

2016年6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2016年6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(2016-06) • 四级

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

Part II

Listening Comprehension

(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 You probably think college students are experts at sleeping, but parties, preparations for tests, personal problems and general stress can wreck a student's sleep habits, which can be bad for the body and the mind. Texas Tech University is even offering a class called Improving Your Sleep Habits. People suffering from sleep loss are at an increased risk from obesity, psychological problems and car crashes. Students who don't get enough sleep have poor attendance and lower grades. On top of all that, a new study published in the journal Learning and Memory finds you are probably better off sleeping than making last-minute preparations for a test. Two hundred college kids were taught to play some unfamiliar video games. Subjects who learned the games in the morning lost some skills when they played again 12 hours later, but they did much better after getting a good night's sleep. So if you really want to do your job well, don't forget to get some sleep.

你可能认为大学生是睡眠专家，但派对、备考、个人问题和普遍的压力会破坏学生的睡眠习惯，这对身心都有害。Texas Tech University甚至开设了一门名为“改善你的睡眠习惯”的课程。睡眠不足的人面临肥胖、心理问题和车祸的风险增加。睡眠不足的学生出勤率低，成绩也较差。除此之外，发表在《学习与记忆》期刊上的一项新研究发现，睡觉可能比临时抱佛脚备考更有效。研究让两百名大学生学习玩一些不熟

悉的电子游戏。早上学习游戏的受试者在12小时后再玩时失去了一些技能，但在睡个好觉后，他们的表现要好得多。所以如果你真的想把工作做好，别忘了睡觉。

1. A) How college students can handle their psychological problems.
- B) Why college students are more likely to have stress problems.
- C) Why sufficient sleep is important for college students.
- D) How college students can improve their sleep habits.

【题目】 What is the news report mainly about?

【翻译】 这则新闻报道主要是关于什么的？

- A) 大学生如何处理他们的心理问题。 B) 为什么大学生更容易出现压力问题。
C) 为什么充足的睡眠对大学生很重要。 D) 大学生如何改善他们的睡眠习惯。

【答案】 C (主旨题) Why sufficient sleep is important for college students.

【定位】 You probably think college students are experts at sleeping, but parties, preparations for tests, personal problems and general stress can wreck a student's sleep habits, which can be bad for the body and the mind.

你大概觉得大学生最擅长睡觉，但聚会、备考、个人问题和普遍的压力会毁掉学生的睡眠习惯，而这对身心都有害。

【信号】 开头点题 + 转折 but 后是真意。这是新闻第一句，承担点题功能；句中 but 之后才抛出真正话题——睡眠被毁、有害身心。整篇随后都在围绕“睡眠对大学生有多重要”展开（睡不够的风险、开设睡眠课、睡比临时备考更管用），证明开头这句就是主旨落点。

【替换】 can wreck a student's sleep habits, which can be bad for the body and the mind ↔

Why sufficient sleep is important for college students.

"破坏睡眠有害身心" = "充足睡眠很重要"

【排除】 A) 原词陷阱

录音确实念到 psychological problems, A 把它写进选项诱你"听到就选"。但原文只是把心理问题列为睡眠不足的一个后果，全篇并没在教"怎么处理心理问题"，A 偷换了重心。

借用原文：psychological problems

B) 原词陷阱

录音提到 general stress 是毁睡眠的原因之一，B 借这个词诱选。但 B 说"为何大学生更容易有压力问题"，原文压根没解释压力的成因，只把压力当作影响睡眠的因素之一，B 把一个次要因素抬成了主题。

借用原文：general stress

D) 偷换概念

录音反复出现 sleep habits，还提到开设 Improving Your Sleep Habits 的课，D 借此极具迷惑性。但 D 问的是"怎么改善睡眠习惯"（方法），全篇却是在讲"睡眠为什么重要"（原因），重心一个落在 how、一个落在 why，D 偷换了问法。

借用原文：Improving Your Sleep Habits

2. A) It is not easy to improve one's sleep habits.
B) It is not good for students to play video games.
C) Making last-minute preparations for tests may be less effective than sleeping.
D) Students who are better prepared generally get higher scores in examinations.

【题目】 What is the finding of the new study published in the journal Learning and Memory?

【翻译】 发表在《学习与记忆》期刊上的新研究有什么发现？

- A) 改善一个人的睡眠习惯并不容易。 B) 学生玩电子游戏不好。
C) 临时抱佛脚准备考试可能不如睡觉有效。
D) 准备更充分的学生通常在考试中获得更高的分数。

【答案】 C (细节题) Making last-minute preparations for tests may be less effective than sleeping.

【定位】 On top of all that, a new study published in the journal Learning and Memory finds you are probably better off sleeping than making last-minute preparations for a test.

除此之外，一项发表在《学习与记忆》期刊上的新研究发现：比起临时抱佛脚准备考试，你睡一觉很可能更划算。

【信号】 研究信号 a new study ... finds. a new study published in the journal Learning and Memory finds 是明确的研究结论信号，finds 之后那句就是研究真正的发现。题干问的正是这项研究的 finding，信号与题干直接对上，定位无误。

【替换】 you are probably better off sleeping than making last-minute preparations for a test ↔

Making last-minute preparations for tests may be less effective than sleeping.

"睡觉更划算" = "临时备考没睡觉有效"

【排除】 A) 原词陷阱

录音前文提到 sleep habits、还有改善睡眠习惯的课，A 借此诱选。但"改善睡眠习惯不容易"是 A 自造的说法，那项研究的 finding 与"习惯难不难改"无关，A 答非所问。

借用原文：sleep habits

B) 张冠李戴

录音确实念到 Two hundred college kids were taught to play some unfamiliar video games, B 借 video games 诱选。但游戏只是这项研究的实验材料，原文从没说"玩游戏不好", B 把实验工具误读成了研究结论。

借用原文：Two hundred college kids were taught to play some unfamiliar video games

D) 未提及

Students who are better prepared generally get higher scores in examinations."准备越充分分越高"是太顺耳的常识，但这项研究恰恰说"睡觉比临时备考更管用", 原文从没说"准备充分就得高分", D 是凭常识硬填、未提及。

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

1 Long queues, delayed flights and overcrowding at airports have become almost as much a topic for conversation in Britain as the traditional complaining about the weather. Meanwhile there are complaints that poor service at London's major airports is discouraging foreigners from doing business in Britain. Much of the criticism is directed at the British Airports Authority, which runs seven major airports, including the three main ones serving London. The Competition Commission is now to investigate whether the British Airports Authority needs to sell off some of its assets. The idea is that competition between rival operators would lead to better service at airports. The British Airports Authority, recently bought by a Spanish company, says the root cause of the problem is not the ownership structure but a lack of runway and terminal capacity, which it is addressing through a program of heavy investment.

在英国，机场排长队、航班延误和过度拥挤几乎已经成为像传统抱怨天气一样的谈资。与此同时，有人抱怨伦敦主要机场的糟糕服务正在打消外国人在英国做生意的念头。大部分批评指向英国机场管理局，该机构运营着七个主要机场，包括为伦敦服务的三个主要机场。竞争委员会现在将调查英国机场管理局是否需要出售其部分资产。这个想法是，竞争对手运营商之间的竞争将带来更好的机场服务。英国机场管理局最近被一家西班牙公司收购，该机构表示问题的根本原因不是所有权结构，而是跑道和航站楼容量不足，而他们正在通过大规模投资计划来解决这个问题。

3. A) Whether adequate investment is being made to improve airport facilities.
B) Whether the British Airports Authority should sell off some of its assets.
C) Whether the Spanish company could offer better service.
D) Whether more airports should be built around London.

【题目】 What is the Competition Commission going to investigate?

【翻译】 竞争委员会将要调查什么？

- A) 是否正在进行充足的投资以改善机场设施。
B) British Airports Authority 是否应该出售其部分资产。
C) 这家西班牙公司是否能提供更好的服务。 D) 是否应该在伦敦周边建设更多机场。

【答案】 B (细节题) Whether the British Airports Authority should sell off some of its assets.

【定位】 The Competition Commission is now to investigate whether the British Airports Authority needs to sell off some of its assets.

竞争委员会现在将调查英国机场管理局是否需要出售其部分资产。

【信号】 题干主语原样复现处即落点。录音里出现 The Competition Commission is now to investigate 这一短语，与题干主语 the Competition Commission 对应，investigate 后面紧跟的 whether 从句就是“要调查的内容”，这就是答案句的定位信号。

【替换】 whether the British Airports Authority needs to sell off some of its assets ↔
Whether the British Airports Authority should sell off some of its assets.
needs to ≈ should, 其余近乎原句

【排除】 A) 原词陷阱

adequate investment 借了录音结尾 a program of heavy investment 的 investment 一词制造耳熟，但那是英国机场管理局自述的应对措施，根本不是竞争委员会“要调查”的事，答非所问。

借用原文：a program of heavy investment

C) 张冠李戴

the Spanish company 取自录音 recently bought by a Spanish company，西班牙公司确实被念到，但录音只是交代管理局新东家，竞争委员会要查的是“是否该卖资产”，不是“西班牙公司能否提供更好服务”，张冠李戴。

借用原文：recently bought by a Spanish company

D) 未提及

录音提到 the three main ones serving London，伦敦确被念到，但全篇没有任何“应再多建机场”的意思，more airports should be built around London 属凭 London 一词臆造，未提及。

借用原文：the three main ones serving London

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4. A) Poor ownership structure.
B) Inefficient management.
C) Lack of innovation and competition.
D) Lack of runway and terminal capacity.

【题目】 What is the root cause of the poor service at British airports according to the British Airports Authority?

【翻译】 根据 British Airports Authority 的说法,英国机场服务不佳的根本原因是什么?

- A) 所有权结构不良。 B) 管理效率低下。 C) 缺乏创新和竞争。
D) 缺乏跑道和航站楼容量。

【答案】 D (细节题) Lack of runway and terminal capacity.

【定位】 The British Airports Authority... says the root cause of the problem is not the ownership structure but a lack of runway and terminal capacity, which it is addressing through a program of heavy investment.

英国机场管理局.....表示，问题的根本原因不是产权结构，而是跑道和航站楼容量不足，它正通过一项大规模投资计划来解决这一问题。

【信号】 not...but... 转折后才是真原因。 答案句用 the root cause of the problem is not the ownership structure but a lack of runway and terminal capacity 的 not...but... 结构：not 后是被否定的假原因，but 后才是管理局认定的真原因——but 之后才是落点。

【替换】 a lack of runway and terminal capacity ↔ **Lack of runway and terminal capacity.**

近乎原词照搬，仅去冠词

【排除】 A) 与原文相反

Poor ownership structure. 直接搬录音 not the ownership structure 的原词，极易“听到就选”，可它恰恰是管理局明确否定的那个假原因——not 后的内容正话反说，与原文相反。

借用原文：not the ownership structure

B) 未提及

Inefficient management. 听感上像在批评机场，但录音从头到尾没说过管理低效，它只在产权与跑道容量之间二选一，management 一词未现，属未提及。

C) 张冠李戴

Lack of innovation and competition. 里的 competition 容易让人联想到录音里的 competition between rival operators，但那是竞争委员会设想的“解决办法”而非管理局认定的“根本原因”，把手段当成因，张冠李戴。

借用原文：competition between rival operators would lead to better service

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

1 Under the law in Massachusetts, tobacco companies have to measure the nicotine content of every type of cigarette and report the results. The Department of Public Health in Boston gathers and carefully examines the figures and then draws its conclusions. A hundred and sixteen brands were looked at for this study. Ninety-two were found to have higher nicotine yields than they did six years previously. The biggest increases tended to be in brands that were popular with young smokers. That worries the department because of the addictive nature of nicotine. Stand Glance, a professor of medicine in San Francisco explains why. "The amount of nicotine that's delivered in every cigarette is 10% higher than it was six years ago, which means that it is easier to get hooked and harder to quit. The big tobacco companies have always insisted that they are frank with their customers about the dangers of smoking and provide them with enough detail to make an informed decision. However, none of them were prepared to comment on this study or discuss the detailed nicotine content of their products."

根据Massachusetts州的法律,烟草公司必须测量每种香烟的尼古丁含量并报告结果。Boston的公共卫生部门收集并仔细审查这些数据,然后得出结论。这项研究考察了116个品牌。研究发现,92个品牌的尼古丁含量比六年前更高。增幅最大的往往是受年轻烟民欢迎的品牌。这让该部门感到担忧,因为尼古丁具有成瘾性。San Francisco的医学教授Stand Glance解释了原因。"每支香烟输送的尼古丁量比六年前高出10%,这意味着更容易上瘾,更难戒掉。大型烟草公司一直坚称,他们对客户坦诚吸烟的危害,并向他们提供足够的细节以做出明智的决定。然而,他们都不愿对这项研究发表评论,也不愿讨论其产品的详细尼古丁含量。

5. A) Study the effects of nicotine on young smokers.
B) Set a limit to the production of their cigarettes.
C) Take steps to reduce nicotine in their products.
D) Report the nicotine content of their cigarettes.

【题目】 What do tobacco companies have to do under the law in Massachusetts?

【翻译】根据马萨诸塞州的法律,烟草公司必须做什么?

- A) 研究尼古丁对年轻吸烟者的影响。 B) 对其卷烟的产量设定限制。
C) 采取措施减少其产品中的尼古丁。 D) 报告其卷烟的尼古丁含量。

【答案】 **D** (细节题) Report the nicotine content of their cigarettes.

【定位】 Under the law in Massachusetts, tobacco companies have to measure the nicotine content of every type of cigarette and report the results.

根据马萨诸塞州的法律,烟草公司必须测量每一种香烟的尼古丁含量,并上报结果。

【信号】 **义务信号 have to 后接动词**。 Under the law in Massachusetts, tobacco companies have to measure...and report the results 里 have to (必须) 是义务信号词,它后面接的两个动词 measure 与 report 就是法律要求做的事,这句正是答案句。

【替换】 measure the nicotine content of every type of cigarette and report the results ↔

Report the nicotine content of their cigarettes

report the results=Report the nicotine content

【排除】 A) **原词陷阱**

选项 Study the effects of nicotine on young smokers 借了原文反复出现的 nicotine 和 young smokers 来诱选,但"研究尼古丁对年轻烟民的影响"是波士顿公共卫生部门做的事,不是法律要求烟草公司做的,属答非所问。

借用原文: The biggest increases tended to be in brands that were popular with young smokers

B) **未提及**

Set a limit to the production of their cigarettes (限制香烟产量) 在录音里完全没出现,法律只要求"测量并上报含量",没有任何关于限产的表述,属无中生有。

C) **偷换概念**

Take steps to reduce nicotine in their products 用了话题核心词 reduce nicotine 来诱选,但法律要求的是 measure (测量) 与 report (上报),不是"降低"含量;录音后文恰恰说含量在上涨,公司并未被要求降含量,属偷换概念。

借用原文: measure the nicotine content of every type of cigarette and report the results

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6. A) The biggest increase in nicotine content tended to be in brands young smokers like.
B) Brands which contain higher nicotine content were found to be much more popular.
C) Tobacco companies refused to discuss the detailed nicotine content of their products.
D) Big tobacco companies were frank with their customers about the hazards of smoking.

【题目】 **What do we learn from the study by the Department of Public Health in Boston?**

【翻译】我们从波士顿公共卫生部的研究中了解到什么？

- A) 尼古丁含量增幅最大的往往是年轻吸烟者喜欢的品牌。
- B) 尼古丁含量较高的品牌被发现更受欢迎得多。
- C) 烟草公司拒绝讨论其产品的详细尼古丁含量。
- D) 大型烟草公司对其客户坦率说明吸烟的危害。

【答案】A (细节题)

The biggest increase in nicotine content tended to be in brands young smokers like.

【定位】Ninety-two were found to have higher nicotine yields than they did six years previously. The biggest increases tended to be in brands that were popular with young smokers.

其中九十二种被发现尼古丁释放量比六年前更高。涨幅最大的往往出现在受年轻烟民欢迎的牌子上。

【信号】最高级 the biggest increases 点核心发现。The biggest increases tended to be in brands that were popular with young smokers 用最高级 the biggest 标出调查最突出的发现，最高级处往往就是出题点，这句即答案句。

【替换】The biggest increases tended to be in brands that were popular with young smokers ↔

The biggest increase in nicotine content tended to be in brands young smokers like
popular with young smokers=brands young smokers like

【排除】B) 偷换概念

Brands which contain higher nicotine content were found to be much more popular
盗用原文 higher nicotine、popular 等词，却把逻辑反过来说成“含量高的牌子更受欢迎”。原文说的是“年轻人爱抽的牌子涨幅最大”，并没说“含量高所以更受欢迎”，因果与主语都被偷换。

借用原文：The biggest increases tended to be in brands that were popular with young smokers

C) 答非所问

Tobacco companies refused to discuss the detailed nicotine content 借用了原文结尾 discuss the detailed nicotine content of their products 的原话，但“公司拒绝置评”是报道末尾对公司反应的描述，不是“这项调查发现”，张冠李戴答非所问。

借用原文：none of them were prepared to comment on this study or discuss the detailed nicotine content of their products

D) 原词陷阱

Big tobacco companies were frank with their customers about the hazards of smoking 直接搬了原文 frank with their customers about the dangers of smoking 的措辞，极易诱选；但这是“公司一向声称”的立场，且也不是“调查发现”的内容，答非所问。

借用原文：The big tobacco companies have always insisted that they are frank with their customers about the dangers of smoking

7. A) They will pay more attention to the quality of their products.
B) They were not prepared to comment on the cigarette study.
C) They promised to reduce the nicotine content in cigarettes.
D) They have not fully realized the harmful effect of nicotine.

【题目】 What do we learn from the news report about the big tobacco companies?

【翻译】 我们从新闻报道中了解到大型烟草公司的什么情况？

- A) 它们将更加重视其产品的质量。 B) 它们未准备好对卷烟研究发表评论。
C) 它们承诺减少卷烟中的尼古丁含量。 D) 它们尚未充分认识到尼古丁的有害影响。

【答案】 B (细节题) They were not prepared to comment on the cigarette study.

【定位】 However, none of them were prepared to comment on this study or discuss the detailed nicotine content of their products.

然而，它们没有一家愿意就这项调查发表评论，也不愿讨论其产品的具体尼古丁含量。

【信号】 转折 **However** 后才是真意。However, none of them were prepared to comment on this study 由转折词 However 引出，前半句讲公司"一向声称坦诚"是铺垫，转折之后才是报道要点——它们其实拒绝置评，这句是答案句。

【替换】 none of them were prepared to comment on this study ↔

They were not prepared to comment on the cigarette study

none of them=They...not (双重否定转单否定)

【排除】 A) **未提及**

They will pay more attention to the quality of their products 在录音里没有任何依据，公司既未承诺也未表示要重视质量，属凭空添加。

C) **与原文相反**

They promised to reduce the nicotine content in cigarettes 借了话题核心词 reduce nicotine content 诱选，但原文恰恰说含量在上涨、且公司连置评都拒绝，根本没承诺降含量，与原文相反。

借用原文：none of them were prepared to comment on this study or discuss the detailed nicotine content of their products

D) **与原文相反**

They have not fully realized the harmful effect of nicotine 借用原文反复出现的 nicotine 与 dangers of smoking 来诱选，但原文说公司"一向声称对顾客坦诚危害"，恰恰是"已意识到并声称告知"，并非"没充分意识到危害"，属与原文相反。

借用原文：they are frank with their customers about the dangers of smoking and provide them with enough detail to make an informed decision

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 M: And you know, one thing that I want to ask you. It's great that you have had this experience of teaching in Indonesia and following up on what you just mentioned, what would you recommend for students who do not live in an English-speaking country? And, you know, they want to learn. I don't know about perfecting but they want at least to be able to communicate decently. How can they go about this?

M: 你知道，有一件事我想问你。很高兴你有在印度尼西亚教学的经历，接着你刚才提到的，你会给那些不住在英语国家的学生什么建议？你知道，他们想学习。我不知道是否要达到完美，但他们至少想能够得体地交流。他们该怎么做呢？

2 W: Yeah, it's really hard. That's the real struggle because, right now, I do live in Holland, but I really don't socialize much with Dutch people and my boyfriend's English is so good that we just basically speak English all the time. So I have to make a real effort to practice. There is as much listening exposure as I want—all I have to do is turn on the TV.

W: 是的，这真的很难。这是真正的挑战，因为现在我确实住在荷兰，但我真的不怎么和荷兰人社交，而且我男朋友的英语非常好，所以我们基本上一直说英语。所以我必须真正努力去练习。我想听多少就有多少听力材料——我只需要打开电视就行。

3 M: And reading also, right?

M: 还有阅读，对吧？

4 W: Yeah, reading. There is plenty I can get to read and listen to. But for speaking, there really is no substitute for trying to speak and use the language in a relaxed atmosphere. So I think that's really the challenge for people who live in a country where their target language isn't spoken. And for that, gosh, what would I do if I didn't have people here? Probably try to find a club? In Sweden, they have a really cool system called Study Circles; well, it's not... it's like a course. But really, you just have a course leader who is there, sort of as a coach and guide and to help out, and you don't get grades, and you go just because you want to learn.

W: 对，阅读。有大量的材料我可以阅读和听。但是对于口语来说，真的没有什么能替代在轻松的氛围中尝试说话和使用语言。所以我认为这对于生活在目标语言不被使用的国家的人来说，真的是个挑战。为此，天哪，如果我这里没有人的话我会怎么做呢？可能试着找个俱乐部？在瑞典，他们有一个非常酷的系统叫做学习圈；嗯，它不是.....它就像一门课程。但实际上，你只是有一个课程负责人在那里，有点像教练和向导，帮助你，你不会得到成绩，你去只是因为你想学习。

8. A) Holland.
B) Indonesia.
C) England.
D) Sweden.

【题目】 Where does the woman live right now?

【翻译】 这位女士现在住在哪里？

A) 荷兰。 B) 印度尼西亚。 C) 英格兰。 D) 瑞典。

【答案】 **A** (细节题) Holland.

【定位】 right now, I do live in Holland, but I really don't socialize much with Dutch people
现在呢，我确实住在荷兰，但我跟荷兰人社交其实不多。

【信号】 被问者直接应答 + right now 强调。男方问当前住地，女方在 right now, I do live in Holland 里用 right now 与加重的 do live 直接应答，这种「被问者的直接回答 + 强调词」就是答案信号，落点在回答方。

【替换】 I do live in Holland ↔ **Holland**.

地名原词直接对应

【排除】 B) **原词陷阱**

录音里男方提到女方 teaching in Indonesia, Indonesia 是她「教过书」的地方，不是「现在住的地方」；选项把这个真出现过的国名搬来答 where she lives now, 属典型答非所问。

借用原文：teaching in Indonesia

C) **未提及**

录音从头到尾没把 England 作为女方的居住地提及，选项纯属用一个常见英语国家来凑「学英语」的联想，原文无据。

D) **原词陷阱**

Sweden 在录音里是 In Sweden, they have a really cool system called Study Circles 提到的「某制度所在国」，与女方当前住地无关；选项搬这个真国名来答 where she lives, 是答非所问。

借用原文：In Sweden, they have a really cool system called Study Circles

-
9. A) Talking with her boyfriend in Dutch.
B) Getting a coach who can offer real help.
C) Acquiring the necessary ability to socialize.
D) Learning a language where it is not spoken.

【题目】 What does the woman say is the real challenge?

【翻译】这位女士说真正的挑战是什么？

- A) 用荷兰语与她的男朋友交谈。 B) 找到一位能提供真正帮助的教练。
C) 获得必要的社交能力。 D) 在不使用某种语言的地方学习该语言。

【答案】D (细节题) Learning a language where it is not spoken.

【定位】So I think that's really the challenge for people who live in a country where their target language isn't spoken.

所以我觉得，对于住在目标语言没人说的国家里的人来说，这才是真正的难处。

【信号】强调词 the challenge 收束句。女方用 that's really the challenge for people who live in a country where their target language isn't spoken 把前面铺垫收成一句结论，really the challenge 是明确的强调信号，问 the real challenge 就锁这句。

【替换】people who live in a country where their target language isn't spoken ↔

Learning a language where it is not spoken.

从句改写成动名词概括

【排除】A) 原词陷阱

录音提到女方 I do live in Holland，但荷兰只是她的居住地，不是她说的「真正难处」；选项把这个真地名搬来答 challenge，答非所问。

借用原文：I do live in Holland

B) 原词陷阱

录音里 a course leader who is there, sort of as a coach and guide 的 coach 是介绍瑞典 Study Circles 时说的好处，不是女方所说的难处；选项把它包装成「难在找不到好教练」，与原文定调相反。

借用原文：a course leader who is there, sort of as a coach and guide

C) 偷换概念

录音说的是「没有真实环境去练说」，难点在环境，不在「掌握社交能力」；女方 I really don't socialize much with Dutch people 只是描述现状，选项却把 socialize 拔高成「要获得社交能力」，偷换了概念。

借用原文：I really don't socialize much with Dutch people

-
10. A) Practicing reading aloud as often as possible.
B) Listening to language programs on the radio.
C) Trying to speak it as much as one can.
D) Making friends with native speakers.

【题目】What does the woman suggest doing to learn to speak a foreign language?

【翻译】这位女士建议做什么来学习说一门外语？

- A) 尽可能经常地练习朗读。 B) 收听广播中的语言节目。
C) 尽可能多地尝试说这门语言。 D) 与母语者交朋友。

【答案】 C (细节题) Trying to speak it as much as one can.

【定位】 But for speaking, there really is no substitute for trying to speak and use the language in a relaxed atmosphere.

但说到口语，真的没有什么能替代在轻松氛围里去尝试开口、去用这门语言。

【信号】 转折 But + 建议结构 no substitute for。前文先把听、读铺一遍，女方用 But for speaking, there really is no substitute for trying to speak 转折并限定 for speaking, no substitute for 是「没什么比这更好」的建议信号，转折后才是落点。

【替换】 no substitute for trying to speak and use the language ↔ Trying to speak it as much as one can.
「无可替代」=「尽可能多做」

【排除】 A) 原词陷阱

录音提到 reading，但只说有大量东西可读可听，从未建议「朗读 read aloud」来练口语；选项借 reading 这个原词造出一个原文没有的具体做法。

借用原文：reading

B) 原词陷阱

录音说 There is as much listening exposure as I want，听力输入随手可得，但那是讲「听、读不缺」，恰恰反衬「练口才难」；选项把 listening 搬来当练口语的建议，答非所问。

借用原文：There is as much listening exposure as I want

D) 未提及

录音提到 in a relaxed atmosphere、find a club，但没有把「结交母语者朋友」作为练口语的建议提出；选项用一个看似合理的方法填空，原文无据。

11. A) It provides opportunities for language practice.

B) It trains young people's leadership abilities.

C) It offers various courses with credit points.

D) It creates an environment for socializing.

【题目】 What does the woman say about the Study Circles in Sweden?

【翻译】 这位女士对瑞典的学习圈说了什么？

A) 它提供语言练习的机会。 B) 它培训年轻人的领导能力。

C) 它提供带学分的各种课程。 D) 它创造了一个社交环境。

【答案】 A (细节题) It provides opportunities for language practice.

【定位】 In Sweden, they have a really cool system called Study Circles; well, it's not... it's like a course. But really, you just have a course leader who is there, sort of as a coach and guide and to help out, and you don't get grades, and you go just because you want to learn.

在瑞典，他们有个很棒的制度叫「学习圈」；嗯，它不是.....它有点像一门课。但其实呢，你只是有一个课程引导者在那儿，相当于教练和向导，帮你一把，你不会拿到分数，你来纯粹是因为你想学。

【信号】 专名 Study Circles 后的整段介绍。女方在 a really cool system called Study Circles 之后整段描述它的样子，这段就是答案句区；信号是「点名某物 + 随即解释它怎么运作」，要把这几句合起来判它到底提供什么。

【替换】 you go just because you want to learn ↔ It provides opportunities for language practice.

「为学而来的轻松学习场」=「提供练习机会」

【排除】 B) 原词陷阱

录音里 leader 只出现在 a course leader who is there，指「课程引导者」这个人，根本没说培养「年轻人的领导力」；选项把 leader 这个词偷换成 leadership 来造一个原文没有的功能。

借用原文：a course leader who is there

C) 与原文相反

录音明确说 you don't get grades——不打分、没学分，选项 It offers various courses with credit points. 却说「提供带学分的课程」，与原文恰好相反；it's like a course 只是说「像门课」，被选项坐实成「有学分的课程」。

借用原文：it's like a course. But really, you just have a course leader who is there, sort of as a coach and guide and to help out, and you don't get grades

D) 偷换概念

录音强调 Study Circles 是为「学」而去 (you go just because you want to learn)，定位在语言练习，不是泛泛地「营造社交环境」；选项 It creates an environment for socializing. 借前文的 socialize 话题把它说偏成社交场所，偷换了重点。

借用原文：you go just because you want to learn

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

1 W: Okay, Nathan. So we are talking about driving and are there any rules or regulations that you'd like to change?

W: 好的,Nathan。我们现在聊聊开车的事儿,有什么交通规则是你想改的吗?

2 M: I'm not sure I want to change rules, but I'd like the police to be stricter on the rules. Like if people jump the traffic lights, I don't know why there isn't a camera at the traffic lights to stop people doing that. Or like speeding. It's very easy to put speed cameras in certain places.

M: 我倒不是想改规则,但我希望警察能更严格地执行现有规则。比如闯红灯这事儿,我就不明白为什么不在红绿灯那儿装个摄像头来制止这种行为。还有超速,在特定路段装测速摄像头其实很容易的。

3 W: Maybe car manufacturers should have some responsibility in limiting the power of their engines. What's the point in producing an engine that is big and powerful enough to go like 200 km/h when the speed limit is only 100?

W: 也许汽车制造商也该负点责任,限制一下发动机的功率。生产那种又大马力又足、能跑到时速200公里的发动机有什么意义呢,限速才100啊?

4 M: Right, but do you know there are no speed limits in Germany.

M: 对,但你知道吗,德国是有限速的。

5 W: People there do drive responsibly, though. Often people break laws simply because the laws are there. If the law isn't there, people will drive within their ability range. When you've got speed limits, this creates situations that actually present dangers on the road.

W: 不过那儿的人开车确实很负责任。很多时候人们违反法律纯粹就是因为有法律在那儿。如果没有那条法律,人们就会在自己能力范围内开车。有了限速以后,反而会制造出一些真正危险的路况。

6 M: Do you think Germans have better education about personal responsibility when driving?

M: 你觉得德国人在开车的个人责任方面受过更好的教育吗?

7 W: Possibly. They also have very good cars.

W: 有可能吧。而且他们的车也确实很好。

8 M: Right.

M: 对。

9 W: If you've got a good car that can go at a high speed then it's really nice to do that.

W: 如果你有一辆能跑高速的好车,那开快点确实挺爽的。

10 M: But still with care.

M: 但还是得小心。

11 W: So I think it's the restrictions that create the dangers sometimes.

W: 所以我觉得有时候恰恰是这些限制制造了危险。

12 M: Okay.

M: 好吧。

13 W: Obviously, when driving through a residential area or where there is a school, you've got to have speed policemen.

W: 当然了,在居民区或者学校附近开车,你肯定得有交警管着。

14 M: Speed bumps.

M: 减速带。

15 W: Yes, speed bumps, those speed bumps that force you to slow down. I think they are a good idea.

W: 对,减速带,那种逼着你减速的减速带。我觉得这主意不错。

16 M: So you don't think fining people is useful.

M: 所以你觉得罚款没什么用?

17 W: Not really, because the police don't have time to police every single driver.

W: 不太有用,因为警察没时间去管每一个司机。

12. A) A sense of freedom driving gives.

B) Rules and regulations for driving.

C) The role policemen play in traffic safety.

D) The impact of engine design on road safety.

【题目】 What are the speakers mainly talking about?

【翻译】 说话者主要在谈论什么?

A) 驾驶带来的自由感。 B) 驾驶的规则和法规。 C) 警察在交通安全中发挥的作用。

D) 发动机设计对道路安全的影响。

【答案】 B (主旨题) Rules and regulations for driving.

【定位】 W: Okay, Nathan. So we are talking about driving and are there any rules or regulations that you'd like to change?

女: 好的, 内森。我们在聊开车, 有没有什么你想改的规则或规定呢?

【信号】 开场点题句直接抛出主线。 对话第一句 we are talking about driving and are there any rules or regulations that you'd like to change? 就把话题点明为"开车的规则与规定", 之后第2段讲严管规则、第3段讲限制引擎、第5段讲限速, 全程都绕着"规则"在转, 开场句加上全程主线共同坐实主旨。

【替换】 rules or regulations ↔ **Rules and regulations for driving.**

原话与选项几乎同词同义

【排除】 A)

录音第9段女方说 If you've got a good car that can go at a high speed then it's really nice to do that. 透出一点开快车的惬意，但这只是顺带一句，全程没有围绕"驾驶的自由感"展开，拿它当主旨是以偏概全。

借用原文：If you've got a good car that can go at a high speed then it's really nice to do that.

C) 原词陷阱

录音多处提到 police——第2段 I'd like the police to be stricter、第17段 the police don't have time to police every single driver，听到 police 容易顺手选 The role policemen play in traffic safety.，但"警察"只是讨论规则时的一个方面，整段主线是"规则"，不是"警察的作用"。

借用原文：I'd like the police to be stricter on the rules.

D)

第3段女方确实说到 car manufacturers should have some responsibility in limiting the power of their engines，听到 engine 容易选 The impact of engine design on road safety.，但这只是"该立什么规矩"之下的一个具体例子，不是两人通篇在谈的主题。

借用原文：car manufacturers should have some responsibility in limiting the power of their engines

13. A) Make cars with automatic control.

B) Make cars with higher standards.

C) Make cars that are less powerful.

D) Make cars that have better brakes.

【题目】 What does the woman think car manufacturers could do?

【翻译】 女士认为汽车制造商可以做什么？

- A) 制造具有自动控制功能的汽车。 B) 制造标准更高的汽车。 C) 制造动力较小的汽车。
D) 制造刹车性能更好的汽车。

【答案】 C (细节题) Make cars that are less powerful.

【定位】 W: Maybe car manufacturers should have some responsibility in limiting the power of their engines. What's the point in producing an engine that is big and powerful enough to go like 200 km/h when the speed limit is only 100?

女：也许车厂应该承担一些责任，限制他们引擎的动力。生产一台大到能跑 200 公里每小时的强劲引擎有什么意义呢，限速明明只有 100？

【信号】 题干关键词 **car manufacturers** 直接定位。录音里只有第3段出现 car manufacturers should have some responsibility in limiting the power of their engines，与题干 car manufacturers 的关键词正面撞上，这句就是答案句；其中 limiting the power of their engines 是关键动作。

【替换】 limiting the power of their engines ↔ **Make cars that are less powerful.**

限制动力即造动力更弱的车

【排除】 A) **未提及**

Make cars with automatic control. 说的"自动控制"录音里压根没提, 女方只谈了"限制动力", 这是无中生有。

B)

Make cars with higher standards. 的"更高标准"是顺着"车厂担责"的合理联想, 但女方具体说的是 limiting the power, 不是提高标准, 属于推过了头。

D)

Make cars that have better brakes. 的"更好的刹车"录音完全没出现, 女方谈的是发动机动力大小, 不是刹车, 属未提及。

14. A) They follow traffic rules closely.

B) They keep within speed limits.

C) They like to go at high speed.

D) They tend to drive responsibly.

【题目】 **What can we learn about people driving in Germany?**

【翻译】 关于在德国驾驶的人们我们可以了解到什么?

A) 他们严格遵守交通规则。 B) 他们遵守限速规定。 C) 他们喜欢高速行驶。

D) 他们倾向于负责任地驾驶。

【答案】 **D** (细节题) They tend to drive responsibly.

【定位】 W: People there do drive responsibly, though. Often people break laws simply because the laws are there.

女: 不过那边的人开车确实很负责任。人们违法常常只是因为法规摆在那儿。

【信号】 **紧接德国话题的直接评价句。**第4段男方提到 there are no speed limits in Germany, 紧接第5段女方直接评价 People there do drive responsibly——"there"指代德国, 这句就是对德国开车人的正面评价, 是答案句; do 还起强调作用, 加重了"确实负责任"。

【替换】 People there do drive responsibly ↔ **They tend to drive responsibly.**

几乎同义只是加了倾向词

【排除】 A)

They follow traffic rules closely. 说德国人"严格守交规", 但女方紧接着说 Often people break laws simply because the laws are there.——有法规反而招致违法, 且第4段点明德国 no speed limits, 并非靠紧盯规则行事, 与原文相反。

借用原文: Often people break laws simply because the laws are there.

B) 原词陷阱

They keep within speed limits. 说德国人"不超速", 可第4段明说 there are no speed limits in Germany——根本没有限速可守, 听到 speed limits 顺手选会与原文事实直接打架。

借用原文: there are no speed limits in Germany

C) 原词陷阱

They like to go at high speed. 里的 high speed 在录音第9段确实出现 a good car that can go at a high speed, 但那是泛泛说"好车能开快"很惬意, 并非评价德国人"爱开快车", 是典型听到原词就想选的陷阱。

借用原文: a good car that can go at a high speed

15. A) It is a bad idea.

B) It is as effective as speed bumps.

C) It is not useful.

D) It should be combined with education.

【题目】 What does the woman think of the police fining drivers?

【翻译】 女士如何看待警察对司机罚款?

A) 这是个坏主意。 B) 它和减速带一样有效。 C) 它没有用处。

D) 它应该与教育相结合。

【答案】 C (态度观点题) It is not useful.

【定位】 M: So you don't think fining people is useful. / W: Not really, because the police don't have time to police every single driver.

男: 所以你觉得罚款没什么用。女: 不太有用, 因为警察没时间去管每一个司机。

【信号】 被问者对提问的直接应答。第16段男方把问题摆出来 So you don't think fining people is useful., 第17段女方应答 Not really, because the police don't have time to police every single driver.——态度题的答案就落在被问者这句直接表态上, Not really 是关键否定倾向词。

【替换】 Not really ↔ **It is not useful.**

Not really是对没用的肯定回应

【排除】 A)

It is a bad idea. 把女方的态度拔高成"是个坏主意", 但她只说 Not really(不太有用), 是"没效果", 不是"坏", 程度被夸大了。

B) 张冠李戴

It is as effective as speed bumps. 借了录音里反复出现的 speed bumps——女方说 those speed bumps that force you to slow down. I think they are a good idea., 那是她对"减速带"的肯定, 跟"罚款"是两码事, 把对减速带的评价安到罚款上, 是张冠李戴。

借用原文: I think they are a good idea.

D)

It should be combined with education. 里的 education 来自第6段 better education about personal responsibility when driving, 那是男方对"德国人"的猜测, 女方从没过"罚款应配合教育", 属未提及。

借用原文: better education about personal responsibility when driving

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 Behind the cash register at a store in downtown San Francisco, Sam Azar swiped his credit card to pay for a pack of cigarettes. The store's card reader failed to scan the card's magnetic stripe. Azar tried again and again. No luck. As customers began to queue, Mr. Azar reached beneath the counter for a black plastic bag. He wrapped one layer of the plastic around the card and tried again. Success! The sale was completed. "I don't know how it works. It just does," said Mr. Azar who learned the trick from another clerk. Verifone, the company that makes the store's card reader, would not confirm or deny that the plastic bag trick worked. But it's one of many low-tech fixes for high-tech failures that people without engineering degrees have discovered — often out of desperation — and shared. Today's shaky economy is likely to produce many more such tricks. "In post-war Japan, the economy wasn't doing so great, so you couldn't get everyday-use items like household cleaners," says Lisa Katayama, author of *Urawaza*, a book named after the Japanese term for clever lifestyle tips and tricks. "So people look for ways to do with what they had." Today, Americans are finding their own tips and tricks for fixing malfunctioning devices with supplies as simple as paper and glue. Some, like Mr. Azar's plastic bag, are open to argument as to how they work or whether they really work at all. But many tech home remedies can be explained by a little science.

在旧金山市中心一家商店的收银台后, Sam Azar刷了他的信用卡来支付一包香烟。商店的读卡器未能扫描卡片的磁条。Azar再试了一次又一次。还是不行。随着顾客开始排队, Azar先生伸手到柜台下面拿出一个黑色塑料袋。他在卡片外面包了一层塑料, 然后再试。成功了! 交易完成了。"我不知道它是如何起作

用的。它就是管用，"从另一位店员那里学到这个技巧的Azar先生说。制造该商店读卡器的公司Verifone既不确认也不否认塑料袋技巧有效。但这只是许多没有工程学位的人发现的——通常是出于绝望——并分享的众多低技术修复高技术故障方法之一。今天摇摇欲坠的经济很可能会产生更多这样的技巧。"在战后日本，经济状况不太好，所以你买不到像家用清洁剂这样的日常用品，"《Urawaza》一书的作者Lisa Katayama说，该书以日语中聪明的生活小贴士和技巧的术语命名。"所以人们寻找方法来利用他们手头所有的东西。"今天，美国人正在找到他们自己的小贴士和技巧，用像纸和胶水这样简单的用品来修理出故障的设备。有些，像Azar先生的塑料袋，对于它们如何起作用或者它们是否真的有效存在争议。但许多技术家庭疗法可以用一点科学来解释。

16. A) The card got damaged.
B) The card was found invalid.
C) The card reader broke down unexpectedly.
D) The card reader failed to do the scanning.

【题目】 What happened when Sam Azar swiped his credit card to pay for his purchase?

【翻译】 当Sam Azar刷信用卡支付购物款时发生了什么？

- A) 卡片损坏了。 B) 卡片被认定无效。 C) 读卡器意外发生故障。
D) 读卡器无法进行扫描。

【答案】 D (细节题) The card reader failed to do the scanning.

【定位】 The store's card reader failed to scan the card's magnetic stripe.

这家店的读卡器没能扫描出信用卡的磁条。

【信号】 紧跟刷卡动作后的结果句。录音先说 Sam Azar swiped his credit card (他刷了卡)，紧接着的下一句 The store's card reader failed to scan the card's magnetic stripe 就是这个动作的直接结果——动作之后第一句交代结果，正是答案句。

【替换】 The store's card reader failed to scan ↔ The card reader failed to do the scanning.

动词转名词的同义改写

【排除】 A) 张冠李戴

录音从没说卡本身 damaged (损坏)，是读卡器没扫成。把 failed to scan 这个读卡器的问题安到卡头上，对象错了。

借用原文：The store's card reader failed to scan

B) 未提及

选项说卡被查出 invalid (无效)，但录音只说读卡器没扫上磁条，从头到尾没提卡有效无效的问题，属于无中生有。

C) 原词陷阱

选项借用了原文的 card reader 让人耳熟想选，但说成 broke down (彻底坏掉)，而录音只说这一次 failed to scan (没扫上这张卡)，后文还能继续刷卡成功，说明设备没坏，程度被夸大了。

借用原文：The store's card reader failed to scan the card's magnetic stripe

-
17. A) By seeking help from the card reader maker Verifone.
B) By covering the credit card with a layer of plastic.
C) By calling the credit card company for confirmation.
D) By typing the credit card number into the cash register.

【题目】 How did Sam Azar manage to complete the sale?

【翻译】 Sam Azar是如何完成这笔交易的？

- A) 通过向读卡器制造商Verifone寻求帮助。 B) 通过用一层塑料覆盖信用卡。
C) 通过致电信用卡公司进行确认。 D) 通过将信用卡号码输入收银机。

【答案】 B (细节题) By covering the credit card with a layer of plastic.

【定位】 He wrapped one layer of the plastic around the card and tried again. Success! The sale was completed.

他用塑料把卡包了一层，又试了一次。成功了！这笔交易做成了。

【信号】 动作后紧跟 Success 的成功信号。 录音在 He wrapped one layer of the plastic around the card 之后立刻喊出 Success! The sale was completed——成功一词紧跟在某动作后面，等于明示就是这个动作奏效了，这就是答案信号。

【替换】 wrapped one layer of the plastic around the card ↔

By covering the credit card with a layer of plastic.

wrap 换成 cover 的同义替换

【排除】 A) 原词陷阱

录音确实念了 Verifone, the company that makes the store's card reader, 但那是说厂商不肯证实这招好不好用，根本不是他求助厂商做成交易。盗用耳熟的 Verifone 来骗选。

借用原文：Verifone, the company that makes the store's card reader, would not confirm or deny

C) 未提及

选项说打电话给信用卡公司确认，但录音里他从没打过电话，做成交易靠的是包塑料，属于无中生有。

D) 原词陷阱

选项里的 cash register 来自录音开头 Behind the cash register at a store, 但那只是交代地点，原文从没说他手输卡号；手输卡号听着像个办法，其实是借原词拼出来的假动作。

借用原文：Behind the cash register at a store in downtown San Francisco

-
18. A) Produce many low-tech fixes for high-tech failures.
B) Give birth to many new technological inventions.
C) Change the lifestyle of many Americans.
D) Affect the sales of high-tech appliances.

【题目】 What is today's shaky economy likely to do?

【翻译】 当今不稳定的经济可能会导致什么？

- A) 为高科技故障产生许多低技术解决方法。 B) 催生许多新的技术发明。
C) 改变许多美国人的生活方式。 D) 影响高科技产品的销售。

【答案】 **A** (细节题) Produce many low-tech fixes for high-tech failures.

【定位】 Today's shaky economy is likely to produce many more such tricks.

当下不稳的经济很可能会催生更多这样的小妙招。

【信号】 **likely to 标记的预测句**。录音里 Today's shaky economy is likely to produce many more such tricks 含 likely to, 是一句明确的趋势预测, 题干也用 likely to 原样发问, 信号词对上, 这就是答案句。

【替换】 produce many more such tricks ↔ **Produce many low-tech fixes for high-tech failures.**
such tricks 指代上文已点明

【排除】 B) **与原文相反**

录音说经济催生的是 low-tech fixes (低科技土办法), 选项却说 new technological inventions (新技术发明), 方向正好相反——全文恰恰在讲不靠高科技、用土办法应付。

借用原文: one of many low-tech fixes for high-tech failures

C) **原词陷阱**

录音提过 clever lifestyle tips and tricks 里的 lifestyle, 但只是形容那些小妙招, 并没说经济会 change the lifestyle (改变生活方式)。借 lifestyle 把结果夸大成改变生活方式, 范围过大。

借用原文: the Japanese term for clever lifestyle tips and tricks

D) **原词陷阱**

选项里的 high-tech 确实来自原文话题, 但 sales (销量) 原文从没提过——经济催生的是修东西的土办法, 不是影响高科技产品的销量。用熟词 high-tech 嫁接一个没说过的角度。

借用原文: many low-tech fixes for high-tech failures

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

1 If you are a graduate student, you may depend on your adviser for many things, including help with improving grades, acquiring financial support, forming an examining committee and getting letters of recommendation. If you're a graduate teaching assistant, your adviser also may be your boss. Academic departments vary in their procedures for assigning academic advisers to graduate students. In some departments, either the chairman or the director of graduate studies serves for at least the first semester as a new student adviser. Then students select an adviser based on shared academic interests. In other departments, a new student is assigned a faculty adviser based on some system of distribution of the department's advising load. Later, students may have the opportunity of selecting the adviser that they prefer. In any case, new graduate students can learn who their advisers or temporary advisers are by visiting or emailing the departmental office and asking for the information. Graduation requirements specify the number of credits you must earn, the minimum grade point average you must achieve and

the distribution of credits you must have from among differing departments or fields of study. In addition, it is necessary to apply for graduation when you are near the time that you will be completing your graduation requirements. Since graduation requirements vary among divisions of the university, you should consult the Bulletin of Information. You should also direct your questions to your departmental office or academic adviser.

如果你是研究生，你可能在很多方面依赖于你的导师，包括帮助提高成绩、获得经济资助、组建考试委员会以及获取推荐信。如果你是研究生助教，你的导师也可能是你的上司。各学术院系在为研究生分配学术导师方面的程序各不相同。在一些院系，系主任或研究生院主任至少在第一学期担任新生导师。然后学生根据共同的学术兴趣选择导师。在其他院系，新生会根据院系指导工作量分配的某种系统被分配一名教师导师。之后，学生可能有机会选择他们偏好的导师。无论如何，新研究生可以通过访问或发送电子邮件给院系办公室并询问相关信息来了解他们的导师或临时导师是谁。毕业要求明确规定了你必须获得的学分、你必须达到的最低平均绩点以及你必须从不同院系或研究领域获得的学分分布。此外，当你临近完成毕业要求的时间时，有必要申请毕业。由于毕业要求在大学的各个部门之间有所不同，你应该查阅信息公告。你还应该向你的院系办公室或学术导师提出你的问题。

19. A) They vary among different departments.
B) They leave much room for improvement.
C) They are determined by the advising board.
D) They are set by the dean of the graduate school.

【题目】 What does the speaker say about the procedures for assigning academic advisers?

【翻译】 说话者对于指定学术导师的程序是怎么说的？

- A) 它们在不同院系之间各不相同。 B) 它们还有很大的改进空间。
C) 它们由指导委员会决定。 D) 它们由研究生院院长制定。

【答案】 A (细节题) They vary among different departments.

【定位】 Academic departments vary in their procedures for assigning academic advisers to graduate students.

各学术院系在给研究生分配学术导师的程序上各不相同。

【信号】 题干名词原词复现处即落点。录音里出现与题干几乎同形的 procedures for assigning academic advisers，这正是答案句的定位信号；紧挨它的动词 vary 就是要抓的关键说法——各系不同。

【替换】 Academic departments vary in their procedures ↔ They vary among different departments
vary 同词、介词短语换说

【排除】 B) 未提及

They leave much room for improvement. 说这些程序有很大改进空间，录音通篇只客观描述各系怎么分配导师，从未评价它好坏或需改进，属未提及。

C) 原词陷阱

They are determined by the advising board. 借用了录音里反复出现的 advising / adviser 一族词凑出 advising board，但原文从没说程序由某个 advising board 决定，是听到熟词就想选的原词陷阱。

借用原文：assigning academic advisers

D) 张冠李戴

They are set by the dean of the graduate school. 用了录音里的 graduate（研究生）一词制造熟悉感，但原文说分配程序由各系自定、并未提到研究生院院长来定，属张冠李戴。

借用原文：assigning academic advisers to graduate students

20. A) By consulting the examining committee.

B) By reading the Bulletin of Information.

C) By visiting the university's website.

D) By contacting the departmental office.

【题目】 How can new graduate students learn who their advisers are?

【翻译】 新入学的研究生如何得知谁是他们的导师？

A) 通过咨询考试委员会。 B) 通过阅读信息公告。 C) 通过访问大学网站。

D) 通过联系院系办公室。

【答案】 D（细节题） By contacting the departmental office.

【定位】 In any case, new graduate students can learn who their advisers or temporary advisers are by visiting or emailing the departmental office and asking for the information.

无论如何，研究生新生都可以通过到系办公室当面咨询或发邮件、并索取相关信息，来得知谁是他们的导师或临时导师。

【信号】 by 引出的办法即答案信号。 答案句出现题干同款短语 learn who their advisers or temporary advisers are，紧接着的 by visiting or emailing the departmental office 由 by 引出具体的做法，正是 How 题要锁的办法句。

【替换】 visiting or emailing the departmental office ↔ **By contacting the departmental office**
visiting/emailing 上提为 contacting

【排除】 A) 原词陷阱

By consulting the examining committee. 里的 examining committee 确在录音开头出现过（讲导师能帮你组建考试委员会），但那是导师帮你做的事，与怎么得知导师是谁无关，是听到原词就选的原词陷阱。

借用原文：forming an examining committee

B) 原词陷阱

By reading the Bulletin of Information. 用的 Bulletin of Information 确在录音结尾出现，但那是用来查毕业要求的，不是用来得知导师是谁的，属张冠李戴的原词陷阱。

借用原文：you should consult the Bulletin of Information

C) 未提及

By visiting the university's website. 看似合理，但录音得知导师只说了到系办或发邮件，从头到尾没提上学校网站，属未提及。

-
21. A) They are harder to meet than those for undergraduates.
B) They specify the number of credits students must earn.
C) They have to be approved by the examining committee.
D) They are the same among various divisions of the university.

【题目】 What does the speaker say about graduation requirements?

【翻译】 说话者对于毕业要求是怎么说的？

- A) 它们比本科生的要求更难达到。 B) 它们明确规定了学生必须获得的学分数。
C) 它们必须经过考试委员会批准。 D) 它们在大学的各个学部之间都是相同的。

【答案】 B （细节题） They specify the number of credits students must earn.

【定位】 Graduation requirements specify the number of credits you must earn, the minimum grade point average you must achieve and the distribution of credits you must have from among differing departments or fields of study.

毕业要求规定了你必须修满的学分数、必须达到的最低平均绩点，以及你必须在不同院系或学科领域之间修读学分的分布。

【信号】 名词后 specify 引出内容。 录音原词念出 Graduation requirements 后紧跟动词 specify（规定了……），它引出毕业要求的具体内容，正是答案信号；列举的第一项就是学分数。

【替换】 specify the number of credits you must earn ↔

They specify the number of credits students must earn

近乎原句、只换人称

【排除】 A) 未提及

They are harder to meet than those for undergraduates. 拿本科生作难度比较，但录音讲毕业要求时只列内容、从没和本科生比难易，属未提及的对比陷阱。

C) 原词陷阱

They have to be approved by the examining committee. 借用录音里出现过的 examining committee，但原文从没说毕业要求要经这个委员会批准，是听到熟词就选的原词陷阱。

借用原文：forming an examining committee

D) 与原文相反

They are the same among various divisions of the university. 说各院系相同，但录音明说 graduation requirements vary among divisions of the university（各院系各不相同），选项把不同说成相同，恰好反了。

借用原文：graduation requirements vary among divisions of the university

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

1 Jody Hubbard is a diet and nutrition expert who travels around the state to speak in middle and high schools. She primarily speaks to students in health classes, but sometimes the school will arrange for her to speak to several different groups of girls. Her biggest concern is the emphasis American culture places on thinness and the negative ways this affects girls today. Jody has a Ph. D. in nutrition, but more importantly, she has personal experience. Her mother taught her to diet when she was only eight years old. Jody has created several different presentations, which she gives to different types of audiences, and she tries to establish an emotional connection with the students so that they will feel comfortable asking questions or talking to her privately. She shows them pictures and images from popular culture of beautiful women and explains how computers are used to make the women look even more thin and "beautiful" than they are in real life. She describes how the definition of beauty has changed over the years and even from culture to culture. She then talks about health issues and the physical damage that can occur as a result of dieting. Finally, she addresses self-respect and the notion that a person's sense of beauty must include more than how much a person weighs. Sometimes, Jody feels that she succeeds in persuading some students to stop dieting. Other times, she feels that she fails.

Jody Hubbard 是一位饮食与营养专家，她周游全州在初中和高中演讲。她主要向健康课上的学生演讲，但有时学校会安排她向几组不同的女生演讲。她最关心的是美国文化对瘦的强调以及这对当今女孩产生的负面影响。Jody 拥有营养学博士学位，但更重要的是，她有亲身经历。她的母亲在她只有八岁时就教她节食。Jody 创作了几种不同的演讲内容，她会针对不同类型的听众进行演讲，她试图与学生建立情感联系，以便他们能够自在地提问或私下与她交谈。她向他们展示来自流行文化的美丽女性的图片和形象，并解释计算机如何被用来使这些女性看起来比现实生活中更瘦、更“美”。她描述美的定义如何随着岁月变迁甚至因文化而异。然后她谈论健康问题以及节食可能造成的身体损害。最后，她谈到自尊以及一个人的美感必须包含比体重更多内涵的观念。有时，Jody 觉得她成功说服了一些学生停止节食。其他时候，她觉得自己失败了。

22. A) Ph. D. candidates in dieting.
B) Students majoring in nutrition.
C) Students in health classes.
D) Middle and high school teachers.

【题目】 Who does Jody Hubbard primarily speak to?

【翻译】 Jody Hubbard 主要向谁讲话？

- A) 节食方面的博士研究生。 B) 主修营养学的学生。 C) 健康课上的学生。
D) 初中和高中教师。

【答案】 C (细节题) Students in health classes.

【定位】 She primarily speaks to students in health classes, but sometimes the school will arrange for her to speak to several different groups of girls.

她主要给健康课上的学生讲，但有时学校也会安排她给好几组不同的女生讲。

【信号】 primarily 与 but sometimes 分出主次。 信号是限定词对比：She primarily speaks to students in health classes 的 primarily (主要) 锁定主要听众，紧跟的 but sometimes 引出的是次要、偶尔的听众；听到 primarily 就该把它后面的人群定为答案。

【替换】 students in health classes ↔ **Students in health classes.**

原文与选项几乎原词对应

【排除】 A) 原词陷阱

Ph. D. candidates in dieting. 借了原文里 Jody 自己 Jody has a Ph. D. in nutrition 的 Ph. D. 来骗『听到博士就选』，但那是她本人的学位，不是她的听众；且把 nutrition 偷换成 dieting，纯属拼凑。

借用原文：Jody has a Ph. D. in nutrition

B) 原词陷阱

Students majoring in nutrition. 借原文 Jody has a Ph. D. in nutrition 的 nutrition 来诱选，但原文从没说她的听众是『营养学专业的学生』，纯属把话题词拼成一个未提及的身份。

借用原文：Jody has a Ph. D. in nutrition

D) 原词陷阱

Middle and high school teachers. 借原文 travels around the state to speak in middle and high schools 的 middle and high schools 来诱选，但原文说的是她去中学『演讲』，听众是学生，不是 teachers；它把『学校/学生』偷换成了『老师』。

借用原文：travels around the state to speak in middle and high schools

23. A) Its overemphasis on thinness.
B) Its changing criteria for beauty.
C) Its mistaken conception of nutrition.
D) Its overestimate of the effect of dieting.

【题目】 What is Jody Hubbard's biggest concern about American culture?

【翻译】 Jody Hubbard 对美国文化最大的担忧是什么？

- A) 过分强调瘦。 B) 不断变化的美的标准。 C) 对营养的错误观念。
D) 高估了节食的效果。

【答案】 A (细节题) Its overemphasis on thinness.

【定位】 Her biggest concern is the emphasis American culture places on thinness and the negative ways this affects girls today.

她最大的担忧是美国文化对『瘦』的强调，以及这种强调如今给女孩们带来的负面影响。

【信号】 原文直接出现 **biggest concern** 信号词。答案句以 Her biggest concern is 开头，与题干 biggest concern 同词复现，这正是『最大担忧』的明确信号；信号词后面紧跟的 the emphasis American culture places on thinness 就是担忧的内容。

【替换】 the emphasis American culture places on thinness ↔ **Its overemphasis on thinness.**
emphasis on thinness 浓缩为 overemphasis on thinness

【排除】 B) **张冠李戴**

Its changing criteria for beauty. 借了原文后文 how the definition of beauty has changed over the years 的『美的定义在变』来诱选，但那只是她演讲讲到的一个内容点，原文从未把它说成她『最大的担忧』；张冠李戴地把一个普通内容点冒充为 biggest concern。

借用原文：how the definition of beauty has changed over the years

C) **原词陷阱**

Its mistaken conception of nutrition. 借原文 Jody has a Ph. D. in nutrition 的 nutrition 来诱选，但原文从没说美国文化有『错误的营养观念』，是用耳熟词拼出的未提及内容。

借用原文：Jody has a Ph. D. in nutrition

D) **原词陷阱**

Its overestimate of the effect of dieting. 借原文里反复出现的 dieting 来诱选，且 over-前缀与正确项 Its overemphasis on thinness. 形似易混；但原文的担忧是『对瘦的过度强调』，从没说文化『高估了减肥的效果』，对象被偷换了。

借用原文：the physical damage that can occur as a result of dieting

24. A) To demonstrate the magic effect of dieting on women.
B) To explain how computer images can be misleading.
C) To prove that technology has impacted our culture.
D) To illustrate her point that beauty is but skin deep.

【题目】 Why does Jody Hubbard show pictures of beautiful women to her audiences?

【翻译】 为什么 Jody Hubbard 要向听众展示美女的照片?

- A) 展示节食对女性的神奇效果。 B) 解释计算机图像如何具有误导性。
C) 证明技术已经影响了我们的文化。 D) 说明她的观点:美只是表面的。

【答案】 B (目的题) To explain how computer images can be misleading.

【定位】 She shows them pictures and images from popular culture of beautiful women and explains how computers are used to make the women look even more thin and "beautiful" than they are in real life.

她给他们看流行文化里美女的图片和影像，并解释电脑是怎样被用来让这些女性看起来比现实中更瘦、更『美』的。

【信号】 动作 shows 之后的 explains 引出目的。 信号是动作后紧跟的解释句：She shows them pictures 是被问的动作，其后用 and explains how computers are used to make the women look even more thin 解释展示的用意——揭示电脑修图把人弄得更瘦更美；explains how 后面就是目的所在。

【替换】 explains how computers are used to make the women look even more thin and "beautiful" than they are in real life

↔ **To explain how computer images can be misleading.**

『修图让人显得比真实更美』概括为『图像具误导性』

【排除】 A) 与原文相反

To demonstrate the magic effect of dieting on women. 借原文话题词 dieting 与 women 来诱选，但原文展示图片是为揭穿电脑修图、反对盲目求瘦，绝非『展示减肥的神奇效果』，方向正好相反。

借用原文：make the women look even more thin and "beautiful" than they are in real life

C) 过度推断

To prove that technology has impacted our culture. 借原文 pictures and images from popular culture 的 culture 和 computers 来诱选，但她展示图片是为说明『电脑修图误导审美』这个具体点，不是去证明『科技影响了文化』这种泛泛大命题，属过度推断。

借用原文：pictures and images from popular culture

D) 张冠李戴

To illustrate her point that beauty is but skin deep. 借原文反复出现的 beauty 来诱选，且『美只是表面』很顺耳易凭常识误选；但『美应不止于体重』是她演讲后段谈 self-respect 时的内容，不是『展示图片』这个动作的目的，张冠李戴。

借用原文：a person's sense of beauty must include more than how much a person weighs

25. A) To help students rid themselves of bad living habits.

B) To establish an emotional connection with students.

C) To promote her own concept of beauty.

D) To persuade girls to stop dieting.

【题目】 What is Jody Hubbard's main purpose in giving her speeches?

【翻译】 Jody Hubbard 演讲的主要目的是什么？

A) 帮助学生摆脱不良生活习惯。 B) 与学生建立情感联系。 C) 推广她自己的美的观念。

D) 说服女孩停止节食。

【答案】 D （目的题） To persuade girls to stop dieting.

【定位】 Sometimes, Jody feels that she succeeds in persuading some students to stop dieting.

有时候，乔迪觉得自己成功地说服了一些学生停止节食。

【信号】 结尾收束句点出 persuading ... to stop dieting. 信号是结尾的收束：全段最后落在 Sometimes, Jody feels that she succeeds in persuading some students to stop dieting, 用 persuading...to stop dieting 直接点出她努力的总目标——劝学生停止节食；结尾收束句往往直陈总目的。

【替换】 persuading some students to stop dieting ↔ **To persuade girls to stop dieting.**

persuading students 几乎原义对应 persuade girls

【排除】A) 偷换概念

To help students rid themselves of bad living habits. 借原文 students 来诱选，但原文的目标专指『停止节食』这一件事，选项却扩大为泛泛的『各种坏生活习惯』，范围被放大，属偷换/扩大概念。

借用原文：persuading some students to stop dieting

B) 原词陷阱

To establish an emotional connection with students. 几乎照搬原文 she tries to establish an emotional connection with the students，原词重合度极高最诱人；但建立情感连接只是她演讲中的一个手段/铺垫（为了让学生愿意提问），不是整场演讲的总目的。

借用原文：she tries to establish an emotional connection with the students

C) 过度推断

To promote her own concept of beauty. 借原文反复出现的 beauty 来诱选，但原文说的是她引导学生认识到『美不止于体重』，是劝学生别盲目求瘦，并非去『推销她自己的一套美的概念』，属过度推断与偷换。

借用原文：a person's sense of beauty must include more than how much a person weighs

SENTENCE INSIGHTS • 句子精讲

21 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 top of all that, a new study published in the journal Learning and Memory finds you are probably better off sleeping than making last-minute preparations for a test.

第1段，第5句

主句带宾语从句的结构是四六级和考研阅读中的高频句式，finds/shows/suggests 等动词引出宾语从句的模式非常典型，后置定语修饰主语也是常见现象，掌握后可迁移到大量类似句子。

It is not good for students to play video games.

第2题，B

"It is + 形容词 + for sb to do sth" 是四六级和考研中高频出现的典型句式，掌握后可广泛迁移到类似结构，代表性强。

Meanwhile there are complaints that poor service at London's major airports is discouraging foreigners from doing business in Britain.

第1段，第2句

覆盖存在句主语识别、同位语从句与定语从句辨析、现在进行时谓语识别、介词短语作状语等多个考点，其中同位语从句与定语从句的区分是常见易错点，具有较高训练价值

It's great that you have had this experience of teaching in Indonesia and following up on what you just mentioned, what would you recommend for students who do not live in an English-speaking country?

第1段，第2句

本句包含多个典型结构："It is + 形容词 + that从句" 的形式主语结构、"what" 引导的宾语从句和特殊疑问句、"who" 引导的限制性定语从句、情态动词 "would" 表示委婉请求;这些都是四六级和考研阅读中高频出现的句式,掌握后可直接迁移到大量真题句,结构代表性强。

That's the real struggle because, right now, I do live in Holland, but I really don't socialize much with Dutch people and my boyfriend's English is so good that we just basically speak English all the time.

第2段，第2句

原因状语从句 + 并列结构 + "so...that" 结果从句的组合，是四六级和考研阅读中极常见的复杂句式。强调助动词 "do" 和口语化并列也是真题高频，掌握后可大量复用到类似长难句的拆解中。

There is as much listening exposure as I want—all I have to do is turn on the TV.

第2段，第4句

句子覆盖多种成分：第一个主句涉及"There be"句型的特殊主语位置，第二个主句涉及定语从句中关系代词省略、"all"作先行词、不定式短语作表语等多个练习点。比较结构和定语从句的成分划分都是常考易错点，训练价值较高。

So I think that's really the challenge for people who live in a country where their target language isn't spoken.

第4段，第4句

本句体现了四六级和考研阅读中的典型句式:主句加宾语从句表达观点,定语从句层层修饰名词,被动语态描述客观状态。这种 think + that 从句加多层定语从句的结构在真题中频繁出现,掌握后可以迁移到大量类似句子。是非常具有代表性的常考句式。

What does the woman suggest doing to learn to speak a foreign language?

第10题 题干

特殊疑问句的倒装结构 ("What does + 主语 + 动词原形") 和 "suggest doing" 的固定搭配都是四六级和考研真题中高频出现的句式。目的状语 "to do" 的用法也非常典型。掌握本句结构后，学生可以迁移到大量类似疑问句和建议类表达中，实用性较强。

W: So I think it's the restrictions that create the dangers sometimes.

第11段，第1句

本句涵盖主谓宾、宾语从句、强调句结构等多种成分和句型，强调句的识别与还原是常见易错点，"that" 在强调句中的作用也需与定语从句、同位语从句区分，训练价值较高。

W: Obviously, when driving through a residential area or where there is a school, you've got to have speed policemen.

第13段，第1句

句子涵盖主谓宾、状语从句、省略结构、there be句型等多种成分和结构，适合练习从句识别、省略还原和成分划分，有一定训练价值，但易错点不算密集。

The card reader broke down unexpectedly.

第16题，C

虽然句子结构简单，但包含了主语、谓语（短语动词）、状语三种基本成分，可以作为入门级的成分划分练习。短语动词 "broke down" 是一个值得学习的点，能帮助学生理解动词短语作为谓语的整体性。但成分种类较少，缺乏宾语、定语等其他常见成分，训练价值有限。

In some departments, either the chairman or the director of graduate studies serves for at least the first semester as a new student adviser.

第1段，第4句

本句涵盖了主语（含 "either...or..." 并列结构）、谓语、地点状语、时间状语、方式状语五种成分，成分种类较为丰富。主语 "either...or..." 并列结构和就近原则、"serves as" 搭配中 "as" 短语的归属判断（方式状语还是补语）都是值得练习的考点，具有一定训练价值。

Then students select an adviser based on shared academic interests.

第1段，第5句

这种“时间状语 + 主谓宾 + 介词短语作状语”的线性结构非常常见，属于基础阅读和流程说明里高频出现的句型。掌握后可直接迁移到大量同类句子。

In other departments, a new student is assigned a faculty adviser based on some system of distribution of the department's advising load.

第1段，第6句

“地点状语 + 被动主干 + 句尾依据说明”是正式说明文里很常见的句式。掌握这种结构后，处理制度、规则、流程类句子时可直接迁移。

In any case, new graduate students can learn who their advisers or temporary advisers are by visiting or emailing the departmental office and asking for the information.

第1段，第8句

“动词后接表示内容的小句”以及“句尾用介词短语补方式”都很常见，属于考试和阅读中反复出现的结构。掌握这类句子后，迁移到“know”、“find out”、“ask”一类动词后的同类结构会很直接。

In addition, it is necessary to apply for graduation when you are near the time that you will be completing your graduation requirements.

第1段，第10句

本句结构在四六级和考研阅读中较为典型：主句 + 时间状语从句 + 定语从句的嵌套组合是常见句式，形式主语 it 和不定式真正主语的搭配也是高频考点。掌握本句的分析方法可以迁移到大量类似句型

They leave much room for improvement.

第19题，B

主谓宾加介词短语状语是常见基础句式，但本句整体过于简单，不包含从句、并列或复杂修饰，在真题中代表性一般，更多出现在简单句或复合句的某一分句中。

Jody has a Ph. D. in nutrition, but more importantly, she has personal experience.

第1段，第4句

but连接的转折并列句是四六级和考研阅读中的常见句式，尤其是前句陈述一个事实、后句用but强调更重要观点的对比结构具有一定代表性。掌握后可迁移至类似的对比论述句型，但本句本身结构过于简单，缺少从句等更复杂的典型要素。

Jody has created several different presentations, which she gives to different types of audiences, and she tries to establish an emotional connection with the students so that they will feel comfortable asking questions or talking to her privately.

第1段，第6句

本句成分丰富:包含主谓宾、主系表结构,有宾语、表语、状语、定语从句,还有不定式作宾语、动名词短语作状语。特别是 which 在定语从句中充当宾语、目的状语从句的识别、不定式和动名词的区分,这些都是常见考点和易错点,作为划分成分练习句有较高价值

She then talks about health issues and the physical damage that can occur as a result of dieting.

第1段，第9句

主句 + 限制性定语从句的组合是四六级和考研阅读中的高频句式。宾语带定语从句修饰、定语从句用关系代词 that 引导且充当主语,这些都是典型的考试常见结构。掌握本句的分析方法可以直接迁移到大量类似句子

Finally, she addresses self-respect and the notion that a person's sense of beauty must include more than how much a person weighs.

第1段，第10句

本句涵盖主谓宾基本结构、并列宾语、同位语从句、宾语从句、以及状语等多种成分，且同位语从句与定语从句的辨析是常见易错点。嵌套结构也为成分划分练习提供了较好的训练素材

HIGH-FREQUENCY • 真题高频词

本卷出现的 202 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。

nicotine B2

n. 尼古丁

本卷13次·真题 15句

adviser B2

n. 顾问

本卷12次·真题 13句

department A2

n. 部门

本卷9次·真题 66句

credit B1

n. 赊购, 赊账

本卷9次·真题 36句

graduate B1

n. 毕业生

本卷7次·真题 34句

content B1

n. 内容

本卷7次·真题 25句

cigarette A2

n. 香烟, 纸烟

本卷7次·真题 9句

better A1

adj. 更好的 (good 的比较级)

本卷6次·真题 139句

limit B1

n. 限度

本卷6次·真题 45句

tobacco B1

n. 烟草

本卷6次·真题 18句

would A1

aux. (will 的过去式) 将要, 会

本卷5次·真题 466句

diet A2

n. 日常饮食

本卷5次·真题 113句

academic B2

adj. 学术的

本卷5次·真题 69句

authority B2

n. 权力

本卷5次·真题 32句

reader A2

n. 读者

本卷5次·真题 23句

beauty A2

n. 美

本卷5次·真题 22句

graduation B1

n. 毕业

本卷5次·真题 18句

trick B1

n. 诡计

本卷5次·真题 11句

effect A2

n. 影响

本卷4次·真题 156句

product A2

n. 产品

本卷4次·真题 128句

brand B1

n. 品牌, 商标

本卷4次·真题 27句

nutrition B2

n. 营养

本卷4次·真题 21句

requirement B2

n. 要求

本卷4次·真题 18句

likely A2

adj. 很可能的

本卷3次·真题 224句

tend B1

v. 倾向于, 往往会

本卷3次·真题 137句

customer A2

n. 顾客, 客户

本卷3次·真题 124句

lack B1

v. 缺少

本卷3次·真题 115句

type A2

n. 类型

本卷3次·真题 97句

base A2

n. 基础

本卷3次·真题 95句

major B1

adj. 主要的

本卷3次·真题 73句

economy B1

n. 经济

本卷3次·真题 58句

vary B1

v. 不同

本卷3次·真题 31句

assign B1

v. 分配 (任务、工作)

本卷3次·真题20句

engine A2

n. 发动机, 引擎

本卷3次·真题15句

preparation B1

n. 准备

本卷3次·真题13句

smoker A2

n. 吸烟者

本卷3次·真题8句

less A1

det. 较少的

本卷2次·真题224句

system A2

n. 系统

本卷2次·真题162句

learning A1

n. 学习

本卷2次·真题120句

reduce B1

v. 减少, 降低 (数量、大小、程度等)

本卷2次·真题118句

affect B1

v. 影响

本卷2次·真题113句

stress B1

n. 压力

本卷2次·真题102句

impact B2

n. 影响

本卷2次·真题98句

expert B1

n. 专家

本卷2次·真题89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

challenge B1

n. 挑战

本卷2次·真题80句

concern B1

v. 涉及

本卷2次·真题79句

later A1

adv. 以后, later

本卷2次·真题 70 句

effective B1

adj. 有效的, 起作用的

本卷2次·真题 63 句

connection B1

n. 联系

本卷2次·真题 61 句

responsibility B1

n. 责任

本卷2次·真题 55 句

image A2

n. 形象, 印象

本卷2次·真题 52 句

various B1

adj. 各种各样的

本卷2次·真题 52 句

emotional B1

adj. 情绪的

本卷2次·真题 50 句

publish B1

v. 出版, 发行 (书籍、杂志等)

本卷2次·真题 50 句

detail B1

n. 细节

本卷2次·真题 45 句

mainly B1

adv. 主要地

本卷2次·真题 45 句

failure B1

n. 失败

本卷2次·真题 41 句

cash A2

n. 现金

本卷2次·真题 37 句

manufacturer B2

n. 制造商

本卷2次·真题 34 句

reading A1

n. 阅读

本卷2次·真题 33 句

powerful B1

adj. 强大的

本卷2次·真题 30 句

driving A2

n. 驾驶

本卷2次·真题 29 句

journal

B1

n. 杂志

本卷2次·真题 29 句

lifestyle

B1

n. 生活方式

本卷2次·真题 29 句

earn

A2

v. 赚得, 挣得 (金钱)

本卷2次·真题 28 句

audience

A2

n. 观众

本卷2次·真题 26 句

establish

B2

v. 建立, 创立 (组织、机构、关系等)

本卷2次·真题 25 句

psychological

B2

adj. 心理的

本卷2次·真题 25 句

tip

A2

n. 小费

本卷2次·真题 25 句

acquire

B2

v. 获得

本卷2次·真题 24 句

comment

B1

n. 评论

本卷2次·真题 21 句

investigate

B2

v. 调查

本卷2次·真题 21 句

investment

B1

n. 投资

本卷2次·真题 20 句

capacity

B2

n. 容量

本卷2次·真题 18 句

division

B1

n. 分开

本卷2次·真题 16 句

register

B1

v. 登记, 注册

本卷2次·真题 16 句

regulation

B2

n. 规则, 条例

本卷2次·真题 16 句

persuade

B1

v. 说服

本卷2次·真题 15 句

select B1

v. 选择, 挑选

本卷2次·真题 15 句

socialize B2

v. 社交

本卷2次·真题 15 句

tech B1

n. 技术

本卷2次·真题 14 句

primarily B2

adv. 主要地

本卷2次·真题 13 句

root A2

n. 根

本卷2次·真题 13 句

procedure B2

n. 程序

本卷2次·真题 12 句

smoking A2

n. 吸烟, 抽烟

本卷2次·真题 12 句

layer B1

n. 层

本卷2次·真题 11 句

commission B2

n. 佣金

本卷2次·真题 10 句

asset B2

n. 资产

本卷2次·真题 9 句

distribution B2

n. 分配

本卷2次·真题 9 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

actually A2

adv. 实际上, 事实上 (用于纠正或补充信息)

本卷1次·真题 148 句

design B1

n. 设计

本卷1次·真题 132 句

support A2

v. 支持

本卷1次·真题 118 句

risk A2

n. 风险

本卷1次·真题 108 句

professor B1

n. 教授（大学教师的最高职称）

本卷1次·真题 105 句

financial B2

adj. 财政的

本卷1次·真题 101 句

quality A2

n. 质量

本卷1次·真题 100 句

finding B2

n. 调查结果

本卷1次·真题 99 句

physical B1

adj. 身体的

本卷1次·真题 98 句

simply B1

adv. 仅仅，只不过

本卷1次·真题 90 句

average A2

adj. 平均的

本卷1次·真题 89 句

case A2

n. 情况

本卷1次·真题 89 句

amount A2

n. 数量

本卷1次·真题 87 句

issue B1

n. 问题

本卷1次·真题 83 句

traditional B1

adj. 传统的

本卷1次·真题 79 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

device B1

n. 设备

本卷1次·真题 60 句

power A2

n. 权力

本卷1次·真题 59 句

apply A2

v. 申请

本卷1次·真题 58 句

negative B1

adj. 否定的

本卷1次·真题 57 句

obesity B2

n. 肥胖 (症)

本卷1次·真题 57 句

seek B1

v. 寻找

本卷1次·真题 56 句

damage B1

n. 损害

本卷1次·真题 55 句

struggle B1

v. 奋斗

本卷1次·真题 54 句

generally B1

adv. 通常, 一般地

本卷1次·真题 53 句

determine B2

v. 决定

本卷1次·真题 51 句

contain B1

v. 包含, 含有

本卷1次·真题 50 句

email A2

n. 电子邮件

本卷1次·真题 50 句

innovation B2

n. 创新;革新(指行为或过程)

本卷1次·真题 50 句

realize B1

v. 意识到, 认识到

本卷1次·真题 50 句

recently A2

adv. 最近

本卷1次·真题 48 句

promote B2

v. 促进

本卷1次·真题 47 句

loss B1

n. 丧失

本卷1次·真题 46 句

figure A2

n. 数字

本卷1次·真题 44 句

contact B1

n. 联系

本卷1次·真题 43 句

facility B2

n. 设施

本卷1次·真题 43 句

deliver B1

v. 递送, 运送 (货物、信件等)

本卷1次·真题 41 句

range B1

n. 范围

本卷1次·真题 41 句

item A2

n. 项目

本卷1次·真题 39 句

purchase B1

v. 购买

本卷1次·真题 39 句

concept B2

n. 概念

本卷1次·真题 38 句

teaching A2

n. 教学工作, 教书

本卷1次·真题 38 句

finally A2

adv. 终于, 最终

本卷1次·真题 36 句

flight A2

n. 航班

本卷1次·真题 36 句

occur B1

v. 发生, 出现

本卷1次·真题 36 句

recommend B1

v. 推荐

本卷1次·真题 34 句

engineering B1

n. 工程学

本卷1次·真题 33 句

household B1

n. 家庭

本卷1次·真题 33 句

harmful B1

adj. 有害的

本卷1次·真题 31 句

assistant A2

n. 助手

本卷1次·真题 30 句

differ B1

v. 不同, 有区别

本卷1次·真题 30 句

recommendation B2

n. 推荐

本卷1次·真题 30 句

argument B1

n. 争论

本卷1次·真题 29 句

improvement B1

n. 改进

本卷1次·真题 29 句

production B1

n. 生产

本卷1次·真题 29 句

handle A2

v. 处理

本卷1次·真题 28 句

fully B1

adv. 完全地

本卷1次·真题 26 句

quit B1

v. 离开 (工作、学校等)

本卷1次·真题 26 句

addition A2

n. 增加

本卷1次·真题 25 句

lower A2

adj. 较低的;下方的

本卷1次·真题 25 句

skin A2

n. 皮肤

本卷1次·真题 25 句

yeah A1

intj. 是的

本卷1次·真题 25 句

carefully A2

adv. 仔细地

本卷1次·真题 24 句

target B1

n. 目标;靶子

本卷1次·真题 24 句

technological B2

adj. 技术的

本卷1次·真题 24 句

combine B1

v. (使) 结合、组合

本卷1次·真题 23 句

confirm B1

v. 证实

本卷1次·真题 23 句

guide A2

n. 指南,手册

本卷1次·真题 23 句

criticism B2

n. 批评

本卷1次·真题 22 句

gather B1

v. 聚集, 集合

本卷1次·真题 22 句

maker A2

n. 制造者

本卷1次·真题 22 句

native B1

adj. 本国的

本卷1次·真题 22 句

yield B2

v. 产生

本卷1次·真题 22 句

closely B1

adv. 紧密地

本卷1次·真题 21 句

structure B1

n. 结构

本卷1次·真题 20 句

emphasis B2

n. 强调

本卷1次·真题 19 句

meanwhile B1

adv. 与此同时

本卷1次·真题 19 句

leadership B2

n. 领导地位;领导权

本卷1次·真题 18 句

crash B1

v. (车辆) 猛撞, 碰撞

本卷1次·真题 17 句

rival B2

n. 竞争对手

本卷1次·真题 17 句

definition B2

n. 定义

本卷1次·真题 16 句

demonstrate B2

v. 证明

本卷1次·真题 16 句

increased B2

v. 增加了

本卷1次·真题 16 句

rid B2

v. 使摆脱

本卷1次·真题 16 句

previously B1

adv. 以前, 先前 (指过去某个时间)

本卷1次·真题 15 句

sufficient B2

adj. 足够的

本卷1次·真题 15 句

atmosphere B2

n. 气氛

本卷1次·真题 14 句

candidate B1

n. 候选人

本卷1次·真题 14 句

load B1

n. 负载

本卷1次·真题 14 句

obviously B1

adv. 显然, 明显地

本卷1次·真题 14 句

freedom B1

n. 自由

本卷1次·真题 13 句

adequate B2

adj. 足够的, 充分的

本卷1次·真题 12 句

approve B1

v. 批准, 认可 (正式同意)

本卷1次·真题 12 句

automatic B1

adj. 自动的

本卷1次·真题 12 句

exposure B2

n. 暴露

本卷1次·真题 12 句

semester B1

n. 学期 (尤指大学的半学年)

本卷1次·真题 12 句

complaint B1

n. 抱怨

本卷1次·真题 11 句

deny B1

v. 否认

本卷1次·真题 11 句

discourage

B2

v. 使泄气

本卷1次·真题 11 句

illustrate

B2

v. 说明

本卷1次·真题 10 句

arrange

B1

v. 安排，筹备（活动、会议等）

本卷1次·真题 9 句

damaged

B1

adj. 受损的

本卷1次·真题 9 句

restriction

B2

n. 限制

本卷1次·真题 9 句

temporary

B1

adj. 暂时的

本卷1次·真题 9 句

undergraduate

B2

n. 大学本科生

本卷1次·真题 9 句

faculty

B2

n. （大学的）系，院

本卷1次·真题 8 句

remedy

B2

n. 治疗方法

本卷1次·真题 8 句

substitute

B2

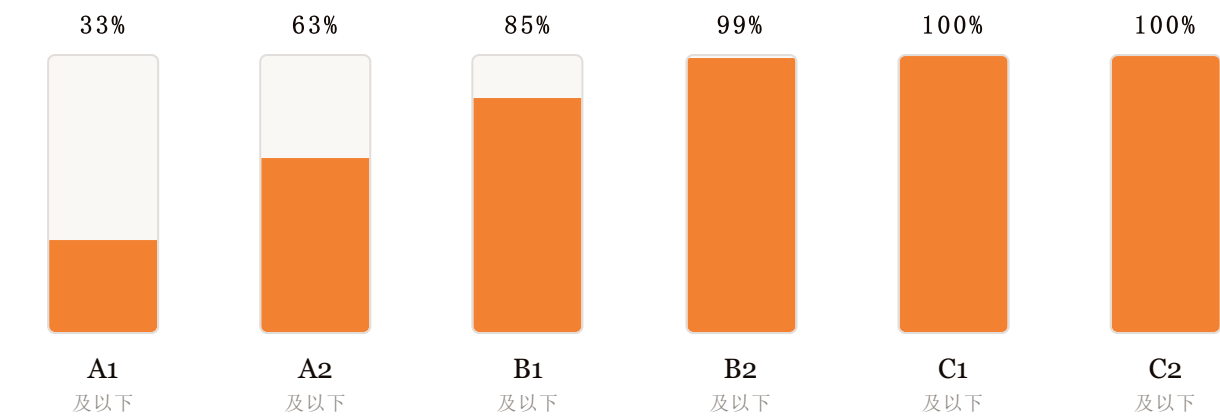
n. 替代品

本卷1次·真题 8 句

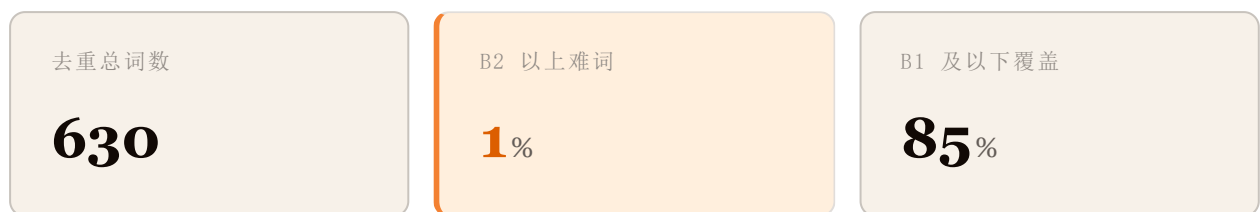
VOCABULARY • 词汇难度分布

全卷录音原文 630 词按 CEFR 难度累积覆盖

全卷录音原文去重后共 **630** 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%。



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英语四级 2016年6月·第2套 · 全卷构成

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