篇1次·真题 52 句

available A2

adj. 可获得的

本篇1次·真题 48 句

user A2

n. 使用者

本篇1次·真题 37 句

expand B2

v. 扩大;扩展;增长

本篇1次·真题 34 句

decrease

B1

v. 减少, 降低

本篇1次 · 真题 28 句

familiar

B1

adj. 熟悉的

本篇1次 · 真题 28 句

lower

A2

adj. 较低的;下方的

本篇1次 · 真题 25 句

acquire

B2

v. 获得

本篇1次 · 真题 24 句

analysis

B2

n. 分析

本篇1次 · 真题 24 句

entire

B1

adj. 整个的

本篇1次 · 真题 19 句

actual

B1

adj. 真实的

本篇1次 · 真题 18 句

mass

B1

n. 大量

本篇1次 · 真题 17 句

following

B1

adj. 接下来的

本篇1次 · 真题 16 句

scholar

B2

n. 学者

本篇1次 · 真题 13 句

flow

B1

v. 流动

本篇1次 · 真题 12 句

element

B1

n. 要素

本篇1次 · 真题 10 句

exchange

B1

n. 交换

本篇1次 · 真题 10 句

upper

A2

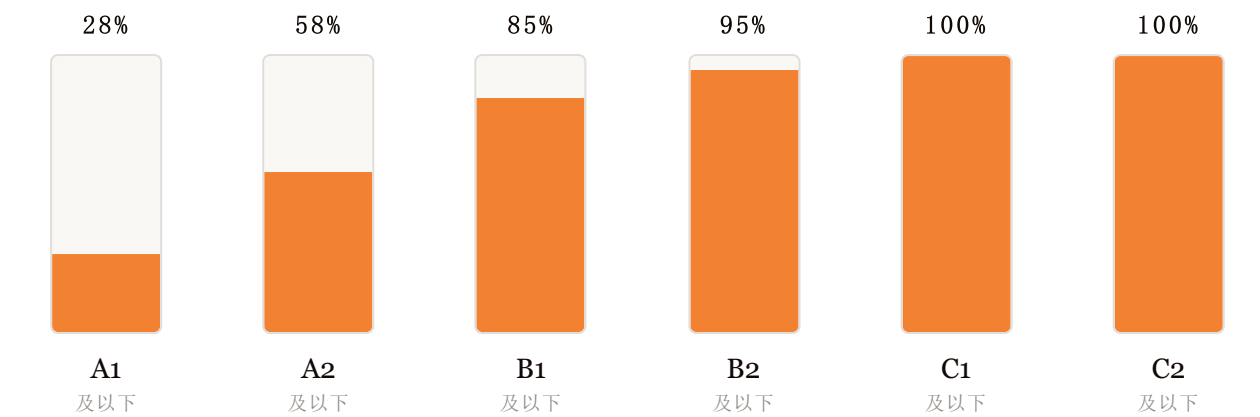
adj. 上面的, 上层的

本篇1次 · 真题 10 句

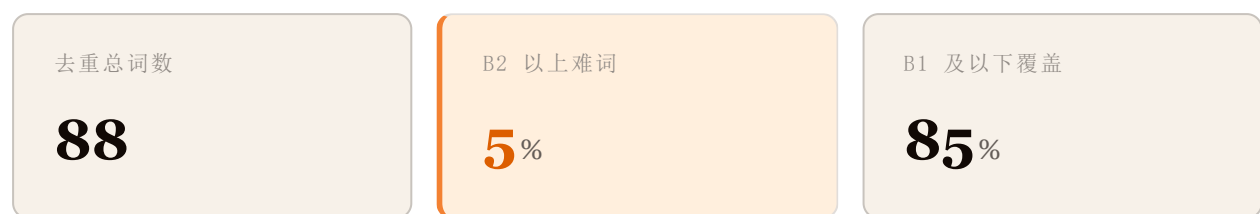
VOCABULARY · 词汇难度分布

全文 88 词按 CEFR 难度累积覆盖

带空短文去重后共 **88** 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 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 88 个 · 末柱为 100%



英语四级 2015年12月·第2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12月·第2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12月·第2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 12 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2套(2015-12)·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**.

Joy: A Subject Schools Lack

Becoming educated should not require giving up pleasure

- A) When Jonathan Swift proposed, in 1729, that the people of Ireland eat their children, he insisted it would solve three problems at once: feed the hungry masses, reduce the population during a severe depression, and stimulate the restaurant business. Even as a satire(讽刺), it seems disgusting and shocking in America with its child-centered culture. But actually, the country is closer to his proposal than you might think.

1729年,当乔纳森·斯威夫特提议爱尔兰人民吃掉他们的孩子时,他坚称这将一次性解决三个问题:养活饥饿的民众,在严重萧条时期减少人口,以及刺激餐饮业发展。即使作为一种讽刺,这在以儿童为中心的美国文化中似乎也令人厌恶和震惊。但实际上,这个国家比你想象的更接近他的提议。

- B) If you spend much time with educators and policy makers, you'll hear a lot of the following words: "standards," "results," "skills," "self-control," "accountability," and so on. I have visited some of the newer supposedly "effective" schools, where children shout slogans in order to learn self-control or must stand behind their desk when they can't sit still.

如果你花很多时间与教育工作者和政策制定者相处,你会经常听到以下词汇:"标准"、"结果"、"技能"、"自我控制"、"问责制"等等。我参观过一些较新的所谓"有效"的学校,那里的孩子们为了学习自我控制而高喊口号,或者当他们无法安静坐着时必须站在课桌后面。

- C) A look at what goes on in most classrooms these days makes it abundantly clear that when people think about education, they are not thinking about what it feels like to be a child, or what makes

childhood an important and valuable stage of life in its own right.

看看如今大多数教室里发生的事情,就会清楚地发现,当人们思考教育时,他们并没有考虑作为一个孩子是什么感受,或者是什么使童年本身成为人生中一个重要而宝贵的阶段。

- D) I'm a mother of three, a teacher, and a developmental psychologist. So I've watched a lot of children—talking, playing, arguing, eating, studying, and being young. Here's what I've come to understand. The thing that sets children apart from adults is not their ignorance, nor their lack of skills. It's their enormous capacity for joy. Think of a 3-year-old lost in the pleasures of finding out what he can and cannot sink in the bathtub, a 5-year-old beside herself with the thrill of putting together strings of nonsensical words with her best friends, or an 11-year-old completely absorbed in a fascinating comic strip. A child's ability to become deeply absorbed in something, and derive intense pleasure from that absorption, is something adults spend the rest of their lives trying to return to.

我是三个孩子的母亲,一名教师,也是一名发展心理学家。所以我观察过很多孩子——说话、玩耍、争论、吃饭、学习以及年幼的样子。这是我逐渐理解的东西。使孩子区别于成人的不是他们的无知,也不是他们缺乏技能,而是他们拥有巨大的快乐能力。想想一个3岁的孩子沉浸在发现什么东西能在浴缸里沉下去、什么不能的乐趣中,一个5岁的孩子因为和她最好的朋友一起编造一串串无意义的词语而欣喜若狂,或者一个11岁的孩子完全沉浸在一本引人入胜的连环画中。孩子深深沉浸于某事物并从中获得强烈快乐的能力,是成年人在余生中试图重新找回的东西。

- E) A friend told me the following story. One day, when he went to get his 7-year-old son from soccer practice, his kid greeted him with a downcast face and a sad voice. The coach had criticized him for not focusing on his soccer drills. The little boy walked out of the school with his head and shoulders hanging down. He seemed wrapped in sadness. But just before he reached the car door, he suddenly stopped, crouching(蹲伏) down to peer at something on the sidewalk. His face went down lower and lower, and then, with complete joy he called out, "Dad. Come here. This is the strangest bug I've ever seen. It has, like, a million legs. Look at this. It's amazing." He looked up at his father, his features overflowing with energy and delight. "Can't we stay here for just a minute? I want to find out what he does with all those legs. This is the coolest ever."

一个朋友给我讲了下面这个故事。一天,当他去接7岁的儿子参加完足球训练时,他的孩子用沮丧的表情和悲伤的声音迎接他。教练批评他没有专注于足球训练。小男孩低着头垂着肩膀走出学校,他似乎被悲伤包围着。但就在他快要走到车门时,他突然停下来,蹲下去仔细察看人行道上的什么东西。他的脸越来越低,然后他带着完全的喜悦喊道:"爸爸,过来。这是我见过的最奇怪的虫子。它有,比如说,一百万条腿。看看这个,太神奇了。"他抬头看着父亲,他的面容洋溢着活力和愉悦。"我们不能在这里待一分钟吗?我想弄清楚它用所有这些腿做什么。这是有史以来最酷的东西。"

- F) The traditional view of such moments is that they constitute a charming but irrelevant byproduct of youth—something to be pushed aside to make room for more important qualities, like perseverance(坚持不懈), obligation, and practicality. Yet moments like this one are just the kind of intense absorption and pleasure adults spend the rest of their lives seeking. Human lives are governed by the desire to experience joy. Becoming educated should not require giving up joy but rather lead to finding joy in new kinds of things: reading novels instead of playing with small figures, conducting experiments instead of sinking cups in the bathtub, and debating serious issues rather than stringing together nonsense words, for example. In some cases, schools should help children find new,

more grown-up ways of doing the same things that are constant sources of joy: making art, making friends, making decisions.

对这类时刻的传统看法是,它们构成了青春期迷人但无关紧要的副产品——应该被推到一边,为更重要的品质腾出空间,比如坚持不懈、责任感和实用性。然而,像这样的时刻正是成年人在余生中所追寻的那种强烈的专注和快乐。人类的生活受到体验快乐的欲望支配。接受教育不应要求放弃快乐,而应引导在新的事物中找到快乐:例如,阅读小说而不是玩小人偶,进行实验而不是在浴缸里弄沉杯子,以及辩论严肃问题而不是串联无意义的词语。在某些情况下,学校应该帮助孩子找到新的、更成熟的方式来做那些持续带来快乐的事情:创作艺术、结交朋友、做出决定。

- G) Building on a child's ability to feel joy, rather than pushing it aside, wouldn't be that hard. It would just require a shift in the education world's mindset(思维模式). Instead of trying to get children to work hard, why not focus on getting them to take pleasure in meaningful, productive activity, like making things, working with others, exploring ideas, and solving problems? These focuses are not so different from the things in which they delight.

建立在孩子感受快乐的能力之上,而不是将其推到一边,并不困难。这只需要教育界思维模式的转变。与其试图让孩子努力学习,为什么不专注于让他们从有意义的、富有成效的活动中获得快乐,比如制作东西、与他人合作、探索想法和解决问题?这些关注点与他们乐此不疲的事情并没有太大不同。

- H) Before you brush this argument aside as rubbish, or think of joy as an unaffordable luxury in a nation where there is awful poverty, low academic achievement, and high dropout rates, think again. The more horrible the school circumstances, the more important pleasure is to achieving any educational success.

在你把这个论点当作废话置之不理,或者认为在一个存在严重贫困、学业成绩低下和高辍学率的国家,快乐是一种负担不起的奢侈品之前,请再想想。学校环境越糟糕,快乐对于取得任何教育成功就越重要。

- I) Many of the assignments and rules teachers come up with, often because they are pressured by their administrators, treat pleasure and joy as the enemies of competence and responsibility. The assumption is that children shouldn't chat in the classroom because it hinders hard work; instead, they should learn to delay gratification(快乐) so that they can pursue abstract goals, like going to college.

教师制定的许多作业和规则,往往是因为他们受到管理者的压力,把快乐和愉悦当作能力和责任的敌人。这种假设是,孩子不应该在课堂上聊天,因为这会妨碍努力学习;相反,他们应该学会延迟快乐,以便追求抽象的目标,比如上大学。

- J) Not only is this a boring and awful way to treat children, it makes no sense educationally. Decades of research have shown that in order to acquire skills and real knowledge in school, kids need to want to learn. You can force a child to stay in his or her seat, fill out a worksheet, or practice division. But you can't force the child to think carefully, enjoy books, digest complex information, or develop a taste for learning. To make that happen, you have to help the child find pleasure in learning—to see school as a source of joy.

这不仅是一种对待孩子的无聊而可怕的方式,而且在教育上也说不通。几十年的研究表明,为了在学校获得技能和真正的知识,孩子需要想要学习。你可以强迫一个孩子坐在座位上,填写一张工作表,或者练习除法。但你无法强迫孩子仔细思考、喜欢书籍、消化复杂信息或培养学习的兴趣。要做到这一点,你必须帮助孩子在学习中找到快乐——把学校视为快乐的源泉。

K) Adults tend to talk about learning as if it were medicine: unpleasant, but necessary and good for you. Why not instead think of learning as if it were food—something so valuable to humans that they have evolved to experience it as a pleasure?

成年人倾向于谈论学习时把它当作药物:令人不快,但必要且对你有益。为什么不把学习想象成食物——对人类如此有价值,以至于他们进化到将其体验为一种快乐?

L) Joy should not be trained out of children or left for after-school programs. The more difficult a child's life circumstances, the more important it is for that child to find joy in his or her classroom. "Pleasure" is not a dirty word. And it doesn't run counter to the goals of public education. It is, in fact, the precondition.

快乐不应该从孩子身上被训练掉,也不应该留给课外活动。孩子的生活环境越困难,对那个孩子来说在课堂上找到快乐就越重要。"快乐"不是一个肮脏的词。它也不违背公共教育的目标。事实上,它是前提条件。

陈述句与逐句解析

36. It will not be difficult to make learning a source of joy if educators change their way of thinking.

如果教育工作者改变他们的思维方式,让学习成为快乐的源泉并不困难。

【答案】 **G** 段 (强锚点)

【锚点】 改变思维 + 让学习成快乐之源 + 不难

【定位】 Building on a child's ability to feel joy, rather than pushing it aside, wouldn't be that hard. It would just require a shift in the education world's mindset.

在孩子感受快乐的能力之上去构建教育,而不是把这种能力推到一边,并不会太难。它需要的只是教育界思维模式上的一次转变。

【改写】 not be difficult ↔ **wouldn't be that hard**

同义形容词替换

make learning a source of joy ↔ **Building on a child's ability to feel joy**

把快乐变学习底座=让学习成为快乐之源

change their way of thinking ↔ **a shift in the education world's mindset**

动词短语 vs 名词化的等值

【辨邻】 **J** 段只是论证 in order to acquire skills and real knowledge in school, kids need to want to learn, 没有出现 不难 和 换思维 这两个关键件,只覆盖题干局部,不构成源头段。

in order to acquire skills and real knowledge in school, kids need to want to learn

37. What distinguishes children from adults is their strong ability to derive joy from what they are doing.

儿童与成人的区别在于他们从正在做的事情中获得快乐的强大能力。

【答案】 **D** 段 (强锚点)

【锚点】 孩子区别于成人在于享乐力

【定位】 The thing that sets children apart from adults is not their ignorance, nor their lack of skills. It's their enormous capacity for joy.

把孩子与成人区分开来的，不是他们的无知，也不是他们缺技能，而是他们巨大的享乐能力。

【改写】 What distinguishes children from adults ↔ **The thing that sets children apart from adults**

区分动词的同义替换

their strong ability to derive joy from what they are doing ↔ **their enormous capacity for joy**

强享乐力=巨大的享乐能力

【辨邻】 **F** F 段虽用到 intense absorption and pleasure adults spend the rest of their lives seeking，但角度是 成人也想要，没有正面陈述 区分孩子与成人 这一命题，话题相邻而不同。

moments like this one are just the kind of intense absorption and pleasure adults spend the rest of their lives seeking

38. Children in America are being treated with shocking cruelty.

美国的儿童正在遭受令人震惊的残酷对待。

【答案】 **A** 段（强锚点）

【锚点】 美国孩子被以骇人方式对待

【定位】 Even as a satire, it seems disgusting and shocking in America with its child-centered culture. But actually, the country is closer to his proposal than you might think.

即便作为讽刺，这一提案在自诩以孩子为中心文化的美国看起来也令人作呕、令人震惊。但实际上，这个国家离他的提案比你想象的要近得多。

【改写】 Children in America ↔ **America with its child-centered culture**

美国孩子=美国这一以孩子为中心文化的国家里的孩子

shocking cruelty ↔ **disgusting and shocking**

震惊+作呕≈骇人残忍

【辨邻】 **B** B 段写 effective schools 里 shout slogans in order to learn self-control，是局部学校的管理细节，并没有上升到 美国孩子整体被骇人对待 这一陈述。

children shout slogans in order to learn self-control or must stand behind their desk when they can't sit still

39. It is human nature to seek joy in life.

在生活中寻求快乐是人类的天性。

【答案】 **F** 段（强锚点）

【锚点】 追求快乐是人之本性

【定位】 Human lives are governed by the desire to experience joy.

人类的生活是由体验快乐的欲望所支配的。

【改写】 It is human nature ↔ **Human lives are governed by**

被...支配=人之本性

to seek joy in life ↔ **the desire to experience joy**

追求体验快乐=在生活中寻求快乐

【辨邻】 D D 段命题是 It's their enormous capacity for joy , 强调孩子的能力强, 没有把 追求快乐 写成全人类的本性, 与题干 human nature 不等值。

The thing that sets children apart from adults is not their ignorance, nor their lack of skills. It's their enormous capacity for joy.

40. Grown-ups are likely to think that learning is to children what medicine is to patients.

成年人很可能认为学习对于儿童就像药物对于病人一样。

【答案】 **K** 段 (强锚点)

【锚点】 大人把学习比作给患者吃药

【定位】 Adults tend to talk about learning as if it were medicine: unpleasant, but necessary and good for you.

大人们往往会把学习说得好像它是药: 不愉快, 但有必要、对你有好处。

【改写】 Grown-ups are likely to think ↔ **Adults tend to talk about**

grown-ups=Adults, likely to think≈tend to talk about

learning is to children what medicine is to patients ↔

learning as if it were medicine: unpleasant, but necessary and good for you

把学习写成药=学习对孩子如药对患者

41. Bad school conditions make it all the more important to turn learning into a joyful experience.

糟糕的学校条件使得将学习转变为快乐体验变得更加重要。

【答案】 **H** 段 (强锚点)

【锚点】 学校条件越差越要让学习变快乐

【定位】 The more horrible the school circumstances, the more important pleasure is to achieving any educational success.

学校处境越糟, 快乐对取得任何教育成功就越重要。

【改写】 Bad school conditions ↔ **horrible the school circumstances**

差的学校处境的近义替换

all the more important to turn learning into a joyful experience ↔

the more important pleasure is to achieving any educational success

让学习变成快乐体验=快乐对教育成功更重要

【辨邻】 L L 段虽有 The more difficult a child's life circumstances, the more important it is for that child to find joy in his or her classroom , 但比较项是 孩子生活处境 而非题干的 学校条件 , 且重点在 precondition 这一总收束, 话题相邻但条件指向不同。

The more difficult a child's life circumstances, the more important it is for that child to find joy in his or her classroom.

42. Adults do not consider children's feelings when it comes to education.

在教育问题上,成年人不考虑儿童的感受。

【答案】 C 段 (强锚点)

【锚点】 成人在教育问题上不考虑孩子感受

【定位】 A look at what goes on in most classrooms these days makes it abundantly clear that when people think about education, they are not thinking about what it feels like to be a child, or what makes childhood an important and valuable stage of life in its own right.

看一眼如今大多数课堂的实际情况, 便能十分清楚地看到: 当大人们在想教育这件事时, 他们并没有在想 当一个孩子是什么感受, 也没有在想 是什么让童年成为一个本身就重要、有价值的人生阶段。

【改写】 Adults do not consider children's feelings ↔

they are not thinking about what it feels like to be a child

不在想孩子的感受=不考虑孩子感受

when it comes to education ↔ **when people think about education**

谈到教育时=当人们想教育时

【辨邻】 I I 段说 treat pleasure and joy as the enemies of competence and responsibility , 陈述的是把快乐当敌人的具体态度, 并非题干的 不考虑孩子感受, 话题相邻但陈述对象不同。

treat pleasure and joy as the enemies of competence and responsibility

43. Administrators seem to believe that only hard work will lead children to their educational goals.

管理者似乎认为只有努力学习才能引导儿童实现他们的教育目标。

【答案】 I 段 (强锚点)

【锚点】 管理者认定唯有苦干才能达成目标

【定位】 Many of the assignments and rules teachers come up with, often because they are pressured by their administrators, treat pleasure and joy as the enemies of competence and responsibility. The assumption is that children shouldn't chat in the classroom because it hinders hard work; instead, they should learn to delay gratification so that they can pursue abstract goals, like going to college.

教师们想出来的许多作业与规则，往往是因为被管理者施压，把快乐看作能力与责任的敌人。背后的假设是：孩子不该在教室里闲聊，因为那妨碍苦干；他们应该学会延迟享乐，以便追求像上大学这样的抽象目标。

【改写】 Administrators seem to believe that only hard work will lead children to their educational goals ↔

they are pressured by their administrators

管理者向老师施压推崇苦干=管理者相信苦干有效

will lead children to their educational goals ↔

they should learn to delay gratification so that they can pursue abstract goals, like going to college

延迟享乐追抽象目标=抵达教育目标的路径

【辨邻】 **B** B 段写 educators and policy makers 与一串词如 standards results accountability，主体是 policy makers 而非 administrators，且未表达 唯有苦干 这一信念，话题相邻但陈述主体与陈述对象都对不上。

If you spend much time with educators and policy makers, you'll hear a lot of the following words

44. In the so-called "effective" schools, children are taught self-control under a set of strict rules.

在所谓的“有效”学校中，儿童在一套严格的规则下被教导自我控制。

【答案】 **B** 段（强锚点）

【锚点】 高效学校用严规训练孩子自控

【定位】 I have visited some of the newer supposedly "effective" schools, where children shout slogans in order to learn self-control or must stand behind their desk when they can't sit still. 我探访过一些自诩 高效 的新式学校，在那里孩子们要靠喊口号来学自控，或者坐不住时必须站到课桌后面。

【改写】 In the so-called "effective" schools ↔ **newer supposedly "effective" schools**

所谓的=自诩的

children are taught self-control under a set of strict rules ↔

children shout slogans in order to learn self-control or must stand behind their desk when they can't sit still

喊口号+坐不住要罚站=一套严规下学自控

【辨邻】 I I 段虽涉规则与纪律，但谈的是 the assignments and rules teachers come up with 的普遍现象，不是题干特指的 so-called "effective" schools，话题相邻但场域不同。

Many of the assignments and rules teachers come up with, often because they are pressured by their administrators

45. To make learning effective, educators have to ensure that children want to learn.

为了使学习有效,教育工作者必须确保儿童想要学习。

【答案】 J 段 (强锚点)

【锚点】 想让学习有效得先让孩子想学

【定位】 Decades of research have shown that in order to acquire skills and real knowledge in school, kids need to want to learn.

几十年的研究表明：要在学校里习得技能和真正的知识，孩子必须想学。

【改写】 To make learning effective ↔ in order to acquire skills and real knowledge in school

让学习有效=能在学校里习得技能与真知

educators have to ensure that children want to learn ↔ kids need to want to learn

教育者必须确保孩子想学=孩子必须想学

【辨邻】 G G 段说 wouldn't be that hard 与 a shift in the education world's mindset，陈述命题是 换思路不难，不是题干 让孩子想学才能学有所获 的条件式命题，相邻但陈述命题不同。

Building on a child's ability to feel joy, rather than pushing it aside, wouldn't be that hard. It would just require a shift in the education world's mindset.

PARAGRAPH MAP • 段落主旨图

12 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 用 1729 年 Jonathan Swift 提出 eat their children 的讽刺提案做引子，把美国当下虽自称 child-centered culture，实际状态拉近到这个荒诞提案的方向，提出全文的反差靶子。

信息指纹 斯威夫特吃孩子讽刺

B 罗列教育者与政策制定者常挂嘴边的词，并描述所谓 effective schools 中孩子靠 shout slogans in order to learn self-control 或 stand behind their desk 来训练自控的场景。

信息指纹 高效学校喊口号练自控

C 概括今日多数课堂的实况：成人在想教育时，并没有把 what it feels like to be a child 当回事，也没有把童年视为自有价值的人生阶段。

信息指纹 大人不顾孩子感受

D 作者自我介绍后给出全文核心命题：区分孩子与成人的不是无知或缺技能，而是 their enormous capacity for joy，并用 3、5、11 岁三个具体画面佐证。

信息指纹 孩子异于成人在于享乐力

E 讲一个 7 岁男孩被足球教练批评后情绪低落，却在停车场被人行道上一只虫子吸引、瞬间换成欣喜表情的小故事，作为孩子专注享乐力的实例。

信息指纹 踢球小男孩被虫子吸引

F 先驳斥把童年快乐当 charming but irrelevant byproduct of youth 的传统看法，正面提出 Human lives are governed by the desire to experience joy，并主张教育不是要放弃快乐，而是引导孩子在更高级的事物中找到快乐。

信息指纹 人生被追求快乐驱动

G 提出方法层面的转向：在孩子的享乐力之上构建教育 wouldn't be that hard，只要教育界换种 mindset，把目标从让孩子苦干换成让孩子在 meaningful, productive activity 中获得快乐。

信息指纹 换思维模式就不难

H 预先反驳读者可能把 快乐 当成 an unaffordable luxury 的想法，反向断言学校处境越糟，快乐对取得任何教育成功越关键。

信息指纹 条件越差快乐越关键

I 指出教师在管理者压力下设计的作业与规则，把 pleasure and joy as the enemies of competence and responsibility，并假设孩子要 delay gratification 才能追抽象目标如上大学。

信息指纹 管理层逼老师把快乐当敌人

J 正面摆出研究结论：要让孩子真正习得技能与知识，得让他们 want to learn；强制能管住外在动作，却管不住深度思考与兴趣养成，结论是必须帮孩子在学习中找到快乐。

信息指纹 要学好先得让孩子想学

K 对比成人对学习的两种比喻：现实里大人把学习当 medicine: unpleasant, but necessary and good for you，作者主张应改当 food 看待，因为人天生就把学习体验为快乐。

信息指纹 学习像药还是像食物

L 收束全文：快乐不该被从孩子身上训练掉，也不能只丢给课外项目；处境越艰难越要在课堂里找快乐；快乐不与公共教育目标对立，而是其 precondition。

信息指纹 快乐是公共教育的前提

SENTENCE INSIGHTS • 句子精讲

28 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。

Becoming educated should not require giving up pleasure

标题

“动名词作主语 + 情态动词作谓语 + 动名词短语作宾语”是英语中相当常见、可迁移的基础句型。掌握这种结构后，处理同类议论文句子会更顺手。

When Jonathan Swift proposed, in 1729, that the people of Ireland eat their children, he insisted it would solve three problems at once: feed the hungry masses, reduce the population during a severe depression, and stimulate the restaurant business.

A段，第1句

本句结构层次清楚但不算过难，既包含常见从句嵌套，又包含值得训练的时态与语气辨认，适合作为结构和时态综合练习材料。对想提升长句拆解能力的学习者，优先度较高。

I have visited some of the newer supposedly "effective" schools, where children shout slogans in order to learn self-control or must stand behind their desk when they can't sit still.

B段，第2句

这句主干不至于难到无法入手，但又包含多种常见结构和多种谓语形式，适合用来训练“先抓主干，再拆修饰和从句”。从结构与时态两个维度看，都值得优先练习。

A look at what goes on in most classrooms these days makes it abundantly clear that when people think about education, they are not thinking about what it feels like to be a child, or what makes childhood an important and valuable stage of life in its own right.

C段，第1句

本句结构训练价值高，嵌套层次清楚但不至于失控，既能练主干识别，也能练多个内容从句的定位。时态不算花哨，正好适合把注意力集中在结构和层级判断上。

Think of a 3-year-old lost in the pleasures of finding out what he can and cannot sink in the bathtub, a 5-year-old beside herself with the thrill of putting together strings of nonsensical words with her best friends, or an 11-year-old completely absorbed in a fascinating comic strip.

D段，第6句

本句包含祈使句的省略主语、并列宾语、嵌套的宾语从句、后置定语（过去分词、介词短语）、地点状语、动名词短语等多种成分，且宾语从句中的“what”既是引导词又是从句宾语，是典型的易错点。适合训练学生识别复杂名词短语内部结构和从句内成分。

A child's ability to become deeply absorbed in something, and derive intense pleasure from that absorption, is something adults spend the rest of their lives trying to return to.

D段，第7句

本句时态不难，但结构拆解价值很高，尤其适合训练如何在长主语和后置限定中稳住主干。对于句子结构训练来说，它属于应优先吃透的一类典型材料。

The coach had criticized him for not focusing on his soccer drills.

E段，第3句

“主语 + 过去完成时谓语 + 宾语 + 原因状语”是很常见、可迁移的句型。考试阅读里也常见这种主干简单、后接介词短语补充原因的写法。

The little boy walked out of the school with his head and shoulders hanging down.

E段，第4句

“主句 + with 伴随结构”是阅读里相当常见的压缩表达方式，掌握后可迁移到很多叙事和描写句。它不算最复杂，但很有代表性。

His face went down lower and lower, and then, with complete joy he called out, "Dad. Come here. This is the strangest bug I've ever seen. It has, like, a million legs. Look at this. It's amazing."

E段，第7句

并列句加嵌套定语从句的组合，以及关系代词省略的定语从句，都是四六级和考研真题中常见的句式。掌握后可以迁移到大量类似句子的分析中，具有较高的典型性。

He looked up at his father, his features overflowing with energy and delight.

E段，第8句

涵盖主谓宾和两个状语，其中独立主格结构(his features overflowing...)是较少见的伴随状语形式，适合训练学生识别非谓语动词作状语的能力，有一定练习价值。

Yet moments like this one are just the kind of intense absorption and pleasure adults spend the rest of their lives seeking.

F段，第2句

这句时态本身不难，但结构识别很有代表性，特别适合训练主干定位和后置修饰识别。对于想提升句子结构分析能力的人，这类句子值得优先练。

Building on a child's ability to feel joy, rather than pushing it aside, wouldn't be that hard.

G段，第1句

这句在结构上不算特别复杂，但很适合训练“辨认主干与非谓语”的基本功，同时还涉及情态动词结构。对句子结构和时态入门训练来说，练习价值较高。

These focuses are not so different from the things in which they delight.

G段，第4句

“主句 + 名词后接关系结构修饰”是考试阅读里非常常见的句式，“介词 + which”也很有代表性。掌握这种读法后，迁移性较强。

Before you brush this argument aside as rubbish, or think of joy as an unaffordable luxury in a nation where there is awful poverty, low academic achievement, and high dropout rates, think again.

H段，第1句

本句覆盖了主语、谓语、宾语、宾语补足语、状语、定语从句、状语从句等多种成分，且状语从句内部有并列谓语和复杂的宾语补足语结构，定语从句是 there be 句型，成分种类丰富。并列连词 or 的处理、宾语补足语的识别、定语从句与状语从句的层级关系都是值得练习的点。

The more horrible the school circumstances, the more important pleasure is to achieving any educational success.

H段，第2句

"The more ..., the more ..." 是很常见、很值得掌握的典型句式。掌握后可以迁移到大量表示相关变化的句子中。

Many of the assignments and rules teachers come up with, often because they are pressured by their administrators, treat pleasure and joy as the enemies of competence and responsibility.

I段，第1句

这句在结构识别上很有代表性，难点主要集中在主干遮挡与修饰归属，且时态负担不过重，适合作为结构与时态综合训练材料。对提升长句拆解能力有较高优先级。

The assumption is that children shouldn't chat in the classroom because it hinders hard work; instead, they should learn to delay gratification(快乐) so that they can pursue abstract goals, like going to college.

I段，第2句

本句结构典型、成分丰富，覆盖了表语从句、原因状语从句、目的状语从句等常考句式，且嵌套层级适中，适合作为分句划分和成分识别的练习材料。虽然时态和语态难度不高，但整体结构的训练价值和典型性较强，值得优先推荐。

Not only is this a boring and awful way to treat children, it makes no sense educationally.

J段，第1句

本句成分较为丰富：包含倒装结构中的主系表（主语 "this"、系动词 "is"、表语 "a boring and awful way to treat children"），不定式短语作后置定语（"to treat children" 修饰 "way"），并列形容词（"boring and awful"），以及第二部分的主谓宾结构加方式状语（"it makes no sense educationally"）。倒装结构是一个重要的训练点，学习者需要练习还原正常语序来识别成分。不定式作定语和副词作状语也是常见考点，值得练习。

Decades of research have shown that in order to acquire skills and real knowledge in school, kids need to want to learn.

J段，第2句

“主句动词表示观点或结论 + that 从句说明内容”是非常常见、可大量迁移的句式；句中再加一个 "in order to" 目的短语，也属于常考搭配。掌握这类读法，对很多说明性句子都有帮助。

Adults tend to talk about learning as if it were medicine: unpleasant, but necessary and good for you.

K段，第1句

这句整体结构不乱，但包含一个很值得练的点："as if"后面的假设式表达。对于结构和时态训练来说，它既不至于过难，又能覆盖主干识别、从句识别和语气判断，适合作为中等强度练习材料。

Why not instead think of learning as if it were food—something so valuable to humans that they have evolved to experience it as a pleasure?

K段，第2句

本句结构有层次，时态和语气也有明确训练点，既不至于难到无法入手，又足够覆盖常见考点。对于句子结构和时态训练，属于值得优先讲透的一类材料。

The more difficult a child's life circumstances, the more important it is for that child to find joy in his or her classroom.

L段，第2句

"the more..., the more..." 比较结构是四六级和考研阅读中的高频句式，表语前置和形式主语也是常考点，掌握这个句子的分析方法可以直接迁移到大量类似真题句子上

And it doesn't run counter to the goals of public education.

L段，第4句

"主语 + 一般现在时否定谓语 + 介词短语补足意义"是常见陈述句式，具有较强迁移性。它不算复杂难句，但很典型，适合打基础。

It is, in fact, the precondition.

L段，第5句

主系表句型非常常见，"逗号插入短语 + 基本判断句"也是阅读中经常出现的写法。掌握后可迁移到大量类似句子。

What distinguishes children from adults is their strong ability to derive joy from what they are doing.

第37题 题干

本句结构有一定层级，但时态不过分复杂，既能训练主干识别，又不会因为语法点过多而失控。对练习“先抓外层、再拆内层”的方法很有帮助。

It is human nature to seek joy in life.

第39题 题干

"It is + 名词 + 不定式" 是非常常见、可迁移的英语句型。学会先找形式主语 "It"，再回头找后面的真正内容，对很多考试句子都有帮助。

Grown-ups are likely to think that learning is to children what medicine is to patients.

第40题 题干

be likely to do 结构和 what 引导的表语从句都是考试常见句式；A is to B what C is to D 这种类比句型在阅读理解中频繁出现，掌握后可大量复用于理解类比论证

Bad school conditions make it all the more important to turn learning into a joyful experience.

第41题 题干

"make it + 形容词 + to do" 是阅读中非常典型的书面句式，考试文章里常见。掌握这种后置真正宾语的读法，迁移性很强。

HIGH-FREQUENCY • 真题高频词

本篇出现的 91 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。

learning A1

n. 学习

本篇8次·真题 120 句

would A1

aux. (will 的过去式) 将要, 会

本篇3次·真题 466 句

focus B1

n. 重点

本篇3次·真题 107 句

effective B1

adj. 有效的, 起作用的

本篇3次·真题 63 句

source B1

n. 来源

本篇3次·真题 50 句

educator B2

n. 教育工作者

本篇3次·真题 25 句

lack B1

v. 缺少

本篇2次·真题 115 句

solve A2

v. 解决 (问题、困难)

本篇2次·真题 58 句

seek B1

v. 寻找

本篇2次·真题 56 句

educational B1

adj. 教育的

本篇2次·真题 45 句

valuable B1

adj. 贵重的

本篇2次·真题 28 句

lower A2

adj. 较低的;下方的

本篇2次·真题 25 句

sink A2

v. 下沉

本篇2次·真题 20 句

circumstance B2

n. 情况

本篇2次·真题 16 句

derive B2

v. 获得

本篇2次·真题 11 句

intense B2

adj. 强烈的

本篇2次·真题 10 句

educated B2

adj. 受过教育的

本篇2次 · 真题 9 句

string A2

n. 线, 细绳

本篇2次 · 真题 9 句

administrator B2

n. 管理者

本篇2次 · 真题 8 句

likely A2

adj. 很可能的

本篇1次 · 真题 224 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

tend B1

v. 倾向于, 往往会

本篇1次 · 真题 137 句

million A2

num. 一百万

本篇1次 · 真题 119 句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本篇1次 · 真题 118 句

quality A2

n. 质量

本篇1次 · 真题 100 句

decade B1

n. 十年

本篇1次 · 真题 99 句

case A2

n. 情况

本篇1次 · 真题 89 句

view A2

n. 观点, 看法

本篇1次 · 真题 85 句

issue B1

n. 问题

本篇1次 · 真题 83 句

traditional B1

adj. 传统的

本篇1次 · 真题 79 句

rate A2

n. 速度

本篇1次 · 真题 78 句

academic B2

adj. 学术的

本篇1次 · 真题 69 句

pressure B1

n. 心理压力

本篇1次·真题 63 句

policy B1

n. 政策

本篇1次·真题 61 句

argue B1

v. 争论

本篇1次·真题 58 句

responsibility B1

n. 责任

本篇1次·真题 55 句

ensure B2

v. 确保

本篇1次·真题 54 句

desire B2

n. 愿望

本篇1次·真题 52 句

nation B1

n. 国家

本篇1次·真题 51 句

shift B1

v. 移动

本篇1次·真题 49 句

debate B2

n. 辩论

本篇1次·真题 48 句

conduct B2

v. 组织并实施

本篇1次·真题 45 句

figure A2

n. 数字

本篇1次·真题 44 句

explore B1

v. 探索

本篇1次·真题 40 句

thinking A2

n. 思考

本篇1次·真题 40 句

feature B1

n. 特征

本篇1次·真题 37 句

completely B1

adv. 完全地

本篇1次·真题 34 句

achievement B1

n. 成就

本篇1次·真题 33 句

productive B2

adj. 富有成效的

本篇1次·真题 32 句

depression B2

n. 抑郁症

本篇1次·真题 31 句

childhood A2

n. 童年

本篇1次·真题 30 句

delay B1

n. 延迟

本篇1次·真题 30 句

psychologist B2

n. 心理学家

本篇1次·真题 30 句

stage A2

n. 阶段

本篇1次·真题 30 句

argument B1

n. 争论

本篇1次·真题 29 句

assignment B1

n. (学校的) 作业、任务

本篇1次·真题 29 句

complex B2

adj. 复杂的, 难懂的

本篇1次·真题 26 句

poverty B2

n. 贫穷

本篇1次·真题 25 句

acquire B2

v. 获得

本篇1次·真题 24 句

carefully A2

adv. 仔细地

本篇1次·真题 24 句

meaningful B2

adj. 有意义的

本篇1次·真题 24 句

luxury B2

n. 奢侈品

本篇1次·真题 22 句

maker A2

n. 制造者

本篇1次·真题 22 句

enormous B1

adj. 巨大的

本篇1次·真题 21 句

deeply B1

adv. 深深地

本篇1次·真题 20 句

mindset B2

n. 思维模式

本篇1次·真题 20 句

peer B2

n. 同龄人

本篇1次·真题 20 句

propose B1

v. 提议

本篇1次·真题 20 句

amazing A2

adj. 令人惊奇的

本篇1次·真题 19 句

apart B1

adv. 分开地

本篇1次·真题 19 句

hinder B2

v. 阻碍, 妨碍

本篇1次·真题 19 句

novel B1

n. 小说

本篇1次·真题 19 句

capacity B2

n. 容量

本篇1次·真题 18 句

severe B2

adj. 严重的

本篇1次·真题 18 句

evolve B2

v. 逐渐发展;进化

本篇1次·真题 17 句

mass B1

n. 大量

本篇1次·真题 17 句

pursue B2

v. 追求

本篇1次·真题 17 句

division B1

n. 分开

本篇1次·真题 16 句

following B1

adj. 接下来的

本篇1次·真题 16 句

abstract B2

adj. 抽象的

本篇1次·真题 15 句

distinguish

B2

v. 区分

本篇1次·真题 15 句

stimulate

B2

v. 刺激

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

chat

A2

v. 聊天, 闲谈

本篇1次·真题 13 句

criticize

B2

v. 批评

本篇1次·真题 13 句

proposal

B2

n. 提议

本篇1次·真题 13 句

suddenly

A2

adv. 突然地

本篇1次·真题 13 句

constant

B2

adj. 持续不断的

本篇1次·真题 12 句

youth

A2

n. 青年时期

本篇1次·真题 12 句

cannot

A1

aux. 不能

本篇1次·真题 9 句

constitute

C1

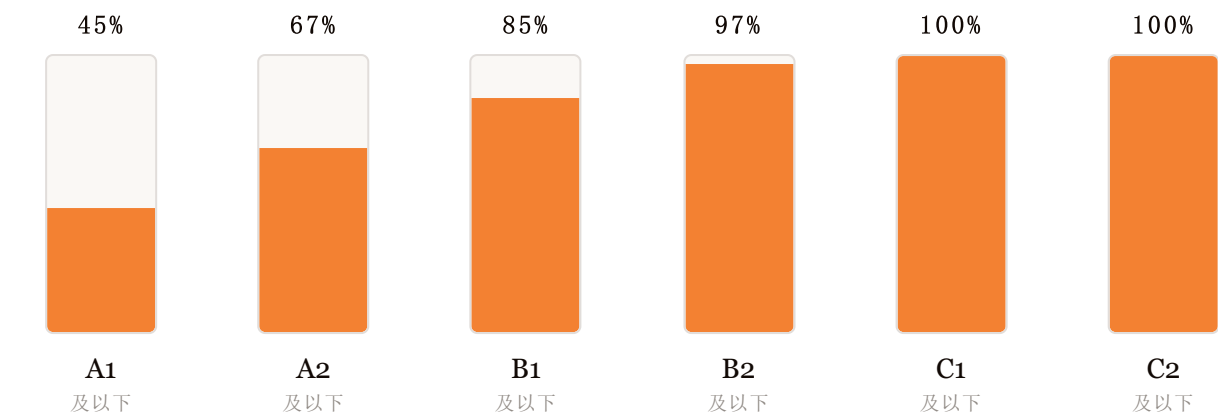
v. 构成, 组成

本篇1次·真题 8 句

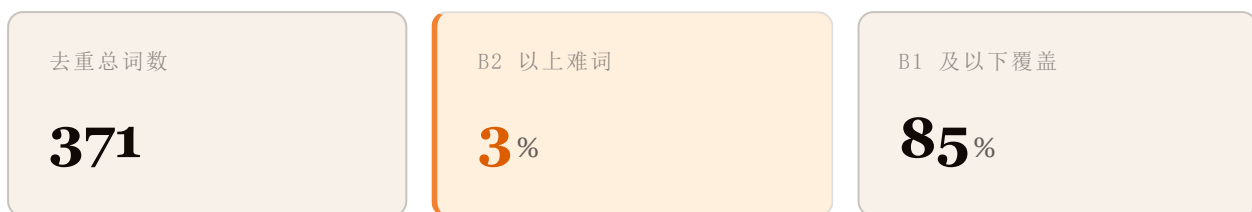
VOCABULARY • 词汇难度分布

全文 371 词按 CEFR 难度累积覆盖

全文去重后共 371 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 10 个·约 3%。



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 371 个 · 末柱为 100%



英语四级 2015年12月·第2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12月·第2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 · 阅读理解题和解析

阅读理解题和解析·46-50 题

本页 46-50 题的答案与逐题解析由懒笔记基于2015年12月·第2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2套(2015-12) · 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 When it's five o'clock, people leave their office. The length of the workday, for many workers, is defined by time. They leave when the clock tells them they're done.

当五点钟到来时,人们离开办公室。对许多工作者而言,工作日的长度是由时间定义的。当时钟告诉他们工作结束时,他们就离开。

P2 These days, the time is everywhere: not just on clocks or watches, but on cell-phones and computers. That may be a bad thing, particularly at work. New research shows that clock-based work schedules hinder morale(士气) and creativity.

如今,时间无处不在:不仅在时钟或手表上,还在手机和电脑上。这也许是件坏事,尤其是在工作中。新研究表明,基于时钟的工作时间表会妨碍士气和创造力。

P3 Clock-timers organize their day by blocks of minutes and hours. For example: a meeting from 9 a.m. to 10 a.m., research from 10 a.m. to noon, etc. On the other hand, task-timers have a list of things they want to accomplish. They work down the list, each task starts when the previous task is completed. It is said that all of us employ a mix of both these types of planning.

时钟计时者按分钟和小时的时间块组织他们的一天。例如:上午9点到10点开会,上午10点到中午做研究,等等。另一方面,任务计时者有一份他们想要完成的事项清单。他们按清单工作,每项任务在前一项任务完成后开始。据说我们所有人都混合使用这两种规划方式。

P4 What, then, are the effects of thinking about time in these different ways? Does one make us more productive? Better at the tasks at hand? Happier? In experiments conducted by Tamar Avnet and Anne-Laure Sellier, they had participants organize different activities—from project planning, holiday shopping, to yoga—by time or to-do list to measure how they performed under "clock time" vs "task time." They found clock timers to be more efficient but less happy because they felt little control over their lives. Task timers are happier and more creative, but less productive. They tend to enjoy the moment when something good is happening, and seize opportunities that come up.

那么,以这些不同方式思考时间会产生什么影响?哪一种会让我们更高效?更擅长手头的任务?更快乐?在Tamar Avnet和Anne-Laure Sellier进行的实验中,他们让参与者按时间或待办事项清单组织不同的活动——从项目规划、假日购物到瑜伽——以衡量他们在"时钟时间"与"任务时间"下的表现。他们发现时钟计时者更高效但更不快乐,因为他们感到对生活几乎没有控制力。任务计时者更快乐、更有创造力,但效率较低。他们倾向于享受美好事情发生的时刻,并抓住出现的机会。

P5 The researchers argue that task-based organizing tends to be undervalued and under-supported in business culture. Smart companies, they believe, will try to bake more task-based planning into their strategies.

研究人员认为,基于任务的组织方式在商业文化中往往被低估和缺乏支持。他们相信,聪明的公司会尝试将更多基于任务的规划融入其战略中。

P6 This might be a small change to the way we view work and the office, but the researchers argue that it challenges a widespread characteristic of the economy: work organized by clock time. While most people will still probably need, and be, to some extent, clock-timers, task-based timing should be used when performing a job that requires more creativity. It'll make those tasks easier, and the task doers will be happier.

这可能只是我们看待工作和办公室方式的一个小改变,但研究人员认为它挑战了经济中一个普遍存在的特征:按时钟时间组织的工作。虽然大多数人在某种程度上仍然可能需要并且是时钟计时者,但在执行需要更多创造力的工作时应该使用基于任务的计时方式。这会让那些任务变得更容易,而任务执行者也会更快乐。

题目与逐题解析

46. What does the author think of time displayed everywhere?

- A) It makes everybody time-conscious.
- B) It is a convenience for work and life.
- C) It may have a negative effect on creative work.
- D) It clearly indicates the fast pace of modern life.

作者如何看待随处可见的时间显示?

- A) 它使每个人都有时间意识。 B) 它为工作和生活提供了便利。
- C) 它可能对创造性工作产生负面影响。 D) 它清楚地表明了现代生活的快节奏。

【答案】 C (细节题)

【判型】 What does the author think of time displayed everywhere? 限定到一个具体对象 (time displayed everywhere), 答案应在原文中能找到一句直接的评价句, 因此判为细节题而非主旨/推断题。

【拆句】 What does the author think of time displayed everywhere? 是一个 what 引导的特殊疑问句，think of 是固定搭配，表示"对.....怎么看"；time 后的 displayed everywhere 是过去分词短语作后置定语，等价于 which is displayed everywhere。结构平铺直叙，无陷阱。

【定位】 That may be a bad thing, particularly at work. New research shows that clock-based work schedules hinder morale(士气) and creativity.

这（时间无处不在）可能是件坏事，尤其是在工作中。新研究表明，基于时钟的工作安排会损害士气和创造力。

【选项】 A) 无中生有

makes everybody time-conscious 是从 the time is everywhere 想当然延伸出来的常识结论，但原文只说时间到处都是、且这是坏事，并没有评价它会让大家有时间意识。

B) 与原文相反

a convenience for work and life 评价为正向，而原文 That may be a bad thing, particularly at work 明确给出负面评价，方向完全相反。

C) ✓ 正确

hinder morale(士气) and creativity ↔ may have a negative effect on creative work

That may be a bad thing ↔ It may have a negative effect on creative work

预判答案是"对工作/创造力有负面影响"，四个选项里只有 may have a negative effect on creative work 完整覆盖了"负面 + 创造性工作"两个要素，可直接锁定。

D) 答非所问

clearly indicates the fast pace of modern life 中 fast pace of modern life 是社会常识话题，原文重点是"时间无处不在伤害士气与创造力"，并未把这件事与现代生活节奏挂钩。

47. How do people usually go about their work according to the author?

A) They combine clock-based and task-based planning.

B) They give priority to the most urgent task on hand.

C) They set a time limit for each specific task.

D) They accomplish their tasks one by one.

根据作者的观点，人们通常如何开展工作？

A) 他们结合基于时钟和基于任务的规划。 B) 他们优先处理手头最紧急的任务。

C) 他们为每个具体任务设定时间限制。 D) 他们逐一完成任务。

【答案】 A (细节题)

【判型】 How do people usually go about their work 问的是一个可在原文直接核对的客观信息，符合细节题特征。

【拆句】 How do people usually go about their work according to the author? 主干是 How do people go about their work, usually 是频率副词修饰动词, according to the author 是介词短语作状语, 限定信息来源。结构常规, 无陷阱。

【定位】 It is said that all of us employ a mix of both these types of planning.

据说我们所有人都会混合使用这两种规划方式。

【选项】 A) ✓ 正确

a mix of both these types of planning ↔ **combine clock-based and task-based planning**
预判要求"两种方式并用", A 选项明确写出 combine clock-based and task-based planning, 是唯一同时覆盖两类、且含"组合"语义的选项。

B) 无中生有

give priority to the most urgent task 涉及紧迫程度排序, 但原文 They work down the list, each task starts when the previous task is completed 描述的是按顺序完成、不是按紧迫程度排序。

C) 以偏概全

set a time limit for each specific task 描述的是 clock-based planning 的特征 (a meeting from 9 a.m. to 10 a.m., research from 10 a.m. to noon), 只覆盖了"时钟"一种方式, 丢掉了 task-based 那一半。

D) 以偏概全

accomplish their tasks one by one 是 task-based 一类的写法 (They work down the list, each task starts when the previous task is completed), 同样丢掉了另一半 clock-based。

48. What did Tamar Avnet and Anne-Laure Sellier find in their experiments about clock-timers?

- A) They seize opportunities as they come up.
- B) They always get their work done in time.
- C) They have more control over their lives.
- D) They tend to be more productive.

Tamar Avnet和Anne-Laure Sellier在实验中发现时钟计时者有什么特点?

- A) 他们抓住出现的机会。
- B) 他们总是按时完成工作。
- C) 他们对自己的生活有更多控制。
- D) 他们往往更有生产力。

【答案】 D (细节题)

【判型】 What did Tamar Avnet and Anne-Laure Sellier find in their experiments 直接问研究者发现, 答案是可在原文核对的客观事实, 属细节题。

【拆句】 What did Tamar Avnet and Anne-Laure Sellier find in their experiments about clock-timers? 主干是 What did A and B find, in their experiments 与 about clock-timers 都是介词短语作状语, 限定 find 的范围。结构直白, 无陷阱。

【定位】 They found clock-timers to be more efficient but less happy because they felt little control over their lives.

他们发现 clock-timers 更高效，但不太快乐，因为他们对自己的生活感到没什么掌控感。

【选项】 A) **张冠李戴**

seize opportunities as they come up 是 Task timers... seize opportunities that come up 描述 task-timers 的句子，被错配到 clock-timers 头上。

B) **过度推断**

always get their work done in time 中 always 与 in time 都未在原文出现；原文只说 more efficient，没有说 always 准时完成。

C) **与原文相反**

more control over their lives 与原文 felt little control over their lives 极性完全相反，原文是“几乎没有掌控感”。

D) **✓ 正确**

more efficient ↔ **more productive**

预判描述的核心是“clock-timers 更高效”，四个选项里只有 more productive 与之同义。

49. What do the researchers say about today's business culture?

A) It does not support the strategies adopted by smart companies.

B) It does not attach enough importance to task-based practice.

C) It places more emphasis on work efficiency than on workers' lives.

D) It aims to bring employees, potential and creativity into full play.

研究人员如何评价当今的商业文化？

A) 它不支持聪明公司采用的策略。 B) 它没有足够重视基于任务的做法。

C) 它更强调工作效率而非员工生活。 D) 它旨在充分发挥员工的潜力和创造力。

【答案】 B (细节题)

【判型】 What do the researchers say about today's business culture? 限定对象具体、问法直接，可在原文找到一句直接对应的研究者陈述。

【拆句】 What do the researchers say about today's business culture? 是 what 引导的特殊疑问句，主干 What do the researchers say, about today's business culture 是介词短语作状语限定 say 的对象。结构常规，无陷阱。

【定位】 The researchers argue that task-based organizing tends to be undervalued and under-supported in business culture.

研究者认为，基于任务的安排在商业文化中往往未被充分重视、也未得到足够支持。

【选项】 A) 偷换概念

does not support the strategies adopted by smart companies 暗示"商业文化不支持聪明公司的策略", 与原文 Smart companies, they believe, will try to bake more task-based planning into their strategies 不符——原文说的是聪明公司将主动把 task-based 纳入策略, 不是商业文化在排斥它。

B) ✓ 正确

undervalued and under-supported ↔

does not attach enough importance to task-based practice

预判要求"对 task-based 重视不够", B 直接写出 does not attach enough importance to task-based practice, 与 undervalued and under-supported 同义。

C) 无中生有

places more emphasis on work efficiency than on workers' lives 把焦点偷换成"工作效率 vs 工人生活"的对比, 原文只说商业文化对 task-based 重视不够, 没有讨论"效率 vs 生活"。

D) 与原文相反

aims to bring employees, potential and creativity into full play 把商业文化描述为充分激发员工潜力与创造力, 与原文 task-based organizing tends to be undervalued and under-supported 的负面评价方向完全相反。

50. What do the researchers suggest?

- A) Task-based timing is preferred for doing creative work.
- B) It is important to keep a balance between work and life.
- C) Performing creative jobs tends to make workers happier.
- D) A scientific standard should be adopted in job evaluation.

研究人员提出了什么建议?

- A) 基于任务的计时方式更适合做创造性工作。 B) 保持工作与生活的平衡很重要。
- C) 从事创造性工作往往使员工更快乐。 D) 在工作评估中应采用科学标准。

【答案】 A (主旨题)

【判型】 What do the researchers suggest? 题干无任何具体细节限定, 问的是研究者整体主张, 需要把全文论证串起来理解, 按主旨题路径处理。

【拆句】 What do the researchers suggest? 主干极简, 是 what 引导的特殊疑问句, 无修饰成分。结构直白, 无陷阱, 但简短也意味着没有定位词, 需走主旨题特殊路径。

【选项】 A) ✓ 正确

task-based timing should be used when performing a job that requires more creativity ↔

Task-based timing is preferred for doing creative work

预判要求选项同时覆盖"创造性工作"与"任务式安排"两个要素,且语气是建议性的,A选项严丝合缝,是唯一答案。

B) 无中生有

It is important to keep a balance between work and life 中 work and life 平衡完全没有出现在原文中,原文谈的是两种时间安排方式的选用,而非工作与生活的平衡。

C) 强加因果

Performing creative jobs tends to make workers happier 把"做创造性工作"当作"让人快乐"的原因,但原文 Task timers are happier and more creative 是说 task-timers 更快乐且更有创造力,并非"做创造性工作就让人变快乐",且这也不是研究者的最终建议。

D) 无中生有

A scientific standard should be adopted in job evaluation 涉及"工作评价的科学标准",是另一个话题,原文从未讨论 job evaluation。

SENTENCE INSIGHTS • 句子精讲

5 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。

On the other hand, task-timers have a list of things they want to accomplish.

第3段, 第3句

主句 + 省略关系代词的限制性定语从句是四六级和考研阅读中的高频句式,且定语从句修饰宾语中的名词这一结构在真题中反复出现,具有较强的代表性和复用价值。

What, then, are the effects of thinking about time in these different ways?

第4段, 第1句

特殊疑问句的主系表结构在四六级和考研阅读中频繁出现,常用于引出论述话题或提出问题;本句的疑问词作表语、系动词倒装、主语带介词短语后置定语的模式,是该类句式的典型代表,掌握后可广泛迁移到类似结构

Smart companies, they believe, will try to bake more task-based planning into their strategies.

第5段，第2句

插入语分隔主语与谓语、不定式短语作动词宾语，都是四六级和考研阅读中高频出现的句式特征，掌握后可大量复用，具有较强的典型性。

While most people will still probably need, and be, to some extent, clock-timers, task-based timing should be used when performing a job that requires more creativity.

第6段，第2句

让步状语从句 + 主句 + 定语从句的组合，情态动词被动语态，关系代词引导的限制性定语从句，都是四六级和考研阅读中的高频句式；该句结构具有很强的代表性，掌握后可迁移到大量类似长难句的分析中。

It is important to keep a balance between work and life.

第50题，B

"It is + 形容词 + to do" 是四六级、考研写作和阅读中极为常见的句型，学生掌握后可以直接套用到大量同类表达中，代表性很高。

HIGH-FREQUENCY · 真题高频词

本篇出现的 62 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。

researcher

B2

n. 研究人员

本篇4次 · 真题 239 句

tend

B1

v. 倾向于，往往会

本篇4次 · 真题 137 句

creative B1

adj. 有创造力的

本篇4次 · 真题 55 句

planning B1

n. 规划

本篇4次 · 真题 13 句

perform B1

v. 执行

本篇3次 · 真题 52 句

creativity B2

n. 创造力

本篇3次 · 真题 34 句

productive B2

adj. 富有成效的

本篇3次 · 真题 32 句

organize B1

v. 组织, 安排 (活动、会议等)

本篇3次 · 真题 16 句

author A2

n. 作者

本篇2次 · 真题 244 句

less A1

det. 较少的

本篇2次 · 真题 224 句

effect A2

n. 影响

本篇2次 · 真题 156 句

opportunity B1

n. 机会

本篇2次 · 真题 89 句

argue B1

v. 争论

本篇2次 · 真题 58 句

strategy B2

n. 策略

本篇2次 · 真题 53 句

adopt B1

v. 采纳

本篇2次 · 真题 41 句

accomplish B2

v. 完成, 实现 (任务、目标)

本篇2次 · 真题 14 句

timing B2

n. 时机选择

本篇2次 · 真题 9 句

employee A2

n. 雇员, 员工

本篇1次 · 真题 194 句

accord C1

n. (国家、团体间的) 协议

本篇1次 · 真题 174 句

better A1

adj. 更好的 (good 的比较级)

本篇1次 · 真题 139 句

support A2

v. 支持

本篇1次 · 真题 118 句

participant B2

n. 参与者

本篇1次 · 真题 117 句

type A2

n. 类型

本篇1次 · 真题 97 句

project A2

n. 项目

本篇1次 · 真题 90 句

view A2

n. 观点, 看法

本篇1次 · 真题 85 句

challenge B1

n. 挑战

本篇1次 · 真题 80 句

measure B1

v. 测量

本篇1次 · 真题 68 句

potential B2

adj. 潜在的

本篇1次 · 真题 63 句

economy B1

n. 经济

本篇1次 · 真题 58 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

scientific B1

adj. 科学的

本篇1次 · 真题 47 句

conduct B2

v. 组织并实施

本篇1次 · 真题 45 句

limit B1

n. 限度

本篇1次 · 真题 45 句

specific B2

adj. 具体的

本篇1次·真题 42 句

importance B1

n. 重要性

本篇1次·真题 40 句

particularly B2

adv. 尤其，特别（强调某事物）

本篇1次·真题 39 句

aim B1

v. 瞄准

本篇1次·真题 38 句

display B1

v. 展示

本篇1次·真题 38 句

previous B1

adj. 先前的

本篇1次·真题 37 句

indicate B2

v. 表明

本篇1次·真题 35 句

characteristic B2

n. 特征

本篇1次·真题 30 句

block A2

n. 街区

本篇1次·真题 24 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

priority B2

n. 优先事项

本篇1次·真题 23 句

schedule A2

n. 时间表

本篇1次·真题 21 句

efficiency B2

n. 效率

本篇1次·真题 20 句

widespread B2

adj. 广泛的

本篇1次·真题 20 句

clearly A2

adv. 清楚地，明白地

本篇1次·真题 19 句

emphasis

B2

n. 强调

本篇1次 · 真题 19 句

hinder

B2

v. 阻碍, 妨碍

本篇1次 · 真题 19 句

yoga

B1

n. 瑜伽

本篇1次 · 真题 16 句

efficient

B2

adj. 效率高的

本篇1次 · 真题 15 句

pace

B1

n. 速度

本篇1次 · 真题 15 句

urgent

B2

adj. 紧急的, 急迫的

本篇1次 · 真题 14 句

attach

B1

v. 贴上;系上;附上

本篇1次 · 真题 13 句

employ

B1

v. 雇用

本篇1次 · 真题 13 句

mix

A2

v. 混合

本篇1次 · 真题 13 句

length

A2

n. 长度

本篇1次 · 真题 10 句

evaluation

B2

n. 评估

本篇1次 · 真题 9 句

extent

B2

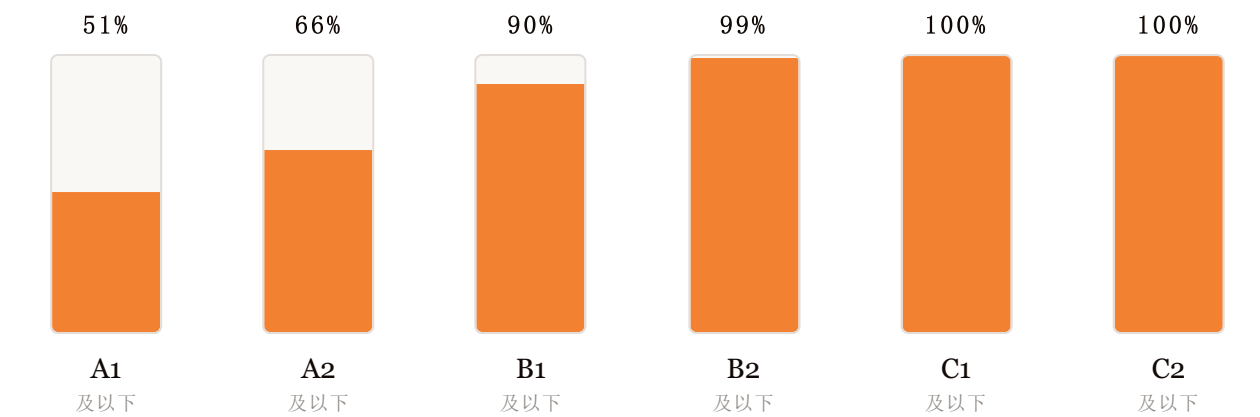
n. 程度

本篇1次 · 真题 9 句

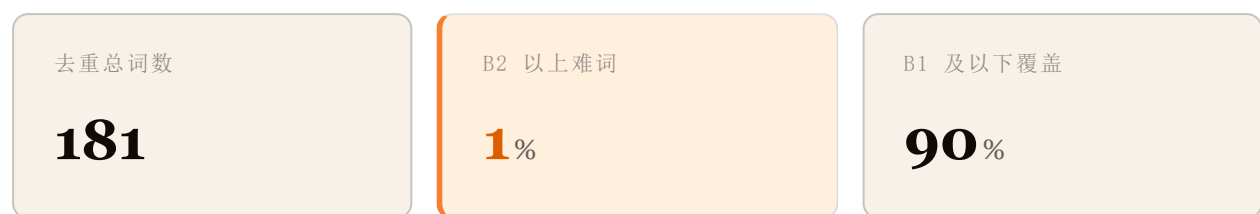
VOCABULARY • 词汇难度分布

全文 181 词按 CEFR 难度累积覆盖

全文去重后共 **181** 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 1 个 · 约 1%。



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 181 个 · 末柱为 100%



英语四级 2015年12月·第2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12月·第2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12月·第2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 9 段原文（段首标 P1-P9 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2套(2015-12) • 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 Martha Stewart was charged, tried and convicted of a crime in 2004. As she neared the end of her prison sentence, a well-known columnist wrote that she was "paying her dues," and that "there is simply no reason for anyone to attempt to deny her right to start anew."

Martha Stewart于2004年被指控、审判并定罪。当她刑期即将结束时,一位知名专栏作家写道,她正在"付出代价",并且"没有任何理由去试图否认她重新开始的权利"。

P2 Surely, the American ideal of second chances should not be reserved only for the rich and powerful. Unfortunately, many federal and state laws impose post-conviction restrictions on a shockingly large number of Americans, who are prevented from ever fully paying their debt to society.

当然,美国关于第二次机会的理想不应该只留给富人和权贵。不幸的是,许多联邦和州法律对数量惊人的美国人施加了定罪后的限制,使他们无法完全偿还对社会的债务。

P3 At least 65 million people in the United States have a criminal record. This can result in severe penalties that continue long after punishment is completed.

美国至少有6500万人有犯罪记录。这可能导致在刑罚完成后仍长期持续的严厉惩罚。

P4 Many of these penalties are imposed regardless of the seriousness of the offense or the person's individual circumstances. Laws can restrict or ban voting, access to public housing, and professional and business licensing. They can affect a person's ability to get a job and qualification for benefits.

这些惩罚中的许多是不考虑罪行的严重程度或个人的具体情况而施加的。法律可以限制或禁止投票、获得公共住房以及专业和商业执照。它们可以影响一个人获得工作的能力和获得福利的资格。

P5 In all, more than 45,000 laws and rules serve to exclude vast numbers of people from fully participating in American life.

总共有超过45000项法律和规定将大量人群排除在充分参与美国生活之外。

P6 Some laws make sense. No one advocates letting someone convicted of pedophilia(恋童癖) work in a school. But too often collateral(附随的) consequences bear no relation to public safety. Should a woman who possessed a small amount of drugs years ago be permanently unable to be licensed as a nurse?

有些法律是合理的。没有人主张让被判恋童癖罪的人在学校工作。但附随后果往往与公共安全无关。一个多年前持有少量毒品的女性应该永久无法获得护士执照吗?

P7 These laws are also counterproductive, since they make it harder for people with criminal records to find housing or land a job, two key factors that reduce backsliding.

这些法律也适得其反,因为它们使有犯罪记录的人更难找到住房或找到工作,而这两个关键因素可以减少重新犯罪。

P8 A recent report makes several recommendations, including the abolition of most post-conviction penalties, except for those specifically needed to protect public safety. Where the penalties are not a must, they should be imposed only if the facts of a case support it.

最近的一份报告提出了几项建议,包括废除大多数定罪后的惩罚,除了那些专门为保护公共安全所需的惩罚。在惩罚不是必须的情况下,只有在案件事实支持时才应施加。

P9 The point is not to excuse or forget the crime. Rather, it is to recognize that in America's vast criminal justice system, second chances are crucial. It is in no one's interest to keep a large segment of the population on the margins of society.

重点不是要原谅或忘记罪行。相反,是要认识到在美国庞大的刑事司法系统中,第二次机会至关重要。让社会中的一大部分人处于边缘地位不符合任何人的利益。

题目与逐题解析

51. What does the well-known columnist's remark about Martha Stewart suggest?

- A) Her past record might stand in her way to a new life.
- B) Her business went bankrupt while she was in prison.
- C) Her release from prison has drawn little attention.
- D) Her prison sentence might have been extended.

知名专栏作家关于**Martha Stewart**的评论表明了什么?

- A) 她的过往记录可能会阻碍她开启新生活。 B) 她在狱中时她的生意破产了。
- C) 她的出狱几乎没有引起关注。 D) 她的刑期可能被延长了。

【答案】 **A** (细节题)

【判型】 What does the well-known columnist's remark about Martha Stewart suggest? 问的是某一具体引语暗示了什么，作答范围被锁在某句原文上。

【拆句】 题干主干 What does the well-known columnist's remark suggest?, about Martha Stewart 是修饰 remark 的介词短语，限定是哪一条评论。句式直白、无陷阱。

【定位】 As she neared the end of her prison sentence, a well-known columnist wrote that she was "paying her dues," and that "there is simply no reason for anyone to attempt to deny her right to start anew."

在她即将刑满之际，一位知名专栏作家写道，她正在"为自己的过错付出代价"，并且"完全没有理由让任何人企图否认她重新开始的权利"。

【选项】 **A) ✓ 正确**

deny her right to start anew ↔ **stand in her way to a new life**

no reason ... to deny ↔ **might stand in her way**

预判是"过去的记录不应阻挡新生活"，Her past record might stand in her way to a new life 恰是这句话的同义另一面——既然作者强调"不该阻挡"，背后承认的恰是"过去记录有可能阻挡"。

B) 无中生有

Her business went bankrupt while she was in prison 说她在狱中生意破产，文中只字未提其商业状况。

C) 与原文相反

Her release from prison has drawn little attention 说她出狱关注度低，但 P1 恰恰是知名专栏作家公开撰文评论她，反而是高关注。

D) 与原文相反

Her prison sentence might have been extended 说她刑期可能被延长，但 As she neared the end of her prison sentence 明确说她快刑满了。

52. What do we learn from the second paragraph about many criminals in America?

- A) They backslide after serving their terms in prison.
- B) They are deprived of chances to turn over a new leaf.
- C) They receive severe penalties for committing minor offenses.
- D) They are convicted regardless of their individual circumstances.

从第二段我们对美国许多罪犯了解到什么？

- A) 他们在服刑期满后重新犯罪。 B) 他们被剥夺了重新做人的机会。
- C) 他们因犯轻微罪行而受到严厉惩罚。 D) 无论个人情况如何,他们都被定罪。

【答案】 **B** (细节题)

【判型】 What do we learn from the second paragraph about many criminals in America? 是典型的段内事实题，问从该段我们了解到关于这群人的什么。

【拆句】主干 What do we learn about many criminals?, from the second paragraph 限定信息来源, about many criminals in America 限定对象。三个 about/from/in 三层介宾叠加, 但逻辑平铺直叙、无陷阱。

【定位】Unfortunately, many federal and state laws impose post-conviction restrictions on a shockingly large number of Americans, who are prevented from ever fully paying their debt to society.

不幸的是, 许多联邦和州的法律对数量惊人的美国人施加了定罪后的限制, 使他们永远无法彻底偿清对社会的债。

【选项】A) 答非所问

They backslide after serving their terms in prison 说他们刑满后又走老路; backslide 在 P7 才作为后果出现, 且原文是说限制让人 reduce backsliding 更难, 与本段无关。

B) ✓ 正确

prevented from ever fully paying their debt to society ↔

deprived of chances to turn over a new leaf

American ideal of second chances ↔ **turn over a new leaf**

预判"二次机会被剥夺"与 They are deprived of chances to turn over a new leaf 完全嵌合: deprive 对应 prevent, turn over a new leaf 对应 paying their debt to society 后的新开始。

C) 答非所问

They receive severe penalties for committing minor offenses 中的"轻罪重罚"对应是 Many of these penalties are imposed regardless of the seriousness of the offense 与 P6 的内容, 不属 P2 的信息。

D) 偷换概念

They are convicted regardless of their individual circumstances 说他们被定罪时不考虑个人情况, 但 regardless of ... the person's individual circumstances 修饰的是 penalties imposed (处罚的施加) 而非 conviction (定罪), 且也不出自 P2。

53. What are the consequences for many Americans with a criminal record?

- A) They remain poor for the rest of their lives.
- B) They are deprived of all social benefits.
- C) They are marginalized in society.
- D) They are deserted by their family.

有犯罪记录的许多美国人会面临什么后果?

- A) 他们的余生都处于贫困之中。
- B) 他们被剥夺了所有社会福利。
- C) 他们在社会中被边缘化。
- D) 他们被家人抛弃。

【答案】C (细节题)

【判型】 What are the consequences for many Americans with a criminal record? 问的是有犯罪记录者所承受的后果，答案应为对原文后果描述的同义概括。

【拆句】 主干 What are the consequences?; for many Americans 限定承受者，with a criminal record 是后置定语修饰 Americans。两层介词修饰，但语义平直。

【定位】 In all, more than 45,000 laws and rules serve to exclude vast numbers of people from fully participating in American life.

总的来说，超过 45,000 条法律法规将大量人群排斥在充分参与美国生活之外。

【选项】 A) 过度推断

They remain poor for the rest of their lives 说他们终生贫穷，但 P4 只说限制就业与福利，未直接断言"终生贫穷"。

B) 以偏概全

They are deprived of all social benefits 用了 all (全部)，但 They can affect a person's ability to get a job and qualification for benefits 只说"影响福利资格"，并非"剥夺全部福利"。

C) ✓ 正确

exclude vast numbers of people from fully participating in American life ↔

marginalized in society

keep a large segment of the population on the margins of society ↔ **marginalized in society**

预判"被排斥在主流生活之外" = They are marginalized in society: 尾段 on the margins of society 又把这层意思原词级回响一次，正确项无可争议。

D) 无中生有

They are deserted by their family 谈家庭抛弃，文中关于家庭的内容一字未提。

54. What does the author think of the post-conviction laws and rules?

- A) They help to maintain social stability.
- B) Some of them have long been outdated.
- C) They are hardly understood by the public.
- D) A lot of them have negative effects on society.

作者如何看待定罪后的法律和规定？

- A) 它们有助于维护社会稳定。 B) 其中一些早已过时。 C) 它们很难被公众理解。
- D) 其中许多对社会产生了负面影响。

【答案】 D (态度题)

【判型】 What does the author think of the post-conviction laws and rules? 直接问作者对某具体对象的看法，属作者态度题。

【拆句】 主干 What does the author think of X?, X = the post-conviction laws and rules. think of 是固定搭配，意为"如何看待"。结构简单。

【定位】 These laws are also counterproductive, since they make it harder for people with criminal records to find housing or land a job, two key factors that reduce backsliding.

这些法律还适得其反，因为它们让有犯罪记录的人更难找到住所或工作——而这两点恰恰是减少重新犯罪的两大关键因素。

【选项】 A) 与原文相反

They help to maintain social stability 是正面评价，但作者用 counterproductive 明确否定，态度极性正相反。

B) 无中生有

Some of them have long been outdated 说部分法律早已过时，但原文从未用 outdated/obsolete 类词评价它们；作者批的是“反效果”，不是“年代久远”。

C) 无中生有

They are hardly understood by the public 说公众难以理解这些法律，但作者通篇是在评价法律的实际效果，不评价公众的理解程度。

D) ✓ 正确

These laws are also counterproductive ↔ A lot of them have negative effects on society too often collateral consequences bear no relation to public safety ↔

negative effects on society

预判“作者对这些法律持负面态度”与 A lot of them have negative effects on society 完全吻合：counterproductive 是 negative effects 的浓缩；a lot of them 对应 these laws 与 more than 45,000 laws and rules 的体量。

55. What is the author's main purpose in writing the passage?

- A) To create opportunities for criminals to reform themselves.
- B) To appeal for changes in America's criminal justice system.
- C) To ensure that people with a criminal record live a decent life.
- D) To call people's attention to prisoners' conditions in America.

作者写这篇文章的主要目的是什么？

- A) 为罪犯创造自我改造的机会。 B) 呼吁美国刑事司法系统进行改革。
- C) 确保有犯罪记录的人过上体面的生活。 D) 引起人们对美国囚犯状况的关注。

【答案】 B (主旨题)

【判型】 What is the author's main purpose in writing the passage? 问全文写作目的，覆盖范围是整篇而非某句。

【拆句】 What is the author's main purpose in writing the passage? 句型直白：be 动词系表结构，main purpose 是表语核心，in writing the passage 是动名词介词短语修饰 purpose。

【选项】 A) 以偏概全

To create opportunities for criminals to reform themselves 只覆盖了 second chances 这一局部主张，没有对应 counterproductive 与 abolition 的修法呼吁部分——它说的是"为犯罪者创造改过机会"而非"呼吁立法改变"。

B) ✓ 正确

A recent report makes several recommendations, including the abolition of most post-conviction penalties

↔ **appeal for changes in America's criminal justice system**

in America's vast criminal justice system ↔ **America's criminal justice system**

counterproductive + abolition of most post-conviction penalties ↔ **changes**

预判"呼吁改革刑事司法体系相关法律"与 To appeal for changes in America's criminal justice system 在动词 (appeal for)、范围 (America's criminal justice system)、内容 (changes ↔ abolition + recommendations) 三层都嵌合。

C) 偷换概念

To ensure that people with a criminal record live a decent life 是把作者的最终愿景当作写作目的，但本文目的不是"确保过上体面生活"这种结果，而是"呼吁修改具体的 post-conviction 法律"这种行动。

D) 偷换概念

To call people's attention to prisoners' conditions in America 说要让人关注"在押囚犯的处境"，但全文谈的是 people with a criminal record (出狱后有案底的人)，不是 prisoners (在押犯人)。

SENTENCE INSIGHTS • 句子精讲

12 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。

Surely, the American ideal of second chances should not be reserved only for the rich and powerful.

第2段，第1句

这种"抽象名词作主语加情态被动"的议论文句式非常常见，考试阅读和写作里都容易遇到。掌握后可迁移到很多表达立场和原则判断的句子。

Unfortunately, many federal and state laws impose post-conviction restrictions on a shockingly large number of Americans, who are prevented from ever fully paying their debt to society.

第2段，第2句

“主句 + 逗号后补充说明前面名词”的结构非常常见，阅读中经常出现。再加上主动与被动、介词搭配和后置修饰同时出现，具有较强的迁移价值。

This can result in severe penalties that continue long after punishment is completed.

第3段，第2句

“主句 + 定语从句修饰宾语 + 状语从句嵌套在定语从句内”是四六级和考研阅读中的典型长难句模式。情态动词表可能性、被动语态在时间从句中的使用、关系代词引导限制性定语从句,都是高频考点句式。学会分析此类句子可大量迁移到真题中。

In all, more than 45,000 laws and rules serve to exclude vast numbers of people from fully participating in American life.

第5段，第1句

“主语 + 动词 + 不定式 + 宾语 + 介词短语”是英语中高频出现的句式,尤其在说明某事物的作用或目的时常用。句中 “serve to do” 和 “exclude sb from doing sth” 都是四六级和考研阅读中的常见搭配,掌握本句结构后可复用到大量类似句子的分析中

Some laws make sense.

第6段，第1句

这种“主语 + 一般现在时谓语 + 后置核心成分”的基础陈述句非常常见，是很多更复杂句式的出发点。先把这种骨架读稳，后续处理扩展结构会更容易。

Should a woman who possessed a small amount of drugs years ago be permanently unable to be licensed as a nurse?

第6段，第4句

本句结构不算极端复杂，但兼具主干遮挡、定语从句识别、情态结构判断和不定式被动辨析等训练点。对结构与时态一起练习很有代表性，适合优先纳入训练。

These laws are also counterproductive, since they make it harder for people with criminal records to find housing or land a job, two key factors that reduce backsliding.

第7段，第1句

句子包含原因状语从句（since 引导）、限制性定语从句（that 引导）、形式宾语与真正宾语分离等典型考试句式，这些结构在四六级和考研阅读中频繁出现，具有很高的代表性和复用价值。

A recent report makes several recommendations, including the abolition of most post-conviction penalties, except for those specifically needed to protect public safety.

第8段，第1句

简单句配长定语修饰是学术文本常见句式，including 和 except for 的搭配使用也较典型，具有一定代表性

Her prison sentence might have been extended.

第51题，D

情态动词加完成式，再叠加被动，是英语阅读里很常见的判断和推测表达。掌握这种结构后，迁移到类似句子会很有帮助。

They are deprived of chances to turn over a new leaf.

第52题，B

“主语 + 一般现在时被动 + 介词结构 + 不定式后置定语”是英语阅读中很常见的句型。掌握这种识别路径后，处理同类被动句和名词后不定式修饰时都能迁移。

They are deprived of all social benefits.

第53题，B

一般现在时被动句是考试和阅读里非常常见的基本句型，像“be deprived of”这样的表达也很典型。掌握这种识别方法，迁移到大量同类句子都有效。

They are hardly understood by the public.

第54题，C

“主语 + 一般现在时被动 + 程度副词 + by 短语”是英语里非常常见的句式。掌握这种识别路径后，很多同类句都可以直接迁移分析。

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。

criminal

B1

n. 罪犯

本篇8次 · 真题 20 句

penalty

B1

n. 处罚

本篇5次 · 真题 19 句

impose

B2

v. 强制实行

本篇3次 · 真题 10 句

author

A2

n. 作者

本篇2次 · 真题 244 句

benefit

B1

n. 好处

本篇2次 · 真题 169 句

system

A2

n. 系统

本篇2次 · 真题 162 句

individual

B2

adj. 单独的

本篇2次 · 真题 79 句

consequence

B2

n. 结果

本篇2次 · 真题 38 句

housing

B1

n. 住房

本篇2次 · 真题 30 句

fully

B1

adv. 完全地

本篇2次 · 真题 26 句

crime A2

n. 犯罪行为

本篇2次·真题 22 句

vast B2

adj. 巨大的

本篇2次·真题 20 句

severe B2

adj. 严重的

本篇2次·真题 18 句

regardless B2

adv. 不管

本篇2次·真题 17 句

circumstance B2

n. 情况

本篇2次·真题 16 句

justice B2

n. 公正;正义

本篇2次·真题 11 句

effect A2

n. 影响

本篇1次·真题 156 句

million A2

num. 一百万

本篇1次·真题 119 句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本篇1次·真题 118 句

support A2

v. 支持

本篇1次·真题 118 句

affect B1

v. 影响

本篇1次·真题 113 句

simply B1

adv. 仅仅, 只不过

本篇1次·真题 90 句

case A2

n. 情况

本篇1次·真题 89 句

opportunity B1

n. 机会

本篇1次·真题 89 句

amount A2

n. 数量

本篇1次·真题 87 句

least A2

det. 最少的

本篇1次·真题 84 句

access B1

n. 进入

本篇1次 · 真题 83 句

factor B1

n. 因素

本篇1次 · 真题 77 句

professional B1

adj. 专业的

本篇1次 · 真题 67 句

due B1

adj. 预期的

本篇1次 · 真题 62 句

united B1

adj. 联合的

本篇1次 · 真题 60 句

negative B1

adj. 否定的

本篇1次 · 真题 57 句

ensure B2

v. 确保

本篇1次 · 真题 54 句

maintain B1

v. 维持

本篇1次 · 真题 44 句

states A1

n. 国家

本篇1次 · 真题 43 句

charge B1

v. 收费

本篇1次 · 真题 42 句

ban B2

v. 禁止

本篇1次 · 真题 37 句

recognize B1

v. 认出

本篇1次 · 真题 34 句

appeal B2

v. 呼吁

本篇1次 · 真题 31 句

release B1

v. 释放

本篇1次 · 真题 31 句

powerful B1

adj. 强大的

本篇1次 · 真题 30 句

recommendation B2

n. 推荐

本篇1次 · 真题 30 句

unable A2

adj. 不能的

本篇1次·真题 27 句

participate B1

v. 参加

本篇1次·真题 25 句

attempt B1

v. 试图

本篇1次·真题 24 句

federal B2

adj. 联邦（制）的

本篇1次·真题 24 句

crucial B2

adj. 至关重要的

本篇1次·真题 22 句

advocate B2

v. 拥护

本篇1次·真题 20 句

extend B1

v. 延伸;延长

本篇1次·真题 20 句

ideal B2

adj. 理想的

本篇1次·真题 20 句

reserve B1

v. 预订

本篇1次·真题 20 句

unfortunately B1

adv. 不幸地

本篇1次·真题 20 句

minor B2

adj. 较小的

本篇1次·真题 19 句

commit B2

v. 承诺、保证做某事

本篇1次·真题 17 句

debt B1

n. 欠款

本篇1次·真题 15 句

specifically B2

adv. 明确地

本篇1次·真题 14 句

surely B1

adv. 肯定地

本篇1次·真题 13 句

deny B1

v. 否认

本篇1次·真题 11 句

reform

B2

v. 改革

本篇1次 · 真题 11 句

permanently

B2

adv. 永久地

本篇1次 · 真题 9 句

restriction

B2

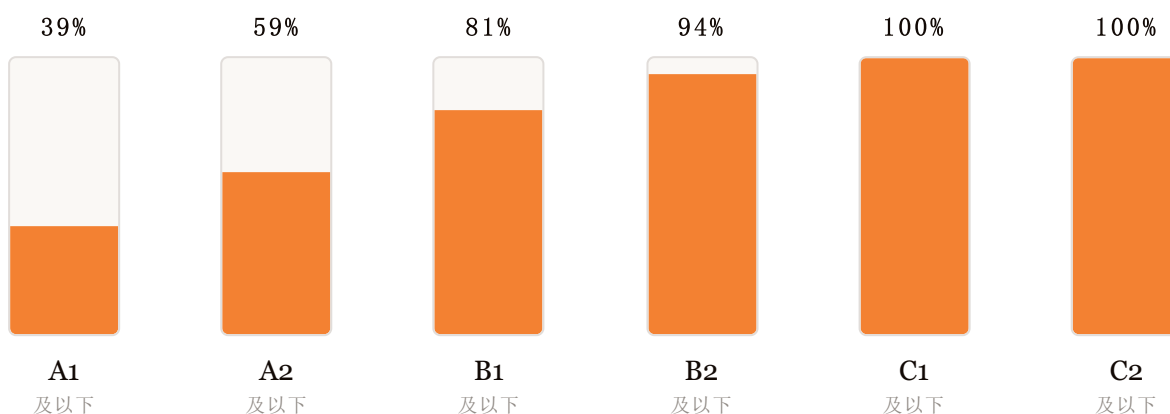
n. 限制

本篇1次 · 真题 9 句

VOCABULARY · 词汇难度分布

全文 218 词按 CEFR 难度累积覆盖

全文去重后共 **218** 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 13 个 · 约 6%。



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 218 个 · 末柱为 100%

去重总词数

218

B2 以上难词

6%

B1 及以下覆盖

81%

英语四级 2015年12月·第2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12月·第2套英语四级汉译英（段落翻译）·客观介绍丽江古镇 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12月·第2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2套(2015-12) • 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**.

云南省的丽江古镇是中国著名的旅游目的地之一。那里的生活节奏比大多数中国城市都要缓慢。丽江到处都是美丽的自然风光，众多的少数民族同胞提供了各式各样、丰富多彩的文化让游客体验。历史上，丽江还以“爱之城”而闻名。当地人中流传着许多关于因爱而生、为爱而死的故事。如今，在中外游客眼中，这个古镇被视为爱情和浪漫的天堂 (paradise)。

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。

The old town of Lijiang in Yunnan Province is one of China's famous tourist destinations. The pace of life there is slower than that in most Chinese cities. There is beautiful natural scenery everywhere in Lijiang, and the numerous ethnic minorities offer a rich variety of colorful cultures for tourists to experience. In history, Lijiang was also known as the "City of Love". Among the locals, many stories about living for love and dying for love are passed down. Today, in the eyes of tourists at home and abroad, the old town is regarded as a paradise of love and romance.

【衔接】第1、2句之间：用there承地点

首句已点明丽江，第2句 那里的生活节奏 的「那里」无需重复 in Lijiang，直接用 there 承接：The pace of life there is slower...，避免「Lijiang... Lijiang...」重复。

第4、6句之间：历史与如今对照

第4句 历史上 与第6句 如今 是一组时间对照（过去的别称 vs 现在的口碑）。句首分别用 In history 与 Today 显化这条时间线，读者一眼看出今昔呼应，整篇更连贯。

第6句：用the old town/it承接避免重复Lijiang

第6句 这个古镇 指代前文的丽江，用 the old town 或 it 承接，全篇 Lijiang 已多次出现，此处换说法既避免重复又指代清晰。

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】客观介绍丽江古镇

整段在向读者介绍云南丽江古镇这个旅游地：它是什么、生活节奏如何、有什么风光与文化、历史上的别称、如今的口碑。开篇 云南省的丽江古镇是中国著名的旅游目的地之一。就是一句典型的下定义式客观陈述，属于四级汉译英最常见的「中国文化/旅游介绍」语体——通篇讲的是一个长期成立的事实与现状，不是某段历史故事的叙述。

【时态】一般现在时

全篇是对丽江「现在长期成立的事实与现状」的客观介绍——是著名旅游地、生活节奏慢、风光多、被视为天堂，这些都是当下普遍为真的状态，故主时态定一般现在时。仅 历史上，丽江仍以“爱之城”而闻名。这一句明确带「历史上」「流传」的过去/延续色彩，才在该处偏离基调。

【译法】丽江古镇

云南省的丽江古镇 取约定俗成的拼音地名加通名：the old town of Lijiang（或 Lijiang Old Town）。全篇凡指这个地方一律用此译法或用 it 承接，不要一会儿 Lijiang town、一会儿 ancient city 来回换。

云南省

云南省的 省名用拼音 + Province：Yunnan Province。作地点状语放句末 in Yunnan Province，是四级介绍类最稳的处理。

少数民族同胞

众多的少数民族同胞 文化负载词，取通用译法 ethnic minorities（指少数民族民众）。「同胞」无需逐字译出 compatriots，那样反而生硬；用 ethnic minorities / people of ethnic minorities 即可。

爱之城

仍以“爱之城”而闻名 是带引号的别称，意译保留引号：the "City of Love"。全篇只出现一次，但要和后文「爱情和浪漫的天堂」用词上自然呼应（都围绕 love）。

1. 云南省的丽江古镇是中国著名的旅游目的地之一。

【主干】 古镇 is 目的地之一（主语策略：原句主语）

中文已有明确主语「丽江古镇」，核心是判断动词「是」。骨架就是 The old town of Lijiang is one of China's famous tourist destinations。云南省的丽江古镇是中国著名的旅游目的地之一 整句就是一个「A 是 B 之一」的判断句，主谓宾一目了然。

【降级】 两处定语后置或前置

主干外有两个修饰：「云南省的」修饰丽江，译成地点状语后置 in Yunnan Province，放句末最自然；「中国著名的旅游」修饰目的地，作前置定语 China's famous tourist。最终：The old town of Lijiang in Yunnan Province is one of China's famous tourist destinations。注意「之一」对应 one of + 复数名词 destinations，这是固定结构。

【语法】 时态

回指全篇基调 P1 用一般现在时，is，陈述一个长期事实。

单复数

「之一」=one of 后面必须接复数：one of ... destinations，漏掉这个 -s 是高频失分点。

冠词

特指这个具体的古镇，用定冠词 the old town of Lijiang；表语 one of ... 这里泛指一类著名目的地，不加 the。

【译文】 The old town of Lijiang in Yunnan Province is one of China's famous tourist destinations.

2. 那里的生活节奏比大多数中国城市都要缓慢。

【主干】 节奏 is slower（主语策略：原句主语）

主语是「那里的生活节奏」the pace of life，谓语是隐含的系动词，表语是形容词的比较级「更缓慢」slower。骨架 The pace of life there is slower。那里的生活节奏比大多数中国城市都要缓慢是一个「A 比 B 更.....」的比较句。

【降级】 than引出比较对象

「比大多数中国城市」降级成 than 引导的比较状语：than (that) in most Chinese cities。严谨点可补 that（指代 the pace）避免「拿节奏比城市」的逻辑错位，但四级写成 than in most Chinese cities 也可接受。「那里的」译成 there 或 here 作地点副词后置。

【语法】 时态

回指基调用一般现在时 is，陈述当下事实。

比较级

「更缓慢」用 slower（slow 的比较级），后接 than；不要写成 more slow。

单复数

「大多数中国城市」是复数：most Chinese cities，city 要变复数 cities。

【译文】 The pace of life there is slower than that in most Chinese cities.

3. 丽江到处都是美丽的自然风光，众多的少数民族同胞提供了各式各样、丰富多彩的文化让游客体验。

【主干】 前半There be，后半人作主语（主语策略：There be）

这是逗号连接的两个分句，应拆成两句英文。前半「丽江到处都是美丽的自然风光」表「存在」，用 There be: There is beautiful natural scenery everywhere in Lijiang. 后半「众多的少数民族同胞提供了.....文化」有明确主语，用「原句主语」: ethnic minorities offer ... cultures. 丽江到处都是美丽的自然风光 是典型的「某地到处是某物」存在句。

【降级】 让游客体验降级为不定式

后半「众多的少数民族同胞提供了.....文化让游客体验」中，主干 ethnic minorities offer colorful and diverse cultures; 「让游客体验」是目的/补充，降级成不定式 for tourists to experience 挂在 cultures 后作后置定语/目的状语。「各式各样、丰富多彩的」两个并列形容词合译成 a rich variety of / diverse and colorful 修饰 cultures。

【语法】 时态

回指基调用一般现在时: There is、offer, 讲的都是丽江现在长期的状态, 「提供了」的「了」在这里不表过去、是常态, 别误用过去时。

单复数

natural scenery 是不可数名词, 用 There is、不加 -s; 「少数民族同胞」是复数群体 ethnic minorities offer (动词不加 -s); 「文化(各式各样)」可用复数 cultures。

主谓一致

There be 的 be 跟最近的名词走: 后接不可数 scenery 故用 is; 主语 ethnic minorities 是复数, 谓语 offer 不加 s。

【译文】 There is beautiful natural scenery everywhere in Lijiang, and the numerous ethnic minorities offer a rich variety of colorful cultures for tourists to experience.

4. 历史上，丽江还以"爱之城"而闻名。

【主干】 丽江 was known as 爱之城（主语策略：原句主语）

主语「丽江」Lijiang, 谓语用固定搭配「以.....而闻名」be known as, 宾语「爱之城」the "City of Love". 骨架 Lijiang was known as the "City of Love". 历史上，丽江还以"爱之城"而闻名的「历史上」是关键时间信号。

【降级】 历史上作时间状语前置

「历史上」译成 In history / Historically 作时间状语放句首。「还」是语气词，可略或用 also。本句结构简单，主干立起来即可，无需大改写。

【语法】时态

本句偏离全篇基调：有明确信号词「历史上」，指过去的情形，用一般过去时 was known。这是全篇唯一该用过去时的地方，务必和上下文的现在时区分开。

介词搭配

「以.....闻名」固定搭配 be known AS (接称号)，介词是 as；若用 famous 则 famous for。as 后接别称 the "City of Love"。

冠词与标点

别称前加 the: the "City of Love"; 保留中文的引号、City 与 Love 首字母大写以示专名。

【译文】 In history, Lijiang was also known as the "City of Love".

5. 当地人中流传着许多关于因爱而生、为爱而死的故事。

【主干】 故事 spread among 当地人 (主语策略：原句主语)

中文是无主句「流传着许多故事」，可把「许多故事」提作主语：Many stories ... are spread / have been passed down among the locals。也可补主语 the locals 作 The locals tell many stories。本句取「许多故事」作主语更贴中文语序。当地人中流传着许多关于因爱而生、为爱而死的故事。

【降级】 关于因爱而生为爱而死作定语

「关于因爱而生、为爱而死的」修饰「故事」，降级成 about + 动名词短语作后置定语：stories about living for love and dying for love (或 about people who live and die for love)。「因爱而生、为爱而死」是两个并列结构，用 and 连接 living for love / dying for love，对仗译出。

【语法】语态

「流传着」无施动者，用被动 are spread / are passed down 最自然——英文被动远多于汉语，无主句优先想被动。

时态

回指基调用一般现在时 are spread (这些故事至今仍在流传，是现状)；也可用现在完成 have been passed down 强调延续，但与全篇现在时保持协调即可。

单复数

「许多故事」复数 many stories，谓语 are；「当地人」复数 the locals。

【译文】 Among the locals, many stories about living for love and dying for love are passed down.

6. 如今，在中外游客眼中，这个古镇被视为爱情和浪漫的天堂 (paradise)。

【主干】 古镇 is regarded as 天堂 (主语策略：原句主语)

主语「这个古镇」the old town (承接前文、避免重复 Lijiang 可用 it 或 the old town)，谓语「被视为」固定被动 is regarded as / is seen as，宾语「爱情和浪漫的天堂」a paradise of love and romance。骨架 The old town is regarded as a paradise。这个古镇被视为爱情和浪漫的天堂 已是被动语态的明确信号「被视为」。

【降级】两个时间地点状语前置

「如今」译 Today / Nowadays 作时间状语前置；「在中外游客眼中」译 in the eyes of tourists at home and abroad 作状语。「爱情和浪漫的」并列形容词/名词修饰「天堂 paradise」：a paradise of love and romance。提示已给出 paradise，直接用。

【语法】时态

「如今」明确指现在，回归全篇基调一般现在时 is regarded，与第4句的过去时形成「历史 vs 如今」的对照。

语态

「被视为」用被动 is regarded as / is seen as；as 后接名词 a paradise，介词不能丢。

冠词

「一个天堂」泛指一类，用不定冠词 a paradise；提示词 paradise 可数，别漏 a。

【译文】 Today, in the eyes of tourists at home and abroad, the old town is regarded as a paradise of love and romance.

英语四级 2015年12月·第2套 · 全卷构成

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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